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EN AFRIQUE

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

Bamako, Mali: September 19 - October 7, 1993

**Jean-Georges Dehasse
Education Specialist, SARA Project
Academy for Educational Development**



The SARA Project is funded by the U.S. Agency for International Development (AFR/ARTS/HHR)

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1. Scope of Work

The trip to **Bamako, Mali**, from September 17 to October 8, 1993, was undertaken in order to assist Dr. Lalla Ben Barka, Regional Coordinator of the Education Research Network for West and Central Africa (ERNWACA), 1) with the final preparation for and the **launching seminar** of ERNWACA's Phase II; 2) with the preparation of the seminar's final report; and 3) with the development of the Regional Coordinator's work plan for the coming year. The three week consultancy was provided by the SARA project under Task Orders 17 and 17a, and within the context of the broader task of assisting in the institutional development of ERNWACA.

2. ERNWACA Seminar

Seminar financing - The seminar was financed through a \$130,000 grant from USAID/REDSO/W channeled through World Education in Bamako. ERNWACA does not yet have grantee status with USAID, thus cannot receive funds directly. The logistics of the seminar (travel arrangements etc.) were provided by World Education/BAMAKO which also contributed two secretaries and some equipment during the seminar.

Seminar attendance - Ten countries were represented at the launching seminar in Bamako: Benin, Burkina Faso, Cameroon, Côte d'Ivoire, Gambia, Ghana, Mali, Senegal, Sierra Leone and Togo. Each national delegation was comprised of the country's ERNWACA national coordinator and an official from the Ministry of Education. Three universities sent one or two representatives: State University of New York (SUNY) at Buffalo, the University of Ottawa and the University of Quebec in Montreal (UQUAM). Representatives from USAID/REDSO in Abidjan, from the USAID Mission in Bamako, from the International Development Research Centre (IDRC), Ottawa, and from UNESCO/BREDA in Dakar, attended all the sessions. Also attending were Bamako representatives of the World Bank, UNICEF, French and Dutch cooperation agencies, as well as representatives from USAID's ABEL and IEQ projects, from the Southern Educational Research Initiative (SERI) in Nairobi and from the Donors to African Education (DAE) working group on Capacity Building in Educational Research. (See Appendix A for list of participants.)

3. SARA Consultant Activities

Seminar preparation - The first week in Bamako was spent in regular working sessions with ERNWACA's Regional Coordinator Dr. Lalla Ben-Barka and with Mr. Aliou Boly, consultant with World Education in Bamako and the main

Consultant Activities

facilitator for the seminar. These working sessions resulted in the production of a facilitator's package (in French), and a participant's package (in French and English). The latter was given to the participants when they arrived at the Centre Regional d'Energie Solaire (CRES) in Bamako where they were housed. (See Appendix B for a list of seminar documents available from SARA, and Appendix C for the participants' package.)

Seminar execution - In the second week of the consultancy, the SARA consultant assumed the role of Seminar Rapporteur as well as facilitating a few working group sessions. The Seminar's management included Sibry Tapsoba and Medjomo Coulibaly as chairpersons, Dr Ben Barka representing the Secretariat, Aliou Boly as the main facilitator, and Dominic Agyeman and Jean-Georges Dehasse as Rapporteurs. These six, plus Elizabeth Leu (from SUNY Buffalo), and Jean-Michel Labatut (from IDRC Ottawa) constituted the Steering Committee which convened at 7:00 pm each day to review Seminar's progress and resolve operational problems. Much of the SARA consultant's efforts during the week were devoted to drafting a report on the Seminars's activities and results. The draft report was completed and submitted to the participants at the morning session on the Friday October first. It was approved with only minor modifications.

Seminar Final Report - During the six days following the workshop, the SARA consultant assisted the Regional Coordinator with the drafting and wrapping up of a final report in English, and preparing all the appendices. The French version will be finalized in Washington and sent on diskette to Dr. Ben Barka. The set of appendices will be the same for the two versions. World Education will be responsible for duplicating and disseminating 100 copies of the final report. Appendices will be duplicated and sent only to the participants.

Appendix D provides the results of the workshop as approved by the participants. Appendix E provides the Table of Contents of the Final Report of the Seminar. Appendix F provides the results of the Seminar's evaluation by the participants.

Regional Coordinator's Annual Work Plan - A first draft of an annual Work Plan was prepared for and discussed with the Regional Coordinator. Six main activities were identified: 1) organization of national round tables; 2) implementation of ERNWACA's research agendas; 3) development of an ERNWACA newsletter; 4) installation of various operational systems at the regional secretariat; 5) raising support funds; and 6) establishing the support systems for capacity building and institutional strengthening. The first draft of this action

Seminar Results

plan was discussed with Julie Owen-Rea (AFR/ARTS/HHR). World Education has offered to further assist Dr. Ben Barka with the Work Plan and should soon produce an estimate of expenses for Year One.

Data from the BEEP project in Mali - The SARA consultant met with Brehima Tounkara, who is a researcher and evaluator at the Institut Pedagogique National (IPN) in Bamako and the ERNWACA National Coordinator for Mali, and with Yolande Miller of the BEEP/ABEL Project to discuss the possibilities of utilizing the data gathered under BEEP. These data concern schoolchildren's performances over three years in more than one hundred elementary schools in Mali. Both Mr. Tounkara and Ms. Miller are convinced that research capabilities exist in Mali to conduct meaningful research using these data. It was agreed that Mr. Tounkara and Ms. Miller will send to SARA/HHRAA - through proper GOM and USAID channels - one or more research proposals to make use of the data. The SARA consultant also had several discussions with Julie Owen Rea about the results of the workshop and future prospects for HHRAA/SARA with ERNWACA, and about the research agenda of the ARTS team. The SARA consultant's suggestions of broad areas of research to present to the ARTS/HHRAA/Education team were reviewed and it was agreed that these suggestions should be communicated to the team in Washington.

