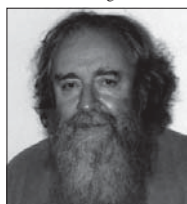




Professor Angela Little



Professor Roy Carr-Hill



Dr Pat Pridmore



Dr Sheila Aikman



Dr Elaine Unterhalter



Dr Chris Williams



Dr Roger Flavell

## Dear Readers

**G**reetings for the year 2001. As I wrote the first draft of this letter on the eve of 2001 I was reminded of one of Sri Lanka's famous residents Sir Arthur Clarke, the scientist and writer of the fiction novel *2001 Space Odyssey*. As early as 1948 Sir Arthur had conceived a geostatic satellite telecommunication system. Half a century ago that notion may have seemed like fiction. Today, much of the world's communication depends on this technology. One of several to point out that most of the rest of the world jumped the millennium gun last year, Arthur celebrated the eve of the new millennium on 31st Dec 2000.

Needless to say we have had another extremely busy and productive year in EID. Some 28 students from countries as diverse as Vanuatu, Mozambique, UK, Japan, Uganda, USA, Greece and South Africa completed successfully their MA degrees in Education and International Development. Thirty four students were registered for their research degrees, of whom three completed successfully their studies.

New enrolments for the MA and Research degrees continue to flourish. This year, 2000/1, some 31 students are registered for the MPhil.PhD, 40 students for the MA-EID, 68 for the Diploma in English Language Teaching (Mozambique), and 13 for the MA (External) in Distance Education.

Developments are proceeding apace on our 'mixed-mode' degrees, in which some modules can now be studied at a distance, and some 'on-line'. Two on-line modules for the MA EID: Health Promotion degree have been pioneered, and we are busy developing the MA core module into a form that can be studied at a distance. In this we continue to work very closely with colleagues from the International Extension College.

Our teaching, research projects, development work and conference participation have taken us this year to Bangladesh, Cyprus, Ghana, India, Mozambique, Nepal, the Maldives, Pakistan, Senegal, South Africa, Sri Lanka and Vietnam.

The major international educational event of the year was the World Education Forum held in Dakar, Senegal in late April. Readers will recall that one of EID's

contributions to this event was last year's issue of The EID Review with its special theme of *Education for All*. Several current and former EID staff and students participated at the Dakar event and in the regional conferences leading to it. The Forum attracted many more participants than planned; still more would like to have attended.

So on 1 June 2000, just a month after the Dakar Forum, we hosted our own conference *EFA, Dakar and Beyond*. Our purpose was to share with those unable to attend Dakar in person the proceedings and outcomes of the Forum, and to move the discussion forward. Svein Osstveit, who had master-minded the organisation of the World and Regional conferences, spoke of UNESCO's role in the follow-up to Dakar. Nine of us who were privileged to attend the Forum shared our views. Several of our research and MA students also made presentations. In the spirit of continuous reflection on EFA, Jomtien and Dakar this year's *EID Review* takes as its theme *EFA: Language Matters*.

Following Dakar there has been change in UNESCO. At the end of the year we were delighted to learn that Sir John Daniel had been appointed as the ADG in UNESCO with many responsibilities for education, including the follow-up to Dakar.

There have been changes too at the Institute. The Director, Professor Peter Mortimore, retired at the end of the academic year, and was succeeded by Professor Geoff Whitty. We wish Peter and Jo all happiness in their retirement and look forward to continued collaboration through Peter's involvement with UNESCO. And we look forward to the next decade (at least!) of Education and International Development with Geoff at the helm of the Institute.

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



Dr Beate Poole



Ronnie Micallef



Dr Eleanore Hargreaves



Jane Evans



Chris Berry

## Contents

### EDUCATION FOR ALL: LANGUAGE MATTERS

An Introduction	3
Language Policy and Problems in Mozambique	5
Language and the Reflective Practitioner	6
Lost in Translation	7
Health Literacy: A New Communication Challenge for Health	9
Language and Education in a Non-territorial Developing Nation	11
Education, Language and the Ethics of Global Leadership	12
Gender, Language and the Aspirations of International Declarations	13
EID Adult Literacy Conference	14

### SPOTLIGHT ON RESEARCH

Hello from Durban!	16
The Multigrade Research Project in Vietnam and Sri Lanka – Some reflections	16
Multigrade Teaching in Sri Lanka	18
Girls' Schooling and Gender	18
Greetings from Mexico	20
The Internal Transition: From a Taught Course to a Research degree at EID	20
National Systems and International Education	21

### INTERNATIONAL EVENTS AND CRISES

Dakar and Post Dakar: The Pakistani Experience	21
Mozambique Floods: Hope after Disaster	22
Coping with Uncertainty in Sierra Leone	23

### EID SPECIAL EVENTS

EFA, Dakar and Beyond	24
Writing, Publishing and 'Education for All'	25

### BOOKS LAUNCHED

New Books	26
-----------	----

### RECENT EID PUBLICATIONS

Staff publications	30
Student publications	32

### STAFF ACTIVITIES IN 2000

	33
--	----

### SUCCESSFUL MA STUDENTS

Academic Year 1999/2000	35
Beyond the MA	36

### SUCCESSFUL RESEARCH STUDENTS

List of Registered Research Students	37
--------------------------------------	----

### EID COURSE INFORMATION

Research Degrees	38
Master's Degrees	39
Distance Learning Modules in Primary Health Care and Health Promotion	41
Certificate in Primary Health Care Education and Development	42

### SHORT COURSES

Distance Education for Development	42
Distance Learning Module in Education and International Development	43
Child-to-Child Trust Short Courses at the Institute of Education	44
EID short course for Sri Lankan colleagues	45

### ALUMNI ASSOCIATION

	46
--	----

### POSTGRADUATE RESEARCH STUDENTSHIPS

	47
--	----

### POSTGRADUATE STUDIES IN EDUCATION AND RELATED AREAS

	48
--	----

## EID Staff List 2000

**HEAD AND PROFESSOR** Professor Angela Little

**VISITING PROFESSOR** Professor Roy Carr-Hill

**SENIOR LECTURERS** Dr Pat Pridmore  
Dr Elaine Unterhalter

**LECTURERS** Dr Sheila Aikman  
Carol Fermor  
Dr Roger Flavell  
Ronnie Micallef  
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Dr Chris Williams

**VISITING LECTURERS** Gill Gordon  
Chris Yates

**RESEARCH OFFICERS** Chris Berry (*part-time*)  
Jane Evans (*part-time*)  
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Sharon Wilson (*temporary*)



# An introduction

*Education for All* was the theme our last issue of *The EID Review* (no.4), published just before the World Education Forum held in Dakar in April 2000. This year we extend the EFA theme to include a special focus on Language and Literacy.

## Dakar

The Dakar Forum attracted participation way beyond the expectations of the conference organisers. Many national, regional and global status reports, thematic studies and evaluations were produced in preparation for it. The Dakar Framework for Action resulted from it. World meetings, such as those held in Jomtien (1990) and Dakar (2000), may be regarded as 'punctuation marks in the prose' that tell the story of progress towards Education for All. At worst such conferences are expensive gatherings, talk shops, or simply a reward for work done. At best they provide a target for review and stock-taking, and provide fresh momentum in the movement towards EFA.

The things that really matter for progress happen on the ground and are the result of a complex interplay on motivations, hopes and aspirations, visions, commitments. But these are often framed and supported by economic, political and social conditions and systems that originate at the local, national, regional and, increasingly, the global level. Dakar, like Jomtien before it, provided a forum for the construction of global commitments, declarations and frameworks for action. Such fora do not 'cause' subsequent action in a simple or deterministic way. But they provide one, and arguably, an increasingly necessary one, of a set of influences that contribute, frame or move along EFA action *on the ground*.

Dakar was expensive. It was a talk shop. It did provide a reward for some for work done, and for others, possibly, for work not done. At the same time it brought together – face to face – Heads of State; Ministers of Education from the North and the South; the Heads of the World Bank, UNESCO, UNICEF, UNDP, and UNFPA; the Heads of many influential global and national NGOs.

Many others attended, including a small group of women who recounted their personal stories of learning and teaching,

and of the power of education in changing the course of their lives and the lives of others. The impact of these stories, relayed to the plenary conference in person, was stunning. The speakers underlined many of the problems and possibilities in the realisation of Education for All. These included the absence of understanding on the part of many national level policy-makers and planners of the realities of EFA on the ground; the determination of sensitive teachers in identifying and solving learning problems among those who have slipped through the net of educational provision and learning achievement; and the power of learners to learn and improve the quality of their lives and those of others.

One of the speakers in Dakar was Sue Torr OBE, a playwright from Plymouth, England. Sue relayed her account of how, despite attending school in England, she became literate only when an adult. Subsequently, Sue has joined us at two EID conferences. At the first, *EFA, Dakar and Beyond* (in June) Sue relayed her experiences as she had done Dakar. At the second, *Adult Literacy* (in November), Sue and her cast performed *Shout it Out*, her play based on her experience of becoming literate.

## Language and EFA

Language and literacy matters are fundamental to the achievement of EFA in several ways. The language of teaching and learning is one of the most longstanding issues in education policy. Dakar reaffirmed the Jomtien Declaration on EFA. Article 5 asserted that 'literacy in the mother tongue strengthens cultural identity and heritage'. And yet, in both the Jomtien and Dakar Frameworks for Action, there is little further reference to the medium of instruction, or other language matters. The Jomtien Framework of Action suggested that national action plans might specify the languages to be used in education. The Notes on the Dakar Framework of Action indicated that knowledge about the importance of local languages for initial literacy had increased (para 14).

Mother tongue education was explored most fully at Dakar in one of the Strategy sessions *Building social integration through bilingual and mother tongue education* (Strategy session 111.3).

*... education in an unfamiliar language hampers EFA. Over the last four decades, evidence has accumulated suggesting that teaching learners in a language they do not understand is not very effective and causes a high incidence of repeating and dropout ... Why is it that mother tongue instruction is not universally applied?*

The author of the strategy paper suggests that the technical, pedagogic and linguistic knowledge needed to underpin policies on mother tongue instruction is widely available. In countries where there are a very large number of mother tongues, multilingual education policies would need to focus on a smaller number of 'core languages'.

At the same time cost considerations militate against national policies on multilingual education and the profit-interests of publishers, national and international alike. And colonial legacies reinforce the low status ascribed to some languages by learners and teachers alike. So, what might be the role of external agencies in development co-operation? The author asks: should external partners limit themselves to strictly technical, pedagogical and linguistic aspects of the language issue: or should they also raise issues of language policy for the stakeholders to find solutions?

## Literacy and EFA

While relatively little attention is paid to language in the major documents arising from Jomtien and Dakar, more is paid to literacy and illiteracy.

- Illiteracy is a 'problem' – more than 960 million adults, two thirds of whom are women, are illiterate (Jomtien Declaration).
- At least 880 million adults are illiterate, of whom the majority are women (Notes on the Dakar Framework of Action).
- Literacy is a 'human right': *education is a fundamental right for all people, women and men, of all ages throughout the world* (Jomtien Declaration, and affirmed by the Dakar Framework of Action).

# Education For All: Language Matters



- Literacy is a 'learning need' deriving from this fundamental right: *every person, child, youth and adult, shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise ... essential learning tools (literacy, oral expression, numeracy and problem solving ...* (Article 1 Jomtien Declaration).

Yet despite the Jomtien Declaration and the creation of a vision for EFA that included provision for youth and adults, as well as children, much of the promise remained unfulfilled in many countries *on the ground*.

*EFA: Language Matters* provides the theme for our feature articles in this year's *EID Review*. The articles explore some of the above concerns and introduce some novel considerations.

## Language policy and education

In the first article Roger Flavell describes the multi-lingual character of Mozambique, with its 33 native languages, and the role of the two main 'foreign' languages – Portuguese, the colonial language and English, an emerging lingua franca. With Portuguese still the official medium of instruction throughout the education system, two EFA questions face educational policymakers. At the primary education stage whether, when and how should mother tongue education in the initial years of primary be introduced, and in which languages? And whether, when and how should English be introduced as a subject of study in the final two years of primary education, in response to parental pressure?

## Language and the Reflective Teacher Practitioner

Drawing from her experience of the STEP programme in Mozambique Beate Poole reflects on the much-discussed concept of teachers as 'reflective practitioners', and the role of language in the process of becoming a reflective practitioner. As Beate explains, a teacher's professional identity and the feedback he/she receives from others (who might include teacher educators, supervisors, 'critical friends') are important aspects of the process of becoming a 'reflective practitioner'. Many discussions of this notion take for granted that the working language of 'classroom observer' and 'classroom observed' is

shared. Yet, in multilingual contexts, this cannot be taken for granted. While Beate's concerns have sprung from reflections on her own professional practice within the STEP English language support programme at secondary level, similar issues must arise in many programmes designed to support teacher development at all levels of the education system.

## Language and Translation

Sheila Aikman reflects sensitively on her role as a researcher in a multilingual setting in which EFA may be achieved in part through the expansion of access to multigrade schools. Describing a small-scale research exercise in Vietnam, in which she spoke neither the official language of Vietnamese, nor Hmong, the first language of the students and parents in her case study schools, Sheila reflects on the role of research collaborators as language mediators. Translation and interpretation are lenses that draw from different domains of experience and knowledge. Both offer valid forms of language mediation. From the researcher's standpoint both have strengths and weaknesses, an understanding of and respect for which are fundamental for effective field collaboration.

## Literacy and Health Literacy

Pat Pridmore's article extends our concerns with EFA, Language and Literacy to health. Starting from the Dakar Framework of Action and its recognition of the role played by literacy in 'good health', Pat introduces us to the concept of 'health literacy'. A familiar concept in health circles, health literacy refers to the ability of patients to comply with expert-prescribed behaviour (e.g. to read labels on medicine bottles). But the concept is broadening. Three levels are now being distinguished to reflecting varying degrees of autonomy and empowerment: functional health literacy, interactive health literacy and critical health literacy. This new way of thinking about health literacy encourages us to revisit and rethink the assumed relationships between education, literacy, health literacy and health assumed by the Dakar and other global frameworks for action.

## Language and Human Rights

Kazuyo Igarashi and Chris Williams focus their attention on the UNESCO Salamanca

statement (1995) that appeared between Jomtien and Dakar. The Salamanca focus on 'EFA and special needs' highlighted 'children of remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged groups'. Kazuyo and Chris discuss the linguistic needs and rights of the Roma in the Czech Republic through an exploration of the notions of linguistic integration, transition, bilingualism and cultural pluralism. They point out that in terms of standard indicators of EFA achievement, the Romani people have suffered since the collapse of communism. Though Romani people speak Romani at home, they must speak Czech at school. The EFA ethic, they suggest, should apply worldwide. That includes Europe and the 'developing non-territorial nation, the Roma'.

## Language, control and international conventions

Chris Williams develops the theme of language, EFA, needs and human rights through the notion of 'abuses of education' and a discussion of international conventions and codes. Chris poses a provocative statement and question. Both language policy in education and military violence can promote harm. Why is it then that national leaders, who enjoy legitimate control of both, seem more willing to accept international intervention to regulate what happens in their armies than in their classrooms? Suggesting that we have learned little, historically, about the control of language by nation states, he invites us to respond to the question 'is it possible to agree on global ethical standards about what should *not* be allowed within educational contexts, in an internationally acceptable manner?'.

## The language of international declarations

Elaine Unterhalter examines international declarations on EFA, but less from a concern with language *in* those conventions, and more with the language *of* them. Elaine is particularly interested in the apparent shift in the discourse between the language of 'needs' and the language of 'rights' as it affects the position of girls and women in the debates on EFA. She wonders whether the growth of women's





activism worldwide during the 1990s can explain the apparent shift from 'needs' to 'rights' in the decade between the Jomtien and Dakar Frameworks of Action.

### **Literacy: relations, conditions, measurements and effectiveness**

Finally, Roy Carr-Hill provides an account of the presentations and discussion during EID's one-day conference on Adult Literacy held in November 2000. Reviewing the rationales for school and adult literacy Roy highlights the links with health, fertility and good governance and economic competitiveness. He also discusses the reliability and validity of literacy data. Lalage Bown explores some of the forces for literacy, including religion and ideology, and types of literacy (word, body, money and civic). John Oxenham counterposes a set of universal prescriptions on how to promote effective adult literacy programmes with a programme in the Ashmer district in the state of Rajasthan, India, that 'despite breaking nearly all the rules ... had been successful because of the quality of its implementation'.

We hope you enjoy the collection of articles on *EFA: Language Matters* and look forward to your response.

Angela W. Little

### **Further Reading:**

<http://www2.unesco.org/wef> (for the lead-up to and follow-on from the Dakar conference – national, regional and global reports, theme papers, evaluations, Framework for Action)

**C.Sayag@Paris.UNESCO.org** (contact C. Sayag for the latest Dakar Follow-up Bulletin Board (in English and French) and ask to be placed on the mailing list)

*Building social integration through bilingual and mother tongue education*, Issues paper, strategy session 111.3 see <http://www2.unesco.org/wef/en%2Dconf/coverage%5Fsession%5F3.shtm>

Little A and Miller E (2000) *The International Consultative Forum on Education for All 1990-2000: an evaluation*, World Education Forum, Dakar, Senegal : also available on <http://www2.unesco.org/wef/en-leadup/evaluation.shtm>

Torres, R.M. What Happened at the World Education Forum? *Adult Education and Development*, Jan. 2001; also available at <http://www.fronesis.org>

## Language Policy and Problems in Mozambique

The Secondary and Technical English Project (STEP) was featured in last year's EID review. Its goal has been the in-service upgrading of all secondary level teachers of English in Mozambique, through the Advanced Diploma in the Teaching of English for Speakers of Other Languages and a lower level CAP qualification, and through a network of provincial language centres, resources and local training. The focus of STEP is English language teaching. But this does not take place in linguistic isolation, and this context has classroom and policy level implications. This article looks first at the linguistic profile of the country, and then refers to some of the wider educational and language planning policy issues.

Attempting to draw up a linguistic profile of Mozambique presents the same difficulties faced by linguists in many African and other countries. There is the dated nature of the figures: surveys of some languages can date back to the 1980s and even to the 1970s. Then there is the uncertainty of the figures: the methodologies of the investigations could vary widely, and access to the speakers could at times be very limited – after all, for some 18 years until 1992 there was a civil war in the country. It is in many cases very difficult to decide the mother tongue of an individual, in a context where multilingualism is the norm. And finally there are aspects of the exercise that are difficult in principle: how does one distinguish closely related varieties? On what grounds does one ascribe the status of 'language' to a specific dialect?

Despite these and other problems, it is possible to outline the current 'language ecology' of Mozambique, in which STEP has been taking place.

