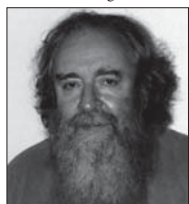




Professor Angela Little



Professor Roy Carr-Hill



Dr Pat Pridmore



Dr Sheila Aikman



Dr Elaine Unterhalter



Dr Chris Williams



Dr Roger Flavell



Dr Beate Poole



Ronnie Micallef



Maggie Matheson



Dr Eleanore Hargreaves



Jane Evans



Chris Berry

## Dear Readers

**G**reetings for the New Millennium, or for the last New Year of the old millennium, or simply for the New Year, depending on your standpoint. Whether the new millennium or not, the year 2000 promises to speed by as fast as 1999, for staff and students alike. Thirty five students from 11 countries completed successfully their MA degrees in Education and International Development in 1999. Six students from among our 31 research students for 1998/99 completed successfully their research degrees. Congratulations to all. EID staff were also involved in short courses on teacher education for Sri Lankan College of Education Presidents, and on Child to Child for educators and health workers worldwide. Alongside intensive teaching schedules staff have equally busy schedules conducting research and development projects and attending conferences. This year EID staff have worked in Bangladesh, Finland, Greece, India, Kenya, Mozambique, Peru, South Africa, Sri Lanka and Vietnam.

EID welcomes four new faces. Roger Flavell, Ronnie Micallef, Beate Poole and Maggie Matheson join us from the Languages in Education (LIE) academic group. They bring experience of English Language teaching and teacher education in several countries, most recently in Mozambique. During the year we learned with regret of the death of John Lewis, Professor of Education with special reference to Education in Tropical Areas between 1958 and 1973. And in May, we were devastated by news of the untimely and tragic death of Andrew Gray, husband of our colleague Sheila Aikman, while on a networking visit to indigenous peoples' organisations in Vanuatu. Andrew and Sheila had worked together with indigenous peoples of South East Peru for 20 years. Most recently, in November, Kamela Usmani left the Institute to join the newly formed Complex Emergencies Section at Save The Children Fund. We wish her well in her new post.

At the start of last year, a group of students and staff went to the House of Lords launch of the Department for International Development (DFID) new policy

framework for education, *Learning opportunities for all* (see page 47). It was encouraging to see the EID agenda now becoming part of mainstream political discussion in Britain. Later in the year, a speech by the Secretary of State, Clare Short, at the Adam Smith Institute, affirmed new policy directions. These include a move away from project towards sector funding, the end of 'aid tying', and the increased use of local expertise. Together with the announcement of debt relief for low-income countries, this suggests that the government is genuinely moving towards more productive relationships in international development. In the light of this, Jane Evans and I are looking forward to working with the DFID on a major new project about 'Globalisation, qualifications and livelihoods'.

**T**he World Education Forum meets in Dakar, Senegal in April 2000. The forum will review global progress towards Education for All (EFA) over the decade since Jomtien. To mark the occasion, we decided to devote our feature articles in this year's *EID Review* to EFA. Many former staff and students are also involved in this endeavour world-wide. In preparation for the World meeting in April, six regional conferences are being held between December 1999 and February 2000. I was fortunate to be invited to the Sub Saharan Africa conference on EFA held in Johannesburg, and run in tandem with the meeting of the Association for the Development of Education in Africa (ADEA).

What a thrill it was to meet up again with so many Institute former staff and students. (See page 3)

We look forward to Dakar and beyond!

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

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|                           |   |
|---------------------------|---|
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| <b>SENIOR LECTURERS</b>   | Dr Pat Pridmore<br>Dr Elaine Unterhalter  |
| <b>LECTURERS</b>          | Dr Sheila Aikman<br>Dr Roger Flavell<br>Ronnie Micallef<br>Dr Beate Poole ( <i>part-time</i> )<br>Dr Chris Williams |
| <b>VISITING LECTURERS</b> | Gill Gordon<br>Chris Yates  |
| <b>RESEARCH OFFICERS</b>  | Chris Berry ( <i>part-time</i> )<br>Jane Evans ( <i>part-time</i> )<br>Dr Eleanore Hargreaves ( <i>part-time</i> )  |
| <b>SUPPORT STAFF</b>      | Susan Kearney<br>Maggie Matheson ( <i>part-time</i> )<br>Sharon Wilson ( <i>temporary</i> )                         |

## Message from the Editors

Many thanks to everyone who contributed to this issue. We hope all our readers enjoy what we have produced. We would welcome any comments or suggestions you would like to make.

As you may or may not know, *The EID Review* is distributed worldwide free of charge. To assist us in this matter please could we ask all recipients to complete and return the enclosed form. We need to not only confirm that the mailing details are correct but also that you (or your organisation) would like to continue receiving this publication. Many thanks for your assistance.

With our best wishes.

*Susan Kearney and Sharon Wilson*



Susan Kearney



Sharon Wilson

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# EID/DICE reunion in Johannesburg at EFA/ADEA Conference December 1999

**T**he Sub Saharan Africa conference on EFA was held in Johannesburg in December 1999. This ran in tandem with the meeting of the Association for the Development of Education in Africa (ADEA).

What a thrill it was to meet up again with so many Institute former staff and students. Hosting the occasion with his Minister was Trevor Coombe, the Deputy Director General of Education for South Africa. Africa subregional assessments of EFA were presented by Tesfamichael Geratu (Director General of Education in Eritrea), Glory Makwati (Regional Director of Education, Zimbabwe) and Nomso Mgijima (Director General of Quality Assurance, South Africa). National assessments were prepared for the Gambia by Baboucarr Bouy (Director of Planning), and the Seychelles by Charles Confait (Director General of Education

Planning). Cream Wright and Henry Kaluba (Commonwealth Secretariat), Carew Treffgarne (Department for International Development) and Lene Buchert (UNESCO) were responsible for professional working group sessions in the ADEA meeting. Other contributions were made by Mark Bray (University of Hong Kong), Jon Lauglo (World Bank), Wim Hoppers (Netherlands Embassy, South Africa) and Yutaka Kikujawa (UNESCO, South Africa). Minister Gabriel Machinga (Zimbabwe), spoke on behalf of the African Ministers of Education.

Having travelled so far to be together in Johannesburg we tried to convene for a group photo taken in real time and space. Timetables thwarted us time and again. However, with a little help from Henry and Tes' cameras and an Institute scanner, we created a photo (see below) of our almost non-virtual EID/DICE reunion. ■



*top row from left to right:*

Henry Kaluba, Yutaka Kikujawa, Nomso Mgijima, Trevor Coombe, Wim Hoppers, Lene Buchert, Jon Lauglo;

*bottom row from left to right:*

Cream Wright, Glory Makwati, Carew Treffgarne, Angela Little, Baboucarr Bouy, Tesfamichael Geratu, Mark Bray;

*missing from photograph:*

Charles Confait



# EFA 1990-2000: a personal journey

Angela Little

In April 2000 the World Education Forum will meet in Dakar, Senegal to review progress towards the vision for Education for All (EFA) presented at the Jomtien conference in Thailand in 1990. My involvement in the EFA process over the past decade has taken several forms – as researcher, analyst, evaluator, teacher, conference convenor, practitioner, planner. This article presents a set of personal reflections on EFA.

My first lesson in what came to be known as EFA was learned some time before the Jomtien conference itself. It was a lesson about the role of advocacy in making education happen. At a meeting convened by UNICEF in New York, James Grant convinced UNESCO, the World Bank and UNDP that they should jointly mount a fresh commitment to the achievement of education for all. In contrast to the previous commitments to Universal Primary Education made regionally and under UNESCO's mandate, in Addis Ababa, Santiago and Karachi some thirty years earlier, this commitment would be global. Significantly it would involve political and financial commitment from four powerful UN agencies.

The tone of the meeting was upbeat. Buoyed up by UNICEF's successful *immunisation* programme of the previous decade, Grant was particularly optimistic about the prospects for EFA. I was surprised by his confidence. The discourse of global advocacy, finance and policy, of global targets and of dialogue with Kings and Presidents was unfamiliar. And education for all seemed to me to be a very different proposition from immunisation for all. Far removed from the day to day realities of education in poor countries, ambitious targets of EFA by the Year 2000 were being discussed in New York. I felt a little uncomfortable. No one could doubt the ethical nature of the target. But how realistic were the vision and the targets for all countries? Where was the analysis of the conditions that lead, in different contexts, to the achievement of EFA? Was the problem merely a question of finance? What conditions were needed to translate the vision of EFA into reality? And what kind of education, and more especially what kind of learning, based on whose values and for whose ends?

### Thinking about implementing EFA

These questions were to remain with me throughout the decade as I worked in one way or another for EFA. The goals of UN agencies and banks seemed to be remote from the day to day realities of making EFA happen on the ground. Convinced that many potentially fruitful discussions between different stakeholders were being frustrated by an absence of shared language I set about some modest building of bridges of understanding. My particular concern was to open the black box of learning and educational change for those more comfortable with questions of the external efficiency and effectiveness of education. Questions of the contribution of EFA to societal and economic change and development were related but separable from questions about the conditions that lead to EFA. And while acknowledging the indispensable role of educational finance as one such condition, there seemed to be me to be very

many more of equal if not greater importance. At Jomtien<sup>1</sup> I proposed a simple scheme to aid non-educationalists to think about education and learning. Learning for all *on the ground* could happen only when students had reasons to learn, when they and their parents valued the content and outcomes of learning, and when teachers learned to effectively build bridges between culturally unfamiliar and familiar knowledge.

Developing the theme at a conference at the Institute of Development Studies in Sussex I suggested that international goals and targets might satisfy international financiers who were remote from the day to day implementation of EFA, and yet needed a sense of control over an incomprehensible reality<sup>2</sup>. I suggested further that world declarations can often succeed in mobilising international financial resources for national system-level reform. But whether that reform is matched by changes in the organisation of relationships on the ground, in the classroom, requires an understanding of local culture by international and national planners and policymakers, and access to resources and professional support by teachers; twin conditions observed all too seldom. I became even more convinced of the need to build bridges between the different discourses of the social sciences, and especially between economists on the one hand and anthropologists and cultural psychologists on the other. *Culture and Learning*<sup>3</sup>, edited with Bob Teasedale (University of Flinders) and based on the work of our Phd students, and *Education, cultures and economics: dilemmas for development*<sup>4</sup>, edited with Fiona Leach (formerly with the Institute and now at the University of Sussex) and based on an Institute of Education conference in 1995, contribute to this end.

### Doing EFA

Meanwhile I was determined to bring together practitioners who for many years prior to Jomtien had been striving to achieve many of the goals embedded in the EFA declaration, especially those of access to and quality in primary education. Listening to some officials in development agencies in the early 1990s, one might have imagined that EFA was a new concept, a new goal of society, a new objective for development projects. And yet for years many policymakers and practitioners in different parts of the globe had been working for this concept within national policy and programmes and within international projects.

The potential to learn from the experience of implementing EFA was immense, a fact which led to our Institute of Education conference in 1991 at which the implementors of six primary education programmes in five countries reflected on their experiences of conditions for success and failure. Financial security was indeed a condition of success but so too were strong educational leaders at the school and system level. Teachers who understood the home cultures of their students, teachers who engaged in low-cost materials production were important<sup>5</sup>. Micro-systems for planning and monitoring the implementation of activities also appeared to be critical for the empowerment of implementors on the ground. I emphasise the term *micro*-systems for monitoring, as these were systems developed near the ground *by implementors for implementors*<sup>6</sup>.

Lying somewhere between implementation near the ground and EFA targets set by international agencies are national policy, national plans and national budgets for EFA. As we approach the end of the Jomtien decade there are some who feel that the commitments made by some national leaders to the World Declaration on EFA were mere lip service. Even policies for EFA are empty political gestures if not matched by detailed and

implementable plans and budgets for educational access, quality, relevance and efficiency. Yet planning for EFA requires changes in internal practices and budgetary procedures that are by no means automatic. To bring about change in systems to support EFA, a critical mass of Ministers, permanent secretaries, planners, managers and accountants need vision, dedication, commitment and hard work. And in decentralised systems of educational planning and management these needs are magnified several times over<sup>7,8</sup>.

### Analysing EFA

As a researcher perhaps the most satisfying reflection over the past decade has been the systematic analysis of a particular case of achievement of EFA.

Sri Lanka is hailed for high standards of education and other aspects of human and social development, despite rather modest levels of economic growth. At Jomtien, Sri Lanka's success in achieving near universal access to free primary education was noted. Less well known is the part played in this success by the plantation community. Historically, much of the achievement in EFA in the country as a whole was underpinned by economic revenues generated by the labours of the plantation community, a community which itself benefited little. Yet, even among this community, the picture has been changing over the past twenty years. Over the period 1981/2 to 1996/7 the national literacy rate as a percentage of the 5+ population has increased from 85.4% to 91.8%. Among the plantation community the increase was from 64.8% to 76.9%; and among plantation females from 52.6% to 67.3%.

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**'A world declaration may be a necessary tool in the struggle for human progress and in the mobilisation of international finance. But it is certainly not sufficient in determining what happens nationally and locally on the ground'**

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*Labouring to Learn: towards a political economy of plantations, people and education in Sri Lanka*<sup>9</sup> analyses the achievement of EFA among the Sri Lankan population as a whole and among the plantation community in particular. The impact of Jomtien on progress in the plantation schools in Sri Lanka in recent years has been slight. Of much greater importance has been the specific nature of national and local politics over the past two decades. The broader ethnic crisis and charismatic leadership of the plantation trade union cum political party have played an important part in the story of educational progress and the achievement of EFA. Stable financing of plantation schools using external funds has also played its part. Jomtien and EFA have played their part. They have provided an enabling framework for those external agencies that continued to support the development of schools in the plantations through the Ministry of Education. Without the finance the Ministry would have been unable to support development. Without Jomtien and EFA external agencies may have been unable to convince domestic constituencies to support the Ministry over such a long period of time.

Which brings us back to New York, Jomtien, advocacy and analysis. *Labouring to Learn* demonstrated that in the case of one marginalised community at least sustained educational progress has depended on a complex interplay of forces for change – economic, political, social and cultural – originating at the local, national, regional and global level. It suggested that the EFA Declaration

may have contributed to progress. Advocacy for progress is one of the factors in the analysis of progress at the national and sub-national level. At the same time, it would be an error, in this case, to overplay its influence. A world declaration may be a necessary tool in the struggle for human progress and in the mobilisation of international finance. But it is certainly not sufficient in determining what happens nationally and locally on the ground<sup>10</sup>.

And so to Dakar – where a global assessment of progress towards EFA and a further commitment to EFA will be made. Let those who participate in this arena review, reflect and commit to a global ideal. Let them analyse the diversity of conditions that have made EFA possible in different contexts. And let them also encourage a diversity of regional, national and local commitments, targets, plans, strategies and actions. The realisation of global ideals, and, more especially, the realisation of national and local ideals, require the design and implementation of local plans.

And let Dakar encourage a discussion of who 'says' as well who 'pays' for EFA. In the past, who pays for EFA – as between parents, communities, organisations, national governments and international agencies – has tended to exercise many more minds than who 'says' for EFA. Naturally money becomes the 'bottom-line' question for those whose job it is to hatch, match and despatch financial resources for education. But finance is a means to the end of EFA. Other, and possibly more fundamental, questions are: Who wants EFA and why? What will be its content and method? How will it be assessed? Who is planning it? Who is managing it?

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# Multigrade teaching: one response to Jomtien

Eleanore Hargreaves

**I**n this article, I describe how one response to the Jomtien Declaration was a research project about multigrade teaching. The project began in September 1998 and I myself became the Research Officer for the project in February 1999. This was a different sort of Research post than any other I had held before. This time my role was to facilitate and co-ordinate the research, rather than being in the classrooms or in the policy-makers' offices. Unlike my PhD research, it was clearly a project demanding team co-operation and unlike the UK research projects I had been involved in, it was clearly international and sociological in its focus.

We have now completed more than a year of the project and we held the first of its three research team workshops here in UK, in September 1999. The workshop included paper presentations and seminars in London, a Conference Symposium at the Oxford Conference for Education and Development and field visits to multigrade primary schools in Wales.

## Origins of an International Research Project on Multigrade Teaching

Multigrade teaching may be defined as the teaching by one teacher, of children working in several grades or age groups. In rural areas of the developing world, one teacher is put in charge of two or more grades' of children usually because of a scarcity of pupils, teachers and/or resources.

Ten years ago, participants of the World Conference on Education for All in Jomtien, Thailand, recognised, among other realities, that more than 100 million children had no access to primary education, that more than 100 million children failed to complete basic education programmes and that millions more satisfied the attendance requirements but did not acquire essential knowledge and skills during programmes.

One response to this situation, has been an increased interest in and emphasis on multigrade teaching, as a means to increasing universal access to education, to decreasing drop-out rates and to focussing on learning acquisition and learning outcomes rather than just enrolment. Our three year, DFID funded research project is one representation of the increased interest in and emphasis on multigrade teaching.

## How Multigrade Teaching May Contribute to Education for All

The Declaration on Education for All (Article 3) states that basic education should be provided to all children and that underserved groups, such as rural and remote populations, should not suffer any discrimination in access to learning opportunities. The multigrade

teaching research project aims to promote multigrade teaching, disseminate research findings, influence policy and depict multigrade teaching as a viable or indeed desirable alternative to monograde (or single year-group) teaching. If these messages are heard, children in rural and remote populations may experience improved access to a complete basic education. This might not be possible if policy or tradition dictated that one teacher were required per grade in order for any school to be established. In Vietnam, multigrade schools have been set up specifically with the aim of increasing access in village areas, as described by Pat Pridmore's accompanying article and Son Vu's profile on Vietnam. The same is true in other countries, including the Philippines. For example, in one Filipino village, fifth and sixth grade children had to travel a few kilometres to monograde 5th and 6th grade classes in nearby villages, because their own village school only had classes for grades 1 to 4. Many therefore dropped out. By converting their own village school to a multigrade, complete grade 1-6 school with four teachers, the village children had a far greater incentive to complete their elementary education.

Yet, as Article 4 of the Declaration stresses, enrolment and continued attendance are not enough in themselves. Actual learning acquisition and outcomes are the focus of basic education. For this reason, our multigrade team is researching how teachers currently organise teaching and learning in multigrade primary schools and is conducting an intervention study in classrooms with teachers, on the organisation and management of the multigrade classroom. Through these research exercises, the appropriateness and

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**'If these messages are heard, children in rural and remote populations may experience improved access to a complete basic education'**

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effectiveness of multigrade teaching and learning may be assessed and recommendations made by multigrade teachers themselves and by the research team. Such recommendations are expected to benefit not only multigrade but also many monograde classrooms.

Article 7 of the World Declaration on Education for All stresses the importance of strengthening partnerships and Article 8 describes as essential the development of a supportive policy context, in order to realise the full provision and utilisation of basic education. In many systems of education, where monograde classes are the norm, the multigrade classroom and the needs of the multigrade teacher are often unrecognised in national and international policy, in teacher education curricula, in curriculum or assessment studies of curricula and in education information networks.

An important aim of our international research project about multigrade teaching is to describe the extent of multigrade practice in Peru, Sri Lanka and Vietnam, in order to raise awareness among policymakers and practitioners of the potential and the problems of multigrade teaching today. In this way, policy contexts that are supportive of multigrade teaching are more likely to develop. Another related aim is to establish a database of materials accessible to researchers, policymakers and practitioners world-wide and so enable research partnerships to flourish. This database is already up and running on the website, with contributions coming in from all over the world, from Alaska to Togo to Japan and beyond. These contacts have already made us aware of a wide range of contexts



for and approaches to multigrade teaching and warned us against making assumptions about the benefits and needs of multigrade teaching, assumptions that research partnerships will help to dispel.

## Details of the Research Project

The multigrade research is carried out from within the Education and International Development (EID) Group at the Institute of Education, London University. The team is directed by Professor Angela Little with Dr Pat Pridmore and Dr Sheila Aikman as Associate Directors. The project Research Officers are Dr Eleanore Hargreaves and Chris Berry. From Peru, Carmen Montero is the Senior Research Associate and Patricia Ames the PhD scholar. From Sri Lanka, these posts are held by Mohamedin Sibli and Manjula Vithanapathirana, respectively, and from Vietnam, Dr Nguyen Chau and Dr Vu Son. Takako Suzuki from Japan is also doing her PhD in the area of multigrade teaching.

