

PLACING COMMUNICATION AT THE
CENTER OF EDUCATION IN AFRICA

WG COMED MEDIUM TERM STRATEGIC PLAN 2008 - 2012

Cotonou, Dec. 2008

Placing communication at the center of education in Africa

As the Leading African Communication for Education Resource Agency, COMED will become the SUSTAINABLE independent, continental reference and facilitating agency for excellent communication practices in the field of education and development [advocacy, capacity building, analysis/ research /documenting back practices]

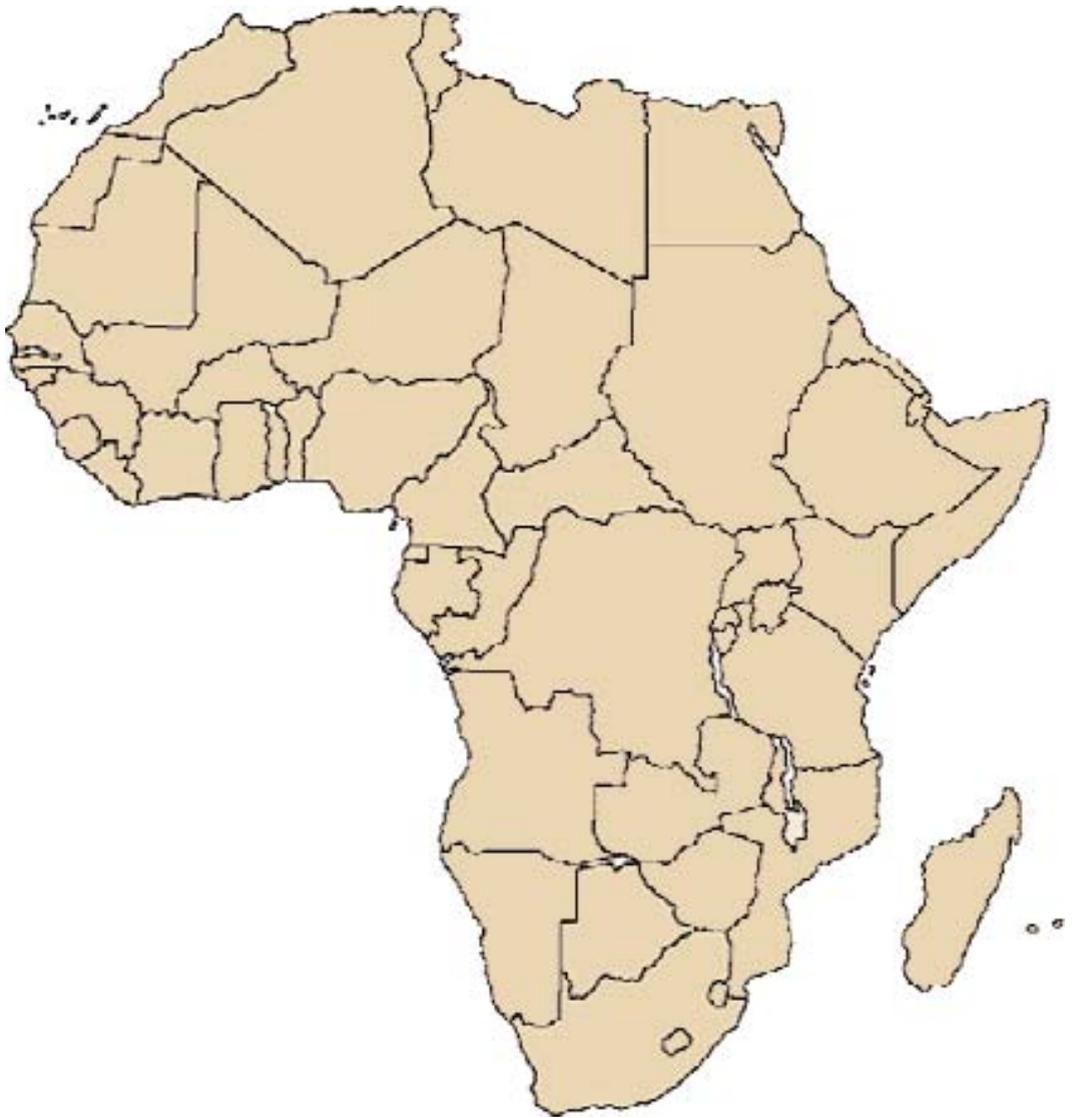
To Promote Communication as a Core Element of Education Development and Reform in Africa

Communication will be placed at the heart of education and development in Africa by

- advocating the importance of good communication practices among key stakeholders;
- building capacity to stimulate robust public debate;
- pooling and exchanging knowledge and experiences of successful communication practices among Ministerial communication officers, media and communities; and
- promoting relationships of trust and meaningful partnerships among them



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Association for the Development of Education in Africa
Association pour le Développement de l'Education en Afrique



Working Group on Communication for Education and
Development
Groupe de Travail sur la Communication pour
L'Education et le Développement

WG COMED MEDIUM TERM STRATEGIC PLAN 2008-2012

List of Abbreviations and Acronyms

ADEA	Association for the Development of Education in Africa
ASDF	African Script Development Fund
BREDA	UNESCO Regional Office for Education In Africa
SC	Steering Committee
EMIS	Education Management Information System
EFA	Education for All
ESJ-International	International School of Journalism (in France)
ESRC	Economic and Social Research Council
FAPE	African Federation of Parents Associations
FAWE	Forum for African Women Educationalists
FTI	Fast Track Initiative
WG COMED	Working Group on Communication for Education and Development
MOE	Ministry of Education
ASDF	African Script Development Fund
Norad	Nonwegian Agency for Development Cooperation
MDGs	Millennium Development Goals
NGOs	Non Governmental Organizations
IPDC	UNESCO International Programme for the Development of Communication
GMR	Global Monitoring Report
SFAI	School Fee Abolition Initiative
EMIS	Education Management Information System
TOR	Terms of Reference
ICT	Information and Communication Technology
UA	Africa Union
UNESCO	United Nations Educational, Scientific and Cultural Organization
VH/Sida	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
WANAD	West African News-media and Development Centre

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Education is a critical and fundamental human right. All children should have free access to quality education within an equitable system. Schools should be places where children's rights are respected, injustices are challenged and lives transformed. By attending school, children can acquire the confidence and knowledge to better access and make use of information that can improve their lives. The dignity and self-confidence gained can help them to challenge injustice and discrimination. Furthermore, good quality education is essential for enabling countries to achieve the level of economic growth required to tackle poverty and make sustainable development a reality. It was with these factors in mind that in 2000, global leaders set the first Millennium Development Goal to achieve universal primary education and to promote gender equality and empower women. In 2008, despite the progress that has been registered, nearly two thirds of the 100 million children that are not in school worldwide are girls and over 70 countries (the majority of them in sub-Saharan Africa) have failed to achieve this internationally agreed goal.

Many countries in sub-Saharan Africa need to ensure that new schools are built and millions of teachers are trained and hired. Obstacles to access such as user fees need to be eliminated. Schools need to be transformed so that they are more accessible, and offer friendly environments for all children regardless of their status or places of origin in their societies. Countries will have to invest in the full "Education for All" agenda, as there is great inter-dependency of different aspects of education. Women's literacy and empowerment programmes have a key role to play in ensuring girls are enrolled and retained in schools. Youths and adolescents must be given special consideration.

Growth in secondary education is essential if primary schooling is not to become a dead end for most children.

This will require more and better allocation of resources than are currently available. The scarceness of domestic and external financing is an important challenge to achieving progress in education. Conservative estimates suggest that it may cost up to \$11 billion in new aid per year (if governments are able to correspondingly increase their investment in education) for every girl and boy to complete a full cycle of primary school by 2015. In all this resides an increase in national commitment to developing a communication strategy for Education for All. Broadening access, improving quality, and building capacities, together with the resources and the reforms to accomplish them, will require the participation of and dialogue between the various actors and partners in education. Communication is central to securing these partnerships. Communication programmes in education encourages exchange of information within a community and internationally, helps draw out consensus in a group, stimulates the collective action needed to solve specific problems, maximizes coordination, and harmonizes donor support to specific initiatives.

Through the Association for the Development of Education in Africa (ADEA), the World Bank and with financial support from the Norwegian Education Trust Fund, this initiative to promote the use of communication in support of education program-



Lawalley COLE
Coordinator, WG COMED

mes in sub-Saharan Africa was started in 1998. The Communication for Education and Development Programme known as COMED was designed to help build national consensus and enhance public support for education policies and programmes. The COMED Programme was approved by the ADEA Steering Committee as an ADEA Working Group in April 2002.

COMED's vision is to promote joint action for building confidence, trust and ownership. It will seek to work with all partners and stakeholders including parents, teachers, learners, civil society organizations, the media, universities, research institutions, relevant arms of government, and development agencies in order to ensure that they are all involved in a process to develop and implement education reforms in a participatory, democratic and accountable manner. Systematic, sustained and strategic communication is a major tool for ensuring successful education reforms. However few African education ministries have invested in institutionalizing strategic communication activities. Where they exist, ministerial communication units are weak, perform mostly protocol and peripheral management functions, and rarely have designated budgets or identified communication staff trained in relevant professional skills. COMED intends to change this through working very closely with ministries of education in Africa. The political and technical leaderships of several education ministries in Africa suggest that there is a will to change and move to a new paradigm.

We will give utmost priority to working with education ministries to develop and reinforce their capacities for institutional communication both internally and externally. This perspective has informed the current Strategic Planning exercise. The 2008 - 2012 Medium Term Strategic Plan will further guide the working group in developing mechanisms for obtaining maximal synergy effect with the strategic objectives of ADEA.

In addition, previous COMED activities involving media and civil society will be refocused and programmed in the light of current and evolving needs. The Africa Education Journalism Award will continue to promote media excellence in reporting on education issues by awarding prizes to the best articles by African journalists writing in English, French and Portuguese. It is also expected that this award will also cover audio visual media within the medium term. Action linked to increasing management capacity and mobilization of resources is also envisaged, in order to buttress sustainability and the institutionalization of COMED in Africa.

The development of this Strategic Plan has been a long process spanning several months. I take this opportunity thank all those members of the COMED Steering Committee who participated in its conception and realization. Work on the development of this Strategic Plan started in September 2007 with conceptual reflexions involving the COMED Secretariat and two colleagues, Betsy Heen, Senior Education Advisor at Norad and Chairperson of the Steering Committee and Maud Seghers, Programme Officer at ADEA. I take this opportunity to recognize their invaluable contribution and thank the principal consultants for this project, Mr. Alcinou Da Costa, former Director of Communications at UNESCO and Mr. Ibrahima Sar, a member of the COMED Steering Committee. Mr. Philip Hado from the WANAD Centre in Cotonou, and Mr. Latevi Lawson, COMED's Programme Officer and Mr Gilles Adoukonou, COMED's Finance Officer also contributed to the project. To all of you, I say BRAVO

I - CONTEXT

Introduction

DESPITE PROGRESS MADE IN EDUCATION in Africa over the past two decades, which include considerable increase in access to education, education in Africa continue to face numerous challenges in the 21st century. One challenge is to build national commitment to developing a communication strategy for Education For All. Broadening access, improving quality, and building capacities, together with the resources and the reforms to accomplish them, will require the participation of and dialogue between the various actors and partners in education. Communication is central to securing these partnerships. Communication programmes in education encourages exchange of information within a community and internationally, helps draw out consensus in a group, stimulates the collective action needed to solve specific problems, maximizes coordination, and

harmonizes donor support to specific initiatives.

The Association for the Development of Education in Africa (ADEA), in collaboration with the World Bank, the West African News-media and Development Centre (WANAD), with financial support from the Norwegian Education Trust Fund (NETF), has supported this initiative to promote the use of communication in support of education since 1998. The initiative known as the Communication for Education and Development (COMED) programme became an ADEA Working Group (WG) in April 2002. Through the work of WG COMED and its network of journalists and the press in general, new knowledge generated in educational reform in sub-Saharan Africa is shared and this in turn enhances policy dialogue among the various stakeholders. This also promotes common understanding of the issues in educational reform and helps build commitment and ownership of reforms.

