

NORRAG NEWS

NORTHERN RESEARCH REVIEW ADVISORY GROUP

NUMBER 7

MARCH 1990

SPECIAL ISSUE
WORLD CONFERENCE ON EDUCATION FOR ALL
AND
INTERNATIONAL LITERACY YEAR

Editors

Kenneth King and Christine McNab

Editorial Addresses

Kenneth King, Department of Education, University of Edinburgh
10 Buccleuch Place, Edinburgh EH8 WT, Scotland, U.K

Christine McNab, Institute of International Education, University of Stockholm
S-106 91 Stockholm, Sweden

CONTENTS	Page
EDITORIAL	
WORLD CONFERENCE ON EDUCATION FOR ALL	
I. History and development of Draft A and Draft B	3
II. Official and regional reactions to Draft B	10
III. Less formal reactions & comments on Draft B	25
IV. Draft C listens to the world	34
V. Documentation related to WCEFA analysis	42
DONOR SUPPORT TO LITERACY, ADULT BASIC, AND PRIMARY EDUCATION	45
A. A mini-survey of donor projects and programmes	45
B. Agency-supported research on literacy and primary Education	53
OTHER ITEMS RELATED TO THE WORLD CONFERENCE	55
LITERACY AND INTERNATIONAL LITERACY YEAR	57
International Task Force on Literacy	
Women and literacy - in practice and theory Literacy and language	
Literacy research (Kenya, African women, International Centre) Literacy meetings and conferences	
MEETINGS IN NORRAG NEWS	70
BRITISH RESEARCHERS CONCERNED WITH INTERNATIONAL EDUCATION	76
NOTICE	88

EDITORIAL

SPECIAL ISSUE ON THE WORLD CONFERENCE ON EDUCATION FOR ALL(WCEFA) AND ON INTERNATIONAL LITERACY YEAR(ILY)

1990 is an Educational Year. During it the two events sited in Thailand (January ILY and March WCEFA) take place. They seem likely to make some small dent on the educational history of the late 20th century - not just on the conference literature but on what happens to educational budgets and even to literacy classes and to primary school classrooms. This seems a tall order. But the potential for change and for possible action has persuaded a large number of multilateral and bilateral donors to support the World Conference initiative financially; and almost all the nations of the world decided it was sufficiently important for them to attend the March conference.

When the invitation to WCEFA first went out to the heads of government in June 1989 from the four sponsoring agencies - World Bank, UNICEF, UNESCO and UNDP - there was naturally some scepticism ('another international circus', 'waste of money', 'not another agency-inspired event'), but gradually as momentum built up, agency representatives, policy people in governments, and researchers began to realise that, whatever the origins of the initiative, this would probably be the only opportunity in the next 10 to 15 years when education and literacy together would command the attention of all nations on the world stage. And in this way a number of major actors have calculated that though rehearsal time has been ludicrously short, there was only going to be a single performance allowed. So it was this or nothing.

We have also, in NORRAG NEWS, recognised the special nature of these events, and decided that it was worth delaying the publication of this issue until ILY had been launched, and until it was clear what was finally going to be included in the World Declaration on Education for All. We are devoting almost the whole of this issue to ILY and WCEFA.

Proportionately more space goes to WCEFA. ILY has been known about and planned for years. Accordingly, in most countries there are already underway a host of both local and national actions, organised by NGOs and national governments. The Thailand meeting of 8 to 18 January, under the banner 'Literacy, popular education and democracy', was an international beacon connecting thousands of local activities that were ready to be lit.

The World Conference on the other hand has had to build legitimacy and consensus in the space of a little over six months. Indeed within four months, September to December 1989, it has tried to unleash a movement of consultation and debate about both the potential of a World Conference and the draft document to which participants at the Thailand conference would commit themselves.

This has been a process in which RRAG groups have appropriately been participants. It has been North-South, and South-South. It has involved critique of what was initially seen as agency policy drafts. It has needed rapid networking and dissemination. But unravelling some of what has happened, before it passes into history, is the aim of this issue.

Kenneth King, Edinburgh

Christine McNab, Stockholm

NOTICES

Christine McNab joins SIDA Christine has joined Swedish SIDA's Education Division since the beginning of 1990. This will effectively prevent her from continuing with her work as joint co-ordinator of NORRAG, and joint editor of NORRAG NEWS. She has been with both since they started in the autumn of 1986. And many of our readers will be sorry to lose her from this role, though it is entirely possible they will continue to relate to her in her new role. She will want to maintain contact with NORRAG and NORRAG NEWS in her new position - in which we wish her well. She is also to be congratulated on getting her PhD, referred to earlier in one of our bibliographies.

Discussions about a new form of coordination are underway, and associated with this, some rethinking of the role of NORRAG.

Kenneth King

1. HISTORY AND DEVELOPMENT OF DRAFT A AND DRAFT B

A BRIEF PREHISTORY OF THE WORLD CONFERENCE ON EDUCATION FOR ALL

(sections on WCEFA by K.King, on ILY by C. McNab)

The origins of WCEFA lie in the agency world. The logic of UNICEF's campaigns through the 1980s for child survival in the years between birth and five was likely eventually to raise the question - survival for what? What kind of learning opportunity in primary school or literacy class? The World Bank in the last half of the 1980s had researched and disseminated EducatiOn in 5ub-Saharan Africa, and in the process had confronted the realities of ordinary schooling. Primary schooling was no longer just a sound investment, in terms of rate of return; it had become the site of the battle to improve Africa's human resources. But it was not clear in the late 1980s that it was a battle that was being won, and especially not in countries afflicted with debt burdens, structural adjustment policies, over-extended and uncommitted bureaucracies. There was even evidence of substantial retreat from basic schooling in some of the countries hardest hit. Catalysed by the African situation, the Bank was ready in 1988 to consider more dramatic ways of encouraging 'Accelerated Educational Development'. UNESCO too was anxious to re-establish its legitimacy to be the lead UN agency in the field of education.

UNICEF took the initiative in February 1988, convening a meeting that examined the possibility of a 'new thrust to halt the decline and accelerate progress in basic education in developing countries'. By September 1988, many of the essential agreements on the agency side were in place, and a joint task force of UNESCO, UNICEF and the World Bank were considering the site of the World Conference and the actions necessary to put such an international in place at such short notice. The predecessor of the several drafts of the Charter/Declaration and the Framework for Action was entitled 'Moving towards basic education for all', and was available in September 1988.

It already had several of the crucial characteristics of the later, very public documents. There was a need to set **global goals, benchmarks**

and **targets**. But as important as anything was the concern with checking **performance** in schooling and literacy. It was seen to be pointless to define basic education or literacy in terms of mere attendance or numbers of years in school, but rather in the measurement of the knowledge and skills acquired by the participants. The document also proposed dealing with literacy and basic education as part of the same agenda. They were logically and operationally inseparable. Finally, the world community and the individual nations would only be galvanised by a massive advocacy effort. UNICEF was certain that Education for All would have much to learn from the dramatisation of Health for All, and the campaigns for child survival and immunisation which it had spearheaded in the earlier 1980s.

The question was whether education and literacy could be 'packaged' as convincingly into targets and goals as in the health campaigns. Also, were there mechanisms and strategies that could be applied to education in the manner of the sensationally effective and cheap oral rehydration therapy for diarrhoea? But the immediate task was to create a sense of urgency about the problem, and to create a consensus about its goals and strategies: an international plan of action.

BUILDING CONSENSUS AND PROVOKING CONSULTATION AT FULL SPEED

Once the 4 sponsors were on board and were in agreement about the process, there was not much more than a year to produce three separate drafts of the World Charter on Education for All, and the Framework for Action. The first of these - Draft A - was an internal document for the Inter-agency commission (of the 4). The second - Draft B - was intended for widespread consultations, as well as being the principal item on the agenda of nine major regional consultations; and Draft C arrived in February 1990 in time for the World Conference on 5-9 March.

The central question of concern to the legitimacy of the World Conference must be the extent to which the consultation phase has allowed governments, commentators, agencies, and regional meetings to feel that they own the document through having sought determinedly to improve it.

In a year in which there were sensational developments taking place at breakneck speed in the democratisation of the political process in

different parts of the world, it was wise for there to be built in a consultation activity that was not just cosmetic or highly selective but which took the risk of going to the field and getting reactions. The scale of this consultative process has been substantial. Around 1000 individual delegates to the nine regional consultations have worked over the documentation, and it has gone to all the supporting agencies, heads of government, and the specially constituted steering committee. In most of the regional consultations significant numbers of NGOs were involved officially. When it is considered that most of 1500 or so people who have received the documentation in an official capacity have made it the subject of agency inhouse seminars, network meetings, professional meetings etc, it is likely that perhaps five times more people may have been able to inject comments and reaction than might appear from the official circulation of the documents. At their formative stage, few educational documents at this international level can have been scrutinised and analysed as thoroughly as these have.

We have said it was necessary but it was a high risk endeavour. Presumably there were difficulties enough in achieving harmony and consent amongst the 4 main sponsors. But to try and insert into this rather delicate inter-agency accord, the powerful views of 9 very different regions, most of which were themselves seeking to reconcile the views of local NGOs, governments and donors was ambitious.

We examine shortly the process and the results of this consultative exercise. We naturally pay attention to how the different RRAG groups and associated networks got involved. For the WCEFA process was a most obvious arena for bodies concerned with **review and advisory** work to get active.

We look briefly first at the initial announcement document of the World Conference, in the spring of 1989, and Draft A, in order to note the development of certain central themes and strategies.

THE FIRST ATTEMPTS AT 'THE NEW VISION'

The first conference documentation 'World Conference on Education for All: Meeting Basic Learning Needs' was just a 6 page account of the objectives and Preparatory processes. At this point, early in 1989, the scope of the conference talked of 'two channels'. One was good quality

primary education, with the emphasis on the good; it could be delivered in different ways but there must be no dead end systems. Second there must be basic knowledge and skills for adults, including literacy and many other packages of knowledge on health, safe water etc. These two channels did not appear equally important in this early literature; indeed, it was suggested that primary schooling should probably have the first call on public funds, while the second channel would offer great scope for NGOs.

There were already targets suggested for each activity by the year 2000. Adult education was unspecified, beyond stating there should be 'access to basic skills and knowledge for all'. Literacy should register massive reductions but with targets set by each country. Only primary was specified in terms of 80% of boys and girls reaching 'a **common level of learning achievement for primary education, set by respective national authorities**'.

So, already, the targets, the emphasis on quality and achievement, but more emphasis on schools than on adult education.

DRAFT A: WORLD CHARTER ON EDUCATION FOR ALL and FRAMEWORK FOR ACTION TO MEET BASIC LEARNING NEEDS

By the early summer of 1989, Draft A was available with its 10 articles of the Charter, and a separate document specifying targets and appropriate action 'at national, regional and international level. Much that would shortly be familiar to readers of Draft B was now in place. The notion of the two channels had been retained, but the emphasis on standards of learning achievement was much clearer for the first channel - schooling - than for literacy, basic education and skills training for youth and adults. Targets were now more specified. **For primary schooling**, it was still 80% of children at age 14 reaching an agreed standard, but there was meant to be universal provision. Adult literacy was now to be reduced by **at least half of its 1990 level**, with an emphasis on reducing gender disparity in literacy levels. The third target was no longer just access to basic skills and knowledge, but was defined in terms of 'basic learning packages' in areas like health, nutrition, parenting, consumer education to which there was to be universal access.'

The new vision of Draft A would require new and additional delivery

mechanisms, new partnerships with NGOs and other associations to make provision possible, and new sources of support in all agencies of government concerned with human development. There would need to be reallocation within the various education sectors to make possible this commitment to basic learning needs.

Draft A was distinctly a document about the needs of the Third

World. Almost no mention at all of the North, except in the role of donor, or external partner. And in this latter respect, there was evidence of some thought about aid packages, reminiscent of the attraction of immunisation or ORT in health mobilisation. For instance, it was said that all primary school pupils in low income countries (outside China and India) could be provided with a 5 dollar package of learning materials for about 500 million dollars, and there was a similar example for adults.

DRAFT B: THE ERA OF CONSULTATION, MOBILISATION & CRITICISM

Draft B, we have said, was the documentation that was to be taken to the field. There was in effect both a formal consultative process and one that was informal and unofficial. Many bodies put the documentation on to their agenda, and sought to get commentary back to the WCEFA executive or to the Steering Committee meeting in December 1989. We shall examine here elements of both the official and the less formal consultations, especially since all RRAG networks were involved in some informal traffic, as well as being incorporated in various ways in the formal consultative process.

By September 1989, when Draft B of the Charter and Framework for Action appeared, the documentation had been swelled by a third item, - a background document for the World Conference, entitled, Meeting basic learning needs: a new vision for the 1990s. This supplied in its 120 pages a good deal of the data that was necessarily absent from the Charter (9 pages) and the Framework (16 pages). This background document was in fact a splendid resource, but it is an interesting reflection on the politics of data and dissemination that in the ensuing months the two short policy documents took the limelight, with only the most research-oriented readers examining the riches of the background document. The latter document had already incorporated

some of the comments that Draft A had provoked. But one of its most useful features was its comparative data base on literacy and basic education, and its illustration of aspects of the new vision through specific country experiences. It explicitly asked its readership to provide other examples of the new vision through the consultative process.

Who had done the research and writing on the documentation thus far??

