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Ecobank Foundation.

In this issue, ERNWACA is pleased to announce its selection by UEMOA as a **regional centre of excellence**. ERNWACA thanks the Economic and Monetary Union (UEMOA) and the Ministers of Education of Union member countries (particularly those of ERNWACA member countries who supported this candidacy), for their confidence. Thanks also go to national ERNWACA coordinators and all members for their sustained efforts!

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1. National Activities

ERNWACA Cafés

This year, five national offices have organized ERNWACA Cafés to present and discuss research findings. These are opportunities for members and partners to share experiences, reflect and dialogue on pressing issues concerning education. Cafés were organized – in Mali, Cameroon, Ghana, and Senegal – to share results at the national level from the transnational ERNWACA and University of Montreal study (funded by IDRC) on the integration of Information and Communication Technologies (ICT), i.e. computer and Internet, into education. Findings were presented in Benin at the December 2005 National Scientific Days organized by the Benin Centre for Scientific and Technological Research (CBRST) and will be further discussed at an upcoming ERNWACA Café in Benin. A Café in the Gambia provided the opportunity to discuss the contribution of research to the design and evaluation of educational programmes, particularly concerning girls' education, and technical and vocational training.

~ *New Information and Communication Technologies (ICT) and the quality of education in Mali.* The president of the parliamentary committee on education attended this ERNWACA Café, held on February 7, 2006, in Bamako, **MALI**. Other participants included a technical advisor to the Minister of Education; the Deputy National Director of general secondary education (and NEPAD focal point); representatives of NGOs, Internet access providers, USAID, and IDRC; and the Directors of certain ICT pioneer schools. Some participants suggested that the ten-year education plan (PRODEC, 1998-2008) should be reviewed in the

light of the contribution of ICT. The researchers insisted that investment in ICT equipment will not contribute to the quality of education without training teachers in using ICT as one of their teaching skills. The Café was covered in a newspaper [article in L'ESSOR en ligne](#).

~ *Integration of ICT in education in West and Central Africa: study of pioneer schools.* This ERNWACA Café, held on February 8, 2006, in Yaoundé, **CAMEROON** served to relaunch the nationwide debate. As a result, ERNWACA was invited to take part in the national day for integration of ICT in junior high schools, an event organized by the Ministry of Secondary Education. *Ecole Normale Supérieure* is planning to use the current and upcoming research findings to guide the process of introducing ICT into the student-teacher training programme.



~ *Integration of ICT into teaching and learning in schools in West and Central Africa.* This two half-day ERNWACA Café on April 4 and 5, 2006 took place in Accra, **GHANA** at the offices of

the Ghana National Association for Teaching (GNAT). Mr. Alhaji Raheem Gbadamoshi, national ERNWACA Coordinator, former Director of GES, and Director of the Islamic University, chaired the event. Researchers, representatives of schools and universities, senior personnel of the Ministry of Education and of Ghana Education Services (GES, CRDD division), as well as representatives of teacher training institutes discussed integration of research findings into teacher training and curriculum development. The various stakeholders suggested that the government support Phase II of the ERNWACA research project that involves action research with school-based ICT pedagogical teams and seeks to identify and document best practices in using ICT in teaching and learning. Two Malian researchers as well as the Regional Coordinator travelled from Bamako to take part in the Café. The Café was covered with a front-page [photo in The Ghanaian Times](#).

~ *Pedagogical use of ICT in schools to improve the quality of teaching.* This ERNWACA Café took place on May 13, 2006 in Dakar, **SENEGAL**. "We can talk about the introduction of computers in the school system, but not of integration," explained Alioune Moustapha Diouf, lead national researcher for the study on the integration of ICT into education in West and Central Africa. Case studies showed that teachers use computers primarily to type texts, that only 25% use ICT in teaching their subjects, and that 55% have not been trained in ICT. See newspaper [article](#) at www.lesoleil.sn/article.php3?id_article=11277.