Some of Mozambique's 33 languages have significant numbers of speakers: Lomwe, Makhuwa-Makhuwana, Makhuwa-Metto, Sena and Tsonga all have between one and three million native speakers living in Mozambique. At least half a dozen other languages have around half a million up to one million speakers. Many of the remaining 33 languages have a very small speaker base: according to censuses taken

over the last 20 years: 3,258 speak Kunda; 41,287 Koti; about 25,000 Makwe; a handful Mazaro; 35,000 Ngoni; 18,000 Sakaji; 6,104 Swahili; 731 Swati; 1,798 Zulu.

Many languages in Mozambique are part of a larger body of speakers beyond the national boundaries. Lomwe, for example, has a similar number of speakers in nearby Malawi, and there are some 3 million speakers in all countries. Ngoni, Swati and Zulu have few speakers in Mozambique, yet they belong to much larger communities internationally (960,000, 1,670,000 and 8,860,000 respectively). On the other hand, some languages are almost exclusively found in Mozambique: Chopi, Chwabo, Koti, several of the variants of Makhuwa, Makwe, Marendje, Mazaro, Mwani, Nyungwe, Podzo, Sakaji, and Tonga.

The colonial language is Portuguese, which has been spoken for centuries in Mozambique. It remains the national language today, used in the education system, the newspapers, government, etc.. There are, however, according to 1993 research only some 30,000 native speakers of Portuguese in the country, though 27% of Mozambique's 18 million inhabitants speak it as a second language, according to an earlier investigation.

English is clearly a foreign language, in that its only native speakers are expatriates. It is, however, becoming more widespread. This is for a number of reasons. Mozambique is completely bordered by six Anglophone countries, with whom relations and commerce have greatly improved since the civil war. Many returning refugees have been educated in English in these countries. Mozambique has adopted a new political orientation by, for example, joining the Commonwealth. This new stance has encouraged the use of English as an even more widespread lingua franca than Portuguese.

A linguistic profile such as this must inevitably require some difficult decisions of the educational and political authorities.

The medium of instruction throughout the education system is in

## Education For All: Language Matters



principle Portuguese – in both the colonial period and since independence in 1974. This is actually the case in the towns but is only patchily so in some rural areas. One interesting question concerns education in Primary schools, and the point of introduction of Portuguese as a medium. Many would argue that a child's education should begin in the mother tongue, and a shift should be made in later years to the second language as the medium of instruction. It is only very recently that any serious attention has been given to this issue by the educational authorities. Part of the problem is that a good number of the 33 spoken languages do not yet have a written form. The most active organisation in pursuit of this goal is the Summer Institute of Linguistics, which supports applied linguists in many of the language groups. Its objectives include the production of literacy materials and Bible portions and testaments, which are now available in the

majority of cases. For some of the bigger languages, especially those with large populations of speakers beyond the borders of Mozambique, there are also dictionaries and grammars from a variety of sources. The Government has now judged that there is a sufficient basis to support mother tongue initial education, and discussions are taking place about its introduction. It is worth noting that international donors have funded projects that have illuminated the many problems of teacher training, suitable materials, etc which must be faced.

The place of English is also changing. It is taught as a subject from the first year of Secondary upwards, and STEP has contributed to the quality of this provision. Given the status of English worldwide and Mozambique's geographical situation, it is not surprising that the demand for good English is very high. In fact, parental pressure has insisted that it should now be introduced into the last two years of

Primary, as a subject. Appropriate materials are not a problem, but the training and equipping of more than 2,000 teachers is a mammoth task.

Mozambique is now consciously facing language issues that confront many developing countries. STEP has tried to contribute to that debate by not simply improving the quality of English teaching but by raising the awareness of language and languages, and their place, within the state.

*Roger H Flavell*

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Downes, W (1998), *Language and Society*. Cambridge University Press. 2nd edition.

Fasold, R W (1984), *The Sociolinguistics of Society*. Blackwell

Spolsky, B (1998), *Sociolinguistics*. Oxford University Press

## Language and the Reflective Practitioner

The STEP (Secondary and Technical English) Diploma course for Mozambican teachers of English is now in its third and final year. (For a more detailed description of the course refer to the EID Review, No 4, 2000:25). Last July and August all the 70 senior teachers on the course were observed in their classrooms. My colleagues, Dr. Roger Flavell and Ronnie Micallef, covered the North and South and I visited those in the Central area. My experiences with two aspects of lesson observations in secondary school language classrooms are described below – observation instruments and teacher reflection.

### Observation Instruments

Classroom observation instruments have traditionally been used as a frame of reference to guide teachers into what experts deem as 'appropriate' pedagogic behaviour. Much emphasis is placed on the beginnings and endings of lessons as these are seen indicative of the quality of a lesson as a whole. Other important aspects are classroom management – how the teacher deals with disruptive behaviour – eg, a learner's achievement in relation to his or her ability and the quality and attractiveness of the learning environment. However,

concepts and language, systems and norms such as teacher-learner relationships, achievement, behaviour and learning environments are socio-culturally embedded and therefore largely irrelevant to the Mozambican teaching contexts. The concept of an encouraging and supportive learning environment, for example, becomes rather meaningless with no or scarce resources. Equally, evaluations of a learner's achievement in relation to his or her ability are predicated on regular and long-term attendance. However, a learner's attendance record is subject to a range of challenges in a country like Mozambique.

In order to provide teachers with the best possible feedback, we developed a framework upon which our observations would be based and designed a formal observation instrument which, complemented by informal notes, we hoped would take due account of the complexity of Mozambican teaching contexts while at the same time maintaining professional standards and rigour.

### The Reflective Practitioner

The concept of the 'reflective practitioner' or 'professional' has been central to teacher education and development in the UK. A fundamental aspect of the 'reflective



*Father and son receive their certificates (STEP and CAP)*

practitioner' is a teacher's professional 'identity' and the feedback teachers receive from lesson observations is crucial in developing this identity. It is self-evident that judicious use of language by the observer is essential in providing quality feedback and in facilitating reflection. The process of reflection, and self-evaluation itself, involves the expression of thoughts as well as feelings and uncertainties. In all of this, the teacher's and the observer's own frames of reference and socio-cultural norms and expectations are essential and



Year 10 class in a village school

cannot be divorced from language. While it is one thing for teachers to reflect upon and evaluate critically their performance in their first language, it might well be another to explain and justify the rationale and principles underlying their pedagogical practices in a second language (or even a third or fourth). Incomplete or inaccurate messages as well as misunderstandings can be the result. In a context where regular lesson observations and dialogue are very difficult for logistic and financial reasons, it would seem essential to make implicit assumptions about educational practices explicit. Allowing the teachers themselves to summarise key points and double-checking understandings – this is *what I think* you are saying, is it also *what you mean* to say? – can eliminate potential sources for misunderstandings. The following comments made by a teacher demonstrate the issue at hand: *'The lesson was fine. Students did not have problems in writing about their families. They had problems with past simple verbs ...and how to write questions...to make them improve ...I will give them more exercises. Next time I teach this lesson nothing will be changed.'* Face to face feedback would draw out the inherent contradictions in the teacher's statement.

To render the process of professional development both more effective and just, teachers also observed other colleagues at work. For these observations they either used existing observation instruments or designed their own and subsequently adapted these according to experiences gained. Teachers have written reports on observations where both the observer and observee reflected and commented upon the value of the observations themselves and

the instruments used. In reading these reports, it was very interesting to note that teachers did not hesitate to use expressions such as 'bad', 'negative', 'the teacher failed to...', 'instructions were not clear enough' or 'the teacher did not motivate his students'. Without having had the opportunity to discuss the reports with teachers, one can only speculate whether these comments are largely a reflection of socio-cultural behaviour and norms or of teachers' use of English.

STEP is centrally concerned with language and the professional development of English teachers. To these ends, the lesson observation phase of the Project used the instruments both for their own sakes, and to promote the reflection and self-awareness of an experienced language teacher.

Beate Poole

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## Lost in Translation<sup>1</sup>

In February and March 1999 I carried out a study with Pat Pridmore for the British Council and the Research Centre for Ethnic Minority Education (RCEME) into multigrade teaching in ethnic minority schools in Northern Vietnam. We were to produce a report documenting current multigrade teaching practices, with case studies through field visits to district education offices, multigrade schools and their communities to conduct informal interviews with provincial and district education officers, school teachers, students and parents.

With only three weeks to gather and analyse information, my reliance on others for facilitating verbal communication was brought into sharp relief. I spoke no Vietnamese, the official language and the medium of school instruction, and no Hmong, the first language of the students and parents in the case study schools. Informal interviewing in such circumstances was a big challenge.

### Translators or interpreters?

The two Vietnamese members of our team clearly had different strengths and roles: Tran Thi Thanh from Research Centre for Ethnic Minority Education had extensive professional knowledge of multigrade teaching, while Anh Dung, British Council Arts Officer, was our designated translator with excellent English and Vietnamese. It took a few days, however, to appreciate the difference: one mainly interpreted while the other mainly translated. The implications for the way questions needed to be phrased and the way I interacted with the Hmong parents and children and Vietnamese educators through the intermediaries was quite different with each one. Over the weeks I learned how to work with them. At the same time they learned how to work with me.

There was the need to formulate concise and well thought-through questions that avoided ambiguity to facilitate the translation. Because of our short time scale we had neither time for ice-breaking or familiarity for small-talk with

<sup>1</sup> Pace Eva Hoffman



## Education For All: Language Matters



the interviewees and so needed to be as direct as possible. Subtleties of language use were lost and social graces clumsily enacted or ignored through lack of understanding. Under such circumstances it was difficult to form a rapport with the interviewees and the continual translating process was constricting, tiring and frustrating.

The translator tried to translate my questions faithfully from English. She grappled with unfamiliar vocabulary and technical terms to reach the most faithful renderings possible in Vietnamese. There were many occasions when the answers that came back were bewildering and incomprehensible, or bore little relation to what I thought I had been asking. Out of this I had to decide what was cultural, social and/or linguistic interference.

The interpreter re-conceptualised my often poorly-phrased questions on the basis of her knowledge of the education system. She pondered over them, queried them and asked for clarification before putting to a teacher or parent this negotiated understanding of what I was trying to find out. She tried to give meaning to my questions about schooling in the Vietnamese educational context. She had many resources at hand including her own experience as a multi-grade teacher in a remote Hmong school. Her knowledge of the context was vital for developing my understanding. But there were times when her own interests as RCEME programme officer were stronger than my probing and she would 'run' with a question, developing it into a conversation with a teacher, student or parent. My question became secondary and her response, when she eventually returned to it, was brief and preemptory.

### Building relationships

I began slowly to understand how to work with the different expertise which our Vietnamese colleagues brought and how to pursue more complex issues with the interpreter who could develop a discussion around my questions and later supply me with illuminating insights. On the other hand, the translator who was new to the high mountain area, helped with straightforward 'naïve' questions and could provide clear and detailed translation of the response.

This kind of informal interviewing was hard work for the translator and interpreter but also for the interviewees, who were trying to grasp the significance of not only

the questions but the unexpected visit in general. From time to time the translator would tire of never-ending questions, especially when I insisted on asking the same question to several different parents in the same village. I was tersely told that I already knew the answer.

After some days we initiated evening team meetings to discuss the nature of the research we were carrying out and develop a communal understanding of the process and the aims. A transformation began to take place as we became more familiar with each other and could discuss what we had seen and what our data contributed to the development of the case studies.

### Lost in translation?

What is lost in carrying out informal data collection through the intermediation of translators? I was plagued initially by a sense of frustration at not being able to express myself directly to the people I met in Vietnam, and a sense of helplessness at not being able to make my own explanations for why I was there and what I was doing bursting into the lives of the Hmong. A translator as an 'embodied creature' adds further complexity to the process of interpreting and constructing

meaning. Working with and through intermediaries is a process of negotiation over procedures, purpose and meanings. It is a complex process drawing on different linguistic strengths, personal characteristics and cultural backgrounds that comprise a multicultural team. Furthermore, all of these impact differently on the interviewees and influence the nature of the responses and data gathered.

A translator also brings another pair of eyes, and a different lens through which to understand the context, the responses and the reactions of education officers, teachers, parents and children. Ahn Dung, visiting the remote highland ethnic minority schools for the first time brought a particular perspective, while Tran Thi Thanh, familiar with the schools and their problems brought another. When the researcher-translator collaboration is built around respect for and understanding of these different strengths and experience as well as common goals, the relationship can be very satisfying and the outcomes of the research fruitful. For my part, the experience of working as part of this small team was very enriching. I can only hope it was equally so for the others.

Sheila Aikman



*The Team*





# Health Literacy: A New Communication Challenge for Health

There is a long-established relationship between access to education, population literacy levels and health status that is valid universally for both developed and developing countries. This relationship is recognised in the Dakar Framework for Action which advocates wider recognition of 'the vital role that literacy plays in lifelong learning, sustainable livelihoods, good health, active citizenship and the improved quality of life for individuals, communities and societies'. The notion of health literacy is affirmed, for the first time, in the most recent United States statement (2000) of its 'health objectives for the nation', which makes a commitment 'to improve the health literacy of persons with inadequate or marginal literacy'. Subsequently, there have been calls in the *Journal of Health Promotion International* for the central role of education within health promotion to be reaffirmed and for the concept of health literacy to be further debated. This article is a 'post-Dakar' contribution to this debate.

### **Refocusing on health literacy in Bangladesh**

In April I was invited to work with the staff of CARE- Bangladesh to improve the effectiveness of the health education components of their programmes. Observation of health education sessions revealed that health workers typically viewed health education as one-way communication of standardised scientific health messages. Field facilitators delivered these messages using sets of pre-packaged flashcards and assessed their effectiveness by asking community members to recall the messages. Recent programme evaluation had concluded that this approach had failed to achieve expected behaviour changes in the community.

In developing a training of trainers workshop for senior CARE staff, I sought to refocus the outcome measure for health education on health literacy and to use this

measure as the reference point to dictate the process and methods of communication used. Health literacy implies that health education not only disseminates information but also enhances a person's ability to seek and use information and make decisions about health behaviours, and motivates people to take action to improve health. My overall aim was to develop the workshop as a model of health education that recognised that each situation is different and that field facilitators need to join the community in a continuous cycle of participatory reflection and action. Specific aims were to involve workshop participants in re-analysing the relationship between health knowledge and health action and developing a more sophisticated understanding of how education can lead to improvement in health. A further aim was to develop skill and confidence in using more participatory, two-way communication methods that can promote the development of cognitive, social, critical skills.

To achieve these aims I drew heavily on the educational approaches of the Brazilian educators Paulo Freire and Augusto Boal in which locally contextualised problems are presented as puzzles to be solved. In the process of solving the puzzle, participants enter into a process of critical analysis that takes them beyond the immediate cause of the problem to reveal its underlying and basic causes. This allows for a deepening of awareness of one's situation in a way that allows for change. Working as Freire did with picture codes, it was a small step for participants in the workshop to pick out from the pool of pre-packaged flashcards those that could be used as problem-posing discussion starters. They could then develop skill in using them to guide a participatory group discussion to critically reflect on the problem and to negotiate an agreed plan of action. Participants also drew on personal field experiences to develop highly contextualised 'real life stories' and role-plays that could be used in place of the

flashcards as problem-posing discussion starters.

Using Boal's 'Forum Theatre' approach, I worked with two participants to develop a brief drama script, based on a real life story, that depicted the plight of a female sex worker being oppressed by a client. After the first showing of the play it was shown again and followed the same course until one of the audience shouted 'Stop' and took over the role of the sex worker to try to defeat the oppressor. This method aimed to bring about a change in the audience's perception of the world and themselves as individuals within it. It provided opportunities for the participants to examine their own attitudes and develop the social skills needed to overcome the oppression. It also allowed for knowledge to be generated by the group, including knowledge introduced by the facilitator.

In addition to the long-established methods of Paulo Freire and Augusto Boal I drew on some of the new methods and visualisation techniques used in Participatory Reflection and Action (PRA). These approaches also involved participants in generating and analysing information to understand problems and plan action. The methods are similar to those used in the approach to adult literacy, promoted by Action Aid, known as 'Reflect'. By working with different peer groups (eg old men, young men, old women, young women, children) different perspectives on a problem could be shared. This process provided further opportunities for the development of cognitive and social skills and confidence.

By the end of the workshop, there was a strong consensus amongst the participants on the need to introduce more participatory educational methods into their programmes. They then focused their attention on identifying barriers to change and on finding ways to overcome them.

### **Towards a better understanding of health literacy**

The above experience from Bangladesh provides a practical example of how literacy can be addressed from a health perspective. It draws on a broad-based definition of health literacy that is not yet widely utilised.

The notion of 'health literacy' is not new. It has long been used to explain the relationship between the literacy ►

## Education For All: Language Matters



levels of patients and their ability to comply with expert-prescribed behaviour, including the ability to read health communications such as drug labels and pamphlets and to make appointments successfully. Health literacy is now being repackaged and promoted as a key outcome of health education. As part of this repackaging, it has recently been defined by the World Health Organization (WHO 1998) as: *'The cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and manage good health'*.

This definition broadens the earlier concept of health literacy. It acknowledges that by improving people's access to health communications and developing their capacity to use them effectively, health literacy is critical to empowerment. Three different levels of health literacy have been distinguished that reflect increasing degrees of autonomy and empowerment: functional health literacy, interactive health literacy and critical health literacy.

The term *functional health literacy* has been used to imply sufficient basic skills in reading and writing to be able to understand a simple health message and the ability to comply with expert-prescribed actions to maintain health or remedy the problem. For example the ability to read and understand a simple message from an immunisation poster and to take your child to the clinic for immunisation.

The term *interactive health literacy* involves more advanced cognitive and literacy skills which, together with social skills, can be used to manage health problems in partnership with health professionals. For example the ability to seek out information on immunisation from different sources (newspapers, leaflets, posters, radio, TV, the health worker, neighbours) and to derive meaning from it through understanding more complex language and concepts including possible side-effects and relative risks. It involves the ability to discuss this information with health professionals and to synthesise it to make informed decisions, the confidence to take action, and the ability to respond to changing circumstances.

The term *critical health literacy* implies more advanced cognitive skills which, together with social skills, can be applied to analyse information critically, and to use this analysis to increase awareness of one's situation and thereby exert greater control



Forum Theatre

over life events. For example, the ability to identify structural barriers to health and have the interpersonal skills and confidence to participate in social actions to address these barriers. This level highlights the potential of education as a tool for social change and for political action.

