



## Dear Readers

Welcome to the first newsletter published by the Education and International Development (EID) Group at the Institute of Education.

EID was formed in 1995 as part of a general reorganisation of the Institute, and comprises eight academic staff, each of whom has undertaken extensive research and professional work in Asia, Africa or Latin America. Several of us (Angela Little, Roy Carr-Hill, Elwyn Thomas, Pat Pridmore, Abby Riddell and Gill Gordon) were members of the former Department of International and Comparative Education (DICE). In November 1995 we were joined by Sheila Aikman and Elaine Unterhalter. During 1995/96 research staff included John Lowe, Dominic Furlong and John Shotton; and support staff have included Penny Admiraal, Mary Griffin, Maureen Linney and Jane Crinnion. From February 1997, we will be joined by our new office administrator, Andrea Critcher.

The newsletter describes aspects of our recent work both in London and overseas. Our students are undertaking research in field-sites around the world. Staff are teaching, both in London and abroad, and have been active in research and consultancy work in Sri Lanka, Thailand, India, Mozambique, South Africa, Peru, Bolivia, Ghana, Zambia and Namibia. Student recruitment is strong, with 67 students from 29 countries undertaking research degrees, Masters and Advanced Diploma programmes in 1995/96. In 1996/97 our 49 students come from 26 countries.

Many of our activities maintain long-standing traditions – the week long visit of staff and students to international organisations in Paris for example. Others represent new departures. In 1996 we launched an

Education and International Development guest lecture series. Speakers in 1996 included Professor Jairam Reddy, Chairperson of the South Africa Higher Education Commission; Dr Geoff Lamb, Regional Representative of the World Bank Office in London; and Professor Ernesto Pollitt of the Department of Paediatrics, University of California Davis. Speakers planned for 1997 include Dr Marita Palacios from Peru, Saleem Badat of the University of the Western Cape, Professor Kazim Bacchus, recently retired from the University of Alberta, and Professor Lalage Bown of the University of Warwick.

1996 also marked the establishment of our website address – <http://www/eid/index.html> – and our increasing use of electronic communications. Such a development has facilitated our international communication and is changing the nature of academic life, but it will never, we hope, substitute completely for the face-to-face contact across cultures so highly valued by the EID Group, and so essential for international development.

Yours

**Professor Angela Little**  
*Head of Education and  
International Development*

*Photographs: from top Angela Little,  
Roy Carr-Hill, Pat Pridmore, Elwyn Thomas,  
Elaine Unterhalter, Gill Gordon, Abby Riddell,  
Sheila Aikman and Andrea Critcher.*



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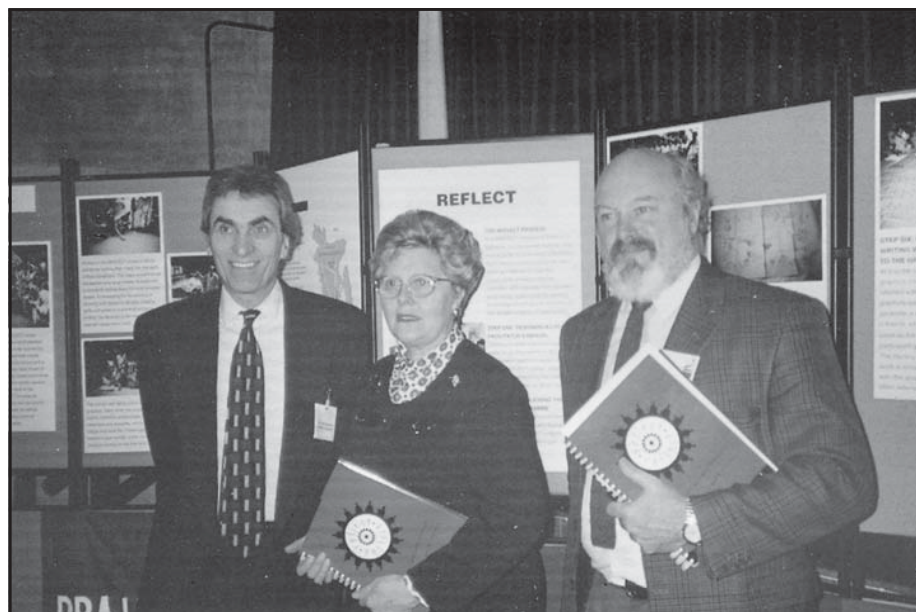
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*Professor Peter Mortimore (left) Baroness Chalker and John Barten (AA Director) –  
REFLECT SYMPOSIUM, March 1997*

## Symposium on literacy and the REFLECT method

**Dr Sheila Aikman**

Early in 1996, EID held a one day symposium in collaboration with ActionAid, a UK non-governmental organisation. EID and ActionAid together planned a day which was varied and catered for a wide range of people interested in literacy and international development issues. The morning took the form of a special focus on literacy for EID students while the afternoon was used to launch two ActionAid publications, one the ODA funded Action Research Report on REFLECT and the other a Mother Manual for REFLECT literacy workers.

Since 1993 ActionAid has been carrying out an action research project to explore possible uses of participatory rural appraisal (PRA) techniques within adult literacy programmes in three countries: El Salvador, Bangladesh and Uganda. Out of this research has developed the REFLECT method – the Regenerated Freirean Literacy through Empowering Community Techniques method. REFLECT, as its name suggests, is based on the theoretical framework of Paulo Freire but draws on the practical approach of PRA.

The morning session was an opportunity for EID students to find out more about where the REFLECT technique stands in relation to a long and



somewhat chequered history of literacy programmes over the last forty years. Roy Carr-Hill had the rather daunting task of presenting an overview of literacy programmes over this period – providing a perspective on what literacy programmes aim to do and why, and whose priorities they serve – all in the space of 20 minutes!

This set the scene for David Archer's (Head of International Education of ActionAid UK and director of the ActionAid REFLECT programme) introduction to REFLECT, and to the following workshops run by the three ActionAid programme directors from Bangladesh and Uganda. The students took part in simulations of map making sessions, such as those used with villagers to encourage them to map out their community, and in the process discuss issues which they consider to be of importance to them. This would be one of the first stages in a literacy programme, followed by a gradual substitution of symbols on the map for words, and a transfer from drawing and writing on the ground using what is to hand, to using paper and writing materials.

The afternoon followed a rather different pattern. It comprised the launch of the two publications to a large invited group of people working with literacy and development issues in adult education. ActionAid coordinators presented the evolution of REFLECT, and evaluated the effectiveness of the model. The presentation was illustrated with slides of the approach in practice.

The ActionAid team had decked the Jeffery Hall with photographic exhibitions of REFLECT in action and examples of maps and matrices produced by literacy learners in the three pilot countries. Angela Little chaired the afternoon session while Peter Mortimore formally welcomed everyone, including the Minister for Overseas Development, Baroness Linda Chalker, who

gave a short address in praise of REFLECT, which the ODA had been funding.

Questions from the floor flowed thick and fast. Many of the invited participants had a long involvement in adult literacy and their questions and comments

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## **‘adult literacy is generally not high on the agenda of aid agencies’**

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provided an interesting and informed discussion of both REFLECT and literacy in general.

EID is very happy to have hosted this day of discussion on literacy in developing countries. As a development issue, adult literacy is generally not high on the agenda of aid agencies and is often eclipsed by concern and support for formal education and schooling. The REFLECT Symposium restated the importance of literacy and adult basic education. It highlighted questions of decision-making and control in literacy programmes, and the importance in ensuring that the aims really do reflect those of the learners.

Participants in the REFLECT symposium held many different views on implementing literacy programmes in a way that is empowering, but at the end of the day, they were in no doubt that the REFLECT method is a very valuable contribution to the achievement of adult literacy and education.



*Baroness Chalker and  
Reza Chowokury (AA-Bangladesh);  
REFLECT SYMPOSIUM  
March 1996*



# The Diploma Disease: Twenty Years On

**Professor Angela Little**

In 1976, Ronald Dore's controversial book, *The Diploma Disease*, was published. Dore argued that schools in developing countries were dominated by the goals of certificates and qualifications – passports to the world of modern sector jobs. The consequence of this domination was an education of such low quality that even the successful products of the system could not contribute effectively to economic productivity and innovation. The message was uncomfortable. The Diploma Disease film, which followed the book, was seen by hundreds of students worldwide, provoking and stimulating debate.

**‘all sides in the conflict cooperate to ensure that children from war-torn areas sit their examinations in a secure and peaceful environment’**

Twenty years on, what has been the course of the disease in different countries? Is the Diploma Disease by now a thing of the past, or is it as virulent as ever? Is it reemerging on a global scale?

Early in 1997 a new edition of the book *The Diploma Disease* will be published by the Institute of Education and a special issue of the journal *Assessment in Education: Principles, Policies and Practice* (vol 4, no.1) will be published by Carfax publishers, entitled *The Diploma Disease: Twenty Years On*. An international authorship addresses the course of the disease in England, Japan, Sri Lanka, Kenya, China, Tanzania and the Middle East – the seven case countries included in the original book – along with two new cases – Egypt and the Vietnamese community in Australia.

In February 1997, a new BBC-Open University film, *The Qualification Chase*, will be screened, presented by myself. The film explores the impact of the pursuit of qualifications on the process of teaching and learning in Japan, Sri Lanka and England. While many aspects of the original thesis remain valid twenty years on, new themes are emerging. In the mid 1970s in Sri Lanka for

example, job creation was led by the public sector with its extensive use of educational qualifications for recruitment, selection and promotion; now it is private sector employers who generate the jobs, both in Sri Lanka and in the Middle East, where many young, educated people migrate for semi- and unskilled work. Educational

qualifications remain important, but they are not the only criterion used in job selection. The state-run education system continues to expand at its upper levels as the

demand for more schooling and qualifications continues to spiral. But the private sector is expanding simultaneously. The economic liberalisation strategy in Sri Lanka has led to a burgeoning of the private tuition business, and the emergence of private schools beyond the purview of the state Ministry, offering students the prospect of studying in English and the acquisition of international qualifications.

Economic liberalisation is only one aspect of Sri Lanka's recent history. Since the late 1970s the country has been divided by a civil war which has claimed the lives of thousands of young educated people. The way the examination and qualification system



Filming in Sri Lanka's hill country



operates has been contested periodically by the majority Sinhalese and minority Tamils, and has contributed on both sides to frustration and the perception of discrimination. But in recent years the examination system has been seen not as a reason for conflict, but as a partial solution to it. It is perceived as a kind of glue which holds society together. Indeed, one of the untold stories of the war is the way in which all sides in the conflict cooperate to ensure that children from war-torn areas sit their examinations in a secure and peaceful environment. While the economic liberalisation has generated jobs, introduced a range of criteria for job selection and removed some of the value attached to qualification-seeking, the civil war has played its part in enhancing the value attached to qualifications as the most objective, fair and socially legitimate means of allocating life chances.

The experience of making films about education, examinations and qualifications highlights society's perceptions of their economic and political significance in rather stark ways. In 1979, when making *The Diploma Disease*, the Japanese TV film crew agreed not to film the face of a Physics A' level tutor teaching 200 students in the hall of a Buddhist temple on a Sunday. In 1996, when making *The Qualification Chase*, the cameraman had no problem gaining access to a private tutoring and filming the faces of tutors. Owners and tutors alike presumably relished the free



*On location in the hill country of Sri Lanka with the BBC*

**‘...parents suspected that the activity of filming was a cover for terrorist activity and called the police’**

advertisement time! In 1979 we had no difficulty gaining access to film in large schools in urban areas, but in 1996, in the wake of the bombing of the commercial centre at the heart of Colombo, the BBC team experienced considerable difficulty. Despite all official clearances and assurances, parents suspected that the activity of filming was a cover for terrorist activity and called the police. Our several hours spent in a police station was but one minor indication of the daily dilemma facing parents, who desire education for their children, yet worry about the security of the school; and of teachers who want to teach, yet must convince parents that they can ensure a safe environment for learning.

**Book:** *The Diploma Disease: Education, Qualification and Development* by Ronald Dore, 2nd edition, Institute of Education Publications (available mail order, £7.95 plus postage, from the Institute of Education Bookshop, 20 Bedford Way, London WC1H 0AL, United Kingdom).

**Journal:** *The Diploma Disease: Twenty Years On*, edited by Angela Little, special issue of the *Journal of Assessment in Education: Principles, Policy and Practice* (vol 4, no.1). Articles by Ronald Dore, Alison Wolf, Ikuro Amano, Angela Little, Toshio Toyoda, Anthony Somerset, Brian Cooksey, Sybille Riedmiller, Susan Eckstein, Keith Lewin, Eleanore Hargreaves and Peter Ninnes (available mail order, £10.95 plus postage, from the Institute of Education Bookshop, 20 Bedford Way, London WC1H 0AL, United Kingdom).

**Video Film:** *The Qualification Chase* - 50 minute film, 1997, presented by Angela Little and produced by Rosemary Hill. BBC-Open University Productions, to be transmitted on BBC2 at 06.00 on 10 February, 1997, at 06.00 on 30 June, 1997 and at 00.30 on 17 February 1997 on BBC Prime (satellite channel). (Available 1998 from Open University Educational Enterprises, 12 Cofferidge Close, Stony Stratford, Milton Keynes MK11 1BY, United Kingdom).

**Video Film:** *The Diploma Disease*, 1982, (available from Peter Esland, Institute of Development Studies, University of Sussex, Falmer, East Sussex, BN1 9RH, United Kingdom).

**Related Print Material:** Course materials, including audiocassette, are available from Open University Education Enterprises, 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY, United Kingdom.



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## South East Asia

# STUDY LEAVE

**Dr Elwyn Thomas**

I spent much of my four months' study leave from September to December 1995 visiting Thailand, Malaysia, Laos, Cambodia, Myanmar (Burma) and Vietnam. The focus of the visits was my three areas of current research interest – teacher education, curriculum development and planning, and cross cultural pedagogy. The key areas of data collection in teacher education were in the field of primary and secondary school curriculum development, research and evaluation of teacher training programmes, and changing patterns of PRESET and INSET organisation and planning. The data collected from Malaysia and Thailand in these fields was particularly enriching and informative.

