

NORRAG NEWS

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Northern Research Review Advisory Group

**SPECIAL SECTION ON THE NETHERLANDS
AND
THE FEDERAL REPUBLIC OF GERMANY**

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PREFACE

A few weeks ago, in Ottawa, regional coordinators from all the RRAG groups met to discuss progress in developing effective networks of education researchers, administrators and policy makers. The Eastern and Southern Africa group, ERNESA, has been concentrating on developing research associations at national level. The South-East Asian group, SEARRAG, has just undergone an evaluation, one of the outcomes of which is that they too are turning their attention to setting up national support groups of RRAG affiliates. The Latin American REDUC network has now had its first Latin American RRAG meeting, and the NORRAG coordinators had finally managed to get together in Stockholm in September, to discuss how NORRAG has been functioning in relation to its original mandate from the Southern groups. The Caribbean and West African groups are still trying to get going, and their coordinators reported on some of the difficulties they had encountered.

NORRAG News was also on the agenda of the Ottawa meeting. Part of this discussion was on why we have devoted so much of our first three issues to providing up-to-date, inside information on the development assistance communities. The reason is that when NORRAG was formed, the coordinators of other RRAG groups were present, and urged us to concentrate our initial attention on the aid agencies. Policy shifts in those organisations are very slow to become known in developing countries, although they are very important to the research and policy community in such countries. The fact that NORRAG News has provided so much material on the agencies in these first issues does not mean, however, that we are unaware of the wide ranging criticism that has surrounded agency policies and activities, both bilateral and multilateral. We expect to be able to give some attention to some of the current critical literature on the agencies in our next issue.

NORRAG News is in many ways a reflection of where the NORRAG networkers have concentrated their attentions over the last year. It was agreed at the Ottawa meeting that the Northern network does have a dual role -- serving the South and also developing cooperation between researchers in the Northern and Southern regions. It was decided that once NORRAG has fulfilled its original mandate to concentrate on donor agency education policy, then more should be done to develop its research-community profile. The contents of NORRAG News will therefore change over time to become more research-news oriented, but given the nature of our membership, we will still be maintaining our interest in the donor community.

In the current issue we make a start at looking in more detail at donor agency involvement in research and evaluation. We take the case of a single country, Botswana, and indicate just how many agencies are involved in the funding of educational research and evaluation projects (see "Country Report: Botswana"). We continue reporting on the progress of the World Bank Sector Paper on Education in sub-Saharan Africa, and give some information on other networks and on some donor agency publications. We also include reports from a couple of major education meetings that were held in the summer (the World Congress of Comparative Education in Rio de Janeiro, and the Educational Resesearch Symposium in Lesotho) and give details of where to write to get copies of

the conference papers. The special section in this edition of Norrag News is on some of the donor agencies in the Netherlands and the Federal Republic of Germany.

Christine McNab
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CORRECTION

We should like to make an alteration to the information given on an informal group dedicated to the study of Britain's international education relations. It was stated, in NORRAG News, May 1987, that membership would include individuals from the ODA and British Council who would participate in their personal capacities (p.37). It would have been more accurate to state that individuals in ODA and BC will be kept in touch with developments by the group, in particular regarding its first task which is mapping British capacity in the field of education and training.

Norrag News apologises for any problem which may have arisen from the earlier formulation. No offence was of course intended.

Kenneth King Joint-Editor.

November 1987

A Footnote on SIDA's Education Division Guidelines

Swedish International Development Authority: Guidelines-for the Education Division

In the first issue of NORRAG News (November 1986), we published an extract from the draft guidelines for SIDA's Education Division. The guidelines have now been finalised and the complete version is available in English. Copies can be obtained by writing to:

SIDA Education Division, Att: Ingemar Gustaffson, S 105 25, Stockholm, Sweden.

SPECIAL SECTION ON THE NETHERLANDS AND
THE FEDERAL REPUBLIC OF GERMANY

In this issue we are giving special attention to some of the most current developments in two European countries -- the Federal Republic of Germany and the Netherlands. Both have a wide range of institutions and agencies concerned with aid to education in developing countries. Our intention is not to offer a comprehensive overview of all this activity but rather to illustrate something of the style of Dutch and German aid to education by featuring articles from several of the key actors. In the case of the Netherlands, our correspondents are Leo Dubbeldam, the new director of the Centre for the Study of Education Overseas, whose institution celebrates its 25th anniversary in 1988, and Frans Lenglet, the deputy director of the Netherlands University Foundation for International Cooperation (NUFFIC).

With the case of West Germany, we feature two very different contributions from the key agencies. Wolfgang Kuper, who is the Head of the division concerned with basic education, universities, science and sports, in the German Agency for Technical Cooperation (GTZ) offers us an analytical commentary on the work of GTZ in education and vocational training. At the same time we include two pieces that have been written for NORRAG News by colleagues who work in the German Foundation for International Cooperation (DSE). Two of DSE's principle concerns are with training and with documentation, and it is therefore highly appropriate that they offer us one article by Dieter Danckwortt that looks at the future of post-graduate training courses in Europe, and at how the information on such courses could be coordinated and exchanged. The other article (by Josef Muller) reviews the experience of supporting a whole series of workshops within Africa that have tried to encourage new approaches to the evaluation of development projects. Readers of NORRAG News may also like to know that DSE produces a quarterly booklet (100 pages) giving information on forthcoming seminars, courses and conferences in the field of development policy. Though only a few of the items in any issue will be on education, it is a very valuable resource, illustrating the extraordinary range of development-related activities both within Germany and outside.

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The Netherlands

1. Dutch Development Assistance

Official Dutch development assistance is concentrated in about 50 developing countries, which are categorized as "programme countries", "programme regions" and "sector countries".

Programme Countries are countries with which the Netherlands

Government has concluded bilateral assistance programmes in many different areas. They are: Bangladesh, Egypt, India, Indonesia, Kenya, Yemen Arab Republic, Pakistan, Sudan, Sri Lanka and Tanzania. The 1988 budget for these countries is f 952 m.

Countries in so-called programme regions receive only assistance in areas that have regional significance. The regions are:

Southern Africa Region: Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Zambia, Zimbabwe (1988 budget: f 103 m.);

Sahel Region: Burkina Faso, The Gambia, Guinea Bissau, Cape Verde, Mali, Mauritania, Niger, Senegal, Tchad (1988 budget: f 99m.);

Central America Region: Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua (1988 budget: f 40 m.);

Andes Region: Bolivia, Colombia, Ecuador, Peru (1988 budget: f 35 m.).

Sector countries receive assistance out of one or more of the three sectoral programmes: Rural Development (1988 budget: f 361 m.), Industrial Development (1988 Budget: f 338m.) and Training, Education and Research (1988 budget: f 157 m.). These sectoral programmes are of course also available for the programme countries and regions. The sector countries are: Benin, Burma, Burundi, Cameroon, China, Côte d'Ivoire, Ghana, Madagascar, Nepal, Nigeria, Philippines (starting 1988), Rwanda, Thailand, Tunisia.

2. Human Resources Development

The sector programme for Training, Education and Research (TER) was established in 1986 and now forms the programmatic framework for a number of sub-programmes or instruments that existed before. This programme has the same status as the Sector Programmes for Rural and Industrial Development. It fulfills two functions in the bilateral policy: firstly, a supportive, instrumental function in respect of the two principle components; and secondly, an independent sectoral function. The supportive, instrumental function is manifested in the harmonisation of the two principal components, namely rural development and industrial development, taking into account the often indirect, conditioncreating nature of many training, education and research activities. The independent sectoral function may sometimes mean that in addition to the selected industrial sectors and rural regions, a country policy document will also include a sector (for example, human settlements) for which the Education and Research Sector Programme is employed. This is especially likely in cases where it is sought to generate new knowledge and skills, to use facilities offered only by the Netherlands, or to develop new fields of interest within the framework of bilateral development cooperation.

In the context of development cooperation, the Training, Education and Research Sector Programme is designed to contribute to the elimination of poverty and to the fostering of developing countries' self-reliance. The main objective of the Sector Programme is to increase the capacity and improve the quality of human resources in developing countries and to generate innovative knowledge and technology in, and on behalf of, those countries.

This Sector Programme is aimed above all at promoting cooperation between organizations active in education and research (independent international education and research institutions, industry etc.) in the Netherlands and in developing countries, and cooperation with international organizations in a way which best serves the needs of developing countries. This of course

takes no account of the possibility that education and research activities in the Netherlands may be funded from other budget categories.

3. Objectives

The TER programme has three objectives derived from the main objectives:

i. Institution-building in developing countries:

This entails broad-based, long-term support for education and research institutes and professional organizations in developing countries with the aim of helping those countries to build up a solid institutional capacity of their own, whether education, training and research establishments or professional organizations.

ii. Manpower development via education and training, both in the Netherlands and in developing countries:

This concerns the education, "to upgrading" and retraining of students and persons already in employment with the aim of ending the quantitative shortage of professional cadre in the short term.

iii. The generation of innovative knowledge and technology via research and development:

As far as research and development are concerned, the emphasis in the Sector Programme will lie on strategic policy research and technology development in the medium and long term.

4. Characteristics

The following are the principle characteristics of the new Sector Programme:

a. Investigations to determine precisely what useful contributions the Netherlands can make towards meeting the requirements which have been identified for developing countries in terms of specific forms of training, education and research.

b. Implementation of the Sector Programme is, as a rule, contracted out, and the role of the government, apart from the general coordination and stimulation, is restricted to assessing the relevance of the Programme to development, and decisions on commitments and evaluation.

c. The activities of the Sector Programme in the programme countries and regions are consistent with the Programme Countries and Regions Policy. Education, training and research have

a supportive function in rural and industrial development, while at the same time retaining their own sectoral role, as described in the countries and regions policy (both in and beyond the target regions and sectors).

d. Special attention will be devoted to the position of women and aspects of ecology and energy. Evaluation of education and research activities will take account of their consequences for the position of women, the environment and the production and consumption of energy.

Strengthening the institutional infrastructure (planning bureaux, departments, universities, training institutes, research establishments, women's organizations, nutrition information services and agricultural extension services) in these three fields through training and research could do much to help improve the disadvantaged position of women, repair the damage done to the natural environment, and alleviate the acute energy problem.

5. Policy Development

In the course of 1986-1987, the Government started a process of study and consultation within its own apparatus (Ministry of Foreign Affairs/Directorate General of International Cooperation, Ministry of Education, Ministry of Agriculture and Fisheries) and in the "field", for identifying the needs and demands for TER/Human Resources Development in developing countries, for assessing Dutch capacity and interest for catering to this demand, and for determining policy priorities. The major actors in this "field" are the universities and research institutes, and in a lesser degree polytechnics and post-secondary professional colleges as well as industry. NUFFIC (Netherlands Organization for International Cooperation for Universities, Professional Colleges and Institutes of International Education) coordinated the consultation process, paying particular attention to the education and training component of the TER sector. In this, NUFFIC was assisted by CESO (Centre for the Study of Education in Developing Countries). RAWOO (Advisory Council for Scientific Research in Developing Countries) contributed to this process, by elaborating the needs of and instruments for strengthening the research capacity in developing countries and conducting strategic research.

The first round of consultation has unfortunately ended rather inconclusively. Much more study and analytical work has to be undertaken in order to formulate a comprehensive human resources policy, which does justice to the necessity to develop and strengthen the entire education and research sectors in developing countries, and to avoid considering education, training and research as mere supporting instruments for other development policies and goals.

6. Instruments

The sector programme is divided into four sub-programmes, which are described in brief:

a) **Cooperative Linkages**

Through longer term partnership arrangements between one or more Dutch institutions (mostly in the higher education and research sphere and similar institutions overseas) the overseas partner will be strengthened. Within each linkage agreement a large number of different projects, in different disciplines, can be undertaken. Activities include short and long-term teaching and research assistance, curriculum development, staff development, library and workshop support, management assistance, common research projects.

b) **Study in the Netherlands**

This is mainly concerned with the recruitment and placement of

qualified (post MA/MSc) Third World nationals for relatively short (2 month - 2 year) highly specialized postgraduate courses (about 150) in the Netherlands. There are about 20 institutes which specialize in these courses. In addition, polytechnics, industries and other post-secondary institutions and increasingly universities, offer such courses, which are mostly given in English, sometimes in French or Spanish.

c) Direct Assistance to Institutions in Developing Countries

This assistance, in funds, goes directly overseas without the mediation of a Dutch organization. At present, most of the available funds are needed for supportive fellow-ship programmes at participating institutes. There is strong pressure to transform this sub-programme into an instrument for facilitating South-South cooperation, and for strengthening research environments.

d) Research and Technology

The main focus of this sub-programme is at present the functioning of so-called strategic research, conducted at either international research centres (e.g. CGIAR) or Dutch institutes. The programme should be changed and enlarged to encompass also the other main objective of the sector programme: strengthening research capacity.

7. Research on Education and Development

one of the spin-offs of the sector programme is a renewed interest in and need for research on the relationship between education and development. This is rather scattered among persons and institutions, and it is also often not embedded into a longerterm programme of research. The major exception to this rule is CESO, which is described in detail below. NUFFIC does not undertake such work although it has a major advisory function in the area of education and development based on its intensive involvement in developing highly specialized post-graduate courses for Third World Nationals and in creating linkages or partnerships between Dutch higher education institutions and their partners overseas.