Such distinctions may be useful to clarify the differences between educational programmes but if we are to adopt the notion of health literacy as an outcome measure of health education, then we need to address the question of how it can be measured. Measures of health knowledge reflect the stages of cognitive development, from the ability to read, comprehend and implement simple health communications to the ability to make sense of, and to reflect critically on, a range of different and more complex information so as to determine what must be done. Measures of social skills, also known as interpersonal or life-skills, include the ability and confidence to express one's views clearly, to listen and to ask questions, to enter into dialogue, to negotiate an agreement, to resist social pressure, to solve problems and to work as a member of a team. Measures of health literacy also include measures of attitudes, self-efficacy (belief in one's own ability to take action), motivation and behavioural intentions.

The promotion of health literacy, viewed as an immediate outcome of a health education initiative, rests on the assumption that it will lead to the adoption of healthy

behaviours or avoidance of unhealthy ones, and thereby achieve the goal of improved health. However, past failures to achieve desired behaviour changes can often be traced back to a lack of understanding of the way that efforts to improve health literacy and cognitive and social skills cannot stand alone but need to be supported by efforts to enhance community social action and influence and also advocacy for policy and organisational change. Limitations of space preclude a full discussion of these issues here but they are explored further in the book *'Partners in Planning: information, participation and empowerment'* - available from the EID office or Macmillan Educational Publishers from May 2001.

Pat Pridmore

### Further Reading

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# Language and Education in a Non-territorial Developing Nation

*One third of children starting school are from a semi-nomadic minority group that migrated from India. Less than one in three of those children progress beyond primary school. Thirty nine percent of the adult community is illiterate. Children must study in a non-indigenous language, and school textbooks make no mention of the minority group culture. A head teacher states, 'If we don't feed the children first, they won't be able to concentrate on their lessons.'*

This sounds like a standard EID story. But the report describes the Romani people in Europe, in this case, Hungary. Language is a significant aspect of the educational difficulties faced by the Roma. And their circumstances also highlight the shortcomings of the old education and development conceptualisations, which falsely divided the world into 'developing' and 'developed' countries.

### The Roma in the Czech Republic

The Roma ('Gypsies') are believed to have left India in the 10th century and moved westward through the Middle East into Eastern and Western Europe. Their roots have been proved linguistically through the similarity of the Sanskrit and Romani language. About 7 to 8.5 million Roma live in Europe, two thirds in Eastern Europe. Some groups preserve their nomadic style, but most communities in Central and Eastern Europe settled as a result of communist government policy.

The collapse of communism made a significant impact on the education and treatment of the Roma in the Czech Republic. Under communist rule they enjoyed full and equal access to schooling, and overt administrative racism was rare.

Kindergartens were free and available to all, as were school trips and textbooks. Parents had secure jobs and housing. This has changed, and there is now a high dropout rate of Romani children from mainstream school.

Romani children are also over-represented in special schools – 80%. Cultural difference and linguistic difficulties are often wrongly diagnosed as clinical learning disabilities (mental handicap). Romani children must speak Czech at school, but they use Romani at home. As a result they often cannot understand school lessons and fail. Psychological tests to assess pre-school children's intelligence are based largely on the Czech language, and so Romani children score very poorly. This is compounded by Romani parents who prefer the special schools, because these have better facilities and racial harassment is less frequent.

This situation is now criticised by international bodies, including the EU, as being *de facto* racial segregation. In response, the Czech government is trying to improve education for Romani children in collaboration with a number of NGOs. Romani Teaching Assistants (RTAs) have been introduced. They help Romani children and provide language support. But the philosophy of this initiative is the integration of Roma into Czech society rather than integration of Roma and Czech. So far, there is no education

programme that aims for bilingualism or cultural pluralism. So what does 'integration' imply?

### Submersion, transition...

Skutnabb-Kangas distinguishes between 'submersion programmes', in which linguistic minority children are forced to accept the majority language as a medium of instruction without any indigenous language support, and 'transitional programmes'. But even the latter do not aim to develop the mother tongue, which is simply used as a route to education in the dominant language. Skutnabb-Kangas accepts that a transitional programme may provide some initial instrumental gain, but she questions its long-term effects. She argues that it may lead to what she terms linguistic and cultural genocide. The UN Genocide Convention recognises '*forcibly transferring children of the group to another group*' (Art. 2e) as an aspect of genocide. ►



Roma child in education project



## Education For All: Language Matters



For minority children to gain truly equal access to the linguistic and educational prerequisites for social, economic and political integration, Skutnabb-Kangas suggests that bi- or multi-lingual education should be promoted. And this should include the minority *and* majority group children. She argues that this enriches society by promoting pluralism and mutual understanding.

Skutnabb-Kangas's argument is attractive. But in the case of the Roma in the Czech Republic there are challenges to be overcome. There are at least four common Romani dialects spoken, and there is no standard version nor standardised spellings. There are very few qualified bilingual teachers and learning materials are not sufficient.

### ... or a new 'developing nation'?

But there are positive aspects. The first is the supranational character of the Romani language. It has the widest geographic distribution of any EU language, and arguably should be recognised as a formal European language. The *International*

*Union Romani* represents 12 million people, and is an advisory committee at the UN. In July 2000, the 5<sup>th</sup> World Romani Congress declared the Roma people a 'non-territorial nation' to have its own parliament and international court. Does the Roma case give new meaning to 'developing nation'?

Between the Jomtien Declaration (1990) and the Dakar Framework for Action (2000), the less well-known UNESCO Salamanca Statement (1995) provided the rationale for a broader view of Education for All. It specifically applied the EFA debate to all nations, not just to the so-called 'Third World', and it extended the definition of 'special needs' to include:

*...children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged areas of groups.*

The 'Education for All' ethic should apply equally to Europe, and particularly to its developing non-territorial nation, the Roma.

*Kazuyo Igarashi and Chris Williams*

Kazuyo Igarashi completed an MA in EID and is now doing a PhD about Roma human rights and education in the Czech Republic, within the CCS/Policy Studies groups.

### Further reading

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## Education, Language and the Ethics of Global Leadership

Nations have legitimate control of military violence *and* education, and both can promote harm. But only the former is questioned and regulated at an international level. National leaders seem more willing to accept international intervention to regulate what happens in their armies than in their classrooms. International law precludes a national army taking hostages or using terrorism, but not a national school or university encouraging hostage-taking or terrorism. Kofi Annan is promoting the doctrine that the international community can intervene when the military abuses human rights, as in Kosovo and East Timor. Should the principle extend to the abuses of education that fuel circumstances of this nature?

This is one of the insights from research

for the *UN University's International Leadership Academy*, which is developing a 'Code for Global Leadership'. How can the potential for powerful leaders to abuse education be addressed in a code like this?

### Abuse of education

Throughout history, political leaders have abused education, notoriously in Nazi Germany, pre-war Japan and Apartheid South Africa. But less overt manipulation is apparent in many countries. Armenians do not feature in Turkish schooling. In September 2000, Israelis accused the Palestinians of 'educating a new generation to hate' through a new school textbook. It contained a map showing the Palestinian territories which does not name the

remaining land as Israel. Under the Thatcher government, public officials at first proposed that British school history was to stop in 1955 – one year before the Suez debacle. On an international level, the imposition of a colonial language throughout an education system has often provided the vehicle for creating control and promoting propaganda. Britain, France, Germany and Japan have been significant culprits.

Universities often provide a significant check on wayward governments, and so attract political interference. Burma's universities have been closed sporadically since the 1988 anti-Junta riots in which 1000 students were killed. The *Human Rights Watch Academic Freedom Committee* expresses ongoing concern about the closure of the *Ibn Khaldun Centre for Development Studies* in Egypt, and the detention of its scholars.

Under Yugoslavia's 1998 *University Act*, introduced by the Milosevic regime, all rectors, deans and vice-deans were to be elected by the Ministry of Education, rather than the universities. This may sound familiar. In 1930s Nazi Germany, new regulations dictated that university rectors,

## Education For All: Language Matters



vice-rectors and deans were to be appointed by the Minister of Education, and made directly responsible to central government. The name of one of Yugoslavia's obscure academics, who lost his job because of his anti-Milosevic opinions, is now better known – Kostunica, the new President of Yugoslavia.

Harm does not only arise because of external interference. In Russia, the supreme mufti, Ravil Gaynutdin, has expressed concern about Islamic Colleges that are promulgating the teachings of 18<sup>th</sup> century Wahabism. Textbooks teach that anyone who is not a Wahabi should be killed. The head of the *Darul Uloom Haqqani*, one of the best *madrassahs* in Pakistan, is proud to have produced some of the top leaders of Afghanistan's Taliban militia, including interior minister Khairule Khaikhwa, and the head of the religious police, Qalam Uddin.

### Conventions and codes

The UNESCO Constitution (1945) established international education principles, and the Convention on the Rights of the Child restates this intent:

*Education of the child shall be directed to: the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations.*

But the greater problem is that international codes only propose what *should* happen in educational contexts. They have generally failed to address what should *not* happen. The Jomtien Declaration, and the Salamanca and Dakar Frameworks for Action, would not deter abuse of education in the manner of Nazi Germany. Yet there are plenty of despots in the world who might try a similar abuse of power.

Little has been learned from history about the control of language. There is nothing in current international codes to preclude the forcible imposition of an alien language through education. But, notably, Japan has taken a clear moral position on not promoting its language through its bilateral aid. Within nations, powerful leaderships have often imposed dominant languages on minority groups. And education structures have sometimes used language to engineer social change. In Kosovo, it is now hard to find any education provision in Serbian.

Is it possible to agree global ethical standards about what should *not* be allowed within educational contexts, in an internationally acceptable manner? I would welcome hearing any thoughts. Your ideas might end up in a UN Code.

Chris Williams

### Albanians get ready for war with the Serbs Robert Fisk

Some years ago, Serbs and Albanians went to school together and had little trouble forming friendships. But after more than seven years in which the Albanians have boycotted the Serbian state and set up their own parallel institutions, the word 'Serb' has become synonymous with 'enemy'. Nearly all adult Albanians can speak Serbian, but a new generation of Kosovo Albanian children who have never attended state school in now growing up resolutely monolingual.

*The Independent*,  
11 march, 1998, p10.

### Milosevic sends in the thugs Milica Pesic

Serbian president Slobodan Milosevic, not content with stripping universities of their autonomy, has resorted to new, violent methods of dealing with his critics in academia...Professors have been cleansed and new deans, loyal to the regime, have been introduced. Thugs with sticks are regularly visiting faculties, armed security guards control faculty entrances...

THES, Sept 15, 2000

## Gender, Language and the Aspirations of International Declarations

For the last five years I have been working on examining the language of international declarations, including the Jomtien Declaration on Education for all and the Beijing Declaration on women's rights. My work has mainly been concerned with the language of these texts and how many of them, with the notable exception of the Beijing Declaration, construct women as a deficit group in need of help or even redemption, most notably through education. I have also been trying to document how particular texts, emerging out of particular historical moments come to form discourses that shape the way the policies of powerful international bodies, governments and NGOs are formulated and put into practice. I have thus been interested in the languages of power and not particularly concerned with what the texts say about language and power.

Some of my recent work has been concerned with a rich debate in feminist development studies concerning understandings of needs and interests. The idea of 'needs' can sometimes be framed in biologicistic and essentialist terms, while the idea of interests signals a more social and political concern. My article published late last year on the language concerning gender and education in international conventions critiqued the Jomtien Declaration because of its essentialist notion of education as a 'basic need', which positioned women always in a realm of marginality.

Some interesting points emerge if ►

## Education For All: Language Matters



we look at how the language has changed between the Jomtien Framework for Action to meet Basic Learning Needs adopted in 1990 as guidelines for implementing the World Declaration on Education for All and the Dakar Framework for Action, *Education for All. Meeting our collective commitments*, adopted in 2000. In the Jomtien document there is much stress placed on countries common concerns in 'meeting basic learning needs'. There is virtually no discussion of rights. By contrast in the Dakar document much stress is placed on rights, not on needs. Indeed the World Declaration on Education for All is given added weight by the way it is supported by the Convention on the Rights of the Child and the Universal Declaration on Human Rights. The language on basic needs has disappeared from this document. What remains is an affirmation of the importance of building up skills and delivering education as a process. In the Dakar Framework needs have been displaced by an emerging discourse of rights. Rights stress capacities to transform.

The implicit understanding about language and rights is that language is not 'natural' and 'essential' as suggested by the term 'basic needs' at Jomtien, but that language is learned in order to exercise rights. Feminist writers on language have highlighted how language is not natural, but constructed. Many women's versions of languages are discredited as dialect or improper forms of usage. In many societies a majority of women are not allowed access to languages of power – either religious languages, languages of government, or languages of commerce and trade. Feminist writers on English have shown how the language holds within it, in many everyday phrases, ideas about women's weakness and the acceptability of their exclusion. It is these phrases that contribute to making gendered forms of discrimination acceptable.

To what extent does the shift from 'basic needs' in the Jomtien Framework for Action, where language and culture are not problematised, to 'rights' at Dakar signal a shifting international concern with how formulations in language facilitate access to power? The way in which gender equality is considered is very different in the Dakar Framework from the formulation at Jomtien, ten years earlier. At Jomtien, including women and girls in education was seen as a remedial measure.

*Expanding access to basic education of satisfactory quality is an effective way to improve equity. Ensuring that girls and women stay involved in basic education activities until they have attained at least the agreed necessary level of learning can be encouraged through special measures designed, wherever possible, in consultation with them.*

Women and girls require 'special measures'; they must 'stay involved' suggesting possibly an inclination to shy away, not prioritise education. 'Improving equity' is a goal set by others; it does not concern participants. By contrast in the Dakar document, the exclusion of women and girls from basic education is viewed much more in terms of complex forms of gender discrimination. Here there is a much

more robust commitment to 'implementing integrated strategies for gender equality in education which recognise the need for change in attitudes, values and practices'.

The language suggests education alone will not 'improve equity' but must be seen as part of an integrated process of building gender equality.

The dramatic changes in language between the two documents may be due to the enormous growth of women's activism worldwide in the 1990s, and the increased presence of women, with concerns for gender equality in many decentralised forms of government. However, whether the change in language signalled at Dakar is enough to secure added financial, political and intellectual commitments to gender equality in education, and in society more generally, remains to be seen. ■

*Elaine Unterhalter*

## EID Adult Literacy Conference

**Friday 24th November**

The conference was organised around adult literacy in both developing countries and the UK. It was opened by Angela Little with reference to Jomtien and Dakar and to the possibility that the coming decade will be named as the UN Literacy Decade.

ROY CARR-HILL began by reminding us that the Jomtien and Dakar frameworks highlighted eradication of illiteracy and continuing education as two of the four areas of meeting the goals of Education for All (EFA).

The argument for formal school literacy was based on the links between education and fertility (indeed population estimates are predicated on a presumed relation), between education and health (although no

one has quite managed to show how knowledge translates into behaviour) and between education and good governance (see Florida!) More recently literacy came to be seen as a basis for economic competitiveness.

Based on these views and on the Jomtien rhetoric, one would have expected substantial development. But comparisons since Jomtien are difficult because of the lack of comparable data and partly because no one agrees on what is meant by illiteracy.

The billion-person question is, if adult literacy is seen as so good, and illiteracy as something to be eradicated, why is nothing done about it?



# Education For All: Language Matters



LALAGE BOWN reviewed the relations between literacy and:

- Poverty, with rates up from 50% to 70% in developing countries, 30% to 50% in least developed countries.
- Power.
- Religion. Whilst many of the founders of both of the World's major religions (Christianity and Islam) were illiterate, their religions are being disseminated through books.

During the first half of the twentieth century another major ideology – that of state communism – competed with religion as a major force behind the dissemination of adult literacy/education. Because ideological or religious motivation means that many of the facilitators are unpaid volunteers, there tends to be a high dropout rate among them and, consequently, a low success rate.

## Discussion Points

If a child doesn't come to school it is a waste of resources; but if adult drops out, it doesn't really matter. Moreover adults themselves take out of the programmes what they want.

The barriers to expanding literacy provision are low expenditure and cultural – for example men feel that they will lack control over women if women become too literate. Commenting on the Total Literacy Campaigns in Indian States, one of the audience suggested that, despite the rhetoric, literacy was not actually a priority.

There was some discussion of different kinds of literacies; and Lalage suggested a four fold division between:

- word literacy (alphabetisation)
- body literacy (including health)
- money literacy (including numeracy)
- civic literacy (good governance)

ROY CARR-HILL then discussed the reliability and validity of literacy data. The numbers reported as illiterate are usually based on a very basic definition of illiteracy (in terms of the three R's). There are very

few rigorous surveys that can be used as the basis for making estimates. Instead, most reported adult literacy rates rely on either the answers to self-reported questions, or on estimates based on numbers of years of schooling (in both cases, usually from the Census).

The Census data may be out of date, of poor quality, and the basic question itself may vary between 'Can you read?' or 'Can you read and write?', specifying either the national language or any language. Estimates based on the number who have completed four years of schooling are also suspect as the value of four years of schooling is limited in many countries, and there is no subsequent literacy environment.

At the same time, it is very difficult to actually count the numbers participating in different types of NFE. Together with Edwina Peart, he had reviewed the experience of different World Regions and concluded that:

- there was a wide diversity of government support both rhetorically and substantially
- nearly every country had in fact prioritised primary education
- there was most activity in countries with traditional involvement, e.g. Brazil, Ethiopia, India
- support from donors (e.g. World Bank) mattered.

It was therefore more a case of tradition rather than a policy driven by economic necessity (à la Tabbron and Young) or 'objective' literacy levels, or any Jomtien effect.

JOHN OXENHAM started by handing out a summary of *What Helps a Programme in Adult Base Education with Literacy and Numeracy to be Effective*. This emphasises community mobilisation, empowerment, sensitive needs assessment and voluntary participation. He then gave the example of a programme in Ashmer (a district on Rajasthan) run by Ms Adithi with 340,000 enrolment where there was 0% drop out, and a success rate of 87%. She had ensured revenue support because she was district magistrate, teacher support because she could control posting, and participation by adult learners because she could affect their

eligibility for the guaranteed employment fund.

This was therefore an almost compulsory programme, although volunteers were later drawn in. Despite breaking nearly all the rules of an effective literacy promotion, it had been successful because of the *quality of the implementation*.

In the afternoon, ALAN WELLS gave us an overview of the literacy situation in the UK and the work of the Basic Skills Agency (BSA). He started with a series of slides presenting the UK results on the International Adult Literacy Survey carried out by OECD in 12 countries in 1997, showing how the UK sample had performed worse than most other European countries.


Of course, the fundamental problem is the lack of investment in our schools – so that many leave the formal system illiterate. But this government is trying to achieve what no other country has done, viz making fully functionally literate the estimated 7 million adults who are believed to be performing below a sufficient functional level.