4. Seminar Results

Seminar results - The main results of the Seminar were: 1) the profile of an ideal national coordinator; 2) recommendations about where to locate the national coordination within a country; 3) the definition of four missions and related strategies for Phase II; 4) four transnational (multicountry) research agendas to be carried out by groups of countries; and 5) a list of capacity building priorities related to carrying out the research agendas. The results of the evaluation by Seminar participants show that the Seminar was a success and that momentum was generated for carrying out four transnational research agendas. Number 5, above, also demonstrated the great interest on the part of the resource institutions to participate in ERNWACA's capacity building activities. One key result of the seminar was to provide the ERNWACA Regional Coordinator with a clear mandate, approved by the ten National Coordinators who were present in Bamako. (The results of the seminar are presented in Appendix D.)

Seminar turning points - There were two crucial turning points at the seminar. The first came with the realization that the national research agendas presented by the national coordinator were inadequate to carry one or more

Seminar Results

ERNWACA transnational agendas: the national research documents introduced by the National Coordinators did not contain meaningful research questions, and it appeared as though the capabilities to prepare such questions were limited. As a consequence, the group efforts were redirected toward identifying, on the spot, broad areas of **regional** concern that could evolve into research questions and research projects. After two rounds of group work, the participants came up with four areas or topics, with a few countries committed to each of them. These research areas are:

- ◆ factors that affect access and retention of pupils in educational systems of The Gambia and Côte d'Ivoire;
- ◆ effects of community participation on access and quality of basic education in Benin, Cameroon, Ghana and Mali;
- ◆ analysis of the impact of community participation on quality of education—in terms of funding, curriculum and development of skills—in Togo, Sénégal, and perhaps Nigeria;
- ◆ complementarity between formal and nonformal education in Sierra Leone and Burkina Faso.

The second turning point came with Activity D (Priority Action Plan for Capacity Building) when the decision was made to set up four working groups to prepare action plans to implement the four research agendas, rather than having the three working groups that had been initially programmed to address key areas of dissemination, training, and evaluation of research programs. The initial intent under Activity D was to identify the most important needs to build the capacities of local researchers and to strengthen the capacities of existing research institutions in these three key areas, and to come up with an ERNWACA priority action plan in capacity building to present to the Regional Coordinator (RC). The initial idea was to provide the RC with a mandate to assist in the building of research capabilities and capacities in the region, as a priority, independent of carrying out any particular research agenda—although always using actual research activities as the backdrop of any capacity building activities.

The scope of the actual mandate that came out of the seminar will appear narrower than it might have been if, indeed, it is strictly tied to carrying out the ERNWACA research agendas. Hopefully, opportunities to organize capacity building activities around other research—which would meet some basic ERNWACA objectives such as being policy oriented—and involving other researchers and research institutions than the ones carrying out the ERNWACA agendas would not be passed over.

5. Prospects for ERNWACA-SARA Cooperation

Areas for collaboration - Before the departure of the SARA consultant, Dr. Ben Barka expressed her views about SARA-ERNWACA collaboration. She would like to see SARA and ERNWACA exploring cooperation in three areas: 1) the setting up of a documentation system in Bamako, and coordinating with SUNY Buffalo on publishing and dissemination; 2) providing technical and financial assistance to carry out ERNWACA's research agenda; 3) continuing technical assistance for the institutional development of a Regional Secretariat relating to planning, monitoring and follow-up of ERNWACA activities, raising support funds, promoting the ERNWACA concept, activities and research capabilities. Dr. Ben Barka also discussed these matters with Julie Owen Rea.

Communication strategy - It is essential for the Regional Coordination of ERNWACA to quickly develop its communication strategy. The results of the information questionnaire given to the national coordinators and researchers at the Seminar indicate how much the researchers are deprived of recent and relevant information; and how the information centers are under-funded, under-equipped and how isolated they are from mainstream educational information. The questionnaire was part of the participants' package. Fourteen participants responded. They were given to SARA to analyze in Washington. The main findings are as follows:

1. Participants use personal files, collections of books, materials circulating among colleagues (14/14) and library or information center (12/14) as the information resources and facilities to support their research activities.
 2. Seven of the 12 information centers mentioned have a subscription to at least two professional journals; five of 12 have a collection of current books and reports relevant to participants' interests; only three of 12 participate in an information network, and only one of 12 provides access to an educational research data base.
 3. Seven of 12 departments or offices currently produce any information materials: two have a newsletter; three a journal; four produce technical reports or monographs. Six out of seven say they would be able to make at least one copy available for each member country of the network.
 4. If ERNWACA were to develop information materials, the participants' priorities would be as follows:
-

ERNWACA-SARA Cooperation

- a. Annotated bibliography (ranked 1.50 on a scale from 1 to 6);
 - b. Professional journal (ranked 2.64);
 - c. Data base of bibliographic citations (ranked 2.91);
 - d. Technical reports (ranked 3);
 - e. Newsletter (ranked 3.08);
 - f. Audio-visual material (ranked 5.3);
5. Six out of fourteen have regular access to a computer; none of them have a modem; and only one indicates having a CD-ROM.

