



Dear Readers

Our second digest of The EID Review comes with Season's Greetings for 1998.

1997 was an exciting year for EID, not least because of the result of the UK General Election. Shortly after the Labour government assumed power it was announced that the UK would rejoin UNESCO and in November the Department for International Development (formerly ODA) published its White Paper, to be followed in 1998 by an education policy paper.

1997 has also been exciting in terms of our academic achievements. Our MA programme in Education and International Development goes from strength to strength. Its integration within the Institute's 120-credit modular programme means that EID students follow most of their modules within EID, but can also choose modules offered by other academic groups. Similarly, students from other academic groups can choose to follow one or more of our modules, and many do. In 1997 we also established closer links with our sister institution, The School of Oriental and African Studies, which has brought with it the possibility to share modules at the Masters level.

Staff have been busier than ever - teaching, writing, conferencing and advising. A high proportion of our time has also been spent on research and teaching abroad - in Asia, Africa and Latin America.

We have been awarded several major grants which will assist us in our international work, amongst which is a World Bank funded project on Teacher Education with the Ministry of Education and Higher Education in Sri Lanka.

We were delighted to be part of the Institute's research

submission to the Higher Education Funding Council, which earned the top 5* rating. The Institute is the only education institute in the UK which has been awarded the 5* rating in each of the 4 national assessments held since the late 1980s.

Our EID Guest Lecture Series continues to attract large audiences. Our 1997 programme included Hugh Hawes of the Child-to-Child Trust, Victor Ordonez, Director of UNESCO's Principal Regional Office of Asia and the Pacific (PROAP) and Dr. Krishna Kumar, from the University of Delhi.

During 1997 Andrea Critcher established herself as our group administrator. In January 1998, Kamela Usmani took over in this position and Susan Kearney joined us as our course administrator in February 1998. Dr. Chris Williams from the University of Birmingham joined us from January 1, 1998 and Professors Lalage Bown and Paul Fordham have joined us as Visiting Fellows. Mary Griffin formally retired at the end of 1997.

We wish you all the best for 1998 and hope that your year is as rewarding as ours promises to be.

Sincerely

Professor Angela Little

Head of Education and International Development



Photographs, from left to right: Top: Chris Williams, Pat Pridmore, Roy Carr-Hill, Angela Little, Elwyn Thomas, Elaine Unterhalter. Bottom: Gill Gordon, Abby Riddell, Sheila Aikman, Andrea Critcher, Kamela Usmani, Susan Kearney

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The Grand Finale: Participants forming a network of threads at the end of the week-long workshop on Children's Participation for Research and Programming

Children's Participation for Research and Programming – A Collaborative Initiative

The value of children's participation is now appreciated on a wide and diverse scale. **Dr. Pat Pridmore** and **Gill Gordon** reflect on the success and energy of their recent cross-discipline workshop.

Over the past year we have been working with colleagues from the Institute of Development Studies (IDS) in Sussex and the Save the Children Fund (SCF) to organise an international meeting on children's participation. The meeting - 'a seminar/workshop' - combined both formal presentations and discussion of papers with more practical and interactive workshop sessions.

In September some fifty academics, researchers and practitioners came together for this week-long event, which began at the Institute of Education and concluded at IDS. Participants came from Asia, Africa, Latin America, Europe, the Middle East and North America and included youth workers, NGO staff, media representatives, students and academics. Several young people from South Africa and the UK also took part. The Department for International Development (DFID) provided funding for the first half of the event, and for two participants.

The central focus of the meeting was children's right to participate fully in establishing a healthy and meaningful life for themselves and for others. Each



day addressed a key theme:

- Building blocks and ethical issues
- How to? The process
- Cultural relativity: perceptions and attitudes
- Children as participants in crisis situations
- Institutional structures, policy and power
- Children as active participants in the development process

A paper was also given on children's changing capacity to participate, which completed a varied and highly

'The meeting highlighted the need for increased dialogue...'

informative week of activities. Throughout the meeting, discussions about ethics and culture were the threads which drew all of the elements together. Many important questions were addressed, such as 'What are the special skills needed by adults when developing partnerships with children?' and, 'What are the special developmental issues which need to be considered when involving children and adolescents?'

The meeting highlighted the need for increased dialogue, especially between policy makers and parents, to develop a mutual understanding of the rights of children in specific cultural contexts. A range of strategies was identified for increasing the level of child participation, which challenged us to reflect on and re-evaluate our approaches to participatory working with children – not least with our own children!

What was so special about this meeting for ourselves was the highly innovative approach adopted in its organisation. We set out to practice what we preach. The value of participatory approaches cannot be so well promoted by a string of monologues delivered from a platform. We wanted a meeting which was itself participatory, so we determined to secure the maximum participation of all participants, both in planning and implementation. We wanted to push the thinking in this field forward - and to have plenty of fun at the same time.

Initially the co-ordinating group formed an academic agenda by clustering the abstracts and workshop plans

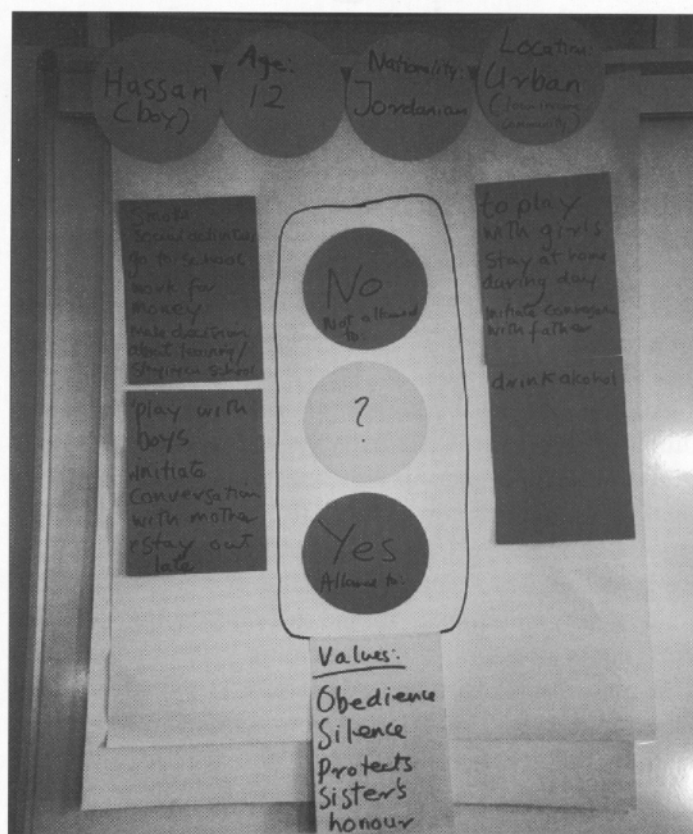
submitted by the potential participants, according to keywords indicated. In this way the six main themes detailed above were identified and participants were grouped into 'theme teams'. Each team, which had a facilitator, a minute-taker and a member of the organising committee, held responsibility for running a specific day.

In the weeks before the meeting, tension and expectations mounted. Were we forcing participation upon people? Did they have the choice to opt out? What if they felt it was the co-ordinating group's responsibility to organise each day for them? Would teams be able to plan their day with such short notice? Would they be able to manage fifty participants in a workshop?

In the event, our fears were unfounded. We set out to break the traditional mould and we succeeded. Seeing the teams already busily planning, Angela Little commented in her opening welcome, 'I can see that this meeting has already started.' There was no need for ice-breakers, although the whole week was peppered with 'energizer games' to keep the workshop on its toes. And each day was refreshingly different, reflecting the broad range of interests, experiences, cultures and approaches of the participants, each with her or his own story.

Would we do it again? Very definitely yes! This was one of the most stimulating and enjoyable meetings we have attended and it made real headway in addressing the gap between the rhetoric of theory and the reality of life. We believe that this approach should be advocated and

Constructing a profile of a child's role and value in their society



replicated at all levels where participation is a major methodological focus. One participant noted that this approach gave a sense of ownership that is normally lacking in conferences, where all too often you feel that you

'...the whole week was peppered with 'energizer games' to keep the workshop on its toes.'

have attended, but not belonged. The process allowed activists, NGO staff, students and academics to meet on a more level playing field than would have been possible in

a conventional conference setting. The increased interaction provided an opportunity for researchers and practitioners to really listen to each other, to reflect and learn from widely differing experiences and to better understand how to improve their work.

Look out for the forthcoming book based on the workshop – *Small is Brilliant: Children and Young People Should be Seen and Heard* – to be published by Intermediate Technology in 1998. This multi-contributory volume, co-edited by Vicky Johnson, Patta Scott Villiers (IDS), Gill Gordon, Pat Pridmore (IoE) and Eda Ivan-Smith (SCF) draws on and expands the key themes of the workshop. The contributions, which are located in diverse contexts, are illustrative of the central concerns and dilemmas faced by practitioners active in this dynamic field. Intended as a reader for students, academics and practitioners alike, it promises to provide fresh insight and signposts for future development.

Doing 'Gender' in South Africa

Dr. Elaine Unterhalter looks at the effect the selective interpretation of 'gender' has had on the development and implementation of the National Qualifications Framework in South Africa.

In August 1997, at the invitation of the Education Policy Unit (EPU) at the University of the Witwatersrand, I attended a conference in Johannesburg on the National Qualifications Framework (NQF), which was jointly organised by the EPU and the Centre for Education Policy Development. The NQF is one of the new government's key initiatives, aimed at developing lifelong learning as a feature of the education system and allows students to gain learning credits in a range of settings. The credits can be transported from schools to workplace training and community projects so that individuals are able to work towards qualifications as time, finances and other responsibilities allow.

Prior to the conference, I had been working with col-

leagues at the EPU for a year on a research project on gender and the NQF. The conference was the first time commentators on the NQF (some of them quite critical of the initiative) and policy makers and implementors (some of them quite protective of the initiative) had come together. Gender was one of the key areas of debate.

It had been clear to me the year before, when we had started the project, that in different meetings people understood 'gender' differently. Sometimes it meant 'women's needs', sometimes it meant women's marginality. Occasionally it might mean discriminatory practices against women, but hardly ever did it mean, in practice, the social construction of sexual division and difference.

'Gender' is now not only a category of analysis, however malleable. It has become a government initiative, with a Gender Commission appointed in 1996-97, a Gender Equity Task Team reporting to the Minister of Education in 1997 and provincial departments of education setting out to write their own gender policies. Women's Day (August 9th) is a public holiday.



The paper I delivered at the conference tried to look at the ways in which the NQF has selectively interpreted 'gender'. I argued that, primarily, for the NQF policy community it means a liberal feminist approach to elim-

'Gender' is now not only a category of analysis, however malleable.'

inating differences between learners - including boys and girls, men and women, in promotional material and policy documents - but does not note the nature of the sexual divisions between them. How these divisions impact on processes of learning and teaching and alter the futures the NQF might be able to achieve for men and women has not been a key area of discussion for NQF policy makers.

The thinking behind the NQF has influenced the new curriculum in South Africa, known as Curriculum 2005, because by that date it will have been introduced into all classes of formal schooling. Curriculum 2005 adopts some of the approaches to knowledge that have been specifically identified as 'women's knowledge', particularly a concern with and connection to the community, and attempts to generalise these for the whole population. But there is a strange anomaly in Curriculum 2005 which validates what is sometimes seen as 'women's knowledge' but which does not acknowledge the forces that have made this knowledge subordinate.