Up to and including Draft B, the major writing tasks had been undertaken by a small group of people from UNICEF, UNESCO and the World Bank. Some of these had been attached to the WCEFA executive; others had helped on a particular document, such as 'Moving towards basic education for all'. One or two consultants had been drafted in to work on the Background Document. Most of this expertise was based in the agency world or from the North, but there had also been three technical workshops in June 1989 which had specifically been aimed to draw on the insights of experts from Africa, Asia, Latin America, Europe and North America in the areas of educational statistics, adult literacy, and basic knowledge and skills for out-of-school youth. From this point onwards, as Draft B went out to the world, obviously a great deal of Southern comment and criticism came flooding in, as it also did from the North. But it could be argued that the basic framework and assumptions about what needed to be done had already been set by the 4 agencies and the initial writers. The subsequent reactions might well alter specific text without changing the fundamental assumptions about advocacy and action. But we shall examine the record of reactions in the following pages and let you decide.

DRAFT B GOES PUBLIC

Before looking at the reactions from the huge regional consultations, it's worth just adding a few notes on what had changed between Draft A and Draft B. The identity of the 4 sponsors, the ambitious goal of the project, the world stage on which it was being played, and the fact that all heads of government had already been invited to appoint a ministerial-level delegation to the conference, all meant that the 35 pages of the Charte and the Framework have been read more closely than any international education document in recent memory.

-the 'two channels' of earlier drafts had gone. There was now: primary education; the learning needs of youth and adults; and the notion of building further levels of education and training upon the foundation of basic education.

-this last point was particularly important for getting away from the idea of basic education as the absolute minimum. It made it possible for the vision to be more relevant to countries that already had near to universal primary education, and substantial secondary.

-the document still read like a document for the Third World, though there was a sentence here and there referring to the North.

-the three targets, for primary provision, for reductions in literacy, and for basic skills and knowledge were still all there. But the notion of packages of basic skills had disappeared, and there was now an insistence upon 'demonstrable measures of learning achievement' in the basic skills target, as well as with primary education.

-the new vision was much identified with new sources of finance, and new partnerships and alliances for delivering them.

We shan't give more detail here, since the reactions from around the world provide a more interesting method of describing Draft B than summarising more of it.

A COMMENT ON AGENCIES WHO DECIDED FINANCIALLY TO SUPPORT WCEFA

Who had committed themselves to supporting WCEFA as co-sponsors (250,000 US dollars) or as associate sponsors (100,000 US) by the time the consultative process really got under way? Eleven agencies, in addition to the original four. The bilateral line-up was intriguing: Norway, Finland, Denmark, Sweden, and USA all co-sponsors. Canada and Switzerland as associate sponsors. With the exception of Denmark, no EEC country had joined by October 1989, and as of February 1990, only Italy has further come forward. In a sense Denmark had moved with the Nordic bloc; so it was really only Italy that had stepped forward. **EEC representatives** meet on 8th February 1990 to discuss guidelines for an intervention on behalf of the twelve member states and a possible common strategy at the Conference. We go to press prior to

the EEC meeting, but it should be remembered that the EEC will now have the advantage of looking at Draft C.

The multilateral agencies behind the initiative included WHO and the Asian Devt. Bank in October 1989, though several others have since come forward. Of the private foundations in the early period, there was only the Van Leer Foundation.

II. OFFICIAL & REGIONAL REACTIONS TO DRAFT B

DRAFT B ON THE DEFENSIVE

The **international steering committee flexes its muscles** The international steering committee for WCEFA contained some 60 people drawn from cabinet ministers, international agencies, the private sector, and NGOs and professional associations. (Two coordinators of RRAG networks - REDUC and NORRAG - were on the steering committee). There was no official report of their first meeting in October 1989, but from the summary report, the following excerpts are sufficient to give the flavour of the advice that went to the Executive Committee: (the order of these points is not significant.)

The historical contexts of the documents should be made clear: the New Vision is needed and possible because of the many actors involved in basic education... Detente and the possibilities of debt conversion may release immense new resources.

This is to be a **world** conference, but the documents deal more with the developing countries than with industrialised countries ... The targets are not applicable to most industrialised countries and are not realisable in many developing countries.

The documents must be purged of any traces of paternalism or donor perspective; this is not a conference of the rich about the poor.

The documents should make clear that education is more than the school; traditional forms and processes of education should be acknowledged, including the transmission of values and indigenous knowledge...

Basic education is more than knowledge and skills; it has also an ethical and emotional (even love) dimension...

Education should develop creativity, including creation of knowledge, not just adaptability to social and technological change.

Literacy should be used in a very broad sense; the documents do not treat literacy as thoroughly as primary education...

The documents need to give more stress to: the important role of the teacher; ... the need to enhance the role and status of women

The New Vision needs to emphasise participation and empowerment, especially of the poor.

In view of past experience with thinking on development, the New Vision should be proposed with some humility: do we have it right this time?

The New Vision is new in that it has not yet been implemented; e.g. its focus on learning achievement and on new alliances has yet to be applied on a large scale anywhere.

The documents tend to oversimplify the impacts of education; some effects are perverse, e.g. alienation.

Country-defined basic learning needs could be used to justify continuing inequities and growing gaps between countries. The documents should stress the need to transfer science and technology from the industrialised to the developing countries to close the gaps.

The word 'Charter' poses problems for some governments, as it implies some level of legal commitment; the document might better be called a 'declaration'...

(it) should be condensed into a lean, inspirational and easily understandable document...

These comments scarcely capture the passion of the debates about the

need for the documents to deal foursquare with the issue of debt, the economic environment, and constraints these put on the capacities of states to respond to the vision. But members of the steering committee had been asked to be both critics and mobilisers. Having given the drafters a foretaste of what the Executive might receive later in the regional meetings, the steering committee was asked to assist with these, in whatever ways were possible.

STRONG VOICES FROM THE REGIONAL MEETINGS

The content of much that follows as we move round the globe from Kingston, Jamaica to Dhaka, Bangladesh is often very critical. But it should be noted that there was a strong foundation of support for the initiative in all regions, and the critical comments were attempts to demonstrate that the whole process could be undermined by insufficient attention to economic, cultural and political realities in the regions. Thus the Caribbean Consultation

welcomed the initiative taken by the Inter Agency Commission and felt that the pooling of intellect, human and financial resources which could result would assist individual societies in moving more rapidly to satisfy this critical need.

The purpose of these regional consultations we have referred to already. They were the opportunity to hear what different regional comment there was on Draft B documents as well as to exchange country experience of good practice in basic education. Each regional consultation contained delegations from most if not all of the countries in the region, and these were made up of groups that could include a major NGO. Accordingly, these regional meetings were often between 100 and 200 people. Some insisted on each country producing a country paper on basic education; others on countries demonstrating experiences of good practice that might qualify to be in a round table or an exhibit in the World Conference itself. From our perspective, the interest is on the regional reaction to the documentation. We illustrate something of the sharpness and relevance of the comments. Each regional meeting appointed a rapporteur who had to carry the regional message back to the Executive and the steering committee in mid-December 1989, in order to improve the character of Draft C.

These following quotations are excerpts from the rapporteurs' reports. We start with the Caribbean.

CARIBBEAN COMMENTS ON DOCUMENTS AND ON EDUCATION FOR ALL

The Caribbean meeting was clear that education could not be discussed and improved in isolation from the world economy and from North-South economic and aid relations:

It was, therefore, imperative to emphasise the link between the structural adjustment process that some countries were undergoing, the policies of the international and donor institutions and their effect on human resource development, the relationship between debt and debt servicing obligations and economic problems which impact on human resource development, and specifically on education... The goal of Education for All would, therefore, require discussion about the general international economic situation, as well as the way in which international financing and development policies would need to be modified to permit its realisation.

And on feasibility

Bearing in mind that in developing countries resources are not generally available to be readily deployed to follow objectives and targets, the action proposals in the Charter and Framework appear prohibitive.

No point discussing education for all without teachers

The centrality to the process of teachers and parents, and children themselves as the principal target group for basic education, needs to be explicitly stated. Given the special importance of teachers in meeting an objective of Basic Education for All, more discussion should be included about their training, recognition, motivation, remuneration, and retention.

There were dangers if the documents did not acknowledge that basic education had to be broad, deep, challenging and modern:

The scope of Basic Education needs broadening to include: -science and technology education -computer literacy -skills of information collection and use...

The consultation thought the Charter and Framework sometimes gives the impression that it viewed basic education as a terminal process. It should be made clear that basic education needs are not necessarily satisfied by the end of primary education Care should be taken that the secondary level is not ignored or disadvantaged as a result of the focus on primary.

On the key issue of what happens once national aspirations for education are raised in an increasingly unequal world

Given common concern and cause of education for all, but vast discrepancies in wealth, there is need for a call to the wealthy to assist in meeting the goal of Education for All. It cannot be achieved without such assistance. Education for All could, therefore, be a mechanism for global redistribution of resources.

Would the targets and the emphasis on standards of learning achievement lead to international leverage on poor countries?

There is a need to avoid a new set of global monitoring arrangements, a new layer of international bureaucracy in education.

There is a need to guard against such global concern and response engendering a new facet of conditionality for international financing.

Finally, the World Conference in Thailand would need to move beyond consensus-building to deal with the HOW of basic education

The WCEFA should seek to resolve those issues relevant to financing Education for All, constraints of countries, the international economic context and consequently the policy and participation of international financial and technical assistance organisations.

THE NEW VISION SEEN FROM SOUTH AND CENTRAL ASIA

Again in the meeting in Dhaka, Bangladesh, the WCEFA initiative was judged to be extremely relevant, timely, and important. The comments from this part of the world were perhaps predictably concerned with the massive continuing obstacle of illiteracy, the disparities between men and women's education, the widespread phenomenon of child-workers.. but set against all this a powerful sense of cultures and of values laid down over hundreds of years which could not be judged simply as irrelevant or somehow unimportant in the urgent task of providing education for all.

Characteristically, South and Central Asia was aware of the 'downside' of modern education and of easy assumptions about schooling, literacy and knowledge.

Education for All should be based on the recognition that illiteracy does not of itself imply ignorance, that formally educated persons are not necessarily the most enlightened, and that the poor and the 'uneducated' can also be knowledgeable, wise and informed. Education frequently disinherits people from traditional and folk forms of learning and devalues the capacity of the so-called 'uneducated' to learn.

There was also a worry about the very nature of education in the WCEFA documents. They could be read to mean that the state has created a political and economic system and the role of education is to help people accommodate themselves to that existing reality.

This is contrary to the belief that education is one of the most important factors for social change. The creation of an educational process by which people learn to transform the reality may help not only to create a built-in motivation for education but also release further creative energies in the people. The Charter should therefore address itself to viewing education as a process of transformation and not just adaptation to existing and emerging realities.

South and Central Asia contains several of the largest concentrations of the illiterate in the world. It was not surprising that they should judge that 'literacy for all' was a necessary first step in securing

Education for All. But illiteracy was not evenly distributed.

The major obstacle to eradication of illiteracy is the high rate of illiteracy among women, out of school youth, socio-economically disadvantaged and deprived population groups.

'Education for women's equality' got more space than any other single comment:

Education leads to empowerment and the values of a society are shaped by and transmitted through education. Viewed in this sense, the issue of women's empowerment, as citizens and members of society, with the possibility of releasing their full potential as human beings in equal dignity with men, is closely linked with education.

The Call to Action should also underline the need for governments to develop comprehensive networks of support services such as child care and the provision of water and fuel in order to free girls and women to take full advantage of educational opportunities...

Unless girls/women are clearly identified and targeted, (in the texts) women may be subsumed under men and become invisible, since the term all usually tends to mean only men.

And the plight of working children needed to be tackled realistically:

The Charter should call for an end to children being compelled to work in hazardous and unhealthy situations. However, it is difficult to foresee the elimination of the phenomenon of working children within the next decade. It is therefore essential to develop good quality non-formal education and explore ways of adapting the primary school to the needs of working children.

It was the aid process itself which the conference also felt should be reviewed, despite assurances that the Thailand meeting would not be a 'get-together of industrialised nations telling developing nations how they should manage their educational policies and programmes':

In view of past experience and despite the fact that the

-participants acknowledged the great value of external aid in educational development, there was a widespread feeling that a real change might not come about unless there was a thorough analysis of the manner in which aid had sometimes tended to play a restricting and weakening role, rather than nurturing endogenous strengths.

THE PERSPECTIVE FROM LATIN AMERICA

Like the **Caribbean and South Asia**, Latin America found the timing of the initiative propitious, but was as specific as any other meeting about what would need to be done to the documents to retain the adherence of the region. The debt issue was possibly the most serious obstacle:

The adhesion of the participants to the Conference was carried out after long debates regarding the external debt which forces the countries of the region to disburse considerable amount for their (debt) service. Special agreement on the need to include the problem of the external debt in the text of the Charter to consign the importance of its solution to the future mobilisation of national and regional resources to reach the educational objectives set forth by the World Conference.... It is unthinkable that a redistribution of resources within the most indebted countries would be sufficient to finance these objectives.

Latin America was not alone in reading the documents as a danger to secondary and further education, and especially to the vitally important content of science and technology:

Satisfying Basic Needs should be understood as a 'floor' and not as a 'ceiling'. Therefore, this option should not be transformed into a pretext to restrain the importance of educational demands ... It does not imply giving up investments in other teaching levels, or to scientific and technological research and development needed by nations in order to benefit themselves from a relatively autonomous position.

