

PN-ABY-787

90993

**NEEDS ASSESSMENT OF POST SECONDARY EDUCATION IN NIGER**  
**Capacity Building Opportunities in Higher Education**

**REPORT**  
**of the**  
**Post Secondary Education Needs Assessment Team**  
**Shelby Lewis and Lark Carter**  
**April, 1994**

**Submitted to:**  
**Educational Development Center**  
**The Agency Center for University Cooperation and Development**  
**United States Agency for International Development**

**NEEDS ASSESSMENT OF POST SECONDARY EDUCATION IN  
NIGER**

**Table of Contents**

Executive Summary	i
Acknowledgments	iv
List of Acronyms	v
Section I. Overview	1
1.0. Context	
2.0. Background	
3.0. Scope of Work	
4.0. Composition of the Assessment Team	
5.0. Methodology	
Section II. USAID Priorities and Higher Education in Niger	7
1.0. U.S. Interests in Niger	
2.0. USAID Priorities in Niger	
3.0. USAID and Higher Education in Niger	
4.0. The System of Higher Education in Niger	
Section III. An Index for Assessing the Development Capacity of Post Secondary Institutions in Niger	14
1.0. Assessment Index	
1.1. Institutional Goals/Commitment	
1.2. Record of Achievement	
1.3. Resources	
1.4. Major Obstacles	
1.5. Opportunities	
2.0. What the Capacity Index Shows	
Section IV. Recommendations	26
1.0. Context	
2.0. Summary listing of recommendations	
3.0. Outline and rationale for recommendations	
4.0. How the recommended activities contribute to USAID priorities	
Bibliography	36

## Needs Assessment of Post Secondary Education in Niger EXECUTIVE SUMMARY

This needs assessment of post secondary institutions in Niger was undertaken for two major reasons: first, to determine how post secondary institutions can contribute to USAID/Niger's development priorities, and second, to identify the most promising opportunities for collaboration between post secondary institutions in Niger, U.S. institutions, and USAID, all with a view towards meeting Niger's national development needs.

The Assessment Report is divided into four sections: Section 1 - *Introduction and Overview* - outlines the historical development of the assessment activity and details the scope of work, methodology and reporting format. Section 2 - *USAID Priorities and the System of Higher Education in Niger* - provides a brief profile of the political, economic and social conditions of Niger and a description of the role and structure of the system of higher education, within the context of USAID development priorities and Niger's national development needs. Section 3 - *An Index for Assessing the Capacity of Post Secondary Institutions in Niger* - looks at the system of higher education in Niger from the viewpoint of the common problems of universities in sub-Saharan Africa, and examines the commitment and resources for change as well as the achievements, obstacles to institutional development, and opportunities for capacity building assistance. Finally, Section 4 - *Recommendations* - provides a prioritized list of suggested bi-lateral and collaborative development activities which are, hopefully, feasible, useful and acceptable to USAID/Niger, the Government of Niger (GON), the post secondary education community, the donor and NGO communities, and USAID/Washington.

An index of five indices was developed as a means of determining the capacity of post secondary institutions to contribute to national development. They are: (1) commitment, (2) record of achievement, (3) resources, both material and human, (4) obstacles, and (5) opportunities. Data on the indices were compiled and analyzed and the findings were used as the basis for making recommendations for capacity building interventions.

The index shows overwhelming commitment to transforming post secondary education at the very highest levels of government. There is a clear desire to improve relations between the University and the private sector and to improve the quality, size, efficiency and productivity of post secondary faculty, staff and administrators. The index also shows that there is a core of well qualified and experienced professionals in the University and in research institutes who are committed to both institutional and national development. The challenge for USAID is to identify ways to translate the expertise, and national commitment to education and development into focused and sustainable programs.

As is the case in most developing countries, post secondary institutions in Niger face a number of economic, infrastructure and personnel problems, including increasing enrollments without the capacity to plan for and accommodate the growth; unsustainable expenditure patterns; declining educational quality, due in part to increased enrollments and decreased funding; and problems related to curriculum relevance. Specific outcomes of these problems in Niger include unemployable graduates, untrained managers, decaying infrastructure, high faculty-student ratios, de-emphasis on research, the absence of technical training for the private sector and/or focused training for women, student unrest, scientific isolation, inadequate coordination between the University, donors, the GON, and other institutions in the region, and the absence of a comprehensive strategic plan for post secondary institutions.

The index points to a number of capacity building opportunities in post secondary institutions in Niger including strategic planning, telecommunications, university linkages, women and development programs, technical training and regional linkages. The key is to match the opportunities with the obstacles to produce sustainable outcomes which will enable the system to develop the capacity - human and material - to contribute significantly to national development, within and beyond USAID priorities.

Given the Agency's own budgetary constraints, it is important to look for ways to leverage past investments by focusing and concentrating on areas where the U.S. has experience and a comparative advantage. As a start, it is clear that any system of education in the 21st century must be squarely situated in the age of technology. Telecommunications technologies bridge time and distance and, over the long-term, are cost effective and efficient. What the transistor did for communications in the 20th century, satellite and telecommunications will do for the 21st century. It is the next leap forward. The use of such technologies to address urgent educational problems must be seriously considered.

In addition, good strategic planning is not only a cost effective and efficient way to develop institutions and people, but is a supremely rational way to spend limited financial resources and utilize limited human resources. Out of this planning, the problem of preparing students for employability in both the public and private sectors will be addressed and programs and institutions which provide the technical and trade oriented training needed for national productivity will emerge. This strategic planning should be grounded in national development needs, and based on the comparative advantage for Niger of a regional approach to higher education in the Sahel. The short and long term advantages of interaction and collaboration with scholars and institutions abroad through formal linkages must also be factored into a strategic plan for higher education. Finally, financial and administrative management training must be provided for those charged with running post secondary institutions. This is one way to ensure a good and sustainable return on investments.

USAID cannot address all of the problems associated with higher education in Niger, nor is it expected to. But, since the GON does not have the financial resources to underwrite the types of capacity building activities needed to develop the infrastructure and human resources of these institutions and to transform the system of higher education into one capable of meeting the challenges of the 21st century, capacity building assistance must come from donors. It is within this context that the following specific recommendations are offered to the USAID/Niger mission:

1. **Establish a Telecommunications-Distance Learning Unit in INRAN**
2. **Support a task force of Nigeriens, with the option of U.S specialists/consultants, to develop a strategic plan for post secondary education in Niger.**
3. **Coordinate with other donors to develop a regional library network which promotes linkages between universities in the Sahel.**
4. **Establish a University Linkages Program which provides seed money for exchanges, collaborative research, and faculty development programs between the University of Niamey and American Universities.**
5. **Provide support for a model polytechnic training project in Niamey, with emphasis on maintenance training for computers and the new technologies.**
6. **Provide support for the development of an Institute on Women, Development, and Democracy**
7. **Initiate a three year financial and administrative management training program for post secondary administrators**

The key to sustainable economic improvement is accelerated development of human resources. Viable and focused post secondary institutions are the foundation for sustainable human resource development. The recommendations in this Report are designed to move these institutions closer to the productive sector; to enable them to adapt training and research to labor market and unemployment problems; to improve the quality of teaching and research; to modernize and upgrade facilities, equipment and library materials; and to create an environment which supports and promotes scientific exchanges, research, and teaching which contribute to national development and to USAID's strategic goals in Niger.

## Acknowledgments

The Post Secondary Needs Assessment Team received invaluable assistance from a number of individuals and institutions. We wish to express appreciation to all of them. Special thanks to Dr. Valerie Smith, Team Planner, for her persistence and logistical support, Mr. Hal Freeman, Contract Coordinator for his assistance through various reiterations of the project, and Mr. Gary Bittner for his guidance and support. Dr. David Chapman is owed a debt of gratitude for developing the Country Site Visit Protocol and for participating in the Team Orientation. Briefings from representatives of the Association Liaison Organization, the Africa Bureau and the University Center were very helpful. We appreciate the efforts of all of the individuals and units who made it possible for the Team to undertake this Mission.

We thank Mr. James Anderson, Mission Director, USAID/Niger, who was committed to the assessment and made a special effort to provide encouragement and assistance to the team. Mr. Michael Sullivan, Coordinator of Special Projects, and his staff were cooperative, helpful and supportive. We are especially appreciative of the assistance given by Mr. Gaston Kaba, Executive Assistant to the Director. He scheduled appointments and made logistical arrangements for the team, and along with Mr. Abdou and Dr. Hadiza. accompanied us to most interviews and provided moderating and translating services. In fact, we are grateful to the entire USAID/Niger Mission staff. Because of their advance work and support, we were well received by donors, NGOs, research institutes, and university and government officials.

Finally, we wish to thank donor agencies, the Ministry of Higher Education and Research, the University of Niamey, research institutes, professional schools, faculties, staff, and the people of Niger for their hospitality, cooperation, frankness and good wishes. They provided both the questions and the answers that shaped this Report.

## ACRONYMS

<b>GDO/ET:</b>	<b>General Development Office/Education &amp; Training</b>	<b>USAID/Niger</b>
<b>E.N.A.</b>	<b>Ecole Nationale d'Administration (National School of Administration)</b>	
<b>INRAN</b>	<b>Institut National de Recherche Agronomique au Niger</b>	
<b>C.N.P.G.</b>	<b>Centre National de Perfectionnement à la Gestion</b>	
<b>AGHRYMET</b>	<b>Centre Régional de Formation en Agrométéorologie et Hydrologie</b>	
<b>E.N.S.P.</b>	<b>Ecole Nationale de Santé Publique</b>	
<b>AUPLF</b>	<b>Association des Universités Partiellement ou entièrement de Langue Française</b>	
<b>ICRISAT</b>	<b>International Crops Research Institute for Semi-Arid Tropics</b>	

# Post Secondary Education Needs Assessment USAID/Niger

## Section 1. OVERVIEW

### 1.0. Organization of the Report

This Post Secondary Education Needs Assessment Report is divided into four sections: Section 1 - *Introduction and Overview* - outlines the historical development and context of the assessment activity and details the scope of work, methodology and reporting format. Section 2 - *USAID Priorities and the System of Higher Education in Niger* - provides a brief profile of the political, economic and social conditions of Niger and a description of the role and structure of the system of higher education, within the context of USAID development priorities and Niger's national development needs. Section 3 - *An Index for Assessing the Capacity of Post Secondary Institutions in Niger* - looks at the system of higher education in Niger from the perspective of the common problems of universities in sub-Saharan Africa, and examines the commitment and resources for change as well as university achievements, obstacles to institutional development, and opportunities for capacity building assistance. Finally, Section 4 - *Recommendations* - provides a prioritized list of suggested bilateral and collaborative development activities which are, hopefully, feasible, useful and acceptable to USAID/Niger, the Government of Niger, the post secondary education community, and USAID/Washington.

### 2.0. Background

Most contemporary institutions of higher education were designed to socialize and provide youth with the skills needed for the industrializing world of the 19th and 20th centuries. That world no longer exists. The world today is a global village where telecommunications bridge time and distance. No nation-state, no economy, political system or academic institution is an island unto itself. Institutions of higher education must adapt to the global challenges of a technology driven 21st century. They must use technology to transform

themselves into modern and productive institutions, or risk becoming dysfunctional and/or counterproductive entities.

Not only do contemporary institutions need to transform their infrastructure, they also need to retool personnel, revise their curricula and research methods, and adopt creative approaches to financing and delivering education. Moreover, in order to provide the proper philosophical underpinning for these institutions, both the mission and orientation must be reviewed and revised. However, because of national economic problems resulting in part from the global pattern of shrinking commodity prices, budgetary allocations for post secondary institutions in developing countries are insufficient to make the technological and personnel changes required to function effectively in the 21st century. Their financial problems are exacerbated by growing enrollments amidst increasing demands for professional retooling. Unfortunately, these are the institutions that have the most urgent need to transform themselves. So, if the capacity to make these fundamental changes is beyond the reach of these institutions, capacity building programs are required.

Beginning in the late 1950s and early 1960s, the United States Government set out to enhance the capacity of American institutions to produce technologically competitive students capable of contributing to the nation's foreign policy goal of transforming the political economies of developing countries. Pursuant to its development priorities, the U.S. Agency for International Development (USAID) provided funding for capacity building programs for selected institutions. The Office of Education, through its area studies programs, the United States Information Agency, through its Fulbright programs, the Department of Agriculture, and other departments and agencies contributed to the process of capacity building in American colleges and universities. As a result of this investment, a number of scholars specialized in area studies and became valuable resources, assisting the Agency in analyzing, assessing, forecasting and designing development programs, and setting priorities to facilitate the process of change in the developing world. Many of these scholars now work for USAID, international donor agencies and NGOs, and are making significant contributions to development. But, their numbers are small.

Despite these early capacity building efforts, by the early 80s policy makers began to realize that American institutions were not keeping pace with the global marketplace, were not meeting the needs of American society, and were ill prepared to respond to the demands of developing countries. USAID concluded that significant capacity building was needed to enable these institutions to contribute to the development priorities and strategic objectives of the Agency.

