

Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África



30 Years Contributing to
Education and Training in
Africa



Ushirika wa Maendeleo ya Elimu Barani Afrika

الرابطة لأجل تطوير التربية في إفريقيا

Association for the Development of Education in Africa

Association pour le développement de l'éducation en Afrique

Associação para o Desenvolvimento da Educação em África

ADEA's 30th Anniversary Commemorative Booklet

Our Common Voice, Our Common Success.

Copyright © 2019 - Association for the Development of Education in Africa (ADEA)

ISBN N°13: 978-92-9178-141-6

First edition.

All rights reserved. Reproduction and/or distribution is prohibited without the prior consent of ADEA.



Association for the Development of Education in Africa (ADEA)

African Development Bank Group (AfDB)

Immeuble CCIA Plateau, Avenue Jean-Paul II

01 BP 1387 – Abidjan 01 Côte d’Ivoire

www.adeanet.org

Send feedback to adea@afdb.org

Published and distributed by ADEA and Éditions Ganndal (Conakry – Guinée).

First print: June 2019.



Éditions Ganndal

gannal.editions@gmail.com

www.editionsgannal.blogspot.com

A French edition of this booklet, titled “*ADEA - 30 Ans de contribution à l’éducation et la formation en Afrique*”, is available too. ISBN N°13: 978-92-9178-141-6.

Cover design, text design and composition: Stefano De Cupis and Mamy Rijason Razafimahatratra.

Proofreading: Shem Okore Bodo, Joel Elegbe Bola, Stefano De Cupis, Aloïse Prosper Faye, Raky Gassama, Youssouf Toure, Aliou Mamadou Sow



Table of Contents

Foreword	5
Acknowledgements	6
1.0. The Birth of ADEA	7
2.0. Mission and Vision in the Service of Education	9
3.0. Education Transformation is ADEA’s DNA	10
4.0. Celebrating ADEA’s Impact on Education	12
4.1. Advocacy: Fostering Policy Dialogue.....	12
4.2. Capacity Development: Strengthening National and Continental Level Human Capital.....	15
4.3. Networking: Building Social Capital.....	17
4.4. Knowledge is the Currency of Development	18
5.0. Stakeholders’ Reflections on the Value of ADEA	21
5.1. Voices of African Ministers	21
5.2. Voices of Development Cooperation Partners.....	22
5.3. Voices of Former Executive Secretaries	26
5.4. Voices of Chairpersons of ADEA Executive Committee.....	27
5.5. Voices of the Youth	28
5.6. Voices of the Private Sector	29
5.7. Voice of Independent Evaluation	29
6.0. Marching into the Future	31
7.0. Tribute to ADEA’s Heroes	33

Abbreviations and Acronyms

AAU	Association of African Universities
ADEA	Association for the Development of Education in Africa
AEF	African Education Fund
AfDB	African Development Bank Group
ANIE	African Network for Internationalization of Education
AU	African Union
BLM	Books and Learning Materials
CEMASTEА	Center for Mathematics, Science and Technology Education in Africa
CESA	Continental Education Strategy for Africa
CIDA	Canadian International Development Agency
COMED	Communication for Education and Development
COMEDAF	Conference of Ministers of Education of the African Union
DAE	Donors to African Education
DFID	Department for International Development (United Kingdom)
ECD	Early Childhood Development
EFA	Education for All
EMIS	Education Management Information Systems
EMPS	Education Management and Policy Support
ERAA	Education Research in Africa Award
FAWE	Forum of African Women Educationists
GeSCI	Global e-Schools and Communities Initiative
GIZ	German Corporation for International Cooperation
GPE	Global Partnership for Education
HE	Higher Education

IAU	International Association of Universities
ICQN	Inter-Country Quality Node
ICQN-ECD	Inter-Country Quality Node on Early Childhood Development
ICQN-LNL	Inter-Country Quality Node on Literacy and National Languages
ICQN-MSE	Inter-Country Quality Node on Mathematics and Science Education
ICQN-PE	Inter-Country Quality Node on Peace Education
ICQN-TL	Inter-Country Quality Node on Teaching and Learning
ICQN-TVSD	Inter-country Quality Node on Technical and Vocational Skills Development
ICT	Information and Communication Technology
INSET	In-Service Education and Training
JICA	Japan International Cooperation Agency
MSE	Mathematics and Science Education
NESIS	National Education Statistical Information System
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NORAD	Norwegian Agency for Development Cooperation
OECD	Organization for Economic Cooperation and Development
OIF	International Organization of the Francophone
PE	Peace Education
R4D	Results for Development
REC	Regional Economic Community
SDC	Swiss Agency for Development and Cooperation
SEA	Secondary Education in Africa
SMASE	Strengthening Mathematics and Science Education
SMASE-WECSA	Strengthening of Mathematics and Science Education in Western, Eastern, Central and Southern Africa

TF	Task Force
TFEMPS	Task Force on Education Management and Policy Support
ToT	Trainer of Trainer
TP	Teaching Profession
TVSD	Technical and Vocational Skills Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO IIEP	UNESCO International Institute for Educational Planning
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
WB	World Bank
WG	Working Group
WGBLM	Working Group on Books and Learning Materials
WGCOMED	Working Group on Communication for Education and Development
WGECD	Working Group on Early Childhood Development
WGEMPS	Working Group on Education Management and Policy Support
WGHE	Working Group on Higher Education
WGMSE	Working Group on Mathematics and Science Education
WGNFE	Working Group on Non-Formal Education
WGTP	Working Group on Teaching Profession

Foreword

This booklet is a special publication commemorating 30 years of remarkable history and extra-ordinary accomplishments and service of the Association for the Development of Education in Africa (ADEA) to education and training on the continent. Thirty years in the life of an individual is a relatively short period and does not usually call for significant celebrations. For an organization, it is a long time particularly in the context of high mortality rate of organizations. More importantly, the enormous accomplishments over this period eloquently bespeak years of commitment, dedication and hard work. It is, therefore, a matter for pride that ADEA is celebrating three decades of excellent service to education as well as the prospects for greater accomplishments in the transformation of education for inclusive growth and sustainable development. This publication is also a celebration of the African governments, development cooperation partners, philanthropic organizations and individuals whose grit, commitment, technical expertise and enormous financial support sustained ADEA for the last thirty years. We thank all the wonderful and generous individuals and entities for supporting ADEA's remarkable achievement in the firmament of education development and transformation on the African continent.



On this occasion, we blissfully look forward with great hope that you will continue to offer your generosity, dedication and awesome support to ADEA's innovative and visionary strategic plan that is contributing to the achievement of the “*Africa We Want*”, the mantra of Agenda 2063. Finally, we hope that this 30th Anniversary brings back cherished memories of our professional partnerships, successes, teamwork and sacrifices made in the service of education for the African child and the youth.

Long Live ADEA! Long Live Africa!