In September 2000, the whole team will reconvene for our second workshop in Vietnam and Sri Lanka, where we shall visit Son Vu and Manjula Vithanapathirana in their field work case study schools. A profile of each of Peru, Sri Lanka and Vietnam respectively, written by the three scholars before they begin their field work, is given below. ■



*The Multigrade Research Team*

Please e-mail us with information, comment or research references and materials at [e.hargreaves@ioe.ac.uk](mailto:e.hargreaves@ioe.ac.uk) or visit our web site at <http://www.ioe.ac.uk/multigrade>

## Multigrade Teaching in Peru

**Patricia Ames**  
EID Research Student

Currently, Peru has approximately 21,500 primary multigrade schools, 96% of which are located in rural areas. In terms of teachers, 41,000 teach in rural primary schools with multigrade classrooms, representing 69% of the total rural teaching force. Most of the schools in the countryside are multigrade (89%), which testifies to the importance of this type of school for improving the educational level of the rural population.

Of the most important characteristics affecting the educational situation it is worth mentioning: the dispersion and isolation of the rural population; the poverty of the villages (60% of the population in rural areas are poor and 37% live in a situation of extreme poverty); the family economy, which requires and includes children's work, as members of the family; linguistic and cultural diversity (Spanish, Quechua and Aymara are spoken as well as approximately 40 Amazonian languages but, despite this diversity, the language of school is Spanish, and bilingual education programs have very limited cover); finally, in rural areas children begin school late, have a high rate of repetition, have periodical interruptions in their studies, which increases the heterogeneity of the multigrade class.

The schools, have severe deficiencies in infrastructure, access to services, availability of classroom furniture, equipment and materials for teaching and educational support. The teachers live in precarious conditions (no electricity, or pure water, or furniture or adequate space in which to prepare their classes or to cook food); they have few incentives (a bonus of \$13 per month) and scarce support and attention from high up offices. Formal teacher training

does not instruct teachers in multigrade methodology and often teachers do not speak the students' language. ■

## Multigrade Teaching in Sri Lanka

**Manjula Vithanapathirana**  
EID Research Student

Multigrade teaching in Sri Lanka is much more common than we care to realise or admit. It is common in rural and plantation schools where human and physical resources are limited. A range of reasons for multigrade teaching can be identified in the Sri Lankan context. The most significant reason is the non-availability of one teacher per grade in these schools, which in turn is due to difficulty in access, sparse pupil populations which restrict the appointment of one teacher per grade and difficult living conditions. Most of these schools have student numbers ranging from 50 to 150. According to the latest School Census by the Ministry of Education, 1,252 schools out of the 10,120 schools in Sri Lanka have less than three teachers.

Even schools in urban areas face the challenge of organising teaching and learning situations in a way similar to in a multigrade setting during some parts of the day or on some days. This is due to various reasons, including teacher absenteeism and teachers attending in-service training sessions.

The national primary school curriculum is organised towards teaching in monograde schools. Teachers in multigrade classrooms face the difficulty of organising the national curriculum to suit their teaching and learning needs. There is no provision in the Teacher Education Curriculum for multigrade teaching methodology. ►

Thus the teaching in these schools is of very low quality. The student drop out rate is very high in these schools.

Since the 1980s, the Department of Primary Education has attempted to try out multigrade teaching strategies in some selected schools under the UNICEF assisted programme for Quality Development of Primary Education.

Very little research has been conducted on multigrade teaching in Sri Lanka. ■

## Multigrade Teaching in Vietnam

Son Vu  
EID Research Student

In Vietnam, there are many forms of multigrade classes. One teacher may be in charge of children in 2, 3, 4 or 5 different grades. So far, multigrade schools are quite widely used in ethnic minority areas with the purpose of providing primary education to

disadvantaged children by bringing schools closer to communities where children live. There are 2,162 primary schools with multigrade classes, accounting for 1.8% of total primary schools. There are 143,693 students learning in multigrade classes. These represent 38% of the school population. Problems associated with multigrade classes, include the following:

- There is a serious shortage of teachers, especially skilled teachers for multigrade teaching. Teachers of multigrade classes are working in difficult and isolated conditions. The training of teachers for multigrade classes does not meet the requirement in either quality or quantity.
- Teaching methods of the ethnic minority schools are very poor and unsuccessful. For example students are not encouraged to be involved actively in the teaching-learning process.
- Most of the multigrade schools lack textbooks, guidebooks and materials for reference of students and teachers. Teaching equipment is very simple. Many multigrade classes are in very bad condition.
- Pupils face language barriers when trained teachers from urban areas are sent to teach in ethnic minority schools. ■

## 'Bringing the School to the Child' Multigrade schools in Vietnam

Pat Pridmore

**'Basic education must be provided equitably so that all children ... can attain a necessary level of learning achievement. An active commitment must be made to disadvantaged populations, for whom basic education is a means of reducing social, cultural and economic disparities.' Article VIII World Charter on Education for All.**

In February 1999 Sheila Aikman and I were invited by the British Council to visit Northern Vietnam to undertake a three-week research project with the Research Centre for Ethnic Minority Education at the Ministry of Education and Training. We were to develop case studies of multigrade schools, in which teachers teach two or more grades in the same class. The government of Vietnam promotes multigrade schools for children living in remote rural areas where the population is dispersed and disadvantaged. By 'bringing the school to the child' the Government seeks to reduce the educational gap between children in urban and rural areas and achieve Universal Primary Education (UPE) by the year 2000.

A programme of visits was organised by Mrs Thanh, from the Ministry of Education and Training, who joined the research team and acted as interpreter. This was one of the first tours of its kind. The programme included relatively well-provided-for demonstration schools supported by a UNICEF-funded project in the wet rice areas of the Thai peoples. It also took us to small satellite-schools in the high mountain regions of the Hmong and Dao peoples. These schools were several days walk from the centre-school. We felt privileged to be the first 'outsiders' to visit many of the schools. The hospitality received was warm and lavish, if occasionally challenging. (We were introduced to blood-soup and half-hatched eggs.) We were reminded, as we forded rivers and trekked for hours on foot into the mountains, that going to school is an exhausting experience for many children. We were also glad to return safely to Hanoi having narrowly escaped slipping off a wet mud road into the valley below and having witnessed the car accompanying us in collision with a local bus.



*A demonstration school receiving maximum support  
(Pa Noc School in Son La Province)*



## Current multigrade classroom practice

Multigrade teachers are trained to give different lessons at the same time to pupils at different grade-levels. Children sit in grade-groups facing their own blackboard and if there are two grade-groups in the class the blackboards are placed at either end of the classroom with children facing opposite directions (see photograph). During lessons the teacher moves frequently between the different groups.

This movement is illustrated in the diagram showing a day in the life of Pa Noc School in Son La Province with Dao children being taught by a Kinh teacher. In the first lesson the teacher set grade 2 children to read aloud from their text book and gave dictation to grade 3. In the second lesson the teacher instructed grade 2's monitor to copy the previous day's maths homework onto their blackboard and told grade 3 to copy the handwriting exercises from their blackboard onto their slates. Leaving the group monitor in charge she then went to set grade 2 a maths task. She then returned to check grade 3's work before going back to check grade 2's maths task.

Class sizes were small, usually not more than 20 children. In one school we observed a teacher giving different lessons at the

same time to five different grade levels. There were 13 children (3 girls and 10 boys) in this class and only one child in grade 1 who sat alone facing his blackboard. The extra work involved in multigrade teaching is recognised by giving teachers 50% additional salary for two grades and 75% for three or more grades. In some schools there were enough grade 1 children for them to be taught in a monograde class. These classes, which paid special attention to developing the children's literacy, were taught by a teacher from the same ethnic group as the children themselves.

## Constraints on the quality of teaching in multigrade schools

Amongst the constraints identified were teacher isolation and the poverty and poor health of children. In remote communities the quality of teaching suffered because teachers were isolated from the mainstream of education. Teachers in satellite-schools lacked the support to make creative use of the resources at hand. They rarely received support visits and could not meet regularly with teachers from other schools. ►

### A school day in the life of a multigrade teacher

(shows the position of the teacher as she moves around the classroom.)

| Time in minutes | Grade 2 (5 boys and 3 girls)<br>◀ pupils sit facing blackboard  | Grade 3 (1 boy and 6 girls)<br>pupils sit facing blackboard ▶   |
|-----------------|---|---|
| 5               | Whole class singing and clapping  |   |
| 45              | Vietnamese<br>Teacher tells children to read out loud   | Vietnamese<br>Teacher gives dictation   |
| 5               | Whole class singing and clapping  |   |
| 5               | Break (Teacher writes handwriting exercise on grade 3's blackboard)   |   |
| 45              | Maths<br>Teacher tells group monitor to copy yesterday's maths homework onto the blackboard for children to check their answers.<br>Teacher sets individual task from maths textbook.<br>Teacher checks on progress | Vietnamese hand writing<br>Teacher tells children to copy from the blackboard onto their slates<br>Group monitor asks children to hold up their slates to display their handwriting.<br>Teacher asks children to hold up their slates and corrects their work.<br>Children copy writing from their slate into their notebook. |
| 20              | Break   |   |
| 45              | Whole class activity – physical education   |   |
| 2               | Whole class activity – singing and clapping. End of school day  |   |

Most multigrade teachers belong to the majority ethnic group known as Vietnamese or Kinh and suffer consequent social, cultural and linguistic isolation. Kinh teachers are sent to these remote areas because there is a severe shortage of teachers from the local minority ethnic groups. The scenario described below typifies the many dilemmas they face.

### The dilemmas faced by a teacher in one school visited:

A Hmong multigrade satellite school with a Kinh (ethnic Vietnamese) teacher in Lai Chau Province.

The children and community speak no Vietnamese.

The teacher has:

- no Hmong language
- no local knowledge
- no communication with students
- no materials, no teaching aids, no literate environment
- multigrade training but cannot apply it
- no visits from educational support staff to date (e.g. by the headmaster of the centre school).

The teacher wants to leave as soon as possible.

The quality of learning also suffers because many communities are too poor to make the best use of the education provided. Poor attendance and high drop-out rates, especially for girls, reflect the need for families to use child labour on their farms. In many areas high levels of iron and iodine deficiency impairs the ability to learn and lowers achievement in school.

## Strategies for enhancing the quality of multigrade teaching in remote areas

Our strategies focused on ending the isolation of teachers. One strategy was to organise more practical in-service training at centre-school level and to help teachers recognise the potential teaching resources existing around them. Remote schools would be provided with resource boxes for making teaching aids and a small library with picture books, comics, newspapers and children's games. This library would circulate between satellite schools. On-going teacher development would encourage teachers to become active learners, problem solvers, experimenters and innovators. In-service training would also help teachers both to exploit the so-called '15% window' in the curriculum for teaching local history, culture and traditions and to involve parents.

Another strategy was to train multigrade teachers in health promotion, agriculture and microfinance. This would help to break the vicious cycle of low educational achievement, poor health and poverty and meet the perceived needs of the parents and children. The short three-hour school day leaves time for teachers to engage in these wider development activities.

We look forward to returning to Vietnam in September with Angela Little for a multigrade workshop. This workshop will bring together colleagues involved in the EID multigrade research project from Vietnam, Sri Lanka and Peru to share experiences of classroom practice and to further explore ways of enhancing its effectiveness.

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Theis J, 1999, *Ethnic Minority Education Problem Analysis and Programme Strategy*, Hanoi: SCF/UK

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<http://www.ioe.ac.uk/multigrade> ■

## 'Decentralise to Improve!' EFA in the Peruvian Amazon

Sheila Aikman

In October 1999, the non-governmental organisation, the Foro Educativo, sent out a position statement, 'Decentralizar para Mejorar' (Decentralise to Improve), in response to the Peruvian government's decision to implement its Decentralisation Law for education and health. My work with indigenous organisations in the Peruvian Amazon over the past 20 years has been concerned with increased local educational autonomy for indigenous peoples who are fighting for their right to self-determination and an education which respects indigenous languages and cultural

traditions. The government decision to decentralise education has wide implications for the indigenous organisations in Peru, and for my work as researcher with the Native Federation of Indigenous Peoples of Madre de Dios in Southeastern Peru.

Decentralisation has had a chequered history in Peru over the past 20 years as legislation for regional governments was passed and then repealed by successive presidents searching for ways to reduce the central budget and devolve financial responsibility. Attempts in the early 1990s to privatise primary education have succeeded in widening the gap between public schooling for the masses and private middle class urban establishments. The Foro Educativo position statement draws out attention to countries and contexts where successful decentralisation has been preceded by widespread consultation and a deliberate search for consensus, which allows consideration for regional diversity. It stresses that Peru needs to find its own formulas for decentralisation and calls for a gradual and progressive implementation of the new legislation to accommodate the geographical and economic diversity of the country and to encourage flexible responses to the cultural and linguistic heterogeneity.

The Foro Educativo brings together researchers and educational practitioners from all over Peru and, through the 1990s, has been successful in initiating a debate within civil society on education and is today a leading protagonist in the Peruvian education reform process. The highly centralised nature of the education system has

*Arakmbut men preparing to go fishing in the Karene River*



hitherto meant that decisions about the structure of the system, the curriculum, language policy and the timetable have been instigated from the urban metropolis of Lima to the detriment of the rural highland and rainforest regions.

### **Education for All: A view far from the centre**

From the perspective of the indigenous peoples of the tropical rainforest region of Madre de Dios decentralisation and devolution of decision-making is urgently needed. The region is a notorious 'backwater' in national terms, characterised by ethnic and linguistic

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**'The highly centralised nature of the education system has hitherto meant that decisions about the structure of the system, the curriculum, language policy and the timetable have been instigated from the urban metropolis of Lima to the detriment of the rural highland and rainforest regions'**

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diversity, exploitative extractive development and large-scale immigration from other poorer regions of the country. Most of the population is urban, located in the regional capital or in ribbon developments of sprawling townships along the two main roads. The rural migrant population is concentrated along riverbanks where they exploit timber and gold or clear the forest for agriculture. The indigenous peoples, by contrast, live within their legally recognised territories but maintain fragile relations with the migrants who do not respect indigenous territorial boundaries or way of life.

While access to primary and secondary education has not been an issue for those in or near urban settlements, the rural populations have had to lobby for the establishment of primary schools within relatively easy reach. Today all indigenous communities and migrant

settlements have a primary school, though access to secondary schooling remains problematic. So we can say that education is for (almost) all, at least for 6 years of primary schooling. But what of the EFA Declaration's 'expanded vision' for education that goes beyond mere attendance at school, with its commitment to the removal of educational disparities for groups such as indigenous peoples and remote populations? What kind of decentralisation can support new visions and creative alternatives?

### **Education for All: resources and solidarity**

At the end of the 1980s, a process of consultation and search for consensus took place in the Department of Madre de Dios. A series of meetings was called bringing representatives of civil society, the Church, the state and the indigenous Federation together for the first time to discuss education policy. The discussions addressed issues of quality and relevance of education for regional development. The resultant policy document highlighted the need to address the widespread ethnic and linguistic discrimination which the indigenous peoples experience. It called for a sustainable approach to economic development and for schooling to foster creative, critical thinkers for the intercultural society of Madre de Dios in the 1990s (CAAAP 1992).

The resultant policy was impressive on paper, but this was never followed up by a process of developing strategies for implementation. With the collapse of regional government, the old power elites continued to dominate education practice and an alternative vision for education did not take shape. Faced with this situation, the Federation began to work strategically and pragmatically forming its own alliances with local institutions and sectors of civil society. Through the 1990s, a decade of fluctuating and often contradictory national education policies, it has sought out alternative support and built alliances with other indigenous organisations and international NGOs and funding bodies. In this action we can see the practical expression of two other Articles of the EFA declaration: mobilising resources and strengthening international solidarity (9 and 10).

With a strong and convincing critique of the current quality and relevance of primary education in the indigenous communities, the Federation has succeeded in becoming part of a European Union-funded project for intercultural bilingual education. The Federation will implement this project in conjunction with the ►



Ministry of Education for the Harakmbut people. As a project initially developed by other indigenous Amazon peoples in the northern Peruvian Amazon, it will be very interesting to watch its development and see the Federation's ideas for new vision for education unfold.

### Decentralisation and the new millennium

With decentralisation on the official agenda, it is timely for the Foro Educativo to remind the government that its policy must not only address administrative and financial dimensions but prioritise issues of quality and relevance of education. These issues cannot be left to bureaucrats and politicians at the centre, Lima, but demand a transferral of real decision-making power from the centre to the regions.

Decentralisation in itself does not guarantee more democratic structures. The Federation's intercultural bilingual project is a sign that the central government recognises their need for a culturally and linguistically relevant education. Recently, there have been

other positive signs of change within the Ministry of Education. A dynamic team of professionals with responsibility for rural education is examining means whereby rural and indigenous peoples' voices can be heard and their demands acted upon as a way of ensuring their participation in a more democratically responsive and locally relevant education. At present these supportive developments are taking place at the central level; decentralisation of control over education will not guarantee this support at the regional level. But with a concerted effort at a democratic decentralisation process in which the indigenous peoples play a full and active part, together with their own creative search for alternative resources and alliances, a new vision and a new practice for education may be in sight.

### Further reading

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## From margins to mainstream: educating street and urban working children

Chris Williams

**Underserved groups ... street and working children ... should not suffer any discrimination in access to learning opportunities.** (Jomtien Declaration 1990, Clause 4, Art. 3)

The planet's six-billionth child was born at 1.24 am on 19 July 1999 – according to calculations by the US Census Bureau. Forty years ago the population was half, and the international community started to dream of achieving universal education for all. The dream continues, but the number of customers to be served has doubled. Among those who remain 'underserved' are an estimated 100 million street children and countless millions working. Can the dream ever extend to them?

But this situation is not new. Street children have existed throughout a thousand years of European history, in the guise of the 16th century London 'Black Guards', Charles Dickens' Street Arabs and urchins, and UNESCO's 'war vagrants'. Negative stereotypes live on in language. The Black Guard were so-called because they were seen as dirty and deviant, which became the insult, 'blagard'.

Nor are population pressure and war the only causes. Russia is not a poor nation and the birth rate is reducing, but there are now around 5 million school age children wandering the city streets because of social meltdown. Development theory must now go beyond a simplistic view that 'Third World' is the explanation for education systems 'underserving' and creating marginalised children.

Present-day NGOs are in the forefront of responding to the needs of street children. But the churches, charities, philanthropic societies did much the same during the 13th century Children's Crusades, the emergence of the new industrial revolution cities, and following World War II. Yet despite such obvious parallels, there has been little thought about what can be learned from a thousand years of global experience.

This oversight obscures four key understandings. First, most adults working with street children mistakenly believe they are doing something new, and consequently there is much re-inventing of the wheel. Second, the history of the non-government response demonstrates that charitable organisations are intrinsically upwardly mobile. Originally, British 'Public Schools' were, just as their name suggests, for the poor masses. The inception of Christ's Hospital school in 1553, sounds like a present-day street child NGO:

*They devised to take out of the streets all the fatherless children and other poor men's children that were not able to keep them and to bring them to Grey Friars ... where they should have meat, drink and clothes, lodging and learning and officers to attend upon them.*

But within 30 years Christ's Hospital was sending scholars to Oxford; now it is one of Britain's foremost 'Public' schools.

The third understanding is that, although innovative and flexible, NGOs are clearly not big enough to have an impact on the required scale. What, therefore, can state education systems learn from NGOs?

The fourth aspect is that street children were a significant influence in the conception of European education systems. The 19th century press cry was, 'Get these children off the streets and into school.' British Sunday Schools were not started just for religious reasons, but because that was the day when the children were not contained in the factories and roamed the streets. The charitable organisations became the core of the new state education systems.

Might, once again, the margins construct the mainstream? This question directly challenges prevailing ideologies about 'integration'. Marginalised children and the organisations helping them might change, not be subsumed by, existing education systems.

### The 'non-excluding school'

It would certainly be foolish to argue that state systems can just copy the NGOs. Many NGOs achieve their apparent success because

of hidden inputs that state schools rarely enjoy, for example regular hard currency donations, free buildings, overseas volunteers, highly motivated middle-class staff attracted by the status of charitable work.

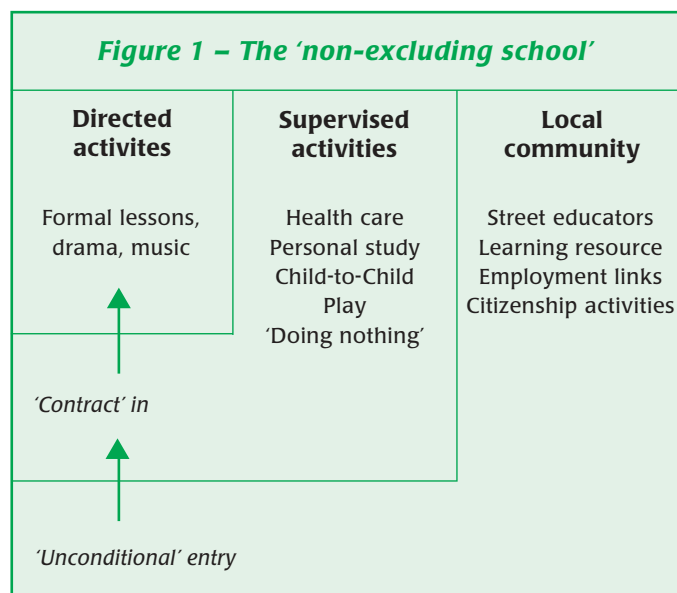
But a simple spatial of NGOs provides a model that does not depend on the charity ethos (Figure 1). It is simply a way of re-organising time and space more flexibly, which can be applied to any educational venture. The failure of western style schools is that they are usually ‘all or nothing’ – either a child attends fully at the official times, or they do not attend at all.