If American institutions of higher education, with their access to technology and new ideas, require capacity building, it seems logical to assume that institutions in developing countries need even more capacity building assistance. Since these institutions are expected to provide their societies with the skills, research, and human resources needed for national development, it is important to concentrate on ways to enhance their capacity to stem the economic decline and political unrest that prevent national development.

The University Center (Agency Center for University Cooperation in Development) was established in 1990 to increase the capacity of universities in developing countries to contribute to national development, while simultaneously assisting American colleges and universities to transform themselves into global institutions. The establishment of a University Development Linkages Program (UDLP) in 1991, a university-to-university program, was a creative and viable approach to capacity building at home and abroad. A more comprehensive approach to capacity building was initiated in 1992-93 with the Higher Education And Development (HEAD) program. It was under the auspices of the HEAD Planning Project that the University Center began its efforts to assess the capacity of institutions of higher education in selected developing countries. This Needs Assessment of Post Secondary Education in Niger grows out of the Agency's effort to determine the extent to which developing country institutions of higher education can assist USAID in the implementation of its strategic development goals, and contribute more effectively to national development.

It should be noted that the University Center has a Cooperative Agreement with the American Council on Education with the American Association of Community Colleges, the American Association of State Colleges and Universities, Association of American Universities, National Association of

Independent Colleges and Universities, and National Association of State Universities and Land-Grant Colleges to explore means to strengthen (a) the role of post secondary institutions in developing country to national development, and (b) U.S. higher education institutions in their development research, teaching, and service. The Association Liaison Organization (ALO) for University Cooperation in Development manages the Agreement and is interested in establishing a model program to test the effectiveness of university partnerships on USAID development priorities and on the enhancement of contributions by national universities to development.

The Assessment Report will be provided to a number of organizations within USAID for potential follow-up. These units include USAID/Niger, the Africa Bureau, and the Global Bureau.

### **3.0. Scope of Work**

Within the context of USAID/Niger's development priorities, the Assessment Team was charged with conducting a needs assessment of higher education in Niger and determining ways in which post secondary institutions, including research institutes and colleges, can collaborate with USAID and American colleges and universities, and can contribute to national development.

The **goals** of the assessment are two-fold: One, to determine how post secondary institutions can best contribute to USAID and national development priorities, and two, to identify the most promising opportunities for collaboration between Niger's post secondary institutions, U.S. institutions, and USAID in the service of national development.

The **objectives** of the assessment are: (a) to determine the factors limiting the contributions of post secondary institutions to the sustainable development process; (b) to analyze relationships between these institutions and other institutions as well as private and public NGOs involved in the Mission priority areas; (c) to identify less costly ways in which these institutions can support the Mission in the realization of its development objectives; (d) to propose sources of expertise and training which are not immediately available to the Mission and which can facilitate these inexpensive interventions; (e) to describe links

established (including electronic links) with other post secondary institutions that can be improved on a cost-effectiveness basis; and (f) to identify formal and informal mechanisms which will allow Nigerien institutions to better meet national development needs.

#### **4.0. Composition of the Assessment Team**

The Educational Development Center (EDC) was awarded the contract to conduct the Assessment. Hal Freeman served as EDC coordinator and Valerie Smith served as the USAID Team Planner for the contract. Both provided excellent advance support for the project. Three individuals were selected to serve on the Assessment Team, George Coronaldi, a former USAID employee who did a tour of duty in Niger; Lark Carter, IPA at the University Center and former Dean, College of Agriculture, California Polytechnic State University, San Luis Obispo; and Shelby Lewis, Associate Vice President for Internationalization, Clark Atlanta University. Because of a last minute medical problem, George Coronaldi was unable to serve on the team. The assessment was carried out by Lark Carter and Shelby Lewis.

#### **5.0. Methodology**

In preparation for the mission to Niger, the Assessment Team discussed and reviewed a Country Site Visit Protocol which was prepared by David Chatman. A copy of the Protocol is appended to this report. (See attachment 3). Background materials on Niger, its political and economic systems, its educational system and donor activity in the country were assembled and read by the team prior to the site visit. One week before the site visit a two-day orientation session was held at the University Center. Included in the Orientation were briefings by the University Center, the Regional Bureau for the Sahel, the HBCU Research Program, EDC staff, and other Agency personnel with projects and interests in Niger. In addition, a representative from the Mississippi Consortium for International Development (MCID) briefed the Team on a protocol signed with the President of Niger, His Excellency, Mr. M. Ousmane, for a linkage with the University of Niamey.

Upon reaching Niamey, the Team was given a portfolio of documents on higher education in Niger, including university, donor, and institute reports. However, the primary data base for the assessment was generated by on-site interviews with a wide variety of government officials, representatives from donor agencies, NGOs, PVOs, post secondary institutions, and USAID staff. Copies of the interview schedule and list of individuals, agencies and institutions interviewed are appended to this Report. (See Attachments 1 and 2). Additional insights resulted from a debriefing with the USAID/Niger Mission Director, Mr. James Anderson, and members of his staff.

The Report is a compilation and analysis of the information obtained through briefings, readings, site visits, interviews and informal discussions.

## **Section II. USAID PRIORITIES AND HIGHER EDUCATION IN NIGER**

### **1.0. U.S. Interests in Niger**

U.S. interests in Niger are strategic, humanitarian and developmental. Located almost at the geographic center of the Sahel, Niger is a landlocked country which is bordered by Algeria and Libya to the north, Chad to the east, Nigeria and Benin to the south, Burkina Faso to the southwest and Mali to the west.

An estimated 7.25 million people live in Niger, of which approximately 90% are rural. Over 75% are subsistence farmers who grow millet and sorghum for food crops and peanuts, cotton and cow peas for cash crops. The population is also young, over 58% are under 20 years of age. The annual growth rate is 3.3% and the life expectancy is 42 years for men and 45 years for women. The literacy rate is approximately 25% and an estimated 40% of the population is reached by the health care delivery system. Because the country is in the heart of the Sahel, the transitional zone between the tropical West African coast and the Sahara Desert, it is no surprise that a portion of the population is nomadic, but about 90% of Niger's settled population live within 100 miles of the southern boarder near the Niger river where the land is partially arable. (Post Report, 1989).

Niger was penetrated by western explorers between 1805-1895 and by the French military in 1896. It became a military territory in 1901 and a French colony in 1927. Limited self-government was granted in 1946 and Niger became a Republic in 1958. Full independence came to the colony in 1960, but there was a military coup in 1974. After decades of military rule, in 1992 Niger successfully completed multiparty elections and installed a democratic government. The United States views the popularly elected government of President Mamahane Ousmane as a force for moderation in the region.

Based principally on agriculture and livestock, Niger's economy is largely at the mercy of the vagaries of the climate. An enclave uranium industry generated substantial revenue for the government during the 80s but it was not tied to the rest of the economy and with the decrease in uranium prices over the past few

years, income from mining has been drastically reduced. These factors along with repeated drought-induced famines have devastated the economy. The newly elected government has now begun the difficult process of economic reform. Concerted efforts are being made to address economic, educational, environmental and political problems; the United States and other donors are trying to encourage and assist those efforts. (Congressional Presentation '95)

## **2.0. USAID Priorities in Niger**

USAID policy for Niger should be understood within the context of its regional policy for the Sahel Zone. Food security is the overriding concern for the region, but matters related to family planning, the environment, education and democracy are included in both regional and national program strategies. The long term goal of USAID/Niger is to help the country manage its natural resources to increase food production leading to food self-reliance and increased income. (U.S. Assistance to Niger)

In line with USAID's sustainable development goals: economic growth, population and health, the environment and democratization, USAID/Niger's activities center around three strategic areas, namely, (1) Natural Resource Management, (2) Health and Population, and (3) Democracy and Governance. Because of the critical concern for food security, sector program grants concentrate on policy changes and on more effective management and utilization of natural, human and financial resources in agriculture/rural development, health/family planning, and private sector development. There has not been a large amount of funding for democracy and governance, but a lot of Mission time and effort has been devoted to it. (U.S. Assistance to Niger).

In addition to the three strategic goals, disaster relief and education are two cross-cutting goals which underlie Mission policy. Disaster relief or emergency assistance has been required in Niger 3 of the last 5 years, but despite seemingly intractable economic problems, the Government of Niger (GON) is attempting to improve the quality of life for its citizens, and USAID is assisting in that effort.

Education is the second cross-cutting goal. Almost any project or program has an educational component. In fact, education appears to be inherent and

necessary to all of the strategic goals of the Mission. However, most of USAID's assistance to education has been for basic education, including, literacy and primary and secondary school projects.

In sum, USAID/Niger seeks to increase the quality, coverage and use of maternal and child health services to stimulate broad-based economic growth; increase the quality, coverage and use of family planning services to help stabilize population growth; promote governance and participation to help build democracy; and increase the opportunities for sustainable agricultural production and rural enterprises to help protect the environment, while promoting individual and community management and control of natural resources. (Congressional Presentation '95)

### **3.0. USAID and Higher Education in Niger**

In recent years USAID has made a significant investment in human resource development in Niger. Support has been given to graduate and technical training in the U.S. and in third world countries, both formal and informal training activities in Niger, in-country seminars and conferences, and other capacity building programs. These efforts have created a cadre of capable educators, researchers, technicians and leaders who make immeasurable contributions to social and economic development.

Building on this investment and in partnership with U.S. institutions, USAID/Niger has established good connections with the University of Niamey. And, while there is no overt targeted program for the University, significant support is given to research institutes like the Institut National de Recherche Agronomique au Niger (INRAN), which is involved in agricultural research related to productivity and food security. Limited funding has been provided for staff development, but direct outreach has come through ATLAS in the form of scholarships and fellowships to university students. Examples of support for collaborative research, infrastructure development and professional contact with American universities and associations include but are not limited to the following projects:

*Human Resources Development Assistance* (\$1,400,000 - 1988-1995) for long and short-term training programs. Areas of emphasis are government personnel management, assistance to higher education institutions and private sector management.

*Applied Agricultural Research* (\$16,874,000 - 1987-1990) to strengthen and institutionalize a system of applied agronomic research characterized by strong functional linkages to extension. The project focuses on development of the overall management capability of the National Agricultural Research Institute.

*Policy Analysis and Monitoring* (\$5,000,000 - 1990-1996) builds GON capacity for economic research to assess the probable impact of alternative policies and monitor ongoing policy reforms, so that their impact can be adequately analyzed and understood.

Currently, the Mission is interested in working with the University and associated research institutes to help build their capacity to contribute to national development within the context of USAID/Niger's development priorities. The democratically elected Government of Niger is supportive of efforts to enhance the capacity of the University and to build linkages with American institutions. And, officials of the Ministry of Higher Education and Research, the University, and post secondary institutes and colleges are interested in greater contact and involvement with American institutions. The consensus among donors, the GON, and university officials, at all levels, is that some form of capacity building is needed to enable post secondary institutions to respond to national development needs. There is also general agreement that while varying levels of assistance from bi-lateral and multi-lateral donors will be needed, it is likely that Niger will rely increasingly on USAID and American institutions of higher education to develop the institutional capacity for post secondary education .

#### **4.0. The System of Higher Education in Niger**

The educational system of Niger is patterned after the French educational system. It is designed to be a progression through which a student can pass starting with first grade in elementary school at age seven, to completion of the university maitrise (B.A./B.S. equivalent) about 17 years later. This educational

system is managed directly by the Ministry of National Education, The language of instruction is French.

The elementary education program, including grades one through six, was decreed in 1962 to be free and compulsory. Following completion of grade six an externally graded exam is administered and those successfully passing receive a certificate.

Secondary education begins at age thirteen and includes a four year cycle followed by a three year cycle. A nationally prescribed, general education curriculum, with no specializations, is offered. Those successfully completing this sequence are awarded a diploma. This diploma is prerequisite to all further education and training in the academic as well as the professional education systems. It also provides eligibility for civil service employment at the "C", intermediate, level.

Students successfully completing the baccalaureate of the second cycle are eligible for "orientation", a complex process of admission to higher education. The Ministry of Higher Education and Research (Ministere de l'education, de l'enseignement superieur, et de la recherche) administers post secondary institutions in Niger. The Ministry is expected to provide scholarships for nearly all Niger students admitted for higher education. In reality no orientation has been held for the past 3 years and the University has been closed over 50% of the time. Students who were planning to continue their education at the University essentially have been put on hold.

By world standards and by African standards as well, the University of Niamey and its affiliated research institutes is still young. Effectively, the higher education system in Niger is a post independence system. The University grew out of the Center for Higher Education which was founded in 1971. The role of the Center was to train upper-level professionals and conduct scientific research. This became the basis for the mission of the University of Niamey which was not founded until 1973. It was renamed Abdou Moumouni University in 1993. Currently, the University consists of six faculties: Science, Pedagogy, Agriculture and Animal Husbandry, Health Sciences, Law and Economics, Letters and Human Sciences. In addition to the University of Niamey, the major post

secondary institutions in Niger are the National School of Administration; the African School of Meteorology and Civil Aviation; the Islamic University of West Africa; the School of Mines and Geology; the National School of Public Health; and the Center for Agronomy, Hydrology, and Meteorology.

