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L'ANALYSE ET LA RECHERCHE
EN AFRIQUE

Assistance to ERNWACA (Education Research Network for West and Central Africa)

Dakar, Senegal: October 7-11 and 15-25, 1994

Bamako, Mali: October 11-15 and 25-31, 1994

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A

Abbreviations

ABEL	Advancing Basic Education and Literacy
BEEP	Basic Education Expansion Project (Mali)
CESC	Center of the Study of Education in Developing countries
ERNESA	Education Research Network in East and Southern Africa
ERNWACA	Education Research Network in West and Central Africa
HHRAA	Health and Human Resources Research and Analysis in Africa Project
IDRC	International Development Research Center
IPN	Institut Pédagogique National (Bamako)
MEB	Ministère de l'Enseignement de Base (Mali)
MOE	Ministry of Education
PDEB	Projet de Développement de l'Éducation de Base (BEEP/Mali)
REDSO/WCA	Regional Economic Development and Support Office for West and Central Africa
ROCARE	Réseau Ouest et Central Africain de Recherche en Éducation
SARA	Support for Analysis and Research in Africa Project
SUNY	State University of New York
UQUAM	Université du Québec à Montréal

Executive Summary

Mr. Jean-Georges Dehasse, SARA Education and Institutional Development specialist, attended **ERNWACA Methodology workshop**—held in Saly Portudal, Senegal, from October 10 to 22, 1994, with DAE/IDRC financial support—mainly during its second week. It was during that week that the National Coordinators were to join the researchers and discuss matters related to current operation and to the future of the network (such as, adoption of an ERNWACA charter (see Appendix E), budgets and management provisions for the execution of transnational research agendas, etc.), and discuss topics such as dissemination strategy and impact on educational policies. He also spent a few days in Bamako (October 11 to 15, 1994) to assist SARA consultant Christian Monseur, working with a team of researchers from the Institut Pédagogique National who is to analyze **BEEP-generated data** in Mali. Finally he provided assistance to ERNWACA Regional Coordinator in matters related to the **institutional development of the ERNWACA Regional Office** (October 25 to 31, 1994).

The ERNWACA Methodology workshop was attended by researchers and National Coordinators from twelve countries (Benin, Burkina Faso, Cameroon, The Gambia, Ghana, Guinea, Côte d'Ivoire, Mali, Nigeria, Senegal, Sierra Leone, Togo). The objectives of the Workshop were 1) to gain computer skills for processing and analyzing qualitative and quantitative research data; 2) to complete data-collection tools to be used during field work; 3) to acquire skills for research management; 4) to develop financial and accounting system for the network; and 5) to adopt ERNWACA/ROCARE regional charter and draft national networks charters. (See Appendices B and C). Objectives 4 and 5 were to be reached during the second week with the National Coordinators attending the workshop. During the workshop the SARA consultant facilitated a **session on Research and education policy** and a **session on dissemination** (see Appendices D and E). Although the time was very limited these sessions were successful in raising the participants' awareness about the strategic importance of disseminating results of educational researches. The ABEL brochure on «Learning to Test» was part of the dissemination material and was highly regarded by the participants. Five countries (Côte d'Ivoire, The Gambia, Senegal, Togo, and Guinea—see Appendix G) agreed among themselves to each prepare a request to SARA to have a regional dissemination workshop aimed at reviewing the Tests and Assessments issues and techniques in the region. They have agreed that such a workshop would take place in Côte d'Ivoire and will be organized by ERNWACA/Côte d'Ivoire.

Dehasse took advantage of his stay in Dakar to meet with Mr. Aziz Ly, the Senegalese consultant identified by ERNWACA and approved by the USAID Africa Bureau, to execute the synthesis and translation of the State-of-the-Arts studies completed during ERNWACA's Phase I. Richard Maclure and Aziz Ly will meet on December 19, 1994, in Dakar for a first planning session.

Dehasse and the Regional Coordinator finalized the ERNWACA Regional office organization system, identifying seven main functions. They drafted a detailed job description for the Program Assistant soon to be recruited as a back up to the Regional Coordinator, adjusted the Planning and Monitoring system, and designed a filing system for the office (see Appendix J). The SARA consultant also assisted the Regional Coordinator in drafting a **Dissemination Strategy statement** covering the

ERNWACA Documentation center, the ERNWACA newsletter, the ERNWACA Journal of Educational Research in Africa (JERA), the proposed ERNWACA electronic-mail network (ERNODA), the responsibilities of the documentalist, and other topics such as specialized workshops (see Appendix K).

In Bamako SARA consultant also held discussions with Leo Shelleckens (of the Dutch Embassy in Ouagadougou) regarding Dutch support for the ERNWACA Documentation Center and JERA. Further discussions are warranted.

When in Dakar (October 22 to 24), the SARA consultant had discussions with the IDRC officer in charge of e-mail operations, Boubacar Kouma, with IDRC's Sibry Tapsoba, and with Lalla Ben Barka about a strategy for installation of e-mail connections for each ERNWACA national chapter. **A new e-mail strategy** was adopted, which is included in the Dissemination Strategy Statement mentioned above. Counterproposals from SARA are expected.

I. Background

At the end of September 1993, the Education Research Network for West and Central Africa (ERNWACA) conducted, with SARA technical assistance and with USAID/REDSO and IDRC financial assistance, a workshop to launch phase II of its activities. Researchers and Education Ministry officials from eleven countries in the region participated and adopted four transnational research agendas and a set of priority actions aimed at building the institutional capabilities of the network as well as developing the education research capacities in the region. SARA's contribution was in line with its objectives to establish or support information networks, to bring pertinent information into policy debates, and to improve the link between policy-makers and researchers.

Two key strategic objectives of ERNWACA are 1) to actively pursue the implementation of the four transnational research agendas adopted in Bamako, and 2) to build a dissemination capacity to support education research and the formulation of education policies. In The Gambia in June 1994 with SARA financial support, ERNWACA conducted a first "harmonization" workshop at which the various national research projects were adjusted to each other under four transnational agendas and the needs in research methodology strengthening were identified. The subsequent methodology workshop initially scheduled to take place in Ghana was finally held at Saly Portudal (Senegal) due to communication difficulties between Cape Coast, in Ghana, where the workshop was to initially take place, and the other countries in the region.

In a series of earlier trips to Mali, Dehasse worked with ERNWACA's Regional Coordinator, Lalla Ben Barka, 1) to organize the execution of an ERNWACA "harmonization" workshop regarding the first implementation step of the four transnational research agendas; 2) to plan the publication of the synthesis of the state-of-the-art studies (approved by the Africa Bureau of USAID in March 1994 in Task Order 128), clarifying ERNWACA/SARA responsibilities in the publishing of the synthesis, and 3) to update the overall planning of ERNWACA activities.

The purposes of this October 1994 trip were (1) to attend the methodology workshop in Saly Portudal during its second week when the National Coordinators were to join the researchers and discuss matters related to current operations and to the future of the network—such as the adoption of an ERNWACA charter, budgets and management provisions for the execution of each national research project under the ERNWACA agendas, and a dissemination strategy that would impact on educational policies; (2) to assist a SARA consultant working with a team of researchers of the Institut Pédagogique National on analysis of the BEEP-generated data in Mali; and (3) to provide assistance to the Regional Coordinator in matters related to the institutional development of ERNWACA Regional Office.

Workshop Activities

II. Activities

1. Methodology workshop
2. National Coordinators meeting
3. Analyses of BEEP-generated data
4. State-of-the-art Publication
5. Institutional Development of the ERNWACA regional office and related matters

1. *Methodology Workshop Activities (Saly Portudal, Senegal, October 10 to 22, 1994)*

SARA Education and Institutional Development specialist, Jean-Georges Dehasse, attended the opening of the **methodology workshop** on October 10, 1994, and had discussions with ERNWACA officials in Dakar on the participation of eleven National Coordinators due for the second week of the workshop and whose trips are being paid by SARA (Task Order 178, approved on September 30, 1994).

Participants and Resource Persons. Two researchers from each ERNWACA country attended the whole workshop, while the National Coordinators joined the group for the second week. The following countries were represented: Benin, Burkina Faso, Côte d'Ivoire, Cameroon, Ghana, Gambia, Nigeria (the National Coordinator only), Senegal, Sierra Leone, and Togo. The Main Facilitator was Dr. Aliou Boly, from World Education in Bamako, and the resource persons were the same as for the first workshop: Dr. Yves Bennet from the University of Huddersfield, Dr. Sibry Tapsoba (IDRC/Dakar), Dr. Lalla Ben Barka, Dr. William Rideout from the University of Southern California, and Professor Jennifer Beaumont from SUNY/ Buffalo. Professor Pierre Michaud from the University of Ottawa was not able to attend. Guinea has now joined the network and is working with Côte d'Ivoire and The Gambia on a project on attrition and access in basic education (Group III). Nigeria, whose National Coordinator attended an ERNWACA meeting for the first time since the beginning of Phase II in Bamako in October 1993, promised to have a team of researchers ready soon to join Group IV composed of Mali, Ghana, Cameroon, and Benin working on community participation.