Developments currently taking place, as well as those being planned in the primary school curriculum in Myanmar and Cambodia, are mainly focused on the level of basic education. The work of UNICEF and UNDP in both countries shows that considerable efforts are being made to meet the needs of primary school learners and teachers alike, particularly in making learning more enjoyable and meaningful.

The work of OXFAM and UNICEF in Vietnam in the area of multigrade teaching and developing rural curricula in primary schools, especially for the minority groups, is most impressive. However, the quality of provision in the state sector primary and secondary schools for the non-minority groups appears to lag behind those schools that are assisted by NGOs.

I also visited the primary and secondary divisions of the Ministry of Education and the higher education department. The main thrust, it appears, throughout the various sections of the Ministry, is to improve the level of English teaching and to achieve computer literacy for most children by the end of the millennium.

Data collected from Laos and Malaysia on changing patterns of primary and secondary school teacher training showed the zeal with which the governments of these two nations are tackling both the problems of teacher quantity (in Laos) and teacher quality (in Malaysia).

A constant theme running through many of my encounters with educators over the whole region was the need to review the policy of teaching the English language, and in Myanmar and Malaysia, even reintroducing it as a language of instruction. In the former Francophone countries of South East Asia, especially Vietnam, English will be the first foreign

language replacing Russian and that of French used earlier.

I was Visiting Professor at the University of Malaya, Kuala Lumpur during this study and gave lectures and seminars on Cross Cultural Pedagogy and Values Education. A considerable amount of data was collected in these two fields of research, and this has already formed the basis for two chapters and a journal article, all three publications appearing in early 1997.

The problem with productive study leaves, of which this was certainly one, is that they require at least two more in quick succession to consolidate, select and write up the outcomes of the first!! However, this study leave, like the others I have been fortunate to be granted, are amongst the many valuable, enjoyable and necessary ingredients of academic life, for not only does it benefit the academic, but hopefully enriches interactions with colleagues and students alike.

## The University of Mahidol/IEUL Link

# AN INTERNATIONAL PARTNERSHIP IN POSTGRADUATE EDUCATIONAL STUDIES

**Dr Elwyn Thomas**

The University of Mahidol, Bangkok, Thailand was formerly linked to the Institute of Education, University of London in July 1996, for the purpose of joint teaching and research ventures into selected aspects of Education and Training.

The University of Mahidol is one of the most prestigious Medical Universities in the Asia Pacific Region. The Mahidol University Medical Faculty runs many postgraduate international courses in different branches of medicine, almost all of which are given in English. It is hoped that through the link, the Institute will enter into a partnership which will enhance the development of the Social Science Faculty at Mahidol, to promote international postgraduate studies in Education.

In the foreseeable future, the role of the Institute of Education in London will be to advise and assist in some of the teaching on the new Masters course in Educational Management. The degree will be awarded by the University of Mahidol and the duration is one year full



time. The majority of the teaching for the degree will be in-country, with a six week block of training at the Institute of Education, during which time the postgraduate students will receive a series of lectures, seminars and visits to schools in the United Kingdom. The main thrust of the time spent in Britain will be to expose the Thai educators to recent developments in the organisation and management of secondary schools. This will give the Thai educators perspectives on another educational system. It is hoped this experience will provide them with opportunities to compare and discuss ideas relating to school management which may be of use when they return to Thailand. The fifteen to twenty educators are experienced secondary school Principals, three quarters of whom come from Thailand. The other educators will come from Burma, Laos and Vietnam.

Institute staff will provide inputs during in-country visits to courses in Education and Development,

Research Methodology and Educational Management. While the group are studying at the Institute, staff from Policy Studies and Education and International Development academic groups will be involved with their training. Essential to the success of the venture will be the training of all the Thai educators in academic literacy, and upgrading their skills in writing, speaking and listening in the English language. This task will be jointly shared by the English Department at Mahidol University and a staff member from the Language, Culture and Communication academic group at the Institute of Education.

The first year of the partnership between the two institutions will be a pilot year, but it is hoped that the venture will continue into the future, in which not only joint teaching and training will be a feature of the link, but that shared research projects in higher education will become a central focus.

# Sharing experiences from Kenya

Dr Pat Pridmore

Kenya is sold by travel agents as a tourists' playground, as a vast Whipsnade with beaches. There was nothing of the package holiday about my time in Nairobi in February 1996 however. The workshop on *Planning Health through Schooling* was **hard work**. None of the "afternoons at leisure" the brochures talk about. And the Masai manyatta where I spent my last weekend lacked the mini-bar and shower-caps that most Kuoni world travellers demand as a right.

Most Africans involved in the workshop were young and thus the theme Health Action Schools was – and is – of the first importance. The workshop was the second in a series of African meetings sponsored by the British Council and has been designed to promote and strengthen the concept of comprehensive school health. The first workshop, held in Swaziland in March 1994, attracted participants from all over Southern and Central Africa. That workshop was an opportunity to share experi-

ences and to study the approaches of the many new initiatives in school health now in operation in that region.

The Eastern Africa region, where this year's workshop was located, has had much experience of promoting health messages and practices through the schools. Government initiatives, the work of NGOs, and in particular, the Child-to-Child movement, have made health promoting schools a familiar concept in

the region. But there have been too few opportunities for pooling experience, and networks need developing and supporting. The workshop in Nairobi provided the opportunity to bring together key professionals to consider

again the major issues arising from the development of health promoting schools. And more was expected from the participants than just chatter. Swapping experience, comparing materials and our different teaching and learning approaches – all this was well and good and necessary, but only as a means

**'Health will always be a determining factor in the life chances of a child's family and community'**



to an end, to the drafting of action plans that we could take back home and make work. Meeting this objective involved burning much oil at midnight and beyond. The Nairobi night-life had to go on without us. (A title for a book about such workshops and their tight deadlines might be "Bog-eyed at Breakfast").

In both regions there is now a link group of professionals seeking common goals whilst allowing for national and local variations in practice. Health may well be the most important determining factor in a child's learning. (You cannot learn much when you are down with diarrhoea). Health will always be a determining factor in the life chances of a child's family and community. The impetus developed through the British Council's initiatives in the two regions deserves continued support and development. It is hoped that one outcome of the Nairobi workshop will be successful advocacy on behalf of the health promoting school concept and the children who will benefit from it.

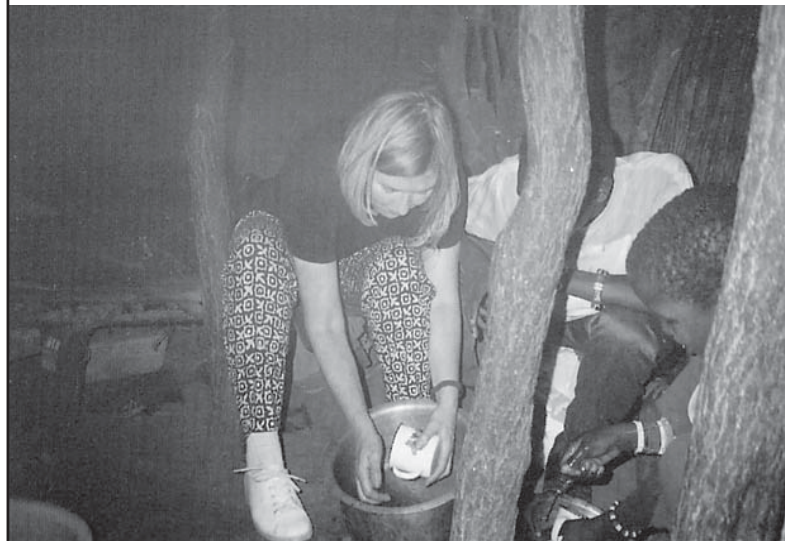
Before leaving Nairobi I took the opportunity to carry greetings from Father Tom Hogan to his friends at St. Mary's School. Tom finished his MA in Education and International Development in September 1996, and was previously Headmaster of St. Mary's for 14 years. The very warm welcome I received in this school was a measure of the valued contribution that Tom had made to the school, and I was impressed by awareness of the need to reassess the role of the school and its future contribution to education in Kenya.

I also made a memorable visit to the ICROSS (International Community for the Relief of Starvation and Suffering) project. I had briefly met the director, Dr. Mike Meegan, when he called by my office at EID some years before, and decided to give him a ring to ask if I could spend the weekend learning more about the



*Above: Pat Pridmore and colleague at the Planning Health Through Schooling workshop in Nairobi.*

*Below: Learning to live with little water on the ICROSS project.*



project. The invitation was immediate, 'Come on out – I'll send Johnson to pick you up at 8am'. I never saw Mike because Johnson took me home to stay with his family in their manyatta. Johnson was the eldest son of the family and had joined ICROSS as a health worker. He introduced me to project activities both at the health centre and in the scattered manyattas. I learned to manage with very little water, to live with flies and to eat only one meal in the day. We talked about land rights and cattle, about female circumcision and AIDS. The children drew pictures about health, some for the first time in their lives, and invited me to watch them perform a role play to promote immunisation against polio.

ICROSS is a small non-governmental organisation which involves marginalised peoples such as the Masai, Sambura, Luo and Kamba living in remote areas in helping to improve health. The programme reaches an estimated 350,000 people in Kenya and Tanzania and is unusual in that it is largely run by Africans for Africans. Mike is the only European on the staff and has never received a salary. A recent ICROSS publication serves to give a flavour of the organisation's ethos: 'We believe that the solutions to Africa's poverty lie in the people's culture and ideas, not in Western agendas or strategies. The future for Africa lies with the Africans themselves and the success of those running and working for humanitarian organisations working in Africa will depend on how they live among the people they serve'.

My weekend with ICROSS was a window onto the Kenya which the tourists, so rich, so impoverished, do not see. I would not have exchanged that weekend for all the shower-caps and mini-bars in Kenya.



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# Sri Lankan educators gain a bird's eye view of the Manx education system



**Professor Angela Little**

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**Question:** *Where in the British Isles can you find a system of education in which:*

- *there is no 1988 Reform Act*
- *there is no local government control*
- *there are no parent governors or inspectors*
- *all children enter primary school at the age of 4 years*
- *all secondary schools are comprehensive in ability intake (and have been so for nearly 50 years)*
- *there are 33 state primary schools, 5 state secondary schools, 1 state college and 1 private school enjoying the undivided attention of a Minister, Director and Department of Education?*

**Answer:** *The Isle of Man, located in the middle of the Irish sea, in the centre of the British Isles.*

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So a group of Sri Lankan educational administrators discovered when they visited the island on an 11-day field exercise as part of a three month tailor-made course on Educational Planning and Management run by EID.

The Isle of Man is an internally self-governing dependent territory of the British Crown. The people of the Isle of Man – the Manx – make their own laws for education, and raise revenue for it. The laws of the Isle of Man are enacted by a democratically elected parliament – Tynwald – whose Viking origins stretch over a thousand years. The 72,000 people of the Isle of Man are not represented in Westminster. The Isle of Man is neither a part of the United Kingdom, nor a full member of the European Union. For all purposes, save

defence and foreign representation, the Isle of Man is an independent nation.

At the turn of the century the Manx economy was based on agriculture, fishing and tourism. A manufacturing sector began to develop in the 1960s. The economy typically faces a number of constraints shared by small island economies worldwide – an absence of economies of scale, a small domestic market, high transport costs of goods to and from the island, the absence of natural resources, and a dependence on the fortune of economies elsewhere, especially ‘across the water’ in England.



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Despite the constraints, the Manx economy is thriving, dominated by the financial services sector whose percentage share of national income has grown from 20 per cent to 35 per cent over the past twenty years. Over the same period tourism has declined from 14 per cent to 6 per cent and agriculture from 5 per cent to 2 per cent. The Manx economy, best described nowadays as a service economy, is facing the global economy with confidence.

The economy supports education to the tune of £43 million annually. The pupil/teacher ratio at primary level is a healthy 18.7; and at secondary 13.3. Class sizes are small. The largest secondary school has 1,220 students on roll; the largest primary 389. The smallest school, Bride, located in the sparsely populated North of the

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**‘In 1995 approximately 17 per cent of the total education budget was spent on tertiary education fees and student grants.’**

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island, has 18 children on roll, aged 4-7 years. In 1993/94 costs per pupil at primary level were £1,853, and at secondary £2,580. Whereas the UK spends 4.7 per cent of its GNP on education, the Isle of Man spends 7 per cent.

The education system is ‘semi-detached’ from that of England and Wales. The Manx Department of Education has chosen voluntarily to adopt much of the National Curriculum of England and Wales, but the Manx National Curriculum differs in that it includes French as a compulsory subject from primary level and Manx Language and Studies as an option. Manx Language and Manx Studies are enjoying a revival and a GCSE equivalent Manx Language examination will soon be available. The public (private) school, King William’s College, follows the English National Curriculum.

Public examinations are the clearest expression of the link between the Manx education system and that of England and Wales. Students enter for examinations of the English GCSE and A’level examination boards, and NVQ, GNVQ, National Diploma, HND and RSA. In 1993-94, 45 per cent of students gained five or more A-C grades at GCSE while 1.6 per cent took no examinations. In the same year 35 per cent of students had continued in full-time education beyond 16, and 27 per cent of all A’level entries were at the grade A or B level.

It is these examinations which Manx youth use to seek employment in the Manx and British labour markets and further education. Traditionally, many of the island’s youth have left the island to further their

education and employment chances. The Manx government pays “overseas” student fees to English, Welsh and Scottish Universities and Colleges. In 1995 approximately 17 per cent of the total education budget was spent on tertiary education fees and student grants. Although there is, as yet, no University of the Isle of Man, the Isle of Man College is a centre for Open University degrees and runs modules of degrees awarded by the Universities of Lancaster, Manchester Metropolitan and Liverpool. The University of Liverpool also has a Manx Studies Centre and Marine Biology Centre based on the island.