Arguing that HRD policy should be informed policy, RAWOO recently produced an advisory letter (to the Minister of Development Cooperation) on the issue of research on education and/in development. This advice follows in some aspects an earlier recommendation (1986) of the National Advisory Council on Development Cooperation (NAR) concerning the Dutch capacity to provide training and education for developing countries. In its letter, RAWOO describes the relatively restricted ways in which Dutch researchers pay attention to issues of education and development. RAWOO recommends that longer-term problem-oriented education research should be stimulated. It identifies three priority research themes: (1) education for all, (2) education, labour market and employment, and (3) education and culture. RAWOO emphasizes the significance of strengthening the capacity and infrastructures for education research in developing countries. It proposes to concentrate the Dutch effort in this respect on three programme countries or regions, chosen from among Indonesia, Pakistan, Southern Africa and Central America.

RAWOO urges the combination of Dutch expertise and capacity in

this area in a country-wide research programme. And it suggests that such a programme could be coordinated or supported by both CESO and the WGOO (Association for Research on Education in Developing Countries). RAWOO's advisory letter was drafted by a committee of 3 RAWOO-members and 2 advisors: dr. Paul de Waare (RAWOO-president), dr. Gerard van de Horst (Director ICCO; ICCO is the Protestant Development Assistance Organization which operates with government funds, especially in the areas of rural development and NGOs); dr. Leo Dubbeldam (Director CESO), drs. Rob van den Berg (Ministry of Development Cooperation) and dr. Frans Lenglet (Deputy Director NUFFIC). Secretary to the committee was drs. Paul Smits (RAWOO-Secretariat).

8. Internationalizing Dutch Higher Education

Despite its long international tradition, which is witnessed by the special institutes of international education (see also 6b) and the cooperative partnerships with institutions overseas (see also 6a), the sum total of Dutch Higher Education is too parochial. In the last few years this conclusion has spurred educational institutes, advisory bodies and the Ministry of Education and Science, all helped by NUFFIC, to design schemes and programmes to internationalize the system especially through mobility and exchange of students and staff. In the European sphere this has led to programs such as COMETT and ERASMUS. In the Netherlands very recent initiatives in this respect have been announced by the Ministry of Education. These vary from internships and study abroad for students to long-term collaborative arrangements between research centres. The Ministry intends to allocate special and new funds for stimulating these initiatives: f 15,5 m. in 1988, growing to f 36 m. in 1992.

9. NUFFIC

The Netherlands Universities Foundation for International Cooperation is celebrating its 35th anniversary this year. It was founded to utilise the considerable international expertise in education and research inherited from the colonial period. In the first 25 years, NUFFIC's focus was mostly on the developing world. Two major strategies were followed:

- a) developing a system of international education in the Netherlands (see also 6b);
- b) establishing partnerships between Dutch and overseas universities.

In the last 10 years, and especially the last 3 years, and based on NUFFIC's unique expertise in the area of diploma-equivalency (it has the Dutch monopoly), "international cooperation" has been expanded to include also exchange, collaboration and mobility between educational institutions in the North. As a result NUFFIC, which has a complement of about 110 highly qualified and specialized personnel, operates now as the major Dutch brokerage and information centre for higher education and research cooperation with the South as well as the North.

Until recently, NUFFIC was the "property" of the 13 universities (although entirely funded by Government). NUFFIC's "base" is now being expanded: universities do not have any exclusive rights to NUFFIC, but share it together with the Dutch polytechnics and professional colleges as well as with the institutes of international education. NUFFIC no longer pretends to defend the

interests of the entire higher education sector. Instead, it has become a service centre or specialized agency for assisting the Dutch higher education sector to operate internationally. At the same time, NUFFIC is the entry-point for foreign countries and institutions that wish to establish educational and research contacts and links with counterparts in the Netherlands. In this respect NUFFIC is starting to resemble more and more the British Council or the German DAAD.

10. CESO

The Centre for the Study of Education in Developing Countries was founded in 1963. It started off with research into development of basic education in developing countries. Later, the problems of higher education were brought in, which was stimulated by its close relation with NUFFIC. Gradually more attention was given to adult education and training, irrespective of level.

Since the late 1970's, consultancy has become a major item on the Centre's agenda. CESO has an easily accessible documentation connected to international networks. Since 1973 it organizes an annual lecture series for undergraduate students of the Netherlands universities. Apart from this, its teaching task is limited to supervising thesis work of students of the international education system and universities.

Within the speciality Education in Developing Countries, CESO has a mediating function. It maintains close relations with academic institutions and private organizations working in the field of development cooperation at home and abroad and with the Government. Its activities are determined by the developments in education in developing countries in general and in specific countries with which CESO maintains relations. Other influences are the policy and modalities in Dutch development cooperation.

For CESO, education covers all the different educational situations and learning processes from which the individual gains new knowledge and attitudes. Thus, it can deal with formal, nonformal and informal education, inside or outside the systems of general education. In its studies it has from the beginning shown a strong anthropological bias. According to its medium-term plan

1987-1989, CESO will focus its research on the following four fields:

- 1) Description and analysis of educational developments and systems;
- 2) Education and productive life;
- 3) Education and cultural identity;
- 4) Evaluation of educational activities.

In 1985, CESO organized two international meetings in the field of education and productive life, together with, respectively, F.E.P. and the W.G.O.O. (the Dutch Association of Researchers in Education in Developing Countries). The latter meeting led in 1986 to CESO's participation in the SIDA-sponsored research network E.P.T.A. (Education and Production in Theory and Action). In this programme, researchers in four African countries (Zambia, Tanzania, Kenya and Ethiopia) have been carrying out state of the art reviews, to be followed by national seminars. Dr. Wim Hoppers

has, from the beginning of 1987, been seconded for two years to

the SIDA-sponsored project SHAPE (Self-Help Action in Education) in Zambia.

In the area Education and Cultural Identity, CESO's participation in the SEAMEO/INNOTECH project "Delsilife" is still continued. This project aims at improving the lives of the rural poor by providing educational facilities. Ad Boeren is working on this. In the context of CESO's attention to the media, Kees Epskamp is in the final stages of a study of theatre for development as a small-scale education medium in developing countries. In the course of the study of indigenous learning, a workshop will be organized in February 1988 on the methodology and applicability of research in indigenous learning, in cooperation with Chulalongkora University Social Research Institute. It will be held in Thailand and it will focus on the S.E. Asian region (contact Dr. Adri Kater). In June/July a workshop on Popular Education in Latin America will be organized together with the Dutch NGO's (contact Anke van Dam).

Towards the end of 1988, CESO intends to organize an international symposium on Culture, Education and Productive Life in developing countries to mark its 25th anniversary. Further information will be published in due course (contact: Kees Epskamp or Dr. Leo Dubbledam).

At the end of July, Gerben van der Molen left the Centre after twelve years of service. In August, CESO was shocked by the unexpected death of Prof. Koos Kraak. To fill the ranks, two new staff-members will join CESO in November: Gerard Peter, who will work in the area of agriculture-related education, and Suhirman Patmo, who will be engaged in the field of Education and Production.

Finally, it may be mentioned that CESO maintains close relations with the Association of Dutch Researchers (WGOO) in lecturing, in organizing short seminars, and publications.

CESO
Badhuisweg 251,
P.O. Box 90734,
2509 LS The Hague
The Netherlands
Tel.: (0)70-510 510, Secretariat 510 591, Library 510 602
Telex: 33565 nufic n.l.

NUFFIC (same address, telephone and telex as CESO)

Dr. Leo Dubbeldam & Dr. Franz Lenglet, The Hague, 30th October, 1987.

Federal Republic of Germany

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH
(German Agency for Technical Cooperation)

Objectives of German Assistance and Education Assistance

The Development Cooperation of the Federal Republic of Germany has the following main objectives:

- assistance to social systems which promote the creative forces of the masses in the developing countries and foster private initiative,
- satisfaction of basic needs taking into special consideration security of food; rural development; the protection of the environment; energy; and education training,
- improving the efficiency of German Development Cooperation through policy dialogue, coordination of aid and project evaluation,
- promotion of regional cooperation and integration of developing countries into the world economy,
- increasing the effects of development projects on employment in Germany in all cases where this is not contrary to the goals of development cooperation. (1)

Education, science and training play an important part in German Development Cooperation activities. The education sector is broadly divided into three parts: general education (primary and secondary education); vocational training; and higher education. With ca. 1,4 billion DM, it gets roughly one quarter of all the sectorially allotted bilateral official development assistance. Thereby Germany stands second after France in the rank of Western Donors in the sector.

The German contribution to education in developing countries comes from the budget of the Ministry of Economic Cooperation (BMZ), ca. 600m. DM; from the budget of the Foreign Office, 350 m. DM; and from the different states of the Republic (including costs for student fees), 374 m. DM.(2)

In 1985 just over 62% of the contribution of the BMZ went to vocational training including non-formal and adult education (roughly one third of this proportion); 11.5% to higher education; and only 6.6% to primary and secondary education including teacher training. The rest went to seminars, educational research and other not clearly attributable purposes. African countries got 31.2%, Latin America 18.8%, the rest is either not attached to any region or goes to Europe (2.6%).

There are many institutions (governmental as well as nongovernmental) which carry out the education assistance projects and programmes of the Federal Republic of Germany, sometimes with their own funds, but more often commissioned by the federal (or state) governments. Besides the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH, i.e. the official German agency for the bilateral cooperation; the Deutsche Stiftung für International Zusammenarbeit (German Foundation for International Cooperation. DSE), the Carl Duisberg-Society (CDG), the German Academic Exchange Service (DAAD), the Alexander von Humboldt Foundation (AvH), the Otto-Benicke Foundation, the German Adult

Education Association (DVV), the Kreditanstalt für Wiederaufbau, the Christian Churches and political foundations belong to these institutions.

Main Principals of Educational Assistance of the Federal Republic of Germany

Within our education cooperation, all the fields -- general education, vocational training and higher education -- are in general accorded equal importance. Obstacles to development cannot be eliminated by education measures alone. Education will only develop further if it is integrated in the existing economic and social development processes and adapted to the living conditions and needs of those to be educated.

With regard to the rapid expansion of the normal general education systems in most developing countries, activities with a

multiplier effect should be promoted. These include: teacher training and further training; development of curricula; production of teaching aids; pedagogical research and advisory services to education administrations.

The promotion of vocational training is designed to create a middle level cadre of skilled manpower which is a precondition to balanced economic goals. German support is in demand as the German vocational training system has a good international reputation and has a strong practical base.

Development cooperation in the field of **higher education** has three major aims:

- to raise education standards by means of better teaching methods, adapted curricula, and training of qualified indigenous university teachers,
- to increase research capacities by improving research methods, equipment and research cooperation between German and local scientists,
- to provide consulting services in important development sectors of industry, agriculture and administration.

The consolidation and improvement of existing facilities is given priority over the further expansion of capacity in higher education.

In December 1971 the Federal Government issued a policy paper: "The Educational and Scientific Aid Programme of the Federal Republic of Germany". In March 1979 "Principals of Development Policy of the Federal Republic of Germany as Applied to Cooperation with Universities in Developing Countries" and in 1981 a policy paper on basic education in developing countries were issued. Quite recently a policy paper on vocational training was published. (3)

The GTZ Policies and Directives

The 11-JTZ is responsible for roughly one third of the German official bilateral educational assistance. GTZ is organized according to private law, but it is 100% government owned. As a commercial organization GTZ strives to provide high quality performance

at competitive costs. It measures the quality of its work on the criteria of:

- maximum promotion of self-reliance of the project partner and utilisation of his own resources; mobilization of potential existing in the partner country, particularly by utilization of local expert manpower and products;
- optimal adaptation of GTZ-contributions to the général conditions in the project country, stressing environment-oriented project planning, appropriate technologies, locally renewable sources of energy and viable utilization of ecosystems geared to long-term sustainability;
- maximum contribution to meeting the basic needs of the masses of the population in the developing countries for goods and services;
- problem solutions requiring the lowest possible inputs for both sides cooperating in the project.

GTZ (4) is dealing mainly with more comprehensive projects on the basis of bilateral government agreements. We cooperate with 100 countries in about 2,000 projects with an overall turn-over of more than 1 billion DM annually. We have 1,600 experts out in these 100 countries, 760 experts in projects with special consultants and about 400 experts from the Centre of International Migration. Together with local staff and about 920 in our central office, there are about 4,000 people working in this organization.

Projects commissioned by the Federal Ministry of Economic Cooperation which make up more than 90% of our total operating performance. We also work through special job orders within larger projects which are placed from one department to another, to the relevant professionals; through special projects for foreign clients, and through GTZ-financed measures out of a special fund.

