ERNWACA and IIEP Regional Workshop
Atelier Régional ERNWACA et IIPE
16-18 June / juin 2004
Bamako, Mali

Educational Research Network for West and Central Africa (ERNWACA)
Réseau Ouest et Centre Africain de Recherche en Éducation (ERNWACA)

International Institute for Educational Planning (IIEP / UNESCO)
Institut International de Planification de l’Éducation (IIPE / UNESCO)

organized under the auspices of the Malian Ministries of Education and of Health /
or organisé sous le haut parrainage du
Ministère de l’Éducation Nationale (MEN)
et du
Ministère de la Santé
de la République du Mali

Education Research Response
to HIV/AIDS in West and Central Africa

Réponses de la recherche
face à l’impact du HIV/AIDS sur les systèmes éducatifs
en Afrique de l’Ouest et du Centre

Workshop Final Report
Rapport final de l’atelier

Septembre 2004
préparé par la Coordination Régionale du ERNWACA
et validé par les rapporteurs généraux et
les membres du comité d’organisation et de suivi de l’atelier
Bamako, MALI
EXECUTIVE SUMMARY

HIV/AIDS has hit Africa hard with infection rates are as high as 36% in Botswana and 38% in Swaziland. Can ERNWACA member countries, where HIV infection rates vary from .5% in Senegal to 9.7% in Cote d'Ivoire and 11.8% in Cameroon adopt a strategic response and curb its impact on development and in particular on educational systems? What contribution has educational research made and where should it go from here?

These questions were among those debated at the regional workshop organized by the Educational Research Network for West and Central Africa (ERNWACA) and UNESCO’s International Institute for Educational Planning (IIEP, Paris) in Bamako from 16-18 June 2004, under the auspices of the Ministry of Education and the Ministry of Health of Mali.

About thirty persons attended (34% women), including 10 ERNWACA researchers from seven member countries, policymakers from Mali, Cameroon, Cote d'Ivoire, Mali, and Nigeria, representatives from teacher unions, and other partners including UNESCO and UNAIDS, the Association for the Development of Education in Africa (ADEA), the new Mobile Task Team (MTT) for West Africa, the Family and Schooling in Africa (FASAF) research network of the Union for African Population Study (UAPS), the Southern African Development Community (SADC) and the ADEA Working Group on Education Sector Analysis (WGESA).

ERNWACA researchers presented reviews of HIV/AIDS and education policies, strategies, and research from six member countries – Burkina Faso, Cameroon, Cote d’Ivoire, Ghana, Nigeria, Senegal. This review of literature covering the past 5 to 10 years, conducted in 2003 and early 2004, showed that:

- HIV/AIDS contributes to absenteeism and death of teachers, students, and education administrative personnel and threatens the quality of teaching and learning;
- though national policies are still being developed, most countries have put in place structures and strategies to deal with HIV/AIDS, including in the education sector;
- youth are particularly vulnerable to HIV/AIDS, especially girls;
- preventive education has been attempted, with mixed results;
- care for those infected and affected with AIDS diverts resources from other programs;
- current interventions are uncoordinated;
- actions to mitigate the impact on educational systems have not been undertaken;
- statistics on the impact of HIV/AIDS on educational systems are incomplete and weak;
- current research is fragmented and does not appear to inform national policy.

After reviewing the literature and identifying information gaps, researchers, policymakers and practitioners agreed that research is required in the following areas:

- Impact of HIV/AIDS on teachers and administrative personnel and teacher management;
- Situation of infected and affected learners, particularly orphans;
- Evaluation of strategies to teach prevention including peer education and life skills approach;

It’s clear that African researchers should be the backbone of any intelligent policymaking. Building and using their capacities is of paramount importance. Quote from workshop participant evaluation form
• Role, influence and involvement of local actors and partners (families, PTAs, NGOs, community leaders, etc.).

The workshop is part of a process that began with ERNWACA’s decision to work on HIV/AIDS and should culminate in the appropriation and implementation of its regional research agenda.

• In March 2001, researchers from six ERNWACA member countries attended the first regional conference on HIV/AIDS and education, organized by UNESCO in collaboration with the ministry of education of Ghana, in Elmina. The objective of the conference was to move toward a regional strategy.

• At its February 2002 Dakar Strategy Session, ERNWACA developed its 2002-2010 work plan and the impact of HIV/AIDS on education was identified as second of eight priority research issues.

• In 2003, ERNWACA began to implement its HIV/AIDS and education work plan in collaboration with the International Institute for Educational Planning (IIEP/UNESCO, Paris). Almost 100 policy and research documents from five ERNWACA member countries were collected, abstracted, numerised from a regional hub in Bamako and made available at http://hivaidsclearing.unesco.org.

• In 2004, ERNWACA synthesized the findings of the document collection and shared them at the June workshop in Bamako where a regional research agenda was elaborated;

• In 2005, ERNWACA plans to partner to undertake transnational research that will help national policymakers better understand the specific impacts of HIV/AIDS on educational systems and know effective responses.

Because the fight against HIV/AIDS requires a united front, ERNWACA is creating a task force for HIV/AIDS and education research in West and Central Africa and plans to collaborate with national, regional, and international partners to reinforce researcher capacity on HIV/AIDS and education issue and produce new and reliable information for educational planning in the context of HIV/AIDS.
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ACRONYMES / ACRONYMS

ACI    Africa Consultants International
ADEA   Association for the Development of Education in Africa
AIDS   Acquired Immunodeficiency Syndrome
AIDSCAP Aids Control Associated Program
APE    Association of Parents of School Children
AUA    Association of African Universities
CAREF  Support Center for Research and Training
CCLS   Commune committee for AIDS control
CLLS   Local Committee for AIDS Control
CPLS   Provincial Committee Control
ECAM   Cameroon Household Study
EFA    Education For All
ENS    University level Normal School/Department of Education
ERNWACA / ERNWACA Educational Research Network for West and Central Africa
FASAF  Families and Schooling in Africa (international research network)
FP     Focal Point
GTZ    Gesellschaft für Technische Zusammenarbeit (German Aid Agency)
HESO   Center for Health and Social Development
HIV    Human Immunodeficiency Virus
HPPC   Highly Indebted Poor Countries
IDRC   International Development Research Center
IEC    Information, Education, Communication
IIIEP  International Institute for Educational Planning
ILO    International Labour Organisation
IRESOC Institute for Research and Behavior Studies
MEN    Ministry of Education
MINAGRI Ministry of Agriculture
MINAS  Ministry of Social Affairs
MINCOF Ministry for Women’s Affairs
MINEDUC Ministry of National Education
MINJES Ministry of Youth and Sport
MINSUP Ministry of Higher Education
MTT    Mobile Task Team
NGO    Non Governmental Organisation
OVC    Orphans and Vulnerable Children
PMCE   Population Media Center
PMLLS  Multisector Program for AIDS Control
ERNWACA / ERNWACA Réseau Ouest et Centre Africain de Recherche en Éducation
SADC   South African Development Community
UAPS   Union for African Population Study
UNAIDS UN Joint Program on HIV/ADS
UNDP   United Nations Development Program
USAID  United States Agency for International Development
WGESA  Working Group on Education Sector Analysis
WHO    World Health Organization
YDF    Youth Development Foundation
Workshop Report

Reporters:

Ababacar Gaye FALL, ERNWACA-Sénégal, and Hamedoune TOURE, Institut Supérieur de Formation et de Recherche Appliquée (ISFRA), Mali

Bamako, June 18, 2004

1. Context and objectives of the workshop

From 16 to 18 June 2004, a sub-regional workshop (West and Central Africa) organized in partnership between ERNWACA and IIEP-UNESCO was held in Bamako at the Residence Bouna Hotel, on the theme: Research Responses in the face of the Impact of HIV/AIDS on Educational Systems in West and Central Africa. This meeting is part of the implementation of recommendations of the UNESCO workshop at Elmina in 2001 in drawing up sub-regional strategies to control AIDS to achieve the following objectives:

a. Review African initiatives concerning HIV/AIDS in the education sector, particular national policies and research in West and Central Africa;

b. Draw up a regional calendar for priority research on HIV/AIDS and education;

c. Define the methodological framework of the national and trans-national studies on HIV/AIDS and education.

The opening, presided by Mme Safoura TRAORE, representing the Minister of Health of Mali (see Annex F for her speech), was also honored by the presence of the representative of the Minister of Education; Dr. Jean-Louis LEDECQ, advisor to the UNAIDS Country Program; Mr Eric Allemano of IIEP-Paris, as well as ERNWACA participants members or partners from Burkina Faso, Cameroon, Côte d’Ivoire, Ghana, Mali, Nigeria and Senegal.

Following the welcome by Prof Denis DOUGNON, the ERNWACA Mali Coordinator Mr. Urbain Dembelé, using an original value-based cultural and scientific approach, demonstrated the place of research on HIV/AIDS control in our countries.

The regional ERNWACA Coordinator, Mme Kathryn TOURE and various speakers followed his introduction by emphasizing:

- Necessary synergy of stakeholders whose various initiatives are to be combined in the framework of a multi-sector plan for HIV/AIDS control;
In the name of the Minister of Health, Mme Safoura TRAORE then recalled that AIDS is of course a medical problem, but above all a social and cultural one (see her speech in Annex F). In this way the Government of Mali like the other countries of the sub-region defined the main lines of a strategic plan for AIDS/HIV thanks to the commitment of the highest authority of the State in encouraging all initiatives and research for HIV/AIDS eradication, and in particular approved the commitment of ERNWACA to provide education sector policy-makers and stakeholders with reliable information to support policies and research on the subject of HIV/AIDS and education.

The proceedings which followed included introductory presentations to a wide exchange of experiences on different themes and centers of interest.

2. HIV/AIDS and Education: Impact and Responses in West and Central Africa.

Four ERNWACA researchers established the basis for discussions through presentation of a synthesis paper on policy and research in the region, followed by the specific cases of two English-speaking and three French-speaking countries:

a. Review of Policy and Research in West and Central Africa,  
   by Brigitte Matchinda, Cameroon

b. HIV/AIDS in the Education sector in Ghana and Nigeria,  
   by Mr Joshua Baku, Ghana and Mr Dayo Odukoya, Nigeria

c. HIV/AIDS and Education: the cases of Burkina Faso, Côte d’Ivoire, and Senegal,  
   by François-Joseph Azoh, Côte d’Ivoire

The representatives of the Ministries of Education from Côte d’Ivoire, Cameroon, and Nigeria took the floor one after another to react to the researchers’ presentations and to share the challenges concerning drawing up and implementing policies as they are experienced in their respective countries.

On the whole the various presentations and discussions led to agreement on the following conclusions:
2.1 Points established concerning impact and responses in ERNWACA member countries

2.1.1 Points established concerning impact:

- Education contributes to production of high quality human resources;
- HIV/AIDS affects the quality of education;
- Young teachers with relatively high purchasing power are often exposed to the risk of infection or are affected, their absenteeism results in a lowering of the quality of school or university training;
- Affected students or AIDS orphans need more assistance;
- Infection of administrative personnel and educational planners poses the problem of monitoring and implementation of Ministry decisions;
- Students and teachers who are infected or affected by HIV/AIDS suffer from stigmatization;
- Unfortunately there are no measurements of impact, or very few: so far there are only estimates and empirical approaches or clinical responses;

2.1.2 Points established concerning responses:

- Not enough account taken of local situations;
- Lack of stakeholder coordination;
- Difficulties of implementing slow, long programs while it is urgent to act quickly;
- Slow pace of behaviour changes despite many sensitization campaigns;
- Sporadic empirical and dispersed nature of interventions which do not enable measurement of changes;
- Imprecise approach of studies;
- Absence of impact studies;
- Unreliable nature of existing statistical data;
- Biomedical nature of data collected;
- Low level of involvement of political and all leaders.

3. Experiences of Southern and East African countries and regional approaches

After discussions on the impact and responses based on the presentation of the literature study conducted by ERNWACA researchers, the ERNWACA partners shared analytical frameworks influenced above all by the experiences of countries in South and East Africa. Four papers provided the basis for discussions on policies, strategies and research:

a. Regional framework for analysis of national policies in Southern Africa, 
   by Angela Arnott, Southern African Development Community (SADC) and Working Group on Education Sector Analysis (WGESA)

b. Mobile Task Team (MTT) approach as a strategy for HIV/AIDS control, 
   by Gary Engleberg, Africa Consultants International, Senegal
c. Lessons learned from qualitative research on the impact of HIV/AIDS on Education systems
by Eric Allemano, IIEP

d. ADEA approach to research on the impact on teaching and learning,
by Hamidou Boukary, Association for the Development of Education in Africa (ADEA)

Angela Arnott of SADC and WGASE presented a review of the national policies of 13 countries in Southern Africa. The policies are evaluated by 24 criteria divided into three categories of action: the creation of a foundation for action; prevention of HIV/AIDS; and lessening its impact on the quality of education and the system itself. Analysis shows that even if most countries have programs to prevent AIDS, actions to attenuate its impact on the quality of education and to protect the educational system are weak.

In 2002, USAID supported the creation in southern Africa of the Mobile Task Team (MTT), a mobile group of experts on the impact of HIV/AIDS on education. The experts assist governments and Education Ministries in reducing the impact of HIV/AIDS, using the life skills approach to prevent AIDS and offering education to orphans and other children affected by HIV/AIDS. MTT has developed a toolkit to support a 12-step process to help ministries to evaluate impact, develop a response, and monitor its implementation. Mr. Engleberg explained that in 2004, a « Mobile Task Team West » will be set up in West Africa and based in Dakar. Several consultants have already been named for the team and will be trained in August in South Africa. Insofar as research is concerned, MTT anticipates mobilizing funding, publishing results and facilitating their influence on the activities of Ministries of Education.

Trans-national research by IIEP on the impact of HIV/AIDS in East Africa has shown the lack of committed leadership and the weakness of “focal points”. It also showed that education sector partners have not integrated HIV/AIDS into their strategies for quality education. Mr. Allemano also stressed the fact that the needs of teachers remain without a response, and that Unions are silent.

Since 2000, ADEA has funded 19 studies on promising approaches to HIV/AIDS control in the education sector. M. Boukary explained that the studies are conducted by African Ministries of Education and 11 research reports are already available. Results show that promising experiences are not generalized at the sector level, and that the only sector where demand for education is likely to increase is that of pre-school education – as the traditional guardians of small children (girls and grand-parents) will have to concentrate on income generating activities. Some studies produce evidence of a tendency to make education the protection against risk for young people between 15 and 24 years of age, and above all with specific programs concentrating on AIDS prevention. Other research will be in a position to confirm or negate this tendency. All in all, the education response has not been sufficiently flexible or innovative to satisfy the needs of teachers, students and communities.
Questions and debate concerned:

- The need to take the epidemic seriously, even in countries with limited prevalence, and to take into account the rapidity with which the illness develops;
- Steps in drawing up a regional framework for analysis to evaluate and compare levels of preparedness among ERNWACA member countries;
- The advantage of a regional approach and of trans-national studies to combine data and responses which are patchy at present;
- Actions to take at various levels of teaching (primary, secondary, higher and non-formal education);
- The particular interest of analyzing the impact of HIV/AIDS on higher education and its impact on the whole of the system;
- Conditions to be fulfilled by countries wishing to take advantage of MTT (Mobile Technical Team) support and participate in ADEA studies on promising responses;
- West African contextualization of the MTT model;
- Support for MTT-ERNWACA collaboration with a view to advocacy for research.