Only a handful of Manx youth who go abroad to further their education return. Yet employment opportunities for qualified young people are expanding, especially in the fields of information technology, banking and insurance. Many of those who take up these jobs are migrants from the English mainland. Recently, and for the first time in the island’s history, the proportion of the resident population which is Manx-born has fallen below 50 per cent.

Although the Sri Lankan system of education is vast (10,000 schools; 4 million students) in comparison with the Manx (38 schools and 10,600 students), the Manx system coincides in size with that of the smallest Sri Lankan administrative unit – a division. Each division in Sri Lanka has approximately 40 schools, a director or deputy director and a range of subject advisors. The Sri Lankan system is currently undergoing a process of decentralisation in matters of education finance,

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**‘... the list of Sri Lankan recommendations for the Manx system included a strengthening of Manx Studies in the curriculum ...’**

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management, planning and curriculum. Educational decentralisation is part of a broader process of devolution of political power, spurred by the attempt to solve the ethnic crisis. In the semi-detached relationship between the Isle of Man and England, the Sri Lankans caught a glimpse of how regional authorities achieve autonomy without complete independence from larger systems.

At the primary school level the Sri Lankans were impressed by the small class sizes and the activity-based individual and small group learning of pupils. The physical environment for learning – described by the Sri Lankans as ‘spacious and light, yet cosy’ – contrasts with the often cramped, dark and noisy conditions found in some Sri Lankan schools, many of which consist of a





*Sri Lankan educators at the Erin Arts Centre with the Chief Minister, the Hon. Miles Walker and Mrs Walker (centre front), the Centre Director, Dr John Bethell (behind) and Professor Angela Little (front row, third from right)*

single open hall space of 2,000 square feet for 300+ pupils in seven or more class groupings. At the secondary and college level the Sri Lankans were impressed by the range of curriculum subjects on offer, the volume of learning resources and the extensive use of computers in education. At all levels the Sri Lankans remarked on the dedication and professionalism of the teaching and administrative staff, the 'decency and honesty' of the students, and the autonomy enjoyed by teachers and principals in school and classroom planning and management.

The development of information systems within schools and between schools and the department was of considerable interest. With financial support from a World Bank loan, the Ministry of Education in Sri Lanka is improving its Management and Planning systems. The introduction of information technology forms a major strand of the strategy. The Sri Lankans heard about the ongoing Manx developments of computerised education management information systems, their different paths of evolution in the primary, secondary and further education sectors, staff training implications and the impressive 70 per cent take-up rate by Manx teachers of interest-free loans for the purchase of computers for home-use.

Discussions about the use of information technology in education ranged from its implications for system and school-level planning and management; for curriculum; for employment skills; for learning network arrangements between the island's secondary schools and college; and for remote learning from home.

The academic-vocational mix of subjects on offer at the secondary schools and the post-16 college was also of interest to the Sri Lankans, whose own education system, for a range of historical, economic and financial reasons, has maintained a strong academic bias.

When they reported back to the Director of Education, Gordon Baker and his deputy, Ralph Cowin, the list of Sri Lankan recommendations for the Manx system included a strengthening of Manx Studies in the curriculum, including music and dance; and an increased emphasis on agricultural and environmental studies. To a degree these recommendations reflect policy concerns contemporary to Sri Lanka – the strengthening of cultural identity in a plural society, and the strengthening of knowledge of the physical environment and products which lie at the base of the food chain and the survival of people. Yet such issues are central to all societies and economies, increasingly bound together in a global system.

*The field exercise was led by Angela Little. The tailor-made three month course was co-directed by Abby Riddell and Angela Little, co-ordinated by John Lowe and administered by Rajee Rajagopalan.*



# EID Special Lecture Series

## CHANGING HIGHER EDUCATION IN SOUTH AFRICA

- JAIRAM REDDY

Professor Jairam Reddy, Head of the National Commission on higher education in South Africa presented the first EID special lecture on 16 October 1996, one week after the Commission had presented its report to the Minister.

The Commission, which worked over one year, reviewed the fragmented and racially divided system of higher education in South Africa with a view to establishing long term goals for higher education in line with the Reconstruction and Development programme. It was particularly concerned with the size and shape of the higher education system and its government structures. The work of the Commission drew on extensive consultation with stake holders in South Africa as well as some input by international consultants.

The key recommendations of the Commission are for a considerable expansion of higher education and the incorporation of colleges of education that had been responsible for the training of teachers into the higher education system. Another recommendation concerns the extension of the National Qualification Framework, which will oversee qualifications (at all levels of education and training), extended to higher education. The Commission also recommended the restructuring of the University governance structure, with a stress on cooperative governance.

Professor Reddy's lucid delineation of the work of the Commission's recommendations was followed by a very interesting panel discussion. Anne Gold

from the Management Development Centre at the Institute of Education raised the question about how gender equity could be put into practice in the Universities in South Africa, given the slow gains in this area in other parts of the world. Mary Scott from the Culture Communication and Societies academic group at the Institute of Education reflected on her recent visit to Rhodes University in South Africa and her experience of powerful competing discourses shaping perceptions in the University. On the one hand, a discourse about transformation was often linked to Africanisation, and on the other hand, a discourse about standards was linked to an apostrophising of international standards. Mary highlighted both the problems entailed in these competing discourses, and the energy and excitement they simultaneously generated.

Professor Keith Lewin of the University of Sussex pointed out that the success of the report and any changes in higher education was dependent on the supply of children from the schools, the majority of which were inadequate after decades of poverty. He spoke about his experience at a college of education in South Africa, and the complex range of issues entailed in working for equity and redress. The final panellist, Professor Gerald Grace of Durham University, took some of the key concepts from the report – partnership, accountability, governance, and the integrity of teacher education – and then posed questions about the way in which policies to reform these areas might have negative and positive poles. He spoke from his experience in New Zealand of ways of rethinking issues around leadership accountability and the need for a student voice to be heard. He also stressed the importance of showing teachers that they were respected.

A very lively discussion from the floor ensued, and the lecture was an excellent and exciting start to the EID series.

*Dr Elaine Unterhalter*



# EID Special Lecture Series

## THE “NEW” WORLD BANK:

**Implications of the Bank’s New  
Focus on Education and Other  
Human Development Activities**

**- GEOFF LAMB**

**D**r Geoff Lamb, Head of the World Bank Regional Office in London, presented the second lecture in the EID special lecture series. The lecture, which was both enlightening and thought provoking, was divided into three parts: (1) the basic facts about the World Bank’s activities and the challenges the World Bank is now facing; (2) a short history of the Bank’s lending, and the structural divisions within the Bank (into the International Bank for Reconstruction and Development (IBRD); the International Finance Corporation (IFC); and the International Development Agency), followed by an explanation of the Bank’s alliance and collaboration with other international institutions, such as the International Monetary Fund (IMF) and the General Agreement of Tariffs and Trade (GATT). Finally, (3), Dr Lamb talked about the changes the Bank has undergone in the last two decades.

Twenty years ago the Bank was lending money for hydro-electric dams, roads and bridges, moving to Structural Adjustment Programmes in the 1980s when third world countries were experiencing debt problems. More recently the Bank’s activities have concentrated upon Education, Health and Population. Women, and hence girls’ education, is a high priority for the Bank, although disparities continue to exist in girls’ access to schools and attainment rates relative to those of boys.

With regard to financing of education there is now a rethinking, with the user paying fees, and

community participation being advocated. This may however lead to discriminating against the poorest families.

Finally the Bank realises the importance of connecting the users and the providers so that there has been restructuring at the Bank, leading to the establishment of the Education Department.

The lecture was analysed by two discussants; Dr Abby Riddell of EID and myself, Hanna Kawalewale, a current EID student, after which an open discussion followed. During discussions a number of issues were raised that would need to be taken into account when considering whether a country should qualify for a loan. The Bank’s definition of ‘small’ or ‘big’ projects is a matter of concern to many countries. Just how big or small should the projects be that are to be considered for support? Who decides and on what basis? These are critical questions that need to be examined.

The Bank’s priorities vis-à-vis the preferences of the recipient countries need to be considered too. For example, the Bank’s policy on primary education needs to be considered along with other levels of education such as special or technical education, which a recipient country might consider important. The stages of the project cycle, and the conditionalities that recipient countries must accept to qualify for the loans also need to be looked into. The Structural Adjustment Programmes, the cost recovery measures, and the free market philosophy for example have not always succeeded, and seem to have adversely affected women and children to a greater degree. Then there is the issue of the recipient countries’ capacity to implement the projects and to sustain them. These all call for more flexibility on the part of the Bank.

The above issues notwithstanding, the lecture was an eye opener on the tremendous up-to-date work the World Bank is doing, and it was comforting to note that each country is now being considered on its own merit.

*Hanna Kawalewale  
EID MA Student, 1996/97  
Principal Secretary, Ministry of Education, Malawi*



# EID Special Lecture Series

## **SCHOOL FEEDING PROGRAMMES AND EDUCATIONAL PERFORMANCE - ERNESTO POLLITT**

**T**he third in the EID special lecture series was presented by Professor Ernesto Pollitt of the University of California Davis. Professor Pollitt played an instrumental role in putting health and nutrition onto the agenda of the world conference on Education in Jomtien, and made us all aware that the remarkable increase in access to education seen in recent years has not been matched by a comparable improvement in the health of the school age population.

As researchers we can say with confidence that spending on education can improve health, we know that – we have the data. Professor Pollitt's challenge to us was to turn the coin over. He provided an

excellent state of the art review of school feeding and school performance. He argued that investment in health and money spent on school breakfasts can mean improved education, especially for those children who are undernourished. A better nutritional start at the beginning of the day can mean, at the end of the day, a better school attendance and performance.

The lecture was followed by a discussion during which the panel discussants, Dr. Pat Pridmore of EID, and Dr. Ernesto Jaramillo, a research student in EID, raised concerns about the design of the research study presented and about the role of sex and age as effective modifiers. It was agreed that in view of contradictions in the existing data no definitive solutions are yet justified. Most importantly, however, serious concerns were expressed over the way in which the provision of school meals fails to address the politics of undernutrition. The discussants concluded that if we really want to make a sustained difference to school health we need to use a comprehensive social development approach so that parents are enabled to provide school breakfasts for their children at home.

*Dr Pat Pridmore & Dr Ernesto Jaramillo*

**OUR SPECIAL LECTURE SERIES** is scheduled to continue throughout 1997. On Wednesday 5 February, Dr Marita Palacios from TAREA (an educational NGO), Peru will be speaking on *World Bank Education in Latin America: Focus on Peru*. This lecture is to be followed by a seminar on Thursday 6 March in which Saleem Badat will speak on *Education, Politics and Policy: State, Civil Society and the Transition in South Africa*, and on April 29, at 11.00-11.30, Hugh Hawes from the Child-to-Child Trust will be joining us to speak on *Health Promotion in our Schools*. Later in the year we hope to hear from Professors Lalage Bown and Kazim Bacchus. Dates are yet to be confirmed for the latter two speakers.

*Further details on our special lecture series can be obtained from*

**Andrea Critcher**

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# EID Paris Study Trip: A Mosaic of Impressions



**Dr Sheila Aikman**

**From the 24-29th March 1996, EID students and staff travelled to Paris on the annual Study Tour to visit international organisations working in education. On this trip, 11 Sri Lankan students studying on the Short Course in Planning and Management swelled the ranks of MA and research students. After many years of study trips this was a first because we travelled by train from the heart of London to the heart of Paris via the new Channel tunnel. On the return journey, John Lowe and I, the staff members, asked the students to write a few lines about the most memorable aspects of the trip for the EID newsletter. What follows is a mosaic of these impressions.**

## PARIS, The City

For many people this was their first visit to Paris and the trip was organised to allow plenty of time for both visiting organisations and sight seeing. The only organised trip was a sightseeing excursion on the Seine in a Bateau Mouche which was rather marred by the icy cold wind. But . . .

*“The free time was well spent and we were able to visit the main attractions”.*

*“I discovered how important the French language is because almost nobody in Paris speaks English”.*

So . . .

*“Without a word of French, discovering Paris was quite a challenge, but an exciting one. One evening, we discovered a little dimly lit restaurant which had quite a variety on its menu: frogs legs, mussels, and snails!*

*Anyway, after a hassle with the language we managed to get all of these and more”.*

*“Paris is a lovely city, particularly the Eiffel Tower, from the top of which I felt so heavenly, as if I was at the top of Mount Everest in my home country, Nepal. This was a special experience I cannot forget”.*

The Hotel Glasgow came in for criticism – “the hotel accommodation facilities were not quite good” – and neither were they (nothing to do with the Scots – it was all French run). For the size of our group (29 people) the hotel was on the small side and there was nowhere to meet together which made planning our trips to organisations a bit difficult, and we did occasionally lose each other on the Metro!

## ORGANISATIONS

The five day trip was organised around visits to five organisations: IIEP, UNESCO, OECD and IMF/World Bank.



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## INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING, IIEP

The IIEP and John Hall have been hosting groups from the Institute for many years – and have a good idea of the issues which interest students from EID. The IIEP day was organised around work in progress which IIEP researchers presented and discussed with us. In particular the planners and managers among us (a large contingent) were very pleased with their visit to IIEP and singled it out for praise.

*“The IIEP was well prepared and participants were able to discuss issues – sometimes controversial – at a professional level”.*

*“The visits enabled us to listen to lectures by a number of experts in their respective fields as well as taking part in the seminar sessions”.*

*“IIEP provided us with an update on their current emphasis in research for educational planning. It also provided us with a good point of contact if we would like to further our interests in educational planning, as well as a wealth of reference resources which were available to us through the documentation centre and the publications department. Many thanks for their generosity in allowing us to make photocopies in the documentation centre, and the quota of free publications”.*

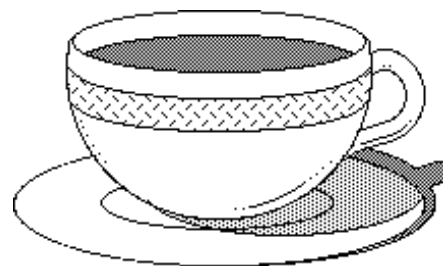
## UNESCO

Along the Avenue de Sufferin (sic) into the Avenue of Stiffness (sic) and the sight of some 182 flagpoles announces your arrival at UNESCO. Negotiate your way past the man on the door, with the aid of French speaking members of the party, and its down into the subterranean world of men in suits.