The implementation of the education projects is spread over a number of departments and divisions. Roughly one third of the GTZ-contributions in this sector are administered by Division 23 (Vocational Training) and rather less than one third is going to Division 22 (General Education, Universities and Science and Sports). The rest is administered through other divisions, i.e. the Medical Faculties of Universities and Health Education through Division 1; Agricultural Schools through Division 17, Media and Educational Printing Facilities through Division 32. A recent survey of 672 projects in our two main departments (Agriculture and Infrastructure) revealed that 217 projects (32.3%) had noticeable educational or training components. (5)

The Work of GTZ in Education

On the basis of the general policy and the policy papers of the Federal Government, GTZ has defined key-services which indicate to potential partners in cooperation those areas where the GTZ has most experience and potential. The main key-services in the

area of education are:

- integrated education for rural and urban masses (with the programme elements curriculum development, education media, teacher training, and educational research),

- institution building in universities, engineering and applied sciences (with the programme elements of engineering faculties, post-graduate education in resource-oriented science and development of service workshops and central laboratory facilities),
- promotion of industrial vocational training (with programme elements of educational training and upgrading systems, training aids, training of technical instructors, training of technical middle management, skilled manpower and promotion of inplant vocational training).

Within some other key-services there are programme elements with a certain relevance to education, such as "extension services and training of extension officers" (promotion of rural institutions) "training and extension work in agricultural engineering"; leadvisory services on the selection and dissemination of technologies"; a special key-service on school sports, sports for all, and organized sports; media services; and training in institution -building in metrology, standardization, testing and quality assurance. As most of these key-services were developed some years ago, some are already in the process of revision. Quite recently, the Division of Health, Nutrition and Population Development revised its services and designed a new service on management and education in health. (6)

Within Division 22, there has not yet been a revision. Nevertheless we have tried to develop our ideas and instruments and this has been done mainly on the following lines:

- within the area of general education (basic education) we have given prominence to 3 aspects (7):

the integration of basic education measures into projects and programmes of regional rural development

increased use of the mother tongue in basic education the development of appropriate teaching and learning aids,

- in higher education we have tried to define a GTZ concept for engineering training in Third World countries based on our experiences in this field (8) and finally
- in physical education we described our concepts and experiences in a publication on the promotion of sports in Third World countries (9).

Department 23 has been working quite a lot on evaluation, tracer studies and controlling and reporting of ongoing projects.

With regard to the newly identified prominent areas in **general education**, the integration of basic education measures into programmes and projects of regional rural development was promoted through a seminar in Tanga/Tanzania, October 1985. At this seminar the first version of a state of the art report "Promotion of Regional Rural Development through Formal and Non-Formal Education" was discussed and later on revised. It is now available in German and the final English version will come out soon (10). We are just about to start a pilot project on finding out what alternatives there are to strengthen and utilize education in rural development programmes. We plan another seminar in 1989 on agriculture in primary schools in Africa. Finally, we plan to

make all the GTZ projects with educational components more relevant through special advisory services for pedagogical and methodological inputs.

In the area of mother tongue or bilingual/bicultural education we recently had a seminar to discuss our experiences in Latin America with representatives of different Latin American countries and donor agencies in Quito/Ecuador. Again, a state of the art report was prepared for this seminar (Latin American Approaches to Bilingual/Bicultural Education - Theory and Praxis) and discussed. The report of that seminar is in the press (11). We published a manual for the design and the production of initial reading materials in vernaculars with little tradition of writing. We will try to hold a second international seminar for this target group in Berlin, perhaps including African countries.

With regard to the development of appropriate teaching and learning aids, we recently had a seminar on basic science and technology, together with the Department of Pedagogics: Third World at the University of Frankfurt, in Bombay/India. A basic discussion was prepared and we tried to write a policy paper on basic science education (12). This, however, has to be thoroughly revised. We are also working on a teachers' handbook for basic science which will give suggestions on how to prepare and work with simple experiments.

We are trying to improve our instruments and evaluate our experiences more systematically. Two activities are worth mentioning in this respect. Through consultants we tried to document all activities and experiences in our projects with regard to selected aspects such as training of counterparts; curriculum development; research; teacher training; monitoring; development of teaching aids etc. The whole exercise has been computerized and quite a lot of material is available, unfortunately only in German. Another consultant has just completed some work on suggestions and examples of how to analyse the situation in the educational sector especially at the beginning of projects (this manual is also only available in German).

We have done some work on monitoring and a short paper reflecting the experiences in two projects has been prepared (13). However, due to lack of capacity, we cannot really go on working at this important aspect. Recently we started a discussion on the impact of examination systems on content and reform endeavors in many educational systems and given more emphasis to content in areas such as environmental and population education. We hope to take up this discussion at our next meeting with all our staff in May next year in Geneva.

In higher education we are mainly working on three lines. First of all, as a continuation of our work on policy for engineering training, we are trying to strengthen the development orientation of higher education. Much of this has been done through our regional conferences, at which we try to bring together German university lecturers and their colleagues from the region in order to exchange experiences and discuss fundamental problems of common interest (14). We have made a small survey of our projects, experiences and proposals in this area (15) and plan to issue a manual on how to start and carry out consultancy work at universities. Secondly, we are trying to improve certain aspects

of curriculum development at universities in developing countries. For two years we have been working on a curriculum for ecology and protection of environment in order to provide scientific and technological institutions in Third World countries with concepts for a proper training in this area (16). We have just started a similar exercise in the area of information technology and are about to start with the area of alternative energies. Finally, we are trying to improve the technical infrastructure for the service and maintenance of technological equipment at the universities. We are mainly tackling two aspects: the general improvement of service and maintenance and the development of certain modules such as equipment in the area of electronics in University workshops (17). As in the area of general education, we are discussing the enforced inclusion of pedagogical and didactical aspects into the work of our experts. The use of tracer-studies as a method of evaluating the general impact of our training activities is also under discussion.

In the area of higher education we have strong cooperation with other German agencies and institutions: the BMZ, the DAAD, and the DSE. In our deliberations on what is still to be done in that area, we defined the following: more public relations work; promotion of didactics of higher education; increased endeavours to get qualified personnel; and the promotion of the idea of universities as centers for the transfer of know-how.

Regarding physical education, we are concentrating on getting our experiences collected and computerized. We also expect to publish some results in the area of the production of simple sport materials. As in the sector of higher education, we are holding a series of conferences with our experts, the next being held in October this year in Marrakech/Marocco (18). Among the

areas we have identified for our future work are the integration of sport components into multisectoral development projects, particularly in rural areas, and more emphasis on identifying and understanding the traditional role of sport in the cultures of developing countries.

We are striving for national and international coordination and cooperation within our fields of activities. So we tried to establish an advisory body of researchers in the field of education. We try to do some coordination work in general education in developing countries through our cooperation in the educational commission of the German Unesco Commission. We also actively work together with the committee on "Educational Research in Cooperation with Third World Countries" within the German Educational Research Association and with the African Studies Association in Germany.

on the international field we are represented since 1979 in the International Working Group on Education (the former Bellagio Group). We have taken the lead in the task areas of intersectoral strategies and mother tongue teaching. At the recently established European Aid Donors Conference on Education we have been represented at the meetings in London and Dublin. We had a special group meeting on cooperation with the University of Dar es Salaam/Tanzania and are working in close cooperation with other agencies in the area of service and maintenance at universities.

With regard to research and evaluation we have to stress that GTZ support is mainly in direct contact with project implementation. In Germany, we use the term "research" very restrictively. Therefore, we have not labelled much of what we have done in this field as research. With regard to evaluation, it is part and parcel of every project - mainly carried out by ourselves, but also through the inspection and evaluation unit of the BMZ. Kenneth King has recently reviewed "The Role of Educational Research and Evaluation in the Work of the Development Assistance Agencies of West Germany" and has judged us so nicely, even better than we would judge ourselves, so we refer you to his paper.

The problems of the Third World in Education are more or less known and need not to be developed further here, particularly as the World Bank has described them so clearly in the case of Sub-Saharan Africa. We can do only very little to improve the situation in education in the Third World. But there is potential to respond to the problems, not only in our agency but in many other institutions in the Federal Republic of Germany and particularly in the institutions of higher learning. Both sides have come together: the needs and the requests of our partners, and the potential to respond to them in our institutions. In order to make this cooperation more relevant, we think that two things are necessary:

- In our institutions there must be a growing consciousness that there are important tasks in education, science and technology for the development of the developing countries, and there must be a growing interest to work on solutions.
- Our partners in developing countries must get more concrete ideas about our potential for cooperation. There is still much to be done, especially in the situation of the Federal Republic, where so many institutions are active in the area of development cooperation.

Since the beginning of this year, a serious reorganization of GTZ is under discussion. If BMZ agrees, responsibility for planning and implementation of projects and programmes will be organised on the basis of regional desks instead of present sectorial desks. However, a strong sector division will assist the planning and implementation of our projects. We may then have more time to work on solutions to ongoing problems. We hope that a new momentum in our work will be the result of this reorganization.

Footnotes

- 1 DAC report on development cooperation, DECD (German Ed., p106)
- 2 These and the following statements according to "BMZ, Förderung van Bildung und Wissenschaft in der Entwicklungs-zusammenarbeit", Dec. 1996. There is an English translation of the 1985 report "Promotion of Education in the Development Cooperation with the Federal Republic of Germany" June 1986.
- 3 These basic policy papers are available in English, except the policy paper on "Basic Education" and the policy paper on "Vocational Training".
- 4 Current information about GTZ is given in the Annual Report, since 1996 restricted to the annual accounts. However, a lot of other information is available through our public relations series, both special publication on project documentation and more general aspects of GTZ's work. These are available through GTZ's Division of Press & Public Relations.

5 Most of the projects are very well documented with special publications. These publication, however, are mainly available in German and report all the projects of Dept. 1. Agriculture (including forestry, health, nutrition), Div. 22 & Div 23 and all media projects Div. 32. There is another volume on R & D projects.

6 All the key-service D+ GTZ are available in English and French. There is a general publication which describes very briefly all the services on the background of GTZ objectives, tasks and services (GTZ Key-Service, Eschborn 1982 pp. 123).

7 Wolfgang Kuper, compiler: "Basic Education in the Work of GTZ: general conditions, main issues, problems, experiences and perspectives in the work c+ the GTZ in basic education" Eschborn, June 1985 pp. 26

8 Wolfgang Kuper & Wilfried Volkmann, ass. by Helmut Winkler: "Engineering Training in Third World Countries - experiences and concepts of GTZ, Eschborn, February 1986, pp. 42.

9 R. Dchrmann, M. John, W. Kuper: "Sportfbrderung in Lclindern der Dritten Welt" (Promotion of Sports in countries c+ the Third World) EschbDrn, GTZ, 1995 pp. 103. An English translation c)+ the main part of this booklet is available.

10 For the time being, only the German version is available - J. Buchholz, R. Görgen, G. Madés: "Leitfaden. Förderun der ländlichen Regionalenwicklung durch formale und non-formal Bildung" July 1997. The former English version (State of the Knowledge Report: Promotion of regional rural development through formal and non-formal education) has been distributed to all members of the International Working Group on Education.

11 Seminaric internacional sobre educacion bilingue/bicultural, Quito, 25-29 del mayo de 1987, Eschborn, 1987.

12 "Science, Society and Science Education: A documentation of the Swedish Discussion". Volume I "Basic Science and Elementary Education level" es. Patrick v. Dia, Pädagogik: Dritte Welt, Frankfurt, 1997. See also International Colloquium 1994 "Rediscovery of Education as 'Alternative Education' in the 'Third World- ed. Patrick V. Dias, Phdagogik: Dritte Welt, Frankfurt 1987.

13 Herber Bergmann "Monitoring as an Integral Aspect of Project Management" GTZ, EschbDrn 19B6 pp. 11 & app.

14 These conferences have taken place since 1975 in 3 rounds in Latin America, Africa & Asia. All except one are documented: I "Promotion of Research-Oriented Education & Training at African Universities" Vol I & II, eds Ruth Schlette & Wolfgang Schmelings GTZ, DSE, LAAD, 1996 & "Regional Conference on Research, Consulting & Extension Services at Asian Universities", AIT Bangkok, Oct 12-19, 1996, VolI & II, Eschborn, Aug 1997.

15 Marlies Kees: "Problems and possibilities of Improving Cooperation between universities and Industry - A Report on Experience gathered in projects +or promoting Universities" GTZ, April 1986, pp. 19.

16 See: AApel, H., Loidl, A., Stocker, B... "Environmental Education at Technical & Scientific Institutions in the Third World. Curriculum: Environmental Protection & Technology" Study commissioned by GTZ, Frankfurt March 1986, pp. 37.

17. Gerhard Kohn: "Service and Training +or Maintenance c+ Scientific and Technical Equipment at Universities and Scientific Institutions in Developing Countries, Preliminary Study" August 1987, pp. 39.

18 There have been conferences of this kind 1976 in Mombasa, Kenya, 1991 in Cascais, Portugal, 19B4 in Niamey, Niger, 19S5 in Antananarivo, Antsiranana, Madagaskar. They are all documented in German.

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The German Foundation for International Development

Evaluating Development Training Programmes

Experiences with a Series of Workshops in Eastern and Southern Africa on Internal Evaluation of Development Training Programmes

The necessity of evaluation of development training programmes has been underlined since the late 1960s, whilst at the same time, the lack of evaluation techniques of those responsible for these programmes has been deplored. Outside specialists, therefore, have been asked -- especially by donor agencies -- to produce the necessary evaluation results. Despite all good intentions from both sides, outside evaluation quite frequently helped the donor justify or terminate a project, but contributed little to project improvement. The evaluation reports either provoked counter-statements by project personnel, or gained dust on the shelves, even if they were of excellent quality from a technical point of view.