The **objectives of the Workshop** were 1) to gain computer skills for processing and analyzing qualitative and quantitative research data; 2) to complete data collection tools to be used during field work; 3) to acquire skills for research management; 4) to develop financial and accounting systems for the network; and 5) to adopt an ERNWACA regional charter and draft national networks' charters. Objectives 4 and 5 were to be reached during the second week when the National Coordinators attended the workshop.

See Appendix C for Workshop's agenda.

2. *The National Coordinators Meeting (October 17–22, 1994)*

Dehasse also attended the second week of the Methodology workshop in Saly Portudal, which included sessions involving all the participants and sessions with the National Coordinators only. During the workshop, Dehasse was asked to lead a session on **Research and Policy** and another one on **Dissemination**. For the former, excerpts of the SARA paper on the process of policy formation in Africa were presented to the participants. For the latter, each participant was given a document describing various dissemination activities, and a table presenting various target audiences and responsibilities for production (packaging) and distribution corresponding to five different dissemination “media channels” (in both French and English). Unfortunately the time was very limited and although there is an increased awareness of the strategic importance of dissemination activities, only 12 participants responded to a questionnaire related to prioritization of dissemination activities. The ABEL brochure “Learning to Test” was part of the dissemination material and was highly regarded by the participants.

See Appendix D for comments from the National Coordinators and Research and Educational Policy.

See Appendix E for dissemination material from SARA.

Results of the Methodology workshop

The participants adopted the **ERNWACA charter** as well as **management guidelines** for the transnational research agendas, especially for the transfer of funds, control procedures. The researchers finalized their research projects and acquired needed computer skills (SPSS and ETHNOGRAPH). Hard bargaining by the ERNWACA leadership was able to limit each team's budget to manageable dimensions. USAID/REDSO/WCA has committed around 167,000 USD to ERNWACA for 1994/95. Part of that grant will fund national research projects finalized in Saly Portudal. Each national network will have to raise funds to complement the REDSO funding.

More information on these research projects by country and by transnational agenda can be obtained from SARA on request or from the ERNWACA Regional Office in Bamako (BP 1775 BAMAKO, Mali, Tel (223) 23 16 12).

See Appendix G: ERNWACA Charter.

Tests and Assessment workshop

As a result of the ABEL I brochure “Learning to Test”, five countries (Côte d'Ivoire, The Gambia, Senegal, Togo and Guinea) agreed among themselves to each prepare a request to SARA to have a regional dissemination workshop aimed at review-

Analyses of BEEP-generated Data

ing specific Tests and Assessments issues and techniques in the region. They have agreed that such a workshop would take place in Côte d'Ivoire and be organized by ERNWACA/Côte d'Ivoire. A concept for the workshop was discussed before departure as well as some step by step guideline of how to cooperate with SARA (See Appendix F). These five countries are the same as those in Research Agendas III (Access and Retention) and IV (Community participation), and they plan to link the activities planned for the workshop with tests and assessment issues reviewed in their research under these two agendas. Another group of countries (Benin, Cameroon, Ghana, Mali, and Nigeria, making up Group I (on Effects of Community Participation on Access and Quality) envisages a similar operation but did not finalize their effort and no plan for a workshop was discussed.

3. Analyses of BEEP-generated Data

Under Task Order 172, approved on September 25, 1994, SARA consultant Christian Monseur spent two weeks in Bamako working with a team of researchers from the Institut Pédagogique National (IPN) headed by Mr Idrissa Diarra. They reviewed the data available, as well as the research topics proposed under an IPN-SARA agreement in July 1994, and they established a work plan for data analysis. During the first week Monseur was joined by Dehasse to facilitate the integration of SARA assistance within the IPN research program as well as with other parties involved, such as the USAID Mission in Mali and the National Coordinator of ERNWACA. As a result of a meeting between Dr. Freda White-Henry, HRDO USAID Mission in Mali, and the Minister of Education, Monseur's findings regarding the shortcomings of the databases at the MEB were discussed. The Minister expressed a keen interest in improving the quality of baseline databases in the ministry, so at the request of the Ministry, IPN prepared a memo describing the shortcomings of the present system and proposing organizational and technical measures to upgrade these systems.

See Appendix H: Note to the Minister on the status of databases at the MEB.

Christian Monseur will be back in February to assist the team of researchers in completing their analyses programs and to provide "on hands" training in multivariate analysis.

Potential spin-off activity

Making various databases compatible and complementary has some serious organizational implications but well managed databases are important for the review of educational policies. Dr. Freda White-Henry thinks that there is here a potential region-wide activity using the newly developed networking capabilities of ERNWACA. She suggests that ERNWACA takes the initiative to design and propose a standard-

ized baseline data questionnaire for Basic Education which would be used by all ministries of education in the region. This will allow intra-regional comparisons, and yield basic information for policy purposes. Baseline data have a high "policy" potential.

4. *Publication of the State-of-the-Art studies*

Dehasse took advantage of his stay in Dakar to meet with Aziz Ly, the Senegalese consultant identified by ERNWACA to produce the synthesis and translation of the ten State-of-the-Art studies completed during Phase One of ERNWACA. The resume of Aziz Ly was faxed to SARA/Washington and he was approved by the USAID Africa Bureau on October 15. A telephone conference between Richard Maclure and Aziz was arranged on October 23 and they decided to meet on December 19, 1994, in Dakar for a first planning session. Maclure will return in mid-February for finalization. Aziz Ly will start working as soon as a contract is signed.

5. *Assistance to the Regional Coordinator Office*

Dehasse spent a week in Bamako, from October 25 to 31, working with the Regional Coordinator, Dr. Lalla Ben Barka on various tools and systems needed for the Regional Office's fully operational. They conducted an exercise called "Functional Allocation of Responsibilities" and seven main functions were identified. Also a detailed job description for the Program Assistant soon to be recruited as a back up to the Regional Coordinator, was drafted. This assistant should assume his/her functions by the end of the year.

A filing system was also designed based on the eight functions. The **Planning and Monitoring** system was modified to accommodate the new organization. Dehasse also produced a chronological list of activities to be conducted by the Regional Coordinator during the next four months (see Appendix J).

Dehasse and the Regional Coordinator also completed a **Dissemination Strategy** document covering the ERNWACA Documentation center, the ERNWACA newsletter, the ERNWACA Journal of Educational Research in Africa (JERA), the proposed ERNWACA electronic-mail network (ERNODA), the responsibilities of the documentalist, and other topics such as specialized workshops (see Appendix K).

Dehasse also held discussions with Leo Shelleckens (of the Dutch Embassy in Ouagadougou) regarding Dutch support for the ERNWACA Documentation Center and JERA. Further discussions are warranted. Shelleckens Leo thinks SARA should develop a relationship with the Center for the Study of Education in Developing Countries (CESO) in The Hague.

Results

When in Dakar (October 22 to 24) Dehasse had discussions with the IDRC officer in charge of e-mail operations, Boubacar Kouma, with IDRC's Sibry Tapsoba, and with Lalla Ben Barka about a strategy for the installation of e-mail connections for each ERNWACA national chapter. A new e-mail strategy was adopted, which is included in the Dissemination Strategy Statement mentioned above. Counterproposals from SARA are expected.

Prospects

- 1) Lalla Ben Barka would like Dehasse to return to Bamako at the end of February 1995 to work with the Program Assistant. Such a trip would also coincide with Monseur's second trip to Mali.
- 2) ERNWACA also envisages a set of four small dissemination workshops in mid 1995, for each regional research group. The objective would be to define a dissemination strategy for each group and at the same time to provide for one more follow-up meeting. One resource person might attend. Financial support for the workshops is not identified yet.
- 3) Through ERNODA and JERA, ERNWACA seems to be aiming at an Africa-wide dissemination strategy, building on ERNWACA's bilingual culture and capabilities. Strong ERNWACA regional dissemination capabilities would also be an asset for any research effort in the North, and in particular for the dissemination of SD/HRD education-research results.
- 4) ERNWACA Chapters of Francophone countries are invited to cooperate with researchers from the University of Quebec in Montreal on a region-wide research undertaken under a contract with the World Bank and focusing on community participation.