Taken as a whole, the presentations by SADC and the WGESA, by ACI for MTT, IIEP and ADEA enabled the workshop to capitalize on the experience of countries in Southern and East Africa particularly concerning intervention and research strategies and trans-national approaches.

4. Who is affected in the education sector? What management for teaching staff?

The theme concerning the stakeholders of the educational system affected by HIV/AIDS was undertaken through the interventions of three ERNWACA researchers:

a. Vulnerability of girls and women confronted with AIDS,
   by Clara Fayorsey, ERNWACA-Ghana

b. Impact of HIV/AIDS on primary school teachers and education service personnel,
   by Denis Dougnon, ERNWACA-Mali, and Mr Joseph Tamukong, ERNWACA-Cameroun

HIV/AIDS, youth and teachers in Mali: analysis of demographic survey data,
by Mamadou Kani Konaté, ERNWACA-Mali

That sex and age are the significant variables in the development of HIV/AIDS in Ghana are the facts that will be retained from Mme Fayorsey’s presentation. In Ghana, the rate of prevalence for girls between 15-24 years is 16.8%, which is three times higher than for boys of the same age group. Most primary and secondary school teachers are women, and they fall ill and die in greater numbers, making a negative impact on the quality of education. The government has drawn up policies and strategies, but these do not take into account the specific needs of girls and women in the education sector.
The communication by Mr. Dougnon was notable for bringing to light the incidence of HIV/AIDS on the professional lives of teachers, school administration personnel and the day-to-day running of schools. Teachers constitute a population at risk. There is a lack of provisions to protect the rights of sick teachers, the cost of anti retro-virals is high, and relations with their colleagues, students and relatives become complicated. Their increasingly frequent absences from school lead to overburdening of teachers who are not ill, failure to complete teaching curricula and lowering the quality of teaching.

Mr. Konaté’s presentation showed all the difficulties that present during data analysis and the results of statistical surveys, particularly the Demographic and Health Survey (DHSM III) concerning specific application to the field of HIV/AIDS. Nevertheless, secondary analysis of the quantitative data from voluntary advice and testing centres in Mali (one in Bamako and one in Ségou) showed that 13.9% of the 79 teachers who presented there from June 2003 through March 2004, tested positive for HIV, and the age-group 30-34 years appears to be the most affected. Among secondary and higher education students who visited the centers during a total of 27 months, the most affected age-group is that between 20-24 years. Among 50 secondary-school students affected, 88% are girls/women. Despite the small numbers involved, this analysis gives indications to orient action and studies and to produce specific indicators so that the demographic data will inform us about the impact of HIV/AIDS on education system stakeholders.

The discussion session brought to the fore the question of use of condoms; proposals to support orphans, women, girls; the matrimonial situation and professional posting of teachers; and even legislative measures to protect young women in higher education.

5. Information is essential, the visit to [http://hivaidclearinghouse.unesco.org](http://hivaidclearinghouse.unesco.org)

The second working day of the ERNWACA and IIEP workshop began towards 8:00 a.m. with a cyber café visit. Participants were able to enter into contact with the Clearinghouse which is an important Website, with a country-by-country data base on research concerning HIV/AIDS.

Enrolment for the Clearinghouse is free. Enrolment provides access to 650 documents with summaries, a calendar of events linked to HIV/AIDS, and a monthly newsletter sent out by e-mail. Members can also create visiting cards and personal pages, take part in discussion and contribute to the contents. A list of documents collected in 2003 by ERNWACA for the Clearinghouse is attached at Annex I.

It’s clear that African researchers should be the backbone of any intelligent policymaking. Building and using their capacities is of paramount importance.

*Quote from workshop participant evaluation form*
Participants were also able to sample the international ERNWACA site.

6. **Solutions and strategies proposed**

Proposed solutions and strategies could be expressed as 5 « P » +R: 1/ Plan, 2/ Prevent, 3/ Protect, 4/ Preserve the education system and the quality of education, 5/ Partnership for advocacy and work. It goes without saying that Participation must be transversal and should characterize every step taken.

The five « Ps » are completed by « R » for Research. Research must spearhead policies and programs and provide the rationale for practice. Research provides the rationale for planning by providing the results of impact studies. The effectiveness of preventive actions and of protection through caring for those affected can be evaluated through research. Researchers help to draw up tools, analytical frameworks and strategies that can contribute to preserving the educational system. And they are inevitable as partners when it is a matter of advocating appropriate responses.

5P+1R:

**P1 : Planning, preparing policies,**
- Give particular importance to national leadership and sector governance;
- Draw up an educational and social multi-sector response;
- Take all stakeholders into account, including levels and types of learner in the education system;
- Provide for decentralized implementation;
- Pursue efforts to fund programs that are pertinent;
- Communicate in a way that will encourage commitment and mobilize all stakeholders.

**P2 : Prevention**
- Provide access to prevention tools: condoms, testing, advice;
- Encourage strategies that provoke behavior change through socio-cultural organization, peer education, life skills approach, programs of the EVF/EMP type, etc;
- Take into account approaches at the individual level as well as at community level;
- Promote community and school responses to HIV/AIDS;
- Sensitize and train the teachers;
- Pass Laws that protect the rights of girls and women within the education system;
- Engage in frank dialog concerning sexuality, relations and values.

**P3 : Protect**
- Subsidize ARV (by our governments);
- Introduce legislation which protects the rights of infected persons and those who are affected within educational institutions and system (Workplace policy);
- Combat stigmatization/discrimination; promote solidarity.
P4: Preserve the education system and the quality of education

- Consolidate existing data and reinforce information systems on education systems;
- Conduct studies to evaluate the impact of HIV/AIDS on stakeholders and the health of the system over several decades and follow their evolution to update the projections regularly;
- Train administrators to manage the education system in the context of HIV/AIDS;
- In the face of challenge, look for innovative solutions to maintain the quality of teaching and learning, including that for orphans and vulnerable children.

P5: Partnership in advocacy and work

- Mobilize in all directions: political commitment of the authorities, NGOs and HIV/AIDS special groups;
- Advocate policies and programs which take into account the specific needs of girls and women in the sector;
- Encourage availability of information from political actors to inform reflection and studies;
- Adopt joint strategies and share experiences;
- Ensure national coordination, including between various ministries, and regional discussion and agreement.

+R: Strengthen research

- Put in place real policies to promote research in order to provide political decision-makers with elements to expect;
- Adopt a priority research agenda and principles for research;
- Integrate research at every stage: to support policy development, evaluate the impact of HIV/AIDS and to assess the effectiveness of responses;
- Build the capacity of researchers through research projects and trans-national training, taking support from southern African partners;
- Secure adequate funding for the whole research cycle;
- Involve practitioners and political figures in conceptualization and conducting research, particularly teachers’ Trade Unions;
- Draw up, test et circulate conceptual tools and analytical frameworks;
- Share and publish research results to stimulate political and public dialog.

Other recommendations for strengthening research, as well as the lessons learned from the 18 months’ collaboration between ERNWACA and IIEP, are listed in section 5 of the technical report attached in Annex B.

7. Priority Regional Research Agenda

The sessions that followed were marked by installation of four working groups charged with reflection on the strategic areas of education research concerning HIV/AIDS. From an educational
point of view, Mr. M. Konaté’s method of participatory organization led to a consensus on the definition of urgency and priorities.

Group sessions on identifying priority research themes led to the following ranking:

- **Impact of HIV/AIDS on teachers and system managers**
- **Situation of affected and infected children, in particular orphans and vulnerable children (OVC)**
- **Role, influence, involvement of local stakeholders**
- **Evaluation of educational programs (methods, content, strategies, mainstreaming), particularly the life skills approach (formal / non-formal, primary / secondary / higher)**
- **Integration of HIV/AIDS information into instruments of data collection, analysis, and monitoring at different levels of school and university health programs**
- **Role, influence, involvement of national and international partners**
- **Profile of trainers and intervention modalities**
- **Teacher management (recruitment, training, placement, evaluation, workplace policy) (can be sub-theme for 4th theme)**
- **Institutional capacity (centralized and decentralized) for formulating, implementing, and evaluating sector policies and strategies**
8. Conceptual framework for regional and trans-national studies

The third and last day of the workshop was above all marked by group sessions to draw up the conceptual frameworks for future studies based on a proposed plan. The four working groups produced quality work on the first four priorities among the themes:

- **Group I** dealt with *curriculum evaluation*, and the life skills approach at various levels of the educational system, as well as in the formal and informal sectors;
- **Group II** concentrated on the *impact of HIV/AIDS on teachers and administrative staff*;
- **Groupe III** reflected on *involving local partners* (families, NGOs, PTAs, community leaders …);
- **Groupe IV** was entrusted with exploring the theme of *affected and infected children*, orphans and vulnerable children.

The depth of the productions and the commitment of the various participants give rise to expectations of satisfactory results. The four draft frameworks are available at Annex A.

9. Closing and media coverage

This important sub-regional meeting on research confronted with HIV/AIDS in the education systems of West and Central Africa was brought to a close by a note of encouragement and support by Mr. Wéléba BAGAYOKO, representative of the Malian Ministry of National Education.

The workshop was covered by the Malian daily, *L’Indépendant* (see the article in Annex L) On June 21, 2004 three ERNWACA researchers – from Mali, Côte d’Ivoire and Cameroon- took part in a television broadcast: “News of Economic and Regional Integration”. The researchers shared with the Malian public the rationale for the workshop, the impact of HIV/AIDS on education systems and the need for research and a regional approach.

10. Next steps

After the closure of the workshop, ERNWACA researchers and certain partners (MTT-West, SADC and WGAS, ADEA, FASAF) met at the regional coordination office to discuss follow-up to the workshop.

National ERNWACA coordinations should:

- Give an account to Education Ministries to take stock of their needs for research (sensitization/advocacy meetings);
- Organize ERNWACA Cafés with national partners to share the results of literature studies with members and the general public;
- Associate journalists in activities and present workshop results on the radio;
- Take a national level stance for conceptualization and management of pertinent studies.

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The ERNWACA regional coordination should:

- circulate the final workshop report to participants and partners, including to teachers’ Unions;
- set up an inter-institution committee (ERNWACA, IIEP, UNESCO, ADEA, MTT, FASAF, etc.) to mobilize resources to implement the regional research agenda;
- organize meetings with potential technical and financial partners (Social Science Research Council, World Bank, USAID, African Development Bank, etc.);
- manage the research process in order to produce scientific documents and advocacy documents.

In this field, the quality of work produced is essential and can be ensured by recruiting important researcher members and necessary budgets, mutually beneficial strategic partnerships to build capacity, and close monitoring by national and regional scientific committees.
ANNEX A

Draft conceptual frameworks for national/trans-national studies on HIV/AIDS and education in West and Central Africa

THEME 1
Evaluation of curriculum

THEME 2
Impact of HIV/AIDS on teachers and administrative personnel

THEME 3
Role, influence, involvement of local stakeholders

THEME 4
Situation of affected and infected learners, especially orphans and vulnerable children (OVC)
Group 1
Draft conceptual framework for a study

<table>
<thead>
<tr>
<th>THEME : Curriculum Evaluation (methods, content, strategies, integration)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target (users of results):</strong></td>
</tr>
<tr>
<td>- Teachers, Unions, Administrative staff;</td>
</tr>
<tr>
<td>- Pupils, Students;</td>
</tr>
<tr>
<td>- National or International Institutions;</td>
</tr>
<tr>
<td>- Parents of pupils, NGOs and Associations;</td>
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<tr>
<td>- Women’s Associations.</td>
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<tr>
<td><strong>Overall Objective:</strong></td>
</tr>
<tr>
<td>- Determine situation of curricula;</td>
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<tr>
<td>- Improve existing preventive education curricula.</td>
</tr>
<tr>
<td><strong>Questions for research:</strong></td>
</tr>
<tr>
<td>- What are the concepts used in preventive education?</td>
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<tr>
<td>- What are the roles and competencies of stakeholders in preventive education?</td>
</tr>
<tr>
<td>- What is the place of <strong>life skills</strong> as practised in formal and non-formal education?</td>
</tr>
<tr>
<td>- How are the curricula delivered (teacher/peer/ICT, active/participative approach, specific modules/integration/transversal, etc.) and appreciated?</td>
</tr>
<tr>
<td>- What is the relevance and effectiveness of existing curricula?</td>
</tr>
<tr>
<td><strong>Populations to be studied (beneficiaries):</strong></td>
</tr>
<tr>
<td>- Teachers, Pupils, Students;</td>
</tr>
<tr>
<td>- Administration staff;</td>
</tr>
<tr>
<td>- Unions, Parents of pupils, NGOs and Associations;</td>
</tr>
<tr>
<td>- Women’s Associations.</td>
</tr>
<tr>
<td><strong>Methodology:</strong></td>
</tr>
<tr>
<td>- Literature study;</td>
</tr>
<tr>
<td>- Determination of the levels of the system to be studied and the sample;</td>
</tr>
<tr>
<td>- Observation of curricula delivery;</td>
</tr>
<tr>
<td>- Interviews with educators and learners and with school directors and parents of pupils.</td>
</tr>
<tr>
<td><strong>Arrangements to involve the Ministries throughout the process:</strong></td>
</tr>
<tr>
<td>- Involvement from the start of the process;</td>
</tr>
<tr>
<td>- Design the research as a means of building capacity;</td>
</tr>
<tr>
<td>- Joint definition of arrangements to circulate the result and to use them.</td>
</tr>
<tr>
<td><strong>Anticipated Results:</strong></td>
</tr>
<tr>
<td>- Effective curricula are identified;</td>
</tr>
<tr>
<td>- Existing preventive education curricula are improved;</td>
</tr>
<tr>
<td>- New curricula are drawn up.</td>
</tr>
<tr>
<td><strong>Circulation:</strong></td>
</tr>
<tr>
<td><strong>Profile of researchers/personnel:</strong></td>
</tr>
<tr>
<td><strong>Calendar:</strong></td>
</tr>
<tr>
<td><strong>Budget and funding:</strong></td>
</tr>
</tbody>
</table>
**THEME:**
*Impact of HIV/AIDS on teachers and administration staff*

<table>
<thead>
<tr>
<th>Overall objectives:</th>
<th>Measure the degree of exposure and the effects of the AIDS pandemic on teachers and administration staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong></td>
<td>Users of the research results:</td>
</tr>
<tr>
<td></td>
<td>- Ministry of Education: policy for management and planning for teaching staff;</td>
</tr>
<tr>
<td></td>
<td>- Other Ministries involved: Higher education, Youth and Sport, Health, Women’s Affairs, Vocational training, Employment, Civil Service, Planning, Finance;</td>
</tr>
<tr>
<td></td>
<td>- National and sector programs for AIDS control;</td>
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<td></td>
<td>- Legislators for elaboration of a law enabling protection of infected and affected persons;</td>
</tr>
<tr>
<td></td>
<td>- Teachers’ Unions;</td>
</tr>
<tr>
<td></td>
<td>- NGOs intervening in education;</td>
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<tr>
<td></td>
<td>- Associations such as ADEA which have special relations with the Ministries for implication of research results in policies and educational planning, and AUA to stimulate dialog and action within the world of higher education;</td>
</tr>
<tr>
<td></td>
<td>- Regional institutions such as UEMOA and ECOWAS to influence their regional strategies;</td>
</tr>
<tr>
<td></td>
<td>- International partners including UNAIDS thematic groups to orient their support towards projects and programs relating to HIV/AIDS;</td>
</tr>
<tr>
<td></td>
<td>- National research institutions to orient future research as well as African partners which invest in research, such as the ADB.</td>
</tr>
</tbody>
</table>

**Beneficiaries:**
- Teaching staff: better knowledge of the situation of teachers in the face of HIV/AIDS;
- Students;
- Administration staff;
- Communities, families;
- The country;

Results will shed more light on the situation of HIV/AIDS in schools and will facilitate better management at the administrative level (centralized and decentralized) and at community level.
## Research Questions:

1. **What is the impact of HIV on schools, teachers and administrative staff?** What is the number of teachers and administrative staff who are infected/affected? (indicators by number).
2. **What are the factors of vulnerability/risk** to which teachers are exposed, according to gender and place of residence?
3. **Concerning knowledge/behavior:** how do teachers and the administrative staff perceive HIV/AIDS? What do they know about it, what is the level of knowledge? How do they perceive AIDS and related risks? Do they take measures to protect themselves and guard against it?
4. **At the level of the experience of teachers** affected by the epidemic (infected, affected or the fear of being affected by the epidemic): how is the teacher perceived by others (colleagues, the community)? What is the capacity of a sick teacher to continue working? How does the sick teacher perceive him/herself and behave in this situation?
5. **Concerning professional life and the impact on professional activity** (taking gender and the setting in which the individual is living): What is the impact of HIV/AIDS on the teacher’s professional life? How does he manage his time in relation to his profession and situation (attendance, regularity, absenteeism)?
6. **Concerning administration:** What is the effect of administrators suffering from HIV on the regularity of salary payments and administrative and supervisory support to teachers?
7. **Concerning care for persons who are sick:** what is proposed in the way of care by the Ministry, NGOs, the community and Unions and school administration? What are the policies? Practise? - and divergences between the two?