Who is responsible for a programme, is responsible for its evaluation

Obviously, a fresh look from outside from time to time is of great use, but outside evaluation experts cannot create (or only in exceptional cases) the necessary data themselves. They depend on data collected and information provided by those who have responsibility for the programme. Outside evaluators may be the better technicians, but they might not know enough about the hidden politics behind a programme, about attitudes of the target groups, about patterns and self-understanding of field workers etc.

Internal and on-going evaluation of development training programmes is therefore necessary. Those who are responsible for programme planning and implementation are responsible for evaluation as well, if we understand by evaluation: to examine past experiences objectively, systematically and with exactitude for decision-making purposes. Internal, on-going (formative)

evaluation provides continuous information on a programme. it makes administrators and development trainers more familiar with their own programme and it provides the necessary information for later summative evaluation. Despite some disadvantages -development trainers might not be familiar with sophisticated evaluation techniques or might become self-defensive -- outside evaluation depends on internal evaluation.

The Action Training Model

Training in simple evaluation techniques is necessary to enable those who are responsible for development training at various levels to evaluate their own programmes. The German Foundation for International Development (Non-Formal Basic Education Section), together with the now College of Adult and Distance Education of the University of Nairobi, therefore developed a model of short-term in-service training courses to enable Kenyan development workers/trainers to evaluate programmes they are responsible for. The training model developed was called the "Action Training Model", because it demands action from trainees in the application of skills learned during training work-shops in their own work on return to their institutions. Evaluation techniques can only be learned effectively by doing. The approach, therefore, had to combine theory, guidance and application.

In a first introductory workshop of two weeks' duration, participants state their needs and interests. On the basis of this needs analysis, a programme is developed participatively. It deals with the concept of evaluation and different evaluation

models, develops operational proposals for the conduct of an evaluation study and designs instruments for data collection. Theory and practice of evaluation presented step by step. At the end of each step, each participant has to apply the knowledge gained to his/her own situation by developing and designing a proposal to evaluate a programme, or crucial aspects of a programme, he/she is responsible for. At the end of the first workshop (stage one), each participant should have a complete evaluation proposal with all necessary instruments.

After the first workshop, participants go back to their work places to collect data or information i.e. in situations they are familiar with (stage two). Five months later, participants are supposed to return for a "Mid-Term Panel" (stage three) with their data collection, to develop skills in data organization, analysis and evaluation report writing. After the Mid-Term Panel, participants finalize their reports (stage four). They come back after three to four months for a third workshop (stage five) to present their reports and to get feedback. Good quality reports are published.

The Action Training model enables participants to apply evaluation theory and practice systematically to an evaluation task in their area of work. It is flexible and convenient for participants who cannot leave their jobs and homes for a long period. The Model, however, demands long-term commitment over a period of one year from both participants (who have to write a thorough report in addition to the daily work load) and the faculty members who guide and assist participants not only during the workshops but also during the months of fieldwork and report writing. Last, but not least, there is a commitment from the participant's

institutions. Without this institutional report, support, the long-term commitment to actually implement an evaluation proposal and write a solid report is too demanding.

As a consequence, there were not only difficulties with the quality of some of the evaluation reports, but also with the "of rate of return" of participants. There are no major immediate incentives for finalizing an evaluation, other than the intrinsic satisfaction of doing a good job. The rate of completion of evaluation reports, as demonstrated by written reports in Kenya, is about 50%. There are always exceptional reasons for some people failing to complete (such as change of job, or pregnancy), but in most cases the additional task is just too demanding, or there is a basic lack of formal academic training which the workshops cannot compensate for. Sometimes institutional support is lacking, or results become too critical to be reported. From 1979 to 1987, 146 development trainers participated in the annual Kenyan workshop series, but only 70 studies have been finalized, and 10 studies published so far.

In 1989, the German Foundation will withdraw financial support: professional responsibility was handed over to Kenyan faculty members already in 1982. Negotiations with the University of Nairobi are underway to have the three annual workshops recognised as a Post-Graduate Certificate Course in Evaluation, and to make the Action Training Model in Evaluation a regular part of the University's training programme.

A similar programme is under preparation in Zimbabwe, to be conducted in cooperation with the Department of Adult Education, University of Zimbabwe, if possible as a Certificate Course.

Another series of workshops was conducted in Botswana from 1982 to 1983, to assist the Department of Non-Formal Education, Ministry of Education, in evaluating the National Literacy Programme and to develop a monitoring system for this programme.

In the meantime, the Action Training Model has been adapted for Writers' Workshops to produce reading materials for new readers who come from literacy programmes (Botswana, Malawi, Zimbabwe) or to elaborate distance education materials (Kenya with neighbouring countries).

The Success of the Workshop Series

How good is "good enough"? It is debatable whether the evaluation series in Kenya or Botswana can be called a success. In Kenya, the rate of return of participants who came back with an acceptable report was not more than 50 per cent. The quality of evaluations conducted in Botswana by "barefoot evaluators" was questioned by professionals in Botswana and abroad. Within the practical realities of "Third World Countries" with minimal infrastructure and scarcity of manpower, methodological control in the classical sense is impossible. Instruments such as questionnaires, interview and observation schedules cannot serve as yardsticks of measurement but as frames for meanings only. Data collected in Botswana were fragmentary, but they were usable and upon analysis provided a picture of the Botswana Literacy Programme that was both coherent and plausible. The results obtained were not more than "good enough" to be used at various

levels of decision-making. But they could be used, and have been used even before a formal report was released. This is most important. If those who are responsible for planning and implementation of a programme do the evaluation themselves, they can take appropriate action for improvement, even if later on nobody is capable of summarizing the bulk of data in a report which meets professional standards and gets the blessings of political decision-makers at higher level.

After some years of experience, we have serious doubts regarding the validity and reliability of classical approaches and instruments in informal or non-formal settings in Third World Countries. Naturalistic methods seem to be more suitable and even professionals rediscover protocols such as descriptive case studies based on observation or participative evaluation which involves actively even the "recipients" of a programme.

Despite all deficiencies, internal evaluation even by ad hoc trained non-professionals have definite advantages: those who have programme responsibility understand their programmes better, they become motivated and capable of improving their programmes as they go on, they learn to argue and to defend the programmes with good reasons and without being defensive and, last but not least, by evaluating their programmes# evaluators change themselves. Evaluation, as one of the participants in the Kenya workshop series stated, "cultivates in the individual a new sense of objectivity, self-criticism, patience and tolerance for other people's ideas".

Josef M ller DSE.

The Future of Postgraduate-Training Courses for the Third World in Europe

Most of the African, Asian and Latin-American countries are now able to offer undergraduate and graduate training in their universities. However, there is still a great need for specialised postgraduate training courses for those young scientists or leaders in administration or industry who have to solve new problems in the social and economic development in their countries, be it in agriculture, technology, medicine or economic and social planning.

The European countries offer about 2,000 of such regular, development-oriented training courses of different duration: some last for a few weeks, some for 1-2 years (degree courses), some are for doctoral degrees. What has been missing is knowledge of who is doing what and when, how and why. There was also the feeling that the curricula of most of these courses were not satisfactorily adopted to the practical needs of the participants and their countries.

The German Foundation for International Development with its Centre for Education, Science and Documentation decided to help with the coordination and the exchange of experiences together with the Training Group of the European Association of Development Training and Research Institutes (EADI), under the chairmanship of Professor Edwards (University of Bradford).

The first task was to analyze the situation in the 20 European member countries of EADI. In a preparatory conference in August 1986 at Villa Borsig in Berlin (West), guidelines for "national papers" and a standard questionnaire for a register of courses were established. The register should be published in the framework of the European Community, parts are already distributed by a consulting firm for the ASEAN countries. Most of the state-of art reports were discussed at an international conference in Berlin (West) in September 1987 and will be published in the English conference report by Nomos Publishing house, Baden-Baden, in 1988.

Working groups in the Berlin Conference studied the experience of course directors and development aid administrations in:

- the assessment of training needs
- the selection of candidates
- curriculum planning and teaching methods
- course evaluation
- follow-up measures and institutional links with partner institutions in developing countries.

The next steps will be the completion of the final country reports - unfortunately France is still missing -, the publication and exchange of national registers of courses and later on, an integrated European register and preparation of "trainer handbooks" to improve the quality of the training programmes. The "national correspondents" and coordinators will meet again at Villa Borsig in October 1988. In the meantime, a "Training Circular" will be published to spread current info

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THE NEXT ISSUE OF NORRAG NEWS WILL BE MAY 1988
AND
THE SPECIAL SECTION WILL BE ON THE USA AND GREAT BRITAIN,
INCLUDING UP TO DATE INFORMATION ON USAID, WORLD BANK,
SEVERAL OF THE US FOUNDATIONS, AND ON
ODA AND THE BRITISH COUNCIL.

WORLD BANKEducation Policies for Sub Saharan Africa:
Adjustment, Revitalization, and Expansion.
World Bank Executive Summary, July 20, 1987.

The Summary points out that despite heavy investment in education by African nations, the enrollment level has stagnated and the quality of education declined. Given the diversity of countries, conditions, problems and policies in sub-Saharan Africa, the Summary proposes itself as offering a framework of policies and priorities capable of responding to African educational problems, which can be tailored to individual country needs.

Despite a very faulty educational base inherited from the colonial era, African countries quintupled total enrollments (and increased enrollments at tertiary level by 21 times) between 1960 and 1983 ; during the 1970's, enrollment rose by an average 9% annually; median literacy rates rose from 9% to 42%.

In the 1980's, the Summary notes that population in the region grew at 2.9% per year, while economic decline took place, severely affecting education budgets, and threatening education coverage and quality. The population is now growing faster than the enrollment growth rate. The performance of African students on standard cross-continental tests has been poor, and there are excessively low levels of inputs in the form of educational materials. The Summary concludes that African countries' education policies will have to be changed, and that new resources (deriving from the changes) will have to be found for education.

Adjustment, revitalization, and selective expansion

The Summary, recognizing the need for varying policy packages according to the individual country circumstances, nonetheless argues that all packages will need to be built up along the three policy dimensions implied by "adjustment, revitalization, and selective expansion."

Adjustment: will have to be made in terms of current populational and economic problems, by:

- diversifying financing: through increased cost-sharing and increased non-governmental provision of education (i.e. consumerize and privatize);
- more importantly, reducing unit costs: principally by actions in the areas of teacher salaries, use of staff, building standards, and internal efficiency.

Revitalization: is needed to restore quality, through:

- improving academic standards: mainly by strengthening exam systems;
- increasing the availability of instructional materials;
- improving the maintenance and utilization of buildings and equipment.

Selective expansion: (which can only take place after policies in the two other dimensions are taking effect) will address the needs for more education, in the following fields and forms:

- Renewed efforts towards UPE: as primary education is an investment which gives the highest rates of return;

- Distance education: to meet new demands at secondary and tertiary level;
- Job-related training and upgrading: so individuals can acquire jobs, or renew their skills when the labour market changes;
- Research and post-graduate education: so African intellectual talent will be produced to fill the highest posts in the state and the private sector.

Formulating a balanced package

The Summary recommends the formation of a national commission, supported by technical staff, from Ministries of Education, Finance, and Planning, and from the university. This should work to build new policies and national consensus on them, and should learn from other African countries' experience.

Simultaneously, education planning and management would need to be improved. In particular, authority should be given to schools and communities to acquire and use educational resources. Exam systems, statistical coverage, and the quality and quantity of analytical staff need to be improved. New incentives to enable Ministries to retain able staff need to be found.

Policies for each education level.

The policy mix will vary between countries and between levels.

Primary education: needs to be improved and expanded. If quality falls too far, there is no sense in further expansion. Quality must be addressed first.

Good investments are: in the first place, enough books and materials; then, school health and feeding programmes; intensive use of radio; teacher in-service upgrading in their subjects; and inspection and supervision.

Bad investments are: reducing class size; educating teachers beyond secondary level; giving teachers more than a minimal exposure to pedagogical theory; putting up high-quality buildings; introducing TV or computers.

It is already hard to save any money on primary level, so new resources need to be found for it.

Secondary level: offers more chance of reducing unit costs. Economies can be effected by improving regular school operation; by reducing boarding; and by distance education methods.

Inequalities (as regards girls) can be remedied by increasing the numbers of small community schools and of women teachers.

Curriculum relevance can be addressed by giving a broad-based general education at school (increasing future trainability), followed by (non-diploma) job-specific training at the workplace. More needs to be invested in on-the-job training. At school, emphasis should be placed on general maths and science skills, rather than specific vocational training.

Tertiary education: is characterized by excess graduates in irrelevant areas, low quality of skills, excessive costs, and

inequitable and inefficient financing. This should be changed by changing the output mix, improving quality and efficiency, and increasing costs to the consumer. Improvement of quality will require investments, so this is dependent on freeing money by making the other policy changes.

The role of aid agencies

At once (within a year) donors should support policy reform:

- by covering costs of policy and management development;

- by financing experience-sharing among African countries;
- by establishing an independent high-quality technical consultancy body which will help countries formulate, monitor, evaluate and correct new policies.