The BSA is attempting a wide variety of approaches hoping to reach the goal of making itself redundant as soon as possible.

The day ended with the very thought-provoking play by Sue Torr, 'Shout It Out', which demonstrated how lack of literacy led to social exclusion.

Roy Carr-Hill

**The Shout It Out**



**Learning Project**

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## Spotlight on Research

### *Hello from Durban!*

**Jenni Karlsson**  
EID Research Student

Since 1994 South Africa's fractured and uneven apartheid education system has been transformed into a single system that over time will manifest greater equity in public schools. For my PhD I am studying the discursive transformation embodied in space at six different school sites in Durban and how learners are constructing their identities differently at these schools. I have been fitting my data collection activities in between my work as director of a small research organisation in Durban. It hasn't been easy - but then my chosen research design didn't make it easy for me either.

As a study of space I decided to observe schools visually, i.e. through the lens of a camera. Using visual data in education research is not that common so I devised my instrument from scratch. As a self-funded student, it was important to keep costs low using a digital camera. I now download images straight into my computer where I label, sort and print them. Although my instrument uses 24 views of a school, I have taken more than 100 digital images of each school. I refer to these as my K image bank.

In thinking about postcolonial theories I noted that researchers frequently assign learners to silent subaltern positions. As an alternative I decided to use a non-direct data gathering technique and invite learners to photograph their schools with disposable cameras, asking them to take photographs about 'Me and My School'. Being sensitive to the diversity in Durban's 3 million inhabitants and many being new to urban life, I assumed that some of the participating learners would not have ever held a camera or know how to use one. Therefore I wrote a booklet in English that gives some background information about photography and cameras, how to use a camera and simple techniques. On the last page in English and isiZulu (the local indigenous language), I explained the assignment about 'Me and My School'. Each learner received a booklet during a chat session. In one primary school I needed an English-isiZulu interpreter and we

struggled together to demystify photography and cameras and communicate the assignment effectively.

Prior to fieldwork I consulted two photographers that train others and they cautioned me not to have high expectations of learner-photographers after only a chat session. Furthermore some people warned me that I was taking a risk to enter certain areas of the city and that learners' cameras might be stolen. Nevertheless I continued the fieldwork without loss or harm. One of the participating learners was not as lucky and was stabbed trying to stop a fight during his week for taking photographs. Now I have about 500 photographs taken by learners that I call my L image bank. Although for disposable cameras the expense of developing films was unavoidable, each photograph has been

scanned as a digital image and all the negatives carefully labeled and filed.

In a multi-cultural context such as South African society where there is a history of oppression and exploitation respecting the participant is important. Thus at the start of fieldwork I obtained written permission from the provincial authority, the six school principals and school governing body chairpersons, as well as the parents of learners.

Collecting, sorting and securing the data has been a massive undertaking. Soon I will sleep more easily knowing that I have safely stored on compact disk the two data banks of about 1000 images, 32 transcripts and numerous cross-case image compilations, and that I'll be able to pop that CD into my hand luggage when I next come over to London. ■

### *The Multigrade Research Project in Vietnam and Sri Lanka - some reflections*

**Sheila Aikman**

#### *Teaching in a Multigrade School*

Remote hamlet  
Far, far away  
On and on  
Keeping going a very long way,  
finally reaching the satellite school.

Looking out for each of the  
children,  
Combining years 1 and 2 together to  
learn -  
that is cheerful.  
This side year 1.  
That side year 2.  
One group learning Vietnamese,  
the other, your lesson is writing  
practice.  
You do an exercise and you learn.  
Although it is really difficult,  
how happy it is.  
A teacher who loves small children  
will do it really well.

**Multigrade school teacher,  
Bac Giang Province, Vietnam**

As the poem highlights, and the Multigrade Teaching Research team experienced in both Vietnam and Sri Lanka in September, 2000, reaching multigrade schools can involve a long arduous journey. In the course of a 15-day two-country visit the team experienced at least a few of the elements which teachers and students face and were able to form a first-hand impression of the challenges of teaching and learning in multigrade schools. Days of incessant rain from monsoons and typhoons left roads blocked by roaring rivers, roads and paths unpassable, bridges destroyed and multigrade schools cut off from their communities and the wider society.

This two-country visit was the second of the Multigrade Teaching project study visits which brings together the research team, comprising three London-based EID staff (Angela Little, Pat Pridmore and Sheila Aikman), and from Peru, Sri Lanka and Vietnam a senior researcher (Carmen Montero, Mohammedin Sibli and Nguyen Chau) and PhD researcher (Patricia Ames, Manula Vithanapathirana and Vu Son). In September 1999 we initiated the project with a seminar in London and study visits to multigrade schools in Wales. In 2000 a similar format was followed in Vietnam and Sri Lanka including team workshops, students tutorials, a national 'Open Workshop' for key policy makers, academics and educational officers, and school visits.

This study visit format allowed us short glimpses of multigrade teaching in action in a range of schools in Vietnam and Sri Lanka and time to discuss and reflect on these contexts from our different perspectives. Certain themes and issues came to the fore in our discussions over the

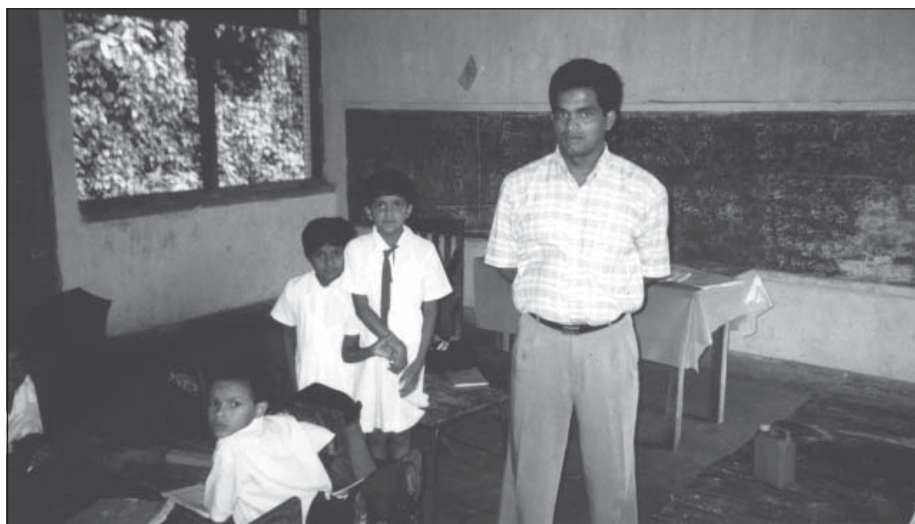
## Spotlight on Research

course of the study visits, such as the status of multigrade within national systems, teacher training for multigrade teaching and learning, and issues about the learning experience from the students' perspective.

In many countries worldwide, multigrade schools are mostly invisible within the education system. This means that they receive no special consideration in policy making, teacher training and resourcing of schools and classrooms. Vietnam, however, proved to be an exception to this trend. The joint UNESCO/Vietnamese Ministry of Education and Training project for multigrade schools, which has been functioning since 1991, has contributed to a high level of awareness of the existence and need for multigrade schools. Not only has UNESCO developed a large programme for inservice multigrade teacher training, but only the best trained teachers are permitted to teach in multigrade schools. Well-resourced 'demonstration' schools run by 'master' teachers have been set up in provinces with multigrade schools. In these areas multigrade schooling is considered an important strategy to reach UPE, bringing schooling particularly to the ethnic minority



*A 'master' multigrade teacher in Vietnam*



*A multigrade teacher and his class in Sri Lanka*

children of the Central Highlands and the Southern Delta.

Sri Lanka provides another perspective, perhaps a more common situation, where multigrade schools exist de facto but receive no recognition and no particular support despite their prevalence in 'difficult' rural areas. Here extensive teacher absenteeism means that for many schools there are not enough teachers to teach monograde classes. Consequently, teachers can find themselves confronted in a morning with a class comprising several grades of students, with no training for multigrade teaching and no extra resources.

Despite the 'visibility' of multigrade schools in the Vietnamese education system, the Open Workshop on Multigrade Teaching held in Hanoi, and attended by some fifty academics, policy-makers and provincial education directors, conveyed the impression that multigrade schools are tolerated by for some but seen as only temporary measures until a time when monograde classrooms and schools can exist throughout the country. This view was counterposed by another perspective and the proposal that multigrade schools and teaching in fact had much to offer monograde teaching in terms of pedagogy and classroom management. For the team, this raised important questions about what is considered 'good teaching' in both monograde and multigrade situations.

The range of teaching and learning we observed in the course of the study visits provided insights into the variety of quality of children's educational experience in multigrade classrooms. Our observations and comments suggest that the strong Vietnamese emphasis on multigrade teacher training gives rise to the need for also more attention to the learner. In both countries the international slogan and focus on 'child-friendly' schools clashed with the reality of

the classrooms we visited and the desultory responses of the children. Rigid implementation of a teacher-led methodology in Vietnam left no flexibility for student initiative or creativity. In Sri Lanka, teachers struggled to follow prescriptive textbooks and children grouped in grades worked independently but were often left unsupervised for long periods to complete unchallenging tasks.

What kind of support do teachers need in multigrade schools and classes so that teaching and learning can be rewarding for both teachers and students? Both countries have recently undergone curriculum reforms but teachers continue to struggle with syllabi organised strictly by grade to produce complex lesson plans to suit the composition of their multigrade classrooms. If curriculum designers charged with producing national textbooks and syllabi took the realities of the multigrade classroom into consideration then teachers' lesson planning could be transformed and time and energy freed up for more creative teaching. This apparently small change could make a huge difference.

The senior researchers have returned to their respective institutions and the PhD students are now back in the field in their countries. The London-based team members are once again at their desks in IOE but the discussions are continuing – in virtual form. Now it is time to take forward some of these ideas and many more in preparation for the Peru study visit in September 2001.

### **Further reading:**

Look out for the Special Issue of the International Journal of Educational Development Vol 21 No. 5 to be published later in 2001. Visit the project Website at: <http://www.ioe.ac.uk/multigrade>



## Spotlight on Research

### Multigrade Teaching in Sri Lanka

**Manjula Vithanapathirana**  
EID Research Student

**M**ultigrade! Multigrade! I have been telling my research topic to hundreds of people during the past year. I feel that the objective of making multigrade teaching 'visible' is beginning to be achieved. Multigrade teaching is quite prevalent in Sri Lanka although it is not addressed adequately in educational policy making.

Doing fieldwork in Sri Lanka as a member of the multi-site Multigrade Teaching research team launched by EID is a highly rewarding experience. The first phase involved a status study on multigrade teaching in a selected area in Sri Lanka. Living with a host family in the field and visiting multigrade schools were interesting and challenging tasks. The multigrade schools are situated in mountainous, remote, rural and interior locations.

Remote multigrade schools rarely have visitors. They have been isolated and neglected for far too long a period. Multigrade teachers are developing some hopes about their future after hearing about the project. It was observed that Multigrade teaching arises in five situations:

- 1 When there are teacher deficits in the system
- 2 When schools are not eligible for enough teachers to carry out monograde teaching
- 3 When teacher deployment is not done properly
- 4 When teachers do not assume duties in the difficult schools
- 5 When there is teacher absenteeism

The most frequently observed type of teaching in Multigrade classes is quasi-monograde. A lesson is done with one grade while the other grade works on assignments from a previous lesson. Each grade is addressed separately.

An important event during the past year was the project workshop in Vietnam and



*Manjula discusses the problems of multigrade teaching with the school principal and her staff*

in Sri Lanka. The reunion with the research team to exchange the experiences and plan for the next phase was very exiting. Observing multigrade teaching in Vietnam and discussing the field reports with the team members and participating in the national conferences in both Vietnam and Sri Lanka broadened my perspectives. I feel that I am very lucky to have been selected to participate in this study which opened up a lot of opportunities for my professional development.

The research question of my study is

*What is the nature of multigrade teaching in Sri Lanka and how is it that we could improve its quality?*

In January 2001, I will start developing small-scale interventions collaboratively with multigrade teachers to uplift the quality of learning and teaching in multigrade classrooms. This phase will last a year. Eventually these interventions will be incorporated into a multigrade teachers' guidebook. Sri Lankan curriculum developers and teacher trainers are pinning many hopes on this research study! ■

### Girls' Schooling and Gender Empowerment Measures in Nepal

**Koji Takahashi MA EID 1999/00**

**O**ne of the indicators of gender equality in a country is the measure of gender empowerment (GEM) developed by UNDP. This reflects women's participation and decision-making processes in economic and political spheres as well as their power over economic resources. It is generally known that a high national income does not necessarily bring more opportunities for women, since a number of developing countries outperform some highly industrialised countries in terms of the

GEM: Costa Rica and Trinidad and Tobago are ahead of France and Italy; Israel outperforms Japan, and the Bahamas outranks Portugal.

Nepal is a country that exhibits a considerable gap between the school enrolments of boys and girls. However, since the 1970s the government has regarded this as a problem to be tackled and has implemented educational projects for gender equity with international funding agencies. But in 1999 the gender gap in

## Spotlight on Research

schooling was still evident, and more than one-third of school-age girls were excluded from formal primary education.

The attempts made by the Nepalese government, together with increased publicity which has raised awareness about girls' education, have contributed to increasing the educational participation of girls. But, the effects of increased numbers of female teachers on girls' schooling are still disputable. Studies have revealed that education alone does not assure women access to activities outside the household, while without it their chances of attaining equal opportunities with men are extremely limited.

The examination of the relationship between the GEM values and the gender gap in the net enrolment ratios (NERs) for all districts in Nepal indicates no correlation. While some districts show the same NERs, their GEM values vary widely. However, although its operation remains unclear, wherever the GEM value is above 0.170, a gender gap in primary NER is very narrow. This seems to accord with a world trend. While this can be found in ten districts, there seems to be no common feature across the different components that make up the gender empowerment measure.



*Tharu women (one of the ethnic groups in Nepal), Dhangarhi Guan, Dhangarhi, Far-Western Nepal*

That is, the high GEM values of these districts are attributable to different determinants. For example, while females' share in parliamentary seats is high in the Terhathum and Kaski districts, the females' share in administrative work is high in the Tanahu, Lamjung, and Gorkha districts. Lalitpur has the highest GEM. However, at 0.263, it is still low by world standards.

Thus, on the limited data available, it might be argued that achieving a high level of women's empowerment, that is, women's

equal participation in employment and in political and economic activities, contributes to bringing about gender equality in primary schooling, although the relationship according to statistical data is tenuous, and the mechanism of interaction remains to be studied.

This point seems to be often overlooked by educational programmes. Achieving educational equality by gender, therefore, may require not only implementing educational programmes that envisage universal primary education but also pushing forward reforms that encourage women's active participation in the spheres that have hitherto been regarded as being masculine.

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*Grade 5 students, Bhrikoti Primary School, Amargari, Dadeldhura, Far-Western Nepal*

## Spotlight on Research

### Greetings from México

**Coni Chapela, PhD researcher on the IOE/Universidad Autónoma Metropolitana-Xochimilco in México City Joint Research Programme.**

**A**ztecs, in the eve of war, used to stay in a sacred precinct where they were isolated, concentrating and looking after their weapons. That helped them to purify themselves in front of deity for a successful war performance. Sometimes I wonder if a PhD is a modern equivalent to purification. It demands isolation and concentration and looking after weapons. Even when some questions such as: What deity? What war? Purification of what? What is a successful performance? One accepts a long, long eve where the dawn is never in sight, a kind of eve that can only be endured because of a feeling of transformation. Something very deep and special happens in the PhD warrior. It evolves and creeps silently until one can perceive it through every action: in conversation, teaching, reading, writing, thinking and perceiving. It comes from within, from inside. This poses a problem when working with participant methodologies and reflective analysis.

I finished my fieldwork for the PhD about a year ago in the rural community of Pino in México. My research focused on the development of a theoretical framework drawing from Bourdeu's concept of habitus, Gramsci's use of hegemony and Freire's critical pedagogy, from which I have constructed a 'critical health training model'. The training model was implemented over one year in the rural community of Pino in Hidalgo south of Mexico city. This community exhibits what can be termed a 'poverty diseases pattern'. Pino has important disease problems that haven't been met through the people's own resources or through regional health facilities and provision. The 'critical health

training model' was approved and accepted by the community's collective assembly. My research analyses and evaluates the construction and implementation of this model in Pino.

At the current time it seems that there are continually new authors and ideas to dialogue with the practical and theoretical experiences of the fieldwork. What we have

done in Pino and what we will continue to do in other communities is seeking liberation, constructing new knowledge, learning to observe systematically, to analyse and to communicate. It seems that the sense of isolation in the writing up phase of the PhD research is well worth it if the results can make a difference to the people of Pino and others. ■

### The Internal Transition: From a Taught Course to a Research Degree at EID

**Claudia Flores-Moreno  
EID Research Student**

**T**he transition within an academic department from an MA to a Research Degree redefines one's role as a student, but the transition is mostly internal.

Through studying pedagogy in Mexico, my home country, and participating with NGOs, I developed a strong interest in popular and citizen education. I also worked as research assistant for about two years; the last research project focused on women's literacy.

I chose to study at the Institute of Education due to its wide range of expertise on Education. Once I was awarded a scholarship by my national government, I joined the Education, Gender and International Development MA on October 1998. During the Autumn term, I found it particularly difficult to cope with the reading load, since I had signed up for three modules. During the Spring Term, I faced difficulties that many overseas students go through - cultural shock, the difficulties of writing in a second language, coping with academic stress, and being apart from one's own context of social concerns. Nonetheless, many lectures were quite motivating, and I found it was particularly helpful that EID allowed students to have tutorials for written assessed work, and submission dates also helped us to be active throughout the year.

Looking back, I definitely enjoyed working in an interdisciplinary way on my dissertation within linked fields of education development studies and gender issues, which gave me a strong methodological formation. The great support of Dr Unterhalter, my supervisor, always encouraged me through my work.

During this time, I obtained funding to renew my grant for PhD studies from October 1999. This was a great opportunity

since I could capitalise on all the strengths I had gained, such as identifying resources at the library or accessing the expertise within EID - and even coping with London life!

However, in my case it was a bit hard not having taken a break after all the stress of my MA. Moreover, my interests have been changing, and the most important challenge I have faced has been the re-definition of my research proposal, since I decided to expand my area of academic concern.

