



Réseau Ouest et Centre Africain de Recherche en Education Educational Research Network for West And Central Africa

ERNWACA NEWS No. 9 September 2005

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This ninth edition of Ernwaca News gives examples of linkages between Ernwaca activities and education policy and practice at the national level. Activities vary from one national office to another and embrace themes such as girls' education, teacher training, education in times of conflict, decentralization, hiv/aids, and use of ICTs in teaching and learning.

This issue also provides a Web link to Ernwaca's 2003-2004 annual report and reviews recommendations of Ernwaca Board members in 2005, including the need to reinforce partnership building at the national level, support national initiatives to mobilize resources, and strengthen the culture of quality, communication and publication within the network.

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1. National Activities

ERNWACA mobilization in member countries

At the national level, network members participate in national and transnational studies and research capacity-building projects. They also elaborate strategies for increasing the visibility and impact of Ernwaca and of education research in national decision-making forums. Let's take a quick look inside each national network.

Benin – Decentralization. The national coordinator strongly advocated the government for the creation of a unit, within the ministry of primary and secondary education, to help decentralize education management in Benin. Click to open the Power Point presenting [arguments for increased decentralization](#) (in French).

Burkina Faso – ERNWACA visibility and alliances. Members attended a General Assembly meeting on 7 April 2005 to plan a resource mobilization campaign. The campaign includes actions to improve visibility and relations with Ministries and other national partners. Ernwaca-Burkina Faso is following up with other partners on recommendations of the IDRC and FAWE January 2005 workshop on synergies between researchers and decision makers in the world of education. [Final workshop report on Researcher-policymaker synergy](#) (in French).

Cameroon – Youth and HIV/AIDS. In collaboration with the International Society for Study of Behavioral Development (ISSBD), ERNWACA-Cameroon organized an international conference on AIDS and African Youth in July 2004. Dr. Brigitte Matchinda of ERNWACA-Cameroon invites you to visit a website she helped develop where girls and boys can confidentially express questions and difficulties related to sexuality, education, and other adolescent issues and receive feedback from professionals: <http://yohyette.u-strasbg.fr>. Ernwaca-Cameroon also organized, in collaboration with the ministry of higher education and Unesco, the first [national colloquium on teacher training](#) that led to increased practical content in the ENS curriculum. The national network participated in the review of the New Pedagogical Approach (NAP) and of Cameroon's Education for All (EFA) plan.

Côte d'Ivoire – Education and Conflict. As covered in [ERNWACA News No. 8](#), Ernwaca-Cote d'Ivoire actively participates in the national education sector group that meets twice a month, met with the ministry of education in November 2004 to share findings from the Ernwaca study on the impact of armed conflict on the school system, and participated in the February 2005 UNDP analysis of Millennium Development Goals (MDG) which showed that three of the eight objectives will be attained in Cote d'Ivoire by 2015. Ms. Tecle-Mireille Massouka of Ernwaca's regional secretariat

discussed resource mobilization with about ten Ernwaca-Cote d'Ivoire members at the Ernwaca-Cote d'Ivoire office at ENS at the University of Abidjan on 14 July 2005.

Gambia – Girls' education, teacher training, preschool education. Ernwaca-Gambia works in close collaboration with the Department of State for Education (DOSE). After an [evaluation of the Scholarship Trust Fund for Girls](#) in two regions of the Gambia, Ernwaca advised DOSE on how to improve the program. DOSE created a committee to oversee implementation of recommendations from an Ernwaca-managed peer review of teacher training at Gambia College, particularly in regard to quality assurance. In collaboration with Unicef, Ernwaca-Gambia reviewed early childhood development (ECD) facilitator training programs, developed a trainers' manual, and is advising on the preparation of a new ECD policy to guide government and all stakeholders.