UNESCO laid on two half day sessions. The first took place in a rather imposing conference room. Florence Migeon had organised a programme that included addresses from Dieter Berstecher, Director of Basic Education and Mr Sadlak from Higher Education. Colin Power, Assistant Director General for Education also came to say a few words and ended up staying for well over half an hour answering our questions.

*“One of the men in suits was Colin Power – the big boss! He was asked some searching questions and gave illuminating replies about UNESCO’s work and policies”.*

*“It was an important opportunity to meet with senior officials and we spent a lot of time with the*



*Assistant Director General and other Directors – a chance which is hard to get when they visit our country as they always meet with senior government officials, such as commissioners, Ministers and the President”.*

*“We became aware of various activities and programmes of different institutions and that knowledge will be very useful in implementing our projects in our own countries”.*

Our long session with Colin Power on the first day meant that we ran out of time and didn’t get to hear from some of the other people waiting to speak, in particular a presentation on women’s literacy issues by Ms Arkasool. Some of the women in our group were dismayed – “the UNESCO programme did not work according to plan!”, but this was more than remedied when Florence invited us back for a second session.

*“Returning the next day, a select group of women, plus a man there by accident, heard a very interesting talk about women’s literacy programmes. A shame about the lack of men”.*

In fact, as the session progressed, more men arrived to hear about UNESCO’s work, particularly concerned with the Ouagadougou Declaration on Education for Girls and post-Beijing training. Many of the students were particularly keen to find out about the UNESCO monitoring project for national capacity building, and several came away with country profiles for use in their dissertations. Again the documentation centre was extremely generous and accommodating to our very different interests and needs.

## OECD

OECD welcomed us with coffee and information packs and showed us a video in the lecture theatre. The presentations were interesting but I think students felt a bit overawed at what some called a ‘rich country’s club’, a club with considerable influence on setting the economic agenda for much of the world.



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## WORLD BANK and IMF

The World Bank and the IMF in Paris are housed in the same building. We were received in the conference room and after the PR video from the World Bank and the presentation with overheads from the IMF economist, Mr. Gardner, we talked via the desk microphones – not conducive to relaxed discussion, but an insight into how the upper echelons of these organisations communicate. After the very focused and relevant visits to IIEP and UNESCO where we were talking with education specialists, many of the group felt they would have liked the opportunity for more detailed discussion of educational issues at the World Bank, particularly as the Sri Lankan planners on the Short Course were World Bank funded.

*“The World Bank presentation was more of a public relations exercise and there was no opportunity to debate critically World Bank approaches and attitudes”.*

*“We would have liked to have heard from someone with on-site experience of projects. We read so much about World Bank and would have liked to hear their defence and explanation on many issues”.*

*“If we had had time to discuss our problems with them it would have been very fruitful”.*

In contrast to IIEP and UNESCO, the offices of the World Bank and the IMF in Paris are only regional and not their headquarters. Consequently, they were unable to provide us with the specialised information and discussion we had experienced at the former two organisations.

*“The study trip was a new experience for us because we study how the World Bank and IMF are functioning. Most of our Sri Lankan educational projects are funded by World Bank”.*

## THE VISITS AS A WHOLE

Visiting these organisations on their own territory was thought to have been interesting in itself, a point made by several of the group:

*“The inclusion of this study trip is extremely important as it offers a good conclusion to what we have learned and read on the EID course so far. It offers good exposure for all course members to those international educational organisations which have been an important part in leading educational development in both developed and developing countries”.*

*“In a very short period of time we made a lot of visits which provided us with some useful materials for the course as well as dissertations”.*

*“It was an opportunity to meet officials and sit together with professionals who have been involved in activities related to education in developing countries. We were able to get their views on situations facing developing and developed countries, and also to present our views on their activities, failures, successes and obstacles in the education sector”.*

## THE STUDY TOUR AS A WHOLE

*“Not only did this opportunity allow us to improve our understanding [of these organisations] but it was a chance to strengthen our friendships among our course colleagues”.*

## A GASTRONOMIC ENDNOTE

Paris was a chance for many to sample French food as well as international cuisines ranging from the delights of the Vietnamese Chinese restaurant just across from the hotel to the nearby North African restaurants with their tagines and couscous. For some of the Sri Lankans, however, French food was an unknown quantity and they were wary, preferring to rely on some of the iron rations brought from the supermarkets in London. Nevertheless, their abstinence was rewarded by a sumptuous feast of genuine Sri Lankan curries at the residence of the Sri Lankan Ambassador to France.

I was honoured to be invited along with John and the Sri Lankan contingent (and honorary Pakistan member) to the lunch hosted by Madame Sumitra Peries, the Sri Lankan Ambassador, and her husband. With recent Sri Lankan cricket success a heady topic of conversation, our send off from Paris was suitably international and memorable.





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# Notes from a New Country

**Donald Sutherland  
Mary Griffin**

**T**o celebrate partly UN50, and more specifically the ending of apartheid, Mrs Myriel Davies led a UN Study Tour of 52 members of UNA to South Africa at the end of October 1995. Before the free elections of April 1994, no self respecting member of UNA would have set foot there, but now at long last under majority rule we felt able to go and offer any support or encouragement that might be needed.

With this in mind Myriel made sure that as far as possible our organisers for tours and our hosts at specific events were black South Africans, as well as our driver and guide in Cape Town. On our first morning we were taken on an itinerary of the city and a visit to the Botanical Gardens. This would also have included a trip to the top of Table Mountain, but it was wearing its tablecloth of cloud, making a visit impossible – nor was it possible later in the week when we discovered that visibility from the top was nil, and on the only other possible occasion, on a beautifully clear Sunday, there would have been a wait of two hours or more – too much for our busy schedule. But at least we were near Cape Town's beautiful waterfront which we often visited.

And there were plenty of other things to do. That same evening, nearly all of us went to a shebeen (or local tavern) in an area where our guide had grown up, and a place where white faces, we gathered, had never been seen – certainly not friendly ones. We were accorded a warm welcome and told about their (continuing) problems and their hopes, some of which were centred on the forthcoming local elections. Before we left, we all participated in a Welsh, Scottish and African singsong. This was certainly meeting the people on their home ground.

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**‘Dr Ranchod . . . talked to us about how the new democracy was working with the ANC being the largest single party’**

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The next morning was another highlight – meeting Archbishop Desmond Tutu on his home ground in St George's Cathedral. He was his usual ebullient, anecdotal and optimistic self, realising that, though many problems lay ahead, they had at least achieved their goal of majority rule, and that was a great step in the right direction. Dorothy Shipp chided him for not visiting Lewisham – of which he is a freeman – while he was in London recently, and after chatting to us for twenty minutes and shaking hands with us all he had to tear himself away for an appointment with the Dalai Lama in Johannesburg. We had the impression that he would just as soon have stayed with us, (particularly as we heard later that the Dalai had failed to arrive). We might also have met Nelson Mandela but for his departure to Tel Aviv for Yitzhak Rabin's funeral and the

immediately following Commonwealth Meeting in Auckland.

Our next appointment was at the Houses of Parliament in Cape Town where the new democratic Parliament met for the first time in May 1994. The Deputy Speaker, Dr Ranchod, gave us refreshments in the Senate Chamber (it was rather like eating in the Chamber of the House of Lords), and talked to us about how the new democracy was working with the ANC being the largest single party, with over a quarter of the members being women – a lesson for the UK here? He pointed out that all South Africans had the right to come and see democracy at work in their equivalent of our Strangers' Gallery, or to make their wishes clear to their local MP, a fact of which even our guide was not yet



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aware. If the South African democracy, still in its infancy, is to flourish it is important to get this information across to the majority of people in South Africa.

This busy day ended with a reception by the High Commissioner, Sir Anthony Reeve, at his residence in Cape Town where we were given a warm welcome as ambassadors of good will to a new country.

The immediately pressing problems of the country were highlighted the next morning when we visited District Six. Bulldozed in the late seventies to make way for a white area which had never been developed, it remains a scar on the country and its history. Then we went on to some of the townships which we had a wish to see but which made many of our group weep with the appalling conditions many South Africans still have to endure in unhygienic, self built shacks housing far too many people – most of them forced into such conditions by the uprooting, as in District Six, of the apartheid policy.

In Langa, the oldest surviving township, we were taken into a family dwelling, housing about sixteen people, with one living room and one small bedroom, clean but basic, where numerous children came up just for the novelty of shaking white people by the hand. Their childish delight in this, and even more in being photographed, was touching. At least they looked healthy and cheerful as children should. In another township we met Maggie, whose husband had been necklaced and who was doing her best to bring up four children, the eldest of whom was building them a new and larger shack.

In spite of all this we were not aware of any anger or resentment – only a hope of improvement as early as possible now that the majority are in power. But to us the scale of the problem seemed enormous, and without massive investment and political will, could take much longer than most people's patience could be expected to last.

Before we left Cape Town we had a tour of the winelands and a visit to Cape Point where the Indian and Atlantic Oceans meet, and as we came back along their M4 we saw baboons leisurely crossing the road in front of us. We remarked that we don't often see baboons on our own M4 (just ape-like behaviour sometimes, perhaps?)

But the contrast between the haves and the have-nots was really brought home to us when we transferred to the Holiday Inn in Johannesburg. In Cape Town we had been staying in Breakwater Lodge which had once been a notorious prison but was now a Business Management campus of Cape Town University and tourist guest house – we could well imagine Robben Island going in the same direction in the future. Arriving at the quite sumptuous (and new) Holiday Inn at Sandton, however,

many of us felt we would rather have stayed 'in prison' – perhaps having seen what we had in the townships we couldn't easily get accustomed to luxury. Sandton itself, just outside Johannesburg, is being developed into enormous state-of-the-art shopping malls and tourist hotels, as an alternative security guarded area for the affluent, away from the increasingly crime ridden centre of Johannesburg.

But as Myriel had rightly insisted on our seeing how the real South Africans lived, we were reminded of this by an extended visit to Soweto, famous in history for its long and bitter struggle against apartheid and the largest black township of all, officially registered as 3,800,000 but more likely to accommodate between five and six million. Here again we met with no hostility, only friendliness and hospitality, and were given sandwiches and coffee at a Community Centre which is doing its best (albeit a drop in the ocean) to help its people along the way to rehabilitation.

On the increasing crime rate which is causing concern to the authorities, it is perhaps hardly surprising in a country which has seen such oppression and brutality, and where people are now beginning to assert their rights to what they have been missing for so long. Although the majority appear to be working towards these aims peacefully, a criminal element will not be so patient. With between 40 to 60 per cent unemployment among blacks in some areas, is it so surprising? One aspect of this is an increasing amount of hijacking of cars and this happened, as we later found out, to one of our intended guides to Soweto, who never reached us. Fortunately he was not harmed, but several people have been.

Our tour of South Africa was not complete without a visit to the UN office in Pretoria where Mr David Whaley, representative of UNDP, entertained us to lunch and showed us a film of the UN in its relations with South Africa over the years, from the high point of Jan Smuts, helping to draft its charter, to its virtual isolation during the 48 years of the apartheid regime. He also introduced us to his colleagues and we learnt what the UN is doing through its agencies to improve the conditions in the country. In turn, we were able to describe how the UNA works in Great Britain and to help develop links towards creating a UNA membership in South Africa, a welcome addition to WFUNA.

In sum, an interesting and sometimes disturbing tour with even greater contrasts between rich and poor than in most countries, and if we didn't manage some of the usual tourist attractions, that did not worry us – it wasn't what we went for, but we hope we have built a few bridges across to a people who have been waiting too long to inherit their own country. They still have a very difficult path to follow but at least they have now been able to set a foot upon it.

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# Health Education for Reproductive Health with Farmers in Rural Zambia

Gill Gordon

Between 1995 and 1996 I have been working with a community-based family planning project in the Eastern Province of Zambia for the Planned Parenthood Association of Zambia. The project has focused specifically on participatory problem-solving approaches to health education using storytelling, picture cards, interactive drama and song. Storytelling and drama based on peer groups' personal experiences and problems was particularly powerful. All participants learned to design visuals, draw or adapt them from existing pictures, and to paint and screen-print family planning messages on T-shirts. The workshop revealed that gender relations and relations between parents and young people are a serious barrier to the use of modern methods of contraception and condoms. Both men and women fear that the use of contraception will liberate their partners to take lovers; but at the same time using modern contraception rather than traditional abstinence was perceived as a route to improving marital relations and hence reducing promiscuity and the spread of HIV.

Drama is a very effective way of airing such concerns and confronting the contradictions that they pose. The group made some puppets and brought them to life brilliantly to talk about sensitive issues such as the perceived need for a sexual catalyst to speed up ejaculation when condoms are used, because of their delaying effect. However, at the end of the day, it was

decided not to use the puppets in case they posed a threat to the local male Nyau dancers who use masks to terrorise women and children and to maintain their secret power.

The farmers were delighted with their new-found creativity and skills and they will be provided with materials to continue the development of visuals and performing media. They will need continuing support from supervisors in facilitating group discussions in the community, using the materials and media as a starting point. Trainers and trainees alike have grown up with traditional didactic teaching and it takes practice and reinforcement to use more participatory approaches.

## Participatory Learning and Action in South Africa

I have also been involved in facilitating a workshop for staff of the Planned Parenthood Association of South Africa (PPASA) to equip them with skills to carry out a needs assessment in two adolescent sexual and reproductive health projects in Eastern Cape and Kwazulu Natal. The projects, funded by ODA, aim to reduce the prevalence of unwanted pregnancy, STIs and unsafe abortion.