(See Appendix G for a more detailed presentation of the responses to the questionnaire.)

Newsletter - Although a newsletter is not a priority for the National Coordinators, its regular appearance will be a critical factor in establishing ERNWACA's regional coordination credibility with the researchers and in keeping the momentum alive. It will also be important that the newsletter reach all researchers and research institutions in the region.

It is suggested here that ERNWACA work on a charter that would define the conditions of membership in the network beyond being involved in ERNWACA's research agenda. It would also be advantageous to locate national correspondents in each country who would create a regular stream of news from the field, with updates on educational reform and events in the country; location of data on education; ongoing studies (surveys, researches, data collections); education projects; and contact names with addresses and phone numbers.

Publications - ERNWACA would like to quickly produce a newsletter, to be issued three times a year; to publish and disseminate a synthesis of the state of the art studies completed more than one year ago; and to publish and disseminate the research findings resulting from the four ERNWACA research agendas decided upon at the Seminar. ERNWACA has already rallied some support from SUNY Buffalo for the technical aspects of editing and printing. **The first action recommended is to assist ERNWACA with the recruitment of a local specialist to prepare a review and synthesis of the state-of-the-art studies**, and to negotiate with SUNY (on behalf of the Regional Coordinator) about the conditions and costs of publication and dissemination.

Documentation and dissemination - ERNWACA also feels it is important to have in Bamako a documentation center with a permanent (possibly part-time)

ERNWACA's Research Agenda

documentalist. A **second recommended action would be an assessment of ERNWACA documentation and dissemination needs** based on ERNWACA objectives and on the results of the information questionnaire answered by 14 National Coordinators and researchers from West and Central Africa. The assessment would cover the following broad areas:

- ◆ ERNWACA's role as a network in information dissemination;
- ◆ resources available in member countries and elsewhere that could be utilized;
- ◆ development of a draft information/dissemination strategy.

6. Assisting ERNWACA's Regional Coordinator in the Implementation of ERNWACA's Research Agendas

Getting started - During Activity E of the workshop (an exchange between donors, resource institutions, and ERNWACA coordinators) SARA's consultant made some suggestions to a few National Coordinators about starting the process of implementing research agendas. Cameroon, Senegal, Ivory Coast, and, to a lesser degree Ghana and Mali, were interested. Most of the officials from the Ministries of Education (MOE) are supportive of the idea as it entails their involvement from the start in the writing of research questions that meet their needs for reform in Basic Education systems. The cooperation between researchers and MOE officials should not be taken for granted. There are large conceptual (perception expectations) gaps between them, and this is why support might be necessary. Proposals can be expected from these countries. Responses will proceed through the channel of the Regional Coordinator. The idea here is to guarantee that research questions - that fall under the four transnational research agendas - meet the "policy, educational reform, practitioners' needs" criteria, and therefore make research projects more amenable to funding. (See Appendix H for SARA Consultant's suggestions to National Coordinators.)

Possible HHRAA/SARA involvement - Responses from a few countries might involve SARA in implementing the ERNWACA research agenda, as a component of capacity building. Such assistance will be strictly technical assistance, in conformity with SARA's mandate, heavily geared toward increasing the chances of these research proposals to be funded. SARA assistance might depend on the following:

ERNWACA's Research Agendas

1. receiving good proposals from a few National Coordinators (NCs) about organizing meetings between Researchers and Decision Makers meetings with the purpose of identifying research questions and draft research projects geared toward policy formulation or policy/reform implementation. (Here there might be an exchange of correspondence between NCs and SARA to clarify the proposals before submission;
2. identifying a facilitator and specialists acceptable to the organizer of the meeting, and to SARA, to assist the participants in the technical aspects of the meeting;
3. that such a meeting be open to researchers not participating in ERNWACA's research agenda, to the extent there is room for them;
4. that the meeting be sponsored by the Regional Coordinator;
5. that there be a practical funding mechanism in place;
6. that a workshop/meeting report be published in the next Newsletter or a separate technical report disseminated by the ERNWACA Regional Coordinator;
7. that ARTS/HHR/Education may send an observer with the purpose of exchanging information, identifying information gaps for policy makers, and possibly establishing connections and preparing future collaborative arrangements (future funding for research).

SARA might undertake to support three such workshops/meetings, including:

- ◆ travel and per diem for local researchers and for four researchers from participating countries;
- ◆ travel, per diem, and fee of Technical Assistance personnel;
- ◆ operational expenses of the workshop;
- ◆ reports and training material tested and disseminated through the ERNWACA Documentation and Dissemination Center in Bamako.

7. Assisting ERNWACA's Regional Coordinator in the Building of Research Capacities in West and Central Africa

SARA might also consider assistance to the Regional Coordination Secretariat in the following areas:

- ◆ assisting in the development of an ERNWACA charter;
- ◆ exploring funding mechanisms for local research through the Regional Coordination Secretariat;
- ◆ promoting West and Central African researchers to Donor Agencies;
- ◆ organizing regional or sub-regional training activities directed at all education research and educational researchers in the areas identified by Activity D at the seminar;
- ◆ promoting the dialogue between Researchers and Policy Makers in West and Central Africa.

