

# THE EID REVIEW

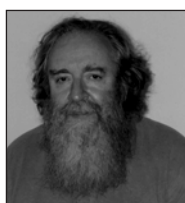
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## Dear Readers

**G**reetings for 2002. May it be a peaceful year for us all.

As we leave 2001 and move into 2002 the Institute's academic structure is in transition – from one based on 18 Groups to one based on 8 Schools. EID is merging with the Life Long Learning Group to form the new School of Lifelong Education and International Development (LEID). But before we move on there is much to celebrate and record from our final year as the EID Group.

Many students undertook their studies with EID during the academic year. Thirty three were registered for MPhil/PhD degrees. Nineteen students from countries including USA, Japan, UK, India, Switzerland, South Africa, Kenya, Zambia and Sri Lanka completed their Master's degrees in Education and International Development. Nine completed the MA EID, 7 completed the MA EGID and 3 completed the MA EID:HP. Seven graduated on the MA (External) in Distance Education. Sixty students from Mozambique graduated successfully with their Diplomas in English Language. New enrolments in the current academic year 2001/2 flourish with some 90 registered on the MA EID cluster of courses. 2001/2 also saw the extension of our online programmes with the launch of the core EID MA module Learning, Education and International Development: concepts and issues.

The theme of this year's *EID Review* is HIV/AIDS and the role of/impact on education. Dr Pat Pridmore has commissioned and edited this collection from among Institute staff and students currently undertaking research and development work on this pandemic that is estimated to have claimed more than 20 million lives in the past two decades. We are delighted that colleagues from sister groups/centres in the Institute – notably Professor Peter Aggleton, Dr George Ellison and Ian Warwick have contributed to this collection.

September 11th 2001 is a date few will forget. The

development challenges that lie ahead in Afghanistan in all aspects of life and in education in particular are immense. And in this context we are especially pleased to be welcoming to the LEID School a new member of staff – Dr Anil Khamis. Anil joins us on January 2nd 2002 from the Aga Khan University in Karachi, Pakistan, from where he undertook development work in Afghanistan. Anil is well placed to contribute to our greater understanding of those challenges.

And so to the future. We welcome our merger with the Lifelong Learning Group and our joint creation of the School of Lifelong Education and International Development (LEID), led by the new Head of School, Professor Karen Evans. We also look forward to 2002-3, when the Institute celebrates its centenary. In the same year, EID within its new configuration of LEID will celebrate its 75th anniversary. We hope you will be able to join us for some or all of these events, especially those of you who are and have been staff and students in EID and its predecessor departments – the Department of International and Comparative Education (1985-1995); the Department of Education in Developing Countries (1973-1985); the Department of Education in Tropical Areas (1952 – 1973); and the Colonial Department (1927 – 1952). In particular we would draw your attention to the conference on Education for All to be co-hosted by the Institute and the UK commission of UNESCO on November 22nd, and to the Alumni Association event on November 23rd – 24th, 2002.

Yours,

**Professor Angela Little**  
Head, Education and International Development  
(1995-2001)



Dr Beate Poole



Anne Rowlands



Michael Broderick



Jane Evans



Chris Berry

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## Education and International Development in a World with AIDS

Pat Pridmore, EID Staff

The past year (2001) has seen growing international recognition of the vast scale of the human tragedy that underlies the current development crisis caused by AIDS. The statistics are frightening and reflect a pandemic that is out of control.

Since the epidemic began twenty years ago more than sixty million people have been infected by the HIV virus and twenty million have died. With forty million people infected, HIV/AIDS is now the leading cause of death in Sub-Saharan Africa and there are ominous signs of a rapid spread of the virus in other parts of the world. Seven million people are infected in Asia and the Pacific, four million in India, almost two million in Latin America and the Caribbean and more than one million in China (with the likelihood of twenty million cases by 2010). In the Russian Federation the epidemic is growing faster than anywhere else in the world with more HIV infections recorded in the year 2000 than in all previous years of the epidemic combined. There is a slow but marked spread in the Middle East and North Africa where half a million people are now infected. A large epidemic also threatens North America, parts of Europe and Australia, where infection rates are rising (UNAIDS estimates).

In June a Special Session of the United Nations General Assembly addressed the AIDS crisis. This was a momentous event as it was the first time the Assembly had ever held a special session on a public health issue. The Heads of States and Governments struggled to agree a joint Declaration of Commitment to global action that would involve leaders, both as politicians and in their personal lives, in the response to the HIV epidemic. They noted with profound concern the situation in Sub-Saharan Africa, where HIV/AIDS is considered as an emergency threatening development, social cohesion, political stability, food security, life expectancy and economic growth.

In Sub-Saharan Africa the highest rates of HIV infection are amongst teenage girls and women under 25 years, who are more vulnerable to infection. In badly affected areas the average rates of infection among teenage girls are over five times higher than those in teenage boys. More than half of the young women are already infected and, without access to the expensive retroviral drugs available in the West, they face death before their 30th birthday. It is predicted that in these areas there will increasingly be more

old people than the middle-aged adults who have traditionally provided the income and support for the old and the young. The epidemic has already left over thirteen million children orphaned and at greater risk of malnutrition, illness, abuse and sexual exploitation than children orphaned by other causes. These figures speak for themselves – with such high infection rates nobody in the society can remain unaffected by the epidemic.

As this human tragedy has unfolded over the last twenty years we have moved a long way from the early view of HIV/AIDS as a medical problem with education grasped as a means of changing people's behaviour. An analysis of the problem now demands an understanding of the economic, social, cultural, societal and political behaviour motivations encouraging or restricting safer sexual behaviour. It is now recognised that, in a multiplicity of ways, the AIDS pandemic both reflects existing educational attitudes and calls for fresh education approaches. A radical transformation of educational policy and practice is required to meet this challenge.

The collection of short papers presented on this special theme are a timely contribution to meeting this challenge. They do more than express the particular concerns of researchers at the Institute of Education. They reflect the broader framework for problem analysis and illustrate the ways in which AIDS is forcing a critical re-examination of the role that education can play in the world we live in. Taken as a whole the papers demonstrate that in many countries discrimination creates an environment of increased risk for women and children, a state of vulnerability stemming directly from their unequal role, rights, status and economic position. The papers highlight the need to find ways to involve men – particularly young men – more fully in the effort against AIDS and to develop innovative pedagogies for working with children. These papers illustrate how the debate has moved directly into the political arena, highlighting gross inequities of access to the new antiviral drugs which both help prevent the transmission of the virus from mother to child and prolong life. The papers argue for a greater flexibility and openness to change in educational planning in order to address issues of stigmatisation and infringement of human rights of those already infected and living in especially difficult circumstances.

## Beliefs, Desire and HIV/AIDS Prevention: The vitality of structure

Peter Aggleton<sup>1</sup>,  
Thomas Coram Research Unit.

In many countries, poor people have been disproportionately affected by the AIDS pandemic: being denied access to the resources with which to protect against infection and in the worst cases forced to engage in transactional sex in order to survive. In some parts of the world, there are clear intersections between race and class with respect to the patterning of the epidemic. This has led to greater linkage between HIV/AIDS prevention and broader struggles: against poverty and global inequality, for example, and against racism, racial discrimination and xenophobia (UNAIDS, 2001). As yet though, much less attention has been given to the implications of serious social disadvantage for sexual identity and sexual desire.

Age too has been identified as a variable affecting HIV-related vulnerabilities, although here the evidence is far from clear cut. Contrary to popular belief, young people *en masse* have never been at special risk of infection in perhaps the majority of richer countries. However, specific sub-groups of young people have been shown to be vulnerable in particular contexts. They include younger gay and other homosexually active men in some US cities (but not in Australia, the UK and Germany, it seems); young men and women migrating to towns for work within the sex and entertainment industries in countries such as Thailand and Cambodia; and young women throughout Africa who enter into transactional sex in order to finance their education and provide for their families. Recent research in these and other contexts is highlighting both the relative malleability of sexual desire, and its complex material determinants.

The special vulnerability of women to HIV/AIDS is well recognised, but what has been rather less frequently examined is the extent to which dominant ideologies of gender inform men's behaviour and the belief



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systems that underlie these behaviours. In the field of HIV/AIDS, as well as in the sexual and reproductive health literatures more generally, men are not infrequently 'blamed' both for women's misfortunes and for the greater health risks that men themselves face. Such a picture grossly oversimplifies the social structure. Inequity in gender relations is not something that men *do* to women, nor are gender roles and obligations created entirely *by* men. Women and men construct gender relations, together, albeit unequally and with inequitable effects. In this respect, recent attention has been focused on dominant, subordinate, alternative and oppositional 'masculinities' as principles influencing both women and men's self understandings and actions.

As the work of Robert Connell (2001) among others has shown, masculinities are best understood as *plural* – variable across culture, context and time. They are, moreover, *collective*, in that they are sustained and enacted not only by individuals, but also by groups and institutions (for example, through workplace cultures, sports cultures and military cultures). They are *actively constructed* through social interaction, and they are

*dynamic* – that is, they change over time. This more sophisticated understanding can be very helpful in terms of HIV prevention. If masculinities are multiple, for example, then some versions may be more useful than others in promoting greater gender equality and improved sexual health. If masculinities are actively constructed, then it may be possible to create more gender-equitable versions of them. Finally, if masculinities are dynamic, over time, shifts away from the less helpful versions of masculinity that emphasise dominance and aggression may be possible. These are important insights, even if they are still not well received by some who have struggled to define gender more narrowly as linked primarily to women's sexual and reproductive health.

These ideas move well beyond the notion of decontextualised behaviour to recognise the embeddedness of social action within *broad structures* and *power relations*. They recognise the meaningfulness (or meaningfulness within context) of individual actions and the responses to which these give rise. They also highlight mutability and the possibility of change over time. Dominant masculinities, like dominant femininities, are constantly subject to resistance, being

transformed in the process. Finally, these new understandings emphasise the links between sexuality, sexual desire and broader structures of gender, class and age, as well as the physical contexts in which people live their lives.

So what should be the role of our future research in relation to the global epidemic? To my mind, the best research is that which combines rigour (in the best sense of the term) with the potential for political and practical application. This requires us to take account of the broad social forces structuring lives and vulnerabilities, as well as individual perceptions and beliefs. It also requires engagement with the 'middle ground' – the messy field(s) of culture, transgression, objectification, resistance and desire – where sexual lives are lived in all their contradictoriness.

### FURTHER READING

- Connell, R.W. (2001) *The Men and the Boys*. Berkeley CA., University of California Press.  
UNAIDS/WHO (2001) *Fighting HIV-Related Intolerance: Exposing the Links between Racism, Stigma and Discrimination*.

*Professor Peter Aggleton is co-director of the DFID-funded 'Safe Passages to Adulthood' research programme, which is working to improve young people's sexual and reproductive health in some of the poorest countries of the world. This article is taken from a larger paper given at the IASSCS Conference in Melbourne, October 2001*

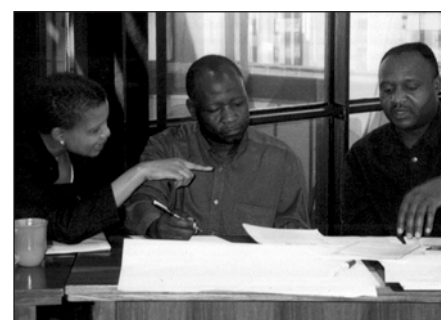
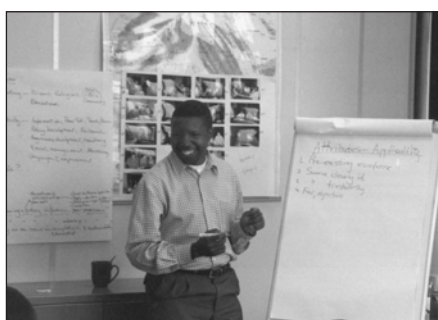
## Access to Educational Research for HIV Prevention in Southern Africa

Ruth Stewart, George Ellison and the HIVSA Project Team

The 26 delegates from throughout southern Africa, who have been collaborating with the Social Science

Research Unit on a DfID-funded research project into evidence-informed decision-making for HIV prevention, identified a

variety of barriers to accessing the findings of educational research. As part of the participatory workshops, delegates chose



Delegates from Southern Africa attending the participatory workshops

## Education and International Development in a World with AIDS

areas of ‘uncertainty’ they faced in their day-to-day work, and were tasked with searching for pertinent literature to support evidence-informed decision-making in these areas. Over a six week period delegates set out to collect published and unpublished material on two specific topics, namely: peer education; and the integration of HIV/AIDS prevention into existing development programmes.

Training was provided for accessing three different sources of information: (i) contacting ‘experts’ in the field; (ii) hand-searching locally-available materials; and (iii) conducting electronic searches of bibliographic databases (such as ERIC and PubMed). During the workshops that followed, delegates provided extensive insights into the barriers they faced when accessing educational research on HIV prevention in southern African contexts.

They described problems with contacting individual ‘experts’ and institutions for information and guidance, commenting that most ‘experts’ (from researchers to policy makers), were difficult to get hold of and often too busy to respond. There was also a tendency for ‘experts’ to be reluctant to share information and, in particular, to provide access to unpublished material.

Access to information through the internet depended on the availability of functional computers, operating phone lines and financial support to provide the infrastructure required. Undeterred by inadequate IT facilities at work, one delegate regularly visited a local internet café, yet still faced poor phone lines and financial costs.

Meanwhile, time was routinely identified as a key problem, including: time to search, time to copy materials and, of course, time to read. Delegates spoke of the inaccessible format and language of those materials they found time to read, many of which had no structured summaries, and therefore required an hour or more to identify and extract

relevant information.

The overwhelming experience of many delegates was that the information they sought didn’t seem to exist. Where they had heard, or knew, of relevant research projects, they often found that no documentation existed and when it did, found the material difficult or impossible to get hold of. Others spoke of huge amounts of “junk information” they needed to sift through, commenting on the huge gap between research reports written for academic audiences and material pertinent for evidence-informed decision-making by practitioners, programme managers and policy-makers. Some delegates referred to “academic ignorance”, with researchers perceived as producing impracticable and irrelevant material.

By contrast, the southern African delegates found that the most easily accessible (and often freely available publications) tended to come from international development agencies, although these tended to lack specificity (and credibility) for their local contexts and needs – taking the form of general overviews about the HIV/AIDS epidemic as a whole, rather than providing adaptable guidelines for educational programmes.

Nonetheless, and notwithstanding these barriers and the limited time available, delegates collected over 150 pieces of published and unpublished literature. In this the internet provided a unique opportunity for those who were able to overcome structural barriers to computer, phoneline and internet access. Elsewhere, delegates with access to good local libraries and clearing houses found a good deal of relevant information. This was particularly true for delegates with links to universities in the region, while many found they had relevant information languishing on the shelves of their own or colleagues’ offices.

The experts from whom many delegates sought advice generally failed to reply to

requests. However, where contact was made their efforts were rewarded with valuable personal contacts who provided both materials and advice.

The delegates included those working at grass roots level in community-based and non-government organisations (CBOs and NGOs), as well as education and health practitioners, programme managers, Government officials and researchers – all of whom were involved in developing, implementing and/or evaluating educational interventions for HIV prevention. Interestingly the network of workshop delegates itself proved to be a valuable resource, with delegates meeting to discuss the results of their searches, and to exchange information so as to avoid duplication. However, those delegates who were more isolated, often as the only workshop representatives from their countries, spoke of relative isolation in performing these tasks.

The message to those of us seeking to produce relevant and useful information for education decision-makers in the international arena is to ensure that the distribution of our findings to practitioners and policy-makers remains a key priority – using a range of dissemination methods and ensuring that what we write is accessible to those who might use it to support their work.

*The HIVSA Project Team comprises: Ginny Brunton, George Ellison (Project Director), Sandy Oliver, Ruth Stewart (Project Co-ordinator), James Thomas and Meg Wiggins from the Social Science Research Unit at the University of London’s Institute of Education, together with Thea de Wet, Yvonne Erasmus (Workshop Co-ordinator) and Carina van Rooyen from the Department of Development Studies and Anthropology at Rand Afrikaans University in Johannesburg.*

### FURTHER INFORMATION

Visit the HIVSA Project website at:  
<http://hivsa.ioe.ac.uk/hivsa/>

# *Assessing the impact of HIV/AIDS on education systems in selected Eastern and Southern African states*

**Edwina Peart, EID Research Officer**

Since January 2001, I have been working on a DFID-funded research project with Professor Roy Carr-Hill examining the impact of HIV/AIDS on education systems in Kenya, Mozambique, Tanzania and Uganda. The research project has grown out of a long collaboration between Roy Carr-Hill and researchers in the latter three countries, with whom he has worked on various HIV/AIDS related issues. Kenya was included as a country with a rising HIV/AIDS problem and little in the way of either systematic interventions or widespread testing. The impact of HIV/AIDS on education has been researched, especially in Uganda. This has mostly been limited to projections about school enrolments and teacher pupil ratios; there have been very few community studies.

The main themes of the research are to assess the impact on education systems in terms of supply and demand. This has meant trying to gather information on the rate of teacher sickness, absenteeism and death, the number of orphans in school, drop outs from school, and the systems available to support their learning. We have also gathered information on changes within the community in relation to HIV/AIDS and the cost of schooling. We gathered information on whether and how HIV/AIDS education is incorporated into the curriculum and what if

any problems this presents for the school and teachers.

We have also sought to identify how systematic information can be collected and collated within existing structures at the local, regional and national level and to institutionalise the research so that it is truly country-owned and useful.

All four countries are at very different stages, both in the epidemic and their responses to it. Uganda opened its borders early on in the crisis, seeking and accepting help from the international community. Tanzania, also hard hit, has had less international support. Both Kenya and Mozambique are experiencing increasing HIV/AIDS prevalence, though particularly in the case of Mozambique this is based on projections as widespread testing does not exist.

The research has had a slightly different focus in each of the four countries. Many impact studies have been conducted in Tanzania and Uganda and both of the national research team leaders completed Doctorates in this area in 1997 and 1993. Therefore the study in these two countries focused on following up initial research and identifying and explaining the changes that have taken place. This has allowed us to look at early, hard hit areas. Research in both countries has

concentrated on one region and four schools within the region.

In Kenya and Mozambique the data gathering exercise has been more extensive, and more concerned to assess the impact of HIV/AIDS. It has covered four districts and 12 schools in Kenya and two provinces and six schools in Mozambique.

My role is to provide administrative support to the in-country researchers, to compile a literature review, to maintain an overview of the specific circumstances relevant to the individual countries, to participate in the field work and to contribute to the drafting and editing of the different reports. I have visited three of the four countries and participated in devising and testing the instruments. I took part in the field work, including focus group discussions with teachers, students and community members. I have also taken part in formal and informal interviews and discussions with ministry officials at the national and regional levels. My most recent trip has been to Zanzibar to a meeting of all of the country researchers where we worked, to develop a framework for the full report that would include country specificity and general issues and to work on a proposal for extending the study.

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## *Gender, schooling, HIV and violence in Kwazulu Natal, South Africa*

**Elaine Unterhalter, EID Staff**

The high levels of HIV infection in South Africa are enormously distressing. An estimated one quarter of the society is infected by the virus, but the whole society is affected. In South Africa levels of infection are particularly high among African teenage girls. The pandemic here, as elsewhere in the world, requires new forms of understanding and action. For me it draws attention very sharply to gender and conditions in schools.

For two years I have been working with colleagues from South Africa and the UK on a project looking at gender, violence, HIV and schooling. The project is located at the University of Natal in Durban and began as a British Council funded higher education link between the Education Faculty at the

University of Natal and the Institute of Education. As part of our link partnership Rob Morrell and Lebo Moetsane at the University of Natal worked with Debbie Epstein (at that time at the Institute of Education, but now moved to Goldsmiths College to take up a Chair in Education) and me. Together we developed a project that would use qualitative research methodologies to explore the interrelationships between gender regimes in schools, violence and strategies for building awareness concerning HIV. We defined the project in 2000 and secured funding from DFID, the British Council and the University of Natal.

The project is based in two schools in poor working class areas of Durban. The racially

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inscribed division of South African cities that was such a feature of apartheid continues to be marked. The schools are both situated in what were defined as African townships in the previous era. These continue to be areas with high levels of unemployment and poverty and low levels of service provision. However, the history of the two areas where the schools are located is quite different, and this has become an interesting feature of the analysis we are making of differences between the ways the schools have responded to our project.

The project aimed to look at how children and staff at the school responded to an awareness-raising programme run by a South African NGO, Dramaide, concerning gender equity and HIV/AIDS. The programme used drama workshop techniques and involved teachers and children in grades 8-11. There were 15 workshops in each school, which took place over a month.

Before the Dramaide workshops began we commissioned a literature survey on this area from Jo Manchester, who had recently finished her MA in EID. We conducted some initial studies in both schools, involving surveys, interviews with teachers and learners, and work with two teachers,

Nokotula Masuku and Sakazmuzi Kuzwayo, who received training in qualitative research methods at the Institute of Education. They began some ethnographic documentation of their schools. A former EID MA student, Mark Thorpe, joined the project for the Dramaide intervention. He worked with the Dramaide staff in both schools as a participant observer, documenting staff and children's responses to the workshops. Six months after the Dramaide workshops we did follow up interviews with learners and staff to assemble more detailed information on the everyday life of the schools, and collect writings from children in the top half of the school reflecting on personal and social problems and their approaches to solving these.