~ *Research to support educational programme design and evaluation in the Gambia.* During this Ernwaca Café, held on 4 March 2006 in Banjul, **GAMBIA**, the findings of three studies were discussed. Mr. Sulayman Barry of ERNWACA and Gambia College presented the evaluation of a **girls' scholarship programme** in Gambia's regions 5 and 6. Mr. Abdoulie Bittaye of ERNWACA presented the findings of a study on **strengthening research capacity** in the domains of social sciences and economics. Finally, Mr. I. Bernard of ERNWACA spoke of the results of a feasibility study on the design of an **architecture degree programme** by the Gambia Technical Training Institute (GTTI), in collaboration with Dalhousie University, Canada. Among the participants were Mr. Sidebeh, Vice Rector of the University of the Gambia; Mr. Lamin Ceesay of ERNWACA and Gambia College; representatives of the Department of State for Education (DOSE); several university lecturers and students; as well as a few high school students. The participants received executive summaries of the studies; the studies are available on the ERNWACA website. The event was organized jointly by ERNWACA and GESDRI and funded by the regional ERNWACA coordination with support from IDRC and the Swiss Cooperation; it was covered by the journalist Sanna Jawara of *The Daily Observer*, distributed by allAfrica.com.

ERNWACA-Côte d'Ivoire in motion

~ **National education research days.** The call for papers has been advertised since January 20. Through this event scheduled for June 2006, ERNWACA-Côte d'Ivoire aims to establish a forum for sharing and exchanging scientific and practical information on the issues of educational research in Côte d'Ivoire. The days are open to all those interested in the fields of education and research on education, particularly education professionals (education advisors, careers advisors, school administrators, teachers, etc.); students (doctoral, DEA, masters and first degree levels); researchers, both beginners and experienced; national and international institutions and associations interested in the problems of education. In addition to ERNWACA at national and regional levels, partners include *Ecole Normale Supérieure* (ENS) and the National Pedagogical Institute for Technical and Vocational Education (IPNETP) plus ministries, universities and research institutes, NGOs and United Nations agencies. For more information: jreci2006@rocare.org.

~ **G12 is a group of 12 young researchers** established by the national ERNWACA coordination to ensure the visibility and documentary access of the national network through activities and communication products. The young researchers are trained in research methods and networking. According to Ms. Ablan Anne-Marie Ettien, representative of G12, "For us, after completing master's degree and DEA courses, this initiative was a wonderful hands-on opportunity to sustain a culture of research and be exposed to a multitude of research concerns."

~ **A lecture on "education in a post conflict period"** was given by Dr. François Joseph Azoh

(national Coordinator) and Dr. Raoul Koné (researcher and member of ERNWACA-Côte d'Ivoire coordinating committee) in the Mamadou Coulibaly lecture hall of the Abidjan *Ecole Normale Supérieure* (ENS), on Wednesday, February 15, 2006 (source: the article "Reconstruction: paying attention to education" in *Fraternité Matin* of 16 February 2006).

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2. Regional Activities

~ ERNWACA, UEMOA Centre of Excellence



From October 1-4, 2005, a UEMOA (West Africa Economic and Monetary Union) representative visited the ERNWACA Regional Coordination office in Bamako. On behalf of the President of the UEMOA Commission, he offered UEMOA

congratulations to the regional coordinator, the national coordinators and ERNWACA members on the selection of ERNWACA by the Ministers of Education and Finance for certification as a **UEMOA Regional Centre of Excellence** for 2005-2006. The Programme for Support and Development of Regional Centres of Excellence within UEMOA (PACER-UEMOA) aims to: 1/ improve tertiary education and research programs in member countries; 2/ strengthen the quality of training in training institutions within UEMOA members countries; 3/ support networking among higher education institutions and encourage improved articulation between training and employment. Through this certification, ERNWACA will receive a grant of 128 000 000 F CFA to support implementation of its 2005-2010 action plan built around three objectives: 1/ strengthen research capacity in education and the quality of ERNWACA national and transnational studies; 2/ strengthen communication within and beyond the network and create conditions for peer-reviewed publication by members; 3/ strengthen management of ERNWACA at national and regional levels and increase autonomy of the network. In particular, the project will support the second edition of ERNWACA's 2006 small grants programme for education research, the promotion of research findings in UEMOA and ERNWACA member countries via ICT access and the development of an online database, and development of a guide on network management that will draw on ERNWACA's 17 years of experience in transnational research and regional networking. More on UEMOA available at www.uemoa.int.