## Methodology:

- Documentary review and secondary analysis of already existing data;
- Drawing up questionnaires, interview guides (individual or group);
- Observation scales, and life histories;
- Risk mapping drawn up on pre-existing data (epidemiological or not);
- Rational selection according to risk mapping as established; or random selection of areas for study;
- Techniques of collection in social sciences;
- NB: the techniques used will be determined according to the nature of each sub-theme.
Means of involvement of the ministries throughout the process:
- Collaboration, dialog, concerted action;
- Creation of a framework for common activity, a pilot group (Ministries, Unions);
- Quality control of data collected with several levels of expertise and validation.

Anticipated Results:
- Provide reliable data to education managers;
- Reduce rejection and stigmatization of teachers;
- Maintain the quality of teaching to attain objectives of EFT programs.

Circulation:
- Workshop(s) for validation;
- Meetings with teachers’ Unions;
- Advocacy brochure;
- Press articles and association newsletters;
- Interviews on radio and television;
- Scientific publication;
- National, regional and international meetings.

Profile of researchers/personnel: To be determined
Calendar: To be determined
Budget and funding: To be determined
Group 3
First draft of conceptual framework for study:

<table>
<thead>
<tr>
<th>THEME:</th>
<th>Role, influence, involvement of stakeholders and local partners in health education and HIV/AIDS control (family, PTAs, NGOs, community leaders)</th>
</tr>
</thead>
</table>

**Target:**

<table>
<thead>
<tr>
<th>Users</th>
<th>BENEFICIARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEN and other Ministries; Decentralized structures; NGOs; International Partners.</td>
<td>School communities (pupils, teachers); Local communities (civil society, local leaders); State/administration.</td>
</tr>
</tbody>
</table>

**Overall objective:** Identify the roles, responsibilities and specific contributions of various local stakeholders in managing HIV/AIDS, and promising interactions between them.

**Research questions:**

1. How do the stakeholders perceive HIV/AIDS?
2. How have the stakeholders managed crises or calamities in the past? How do they do so now?
   - families;
   - leaders of opinion;
   - religious leaders;
   - deconcentrated civil and school authorities;
   - PTAs, school management committees, students.
3. How do local NGOs organise their responses to HIV/AIDS at the local level?
4. What is the current situation of HIV/AIDS, interventions relating to education?
5. What are the promising messages and approaches?

**Methodology:**

1. Document review;
2. Studies of behavior, attitudes and practises (BAP): - pluri-disciplinary; - multi-sector;
3. Ethnographic approaches / action (participant-observer);
4. Learning through research.
### Means of involvement of the ministries throughout the process:

1. Involvement of research and statistics bodies.
2. Drawing up and signing cooperation agreements:
   - definition of the type of participation by each ministry (technical advisors);
   - definition of the rules of participation by counterparts (ensure continuity);
   - definition of the means of monitoring and validation of results;
   - definition of the partners’ financial responsibilities.

### Anticipated results:

- Cultural aspects of AIDS control taken into account in West and Central Africa;
- Local situation and integration of HIV/AIDS component taken into account by the various development programs and projects;
- Better understanding of the conditions for generalizing promising approaches;
- Integration of effective messages and approaches in programs for formal and non-formal education;
- Closer links between formal and non-formal education in AIDS control.

### Circulation:

- Workshops for validation;
- Popular and scientific publications;
- Weekly articles in the national press (with illustrations/comic strips), relating innovative experiences in education centers/schools/communities;
- Radio broadcasts of the best messages used at community level;
- Video-clips on community participation in HIV/AIDS education and control of the epidemic.

### Profile of researchers/personnel:

To be determined

### Calendar:

To be determined

### Budget and funding:

To be determined
### Conceptual framework

#### RESEARCH THEME:
The situation of affected and infected learners, especially orphans and vulnerable children (OVC)

| Target audience: | Government, national AIDS commissions; |
|                 | NGOs, civil society; |
|                 | Development partners, local government; |
|                 | community level. |

| Overall objective: | 1. Identify HIV prevalence communities; |
|                   | 2. Identify OVCs and their needs; |
|                   | 3. Assess their situation; |
|                   | 4. Identify strategies to reduce the impact of HIV/AIDS; |
|                   | 5. Policy implication. |

| Main research questions: | 1. What are existing policies? |
|                         | 2. What are OVCs? |
|                         | 3. What are high prevalence communities? |
|                         | 4. Cultural practices impact on Aids? |
|                         | 5. Assess prevalence works? |
|                         | 6. What are communities, schools, stakeholders already doing? |
|                         | 7. What is best practice in supporting OVCs? |
|                         | 8. What are their problems and needs? |
|                         | 9. What are the policy recommendations? |

| Target groups to cover (beneficiaries): | Students, drop-outs, children with special needs; |
|                                       | teachers, school managers; |
|                                       | traditional guardians of children. |

| Methodology: | Literature review; |
|             | Conceptual framework, pilot study; |
|             | Selection of qualitative and quantitative methods; |
|             | Participatory process; |
|             | Focus groups, questionnaires; |
|             | Case studies, formal and non-formal interviews; |
|             | Use of journals, situation analyses; ethnographic studies |
|             | Use a phased approach. |
| **Ministry involvement:** | • Sensitization, advocacy;  
| | • Involve them in the process;  
| | • Inform and report, disseminate findings;  
| | • Get prior commitment for personnel and dissemination;  
| | • Delegate a counterpart in Ministry, host database;  
| | • Contribute costs.  
| **Quality control:** | • Set up national committee to monitor and give feedback;  
| | • Workshop to harmonize methodologies;  
| | • Agreed definition of term and concepts.  
| **Expects results:** | • Identification of OVCs in several areas;  
| | • Ministry takes actions;  
| | • Terms of reference designed for database.  
| **Dissemination:** | • Newsletters, newspapers;  
| | • Café, Ministry involvement;  
| | • Media, Web sites/Internet.  
| **Profile of researchers/personnel:** | • Researchers experienced with HIV/AIDS;  
| | • People whose views are respected in national community;  
| | • Researchers from Ministry involved;  
| | • Also teachers and local community;  
| | • Counselling skills.  
| **Budget and potential sources of funding:** | • 3 countries per phase at US $ 100 000 over 2 years;  
| | • UNICEF/UN agencies, international NGOs;  
| | • Save the Children, Action Aid, Oxfam;  
| | • National Aids commissions;  
| | • Development partners;  
| | • Solicit funds at two levels: national and international (including ministry in kind).
ANNEX B / ANNEX B

Technical Report on the ERNWACA and IIEP collaboration
January 2003 through June 2004

by Mamadou Kani Konaté (CAREF)
and Kathryn Touré (ERNWACA/ERNWACA)

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2. Terms of reference ...............................................................29
3. Achievements .......................................................................30
4. Attainment of objectives of collaboration ...............................32
5. Lessons learned, conclusions and recommendations ..............33
Technical Report
On Collaboration between ERNWACA and IIEP,
For the period January 2003 through June 2004 (18 months)
And particularly the period March through June 2003 (4 months)

by
Mamadou Kani Konaté, Centre d’Appui à la Recherche et à la Formation (CAREF), and
Kathryn Touré, Regional ERNWACA Coordinator

2nd draft
29 July 2004, Bamako, Mali

Executive Summary
The Educational Research Network for West and Central Africa (ERNWACA) and the International Institute for Educational Planning (IIEP) collaborated during 18 months in 2003 and early 2004 to review, promote, and analyse existing policy and research documents on HIV/AIDS and education in West and Central Africa. HIV/AIDS is the second of ERNWACA’s eight priority research issues for the period 2002-2010, and ERNWACA has been committed to mobilizing for a regional approach against HIV/AIDS since attending the first regional conference on HIV/AIDS and education organized by UNESCO in March 2001 in Elmina (Ghana). IIEP is concerned, internationally, with supporting policymakers and planners to improve educational systems, even in the face of HIV/AIDS, and saw the partnership with ERNWACA as a means to better understand and serve the information needs of part of its target audience.

The ERNWACA and IIEP collaboration involved the collect and review of existing documentation on HIV/AIDS and education and the organization of a regional workshop to share findings. Over 75 documents from six ERNWACA member countries (Burkina Faso, Cameroon, Cote d’Ivoire, Ghana, Nigeria, and Senegal) were retained and abstracted by ERNWACA researchers for the IIEP Clearinghouse on the impact of HIV/AIDS on education. Researchers then prepared 10 papers, synthesizing the documents reviewed, for presentation at the regional workshop.

Major results of the collaboration include 1/ more West and Central African content on the Clearinghouse, thanks to ERNWACA’s proximity to national institutions and educational systems and ability to access documents otherwise quite difficult and costly to obtain, 2/ increased researcher capacity as well as increased institutional capacity of ERNWACA to undertake studies on HIV/AIDS, and 3/ priority regional research agenda that national, regional and international partners can appropriate and the conceptual frameworks for national and trans-national studies whose findings can provide information for policymakers on the way forward.

Overall the collaboration was positive and should be strengthened and widened. Working with a regional network can be cost-effective when you consider that the IIEP grant funds amounted to just US $90,000, that ERNWACA contributed over $15,000, and used the collaboration to mobilize in-kind support from other partners, representing about $10,000. Quality of work can be improved with more significant budgets. The partnership should be strengthened, in terms of longer term strategic planning, and widened to include other strategic partners so as to create the conditions for conducting trans-national studies on HIV/AIDS, preferably ones that involve teacher unions. Training in impact analysis should be organized for ERNWACA researchers. ERNWACA and IIEP should follow through to ensure that the process produces pertinent publications beyond the Clearinghouse: articles in professional journals, working papers, advocacy pieces.

* Travel expenses for ERNWACA researchers from Cote d’Ivoire (to Bamako), Togo (to Accra), Mali (to Paris); communication expenses (phone, fax, Internet, express courier), support staff and regional coordination expenses not covered by project funds.)
1. Contracts between ERNWACA and IIEP

In the framework of collaboration between the Education Research Network of West and Central Africa (ERNWACA/ROCARe) and the International Institute for Education Planning (IIEP), funding from the World Bank's FY 2004 Development Grant Facility (DGF), was granted to carry out activities relating to the impact of HIV/AIDS on education systems in West and Central Africa. The funding covers the quarter from March through June 2004. The new grant, and the activities whose implementation it has generated are the continuation of those already conducted successfully under research contract N° 02 31 03 of January 2003 and whose terms of reference stipulated:

- Establishing an exchange of information with the IIEP Clearinghouse on HIV/AIDS and education, and developing its content;
- Establishing a relay in the ERNWACA region to provide a continuous flow of extracts of documents on the impact of HIV/AIDS and responses to the epidemic in five (5) ERNWACA member countries (Burkina Faso, Cameroon, Côte d'Ivoire, Ghana and Senegal);
- Building research capacities in HIV/AIDS and education, and;
- Promoting the Clearinghouse at national and regional level.

Clearinghouse is a Website managed by IIEP, posting documents on the impact of HIV/AIDS on education, [http://hivaidsclearinghouse.unesco.org](http://hivaidsclearinghouse.unesco.org). It is also a service for the exchange of information. It sets out to support professionals in education planning and management in the context of HIV/AIDS by providing reliable information.

2. Terms of reference

In the DGF framework, five (5) deliverables were identified in a joint agreement between the Regional ERNWACA Coordination and IIEP at the end of February 2004, to be delivered by June 30 the same year, at the latest.

To do this, ERNWACA was to:

- Produce for May 31 2004, five (5) national syntheses drawn from policy documents, results and documents of HIV/AIDS and education research in Burkina Faso, Cameroon, Côte d'Ivoire, Ghana and Senegal, which will be entered on the Clearinghouse once they are approved;
- Produce for 31 May 2004, three (3) thematic syntheses on HIV/AIDS and education, using the documents collected by ERNWACA in the five (5) above-named countries and using the documents available on the Clearinghouse for the same countries. The themes to address should be the following: national policies and strategies on HIV/AIDS and education; the impact of HIV/AIDS on learners; the impact of HIV/AIDS on teachers and aspects of management;
• Produce for May 31 2004, a **review of the literature on HIV/AIDS and education in Nigeria** (national policies and strategies on HIV/AIDS and education; the impact of HIV/AIDS on learners; the impact of HIV/AIDS on teachers and aspects of management);

• Prepare for May 31 2004, **an analysis of the impact of HIV/AIDS on the education system in Mali, based on in-depth analysis of the data of demographic surveys**: the proportion of teachers infected by VIH according to age, level of education, sex and region, in comparison with the rest of the adult population; the proportion of young people infected according to age and sex;

• Organize a **regional workshop** for June 2004, for a minimum of 15 participants and prepare a final report (synthesis). ERNWACA was to cover the transport and hospitality costs of an IIEP participant at the workshop.

### 3. Achievements

**3.1 - Production of five (5) national syntheses**

The national syntheses on HIV/AIDS and education were produced in the given timeframe. The first versions were reviewed by the Regional Coordination and propositions for improvement were made to the authors. The final versions were among the presentations made and which enriched the workshop of June 16 through 18, 2004 in Bamako.

**3.2 - Production of three (3) thematic research documents**

The reports on thematic research on HIV/AIDS and education were also produced within the given timeframe. The first versions were also produced in the given timeframe. The first versions were reviewed by the Regional Coordination and proposals for improvements were made to the authors. The final versions enriched the presentations during the workshop of June 16 through 18 2004 in Bamako.

**3.3 - Production of literature review on HIV/AIDS and education in Nigeria**

A review of literature concerning Nigeria was produced. Its results contributed to the synthetic presentation during the June 2004 workshop, integrating data from Ghana and Nigeria.

**3.4 - Analysis of the impact of HIV/AIDS on the education system in Mali**

An analysis was produced following secondary treatment of routine data from voluntary testing centers. Exploration of demographic data was unproductive as a source of response to the objective of the studies. Directions for enrichment with appropriate data have been set in motion.