List and Addresses of Participants

LIST OF PERSONS INVITED AS PARTICIPANTS TO ERNWACA SEMINAR

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List of ERNWACA Seminar Documents Available through SARA

- ◆ Final Report in French and English
- ◆ Opening and Closure addresses
- ◆ The Facilitator's Guide (French only)
- ◆ Various working group reports for each seminar activity (see Participant's package)
- ◆ Introductory reports by National Coordinators on the research agendas in Benin, Cameroon, Ghana, The Gambia, Mali, Sénégal, Sierra Leone, and Togo
- ◆ Introductory reports on capacity building needs by the National Coordinators of Benin, Cameroon, Ghana, The Gambia, Mali, Sénégal, and Sierra Leone.

LAUNCHING SEMINAR

ERNWACA PHASE TWO

ERNWACA SEMINAR PROGRAM

BAMAHO

September 27 to October 1st 1993

I Seminar goal and objectives

The goal of the seminar is to launch Phase II of ERNWACA activities by identifying research agendas, defining programs of capacity building activities, agreeing on organizational mechanisms and collaborative arrangements, and by promoting a better understanding between researchers and policy makers from the region and between them and international dinars.

General Objectives

1. to draw lessons from Phase I and to define ERNWACA mission and strategy for PHASE II
2. to define - in concurrence with the three priority themes already decided upon at the end of Phase I - agendas in education research at national and transnational levels geared towards the policy formation process in education and towards the successful implementation of such policies
3. to determine an ERNWACA priority program for capacity building and institutional support to benefit national networks particularly through (i) dissemination of information, (ii) training, and (iii) facilitating encounters and exchanges of ideas between researchers and decision-makers and dinars involved in executing researches according to national or transnational agendas.
4. to identify collaborative arrangements between ERNWACA and ERNWACA partners (Universities and Research Institutes from North America and Europe, Policy-makers and Donors) aimed at realizing the ERNWACA priority program for capacity building.

II. Methodology

Seminar's activities will be implemented by a Bureau assisted by professional facilitators. The Bureau is comprised of a President who will chair the plenary sessions, of a Secretary in charge of reporting on plenary sessions, supervising all clerical work and collecting reports and notes from the three work groups, and of a Reporter responsible for the preparation of Seminar Report. The Bureau will be elected by the participants on a proposal by the Regional Coordinator. The Bureau and the facilitators compose a Steering Committee which will gather every evening to review the accomplishments of the day and prepare next day activities.

Seminar activities are essentially made of working groups' discussions and debates based on documents included in the participant's package and of plenary sessions to examine working groups proposals and make recommendations. Working group activities will be coordinated by facilitators and chaired by a president selected by the working group at the beginning of each session as well as a Secretary to provide Seminar's Secretariat after each session a written report on working group's discussions and conclusions, and a reporter to present working group's proposals at the next plenary session.

Four very different target populations will attend the Seminar. ERNWACA Researchers, Officials from Ministries of Education, Representative of Resource Institutions (Universities) and from Donor Agencies, all play different role in educational research and will very likely exhibit different sensitivities regarding the conditions and problems of educational research in the region. Therefore Seminar's working groups will be organized according to various formulas depending the topic at hand and the objectives of the debate.

III. Seminar Activities

ACTIVITY A Results and lessons from Phase I

Activity A corresponds to General Objective ONE. Participants are organized in three groups by function: National Coordinators, MOE Officials, Representatives from Donors and Resource Institutions. Activity A is programmed for two hours of time.

ACTIVITY B ERNWACA Missions and Strategy for Phase II

Activity B corresponds to General Objective ONE. Participants are organized in three heterogeneous groups. Activity B is programmed for four hours of time.

ACTIVITY C Presentation of research agenda by country and selection of one or more transnational research agendas

Activity C corresponds to General Objective TWO. Participants are organized in three groups by function: National Coordinators, MOE Officials, Representatives from Donors and Resource Institutions. Activity C is programmed for five hours of time.

ACTIVITY D ERNWACA priority action program in support to national education research networks

Activity D corresponds to General Objective THREE. Participants are organized in three heterogeneous groups. Activity D is programmed for seven hours of time.

ACTIVITY E Institutional collaboration arrangements

Activity E corresponds to General Objective FOUR. Participants are organized in three groups by function: MOE Officials, Representatives from Donors Agencies, and Representative from Resource Institutions. National Coordinators will be assigner among the three groups. Activity D is programmed for three hours of time.

Appendix C

Seminar Calendar

Monday September 27

- | | |
|-------------------|---|
| 10 H 00 - 11 H 00 | Opening addresses by the representatives of USAID, IDRC, BREDA and Welcoming Address by His Excellency the Minister of Higher Education from Mali |
| 11 H 00 - 11 H 30 | Coffee Break |
| 11 H 30 - 12 H 30 | Introduction of the participants and presentation of their expectations |
| 12 H 30 - 14 H 30 | Lunch |
| 14 H 30 - 15 H 30 | Election of the Seminar's Bureau
Adoption of Seminar's program |
| 15 H 30 - 16 H 00 | Coffee Break |
| 16 H 00 - 16 H 30 | Plenary session: introduction of group work on the Results and Lessons of Phase I (see Activity A) |
| 16 H 30 - 17 H 30 | Group work on new orientations for Phase II |
| 17 H 30 - 18 H 00 | Working groups report conclusions to Plenary Session |