Professor Mary Teuw Niane
ADEA Steering Committee Chair
Minister for Higher Education,
Research and Innovation
Republic of Senegal

Acknowledgements



In preparing this anniversary booklet many individuals and institutions who have been closely associated with the history, operation, challenges, vision and strategic direction of ADEA graciously contributed invaluable comments, information from the archives regarding their past encounters with ADEA, and their institutional memory. They also offered inspiring ideas about the direction ADEA should take in the years ahead. These contributors are ADEA's various constituencies: African Ministers, development cooperation partners, former chairpersons of the ADEA Steering Committee and Executive Committee, former Executive Secretaries, and representatives of the private sector and the youth. ADEA owes all of them a debt of gratitude.

We also wish to express many thanks to the ADEA staff, and in particular, Stefano De Cupis who sought for and obtained contributions from stakeholders, designed and formatted the booklet, and provided valuable formal and informal insights at the different stages of the booklet's development. We thank Mamy Rijason Razafimahatratra who worked closely with Stefano in designing and formatting this booklet. Finally, a big thank you to Dr. Bola Elegbe, a long-term consultant with ADEA, for putting it all together based on the contributions as well as his personal research into ADEA's history, operations, accomplishments and strategic direction.

Shem Okore Bodo

Acting Executive Secretary
ADEA

December 2018

1.0. The Birth of ADEA

The conception, midwifery and birth of the Association for the Development of Education in Africa was the culmination of a World Bank policy study in 1988 entitled *“Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization and Expansion”*. At the time of its birth the entity was christened *“Donors to African Education”* (DAE) and was carefully nourished by the Africa Region of the World Bank. The noble goal of DAE was to *“improve donors’ contributions in providing better education for all children in sub-Saharan Africa”*, and its operational objective was that *“it remain a forum for policy dialogue, consultation, and joint planning among donors and with African ministries of education”*. DAE was set up essentially in response to the destructive aftermath of the structural adjustment program in the social sector.

According to Peter Materu, Chief Program Officer of the MasterCard Foundation and Chairperson of the ADEA Executive Committee, DAE’s original mandate was to *“serve as a platform for advocacy and knowledge-sharing in education in Africa”*.

It brought together all actors in education around common issues in the sector, a responsibility that endowed the Association with the aura of uniqueness and distinctiveness as there was no such organization on the continent.

Oley Dibba-Wadda, Director for Human Capital, Youth and Skills Development of the African Development Bank (AfDB) and former ADEA Executive Secretary (2014-2017) notes that *“ADEA is the only authentic platform that plays the role it plays”*.

In spite of the multiple players in education sector in Africa, ADEA’s role in policy dialogue still remains relevant as it is the only organization that actually brings together African education stakeholders – African Ministers, development cooperation partners, academics and researchers in education, the youth, private sector and civil society organizations.

A decision was taken in 1992 to involve African Ministers of Education in DAE’s activities in order to enhance its effectiveness in policy dialogue. This follows concerns raised by the Ministers, as part of the quest for ownership and the need to be involved in decisions affecting them. Thus, three ministers were identified and selected to participate in the Steering Committee.

In 1996, the organization was re-named “*Association for the Development of Education in Africa*” (ADEA) in order to reflect the partnership between African ministers and development cooperation partners. The number of Ministers sitting on the Steering Committee was consequently increased to ten. Working Groups were organized as “*flexible, autonomous bodies led by Agencies to facilitate cooperation around topics identified as suitable for agency coordination and regional cooperation*”.

As Birger Fredriksen, former Director for Human Development for Africa at the World Bank, rightly remarks, “*What started as a smallish donors’ club developed into the single most important network linking ADEA’s two main constituencies – African education practitioners and policy makers, and their external partners*”.

Dzingai Mutumbuka, Zimbabwe’s former Education Minister and former Chairperson of the ADEA Executive Committee, notes with delight that “*fast forward 30 years, ADEA is now a truly African institution, recognized by the African Union (AU) as the sole authoritative voice on African Education*”.

2.0. Mission and Vision in the Service of Education

Where there is a vision there is usually a future or a possibility for strategic transformation. ADEA dreams of what African education should, ultimately, be in the future. Its vision of education seeks to inspire education stakeholders to jointly develop a new school system that promotes quality, development of 21st century skills, a matrimony between education institutions and their environment, development of global citizenship, and creation of a knowledge society that could facilitate and accelerate technological catch-up and the velocity of sustainable development. In order to effectively implement its vision and reposition itself, the Association has adopted the remit and mission of being a pan-African organization.

Vision

High quality African education and training geared towards the promotion of critical skills for accelerated and sustainable development in Africa.

Mission

To serve as an open and flexible pan-African organization that informs and facilitates the transformation of education and training to drive Africa's accelerated and sustainable development.



“The guiding principles of ADEA that encompass African ownership; equal and multi-partnership; mutual trust; results-orientation; learning organization; commitment to change; innovation; integrity; gender-sensitivity; value-driven and equitable opportunities remain true to ADEA’s ethos” (Oley Dibba-Wadda, Director for Human Capital, Youth and Skills Development of the African Development Bank and former ADEA Executive Secretary, 2014-2017).

3.0. Education Transformation is ADEA's DNA

DEVELOPMENTAL STAGES, PERIOD AND EVENTS			
1988-1992 Donors' Club	Created in 1988 in response to lack of donor coordination. Called "Donors to African Education". Based in World Bank, Washington. Mandate to serve as a platform for advocacy and knowledge-sharing.	2015-Present Revitalizing African Education	Relocation with host institution, AfDB, to Abidjan, Côte d'Ivoire. Advocacy for revitalization of education . New governance structure. Expanding continental education platform. Move towards ADEA's Africanization. Initiates establishment of African Education Fund (AEF).
1992-2008 Evolution into partnership on Education	Moved from World Bank to UNESCO-IIER, Paris. Became a partnership between African Ministers of Education and development partners. Re-named ADEA in 1996. Eight Biennales were held. Catalyst for innovative policies. Unique niche: Convening Power.	2008-2015 Transformation towards a Pan-African Organization	Relocated to Tunis in 2008 and hosted by the African Development Bank Group (AfDB). Signed MOU with African Union; AU invited all African countries to join ADEA. Mandate extended to include all Africa; Africanization and ownership. Conference of Ministers of Education of the African Union (COMEDAF) and ADEA Bureau of Ministers merged. In 2013, Heads of State Summit of the African Union endorsed ADEA's Strategic Policy Framework – highest level political recognition.

30 Years of Growth and Service

DEA came into existence 30 years ago to respond to challenges, provide leadership and contribute to the development and transformation of post-colonial education systems in Africa. At every stage of its evolution ADEA has worked tirelessly and passionately to achieve this purpose. In consequence, it has made an indelible impact on the whole education spectrum on the continent. In its first four years of existence, the Association essentially facilitated donor coordination.

At that time *“there was a vision but no strategic plan, rather there was continual reflective introspection”* (Richard Sack, former ADEA Executive Secretary, 1995-2001).

In the 16 years that followed, ADEA evolved to be, first and foremost, an education forum for policy dialogue on the continent, and with awesome convening power. The period saw the birth of Biennales. Eight biennales were held. It also witnessed the growth of Working Groups, entities that promote and strengthen policy discourse and advocacy, analytical research, capacity development and networking. Working Groups covered the whole spectrum of education. As they are not intended to be permanent structures, they keep mutating and graduating into autonomous entities or evolving into Inter-Country Quality Nodes (ICQNs). Prior to the adoption of the new Strategic Plan (2018-2022), there were 4 Working Groups.

