



THE EID REVIEW



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Dear Readers

Welcome! – if reading the EID Review for the first time. And Greetings! – if a regular reader.

1998 has been another extremely busy and productive year, in which 31 students from 18 countries completed successfully their Masters degrees in Education and International Development and two students were awarded their PhD degrees from among our group of 30 research students. Congratulations to all. A further cause for celebration is that the EID MA has been granted recognition by the ESRC..

1998 has also been the year in which the largest-ever number of externally-funded research and development projects have been awarded to EID staff. New projects have started on multi-grade teaching, on globalisation, qualifications and livelihoods, on primary education management in Bangladesh, on participatory planning in Tanzania on primary education for girls from tribal and minority groups in India and on intercultural education in South America. Work on existing long term projects – on teacher education in Mozambique and Sri Lanka, on primary education planning in Sri Lanka – continues apace. The themes of partnership and participation – so central now to ‘donor’ policies – have featured prominently in our work. Several of us explore aspects of these in our articles in this review.

1998 has seen a number of new faces in the group. Chris Williams joined us as a full-time member of academic staff in January. Jane Evans and Felicity Rawlings were appointed as research officers. Kamela Usmani and Susan Kearney now staff the administrative office. Professors Lalage Bown, Paul Fordham and Kazim Bacchus worked with us as visiting fellows. Elwyn Thomas formally retired at the end of the academic year 97/8 after many years of service to the Institute, and continues to work with us on specific projects. Gill Gordon has also continued to work with us on a number of health education training projects throughout the year. And we welcome back to the group Hugh Hawes, Christine Scotchmer and David Wheeler of the Child to Child Trust, and Chris Yates of the International Extension College.

1998 was the year in which the World Congress of Comparative Education Societies met in Sub-Saharan Africa for the first time ever. Hosted jointly by the

Universities of Cape Town and the Western Cape, the conference attracted over 600 participants. It was good to meet up again with so many former Institute staff and students. An extremely welcome feature of the conference was the strong participation of colleagues from African and Latin American countries. As many of us have observed in the past, the international literature on education will only become truly international when created by an international authorship, addressing the full range of educational settings world-wide. The participants in the World Congress contributed significantly to the realisation of this vision.

Finally, 1998 has been the year in which Professor Amartya Sen of Cambridge was awarded the Nobel prize for his pioneering work in development economics. Sen’s achievement is an inspiration to all who seek to broaden and deepen the theoretical and empirical base of the mainstream social sciences, and to contribute to the improvement of the lives of the poorest. We extend our warmest congratulations to him.

We look forward to welcoming you here at the Institute in 1999. We also look forward to discussing our research papers with you at the next meeting of the UK Forum for International Education and Training to be held in Oxford in September.

Best Wishes,

Professor Angela Little



Ingenious cost-cutting methods of building a school roof – Bihar, India. For more on the project on primary education for girls from tribal and minority groups. (see page 5)

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Susan Kearney and
Kamela Usmani –
The EID Review
editorial team

Participatory Approaches to Reproductive Health and Nutrition:

Using performing arts and visual materials in Kenya

Pat Pridmore and Gill Gordon

In March we returned to Kenya to run a second two-week course on Participatory Approaches to Reproductive Health and Nutrition for a Danida-funded Community Based Nutrition Programme¹. The project staff and field workers were being trained in how to use participatory approaches so that they could work as facilitators with community groups to identify the causes of malnutrition in their communities and then develop and implement action plans to improve the situation. The course was again held at Rwika Family Life Training Center in Embu District from which we were able to return to the rural community we had worked with before on participatory needs assessment. We had been asked to run a second course to help project staff develop and use performing arts and visual materials in their programme. We were again fortunate in having an area outside the classroom with rondavels where people could develop their stories and dramas. We were privileged to work with a professional actor, Lenin Ogolla as a co-facilitator and to have an artist with us as a resource person.

The ideas which informed this course have grown out of the people’s participation and empowerment movements. These movements continue to draw inspiration from Paulo Freire’s *Pedagogy of the Oppressed* and Augusto Boal’s *Theatre of the Oppressed*, both written in the 1970s.

Our aim was to help the project staff develop materials that posed questions and problems, rather than supplying answers and solutions. Such materials could then be used to enable local people to probe, reflect and respond to issues which concern them and thereby bring about a change in their perceptions of the world and themselves as individuals within it.

The first four days were devoted to classroom activities to provide practice in using Forum Theatre. This type of theatre not only raises awareness of issues but also allows the audience to examine their attitudes towards unresolved dilemmas that reflect problems in their lives. We started with participants working in small groups and asked them to tell each other a ‘real-life’ story from their own experience which had a sad ending. Each group was then asked to choose the best of these stories and to develop a still-life tableau (snapshot) for each key point in the story. The tableaux were then brought to life as a series of role-plays that formed the basis for each scene of the drama. We then began the process again but this time we worked in one large group and focused on the problem of domestic disharmony which had already been identified by the group of village people we had worked with before. The participants developed a drama to show the problem but not the solution. The story-line is given below:

Scene 1:

Mr. Nyaga is leaving the house to sell miraa (a plant containing stimulants). His wife calls out to him that she needs to take their sick child to the clinic but the maize meal is finished. Her husband is angry. He asks her what she has done with the maize. Has she sold it or given it to her friends? Before she can answer he leaves the house slamming the door behind him. His wife turns to the audience and says how upset she is that he treats her so badly.

(Central Question for this scene: Why is it difficult for a husband and wife to sit down and talk about the household?)

Scene 2:

A neighbour enters the house to borrow money from Mr. Nyaga. He is known to be an irresponsible, lazy man. Mrs. Nyaga asks him why he thinks her husband has any money to lend him. He tells her that her husband has just earned some money from harvesting sand. Mrs. Nyaga did not know about this work and she is angry that the lazy friend has come to borrow money. She tells him that it is friends like this who ruin her husband. When Mr. Nyaga comes home she confronts him about this money and he quickly leaves the house again.

(Central questions for this scene: Why did Mr. Nyaga tell his friend about the sand harvesting but not his wife.)

To turn the drama into Forum Theatre we needed a facilitator to act as an intermediary between the audience and the actors. (The facilitator was crucial in engendering participation and the actors performed a double role as actor-educators.) The facilitator introduced the play and read out the central question for the first scene. This question was displayed on a large sheet of manila paper. After each scene the facilitator stimulated discussion by asking the audience questions, *What did you see happening in the play? Why do you think this happens?* He then invited members of the audience to come forward and interview Mr. and Mrs. Nyaga to learn more about the reasons for their domestic disharmony. This is known as 'hot-seating' the actors. The play was then run again but this time members of the audience were invited to stop the drama when they saw an opportunity to take over the role of Mrs. Nyaga and change the script to reduce disharmony in the home.

On the fifth day it was time to go back to the village and perform the drama at a community meeting. This was a challenge because we did not have enough time to rehearse the final version of the drama and the facilitator (the actor Lenin Ogolla) did not speak the local language. He spoke Swahili which was widely understood but not ideal. In the village we used a variation of Forum Theatre known as PET (Participatory Educational Theatre) in which the audience can stop the play and take over the role of any of the actors in order to find out more about the problem. A woman came forward to interview Mrs. Nyaga and asked her, *'If your maize is finished why didn't you borrow some from your neighbour to make*

dinner for your husband?' A man came forward to interview Mr. Nyaga - he asked, *'Why do you treat your wife so harshly? Why don't you tell her about your employment? Will you allow me to arrange for you and your wife to meet with the village chairman to discuss your problem?'* When the participants got back to the training center we met to receive feedback from the observer and the note-taker and to share and record all that had been learned during the day.

The second week of the course followed a similar pattern except that we only had three days in which to develop and practice using visual materials before returning to the village. Participants worked in small groups again taking issues identified by the village people. This time they developed (i) a puppet show about the lack of

'Our aim was to help the project staff develop materials that posed questions and problems'

contraceptive use (ii) pictures to illustrate a 'story-with-a-gap' about under-age pregnancy. (iii) flexiflans and flannelgraphs to illustrate a story about household food insecurity (iv) a set of picture cards on local foodstuffs for exploring how to obtain and use good mixtures of foods (iv) invisible theatre² to explore why men spend so much time playing draughts.

In the village the facilitators used the visuals with different peer groups. The puppet show was left till last so that the whole community could watch it together. The challenge this time was to find enough participants who were fluent in the local language to be facilitators, note-takers, observers and translators in each group. The most important part of the process was the discussion that surrounded the visuals. The facilitator guided the discussion using questions to help local people probe, reflect and respond to the issues.

As trainers we faced several challenges. As before we were trying to achieve two goals – to train participants so that they could develop and use performing arts and visual materials in a participatory way and also to continue the process of gathering and analyzing information for project planning with the community. We noted in the last year's EID Review that this was important because it would have been unethical to 'practice' participatory approaches with the community and raise their expectations without continuing the project. As before we were working mostly with the women and older men in the community. Despite the evident enjoyment created by the Forum Theatre and the visuals the younger men still stayed away, viewing these activities as 'women's work' and less important than their 'business activities'. We were, however, more successful in terms of timing – this time it was not raining and people did not urgently need to get on with their planting. During the course closing ceremony the participants performed their role-plays and displayed their visuals to high-ranking Ministry officials and politicians. That evening the participants threw a birthday party for Gill and we all danced till late with the life-sized puppets for partners. We hope to visit Kenya again at a later stage of the project to help them develop participatory approaches to monitoring and evaluation.

- 1 This programme aims to help local people identify the causes of malnutrition in their communities and find ways of improving the situation. It also aims to help district level government workers to further improve their work in relation to nutrition and collaborate with local NGOs.
- 2 Invisible theatre takes place in the community without people being aware that they are involved in a drama. In this case a participant started a game of draughts with a man from the village and whilst the game was in progress a second participant (the facilitator) started a discussion amongst the group of men who had gathered round to watch the game. He asked, *'Why do we men like draughts so much? Why do we spend so long playing it? What do our wives think about it?.....'* ■



Invisible theatre: exploring why men spend long hours playing draughts

Developing a new approach to teacher development in Mozambique

Sheila Aikman

The Osuwela project marks an ambitious departure for teacher education in Mozambique, with newly-designed teacher training structures and curriculum now being piloted. Dr Sheila Aikman, lead person with the project from the IoE, describes the process leading to new approaches in classrooms where average class size is 40 or more children.

Since June 1997, the Institute of Education has been working with a project for the decentralisation of teacher education and development in Mozambique called the Osuwela project. Osuwela means 'knowledge' in the Makua language, which is the major indigenous language spoken in the Province of Nampula where the project has its pilot phase. The Osuwela pilot phase is based at the Marrere Teacher Training College outside the city of Nampula. As the lead person with the project for the Institute of Education, I have visited Marrere three times, most recently in June 1998, when preparations were being made for the first training cycle for in-service teachers as part of the programme for continuous teacher development.

Background to the project

The Osuwela project is a Mozambican Ministry of Education project financed by the Netherlands Government which has a two year pilot

phase. The pilot aims to produce a model for the decentralisation of teacher education and the implementation of an interactive teaching/learning pedagogy. Through experiment and innovatory approaches, the project is charged with developing a new curriculum and structure for initial teacher education, the implementation of an in-service teacher qualification upgrading (which is being implemented by the national distance education organisation) and the design of a continuous programme for inservice training. The pilot will be followed by the gradual expansion of the model nationally over an 8 year period. The Osuwela project is taking place in the context of discussions regarding curricular reform for primary education in general.

The project's dynamic team of advisers has already begun upgrading the physical conditions at the teacher training college, setting up an Educational Resource Centre at Marrere and designing the first training cycle for continuous teacher development. The approach taken in the design and preparations for the implementation of the training cycles encapsulates much of the philosophy of the Osuwela project. At risk of over-simplification, we can say that the philosophy is embedded in characteristics of partnership and collaboration between and within institutions and consultation and participation over decision-making. The approach is an active-learning-through-teaching/doing approach which links all levels of the educational hierarchy: district and provincial educators, teacher trainers, trainee teachers, cluster school directors, school heads and teachers in an ongoing cyclical training process. Above all, it brings all these groups of people into direct contact with the learners – the children in their classrooms.

Designing the first training cycle

Since the project first began to make an impact in the autumn of 1997, there have been a series of workshops held at Marrere college to introduce participants to the Osuwela approach. The project established links with other national education institutions, such as the National Institution for Educational Development and the Institution for Professional Development (IAP) which is responsible for in-service teacher upgrading at a distance. The Curriculum Revision Group was formed comprising educators from the training college and provincial department of education, and this group went out to schools and cluster schools in the pilot area to talk with and interview teachers and school heads to begin to form an understanding of their priorities, their problems and their needs. This initial phase has led to a new awareness of the need for and the possibilities for change in teaching and learning practices, as well as a deeper understanding of the constraints and conditions which teachers face daily in their classrooms.

The design of the training cycles is the responsibility of the Curriculum Revision Group. The group worked as a team to evaluate the results of the initial phase and the fieldwork data and gained wider experience from outside the project through examining materials and other relevant and innovatory projects in different parts of Mozambique. The group has developed the first training cycle to focus on teaching and learning Portuguese in the first year of primary school for children whose mother tongue is not Portuguese. Thus this first training cycle has involved not only all the Portuguese trainers at Marrere but maths, PE, music and art trainers in implementing language activities across the curriculum.



School children test newly made materials

Implementing the cycle

Once the theoretical approach to teaching and learning Portuguese as a second language was agreed upon, the Curriculum Revision Group enlisted the help of support staff at the training college and trainee teachers in their final year to make the classroom materials (see photo). This was a period of intense activity and creativity at the college, with enthusiastic volunteers and staff working late into the night drawing, cutting and sticking. Every game and poster had to be made from scratch and a training manual for teachers produced (see photo).

Using a hands-on interactive approach to language learning which the Curriculum Revision Group adopted, based on the Osuwela philosophy, was still new to many participants and so, with materials beginning to flow from the dedicated teams in the newly equipped Educational Resource Centre at Marrere, the Annex School became the focus for trialling and experimentation. This school is located in the same compound as the Training College and therefore ideal for trainers and trainees and members of the Curriculum Revision Group to try out their pedagogical approach and materials. Each afternoon for a week the classrooms of the Annex School were transformed into hives of small group activities, including a very wet maths session when children began to estimate capacity themselves with buckets of water and margarine cartons (see photos). It did not take the children very long to respond to their new freedom of expression and to realise that they could talk, touch and take part in this kind of learning, finding it at first puzzling and then fun.

Unfortunately I had to leave Nampula before the training cycle

began in earnest at four cluster schools, where four training teams worked with head teachers and classroom teachers and groups of children to experience for themselves the new approach. But the project's teaching advisor, Mary Hooker, told me of the dedication shown by the training teams and teachers who gathered for five consecutive weekends without a break to work together and try out these new methods and materials.

The follow-up is now in process with provincial and district education officers providing a support service to heads and classroom teachers. The importance of supportive backup for the teachers was emphasised as teachers try out these new activities and ways of relating to the children in classrooms devoid of any

'But with forty or more children in each class, the teachers face a difficult task'

resources and materials. The teachers are encouraged to begin to make their own learning materials using the resources being set up at the cluster centres and with support from the college teams. But with forty or more children in each class, the teachers face a difficult task. Their enthusiasm and determination testifies to their professionalism and commitment to the children. With the training cycles now underway, the teachers themselves now have to adapt and adjust the training they are receiving to suit the reality and conditions within their own classrooms. It will not be an easy task but it can be a rewarding one. ■

District Primary Education Project – Bihar, Northern India

Dr Elaine Unterhalter

The aim is to create quality primary education provision literally from scratch for children historically ignored by the education system because of their gender, caste or scheduled tribe status. Dr Elaine Unterhalter describes the achievements of local community and women's groups committed to this project but has misgivings about the sustainability of their achievements if support from the Government of Bihar fails to materialise.

Le masaal chal pare hai. More than two hundred voices are singing and the tune is stirringly familiar. It is night time and the hall at Jarmundi, in Bihar, Northern India is crowded. Men and women *utpreraks* (volunteers) who have been mobilising villages to support the District Primary Education Project (DPEP) have spent the day feeding back about their work. Women tell about long journeys on foot late into the night to villages, great distances from the main road. They speak about Santali villages, where scheduled tribe people, long discriminated against partly due to ethnic difference, have never had a school and where there is huge support

by illiterate parents for building a school. The mobilising song tells about carrying the torchlight of education to clear away darkness, making a river of enlightenment as great as the Ganges to flow through the country. The tune I suddenly recognise is *We shall overcome*. It is the song of the American civil rights movement that I sang, terrified, on student demonstrations in South Africa twenty years ago, facing a glowering line of uniformed police. I am moved to tears. I am awed by the singers' determination for education, which I share. But I have never considered the political commitment and fervour that is needed to develop an education programme for millions of children, who have been excluded from school by poverty and prejudice.