~ **ERNWACA Small Grants for research: 2006 competition**

This 2nd edition of the ERNWACA small grants competition is intended, like the first (in 2002), to train young researchers who are members of ERNWACA. It aims to strengthen researchers' research capacity, and that of their institutions. The 2006 competition invites proposals related to four different themes: HIV/AIDS and non formal, secondary and/or higher education; gender perspectives in higher education; matching training to employment; the contribution of ICT to the quality of higher education. The 2006 research grants are made possible by support from UEMOA and the Netherlands Ministry of Foreign Affairs. Deadline for receipt of research proposals: **May 31, 2006**. Download [Call for proposals](http://www.rocure.org) from www.rocure.org.

~ **ERNWACA and ECOBANK Foundation: Partners for regional integration and promotion of African expertise**

The ECOBANK Foundation invited ERNWACA regional coordinator and ERNWACA-Togo national coordinator to take part in the Foundation Board meeting on May 5, 2006 at Ecobank Transnational Inc. (ETI) headquarters in Lome, Togo. Mr. Gervais K. Djondo, President of the Foundation chaired the meeting. The ECOBANK Foundation is an institution that seeks to serve African society and communities in which ECOBANK operates. Activities are funded primarily by the ECOBANK Group. International NGOs and associations may also contribute. The ERNWACA representatives presented an ERNWACA – ECOBANK Foundation partnership proposal. After discussions, the two parties recognized similarities and areas of convergence, for example: work conducted in a spirit of regional integration, presence in 13 different West and Central African countries, network as *modus operandi*, multilingualism, quality products and services, a culture of excellence, investment in training for young professionals, contribution to social and economic development, and promotion of African expertise in the region. To concretize this partnership based on integration and the promotion of African expertise, the ECOBANK Foundation agreed to finance for two years the printing of ERNWACA's bilingual, bi-annual newsletter "ERNWACA News" or "Nouvelles du ROCARE." In addition, Mrs. Francesca Y. Emanuel of Nigeria, ECOBANK Foundation administrator, will participate in ERNWACA's June Board meeting in Banjul, Gambia. This institutional partnership will allow ERNWACA to benefit from business approaches and perspectives and the ECOBANK Foundation to benefit from national and transnational research findings. It is worth mentioning that ERNWACA's regional accounts have been at ECOBANK in Mali since 2001 and that ERNWACA offices in Senegal, Cameroon, Mali, Benin, and Togo already have ECOBANK accounts. Other ERNWACA offices in ECOBANK countries are invited to open accounts at ECOBANK to expedite transactions within the network. For more information on ECOBANK services, visit www.ECOBANK.com.

~ **Education, Conflict, Violence and Peacebuilding in Africa**

The international ERNWACA and FASAF colloquium on this theme, organized in collaboration with the NGOs Plan International and DIAKONIA, brought together some one hundred participants in Yaoundé, Cameroon from March 6 to 10: researchers, practitioners and children from two dozen countries in Africa and Europe. The discussions led to identification of research and action agendas in this emerging research area. Participants agreed that conceptual and methodological issues covered call for further development and clarifications to facilitate better understanding of the phenomena of violence and conflict, their impact on education, and pathways for peace, civic education and democracy. A society in a post-war situation is not automatically pacified. Institutional rules and mediation are not enough to bring about peace. Attention must be given to social justice issues, or else peace will be illusory. Establishing lasting peace therefore calls for the development of life skills and work on personal and collective history. Visit www.rocure.org/colloque_fasaf_rocure.htm to read the [36 communications](#) and [Colloquium report](#).