IV. Results

The trip produced the following results:

1. Distribution of dissemination material raised awareness among participants, and led to the concept of a five countries workshop on Tests and Assessments.
2. The first phase of BEEP-generated data analysis opened up the prospect of an ERNWACA-led operation to design and disseminate a standardized baseline-data format in the region.
3. The SARA consultant for the translation/synthesis of the State-of-the-art studies was approved and a calendar for operations adopted.

4. ERNWACA produced a dissemination strategy statement, including the responsibilities of the documentalist for the Bamako Documentation Center.
5. ERNWACA defined the Regional Office organizational functions, adjusted Planning and Monitoring system and set its filing system.
6. SARA initiated collaborative relationships with the Specialized Services for Africa attached to the Dutch Embassy in Burkina Faso.

Appendix A—Lists of Contacts

In Mali

Mr. Bréhima Tounkara, ERNWACA National Coordinator, Mali

Mr. Idrissa Diarra, IPN/MEB, Mali

Mr. Drame Coulibaly, IPN/MEB, Mali

Mr. Tankara Cisse, IPN/MEB, Mali

Mr. Daniel Nseka, Cellule de Planification et des Statistiques (CPS), MEB, Bamako

Dr. Freda White-Henry, HRDO USAID/Mali

Dr. Leo Shelleckens, Education and Development Specialist, Netherlands Embassy,
Ouagadougou, Burkina Faso

In Senegal

Dr Lisa Franchette, General Development Officer, USAID/Dakar

Mr Boubacar Khouma, Electronic mail specialist, IDRC, Dakar,

Mr Aziz Ly, Consultant, CODESRIA, Dakar

Appendix B

**List of names, titles, and addresses of the participants at the
ERNWACA Methodology Workshop in Senegal**

Saly Portudal, October 10–22, 1994

LISTE DES PARTICIPANTS - METHODOLOGIE DE LA RECHERCHE
Saly Portudal, 10-22 Octobre 1994

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Appendix C—ERNWACA Methodology Workshop

Saly Portudal, Senegal, October 10–22, 1994

MONDAY 10 OCTOBER

- 9:00 Opening, Registration,
 Speech of IDRC Director
 Speech of Minister of Education
- 11:00 Overview of the seminar
 Workshop objectives and schedule
 Logistics
- 13:00 Lunch
- 14:30 Bibliographic format and computer skills training;

Reading Materials and choice of bibliographic format;

Training in the use of Wordprocessing, and Spreadsheets, Databases, statistical packages for qualitative and quantitative data analysis.
- 15:30 Application of computer skills to designing data collection tools
 Each national team will design data collection tools (Survey, interview protocols, questionnaire) for its research agenda using one or more than one software programs

TUESDAY 11 OCTOBER

- 8:30 Data collection tools and validity issues. Teams completed developing data collection tools. Data collection tools developed will be edited and revised focusing on elements affecting validity, generalizability of the research findings
- 10:30 Coffee Break
- 11:00 Data collection tools and validity issues continue
 Refining and finalizing data collection tools
- 1:00 Lunch
- 2:30 Field works/Pre-Test
 Administration of the tools developed

Appendix C

WEDNESDAY 12 OCTOBER

- 8:30 Data collection and validity issues continue
- 10:30 Coffee Break
- 11:00 Qualitative-Quantitative Paradigm (Group A)
Inductive-deductive Paradigm (Group B)
Using information from previous session
- 1:00 Lunch
- 2:30 Qualitative-Quantitative Paradigm (Group B)
Inductive-deductive Paradigm (Group A)
(Using information from previous sessions)
- 4:30 Application of Qualitative-Quantitative Paradigm and Inductive-
deductive Paradigm (National Teams apply)

Reading Assignment

THURSDAY 13 OCTOBER

- 8:30 Theoretical Framework and Writing Literature Reviews
Theoretical Frameworks (Group A)
Writing Literature Review (Group B)
- 11:00 Theoretical Framework and Writing Literature Reviews
Theoretical Frameworks (Group B)
Writing Literature Review (Group A)
- 2:30 Application of theoretical Framework and Writing Literature Re-
views General National teams revise and refine conceptual frame-
work and review of literature sections of their research proposals

FRIDAY 14 OCTOBER

- 8:30 General Session for summary presentation of conceptual framework
and review of literature. Open discussion for answering questions
and clarifying issues
- 10:30 Coffee Break
- 11:00 General discussion continues
- 1:00 Lunch
-

2:30 Completion of conceptual framework and review of literature

SATURDAY 15 AND SUNDAY 16 OCTOBER

Free time: Teams work on their own projects

WEEK TWO

MONDAY 17 OCTOBER

8:30 Feedback on data collection

10:30 Coffee Break

11:00 Input session on SPSS and Ethnograph
Application on computer for researchers (continues)
Meeting with national coordinators on budget and use of research results in educational policy

1:00 Lunch

2:30 Application on computer for researchers (continues)
Meeting with national coordinators on budget and use of research results in educational policy

NB. National Coordinators to join the team and attend all meetings

TUESDAY 18 OCTOBER

8:30 Application on computers (continues)

1:00 Lunch

2:30 Application (continues)
Discussion on budget

WEDNESDAY OCTOBER 19

8:30 Research in Educational Policy (Presentation by National Coordinators)

9:30 Introduction of dissemination documents
Project Management
Project organization and personnel, budget and time management

10:30 Coffee Break

Appendix C

- 11:00 Management Financial system: introduction to financial management documents
- 1:00 Lunch
- 2:30 Application of financial management document by National Coordinators
Finalizing transnational projects by researchers
Discussion on budget by national team

THURSDAY OCTOBER 20

- 8:30 Feedback on financial documents
Communication mechanisms and dissemination
- 10:30 Coffee Break
- 11:00 Plenary: presentation of finalized projects. Projects be handed over to regional coordinator by Friday October 21 at 10:00
- 1:00 Lunch
- 2:30 Discussions on ERNWACA charter (National Networks to present their comments)
- 4:30 Discussion of charter in group

FRIDAY OCTOBER 21

- 8:30 Group report on Charter
- 10:30 Coffee Break
- 11:00 Group work: National teams to draft national network charter
- 1:00 Lunch
- 2:30 Formal adoption of charter
Tasks to finalize national charter
- 4:00 Closure
- 6:00 Meeting with Francophone coordinators on UQUAM project with the World Bank
-

Appendix D—ERNWACA National Coordinators' Comments on Educational Research Results and Educational Policy

(Saly Portudal, October 17, 1994)

The Regional Coordinator introduces a debate on the use of research for policy formation and frames the discussion around the importance of the role to be played by National Coordinators. Here are a few comments by the National Coordinators.

Guinea: Research is not a tradition in our countries. Donors are the ones who insist on follow up and evaluation. National Coordinators should also monitor the implementation of decisions, they should have a "strategic" vision. National chapters should become advocacy groups. Even Donors should be involved in the mechanisms that we would set up. Donors are important because governments take them seriously.

Mali: Decisions must be followed at different decision levels. We know there are major obstacles to the implementation of research results. The national chapter should look to overcome these obstacles, for instance social demand.

Nigeria: National Coordinators should involve Decisionmakers and Policymakers in network activities so they will be sympathetic. Rational decisionmaking is not possible due to the instable overall situation in the country. When governments want a new policy, they call a conference or a panel to look at the problems, then the government-wished direction will become the new policy. So researchers should try to influence conference or investigation panels.

Sierra Leone: ERNWACA should be on the side of the social demand. Donors always come with strings attached. So we have to be associated with Donors because they are taken seriously and it increases our credit. The problem with Policymakers is that they go only for short-term solutions (crisis management). Only the conferences they attend are taken seriously. Long-term recommendations do not appeal to them. National Coordinators should be visible. ERNWACA should be visible. Be on national radio and TV. Packaged information is also necessary. Also be on the lookout for pressing problems. We should be a propaganda machine.

Senegal: The way the network is structured is important. In Senegal, the Minister of Education sits on the Scientific Committee, as do the Directors of the various research institutions. This guarantees cooperation. There are also free associations of researchers. It is important to have all the partners involved. Also, Ministers are interested as soon as donors are backing up things with financial support.

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Cameroon: We are in a situation opposite to the one in Senegal. We have fragmentation and instability among decisionmakers. We however have also to integrate the stakeholder dimension: they must be seen as partners. We need a bottom-up approach because the top-down structure right now is paralysed.

Benin: We can observe that Donors have contributed to the formulation of educational policies in Africa much more than Governments have. Rather than talking about the visibility of the National Coordinator we must ensure the visibility of the network. This visibility is the first important step toward influencing educational policies. As mentioned in the handout, most of the time Governments don't have information at the right time. We must be able to pass needed information to the decisionmakers through lobbying, marketing, general visibility. We must develop relationship with vested interests, descend into the arena, cooperate with the various pressure groups, and build coalitions.