The paper led to some heated discussion. South African feminists have often been isolated from each other and the shortened horizons of policy implementation have often meant that debates about gender do not even get off the ground. The session in which I participated presented some interesting opportunities to clear the air. My co-researcher at the EPU, Melanie Samson, had carried out some interviews with the NQF policy makers and with some organisations working with marginalised groups of women to examine their understandings of gender. The ways in which these two groups were talking past each other had become clear from her work. In presenting both of our papers we tried to look forward to ways in which the future work of the NQF could take a more proactive and nuanced approach to thinking about different meanings of gender.

Just how difficult this is in practice became clear to me in the days following the conference. Before I left

Johannesburg, the EPU asked me to meet with members of the team working on their gender policy in the Gauteng Education Department. What is often clear in an academic paper becomes quite hazy under the pressure of day-to-day policy making. The move into government had professionalised old comrades. Meetings had clearly assigned time-frames and moved quickly to agenda setting. One participant even had an organogram to hand, ready to draw up structures and lines of accountability before anyone was sure about what meanings were given to 'gender' and why. With Jane Kenway from Deakin University, I tried to workshop these meanings with the policy development team. The time felt far too short and the issues too complex. Our academic 'tools' of over-heads, diagrams chalked on the board and lists of readings seemed to mesmerise rather than clarify. There was no time to go on talking through ideas because for most of the participants, the workshop was just a quick meeting in a hectic day's schedule. Doing 'gender' was just another set of responsibilities the women officials in the Gauteng Education Department had to accept.

It was clear to me that the 'quick fix' I had advocated

'South African feminists have often been isolated from each other...'

at the NQF conference is going to be a very long haul and that much thinking, discussion and action over a long time needs to take place if 'gender' is to become more than a low priority for educational transformers in South Africa.

Traditional and 'Western' Medicine: Bridging the Gap

In Tanzania, traditional healers and doctors trained in 'western' medicine stand at opposite ends of the health spectrum. **Dr. Sheila Aikman** reports on a recent attempt to foster collaboration.

In early October 1997, the bi-annual postgraduate seminar for medical students was held in the Kilimanjaro Christian Medical Centre (KCMC), set in the lee of snow-capped Mount Kilimanjaro in Moshi, Tanzania. Tanzania has hosted many international meetings on the importance of traditional medicine for a healthy population (e.g. the World Health Organisation meeting in Arusha in 1990). However, this seminar was notable because it was the 50th of its kind and it brought together practitioners from a large teaching hospital (KCMC) and traditional healers. For the first time on hospital grounds the two constituencies of medical doctors and traditional healers sat together and initiated a dialogue.

As with many ground breaking events, the three day meeting encompassed tensions and high points. The first day focused on the contribution of indigenous knowledge and local initiatives in traditional medicine. For their part, the healers - elderly, dignified and quietly-spoken men - restricted much of their address to reassuring the meeting that they were now part of a recognised national association, the National Association of Traditional Healers, which was drawing up plans to run its own training courses. One group of healers had an in-patients and out-patients clinic in the Lembini region and employed 12 plant collectors, as well as one medical doctor. The healers were very much in demand from the local population. In addition the Ministry of Health in Dar es Salaam has established an office for traditional medicine and their draft policy document on traditional medicine was presented at the seminar.

The issue of demand and supply underlies the importance of 'bridging the gap' between traditional and 'western' medicine. Traditional healers are the major health care providers in many countries. In East Africa figures indicate that the doctor:patient ratio is 1:40,000, while the traditional healer:patient ratio is more in the region of 1:200. Despite these favourable relationships,

by the end of the first day there were rumblings from a white-coated contingent about a 'lack of rigour' with traditional medicine and complaints that healers had 'nothing but anecdotal evidence' to contribute. The 'modern' practitioners wanted to know, 'where is the hard (read: statistical) data' for claims being made about plants and plant treatments. There were also persistent questions about problems of 'witchcraft' and how to regulate against 'charlatans', as well as accusations that traditional healers were secretive and would not share their recipes with hospital laboratories.

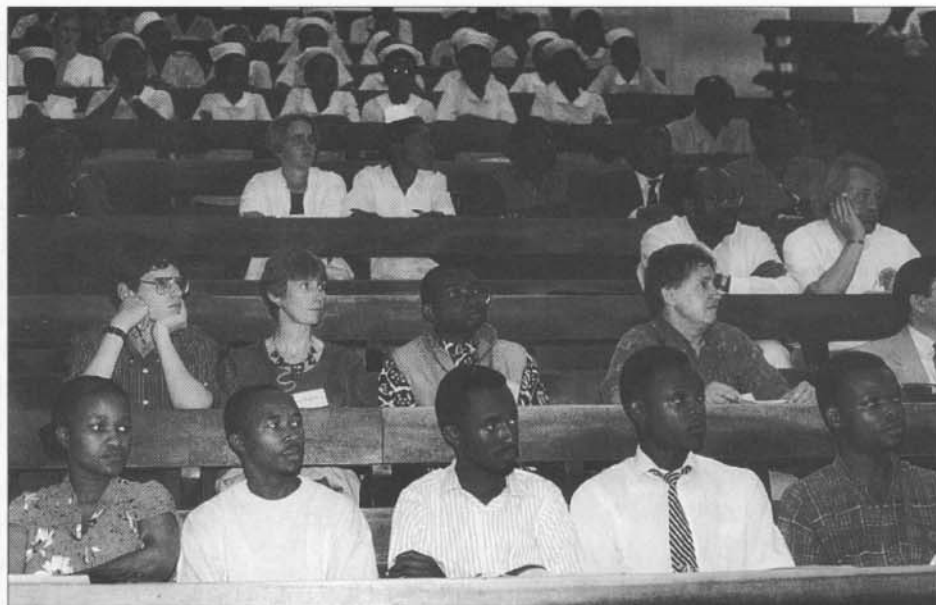
**'The healers were very
much in demand from the
local population.'**

The second day comprised a series of fascinating presentations on policy issues and community rights, which included questions of ethics about the commercialisation of traditional medicines. There were discussions of projects and a sharing of experiences of preventative and curative approaches used to combat malaria. Presentations of studies into patient preferences for traditional or orthodox treatments and the important role of traditional birth attendants were also given.

But then it was the turn of the traditional healers to express their dissatisfaction. In the enthusiasm to introduce a discussion of traditional medicine in this respected teaching hospital, the question of a linguistic communication gap had been overlooked. The sound system worked well, the slides and OHP functioned without a hiccup; the whole proceedings were recorded and videoed word-for-word for future teaching sessions, but the medium of the seminar was English. English is the language of teaching in higher education and of the educated elite in Tanzania. Coming from rather different backgrounds, the traditional healers used Kiswahili as their lingua franca, though no doubt spoke one or several other local languages in the course of their healing. English was not part of their repertoire. The healers' presentations had been translated into English, but translation into Kiswahili was not available.

The third day saw attempts to mediate and translate between the English and Kiswahili speakers so that some dialogue could take place. The presentations focused on examples of partnership between traditional healers and biomedical personnel. Papers were presented on experi-

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Delegates at the bi-annual postgraduate seminar for medical students, Kilimanjaro Christian Medical Centre, Tanzania, October 1997. Dr. Sheila Aikman sits in the second row, second from left

ences in developing a health care partnership with traditional healers in Tanga, Tanzania, where hospital trained doctors were working with local healers in local clinics and on similar developments in Uganda. A Nursing Sister from the KCMC presented her sister, whom she had cured with traditional plants when the hospital had sent her home with terminal cancer.

'...there are many gaps in scientific understanding of disease and illnesses...'

A religious sister then gave a detailed description of her uses for local plants (with samples). The sceptics remained unconvinced, however, and continued their call for rigorous scientific research and testing. Some of the speakers began to waver and even apologised for the anecdotal nature of their evidence. For a short time, a universalising scientific discourse appeared to threaten the promise of dialogue and suppress further illuminative and grounded descriptions based on experience.

Then, at the end of the formal presentations, a white-coated doctor, as if to get the last word in for biomedicine, presented lurid slides and case notes on a patient

who had died horribly from, it was claimed, the dubious practice of herbal medicine. But the basic premise on which his case rested, that a herbal cure had caused the sickness, was unconvincing (and unscientifically proven!). In one moment, he succeeded in highlighting what the traditional healers themselves had been stating - that traditional healing should be carried out only by those skilled and knowledgeable in herbal and plant medicines, by those who have undergone a long and rigorous apprenticeship. Moreover, it highlighted that which Tanzanians know well - that there are many gaps in scientific understanding of disease and illnesses and many sicknesses for which there is no western cure. The traditional healers held sway in the closing session, at last appearing to feel more at ease in this forum and expounded their practices and approaches with a confidence they had not dared display on the first day.

At the close of the seminar, in the foyer, verdant with herbal samples and freshly collected plants, participants poured over rows of pots filled with powders, engrossed in conversation about doses and procedures and advice on application and recipes. It was apparent that despite the white-coated sceptics, the meeting had brought together many people with their feet simultaneously in both camps - traditional and orthodox - and had illustrated that these were not highly discrete categories. Many professional and knowledgeable people were already working to bridge the gap. Traditional medicine had firmly been put on the agenda at the KCMC and it was broadly agreed that the time for talking about collaboration and partnership was over - it was now time for putting words into action.

Labouring to Learn: Towards a Political Economy of Education and Plantations in Sri Lanka

In the midst of a turbulent political situation and modest rates of economic growth, Sri Lanka boasts continuously high standards of education. **Professor Angela Little** looks at how pupils in plantation communities have fared.

I first visited Sri Lanka in 1975 as a member of a comparative research team, to examine the influence of national employment structures and qualification systems on the quality of school teaching and learning. Throughout the 1970s the orientation of my research in Sri Lanka was national and individual, modern, urban and largely Sinhalese (the majority ethnic group in Sri Lanka). The political issue in Sri Lanka which bore most directly on my research was the increasing politicisation of decisions made about the allocation of jobs in the modern sector of the economy. Other political issues, including the nationalisation of the plantations, the take-over of the plantation schools and the incipient ethnic crisis were far in the background of my research concerns at that time.

My emphasis was to change in the early 1980s, when I had an opportunity to swap roles for part of my working year in Sri Lanka. I became a 'development practitioner' rather than an 'academic researcher'. My own personal change coincided with a shift in the social group focus, from those who succeeded in attaining the GCE 'O' and 'A' level examination grades, offering the possibility of jobs in the modern sector of the economy, to those

struggling to gain access to and complete the primary grades of schooling. These social concerns necessitated a change in focus and setting, from urban to rural, from urban Sinhala to rural Sinhala and from urban Tamil to plantation Tamil. The change from academic researcher to development practitioner also led to a greater understanding of the micro-politics of the development process. Working with the Swedish International Development Authority on an 'integrated rural development' project in a disadvantaged rural district, I experienced at first hand the hopes and aspirations that poor Sinhala and Tamil families living in remote areas and plantations had for their children's education.

By the late 1980s, educational provision in the plantations, where the Indian Tamil community was concentrated, appeared to be gathering speed. Efforts made by trade

'Efforts made by trade unions, teachers, politicians, parents and NGOs during the 1960s and 1970s appeared to be bearing fruit.'

unions, teachers, politicians, parents and NGOs during the 1960s and 1970s appeared to be bearing fruit. By the early 1990s I decided to step back from the intense micro-action of 'development', revert to the role of academic researcher and reflect on the web of contemporary and historical economic, political and educational relations which bore so much on the plantation communities'



A young teacher guides plantation school children in the learning of the Tamil language



struggle for educational progress.