Donors should then give countries which show willingness to make policy changes access to increased, longer-term, flexible aid, for implementation purposes. More long-term guarantees are needed - something which has been missing before - and aid should reflect in quantitative terms the relative priorities indicated: previously, primary education has only received 7% of all aid, and recurrent costs only 11% of all aid.

Expected benefits from education investment in a time of scarcity

Greater investment in education and training can be expected, says the Summary, to increase incomes and reduce women's fertility. Returns to education have been shown to be consistently high. A mother's education level correlates with the number of her children, as well as their survival and development.

African education must nurture leaders capable of coping with the growing complexities of nation-building. Africa's stock of human capital will determine its ability to keep up with the explosion of technology. And, above all, education is a basic human right.

Anton Johnston, Institute of International Education, University of Stockholm.

COUNTRY REPORT: BOTSWANA

The International Financing of National Research in Developing Countries: the Case of Botswana

NORRAG News has felt for some time that as part of its task of sharing the most up-to-date information on the donor agencies, it should illustrate how dominant a role is played by them when it comes to mapping the research and evaluation output of particular countries. The range and diversity of donor agency activity in some countries is so great that it often appears that there is virtually no educational reform or innovation that is not donor aided, and as a consequence the bulk of the project evaluation literature is dependent on external funds. In the case of Botswana (which is not a poor country), the agency-related sector studies, evaluations, situation analyses etc. are the bulk of the most up-to-date research information in the country, and any researcher who was not aware of the extraordinary amount of data

generated through donor activity would start at a considerable disadvantage. Not all the materials mentioned below are completed, but we offer a list of contact points so that researchers in Southern Africa (and further afield) can follow up where appropriate. We put the funding source first in this listing, though it is usually not part of the title of the research.

1. IDRC; National Institute of Development Research and Documentation (NIR)
Educational Research in Botswana 1977-86: an annotated bibliography 9 by U. Kann, F. Lenglet, C Mannathoko et al (Univ. of Botswana) This important document admits that some 30% of the collected research is explicitly associated with external funding; some 40% is apparently linked to a local institution, but is very likely drawing on external funds given to these institutions.

2. IDRC The BOLESWA Journal the Botswana Education Research Association (BERIAT, and the Botswana component of Education Research Network of Eastern and Southern Africa (ERNESA) all draw significant funding from IDRC'. As does the BOLESWA Education Research Awards Scheme.

3. USAID IEES: Education and Human Resources Sector Assessment (June 1984, Washington)
IEES: Sector Assessment Update (approx title)- 1986, Washington
Academy for Educational Development (AED): Preparing for Jobs in Botswana: training opportunities (late 1987), by Sue Benedetti
IEESs Local participation in education at junior secondary level (current research project by Patrick Molotsi)
JSEIPtAn assessment of reading comprehension in Botswana (current research project by Rosemary Davis)
JSEMClassroom observation in junior secondary schools (current research by Bob Profit and R. Rowell)
AED: Access to correspondence education and training in Botswana (proposed research by Dick Betz)
JSEIP: Curriculum Evaluation research, including 'National Curriculum research conference in 1988-see meetings listing
JSEIPs13 masters degree students working on aspects of junior secondary research for the AED: Consultancies on women's access into the economy, and on the evaluation of training institutions the latter with training seminars on how to do it. see contact people JSEIPs for several other smaller studies,

4. ILO Management Devt. Branch & Turin Centre, Strengthening the Labour Department and Enhancement of Training for Localisation (July 1987) by V.G. Powell and T.F. Oehrlein
Botswana Employment Mission Report 1987 major mission with components such as -Rural and Urban Informal Sectors - by S.V. Sethuraman
-EmploymentgUnderemployment and Unemployment in Botswana- by Go Ahmed and B. Chilisa

5. SIDA/ SAREC
education in Botswana 1981-86 with Swedish support: evaluation and ideas for future support (Educ. Div; Doc. No 35) by J Lauglo M. Marope, Feb 1987
Schools and the transformation of work: a comparative study of four productive work programmes in Southern Africa (Institute of International Education, Stockholm, Sept 1987, doctoral dissertation) by Ingemar Custafeson

An evaluation of the Botswana National Literacy Programme (in cooper. with German GTZ, March 1987) 9 by F. Youngman, S. Gaborone and J Mutanyatta
Towards an in-country training programme for women of the informal sector(draft final report, for *Women's Affairs Unit* and SIDA, August 1986) by Laketch Dirasse
Girls and colence education In secondary schools (current doctoral research; see also NIR wkg paper NO 49 'Schooling for girls in Botswana', 'June 1985), by Wendy Duncan
 The brigade movement in Botswana: an annotation, bibliography(NIR, 1981. by D. Kgathi and Q.N. Parsons)
 Also: Report of the Brigades 1966-1984 (approx title)
Schools broadcasting survey (forthcoming 1987), by P Nleya and U. Kann
 Teenage pregnancy Prolect (late 1987?) by Kate Phake
Study Service Research- Tirelo Setshaba (1987 onwards), by U. Kann et al

6. CIDA UBLIS Evaluation

7. NORAD/ The -research sector in Botswana: a survey conducted on behalf MDC of the RQYal Norwegian Ministry of Development Cooperation (March 1987) by Q. N Parsons Also country profile of Botswana commissioned by NORAD/MDC to Ch. Michelsen Institute Action research programme on Women in Development(with CUSO, at the Institute of Adult Education. U/B.) by R. Dambe and A. Nkwe

8. UNICEF Radio ListeninE Survey (E. Jones-Dube and S Gaborone, at Instit. of Adult Education)

Situation Analysis - Botswana (thru' NIR)

Disabilities in primary school children (current

9. GTZ/DSE An evaluation of the Botswana National Literacy Programme no. 5 above)

How can ...we succeed? Summary report from the evaluation of the Natinal literacy programme. This and several other reports supported by DSE. UNESCO/DSE/IIIEP involved jointly in the evaluation training activities.

Strengthening the industrial training and trade testing system of Botswana (final report submitted to Min. of Home Affairs, sept. 1984) by V. Gotteleben and G. Rosch.

10. UNESCO Village community secondary schools and rural development (via Botswana National Commission for UNESCO) by L. Tshireletso.

11. ODA/ Study of degree and accreditation options for Botswana Polytech Brit. nic (1987), by R. Oxtoby

Council Study of new patterns of inservice teacher training (approx. title, autumn 1987) by Chris Cumming

12. World Botswana Ministry of Education Research Studies

14 Investment Bank/ options in post secondary education (leader-C. Colclough) Brit. 2. Cost effectiveness of vocational skill training in Bot Coun. swana(K. Hincholiffe) 3. Education and employment (U. Kann)

13. NUFFIC Evaluation of Dutch Cooperation at U/B. (approx title)
Selection process in pre-university science (approx title)

14. Multi- Eastern and Southern African Universities Research Project donor (ESAURP) a) University capacity study b) technical training and the labour market (contact G. Sekgoma)

Comments and references to other major sources

The above listing is the result of a consultation amongst Ash Hartwell and Ulla Kann, who are linked in with BERA and ERNESA activities, and Kenneth King. This listing is illustrative of the kind of sources that are available to researchers and policy people through the agencies. There is another source of considerable value in following up external projects and their possible evaluation connections, and that is to be found in:

15. UNDP Report on Development cooperation Botswan (Dec. 1986). This lists no less than 9 pages of Education assistance projects funded from outside Botswanag many of which (like those above) will have generated research and evaluation data en route. This provides a valuable starting point also for evaluation reports.

16. The European Education Aid Donors have also been trying to gather data on their assistance to a whole series of African countries. including Botswana. At the moment this data is at a draft stage and is for exchange amongst the agencies concerned.

Contact points

For researchers and policy makers, the key question about documentation is how to get access to it. In the case of the majority of the documents, research projects, evaluation reports listed above, we now offer a list of, principally, local agency contact points, all Gaborone unless stated otherwise:

1. IDRC: John NkinyangiyBox 62084, Nairobi
2. USAIDs Ann Domidion, Box 90
AED: David Benedetti, Box 00117
JSEIPS Ash Hartwell, Ministry of Education, Box 005
3. ILO : S.V. Sethuraman,, ILOY CH 1211, Geneva
4. SIDA/SAREC: *Ingrid Lofstrom-Berg (SIDa), Box 128; Anders Johnson (SAREC) box 128*
5. NORAD14,4DCa Asborn Eidhammer, NORAD, Box 879
6. UNICEF: Scolastica Kimaryog Box 20678
7. GTZ: Joachim Heiland, Min of Lab. *and Home Affairs. box 369 (+ new director)*
8. British Council/ODA: Stan Moss, Box 439
9. UNDP: Hans von Sponik, Box 54

For further information on the above, contact Ulla Kann, Box 1883 (phone: wk: 356 364; hm: 356 442), or Ash Hartwell (ph: 355 363), or Kenneth King (phone: wk: 031 667 1011; hm: 0875 340 418)

Kenneth King, Edinburgh
Ulla Kann, Gaborone
Ash Hartwell, Gaborone

NORRAG News plans to do several more of these country studies, since they provide a useful reference point for researchers. Wim Hoppers will be doing one which focuses on Zambia. Kenneth King has already done a longer paper on the same topic for Zimbabwe: "The role and potential of donor-aided research and evaluation on the education and training system in developing countries: a case study of Zimbabwe".

CONFERENCE REPORTS

1. The VI World Congress of Comparative Education, Rio de Janeiro, 6-10 July, 1987

The theme of the World Congress was Education, Crisis and Change. The Congress was organised on the basis of Commissions:

I International Issues in Comparative Education, with Regard to the Consequences of World Crisis and Change in International Relations

Commission I themes included: Financing of Education; Role of the Private Sector; Quality of Education; Social Demand for Education; Low Cost Education; Vocational Education; Informal Sector; and Adult and Non-Formal Education.

II Comparison of National Education Policies, with particular reference to the Impact of the World Crisis and Societal Change

Commission II themes included: Is there an Educational or a Social Crisis?; The State, Women and Education in the World Crisis; and Education and Social Change in Transition Societies. There were also workshops on the themes of: the management of educational change in the crisis; educational reform and the national project; educational quantity and quality in the crisis; the privatization of education; education and equality (ethnicity, language, class); and education and production.

III Comparisons in Pedagogy: Recent Trends.

IV New Educational Technologies in the Perspective of Comparative Education

V Theories and Methods in Comparative Education: Recent Tendencies and Questions Related to Crisis and Change

VI The Education of Young Adults (16-25) in the Context of Technological and Occupational Change: A Comparative Research Project of the World Council

Commissions I and II considered education and development in more general terms than the other Commissions. Their findings were summed up at the final plenary session as follows:

Commission I Discussions and Conclusions

- (i) An attempt was made to characterise the nature of the educational crisis, and it is seen as being characterised by:
- inter-dependency
 - the overwhelming dominance of capital
 - military spending
 - repayment of international debts by means of domestic financial restraint policies
- (ii) Concerning increasing privatization of education, it was noted that
- there is a conservative policy trend in many North and South countries
 - the impact of privatization cannot be studied without reference to the country context
 - there is concern that the short-term policies on privatization may have had consequences in the long-term.
- (iii) There was a discussion of methodological problems in policy implementation oriented sectors.
- (iv) There was a discussion of cost-saving methods. Suggestions included multi-grade classrooms; alternate-day schools; peer group tuition; computer-assisted learning; grass-roots movements.

Commission II Discussions and Conclusions

- (i) There is a unity of educational and social crisis:
- the crisis is real
 - the crisis has accentuated inequality
- (ii) On the relationship between the educational problematic and the social problematic, it was found that:
- the language of technological dominance alienates and marginalises
 - curriculum and teaching in schools disseminates a message of subordination to such groups as women
 - language is a major element in this process
 - self images are subordinated.
- Broad efficiency measures would leave a high percentage of children in most countries marginalised as regards their economic and personal development. The poor and women will suffer most.
- (iii) On the privatisation of schooling:
- privatization arguments are significantly effected by ideological assumptions
 - there is no evidence that private schools are more cost effective or efficient than public schools
 - the meaning of privatization is society-bound.
- (iv) On the quantity-quality debate:
- the debate is heavily influenced by the social problematic, even in the selection of indicators for the analysis of education systems
 - how quality is defined has important equity implications.

- (v) On educational reform in theory and practice:
 - the implementation of reform has to be carried out in the context of complex bureaucratic structures. Most educational bureaucracies are not legal-rational in nature, and this imposes constraints on the implementation of technical-rational attempts at improving educational efficiency.
- (vi) On educational change in "socialistic" countries:
 - it has been characterised by rapid increase in literacy and by equality of access. This has been achieved by an alternative approach in which labour, not capital, has been the locus and focus. There is a great deal to be learnt from such societies.

Participation in the Congress

The pattern of attendance at this World Congress highlighted the necessity for developing ways of networking education research and development information, particularly to people working in developing countries: there were very few participants at the Congress from Africa or South East Asia, with the exception of China. Networking the information, and providing a forum for debate, is one of the ways in which the Research Review Advisory Groups can contribute to more equal access to information. So, if any of the conference topics are of interest to you, write to the commission chairmen for copies of papers presented in their panels, or for summaries of their commission proceeding. Their addresses are:

Commission I:

Prof. Seth Spaulding,
 School of Education,
 University of Pittsburgh,
 Pittsburgh, PA 15260
 U.S.A.