The project has yielded very rich data, which we have written up in different forms (see below). A conference will take place in Durban in April 2002 where academics, researchers, policy makers and practitioners working in the areas of education, HIV/AIDS and gender equality will discuss work in progress and how to put the findings from research into practice.

### MATERIAL PRODUCED BY THIS PROJECT

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Morrell, R., Unterhalter, E., Moletsane, R., Epstein, D. (2001) 'HIV/AIDS policies, schools and gender identities' *Indicator South Africa*, Vol. 18, No. 2, 51-57.

Morrell, R., Unterhalter, E., Moletsane, R., Epstein, D. (2001) 'Dis/articulating HIV/AIDS in South Africa: policies, schools and gender identities' *Unpublished paper* presented at Conference on Gender and the Politics of Education, Institute of Education, University of London.

Thorpe, M. (2001) 'An evaluation of the intervention of Dramaide's programme 'Mobilising young men to care' in two township schools in Durban'. *Unpublished report* to the research project on gender, violence, HIV and schooling. School of Education, University of Natal.

Thorpe, M. (2001) 'Teenage masculinities and the challenge for behavioural change'. *Unpublished paper* presented at the international conference *AIDS in context*, University of the Witwatersrand, Johannesburg.

## Innovative approaches to working with children affected by HIV/AIDS

### The Child-to-Child Trust

‘There’s no meat to eat now,’ said the grandmother to her four grandchildren. ‘You go to school and study. When you get a job, then we’ll eat meat.’ Until that time, this resilient old woman is providing for her four grandchildren on whatever she can earn from selling a few vegetables. At a time in life when she was looking forward to being supported by her own children, she has had to find the strength and resources to nurture her orphaned grandchildren. ‘I didn’t know my son was sick until he was taken into hospital. I had no warning. The children also did not know. Parents should talk with their children when they are sick and dying. Now I have to be strong so I do not distress the children. It is hard. Other people are trying to take my son’s property.’

Fortunately, this grandmother can turn for support and counselling to a local organisation in her community on the outskirts of Kampala in Uganda. She also has the help of the local headmaster, who

supports the oldest child through primary school.

This grandmother is just one of the legion of older people who have taken up the role of guardians of children orphaned by HIV/AIDS. For millions of other children, even this security is not available, and they survive in households with their siblings or alone on the streets. We met this old lady during our initial research for a project on ‘Child-centred Approaches to HIV/AIDS’ (CCATH). This project, supported by Comic Relief, is co-ordinated by a group of partners in Kenya, Uganda and the UK, including ACET (AIDS Care, Education and Training, Uganda), Child-to-Child Uganda, NACWOLA (National Community of Women Living with HIV/AIDS, Uganda), and KANCO (Kenya AIDS NGO Consortium), as well as Healthlink Worldwide and the Child-to-Child Trust in the UK.

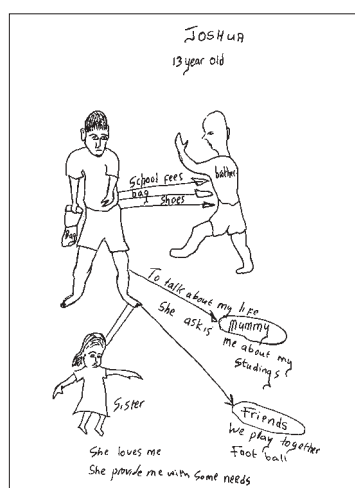
The aim of this four year project is to help

strengthen ‘community coping strategies’ for supporting children and young people affected by HIV/AIDS, especially in towns and cities. The project partners work with community-based organisations (CBOs) to learn from their experiences and to support them in identifying and developing effective and practical strategies to help children and their families cope with the impact of HIV/AIDS. Following this process, a number of publications, including Child-to-Child materials, will be developed for children themselves, for CBOs to help strengthen their work, as well as advocacy materials for policy makers to promote child-centred approaches to HIV/AIDS programmes.

The first step in this process was to assess the needs of children, their families and CBOs in communities affected by HIV/AIDS. The partner agencies in Kenya and Uganda are currently conducting this needs assessment. An initial workshop was organised by KANCO for NGOs and CBOs



# Education and International Development in a World with AIDS



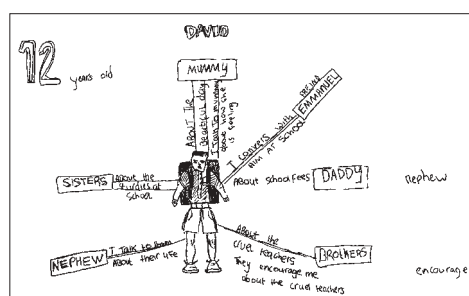
in Kenya. The participants talked about the problems of children affected by HIV/AIDS. These included:

- Stress in caring for their sick parents and guardians, and trauma and grief at their death;
- Exploitation of orphaned children;
- Lack of educational opportunities;
- Denial of their inheritance;
- Stigma and discrimination;
- Economic hardship, and many other issues.

However, the project partners have also reflected on positive factors – what it is that enables some of these children to cope with the impact of HIV/AIDS in their families; and what makes one child more resilient and able to cope than another. Again, a number of issues arise:

- Open communication between children and their parents, including preparing for a parent's death;
- Children's ability to express their emotions;
- A positive goal to live for;
- Memories and records of their own past and of good, loving relationships, usually with their parents;
- An opportunity to help others (and thereby gain a sense of resourcefulness and self-esteem).

Many of these concepts already underpin the partners' work. For example, ACET promotes life skills education to develop children's communication and coping skills. Child-to-Child is based on the principle of children helping and supporting each other. NACWOLA, meanwhile, has introduced the idea of a Memory Book, in which parents with HIV record their own and their



children's past, celebrating the good, loving memories. The Memory Book also helps the parent and child to prepare for the future bereavement.

The project partners are currently researching these concepts further. As well as using questionnaires, interviews and focus groups with adults in the community, the research teams have tested various tools for working with children. These techniques of *child-centred participatory research* help adult researchers find appropriate ways to listen to and learn from children – ways that children themselves will find interesting and unthreatening.

In *Communication Mapping* children are asked to draw a picture of themselves and then add those people with whom they live or who are important to them. They connect themselves with lines to the other people in their picture, putting up to three lines, depending on how important that person is to them. Along the lines the children write the subjects they discuss with these people. Two examples indicate the kind of insights this process provides. These two boys, from Kampala, both had mothers who were HIV positive.

'Joshua is a quiet but confident boy. He lives with his big brother, whom he has drawn in a karate position. He said that this shows how strong his brother is and how his brother can protect him. His emotional support comes from his older sister. His mother is sick and lives in the village. His communication with her, when they do meet, is more formal – about his studies and his life. There was no mention of Joshua's father – and he did not volunteer any information. The interviewer was sensitive not to probe on this – although it was presumed that the father is either dead or fully separated from the family. Discussion with Joshua illustrated the importance of siblings remaining together, for economic and emotional support.'

'David was an articulate and well-

adjusted boy. Compared to some of the other children, David seemed genuinely calm about his situation. David's drawing shows the support he gets from the wider family. Most significant is his relationship with his mother. In contrast to other children, David and his mother were open about her HIV status. He knew that she was sick and, as his drawing shows, he is able to talk with her and bring her comfort. 'I talk about the beautiful day. I talk to Mummy about how she is feeling.' He drew comfort from his close relationship with his mother. David is also able to talk with his brothers about his problems – in this case, cruel teachers. He also is able to help others, talking with his nephews about their lives. David's communication map illustrates how he is able both to share his worries and to support others.'

The *River of Life* is another research tool. Here children are asked to draw a river of their life, starting from their birth and projecting five years into the future. The river flows up at good times and down at bad times.

'Barbra has drawn the river flowing up on her entrance to school. The downward turn was when her parents got sick. What is most significant here is that Barbra believes that her future is positive. She feels that her community is supportive and that after her parents have died she will get a scholarship to continue in school. Barbra shows herself in Senior 2 class in five years' time. With a large sample of children, the direction of the line into the future will give an indication of the degree to which these children feel supported by their environment (including the interventions of this initiative), and the extent to which they have a positive self-image and a realistic and constructive goal for the future. The sense of a positive future may be very significant in determining whether young people engage in risky behaviour, in relation to HIV and other issues.'

Barbra, like the old grandmother with her four orphaned grandchildren, believes in the value of education. As the old lady said: 'Education is a father and mother to children. Even if I leave this earth, with education the children can manage.'

# Sexual and reproductive health and young people: a manual to help generate new knowledge

Ian Warwick,  
Thomas Coram Research Unit

Since the 1994 Cairo International Conference on Population and Development, young people's sexual and reproductive health (SRH) has been an increasing priority among policy makers, programme planners, donors and practitioners. The World Health Organisation and UNAIDS estimates that, globally, one in twenty young people will have contracted a sexually transmitted infection (STI) before age 21. Furthermore, an estimated half of all HIV infections occur in the 15-24 age group – and in some countries infected young women outnumber young men by a ratio of two to one. In poorer countries, it is estimated that sixty per cent of all teenage conceptions are unintended, and two million women are thought to undergo unsafe abortions every

year, with unsafe abortive practices being linked to maternal morbidity and mortality.

Physical, sexual and reproductive health problems often have negative social and economic consequences. Early parenthood can interrupt schooling, HIV-related disease can make earning a livelihood impossible, and stigma (whether related to physical disease or expressions of sexuality that are socially proscribed) can have a profound impact on young people's sense of emotional well-being.

The need for action is clear, especially as young people are increasingly afforded the right to good sexual and reproductive health. Across the world many programmes are underway, from life-skills work in China, to livelihood programmes in Kenya, to young men's projects in Brazil, to peer-led activities in the Philippines. Despite a number of promising and innovative initiatives, little is known about what works best for young people in particular contexts. Given the range of values, beliefs, social practices and technologies through which young people live their lives, a 'one-size-fits-all' approach to service provision is unsuitable. Rather, young people are best served by activities, projects and programmes that are tailored or customised to local needs. Up-to-date knowledge about young people's lives is an essential aid to good SRH planning.

A series of recent action-oriented studies, carried out as part of the *Safe Passages to Adulthood* programme, have already assisted programme planners and practitioners to improve their work with and for young people.<sup>1</sup> Each study, or 'Dynamic Contextual Analysis' (DCA), consolidates what is already known within a country about young people's sexual and reproductive health to provide a more comprehensive picture of the complex array of factors that affect young people's sexual lives. By bringing together

insights drawn from different levels of sectors and societies (and including the views of government officials, health service, education and NGO staff, as well as from young people, parents and carers), barriers and opportunities for future work can be identified and priorities for action agreed.

DCAs have already been successfully carried out in Brazil, Costa Rica, Kazakhstan, Mali, Mexico, Peru and Zimbabwe. The experiences of those undertaking them form the basis of a new manual entitled *Dynamic Contextual Analysis of Young People's Sexual Health. A context specific approach to understanding barriers to, and opportunities for, change*. The key components of the manual include:

- An emphasis on young people's perspectives, interpretations and accounts;
- A concern to situate these accounts within the local and/or national context;
- A sensitivity to the multi-levelled nature of young people's lives and experiences;
- A commitment to capturing the dynamism and change associated with young people's sexual socialisation in a rapidly globalising and evolving world.

Although a new addition to the resources available to support work on young people's sexual and reproductive health, the general approach adopted in this new guide builds upon the sorts of commitment that will be familiar to many of those working in the development field. Copies to use and review can be downloaded free of charge from the *Safe Passages to Adulthood* website.<sup>2</sup>

Whatever the findings arising from a DCA, it is ultimately the commitment and leadership of local, national and international planners, practitioners and young people that contribute to success. Bringing together their insights remains a global and local challenge.

<sup>1</sup>The *Safe Passages to Adulthood* research programme is funded by DFID. The programme is being undertaken by staff based in the Thomas Coram Research Unit at the Institute of Education, the Centre for Sexual Health Research at the University of Southampton, and the Centre for Population Studies at the London School of Hygiene and Tropical Medicine.

<sup>2</sup><http://www.socstats.soton.ac.uk/cshr/SafePassages.htm#Top>

# **A Positive Future? AIDs awareness among street children**

**Chris Williams, EID Staff**

“If I tell them they are going to die, it makes no difference. If I tell them how they are going to die, sometimes they take notice.” The harsh pragmatism of Mexican doctor, Patricia Uribe, encapsulates the realities of promoting aids awareness among street children.<sup>1</sup> For young people whose view of future survival rarely extends beyond finding the next meal and a safe place to sleep, balancing the immediate rewards of unsafe sex against the long-term costs of possible infection is uncomplicated.

For street children, concentrating on the present is a rational psychological defence mechanism in response to a world that denies them a future. In this circumstance, promoting AIDS awareness must be paralleled with promoting the idea that there is a future, which requires a sensitive combination of social and educational interventions, not least because many of the children will already be HIV positive. The children need a social context within which developing a future perception seems worthwhile, then they need the skills necessary for future perception, and *then* an

AIDS awareness programme may have some effect. In the jargon of educational psychology, the children first need to believe in and learn about ‘deferred gratification’.

Simple strategies such as micro banks help street children to learn that if they save a little money each day, by the weekend they will be able to buy something more worthwhile than a few sweets. And a picnic next month extends their life further. Basic account books and diaries help them to envision a future, and they learn a few useful numeracy and literacy skills at the same time. Children new to a project may be asked to draw, “Me next week”, and later, “Me when I’m 20.” The results also provide staff with some instant in-service training about their students.

We forget that adults help the development of future perception among the young. Parents propose shopping trips at weekends, visits to friends are planned for next year, and relatives promise birthday presents. Street children have limited adult contact. They often do not know their birthday, or even what a birthday is. Creating

and celebrating birthdays is relevant strategy.

Language is the key to developing future perception. Often, street children lack the grammar and vocabulary of the future. Phrases like – “Next year we will go to...”, “If you are good, you will get...”, “They will come in two months’ time” – are not part of live-for-the-minute lives. This presents an obvious educational goal for those working with street children, and the foundations for AIDS education.

Street children do not learn that  $2+2=4$  in a way that is any different from other children. Nor does the approach to teaching about HIV/AIDS need to be markedly different. But children do their sums better if they have some money to add up, and they will learn about AIDS more readily if they think they have a future. The starting point is probably a birthday cake, not a condom.

## **FURTHER READING**

Williams, C (1992) ‘Curriculum relevance for street children’, *The Curriculum Journal*, 3(3) pp277-289.

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<sup>1</sup>McGreal, C. (1989) ‘Mexican AIDS campaign backfires’ *The Independent*, 23 September, p13.

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# **Expanding access to treatment**

**Jo Manchester<sup>1</sup>, MA Student 1999-2000**

Since 1996 HIV positive people in wealthy countries have had access to anti-retroviral therapies (ARVs) which have dramatically reduced the incidence of opportunistic infections and AIDS-related deaths. In Africa AIDS is the primary cause of death and in the last year over three million Africans died as a result of HIV-related illnesses. The cost of combination therapy using patented drugs is on average \$15,000 per person each year and the UNAIDS report of 2000 reflected that ‘barring a miracle’ Africa faced the loss of over thirty million people to AIDS over the next decade<sup>2</sup>.

The World AIDS conference held in Durban, July 2000, marked a turning point in the treatment debate. Access to treatment became a question of ethics: could wealthy nations simply accept that millions of people

in poor countries would inevitably die from HIV-related disease, that millions more children would be orphaned and fragile economies shattered? Session after session called for political leadership to overturn World Trade restrictions, force reductions in the cost of drugs and invest in the lives of the world’s poorest people.

*‘That the gulf in AIDS care is embedded in broader systems of global inequality only serves to undermine how fundamentally we need to change our ways of thinking, of acting and of organising the global economy. In the short term we must demand that the price of drugs be slashed and wealthy nations must vastly increase resources available for the care of people with HIV... History will judge this time*

*harshly if we fail to move boldly on both fronts of prevention and care<sup>3</sup>.*

This short paper is an overview of some of the developments in expanding access to treatment since the conference in Durban. An early model for treatment activists was the Brazilian government’s defiance of patent protection laws by producing and providing ARVs free of charge for every Brazilian with AIDS. Through a combined approach of targeted education campaigns and combination therapy, Brazil maintained HIV prevalence at below 1%, reduced the incidence of opportunistic infections by 60-80% between 1996 and 1999 and halved the numbers of deaths due to AIDS<sup>4</sup>.

On February 1st 2001 the United States brought an action against Brazil before the World Trade Organisation (WTO) to protect

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pharmaceutical patents. The following month in South Africa an international coalition of 39 pharmaceutical companies sought to prevent the South African government from taking action to procure cheaper drugs. The Treatment Action Campaign (TAC) joined forces with the South African government and in April 2001 the pharmaceutical companies dropped their case. This was followed shortly by the US government announcing its withdrawal of legal action against Brazil. Later in the year the Indian pharmaceutical company Cipla announced it could produce triple combination therapy at \$300 per person per year and Kenya, Nigeria and Botswana declared their intention to import generic ARVs as emergency public health measures.

To date there has been no large-scale importation of ARVs but Brazil has announced a collaboration with the NGO Médecins Sans Frontières to export bulk amounts of generic drugs to developing countries. In South Africa the celebrations following the court case were short-lived. The South African government refused to make ARVs available in the public sector due to the President's insistence that HIV is not the virus which causes AIDS and that the benefits of ARVs have not been proven. In September 2001 TAC announced that it

would sue the South African government for refusing to provide Nevirapine to HIV positive pregnant women despite evidence of its safety, low cost (it was offered free of charge by the manufacturer) and efficacy in reducing by half the number of babies born HIV positive. The case continues.

Political leadership has long been recognised as key to an effective national and global response to HIV, yet few countries have a good track record on AIDS. In June 2001 the United National General Assembly Special Session (UNGASS) focused on the HIV pandemic for the first time. A new global momentum seemed to be gathering in response to Kofi Annan's call for a Global Fund of \$1.5 billion to combat HIV, TB and malaria. To date only \$190,000,000 has been donated and the US has drastically reduced its contribution as a result of increased spending on the war against terrorism. The World Trade talks in Qatar in November 2001 had been widely predicted to reinforce and expand trade-related aspects of intellectual property rights (TRIPS). Fifty-nine of the world's poorest countries united to assert their nations' right to respond to health emergencies and successfully broke the 20 year patent for new drugs for HIV-related illnesses, TB and malaria. Their task was made somewhat easier as, just one week earlier, the US and Canada had threatened to

overrule the patent on Ciproxin if the price was not significantly reduced as a result of the deaths of four US citizens of Anthrax poisoning.

Expanding access to treatment is a complex issue and there are justified concerns about drug resistance, adherence difficulties and drug toxicity. Treatment access alone will not reduce the impact of the HIV pandemic and there are many other issues to address which are no less challenging, such as poverty, gender inequality, sexual violence, human rights, conflict, displacement, lack of access to food, water, sanitation, good education, employment, housing and healthcare. Expanding access to treatment is only one part of a humanitarian, multi-sectoral and holistic response.

### FURTHER INFORMATION

<http://www.tac.org.za> Treatment Action Campaign

<http://www.oxfam.co.uk>

<http://www.msf.org> Médecins Sans Frontières

<http://www.globalstrategies.org/uganda> for information on the recent conference on the prevention of HIV transmission from mothers to infants

<http://www.hdnet.org> Health & Development Networks a useful resource for conference reports, email discussion forums on treatment, stigma, care and much more

<sup>1</sup>Joanne Manchester is a freelance consultant on HIV, gender and development. She gained her MA in EID: Health Promotion in 2000. Her dissertation was entitled: The HIV epidemic in South Africa: personal views of positive people.

<sup>2</sup>UNAIDS (2000) Report on the global HIV/AIDS epidemic Geneva: UNAIDS p.8.

<sup>3</sup>Bayer R., (2000) The two worlds of AIDS: The world challenge of global inequity. Unpublished plenary address to 13th International HIV/AIDS conference, Durban.

<sup>4</sup>UNAIDS (2000) Report on the global HIV/AIDS epidemic. Geneva: UNAIDS p.101.

## Complementary Therapies for HIV+ Africans living in London

Eve Bevan, EID MA Student

For those living with HIV in the UK, the availability of antiretroviral drugs has offered more than just hope. Antiretrovirals are associated with longer life and have enabled many to keep the development of AIDS at bay. However, antiretrovirals by no means offer a complete solution. Not only do they involve the risk of a range of side effects (from fatigue to liver toxicity), but drug resistance is also increasing. Furthermore, drugs alone cannot address the wider social, emotional and psychological issues

that face those living with HIV. As a student on the MA in Education and International Development : Health Promotion programme I have been researching the potential of complementary therapies, which are free from side effects and take into account each person as a whole, to address these issues.

My research seeks to understand the cultural relevance of different complementary therapies for HIV positive Africans living in the UK and identify

both the uses and limitations of these approaches. It is hoped that the findings from this study will enable organisations such as Lighthouse-West and CARA – two HIV organisations based in the west of London – to better meet the needs of their clients.

If you would like to know more about my research, please contact me by email at: [eve\\_delight@hotmail.com](mailto:eve_delight@hotmail.com)



# Children orphaned by HIV/AIDS in sub-Saharan Africa

Jo Waddington, EID MA Student

The AIDS pandemic is impacting on the social, economic and emotional welfare of entire communities throughout the world, especially in sub-Saharan Africa where poverty is closely associated with its rapid spread and deadly impact. Millions of adults are now dying in the prime of their lives, leaving a generation of children infected or affected by HIV/AIDS. The scale of the problem is staggering. Millions of children and adolescents have already been orphaned by the virus; it is predicted that tens of millions more will lose one or both parents to the pandemic over the next 10 years and

the fear is that the social and economic impact of AIDS will lead to the rights of hundreds of millions more children being violated or threatened.