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3. Studies and Research

~ **Computers and Internet in schools in West and Central Africa**

Two qualities required for most educational innovations – vision and leadership – are paramount if ICT is to help improve the quality of education in a sustainable manner. This is true at national and individual school levels, while increased autonomy is needed at all levels. Professors and teachers should look for and receive initial and continuous training in using ICT to develop their teaching practice. Appropriate policy should guide development of ICT in improving the quality of education. In addition, national and regional initiatives are needed to develop suitable content.

These are some of the recommendations from researchers noted in the:

Technical report of transnational research on integration of Information and Communications Technologies (ICT) in West and Central African education: case studies of pioneer schools

This report presented to IDRC, the principal financial partner, describes the process of research, the principal findings and lessons learnt by ERNWACA and the University of Montreal during the first phase of the project. Particular emphasis was placed on preparation of scientific articles by the researchers, drawing on significant amounts of quantitative and qualitative data collected from 66000 students and 3000 teachers in 36 schools in 5 countries in 2004 and 2005. National research reports from Benin, Cameroon, Ghana, Mali and Senegal are available on the project Web site: <http://rocure.scedu.umontreal.ca/index2.html>.

During this Phase I of the project, among other regional meetings, the December 2005 regional

workshop in Yaoundé was a major event organized to validate findings, in the presence of researchers, education stakeholders and partners, and directors of the “pioneer schools” that participated in the study. Overall, there is very limited integration of ICT into teaching of school subjects. ICT is taught, but is not generally used to develop teaching further, although there are innovative initiatives. It was found, however, that ICT has the potential to contribute to changing the school environment and to a transformation of teaching methods. This latter aspect will be developed during the second phase of the research project, which will involve action research with school-based pedagogical teams on innovating with ICT to improve teaching and learning. The regional workshop was covered in an [article in the Cameroon Tribune](#) on December 14, 2005.

To obtain a copy of the report, send an e-mail to info@rocare.org.

~ HIV/AIDS prevention: what is the contribution of non-formal education?

ERNWACA carried out a study in five countries: Burkina Faso, Cameroon, Côte d'Ivoire, Mali and Nigeria. The methodology consisted of inventorying NGOs and conducting a case study in each country to start to identify the practices of NGOs active in non-formal education concerning HIV/AIDS preventive education. In all, a review of 100 NGOs in the countries, mostly concentrated in cities, showed that a significant number listed in this domain are not really present in the field. The case studies note that organization, activities and training are inadequate, and levels of involvement by decision-makers low. However, there was significant development of sensitization and training activities using conventional methods: Information, Education and Communication (IEC); discussion groups; film projections; demonstrations of condom use; etc. In addition, the studies showed that girls, women, and persons in difficult situations (migrants, street children) are integrated into the programmes as are in-school students, school dropouts, and children never registered in school. The interest and involvement of families and communities is high, as shown by the breaking down of barriers (mistrust, stereotypes, etc.) and changes in sexual behaviours. The following recommendations are made: 1/ the trio Advocacy+Dialogue+Partnership ; 2/ greater integration of preventive training in the programmes within an overall approach that takes financial autonomy into account (income generating activities); 3/ a quality approach in programmes including a dynamic partnership between the NGOs and researchers. This research was conducted in partnership with the UNESCO Institute for Education (UIE, Hamburg) for the ADEA working group on non-formal education. To download national reports, visit the publications section of www.rocare.org, or if you are reading the electronic version of this newsletter, simply click on the name of the country: [Cameroon](#), [Côte d'Ivoire](#), [Nigeria](#).

For 5-country regional synthesis report: http://www.rocare.org/ENF_REGIONAL_SYNTHESE.pdf.