The continent's view of the role of the state in social matters has been exceedingly mixed over past decades, but the meeting was very

concerned, in welcoming the idea of new partners, not to let the state off the hook:

The new vision which favours new partnerships with other communities, municipalities, families, social organisations, churches, enterprise sectors, unions, communication media etc cannot imply the diminishing of responsibilities of the State towards education. On the contrary, the effective achievement of these basic trainings, such as the forging of new partnerships is considered a responsibility of the State.

Within the education system pictured in the documents themselves, it was the role of **teachers** that was most in need of treatment:

Consequent with this new vision, the teaching sector -the teachers - is shown lack of a proper consideration which must be rectified. It does not appear as coherent with the basic orientation shown in the documents the fact of considering teachers as one more 'input' within the educational process together with materials and infrastructure ... On the contrary, teachers are considered as playing a transcendently important role within 'humanised/ educational processes To perform a role of professional character it is necessary to seriously consider with high responsibility the training systems and the labour-employment conditions of teachers.

COMMENTARY -AND A PLEA- FROM EASTERN, CENTRAL AND SOUTHERN AFRICA

This section of the continent was to join with Western and Central Africa in making a special plea for an African dimension to the Charter and Framework. This was based on a view of the economic imbalances between North and South, which were part of the problem, and needed to be part of the solution:

Debt repayments, falling prices of primary commodities, rising prices of manufactured goods and technology are major problems affecting the development of the less developed countries. For these to be able to meet the requirements of basic education for

all, genuine efforts must be made by international communities to reduce economic imbalances between these and the industrialised countries.

On the special needs of the continent:

Africa as a region has the greatest need for establishing a special fund to finance programmes for Education for All. All member countries of the OAU, donor countries and international organisations should contribute to the fund. An appropriate institution(s) should be identified to administer the fund efficiently and equitably.

Africa needed more aid, but aid less tied to donors' particular preferences:

Donor agencies should respond to the expressed needs of countries receiving assistance rather than setting pre-conditions for assistance. The tendency whereby donor agencies define for themselves what areas to assist, resulting in multiplicity of assistance in one particular area while other needy areas are neglected should be discouraged through efficient coordination and especially through donor respect for priorities and needs as expressed by recipient countries.

Aid was needed also to help build Africa's data-base of knowledge about education:

International organisations should earmark finance to promote research programmes in planning and research institutions and to help them develop appropriate research approaches relevant to the African context.

REACTIONS FROM WEST AND WEST CENTRAL AFRICA

West Africa accepted the idea of Education for All, but with a certain measure of apprehension. Partly this was because the task was clearly enormous, and it wasn't clear where the new money for the new vision was going to come from. Like Eastern Africa there was a sharp concern with the role of aid, and particularly in respect of the campaign of

Education for All:

Who is responsible for this operation (WCEFA)? The Sponsors say they are only the initiators and now the governments must carry on, whereas the governments consider the Sponsors have a continuing responsibility The Sponsors should make an estimate of the cost of the operation and then we can see who will finance what.

Interestingly, where many regions had rejected the force of the term 'Charter' in favour of 'Declaration', in West Africa it was precisely the suggested force of the former that commended it:

The word 'Charter' is not so strong as Treaty or Convention, but it is better than 'Declaration' - of which there are multitudes.

West Africa, like Latin America, wanted to guard against privileging primary education at the expense of other levels. Equally it wanted more attention to preschool education, but acknowledged the danger of a gap emerging between those with and those without access.

Mobilising new resources for education would require many more unconventional approaches, using the community, the private sector, tax deductions. The military could be a double source:

Reduce military expenditures, but also involve the military in Education for All, e.g. in school construction and transport etc.

ANGLES OF VISION FROM THE ARAB WORLD

This was clearly one of the largest consultations -over 200 delegates with 11 ministers of education. A special report had been commissioned for the meeting on EdUcation for all in the Arab World by 2000. Beyond several of the issues such as debt, teacher status and new technologies which the conference shared with other meetings, there were several that stood out.

The sheer scale of illiteracy in the Arab world:

Practical solutions to meet the learning needs of more than eight

million Arab children who have been denied the opportunity of school enrollment, along with some twelve million illiterate youths. Such solutions should be an integral part of an Arab strategy to tackle the illiteracy of nearly sixty two million Arabs of all ages.

There was one issue on which the Amman conference felt so strongly that they urged the adoption of an additional article in the Charter:

The need to add a new article to the Charter to highlight the crisis of education in areas under occupation and the policies followed therein which violate the sanctity of educational institutions, and the denial of students' right to continuous education should not be allowed. The right to education of refugee and displaced children within the one country or those forced to take refuge across international borders as a result of conflicts or disasters should be assured.

VIEWS FROM THE NORTH 1 -USA AND CANADA

The smallest consultation in terms of countries produced nevertheless a gathering of over 200 participants, many of them drawn from non-profit firms, NGOs, and associations of various kinds, as well as from government agencies. Again strong support for the initiative was registered, and was significant enough to draw a particular comment:

Bringing so many organisations and people together around such a large issue can often result in extreme differences of opinion and divisiveness of response. The fact that this Framework and this Charter elicited constructive purposeful suggestions without extreme deviation from the statements and positions of the documents should be viewed as unique and a major accomplishment. If other regions of the world achieve this degree of consensus, there is hope of moving beyond rhetoric into actions.

North America would naturally share with Europe (see below) the need to face two ways...inwards to the problems of USA and Canada and outwards to the assistance of the developing world. On balance the aid dimension of the Boston meeting predominated:

North America as an arena for action on the basic education problems of its citizens, and North America as a source of technical, human and financial resources to assist other areas of the world.. was a difficult duality for the forum. There was recognition of common problems - for example, how to make education more relevant and less expensive...But attention was directed more to the needs of the underserved in the least developed countries of the world than to the_underserved in North America.

Marketing the new vision. Here North America felt that the vision needed to be more visionary, the tone more vibrant, the message more urgent and compelling. It should somehow seek to be more humble in tone and yet inspire. More solutions, but less prescriptions.

Perhaps because of North American traditions and also the composition of the consultation, local responsibility was heavily emphasised. New partnerships without moving new powers to the locality would be meaningless:

The document needs to speak more directly to the role of families and communities in providing education, putting more stress on empowerment of parents, teachers, communities and schools. The document, as it is, emphasises the role of formal organisations, thus moving attention away from these units as equal actors in development. There was an urge genuinely to share decision-making power and 'ownership' with these partners. Recognise change begins at the local level.

The WC1EFA could also be seen as a stimulant to much more interaction across nations and regions in respect of knowledge and information about innovations and good practice in basic education. This had been demonstrated through this set of linked consultations, but it was worth thinking through the implications of institutionalising such contact and exchange:

Both knowledge-building and networking are seen as important keys to creating a world climate of opinion, a movement for basic education, and a means to speed up change. They deserve broader

conceptualisation

THE VIEW FROM THE NORTH 2---EUROPE

The request for Europe to think about the implications of the WCEFA agenda came at a time of unparalleled change in its political map. The new vision of the documents might be helped or hindered by the emerging vision of a new Europe. On the one hand there might emerge a European-wide view of development cooperation; on the other, the very urgency and imminence of the needs within Europe itself could for a time distract from the goals outside Europe. The suddenness of the aid needs of parts of Europe was already making itself felt in the aid or investment budgets of the richer partners.

As to the documents themselves, it was felt that they insufficiently spoke to Europe's own concerns with basic education. Europe was itself a candidate for a version of the new vision, with its contemporary worries about functional illiteracy, school failure in the basic cycle, as well as the more specific problems of education for ethnic minorities and migrant workers. But it seemed possible to argue that the process of making the documents more European could be effected in a more innovative manner:

In Europeanising the documentation, it may be worth considering the advantages of a perspective of interdependence rather than a parallel, self-standing European agenda of literacy and basic education.

At several points in the documents ..it is possible to rethink the European strand in terms of North-South and South-North interdependence rather than stressing the particularity of the European. Thus, the European experience of **school failure** even in universal compulsory school regimes may be used to underline the powerful emphasis in the documents upon educational **achievement** rather than years of schooling. Equally the phenomenon of rather large scale functional illiteracy in Europe may be valuable in confronting any facile thinking about the speed with which whole populations can be made literate and **sustained** in literacy in developing countries where the environment is not saturated with newspapers, the written word,

and signs of every sort on every package bought.

The European consultation was also aware of the international ,economic environment in which these apparently educational events were being played out. It judged that debt would turn out to be one of the central issues in other regional consultations (the European one in Strasbourg took place earliest), and that this should certainly appear on the European agenda as well:

Southern capacities to deliver their side of the vision are constrained by economic factors over which the North has some significant control.

It is utopian to believe that certain Southern economies can deliver on this vision without some very basic rethinking by the North of debt, structural adjustment, and an acknowledgement that business as usual means the further underdevelopment of a number of the poorer countries. Part of the conference preparation in the North must be some innovative thinking about debt, aid, conditionality etc.

It was also apparent that it was not only via educational aid that the North could make a contribution to the new vision, but also through action in favour of the South in their own education systems:

In Northern education systems, the crucial roles for development education, multicultural and anti-racist education are either having the effect of creating new generations of European citizens with an international perspective or they may be failing to do so in favour of a more consumer-oriented, Eurocentric vision. Building support in the North for internationalism is a critical part of this renewed vision.

There was finally the point that the concept of basic should be **expanded to cover some of the** situations that were commonplace in many countries in the region:

(in Europe) it might suggest such things as secondary education for all, training entitlement for all, even preschool for all - many of which were beyond the reach of the majority of poorer

developing countries at this moment. Even the term 'basic' sat a little uneasily in many parts of Europe, since it suggested a minimum provision. On the other hand a number of European nations had been recognising that they had to 'get back to the basics' which many children were not learning despite many years of compulsory education.

EAST ASIA AND PACIFIC REGIONAL MEETING

This meeting, originally scheduled for early December in Manila had to be put off until early 1990 because of the military situation in the Philippines. Accordingly, that group of countries were not able to get their reactions into the drafting process at the same time as the others.

III. LESS FORMAL REACTIONS AND COMMENTS ON DRAFT B

INFORMAL CONSULTATIONS AND NETWORKING ON WCEFA & DOCUMENTS

Thus far we have illustrated something of the richness and variety of the formal consultative process which was timed to get reactions to the steering committee and drafting group by the middle of December 1989. But there were a large number of less formal consultations, inhouse in agencies, in NGO fora, in RRAG networks, in conferences on literacy and basic education. We shall mention briefly a few of these, but pay a little more attention to those connected to NORRAG.

I. THE IBEROAMERICAN CONFERENCE ON INFORMATION AND EDUCATION: THE EXPERIENCE OF REDUC AND THE NEW FORMS OF COOPERATION BETWEEN EUROPE AND LATIN AMERICA, 5-7 October, Badajoz, Spain.

This was one of the first international meetings outside North America to have a whole session dedicated to the discussion of the World Conference. It was a very fitting occasion, since the major purpose of the meeting was to investigate relations between educational research and its major themes in Latin America, and Latin American research interests in Europe. The session on the World conference brought

together coordinators of RRAG networks from South East Asia, Eastern African and Europe & North America (SEARRAG, ERNESA, and NORRAG), as well as the directors of REDUC centres, and the coordinating centre CIDE. Copies of Draft B arrived with Nigel Fisher from the executive committee of WCEFA. Though there was little time to digest and comment on these, the occasion did offer the possibility of discussing a RRAG roundtable, eventually entitled: 'From research to action in basic education: the potential of networking and North-South Partnership'.

2. CONSULTATIVE GROUP ON EARLY CHILDHOOD CARE & DEVELOPMENT

This group's meeting in early October in Paris also included a half-day slot on the analysis of the World Conference. The consultative group's natural concern was with the importance of the period between birth and entry to school. A full documentation on their case went to the WCEFA secretariat, but one of their coordinators, Bob Myers, (who had also been coordinator of the original RRAG group from 1977) wrote to NORRAG NEWS as follows:

From our particular perspective, the background document has a fundamental flaw. It says that learning begins at birth, then treats the early years as 'preconditions' for learning, which of course really begins with entrance to primary school, according to the document. I continue to think that a strong case can be made for attention to basic education meeting basic learning needs during the preschool years That is particularly so if one treats learning as a continuous process, and if one really wants to make inroads on inequalities that begin well before school.

NORRAG NETWORK AND THE ENCOURAGEMENT OF WCEFA REVIEW MEETINGS AND EXCHANGE OF COMMENTARIES ON WCEFA

Immediately after the first WCEFA steering committee meeting in Paris in October 1989, NORRAG decided to encourage a series of one-day review meetings about the scope of the Charte and Framework, and the implications of the WCEFA initiative for aid policies. The intention was to comment upon the documentation in several different countries

and then have a brief review meeting. The result was as much to strengthen the concept of rapid networking across Europe as it was to produce substantive comments. The awareness of different groups discussing WCEFA documents or the initiative in general encouraged others to do likewise. Some elements in this activity are worth reporting on, to illustrate the capacity of NORRAG to do low-cost information exchange.

3.PIGGY-BACK MEETING ON WCEFA WITHIN IUED CONFERENCE ON 'DEVELOPMENT THROUGH EDUCATION'.

Within the frame of the IJED meeting in Oxford in late September, it had been possible to spend half a day on the scope of the WCEFA initiative with a group of British researchers on international education and with senior representatives from Canadian CIDA, ODA and the British Council. At this stage, the WCEFA documentation had not been disseminated widely, but it was already valuable to exchange information about the responses of different agencies to the initiative, and to make British researchers aware of its implications.