As a student on the MA in Education and International Development: Health Promotion programme, I am currently carrying out a critical review of the literature to examine the changing nature of the link between the child, the family and school in areas of sub-Saharan Africa badly affected by the pandemic. So far my research has revealed that the extended family network, that has been at the heart of African communities, is crumbling under the pressure, and the burden of family responsibility is landing on the most vulnerable. Orphanhood starts well before the parents have died, as they experience the grief and horror of watching parents waste away. Children spend their days as carers, completing household chores, looking after siblings and engaging in income-generating activities. Often there is neither the time nor the money to go to school. Children with a sick or deceased parent are more likely to be taken out of school as the perceived value of schooling declines in the desperate fight for survival.

Emphasis and support has largely focused on the financial and medical needs of those affected by AIDS and the psychological and social impact of disease on children has been very much neglected. The trauma and fear that is experienced by those orphaned as a result of the stigma and discrimination that accompanies the disease is having a long-term impact on those left

behind. These children are often the subjects of exploitation and physical or sexual abuse. In a society where a child's inner voice is unheard and expressions of feelings are shunned, the enormity of fear, trauma and prejudice is taking its toll. Children live behind a wall of shame and silence as the stigma of AIDS continues to shroud the true extent of the disease. These issues have serious implications for their future and the future of their communities and urgently need to be addressed. The psychological impact of HIV/AIDS is only now beginning to be realised. Without addressing the issues, we are in danger of witnessing generations of children becoming uneducated, de-socialised, aggressive and depressed delinquents. Probably the most vulnerable of all are the girls; they are the first to be taken out of school, are sold off as domestic servants, are brought up to comply with male demands and are more at risk from infection and being sexually exploited, as they enter into hazardous employment.

There is much to be gained from studying innovative pilot projects currently being implemented to train teachers to deal with the psychosocial impact of HIV/AIDS on affected children. There is a need for these grassroots projects to be scaled-up and become accessible to all vulnerable children because experience has shown that in heavily infected communities all children are growing up in a permanent state of fear: fear of parental death, fear of infection, of isolation and discrimination and ultimately fear for their future.

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# Creating guidelines for HIV related counselling in southern Africa

Marianne Seabrook, SAfAIDS

Since completing my MA in Education and International Development: Health Promotion at the Institute of Education in September 2000, I have been working on a project with the Southern African AIDS Training programme (SAT) in collaboration with the Southern Africa AIDS Information and Dissemination Service (SAfAIDS) and a variety of specialist partner NGOs. The project has produced a series of counselling guidelines on issues relating to HIV and AIDS.

The provision of counselling is fundamental to the majority of HIV and

AIDS interventions. People at risk need support to stay HIV negative and people who are already positive need support to stay healthy, emotionally and physically, for as long as possible. People also need support to cope with the many effects of HIV or AIDS on themselves and their families. Unfortunately, many people do not have access to counselling support.

The project evolved at a regional network meeting of counselling organisations where participants highlighted the lack of availability of basic counselling materials for non-governmental and community-based

organisations. Further investigation across the region reconfirmed this need, and also identified a further need for counselling materials focusing on issues related to HIV and AIDS, but covering wider topics such as palliative care, domestic violence and child sexual abuse.

Ten topics were eventually identified to make up the series. These are: Disclosure, Child Sexual Abuse, Palliative Care and Bereavement, Domestic Violence, Survival Skills, Basic Counselling Skills, Parent to Child Transmission, Counselling Children, Men Who Have Sex with Men and Stress

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Management. Each booklet has been written with the input of at least twelve organisations with counselling experience from across the region. Representatives from these organisations took part in workshops where the content of the booklets was decided. Each workshop was hosted by a key NGO with specific experience in the topic being focused upon.

In Harare, Zimbabwe, The Centre (an NGO) took the lead in developing the booklet on Survival Skills. Set up and run by HIV positive counsellors, The Centre offers support to people living with HIV or AIDS.

The emphasis at The Centre is on hope and positive lifestyle changes to help fight the disease. This focus comes across in the booklet, which provides important advice on nutrition, stress management techniques and examples of individual coping-mechanisms. Case studies are written by Zimbabweans who have lived with HIV for more than ten years. This booklet will help address the need for increasing interventions to empower those who are already infected with HIV. With the help of this booklet, counsellors can play an important role in supporting those who are infected to live longer, and others to

understand that HIV is not an immediate death sentence.

So far six booklets have been produced. Each booklet covers the basic steps to counselling on a specific topic and highlights key issues to be aware of. They have been produced in English and Portuguese using simple language to aid translation and to make them more widely accessible. Each one can stand alone as a brief, handy guide, small enough to carry around easily. Together the booklets will make up a series that should serve as a comprehensive counselling toolkit.

### Spotlight on Research

## Carry on up the Ucayali

Angela Little, EID Staff

### Peru

This year in September the multigrade teaching research project team met up in Peru. As in previous years the workshop comprised three elements – a review of research completed and plans for the coming year; field visits; and a national conference. This year's programme was organised by Carmen Montero (Instituto de Estudios Peruanos – IEP), Sheila Aikman (EID) and Patricia Ames (EID research student).

Meetings were held in Lima, Pucallpa (in the Amazon) and Yucay (in the Andes). An excellent one day conference was convened by IEP with presentations by all team members, by the Ministry of Education's Rural Education Programme and by UNICEF.

The field visits to multigrade schools were invaluable as ever. Patricia Ames organised visits to two contrasting field sites: (i) two schools in the Amazon and (ii) two schools in the Andes. The isolation of the Amazon communities – living on the banks of the Ucayali river (the Amazon's main tributary) – was experienced directly by the team as they undertook an exhausting journey by car, by river and on foot. In San Antonio, the larger of the two communities, three teachers, supported by a reasonable amount of materials and three classrooms worked with multigrade classes in imaginative ways. During our visit Patricia presented a printed booklet describing the history of the San Antonio community. This history had been written by the school principal and subsequently edited and printed by Patricia. In Puerto Rico, the community had made available a small house for two teachers to run the school. Though crowded and cramped, the children clearly enjoyed their lessons with dedicated teachers who lived in the community during the week and travelled

to their homes up-river at weekends. The perils of river travel in the Amazon were experienced keenly as our boatmen negotiated a canyon filled with too many obstacles and too little water. *Carry on up the Ucayali* (safely) was the silent prayer of all. My diary entry read 'the time spent in reaching these schools is out of all proportion to the time spent in classrooms with teachers and students – how many education officials must feel the same way, and question, selfishly, the value of the journey – to them – but ... then...what about the value to the teachers and students?'

### On to Colombia

Angela Little, Pat Pridmore and Takako Suzuki continued on from Peru to Colombia at the invitation of the Director of La Fundación Volvamos a la Gente, Dr. Vicky Colbert. Vicky has been at the forefront of development in the well known Escuela Nueva Programme for many years, first as a project developer, subsequently as a Vice Minister for Education and most recently as an NGO worker. Describing a visit to one of the Escuela Nueva schools, in the region of Manizales, my diary reads

All quiet as we approached the Escuela Nueva school. The student president (11 years of age) and the single teacher of the five-grade school welcomed us



*The Ucayali river journey begins for the Multigrade Research Team Amazon. Peru*



*In Puerto Rico village, downstream from San Antonio, the six grade, two classroom school functions in a house loaned by the community*



*Grades 1 and 2, San Antonio School*

## Spotlight on Research

to the school. Inside the single classroom the gentle hum of learning activity, of many types, and at many levels. Confident and competent, children getting on with learning... children directing and regulating their own activity, even the very youngest helping each other, nudging each other to do better... and everywhere learning materials. The Escuela Nueva Learning guides are probably the most fundamental element of the multi-pronged strategy that is Escuela Nueva... and in the background, working alongside the children, the

teacher – sometimes calling the attention of the whole group, sometimes encouraging and stimulating the children with questions and information, sometimes responding to a child's request for materials or for an assessment of a learning unit. Throughout the day we visited three schools. Each time we were impressed by the children's self confidence, their eagerness to engage, ask and answer questions, their apparent self direction and their willingness to support each other's learning efforts.

Escuela Nueva has a twenty year history. A number of other countries have been inspired by its pedagogy and apparent ability to reach out to large numbers of children, especially in rural areas. But as Vicky Colbert points out 'some countries have been impressed by the system and have taken bits and pieces – they have engaged in piecemeal borrowing and

forget the systemic relation between the bits – the learning guides, the libraries, the learning corners, the school government structure and the community'.

For further reading on Escuela Nueva in Colombia see the several articles by Arboledes, Colbert, Schiefelbein and others cited in the database of the Multigrade Teaching Website [www.ioe.ac.uk/eid](http://www.ioe.ac.uk/eid). For further reading on Peru, also consult the website. And read the special issue of the International Journal of Educational Development Vol 21, no 6.



Visit to the Escuela Nueva programme in Bogotá, Colombia, September 2001



Learning from the study guides, Escuela Nueva School, Manizales, Colombia



An Escuela Nueva primary school, Manizales, Colombia

## Multigrade Teaching Made Easy in Vietnam

Pat Pridmore, EID Staff

In July the British Council in Hanoi invited me to participate in a joint National Institute of Educational Science (NIES)/British Council Project in Hanoi which aims to make life easier for teachers who teach more than one grade level at the same time. This is called multigrade teaching and most of these teachers work in remote mountainous areas where children often suffer from poor health. Learning about health in school is therefore crucial for them to make the best use of the education provided.

Our task was to begin developing a guide to teaching health topics in the Natural and Social Sciences curriculum in multigrade classrooms. We wanted our guide to oust passive teaching methods so that children learn the skills and good attitudes, as well as the knowledge they need to practise in their daily lives what they learn in the classroom. We also wanted to find ways for children to spread useful health knowledge and practices to their families and to help to build links between the school and community.

We were challenged both intellectually (*how could we develop lesson plans for whole class, single grade and mixed grade teaching?*) and physically (*how could we get to our workshop venue through monsoon rains and waist deep floods?*). But we had a lot of fun, consumed gallons of noodle soup and got very wet. We believe that multigrade teaching can be done well and that meeting the needs of school children in the mountainous areas of Vietnam deserves all our best efforts.

Check the multigrade teaching website [www.ioe.ac.uk/eid/mg](http://www.ioe.ac.uk/eid/mg)

## Planning for EFA in Sri Lanka

Angela Little, EID Staff

Sri Lanka is well known for her achievements in access to education. Achievements in quality have been more variable and elusive.

Between 1997 and 2001, I was the Team Leader of an international group of consultants working alongside colleagues in the Sri Lankan Ministry of Education and Higher Education to produce long term country and provincial plans for primary education. For much of the project period I worked very closely with Institute of Education alumni – Muthu Sivagnanam and Sugath Malawarachchi. The Primary Education Planning Project (PEPP) was



## Spotlight on Research

funded by the Ministry and the Department for International Development, UK (DFID) and managed by Cambridge Education Consultants (CEC). Through DFID I worked closely with Steve Passingham, a former DICE MA student. And through CEC I worked very closely with former and current Institute examiners and students – Chris Cumming, Andy Brock and Siobhan Boyle.

PEPP was designed to serve the National Education Policy developed in the mid 1990s by the National Education Commission. PEPP was designed to establish a planning system that could translate the country's national goals for primary education – extension of educational opportunity, quality improvement, teacher development and improved educational management and resource allocation – into long-term and annual implementation plans for primary education at the provincial and national levels. The project inputs were extensive and included research, training, planning, public awareness and dissemination.

Planning teams at the national level and in each of eight provincial ministries and departments were established to develop the plans. Sri Lankan and non Sri Lankan consultants supported the work of the teams. In their turn, teams worked with education officers and principals at the zonal, divisional and school levels. Workshops that combined training inputs with practical planning work were an important part of the project's work at every level of the education system – national, provincial, zonal, divisional and school. More than 10,000 schools are implementing their annual implementation plans developed in conjunction with the Zonal authorities and consistent with their province's long term plan. Strenuous efforts were made throughout the project to ensure that planning teams in the unsettled and war

torn areas of the North and East provinces were included and supported in their work.

Work on the provincial plans started before that on the country plan. This was intentional and reinforced the responsibilities of provincial authorities for educational planning, a responsibility that had been in place in principle, if not in practice, since 1988 and the devolution of powers to provinces. The subsequent work on the country plan comprised two levels. On the one hand there was the synthesis, aggregation and costing of the respective provincial plans. On the other was the identification and design of programmes and activities to be implemented by national level bodies in support of the activities within each province. A key feature of the country plan was the financial and budgetary exercise conducted by colleagues in the Ministry of Education, the Ministry of Planning and the Treasury. In this complex exercise projected sources of funding and funding gaps were identified and activity plans and budget proposals drawn up to meet those gaps. This was the first time that long term plans for education involving funding from government and external partners have been costed in this way. It remains to be seen whether the external funding partner community in Sri Lanka is able to respond to a plan that has been initiated by the provinces and the National Ministry.

The activities designed to raise awareness about the ongoing primary education reform at many levels, from education official to teacher to parent to schoolchild, were among the most exciting and participatory. Originally conceived as a Primary Education *Festival* (the ongoing war rendered 'festival' an inappropriate and insensitive term), a 'national education programme' was held in a large school in Colombo. This event was the culmination of many months of work at the school, zone and provincial levels. Despite the security problems in and around the city at that time, over a thousand children from 27 schools and eight provinces (including the war torn North-East) and hundreds of teachers congregated in the capital city. They watched each other perform plays based

around the themes of the reform and enjoyed the thousands of teaching and learning aids (developed specifically to support the learning competencies outlined in the reformed primary education curriculum) conceived and constructed by teachers nation-wide.

### PEPP and EID

During the project four Sri Lankan officers of the Ministry of Education and Ministry of Planning were awarded scholarships to follow the MA in Education and International Development. They followed training in educational planning, economics of education, teaching and learning, curriculum development, teacher education and educational management. Research was undertaken on issues of direct relevance to the continued implementation of the education reforms – on resource provision and generation (P. Chandrasiri), on teacher deployment (M. Yaapa), evaluation of provincial plans and suggestions for improved planning practices (A. Munasinghe), on the planning of teacher education centres (S. Sivakumaran). On their return from EID to Sri Lanka, the officers were posted to key positions in National Ministries or the provinces to support the implementation of the General Education Reform and the design of future EFA plans. During the project period we also received several delegations from the Sri Lankan Ministry of Education.

### The Language of Planning

Sri Lanka is a multi-lingual and plural society. The official languages are Sinhala and Tamil; the national languages are Sinhala, Tamil and English. The medium of instruction in the country's schools, universities and the offices of the educational administration is Sinhala or Tamil. English is used selectively as a medium of communication in schools and universities, and for some types of communication at the national level. An extremely important feature of PEPP has been the multi-lingual environment of the workplace and the near-simultaneous production of all written outputs in all three national languages. In a country that has neither a strong publishing sector nor an extensive and efficient translation mechanism, this posed a major challenge. A remarkable output of plans, planning guidelines, booklets for teachers and parents, and books for the academic community and teacher education colleges was achieved, largely through an effective partnership between PEPP in the Ministry and a small Sri Lankan private sector company, B-connected.



*Bursting with enthusiasm to answer a stimulating question. Sri Lankan Education Reform*



*Developing the concept of two-ness. A teacher guides activity learning in Mathematics. Sri Lankan Education Reform*



## Spotlight on Research

### Dakar and PEPP

The Dakar Framework for Action for EFA suggested that all countries produce national EFA plans by the end of 2002 by the latest. Sri Lanka is well ahead of the global target for EFA plan production. The Sri Lankan Plans for Primary Education (Six Year Provincial Primary Education Plans 1999-2004; and the Country Five Year Plan for Primary Education 2000-2004) already meet a substantial part of the Dakar EFA planning agenda. But the EFA agenda goes beyond primary education and the Ministry, in collaboration with other Ministries, has already developed plans with respect to all six EFA goals set out at Dakar. These were presented as a *portfolio of plans* by the Secretary of Education, Dr Tara de Mel, at an EFA South Asia meeting held in Nepal during 2001. Rather than being developed afresh to meet the requirements of the Dakar meeting, they grew out of the Sri Lankan policy and planning process that predated Dakar, and have been adapted only slightly to fulfill the expectations of the global EFA community. Sri Lanka's experience in the planning for EFA, especially for its core – primary education – has much to offer education planners worldwide.

### FURTHER CONTACTS AND READING:

For further information about its ongoing planning and implementation process, please contact Mr M Sivagnanam, Director, Primary Education, Branch, Ministry of Education, Isurupaya, Battaramulla, Sri Lanka.

*Five Year Plan for Primary Education*, available in Sinhala, Tamil, English

*Primary Education Reform in Sri Lanka* (ed Angela Little) Chapters by educators, curriculum developers, planners and economists about the origins and implementation of the primary education reform, available in Sinhala, Tamil, English

*Planning Guidelines for the preparation of medium and long term, provincial education plans*. A self study guide for educational planners, available in Sinhala, Tamil, English

*Guidelines for School level Planning for Principals and Section Head*, available in Sinhala, Tamil

*A Stronger Start in Life*, a brochure for parents written by the Presidential Task Force on the General Education Reforms, describing the philosophy of the reforms, available in Sinhala, Tamil, English

*Guidelines for Staff who Support the Implementation of the Primary Education Reform*, a set of guidelines for various groups of staff who support the work of teachers as they implement the primary education reform, available in Sinhala, Tamil, English

All the above are published by the Ministry of Education, Sri Lanka, and available, free, on written request, from the Commissioner of Publications, Ministry of Education, Isurupaya, Battaramulla, Sri Lanka

## Learning to Lead

Chris Williams, EID Staff

In the last *EID Review* I described my research for the UN University Leadership Academy (UNULA), and mentioned the *madrassahs* in Pakistan which were training potential Taliban leaders. Much can change in a year. The significance of those *madrassahs* has become all too evident, and I will be leaving the Institute in 2002 to take up a post to work full time at the UNULA, in Jordan.

The UNULA was set up by former Jordanian Prime Minister Abdul Salam Majali, and Queen Noor, in collaboration with the UNU in Tokyo. It runs leadership courses for 'outstanding mid-career men and women', and is particularly interested to reach people in low and middle-income regions. Very few potential leaders can have access to institutions such as Oxbridge, Harvard, École Nationale d'Administration, or Todai in Tokyo. Courses cover the main interests of the UN, leadership skills, and specific topics such as women in leadership and poverty. Hopefully, participants become more confident as negotiators and decision-makers in global arenas.

The UNULA also has a research programme. It is carrying out an international survey to identify contrasting cultural perspectives about effective world leadership. I have been working on ethical aspects, to propose a draft 'Code for Global Leadership'. This creates an "ethical level playing field" for world leaders such as G7/8, and increases their accountability within

the international community. Inspired by President Khatemi of Iran, a three day seminar in June discussed 'Leadership and the Dialogue among Civilizations', questioning Huntington's idea of an inevitable "clash".

I have also been involved in interviewing the leaders of the UN and related agencies. The aim is to create course material for the UNULA – videos which might eventually be used for a TV programme and book. The interviews are filmed, and Martine Denis, a presenter on the BBC News 24 team, asks the questions.

So far we have interviewed the leaders of the WHO, ILO, and WTO. Gro Harlem Brundtland, at the WHO, is well-known for creating the concept of 'sustainable development', and as the first woman prime minister of Norway. Unfortunately, she found the filming uncomfortable because her eyes have become light sensitive after an accident with a micro-wave oven. Although less well-known, Juan Somavia of the ILO is also a very impressive person. He passionately believes that we should "look at problems through the eyes of people". He talks of the need for "decency" in international policy about labour and employment.

Meeting Mike Moore was fascinating. Whatever we might feel about his views on world trade, he genuinely believes that the WTO can contribute to the alleviation of poverty. He pointed out that his own experience includes being a trade union leader, social worker and teacher, and he candidly admitted that he wished he had a degree in economics. He also linked his faith in technological progress with the fact that medical science saved his life – he once had cancer. His advice for leaders – "It is wrong to be right too soon." Time will tell.

## Do English Teachers use English outside the Classroom?

Roger Flavell, EID Staff

The Secondary and Technical English Project (STEP) has been reported on in the last two issues of the EID Review. This article is the

last in the series, now that the Project has come to its natural conclusion in 2001, after four years' work. The subject picks up an aspect of the language theme of last year's Review: the language outside the classroom of Mozambican teachers of English.

In 1997 the Project carried out an extensive Baseline exercise, to look at standards and practice before the commencement of STEP proper. This study was repeated in 2001, and the latest figures throw light on the contemporary situation with regard to:

- The physical state of classrooms
- Textbooks
- Other resources
- Class size
- Classroom practice
- Pupil information

## Spotlight on Research

Teacher qualifications  
Teacher attitudes  
Teacher skills development  
Teacher knowledge development  
Teacher professional confidence development  
Teacher personal confidence development  
Teacher language in class  
Teacher language in society

This article deals with the last of these headings. The full Report can be obtained from the author and from the Ministry of Education, Maputo.

Nearly one in five Mozambican teachers of English speak with their family 'always' or 'a lot' in English. One in four use English to express profound emotion (such as anger) in English. Nearly one in five worship regularly in English. These three measures are widely used by socio-linguists to assess how central a language is to an individual. The results show surprisingly high levels of commitment to English in what is a Lusophone country. There are some interesting explanations of this, which throw light on current English use and the demographics of society.