The book, *Labouring to Learn: Towards a Political Economy of Education and Plantations in Sri Lanka* is a result of these reflections. It begins with the international recognition of Sri Lanka for its high standards of education, despite rather modest levels of economic growth. Historically, much of this achievement in education was underpinned by economic revenues generated by the labours of the Indian Tamil plantation community, a community whose own educational achievements fell well below the national average. Despite the continued disadvantaged status of this community however, educational progress has occurred.

In contrast to most other writings on education in plantations, this book focuses on educational progress. Five historical phases are identified: the diffuse inception of plantation schools (1840-1869), the slow growth of schools (1869-1900), the widespread establishment of

**'...educational progress
has been influenced by
the state take-over of
plantation schools...'**

schools (1900-1948), the slow consolidation of low quality schooling (1948-1977) and the state take-over and widespread expansion of enrolments (1977-present). Progress in education is related to political, social and economic influences, stretching far beyond the confines of the plantation boundary.

The dominance of economic, political and social influences on education in the plantations varies between each period. In the nineteenth century, progress in education was influenced by the need to control labour, the requirement of the labour force to maintain contact with kin in India and the religious goals of Western missionary organisations. In the early to mid-twentieth century, progress was influenced by political and philanthropic pressure from England and India for the improvement of labour conditions and, more generally, by political and educational developments within Sri Lanka (Ceylon). In the late twentieth century, educational progress has been influenced by the state take-over of plantation schools, the economic decline of the tea industry and the growth of a labour surplus, rising social demands from parents who are labouring in the plantations, an influx of teachers of plantation community origin, the availability of foreign funds for development assistance, the broader political and ethnic crisis and the specific relation of plantation Tamils to this.



A plantation community school, where children from poorer households are able to study

The influences on educational stasis have also varied from phase to phase. The plantations' economic requirement for unskilled, uneducated and docile labour has been the most pervasive. The politics of ethnic relations have also contributed significantly to stasis, especially in the post-independence period up to 1977. In contrast with the main direction of political influence, which has been to expand rather than restrict education in the plantations, the main direction of economic influence has, on balance, been to restrict rather than expand.

The book concludes with implications for educational theory, the role of state intervention in education and the importance for global advocacies of education and development to understand the history and context of education in specific settings. In the wake of the Jomtien World Declaration on Education for All, the last has particular importance for the international donor community and its support for the provision of basic education amongst the world's poorest communities. World Declarations may be necessary tools in the struggle for human progress and in the international mobilisation of finance, but they are not sufficient. This book demonstrates that whether or not educational progress actually occurs on the ground in a sustained manner depends on a complex interplay of forces for change - economic, political, social and cultural - originating at the local, national, regional and global level.

Labouring to Learn: Towards a Political Economy of Education and Plantations in Sri Lanka will be published in 1998 by Macmillan publishers, in their International Political Economy Series. The book will be available from The Bookshop, Institute of Education, 20 Bedford Way, London WC1H 0AL, or from The Marketing Department, Macmillan Press, Houndmills, Basingstoke, Hampshire RG21 6XS, UK.

Literacy and Liquor: Fighting Alcohol in India

In the state of Andhra Pradesh, women have hit the bottle with a vengeance, says **Jane Crinnion**, yet the impact on their well-being has been positively empowering.

From the UK I had heard news of an activist women's movement in Andhra Pradesh, India, to prohibit the sale and consumption of alcohol, which had so challenged the state government machinery as to have a profound and pervasive impact on the face of state politics and social welfare. So, in March 1997, I set out to India with the aim of investigating the origins and impact of a movement which had literally taken the reins of policy making within its grasp, forcing a state-wide government implementation of prohibition.

Throughout my time in Hyderabad (the capital of AP) I visited a number of women's organisations which had been involved in documenting the movement. These encounters enabled me to gain a great many impressions of the circumstances which had ignited the turbulent confrontation between the state government and rural Dalit women, and of the more positive atmosphere which had come to prevail. Amongst these impressions was a feeling of the desperation and moral destitution experienced by rural communities, which appeared, at least for the time-being, to have subsided.

The deterioration in quality of life attributed to the increasing consumption of alcohol coincided with the state government's implementation of the Total Literacy Campaign (TLC) in Andhra Pradesh. Campaigns of this sort are largely based on Freire's concept of conscientisation and are designed to accommodate the poorest groups of illiterates, many of whom are adult women. The aim of the campaigns is to teach literacy through dialogue around words and themes which apply to the local or personal context, for example, domestic violence, dowry and in the case of AP, alcohol. Nellore, where the movement is said to have begun, was one of the first districts in AP to be targeted by the TLC. Separate texts were used for adult women, one of which included a story which outlined the success of poor women in banning alcohol from their village. It is this story which is thought to have been, to some

extent, a catalyst for the state-wide anti-alcohol movement.

From the interviews I carried out with non-governmental and women's organisations in Hyderabad and individual women who were involved, a common line emerged - that the movement was instigated by the actions of one woman from Doobagunta village in Nellore district - Arothoma (*sic.*). In June 1992, Arothoma first took action to stop the influx of liquor into her village by challenging shop owners to stop trading in arrack. A spontaneous movement emerged around her initiative, so that in her own and several other villages groups of women were similarly agitating to prevent the sale of arrack, adopting a broken bottle as a symbol of their solidarity. As the movement gained support from women in numerous villages, the liquor contractors, who had previously underestimated the threat the women could pose to their business, became agitated and involved the state government in an attempt to protect their rights to sell alcohol.

'...groups of women were agitating to prevent the sale of arrack, adopting a broken bottle as a symbol of their solidarity.'

So bitter were the ensuing protests and battles with the contractors, liquor transporters, police, district officials, magistrates and other state operatives that it is almost impossible to do them justice. Women burnt thousands of litres of alcohol. In response they were beaten by police, arrested in numbers, tried in the district law courts and

'Literacy programmes rarely provoke such dramatic reactions...'

sentenced to prison. In their attempts to prevent the transportation of arrack into the villages, human road blockades were formed and many women were killed as they participated.

The conviction and determination of women to prevent the consumption of alcohol within their villages was so profound that, despite the violent and difficult obstacles obstructing their path, less than three months after Arothoma's initial protest, 40,000 women marched on the district headquarters in Nellore to demand an end to the state government's auction of liquor. By January 1993 the movement had spread to the whole state, gaining the support of men and political opposition parties alike, so that by April of the same year, after only ten months of state-wide meetings and a series of rallies and processions held in Hyderabad, the government had little choice but to concede the issue and ban the sale and production of arrack.

Literacy programmes rarely provoke such dramatic reactions as those exhibited in AP, and it would be misleading to attribute the entire movement and the successes it has enjoyed to this alone. Without the severe circumstances in which many poor Dalit women found themselves to be living, there would have been a less easily identifiable reason to rebel in such a way as they did. At the same time however, without the conscientising effect of the literacy programme, the women may not have been so forceful in fighting against an issue which directly affected their physical, mental and social well-being.

In terms of the anti-arrack movement in Andhra Pradesh, participation in a literacy programme initially aimed at promoting a heightened awareness of one's own potential has ultimately enabled women to interact with all levels of the political and legal machinery. Both this, and an appreciation of their individual ability and their strength as a unified force, has, according to the women's organisations I visited, enabled them to improve not only their most immediate, tangible circumstances, such as

their personal and financial welfare, but has also empowered them to push for improvements in their status as women, both within the household and on a social and political platform. Evidence of this is perhaps best provided by Volga, one of the women whom I interviewed, who, with barely concealed pleasure, told me of the fear and intimidation that village men had admitted to feeling in response to the power and conviction demonstrated by their wives, daughters and mothers. Such expressions are testimony to the influence and potential which women are learning to positively exploit, in many cases as an indirect outcome of the Total Literacy Campaign.

As I was leaving Andhra Pradesh in April 1997, the papers were full of news of an imminent repeal of the prohibition under the guise of empty state government coffers. This was an issue I was keen to discuss with the women I interviewed. Each and every one of them was aware of this potential threat and when asked what they intended to do if it eventually materialised, the answer was an unequivocal "We will continue to fight."

After months of political wranglings and fervent opposition from both women and men alike, the prohibition was finally lifted in September/October 1997, bringing with it the threat of regression into what I had heard to be previously desperate circumstances. However, it would seem that now that some women have seized their opportunity to wield power from grassroots to state government levels, they will not easily be persuaded to relinquish it, nor admit defeat on an issue which has for so long been at the heart of their attempts to improve their everyday realities.

I have no doubt that women will continue to fight until the prohibition is reinstated, although this will clearly not be an easy victory. With women's determination and influence now recognised at all levels however, and most importantly, by the women themselves, the state government may discover for a second time that it is difficult to maintain their defences.

Quality Assurance and Control Comes to Thai Postgraduate Education

Dr. Elwyn Thomas reports on a multi-disciplinary workshop aimed at improving quality in Thai postgraduate education.

In early August 1997, I ran a week long workshop on Quality Assurance and Control for the senior staff of the Medical and Social Science Faculties of Mahidol University, Bangkok. Thai higher education is undergoing changes similar to those which we in the UK are currently experiencing. Such are the similarities, that staff from many of the key Thai universities and personnel from the Ministry of Education's Department of Higher Education have been observing recent developments in British higher education with great interest.

'Thai higher education is undergoing changes similar to those in the UK...'

The workshop was the first in a series which I will be carrying out for the Thai authorities, with academic colleagues from the fields of education, sociology, pharmacy, medicine and surgery. The August workshop involved Professors, Deans and university administrators. Three themes were addressed; current trends in learning and teaching at the postgraduate level, assessment and evaluation and prospects for improving staff development. The sessions covered issues on assessment methods as part of quality control, preparation for quality assurance, appraisal and accountability and international comparisons in developing quality assurance and quality control mechanisms in higher education. The second workshop is to be held in Bangkok in late February 1998.

It is envisaged that during 1998, a collaborative plan of research will be developed between myself and several academic staff in Thai universities, to undertake some comparative studies in the field of improving quality in postgraduate education.

The Institute of Education-Mahidol Link Scheme: The First Year

Dr. Elwyn Thomas looks at the encouraging successes of the first year of a Thai-UK educational initiative.

After much preparation and organisation, 1997 marked the establishment of the Institute of Education-Mahidol University link scheme. The scheme has brought together staff from three of the Institute's academic groups - EID, Policy Studies and Culture, Communication and Societies (CCS) - to work with the University of Mahidol's new English medium MEd International Programme in Educational Development and Management. Fourteen students from Thailand, Bhutan, Vietnam, Laos and Sri Lanka enrolled on the course, many of whom come from middle-management positions in ministries and other government departments.

The course began with a month's training in Thailand on English language for academic purposes and was coordinated by Nick Groome of CCS. This element of the scheme provided an essential basis for students studying in a language which was not their mother tongue and was highly acclaimed by all who attended. Nick also assisted with more training when the group visited the UK in May.

I visited Mahidol Campus twice in the course of the year to give lectures, seminars and workshops on Educational Development, Research Training and thesis writing. Peter Earley from Policy Studies also visited Thailand to provide input into the management sections of the MEd course. To satisfy the international component of the scheme and as part of the ULIE contribution to the link, the students and some of the Thai teaching staff visited London for the six week Internship held at the Institute, during which Anne Gold, Jennifer Evans and Peter Earley (all from Policy Studies) provided an excellent and very full programme of lectures, seminars and school

Participatory Approaches to Reproductive Health and Nutrition

visits.