The following seven years (2008-2015) witnessed the gradual transformation of the Association into a pan-African organization. The seed of Africanization or African ownership was sown in this era. The second visioning document was prepared in 2012 while two medium-term strategic plans (2008-2012 and 2013-2017) were prepared during this period. The succeeding three years (2015-2018) have witnessed the struggle for sustainability. However, the Association is inspired and energized by its agenda for the revitalization of education in Africa and by growing confidence of development cooperation partners in the Association. ADEA is driving, with the support of AfDB, the establishment of a continental mechanism for funding education – African Education Fund (AEF). Its operationalization was recently endorsed by the 10 African Champion Heads of State on Education, Science and Technology.

4.0. Celebrating ADEA's Impact on Education

Since its inception, ADEA has acted on processes that have had a profound impact on education development and transformation in Africa through a catalytic and holistic approach consisting of advocacy and policy dialogue, capacity building, networking and research/analytical work. Through the Biennales/Triennales the Association promotes open and frank discourse, common understanding and consensus on the strategic direction for education actors in Africa.

In the past 30 years, *“through the activities of its Working Groups, Inter-Country Quality Nodes, and Task Force, ADEA has contributed to the process of educational development in Africa at the regional and country levels”* (Universalia Management Group: Evaluation of ADEA, 2016).

As a technical implementation agency of the African Union, it has impacted on the continent's education systems. A random selection of ADEA's key accomplishments is briefly described below.

4.1. Advocacy: Fostering Policy Dialogue

Blazing the trail in Early Childhood Development:

Early Childhood Development (ECD) was a critical component of the 2006 Biennale. Since then, it has been an inexorable topic precisely because half of the children aged six years and below lived in poverty and suffered from multiple challenges that resulted in very high rates of developmental delay, malnutrition, chronic illness, and disability (UNICEF 2008). In spite of this depressing situation only a few African countries had standards and regulations on ECD. The Fourth African Regional Conference on Early Childhood Development which ADEA's Working Group on Early Childhood Development (WGECD) co-organized with the government of Senegal in Dakar in 2009, therefore, sought to bring about reforms in governments' attitude and policies. The ECD conference produced amazing outcomes. First, as a result of the conference, the African Union adopted ECD as the eighth priority area of the Plan of Action of the Second Decade of Education for Africa. Second, effective from 2011, all African countries were required to report progress on early childhood development to determine the progress towards improving access to primary school. Third, the Conference produced the impetus among governments to develop national ECD policy and explore ways to finance ECD programs. Over 19 African countries have adopted an ECD policy.

The Working Group on ECD which was created in 1997 to influence policy has been transformed into an ICQN on ECD, and it is hosted and led by the government of Mauritius.

Championing integration of African languages into education:

The language of instruction in educational institutions in most African countries remains the language of the colonial masters more than five decades after their departure. Africa is the only continent where the majority of children start learning at school in a foreign language. ADEA has contributed towards changing the narrative. An important outcome of the 2003 Biennale was the unanimous adoption, by the Ministers, of a policy guide, proposed by ADEA, on the integration of African Languages and Cultures into education. The Ministers also committed to setting the agenda for using mother-tongue as first language of instruction. The Inter-Country Quality Node (ICQN) on Literacy and National Languages is the offspring of the policy dialogue because the delegates specifically requested their governments in a communiqué to “*establish Inter-Country Quality Nodes (ICQNs) on Multi-lingual Policies in Education*”. In a landmark study entitled “*Relevance of Education: Adapting Curricula and Use of African Languages*” that was carried out by ADEA in 2004, the language factor emerged strongly as one of the most important determinants of quality of learning.

Reforming basic education:

As Ahlin Byll-Cataria, former ADEA Executive Secretary, notes “*policy dialogue within ADEA led to major achievements in the direction of national education and training policies*”.

For example, the recommendations of the ADEA Biennale held in Maputo, Mozambique on post-primary education in 2008 resulted in the extension of the duration of basic education from six to nine years. The success of policy dialogue is ascribed to the fact that African governments assume ownership of recommendations at such forums which they transform into education programs within their national strategies.

Achieving quality through teacher development:

The dearth of quality teachers has been a perennial problem in education. The use of “*contractual teachers*” emanated from African governments’ desire to cope with the acute shortage of teachers following the introduction of Education for All (EFA).

The number of professional teachers required to ensure quality and at the same time meet the EFA objectives by 2015 was a conservative estimate of 2.4 million (UNESCO Institute for Statistics/EFA) which was far beyond the reach of African countries. Confronted with this enormous conundrum, African governments resorted to hiring contractual teachers. A series of conferences on “*Contractual Teachers*” were co-organized by ADEA, the World Bank, Education International and the Ministry of Education of Mali in Bamako (2004, 2007 and 2009; ADEA Biennale 2006). It was at the 2009 conference in Mali that the two policy frameworks, proposed by ADEA, for non-civil servant teachers were adopted. One relates to the training and professional development of contractual teachers while the other relates to career plans and issues of promotion, social protection, and rights and obligations of contractual teachers. The frameworks raised global awareness of the threat of “*Contractual Teachers*” to quality of primary education.

Furthermore, in collaboration with African educators, ADEA developed a set of multi-grade teaching modules to equip teachers with techniques and pedagogy to handle multi-classes. These modules have been adopted not only in African countries but also in the Commonwealth countries in the Caribbean and Pacific. A survey showed that multi-grade students are more competitive, hardworking, and independent and learn more quickly than mono-grade students. The then Working Group on Teaching Profession spearheaded much of this work, backed by the ADEA Secretariat. The working group has since transitioned into an ICQN on Teaching and Learning which also included the important aspect of assessment.

Making a paradigm shift in girls’ education:

Girls’ education is both an inalienable right and a business imperative because it is a precondition for development. In its effort to make a shift from relegating girls’ education to the background, ADEA set up a Working Group which later graduated into a full-fledged NGO known as the Forum of African Women Educationists (FAWE). As ADEA’s offspring, it is a great accomplishment in promoting women’s and girls’ education. It has national chapters in 35 African countries. FAWE has mainstreamed gender-responsive pedagogy into national education policies and plans in 17 countries, and successfully developed the skills of more than 20,000 teachers since 2005, with great impact on higher enrolment and retention of girls, better completion rates, and improved performance at examinations. Furthermore, over 15,000 students have benefited from FAWE’s science, mathematics and technology (SMT) program, resulting in higher rates of girls’ participation in SMT subjects, improved test scores for girls, improved teachers’ attitudes towards girls’ abilities as well as positive attitudinal change amongst girls to these subjects.

As a technical agency of the African Union in education, ADEA contributed to the Action Plan of Second Decade of Education and currently supports the implementation of the Continental Education Strategy for Africa 2016-2025 (CESA 16-25). ADEA initiated with the African Union the creation of a Committee of 10 African Champion Heads of State on Education, Science and Technology.