Ghana – Making education research central to the provision of quality education: Ernwaca-Ghana members, who come from several different universities in Ghana and other national institutions, work in close collaboration with the ministry's Ghana Education Service (GES) and the Ghana National Association of Teachers (GNAT). These partners and others attended the Ernwaca-Ghana multi-purpose conference in Accra on 17 and 18 December 2004 on participatory education research processes and ERNWACA-Ghana's role in policy development and implementation. Members presented the state of their research to other members and national partners and then met among themselves to discuss how to strengthen Ernwaca. In addition, ERNWACA-Ghana organized the first ERNWACA Resource Mobilization Workshop on 11-12 July 2005 in Accra, with support from an IDRC resource person. Ten Ernwaca-Ghana members attended as well as Ernwaca coordinators from Mali and Togo.

Guinea – Decentralization: On 21 August 2004 ERNWACA-Guinea organized in Conakry an ERNWACA Café to discuss the impact of decentralization policies on improving schools. Click to read the "lettre du CERCOOP" no.17 May-July 2005 on IIEP and Plan International research reports on improving school management in the context of decentralization in West Africa: <http://www.cercoop.org/lettres/let17dos.htm> (in French).

Mali – Scientific and technical training, HIV/AIDS, community participation in education. In February 2005, ERNWACA-Mali participated in a national

committee meeting to elaborate the national policy on scientific and technical training. At an Ernwaca Café on 11 May 2004 in Bamako, ERNWACA-Mali researchers and partners presented to fellow members and national partners their research on HIV/AIDS in the education sector. On 19-21 May 2004 the national coordinator participated in a workshop with NGOs on school management in a decentralized context, organized by the ministry of education in collaboration with UNICEF. Click to read the resulting essay in French by Prof. Urbain Dembele, "[Let's live with our children!](#)"

Niger – Questioning the quality of Education. Ernwaca-Niger organized an [ERNWACA Café on the quality of education](#) in Niger on 10 July 2005 in Niamey (click link for poster in French). The results of two recent studies were discussed by policymakers, practitioners and researchers: one by the World Bank on the teaching corps (presented by Boube Mamane of Ernwaca-Niger) and another by the non-formal education reflection group (GRENF) on parents' perception of education (presented by Laouali Malam Moussa, Ernwaca-Niger national coordinator). Mr. Hamissou Oumarou, Secretary General of the Ministry of education and literacy (MEBA), presided the Café. Plan International contributed 150 000 f cfa to help organize the Café. Ernwaca's regional coordinator completed her visit to all 13 member countries with a trip to Ernwaca-Niger from 17-20 June 2005; after a meeting with members, visits were made to the ministry of basic education and literacy, Unicef-Niger and Plan International of Niger.

Nigeria – Linking knowledge generation to knowledge utilization. ERNWACA-Nigeria organized its first Ernwaca Café on 17-18 January 2005 at Adeniran Ogunsanya College of Education on Empowering Our Educational Institutions for Productivity. Click for PowerPoint presentation on [Participatory-Action-Formative \(PAF\) research](#). It was suggested that Nigeria's Universal Basic Education (UBE) program could benefit from PAF research by mobilizing stakeholders to better understand the program, empowering them to articulate their hopes and fears on programme goals, generating knowledge on what is working and not, and adapting implementation strategies accordingly.

Senegal – Fighting HIV/AIDS. Ernwaca-Senegal participated in the first regional conference in 2001 in El Mina (Ghana), organized by Unesco, on a regional approach to fighting HIV/AIDS in the education sector. In 2003, Ernwaca-Senegal reviewed national policy and research documents on HIV/AIDS in the education sector. Ernwaca-

Senegal sent a member researcher to Ernwaca's regional seminar in Bamako in June 2004 on the Education Research Response to HIV/AIDS. In December 2004, Ernwaca-Senegal was invited to lead a session on HIV/AIDS in higher education at the World Bank and Ministry of Education regional workshop in Mbour for nine francophone West African countries on accelerating the education sector response to HIV/AIDS. The Ernwaca-Senegal coordinator also recruited in 2004 Ernwaca researchers from West and Central Africa to train World Food Program staff in the region on HIV/AIDS prevention.

