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5. **General Information**

This issue of ERNWACA News focuses on NIGERIA, on education research responses to HIV/AIDS, and on ERNWACA's September 2004 Strategy Session in Segou in which representatives from all 13 ERNWACA member countries participated.

Nigeria, a federal republic comprised of 36 states, is an African giant – about as populous as all other ERNWACA countries put together – with a population of 130 000 000, growing at a rate of 2.3%, and is an economic engine in the region. We share the following reflections of Pai Obanya, eminent professor from Nigeria, former director of the regional education office for Africa (BREDA) of UNESCO and member of ERNWACA's regional steering committee:

The Nigeria in which today's children are going to live their adult lives will be radically different from the Nigeria of 2004. Internal and external pressures for positive change will prompt the transformation of Nigeria from a fledgling country to an emergent nation. What skills should education help develop for an **emergent Nigeria**? First and foremost, build on the education children receive in their homes. Then discipline minds by developing in learners capacity for observation, logical thinking, functioning in groups, self-expression and loving the act of learning. Fluency in information technology is essential. Advice to school-leavers: build on what home and school have provided, continue to learn, expand networks of relationships, and shun mediocrity in the search for excellence. Be creative, work hard, and persevere. Paraphrased from *Educating for the Knowledge Economy*, 2004.

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1. **National Activities – Nigeria**

• **ERNWACA-Nigeria on the move**

ERNWACA-Nigeria held its General Assembly on 20 March 2003 at the Faculty of Education at the University of Lagos (UNILAG) where Prof. Bade Adegoke was elected as President and the national coordinating and scientific committees were created. In March 2004, the Regional Coordinator visited ERNWACA-Nigeria to meet member researchers and interview HIV/AIDS researchers in particular; meetings were also held with the vice-president of UNILAG to thank him for institutional support to ERNWACA, the representative of the regional Ford Foundation office to brief her on higher education research initiatives in the region, and with other partners and potential partners. In June 2004, Dr. Jonathan Adedayo Odukoya, ERNWACA-Nigeria General Secretary, and Mrs. Mary-Anne Eccua Oyinloye, of the HIV/AIDS Unit of the Federal Ministry of Education in Nigeria, attended the ERNWACA and IIEP regional workshop in Bamako on "Education Research Response to HIV/AIDS in West and Central Africa" (see Section 2). In September 2004, Dr. (Mrs.) O.O. Busari, ERNWACA-Nigeria Vice-president, traveled to Mali to participate in the Critical Perspectives on Education regional seminar organized by ERNWACA and NORRAG and the ERNWACA Strategy Session (also covered in Section 2). During the Strategy Session, Dr. Busari proposed an ambitious 2-year plan for the development of ERNWACA-Nigeria, which will provide the basis for discussions at the next meeting of ERNWACA-Nigeria's steering committee. The new steering committee, under the leadership of President Adegoke, succeeded in obtaining office space for ERNWACA-Nigeria thanks to the UNILAG Faculty of Education. Over the short-term, members seek to equip the office, begin to cover the vast national territory, and seek corporate members from among national institutions and NGOs active in education or research.

• **Coordinating and Scientific committees**

Some 45 researchers of diverse backgrounds are members of ERNWACA-Nigeria, including 14 women. The national Coordinating Committee is comprised of 8 persons, including 5 women: President, Pr. Bade Adegoke (Dean, Faculty of Education, UNILAG); Vice-president, Dr. (Mrs.) O.O. Busari; General Secretary, Dr. Adedayo Odukoya; Assistant General Secretary, Dr. (Mrs.) Oladapo; Financial Secretary, Dr. (Mrs.) Ekweme; PRO, Mrs. Kanu (Federal Ministry of Education, Abuja); Assistant PRO, Dr. Ajibare; Zone Coordinator for Northwest (based in Kano), Mme Lawal.

The Coordinating Committee relies on a national Scientific Committee for validation of research processes, reports and publications. The Scientific Committee is comprised of 5 persons, including 2 women: Dr. Ilogu, Dr. Abe, Prof. Adewale, Pr. (Mrs.) Lawal, and Mrs. Chinyere Chuku.