The ADEA Biennale

The most significant regional encounter for educational cooperation in Africa, the Biennale on Education in Africa, which takes place every two years, brings together African Ministers of Education and Training, high-level representatives of multi-and-bilateral organizations working in the field of development, researchers, practitioners and other education professionals in sub-Saharan Africa.

The Biennales provide an excellent opportunity for meeting other participants, for discussions, and for sharing experiences and knowledge. They also represent an important element in the life of the Association. Their principal objective is to encourage and enable straightforward and open dialogue between all participants on the chosen themes regarding the development of educational systems in Africa. This dialogue, which is supplemented by analytical work undertaken specially for the event, including numerous contributions from education professionals and practitioners who are members of the ADEA network, is essential for promoting the necessary educational reforms, and it also enables ADEA to adapt its activities in order to best serve the needs of African countries.

2. Objectives:

WG COMED HAS OUTLINED CERTAIN objectives that are linked to capacity building, providing support to the development of education sector plans at national level by promoting dialogue, consensus and understanding through communication, and strengthening of EFA partnerships between ministries of education and other stakeholders such as

parents. They are:

- To strengthen the capacity of communication units in ministries of education in African countries to promote national dialogue and consensus for education policies and programmes through designing and implementing public information and communication strategies that are participatory and directed to all relevant internal and external publics;
- To develop a network of trained journalists

within the African media to report on issues of education and development;

- To enhance the exchange and distribution of news and information among ADEA constituencies, including African journalists specializing in education issues, communication officers in education ministries, civil society organizations and other relevant stakeholders through establishing an electronic-based communication system;

- To mobilize adequate resources for executing the programmes and work plans of the Working Group

3. Purpose:

THIS STRATEGIC PLAN FOR WG COMED IS MEANT first and foremost for all partners and stakeholders that are promoting education reforms in Africa through the use of communication. This includes all of ADEA's entities - the consortium of donors, researchers, governments etc. ADEA was founded twenty years ago and has developed from a donors' forum established to enhance the coordination of donor activities into a broad-based forum for consultation, cooperation and policy dialogue that brings

together African education ministries, development agencies, foundations, NGOs, researchers and education specialists, whose common ground lies in the contributions they make to education in Africa.

Due to the changing circumstances within WG COMED as well as external issues related to the overall linkages between ADEA's vision and its activities as well as the need to be able to assess tangible and identifiable outcomes stemming from ADEA's overall niche, this Strategic Plan will guide WG COMED in developing its vision on how to achieve the objectives and goals of the working group. It will develop mechanisms for obtaining maximal synergy effect with the Strategic objectives of ADEA. The Plan will also enable the working group to clarify the direction that it will be taking in the context of the changing policy environment in the next five years.

The Plan will serve the purposes of Communication Units in Education ministries in Africa. Such ministries have a major

responsibility for managing programmes and for piloting reforms in their countries. Among their several partners are: parents, teachers' unions, learners, civil society, faith-based and community organizations, the media, universities and research institutions, proprietors, relevant arms of government, the private and voluntary sectors and development agencies

" A prime factor in fostering change and development can be the planned and systematic use of communication to help individuals, communities, and societies to accept and introduce change" (Colin Fraser and Sonia Restrepo-Estrada, in *Communicating for Development*; p. 4)

4. Methodology/The formulation process

THE STRATEGIC PLANNING EXERCISE was conducted in Cotonou, under the overall coordination of the WG COMED Coordinator with the support of a communications consultant and two members of the WG COMED Steering Committee. It started with a briefing and brainstorming session in which different opinions and viewpoints were expressed on the subject matter. The approach was participatory with certain criteria underlying the strategic plan (i.e. relevance, efficiency, effectiveness, sustainability and impact) considered throughout the discussions and the elaboration of the plan. It is expected that this planning process will also cater for better and more viable interventions on the continent in the area of communication for education and development.

This strategic planning exercise has been very timely given that it comes immediately after the development and publication of ADEA's Strategic Framework. This work was preceded by a series of planning workshops and meetings with all the 11 ADEA Working Groups. Moreover, the WG COMED Programme evaluation concluded in May 2007 recommended that a strategic plan be drawn up for the programme. A number of issues have since emerged and have provoked considerable thinking during the development of this plan. It is also coming at a time when circumstances are changing in the overall education environment in Africa.

5. Parameters for Strategic Planning

THE STRATEGIC PLANNING EXERCISE has allowed the working group to examine the following parameters that need to be addressed:

(1) Capacity development, possibly at two or more levels. Firstly at the individual level with the acquisition of skills and knowledge on information use that may be obtained through technical and non-technical workshops, and secondly provide support in building up of capacities of Ministries of Education and other organizational capacities such as internal structures, and collective capacities of staff to enable responsiveness to communication activities vis-à-vis education. There is also the need to focus on strengthening capacity development at national level and to make this cut across all WG COMED activities - this includes specialized training and encouragement for MOE Communication Officers to join professional organizations (e.g. Public Relations Association), to enhance their job performance and career development.

(2) Establish a series of collaborative agreements with national training institutions in the area of communication in Africa and a selected few outside Africa that are dealing with communication and development activities. Formalized partnerships with African institutions will need to be established in multiple areas with emphasis in the area of research. Considerable use will be made of existing research results in the fields of both education and communication. While striving for knowledge on education and development to become accessible to everybody, smart partnerships between public, private and non-profit organizations are critical at this stage. These enabling partners are likely to share expertise and contribute financially to help ensure that local activities are sustainable. With strong partnerships, WG COMED should also be in a strong position to provide support through education information services, advice on educational developments on the continent as well as access to expert networks and local websites.

Communication "can no longer be treated like the fifth wheel on a car - nice to have, but something of luxury. Communication needs to be converted into the steering wheel to help guide the enormous changes necessary by those responsible for national policies, by institutions, societies, communities and groups." (Colin Fraser and Sonia Restrepo-Estrada, in *Communicating for Development*; p. 238)

6. The New Challenges:

SEVERAL CHALLENGES MAY NEED TO BE addressed concurrently, and we note the following:

- Resources mobilisation - Communication has costs: time, expertise, appropriate structures and technologies, including planning and organization. Therefore, communication requires resources - material, human, financial, technical.
- Diversifying the resource base of WG COMED - From 2002 to 2006, COMED received financial support from the Norwegian Education Trust Fund (NETF) which has now been completed, and which overall has been seen as a highly successful model of technical assistance that has helped countries prepare credible plans for educational development, to foster dialogue among diverse stakeholders and to build consensus for policy reform. The partnerships that COMED will henceforth develop with other institutions and cooperation agencies will enable it to diversify its resource base; proposals for medium term resource mobilization and partnerships will be developed by the COMED Secretariat in order to seek alternative sources of funding. COMED would in the first place design an established programme for fund-raising that will be part of its overall strategy.
- Increasing national commitment to developing communication strategy for education/EFA - The communication programme should encourage exchanges of information within a community, help draw out consensus in a group, and stimulate the collective action needed to solve specific problems.
- Accessing national resources for WG COMED programmes.

7. New Opportunities for Capacity Development:

COMED WILL SPECIFICALLY CONTINUE to work with Ministries of Education on the continent and will promote and enhance ministerial capacity for institutional communication on educational issues through the following:

- National training for communication officers, and other media practitioners.
- Widespread use of the new tool kit for media practitioners in Africa.
- Use of new modules for designing and managing communication strategies.
- Use of other communication techniques and

tools.

- Use new techniques in institutional communication programme design and management.
- Use of more internal communications mechanisms.
- Promote public/external relations in Ministries of Education.
- Maintain viable media/press relations, and enhance media understanding of education issues in general.
- Support public affairs communication and advocacy - in particular advocacy with media leaders/gatekeepers.
- Help to design ministerial communication strategies.

II - THE STRATEGIC FRAMEWORK

1. Introduction:

WG COMED'S MAIN STRATEGY, AMONG other things, will be geared towards supporting country leaderships in education, strengthening local institutions and advocating for building efficient partnerships to serve national interests. It will be based on an extensive consultation process involving countries, sub-regions, and donor partners, UN agencies and key partners, evaluation bodies, centres of excellence and steering committee members. This strategy will be linked to the overall ADEA strategic plan and its targets and will adequately reflect key international agreements and initiatives including the MDGs and specifically the broader EFA agenda.

With the advent of new initiatives [such as the School Fee Abolition Initiative (SFAI)], COMED will support ADEA in ensuring that it maintains and increase its international advocacy role for the promotion of all aspects of education in Africa, while allowing other partners - UN agencies, NGOs, and the World Bank to assume a more aggressive role in terms of supporting financing, and service delivery at regional, national or international level. WG COMED will be explicit about how

to work with civil society to achieve its goals. WG COMED's strategy will also reflect the new aid agenda and the changes associated with move away from individual projects to a more strategic sectoral approach. It should focus on some specific results-based planning and reporting, specify how this will be done, and elaborate on modalities for funding the various COMED-related activities on the continent. It should also indicate potential areas of conflict in programming, especially as related to the work of the other 10 ADEA Working Groups and other institutions with related types of agenda.

2. The issues:

WG COMED WILL SUPPORT WORK ON improved quality in education, and further focus on education for disadvantaged groups, girls and children from economically and socially deprived communities. Fund-raising will during the medium term be COMED's biggest priority. The fund-raising environment is more challenging and competitive than ever before. Achieving our fund-raising objectives requires innovative as well as a cohesive and co-ordinated fund-raising effort. The interna-

tional community adopted in 2000 the Millennium Declaration and its eight Millennium Development Goals (MDGs) and declared its commitments to finance development. It is therefore imperative to know how to better operate in this dynamic fund-raising environment

3. Opportunities and Challenges

COMED MUST UNDERSTAND AND OPERATE strategically within the ever-changing environment. We should be able to analyse the public and private sector funding developments to understand trends, opportunities and challenges at the global level as well as in our local funding environment, providing important input to the global analysis, and how this is related specifically to the situation in Africa. With this continuous analysis we will have a clear framework within which to raise resources. ADEA's strength coupled with strong communication capacities gives us a unique ability to inform, inspire and motivate donors. COMED in conjunction with ADEA should work together to maximise our outreach through sponsored media and leverage for our advocacy messages, and help to "orchestrate" advocacy campaigns that support our fund-raising efforts.

The challenges for ADEA and COMED are enormous, but the opportunities are equally as great. The Millennium Development Goals are a great global challenge and donors are demanding results and providing deadlines for achieving them. ADEA is well placed to respond.

4. Mission and Strategic orientation

FROM ITS INCEPTION IN 1998, THE NEED for a Working Group on communication for education was based on the idea that education systems work best in contexts of well-developed partnerships and trust between the multiple actors involved. In addition to the basic classroom partnership between teacher and learners, it was recognized that education systems are based on partnerships and trust between school authorities, teachers, community and the Education Ministry; bet-

ween Ministries of Education and their financing partners, mainly their Ministries of Finance, but also external financing partners; and between practitioners and more upstream professionals such as researchers. This implies a host of actors and participants: students, teachers, parents, community members, taxpayers, educational professionals, decision-makers, administrators who implement programmes, legislators who vote bud-

This was expounded by Richard Sack, then ADEA Executive Secretary, in two articles in the ADEA Newsletter: "Communicating about Education: Partnerships, Trust and Pedagogy" (April-June 1999); and "Linking Education, Pedagogy and Communication" (October-December 2000).

Trust is "one of the determining factors in all partnerships." This trust "cannot be reduced to a formal contract. It involves mutual recognition of each partner's institutional and self-interests, expectations, problems, sovereignty, and cultures. It is maintained through the common experiences, permanent communication and proximity which facilitate mutual understanding." (President Abdou Diouf, Opening of ADEA's Biennial Meeting, Dakar, October 1997)

gets, media people who provide (and transform) information etc. They are all essential links in the chain that holds the education system together and enables it to move forward. And this is where effective communication takes on its full meaning: it is needed to keep all these actors and participants involved, informed and concerned. Education systems work well when there is a good dose of social capital between all these actors; and multi-directional flow of reliable information is required for this.