The needs assessment used Participatory Learning and Action (PLA), a family of approaches and methods which enable local people to share, enhance and analyse their knowledge of life and conditions, to plan and to act. The methods used include role play, storytelling, agony aunt letters, drawing, mapping and making a range of diagrams such as flow charts. The PLA methods engage young people themselves in describing their vision of good sexual and reproductive health, defining and prioritising their problems, analysing

the underlying causes and seeking solutions. The process not only provides information for the design of appropriate services, it also builds capacity among young people and the community in problem-solving and decision-making.

An important objective of the project is the promotion

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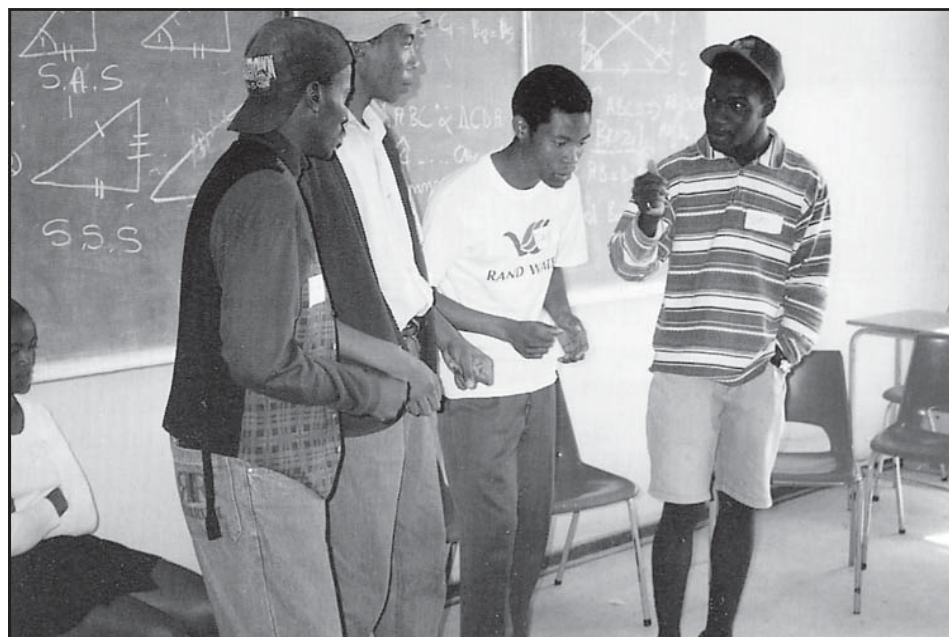
**‘...gender relations and relations between parents and young people are a serious barrier to the use of modern methods of contraception and condoms’**

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*Boys in Winterfelt, South Africa, doing a role play on relationships*



of safer sex. PLA activities enable boys and girls to become more aware of the impact of unsafe sexual behaviour and the barriers to safer sex. Once the barriers are recognised, options for addressing them can be identified.

The training included work with separate groups of boys, girls and a mixed group in a local secondary school. Role plays showed that a common risky situation occurs when boys and girls get drunk in a shebeen and have unplanned sex on the spur of the moment. A range of options at different levels are possible in this situation, from distributing condoms at the shebeen to finding alternative leisure activities for young people.

The boys made a map of the area on the ground and

used symbols such as leaves to mark sources of condoms, other contraceptives and STI treatment, and places where boys and girls meet and sex takes place. This activity led on to assessing existing services through a preference matrix diagram. The boys listed all condom sources and recorded cost, accessibility, treatment by staff and availability of condoms. This revealed that the school no longer distributes condoms, many clinics run out of condoms half way through the month, staff at the government clinic refuse to give young men condoms, and the private and church clinics only give condoms as part of STI treatment. The boys suggested that condoms could be distributed through shops, friends or parents.

Flow charts and role plays in all the groups graphically illustrated that rape and sex for money were likely to remain serious barriers to safer sex, even when services and education are provided. Girls who are not in a relationship use the Depo-provera injection to prevent pregnancy in case they are raped. Together with the trauma and damage to their self-esteem, this still leaves them vulnerable to a fatal infection, HIV. This implies that PPASA will need to involve the wider community and relevant agencies in addressing social and gender issues.

Participants made action plans to use the PLA approaches and methods as appropriate in needs assessment, education, monitoring and evaluation.



*A map showing sources of condoms and places where boys and girls meet*

# Research Work in Progress . . .

## OECD Development Centre Research Study: “Educational Reform in Developing Countries”

**Dr Abby Riddell**

I am currently involved in writing a monograph on educational reform in developing countries with the research assistance of John Lowe, a recent doctoral graduate of EID. The research forms part of the OECD Development Centre’s current research focus on “Policy Responses to an Integrating World Economy”, and is aimed at understanding how to improve productivity in education and training. It is one of two commissioned research projects on education by the Centre, the other focusing on economic opening, technology diffusion, skills and learning.

The research provides a conceptual framework for understanding educational reform by dissecting alternative perspectives through an educationist’s, an economist’s and a political lens. All three lenses are necessary to be able to make sense of what often appears to be conflicting agendas of educational reform. One of the sources of misunderstanding between the alternative perspectives is the commonality of themes that bridge them, for example, effectiveness, efficiency, decentralization, and the role of the state in providing public education. This is because different meanings and different priorities are given to these common themes by the different perspectives. Ultimately, the question that underlies the research is, How should one measure effectiveness and efficiency if the goalposts of the society, the polity and the economy keep shifting?

The study, which is to be completed in January

1997, discusses alternative strategies of educational reform worldwide; attempts to periodise educational reform both across and within the different geographical regions; covers the approaches of several international organizations toward educational reform, and provides a series of individual, representative country case studies of educational reform.

## Letter from Egypt: Comments from the Research Field

**Eleanore Hargreaves**  
EID Research Student

### *Greetings from Alexandria!*

I have recently finished three months of research in an Egyptian case study primary school, here in Alexandria. I was looking at the examination system, focusing on pupils’, parents’ and teachers’ experiences, and their opinion of the way in which the system operates. It is a highly sophisticated examination system, in which even details are prescribed and controlled by the Ministry of Education. All pupils in primary schools in Egypt sit the same set of examinations twice a year, and sit tests on the same subject matter once a month. All teachers teach the same unit of the government text book in the same week. And this government control penetrates even my case study school, which is nominally private. Within the school, examination regulations are applied through a unit aptly known as Control; it is headed in my particular school by a stern, elderly woman whose name less aptly translates as Mrs Smile.

**‘All pupils in primary schools  
in Egypt sit the same set of  
examinations twice a year,  
and sit tests on the same  
subject matter once a  
month.’**



I carried out 59 formal interviews, as well as observing classes, perusing children's work and chatting informally at school, in taxis, and at the grocer's. Although I have not yet analysed the data, some themes are evident. Children in grade 3 (nine years old) studied on average about 3 hours a night after a formal nine lesson day; mothers, fathers and older siblings set aside their evenings to help them study – examinations are seen as such an important part of proving

social worth that neither students nor their families could even imagine life without them. During the school year, life is examinations. And teachers judged the quality of their teaching, and so built up their reputations, on the basis of children's examination results.

In interview, pupils did not express much resentment or fear about examinations, but when I read (having gained Mrs Smile's permission with extreme difficulty) the English compositions written by grade 4 children in their summer examinations, I found that the following sentiments were common. One child wrote, "*Summer is coming, school is over, studying is over, everything boring is over and playing is coming*". Another wrote, "*In the summer holiday all the pupils feel happy, because they take a holiday from home-work and studying [and] waking up early to go to school. I love summer holidays very much*".

Egyptians tend to be either very friendly or very hostile to foreigners. I encountered both sorts among the teachers at the school. Some teachers would shower me with presents; others kept well away. There was an assumption that I must have all the right answers as a Westerner; and that I would consider everything Egyptian to be inferior. There was eagerness to impress me in interview; and also suspicion that I would tell the head teacher everything the teachers said to me, however often I promised confidentiality. I became close friends with one grade two teacher

who was able to fill me in on what people really meant by what they said and how they really felt about my presence, and this gave me an invaluable inside perspective.

Teachers invariably said they loved teaching, but at the same time seemed foiled at every turn by the system. Very few were trained, so that government inspectors who visited the school frequently, as well as senior teachers, could order them to teach as they wanted – displays of individual

**'Teachers invariably said they loved teaching, but at the same time seemed foiled at every turn by the system.'**

inspiration were highly suspicious.

By the end of term I had become so involved in the teachers' and pupils' emotional ups and downs that I felt like a fully participant observer, to the extent that sometimes I heard my own views reflected back to me by teachers in interview or in class. Other times I started feeling the same pulls as them in terms of accepting examinations as the only way.

Despite its suspicions and repressions, Egypt has a vivacious, cheerful atmosphere, with never a dull moment. When school term finished, I travelled (using Egypt's comfortable and efficient train service) to Cairo, hoping to talk to the top people at the National Centre for Examinations. When I arrived in Cairo I did some shopping in the souq (the crowded street market called Bab Zuwaila), and then looked for a telephone so that I could speak to the Director.

I found a telephone at a tiny cigarette and pen stall. The lady held the telephone down as I dialled. I must have tried at least fifteen times without getting through.

At one instant, I caught a

glimpse of the scene in which I was involved. I was standing in a narrow sandy street, with chickens, aubergines and coloured plastic buckets on either side; the sun was at its highest, about 40°C; the mosque was blaring out the midday prayers immediately above my head and I was telephoning the Director of the National Centre for Examinations. As I surveyed the scene, I thought to myself, "This is what education and international development is all about . . ."



*Teachers at El Nasr Girls' College, Alexandria, Egypt*



# STAFF ACTIVITIES – 1995-1996

## Angela Little

- ✓ presented a paper at the third Oxford Conference on Globalisation and Learning, 21-25 September 1995, entitled *Globalisation and Educational Research: Whose Context Counts?*
- ✓ joined the Council of the Institute of Commonwealth Studies of the University of London in October 1995.
- ✓ participated in Council meetings of the Overseas Development Institute.
- ✓ academic consultant to and presenter of BBC-Open University film, *The Qualification Chase* (filmed in Sri Lanka, Japan and England).
- ✓ team leader for the design of a project, *Master Plan for Primary Education in Sri Lanka* in December 1995, supported by ODA.
- ✓ led a field exercise on educational planning for eleven Sri Lankan educators to the Isle of Man in March 1996.
- ✓ editorial work for the journals *Assessment in Education: Principles, Policy and Practice*; *Comparative Education*; and *International Journal of Educational Development*.
- ✓ presented paper at the ninth World Congress of Comparative Education, University of Sydney, 1-6 July 1996, on *Education in Plantations in Sri Lanka: Locating the Forces for Change and Continuity in Time and Space*.
- ✓ field exercise (with Sheila Aikman, Keith Lewin, Bob Teasdale and Jennie Teasdale) to remote schools in South Australia, June 1996.
- ✓ visited the Ministry of Education and Higher Education, Sri Lanka (with David Warren) in December 1996, to explore the possibility of future collaboration between the Institute of Education and Sri Lankan educational institutions.

## Roy Carr-Hill

- ✓ currently involved in research on basic education and adult literacy in the UK, Europe and in developing countries, mainly sub-Saharan Africa.

- ✓ completed a study with Alison Wolf on English language skills of linguistic minority groups in England, the report of which has recently been launched by the Basic Skills Agency. A wide variety of papers arising from the study are being prepared for publication in the new year.
- ✓ conducting field work in northern India with John Shotton to examine the implications of socio-economic variables on individual educational performance. The field work is to form the basis for a publication and for an eventual research proposal.
- ✓ completed a review of a secondary analysis of the health situation of minority ethnic groups in the UK for the Kings Fund. The findings of the review will form a set of papers for UK journals.
- ✓ short-term consultancy for SIDA in Guinea-Bissau, exploring the consequences of the Jomtien Conference on Education for All, held in Bangladesh and Thailand.
- ✓ evaluation of the Postgraduate Education Programme (PEP) in Guinea-Bissau, funded by SIDA.
- ✓ evaluation of four projects in Higher Education Training and Research in Mozambique, funded by SIDA.

## Sheila Aikman

- ✓ participated in the third meeting of the Latin American Basic Education and Literacy Network in Medellin, Colombia, in May 1995, on behalf of the UK NGO Education for Development.
- ✓ worked on the final proposal for an integrated development and training project with the Harakmbut people of south east Peru throughout 1995. Received funding from DANIDA/IWGIA in October 1996.
- ✓ consultant for IWGIA on Wayuu Women's Non-formal Education project in Venezuela and Shipibo Elders' Cultural Strengthening project in the Central Peruvian Amazon in July/August 1995.
- ✓ presented a paper at the World Congress of Comparative and International

Education Societies in Sydney in July 1996. Combined the visit to Australia with a study tour of remote schools (with Angela Little, Keith Lewin, Jennie Teasdale and Bob Teasdale). Also undertook a networking consultancy for IWGIA with Aboriginal organisations in Sydney and Alice Springs.

- ✓ visited Karen primary schools in northern Thailand run by the Hill Peoples' NGO.
- ✓ as part of a link with the Foro Educativo, a Peruvian Forum for Education Reform, participated in a workshop on primary education in Lima in August 1996.
- ✓ consultant for DANIDA on a project *Indigenous participation in the development of intercultural bilingual education in the Oriente, Chaco and Amazonia* in Bolivia, November 1996, which forms part of the implementation of the 1994 Bolivian Education Reform in the lowland areas.

## Elaine Unterhalter

- ✓ embarked on a joint research project with Melanie Samson of the Education Policy Unit at the University of the Witwatersrand, Johannesburg, to assess the National Qualifications Framework which forms the centrepiece of the legislative programme designed to transform apartheid education. The project is designed to assess the approach of policy makers in conceptualising gender redress in transforming apartheid education, and to monitor the ways in which their initiatives are being interpreted by education trainers. Field work is being carried out and involves working with policy makers, trainers and marginalised groups of women, so as to be able to gain a range of perspectives on the policy process.
- ✓ presented a paper on *Women, Citizenship and Educational Transformation in South Africa* at a conference on Women, Citizenship and Difference at the University of Greenwich, London.
- ✓ participated in a meeting of The Network on *Women in Zones of National Conflict*



held at the Women, Citizenship and Difference conference. The meeting was co-ordinated from York University, Canada, and instigated a series of important insights while allowing for some valuable networking.