4.MEETING OF DUTCH NORRAG CLUSTER ON EDUCATION FOR ALL (WCEFA), The Hague, 8 November 1989

This was typical of the kind of meeting that could be organised at high speed within NORRAG countries, involving the rapid distribution of documentation, review and synthesis. It was much helped by the ongoing 'Programming Study'on Dutch expertise on international education, which had also been raising awareness of the Dutch resource. Apart from a valuable critique of the WCEFA documentation, it was able to focus attention on the state of basic education in Holland's programme countries in the South, and also on the difficulty of detecting how much aid from Holland actually went to basic education. The Dutch meeting did not only focus on the documents and the present state of aid to basic education, but went beyond this to sketch a possible scenario in which donors could come together in 'An action programme on Basic Education for All', as a direct follow-up to the WCEFA framework. Donors could for instance agree to give much more support in a coordinated way to innovative projects aimed at:

-counteracting wastage in resource allocation to primary and secondary education caused by drop-out and repetition rates.

-identifying learning needs, constructing measurable learning objectives for basic education and measuring learning processes and outcomes through assessment and certification.

-adult education and training provision focussing on alternative modes of delivery, appropriate schedules and the use of the local community as a base and resource for learning.

-establishing appropriate methodology and developing validating learning material for functional literacy programmes for workers in the urban and rural informal sector.

What this small scale activity demonstrates is the catalytic effect of WCEFA already in encouraging the analysis of basic education within the Dutch aid programme.

5. OTHER AGENCIES REVIEW THEIR PORTFOLIOS AND POLICIES ON BASIC EDUCATION AND TRAINING

Germany

Through the NORRAG network, it also became known that several other agencies were examining their own positions on basic education, their reactions to the WCEFA documentation, and the programmes of other co-financing agencies in the sphere of basic education, literacy, and adult education. One of the earliest of these was held in Bonn in September, and brought together **DSE, GTZ, and BMZ** along with several relevant NGOs to examine WCEFA documents and the scope of Germany's commitment to various forms of basic education.

Sweden

Also in the late autumn of 1989, **Swedish SIDA** was reviewing its own policies on adult, basic, and primary education. SIDA has of course been one of the agencies most committed over many years to the support of literacy and primary education. The WCEFA actions in favour of basic education may have the effect of making SIDA's commitment more visible and more widely known. A short draft paper on SIDA and Basic Education is likely to be available as reference material for the World Conference.

Britain

In a rather different way the timing of the World Conference in March 1990 has provided a useful staging post for ODA (UK) to bring forward a new edition of its policy statement on educational aid. This will be available by the time of the Conference under the title of Educational and Training for Development. (we shall carry a comment on it in NN8)

Canada

A final example may perhaps come from Canadian **CIDA**, which like ODA has also been working on an education policy paper. A draft of this is now in advanced form, and has already been reviewed by the coordinators of 4 RRAG networks, as well as by other constituencies within Canada. Its working title is Education and Training Sector Issues

6.REPORT OF AN INFORMAL MEETING ON WCEFA IN LONDON, 24th November, 1989

As part of the same sequence of meetings as Holland had organised in the Hague, a small group of researchers on the NORRAG NEWS mailing list met in late November to review the documentation and to discuss some of the Conference round tables. This group have, like the Dutch, been more widely concerned with the inventorying of British international education capacity. The meeting analysed the extent to which the WCEFA documentation had learnt from the earlier experience of nonformal education in avoiding second-chance and often second-rate provision. It considered the need to unpackage the notion of 'learning achievement for all'. What did this mean in different kinds of educational regimes? What role might existing selection examinations play in providing data on achievement? Several other items may be worth noting: in the documents' attitudes to science & technology, to skills, and to employment:

Silence about science and technology education. Apart from a word or two about the fruits of science and technology, there is virtually no emphasis upon basic scientific and technological literacy as part of basic learning needs.

Sharpening up the targets. Target 3 on expanded provision of skills is by far the most vague. It seems to address many different conceptions of skill-for motherhood, for life, and for formal employment. This is also true of many of the occasions where the learning needs of youth and adults are addressed.

Does employment matter? At the moment basic learning is being promoted (in WCEFA) with almost no recognition of the work and employment environments in different countries. These environments are clearly influencing in very major ways the content of schooling and the differing attitudes towards access and continuation within primary schooling.

Human capital assumptions need rethinking: There was a very powerful assumption in the documents about the capacity of primary school investment to deliver economic development, and to help sort out many developing country problems. Instead, it may be worth stating in a more measured way what is believed to be the impact of very ordinary primary schooling.

7. IDRC'S COMMENTS ON THE DOCUMENTS FOR THE WORLD CONFERENCE ON EDUCATION FOR ALL

IDRC has a long tradition of working directly with researchers in the South, and has a history of some aversion to initiatives that might threaten the autonomy and pluralism of research in the South (in research environments which in many cases have been affected by shortage of funds.) Staff with education research interests in its Population, Education and Society Programme scrutinised the World Conference drafts, and emerged with one of the longest and most thorough critiques of Draft B. It was also (in its 8th December 1989 format) one of the more elegant pieces of argumentation about the WCEFA drafts.

By this point in our review we have touched on many of the crucial concerns that the Draft B. threw up in different parts of the world, but some aspects may be strengthened by further illustrations from the IDRC comments.

Technocratic assumptions: (Education) is seen primarily not as a means to enhance personal worth, social integration, and

cultural vitality, but rather as a means to produce more efficient resources for modernisation and economic development.

Education as panacea: education is seen-as an almost automatic means by which to increase participation, reduce social inequality, arrest environmental degradation, etc.

Benign nature of international cooperation: the danger is that the establishment of frameworks defining the direction, role, and modes of implementation of educational change in the Third World might consolidate even more the control of the North over the financial and other resources within, and going to, the South.

On the role of families and communities..: the documents should therefore advocate more strongly the sharing of control in the collective definition of educational needs, in the organisation of educational services and in the evaluation of their impact.

On the role of education in human development: the documents should also highlight the interactive, continuous and empowering process of education, of learning to learn, and of creating knowledge.

8. COMMENTS BY NORRAG ON THE DOCUMENTS FOR THE WORLD CONFERENCE ON EDUCATION FOR ALL: OUTCOME OF A CONSULTATIVE PROCESS, 12.12.89

During the weeks between the REDUC meeting in Spain in early October and the meeting of the Steering Committee of WCEFA in Nice in mid December, the NORRAG network had acted to disseminate reports, comments, summaries by different NORRAG contact points and country clusters in the North concerning WCEFA. Some of these reports had been generated by people connected with NORRAG but who had been operating in an agency capacity (e.g. IDRC, DSE) or as rapporteur to a regional consultation, or member of the WCEFA steering committee. Others such as the Dutch cluster report have been specifically NORRAG activities. But all of the reports have emerged from meetings on WCEFA in the North - Bonn, Strasbourg, London, The Hague, Boston, Ottawa, Oxford, BadaJoz.

The process of exchanging material on WCEFA across groups in the North has been important for other reasons than the production of a small synthesis report (below). It has also served to demonstrate the potential of rapid communication (especially by fax) across centres and through individuals. **Just as WCEFA has mobilised agencies to begin to review their policies on basic education, so also it has been a spur to networks to organise.**

In the case of the NORRAG network, it was possible to send a lot of the relevant literature around contact points from Geneva, to Helsinki, to The Hague, Oslo, Edinburgh, Bonn, Ottawa, Stockholm, and London. Consequently when a short summary comment was drafted in the Hague and in Edinburgh after an airport meeting in Amsterdam, it was possible to fax it round the network, and have agreement to it from 5-6 different country contact points.

Just a few elements of this NORRAG summary document will be mentioned, and especially where they point up North-South dimensions that may not have been captured elsewhere.

Sharpening the focus of the targets: recognise that these are not three compartmentalised targets with no impact on each other. There is a highly interactive relationship amongst these three domains of basic schooling, adult literacy, and skill acquisition.

emphasise that sustained improvement in all three domains will continue to be very powerfully affected by perceptions of the availability of work and employment.

Commonalities and Discontinuities between North and South: Note that in the South where illiteracy is still a major problem, it is the result of major **non-participation** in the basic education cycle. In the North, functional illiteracy appears to be growing **despite participation** in basic education.

Reconceptualising the European and N. American dimensions of WCEFA: For this to be seen as a **world** initiative, more illustrations are required from existing regional developments, e.g. in Europe, OECD, Council of Europe etc.

Research requirements of WCEFA: Apart from research related to learning, to achievement and to outcomes, there is an important role for research in **monitoring and documenting the WCEFA initiative itself** as it affects national, regional and international activities.

Research networking about initiatives in WCEFA has the potential of greatly increasing **information about good practice** in the period after Thailand. There is an important role here for regional networks.

9. THE IMPORTANCE OF DIVERSITY AND DISPERSION OF THE CONSULTATIVE PROCESS

We have only referred to what is probably a fraction of the meetings that have gone on in the North, and which have reviewed the WCEFA documents. There have been other reviews done amongst the organisers of comparative education societies in the North, and which has produced a 'Summary of consultations with members of World Council of Comparative Education Societies'. There have been individual statements circulated by members of the steering committee. And there have been doubtless a large number produced by NGOs, as they have reflected on their position in the planning of the main documents. In our list of documents related to this whole section on WCEFA, we refer to at least one account written from an NGO perspective.

Most of these comments, summaries and syntheses will vanish and be hard to trace even in a few months' time. They are a grey literature. But we would argue that though most will not survive in any accessible form, they have played a significant role in lobbying for specific changes. And in doing so, they have acted as catalysts for a greater awareness of issues in international development cooperation. But if they live on at all, it should be through a discernible impact upon Dra. This is the \$75,000 question to which we now turn:

DID ANY OF THIS CONSULTING, LOBBYING, FAXING, PIGGY-BACKING, AND REPORTING, BOTH FORMAL AND INFORMAL, HAVE ANY IMPACT ON ITS TARGET - - DRAFT CM??

IV. DRAFT C LISTENS TO THE WORLD

ABSORBING RECOMMENDATIONS FROM AROUND THE WORLD, AND PRODUCING DRAFT C

Recommendations on what each sender or rapporteur thought vitally important amendments had been flooding into the Executive from early October, from the official and less formal meetings. We have given some indication of the range of worries. There was doubtless a great deal more. The official rapporteurs brought their findings from around the world to a short steering committee meeting in Nice, France. The executive then had just over a week, with a little consultant help, to produce a draft that could accommodate the most essential changes, and yet not deviate so far from what people had carefully studied, as Draft B, that it became a different document.

This new text had then to run the gauntlet of the four core sponsors in late December and the first part of January. Obviously if the messages that had been incorporated from the regions and from other less formal lobby groups now produced a draft that was dramatically different from the inter-agency consensus produced at the start of the whole enterprise, there could be serious policy problems. Eventually, however, after several weeks, the new Draft C emerged, and began to reach conference delegates just a month before the World Conference was due to open.

We give now some flavour of the changes between the World Charter on Education for All and the renamed World Declaration of Education for All, and between the two drafts of the Framework for Action to Meet Basic Learning Needs.

We shall do so by highlighting a set of key issues where we have reported upon worry and even anger, and where people were hoping for some shift or accommodation. We feel this may be worthwhile since soon the academic and the policy community will only easily find Draft C, and the battle scars within that final draft will be effectively invisible.

These are not presented in order of importance.

DEBT, INTERNATIONAL TRADE RELATIONS, THE ECONOMIC CONTEXT

Debt is now right on the first page of the Declaration. This was one of the most powerful demands of many consultations, North and South. The debt burdens and the social costs of structural adjustment programmes are now central to several of the 10 articles of the Declaration, and they are discussed at somewhat greater length in the Framework. Typical would be:

Above all, special protection for basic education will be required in countries undergoing structural adjustment and facing severe external debt burdens. (ix) [refs. to Articles]

And even more specifically:

It will mean the adoption of measures that augment the national budgets of the poorest countries or serve to relieve heavy debt burdens. (x)

(Roman numerals refer to Articles in Declaration; Arabic numerals to paragraphs in the Framework)

RELEVANCE TO BOTH DEVELOPED AND INDUSTRIALISING COUNTRIES

The industrialised world had not in the earlier draft been persuaded that the document was relevant to them, except as aiders. What difference now? Like debt, functional illiteracy was on the first page, but noted to be a significant problem in all countries. Other factors which had distanced the North from the analysis had been the conceptualisation of basic education in terms that did not fit Europe or North America, or indeed much of the Caribbean, Latin America, or S.E. Asia. There had been no hint that the North generally had any financial problem with education. The critical question of emphasising basic education as compatible with life-long learning was moved right up to article i, and the controversial target for universal primary education altered to fit other education regimes:

Basic education is more than an end in itself. It is the foundation for life-long learning and human development on which countries may build, systematically, further levels and types of education and training. (i)

Progress toward universal access to, and completion of, primary education (or whatever higher level of education is considered basic) [is suggested as a possible target].(8) (refs. to Framework)

In certain industrialised countries, too, cutbacks in government expenditure over the 1980s have led to the deterioration of education. (Preamble)

These few swallows do not make a summer, but on the other hand one of the commonest messages throughout Draft C is **country-specificity**. Nations must interpret and set targets, plans and guidelines to suit their local and national capacities.