Vice Chancellor A. Yenikoye suggests that the University was established as a symbol of sovereignty. He also suggests that the University must move from the symbolic status to become a major contributor to productivity in the country. While considerable progress has been made and significant achievements have been recorded since the founding of the University, to expect this young institution to compete and perform at the level of centuries old universities, especially given the financial problems that it faces in a drought stricken nation, is both unrealistic and unacceptable.

In the seminal work by William Saint entitled *Universities in Africa: Strategies for Stabilization and Revitalization*, four common characteristics of African universities are identified: (a) enrollments are increasing faster than the capacity to plan for and accommodate this growth; (b) current patterns of higher education expenditure are unsustainable; (c) declining educational quality, due in part to increased enrollments and decreased funding; and (d) growing concern about the relevance of universities to national needs. "Relevance includes educational choices within the university that are germane to the national economy and in tune with the prevailing labor market, some capacity for critical and innovative thinking on issues of national importance, the transmission of essential professional and cultural values, institutional process and behavior that equip graduates for leadership in society, and regional, gender and ethnic representation in the composition of staff and students, and in the content of curricula." (Saint)

The University of Niamey shares the same basic problems of other universities in sub-Saharan Africa. Since the mid-1980's the country has experienced continuing financial crises that have had severe repercussions for higher education. Until the year 1985-86 most students from Niger received state scholarships. In the mid-1980's the government reduced the number of higher education scholarships. The financial exigencies also affected the academic personnel. In 1986 government housing of faculty was discontinued. With an annual

population growth rate in excess of 3.0% and with nearly half of the current population under the age of fifteen, it would appear that the financial resources of the government will be under even greater stress in the future.

In spite of these circumstances there is a strong desire and commitment on the part of many capable and dedicated people in Niger to bring about needed reform and to improve both the quality and quantity of education in Niger.

## **Section III. AN INDEX FOR ASSESSING THE DEVELOPMENT CAPACITY OF POST SECONDARY INSTITUTIONS IN NIGER**

### **1.0. Assessment Index**

A capacity index will be utilized to particularize an assessment of institutions of higher education, as a way of determining their capacity to contribute to national development, within the context of USAID strategic goals. And, since the ultimate goal of the development process is sustainability, the index will include factors relevant to sustainable development.

The capacity index for assessing the potential contribution of institutions of higher education to development in Niger consists of 5 indices: (1) institutional goals or commitment; (2) record of achievement; (3) resources, both material and human; (4) major obstacles; and (5) opportunities for capacity building. Each of these will be examined with respect to the University of Niamey, research institutes, schools and other post secondary institutions in Niger.

#### **1.1. Institutional Goals and/or Commitment**

Institutional goals or commitment can be measured by (a) verbal and/or written statements of commitment, (b) action supportive of institutional commitment such as budgetary allocations, policy and structural changes, studies or task force activity, etc., and (c) plans or strategies. A good starting point for the assessment is the mission of the institutions.

##### **1.1.1. Mission**

The stated mission of post secondary institutions in Niger is clearly developmental. Vice Chancellor Yenikoye emphasizes the fact that the University's mission or mandate is to serve the development ends of the state. The problem, as he defines it, is getting closer to the needs of the productive sector, adapting University training to labor market and unemployment problems. Moreover, he states that improving the quality of training and research to increase productivity is a major goal of the University. He notes that

there is support from top administrators in the Ministry of Higher Education and Research and from University faculties for the assumption by the University of a substantial role in national development.

Because of its mission, the University has a public sector orientation. It is charged with training the leadership of the state. The orientation process for students is designed to weed out those who have promise as public servants and to orient them towards a course of study which will prepare them for work in the public sector. Historically, because of this public sector orientation, the University has emphasized the social sciences, humanities, law and economics and related subjects which prepare students for state functions. At this moment, evidence suggests that more emphasis is needed on the private sector where a great deal of development potential exists.

Most post secondary research institutes and schools have specific sector missions. A few examples are illustrative: (a) Through research and field work the Institut National de Recherche Agronomique au Niger (INRAN) provides logistical support for development projects, produces research to improve livestock and agricultural productivity, and contributes to natural resource management through forestry research and field work; (b) the Niger based International Crop Research Institute for the Semi-Arid Tropics (ICRASAT) serves as the Sahelian Center and thus has a regional focus. [It aims at improving agriculture in the semi-arid tropics. Farmers and scientists in Niger and the Sahel benefit from ICRISAT's research on food crop, its work to develop improved farming systems, and its national programs to develop and transfer technology to farmers. This is a development oriented mandate. In addition, ICRISAT works with University thesis students and faculty researchers and thus contributes towards increased human capacity for development]; (c) the Ecole Nationale d'Administration du Niger (E.N.A.) has two primary functions: training and research. Civil servants and other officials are given long and short term training which is designed to improve state management and development. E.N.A. research focuses on management and administration techniques and strategies, and curriculum alternatives for providing quality training for national development. While the emphasis is on the public sector, E.N.A. does provide management training for parastatal and private sector individuals and groups; (d) AGRYMET provides Niger with an early warning system for health,

agriculture and economic crises. Its aim is to increase food production, environmental monitoring and technology transfers. It has advanced technology and geographical information systems (GIS) in place for remote sensing, and engages in research in areas related to health, agriculture, economics and the environment. The aim is to utilize the research and the technology to contribute to national development. AGHRYMET works with University faculty and students, but its focus, too, is regional; (e) the Ecole Nationale de Santé Publique (E.N.S.P) offers training programs that are directly linked to national development health priorities. The School does in-service training in all health areas and thus impacts development from the village level to the national level. In addition to in-service training, E.N.S.P. provides university level training for Social Assistants who work in the Ministry of Health; and (f) various faculties at the University of Niamey engage in research on economic and social problems and provide training for GON policy makers and technocrats.

### **1.1.2. Action**

In addition to training the cadre of workers for the public sector, post secondary institutions in Niger collaborate with each other, with various ministries, and with external agencies, foreign universities, and donors like USAID.

Three University Reflection Committees are engaged in work vital to the transformation process. One group of 5 nationals, foreign teachers, and researchers is looking at ways to integrate the University into the productive sector. They are assessing ways of adapting the curriculum to development needs. One of the focus areas is the renovation of didactic materials based on a survey of equipment available, information/communication, and the renovation of buildings and equipment on the campus. A second reflection group is looking at ways to improve the scientific environment of the University. This group is focusing on the implementation of a University research program within the context of the economic, social and cultural climate in Niger. They are looking at a training of trainers program to develop research on food self-sufficiency, health, education, protection of the environment, and management of natural resources. The third reflection group is concerned with upgrading the quality of teaching and technical and administrative service through renovating and updating didactic equipment, computerizing technical and administrative services, training technical and administrative staff, and information technology

and management. (Kaba Notes). Some of the groups have published formal reports. For example, *Journees de Reflexion sur le Perfectionment-Final Report* contains the findings of the Ecole National d'Administration. (See Bibliography for full citation).

Additional action taken by the University includes the establishment of a computerization unit in the faculty of sciences and an interface unit - INFOMAX- in the faculty of pedagogy for professors who offer professional services to generate funds for the faculty.

University research which continues even when the University is closed, is frequently development oriented, especially research in the sciences, the environment and health. Research done by AGHRYMET, ICRISAT, INRAN and other research institutes and schools also constitutes action on the part of institutions of higher education. For example, research and work on land tenure is being done by the faculty of Agronomy; the Faculty of letters, in conjunction with the University of Pennsylvania, has engaged in research and exchanges. Additional research on the conservation of food stuffs was done by research institutes and the faculty of science under the CRSP program. Much of this research aids the development goal of food security.

Efforts are also underway to focus University attention on the vital area of women and development. The Prime Minister wrote to all Ministers asking them to contact the University for participation in a Committee charged with integrating women in development projects. The Deputy Vice Chancellor, Mme. Diallo Bouli, is very interested in following up on this initiative.

These activities are but a few examples of University efforts to build capacity and address development needs through linkages, collaboration, and institutional initiative.

### **1.1.3. Strategic Plans**

While there is a great deal of interest and concern for plans or strategies for making post secondary institutions more responsive to current socio-political and economic needs, no strategic plan appear to exist which outlines ways to translate that commitment into practical programs.

The University of Niamey and its research institutes and schools should be commended for the attention given to assessments, reflections, planning and institutional development, and for drawing up their own annual and multi-year plans. They should also be recognized for their contributions to educational goals and strategy in national development plans. Yet, they should be encouraged to give serious and systematic attention to the development of a discrete long term master plan, a strategic plan for higher education in Niger. The University, under the auspices of the Ministry of Higher Education and Research, is the logical source of expertise for drawing up a strategy plan. Setting the agenda for higher education must come from Nigeriens. Donor aid can be coordinated within the context of long range educational goals and donors can assist the planning process by providing technical and financial support for Nigerien planners.

## **1. 2. Record of Achievement**

In 1992, the University had bi-lateral, inter-university cooperative agreements with thirty-six institutions in six African countries: Benin, Burkina Faso, Cameroon, the Ivory Coast, Nigeria and Tunisia. It was also linked to twenty-four institutions in France, including the Universities of Orleans, Toulouse, Montpellier, Paris VI, Clermont-Ferrand, Aix-Marseille, Dijon, Grenoble and Bordeaux, four in the United States, two in Switzerland, and one each in Canada and Germany (Clark and Neave).

Also in 1992, the Democracy and Human Rights Fund awarded the University of Niamey a \$73,000 grant for a Village Law Project. The project was designed to identify legal issues of direct concern to villagers and the existing laws and codes that address them. Under this project, law-educated paralegal resources persons were trained and deployed in villages. This activity enabled the University to broaden its service to national development. USAID also funded a technical team to survey existing telecommunications equipment in Niamey. The University was associated with the survey.

The ATLAS project is the largest faculty development effort supported by USAID. Over 60 faculty and research institute staff received training under the

ATLAS Project. USAID has also funded three Collaborative Research Support Program (CRSP) activities with U.S. institutions of higher education: the peanut CRSP, with the University of Georgia as the managing institution; the sorghum/millet CRSP, with the University of Nebraska as the management entity; and the soil management CRSP, which was coordinated by North Carolina State University. In 1993, under the HBCU Research Grants, Alabama A&M University began collaborative research with INRAN on "Agronomic and Economic Evaluation of Crop Residues as Feed for Small Ruminants."

In 1993 protocols were signed with Hampton University in the area of distance learning and with the Mississippi Consortium for International Development (MCID), headed by Jackson State University, in the areas of democracy training, collaborative research, exchange programs, long distance learning and small business development. Also in 1993, Sojourner-Douglass College awarded an honorary doctorate to the President of Niger for his work in democracy building. In addition, within the past few years, the faculties of Agriculture, Economics and Law, and Health engaged in a number of activities aimed at introducing education and research to address opportunities in the private sector. The Chamber of Commerce utilized University faculty to provide training for the private sector. USAID assisted with management and computer training.

### **1.3. Resources**

In assessing the quantity and the quality of resources available to the University to meet its development mission, focus will be on 3 factors: (a) financial resources, (b) the adequacy of personnel in terms of numbers, training, and experience, and (c) the level of equipment, facilities and material resources such as library and operational supplies.

#### **1.3.1. Financial**

Due to a national financial crisis, the budget allocations for post secondary institutions are dwindling. The fact that approximately 1/6th of the national budget is devoted to higher education is an indication of GON commitment to education, however, the largest percentage of the funding is used to provide students with educational stipends. According to donor agencies, students stipends are higher than the wages paid to workers (CFA 35,000 vs. CFA 21,000).

With increasing enrollments and reduced national income, this pattern of expenditures is unsustainable. In order to save and improve the University, more funds must be reserved for operations and capacity building.

### **1.3.2. Human Resources**

Capable educators, researchers and technicians can be found in all post secondary institutions in Niger, but there numbers are small. Resources for faculty development are inadequate. Improvements are needed in the number and qualifications of the faculty and staff. They require advanced degrees, in-service training, and technical upgrades. In addition, individuals in management positions in post secondary institutions need more training. This is true in both financial and administrative management areas. Without this training, it is not possible to maximize and make more efficient use of the limited human and material resources that the University has at its disposal.

The size of the faculty is not increasing in proportion to the growth in enrollment. Where there was once a faculty-student ratio of 1: 8, the current ratio is 1: 32. So, even if funds were made available for faculty to seek professional training, they could not be released from their duties without bringing to a stand still some of the vital teaching and research activities of the University. The location of the faculty is also a problem. They are largely in the humanities while the demand or need is in the sciences and professional areas.