Tuesday September 28

- | | |
|-------------------|---|
| 8 H 30 - 9 H 00 | Introduction in plenary of the session on ERNWACA Missions and Strategy for Phase II |
| 9 H 00 - 10 H 00 | Group work on the five missions proposed for Phase II and proposals of implementation strategies for each of them |
| 10 H 30 - 10 H 30 | Coffee Break |
| 10 H 30 - 11 H 30 | Group work resume |
| 11 H 30 - 12 H 30 | Plenary session: adoption of ERNWACA strategy for Phase II (end Activity B) |
-

13 H 00 - 14 H 30	Lunch
14 H 30 - 16 H 00	Plenary session: presentation of national research agendas by ERNWACA National Coordinators (See Activity C)
16 H 00 - 16 H 30	Coffee Break
16 H 30 - 18 H 00	Group work on the selection of one or more transnational research agenda

Wednesday, September 29

8 H 30 - 10 H 30	Plenary session: presentation of proposals for transnational research agendas (end Activity C)
10 H 30 - 11 H 00	Coffee Break
11 H 00 - 12 H 30	Plenary session: presentation by the National Coordinators of national network needs in matter of institutional strengthening (See Activity D) related to (i) documentation and information dissemination; (ii) training of researchers; and (iii) evaluation feedback on research efforts conducted in the region
12 H 30 - 14 H 30	Lunch
14 H 30 - 15 H 30	Plenary session : presentation by MOE Officials of Governmental policies on educational research
15 H 30 - 16 H 30	Plenary session : presentation by Representatives of resource institutions of their technical capabilities and capacities for intervention
16 H 30 - 17 H 00	Coffee Break
17 H 00 - 19 H 00	Group work on working out proposals for a ERNWACA priority actions program of institutional strengthening

Appendix C

Thursday, September 30

- | | |
|-------------------|---|
| 8 H 30 - 9 H 30 | Plenary Session: adoption of the priority action program of ERNWACA (end of activity D) |
| 9 H 30 - 10 H 00 | Plenary session: Introduction of group work on institutional collaboration arrangements (Activity E) |
| 10 H 00 - 10 H 30 | Coffee Break |
| 10 H 30 - 12 H 30 | Group work on institutional collaboration arrangements |
| 12 H 30 - 13 H 30 | Plenary session: presentation of collaborative arrangements (end of activity E) |
| 13 H 30 - 14 H 30 | Lunch |

Afternoon free time

Seminar reporter prepare a first draft seminar report

Participants fill out the evaluation questionnaire handed to them at the last session and will return it Friday morning

Friday, October 1

- | | |
|-------------------|---|
| 8 H 30 - 10 H 30 | Presentation and discussion of Seminar first draft report |
| 10 H 30 - 11 H 00 | Coffee Break |
| 11 H 00 - 12 H 30 | Adoption of Seminar Report |
| 12 H 30 - 14 H 30 | Lunch |
| 16 H 00 - 17 H 00 | Closing address by Her Excellency the Minister of Basic Education of Mali |

Summary of the Seminar

1. From September 27 to October 1, 1993, ten ERNWACA National Coordinators, as many officials from Ministries of Education, representatives of donor agencies and various international organizations and representatives of three North American universities participated in a seminar organized in Bamako, Mali, by the ERNWACA Regional Coordinator.

2. The goal of the seminar was to launch Phase II of ERNWACA activities by identifying research agendas, defining capacity-building activities, agreeing on organizational mechanisms and collaborative arrangements, and by promoting a better understanding between researchers and policy makers from the region and between them and international donors.

3. **More specifically the General Objectives** of the seminar were (i) to draw lessons from Phase I and to define the ERNWACA missions and strategy for Phase II, (ii) to define—in concurrence with the three priority themes already decided upon at the end of Phase I—agendas in education research at national and transnational levels geared towards the policy formulation process in education and towards the successful implementation of such policies, (iii) to determine an ERNWACA priority program for capacity-building and institutional support to benefit national networks, particularly through dissemination of information, training, and facilitating encounters and exchanges of ideas between researchers and decision-makers and donors involved in executing research according to national or transnational agendas, and (iv) to identify collaborative arrangements between ERNWACA and ERNWACA partners (university and research institutes from North America and Europe, policy-makers, and donors) aimed at carrying out the ERNWACA priority program for capacity building.

4. The **seminar's activities** were implemented by a Bureau assisted by professional facilitators. They were essentially made up of working group discussions and debates based on documents included in the participants' packages and of plenary sessions to examine working group proposals and make recommendations. The last day of the seminar was devoted to drafting a report presenting the results of the workshop, i.e., the recommendations or convergent conclusions reached by the working groups. These recommendations and conclusions were approved with some adjustments and are summarized hereafter.

Appendix D

5. **Profile of the National Coordinator.** Participants agree that the National Coordinator should ideally be a person (i) who has developed over the years very close relationships with high-level officials at the MOE, (ii) who is a well-known personality and scholar respected by university researchers for his/her congeniality and talents as a communicator and organizer, (iii) who is an experienced fundraiser for research activities in his/her country, and (iv) who is a good negotiator and experienced in putting together and making operational teams of actors with very different backgrounds. These characteristics refer to the social, managerial, and leadership skills of the individual rather than to his/her achievements or professional status.

6. **The proper location of the National Coordination.** The participants agree that the national context and the National Coordinator will provide clues about the appropriate location of the National Coordination. However the location must protect the relative autonomy of the National Coordinator when organizing the activities of the network and ERNWACA research projects and the institutions must be worthy of credibility and be accountable to ERNWACA.