TEACHERS AS THE CHIEF PLAYERS IN DRAFT C

Teachers have come in from the cold. No longer disguised as instructional personnel or as inputs, but recognised as having a special role along with the family. A great deal of explicit attention is now given to the inservicing and upgrading of teachers for the many challenges ahead. In short, they are much nearer having a place in the sun:

The preeminent role of teachers as well as of other educational personnel in providing quality basic education needs to be recognised and developed to optimise their contribution. This may entail measures to improve their working conditions and status, notably in respect to their recruitment, initial and in-service training, remuneration and career development possibilities. (32)

GIRLS AND WOMEN - TOP PRIORITY FOR ACCESS AND EQUITY

The position accorded girls and women had been a subject of much critical comment in the earlier draft, especially from South/Central

Asia and the Arab World. That draft had talked of **reducing** gender gaps. The commitment now was much bolder:

In countries where female enrolment and literacy rates are much lower than for males, the most urgent priority is to improve access to, and the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated. (iii)

EDUCATION AS EMPOWERING: LEARNERS AS ACTIVE PARTICIPANTS

Many commentators had queried the passivity of the learners in the earlier text, the images of pupils and adults as receivers, or sometimes just as potential units of human capital to be shaped to the existing social and political system. Here too there had been a sea change in the new text:

Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. (iv)

Also, learners tend to benefit more from education when they are partners in the instructional process rather than treated simply as 'inputs' or 'beneficiaries'. Attention to the issues of demand and participation will help assure that the learners' personal capacities are mobilised for education. (30)

EARLY CHILDHOOD EDUCATION - A FULL PART OF THE NEW VISION

It is a testimony to the arguments deployed convincingly by the advocates of early childhood education that it was no longer left as a useful preliminary to the real business of learning -primary school. Now early childhood care was installed in the same company as primary education, literacy and skill development. A very significant advance.

Learning begins at birth. Therefore, the systematic development of basic learning tools and concepts calls for early child care and initial education. (v)

LITERACY SKILLS, VOCATIONAL SKILLS, LIFE SKILLS

There had been strong concerns earlier on about what appeared to be a tendency to give relatively little serious attention to literacy (compared with primary education), and to lump all other kinds of skills together. Where literacy was just one of list of many desirable learning needs in the early Charter, it now came into its own, and very forcibly:

Wherever illiteracy exists, literacy programmes are indispensable because literacy is a necessary skill in itself and the foundation of other life skills. Literacy in the mother-tongue strengthens cultural identity and heritage. (v)

As to the mix-up of vocational and life-skill in the same assorted target, it was decided to present them as two separate dimensions of possible targets. And in both cases there was a stronger emphasis on measuring performance, and a recognition of the links to employment and productivity for vocational skills.(8)

FROM AID...TO STRENGTHENING INTERNATIONAL SOLIDARITY

More comments attached to the image of aid than almost anything else, and they came from all regions, and from official and less formal sources. Appropriately, there was a good deal of change in the representation of the aid relationship. There was retained the notion of aid strengthening national self-sufficiency, but now the North had no implied monopoly of the inputs:

All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes. (x)

But, more radically, the aid relationship was not now characterised as business as usual -but a bit more, please. The agencies were now to question several of their old models and practices, and were now to consider giving direct **recurrent** support to countries in the weakest situation:

The external agencies may have to examine current assistance practices in order to find ways of effectively assisting basic education programmes which do not require capital-and technology-intensive assistance, but often need longer term budgetary support. (43c)

Nor were the Big Four who initiated the World Conference going to be allowed to walk away from it after Thailand, as West Africa had feared:

In particular, the core sponsors of the Education for All initiative.... affirm their commitments to supporting the priority areas for international action presented below and to making .appropriate arrangements for meeting the objectives of Education for All...(42)

Many had wanted to see UNESCO get responsibly back into the business of leadership in education, but without it having a monopoly of the action:

Given that UNESCO is the UN agency with a particular responsibility for education, it will give priority to implementing the Framework for Action and to facilitating the provision of services needed for reinforced international co-ordination and co-operation. (42)

MOBILISING NEW RESOURCES AND BUDGETARY REALLOCATION

Apart from reinforcing many of the measures earlier suggested, in Draft B, the text now went much further. 'Reallocation' had been used earlier to refer to changed allocations within the education sector. This was not ruled out, but a much more radical reallocation was now on the masthead:

The urgent task of meeting basic learning needs may require a reallocation between sectors, as for example, a transfer from military to attract new resources. (ix)

With the current relaxation of tensions and the decreasing number of armed conflicts, there are now real possibilities to reduce the tremendous waste of military spending and shift those resources into socially useful areas, including basic education. (40)

MANY OTHER CHANGES, BUT ONE LAST MINUTE TOP PRIORITY

Much else had altered, and not least the shift from the 'shoulds' and the 'musts' to the 'mays' and the 'mights'. Equally, there was more modesty about the role of education - a retreat from the somewhat panaceic vision. And a greater sense of history too, in acknowledging that perhaps the 'New Vision' was after all not quite so new. Instead now the talk was of an expanded vision or of a renewed commitment.

Other interested regions could find in the document at least some of what they had fought for.. a recognition of the particular problem of least developed and low income countries -if not a special place for Africa. Also an acknowledgement of the problem of education in occupied territories. And a much stronger role for research.

But at the last moment, and as late as January 1990, a new priority seems to have emerged. Its source is currently not known, but it may have been at the insistence of one of the core sponsors. Whatever the source, it was the single, largest series of inserts in the final text. It was

THE SUDDEN EMERGENCE OF THE POTENTIAL OF NEW TECHNOLOGY

In about ten major appearances -beyond those that were already there - New Technologies for mass communication enter the lists. They appear in the Preamble, in special new paragraphs throughout both the Declaration and the Framework. In essence it is argued that the knowledge explosion coincides with the communication explosion. The knowledge of course includes knowledge relevant to basic education

and survival; and the media covers all available forms. The latter take on almost a life of their own -- a separate sub-system dedicated also to basic education. It is further suggested that there is a near to chemical reaction when these two forces - mass of relevant knowledge and mass communication - meet up:

Today, the sheer quantity of information available in the world - much of it relevant to survival and basic well being is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. This includes information about obtaining more life-enhancing knowledge - or learning how to learn. **A synergistic effect occurs when important information is coupled with another modern advance - our new capacity to communicate.** (preamble) [emphasis added]

All available instruments and channels of information, communications, and social action must be used to convey essential knowledge and inform and educate people on social issues. TV, radio, and other media can be mobilised to realise their potential towards meeting basic education needs of all. These components should constitute an integrated system -complementary, mutually reinforcing, and of comparable standards, and they should contribute to lifelong learning. (v) [Ed. It seems likely that this last sentence is not intended to make media appear so separate but rather as one more in addition to 3 other main components -early childhood education, primary education, and basic skills.]

Even if the last moment appearance of new technologies for basic education may be controversial, it should be noted in part extenuation that there was still a major gap in the argument of even the final Draft C as far as the motivation for literacy was concerned. Arguably there had been inadequate attention given to those comments that had pointed to the absence in many countries of a literacy environment that could even begin to sustain new literates. Admittedly mass communication could do something about this absolute shortage of continuing stimuli for literacy in many parts of the Third World. In the text now, however, it is presented more as a way of **delivering** messages than assisting in altering thin zi sustaining nnVirnmnt

SUMMARY COMMENT ON THE DRAFT C CHANGES

The impression must be that the consultative process, and the readiness to listen to and incorporate into new thinking the legitimate concerns of the regions and of many other lobbies have immensely strengthened the appeal of the text that goes to Thailand for adoption and agreement. There will certainly still be some tough negotiating in the drafting committees there, but this particular exercise of high level networking at speed appears to have paid off. The emphasis will now shift to the follow-up to the WCEFA. But those very many bodies intimately concerned with the follow-up will approach the task with the conviction that in some particularly crucial point, their association, their group, their nation, or their region has managed to make its voice felt. It is possible that ownership of the text will now become a reality for many governments, agencies, NGOs and - most important -educators and teachers.

Kenneth King.
7 February 1990

V. DOCUMENTATION RELATED TO THE WCEFA ANALYSIS ABOVE

The following is not a scholarly apparatus, but merely a listing, in order, of the several items mentioned above.

1. World Bank, Education policies for Sub-Saharan Africa, 1988.
2. UNICEF-UNESCO-World Bank, Moving towards basic education for all (Sept. 1988).
3. World Conference on Education for All (Programme announcement, IAC/Inf.1)
4. World charter on education for all; & Framework for action (Draft A, 1989).
5. World charter on education for all & framework for action to meet basic learning needs (Draft B, Sept. 1989); Meeting basic learning

needs: a new vision for the 1990s (Background document, September 1989, Draft B).

6. WCEFA, Steering Group, Summary report of the first meeting (Paris, 12-14 October 1989).
7. Caribbean Consultation- Education for all (22-24 November 1989, Kingston).
8. Report of the South and Central Asia conference on education for all (Dhaka, 9-11 December 1989).
9. Latin American consultation meeting on world conference on education for all (Quito, 28 Nov.- 1st Dec. 1989).
10. Eastern Africa, The charter and framework for action: proposed amendments and comments (Nairobi, 22-24 November 1989); Dakar (West African) consultation: summary of rapporteur's oral report (Dakar, 28-30 November 1989).
11. The Arab regional consultation on education for all (Amman, 13-16 November 1989).
12. Summary report of the North American regional forum on education for all (Boston, 6-7 November 1989).
13. Summary report European consultation on WCEFA (Strasbourg, 30 Oct.- 1st November 1989).
14. Iberoamerican conference on information and education: the experience of REDUC and the new forms of cooperation between Europe and Latin America (Badajoz, 5-7 October 1989).
15. Robert Myers to K.King, 16 October 1989.
16. WED conference on development through education (Oxford, 25-29 September 1989).
17. Meeting of Dutch NORRAG cluster on WCEFA, (The Hague, 8 November 1989).
18. Discussion on the world conference (DUSE, Bonn, 28 September 1989).

19. Background paper on SIDA position on basic education, to be ready by March 1990.
20. ODA, Education and training for development (London, February 1990).
21. Report of informal meeting on WCEFA (London, 24 November 1989).
22. Comments on the documents for the world conference on education for all (I DRC, Ottawa, 8 December 1989).
23. Comments by NORRAG on the documents for the world conference: outcome of a consultative process (Edinburgh/Hague, 12 December 1989).
24. Summary of consultation with members of world council of comparative education societies (Toronto, 11 December 1989).
25. Peter Williams, Comments on Draft B (London, 31 Oct. 1989).
26. K. Dunion, The world charter on education for all and its acceptability to NGOs (Edinburgh, November 1989).
27. World declaration on education for all & Framework for action to meet basic learning needs (New York, Jan. 1990, Draft C).

NOTICES

The Centre of African Studies Annual Conference this year is on the very timely topic:

Critical Choices for NGOs: African Development in the 1990s

Date: May 24 - 25 1990, at Edinburgh University.

Inquiries to Mrs. N. Brady, Centre of African Studies, Edinburgh University, Edinburgh EH8 9LL, UK.

DONOR SUPPORT TO LITERACY, ADULT BASIC, AND PRIMARY EDUCATION

Kenneth King

A. A Mini-Survey of donor projects and programmes

In 1990, for the first time for almost 20 years, donor agencies and national governments are being asked to consider whether they should make a renewed commitment to adult literacy, adult basic education, and primary education. Both International Literacy Year (ILY) and the World Conference on Education for All (WCEFA) are putting one or more of these topics very publicly on to the international agenda.

The questions we ask here are:

What does the existing commitment of aid donors to literacy, adult basic, and primary education look like??

Does external assistance currently go to those countries with the most severe illiteracy problems??

What do we know about the kinds of projects and programmes donors are supporting in primary education or literacy??

NORRAG felt it would be important to know more about these issues, and accordingly prevailed upon the good will of its contact persons in the following agencies to answer just a few very basic questions:

- a listing of the main countries in which the agency carries out literacy and primary (basic) education projects;
- up to 5 examples of **exemplary** projects in literacy or basic education in particular countries;
- the purpose of the projects, and their approximate costs.

We did not write to all agencies and we did not ask for all their projects, as this was intended as a preliminary exploration. But all agencies who were asked replied, and they included: **SIDA, NORAD,**

IDRC, DSE, GTZ, HOLLAND VIA CESO, ODA/BRITISH COUNCIL, USAID, and the WORLD BANK. There are some very obvious gaps in this list - notably DDA, UNESCO, UNICEF, EEC, and French Cooperation, as well as other Nordic countries.

However, we were sent at great speed (like everything that seems to happen in relation to ILY and WCEFA) information on no less than 60 projects. We think it may prove useful to give a flavour of what this particular slice of literacy, basic and primary education represents. Especially as these projects are some of the most obvious ones in their respective agencies.

SCATTER OF LITERACY/BASIC EDUCATION ACROSS WCEFA REGIONS

If we use the same regions as WCEFA used for its consultations, but exclude Europe and North America, the first finding of interest is that there are out of the total of 60, just 19 projects in literacy or adult basic education, and 41 in the area of primary education. We shall unpack the meaning of these figures in a moment.

The more interesting picture is of the scatter of literacy and primary projects across WCEFA regions: East Asia & Pacific; Western Africa; Central/South Asia; Eastern Africa; Arab world; Caribbean; and Latin America.

For literacy, there are really no projects listed at all in East Asia & Pacific, Western Africa, Central/South Asia, or the Caribbean. There were two in Latin America (though more precisely in Central America), 2 in South East Asia, and 1 in the Arab world. **Eastern Africa has the remaining 12 projects.** (2 others are international network projects.)