~ Teacher training and sustainable development in Africa: from local situation to general concern, by Pierre Fonkoua, in CRIFPE Training and Profession Newsletter, v.12 (1), January 2006.



Prof. Fonkoua brings insight regarding teacher training in Cameroon and throughout Africa,

given the urgent need for teacher training both in quality and quantity. Recognizing that Africa is culturally on the road to globalisation, and that training of trainers to become leaders of this great transition is obligatory, Prof. Fonkoua first reviews theoretical foundations of teacher training programmes in Africa. From there he purports that “nobody has the right any more to develop alone and to parcel out knowledge, without the risk of disappearing from this world where cultural models are more and more embedded in each other.” The author believes that teacher training programmes should include principles of integration, and of partnership among teacher training institutions in Africa. According to him, schools should provoke realizations that are closely linked to African social and multi-ethnic realities. They should develop attitudes that facilitate multidirectional communications, and teach and learn caution, responsibility and tolerance. A fundamental question to which we should constantly be formulating answers is: “What type of human being do we want to train, and for what type of Society?”

To download the CRIFPE Newsletter, visit <http://formation-profession.org>.

~ Professionalisation and teacher training in Cameroon: acts of the Yaoundé Colloquium, May 2002. Published by *Les cahiers de terroirs*, the African review of social sciences and culture (Director: Fabien Eboussi Boulaga), no. 01, January 2006, under the direction of



Professors Thérèse Tchombé and Pierre Fonkoua.

At this time, numerous countries are going through economic and social crisis, accentuated by the loss or calling into question of basic values. In the face of this phenomenon, social sciences, and particularly education sciences, have important contributions to make. This is bound to involve training of teachers who will guide today's youth, destined in their turn to shape and take charge of future society. This number of *Les cahiers de terroirs* is a compilation of presentations made at the Colloquium on “Education Sciences and Teacher Training” in Cameroon on May 28 and 29, 2002 at the Yaoundé *Ecole Normale Supérieure* (ENS) in collaboration with ERNWACA and the UNESCO Doctoral chair for education sciences for Central Africa. The document includes 23 communications (in French or English) focusing on teacher training: general aspects (7), applications of education sciences in teacher training (10), pedagogical innovations (6) + annexes.

To order the book, visit www.geocities.com/revueterroirs or contact terroirs2004@yahoo.fr.

~ **No Longer Overlooked and Undervalued? The Evolving Dynamics of Endogenous Educational Research in Sub-Saharan Africa**, by Richard Maclure, in *Harvard Educational Review*, Spring 2006.

As a follow-up to the 1997 ERNWACA study Maclure authored, entitled "Overlooked and Undervalued: A synthesis of ERNWACA Reviews on the State of Educational Research," Maclure argues in this article that African education research receives more visibility than in previous years thanks to a praxis and process-oriented approach, supported by a network environment. Maclure investigates educational research in Africa and juxtaposes research done by large, exogenous, Western organizations with research performed by smaller, endogenous, local researchers aided by local research networks. Maclure argues that research falling into the exogenous "donor-control" paradigm is far too often irrelevant to the African educational policy context and does little to develop local research capacity. The cases of two institutions – ERNWACA and ADEA – are presented as exemplars of organizations that promote an alternative type of research that is endogenous, relevant to policy and the process of policymaking, and controlled by Africans. Maclure concludes with a call for increased support for and development of these types of networks, and for the development of the long-term solution to educational research in Africa – the university.

For Review table of contents: <http://gseweb.harvard.edu/~hepg/sp06.htm#abs>.

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4. Promotion of ERNWACA members

They honour us, and we encourage them!