Therefore in view of all this, WG COMED considers the following in the formulation of its mission and strategic orientation:

- The stakes and challenges of EFA and the ever-increasing importance of the role that ADEA is poised to play in contributing to meeting the educational challenges of the African continent;
- The numerous challenges that African States have to contend with in educational reform;
- The expectancies, diversity and multiplicity of the various national and international partners involved in the field of education in Africa;
- A media path that has undergone considerable development; and

- The low level of resources available for communication in the field of education.

A- In the light of the above, we might consider the following principal tasks for COMED:

- To become the technical arm of ADEA in the area of communication;
- To develop advocacy in order to integrate communication components in educational policies;
- To promote better knowledge of educational facts among the media and journalists;
- To provide advice and quality services in communication to ADEA and its 11 Working Groups, as well as to ministries of education in Africa, the media, development cooperation agencies, and civil society organizations intervening in education;
- Contribute to the expansion of support to policies and reforms in education;
- Mobilise matching financial resources.

B- The following strategic orientations might also be considered:

- Confirmation and expression of WG COMED's leadership

Within ADEA, WG COMED is responsible for the design, preparation, implementation and evaluation of programmes and services in the area of communication. To this end, it will develop the functional and operational relationships with the Secretariat and the 10 other ADEA Working Groups in order to respond to their needs. COMED will provide support and other additional measures.

- Contribution towards a practical understanding of policies and reforms in education:

Policy dialogue depends on shared knowledge of policies and reforms through the development of information and communication that allows for consensus building and greater involvement of development partners.

- Accompaniment of ministries of education in the use of communication:

While continuing to strengthen advocacy efforts in ministries of education in order to ensure the systematic application of communication issues in policies and programmes, WG COMED is called upon to prop up the process of setting up communication units in these ministries. This would entail the strengthening of staff capacity in those structures that WG COMED would support at the sub-regional level, and with a view to setting up sub-regional networks of communication officers, as a prelude to the development of a regional network.

- The involvement of the Media

Presently, there is no project, initiative, or venture that does not contain a solid communication component that directly covers the media. These have now become inevitable partners both for the production and transmission of information as well as for sensitization and the mobilization of public opinion. The strategic orientation in this domain requires that we consider the following three elements:



WG COMED Coordinator with Nigerian Federal Minister of Basic Education, Hajiya Aishata Gibril Dukku at a recent Roundtable of Ministers of Education and Education Journalists in Maputo, Mozambique, May 2008. On the Minister's right is Nigerian journalist Bukola Olatunji, twice First Prize winner of the Africa Education Journalism Award. Standing is London based freelance photo journalist, Catherine Ecolivet.

(1) At the national level:

The main reason given for the attention paid to the local media is because of its capacity to reach all segments of the population, particu-

larly the grass roots communities. With this in mind, the capacity building of journalists constitutes a priority area for WG COMED, especially as it means developing good professional practice.

(2) At the sub-regional and regional levels:

The continental dimension of ADEA naturally leads WG COMED to be preoccupied with the involvement of the African media at the regional level as far as the transmission of information on developments in education goes, particularly as concerns common issues.

The apprehension with regard to capacity building at this stage provides the opportunity for effective partnership with regional institutes and training centres for journalists who cover education in Africa. In this respect, the restoration of the Akintola Fatoyinbo Africa Education Journalism Award falls within this framework. Its popularization will encourage excellence in journalism for new generations of journalists.

(3) At an international and donor-country level:

For public opinion, especially in donor countries, there is a need to be able to monitor more closely developments in education in Africa while at the same time knowing how public resources allocated to this sector are being used. The regular provision and sharing of information is a stake in the mobilization of national public opinion which can have an influence on the direction that cooperation takes.

- Provision of advice and services of a high quality With enormous developments in the field of communication, particularly with the advent of ICT, the response to the needs of the various actors and partners necessitates that WG COMED provide effective advice and services.

- Contribution to the attainment of the goals regarding regional integration in the field of education

As it is concerned with all education actions of a regional dimension and being specialised in communication for education, WG COMED is a stakeholder in the preparation and implementation of the communication strategy

for the 2nd Decade of Education in Africa. It will put its expertise at the disposal of the African Union, which has approached ADEA to this end. With this implying the full integration and involvement of populations, WG COMED will as it does for other aspects of mobilization, work in a sustained manner with civil society organizations (parents' associations, teachers etc).

5. Strategic objectives

THIS STRATEGIC PLAN IS BEING DESIGNED to develop mechanisms for obtaining maximal synergy effect with the strategic objectives of ADEA and its targets to adequately reflect key international agreements and initiatives including the MDGs and specifically the broader EFA agenda. The following strategic objectives have therefore been proposed:

1. Improve the role and use of strategic communication in order to promote educational reform ;
2. Increase the production and exchange of news and information about education by improving the media's understanding of it, by paying closer attention and encouraging excellence in reporting;
3. Strengthen civil society's capacity to communicate and participate in policy dialogue as well as education reform;
4. Strengthen COMED's institutional capacity in order to provide quality monitoring and effective management.
5. Increase the financial resources of WG/COMED.

6. Expected results and performance indicators

THIS STRATEGIC PLAN INCLUDES A performance measurement framework for the Working Group. Together with partners, user-friendly monitoring and evaluation systems that will be able to evaluate COMED's roles, its level and user satisfaction and the developmental impact of its activities will be developed. Results and new knowledge will be shared with all partners ensuring that lessons are learned from experiences. Research institutions, their activities and data-bases in educa-

tion will be better promoted among journalists and other communicators. Training in the use of educational statistics and other data-related experiences for reporters and correspondents would be necessary, as is the creation of user-friendly Education Management Information Systems (EMIS).



7. Areas of intervention

TO ACHIEVE THESE RESULTS COMED HAS chosen to do the following:

1. Enhance the role and use of strategic communication to promote educational reform

The aim is to help ministries of education assume responsibility for communication so that it becomes fully integrated into ministry work programmes as a systematic modality for work, which in any case requires communicating with different audiences who have different needs. There are numerous partners involved in implementing reform, policies, and programmes. These include students, parents, and other actors in education such as communication partners, NGOs and community groups.

WG/COMED hopes to install, through a sustained internal communication effort, a climate of mutual trust that constitutes a prerequisite for ensuring the regular flow and sharing of information. At the same time it expects to establish a dynamic external communication effort that will give visibility to the policies, reforms and programmes being implemented, and also to share the results and performance outcomes of the education system.

2. Increase production and exchange of education news and information by enhancing media understanding and attention and promoting excellence in reporting

As a major challenge for African countries, education must progressively come to occupy a legitimate place in the media. That means that over and above an awareness of what is at stake journalists must understand the fundamental issues involved in education so as to improve their coverage of them and thus address the public's need for information that will prepare all actors for participation in policy dialogue.



"Education is the key to economic and social development. If we can get our leaders to understand that education deserves priority, we would have accomplished a marvelous task...Our role as journalists is very important; but to become more effective development actors, we need to comprehend the major issues in education."

Akintola Fatoyinbo, COMED initiator and first Programme Manager (final public statement, Dar-es-Salaam, Tanzania, November 30, 2002. Akin passed on the following day, December 1, 2002)



Akintola Fatoyinbo Africa Education Journalism Award Laureates receiving their awards in Maputo, Mozambique, May 2008

3. Reinforce the capacity of civil society to communicate about and participate in policy dialogue and education reforms

One of the underlying objectives for integrating a communication component at all stages of education actions is to encourage active community participation in national debate on policies, programmes and reforms in the education sector.

4. Strengthen COMED's institutional capacity to provide quality control and effective management

This will be accomplished by creating a basis for effective cooperation among all identified partners, the first step being to accompany the launch of ADEA's Medium Term Plan. In order to achieve the continent-wide objectives it will also be necessary - above and beyond ensuring the relevance and quality of

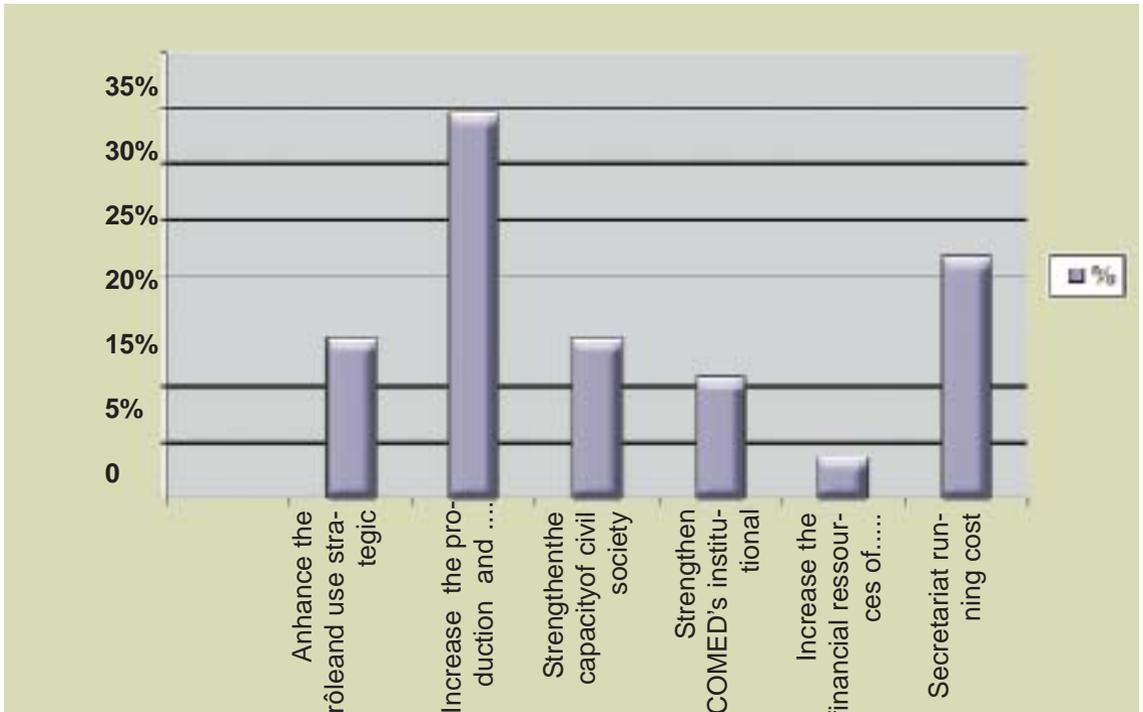
the interventions - to meet the challenge of optimising resources. These require mobilizing partners with a view to enhancing coherence and consequently make it easier to achieve the desired results. The main advantage would come from using existing research results in both communication and education in Africa with a focus on applied research concerning problems in education, as well as on the collection and popularization of best practices and lessons learned in the various fields in which we currently work.

5. Increase the financial resources of WG/COMED

The sheer number of tasks and projects undertaken by WG/COMED requires an ever increasing investment to meet both needs and priorities. It is absolutely essential to mobilise funds on a grand scale by diversifying the sources of funding for the working group

8. Budget Overview to support this Plan

N°	Strategic objectives	Estimated budget in US Dollars					Total	
		2008	2009	2010	2011	2012		%
1	Enhance the role and use of strategic communication to promote education reform.	92 500	150 000	156 000	175 000	187 000	760 500	14,37%
2	Increase the production and exchange of information on education	145 760	301 000	407 000	468 000	516 000	1 837 760	34,74%
3	Strengthen the capacity of civil society to communicate and participate in policy dialogue	70 000	159 000	160 000	182 000	195 000	766 000	14,48%
4	Strengthen COMED's institutional capacity	111 400	120 000	105 000	144 000	101 000	581 400	10,99%
5	Increase the financial resources of COMED	0	35 000	40 000	55 000	65 000	195 000	3,69%
6	Secretariat running cost	200 000	200 000	250 000	250 000	250 000	1 150 000	21,74%
TOTAL		619 660	965 000	1 118 000	1 274 000	1 314 000	5 290 660	100%



III - The Strategic Plan 2008 - 2012

Meetings with partners help to create the foundation for work based on a division of tasks and responsibilities. It gives an opportunity to take stock of the mutual needs and expectations of each, and thereby help define what kind of accompaniment and/or support WG/COMED should provide. Here are the specific activities to be implemented under each strategic objective

Objective 1: Enhance the role and use of strategic communication to promote education reform

EDUCATION MINISTRIES HAVE A MAJOR responsibility for managing programmes and for leading the reforms in their countries. They therefore need to establish multiple partnerships for education development and change. Ministries must seek the active engagement and support of varied public, private, community and civic groups, for success in developing and implementing education reforms. The processes involved in doing so are destined to become more participatory, democratic and accountable in line with tendencies in the broader national and international contexts. Multi-directional and multi-level communication will be required to effectively

address the partnerships required. COMED's contacts with the political and technical leaderships of several education ministries suggests that there is a will to move to a new paradigm. Education ministries, searching for ways of successfully implementing much-needed reforms, seem to recognize the necessity for more effective communications. COMED will provide technical expertise to advance reflection and to undertake action in this area.