7. **ERNWACA Mission for Phase II.** The participants have adopted the following Mission for ERNWACA Phase II: (1) to strengthen the organizational structure and administrative processes of ERNWACA; (2) to contribute to the improvement of educational research capacity in the region, especially by facilitating programs of research training and dissemination that are recommended by DAE Working Group on Capacity Building; (3) to foster the building of bridges between anglophone and francophone educational research communities, particularly in the context of the development of one or two regional research projects; and (4) to reverse the general tendency to consider educational research as an individual "rite de passage" or a form of supplemental income by developing an ethos of research as an endeavor which is ongoing, is increasingly multi-disciplinary, can generally involve a wide number of participants, and should benefit all those who have a stake in education.

8. **ERNWACA strategy for Phase II.** The participants adopted the following activities as ERNWACA strategy for strengthening its organizational structure:

- a) At the regional level:
 - ◆ increase logistics support to the Regional Coordinator
 - ◆ strengthen the communication system with national networks, donor agencies, governments and other partners

- ◆ install quality control systems and mechanisms of research activities by setting up a Regional Scientific Council to evaluate research activities;
- b) At the national level:
 - ◆ increase logistics support to the National Coordinators
 - ◆ set up and explore the version of computerized data banks on ERNWACA activities, educational research, and education in general.

9. The participants have adopted the following strategy for the improvement of research capacity in the region:

- ◆ train researchers, namely in research methodology (Gr I), or in matters related to research being conducted (Gr III)
- ◆ retrain researchers
- ◆ organize training workshops for junior researchers and consultants
- ◆ set up an information network for publications and dissemination of research results and establish a scientific review for dissemination of research results

10. The participants have adopted the following strategy for the improvement of relationships between anglophone and francophone research communities:

- ◆ to facilitate cooperation researchers of various countries working on a similar national research agenda; and to develop exchanges between researchers in order to implement research activities

11. The participants have adopted the following strategy for the development of a culture of research:

- ◆ ensure the utilization of research products, use marketing techniques to “sell” research results and make research results available to the public;
- ◆ strengthen the concepts of cooperation and voluntary participation in the network and develop the use of non-monetary incentive systems
- ◆ involve beneficiaries of research efforts and decision makers in the research process

12. **Transnational Research Agendas.** The participants adopted the following four topics as their transnational research agenda.

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- Topic One** The study of factors that affect access and retention of pupils in educational systems of the Gambia and Cote d'Ivoire
- Topic Two** The study of effects of community participation on access and quality of basic education in Benin, Cameroon, Ghana, and Mali
- Topic Three** The analysis of the impact of community participation on quality of education—in terms of funding, curriculum, and development of skills in Togo and Senegal
- Topic Four** Complementarity between formal and non-formal education in Sierra Leone and Burkina Faso.

13. **Priority action program in capacity building and institution strengthening.** The proposed action plans to carry out the four research agendas of each of the four working groups include the sequence of steps as follows:

1. Preparation of research projects
2. Identification of needed resources
3. Acquisition and installation of equipment
4. Data collection in the field
5. Data analysis
6. Interpretation of analyses and report writing
7. Dissemination of results

14. Institution strengthening and capacity-building programs will be developed to support any of the implementation steps of the four action plans. To the extent possible, capacity-building interventions will address the needs of most if not all of the member countries of ERNWACA. Such interventions will be organized or set up under the umbrella and monitoring of the ERNWACA Regional Coordinator.

15. Types of intervention include (i) training or retraining of researchers and practitioners in areas related to the conduct of research projects, (ii) acquisition and delivery of equipment, (iii) organization of meetings between practitioners/decision-makers and researchers, (iv) exchange of information and special meetings with a view to comparing research results across countries and research teams, (v) development of communication systems between ERNWACA research teams and between ERNWACA and research partners; (vi) review and put into place simple and effective funding mechanisms and active promotion of research projects with the financing sources, (vii) setting up of dissemination capacities for research results—including of research already completed, (viii)

active promotion of research products with potential users, and (ix) actions aimed at increased access to existing data banks and establishment of an ERNWACA data bank if necessary.

16. **Project arrangements of institutional cooperation.** A few promising steps towards institutional cooperation were noted, as for instance between the SARA project and ERNWACA Senegal, ERNWACA Cameroon, and ERNWACA Ghana; between UQUAM and ERNWACA Sierra Leone and ERNWACA Cameroon; between SUNY at Buffalo and ERNWACA Senegal, ERNWACA Burkina Faso, ERNWACA Sierra Leone, ERNWACA Cameroon, and ERNWACA Ghana; between the University of Ottawa and ERNWACA Côte d'Ivoire.

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Evaluation of the Seminar by the Participants

The great majority of the participants thought that the seminar met its stated objectives (22 out of 26) and their expectations (22 out of 26). Those that did not agree, generally thought that one of the four objectives was not reached (Objective 3 "Capacity Building," three participants, and one participant for each of the three other Objectives). Four participants felt that the seminar didn't meet their expectations regarding the research agendas.

The chosen methodology was well received: 24 out of 25 thought that the methodology was appropriate. Six out of 25 thought that the time allocated to the workshop was inadequate: they said it was too short and that too many questions were not answered. As for the facilitation, three participants rated it excellent; 17 rated it good, constructive, or OK; 2 regretted that not enough facilitation was given to the working groups; and three had nothing to say about it.