Sierra Leone – Relaunching Ernwaca. Mr. Mohamed Lamin (formerly with the ministry of education and currently with Plan International) attended Ernwaca's 2004 Strategy Session in Segou (Mali) to meet Ernwaca national coordinators and learn more about Ernwaca. The regional coordinator traveled to Freetown in November 2004 to meet with interested researchers ([see photo](#)) and share more about Ernwaca's regional initiatives. Mr. Lamin is spearheading an effort to organize, in 2005-2006, a General Assembly for the election of an Ernwaca coordinator which would be followed by creation of the national coordinating committee, payment of dues by members, and elaboration of the 2006-2007 action plan.

Togo – Girls' education. In May 2004, the national coordinator completed an evaluation of a 1997-2001 collaboration between Action Aid and Unicef to increase girls' education rates in three low-enrollment areas of Togo. Findings are being used to improve the quality of the 2002-2006 collaboration between the two institutions and to increase results. Click to read the [evaluation of the Action Aid and Unicef girls' education program](#).

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2. Regional Activities

~ HIV/AIDS researchers in education sector, Ernwaca/IIEP/ADEA qualitative data analysis training workshop, 4-8 July 2005, Ouagadougou (Burkina Faso)

The president of the University of Ouagadougou and the Permanent Secretary of the Ministry of basic education and literacy of Burkina Faso presided the Opening Ceremony. Ernest Ilboudo, Ernwaca-Burkina Faso national coordinator and Francois-Joseph Azoh, Ernwaca-Cote d'Ivoire national coordinator, oversaw activities. A dozen Ernwaca researchers from seven francophone member countries participated. Special thanks to MTT West and USAID-Benin for their contributions.

For additional information, contact cotedivoire@rocare.org or read the [HIV/AIDS workshop final report](#) (in French).

~ Ernwaca Board meeting, 4-5 March 2005, Dakar, Senegal



Board members travelled from a half dozen countries to attend Ernwaca's 2005 Board meeting in Dakar. Board member Moustapha Sourang, Minister of Education of Senegal, opened the meeting at IDRC's conference room. As national coordinators did in 2004 at the Ernwaca Strategy Session in Segou, Board members stressed the need to continue to strengthen Ernwaca at the national level, render Ernwaca more financially autonomous, and create a culture of publication within the network. Board members reviewed Ernwaca's 2005-2010 draft action plan and officially launched a resource mobilisation campaign. Click for Ernwaca [Board meeting report](#).

~ Ernwaca 2003-2004 Annual Report

Ernwaca's Annual Report was sent to all Ernwaca national offices with copies for distribution to appropriate government ministries. In 2004, Ernwaca celebrated 15 years of experience in regional networking and transnational research. We note in 2003-2004 improved intra- and extra-network communication, greater participation of women researchers, and increased dynamism of national networks. In addition, transnational work was launched on new research themes such as the use of ICTs in teaching and learning and the impact of HIV/AIDS on education and the education response. Partnerships with ADEA and with IDRC were strengthened and new partnerships initiated with IIEP, NORRAG, the Swiss Cooperation, and the University of Montreal. Regional coordination resources increased by 50% since 2002 but are still far from covering Ernwaca's research and capacity-building objectives and those of institutional development. Annual regional contributions to national offices and members varied from US \$3000 to \$18000 per member country. Click for [Regional Coordinator editorial](#), excerpted from [Ernwaca 2003-2004 Annual Report](#).

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3. Studies and Research

We have included in this section results from graduate academic research by two members from Mali, one on girls' education and one on HIV/AIDS risk factors and school strategies to fight the epidemic.