"Partnerships are necessary because so many participants are involved in making an education system work. They are all essential links of the chain that holds the education system together and enables it to go forward. Effective communication is needed to keep them involved, informed and concerned." (Richard Sack, ADEA Executive Secretary, ADEA Newsletter, Volume 11, Number 2, April-June 1999, p. 2)

To expand the growing awareness and to encourage commitment, COMED will target Ministers of Education, senior officials at policy level, as well as funding partners, through advocacy and other efforts, so that they accept the importance of including communication activities in their policies and programmes, thus ensuring them greater visibility and increased public support.

The areas targeted for specific activities are as follows:

a) Sensitization of top political and technical officials of education ministries and development partners: COMED will prepare information materials explaining the issues involved and practical examples of the use and impact of communication. These will be distributed at national education and training events, as well as at regional and international events where these top officials gather.

b) Enhance National Capacity to Produce High Quality Reporting of Education News:

WG COMED will develop partnerships with institutions such as Rhodes University School of Journalism and Media Studies in South Africa, or the Africa Institute of Journalism and Communications in Ghana, or alternatively ESJ-International School of Journalism in France to develop a strategic tool-kit that will build on good practices from country case studies to enhance effective coverage of education issues in African countries. This kit will support the use of some basic elements of a multi-dimensional communication strategy for education. It will also demonstrate to the learner that communication is an essential tool for education policy makers in their quest to go to scale. It will provide examples of how different forms of communication have been used successfully in enabling dialogue among stakeholders. It will also emphasize the need for a policy and strategic approach to the use of communication in support of education in Africa. Journalists and

communication experts who will receive training with the use of this kit will be well-resourced with the technical knowledge and expertise in ensuring that a policy and strategic approach to communication for education would provide an important point of departure for the massive mobilization of resources and energies required for implementing Education for All, as well as other crucial programmes of



WG COMED preparing the tool kit for journalists and communication officers in Africa in Cotonou, April, 2008

educational reform on the African continent

c) COMED will work with expert consultants and specialized

training institutions to develop a hands-on **tool-kit that will be used primarily for training journalists and communications officers within the ministries of education.** The tool-kit will enable journalists and communications officers to enhance their dialogue with Ministers of Education, senior officials at policy level, and funding partners to work together to include communication components in education policies and programmes, thus ensuring greater visibility and increased public support. COMED will specifically target national universities, training institutes, UNESCO BREDIA and UNESCO National Commissions at the country and regional

levels to organize and host up to 16 sub-regional and national training workshops that will be spread out during plan period. COMED will also participate in a series of other national workshops that will be hosted by FAPE. Based on needs assessment and diagnostic information from COMED's previous work with Ministries of Education, profiles of communication tasks and skills have been created around training modules for work with communication officers. These will now be updated and adopted in the new tool kit for use in the regional and national level capacity reinforcement workshops.

d) Reinforcing capacity of communication units in education ministries:

Based on needs assessment and diagnostic information from COMED's previous work with ministries, profiles of communication tasks and skills have been created around training modules for work with communication officers. These will be updated and adapted for national-level capacity reinforcement in four to six selected countries. A regional network involving these countries will also be organized. The COMED Secretariat will explore the use of the three-prong "quality node approach" employed by the ADEA Secretariat. This will involve (a) analytical work to synthesize "good practices" in each of these areas (much work of this type has already been conducted by COMED); (b) sub-regional and national knowledge sharing and peer learning by the four to six countries which have shown their commitment by including communication for education in their national sector programmes (including financing). These countries would be asked to participate in a 2-3 years process comprising (i) regional workshops (perhaps annually) to share experience, promote peer learning, and compare progress in implementation of national capaci-

ty-building programmes; and (ii) national capacity-building activities organized within the framework of their sector programmes; and (iii) technical back-stopping at the sub-regional and national level facilitated by COMED.



Journalists from various African countries on a COMED sponsored training

e) Undertaking and publishing analytical case studies of communication in/by selected ministries of education:

The studies will be asking questions about communication polices, guidelines, structures and activities of ministries of education; about sources of information, different messages, priority interlocutors, human, technical and financial resources for ministerial communication; the public image of education ministries, and the flow of information from the centre to periphery establishments: from the minister's office in the capital city, to a village school head teacher in the remotest rural community. The results of the studies will be used to establish a diagnostic approach to ministerial communication and to disseminate successful examples.

1. Enhance the role and use of strategic communication to promote education reform1. Accroître le rôle et l'utilisation de la communication stratégique pour la promotion des réformes de l'éducation							
Operational objectives	Activities	Description	Estimated budget in US Dollars				
			2008	2009	2010	2011	2012
Strengthen advocacy to ministers and their colleagues	Work/study visits to priority countries	The COMED Coordinator and a communication consultant will make a 3-day working visit to each priority country	Kenya, Swaziland, Burkina Faso, Liberia 15 000	Angola, Botswana, Afrique du Sud, Tanzanie 25 000	Algérie, Mauritanie, Maroc, Tunisie 26 000	Cap-Vert, Côte d'Ivoire, Guinée-Bissau, Guinée Conakry 30 000	Lesotho, Malawi, Ile Maurice, Zambie 35 000
	Working visit to AU headquarters	The COMED Coordinator and communication consultant will make a 3-day working visit to AU headquarters to make useful contacts for mounting a communication strategy for the Decade for Education	10 000				
Develop the professional skills of communication professionals	Develop a training kit on communication for education and development	The COMED Secretariat will invite 3 independent expert/consultants to help prepare the training tool kit for journalists and education communicators. It will then be published in English, French and Portuguese.	22 500				
	Workshop to test the training tool kit on communication for education	20 experts/trainers from 15 Francophone countries will attend workshop to test the COMED training kit. The kit preparation team would be among those participating in the 5-day workshop in Cotonou	45 000				
	Eight sub regional and national workshops to strengthen the capacity of journalists and communication officers in the ministries of education	Each year 28 communication officers and journalists will participate in two to four different sub regional and national skills-building workshops of 10 days each.		95 000	90 000	95 000	100 000
	Four case studies on communication in the ministries of education of four countries	A consultant will be called upon in each of the four chosen countries to carry out a study lasting 30 days		30 000 (Sénégal)	40 000 (Djibouti)	50 000 (Ouganda)	52 000\$ (Madagascar)
SUB-TOTAL 1			92 500	150 000	156 000	175 000	187 000
TOTAL 1			760 500 \$US				

Objective 2: Increase production and exchange of education news and information by enhancing media understanding and attention and promoting excellence in reporting

IN THE PAST SEVEN YEARS COMED HAS partnered with the African media to increase the number of editors, journalists, producers and their organizations focusing on education issues. A COMED Journalists' Network, numbering more than seventy persons, was supported to cover major education events, providing on-site reports and subsequent in-depth analyses for wide-spread diffusion and exchange. Most of them have also continuously covered the education sector in their own countries through regular news reporting, opinion columns and broadcast programmes. Increasingly, these are available in on-line editions. To the extent possible, these activities will continue to be supported from 2008 to the end of period covered by this strategic plan, through increased documentation and information exchange, and regional as well as national-level training activities. The following specific actions are proposed:

a. Strengthen National Networks of Communicators for Education:

At the end of COMED training workshops in several countries since 2000, participants decided to create associations to continue contact and professional development. The Networks comprise journalists, ministerial communication officers, training institutions and other relevant stakeholders. In Senegal, Nigeria, Mali, Ghana, Congo, Ethiopia, Benin, where networks already exist, these groups need to be backstopped to continue regular (monthly/quarterly) activities to engage and commit their members, increase their expertise on education issues and provide access to national and international data sources. COMED will provide modest support for periodic briefing sessions, one-day skills-related training (e.g. on education statistics), introduction to new technologies and important websi-

tes. COMED support will also ensure improved provision and exchange of information at national and regional levels through training on how to use its website.

b. Support Political Will and the Climate for the Development of a Communications Strategy for the Second Decade of Education in Africa:

Following the evaluation of the First Decade of Education for Africa (2006), ADEA received a request from the African Union to support the development of a communication strategy for the Second Decade. The request was reiterated during a July 2007 meeting between ADEA, UNESCO and the AU Commission, where it met a positive response from all partners. As the "expert" branch of ADEA in the area of communication for education and development, WGCOMED studied and responded to the request. In follow-up to its fifth, sixth and seventh meetings (July and October 2007, and May 2008), the WGCOMED Steering Committee (chaired by Norad) approved the provision of support to the African Union in drawing up a continental communications strategy to support activities related to the Second Decade of Education for Africa. While they do not restate the EFA/FTI goals exactly, the objectives of the Second Decade clearly match those of these global initiatives. As clarified in the AU's "Plan of Action", the Second Decade's areas of focus on "gender and culture" or "teacher development" (to name only two) relate directly to EFA Goals 2, 4, 5, 6. The external evaluation of the First Decade clearly indicated that the success of the Second Decade would depend - also - on the existence (and implementation of) a solid communication strategy.

1. CHECK EXTERNAL PERCEPTIONS OF YOUR centre/programme among potential target audiences before you start. This will help you develop a communications strategy that gives you a distinct and credible voice.
2. Begin with a statement of your objectives in communicating the project; don't simply restate the objectives of the project itself. Make them clear, simple and measurable.
3. Be clear on the principles underpinning your strategy. Some may be self-evident, like producing honest, succinct, credible and cost-effective communications. But also think about what you are prepared to do, and not do, as part of your communication strategy.
4. Develop some simple messages and model how these might work in different contexts - a press release, a report, a newspaper article, a website page. Remember that you can be succinct without 'dumping down'. Make sure your project is branded in line with your communication objectives.
5. Be clear about your target audiences and user groups and prioritize them according to importance and influence relative to your objectives. Don't just think about the 'usual suspects'.
6. Think about both the actual and preferred channels your target audiences might use and challenge yourself about whether you are planning to use the right ones for maximum impact.
7. Include a full list of all the relevant communications activities, developed into a working project plan with deadlines and responsibilities. Keep it flexible but avoid being vague.
8. Keep it manageable and don't underestimate the time involved in communication. Include key deadlines, milestones and review points.
9. Estimate the time and money involved. The ESRC recommends that around five per cent of the total funded research budget should be allocated for communication. Ensure value for money by targeting communication effectively: prioritizing the audiences and channels and focusing on high impact/low cost activity. Buy in specialist help where necessary.
10. Build in some simple evaluation measures at the start so that you'll know if and how you have succeeded in meeting your communication objectives.