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2. Regional Activities

- **Education Research Response to HIV/AIDS in West and Central Africa**, ERNWACA/IIEP regional workshop, 16-18 June 2004, Bamako (Mali)

Faced with rising HIV/AIDS infection rates and increasing teacher and student absenteeism, in 2003 the Educational Research Network for West and Central Africa (ERNWACA) and the International Institute for Educational Planning (IIEP) put in place a project to review HIV/AIDS and education research and policy in six countries – Burkina Faso, Cameroon, Côte d'Ivoire, Ghana, Nigeria, and Senegal. The best documents collected were abstracted and are available on the IIEP [Clearinghouse](#), along with national and thematic reviews by ERNWACA researchers. This 18-month effort culminated in a regional workshop with researchers, policymakers, teacher unionists, and partners such as the Malian ministries of education and of health, ADEA and UNESCO, out of which the following **5P+R** framework for fighting HIV/AIDS in the education was developed:

5P+R:

P1: **P**lan, prepare policy;

P2: **P**revent;

P3: **P**rovide care;

P4: **P**reserve the quality of education;

P5: **P**artner in work and advocate;

+R: **R**einforce research.

Part of being prepared to fight HIV/AIDS involves having a research agenda. The prioritized agenda developed by ERNWACA researchers and partners, via a scientific and participatory approach, may inspire countries as well as regional and international organizations. See proposed regional research agenda and conceptual frameworks for specific studies beginning on pp. 15-16 of [Final Workshop Report: Education Research Response to HIV/AIDS](#). Includes Executive Summary with findings of literature review.

- **ERNWACA Strategy Session**, 16-17 September 2004, Segou (Mali)

Nodding the head does not steer the canoe (as the Maori of New Zealand say). Thus ERNWACA brought together, on the banks of the Djoliba River in Segou, 12 ERNWACA national coordinators, an observer from Sierra Leone, and certain technical and financial partners to reflect on the future of ERNWACA and plan. The meeting built upon the 2002 Dakar strategy session at which the ERNWACA 2002-2010 research agenda was developed. The Segou meetings reviewed ERNWACA's mission: to promote African education expertise and a culture of research for improved educational policy and practice in its member countries. Discussions focused on strategies to increase the quality of work and quantity of publications within ERNWACA and to evolve toward a structure appropriate to take the network to 2010 and beyond. It was agreed that implementation of ERNWACA's ambitions requires resource mobilization, that an entrepreneurial approach is paramount, and that the responsibility and fruits of the mobilization process should be shared among ERNWACA's 13 national coordinations and ERNWACA's regional coordination office in Bamako. The national coordinators asked the regional coordination to publish in early 2005 a directory of members who paid their dues in 2004, to develop a manual that documents 15 years of regional networking and education research experience, and to create a committee for strategic partnership development and resource mobilization. The Swiss Development Cooperation (SDC) funded the strategy session and an SDC representative from Ouagadougou participated. A specialist in partnership development from IDRC's Dakar office also attended as well as a representative of a Canadian university. National 2-year action plans were refined during small group work and are available in the [ERNWACA 2004 Strategy Session report](#).

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3. Studies and Research – in Nigeria

- **Impact of Internet browsing on academic performance at the tertiary level in Nigeria** ERNWACA-Nigeria, 2003, 35p., funded by ERNWACA Small Grants program for young researchers, with support from IDRC.

Researchers: Mr. Oluwaseyitanfunmi Osunade, Mrs. Oluwasesin Mofiyinfoluwa Osunade, Mr. Ebenezer Viavo Ahisu; Mentor: Prof. Joseph O. Odeyemi, Mathematical Sciences Education, Institute of Education, University of Ibadan. Other institutions involved: Computer Science Department and Sociology Department at University of Ibadan; Ladoke Akintola University of Technology (LAUTECH), Ogbomosho.