**3.5 - Workshop « Education Response to HIV/AIDS in West and Central Africa »**

Organized in Bamako on June 16 through 18 2004, the workshop had three objectives:
• Review African initiatives concerning HIV/AIDS in the education sector, particularly national policies and research in West and Central Africa;
• Draw up a regional research agenda HIV/AIDS and education;
• Define the methodological framework for national and trans-national studies on HIV/AIDS and education.

These three objectives were attained, as indicated in the Workshop report. The first work in groups, after presentation and discussion of the literature study, led to identification of strategic areas of education research concerning HIV/AIDS, targeting Ministries of Education and the education partners. The results obtained were synthesized in six generic themes, providing material for the exercise of defining conceptual frameworks for future studies.

The workshop attracted some thirty participants – more than twice the number stipulated in the contract. With DGF funding, ERNWACA paid for the participation of:
• 10 ERNWACA researchers from 7 member countries – French- and English- speaking –;
• 7 policy decision-makers;
• 2 officials of teachers’ Unions;
• 2 representatives of the ERNWACA Regional Coordination;
• 1 Malian student.

Management of these funds also enabled funding of 2 resource persons: Angela Arnott of « Southern African Development Community » and the ADEA Working Group for Education Sector Analysis (WGESAl) and Lucy Teasdale of IIEP. UNESCO-Mali also sent its representative in charge of questions of HIV/AIDS and education, and UNAIDS participated at the opening and closure of the meeting.

In addition, ERNWACA mobilized other partners (ACI, ADEA, FASAF, MTT) who funded their participation at the workshop, and the Malian Ministry of National Education offered a dinner to all the participants. Travel costs of these representatives of ERNWACA partners, and those of the dinner offered by the Malian Ministry of National Education, represent 20% of the total amount provided by the DGF workshop funding. IIEP funded participation by Eric Allemano, an expert in research on HIV/AIDS and education.

The workshop was organized under the patronage of two Ministries of the Republic of Mali: the Ministry of National Education, and the Ministry of Health. Each Ministry made concrete moves to demonstrate the importance it attaches to the meeting being held in Mali.

The workshop was covered by the Malian press. This coverage is illustrated by an article in the daily l’Indépendant (July 2 2004), and a 20 minute televised debate (June 21 2004) in the « Journal de l’Economie et de l’Intégration », with 3 ERNWACA researchers participating (Urbain Dembélé ERNWACA-Mali, François-Joseph Azoh ERNWACA-Côte d’Ivoire and Brigitte Matchinda ERNWACA-Cameroon).

The Bamako workshop will only attain its objectives if it produces follow-up. National ERNWACA coordinations must make contact with the different Ministries in charge of national education, to overview HIV/AIDS research needs and offer their collaboration. The ERNWACA regional Coordination is setting up a follow-up committee to seek partners and funding for conducting trans-national studies.
4. Attaining the objectives of the collaboration

4.1 - Échange of information between IIEP and ERNWACA to enrich the contents of the Clearinghouse

This objective was clearly attained, since ERNWACA provided 75 documents and summaries of the five 5 countries initially targeted (Burkina Faso, Cameroon, Côte d'Ivoire, Ghana, Senegal) which represents more than 50% of the current content of the Clearinghouse for these countries. In addition, some ten extra documents from Mali, Niger and Togo have been supplied. In the framework of implementation of this activity, a methodology workshop took place on January 27 through 29 2003 in Accra (See Press statement in Annex J) and a methodology guide was produced.

4.2 - Being a relay in the region covered by ERNWACA to continue to supply the Clearinghouse with validated extracts and documents.

This objective has been achieved insofar as the aspect of constituting a relay is concerned, as the ERNWACA regional coordination in Bamako has created a hub to compile extracts and documents in order to digitalize them if needed, and make them available on Clearinghouse through Internet. The hub was created thanks to financial and technical support which enabled:

- covering the post of the regional ERNWACA Information Officer for 12 months in 2003 (supporting up to 50% of his salary);
- acquisition in 2004 of a sophisticated digital processor from funds made available under research N’02.31.03 and covering 50% of the costs. ERNWACA paid the remaining 50% from other funds.

4.3 - Build research capacity in HIV/AIDS and education

A dozen ERNWACA researchers from seven member countries participated in the process of collection and review of documents and data analysis. These researchers are now better informed, sensitized and equipped concerning the problem of HIV/AIDS and education in their respective countries, and in the ERNWACA region. To varying degrees, they are ready to take part in and contribute to anticipated national and regional studies. Some ERNWACA national coordinations, particularly ERNWACA-Côte d’Ivoire and ERNWACA-Ghana, as detailed in previous sections of this report, have already been asked by agencies such as UNESCO, Population Media Center, CAREF and other partners to carry out studies in the same field.

4.4 - Promote Clearinghouse at national and regional levels

Even if this activity has not been funded by IIEP, ERNWACA has promoted the Clearinghouse with potential users in its member countries, through the following actions:

- distribution of Clearinghouse brochures and sensitization concerning this tool during visits to national institutions for collection of documents (7 countries);
• enrolment of at least a dozen ERNWACA researchers as users of the Clearinghouse – they have effectively accessed the Clearinghouse to view documents;

• participation in the ADEA Technical seminar and the sub-regional ministerial meeting on effective responses to the HIV/AIDS pandemic in the Education sector in Central Africa, at Libreville (Gabon) in May 2003, where Mme Brigitte Matchinda of ERNWACA-Cameroon presented the Clearinghouse with Mme Tara Bukow and Mr David Clarke of IIEP;

• in Côte d'Ivoire in 2003, there was a presentation of the Clearinghouse by ERNWACA to members of the Education Sector Group (members: Ministry of Education, UNICEF, French Aid Agency, WFP, UN OCHA, ERNWACA, BIEEN, OEFEM) and ERNWACA organized a press conference with journalists to present the Clearinghouse to them;

• participation of Regional ERNWACA at the sub-regional UNESCO workshop « Children in difficulties and HIV/AIDS: strengthening partnerships to control HIV/AIDS and discrimination» in Bamako (Mali) July 2003; distribution of Clearinghouse literature to partners and visitors and individual approach to representatives from BF, CM and RCI;

• grant from Regional ERNWACA to facilitate participation by Mme Florence Tanoh of ERNWACA-Côte d'Ivoire at the international UNESCO conference (Africa + Asia) on HIV/AIDS and OVC in Bamako in December 2003, where Mme Tanoh and Ms. Lucy Teasdale of IIEP presented the case for the contribution of research;

• organisation of an ERNWACA Café on HIV/AIDS and education by ERNWACA-Mali and Regional ERNWACA in Bamako on May 11 2004, where three ERNWACA members and representatives of GTZ and UNESCO presented papers (see Poster at Annex K); the Clearinghouse was presented in a paper by Mamadou Lamine Diarra of Regional ERNWACA;

• information on the Clearinghouse in « ERNWACA News », the bilingual electronic ERNWACA newsletter, in March 2003 (methodology workshop), October 2003 (participation of Ghana in the documents collection), and July 2004 (Bamako workshop to decide on a regional research agenda);

• note also that the national ERNWACA coordinators will be invited through a « hands-on » training session to become members of the Clearinghouse during their Strategy Session in Mali in September 2004.
5. Lessons learned, conclusions and recommendations

5.1 - Building the capacity of researchers is a process requiring constant monitoring and appropriate strategies

ERNWACA leaders need to operate as human resource directors, knowing the members, their capacities, and knowing who should undertake which tasks. They have to know how to assemble the conditions to support reflection, analysis and scientific production. They have to know where and how to recruit the new resources needed by the network.

To obtain full value from human and financial investments in strengthening research capacity, it is desirable to:

► Call on **qualified researchers** and associate them in the Network process and its activities. The following examples from recent experiences and certain perspective ones, shows some of the path to take.

  o **ERNWACA-Ghana** recruited Clara Fayorsey, a sociologist in the Sociology Department of Legon University (Ghana) to the national scientific committee for HIV/AIDS research. She has become a member of the network;

  o **Regional ERNWACA** requested the support of Dr. Ogobara Doumbo, an internationally recognized scientist in research on malaria for organization of the workshop.

  o Young researchers of **ERNWACA-Burkina Faso** will have the advantage of partnership with experienced FASF researchers on questions of HIV/AIDS.

► Provide a detailed methodological guide for all the national teams.

  o **EXAMPLE:** To prepare national and thematic syntheses, a framework was provided; however a guide, downloaded from Internet on conducting a documentary review would have been better for orienting young researchers.

► Encourage national coordination offices to **reinvest acquired experience**. Capacity to reinvest acquired experience must be among the criteria for participating in projects. National coordination offices should identify potential researchers capable of contributing to, and benefiting from sharing acquired experience, in order to multiply its effects, before committing to future research. This approach is one which will allow continued contribution to strengthening competencies and constitution of new vocations for researchers.

  o **EXAMPLE:** after its participation, facilitated by Yolande Miller-Grandvaux of USAID, in the UNESCO regional conference in Elmina in March 2001,– where the need was discussed for a documentary database on HIV/AIDS and education– **ERNWACA-Senegal** advised Regional ERNWACA, in March 2002 to contact Helen Craig (at IIEP) for its follow-up. This contact led to the current collaboration between IIEP and ERNWACA. **ERNWACA-Senegal** is also
preparing a file in response to a call from United Nations agencies for tenders to pilot an HIV/AIDS project aiming at training trainers in IEC in the countries of the sub-region.

- **EXAMPLE: ERNWACA-Côte d'Ivoire** is already using the experience acquired in its partnership with IIEP. ERNWACA researchers François-Joseph Azoh and Florence Tanoh were selected by UNESCO-Paris and by Population Media Center for other studies on HIV/AIDS and education. Regional ERNWACA funded the participation of Mme Tanoh at a UNESCO regional workshop in Bamako in December 2003, where the contacts for these studies were made.

- **EXAMPLE: ERNWACA-Ghana** is participating in the organizing committee of a workshop that the government is organizing with the World Bank in July 2004 on HIV/AIDS and education with teams from Ghana, Gambia, Liberia, Nigeria, Sierra Leone. The researcher Clara Fayorsey has been selected by HESO consultancy group as a member of the team to review UNESCO’s global anti-HIV/AIDS strategy.

- **EXAMPLE: ERNWACA-Cameroon** applied for and received funds from the « International Society for the Study of Behavioural Development » to organize a regional workshop on July 25-31 2004 in Yaounde on « HIV/AIDS and African Youth: Theory, Research and Practice with Youth in Peer Education, Families and Communities ». A paper by the ERNWACA regional Coordinator will be presented on the results of the literature review, the regional workshop and future perspectives. A special session will be organized there on the Clearinghouse. **ERNWACA-Cameroon** has also submitted to the ADEA WORKING Group on Higher Education (GTES) a proposal for research-action on the analysis and drafting of institutional policies for HIV/AIDS management at the Yaoundé Ecole Normale Supérieure.

- **EXAMPLE : Mr Mamadou Kani Konaté of ERNWACA-Mali** and CAREF has been selected for training on research on HIV/AIDS and education organized by Mobile Task Team in South Africa in August 2004.

- **EXAMPLE : ERNWACA-Nigeria** is to undertake discussions with the Ministry of Education, through the representative who participated at the workshop, to contribute to managing promising studies

  - Integrating workshops on **scientific report writing and publication** into the process.

- **EXAMPLE: In its 2-year research project on the use of computers and Internet in primary and secondary schools, ERNWACA has made provision for a report writing workshop during the 18th month of the process.** The researchers will bring draft articles and will benefit from the criticisms of other member researchers and experts in order to improve the quality of the finished articles. They will also receive advice on scientific publication and, in order to promote the publication of research results, they will be supported if necessary in their approaches to editors.
5.2 - Quality control must be ensured, both at national and regional levels

It would be wise to:

► Make **national scientific committees** more responsible for results. ERNWACA national coordination offices must target persons specialized in the research theme and ensure that they will be available during the necessary periods. Financial compensation of committee members must be taken into account in the project budget and paid according to the results delivered.

► In each process, provide for **scientific support at the regional level**.

  ○ **EXAMPLE:** Regional ERNWACA recruited a project Scientific Coordinator to ensure the quality of the research and advise the regional coordination. Mr Mamadou Kani Konaté of the Research and Training Support Center (CAREF) and ERNWACA-Mali, trainer and researcher with 18 years of experience in quantitative and qualitative research on reproductive health and who has published regularly in scientific reviews since 1988, was selected for this purpose.

5.3 - The lack of measurement of impact of HIV/AIDS on education systems

Use of Clearinghouse document has brought to light the limitations concerning assessment of the impact of HIV/AIDS on the education system.

**It is therefore suggested:**

► Contributing to training in impact assessment. This could be undertaken with partners such as the Mobile Task Team (MTT).

► Undertaking impact assessment studies – preferably trans-national and comparative studies. ERNWACA is strategically positioned to undertake such studies.

5.4 - The quality of the partnership influences the quality of work.

The quality, spirit of collaboration and level of commitment of IIEP interlocutors have been excellent. (Tara Bukow and David Clarke, then Lucy Teasdale and Eric Allemano, with support from Lynne Seargeant and David Rugelema). Despite a very restricting timeframe and sometimes changing administrative procedures, ERNWACA researchers produced 10 presentations on the theme for the June 2004 workshop which synthesize available documents on the Clearinghouse, and which are specific to their countries. However, with long term planning, numerous aspects of the process could have been given greater depth and improved. ERNWACA therefore knows what the Clearinghouse can supply, but still does not possess the data to estimate the demand for it, particularly that of member countries.
It would therefore be desirable to:

► Maintain close relations between ERNWACA and IIEP, while ensuring development of a shared vision and a long term strategy.

► Strengthen capacity to negotiate within ERNWACA, in order to gather the necessary resources for efficient implementation of its policy.

► In collaboration with IIEP, share statistics of users of the Clearinghouse and its products and services with ERNWACA researchers.

5.5 - ERNWACA participative approach contributes to the pertinence of research and can facilitate the notice that is taken of its results.

Participation of policy decision makers in the workshop was evaluated very favorably. It is the same for participation by practitioners and representatives of teachers’ Unions. Policy makers and practitioners complement researchers’ points of view, share data on undocumented experiences, and also fill the gap between publications and field activities. Researchers are obliged to adjust their conceptual frameworks to take into account the real situation of other education system stakeholders. In this way it is more probable that research can be conceptualized to respond effectively to needs for information. If decision-makers and other key stakeholders in qualitative change are involved from the start, this can facilitate advocacy, appropriation and the use of results produced by the research.

The following is envisioned:

► Documenting the consultative and participative approach which characterizes ERNWACA and which has been developed since the creation of the network in 1989.

► Continue accurate targeting of policy makers and practitioners who can contribute positively to the research process.

*EXAMPLE:* ERNWACA-Mali and ERNWACA-Côte d’Ivoire have spent time in consultative meetings to find the policy makers and practitioners who are able to advance reflection on research and become involved in the continuation of the process.

5.6 - The process produced a regional research agenda and the first draft of four conceptual frameworks for priority themes.

The research agenda is the final stage of a process of collection and review of policy/strategy documents and research, trans-national analysis of the documents, inter-country and inter-region consultation between researchers, politicians and practitioners in the health and education sectors. The agenda will be capable of guiding other partners – national, regional and international – in conducting research on the impact of HIV/AIDS on education systems and on response from the sector. The exercise of producing syntheses has shown both the limitations of current literature and directions to follow to develop it.
It is therefore envisaged to:

► Share the workshop report with the 13 national ERNWACA coordinations and the various partners who have expressed their interest.

► Encourage *appropriation of the research agenda through consultative meetings* with the Ministries and other partners.