10 Steps for the Planning and implementation of a Communication programme

1. Identify and analyze the problem as well as the resulting communication needs
2. Target specific groups
3. Determine operational objectives
4. Determine strategic areas to focus on and plan activities
5. Formulate key messages
6. Select communication channels and mediums
7. Plan necessary human, material and financial resources
8. Produce communication material
9. Implement the programme as planned
10. Monitor and evaluate the impact of the programme and reprogramme depending on the evaluation result

C. The Akintola Fatoyinbo Africa Education Journalism Award:



Akintola Fatoyinbo Award Prize Ceremony: Carol Natukunda from the New Vision newspaper in Uganda receiving her prize from Elizabeth Heen, Chairperson of COMED

THIS IS A JOINT RESPONSIBILITY OF THE ADEA Secretariat and COMED. After 'resting' for one year, the Award was revived in 2007, and in May 2008 four new prize winners and two laureates for a special prize were honoured at an award ceremony held in Maputo, Mozambique. A revamped format is expected to be more cost effective while continuing the objective of promoting excellence in education reporting by African journalists. The Award's activities to be managed jointly by the ADEA Secretariat and COMED include: promotion, advertising, publicity and call for entries, selection of juries, media relations, processing of entries, preliminary screening, selection of short-listed and winning entries, announcement of winners, study tour to partner media organizations who are leaders in education journalism and other study opportunities to enhance professional profile of laureates.

d. Specialized media features on education:

While the base of African media and journalists reporting on education is expanding, there is however, need to develop a corps of highly-skilled commentators and analysts whose grasp of education issues and their ability to express them cogently could provide quality products that are able to attract the attention of policy makers and civil society at regional and national levels. Their work could become significant inputs into education poli-

cy dialogue. COMED will identify a small group of talented journalists, from its existing Networks if possible, who can be supported to play this critical role. They will be invited by ADEA, the World Bank, the African Union and other institutions to attend special education events to be organized during the five year period of this strategic plan, and will be provided access to significant education actors and information sources. A major event in 2008 has been the Biennale organized by ADEA in which over 600 participants including Ministers of Education in Africa attended in Maputo, Mozambique in May. WG COMED will also support media coverage of other major activities such as the coverage of the High level EFA meetings and the launch of the Global Monitoring Report each year. Journalists and correspondents' reports will be widely disseminated through ADEA and other networks. This will refocus media coverage of major education events in Africa from the more training-oriented 'mass' approach of the past, to a more selective, mainstreamed professional approach. It will also significantly reduce costs and is designed to improve quality. Funding for the features service will be included in COMED contracts with organizers for media coverage of the events.

e. Operationalizing the WG COMED website:

This activity will increase COMED's visibility and networking function. It will link COMED's various constituencies: media, education ministries, researchers and instructors, education stakeholders, development partners and the larger ADEA family through providing and exchanging information about communication for education in Africa. News about education from media (provided daily) as well as clippings and contributions from communication officers in education ministries will be complemented by moderated electronic forum discussions on various subjects of interest. Monitoring of the website's usefulness will be undertaken through documenting 'hits' as well as periodic questionnaires for users. COMED will work with the ADEA web developer to streamline the two web sites to avoid duplication of efforts and enhance synergy

2. Increase the production and exchange of information on education

Operational objectives	Activities	Description	Budget estimate in US Dollars				
			2008	2009	2010	2011	2012
Enhance the coverage of education facts and issues	Twelve national training workshops for education journalists and communicators	25 education journalists and communicators in 3 countries will participate in separate 10-day national workshops, each assisted by a consultant (Kenya, Liberia and Mali)	68 760		75 000	85 000	85 000
	Four sub regional workshops for training trainers on communication for education and development	12 journalists and communication officers from the ministries of education of 3 countries, to be selected every year, will take part in the 10-day sub regional workshops for training trainers, each assisted by 3 consultants		45 000	48 000	50 000	52 000
	Three regional workshops for training education journalists and communicators during the 3 ADEA Biennales	20 education journalists and communicators in different countries will be invited to attend each Biennale and associated workshop during 3 days, in the presence each time of 3 consultants	20 000		30 000		40 000
	4 sub regional training workshops on education statistics	18 journalists in 6 countries will take part each year in a sub regional training workshop on the use of education statistics		40 000	45 000	50 000	52 000
	4 annual sub regional workshops to assess education news coverage	Each year the WG/COMED Secretariat will organize a sub regional workshop to be held in Cotonou over 5 days. It will assess the coverage of education news by African media. Participants will include: publishers, journalists, communication officers from the ministries of education and representatives of civil society.		46 000	47 000	50 000	48 000
	2 ateliers régionaux de formation et de renforcement de capacités des membres régionaux du COMED	20 education journalists and communicators, who are members of the 10 national networks, will take part every two years in each of the workshops for a 5-day period, assisted by the 2 consultants assigned to each workshop. The workshops will take place in Cotonou and Addis		45 000		49 000	
	Meetings and local training and information workshops for members of the national COMED networks	The COMED Secretariat will support the national networks in 10 countries in offering their members regular training and information sessions on the major challenges to education in Africa and the world.		60 000	100 000	120 000	140 000
Organize media coverage of the big events	ADEA Biennale	The WG/COMED Secretariat will provide technical support for the media coverage and will always be represented (one week's attendance per Biennale).	17 000		15 000		25 000

	High-level meetings on education	The WG/COMED Secretariat will help develop the plans for media coverage and identify the necessary journalists and communication officers. The Secretariat will always be represented (one week's attendance per event)	25 000	35 000	20 000	22 000	27 000
	Launch of the EFA Global Monitoring Report	Technical support from WG/COMED for inviting media and communication professionals to cover the launches and other international education events. The Secretariat will always be represented (one week's attendance per event).	5 000	10 000	7 000	17 000	17 000
Contribute to the organization of the African Education Journalism Award (AEJA)	Dividing up roles and responsibilities between ADEA and COMED	The WG/COMED Secretariat will, on each occasion, provide the technical support needed to organize the AEJA	10 000	20 000	20 000	25 000	30 000
SUB-TOTAL 2			145 760	301 000	407 000	468 000	516 000
TOTAL 2			1 837 760 \$US				

ment its project, 'l'Ecole des Parents' in which parents speak to other parents about education and urge them to participate more in the governance and activities of schools. Piloted and recently-evaluated in three countries, Burkina Faso, Guinea and Senegal, the project has provided important insights into the contribution that communication among parents and families make to increased enrolment and retention (especially of girls) and parents' participation in school governance and extra-curricula activities. The experience can be scaled up with the inclusion of other civil society groups apart from parents; for example, women's and youth groups, to create a veritable mobilization of communities in support of the education sector. It can also be extended to other countries FAPE and COMED agree that this work should be further developed. From 2008 COMED will provide technical assistance for FAPE to engage in national training activities in twelve countries. The possibility of a

National EFA coalitions find a voice around the world
 Africa: The Liberian campaign network participated in the drafting committee of the 2004-2015 Education Policy Act. In Sierra Leone and Kenya, national networks reported that several of their proposals were taken on board in their countries' ten-year education sector plans or acts. In the Niger, lobbying led to pledges to recruit more teachers, increase the education budget and open new literacy centres. Budget tracking has also gained momentum, notably in Uganda and the United Republic of Tanzania. Source: Africa network Campaign on Education For All - quoted in UNESCO 2008 EFA GMR

regional 'network' of these countries will be initiated to share experiences and build skills. Participants will likely come from the FAPE pilot countries, Burkina Faso, Guinea and Senegal, and other countries with experience of local level decentralized education development activities, such as Uganda, Tanzania, Kenya and Ethiopia. The network will be patterned along the lines of the 'quality nodes' that have been successfully applied by ADEA in its work on education quality. Thus, while national level activities are promoted, multi-country exchange and sharing is also undertaken to encourage countries to learn from one another. Technical back-stopping for the network by COMED is envisaged. Funding will be sought by FAPE from national education sector programmes, among other sources. COMED will also prepare proposals to donors to support regional level activities. The final list of participating countries

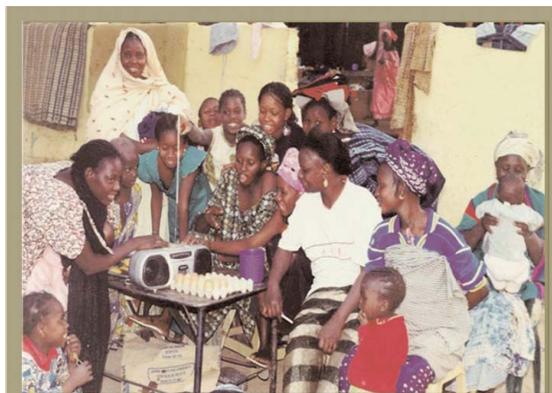
will be based on negotiations to ascertain interest and willingness to commit resources.

b) Producing and continued testing of instructional module on communication for education policy dialogue: Through its membership of the ADEA ad hoc Working Group on Policy Dialogue, COMED has produced a ten-unit training module on communication to support education policy dialogue. After pre-testing in several workshops in the past three years, it

will be printed in a preliminary version for use by ADEA, IBE and other partners for further training sessions. COMED will integrate this module in the new tool kit that will be developed in order to continue to use and test it as well as its various units in national training activities for education stakeholders. A unit on communication in civil society organizations will be further developed in order to support training aimed at building capacity in these groups.



COMED will continue to promote communication at the school level with parents, teachers and students to ensure that quality issues are on the top of the school agenda



A listening Group in Matam (750 km from the Senegalese capital, Dakar)

3. Strengthen the capacity of civil society to communicate and participate in policy dialogue

Operational objectives	Activities	Description	Budget estimate in US Dollars				
			2008	2009	2010	2011	2012
To create a flow of information by more intensive mining of current news	Information on education will target the widest possible range of audiences	2 regional workshops per year will be organized to implement and consolidate the School for Parents. There will be 15 participants and 2 consultants for each 5-day workshop.	70 000 (Dakar and Ouagadougou)	75 000	75 000	80 000	85 000
		National workshops in Kenya and Mali will be organized to test the module on policy dialogue in education. Each of the 2 workshops will include 20 participants. Afterwards the module will be translated into English and Portuguese. The 3 versions (English, French, and Portuguese) will then be produced and disseminated.		41 000			
		1 sub regional training workshop each year on policy dialogue in education. Each workshop will have 20 participants from 5 countries.			40 000	50 000	55 000
Implementation of strategies to enhance ministry action plans	Eight workshops to train communication officers how to implement communication strategies	The 28 communication officers who have participated each year in the two capacity-building workshops will then join each of these two training groups in order to produce ministerial communication plans/strategies on EFA in their respective countries.		43 000	45 000	52 000	55 000
		SUB-TOTAL 3	70 000	159 000	160 000	182 000	195 000
		TOTAL 3	766 000 \$US				

OBJECTIVE 4: Strengthen COMED's institutional capacity to provide quality control and effective management

a) Reinforcing the COMED Secretariat:

IN VIEW OF THE WORKING GROUP'S changing programming and workload, the COMED Secretariat will require strengthening to more efficiently manage its activities on a day-to-day basis. A new Coordinator has been appointed in May 2007 to head the Working Group Secretariat and ensure day-to-day operations, and has received short term support to ensure continued technical efficacy. Beginning 2008 COMED's priorities are to improve its financial management structure and to broaden its funding base.

The financial management structure will be improved by the following measures:

1. Strict adherence to activities included in the grant agreements, work plans and budgets. WG COMED may approach other donors for additional resources as and when the need arises;

2. Timely implementation of all planned activities and adherence to the budget. COMED works very closely with Norad and will on a monthly basis consult with them and provide updates on the status of programme implementation and financial management. The ADEA Secretariat and members of the Working Group Steering Committee will also receive regular quarterly updates;

3. Submit financial reports as stipulated in grant agreements. In addition, COMED will submit a qualitative report that describes the implemented activities.

As from 2008, COMED will be strengthened to provide quality control and effective management that would enable it to increase and diversify its resource mobilization (from national and international, public and private sector sources) as well as promote COMED's visibility and competitiveness. WGCOMED will develop a finance strategy and tools for management, planning, evaluation and reporting of communication related activities. Work on the development of such tools for financial management and planning will be

done with assistance from the ADEA Secretariat and the new ADEA host institution, the African Development Bank. Proposals for medium-term resources mobilization will be developed by the COMED Secretariat in 2008. Other activities foreseen will include: enhancing institutional communication with education partners (ADEA Steering Committee, national authorities and organizations, development partners, the private sector, the media, and professional associations). Additional staffing will be provided to support specifically the Africa Education Journalism Award and the network of journalists in the various countries and at the continental level. This will assist in the increase of capacity in the short term and will support efforts aimed at resource mobilization and advocacy. In addition, due to the increasing volume of work, there will be the need for a full-time personal assistant to the Coordinator and a full-time administrative and finance assistant, through the use of consultants on a need basis.

b. Independent Evaluation of COMED: The institutional 'shape' of COMED and its medium to long-term orientation will be further clarified based on the results of the recently implemented independent evaluation that was funded from the Education Project Development Fund, EPDF. Overall, this evaluation has been positive, and should help the COMED Secretariat with material for advocacy and resource mobilization sufficiently to be commensurate with the work of ADEA.