At the end of December 1997 the students sat their examinations and submitted their theses for the first MEd degree to be awarded by the University of Mahidol. Plans are now being developed for the second year of the link, which will begin mid-January 1998, but in view of the severe financial crises currently being experienced by Thailand and other South East Asian economies, the expected number of thirty-plus students will undoubtedly be reduced. The ULIE input will not be affected however and the staff visits and six week internship will continue to be an essential part of this new international MEd degree programme.

'...the six week internship... provided an excellent and very full programme of lectures, seminars and school visits.'

The student evaluation of the ULIE input was very positive, especially in terms of the six week internship at the Institute, but the price and quality of the British versions of Thai and other Asian food served in the restaurants in the vicinity of John Adams Hall, where the group stayed, was given a big thumbs down. Some students suggested that the internship should be extended for two more weeks, which would allow them some time in which they could provide training and practical tips to their British colleagues in the ways of cooking good Thai food. This element was proposed with a proviso that they be allowed to negotiate a suitable fee for their undoubted expertise!

Participatory Learning and Action enables professionals to learn from and with local communities about issues and concerns which bear directly on livelihoods and welfare, but it is an approach which is not without its difficulties. **Gill Gordon and Dr. Pat Pridmore** report on the challenges they recently faced as PLA trainers in Kenya.

In October 1997, Pat Pridmore and I ran a two week course in Kenya on Participatory Approaches to Reproductive Health and Nutrition for a Danida-funded Community Based Nutrition Programme (CBNP). The project aims to help the community to identify the causes of malnutrition and to find ways to improve the situation; to promote and support activities using community resources; to enable district level staff in different sectors to perform their nutrition-related duties and to collaborate with local NGOs.

The project staff and its collaborators are trained in the approach and methods of PLA, so that they can facilitate community groups to explore their problems and the causes of malnutrition, identify options and develop action plans. Danida wanted us to provide a conceptual framework for participatory approaches into which they could integrate the processes and methods they have to date been using, although in a rather fragmented way. They were particularly concerned about changing attitudes from those of 'teacher' to 'facilitator/learner' in working with groups from poor rural villages who have not been to school. More training was needed in problem-solving, generating and evaluating options, decision-making and action planning.

The workshop was held in Rwika Family Life Training

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Centre in Embu District, an area with many poor communities classified as 'low potential'. There were nineteen participants, comprising staff from the central, regional and district levels and three participants from a Primary Health Care programme in Egypt. The first four days were devoted to classroom activities, with practice in communication skills, semi-structured interviews, group

'The women put their tree nurseries on the map, while the men were interested in improved breeds of cattle.'

facilitation and a range of visualisation and drama techniques. We were fortunate in having an area outside the classroom which was ideal for drawing on the ground with sticks and a range of materials such as flowers, stones and leaves to use as symbols and for scoring. Participants explored their own values and received feedback on their skills and behaviour. On the fifth day, the whole group visited a rural community and began to practice PLA for real. This was a challenge because few of the participants spoke the local language. They therefore had to arrange teams with at least one facilitator and note-taker who was fluent in the language, as well as a translator.

The teams began with a mapping exercise. Four groups (older women, young women, older men and a mixed group) drew maps on the ground and used available resources to mark households, schools, shops, rivers, roads, key resource people and so on. After these were constructed, it was time to 'interview the map'. In this way, many interesting discussions emerged concerning physical and human resources, problems and changes over time. Each group included items of importance to them. For example, the young women were concerned about the lack of a secondary school. After completing primary school, many of them married and had a baby because 'there was nothing else to do.' The women put their tree nurseries on the map, while the men were interested in improved breeds of cattle. All the groups were able to mark

households using fruits or leaves as symbols. One group left out some households 'who never come to meetings.' Children in another village actually marked the households with malnourished children, but the adults were more sensitive to confidentiality and made a vague mark on the map of areas of the village where there were high levels of malnutrition. This generated a lot of discussion about ethical issues in labeling, for example, households with special needs, or those who practice contraception.

A livelihood analysis diagram created by the young women showed flows of resources and income into the household. It was clear that although women have a major responsibility for feeding children, they have very limited sources of income (mangoes, chickens, beans) compared to men (miraa, a profitable narcotic leaf). Men have a tendency to spend the cash from miraa sales on their personal needs, such as alcohol. The women were embarrassed to point this out to the whole community, but it seems that a redistribution of income within the family might help to solve the problem of nutrition.

An historical profile given by the older men and women revealed fascinating insights into the history of the community from the year 1920. The area has been plagued by increasingly frequent droughts and floods, each with its own tragic name. The older women discussed changes in child feeding practices over time, which were mainly negative. There is a shortage of fats and oils in their diet and in the crops grown. In the past, women would roast and grind melon seeds to put in soups, but this is no longer done. There was a belief that breast feeding has declined because women have heavier workloads. In a neighbouring community, older women constructed diagrams of their daily routine which suggested that they work a 17



A Livelihood Analysis diagram, showing the flow of resources into the household; Embu District, Kenya

hour day compared to 11 hours for men.

In a flow chart on the causes of good and poor nutrition, the young women made their perceptions graphically clear. They perceived that severely malnourished children come from poor homes with social problems, such as a husband who drinks alcohol, is not a Christian and believes in spiritual causes and cures for malnutrition. In fact, this is commonly the background of children who stay in the Family Life Training Centres. This type of severe wasting is different from the stunting which affects 45% of children in the area and is linked to general poverty.

Venn diagrams were used to show institutions and groups that are important to the community and the

'Why is the need to prioritise the convenience of the community so often not translated into practice?'

degree of interaction between them. The diagram made during the needs assessment showed that important sectors such as water and sanitation had very little contact with the community. As one of the key aims of the project is to promote intersectoral collaboration, this diagram can be used in evaluation. A neighbouring community said that the pattern had already changed.

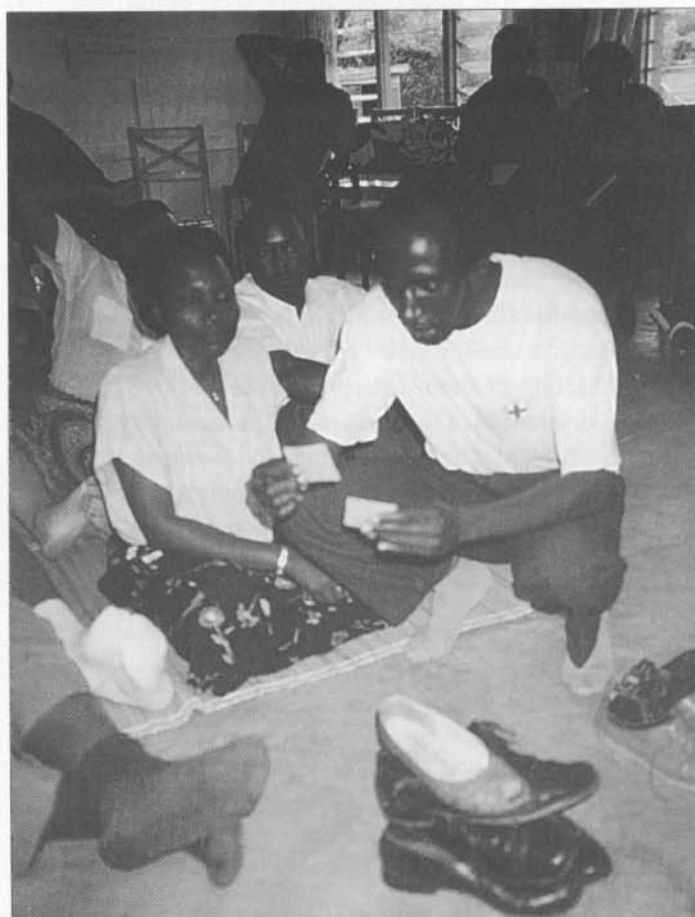
There were several challenges for us as trainers. Firstly, we were trying to achieve at least two goals - to train participants so that they could facilitate PLA in their work and to begin the process of project planning with the community for real. This was important because it would be unethical to 'practice' PLA with the community and raise expectations without a continuing project. In the classroom we also used PLA problem-solving methods to explore some strategic issues that the project was addressing, for example, how to encourage marginalised people and men to participate in planning meetings and how to enable impoverished communities to improve their situation without material inputs.

Another challenge was helping participants to select, adapt and design PLA methods in a flexible and creative way according to the group, location and topic, rather than expecting a 'blueprint' of standardised methods to be

used in a given sequence. It is difficult for people who are used to questionnaires to feel comfortable with a research method based on cumulative learning which uses a sequence of methods designed as you go along on the basis of what has already been learned. There was not enough time to triangulate the information adequately to increase its validity.

In terms of the community, the vast majority of those attending were women. We were told that there are now too many meetings, all the agencies want 'participation' and it wastes time. For this reason the men send the women along, leaving them to 'more important business.' This problem was exacerbated because the rains had started and people urgently needed to farm. Why is knowledge of seasonality calendars and the need to prioritise the convenience of the community so often not translated into practice? The importance of transparency in terms of the goals of the project and what all parties can be expected to contribute was a key issue. People will commit time to meetings if they believe that at the end of the day they will gain something worthwhile. PLA can easily be seen as 'children's games' if it boils down to little else than just mulling over more problems.

We are trying to do better next time; we have postponed our planned visit from December 1997 to March 1998 to run the second module, when the men at least will have more free time to join us.



Participants carrying out a well-being ranking exercise to determine where individual households stand on the well-being scale. Piles of shoes were used as indicators of wealth

EID Special Lecture Series

Health Promotion in Our Schools

Hugh Hawes

In April 1997, Hugh Hawes, Trustee and former Director of the Child-to-Child Trust, presented the last in the 1996/97 EID special lecture series, organised to coincide with the launch of his new book, *Health Promotion in Our Schools: Schools as Examples of Good Health, Children as Partners in Health Promotion*. He described the three fundamental doctrines outlined in the book and explained the four basic components of health promotion, namely a healthy environment, health services, health education and health management.

The three convictions emphasised in the book are (i) school health is a priority area which should be included as part of the curriculum for elementary schools; (ii) health is more profound than mere hygiene, incorporating many areas such as mental, emotional and environmental health. Health is linked with developing the skills to cope with life and to take wise decisions which will affect our future well-being; and (iii) schools (which includes teachers, children and parents) have a responsibility to spread ideas about health and health practices in their communities. Children in particular play a key role in the dissemination of this information.

When Child-to-Child published *Children for Health* with UNICEF in 1993, the prospect of asking children to discuss and choose priorities and to take new ideas from and into the community was new and as such was considered to be too risky for many officials and teachers. So many of them interpreted the book in the traditional, dry and safe manner, using narrow definitions of health and didactic approaches to dissemination. In contrast, the new book emphasises concepts which are rich and developmental and are therefore able to 'fire up' children, teachers and parents alike to enable them to gradually bring about social change.

Mr Hawes elaborated upon the four basic components of health, as proposed in *Health Promotion in Our Schools*. The first, a healthy environment, includes well-being and safety from violence and exploitation. Once children are given real, rather than token responsibilities for their school environment, the school not only becomes a healthier place, but the children also

become more caring and more responsible. The second component, the availability of health services, considers that there is more that a school can do for itself than can be done for it by outsiders. For example, a school is better placed to recognise common signs of physical illness and signs of disability than is an external organisation. The third component, health education, is seen to permeate all aspects of teaching and learning in school. In addition, activities both inside and outside of the classroom and between and within the school and community are seen to be part of the process of health education, as learning and doing are closely linked. We learn concepts, relate them to our own reality, discuss appropriate actions and how far they have worked and then try again. Finally, the management of health promotion should involve planners at both the national and local level, to look at school health promotion as one integrated policy and not as a series of separate issues.