Côte d'Ivoire: Regarding sensitization, I think that it is important to start with the students in Teacher Training Colleges: students there have very limited knowledge of the problems of education in our countries. We also have to sensitize the "professionals" of education.

OTHER: (a) ERNWACA should conduct short term operational research in order to respond promptly to punctual demands from ministries, schools, or professional associations.

(b) How to deal with Donors conflict among themselves.

(c) We talk too much because we don't have much to show after four years. What should be our basic staple activity right now?

**Appendix E—Dissemination Material Presented by SARA at the
ERNWACA Methodology Workshop**

(Saly Portudal, October 19, 1994)

Ten participants responded to a questionnaire regarding dissemination priorities. Here are the results of this survey:

Participants were asked to score 1 for Priority ONE, 2 for Priority TWO, and so on.

EIGHT participants think that ERNWACA should give priority to

	PRIORITY	AVERAGE
Setting up an e-mail network	1	1.45
ERNWACA newsletter	2	1.56
Specialized dissemination workshops	3	2
Launching of the ERNWACA review	4	2.22
Packaged dissemination products	5	2.66

TWO participants think that ERNWACA should pursue with equal vigor the publication of the newsletter, the setting up of an e-mail network, the launching of the ERNWACA review, the production of packaged products for specific targets and the organization of specialized dissemination workshops.

Priority news in ERNWACA Newsletter

Notes on Ed issues in the region	1	1.46
Annotated list of reports and studies by country	2	1.66
Notes on project and databases	3	2.1
Info on documentary sources	4	2.2
Info for network business including regional activities/workshop	4	2.22
Info on ERNWACA country activities	5	2.4

Packaged dissemination products

Videos	1	1.45
Brochures, pamphlets	2	1.8

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Flip charts	3	1.9
Computer shows	4	2.1
<i>Specialized workshops</i>		
Researchers–Decisionmakers' meetings	1	1.12
State-of-the-Art	2	1.66
Information gaps identification	3	1.88

Session on Internal Communications and Dissemination

Objective: Discuss a dissemination strategy

Basic concepts

Non-moving information

Circulating information

Key assumption: effective, strong and pertinent dissemination activities by the network will build up researchers credibility, and therefore will contribute to changing present patterns in the use of research capabilities in the region.

Methodological approach for the session: establish, after discussion priorities and make counter proposals regarding proposed dissemination mechanisms

- ◆ Priorities within each proposed medium or channel regarding its uses
- ◆ Priorities regarding investing into the media: information will be provided about financing opportunities

The following tables present a diversity of dissemination products and activities. National Chapters will have a key role in the collection and production of some of it and in the dispatching (actual dissemination) of some of it.

The practical results of adopting a dissemination strategy are (i) to assign responsibilities among National Chapters and the Regional Office and (ii) to identify very specific capabilities which will have to be developed in both but essentially at the Regional Documentation Center.

Support Documentation Dissemination Strategies

Notes on Newsletter

Brochures in Mali

ABEL Material

Newsletter: SARA will fund the printing of two more newsletters by SUNY Buffalo

Medium/ support	Information	Target	Author/ collect	Edit/ produce	Print/ dispatch
News letter	1.Documentary sources for research in education (bibliographies + information on procurement)	Region's Researchers	ERNWACA REGIONAL in cooperation with partners	DOCUMENTA TION CENTER BAMAKO	
	2. Short notes on present educational problems and issues in the country as well as on current projects and on projects being designed	Region's Researchers and MOE Officials/ External Researchers/ Donors	ERNWACA NATIONAL		
	3. Short notes on research under way and by WHOM and on existing data bank	Region's Researchers & External Researchers	ERNWACA NATIONAL		
	4. Annotated lists on reports (project related or not) and studies produced in the country in the last five years with indication on where and by whom (National Researchers or External agencies)	Region's Researchers and MOE Officials/ External Researchers/ Donors	ERNWACA NATIONAL		

ERNWACA Journal: Funding from the Netherlands is being reviewed

Medium/ support	Information	Target	Origin/ collecting	Edit/ produce	Dispatch
News- letter	5. Information about ERNWACA (internal business of the network) including reports on regional activities	ERNWACA Members	ERNWACA REGIONAL	Documentation center Bamako	ERNWACA Regional
	6. Reports on conclusions of Researchers—MOE Officials meetings in countries	Region's Researchers and MOE Officials	ERNWACA NATIONAL	Documentation center Bamako	ERNWACA regional
ERNWACA JOURNAL	1. Reports on research results of completed ERNWACA Transnational Agendas	Region's Researchers and MOE officials/ External Researchers/ Donors	ERNWACA NATIONAL and REGIONAL	An Editor Committee will decide the Publication policy and make the selection among contributions// Editing by the Documentation Center in BAMAKO with contribution of specialized resources if needed// Printing by XXX // Dissemination by ERNWACA Regional et ERNWACA NATIONAL using external relays to be identified	
	2. Scientific contributions by Researchers in the Region		Specialists from the region		
	3. Review on researches and articles on education in the region and Africa		Specialists from the region or from outside		
	4. Articles on the status of Educational Research in the region		ERNWACA REGIONAL		
	5. Articles ON Education in West and Central Africa		All sources		

E-mail Equipment provided by IDRC and SARA. Training and installation by SARA under review

Medium/ support	Information	Target	Origin	Edit/ produce	Print
E-MAIL NEWS	1. Short notes on research under way and by Whom and on existing databases	Regional Researchers	ERNWACA National		
E-MAIL NEWS	2. Information on bidding and request for proposals	Regional Researchers	ERNWACA National et ERNWACA Regional		
E-MAIL NEWS	3. Information on ERNWACA internal business and on current education events and happenings (workshops, etc.)	ERNWACA Members	ERNWACA National et ERNWACA Regional		
E-MAIL NEWS	4. Any material for the Newsletter or ERNWACA Journal	DOCUMENTATI ON CENTER IN BAMAKO	ERNWACA National		
E-MAIL CD-ROM	1. Documentary sources for Educational Research (bibliographies + information on procurement)	Regional Researchers	DOCUMENTATION CENTER BAMAKO in cooperation with partners		
E-MAIL CD-ROM	Research Reports from Transnational agendas	Regional Researchers & MOE Officials	ERNWACA Chapters & DOCUMENTATION CENTER DE BAMAKO		
CD-ROM	Documentation from various origins on CD ROM regarding Education in Africa & the World / State of the Art	Regional Researchers & MOE Officials	Various/ Documentation Center in Bamakc/ Donors		

PREPACKAGED DISSEMINATION PRODUCTS: funding to be identified

Medium/ support	Information	Target	Origin/ collect	Edit/ produce	Dispatch/ Diffusion
Brochures flip charts	Packaged Presentation of baseline data on the workings of the ed system in each country in the region	Various levels of Responsibility and stake holders	ERNWACA National regarding baseline data	Concept & Packaging by DOCUMENTATION CENTER IN BAMAKO	ERNWACA National
Videos	General Information on education in each country.	Local Media (TV)	ERNWACA National regarding baseline data/	Production in specialized studios	ERNWACA National
Computer shows	Presentation of scenarios taking into account all data on Basic Education in a country	Responsibility at various levels involved in policy debates and decisions	ERNWACA National regarding data	DOCUMENTATION CENTER IN BAMAKO with assistance from specialists	Can be used as a support for specialized ERNWACA workshops

NATIONAL SPECIALIZED WORKSHOPS: Funding to be raised at national level by national Chapters

REGIONAL SPECIALIZED WORKSHOPS: Funding to be arranged between ERNWACA REGIONAL and DONORS

MEDIUM	INFORMATION	TARGET	REALIZATION
SPECIALIZED WORKSHOPS	Dissemination of State of the Art technology and tailoring to the national context (Tests Textbooks, Curriculum, Training of Teachers, etc)	Regional Researchers	ERNWACA Regional with support from external institutional resources
SPECIALIZED WORKSHOPS	Identification of information gaps in the policy formation debates and in reform implementation	Country's Researchers and MOE Officials leading to the formulation of practical R&A agendas at local level	ERNWACA National in collaboration with MOE and with the support of external institutional resources via ERNWACA REGIONAL
SPECIALIZED WORKSHOPS	Dissemination of packaged information towards Policy makers and Strategic Decision Makers as well as stake holders	Policy makers, Decision Makers, Practitioners at various levels	ERNWACA National or REGIONAL using prepackaged dissemination products proposed earlier

Appendix F

Requesting the participation of the SARA Project when setting up activities or workshops for the dissemination of education research results and/or of state-of-the-art knowledge and techniques useful to the development of basic education in Africa

Preconditions

1) **The nature and objectives of the activity must fit within SARA's mandate,** which can be summarized as follows:

- ◆ improve linkages between decision makers and researchers by fostering the use of research results in policy formulation and implementing reform programs;
- ◆ identify information gaps in the processes of policy formulation and strategic decision making with view to setting up relevant and policy oriented research agendas;
- ◆ provide educational institutions with new information tools and better access to research carried out in the region, and foster information exchanges that feature recently completed research;
- ◆ promote the dissemination of policy relevant information to decisions makers and any party involved in a policy debate
- ◆ contribute to changing the research environment and to the strengthening of education research capacity

2) **The activity must be regional in scope.** This means its product will have an impact on education policy or reform in the region, and professionals from various countries in the region will participate. One could envisage workshops with participants coming from countries involved in one of ERNWACA "transnational" research agendas; they might be (i) preparing meetings between decisionmakers and researchers in order to prepare Researcher–Decisionmakers meetings at the national level, (ii) defining a dissemination strategy for the results of their research, or (iii) updating the competencies of ERNWACA researchers and practitioners in key educational technologies and approaches (textbooks, tests and assessments, curriculum development, teachers training, etc.).