### **1.3.3. Material Resources**

University growth and expansion took place during the time when uranium dollars were in good supply. A large tract of land was set aside for the University and buildings were constructed for the various faculties. However, funds to maintain the facilities and to equip them with laboratory and scientific equipment and instrumentation are simply not available. In addition, library and research materials are very limited. What is available is frequently dated, and vital periodical and book publications are not being acquired. The shortage is felt in all of the faculties. Often, basic operating materials like chalk, paper, and general office supplies are not available. Duplication equipment and communications equipment like faxes and working telephones are not readily available. In effect, there is limited availability of the basic tools of the trade in institutions of higher education in Niger.

#### **1.4. Major Obstacles**

Despite commitment and achievements, a number of major constraints limit the contributions of post secondary institutions to national development. They range from the philosophical to human capacity, infrastructure and material deficits.

Bi-lateral and multi-lateral donor agencies, the Ministry of Higher Education and Research, research institutes, professional colleges and the University of Niamey have identified a variety of obstacles facing Niger's post secondary institutions. Included in the list are the disparity between the curriculum and development needs which leads to a research and teaching orientation that emphasizes the public sector almost to the exclusion of a technical training strata of institutions; lack of adequate in-service training programs; the ratio of faculty to students; teaching overloads due to the size of the faculty; reduced quality of teaching; fewer faculty with high ranking qualifications (only 11% in 1993); infrastructure and research deficiencies, especially in scientific equipment and instrumentation; scientific isolation; inadequate documentation and library materials, etc., leading to a non-scientific environment; inadequate management; a lack of technical skills; and a national focus as opposed to a more viable regional focus which would draw upon and coordinate the resources of all institutions of higher education in the Sahel Zone.

#### **1.5. Opportunities.**

Because of the expressed desire to improve relations between the University and the private sector, and to improve the quality, size, efficiency and productivity of the faculty, staff and administrators, areas of opportunity for capacity building are many. Included are opportunities for (a) institutional restructuring for closer relations with the productive sector; (b) adapting University training to labor market and unemployment problems; (c) faculty development to improve the quality of teaching and research; (d) modernizing and upgrading facilities, equipment, library and teaching and research materials; (e) creating an environment which supports and promotes scientific exchanges; (f) management

training; (g) planning; (h) gender and regional integration; and (i) technological enhancement.

Since capacity building is a continuous process, intervention should be directed towards those areas which have the greatest potential for sustainability. In Niger, it would appear that the best opportunities are in the use of technology to eliminate scientific isolation and to promote distance and remote learning; programs which integrate women into the development process; programs which promote regional integration; and programs which maximize the material and human resources in post secondary institutions.

## **2.0. What the Capacity Index Shows**

With sufficient financing, good planning, commitment and time, one can fashion a system of higher education second to none in the world. One could overcome both human and material resource problems. By training quality faculty and employing sufficient numbers to create a student-teacher ratio which gives professionals time to engage in research and to prepare lectures and advise students, one could build human capacity. One could renovate old facilities, as needed, and build new ones, fit-out laboratories and classrooms with state of the art equipment and instrumentation, and acquire up to date library reference and technical materials, including computers, fiber optic hook-ups and multi-media equipment for use in teaching and research. One could end scientific isolation by making funds available for faculty development programs so that advanced training, attendance at conferences, and collaboration with colleagues would be fully supported. One could develop enrollment management programs, purchase and use computers for registration and for the establishment of a efficient information management system. And, one could provide the training for administrators and staff charged with managing and maintaining the physical plant, equipment and information system.

Certainly, with money, will, good planning, and time, all things are possible. Unfortunately, there is an economic crisis in Niger and the government does not have the luxury of time, or the finances to fix it. National development needs are urgent and critical. Addressing the problems of food security, health services and basic education - the fundamentals of life - is exhausting finances, human

resources and time. Niger must seek an alternate to the optimum approach to the development of its institutions of higher education.

The capacity index shows that the obstacles to technologically and developmentally relevant, quality, education are many. Yet, it also shows that institutions of higher education in Niger have made noteworthy achievements, and that key individuals from all strata of the government and the University are fully aware of the obstacles that they face, and are committed to making the changes needed to promote institutional and national development. It should be noted that the commitment to change is at the highest levels in the government and in post secondary institutions. Both the President of Niger, His Excellency Mahanane Ousmane, and the Vice Chancellor of the University of Niamey, Mr. Alhassane Yenikoye have made formal statements of commitment to transforming the system of higher education into one which is relevant to the needs of the nation, one which promotes productivity, provides quality training and research, and has the infrastructure, orientation, human capacity and management systems needed to contribute to national development.

The capacity index shows that what Niger does have, and in abundance, is commitment, a core of well qualified scientific professionals, and a willingness to take on the challenges that it faces. And, the index points to a number of opportunities for intervention in post secondary education in Niger, including strategic planning, telecommunications, university linkages, women and development programs, technical training and regional linkages. The key is to match the interventions or opportunities with the obstacles to produce sustainable outcomes which will leave the system with the capacity - human and material - to contribute significantly to national development, within and beyond USAID priorities.

The following graphic attempts to match obstacles with opportunities. The focus is on opportunities which are likely to continue after an initial infusion of funds and/or after the withdrawal of technical consultants, i.e., the focus is on capacity building activities that are sustainable .

## MATCHING OBSTACLES WITH OPPORTUNITIES

<p><b>A. Current patterns of higher education expenditures are unsustainable</b></p> <p style="text-align: center;"><u>OBSTACLES</u></p> <p>A.1. Insufficient finances</p> <p>A.2. Financial management difficulty</p>	<p style="text-align: center;"><u>OPPORTUNITIES</u></p> <p>A.1. Actively seek alternative revenues through a trained development/fundraising officer            A.1. Training for the informal sector            A.1. Education for employability</p> <p>A.2. Financial management training</p>
<p><b>B. Concern about the relevance of universities to national development needs</b></p> <p style="text-align: center;"><u>OBSTACLES</u></p> <p>B.1. Disparities between curriculum and national development needs</p> <p>B.2. Inadequate extension service for village teachers</p> <p>B.3. Short term commitment to projects</p> <p>B.4. Lack of confidence in University</p> <p>B.5. Lack of donor collaboration</p>	<p style="text-align: center;"><u>OPPORTUNITIES</u></p> <p>B.1 Diversification of the curriculum            B.1 Technical training institutions</p> <p>B.2. Telecommunications network of extension for health, agriculture, in service training</p> <p>B. 3. Strategic plan for institutional development</p> <p>B.4. Publicize Blue Ribbon panel strategic plan for the University</p> <p>B.5.. Strategic plan for higher education in Niger</p>
<p><b>C. Decline in educational quality</b></p> <p style="text-align: center;"><u>OBSTACLES</u></p> <p>C.1.. In adequate human resources</p> <p>C.2. Scientific Isolation</p> <p>C.3.. Inadequate material resources</p>	<p style="text-align: center;"><u>OPPORTUNITIES</u></p> <p>C 1. Telecommunications Linkages for faculty development            C.1. US. graduate students to substitute for professionals being upgraded            C.1. Promote sabbatical leave of US. professors to UN            C.1. Strategic plan for higher education in Niger</p> <p>C.2. Telecommunications and distance learning            C.2. Bi-lingual regional conferences</p> <p>C.3 Electronic library for distance retrieval of materials            C.3. Regional network of libraries            C.3. Documentation project            C.3. Infrastructure grant            C.3. Regional Strategic plan for equipment, facilities, and materials</p>
<p><b>D. Enrollments are increasing faster than the capacity of the institutions to plan for and accommodate this growth</b></p> <p style="text-align: center;"><u>OBSTACLES</u></p> <p>D.1.. High enrollment</p> <p>D.2. Public sector emphasis</p> <p>D.3. High student-teacher ratio</p> <p>D.4. Decrease in quality of teaching</p>	<p style="text-align: center;"><u>OPPORTUNITIES</u></p> <p>D.1. Orientation towards technical and professional training courses            D.1. Enrollment management course for registrar            D.1. Strategic plan for higher education</p> <p>D.2. Technical training institutions for private sector employment</p> <p>D.3. Greater use of graduate students and professors on sabbatical            D.3. Distance Learning for students</p> <p>D.4. Strategic plan for faculty development</p>

The challenge for USAID is to identify ways to translate the trained personnel and systems and the national commitment to education and development into focused and sustainable programs. This would involve shoring up research institutes by laying the ground work for technological transformation, utilizing core individuals in the system who were scientifically trained in the U.S., helping to develop the capacity to better manage and maintain investments already made, and using technology to expand and extend to larger segments of the population information and applications which they need and are unlikely to receive without the use of telecommunications.

## Section IV. RECOMMENDATIONS

### 1.0. Context

USAID cannot address all of the problems associated with higher education in Niger, nor is it expected to. The elected Government of Niger is fully committed to doing what it can to improve the educational system and to increasing its capacity to contribute to national development. However, the GON does not have in the resources to fund infrastructure changes and field the kind of task force needed to effectively research, review, analyze, discuss and address the major obstacles to quality education in Niger.

What USAID can do is encourage and assist Niger in its efforts to build indigenous capacity. Given the Agency's own budgetary constraints, it seems logical to look for ways to leverage past investments by focusing and concentrating on areas where the U.S. has experience and a comparative advantage. Those areas include telecommunications, democratization, university linkages, private sector development and participant training.

As a start, it is clear that any contemporary system of education must be squarely situated in the age of technology. New telecommunications technologies, for example, bridge time and distance and, over the long-term, are cost effective and efficient. The use of such technologies to address urgent educational problems must be seriously considered. What the transistor did for communications in the 20th century, satellite and telecommunications will do for the 21st century. It is the next leap forward. (Anderson)

In addition, good strategic planning is a necessity. It might be time consuming, initially, but over the long term, it is not only a cost effective and efficient way to develop institutions and human capacity, but is a supremely rational way to spend limited financial resources and utilize limited human resources. Out of this planning, the problem of preparing students for employability in both the public and private sectors will be addressed, and programs and institutions which provide the technical and trade oriented training needed for national

productivity will emerge. This strategic planning should be grounded in national development needs, but must also be based on the comparative advantage to Niger of a regional approach to higher education. The short and long term advantages of interaction and collaboration with scholars and institutions abroad through formal linkages must also be factored into a strategic plan for higher education. All segments of the population must benefit from the new orientation, including women who have frequently been excluded from both planning and benefits of development activity. Finally, these technologies and resources must be well managed and maintained. Financial and administrative management training is one way to ensure a good and sustainable return on investments. It is within this context that the following specific recommendations are offered to the USAID/Niger mission.

## **2.0. Summary listing of recommendations**

- Recommendation #1:**      **Establish a Telecommunications - Distance Learning Unit in INRAN**
- Recommendation #2:**      **Support a task force of Nigerien, with optional use of U.S specialists/consultants, to develop a strategic plan for post secondary education in Niger.**
- Recommendation #3:**      **Coordinate with other donors to develop a regional library network which promotes linkages between post secondary institutions in the Sahel.**
- Recommendation #4:**      **Establish a University of Niamey Linkages Program which provides seed money for exchanges, collaborative research and faculty development programs with American Universities.**
- Recommendation #5:**      **Provide support for a model polytechnic training project in Niamey, with emphasis on maintenance training for computers and the new technologies.**

**Recommendation #6**      **Provide support for the development of an Institute on Women, Development and Democracy**

**Recommendation #7:**      **Initiate a three year financial and administrative management training program for post secondary administrators**

### **3.0. Outline and rationale for recommendations**

#### *3.1. Establish a Telecommunications - Distance Learning Unit at INRAN.*

Equipped with INTERNET connectivity, an INTERNET server, possibly a gopher, a projector for converting any room into an electronic classroom, an image scanner and storage system, down-linking and teleconferencing capacity, the Telecommunications-Distance Learning Unit would provide access to a wealth of electronic information and interactive communication and teaching resources for post secondary institutions in Niger. It would also link educators, researchers and workers in urban and remote areas of Niger to each other, to researchers in the Sahel Zone, and to external actors in the U.S. and other parts of the developed world.

Because it has the human capacity, mission, and extension network needed to make the best use of it, the telecommunications unit should be located at INRAN. USAID has already made a substantial investment in the training of INRAN's staff. Over 50 of the most highly trained and qualified scientists in Africa work at INRAN and were trained in the U.S. They have been exposed to the new technologies and would be inclined to take advantage of them. This unit would end their scientific isolation by electronically linking them up with former professors, colleagues and institutions in the U.S. It would also allow them to acquire library and research materials which are now unavailable to them and/or other scientists in Niger. And, because of their extensive extension network, they would be able to provide distance education to colleagues in the extension stations in the field.

More importantly, the Telecommunications Unit would be available for information and distance learning to scientists and extension officials throughout the nation. The Ministry of Health, for example, could use remote units in INRAN stations to provide training and distance learning for its workers in hospitals and clinics; the Ministry of National Education would be able to use the remote units to provide distance learning for teachers in rural areas who are preparing for exams, or teachers who are simply interested in bringing more current information into their classrooms. Other research institutes, technical training centers, chambers of commerce and the private sector would also be able to use the electronic information and communication technology.