The starting point is a physical space that provides sanctuary for all children but does not demand compliance with formal schooling as the entry ticket. Children use the space ‘unconditionally’, provided their freedom does not interfere with the freedoms of others. In NGOs this is commonly a courtyard. Within this space they are *supervised* but not *directed*. From this space they ‘contract’ into *directed* activities that require agreement between pupil and teacher (both ways!) about what is going to happen and when. This usually means standard lessons, but might also include drama, music and sports activities that need formalising and direction. The third space is the *local community*.

The result is a school that is not guilty of institutional exclusion and is cheaper to sustain, because it is not necessary to use expensive trained teachers for supervising (i.e. child minding).

Flexibility is also the key to conceptualising temporal space (time use). In India, a project for the fishermen’s children of Bombay harbour moves its school times by half an hour each day – in line with the tides – because children must work unloading fish when the boats come in. Other projects ask the astrologer when planning their school calendar. Street children can gain lucrative employment as waiters during the wedding season, and astrologers say when the time is auspicious. *Prerana*, a project for the children of prostitutes in Bombay’s notorious red light district opens at 7.00 pm and closes at 7.00 am, so the children do not interfere with their mother’s work and are free when mum is free.

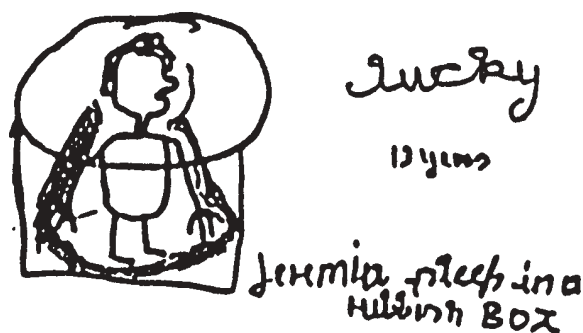
But perhaps asking how the marginalised might reconstruct the mainstream is a misleading question. In many countries, the marginalised are *already* the mainstream. It is the elite who are increasingly excluding themselves from the mainstream reality of their countries – and who eventually may need ‘reintegrating’.



### Further reading:

- Ennew, J. (1994), *Street and working children: a guide to planning*. Save the Children: London.
- Swart, J. (1996), ‘Street children in Africa’, special edition, *Africa Insight*, 26(3).
- Williams, C. (1993), ‘The non-excluding school: a spatial concept for implementing ‘Education for All’, *Journal of Research and Development in Education* (USA), 26 (4): 203-212.
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- (1992) ‘Curriculum relevance for street children’, *The Curriculum Journal*, 3(3): 279-290. ■

**Figure 2. Street children’s drawings**



‘Jeremiah sleep in a rubbish box’ (By Lucky, age 13)



A South African street child being attacked by a police officer (By Wilfred, age 11)

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# Autobiography, history and the struggle for education for all in South Africa

Elaine Unterhalter

In October 1999 I attended a workshop on the history of apartheid education in South Africa. John Samuel, who had been the head of the ANC Education Department in the early 1990s, opened the workshop by outlining the ideas behind the initiative. In the process of formulating new education policy for South Africa and putting this into practice it had become apparent to him and many others that some key policy makers lacked a sense of the history of the struggle for education in the country. Students at university at the end of the 1990s had not even been born when the momentous school students' protests of the mid 1970s took place. The very central role of the struggle for education in the mass popular uprising of the mid 1980s, which played so decisive a role in edging the apartheid government towards negotiation, was very hazy to many. For these reasons it seemed pressing to put in place a project to record the struggle for education for all in South Africa so that its achievements and lessons did not fade away. Good policy, he emphasised, came out of a good sense of history.

The workshop was held overlooking the sea, north of Durban, in KwaZulu Natal. It was an extraordinary gathering. All the participants were, or had once been, historians of South African education. But many had also been activists. The history they had written was not unconnected from their political commitments in the past or the present. Peter Kallaway, Professor of Education at the University of the Western Cape, who organised the workshop, decided to use this element of personal involvement very creatively. At the beginning of the workshop, instead of presenting our papers, we each had to talk and be videoed about why we had done the historical work and how it connected with our current aspirations and concerns.

These videoed presentations were electric. History and autobiography rubbed against each other. The recording equipment, the slightly musty seaside room, the sharpness of academic exchanges all became a blurred background to compelling statements of personal inquiry and commitment. Sifiso Ndlovu told of being a schoolboy in Soweto in 1976. He had detailed personal knowledge of the history of the school students' protests against official changes in language policy. He outlined how each year for three years in the mid 1970s the language of instruction for his cohort of pupils had changed. This detail had never been written down. He had learned at university the standard version of the reasons for the Soweto school students' protest. They were presented only as an opposition to the introduction of Afrikaans as the language of instruction. This alone was seen as undermining of students' access and achievement in school. He drew out how many of the standard accounts of the uprising foregrounded general political opposition to apartheid and placed in the background the educational issues. He had never read in any published history of those events his own experience of having the language of instruction at school changed three times in three years – from Zulu, to English to Afrikaans. In his view it was these repeated changes

which eroded students' ability to remain in school and led to the protests. The form of organisation he and his own friends had undertaken in protest at the language policy had never been written about, and was not part of the received account of those events. Sifiso Ndlovu talked into a rapt silence in the room. We had all read the standard accounts of the Soweto uprising; we all thought we knew those events very well. His personal questioning and the detail he presented was gripping. There was so much we actually did not know.

Another moment when we hung on every word of the speaker was Azeem Badroodien's presentation of his work on a school for young boys classed as Coloured delinquents in Cape Town. Azeem had worked through a huge aircraft hangar used to store school records covering more than twenty years. He had decided to do case studies of twenty boys and had tried to trace them. He outlined some of their life histories for us drawing on the stories told to him by the men he had found who had once been boys at the school. A mother was ill and did not come to work. Her impatient employer told the police she was not able to care for her children, two boys aged six and eight. They were put into the school for delinquent boys and never saw their mother again. There are many horrors of the history of apartheid. At that moment they all seemed to distil into that one horrific story of children wrenched away from their mother, of the formality and dreariness of the reform school and the axis of police and employers destroying the vital emotional connections of the family. Here was education at a terrible cost.

The stories at the workshop were moving, they were exciting, they also stimulated my own ideas about autobiography and history. I have been working for nearly three years on published South African autobiographies. Initially I started to read these to look for details of gendered experiences of schooling, because I could find virtually no empirical studies of life in South African classrooms or the everyday detail of school. Frustratingly there was often very little of this kind of detail in the published autobiographies either,

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**'... the longer I have worked on autobiographies, the more I have come to see how much they illuminate history'**

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and that set me thinking along different lines. What was included and what was omitted from autobiographical writing, and why? Why did the stories told about schooling and education take the form they did? Whose autobiographies were published and whose were not? How did autobiography connect with the history of the anti-apartheid struggle?

The workshop made these not just academic questions. In different ways many of the presenters were asking the same questions that I had been asking about autobiographies in relation to the published histories of South Africa. Sometimes they were asking these questions because of their own autobiographies, like Sifiso Ndlovu, knowing he had been part of important events, but that key details were missing from the historical accounts. Sometimes they were asking these questions because they were good historians, able like Azeem Badroodienn to see the general importance of a particular life history.

What are the connections between autobiography and history? I am sometimes concerned at how much history is popularised and condensed into one single autobiography. The history of the anti-apartheid struggle is known worldwide now through the immense popularity of Nelson Mandela's *Long walk to freedom*. Can an account of a single life encompass all the social, economic and



political conditions of a particular period? Clearly not; but can one ever know that period if one does not have a personal perspective? And yet the personal perspective, however honest, is never a simple record untouched by both the social language of the time remembered, the ideas that are ready to be heard at the time of writing and the tense dialogue between the two.

All of us gathered together at the workshop on apartheid education had our own histories in the struggle for education in South Africa and our own very strong aspirations about where we hoped that struggle would go in the future. The publication in November 1999 of South Africa's Education for All 2000 Assessment, designed to measure South African education against a number of international indicators gave a relatively rosy picture of the GER, NER, adult literacy rate and school student learning competencies. But these figures did not necessarily tally with much of what we knew in our day-to-day work. Nor did they mesh well with the autobiographies of continuing struggle for education.

In 1996 I started my work on autobiography and history in apartheid education convinced that autobiography could not displace history; it must always be a very partial account. But the longer I have worked on autobiographies, the more I have come to see how much they illuminate history. They make it richer, not just in the sense of adding detail, but actually registering new kinds of questions. They show up areas, as the workshop brought out, such as the significance of the history of language policy or the nature of reform schools that had never yet been considered or that the crude indicators used as EFA measures do not touch.

Education for all is often understood in a very reductive sense. It is seen to comprise what is a very large task - getting all the world's children basic education. But in South Africa the struggle

for education for all encompassed so much more than getting children into school and giving them basic education. It seems from the workshop that one of the ways we can know what some of that 'so much more' is comes from listening to autobiographies and life histories, painfully aware that certain stories can only be told in certain ways at certain times. The difficult business of recording and re-recording struggles for education for all are an important component of the political task of making it happen.

#### Primary Education

|  |                   |
|--|-------------------|
| <b>Gross enrolment ratio</b>               | <b>97% (1997)</b> |
| <b>Net enrolment ratio</b>                 | <b>87% (1997)</b> |
| <b>Academic qualifications of teachers</b> | <b>74% (1997)</b> |
| <b>Pupil/ teacher ratio</b>                | <b>35 (1996)</b>  |

#### Learning and achievement outcomes

##### Mastery of learning competences

|                |   |                   |
|----------------|---|-------------------|
| <b>Grade 4</b> | <b>Literacy</b>                         | <b>48% (1999)</b> |
|                | <b>Numeracy</b>                         | <b>30% (1999)</b> |
|                | <b>Life skills</b>                      | <b>47% (1999)</b> |
|                | <b>Literacy rate of 15-24 year olds</b> | <b>83% (1996)</b> |

#### Adult literacy

|                            |                   |
|----------------------------|-------------------|
| <b>Adult literacy rate</b> | <b>67% (1996)</b> |
|----------------------------|-------------------|

**Source:** South Africa Education for All 2000 Assessment (*Quarterly Review of Education and Training in South Africa*, Vol 6, no. 4, 1999)

## Basic Adult Education: a key component of EFA

**Chris Yates**  
International Extension College (IEC)

IEC continues to work alongside our EID colleagues in a range of education projects around the world which use open and distance learning. As the extent of the failings of the Jomtien Education for All (EFA) project become more widely known (see for example Watkins 1999; Bennell and Furlong 1998, Colclough 1999) we can expect to continue to see interesting debates in the literature on the EFA basic education issue. Recently the UK Education Minister Claire Short has been especially critical of some donor governments for not doing more to support the EFA targets (Short 1999). In such a climate, we can expect the donor agencies to renew their efforts and to increasingly re-assign resource spending in favour of basic education over the next decade. Hopefully the international community will not lose sight of, or get 'bored' with, the EFA challenge too soon.

This year IEC staff and consultants are working with a number of countries on aid funded projects at the basic level including Guyana, Bangladesh, Sudan, Nigeria and Kenya. In this article I want to tell you about a couple of the projects we are currently involved in which have basic adult education components: the Building Literacy in Sudan with Solo Press Project and the Nigerian Community Education Programme – Nomadic Education Project.

### Building Literacy in Sudan with Solo Press

'Building Literacy in Sudan with SOLO Press' is a project that will

be carried out by two partner organisations, the Sudan Open Learning Organisation (SOLO), headquartered in Khartoum, and the International Extension College (IEC), headquartered in Cambridge. SOLO and IEC have been working together since 1984, when IEC created SOLO's predecessor organisation to provide educational programming to refugees using the methods of distance education and open learning.

The project aims to have several thousand more people who live in Sudan — refugees and displaced peoples, women and men — reading on a daily basis than are doing so at present. The core mechanism is the building of SOLO's capacity in educational publishing, by transforming the existing print shop operation into a fully-fledged educational publisher called 'SOLO Press'. The income from SOLO Press will be put back into SOLO's educational programming to help secure SOLO's financial future and make possible longer term planning and programming for some of the most disadvantaged and underserved populations in Sudan.

This capacity building will be accomplished through a series of activities including (i) upgrading SOLO's existing equipment (ii) expanding SOLO's staff by adding to SOLO Press a Commissioning Manager, and to SOLO's programming division a Post-Literacy Coordinator and 26 part-time Community Liaison Workers (iii) training new and existing SOLO staff in the skills and knowledge needed to run a successful educational publishing house that contributes to building literacy skills (iv) involving new readers themselves in generating reading materials and (v) producing three series of reading materials, totalling 50 titles, which will provide both a focus for on-the-job training for the staff of SOLO and in particular SOLO Press, and a tangible contribution to the work of post-literacy in Sudan. The immediate beneficiaries of the project will be the 6,000 people mostly women, who are already enrolled in SOLO's literacy programmes. The project will also develop and trial a strategy for expanding the market for SOLO Press to potentially millions of presently under-served readers, ►

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including the over four million displaced Sudanese, who can thereby continue to build their reading skills throughout their lifetimes.

### Nigerian Community Education Programme – Nomadic Education Project

This project is being carried out in partnership with the Government of Nigeria, (particularly staff at the Yola Federal College of Education and the University of Madiduguri) and the British Council. It began in February 1997 and is set to complete its activities in March 2000. The project includes adult education, small business development, schools construction and teacher training components. IEC has been involved with the teacher education component. The aim here is to train small numbers of nomadic youth as basic primary teachers with the intention of improving the education available to nomadic children in the Adamawa and Taraba states of northern Nigeria. This has involved designing and implementing a mixed mode (distance and face to face) two year pre-service teacher training programme. The goal has been to develop a model of teacher development which would be consistent with the nomadic lifestyles of the people concerned and at the same time improve the quality of education available to the children within their nomadic communities.

A subsidiary aim has been to develop and test sustainable, community based project management models. The project has emphasised the development of grass-roots community structures to plan and implement the programme, including the community education committee. This structure has played a significant role in encouraging girls' participation and in supporting women's

participation in the programme as teachers. In the past it has been difficult to attract female trainee teachers from the Fulani communities to the state teacher education colleges, and communities have been reluctant to send their girls to conventional state schools.

Lastly, EID and IEC colleagues are also working together on a new book entitled *Basic Education through Open and Distance Learning*. This is to be published by Routledge in 2000. It will give a review of open and distance learning experience at the basic level, and offer some pointers to policymakers and planners for future action.

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## Adult Literacy in Uganda: reaching the poorest of the poor

Roy Carr-Hill

### Prologue

Basic Education as defined at Jomtien included not only primary schooling and education for out-of-school children but also provision for adult literacy. On the whole, following the World Bank, this has been ignored by donors; but countries themselves have continued with their programmes. This article reports on one such programme and the results of a recent evaluation in which the author participated.

### Introduction

The Ugandan Government launched a Functional Adult Literacy Programme in 1982 with the support of UNICEF and latterly the German Adult Education Association. After a pilot phase, it has now spread into 21 of the 35 districts and there are nearly 140,000 learners registered. In parallel, there are a series of projects organised by international and national NGOs and Community Based Organisations (CBOs). The classes are run in the local language (there are approximately a dozen in Uganda); and instructors in the Government Programme are unpaid volunteers; facilitators in the NGO programmes are given a minimal monthly stipend.

The Government approached the World Bank for possible support and the World Bank agreed to carry out an evaluation of FAL and of the main NGO Programme REFLECT, which is run by Action Aid. The evaluation was carried out by a team from the Department of Adult Education and Communication Studies at the University of Makerere, with myself providing minimal technical support. The main aims were to examine the extent to which the participants had learnt both the basic skills of reading/writing and arithmetic and functional knowledge, attitudes and practices; compare between districts and with NGO programmes (especially REFLECT); and to estimate the cost of the programme.

The brief from the World Bank required a survey and testing in eight districts across the country involving six different language groups; and all this – together with design, piloting, analysis and write up was accomplished in less than 6 months which is a testimony to the commitment and dedication of the national team. This article summarises the main results from that evaluation concerning the obstacles to the eradication of illiteracy.

### The Survey

The survey focused on those who had completed either course (about 100 in each district), and compared them with a 'control' sample of about 20 in each district who were judged by village leaders to be non-literate, and another control sample from the primary schools (Standards 3 or 4) in the same areas. Both sets of 'graduates' and the Primary School pupils were given simple tests of comprehension, numeracy and writing and also asked a number of questions to elicit their functional knowledge, attitudes and reported practices. The instructors and facilitators were interviewed; and focus groups were held with learners, non learners, instructors and facilitators and organisers.

There was a substantial difference between 'graduates' and non literates in each of the districts in terms of their socio-economic

and cultural background; and in terms of their experience and their parents' experience of schooling.

Nearly all 'graduates' of both programmes could complete the very simple comprehension tasks (e.g. write down the name of the 'President'), and the majority got most of 9 items of simple

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**'After controlling for schooling, there was no difference between participants in the government and NGO programmes'**

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arithmetic right (involving the four basic operations). But far fewer were able to correctly answer more complex comprehension questions or to write simple sentences. It was noticeable however, that they outperformed primary school children in Standard 4.

Most graduates of both programmes knew the correct answer for most of the 'functional knowledge' items, there is rather less agreement with the modernisation items, and the lower level of 'correct' responses on the practice items reflects the realistic possibilities for 'modern' practices given the economic constraints. However, 'graduates' were much more likely to get the right answers

or give the modern response than non-literates in all districts overall and for nearly all items analysed separately.

Whilst participants in the NGO programmes apparently did better, it was also true that they had more years of schooling. After controlling for schooling, there was no difference between participants in the government and NGO programmes either in respect of the test scores or the number of 'modern' items on the functional knowledge, attitude and practice scales.

### Cost Effectiveness

The team made an attempt to cost the different programmes using as much data as they could possibly obtain. Their best estimates suggested that the comparative unit costs were as follows:

|  |         |
|--|---------|
| • four years primary schooling was                     | US \$20 |
| • Government Functional Adult Literacy (FAL) programme | US \$4  |
| • REFLECT, run by NGOs                                 | US \$13 |

There were obviously many caveats to their estimates; but they have been accepted as reasonable by many of the commentators. Even assuming that the FAL instructors receive an allowance of around US \$10 a month then both programmes are substantially cheaper than primary schooling. Adult literacy *is* an appropriate vehicle. ■

## Facing the Global Education Crisis:

**A conference arranged by Oxfam and Actionaid at Conway Hall on 8 September 1999**

Jane Evans

### The shortfall

This conference set out to address a very contentious and grave issue; namely, the substantial shortfall in achieving the targets of the Jomtien Education for All Declaration ten years ago.

Many notable speakers and experts were present both on the platform and the floor. Also present were many education policy makers, activists and academics, from developed and developing countries, International Organisations and NGOs. This made for some interesting interventions from the floor and demonstrated that there is very little consensus about how to meet the targets of the Jomtien Declaration. What all were agreed upon was the seriousness of the situation, although representatives from UNESCO begged to look beyond the language of 'crisis' and look instead at the things which are not going too well. Others present felt it was important to emphasise the individual crises which take place all the time, especially for the poor.

In many parts of the world, especially most of the countries of Sub-Saharan Africa, and for much of the poor populations of South Asia, the 10 articles of the Jomtien Declaration are a long way from being realised. The 'expanded vision and renewed

commitment' written of in 1989 has not been fulfilled for the poorest people of the world.

### The reasons

A variety of reasons why the targets of the Jomtien Declaration have not been met were put forward. Cultural constraints are at play, for example those that prevent or inhibit the education of girls. Teachers may have very little power over what is taught and how it is delivered; and in some settings a poverty of the curriculum has been observed. David Archer observed that sometimes what is done in the name of schooling is containment rather than education. These factors reduce the quality of education which children receive. Furthermore several contributors and participants regretted the emphasis on primary education which had arisen since the Jomtien Declaration. Many felt that the spirit of Education for All must include youth and adults as well and that learning for all equates to economic rights for all. Lalage Bown (EID Visiting Fellow, 1998-1999) made a plea for the rights of parents and guardians to receive

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**'A variety of reasons why the targets of the Jomtien Declaration have not been met were put forward'**

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an education, and she felt that the need for adult education was the real education crisis. There are many people who would benefit from the chance to catch up on education and who are denied the chance because of the direction of resources into primary education. This is an intense area of debate.