This intensity of purpose, carried on the voices of the *utpreraks* at Jarmundi, had struck me very forcefully from the first meetings I had attended two days before with the DPEP state level office in Patna, the capital of Bihar. I had come to Bihar in October 1998 on behalf of DFID (the British government Department for International Development) as a member of the 8th DPEP Joint Review Mission. DPEP has been operating in India for four years and is now working in 17 states. It is jointly funded by the Government of India, DFID, the government of the Netherlands, the European Commission, UNICEF and the World Bank.

Its main aim is to support access to primary school and good quality of education in school for children who have historically had no education. These are primarily girls, scheduled tribe and scheduled or low caste children, working children and children with disabilities. DPEP focuses on community mobilisation in support of schooling through the establishment of village education committees, retraining teachers and appointing new teachers or para-teachers once new schools are built with the support of village education committees. There is also curriculum development work, action research programmes, and work to establish alternative schools that articulate with the mainstream education ➤

system. Women's organisations have been very active partners in DPEP in a number of states. The programme has expanded to take in the development of nursery schools, because it has become evident that the existence of these facilities for very young children mean that their older sisters can be freed of childcare responsibilities and can attend schools themselves.

DPEP in each state has its own state and district level offices. A Bureau in Delhi located in the Department of Education co-ordinates the work of the 17 states, monitors progress and research and liaises with the donors.

Bihar, a state with one of the highest levels of illiteracy in the country, has only been part of DPEP for one year, although an older project with some similar features funded by the Government of India, the Government of Bihar and UNICEF had run on a smaller scale. The first year of DPEP in Bihar had seen a great push to get the project off the ground, with the appointment of state and district level officers. The district team in Dumka which I visited, had been working for a year, concentrating on the mobilisation of village education committees, the building of block resource centres for teacher training and the opening of alternative schools and nursery schools. As we travelled around the district and I tried to fill up my notebook with all the detail I needed for my report, I somehow took all the achievements for granted. The buildings, and the teachers and the committees were presented to me and I noted down what seemed appropriate from our discussions given my terms of reference. It was only after the members of my team had completed our report for the DPEP Bureau in Delhi and I had left India that it struck me how much had been achieved in Bihar in a very short space of time.

Of course there are huge problems which the Government of Bihar and the DPEP in the state have to grapple with. There is a backlog of teachers to be appointed and key institutions to support teacher development have to be made to work. In many meetings with district level teams and village education committees the need to post teachers who spoke Santali or Bengali to villages where children spoke only those languages was highlighted. Evidence from all the DPEP states bears out a common finding worldwide that teacher development and training



needs to be an ongoing process, sustained in schools and between schools and other structures. Bihar is still doing the first round of teacher training using new approaches to active learning and new syllabus content. It is still too early to know how this will feed into classroom practice and whether the good ideas of the curriculum developers and trainers can be sustained.

At the newly opened alternative school I visited at Gando Panchayat the teacher showed us how the children had begun to work through a new textbook developed by DPEP in Bihar for alternative schools. The school was too new and the setting too formal to get a sense of the rhythm of the school day and how the textbook was being used, let alone what sense the children made of it. What was evident was that the majority of

Its main aim is to support access to primary school and provide a good quality of education in school for children who have historically had no education.

pupils in the alternative school were girls, who were bright and enthusiastic. We were told that most boys were sent to a government school some distance away. The few boys at the alternative school were noticeably more reticent than the girls. Maybe the huge crowd of visitors was more intimidating for them, than for the girls or possibly a range of other lines of difference (caste, tribe or income) intersected with gender to divide the children. On such a short visit I was so much an outsider that I had no way of understanding what was happening in the school below the surface details.

The short time I spent in Bihar greatly impressed me. Under very difficult conditions of poverty and social division good ideas were being launched into action. But my fear for the DPEP in Bihar is that the utpreraks will sing, the village education committees meet, the teachers undergo training, but the mainstream institutional support from the Government of Bihar – chronically short of revenue and with no local government bodies in place – will not keep pace with the energy of the project. As a result children may not be able or willing to remain in school. The commitment at all levels that has been harnessed to launch the project is impressive. But an education system cannot live only on mobilising songs forever. In future years the DPEP's achievements will need to be judged through hearing a different kind of singing, that of children happily at school.



The Project Logframe: time to log on or log off?

Professor Angela Little

To assist with financial accountability, donor agencies routinely require the use of logframes. Yet are logframes more of a help or a hinderance to those who are involved in the implementation of a project? Professor Angela Little explores the limitations which logframes impose on 'partnership' projects.

The logical project framework, or the 'logframe' as it is commonly known, has spawned a huge business. 'Donor' agencies spend large sums on training staff and consultants in its use and its software. A project logframe is becoming an indispensable part of many forms of 'partnership' between 'aid donors' in the North and 'recipients' in the 'South'. The project logframe defines a project goal, a project purpose, a set of project outputs and project activities. The project logframe also includes information about the measurable indicators of the goal, purpose and outputs, the means of verifying the indicators and the assumptions about the environment in which the activities of the plan will be implemented and the outputs, purpose and goals achieved.

Example:

PROJECT GOAL:

increased numeracy skills among primary school children.

PROJECT PURPOSE:

a process of primary mathematics curriculum development and in-service teacher education established and operational.

OUTPUTS:

- 1 Project management and monitoring system established
- 2 Primary mathematics teacher educators trained and in place
- 3 Greater public awareness of primary mathematics quality issues achieved
- 4 Primary teachers in place with strengthened mathematics content knowledge and topic-specific pedagogical knowledge.
- 5 Curriculum framework and materials for primary mathematics improved.
- 6 Primary mathematics teacher education curriculum improved.

Each output is linked with a series of specific activities. For example, Output 5 may be considered to be achievable through the

development and piloting of curricular materials for Year's 1 – 5, followed by revision, printing and distribution of curriculum materials. As activities, outputs, purposes and goals are defined and redefined, so too must assumptions be noted, indicators specified and means of verification established.

Logframes and Participation: In principle, the logframe is developed through a process of 'participation' of 'key stakeholders'. The first type of participation involves widespread consultation by a small team of persons with stakeholders such as teachers, parents, students, curriculum developers, educational policymakers. A second type involves a 'team up' workshop in which goals, purposes, outputs, activities, assumptions, indicators etc. are negotiated and established with the participation of a wide range of stakeholders. The first type – consultation – appears to be common practice. The second – team up – may occur, but often only *after* rather than before the outline of the project is agreed by 'host' and 'recipient' (raising questions about the room for maneuver for stakeholders in defining goals, purpose, outputs, activities).

Logframes and Planning. As a tool for initial planning the logframe is very useful. When applied well it encourages the consideration of options for reaching purposes and goals. It identifies assumptions and encourages reasoning about means and ends. It encourages a consideration of the social, political and economic contexts within which implementation activities are likely to take place. It provides those responsible for accounting for financial resources with a short written justification for how and why monies are to be spent in particular ways.

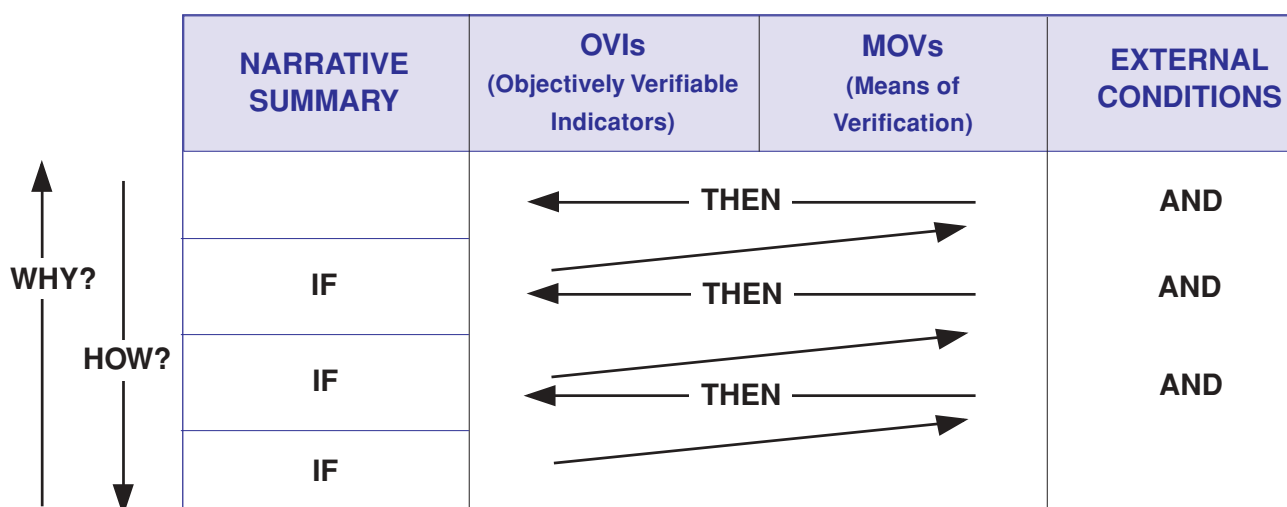
But how useful is the logframe for those who implement and evaluate the project?

Logframes and workplans: When projects move to the stage of implementation a very wide range of activities, sub-activities and sub-sub activities need to be undertaken by a very wide range of persons. Vehicles and computers are purchased, computer operators trained; space for project management offices are begged, borrowed, purchased or rented. Persons are appointed to posts, allowances negotiated. All provide the basic infrastructure of a project implementing system. While obvious in themselves, these micro-activities feature rarely in project frameworks. They are defined simply as 'inputs'. But if the activities defined in the logframe are to be implemented they in turn must become the goal, purpose or output of a series of micro-logframes, or more simply, workplans. The logframe provides only the top four layers of a complex series of embedded workplans for different levels of project implementation. How many logframe developers, trainers and project managers apply the logframe tool at this micro-level?

Logframe literacy: The structure and language of the project logframe is complex for all but the highly literate. Reading a logframe is unlike reading a book in any written mother tongue language. It is more an exercise in mental gymnastics in which one is required to read up and down, across and diagonally over cells of information. For most, this is an unfamiliar literacy skill which needs to be learned. A highly educated person is unlikely to be able to read a logframe without the benefit of a short training workshop. A few determined souls may attempt some self-study. Unfortunately, logframe manuals are not the most appealing of bedtime reading matter, even for the most determined.

The language of the logframe content poses another obstacle to implementors. The language of the logframe is usually that of the 'donor', often English. This is undeniably important for financial accountability, but how useful is this version of the logframe to implementors whose working languages are different? If ➤

Internal Logic of the Framework



Taken from Cordingley, D. (1994) *The Logical Framework Revisited: A Review of Current Practice and Philosophy*, The British Council.

stake-holder languages vary and if ‘stakeholder participation’ is central to the development of a logframe, then in whose language should the logframe be developed?

The sophisticated level of language grammar poses another obstacle. In many English-language logframes with which I am familiar, the goal, purposes and outputs are expressed very succinctly in point form, not sentences. And they are expressed using a mixture of adjectival and past participle forms e.g.

GOAL	<i>increased numeracy skills among primary school children</i>
PURPOSE	<i>a process of curriculum development established and operational</i>
OUTPUT	<i>primary mathematics educators trained and in place</i>

The activities, by contrast, are stated in the present imperative e.g. appoint senior professional team, conduct seminar, develop and pilot curricular materials.

But why the switch from the past to the present tense of the verb? From the point of view of the planner, the switch signals the point at which the plan is handed to the implementor with a set of imperatives for the present and future. From the point of view of the implementor, the framing of the goal, purpose and output in the past tense is puzzling. An implementor is looking to goals, purposes and outputs achievable in the future. The language of an implementable logframe needs to reflect that orientation.

Does the logframe assist the evaluator any better than the implementor? The use of the past tense to describe goals, purposes and outputs is very useful for external ‘evaluators’ who visit to monitor whether outputs *have been achieved*. The evaluation format is already built into the logframe. The output which should have been achieved are stated, so too their measurable indicators and their means of verification. The agenda for the evaluation is already made. The grammar of the logframe content may indeed be said to assist the work of the evaluator. But what about the content itself?

Flexible framework or Straightjacket?: The project logframe is intended to form a framework for project implementation, a skeleton or scaffold which supports the development of the project. Project development occurs in a changing environment. Moreover, initial project designs almost certainly contains errors and oversights. A logframe must be amenable to change if, in turn, it is to contribute to effecting change. But this poses a dilemma for those who use the logframe as a format for evaluation. If the content of the logframe has been revised, *which version* of the logframe should form the agenda for the evaluation? Implementors, living with the day to day implementation problems and solutions will prefer evaluation in relation to the most recent revision of the logframe. External evaluators, remote from the reality of the project implementation and with little time to understand that reality, are likely to prefer the initial version for both mid-term and final evaluations.

In short, does the logframe meet the needs of planners, implementors and evaluators with equal strength? Or has the use of the logframe fallen into a familiar evaluation trap – of being used for multiple purposes, of trying to meet the goals of summative and formative evaluation simultaneously? ‘Partners’ in development have different needs. Those with responsibility for financial accountability need summative judgments. Those with responsibility for continued implementation need formative judgments to promote future development. Can the logframe be adapted and elaborated to make it more implementor and evaluator-friendly, while retaining its value as a tool for planning?

The simple answer has to be yes, with all that implies for thicker manuals, more elaborate software and longer training courses. Yet one is left wondering whether investment in such technical developments will or indeed should take place. Whose interest would such development serve? Is the logframe embraced by donors because it helps them to retain some sense of control over hard-to-understand and distant realities? Is the logframe tolerated by recipients precisely *because* it provides a framework for access to resources, while simultaneously maintaining distance? Whatever your views on both of these, the question we must ask is whether participatory logframes for development planning give rise, ultimately, to any improvement in the lives of the poorest?

I look forward to your views on a postcard please – or by e-mail to a.little@ioe.ac.uk

Participatory Planning, Logframes and Proposal Writing with Plan International

Gill Gordon and Pat Pridmore

In July this year we co-directed a training course for fifteen staff members of Plan International. The course aimed to equip participants with skills in management, participatory research, planning and Logframe development and proposal writing. Participants, who were mainly Health or Regional Advisors, came from Anglophone and Francophone Africa, Central America and South East Asia. The sessions on proposal writing were facilitated by Sally Monkman from Options Consultancy services and Doree Sturms, who has a lot of experience working with USAID. John Breakall covered management skills with a focus on team-building in inter-sectoral teams.

The course began with sharing experience on participatory planning using critical incidents. Half the group described times where the planning had not resulted in the expected outcomes and the other half where they had achieved their goals. Genuine participation in planning was associated with more successful programmes. The group appreciated the methodology of learning from our mistakes.

The participants practised the key communication skills required in participatory group work using role-play and a problem-solving exercise to decide how groups should be formed for the rest of the practical work. It was agreed that four groups would work on different issues of interest to them, which would lead in the following week to the development of proposals for funding. The issues selected were sexual and reproductive health; child survival; Primary Health Care and an integrated education, habitat and livelihood project.

After an introduction to both Participatory Learning and Action (PLA) and Logframes, participants divided into their groups and began working through the Logframes planning process using participatory methods to generate the information needed in each cell of the Logframe grid. They used their local knowledge to create Venn diagrams, cause and

effect trees, flow charts, force field analysis diagrams and monitoring and evaluation indicators. This process gave participants experience of working in teams in a participatory way to develop a Logframe. The strengths and weaknesses of the Logframe approach, the need for sound information from a variety of sources and the reality of the question 'Whose knowledge counts?' became evident.

By Tuesday of the second week, each group had completed their Logframe and moved on to proposal writing. Some participants worked on the Logframe that they had developed in the workshop and others worked on draft proposals that they had brought with them. Sally and Doree outlined the requirements of DfID, the EU, USAID and Comic Relief in proposal writing and the priorities of each donor. After some activities aimed at familiarising them with the questions asked by donors, participants started working on their proposals. They were individually assisted by the facilitators to develop a Logframe and proposal to meet the requirements of their common donors. By the end of the workshop, most participants had developed a proposal for polishing on returning to their workplace.