I found the first year of my Research Degree at EID to be enjoyable, although it was challenging to work without the scaffolding of modules and lecture discussions, such as I had had during my MA. Nevertheless, the relationship with my supervisors, Dr Aikman and Dr Unterhalter, has been supportive due to their accessible attitude towards students. The friendship amongst the group of research students registered in EID during the last academic year has been absolutely key, in terms of keeping a positive attitude toward our own progress, sharing bibliographies and on a personal level, which has been vital. The Doctoral Studies Programme also provides a wide range of methodological modules and seminars, particularly in the first academic year. I have also had the opportunity to make good use of facilities within the University of London, mostly from the Institute of Latin American Studies and the London School of Economics.

All in all, it is a challenging learning experience to be a student within an academic group moving from a taught degree to become a research student, all the time developing research skills and strategies. ■



### National Systems and International Education

Jane Evans

On the 18th of October 2000, the Centre for the study of Education in an International context (CEIC) and the British Association for International and Comparative Education (BAICE) held a conference at the University of Bath to discuss 'National Systems and International Education'

Over 40 participants, including academics, education advisers and research students from many different countries, discussed issues such as educational assessment and curriculum development in the context of the processes of globalisation.

EID research student, and research officer on the Globalisation, Qualifications and Livelihoods project, Jane Evans, gave an overview of work on her research degree reviewing materials for the teaching of globalisation in the context of the new English National Curriculum.

EID research graduate Dr. John Lowe, now of the University of Bath, discussed the issue of educational assessment in a globalising world.

The keynote address was given by Professor George Walker, Director General of the International Baccalaureate Organisation and Visiting Professor at the University of Bath.

Other speakers were Roger Brown of the International Baccalaureate Research Unit on the Mathematics curriculum and Cultural values; Keith Allen of St Clare's, Oxford, on the introduction of international education into schools in national education systems and Mary Langford of Southbank International School spoke of the problems faced by "third culture kids" attending international schools.

John Lowe and Jane Evans have both written articles for the special issue of the Journal of Assessment in Education, Volume 7, Issue 3, November 2000 on Globalisation, Qualifications and Livelihoods. ■

## International Events and Crises

### Dakar and Post Dakar: The Pakistani Experience

**Baela Raza Jamil**  
Former EID Research Student

It was in early March 2000 that I was asked by the Federal Education Minister, Ms. Zobaida Jalal, to assist the Ministry with preparations for Dakar. The Ministers had just returned from the E-9 Recife congregation in Brazil and were full of enthusiasm for participating in the Dakar EFA moot. They were also concerned that the issues needed to be framed strategically so that a National Plan could be worked out in the period post-Dakar. In January 2000 an Education Advisory Board (EAB) had been set up at the national level to look at various sub-sectors of Education within a sector-wide perspective. The mandate of the EAB was to develop an Action Plan for implementing the 1998-2010 Education Policy which had yet to be implemented. The legislative, economic, administrative and institutional mechanisms had not been finalized. The EAB had been meeting regularly in sub-committees and the Ministry was clear that Dakar would be an opportunity to further develop the proposals for implementation. With this forward-looking perspective the Ministry of Education wanted to prepare a statement for Dakar which, on the one hand looked at the 'Challenge Within'; and on the other, acknowledged the efforts which had been made by the EFA partners - communities, NGOs, the private sector and the mainstream public sector Education Programmes - since Jomtien. The National Education Assessment for Dakar identified challenges in the areas of Access, Quality, Governance/decentralization, Gender, Literacy, Community Participation and Early Childhood Education. There was an implicit recognition of the dramatic increase in poverty from 22 per cent in 1992/3 to 35 per cent in 1998/1999, making EFA targets inaccessible for the poorest unless public sector provision could take on

the responsibility for extending education entitlements and poverty reduction.

The Pakistani delegation comprised five female and one male Minister(s) of Education, including one NGO delegate (myself). Dakar happened at a dizzying pace. The three days were packed with 14-hour routines and multiple parallel activities. These included thematic sessions and high level policy meetings of the ministers with the heads of delegation, bilateral and multi-lateral agencies. There were the E-9 discussions that led to a note of dissent on the proposals advanced by the Framework of Action (FoA) Futures Group. There were also the meetings of the South Asian Group. The Pakistani delegation sensed that the interaction and design of Dakar was so heavily processed that there was little room for participants to become engaged in any substantive dialogue. Countries without special 'lobbies' within UNESCO lost the opportunity to be heard unless they were vocal in the plenary or the thematic sessions. We had to devise our own ways for being 'heard'. Whilst the plenaries for the Dakar FOA were in progress, I would be the 'go between' attending NGO parallel sessions and carrying messages for ensuring that the NGO concerns could be inserted in the FOA. In spite of concerted efforts and some changes to the FOA the delegation felt clearly that 'democracy' had been sacrificed to the altars of efficiency and the complex procedures of pre-Dakar preparations. There was also a sense that 'civil society' groups had no place in the official 'Dakar' policy debates which were exclusive to the National Ministerial Delegations. In the post-Cold War period where adversarial posturing between NGOs and Governments has shifted to partnerships between them to eradicate poverty, this 'exclusion by design' seemed to be a somewhat outdated paradigm.

The gathering at Dakar had many networking opportunities and the South Asian delegates spontaneously expressed their need for a South Asian EFA forum to exchange good practice with each other in common areas which afflict the region. With Zobaida Jalal in the Chair, 35 delegates met from Maldives, Bhutan, Nepal, Bangladesh, Sri Lanka, India and Pakistan and agreed to launch the South Asian EFA forum. Pakistan offered to host the first meeting. UNESCO has expressed a keen interest in this regional initiative for EFA but is taking its own time to work out the modalities of its participation. ►

## International Events and Crises

Since Dakar the EFA process in Pakistan has moved into a major Education Sector Reform Action Plan 2000-2003. Almost 78 percent of the allocations agreed for the Action Plan are for EFA-related activities. Yesterday (31st October 2000) the Ordinance for Compulsory Primary Education was approved for Pakistan. The three-year targets aim at 13 % improvement in literacy rates from 47% to 60%, 11% in GERs, 10% in Net Enrolment rate from 65% to 75%. However the National Plan of Action is yet to be launched as the government awaits approval of the Education Sector Reform Action Plan. The MoE has declared the Primary Non-Formal Education wing as the EFA Wing and two of the four provinces have also set up EFA units. But the challenge is much more than a change of 'labels'. No one understands that better than the Government of Pakistan, where 130 million people are unanimously demanding quality education as fundamental human right and the MoE is making efforts to change the institutional arrangements for delivery of not simply UPE but Quality UPE. ■

## Mozambique Floods: Hope After Disaster

**Samuel Mondlane**  
MA EID 1999/00

Mozambique is a young and beautiful country located on the southeast coast of Africa, making way through the will and the work of its people. Mozambique's economy is recovering after almost two decades of civil war and underdevelopment. According to the World Bank (1999), following the Peace Agreement of 1992 and the liberalization of the economy, economic growth has averaged about 12.4% in 1997. The prospects for continued sustained economic growth appear good, given Mozambique's relatively untapped natural resources in agriculture, energy, and tourism.

Unfortunately, devastation followed the

rain of cyclones Gloria and Eline from February to March this year. The Government estimates that 640 people were killed by floods, the worst ever witnessed in Mozambique, while thousands of persons were rescued from treetops and rooftops by helicopters. Others were taken to safety by boats. Most of Mozambique's farm land, as well as most housing stock, were below water, while roads and bridges had been washed away in many areas. In total, the Mozambican government considers that roughly two million people have been directly or indirectly affected by flooding.

A report jointly released in Johannesburg by the World Bank and the Mozambique's government in March, estimated that flood damage to Mozambique's agriculture, roads and manufacturing industry will cost the country about US\$ one billion in relief and reconstruction.

The flood damage in the education sector is huge. According to Mozambique's government, the floods affected 2,204 schools, of which 499 primary schools, comprising of 1,300 classrooms, were badly damaged. Seven hundred and twenty-one of the flood-affected schools could be rehabilitated, but 579 will need to be replaced. The government also said that 207,980 pupils, about 10 per cent of the total primary pupils in the country, have been affected by the damage. Damage to the education sector is estimated at US\$ 20.8 million. The immediate priority was to restart classes as soon as possible. This is the reality in several schools today.

The true tragedy, the incalculable and on-going human suffering, which can only be addressed by massive donor support to Mozambique, should not be forgotten. The Mozambique Government and international agencies such as the United Nations and the Red Cross had launched urgent appeals for assistance from the world community in the wake of the devastating cyclones. Carol Bellamy, executive director of UNICEF was quoted saying 'it's an absolute disaster.



*STEP Teacher in emergency tented school, Xai Xai*

Staff and students were very moved by the floods in Mozambique, especially since several STEP schools were directly affected. In response, an appeal within the Institute collected hundreds of pounds. Peter Mortimore, the retiring Director, added to this half his leaving present, greatly contributing to the substantial sum ultimately sent to Mozambique. It has been used for the erection of a new village schoolhouse, replacement books and pens, etc.

**RF**

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## International Events and Crises

This country was one of the success stories - but what a knockdown blow. The impact is both immediate and will be long-standing. I don't think you can estimate how long it is going to take them to recover' (Times, 03/03/00).

Fortunately, an important step towards the rehabilitation of the country's infrastructures was the donor conference held in May in Rome, to support post-flood reconstruction efforts. This secured pledges from donors of US\$ 459.9 million.

Finally, the birth of lovely Rosita (the name of a flower), on the treetops during the heavy flooding, means there is hope for my country and my people to overcome the tragedy and to make Mozambique

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## Coping with Uncertainty in Sierra Leone

**Alison Joyner**  
EID Health Promotion MA student

**E**vents in Sierra Leone in May 2000, which brought the country once more into the headlines in Europe took place with surprising speed.

The Lome peace accord signed in July 1999 provided for a process of disarmament, demobilisation and reintegration (DDR) for armed forces on all sides. It was well known that the Revolutionary United Front (RUF) - guerillas largely responsible for the amputations and other horrors for which this war has become notorious - were increasingly unhappy with the process. Tension in RUF-controlled towns in the north of the country, where three of the DDR camps were being set up, had been rising for several months. However, the rapidity with which an attack on one of these camps led to a rebel advance on the capital Freetown, and the displacement of an estimated 80,000 people (on top of hundreds of thousands already displaced nationwide), was not predicted by most analysts.

Personally, the speed of change was highlighted by absence. Leaving for a week's break on a Saturday, when there was apparently no indication of major change in the situation, we returned the following Monday week not to Freetown, but to the evacuated international team in Guinea-Conakry. Fear of a successful attack on the capital had still not abated.

But the other surprise that I was not alone in experiencing amongst international NGO colleagues, was the welcome with which we greeted the sight of the troops that were largely responsible for holding off that attack. Over a thousand British paratroopers, with sophisticated equipment,

arrived in Freetown within 48 hours of the rapid deterioration of the security situation. They were there ostensibly to evacuate British nationals - most of whom had already left. Those amongst us who had never been great supporters of the British military, suddenly found ourselves seeing them in a different light.

The British troops worked alongside the demoralised UNAMSIL (United Nations Mission in Sierra Leone) forces - who had lost several of their member in the RUF advance, and of whom 500 more were still being held hostage at the time - to secure the city. The positive effect on morale in Freetown was remarkable. Checkpoints symbolised the sense of improved security. They suddenly became rigorous and professional, staffed by troops holding their guns 'trigger ready' - rather than slung across their backs as we'd become accustomed - apparently prepared for anything.

The British were heralded by Sierra Leoneans as the 'saviours' of their capital. Those of us with heightened post-colonial sensibilities instinctively react against such appellations; yet we couldn't deny the sense of reassurance and respect inspired by our compatriots.

Since May, while the rebel advance in most of the northern Province has not been significantly pushed back, Freetown has remained more or less secure. The majority of British troops left in July, but they left behind several hundred trainers who are supporting the Sierra Leonean army with training and advice on strategy. UNAMSIL forces have been reinforced. UNAMSIL and the British advisers are willing to cooperate positively with the NGO

community in the exchange of security information, which is essential to trying to achieve 'humanitarian' work in the country.

What to make of all this? For me the experience has highlighted the way in which priorities change. Faced with the prospect of friends and colleagues under threat of imminent disaster in the city we outsiders had just deserted, the only important thing was to see them protected. Let whoever can protect them, never mind if it means sacrificing those

equivocations you would normally have about armed intervention.

This raises further dilemmas: we only support armed intervention, then, if it's on the 'right' side? Do we now see it as the solution? No, and yes: it has to be, but can only be, part of the solution. The humanitarian community is currently advocating primarily for UNAMSIL and government forces to secure far more areas than those around the capital. This would allow agencies to reach an estimated one million people in the north and east of the country, who are without any kind of health, education or other support.

But this has to be combined with increased efforts for a negotiated solution to end the war. There will be no lasting defeat of the RUF and its allies by arms. Some form of national reconciliation is essential, to rid the country of the causes of the war: years of mismanagement of its hugely rich resources, disproportionate development of the capital leaving much of the rest of the country in poverty. And, above all, the meddling of Sierra Leone's renegade neighbour, Liberia.

How much easier to preach this, than to find a way to put it into practice. The regional context - now spreading beyond Liberia to Guinea, and even Ivory Coast - becomes more complicated by the week. Yet ultimately, only a regional political solution can provide security and the possibility of recovery from 10 years of war - which will take many more years - for the people of Sierra Leone.



# EID SPECIAL EVENTS

Throughout the year EID organises a series of special events in addition to the regular courses of lectures and seminars.

These are open to all staff and students in the Institute. In calendar year 2000 they included:

## February 9th, 2000

Three book launches:  
*The Chronology of Words and Phrases*,  
Linda and Roger Flavell,

*Choices, a guide for young people*,  
Gill Gordon

*Children as Partners for Health*,  
Pat Pridmore and David Stephens,

## March 1st, 2000

Launch of Elwyn Thomas' book: *Culture and Schooling: building bridges between research, praxis and professionalism*

## March 18th, 2000

EID-SABDET conference, *Writing, publishing and EFA*

## June 1st, 2000

EID Conference, *EFA Dakar and Beyond*

## June 28th, 2000

EID Guest Lecture by David Theobald, British Council, on *The Project Logframe*

## October 10th, 2000

EID Guest Lecture by Greg Anderson, Columbia University Teachers' College, *Apartheid, Segregation and the Limits of Compensatory Reform in South Africa*.

## October 17th, 2000

EID Guest Lecture by Errol Miller, University of the West Indies, *Boys: the second sex in Caribbean Education*.

## November 24th, 2000

EID Conference on *Adult Literacy*.

## November 24th, 2000

Launch of Chris Yates and Jo Bradley's book. *Basic Education through Distance Education*

## EFA, Dakar and Beyond: an EID conference

### June 1st 2000

On June 1st 2000, just a month after the Dakar Forum, EID hosted the conference EFA, Dakar and Beyond. Our purpose was to (i) share with those unable to attend Dakar in person the proceedings and outcomes of the Forum; (ii) understand the views of a range of stakeholders on the underlying debates about the achievement of EFA in different contexts; and (iii) discuss ways forward and the future commitments to EFA.

The EID conference brought together several of those privileged to attend Dakar. Svein Osttveit (UNESCO), Clinton Robinson (Collective Consultation of NGOs), Keith Lewin (University of Sussex) and Roy Carr-Hill (EID) spoke of the purpose and process of EFA and Dakar. Myra Harrison (DFID), Cream Wright (Commonwealth Secretariat), David Archer (Action Aid) and Tony Booth (University College, Canterbury) provided their perspectives on participation in Dakar process. Sue Torr, a Plymouth playwright who had spoken so movingly at Dakar about her personal struggle for literacy, repeated her story with a similarly stunning effect. Angela Little (EID), Svein Osttveit, David Archer and Clinton Robinson presented ideas on the way forward.

A number of EID students made significant contributions to the EFA

debate during the EID conference. Clare Bentall, (EID research student) presented the work she had co-authored with Roy Carr-Hill, Edwina Peart and Aden Cox, on Funding Agency Contributions to Education for All, for the Dakar Conference. Claudia Flores Moreno (EID research student) presented the Latin American Statement on Dakar that was widely circulated in Latin America prior to and following Dakar. Aba Yacoba Godwyll (EID MA student) spoke of the field work she was undertaking in Ghana on the aims and objectives of two campaigns in rural Ghana for education of the girl child. And Janet Raynor (EID MA student) spoke of Bangladesh efforts to increase the enrolment of girls and the recruitment of women teachers.

Angela Little

### Further Reading:

<http://www2.unesco.org/wef>

Dakar Follow-up Bulletin Board contact  
C.Sayag@Paris.Unesco.org

[pronunciamento@fibertel.com.ar](mailto:pronunciamento@fibertel.com.ar)

Bentall, C., Peart E., Carr-Hill, R. and Cox, A (2000) Funding Agency Contributions to Education for All, World education Forum, Dakar, 2000.

# EID SPECIAL EVENTS

## *Writing, Publishing and 'Education for All'*

### *The Education for All initiative and its implications for local publishing and book development in Africa*

'Writing, Publishing and "Education for All": the Education for All initiative and its implications for local publishing and book development in Africa'. This was the mammoth topic of discussion on March 18th 2000 at a conference jointly organised by EID, SABDET and BAICE. The event took place during the London Book Fair, a fitting backdrop for a conference that discussed, variously, issues of publishing, textbook distribution and influence and the impact of the internet on education in Africa.

The Southern African Book Development Education Trust (SABDET) is a UK-based charitable organisation whose principle aim it is to 'advance education for the public benefit concerning indigenous publishing in Africa as a means of communication and literacy'. SABDET, along with its partner organisers, the Institute of Education and the British Association for International and Comparative Education (BAICE), planned the conference, with the Institute hosting the event. The conference commenced at 10 am with a series of speeches delivered by academics and specialists in the field of education in Africa. Those who spoke were Dr. Elaine Unterhalter from the Institute, Richard Crabbe from the African Publishers' Network (ABDET – an organisation that works closely with SABDET) who chaired the conference, Chris Yates

from the International Extension College, Cambridge, Levis Mugumya from the Maryhill School in Uganda and Mr Hakelima from the Zambian Ministry of Education. They covered a wide range of subjects, unified under the conference's principle theme, 'Education for All' in Africa.

This plenary opening was complemented by the seven parallel discussion workshops that followed on after the much appreciated lunch. The workshops explored issues that ranged from the representation of women in African textbooks to the impact of HIV and AIDS on education. All the workshops were well-attended, although some attracted greater numbers than others. The workshop 'Providing and learning resources on a limited budget' highlighted the importance of sustaining the use of local resources in education while at the same time using textbooks to consolidate learning. The workshop entitled 'Multi-nationals or local publishing: who can deliver Education for All in Africa?' discussed the significance of authorship of books used in education and the effects of a reduction in taxation on the publishing market as well as other, more involved points. One workshop asked the serious question, 'The Internet: instrument of equality or consolidator of elites?' and came to the superficially puzzling conclusion that the 'net was, in fact, both of these.