Those incremental improvements which have taken ▶



place towards meeting the targets are under threat from external sources. These include war, the refugee status of large sections of the world's population, the polarisation of society. The population aged 6-11 years has increased by 16-20 per cent. AIDS has taken a devastating toll of young adults who could have become teachers. It was considered that sub-Saharan governments had not responded to the need for increased resources needed for universal primary education. Behind this lies a tale of economic decline over the last 20 years. Joel Samoff observed that the issues related to absolute resources. The Jomtien Declaration did not address what global financing would look like. There was discussion about taxation, redistributive systems and the importance of growth. IMF programmes had not been effective at protecting education budgets. All were agreed that the children of the poor should not be denied an education just because they were poor.

## The solution

**Lene Buchert** (former DICE research student) gave a detailed talk on the role of Sector Wide Approaches to aid as opposed to project based aid. With the Sector Wide Approach, the following become important: a clear vision for development, government objectives

and targets, a policy dialogue, co-ordination, ownership, accountability and transparency. Regrettably current practice can fall short of consistency in these principles. The World Bank is one of the organisations which is starting to adopt the Sector Wide Approach to aid. There was agreement that a free flow of information in the future would benefit the educational rights of many different groups, for example, children with disabilities.

Kevin Watkins from Oxfam singled out the role of debt relief in enabling countries to improve their educational resources. In sub-Saharan Africa debt repayments were twice what was spent on primary education. The real burden of debt falls on public expenditure. In education debt has two main impacts. Firstly, on the supply side in that finance for teachers, buildings and books cannot be found, and secondly, on the demand side, in that the expenditure burden is passed to the level of the household which foots the bill for education as fees and books, for example. Debt relief must be contingent on the savings being used to provide public services such as education. There now seems to be a real move towards writing off such debts, and it is to be hoped that this will have an effect towards meeting the Declaration's aims of education for all. ■

# World Declaration on Education for All

*A summary – summarised from the original text by Eleanore Hargreaves*

## Education for all: the purpose

### *Article 1: Meeting basic learning needs*

Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs.

## Education for all: an expanded vision and a renewed commitment

### *Article 2: Shaping the vision*

To serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an 'expanded vision' that surpasses present resource levels, institutional structures, curricula and conventional delivery systems while building on the best in current practices.

### *Article 3: Universalising access and promoting equity*

Basic education should be provided to all children, youth and adults.

### *Article 4: Focusing on learning acquisition*

Whether or not expanded educational opportunities will translate into meaningful development – for an individual or for society – depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills and values.

### *Article 5: Broadening the means and scope of education*

The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly redefining the scope of basic education to include the following components:

- Learning begins at birth
- The main delivery system for basic education of children outside the family is primary schooling

- The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems
- All available instruments and channels of information, communications, and social action could be used to help convey essential knowledge and inform and educate people on social issues.

### *Article 6: Enhancing the environment for learning*

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care and general physical and emotional support they need in order to participate actively in and benefit from their education.

### *Article 7: Strengthening partnerships*

National, regional and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organisational requirement for this task. New and revitalised partnerships at all levels will be necessary.

### *Article 8: Developing a supporting policy context*

Supportive policies in the social, cultural and economic sectors are required in order to realise the full provision and utilisation of basic education for individual and societal improvement.

### *Article 9: Mobilising resources*

If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilise existing and new financial and human resources, public, private and voluntary.

### *Article 10: Strengthening international solidarity*

Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities. ■

## LIFE AFTER EID

# Bangladesh, does it ever get better?

**Adèle Beerling**  
MA EID Health Promotion Student 1997/98

*Adèle Beerling is a former EID/Health Promotion student and now works in Bangladesh as Swiss Red Cross delegate and country representative of DASCOH (Development Association for Self-reliance, Communication and Health). DASCOH provided the community management training for the NESP/BAMWSP pilot in 1999, in partnership with Dhaka Community Hospital (pioneers in arsenic testing and arsenic patient identification). To support or for information contact DASCOH in Dhaka at [dascoh@bdonline.com](mailto:dascoh@bdonline.com), phone (+8802) 9882657 or fax (+8802) 9882659.*

**B**angladesh, country of floods, cyclones, poverty, and now country of extensive arsenic contaminated groundwater. This depressing picture does not do justice to the numerous positive happenings in the country (widespread PRA practices, efforts to increase girls' participation in education, etc). However, the discovery of extensive arsenic contamination in the daily drinking water really is disaster striking again. The government, NGOs and others are working on the problem but have few solutions to hand. For people in the villages there often is no alternative but to drink the contaminated water because appropriate technologies for removing arsenic from drinking water are at an early stage of development. Can you imagine what it is like for a community worker to explain to villagers that their drinking water is slowly but certainly killing them but that there is no alternative just now? Yet, the whole disaster may have a side effect that can make things better in Bangladesh.

Arsenic contamination of groundwater was first discovered in the west of Bangladesh in late 1993. Further testing during the years that followed revealed that the scale and level of contamination constituted the most serious arsenic groundwater pollution in the world (BGS, 1999). More than 40 million people (BGS, 1999) are estimated to drink water from the contaminated hand tube wells. Some arsenic in water is normal. In 1993, World Health Organization revised its guideline for acceptable arsenic value in drinking water to 0.01 mg per liter. Bangladesh uses WHO's earlier value of 0.05 mg/l. Concentrations above the 0.01 mg/l lead to clinical manifestations of arsenic poisoning beginning with various forms of skin cancer, followed by damaged internal organs, cancer and death. This whole process may take between five and fifteen years (BGS, 1999). It is thought that the early stage of poisoning can be halted or even reversed by drinking arsenic free water. Treatment for later stages is difficult, and if at all available, mostly not accessible for poorer people from villages.

Efforts are being made by the government, NGOs and others to try and find out the exact extent of the contamination in ground water, and are testing mitigation technologies. Progress is slow in both areas; testing technology used for village pumps often does not detect the crucial contamination values, and technologies to remove arsenic either are not good enough or run into the same complications as technologies for treating surface water. Household measures for making surface water safe for consumption can be time consuming, expensive or labour intensive and often require a change in hygiene practice. Current arsenic removal technologies have the same drawbacks. The hand tubewells

were a break through and Bangladesh was particularly successful in bringing access to drinking water from improved sources to over 90% by 1997 (BGS, 1999). Now, many of these improved sources turn out to be a danger in themselves.

However, there is at least a positive outcome from the way in which this disaster is being tackled. In September 1999, the National Emergency Screening Programme (NESP), part of the Bangladesh Arsenic Mitigation Water Supply Project (BAMWSP) started with a pilot in six Thanas (approximately 900 villages). During the NESP, village tubewells were tested, meetings were held with villagers to discuss the problem and patients were identified. While there is a long way to go yet until all the estimated 3 million tube wells in rural Bangladesh are tested, this same pilot also showed the potential of involving the community. The field teams in charge of the tube well testing and awareness raising found that wherever they truly involved local authorities and villagers, the tests were carried out more rapidly, coordination and logistical support was relatively easy, their tasks were completed successfully and useful feedback was collected to improve the project. In areas where, for whatever reason, local authorities and others were less involved it was much more difficult to complete the already very big task. Not a surprising finding of course. But it highlights the enormous potential of a countrywide project that addresses an urgent and felt need and that commits itself to true community participation. The arsenic project will take more than a decade at least. If this countrywide project practices true community participation all that time and allows and supports villagers to take charge and address their own problems, action capacity at village level might increase, things might still get better in Bangladesh.

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## What Happened Next?

**Ernesto Jaramillo**  
Former EID Research Student

**S**ince August 1998 when I left the IOE I have been working for CIDEIM, a private research centre working in infectious diseases. There I'm the co-ordinator of the tuberculosis research line. I'm also a part-time lecturer in the School of Public Health of the Universidad del Valle, tutoring MSc students in public health, and lecturing. I have also acted as an advisor in health education and health promotion to the local Public Health Office in Cali.

During the last months I have published four papers in peer reviewed journals drawing on my PhD thesis (Evaluation of a Mass Media Health Education Campaign for Tuberculosis Control in Cali, Columbia).

This last year in Columbia has been exciting but I'm still missing the time spent in London and at the IOE. My regards to all my friends.

# Life After PhD

**Charles M Nherera**  
**Former EID Research Student**

*Dr Charles Nherera is now Acting Pro Vice Chancellor at Chinhoyi University of Technology, Post Bag 7724, Chinhoyi, Zimbabwe, e-mail nherera@telco.co.zw.*

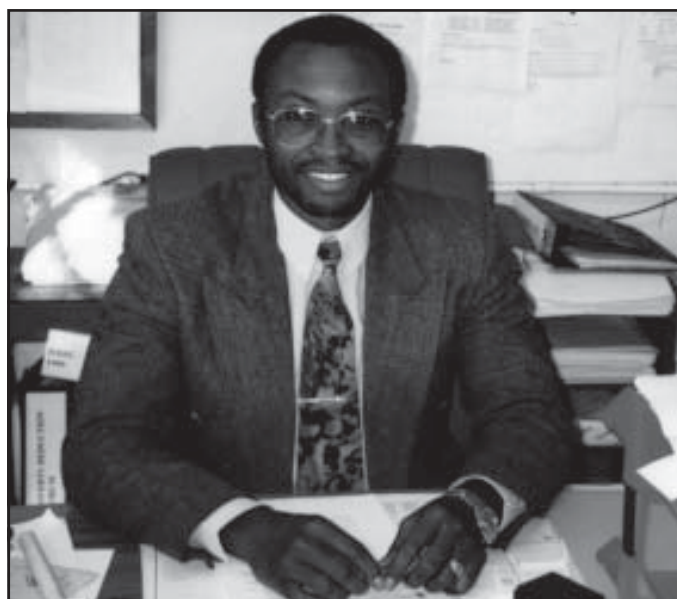
I started my PhD studies under a Commonwealth Scholarship, at the Institute of Education, University of London in October 1991 and completed in September 1994. Originally, I had worked under the Supervision of Dr Trevor Coombe before he left for South Africa. Professor Angela Little then became my main Supervisor and Professor Michael Young was the Co-supervisor. I enjoyed working with all of them and I really appreciate their thoroughness and the interest they showed in my work. My thesis was entitled 'Vocationalisation of Secondary Education in Zimbabwe: a theoretical and empirical investigation'.

The main purpose of this article is to update the colleagues I studied with on what I have been up to since I left the Institute. I also hope that it provides an insight into the professional life of a former PhD student, illustrating how opportunities seem to increase once one has acquired a Doctoral degree.

I returned to Zimbabwe soon after completing my PhD studies in 1994. I was extremely relieved that I had gone through the programme successfully within three years and was keen 'to return back to normal'. Having been away from home for three years, I was anxious to go back to Zimbabwe with my family and get settled.

I returned to my job as a lecturer in the Department of Technical Education at the University of Zimbabwe. My wife Karin managed to return to the school where she taught before she resigned to join me when I came to the Institute for my studies. Our children, Emma and Grant joined a private primary school in Harare and were soon making new friends. Having been away for three years, it took us almost a year to settle down and re-establish our home life.

Initially, going back to work in my old job felt almost like an anti-climax after the hectic previous three years as a PhD student.



*Dr Charles Nherera*

The only change I could feel immediately was the new title – everybody at the university was now calling me 'Doctor'. Although it sounded strange at first, I was soon used to it and actually expected it. Then there was the question of whether I was now any different as a lecturer than I was before acquiring the new qualification. It did not take long before I started being assigned new responsibilities, within the Department, the Faculty and beyond.

Within my first few months of resuming duty, I was appointed as co-ordinator for Technical Graphics and Design as well as Curriculum Issues in the Department of Technical Education. Many other responsibilities were soon to follow. My first major challenge was when I was elected as the Faculty of Education Representative on the University of Zimbabwe Research Board. My task was to present and defend research proposals of academic staff at the Research Board which allocates funding for the whole University. I represented over ninety academic staff from nine departments in the Faculty for two consecutive years until I stepped down to become the Faculty of Education Representative on the University Senate. I was also appointed as the Faculty Co-ordinator of Linkage Programmes with international institutions and Faculty Representative on the University Computer Committee that is responsible for the development of Information Technology throughout the institution.

In 1997, I was appointed as the Director of the Human Resources Research Centre and Editor-in-Chief of the Zimbabwe Journal of Educational Research. During the same year, I was also appointed to sit on the National Steering Committee of the Better Schools Programme, charged with the improvement of quality in the education system throughout the country. I have also been an External Examiner and am an Advisory Board Council member for one of our leading technical colleges. I also serve on the National Manpower Advisory Council as a representative of the state universities in Zimbabwe. In March 1999, I was appointed as the Chairman of the National Y2K Task Force that was set up to avert the Millennium Bug and ensure Zimbabwe's smooth roll-over into the year 2000. Since July 1999, I have been the Acting Pro-Vice Chancellor for a new university of technology that I have been assigned to establish at an existing technical teachers college. I have already started two honours degree programmes in Production Engineering and Hospitality and Tourism. I have also been recently appointed as one of the two Government representatives on the Council of the newly established Zimbabwe University of Medicine and Dentistry.

I am also supervising research students at both MPhil and PhD levels and have continued with my research work in education and related areas. I have carried out research work for the Ministry of Education Sport and Culture, the Ministry of Higher Education and Technology, the UNDP, UNICEF, UNESCO, the Netherlands Embassy, and the Japanese International Co-operation Association as a consultant. I have presented papers at numerous international conferences in Zimbabwe, Kenya, Tanzania, the United Kingdom, Sweden, Denmark, France and Germany.

Outside my hectic professional life, I still enjoy holidays with my family in our beautiful Zimbabwe and am an active member of one of the largest sport clubs in Harare. I am a keen bowler and have won two trophies from tournaments so far. I also do a bit of gardening at home and play mini-golf with my family. My children have developed an interest in trout fishing and I am getting hooked to it!

From my personal experience therefore, there is definitely life after PhD. Hard work does not stop when you finish your PhD, but probably even starts there. I would like to hear what you have been doing since you left the Institute. Let us keep in touch and share ideas and experiences – the world has indeed become a global village.



# Life after EID – working in health and development

**Kate Harrison**  
MA EID Health Promotion Student  
1996/7

I took the Masters degree in Education and International Development: Health Promotion in 1996/7. I had just come back fresh from three years in Uganda working in pre-service teacher training and with the successful Child-to-Child Unit. The Masters was an ideal opportunity to further explore all the ideas I had gained from my time in Uganda – to put some theoretical flesh on the bones of experience.

Since finishing my Masters I have been working as Child Health Programme Co-ordinator at Healthlink Worldwide (formerly AHRTAG). I already knew Healthlink Worldwide well as a provider of useful, practical information with a social perspective on health. We received the quarterly bulletin Child Health Dialogue at Child-to-Child, and I had used information about their work with the school health programme, SeHAT, in New Delhi and Bombay for my dissertation. I never imagined I would be managing the production of the newsletter and bringing a fresh view to SeHAT's development of lesson materials in New Delhi.

The knowledge and skills I gained during the Masters, ranging from critical thinking to developing logical frameworks, have been invaluable to my work here. I feel I have brought an educational perspective to Healthlink Worldwide – we are a member of the NGO education forum, and I am able to emphasise the reciprocal link between education and health.

Currently, Healthlink Worldwide is placing an increasing emphasis on our work with partner organisations in Africa, Asia and Latin America, and in my new role as Partner Support Team Leader, I am looking forward to the challenge of working with a Northern-based NGO which seeks to work collaboratively with Southern partners. The debates and ideas about power, Western culture and 'whose knowledge counts?' we had at the Institute will be very pertinent here!

I remember the Masters degree as a time of intense intellectual stimulation and reflection, a time when I could investigate all the debates and discussions about notions of 'development' I'd had with colleagues and friends in Uganda, a time when I could put into a wider perspective the reality of education and health promotion in a developing country. I feel this period enriched me, and has enabled me to undertake the fascinating and challenging work at Healthlink Worldwide with a deeper understanding of the issues. ■

## Health Action Schools in Pakistan – a pilot action research project

**Debbie Roy**, who recently graduated from EID (MA EID: Health Promotion), has returned to Pakistan to join the Institute for Educational Development (IED) at the Aga Khan University in Karachi where her work includes membership of the Health Action Schools team lead by Dr Kassam-Khamis. This team supports a project to establish school/community based models of health promoting schools in different social and educational contexts in Pakistan. The project was launched in April 1998 after receiving a grant of £76,000 from SCF (UK) over three years. On the job training and monitoring as well as development of materials is now underway. Dialogue with Government officials is also ongoing so that a curriculum statement for health education in schools can be produced by the end of the project with self-identified 'expansion-schools' then coming forward to replicate the programme. SCF (UK) has also supported IED with a grant for core Child-to-Child materials to be adapted for the Pakistani context in Urdu. A recent evaluation of the programme by William Gibbs, a Child-to-Child Trustee, notes that not only has there been an improvement in children's health knowledge, skills and behaviour but that teachers are developing more child centred pedagogy through health education teaching that is being used to teach other subjects. Through a partnership with the Child-to-Child Trust based at the EID, the Institute for Educational Development (IED) have prioritised the area of Health Promotion through Schools in its second phase (2000-2005). ■

## A Visit to the Smiling Coast

**Kate Walker**  
MA EID Health Promotion Student 1998/99

**Kate Walker** writes about her recent visit to **Pa Ousman Manneh** in the Gambia. They both successfully completed their MA in Education and International Development: Health Promotion in September 1999 but, like many students, they are determined to keep in contact after the course.

On finishing the masters in September, I made a promise to be Pa's first visitor in the Gambia. I arrived in Banjul airport to the strains of Silent Night played on the bagpipes by the army band. Having slipped efficiently through immigration and customs I was treated to an ecstatic welcome from Pa and from Kingsley, my boyfriend, who had flown in the previous day from Nigeria. A short drive and we were soon in Serrekunda, the main urban area in the Gambia where Pa works. His office is in the Catholic Education Secretariat, where he is a very popular and lively education officer (for those who know Pa this won't be a surprise). We were introduced to his boss and his colleagues and told about the work going on in the Diocese. Pa is currently undertaking an evaluation of the health education practice in the Diocese's primary schools with a view to implementing his strategic plan ►



Pa Ousman Manneh

from his dissertation for a comprehensive school health programme. He is hoping to get funding from the government to implement the plan in all the schools in Central River Division but if not the Catholic Diocese will fund his work in their schools.

Being the month of Ramadam, Pa was fasting. Yet he still had boundless energy and really helped us have a fantastic trip with visits on the ferry to the north bank of the River Gambia, a visit to his father's compound in Sukuta and to a site where he is building himself a family home. Towards the end of the visit he took us to his village, Bulok, in the south near the Senegalese border. For me

it was the highlight of the trip to meet Pa's family and to see the work he is doing in the village. His house is opposite his mother and brother's in the compound and he has a superb bachelor pad with solar panels charging his huge stereo (bought in the Oxford Street sales). He is also planning to be the first owner of a telephone in Bulok later this month.

Bulok has its own village health centre. Pa is involved with the centre as a volunteer health committee member. The centre is staffed by a village health worker, who was selected by the committee to undergo intensive training in treating the most prevalent illnesses in the Gambia. She is supported by two trained nurses. The clinic has subsidised drugs available so people don't have to travel into Banjul or Serrekunda. I sat in on a meeting of the committee and Pa was very keen for me to see how participatory it was: 'Dr Pat would have been proud, wouldn't she?'. Although the meeting was all in Madinka, I could see how strong the team are and how committed everyone is to the health centre despite it all being voluntary and relying for funding on outside agencies. The meeting had been called to give advice to two young people who had been selected to be trained as nurses in a nearby town in a German-run hospital. Pa had been successful in raising funds for their stipend and on the day of the meeting had heard from the Catholic Diocese's funding agencies that his application for their training fees had also been granted.

In our health group at the Institute Pa had been known as 'the true practitioner' and it was great to see him in action. We joked about all the stresses we had shared over the MA and the days spent in the library and nights in the computer room and it all suddenly became worthwhile. Leaving to head back to Britain wasn't easy, it hadn't taken me long to understand why Pa had been in such a hurry to get back to the Gambia once the MA was over. It's a very beautiful, friendly and peaceful place and I hope that was the first of many visits. Of course he sends greetings to everyone and really hopes we will all meet up again soon. ■

## Collaborative Writing: some reflections<sup>1</sup>

**Felicity Rawlings**  
Former EID Research Student

*Thesis Title: 'Globalisation, curricula and international student communities: A case study of the United World College of the Atlantic' – PhD awarded 1999.*

**H**istorically, scholarship has invariably involved a kind of retreat. While consultation has often been employed during the writing process, the actual assembling of ideas on paper has generally been done individually.<sup>2</sup> I surmise that this poses a stumbling block for many students: first, to those who are not conversant with an academic writing style; and second, to those who feel that writing is too isolating. It is a real pity, that because of this, insights and ideas worthy of reflection and analysis are not finding an audience. I suggest that 'collaborative writing' may provide a partial solution. Collaborative writing simply means that two or more individuals engage in writing together. Such an

approach would overcome a lack of confidence and feelings of isolation.