Other scenarios might include groups of researchers and practitioners reviewing and adapting current state-of-the-art technologies in order to produce guidelines for educational managers at various levels of the system: central, regional, community school. Such efforts would provide a new vision in teaching children, adapted to the

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region. (Many participants regret that such a vision is currently lacking when designing reforms and new systems.)

Steps to Follow (in concert with the Regional Office of ERNWACA)

- 1) Countries interested by a given topic—within the framework of SARA's mandate—agree among themselves on the host country.
- 2) The National Coordinators of these countries send a request supported by letters from stakeholders and potential beneficiaries (the MOE, Associations, Communities).
- 3) SARA proposes a concept for the workshop/seminar/meeting fitting the topic including measures to guarantee the pertinence of the activity in solving the problems of education in the region. This is discussed with the participating countries.
- 4) The National Coordinators approve and, upon approval by SARA's supervisory bodies, SARA and the National Chapter of the host country become partners in carrying out the activity. They sign a protocol laying down mutual responsibilities. Basically the network will be responsible for accommodations for the participants, and for the facilitation for the workshop.
- 5) SARA will finance a minimum package including: expertise, workshop material (documentation), as well as reporting and publication of the results in the various ERNWACA dissemination vehicles.
- 6) National Chapters will finance—or raise money to fund—honoraria, transportation and perdiems of their participants. SARA will complement the funding of these expenses if possible by, for instance, matching the amount collected by each national chapter.
- 7) SARA will be able to call on external resources such as expertise in the HHRAA, IEQ, or ABEL2 projects. Also the two partners will ensure that the activity is complementary to efforts undertaken under other projects. Dissemination of information about this activity will be a priority—both to ERNWACA members and to the broader educational community.
- 8) Participants should include practitioners, but the total number of participants should not exceed 20.

Appendix G—ERNWACA Charter

adopted October 21, 1994

TITLE I. Creation/ Nature/ Headquarters/ Aim/ Objectives

Article 1: Creation

It is hereby created among West and Central African countries a Network named Educational Research Network for West and Central Africa hereafter referred to as ERNWACA.

Article 2: Nature

ERNWACA is a scientific, non political, non profit meeting body.

Article 3: Location

The headquarters of ERNWACA are in Bamako, Mali. It can be transferred to any member country of ERNWACA. The conditions of transfer shall be as contained in the rules of procedure appended to this statute.

Article 4: Aim

The aim of ERNWACA shall be to contribute to the improvement of educational policies and practice in the Region.

Article 5: Objectives

The objectives of ERNWACA shall be

- a) to develop individual, institutional, national and regional research capacity in Education.
- b) to conduct relevant educational research with results readily accessible to decision makers and practitioners;
- c) to disseminate information useful to researchers and decision makers in education;
- d) to enhance collaboration among researchers, decision makers and all other partners in education;
- e) to generate an increasing interest in educational research with the purpose of fostering a culture of research.

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TITLE II. Composition and Organs

Article 6: Composition

Members of ERNWACA include the national network of the following countries: Benin, Burkina Faso, Cameroon, Côte d'Ivoire, Gambia, Ghana, Guinea, Mali, Nigeria, Senegal, Sierra Leone and Togo.

Article 7: Organs

ERNWACA shall be made up of the following bodies:

- ◆ a board of directors
- ◆ a regional coordinating secretariat
- ◆ national networks

Article 8: The composition and operations of ERNWACA shall be as set out in the rules of procedures appended to this statute.

TITLE III. Resources of ERNWACA

Article 9: The resources of ERNWACA shall come from members' contributions, donors' subsidies, revenues derived from its activities, donations and legacies.

TITLE IV. Membership

Article 10: Membership of ERNWACA shall be at two levels:

at National level: individuals, individual researchers, decision makers, and practitioners in the field of education can be a member of the national network. Also national educational research institutions who will have the status of associated member.

at Regional level: each national network shall be a member.

Article 11: Membership and loss of membership of ERNWACA shall be as laid down in the rules of procedure appended to this statute.

TITLE V. General Provisions

Article 12: The ethics of ERNWACA shall be in conformity with the professional code of ethics of scientific research.

Article 13: The conditions of resignation, penalty and research shall be as set out in the rules of procedure appended to this statute.

Article 14: The present statutes may be amended by the board of directors upon a written and signed proposal by at least 3/4 of the national networks.

Article 15: The dissolution of ERNWACA shall be pronounced by the board of directors upon a written and signed request by at least 3/4 of members of the national networks.

Article 16: The dissolution of a national network shall be pronounced by the board of directors upon a written and signed request by at least 3/4 of members of the national network.

Article 17: The procedure of dissolution of ERNWACA or of a national network shall be as contained in the rules of procedure appended to this statute.

Article 18: In the case of dissolution of ERNWACA or of a national Network, the board of directors should decide on the modalities of attribution of the assets after liquidation of the liabilities.

TITLE VI. Transitional Provisions

Article 19: In the intermediary period before the present statutes become applied, the present organs of ERNWACA continue to assume the governance of the network at the regional as well as national levels.

Appendix H—Notes sur la Base de Données au MEB

Note à l'intention du ministre de l'enseignement de base relative aux analyses des données rassemblées dans le cadre du projet de développement de l'enseignement de base et à l'organisation des données sur l'enseignement de base au MEB.

En exécution d'un memorandum d'accord entre le projet SARA (USAID WASHINGTON) et l'IPN, une équipe de chercheurs composée de quatre membres de l'IPN assistés d'un consultant recruté par SARA entreprend de procéder à l'analyse quantitative de l'ensemble des données disponibles au MEB. Il s'agit principalement des facteurs de rendement selon des analyses bivariées et multivariées. Les thèmes de recherche ont été définis de commun accord et visent des résultats susceptibles de contribuer à la formulation des politiques éducatives au Mali.

Dans le cours de l'organisation des données en vue des analyses retenues, il a été constaté:

(1) **que l'ensemble des données collectées par différents services** du MEB (CPS, FAEF, DNEF, Cellule de Suivi et d'Evaluation de l'IPN) **l'ont été dans une perspective essentiellement d'analyse univariée** (qui ne permet donc pas d'identifier les causalités). Il importe à l'avenir de structurer le recueil des données de façon moins restrictive afin d'autoriser la mise en relation des différents facteurs de scolarité—afin de dégager des conclusions valables pour la formulation des politiques d'éducation—ce qui implique le recours à des analyses multivariées;

(2) **un cloisonnement des bases de données collectées par les différents services** là où ces bases de données devraient être complémentaires ce qui exigerait une coordination au niveau de la structuration des fichiers et au niveau du système de codification, lequel devrait être le même pour toutes les bases.

Il en résulte que le Consultant doit consacrer une masse de travail considérable à la construction de passerelles entre les fichiers, ce qui exige des compétences informatiques avancées qui ne sont pas nécessaires si un meilleur design existait au niveau de la structuration des données.

Il est suggéré qu'à l'avenir:

(1) les différents services se rencontrent afin de **définir un projet commun** auquel chacun d'entre eux apporterait sa propre et unique contribution: cette collaboration autoriserait (i) la réalisation d'analyses multivariées **de façon récurrente** et (ii) éviterait la redondance de certaines informations. Ce **projet commun identifiera l'ensemble des variables susceptibles d'être associées au rendement, les données pertinentes pour chaque variable et la responsabilité de chaque service dans la**

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collecte de ces données. Il comprendra également la conception des outils d'observation.