~ Mr. **Joshua Baku** (ERNWACA-Ghana), appointed Deputy Registrar of the West Africa Examinations Council (WAEC), Accra, Ghana;

~ Madame **Olanitemi Olasunmade Busari** (ERNWACA-Nigeria), recruited by UNESCO Nigeria, Abuja, Lagos;

~ Mr. **Pierre Fonkoua** (National Coordinator, ERNWACA-Cameroon), appointed Head of the Department of Education Sciences at the Yaoundé *Ecole Normale Supérieure* (ENS); he is also Chair of the PASEC-CONFEMEN Scientific Committee;

~ Madame **Brigitte Matchinda** (ERNWACA-Cameroon), appointed deputy director of private higher education at the Cameroon Ministry of Higher Education (MINESUP) and recruited to the steering committee of the ADEA Working Group on Higher Education (WGHE);

~ Mr. **Solomani Sangaré** (ERNWACA-Mali), new head of the UNICEF education programme in Banda Ace, Thailand;

~ Madame **Thérèse Mungah-Shalo Tchombé** (ERNWACA-Cameroon), appointed Dean of the

Education Sciences Faculty at the University of Buéa, Cameroon;

~ Mr. **Harouna Touré** (ERNWACA-Mali), appointed member of the PASEC-CONFEMEN scientific committee.

To consult the database of ERNWACA member researchers, visit [Profiles](#) on the ERNWACA Web site.

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5. General Information

Role of cross-border languages, ACALAN Colloquium, 16-18 May 2006, Bamako, Mali
The African Languages Academy (ACALAN), with UNESCO, OIF and Swiss Cooperation, organized a colloquium on "National policies: the role of cross-border languages and the place for less spoken languages." This Colloquium for West African states is the first of a series of five colloquia expected to be held in the five regions of Africa, namely: West, East, North, Southern and Central Africa. M. Souley Kossi Gbeto of ERNWACA-Togo took part in this meeting for ERNWACA and his report is available upon request. More information at www.acalan.org.

African Child Policy Forum, 2nd International Policy Conference, 11-12 May 2006, Addis Ababa, Ethiopia

Mireille Massouka of ERNWACA regional coordination office represented ERNWACA at this conference on Violence Against Girls in Africa. Plan International was one of the organizing partners. For more information on the conference: www.africanchildforum.org. For national offices interested in pursuing research on this topic: mmassouka@rocare.org.

Early Childhood Development Call for papers, submission deadline: 1 August 2006

The Journal of Education for International Development (JEID) is an online journal for practitioners designed to improve education policies and practices in developing countries. Different kinds of articles are published, including original research, program evaluations, summaries of research or reports, case studies, analyses of new tools and methodologies, policy analyses, and data meta-analyses. JEID is published by the Educational Quality Improvement Program (EQUIP) and the Education Policy and Data Center with support from USAID. For submission guidelines, visit the JEID web site at www.equip123.net/JEID.

IDRC visits ERNWACA, 10 February 2006, Bamako, Mali

Four Governors of the International Development Research Centre (IDRC), including Mme Lalla Ben Barka (former ERNWACA Regional Coordinator), visited ERNWACA regional coordination offices in Bamako, Mali. They met with regional coordination staff, the national coordinator, and members of ERNWACA-Mali, in particular ICT and education researchers. The Governors heard firsthand how IDRC support has helped ERNWACA become more sustainable and learned about the process and results of the transnational research project on integration of ICT into education in West and Central Africa, funded by IDRC. The Governors also visited Kalanso primary school in Bamako, one of the Malian pioneer schools included in the study. To learn more about IDRC, visit www.idrc.org.

ERNWACA at Oxford for Conference on Education, Inequity and Conflict: Research, Policy, Practice

April 11 and 12, 2006, the University of Oxford and UNICEF organised this conference at Exeter College in Oxford (United Kingdom). Some sixty participants from universities, research institutes, NGOs and development agencies took part to better understand the role of education in the development of nations, conflict prevention and peace building. For fuller information, contact David Johnson, david.johnson@st-antony.oxford.ac.uk, or Jeannine Spink, jeanine.spink@edstud.ox.ac.uk.