~ **Influence of family, school and individual factors on school abandonment by primary schoolgirls in rural Mali**, Koura Diallo (member of Ernwaca-Mali), 2001, 222p. + annexes
(Doctoral thesis in Education, Laval University, Canada)

In Mali, fewer girls than boys are enrolled in school. Girls drop out especially between grades 4 and 6 and at rates higher than boys. Girl drop-out rates are higher in rural areas than in urban areas. The study sought to identify the factors that influenced primary school abandonment as well as those that influenced girls to stay in school in 10 rural villages in the region of Segou in Mali. Questionnaires and interviews were administered to 120 girls, 60 who had dropped out of school and 60 who had not, allowing the researcher to document girls' attitudes toward school as well as attitudes of their parents and teachers, according to the girls. In designing the study, the researcher was inspired by Bronfenbrenner's 1979 ecological model adapted to the student's ecosystem. Study results showed significant differences between the two groups in relation to scholastic motivation and aspiration, scholastic interest and support for homework from father and from mother, teacher interest in the girls' studies, collaboration between teachers and parents, and collaboration of the mother with the school. School abandonment could be explained first by level of teacher interest in the girls' studies followed by the scholastic motivation and aspiration of the girls, interest and scholastic preoccupations of the father, and involvement of the mother with the school. It is clear that in the rural area of Segou, teacher interest in the girls' studies is one of the most important factors influencing school abandonment. The author concludes that collaboration between the community and the school in rural Mali is essential to the fight against school drop out in general and for girls in particular. Actions not based in community support would be in vain. Download study in French, Adobe format: http://www.rocare.org/TheseKouraDiallo_scofi_mali.pdf (1.5 MB).

Ms. Diallo works for Unicef in the region of Segou. She advises on quality of education, promoting in particular the child-friendly school approach, in collaboration with educational administrators, pedagogical advisors, school directors, teachers, school management committees, parent teacher association and communities.

~ **Junior high school HIV/AIDS risk factors and school strategies to fight HIV/AIDS in the Koulikoro region of Mali**, Hamadoun Hasseye Toure (member of Ernwaca-Mali), 2005, 75p. + annexes

(for DEA – specialized degree after Maters – in Education, Applied Research and Training Institute (ISFRA), Bamako, Mali)

The number of AIDS cases declared in Mali went from 29 in 1986 to 5175 in 1999 and could reach 6% of the adult population in 2010 (according to 2002 projections from Malian Ministry of Health). To respond, the government created in March 2004 the National High Commission for the Fight Against AIDS (HCNLS). As part of the Ministry of Education's fight against AIDS, GTZ had a program to work with certain school administrators, schools, and communities from 2002 through April 2005, including in the region covered by the study. The objective of this small-scale study was to better understand the risk factors of students and teachers of 7th, 8th, and 9th grades in two (of the 26 junior high) schools in Baguineda district, in the Malian region of Koulikoro. Baguineda is about 30 km north of the capital city Bamako, on the main road linking Bamako to Segou, the second largest city in Mali. Questionnaires were completed by 80 students (boys and girls) from 11 to 20 years old but averaging 15 to 16 years and 8 teachers (of the 704 total students and 22 teachers at the 2 schools). HIV risk factors identified among students and teachers included denial of the existence of AIDS (20% of students), rejection of condom use, early sex (beginning at 13, 14 and 15 for some boys and girls), insufficient understanding of transmission and prevention, constant contact with itinerant workers, and poverty. The author recommends that HIV/AIDS issues be introduced into lessons beginning in 2nd grade rather than in 5th as was the case in Baguineda district and in ways so HIV/AIDS content is not perceived as "extra work" by teachers. Peer educators and persons living with HIV/AIDS should be involved, and teachings should be linked to local values. He also recommended participatory and active methods to promote appropriate behaviour, anti-AIDS clubs, free school manuals to reduce the temptation of clandestine prostitution by students, and avoiding mixing older and younger students in the same class. For future research, he suggested tracking over time the evolution of knowledge, attitudes, and practice of a cohort of students and teachers. Download study: http://www.rocare.org/MemoireDEA_sidaeducation_mali.pdf (in French).

Mr. Toure, from Timbuktu, is currently a high school teacher and also teaches philosophy at the University of Mali, in Bamako.