Steering Committee member Ibrahima Sar from Senegal exchanging with Chairperson Elizabeth Heen during a COMED Steering Committee meeting in Paris, July 2007

4. Strengthen COMED's institutional capacity

Operational objectives	Activities	Description	Budget estimate in UD Dollars				
			2008	2009	2010	2011	2012
To give visibility to COMED's work program	Meeting of COMED Steering Committee	The Steering Committee will meet to set up guidelines and ensure quality control	25 000	30 000	30 000	35 000	35 000
	To prepare for a COMED audit	An administrative and financial audit to be carried out by an international firm at the WG's request	12 000				
	To develop a finance and management strategy	Two consultants and the financial officer of ADEA will support the COMED Secretariat in implementing a finance and management strategy plan for the WG. They will also draft some project documents for submission to the donors.	13 000				
	Development of an institutional communication strategy for WG/COMED		10 000				
Contribute to the popularization and dissemination of the ADEA strategic action plan	Dissemination of the ADEA strategic plan to key partners and through COMED networks	The WG/COMED Secretariat will use its network of journalists and communicators as well as its website, training activities and meetings in order to disseminate the ADEA strategic plan.	10 000	15 000	12 000	17 000	22 000
To strengthen the capacity of WG/COMED	To strengthen and better equip the Secretariat of WG/COMED	The WG/COMED Secretariat will be provided with the personnel and equipment needed to carry out its work	5 000	15 000	15 000	15 000	20 000
To increase the visibility of WG/COMED	Preparation of a flyer on WG/COMED	Design and production each year of 1000 flyers presenting COMED's work, for distribution at major education events	10 000	6 000	12 000	15 000	
	Produce a film on WG/COMED	Production of a film to introduce COMED will be assigned to an African company under the supervision of the WG/COMED Secretariat. It will also be produced as a CD (1000 copies).		20 000		25 000	
To promote the effective flow of information	Renovation of the WG/COMED website to make it more user friendly	A specialist in information technology and communication will be recruited by the Secretariat of COMED to update the website updated on a regular basis.	26 400	24 000	24 000	25 000	
	Regular publication of an electronic newsletter	The COMED Secretariat will undertake to design and produce a quarterly electronic newsletter		10 000	12 000	12 000	24 000
SUB-TOTAL 4			111 400	120 000	105 000	144 000	101 000
TOTAL 4			581 400 \$US				

5. Increase the financial resources of COMED:

COMED activities have so far been funded by the World Bank through the Global Development Fund, GDF, and the Norwegian Education Trust Fund, NETF. In 2006, at the expiration of NETF, COMED submitted a funding proposal to its successor, the Education Project Development Fund, EPDF- a multi-donor fund which is in reality a scaled-up approach of the NETF for world-wide application. The EPDF just like the NETF is administered by the World Bank, and its main objectives are linked to the EPDF objectives of building capacity, developing education sector plans at national level by promoting dialogue,

The principles of alignment between governments and donors, and harmonization among donors, are at the centre of the EFA Fast Track Initiative, with its emphasis on endorsement of an education sector plan by donor staff working in the country. As of August 2007, thirty-two countries had had their plans endorsed. In the past year, work has progressed on improving communications at all levels in order to ensure more inclusive participation and input from all parties. In-country processes such as plan appraisal and endorsement, overall donor coordination and harmonization, and plan monitoring are being strengthened. P.167 EFA GMR

COMED will broaden its funding base, and will in the first place design an established programme for fund-raising that will be part of its overall strategy. The following are envisaged:

(a) Approach other traditional donors and involve the private sector.

COMED will establish and maintain contact with representatives of donor countries based in the various countries and in the region, and with the concerned donor focal points (donor governments /global funds and foundations). It will also bring in people from the private sector and review the possibilities of them providing funding at local level in the various countries. Donors will always be considered as partners and COMED will strive to cooperate with them and involve them with the Steering Committee members during the programme planning process. COMED will also outline the main existing and potential governmental and inter-governmental funding sources, and any other opportunities in the private sector including new aid modalities such as global funds and foundations.

consensus and understanding through communication, and the strengthening of EFA FTI partnerships between ministries of education and other stakeholders including parents. The request was approved for financing core programme activities and some media coverage of education events in Africa. COMED will continue to seek financing from EPDF-Africa to support its core programme activities during the period of implementation of this Strategic Plan. In addition, proposals for medium term resource mobilization and partnerships will be developed by the COMED Secretariat in order to seek alternative sources of funding to cover its secretarial running costs.

(b) Work locally with Ministries of Education and Finance, and other local institutions. COMED will engage in considerable advocacy work with Ministries of Education and Finance on the continent as



Three African Ministers of Education - Mali, South Africa and Congo Brazzaville exchanging with journalists and communication officers on the use of communication in promoting education for development in Maputo, Mozambique, May 2008. WG COMED Steering Committee member Ben Zulu (in the middle) was the Moderator

From left to right: Mr. Michael Wakabi, Deputy editor, The East African Newspaper, Kampala, Uganda; Mr. Adama Samassekou, Former Minister of Education, Mali and currently President of the African Academy of Languages; Ms. Rose Ablavi Akakpo, Journalist, Le Point au Quotidien, Benin; Mr. Ben Zulu, COMED Steering Committee member, Roundtable Moderator; Ms. Naledi Pandor, Minister of Education, South Africa; Ms. Rosalie Kamaniamayou, Minister of Education, Congo-Brazzaville.

was done in Mali, and therefore fundraise for specific COMED-related activities in country education programmes. COMED will also work with other stakeholders. With the use of social mobilization techniques COMED will strive to create social consensus at country, regional or area levels on new education initiatives. COMED will also establish partnerships locally with African institutions, in

order to share expertise and contribute financially to help ensure that local activities are sustainable. At various intervals during the plan period, COMED will review if key bilateral and multilateral partnerships will continue and the extent to which support will be provided to its programme objectives, interests and specific programmes.

5. Increase the financial resources of COMED

Operational objective	Activities	Description	Budget estimate in US Dollars				
			2008	2009	2010	2011	2012
Identify new funding sources so that COMED's activities are sustainable	Promote COMED during missions to different technical and financial partners.	The COMED Coordinator and members of the Steering Committee will travel to different donor countries in order to mobilize new sources of funding. For example, to Denmark, The Netherlands, Germany and Switzerland.		20 000\$	20 000\$	25 000\$	30 000\$
Intensify the mobilization of COMED's technical and financial partners	Organization of an annual round table for technical and financial partners under the ADEA banner	A round table COMED's technical and financial partners will take place each year in Paris or Tunis, under the aegis of ADEA. The Coordinator and a member of the COMED Steering Committee will be present during the working period, which will last no longer than 2 days.		15 000\$	20 000\$	30 000\$	35 000\$
		SUB-TOTAL 5		35 000	40 000	55 000	65 000
		TOTAL 5	195 000 \$US				

Performance Measurement Framework WG COMED

Strategic Objective	Areas of intervention	Outcome	Performance Indicators	Risks and Assumptions for each strategic objective
<p>COMED SO1: Enhance the role and use of strategic communication to promote education reform</p> <p>ADEA SO4: Disseminate as widely as possible the messages and findings accumulated by ADEA from policy dialogue, analytical research and exchanges of experience in order to support knowledge sharing, inter-learning and capacity building</p>	1. Strengthen the capacity of education ministries to enhance communication support for education policies and programs through targeted training and advocacy (capacity building)	<p>1.1 improved media coverage of education themes, and enhanced public opinion and debate on education issues and themes</p> <p>1.2 mechanisms for knowledge sharing and peer learning developed in countries showing commitment to communication of education for development</p>	<p>1.1. No of participants in training workshops (gender disaggregated) /selected follow-up after training (input indicator)</p> <p>1.2. Increase by 15% in the number of education -related articles/reports in countries where WG COMED has implemented training (output indicator)</p> <p>1.3. Active participation in electronic communication networks (No. of visitors/hits - output indicator)</p>	<p>a) Timely disbursement of funds</p> <p>b) Reliable baseline figures</p> <p>c) Sufficient manpower to monitor progress</p>

	2. Collaborate with existing journalism training institutions and conduct national and regional capacity building activities for ministries of education (capacity building)	2. Enhanced professionalism in communication capacities of ministries. National and sub-regional training carried out with the use of a specially devised Toolkit.	2. Increase by 15% the number of communication strategies implemented in ministries of education where WG COMED has done training (output: indicator)	
COMED SO2 : Increase production and exchange of education news and information through enhancing media understanding and improved attention and promoting excellence in reporting ADEA SO4: Disseminate as widely as possible the messages and findings accumulated by ADEA from policy dialogue, analytical research and exchanges of experience in order to support knowledge sharing, inter-learning and capacity building.	2.1 Establish partnership with the African Union's education and communication units (partnerships) 2.2 Improve networking (networking) 2.3 Media coverage at international events (dissemination of information) 2.4 The African Education Journalism Award (advocacy) 2.5 Analytical case studies of communication in ministries of education in order to track and disseminate diagnostic approaches and good practices (analysis)	2.1 Enhanced capacity to contribute to the implementation of the AU's 2nd Decade of Education in Africa 2.2 Improved skills of members of national education and media networks through workshops and active participation 2.3 Quality coverage of international education events through pertinent selection of media of communication workers 2.4 Result-oriented collaboration between ADEA and WGCORED on selection of candidates and planning of the AEJA awards and study tour for laureates 2.5 Improved means of tracking change and impact of WG COMED's interventions	2.1 Elaboration of a communications strategy for the AU 2nd Decade on education B (output indicator) 2.2 No of press releases, bulletins on educational issues released by journalists in networks (output indicator) 2.3 No. of press releases, bulletins etc on educational issues published by selected journalists. (output indicator). 2.4 No of written press articles, or electronic or broadcasting pieces written by AEJA laureates (output indicator) 2.5 Increase by 15% in the number of media articles soliciting debate and response in society (in the countries where WG COMED has intervened (output indicator)	a)freedom of expression and a degree of political and social stability are maintained in the country b)Timely disbursement of funds c) Reliable baseline figures. d)Timely disbursement of funds b)Reliable baseline figures e)Sufficient manpower to monitor progress
COMED SO 3: Reinforce the capacity of civil society to communicate about and participate in policy dialogue and education reform. ADEA SO4: Disseminate as widely as possible the messages and findings accumulated by ADEA from policy dialogue, analytical research and exchanges of experience in order to support knowledge sharing, inter-learning and capacity building.	3.1 Participation in policy dialogue and education reforms (advocacy) 3.2 Testing of modules for communication for policy dialogue in national workshops (capacity building)	3.1 FAPE (Fédération de Parents d' élèves) networks established/strengthened and functional 3.2 Adequate tools for going to scale with training established in English and French	3.1 .No. of networks established and functioning 3.2 No. type and scale of activities implemented by FAPE networks 4.2 No. of workshops providing experience to enable going to scale	

Concluding remarks

WG COMED is currently undergoing some transformation and this Strategic Plan will be of tremendous importance to assist it fulfil its objectives during the next five years.

COMED will in the next two to three years be partnering with a number of organizations on the African continent as well as with some outside of the continent to ensure that communication is sufficiently entrenched in national education programmes to support EFA.

COMED will produce a solid and doable calendar of events with benchmarks for effective partnerships with other institutions particularly on the continent. WG COMED will partner with the African Union to support the development of a communication strategy for the Second Decade of Education in Africa. Priority will be given to enhancing capacity to contribute to the implementation of this Decade of Education in Africa. The success of the 2nd Decade would depend on the existence (and implementation of) a solid communication strategy.