5.7 - **HIV/AIDS control calls for strategic partners.**

The following is advised:

► Continue formalization of an *inter-institutional « Task Force »* to seek partners and funding for implementation of the regional research agenda determined during the workshop (ERNWACA, IIEP, ADEA/GTASE, UNESCO, FASAF, MTT, UNAIDS, UNFPA, Ministries of Education).

► Recruit and *give responsibility to a researcher/manager* at the ERNWACA Regional Coordination to coordinate the Task Force and manage HIV/AIDS and education research projects for the period 2004-2010.

► *Strengthen the contribution of teachers’ Unions* to HIV/AIDS control measures, by collaborating with them at the regional level (Education Internationale) and at national level in a trans-national assessment study of the impact of HIV/AIDS on teachers and teaching.

► Maintain links with the institutions in other regions of the continent which sent resource persons, notably the Southern African Development Community (SADC) and partner who expressed an interest but were unable to take part in the workshop (e.g. Association of African (AUA)).

► Encourage the ADEA Education Sector Analysis Working Group (WGESA) to organize a future workshop on taking HIV/AIDS questions into account in education sector plans.

5.8 - **Publication adds value to research results and can propose analytical frameworks.**

It would therefore be good to:

► *Synthesize the results contained in the 10 communications* prepared for the workshop, by *proposing a framework for policy analysis*, responses and research, and publish the paper on Clearinghouse.

► Use the same paper as a base for *a/ an article to be published in an appropriate review* on development in Africa and b/ a user-friendly *advocacy piece* pleading for a strategic regional approach to HIV/AIDS within education systems in ERNWACA member countries and adequate national policies. The advocacy piece may be
developed in collaboration with Africa Consultants International (ACI) which has a wide experience of presentations and publication of research results for specific targets.

► Systematically encourage publication during the next stages in the process.

5.9 - Communication is necessary to stimulate policy and public dialog.

The following should take place:

► Encourage ERNWACA national coordination offices to organize ERNWACA Cafés on HIV/AIDS and education, and at suitable moments during other meetings on HIV/AIDS arrange information and training sessions for partners and ERNWACA members to become members of the Clearinghouse and have the possibility to receive and exploit the CD-ROM produced by IIEP to make the contents of the Clearinghouse available to those without easy access to Internet;

► Encourage ERNWACA national coordination offices to contact the press to organize radio interviews with their researchers and televised round-tables or debates to share research results and emphasize the need to integrate an efficient strategy to control HIV/AIDS in education policies and plans.

5.10 - The interest surrounding HIV/AIDS questions should be galvanized to produce effective responses within the education system.

More than other ERNWACA technical workshops, the ERNWACA and IIEP workshop held in Bamako in June aroused great interest. ERNWACA was obliged to limit the participation of researchers and practitioners who wished to travel to take part. ERNWACA concludes that the level of interest on the part of researchers and representatives of associations and NGOs on questions relating to HIV/AIDS is now at a much higher level than when ERNWACA began work on this theme in 2001.

Nevertheless, ERNWACA also noted through the recent experience of organizing the workshop that despite political discourse, the level of commitment in the education sector seems insufficient to respond adequately to the epidemic.

It is therefore necessary to:

► Plead for appropriate policies and their implementation. Researchers should work in collaboration with members of public and government structures. They should accompany and support the development, monitoring and implementation of the policies.

  o EXAMPLE: the Government of the Republic of Mali expressed interest by delegating a representative of the Ministry of Health to attend the opening of the workshop. After consultation with ERNWACA-Mali, the Ministry of Education, gave a dinner for the participants to show the importance it accords to the choice of Bamako as the location of the workshop, and insisted on the presence of the Secretary-General and two technical advisors. Nevertheless the representatives do
not seem to be charged with responsibility for developing and setting in place HIV/AIDS prevention policies within the education system, and with limiting its impact.

5.11 - Use of Internet facilitates trans-national research and sharing results.

ERNWACA has been using Internet for 10 years to facilitate communication between its national coordinations and with its regional office. The experience with the Clearinghouse enabled ERNWACA to exploit Internet better at the various stages of research. Availability of documents on Internet has facilitated the use of information and data from international sources, leading to trans-national analysis, even if researchers have not had the means to print the hundreds of pages of documents consulted.

Thanks to the partnership with IIEP centering on the Clearinghouse, and to technical and financial support to install the regional hub, ERNWACA has been able to share more than eighty documents with the international public concerning one of its priority research themes. In the past, the results of this type of documentary research could only be shared through summaries and synthesis documents, while primary sources, once exploited, were set aside and were only available at national level. Nevertheless the ERNWACA national coordinations frequently express their regrets regarding the limited level of the budgets allocated to them. These limits have prevented reaching the level of quality hoped for through better deployment of existing potentialities.

It would therefore be advantageous to:

► Use the equipment and experience acquired to make available African research in other strategic areas towards which ERNWACA directs its efforts.

► Provide budgets within research projects to make it possible to produce research of a quality that can be scientifically validated by peer review and which will be useful for advocacy and decision taking.

► Provide ICT tools (i.e. external disks for data storage, software to archive scientific references on institutional/researcher’s personal computer, improved Internet connection) to make members of the network more productive in their scientific production, and in access to scientific information.

► Provide software (such as “Sympa”) to manage lists of electronic publications and create a circulation list for HIV/AIDS researchers who are ERNWACA members, for regular exchanges on developments in the field.
ANNEXE C / ANNEX C

Membres du Comité d’organisation et de suivi de l’atelier et, des Comités scientifiques nationaux ERNWACA du projet /

Committee Members for Workshop Organization and Follow-up, and Members of ERNWACA National Scientific Committees for this project
ERNWACA and IIEP Workshop / Atelier ERNWACA et IIEP

Education Research Response to HIV/AIDS in West and Central Africa
Réponses de la recherche face à l'impact du HIV/AIDS sur les systèmes éducatifs en Afrique de l'Ouest et du Centre

16 - 18 June / juin 2004, Résidence Bouna, Bamako, MALI

Membres du Comité d’organisation et de suivi de l’atelier / Committee Members for Workshop Organization and Follow-up

- Mme Kathryn Touré, Coordinatrice Régionale du ERNWACA
- M. Mamadou K. Konaté, membre ERNWACA-Mali, Coordonnateur du Projet
- Pr. Urbain Dembélé, Coordonnateur National du ERNWACA-Mali
- Dr. François-Joseph Azoh, Coordonnateur National du ERNWACA-Côte d’Ivoire
- Pr. Ogobara Doumbo, FMPOS / Université du Mali
- Mlle Lucy Teasdale, Chargée du Clearinghouse IIEP/UNESCO, Paris

Membres des Comités scientifiques nationaux ERNWACA du projet / Members of ERNWACA National Scientific Committees for this project

Burkina Faso
M. Ernest ILBOUDO
M. Claude WETTA
M. Daniel OUEDRAOGO

Cameroun / Cameroon
Pr. Thérèse TSCHOMBE
Pr. Elisabeth TAMAJONG

Côte d’Ivoire
M. Emile BIH
M. Raoul François Xavier KONE

Ghana
Mrs. Clara FAYORSEY
Mrs. Rebecca Amoah ABOAGYE

Nigeria
Pr. Bade ADEGOKE
Dr. Temi BUSARI
Dr. Rashid ADERINOYE

Sénégal
M. Ousmane GUEYE
M. Malick SEMBENE
ANNEXE D / ANNEX D

Evaluation de l’atelier par les participants
(commentaires soumis en français)

suivie par / followed by

Participant evaluation of workshop
(comments written in English)
FEEDBACK FORM

NOTE: Responses in ENGLISH follow.

33 participants dont 11 femmes, 28 fiches d’évaluations reçues (85%)

1. Qu’est-ce qui a bien marché ? Qu’est-ce que vous avez apprécié ? / What worked well? What did you most appreciate?

- Tout en général (2) * ; tout a bien marché.
- L’organisation (14) bien appréciée : humaine et matérielle.
- Travail préparatif extra. Bon travail logistique (3).
- Méthode du travail (7). Le déroulement.
- Qualité des participants (5) et leur disponibilité.
- Participation des politiques.
- Création d’une base de coopération entre différents partenaires : ERNWACA + IIEP + ACI/USAID + MEN + syndicats, autres partenaires.
- Qualité des documents. Les documents ont été envoyés longtemps à l’avance.
- Niveau élevé de l’atelier. Ce qui a permis de poser des problèmes réels et de discuter des solutions possibles.
- Maîtrise du thème (2) par les participants.
- Bonne appréciation des différentes présentations (7) très riches.
- Richesse et diversité des communications.
- Discussions.
- Qualité des échanges (3).
- Travaux de groupe (6) enrichissants.
- Respect rigoureux du timing.
- Bonne information.
- Atmosphère conviviale de travail.
- Résultats produits.
- Très bonne interprétation.

2. Qu’est-ce que vous avez tiré (professionnellement) du processus ? / What did you gain (professionally) from the process?

- Meilleures connaissances (4) des enjeux vis à vis de la recherche sur le HIV/AIDS.
- Meilleures idées des partenariats (3) possibles pour la recherche sur le HIV/AIDS.
- Meilleure compréhension de l’utilisation en Afrique de la recherche dans le combat contre le sida.

* le nombre entre parenthèses dénote le nombre de personnes qui ont exprimé la même idée.
Grande réflexion (2) sur l’impact du SIDA en milieu scolaire (4).

Méthodologie (2) de travail.
- Technique de traitement des thèmes.
- Elucidation des thèmes, leur recherche.
- Système d’exploitation des résultats.
- Esprit et l’intérêt de l’atelier (2).
- Différentes approches de recherche.

Un plus grand besoin d’efficacité dans la formulation des questions de recherche.
- Un nouvel avenir pour la recherche.
- L’aptitude à synthétiser et à communiquer.
- Le partage et échange des expériences (4).
- Echanges (5) entre chercheurs (2) et les politiques (4).
- Expériences du MTT et ADEA utiles pour nos pays.
- Implication des syndicats dans la détermination et lutte contre le HIV/AIDS.
- Connaissances (3). Formation (3).

3. Votre plus grande déception ? Qu’est-ce que nous pourrons améliorer une prochaine fois ? / What was your biggest disappointment? What can we improve for next time?

- Pas de grosse déceptions.
- Prévoir la présence de la presse audio visuelle à l’ouverture.
- Prévoir des sacs pour transporter les documents.
- Les problèmes techniques (4) du vidéo clip ; préparer la présentation Clearinghouse la veille. L’improvisation de la vidéo.
- Pré tester les appareils.
- Le temps (17) insuffisant. Trop d’activités pour peu de temps.
- Diminuer les temps de travail (2). L’impossibilité de découvrir Bamako au regard de l’intensité du programme. Prévoir un temps (2) pour permettre aux participants qui viennent pour la première fois à Bamako de découvrir la ville.
- La lourdeur (2).
- La brièveté des échanges (3).
- Trop de présentations dans le même sens.
- Limiter les communications (2) et travailler en profondeur au lieu de survoler.
- Préparation des exercices en définissant clairement toutes les étapes jusqu’à l’exploitation de leur résultats et à la manière de la restitution.
- Beaucoup à faire.
- La petite difficulté de l’exercice 2 (prioritisation des thèmes de recherche).
- Toute la documentation n’a pu être exploitée, trop volumineux.
- Donner les documents au moins 3 jours avant l’atelier.
- Produire les documents en anglais et français.
- La contextualisation de la recherche.
- Logistique : l’eau n’était disponible que sur demande.
- Le long temps d’attente à l’aéroport d’Abidjan.
4. Quel est l'importance de ce projet pour vous ? / Why is this project important for you?

- Priorité nationale : car il s'agit de préserver l'avenir du pays c'est à dire de la jeunesse formée dans les écoles.
- Contribution régionale pour la lutte contre le HIV/AIDS et son impact.
- Potentialité à faire des recherches sur le SIDA.
- La suite du travail.
- Renforcement du rôle et du positionnement des chercheurs du ERNWACA.
- Occuper une place de choix dans l'agenda. Il doit être mis en forme pour que les activités commencent le plutôt possible.
- Importance capitale pour se positionner et donner l'occasion aux chercheurs au niveau national qui n'ont pas pu bénéficier des échanges en direct de bénéficier des échanges à travers la restitution par les chercheurs qui ont participé à l'atelier.
- Permettre de mieux élaborer en réseaux (3) des recherches au niveau des différents pays.
- Ouverture (3) d'horizon et facilité des partenariats avec d'autres.
- Capacité de faire la consultation et d'enseigner.
- Amélioration des connaissances (2) de la recherche.
- Définition de thèmes de recherche.
- Possibilité de formation et de suivi évaluation concertée.
- Voir la lutte contre le HIV/AIDS d'un autre point de vue. Qui oblige à se remettre en question.

5. Quels sont vos soucis ? / What are your worries/concerns?

- Trouver des partenaires (5) pour financer nos activités.
- Mobilisation des ressources.
- Le manque de financement (5) pour le démarrage effectif de la recherche.
- Elaboration de propositions bancables.
- Manque de continuité dans la recherche.
- Le suivi (3).
- Coordination des interventions.
- Insuffisance de coopération inter-institutionnelle (ministères).
- La force des pays du réseau ERNWACA pour la recherche et une diffusion efficace. La capacité du ERNWACA d'entreprendre la recherche du HIV/AIDS.
- Données existantes peu fiables. Pas de solutions endogènes à cet état de fait.
- Que les interventions (2) ne puissent commencer rapidement et qu’il n’y ait pas de suivi de ce processus qui a commencé.
- Quelle méthode efficace utiliser pour réaliser l’étude d’impact du HIV/AIDS sur les enseignants et les étudiants ?
- Que faire pour développer la recherche et une proposition définitive du processus.
- Programmation d'un atelier de sensibilisation.
- Meilleur chemin de déterminer la stéréo positivité.
6. Autres commentaires/suggestions / Other comments/suggestions :

- Félicitations à tout le monde pour la préparation et la participation.
- Grand merci à Madame Touré et son équipe d'organisation pour la tenue de ce substantiel atelier de haut niveau.
- Fort esprit d'équipe en Afrique de l'Ouest.
- Approche très participatif ERNWACA pour développer les recherches, participation des ministères, praticiens et surtout les syndicats des enseignants.
- Très bonne initiative à poursuivre.
- Organisation d'autres ateliers du genre (3) sur un plus grand nombre de jours.
- Partager les résultats avec les membres des équipes dans chaque pays.
- Avoir à l'atelier des enseignants de l'éducation de base.
- Les détails logistiques ne sont pas clairs et suivent-ils les normes ?” Hôtel = rapport coût /efficacité.
- Collaborer avec les grands instituts de conception et d'analyse des outils pour bien mener le travail.
- Diffusion des résultats de l'atelier dans les médias et des documents disponibles.
- Concrétiser les relations de coopération.
- Que le calendrier soit arrêté et les tâches soient reparties au niveau des coordinations nationales impliquées dans la recherche.
- **Mettre en place dans chaque pays une commission de suivi du projet.**

** le taux de per diem, similaire à celui d'autres structures similaires, et conforme au budget disponible de l’IIEP, était ainsi : pour les personnes (12) prises en charge par le ERNWACA et qui ont voyagés d'un autres pays : 31 500 f cfa par nuit pour la chambre d'hôtel avec petit déjeuner ; 12 500 f cfa par jour par le 16 et 17 juin quand le déjeuner a été fourni (à 7 500 f cfa le plat) et 20 000 f cfa par jour les autres jours ; pour les personnes vivant à Bamako : 5 000 f cfa / jour pour chercheur/praticien pour les frais de transport et 2 500 f cfa / jour pour l'étudiant.
FEEDBACK FORM

33 participants of whom 11 were women, 28 evaluation forms received (85%)  
NOTE: Only comments submitted in English are included here.