The course was liberally livened up with energisers and games relevant to the topic at hand. The course was evaluated every day and at the end of the training. The daily evaluation enabled the facilitators to adjust the programme to better meet the needs of participants. Overall the course was highly evaluated, with participants feeling that they had understood the concepts of participatory planning, Logframes and the process of proposal writing. The main problem identified was the limited time available

to cover three major areas of work and the varied expectations and experience of participants. Those new to the topics will need more skills practice to enable them to work in participatory

ways with communities and develop Logframes and project proposals.

Plan International has asked Gill Gordon and Pat Pridmore to produce a training manual of the workshop to enable them to train staff regionally and nationally. The project proposals developed on the workshop will be further developed locally and with assistance from Headquarters. ■

... the reality of the question 'Whose knowledge counts?' becomes evident.



Participants work together on participatory planning process

Comparing the Performance of Students in the Anglophone and Francophone Educational Systems of Vanuatu

Professor Roy Carr-Hill

As a result of its colonial past, Vanuatu's education system is divided between French and English speaking schools. When it was established that pupils in the French system were performing less well than their fellow pupils in the English system, Professor Roy Carr-Hill led a small international team to find out why.

Vanuatu is an archipelago in the Pacific (formerly New Hebrides). In addition to the usual problem of planning which afflict Small Island States, Vanuatu had the misfortune to have suffered under two colonial powers: England and France. Because neither was prepared to concede sovereignty to the other, the island had been administered jointly as a Condominium – or Pandemonium as it was known locally. This meant that both English and French were used as official languages and that there were separate educational systems based on where missionaries from the corresponding countries had set up house.

At Independence (only in 1980), the ni-Vanuatu adopted three official languages: English, French and Bislama – a pidgin developed when most of the male population of the archipelago were abducted to work in the fishing grounds off the Northern Coast of Australia in the last century. Not surprisingly, after Independence, Bislama rapidly became the lingua franca in all sectors of economy and society except – you've guessed it – the education sector; where the use of Bislama was and remains formally prohibited. Pupils go to an anglophone or francophone school; and because of the turbulence of politics post-Independence, there are many cases where a family has sent one child to an anglophone and another to a francophone school.

During the 1990s, it seemed that the students in francophone schools were not performing as well as students in anglophone systems in the examinations at the end of Years 6 and 10. This was a cause of great concern to the francophone advisors and a number of explanations were advanced; ranging from bias in the examinations to lack of career possibilities for francophone students in the predominantly anglophone environment of the Pacific.

One of our previous MA students – Steve Passingham – had previously worked in Vanuatu, developing materials for science education in secondary schools. Whilst there he had become intrigued by the dual educational system. After finishing his M.A. in Educational Planning, he became an Education Advisor for the UK Department of International Development based in Fiji and, with the Vanuatu Government, developed a proposal that the dual system should be systematically compared. Again, because of the delicacy of the situation, it was essential that the evaluation would be conducted by a joint Anglo-French team both of whom were fluent in each other's language. Not very easy to identify.

Together with Aletta Grisay of the University of Liege, I won the contact to carry out a thorough comparative review of performance. We argued – and succeeded in persuading DFID – that the only proper comparison would be based on an empirical study of the achievement of the students in the two systems against

their family environments. Together with the National Examination Office, we discussed and identified the different hypotheses that might account for the differences, viz.:

Examination: The French test could be biased (i.e. more difficult because of a poor translation, students in the francophone system are less familiar with the use of multiple choice questions, there might be cultural bias in some questions; or bias in the correction procedures).

Background: The socio-economic background is more deprived, (the family background is less conducive to the school environment, or the examination at the end of Year 6 is less selective for students in the francophone system).

School-Based reasons: The francophone schools have fewer material resources, fewer teachers have any qualifications, or their linguistic facility is poorer, there were fewer opportunities to learn the material tested in the examination, or the pedagogical approach was less appropriate.

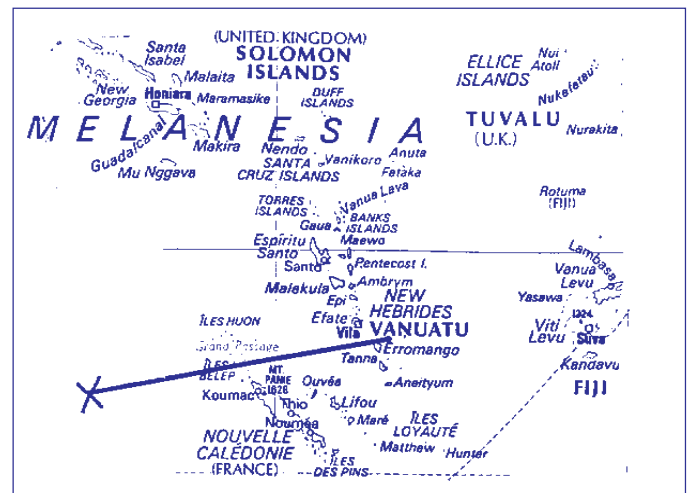
On this basis, we therefore developed:

- a series of questionnaires to students, teachers and school heads about these topics;
- a series of tests in Language and Mathematics based on the internationally comparable test produced by the IEA (International Association for the Evaluation of Educational Achievement).

These questionnaires were, with the excellent collaboration of the Examination Office, administered to all pupils in Year 6 (the end of Primary school) and Year 10 (the end of the first cycle of secondary schooling. All the data have now been entered and we are in the process of analysing and writing up the results for presentation to the Vanuatu authorities.

At first sight, students in the anglophone system achieve much better than students in the francophone system. The findings of our preliminary analyses are, of course, that no single hypothesis can account for the differences. But it does not look as if either the biases in the Examinations that do exist or the differences in the socio-economic background of the students, are not sufficient to account for the wide discrepancies observed. The higher proportion of francophone students who are selected to secondary is a major factor, as is the relative quality of pedagogical materials available in the two systems.

The existence of this project has already been a subject of media attention not only in Vanuatu but also in Australia. We hope that our findings will be taken seriously in planning the large World Bank-led loan to the education sector in Vanuatu over the next 5 years.



A Uganda Literacy NGO:

Training for Literacy choices through a partnership model

Lalage Brown

Literacy is not a magic wand, but it is an essential part of any strategy to offset inequality, enlarge people's choices and realise human rights. The present government of Uganda is strongly supportive of such a strategy; but literacy work in the past has had somewhat limited results there. Some of the reasons are: a lack of concerted action by all the agencies interested; lack of advocacy and a central literacy think tank; and particularly a dearth of effective training for both teachers and supervisors in literacy programmes.

Literacy and Adult Basic Education, known as LABE, is an NGO based in Kampala working in training and advocacy, with a collaborative style. It was founded in 1989 by a dynamic and committed person, Patrick Kiirya. He has qualified in language, adult education and social work, and he has gathered round him a highly competent staff of literacy specialists. He and they are steered by a Management Committee which includes government and non-government people, the private sector and representatives of adult literacy learners – an unusual, perhaps unique feature.

For the past three years, it has had funding channelled through the World University Service, who commissioned Dr George Mayatsa and myself to do a mid-term review at the beginning of

1998 (this was a pleasant chance to meet again with George whom I had last met when I was an external examiner for his PhD at Manchester).

We were favourably impressed by LABE's work, finding it to be the only indigenous NGO at the national level with literacy as its prime focus. It has a wide reputation for its skills in training for literacy work, and it has other strengths in knowledge of and resources in literacy. Further, we were attracted by its very distinctive mode of action, working in partnership with twelve District-level literacy organisations. These work with LABE in delivering training and themselves recruit trainers, supervisors, instructors and literacy learners; they manage their programmes, help in the production of materials and keep records, accounting for monies received from LABE and attempting to generate some income themselves. Each agency has a representative on LABE's Management Committee. LABE also has a looser, network connection with 9 other organisations (mainly international NGOs) working in 7 other Districts of Uganda; these call on LABE for advice and services such as a monitoring and evaluation.

All these partners and associates of LABE receive an occasional LABE newsletter, as a way of keeping in touch. The newsletter and seminars and events also link LABE to a very broad range of agencies with a literacy interest.

LABE is what the Uganda Development Network of Indigenous Voluntary Associations (DENIVA) calls "a sounder member organisation". In such circumstances, there is often a danger of all NGOs being seen as a "one man band". But

in LABE's case this need not be. In contrast to others, the management Committee is not a group of nominees but of the founder, representative of its partners, the government and the literacy learners. Policy decisions can be taken democratically and the staff team as a whole seem to have a gift for networking.

The LABE partnership model is not an easy one to operate, but it is an attractive one. In our mid-term report on its work, we of course had criticisms and suggestions, but our conclusion was that its main strength is "the web of partnership". ■

'we were attracted by its very distinctive mode of action, working in partnership with twelve District-level literacy organisations'

The fall-out on education

Christopher Williams

The recent nuclear tests in India and Pakistan shocked the world. CHRISTOPHER WILLIAMS argues that the link between environmental degradation worldwide and children's educational achievement is receiving far too little attention. The legacy of physical and intellectual disabilities stored up for future generations requires urgent attention.

News of the nuclear tests in India and Pakistan in May last year raised the question, what will be the effects on education? Some impacts were immediate; international sanctions included a

freeze on all non-humanitarian loans. The Karachi stock market fell dramatically – 10% the day after the Pakistan test – and the government announced plans to halve non-development spending. The Indian government immediately increased defence spending by 14% and more money was made available for nuclear infrastructure. Where will the funds come from to make up the deficits? Education and health budgets are probable sources.

The likely impacts are not only economic. The inter-cultural and cross-border hatred that was stirred-up by the tests has probably undone decades of patient work by enlightened teachers trying to create more positive levels of understanding and peace between rival racial and national groups. The Indian test reminded me of another non-economic impact, and the starting point for a piece of research I had recently completed for the Global Environmental Change Programme of the UK Economic and Social Research Council.

In 1993 I was in India visiting projects and schools for children with intellectual disabilities. One evening an enthusiastic young teacher invited me to an informal meeting, organised by a ►



local environmental campaigning group. The lecturer, a doctor, presented research and slides showing exceptionally high levels of intellectual and other disabilities within villages in a part of Rajasthan. The villages were close to the nuclear power station – the research facility near the site of the nuclear tests. The cause of the disabilities, the doctor argued, was radiation and other toxic pollution around the power station.

I will not mention the name of the doctor because the research was probably illegal. Public discussion of nuclear matters in India is banned on the pretext of national security. But the doctor’s conclusions were stark: ‘In the villages was a new generation with an increased number of deformed babies without fingers, jointed toes, missing genital organs and abnormal sized heads.’ There has only been one formal study of the effects of radiation on human health in the whole of India, and that concerns a natural, not human-made, source in Kerala.

The lecture made a great impression because it highlighted the difficulties of proving causal links to establish environmental victimisation of this nature and, more significantly, because of the resultant powerlessness of those who had been affected. If an environmental impact leaves you with impaired limbs, poor sight and an IQ of 70, you are not in a very good position to pursue your victimisers through the courts, and those looking after you are unlikely have the energy to be advocates on your behalf. Recent research by the Russian Academy of Sciences in the town of Baley gives a more precise impression of the impact of radiation. Here the waste from uranium mines had, for years, been used to build houses, hospitals and schools. It was highly radioactive, with the result that 95% of children now suffer mental impairments.

It is not difficult to imagine the direct effect on educational opportunities for individuals who suffer in this way, in a poor country. There are also social costs. Disability in a family can reduce marriage prospects for a young woman, because of a belief that her children will be born with impairments. Women who were affected by the gas from the Union Carbide explosion in Bhopal in 1984,

suffered this stigmatisation. The problem of social attitudes is not just in the less-wealthy nations. In one northern Canadian island, where inhabitants were known to have high blood levels of PCB toxins from eating contaminated fish, the islanders were called ‘the PCB people’ and no-one else wanted to marry them. In Ukraine it is the children who suffer. Those who lived in Chernobyl, at the time of the nuclear power station disaster, were moved out of the region. But they were then alienated in their new schools, called ‘the Chernobyl children’ and bullied in playgrounds. As yet, educationists have not made much attempt to address attitude problems of this nature.

Disabilities arising from environmental impacts are not only caused by the *presence* of toxins and pollution. They also stem from the *absence* of vital micro-nutrients – a problem that was discussed by a visiting lecturer at EID, Professor Ernesto Pollitt, in 1997. Iodine deficiency is one of the major concerns, potentially affecting about 1.6 billion people, and intellectual decline is a major outcome. Iron deficiency is similarly problematic, and is caused in many regions by the use of the Green Revolution crops that were supposed to solve global hunger. These crops produce high yields, but at a cost. They are low in iron and zinc.

Historically, this environmental *absence* problem has arisen because people have lived in mountainous regions where the vital micro-nutrients are not present in the fragile soil. But in recent years land erosion caused by deforestation and other human activities has started to recreate this situation on a larger scale. Figures from Delhi show that even children in urban schools are now affected by iodine deficiency, but also that the poorer children in the government schools suffer more than those in private schools and that girls come off worse in both (see box). But the story does not end here – there are also synergistic (compounding) effects, for example if people are deficient in iron, their bodies will take in more toxins such as lead and mercury from the environment.

Percentage of children suffering iodine deficiency in Delhi schools

	Public (private) schools	Government
Boys	17%	42%
Girls	27%	60%

The visible disabilities – physical impairments and intellectual disabilities such as Downs syndrome – are clearly a cause for concern, but the problem can seem limited because numbers appear small. But this obvious ‘clinical’ disability, arising from an environmental cause, is often accompanied much a larger level of ‘sub-clinical’ impacts, for instance a loss of 2-3 IQ points. These outcomes are hard to detect without sophisticated assessments, but can sometimes affect whole populations. The problem for education policy and planning becomes much clearer in the light of this knowledge. Even if schools can meet the needs of those who suffer ‘clinical’ impacts (which is not the case in most of the world), those who suffer ‘subclinical’ problems will go unnoticed. They are likely to be seen simply as uncooperative children who ‘will not learn’. In many cases they will then attract regular punishment for their lack of achievement, and remember that school punishments in some countries are very violent. In Botswana it is not uncommon to see car fan-belts on teachers’ desks, for corporal punishment. In Zimbabwe, a 7-year-old child died after he was beaten by his maths teacher for giving the wrong answer to a question.

There is another malnutrition which is not visible, either to parents or health workers or to a world-wide public...It is the malnutrition of the child who is sitting in the shade, dull-eyed, without even the energy to ward off the flies, of the child who rarely joins in the games of others, of the child whose eyes are glazed over behind a school desk and who does not understand what he or she is being taught. Protein-energy malnutrition means disruption in the miraculous process by which neurones migrate to the right location in the brain and begin to form the billions of subtle synapses that make lifelong learning possible.

UNICEF, *State of the World's Children*, 1995, p16-17.

The statistics for these 'subclinical' impacts present a situation that should be, but is not, a major policy consideration for education planners in many countries. Iron deficiency already affects the learning of 56% of Indian school children. In Bhutan 22 per cent of children suffer effects from iodine deficiency ranging from 'endemic cretinism to mild mental handicap'. Lead is thought to affect the intelligence of 90% of children in some African cities. Figures such as these propose the need for a more widespread 'special needs' approach to teaching and learning. In Poland and the Czech Republic, pollution is considered to have doubled the

number of children needing special education, and halved the number in the 'exceptionally gifted' category.

But the broader education message does not stop at the level of education ministries, it concerns the political will to prevent the causal and compounding factors in the first place. To return to the nuclear tests, even if radiation and other pollution does not have a direct impact on human well-being (and it probably will), cash diverted to military ends means less for health care and feeding programmes, more nutritional problems, lower environmental standards throughout a country, and more pollution. If security is a guiding concept for government policy, politicians must be educated that this now extends beyond a concern with the direct impacts of war. In the modern world, a nation's citizens are equally likely to have their well-being and security threatened by environmental factors, as by an army in a neighbouring country which is at least controllable by other politicians.

Just after the nuclear tests, media interest shifted to the Serb – Albanian conflict in Kosovo. As so often from that part of the world, pictures of run-down orphanages crammed with abandoned and disabled children again appeared on our TV screens. Many of the disabilities will have been caused by nutritional deficiencies and the extensive pollution in the former Soviet bloc. The image of the orphanage has come to symbolise the human costs of recent conflict and Cold War politics in Central and Eastern Europe, yet modern politicians seem unable to grasp these less direct links between insecurity and human well-being, and that the weakest always suffer most. In contrast, an old African proverb has recognised the fundamental nature of the problem for centuries - 'When elephants fight, it is the grass that gets crushed.'