In effect, the Telecommunications-Distance Learning Unit could connect students and classrooms throughout the region and facilitate shared use of scarce resource materials and teachers. It would facilitate collaborative research, remote conferencing, E-mail correspondence, advisement of student thesis by experts in distant lands, enhanced training and interactive communication which would go a long way towards ending the scientific isolation and resource starvation experienced by post secondary educators in Niger.

3.2. *Support a task force of Nigerien s, with the option of U.S specialists/consultants, to develop a strategic plan for post secondary education in Niger.*

The strategy now being used in higher education in Niger is crisis management. This approach results from persistent disasters and economic constraints, but unless the cycle is broken, it will continue to yield ad hoc, short term solutions to long term problems. A more systemic and thoughtful approach is needed to bring about lasting improvements in higher education in Niger.

Strategic planning has been recognized by educators and policy makers as a powerful tool for defining and shaping institutional development. Interviews with top administrators in the Ministry, University, research institutes, and schools indicate the need for more systematic and detailed planning for institutional development and for effective and efficient management of resources. The National School of Administration, for example, indicated a need for a training plan, the University suggested that reflection committees think

about needs and strategies, the Ministry noted the importance of fitting budgetary needs with educational programs, several donors and educators discussed a variety of problems associated with coordination, and almost universally, the importance of an agreed upon action-oriented strategy was emphasized. So, the diagnosis was clear. Equally clear was the understanding that Nigeriens themselves must do the planning. They must determine their long and short-term goals and strategies. A plan developed from the outside would be inappropriate, but USAID and other donors can help by facilitating the work of a Strategic Planning Task Force.

There is tremendous talent, experience and expertise in Niger which could be utilized in the planning process. Using the reports of the reflection committees as a base, adding the audits (French) and assessments (USAID and World Bank) done by donor agencies, a Task Force composed of 8-10 Nigeriens, with the option of specialist/consultants from U.S. universities, would look closely at the entire system of higher education within the context of the socio-political and economic realities of Niger, and draw up a ten year strategic plan for post secondary education. Such a plan would call for long-term commitments by donors, however it would lead to coordinated interventions and would enable donors to plan their interventions within the context of a comprehensive educational program. With a strategic plan Niger would increase its ability to guide the process of educational development and would be able to recruit and train personnel, build infrastructure, monitor quality, and make decisions over a period of time sufficient to chart impact and make adjustments if expected results do not materialize.

Since many U.S. institutions have a long history of strategic planning, there should be a number of experts available to serve as Task Force consultants. Some of the background data and technical assistance for the Task Force might be obtained through a university linkage with an American institutions that is noted for its strategic planning. A trip to that University and a visit to others by members of the Task Force could be USAID's contribution to the strategic planning effort.

3.3. *Coordinate with other donors to develop a library network which promotes regional linkages with post secondary institutions in the Sahel Zone.*

As a follow-on to the telecommunications unit in INRAD, USAID might work closely with other donors to establish electronic linkages, possibly through a Gopher, between university libraries in the Sahel Region. This would promote a regional approach to material acquisition and the use of library resources, thereby increasing the effectiveness of each university in the region.

The library network would be computer based, with Internet connectivity. It would provide librarians and researchers/teachers with electronic access to card catalogs and other gopher files in libraries and institutes around the world. The libraries would also be able to acquire collections through technology and would be able to transfer to local researchers a wealth of information and scientific connectivity. The African Educational Research Network and the Ohio University Libraries is initiating a pilot project for an electronic information exchange with Network members in Africa, England, Canada and the U.S. The pilot might be a model or a linking node for the recommended library network. (See Attachment 5)

Libraries are the best places to build electronic resource data bases for use within the region. In addition to accessing information from existing files or by special orders for imaged data, the libraries would be able to store local research, public documents, seminar and conference proceedings, etc. in an Image Storage System and make it available to researchers and libraries in Africa and other parts of the world. This is a way of building a unique collection of data for collaborative research with other scientists.

Essentially, the library network would facilitate the storage, access and transfer of recent data and published materials between universities in the region and between the region and the rest of the world.

Who would use the network? Among others, graduates from American institutions will have familiarity with the technology used in the network and would be able to use the electronic linkage. However, other faculty and graduate students could be taught to use the resources. At least one librarian from each of

the universities would need to be trained to use and maintain the system. They would then organize workshops to train their faculty to use it.

- 3.4. *Establish a University of Niamey Linkages Program which provides seed money for exchanges, collaborative research and faculty development programs with American Universities.*

Linkages between the University of Niamey and institutions of higher education in the United States, Africa and Europe are not new. In fact, Niger has been involved in a number of exchanges and linkages over the past few years. What has been missing, however, is focus.

Faculty from the University of Niamey suggest that linkages should be at the departmental level where faculty speak the same language and have very similar interests. As they see it, university-to-university linkages are too generic. Everyone wants to be involved, every area wants to be a priority, and every department wants to manage the linkage. This causes confusion and is frequently counterproductive.

Institutions are built one brick at a time. Departmental development leads to institutional development, if it is consistent with and part of a **strategic plan** for the institution and for the system of higher education. Focused linkages between departments would be developed to meet specific departmental needs and to address specific concerns of faculty members. They could be used as a means of collaboration, professional development and/or exchange between the departments. At any rate, the individuals involved would get to know each other and could use the INRAN Telecommunications Distance Learning Unit for seminars and electronic exchanges.

- 3.5. *Provide support for a model polytechnic training project in Niamey, with emphasis on maintenance training for computers and new technologies.*

The mandate for preparing workers for the public sector is one that has enabled the University to impact policy and action in government and in parastatals, but it has limited the role of the government in training youth for productivity in the private sector. Moreover, since the informal private sector is the largest

economic sector in the country, the focus on the public sector precludes academic contact with the population which is shaping the national economy.

From UNDP to USAID, the Chamber of Commerce, and University faculties, concern was voiced about the absence of a set of institutions, and a policy, for the kind of technical training that would provide the nation with well qualified mechanics, technicians, tradesmen and small scale entrepreneurs in a variety of areas. Polytechnics, junior colleges, technical schools and trade schools are institutions that countries like India, Japan, the U.S., Zimbabwe, Kenya and other nations have fashioned to provide quality training for the productive sector of society. Niger has no comparable strata of training. Both Ministry and University officials recognize the need for one.

USAID might assist Niger is developing this form of technical training by setting up a model center for training computer technicians and maintenance personnel. As the level of technology rises in Niger, these individuals would be employable. They would begin by servicing the Telecommunications-Distance Learning Unit at INRAN and the regional library (electronic) network.

### *3.6. Support the establishment of a Women, Development and Democracy Institute at the University of Niamey*

That women play an important role in national development is no longer problematic, however, indigenous research and documentation on the impact of development projects on women, the economy and society, is lacking in Nigerr, as well as structured and ongoing research and training on women and democracy. The Institute would promote research, study, documentation and training at the University level. It would also promote village level training and workshops. As the capacity of Nigerien women increased, they would begin to manage donor funded projects and undertake assessments/evaluations of the impact of democracy and development priorities on women.

Given that women (a) constitute over half of the population of Niger, (b) are part of the high risk group during famines and other disasters, and (c) are critical to effective health, population, agriculture and environmental projects, an institute devoted to the conditions, needs, role and impact of women on these areas (and

they on them) would be useful to the implementation of USAID's development priorities in Niger, to the success of democratic changes in the country, and to national development. Key women in the University, including the Deputy Vice Chancellor, are supportive of the Institute and are prepared to work to see that it is fully integrated into the national development process.

3.7 *Initiate a three year financial and administrative management training program for University and research institute administrators*

USAID has funded infrastructure development, faculty development and institutional development in Niger for several years now. Most of the training was in teaching and scientific and applied research areas. The individuals who undertook this training have come back to institutions and have become leaders, and therefore institutional managers. Yet, despite their rich background and excellent scientific qualifications, they have no management experience or training; therefore their skills are limited. As a consequence, the work of the institutes and the efforts of researchers/teachers are constrained. This problem is quite widespread and those who are in management position as well as those who are managed by them are acutely aware of the need for better management systems and enhanced knowledge of good management techniques.

Some management training is taking place, but the overwhelming opinion of individuals interviewed in donor agencies, NGOs, PVOs, research institutes and the University is that more and better management training is needed. USAID has supported participant training, technical assistance and infrastructure development in a number of ministries. This training has had a positive impact on post secondary education in Niger. What is needed now is operational support in the form of management training for individuals charged with financial and administrative coordination in their institutions

In-country management courses of 4-8 weeks duration are sufficient in most cases, but management trainers in the National School of Administration need TOT seminars and possibly advanced management training to enable them to train others in the government, in educational institutions, and in the private sector.

#### **4.0. How the recommended activities contribute to USAID priorities**

The key to sustainable economic improvement is accelerated development of human resources. Viable and focused post secondary institutions are the foundation for sustainable human resources development. The recommendations in the Report are designed to move the institutions closer to the productive sector; to enable them to adapt training and research to labor market and unemployment problems; to improve the quality of teaching and research; to modernize and upgrade equipment, facilities and library materials; and to create an environment which supports and promotes scientific exchanges, research, teaching, and service which contribute to national development within the context of USAID's strategic goals in Niger.

Having already made heavy investments in individuals and institutions in Niger, USAID would go a long way to protect its investment by providing the training and technology needed to sustain the progress already made and to develop increased capacity to contribute to national development. Commitment to a substantial role for post secondary institutions in national development already exists at the highest levels and progress has been made towards removing institutional dependency. But, accessibility to advanced technology, such as telecommunications, distance learning and interactive communications to serve remote areas and enhance scientific contact and teaching in post secondary institutions; targeted research on women; and emphasis on technical training for the private sector, all tied together through a regional network of universities, and focused linkages with U.S. institutions of higher education. would build the kind of capacity in post secondary institutions which would enable them to collaborate with USAID in implementing its development priorities.

The greater the indigenous capacity to plan, implement and manage relevant and equitable research, training and service programs, the greater the likelihood of sustainable growth and development. Not only would increased indigenous capacity benefit the system of higher education in Niger, it would place the institutions in a much better position to contribute to USAID's development priorities and to sustainable national development in Niger.

## BIBLIOGRAPHY

Adams, Milton N., Ibrahima Bah-Lalya, and Mwenene. "Francophone West Africa" in International Higher Education: An Encyclopdia. Volume I. Philip G. Altach, editor. New York: Garland Publishing. 1991. pp 349-374.

Altbach, Philip G. International Higher Education: An Encyclopedia. Volume I. New York: Garland Publishing. 1991.

Annuaire 1985-1986. Universite de Niamey. Ministere de L'Enseignement Superieur et de la Recherche. Republique du Niger. Niamey. Niger.

Bonneau, Gilles A. Les Programmes de Bourses en Afrique Francophone. L'Agence Canadienne de Development International. Niamey, Niger. Jan, 1988.

Boureima, Ousmane. Repertoire des Chercheurs et Institutions de Recherche au Niger. Ministere de L'Enseignement Superieur de la Recherche et de la Technologie. Republique du Niger. Niamey, Niger. Mai, 1990.

Clark, Burton R. and Guy R. Neave. The Encyclopedia of Higher Education. Vol.I. National Systems of Higher Education. Oxford: Pergamon Press. 1992.

Clauzel, M. Jean. Rapport de Mission, Ecole Nationale d'Administration Cellule de Perfectionnement et de Recyclage Niamey. Institut International d'Administration Publique. Mission IIAP. Paris/ENA, Niamey, Niger. Dec. 1991.

Coombe, Trevor. A Consultation on Higher Education in Africa. A Report to the Ford Foundation and the Rockefeller Foundation. Department of International and Comparative Education, Institute of Education , University of London. January, 1991.

Country Program Strategic Plan/Concept Paper 1992-1994 Niger. USAID/Niger. February, 1992.

Evaluation des Besoins de Formation du Secteur Prive. USAID. Unpublished Report.

Eisemon, Thomas Owen. Lending for Higher Education: An Analysis of World Bank Investment, 1963-1991. Washington, D.C. World Bank. May, 1992.

Faculte d'Agronomie. Ministere de l'Enseignement Superieur, de la Recherche et de la Technologie. Universite de Niamey. Niamey, Niger.

Filion, Louise, and Saibou, Aboubacar. Rapport d'Evaluation Intermediaire. Programme Pluriannuel de Bourses Pour le Niger. Juin, 1985.

Higher Education: The Lessons of Experience. Education and Social Policy Department. The World Bank. September 30, 1993.

Haub, Carl and Machiko Yanagishta. 1993 World Population Data Sheet of the Population Reference Bureau, Inc.: Demographic Data and Estimates for the Countries and Regions of the World. Washington D.C. Population Reference Bureau, Inc. 1993.

International Association of Universities. International Handbook of Universities and Other Institutions of Higher Education. Twelfth Edition. Paris: Stockton Press. 1991.