From this, the chairs of this discussion, Patricia Smit from the University of the Western Cape and Yusef Sayed from the University of Sussex, continued to explore the potential problems the Internet may cause in Africa as well as the benefits it provides. How could access to the Internet in Africa be extended and what impact would this have on education. Another workshop discussed the impact of AIDS and HIV on education in Africa, and another the representation of girls and women in textbooks in Africa. The other two workshops focused on the current debate of whether African children should be taught in their mother tongues or more globally-accepted languages such as English or Portuguese and 'Structural adjustment, Education for All and the consequences for a reading culture' respectively.

The response to the conference was very positive. The conference seemed to whet the appetites of many for further information on SABDET and the trust's work and the attendants' curiosity and interest never diminished throughout the course of the day. The conference concluded with a plenary session headed by Mary Metcalf, a Minister from the Gauteng Province in South Africa.

*Rachel Armstrong*

## BOOK LAUNCHES IN 2000

### **Primary Education Reform in Sri Lanka**

*Angela W. Little (ed)*

On July 22nd 2000, the Permanent Secretary of the Ministry of Education and Higher Education of Sri Lanka, Professor Gunawardene, chaired a seminar to launch the book *Primary Education Reform in Sri Lanka*, edited by Angela Little. The book was officially launched by the British High Commissioner to Sri Lanka, Ms Linda Duffield. Ten of the contributing authors to the book spoke at the seminar and questions were raised and discussed by an invited audience in Colombo

### **Labouring to Learn**

*Angela W. Little*

On March 25th 2000, the Director of the British Council, Sri Lanka, Ms Susan Maingay, hosted a seminar and the Sri Lankan launch of *Labouring to Learn: towards a political economy of plantations, people and education*, (Macmillan Press). Angela Little spoke about the book and Professor Siri Hettige of the Department of Sociology (University of Colombo), and Dr Sandarasegaram of the Faculty of Education (University of Colombo) presented commentaries on it. An invited audience participated in the discussion. An account of the book appeared as a Daily News feature the following week.

### **Basic Education at a Distance**

*Chris Yates and Jo Bradley (eds)*

On November 24th 2000, EID launched the book *Basic Education at a Distance: World Review of distance and open learning Volume 2*, edited by Chris Yates (EID Visiting lecturer) and Jo Bradley. Angela Little launched the book during the EID conference on Adult Literacy. Chris spoke about the book, its authors and content. EID staff, Pat Pridmore and Elaine Unterhalter, contributed to the book. At the launch Pat spoke of how she co-authored her chapter with Stephanie Nduba, an author with whom she worked at a distance and whom she met face-to-face only after the writing had been completed.

Four other books were launched in 2000, accounts of which appeared in last year's EID Review (No. 4). These were:

### **Children as Partners for Health**

*Pat Pridmore and David Stephens*

### **The Chronology of Words and Phrases**

*Linda and Roger Flavell*

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

*by Gill Gordon*

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

*Elwyn Thomas*



## NEW BOOKS

### **Primary Education Reform in Sri Lanka**

*Edited by Angela W. Little*

**Publisher: Educational Publications Department, Ministry of Education and Higher Education, Sri Lanka, 2000, pp 202, ISBN 955-28-0013-7**

Education for All has been a goal of Sri Lankan society for well over fifty years. At the start of the new millennium the literacy rate is estimated to be 92%. In recent years Sri Lanka has embarked on a major reform of education. At the primary education stage the focus is on the improvement of the quality of education. While the heart of education reform lies in the classroom and in the thoughts and actions of teachers and learners, reform is also guided and supported by the work of policymakers, curriculum developers, teacher educators, system planners, managers and funders. This book traces the origins of the reform, its goals and objectives. It describes the efforts of the many players in the reform process, including policy formulators, curriculum

developers, teacher educators, planners and managers. It also includes an evaluation of the initial implementation of the reform and makes recommendations for the strengthening of primary education as Sri Lanka strives to achieve Quality Education For All.

The book was launched by the British High Commissioner to Sri Lanka, Ms Linda Duffield at a seminar held at the D S Senanayake MMV, Colombo, July 22nd, 2000, chaired by the Secretary of Education, Professor Gunawardene.

#### **Chapter 1**

*The National Education Reforms and Primary Education*  
National Education Commission

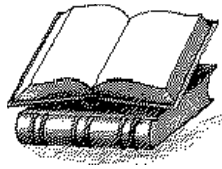
#### **Chapter 2**

*Primary Education: the many splendoured gem we seek*  
Kamala Peiris

#### **Chapter 3**

*Primary Education in Sri Lanka: towards a distinct identity*  
Angela Little





## NEW BOOKS

### Chapter 4

*Curriculum and Assessment*

Kamala Peiris and Senarath Nanayakkara

### Chapter 5

*The Primary Education Reforms: the Gampaha experience*

Lal Perera and H.M.K.C. Dhamwardene

### Chapter 6

*Teacher Perceptions of the National Policy on Primary Education*

Wilfred Perera and  
Subarshini Wijesundere

### Chapter 7

*Teacher Education and Primary Education*

Nihal Herath

### Chapter 8

*The Costs of Primary Education*

Harsha Aturapane and  
B. Abeygunawardene

### Chapter 9

*Planning, Monitoring and Management Information Systems for Primary Education*

Sugath Malawarachchi and  
Muthu Sivagnanam

### Chapter 10

*Donors and Primary Education*

Mahinda Ranaweera

### Availability

The book is available free on written application to the Commissioner of Publications, Educational Publications Department, Ministry of Education and Higher Education, Battaramulla, Sri Lanka.

## Globalisation, Qualifications and Livelihoods

*Guest Editor: Angela W. Little*

A special issue of *Assessment in Education*, Volume 7, No 3, 2000, Carfax, ISSN 0969-594X

*Globalisation, Qualifications and Livelihoods* explores emerging relations between economic globalisation,

education, qualifications and jobs. Contributors were invited to explore the implications of changing relations between globalisation, labour markets and education for qualifications and assessment. It builds from and extends in new directions the theme of an earlier special issue *The Diploma Disease*: twenty years on (AIE vol 4, no 1) which focused on the role of assessment in the selection of young people for further education and employment. The original *Diploma Disease* thesis (Dore 1976, 1998) employed the nation-state as the unit of comparative analysis. Economic and cultural relations and dependencies between states were explored, but more for an understanding of how contemporary national systems of education and labour markets had emerged, than for an understanding of how they continued to develop. By the 1990s there was a growing awareness of the effects of economic globalisation on the composition and availability of work, and of the increasing integration of national economies into a global economic system. The propensity of employers to move jobs around the world rapidly in response to global markets and the relative price of labour, and the demand by employers for new types of skills for new types of jobs were becoming apparent. What impact would these trends have on relations between education, qualifications and jobs in the new century? That question forms the basis of this new special issue.

### Editorial

*Globalisation, Qualifications and Livelihoods: towards a research agenda*

**Angela Little**

*Globalisation: an annotated bibliography for the readers of 'Assessment in Education'*

**Jane Evans**

*Globalisation, Qualifications and Livelihoods: the case of Sri Lanka*

**Siri Hettige**

*Globalisation, Qualifications and Livelihoods: the case of Zimbabwe*

**Charles M Nherera**

*International examinations: the new credentialism and reproduction of advantage in a globalising world*

**John Lowe**

*Policy and Practice in Assessment in Anglophone Africa: does globalisation explain convergence?*

**Keith Lewin and Mairead Dunne**

*International Transfers of Assessment: recent trends and strategies*

**Molapi Sebataane**

*Educational Qualifications: the economic and trade issues*

**Stephen Heyneman**

*Vocational Education and Training in Zimbabwe: private sector training and foreign qualifications*

**Paul Bennell**

### Availability

Carfax Publishing, Taylor and Francis Ltd., PO Box 25, Abingdon, Oxfordshire OX14 3EU.  
<http://www.tandf.co.uk/journals>

**The International Consultative Forum on Education for All 1990-2000: an evaluation,**  
**World Education Forum, Dakar, Senegal, pp 59**

*by Angela Little and Errol Miller*

The International Consultative Forum on Education For All (EFA) was set up by the Convenors of the World Conference on Education for All (Jomtien, Thailand, 1990) in 1991, with a mandate to 'serve national follow-up action and support it effectively' and 'seek to maintain the spirit of co-operation amongst countries, multilateral and bilateral agencies, as well as NGOs, which has been the hallmark of the World Conference'. Ten years after the Jomtien Conference, and in preparation for the World Education Forum, Senegal April 2000, the Forum Steering Committee commissioned an evaluation of this structure, in order to guide decision-making concerning a possible revised mandate. This monograph reports the results of that evaluation.

### Availability

<http://www2.unesco.org/wef/en-leadup/evaluation.shtml>

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## NEW BOOKS



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### ***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**

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. 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.

#### **Availability:**

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)

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### ***Partners in Planning: information, participation and empowerment***

*Susan B. Rifkin and Pat Pridmore  
with a Foreword by Hugh Annett*

**London: Macmillan/TALC, 2001**

*Partners in Planning* provides clear practical guidelines for using participatory approaches for planning social development programmes, particularly in the areas of health and education. It explores how information can be used to develop equal partnerships between professionals and the people who are intended to benefit from a programme. It discusses the importance of generating information, encouraging active participation by those benefiting from the development programmes, and the subsequent empowerment of these people to give them the experience and confidence needed to influence the decisions that affect their daily lives. In particular, this book explores the idea and practice of empowerment through the way information is obtained and used.

Topics covered include: why information is important for planning and empowerment, choosing appropriate methods and techniques, doing a participatory needs assessment, and investigating particular examples of participatory planning.

Drawings, tables and photographs have been used to illustrate examples of planning techniques and a list of further reading is included with a select bibliography.

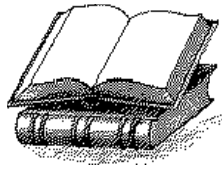
Susan B. Rifkin is an Honorary Senior Research Fellow at the London School of Hygiene and Tropical Medicine. She has worked extensively in Asia, Holland and Germany. She is currently helping to develop a new masters programme in community health for Sub-Saharan Africa.

Pat Pridmore, is a Senior Lecturer in International Education and Health Promotion at the Institute of Education, University of London. She has over twenty years of experience of working in international development in Africa, Asia and the far East.

#### **Availability**

TALC (P.O.Box 49, St. Albans, Herts, AL14 AX.) from May 2001 – price approximately £7.





## NEW BOOKS

### **Funding Agency Contributions to Education for All**

*Bentall C, Peart E, Carr-Hill R and Cox A, 2000, UNESCO/ODI: Paris/London*

**Thematic Studies, Education for All 2000 Assessment, World Education Forum, Dakar, Senegal  
26-28 April 2000**

This study on Funding Agency contributions to Education for All was commissioned as part of the EFA 2000 Assessment process. It examines funding agency contributions to EFA in terms of policy and practice since the Jomtien declaration of 1990. The study takes as its starting point the Jomtien Declaration and Framework for Action.

The study examines the volumes of aid committed and disbursed to basic education over the decade. Despite the continuing difficulties in collecting this data, which are discussed in detail in the study, some tentative conclusions can be drawn. The commitments for the bilateral agencies to basic education over the decade have increased and those for the multilaterals remain high. However, this is within a context of overall declining aid budgets.

The study shows that agencies have a clear commitment to human rights and poverty alleviation and a shift towards basic education, especially the primary education sector. There is also a general focus on Africa and highly indebted countries.

Agencies also concentrate on issues of access and quality, as outlined in the Jomtien declaration. Other areas, such as support for adult education and involvement in discussions about language policies, are more problematic for agencies.

The report also looks at the move from the conventional aid delivery systems towards 'sector wide approaches', the increased concern of agencies for monitoring and evaluation and changes in the use of technical cooperation

#### **Availability**

[www2.unesco.org/wef/en-leadup/findings\\_donnor.shtm](http://www2.unesco.org/wef/en-leadup/findings_donnor.shtm)

### **Basic Education at a Distance**

*Edited by Chris Yates and Jo Bradley*

**World Review of distance and open learning Volume 2**

**Published by Routledge Falmer 2000**

At the beginning of the twenty-first century, about one fifth of humanity is functionally illiterate. This means that they cannot participate fully in their societies or protect their basic rights. As most of these people live in the rural areas of the developing world, the task of helping them to gain access to basic education is formidable. Basic Education at a Distance examines the following

questions:

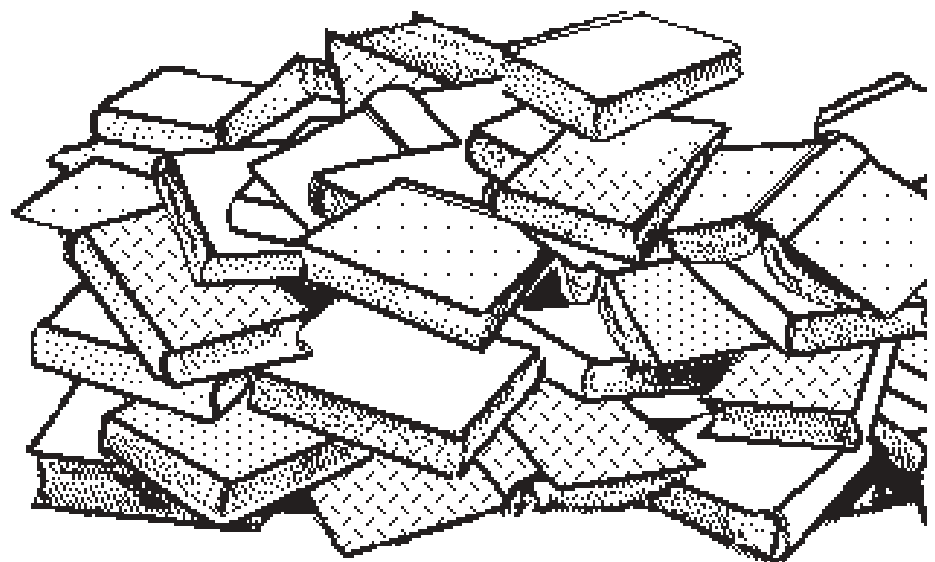
- Does open and distance learning have a role in reducing the growing numbers of undereducated people in the world?
- What lessons does open and distance education have for policy makers in adult basic and primary education?
- How far can the new information and communication technologies help meet the world's targets of education for all?

Basic education at a Distance reviews world experience in order to answer these and other key questions. It assesses the impact of a wide variety of forms of basic education at a distance. This is the first major overview of this topic for 20 years.

Chris Yates is Education Co-ordinator at the International Extension College, Cambridge and Visiting Lecturer in EID, Institute of Education. Jo Bradley is Publications Co-ordinator at the International Extension College, Cambridge.

#### **Availability**

Bookshops, including the Institute of Education bookshop.





## RECENT EID PUBLICATIONS

### Sheila Aikman

#### Forthcoming

- 'Languages, literacies and development in Southeastern Amazonia' in B Street, Literacy and Development, Routledge
- Aikman and Pridmore 'Multigrade Schooling in 'remote' areas of Vietnam' in International Journal of Educational Development.

#### 2000

- 'Bolivia' in D Coulby, R Cowen and C Jones (eds) World Yearbook 2000: Education in Times of Transition, pp 22-39, London: Kogan Page
- 'Higher Education as a Collective Resource for the Harakmbut of Amazonian Peru' in RW Teasdale (ed) Local Knowledge and Wisdom in Higher Education

#### 1999

- 'Sustaining Local Languages in Southeastern Peru' in International Journal of Bilingual Education and Bilingualism, vol 2(3), pp 198-213
- 'Alternative Development and Education: economic interests and cultural practices in the Amazon' in F Leach and A Little (eds), 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.

### Chris Berry

#### Forthcoming

- 'Achievement effects of multigrade and monograde primary schools in the Turks and Caicos Islands' in International Journal of Education and Development, 20001, 21(5)

### Roy Carr-Hill

#### Forthcoming

- 'Housing and Health', chapter in collection edited by David Hume Institute, Scotland
- 'Resource Allocation for Mental Health Services', chapter in forthcoming book edited by Thorneycroft
- with John Lintott, The Fourth Way: Consumption, Unemployment and the Quality of Life, forthcoming, Macmillan

#### 2000

- with A Okech, A Katahoire, A Ndidie, 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. Thematic Study prepared for World Education for All Forum at Dakar.
- with R Lavers – 'New Labour, New Poor', in J. Bradshaw and R. Sainsbury (eds.), Experiencing Poverty, 181-199. Rowntree Centenary, Ashgate (2000).
- with M Caraher, T Lang, and P Dixon – Access to Healthy Food. Part I: Barriers to Accessing Healthy Food: Differentials by Gender, Social Class, Income and Mode of Transport, Health Education Journal, vol 57, no.3: 191-201
- Developing a Robust resource Allocation Formula for the Police, Policing and Society, Vol. 10, pp. 235-261.
- 'Intercultural health in Europe' Chapter 17, pp 289-314 In Gundara, J. and Jacobs, S. Intercultural Europe: Diversity and Social Policy, Aldershot, Ashgate.

#### 1999

- with A Street and J Posnett – Is Hospital Performance related to Expenditure on Management? Journal of Health Services Research and Policy, 4, 1: pp16-24
- with, Rice, N. and Smith, P. – The determinants of expenditure on children's personal social services, Br. J. Soc. Work, 29, 679-706
- with M J Hopkins and A Riddell – 'Monitoring the Performance of Education Programmes in Developing Countries', DFID Education Research Series, no 37
- 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, pp 679-706
- with A Street and J Posnett – 'Is Hospital Performance Related to Management Costs', Journal of Health Services Research and Policy, 4, 1, pp 16-24
- with A Okech, A Katahoire and A Ndidie – 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

- 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, pp 590-609

### Jane Evans

#### Forthcoming

- Williams, C and Evans, J. Visible Victims: The response to crime and abuse against people with learning difficulties Joseph Rowntree, York publications, York
- with Williams, C. – A Need for Consistency: the policy response to crime and abuse against people with learning disabilities. Journal of Adult Protection, forthcoming

#### 2000

- What the literature says about globalisation, education and assessment: an introduction for readers of Assessment in Education Journal of Assessment in Education, 7:3
- Levinson, R., Douglas A, Evans, J., Kirton, A., Koulouris, P., Turner, S. and Finegold P. – Constraints on teaching the social and ethical issues arising from developments in biomedical research: a view across the curriculum in England and Wales in Cross, R and Fensham P (eds) Science and the Citizen: Implications for science educators and the public at large. Melbourne Studies in Education, Arena Publications, Melbourne

### Roger Flavell

- with Flavell, L M. – A Dictionary of Proverbs, Kyle Cathie Publications. 2nd edition.
- with Flavell, L M – (2000) A Dictionary of Idioms, Kyle Cathie Publications. 2nd edition.
- with Flavell, L M – (2000) A Dictionary of Words, Kyle Cathie Publications. 2nd edition.
- with Micallef, R – (2000) Teacher Education Direct. Teacher's Notes. BBC and STEP.