The structured and fascinating lecture was followed by a thoughtful and vivid panel discussion. Peter Poore, Senior Health Advisor of Save the Children Fund UK, raised the matter of delivering all of these new ideas to remote and traditional societies, pointing out that behavioural change is a long, gradual and patient process. Dr Cream Wright, Head of the Education Department of the Commonwealth Secretariat applauded the book's main features - practicality, usability and readability. Many other questions and comments issued from the floor, concerning spiritual health, the notion of schooling, concepts of childhood and education in emergencies.

The participants enjoyed the inspiring lecture and the lively discussion on the new concepts of health promotion in schools and many of us were lastingly encouraged by Mr Hawes' infectious enthusiasm for what is a truly participatory approach to children and their unavoidable role in their own future.

Mayumi Nishihara
EID Doctoral Student

EID Special Lecture Series

Education and Society in Contemporary India Professor Krishna Kumar

Professor Krishna Kumar, from the University of Delhi, delivered the first of the EID Special Lecture Series in the 1997/98 session. We were presented with a very lucid picture of the complexities of the Indian educational system. Special emphasis was placed on the tension between the residual colonial effects on the educational system and the drive towards self-reliance. The important role of education in economic growth was also discussed. Professor Kumar talked generally about Narasimha Rao's structural adjustment programme, which leaned heavily towards "rural face-lifting" and involved consistent efforts to engage people in cooperative activities. He also assessed the importance of education in holding India together as a nation-state composed of multiple ethnic and linguistic groups.

To achieve the new economic order, Professor Kumar detailed three possible scenarios. In the first, the 'scenario of success', economic growth would generate wealth which would trickle down to the grassroots level. By way of this process, the successes enjoyed by the elite would reach the poor by degrees. In the second scenario, the 'scenario of failure', the State will exhaust itself through the provision of sustained protection to the wealthy. It was argued that this will lead to a major economic catastrophe, bringing about an uncontrollable rise in poverty. In the third, the liberal model, there would be significant privatisation and "all social turmoil will find democratic expression."

All of the above scenarios were then rejected because, according to Professor Kumar, in the above

contexts, education would not be a good predictor of the future. The outcomes would differ greatly from the aims. If education had to be a vehicle in all of the above, then as a usually sluggish subsystem, it would definitely not respond. He highlighted the alarming drop-out rates in primary Indian institutions. He also identified the propensity of educated people to migrate to more developed areas and the shift away from the welfare state as real problems that will have to be addressed soon if economic growth is to be a success.

The Indian national intelligentsia was fed on the European approach to education, which ultimately helped to liberate India. The example of Mahatma Gandhi comes immediately to mind. During the present-day internal conflicts, it is that very same intelligentsia which is holding India together as a State and it is this, Professor Kumar argued, which demonstrates the importance of higher education in the making and maintenance of the Nation State.

Professor Kumar responded to questions from the floor with a lot of wit. The lecture provided a number of interesting insights into the way contemporary India is attempting to consolidate the welfare of its society through education. Indeed, issues never previously guessed at came to the fore. The lecture provided a good break from pure theory and we had the opportunity to hear about some of the more practical aspects of development.

Sushita Gokool Ramdoo
EID MA Student, 1997/98

EID Special Lecture Series

Education and Development in Asia: The UNESCO Perspective Dr. Victor Ordonez

Victor Ordonez, Director of UNESCO's Principle Regional Office of Asia and the Pacific (PROAP) presented the second in the EID special lecture series, 1997/98. His analytical and inspiring visual presentation consisted of 3 parts; (i) the context of education in Asia, (ii) UNESCO's 1996-2000 strategy, and (iii) a review of the progress of the Education for All programme.

Asia holds 63 per cent of the world's population and currently exhibits rapid economic development in conjunction with great disparities in wealth, opportunity and empowerment. As "the future is not what it used to be" (Ogden Nash), there is a pressing need to redefine education for the 21st century. The Delors Commission proposes four pillars of education: learning to know, learning to do, learning to be and learning to live together. In recent years fewer people have seemed to follow the linear path of learning, working and retiring. Rather, many of us continuously repeat these periods and even experience them simultaneously throughout our lifetime. Education needs to respond to these changes to accommodate the emerging process of lifelong learning. It is also critical that the tensions of a global society are balanced, so that individual development does not replace social cohesion, internationalism does not obliterate community identities and industrialised modernity does not take precedence over local cultures.

UNESCO has four major programmes; (i) education, (ii) science, (iii) culture and (iv) communication. These four programmes complement each other in achieving development and in cultivating a 'culture of peace', because without peace, there can be no development. Thus UNESCO is promoting trans-disciplinary programmes which address peace, human rights, democracy, cultural

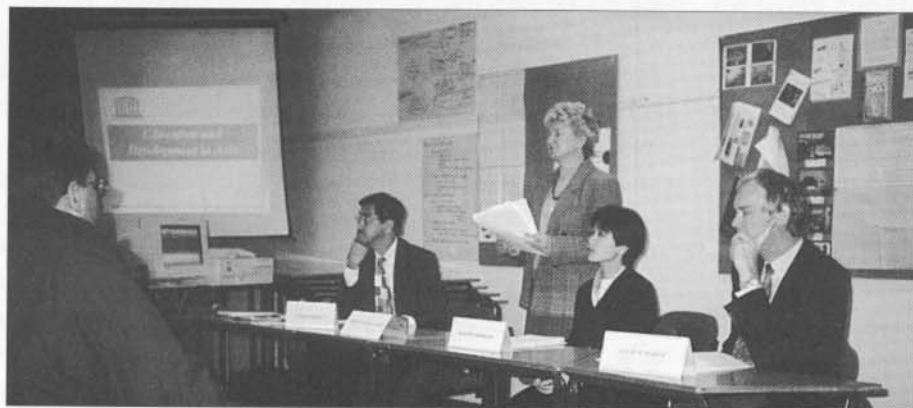
pluralism and post-conflict peace building. As for education, the continuing tasks are to improve quality and relevance and to reach the unreached, most disadvantaged populations, such as girls and women, those with special needs and refugees. Another strategy in the Education for All programme is the focus on nine populous developing countries.

Dr. Ordonez' comprehensive and structured presentation was followed by a panel discussion. The first panelist, David Wardrop, Convenor of the UK UNESCO forum, described the history of the UK's withdrawal from and recent rejoining of UNESCO and the overall role of the forum. He also raised the issues of girls' education and UNESCO's diversified programmes. As the other panelist and a former UNESCO staff member, I proposed four points in need of attention; (i) interdisciplinary approaches and their implications, (ii) replication of successes and issues of scaling-up, (iii) donor coordination, and (iv) the relationship between research and educational projects in the field. Dr. Ordonez described the Jinlin project in China as a successful example of scaling-up and the role of national governments in donor coordination.

It was a lively discussion with many questions and comments from the floor, some of which focused on the impact of girls' education on health, qualitative evaluation, education for special needs and literacy.

The lecture room was filled to bursting point with an enthusiastic audience who thoroughly enjoyed the excellent lecture and vivid discussion of UNESCO's strategies for promoting a more peaceful and democratic world in the 21st century.

Mayumi Nishihara
EID Doctoral Student



The panel at the 2nd lecture in the 1997/98 EID Special Lecture Series. From left to right: Victor Ordonez, PROAP; Angela Little, IoE; Mayumi Nishihara, IoE Research Student and David Wardrop, UK UNESCO forum

Research Work in Progress

Letters from the Field

The Influence of Assessment on Learning in Chinese Junior Secondary Schools

Greetings from Beijing! I am based here for the period of my field work, researching the influence of assessment on learning in junior secondary schools. My study focuses on assessment in year nine, i.e. the final year of junior secondary school. In China, it is the outcome of this assessment which determines the educational future of pupils, dictating whether they continue with their formal education or embark on a programme of vocational and technical training.

There have been recent attempts to reform the 'exam-centred' school education system and to expand the subject coverage of teaching and learning. Against this background, reforms are being made to year nine assessment which will combine the mid-term graduation tests with the written entrance exam for senior secondary schools at the end of the year. Such developments are evident in the policies currently being implemented in Beijing to integrate subject graduation exams into the year nine assessment.

The purpose of my research is to examine how this newly structured assessment influences the learning of school pupils. For example, is this assessment facilitating or inhibiting pupils' 'all-round' training and learning in terms of moral, academic and physical qualities? All of these factors are identified as priorities in the current reform of the school education system. My research also aims to discuss what measures could be introduced to promote the positive effects or overcome any negative influences of this assessment.

Without a comprehensive understanding of the current school culture, the research risks losing contact with reality, thus making it difficult to design a feasible plan and workable research questions. In order to maintain the necessary grounding, I have been carrying out informal interviews, observations and questionnaire surveys with year nine pupils in three schools, including ordinary and 'key-point' schools. From the initial findings, it seems common that pupils devote almost all of their time to exam preparation. As pupils themselves have said, "Every minute and every second we are fighting to pass exams [so that we can] enter better senior secondary schools. Even when we are having meals, we are thinking of unsolved questions from the lessons."

What learning outcomes do schools, teachers and parents expect? Pupils tell me, "The school wants us to do better in the year nine assessment than graduates from previous years, to achieve higher average marks and attain higher mark goals. At home we hear almost the same requirements from our parents...All they care about is how many marks we have achieved in the different exams..." Pupils explain, "...if we did not do well in exams, the educational authorities will blame the school and the teachers and we will have greater pressure [put upon us]."

'One pupil told me that all of their conversations with teachers, parents and classmates focus on only one topic – progressing to a good senior secondary school and then on to university.'

One pupil told me that all of their conversations with teachers, parents and classmates focus on only one topic – performing well in the year nine assessment, progressing to a good senior secondary school and then on to university. When students attempt to spend some free time away from their studies, their teachers and parents warn them of their impending failure. A feeling of isolation is not uncommon. As one student told me, "I feel that I and other students are very far away from the world outside of school."

Pupils are weary of learning; "The lessons are very repetitive. The tests are always the same...It is really boring to be in school," although the need to obtain a good education for a better job and a better life is still firmly



understood. A commonly expressed sentiment is that if they do not work hard, pupils know that they will not be able to enter a good senior school. The implications of this are clear to the students; "Teachers and parents always say to me, 'if you cannot enter a better senior secondary school, it would be a dream to become a manager.' If your exam marks are not good enough, you cannot

'Pupils have very strong opinions of the current school education system. They want to be able to participate in non-academic activities.'

go to senior secondary school. If you cannot do this, it is difficult to enter university. If you are not a university graduate, you will not find a better job and will not have

a better life. It is a cruel cycle and no one can change it."

Pupils have very strong opinions of the current school education system. They want to be able to participate in non-academic activities. Several students expressed an interest in developing their problem-solving abilities and in being given the opportunity to do more physical exercise. It is believed that only by introducing aspects such as these could it be possible to promote 'all-round' development. If this were to occur, there might be a move away from judging a person's ability only on the basis of their exam results.

The next stage of my research aims to target the teachers and parents of those pupils whom I have interviewed, as well as the local educational authorities. I also plan to take part in the relevant research organised by the Chinese Academy of Social Sciences (CASS) and by other national research institutes. Data from these sources will be used to validate the information I have so far gathered and to examine whether the problems I have encountered in individual schools are representative of the larger school population.