Journées de Reflexion sur le Perfectionnement-Final Report. Republique du Niger, Ecole National d'Administration, Etablissement Public de l'Etat. Niamey, Niger, 12-13 Mar, 1990.

Laparra, Abel and Tibere-Inglesse, Andre. Rapport de Mission, Institut International D'Administration Publique, Department Afrique. Gestion des Organisations Publiques. Mission II /CNAM-IESTO, Montpellier/ENA. Niamey, Niger. December, 1991.

Latulippe, Jean-Guy. Selection des Candidatures Admissibles au PPB-NIGER II. Mission Niger PPB - II. 21 Fevrier au 2 Mars, 1991.

Manpower Planning and Development in Niger, Annex I. Country Training Plan 1986-1990. USAID. Niamey, Niger.

Policy Options for Higher Education Reform. Higher Education Study. Education and Social Policy Department. The World Bank. March, 1993. (unpublished, draft document)

Rapport de la Commission Chargee de L'Organisation des Etats Generaux de L'Education. Ministere de L'Education Nationale et de la Recherche. Niger, Republique du Niger. Juin, 1992.

Saint, William S. Universities in Africa: Strategies for Stabilization and Revitalization. World Bank Technical Paper Number 194. Africa Technical Department Series. Washington, D.C. 1992.

The Role of Federal Programs in Internationalizing the U.S. Higher Education System from 1958-1988. University of Massachusetts. May, 1994.

Strategies for Higher Education Reform. Higher Education Policy Paper. Education and Social Policy Department. The World Bank. December 29, 1992.

Strategies for Sustainable Development. The United States Agency for International Development. Washington, D.C. January, 1994.

United Nations Development Programme. Education and Training in the 1990s: Developing Countries' Needs and Strategies. UNDP Policy Discussion Paper. Education Development Center. New York: United Nations Development Program. 1989.

United Nations Educational, Scientific, and Cultural Organization. Statistical Yearbook. Paris:UNESCO. 1992.

**VISITING SCHEDULE**  
**ASSESSMENT OF POST-SECONDARY EDUCATION NEEDS BY SHELBY LEWIS/LARK CARTER**  
**APRIL 4 - 10/94**

<b>DATE</b>	<b>HOURS: 8:30 - 13:00</b>	<b>HOURS: 14:00 - 19:00</b>
<b>Sunday 3 April</b>	Arrival by AF Flight 7208	<b>E.T.A 2:55 PM</b>
<b>Monday 4 April</b>	Legal Easter Holiday	
<b>Tuesday 5 Apr 5</b>	<p><b>8:30 - 9:00</b> - Meeting with GDO/ET</p> <p><b>9:00 - 9:45</b> - Meeting with available Mission staff</p> <p><b>10:00 - 11:30</b> - Meeting with Min. of Ed. Dir. of Research M. Sidikou</p> <p><b>11:45 - 13:00</b> - Meet Sidi Iddal ANP</p>	<p><b>16:00 - 17:00</b> - Meet E.N.A Director, Mr. Djibo Issaka</p> <p><b>17:00 - 19:00</b> - Meet University of Niamey Vice-Chancellor, Mrs. Diallo &amp; staff</p>
<b>Wednesday 6 April</b>	<p><b>9:00 - 10:00</b> - Meeting with WBank, Ed.III Dirs, M. Sadou and M. Lapointe</p> <p><b>10:00 - 11:00</b> - Meeting with W Bank Education Officer, Mr. Nignon</p> <p><b>11:00 - 13:00</b> - Meet INRAN's DG and their Technicians</p>	<b>14:00 - 16:00</b> - Meet CARE Director Michael Godfrey
<b>Thursday 7 April</b>	<p><b>8:30 - 9:30</b> - Meeting with UNDP Education Officer Saidou Garba</p> <p><b>10:45 - 12:30</b> - Meet Dean Fac of Law University Abdou Moumouni Niamey</p> <p><b>12:40 - 14:30</b> - Meeting at AGHRYMET Center</p>	<p><b>15:30 - 16:30</b> - Meet Canadian Embassy Ed. Officer, Mrs. Fati Seyni</p> <p><b>16:30 - 18:30</b> - Meet Chamber of Commerce SG, Training Off &amp; Dir CNPG</p>
<b>Friday 8 April</b>	<p><b>8:30 - 11:30</b> - Trip to Sadoré to visit ICRISAT and meet Dir/Researcher Contact: Dr. SIVAKUMAR</p> <p><b>11:40 - 12:30</b> - Meeting with MOH Head of Training Office</p>	<b>15:30 - 18:30</b> - Meeting with VC & Deans of Facs, Abdou Moumouni University
<b>Saturday 9 April</b>	<b>9:00 - 13:00</b> - Exit Meeting with J.Anderson, USAID Director, Helen Soos(GDO Head & Gkaba	
<b>Sunday 10 April</b>	Departure	<b>E.T.A AF 7209 at 23:45</b>

**POST SECONDARY NEEDS ASSESSMENT  
USAID/NIGER  
CONTACT LIST  
(Persons Interviewed)**

Gouro Abdoulaye  
Doyen de la Faculte d'Agronomie  
Universite Abdou Moumouni  
B.P. 237 Niamey, Niger  
Telex: UNINIM 5258  
Tel: BUR: 73-40-60  
Fax: (227) 73-38-62

Yenkoye Alhossoui  
Recteur  
Universite Abdou Moumouni  
B.P. 237 Niamey, Niger  
Telex: UNINIM 5258  
Tel: BUR: 73-40-60  
Fax: (227) 73-38-62

Diallo Bouli Ali  
Vice Recteur  
Universite Abdou Moumouni  
B.P. 237 Niamey, Niger  
Telex: UNINIM 5258  
Tel: BUR: 73-40-60  
Fax: (227) 73-38-62

James M. Anderson  
Mission Director  
USAID/Niamey - Department of State  
Washington, D.C. 20421-2420  
Tel: 73-35-08  
Fax: 72-39-18

Maiikorema Bakari  
Directeur de l'Institute de Recher-  
ches en Sciences Humaines  
Universite Abdou Moumouni  
B.P. 237 Niamey, Niger  
Telex: UNINIM 5258  
Tel: BUR: 73-40-60  
Fax: (227) 73-38-62

DodO Bonkari  
Chef du Service des Relations Exterieres  
Universite Abdou Moumouni  
B.P. 237 Niamey, Niger  
Telex: UNINIM 5258  
Tel: BUR: 73-40-60  
Fax: (227) 73-38-62

Diallo Bouli  
Vice Recteur  
Universite Abdou Moumouni  
B.P. 237 Niamey, Niger  
Telex: UNINIM 5258  
Tel: BUR: 73-40-60  
Fax: (227) 73-38-62

Seydou Garba  
Charge de Programme  
PNUD/HRC (UNDP)  
Maison de l'Afrique  
B.P. 11 207, Niamey, Niger  
Telex: 5232 NI  
Tel: 73-47-00  
Fax: (227) 72-36-30

Zakari Garba  
Secretaire General Adjoint  
de lz Chambre de Commerce  
d'Agriculture et d'Industrie du Niger  
B.P. 209 Niamey  
Niger, West Africa  
Telex: 5949 NI  
Phone: ST & Bureau 73-35-63  
Fax: 75-21-17

Mike Godfrey  
Directeur  
Care International au Niger  
B.P. 10.155  
Niamey, Niger  
Telex: 74-02-13  
Tel: 74-03-70  
Fax: 74-07-55

A.Z. Goumandakoye M. A., PH.D  
Directeur  
Ministere de l'Education Nationale  
de l'Enseignement Superieur et de  
la Recherche  
Niamey, Niger  
B.P. 234 Tel: (227) 72-26-20/72 36 35

Bolho Hadiza  
Participant Training Assistant  
USAID/Niger  
B.P. 13300 Niamey, Niger  
Tel: 73-35-08  
Fax; 72-39-18

Daouda Hamair  
Couseiller Technique du Recteur  
Universite Abdou Moumouni  
B.P. 237 Niamey, Niger  
Telex: UNINIM 5258  
Tel: BUR: 73-40-60  
Fax: (227) 73-38-62

Karl Harmsen  
Executive Director  
Sahelian Center and West African Programs  
ICRISAT, B.P. 12404  
Niamey, Republic of Niger  
Telex: ICRISAT 5406 NI  
Tel: 72-25-29

Ali Toure Ibrahim  
Doyen de la Faculte des Sciences de la Sante  
Universite Abdou Moumouni  
B.P. 237 Niamey, Niger  
Telex: UNINIM 5258  
Tel: BUR: 73-40-60  
Fax: (227) 73-38-62

Khalid Ikhiri  
Faculty of Sciences  
Universite Abdou Moumouni  
B.P. 237 Niamey, Niger  
Telex: UNINIM 5258  
Tel: BUR: 73-40-60  
Fax: (227) 73-38-62

Gaston Kaba  
Assistant to the Director  
USAID/Niamey - Department of State  
Washington, D.C. 20521-2420  
Tel: 73-46-15  
Fax: 72-39-18

Aboubacar Kabo  
Attache  
Embassy of the Republic of Niger  
2204 R Street, N.W.  
Washington, DC 20008  
Tel: (202) 483-4224  
Fax: (202) 483-3169

Dodo Boukari A. Karimou  
Universite Abdou Moumouni de Niamey  
Maitre-Assistant, Chef du Service Central des  
Relations Exterieures au Rectorat  
B.P. 237 Niamey, Niger  
Tel: (B) (227) 73-27-13/14  
Fax: (227) 73-38-62

Karamago Ibrahim Konate  
Maitre Assistant Universite de Niamey  
Secretary General du Ministre de l'Education Nationale  
et de la Recherche  
B.P. 628  
Niamey, Niger  
Tel: Bureau-72.36.35  
Domicile: 74.02.05

Amadou Maiga, Directeur Du C N P G  
Centre National de Perfectionnement a la Gestion  
Chambre de Commerce, d'Agriculture, d'Industrie et d'Artisanat  
Rue du Souvenir  
B.P. 11054 Niamey, Niger  
Telex: Chambcom 5242 II  
Tel: 73 41 43-73-41-55  
Fax: 73-33-07

Fatouma Zara Moussa  
Chargee de Programme  
Programme  
des Nations Unies  
Pour le Developpement  
Maison de l'Afrique  
B.P. 11 207  
Niamey, Niger

Abdo Hassan Namau  
Doyen  
Universite Abdou Moumouni  
B.P. 237 Niamey, Niger  
Telex: UNINIM 5258  
Tel: BUR: 73-40-60  
Fax: (227) 73-38-62

Pierre Nignon  
Charge de Programmes  
Mission Residents de la Banque Mondiale  
42, Rue des Dallois - Plateau  
B.P. 12 402 Niamey - Niger  
Tel: 73-49-66  
Fax: (227) 73-55-06

Lars E. Olsson  
World Meteorological Organization  
World Climate Programme Department  
Case Postale 2300  
41. Ave. Giuseppe-Motta  
CH-1211 Geneva 2  
Switzerland  
Telex: 414-199 A OMM CH  
Tel: +41 (22) 7308277  
Fax: =41 (22) 7342326

Mamadou Ouattara, PHD  
Director General (INRAN)  
Institut National de Recherche Agronomique du Niger  
B.P. 429  
Niamey, Niger  
Tel: 72.27.10  
Fax: 72.37.34

Moussa Sangare, Counselor  
Embassy of the Niger Republic  
2204 R Street, N.W.  
Washington, DC 20008  
Tel: (0) (202) 483-4224  
Fax: (202) 483- 3169

Fati Bagna Seyni  
Agent de Developpement  
Agence Canadienne de Developpement International  
B.P. 362 Niamey, Niger  
Telex: 5264 Domcan NI  
Tel: 73-36-86/87  
Fax: (227) 73-50-64

Reggie L. Simmons, Ph.D  
AFRICARE - Representant  
Bureau Regional  
B.P. 10534  
Niamey, Niger, West Africa  
Telex: 982-5349  
Tel: 72-37-95/72-39-71

M.V.K. Sivakumar, Director  
International Crops Research Institute  
for the Semi-Arid Tropics  
Soils and Agroclimatology Division  
ICRISAT, Sahelian Center  
B.P. 12404  
Niamey Niger (Via Paris)  
Telex: 5406 NI  
Tel: 227-722529/722725  
Fax: 227-734329

Michael Sullivan  
Coordinator of Special Projects  
USAID/Niamey, Department of State  
Washington, D.C. 20521-2420  
Tel: (227) 73-35-08  
Fax: (227) 72-39-18

Andrew Stancioff  
Geologist Natural Resources Management  
Environmental Impact Studies  
AGRHYMET Center, B.P. 11 011  
Niamey, Niger

David N. Weight  
Project Administrator  
Field Office  
B.P. 10534  
Niamey, Niger  
Telex: 982-5349  
Tel: 72-37-95  
Fax: 72-33-69

**Country Site Visit Protocol**  
**USAID Postsecondary Education Needs Assessment**

Foci of Site Visit:

1. In what ways can local postsecondary education institutions best contribute to addressing USAID and national development priorities?
2. What are the most promising collaborative opportunities for local postsecondary education and U.S. institutions in the service of national development?