(2) **chaque service adopte le même matricule «Ecole» et qu'un matricule «Classe» et «Elève» soient définis.** Il est à noter que le matricule «Elève» doit contenir les informations relatives au matricules «Ecoles» et «Classes» (si une école comporte deux classes de première année il doit exister deux matricules «classes» différents).

(3) **qu'un système de codification des données manquantes soit défini** afin de distinguer les situations où les données sont absentes des situations où la donnée est équivalente à zéro.

(4) **qu'un système de contrôle de la saisie des données soit systématiquement mis sur pied** lors de la saisie même afin de refuser les données non plausibles (enseignant né en 1960 et recruté en 1962).

(5) **que la coordination demandée soit institutionnalisée au niveau d'un service,** ce qui est compatible avec le maintien des services tels qu'ils existent actuellement et ne nécessite pas des restructurations organique.

Un système amélioré de fichiers de données permet la mise en place des capacités suivantes:

(1) **conduire des analyses multivariées de façon récurrente.**

(2) **satisfaire dans des délais très brefs des demandes ponctuelles d'information** émanant des différents services du Ministère au moyen d'analyses bi et multivariées.

(3) **identifier les écoles atypiques (peu et très performantes) en vue de réaliser des analyses qualitatives significatives.**

(4) **développer une capacité de réaliser des analyses en vue de la formation des politiques d'éducation et de la planification stratégique** (policy analysis in education)

Appendix J—Development of Management Tools

(Bamako October 25–31, 1994)

A. *Seven main functions of the Regional Office have been identified:*

1. Overall Management of the Network and the Regional Office

(Planning and Budgeting, Convening Meetings of National Coordinators, Board of Advisors, Scientific Committee)

2. Dissemination/Communication

(Documentation Center, Newsletter, JERA, ERNODA, specialized dissemination workshops)

3. Promotion of ERNWACA/Raising money/Relation with Donors

4. Support to National Networks

(Responding to requests, identifying funding, coordinating local initiatives, connecting with donors)

5. Developing and installing systems

(Filing and Accounting system, Planning and Monitoring, Charters, Communication systems, and Documentation Center)

6. Relations with other networks and resource institutions

7. ERNWACA Operations

Currently two: (a) Publication of the State-of-the-art studies of Phase One

(b) Executing the four part regional research agenda. Publication and dissemination of results

B. *Responsibilities were distributed among the Regional Coordinator, the Program Assistant, and the person in charge of the Documentation Center; other management measures were reviewed in a document left with the Regional Coordinator.*

NB: Responsibilities of the Documentalist are attached in Appendix K.

1. ROCARE devient une organisation avec un volume d'affaires de l'ordre de 200 à 300.000 USD/ an (sans compter la valeur des collaborations en nature ou en

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travail) et il devient nécessaire de renforcer la capacité de la Coordination Régionale. Il est donc nécessaire que des collaborateurs à part entière avec des responsabilités réelles entourent désormais la Coordinatrice qui leur **délèguera** certaines des responsabilités et les **responsabilisera**. DELEGUER signifie rendre l'organisation plus formelle, càd des structures (des lignes de responsabilité et de relations fonctionnelles), des procédures opérationnelles, des contrats avec les employés et consultants, du classement, un plan comptable. C'est dans cet esprit que les suggestions ci-après sont faites.

2. Le premier instrument d'organisation sera **la réunion hebdomadaire ou bi-hebdomadaire de concertation informelle**. On y passe en revue toutes les questions d'exécution des différentes opérations et les problèmes du Bureau. Un rapport de la réunion où on notera seulement les décisions prises en leur donnant un numéro et une date ainsi on pourra s'y référer. C'est l'occasion pour la Coordinatrice de coordonner et de superviser. Le planning trimestriel sera la référence et on pourra le modifier de façon glissante.

3. Recruter un Administrateur (ou Assistant) de Programme (plutôt qu'un assistant administratif car les partenaire veulent pouvoir avoir à faire à un collaborateur de la Coordinatrice) et lui confier les responsabilités suivantes :

- ◆ Planning et Budgeting (in FONCTION A)
- ◆ Compatibilité budgétaire (cad relevé des dépenses selon les catégories du (des) budgets, en collaboration avec le comptable (in FONCTION A)
- ◆ Monitoring de toutes les opérations (sauf celles relevant du Documentaliste) (in FONCTION A)
- ◆ Rédaction de tous les rapport d'avancement, (rapports pour le CA et pour les donateurs) (in FONCTION A)
- ◆ Appui aux Réseaux (FONCTION D)
- ◆ Gestion des opérations suivantes (cad il prend toutes les décisions opérationnelles):
 - ◆ l'exécution des agendas transnationaux (FONCTION H)
 - ◆ la publication des State-of-the-Arts (FONCTION G)
 - ◆ Secrétariat des réunions suivantes
 - ◆ des CN annuelles

- ◆ les réunions de concertation hebdomadaire

- ◆ Développer les procédures opérationnelles dans les domaines de responsabilité
- ◆ Exécution de séminaires de dissémination conjointement avec le Documentaliste (in FONCTION B)

Au travers des responsabilités de l'Administrateur de Programme ainsi définies, le Bureau Régional du ROCARE sera en mesure d'assurer une permanence valable pour les premiers clients du Bureau: les réseaux nationaux.

On peut voir aussi en consultant 4) ci-dessous que la FONCTION A (Administration du réseau) associe étroitement la Coordinatrice Régionale et l'Assistant de Programme et permettra le développement d'une relation de collaboration. Les autres fonctions sont pratiquement attribuées en entier à l'un des trois responsables, ce qui procurera une motivation supplémentaire et les mets au-dessus du statut de «pur exécutant».

4) La Coordinatrice Régionale garde la responsabilité directe des fonctions et dossiers suivantes:

Coordination de l'ensemble des programmes et opérations en application des politiques et missions du ROCARE et Supervision du Documentaliste et de l'Assistant de Programme

(FONCTION PREMIERE = COORDINATION ET LEADERSHIP)

- Promotion du ROCARE (Soulever l'argent) (FONCTION C)
 - Développement des systèmes et des instruments(FONCTION E)
 - Relations avec autres réseaux et partenaires (FONCTION F)
- Convocation des réunions des organes du ROCARE (in FONCTION A)
 - Editeur (managing) du RARE (in FONCTION B)
- La gestion financière du Bureau (placement des fonds et cash flow: il faudra un vrai spécialiste à ce poste si les affaires prennent de l'ampleur) (in FONCTION A)

Elle est aidée par le Comptable pour la gestion financière et par la Secrétaire dans les autres domaines.

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(Il est absolument impératif de laisser le Documentaliste et l'Assistant de Programme disponibles pour les tâches dont la responsabilité leur est confiée et de ne pas les soumettre au régime des tâches d'urgence sans rapport avec ces responsabilités. Ces deux collaborateurs doivent recevoir leurs ordres de marche au cours des réunions hebdomadaires. Au cours de ces concertations on pourra les associer aux dossiers de la Coordonnatrice lorsqu'il sera évident que cela ne se fera pas au détriment de leurs fonctions premières.)

5) Le Documentaliste est en charge du Centre de Documentation et de la Fonction Dissémination (FONCTION B) sauf de la revue RARE (Coordo), des Nouvelles du ROCARE (Bénin), et des séminaires spécialisés de dissémination qui seront conjointement organisés par le Documentaliste et l'Assistant de Programme

6) ROCARE doit promouvoir le comptable à un vrai rôle de comptable ayant la responsabilité par exemple d'une petite caisse et qui tient les livres de tous les comptes selon le plan comptable. Il est redevable seulement à la Coordonnatrice. La comptabilité est une des avenues pour le contrôle des opérations et de la coordination de l'ensemble des activités.

7) Il sera peut-être nécessaire d'ici six mois/un an de recruter une autre secrétaire pour l'assistant de programme et le documentaliste car la secrétaire en place actuellement ne pourra se partager en trois indéfiniment. Il est toutefois suggéré d'attendre que les activités soient «in full swing» pour ce faire.

8) On peut commencer à constituer et à classer les dossiers selon le système de classement proposé. Les dossiers peuvent être subdivisés à l'intérieur des catégories du classement selon les nécessités. **Acheter un grand meuble classeur en acier accessible à Cadi et à l'administrateur de programme** et un nombre suffisant de classeurs et chemises.

9) Finaliser le plan comptable

10) Constituer un **MANUEL ROCARE/ERNWACA bilingue**, avec une copie à la disposition de chacun des collaborateurs et comprenant: (a) les «mission statements» de BAMAKO II, (b) les statuts; (c) les politiques diverses (statements) en matière de d'acquisition des ouvrages, de dissémination; (d) les procédures opérationnelles mises au point dans les divers domaines.