Researching the Careers of Mature Age Students: a case study from East Africa

Professor Paul Fordham

It was Patrick Muzaale who started it all. We were both external examiners at the University of Botswana in the early 1990s and had not met for more than 25 years. During that time he had moved from being a guard on the East African Railways and had progressed as a mature age student via Makerere University in Uganda and the University of Manchester to a PhD at Berkeley in California. He had also become a university professor and was till 1997, Head of Social Work and Social Administration at Makerere. He is now Chairman of the Public Service Commission in Uganda.

What started it for *him* was coming to a three week course (in 1965) at the College of Social Studies, Kikuyu in Kenya, followed by a seven month access course to prepare him for the mature-age entrance examination of the University of East Africa (as it then was in). He never looked back. When we were re-introduced to

each other I found myself at the receiving end of an enthusiastic bear hug – and eventually we both found ourselves wanting to write about what had happened then in the courses at the College, and also about whether or not his own career success was similar to those who came on the rest of the access programme; this lasted in all for a period of nine years from 1961. We knew of a few other individuals: the rest we had to find out about.

The College he attended was part of a long tradition of civic education for adults established in the UK and exported to Africa as part of the process of de-colonisation, often through 'extra-mural studies' departments. Small residential colleges were part of this tradition and the College of Social Studies is best seen as similar in intention and outlook to those like Ruskin in Oxford which of course still flourishes. In the UK in the early years of this century, these colleges became linked with the idea of emancipation and a new political enfranchisement for working class citizens. In the minds of the founders at Kikuyu, there would be a similar emancipation for Africans, especially for the rapidly emerging group of leaders and future leaders.

Curricular thinking was dominated by the idea that the capacity for rational thought and analysis is widely distributed throughout all adult populations; but that it has to be developed and nurtured through education if democratic debate and democratic government are to be given a chance to flourish. This was the top down view and essentially political. For the students who came, the main motivation was upward mobility via more education, especially access to higher education which their lack of formal qualifications had so far denied them. The College tried to achieve both things simultaneously.

We all learned more than we expected from the research experience; the results of which are now published in Paul Fordham, John Fox, Patrick Muzaale (1998) *A Chance to Change*: ➤

access, citizenship and sustainability in open learning, NIACE/intermedia, Leicester and Nairobi. For readers of the EID Review the following may be of greatest interest .

- The thinking and writing was a genuine collaborative effort – a true partnership – not a chapter by chapter pastiche. The former student, the former tutor in English and the former Principal all brought different skills and experience to bear. Only the student could say why it meant so much to him. Only the tutor had the skills of an academic journalist to ensure readability, plus the perspective of the College’s last two difficult years. Only the Principal could have the inside knowledge about the vicissitudes of policy making and its emergence into practice. Through long discussions, each could provide a healthy check on the others.
- The themes which emerged – access to higher education for mature students and education for citizenship – remain of central importance in international educational discourse. Both

were echoed in the work of the 1997 UNESCO conference in Hamburg on *Adult Learning: a key for the twenty-first century*. The promotion of ‘active citizenship’, democracy and human rights within cultural diversity, plus access to post-secondary education through open learning systems were both important Conference themes.

- Comparative work revealed that in studying adult students’ achievements, cultural differences were less important than many UK colleagues assumed. Patrick Muzaale and his colleagues had and have very similar attitudes, learning problems and achievements to those from other societies (including the UK) who also enter higher education as mature students. As someone who should have known better remarked – they are just like us!

For myself, I remain grateful for that bear hug, for what it started, and for the opportunity a rich partnership afforded for a re-think about the past. ■

Two years of the Mahidol University/ Institute of Education link

Dr Elwyn Thomas

Dr Elywn Thomas provides an update on year two of the Thai-UK link scheme and he reports that despite the severe economic crisis in Thailand the University of Mahidol valued the contribution of the Institute of Education highly enough to continue with the internship programme in 1998.

This link scheme is now in its second year, and ten students and senior staff currently studying for their M. Ed. Degree in Educational Management of Mahidol University, Bangkok, Thailand visited the Institute during May and June for their Internship Programme.

The internship programme is a compulsory component of the Mahidol M. Ed course and involves visits to primary and secondary schools, colleges, LEAs and Teacher Development Centres in and around London. The participants also receive a programme of lectures and seminars at the Institute on Educational on management, planning, educational and international development and academic literacy. Staff from the EID grouping, and the Centre for Management Studies (part of the policy studies grouping) work together on the internship programme. The participants also attend specialist lectures and seminars organised by other groupings within the Institute which link in with their specific research interests in Management.

Input into the M Ed course in Thailand was carried out by Dr Elwyn Thomas during two periods of the academic year. He contributed to courses on Educational Development, Curriculum Planning and Research Methods and Dissertation writing. In view of the severe financial crisis in the South East Asian region which began in Thailand, it was doubtful if there would have been a UK internship programme for 1998. However, in view of the value of

the link with the Institute of Education and its contribution to staff and student development, it was decided by the Mahidol University authorities to send the group in spite of stringent cut backs in other areas.

Preparations are already underway to continue the link for the next academic session. A number of evaluations carried out by Mahidol students, as well as by Institute staff for each year of the link, has shown that the scheme successfully meets many of the needs of their M Ed programme, especially in developing a comparative perspective to problems related to educational management and development. Apart from one candidate, the 1996/97 intake of 15 students have all now been awarded their Master’s degree of the University of Mahidol and some of them have taken up prominent positions in educational and other management areas in different parts of Thailand. ■

The UN Convention on the rights of the child - ten years after

Dr Elwyn Thomas

Dr Elwyn Thomas reports on the recent Centre for World Dialogue/ UNICEF conference convened to examine the implementation of the UN Convention of the Rights of the Child.

I was privileged to be asked to present a plenary session paper at a conference organized by the Centre for World Dialogue in collaboration with UNICEF, held in Nicosia, Cyprus between 5-6 November 1998. The title of the Conference was Children’s Rights and Wrongs: A pre-millennium evaluation of the implementation of the UN Convention on the Rights of the Child. The Conference was attended by over 400 delegates from all parts of the globe.

The conference hall was dominated by many excellent but harrowing photographs of children subjected to enforced labour, or sitting aimlessly in Refugee Camps, or avoiding armed conflict,

or acting as young soldiers in war zones. These vivid pictures set the scene for the eight themes of the conference. Film material about the violation of children's rights in Africa, India and Guatemala were shown to delegates, with their heart-rending messages about how children suffer from the effect of drugs, broken homes and enforced prostitution. In addition to my own paper, there were two other contributions concerned with education and health. There were also contributions from representatives of UNICEF, UNESCO and NGOs like OXFAM and Save the Children (UK).

The session on accountability, media exposure and Towards 2000+ attempted to develop some strategies for the future, to tackle the key problems involved with upholding children's rights in all countries. Unfortunately, there was a noticeable absence of multilateral and bilateral donor agencies, as well as representatives of technical assistance and aid packages for countries undergoing conflict. The absence of bodies that might finance some of the

strategies discussed during the conference weakened considerably the impact of the occasion. However, as in all events of this type, the informal exchange of views amongst delegates between sessions, and in the evening after each day of the conference, meant that many useful discussion took place, some of which might lead to decisive action being taken in the not too distant future.

An unforgettable and, for me, the most moving experience of the whole conference, was an address by a child speaker at the last session. Kip Oebanda from Manila, who had been imprisoned with his family during the Marcos era, and who had suffered cruelty

at the hand of the Philippines police, spoke in unfaltering English about the need of all children to be treated with dignity and to have the opportunity to attend school, so they can make their way in the world, and have a safe and secure life like other children. Surely this is not too much to ask of all of us, who might be able to do something about the plight of so many children, not only overseas but in our own country as well!

'there was a noticeable absence of multilateral and bilateral donor agencies, as well as representatives of technical assistance and aid packages for countries undergoing conflict'

A REFLECTION on ActionAid's Global Conference

Jane Crinnion

In October 1998, more than a hundred delegates from over thirty different countries met in India, Nepal and Bangladesh for ActionAid's first REFLECT (Regenerated Freirian Literacy through Empowering Community Techniques) Global Conference. After an international workshop held in London earlier in the year to review the REFLECT Mother Manual, the global conference was proposed to address some critical issues within the process and to produce new international resource materials for use in the field.



Facilitators in the Yakshi project area

The two-week event was organised in two parts. The first week was dedicated to field visits, giving the delegates the opportunity to see the REFLECT method in practice. In the second week, the separate parties from India, Nepal and Bangladesh would converge in the coastal town of Puri for a series of participatory workshops and feedback sessions.

In India, ActionAid works with a series of NGO partners to fund REFLECT. Yakshi is one such partner. Based in Hyderabad, it was set up in 1993 with the primary purpose of strengthening and supporting community based people's initiatives and movements. Since its inception, Yakshi has worked closely with Girijana Deepika (GD), an all-tribal people's organisation that seeks to address the needs of tribals in the face of limited and inappropriate political interventions. It is principally through this group that adult literacy has been introduced to local communities.

PART 1: The REFLECT Process in Practice

I was part of the Indian, and largest, component of the conference. The seventy or so participants of the Indian contingent were split into six smaller groups that would travel to different areas. In the project area our group visited (in Andhra Pradesh), adult literacy is practised not specifically through REFLECT circles, but through 'gottis', a traditional form of community forum or committee. Prior to the formation of GD, gottis as a means of communication had all but died out. Only when village communities began to meet to discuss their position vis-à-vis local politics, the changing local economy and their access to services such as education and health did the gottis experience a revival. In time, their role has been extended to accommodate adult literacy classes and the REFLECT process.

After receiving a brief from the Yakshi staff, the group was further split into four smaller groups that would each visit two villages. It was hoped that by dividing into small groups the inevitable disruptive impact we would have on the villagers we were to visit and the activities taking place in the gottis would be kept to a minimum. ➤

To get to the villages I had chosen to visit, myself, another conference participant and three NGO staff had to travel for a further two hours through very rough terrain. On arrival, we met three of the facilitators who have been trained to lead literacy classes in the gottis. They filled us in on some of the activities and subjects that had been addressed in the classes and made their enthusiasm for what is effectively a voluntary role abundantly clear.

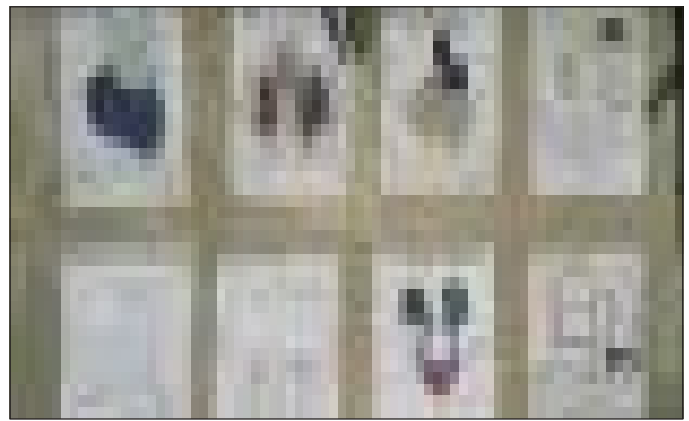
Later that same evening, we joined a circle in process. We later learned that although the gottis meet daily, literacy is 'taught' perhaps only once a week, so on this occasion we were lucky see a class in action. The classes meet in the evening at about 10pm to enable all those villagers who want to participate to attend. After the daily chores are over and the evening meal completed, the villagers are free to come and discuss pertinent issues and to participate in literacy circles.

On this occasion, the care and economic husbandry of chicks was the chosen topic. The facilitator led the villagers in a discussion of incubation, investment in food and vaccinations for their livestock and in the prices that could be obtained in the local market for chicks, hens and cocks. The subject generated much heated discussion, as each individual was speaking from their own experience. As issues were raised and agreements reached, the participants mapped out their calculations and conclusions using coloured powder, chillies and limes. The session ended with the whole group singing and acting out – with much hilarity – the agricultural cycle and their respective activities. After all the villagers had departed, the facilitator remained behind to record the maps and calculations produced during the session. By doing so, the villagers would have a permanent record of what they had learnt.

The next day we visited another village and another gotti. A reproduction of a similar exercise was in action here, with villagers carrying out a health and welfare assessment. Previously, waterborne diseases had proved to be quite a problem in this village, but after mapping the sources of water – handpumps, the river – and discussing the quality of each, the villagers had learned to use only handpumps from which they knew the water to be clean. As a result, the general health of the villagers had improved.

When all four groups met back at the field centre, we shared our experiences and thoughts on what we had seen. Overwhelmed by the many issues that had arisen, we were forced to narrow our scope to just six areas of discussion – gender, the selection and training of facilitators, literacy, context, the composition of circles and monitoring and evaluation. In an area as large and diverse as that covered by Yakshi and GD, it is impossible to make any kind of generalisation on the practices observed and the patterns of participation. In some villages, the gender balance in participation was heavily skewed towards the men, in others there was more equality, and in others still the discussion was most definitely female dominated.

In terms of literacy, for many of us, this remained quite a muddy issue. What we had seen discussed in the gottis was clearly empowering to those who participated, but as far as learning to read and write – literacy in its purest form – was concerned, the 'success' rate was limited. It is true that reports had surfaced of people now being able to understand and complete forms and read short passages in books and newspapers, but these were few and far between. Such a situation brings to mind many questions. Many of the villages visited were extremely remote and the inhabitants had little contact with the 'outside' world. In such circumstances, how important is it that these men and women learn to read and write? There was little evidence to support the argument that literacy breeds empowerment, although participation in the community meetings was clearly empowering. Is it wise then to continue to pour funds into such programmes when the resources could perhaps be better spent elsewhere? Also the language of these peoples is



Learning about health and the body

based far more on oral traditions than on written texts. By teaching literacy, how much respect is given to such indigenous histories? All of these are contentious issues that many of us hoped would be resolved in Puri.

PART 2: REFLECT Participatory workshops and feedback sessions

Much of the second week of the conference proved to be unfulfilling and many of the delegates left feeling frustrated and angry. Upon arrival in Puri, we were furnished with a letter from the head of Action Aid India, Jagabandhu Acharya, which promised that, 'In the spirit of REFLECT, much of the planning and management of the events and processes will take place in a participatory manner'. Unfortunately, this assertion never came to fruition.

For many of us, the exhilaration we experienced from being in the field began to turn sour. The entire practical component of the conference was left untouched, as what we had seen and the questions we wished to ask were not included in the agenda. In the words of one delegate, Rajan Moodaley, 'It [was] an opportunity that was wasted. There was great scope to capitalise [on people's knowledge] with so much expertise from around the world together [in one place], but much of it has been lost.'

Rather than ending on a high note, the delegates expressed their overall dissatisfaction in a participatory manner. Standing in a line, we were asked to express our opinions on a series of questions around issues arising out of the conference. If we felt empowered or disempowered by events, we were asked to take one step forward or backward, respectively. Amongst the issues raised was the fact that the planning team was self-selected rather than elected, that English was used as the main language of communication and that gender blind pronouns were often used. By the end of the exercise, much of the line was significantly further back than it had been at the beginning.

By way of what can only be viewed as an attempt at appeasement, David Archer, director of the ActionAid REFLECT programme, rounded up with a list of shortcomings. In addition to those raised by the delegates was the lack of communication between ActionAid UK and ActionAid India and the failure to evaluate people's feedback on an ongoing basis, including critiques of the planning team. The final word went to Jagabandhu Archarya, who told us that almost \$500,000 had been spent on the conference. It was largely felt that given the outcomes, this money could have been better invested in a project that respects and works alongside indigenous people's age-old practices and knowledge.

However, ActionAid India is keen to host the second global REFLECT conference, and there is sure to be one. With David Archer's promises to do better next time, we will all be watching eagerly. ■

EID and the International Extension College: *partnership for distance education*

Chris Yates, of IEC

*Chris Yates celebrates the twenty years of partnership between the International Extension College and the Institute of Education. This has produced collaboration on consultancies and project design and implementation worldwide as well as IEC input into the Education and International Development MA programme.**

The International Extension College has had a link with the Institute of Education and EID for more than 20 years. Over that time the two groups have done many varied things together in the areas of teaching, research, advocacy and project design and implementation. The IEC is a small UK based educational charity which is committed to extending and improving educational opportunity through the use of distance and open learning. IEC primarily tries to work in the poorer countries of the world, focusing on pre-tertiary level education and teacher training. The Institute through the EID group provides IEC with an academic home and much respected teaching forum.