For the area of primary education, still no projects in the Caribbean. Just one in East Asia & Pacific, and one in the Arab world. 3 in Latin America, and 2 in S. E. Asia. This time Western Africa has 4. But now there are 13 in Central/South Asia and 16 in Eastern Africa.

In other words almost half the available projects are in one part of Africa (East). The only other significant concentration of projects being in Central/South Asia - in primary education. (See following table)

Literacy/Basic Education Projects across WCEFA Countries

E. Asia	Western Africa	Central/South Asia	S.E.Asia	Eastern Africa	Arab World	Caribbean	Latin America
			Thailand (WB) Indonesia (WB)	Botswana (SIDA) Ethiopia (SIDA) Burundi (WB) Mozambique (SIDA) Tanzania (SIDA) Zambia (BC) Malawi (DSE) Swaziland (AID) Kenya (IDRC) Multicountry (DSE X 3)	Yemen (WB)		Honduras (Dutch) Dom.Rep. (WB)
China (IDRC)	S. Leone (ODA)	Bangladesh (SIDA thru WB Norway) Pakistan (Dutch;GTZ;	Indonesia (1DIRC;0DA)	Uganda (IDRC)	Egypt (AID)		Mexico (IDRC)
(AID) G. Bissau (SIDA)	Liberia (AID) Mali	India (SIDA; GTZ; ODA) Sri Lanka (SIDA; Norway) Nepal (BC) Bhutan (WB)	(ODA; Dutch) Zambia (SIDA) Kenya (BC; Norway) Botswana (SIDA;AID) Lesotho (AID) Ethiopia (SIDA) Zimbabwe (SIDA;DSE) Madagascar (GTZ) Rwanda (GTZ) Multicountry (BC)	Tanzania (SIDA) Mozambique		(Dutch)	Peru (GTZ) Surinam

NOTE: The 1 st window indicates literacy projects, the 2nd, basic education. There are 2 additional inter-network projects on literacy (DSE;Norway), 1 network project on basic education (IDRC).

LITERACY PROJECTS AND LITERACY RATES: DO THEY MATCH?

When we look at the ten countries in Eastern Africa that do have a literacy project (some more than one), how does the national adult literacy rate for them differ from parts of West Africa? (in percentages)

Eastern Africa	male female		Western Africa	male female	
	female	female		female	female
Botswana	73	69	Burkina Faso	21	6
Ethiopia	?	?	Mali	23	11
Burundi	43	26	Niger	19	9
Mozambique	55	22	Sierra Leone	38	21
Tanzania	93	88	Nigeria	54	31
Uganda	70	45	Liberia	47	43
Kenya	70	49	Senegal	37	19
Malawi	52	31	Benin	37	16
Zambia	84	67	Guinea	40	17
Swaziland	?	?	Chad	40	11

(Source: Meeting Basic Learning Needs. Background doc., '89)

The figures speak for themselves. Though the literacy projects are not many, they are located in a region whose literacy rates are (with the exception of Ethiopia, Burundi and Malawi) significantly higher than West Africa for which some examples from both anglophone and francophone countries are given. Of course the Eastern African figures are also much higher than - literacy rates in Pakistan, Nepal, Bangladesh, and India, for which there are no exemplary projects listed amongst this group of donors.

The same point could be made in contrasting Eastern and Western Africa in respect of projects in primary education. There are only 4 projects listed for Western Africa, and no less than 15 in Eastern Africa. And yet the enrolment ratios or completion rates for primary are in many cases much lower in Western Africa than Eastern.

The reasons are of course partly to do with agency policy, and partly cultural and historical. Many of the donors have selected over a number of years a larger or smaller group of **programme countries**. For instance, some of the Eastern African countries have programme status for several donors.

The picture would change a little probably if French Cooperation projects were included, but that would only be one donor as opposed to the quite large group reviewed here.

LITERACY PROJECTS ARE FEW IN NUMBER, AND THEIR BUDGETS ARE SMALL

This is another generalisation, but if we look at the African literacy projects for the countries listed above, the literacy projects are of the order of several hundred thousand pounds (stg.), sometimes spread over several years. The research projects are much smaller still. There is a World Bank credit amongst this group, which looks large - at 15 million USD, but this total covers other elements also, such as primary teacher training, expansion of junior secondary etc. One of the larger literacy donors, SIDA, dedicated a total of 1 million stg. altogether to the 4 countries in which it did adult literacy programmes in 1987-8.

PRIMARY EDUCATION PROJECTS HAVE GENERALLY MUCH LARGER BUDGETS

There are all kinds of reasons why primary education projects are easier to support than adult literacy. Primary education generally has regular teachers, its own buildings, a curriculum development section of the ministry etc. The structures for adult literacy are often a good deal less established. And with adult literacy the interest of government itself is much less predictable. Not surprisingly, comparing adult literacy and primary education, donors gravitate towards the latter, and in several cases the sums of money attached to a single primary school project come to more than a whole collection of literacy projects.

Thus USAID's primary improvement projects in Pakistan, Egypt, Botswana, Swaziland, and Liberia run at 280, 390, 14, 6, and 12 million dollars respectively. NORAD's Pakistan and Bangladesh projects are 9 million and 6 million USD each. GTZ has had a 3 million stg. project in Peru, and two other 1 to 2 million stg. projects in Madagascar, and Rwanda. One of ODA's largest recent primary projects is in India, totaling some 33 million stg. Naturally, some of these run over a long period, and several are out of the ordinary for the particular agency. But in order of magnitude, it would not be difficult to identify a single middle-sized primary education project that was by itself larger than

most of the middle-sized literacy projects rolled together. In 1987-88, for example, SIDA's expenditure on primary education programmes was 14 million stg. as compared with 2 million stg. on adult literacy.

THE CONTENT OF LITERACY PROJECTS VS. PRIMARY EDUCATION PROJECTS

It is very difficult to make any generalisation about the content of literacy projects. There is small number anyway, and they fall into many different categories. One or two support the national literacy efforts; three are involved with post-literacy support; another three are more in the area of work-oriented literacy, and another three in the rural nonformal, community learning area. Then, there are single projects on staff training, distance education, literacy evaluation, and curriculum development. For perhaps obvious reasons, there is little support to literacy-related buildings.

By contrast in support of primary education, there is a sense of re-entering well-trodden territory, where the categories of quality improvement, textbooks, teacher training, buildings & equipment, and curriculum development are all well-known. In many cases support to primary education is not restricted to a single element such as textbooks, or science equipment, but covers a whole set of inputs. Some of these multipurpose projects are situated in parts of countries that are disadvantaged, and at least one makes girls its particular target.

In all, there are about 12 of these multi-factor primary education improvement projects. But the second biggest category is curriculum development. Some of this is very specific, such as DSE's environmental and agricultural science in Zimbabwe, GTZs applied subjects in Rwanda, science kits in India, or bilingual (Indian) education in Peru, or the British Council's health curriculum in countries of East Africa. Others are general support to the primary curriculum, such as USAID's projects in Lesotho and Liberia.

Teacher training, textbooks and buildings & equipment all have 4 or 5 separate projects, but most of these by their very nature cannot be exclusively concerned with a single factor. An illustration from a SIDA project in Ethiopia will demonstrate the difficulty of categorisation:

In Ethiopia SIDA supports the construction and equipping of 300

schools a year, the production of approx. 3 million school-books a year, upgrading of teachers, development of educational statistics for planning purposes, and, to some extent, educational research.

This was SIDA's largest commitment to primary education in a single country in 1987-8 (at about 2.6 million stg.) In parallel the ODA's Andhra Pradesh Primary Education Project (APPEP) is far far bigger than anything ODA has recently supported in primary, and has allocated some 33 million stg. to the following:

APPEP is one of the most ambitious education projects ever supported by ODA. Over a seven year period the project aims to give in-service and pre-service training in child-centred and active learning techniques to 150,000 primary teachers in 50,000 schools in Andhra Pradesh - a State in India which has a population the size of Great Britain. ...The project provides for the establishment of mechanisms for continuing professional support to teachers and for the construction of school buildings in line with the Government of India's National Policy on Education.

LINEAR EXPANSION OF EXISTING SUPPORT VERSUS DIFFERENT APPROACHES

One reason for giving just a flavour of the scatter of projects and some indication of what is inside them is that the ILY and the WCEFA initiatives are likely to have the effect of questioning present practices in support of literacy and primary education. The thrust, particularly of Draft C of the WCEFA initiative draws a question mark around contemporary practices of support to basic education, implying that there may need to be a radical rethinking of present support mechanisms if ways are to be found of 'effectively assisting basic education programmes which do not require capital-and technology-intensive assistance, but often need longer-term budgetary support,.

We have in this short report contrasted patterns of support to literacy with those to primary, and have suggested that donors are more at home with primary education. The truth is probably rather different: that in some respects many (but not all) donors are more at home with secondary or higher education, where there may perhaps be more apparent impact of external aid. Compared to the relatively safe

waters of support to higher education, both literacy and primary education may seem like bottomless pits. The sheer scale of the problem in primary and adult literacy makes understandable the current donor interest in selecting a particular aspect - textbook improvement in particular subjects - and seeking to do it well. But the figures offered by the WCEFA Background Document on proportions of grade 1 completing primary school point to the enormity of the problem and of the ground to be covered if there is to be 'progress toward universal access to, and completion of, primary education'.

In many countries the completion ratio of grade 1 entrants is well under 50%

Malawi	28%	B'desh	20%	Mozambique	26%
Ethiopia	40%	India	38%	Pakistan	34%
Mali	20%	Lesotho	27%	Nigeria	31%

It must be remembered that these figures are percentages of a grade 1 which may itself be only around 50 to 70 percent of the children eligible to enrol. So the real problem of non-completion is much larger than even these worrying figures suggest.

THE SHEER LACK OF INFORMATION ABOUT THE LITERACY AND PRIMARY SCHOOL OUTCOMES

The Background document for WCEFA had been obliged to admit 'that the state of adult education remains unclear because of data limitation and the internal complexity of the basic learning activities that occur'. This was one reason why we were in our own small survey anxious to know what reports, research, and publications agencies had produced that illustrated not only their own projects and programmes, but also some of the wider problem. In the following section we list for their possible value just a selection of this agency-supported literature and research on literacy and basic (primary) education:

B. Agency-supported research on literacy and primary education

(original sponsoring agency of research in brackets)

1. Amrung and Supang Chantavanich and G. Fry, Evaluating primary education: quantitative and qualitative, policy studies in Thailand in press) (IDRC)
2. E. Rockwell et al., Educacion bilingue y realidad escolar: un estudio en escuelas primarias andinas (Lima, 1989) (GTZ)
3. T. Valiente Catter, Las ciencias historico sociales en la educacion bilingue: el caso de puno (Lima, 1988) (GTZ)
4. Annette Dietschy-Scheiterle, Las ciencias naturales en la educacion bilinaue: el caso de Puno (Lima, 1989) (GTZ)
5. Utta von Gleich, Educacion prim----- bilingue intercultural en America Latina (Eschborn, 1989) (GTZ)
6. NORAD, Report of the Turkana district education sector review (April 1989) (NORAD)
7. G. Carron and K. Mwiria, Functionina and effects of the Kenya literacy programme: a view from the local level (IIEP, report 76, 1989) (IDRC & IIEP)
8. Christine McNab, Language policy and language practice: implementation dilemmas in Ethioffian education (Stockholm,1989) (SAREC)
9. R.H. Dave et al Learnina strategies for post-literacy and continuing education (6 volumes, 1984-1988, Hamburg) (Unesco Institute)
10. M. Lockheed and A. Verspoor, Improving primary education in developing countries: a review of policy options, (Washington, 1989) (World Bank)
11. Nat Colletta and M. Sutton, 'Achieving and sustaining universal primary education: international experience relevant to India (Washington, World Bank, wkg. paper 166,1989) (World Bank)

12. Kenneth King, Aid and educational research in developing countries (chapters on agency research on literacy, nonformal education, and primary education; forthcoming Longman, 1990) (ODA)
13. Udo Bude, Developing instructional materials for African primary schools (DOK, 1558, Bonn 1989) (DSE)
14. J. Muller, Dossier of evaluation instruments (Bonn) (DSE)
15. J. Muller, Radio for literacy (Bonn) (DSE)
16. Tom Muiusa, Handbook on evaluation of education and community development programmes. (Bonn) (DSE)

Thanks are extended to the following for sending back to NORRAG NEWS information on exemplary literacy and basic education projects. They are not of course in any way connected to the comments made above.

Sissel Volan (NORAD); Wim Bierviliet (CESO); Cameron Bonner (USAID); Sheldon Shaeffer (IDRC); Omporn Regel (World Bank); Charles Aanenson (USAID); Udo Bude (DSE); Herbert Bergmann & Dr. von Richter (GTZ); Bev Young (British Council).

OTHER ITEMS RELATED TO WORLD CONFERENCE PREPARATION & MATERIALS

1. ERNESA prepares regional paper on 'Basic education for all'

As part of an attempt to gather information about the **existing** conceptions of basic education in the ERNESA region (from Ethiopia to Botswana), a collaborative paper has been written by ERNESA members. It seeks to lay out some of the faces of 'basic education in Eastern Africa'- a phrase that has a relatively long history in the region, back to at least the early 1970s, when a UNICEF project had that very name. It is entitled:

'Equity and quality concerns in Basic Education: emerging issues in research and policy in the Eastern and Southern Africa Region', by Donatus Komba (coordinator of ERNESA) and Kilemi Mwiria (Kenyatta University). (December 1989, pp.55)

It points to seven examples of case studies in basic education, which illuminate some of the features of the new vision of WCEFA, but with many of these they note that there are important equity and quality considerations that may need to be carefully examined. The illustrations -which are terse and to the point - come from the following situations:

- early childhood education (Lesotho)
- free primary education (Zimbabwe)
- community financing (Kenya)
- School as a production unit (Tanzania)
- multigrade teaching for sparsely populated/remote areas (Zambia)
- the use of the radio (Ethiopia)
- creative response to educ. crisis in economic adversity and the aftermath of war (Uganda)

The research funding for the paper was provided by SAREC, SIDA, and 1DRC. Correspondence to D. Kornba, c/o ORC, Box 62084 Nairobi.