- ✓ participated in a symposium on *Changing Higher Education in South Africa* at South Africa House. Delivered a paper on *Changing Links Between Higher Education in the UK and South Africa*.

## Pat Pridmore

- ✓ visited Kenya in February 1995, to facilitate a British Council workshop for the East Africa Region on *Planning Health Through Schooling* in Nairobi. This involved field visits to primary schools in slum areas of Nairobi. Also visited St. Mary's School in Nairobi and the ICROSS project.
- ✓ conducted research in children's perceptions of health using the draw-and-write method in Kenya.
- ✓ visited colleagues in Warren and Katharine, Australia and also visited agricultural research and aboriginal development projects.
- ✓ delivered two papers at the XV World Conference of the International Union for Health Promotion and Education in Tokyo. Also visited Kyoto and Osaka.
- ✓ undertook consultancies for Child-to-Child in September 1995, and July 1996.
- ✓ passed PhD viva in November 1996.

## Gill Gordon

- ✓ currently working as a consultant on sexual and reproductive health for Options Consultancy Services, International Family Health, Population Concern and ActionAid.
- ✓ since early 1995 has been involved in providing regular technical assistance in Zambia on a community based reproductive health project, which has included curriculum development and writing lesson plans for training community family planning workers; training in counselling, and participatory health education and project development. Gender, sexuality, youth and human rights issues have been integrated into this work.

- ✓ involved in training the staff of the Planned Parenthood Association of South Africa in participatory needs assessment for adolescent reproductive health. This has now been carried out in two projects in Kwazulu Natal and Eastern Cape.

- ✓ facilitated a workshop for staff from the Gambia Family Planning Association, ActionAid and the Medical Research Council aimed at adapting an innovative training package on HIV prevention and relationship skills (Stepping Stones). The workshop involved the integration of Participatory Learning and Action methods for needs assessment and evaluation.

- ✓ wrote a review for the ODA entitled *A Review of Strategies to Increase Women's Sexual Health and Well-being, with special reference to Gender Barriers to Sexual Health and Ways to Overcome Them*.

## Elwyn Thomas

- ✓ acted as a Visiting Scholar at the Institute of Technical Education (ITE), Singapore in August 1995.
- ✓ presented a paper at New College Oxford in September 1995 on *OXCON on Education and Globalisation*.
- ✓ visiting Professor at the National Institute of Educational Development (NIED), Hanoi, Vietnam in November 1995.
- ✓ visiting Scholar for OXFAM in Hanoi, Vietnam between August and November 1995.
- ✓ visiting Professor at the University of Rangoon, Myanmar in October 1995 and at the University of Malaya, Kuala Lumpur in December 1995.
- ✓ delivered a faculty lecture at the University of Malaya on *Culture Sensitive Pedagogies* in December 1996.
- ✓ visiting Professor in the Education Faculty of Mahidol University, Bangkok between July and September 1996.
- ✓ visiting Professor at the Faculty of Education, University of Brunei Darussalam, and lead speaker at the Colloquium on Teacher Education Partnerships in September 1996.
- ✓ invited to speak at the XIII International Congress on Cross Cultural Psychology in Montreal in August 1996.

- ✓ spoke on *Planning Teacher Retention and Teacher Retraining*, at the United Nations Association (UNA) Conference on After Jomtien in London, June 1996.

- ✓ invited to speak at the Department of Education, University of Oxford, as part of the International Perspectives on Teacher Education series in April 1996.

- ✓ undertook several external examinerships for PhD and Masters Levels at the Universities of Singapore, Malaya, Sussex, Reading and the West Indies.

## Abby Riddell

- ✓ consultant to the Namibian Ministry of Education and Culture in July 1995 and June 1996, on a Basic and Primary Education Reform project. Involved in writing a plan for the design and analysis of the Southern African Consortium for Monitoring Educational Quality/National Learner Assessment data. Also involved in training researchers and analysts in multilevel analysis.
- ✓ keynote speaker at the First International District Primary Education Programme (DPEP) School Effectiveness Conference, held in India and funded by ODA in July 1995.
- ✓ consultancy for the World Bank in July 1996 as a research and evaluation specialist on a supervisory mission on a District Primary Education Programme in India, July 1996.
- ✓ consultant to OECD Development Centre, Paris, between January and December 1996, on a major research project on Educational Reform in Developing Countries, as part of their Research Programme for 1996-1998 *What Policy Responses to an Integrating World Economy?* To be published as an OECD book/monograph.
- ✓ associate director of the International School Effectiveness and Improvement Centre.
- ✓ currently involved in organising and funding a conference on School Effectiveness and School Improvement in Developing Countries, including training workshops for practitioners, to be held in May 1998.

# RECENT EID PUBLICATIONS

## Angela Little

### 1996

● *Assessment in Transition: Learning, Monitoring and Selection in International Perspective*, Pergamon Press, Oxford, (joint editor with Wolf, A.).

● “Contexts and Histories: The Shaping of Assessment Practice”, in Little, A., & Wolf, A., (eds) *Assessment in Transition: Learning, Monitoring and Selection in International Perspective*, Pergamon Press, Oxford, pp.3-27.

● *Access, Equity and Efficiency: Perspectives on the Chinese School System*, British Council China Research Monograph, no. 6 (with Lewin, K., and Wang Lu).

● *Quality and Quantity in Technical and Vocational Schooling in China*, British Council China Research Monograph, no. 7 (with Lewin, K., Xu Hui & Li Jiayong).

● *Policy and Practice in Higher Education in China*, British Council China Research Monograph, no. 8 (with Lewin, K., & Xu Hui).

● *Examinations and Assessment: Practice, Procedure and Problems in China*, British Council China Research Monograph, no. 9 (with Lewin, K., & Wang Gang).

● *The Education and Training of Teachers in China: Methods and Issues*, British Council China Research Monograph, no. 10 (with Lewin, K., & Shi Weiping).

### 1995

● “Culture and Learning”, in *Prospects*, Vol. 25, No. 4, UNESCO, (editor with Teasdale, G.R.).

● “In Conclusion: Questions of Culture and Education”, in *Prospects*, Vol. 25, No. 4, pp.777-782.

● *Insider Accounts: The Monitoring and Evaluation of Primary Education Projects in Sri Lanka*, Education Division Monograph, SIDA.

● *Educational Assessment: Sino-British Perspectives*, ICRA Conference Proceedings No. 2, Institute of Education, University of London, (joint editor with Gang, W., & Wolf, A.).

● “Comparing Chinese and English Systems of Educational Assessment”, in Little, A., et al, (eds) *Educational Assessment: Sino-British Perspectives*, ICRA Conference Proceedings No. 2, Institute of Education, University of London, pp.39-50.

● *Multi-grade Teaching: A Review of Research and Practice*, Education Research Serial, No. 12, Overseas Development Administration, London.

● *Education, Learning, Aid and Development*, ADMP Series No. 11, Sophia University, Institute of Comparative Culture, Japan.

## Roy Carr-Hill

### 1996

● *Lost Opportunities: English Language Needs of Minority Groups*, Basic Skills Agency, (joint editor with Passingham, S., Wolf, A., & Kent, N.).

● “Outcome Measurement: The European Dimension” in Smith, P. (ed) *Outcome Measurement*, Taylor Francis, (with Linlott, J., Bowan, J., & Hopkins, M.).

### 1995

● “Is ED-level analysis an improvement?” in *Journal of Epidemiology and Community Health*, Vol. 49, pp.28-29 (with Rice, N.).

● “Methods for Asking Client Satisfaction” in Wilson, G., (ed) *Community Care: Asking the Users*, Chapman and Hall.

● “Trends in Infant Mortality and Morbidity” in Lindsham, B., & Spencer, N., (eds) *Social Paediatrics*, OUP.

## Sheila Aikman

### 1997

● “Intercultural Bilingual Education and Indigenous Peoples in Latin America” in Coulby, D., Jones, D., & Jones, C., *International Yearbook of Education: Intercultural Education*, London.

● forthcoming, “Interculturality and Intercultural Education: the Democratic Paradox”, in *International Review of Education: Tradition, Modernity and Postmodernity*, special issue.

### 1996

● “De Asimilación a Pluralismo Cultural: Autodeterminación Indígena Sobre Educación en la Amazonía Peruana”, in Aizpuru, P.G., (ed) *Educación Rural and Indígena en Iberoamérica*, El Colegio de Mexico, Mexico.

● “The Globalisation of Intercultural Education and an Indigenous Venezuelan Response”, in *Compare*, Vol 26, No. 2, pp. 153-165.

### 1995

● “The Role of Education in the Indigenous Movement: with reference to the Peruvian Amazon”, in Aedo-Richmond (ed) *Education in Latin America*, British Comparative Education Society/University of Hull, Hull, pp. 22-36.

● “Territory, Indigenous Education and Cultural Maintenance: The Case of the Arakmbut of South-eastern Peru”, in *Prospects*, Vol 25, No. 4, pp. 594-608.

● “Language, Literacy and Bilingual Education: An Amazon People’s Strategies for Cultural Maintenance”, in *International Journal for Educational Development* Vol. 15, No. 4, pp. 411-422.

## Elaine Unterhalter

### 1996

● “States, Household and the Market in World Bank Discourses, 1985-1995: A Feminist Critique”, in *Discourse: Studies in the Cultural Politics of Education*, Vol. 17, No. 3, pp.389-401.

● *Educating South Africans in Britain and Ireland: A Review of Thirty Years of Sponsorship by the Africa Educational Trust*, Africa Educational Trust, London, (with Maxey, K., et al)





1995

● “Constructing Race, Class, Gender and Ethnicity: State and Opposition Strategies in South Africa”, in Stasiulis, D., & Yuval-Davis, N., (eds) *Unsettling Settler Societies: Articulations of Gender, Race, Ethnicity and Class*, Sage, London, pp.207-240.

● “Human Resource Development in Post-Apartheid South Africa: Some Initial Observations”, in Bash, L., & Green, A., (eds) *Youth, Education and Work: World Yearbook of Education*, Kogan Page, London, pp.173-187 (with Young, M.).

## Pat Pridmore

1997

● “Participatory Learning and Action to Reduce Women’s Workloads in East Africa”, in *International Journal of Educational Development*, Vol.17, No.1, pp.51-57 (with Masoy, A.)

1996

● *Children as Health Educators: The Child-to-Child Approach*, PhD Thesis, Institute of Education, University of London.

● “Innovation in Health Education: Child-to-Child Building Children’s Capabilities for Health”, in Lynch, J., Modgil, C., & Modgil, S., (eds) *Education and Development: Tradition and Innovation*, Cassell, London, pp.24-44.

● “Visualising Health: Using the Draw-and-Write”, paper on participatory research presented at the XV World Conference on Health Education and Promotion in Tokyo, August 1995, in *Health Promotion and Education*.

● “Child-to-Child: Empowering Children for Health”, in *Journal of Practice in Education for Development*, Vol. 1, No. 3, pp.5-10.

1995

● “Learning and Schooling of Basarwa (Bushmen) Children in Botswana”, in *Prospects*, Vol. 25, No. 4, pp.707-722.

● “Health Images: Exploring Children’s Beliefs Using the Draw and Write Technique”, in *Health Education Journal*, Vol. 54, pp.473-478 (with Bendelow, G.).

## Gill Gordon

1996

● “Sexual Reality: The Gap Between Family Planning Services and Client’s Needs”, in Zeidenstein, S., & Moore, K., (eds) *Learning About Sexuality: A Practical Beginning*, Population Council and the IWHC, New York, pp.363-379.

● *A Review of Strategies to Increase Women’s Sexual Health and Well-being, with Special Reference to Gender Barriers to Sexual Health and Ways to Overcome Them*, ODA, London.

● *Incorporating a Gender Perspective Into Sexual Health Programmes*, STD/HIV Health Promotion Exchange, KIT, Amsterdam, No. 3.

1995

● “Participation, Empowerment and Sexual Health in Africa”, in Craig, G., & Mayo, M., (eds) *Community Empowerment: A Reader in Participation and Development*, Zed Press, London, pp.181-193.

## Elwyn Thomas

1997

● “Models of Teacher Education and their Role in Educational Planning”, in Lynch, J., Modgil, S., & Modgil, C., (eds) *Education and Development: Tradition and Innovation, Innovations in Primary Education*, Cassell, London, pp.106-121.

● “Values Old and New: Curriculum Challenges”, in Lynch, J., Modgil, S., & Modgil, C., (eds) *Education and Development: Tradition and Innovation, Innovations in Primary Education*, Cassell, London, pp.154-169.

● “Developing Culture Sensitive Pedagogy: Tackling A Problem of Melding Global Culture within Existing Cultural Contexts”, in *International Journal of Educational Development*, Vol.17, No.1, pp.13-26.

● “Teacher Education and Values Transmission: Cultural Dilemmas with Difficult Choices”, in Watson, K., (ed) *Educational Dilemmas: Debate and Diversity*, Cassell, London, pp.246-259.

1996

● “Institutional and School Based Teacher Training in England and Wales: Implications for the Caribbean”, in Thomas, E., & Steward, L., (eds) *Teacher Education in the Caribbean*, Commonwealth Secretariat, London, pp.133-142.

● “Values, Education and Teachers: Implications for the Caribbean”, in Thomas, E., & Steward, L., (eds) *Teacher Education in the Caribbean*, Commonwealth Secretariat, London, pp.119-126.

● “Issues and Recent Developments in Teacher Education in the Commonwealth and other Countries”, in Thomas, E., & Steward, L., (eds) *Teacher Education in the Caribbean*, Commonwealth Secretariat, London, pp.9-24.

● *Teacher Education in the Caribbean*, Commonwealth Secretariat, London, (joint editor with Steward, L.).