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4. ERNWACA Member profile: Madame Djenabou Balde

Member of Ernwaca-Guinea, Dr. Djenabou Balde, celebrated her 45th birthday on 25 June. Happy Birthday, Djenabou! She defended her doctoral thesis in education last year at the University of Versailles Saint-Quentin (France) on the use of distance education to improve access to higher education in Guinea. Since 1983, Dr. Balde has



taught at the Guinean teacher training institute (ISSEG). She has experience in curriculum development, human resources management and leadership training. Her research on the Guinean educational system relates to school management, decentralization, and, to some extent, non-formal education. She has also participated in training on HIV/AIDS prevention and gender equity in higher education. She is currently lead researcher for AFIDES and ADEA research on the relation between school leadership and student achievement. Dr. Balde, since 2004, is Treasurer of Ernwaca-Guinea and represented Ernwaca at the April 2005 meeting of African Union ministers of education in Alger (see Section 5 below). Dr. Balde is married and has three children.

From **ERNWACA Researcher Profiles** database.

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5. General Information

Ernwaca participation at regional and international meetings

~ **Comparative and International Education Society**, CIES 49th Annual Conference, 22-26 March 2005, Stanford University (California, USA)

Dr. Mbangwana Moses Atezah, ICT and education researcher of Ernwaca-Cameroon, presented preliminary results from Ernwaca's transnational research on use of ICTs in teaching and learning in West and Central Africa. During his travels he purchased a digital camera and other equipment to enhance the content and quality of his educational technology course and created a community learning tool for use with his students. Travel was made possible by Ernwaca, IDRC, UREAG committee of CIES, University of Yaounde (Cameroon), Stanford professor Joel Samoff and researcher's personal funds. More information on the research project available at <http://rocare.scedu.umontral.ca>. Click for [trip report](#) (in French) by Mbangwana.

~ **African Union Ministers of Education Conference**, 8-11 April 2005, Alger (Algeria)

Dr. (Ms.) Djenabou Balde of Ernwaca-Guinea represented Ernwaca at the second AU conference of education ministers. According to her, two items of the African Union and NEPAD strategy as cited in the Alger Declaration are in direct coherence with Ernwaca activities: consideration of cross-cutting issues in education development and mechanisms for increased regional cooperation. The meeting included a review of the 1997-2006 Decade for Education in Africa and preparations for the 6th ordinary session of the African Union heads of state conference planned for January 2006 on "Education and Culture." A second Decade for Education, including key performance indicators and monitoring and evaluation mechanisms, was recommended. Several issues received particular attention by conference participants: education for all (EFA) goals, higher education and research, continuing and non-formal education, literacy, resources for use of ICTs to attain quality education and promote regional integration. Click for Balde [trip report](#) (in French) and [Alger Declaration](#) (in French). Visit www.africa-union.org for more information.

~ **Governance, Equity, Health (GEH) Partners' Conference**, 25-30 April 2005, Saly-Pordugal (Senegal)

Ernwaca's regional coordinator represented Ernwaca at this IDRC meeting where over 100 researchers examined governance and challenges related to health, equity, and gender. They explored ways in which GEH's broad definition of governance – how power is exercised, how decisions are made, and how citizens have their say – relates to the concrete research and development issues research teams are addressing on the ground. The meeting also explored concrete strategies, skills and tools to move research results to a broad range of users. See regional coordinators' wrap-up reflections, [relating GEH concerns to the education sector](#) (PowerPoint form).

~ **ADEA Steering Committee seminar to prepare Biennale**, 25-26 May 2005, Enghien-les-Bains (France)

Mr. Emile Bih of Ernwaca-Cote d'Ivoire and Ms. Kathryn Toure of Ernwaca's regional office represented Ernwaca. On May 25, they presented Ernwaca's 2005-2010 strategic plan to ADEA working group coordinators and partners and requested their support. Mr. Mamadou Lamine Traore, Minister of Education of Mali, presided the special Ernwaca session and invited all participants to a cocktail to celebrate Africa Day. Click for [Bih trip report](#) (in French).