4.2. Capacity Development: Strengthening National and Continental Level Human Capital

Education Management Information Systems (EMIS):

Capacity is central to education development because it is a process of strengthening the abilities of *“individuals, organizations and societies to make effective use of resources in order to achieve their own goals on a sustainable basis”*. Lack of quality (i.e. accurate, reliable, timely, coherent, accessible, relevant, interpretable and with methodological soundness and integrity) data and statistics on education stifles African governments’ ability to develop cost-effective plans, formulate evidence-based policies, and make effective decisions in education. The challenge is generally attributed to lack of capacity. ADEA initiated the establishment of the National Education Statistical Information System (NESIS) in 1991 to provide advisory services, technical assistance and capacity development. This was due to the growing demand by policy makers for country capacity for educational planning and management. NESIS has since evolved and expanded, first to the Working Group on Education Management and Policy Support (WGEMPS), and finally to the Task Force on Education Management and Policy Support under the ADEA Secretariat.

The African Union recognizes ADEA as its technical agency on education. Through WGEMPS and then the Task Force, ADEA has supported the African Union and Regional Economic Communities (RECs) in strengthening the capacity of national education management information systems (EMIS) to monitor and report on the implementation of sector plans and programs, inform policy development and set education agendas. Specifically, ADEA was a lead partner in developing the indicators and templates for monitoring the African Union’s Plan of Action for the Second Decade of Education for Africa (2006-2015). The Association also produced the regional and continental AU Outlook blueprints – regional monitoring reports used by COMEDAF for agenda setting and decision-making in education in Africa. ADEA developed a continental EMIS and a database of 160 data variables on all African countries, and over 55 indicators linked to 8 priorities of AU Plan of Action. It facilitated consultation and training with 45 countries and the RECs.

Because of the EMIS peer reviews ADEA has conducted in Swaziland, Botswana, Mozambique, Ghana, Mali, Uganda, The Gambia and in five Nigerian states, there is improved data quality in these countries leading to a more informed policy formulation and review, program planning, monitoring and reporting. Another major contribution to AU is in the development of the CESA indicators and reporting framework under the technical leadership of the ADEA Task Force on Education Management and Policy Support.

Education sector peer review mechanism:

The AU Second Decade of Education in Africa and its successor (the Continental Education Strategy for Africa 2016-2025 or CESA 16-25) aim to “*significantly raise educational achievement*” in terms of access, quality, efficiency and relevance. Meaningful reforms cannot take place unless national education stakeholders undertake a holistic review of the current system to determine the extent to which it actually meets the parameters of relevance, access, quality and equity. Inspired by the OECD experience, a framework for the peer review was endorsed by the ADEA Steering Committee and the Bureau of African Ministers. Consequently, Mauritius, Gabon, and Nigeria volunteered to be reviewed in a pilot phase. The reviews were designed to support the goals of:

- i. promoting inter-country policy dialogue on policy and education delivery,
- ii. strengthening networks of African education experts, and
- iii. promoting South/South cooperation.

The review led to the reformulation of a new set of system-wide reforms in education in Gabon. In Nigeria, it resulted in the development of curriculum for the integration of basic education subjects into Qur’anic and bilingual schooling while in Mauritius, the outcome was the development of education and human resource strategic plan.

Capacity strengthening in maths and science education:

There can be no development without scientific and technological capacity. ADEA’s Working Group on Mathematics and Science Education provided technical assistance to SMASE-Africa member countries on the construction of sustainable in-service education and training (INSET) systems. Teacher educators from 13 countries benefitted from the technical assistance program which consisted of project formulation, session facilitation, management, monitoring and evaluation, and stakeholder sensitization. The training programs were guided by the constant improvement cycle of *plan, do, see* and *improve* (ASEI-PDSI) pedagogical paradigm.

The training program was conducted in 2008, 2009, 2010, 2011 and 2012 for 783 teacher educators from 27 countries. Furthermore 209 went through customized training programs. Over seventeen countries are implementing country-based INSET programs for their teachers, and trained teachers are gradually adopting student-centered pedagogies. In order to support countries in translating knowledge, strategic frameworks and key recommendations emerging from ADEA's evidence-based policy dialogue into policies and implementation frameworks at the national level more effectively, the Working Group on Maths and Science Education was upgraded to an ICQN on Maths and Science Education in 2014.

4.3. Networking: Building Social Capital

ADEA is a network of networks – Working Groups, Task Forces and Inter-Country Quality Nodes. These networks work in different areas of education, including higher education (HE), technical and vocational skills development (TVSD), early childhood development (ECD), non-formal education (NFE), teaching profession (TP), information and communication technology (ICT), books and learning materials (BLM), education management and policy support (EMPS), peace education (PE), and communication for education and development (COMED). ADEA's philosophy is to build social capital and foster regional integration.

Each Working Group was a network of professionals on a thematic area; the overarching goal is to share experiences, practices and knowledge.

For instance, the network of the Working Group on Non-Formal Education (WGNFE) consisted of about 1,000 experts, managers/directors of education, journalists, policy makers, civil society, and representatives of institutions, multilateral and bilateral agencies. Membership of the network cuts across Anglophone, Francophone, Lusophone and Arabic-speaking countries within and outside the African continent.

The network of the Working Group on Higher Education (WGHE) encompassed:

- i. Association of African Universities (AAU) with a growing membership in all the 5 sub-regions and linguistic areas of Africa;
- ii. Sub-regional Universities Associations;
- iii. African Network for Internationalization of Education (ANIE); and
- iv. International Association of Universities (IAU).

An electronic list serve has been established and maintained with over 1,500 active members.

The Working Group on Mathematics and Science Education (WGMSE) forged very strong links with the Strengthening of Mathematics and Science Education in Western, Eastern, Central and Southern Africa (SMASE-WECSA) Association.

The ICQN-MSE has also created a network of over 1,500 trainer of trainers (TOT) consisting of mathematics and science educators from some 27 countries.

The network of the Working Group on Communication for Education and Development (COMED) consisted of over 1,200 journalists, communication experts, and members of NGOs and civil society organizations in all the 54 countries of Africa.

The Working Group on Education Management and Policy Support (WGEMPS) created the “*African Education Finance Alumni Network*” composed of over 133 graduates in Ministries of Education and partner organizations in 12 African countries and 3 non-African countries.

4.4. Knowledge is the Currency of Development

Promoting research and analytical work:

There is generally limited policy-oriented research and analytical work in Ministries of Education with the result that there is sometimes the dearth of evidence-based data and statistics for decision making and policy formulation. It is in recognition of the situation that ADEA has encouraged and consistently worked with Ministries of Education on policy-oriented research and analytical work based on praxis or action research. As a matter of fact, its efforts in promoting evidence-based policy date back to 1989 when it created a working group on Education Research and Policy Analysis.

ADEA’s commitment to knowledge production in support of policy led to the launching of Education Research in Africa Award (ERAA) in 2010. The Award, which is co-organized by AfDB, KOAFEC and ADEA, is designed to promote excellence in educational research. The first edition of the ERAA was produced in May 2013 in Paris. The 8 winners of the Award were in the following categories:

1. Emerging Educational Researcher;
2. Accomplished Educational Researcher;
3. Outstanding Mentor of Educational Researchers; and
4. Enabling Institutional Environment for Educational Research.