Internet browsing is a new way to access information. How can it be used in educational settings? It can supplement courses and degree programs, provide students with digitized library holdings, quicken administrative processes, and reach off-campus students. When some university students in Nigeria noticed their institutions generally provided only staff with Internet access, they decided to study the potential benefits of extending access to students. The study reviewed Internet usage patterns of 360 students (60% in the 21-25 age bracket) in science-based courses (mathematics, physics, computer science, civil and mechanical engineering) at two

tertiary institutions in Oyo State, Nigeria. A subset of these students also took pre- and post-tests on aptitudes in several disciplines. The test group was given regular Internet access (4 hours per week) for two weeks and the other group, the control group, was not. The post-test results of the group with Internet access were higher, indicating that access to this technology would improve the level of information acquisition. Most of the 360 students questioned started using Internet in 2001, though mostly for e-mail access rather than academic purposes. There were no gender differences in the amount of time spent browsing on the Internet per week, although there were more male students enrolled in science-based courses concerned by the study. Male students preferred night-time browsing, which is less expensive, while female students preferred day-time browsing. In addition, the results show that students will pay for Internet access if it is provided by the University. To meet the needs of both staff and students, administrators should ensure that the speed of the connection (bandwidth) is sufficient to meet all user needs. To increase the academic use of Internet access, lecturers should refer students to websites for additional information about lesson content. Student cyber cafés should be created as an alternative to scarce and outdated books. Consult the [study on Internet and academic performance](#).

• **HIV/AIDS and the education sector in Nigeria: review of policy and research documents**, Chinyere Ohiri-Aniche, Dayo Odukoya, ERNWACA-Nigeria, 2004, 68p., financed by ERNWACA/IIEP.



In the context of the ERNWACA/IIEP collaboration, researchers reviewed 50 policy and research documents on HIV/AIDS and education from a variety of institutions in Nigeria. Results show rising HIV/AIDS prevalence rates in Nigeria – from 1.8% in 1988 to 5.8% in 2001, 6.5% for the 20-24 age range. Responses to the pandemic began in the 1980s and in the 1990s for the education sector. The national policy concerning the fight against HIV/AIDS purports a multisectoral approach based on prevention, treatment, and interventions to mitigate its impact. A significant response in the education sector was the infusion of Family Life Education and HIV/AIDS content into primary and secondary school curricula and that of teacher training institutes. Prevention strategies have also been developed to reach the non-formal education sector and out-of-school youth, namely through peer education. Despite the abundance of literature on HIV/AIDS in Nigeria, the authors recognize the following challenges in the education sector: poor quality or absence of pertinent data; little research results on the impact of HIV/AIDS on different aspects of education; limited capacity of educators and education personnel to discern and deal with problems related to HIV/AIDS; high awareness levels but little behaviour change; poor coordination, planning and evaluation of programmes. The authors recommend the following steps to fill research gaps: establishment of empirical baseline data; impact studies; evaluation of policy implementation by State, Local Government Areas, and Ministry budget lines; action-research to evolve pragmatic interventions to reduce/arrest spread; and identification of religious and cultural barriers and solutions. Action and policy recommendations are presented in section 7.4 of the [review of policy and research documents on HIV/AIDS and education](#). Abstracts for each of the 50 documents reviewed are included in the report.

• **Quality of basic education in Nigeria: an annotated bibliography from 1992-2002**, Mary Ladi Ango, Chinyere Ohiri-Aniche, O.O. Busari, ERNWACA-Nigeria, 2003, 80p., financed by ERNWACA/ADEA.

For this review on the quality of basic education in Nigeria, authors travelled the country (Abuja, Kaduna, Port Harcourt, Lagos, Oyo, Osun, Ondo and Imo) and collected 60 research reports, official government documents, memoirs/theses and journal articles produced between 1992 and 2002 on the following themes:

- Pedagogical renewal and teacher development;
- Decentralization and diversification of delivery systems;
- Implementing reforms and innovations in basic education;
- Curricula relevance and use of African languages.