Translation was satisfactory for 14 of the 19 participants who said they had used it. Four were only mildly satisfied. One found it bad. (The problem was more with the audio equipment than with the translators who were both appreciated.) The logistics were also deemed satisfactory by the participants: 17 out of 21 regarding the welcome at the airport; 19 out of 20 regarding the housing, 19 out of 24 regarding the meals. Some found the diet not varied enough and regretted the absence of Malian cooking. A participant complained that there was separation between management (housed in hotels downtown, and the masses parked on a isolated top of the CRES hill). Another regretted the lack of entertainment opportunities at night.

The following comments and suggestions are noteworthy:

- ◆ let us not depend on outside funding, let us seek support from our governments;
- ◆ we should now see concrete applications (3 participants);
- ◆ the next ERNWACA meeting should be devoted to evaluating results;
- ◆ it is recommended that National Coordinators be involved in the preparation of the next regional meeting and that the Regional Coordinator work closely with the National Coordinators;
- ◆ it is important to reproduce all written presentations to ensure future written contributions;
- ◆ participants should have received the complete version of the Maclure report.

Results of the Information Questionnaire

Information Needs Assessment—ERNWACA

POPULATION			Code
Benin	National Coordinator		B1
Burkina Faso	National Coordinator		BF1
	A researcher		BF2
Cameroon	National Coordinator		C1
Cote d'Ivoire	National Coordinator		CI1
Ghana	Official West African		
	Examination Council		G1
	Official MOE Curriculum		G2
	University Prof Former		
	Reg Coordinator		G3
Gambia	Researcher Gamb Tr I		Gb1
Sierra Leone	National Coordinator		SL1
	Prof Researcher		SL2
Senegal	National Coordinator		
	Professor ENS		S1
Togo	Professor University		T1
	Inspector/Researcher		T2

Questions

1. **What information resources and facilities do you presently use to support your research activities or to keep informed about developments in your area of expertise?**

1.1	Personal Files, collection of books reports/journals	YES = 14
	B1 BF1 BF2 C1 CI1 G1 G2 G3	
	Gb1 SL1 SL2 S1 T1 T2	
1.2	Materials (books/reports/journals) circulate among colleagues	YES = 12
	B1 BF1 C1 CI1 G1 G2 G3	
	SL1 SL2 S1 T1 T2	
1.3	Library or information center	YES = 12
	B1 BF1 CI1 G1 G2 G3	
	Gb1 SL1 SL2 S1 T1 T2	

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1.3.a	What is the library or info center's organizational affiliation ?		
	- part of my office/department/division		YES = 10
	B1 BF1 CI1 G2 G3		
	SL1 SL2 S1 T1 T2		
	- part of another office within the ministry of _____		
	- university/college library		YES = 8
	BF1 CI1 G3		
	Gb1 SL1 S1 T1 T2		
	- part of another organization		YES = 3
	B1 BF1 G1		
1.3.b	Does the Library/Info center subscribe to at least two professional journals ?	NO = 5	YES = 7
		B1 BF1 CI1	
		SL2 G1 G2 G3	
		T1 T2 Gb1 SL1 S1	
1.3.c	Does the library/Info center have a collection of current books and technical reports relevant to your interests?	NO = 7	YES = 5
		B1 BF1 CI1	
		G2 SL1 G1 G3	
		SL1 Gb1	
		T1 T2 S1	
1.3.d	Does the library/Info center provide access to any educational research databases ?	NO = 11	YES = 1
		B1 CI1 BF1	
		G1 G2 G3	
		Gb1 SL1 SL2	
		S1 T1 T2	
1.3.e	Does the Library/Info center participate in any information network?	NO = 9	YES = 3
		B1 CI1 BF1	
		G1 G2 G3 Gb1	
		SL1 SL2	
		S1 T1 T2	

name if yes
 Bibliotheques des Universités Africaines
 Ghana Universities Library Board
 University of Huddersfield Engl

used to be African Curriculum Organization

2	Does your office/div/dep currently produce any information materials ?	NO = 7	YES = 7
		BF2 C1	B1 BF1
		CI1 G2	G1 G3
		Gb1 SL1	SL2 S1
		T1	T2

2.1 If yes what are they and how often are they produced ?

- newsletter: G1 2/y free ? West Africa No
- S1 500 ex 12/y CFA 1000-2000 in Senegal and to Institutions jumelées
- journal B1 150 ex 4/y CFA 1000 Benin and Foreign
- G3 2000 ex 2/y 10 USD Ghana and other
- S1 ?????
- technical reports B1 G3 SL2
- Cahiers du CERLESH BF1 CFA 2000 Europe USA
- monographs B1 G3
- other SL2 (Curriculum materials)
- S1 (Dossiers pédagogiques)
- T2 Bulletin Pédagogique (3000) 400CFA Togo

2.2 For each type of information material checked state any fee charged the number of copies produced geographic range of distribution SEE 2.1

Appendix G

2.3 Would it be possible to make at least one copy available to each member country of ERNWACA ?

All say YES

3. **If ERNWACA were to develop information materials for its members...**

3.1 Which types of materials would you consider most important?

	B1	Bf1	Bf2	C1	CI1	G1	G2	G3	Gb1	SL1	SL2	S1	T1	T2	Average
- newsletter	5	6		1	6	1	5	1	1	1	1		5	4	3,08
- annotated bibliog	1	1	1	2	2	4	2	1	3	1	1	1	1	1	1,57
- professl journal	3	2		3	4	2	1	1	4	1		2	6		2,64
- technical reports	4	3		4	3	5	3	1	5	1		1	4	2	3
- audio visual mat	6	5		5	5	6	4	5	6		6	5			5,3
- database of bibliog- raphic citations	2	4		6	1	3	6	1	2		1	3	3		2,91