Xiao Peng Li
EID Doctoral Student

Staff Activities, 1997

In addition to their teaching commitments and research work, EID staff also undertake a range of activities outside of the Institute.

Sheila Aikman

- Awarded a Spencer Postdoctoral Fellowship which will involve, part time over two years, library based research and fieldwork in South America on the conceptualisation and development of programmes in intercultural education for indigenous peoples.
- Consultancy for the Dutch Government and the Ministry of Education, Mozambique, to deliver IoE support to the Osuwela Primary Teacher Education project.

- Lead consultant on an initial investigative visit to the Mozambique Ministry of Education Osuwela project for the decentralisation of primary education.
- Consultant for DANIDA, carrying out a feasibility study for the Integrated Adult Education Project in the Altiplano region, Bolivia.
- Consultant for IWGIA, carrying out an evaluation report on a Non-formal Education and Development project in the south-east Amazon region, Peru.

- Advisor to Foro Educativo, Lima, on Education Reform in Primary Schools.
- DANIDA consultancy, carrying out an evaluation report on an Intercultural and Bilingual Education Programme in the Oriente, Chaco and Amazonia, Bolivia.
- Participated in a networking trip to Thailand with the Karen School programme for the International Work Group for Indigenous Affairs in Northern Thailand.
- Networking trip with an Aboriginal organisation in Sydney and Alice Springs for the International Work Group for Indigenous Affairs.
- Presented a paper as part of a series on Education, Conflict and Ethnicity, at the Institute of Social Anthropology, Oxford University.
- Presented a paper in Tanzania on Bridging the Gap between Traditional and Western Medicine through Intercultural Education.

Roy Carr-Hill

- Part of a Homerton team designing a participatory evaluation system for the British Council in Andhra Pradesh (Southern India), including visits in November 1996 and February 1997.
- Completed evaluation of four projects in Higher Education; published as monograph by SIDA.
- Won contract from the Scottish Office to identify factors associated with needs for children's services; report completed.
- Designed research project with ODA (now DFID) to examine the relative performance of students in the Anglophone and Francophone systems in Vanuatu. Visited Vanuatu in May and October, together with Aletta Grisay of Université de Liège, to design questionnaires and test instruments in both languages at two levels.
- Contract with ODA (now DFID) to examine the relevance of performance indicators in the management and implementation of projects in DFID programme countries.

- Visited Nairobi and neighbouring schools in August to report for the British Council on operational research in SPRED I and to assess prospects for SPRED II.

Gill Gordon

- Co-trainer in a workshop held in Sri Lanka for Family Planning Associations in the South Asia region. The workshop was aimed at integrating sexual and reproductive health concerns into family planning programmes, with a focus on participatory approaches, counselling, STI (sexually transmitted infections) and HIV.
- Trained staff from 14 CBOs (community-based organisations) and NGOs in Northern Ghana to adapt and use the Stepping Stones training package in communication and relationship skills and HIV.
- Trained community-based family planning workers in Zambia in participatory needs assessment using Participatory Learning and Action methods and in implementing Stepping Stones. Produced a simplified local version of Stepping Stones.
- Co-director/trainer with Pat Pridmore in a course on participatory approaches to reproductive health and nutrition for staff in a DANIDA funded community based nutrition project, Kenya.
- Co-director/trainer on international course on Stepping Stones, Charney Manor, Oxford.
- Co-trainer on an HIV/AIDS awareness course for Plan International, UK.

Angela Little

- Team leader for the design of the Sri Lankan Ministry of Education and Higher Education Master Plan for Primary Education, supported by ODA (now DFID). During 1997, the stages included (i) the inception mission; (ii) designing and commissioning research studies; (iii) orientation of national and provincial staff; (iv) a National Conference on Primary Education, and (v) a review of research and planning studies.
- "Globalising Assessment" conference, International Centre for Research on Assessment; organiser of



symposium "The Diploma Disease: Twenty Years On", July 3-5.

- Editorial board member of *Comparative Education and Assessment in Education: Principles, Policy and Practice*; member of the advisory boards for *International Journal of Educational Development* and *Journal of Educational Planning and Administration*.
- Member of the Overseas Development Council and the Institute of Commonwealth Studies.
- Presented a paper, "Locating the forces for educational change in time and space: the case of education in the plantations of Sri Lanka, 1840-1997", at the fourth UKFIET Conference on Education and Geopolitical Change, New College, Oxford, Sept 11-15.
- Secured a World Bank-funded Link Institution contract with Teacher Education Institutes in Sri Lanka. Initial programme discussions have focused on the Teacher Education and Teacher Deployment Project organised by the Ministry of Education and Higher Education, Sri Lanka.

- Facilitated a Training for Trainers workshop for surgeons as part of a consultancy for the Royal College of Surgeons.
- Member of the organising group for an international workshop on Children's Participation in Research and Programming.
- Co-facilitated a workshop for Fulani teacher trainers as part of a consultancy for the International Extension College, Cambridge.
- Produced a manual for the Child-to-Child Trust on the training of implementors.
- Co-directed a short course on Planning Health through Schooling for senior ranking personnel.
- Facilitated a workshop for medical doctors from Bangladesh on Quality Improvements in Health and Delivery.
- Attended a conference on Contextualisation of Teaching and Learning at Reading University.

Pat Pridmore

- Visited Kenya in October 1997 as part of a consultancy for DANIDA, to co-facilitate a training workshop on Participatory Approaches to Nutrition and Sexual Health.

Abby Riddell

- Consultancy for Education Quality Measurement Unit, Ministry of Education, Lima, Peru, to advise a team on the use of performance achievement tests as part of school effectiveness research for quality improvement.



The EID group

From left to right; back row: Professor Lalage Bown, Dr Elwyn Thomas, Andrea Critcher, Jane Crinnion, Dr Pat Pridmore, Dr Sheila Aikman.

Front row: Dr Elaine Unterhalter, Professor Angela Little, Dr Chris Williams, Professor Paul Fordham

- As Associate Director of ISEIC, negotiated a joint conference with the World Bank on School Effectiveness and School Improvement in Developing Countries; to take place in Washington D.C in October/November 1998.
- Consultancy for Basic Skills Agency, London, on programme evaluation.
- Presented parts of a monograph on Educational Reform in Developing Countries to the Comparative and International Education Society meeting, Mexico, March 1997 and the Oxford International Conference, September 1997. (Monograph written for the OECD Development Centre, Paris).
- Consultancy for the Overseas Development Administration (now Department for International Development), in South Africa.
- Contracted to research and write a case study on Performance Indicators in Education in South Africa and subsequently to revise and edit a book on education performance indicators.

Elwyn Thomas

- Coordinated the Institute of Education-Mahidol University link.
- Presented seminars and lectures on Education and Development for the MEd international programme based at Salaya Campus, Bangkok, Thailand.
- Presented a paper on cross-cultural research on values at the Institute of Education Conference on Values and the Curriculum.
- External examinerships for PhD degrees at the Universities of Sussex, Reading, West Indies and The Open University
- Presented a paper on Asian values under scrutiny: myths or models at the UKFIET conference on Geopolitical Change and Education, Oxford, September 11-15.
- Organised the first of a series of workshops for Thai academics and administrators in Bangkok on Quality Assurance and Quality Control in Postgraduate Education.
- Represented the Institute of Education at the 1997 British Higher Education Exhibition, Bangkok.
- Visited MoE Curriculum Development Centre, Teacher Education Department and Inspection Unit, Kuala Lumpur, Malaysia for discussions on future training collaborations.
- Visited DISTEC College, Penang, Malaysia, to examine their twinning programmes with Australian and British universities.
- Visited Nanyang Technological University/ National Institute of Education, Singapore, for discussions on research collaboration and possible link-ups with an EdD programme.

Elaine Unterhalter

- Researched the literature on the Orientation Programmes for International Students for a publication commissioned by UKCOSA (UK Committee on Overseas Student Affairs). Presented the findings from the research at the UKCOSA conference at the University of Durham in July, 1997.
- Presented papers on Gender and the National Qualifications Framework at a conference at the University of Warwick, and in Johannesburg, at a conference organised by the Educational Policy Unit, University of Witwatersrand and the Centre for Educational Policy Development. Research for the papers was carried out with the Education Policy Unit at the University of the Witwatersrand.
- Spoke on Gender and Citizenship in South Africa at a British Council International Seminar on Gender and Democracy, University of Warwick.
- Gave a paper at the Women's Studies International Network Conference on Gender, Policy and Politics, London on Gendered Diasporas, which looked at South African women's experience of exile.
- Ran a seminar with Jane Kenway of Deakin University at the Education Faculty at Witwatersrand on Globalisation and Feminist Perspectives on Change in Higher Education.
- Addressed the South African Education Group, London, on changes in Education in South Africa.

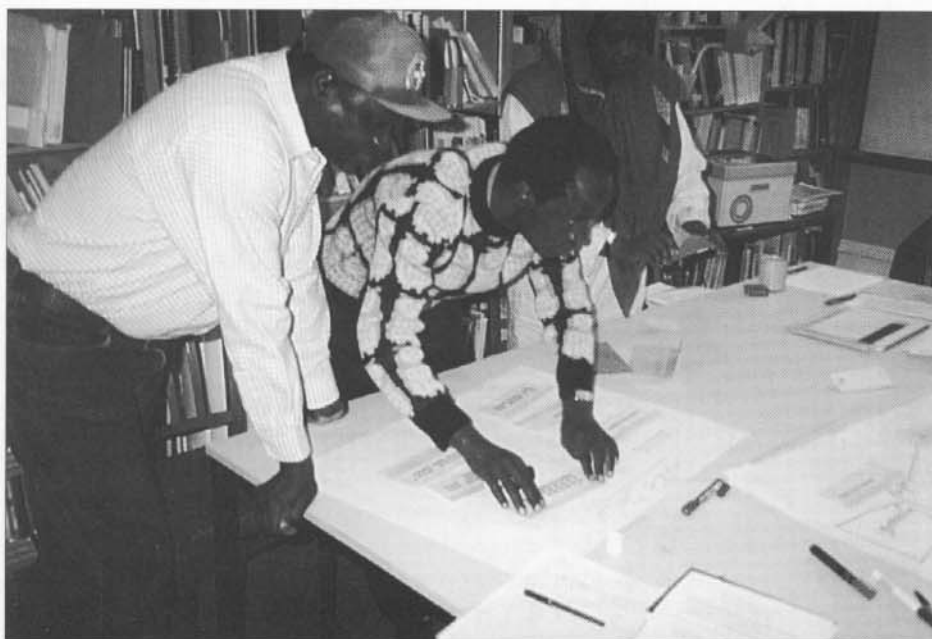
- Co-opted as a member of the Africa Committee by the Joseph Rowntree Charitable Trust.
- Organised a meeting to put together a response to DFID's White Paper, Eliminating World Poverty. Coordinating the writing-up of responses.
- Chaired an International Conference on AIDS, Law and Humanity, Indian Law Institute, Delhi. Carried out ESRC fieldwork in Calcutta and Bihar.
- Advisor to the ESRC on the EC Fifth Framework Programme, "Environment and Health".

Chris Williams

- Presented the key-note papers at the Fourth Balkan Summer School of Social Work (street children) in Turkey, with participants from Romania, Bulgaria, Greece, Macedonia and Yugoslavia, September 1997.
- Member of the Scientific Committee for the "Children in Cities" conference, Oslo, Norwegian Centre for Child Research/Childwatch/UNICEF, June 1996.
- Participated in the Home Office working group on Vulnerable or Intimidated Witnesses.
- Advised on Publications from the Rockefeller Project for the Planetary Interest, Parliamentarians for Global Action (UN), Sweden.
- Member of the Honorary Editorial Advisory Board of the *Encyclopaedia of Life Support Systems*.