ERNWACA at the 2006 ADEA Biennial, March 27-31 2006, Libreville, Gabon

ADEA's 2006 Biennial was focused on the quality of education in sub-Saharan Africa and explored three angles: efficient schools; efficient literacy training programmes; and successful, affordable early childhood development programmes. ERNWACA was represented by Ms. Kathryn Touré (Regional Coordinator), Dr. (Madame) Brigitte Matchinda (ERNWACA-Cameroon and member of ADEA working group on higher education – WGHE) and Dr. François Joseph Azoh (National Coordinator, ERNWACA-Côte d'Ivoire). ERNWACA participation included a presentation on formative research as a means to support education sector policy implementation processes. For more information on the Biennial, visit www.adeanet.org/fr_index.html.

Planning Meeting of the ADEA Biennial 2006 Literacy Sessions

An ERNWACA delegation made up of the Regional Coordinator and Laouali Malam Moussa, National Coordinator for ERNWACA-Niger, took part in a planning meeting for the Biennial in Dakar, Senegal from November 14 to 17, 2005. The objective of this meeting, organized jointly by the ADEA working group on non formal education (WGNFE) and the UNESCO Institute for Education in Hamburg, was to assess the progress of studies under way on non-formal education as part of the preparation for the Biennial. The papers commented were above all about (1) the role of leadership and political will in developing literacy training programmes, and (2) the

effectiveness of partnerships in delivering non-formal education programmes.

Capacity-building workshop on Gender and Literacy, 12-15 September 2005, Bamako, Mali

On 25 July 2006 ERNWACA launched a call for participants for the above workshop organized by UIE and WGNFE. The following 8 ERNWACA candidates were selected for participation: **Laouli Malam Moussa** and **Mariam Amadou** from Niger; **Aminata Barry** and **Djibril Fofana** from Guinea; **Andree-Marie Diagne** from Senegal; **Celestine Pale Traoré** from Burkina Faso; **Djénéba Traoré** and **Assétou Keita** from Mali. Several of the researchers recently participated in national teams to complete case studies on gender and literacy. For more information, please contact Carolyn Medel-Anonuevo, c.medel-anonuevo@unesco.org.

ERNWACA participation at UIE workshop on HIV/AIDS and non formal education (NFE), 5-9 December 2005, Kampala

Dr. François-Joseph Azoh, National Coordinator, ERNWACA-Côte d'Ivoire, led the ERNWACA delegation to this regional exchange of experiences concerning non-formal education and HIV/AIDS prevention. He presented the results of ERNWACA research on the contribution of non-formal education to HIV/AIDS prevention (see section 3 above). Other members of the ERNWACA delegation were Mr. Amado Ouédraogo (ERNWACA-Burkina Faso), Mr. Tata Sangaré (ERNWACA-Mali), Madame Dagrou Florence Tanoh (ERNWACA-Côte d'Ivoire), and Mr. Dayo Odukoya (ERNWACA-Nigeria).

Participation of ERNWACA-Mali at the workshop of the National High-level Council on AIDS Control

Dr. (Madame) Djénéba Traoré, member ERNWACA-Mali, took part on 23 February 2006 in Bamako in the workshop for strategic reflection on implementation of recommendations of the national high-level council on AIDS control (HCNLS) in Mali.

ERNWACA visit to the African Development Bank

Dr. Emile Bih, ERNWACA-Côte d'Ivoire researcher and member of the ERNWACA Board of Directors, visited the African Development Bank (ADB) in September 2005 in Tunis, Tunisia as part of the implementation of ERNWACA's resource mobilisation strategy, accompanied by the Regional Coordinator.

ERNWACA participation at the OIF (ex-AIF) round table on financing of education

Professor Urbain Dembélé, ERNWACA-Mali National Coordinator, represented the network at the round table of officials in charge of education and Education for All (EFA) partners of French-speaking countries in West Africa. The event was organized by the French-speaking Intergovernmental Organization (OIF), in collaboration with the national Ministry of Education, on 3 to 7 October 2005 in Bamako, Mali.