During the next five years, COMED's tool-kit will be used to train as many journalists and communications specialists as possible on the African continent. These professionals will be very well equipped on how to effectively cover education issues at the country level. Practical examples and country case studies will be used. The tool-kit will be used

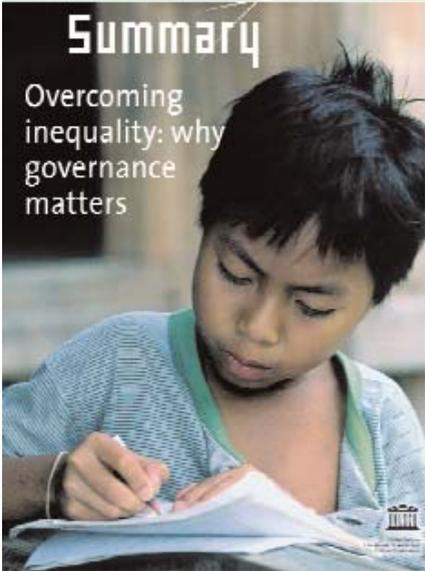
as the basis for all future technical training workshops on the continent. Journalists and communication experts will be trained in several countries to better grasp education issues and express them cogently in order to provide quality products that are able to attract the attention of policy makers and civil society at national level. Their work could become significant inputs into education policy dialogue.

Promotion of excellence in education reporting by African journalists will enable greater attention to educational issues for the economic and social development of the continent. Journalistic reports will be widely disseminated through ADEA and other networks, and this will refocus media coverage of major education events in Africa, from the mere training-oriented 'mass' approach of the past, to a more selective, mainstreamed professional approach. This will also assist in the provision of informed decisions in preparing ministerial communication strategies and plans on EFA in those countries where these are lacking, and will also support revisions and improvements where these exist. Last but not least, COMED will ensure that the FAPE Project 'Ecole des parents' is consolidated, and that the capacity of civil society to communicate about education is reinforced.



Summary

Overcoming inequality: why governance matters



Education for All

Highlights of the EFA Report 2009

Headline messages

■ There has been remarkable progress towards some of the EFA goals since the international community made its commitments in Dakar in 2000. Some of the world's poorest countries have demonstrated that political leadership and practical policies make a difference. However, business as usual will leave the world short of the Dakar goals. Far more has to be done to get children into school, through primary education and beyond. And more attention has to be paid to the quality of education and learning achievement.

■ Progress towards the EFA goals is being undermined by a failure of governments to tackle persistent inequalities based on income, gender, location, ethnicity, language, disability and other markers for disadvantage. Unless governments act to reduce disparities through effective policy reforms, the EFA promise will be broken.

■ Good governance could help to strengthen accountability, enhance participation and break down inequalities in education. However, current approaches to governance reform are failing to attach sufficient weight to equity.

Progress on the six EFA goals Goal 1 — Early childhood care and education

Child malnutrition is a global epidemic that affects one in three children under the age of 5 and undermines their ability to learn. Slow progress in tackling child malnutrition and ill health – especially in sub-Saharan Africa and South Asia – is undermining progress towards universal primary education.

Progress indicators for the well-being of children in their pre-school years are a source for concern. The development targets set in the Millennium Development Goals for child mortality and nutrition will be missed by wide margins if current trends continue.

Major global disparities in provision continue to divide the world's richest and poorest children. In 2006, pre-primary gross enrolment ratios averaged 79% in developed countries and 36% in developing countries, falling as low as 14% in sub-Saharan Africa.

Global disparities are mirrored in wide gaps within countries, especially between the richest and poorest children. In some countries, children from the wealthiest 20% of households are five times more likely to attend pre-school programmes than those

from the poorest 20%.

Goal 2 — Universal primary education

The average net enrolment ratios for developing countries have continued to increase since Dakar. Sub-Saharan Africa raised its average net enrolment ratio from 54% to 70% between 1999 and 2006, for an annual increase six times greater than during the decade before Dakar. The increase in South and West Asia was also impressive, rising from 75% to 86%.

In 2006, some 75 million children, 55% girls, were not in school, almost half in sub-Saharan Africa. On current trends, millions of children will still be out of school in 2015 – the target date for universal primary education. Projections for 134 countries accounting for some two-thirds of out-of-school children in 2006 suggest that some 29 million children will be out of school in 2015 in these countries alone.

Children from poor households, rural areas, slums and other disadvantaged groups face major obstacles in access to a good quality education. While children from the wealthiest 20% of households have already achieved universal primary school attendance in most countries, those from the poorest 20% have a long way to go.

Trends in primary education are susceptible to public policy. Ethiopia and the United Republic of Tanzania are making remarkable progress in increasing enrolment and reaching the poor, thanks to policies such as the abolition of school fees, the construction of schools in underserved areas and increased teacher recruitment. In Nigeria and Pakistan, poor education governance is holding back progress and keeping millions of children out of school.

In 2006, some 513 million students worldwide – or 58% of the relevant school-age population – were enrolled in secondary school, an increase of nearly 76 million since 1999. Despite progress, access remains limited for most of the world's young people. In sub-Saharan Africa, 75% of secondary-school-age children are not enrolled in secondary school.

Goal 3 — Meeting the lifelong learning needs of youth and adults

Governments are not giving priority to youth and adult learning needs in their education policies. Meeting the lifelong needs of youth and adults needs stronger political commitment and more public funding. It will also require more clearly defined concepts and better data for effective monitoring.

Goal 4 — Adult literacy

An estimated 776 million adults – or 16% of the world's adult population – lack basic literacy skills.

About two-thirds are women. Most countries have

made little progress in recent years. If current trends continue, there will be over 700 million adults lacking literacy skills in 2015.

Between 1985–1994 and 2000–2006, the global adult literacy rate increased from 76% to 84%. However, forty-five countries have adult literacy rates below the developing country average of 79%, mostly in sub-Saharan Africa, and South and West Asia. Nearly all of them are off track to meet the adult literacy target by 2015. Nineteen of these countries have literacy rates of less than 55%.

Major disparities in literacy levels within countries are often linked with poverty and other forms of disadvantage. In seven sub-Saharan African countries with low overall adult literacy rates, the literacy gap between the poorest and wealthiest households is more than forty percentage points.

Goal 5 — Gender

In 2006, of the 176 countries with data, 59 had achieved gender parity in both primary and

secondary education – 20 countries more than in 1999. At the primary level, about two-thirds of countries had achieved parity. However, more than half the countries in sub-Saharan Africa, South and West Asia and the Arab States had not reached the target. Only 37% of countries worldwide had achieved gender parity at secondary level.

There is a confirmed trend towards more female than male enrolments in tertiary education worldwide, in particular in more developed regions and in the Caribbean and Pacific.

Poverty and other forms of social disadvantage magnify gender disparities. For example, in Mali girls from poor households are four times less likely to attend primary school than those from rich

households, rising to eight times at secondary level.

Once girls are in school, their progress is often hampered by teacher attitudes and gender-biased textbooks that reinforce negative gender stereotypes. These school-based factors interact with wider social and economic factors that influence school performance along gender lines.

Goal 6 — Quality

International assessments highlight large achievement gaps between students in rich and poor countries.

Within countries too, inequality exists between regions, communities, schools and classrooms. These disparities have important implications not just in education but for the wider distribution of opportunities in society.

In developing countries there are substantially higher proportions of low learning achievement. In a recent Southern and Eastern Africa Consortium for Monitoring Educational Quality assessment (SACMEQ II) in sub-Saharan Africa, fewer than 25% of grade 6 pupils reached a desirable level of reading in four countries and only 10% in six others.

Student background, the organization of the education system and the school environment explain learning disparities within each country. Many essential resources taken for granted in developed countries remain scarce in developing countries – including basic infrastructure such as electricity, seats and textbooks

More than 27 million teachers work in the world's primary schools, 80% of them in developing countries. Total primary school staff increased by 5% between 1999 and 2006. In sub-Saharan Africa alone, 1.6 million new teacher posts must be created and teachers recruited by 2015 to

achieve UPE, rising to 3.8 million if retirement, resignations and losses (due to HIV/AIDs, for example) are taken into account.

There are large national and regional disparities in pupil/teacher ratios, with marked teacher shortages in South and West Asia, and sub-Saharan Africa. But it is within countries that the greatest disparities exist, with teachers unevenly distributed across regions.

Financing education

National finance

In the majority of countries with data, national spending on education has increased since Dakar.

In some countries, increased spending has been associated with substantial progress on the EFA goals. However, the share of national income devoted to education decreased in 40 of the 105 countries with data between 1999 and 2006.

Low-income countries are still spending significantly less on education than are other countries. In sub-Saharan Africa, eleven out of the twenty-one low-income countries with data spend less than 4% of their

GNP. In South Asia, several high-population countries continue to spend under or only just over 3% of their GNP on education. This appears to reflect low political commitment to education.

Global wealth inequalities are mirrored by inequalities in education spending. In 2004, North America and Western Europe alone accounted for

55% of the world's spending on education but only

10% of the population aged 5 to 25. Sub-Saharan Africa accounts for 15% of 5- to 25-year-olds but just 2% of global spending. South and West Asia represents over one-quarter of the population and just 7% of spending.

International aid

Commitments to basic education are stagnating. In 2006, for developing countries, they amounted to US\$5.1 billion, a little below the 2004 level.

Half of all commitments to basic education came from just a handful of donors.

Total aid for basic education for low-income countries

in 2006 was US\$3.8 billion. The amount will have to

be tripled to reach the estimated US\$11 billion required annually to finance a narrow range of goals

in low-income countries.

The Fast Track Initiative (FTI) is failing to galvani-

ze

additional bilateral donor support for EFA. Current commitments to its Catalytic Fund fall short of those

required to meet financing requests in the pipeline.

By 2010, countries with plans approved by the FTI could be facing a financing shortfall of US\$2.2 billion.

An ambitious new agenda governing aid hopes to make aid more efficient and effective. To date progress is mixed: though some donors are willing to encourage national ownership, work through national systems and cooperate with other donors, others are more reticent.

Top policy recommendations

Meeting the EFA goals

Early childhood care and education

Strengthen the links between education planning

and child health provision, using cash transfer programmes, targeted health interventions and more equitable public spending in health sectors. Prioritize early childhood education and care in planning for all children, with incentives provided to

include those who are vulnerable and disadvantaged.

Strengthen wider anti-poverty commitments by tackling child malnutrition and improving public health systems, using innovative social welfare programmes which target poor households.

Universal primary education

Fix ambitious long-term goals supported by realistic

planning and sufficient medium- to long-term budgetary allocations to ensure progress in access, participation and completion in primary education.

Support equity for girls, disadvantaged groups and

underserved regions by setting clear targets for reducing disparities, backed by practical strategies

for achieving more equitable outcomes.

Raise quality while expanding access by focusing on smooth progression through school and better learning outcomes, increasing textbook supply and quality, strengthening teacher training and support, and ensuring that class sizes are conducive to learning

Education quality

Strengthen policy commitments to quality education

and create effective learning environments for all students, including adequate facilities, well-trained teachers, relevant curricula and clearly identified learning outcomes. A focus on teachers and learning should be at the heart of this commitment.

Ensure that all children attending primary school for at least four to five years **acquire the basic literacy and numeracy skills** that they need to develop their potential.

Develop the capacity to measure, monitor and assess education quality, in areas that affect learning conditions (infrastructure, textbooks, class sizes), processes (language, instructional time) and outcomes.

Revise existing policies and regulations to ensure that children have sufficient instructional time and that all schools minimize the gap between intended and actual instructional time.

Participate in comparative regional and international learning assessments and translate lessons learned into national policy, and develop national assessments that best reflect each country's particular needs and goals.

Overcoming inequality — lessons for national governance reforms

Commit to the reduction of disparities based on wealth, location, ethnicity, gender and other indicators for disadvantage. Governments should develop welldefined targets for reducing disparities and monitor progress towards their achievement.

Sustain political leadership to reach education targets and tackle inequality through clear policy objectives and improved coordination within government through active engagement with civil society, the private sector and marginalized groups.

Strengthen policies for reducing poverty and deep social inequalities that hinder progress towards education for all. Governments should integrate education planning into wider poverty-reduction strategies.

Raise quality standards in education and work to ensure that disparities in learning achievement between regions, communities and schools are reduced.

Increase national education spending, especially in developing countries that chronically underinvest in education.

Put equity at the centre of financing strategies, in order to reach disadvantaged children, with more accurate estimates of the costs of reducing disparities and the development of incentives for reaching the most marginalized.