Nigerian Fulani Nomadic Teacher Education Project, IoE - International Extension College, Cambridge

- Sheila Aikman, Pat Pridmore and Elaine Unterhalter provided input into this innovative project through a teacher education course run by the International Extension College, Cambridge. The project arises out of the problem that most teachers trained to teach in nomadic primary schools have, to date, been settled Fulani, who have often not succeeded in living and working with the nomadic Fulani for long. The project aims to recruit young people aged between twelve and eighteen from the nomadic communities and train them as teachers, with the intention that they will remain in their communities and provide continuous access to education, even when their families are mobile.



Understanding the Child-to-Child Methodology as part of the Fulani Nomadic Teacher Education Project, International Extension College, Cambridge

Staff Publications, 1996-1998

Sheila Aikman

forthcoming in 1998

Intercultural Education and Literacy: An Ethnographic Study of Arakmbut Education, John Benjamins, Amsterdam.

"Alternative Development and Education: Economic Interests and Cultural Practices in the Amazon", in Leach, F. & Little, A., (eds.) *Education, Culture and Economics: Dilemmas for Development*, Garland Press, New York.

"Higher Education as a Collective Resource for the Harakmbut of Amazonian Peru", in Teasdale, R.W., (ed.) *Local Knowledge and Wisdom in Higher Education*.

"Schooling and Development: Eroding Amazon Women's Knowledge and Diversity", in Heward, C. & Bunarwee, S., (eds.) *Gender, Education and Development*, Zed Press, London.

"Developing an Intercultural Approach to Health and Education", in Proceedings of the 50th Postgraduate Seminar, Kilimanjaro Christian Medical Centre, Tanzania, on Bridging the Gap between Traditional and Western Medicine, Moshi, 1-3 October, 1997.

1997

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

"Interculturality and Intercultural Education: A Challenge for Democracy", in *International Review of Education*, special issue, Vol. 43, Nos. 5-6, pp.1-18.

1996

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

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

Roy Carr-Hill

forthcoming in 1998

"International Health in Europe", in Gundera, J. & Jacobs, S., (eds.) *Interculturalism in Europe: Cultural Diversity and Social Policy in the European Union*, Ashgate, Abingdon.

1997

"The Cost of Adult Literacy", presented to CONFINTEA V, Hamburg, Germany.

"Égalité d'Opportunité, Équité d'Accès, et ses Résultats: Les Discussions autour de la Santé et leur Eventuel Portée au Niveau de l'Éducation", seminar sur l'Équité en Europe à Rennes, 13-15 Novembre.

Programas de Apoio ao Ensino Superior, apoiada pela ASDI em Mozambique, SIDA Evaluation, 30/97 (with Flavell, R., Bishop, A., Gundera, R., Alberto, A. & Shotten, J.).

"Basic Education", in *International Encyclopaedia of the Sociology of Education*, Pergamon Press.

Performance Indicators for Educational Aid Programmes, ODA Research Series (with Hopkins, M. & Riddell, A.).

1996

Lost Opportunities: English Language Needs of Minority Groups, Basic Skills Agency, (joint ed. 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.).

Gill Gordon

forthcoming in 1998

Small is Brilliant: Children's Participation in Research and Programming, Intermediate Technology, London (co-editor with Johnson V., Ivan-Smith E., Scott-Villiers, P. & Pridmore, P.).

Looking Forward to Tomorrow, (prov. title), Macmillan, Basingstoke.

1997

Participatory Approaches to the Use of Drama in Sexual and Reproductive Health Programmes, PLA Notes 29.

→

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.

Angela Little

forthcoming in 1998

Labouring to Learn: Towards a Political Economy of Education and Plantations in Sri Lanka, Basingstoke, Macmillan.

Education, Cultures and Economics: Dilemmas for Development, Garland Press, New York (joint ed. with Leach, F.).

"Development and Education: Cultural and Economic Analysis", in *Education, Cultures and Economics: Dilemmas for Development*, Garland Press, New York (joint ed. with Leach, F.).

1997

The Diploma Disease: Twenty Years On, (ed.) Special Issue of *Assessment in Education: Principles, Policy and Practice*, Vol. 4, No. 1.

"The Diploma Disease Twenty Years On: An Introduction", in *Assessment in Education: Principles, Policy and Practice*, Vol. 4, No. 1, pp.5-21.

"The Value of Examination Success in Sri Lanka, 1971-1996: The Effects of Ethnicity, Political Patronage and Youth Insurgency", in *Assessment in Education: Principles, Policy and Practice*, Vol. 4, No. 1, pp.67-86.

Education in Zanzibar: Classrooms, Quality and Costs, Education Division Documents No.4, Department for Democracy and Social Development, Stockholm (with Dotto, L. & Luwongo, T.).

The Qualification Chase, BBC-Open University Documentary Film, Milton Keynes, UK (OUEE, 12 Cofferridge Close, Stony Stratford, Milton Keynes, UK).

1996

Assessment in Transition: Learning, Monitoring and Selection in International Perspective, Pergamon Press, Oxford, (joint ed. 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. & 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).

Pat Pridmore

forthcoming in 1998

Children as Partners in Health: A Critical Analysis of the Child-to-Child Approach, Zed Books, London (with Stephens, D.).

Small is Brilliant: Children's Participation in Research and Programming, Intermediate Technology, London (co-editor with Johnson V., Ivan-Smith E., Scott-Villiers, P. & Gordon G.).

"Cultural Relativity: Attitudes and Perceptions", in *Small is Brilliant: Children's Participation in Research and Programming* (op.cit.) (with Stephens, D., Otaala, B., Harrison, K., Obeng, C., Hasalet, S. & Carnegie, R.).

"Children's Participation in Situations of Crisis", in *Small is Brilliant: Children's Participation in Research and Programming* (op.cit.) (with Coomaraswami, P., Dejanovic, V. & Otaala, B.).



"Children's Participation in Research and Programme Development for School Health", proceedings of the XVI World Conference on Health Education and Health Promotion.

1997

"Exploring Children's Perceptions of Health: Does Drawing Really Break Down Barriers?", in *Health Education Journal*, Vol. 56, pp.219-230 (with Lansdown, R.).

"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.).

Participatory Approaches to Nutrition and Sexual Health: Module 1, Participatory Learning and Action (PLA), Training Manual, Danida, Nairobi (with Gordon, G.).

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*, London, Cassells, pp.24-44.

"Visualising Health: Exploring Perceptions of Children Using the Draw-and Write Method", in *Promotion and Education - the International Journal of the Union for Health Promotion and Education*, Special issue on Participatory Research, Vol. 3, No. 4, pp.11-15.

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

Health through the School, Report of an International Workshop for the East African Region, The British Council, Manchester (with Smith, B.).

"What is Primary Health Care?", in *Partners in Primary Health Care*, Christians Aware, London, pp.1-3.

"The Child-to-Child Approach", in *Partners in Primary Health Care*, Christians Aware, London, pp.32-41.

Abby Riddell

forthcoming in 1998

"Education Performance Indicators in a New South Africa: A Progress Report", in Department for International Development, *Performance Indicators in Education*.

1997

"Reforms of the Governance of Education: Centralisation and Decentralisation", in Cummings, W.K. & McGinn, N.F., (eds.) *International Handbook of Education and Development: Preparing Schools, Students and Nations for the Twenty-first Century*, Pergamon Press, Oxford, pp.185-196.

"Evaluations of Educational Reform Projects in Developing Countries: Whose Life is it Anyway?", paper presented as basis for workshop/seminar given to education project officers of the Aga Khan Foundation.

"Assessing Designs for School Effectiveness Research and School Improvement in Developing Countries", in *Comparative Education Review*, Vol. 41, No. 2, pp.178-205.

1996

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

"India: District Primary Education Project", Third Supervision Report, World Bank, Washington D.C (with supervision team).

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*, Cassells, 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*, Cassells, 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*, Cassells, London, pp.246-259.

"Teacher Education in South East Asia: A North-South Dialogue with a Difference", in Brock, C., (ed.) *Global Perspectives in Teacher Education*, Triangle Press, Wallingford, (pp.123-151).

"Researching Values in Cross-cultural Contexts", paper presented at the conference on Values and the Curriculum, Institute of Education.

"Of Myths and Models: Asian Values under Scrutiny", paper presented at the Biennial Oxford Conference on Education and Development.

1996

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

"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.

Elaine Unterhalter

forthcoming in 1998

"Gendered Diaspora Identities: South African Women, Exile and Migration, c.1960-1995", in Ali, S., Bignell, K. & Wa Goro, W., (eds.) *Feminist Movements* (provisional title), Taylor and Francis, London.

"The Schooling of South African Girls: Stories, Statistics and Strategies", in Bunarwee, S. & Heward, C., (eds.) *Gender, Education and Development*, Zed Books, London.

"Citizenship, Difference and Education: Reflections on the South African Transition", in Werbner, P. & Yuval-Davis, N., (eds.) *Women, Citizenship and Difference*, Zed Books, London.

"Economic Rationality or Social Justice? Gender, the National Qualifications Framework and Educational Reform in South Africa, 1989-1996", in *Cambridge Journal of Education*, Special Edition on South Africa.

1997

Making the Adjustment: Orientation Programmes for International Students, UKCOSA, London (with Green, D.).

"Listening to Silence: A View from the Margin", in Hamand, J. & Lambert, D., (eds.) *Exploring the Role of Educational Studies: Perspectives from the Academic Board*, Institute of Education, Academic Board Occasional Paper No. 1, pp.26-29.

"Comment" in Malan, R., (ed.) *English Alive*, South African Council for English Education, Cape Town, pp.15-18.

"Identity, Difference and Collaboration: Changing Relationships in Higher Education between Britain and South Africa", in Marks, S., (ed.) *Changing Higher Education in South Africa*, Canon Collins Education Trust for Southern Africa, London.

"Gender, Education and the Transition to Democracy: Research, Theory and Policy in South Africa c.1980 - 1996", in *Women's Studies Quarterly*, Vol. 26, Nos. 1 & 2, (with Chisholm, L.).

Report on RESA (Research on Education in Southern Africa, 1993-1996), Institute of Education, University of London.

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).

Report on the Education Policy Unit, University of the Witwatersrand, commissioned by the Deputy Registrar, Research, University of the Witwatersrand, Johannesburg.

Chris Williams

forthcoming in 1998

Terminus Brain: The Environmental Threats to Human Intelligence, Cassells, London.



1997

"The Environmental Causes of Developmental Disability: A Victim's Perspective", in Nayak, K., (ed.) *Shaping the Future by Law: Children, Environment and Human Health*, Indian Law Institute, New Delhi, pp.223-244.

"Environmental Victims: Arguing the Costs", in *Environmental Values*, Vol. 6, pp.3-30.

"A Fair Hearing", in *Community Care*, [a series of six articles for a campaign on the victimisation of people with learning disabilities: 'The Scene of the Crime', 'Public Perceptions', 'Reporting Routes', 'Police Station', 'Crown Prosecution Service' and 'Law Courts'].

"Nurtural Evolution", in *New Scientist*, 10 May, No. 2081, p.57.

"Visible Victims", in *The SLD* [severe learning difficulties] *Experience*, November.