1. Qu’est-ce qui a bien marché ? Qu’est-ce que vous avez apprécié ? / What worked well? What did you most appreciate?

- High quality of presentations.
- Quality of most presentations.
- All presentations well focussed and discussions precise.
- The presentations on policy reviews and initiatives on the first day (plus the one on gender on 2nd day) informed the process.
- The presentations were very informative. I appreciated the proposal development work in small groups.
- I appreciated the brainstorming sessions (i.e. small group work to develop research agenda and conceptual frameworks for studies).
- Enjoyed the group work.
- Exchanges, contacts.
- The mix of people coming from MoEs, Unions, research and regional and Int’l bodies.
- The document folder was very well put together.
- Interpretation (French/English, English/French) was good.
- Most logistics worked well. **
- Organisation was excellent.
- Workshop was organised with all seriousness it deserves.
- Extensive, thoughtful preparation by the organizers.
- Exchanges, contacts, cordial atmosphere.
- Organisers were friendly and participants felt at home.
- Travel, hospitality, logistics, and flow of events was quite good.
- Lovely dinner (thank you MoE and Violet!).
- Good facilitation. Good time management. Good translation. Good admin. support. GOOD WORKSHOP.

** The per diem rate is comparable to that of other structures similar in nature to ERNWACA and in conformity with the budget available from IIEP. For persons funded by ERNWACA (12) who travelled from other countries: 31 500 f cfa per night for the hotel room, including breakfast plus 12 500 f cfa per day on June 16 and 17 when lunch was provided (at 7 500 f cfa per person) and 20 000 f cfa per day on other days; for persons in Bamako: 5 000 f cfa / day per researcher/practitioner/policymaker for transport and 2 500 f cfa / day for 1 student.

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2. Qu’est-ce que vous avez tiré (professionnellement) du processus? / What did you gain (professionally) from the process?

- A better understanding of the issues facing Africa in its fight against AIDS.
- I see new avenues for research.
- A lot more than I can put on paper.
- Lessons from research regional policy framework.
- The spirit and benefits of networking.
- Networking.
- Sharing experiences from other countries and local researchers.
- A better grasp of the issues being dealt with in the two ERNWACA regions on HIV/AIDS.
- Deeper insight of the regional HIV/AIDS situation and attempts to stem the spread and mitigate impact. Also deeper understanding of information and response gaps that could be addressed through research.
- More familiarity with institutions and resources available (ADEA, Clearinghouse, IIIEP, CV database, SADC activities, Websites...) working in HIV/EDUCATION, contacts, clearer understanding of research concerns; opportunities for collaboration, stimulation/encouragement to continue, things to think about in organising new activities.

3. Votre plus grande déception? Qu’est-ce que nous pourrons améliorer une prochaine fois? / What was your biggest disappointment? What can we improve for next time?

- More time spent on brainstorming the actual implementation of a research theme was needed. Synthesis of day’s achievements would have helped.
- Logistic: water should be present all the time. We shouldn’t have to ask for it.
- The long wait at Abidjan airport should be avoided if possible.
- Produce documents in English and French so experiences can be gained/shared across language barriers.
- Due to limited time, envisage questions ahead, send to members ahead, let them incubate deeply and send in their inspirations to the regional coordination. This can then be synthesized and distributed to members at the workshop for final inputs.
- I wouldn’t use the word disappointment give – give clearer instructions for group work, that moderators of group work make sure no one dominates the debate, also to respect time constraints to complete all discussion questions.
- Preparation of the workshop in terms of tools and sequencing of activities could be improved.
- More homework to agree on the analysis procedure for Thursday afternoon process.
- Problems work equipment, loss of valuable time over prioritisation that could have been used to reflect in greater depth on research questions.
- I think we lost some of the “richness” of the first reflections on research themes in the process of “synthesizing” them into 12 points. How to recapture? Go back to original list?
- Did not get to know as many of the participants as I would have liked.
4. Quel est l’importance de ce projet pour vous ? / Why is this project important for you?

- It’s clear that African researchers should be the backbone of any intelligent policymaking. Building and using their capacities is of paramount importance.
- Aids impact is only beginning to be felt in this region unless something is done to stop it soon many people’s lives will deteriorate.
- I want to make a substantial contribution as a consultant and advocate.
- Make a regional contribution to the fight against HIV/AIDS that will make a difference.
- It will give accurate situation on ground, which if looked at properly and adequately researched (and results used) will lead to actually curbing/stemming the spread of the virus in Central and West Africa.
- The best is often obtained from intelligent group work. I believe the transnational research proposal inspired from this workshop will be of high quality and can provide a lasting solution to the scourge of HIV/AIDS and its effect on the education sector.
- This is important as it is the outcome of 18 months of collaboration. This workshop has strengthened the IIEP / ERNWACA partnership.
- Through research drawing more attention to the question of the impact of HIV on Education and the need for urgent action.
- Providing decision makers with reliable scientific information.
- Integrating HIV as an element to be considered in management of Education.
- Increasing the number of professional Africans interested in this question so as to arrive at a critical mass that will change the environment into one that favours prevention and care.
- Provides opportunity/opening to address key outstanding issues in the fight against HIV/AIDS.

5. Quels sont vos soucis ? / What are your worries/concerns?

- To strengthen ERNWACA capacity to undertake research in HIV/AIDS.
- To strengthen country ERNWACA resources and network for more effective research and dissemination.
- That the impetus to follow through will be lost and no concrete action will be taken.
- How to push ideas and identified research needs beyond conceptualisation into concrete projects.
- How are we going to develop the research proposals; define process?
- Follow up! How will the lessons learned and research agenda developed at workshop be used? implemented?
- Better way of determining sero-prevalence rates must be discovered by researchers. Using estimates based on pregnant women frequenting prenatal hospitals does not give the exact situation on the ground.
- Need for researchers to better understand the complexity of HIV/AIDS and to question their own attitudes.
- Funding for research.
- Dissemination of research findings in effective ways.
6. Autres commentaires/suggestions / Other comments/suggestions:

- Impact studies should be carried out because using results of studies from other countries may be misleading and would not give the actual situation of country where such studies are being applied because no two situations are the same.
- Provide capacity building in HIV/AIDS analysis, concepts and tools so as to empower researchers in their work.
- May be allow more time for group work.
- I think the questions on this evaluation from one “leading.” Choose more neutral ones.
- Has been a useful workshop with active participation of all.
- By making group work less ambitious and eliminating less necessary elements in group tasks, participants can focus on and explore more important issues in greater detail.
- Prepare, test and install equipment prior to session.
- Simplify.
- Love, trust, confidence in members’ ability. Involvement of members across board without appearing biased to any “phone” region would greatly enhance the cohesion and success of the network.
- A bigger time investment in personal sharing and ice breaking among participants early on in the workshop reaps benefits in terms of quality, effectiveness of work.
- Just to say a big thank you to Madame Toure and the Organisers for making this workshop a reality. Keep it up.
- Keep up the momentum and follow through!
- Thank you for all your time and effort in organizing the important and wonderful event!!

Your feedback will inform future ERNWACA workshops. Upon request, ERNWACA Regional Coordination may provide you with an email synthesis of individual responses. THANK YOU FOR YOUR CRITICAL INPUT!
ANNEXE E / ANNEX E

Programme de l’atelier
(en français)

followed by
Workshop Program
(in English)
Face à la crise du SIDA et la menace qu’il pose aux systèmes d’éducation et au développement national et régional, le Réseau Ouest et Centre Africain de Recherche en Éducation (ERNWACA), et l’Institut International de Planification de l’Éducation (IIEP/UNESCO), ont initié une collaboration en vue de fournir aux décideurs et aux acteurs de l’éducation une information fiable afin d’appuyer le développement des politiques et de la recherche en matière de HIV/AIDS et éducation.

Objectifs de l’atelier

2. Elaborer un agenda régional de recherche sur le HIV/AIDS et l’éducation
3. Définir le cadre méthodologique des études nationales et transnationales sur le HIV/AIDS et l’éducation

PROGRAMME DE L’ATELIER

NOTE: le mardi, 15 juin, 18h30-19h30, réunion des chercheurs ERNWACA avec ERNWACA-Régional, Coordinateur du Projet, IIEP

JOUR 1
mercredi, le 16 juin

8h30 – 9h00 Ouverture
• Discours d’ouverture: ERNWACA-Mali, ONUSIDA, IIEP, ERNWACA-Régional, Min. Santé, MEN
• Clip vidéo: Les jeunes contre le SIDA, Scénarios du Sahel (8’13 mn.) (commandes: www.globaldialogues.org)

9h30 – 10h00 Pause thé/café

10h00 – 10h30 Présentations et organisation des travaux
• Présentation des participants et des objectifs de l’atelier ; adoption programme ; nomination rapporteur

10h30 – 12h00 HIV/AIDS et l’éducation: impact et réponses en Afrique de l’Ouest et du Centre
• Revue de la politique et de la recherche en Afrique de l’Ouest et du Centre (Matchinda, CM) (13)
• Nigeria et Ghana (Baku / Odukoya) (9 & 7)
• Côte d’Ivoire, Burkina Faso, et Sénégal (Azoh / Ouédraogo / Gaye) (6 & 4 & 10)

12h00 – 13h30 DEJEUNER

13h30 – 15h30 Politiques nationales, stratégies et planification
• Cadre régional d’analyse des politiques HIV/AIDS en Afrique australe (Arnott, SADC) (19)
• Appui de la recherche à la politique et à la planification de l’éducation (Mobile Task Team, MTT) (20)
• Leçons apprises des recherches sur l’impact du HIV/AIDS sur l’éducation (Allemano, IIEP) (18)
• Réflexions/réactions de la part de :
  o Catherine Mbena, Ministère de l’Education, Cameroun
  o M. Oyinloye, Ministère de l’Education, Nigeria
  o Boni Tanoa Marie-Chantal Gatta, Ministère de l’Education Supérieure, Côte d’Ivoire

15h30 – 16h00 Pause thé/café

16h00 – 17h00 Quelles sont les domaines stratégiques pour la recherche ?
Travail en petits groupes

17h00 – 18h00 Plénière : présentation des travaux en petits groupes sur les domaines de recherche

* le chiffre entre parenthèses indique la section du classeur du participant où se trouve la documentation d’appui : elle est également disponible au www.ERNWACA.org/vih_sida_bko2004.
JOUR 2  
jeudi, le 17 juin

8h00 Départ de la Résidence Bouna pour le Cybercafé pour visiter
8h30 – 10h00 Le service d'échange d'informations: Impact du HIV/AIDS sur l'éducation, 
http://hivaidsclearinghouse.unesco.org et utilisation du CD-ROM IIIEP et ERNWACA

10h30 – 11h00 Pause thé/café

11h00 – 12h30 Qui dans le secteur de l'éducation est touché ? Quelle gestion des enseignants ?
• Impact sur les filles et les femmes (Fayorsey, GH)
• Impact sur les maîtres et le personnel de l’éducation (Dougnon pour Tamukong) (15)
• HIV/AIDS, jeunes, et enseignants au Mali: : analyse de données d’enquêtes démographiques (Konaté)
(8)
• Recherche ADEA sur l’impact sur l’enseignement et l’apprentissage (Boukary, ADEA) (21)

DISCUSSION

12h30 – 14h00 DEJEUNER

14h00 – 15h00 Thèmes de recherche, prioriser en plénière

15h00 –16h00 Cadres conceptuels des études futures, travail en petits groupes
• cible (utilisateurs des résultats et bénéficiaires)
• objectif général
• questions de recherche
• méthodologie
• modalités d’implication des ministères tout au long du processus
• contrôle de qualité
• résultats attendus
• dissémination, fora nationaux/régionaux/internationaux, publication, media, plaidoyer
• profils des chercheurs et du personnel
• calendrier
• budget et sources de financement

16h00 – 16h30 Pause thé/café

16h30 – 17h30 Travail en petits groupes (suite)

19h00 Départ pour
19h30 Dîner offert par le Ministère de l’Education National du Mali, au San Toro
JOUR 3
vendredi, le 18 juin

9h00 – 10h30  **Présentation des cadres conceptuels** élaborés la veille en petits groupes
DISCUSSION

10h30 – 10h45  **Pause thé/café**
et remplissage des feuilles d’évaluation

10h45 – 11h30  **Wrapping up**
▪ Présentation du rapport des travaux (Fall)
▪ Cloture de l’atelier

12h00 – 13h00  Session spéciale des chercheurs ERNWACA à la Coordination Régionale du ERNWACA
▪ Prochaines étapes
▪ Communication (Mamadou Lamine Diarra)
▪ Questions de qualité, de publication
▪ Processus pour le développement des propositions de recherche et la recherche de financement

NOTE : Cette session sera suivie par un goûter et une réunion de 2 heures entre chercheurs ERNWACA (BF, CI, GH, ML) et les chercheurs FASAF pour discuter de la possibilité de collaboration sur « l’éducation pour la paix/éducation en période de crise/conflict. »
In the face of the AIDS crisis and its threat to educational systems and national and regional development, the Educational Research Network for West and Central Africa (ERNWACA) seeks, in collaboration with the International Institute for Educational Planning (IIEP), to empower policymakers and education actors within government and civil society by collecting and sharing within and among ERNWACA member countries, scientifically validated information on the relationship between HIV/AIDS and education, including impact studies and best practices, and conducting national and transnational studies to fill information gaps.

Workshop objectives:
1. Review existing African initiatives in the education sector addressing HIV and AIDS, in particular national policies and research in West and Central Africa.
2. Develop a prioritized regional research agenda.
3. Develop conceptual frameworks for future national and transnational studies.

WORKSHOP PROGRAM

NOTE: Tuesday, June 15, 18h30-19h30 meeting of ERNWACA researchers with ERNWACA RC, Project Coordinator, IIEP.