ERNWACA participation in the UNESCO/BREDA meeting on secondary school teaching

Professor Urbain Dembélé, National ERNWACA-Mali National Coordinator, also represented the network at the regional seminar on secondary school curriculum in sub-Saharan Africa, on 21 to 24 November 2005 in Addis Ababa, Ethiopia, organized by UNESCO/BREDA. For statistics on secondary education in sub-Saharan Africa, see the site of the UNESCO Statistics Institute at <http://www.uis.unesco.org>.

ERNWACA participations in OSIWA reflections on use of ICT to promote African knowledge

Mr. Mamadou Lamine Diarra, information officer at the regional coordination secretariat, took part in the workshop of the Preservation, Access, and Digitization (PAD) project of the Open Society Initiative for West Africa (OSIWA), from 10 to 12 November 2005 in Porto Novo, Benin. For more about OSIWA, visit www.osiwa.org.

ERNWACA contribution to the IDRC training workshop on resource mobilisation

Ms Mireille Massouka, Project Assistant with the regional coordination secretariat, took part in an IDRC training workshop on resource mobilisation from 21 to 23 November 2005 in Saly Portudal, Senegal. She gave a presentation on "Mobilisation of local resources at ERNWACA: activities and success factors."

Mission of the ERNWACA financial and administrative assistant

Mr. Lassana Ballo, financial and administrative Assistant at the regional coordination secretariat, took part in the ERNWACA-FASAF Colloquium on education conflict, violence and peace-building in Africa, March 6-10 2006, in Yaoundé, Cameroon. The following also took part in the Colloquium: members of ERNWACA Cameroon, Côte d'Ivoire, Niger, and Nigeria, as well as Kathryn Touré and Mireille Massouka of the regional coordination.

Interns at ERNWACA regional coordination

~ Ms. Esther Sanogo, a student in the master's degree program in social anthropology and psycho-pedagogy at FLASH, University of Bamako, Mali, served as ERNWACA regional coordination intern from March to July 2005 and benefited from initiation to ICT.

~ Ms. Magninè Naparé Diarra, a student in the master's degree program in social anthropology and psycho-pedagogy at FLASH, University of Bamako, Mali, completed an internship at the regional coordination in Bamako from October 2005 to March 2006 and also benefited from hands-on ICT training. She subsequently found a job at FAWE-Mali.

~ Mr. Toby Harper has a master's degree in administration for development from the University of Manchester (UK) and lives in Montréal, Canada. He worked in Bamako, Mali as an intern at ERNWACA regional coordination offices from

January through May 2006. He prepared the draft ERNWACA management guide, drawing on tools and experience developed within the network at national and regional levels over the years. In March 2006, he took part in the ERNWACA-FASAF Colloquium on education, conflict, violence and peace-building in Africa, in Yaoundé, Cameroon. For contributions by ERNWACA members to the guide: info@rocare.org.

ERNWACA Researcher in Residence

~ Ms. Suzanne Cherry, second-year MA student at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT), Canada, is carrying out research in Mali contributing to her MA thesis on civil society participation in the governance of basic education, within Mali's education sector program. Her work is funded by the Canadian governmental agency, the International Development Research Centre (IDRC). During her stay, from March to June 2006, Ms. Cherry is hosted by the ERNWACA Regional Coordination and the Department of Education Sciences at the Higher Institute for Training and Applied Research (ISFRA) as a visiting scholar, with guidance from Prof. Denis Dougnon (ISFRA and ERNWACA-Mali). This Mali case study is part of a wider, eight-country research project under the supervision of Dr. Karen Mundy (OISE/UT) on Civil Society Participation and the Governance of Educational Systems in the Context of Sector Wide Approaches to Basic Education. This wider project is funded by the Canadian International Development Agency (CIDA). Contact for contributions to the studies: scherry@oise.utoronto.ca.

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