Commission II:

Professor Mar in Carnoy,
 SIDEC, School of Education,
 Stanford University,
 Stanford,
 California 94305,
 U.S.A.

Commission III:

Dr. Wolfgang Mitter,
 German Inst. for Inter-
 national Education,
 Schloss-strasse 29,
 6000 Frankfurt am Main,
 Federal Republic of Germany.

Commission IV:

Dr. Joao Batista de oliveira
 Araujo,
 The World Bank,
 1818 H Street, NW,
 Washington DC 20433,
 U.S.A.

Commission V: or

Jurgen Schriewer
 J.W. Goethe University
 Feldbergstrasse 42 D,
 6000 Frankfurt am Main,
 Federal Republic of Germany.

Dr. Brian Holmes,
 Institute of Education,
 20 Bedford Way,
 WCLH OAL,
 London, U.K.

Commission VI:

Prof. Edmund King,
 40 Alexander Road,
 Epsom,
 Surrey KT17 4TB,
 U.K.

Christine McNab
 Institute of International Education
 Stockholm

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2. Educational Research Symposium in Lesotho, 13-17 July, 1987

Background

In 1985 and 1986 the Ohio University, Athens, Ohio organized symposia on North-South Collaboration in Educational Research. Participants in these symposia have been staff and African students at the University of Ohio, high-ranking officers from the Ministries of Education in Botswana, Lesotho and Swaziland as well as Vice-Chancellors from the national universities of these countries. During the 1986 symposium it was decided that the next symposium should take place in 1987 in either Botswana, Lesotho or Swaziland in order to allow a wider participation of educational researchers from the BOLESWA countries. At a meeting in Swaziland in September 1986 the Permanent Secretary of the Ministry of Education, Lesotho, Mr. Ken Tsekoa agreed that Lesotho would undertake to host the symposium.

The Aims of the Symposium were:

- To encourage the three national research associations by strengthening their capacity to undertake research.
- To strengthen the present regional cooperation between the educational research associations.
- To strengthen cooperation in educational research between the Universities and the Ministries of Education.
- To strengthen North-South Collaboration in Educational Research for the benefit of the cooperating parties.

Theme

The symposium theme was Planing and Coordination of Educational Research. The activities included presentations of papers on various aspects of research and research methodology, meetings of interest groups, considerations of research agenda, and discussion of issues of continued collaboration in educational research at regional and international levels.

Organization and Participation

The Botswana Educational Research Association coordinated the Botswana participation in the symposium, though participants were not necessarily members of BERA. Funds were received from USAID, NUFFIC and SAREC. In addition, the Ministry of Education provided a bus for transport. A total of 45 people from Botswana attended including the Permanent Secretary and deputy Permanent Secretary from the Ministry of Education, and the Vice Chancellor of the University of Botswana.

Outcome

A number of recommendations were put forward during the symposium and they will be published in the Proceedings. Botswana agreed to take responsibility for arranging the next symposium, which is to take place in 1989.

Papers Presented

- Ambrose, David P. Documentary Resources for Research on Education in Lesotho: An Introductory Survey. National University of Lesotho.
- Altink, M.M. Wieby. Educational Selection in Southern Africa. the achievement - ability debate. Free University, Amsterdam.
- Dlamini, Barnabas M. The Swaziland Agriculture Teacher Education Programme an Perceived by Professionals in Agricultural Education. University of Swaziland. Luyenco Campus Swaziland.

- Fitter, R. Investigation of English Reading Skills of Five Year Old Children of Different Cultures in English Medium Primary Schools in Lesotho. National University of Lesotho.
- Herriot, Andrew. The Lesotho Model For National Dissemination of Curriculum Information. Ministry of Education, Lesotho.
- Kann, U. Occupational and Educational Aspirations of Tirelo Setshaba Participants 1983 - 1986 University of 'Botswana.
- Kapaale, R.S. Pupil Perceptions of Good and BiAd Teachers in Botswana Senior Secondary Schools. University of Botswana.
- Khati, Thekiso. Language variability, code-switching and communicative competence: some preliminary Department of Language and Social Education. National University of Lesotho.
- Lefoka, J.P. and ChAbane, C.M. Teaching/Learning Strategies in Lesotho Primary School Classrooms. - A Peep into the classroom. Institute of Education, National University of Lesotho.
- Mannatholco, Chanagu and Odharn, Johnson. A Case Study of Board of Govenors in Selected Community Junior Schools in Botswana. College Of Education. Molepolole.
- Matsela, Z.A. Research on Sesotho Traditional Games.
- Matsumunyane, Nyathe A. Supervision in teacher training in Lesotho. Ministry of Education, Lesotho.
- Merkus, R. Supply and Demand of Science and Mathematics Teachers in the Secondary Schools in Lesotho. National University of Lesotho.
- Ministry of Education. Swaziland. When and Why Do Children Drop Out Of School ? Research Planning Section, Ministry of Education, Swaziland.
- Mokgwathi , 6. M. 6. Student Loans as an Alternative System of Financing University Education: The Case of Botswana. Ministry of Education, Botswana.
- Molutsi, P.P. Problems and Prospects in Secondary Education Research Co-ordination in Botswana. University Of Potswana.
- Mpotokwane Baareng Ewetse. The relationship between secondary teacher preparation for reading instructions and ESL students' reading achievement: Selected government secondary schools in South East Botswana. University of Botswana.
- Munger, F. and Pitsc,, T. Action/Research Survey on Basic Education and Practical Studies in Lesotho: Interim Report on Findings and Actions. Ministry of Education, Lesotho.
- Nthoyiwa, N.D. Pre-School Education in the Old Naledi Slum - Gaborone, Botswana. (Preliminary Report). University of Botswana.
- Ping, CharleE J. Educational Research end Flanning. Ohio University.
- Floghoft, Milton, E. Research Activity of African Students in the United States. Ohio University.
- Rath.edi, M. Continuous Assessment Versus Final Examination in Teacher Training Colleges. Teacher Training College, Francistown.

Rollnick, M. and Rotherford, M. A Mixed Language Strategy for Eradicating Misconceptions on Air Pressure.

Rubadiri , David Attitudes Towards Foetry arid its Teaching in Selected Botswana Secondary Schools and Teacher Traininc Colleaes. University of Potswena.

Sargent, R.A. and Yaba, B. Student Profiling & Continuous in Swaziland

Stuart, Janet S. Collaborative Action Research as Means to Professional and Curriculum Development.

Seloilwe, Esther. Nursing Education in the SADDK Region. University of Botswana.

Swartland, J.R. and D.C. Taylor. Community Support for Schooling in Botswana, - Past and Present. Ministry of Education, Botswana.

Talukdar, Sumitra. The *Increase-Decrease' Approach to Experimental Data and its Influence an Observation and Inference as seen in Laboratory Reports. National University c+ Lesotho.

Taylor , D. C. Swaneng Hi 11 School . 1963-83. The Anatomy of Innovation. Ministry of Education, Botswana.

Tlali, Sophia 'M'alehlohonolo. The Use cif. Radio in Education. Ministry of Education, Lesotho.

Tlou, Josiah. Social Studies in Five Primary Schools in Botswana. University of Botswana.

Turner, -John. Dissertations in Britain. University of Manchester, England.

Turner, John. The Planning and Coordination of Educational Research. Is It Possible? University of Mancheuter, England.

Wheldon, E.A. and Sr. A.C.Smith. The Access of Girls to Education, with Particular Reference to Science Education, in Swaziland. University of Swaziland.

Yoder, J. Performance of Three Cohorts of Students Enrolled in a Degree Programme in the Department c+ Primary Education at the University of Botswana. University of Botswana.

The papers listed above are available at the National Institute Of Development Research and Documentation, University of Botswana. Copies can be obtained upon request from Botswana Educational Research Association at a cost of 15 the be per pag e. plus postage. Write: C/o Ulla Kann, c/o NIR, University of Botswana, PmB 0022, Gaborone, Botswana.)

Ulla Kann, University of Botswana.
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3. Seminar on Basic Science Knowledge, Bombay/India, March '87

GTZ sponsored an international seminar on "Meaning and Place of Basic Science Knowledge with the Aim of Universalizing and Restructuring Elementary Education" from 9-13 March, 1987 in Bombay/India. The seminar was jointly organized by the Department

of Education: Third World, University of Frankfurt and Foundation for Alternatives in Development Pune/India.

After some key-note speeches and a general introduction to science, scientific knowledge and science education, several case-studies were reported from experiences in Latin America, Asia and Africa. The seminar covered a broad range of questions, aiming more at identifying ways and methods to change basic attitudes towards science rather than providing ready-made examples and hand-outs. This led to some more or less open basic controversies between scientists and some representatives of nongovernmental agencies on the one side and practitioners from educational projects in the technical cooperation area on the other.

Please send inquiries or requests for further information to:

GTZ,
Postfach 5180,
D-6236 Eschborn 1
Federal Republic of Germany, or to:

Pddagogik Dritte Welt,
Universitdt Frankfurt,
Bockenheimer Landstrasse 140,
D-6000 Frankfurt 1,
Federal Republic of Germany.

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4. International Seminar on Bilingual/Bicultural Education

GTZ sponsored an international seminar on bilingual/bicultural education, March 25-30, 1987 in Quito/Ecuador. The seminar was jointly organized by the Convenio Andres-Bello and GTZ. It was part of GTZ-contribution to the programme being introduced by the International Working Group on Education (former Bellagio-Group). Some representatives of agencies working together in the IWGE participated as did representatives of governements and institutions in Ecuador, Peru, Bolivia, Colombia, Guatemala and Paraguay. The director general of Endres Bello, Dr. Hernando Ochoa, was among the most active participants. Several papers were read and working groups were dealing with several aspects of bucultural education in Latin America. The discussion at the seminar was prepared by some special studies, commissioned or financed by GTZ, some of them will be issued in a revised version. The report of the seminar is in the press and will be available in Spanish with a very brief summary in German and English. GTZ hopes to edit soon the Spanish and German revised version of the state of the art report which was prepared for the seminar. Furthermore we hope to continue discussions on this important issue by widening the scope to Africa with the assistance of the German Foundation for International Development (DSE) at the occasion of an international seminar next year in Berlin.

Please send further inquiries to: Mr. Dehmel, GTZ (address as in item 3)

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5. RRAG / CIDA Consultancy Meeting

Human Resource Development, HRD, was the theme of an informal exchange of views between RRAG-members and some members of CIDA and IDRC staff, taking place in Ottawa (Hull), 7-9 October 1987. The meeting had been called by Pierre Biemans, Director General, Social and Human Resources Development Division at the Canadian International Development Agency, CIDA, as part of his efforts to work out a strategy for CIDA in the field of Human Resource Development.

The meeting covered a broad range of issues related to HRD -what it is, how the success of HRD is related to different contextual factors in developing countries and in Canada, and the nature of the partnership between the different actors. It also touched upon the role of research and evaluation in building competence for HRD.

From the point of view of RRAG, it showed that the accumulated RRAG experience can be of interest and value on occasions like this. That is, the RRAG groups (who in Ottawa were represented by the Regional Coordinators of all the Southern regions, plus several members of NORRAG) can have an advisory role to play on the international level as well as on the regional and national levels.

Ingemar Gustafsson, SIDA, Stockholm.

MEETINGS

A Guideline to the Meetings list

This list of meetings has been put together by Nadia Ebel from ILO, Geneva, and Pravina King. There are one or two suggestions on the use you might make of them:

1. The principal purpose of listing all these meetings is to give you an idea of what is going on in the field of education in different parts of the world, but especially meetings which relate to education in developing countries. Some of these meetings are likely to be in the area that your research institution or your agency are concerned with; so the thought is that you should write to the organiser - not in order to attend that meeting (unless it is an open meeting), but in order to get access to some of the papers or the summaries.

2. This time, also, we have pulled out from our listings a particular set of meetings which relate to the informal sector, in order to demonstrate how a particular theme can quite suddenly become very important, and be on the agenda of many different agencies and research institutions.