DAY 1
Wednesday, June 16

8h30 – 9h00 Opening
  • ERNWACA-Mali, ONUSIDA, IIEP, ERNWACA Regional, Ministry of Health, Ministry of Education
  • Video clip: Les jeunes contre le SIDA, Scénarios du Sahel (8min13sec) www.globaldialogues.org

9h30-10h00 Coffee/tea break

10h00 – 10h30 Getting to work and getting to know each other
  • Presentation of participants
  • Presentation of workshop objectives
  • Adoption of program
  • Nomination of reporter

10h30 – 12h00 HIV/AIDS and education: impact and response in West and Central Africa (12mns/paper)
  • Review of policy and research in West and Central Africa (Matchinda, CM) (13)*
  • Nigeria and Ghana (Baku / Odukoya) (9 & 7)
  • Cote d’Ivoire, Burkina Faso, and Senegal (Azoh / Ouédreago / Gaye) (6 & 4 & 10)

DISCUSSION

12h00 – 13h30 LUNCH

13h30 – 15h30 National policies/strategies and planning (12mns/paper)
  • Southern Africa Regional Policy Framework and country preparedness analysis (Arnott, SADC) (19)
  • Research support to educational policy and planning (Mobile Task Team, MTT) (20)
  • Lessons learned from HIV/AIDS impact research on educational systems (Alemano, IIEP) (18)

  Reflections/reactions by
  o Catherine Mbena, Ministry of Education, Cameroon
  o M. Oyinloye, Federal Ministry of Education, Nigeria
  o Boni Tanoa Marie-Chantal Gatta, Ministry of Higher Education, Cote d’Ivoire

DISCUSSION

* number in parentheses indicates section in participant folder where supporting documentation may be found, also available at www.ERNWACA.org/vih_sida_bko2004
15h30 – 16h00  Coffee/tea break

16h00 – 17h00  **What are the strategic research areas?**  
Small group work

17h00 – 18h00  Plenary presentation of small group work on research areas

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**DAY 2**  
**Thursday, June 17**

8h00  Departure from Bouna to Cybercafé for visit to


10h30 – 11h00  Coffee/tea break

11h00 – 12h30  **Who in education sector is impacted? How are teachers and administrators managing?**
- Impact on girls and women (Fayorsey, GH)
- Impact on teachers and other education personnel in W/C Africa (Dougnon for Tamukong) (15)
- HIV/AIDS, youth, and teachers in Mali: Results from analysis of demographic survey data (Konaté) (8)
- ADEA approach to researching impact on teachers, teaching, and learning (Boukary, ADEA) (21)

**DISCUSSION**

12h30 – 14h00  LUNCH

14h00 – 15h00  **Research themes**, prioritization in plenary

15h00 – 16h00  **Conceptual frameworks for future studies**, small group work
- target audience
- overall objective
- main research questions
- target groups to cover, beneficiaries
- methodology (including data collection, analysis, etc.)
- ministry involvement
- quality control
- expected results
- dissemination, regional/international conferences, publication
- profile of researchers/personnel needed
- timeline
- budget and potential sources of funding

16h00 – 16h30  Coffee/tea break

16h30 – 17h30  Small group work continued

19h00  Depart for

19h30  Dinner at San Toro offered by the Malian Ministry of Education,  
Malian dishes and drinks and music
DAY 3
Friday, June 18

9h00 – 10h30 Presentation of conceptual frameworks developed in small groups yesterday afternoon
DISCUSSION

10h30 – 10h45 Coffee/tea break and
completion of evaluation forms

10h45 – 11h30 Wrapping up
▪ Presentation of workshop report (Fall)
▪ Closure of workshop

12h00 – 13h00 Special session for ERNWACA researchers at ERNWACA Regional Coordination
▪ Next steps
▪ Communications aspects (Mamadou Lamine Diarra)
▪ Quality aspects, Publication aspects
▪ Process for development of research proposals and seeking funding

NOTE: The above special session is followed by lunch and a 2-hour session between ERNWACA researchers (BF, CI, GH, ML) and FASAF researchers on how to collaborate on studying “Education for Peace and education in times of crisis/conflict.”
Discours du représentant du Ministère de la Santé de la République du Mali /

Opening ceremony speech of the Ministry of Health of the Republic of Mali
Discours de Mme Safoura Traoré, représentant du Ministère de la Santé, République de Mali

Monsieur le Représentant du Ministre de l’Éducation Nationale du Mali,
Madame la Coordonnatrice Régionale du ERNWACA,
Monsieur le Coordonnateur National du ERNWACA,
Monsieur le représentant de l’ONUSIDA,
Monsieur le Représentant de l’IIEP,
Partenaires, Participants, Invités,
Mesdames, Messieurs

Permettez-moi de souhaiter la bienvenue aux chercheurs africains membres du ERNWACA et à leurs partenaires sur cette terre africaine hospitalière du Mali.

C’est pour moi un réel plaisir, au nom du Gouvernement de la République du Mali, de mon Département et en mon nom propre, d’accueillir cet important atelier régional sur la recherche au Mali et, de participer à la présente cérémonie, en collaboration avec mon homologue du Ministère de l’éducation Nationale.

Le SIDA, comme vous vous en doutez, n’est plus un problème purement médical, il est aussi un problème social, culturel voire de développement économique et social tout court.

Pour rappel, l’examen critique de la progression du nombre des personnes victimes du SIDA, dans notre pays depuis la notification du premier cas en 1985, a permis aux autorités du Mali d’identifier un certain nombre de contraintes et de définir des stratégies à mettre en œuvre pour limiter, au besoin, freiner l’expansion de la maladie.

En 1999, deux ateliers tenus au Mali, à Bamako, sur le HIV/AIDS et développement ont proposé des outils de planification et de programmation qui ont permis aux nationaux de tout secteur – public, privé, ONGs agences de coopération partenaires – dans le Programme National de Lutte contre le SIDA (PNLS) de définir les grandes orientations d’un PLAN STRATEGIQUE DE LUTTE CONTRE LE SIDA au Mali.

Le plan stratégique national de lutte contre le SIDA pour la période 2001-2005 apporte une réponse au drame que vivent les populations dans leur corps et dans leur esprit. Il conduit une analyse de la situation épidémiologique, définit les domaines prioritaires d’intervention, fixe les objectifs à atteindre et précise les stratégies à développer pour conforter la démarche et accroître les chances de succès. L’approche multisectorielle constitue un des fondements.

Le Ministère de la Santé assure la tutelle du Programme National de Lutte contre le SIDA (PNLS), coordonné politiquement par la Présidence de la République, le Département assure également le secrétariat du Haut Conseil National de Lutte contre le SIDA (HCNLS), présidé par mon Excellence Monsieur le Président de la République du Mali.

C’est vous dire, toute l’importance qu’accordent les autorités du Mali en général et le Département de la Santé en particulier et, tout l’effort que nous déployons dans la lutte contre le SIDA sous toutes ses formes.

Dans les ateliers cités plus haut, une analyse des impacts actuels et futurs de l’épidémie du HIV/AIDS, a fait ressortir que l’impact macro-économique et sectoriel de l’épidémie du HIV/AIDS n’avait pas encore fait l’objet d’études et de recherche au Mali. Quand on sait que le HIV/AIDS touche essentiellement la tranche d’âge 15 - 49 ans, qui constitue la force vive et productive du pays et, que sur 100 maliens, au moins 3 sont infectés par le VIH, l’on peut aisément émettre l’hypothèse de l’existence d’un impact macro-économique et sectoriel non négligeable de l’épidémie. Cette hypothèse restant à vérifier par des recherches, et c’est en cela que votre atelier est bien nommé et bienvenu dans le cas des systèmes éducatifs de nos pays.

La RECHERCHE est une priorité du PLAN STRATEGIQUE 2001-2005 du Mali, même si dans le Plan à Moyen Terme 2 du PNLS, il a été reconnu, qu’elle n’a pas été suffisamment développée. Cependant, l’impact du SIDA sur le bien-être des personnes infectées par le VIH, l’impact social de l’épidémie sur les familles et les communautés, l’impact sur le secteur de la santé et dans les secteurs autres que la santé, notamment l’EDUCATION, l’agriculture, les entreprises publiques et privées n’en demeurent pas moins des domaines d’intervention hautement prioritaires du PLAN.

Aussi, l’engagement des secteurs autres que la santé dans la lutte contre le SIDA devra être plus dynamique, plus volontaire et plus autonome par rapport au financement. C’est pourquoi, au terme de ce discours, je vous exhorte, vous, chercheurs, spécialistes, décideurs et acteurs de l’éducation dans nos pays à participer activement à ce combat contre un fléau qui n’épargne aucun secteur.

Enfin, je remercie au nom du Gouvernement du Mali, le Réseau Ouest et Centre Africain de Recherche en Éducation (ERNWACA) et ses partenaires, en particulier l’Institut International de Planification de l’Éducation de l’UNESCO (IIEP / UNESCO), pour cette initiative heureuse, qui vise avec l’élaboration d’un agenda de recherche régional à outiller nos institutions en charge de l’éducation, d’outils et d’information, pour appuyer le développement des politiques et de la recherche en matière de HIV/AIDS et éducation.

JE SOUHAITE UN PLEIN SUCCES A VOS TRAVAUX, ET DECLARE OUVERT LE PRESENT ATELIER.
ANNEXE G / ANNEX G

Taux de prévalence VIH dans les pays membres du ERNWACA selon ONUSIDA

HIV / AIDS estimates, end 2001, in ERNWACA member countries
## HIV / AIDS estimates, end 2001, in ERNWACA member countries

<table>
<thead>
<tr>
<th>Member Country</th>
<th>Total Population 2001 (thousands)</th>
<th>Adults and Children Infected by HIV</th>
<th>Adult HIV Prevalence Rate (%)</th>
<th>Estimated number of AIDS deaths in 2001</th>
<th>Estimated number of AIDS orphans in 2001</th>
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<td>34,000</td>
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<tr>
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<td>11 SENEGAL</td>
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<tr>
<td><strong>TOTALS</strong></td>
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<td><strong>4.6 %</strong> (average)</td>
<td><strong>427,100</strong></td>
<td><strong>2,372,077</strong></td>
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</table>

Prepared by: ERNWACA Regional Coordination, August, 2002
Sources: UNAIDS, 2001; WHO, 1999
For more information: [http://www.unaids.org](http://www.unaids.org)
ANNEXE H / ANNEX H

Liste de documents fournis aux participants à l’atelier /

List of documents provided to workshop participants
Documents fournis aux participants / Documents provided to participants

http://hivaidsclearinghouse.unesco.org

Renseignements logistiques / Logistical information ................................................................. 0

Programme de l’atelier / Workshop Program .......................................................................... 1
UNAIDS statistics for ERNWACA member countries, end 2001 ................................................. 1

Participants ............................................................................................................................... 2
Comité d’organisation de l’atelier et comités nationaux scientifique du ERNWACA / Workshop
organizational committee and national scientific committee members ...................................... 2

Introduction au BAMANAKAN et au Mali / Learn Bambara and about Mali + map of Bamako .......... 3

Pour accéder des documents suivants / for electronic versions of many of the following documents :
www.ERNWACA.org/vih_sida_bko2004

➢ Papiers ERNWACA (nationaux) / ERNWACA papers (national)

BURKINA FASO : HIV/AIDS et éducation, revue des politiques et recherches, Amado Ouedraogo,
ERNWACA-Burkina Faso .......................................................................................................... 4

CAMEROUN : HIV/AIDS et éducation, revue des politiques et recherches, Brigitte Matchinda,
ERNWACA-Cameroun .......................................................................................................... 5

COTE D’IVOIRE : HIV/AIDS et éducation, revue des politiques et recherches, Francois-Joseph
Azoh, ERNWACA-Côte d’Ivoire .............................................................................................. 6

GHANA : HIV/AIDS and education, review of policy and research, Joshua Baku, ERNWACA-GH ..... 7

MALI : HIV/AIDS et éducation : analyse secondaire de données quantitatives, Mamadou Konaté,
CAREF, membre ERNWACA-Mali .......................................................................................... 8

NIGERIA : HIV/AIDS and education, review of policy and research, Chinyere Ohiri-Aniche and
Dayo Odukoya, ERNWACA-Nigeria ....................................................................................... 9

SENEGAL : HIV/AIDS et éducation, revue des politiques et recherches, Aboubacar Gaye Fall et al.,
ERNWACA-Sénégal .............................................................................................................. 10

TOGO : Etude d’impact de l’éducation HIV/AIDS sur l’enseignement, Philippe Amevígbé et al.,
ERNWACA-Togo .................................................................................................................... 11
Integrated approach to transnational education research, Kathryn Touré, ERNWACA Regional ..... 12
Internet, jeunes et éducation au HIV/AIDS, Mamadou Lamine Diarra, ERNWACA Regional ............. 12

Analyse des politiques et stratégies nationaux contre le HIV/AIDS dans le secteur de l’éducation en Afrique de l’Ouest et du Centre, Brigitte Matchinda, ERNWACA-Cameroun ........................................... 13


Impact of HIV/AIDS on teachers and other education personnel in West and Central Africa, Joseph A. Tamukong, ERNWACA-Cameroun .................................................................................................. 15

Mali : .................................................................................................................................................. 16
- Politique de Santé à l’école et plan de travail 2004, CNE, MEN

Impact du SIDA sur l’offre et la demande scolaires en Afrique sub-Saharienne, Yacouba Yaro du FASEF et de l’UERD au Burkina Faso et Denis Dougnon de l’ISFRA et du ERNWACA au Mali .... 17

Institut international de planification en éducation (IIPE) / International Institute for Educational Planning (voir aussi documentation dans les chemises blanches / see also documentation in white folders) ………… 18

Southern African Development Community (SADC) .................................................................................. 19

Mobile Task Team (MTT Africa - South, MTT Africa - West) ........................................................................ 20

Association pour le développement de l’éducation en Afrique (ADEA) / Association for the development of Education in Africa (ADEA) ................................................................. 21

Autres partenaires / Other partners ........................................................................................................ 22
- African Consultants International (ACI)
- Association of African Universities / Association des universités africaines (AAU/AUA) + WGHE / GTES
- Education Internationale / International Education
- Réseau international de recherche Famille et Scolarisation en Afrique / International research network Family and Schooling in Africa (FASAF)
- US(AID)
- World Bank / Banque mondiale

ERNWACA, dépliant + « Nouvelles du ERNWACA » #6 (sur la Gambie) / ERNWACA brochure + « ERNWACA News » #6 (on the Gambia) .................................................................................................................... 23

Dialogue politique et public, et suivi / Communicating and Following-up .............................................. 24
- Café Rocaré / ERNWACA Cafe (disponible au / available at www.ERNWACA.org)
- Communications BRIEF
ANNEXE I / ANNEX I

Liste de documents fournis par le ERNWACA pour le Clearinghouse IIEP /

List of documents provided by ERNWACA for IIEP online Clearinghouse
**BURKINA FASO**

<table>
<thead>
<tr>
<th>Document Code</th>
<th>Title</th>
<th>Year</th>
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<tr>
<td>BF-001</td>
<td>Analyse de la situation et de la réponse aux IST/HIV/AIDS dans le secteur de l’éducation au Burkina Faso</td>
<td>2000</td>
<td>Katraye, J; Kabore, O; Some, O.S; Ouedraogo, D.</td>
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<td>BF-003</td>
<td>Etude d’identification des interventions de la coopération belge dans le cadre du plan national multi-sectoriel de lutte contre le HIV/AIDS</td>
<td>2002</td>
<td>Bureau d’Appui en Santé Publique</td>
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<td>BF-005</td>
<td>Analyse de la situation des Associations de l’Université de Ouagadougou</td>
<td>2000</td>
<td>Tavi, Ouattara, Y.; Djibre, S.</td>
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<td>BF-008</td>
<td>SIDA et éducation au Burkina Faso : que sait-on?</td>
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<td>BF-009</td>
<td>Evaluation de l’opération d’aide à la scolarisation des orphelins et enfants vulnérables</td>
<td>2002</td>
<td>Ouattara, Y.T.</td>
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<td>BF-010</td>
<td>Analyse de la situation du HIV/AIDS au Burkina Faso</td>
<td>2002</td>
<td>Dakuyo, L-M; Yaméogo, L-M; Ouedraogo, H; Yalbré, P; Bazié, B.</td>
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<td>BF-011</td>
<td>La lutte contre le HIV/AIDS</td>
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<td>BF-014</td>
<td>Bien connaître le SIDA pour mieux le combattre</td>
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<td>BF-018</td>
<td>Le programme AXIOS en faveur des orphelins et enfants vulnérables en contexte de HIV/AIDS</td>
<td>2002</td>
<td>Ouedraogo, C.</td>
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<td>BF-019</td>
<td>HIV/AIDS en milieu Rural, Urbain et Sectoriel (VIRUS), une analyse du contexte de la vulnérabilité aux MST et au HIV/AIDS et des possibilités de réponses chez les jeunes de Ouagadougou et de Gaou</td>
<td>2003</td>
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**CAMEROUN / CAMEROON**