## RECENT EID PUBLICATIONS

### 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, 269 pp
- 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

### Angela Little Forthcoming

- Special issue of the journal International Journal of Educational Development on the theme of Multigrade Teaching, 16/4 (Editor and contributor)

### 2000

- Special issue of the journal of Assessment in Education on the theme of Globalisation, Qualifications and Livelihoods, Volume 7/3, November (editor and contributor)
- Primary Education Reform in Sri Lanka, Isurupaya, Ministry of Education and Higher Education Publications Department (editor and contributor), July
- 'Development Studies and Comparative Education: context, content, comparison and contributors', Special number Comparative Education for the twenty first century, Comparative Education, Vol 36, No 3, August
- 'Qualifications, Quality and Equality: a political economy of Sri Lankan education 1971-1993', in A. Welch (ed.) Quality and Equality in Third World Education, New York and London, Falmer Press
- 'Post-Jomtien models of educational development: analysis vs advocacy', in Malmberg, L-E., Hansen, S-E and Heino, K. Basic education for all: a global concern for quality, Vasa, Abo Akademi
- with Errol Miller. The International Consultative Forum on Education for All 1990-2000: an evaluation, World Education Forum, Dakar, Senegal, pp 59

- Primary Education Planning Project, Team Leader Reports, Document Series, 34, 38 and 40. Cambridge Education Consultants and Ministry of Education and Higher Education, Colombo

### 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, pp 324
- Education, Cultures and Economics (ed. with Fiona Leach), New York and London, Falmer Press, pp 403
- Planning Guidelines for the Development of Medium and Long-term Provincial Education Plans (with others), Isurupaya, Ministry of Education and Higher Education, Sri Lanka, pp 92
- 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, pp 66

### Pat Pridmore Forthcoming

- Partners in Planning: Information, participation, empowerment. London: Macmillan/TALC. (Joint author with Susan Rifkin.)
- 'Bringing the school to the child: Multigrade schooling in remote areas of Vietnam'. Special issue of the International Journal of Educational Development. (Joint author with Sheila Aikman).
- 2000
- 'Children's Participation in Development for School Health'. Compare, Vol. 30, No. 1, pp. 103-113.
- 'The Power of ODL in basic education for health and the environment'. Chapter 11 in Bradley J. and Yates C. (eds) World Review of Distance and Open Learning, Volume 2: Basic

Education through Distance Education. London: Routledge. (With Stephanie Ndube.)

- Children as Health Educators: a critical review of the Child-to-Child approach. London: Zed Books. (Joint author with David Stephens.)

- Participatory Training Techniques for Adult Learners. A CARE training Manual. Dhakar: Care.

### 1999

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

### Elaine Unterhalter Forthcoming

- 'Gender, race and different lives: South African teachers' autobiographies and the analysis of education change' in P. Kallaway ed. The history of education under apartheid New York: Peter Lang

### 2000

- Transnational visions of the 1990s. Contrasting views of women, education and citizenship' in Arnot, M. and Dillabough, J.A. eds. Challenging democracy: feminist perspectives on the education of citizens London: Routledge.
- with C. Odora Hoppers and W. Hoppers, 'The elusiveness of integration: Policy discourses on open and distance learning in the 1990s' in C. Yates and J. Bradley eds., Basic Education through Distance Education. London: Routledge
- 'Gendered diaspora identities: South African women, exile and migration, c.1960-1995' in Ali, S., Coates, K. and Wa Goro, W. (eds) Global Feminist Politics. Identities in a changing world. London: Routledge, pp. 107-125.

## RECENT EID PUBLICATIONS

- with Shushmita Dutt, 'Gender, Education and Women's Power: Indian state and civil society intersections in DPEP (District Primary Education Programme) and Mahila Samakhya', Compare Vol. 31, No. 1, pp 57-73.
- 'Education, citizenship and difference in the South African transition: policy, politics and practice', The Curriculum Journal Vol. 11, No. 1, pp 69-86.
- 'Remembering and forgetting: constructions of education gender reform in autobiography and policy texts of the South African transition', History of Education, vol. 29, No. 5, 457-472.
- 'The work of the nation: Heroic masculinity in South African autobiographical writings of the anti-apartheid struggle', European Journal of Development Research Vol. 12, No. 2
- 'South African education research and the contradictions of globalisation', The Journal of Education No. 25, pp. 1-19

### 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, pp 100-117
- 'The schooling of South African girls: Statistics, Stories, and Strategies' in S Bunwaree and C Heward, Gender, Education and Development, London: Zed, pp 49-64

- with L Chisholm, 'Gender, Education and the Transition to Democracy: Research, Theory and Policy in South Africa, c 1980-1998', Transformation, 39, pp 1-26
- 'Globalisation, Gender and Curriculum 2005', Agenda, no 41, pp 26-31
- 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

### Chris Williams Forthcoming

- 'New security risks and public educating: the significance of recent evolutionary brain science', Journal of Risk Research.
- Global integrity: ethics and a code for global leadership, UN University Leadership Academy, Amman.
- 'Environmental liberty: freeing environmental victims'. In Greco, Michel (ed.) Diritti umani e ambiente. Giustizia e sicurezza nella questione ecologica (Human Rights and Environment: Justice and security in the Ecological Issue), Rome: Amnesty.
- 'A need for consistency: the policy response to crime and abuse against people with learning

disabilities', Journal of Adult Protection, (with Jane Evans).

- 'Review of Lessons from school-based environmental education programme in three African countries (USAID), International Journal of Education and Development.
- 'Review of Education and Humanitarian Assistance', Educational Review

### 2000

- 'Visible victims? The response to crime and abuse against people with learning difficulties, Joseph Rowntree Foundation, (with Jane Evans)
- '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

### 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 & Ben White), vol 5, no 1

## EID MA STUDENTS IN PRINT

### MITSUKO MAEDA

#### MA EID 1999/00

'The Effect of a Video Produced by Young African People on Perceptions of Japanese Pupils about Africa'. *Journal of Educational Media*, Volume 25, Number 2, Issue July 2000, pp 87-106

This paper summarizes the results of a study examining the perceptions of Africa and Africans on the part of Japanese junior high school students (ages 11-15) and how these perceptions changed as a result of their having viewed a video produced by secondary school students in Kenya. Student perceptions were assessed by interpreting the content of pictures drawn. After viewing the video, the Japanese students demonstrated greater understanding of the similarities between life in Africa and in Japan. A conclusion of this study is that video can be a powerful tool for bridging cultural divisions, but that the lessons will soon dissipate unless reinforced by additional information and first-

hand experience, such as personal interaction between the two groups.

### VIRGINIA SALES

MA student (1996) Women Teachers and 'Professional Development: Gender Issues in the Training Programmes of the Aga Khan Education Service, Northern Areas, Pakistan'. *International Journal of Education and Development*, 19, 1999, pp 409-422

The article, along with the MA dissertation from which it stems, is based on fieldwork carried out during my MA in 1996 and funded by the Aga Khan Foundation, Geneva, which augmented my own previous work experience with AKES. It uses the case study of an NGO running a network of mainly girls' schools in rural Pakistan to highlight the need for a highly context-specific and gender-sensitive approach to the planning of teacher education if any steps towards equality of opportunity are to be taken. With pressure from all sides to improve female participation in their

schools, AKES had run innovative programmes of village-based training for more than ten years. However, women staff remained at the lowest levels in terms of status, pay, decision-making power and, crucially, of access to the further education and training that could challenge this subordination. It is argued that in AKES and the wider community, a sincere and energetic drive to expand girls' schooling remains unreconciled with a suspicion of women who step outside, physically and mentally, the traditional female domain of home, farm and family. Teaching in a subordinate position in a local school is an acceptable extension of this domain; moving outside the control of the community to access professional development or the positions of responsibility this could bring, is far more fraught. A coherent programme of affirmative measures is needed to counter women's disadvantages in terms of mobility and access, as is a whole-hearted approach to addressing the resistance within AKES and the community it serves.



**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.**

## Staff Activities in 2000

### Sheila Aikman

- Participated in a forum on the Linguistic Anthropology of Education at the Graduate School of Education, University of Pennsylvania organised by Spencer Postdoctoral Fellows.
- Visited and tutored Mexican Phd students in Mexico City and Chilpancingo.
- Participated in the Multigrade Teaching Project visit to Vietnam and Sri Lanka.

### Chris Berry

(Part time research officer with multigrade project)

- PhD submitted: Achievement effects of multigrade and monograde primary in the Turks and Caicos Islands
- Developed the multigrade bibliography
- Tutored MA students
- Designed and maintained multigrade project website: [www.ioe.ac.uk/multigrade](http://www.ioe.ac.uk/multigrade)

### Roy Carr-Hill

- 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 (Nov 1999 to March 2000)
- Revised and shortened report on Ugandan evaluation for publication by the World Bank, Knowledge Development Network; Participated in Three Multi-Country Video Conferences organised by the World Bank concerning the evaluation of adult literacy programmes world-wide
- Participated in World Education for All Forum at Dakar, Senegal, (April).
- Lead Consultant for British Council (April) Team in Mozambique to prepare Strategic Plans for Secondary Education and Secondary Teacher Education (June – September)
- Member of EU Team participating in Multi-Donor Review Mission to Nepal to review

progress in the second phase of their Basic Primary Education Programme (November)

- Research Officer on Globalisation, Qualifications and Livelihoods- a DFID funded project in Zimbabwe and Sri Lanka

### Jane Evans

- With Keith Lewin and Angela Little. Collaborated on a consultation document Globalisation and International Development: mapping the issues. Reflections for the DFID White Paper on Globalisation, July.
- Attended a Conference at the University of Hertfordshire organised by OXFAM on the subject of a Curriculum for Global Citizenship, July.
- Attended a Conference at the Institute of education, Organised by the CCS group On the topic of Education for Social democracies, July.
- Presented a paper entitled Globalisation in the English National Curriculum at a conference on National Systems and International Education at the University of Bath, jointly organised by the Centre for the Study of Education in an International Context (CEIC) and the British Association for International and Comparative education (BAICE), October.

- With Beate Poole, Co-ordinated a four week course for 17 senior Sri Lankan education academics on Post Graduate Courses in Education, November to December.
- Studying for Research degree: Perspectives of globalisation in the 2000 English National Curriculum

### Roger Flavell

- Academic Director of Secondary and Technical English Project, Mozambique, funded by DfID. The project has completed its third year and will end in 2001.
- Visited Mozambique on three occasions to run the three-week seminars for secondary teachers of English (January), conduct classroom observations for the Practicum

(July), and direct a preparation workshop (April).

- Directed another preparation workshop for STEP in Durban, South Africa (September).
- Gave a paper at a Conference in Durban on Language Teaching (September).
- Attended 14th Commonwealth Education Ministers' Conference in Halifax, Nova Scotia, and the pre-Conference workshop in St John's, Newfoundland (November).
- Visited Tel Aviv, Israel, to teach an MA TESOL module (December).

### Angela Little

- Evaluation study of the International Consultative Forum on Education for All (with Errol Miller). Participation at the World Education Forum, Dakar, April
- Director of research project on Multigrade teaching in Peru, Sri Lanka and Vietnam; workshops, national symposia and field exercises in Vietnam and Sri Lanka (September).
- Director of research project on Globalisation, Qualifications and Livelihoods, (with the Universities of Colombo and Chinoyi): establishment of research teams and preparation for first workshop in Sri Lanka.
- Team Leader, DFID-funded Primary Education Planning Project (PEPP), Ministry of Education and Higher Education, Sri Lanka (February, July, September, December)
- Seminar and launch of book Primary Education Reform in Sri Lanka, in Colombo July
- Presentations on Multigrade Teaching at the study programme for World Bank Education (Africa) Task Managers, at the Institute of Development Studies, Sussex, (January and June)
- Journal editorial work: Comparative Education and Assessment in Education: principles, policy and practice

- Director of Postgraduate Courses in Education: content and organisation, a seminar for 17 senior academics from Faculties and Departments of Education of the Universities of Colombo, Peradeniya, Jaffna, Open and Eastern Province, (Sri Lanka) (held at the Institute of Education, November-December and funded by the World Bank)

## Pat Pridmore

- Consultant to the Child-to-Child Trust to co-direct a course held at IoE on promoting health in schools for senior planners from ten countries.
- Visits to Northern Vietnam and Sri Lanka for the DFID funded multigrade teaching research project. These visits brought together the members of the research team from Peru, Sri Lanka, Vietnam and EID for a team workshop, school visits and a National workshop in each country.
- Consultant to CARE in Bangladesh to review current approaches to health education in health and health-related programme areas, to develop and run a training course on participatory training techniques for adult learners and to write a training manual.
- Consultant to DANIDA in Kenya to lead a review team to evaluate the Child-to-Child Kenya Project.
- Visit to the Maldives for discussions with colleagues, to visit multigrade schools and to give a seminar for the Ministry of Education on multigrade teaching and learning.
- Visit to the Institute for Educational Development at the Aga Khan University in Karachi for discussions with colleagues and to visit to multigrade schools and Health Action Schools.
- Visit to Tunisia for discussions with colleagues and to visit a small income generating development project for women in Tunis.
- Visit to the National Institute of Education, Nanyang Technological University in Singapore for discussions with colleagues.

## Elaine Unterhalter

- Institute of Commonwealth Studies Seminar on Gender in Empire and Commonwealth, January.
- SABDET, BAICE, EID Conference on Writing, Publishing and Education for All in Africa, Institute of Education, London, March.

- National Council of Women seminar on Leaders for the Future, Gerrards Cross, April.
- Education School Seminar on autobiographies and masculinities, University of Natal, Durban, May.
- MA visit to Durban as part of joint research project with University of Natal, Durban, on gender, violence, HIV and schooling in Kwazulu Natal.
- Attended the Beijing Plus Five Conference at the UN, New York, as a delegate from CREG, June.
- Attended UNRISD conference on Gender Justice, Development and Rights: Substantiating Rights in a Disabling Environment, New York.
- Seminar series on researching practice in a science access course, UNIFY Project, University of the North, South Africa, August.
- Symposium on Citizenship as a gender issue in education: Breaking new academic ground, British Educational Research Association Annual Conference, University of Cardiff, September.
- African Studies Association Conference on Africa, past, present and future, Trinity College, Cambridge, September.
- Consultancy input into DFID strategy paper on a policy for youth, September.
- Chair of Education Workshop at Change conference Bringing Home the Platform for Action, Canadian High Commission, London, July.
- Worked on the ESTEEM (Effective schooling through enhanced education management) programme in Bangladesh, giving seminars on education research and working with colleagues to develop a research training programme, November to December.

## Chris Williams

- Invited to present ESRC research findings about public information and risk to Mo Mowlam, Cabinet Office, January. Participated in a round-table discussion on sustainable development with the Colombian Environment Minister, Juan Mayr Maldonado, Colombian Embassy, November. Attended the ESRC Global Environmental Change Programme Final Conference, Brighton, April.
- Keynote speaker, Streetwork Education Seminar, Institute for Social Work Education, Athens, April. Presented seminar on 'The ethics of research and intervention among street children', African Studies Centre, University of Cambridge, January. Presented

paper, 'Intervention without intrusion – street children in Africa, African Studies Association conference, Trinity College Cambridge, September. Attended the Education for All meeting with Clare Short and President Museveni of Uganda, House of Commons, March.

- Interviews and reports about ESRC research – the effects of global environmental change on learning ability – BBC Radio 4 & 5, World Service, TV World News24 and News Online, The Independent on Sunday and Daily Mail, Australian and Canadian radio, April.
- Keynote speaker, 'Violence against people with learning disabilities' Greek National Information Day, EC/Ministry of Welfare, Athens. Presentation at the Vulnerable Witnesses in Court conference, University of Southampton, July. Invited to participate in the Criminal Courts Review seminar, Lord Chancellor's Department, concerning crime and people with learning disabilities. Collaborators for the Joseph Rowntree crime/learning disabilities research project - One-to-One Speaking Up Group (Tower Hamlets) - won first prize (£8000) in the Community Care Awards, for further research.
- Presented paper, Children's Health conference, University of Westminster, July. Presentation, Chartered Institute for Environmental Health, food study group, January. Organiser for the Globalization & Food Production – safety, ethics & health, conference, University of Westminster, November.
- Research study visits to India, Ghana, Jordan & Japan for the UN Leadership Academy, United Nations University, June. Lectures at Hiroshima City University and Kyoto University, August. Presented paper, 'Global leadership ethics', at the 'Franklin values for the new millennium' symposium, Royal Society of Arts (RSA), November.