The main work IEC does with the EID group involves teaching a 20 credit module on distance education in the full-time MA International Development programme. We also offer a full 6 credit MA in Distance Education taught at a distance, through the University of London External system. IEC collaborates with EID and the Institute in a number of other ways. For example, EID and IEC consultants are working together to assist with the implementation of a number of large scale educational projects in the world. In the case of the SPRED 2 (Strengthening Primary Education) Project in Kenya, Chris Yates (IEC) and Roy Carr-Hill (EID) have both assisted with the design and implementation of the distance based teacher education and baseline research study aspects of the project. In Bangladesh, IEC (Barbara Spronk) and



Happy student receiving her certificate from Barbara Spronk on the 1998 DED course

EID staff (Angela Little and Elaine Unterhalter) have carried out consultancy work on the Effective Schools through Enhanced Educational Management project (ESTEEM). And earlier in the year Elaine Unterhalter gave a very stimulating lead paper to IEC's conference 'Education at the Margins' published in the conference proceedings.

Recently, the British government has substantially increased the amount of financial aid it is prepared to make available to support basic education projects in a number of the poorer countries. The projects have become more diverse, complex and ambitious. Consequently, a number of educational institutions are now working together in consortia to offer their specialist services. Distance education has over the last decade gained increasing recognition as a worthwhile form of educational provision, particularly for professional training and teacher education. The IEC, working with the Institute and our EID colleagues, continues to play a significant role in offering education and training in distance education and in supporting the design implementation and evaluation of projects which use this form of educational delivery. We look forward to an ever more productive period in the future.

* IEC, in association with the Institute of Education, University of London, will be running a short course on 'Distance Education for Development' from 14 June to 9 July 1999. (See below for details). ■

Distance Education for Development 14 June – 9 July 1999



Organised by IEC in association with the Institute of Education, University of London.

An essential course of four week-long modules providing a thorough introduction to key aspects of Distance Education and its relevance for developing countries. For an information pack containing details of the four modules,

registration costs, accommodation options and how to apply, first of all contact:

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The Child-to-Child Trust

Christine Scotchmer

With over a decade having passed since it was established, the Child-to-Child Trust continues to produce its distinctive low-cost health promotion materials and deliver training courses. CHRISTINE SCHOTCHMER reflects on some of the people whose contributions have been central to the Trust's success.

The Child-to-Child Trust has just moved back into EID's orbit at the invitation of Professor Angela Little, and we are delighted to be here. Our new office, Room 833, was the Trust's initial base at the Institute of Education back in 1987 – life definitely goes round in circles!

We are a small unit, with just two full-time staff: David Wheeler, our administrative officer, and myself, Christine Scotchmer, executive secretary. As a registered charity, we have a board of trustees, many of whom regularly visit the office and provide professional support. Rajee Rajagopalan, our treasurer (who has a full-time job in the Institute's International Development Unit), and Hugh Hawes, our principal education advisor, are two frequent visitors. We also rely on the support of our invaluable volunteer, Sybil Spence, as well as advisors on specialised areas of our work.

We share the office with our library. This houses all the Child-to-Child publications in English from the last 20 years; many translations and adaptations into other languages (including Arabic,

French, Hindi, Portuguese and Spanish); and much 'grey' material describing programmes of health promotion in which Child-to-Child activities play an important part. The library is open for reference strictly by appointment – access depends upon how many other bodies will be here when you want to come!

Two of the Trust's major activities are the production of low-cost health education publications and the organisation of training courses both in Britain and overseas. Forthcoming publications include five new Child-to-Child Readers (story books for children) which will be published by Addison Wesley Longman early in 1999. Like all our major publications, these will be distributed by Teaching-aids At Low Cost (TALC) who deliver by mail order all over the world.

... the Trust's major activities are the production of low-cost health education publications and the organisation of training courses ...

Overseas training facilitated by the Trust's advisors in 1998 included a training of trainers workshop in Kenya, a materials production workshop in Mexico, and a workshop to examine the role of Child-to-Child activities in a project to improve the conditions of working children in Turkey.

Training courses held at the Institute of Education in 1998 were Training of Trainers in Child-to-Child Approaches, and Planning Health Promotion in Schools. In 1999 we intend to repeat these courses and introduce two new ones: Child-to-Child and Inclusive Education, and Child-to-Child and Helping Children in Difficult Circumstances.

EID's Dr Pat Pridmore has co-directed our Planning Health Promotion in Schools course with Hugh Hawes for several years, and has agreed to direct the next one in 1999. We now look forward to continuing close links with EID in many aspects of our work. ■

Nino a Nino (Child-to-Child) in Mexico

Dr Pat Pridmore

Following a visit to a Nino a Nino workshop, Dr Pat Pridmore writes of the impressive growth of this approach to involving children and young people in health promotion.

The joyful children who clustered round me lived on a smoking rubbish dump. They would go back later to homes filled with smoke which would sting their eyes and start them coughing. These children were taking part in a Nino a Nino project.

This project was started in 1990 in Oaxaca, one of the poorest states within the Mexican Republic. It started by training people from indigenous communities, who had a genuine interest in



A primary school student in Zanzibar takes part in a play about bilharzia as part of the school's Child-to-Child programme

working with children to become 'guides'. These guides then used activity-based methods such as drama, songs, games, puppetry, painting and pottery to lead children through a 4-step learning process. This process involved children in

1. recognizing a health problem
2. studying that problem
3. acting to prevent that problem
4. evaluating their work and the results of their actions.

Since 1990 Nino a Nino Oaxaca has grown and developed into Nino a Nino Mexico with groups of children in six states throughout the Mexican Republic. It is a non-formal education programme which focuses on developing life-skills such as communication, team-



work, decision-making and resisting peer pressure. There are now seventy-five guides (all of whom are volunteers) and six regional coordinators who work with approximately 1,500 children who in turn reach out to over 3,000 children.

When I visited the project in June I was struck by the way that it has been built from the 'bottom up' and is truly community based. I was taken to meet a local group just outside Oaxaca town where I was impressed by the exuberance of the children whose sheer joy for living made the visit very special for me. We played a game (shown in the photograph) in which we all took turns to become a pot of food to be carried home from the restaurant. They wanted to know so many things: 'What is it like living in London?' 'What does it feel like to be a doctor?' I was also impressed by the dedication of the guide who understood that when we work with children we not only change the present we change the future too.

North-South Networks: Inter-cultural Competence in Teacher Training

**Tipo/Torben Estermann, Denmark
(Former EID MA student 1996-97)**

Torben Estermann, an MA student with EID from 1996 to 1997, describes life after study – his experiences as a management trainee with the Danish NGO IBIS and an interesting project which is achieving an extension of dialogue between teachers in the North and South.

Having enjoyed a prolonged stay in London, when practically everyone else from the 1996-97 EID course had left, I returned to Copenhagen in 1998. I started working for IBIS (a Danish solidarity and development NGO formerly known as WUS-Denmark) as a development management trainee and I got involved in an interesting project called 'Education Contact North-South' (ECNS).

'Education Contact North South' is an attempt to build capacity in the North (within IBIS as an organisation) and in the South (within IBIS Country Office staff and the counterpart organisation) to provide the stakeholders with academic and theoretical tools and

a more holistic perspective – focusing on sustaining processes of learning and the exchange of experience. It aims to build a network where people in the North and South can establish dialogue based on their own experiences and as 'equals' in terms of interest and willingness to learn and exchange ideas with each other, both students and professionals. A number of NGOs are involved in the projects, which are as varied as sanitation projects in urban areas, management development in local councils and local governments in rural areas, advocacy projects for regional NGOs representing indigenous people etc.

A consequence of the many contacts made so far between the North and South is an Intercultural Competence project. This has involved cooperation between five Teacher Training colleges and a university department. It will run for three years in the Danish teaching colleges and aims to raise the profile of global issues in public schools. Intercultural Competence in Teacher Training (ICTT) involves facilitating dialogue between teacher trainees in the North and South and the development of courses and teaching aids to increase knowledge of other countries and cultures. A small number of those taking part will receive practical work experience in cooperating countries (Namibia, South Africa, Nicaragua, Guatemala, Bolivia and Ecuador).

EID Paris Study Tour

In 1998 we managed to schedule two Study Tours to Paris – one in March for the 1997/98 MA group and one in November for the 1998/99 MA group. Below is a reflection of the trip by one of last year's students.

EID goes to Paris

Ruth Bailey (MA student 1997/98)

A short report of the study tour to Paris March 22nd to 27th 1998

A part of the MA (EID) in 1997/8 was the study tour to Paris where students were offered the unique opportunity of visiting development and aid agencies in Paris, France. Over thirty MA students accepted the challenge and with an assortment of partners and a lovely baby, the trip began from the Institute of Education on the morning of Sunday 22nd March. The trip, scheduled to last for five days, included visits to The World Bank, UNESCO, OECD and IIEP.

We made the journey by coach and stayed in a charming hotel unfortunately located in the red light district of Paris. For some this was an education, although for others not of the most welcome kind.

The trips to the four organisations did not disappoint, but neither did they thrill the assembled party. The first visit was to The World Bank. Here we were entertained by a senior official whose name escapes me. He talked for around forty minutes and then we were permitted to ask questions. Suitably impressed with the fabulous wealth of the World Bank and marvelling at the contrast with developing countries it claims to support, we then proceeded to UNESCO where fewer riches were on display.

The UNESCO visit was longer. Indeed it took a whole day, during which we were able to pore over the books in the resource



Discovering some of the sights en route to UNESCO

centre, sample the delights of the UNESCO canteen (oysters as starters, s'il vous plait!) and endure the shameless self-promotion of a series of speakers whose interests ranged from gender issues to Sri Lanka.

On the following day we visited OECD and met fewer people, although the theme of self-promotion was still very much in evidence. We were met by Francine Gilman, a well-oiled PR machine who introduced us to two speakers who again went on at length about a variety of interesting if not revelatory issues. Again we were able and indeed encouraged to ask questions which enabled us to develop a reasonably significant if not meaningful dialogue with our counterparts.

Last but not least was the visit to IIEP where we met the most energetic speaker of the week who spoke at great speed about process and planning for developing countries. He was supported by more lethargic colleagues who completed our picture of the work of IIEP.

To conclude, the trip to Paris was certainly worthwhile and provided us with a number of interesting insights into the workings of a variety of developmental agencies. We may have got more from the study tour if it had been more than a PR exercise for the majority of agencies that we visited. Overall, it was a good exercise in 'de-mystifying' the nature of such international organisations. More importantly however, we were enabled to gel as a group and shared meals, ideas and time with each other that we found more difficult to achieve in London where members of the course had other more pressing commitments that made prolonged discussion and exchange of ideas more difficult. This aspect of the trip was very positive for the group as a whole. ■



Some of this year's students relaxing over the group meal in Paris

Professor Lalage Bown on 'Literacy, Gender and Development'

EID Special Guest Lecture Review

Miriam Mutesva (MA Student 1997-98)

I used to be miserably poor and could not even read or write my name. But now, thanks to the literacy campaign, I am just miserably poor.

(Kekar, Mamaga: 1986).

Professor Lalage Bown, an EID visiting fellow, gave an interesting lecture on literacy, gender and development, where she recounted some of her experiences over the years. Lalage has over thirty-one years of expertise working with African universities in the area of Adult Education. Nearer home her research on literacy has influenced the British government to increase funding for literacy campaigns.

Lalage's analytical and inspiring presentation highlighted the connection between literacy, gender and development. There is a pressing need for those who are involved in development work to ensure that literacy is accessible across gender. Lalage stressed how academic theories of development differ from those of Development Agencies such as the World Bank. Even though it appears that most of these agencies are related, they do not seem to co-ordinate their work. Often their policies are in collision.

The 1990 Human Development Report says that: *'Human Development is a process of enlarging people's choices. In principle these choices could be infinite and could change overtime. But in all levels of development the essential ones are for people to lead a long and healthy life, to acquire knowledge and to have access to*



From left to right, Professor Lalage Bown, Dr Elaine Unterhalter and Professor Paul Fordham, discussing the lecture during the lunchtime reception.

resources needed for a decent standard of living. If these essential choices are not available, many other opportunities remain inaccessible.' Lalage argued that if the beliefs of this report were going to have a practical impact on people's lives, then the basic objective of development must be to create an enabling environment for those involved, allowing them to enjoy long, healthy and creative lives. This could be ensured by measuring the history of development through the essential 'yardstick': *the growing equity between people and among nations.*

In her opening remarks Lalage quoted a semi-literate Mexican woman talking to Predita Houston (1979) who said *'women bear children, so women prepare the future. How can the future be good if women are ignorant?'* Lalage then highlighted some ambiguities surrounding the issues of literacy, gender and development, particularly the idea that women are 'victims' of their socialisation process. Could it be true then that mothers treat their little boys and girls differently?

Lalage's numerous examples of women attending literacy classes, both in the South and the North, indicated one major desire regardless of differences in geographical location. A Canadian woman quoted by Jean Pierre Velis (1990) said *'I want to read and write so that I can stop being the shadow of other people'*. The desire is not just for literacy to serve political campaigns, it is a desire to enable one to interpret factors and issues that affect one's daily activities without having to depend on someone else.

Sadly, Lalage reminded us how literacy campaigns have sometimes been used as instruments to rob humanity of their dignity, for example where a literacy campaign has been used for the purposes of securing a signature for the 'ballot-box'.

There is a need to maintain a gender and development framework that combines access to literacy skills with maintaining people's dignity. Lalage could not emphasize any better than she did that literacy should help better human lives. Literacy is not simply a necessary tool for employability but a skill to maintain human dignity. In this manner literacy is enabling and empowering, allowing a person to be pro-active.

The lecture also highlighted the availability of many literacies, with a hierarchy of languages linked to structures of power within a society. This takes us to the centre of the discussion, as it reveals how people may often encounter power structures that have a 'literacy' in *exclusive scripts* i.e. an official language or dominant language which excludes those whose knowledge is restricted to their non-official or perhaps minority language. This means that powerful institutions, people and organisations have key documents and conduct decision-making in a language which excludes those who cannot interpret the messages. Such exclusivity often serves to allow the powerful to exploit the poor and less powerful.

Organising a literacy campaign and setting objectives is not easy. Yet in areas where women have accessed 'meaningful literacy' they have been actively involved in the socio and economic aspects of their lives without being cheated by the literate son, husband or community leader, thus being able to fight some forms of oppression in their lives. The Freirian approach adopted by most literacy campaigns suggests emancipatory and liberatory factors, yet women are often faced with barriers: negative index, discrimination, problems of access, the collapse of knowledge into education. Without literacy skills, women's knowledge is often denied legitimacy yet literacy rarely sweeps women into the 'rooms of power'. Women are left tottering at the edges.

Lalage's lecture was followed by a lively discussion and numerous issues were raised such as: Is literacy simply about a capacity to acquire and exchange information via the written word? When does one become literate? Is it when you are able to write your name across a dotted line, or is it when you can interpret a government document? What language determines power hierarchies in development? ■

Multi-Grade Primary Schools

in the Turks and Caicos Islands

Chris Berry (EID Research Student)

Between 1993-1996 I worked on an ODA funded in-service teacher training project in the Turks and Caicos Islands. The islands are a British Dependent Territory and consist of a scattered group of about thirty islands in the Caribbean. The islands are located at the southern tip of the Bahamas chain, approximately five hundred and fifty miles south east of Miami, Florida. Six of the thirty islands are inhabited. The 1990 census indicated a total



Students in a multi-grade school in Turks and Caicos Islands

population of approximately 12350. There are ten government primary schools on the islands. Three of the primary schools would be classed as very small (below 100 pupils) and the largest has less than 300 students.

The aim of the in-service project was to support the development of a wider range of teaching strategies through teacher training and classroom-based resource support. Training was delivered to teachers on the different islands by myself and staff from the Department of Education. Workshops were designed to support teaching reading, teaching mathematics, and teaching science using mixed ability and multi-grade methods. As part of the project, a centralised system of monitoring student performance in reading and mathematics was introduced. In addition, schools were visited regularly to gain information on project implementation from teachers and head teachers.

In the three smallest schools, teachers were faced with a situation in which they had more than one grade level in the class, sometimes as many as three. The prevailing view in the Turks and Caicos Islands was that these small schools, or multi-grade schools, were less effective than the larger mono-grade schools. Using the data set collected to monitor project implementation, I am examining the effectiveness of multi-grade schools in raising the reading levels of low achieving students. I am particularly interested in how the climate of small schools differs from that of large schools and, in turn, how this might influence teaching and learning in multi-grade classrooms.