Background:

What are the USAID development priorities for this country?

What are the national development priorities?

**ASSESSMENT OF USAID INTEREST IN POSTSECONDARY EDUCATION**

What are the primary USAID initiatives underway? Planned?

What are the most *promising opportunities* for postsecondary education involvement in national development priorities?

Receptivity of USAID staff to postsecondary education collaborative efforts --

Main concerns?

Special basis for concerns?

How can these concerns be most effectively addressed with limited resources?

What models and/or designs are recommended?

USAID staff assessment of *main constraints* on postsecondary education being more actively involved in addressing USAID and national development priorities? In being involved in collaborative arrangements with U.S. postsecondary education?

USAID assessment of key postsecondary education leadership?

USAID assessment of key institutions for possible collaborative arrangements?

USAID's assessment of the ability and willingness of local institutions to help finance a collaborative arrangement (e.g., faculty salaries, logistical arrangements for visiting

collaborators, etc.).

Does USAID Mission have plans for involving postsecondary education institutions in upcoming projects?

What role (if any) do postsecondary education institutions play in the USAID Country Strategy?

Is the Mission aware of any recent experiences of local postsecondary education institutions working with U.S. postsecondary education institutions?

Has there been much coordination of donor activities in assistance to postsecondary education?

What is framework for national government oversight of postsecondary education?

What is the relationship of Ministry of Education (Ministry of Higher Education) to institutions?

What role would Ministry need to play in any collaborative activity?

What groups in country (other than postsecondary education officials) have a good perspective on the role postsecondary education could play in national development priorities?

Is the Mission aware of PVO/NGO activities that have involved meaningful collaboration with postsecondary education institutions?

What other groups in country (other than postsecondary education institutions) might be effective collaborators in postsecondary education?

Can Mission suggest constraints that need to be addressed in designing collaborative activities?

Overall, does Mission support the implementation of a postsecondary education activity or model?

## SECTOR-WIDE ISSUES IN POSTSECONDARY EDUCATION SUBSECTOR

Recent history of national government - postsecondary education relationships, financial arrangements.

Recent role of postsecondary education in national development.

Recent history of p.s.e. development that may affect ability of institution to participate in future collaborative activities.

Recent history of collaborative arrangements with foreign colleges and universities.

Management capacity: Can institutional leadership manage and sustain collaborative agreements.

Public's perception of postsecondary education subsector.

*Postsecondary education leaders' assessments of the most promising opportunities for postsecondary education to contribute to national development.*

*Key postsecondary education leaders that might be involved in collaborative activities.*

## ASSESSMENT OF LOCAL POSTSECONDARY EDUCATION'S EXPERIENCE WITH AND INTEREST IN COLLABORATIVE ARRANGEMENTS.

(This section provides more detailed information on the experience of and interest in local institutions in collaborative arrangements.)

Describe recent experience of local colleges and universities in addressing national development priorities.

What types of activities and programs?

What kinds of problems emerged?

How successful were these activities?

What criteria did local officials use in judging program's success?

Was external collaboration involved?

Does university leadership see involvement in national development priorities as part of its mission? (E.g., faculty may see themselves as "above" direct participation in field or

4/9

extension activities; institutional tradition may emphasize scholarship over involvement; involvement could represent a loss of prestige, etc.)

What is the role of research in postsecondary education institutions?

Are there independent research institutes?

What is research capacity of local postsecondary education institutions?

Are there areas of comparative advantage?

Do local postsecondary education institutions have collaborative activities underway with postsecondary education institutions in other countries (not just U.S.)?

Which ones? Which countries?

How did these originate?

Are there U.S. postsecondary education institutions already working with local colleges and universities?

In what ways?

Which U.S. institutions?

With which local colleges and universities?

What is the recent experience of local colleges and universities working with U.S. postsecondary education?

Has the collaboration been successful?

What were the major problems?

What seems to account for the overall success or failure of these prior efforts?

How were these activities financed?

- \* Source and amount of funds?
- \* Extent and type of local contribution?
- \* Extent and type of U.S. university contribution?

Is postsecondary education salary structure adequate for faculty to be involved in institutions' activities without additional stipend?

- \* What is the history of subsidizing faculty for participating in activities sponsored by their college or university?

What can local institutions offer in support of a collaborative arrangement?

- \* What type of incentives would faculty need to participate?
- \* What incentives operate to hold faculty interest?
- \* What types of communication technology and space information access do institutions have (e.g., bitnet, internet, L.D. fax, trunk lines)?
- \* Identify key postsecondary education officials most appropriate to be included in a follow-on activity.
- \* Are there good examples of PVO/NGO - postsecondary education collaboration around national development activities?
- \* Suggestions for which institutions/organizations should be involved in a collaborative activity.

## X DESCRIPTION OF POSTSECONDARY EDUCATION SUBSECTOR

(For the most part, this information will be presented in an appendix in support of ideas presented in the main portion of the narrative.)

Summary Analysis of the Following Issues in the Postsecondary Education Subsector

- \* internal efficiency
- \* external efficiency
- \* costs and financing
- \* administration and supervision
- \* access and equity

## Status, Trends and Projections describing postsecondary education subsector

- \* number and types of institutions
- \* brief history of subsector development
- \* current enrollment
- \* staffing
- \* facilities
- \* curriculum
- \* management capacity
- \* distribution of graduates (In particular, do they stay in the country?)
- \* public's perception of postsecondary education subsector
- \* recent role in national development

## REMINDERS:

Record names, exact titles, and affiliations of all people interviewed as part of this study

Collect specific contact information for postsecondary education leaders interviewed (for possible use by staff of follow-on activities)

List full citation of all documents reviewed

Collect relevant documents

## RESPONSIBILITIES OF TEAM MEMBERS

1. Please prepare a country site visit summary for each country you visit. It should address the issues identified in the country site visit protocol, along with other issues you identify during your visit. At minimum, each country summary will provide (a) a description of the postsecondary education system of the country, (b) a discussion of postsecondary education's role in addressing national development priorities, (c) the experience of postsecondary education institutions in working with foreign collaborators, (d) what those collaborative activities did and how they were financed, (e) the most promising opportunities for postsecondary education participation in national development, (f) anticipated problems and constraints on that involvement, (g) USAID support of a postsecondary education project, (h) national postsecondary education support of and willingness to participate in a USAID postsecondary education project.
2. Please prepare a cross-country analysis of findings, which should include your personal conclusions and recommendations (things you think should be included in final report).
3. Submit country site visit summaries as both hardcopy and on disk, preferably on an IBM compatible, DOS based, 3 1/2" high density.
4. It is assumed that you will prepare your country summaries while you are in each country and that much of your cross-country analysis will be prepared while you are in the field. For the final needs assessment report to be prepared on schedule, your materials need to be submitted almost immediately upon the conclusion of your site visits. Please submit (a) your country site visit summary for each country you visit, (b) your cross-country analysis of findings, and (c) the documentation you collected in each country within two weeks of returning to the United States.

**TALKING POINTS**  
**Debriefing Session**  
**Higher Education Needs Assessment**  
**USAID/ Niamey**

**Mandate:** Evaluate the needs of higher education institutions in Niger and determine the best way to reinforce their capacity to contribute to the realization of USAID strategic objectives and to sustainable national development.

**Methodology:** Review of documentation on government policy, development projects, research and the system of higher education in Niger; in-depth interviews with officials of post secondary training and research institutes, GON, NGOs and donor community officials engaged in higher education activities; discussions with USAID, and analysis of data generated from all of these sources.

**Context:** The need to adapt the Nigerien educational system to the development needs of the country is urgent and vital. However, it is important to remember that institutions of higher education are not independent agents. They cannot act alone. Crises in the system and fundamental systemic reform must be viewed within the context of national crisis and national reform. Nevertheless, it is possible to broaden the scope and impact of the university and to improve its capacity to provide quality education relevant to the development needs of Niger, and consistent with the development priorities and strategic objectives of USAID/Niger.

**Preliminary Findings:**

- 1. Diagnosis:** There is general consensus on five major points in the donor community and in institutions of higher education:
- a. Post secondary institutions in Niger lack the capacity to effectively intervene in the development process.
  - b. Without serious attention to institution building and faculty development, it is unlikely that the University will remain a viable entity.
  - c. Through its participant training program, USAID has made a significant contribution to capacity building in higher education in Niger. It is USAID that the university looks to for assistance in refocusing its curriculum, strengthening its faculty and broadening its impact on the development of Niger.
  - d. Linkages with American colleges and universities is a desirable and viable way to help build development capacity in Nigerien institutions of higher education.

- e. Distance Learning technology and strategies tailored to Nigerien needs, culture and absorption capacity provide a promising and cost effective way to make immediate and long term impacts on higher education and development in urban and rural areas of the country.

2. **Constraints:** Views on the best strategies for increasing development capacity in the university and research institutions vary depending on the donor, institution, department or individual surveyed. However, there is general agreement on the major constraints to the effectiveness of higher education institutions in managing their programs and contributing to national development. The priority ranking assigned to these constraints differs significantly among donors and officials in higher education. The major constraints which were consistently cited include:

- a. Lack of adequate administrative and financial management skills.
- b. An outmoded, inflexible and dysfunctional educational system.
- c. Lack of a strategic plan for education generally and higher education specifically in Niger.
- d. Infrastructure deterioration.
- e. Resource deficiency, including financial, equipment, didactic and basic materials, and human resources.
- f. Low quality and quantity of human resource development personnel.
- g. Scientific isolation.
- h. Lack of practical application-oriented technical training for the private sector.
- i. Burden of a continuous crisis management mode.
- j. Inadequate communication and cooperation between agencies of the GON and post secondary institutions, and among units of the university such as research institutes.
- k. Inadequate cooperation and coordination of activities among donors.

3. **Opportunities:** Best bets or viable opportunities for intervention by donors and others committed to institution building for national development.
- a. Higher education institution management training.
  - b. Distance learning as a strategy for continuing education for professionals, researchers, science faculties and field staff in strategic priority areas.
  - c. Well defined and sustainable university linkages at the departmental level.
  - d. Projects which increase access to recent technology, equipment, and materials, especially library materials.
  - e. Increase the capacity of higher education institutions to undertake strategic planning leading to well designed human resource and infrastructure development plans.
  - f. Assistance in establishing technical (skills and trades) training programs for the private sector.
  - g. Establishment of an association of alumni of U.S. universities in Niger for mutual reinforcement and professional development.

# ELECTRONIC INFORMATION EXCHANGE IN SUPPORT OF AFRICAN EDUCATIONAL RESEARCH

A Proposal for a Pilot Project  
Prepared by the Ohio University Libraries and  
The African Educational Research Network

## I. BACKGROUND

Many problems continue to plague the development and support of educational research (and thereby the development of effective teacher education) in the universities of Sub-Saharan Africa. Limited funding for universities is a major contributant. It constrains the availability of library materials and of opportunities to meet with colleagues in other universities or in neighboring nations in professional conferences to cooperate and share research. The cost and vagueries of mail have proven it an inadequate medium to overcome these obstacles. Moreover, a would-be scholar is likely already overburdened with teaching and committee responsibilities. Confronted with this environment, it is understandable that thousands of graduate students from Africa pursue advanced degrees overseas. While this overcomes most of the above obstacles, it introduces new ones. While library and research resources are more likely to be available at larger universities in Europe and North America, only a few universities are likely to have substantial if any resources dealing with an African graduate students' home countries--severely limiting their ability to undertake research in conjunction with their education which is applicable to their home country situations. Moreover, those who have already embarked on careers in education, find themselves losing touch with supervisors and peers--often to the detriment of their careers when they return.

Modern information technology would appear to alleviate if not eliminate nearly all of these obstacles to educational research. The rapid spread of electronic information technology across Africa, which began with the commercial and scientific fields, is now reaching the universities. Although the early users appear to be computer scientists and others in the sciences and engineering, solutions to hardware, software, and connectivity problems offer previously unavailable opportunities for scholars in the humanities, social sciences, and professional fields, including library and information science.

This emerging connectivity offers potential rewards for scholarship in Africa and on Africa. Access to databases, periodical materials, and library services are areas for which electronic information exchange offers substantive solutions for African institutions. But, computer-mediated communications afford unparalleled opportunities for scholars in African

universities to engage in dialogues with colleagues elsewhere in Africa and the world. This electronic world of learning, exemplified by the Internet, should facilitate communication within the research community while enabling graduate students abroad to maintain closer contact with colleagues in their parent organizations--thus keeping pace with contemporaries at home while also drawing on them for data to be used in advanced education abroad.

Universities in Europe and North America will be able to strengthen their resources in African Studies and African educational research through library-based exchanges of data and information and through collaborative activities involving graduate students and professors in Africa, Europe, and North America. The pilot project described here will introduce and test the possibilities described as effective means of contributing to African educational research and education while assuring a prominent voice for African scholars and institutions, both in within Africa and abroad. The pilot project will also assess the comparative cost effectiveness of electronic information exchange strategies.