~ **UNESCO/BREDA Dakar+5 Education for All Forum**, 13-15 June 2005, Dakar (Senegal)

Mr. Makaireh Njie, Ernwaca-Gambia national coordinator, and Ms. Kathryn Toure, Ernwaca regional coordinator, participated and helped review implementation of the 2000 Dakar Framework for Action. While significant progress has been made in access to education, renewed effort is required to train teachers and keep children in the system. Other issues discussed include gender equity, HIV/AIDS, non-formal education, ICT training, debt cancellation, and strengthening national and regional forums for exchange on education issues. Click for Forum's [Final Communiqué Dakar+5](#).

~ **Formative Research seminar**, 13-16 June 2005, Niamey (Niger)

At this ADEA Working Group on Education Sector Analysis (WGESA) seminar, policymakers and researchers explored how research can support education sector policy implementation. Ernwaca-Niger national coordinator Laouali Malam Moussa, Ernwaca-Burkina Faso national coordinator Ernest Ilboudo and Harouna Toure of Ernwaca-Mali participated. More information on formative research and other WGESA initiatives available with WG coordinator Ibrahima Bah-Lalya at 33 (0)1 45 03 77 35 or lalya@iep.unesco.org, www.adeanet.org/wgesa.

~ **United Nations Girls Education Initiative (UNGEI) regional consultation**, 11 July 2005, Dakar (Senegal)

Ms. Fatim Ba of Ernwaca-Senegal represented Ernwaca at this meeting organized by UNICEF's regional office in Dakar to discuss the creation of a West and Central African UNGEI network. For more information contact Ms. Vigdis Cristofoli at 221 869 5858 or vcristofoli@unicef.org or visit www.ungei.org.

Announcements

~ **Comparative and International Education Society**, CIES 50th annual conference on "Rethinking the Comparative," 14-18 March 2006, Hawaii (USA)

Submit panel and/or paper proposal abstracts to cieshawaii@gmail.com. See www.cies.ws.

~ **Using ICTs in teaching and learning**, Ernwaca regional seminar, 11-15 December 2005, Yaounde (Cameroon)

Ernwaca-Cameroon will host the regional seminar to validate and disseminate findings from the 2-year, 5-country Ernwaca and University of Montreal Phase I research funded by IDRC on the integration of ICTs into education in West and Central Africa. Hundreds of school directors, teachers, students and parents from thirty-five "pioneer" schools were interviewed and filmed in the classroom. For additional information: mdlarra@rocare.org or cameroon@rocare.org, <http://rocare.scedu.umontreal.ca>.

~ **Education, Violence, Conflict and Perspectives for Peace in Africa**, Ernwaca and Fasaf colloquium, Kinshasa, RDC, 6-10 March 2006

The joint Ernwaca and Fasaf scientific and organizational committees for the colloquium met in Ouagadougou (Burkina Faso) 1-2 July 2005. Authors who submitted paper abstracts will be contacted in September 2005. The colloquium is organized in collaboration with the University of Kinshasa and Plan International, with support from IRD and other partners. For additional information: Mireille Massouka, mmassouka@rocare.org, and Marc Pilon, mpilon@uerd.bf.

~ **Critical Perspectives on Gender, Education and Skills in Western and Central Africa at Basic and Post-Basic Levels**, Norrag News, Aug. 2005

Norrag News No. 35 on the above theme includes articles from Ernwaca researchers who participated in the September 2004 Ernwaca and Norrag Critical Perspectives seminar in Bamako, Mali, where two international documents were reviewed from national and regional perspectives: a 2004 World Bank study report on skills development in Africa and Unesco's 2003-2004 global monitoring report on EFA and girls' education. See www.norrag.org.

~ **Ernwaca intern in Bamako**

Angela Bailey, MA student at Columbia University (USA), interned at Ernwaca's regional coordination office in Bamako June-July 2005. She developed resource mobilisation tools, in particular for the "Friends of Ernwaca" program. Ms. Bailey financed her trip to Ernwaca's regional coordination, Ernwaca-Ghana (11-13 July) and Ernwaca-Cote d'Ivoire (14 July 2005).

~ **Ernwaca 2004 Membership Directory** available soon

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ERNWACA thanks [IDRC](#) (International Development Research Centre) and [SDC](#) (Swiss Development Cooperation) for ongoing support.

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