Because of the Civil War, which raged for

18 years in Mozambique, many teachers of English grew up in surrounding Anglophone countries, and some have non-Mozambican wives. Their relations often are still abroad (which accounts for nearly one in two who write letters regularly in English, and three out of five who speak 'a lot' to people from neighbouring countries, often by phone). This means that a number of teachers do not in fact speak very good Portuguese, and use English wherever possible. There are interesting cases in Tete area, where teachers speaking no Portuguese have to use simplified English to communicate with their school Director. Magoe, for example, is bordered by Zimbabwe to the West, Zambia to the North, and Malawi to the East. It is far closer geographically to Harare, Lusaka and to Lilongwe than it is to Maputo. There is, not surprisingly, a English pidgin or Creole in use as the lingua franca. This explanation of one local context may throw light on the high numbers (some three out of five) throughout the country who claim to speak English regularly with their close friends.

With regard to the media, some seven out of ten listen 'a lot' or 'always' to English radio, records and audio cassettes. Some three out of ten can say the same of their TV watching. Again, these quite high figures make sense when one considers that many areas are within the footprint of English-speaking services from neighbouring countries (South Africa in particular offers high quality and varied programming on radio and television). Indeed, in some areas, eg near Malawi, reception of English TV is the only option available.

One result is more surprising. All 111 respondents from across the country answered the question, so there is no issue of lack of representation. Some 4 out of 5 claimed to read books or magazines or newspapers in English 'always' or 'a lot'. Considering that these newspapers and magazines are not common even in Maputo, this is surprising. The most likely explanation is that the teachers' reading, borrowed from the well-equipped Resource Centres of the Project, is of the professional books in English they have had to read for their studies under STEP.

The data given here are merely a sample of the whole. They give a fascinating insight into the language use for reading, writing, speaking and listening in 2001, in the teachers' immediate social context.



*Teachers working in a Seminar in Mozambique*

## Mixed Age Classes in Primary Schools in Hackney, England

**Chris Berry**  
EID Research Officer

The multigrade teaching research project started in 1999 and has a current completion date of March 2003. The main focus of the project is on multigrade teaching and

learning in Sri Lanka, Peru and Vietnam. However, the UK-based team has become increasingly interested in issues relating to teaching and learning in mixed age primary classes in England. The research reported on here arose out of this interest.

Mixed age classes occur when a single teacher instructs more than one year-group of students in the same classroom. It is most commonly found in 'small' primary schools because there are insufficient teachers to organise the range of year groups into single-grade classes. However, it may also occur in larger primary schools where the published student intake forces schools to split some classes. An inner-city setting was selected for the present research because very little is known about mixed age classroom issues in urban primary schools, especially since the introduction of the national curriculum.

### *The research seeks:*

*To gauge the extent of mixed age teaching in urban primary schools and the reasons for its implementation.*

*To ascertain teachers' views on mixed age classes and their strategies for dealing with them.*

The study is being conducted in two phases. In the first phase, a questionnaire was sent to the headteachers of all 55 primary schools in the borough of Hackney. This questionnaire focused on the extent of mixed age classes, the means of assigning students to those classes, the reasons for forming the classes, and the challenges and opportunities that mixed age classes represent. We had a total of 29 responses to the survey, a response rate of just over 50%. Some of the main findings are summarised below:

- 11 schools, or 38% of the sample, were operating with mixed age classes
- The majority of those schools operated with between 1-3 mixed age classes
- Students were mainly assigned to the classes on the basis of ability and age

## Spotlight on Research

- All the schools had mixed age classes because they were forced to by the size of their student intake
- The most pressing problems with mixed age classes is curriculum coverage
- A frequently cited opportunity was that mixed age grouping allowed the school to set students by ability across two year groups.

It is interesting that mixed age grouping, which in England has sometimes been associated with promoting the social development of children (Draisey, 1985; Dixon, 1976), is now being seen by some

heads as a means of reducing achievement heterogeneity in the classroom. This perspective may stem at least in part from the current pressure on schools to achieve nationally set curriculum targets in the areas of Maths, English and Science. Headteachers need to exercise caution when grouping students by ability as there is evidence that while setting does not necessarily raise attainment, it does lower student self-esteem (Ireson and Hallam, 2001).

In the second phase of the research, we are interviewing teachers and heads about their views on mixed age classes. We are particularly interested in how teachers feel when they are asked to teach these classes, and the types of strategies that they employ. We also want to explore in more detail how headteachers make decisions about which students and teachers to allocate to mixed age classrooms.

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## FURTHER READING

International Journal of Educational Development, Volume 21, No. 6. A special issue on Multigrade Teaching.

Visit our website at: [www.ioe.ac.uk/multigrade](http://www.ioe.ac.uk/multigrade)

# Globalisation and the Secondary School Curriculum in England

Jane Evans EID Research Officer and Research Student

I am in the third year of a part-time research degree supervised by Angela Little. I also work in EID as a Research Officer on the DfID funded research project Globalisation, Qualifications and Livelihoods. (GQL)

My interest in globalisation started in 1995 when I took a part-time MSc at Birkbeck in Politics and Sociology, taking courses on globalisation and development studies. I continued to explore the subject and read some of the vast and expanding literature on globalisation when I started work on the bibliography for GQL early in 1998. The more I read, the more I realised what a hotly contested area of knowledge globalisation was. I wrote a paper for a special edition of *Assessment in Education* which categorised the literature into different perspectives on the topic. However, it still took me over a year to realise that I particularly wanted to study the different categories of knowledge about globalisation. Meanwhile, I had a fascinating time following all manner of tangents including citizenship education and multicultural education.

I have for now settled on a research design

which examines several of the different ways of analysing and categorising knowledge about globalisation. As the topic is now taught in the National Curriculum for English Secondary Schools, I am examining whether curriculum designers, producers of curriculum materials and teachers favour a particular analysis of globalisation above others, and to explain why they make a particular selection from the available knowledge. This also means analysing the design of the national curriculum; this is not a given, as there are many options for curriculum design. The National Curriculum is divided into separate academic disciplines. The Geography subject curriculum contains more materials about globalisation than any other, although the topic is included to varying degrees within other subject areas. I will ask curriculum designers why Geography has been selected as the main vehicle to teach about globalisation. Through my study of school Geography, I have had useful and stimulating contact with students and staff of the MA in Geography Education.

The next stage is to collect data. I will analyse the documentary data associated with

the National Curriculum and I will interview curriculum designers and teachers about the inclusion and presentation of particular understandings of globalisation in lessons.

I am fortunate to have employment in an area of research which closely matches my interests in globalisation. The GQL project is looking at the impact of globalisation on qualifications and livelihoods in developing countries. Geography teaching about globalisation is linked to teaching about development. Several development agencies have had input into the content of the Geography curriculum, or have produced teaching materials intended for use in teaching about globalisation.

I'm always interested in discussing globalisation, so please look at the web site, or email. But please don't ask me for a definition of globalisation. I've now read so much on the topic that I no longer think there is one.

## FURTHER READING

Please visit the GQL web site <http://www.ioe.ac.uk/eid/gql>



## Spotlight on Research

# Learning, Leadership and Development

Lee Yun-Joo (Research Student at SOAS) & Chris Williams (EID Staff)

How does the educational experience of political leaders relate to their ability to influence development in their countries? This is an obvious question, yet there is very little research to provide an answer. Human Capital Theory has concentrated 'down system' on the general population as a human resource, but rarely 'up system' on leaders. This is probably because it is easier to research the poor than the powerful. A better understanding of the elites as a human resource could complement existing development theories, and inform leadership

education in the future, especially in low and middle-income countries.

Although there is little empirical work, public opinion often makes links. In South Korea, people believe that under the President, General Park, high literacy rates were achieved because he was once a teacher and recognized the importance of education. Similarly, former President Kim was blamed for the economic crisis in 1997 because the public was not convinced that a man who had a degree in philosophy rather than economics could understand economic problems properly.

South Korea and Egypt represent good comparative case studies to explore the relationship between leadership and development, because of relevant similarities and differences. In the 1960s, Egypt's economy was stronger than that of South Korea, but by the 1980s this had reversed. The usual explanations do not investigate the role of leadership in bringing about this change. The former presidents Park in Korea (1961–1979), and Nasser (1954–1970) and Sadat (1970–1981) in Egypt are all examples of developmentally-determined politicians, and they all pursued nationally focused development policies. However, whereas Nasser was interested to be a leader of the Arab region, and Sadat openly favoured relations with the US, Park was mainly concerned about his national role. Do differences of this nature affect the development trajectories of nations? But

perhaps most significantly, leadership education and selection in South Korea has been more meritocratic than that in Egypt. This provides the opportunity to assess if meritocratic systems create leaderships that have a more positive influence on development.

There are a few books about the methods for researching leadership, and the few texts that exist are generally based on western experiences.<sup>1</sup> One study about researching elites in Taiwan is a relevant exception.<sup>2</sup> Walford identifies three important questions to consider when researching elites: access, interviews, and analysis and the written account.<sup>3</sup> (Institute of Education Director, Geoff Whitty, contributed to this book.) Therefore any research should reflect those considerations by starting with research subjects that are easy to access and moving towards less accessible groups, basing interviews on a few key questions rather than long interview schedules and considering the political constraints and context of responses. Although leaders may be inaccessible, there is a mass of documentary and film data available, and the internet produces more material daily. But I have been lucky. The daughter of former president Park, Park Geun Hae, who is a prominent opposition MP, has already agreed to an interview.

What are your views? If you have any opinions about the link between the education of leaders in your country, and how this relates to development, please email [mahlee@freechal.com](mailto:mahlee@freechal.com).

<sup>1</sup>Eg Moysner, G. (1998) *Non-standard interviewing in elite research*, *Studies in Qualitative Methodology*, 1, pp109-136.

<sup>2</sup>Czudnowski, M.M. (1987) *Interviewing political elites in Taiwan*, in Moysner, G. & Wagstaff, M. (1987) *Research methods for elite students*, Allen & Unwin: London, pp 234-250.

<sup>3</sup>Walford, G. (1994) *Researching the powerful in education*, UCL Press: London.

# School-based resource management and formula funding of schools in Sri Lanka

Jayantha Balasooriya EID Research Student

Since 2000, the World Bank-funded Second General Education Project has collaborated with the Ministry of Education and Higher Education agencies to introduce a nation-wide school formula funding mechanism (via norm-based unit cost resource allocation mechanism). NBUCRAM is the tool used for determining the school financial allocation for the provision of learning materials. Subsequently, the School

Based Resource Management (SBRM) programme is being implemented to devolve resource management responsibilities to schools, giving greater freedom at school level to decide what they need and when. It was introduced on a pilot basis to the system in 2000. These programmes' long-term objectives are to ensure equity and efficiency, respectively. To date provincial and national level education authorities have failed to

identify problems and barriers to grassroots level implementation. No regular monitoring and evaluation mechanisms have been built in.

My research, entitled *An evaluation of the school-based resource management and formula funding of schools in Sri Lanka on the efficiency and equity of resource allocation*, aims to:



## Spotlight on Research

- (a) examine the equity and efficiency properties of the 'traditional' or 'received' school finance system and its problems (in the past and as far as it persists in the present);
- (b) evaluate the impact on equity of the norm-based resource allocation

mechanism funding formula for allocating entitlements to learning materials into schools introduced nation-wide.

- (c) evaluate the impact on efficiency of the school-based procurement of learning materials and equipment introduced on a pilot basis.
- (d) make recommendations for maintaining transparency, equity and students' equal rights to education, effectiveness and efficiency in relation to higher standards of students' performance, and a high quality of educational achievement in the entire Sri Lankan education system.

Important outcomes expected to emerge directly or indirectly from this research include raising students' performance levels and generally improving educational quality through establishing sound school financing and resource management systems for consideration by Sri Lanka's education authorities. This will also facilitate streamlining the present formula funding mechanism and the prevailing resource management practices in order to ensure equity, efficiency, effectiveness and the improvement of quality education related to the available resources.

## Children and Violence Prevention in Cape Town

**Jenny Parkes**  
EID Research Student

Violence is widespread in South Africa, with, for example, a homicide rate in 1997 of 57 per 100,000 inhabitants, compared with 9 per 100,000 in the United States and 1 per 100,000 in the United Kingdom (Hamber 2000). In the Cape Flats the crime statistics are considerably worse, with widespread gangsterism, community and domestic violence, alongside the huge social inequity and economic deprivation. My research focuses on the social worlds of children growing up in this context.

Using qualitative methods – interviews, observation, group work – I am exploring children's perspectives about their neighbourhoods, their playgrounds and the negotiation of their social relationships with other children. I have drawn on participatory action research approaches, working over time with friendship groups, exploring issues through discussion, role play, art and music.

As I draw to the end of this phase of data collection, I have a mountain of transcripts of audio and videotapes to analyse and feel both excited and intimidated by this prospect. The planning stage of the fieldwork was also challenging, as I was new to South Africa, and keen to engage with existing community

based programmes. There was an uneasy period of planning and re-planning the research, to ensure ecological validity. I spent time making contact with institutions and non-governmental organisations, and in the end it was time well spent, resulting in collaboration with COPEs (Community Psychology Empowerment Services), a school-based violence prevention project of the Trauma Centre in Cape Town.

The most enjoyable phase has been the period of data collection in school, and in particular the opportunity to get to know the 36 children who have shared their stories and explored together issues connected with violence. The shifting positions, the power dynamics, the complex logic of the children's perspectives are a source of constant fascination and I am awed by the seeming resilience of children growing up with community violence.

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'Using a playground to practise a dance routine'



'Break time in the school field with Cape Town's mountain backdrop'

## Cultural Interaction in Multilateral Education Project Management – A Case Study of a UNDP Compulsory Education Project (96/401) in China

**Wang Xiaojun,**  
EID Research Student

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This research is designed to explore the patterns of interaction between people of different national and ethnic backgrounds and of various hierarchical status and roles, working together on multilateral education project management in China. It is a case study on UNDP/CPR/96/401 project *Promoting Nine-year Compulsory Education Focusing on Girl Students*, in which UNDP, the Ministry of Education, China, Chinese local education authorities, institutions and schools in multi-ethnic areas are the major co-operation parties.

This research arises out of the burgeoning co-operation between China and international

## Spotlight on Research

organisations, and addresses the real concern of the practitioners, including myself, who have been engaged in international co-operation. As a co-ordinator and manager of multilateral education projects in the Ministry of Education, China, I found myself at the interface of the intensive cultural interaction. In project planning, implementation and evaluation, each of the co-operating parties is interpreting the “reality” with his/her own values and cultural assumptions resulting in many challenges for international co-operation. Insights into the patterns of interaction identified through this research will contribute to improving efficiency of project management in each of its three aspects – planning, implementation and evaluation.

To identify the patterns of interaction in the project management, three research questions are being explored.

- (1) Who was involved in the project management and what roles did each play?
- (2) What cultural perspectives did each actor bring to the management and negotiation process?
- (3) On which points, and how, did they influence each other and modify their approaches and decisions?

In order to answer the research questions, certain dimensions, along which cultural perspectives can be analysed and compared, will also be developed on the basis of existing theories. The framework developed by



*Pride and Concern – different views on embroidery training in school for girls in the project*

Hofstede, theories proposed by LeVine and insights provided by scholars specialised in Chinese culture all contribute to the canvass on which cultural interaction can be portrayed.

With the researcher committed to seeking for understanding in the light of alternative perspectives of all the stakeholders, this case study adopts the actor-orientation approach (Long 1977, 1989, Arce and Long 2000). To achieve the maximal objectivity of the research, the researcher is collecting primary data from the stakeholders through in-depth fieldwork. Qualitative methods of data collection, including documentary analysis, interviews and participant observation, will be used.

This research is expected to develop original insights into the dynamic cultural aspect of international co-operation in the age of globalisation, and to provide practical culture-orientation guidelines for development professionals in donor organisations as well as central and local recipient governments working in similar contexts.

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*Researcher in the field – interviewing a Tibetan family in Qinghai, China*

## Negotiating “Education for Many”

**Peter Laugharn,**  
EID Research Student

Laugharn@hotmail.com

My research thesis had its roots in a Save the Children programme in Mali, where I worked from 1991 to 1999. Although the programme’s education sector focused on adult literacy, I had the strong sense that we should be starting with a younger age group and doing something much more bold. During my first months in Mali, I would sit out till late each night with colleagues under the stars turning over the phrase “Education for All,” and wondering what Save the Children might do in its name.

Then one day in the spring of 1992 we received a UNICEF booklet on the schools of the Bangladesh Rural Advancement Committee (BRAC). Reading about that clearly structured, rapidly expanding system of community-managed schools, it occurred to me that we might pursue something similar in Kolondibi District, and that there was a real chance that it could lead to a school in every community by the end of the decade. As the booklet was in French—bless UNICEF for that translation, it made a tremendous difference—I could share it around with all my colleagues. We held a meeting in early May 1992 and resolved to take the idea to communities and try to get the first “*écoles du village*” opened by the start of the school year in the fall.

And indeed, that November, the first four of them opened their doors. The schools were established and run by School Management Committees (SMCs), who were also to be responsible for promoting enrolment and limiting dropout. The expansion of the schools was rapid: in the 1999-2000 school year, seven years later, there were almost eight hundred of them, with 1,400 teachers, and 46,000 pupils, nearly half of them girls. In 1996, I gave up my NGO director’s position to become a researcher, and stayed on with Save the Children for three more years as their education advisor for Africa, at which time I also conducted the research for my thesis.

### The thesis

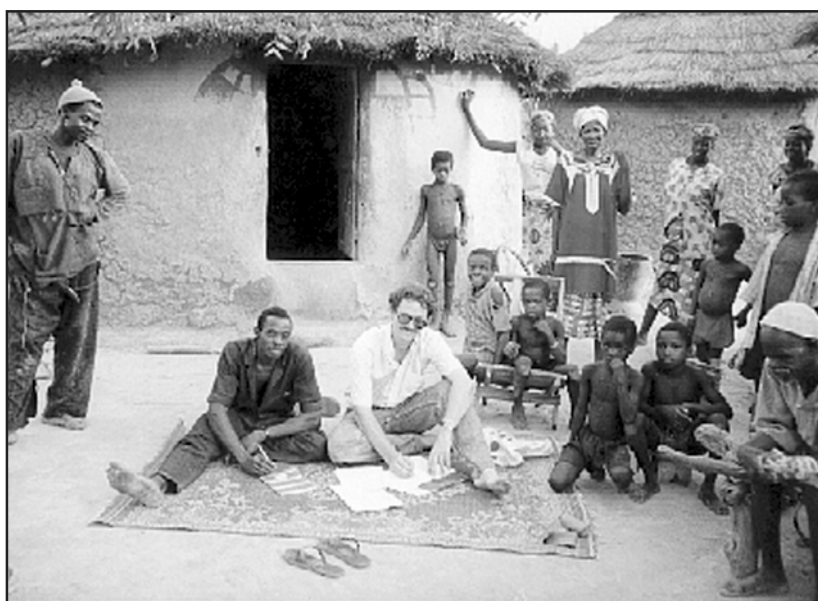
I focused my research on a number of puzzles within the programme. How did the activity of the SMCs influence enrolment within the

## Spotlight on Research

community school villages? How were gender-equitable enrolments arranged and maintained? Though it had originally been expected that the SMCs would be effective at promoting persistence in school, initial levels of dropout were high. What were the reasons for dropout from the community schools? How effective were the SMCs in reducing dropout and promoting persistence?

The thesis investigates these questions through a mix of quantitative and qualitative methods. Quantitative methods, used to understand the wider picture of enrolment and dropout, included analysis of the rates and correlates of enrolment, survey data on parental attitudes and choices about schooling, and an analysis of pupil rosters to establish the rates of and reasons for dropout from community schools. Qualitative methods, used to understand the context and meanings of enrolment and dropout more profoundly, included semi-structured interviews, and focus groups were conducted with parents and with SMC members.

The study found that the SMCs carried out their enrolment responsibilities effectively and that enrolments were equitable not only in terms of gender but also in terms of household wealth and parental educational history; enrolments showed a bias against the pastoralist Peulh minority. While parents were very willing to enrol many of their children in the new schools, they were not receptive to the idea of “education for all” as they consciously oriented some of their children toward house and fieldwork. This orientation of children away from school was slowing down expansion of the community schools in some villages. Parents were found to be willing to enrol girls, despite a



*In the field*

traditional preference for enrolling boys, in exchange for a school being established in their village. But indications are that boy-preference is still prevalent, and that it recurs where the SMC ceases to insist on gender parity.

SMCs were much less effective in preventing dropout. Dropout occurred principally for reasons outside the school. Many of the pupils had been enrolled over-age, and the transition to early adulthood led to the decision to leave school. In the parents' and pupils' “hierarchy of commitments”, schooling was not as important as marriage for girls and the *exode* (going off to seek work) for boys.

The three SMCs studied in depth provide useful insights into the capacities and limits of community-based school support associations in fulfilling their responsibilities for enrolment and persistence for example—the variability of leadership and dynamism among the SMCs, and the key role they played in maintaining gender equity in the schools.

This thesis argues that the Education for

All discussions on access to schooling have become too focused on the policy level, and concludes by calling for more dialogue, reflection, and partnership with parents and community associations.

Having passed the *viva* at the end of 2001 symbolically closes this chapter in my life, but the schools go on. Just this week I received an e-mail from Mali, saying that the pupils coming from the community schools into the government school system had received excellent results on their ninth grade exams and would be going on to secondary school. At the same time, the Ministry of Education is working with a number of Malian and international NGOs to pilot *collèges communautaires*, moving the principles and energy of the community schools beyond the first six years of primary school.