Collaborative writing should not, however, only be regarded as an alternative for those individuals who would not otherwise write. As a method, it can be successfully adopted by prolific and experienced writers.<sup>3</sup> The effectiveness of this method is becoming more widely recognized. To this bear witness the introduction of group project work in many courses and (less so) the opportunity to write theses in syndicate.

Of course, any of us (myself included) enjoy the challenge of writing on their own. Well and good. However, collaborative writing should also be encouraged. If it is, we may well see emerging a new calibre of scholarship.

### Notes

1. This short article is a revised version of an editorial published in *Forum, whiti korero o nga Bahá'í* 2:2 1993 : 2. Kind permission to reproduce it has been granted by Marshall Family Publishing, Dunedin
2. Authorship in the hard sciences is an exception
3. See for example, Robert B. Rosenfeld and Michael H. Winger-Bearskin, 'Principles of Consultation Applied to the Process of Innovation in a Corporate Environment' in *The Journal of Bahá'í Studies* 3:1 1990 : 31-48 ■

## STUDENT RESEARCH AND STUDY TOUR

### Exotic Embroiderers or Slaves to Fashion?

Rachel Humphreys  
Part-time MA EID Student 1997/99

*Representations of Southern Women Textile and Garment Workers in Fair Trade and Ethical Trade Movements in the UK*

International awareness and interest in the issues of world trade and globalisation has been growing for some time and as events around the recent World Trade Organisation summit in Seattle revealed, there are deep-rooted desires among disparate groups, from governments to NGOs and civil society organisations to reform or encourage alternatives to the current global trade system. In my dissertation I wanted to combine trade issues which were of contemporary relevance to the UK as well as to developing countries, with a longstanding interest in women workers and the textiles and garments industries. I chose to examine the representation of Southern women textile and garment workers in contemporary educational, promotional and campaign materials of the fair and ethical trade movements in the UK in the late 1990s. I also examined the representation of Southern women workers and the coverage of women's labour issues in six UK high street garment retailers' company codes of conduct. Codes of conduct attempt to guarantee minimum labour standards to all workers and have been adopted by a number of multinational garment producers largely as a result of ethical trade campaigns in the North.

The fair and ethical trade movements are positioned as two possible solutions to the twin problems of increasing and improving Southern women's access to paid employment. Ethical trade is an approach adopted by NGOs and civil society organisations based largely in the North such as Oxfam, the Labour Behind the Label and the Clean Clothes Campaign which aims to ensure that decent minimum working standards are met at all stages in the production processes of a company's products. In contrast, fair trade movements which first emerged in the UK in the 1960 and 1970s are concerned with trading directly with marginalised producers in the South in order to ensure that producers receive a fair wage for their work and to enable workers and their communities to live sustainably. While ethical trade attempts to regulate and ameliorate the position of women within the global economy, the fair trade movement attempts to provide an alternative to the established system of international trade.

The analysis of texts and images produced by the fair trade and ethical trade movements was set in the context of an examination of how women workers have been affected by economic development and by changes in the global economy, including international trade liberalisation. Neo-liberal, structuralist and feminist approaches to the question of women's employment in the textile and garment industries were also contrasted.

Firstly, I examined the 1998-9 fair trade mail order catalogues of Traidcraft and Oxfam Fair Trade, two of the largest fair trade organisations in the UK before moving on to examine the campaign materials produced by three ethical trade movements, the Labour Behind the Label, Norfolk Education and Action for Development (NEAD) and Oxfam's Clothes Code Campaign. All the NGOs I approached about fair and ethical trade and company codes of conduct

were extremely helpful as was the Department for International Development (DFID) and the Ethical Trade Initiative (ETI). However, obtaining individual company codes of conduct was more difficult. I approached ten UK companies, representing nineteen high street garment retailers in total. Whilst all the companies replied, mostly after several follow-up calls, only six codes were received, representing eleven high street outlets. Codes were received from Arcadia plc (previously the Burton group, now includes Burton, Dorothy Perkins, Evans, Hawkshead, Topshop, Topman, Principles and Racing Green), C&A, Gap, Littlewoods, Monsoon/Accessorize and River Island. Codes were requested from four other UK garment retailers; Liberty, Marks and Spencer, Next and Sears but these were not received.

Drawing on social semiotics, discourse analysis and feminist critiques I attempted to deconstruct the texts and images in order to reveal their underlying messages. The discussion focused on the construction of Southern women workers in these movements and the effects that such constructions may have on readers, consumers and ultimately on Southern women workers themselves. In particular, I considered the extent to which Southern women are presented as the 'other' in the different texts. Stereotypical images of 'third world' women frequently present women as exotic but helpless victims and I examined the way in which ethical and fair trade texts dealt with such stereotypes. In addition, I discussed the effect such campaigns have had on the discourse of company codes of conduct.

I found that the images of Southern women workers, both visual and textual, which are presented to the UK public by the fair and ethical trade movements carry complex messages not only about Southern women's roles in the work place and at home but also about power,

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**'The way in which Southern women are represented in fair and ethical trade campaigns materials and in company codes of conduct can contribute, or not, to the goal of gender equity in the labour market'**

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politics and ideology, about the relationship between the North and the South, and about consumers and producers. In the fair trade movement women workers are frequently romanticised as exotic bearers of traditional manual craft skills, whilst in the ethical trade movement women are presented as more autonomous and 'modern', but also as downtrodden victims of capitalist exploitation. Most significantly, in the company codes of conduct examined, women workers are rarely referred to specifically and women's labour issues are frequently ignored, suggesting that rather than placing women workers firmly on the corporate agenda, such codes may at present be little more than a public relations exercise.

The messages about women workers inherent in these texts and campaigns carry a degree of influence, whether over civil society, the media or multinational corporations and international trade. Thus the way in which Southern women are represented in fair and ethical trade campaigns materials and in company codes of conduct can contribute, or not, to the goal of gender equity in the labour market. In addition, stereotypes, ideologies and perceptions are not static, they can evolve and therefore this dissertation concluded with some recommendations for changes to the way in which Southern women workers are portrayed in ethical and fair trade materials and in company codes of conduct. ■



# Islanders in Transition: The Montserrat Case

**Gertrude Shotte**  
EID Research Student

*Gertrude Shotte presented a paper at a workshop on migration at Keele University on 1 May 1999. It has subsequently been published in *Anthropology in Action*, 1999, Vol 6, No.2. The Abstract for the paper is reproduced below.*

## Abstract

This paper discusses the movements of Montserrat migrants from the immediate post emancipation period to the present. Patterns of migration are discussed against the backdrop of these four phases of migration in the Caribbean as recognised by Marshall (1982:6): Inter-territorial, Inter-Caribbean, 'Oil Refinery' and Movement to the Metropoles. A fifth phase, The 'New' Caribbean Migration phase, was identified by Mills (1997:3).

Better salaries, social benefits and an elevated standard of living have been noted to be the major determinants of 'heavy out-migration' to the Metropoles and other Caribbean territories. However, disasters (man-made and or, natural) are also recognised as significant contributors to the upturn in out-migration.

The awakening of the Soufriere Hills Volcano on July 18, 1995 has resulted in the forced migration of approximately two thirds of the island's population, the majority of whom are in the United Kingdom (UK). I would venture to premise that this forced relocation is the sixth phase of migration for the Montserrat migrants.

This sixth phase of migration has brought into sharper focus an issue that early migrants (1950s) to the UK always had on their agenda – repatriation. The issue of repatriation, perhaps fuelled by the Department for International Development (DFID's) announcement of its return airfare scheme for 'Montserrat Evacuees', is currently a 'hot' topic of discussion among relocated migrants. I have therefore attempted to spotlight some of the relocated migrants' views on repatriation.

Montserrat has been characterised as an island of out-migration (McKee 1966; Philpott 1973; Foster and Evans 1978; Ebanks 1988). It seems reasonable to conclude therefore that the future of the Montserrat migrant in transition depends to a large extent on his/her 'Montserratian' resilience, adaptability and resolution to survive in a foreign land. ■

## The Paris Trip

**Mugumya Levis**  
MA EID 1999/2000

Looking at the contents of the admission letter to the EID programme, the eyes could not miss the Paris trip as one of the activities for the course. An occasion to visit not only another European country but to rub shoulders with international institutions and groups of people who 'matter' as well. The curiosity heightened at the beginning of the course,

when Dr Elaine briefly touched the issue and later on Susan and Dr Chris enlivened it through constant preparatory meetings and circulars. In spite of the mindboggling issues, concepts, and theories of Education and International Development, we were looking forward to the trip.

The long awaited D-day, 17 November eventually found us at Waterloo from whence we 'eurostarred' to the Gare du Nord. As we alighted on Napoleon's territory, one could hear mutterings as attempts at resurrecting the rudimentary Rousseau's language were made. Later, the nocturnal promenades along the Arc de Triomphe, Eiffel Tower, and Place Hugo enabled us to discover Paris by night.

The following day we headed for UNESCO and watched a documentary film, examined the publication catalogue and collected available publications.

And then to IIEP, which offered an excellent menu. These IIEP gurus (Denis, Grauwe and Ross – cheers to you) accorded us a cordial academic reception, letting us savour the Institute's Educational Planning dishes. We visited the Documentation Centre where Francoise and two other very amiable individuals helped us tremendously as we browsed and took advantage of the free photocopier.

The students-cum-tourists braved the chilly temperatures to do last minute shopping, sightseeing and visits to the Tati, the Montparnasse, the Champs-Élysées, and Notre Dame.

Finally, the great Paris trip came to end having exposed us to the hitherto 'mysterious' high-level and prestigious organisations, and to dining and wining à la française. ■



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

## PROJECTS

### The Mozambique Secondary and Technical English Project (STEP)

Beate Poole and Maggie Matheson

The STEP Diploma is a project which focuses on the improvement of the quality of English language teaching and learning in Mozambican secondary and technical schools. It is funded by the Department for International Development (DFID) and developed jointly with the Mozambican Ministry of Education (MINED) and the British Council as the managing agent. The Diploma is a long-standing and internationally recognised qualification which aims to provide Mozambique with its first nation-wide cohort of trained and formally qualified secondary school teachers. More specific objectives are:

To increase teachers' understanding of the theoretical and practical principles underpinning language teaching and to evaluate these in the light of local needs, conditions and constraints

To enable teachers to forge the link between theory and practice with particular respect to syllabus design, classroom methodology and materials development

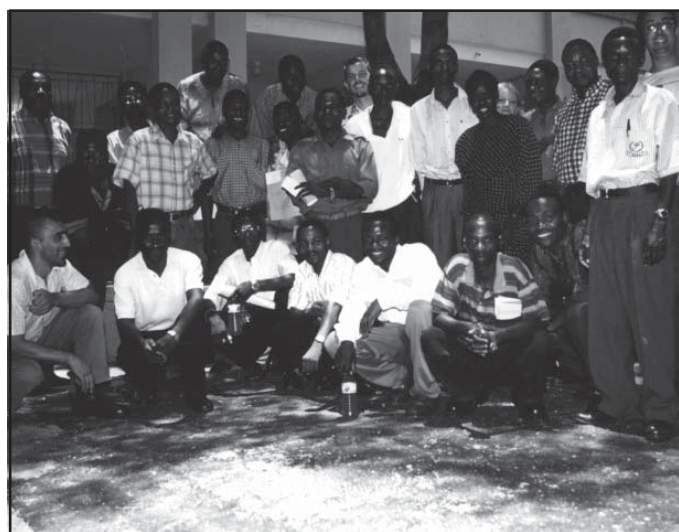
The groundwork for the project was carried out in the form of a nationwide 'baseline' study which examined the status quo of English Language Teaching in 1997. Aspects such as teacher education and training, opportunities for professional development, teaching styles and methods, the availability of resources as well as teachers' attitudes towards the teaching and learning of English in Mozambique were analysed. Based on the findings in this study, a needs analysis was conducted and the content for the course designed. Teachers from all parts of the country were interviewed and took part in an entry test in early 1998. Subsequently an initial cohort of around 80 teachers was selected for the Diploma course.

The Diploma programme is modular in nature to meet the needs and expectations of all concerned. It covers a total of 12 modules delivered over a period of three years through a mixture of modes – lectures, seminars, workshops and tutorials. From April 2000 parts of the Diploma will be taught through distance education using a wide range of resources – e-mail, video, radio, as well as printed material. The Mozambican Diploma programme emphasises the training and education of Mozambican lecturers to ensure programme sustainability and it also incorporates frameworks for gender-sensitive course design, an important area in Mozambican teacher development. The baseline study revealed, for example, that only 9% of teachers were female. The Diploma also provides for nation-wide access. Ten provincial resource centres were established in 10 Mozambican provinces for teachers to meet and discuss educational issues with their Provincial Education Advisers (PEAs), other teachers and VSOs. A decentralised approach was adopted to allow for maximum flexibility and relevance to local needs as well as a vehicle for increased local participation.

Teaching began in June 1998 in three of the provincial resource centres – Nampula in the North, Beira in central Mozambique and Maputo, the capital, in the South. Preparation of modules and materials was initially mainly the responsibility of Institute of Education staff,

not least because of a shortage of reference materials and restricted access to these in Mozambique.

Teaching on the Diploma, however, is shared by Institute staff, the Ministry of Education in Mozambique, the Universidade Pedagógica in Maputo and Provincial Education Advisers. Our colleagues at the Ministry of Education also play a crucial role in the dissemination of teaching materials and resources to all the centres and in the day to day administration of the course. A series of curriculum development weeks has also taken place during which Institute of Education staff visited Mozambique and developed course materials, discussed teaching and learning strategies and carried out course evaluations.



*A group of teachers on the STEP Diploma Course in Mozambique*

The STEP Diploma is taking place in a country which, according to the World Bank, was the poorest country in the world in 1997. Mozambique's social and economic infrastructure had been greatly affected by the civil war and the logistics of running a project on a national basis have been complex. Electricity supply is still sporadic and health and transport problems are acute. Successful completion of the Diploma will require passing an end of year examination, the submission of several pieces of course work, production of a range of teaching and testing materials, satisfactory performance on teaching practice and attendance at seminars as well as several provincial workshops. It is important to recognise the hugely challenging contexts within which these teachers operate. For some participants attendance at courses may involve a two-day journey in very challenging conditions. For many teachers sitting an examination or writing a piece of coursework are novel and perhaps daunting experiences but the achievement of a formal recognised qualification is valued very highly by participants and has a significant impact upon their motivation. The teachers' commitment to personal development demonstrates a remarkable determination to play an active part in Mozambique's broader economic and social development.

Local ownership and sustainability are key concepts of the project. At the end of the current STEP Diploma cycle in 2001, authority over the project is to be transferred fully to Mozambique. It is hoped that the Diploma will continue to generate teachers whose skills are such that they might develop into a significant force for change.

The STEP Team: Roger Flavell, Maggie Matheson, Ronnie Micallef, Beate Poole

# Globalisation, Qualifications and Livelihoods Workshop

Jane Evans

**O**n March 4 and 5 EID hosted a workshop on the subject Globalisation, Qualifications and Livelihoods, headed by



*From left to right: Professor Siri Hettige, Professor Angela Little, Jane Evans, Dr Charles Nherera*

Professor Angela Little. This formed part of the preparation work for the project Globalisation, Qualifications and Livelihoods. Three years work on this project will start in July 2000 and will include research in Zimbabwe and Sri Lanka.

We were therefore particularly delighted to welcome Professor Siri Hettige of the University of Colombo and Dr Charles Nherera

of the University of Chinhoyi to the workshop. Both arrived at the end of February and were able to stay for 10 days, contributing not only to the workshop, but also to the research proposal to DFID. Siri Hettige also gave an EID guest lecture on Globalisation, Social Change and Youth. The associated book is available in the Institute library.

The workshop extended over two pleasant and stimulating days and the contributors were:

- Jane Evans – Globalisation, Qualifications and Livelihoods: a review of the literature
- Professor Andy Green – East Asian skills formation systems and the challenges of globalisation
- Professor Siri Hettige – Globalisation, Qualifications and Livelihoods: the case of Sri Lanka
- Tom Leney – Centralised control and processes of decentralisation in education systems: the cases of Spain, France, UK and the Russian Federation
- Professor Keith Lewin – School leaving qualifications in Africa: international influences and issues
- Professor Angela Little – Globalisation, Qualifications and Livelihoods
- Dr John Lowe – Certification for global mobility myths realities and roles
- Dr Charles Nherera – Globalisation, Qualifications and Livelihoods: the case of Zimbabwe
- Dr Rosemary Preston – Global perspectives on qualifications and livelihoods: the dimension of age
- Dr Felicity Rawlings
- Professor Alison Wolf – Is there really a conflict between the curriculum needs of the rich and the poor?
- Dr Elaine Unterhalter – Gendering globalisation

**A selection of these papers forms the basis of a special edition of the *Journal of Assessment in Education* due out in July 2000.**

## Visit to IOE by Permanent Secretary of Education for Sri Lanka

(October 1999)

A delegation from Sri Lanka, including the Permanent Secretary of Education, Mr Andrew de Silva, visited the Institute of Education in October 1999. They are pictured opposite with Angela Little and students from EID.