The analysis of the documents constitutes a panoramic review of quality in relation to the Universal Basic Education (UBE) program in Nigeria. The authors noted the need to encourage use of ICTs in the educational process; involve learners in more practical and skills-based and participatory learning; promote bilingual education by using indigenous language and English right from nursery school; and upgrade the skills of teachers without whom the objectives of UBE cannot be achieved. The review recommends teacher development through open and distance learning, mobile training units, and input from professional associations. More communication efforts are needed to bring all stakeholders on board in the decentralization process and the UBE program needs to be depoliticised. Difficulties encountered during the study include gross constraints of time and finance needed to adequately carry out the project in a country as vast and complex as Nigeria. Researchers deplored the fact that most publications remain with their producers rather than informing a wide audience, that the majority of studies were individual rather than collaborative, and that too many were speculative rather than empirical. The few empirical studies emanated in large part from universities and teaching colleges. Government and education partners should be encouraged to build vigorous and rigorous research into the different aspects of the UBE program in order to improve implementation, including for non-formal education, vocational/technical education, and the promotion of girls' education in science and technology. Consult the [Annotated Bibliography on the quality of education in Nigeria](#).

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4. ERNWACA Member Profiles

- **Dr. Mrs. Olanitemi Olasunmade Busari**, alias Temi, science education advocate



Mrs. Busari is Professor of Curriculum Studies in the Science and Mathematics Education Unit at the University of Lagos. She earned her PhD in Curriculum Studies in 1992 from the same University and a BS in Chemistry from the University of Ife in Nigeria. She went from teaching science in the 1970s at Odu Girls' Grammar School in Bendel State and coordinating curriculum development at the University of Lagos Ford Foundation Centre in the 1980s to supervising distance learning for teachers in the 1990s and serving as Visiting Professor at the University of Zimbabwe in 2000-2001. A prolific writer, over the past 2 decades or so, she has published on average two to three articles per year in Nigerian and international journals. Dr. Busari writes on themes such as student and teacher cognitive styles and achievement, including a look at gender differences; inequality in the science classroom; empowering women through science and technology education; integrating theory, practical work, problem-solving and group discovery methods in teaching; curriculum relevance and linking chemistry teaching to local practices; and educational research methods. She is currently working on a Sub-Saharan Africa Dictionary of Scientific Terminology. Dr. Busari has served as a resource person for science clinics for girls, writing workshops for teachers, leadership training for science and math department heads, national revision of curricula for secondary schools, national reflections on the future of higher education, and UNFPA work on women, education, and research. She also has an impressive history of service to her University. Since 1995, she has been active on a variety of university committees including the Research, Publication and Development Committee; the Postgraduate Studies Board; and the Sports Council. As if all that is not enough, she is also active in several professional associations. Dr. Busari was the first female Editor-in-Chief of the Science Teachers Association of Nigeria (STAN, 1998-2001). She served as General Secretary of the Nigerian Association of Professional Educators (NAPE) and President of the Nigerian Association of Research in Science Education (NASER) and is a member of the National Association of Research in Science Teaching (NARST) in the USA. Dr. Busari was elected ERNWACA-Nigeria Vice-president in 2003 and in this respect travelled recently to Mali for the ERNWACA 2004 Strategy Session in Segou. Since 2001, she also serves on ERNWACA's regional scientific committee. As you can imagine, Dr. Busari is referenced in "Who's Who in Nigeria." When she finds time to sleep and mother, we know not. But she does seem to find time, amidst teaching, research, writing, service and travel to enjoy table tennis. And she reads, understands and speaks French (more than she will let on sometimes).

- **Dr. Jonathan Adedayo Odukoya**, alias Dayo, psychologist, pastor, researcher, networker