If anyone is looking for a fascinating research topic, they have only to get in touch with me!

## CONG XI FA CHAI: Reflections on Singapore

Elwyn Thomas

Education Consultant and former EID Staff member

**C**ong Xi Fa Chai means Happy New Year in Mandarin and the greeting will no doubt be used by most Chinese as they celebrate once again their forthcoming 2002 New Year in all parts of the world. For much

of the 1980s, I celebrated Chinese New Year in Singapore where I worked as a visiting academic, first at the Singapore Institute of Education, and later on at the Centre of Advanced Studies, Faculty of Arts and Social

Sciences, National University of Singapore. For the period 2000/2001, I returned to Singapore as a Senior Research Fellow and Visiting Professor, working at the National Institute of Education (NIE), formerly the Institute of Education, which is now part of the Nanyang Technological University. So once again I could celebrate a very memorable and enjoyable Chinese New Year on familiar ground amongst friends and colleagues old and new. During my year-long stay at NIE, I taught at both undergraduate and postgraduate levels, conducted research projects into partnership strategies between schools and the NIE as part of initial and



## Spotlight on Research

inservice teacher education, collected data on cultural pedagogy, engaged in research supervision and staff development, and organised a Cross Cultural Research Symposium between the Psychology Departments of the National University of Singapore and Nanyang Technological University.

I had worked in Singapore for 6 years in the 1980s. How much did I think Singapore had changed? Had there been any improvements to the education system? In political terms not too much has changed. Singapore is still a very top down, highly centralised system with the government making all the decisions about the social welfare of the populace. At the same time, there is a feeling that the political stringencies and excessive straightjacketing of the 1970s and 1980s are becoming things of the past. There is even a modified version of London's "speaker's corner" in one of the main parks of the city. The press, however, remains firmly under the control of the government, and there is hardly any criticism of key government policies. The country continues to be highly efficient, its transport system would be the envy of most British cities and the quality of roads and the upkeep

of public buildings are exemplary. Although crime is low, I noticed an increasing incidence of adolescent unruliness in public places and on public transport. The health service continues to be of a high standard but the costs of hospitalisation are much higher even for the lower wage earners.

The working population benefits from the annual round of yearly incentives based on the performance of the economy. Since the 1970s, as growth rates have continued to rise, bulky July pay packets have been the order of that month. It remains to be seen however what the 2002 July pay packet will look like, due to the current recession. Education continues to receive a substantial amount of money from the government. The brand new National Institute of Education cost the government 0.5 billion S\$ (ie £300 million). Many schools now have air conditioning, excellent library facilities, computers in most classrooms and science laboratories are second to none. Most schools will have abandoned the double shift system soon. A third University has already been opened, specialising in Business Management. In contrast to the 1980s, I noticed in all the classes I taught, there were more Malay and Indian students training to become teachers, and this was also reflected in the teacher stock in primary and secondary schools.

While didacticism still reigns in most education establishments, from schools to universities, the use of IT (Information Technology), and group activity work is clearly on the increase. Job stress and anxiety

is reported frequently by teachers. Teachers of IT, economics and science are also moving to better paid jobs in commerce and industry. As in Britain, there is a teacher shortage and recruitment of more teachers from overseas, especially at the tertiary level is gaining momentum.

Compared with the 1980s I have noticed an increasing *Americanisation* of the curriculum and training, more texts in teacher training come from the United States. More teacher educators are trained in Australia and the United States than was previously the case. While the fundamentals of the education system and especially the examination process reflect that of Britain, education is being made more global in its appeal to both

In conclusion, the year in Singapore was rewarding, enjoyable and refreshing. It was good to meet up with former colleagues and develop new professional links, in a place that has almost become a second home for me. I will return to both the Nanyang Technological University and the National University of Singapore during 2002, where I will continue with my research and teaching on shorter term engagements. This I am sure will not only enrich further my knowledge of Singapore and the South East Asian region, but will provide another opportunity to say *Cong Xi Fa Chai* to all my colleagues and friends.

## International Events and Crises

### Dr. Anil Khamis

**D**r. Anil Khamis, a new member of staff, is a graduate of the University of London. Anil has held educational posts in Canada, England, Tanzania, India and Pakistan ranging from teaching to teacher education and education co-ordinator. Before coming to EID, Anil was a faculty member at The Aga Khan University Institute for Educational



Development in Karachi, Pakistan (1995-2001).

Anil is particularly interested in promoting equity especially in poor communities and has led programme co-ordination, mentoring, and development and evaluation of new initiatives working closely with international NGOs. He has also held posts as executive officer and in strategic planning for international humanitarian and development agencies. Anil has travelled and studied widely in North America, Europe, East Africa, the Middle East, and South and Central Asia and has knowledge of several languages.

### Towards A Post-Conflict Afghanistan - Basic Requirements for Education

**Anil Khamis, EID Staff**

**A**gainst a background of a major humanitarian disaster, heightened by tensions of an international conflict, the world's attention at this time is focused on Afghanistan as never before. Whilst the UN Agencies prepare short-term relief for the many thousands of refugees and millions of internally displaced persons in Afghanistan, very few think of the long-term development



# International Events and Crises

needs of the society. Should we also be thinking of a post-conflict Afghanistan and direct our attention to that scenario? In such a scenario what is the role of an international university and a department such as EID? These are questions which history has shown us to be important. It was not only possible but also necessary to rebuild and rehabilitate Germany and Japan after the Second World War as a case in point.

At present, there are UN provisions for refugees and rules for engagement in conflict. However, no basic minimum provisions exist or are required for education, which is arguably the most important service for society at large. A post-conflict Afghanistan will require human resources, economic activity, and infrastructure development that are of relevance to the needs of the society. Such development will benefit from the most current knowledge available as well as build on the rich indigenous tradition and culture. A feature of the tradition of the Afghans is universal access to religious education without regard

to race, creed, gender, or ethno-linguistic background. A recent and growing phenomenon is the lack of formal education facility for millions of primary school-age refugee children; the number of out of school Afghan children in Pakistan is in excess of 150,000, according to UNHCR. It is considerably larger in Afghanistan but no reliable numbers are available.

'Home-schools' have emerged in Pakistan for Afghan refugee girls who cannot access education outside the home. There is evidence that these schools are acceptable to the ruling authority, as the provision of home-schools has been extended by international NGOs into Afghanistan. Two major concerns arise from this provision. The first is to build a bridge between the education girls receive in home-schools and formal schools that will need to be established in a post-conflict situation. The second is the lack of teacher education among teachers in home-schools. The challenge is thus to prepare and accredit home-school female teachers who can lead educational development in a post-conflict situation.

Unfortunately, Afghanistan is but one area of dire need. It has been forecast that the number of refugees worldwide will continue to grow and countless numbers of children today have no educational provision whatsoever and whose numbers continue to swell. The EID group and its predecessor departments has had a proud history of developing human capacity that has come to lead local indigenous tertiary institutions, which are completely absent today in Afghanistan and many other countries in conflict. Such a contribution can go a long way to develop capacity, institutional and programmatic provision, and create advocates for the benefits of education to impact the lives of many, many millions of people.

*Until November 2001, Anil Khamis worked at the Aga Khan University, Karachi, Pakistan. He joined EID in January 2002.*

## Education as Mediator: Conflict and Peace in East Africa

**Lyndsay Bird**

**EID Research Student**, [lyndsaybird@blueyonder.co.uk](mailto:lyndsaybird@blueyonder.co.uk)

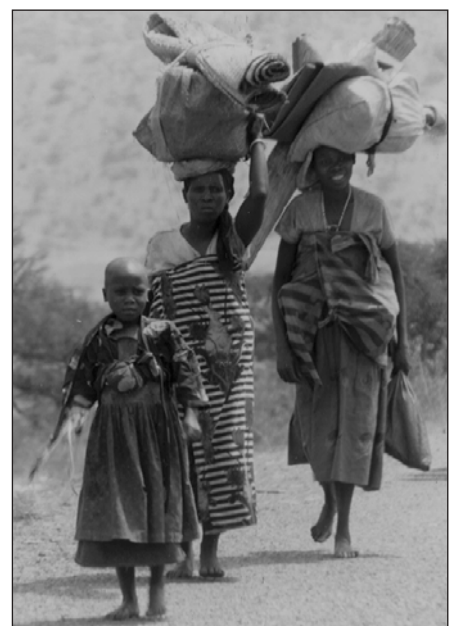
The events on and subsequent to September 11th 2001 dramatically changed the face of human conflict. They contributed to a rethinking for many in the North about how we react to conflict and the need to change our perceptions towards conflict prevention and peace building. However the situation is familiar to those in the South, particularly in sub-Saharan Africa, which has the largest number of refugees in the world displaced by conflict. Here terrorism, guerrilla warfare, constant uncertainty and displacement are facts of everyday life.

My past experience working in Tanzania with refugees displaced by such conflicts has convinced me that education in its broadest sense should play a key role in the stabilisation of communities suffering the effects of conflict. When you see the delight shining on the faces of a group of children trailing up a hill on their first day of school in a dusty refugee camp, you know that education is a fundamental right for all children. Such a sight



*Congolese children playing outside their school in a refugee camp in Western Tanzania*

confirmed my belief in November 1994 when I saw hundreds of refugee children from Burundi lined up in their bright Oxfam jumpers outside the first school in the refugee camp where I was to be their 'Education Officer'. Throughout the remainder of my six years in the refugee camps in Western Tanzania, first as an NGO volunteer and latterly working for UNICEF, I was keen to promote new ideas that refugee teachers were constantly eager to take on board.



*The consequences of conflict : refugee camp in Western Tanzania*

# International Events and Crises

So I was delighted to be a participant in the introduction of a peace education programme originally introduced for Rwandese refugees by UNICEF and UNESCO less than a year after the genocide of 1994 in Rwanda, where close to a million Tutsis and moderate Hutus were slaughtered. Unfortunately, because peace education for the Hutu leadership in the camps (some of whom were involved in genocide) was associated with attempts to repatriate them, the concept of peace education proved to have many political connotations. This was an unforeseen consequence when starting the programme, which caused much hostility towards the Rwandese refugees involved in starting it. However, the positive aspects of the programme were recognised by many Burundi refugees and after the Rwandese refugees were forcibly returned to Rwanda in 1996, several groups of Burundi refugees approached me to ask for a similar programme in their own camps. So together we started a process that gave more ownership and control to the community from its early development, building chiefly on their own traditional mechanisms for resolving conflicts, thereby avoiding the political pitfalls of the Rwandese programme.

After leaving UNICEF at the end of 2000 I saw an opportunity to use this experience for my research. Wars were still raging in the region and refugees trailed daily into

Tanzania. My initial thoughts led to a wider process of investigating some of the causal factors contributing to the different stages of conflict in this region of Africa (more specifically Burundi, Rwanda and the Democratic Republic of Congo). Here I want to make particular reference to the differences between various political and social knowledge bases among different structural levels where education and knowledge can be used as a negative force to maintain unequal power relations. Access to information leading to informed knowledge and critical thinking one would assume is likely to be more limited the lower down the structural ladder one goes, and therefore the facility for manipulation is more likely. For example, in Rwanda the lack of education of many of the rural population perhaps made it easier for the propaganda machine of the Hutu extremists to succeed in fuelling the genocide in 1994.

My research aims to highlight the role of education in its broadest sense as the most likely bridge-building tool between these different structural levels and among the various knowledge bases. It has been well documented that provision of primary education returns stability to a crisis situation, whereby the sight of children playing and undergoing routine education activities engenders hope in the heart of a community. It is this inherent nature of

education in its broadest sense as a mechanism for hopeful change that the research aims to emphasise.

The description of education covers aspects of formal, non-formal and informal education, initiation rites, community education and theatre, grass roots initiatives, leadership and governance education, citizenship education. These occur within the varying knowledge bases at different structural levels. I shall look at what type of education initiative has been most successful as defined by the recipients at each level, as well as the perceived effects of this new knowledge in bridging the gap between the different structural levels.

In summary, therefore, the central questions of the research are:

- (a) What are the broad causal factors relating to contemporary conflict?
- (b) How might the differences in knowledge control at different structural levels escalate or de-escalate a conflict situation?
- (c) How can education among different structural levels be used as a positive force to sustain non-violent co-existence?

## EID SPECIAL EVENTS

### GUEST SYMPOSIA

**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 2001 they included:**

#### January

Professor Keith Lewin,  
University of Sussex  
*Knowledge Matters of Development*

#### March

The Secretary of State for International Development, The Rt Hon Clare Short  
*Launch of The Challenge of Universal Primary Education (UPE)*

#### May

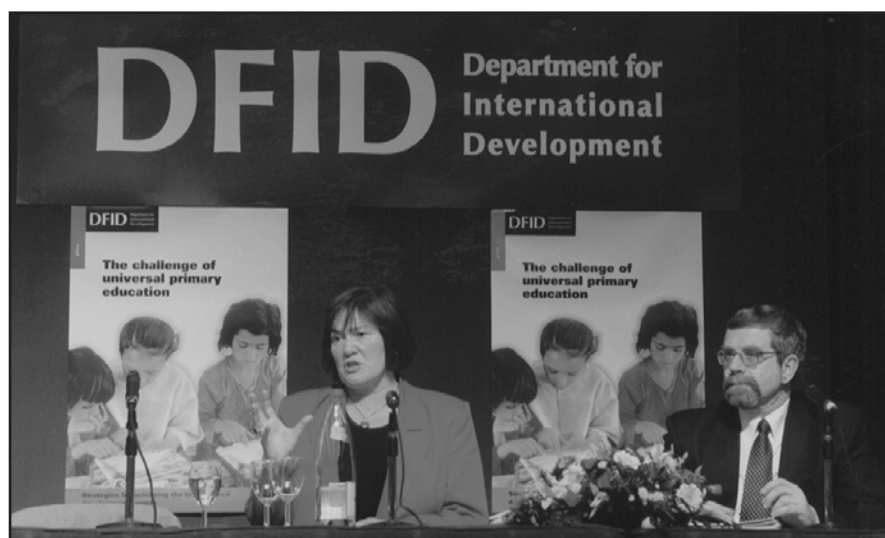
Professor Krishna Kumar,  
University of Delhi  
*Education and Globalisation*

#### June

Professor Lalage Bown, Visiting Fellow, EID; Professor Peter Williams, formerly Institute of Education; and Professor Andrew Downes, Visiting Fellow, EID  
*EID Symposium: Higher Education, Student Mobility and Commonwealth Development*

Professor Gilberto Guevara, Visiting Fellow, Institute of Education  
*Citizenship Education – The Politics and Philosophies debate*

# Clare Short Launches DFID Education Strategy



Photographer: Philip Wolmouth

*EID and the Institute host the Rt Hon Clare Short, Secretary of State for International Development, for the launch of DFID's strategy paper The Challenge of Universal Primary Education*

On 13 March 2001, The Challenge of Universal Primary Education (UPE) was launched by DFID in association with EID and the Institute of Education, by the Secretary of State for International Development, Clare Short.

The strategy paper states that DFID is committed to the achievement of UPE and gender equality. Three priorities for action are identified:

1. Contributing to the development and co-ordination of international commitment, policies and programmes designed to achieve Education for All.

2. Strong, well-targeted country programmes – with priority to sub-Saharan Africa and South Asia – which will provide strategic assistance to governments and civil societies committed to UPE and gender equality, within sound education sector, poverty and development frameworks.

3. Knowledge and research strategies and outcomes that will contribute to the ability of the international community, including partner countries, to learn lessons, share experience and monitor progress.

In a lively discussion that followed the formal presentation of the strategy, Ms Short explained the priority for girls' education "investing in the education of girls is the best investment any developing country can make in development". The spread of HIV/AIDS provided another focus for discussion. Education provision declines in countries where AIDS is widespread. The widespread death of teachers and officials in the administrative and support structures for education affects educational provision; and thousands of children, orphaned by the death of parents from HIV/AIDS face educational problems especially in sub-Saharan Africa where rates of illiteracy and HIV/AIDS infection are high.

### **FURTHER READING:**

[http://www.dfid.gov.uk/Pubs/files/tsp\\_education.pdf](http://www.dfid.gov.uk/Pubs/files/tsp_education.pdf)

**Report by Wang Xiaojun,  
EID Research Student**

## EID SPECIAL EVENTS

### *Community Participation in Health Decision-Making*

On February 8th, Dr Susan Rifkin from the London School of Hygiene and Tropical Medicine presented a seminar entitled “Community Participation in Health Decision-Making: a case study of health system reforms in Kenya”. She began by presenting a theoretical framework to examine community participation in the health planning process. Arguing that participation has been critical to the planning goal of poverty alleviation, she identified 3 constructs that had determined policy for the last 50 years. These were :

1. the ‘community development’ construct addressing poverty alleviation within the existing socio-economic context
2. the ‘people’s participation’ construct that addressed poverty alleviation by arguing for the transformation of the

existing socio-economic structures

3. the ‘empowerment’ construct that addressed poverty alleviation by focusing on transformation through building human capacities

The empowerment construct dominates health planning today. However, the lack of a common definition for community, participation and empowerment created constraints on policy formulation.

Using current health care reforms in Kenya as an example, Susan Rifkin examined the validity of the assumptions on which they were based. These included: (1) the assumption that the Ministry of Health has resources; the fundamental problem is the mis-management of these resources; (2) moving from a “needs based” to a “resourced based” (demand) planning will

make the provision of health care more effective; (3) decentralisation will provide an “enabling environment” to mobilise funds and people to provide improved health care.

In conclusion she highlighted the challenges that face the involvement of the community in decision making about health. These were: to be realistic about expectations to create an environment to include a wide range of community members not just the “elites”; to involve local people as part of the planning team and letting go of power and control by professionals so that community people can be truly involved in decision making.

**Report by Dr Pat Pridmore,  
EID Staff**

### *Lalage Bown receives the Symons medal*

We are delighted to report that Professor Lalage Bown, EID Visiting Fellow, was awarded the Symons medal for services to Higher Education and the Commonwealth at a ceremony organised by the Association of Commonwealth Universities on November 27th, 2001.





## EID SPECIAL EVENTS

# Knowledge Matters for Development

Keith M Lewin, University of Sussex

Much of what needs to be known to reduce poverty, malnutrition, and disease is known. The problems revolve around whether those who need to know have access to and understanding of the ideas and relevant technologies - an education and training problem - and whether, when they do, other conditions for the application of knowledge and skill exist - a socio-economic and political problem. More aware, capable and educated societies are more likely to encourage democracy, equity and well being than are societies hampered by ignorance. They are also more likely to have the economic resources to sustain higher living standards and the choices in life styles that lie at the heart of development.

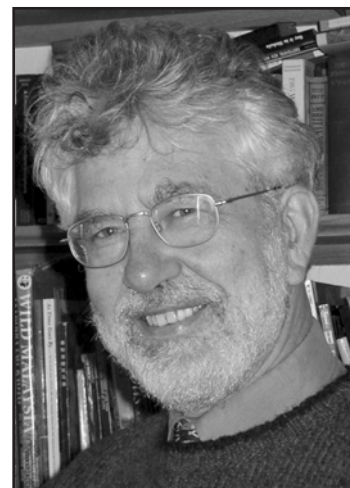
The reasons for the relative wealth and poverty of nations are complex. It is one of the propositions of this lecture that knowledge and skill lie at the core of development, and that science and technology education have a special role to play. Politics and ideology matter, but they matter less in the long run, as the economists say, than the accumulation of knowledge and skill, and their application. The historical case is powerful. There is no significant biological difference between ourselves and those who lived at the time of Alexander the Great. There is a stunning difference in our ability to transform our environment according to our preferences (and, perhaps, our continued ignorance). The recent experience of some Pacific rim countries that have transformed their developmental status is striking. It shows that rapid development can happen, and change the wealth of nations. This group of countries encompasses a range of political ideologies. These are societies that invested heavily in education, and in science and technology. They are also societies which display confidence in the future and which

show little predisposition to adopt the post-modernist position that science is "just another set of narratives" with no more significance than any other. It has special qualities.

Globalisation is creating new challenges for development, not least in terms of its impact on jobs and livelihoods, and the knowledge and skills on which they depend. New information and communication technologies (ICTs) offer novel possibilities for learning. More than ever before, international influences are shaping education systems. If these developments are to lessen, rather than increase, poverty and the deprivations associated with ignorance, clear thinking is needed.

This lecture had several purposes. First, it reviewed perspectives on the meaning of development. Thirty years of debate has resulted in most contemporary definitions of development recognising that educational investment plays a pivotal role in the achievement of many valued development goals. If participation in education is recognised as a right, as it is in the UN Charter on Human Rights, or as an indicator of development, as it is in the widely cited Human Development Index of the UNDP, then education becomes part of the definition of development, as well as a means to achieve it. In a nutshell, development is not happening unless more people are becoming more educated. It will not happen unless more people acquire more knowledge and skill.

Second, some of the ways knowledge and skill, and science and technology, have shaped development, were discussed. Three illustrations were presented, and concerned: (i) the transition of early human societies from hunter gatherers to the appearance of complex societies which



began to emerge as agriculture was developed and writing was invented (ii) the industrial revolution which transformed the nature of work and wealth production (iii) the recent experience of the East Asian countries which have developed rapidly to become middle and high income societies. In each case the importance of knowledge generation and application were highlighted.