ADEA’s research has produced over 1200 publications and studies on various education issues.

Sharing knowledge and experiences:

Knowledge generation and communication are mutually reinforcing – knowledge is of no value if it is not disseminated or communicated on a timely basis to African policy makers who need it for policy making and decision-making. Similarly, knowledge is of no relevance no matter the volume and effectiveness of dissemination if it does not satisfy the needs of policy makers. The rationale for ADEA's communication, therefore, is to produce and disseminate easily accessible knowledge and real-time information to relevant African policy makers, education and training stakeholders, media and general public. In addition, communication plays a key role in supporting ADEA's activities, flagship events and branding– in order to uphold a positive and credible image of the Association. Papers presented at Ministerial Conferences and the Biennales/Triennales are knowledge resources that ADEA makes available through its online and offline knowledge and communication channels. Over 300 analytical/research and national case studies titles of Biennale/Triennale documents were made available in 2018. More titles were integrated in the ADEA's website between 2014 and 2018.

ADEA's publication distribution list reaches out to a large number of education and training stakeholders. The collection of ADEA publications and documents, which started out with a list of 35 publications at inception grew from 165 publications in 2008 to over 2,000 online publications and studies on education and training issues in Africa in 2018. In addition, to the published books, the database and the website includes access to over 1,000 articles in all the newsletters, Biennale and Triennale papers published by the Association since its inception in 1988. ADEA's News and Blog newsletter records 1,327 subscribers. ADEA launched in October 2017 a digital media campaign to attract African and international journalists, correspondents and media outlets interested in covering ADEA's news and events on education and training in Africa. From 1 Oct. 2017 to 30 Oct. 2018, the digital campaign successfully attracted and registered 129 new media actors (43 Anglophone and 86 Francophone) in the ADEA media list which currently has a total of 750 media contacts. Lastly, in terms of visibility, it is important to mention the tremendous results achieved by ADEA's digital platforms (i.e. website and social media channels) in the last three years.

Promoting Inter-Country Quality Nodes:

The existing Inter-Country Quality Nodes ICQNs did not come into existence at the same time; they were born under different circumstances and in different geopolitical areas in Africa.

But they all have the same philosophy and manifest destiny of being instruments for peer learning, regional integration, and platforms where African education Ministers and experts in education meet to dialogue and articulate policies and strategies for addressing common problems. ADEA has consistently played the critical role of a mid-wife in bringing each ICQN into life.

There are currently 7 ICQNs. *“They are all success stories aimed at placing the countries hosting these ICQNs and their partners on the development roadmap”* (Mary Teuw Niane, Senegal’s Minister for Higher Education, Research and Innovation, and Chair of ADEA Steering Committee).

The spheres covered by these ICQNs are related to urgent needs for African countries. They also closely fit in, and work with, the CESA 16-25 thematic cluster mechanism and Africa’s Agenda 2063.

The African Union confirms that *“ADEA has remained a pillar in education development with the post- 2015 Continental Education Strategy for Africa (CESA 16-25). The CESA implementation platform of thematic clusters that bring together all major players in education development in Africa, has benefited greatly from the work of ADEA Inter Country Quality Nodes and the development of evidence based policies. Partnering with ADEA has helped in directing support of ADEA’s donor partners towards the AU vision. This is essential as education is now recognized not only in Africa but globally, as the most important basis for achieving all other aspirations of Africa’s Agenda 2063 and the global SDGs”* (Her Excellency, Sarah Anyang Agbor, Commissioner for Human Resources, Science and Technology, African Union Commission).

5.0. Stakeholders' Reflections on the Value of ADEA

Different stakeholders within and outside the African continent have had a close association with ADEA in different forms and at different levels in these past 30 years. Some have been contributors or sponsors of ADEA, others beneficiaries of ADEA's programs, some others technical and professional partners or collaborators, and yet others independent evaluators. Their views and opinions are important.

They all underscore an important and inescapable fact: ***“ADEA is a unique organization that serves as the voice of education and training in Africa. If ADEA didn't exist it would need to be created”*** (Dzingai Mutumbuka, Aïcha Bah Diallo, Kimberley Kerr, etc.).

As *dramatis personae*, they tell us the story of our journey with reminiscences: ADEA's birth, evolution, its struggles, and successes, and reminds us that in spite of its accomplishments ***“it is not yet uhuru”*** for the Association. Their comments are inspiring, confidence-building and point to a future that is pregnant with hope and great expectations.

5.1. Voices of African Ministers

“Above all, ADEA remains for us, the symbol of the will of Africans to put their skills and resources together to ensure ownership of the education of African children. In this respect, the Triennales and the catalytic role of inter-country quality nodes in capitalizing on the various innovative educational experiences in Africa remain, in my opinion, a living illustration of this collective will. Moreover, from its initial mandate of coordinating the activities of development agencies, ADEA has succeeded in helping Africans overcome their linguistic and political barriers to become today an essential platform for dialogue and exchange for promoting knowledge in Africa. This achievement is to its credit and merit and must be commended”

(Her Excellency, Ms. Kandia Camara, Minister for National Education, Technical Education and Vocational Training of Côte d'Ivoire).



“The key to ADEA’s success lies in overcoming the unfavorable context of its inception and developing innovative approaches to finally become a weapon for education and training in Africa... One of ADEA’s greatest assets is to have rightly understood the urgency and need to develop strategic partnerships among African countries for the sharing of knowledge and experiences and thus increasing the performance of their education systems” (His Excellency, Professor Mary Teuw Niane, Chair, ADEA Steering Committee and Senegal’s Minister for Higher Education, Research and Innovation).



“The advantage of ADEA lies in its providing this forum that brings together ministers of education from Africa, technical development partners, donors, education practitioners and researchers... I think that this network also helps develop the pan-African vision of education because in 2008, the Bureau of the Ministers of ADEA and the Conference of Ministers of Education of the African Union (COMEDAF) merged” (Her Excellency, Ms. Rosalie Kama-Niamayoua, Ambassador Extraordinary and Plenipotentiary of the Republic of Congo, and former Minister for Primary and Secondary Education of the Republic of Congo).



5.2. Voices of Development Cooperation Partners

“ADEA has emerged as a leading partner supporting the work of the African Union Commission in the area of education development. Starting with preparation of the Plan of Action for the Second Decade of Education for Africa, ADEA was instrumental in facilitating access to a wide network of African experts in the various major domains of education... ADEA Working Groups have over the years been instrumental in realization of the AU goals in education development” (Her Excellency, Professor Sarah Anyang Agbor, African Union Commissioner for Human Resources, Science and Technology).



“ADEA has greatly contributed to the development of education in Africa and has done an extraordinary work in the areas where Africa has needs: studies, research, sharing of information, networking, etc. ADEA which was a discussion forum, has today become a Pan-African institution dealing with policy issues and development of skills and knowledge in all areas of education.” She concludes that “ADEA has proven its worth and that is enough justification for its establishment. Indeed, if it had not existed, there would have been the need to invent it” (Aïcha Bah Diallo, Special Advisor to the Director General of UNESCO for Africa, 2005-2009, Minister for Education of Guinea, 1989-1996, and Founding Member, Forum of African Women Educationalists, FAWE).