Despite the limitations in scope of research based on schools in only one small state, I hope the study will lead to wider generalisations about the policy implications for the support and development of teachers in multi-grade schools, particularly in the Caribbean. Some of the likely issues are relevant training, appropriate resourcing, regular school supervision, and appropriate systems for student monitoring. In addition, I will consider whether it is possible to draw lessons from the experience of multi-grade schools for the teaching of low achievers in mono-grade schools. Although some of the conditions prevailing in multi-grade schools cannot be easily replicated in larger schools, there are teaching strategies which could potentially be transferred. I hope to be close to completing my research by the end of next year. ■

School Health Education and Issues of Going to Scale:

the Child-to-Child Approach in Zambia

Mayumi Nishihara (EID Doctoral Student)

Mayumi Nishihara, an EID Doctoral Student, explains the process involved in her doctoral research in Zambia and the preliminary conclusions of her work regarding the factors which lead to the successful expansion of small-scale education projects.

In my research, I am trying to find the mechanisms and enabling factors which make scaling up educational change possible, particularly using the Child-to-Child approach. Child-to-Child is an approach to health education, trusting children as partners in health promotion. By providing children with health knowledge and skills, they can protect their own health and promote health in their family. Although the approach has been used in more than 70 countries, most programmes are rather small scale. Only Zambia has tried to use the approach nationally in a comprehensive way since 1986.

Zambia is a landlocked country in Southern Africa, with a population of 9.4 million. It has moved to one of the poorest countries from being one of the richest in the region in last 30 years. I made 3 trips to Zambia; a preliminary trip for 2 weeks, main data collection for 5 months, and a final trip for 2 weeks. I looked at 3 regions, Northern, Copperbelt and Southern Provinces, to identify potential effective models of 'going to scale'.

Numerous people have supported my fieldwork. Firstly, I was lucky enough to be an attached educational researcher to the UNESCO Zambia Office. This was possible partly because I used to work for UNESCO in Paris and in Beijing. Also the director, Dr. Mauno Mbamba was extremely understanding and helpful. I attended various donor meetings in Lusaka and shared whatever

information I had collected in the regions with the office. Secondly, there were many Japanese working for JICA (Japan International Co-operation Agency) who kindly let me stay with them or house-sit while on leave. Thirdly, and the most importantly, countless Zambian people, from school children and teachers to government officials, were so welcoming and generous in sharing their time,



Girls in a primary school learning together. Copperbelt, Zambia

energy and valuable experiences with me. The other expatriates were also friendly and helpful. Above all, I am greatly indebted to them.

As for my findings: teachers do not change their ways of teaching even if the government announces that they should use the Child-to-Child approach and changes the curriculum. There two main types of teachers, those who are talented and naturally trying to improve their teaching and those who regard teaching as just a means of living. The latter is in the majority and will only be convinced when the former proves that the approach works in classrooms and brings better results. It is therefore important to identify and bring talented teachers into influential positions. Moreover, often only one teacher from each of the 15 to 20 schools participated in the Child-to-Child workshops. The participants were expected to understand and internalise the concept at once, and then convince all colleagues in their schools of their value. Instead of having such optimistic expectations of workshops, school-based workshops that involve all the staff can be more effective. Lastly the impact of HIV/AIDS in Zambia is enormous. It is not only affecting adults but also children. Children are coping with the traumatic experience of losing their parents and then going on to live with relatives who are not always welcoming. The Child-to-Child approach is highly relevant to AIDS orphans who desperately need mentoring systems in which other children are involved. ■

Multi-grade Teaching Research Project

Background

The Multi-grade Teaching Research Project is a DFID-funded 4 year project which developed out of an ODA funded desk review of research and practice on multi-grade teaching in 1994. The review pointed to a basic paradox in multi-grade teaching whereby the mono-grade classroom found in large, urban schools, staffed by trained teachers is seen as the ideal, while teachers working in multi-grade classrooms are often untrained, or trained in mono-grade pedagogy, and have few resources.

Aims and objectives

The research considers:

- What is the extent of multi-grade practice in three countries?
- How do teachers currently organise teaching and learning in multi-grade primary schools?

It will include conducting an intervention study with teachers on the organisation and management of the multi-grade classroom and make recommendations on multi-grade teaching policy and practice.

Research team

The research will be based at the Institute of Education, University of London and carried out in three countries selected according to the prevalence of multi-grade teaching, professional interest among national researchers, the strengths and country experience of the London-based researchers and support from DFID education advisers. There will be a core team of 10 researchers. The project will be directed at the Institute of Education by Professor Angela Little and two associate researchers, Dr Pat Pridmore and Dr Sheila Aikman,

with a research officer. There will also be two researchers in the three partner countries.

In each of the three countries a senior researcher and a junior researcher will be chosen. The former will be responsible for reviewing the status of multi-grade teaching in their country in the initial phases of the research, arranging workshops and acting as co-supervisor of the junior researcher. The latter will be offered a research studentship or post-doctoral fellowship tenable at the University of London and work as members of the research team while undertaking research and completing a research theses.

Organisation of the research

The London-based team will initiate the research by contracting the national researchers and preparing for a workshop in London for all 10 members of the research team. Here the researchers will present papers on multi-grade teaching and develop detailed plans for classroom-based work. The researchers will then begin investigating case-studies in each country of multi-grade practice. The case studies will be reviewed at a workshop for all researchers in one of the three research countries.

The subsequent phase of the project will involve the design and implementation of a series of small-scale interventions to assist the teacher in the multi-grade classroom. The interventions will focus on areas of knowledge according to the research students' interests (for example this could be maths and health). A third workshop will be held in another of the three research countries to review the action research and plan the final cycle of action research.

The final phase will consolidate the written outcomes of the research and contribute to the policy dialogue on multi-grade teaching and practice through conferences, symposia and publications.

We are in the initial phase of identifying partner countries, and look forward to hearing from colleagues in countries where multi-grade teaching is prevalent and a potential research priority.

E-mail: a.little@ioe.ac.uk or s.aikman@ioe.ac.uk or p.pridmore@ioe.ac.uk

Globalisation, Qualifications and Livelihoods

Jane Evans

Research officer **Jane Evans** reports on the preparation stage of a research project exploring the relationship between economics and the future of education and training systems .

This project is the preparation phase of a research project entitled Globalisation, Qualifications and Livelihoods which is being undertaken by Professor Angela Little and research officer Jane Evans between May 1998 and March 1999. Funding is from DfID and the White paper: Eliminating World Poverty: A Challenge for the 21st Century provides a rationale for this research. The current phase of the project takes the form of an annotated bibliography and literature review.

There is now an extensive literature on the phenomenon of globalisation, a term which might be defined as increasing levels of interdependence and integration economically, politically and culturally across the globe.

Of particular interest to this research is the ways in which economic globalisation is altering patterns of work and employment throughout the world. Obstacles to economic transactions are reduced. Transnational corporations and associated trade and investment flows are mobile and fluid. Production methods are led by effective demand rather than production capability. 'Just in time' systems are preeminent in many industries. Work forces intranationally and internationally need to adapt to these changes by becoming numerically and functionally flexible. The research agenda poses a number of questions about this. For example:

- How will education and training systems adapt to equip workers to take advantage of the effects of economic globalisation?
- How will national curricula change, and whom will changes benefit?
- What qualifications best meet workers' needs for employment as a route out of poverty and a means of achieving sustainable livelihoods?
- Can qualifications be traded or exchanged internationally?

Preparation will also include a feasibility assessment of a longitudinal study and the development of a research plan in selected countries, probably Sri Lanka and Zimbabwe.

Towards the end of the preparation phase it is planned to hold a seminar or workshop for a small number of interested experts who will comment on the literature review and contribute a state-of-the-art review in their specialized area. ■

Commonwealth Education Material in the Institute Library

Diana Guthrie, Information Services,
Institute of Education

The Institute Library is to benefit from a new agreement made between itself, Nottingham University's Education Library and the Council for Education in the Commonwealth, to establish two Commonwealth Education Documentation Centres. The libraries at the Institute and Nottingham were chosen as they already maintain strong collections on education in the Commonwealth and will offer researchers the choice of a location in central London or the Midlands.

The Council for Education in the Commonwealth is dividing its present collection between Nottingham and the Institute, to help fill any gaps in the coverage of education in the Commonwealth. In addition, the Commonwealth Secretariat, which publishes a substantial amount of material on Commonwealth education, will donate a copy of most of its new publications to each of the two centres. (This will be in addition to any Commonwealth Secretariat material which the libraries decide to buy).

Nottingham have decided to keep their Documentation Centre material as a special, reference-only collection.

By contrast, the Institute will add its copies of the material to the main collection, where it will be available for borrowing in the usual way. The bibliographical records will be available in the computerised catalogue (available over the Internet), and the books will be identified with special labels, indicating that they form part of the 'Commonwealth Education Documentation Centre (Institute of Education, University of London)', as the collection is to be known.

This is a very encouraging development for the Institute Library's overseas collections. It is hoped that other associations and institutes with strong Commonwealth interests might be encouraged to follow the example of the Council for Education in the Commonwealth and the Commonwealth Secretariat! ■

STAFF ACTIVITIES – 1998

Sheila Aikman

- Associate Director of a three year multi-grade teaching research project funded by DFID which will focus on the classroom management of the multi-grade classroom. This research will be conducted in three countries.
- Second year of Spencer Postdoctoral Fellowship on the conceptualisation and development of programmes in intercultural education for indigenous peoples. I have been carrying out fieldwork in Peru and made short visits to Mexico, Nicaragua and Guatemala.
- Made two further visits to the Osuwela project in Mozambique as Lead Consultant for the Institute of Education. A positive evaluation of this project is expected in March 1999 and the possibility for further collaboration with IOE.
- Participated in the UN Working Group on Indigenous Peoples in Geneva in July 1998.
- Visited the Universidad Autonoma Metropolitana in Mexico city to work with PhD students on the IOE/UAM Phd programme.
- Presented my research-in-progress at the Spencer Fellows Forum at Stanford University, San Francisco.
- Organised with Elaine Unterhalter the Second Research Students Seminar on 'Education in Africa' under the auspices of IOE and The British Association for International and Comparative Education (BAICE).

Roy Carr-Hill

- Conference Presentation: with Bob Levers. York Rowntree Centenary, *New Labour, New Poor*. March 1998
- Conference Presentation: Paper on *Les problemes d'allocation equitable*. Seminar Cergy-Pontoise. March 1998.
- Invited Paper, with Edwina Peart. 'Out of School Education: problems of classification and documentation'. Inaugural Conference of British Association for International and Comparative Education. Reading, 11-13 September, 1998

- Research Consultant with Merseyside Police Authority, developing a framework for resource allocation to police service along similar lines to that already developed for health and social services (1998)
- Consultant for the Dutch government with the Ministry of Education, Mozambique, to assist in developing a framework for monitoring and evaluation (Sept. 1998)
- Visited Nairobi in February 1998 to assist with design of evaluation for SPRED II activities
- Completed survey of relative performances in Vanuatu of students in the Anglophone and Francophone education systems.
- Visited Moscow as part of the World Bank Team to advise on resources allocation systems in Russian Republics.

Angela Little

- Director of the 3 year Multigrade teaching and research project funded by DFID.
- Research and Development work on the DFID-funded Primary Education Planning Project, Ministry of Education and Higher Education, Colombo (Feb/March, July and October)
- Presented a paper at the World Congress of Comparative Education Societies, Cape Town, (July), Qualifications, Globalisation and Livelihoods: towards a research agenda
- Policy Research on Primary Education, December 12th. Bangladesh Institute of Administration and Management, Dhaka.
- Policy research development work on the DFID-funded ESTEEM project, Dhaka, (Nov/Dec)
- University of Zimbabwe for discussions on future research collaboration, Harare (July)
- Universities of Colombo and Peradeniya for discussions on future research collaboration, Sri Lanka (October)

- Editorial work on Comparative Education and Assessment in Education
- Award of DFID ESRMU research grant on Globalisation, Qualifications and Livelihoods
- Award of DFID Education Division research grant on Multi-grade Teaching
- Sussex Development Lecture. The Diploma Disease: twenty years on, January
- Sinhala language training, Kandy, (September)

Pat Pridmore

- Associate Director of the 3 year Multigrade teaching and research project funded by DFID.
- Consultant for DANIDA co-directing with Gill Gordon a course for staff in a DANIDA funded community based nutrition project, Kenya. The course focussed on using performing arts and visual materials to improve nutrition and sexual health.
- Consultant for PLAN International co-directing with Gill Gordon a workshop for PLAN staff from eleven countries on Participatory planning, logframes and project proposal writing.
- Consultancy for the Centre for International Development in Oslo, Norway, presenting a seminar and workshop on Participatory Rural Appraisal for staff and students from different disciplinary backgrounds from College and University departments.
- Consultant for the Child-to-Child Trust co-directing with Hugh Hawes a course on planning health through the school for senior planners from eight countries.
- Attended the XVI World Conference on Health Promotion and Education held in June in Puerto Rico and presented a paper on 'Children's participation in research and programme development for school health'.
- Networking visit to Nino a Nino (Child-to-Child) in Oaxaca, Mexico, an innovative informal health promotion programme which reaches out to children who are isolated and marginalized. ➤

- Networking and research visit to schools in the Southern Paros Mountains of Northern Tanzania to work with children on autonomy and decision making in their daily lives.
- Visit to Universidad Autonoma Metropolitana (UAM University) in Mexico City for the Institute of Education Mexican Doctoral Programme to provide tutorial and seminar support.
- Member of the PLAN International panel for reviewing project proposals

Elwyn Thomas

- Visited Mahidol University, Bangkok, to provide three week input into med management programme as part of the IOE/Mahidol Link Scheme.
- Ran a series of n two day workshops at the Faculty Of Medicine, Mahidol University, Bangkok. On” ‘Modularisation As Part Of Quality Control In Postgraduate Education.’
- Visited DISTEC in Penang, Malaysia Visited Director Of Education, Penang, Malaysia. Visited Faculty Of Education, Universiti Sains Malaysia
- Acted As External Examiner (PhD) University of Malaya, KL
- Academic Staff Appraisal/Promotions (Professorial Level) University Of Zimbabwe, Faculty of Education.
- Co-ordinated with Management Unit/ Policy Studies 6 weeks internship programme at IOE for Thai Educators as part of the Mahidol/Institute Link Programme.
- Acted as External Examiner for Masters Programmes in Education, University Of West Indies, Trinidad.
- Visited Mahidol University/Salaya Campus to give input into research methodology for postgraduate students as part of the Link Programme.
- Ran 3 two day workshops on postgraduate supervision for Thai academics working at universities throughout Thailand, the workshop was held in Bangkok.
- Visited Higher Educational Institutes in Hanoi, Vietnam ANDKL/Malaysia.
- Presented a plenary paper at the Centre For World Dialogue on the Rights Of The Child: Ten Years After ANSD Sponsored by UNICEF. Venue was in Nicosia, Cyprus.
- Acted as external examiner (PhD), University of Wales.

- Acted as external examiner (PhD) University of Huddersfield.

Elaine Unterhalter

- Presented paper on autobiography and South African women’s account of schooling. Institute of Commonwealth Studies, London
- Presented a paper ‘Unpacking the gender of global curriculum in South Africa’ in the symposium on Globalisation and Education.
- Feminist Perspectives on Schooling, Family and State at the AERA (American Education Research Association) meeting, San Diego.
- Visited schools, teacher training centres and education officials in Bangladesh as part of the preparations for the bid for the DFID funded ESTEEM (Effective Schools through enhanced education management) project, which the Institute of Education won as part of a consortium led by Cambridge Education Consultants (CEC)
- Presented a paper on diasporas and South African exiles at the conference on Transnationalism organised by the International Centre for Contemporary Cultural Research, University of Manchester.
- Delivered a keynote address ‘Marginality and Meaning: Educational challenges in an era of globalisation’ at the conference Education at the Margins, organised by the International Extension College, University of Cambridge.
- Presented a paper on conceptions of stakeholding in South African education policy documents at the conference on ‘Education and Late Modernity’, Institute of Education.
- Presented two papers at the World Conference on Comparative Education Societies, Cape Town; ‘Stakeholding and School Governance in South Africa: devolution, democratisation, disguise?’ and ‘Autobiographies and gender reform in education policy making in South Africa’.
- Attended working conference on gender and schooling organised by DFID, University of Reading.
- Presented a seminar ‘Gender, autobiography and schooling in South Africa’, Centre for Research on Education and Gender, Institute of Education.

- Worked with Finnish partner agency FTP to brief Institute of Education-FTP team going to work on an EC funded UNIFY project at the University of the North, South Africa.
- Represented DFID as a member of the 8th Joint Review Mission of the District Primary Education Project (DPEP) India.