## II. PROJECT GOAL AND PURPOSE

The goal of this pilot project is to assess the feasibility of using electronic information exchange to extend and strengthen the material and human resources essential to research by graduate students and their professors relating to African educational development, regardless of location. The pilot project will involve the libraries, professors and graduate students of selected universities in Africa, Canada, the U.K., and the U.S.

The primary purpose of the project is to promote, through the the use of electronic information technology, the development of three components that are necessary to support and sustain research activity: availability of, and access to, library resources and databases that are relevant and adequate to the needs of research professors and advanced graduate students; efficient means of information exchange with other scholars in the field, and specialized preparation of graduate students to become efficient users and prospective leaders in the uses of electronic information exchange in their respective fields of study. A model for inter-university collaboration will be developed for replication, validation and revision.

## III. THE NEED FOR THE PROJECT

Dr. Kabiru Kinyanjui, Senior Program Officer for the International Development and Research Council (IDRC) in Nairobi, detailed the nature of the "crisis in research capacities of African universities: in an address to the Association of African Universities in Accra in 1991. Kinyanjui's account has been documented by other scholars and other studies. Trevor Coombe of the Institute of Education at the University of London, in *A Consultation on Higher Education in Africa*, reported that isolation from the larger community of scholars was a major constraint to scholarly productivity in many African universities. Lack of regular communication and library resources were major unmet needs. Coombe emphasized that "African universities are

now not simply out of date in their library collections, they face the threat of being marooned on the other side of the technological divide."

Mayuri Odedra, in *Much More than Human Resource Development for Africa. Information Technology Manpower: Key Issues for Developing Countries* (Tata McGraw-Hill, 1992) has called attention to the lack of databases and other library resources, observing that 80 percent of the information about Africa resides in the libraries of the north, generally inaccessible to the African professor. She cited electronic information exchange as one means to leapfrog the barriers of time and distance that have limited research resources and scholarly activity.

Two recent reports of the American Association for the Advancement of Science (AAAS), *CD-ROM for African Research Needs: Some Basic Guidelines* (revised edition; Washington, D.C.: Sub-Saharan Africa Program, AAAS, 1993) and Lisbeth A. Levey, *A Profile of Research Libraries in Sub-Saharan Africa: Acquisitions, Outreach, and Infrastructure* (Wash., D.C.: Sub-Saharan Africa Program, AAAS, 1993) have detailed the lack of research resources and services in many libraries in African universities, including the the lack of electronic information exchange.(1991) The AAAS has continued to work with the Association of African Universities (AAU) and the Donors to African Education Working Group on the problem of research capacity building in African libraries.

Large numbers of African graduate students continue to pursue degrees in European and North American universities where the pool of faculty members with interests and experiences in African educational development is limited. This, coupled with inadequate library research resources on Africa in most Western libraries (the 80 percent of resources on Africa cited by Mayuri Odedra reside in a very few libraries, relatively restrictive research libraries), makes incorporation of African data and experiences into major research projects extremely difficult at best. Programs of study are too frequently "off the shelf" rather than individualized to prepare students more specifically for careers back home. Access to information regarding contemporary conditions, issues and problems in African education is restricted by the existing barriers to efficient communication.

With the rapid emergence of electronic communication technology in many sectors of African business and government, it seems most appropriate that African graduate students be well prepared to use electronic information exchange in their present studies and research projects and in their future academic assignments. The lack of linkages amongst research professors across the national boundaries in Africa poses yet another barrier to the building of research capacity.

#### IV. PROJECT DESCRIPTION

Project resources will be directed to the support and development of four major activities. All of the activities, with one exception, will involve collaboration among the member

universities of the AERN, and a limited number of individuals and institutions which may offer special resources to the project.

**African research roundtable(s) (Electronic).** The African research roundtable will be a focused adaptation of the computer discussion group. The focus will be upon African educational research generally and specifically upon the active research projects of African graduate students and professors in universities in Africa, Europe, and North America. Membership and participation in the Roundtable will provide the avenue to collaboration in the research projects of graduate students and other professors in the universities of the AERN. The Research Roundtable will provide African context and expertise, thereby reducing the isolation of the African academic, and further internationalizing the discourse of scholars who specialize in African educational development. The Research Roundtable(s) will contribute to the identification of specific deficits in library resources and services, and of opportunities for the uses of electronic information exchange to alleviate the deficits.

It is expected that the Research Roundtable(s) will promote the exchange of information on topics such as teaching effectiveness, research methodologies, access to and support of educational opportunity, AIDS education, changing roles of women in civic affairs, nutrition and health education, and family life education to name only some current "hot" research topics as examples. The content, in fact, will be determined by the participants.

Initially, the core members of the Roundtable will come from the professors and graduate students of AERN universities. Once the protocols of Roundtable procedures have been established, broader participation will be invited.

**Training and participation in electronic information exchange and research capacity building.** Graduate students in the "project" universities will be provided comprehensive training in electronic information exchange and application in support of their research activities. Courtesy e-mail accounts and training will be provided to enable African graduate students to communicate with their colleagues in other universities in Africa, Europe and North America (indeed, with anywhere in the world). The developmental aspects of electronic information technology in African universities will be included in the training programs. As graduate students enter the stage of topic selection and design of their research project, they will be prepared to draw upon the resources of the Research Roundtable members. These students will be qualified to locate and access data bases that are relevant to their fields of study. They will be prepared to be effective users and potential leaders in the new forms of scholarly information exchange.

**Library collaboration.** Regular collaboration will be employed to bring the libraries of African, European and North American members of the AERN into close working relationships. Assessment of existing resources and major needs related to the capacity to support African educational research activity will receive early attention. Exploration of ways to share databases, periodical materials, reports on current research activity, and research findings through the use of electronic information exchange will be a high priority. The collaborations of university

libraries will be aimed at extending and strengthening the support bases for researchers in both Africa and the north. The recently created AERN gopher at Ohio University will draw upon the resources of other AERN university libraries to enhance its development and greater usefulness to researchers.

**Educational Net Surfing.** Using the resources of the Internet has been facilitated by a number of electronic tools, e.g., FTP (File Transfer Protocol), Gophers, WAIS (Wide-Area Information Servers, and World Wide Web). The server which will make the foregoing activities possible will also offer these tools to develop participants awareness of and skills in using these information-seeking programs. In doing so, the resources mounted for this project will be available to Internet users worldwide. FTP access to the server will facilitate the project's electronic exchange of information while simultaneously providing for the diffusion of research on African educational issues to anyone interested.

## V. PLAN OF ACTION

In implementing the activities described above, Ohio University will serve as the lead institution, providing the site and service for the server, coordinating project activities, and providing administrative support. Each of the participating institutions, however, will develop its local resources, offer training to faculty and students, and share its experience and expertise with the other participants. The following outline the plan of action.

1. Install Gopher/FTP Server and bring it up -- with full capacities
  - 1a. Install Gopher/FTP Server and test
  - 2a. Continue developing/loading server and making it available
2. Develop and implement training programs for faculty and students
  - 2a. Develop training programs and materials
  - 2b. Test training program and materials at participating institutions
  - 2c. Revise training program and materials
  - 2d. Continue delivering training at participating institutions
  - 2e. Make training materials publicly available, especially in Africa
3. Conduct Roundtables
  - 3a. Identify Roundtable leaders/moderators
  - 3b. Provide orientation for leaders/moderators
  - 3c. Open Roundtables to participants
  - 3d. Selectively expand Roundtables to wider audiences
4. Provide Feedback venues to adjust as experience indicates
  - 4a. Statistical data on server usage
  - 4b. Written/electronic evaluations by server manager and users
  - 4c. Written/electronic evaluations by Roundtable leaders/moderators

- 4d. Written evaluations by library users
- 5. Evaluate Experience
  - 5a. Annual draft report on project activities and feedback
  - 5b. Annual meeting of faculty, library, and African student participants to review project and annual report and to plan for next year's cycle.

Project Timeline							
Grant Activity/Period		Pre-Grant	Year One	Year Two	Year Three		
1a	Install Gopher/FTP server and test		■				
1b	Continue developing/loading server			■	■	■	■
2a	Develop training program and materials	■	■				
2b	Test training program and materials		■	■			
2c	Revise training program and materials			■	■		
2d	Continue delivering training at participants		■	■	■	■	■
2	Make training materials publicly available					■	■
3a	Identify Roundtable leaders/moderators	■	■				
3b	Provide orientation for R/table leaders/moderators		■	■			
3c	Open Roundtables to participants		■	■	■	■	■
3d	Selectively expand Roundtables to wider audiences				■	■	■
4a	Statistical data on server usage		■	■	■	■	■
4b	Written/electronic evaluations - server			■	■	■	■
4c	Written/electronic evaluations - Roundtables			■	■	■	■
4d	Written evaluations by librarians and users			■	■	■	■
5a	Annual draft report on project			■	■		■
5b	Annual meeting to review project and annual report and to plan for the next year			■	■		■

**Plan of Action Narrative.** The plan of action focuses on establishing a server/workstation (Sun Sparc 10) which will serve African Educational Research, training African graduate students and faculty concerned with educational research to effectively and efficiently use the server, providing

62.

resources and connectivity to a variety of resources and reports linked to Africa, and hosting electronic Roundtables focusing on African educational development. Gopher and FTP are identified as the two most common and simplest tools for accessing resources on the Internet. It is likely that WAIS software and World Wide Web software will be added to further facilitate full-text indexing of reports and access to even more resources.

## VII. SPECIAL COMPETENCIES OF PARTICIPANTS

Ohio University's continuing interest and activity as a partner in educational development in the nations in Western and Southern Africa and in Southeast Asia reflect its commitment to internationalizing its programs and research. Collaborative educational development projects (many funded by the U.S. Agency for International Development) in nations such as Nigeria, Botswana, Swaziland, and Lesotho have prepared professors, especially in education, to offer programs of study directly relevant to students from Africa and other interested in African educational development.

Drawing on its African experiences, in 1985, Ohio University introduced the African Educational Research Symposium as an opportunity for African graduate students in North America to come together as a "budding community of scholars" to consider research projects, assess research needs, and consider the status of research activity in their respective nations. The Symposium has become an annual event that has, to date, involved more than 250 graduate students and professors from more than 25 African nations and more than 23 universities in the north. Educators from universities in Botswana, Lesotho, Swaziland, Kenya, Great Britain and Canada contributed to the initial success of the Symposium. *This Symposium stimulated the founding of the BOLESWA (Botswana, Lesotho, and Swaziland) Research Symposium that are now a biennial affair which attracts participants from many of the SadeC nations.*

Complementing the College of Education projects in southern Africa, the Ohio University Libraries have actively promoted cooperation with counterparts in libraries in southern Africa. Not only have the National Librarian of Swaziland and the Chief Librarian at the University of Botswana spent several days each with the Ohio University Libraries, the nations of Botswana and Swaziland have each designated Ohio University as the depository for publications from each of these countries in North America. This unique relationship enables Ohio University to serve the needs of students, scholars, companies, and government agencies for timely materials on these nations. This is facilitated through participation in the international OCLC Online Computer Library Center (OCLC) which provides for expeditious resource sharing among more than 14,000 member libraries around the world (but largely in the U.S. and Canada).

In 1992, Ohio University, Bayero University, Kenyatta University, the National University of Lesotho, the University of Manchester, The University of Ottawa, Clark Atlanta University and Oklahoma State University established the African Educational Research Network. The aim was to regularize, strengthen and extend collaborations for the purpose of

63-

improving the quality of African educational research and to contribute to the building of research capacities of African universities. In December of 1992, the Executive Committee of the AERN, meeting at Clark Atlanta University, identified the transfer and utilization of electronic information exchange technology as a major priority of AERN joint activity. Ohio University is well qualified to administer and coordinate this collaborative activity.

**COLLABORATING UNIVERSITIES** The universities of the AERN are committed to formalizing and regularizing cooperative efforts as a means of supporting African educational research development. All of the universities offer graduate programs to the doctorate level. Although they differ with respect to the resources that are available to them, the AERN universities have professors and administrators who possess knowledge and experience in educational development in nations of Africa and the north. Each of the African member universities has professors who have first hand knowledge regarding the programs that are provided to international graduate students in northern universities. They have working acquaintance with the research resources of the libraries there.

Each AERN university is located so as to facilitate its outreach to other universities in the respective regions where support for development of electronic information exchange as a means to research capacity building is desired. Professors and administrators in the northern universities possess many years of working experience in nations that include Ethiopia, Nigeria, Botswana, Swaziland, Lesotho, Namibia and Zimbabwe. Professors in the African universities are equally widely experienced. They have worked with various regional research organizations such as the Educational Research Network for Eastern and Southern Africa (ERNESA), the Educational Research Network for Western and Central Africa (ERNWACA), and the Northern Research Review and Advisory Group (NORRAG). Executive committee members of the AERN are well known to one another, having worked together on other undertakings as many as three decades ago.