

THE EVOLUTION OF A REGIONAL EDUCATION ORGANIZATION

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Association for the Development of
Education in Africa (ADEA)

Africa is so BIG and resourceful.....



Africa on the ascendant

Today

- \$1.6 trillion - Africa's collective GDP in 2008, roughly equal to Brazil or Russia
- \$860 billion - Africa's combined consumer spending in 2008
- 316 million of new mobile phone subscribers signed up in Africa since 2000
- 20 - the number of African companies with revenues of at least \$3 billion

Tomorrow

- \$2.6 trillion - Africa's collective GDP in 2020
- \$1.4 trillion - Africa's combined spending in 2020
- 1.1 billion - the number of Africans of working age in 2040
- 128 million African households with discretionary income in 2020
- 50 percent - the portion of Africans living in cities by 2030

Africa: The Youth constitutes about 37% of the total labour force but make up about 60% of total unemployment

Dialogue on education for leadership and change

Forum for policy
dialogue

Network of policy-
makers, practitioners
& researchers

ADEA

Partnership ministries
of education &
development agencies

Catalyst for education
reform

Origin of ADEA

- World Bank (WB) Paper Education in Sub-Saharan Africa (SSA), consultation of African Education Ministers and Senior Officials
- Donors Club formed
- Secretariat at the WB and subsequently moved to UNESCO's International Institute for Educational Planning (IIEP)
- From the Donors to African Education (DAE) to ADEA (1995)

ADEA's Governance

- Policy Making Steering Committee, meets twice a year
- Executive Committee, acts on behalf of the Steering Committee except on policy
- The brain trust of ADEA, the Working Groups
- Flagship Meetings - Biennale/Triennale

Environment at ADEA's Origin

- Crisis in African Education in the 1970s and 1980s, expansion/contraction
- Jomtien (1990)/ Dakar (2000)/ EFA Declaration
- Massive increase in enrollments at primary and expansion of secondary, but both high cost to quality of education outcomes

Quality Challenge (1):

- Recruitment of untrained or poor trained teachers
- Overcrowded classrooms
- Lack of instructional materials
- Ad hoc working group on quality, evidence based policies and effective operational tools
- Mauritius and Libreville Biennales

Quality Challenge (2):

- Comprehensive understanding of quality:
 1. relevant and effective systems
 2. dynamic, continuous and incremental
 3. national responsibility
- Classroom teaching/learning processes
- Importance of teaching learning materials
- Early Childhood Care and Education (ECCE) and Non-Formal Education (NFE) role in quality

Quality Challenge (3): Paradigm shift

- Demand for post-basic education and training
- Need for vocational/technical and technological skills
- Maputo Biennale - integrated and diverse pathways
- Shift from Biennales to Triennales
- Emergence of Inter-Country Quality Nodes (ICQNs)

Quality Challenge (4)

- Ouagadougou Triennale (2012)
- Process as important as the launch
- Extensive consultations in run up to the launch (private sector, youth, diaspora, publishers)
- 4 key questions
- Moving beyond Ouagadougou