Mr. Odukoya received his PhD in Psychometrics and Counselling Psychology from the University of Ibadan, Nigeria in 1991. Prior to taking up lecturing at the University of Lagos last year, Dr. Odukoya worked for the Research Division of the West African Examinations Council (WAEC), based first in Lagos for 4 years, then in Accra (Ghana) for 7 years. Prior to that, he lectured, counselled and researched at the Department of Guidance and Counselling at the University of Ibadan and at the Department of Psychology at Obafemi Awolowo University in Ile-Ife in Nigeria. Currently, in addition to lecturing, Dr. Odukoya is a consultant for the Youth Education and Self-reliance (YES) Nigeria program for entrepreneurship, in collaboration with the Academy for Educational Development (AED, Washington, DC). In working with gifted children over the years, he has assisted them to produce books, soap, intruder alarm systems, musical albums, cartoons and comic strips. He has also supervised undergraduate and post-graduate education research projects. Through his own research he investigates reasons for exam success and failure, models for acquiring practical competencies, self-esteem of the girl-child, and use of psychological tests to improve teaching and learning. Since 2001, he has also started researching HIV/AIDS issues in relation to the education sector. Dr. Odukoya is currently working on papers on peace education, and on the origin and power of thought. Passionate about science and computers, Dr. Odukoya not only masters new technologies and uses them on a daily basis in his research and networking, but also advocates for more science and technology teaching and learning in Nigeria. Dr. Odukoya was influential in the recent relaunch of ERNWACA in Nigeria and was elected General Secretary of the national network in 2003. Mr. Odukoya professes a Protestant faith, gives Bible instruction on Tuesday evenings and preaches in his church on Sundays. He is married and has children; he speaks English and Yoruba and is working on his French.

(Extracted from ERNWACA Researcher [Profiles](#) database.)

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5. General Information

WEBLINKS ON NIGERIA

- Portal on HIV/AIDS in Nigeria: www.nigeria-aids.org. Important e-forum on HIV/AIDS in Nigeria, to subscribe, send a blank email to subscribe-eForum@nigeria-aids.org.
- Portal on Nigeria: <http://www.nigeria.com>.

▪ This site run by Africans and Africanists in the US has information on Nigeria as well:
http://www.sas.upenn.edu/African_Studies/Country_Specific/Nigeria.html.

MARK YOUR CALENDAR

- **ERNWACA-Senegal General Assembly**, 11 December 2004, IDRC conference room in Dakar. For more information email senegal@rocare.org or phone (221) 825 78 37 or (221) 578 08 00.
- **ERNWACA-Ghana multi-purpose conference**, 17-18 December 2004, GNAT headquarters in Accra. One day open to the public to review studies conducted over the last two years, followed by a closed door strategic working session. All ERNWACA-Ghana members are invited to pay their annual dues before the meeting. For more information email ghana@ernwaca.org or phone (233) 21 23 24 86.
- **CIES 2005**, Annual conference of Comparative International Education Society, University of Stanford, Palo Alto, California, USA, 9-12 March 2004 on the theme "Beyond dichotomies." For more information: cies2005@suse.stanford.edu or <http://www.stanford.edu/dept/SUSE/projects/cies/>.