Third, the lecture explored how aspects of globalisation are generating new challenges for investment in education and knowledge production. Increasingly wealth is produced from activities that cross national boundaries. People and jobs migrate to where competitive advantages are most attractive. New information and communication technologies hasten this process and make the previously impossible a practical reality in terms of new forms of knowledge generation and application. This has implications for learning and teaching which challenge orthodoxies embedded in many national education systems. The lecture concludes with some suggestions for meeting these challenges.

### FURTHER READING

The full lecture text is available from [cie@sussex.ac.uk](mailto:cie@sussex.ac.uk)  
See also the website  
<http://www.sussex.ac.uk/usie/cie/>

# EID SPECIAL EVENTS

## Globalisation and Education

**Professor Krishna Kumar, University of Delhi**

As an economic concept, 'globalisation' conveys nothing new. Colonised societies like India were part of a global regime against which they fought a prolonged battle in order to achieve a certain degree of autonomy and independence. The history of colonialism gives us not just a time horizon but also a perspective to the current discourse of globalisation. We should also place on record, for any substantive attempt to analyse globalisation, the demand voiced by the once-colonised nations for a new international order and a new information order. These terms are not very old but the context from which they derive meaning tends to be sidelined by the first world discussants of globalisation. Apart from the historical context, there is an ideological context as well, and that has changed quite radically since the end of the Cold War. 'Globalisation' carries the stamp of neoliberalism which focuses on the individual, even as it mystifies accumulated collective advantage.

In the sphere of education, a global outlook has long been regarded as a desirable attribute to be developed by liberal pedagogic practices. Matthew Arnold spoke of the need to conserve and promote the best that is known or thought in the world. Rabindranath Tagore assiduously built a university of his own to institutionalise his advocacy of universalism or what he called the 'religion of man'. The 'new education fellowship', established during the inter-war years, symbolised a global fraternity of the practitioners of progressive methods in education.

In view of this history, we can hardly treat globalisation as news. Yet, it is important

for us to pay attention to the sweeping economic and technological changes currently underway worldwide and to the policies to which these changes are linked. We can discuss the implications of these changes with the help of three broad orbits of consideration: knowledge, culture, and the opportunity structure.

The technological advances associated with globalisation have induced a blurring of the distinction between information and knowledge. The need to construct knowledge out of personal experience during childhood appears to be harder to fulfil in the ethos marked by an expanding sphere of the uses of the new information technology and the pervasive of the entertainment industry. This ethos is characterised by the erosion of institutions which regulated the child's encounter with the adult world and permitted the nurturing of curiosity and wonder. Institutions like the family, the community and the school also maintained a regulatory control over the time taken by children to make sense of the world. The bourgeois ideal of protected childhood is far harder to sustain in the context of globalisation than it seemed in the context of underdevelopment.

In the cultural sphere, globalisation promises to sharpen the ongoing conflicts over identity, even as localisation of concerns and loyalties becomes as pervasive as globalisation. As an instrument of cohesion, both in the individual personality and between communities, education is likely to come under greater strain on account of the hardening or coarsening of collective identities. Tacit knowledge, which forms the educative part of culture, will often find expression in

explicit forms against the background of the instability of traditional institutions and the frequency of identity skirmishes.

Finally, globalisation augurs economic uncertainty, the rise of unemployment, the dominance of footloose capital, and mass-scale marginalisation. Shifting careers and assured obsolescence of acquired skills can be expected to weaken the role and status of formal education even as the demand for schooling increases in response to the fear of marginalisation. Erosion of the state's commitment to public education and the rise of commercial institutions will have a negative effect on the status of teaching as a profession.

To conclude, we need to re-examine the relationship between education and modernity if we wish to look beyond the present phase of globalisation. The dual role of education – as a means of socialisation, and as an instrument of change – can provide us a framework to undertake this inquiry. Modernity called for an emphasis on the second (ie change-related) role of education; globalisation seems destined to strengthen the first (ie socialisation).

Professor Kumar would be happy to receive comments on this summary at the Department of Education, University of Delhi, 33 Chatra Marg, Delhi 110007.

### **FURTHER READING:**

Krishna Kumar 'Slow and Almost Steady' in *India Another Millennium?* edited by Romila Thapar, Penguin Books, India 2000.



## EID SPECIAL EVENTS

# Higher Education, Student Mobility and Commonwealth Development

**Lalage Bown, Peter Williams and Andrew Downes**

On 19 June 2001, Professor Lalage Bown, Professor Peter Williams and Professor Andrew S Downes were invited to contribute to the EID symposium: Higher Education, Student Mobility and Commonwealth Development.

Professor Lalage Bown and Professor Peter Williams have been heading a joint working group of the Council for Education in the Commonwealth and UKCOSA: The Council for International Education. At the symposium, they jointly presented the group's research on international student mobility, with special focus on interchange in the Commonwealth. The research has found that there is greater imbalance between high and low HDI (Human Development Index) countries in access to higher education and student mobility and opportunities for men and women remain unequal. 'Borderless learning' has provided a valuable complement to the traditional physical mobility of scholars. The researchers recommend an enlargement of international student mobility through

scholarships and awards, the promoting of credit transfer and mutual recognition of qualifications, improved capacity to receive students, standardizing monitoring, and taking full advantage of borderless learning.

Andrew S Downes, Professor of Economics and Director for Sir Arthur Lewis Institute of Social and Economic Studies, University of the West Indies, presented his paper on University Graduates and Development in Commonwealth Developing Countries (CDCs). The paper analyses the role that university graduates play in development in CDCs from the perspective of the labour market. The factors influencing the demand for university education and the market conditions for university graduates in these countries are discussed. Professor Downes suggested that the university system in CDCs should restructure its operations, expand access, promote a research culture, lobby for more resources, enhance the curriculum relevance and strengthen collaboration with advanced countries in

order to meet the needs of the development of CDCs.

The discussion focused mainly on brain drain and gender issues. Reasons, extent and possible solutions have been widely discussed. Further research on potential of higher education development in CDCs, on borderless learning and balance of students mobility, and on the competition to attract talent were suggested.

**Report by Xiaojun Wang,  
EID Research Student.**

### **FURTHER READING:**

'Student Mobility on the map: tertiary interchange in the Commonwealth on the Threshold of the 21st century', Report of a joint Working Group of The Council of Education in the Commonwealth and UKCOSA: The Council for International Education, July 2000 ([www.ukcosa.org.uk](http://www.ukcosa.org.uk)).  
Maxey, K, 'International Students in the Commonwealth: a working paper', The Council for Education in the Commonwealth and UKCOSA: The Council for International Education, November 2000 ([www.ukcosa.org.uk](http://www.ukcosa.org.uk)).

# **Forthcoming**

## ***The New School of Lifelong Education and International Development***

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Salary will be on the Lecturer salary scale, £20,470 – £32,537, plus £2,134 London Allowance. Appointment from September 2002. Secondment (at least 3 years) considered. Also job share.

For an application form and further details, please ring 020 7612 6159 (24 hour ansaphone) quoting reference L/LEID/1 or e-mail [personnel@ioe.ac.uk](mailto:personnel@ioe.ac.uk). Please do not send CVs at this stage. Completed applications to be returned to the Personnel Department, Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL by 18 March 2002.

Committed to Equality



# Forthcoming



## *The Institute celebrates 100 years EID celebrates 75!*

The Institute celebrates its centenary in the academic session 2002/3. The centenary year will begin on 7 October 2002 with a 'launch event'. Other events will take place throughout the centenary year. The centenary coincides with the 75th anniversary of EID and its predecessor departments – the Department of International and Comparative Education (1985 – 1995); the Department of Education in Developing Countries (1973 – 1985); the Department of Education in Tropical Areas (1952 – 1973) and the Colonial Department (1927 – 1952).

One of the themes for the centenary year will be the International role of the Institute. This will be launched on November 22 2002 with a conference on Education for All co-organised by the Institute and UNESCO-UK. On November 23-24, the Alumni Association will organise a programme, during which former and current staff and students will provide retrospective and prospective views on the Institute's international role and work. It is hoped that many alumni staff and students will attend, and contribute through oral, video, audio and powerpoint presentations. Those unable to attend in person are welcome to send written or recorded contributions (no later than 31 October 2002, please!).

During the alumni event one session will be devoted to the work of EID. Staff and students from EID and its predecessor departments are invited to submit presentations in any of the above suggested media.

Presentations can be based around the following questions but additional information would also be very welcome:

1. If you came to the Institute as a student, what brought you here? What were you doing before you came? Did you have a scholarship?
2. Which course did you follow/teach? What do you remember most about your fellow teachers/students?
3. What did you do after you left the Institute?
4. How important was the time you spent at the Institute in shaping your subsequent work?
5. Have you maintained links with the Institute over the years, or with people you met here? By what means?
6. In what ways do you think the Institute could enhance its contribution to international education and social development in the 21st century?

If you wish to submit a presentation before the Alumni event itself please do so before October 31st 2002, and send to:

E. Peck  
Centenary Office  
(marked 'EID session in Alumni Programme')  
Institute of Education,  
20 Bedford Way  
London WC1H 0AL

Email: [e.peck@ioe.ac.uk](mailto:e.peck@ioe.ac.uk)

## *Institute of Education – UNESCO UK Conference on Education for All*

### *Education for All Goal 6: Quality and Assessment*

**22 November 2002**

During 2002 the Education Committee of UNESCO UK is organising a series of conferences and seminars on Education for All and the Dakar Declaration. Each conference/seminar focuses on one of the six EFA goals. Readers of the EID Review will recall the EFA themes of earlier editions. Nos 4 and 5 prepared in advance of Dakar and immediately after.

On November 22nd 2002 the Education Committee of UNESCO UK and the Institute of Education will co-host the final conference in the series, taking the sixth and final EFA goal – quality and assessment – as its theme.

Speakers will include: Sir John Daniel, ADG UNESCO; Mr. A. Parsuramen, UNESCO Director for Africa; Ms Christine Whatford, Chair,

Education Committee – UNESCO UK; Professor Angela Little, Institute of Education; Ms Vicky Colbert, Fundación a la Gente, Colombia, and others.

The conference will contribute to the Institute's Centenary Celebrations. It will celebrate the longstanding links between UNESCO and the Institute, and will serve to highlight the Institute's even longer contribution to international education.

Further information about this conference will be available in due course from Elaine Peck (e.peck@ioe.ac.uk)

## C E S E

### *Announcement of XXth Conference of the Comparative Education Society in Europe 2002*

*15th July to 19th July 2002, inclusive.*

*The Institute of Education, University of London*

### *Towards the end of educational systems? Europe in a world perspective*

The Conference asks a question. Is it the case that we are beginning to see the end of mass educational systems as we have known them (and loved or hated them) from their genesis in the nineteenth century?

In many parts of the world, new forms of learning are emerging in the 'the information age', or the 'age of globalisation' or in an 'internationalised world'. Which age, indeed, are we in? Where are important new forms of 'education' emerging? Who controls them? As the economic importance of formal education is seen in more and more places by governments as a way to survive in an international economy dominated by 'knowledge', what are the new forms of socialisation we are offering to the young and what will be the new forms of social cohesion?

The Conference is organised in Working Groups:

1. International Pressures: The End of Educational Systems?
2. Education, Knowledge Production, and Economic Growth
3. Social Cohesion, Social Capital, and Social Control: The Changing Role of Educational Systems

4. Changing Notions of Knowledge and Educational Systems
5. New Pedagogies and Sites of Learning
6. New Educational Patterns and Issues of Identity
7. The Reconstruction of Educational Systems in the Expanded Europe
8. The Young Researchers Group
9. Free Working Group (A)
10. Free Working Group (B)

- Papers are invited within the themes of one of the Working Groups for the Conference, which are listed above.

Expressions of interests in giving a paper can be offered immediately to:

Dr Robert Cowen, CCS, Institute of Education, 20 Bedford Way, London WC1H 0AL, England, (or by email to [r.cowen@ioe.ac.uk](mailto:r.cowen@ioe.ac.uk))

- Contact: Currently a website for the Conference is under construction. The point of entry for web information would be via [www.ceseurope.org](http://www.ceseurope.org).

# **Forthcoming**

## ***BAICE 2002***

### ***CALL FOR PAPERS***

#### ***LIFELONG LEARNING AND THE BUILDING OF HUMAN AND SOCIAL CAPITAL***

***6-8 September, 2002***

***The University of Nottingham, UK***



The biennial conference of the British Association of International and Comparative Education will be hosted by the Centre for Comparative Education Research, the School of Continuing Education, the University of Nottingham. The theme of the conference will be the relationship between Lifelong Learning and the Building of Human and Social Capital from a comparative and international perspective.

The timetable for the submission of papers in 2002 is as follows:

- 15 January, Abstracts of papers (500 words) to be submitted
- 1 March, Authors of selected papers will be notified
- 31 July, Submission of final papers

Abstracts will be published in a set of conference proceedings. Selected papers from the conference will be published later in book form.

In addition to formal presentations, there will be an opportunity for poster presentations and for a special session devoted to the current work of doctoral research students. During the conference there will be plenary sessions led by distinguished

speakers and a workshop led by MUNDI, the successful Nottingham Centre for Development Education. It is hoped that there will be an opportunity to visit the UK's innovative National College for School Leadership which is based at the University of Nottingham's nearby Jubilee Campus

Further information about the conference, to be held at one of the UK's most prestigious universities, will be available from the following web sites or from Professor W J Morgan.

<http://www.ed.ac.uk/~baice/Conferences.html>

<http://www.nottingham.ac.uk/cont-ed/cce.htm>

Proposals for papers should be sent to the Conference Convener:

Professor W J Morgan  
Centre for Comparative Education Research  
School of Continuing Education  
University of Nottingham  
Jubilee Campus  
Nottingham  
NG8 IBB

Email [john.morgan@nottingham.ac.uk](mailto:john.morgan@nottingham.ac.uk)



## *Staff Activities Beyond Bedford Way 2000–2001*

*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, external lectures.*

### **Sheila Aikman**

- Participated in the Uppingham Seminar on Literacy and Inclusion (February)
- Participated in the third study visit of the Multigrade Teaching Research Project in Peru (August/September)

### **Chris Berry**

- Research officer for the multigrade teaching project – a DFID-funded project in Peru, Vietnam and Sri Lanka
- Worked with Cambridge Education Consultants/Government of Dominica to develop multilevel teaching and learning approaches for Dominican secondary schools
- Attended Oxford Conference in September 2001
- Conducting research into headteachers' and teachers' perceptions of mixed age classroom organisation in Hackney, East London with Angela Little (see article this issue)
- Organised materials for the publication of a special issue of the International Journal of Educational Development on multigrade teaching (Volume 21, Number 6, November 2001)

### **Roy Carr-Hill**

- Attended national workshop in Maputo, Mozambique, to discuss proposed Strategic Plan for Secondary Education and for Secondary Teacher Education
- Initiated four-country research study on HIV/AIDS and Education at local and national level. Initial meeting in Nairobi at end of May 2001, when instruments were discussed and modified. Fieldwork programmed for July through October and all completed. Second joint meeting to discuss preliminary findings and analysis for final report
- Contracted to act as member of EU team to review of Basic Primary Education programme in Nepal on a twice-yearly basis. In addition, assisted in the development of resource allocation formula among 75 districts and workshops in both Kathmandu and Chitwan
- Consultant to International Institute for Educational Planning in Paris to act as Technical Advisor on Research Project on the Provision of Education for Nomadic and Pastoralist groups in the Horn of Africa. This involved:
  - elaboration of guidelines, orientation note and revision of instruments
  - participation in small meeting in Paris to revise instruments and orientation note
  - two visits to each of Eritrea and Uganda to train country teams and participate in fieldwork
  - participation in Regional workshop involving all sub-country team
  - write up of interim report
- Management of team to evaluate School Feeding Programme in Lesotho

### **Jane Evans**

- Attended International team workshop for Globalization, Qualifications and Livelihoods Project in Beruwela, Sri Lanka
- Conducted interviews with representatives from UK qualification awarding bodies about their activities in Sri Lanka and Zimbabwe
- Presented Seminar on teaching about globalisation in the English Geography Curriculum for MA in Geography education students, with David Lambert
- Presented pre-session seminar for MA EID students from Sri Lanka on definitions of globalisation
- Co-presented session with Dr Elaine Unterhalter to MA EID students on analyses of globalisation
- Continue to compile internet database of literature on globalisation for the project web site (<http://www.ioe.ac.uk/eid/gql>)
- Attended British Council workshop in London for UK providers of vocational education and training focusing on the Chinese market

### **Roger Flavell**

- Visited Mozambique to direct last teaching seminars for STEP (January)
- Visited Mozambique to facilitate the handover of the Diploma in TESOL to Mozambican authorities (March)
- Visited Mozambique to run preparatory seminar for STEP Baseline research (April)
- Visited Sri Lanka to facilitate the entry of

## Staff Activities Beyond Bedford Way 2000–2001

15 MA students to the MA in EID, and to run a preparatory workshop (May)

- Visited Mozambique for STEP graduation, for STEP evaluation and for handover of qualification to national authorities (June/July)
- Gave paper on STEP Baseline research at Oxford Conference (September)
- Visited Sri Lanka to facilitate the entry of a second group of MA students, and to run a preparatory workshop (October)

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### Angela Little

- Director of research project *Globalisation, Qualifications and Livelihoods*, (with the Universities of Colombo and Chinoyi): research team workshop in Sri Lanka (January), fieldwork in Sri Lanka (April, July) and in England (July-Dec)
- Director of research project *Multigrade teaching in Peru, Sri Lanka and Vietnam*; workshops, national symposia and field exercises in Peru (with Instituto des Estudios Peruanos, Lima) and in Colombia (with La Fundación Volvamos a la Gente, the Economic Commission for Latin America, British Council, Universidad Autónoma de Manizales and the Coffee Growers Association). Case studies of schools with multi-age classes, Hackney, London, England
- Lecture on EFA: *Rhetoric and Reality*, University of Leeds, England (February)
- Team Leader, DFID-funded Primary Education Planning Project (PEPP), Ministry of Education and Higher Education, Sri Lanka. End of project seminar and presentation of paper *EFA in Sri Lanka: the role of the Primary Education Planning Project*, Colombo, Sri Lanka (March)
- Lecture on *Multigrade Teaching: towards an international research and policy*

*agenda*, University of Birmingham, England (May)

- Resource person at UNESCO expert meeting on *Improving the Performance of Primary Education*, BREDA, Dakar, Senegal (July)
- Presentation of paper on *Borderless Higher Education and Qualifications* at conference of Higher Education Reform held at the University of Zhejiang, People's Republic of China (October)
- Re-establish links with the College of Educational Sciences, East China Normal University, Shanghai, People's Republic of China and gave lecture (October)
- Lecture on *Comparative Education and Development Studies* at the Comparative Education Research Centre, University of Hong Kong (November)
- Journal editorial and advisory work: *Comparative Education; Assessment in Education: principles, policy and practice; International Journal of Educational Development; Journal of Education Planning and Administration*
- PhD Examining: London School of Economics, Universities of Birmingham and Hong Kong

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### Pat Pridmore

- Consultant to the British Council in Hanoi, Vietnam, working with colleges at the National Institute of Educational Sciences to develop a teacher's guide for health for teachers of multigrade classes
- Consultant to the Child-to-Child Trust co-directing a short course held at the Institute of Education on promoting health in schools for senior planners from twelve countries
- Visit to Peru for the DFID-funded multigrade teaching research project. The visit brought together the members of the

research team from Peru, Sri Lanka, Vietnam and IED for a team workshop, school visits and a National workshop in Lima

- Visit to Northern Vietnam to work with the research scholar on the multigrade teaching research project
- Visit to Colombia to study the Escuela Nueva Programme in rural schools and present seminars on multigrade teaching and learning
- Delegate to the XVII World Conference on Health Promotion and Health Education held in Paris in July delivered a paper entitled *Innovation in the curriculum and organisation of health in multigrade schools: a vehicle for improving school effectiveness*
- Session leader for a training day for community paediatricians working in three south London boroughs on the participation of children and youth in health development

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### Elaine Unterhalter

- Seminar in Johannesburg *Managing Gendered Change in selected Commonwealth Universities*. Seminar funded by the Association of Commonwealth Universities with a view to developing a cross national study of gender and higher education in the Commonwealth (February)
- Co-author of paper (with Louise Morley and Anne Gold) *Sounds and Silences. Managing gendered change in Commonwealth Higher Education* presented at the conference on Globalisation and Higher Education: Views from the South. Cape Town, (March)
- Co-organised panel on Gender and HIV at the third international Gender and Education Conference, Gender and the Politics of Education. London, (April).