C. A Filing system has been put in place.

Classement des dossiers de la coordination régionale

NB Les codes correspondent à ceux de la planification

- A. Administration du réseau**
- A1 Relations avec les Réseaux
- A11 Admission et Problèmes (un dossier par pays)
- A12 Rapport des Tables Rondes nationales tenues en 1993/94 (un dossier par pays)
- A2 Programmation/Suivi
- A21 Programme et Budgets annuels du ROCARE (distinguer des programmes et budgets par donneur)
- Exercice 93/94
 - Exercice 94/95
 - Exercice 95/96
- A22 Bilan/ Rapports sur l'exercice précédent a soumettre au CA
- Exercice 93/94
 - Exercice 94/95
 - Exercice 95/96
- A3. Réunions des organes du ROCARE
- A31. Réunions annuelles des CNs
- Réunion 1994:
- programme
 - rapport de la réunion
- Réunion 1995
- A32. Réunions du Conseil d'Administration
- Réunion 1995 (convocations, ordre du jour, rapport des débats, décisions)
- A33. Réunions du Comité Scientifique (idem)
- A4 Disponible
- A5 Gestion des fonds des donateurs
- A51. Dons CRDI
- A52. REDSO Grant
- A53. Financement Néerlandais
- A54. Banque Mondiale/UQUAM
-

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A55. UNESCO

NB Ces dossiers contiennent :

- copies de la correspondance,
- les requêtes,
- les accords et arrangements,
- les programmes et budgets annuels
- les rapports d'avancement et les états financiers (documents comptables sont à la comptabilité)

A6 Disponible

A7 Disponible

A8 Gestion du Personnel

règlementations ROCARE en matière de personnel

dossiers de chaque employé de longue durée et des consultants de courte durée organisés par individu

A9 Disponible

B. *Dissemination/communication (B1, B2, B3, B4, B7, et B8 sont classés au Centre de Documentation)*

B1 Documents généraux relatifs aux estimations des besoins et à la stratégie du ROCARE en matière de dissémination/ documentation.

B2 Plans d'acquisition de documents et commandes

B3. Listes bibliographiques à disséminer vers les Sections nationales et autres partenaires

B4. Nouvelles du ROCARE

B41 Généralités et stratégies/ Accord avec partenaires sur la production du Bulletin

B42 un dossier par numéro

B5 Rare

B51. Généralités (politiques de publication, constitution du comité de rédaction, accord avec partenaires (SUNY)

B52. Un dossier par numéro sur la préparation, publication et distribution de ce numéro

B6 Séminaire spécialisé de dissémination

- Un dossier par séminaire ou atelier
- B7 Production de Produits ciblés
Un dossier par produit
- B8 Production de CD ROM
un dossier par CD
- C** *Promotion (soulever les montagnes)*
- C1 Matériel Promotionnel
- C2 Objectifs de la Promotion
- par campagne
- C3 Documentation sur donateurs
- un dossier par donateur
- C4 Campagnes par correspondance
- objectifs, programmes, réponses, etc
- C5 Voyages promotionnels à l'étranger
- un dossier par institution visitée
- D** *Appui aux reseaux*
- un dossier par réseau contenant ses requêtes et les réponses y apportées
- E** *Mise en place des systemes et organes du ROCARE*
- E1 Statuts du ROCARE
- E2 Système de classement (les trois quatre pages de ce document)
- E3 Le Plan comptable et les procédures de gestion financière
- E4 Obtention du statut de PVO
(requêtes correspondance etc..)
- E5 Mise en place du CA
- E6 Mise en place du COMSCI
- E7 Mise en place du CENTRE DE DOCUMENTATION
- E9 Dossier ERNODA
- F** *Relations avec réseau frères et partenaires*
- Un dossier par réseau ou partenaire
-

Appendix J

G State-of-the-art Publication

- G1 Original des Etudes
- G2 Correspondances et arrangements relatifs à la synthèse et la publication
(CV des consultants, Task Order de SARA etc.)
- G3 Dossier des firmes (short list) sélection de la firme la plus intéressante
- G4 Original de la publication finale
- G5 Dossier relatif à la distribution des ouvrages

H Agendas transnationaux

- H1 Proposition initiales de recherche (1993/94)
- H2 Disponible
- H3 Atelier d'harmonisation de Banjul
 - H31 Préparation, ordre du jour programme
 - H32 Rapports et Conclusions
- H4 Atelier méthodologique de Dakar
 - H41 Préparation, ordre du jour, programme et convocation
 - H42 Rapports et Conclusions
 - H43 Propositions de recherche avec budget et plan de mise en oeuvre :
un dossier par pays
- H5 Suivi de l'exécution
 - H51 Programme de visites
 - H52 Atelier de dissémination par groupe
- H6 Rapports d'avancement et rapports finaux
 - H61 Rapports d'avancement par pays
 - H62 Rapport final par pays
 - H63 Avis du COMSCI
- H7 Publication des résultats

Appendix K—ERNWACA Dissemination Strategy

1) *ERNWACA Main Dissemination Targets*

The priority dissemination target groups for ERNWACA are:

- a) the community of researchers in the region;
- b) any person involved in education policy making, in educational reform, or in the management of the educational systems of the region, as well as the stake holders in these systems;
- c) donors and foundations;
- d) education researchers and resource institutions in the world outside of Africa.

To reach these targets ERNWACA will rely on the following tools, media, or activities:

- ◆ the ERNWACA Newsletter
- ◆ the ERNWACA e-mail network
- ◆ the Journal of Educational Research in Africa (JERA)
- ◆ Special publications
- ◆ Specialized dissemination workshops
- ◆ Production of packaged material

2) *ERNWACA Documentation Center in Bamako*

The centerpiece of ERNWACA's dissemination strategy is the Bamako Documentation Center. This Center is the main dissemination relay point; beyond collecting and storing documentation and information, the Center will also develop a capability for editing and packaging information to be disseminated to the priority targets.

The main functions of the Center are:

- a) collecting and storing documentation and sources on documentation including material stored on CD ROM;
 - b) dispatching Documentation information via e-mail and other ways to National Chapters to be stored on their CD ROM intra network (see e-mail);
 - c) packaging information for specific target groups (in a second phase);
 - d) supporting the publication of the ERNWACA Newsletter and JERA by preparing specialized sections of the newsletter, and being the secretary of the Editorial Committee of JERA
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Appendix K

The Documentation Center is managed by a Documentalist. See Appendix A: Responsibilities of the Documentalist.

Funding: The funding for the Documentation Center would be guaranteed for three years by a grant from the Netherlands of \$ 250,000 which will cover (i) the salary of the documentalist, (ii) the acquisition of documents, and (iii) the cost of publishing JERA for two years.

Sustainability: The Documentation Center's sustainability will—in the short run—depend on resources from the Documentation Center and on the Regional Office's capacity to raise complementary money.

3) *ERNWACA Newsletter*

The ERNWACA Newsletter is issued every four months (3 times a year), in April, August, and December. The responsibility for issuing the Newsletter is now with the Benin National Chapter in concert with the Regional Office. The material is provided by national chapters, the Regional Office, and the ERNWACA Documentation Center.

Funding for 1995 will cover the cost of printing 1,000 copies for each issue. Prior arrangements with SARA to cover the cost of the first three issues will be reviewed on the basis of new estimates from Benin.

See Appendix B: Suggestions for collecting information for the ERNWACA Newsletter.

4) *ERNWACA E-mail*

The Objective of an ERNWACA e-mail network is to improve the Education Research environment and conditions in West and Central Africa through increased communication capabilities between ERNWACA countries and between ERNWACA and the worldwide education research community, and by opening up ERNWACA to databases accessible through the Internet.

A dissemination needs assessment was conducted with SARA assistance in February 1994 as a contribution to the formulation of an ERNWACA dissemination strategy. The report by the SARA Dissemination consultant established that the implementation of an electronic communications network should be considered as a long-term goal by ERNWACA because of high initial investment costs. However, after the initial cost in equipment and training, the costs of electronic communications are significantly lower than fax or telephone and the possibilities for information exchange are virtually limitless. Fax is an appropriate transmission mode for limited amounts of information only.

IDRC has already budgeted for the purchase of a microcomputer and printer as basic equipment for each ERNWACA national office. The process of purchasing this equipment is now under way by the Regional Coordinator. The equipment will be procured in Europe and sent immediately to the National Coordinators' offices, and should be on site in each country by the end of this year.

The timing for the installation of e-mail capabilities at ERNWACA national chapters is good, because an Education Research Electronic network focusing on Africa was recently set up in North America with 32 nodal points in 32 African University Schools of Education or through the ORSTOM network. It will be easy for each ERNWACA national office to connect by e-mail with any of these points and, if the proper system is selected, to have access to limitless documentary and data resources. An electronic mailing capability will radically alter the research environment in the field of education in Africa.