3. Where different contacts have the same address it will appear in full once. Thereafter when you see "address as above", please refer back to the full address given earlier in the listing.

| <u>Date</u> | <u>Title of Meeting</u> | <u>Place</u> | <u>Organisation</u> | <u>Contact</u> | <u>Status</u> |
|--------------------------------|---|-----------------------------------|---|--|---------------|
| 18-25 June 1987 | 1st International Conf. on Experiential Learning | Regent's College, London 14 | Regent's College | E. Rosen, Conf. Coord., Conf. Admin. Office, Friends World College, Inner Circle, Regent's Park, London NW1 4NS | Open |
| 25-30 June 1987 | Technological restructuring & urban-reg. development | Dubrovnik Yugo- slavia | Research Cte for Urban & Reg. Dev. ISA | Prof. Z. Mlinar, Fac. of Socio- logy, Kardeljera Plescad, 61000 Llubjana Yugoslavia | Open |
| 1-3 July 1987 | A national policy on international education | | UKCOSA | Conf. Sec., UKCOSA, 60 Westbourne Grove, London W2 5SH | Open |
| 14-17 July | 1st Int. Conf. for the history of education | Oxford UK | SCUTREA | G. Nevine, Centre for Continuing Ed., The Open U. Walton Hall, Milton Keynes MK7 6AA, UK. | Open |
| Aug. 1987 1 1/2 weeks | Indian peasant ed. | Quito | CAAP/IDRC | D. Morales Gomez IDRC, Box 8500, Ottawa | Invit |
| 17-21 | Seminar on production | Jamaica Inn Centre, Harare | ZIMFEP/FEP | ZIMFEP Harare | Invit |
| 31.8- 9 Sep | Int. seminar for teacher educators responsible for the trg in science of primary sch. teachers | Barbados | IIEP/ICSU | S. Haggis, IIEP, ED/STE, 7/9 rue E. Delacroix, F-75116 Paris | Invit |

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|----------------|--|--------------------------------|--|---|-------|
| 2-4 Sep | Teaching English in Creole-sp. communities | St. Augus- tine Trinidad | Fac, of Ed. U of W. Indies | Dr.I.Robertson, Fac. of Ed. U of W. Indies St. Augustine, Trinidad | Open |
| 7-11 Sep | Int. Symp. on coord. of plng of the dev. of formal & nonformal ed. | Paris | UNESCO Adult Ed. Section | UNESCO 7 place Fontenoy, Paris | Invit |
| 14-18 Sep | Int. Symp. on the right of women to ed. with a view to their access to empl. | Paris | UNESCO Adult Ed. Section | UNESCO Address as above | Invit |
| 17-18 Sep | Annual Nordic Meeting | Oslo | Aid Agency | Sissal Volan | Invit |
| 17-20 Sep | Techn. coop. for self-help | Bad Boll | Techn. U of Berlin | | Invit |
| 1 wk Sep | Ed. Sector Policy Seminar | Lagos (Nigeria) | World Bank EDI | S.Heynemann EDI, World Bank, 1818 H St.N.W. Washington 20433 | Invit |
| 21-23 Sep | Int. discussion of voc. trg in Nordic countries | Norrkoping | Nordic Council | Sissal Volan | Invit |
| 24-26 | Inter-agency Mtg on tech. & voc.ed. & trg | Paris | World Bank/ OECD | J.Middleton, Ed. & Employment Division, World Bank (Address same as above) | Invit |
| 28.9- 1 Oct | Int. Mtg on Trg capacity of | Arusha Tanzania | German Foundation for Int. Development (DSE) | German Founda- tion for Int. Development, Hans-Bockler-Str. 5 D-5300 Bonn | Invit |
| 5-9 Oct | Int. Symp. on methods for the integration of women's issues in dev. plng | Paris | UNESCO | M.L. Nitti, DEV/EPD, UNESCO (Address as above) | Invit |
| 9 Oct | Consultative Group Mtg on Early Childhood Ed. | N.York | UNICEF | R.G.Myers, UNICEF, 800 UN Plaza, New York | Invit |

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|--------------|--|-------------------------------------|---------------------------------------|---|-------|
| 13-17 Oct | Trg-cum-production & the link between ed. & work (Spanish) | La Havana | ILO/CINTERFOR | J. Alexim, Director, CINTERFOR, Casilla 1761, Montevideo Uruguay | Invit |
| 23.10 | African Min. of Ed. review of W. Bank Educ. Sector Paper | Paris | World Bank | Wadi Haddad, World Bank (Address as above) | Invit |
| 28-30 | Women & small-scale enterprises | Ottawa | DAC/CIDA | Joy Woolfreg, U of Ottawa | Invit |
| 28-30 | Ed. Plng | Toronto | ISEP | E.H. Humphreys, Dept. of Educ'l Admin, OISE, 252 Bloom St., W, Toronto M5S 1V5 | Open |
| 2-4 Nov | Employment Policies & Res. | Paris | OECD Dev. Centre | L. Emmerij, 94 rue Chardon Lagache, Paris | Invit |
| 2-6 | Multinat. work- shop on the improvement of ed. plng & facilities project (Spanish) | Basseterre, St. Kitts & Nevis | OAS | Sergio Nilo Dept. of Ed. Affairs, OAS, 1889 F St., NW, Washington DC 20006 | Open |
| 2-6 | Seminar on research in ed. plng | Brasilia | CINTERPLAN | Sergio Nilo (Address as above) | |
| 9-12 | Edu-Aid ASIA '87 Vocational skills | Singapore | Interfama Exhibitions Pte. Ltd. | Interfama Exhibitions 1 Marine Parade Central, Singapore 1544 | Open |
| 12-14 | Pacific Rim Issues | | Western Reg. CIES | | |
| 13-15 | Literacy in the industrialised countries. A focus on practice | Toronto | ICAE | Internat'l/ National Literacy Seminar, OISE Conf. Office, 252 Bloor St. W Toronto, Ont. M5V 1V5 | Open |

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|----------------------|---|----------------------------------|---|--|-------|
| 20-21 Nov 1987 | Botswana Ed. Assoc. Annual Mtg | Oasis Motel Gaborone | BERA | Ulla Kann NIR, Box 0422, Gaborone | |
| 22-27 | Ed. of parents & other care- givers | Quito Ecuador | UNICEF | Martha Llanos UNICEF, Bogota Colombia | Invit |
| 23-28 | Int. seminar & workshop on microplanning of ed. | | OAS | Sergio Nilo (Address as above) | Invit |
| 30.11- 2.Dec | Future dev. of technological & educ'l infra- structure in Africa | Abidjan Iv.Coast | Inst. of Electrical & Electro- nics Engi- neers | Dr. Ruchardt Siemens AG Balanstr. 73 D-8000 MUNICH 80 | Invit |
| 6-13: | New approaches in univ.staff dev. trg for efficiency in teaching res. & management | W.Berlin | DSE/GTZ/DAAD | Dr. D.Dankworth, DSE (Address as above) | Invit |
| 9-11 | The social interaction bet. teachers & & students in the sc/maths classroom | San Jose C. Rica | Int. Consor- tium for Res. in sc. & maths ed. | Pamela Fraser- Aloden, Fac. of Ed. U of W. Indies St. Augustine, Trinidad | Open |
| 8-11 | Learning diffi- culties & teaching strate- gies in secondary school sc. & maths | Gaborone Botswana | Vrije U Fac. of Sc. | Dr.G.DeThijs, Vrije U Vakgroes A.V., Fac. W & N, Postbus 7161, 1007 MC Amsterdam The Netherlands | |
| 16-18 | Restructuring higher ed. | Birming- ham Poly- technic | SRHE | Dr. Eastcott Ed. Dev. Unit, Birmingham Poly, Birmingham B42 2SH | Open |
| 18-20 | Int. currents in educ'l ideas & practices | Hull | History of Ed.Society/ BCIES | Rev.Dr. J.Sadler Little Queenswood, Stone Drive, Colwall Malvern Worcestershire WR1S 6QL | Open |

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|---------------|--|-------------|--|--|--------|
| Mid-Jan. 1988 | Human Res. Dev. consultation mtg | Yaounde U | IDRC | G. N'Diaye FAO, Dakar, Senegal | Invit |
| 15-17 Jan. | Basic ed. & dev. knowledge | London | Rockefeller | David Court, R.F. Box 47543, Nairobi, Kenya | Invit |
| 18-22 | Early childhood ed. & women's ed. | Abidjan | UNESCO/ UNICEF coop. | Dieter Berstecher UNESCO (Address as above) | Invit |
| 25-27 | World Bank Sector Policy Paper "Ed. in Sub-Saharan Africa" | Paris | W. Bank/ multilateral/ bilateral ed. donors | Wadi Haddad, World Bank (Address as above) | Invit |
| Jan-Feb? | Open U distance ed. network | Islamabad | IDRC | Sheldon Shaeffer, IDRC (Address as above) | Invit |
| Jan-Feb? | Ed. aid donors on Sub-Saharan W.Bank paper | Washington | W. Bank | Peter Moock World Bank (Address as above) | Invit |
| Feb? | Basic ed. | New York | UNICEF | Nyi Nyi UNICEF (Address as above) | Invit |
| Feb. | Methodology & applicability of res. in indigenous learning | Thailand | CESO/ Chilalongkora U Social Res. Inst. | Leo Dubbeldam CESO, Badhuisweg 251, P.O.Box 90734, 2509 LS The Hague | Invit |
| 1-5 Feb. | Reg. strategy for HRD in W. & Central Africa | Yaounde | IDRC | IDRC (Address as above) | Invit |
| Mar | Int. workshop on participatory evaluation | New Delhi | PRIA/ASPBAE/ KAE | Budd Hall, OISE, (Address as above) | Invit. |
| 14-18 | Transition from initial ed. to primary school | Bogota | UNESCO/ OREALC | Don Lemke OREALC, Casilla 3187, Santiago, Chile | Invit |
| 17-20 | Comparative ed. conf. | Atlanta USA | CIES | B. Lindsay, College of Ed. U of Georgia, Athens, GA 30602 | Open |

N.B. By invitation only

You will notice that some of the listings are incomplete. If you want further information please write to

Kenneth King Education Department Edinburgh University Edinburgh,
Scotland U.K.

| | | | | | |
|----------------------|--|------------------------|--|--|-------|
| Apr 1988 2 wks | Econ. choices in in technology for efficient delivery of ed. & trg | Washington | World Bank Econ. Dev. Inst. | S. Heynemann EDI (Address as above) | Invit |
| 11-15 | Topics to incl.: culture, language & thinking, admin. change in Caribbean | St. Lucia | CARIERA/ U of W. Indies with U of Bristol | Ed Brandon, CARIERA, Dept. of Ed. Studies, U of W. Indies, Kingston 7 Jamaica | Open |
| Mid- Apr | Reg. Language Centre Annual Seminar | Singapore | RELC | Director, RELC, Singapore | Open |
| 27-30 | Nat. curriculum conf. | Molepolole Botswana | USAID | Ash Hartnell, Ministry of Ed. Gaborone, Botswana | Invit |
| 29-30 | Francophone Africa since Independence | Oxford | Maison francaise, St. Antony's College, Oxford | Attn: Kirk Green St. Antony's College, Oxford OX2 6JF | Invit |

meetings on the Informal Sector; Small Enterprise Sector
and the Shadow Economy

In September 1987 we came across a conference paper entitled "Yet another meeting on the informal sector?", by Martha Roldan from Buenos Aires. We had a similar feeling, and thought it might be useful to readers to know just *now* many meetings have been held on some aspect of the informal sector in 1986,87, and planned for 1988. The meeting at **which the term informal sector** was first broadly accepted was in Septemeber 1971, at the Institute of Development Studies, Sussex University; so it is intriguing that 16 years later the concept should be back on the agenda of the donor agencies, as well as of some research institutions. One difference with the early 1970s is that there is much more work going on now in the OECD countries, as well as on Eastern Europe, *on* the shadow economy. We have focused here primarily on the meetings that relate to developing countries. The majority of the meetings are internal seminars or invitation only.

| <u>Date</u> | <u>Title of Metting</u> | <u>Place</u> | <u>Organisation</u> | <u>Contact</u> | <u>Status</u> |
|-----------------------|--|--|---------------------|--|---------------|
| 2-6 Oct 1986 | Comparative study of the informal sector | Harper's Ferry, W. Virginia USA | | A.Portes Johns Hopkins University | ? |
| Oct 1986 | Urban informal sector and small scale enterprise (report of a seminar) | | Inter-American | IAF 1515 Wilson Bvd Rosslyn Virginia | invit* |
| 2-7 Nov 1986 | Vocational trg and small enterprise in the informal sector | Costa Rica | DSE | Rolf Arnold DSE, Mannheim | |
| 7-11 April 1987 | Trg in the urban informal sector in developing countries | Turin Italy | ILO Geneva | F. Fluitman Vocational Trg. Branch Trg. Dept. ILO CH 1211 Geneva 22 | invit |
| May- June 1987 | Small enterprise development | | LSS/ Holland | H. Thomas | invit |
| Sept 1987 | State of the art meeting on the informal sector (internal) | Geneva | ILO | S.V.Sethuraman WEP, ILO CH 1211 Geneva 22 | |

| | | | | |
|-----------------------|---|---------------------------------|----------------------|--|
| 28-30 Sept 1987 | Informal sector as an integral part of the nat. economy | Copenhagen | FAU/ DANADA | L.Lauridsen invit Roskilde U Box 260 DK 4000 Roskilde |
| Oct 1987 | Production and trg. in the popular economy | Bujumbura Burundi | FSEA | M.Carton IUED 24 rue Rothschild Geneva Switzerland |
| 17-20 Oct 1987 | Technical coop. for self-help | Bad Boll W.Germany of Berlin | Technical U | invit |
| 26-27 Oct 1987 | Conf. on informal sector | Washington | USAID | J.Sullivan invit CIPE 1615H St NW Washington 20062 USA |
| 28-30 Oct 1987 | Technology policy and the informal sector | Kaduna | IDRC | T.Adeboye invit or S.Coulibaly IDRC |
| 2-4 Nov 1987 | Evaluation of research and policies on urban employment in developing countries | Paris | OECD Devt. Centre | B.Salome invit OECD Devt. Centre 94 rue Chardon Lagache Paris, France |

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African Futures

The Centre of African Studies, University of Edinburgh, is celebrating its 25th Anniversary and has a commemorative conference on 9,10, & 11 December. The theme is "African Futures" and scholars from the main disciplines concerned with African Studies have been asked to present papers relating to their disciplines. Anyone interested in obtaining the proceedings or copies of papers from the conference should write to:

Christopher Fyfe, Conference Organiser, University of Edinburgh, Adam Ferguson Building, George Square, Edinburgh EH8 9LL, U.K.