*From left to right: Manjula Vithanapathirana, Angela Little, A Subasinghe, Andrew de Silva, Y.A.N.D Yapa, M Sivagnanam, Anoja Munasinghe (missing from photograph: S Medagama)*



## STAFF ACTIVITIES IN 1999

**In addition to regular teaching, research and administration work at the Institute, staff are involved in many activities 'beyond Bedford Way' – undertaking field work, conference presentations, project development, and external lectures.**

### Sheila Aikman

- ❑ Carried out a survey of multigrade schools in the Hill Tribes Area of Northern Vietnam with Pat Pridmore with the Research Centre for Ethnic Minorities, for the British Council (February/March)
- ❑ Participated in the meeting of Postdoctoral Fellows of the National Academy of Education/Spencer Foundation at Harvard University, Boston (March)
- ❑ Research and development work in Southeastern Peru with the Harakmbut and the indigenous organisation, FENAMAD (August)
- ❑ Participated in the workshop for the DFID-funded Multigrade Teaching Research programme at the IOE and carried out classroom observation of multigrade schools in Wales with the research team
- ❑ Presented a paper on Multigrade Teaching in Vietnam at the EID Multigrade Symposium as part of the Oxford Conference (September)
- ❑ Participated in the evaluation of the Osuwela Teacher Education Project, Mozambique as the Lead Consultant for the IOE (October)
- ❑ Carried out a participatory project design process for phase 2 of the Osuwela project in Mozambique for the Dutch Government and Ministry of Education (November)

### Chris Berry

- ❑ Part time research officer with multigrade project
- ❑ Research towards PhD provisionally entitled *Differences between multigrade and monograde schools and their effect on student reading progress in the Turks and Caicos Islands*
- ❑ Annotating multigrade bibliography
- ❑ Tutored MA students
- ❑ Presented paper at symposium on Multi-grade teaching at the 5th Oxford International Conference on Education and Development September 9-13 entitled *A comparative study of the reading progress of students in multi-grade and mono-grade primary schools in the Turks and Caicos Islands*

### Roy Carr-Hill

- ❑ Research consultant with Merseyside Police Authority, developing a framework for resource allocation to police services along similar lines to that already developed for health and social services; and preparing a case for an urban rather than rural weighting
- ❑ Completed write up of relative performances of students in the Anglophone and Francophone education systems in Vanuatu (finished June)
- ❑ Acted as technical advisor to national team in Uganda to evaluate the Government's Functional Adult Literacy Programme and compare outcomes with the REFLECT approach developed by Action Aid (April-September)
- ❑ Consultant to ODI (London) to help prepare one of Thematic Studies for the Dakar follow up to Jomtien on Flows and Modalities in Donor Aid to Basic Education over the 1990s (November/December)

- ❑ (Internal) Consultant to Centre for Longitudinal Studies/Centre for continuing Education at Birkbeck College to develop Models and Framework for evaluating the Wider Benefits of Learning and to carry out a rapid review of the empirical evidence (November/December)
- ❑ Participated in Eight Country Video Conference organised by the World Bank concerning the evaluation of adult literacy programmes world-wide

### Jane Evans

- ❑ Compiling annotated bibliography in the area *Globalisation, Qualifications and Livelihoods* (1998-1999, work continues)
- ❑ Presented a paper at a workshop on *Globalisation, Qualifications and Livelihoods*. Held in EID (March)
- ❑ Working with Professor Angela Little and Ms Lois Davis (finance) on a proposal to DFID for a grant to fund a 3 year project on *Globalisation, Qualifications and Livelihoods* (June)
- ❑ Working on a project funded by the Wellcome Foundation, with a multi-disciplinary team led by Dr Sheila Turner, Head of the Science and Technology group: *The teaching of social and ethical issues arising from bio-medical research* (June)
- ❑ Working with Dr Christopher Williams on a project concerned with policy concerning crimes committed against people with learning disabilities (July)
- ❑ Attended two day conference organised by the Curriculum Studies group of the Institute of Education on Citizenship Education (July)
- ❑ Attended a conference on recent policy and legislation at the Tavistock Centre, organised by Voice, an organisation for people with learning disabilities who have had crimes committed against them (November)

- ❑ Contributed to a Seminar at the Wellcome Foundation on teaching social and ethical issues arising from bio-medical research (December)

## Roger Flavell

(Transferred from Languages in Education to EID September 1999)

- ❑ Director of Secondary and Technical English Project, Mozambique, funded by DFID. The project has completed its second year and will end in 2001
- ❑ Visited Mozambique on two occasions on two occasions to run the three week seminars for secondary teachers of English (January and June)
- ❑ Completed a report as a British Telecom Research Fellow on design for online courses in developing countries (September)
- ❑ Gave a paper on ICT in developing countries at the UKFIET Conference held in Oxford (September)
- ❑ Invited lectures at Daito Binica University, Tokyo (December)

## Eleanore Hargreaves

- ❑ Research officer for research project on 'Multigrade teaching in Peru, Sri Lanka and Vietnam'. Organised the initial workshop in September 1999, at which researchers from UK, Peru, Sri Lanka and Vietnam shared experiences and gave papers. Also organised field visits in multigrade classrooms in rural Wales
- ❑ Completed PhD entitled 'The roles of assessment in primary education: an Egyptian case study'
- ❑ Completed two year ESRC-funded research project on 'Teaching, Assessment and Feedback Strategies in Primary Classrooms'
- ❑ Conducted evaluation of Lambeth Council's Baseline Assessment scheme
- ❑ Appointed lecturer for Assessment Issues and Research Methods masters' course in AGEL department

## Angela Little

- ❑ Director of research project on 'Multigrade teaching in Peru, Sri Lanka and Vietnam'; workshops, symposium and field exercise in London, Oxford and Wales (September)
- ❑ Team Leader, DFID-funded Primary Education Planning Project (PEPP), Ministry of Education and Higher Education, Sri Lanka (January, April, July, November)
- ❑ Key note address to the Nordic Association for the Study of Education in Developing Countries, Vasa, Finland, May 6-8, *Post-Jomtien Models of Educational Development: advocacy vs analysis*
- ❑ Organiser of symposium on Multigrade teaching at the 5th Oxford International Conference on Education and Development September 9-13. Presented paper: *Multigrade teaching: why it is important to take seriously*
- ❑ Opening address at the 2nd National Conference on Primary Education, held at the National Institute of Education, January 28-30, Maharagama, Sri Lanka
- ❑ Presentations on *Multigrade Teaching and The Qualification Chase* at the study programme for World Bank Education (Africa) Task Managers, at the Institute of Development Studies, Sussex (June)
- ❑ Attended the Sub Saharan Africa Conference on Education for All, Dec 6-10, Johannesburg
- ❑ Journal editorial work: *Comparative Education and Assessment in Education: principles, policy and practice*
- ❑ Award of 3 year DFID research grant (from 2000) for work on Globalisation, Qualifications and Livelihoods, in collaboration with Professor Siri Hettige (Colombo University) and Dr Charles Nherera (University of Chinoyi, Zimbabwe) and Jane Evans (EID)
- ❑ Award of grant by British High Commission, Sri Lanka, in

collaboration with the Social Scientist's Association of Sri Lanka, for translation of book to Sinhala and Tamil of *Labouring to Learn: towards a political economy of plantations, people and education in Sri Lanka*

- ❑ Symposia and launch of *Labouring to Learn* (Macmillan Press), May; and of *Education; Cultures and Economics* (Falmer Press), December
- ❑ Presentation on Sector-Wide Approaches at Symposium on Educational Aid and Development, BERA Annual Conference, University of Sussex

## Ronnie Micallef

(Transferred from Languages in Education to EID September 1999)

- ❑ Visited Maputo, Mozambique as part of the Secondary and Technical English Project for teacher training curriculum development purposes and project management meeting
- ❑ Visited University of Natal Durban on behalf of the Mozambique Secondary (English) section to develop regional links for the Secondary and Technical English Project
- ❑ Invited by the National Economics University, Hanoi, Vietnam to run a one week seminar on distance learning with a view to implementing distance learning in the teaching of a Masters course in Financial Management
- ❑ Visited Nampula and Beira Province, Mozambique to teach modules in the Diploma in TESOL programme

## Pat Pridmore

- ❑ Consultant for the Child-to-Child Trust co-directing with Hugh Hawes a course on promoting health in schools for senior planners from thirteen countries
- ❑ Visited Northern Vietnam with Sheila Aikman as a consultant for the British Council to work with the

Research Centre for Ethnic Minority education to study classroom practice and teacher education in multigrade schools

- ❑ Presented a joint paper with Sheila on multigrade teaching and learning in Vietnam at the UKFIET Conference held in Oxford
- ❑ Associate Director on a three year multigrade teaching research project funded by DFID which will focus on the classroom management of the multigrade classroom. This research is being conducted in three countries – Vietnam, Peru and Sri Lanka
- ❑ Guest lecturer at Birmingham University Faculty of Public Health on Child-to-Child
- ❑ Guest lecturer at the London School of Hygiene and Tropical Medicine on experiential learning

## Elaine Unterhalter

- ❑ Member of 9th Joint Review Mission on the District Primary Education Programme (DPEP), India. Visited Bihar State and co-authored State report
- ❑ Appointed to the Editorial Board of *Gender and Education*
- ❑ Presented a paper at the annual meeting of the History of Education Society Conference on *Gender, politics and the experience of education*, Winchester
- ❑ Gave a keynote address and closing address at the Kenton Conference on *Education and Globalisation*, Salt Rock, Kwazulu Natal, South Africa
- ❑ Presented a paper and participated in workshop organised by the Centre for Education Policy Development and Management (CEPD) on the History of Apartheid Education, Durban
- ❑ Presented a paper jointly written with Shushmita Dutt at the UKFIET Conference on *Education and Development: Poverty, Power and Partnership*, held in Oxford

❑ Presented a paper and participated in an ESRC seminar on *Masculinity and Development: Men and Work*, School of Development Studies, University of East Anglia

- ❑ Presented a paper at a symposium on *Women, Education and Development: Gendered Experiences of Teaching and Learning in Africa and Asia* BERA Annual Conference, University of Sussex
- ❑ Presented a paper at the Women's Studies Network Conference on *Women and the Millennium: Gender, Culture and Globalisation*, University of Warwick
- ❑ Presented a paper and participated in a conference on *Citizenship for Teachers and Researchers*, Institute of Education, University of London
- ❑ Organised a panel on gender, education and societies in conflict at the conference on *Voices in Gender and Education*, organised by the Gender and Education Journal, University of Warwick
- ❑ Presented a paper and participated in a workshop on *Globalisation, Qualifications and Livelihoods*, Institute of Education

## Chris Williams

- ❑ Guest lectures in Hiroshima City University, International Studies Dept; meetings at the Hiroshima Center for the Study of International Co-operation in Education, Hiroshima Peace Institute. Contribution to INSET in schools serving the Dowa minority group (January)
- ❑ Invited attendance, 'Environmental issues in disaster prevention, preparedness and response', meeting, Mikhail Gorbachev/Green Cross, London (March)
- ❑ Invited member of special Planning Group, UN University, International Leadership Academy, Jordan. Meetings with Dr Anawar Al-Said and colleagues working with Education and International

Development at the new Faculty of Educational Sciences, University of Jordan (June)

- ❑ Participation in the 'Self and Society' public philosophy seminar of the Kyoto Future Generation Alliance, University of Cambridge (September)
- ❑ Keynote speaker - 'Violence against people with disabilities', Greek National Confederation of Disabled People, European Commission/Ministry of Health and Welfare, Athens (November)
- ❑ Parliamentary/press briefings, *The Politics of GM Food*, for the ESRC *Global Environmental Change Programme*, Church House, Westminster (November)
- ❑ Keynote presentation at the House of Commons, *VOICE/All Party Subject Group on abuse of people with disabilities*, Fiona Mactaggart MP, January. Related meetings with the Director of Public Prosecutions, Judge Bruce Coles (Equal Treatment Committee, Judicial Studies Board), Lord Bassam (November)



## BOOK LAUNCHES

Through a combination of seminar and the more festive occasion, EID launched several new books in 1999. A number of books are also being launched in 2000.

**ANGELA LITTLE**

***Labouring to learn: towards a political economy of plantations, people and education in Sri Lanka***

On 13 May, David Warren and Geoff Whitty of the IOE and Tim Farmiloe, Publishing Director of Macmillan Press joined EID and guests for the launch of Angela Little's *Labouring to Learn: towards a political economy of plantations, people and education in Sri Lanka*. During her presentation Angela explained the book's focus: the achievement of Education for All among the historically disadvantaged plantation communities of Sri Lanka. A day in the life on an eight year old girl provides the starting point for the analysis of political, social and economic relations within and beyond the confines of the plantation. The analysis is located 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. The book includes an analysis of the role of a key agent for educational change, the veteran Sri Lankan politician and trade union leader, Mr S. Thondaman, who died, aged 86, in November 1999.

**ANGELA W. LITTLE**

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

1999, pp 324, ISBN 0-333-67429-4  
(London, Macmillan Press)

ISBN 0-312-21842-7  
(New York, St Martin's Press)

Available from the  
Institute of Education Bookshop,  
20 Bedford Way, London WC1H 0AL,  
amazon.com and all other booksellers.

The book will be launched in Sri Lanka in February 2000 at the new British Council bookshop, 49 Alfred House Gardens, Colombo 3. Further details from Susan Maingay, The British Council Representative.



**JAMES PORTER**

***Reschooling and the global future: politics, economics and the English experience***

On 27 October, James Porter, formerly a visiting fellow in DICE presented a lecture based on his new book *Reschooling and the Global Future* in which he examines the attempt to deliberately neutralise the school as an independent and democratising institution. Pursuing a deeply flawed free market ideology, leading governments and major international agencies have severely limited the capacity of the school to fulfill the political, social and cultural functions that have characterised its previous role on democratic society. The author argues for an end to 'command and control' policies and for 'reschooling', so that self-confident and independent institutions can enable individuals to live securely in an age of unprecedented opportunity and risk.

This book offers an accurate and disturbing account of the way English schooling has grown progressively more concerned with the production and measurement of 'human capital' at a centralised level. Porter argues persuasively and passionately for an empowerment of teachers and local communities who are best placed to make creative and properly informed decisions about the educational development of their children.

James Porter has written widely on teacher education, the role of the teacher and a range of international issues. In his distinguished career he has been a secondary school teacher, Principal of Bulmershe College of Higher Education, Director General of the Commonwealth Institute and first Dean of New Initiatives at the Institute of Education, University of London.

Adapted from the publisher's synopsis by Jane Evans

ISBN 1 873927 53 3

**FIONA E LEACH and ANGELA W LITTLE (eds)**

***Education, Cultures and Economics: Dilemmas for Development***

On 3 December our Director, Peter Mortimore joined an EID symposium with Angela Little, Fiona Leach, Mary Harris, Mercy Tembon and Brian Street to launch *Education, Cultures and Economics*, published by Falmer Press.

The book comprises 20 chapters written by colleagues based in sister institutions, worldwide. The book explores the dilemmas for educational policy, planning and practice when economic goals and conditions are viewed alongside the goals and conditions of human and cultural development. Whose economic and cultural goals matter in the development of policy? What are the costs of culture and the cultures of costs? How do the economic and cultural aspirations of learners intersect? How, if at all, do donors address these questions in the contributions to the development effort?

Chapters by Sheila Aikman, Kazim Bacchus, Mark Bray, Michael Delens, Iffat Farah, Munir Fasheh, Mary Harris, Konai Helu-Thaman, Fiona Leach, Keith Lewin, Angela Little, John Lowe, Christine McNab, Teezinha Nunes, Florence Kiragu Nyamu, Mikael Palme, Antonio Roazzi, Robert Serpell, Jock Stirrat, Peter Stoye, Brian Street, Jenny Teasedale, Bob Teasedale, Mercy Tembon.

**FIONA E. LEACH and ANGELA W. LITTLE (eds)**  
***Education, Cultures and Economics: Dilemmas for Development***

1999, pp 403  
ISBN 0-8153-2783-8

A volume in the Garland Reference Library of Social Sciences, New York and London, Falmer Press.

Available from the  
Institute of Education Bookshop,  
20 Bedford Way, London WC1H 0AL,  
amazon.com and all other booksellers.



Students from EID and the University of Sussex attended the book launch of *Education, Cultures and Economics: Dilemmas for Development*

### Three Book Launches!

**ROGER FLAVELL;  
GILL GORDON;  
PAT PRIDMORE**

On 9 February 2000 our Director, Peter Mortimore, and the Dean of Research, Geoff Whitty, joined EID and guests from NGOs to launch 3 books.

**LINDA and ROGER FLAVELL**  
*The Chronology of Words and Phrases:  
A Thousand Years in the History of  
English*

1999, pp 269, ISBN 1-85626-249-9  
(London: Kyle Cathie)

Throughout history, events great and small have left their mark on the way we speak. Starting from 1066 and working through to the modern-day green movement, with a nod towards the invention of playing cards, the California Gold Rush and the first recorded blizzard along the way, *The Chronology of Words and Phrases* links hundreds of words and phrases with the historical upheavals and minor social changes which gave them life.

**GILL GORDON**  
*Choices, a guide for young people*

1999, London and Oxford: Macmillan  
Education Limited

This book provides information and participatory activities on sexual and reproductive health and is designed for use by teachers, youth workers, peer educators and young people themselves. It aims to increase self-esteem and life skills such as assertiveness. It has many illustrations which can be used to generate discussion. A former staff member of EID, Gill Gordon is

now Programme Manager with the Reproductive Health Alliance, and is a visiting lecturer in EID.

**PAT PRIDMORE and  
DAVID STEPHENS**  
*Children as Partners for Health:  
A Critical Review of the Child to Child  
Approach*

2000, pp 192, London: Zed Books

This book critically reviews the innovative approach to health education known as Child-to-Child which is now being used in more than eighty countries around the world. This approach advocates children being seen as active promoters and not just receivers of health. This book explores how far child-centred philosophies such as Child-to-Child, which have been largely articulated in the West, can work in cultures where people do not necessarily share current Western assumptions about the role of the child in society.



From left to right: Fiona Leach, Mary Harris, Angela Little, and Brian Street at the book launch of *Education, Cultures and Economics: Dilemmas for Development*

### ELWYN THOMAS

*Culture and Schooling:  
Building Bridges Between  
Research, Praxis and  
Professionalism*

On 1 March 2000 Elwyn Thomas joined EID and guests to launch his book.

The main purpose of the book is to assist educators to improve educational praxis in the constantly changing cultural contexts of school and society. This book examines cross cultural research carried out into learning, teaching, assessment, management school and society as well as teacher training and its implications for educational practice. The book includes case studies from the countries as diverse as United States, Britain, India, Nigeria and Peru.

Dr Elwyn Thomas is Senior Research Fellow at the University of Singapore. He was formerly a senior lecturer in Education and International Development at the Institute of Education, University of London.

**ELWYN THOMAS**  
*Culture and Schooling:  
Building Bridges Between  
Research Praxis and Professionalism*

January 2000,  
New York: John Wiley and Sons (Part of  
Wiley Series on Culture and Professionalism)



## NEW BOOKS

### ***Children as Partners for Health: A Critical Review of the Child-to-Child Approach***

**Pat Pridmore & David Stephens  
with a Foreword by Hugh Hawes**

**London: Zed Books, 2000**

**T**his book critically reviews the innovative approach to health education known as Child-to-Child which is now being used in more than eighty countries around the world. This approach advocates children being seen as active promoters and not just receivers of health. Child-to-Child has been profoundly influenced by the *Declarations of Health for All* (1978), *Education for All* (1990) and the *Convention of the Rights of the Child* (1990) which have led to wide-ranging debate on effective strategies for achieving their ambitious goals. This book explores how far child-centred philosophies such as Child-to-Child, which have been largely articulated in the West, can work in cultures where people do not necessarily share current Western assumptions about the role of the child in society.

The authors analyse the theories and concepts underlying Child-to-Child and the reasons for its rapid spread around the world. Theory is then compared with practice drawing on case studies from both industrialised and Third World countries. They demonstrate the rich diversity of practice which characterises Child-to-Child and try to draw the lessons learned from its successes and failures. The implications are drawn out for policy makers, planners, implementers and evaluators, and recommendations made for future action and research.

**Pat Pridmore** is a senior lecturer in the Education and International Development academic group at the Institute of Education, University of London. She is also a member of the research and training groups of the Child-to-Child Trust in London.

**David Stephens** is currently a lecturer in international education at the Institute of Education at the University of Sussex. He has also served as chairperson of the Child-to-Child Trust based in London.

#### **Limited Special Offer**

To receive a paperback copy of *Children as Partners for Health* at the special discounted rate of **only £6.50 plus postage and packing £1.50 UK/£2.50 Overseas** (compared to £14.95 via the publisher) please **send payment in £ sterling only** by cheque or postal order made payable to the Institute of Education to Susan Kearney, EID, Room 823, Institute of Education, 20 Bedford Way, London WC1H 0AL, UK (e-mail: s.kearney@ioe.ac.uk)

### ***The Chronology of Words and Phrases: A Thousand Years in the History of English***

**Linda and Roger Flavell**

**London: Kyle Cathie, 1999 – ISBN 1-85626-249-9**

**C**olumbus' discovery of America introduced to Europe new commodities such as *tobacco, potatoes, canoes and hammocks* – and the words that described them. Twenty-five years later Cortes conquered Mexico and brought back *chocolate, vanilla, chilli, turkey, tomato* and *avocado*. The Normans gave us *castles* and *dungeons*, while the flourishing of Dutch art in the seventeenth century introduced *easels*,

*etchings and landscapes*. The *grapevine* emerged from the American Civil War and *brainwashing* from the Korean.

Throughout history, events great and small have left their mark on the way we speak. Starting from 1066 and working through to the modern-day green movement, with a nod towards the invention of playing cards, the California Gold Rush and the first recorded blizzard along the way, *The Chronology of Words and Phrases* links hundreds of words and phrases with the historical upheavals and minor social changes which gave them life.

*The Chronology of Words and Phrases* is the result of years of research and a lifetime's enthusiastic study. It combines scholarly expertise with an irresistible appreciation of the snippets of information essential to the browser. A words book for historians and a history book for wordsmiths, it will have pride of place in any book lover's collection.

**Linda Flavell** completed a first degree in modern languages and has subsequent qualifications in both secondary and primary teaching. She has co-authored with her husband, *Current English Usage* for Papermac and *Dictionary of Idioms, Dictionary of Proverbs* and *Dictionary of Word Origins* for Kyle Cathie Limited.

**Roger Flavell's** Master's thesis was on the nature of idiomaticity and his doctoral research on idioms and their teaching in several European languages. He currently works at the University of London, Institute of Education for the Education and International Development academic group.

### ***Culture and Schooling: Building bridges between research, praxis and professionalism***

**Elwyn Thomas**

**New York: John Wiley & Sons  
Part of Wiley Series on Culture and Professional Practice**

**T**he main purpose of the book is to assist educators improve educational praxis in the constantly changing cultural contexts of school and society. Cross cultural dimensions such as diversity, uniformity, individualism and collectivism among others, emerge as key focus areas of discussion. Attempts are made where possible, to build bridges between relevant cross cultural research and its impact on improving learning/teaching, assessment, school and classroom management, parental and societal influences on schooling. The bridge building task is also extended to the methods of how teachers may be trained, to meet the challenges of cultural diversity in multicultural schools. The approach of the book is to provide a selective review of the relevant research into key cross cultural areas, over the last twenty years and to provide practical suggestions of how this research may improve activities such as learning and teaching. Much use is made of case study material from both developing and developed societies and the experience gained by the author of working as a teacher educator in Britain, and several Asian and African countries.