3.2 What geographical area would you consider most important ?

- ERNWACA region	1	1		1	3	1	1	1	1	1	1		1	1	1
- Africa wide	2	2	1	2	1	2	2	1	2	1	1		2	2	2
- Worldwide	3	3		3	2	3	3	1	3	1		3	3	3	

4. **If ERNWACA develops information materials**
what role could you play in disseminating to
a wider audience

4.1. How would you disseminate?

- photocopy additional for circulation = 9

B1 Bf1 G1 G2 G3 SL1 S1 T1 T2

- circulate and share single copy = 4

Bf1 Bf2 G1 T1

- organize discussions and meetings = 11

B1 Bf1 CI1 G1 G2 G3 Gb1 SL1 SL2 S1 T2

- other: B1 : Compte Rendu dans la revue de l'Education

G2 : Put it in the library

S1 : inciter les collègues à s'abonner

4.2 Who would you include ?

- Policy makers = 12 B1 BF1 BF2 C1 CI1 G1 G2 G3 SL1 SL2 S1 T1
- Colleagues = 11 B1 BF1 C1 G1 G2 G3 Gb1 SL1 SL2 S1 T1
- Teachers = 11 B1 BF1 C1 CI1 G1 G2 G3 SL1 SL2 S1 T1
- Others B1 : Associations professionnelles ONG
 BF1: Institutions de Recherche
 C1 : Responsables des groupes communautaires organisés
 CI1: Inspecteurs d'Education
 G3 : Students
 SL1: Teachers Trainers
 T2 : Ressources humaines de la communauté

5. Do you have regular access to a computer?

NO = 8	YES = 6
B1 BF1	BF2 CI1
C1 G1	G2 G3 Gb1
SL1 SL2 S1	T1
T2	

If Yes	Modem	CI1 G3 Gb1 T1	G2 (?) BF2 (?)
	CD ROM	CI1 G3 BF2 Gb1	G2 (?) T1 (?)

6. Comments

Besoins en Informations/ Information needs

- BF1 Quand les informations nous parviennent elles sont vieilles
l'Université est mal dotée en revues spécialisées
- C1 Nous sommes au bout du Réseau et les échanges informels avec les autres pays ne nous incluent pas
- Gb1 I would like to receive current publications in Basic Ed and on informal education and training
- SL2 Regional Coordinator should endeavor to circulate latest information on research to national committees

Obstacles pour obtenir information/ Obstacles to get information

- BF1 Le coût des abonnements est trop élevé pour les moyens
 - C1 Les portes ne s'ouvrent pas quand nous cherchons des informations:
une lettre d'introduction ERNWACA serait la bien venu
 - CI1 Absence de banques de données
 - G1 The university upon which I depend for information gathering is quite
-

Appendix G

- a distance from residence
- G3 Cost of books too high
- Gb1 Delays in receiving newsletter by post
- S1 Coût des abonnements et délais d'acheminement et retards de deux ans parfois pour recevoir l'information récente

Utilité des informations que vous recevez/Usefulness of information available.

No comments

A SARA SUGGESTION

After this workshop an important next step for any ERNWACA National Coordinator is going to be formulating a few specific research questions and of preparing a few good research projects within the subject area of one of the four transnational agendas.

This identification and preparation effort should be done not by the NC alone but by a team of researchers interacting with practitioners, decision makers or policy makers to ensure that research projects will be responsive to the needs of the managers of the education system (central level), schools principals (the school is the operational unit on the front line), teachers (as the main animators of the learning environment), or local communities (as the DEMAND for basic education and potential resources in various ways).

The interaction "Action Persons" < > "Researcher" is not usual and need to be organized in some ways: a proper context has to be set up and selection of key actors is a must: i.e. actors knowledgeable and experienced (they know the terrain), or they have a real say at the level where they operate or in the allocation of resources process. Special meeting could be put together and it would be a good approach to start by investigating where to find these "action people" first.

Formulating research question will however require they be introduced in some basic research procedures and concepts.

SARA could be requested to assist in the preparation and setting up of such meetings which would be in part identification seminar and in part research training workshops.

The initiative should be taken by local chapters of ERNWACA within the context of the implementation of a transnational research agenda. Participants would be (i) 8 to 10 key actors in the education sector of a country, (ii) 8 to 10 education researchers from the national network or/and from research institutions not necessarily affiliated with the network, (iii) and guest researchers from a "brother network" involved in the same transnational agenda and which will gain the know-how and will be able to replicate the experience in their country (It should be investigated to which extent these first "Researcher-involved Actors" experimentation should be country specific).

These workshops should be organized in a near future to take advantage of the momentum of the launching seminar. SARA intervention

Appendix H

will be channeled through the Regional Coordinator. It would be useful to start with a first list of the participants, a first list of concerns these actors have expressed in common language, to have an idea of the place where the first meeting would be organized, and to establish the connection with the ERNWACA research agenda.

It would be wise (i) to focus on a certain level of operation - the community, the classroom, the school, central managements operational units - even if the actors are from diverse background, (ii) to document how the actors are KEY actors.