“ADEA is uniquely positioned to help Africa’s education systems respond to this changing environment. ADEA uses its convening power to develop consensus on critical education issues for the Continent and globally. ADEA provides a platform for African Governments to work collaboratively to define priorities, deepen knowledge, enhance collaboration and share experience. ADEA supports country Governments to implement evidence-based solutions to improve access, quality and relevance of learning” (Kimberley Kerr, Director, Regional Programs, MasterCard Foundation).



“This Thirtieth Anniversary for ADEA is momentous for several reasons. The sheer amount of accomplishments are evident on their website, and this alone deserves celebration - publications, research, high level gatherings to address continent wide education issues, Inter-Country Quality Nodes, and so much more! In addition to the work of ADEA, the Leadership of the organization has transitioned in a remarkable manner” (Alexandria “Sandy” Oleksy-Ojikutu, Senior Education Advisor, Bureau for Africa, USAID).



“At a time of reconfirmation in Africa that education and training underpin all social and economic progress and the attainment of participative citizenship, ADEA continues to be a linchpin in furthering a coherent and continent-wide dialogue within and between Africa countries. ADEA expertly facilitates and encourages this dialogue through well-planned and timely fora and workshops and through policy advice, research and publication. The relevance and need for ADEA and its work have come into sharper focus in recent years and this is well captured in its new strategic plan (2018-2022). GESCI is proud to be closely associated with a committed ADEA and values its collaboration on joint activities and events over recent years” (Jerome Morrissey, Chief Executive Officer, Global e-Schools and Communities Initiative, GESCI).



“Analytical work produced by the ADEA, its effective and coveted policy dialogue platform, as well as its networks of experts had contributed, among others to (a) introduce the learning of the national languages within the systems educational African, (b) advocacy so that all African children, boy and girl, can have access to learning opportunities, allowing them to continue studies or integrate the world work, (c) provide the continent of a conceptual framework development of professional and technical expertise, etc.” (Tarek Chehidi, Program Director, Results for Development, R4D).



“ADEA’s comparative advantage is its ability to stimulate policy dialogue between leaders in African countries, and the facilitation of capacity building and technical support through peer learning between countries. ADEA’s work on Education Monitoring and Information Systems (EMIS) and peer learning has been quite successful” (Camilla Helgø Fossberg, Head of Education Section, NORAD).

“ADEA continues to play an indispensable role in advancing education policy dialogues among African governments in facilitating the transformation of education and training to drive the continent’s socio-economic development agenda.



ADEA’s idea of Inter Country Quality Nodes (ICQNs) which is championed by representatives of education ministries from member countries to address issues designated as national priorities that are included in current programs, is particularly revolutionary. These ICQNs have provided centers for exchange and sharing of knowledge and experiences on education and skills opportunities and challenges among African countries” (Hendrina Chalwe Doroba, Manager,

Education, Human Capital and Employment Division, African Development Bank Group, AfDB; Former Executive Director, Forum of African Women Educationists, FAWE).

“ADEA’s success is explained largely by its ability to evolve over time to effectively facilitate evidence-based dialogue and knowledge exchange among its members” (Birger Fredriksen, former Director for Human Development for Africa, World Bank).



“No other body existed to champion matters related to education in Africa at policy level and with an outreach to all African countries, led and owned by ministers of education in Africa. ADEA’s Conference of ministers, Biennales and Triennales were very innovative ways of bringing together researchers, policy makers, practitioners and educators to interrogate education issues and status in Africa and sharing innovative practices in education” (Stephen M. Njoroge, Director and Secretary of Board of Management, Center for Mathematics, Science and Technology Education in Africa, CEMASTE).



5.3. Voices of Former Executive Secretaries

“ADEA is the one place for building social capital between the education ministries, development agencies and researchers. This is the result of increasing levels of trust and openness within ADEA, fostered by the relative informality of ADEA’s structures and interactions... “ADEA’s ‘structured informality’ which (i) facilitated conversation, dialogue, frank and easy exchanges between all of its constituencies (i.e. ministers, funding agencies, researchers), and (ii) enabled ADEA to be more effectively demand-driven” (Richard Sack, former ADEA Executive Secretary, 1995-2001).



“I think that ADEA has contributed to a more genuine practice of “partnership” between its constituencies. The nature of the “donor-country” relationship has evolved significantly over the past 30 years. Indeed, the major funding agency for education now (Global Partnership for Education, GPE) calls itself a “partnership” with a governing board that includes countries, bilateral and multilateral technical and funding agencies, civil society organizations, and the private sector. ADEA’s focus on the meaning and practice of partnerships (the theme of the 1997 Biennial in Dakar) set the scene for this” (Richard Sack, former ADEA Executive Secretary, 1995-2001).



“The ADEA 2017 Triennale was a success. The two main aspects of this meeting concerned the focus on the key frameworks for education and training in Africa, namely the 2030 Agenda as well as Agenda 2063 and the fact that we were no more at a policies formulation stage for education but at an implementation stage. Lastly, not only the participation of policy makers but also the participation of different stakeholders in education such as parents, teachers, civil society, and so forth was a factor of success” (Mamadou Ndoye, former ADEA Executive Secretary, 2002-2007, and former Minister for Basic Education and National Languages of Senegal, 1993-1998).



“The strengthening of the strategic partnership between ADEA and the African Union, particularly in the context of the implementation of the strategy of the Continental Education Strategy for Africa (CESA 2016-2025), as well as the regional economic communities (RECs) represents a major asset for the future influence of ADEA and its added value as a forum for dialogue at the service of development and the transformation of education and training in Africa” (Ahlin Byll-Cataria, former ADEA Executive Secretary, 2008-2013).

“As a platform, ADEA brings together likeminded stakeholders to address the challenges that the African education system is facing. It is important to note that ADEA is the only authentic platform that plays the role that it plays. As a network, ADEA provides advisory and support services on matters relating to education in Africa” (Oley Dibba-Wadda, Director, Human Capital, Youth and Skills Development of AfDB, and former ADEA Executive Secretary, 2014-2017).



5.4. Voices of Chairpersons of ADEA Executive Committee



“Perhaps, the biggest contribution of ADEA has been the success attained in bringing back the education agenda to the center of the dialogue on socio-economic transformation in Africa. And this is across all levels of education, including higher education, science and technology. For those of us who lived through the years in ADEA, this is a refreshing achievement!” (Peter Materu, Chief Program Officer, MasterCard Foundation and Chair of the ADEA Executive Committee).



“Fast forward 30 years ADEA is now a truly African institution, recognized by the AU as the sole authoritative voice on African education. This transformation has seen ADEA change from a donor driven to an African driven institution and now covers the whole of Africa, managed by Africans” (Dzingai Mutumbuka, former Education Minister of Zimbabwe and former Chair, ADEA Executive Committee).