Briefings: The Environmental Threat to Human Intelligence [a selected series of project reports aimed at national and international policy-makers], ESRC; Internet: <http://www.sussex.ac.uk/Units/gec>

1996

Environmentally-mediated Intellectual Decline (EMID): A Selected Interdisciplinary Bibliography, Occasional Paper Series No. 8, Global Security Programme, University of Cambridge.

Social Justice (US Journal), Special Issue: "Environmental Victims", guest editor, Vol. 23, No. 4.

"Environment and Global Security in the Context of Developing Countries", in Nayak, R.K., (ed.) *The Environmental and Consumer Protection Foundation*, ECPFO, New Delhi, pp.129-133.

"Street Children and Abuse of Power", in *Africa Insight*, Vol. 26, No. 3, pp.221-230.

"The Environmental Threat to the Human Intellect", in *Doctors for the Environment: An International Review*, Switzerland, Vol. 1, No. 1, pp.15-18.

Pedadoggy!





INSTITUTE OF
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UNIVERSITY OF LONDON

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 1996/7, the Institute as a whole attracted 560 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 the women's movement in Taiwan, assessment in primary education in Egypt and health education promotion in Zambia (see pages 31-32).

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, as well as 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:

Home students: home.liaison@ioe.ac.uk
Overseas students: j.simson@ioe.ac.uk

Internet:

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

Research Students, 1996-1997

WORKING TITLES/SUBJECTS

Clare Bentall (UK)

The Cultural Impact of ELT Development Projects

Christopher Berry (UK)

Primary Education in the Turks and Caicos Islands

Ana Bravo (Spain)

Spanish Women Living in Britain and Adult Education

Lois Carter (UK)

Factors Inhibiting the Education of Girl Children in Rural West Africa

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

Christopher Donkin (UK)

A Case Study of the Internationalisation of Higher Learning Institutes in Malaysia

Seolasbawiatini Endang (Indonesia)

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

Eleanore Hargreaves (UK)

Assessment and Primary Education in Egypt

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)

Health Education and Promotion: The Mass Media and TB Control

Sara Kleeman (Israel)

The Impact of Providing INSET for Israeli Primary Schools: A Case Study of 'Oranim' College and Primary Schools in Northern Israel

Miwa Kurihara (Japan)

Hospital (terminal) Care for Children with Advanced Stage Diseases in Multi-cultural/Multi-racial Societies

Peter Laugharn (USA)

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

Xiao-Peng Li (China)

Assessment in Junior Secondary Schools in China

Merle Mindel (South Africa)

A History of Medical Education in South Africa

Aweys Omar Mohamoud (Somalia)

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

Fred Murphy (UK)

The Origin, Maintenance and Significance of Religious Beliefs among Hong Kong Teachers

Mayumi Nishihara (Japan)

Health Education Promotion through the Child-to-Child Approach

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 Models appropriate to Tanzania and Hong Kong for Maximum Efficiency in Provision of Access to Education with minimum use of Resources

Uwe Schulz (Germany)

The Reconstruction of School Governance in the South African School System

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

Successful Research Students 1996-1997

TITLES OF THESES

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

Pat Pridmore (UK)

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

Khalid Humala Shaheen (Pakistan)

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

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



*EID Research Students and Staff
Back row (left to right): Lois Carter,
Seolasbawiatini Endang, Sarsani Reddy,
Felicity Rawlings, Mayumi Nishihara, Chris
Donkin, Dr Elwyn Thomas.
Front row: Dilbahar Tawakkul, Professor
Angela Little, Eleanore Hargreaves and
Andrea Critcher.*



INSTITUTE OF
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MASTERS DEGREES

The Masters programme in Education and International Development is an advanced degree programme for people working in formal and non-formal education in and with developing countries.

Students enrolled on the programme may choose to follow one of three routes. The routes lead to different degrees:

MA Education and International Development

MA Education, Gender and International Development

MA Education and International Development: Health Promotion

Programme Aims

The aims of the programme as a whole are to:

- provide students with a background in the international literature on education and international development, focusing on key theoretical debates and major contemporary issues;
- develop critical reflection on the role of education and learning in the development process;
- encourage, through independent research, the investigation of an issue of practical, policy or theoretical relevance to a student's particular context and chosen professional area.

Structuring your Degree

All students enrolled for degrees on the programme must take the core module, Education and International Development: Concepts, Theories and Issues, taught in the Autumn term. Students taking the general Education and International Development degree must choose an additional core module from the following:

- Learning and Teaching in Developing Countries
- Distance Education
- Women, Education and Development
- Health Promotion and Practice in the Context of Development
- Educational Planning and Management for Development
- Curriculum and Teacher Education in Developing Countries

Two further options must also be taken, either from the above, or from modules taught elsewhere in the Institute of Education.

Students enrolled on the Education, Gender and International Development degree are required to take the module, Women, Education and Development and have a guided option to take the Women's Studies module in Feminist Theory, plus one further option. Students taking the degree in EID: Health Promotion are required to take the following modules in addition to the core Education and International Development: Concepts, Theories and Issues: (i) Concepts and Determinants of Health and Health Promotion and (ii) Health Promotion in Practice in the Context of Developing countries. One additional option module must also be taken.



All students write a dissertation under supervision, focusing on Education and International Development. Students taking the MA in EID: Health Promotion must focus their dissertation in this area and students taking the MA Education, Gender and International Development must select a dissertation topic which deals with gender issues.

A wide range of additional courses to supplement required modules are offered by the Institute of Education, for example, in statistics, IT and writing workshops.

Courses for full-time students run for 11 months, generally from 1 October to 1 September. Specialist pre-sessional courses in English Language and Academic Literacy are offered between July and September.

Students registering for part-time study can complete within two years, but are able to take up to four years to finish their degree.

Minimum Entrance Requirements

Candidates are expected to hold a second class honours degree (or equivalent if a non-UK graduate) in Social Sciences or a related discipline. Degrees in school curriculum subjects (e.g. English, History, Maths, Science) are also acceptable.

For those wishing to enrol for the MA in EID: Health Promotion, a second class honours degree in a health related area is acceptable. (Non graduates may take the Advanced Diploma route to this MA, enrolling for two Diploma level courses in October, and transfer to the MA programme in January on achieving satisfactory grades). Students on the Advanced Diploma route complete their studies after 15 months (October-January).

In addition to degree level qualifications in the areas outlined above, 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.

Further information on the full range of opportunities and fees at the Institute of Education 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.

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

E-mail:

Home students: home.liaison@ioe.co.uk
Overseas Students: mandy.lam-hing@ioe.ac.uk

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

Successful MA Candidates 1996/97

We would like to congratulate all of our students who completed their MA in October 1997. Here are their dissertation and final report titles, some of which are shelved in the Institute of Education library.

MA Education and International Development

Torben Estermann (Denmark)

Leadership Training for Community Based Organisations in South Africa: A Case Study of the Civic Development Project (CDP) within the South African National Civic Organisation (SANCO) in the Gauteng Province of South Africa (1993-1996)

Vasilios Nitsopoulos (Greece)

The Effectiveness of Open and Distance Learning for Enhancing Primary Teachers' Skills

Elsbeth Page (UK)

In Search of Authentic Voice: An Ethnography of Aid Relationships. The RESETT Project, The Gambia, 1992-1997

MA Education and International Development: Educational Planning and Management

Hanna Kawalewale (Malawi)

Implications of Free Primary Education on Secondary Education: To what Extent Should an Expansion at the Primary Level be followed by a Corresponding Expansion at the Secondary Level whilst Maintaining Quality?

Stephen Lazaro Tsoray (Tanzania)

Towards Decentralisation of Vocational Education and Training Initiatives in Tanzania: Efficiency and Effectiveness Considerations

Farid Panjwani (Pakistan)

Beyond Enlightenment: Moving Forward in Research Utilisation

Masahiko Takizawa (Japan)

An Analysis of Secondary Science Education Reforms in Malaysia

Shigeru Yamamura (Japan)

Community Financing for Primary Education and its Impacts on Community Stakeholders in the Case of West Java, Indonesia, during the 1980s

MA Education and International Development: Curriculum Planning and Teacher Education

Torun De (UK)

Reconstructing Literacy

Kayoko Ohgata (Japan)

Science Education in Kenya: The Role of Science Teachers and the Importance of their Ability

Anna Plebani (Italy)

Non-formal Approaches to Street Children's Education: Reflecting on a Tanzanian Experience

Chinami Sekiya (Japan)

To what Extent is Formal Schooling in Kenya Compatible with the Maintenance of Maasai Cultural Practices?

MA Education and International Development: Health Promotion

Kate Harrison (UK)

Child-to-Child and PRA: Holistic and Participatory Approaches to School Health Promotion

MA Education and International Development: Distance Education

Chika Oshima (Japan)

Postgraduate Teaching Plan in the University of the Air in Japan

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Patricia Persaud (Guyana)

What Makes Effective Distance Education Materials? A Study to Assist Untrained Distance Education Writers in Guyana

Advanced Diploma in Primary Health Care Education and Development

Stephanie Sinigaglia (Italy)

Special Congratulations

We would like to apologise to Jacquie Low who was a student on our MA EID: Curriculum and Teacher Education programme between 1995/96 and whose name and dissertation title we omitted in the first issue of The EID Newsletter. Congratulations Jacquie.

Jacquie Low (UK)

Policies and Issues Related to the Role of Distance Education as a Model for Teacher Education in South Africa

MA and Advanced Diploma Students 1997 / 98

This year we welcomed our largest ever group of MA and Advanced Diploma students to EID.

Education and International Development

Veronica Aguilar Flores (Mexico)
William Allen (UK)
Ruth Bailey (UK)
Jo Bourne (UK)
Baboucar Bouy (The Gambia)
Fred Brooker (USA)
Piyal Chandrasiri (Sri Lanka)
Carol Fermor (UK)
Jacky Garba (Sierra Leone)
Sushita Gokool-Ramdoo (Mauritius)
Emma Greenaway (UK)
Mulenga Hornsby (UK)
Rachel Humphreys (UK)
Ellie Hutchinson (UK)
Peter Jones (UK)
Kumiko Kaitani (Japan)
Verne Kleinsmidt (South Africa)
Mitsuko Maeda (Japan)
Francis Owusu-Mensah (Ghana)
David Rice (UK)
Gertrude Shotte (Montserrat)
Alison Sizer (UK)

Glen Stephen (UK)
Hazel Tan (Singapore)
Christopher Thompson (USA)
Thomas Troy (UK)
Juan Vargas (Belize)
Xiao Yan (China)

Education and International Development: Health Promotion

Margaret Akpaide (Nigeria)
Hadiza Babayaro (Nigeria)
Adele Beerling (Netherlands)
Jasmine Danish (India)
Rita De-Graft (Ghana)
Patricia Foster (UK)
Ismail Hassan (Kenya)
Hilary Jones (UK)
Nicola Limburger (Germany)
Sarah Lukonge (Uganda)
Maggie Matheson (UK)
Annie McDonald (UK)
Ayesha Qayum (Pakistan)
Martina Riedel (Germany)
Clement Sakala (Zambia)

Education, Gender and International Development

Salma Baig (Pakistan)
Indira Dewan (UK)
Melanie Elkan (UK)
Rebecca Lubega-Bukulu (Uganda)
Yoshiko Maruyama (Japan)
Miriam Mutesva (Zimbabwe)

Advanced Diploma in Primary Health Care Education and Development

Lemma Jembere (Ethiopia)
Veronica Kumwenda (Malawi)
Pant Tara Dutta (India)
Thomas Kuhley (Germany)
Anne Salmi (Finland)
Janet Sam King (Sierra Leone)

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