## SUCCESSFUL MA STUDENTS ACADEMIC YEAR 1999/2000

**We would like to congratulate all of our students who completed their MA in September 2000, and our distance learning students who have completed the professional development module 'Concepts and Determinants of Health and Models of Health Promotion' while working in the field. Well done!**

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

### MA in Education and International Development

**Justin Abel**

*Language in Guinea. The formation of Mamounais student's perceptions*

**Carol Fermor**

*Exploring the in-country training option: an alternative framework of training for the education sector in Bangladesh*

**Hannah Gossip**

*The role of government and non-government organisations in reducing educational exclusion in the People's Republic of China*

**Midori Hirota**

*Gender Training: a comparative study of programmes run by JICA and KIT*

**Constantina Ioannou**

*The impact of curriculum on assessment and teaching practices: a comparative study in a Greek upper secondary school*

**Jessie Joe Dick**

*Planning for quality primary education in Vanuatu*

**Christopher Joynes**

*An exploration of issues surrounding the development of culturally appropriate ELT materials*

**Verne Kleinsmidt**

*Regional disparities in achievement and gender: a focus on secondary schools in South Africa*

**Tim Malcolmson**

*The 'pre-intervention' street child. Interface of current theory and project 'reality'*

**Samuel Mondlane**

*The question of media choice: an examination of the development of open and distance education policy in Mozambique, 1983 – 1999.*

**Levis Mugumya**

*International cooperation and education in Uganda: a case study of DFID and Action Aid*

**Anoja Munasinghe**

*Primary education planning in Sri Lanka, with special reference to North-Western province*

**Yoshihito Nakayama**

*The development of higher education and distance education in Africa*

**Koji Takahashi**

*Participation, education and development in rural Nepal. understanding rural people's perceptions for the achievement of 'Education for All'.*

**Mark Thorpe**

*An action research project into the intervention of drama in schools in the Eastern Cape, with reference to selected rural education projects.*

**Tomoki Tokuda**

*Effectiveness of school-based mathematics to daily activities: comparison between textbooks and manuals in Tanzania*

**Yumi Tokuda**

*Multigrade teaching and learning in Vietnam*

**Deidre Watson**

*Transforming schools, transforming societies: what role can schools play in promoting social justice and social equality? Exploring the experiences of some Catholic schools in India and South Africa*

**Y.A.N.D Yapa**

*Teacher requirements and deployment in Sri Lanka 2000- 2004.*

### MA in Education, Gender and International Development

**Aba Godwyll**

*A case study of the effects of girl child campaigns in rural areas in the central region*

**Caroline Nicholson**

*Bargaining at school. A study into the ways female student teachers finance their higher education in Plateau State, Nigeria.*



**Yukiyo Otani**

*Education, employment and the question of empowerment; a study of women garment workers in Bangladesh*

**Nagisa Saito**

*Literacy education and women's emancipation – a case study of a Hill District in Nepal.*

### MA in Education and International Development: Health Promotion

**Susan Jones**

*Peer sex education: the need for a comprehensive and intercultural approach*

**Sarah Lukonge**

*HIV/ AIDS in Uganda: challenges for health education in Lungujji.*

**Joanne Manchester**

*The HIV epidemic in South Africa: personal views of positive people.*

**Jacinta van Luijik**

*'Yours in the struggle'. Towards achieving lasting safe behaviour in the prevention of HIV/ AIDS in Kenya by using participatory educational approaches.*

**Marianne Seabrook**

*From policy to practice: sexual health education in Zimbabwean secondary schools.*

**The following students have successfully completed the professional development module (through distance learning) 'PHCB: Concepts and Determinants of Health and Models of Health Promotion'.**

**Beverly Abma**

**Ruth Simpson**

**Nancy Tenbroek**



# Beyond the MA

**Fiona Edwards**  
**MA student (1996)**

In 1995 I found myself somehow drifting into doing an MA in Education and Development at EID. I say drifting because as a primary teacher having just finished a successful VSO posting in Bangladesh, I was really unsure about what to do next. A year studying for an MA sounded like just the thing to reintroduce me to UK society, let me reflect on all I had learned in Bangladesh and give me a chance to plan my future.

I chose to specialise in Curriculum Development, and found myself spending a considerable amount of time reading about the 'irrelevant curricula' in African schools and in particular the complexity of the issues surrounding the language of instruction. How appropriate then, that I find myself, four years later, sitting in a sweaty little office in the Curriculum Development Centre (CDC) in Lusaka, Zambia, working with an excellent Zambian team, implementing the teaching of initial literacy in Zambian languages.

So how did I get here? Aided by my new-found MA qualification, I was selected to be among the first DFID (then ODA) Associate Professional Officers (APOs) for Education Division. (I have since been followed by several other ex EID students.) An APO is a strange beast within DFID. Depending on luck, who you work with and where you get posted, you can either find

yourself working as a glorified secretary or a senior education adviser. In my two and a half years I did a bit of both. There were lows, such as organising tea for visitors to DFID, and highs such as delivering UK policy statements at UNESCO (simultaneously translated into 5 languages!) In 1999, following my APOS contract, I applied for, and got my current job as Adviser to the Primary Reading Programme. PRP is a seven year DFID funded intervention to support the Zambian Ministry of Education in its attempt to improve the dismally low reading levels in the country. The first step is to ensure that children start learning to read in a familiar language rather than English, which has been the case since independence. Then to ensure that 'reading' becomes a recognised subject in the overcrowded primary school

curriculum, that currently includes languages but not literacy.

This is year two and already our initial literacy course is bearing fruit with external evaluators reporting that learners in Grade 1 are able to read at the level of learners in Grades 4 and above. We are negotiating for time on the curriculum for reading with our partners in the CDC, and developing a 'literacy hour' style course for the remaining primary grades. This involves course development, training, monitoring, development of distance learning materials for initial teacher education, and participation in the Sector Wide Approach to education that is slowly getting off the ground.

I have another 18 months of my contract to run, and as usual, have no idea what is coming next.



*MA, PhD students and EID staff (2000/01) annual study visit to UNESCO and IIEP in Paris, November 2000.*



# Successful Research Students 2000



**We would like to congratulate our research students who were awarded their degrees in 2000.**

**Baele Jamil.** *Privatisation and Equity: the case of Pakistani Urban Secondary Schools. Mphil*

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

**David Smith.** *Spiritual Development, Christian Belief and Foreign Language Pedagogy: a study of their interconnections. PhD.*

Congratulations to **Claudia Flores-Moreno** on her ORS Award and to **Peter Laugharn** for his continued ORS Award.

Congratulations to **Elsbeth Page** on her ESRC Award.

## Education and International Development Registered Research Students 1999/2000

**Patricia Ames**

*Literacy in Multigrade Schools: Social Conceptions and Practices in School, Family and Community*

**Clare Bentall**

*The Cultural Impact of ELT Development Projects*

**Christopher Berry**

*Achievement Effects of Multigrade and Monograde Primary Schools in the Turks and Caicos Islands*

**Coni Chapela**

*Construction of Significant Knowledge for Health Development*

**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*

**Jane Elizabeth Evans**

*Globalisation in the Secondary School Curriculum*

**Claudia Flores Moreno**

*Adult Education, Poverty and Development in Mexico*

**Kirsten Havemann**

*Participation and Action Competence in a Kenyan Health Programme: A Study of the Effectiveness of Using Participatory and Action Orientated Interventions*

**Carolyn Johnstone**

*Force for the Future: Adult Education in Societies Recovering from Conflict*

**Stanislaus Kadingdi**

*Improving the Quality of Basic Education in Ghana: Implications for the Training and Development of Teachers in Distance Education as an Alternative*

**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*

**Rosemary Lugg**

*Trade Unions and Policy Communities and the Development of the NQF in South Africa*

**Dawit Mesfin**

*Evident Understandings and Practices that Affect the Social and Political Awareness of the Individual and the Collective in Online Communities*

**Ronnie Micallef**

*The Role of Radio as a Distance Learning Tool for ELT in Sub-Saharan Africa*

**Merle Mindel**

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

**Jasmine S-Mizoguchi**

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

**Kate Moriarty**

*Popular Education and Radical Democracy in Central America and Mexico*

**Mayumi Nishihara**

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

**Eiki Nishikawa**

*Pedagogic Grammar, Especially Articles, for Advanced Japanese Learners and Teachers*

**Elsbeth Page**

*Gender and the Construction of Teacher Identity in Indian Elementary Education*

**Jenny Parkes**

*Violence Prevention in Schools – a Cross-Cultural Perspective*

**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*

**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 Educational Progress: Relocated Montserratian Students in London Schools*

**David Ian Smith** (Transferred from Languages in Education to EID 1999)

*Teaching English to Speakers of Other Languages*

**Takako Susuki**

*Multigrade Teaching in Nepal*

**Mona Jamil El Taji**

*Women's Literacy Programmes in Jordan*

**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*

**Anise Waljee**

*Identity Formation and the Khoja Ismaili Community*

## Education and International Development Newly Registered Research Students October 2000

**Yuka Inoue**

*Teaching Global Education through Museum Education*

**Won-Joo Suh**

*Museum Educators, Multicultural Values and Intercultural Understanding*

**Assodah Tirvassen**

*Distance Education and Quality Assurance within the Tertiary Education System in Mauritius: Problems and Perspectives*

**Xiaojun (Grace) Wang**

*Cultural Interaction in International Education Co-operation – A Case Study of Multilateral Education Projects in China*

## Research Degrees



Education and International Development offers research students a rich field of enquiry in which several disciplinary approaches and methodological approaches are valid. It is especially appropriate for those who wish to examine educational principles, policies and practices in the context of developing countries.

Students in EID are currently undertaking research in a wide range of topics including:

- Adult education, poverty and development in Mexico
- Adult education in societies recovering from conflict
- Community initiated schooling in Kolondieba, Mali
- The education of Afghan women refugees
- Multigrade teaching in Peru, Sri Lanka and Vietnam
- Globalisation and school curricula
- Forced migration and education progress
- Teacher training and development in Ghana
- cultural interaction in education development projects

Most of our 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

Research students are members of an Institute-wide Doctoral Studies Programme that provides training in research approaches and methods as well as excellent study and computing facilities. An annual Doctoral studies conference is held at the Institute. EID research students also participate in research seminars, conferences, workshops and the EID guest lecture series. They may also join the annual EID study visit to UNESCO and IIEP in Paris.

### 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:

- explore debates in education and international development focusing on key theoretical questions and major contemporary issues, particularly questions posed by social and economic divisions, sustainable development and the impact of globalization in relation to national and transnational educational initiatives;
- develop critical reflection on education and international development and its links with policy and/or personal practice
- develop skills appropriate to each student's particular interest for future work in the field of education and international development;
- enable students to research aspects of education and international development of personal or professional importance.

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 or by distance learning. 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. Students taking the degree in EID: Health Promotion are required to take the following modules in addition to the core *Education and International Development: Concepts, Theories and Issues*: *Health Promotion in Practice in the Context of International Development*. An option for students without a health promotion background is *Concepts and Determinants of Health and Models of Health Promotion* (available by distance learning).

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-session 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 advanced diploma level 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 and also write a fieldstudy report you can qualify for the **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. There are no examinations, each module is assessed by written coursework.

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### HOW MUCH DOES EACH MODULE COST?

2000/2001: 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 studied 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
- **Fieldstudy Report:** A topic in the area of Primary Health Care Education and Development is investigated under the supervision of a tutor

### **FEES (as at 2000/2001)**

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**

**18 June - 13 July 2001**



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/ded\\_intro.html](http://www.iec.ac.uk/ded_intro.html)**

## ***Distance Learning Module in Education and International Development: Concepts, Theories and Issues***



- **Do you want to study by distance learning?**
- **Do you have access to the internet?**
- **Do you want to develop your career in Education and International Development?**
- **Do you have a first degree and some experience of working in a developing country?**

**IF THE ANSWER IS 'YES' – then we have a new Masters level module prepared especially for you.**

This module provides an opportunity for students to make a critical and analytical review of education and international development. It includes the following units:

1. Introduction
2. Relations between learning and development
3. Contemporary issues within learning and development
4. Economic perspectives on learning and development
5. Political perspectives on learning and development
6. Managerial perspectives on learning and development
7. Cultural perspectives on learning and development
8. Psychological perspectives on learning and development
9. Sociological perspectives on learning and development
10. Health perspectives on learning and development

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

- this module can provide 20 credits towards the MA degree in Education and International Development
- This module can also be studied as a stand-alone module for professional development.

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

You can start in October 2001 and study the module over two academic terms (from October to March).

### **HOW IS THE MODULE ASSESSED?**

There is no examination, the module is assessed by written coursework.

### **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)

# ***Child-to-Child Short Courses***

**at the Institute of Education, University of London**

## ***Planning Health Promotion in Schools***

Held for the sixth time in March-April 2000, this course attracted 26 participants from Bangladesh, Belize, China, India, Iran, Mauritius, Nigeria, Oman, Peru, Saudi Arabia, Uganda and Vietnam. The course was directed by Dr Pat Pridmore, Senior Lecturer, EID, with Williams Gibbs, Child-to-Child Trust Adviser. Aspects of the course that this particular group of participants especially enjoyed were the daily guided study on key health topics, the curriculum studies, the life skills workshop, the school visit, the project planning exercise, the social programme and the participatory style of teaching and learning.

## ***Children's Participation in Health***

This course was held for the first time in September 2000 and was directed by Rachel Carnegie, Child-to-Child Trust Adviser. The course provided opportunities for participants to examine concepts and theories behind children's participation, in the context of children's rights, to plan participatory programmes with and for children, plan training events and develop and demonstrate training methods. Twenty-two participants attended the course, from Barbados, China, Croatia, El Salvador, Grenada, Indonesia, Mali, Mongolia, Oman, Pakistan, Philippines, Senegal and Turkey.

One of the highlights of the course was the visit to a school in a South London Health Action Zone, where children had chosen to examine social issues of local importance in their Child-to-Child project work. One of the major concerns of the children was the degree of violence in their community that had touched many of their families. Course participants found this opportunity to meet and interact with the children compelling. It challenged them to think about factors in the social environment which affect health and well being.

## ***Children Participating in Health Promotion in Schools: a Course for 2001***

We will hold a revised version of the course Planning Health Promotion in Schools from 25 June to 12 July 2001, under the new title Children Participating in Health Promotion in Schools. This course will combine, in a coherent programme, elements of the above two courses which have most successfully met participants' needs. The course will involve the same teaching staff.

**For full details please look at the Child-to-Child web site:**

**<http://www.child-to-child.org>,**

**email: [ccenquiries@ioe.ac.uk](mailto:ccenquiries@ioe.ac.uk),**

**or write to:**

**Child-to-Child Trust, Institute of Education,  
20 Bedford Way, London WC1H 0AL, United Kingdom.**



# EID short course for Sri Lankan colleagues

A group of 17 senior education academics from 6 Sri Lankan universities attended a four-week course at the Institute of Education on the subject of *post-graduate courses in education*. The course was arranged through the World Bank with the Institute's International Development Unit. Rajee Rajagopalan of the IDU dealt with the complex administration of this course. EID's Professor Angela Little was the Course Director and Jane Evans and Beate Poole, EID research officers, were the course co-ordinators.

Over the month, course participants studied a common programme covering the organisation and provision of PGCE courses, Research degrees, Master's degrees, and administration of courses at the Institute of Education. Although the course was organised at very short notice, a wide range of Institute academic and administrative staff willingly gave their time and expertise to make this part of the course a success. Skills were developed in using modern library resources, and ICT including the Internet and email. Course members reported feeling very empowered by this part of the course, and this is thanks to the considerable contribution made to the course by Information Services staff. Additionally, each course participant was able to follow a bespoke programme geared to meeting his or her own individual research interests. This included individual tutorials with academic staff, auditing



*Presentation of certificates by Institute Secretary, David Warren*

sessions from a variety of MA modules, attending a range of lunchtime and evening seminars and lectures and visiting outside agencies with special personal relevance. The lecture by David Hargreaves of the QCA was especially appreciated, as many of the Sri Lankans had been inspired by his work.

The most popular part of the course proved to be the chance to visit schools to see the Institute's partnership scheme for

training teachers in action. Primary and Secondary schools in the London area took part in this part of the course, each hosting a group of four or more visitors for a day. Thus the opportunity was provided for each course participant to gain from seeing Primary and Secondary Beginning Teachers in training.

At the weekends, an extensive cultural programme was organised for the course members, by Rajee Rajagopalan with Gertrude Shotte, EID research student, acting as host and guide on a number of visits, which included, Oxford and Stratford upon Avon, as well as the Millennium Dome.

The Sri Lankans were pleased to be accommodated at John Adams' Hall where they enjoyed the chance to meet students from many different parts of the world. Their only complaints concerned (not surprisingly) English food and English weather. This was remedied on the food side by a very pleasant Sunday curry lunch prepared by Angela Little and hosted at her home in Brighton, following a tour of the Pavilion.

On the last day, certificates of attendance were presented at an open coffee morning for all the contributors who helped make the course a success. This was followed by a farewell lunch involving another very welcome curry at a local restaurant.

*Jane Evans*



*Farewell lunch at 'Chutneys'*

## ***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 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](mailto:alumni@ioe.ac.uk)

Internet: <http://ioe.ac.uk/alumni>



*Congratulations to former EID research student,  
Dr Felicity Rawlings on her marriage to Farin!*



*Congratulations to former EID research students, Chris Berry,  
Eleanore Hargreaves and Mayumi Nishihara  
on the birth of Anna, Jasmine and Kai!*

# ***POSTGRADUATE RESEARCH STUDENTSHIPS***

The Doctoral School at the Institute of Education is pleased to invite applications for studentships for the academic year 2001-2002 from those with a good honours degree and relevant professional experience. (Students who are already in receipt of an offer of a doctoral place for 2001-2002 are also eligible.)

The Institute of Education enjoys an outstanding reputation for the quality of its research and its research degree provision. It is the only school of education to have received the top ranking in each of the national research assessment exercises. Studying in our Doctoral School offers you an exciting opportunity to join an active and flourishing research student community.

## ***Institute of Education Studentships***

Twelve research degree studentships are available, tenable from October 2001. They provide a 50% reduction in tuition fees for registration on any of the Institute's doctoral degrees: MPhil/PhD, EdD or DedPsy. Completed application forms for the studentship competition together with application forms for admission to a doctoral degree programme must be submitted by Monday 30 April 2001.

Applications are particularly welcomed for research in the following areas:

- Adult Literacy and Numeracy Skills
- Childhood and Family Studies
- Design, Construction and Evaluation of Educational Software
- Education in Citizenship
- Environmental Education/Sustainability
- Evidence-based Practice
- Gallery and Museum Education
- Language and Literacy
- Primary Education

**Further details of the doctoral courses and studentships for these courses  
are available from the Research Degrees Section of the Registry:**

**Tel: 020 7612 6122/6103; fax: 020 7612 6097**

**E-mail: [doc.enquiries@ioe.ac.uk](mailto:doc.enquiries@ioe.ac.uk) (please quote ref. Student/Open)**





INSTITUTE OF  
EDUCATION  
UNIVERSITY OF LONDON

## ***POSTGRADUATE STUDIES IN EDUCATION AND RELATED AREAS***

**T**he Institute of Education is the largest institution in Britain devoted to the study of education and related areas. We are justifiably proud of our status as a national and international centre for educational enquiry, and equally proud of the excellence of our innovative and stimulating postgraduate and post-experience programmes of study.

The Institute offers an unrivalled range of courses leading to Postgraduate Certificate in Education, Advanced Diploma, Master's and doctoral awards.

**For a copy of our prospectus and for further information about  
individual programmes of study, please contact**

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

***Telephone***

**020 7612 6123 (PGCE);  
020 7612 6100 (MA/Advanced Diplomas);  
020 7612 6670 (MPhil/PhD/EdD/DEdPsy)  
Fax: 020 7612 6097**

**Email: [pgce.enquiries@ioe.ac.uk](mailto:pgce.enquiries@ioe.ac.uk)  
[fpd.enquiries@ioe.ac.uk](mailto:fpd.enquiries@ioe.ac.uk)  
[doc.enquiries@ioe.ac.uk](mailto:doc.enquiries@ioe.ac.uk)**

**or visit our website at <http://www.ioe.ac.uk/courses>**

***Pursuing Excellence in Education***

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