5.5. Voices of the Youth

“ADEA has contributed to the capacity-building of national information systems in the management of education of the African governments through seminars, peer learning and technical assistance; and that means that today some ministries are implementing the Normative Standards Framework of these information systems”. In addition, “one of the most successful factors is the institutionalization of the sharing of experiences and lessons learned among African countries. In accordance with the principles of the African Union’s Second Decade of Education for Africa, ADEA has encouraged the ministries of education and experts in Africa to share their experiences, to pool their skills and to help one another to find solutions to the education problems on the continent” (Cheick M. Diallo, ADEA Youth Ambassador, Secondary Education in Africa [SEA] Initiative).



“ADEA, with its laudable ideas, programs and initiatives, is the basis of transformation for young people and a great continent which we seek” (Pamela Ejiro Odibeli, Youth Ambassador, Secondary Education in Africa [SEA] Initiative).

5.6. Voices of the Private Sector



“One major contributor in bringing together African countries in sharing knowledge and practices, learning from each other and working on solutions under common themes has been ADEA... I think that is the heart of ADEA: an enabling platform for valuable exchanges that end up sparking new ideas and solutions. Those interactions were also the spark that led to the establishment of my company SkillSafari” (Satu Järvinen, Founder & CEO, SkillSafari).

“The capacity building by ADEA in the last 30 years and the promotion of “partnerships and dialogue between different stakeholders in education, position the organization as a crucial platform to find solutions on financing and on the use of new technologies in education, two great pillars that enable the achievement of quality education for all, which required a large and diverse number of entities involved to meet the challenges education is facing nowadays, especially in Africa” (Mario Franco, Founder & Chairperson, Millennium@EDU Sustainable Education).



5.7. Voice of Independent Evaluation



“During the evaluation, a wide spectrum of stakeholders indicated that they viewed ADEA as an important institution to promote voices and approaches developed and owned by the continent”. “ADEA continues to hold conceptual relevance for senior African leaders as a conduit for high-level policy discussion on priority issues for education in Africa” (Universalia Management Group: Report of the independent external evaluation of ADEA, 2016).

“ADEA is seen as the premier forum for innovative policy dialogue and senior-level knowledge sharing in educational development in Africa. It is seen as having a demonstrated capacity in bringing together representatives from a range of stakeholders (i.e. ministries of education, donors, technical experts) to discuss emerging issues, challenges and opportunities and share lessons learned on issues that affect the development of education in Africa”. “An organization that is passionately committed to making purposeful contributions to education for all (built on distinct needs and interest), as well as partnering with organizations such as the AU and UNESCO”. (Universalia Management Group: Report of the independent external evaluation of ADEA, 2010).



6.0. Marching into the Future

ADEA's agenda for the future is enshrined in its current five-year strategic plan 2018-2022 which is derived from a context that is largely marked by not only the commitments, orientations and objectives of the 2030 Sustainable Development Goals, Africa's Agenda 2063 and the Continental Education Strategy for Africa 2016-2025, but also the outcomes of the ADEA 2017 Triennale. In seeking to revitalize and diversify education to respond appropriately to the needs of every African country, ADEA plans to:

- i. create new ICQNs and strengthen existing ones for greater effectiveness;
- ii. establish an institutionalized knowledge hub for greater pan-African peer learning and sharing of best practices;
- iii. preserve its high-level convening power through participation in and organization of regional and continental forums to bring together key education stakeholders in Africa;
- iv. support countries to develop data and diagnostic tools, and create a culture of data management to meet national needs;
- v. provide technical support to countries so that they can develop new policies or strengthen existing policies that are responsive to country needs;
- vi. provide hands-on-technical support for the implementation and execution of policies and programs;
- vii. drive institutional strengthening of policy-making bodies through training of key ministerial staff so they can effectively manage and lead teams;
- viii. provide capacity strengthening to develop national systems that can monitor and evaluate policy reform progress; and
- ix. drive the establishment of a continental funding mechanism for education.

Stakeholders are united and speak in one voice on ADEA's strategic direction.

Hon Minister Mary Teuw Niane emphasizes the need for *“ADEA to position itself in the area of promoting science and technology, ensuring equity in access to education, higher education and vocational training. ADEA should also play its full part, together with the African Union and all regional organizations in the development of transformational leadership, oriented towards social peace, preservation of or natural resources, and so forth, to benefit women and younger people for our continent's greater prestige”*.

Oley Dibba-Wadda says that the *“next decade is going to be critical for ADEA”* and expresses the need for *“an education system for Africa, by Africans that resonates with African ideologies”*.

The African Union confirms it is essential that *“ADEA continues the lead in promoting vision-based education programming, evidence-informed policy development, while retaining the flexibility due to its unencumbered and open structure. We consider that support to ADEA is support to the efforts of the African Union towards an integrated, peaceful, prosperous Africa, driven by its own competent citizens to be a positive force in the global arena”* (AU Commissioner Sarah Anyang Agbor).

Hon. Minister Kandia Camara believes that *“ADEA must sensitize African decision-makers to the need to meet their commitment and ownership of genuine development of schools”*.

ADEA recognizes the need for change as the education landscape has *“changed dramatically”* since 1988 when the Association was established. Consequently, *“the new Strategy puts ICQNs (rather than WGs) at the center of ADEA’s actions. It is focused on two pillars – a country advisory and support services pillar driven primarily by ICQNs and a continental knowledge-sharing pillar that will in part be fed by the outcome of ICQNs’ interventions (whose agendas are intimately linked to priority themes of participating countries). This is a fundamental move in the right direction. But for this to succeed, participating countries will need to step up support to the ICQNs. In addition, ADEA will need to put in place a more stable resourcing strategy that ensures reliable coverage of core costs. I am hopeful that the African Education Fund we initiated will become a resounding reality”* (Peter Materu).

In corroboration, Hon. Minister Kandia Camara embraces the *“initiative to create the African Education Fund”* because dependence on external funding is not sustainable and it is time for African governments to give external partners proof of their *“maturity and their desire for emancipation”*.

In the same vein, Dzingai Mutumbuka believes that for ADEA to successfully implement its agenda, *“African Heads of State and Education Ministers need to take charge of ADEA in every aspect of the word starting with providing the funds needed to deliver on the promise of equitable quality education for every African child so they can lead healthy and productive lives”*.

NORAD, a key development cooperation partner of ADEA, expresses the same opinion: *“Going forward it will be important to have strong commitments from African leaders to develop the education systems in African countries”* (Camilla Helgø Fossberg).

7.0. Tribute to ADEA's Heroes

In its 30 years of existence, ADEA has gone through three of five stages of an organization's life cycle namely, birth, growth and maturity. At each of these stages, it was appropriately and passionately nurtured; patiently guided; and professionally supported and engaged by committed development partners. Without the World Bank policy study and initial nurture, there probably would never have been an organization called ADEA. When "*Donors to African Education*" was established, its Secretariat was in the World Bank and all its costs were covered by the institution. Without UNESCO-IIEP, the Association's growth would have remained stunted at the teenage level and without the African Development Bank's hosting, and support of the African Union, ADEA would probably not have become a pan-African organization. Its mobility through developmental stages has been marked by awesome financial and technical support of several development cooperation partners including those which originally conceived and midwived the birth of the Association. Like an orchestra, its successful performance and accomplishments are the product of the skillful and synergistic conflation of contributions of a diverse but united coterie of multi-lateral and bilateral institutions, governments, philanthropic organizations and individuals. ADEA owes them enormous gratitude for their unwavering commitment to education, dedication, technical cooperation and generous financial support which have fostered ADEA's growth, accomplishments and sustainability.