Chris Williams

- Presentation to the *All Party Disablement Group*, on crime and people with disabilities House of Commons, January. Attended Home Office launch of ‘Speaking up for Justice’ Report, London, June. This research for the Joseph Rowntree Foundation contributed to the new *Youth Justice and Witnesses Bill* announced at the Queen’s Speech, in November.
- Presented a paper on abuse of people with learning difficulties at Community Care crime workshop, Church House Westminster, February, and for a SCOVO/Welsh Office conference, Llandrindod Wells, June.
- Attended meetings on the European response to violence against people with autism, and contributed to developing policy document for the EU DAPHNE Programme. June - November. Presented keynote and concluding address at seminar, *Autisme-Europe*, Brussels, September.
- Lectures on ‘Environmental Victims’, Williams Laws Society, University of Oxford; Faculty of Social and Political Sciences, University of Cambridge; Geographical Association, LSE, November.
- Lecture on education and street children Department of Educational Studies, University of Oxford, December.
- Visit to Stockholm to work with the Director of Planning at the International Institute for Democracy and Electoral Assistance on the concept of the Planetary Interest and a related book (Now published by UCL Press), July.
- Visits to Paris – UNESCO, IIEP, OECD World Bank, with MA students, April and November.
- Lectures on ‘Environmental Victims’ at Hiroshima City University, and meetings with academics running courses similar to EID in Japan. ■

Recent EID Publications

SHEILA AIKMAN

Forthcoming

- Monograph: 'Intercultural Education and Literacy' due out in January 1999. Published by John Benjamins.
- Contract with Cassells in series on *New Frontiers in Education* still pending but expected for book arising from Spencer research on Intercultural Education and Development.
- 'Alternative Development and Education: Economic Interests and Cultural Practices in the Amazon', in Leach, F. and 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. and Bunarwee, S., (eds) *Gender, Education and Development*, Zed Press, London.

1998

- Aikman, S. (1998) 'Towards an Intercultural Participatory Approach to Learning for the Harakmbut', *International Journal of Educational Development*, Vol 18(3) pp. 197-206.

1997

- 'Intercultural Bilingual Education and Indigenous Peoples in Latin America', in Coulby, D., Jones, D. and 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.26, No.2, pp.153-165.

ROY CARR-HILL

Forthcoming

- with Street, A. and Posnett, J. 'Is Hospital Performance Related to Management Costs?'. *Journal of Health Services Research and Policy*.
- with Lavers, R. 'New Labour, New Poor' (ed.) Bradshaw, J. *Rowntree Centenary*, Policy Press.
- with A., Rice, N., Smith, P.C. 'The Determinants of Expenditure of Children's Personal Social Services'. *The British Journal of Social Work*.
- 'Equity in Access to Health Care: A European Problem' *European Journal of Health Law*.

1998

- with A., Hopkins, M.J. and Riddell, A. 'Performance Indicators in Education'. *DfID Education Division Series*.
- with Rice, N., Dixon, P., Sutton, M. 'The Influence of Household on Drinking Behaviour: a multilevel analysis.' *Social Science and Medicine*, 1998, 46:971-9
- Jenkins-Clarke, S. and Dixon, P., 'Teams and Seams: skillsmix in primary care.' *Journal of Advanced Nursing*, 1998, 28(5), 1120-6
- 'Classifying Out-of School Education', Report to UNESCO Division of statistics, Feb. 1998.
- 'A Framework for Optional Research within SPRED II', report to British Council in Kenya, March 1998.
- With Jenkins-Clarke, S. 'Implications of Skillmix for Medical Workforce Scenarios' for the Department of Health, Human Resources Division (with Paul Dixon and Dermot O'Reilly). Population

Distribution and Sparcity for Association of County Councils, June 1998.

1997

- with Jenkins-Clarke, S., Dixon, P. and Pringle, M. 'Do Minutes Count?' Consultation Lengths in General Practice. *Journal of Health Service Research and Policy*, vol 3, no.4, pp. 207-214.
- with Rice, N., Roberts, D., and Lloyd, D. 'Informing Prescribing Allocations at District Level in England'. *Journal of Health Service Research and Policy*, 1997,no.2, pp 154-9
- with Hardman, G., Martin, S., Peacock, S., Sheldon, T. and Smith, P. 'A New Formula for Distributing hospital funds in England'. *Interfaces*, 1997;27 (1), 53-70.
- with Sinclair, R. 'Assessing Needs for Children's Services', National Children Bureau

ANGELA LITTLE

Forthcoming

- 'Labouring to Learn: towards a political economy of education and plantations in Sri Lanka', Basingstoke, Macmillan Press (English edition) Tamil and Sinhala editions to be published through Suriya Publishing House, Colombo
- 'Education, Cultures and Economics: Dilemmas for Development' (ed.with Fiona Leach), New York, Garland Books
- 'Development and Education: economic and cultural analysis', in Leach and Little op cit
- 'Guidelines for the Development of Education Plans', (with others), Ministry of Education and Higher Education, Sri Lanka

- 'Primary Education in Sri Lanka: the foundation' (editor and contributor), Sri Lankan publishing house

1998

- 'Qualifications, Globalisation and Livelihoods: towards a research agenda', Paper presented at the World Congress of Comparative Education Societies, Cape Town, July
- 'Primary Education Planning Project (PEPP) Team Leader Reports', Document Series Nos. 12, 16, 19, Cambridge Education Consultants and Ministry of Education and Higher Education, Colombo
- 'Primary Education Planning Project (PEPP) Output to Purpose Review', Cambridge Education Consultants and Ministry of Education and Higher Education, Document Series No. 18
- 'Labouring to Learn', a synopsis of the forthcoming book, *EID Review 1997*, London

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. and Luwongo, T.)

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

PAT PRIDMORE

Forthcoming

- 'Partners in Planning: An introduction to the use of qualitative research for needs assessment'. Macmillan/TALC. (Joint author with Rifkin S.)
- 'Children as Health Educators; A critical appraisal of the Child-to-Child approach'. London: ZED Books. (Joint author with Stephens D.)
- 'Child-to-Child: Training of Implementors Manual.' London: The Child- to-Child Trust.
- 'Participatory Approaches to Programme Planning and Proposal Writing.' London: Institute of Education/ Woking: PLAN International. (Joint author with Gordon G.)

1998

- 'Education in Hope – the need for new approaches to health education in emergencies'. *Journal of Practice in Education for Development*, Vol. 3 No. 3. (Joint author with Ferron S.)
- 'Participatory Approaches to Nutrition and Sexual Health Part 2 Performing Arts and Visual Materials'. London: Institute of Education/ Nairobi: DANIDA. (Joint author with Gordon G.)
- 'Stepping Forward: Children and Young People Participating'. London: Intermediate Technology Publications. (Joint editor with Johnson, V., Ivan Smith E, Gordon G. and Scott P).

- 'Culture, Attitudes and Perspectives' chapter 4 in Johnson, V., Ivan Smith E, Gordon G., Pridmore P and Scott P.(eds.) (1998) *Stepping Forward: Children and Young People Participating*. London: Intermediate Technology Publications. (Joint author with others.)

- 'Children's Participation in Situations of Crisis', chapter 5 in Johnson, V., Ivan Smith E, Gordon G., Pridmore P and Scott P.(eds.) (1998) *Stepping Forward: Children and Young People Participating*. London: Intermediate Technology Publications. (Joint author with others.)

- Pridmore P. (1998) Children's Participation in Research and Programme Development for School Health. Paper presented at the XVI World Conference on Health Promotion and Education, Puerto Rico. 21st.-26th. June.

- Pridmore P. (Ed.) (1998) 'Concepts and Determinants of Health and Models of Health Promotion'. *London: Institute of Education: A Reader*. London: Institute of Education.

- Pridmore P. (1998) Concepts and Determinants of Health and Models of Health Promotion. *Distance Learning Monographs:*
 1. *Concepts of Health.*
 2. *Determinants of Health*
 3. *Inequalities in Health.*
 4. *Understanding Human Behaviour.*
 5. *Concepts and Models of Health Promotion.*
 6. *Ethical Issues in Health Promotion.*
 7. *Education for Health.*
 8. *Communication for Health.*
London: Institute of Education.

1997

- 'Participatory Learning and Action to Reduce Women's Workloads in East Africa'. *International Journal of Educational Development*, vol. 17, No. 1 pp 51-57. (Co-author with Masoy A.)

- ‘Exploring Children’s Perceptions of Health: Does drawing really break down barriers?’ *Health Education Journal*, 56, (pp 219-230). (Co-author with Lansdown R.)
- ‘Children’s Participation for Research and Programming – A Collaborative Initiative.’ *NU Nytt om U-landshalsovard* 4/97, vol. 11 pp 37-38. (Co-author with Gordon G.)
- ‘Participatory Approaches to Reproductive Health and Nutrition’. *NU Nytt om U-landshalsovard* 4/97, vol. 11pp 38-40 (Co-author with Gordon G.)
- ‘Participatory Approaches to Nutrition and Sexual Health: Part 1 Participatory Learning and Action’. London: Institute of Education/ Nairobi: DANIDA. (co-author with Gordon G.)

ELWYN THOMAS

Forthcoming

- ‘Cultural Influences on Schooling: towards praxis and professionalism’. New York: Wiley
- ‘History of English Psychology’ San Francisco, APA with OUP as part of the *Encyclopedia of Psychology*.
- ‘Researching Values in Cross Cultural Contexts’, London: Routledge

1998

- ‘Cross Cultural Challenges to the Development of a Culture Sensitive Pedagogy within an Emerging “Global Culture”’. In J C Lasry J G Adair, J L Dion (eds.) *Latest Contributions to Cross Cultural Psychology*. Amsterdam: Swets & Zeitlinger
- ‘Education and the Rights of the Child: Understanding some Cross Cultural Contexts with Reference to Policy and Practice’. Paper given at the Rights of the Child Conference, Nicosia, Cyprus, Centre for World Dialogue/UNICEF. November 1998

1997

- ‘Models of Teacher Education and their Role in Educational Planning’, in Lynch, J., Modgil, S. and 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. and Modgil, C., (eds) *Education and Development : Tradition and Innovation, Innovations in Primary Education*, Cassells, London, pp154-169.
- ‘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 given at the 1997 Oxford Conference on Geopolitical Change September 1997.

ELAINE UNTERHALTER

Forthcoming

- ‘Gendered Diaspora Identities: South African women, exile, migration, c. 1960-1995’ in Ali, S., Bignell, K. And Goro, W. (eds.) *Feminist Movement* London: Taylor and Francis.
- ‘Citizenship, Difference and Education: Reflections on the South African Transition’ in Yuval-Davis, N. And Werbner, P. (eds.) *Women, Citizenship and Difference*. London: Zed.
- ‘Citizens, Stakeholders and Human Resources? The conceptions of girls and women in transformative education visions in the 1990s’ in Arnot, M. And Dillabough, J. (eds) *Gender, Education and Citizenship: An International Feminist Reader*. London: Routledge.
- With L. Chisholm ‘Gender, Education and the Transition to Democracy Research, Theory and Policy in South Africa, c. 1980-1998’. Transformation, Globalisation, Gender and Curriculum 2005, *Agenda*, No. 39

1998

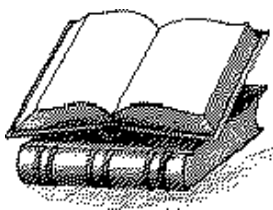
- ‘Gender, Equity, Redress and the National Qualifications Framework’ in Centre for Education Policy Development (ed.) *Reconstruction, Development and the National Qualifications Framework*. Johannesburg: Centre for Education Policy Development, Evaluation and Management and Education Policy Unit. University of Witwatersrand.
- ‘Marginality and Meaning: Educational Changes in an Era of Globalisation’ in Spronk, B (ed.) *Education at the Margins*. Conference Cambridge: International Extension College.
- ‘Economic Rationality or Social Justice? Gender, The National Qualifications Framework and Educational Reform in South Africa 1989-1996’ *Cambridge Journal of Education*, Vol. 28, No. 3, pp. 351-368.

- With Melanie Samson, 'Gendering the Global and the Local: Ambiguous Partnerships in the South African Transition'. *Development*, Vol. 41, no. 4, pp. 54-57.

- 'The Schooling of South African Girls' in Heward, C. and Buwaree, S. (Eds.) *Gender, Education and Development*. London: Zed.

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. and 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.

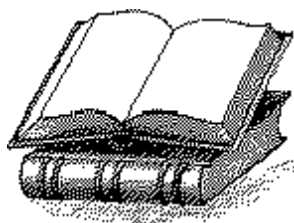
- 'Gender, Education and the Transition to Democracy: Research, Theory and Policy in South Africa c.1980 - 1996', in *Women's Studies Quarterly*, Vol. 26, Nos. 1 and 2 (with Chisholm, L.)

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

DR CHRIS WILLIAMS

Forthcoming

- 'Understanding Child Labour', *Childhood*, special issue, forthcoming, no.1. Guest editor, with Per Miljeiteg and Ben White.
- 'Doing the obvious: the global relevance of local law'. *The Law and AIDS*, Delhi: Indian Law Institute.



- 'Children as environmental victims', in Marvasti, J.A. *Child suffering in the world*, Lincoln-Bradly: Tennessee.

1998

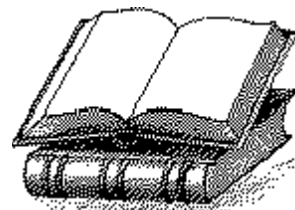
- *Environmental victims: new risks, new injustice*, Kogan Page/Earthscan: London. (Edited book)
- 'The European dimension and Possibilities for change' – a case study of the UK, in *Code of good practice on prevention of violence against persons with autism*. European Commission, DAPHNE: Brussels.
- 'Global environment and human intelligence', *The Globe* (Global Environmental Research Office) 42, pp11-12.
- 'Speaks Volumes', review of, 'The Problem Teacher and The Problem Parent', A.S.Neill, *Community Care*, 1-7 October, p32.

- Review of 'Environmental Crime and Criminality: theoretical and practical issues', *Theoretical Criminology*, 2(4): 481-491.

- *Plain Facts --Crime and abuse*, (Audio tape and pamphlet. Research findings written in an accessible style for people with reading difficulties), Joseph Rowntree Foundation: York.

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. ESRC; internet: <http://www.sussex.ac.uk/Units/gec>

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 1997/8 the Institute as a whole attracted 563 research students, of whom 25-30 were enrolled with supervisors in EID. The PhD has recently been awarded for research on the leadership qualities amongst ethnic Malay residential school pupils, and on the evaluation of a media based health education campaign for the control of tuberculosis in Colombia.

Research is currently being undertaken in EID on: differences in the material culture and spatial construct of public schools in South Africa; inter-relationships between international, indigenous and non-governmental organisations involved in adult education in societies recovering from conflict; refugee education of Montserratian children in the UK; assessment in primary education in Egypt, and health education promotion in Zambia among many other subject areas. Most of our research students undertake a substantial piece of field research as

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

TRAINING IN RESEARCH APPROACHES AND METHODS

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

ENTRY REQUIREMENTS

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

Further Information can be obtained from

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

Tel: +44 (0) 171 612 6102 for overseas student enquiries
+44 (0) 171 612 6104 for UK/EU student enquiries
Fax: +44 (0) 171 612 6097

E-mail:

Home students: home.liaison@ioe.ac.uk

**Overseas students: for initial enquiries contact: overseas.liaison@ioe.ac.uk
for further specific enquiries contact: j.simson@ioe.ac.uk**

Master's 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. These degrees are:

MA Education and International Development

MA Education and International Development: Health Promotion

MA Education, Gender and International Development

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.

All students enrolled for degrees on the programme must take the core course, 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 course from the following:

- Learning and Teaching Issues in International Development
- Distance Education
- Gender, Education and Development
- Health Promotion and Practice in the Context of International Development
- Educational Planning, Governance and Administration
- International Development Perspectives on Curriculum and Teacher Education

Two options must be taken, either from the above courses, or from those taught elsewhere in the Institute of Education.

Students taking the Education, Gender and International Development degree are required to take the module, *'Gender, Education and Development'* and the course *'Debates in and with Feminism'*, plus one option. Students taking the degree in EID: Health Promotion are required to take the module called *'Health Promotion in Practice in the Context of Developing Countries'*, in addition to the core *'Education and International Development' Concepts, Theories and Issues'*. They are also strongly recommended to take the module called *'Concepts and Determinants of Health and Health Promotion'*. One additional option must also be taken.