In addition there are case study exemplars from Australia, USA and some Latin American countries e.g. Peru and Brazil. Subjects such as effecting cultural transfer across school organisation and management, developing culture sensitive pedagogical models and learning strategies, improving the cultural relevance of school curricula and the application of intercultural training to teacher education, are among the key concerns of the bridge building task which this book attempts to tackle. The aim of sound bridge building between research and praxis in the context of



schooling, and the positive effects that this might have on teacher development and professionalism, is a constant theme running through the book.

**Elwyn Thomas** is Senior Research Fellow at the University of Singapore. He was formerly a senior lecturer in Education and International Development at the Institute of Education, University of London.

### ***An ethnographic study of indigenous knowledge and learning in the Peruvian Amazon***

**Sheila Aikman**

**Amsterdam: John Benjamins Publishing Company,  
Studies in Written Language and Literacy 7,  
1999**

**I**ndigenous peoples around the world are calling for control over their education in order to reaffirm their identities and defend their rights. In Latin America the indigenous peoples, national governments and international organisations have identified intercultural education as a means of contributing to this process. The book investigates education for and by indigenous peoples and examines the relationship between theoretical and methodological developments and formal practice. An ethnographic study of the Arakmbut people of the Peruvian Amazon, provides a detailed example of the of the social, cultural and educational change indigenous peoples are experiencing, an insight into Arakmbut oral learning and teaching practices as well as a review of their conceptualisations of knowledge, pedagogy and evaluation. The models of intercultural education being promoted by Latin American governments are, nevertheless, biliterate and school-based. The book analyses indigenous and non-indigenous models based on different conceptualisations of culture and curriculum in the context of the Arakmbut search for an education which respects their dynamic oral cultural traditions and identity, provides them with a qualitatively relevant education about the wider society and addresses the intercultural lives they lead.

**Sheila Aikman** is a lecturer in the Education and International Development academic group at the Institute of Education, University of London.

### ***Choices, a guide for young people***

**Gill Gordon**

**Illustrations by Petra Röhr-Rouendaal  
London and Oxford: Macmillan Education Limited,  
1999**

**C**hoices is a guide for young people growing up in Africa today. It provides them with accurate information about themselves and their bodies so that they can make informed decisions about their future. It focuses especially on successful relationships, happy marriage and children.

Placed in the context of changing cultures this book concentrates on the limited choices faced by many young people, particularly girls. The

importance of self-esteem, decision making skills, responsibility and communication are all highlighted.

*Choices* is aimed at young people, peer educators and youth teachers, health workers and parents. It is written for anyone who wants:

- frank and factual information about the body and sexuality
- help on how to avoid unwanted pregnancy and unsafe abortion
- up-to-date information on STD's and HIV infection
- tips, self-help exercises and group activities to enhance communication skills and self-esteem
- guidance on the dangers of alcohol, drug and tobacco abuse.

*Choices* covers these sensitive issues and others in a lively, straightforward style and will be invaluable to anyone helping young people to grow up as fulfilled and responsible individuals.

The Department for International Development (DFID) and the Tudor Trust provided generous grants which have enabled the book to be produced at low cost so that it can reach those who do not normally have access to books.

**Gill Gordon**, former staff member of EID, is now Programme Manager with the Reproductive Health Alliance and is a visiting lecturer in EID.

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# RECENT EID PUBLICATIONS

## Sheila Aikman

### Forthcoming

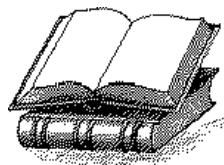
- 'Bolivia' in D. Coulby, R. Cowen and C. Jones (eds) (2000), *World Yearbook 2000: Education in Times of Transition* (2000), pp22-39, London: Kogan Page
- 'Higher Education as a Collective Resource for the Harakmbut of Amazonian Peru' in R.W. Teasdale (ed.) *Local Knowledge and Wisdom in Higher Education* (2000)
- 'Languages, literacies and development in Southeastern Amazonia' in B. Street *Literacy and Development*, Routledge

### 1999

- 'Sustaining Local Languages in Southeastern Peru' in *International Journal of Bilingual Education and Bilingualism*, vol 2(3), pp198-213
- 'Alternative Development and Education: economic interests and cultural practices in the Amazon' in F. Leach and A. Little (eds) (1999), *Education, Culture and Economics: Dilemmas for Development*, London: Falmer
- *Intercultural Education and Literacy – An ethnographic study of indigenous knowledge and learning in the Peruvian Amazon*, Amsterdam: John Benjamins

### 1998

- 'Schooling and Development – eroding Amazon women's knowledge and diversity' in C. Heward and S. Bunarwee (eds) (1998), *Gender, Education and Development*, London: Zed Press
- 'Towards an Intercultural Participatory Approach to Learning for the Harakmbut' in *International Journal of Educational Development*, vol 18(3) pp197-206



## Roy Carr-Hill

### Forthcoming

- with A. Okech, A. Katahoire, A. Ndiddie, J. Oxenham, *Evaluating Adult Literacy Programmes: the Ugandan Example*, being published by publisher in association with the World Bank (April 2000)

- with C. Bentall, E. Peart and A. Cox, *Funding Agency Contributions to Education for All*, Overseas Development Institute for DFID
- with R. Lavers, 'New Labour, New Poor' in J. Bradshaw (ed.) *Rowntree Centenary*, Ashgate
- with E. Peart, 'Adult Education in Developing Countries post Jomtien', *Compare*
- 'Housing and Health', chapter in collection edited by David Hume Institute, Scotland
- 'Resource Allocation for Mental Health Services', chapter in book edited by Thorneycroft
- 'Equity in Access to Health Care: A European Problem', submitted to *European Journal of Health Law*
- with John Lintott, *The Fourth Way: Consumption, Unemployment and the Quality of Life*, Macmillan
- with M.J. Hopkins and A. Riddell, 'Monitoring the Performance of Education Programmes in Developing Countries', *DFID Education Research Series*, no.37

### 1999

- with N. Rice and P.C. Smith, 'The Determinants of Expenditure on Children's Personal Social Services', *The British Journal of Social Work* (1999), 29, pp679-706
- with A. Street and J. Posnett, 'Is Hospital Performance Related to Management Costs', *Journal of Health Services Research and Policy*, 4,1, pp16-24
- with A. Okech, A. Katahoire and A. Ndiddie, *An Evaluation of the Governments Functional Adult Literacy Programme in Uganda*, October 1999
- with A. Grisay, *A Comparison of the Performance of Students in the Anglophone and Francophone education system in Vanuatu* (report to Government and DFID), July 1999

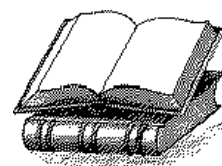
- 'Economics of Adult Learning: the Cost of Lost Opportunities', *The Economics and Financing of Adult Learning*, International Bureau of Education, November 1999
- with T. Lang, M. Caraher, P. Dixon, 'Cooking Skills and Health', *Inequalities*

in *Health*, No. 2, London: Health Education Authority

- with M. Caraher, P. Dixon, T. Lang 'The state of cooking in England: the relationship of cooking skills to food choice', *British Food Journal*, vol 101, No. 8, 1999 pp590-609

### 1998

- with N. Rice, P. Dixon and M. Sutton 'The Influence of Household on Drinking Behaviour: a multilevel analysis', *Social Science and Medicine*, 46, pp971-9
- S. Jenkins-Clarke and P. Dixon, 'Teams and Seams: skillsmix in primary care', *Journal of Advanced Nursing*, 28(5), pp1120-6
- 'Classifying Out-of School Education', Report to UNESCO Division of Statistics, February 1998
- 'A Framework for Optional Research within SPRED II', Report to British Council in Kenya, March 1998
- with S. Jenkins-Clarke, 'Implications of Skillmix for medical workforce scenarios', for the Department of Health, Human Resources Division (with P. Dixon and D. O'Reilly), Population Distribution and Sparsity for Association of County Councils, June 1998



## Jane Evans

### Forthcoming

- 'Globalisation, Qualification and Livelihoods: A short annotated bibliography of Globalisation texts for readers of Assessment in Education', *Assessment in Education*, 7, 2 (July 2000)
- with Levison, Douglas, Kirton, Koulouris, Turner and Finegold, 'Perspectives on teaching the social and ethical issues arising from developments in biomedical research: a view across the curriculum in England and Wales', *Melbourne Studies in Education*, special Year 2000 edition

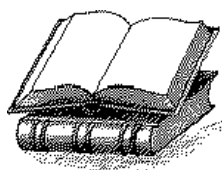
## Roger Flavell

1999

- *Teachers' Notes for Teaching English Direct Radio Programmes*, London: BBC English
- *Guidelines for Globalisation*, a Research Report for BT, London: British Telecom
- with L.M. Flavell, *The Chronology of Words and Phrases: A Thousand Years in the History of English*, London: Kyle Cathie, 269pp
- with R. Micallef, 'Learning English by Radio: The Mozambique Project', *Collected Original Resources in Education* (CORE), vol 23, issue 2
- with S. Fearn, 'The Evaluation of a BBC English Radio Course in Russia', *Collected Original Resources in Education* (CORE), vol 23, issue 2

1998

- *Report on Research Consultancy, Nigeria*, London: British Council



## Eleanore Hargreaves

Forthcoming

- 'Country profile: Egypt', *Assessment in Education*, 7

## Angela Little

Forthcoming

- 'Qualifications, Quality and Equality: a political economy of Sri Lankan education 1971-1993' in A.R. Welch (ed.) *Third World Education: Quality and Equality*, New York and London: Garland Publishing, January 2000
- Special issue of the *Journal of Assessment in Education* on the theme of 'Globalisation, Qualifications and Livelihoods' (editor and contributor) vol 7/2, due July 2000
- *Primary Education Reform in Sri Lanka* (editor and contributor) to be published by PEPP and Ministry of Education and Higher Education, expected April 2000

1999

- *Labouring to Learn: towards a political economy of plantations, people and education in Sri Lanka*, London: Macmillan Press and New York: St Martins Press, 324 pp
- with Fiona Leach, *Education, Cultures and Economics* (eds), New York and London: Falmer Press, 403 pp
- with others, *Planning Guidelines for the Development of Medium and Long-term Provincial Education Plans*, Isurupaya: Ministry of Education and Higher Education, Sri Lanka, 92 pp
- *Primary Education Planning Project, Team Leader Reports*, Document Series, 20, 25, 27, 31, Cambridge Education Consultants and Ministry of Education and Higher Education, Colombo
- *Inception Report of the Policy Research Specialist*, ESTEEM project document series E18, Cambridge Education Consultants and the Primary and Mass Education Division of the Government of Bangladesh
- *Education Research in Bangladesh: a guide to the literature*, ESTEEM project document series E19, Cambridge Education Consultants and the Primary and Mass Education Division of the Government of Bangladesh, 66 pp

## Ronnie Micallef

1999

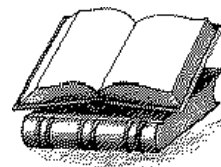
- with R.H. Flavell, 'Learning English by Radio: The Mozambique Project', *Collected Original Resources in Education* (CORE), vol 23, issue 2
- with R.H. Flavell, *Researchers' Notes for teaching English Direct Radio Programmes*, BBC English

## Pat Pridmore

Forthcoming

- 'Children's Participation in Development for School Health', *Compare*, vol 30, no 1
- with Stephanie Ndube, 'The Power of ODL in basic education for health and the environment', Chapter 11 in J. Bradley and C. Yates (eds) *World Review of Distance and Open Learning, Volume 2: Basic Education through Distance Education*, London: Routledge

- with David Stephens, *Children as Health Educators: a critical review of the Child-to-Child approach*, London: Zed Books
- with Susan Rifkin, *Partners in Planning: Guidelines for working with information, participation and empowerment*, London: Macmillan/TALC



1999

- *Participatory Approaches to School Health Promotion: A Child-to-Child Training Manual*, London: The Child-to-Child Trust
- with Gill Gordon, *Participatory Approaches to Programme Planning and Proposal Writing*, London: Institute of Education/Working: PLAN International
- with Sheila Aikman, 'Multigrade Teaching and Learning: A study of classroom practice and teacher education in northern Vietnam', *Research report for the British Council*
- with Gill Gordon, *Introduction to Primary Health Care Education and Development*, London: Institute of Education (Distance Learning Curricular materials – 8 monographs)

1998

- with others, 'Culture, Attitudes and Perspectives', chapter 4 pp 119-156 in V. Johnson, E. Ivan Smith, G. Gordon, P. Pridmore and P. Scott (eds), *Stepping Forward: Children and Young People's Participation in Development*, London: Intermediate Technology Publications
- with others, 'Children's Participation in Situations of Crisis', chapter 5 pp 152-174 in V. Johnson, E. Ivan Smith, G. Gordon, P. Pridmore and P. Scott (eds) *Stepping Forward: Children and Young People's Participation in Development*, London: Intermediate Technology Publications
- with Susan Ferron, 'Education in Hope – the need for new approaches to health education in emergencies', *Journal of Practice in Education for Development*, vol 3, no 3, pp 117-21 ▶



- with Gill Gordon, *Participatory Approaches to Nutrition and Sexual Health. Part 1 Participatory Learning and Action*, Nairobi: DANIDA

- with Gill Gordon, *Participatory Approaches to Nutrition and Sexual Health Part 2 Performing Arts and Visual Materials*, Nairobi: DANIDA

- *Concepts and Determinants of Health and Models of Health Promotion*. London: Institute of Education. (Distance Learning Curricular materials – 8 monographs and an edited reader)

- with Gill Gordon, 'Children's Participation for Research and Programming', *NU Nytt om U-landshalsovard (News on Health Care in Developing Countries)* 4/97, vol 11

- with Gill Gordon, 'Participatory Approaches to Reproductive Health and Nutrition: Using performing arts and visual materials in Kenya', *NU Nytt om U-landshalsovard (News on Health Care in Developing Countries)*, 4/97, vol 1

## Elaine Unterhalter

### Forthcoming

- 'Gendered diaspora identities: South African women, exile and migration, c.1960-1995' in S. Ali, K. Bignell, and W. Wa Goro (eds) *Feminist Movement*, London: Taylor and Francis
- 'Citizens, stakeholders or human resources?: The conception of girls and women in transformative education visions of the 1990s' in M. Arnot and J.A. Dillabough (eds) *Gender, education and citizenship*, London: Routledge

- 'Education, citizenship and Difference in the South African transition', *The Curriculum Journal*, special issue on citizenship

### 1999

- 'Citizenship, difference and education: reflections on the South African transition' in N. Yuval-Davis and P. Werbner (eds) *Women, Citizenship and Difference*, London: Zed, pp100-117
- 'The schooling of South African girls: Statistics, Stories, and Strategies' in S. Bunwaree and C. Heward, *Gender, Education and Development*, London: Zed, pp49-64
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- with S. Menon, S. Bhatnagar and W. Heneveld, 'Bihar State Report' in *Aide Memoire and State reports of the 9th Joint Review Mission for the District Primary Education Programme*, New Delhi: Department of Education, Ministry of Human Resource Development, 13 pp

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- with M. Samson, 'Gendering the global and the local: Ambiguous partnerships in the South African transition', *Development*, vol 41, no 4, pp 54-57
- '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

- 'Marginality and Meaning' in J. Collier (ed.) *Education at the Margins. Proceedings of a Working Conference*, Cambridge: International Extension College, pp 18-24

- with N.C. Goel, P. van Stuijvenberg and N.K. Jangira, 'Bihar State Report' in *Aide Memoire and State reports of the 8th Joint Review Mission for the District Primary Education Programme*, New Delhi: Department of Education, Ministry of Human Resource Development, 10pp

## Chris Williams

### Forthcoming

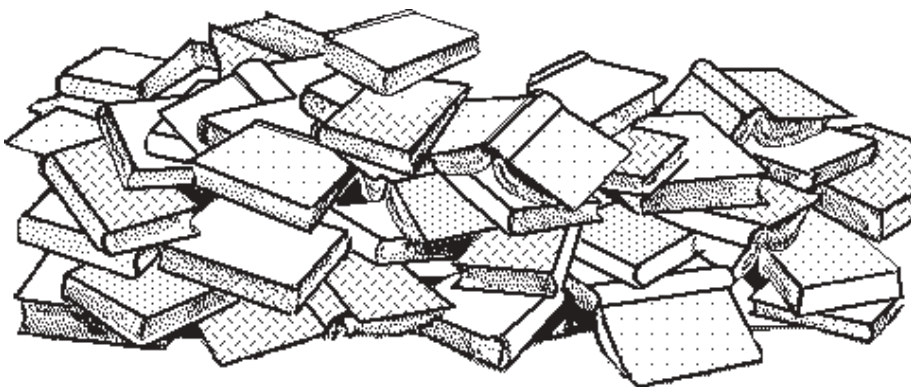
- 'Education and human survival: the relevance of global security to international education', *International Review of Education* (UNESCO) 46(2) April (2000)
- 'Children as environmental victims', in J.A. Marvasti *Child suffering in the world*, Tennessee: Lincoln-Bradly
- 'Review of Education and Humanitarian Assistance', *Educational Review*
- *Violence against people with autism* (contributor), London: Jessica Kingsley Publishers

### 1999

- 'The politics of GM food: risk, science and public trust' (contributor), Sussex: ESRC, Global Environmental Change Programme. Letter to *Nature*. Article in the *LA Times*
- *Childhood Special Issue 'Understanding Child Labour'* (guest editor, with Per Miljeteig and Ben White), vol 5, no 1

### 1998

- *Environmental victims: new risks, new injustice*, London: Kogan Page/Earthscan
- *Terminus brain: the environmental threats to human intelligence*, London: Cassell ISBN 0-304-33856-7 (hard back); Washington: Cassell Global Issues Series 0-304-33857-5 (paper back), 261 pp
- *Code of good practice on prevention of violence against persons with autism*, (contributor), Brussels: European Commission, DAPHNE/Autisme-Europe (English and French)
- 'Global environment and human intelligence', *The Globe*, 42, pp 11-12



# SUCCESSFUL MA STUDENTS ACADEMIC YEAR 1998/99

We would like to congratulate all of our students who completed their MA in October 1999.

Here is a list of their dissertations and reports, some of which are available in the Institute library.