The following non-African countries, development cooperation institutions, partners and philanthropic organizations, in alphabetical order, have been behind ADEA's success story to different degrees (some continue till date to contribute generously to the sustainability of the Association):

- African Development Bank Group (AfDB);
- Canadian International Development Agency (CIDA);
- Carnegie;
- Department for International Development (DFID), United Kingdom;
- Department of Foreign Affairs, Ireland;
- European Commission;
- Federal Ministry for Foreign Affairs, Department of Development Cooperation, Austria;
- Fundação Calouste Gulbenkian (Portugal);

- German Corporation for International Cooperation (GIZ);
- International Organization of the Francophone (OIF);
- Irish Aid;
- Japan International Cooperation Agency (JICA);
- MasterCard Foundation;
- Ministry of Foreign Affairs, Finland;
- Ministry of Foreign Affairs, Department of International Cooperation and Development, France;
- Ministry of Foreign Affairs, Netherlands;
- Norwegian Agency for Development Cooperation (Norad);
- Swiss Agency for Development and Cooperation (SDC), Switzerland;
- United Nations Educational, Scientific and Cultural Organization (UNESCO);
- United Nations International Children's Fund (UNICEF);
- United States Agency for International Development (USAID); and
- World Bank Group.

We acknowledge and deeply appreciate their role in bringing ADEA to life, nurturing and sustaining it to achieve the awesome accomplishments that we all celebrate today. They have been the financial and technical bastion of ADEA.

ADEA has enjoyed incredible political, financial and in-kind support of African governments at ministerial and highest political levels. Through their active and cerebral contributions, ADEA's Biennales and later Triennales have become a highly valued forum for continental policy dialogue on education development and transformation on the African continent. They have provided the Association the unique opportunity to be a thought leader and a voice in education for the African continent. It is important to note that it was African countries that demanded the transformation of DAE (donors' club) into an association that involves African governments. The Association owes African governments and their Ministers immeasurable and profound gratitude for continued participation in its high profile continental and regional events.

ADEA's greatest asset has always been its people – a small team of management, professional and support staff. At every point in its evolution, the Association has had the knack for being endowed with great leaders.

In this regard, Fredriksen, co-author of the World Bank study that led to the creation DAE and one time chairperson of COMED Steering Committee, notes that the *“three former executive secretaries... skillfully managed the challenges ADEA has faced, each leading the Association into a new phase”*.

The Association is, therefore, infinitely indebted to its previous Executive Secretaries, namely, Chris Shaw, Richard Sack, Mamadou Ndoeye, Ahlin Byll-Cataria, Oley Dibba-Wadda and Shem Bodo, who acted in the position (2017-2018), for diligently steering the ship in the right direction amidst occasional ferocious storms and tides in its voyage. Albert Nsengiyumva, the new Executive Secretary, brings a robust set of skills and competencies to ADEA and the entire network is ready to work with him.

Oley Dibba-Wadda, former ADEA Executive Secretary confirms that *“ADEA has come a long way and has sailed against the tides – each time remaining firm against the storm”*.

The Executive Secretaries were different in their capacities, endowments and leadership styles but were never lacking in vision, commitment, energy, ideals, ideas and efforts aimed at transforming education and morphing African countries into knowledge societies. The Association’s success thus far, would have been impossible without their leadership and diligence.

This anniversary is a most auspicious occasion to pay tribute also to the troops in the trenches led by the Executive Secretaries. They are Secretariat staff, coordinators and their teams in the various Working Groups, Task Forces and Inter-Country Quality Nodes at different times in the Association’s sojourn. With the Executive Secretaries, they dreamt as a team; spoke as a team; thought as a team; worked as a team; bore the pain of failures and disappointment as a team; and rejoiced and celebrated success and achievements also as a team. We celebrate their grit, hard work, self-motivation, sacrifice and *esprit de corps*.

ADEA remembers with gratitude and excitement the very many chairpersons of the Steering Committee, Bureau of Ministers, Executive Committee, and Inter-Agency Group. Their leadership, sagacity, and awesome experience at meetings produced strategic direction, synergy and incredible outcomes. On this memorable occasion ADEA offers its unfathomable appreciation and infinite gratitude to all of them.

Long Live ADEA!

Long Live Africa!



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

Association for the Development of Education in Africa (ADEA)
African Development Bank Group (AfDB)
Immeuble CCIA Plateau, Avenue Jean-Paul II
01 BP 1387, Abidjan 01, Côte d'Ivoire
Tel: +225 2026 5080 - Email: adea@afdb.org - Website: www.adeanet.org



Opening ceremony of the ADEA 2003 Biennale (Dec. 2003 – Grand-Baie, Mauritius)
Cérémonie d'ouverture de la Biennale 2003 de l'ADEA (décembre 2003 – Grand Baie, Maurice)



Opening ceremony of the first ADEA Triennale (Feb. 2012 – Ouagadougou, Burkina Faso)
Cérémonie d'ouverture de la première Triennale de l'ADEA (février 2012 – Ouagadougou, Burkina Faso)



Group photo taken during the ADEA 2012 Triennale (Feb. 2012 – Ouagadougou, Burkina Faso)
Photo de groupe prise lors de la Triennale 2012 de l'ADEA (février 2012 – Ouagadougou, Burkina Faso)



African Ministerial Forum on ICT Integration in Education and Training (Dec. 2013 – Tunis, Tunisia)
Forum ministériel africain sur l'intégration des TIC dans l'éducation et la formation (décembre 2013 – Tunis, Tunisie)



ADEA 25th Anniversary celebrations (May 2014 – Tunis, Tunisia)
Célébrations du 25^{ème} anniversaire de l'ADEA (mai 2014 – Tunis, Tunisie)



First ADEA Steering Committee Meeting at AfDB HQs after relocating to Abidjan (Dec. 2015 – Abidjan, Côte d'Ivoire)
Première réunion du comité directeur de l'ADEA au siège de la BAD après son déménagement à Abidjan (déc. 2015 – Abidjan, Côte d'Ivoire)



2nd African Ministerial Forum on ICT Integration in Education and Training (June 2016 – Abidjan, Côte d'Ivoire)
Deuxième Forum ministériel africain sur l'intégration des TIC dans l'éducation et la formation (juin 2016 – Abidjan, Côte d'Ivoire)



Group photo taken during the ADEA 2017 Triennale (March 2017 – Diamniadio - Dakar, Senegal)
Photo de groupe prise lors de la Triennale 2017 de l'ADEA (mars 2017 – Diamniadio - Dakar, Sénégal)



African Forum on Youth Skills and Enterprises in the Digital Age (April 2018 – Tunis, Tunisia)
Forum africain sur les compétences des jeunes et les entreprises à l'ère numérique (avril 2018 – Tunis, Tunisie)



ADEA 30th Anniversary celebrations (Nov. 2018 – Abidjan, Côte d'Ivoire)
Célébrations du 30^{ème} anniversaire de l'ADEA (novembre 2018 – Abidjan, Côte d'Ivoire)