## Staff Activities Beyond Bedford Way 2000–2001

- Co-authored one of the papers presented on this panel (with Robert Morrell, Lebo Molesane and Debbie Epstein) *Dis/articulating HIV/AIDS in South Africa: Policies schools and gender identities*
- Organised panel on the postcolonial politics of gender and education at the third international Gender and Education Conference, Gender and the Politics of Education, London. Six former students from the MA in Education, Gender and International Development presented papers drawn from their dissertation research (April)
  - Presented a paper (co-authored with Melanie Walker) *Truth telling and not truth-telling: trustworthy knowledge, gender and belonging in South African writing on the Truth and Reconciliation Commission* at the third international Gender and Education Conference, Gender and the Politics of Education, London (April)
  - Presented papers at the conference Siyafunda. Partners in Learning: education in South Africa, 1994 and beyond, London (May). These were a response to the keynote address given by Thami Mseleku of the National Department of Education, South Africa and a paper on *Gender Justice and the transformation of apartheid education*
  - Presented a paper *The capabilities approach and gendered education: An examination of South African complexity* at the Conference on Justice and Poverty: Examining Sen's Capability Approach, University of Cambridge (June)
  - Worked in Bangladesh as an international consultant on the ESTEEM (Effective schools through enhanced education management) project running seminars on research for government officials working in departments concerned with primary education and for lecturers working at the National Academy for Primary Education (NAPE) (June)
  - Worked in South Africa researching on the British Council-funded project at the University of Natal: Gender, violence, schooling and HIV/AIDS in Kwazulu Natal
  - Address to Education Policy Unit (Natal) public policy seminar *Gender and Education in South Africa*, Durban (August)
  - Presented a co-authored paper with Jake Ross and Mahmudul Alam at the Oxford conference Knowledge, Values and Policy. *A Fragile dialogue? Research and primary education policy formation in Bangladesh, 1972-2000* (September)
  - Project co-ordinator on research project funded by VSO (Voluntary Service Overseas). Teachers working with VSO: a study of professional career development
  - Presented paper *Harry Potter and the third way: Gender, race and the cultural politics of Blairism* at a seminar organised by CREG (Centre for Research in Education and Gender). London (November)
  - Presented paper (co-authored with Louise Morley and Anne Gold) *Does the enterprise culture enhance or exclude equity? Gender and change in Commonwealth Higher Education* at the SRHE Conference, Cambridge (December)
  - Chaired the Speak Out conference: partnership in action against crime and harassment of people with learning difficulties, Values into Action (February)
  - Invited participation in the consultative meeting to develop a research agenda for the new ESRC Research Centre of Genomics, Regents College (April)
  - Keynote paper – *The environmental threat to human intelligence* at the Prevention of Disability conference, Forum on Learning Disability, Royal Society of Medicine, (May)
  - Keynote presentation *Cultural dimensions* at the Role of leadership in the Dialogue of Civilizations, UN University, Amman, Jordan (June)
  - Invited to present to members of the Welsh Assembly, *Public awareness of GM technologies*, Cardiff (June)

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### Chris Williams

- Invited to become a Fellow at the Royal Society of Arts (RSA) (January)
- Took part in seminar *The law, human rights and people with learning disabilities* House of Commons (February)



## NEW BOOKS



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

**Susan B Rifkin and Pat Pridmore**  
*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 Master's 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.

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

### **Multigrade Teaching**

**INTERNATIONAL JOURNAL OF EDUCATIONAL DEVELOPMENT,  
VOLUME 21, no 6, 2001**

In multigrade teaching contexts, teachers are responsible, within the same time period, for instruction across two or more curriculum grades. In monograde teaching contexts, by contrast, teachers are responsible, within the same time period, for instruction across a single curriculum grade. Multigrade classrooms are very common in the poorer countries of the South. They are also found in the richer countries of the North. Yet in many systems of education, the needs of both student and teachers in multigrade classrooms are often unrecognised.

This special issue of the International Journal of Educational Development has been prepared by members of the EID multigrade teaching research team. It addresses the conditions under which multigrade teaching arises, the challenges faced by multigrade teachers and the possibilities for teaching and learning in multigrade classrooms in the future.

|  |   |
|--|---|
| Angela W. Little   | Editorial   |
|  | <b>Articles</b>   |
| Angela W. Little   | Multigrade teaching: towards an international research and policy agenda                        |
| Eleanore Hargreaves, Carmen Montero, Mohammedin Sibli, Nguyen Chau and Thanh Thanh | Multigrade in Peru, Sri Lanka and Vietnam   |
| Sheila Aikman and Pat Pridmore   | Multigrade schooling in 'remote' areas of Vietnam   |
| Chris Berry  | Achievement effects of multigrade and monograde primary schools in the Turks and Caicos Islands |
| Eleanore Hargreaves  | Assessment for learning in the multigrade classroom   |
|  | <b>Research Materials and Notes</b>   |
| Chris Berry  | A bibliography on multigrade teaching   |
| The Multigrade Research Group  | Multigrade teaching in Peru, Sri Lanka and Vietnam: in international research project           |
| Chris Berry  | PhD Abstract  |

### **FURTHER INFORMATION**

<http://elsevier.nl/locate/ijeducdev>, <http://elsevier.com/locate/ijeducdev>, <http://www.ioe.ac.uk/eid>

### **"Igirisu no iiko, Nihon no iiko" English 'good child', Japanese 'good child'**

**Yoshiko Sato**

**Published by Chuko shinsho, Chuo Koron Shinsha, Tokyo, Japan, 2001**

This is a comparative study of the development of self-regulation in interpersonal relationships among Japanese and British children in their early childhood. By comparing the development of self-regulation in children, mothers' developmental expectation and their patterns of feedback to children, I explored the extent to which mothers in different societies introduce cultural values in interpersonal relationships in raising their children.

Research methods for this study were 1) the picture self-regulation test for children in their early childhood, 2) a questionnaire for the mothers of those children.

Self-assertion and self-inhibition are two dimensions of self-regulation in interpersonal relationships. When Japanese and British children were compared, British children showed

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## NEW BOOKS



higher development in self-assertion compared to Japanese children. And yet, contrary to my expectation, British children exhibited the same level of self-inhibition as Japanese children.

Self-assertion comprises three subscales: verbal self-assertiveness, self-expressiveness in creative pursuits, and positive peer participation. Self-inhibition comprises four subscales: capacity to delay, compliance, frustration, tolerance and patience. The analysis of subscales for self-assertion revealed that British children are higher in verbal self-assertiveness and self-expressiveness in creative pursuits than Japanese children. The analysis of subscales for self-inhibition revealed that Japanese children exhibited higher development of capacity to delay than British children while British children showed a higher level of compliance.

I argued that the Japanese children may be low in self-assertion and high in self-inhibition while the British children are high in both self-assertion and self-inhibition.

The book was mainly based on my PhD thesis which I wrote under the guidance of Professor Angela Little. Some major Japanese newspapers and journals have reviewed the book favourably. The fourth edition of this book has been published recently. This interest in the book makes me feel that Japanese are becoming more interested in self-assertion in interpersonal relationships than ever before. Traditionally, Japanese have maintained negative attitudes toward the development of self-assertion in children, since group-oriented behaviour was highly valued in this vertical society. However, structural change in Japanese society is taking place and Japanese have started to realize the necessity of enhancing creativity, originality and strong leadership among the children of our new generation, traits that fall into the category of self-assertion. It seems to me that Japanese are now seeking a new style of self-expression and communication.

### Availability

(Japanese language only)

Chukou shinsho, Chuo Koron Shinsha  
Postal Code 104-8320  
2-8-7, Kyobashi, Chuo-ku  
Tokyo,  
Japan

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### *Teacher Education: Dilemmas and Prospects, World Yearbook of Education Series. London;*

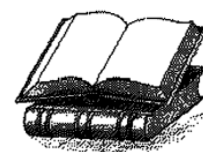
*Kogan Page, 268 pages (Jan 2002)*

**Edited by Elwyn Thomas**

The volume contains contributions from 29 authors representing 23 countries including Poland, United Kingdom, Algeria, USA, Brazil, Malaysia and South Africa. The authors write on themes such as state control, cultural perspectives and pedagogy, reform, and on going projects in teacher and teacher educator training.

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## FORTHCOMING BOOKS



### *Leaders of Integrity:*

**Ethics and a Code for Global Leadership**

*Chris Williams*

*(UN University Leadership Academy: Amman)*

Leaders from all spheres now need to interact on a global level – for trade, providing international aid, harmonising academic exchanges and communications, addressing crime and terrorism, disaster relief, ensuring environmental and food security. But there are few codified standards to provide an ethical basis for this global interaction. Global leadership has no ‘level playing field’ on which to play. We are witnessing the globalisation of leadership, but the globalisation of accountability has not kept pace with the globalisation of power.

*Leaders of Integrity* firstly marks a significant era in world history in which leaders are becoming more accountable to themselves and to the global community in three spheres: political violence, political and economic corruption, food and environmental security. Second, it identifies and assesses relevant standards of leadership practice, from a wide range of existing codes and customs, to propose a *Code for Global Leadership*. The relationship of leaders to education systems is a crucial aspect, as evidenced by the abuse of education in regimes such as Nazi Germany, Apartheid South Africa, Milosevic’s Yugoslavia, and the Taliban.

### Availability:

UN University Leadership Academy, c/o University of Jordan, Amman, Jordan.

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### *Studying in English: a guide for Japanese students*

*Chris Williams*

*Hiromi Yamashita*

**(UKCOSA: the Council for International Education, London)**

This guide is for Japanese students who are studying in English, in Japan or abroad, and for people who teach or work in English with Japanese students. It is not a complete “study skills guide”. It deals specifically with the issues that, from the experience of the authors and a research project supported by UKCOSA, are important for Japanese students. It covers things that can be considered before students start their courses, basic skills that are relevant during a course, and how to consider opportunities after a course. The main advice is given in simple English, and this is accompanied by a commentary in Japanese, discussing cultural aspects.

### Availability:

The guide will be available free on the UKCOSA web site in 2002, [www.ukcosa.org.uk](http://www.ukcosa.org.uk)

## RECENT EID PUBLICATIONS

### Sheila Aikman

2001

- ❑ 'Sustaining Indigenous Languages in Southeastern Peru' in B. Street (ed) *International Journal of Bilingual Education and Bilingualism*, Vol. 2, No.3, 198-213.
- ❑ with Pat Pridmore (2001) 'Multigrade Schooling in "remote" areas of Vietnam' *International Journal of Educational Development*, Vol. 21, No.6, 521-536.

### Chris Berry

Forthcoming

- ❑ 'Creating conditions conducive to multigrade teaching: implications for the continuing professional development of teachers in the Caribbean' in Thomas, E (ed) *World Year Book of Education*, Kogan Page, London.

2001

- ❑ 'Achievement effects of multigrade and monograde primary schools in the Turks and Caicos Islands'. *International Journal of Educational Development*, Vol. 21, No.6, 537-552.
- ❑ 'Multigrade research bibliography'. *International Journal of Education*, 21 (6) 561-566.

### Roy Carr-Hill

Forthcoming

- ❑ 'Housing and Health' *The Wider Impact of Housing*, Hume Institute, Glasgow.
- ❑ with Lintott, J. *Consumption, Unemployment and Quality of Life*, Palgrave, London.
- ❑ with Martins, Z. and Theobald, D. *Evidence-Based Policy Making: An Illustration from Mozambique*, Department for International Development, London.

2001

- ❑ 'Measuring (Relative Needs) for Mental Health Care Services', *Measuring Mental Health Needs* (2nd edition), edited by G Thornicroft, Tavistock, London.
- ❑ 'Practical and theoretical problems in training teachers to confront HIV/AIDS' in Thomas, E. (ed) *World Year Book of Education*, Kogan Page, London 193-205.

- ❑ with Currie, E. *Review of Research on Wider Benefits of Learning*. Institute of Education, London.

- ❑ with Katahoire, A. and Kataboro, J. 'HIV/AIDS and Education'. Occasional Paper, International Institute for Educational Planning, Paris.

- ❑ with Smith, P. and Rice, N. 'Weighted Capitation Funding of Public Services', *Journal of Royal Statistical Society*, Series A.

- ❑ with Katahoire, A., Kakooza, J., Ndiddi, A., & Oxenham, J (2001) 'Adult Literacy Programmes in Uganda: An Evaluation', Knowledge Network of World Bank, Washington.

- ❑ with Williams, A. 'Measurement Issues Concerning Equity in Health' in Oliver, A., Cookson, R. and McDaid D., eds, *The Issue Panel for Equity in Health*, Nuffield Trust, London, 22-26.

- ❑ 'Equity in Health: A Note on Resource Allocation' in Oliver, A., Cookson, R. and McDaid, D., eds. *The Issue Panel for Equity in Health*, Nuffield Trust, London, 27-30.

2000

- ❑ with Percy, A., Dixon, P. and Jamison, J.Q 'Assessing the Local Need for Family and Child Care Services: A Small Area Utilization Analysis', *Child Welfare*.

- ❑ 'Developing a Robust Resource Allocation Formula for the Police', *Policing and Society*, Vol. 10, 235-261.

### Roger Flavell

Forthcoming

- ❑ *Online Course Design for the e-University* Kogan Page, London.

- ❑ *A Dictionary of Idioms and their Origins*, (revised and greatly expanded edition), Kyle Cathie Publications, London.

2001

- ❑ *Baseline Research of Mozambique Secondary and Technical English Project*, Report prepared for Ministry of Education, Maputo.

- ❑ *Secondary and Technical English Project*, Project Reports, DFID and Ministry of Education, Maputo.

2000

- ❑ with LM Flavell *A Dictionary of Proverbs*

and their Origins. 2nd edition. Kyle Cathie Publications, London.

- ❑ with LM Flavell *A Dictionary of Word Origins*. 2nd edition. Kyle Cathie Publications, London.

- ❑ with LM Flavell *A Dictionary of Idioms and their Origins*. 2nd edition. Kyle Cathie Publications, London.

- ❑ *Teachers' Notes for Teaching Radio English Direct*. BBC English, London.

### Angela Little

2001

- ❑ Special issue of the journal *International Journal of Educational Development* on the theme of 'Multigrade Teaching'. Vol. 21, No. 6 (Editor).

- ❑ 'Multigrade Teaching: towards an international research and policy agenda', *International Journal of Educational Development*, Vol. 21, No. 6.

- ❑ *Primary Education Reform in Sri Lanka*, Isurupaya, Ministry of Education and Higher Education Publications Department (editor and contributor), Sinhala and Tamil editions.

- ❑ *Primary Education Country Plan, 2000-2004*, Isurupaya, Ministry of Education and Higher Education (contributor with others). Long and abridged editions in English, Sinhala and Tamil.

2000

- ❑ Special issue of *Assessment in Education* on the theme of *Globalisation, Qualifications and Livelihoods*, Vol. 7, No. 3 (editor).

- ❑ 'Globalisation, Qualifications and Livelihoods: towards a research agenda', *Assessment in Education*, Vol. 7, No. 3.

- ❑ *Primary Education Reform in Sri Lanka*, Isurupaya, Ministry of Education and Higher Education Publications Department (editor and contributor), English edition.

- ❑ 'Development Studies and Comparative Education: context, content, comparison and contributors' Special issue of *Comparative Education*, Vol. 36, No. 3, on the theme, Comparative Education for the twenty first century.

- ❑ 'Qualifications, Quality and Equality: a political economy of Sri Lankan education 1971-1993', in A. Welch (ed.)

## RECENT EID PUBLICATIONS

*Quality and Equality in Third World Education*, Falmer Press, New York and London.

- ❑ 'Post-Jomtien models of educational development: analysis vs advocacy', in Malmberg, L-E., Hansen, S-E. and Heino, K. eds. *Basic education for all: a global concern for quality*, Abo Akademi, Vasa.
- ❑ Primary Education Planning Project, Team Leader Reports, Document Series, 34, and 38, Cambridge Education Consultants and Ministry of Education and Higher Education, Colombo.

### Pat Pridmore

2001

- ❑ with Susan Rifkin *Partners in Planning: Information, Participation, Empowerment*. London: Macmillan /TALC.
- ❑ with Sheila Aikman 'Multigrade schooling in remote areas of Vietnam'. *International Journal of Education Development*. Vol. 21, No. 6, 521-536.
- ❑ with Stephanie Ndube 'The Power of ODL in basic education for health and the environment' in Bradley J. and Yates C. (Eds) *World Review of Distance and Open Learning. Volume 2: Basic Education through Distance Education*. London: Routledge, 192-204.
- ❑ 'Innovation in the curriculum and organisation of health in multigrade schools: a vehicle for improving school effectiveness?' Paper presented at the XVII World Conference of Health Promotion and Health Education, Paris, July.

2000

- ❑ with David Stephens *Children as health educators: a critical appraisal of the Child-to-Child approach*. London: Zed Books.
- ❑ 'Children's Participation in Development for School Health'. *Compare*, Vol. 30, No. 1, 103-113.
- ❑ *Participatory Training Techniques for Adult Learners. A Training Manual*. Care. Dhakar.

### Anne Rowlands

2001

- ❑ 'Phonological recoding in word recognition: comparing exception and regular words' *SOAS Working Papers in Phonetics and Linguistics* Vol. 11, 323-330, SOAS, London.

### Elaine Unterhalter

Forthcoming

- ❑ 'Gender, race and different lives: South African women teachers' autobiographies and the analysis of educational change' in Kallaway, P., ed. *The History of Education under Apartheid* New York: Peter Lang.

2001

- ❑ 'The work of the Nation: Heroic Masculinity in South African Autobiographical Writings of the Anti-Apartheid Struggle' in Jackson, C., ed, *Men at Work, and Masculinities and Development*. London: Frank Cass.
- ❑ 'Apartheid, segregation and ghettoization' in Kramarae, C. and Spender, D., eds. *Routledge International Encyclopaedia of Women. Global Women's Issues and Knowledge*. New York: Routledge.
- ❑ with Robert Morrell, Lebo Molestane and Debbie Epstein, 'Missing the message: HIV/AIDS interventions and learners in South African Schools' *Canadian Women's Studies*. Vol. 21 No. 2.
- ❑ with Robert Morell, Lebo Molestane, and Debbie Epstein, 'HIV/AIDS policies, schools and gender identities' *Indicator South Africa* Vol. 18, No. 2, 51-57.
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### Chris Williams

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- ❑ *International study skills for Japanese students*, UKCOSA, London.

- ❑ 'Review of Lessons from School-Based Environmental Education Programs in Three African Countries', *International Journal of Educational Development*, Vol. 22, No.1.

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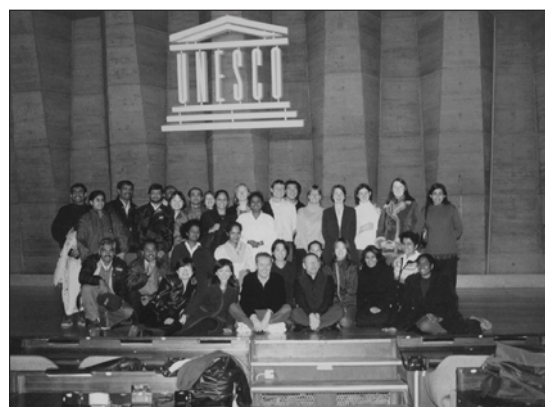
- ❑ 'Liberare le vittime ambientali' (Liberty and environmental victims) in Greco, Michel (ed.) *Diritti umani e ambiente: giustizia e sicurezza nella questione ecologica* (Human Rights and Environment: Justice and security in environmental issues), Edizioni Cultura della Pace: Rome (Amnesty International)
- ❑ Global integrity: ethics and a code for global leadership, *Occasional Paper*. UN University Leadership Academy: Amman.
- ❑ with H. Yamashita 'Studying in English'; *2001 Study Abroad Guide*, ALC Publishers, Tokyo.
- ❑ 'The art of advocacy' *Community Living*, Vol. 15, No.1.
- ❑ 'New security risks and public educating: the relevance of recent evolutionary brain science'. *Journal of Risk Research*, Vol. 4, No.3.
- ❑ 'A need for consistency: the policy response to crime and abuse against people with learning disabilities', *Journal of Adult Protection*, Vol. 3, No.1.
- ❑ 'Food accountability', *The Nutrition Practitioner* Vol. 3, No.2, 4-7.
- ❑ 'Review of Considered choices: The new genetics, parental testing and people with learning disabilities', *Community Care*, p 34.
- ❑ 'Globalisation and food production – safety ethics and health', *Positive News*, No. 26, p 8.
- ❑ Letter 'Don't ban flights to safety', *The Guardian*, 31 July p 17 (Czech Roma).