1995

● “Education and Training Youth for the World of Work in Malaysia and Singapore”, in Bash, L., & Green, L., (eds) *Youth, Education and Work: World Yearbook of Education*, Kogan Page, London, pp.119-132.

## Abby Riddell

● forthcoming, “Assessing Designs for School Effectiveness Research and School Improvement in Developing Countries”, in *Comparative Education Review*.

● forthcoming, “Reforms of the Governance of Education: Centralisation and Decentralisation”, in Cummings, W.K., & McGinn, N., (eds) *International Handbook of the Modern School*, Garland Press.

1996

● “Globalisation: Emasculation or Opportunity for Educational Planning?”, in *World Development*, Vol. 24, No. 8, pp.1357-1372.

1995

● “School Effectiveness and School Improvement in the Third World: A Stock-Taking and Implications for the Development of Indicators”, in National Council of Educational Research and Training, *School Effectiveness and Learning Achievement at Primary Stage: International Perspective*, National Council of Educational Research and Training, New Delhi, pp.47-76.



INSTITUTE OF  
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# Research Degrees

Education and International Development offers research students a rich field of enquiry in which several disciplinary approaches and methodological approaches are valid. It is especially appropriate for those who wish to examine educational principles, policies and practices in the context of developing countries. In 1995/6 the Institute as a whole attracted 530 research students, of whom 25-30 were enrolled with supervisors in EID. The PhD has recently been awarded for research on school dropout in Ghana, health education in Botswana, and girls' education in Pakistan. Research is currently being undertaken on education and migration in South Korea, assessment in primary education in Egypt and higher education policy in South Africa (see page 29).

Most of our research students undertake a substantial piece of field research as part of their degree, usually during the second year of registration. Most full-time registered students complete their work within 3-4 years. Part-time students are more likely to take 4-5 years to complete their degrees.

## Training in Research Approaches and Methods

Research students are members of an Institute-wide Doctoral Studies Programme which provides training courses in research approaches and methods, and excellent study and computing facilities. The EID group also runs research workshops and seminars for research students. All research students are members of the Centre for Doctoral Studies which provides computing, printing and photocopying facilities for the sole use of research students.

## Entry Requirements

The normal minimum entrance qualification for the research degree is a second class honours degree (or a professional graduate qualification accepted by the Institute as equivalent). Students are normally required to register in the first instance for the MPhil degree, but may seek an upgrading of their registration to PhD later in the programme.

## Further Information can be obtained from

**The Student Programmes Office,  
Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL, UK.**

**Tel: +44 (0) 171 612 6102/6104 Fax: +44 (0) 171 612 6097**

**E-mail: [joanne.bull@ioe.ac.uk](mailto:joanne.bull@ioe.ac.uk) [overseas.liaison@ioe.ac.uk](mailto:overseas.liaison@ioe.ac.uk)**

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# Successful Research Students 1994- 1997

## TITLES OF THESES

### Kamsiah Abdullah (Malaysia)

*The Critical Reading and Thinking Abilities of Malay Secondary School Pupils in Singapore*

### Sheila Aikman (UK)

*Intercultural Education and Harakmbut Identity: A Case Study of the Community of San José in Southeastern Peru*

### John Lowe (UK)

*Social and Cultural Influences on Students' Responses to Science in a Solomon Islands Secondary School*

### Noeman Mohsen (Egypt)

*The Effect of Tuberculosis Immunisation Programmes and Attitude Changes of Egyptian Mothers in Rural Areas*

### Freda Mulenga (Zambia)

*The Zambia National Correspondence College: An Evaluation of its Role in the Provision of Secondary and Vocational Education to School Leavers and Adults*

### Charles Nherera (Zimbabwe)

*Vocationalisation of Secondary Education in Zimbabwe: A Theoretical and Empirical Investigation*

### Pat Pridmore (UK)

*Children as Health Educators: The Child-to-Child Approach*

### Yoshiko Sato (Japan)

*Cultural Learning of Japanese Pre-school Children in England: A Comparative Study on the Development of Self-Regulation between England and Japan*

### Khalid Humala Shaheen (Pakistan)

*Female Teachers' and Girls' Access to Primary Schools in Rural Areas of Pakistan: A Case Study*

### Avinash Singh (India)

*Drop-out from Primary Schools in Tribal India: A Case Study of the Ho in Parampancho, West Singhbhum*

### Mercy Tembon (Cameroon)

*The Financing of Secondary Education in Mezam Division, North West Province, Cameroon: An Uneasy Partnership between Family and State?*

### Yumiko Yokezeki (Japan)

*The Causes, Processes and Consequences of Student Drop-out from Junior Secondary Schools (JSS) in Ghana: The Case of Komenda-Edina-Eguafo-Abrem (KEEA) District*

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# Research Students 1996/ 97

## WORKING THESIS TITLES

### Christopher Berry (UK)

*Primary Education in the Turks and Caicos Islands*

### Clare Bentall

*The Cultural Impact of ELT Development Projects: A Case Study*

### Ana Bravo (Spain)

*Migration, Identity and Education: The Case of Spanish Women in London, 1940-1975*

### Lois Carter

*What Are The Factors Influencing Parents in Rural Burkina Faso in Their Decision to Send Their Children to Primary School?*

### Rosemary Collar (UK)

*Traditional Weaving: Its Relevance to Rural Berber Women's Cultural Identity in Morocco*

### Charles Confait (Seychelles)

*School Effectiveness in the Seychelles*

### Elsbeth Court (UK)

*Influences of Culture upon the Drawing Performance of School Children in Rural Kenya, with reference to Local Cultures (Kamba, Luo, Samburu) and Formal Education*

### Hugh Dale (UK)

*The Access of Britain's African-Caribbean Population to Health Care in Britain*

### Seolasbawiatini Endang (Indonesia)

*The Development of Fluency in Bahasa Indonesia and Second Language Learning and Training*

### Eleanore Hargreaves (UK)

*The Role of Assessment in Primary Education: An Egyptian Case Study*

### Tsung-I Ho (Taiwan)

*Education and the Women's Movement in Taiwan*

### Jeong-Wha Huh (Korea)

*Migration as a Choice in Education: A Case in South Korea*

### Nik Ismail (Malaysia)

*Leadership for National Development: A Case Study of Four Schools in Two States of Malaysia*

### Baela Jamil (Pakistan)

*Educational Development Through Privatisation? A Study of Urban Secondary Schools in Pakistan*

### Ernesto Jaramillo (Colombia)

*Evaluation of Mass Media Health Education in Tuberculosis Control in Cali, Colombia*

### Sara Kleeman (Israel)

*Working Together: The School Staff and the College Experts Aiming to Improve Schools*

### Miwa Kurihara

*A Comparative Study of Education for Terminally Ill Children in Britain and Japan.*

### Peter Laugharn (USA)

*Community Initiated Schooling in Kolondieba, Mali: Local Actors' Perspectives*

### Xiao-Peng Li (China)

*Assessment in Junior and Secondary Schools in China*

### Merle Mindel (South Africa)

*Race and Gender in Medical Education at the University of Cape Town (c.1904-1994)*

### Aweys Omar Mohamoud (Somalia)

*Armed Conflict and Education Disruption: The Case of Mogadishu in the 1990s*

### Mayumi Nishihara

*Health Education Promotion through the Child-to-Child Approach: Health for All and the Roles of the UN and Donor Agencies*

### Felicity Rawlings (New Zealand)

*Globalisation: Implications for Education*

### Sarsani Mahender Reddy (India)

*A Study of the Creative Thinking and Reasoning Ability of Secondary School Students*

### Christine Rwezaura (Tanzania)

*Cross-cultural Policy Change Model Appropriate to Tanzania and Hong Kong for Maximum Efficiency in Provision of Access to Education with Minimum Use of Resources*

### Carla Ann Sutherland (South Africa)

*The Development of the National Commission on Higher Education: An Analysis*

### Dilbahar Tawakkul (China)

*Ethnic Groups' Education in China*

### Philip Weiss (UK)

*Culture and Change in Geography Curriculum in South Africa*

Congratulations to Ana Bravo who was awarded an ESRC Research Training Support Grant in the ESRC Research Studentship Competition, 1996. Ana was chosen from 1,500 applications and was one of 300 of those awarded the grant.





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# Masters Degrees

The 1996/97 programme comprises the following specialist degrees:

- MA Education and International Development: Curriculum and Teacher Education
- MA Education and International Development: Distance Education
- MA Education and International Development: Educational Planning and Management
- MA Education and International Development: Health Promotion

In addition, EID also offers a non-specialist degree, the MA in Education and International Development, which enables the student to put together a programme of study tailored to his or her individual needs, allowing more flexibility across the modules both within EID and across the wider Institute's offerings.

In 1997/98 a further specialist Masters degree will be offered:

- MA in Education, Gender and International Development

The current specialist degrees require students, minimally, to take two core modules: *Education and International Development: Concepts, Theories and Issues*; and the specialist course of the named degree. In addition to these two courses, each student writes a 20,000 word dissertation within the specialist area, or in the case of the non-specialist degree, within the broad area of education and international development. Exceptionally, students can write a 10,000 word report instead of a dissertation.

Of the 120 credits that are required for a Masters degree, 80-100 credits are taken from within EID, the remaining credits made up from modules offered across the Institute. Further information can be obtained from EID regarding the particular requirements of each EID degree, as these are subject to change.

The current list of EID modules includes:

- Education and International Development: Concepts, Theories and Issues
- Educational Innovation and Reform: Theories, Policy Issues and Evaluation
- Teaching and Learning in Developing Countries
- Curriculum and Teacher Education in Developing Countries
- Educational Planning and Management for Development I
- Educational Planning for Development II
- Women, Education and Development
- Concepts and Determinants of Health and Health Promotion
- Health Promotion Practice in the Context of Development Distance Education

It is anticipated that the already very wide range of modules offered at the Institute, and from which EID students may choose, will be further expanded by the inclusion of area studies and economic development modules currently offered at the School of Oriental and African Studies, located next door to the Institute of Education. Negotiations are currently under way for the inclusion of the following modules:

- Political Economy of Development
- Economics of Gender and Labour
- Gender and Development
- Cost-Benefit Analysis for Developing Countries
- Applied Economics in Africa
- Economic Development in Asia-Pacific; the Middle East; South Asia; South-East Asia; Africa; and Communist China

Courses generally run for full-time students over a period of 12 months. Part-time registration is possible, generally over a period of two years.

## **Minimum Entrance Requirements**

Candidates are expected to hold a second class honours degree (or equivalent if a non-UK graduate) in an appropriate subject area, normally either Social Sciences, such as Anthropology, Area Studies, Economics, Psychology, Sociology, Political Science or Development Studies, or a curriculum subject, such as English or a foreign language, Geography, History, Mathematics, Science or Technology.

For those wishing to follow the Health Promotion route, a second class honours degree in a health related area is acceptable. (Non graduates may initially enrol on the Advanced Diploma course in Primary Health Care, Education and Development and transfer to the MA programme in January on achieving satisfactory grades. The Advanced Diploma route extends over a period of fifteen months, as opposed to twelve months for the Masters course).

In addition, candidates must fulfil one of the following essential requirements:

- an approved professional qualification and normally one year's experience related to the proposed MA (in a middle- or low-income country) in education and development

or

- two years' professional experience, including one year's educational development experience in a middle- or low-income country.

It is also possible to attend some of the modules on a termly basis as a special short course student.

**Further information** on fees, opportunities for funding, and an application form for the above courses can be obtained from:

**The Student Programmes Office  
Institute of Education, 20 Bedford Way, London WC1H 0AL, UK.**

**Enquiries** on short course student status should also be made to the Student Programmes Office, well in advance of the beginning of the course to avoid disappointment, as modules tend to run in only one term of the academic year.

**Telephone: +44 (0) 171 612 6102/6104 Fax: +44 (0) 171 612 6097  
E-mail: [home.liaison@ioe.co.uk](mailto:home.liaison@ioe.co.uk) [overseas.liaison@ioe.ac.uk](mailto:overseas.liaison@ioe.ac.uk)**

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# SUCCESSFUL MA CANDIDATES

## 1994/95 and 1995/96

### with dissertations or major report titles



#### 1994/1995

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### MA Education and Development - Curriculum Planning

**Flora Mokhitli (Lesotho)**

*Evaluation as an Integral Part of Curriculum Development.*

**Jessica Tweedie (Kenya/UK)**

*Assessment Reform: Common Trend or Coincidence?*

**Tri Ratna Widiastuti (Indonesia)**

*Analysis of the Biology Curriculum in Upper Primary and its Implications for the Nine Year Basic Education in Indonesia.*

**Peter Wright (UK)**

*Culture, Gender and Maths: Improving Girls' Achievement in Maths in Kenya.*

### MA Education and Development - Distance Education

**Andrew Bussack (South Africa)**

*The Role of Community Learning Centres in the Delivery of Adult Education through Distance Learning in South Africa with reference to the Eastern Cape Province.*

**Rozany Deen (UK/Sri Lanka)**

*Distance Education and Health Promotion: With Special Reference to HIV/AIDS in Asia.*

**Michael Nsowah (Ghana)**

*Teacher Training at a Distance in Ghana with special reference to the Modular Teacher Training Programme.*

**Kamela Palma (Belize)**

*Distance Education in Small States with special reference to Belize.*

**Ruth Tsheko (South Africa)**

*The Role of Distance Education on Continuing Education of Nurses with special reference to Botswana.*

**Runfang Wei (P.R. China)**

*China's Radio and Television Universities and the British Open University: A Comparative Perspective.*

**Judith Woodings (UK)**

*Meeting Client Needs in the Professional Development of Primary Teachers through Distance Education, in the context of sub-Saharan Africa, with particular reference to Text-based Learning Materials.*

### MA Education and Development - Health Promotion

**Peter Eduful (Ghana)**

*A Comparative Study on Factors Contributing to Teenage Pregnancy Among Children Living in UK and Ghana.*

**Aloysia Masoy (Tanzania)**

*Women as Invisible Pillars of Primary Health Care: A Critical Appraisal of the Role of Women in Health Development.*