## Education and International Development

### Wumi Adegbile

*The effectiveness of private schools in the development of education in Nigeria: a case study of Grays International College, Kaduna*

### Rupen Chande

*Parental participation in primary education in Tanzania; a case study*

### Helen Drinan

*Understanding the reasons and consequences of high repetition rates in primary schools in Cambodia*

### Ivette Lopez-Mendoza

*Quality and equity in rural basic education: a case study of compensatory programmes in Mexico*

### Kazuaki Hashimoto

*International co-operation in basic education in Sub-Saharan Africa: a comparison of JICA and SIDA*

### Toku Hirasawa

*Altruism and self-interest: the motivation of development experts to work*

### Mayuri Hirata

*Education and the hill tribes in Northern Thailand*

### Rachel Humphreys

*Exotic embroiderers or slaves to fashion? Representations of southern women textile and garment workers in the fair trade and ethical trade movements in the UK*

### Kazuyo Igarishi

*Education and the Roma: a case study from the Czech Republic*

### Shinichi Ishihara

*A comparison of aid to education between Japan and the United Kingdom in the 1990s. A case study of education sector development programme in Tanzania*

### Nandini Moitra

*Graduate unemployment in India: with special reference to the national capital region*

### Ishaak Nuamah

*The Muslim girl child and education reforms in Ghana 1951-1992*

### Amos Paran

*Becoming a distance educator: the process of writing distance study materials in a dual mode institution*

### David Rice

*The impact of AIDS/HIV on primary education in Uganda*

### Shinichiro Tanaka

*The self-instructional programme in Thailand: an ideal form of equitable and efficient NFE?*

### Selvadurai Sivakumaran (report)

*Teacher development programmes for primary teachers. A study of primary teachers in the Vavuniya south zone in Sri Lanka*

### Rosemary Ward

*'How bitter life is, how sweet life is'. Challenge and change for African women refugees seeking post-secondary education in Kenya*

### Alicia Zents-Lutz

*Exploring Gender, Identity and Pentecostalism: The Case of the Women's Movement within the Assemblies of God of Burkina Faso*



Some of last year's students and staff (academic year 1998/99)

## Education, Gender and International Development

**Claudia Flores Moreno**

*Gendered literacies and numeracies: the case of the learning and teaching of women in La Paloma, Mexico City*

**Yukiko Iriyama**

*Gender, national identity and the brain drain: a case study of highly educated South Africans who have emigrated to the UK*

**Miriam Mareso**

*'Lost in the middle': Women ex-fighters between the private and the public reality of independent Eritrea*

**Anita Mathur**

*Articulating the silenced voice: different readings of the girl child's work in Cambodia*

**Akiko Motozawa**

*'Women hold up half the sky'. To what extent can gender inequalities be overcome by educational projects for rural women in China?*

**Helen Poulsen**

*Turning it around? Debating approaches to gender, poverty and North-South learning*

**Harumi Toyama**

*The third chimurenga – women NGOs struggle for gender equality in Zimbabwe*

**Satomi Ueno**

*Development education in Japan: perspectives, prospects and women's presence*

## Education and International Development: Health Promotion

**Sarah Burrows**

*Comprehensive school health promotion: with special reference to a Tanzanian primary school for physically disabled*

**Jasmin Danish**

*Insights into the strategic potential of non-government organisations for promoting urban health and development in the new millennium*

**Rita de Graft**

*School feeding and learning achievement in primary schools in Ghana*

**Hilary Jones**

*Participating in monitoring and evaluation, with specific reference to hygiene promotion*

**Ahmed Moosa**

*Narcotic abuse in the Maldives: what is the role of health promotion?*

**Pa Ousman Manneh**

*Comprehensive school health education: how can it be institutionalised in Central River Division, The Gambia?*

**Martina Riedel**

*Learning with survivors: the need for participatory approaches to health promotion in complex emergencies*

**Debbie Roy**

*The challenges facing fieldwork education in occupational therapy training in Pakistan*

**Janet Sam-King**

*The impact of maternal education on child survival and development: a case study of women's childbearing experiences in Sierra Leone*

**Kate Walker**

*Improving adolescent sexual health in Benue state, Nigeria: the need to plan school-based programmes with and for young people*

**Special Congratulations to Francis Owusu-Mensah**, who completed his MA in Education and International Development in October 1998 and whose name was mis-spelled in last year's review. Apologies, Francis

**Francis Owusu-Mensah**

*The provision of student support services in distance education in three different contexts: implications for University College of Education, Winneba*

## RESEARCH STUDENTS

### Successful Research Students 1999

**We would like to congratulate all of our research students who were awarded their PhD in 1999.**

**Ana Bravo-Moreno**

*Gender, Migration and Identity: Spanish Migrant Women in London*

**Eleanore Hargreaves**

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

**Sara Kleeman**

*The Impact of providing INSET for Israeli Primary Schools: A Case Study of the 'Oranim' School of Education and Primary Schools in Northern Israel*

**Felicity Rawlings**

*Globalization, Curricula and International Student Communities: A Case Study of the United World College of the Atlantic*

**Mahender Reddy Sarsani**

*Exploring the Promotion of Creative Thinking among Secondary School Students in India*

**Dilbahar Tawakkul**

*A Study of Chinese Policy towards Ethnic Minorities with reference to Higher Education. A Case Study of the CUN*





## Research Students 1998/99

### Clare Bentall

*The Cultural Impact of ELT Development Projects*

### Christopher Berry

*Multigrade Teaching in the Turks and Caicos Islands*

### Lois Carter

*Factors Inhibiting the Education of Girl Children in Rural West Africa*

### Benoit Charles

*Educational Management and Administration in St Lucia: Policy, Practice and Challenges for Small Education Systems*

### Elsbeth Court

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

### Hugh Dale

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

### Ellie Hutchinson

*Developing Children, Developing Countries: A study of Child-Welfare and Child Development at the Save the Children Fund from a Postcolonial Perspective*

### James Irvine

*Training Programmes on School Management for Heads and Deputies in Botswana*

### Baela Jamil

*Privatisation and Equity – The Case of Pakistani Urban Secondary Schools*

### Carolyn Johnstone

*Adult Education in Societies Recovering from Conflict*

### Stanislaus Kadingdi

*Improving the Quality of Basic Education in Ghana: The Implications for Education and Training of Basic School Teachers through Distance Education in Northern Ghana*

### Jenni Karlsson

*The Transformation of Public School Space in the City of Durban, South Africa, and the Influence on Learners' Identity Constructs*

### Miwa Kurihara

*Hospital (Terminal) Care for Children with Advanced Stage Diseases in Multi-Cultural/Multi-Racial Societies*

### Peter Laugharn

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

### Xiao-Peng Li

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

### Dawit Mesfin

*Virtual Communities and African Intellectuals*

### Merle Mindel

*Race and Gender in Medical Education at the University of Cape Town*

### Kate Moriarty

*Popular Education and Radical Democracy in Latin America*

### Mayumi Nishihara

*School Health Education and Issues of Going to Scale with Special Reference to the Child-to-Child Approach in Zambia*

### Niloufar Pourzand

*(Co-Supervised with the University of Greenwich)  
The Education of Afghan Women Refugees*

### Christine Rwezaura

*Education Policy Change in Hong Kong: The Language Policy Paradigm*

### Uwe Schulz

*School Governance in Western Cape School after the South African Schools' Act*

### George Shand

*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

*Forced Migration and its Impact on the Educational Experiences of Relocated Montserrat Students*

### Mona Jamil El Taji

*Women's Literacy Programmes in Jordan*

## Newly Registered Research Students 1999/2000

### Patricia Ames

*Cultural Approach to the Acquisition of Literacy in Multigrade Schools in Peru*

### Coni Chapela

*The Construction of Meaningful Knowledge for Health Development*

### Jane Elizabeth Evans

*Globalization, Identity and Citizenship Education*

### Claudia Flores Moreno

*Adult Education, Poverty and Development in Mexico*

### Kirsten Havemann

*Participation and Action Competence in Health Development: A Case Study from Kenya*

### Rosemary Lugg

*The Role of Organised Labour in the Development and Implementation of Education and Training Policy in South Africa*

### Ronnie Micallef

*Breaking Through the Airwaves: Radio's Role in Distance Education for Africa*

### Jasmine S-Mizoguchi

*(Co-Supervised with SOAS)  
Adult Literacy as Empowerment? – A Strategy of Social and Economic Development in the case of El Salvador*

### Eiki Nishikawa

*Remedial Language Learning Needs of Japanese Teachers and Advanced Learners with Special Reference to a Contrastive Analysis of the English Article System*

### Elspeth Page

*How does Primary Teachers' commitment to Social Justice translate into Professional Practice? What, if any, are the Gendered Dimensions of this? (With reference to England and India)*

### David Ian Smith

*(Transferred from Languages in Education to EID 1999)  
Spiritual Development, christian Belief and Foreign Language Pedagogy: A Study of their Interconnections*

### Susuki Takako

*Multigrade Teaching in Nepal*

### Manjula Vithanapathirana

*Multigrade Teaching in Sri Lanka with Special Reference to the Teaching of Primary Mathematics*

### Thi Son Vu

*Improving Teaching, Learning for Health in Multigrade Schools in Vietnam*

# EID COURSE INFORMATION

## Research Degrees



INSTITUTE OF  
EDUCATION  
UNIVERSITY OF LONDON

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 1998/99 the Institute as a whole attracted 593 research students, of whom 26 were enrolled with supervisors in EID. In 1999 the PhD was awarded for the following research projects: a study of gender, migration and identity amongst Spanish migrant women in London; an Egyptian case study of the roles of assessment in primary education; exploring the promotion of creative thinking among secondary school students in India; the impact of providing INSET for Israeli primary schools; a case study of globalization, curriculum and international student communities; and a case study of the CUN examining Chinese policy towards ethnic minorities with reference to higher education.

Research is currently being undertaken in EID on a wide variety of themes including refugee education of Montserratian children in the UK; health education promotion in Zambia; and multigrade teaching in Peru, Sri Lanka, Turks and Caicos Islands and Vietnam.

Most of our research students undertake a substantial piece of field research as part of their

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

### TRAINING IN RESEARCH APPROACHES AND METHODS

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

### ENTRY REQUIREMENTS

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

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*Further Information can be obtained from*

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

**Tel: +44 (0) 20 7612 6103/6155**

**Fax: +44 (0) 20 7612 6097**

**E-mail: [doc.enquiries@ioe.ac.uk](mailto:doc.enquiries@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 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*, the module *Debates in and with Feminism* is a guided option and a fourth module is to be selected by students. Students taking the degree in EID: Health Promotion are required to take (i) the core *Education and International Development: Concepts, Theories and Issues*; and ii) *Health Promotion in Practice in the Context of International Development*. The module *Concepts and Determinants of Health and Models of Health Promotion* (available by distance learning) is a guided option and one additional option must also be taken.

All students write a dissertation (or report) under supervision, focusing on an aspect of 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. Students applying for the Advanced Diploma route to the MA in Education and International Development: Health Promotion can now do the required two modules by distance learning and then progress on to the MA programme at the Institute.

### MINIMUM ENTRANCE REQUIREMENTS

Candidates are expected to hold a first or 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, the minimum requirement is a second class honours degree in a health related area. (Non graduates may take the Diploma route to this MA, enrolling for two Advanced Diploma level courses (to be studied by distance learning) and transfer to the MA programme in January on achieving satisfactory grades.

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 in Education and International Development has ESRC recognition**

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### 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 Registry**  
**Institute of Education, University of London,**  
**20 Bedford Way,**  
**London WC1H 0AL, UK.**

**Tel: +44 (0) 20 7612 6100/6125/6101**

**Fax: +44 (0) 20 7612 6097**

**E-mail: [fpd.enquiries@ioe.ac.uk](mailto:fpd.enquiries@ioe.ac.uk)**

## Distance Learning Modules in Primary Health Care and Health Promotion



- **Do you want to study by distance learning?**
- **Do you want to develop your career in Primary Health Care and/or Health Promotion?**
- **Do you have a professional qualification but not a first degree?**

**IF THE ANSWER IS 'YES' – then we have TWO new modules which have been especially prepared for you.**

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### **PHC A – An Introduction to Primary Health Care (PHC) and Education for Development (20 Credits)**

This module includes the following elements:

- |                                |  |
|--------------------------------|--|
| 1. Introduction to PHC         | 5. Research and PHC                          |
| 2. Community Participation     | 6. Introduction to health learning materials |
| 3. Poverty and PHC             | 7. Who will implement PHC?                   |
| 4. Intersectoral collaboration |  |

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### **PHC B – Concepts and Determinants of Health and Models of Health Promotion (20 Credits)**

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. This module includes the following 8 units:

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

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### **HOW CAN I USE THESE MODULES TO GAIN A QUALIFICATION?**

- If you do have a first degree you can use PHC B as **part of an MA degree in Education and International Development: Health Promotion**
- If you do not have a first degree you can use PHC B as part of the **access route to the internal MA degree in Education and International Development: Health Promotion**
- If you combine PHC A and PHC B you can use them as **part of an internal Certificate in Primary Health Care, Education and Development**
- Both PHC A and PHC B can also be used as **standalone modules**

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### **WHEN CAN I START?**

You can start whenever you want to but you must complete the assessment for the module taken within a maximum of 12 months from the time you start the module. Each is assessed by a 4000 word essay.

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### **HOW MUCH DOES EACH MODULE COST?**

1999/2000: Overseas Students - £750 per module      Home/EU Students - £495 per module

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### **HOW CAN I FIND OUT MORE?**

The Registry, Institute of Education, University of London, 20 Bedford Way, London, WC1H 0AL, UK.  
Tel: +44 (0) 207 612 6100/6106. Fax: +44 (0) 207 612 6097. E-mail: [fpd.enquiries@ioe.ac.uk](mailto:fpd.enquiries@ioe.ac.uk)

## Certificate in Primary Health Care Education and Development



### ABOUT THE CERTIFICATE

The Certificate aims to equip teachers, health workers, and community development workers with the skills needed to plan, deliver and evaluate health education and promotion programmes.

The Certificate is undertaken by distance learning and can be started at any time. The modules (including the report) can all be taken individually. The Certificate takes a minimum of one year to complete.

### CONTENT

The Certificate consists of three modules:

- **PHC A:** Introduction to Primary Health Care and Education for Development
- **PHC B:** Concepts and Determinants of Health and Models of Health Promotion
- **Report:** A topic in the area of Primary Health Care Education and Development is investigated under the supervision of a tutor

### FEES (as at 1999/2000)

Overseas Students: £2,250 (or £750 per module)

Home Students: £1,485 (or £495 per module)

The Certificate is offered by the **Education and International Development Academic Group**.  
The Course Leader is Dr Pat Pridmore.

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*Further information can be obtained from*

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

**Tel: +44 (0) 20 7612 6100/6106**

**Fax: +44 (0) 20 7612 6097**

**E-mail: [fpd.enquiries@ioe.ac.uk](mailto:fpd.enquiries@ioe.ac.uk)**

## SHORT COURSES

### *Distance Education for Development*

**19 June - 14 July 2000**



Organised by IEC in association with the Education and International Development Group at 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 information including details of the four modules, registration costs, accommodation options and how to apply, visit our website or contact us at:

**Short Course Co-ordinator, IEC  
95 Tenison Road, Cambridge, CB1 2DL, UK**

**Tel: +44 1223 353321 Fax: +44 1223 464 734**

**E-mail: [ded@iec.ac.uk](mailto:ded@iec.ac.uk) Internet: [www.iec.ac.uk](http://www.iec.ac.uk)**



## SHORT COURSES

# Child-to-Child Trust Short Courses at the Institute of Education

Christine Scotchmer

### Planning Health Promotion in Schools

This course has taken place annually at the Institute of Education since 1995. In September 1999 the course was directed by Dr Pat Pridmore of EID with Hugh Hawes, the Trust's education adviser. The course included participants working in Armenia, Bangladesh, Barbados, Burkino Faso, Ecuador, Haiti, India, Lebanon, Mali, Palestine, Philippines, South Africa and Tibet. Through seminars, group discussions, case studies, and simulation and planning exercises, participants covered course components including understanding the concepts of health and health promotion; health priorities and how to determine them; the curriculum for health promotion in schools; methods and materials – what to select and why; project planning; and monitoring progress, evaluating success. The course will be held again from 30 March to 14 April 2000.

### Child-to-Child and Inclusive Education: Welcoming Children with Disabilities into Regular Schools

Twenty-two participants attended this course, held for the first time in March 1999 at the Institute of Education and directed by Prue Chalker, a Child-to-Child Trust adviser. The course familiarised participants with the ideas underpinning both the Child-to-Child approach and inclusive education; helped to identify appropriate starting points for developing an inclusive Child-to-Child approach in participants' own work; and examined training and other strategies to improve Child-to-Child practice and the inclusion of all children into their communities. During a series of sessions on 'Designing for Inclusion', participants were able to design and make an appropriate piece of equipment to aid a child's inclusion in a neighbourhood school.



Participants from South Africa and Bangladesh discuss learning methods to promote life skills (Photo: Clare Hanbury)

*Course participant  
Boun Oum Inthaxoum  
from Lao PDR, with  
the equipment she  
designed and made  
using paper  
technology  
(Photo: Prue Chalker)*



Action plans were developed, including strategies for monitoring and evaluating inclusive Child-to-Child activities.

Participants came from Pakistan, Yemen, Britain, Ethiopia, Lao PDR, South Africa, Guinea-Bissau, Nicaragua, Bangladesh, Guatemala, Angola and El Salvador. The course is expected to run again from 6-21 September 2001.

### Children's Participation in Health: a Course for Planners and Trainers

This new course will be held from 30 August to 15 September 2000 and directed by Rachel Carnegie and Clare Hanbury, Child-to-Child Trust advisers. Many agencies, including government, non-government and international organizations, now recognise the important role that children can play in promoting the health and well-being of themselves, their peers, their families and other community members. This course is designed for people who wish to incorporate, strengthen or expand children's participation in existing health education and health promotion programmes. It is for those who wish to develop their training and planning skills. Course components will include examining concepts and theories behind children's participation, in the context of Children's Rights; planning participatory programmes with and for children; planning training events; and developing and demonstrating training skills.

### Child-to-Child Web Site: <http://www.child-to-child.org>

Visit Child-to-Child's new home page to find information on: *The Child-to-Child Trust* and *What the Trust Does*. The philosophy of the Trust is based on the free and open spread of information which can help children and their families become healthier. Child-to-Child materials are used and influence health education worldwide. Child-to-Child ideas and activities have spread and taken root in many different countries and contexts. The section *Child-to-Child Round the World* provides specific examples of this worldwide movement. The site also contains information on *Child-to-Child Priorities, Resources and How to Get Them* and *Training in London and Worldwide* which includes details of short courses: course aims, dates and fees. ■

## Institute of Education Alumni Association

### Have you joined the Institute of Education Alumni Association?

Membership is **FREE**, and open to all former students. The Association seeks to develop closer links between alumni and the Institute, and to act as an information exchange network. The Association also aims to keep members informed about current activities at the Institute through termly newsletters and an annual Bulletin. The Alumni Office would be very happy to arrange reunions of alumni.

The annual Guest Lecture  
for the Alumni Association this year  
will be given by  
**Professor Peter Mortimore, OBE,**  
Director of the Institute of Education,  
on **5 July 2000** at the Institute.

For further details, please contact the Alumni Office.

The support that members of the Alumni Association can give to the work of the Institute is invaluable. Please do join the Alumni Association.

**For more information, please contact:**  
Rajee Rajagopalan, Alumni Officer, Institute of Education,  
20 Bedford Way, London WC1H 0AL  
Tel: +44 020 7612 6625. Fax: +44 020 7612 6178  
E-mail: alumni@ioe.ac.uk

**With very best wishes to our readers around the world  
from everyone in EID**



*An EID staff gathering*

## Some EID Events of 1999

### Special Guest Lectures:

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

#### March 1999

**Professor Siri Hettige**

*Economic Liberalism and Changing  
Opportunities for Youth in Sri Lanka*

**Shushmita Dutt**

*Choosing a better tomorrow: the  
situation of the girl child in an Indian  
State*

#### October 1999

**James Porter**

*Reschooling and the global future:  
politics, economics and the English  
experience (see page ?)*

## External Events:

#### May 1999

Students and staff attended the launch of the new DFID education policy framework, *Learning opportunities for all* at the House of Lords on 24 May 1999 – organised by the Council for Education in the Commonwealth (CEC)

#### June 1999

Students and staff attended a seminar on *Eliminating World Poverty: the role of education* addressing the implications of the above DFID paper – organised by CEC, in association with the Royal Commonwealth Society and the Centre of African Studies, the School of Oriental and African Studies.

#### September 1999

Students and staff made presentations at the UKFIET Conference on *Education and Development, Poverty, Power and Partnership*, at New College, Oxford.

# LAUNCH OF *Learning opportunities for all*

Students and staff attended a meeting at the House of Lords on 24 May 1999 for the launch of the new DFID education policy framework, *Learning opportunities for all*. The Secretary of State, Clare Short, was unable to attend at the last minute, but a lucid review of the document was provided by her Permanent Under Secretary, Richard Manning.

The goal of 'Education for all by 2000', changed to 2015 without comment, and many of the proposed targets seemed hard to assess.



## **DFID's commitment to education is guided by six major principles:\***

- Education for the elimination of poverty
- Better education for poor people
- Education: a human right
- Education for human development
- Partnerships in support of education
- Long-term support for major international education goals

## **Characteristics of a sector wide approach: \***

- Governments define a macro-economic framework within which medium term expenditure frameworks determine the resources available for individual sectors
- Governments lead a consultative process with stakeholders and investors, including development agencies to define: an overall sector policy framework; priorities, objectives and performance measures; expenditure programmes; institutional reform and capacity building; jointly agreed management, reporting and accounting arrangements
- Major donors jointly support the process and the practice of the sector programme, preferably using common procedures
- Technical assistance is commissioned by governments rather than donor agencies

But gender concerns are central throughout the whole document, and there was a genuine concern among civil servants to make 'education, education, education' more central to long-term sector funded development strategies. Lord Judd, former Director of Oxfam, who chaired the meeting, concluded with an impassioned plea to achieve the goal of universal primary education quickly, and also to pay attention to the impending need for education reconstruction in war-torn Kosovo.

## **Policies and processes which promote whole school development and enhance the quality of learning: \***

- School based planning and management centred on effective learning outcomes
- Gender aware curricula offering an appropriate and manageable menu of literacy, numeracy and basic life skills acquired through active learning in adequate teaching and learning time
- Realistic learning targets and effective learning outcome assessments which can inform and improve practice
- Motivated, committed and adequately rewarded teachers of both sexes, involved in their own professional development and school planning and management
- Initial instruction in a familiar language
- Adequate, appropriate and gender aware learning materials
- Safe and healthy physical environments which are conducive to learning and respect the needs of girls and boys
- School partnerships focused on the quality of learning – including children, parents, head-teachers, teachers, community leaders, local education officials, and health and community workers
- Support systems for management inspect, advice and teacher development which are school focused and are accessible to female and male teachers
- Resource allocations which are school based, reflecting the needs and circumstances of individual schools and communities
- Budgetary reform which readjusts the balance between salary and non-salary expenditures
- Strong assessment and evaluation systems at all levels in the system

\* **Extracted from:** *Learning opportunities for all – A policy framework for education*, ISBN 1 86192 135 7 5/99 5K  
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