## SUCCESSFUL MA STUDENTS ACADEMIC YEAR 2000-2001

**We would like to congratulate all of our students who completed their MA in 2001, 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.**



*The EID Annual visit to UNESCO Paris November 2001\**

### MA in Education and International Development

**Kimberly Burns**

*Gender, Sexuality and Education: A Case Study of School Girls in Eastern Uganda*

**Sawa Hosakawa**

*Appropriate Interventions towards the Practice of Female Genital Mutilation: An Exploration from the Educational Approach*

**Adam Komorowski**

*An exploration of stakeholder relationships and priorities and how they impact on ethnic minority education in Laos*

**Fabienne Lagier**

*Bilingual Intercultural Education in Guatemala (1996-2001): Changing Policies and Curricula*

**Ian Leggett**

*Continuity and Change in Primary Education in the Pastoral Districts of Kenya*

**Thandi Lewin**

*History Education and Social Justice: debates about the History Curriculum in South Africa*

**Ken-ichi Oki**

*'Why Do You Come to School?' Motivation and Expectations of Secondary School Students in Malawi*



*End of course party for MA students 2000 – 2001*

**Joanne Price**

*Citizen beyond borders. A Case Study of gendered responses to understanding global issues in Citizenship education*

**Madura Wehella**

*Extending educational opportunities: A study of the causes and effects of the implementation of a school-restructuring programme in Sri Lanka*

### MA in Education, Gender and International Development

**Melanie Elkan**

*A Shoulder to Cry On. An investigation into the gendered roles of peer supporters in secondary schools developing citizenship education*

**Reiko Hidaki**

*EU Teachers in India*

**Sujata Khandekar**

*Women's Movement Emerging out of Literacy Campaign In a Mumbai Slum: Analysis of Actions and Reactions*

**Anjali Kothari**

*Contradictory messages: Perceptions of education and marriage among young middle class women in India*

**Junko Nakazawa**

*Middle Class Women in Bangladesh: The Impact of higher education on women's life in the household and in the workplace*

**Mary Okeyo**

*Limits to Girls Progress in school: A Case Study in Kenya*

**Ruike Makiko**

*Agency of a woman in a colonial and patriarchal society: A case study of the life of Pandita Ramabai in 19th Century Colonial India*

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

**Beth Deutsch**

*What helps teachers incorporate active learning to promote health in schools?*

**Philippa Howell**

*Health Promotion and Residential Care in Developing Countries: Opportunity for a New Partnership for Health*

**Anne Salmi**

*HIV/AIDS Education: Sexual and Reproductive Health Needs Assessment of Pupils: A Case Study from Zambia*

### SUCCESSFUL MA STUDENTS ACADEMIC YEAR 1999-2000

**We should like to apologise for an error in the 2001 EID Review when a student was omitted from this list:**

**Janet Raynor**

*Expanding girls' education in Bangladesh: a case study of the female stipend programme.*

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

Naomi Hawkins  
Lemma Jembere  
Wendy Johnson  
Rose Kiondo  
Gladys Lukonge  
Daphne Mwaanga  
Beverley Snell  
Katy Zoeftig

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# Successful Research Students 2001

**We would like to congratulate  
our research students who  
completed their degrees in  
2001**

**Christopher Berry**

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

**Peter Laugharn**

*Negotiating 'Education for Many': enrolment,  
dropout and persistence in the community schools  
of Kolondieba, Mali*

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## EDUCATION AND INTERNATIONAL DEVELOPMENT Newly Registered Research Students from October 2001

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**Maria Bakaroudis**

*Reframing Safer Sex: Sexualities, Masculinities,  
and 'Pleasures' in Malawi*

**Jayantha Balasooriya**

*Decentralised Education Resource Management in  
Sri Lanka*

**Lyndsey Bird**

*Education as Mediator: the role of education in  
addressing the knowledge gap in countries in crisis*

**William Yu-Hsien Su**

*Education, Wealth and Democracy: The efficiency  
of foreign aid programmes in education in light of  
economic reform complementation*

**Niek Van der Steen**

*Poverty, Distress and the Will to Learn*

## New EdD International Students

**Ann Maria Carroll-Boegh**

**Anne Ridley**

**Henry Paudel**

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## EDUCATION AND INTERNATIONAL DEVELOPMENT Registered Research Students from October 2001

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**Charles Aldred**

*The Case for Potential Native Speaker Competence  
in Adult Secondary Language Learning Based on  
Evolutionary and Neurobiological Evidence*

**Patricia Ames (as at October 2000 in Peru)**

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

**Maria Amoro Maqueo**

*A study of the provision of occupational health  
services in Mexico with a particular emphasis on  
the state of Morelos*

**Clare Bentall**

*Teachers' understanding of English Language  
Teaching: the Secondary and Technical English  
Project, Mozambique*

**Coni Chapela (as at October 2000 in Mexico)**

*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 (as at October 2000 in Mexico)**

*Adult Education, Poverty and Development in  
Mexico*

**Kirsten Havemann (as at October 2000 in Denmark)**

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



*EID Research Students who attended the Oxford  
Conference on Education and Development*

**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 – Distance Education as  
an Alternative*

**Jenni Karlsson (as at October 2000 in South Africa)**

*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**

*Negotiating 'Education for Many': Enrolment,  
Dropout and Persistence in the Community Schools  
of Kolondieba, Mali*

**Rosemary Lugg (as at October 2000 in South Africa)**

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

**Ronnie Micallef (from 13 October 2000 in Malta)**

*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*

**Kate Moriarty**

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

**Eiki Nishikawa (as at October 2000 in Japan)**

*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*

**George Shand**

*The influence of independent versus interdependent constructs of self on motivation, cognition and emotion in High School pupils in England and Japan*

**Gertrude Shotte**

*Education, migration and identities: Relocated Montserratian students in London secondary schools*

**Jasmine Subasat** (Co-supervised with SOAS)

*Adult Literacy as Empowerment? – A Strategy of Social and Economic Development in the case of El Salvador*

**Won-Joo Suh**

*Museums, Identity and Education: a case study of the British Museum and the National Museum of Korea*

**Takako Suzuki** (as at October 2000 in Nepal)

*Multigrade Teaching in Nepal*

**Mona Jamil El Taji**

*Women's Literacy Programmes in Jordan*

**Assodah Tirvassen**

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

**Manjula Vithanapathirana** (as at October 2000 in Sri Lanka)

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

**Thi Son Vu** (as at October 2000 in Vietnam)

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

**Anise Waljee**

*Identity Formation and the Khoja Ismaili Community*

**Xiaojun (Grace) Wang**

*Cultural Interaction in Multilateral Education Project Management - A Case Study of a UNDP Compulsory Education Project in China*

## Research Students in Print

**Elsbeth Court**

with Johanna Agthe. *Jak Katerikawe Dreaming in Pictures Bilder aus Traumen* exhibition catalogue. Museum der Weltkulturen, Frankfurt am Main, Germany; essay title: "My brush speaks better than my tongue", 2001.

'Atta Kwami' in *Le Griot* Vol III, Kumasi, Ghana: KNUST: Kumasi University of Science & Technology. 2000.

(Forthcoming, Spring 2002) review of J. Mack, ed. *Africa Arts and Cultures* in Bulletin of the School of Oriental and African Studies (BSOS). Kenya country article. *Brove-Macmillan Dictionary of Art* (1996) revised and up-dated for Encyclopaedia of African Art 2002.

**Jenni Karlsson**

'Equity and energy use in urban public schools' in *Education Monitor*, 12 (1), 2001.

'Spatial responses of school governing bodies and management teams to post-apartheid policy, 1996-2000' *Working Paper No.19*, Durban: Education Policy Unit (Natal), 2001.

'Review of developments in South African education, 1998-2000' in *Transformation of the South African schooling system*: a report from the second year of Education 2000 Plus, a longitudinal study to monitor education policy implementation and change, compiled by Madumetja Paul Kgobe. Johannesburg: CEPD (2001)

'School cleaning and the hidden curriculum' *Education Monitor*, 11(4), 2000. Reprinted in *The Teacher Newspaper*, February 2001 (paper and electronic editions).

'A critical examination of the development of school governance policy and its implications for achieving equity' in E. Motala and J. Pampallis (eds), *Education and Equity: the impact of state policies on South African Education*. Sandown, South Africa: Heinemann (SA)/Ashgate (US) 139-177 (2001)

'Doing visual research with young learners in South Africa' *Visual Sociology* Vol. 16, No.2 (forthcoming March 2002)

'Looking at apartheid school spaces' in Kallaway, P (ed.) *History of Apartheid*. Peter Lang Publishers (US) & Maskew Miller Longman/Pearson Education (SA) (forthcoming 2002)

**Gertrude Shotte**

'Education, Migration and Identities among Relocated Montserratian Students in British Schools' in *Equity and Diversity in Education – Commonwealth Snapshots*. Acorn Publishing, London 2001.

# Learning online together: An EID experience

**Chris Yates, International Extension College and Visiting Lecturer, EID**

### Introduction

In October 2001 the EID Group launched its online MA module: *Education and International Development: concepts and issues*. The module is a distance-learning version of the long-standing EID MA core module taught to students who come to London to study face-to-face at the university. Fourteen participants joined the course in late September. They come from as far afield as Japan, Hong Kong PRC, Cambodia, Sri Lanka and the UK. Clearly for those students who are working full-time and who cannot leave their places of work to come to London to study for a whole year, the distance-learning version allows students to progress towards an MA degree working from home using a computer and an Internet link.

The first stage involved developing the course design and generating the study materials. The next step was to enroll the first student group and mail the initial study pack, which consisted of:

- A specially prepared Module Reader
- Four set textbooks
- Two video-cassettes (providing examples of specially filmed lectures given by members of the EID group)
- A CDROM of an Education Research database (prepared by the UK Department for International Development)
- A Module Handbook
- The FirstClass software and user instructions.

The module is presented online over two terms: Autumn term (October- December 2001) and Spring term (January-April 2002.) The EID learning site uses a well-trying and tested computer communications software called 'FirstClass' (FC) to present the course. The FirstClass software runs on a dedicated server in the Institute of Education and participants log-on to the EID learning site to send messages and engage in computer conferencing and other learning activities. FirstClass makes use of the Internet to facilitate both asynchronous and synchronous communications and to support individual and group-based working.

The course is divided into ten separate study sessions. Each session consists of a 20-30 page *Study Guide* (provided online). The Study Guide steers participants through various kinds of reading material and engages them in individual and group-based activities and discussions. The course is quite tightly paced with each session being presented over a two-week study period on the module study timetable. Each study session consists of about 20-30 hours of reading material. Participants are expected to log-on to the learning site 2-4 times a week, to read other participants' contributions, download papers and additional study materials, send in their own written contributions and take part in discussions and group-based activities.

During the induction period participants are helped to get online and make connections with the university learning site, the Course Tutor and fellow course participants through the FC software. Initially we allowed two weeks for the start-up period and for learning the FC basics. This proved to be ambitious, as it took most people about a month to get online and to begin sending messages regularly and competently using FC.

The module is supported by a team of people who ensure participants can access their study materials and are able to engage in conversations and the structured learning activities. The team includes IT support staff from both the Institute of Education and the International Extension College (a specialist distance education organisation based in Cambridge); a Course Administrator; a team of learning materials developers which includes five members of the EID Academic Group and a Course Tutor experienced in the subject field and in online distance learning and student support.

### Module structure

The module is made up of the induction period and ten study sessions:

- Induction
- Session 1: Changing meanings of development over time and space
- Session 2: Arenas for learning and education: equality and quality
- Session 3 Health, development, learning and education
- Session 4: Indicators of development: learning, education and health
- Session 5: Learning, education and development: economic perspectives
- Session 6: Learning, education and development: sociological perspectives
- Session 7: Learning, education and development: anthropological perspectives
- Session 8: Learning, education and development: psychological perspectives
- Session 9: Learning, education and development: management and governance perspectives
- Session 10: Learning, education and development: political perspectives.

For the purposes of developing learner skills, the module is further structured into four stages. Each of the four stages concentrates on developing a set of learning skills, which underpin successful higher education at a distance. The four stages are:

- Induction – getting online; developing confidence and FC competence
- Introduction: developing learning and communication skills - Sessions 1-3
- Developing cooperation skills and group work - Sessions 4-6
- Developing criticality -Session 7-10

The initial '*induction stage*' ensures participants have access their course materials, get online, are clear about the module study requirements and are able to use the FC learning site to send messages and use the communications software. This stage involves the IT support staff, the Course Administrator and the Course Tutor working closely together to solve problems and support student entry into the module. The second stage '*developing learning communications*'



involves participants' downloading study materials (Session study guides and related papers); working on structured readings and responding to activities by posting up responses to specially designated learning spaces. The emphasis here is on encouraging and supporting participants to write and send their contributions using FC, and to have the confidence to comment on and respond to contributions posted by fellow course participants. The intention is to develop confidence and competence in learning and communication skills using the computer-based online environment. At this stage the module tutor acknowledges and comments on every contribution made - to encourage, support and raise the level of participant activity. An aim at this stage is also to help people become more aware of their emerging online 'identity' and to begin to develop a sense of belonging to a 'learning community'

Stage three involves '*developing cooperative learning*' by setting more tightly structured activities and giving different participants clear roles, responsibilities and deadlines to complete tasks. The aim here is to develop student autonomy and cooperative online group working, by more strongly devolving responsibility for learning achievement to the participants themselves. However, the tutor must monitor the online activity very carefully in order to make any necessary interventions to ensure learners stay on track and reach a conclusion with their assigned work. At this stage, the Course Tutor and IT support person tend to work more closely with individual participants to help them structure tasks and coordinate a range of quite challenging group-based activities (see McConnell 2000 for a discussion of computer supported cooperative learning). Clearly, by this point in the course, participants need to be quite competent in using FC and be beginning to develop some form of group-based identity and responsibility for each other.

The fourth and final stage in the programme is termed '*developing criticality*' (see Barnett 1997 for an explanation of this concept). At this point the emphasis moves more to encouraging the development of personal committed relativism among participants by encouraging them to engage more critically with the study texts and with their own and each other's contributions to the course. At this stage the emphasis is with constructively criticising and progressively challenging points that emerge out of the group-based online discussions, developing critical self-reflection and assessment and with providing direct one-to-one feedback on individual contributions. This process will involve regular personal challenge and the development of a stronger sense of individual self-confidence. It should be stated however, that the three learning stages listed above—(i) communication, (ii) cooperation-collaboration and (iii) criticality—are not so much separate stages, but mutually integrated and interdependent processes. The development of such learning experiences is more a question of timed emphasis than bounded staging.

We look forward to the interesting work ahead next term, and to what can be achieved learning together through this kind of online study. The module will be monitored and internally evaluated by members of the EID group. And we will share the lessons learned during the first presentation of the module with you in the next edition of the EID Review.

Students may follow the core module online or face-to face within the Institute's 120-credit modular structure. Further information on the MA programme may be obtained from [m.broderick@ioe.ac.uk](mailto:m.broderick@ioe.ac.uk)

## REFERENCES

- Barnett R (1997) *Higher Education: A Critical Business*, Buckingham Society for Research into Higher Education, Open University
- McConnell M (2000) *Implementing Computer Supported Cooperative Learning*, London, Kogan Page

## MA Degrees

Three MA degrees in Education and International Development are offered. These are advanced degrees for people working in formal and non-formal education or health promotion in and with low and middle-income countries.

These degrees are:

### MA Education and International Development

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

#### MA Education, Gender and International Development

Each MA route has specific aims:

For the MA in Education and International Development the **course aims** 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 globalisation 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.

For the MA in Education and International Development: Health Promotion the **course aims** are:

- To develop through wide reading, discussion, investigation and practice the knowledge, understanding, attitudes and skills needed to plan, implement and evaluate health promotion initiatives.
- To develop critical reflection on published research, analysis, policy and practice in relation to education and health promotion in low and middle income countries.
- To develop students' oral and written skills in critically reviewing arguments and advancing their own analysis supported by reflection on practice, research, or other forms of critical commentary.
- To enable students to undertake with support a small research study on an aspect of education, international development and health promotion of personal and professional importance.

For the MA in Education, Gender and International Development the **course aims** are:

- to develop through wide reading, discussion and investigation knowledge and understanding of
  - (i) gender politics, policies and practices in education in low and middle income countries,
  - (ii) the ways in which changing understandings of gender impact on education and related strategies for international development
  - (iii) approaches to challenging gender inequities in education.
- to develop critical reflection on the gender dimensions of published research, analysis, policy and practice in relation to education in low and middle income countries.

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## MA Degrees

- to develop students' oral and written skills in critically reviewing arguments and advancing their own analysis supported by reflection on practice, research, or other forms of critical commentary.
- to enable students to undertake with support a small research study on an aspect of education, gender and international development of personal and professional importance.

All students enrolled for degrees on the programme take four modules and write a dissertation, or take five modules and write a report. All students must take the core course, Education and International Development: Concepts, Theories and Issues, taught face-to-face in the Autumn term or by distance learning online over the Autumn and Spring terms – see advert on page 49.

In addition students taking the general Education and International Development degree must choose one 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 further modules must be taken, either from the above modules, or from those taught elsewhere in the Institute of Education.

Students taking the degree in Education and International Development: Health Promotion must take the module *Health Promotion Practice in the Context of International Development*. They can also choose to do the module *Concepts and Determinants of Health and Models of Health Promotion*. This advanced diploma module is delivered by distance learning. It is strongly recommended for those who do not already have a background in health promotion. Further options can be selected, either from the above list of modules, or from those taught elsewhere in the Institute of Education. This programme can be studied partly at a distance, with only the Spring Term spent at the Institute of Education, by those students who take up the distance learning modules.

Students taking the degree in Education, Gender and International Development are required to take the module, *Gender, Education and Development*. Other optional modules, apart from those listed above, include: *Feminist Theory and Education*, *Women as Educational Managers*, *Feminism, Literature and the Curriculum* and *Women and Health*.

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

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

### MINIMUM ENTRANCE REQUIREMENTS

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

Non-graduates, who wish to follow the MA in EID: Health Promotion, may take the diploma route to this MA; they should enroll for two Advanced Diploma level courses, to be studied by distance learning, and transfer to the MA programme on receipt of satisfactory grades.

In addition students must have adequate relevant experience of low- or middle-income countries.

**The MA in Education and International Development has ESRC recognition.**

### 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: +44 207 612 6100/6101/6106**  
**Fax: +44 207 612 6097**  
**E-mail: [fpd.enquiries@ioe.ac.uk](mailto:fpd.enquiries@ioe.ac.uk)**

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# *Distance Learning Module in Education and International Development: Concepts 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 Master’s 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. Changing meanings of development: over time and space
2. Forms of learning and education: equity and quality
3. Health, development, learning and education
4. Indicators of development: learning, education and health
5. Learning, education and development – economic perspectives
6. Learning, education and development – sociological perspectives
7. Learning, education and development – anthropological perspectives
8. Learning, education and development – psychological perspectives
9. Learning, education and development – management and governance perspectives
10. Learning, education and development – political perspectives

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

This module can provide 20 credits as the core module of the MA degrees in Education and International Development, Education, Gender and International Development and Education and International Development: Health Promotion.

This module can be used as an optional module of another MA at the Institute of Education.

This module can also be studied as a stand-alone module for professional development.

## **WHEN CAN I START?**

You can start in October 2002 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) or: [m.broderick@ioe.ac.uk](mailto:m.broderick@ioe.ac.uk) (Course Administrator).

# *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.**

## **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
2. Community participation
3. Poverty and PHC
4. Intersectoral collaboration
5. Research and PHC
6. Introduction to health learning materials
7. Who will implement PHC?

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

### **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

### **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.

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

2001/2002: Overseas Students – £750 per module Home/EU Students – £495 per module

### **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 6100/6101/6106. 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 and a maximum of three years 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 2001/2001)**

Overseas Students: £2,250 (or £750 per module) Home Students: £1,485 (or £495 per module)

The Certificate is offered by *Lifelong Education and International Development LEID*.

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 6100/6101/6106  
Fax: +44 (0) 20 7612 6097  
E-mail: [fpd.enquiries@ioe.ac.uk](mailto:fpd.enquiries@ioe.ac.uk)**

# RESEARCH DEGREES

Lifelong Education and International Development offers research students a rich field of enquiry in which several disciplinary and methodological approaches are considered appropriate. 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 degree within 3-4 years.

## TRAINING IN RESEARCH

Research students are members of an Institute-wide Doctoral Studies Programme which provides training in research approaches and methods as well as excellent study and computing facilities. Two Doctoral studies conferences are held at the Institute each year and there are opportunities for students to publish in the London Journal of Doctoral Research in Education "Educate". LEID research students are encouraged to participate fully in regular School research seminars, conferences and workshops. They may also join the annual EID/LEID 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 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) 207 612 6103/6155**

**Fax: +44 (0) 207 612 6097**

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



INSTITUTE OF  
EDUCATION  
UNIVERSITY OF LONDON

# Child-to-Child Short Course

At the Institute of Education, University of London

*Children's Participation in Health & Development,*

*24 June – 12 July 2002*

This is an intensive, practical course, aimed at planners and trainers with a background in health, education or social work, who wish to incorporate, strengthen or expand children's participation in existing health and development programmes. Participants will examine the conceptual and theoretical basis of children's participation, especially in the context of Children's Rights, and then explore how to plan participatory programmes with and for children. They will also focus on the development of participatory training methods and skills for reflective practice.

The course will be directed by Rachel Carnegie and Kate Smith at the Child-to-Child Trust, Institute of Education. Both Rachel and Kate have extensive experience of Child-to-Child and training focused on children's participation.

The course fee is £1,700. Reasonably priced single-room accommodation, at the Institute of Education's hall of residence at John Adams Hall, is available for participants.

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*For a course brochure or more information about the course, please contact:*

**Christine Scotchmer**

**Executive Secretary**

**Child-to-Child Trust**

**20 Bedford Way**

**London WC1H 0AL**

**United Kingdom**

**Tel: +44 (0)20 7612-6648**

**Fax: +44 (0)20 7612-6645**

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

Alternatively, please go to our website at [www.child-to-child.org](http://www.child-to-child.org) where a full copy of the course brochure is available.



*Participants on the Child-to-Child Summer Course  
to Lareson Primary School in Hackney*

## 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.

### Centenary celebrations

The Institute of Education will celebrate its centenary in the academic session 2002/2003. The collective and individual contributions made by its former students in the field of education worldwide over the past hundred years is immeasurable, and the Institute hopes that as many of the former students as possible will join in celebrating this special event.

Please do join the Alumni Association and participate in the centenary celebrations.

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*For further information, please contact*

**Alumni Office, Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL**

**Tel: + 44 (0) 20 7612 6625**

**Fax: +44 (0) 20 7612 6178**

## Distance Education for Development Summer School 17 June – 12 July 2002

Organised by IEC in association with Lifelong Education and International Development at the Institute of Education, University of London.

A unique training opportunity for organisations looking to develop their use of education and flexible learning. The four week-long modules provide a thorough introduction to key aspects of Distance Education and its relevance for developing countries. For course details, registration costs, accommodation options and information on how to apply, visit our website or contact us at:

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**Short Course Coordinator, IEC, Michael Young Centre, Purbeck Road, Cambridge, CB2 2DS, UK**

**Tel: +44 1223 414760, fax: +44 1223 414762**

**e-mail: [ded\\_info@iec.ac.uk](mailto:ded_info@iec.ac.uk)**

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





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