2.WORLD CONFERENCE ON EDUCATION FOR ALL: INFORMATION KIT

The UNICEF information division on behalf of the Inter-agency Commission for WCEFA has just issued a set of materials which seek to translate into popular form some of the messages of the latest Draft C of the Declaration and the Framework. These materials are aimed presumably at NGOs, mobilisers, development education centres, development agencies, national authorities concerned to popularise the initiative. And perhaps particularly the press. The short 2-4 page information sheets with their cartoons follow the principal themes of the documents, including:

- The state of primary education
- Who and where you are shouldn't matter
- Creating social and global awareness
- Teaching without teachers or schools
- Learning from one another (common North-South issues)
- Teaching the facts of life
- The classroom in rubble (impact of war on educ.) _and others

N O T I C E S

An accumulation of NORRAG NEWS statements on donor policy. It has been suggested that it would be a useful reference tool if we were to pull together into an additional number of NORRAG NEWS all the statements of donor policy which we have carried in the last 3 years, up to and including EEC, ODA, Japan and France in the next number. Would readers (who may not have received some of these earlier numbers, or who have, had them borrowed) please let us know if you think this is a good idea.

INTERNATIONAL LITERACY YEAR

1990 is International Literacy Year. The education research and development communities are well aware of this but at times it seems as if ILY is overshadowed by the preparations for the Education for All conference. The ILY launch and the EFA conference are even taking place in the same country, Thailand, and just a few weeks away from each other.

This section of Norrag News Seven is our small contribution to the efforts being made, particularly by non-governmental organizations, to ensure that International Literacy Year remains a central concern not only in 1990 but for the rest of the decade. The first article is a report from the 6th International Task Force on Literacy (ITFL) meeting. The ITFL, predominantly an NGO consortium, has been working together with sympathetic donor agencies to stress the importance of adult literacy in the Education for All documents and conference planning. Inexplicably it was rather underplayed in the earliest definitions of education for all.

The Education for All documents, whilst now including reference to adult education programmes, had in their earlier drafts neglected two issues central to the planning and implementation of literacy programmes. In the first place, very little attention was paid to the fact that the majority of the world's non-literates are women. The second and not unrelated issue is that of language of instruction. Illiterate women are less likely than men to speak the national language if this is other than their own mother tongue. In the recently published (January 1990) Draft C documents there is more attention paid to the particularly acute problems of enabling girls to attend school and women to become literate. This new emphasis on gender related issues is a result of the consultative process that has been taking place in national, regional and international meetings and conferences. The language problems of learners are also given a mention in the Draft C "World Declaration on Education for All" (previously termed the World Charter) but absence of language issues in the "Framework for Action" is worrying. Language problems can be a major cause of wastage in the first two years of primary school and are a major cause of dropout of adult learners.

The EFA conference is going to be a male-dominated affair, a natural outcome of the prestige it is being accorded and the consequent imbalance in representation between politicians/policy makers on the one hand (male), and practitioners/learners on the other (both female and male). We therefore focus some attention in this ILY review to the gender and related language aspects of literacy. We also include a summary of a recent research project which is exemplary in its concern to analyse literacy programmes at the grass-roots level (in Kenya).

Whilst adult literacy has been neglected in the run-up to the EFA conference, it is encouragingly being given a central place in many other international conferences throughout 1990. Some of these conferences are listed - there are surely many others and we will be pleased to include them in the May 1990 issue of Norrag News. Just send us the information as soon as possible. We report from -the Fourth World Congress of the International Council for Adult Education. The congress was held in Bangkok 9-18 January and was used to launch International Literacy Year.

Finally, we list just a few of the many publications related to ILY. Please send us details of the ones you know about.

THE INTERNATIONAL TASK FORCE ON LITERACY

The International Task Force on Literacy (ITFL) is an international group with members from around thirty international and regional voluntary organisations and a number of donor agencies such as SIDA, NORAD, CIDA, DSE, and Unesco. The ITFL Secretariat is housed by the International Council for Adult Education (ICAE) in Toronto.

The Fourth (Mombasa) meeting of the ITFL has been reported on in Norrag News No. 6 (June 1989).. The Task Force held its fifth meeting in New Delhi, October 2 - 7, 1989. All regions were represented but the African network AALAE had only been able to send one delegate to the meeting. The participants had the tasks of completing the planning for ILY 1990, facilitating network building for literacy especially in Asia, and generally inspiring different organisations to continue taking initiatives in the field of literacy.

A discussion on the literacy aspects of the planned EFA conference in Bangkok was more optimistic than it had been at the 4th ITFL meeting in Mombasa (see Norrag News 6). Some positive steps were noted, for example that the Draft B Charter and Framework for Plan of Action could be considered an improvement on Draft A. The connection **between Education for All and International Literacy Year** and to Unesco's plans and programmes was no longer "forgotten". Furthermore, NGO participation in the EFA conference was now increased. For example, the ITFL has been asked to arrange for a "round table" on NGOs and literacy and the day before the official conference begins (4th March), the NGOs are invited to a special meeting. However, there are still plenty of critical voices. Among other things, there is criticism of the lack of attention being paid to existing education plans at regional and national levels. Another criticism is that the large resources and attention being paid to the EFA conference could be at the cost of equivalent resources for literacy. It was decided that the ITFL member organizations should continue to try and influence the EFA conference as much as possible.

Regarding literacy research, a discussion group noted that in Latin America there is a regional action research project which includes an investigation of mathematics teaching, which takes into account previous knowledge, in literacy programmes. The project has financial problems as official support to such grassroots oriented projects hardly exists in Latin America.

one disappointment of the meeting was that the Asian group did not succeed in building a special network for literacy. India is a continent in itself and perhaps needs to concentrate on its internal programmes. But the poorer neighbouring countries could benefit from an exchange of experience and knowledge with India.

The next ITFL meeting is planned for the beginning of 1991. At the meeting, the experiences from literacy activities all over the world in connection with International Literacy Year will be discussed.

Agneta Lind, SIDA Education Division and ITFL Member

WOMEN AND LITERACY - IN PRACTICE AND THEORY

In an article on "Women and Literacy - Some Critical Issues. An NGO view from India", Lalita Ramdas analyses the gender content of the Draft B EFA conference documents. She comments that:

"The WCEFA initiative makes an impassioned appeal to the world regarding Education and Justice. Given the sheer importance of the 'female gender' both in percentages and absolute numbers, it is significant that girls and women are almost invisible - at least in the WCEFA documents!!

(a) the Charter Document (main body) contains only ONE mention of the female gender and that too under Article VI, page 6 under a very weakly worded section on 'Reducing Disparities, - where gender is lumped together with status, location, dislocation and disability in paras 2 and 3.

(b) the framework (for action) contains just two passing references:

- Item 10(2) on page 4 - in the context of reducing illiteracy,

- Item 15, page 6, under PRINCIPLES OF ACTION - referring to 2/3 out-of-schoolers and illiterate adults being FEMALE.

(c) the background document "A new vision for the 199011 runs into 85 pages of text and nearly 35 pages of statistical tables: women and girls find space and mention just 5 times.

(d) the analysis of structural economic factors, the need for drastic steps for greater EQUITY and economic JUSTICE have also been insufficiently addressed.

The intention of the above analysis is by no means to trivialise the issue or to reduce the debate to a mere measurement of words, sentences and spaces. However, my concern is to point out that these themselves become indicators of low weightage, a lack of real seriousness of purposes, and diluted intention to seek answers." (Lalita Ramdas, 1989).

If gender has been in danger of being a neglected issue at the EFA conference, it is just as well that in the context of ILY serious attention is being paid to female learners. Already in Summer 1989 at least two conferences focussed directly on the topic of women and literacy. In India, the "All India Committee for the Eradication of Female Illiteracy" held a national convention in collaboration with the Ministry of Human Resource Development. The theme of the convention was "Women, Literacy and Empowerment" and the objective were to evolve a concrete action programme in the field of women and literacy. Over the period 1951 to 1981, whilst the percentage of literates in India was growing, the numbers of non-literates was increasing dramatically, from 300 million to 437 million. Women comprise 57 per cent of the non-literate population, thus the need to develop literacy action programmes directed to female learners.

In Stockholm, the Nordic Association for the Study of Education in Developing Countries devoted its annual meeting to "Women and Literacy - Yesterday, Today and Tomorrow". The conference proceedings are being prepared for publication by the International Institute of Education (same Stockholm address as Norrag News). The conference opened with a review by Agneta Lind of women's participation in literacy programmes in the Third World. At the end of the conference, Nelly Strömquist analysed from the perspective of feminist theory the many examples of literacy practice which had been presented at the conference. Her analysis makes quite clear some of the reasons why gender issues are being played down in the run-up to the EFA conference.

First, literacy in practice. Agneta Lind first shows, on the basis of Unesco statistics from 1988, that 63 per cent of the world's approximately one billion illiterate people is female, the total officially being estimated as 561 million women. In the least developed countries, only one in five women was literate. Lind shows that the social and political context determines how and when literacy programmes are relevant for women. She provides examples from Africa that indicate that illiterate women want to become literate but that relatively few manage to satisfy this wish. The constraints are often overwhelming, such as time-consuming duties, shortcomings in the design of the literacy programmes offered, and men's resistance.

Nelly Stromquist acknowledges that long lists of obstacles to women's literacy is useful for program planning but argues that:

"to rely on purely empirical findings has serious limitations because we risk confusing immediate manifestations of women's subordination with fundamental causes and thus failing to grasp the exact nature of the phenomenon of women's illiteracy. Feminist research has made significant contributions to the understanding of the condition of women in society and also to the condition of women in education." For example, "women's frequent 'lack of time, is really a result of the sexual division of labour that imposes upon them numerous domestic duties."

"Several advantages accrue from relying on theory. First, by using theory, causes become not just a string of peculiar events but are systematically linked to a particular condition. This condition does not exist at random but by design of someone whose interests are being served by the existing conditions. In feminist theory, one must admit, this someone is men."

Nelly Strömquist concludes that:

"The challenges facing the literacy of women are serious, even formidable. But this does not mean that they cannot be successfully met. They will have to be considered simultaneously and they will need persistent attention. Action without theory, decoding/encoding skills without an understanding of how oppression emerges, the unquestioned use of state agencies, the accumulation of unanswered questions regarding literacy processes, and legislation without enforcement will continue to plague literacy programs for women unless women and men committed to social transformation pool resources and take a long-term stand."

International Literacy Year is providing a platform for a united stand, and potentially for long-term action. Unfortunately, the EFA conference preparations have until recently been marked by a lack of serious attention to gender issues. Let us hope that when the EFA meeting takes place the increased gender awareness in the Draft C project documents will be reflected in the conference proceedings and in consequent action.

Christine McNab, SIDA Education Division.

The papers cited above can be obtained from their authors at the following addresses:

Agneta Lind: SIDA Education Division, 105 25 Stockholm, Sweden. Lalita Ramdas: ITFL South Asian/India Office, c/o Indian Adult

Educ. Office, 17-B Indraprastha Marg, New Delhi - 110002, India. Nelly Stromquist: School of Education, university of Southern

California, Los Angeles, CA 90089-0031, USA.

LITERACY AND LANGUAGE

There will be a "Round Table" discussion at the Education for All conference on the topic of "Language Policy in Preschool, Primary School and Adult Literacy Programmes". The panel members have been holding preparatory meetings and have closely examined the Draft B versions of the World Charter on Education for All and the Framework for Action to Meet Basic Learning Needs. The examination revealed that there is no mention of language issues. The panel members comment that:

"Since many nations are highly multilingual, the choice of language for literacy acquisition is critical, and since the provision of education programs in multiple languages often meets with severe economic constraints, it is important that this issue be faced in the World Charter and the Framework for Action."

Accordingly, suggestions for a series of "relatively slight but highly significant additions" to the documents have been sent to the conference sponsors and organizers. Two examples of the comments are:

"Successful implementation of primary schooling programmes requires cultural and linguistic contextualization within the community and should be developed in coordination with youth and adult education programmes." (to add to World Charter, Article IV, Para.1, line 10), and

"Acknowledging that a major indicator for the success of primary education is the educational achievement of the parent, primary and adult education programmes should be developed in coordination, sharing resources, instructional contexts and language situations." (to add to Framework for Action, Para.10, line 16).

Unfortunately, language issues are still neglected in the Draft C EFA documents.

A full list of the comments can be obtained from Professor Shirley Brice Heath, Stanford Humanities Centre, 8630 Mariposa House, Stanford University, California 94305, USA.

. 0

RESEARCH

"The Functioning and Effects of the Kenyan Literacy Programme"

A dissemination workshop has been held in Nairobi to discuss a study of the "Functioning and Effects of the Kenyan Literacy Programme" (Gabriel Carron, Kilemi Mwiria, Gabriel Righa, 1989, IIEP Research Report No. 76). The study was jointly sponsored by the Department of Adult Education of the Kenyan Ministry of Education, IIEP, and IDRC. The workshop was attended by participants from Kenya, Ethiopia, Tanzania, Zimbabwe and Mozambique as well as representatives of international agencies (IDRC, IIEP, SIDA, DSE, UNDP, and Plan International).