The system selected by the ERNWACA Regional Coordinator will have an Internet node with a Unix box which will be connected via X.25 to a provider node in the US (to be identified). This system will be able: (i) to manage messages internal to the network and (ii) to reroute worldwide messages through the provider. This will also enable all ERNWACA users to access international databases available on Internet, through GOPHER, ARCHIVES, MOSAIC, etc. It also will give ERNWACA the possibility to create ERNWACA's own databases and to make them accessible to all Internet users.

This provider-node approach appears to be a better solution than to create remote stand-alone mailboxes connected to the North or to create a Gateway mailbox, since both only allow for e-mail messages. These two systems, while being less costly to install, provide fewer services and involve higher operational costs—especially if they are used to access or transmit databases. When the provider is Internet, access to databases from stand-alone mailboxes will generate very high operational costs. Access to databases is impossible when selecting the Gateway solution.

The selected approach (a ERNWACA node called ERNODA) will require a subscription for a minimum of 200 addresses (mailboxes) at \$ 2,000 per year, plus around \$ 1,000 per month to operate the node. As a result, ERNWACA will have to lease a number of these addresses to other users for a fee, to make the operation financially self-sustaining. The central ERNWACA server (Unix box) will be installed in one of the African member countries, wherever the technical know-how is in large supply, and the performances of the phone system are satisfactory.

The installation of equipment and the training of up to five users per country, as well as the management of external users, would be done by one or more special-

Operational costs

\$ 1,000 per month for the Node (Operational cost for the Node can be covered by 50 external users paying each \$ 200 per year.)

By user/month: between \$20 and \$100 depending on intensity of use; a specialized consulting firm could manage this Unix box for ERNWACA, and be paid on a commission per rented address.

So, the node is the recurrent cost that must be covered by leases. The costs for the national users will be theirs to cover as they would cover phone or fax. The equipment is a one-time cost, to be amortized over 5–10 years.

5) *Journal of Education Research in Africa (JERA)*

JERA is a bilingual interdisciplinary review of analysis and research in the field of education in Africa. JERA will seek to illuminate important debates in education on the continent and will focus on research done in any country (inside and outside Africa) which can help in the understanding of educational challenges on the continent. The Editor is Sibry J.M. Tapsoba (Ph.D.), Senior Program Officer at IDRC in Dakar, Senegal, and the Managing Editor is Lalla Aicha Ben Barka (Ph.D.), ERNWACA Regional Coordinator in Bamako, Mali.

JERA aims to contribute by its very existence to significant fundamental improvement of the Education Research environment in Africa. This environment is characterized today by faculties and other people interested in research material who have to rely exclusively on foreign published journals to be informed about trends in their fields (Tapsoba 1988), with the consequence that in most institutions of higher education, faculty members are rarely researchers but rather «consuming intellectuals» whose role is to transmit knowledge created in other regions of the world, mainly North America and Europe (Altbach, 1982).

Currently there is no bilingual journal in Education Research regularly published in Africa, and journals published outside the continent have a focus and target seldom in accord with the priorities of African Researchers.

JERA will receive articles from ERNWACA network members and from nonmembers who have something to contribute. Priority will be given to articles that have a clear methodology and a foreseeable impact on educational practice and/or policy, and that are written in the basic style for submission of articles (Graduate School of Chicago or Harvard). Articles can be submitted in French or English with an abstract in the other language.

Appendix K

JERA will be published twice a year with the support of UNESCO, 300 issues for the first year, 500 thereafter. «Special issues» will also be published on timely topics. Subscription rates for ERNWACA members are: \$35 for institutions, \$20 for individual members, and \$10 for students. For nonmembers the corresponding rates are: \$45, \$25, and \$15.

Technical and Financial Support

JERA will be published in with technical assistance from the Center for International Education of the State University of New York in Buffalo, NY, which will provide technical editing and printing know-how, and with financial assistance from the Netherlands, which has already committed the first three years of support.

6) *Special publications*

These will be circumstantial and published to the extent that funding is available. Examples: the state-of-the-art studies undertaken with SARA, or the expected publication of the results of the four transnational research agendas currently under way in which researchers from twelve countries are involved. In the same category is included the production of CD ROMs with information pertinent to researchers, policymakers, or decisionmakers in the region.

7) *Specialized Documentation Workshops*

These workshops will be organized in response to requests by national chapters, and when international funding is available to complement money raised by the national chapters. The regional office will help with the funding and will be the main partner of the International Donor in sponsoring the workshops. The National Chapter of the country where the workshop is organized will be responsible for in-country organization.

Specialized dissemination workshops will have these objectives:

- i) the dissemination of state-of-the-art approaches and technologies in education
- ii) the dissemination of research products (packages or not) for the benefit of policymakers, practitioners, and decisionmakers

8) *Packaged Dissemination Products*

These packages will be produced at the request of national chapters and development projects to support specific dissemination activities. The capability to format and package information will be developed at the Documentation Center as soon as it can become an income-making activity.

Appendix L—Responsibilities of the Documentation Specialist in charge of the ERNWACA Documentation Center in Bamako

- ◆ Identify the main documentary sources in the region and the world relevant to ERNWACA's mission and establish a written list to be updated every year.
- ◆ Prepare a «documentation policy» document regarding (i) acquisition and subscriptions, and (ii) exchanges and cooperation with other documentation centers in the world, based on ERNWACA's mission and dissemination strategy. This document will be submitted to the Regional Coordinator for approval.
- ◆ Prepare a handbook of Documentation Center procedures regarding acquisition, storing and filing, loans, and reproduction.
- ◆ Manage the acquisition of documents and subscriptions to specialized reviews and journals, developing relations with key centers that publish specialized material.
- ◆ Store and file documents and journals.
- ◆ Manage document loans and on-site consultation.
- ◆ Publish, twice a year an updated list of the Center's documentary collections (books, journals, reports, CDs, sources).
- ◆ Duplicate documents (for a fee).
- ◆ Respond to requests for information on sources of documentation and for documents proper from
 - ◆ national chapters
 - ◆ regional researchers and research institutions
 - ◆ ERNWACA's Newsletter publisher.
- ◆ Develop ERNWACA databases accessible to users through the ERNWACA e-mail network being developed.
- ◆ Set up a internal ERNWACA dissemination network with the documentation centers of the ERNWACA National Chapters

Appendix L

- ◆ Disseminate—through the ERNWACA e-mail network—documentation already formatted on diskettes or CDs.
- ◆ Produce a few CDs for dissemination including a list of documents (reports) produced in the region.
- ◆ Prepare a «Focus» section for ERNWACA's newsletter
- ◆ Be the secretary of the Editorial Committee as well as the Chief Editor of the Journal of Education Research in Africa (JERA) and assure its distribution.

The Documentalist is appointed by—and accountable to—the ERNWACA Regional Coordinator.

Appendix M—Suggestions for ERNWACA Newsletter

Working principles:

- 1) Newsletter readers must be stimulated and challenged; therefore give priority to activities which were successful and to accomplishments by members of the national chapters,
- 2) In the present West and Central African context, the ERNWACA Newsletter is the main dissemination vehicle and therefore a large place should be given to information on documentary sources and how to get access to them.

Here is a tentative list of topics for information to be collected by national chapters.

TOPIC I: Products (completed research) by **Researchers and Research Institutes in the country** with (i) a critical review and clear indication of how to acquire a copy of the publication, (ii) notes on use made in the country of these research studies, and (iii) a discussion of people benefiting from the research, and of the sponsors of the research.

TOPIC II: **Activities successfully completed such as national workshops or Decisionmakers–Researchers meetings** or with other partners also presenting themes, recommendations and results

TOPIC III: **Annotated lists of reports and studies on education in the country** (published in the last five years)—most of the time in relation with Projects—with indications of how to get a copy of these reports. Such information could be of interest also to foreign researchers. Ideally the network should be able to have a copy of all of these reports, and this documentation will ultimately increase the overall credibility of the national chapter.

TOPIC IV: **Turning points in the life of the national education systems and institutions** such as: «a new educational policy has been formally pronounced» or «an X \$ project has been signed reflecting a new approach»—all this accompanied by critical comment on these events and by a description of the role of national researchers if any. Also information regarding typical issues such as (i) Tests and Assessments; (ii) Textbooks; (iii) Teachers' salaries and training; (iv) Decreasing demand for education; and (v) Community participation and Girls' education

TOPIC V: **Information on upcoming Requests for Proposals or bidding from Donors or project administrators** in order to keep the interested researchers vigilant. (E-mail may be a better vehicle in this case as there is a need of an immediate response.)