OTHER NETWORKS

Announcing CARIERA
the Caribbean Education Research Association

This association was born after a meeting in St. Lucia in April 1986 which focused on classroom research and professional practice. Since then it has issued bulletins, and formed a Network of **Members which currently comprises some forty** people, most of them in the Caribbean but some also in the United Kingdom. One of the principle reasons for moving ahead with CARIERA was the pervasive feeling that there was a lack of communication and information about each other's work, and that something could be done about this by having cross-campus faculty conferences and seminars. The next major conferences will take place in St. Lucia on 11-15 April 1988 (see meetings list), and those interested in the conference or the association should contact:

Ed Brandon
Dept. of Education Studies,
University of the West Indies,
Mona, Kingston,
Jamaica.

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Network on Urban Employment Research and Policies
Developing Countries.

This network is starting in November 1987, arising out of the OECD Development Centre meeting on the same topic. The organising spirit behind the network is Bernard Salome in the Development

Centre. People who are interested (from either a research or policy perspective) should contact him at:

OECD Development Centre,
94 rue Chardon-Lagache,
75016 Paris,
France.

we have also received from OECD a short brochure, summarising the Development Centre's activities, and advertising their Directory of Development Research and Training Institutes in Africa.

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New Language Planning Newsletter

"Language Planning Newsletter" used to be sent out from the EastWest Center in Honolulu. The New Language Planning Newsletter is being published by the Central Institute of Indian Language Mysore. Its format is similar to the old one, with a short article and then notices of publications, conferences etc.. if your name did not get put on to their mailing list, or if you did not know of its existence before reading this notice, write to:

The Editor, NLPN, Central Institute of Indian Languages, Manasagangotri, Mysore 570 006, India.

.....
Research and Planning Newsletter

This newsletter aims to build up an information network for Irish researchers and policy makers in the areas of Work/Employment/Education/Training/New Technology & Industry. People interested in sending information into the network should write to:

Tom Casey,
AnCo
27-33 Upper Baggot St.,
Dublin 4
Ireland Tel: (01)-68577.

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PUBLICATIONS

SIDA Education Division Documents

SIDA Education Division publishes a series of reports on education and development. The latest two are:

Kweka N. Aikael "Adult Education in a Village in Tanzania" SIDA Education Division Documents No. 36, May 1987.

Department of Education, University of Tanzania "Primary School Textbooks in Tanzania: An Evaluation of their Quality" SIDA Education Division Documents No. 37, April 1987.

Previous Publications by the Division are listed below. The Scandinavian Institute of African Studies (SIAS) is responsible for distributing the reports. Details of how to order these reports, are given below. SIAS publishes and / or distributes a wide range of books and reports on development issues, so its well worth sending for their catalogue.

* EDUCATION DIVISION DOCUMENTS (ISSN 0283-0566)

Published by the Swedish International Development Authority (SIDA). This series is not available through the Institute's exchange agreements. Denna serie ingår ej i institutets bytesavtal.

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|---|--|
| <p>*1. EDUCATION AND TRAINING IN SRI LANKA Engquist, O., Jivén, L. & Nyström, K. 1981 108pp SEK30,-</p> | <p>*17. REPORT ON TEACHING OF TECHNICAL AND SCIENCE SUBJECTS IN SRI LANKA Dock, A. & Salomonson, S. 1984 95pp SEK30,-</p> |
| <p>*2. EDUCATION AND TRAINING IN BOTSWANA 1974-80 Agrell, J.O., Fägerlind, I. & Gustafsson, I. 1982 121pp SEK30,-</p> | <p>*18. SWEDISH FOLK DEVELOPMENT EDUCATION AND DEVELOPING COUNTRIES Norbeck, J., Albinson, E., Holgersson, T. & Sundén, R. 1985 67pp SEK30,-</p> |
| <p>*5. EDUCATION IN GUINEA-BISSAU 1978-81 Carr-Hill, R. & Rosengart, G. 1982 152pp SEK30,-</p> | <p>*19. THE INDIAN NON-FORMAL EDUCATION PROGRAMME. A Follow-up/Evaluation and Feasibility Study Österling, O., Mellbring, G. & Winblad, U. 1985 49pp SEK30,-</p> |
| <p>*7. MOBILE VOCATIONAL TRAINING UNITS Larsson, K. 1983 67pp SEK30,-</p> | <p>*20. PRACTICAL SUBJECTS IN KENYAN ACADEMIC SECONDARY SCHOOLS: General report Lauglo, Jon 1985 183pp SEK30,-</p> |
| <p>*9. ADULT EDUCATION IN TANZANIA Johnsson, A.I., Nyström, K. & Sundén, R. 1983 117pp SEK30,-</p> | <p>*21. PRACTICAL SUBJECTS IN KENYAN ACADEMIC SECONDARY SCHOOLS: Tracer Study Närman, Anders 1985 75pp SEK30,-</p> |
| <p>*11. EDUCATION IN ETHIOPIA 1974-82 Gumbel, P., Nyström, K. & Samuelsson, R. 1983 148pp SEK30,-</p> | <p>*22. PRACTICAL SUBJECTS IN KENYAN ACADEMIC SECONDARY SCHOOLS: Background Papers Lillis, K., Cumming, B., Davies, M. & Nyagah, B. 1985 107pp SEK30,-</p> |
| <p>*12. EDUCATION IN ZAMBIA. Past Achievements and Future Trends Fägerlind, I. & Valdelin, J. 1983 109pp SEK30,-</p> | <p>*23. PUBLIC SERVICE TRAINING NEEDS AND RESOURCES IN ZIMBABWE Maphosa, N., Manuimo, E., Andersson, G. & Odén, B. 1985 80pp SEK30,-</p> |
| <p>*13. NON-FORMAL TRAINING PROGRAMMES FOR RURAL SKILL-DEVELOPMENT Gorham, Alex 1983 118pp SEK30,-</p> | <p>*24. HUMAN RESOURCES DEVELOPMENT IN SRI LANKA. An Analysis of Education and Training Löfstedt, J.I., Jayaweera, S. & Little, A. 1985 122pp SEK30,-</p> |
| <p>*14. THE INDIAN NON-FORMAL EDUCATION PROGRAMME Mellbring, G., Österling, O. & Persson, J. 1983 52pp SEK30,-</p> | |
| <p>*15. EDUCATION IN MOÇAMBIQUE 1975-84. A review Johnston, Anton 1984 129pp SEK30,-</p> | |
| <p>*16. PRIMARY EDUCATION IN TANZANIA. A review of the research Carr-Hill, R. 1984 109pp SEK30,-</p> | |

EXCHANGE OF PUBLICATIONS

Institutions, libraries, etc., interested in exchange of publications with the institute are kindly asked to contact the Librarian of the institute.

*25. SKILL DEVELOPMENT FOR SELF RELIANCE. Regional Project in Eastern Africa. ILO/SIDA. Evaluation Report
Hultin, Mats
1985 67pp SEK30,-

*26. TECHNICAL SECONDARY SCHOOLS IN KENYA. An Assessment
Lauglo, Jon
1985 49pp SEK30,-

*27. O DESAFIO DA ALFABETIZAÇÃO. Avaliação Global das 2:a, 3:a, e 4:a Campanhas de Alfabetização em Moçambique (1980-1982)
Lind, Agneta
1985 159pp SEK30,-

*28. STUDY ON FISHERY TRAINING IN ANGOLA
Lubbich, Anina & Larsson, Staffan
1985 SEK30,-

*29. ZIMBABWE FOUNDATION FOR EDUCATION WITH PRODUCTION. ZIMFEP
Gustafsson, Ingemar
1985 102pp SEK30,-

*30. EDUCAÇÃO EM MOÇAMBIQUE 1975-1984
Johnston, A.
1986 181pp SEK30,-

HOW TO ORDER SIAS BOOKS

1. Use the order form in the back of the catalogue
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6. Bank transfer to:
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P O Box 276, S-751 05 UPPSALA, Sweden

7. Post Office Giro to:
Account No. 6 85 80-0, The Scandinavian Institute of African Studies, P O Box 1703, S-751 47 UPPSALA, Sweden
8. All orders should be addressed to:
Publications Department,
The Scandinavian Institute of African Studies, P O Box 1703, S-751 47 UPPSALA, Sweden
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All titles currently available are on display and for sale at our Institute: Nordiska afrikainstitute Dragarbrunnsgatan 47, UPPSALA, Sweden or in London at: AFRICA BOOK CENTRE 38 King Street, Covent Garden LONDON WC2E 8JT, England

7. OUT-OF-PRINT TITLES

Photocopies of out of print titles can be obtained from the Institute at a cost of SEK1.00 per page including packing and postage. Please send your requests to the Publications Department.

UNESCO Education Sector Catalogue of Documents and Publications

The 1987-88 Catalogue is now available. It contains 120 pages of references, mainly UNESCO titles but some others such as some SIDA Education Division Documents. Some of the documents and publications produced by Regional Offices/Centres and UNESCO affiliated bureaux/institutes are not included, particularly those produced by IBE and IIEP. If you have not yet received a copy of the catalogue, write to:

Documentation and Computer-Assisted Management Service,
Education Sector, UNESCO, 7, Place de Fontenoy, 75700 Paris,
FRANCE.

CHANGES OF ADDRESS and/or MEMBERSHIP

1. CERRAG

An additional name for the Carribean RRAG list is:

Mr. E. P. Brandon, Dept. of Education Studies, University of the West Indies, Mona, Kingston, Jamaica.

2. NORRAG:

Aklilu Habte at the World Bank has changed title to:

Advisor on Human Resource Development, World Bank, 1818 H. Street NW, Washington DC 20433, U.S.A.

Manzoor Ahmed has moved from UNICEF HQ in New York to:

UNICEF,
Beijing,
China.

Wim Hoppers address in Zambia is:
c/o Swedish Embassy DCO,
Box 30788,
Lusaka,
Zambia.

and Tové Nagel's new address is:
Institute of Educational Research,
University of Oslo,
P.O. Box 1092 Blindern,
0317 Oslo 3,
Norway. Tel: (off.) 02 - 454253
(home) 02 - 705079

3. Latin America - RRAG

Some members of the Latin American REDUC network met together in September to found a Latin American RRAG group. We have not received the membership list in time to include it in this edition of NORRAG News, but it will be included in NN4.

4. SEARRAG

The joint coordinator of the South East Asian RRAG, Dr. Arfah A. Aziz, has changed her address to:

Language Institute,
Jalan Pantei Barh,
59990 Kuala Lumpur,
Malaysia. Tel: office (03) 7579633 Home (03) 7567867

Dr Minda C. Sutaria title and address are slightly changed, to:

Undersecretary, Department of Education, Culture and Sports, Palacio del Gobernador, Intramuros, Manila, Philippines.

To the list of SEARRAG members should be added:

Dato Abdul Razek Muhammed, Permanent Secretary and Director of Education, Ministry of Education, Bandor Sri Begawan, Brunei Darussalam.

and

Dr. Dolores Hernandez, Director, INNOTECH, Don Mariano Marcos Ave., Quezon City, Philippines.

5. West Africa RRAG

The planned RRAG group for Francophone West Africa did not get off the ground, so now new plans are afoot for forming a West Africian group which spans both Francophone and Anglophone West Africa. Anyone interested in this enterprise should contact:

Dr. Cream Wright, Director, CREST Research Centre, MMTC, P.M. Bag, Freetown, Sierra Leone.

THE RRAG GROUP COORDINATORS

For anyone who has missed the previous editions of NORRAG News, and would like to know more about the networks, we print a list of the Regional Coordinators whom you can contact. The contents pages of the previous two editions of NORRAG News are reprinted as the final item in this edition.

CERRAG: Errol Miller,
University of the West Indies,
Mona, Kingston,
Jamaica.

ERNESA: Don Komba,
University of Dar es Salaam,
P.O. Box 35048,
Tanzania

Latin America RRAG: Patricio Cariola, CIDE, Casilla 13, 608,
Santiago, Chile.

NORRAG: Kenneth King

Christine McNab,

Dept. of Education
University of Edinburgh,
10 Buccleuch Place,
Edinburgh EH8 MT.

(same as editorial address
for NORRAG News)

SEARRAG:

Arfah A. Aziz (address as above under "change of
address")

West Africa RRAG:

Cream Wright

THE NEXT ISSUE OF NORRAG NEWS WILL BE MAY 1988

AND

THE SPECIAL SECTION WILL BE ON THE USA AND GREAT BRITAIN,
INCLUDING UP TO DATE INFORMATION ON USAID, WORLD BANK,
SEVERAL OF THE US FOUNDATIONS, AND ON
ODA AND THE BRITISH COUNCIL.