All students write a dissertation under supervision, focusing on Education and International Development. Students taking the MA in Health Promotion must focus their dissertation in this area and students taking the MA Education, Gender and International Development must select a dissertation topic that 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, which is available in a distance learning format, 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.

The MA EID has ESRC recognition. One EU resident student can be nominated each year for an ESRC studentship competition. Applications for this award must be received by **15th March** at the latest.

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 address below.

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 for overseas student enquiries
+44 (0) 171 612 6104 for UK/EU student enquiries

Fax: +44 (0) 171 612 6097

E-mail:

Home students: home.liaison@ioe.ac.uk

Overseas students: overseas.liaison@ioe.ac.uk

HEALTH PROMOTION

in Developing Countries

- **Do you want to develop your career in community health education and health promotion ?**
- **Do you have experience working in a developing country?**

IF THE ANSWER IS 'YES' – then we have a new module which has been especially prepared for you. This module is called 'Concepts and Determinants of Health and Models of Health Promotion'.

WHAT IS THE MODULE ABOUT?

- This course provides a comprehensive introduction to the theory of health promotion in the context of international development. It is essentially educational and is planned for practitioners concerned with health promotion in developing countries.
- It aims to equip participants with the understanding needed to plan health promotion programmes and services.
- The distance learning package includes participatory learning materials, a reader, a text book, audio and video material. It comprises 8 Units:

- 1. Concepts and models of health**
- 2. Determinants of health**
- 3. Inequalities in health**
- 4. Understanding human behaviour**
- 5. Concepts and models of health promotion**
- 6. The ethics of health promotion**
- 7. Education for health**
- 8. Communication for health**

HOW MUCH DOES THE COURSE COST?

Overseas students - £750 (20 credits)
Home/EU students - £495 (20 credits)

WHEN CAN I START?

You can start whenever you want to but you must complete the assessment for the module within a maximum of 12 months from the time you start the module.

HOW CAN I USE THIS COURSE TO GAIN A QUALIFICATION?

- You can use it as part of an MA degree in Education and International Development: Health Promotion.
- You can use it as part of the access route to the internal MA degree in Education and International Development: Health Promotion. (MA EID/HP)
- You can use it as part of an internal Certificate in Primary Health Care, Education and Development.
- You can also use it as part of the

HOW CAN I FIND OUT MORE ABOUT IT?

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



**INSTITUTE OF
EDUCATION**
UNIVERSITY OF LONDON

Successful MA and Advanced Diploma Students 1997-98



Congratulations to all of our students who completed their MA in October 1998.

Here are their dissertation and final report titles, some of which are shelved in the Institute of Education library.

Education and International Development

Veronica Aguilar Flores (Mexico)

'A Case Study of Indigenous Education and Practice in Mexico: Correspondence or Discrepancy?'

William Allen (UK)

'The educational performance and employment expectations of young Vietnamese who have received substantial British education'

Ruth Bailey (UK)

'Crises and traumas? The representation of developing countries in the UK media'

Jo Bourne (UK)

Differences and directions: Chinese and western teachers talk about teaching and learning. Comparative educational life histories.

Baboucarr Bouy (The Gambia)

'Flexibility in the Delivery of Educational Services on School Participation Rates: The Case of Selected Areas in The Gambia'

Piyal Chandrasiri (Sri Lanka)

'A study of equity in funding primary education in Sri Lanka'

Sushita Gokool-Ramdoos (Mauritius)

'Distance education in Mauritius: empowering women for personal development'

Emma Greenaway (UK)

'NGO non-formal education initiatives: a sustainable solution to the problem of access to primary education'

Ellie Hutchinson (UK)

'Reconstructing domesticity: mothering and childhood at an orphanage in Malawi.'

Kumiko Kaitani (Japan)

'The collaborative approach to primary education in rural China'

Mitsuko Maeda (Japan)

'Education for understanding 'others': media influence and Japanese students' perceptions of Africa'

Frances Owusa-Mensah (Ghana)

'The provision of student support services in distance education in three different contexts: implications for university college of education of Winneba'

Gertrude Shotte (Montserrat)

'The educational experiences of relocated Montserrat students in the UK: from 1995 to the present'

Alison Sizer (UK)

The implementation of comprehensive school health education into the primary school curriculum of the Lao People's Democratic Republic'

Hazel Tan (Singapore)

'Preparing teachers for the challenges of globalisation. The case of Singapore'

Christopher Thomson (USA)

'Global development education in the American classroom'

Thomas Troy (UK)

'Vocational and technical education reform in post Soviet Uzbekistan: policy proposals, rhetoric, reality and the need for change'.

Juan Vargas (Belize)

'Developing an information management system for efficiency analysis and informed decision-making in Belize'

Xiao Yan (China)

'Gains and losses – a decade of China/ UNICEF co-operation in in-service teacher training'



Some of last year's MA students (academic year 1997-98)

Education and International Development: Health Promotion

Margaret Akpaidem (Nigeria)

'Participatory educational approaches to eradicating female genital mutilation in Nigeria'

Hadiza Babayaro (Nigeria)

Improving maternal and child health in Kano state, Nigeria: the role of health education.

Adele Beerling (Netherlands)

'Health Promotion and the World Bank: is there scope for good practice?'

Ismail Hassan (Kenya)

Education for health: promoting health through the primary school in Kenya'

Maggie Matheson (UK)

'Cancer of the cervix in India – suggestions for a new approach to a deadly disease.'

Annie McDonald (UK)

'The challenge: healthier alliances through networking.'

Clement Sakala

'The role of community based distribution agents: service providers or social change agents.'

Education, Gender and International Development

Salma Baig (Pakistan)

'Power dynamics in an international class: implications for pedagogy in women's studies'

Indira Dewan (UK)

'Education for unaccompanied minors and Bosnians in Berlin: does the system fail them?'

Yoshiko Maruyama (Japan)

'Girl's drop-out and social expectation in Zambia: a case study'

Miriam Mutesva (Zimbabwe)

'A case study of Zimbabwean women returning to higher education in Britain'

Advanced Diploma in Primary Health Care Education and Development

Tara Pant Dutt (India)

Research Students 1997-98

Clare Bentall (UK)

The Cultural Impact of ELT Development Projects

Christopher Berry (UK)

Primary Education in the Turks and Caicos Islands

Ana Bravo-Moreno (Spain)

Spanish Women Living in Britain and Adult Education

Lois Carter (UK)

Factors inhibiting the Education of Girl Children in Rural West Africa

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)

Indigenous Curriculum in Cameroonian Native Tribes

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

James Irvine (UK)

Training Programmes on School Management for Heads and Deputies in Botswana

Baela Jamil (Pakistan)

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

Carolyn Johnstone (UK)

Inter-relationships between international, indigenous and non-governmental organisations involved in adult education in societies recovering from conflict.

Sara Kleeman (Israel)

The Impact Providing INSET for Israeli Primary Schools: A Case Study of the 'Oranim' School of Education 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)

The Influence of Assessment on Learning: A Study of the Social Impact of Junior Secondary School Final Year Exams in Beijing, China

Dawit Mesfin (Eritrea/Germany)

Virtual Communities and African Intellectuals

Merle Mindel (South Africa/UK)

History of Medical Education at the University of Cape Town, 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, Curricula and International Student Communities: A Case Study of the United World College of the Atlantic.

Christine Rwezaura (Tanzania/Hong Kong)

Education Policy Change in Hong Kong: The Language Policy Paradigm

Sarsani Mahender Reddy (India)

Exploring the Promotion of Creative Thinking Among Secondary School Students in India

Uwe Schulz (Germany)

The Reconstruction of School Governance in the South African School System

Dilbahar Tawakkul (China)

Ethnic Groups' Education in China

Successful Research Students 1997/98

Nik Ismail (Malaysia)

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

Ernesto Jaramillo (Colombia)

Health Education and Promotion: The Mass Media and TB Control

Newly Arrived Research Students to EID in Session 1998/99

Jenni Karlsson (South Africa)

A Study of differences in the Material Culture and Spatial Construct of Public Schools in South Africa.

Kate Moriarty (UK)

Popular Education and Radical Democracy in Latin America

George Shand (UK)

The Influence of Independent vs Interdependent Constructs of Self on Cognition, Motivation and Affect in British and Japanese young people who have recently completed secondary education

Gertrude Shotte (Montserrat)

Refugee Education in Britain of Children from the Caribbean, particularly Montserrat

Stanislaus Kadingdi (Ghana)

Improving the quality of Basic Education in Ghana: The implications for education and training of basic school teachers through distance education.

Ellie Hutchinson (UK)

Developing Children, Developing Countries: A study of child-welfare and child development at the Save the Children Fund from a postcolonial perspective.

New Books

Intercultural Education: An ethnographic study of indigenous knowledge and learning in the Peruvian Amazon.

Sheila Aikman

Forthcoming

The book examines relations between formal schooling, which promotes a literate Spanish-language national curriculum in an indigenous Harakmbut community where indigenous learning and teaching are embedded in the informal and oral way of life of the hunting/ gathering/ gold panning peoples. It looks at Harakmbut changing demands and needs for formal schooling and at new proposals for the introduction for intercultural bilingual schooling aimed at supporting and promoting self-determination and self-development.

Chris Williams (Guest Editor), with Per Miljeiteg & Ben White

'Childhood' Special Issue: Understanding Child Labour. No. 1, 1999

Child labour is an increasing concern, and not only in low-income countries. In 1998 the ILO created a new convention in response, but the basic strategies for addressing the problem are still not generally agreed. There has been a move away from simplistic policies to ban child labour completely, not least because some forms of child work, such as helping parents on the farm, can be very positive for everyone and are often part of a long-established cultural tradition. We need instead to identify and prevent abusive forms of labour which clearly threaten children's well being and development. But identifying what constitutes 'abusive' is not always straightforward. Does, for example, abusive treatment by schoolteachers make a school a place where children labour in conditions that are unacceptable? Certainly many street children would say so, because they are often on the street to escape violence from schoolteachers. This special issue of childhood includes a range of views, including those of children, to represent the range of current debate about child labour.

New Books

Education, Cultures and Economics

Fiona Leach and Angela Little (eds)

**Garland Books,
New York and London, 1999**

The analysis of the relationship between development and education in developing countries has been dominated over the past three decades by goals which are primarily economic in character. Alternative goals (e.g. human development, cultural advocacy and empowerment) have tended to remain at the level of description or advocacy and have rarely found their way into well-formulated educational policy, planning and practice.

This book explores the dilemmas for educational policy, planning and practice which arise when these alternative goals are considered alongside the economic. Whose economic and cultural goals matter? What are the costs of culture and the culture of costs? How do the economic and cultural aspirations of learners intersect? How, if at all, do aid agencies address these questions in their contributions to the development effort?

The collection includes twenty contributions written by an international authorship.

The book will be of interest to all those in the field of development studies, international and comparative education and human resource development.

Angela Little and Fiona Leach embarked on this book while Fiona was a lecturer in the Department of International and Comparative Education (DICE) at the Institute of Education. Fiona subsequently moved to her present position as Senior Lecturer in Education at the University of Sussex.

Most of the chapters were presented in an earlier form at an international conference hosted by DICE in 1994.

Gender, Education and Development. Beyond Access to Empowerment

*Christine Heward and
Sheila Bunwaree (eds)*

London: Zed Books, 1999

Hb 185649 3617 £39.95 \$55.00
Pb 185649 632 5 £13.95 \$22.50

This book grounds the education of women and girls in the realities of their lives and the experience in diverse areas of the developing world. Moving beyond the previous emphasis on access to education to problematise its content and the way it is experienced, the case studies range from Sheila Aikman's* focus on the Arakambut of Peru to the changing experience of racialised education in South Africa the concern of Elaine Unterhalter's* contribution.

The book takes issue with the World Bank's view that the education of girls and women is important primarily as a cost-effective mechanism for making women more economically productive. Including an overview chapter on the impact of structural adjustment on education throughout Latin America and Africa, the book provides detailed information on Sri Lanka, Nepal, Pakistan, Malaysia, Papua New Guinea, Peru, Ethiopia, Tanzania, South Africa, Niger and Mauritius.

Christine Heward is senior lecturer at the Institute of Education, University of Warwick.

Sheila Bunwaree is a lecturer in the Faculty of Social Studies and Humanities, University of Mauritius.

***Sheila Aikman and Elaine Unterhalter** are lecturers in Education and International Development at the Institute of Education, University of London.

New Books

Stepping Forward: Children and Young People's Participation in the Development Process

Victoria Johnson, Eda Ivan-Smith, Gill Gordon, Pat Pridmore and Patta Scott (eds)

London: Intermediate Technology Publications, 1998

Stepping Forward presents the key issues and challenges facing those facilitating children's and young people's participation in the decisions and policies which affect their development. The contributors to this book come from a wide range of backgrounds including NGOs in development, children's agencies, academic institutions and government and they make use of an interdisciplinary approach drawing on case studies from around the world. Issues addressed include the ethical dilemmas arising from addressing children's participation, the process, methods and essential qualities required in participatory research and planning with children and the inter-relationship between culture and children's participation.

Learning and Freedom: Policy, Pedagogy and Paradigms in Indian Education and Schooling

John Robert Shotten

Sage Publications, New Delhi and London, 1998

Using the most recent data on educational access, achievement, quality and equity, John Shotten examines crucial issues in Indian society such as the unequal structure of opportunity and the nature of the existing learning system which discourages the development of collective and personal freedom. Going beyond a mere critique of educational development in India, the book concludes on an optimistic note and offers new ideas about learning and freedom in schooling. It will interest all those in the fields of education, pedagogy, teacher training and human resource development'.

John Robert Shotten is Deputy Director at the Centre for Overseas and Developing Education at Homerton College, University of Cambridge, UK. He wrote this book during his time as a visiting fellow at the **Institute of Education** from 1993 to 1996.

Labouring to Learn: towards a political economy of education and plantations in Sri Lanka

Angela W Little

London, Macmillan Political Economy Series, 1999

Sri Lanka is hailed internationally for its high standards of education despite rather modest levels of economic growth. Historically, much of this achievement was underpinned by economic revenues generated by the labours of the plantation community whose own achievements in education fell well below the national norm. In recent years, however, educational participation among this community has increased. Why and how?

A day in the life of Vickneswari provides the starting point for an analysis of educational progress among the plantation Tamil community. Using a wide variety of primary and secondary evidence, Angela Little traces educational progress from the mid nineteenth century to the present day. The analysis is embedded within political, social and economic relations which stretch beyond the confines of the plantation; within a plural society in which plantation people have gradually become more central to the political mainstream; and within a national and global economy in which plantation production has become less central and less profitable over time.

Dear Friends from DICE

This is just to let you know that I have moved on from DICE to my present position of Alumni officer and Administrator of the International Development Unit at the Institute. A restructuring at the Institute of Education in 1996 involved the establishment of 18 Academic Groups. Staff in the former DICE chose to be a member of an academic group of their choice and some decided to become members of the Education and International Development Academic Group headed by Professor Angela Little.

I would be very interested to re-establish contact with you. The Alumni Association has enabled me to make contact with those of you who have joined the Association. It gives me great pleasure to learn how your career has progressed after leaving DICE. Do keep in touch and visit me at the Alumni Office (Room 767) when you are next in London.

With best wishes,



Rajee Rajagopalan

Alumni Association

The Institute of Education will celebrate its centenary in 2002 and is hoping that many former students will join Institute staff, past and present, in celebrating this special event. If you wish to keep in touch with the Institute and with your fellow alumni between now and then, please join the Alumni Association. Membership is free.

*For further information,
please contact the Alumni Officer at the Institute of Education*

Tel: (44) (171) 612 6625. Fax: (44) (171) 612 6178

Email: alumni@ioe.ac.uk

Web page: <http://www.ioe.ac.uk/alumni>

Some EID Events of 1998

Special Guest Lectures:

We would like to thank all the speakers who contributed to our Special Guest Lecture Series.

May 1998:

Professor Lalage Bown
*Literacy, Gender and
Development* (see p. 21)

June 1998:

Professor Paul Fordham
*Access, Citizenship and
Sustainability in Open Learning*
(see p13)

November 1998:

Professor Kazim Bacchus
*The Re-Professionalisation of
Practising Teachers in a
Developing Country*

We would also like to thank Professor Kazim Bacchus for offering a well received Open Seminar on Globalisation and Education: Development in the 21st Century.

Other Speakers:

We would also like to thank SYLVIA SCHMELKES of the Department for Education Research, National Polytechnic Institute, Mexico, for her interesting and insightful presentation on Indigenous (Indian) and rural Education in Mexico (presented in November 1998).

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