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<td>CM-001</td>
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<td>Stratégies de lutte des jeunes contre le HIV/AIDS en milieu urbain : cas du programme 100% jeune</td>
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<td>Messina, C.M.</td>
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<td>CM-004</td>
<td>L’éducation sexuelle des jeunes Camerounais en milieu familial et scolaire et sa contribution dans la lutte contre les MST et le SIDA : le cas des jeunes du Lycée Général Leclerc</td>
<td>2002</td>
<td>Banen, A.T.D</td>
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<td>Contribution de la GTZ à la Lutte contre le VIH-SIDA au Cameroun (période 2000-2001)</td>
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<td>CM-007</td>
<td>HIV/AIDS : A wake up call from teachers by teachers to teachers and students, CATTU plan d’action</td>
<td>2002</td>
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<td>CM-010</td>
<td>Du comportement psychosocial des jeunes camerounais face au HIV/AIDS : le cas des adolescents du Lycée Général Leclerc</td>
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<td>Bisse, G. E.</td>
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What can justify the high HIV/AIDS prevalence rate in Sub-Saharan Africa and Cameroon in particular

University in the fight against AIDS in Cameroon: Epidemiological and General considerations

Etat des actions de lutte contre les IST/HIV/AIDS au Ministère de la Jeunesse et des sports au 25 novembre 2002

CÔTE D'IVOIRE

Plan National de Lutte contre le HIV/AIDS, 2002-2004 en Côte d'Ivoire

Processus de planification stratégique pour une réponse nationale à l'épidémie du HIV/AIDS

Impact du HIV/AIDS sur le système éducatif de la Côte d'Ivoire

Evaluation de l’impact des stratégies IEC/SIDA sur les comportements de la jeunesse estudiantine en Côte d’Ivoire

Le SIDA, évaluation des connaissances et des comportements à risque chez les élèves : les cas du Lycée Moderne de Treichville

Rapport général des activités de la cellule scolaire anti-SIDA et MST 1994-1995

Elaboration et mise en œuvre d’une stratégie de communication sur le HIV/AIDS en milieu scolaire primaire en Côte d’Ivoire : rapport final, phase 1

Étude sur les connaissances de la santé reproductive en milieu scolaire, rapport final

Perception de supports visuels d’information et de sensibilisation sur le SIDA par les élèves ivoiriens dans la région de Bouaké : rapport sur la phase de pré-test (contexte et connaissances), étude effectuée auprès de 1283 élèves en milieu urbain et rural

Étude de la perception d’images et de dessins par des élèves ivoiriens. Jugements perceptifs sur des images de sensibilisation sur le SIDA

Perspectives et illusions optiques. Recherche effectuée dans le cadre d’une étude sur la prévention du SIDA

Comportement sexuels en milieu scolaire : étude des attitudes et opinions des jeunes de 9 à 14 ans face aux MST et au SIDA à Abidjan, rapport remanié

Le HIV/AIDS et le corps des enseignants, quel impact sur le système éducatif ivoirien ?

Stratégie de lutte contre le Sida en milieu scolaire

Lutte contre le HIV/AIDS : contribution des disciplines...

GHANA

Results from In-and-out-of school youth in the Northern and upper East Regions of Ghana

Using the Education Sector to Combat the HIV/AIDS sector to combat the HIV/AIDS pandemic in West Africa

Operational Plan for HIV/AIDS Interventions in the education sector

Work Place Manual

Knowledge Attitudes and Practice on HIV/AIDS among students, searchers and parents in selected schools in Ghana

HIV/AIDS and its impact on education system : an input in the Ghana country paper for the 14th commonwealth Education Ministers Conference

Strategic plan for HIV/AIDS interventions in the Ghana education sector

Ghana education sector strategic review workshop

Report on logical framework planning workshop for education sector AIDS task force

Report on the activities of the education sector task force
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<td>GH-016</td>
<td>Advocacy and counselling against HIV/AIDS : an agenda that can no longer be shelved</td>
<td>2001</td>
<td>Essah, Nana Mensima; Aidoo, Nana Garbrah</td>
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<td>GH-017</td>
<td>Assessment of training needs in educational planning and management in the context of HIV/AIDS in Ghana : research design</td>
<td>2003</td>
<td>Fayorsey, C.</td>
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<td>GH-018</td>
<td>Policy and advocacy in HIV/AIDS prevention</td>
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**Mali**

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<td>ML-006</td>
<td>Lutte contre le VIH / SIDA en milieu scolaire</td>
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<td>Fomba, C.O; Keïta, F.M.; Koné S.</td>
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**Nigeria**

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<td>Report of rapid assessment in selected Lagos</td>
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<td>Baseline and impact survey of NYSC peer educator programme for schools in 7 pilots states</td>
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<td>Natural HIV / AIDS fact sheet</td>
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<td>Nigeria’s contributions to regional/global HIV/AIDS meetings</td>
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<td>SN-001</td>
<td>Coopération régionale en matière de stratégie éducative de lutte contre le HIV/AIDS</td>
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<td>Etude sur les Initiatives en matière de lutte contre le VIH / Sida à l’école</td>
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<td>SN-006</td>
<td>De l’impact du VIH / SIDA dans les systèmes éducatifs en Afrique Subsaharienne</td>
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<td>Fall, A.G.</td>
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<td>SN-008</td>
<td>Lutte contre le SIDA, meilleures pratiques : l’expérience sénégalaine</td>
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<td>SN-009</td>
<td>Le secteur éducatif face à l’épidémie du VIH en Afrique Subsaharienne</td>
<td>2000</td>
<td>Cohen, D.</td>
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<td>SN-010</td>
<td>HIV/AIDS et Education</td>
<td>2001</td>
<td>Coalition inter Agence Sida et développement (CISD)</td>
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<td>SN-011</td>
<td>HIV/AIDS et éducation en Afrique subsaharienne : inventaire des approches prometteuses, ce qui marche, pourquoi et comment</td>
<td>2001</td>
<td>Aboulouze, R ; Rugalema, G ; Khanye, V.</td>
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<td>SN-012</td>
<td>Le mainstreaming du VIH / SIDA dans les curriculum des universités</td>
<td>2003</td>
<td>Gatali, J-B.</td>
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<td>SN-015</td>
<td>Influence de l'education en matière de HIV/AIDS et de santé sexuelle sur le comportement sexuel des jeunes : un bilan actualisé</td>
<td>2001</td>
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<td>Plan stratégique de lutte contre le SIDA dans le système éducatif au Sénégal 2002-2006</td>
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**Togo**

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ANNEXE J / ANNEX J

Communiqué de presse sur le lancement de la collaboration ERNWACA et IIEP,
janvier 2003, Accra Ghana /

*Press release from launch of ERNWACA partnership with IIEP,*
*January 2003, Accra, Ghana*
ERNWACA Communiqué N° 2003-01

HIV/AIDS impact on education Clearinghouse and regional mobilization in West and Central Africa

At its Strategy Session in February 2002 in Dakar, the Education Research Network for West and Central Africa (ERNWACA) defined its priority research agenda for 2002-05. The impact of HIV/AIDS on education and the response of educational systems is second of eight priority research areas. While AIDS has been advancing faster in Southern and Eastern Africa, West and Central Africa are certainly not immune, as high HIV/AIDS infection rates in Cameroon and high AIDS-related teacher loss in Cote d'Ivoire demonstrate. At the same time there is growing consciousness of the need for a multi-sectoral approach, including the education sector, which has a role to play in awareness building and prevention.

On January 27-29, ERNWACA and the International Institute for Educational Planning (IIEP/UNESCO, Paris) hosted a workshop in Accra, Ghana, opened by the Deputy General Director of Ghana Education Service, Mr. Awuah. The workshop was held to launch a partnership involving the exchange of information among five ERNWACA member countries – Burkina Faso, Cameroon, Cote d'Ivoire, Ghana and Senegal – and the HIV/AIDS Impact on Education Clearinghouse.

The Clearinghouse is part of a larger initiative begun in 2000 by UNESCO and UNAIDS, to promote the education sector as an important part of the global strategy against HIV/AIDS. In March 2001, the need for a Clearinghouse hub in West Africa was discussed at the Senior Experts' Conference on HIV/AIDS and Education in West Africa: Towards Regional Mobilization in Elmina, Ghana. The Clearinghouse supports the implementation of effective strategies against HIV/AIDS in the education sector by providing information to ministries, research institutes, NGOs and development agencies. It works closely with UNESCO, the International Bureau of Education and their field offices to collect and disseminate HIV/AIDS studies and reports and focuses especially on the impact of the endemic on education. It is an interactive website from which members can download documents, link to other websites and participate in discussions.

ERNWACA countries which have an average national HIV infection rate of 5% – the figure climbs to more than 10% in heavily hit countries and high-risk areas – can benefit from this connection. Over the next several months, national ERNWACA teams will begin to collect national strategies, policy statements, research and case studies, evaluations of effective response programs, and conference reports and forward them to a hub at the ERNWACA regional coordination office in Bamako, Mali. This data will then be uploaded to the Clearinghouse database for dissemination. Visit the website and register to use the Clearinghouse at http://www.unesco.org/iiep.

ANNEXE K / ANNEX K

Affiche Café Rocaré sur HIV/AIDS et éducation,
11 mai 2004, Bamako, Mali /

Poster from Ernwaca Café on HIV/AIDS and education,
11 May 2004, Bamako, Mali
Impact du SIDA sur l’offre et la demande scolaires en Afrique sub-Saharienne,
Denis Dougnon, ERNWACA-Mali et ISFRA

Utilisation des données d’enquêtes démographiques et de santé (EDS) dans la définition de profils types de personnes infectées par le HIV/AIDS,
Mamadou Kani Konaté, Sociologue-chercheur, membre du ERNWACA-Mali

Lutte contre le HIV/AIDS à l’école au Mali, GTZ-Mali

Enfants vulnérables, HIV/AIDS et l’éducation, UNESCO-Mali

Internet, jeunes, HIV/AIDS et l’éducation, Mamadou Lamine Diarra, Coordination Régionale du ERNWACA

mardi, le 11 mai 2004
10h00 – 12h00
Salle de conférence
Coordination Régionale du ERNWACA,
Cour ISFRA, N’Golonina, Bamako (Mali)

suivi d’un déjeuner sur place
(500 f cfa pour les non-membres du ERNWACA)

⇒ Pour participer, veuillez envoyer un e-mail à info@ERNWACA.org ou téléphoner au 221 16 12.
⇒ Pour consulter les papiers des présentations du Café, visitez www.ERNWACA.org.

Le Café ERNWACA est un espace de réflexion et de partage d’expériences sur les questions pressantes de l’éducation. Il est aussi un forum d’information et d’échange sur les recherches du ERNWACA et de ses partenaires.
ANNEXE L / ANNEX L

Article sur l’atelier dans le quotidien L’Indépendant,
2 juillet 2004, Bamako, Mali /

Article on the workshop in daily paper, L’Indépendant,
2 July 2004, Bamako, Mali
VIH/SIDA ET SYSTEMES EDUCATIFS EN AFRIQUE DE L'OUEST ET DU CENTRE

La contribution du ROCARE et de l'IIEP/UNESCO

Face à la crise du SIDA et sa menace sur les systèmes d'éducation et le développement national et régional, le Haut Commissariat des Nations Unies pour l'Education, la Science et la Culture (UNESCO) a organisé, du 15 au 18 juin 2004, un atelier de résidence à Bamako en collaboration avec l'Institut International de Pédagogie de l'Éducation (IIEP) et le Centre Africain de Recherche en Education (ROCARE), sous les auspices de la Ministre de l'Education Nationale et de l'Enseignement Technique du Mali.

Cet atelier a eu pour objectif de faire le point sur l'évolution de la crise du SIDA dans le monde, l'impact de cette crise sur les systèmes éducatifs et les politiques de santé et d'éducation, et les enjeux à venir.

Le ROCARE et l'IIEP ont mobilisé les experts de l'Organisation mondiale de la Santé (OMS), de l'Union africaine des ministres de l'Éducation nationale (UAEMEN), de l'Union africaine des ministres de la Santé (UAEMS), de l'Organisation des États de l'Afrique de l'Ouest (OEA) et de l'Union africaine des ministres de l'Enseignement supérieur (UAEMES) pour analyser les politiques de santé et de développement de l'éducation en Afrique de l'Ouest et du Centre.

Le ROCARE et l'IIEP ont mis en place un programme de recherche pour renforcer la coopération entre les ministères de l'Éducation et de la Santé de l'Ouest et du Centre de l'Afrique sur l'impact du SIDA sur les systèmes éducatifs et les politiques de santé.

Il apparaît que la crise du SIDA a eu des conséquences importantes sur l'éducation et la santé dans les pays de l'Ouest et du Centre de l'Afrique, en particulier dans le domaine de l'éducation primaire et secondaire.

Le ROCARE et l'IIEP ont également cherché à mobiliser les experts de l'Organisation mondiale de la Santé (OMS), de l'Union africaine des ministres de l'Éducation nationale (UAEMEN), de l'Union africaine des ministres de la Santé (UAEMS), de l'Organisation des États de l'Afrique de l'Ouest (OEA) et de l'Union africaine des ministres de l'Enseignement supérieur (UAEMES) pour analyser les politiques de santé et de développement de l'éducation en Afrique de l'Ouest et du Centre.

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Le ROCARE et l'IIEP ont également chercher
ANNEXE M / ANNEX M

Budget de projet /

*Overview of project budget*
**EXPENDITURE OF FUNDS RECEIVED BY ERNWACA FROM IIEP**

for the period January 2003 – June 2004

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**National Teams:**
- Document collection in BF, CM, CI, GH, SN;
- Summaries of approx. 75 documents retained for Clearinghouse.  

**Regional contact person:**
- Mamadou Lamine Diarra (14 months @ 50% time)  

**Methods workshop, January 2003, Accra, Ghana**  

**Overhead (0.4%)**  

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<td>Mamadou Lamine Diarra</td>
<td>4 900</td>
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<td>Methods workshop</td>
<td>11 300</td>
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<td>Overhead</td>
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**Equipment**
- Regional Coordination:
  - desktop, onduleur, deskjet printer, 50% of cost of numeriser  
- National Coordination desktop computers + accessories:
  - Burkina Faso, Cote d’Ivoire, Cameroon, Ghana  

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<td>National Coordination</td>
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**Funding from World Bank’s FY 2004 Development Grant Facility (DGF)**

for the period March – June 2004

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<td>3 regional syntheses;</td>
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<td>quality control/scientific support for both of above;</td>
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<td>trip to recruit Nigeria researchers.</td>
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**Workshop, 16-18 June, Bamako, 33 participants:**  

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<td>- 12 persons from outside Mali</td>
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<td>Partners (IIEP, ADEA, ACI, MTT West, FASAF, UNESCO, ONUSIDA) funded:</td>
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<td>- 2 persons from Mali</td>
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**Administration/Coordination**  

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**Indirect expenses / overhead (8.5%)**  

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**Total funding** received from IIEP and spent by ERNWACA  

for the period January 2003 – July 2004 (19 months)  

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ANNEXE N / ANNEX N

Liste de participants à l’atelier /

List of workshop participants
Atelier ERNWACA et IIEP / ERNWACA and IIEP Workshop

Réponses de la recherche face à l’impact du HIV/AIDS sur les systèmes éducatifs en Afrique de l’Ouest et du Centre / Education Research Response to HIV/AIDS in West and Central Africa

16 - 18 juin / June 2004
Résidence Bouna, Bamako, MALI

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