RECENT EVENTS

- **Accelerate the education sector response to HIV/AIDS**, regional workshop, 29 November - 3 December 2004, Mbour, Senegal. Organized by World Bank with Ministry of Education in Senegal for participants from nine francophone West African countries. ERNWACA-Senegal co-led a session on HIV/AIDS in higher education. For more information: atembon@worldbank.org.
- **Books and the Education for All process, what editorial policy for African languages?** ADEA regional workshop, 26 November - 1 December 2004, Dakar, Senegal. For more information: j.vanbommel@iiep.unesco.org.
- **Contractuals teaching at primary level**, regional conference, 21-23 November 2004, Bamako, Mali. This ADEA – World Bank – International Education conference, organized with the participation of the government of the Republic of Mali, reviewed four studies on contractuals. Laouali Malam Moussa, ERNWACA-Niger National Coordinator; Tidjiane Diallo, ERNWACA-Guinea National Coordinator; Cheick Oumar Fomba of ERNWACA-Mali; and Tèle-Mireille Massouka of ERNWACA Regional attended. For more information: j.vanbommel@iiep.unesco.org.
- **ICT and education research**, ERNWACA regional workshop, 20-22 October 2004, Cotonou, Benin. Methods workshop to review and analyse data collected to date in this 2-year IDRC-funded transnational research project. Researchers from Benin, Cameroon, Ghana, Mali and Senegal participated as well as representatives from ERNWACA's regional office and from the University of Montreal. The workshop was opened by Mr. Cyprien Lokossou, Cabinet Director for the Ministry of Primary and Secondary Education of Benin, in the presence of Naim Deen Salami, ERNWACA-Benin National Coordinator, at a dinner on October 21 at Novotel. Visit the Web site for the research project at <http://rocare.scedu.umontreal.ca>.
- **CONFEMEN 51st ministerial session**, 20-22 October 2004, Mauritius. The theme of this session was "evaluation of educational systems." For further information: confemen@sentoo.sn or docdoc@sentoo.sn or www.confemen.org.
- **Education technology: vocational training and sustainable development**, international colloquium, 26-30 October 2004, Libreville, Gabon. For more information: ENSET, tel.: 241 73 29 88, fax: 241 73 29 95, enset-sup@inet.ga, <http://194.214.98.103/libreville2004/>.
- **Winners of the African Prize for Education Journalism « Akintola Fatoyinbo »**, ADEA announces results of the 2004 edition. For ERNWACA region, two articles in French:
1st Prize – **Fousséni Traoré**, from Mali, for his article [When students govern, schools work better](#), published in *Le Républicain de Bamako* of 16 March 2004;
2nd Prize – **Josette Barry**, from Côte d'Ivoire, for her article [Higher education, victim of a disaster: The Decadence of a system](#) published in the daily *Fraternité Matin d'Abidjan* of 19 November 2003.
- **Official Launch of the 2004-2005 school year in Mali**: countering child labour! On Monday, 27 September 2004, at a ceremony in the interior of the country, the Malian Minister of Education together with members of his office and of the teachers' unions officially launched the 2004-2005 school and university year. The ceremony took place in the capital of the Beledougo region, Kolokani (some 80 km northwest of Bamako), where the year was dedicated to actions to counter child labour. The rural area of Kolokani numbers 18,000 pupils, including 5,000 girls, in primary education.
- **World Teachers' Day: celebrated in Mali** with the dedication to fight AIDS and attain EFA. Mali, like the international community, celebrated World Teachers' Day, dedicated to Education For All (EFA) on 5 October

2004. The national education and culture union (SNEC) dedicated this day to the union of all forces to eradicate the AIDS pandemic. For SNEC, all EFA efforts are in vain if AIDS is not brought under control.

• **Conference of Intellectuals from Africa and the Diaspora (CIAD)**, 7-10 October, Dakar, Senegal. Seven hundred participants including 2 Nobel Prize winners (Wole Soyinka and Frederick De Klerk), 5 African Heads of State, the president of the African Union, and a former ERNWACA regional coordinator, Lalla A. Ben Barka. They debated the place of Africa in the concert of nations, and the role of African intellectuals. For further details: www.au-ciad.org.

• **47th Session of the International Conference on Education (CIE)**, 8-11 September 2004, Geneva, Switzerland. Theme: "Quality Education for all youth: Challenges, tendencies and priorities." Organised regularly by the International Bureau for Education (IBE) whose headquarters is in Geneva, the CIE proposes a platform for international dialogue among education Ministers in UNESCO member countries. Organised in plenary sessions and four workshops, the 47th Session grouped together the Ministers, heads of delegation and delegates of 137 member States, as well as representatives of 14 inter-governmental organisations and 21 non governmental organisations. The workshops concerned quality education and equality between the sexes; quality education and social integration; quality education and life skills; and quality education and the key role of teachers (Source: CONFEMEN Press Release). During this conference, in an interview with PANA (Panafrican news agency), Mr. Edouard Matoko, Director of the UNESCO Office for Mali, Niger and Burkina Faso, with residence in Mali, called on the international community to help Africa ensure quality education for its children, for, he said, "Most speakers at this conference have said that Africa, like the rest of the world, does not need cut-price education, but quality education. In Africa we need schools that respond to the aspirations of youth in an evolving economy. Africa should not only count on the international community to offer quality education to its children. The continent should fight against certain cultural practices, and above all should end armed conflicts that, in Africa more than elsewhere, are killing the education system."

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