Ensure that decentralization has an inbuilt commitment to equity through financing formulas that link resources to levels of poverty and deprivation in education.

Recognize that school competition and choice, and private-public partnerships have their limits. If a public education system works poorly, the priority must be to fix it.

Strengthen the recruitment, deployment and motivation of teachers to ensure that there are enough qualified teachers in all regions and schools, especially in remote and underserved communities.

Aid donors — delivering on commitments

Increase aid for basic education, especially to lowincome countries, by providing around US\$7 billion to cover current financing gaps in priority EFA areas.

Enlarge the group of donor countries committed to providing aid to basic education, in order to ensure that the financial support for the EFA goals is sustainable.

Commit to equity in aid for education by providing more funds to basic education in low-income countries. Several donors – including France and Germany – should urgently review their current aid allocations.

Get behind the Fast Track Initiative and close the projected financing gap – estimated at US\$2.2 billion for 2010 – for countries with approved plans.

Improve aid effectiveness and reduce transaction costs, as set out in the Paris Declaration, through greater alignment of aid behind national priorities, better coordination, increased use of national financial management systems and greater predictability in aid flows.

Annex 2: Summary of strategies in the Expanded Commentary on the Dakar Framework for Action

1. Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education. This means governments must make firm political commitments and allocate sufficient resources to all components of basic education; funding agencies should also allocate a larger share of their resources, so that no country seriously committed to EFA is thwarted by lack of resources.

2. Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies. This requires education strategies to complement other sector strategies and be closely linked with civil society. Actions include developing education strategies within broader poverty alleviation measures and developing inclusive education systems that identify, target and respond flexibly to the needs and circumstances of the poorest and most marginalized.

3. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development. Participation should not be limited to endorsing or financing programmes designed by government but also include mechanisms allowing civil society organizations to contribute to the planning, implementation, monitoring and evaluation of basic education.

4. Develop responsive, participatory and accountable systems of educational governance and management. This means better governance in terms of efficiency, accountability, transparency and flexibility, and better management through a move from highly centralized, standardized, command-driven forms to more decentralized, participatory management at lower levels of accountability.

5. Meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict. Capacities of government and civil society should be enhanced so as to rapidly assess education needs, restore learning opportunities and reconstruct destroyed or damaged education systems.

6. Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices. The content, processes and context of education must be free of gender bias, and encourage and support equality and respect.

7. Implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic. Education systems must go through significant changes if they are to survive the impact of HIV/AIDS and counter its spread, especially in response to the impact on teacher supply and student demand.

8. Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all. The quality of learning is necessarily at the heart of EFA. Effective strategies to identify and include the socially, culturally and economically excluded are urgently needed. Learning outcomes must be well defined in both cognitive and non-cognitive domains, and be continually assessed as an integral part of the teaching and learning process.

9. Enhance the status, morale and professionalism of teachers. Teachers at all levels of education should be respected and adequately remunerated, have access to training and professional development and support, and be able to participate locally and nationally in actions affecting their professional lives and teaching environments.

10. Harness new information and communication technologies to help achieve EFA goals. There is a need to tap the potential of ICTs to enhance data collection and analysis, strengthen management systems, improve access to education by remote and disadvantaged communities, and support teachers' initial and continuing professional development.

11. Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels. Robust and reliable education statistics, disaggregated and based on accurate census data, are essential if progress is to be properly measured, experience shared and lessons learned. Ongoing monitoring and evaluation of EFA, with full participation of civil society, should be encouraged.

12. Build on existing mechanisms to accelerate progress towards education for all. To realize the six EFA goals, broad-based and participatory mechanisms at international, regional and national level are essential.

Source: UNESCO (2000a). Taken from 2008 EFA Global Monitoring Report Page 99

ANNEX 3

COMED's Structure

The Working Group draws on the expertise of various areas in its work: ministries of education through their communication or information units, media specialized in education reporting, communication researchers and trainers, education specialists and development organizations involved in the Working Group's areas of concern. Norad is the Lead Agency and the WANAD Centre, the host institution of the Working Group

The Working Group is administered by a steering committee that assumes an advisory role and also approves draft budgets and work plans as well as activities reports before they are submitted to the ADEA Secretariat. The role of the steering committee also involves agenda setting and ensuring a broader impact of COMED's activities through involving expertise in journalism, communication, education and development. The steering committee also supports the enhancing of coordination, the setting of guidelines, and advising on budgets and activities, thus helping to chart the way forward. Members act as 'Ambassadors for COMED' and support the mobilization of resources. Each member of the steering committee also acts as a 'sounding board' for COMED when requested.

The COMED steering committee normally meets once a year, to consider the work plan and budget for the following year, before they are submitted to the ADEA steering committee. In the period between formal meetings, the steering committee engages in other forms of consultations and contact as needed.

In consonance with the Working Group's mission, the steering committee reflects the various constituencies which are potential partners in COMED activities. It is currently composed as follows:

- " Lead Agency -
Ms. Elizabeth Heen (Senior Advisor, Norad)
- " Education/Gender Specialist -
Vacant (Occupied by Ms. Penina Mlana (former Executive Director, FAWE)
- " Communication Officer - Mr. Ibrahima Sar (Ministry of Education, Sénégal)
- " Journalist - Ms. Cornia Pretorius (Education Journalist, The Mail and Guardian, South Africa)
- " Communications Trainer/Private Sector
Mr. Ben Zulu (ASDF)
- " ADEA Secretariat -
Ms. Maud Seghers

- " Host institution - WANAD Centre
Mr. Phillip Hado
- " Coordinator (Ex-Officio)
Mr. Lawalley Cole (COMED Secretariat/WANAD Centre)

Representatives of the Lead Agency, the ADEA Secretariat, and the Host Institution, are permanent members of the steering committee, and the Coordinator is ex-officio. Following consultations, all other individual membership of the committee will be renewable after one term of three years, serving for a maximum period of six years

The Working Group's secretariat is currently managed by Lawalley Cole, the Coordinator responsible for programming and implementation of activities, and ensuring good management of day to day operations with advisory guidance of the steering committee. He is assisted by Latévi Lawson, Programme and Training Officer and Gilles Adoukonou, Finance Assistant. The Secretariat has one Administrative Assistant and auxiliary staff who serves the multiple roles of messenger, driver, cleaner, and security guard.

The COMED Secretariat is based in Cotonou, Benin, at the Host Institution, which is the West African News-Media and Development Centre, WANAD. Founded in 1984 as the UNESCO WANAD Project, (supported through IPDC Funds-in-Trust from Germany), WANAD has trained over 1200

journalists from news agencies and private media in Africa. Since 1995 it is a self financing Africa-regional NGO (training courses for the World Bank Institute, Commonwealth Press Union, the Economic Commission for Africa, etc, local/national development partners, and providing other income-generating services and facilities).

Since communication is a cross-cutting issue, WGCAMED seeks opportunities to collaborate with other ADEA Working Groups. In the past these have included Working Group on Books and Learning Materials, Working Group on Education Statistics, Working Group on Education Sector Analysis, Working Group on Higher Education, the ad hoc Working Group on HIV/AIDS, and the ad hoc Working Group on Policy Dialogue

ANNEX 4

MEMBERSHIP ON THE STEERING COMMITTEE: SOME POINTS FOR DISCUSSION

Present situation for the WG COMED Steering Committee:

The WG COMED Steering Committee (SC) adopted in September 2003 a Terms of Reference (TOR) for the SC. The document defines the roles and responsibilities of the SC and establishes its composition. As shown in Annex 1 (COMED Steering Committee Meeting Nairobi, 12-13 September, 2005), the role of the WG COMED Steering Committee is advisory. It involves a number of functions such as:

- Agenda-setting
- Ensuring expertise in COMED's fields (education and communication)
- Advising on budgets and activities and
- Setting guidelines

The present size of the WG COMED SC is relatively small. Institutions representing the education and communications sectors have tenured representation on the Committee. There are several permanent seats for representatives from the ADEA Secretariat, the lead agency, funding agencies and the host institution ("coordinating" in the present TOR). The tenure of the non-permanent members of the SC is limited to a maximum of two terms of three years, in all six years. No mention is made of a rotation system of membership to avoid renewing the entire SC at one time. No mention is made of the process of nominating new members to the Steering Committee.

Since its first meeting as an ADEA Working Group in 2003 representation on the SC has not been renewed. Inasmuch as the TOR was adopted in 2005, one could either place year number 1 of the tenure in 2003 or in 2005. If 2003 is considered as the first year, the SC should have been renewed by 2006. If 2005 is considered as the first year, renewal should place by 2008. Thus, the tenure of the non-permanent seats of the SC has expired for the 2003 option and will expire in 2008 for the 2005 option. The present TOR call for "consultations" on a renewal of mandates.

The SC is therefore asked to make a decision on renewing membership on the Committee. Viewed the situation it will be necessary for the present SC to take a position on the process of filling the non-permanent seats on the SC, either by renewal of recruitment of new SC members. While the present TOR deals with this issue, it would be opportune to discuss several other related

issues pertaining to the SC. The SC is asked to discuss the following aspects of the Steering Committee's organization:

Renewing non-permanent seats on the SC:

There are two options here:

- Option 1: 2003 is considered as year number one, and the SC could decide that the recruitment of members to a new SC will automatically take place after two terms from 2009 on. This entails, however, the initiation of a rotation system.
- Option 2: 2005 is considered the first year, and the SC takes a decision at the present meeting to consult after the first term on a process of re-nomination/renewal of non-permanent seats from 2008. Based on consultations with members who may not seek renewal, a rotation system can be adopted from 2008.

Recommendation: Option 2

A rotation system for non-permanent members:

Even if several of the seats on the SC are permanent, there will be a turnover of expertise in sectoral fields of expertise. At the present time this affects approx. 3 seats. To avoid a situation of loss of institutional memory it is important that the SC initiate a rotation system for renewal and recruitment. One manner of doing this would be to make approx. 1/3 of the seats renewable at one time. The size and composition of the SC:

- At present the SC is relatively small. A reasonably small SC is usually an advantage, but the SC might consider enlarging representation. At the previous SC suggestions to include the private sector were made.

These suggestions should be further clarified at the present meeting. The question of whether the World Bank (as a funding agency) should be represented on the Committee should be discussed. The composition of the SC should also be regarded in relation to the strategic plan for 2008-2011. A discussion on how new institutions can enrich the SC is necessary.

- Procedures for nomination of Steering Committee members should be clarified and added to the TOR. Some options may be: a sub-committee to canvas for suitable candidates, or a request to the WG COMED Secretariat.

Elizabeth Heen
Norad, 27.10.2007

ANNEX 4

MEMBERSHIP ON THE STEERING COMMITTEE: SOME POINTS FOR DISCUSSION

Present situation for the WG COMED Steering Committee:

The WG COMED Steering Committee (SC) adopted in September 2003 a Terms of Reference (TOR) for the SC. The document defines the roles and responsibilities of the SC and establishes its composition. As shown in Annex 1 (COMED Steering Committee Meeting Nairobi, 12-13 September, 2005), the role of the WG COMED Steering Committee is advisory. It involves a number of functions such as:

- Agenda-setting
- Ensuring expertise in COMED's fields (education and communication)
- Advising on budgets and activities and
- Setting guidelines

The present size of the WG COMED SC is relatively small. Institutions representing the education and communications sectors have tenured representation on the Committee. There are several permanent seats for representatives from the ADEA Secretariat, the lead agency, funding agencies and the host institution ("coordinating" in the present TOR). The tenure of the non-permanent members of the SC is limited to a maximum of two terms of three years, in all six years. No mention is made of a rotation system of membership to avoid renewing the entire SC at one time. No mention is made of the process of nominating new members to the Steering Committee.

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issues pertaining to the SC. The SC is asked to discuss the following aspects of the Steering Committee's organization:

Renewing non-permanent seats on the SC:

There are two options here:

- Option 1: 2003 is considered as year number one, and the SC could decide that the recruitment of members to a new SC will automatically take place after two terms from 2009 on. This entails, however, the initiation of a rotation system.
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Recommendation: Option 2

A rotation system for non-permanent members:

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The size and composition of the SC:

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Elizabeth Heen
Norad, 27.10.2007



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