### MA Education and Development - Educational Planning and Management

**Catherine Asiki (UK)**

*Computers in Secondary Schools in Uganda: Their Future Potential.*

**Öznur Ayman (Turkey)**

*Management of Turkish Higher Education since 1980: Centralization of the System.*

**Monique Brouwers (Netherlands)**

*Teacher Management in Greek Primary Education.*

**Melissa Cole (UK)**

*NGOs in the Third World: Organisational Cultures in Conflict.*

**Thi Hue Dung Doan (Vietnam)**

*An Analysis of the Emergence of Institutional Autonomy in Vietnamese Higher Education.*

**Neil Haran (Ireland)**

*The Effects of De-Professionalisation of Teacher Effectiveness in Developing Countries: A Case Study of NGOs in Bangladesh.*

**Parvin Khan (Pakistan)**

*Literacy Programmes in Pakistan with special reference to Management Issues and Female Literacy.*

**Fauzia Naheed (Pakistan)**

*Selection and Introduction of College Lecturers in the Punjab, Pakistan: Some Management Issues.*

**José do Rosário (Mozambique)**

*Effective Leadership and School Success: The Case of Mozambique.*

**Susan Spencer (UK)**

*Consultancy and Gender: The World, Work, Wisdom and the Word.*

**Muslikh Yasin (Indonesia)**

*An Analysis of Alternative Approaches to Primary Education Management in Indonesia.*

### MA Education and Development - Educational Planning and Economics

**Mohammad Aslam (Pakistan)**

*An Insight into Policies on Vocational and Technical Education in Pakistan.*

**Eunice Eze (Nigeria)**

*Analysis of Vocational and Technical Education in Nigeria.*

**Andrew Kitumbo (Tanzania)**

*Financing and Provision of Vocational Education and Training: Matters of Equity and Efficiency in Developing Countries.*

**Pearl Maphoshe (South Africa)**

*The Implications of Fiscal Federalism for*



*Reducing Provincial Educational Disparities in South Africa.*

**Ana Ruth Menezes (Mozambique)**  
*Towards a Basis for Quality Improvements in Mozambican Education.*

**Edwina Peart (UK)**  
*The Planning and Implementation of the Functional Literacy Programme in Ghana: with reference to its Capacity to Address Gender Inequality in Education.*

**Kristian Sorensen (Denmark)**  
*Innovations in Agricultural Extension.*

## MA Education and Development - Teacher Education

**Neide Cassaniga (UK/Brazil)**  
*Educating Children Who Live and Work on the Streets of Brazil.*

**Zenebe Cherenete (UK/Ethiopia)**  
*Adult Literacy and Educational Policy with special reference to Ethiopia.*

**Vivienne Gray (Ireland)**  
*The 3 D's: A Critical Analysis of Early Childhood Development Strategies in West Africa.*

**Stuart Hope (South Africa)**  
*An Inquiry into Reflective Teaching and its Implications for Teacher Education in Namibia.*

**Nazirali Kassam (Tanzania)**  
*Teacher Attrition and Retention Analysis Through the Push and Pull Factors and its Application to Tanzania.*

**Mary Young (UK)**  
*How Can Awareness of Development Education be Raised in British Primary Schools?*

## Advanced Diploma in Primary Health Care Education and Development

**Ihab Abd El-Ghani Mohamed AbdAllah**

**Jane Catchpole**

**Aishath Ahmed Didi**

**Peter Kasoni**

**Georgiah Kasori**

**Hudson Kubwalo**

**Pa Ousman Manneh**

**Denis Medeyi**

**Helen Murshali**

**Godwin Ndamugoba**

**Anna O'Neill**

**Elsbeth Schmid**

## 1995/1996

## MA Education and Development - Curriculum Planning

**Fiona Edwards (UK)**  
*Skills Based Rote Learning or Concept Based Active Learning? An Analysis of Approaches to Primary Mathematics Education in Bangladesh.*

**Alison Gwynne-Evans (UK)**  
*Curriculum Transformation in Teacher Education in South Africa*

**Duncan Little (UK)**  
*Gender Discrimination and the Science Curriculum in Zimbabwe*

**Maxine Moore (Barbados)**  
*Teacher Participation in Curriculum Development in Barbados: Local Initiatives, Official Silences and Policy Proposals in Educational Documents in the 1990s*

**Suzanne Preston-Jones (UK)**  
*An Investigation of Learning Science Through a Second Language: The Problems in Zanzibar*

**Sophie Rouffiac (France)**  
*Integrating Creole in the Kittitian Classroom*

## MA Education and Development - Distance Education

**Jessica Aguti (Uganda)**  
*Makerere University External Degree Programme: The Dual Mode Approach*

**David Battye (UK)**  
*Teaching or Telling? Problems of Pedagogy and Power in Nonformal Distance Education Programmes*

**Thomas Hülsman (Germany)**  
*Distance Education and the Textbook: Reflections on Distance Education and its Potential for Supporting Textbook-based Innovations*

## MA Education and Development - Health Promotion

**Emmanuelle Abrioux (Canada)**  
*Innovation in Health Promotion: New Approaches to Working with Street Girls*

**Suzanne Ferron (UK)**  
*Education in Hope: A Critical Analysis of Health Education in Emergency Relief*

**Rachel Hauser (Switzerland)**  
*Shadows in the Red Light: A Study of Commercial Sex Workers in Thailand and The Philippines*

**Tom Hogan (Ireland)**  
*Participatory Health Planning with Resettled and Semi-Nomadic Peoples at Bura, Tana River, Kenya*

**Helen Murshali (Sudan)**  
*Sudanese Refugees Health Education/ Health Promotion in the UK*

**Lindiwe Patsika (Zimbabwe)**  
*Critical Appraisal of the Approaches to Teaching and Learning in a Community Oriented Nursing Curriculum*

## MA Education and Development - Educational Planning and Management

**Michael Delens (UK)**  
*Educational Planning and Culture*

**Adrian Green (UK)**  
*Leadership and Learning Organisations: Implications for Schools in Uganda*

**Keith Gristock (UK)**  
*The Conflict of Cultural and Management Paradigms in Education Development in Developing Countries Receiving Aid*

**Hoi Yee Leung (China)**  
*The Control of Education in Hong Kong*

**Piyadasa Rathnayake (Sri Lanka)**  
*Maintenance of an Effective Educational Management Information System in the Divisional Education Offices in Sri Lanka*

**Mohamed Thamby (Sri Lanka)**  
*Decentralisation of Education Administration in Sri Lanka*

**Neville Townsend (UK)**  
*Project Frameworks as a Tool for Managing Overseas Development Administration (ODA) Education Projects: Three Tanzanian Examples.*

**Shambhu Vaidya (Nepal)**



*Monitoring and Evaluation of Educational Projects*

**Pushpa Wijesooriya (Sri Lanka)**

*Analysing Issues in Decentralisation of Education with Special Reference to Divisional Level Supervision in Sri Lanka*

**Indu Wijetunge (Sri Lanka)**

*The Role of the Principal in Supervision*

## **MA Education and Development - Educational Planning and Economics**

**Jayantha Balasooriya (Sri Lanka)**

*The Demand for and Supply of Teachers in Sri Lanka*

**Nalaka Ilapperuma (Sri Lanka)**

*Analysing Issues in Educational Management Information Systems with Special Reference to National Level Educational Management Information Systems in Sri Lanka*

**Nakahiga Mathus Kaboko (Tanzania)**

*Implications of Decentralising Vocational Education and Training in Tanzania: Efficiency and Equity Consideration*

**Srimathie Kumarasinghe (Sri Lanka)**

*Constraints On and Possibilities For Effective Educational Planning at Provincial Level in Sri Lanka with special reference to Uwa Province*

**Dlamini Lomanono (Swaziland)**

*Student Financial Support in Swaziland's Higher Education System: Is It Effective in Facilitating the Sharing of Costs Between the State and Students?*

**Kamaruzaman Mahayiddin (Malaysia)**

*Cost-effective Measures in the Training of Vocational School Teachers in Malaysia: The Education-Industry Link*

## **MA Education and Development - Teacher Education**

**Clare Bentall (UK)**

*"As Long as the Boss is Happy": Teacher Development and Culture in Java*

**Helen Radford (UK)**

*A Middle Ground for the Middle Kingdom: Bilingual, Multicultural Education for Minority Groups: A Study of Language Issues and the Feasibility of Providing an Appropriate, Bilingual Teacher Education for Cultural Diversity, focusing on the Mongolians in China*

**Virginia Sales (UK)**

*Women Teachers and Professional*

*Development: A Route to Empowerment? A Case Study of the Programmes of the Aga Khan Education Service, Northern Areas, Pakistan*

**Saira Shaukat Ali (Pakistan)**

*Improving Instruction in Rural Primary Schools: The Case of Pakistan*

**David Smith (UK)**

*Problems Relating to the Use of English as the Medium of Instruction of Secondary Science in Zimbabwe: Implications for Teaching and Teacher Education*

## **Advanced Diploma in Primary Health Care, Education and Development**

**Veronica C Kumwenda**

**Sister Mary Chukwuma Okafor**

**Sister Dolly Rozario**

**Mr Bonaventure Mcholla Sambu**

## **MA AND ADVANCED DIPLOMA STUDENTS 1996/97**

### **Education and International Development**

**Torben Estermann (Denmark)**

**Elsbeth Page (UK)**

### **Educational Planning and Management**

**Hanna Kawalewale (Malawi)**

**Stephen Lazaro (Tanzania)**

**Farid Panjwani (Pakistan)**

**Masahiko Takizawa (Japan)**

**Shigeru Yamamura (Japan)**

### **Curriculum Planning and Teacher Education**

**Torun De (UK)**

**Kayoko Ohgata (Japan)**

**Anna Plebani (Italy)**

**Chinami Sekiya (Japan)**

### **Health Promotion**

**Jasmine Danish (India)**

**Kate Harrison (UK)**

**Rachel Hauser (Switzerland)**

**Maggie Matheson (UK)**

**Annie McDonald (UK)**

**Ayesha Qayum (Pakistan)**

**Clement Sakala (Zambia)**

### **Distance Education**

**Amos Paran (Israel)**

**Patricia Persaud (Guyana)**

### **Advanced Diploma Health Care Education and Development**

**Stephanie Sinigaglia (Italy)**

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# SHORT COURSES 1997

## PARTICIPATORY APPROACHES TO REPRODUCTIVE HEALTH AND NUTRITION

The Education and International Development department will run a short course between 12 May and 6 June on Participatory Approaches to Reproductive Health and Nutrition. This is an intensive practical course covering participatory methods for appraisal, planning, monitoring and evaluation, health education and promotion. Participants will gain skills in interpersonal communication, group work, and the innovative use of visual and drama techniques.

The course is intended for practitioners and managers of reproductive health, primary health care, maternal and child health, and development programmes.

*Further details and application forms can be obtained from*

**Joan Brown, Student Programmes Office,  
Institute of Education, 20 Bedford Way, London WC1H 0AL, United Kingdom.  
Telephone: +44 (0) 171 612 6104 Fax: +44 (0) 171 612 6097  
E-mail: home.liaison@ioe.ac.uk overseas.liaison@ioe.ac.uk**

## PLANNING HEALTH THROUGH SCHOOLING

This short course will be run between 11 and 26 September 1997. Planning Health Through Schooling is an intensive course for people in a senior position involved in planning for comprehensive school health education in developing countries. The course is being run jointly by EID and the Child-to-Child Trust and will be co-directed by Hugh Hawes and Pat Pridmore.

*Further details and an application form can be obtained from*

**Christine Scotchmer, Child-to-Child,  
Institute of Education, 20 Bedford Way, London WC1H 0AL, United Kingdom.  
Telephone +44 (0) 171 612 6648 Fax +44 (0) 171 612 6645  
E-mail: c.scotchmer@ioe.ac.uk overseas.liaisons@ioe.ac.uk**

## ADVANCED DIPLOMA IN PRIMARY HEALTH CARE EDUCATION AND DEVELOPMENT

In 1997/98 the Institute of Education will continue to run the Advanced Diploma in Primary Health Care Education and Development, running over a period of fifteen months.

The Advanced Diploma covers the principles and practice of Primary Health Care Education in developing countries. Other modules include Concepts and Determinants of Health and Health Promotion, Teaching and Learning in Developing Countries, Health Promotion Practice (Planning and Management), and Teaching Methods and Materials.

It is possible for students who enrol on the Advanced Diploma to transfer to the Masters course in Education and International Development: Health Promotion after one term, on achieving satisfactory grades.

### Minimum Entrance Requirements

Candidates are expected to have a minimum of three years' experience in a health related field, in health education or development. This course is open to non-graduates.

*Further information and an application form can be obtained from*

**Student Programmes Office, Institute of Education, 20 Bedford Way, London WC1H 0AL, UK  
Telephone: +44 (0) 171 612 6124 Fax: +44 (0) 171 612 6097  
E-mail: home.liaison@ioe.co.uk overseas.liaison@ioe.co.uk**



# Forthcoming Conferences at EID

In 1997 and 1998 the staff of EID will be involved in organising and hosting a series of conferences.  
To date, these include:

## **Women, Politics and Policy**

**July 1997**

## **Globalising Assessment**

**July 1997**

## **Participatory work with Children**

**September 1997**

## **School Effectiveness and School Improvement in Developing Countries**

**May 1998**

*For further details on all of the above, please contact*

**Cathy Bird, Conference Office, Institute of Education, 20 Bedford Way, London WC1H 0AL,  
UK.**

**Telephone: +44 (0) 171 612 6017 Fax: +44 (0) 171 612 6402**

**E-mail: c.bird@ioe.ac.uk**

## **Education and International Development**

**Institute of Education,  
20 Bedford Way, London  
WC1H 0AL United Kingdom**

**Telephone: +44 (0) 171 612 6628**

**Fax: +44 (0) 171 612 6632**

**E-mail: a.critcher@ioe.ac.uk**

**Internet: <http://www//eid/index.html>**