The Kenya study seeks to explain how, to what extent and under what conditions literacy work could have beneficial consequences for both those who enroll as learners and the nation as a whole. Specifically, the research project addressed the following questions:

1. Who are the literacy learners? Who are their teachers? Under what conditions do they operate?
2. How does the literacy programme function at the local level?
3. To what extent do the literacy learners really learn what they are taught and to what extent do they maintain the skills and knowledge learned over time?
4. To what extent do graduates of the literacy programme (those who have been issued with a proficiency certificate) use the skills and knowledge learned over time?

The research design was guided by the assumption that the functioning and effects of literacy work are, to a large extent, determined by the local environment in which the learners live and in which the literacy classes operate.

Among the major findings of the survey discussed at the dissemination workshop were the following:

- Coverage and Efficiency - the literacy programme reaches only a small proportion of those recognised as illiterate. The participants at the workshop emphasised the importance of mobilising all the available resources for literacy. Regarding programme efficiency, learners were found to take 2-3 years to obtain the certificate. The researchers were unable to find hard evidence concerning relapse into literacy.
- The Learners - The majority of participants are women. The typical learner is a young woman with several children and who had difficulty with Kiswahili but had probably been in primary school 2-3 years.
- The Teachers - The research has shown that there are problems with the stock of adult teachers and that in at least in the five locations studied, the part-timers have drifted away and the selfhelp teachers are more or less non-existent. The discussion emphasised the importance of creating incentives for adult literacy teachers and adequate and appropriate training.

Functionality of the Programme - The literacy programme presumed that every class would include a literacy project and encouraged teachers to invite guest lecturers to talk to the learners. The research highlighted the relative absence of both. There are problems in defining functionality. The workshop participants stressed the importance of paying close attention to the local context. Participants seemed to agree that the focus of the literacy programme should be the acquisition of literacy and numeracy skills, and that care should be taken not to confuse this basic objective with other activities. In general, it was stressed that the post-literacy phase of the literacy programme should receive more attention.

- Improved Participation - It was also stressed that learners, participation in the learning process was an essential element of a democratic educational process. There was a general call that the illiterate should not be denigrated because of their illiteracy.

The workshop discussed the implications of the study for further research on literacy. It was clear from the meeting that we know very little about the functioning or effects of literacy programmes. Participants saw the following areas as pointing the direct for future research in the field of literacy:

1. Research focussing on the collection of routine data on adult literacy programmes.
2. Given the expense and practical difficulties of setting up such routine data collection systems, in the short-term there is a need for broad brush pictures of how literacy programmes are actually performing. Such studies could take the form of sample field assessments designed roughly along the same lines as the Kenya study and using a wide variety of instruments.
3. There is a clear need for well-financed, in-depth studies of the motivations of learners, of the functioning of literacy programmes in specific cultural contexts and of the interactions between literacy actors (administrators, teachers, learners) and their community.

Kilemi Mwiria Senior Research Fellow Bureau of Educational Research, Kenyatta University, Nairobi, Kenya.

.

"Needs Assessment for African Women"

The African Association for Literacy and Adult Education (AALAE) has embarked on a needs assessment which is being carried out in seven African countries: Nigeria, Mali, Rwanda, Mozambique, Tanzania, Botswana and Uganda. The focus is on rural women and the specific types of problems they face in trying to attend literacy classes. Local projects in which women can learn and at the same time earn a small income as a motivator will also be looked at. For further information, contact:

AN INTERNATIONAL CENTRE FOR LITERACY?

The four nordic governments, Sweden, Norway, Denmark and Finland, are funding a feasibility study to look into the setting up of an international centre for literacy. Such a centre could play an important role as an information exchange centre for literacy practitioners, researchers, policy makers. The study is being carried out by Nelly Stromquist of the University of Southern California, and Nichaolas Kuhanga, former Vice-Chancellor of the University of Dar es Salaam. The draft report is now ready and will be discussed by the sponsors and consultants shortly after the EFA conference.

INTERNATIONAL COUNCIL FOR ADULT LITERACY 4TH WORLD CONGRESS

"Literacy, Democracy and Popular Education: Building the Movement"
(Held in Bangkok, 9-18 January, 1990)

International Literacy Year was launched at this world congress. Kenneth Abrahamsson of the Swedish National Board of Education reports that:

"The Congress was a powerful manifestation of the NGOs efforts to increase literacy. over 90 countries were represented at the Congress and there were more than 500 participants.

Before the Congress there was a change to study local literacy projects by 'solidarity visits' to rural areas. The Congress meetings and discussions were more than just reports on literacy projects. The contributions often reflected a wider social analysis, in which education and knowledge is seen as one of several tools for social development. There was also a clear, underlying political analysis in many of the contributions from the developing countries.

Literacy and social development do not just go hand-in-hand but are in many cases united with a political liberation struggle and a striving after conquest and control of ones own language."

The Congress was well organized and very active with many workshops and sessions well into the evenings. These were facilitated by daily newsletters and good conference back-up such as access to offices, telex and telefax.

The Congress was also well covered in the local press. In the Thailand "The Nation", an in-depth report mentions that:

"This year's assembly focussed heavily on women's issues, reflecting the fact that women make up two-thirds of the worlds body of illiterates... and that

"A theme present throughout the assembly has been the importance of the student experience in improving adult education - 'only those learning can say what education methods are most effective for their situations' (Tahira Abdullah, a delegate from Pakistan)." (The Nation, January 18th).

one extra-curricular activity was the drawing up by women delegates of a letter of protest to the EFA conference organisers. They are protesting about the EFA Conference Centre being located very near to a notorious centre for "sex tourism".

.
.

LITERACY MEETINGS AND CONFERENCES 1990

"Literacy, Popular Education and Democracy: Building the Movement" The World Assembly of the International Council for Adult Education

January 9 - 18, 1990, Bangkok, Thailand (see above report)

.

"Literacy and Liberation" The World University Service Annual Conference, 1990.

The conference is scheduled for either 2-3 or 9-10 February.

The themes will include literacy in relation to women, refugees, and the global context of debt and dependence. For further information contact: Julian Jacobs, WUS (UK), 20 Compton Terrace, London N12 2UN, England. (Tel: 01 226 6747, Fax: 01-226 0482).

.

"Sharing the Future: Literacy around the World" International Reading Association 13th World Congress on Reading

July 3 - 6, 1990, Stockholm, Sweden

The congress programme includes "institutes", symposia, workshops and sessions on the following themes: Children's literature around the world, Instructional issues in early literacy, Adult literacy initiatives around the world, Assessment of literacy, Literacy and the cultural context, Special needs instruction (research and development), teacher empowerment and literacy around the world, reading and writing to learn, teacher as researcher, literacy and technology. For further information write to: International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714-8139, USA.

.....

45th International Conference of the Correctional Education Association (Focusing on Literacy Issues)

Vancouver, Canada, July 1990.

for more information, contact: International CEA Conference, Office

of Continuing Studies, Simon Fraser University, Burnaby, British Columbia V5A 1S6.

.....

56th International Federation of Library Associations and Institutions General Conference 1990.

August 18-24, 1990, Stockholm, Sweden.

The theme of the conference is "Libraries - Information for Knowledge". one of the 9 sub-topics is "The fight against illiteracy - the role of the library in developing and developed countries". For further information contact A.L van Weswmael, Secretary to the Professional Board, IFLA Headquarters, P.O. Box 95312, 2509 CH The Hague, Netherlands.

.....

International Conference on Education (ICE)

September 3 - 8, 1990, Geneva

The ICE will meet to adopt a recommendation on literacy. The Geneva Conference has been timed to coincide with International Literacy Day (September 8) and with the twenty-fifth anniversary of the first Teheran Conference (World Congress of Ministers of Education on the Eradication of Literacy, 1965). The International Literacy Prizes will be awarded at the conference.

.....

World Lillteracy in the Year 2000: Research and Policy Dimensions

October 4 - 7, 1990, in Philadelphia, Pennsylvania. Invitation only.

The conference is organised by the Literacy Research Centre of the University of Pennsylvania. The focus is on narrowing the gap between literacy researchers and policy makers. The proceedings will be published in a special issue of the "Annals of the American Academy of Political and Social Science". For further information contact: Daniel A. Wagner, Literacy Research Centre, Graduate School of Education, 3700 Walnut Street, Philadelphia PA 19104-6216, USA.

.....

PUBLICATIONS

"African Studies Review" is preparing a special issue on literacy in commemoration of International Literacy Year. The guest-editor is H.S. Bholia of Indiana University.

.....

.....

"Adult Literacy in the Third World: A Review of objectives and Strategies" A. Lind and A. Johnston

This study was originally published in October 1986 by the Swedish International Development Authority (SIDA). The demand for the review has been so large that it has been reprinted a number of times and is being translated into other languages. It is being used by educational planners and literacy trainers in many parts of the world. This encouraging response has led SIDA to request the authors to re-edit the review into a book for still wider distribution in 1990, as a contribution to International Literacy Year. Although not substantially changed from earlier editions, the book has been updated to a certain extent and a chapter on women's experiences of participating in literacy programmes has been added as well as a few short sections deriving from discussions on the earlier versions of the review.

The new edition will be available from SIDA, 105 25 Stockholm, from March 1990.

.....

International Council for Adult Education Reports:

Minutes: The Third Meeting of the International Task Force on Literacy (ITFL). Dec. 1988 (English & French).

Report of the Fourth Meeting of the ITFL, Mombasa, Kenya. April 1989 (English).

Report of the International Media Colloquium on Literacy, Paris, France. May 1989 (English and French).

(ICAE charges \$5.00 U.S. per copy for postage and handling. Cheques should be made payable to International Council for Adult Education. Address: ICAE, 720 Bathurst Street, Ste.500, Toronto, Ontario, Canada M5S 2R4.

.....

"A Practical Guide for NGOs, Unesco Clubs, Associated Schools and other Interested Groups to 1990 International Literacy Yearle. NGO Standing Committee, Unesco. Paris, July 1988.

"The Challenge: International Literacy Year Newsyl is published by Unesco in English, Spanish, French and Arabic. I reports on ILY activities organized by member states, NGOs, UN and intergovernmental bodies. It contains facts, figures and general news items on literacy. There were three editions in 1989, four are planned for 1990, and two for 1991. Send in materials for consideration for publication, or write to be put on the mailing list, to: ILY Secretariat, Attention: Editor "The Challenge: ILY News", Unesco, 7 Place de Fontenoy, 75700 Paris, France.

.

International Bureau of Education publications

The IBE is planning to produce a set of forty 16-page publication - "Literacy Lessons", written by "personalities who have unique international experience in the field of literacy". For further information write to: Publication Unit, IBE, P.O. Box 199, CH-1211 Geneva 20, Switzerland.

.

The Canadian organization for Development through Education (CODE) supports innovative education and literacy programs in 40 countries in Africa, the Caribbean and the Pacific. For their 1988-99 Annual Report, write to CODE, 321 Chapel Street, Ottawa, Ontario K1N 7Z2.

.

"The Ethiopian National Literacy Campaign: Retrospect and Prospects, 1979 -1989.

The National Literacy Campaign Coordinating Committee (NLCCC) of the People's Republic of Ethiopia has, in connection with International Literacy Year and the World Decade for Cultural Development, recently published a new account of their internationally reknowned mass literacy campaign. The publication can be obtained from the Dept. of Adult Education and NLCCC, P.O. Box 4921, Addis Ababa, Ethiopia.

.
.....
.....
.

MEETINGS LIST

In this present listing of some 40 meetings, we have tried to pay particular attention to meetings relating to literacy, basic education ---andthe child. Some of these are discussed at greater length in the section on ILY.

NORRAG NEWS is particularly grateful to its many contact points who regularly send in material, and would like especially to note the help of Udo Bude (DSE), Steve Packer (Commonwealth Secretariat), Sheldon Shaeffer (IDRC), Bev Young (British Council), Robert Myers (Consultative Group on Early Childhood), Nadia Ebei (ILO).

As always the information on the meetings listed is not always complete. If anyone wishes to follow up on any of them, they should either write to the contact person listed or failing that write to Pravina King at the address in Edinburgh.

Under the heading Status the 1 = by invitation, the 0= meeting open to

all.

Date	Title of Meeting Status.	Place	Ornanisation	Contact	
Jan 9-18	Literacy, Popular Ed. and Democracy. Building the Movement. (Launch of ILY)	Bangkok Thailand	The World Assoc. of the Int. Council for Adult Education	B. Hall ICAE	1
18-24	Training Workshop on Agricultural Extension - Levels of Literacy	Malaysia	Commonwealth Association for the Education and Training of Adults	CAETA Warwick U	Coventry CV4 7AL
21-27	National Workshop on The Need for Staff Development Bockler Str.	Khartoum Sudan	DSE Germany	R. Schlette DSE 5 Hans D-5300 Bonn 3 FRG	
Last week in	Meeting on Technical and Vocational Development Box 789	Manila Philippines	Asia	ADB	
Jan. Manila	Training		Bank	1099 Philippines	

Last	Meeting of SEAMEO	Thailand			
week in	Ministers of Education				
Jan.					
Feb.'	Consultative Group on Adjustment Policies in Sub-Saharan Africa	Florence Italy	UNICEF	Int. Child Devt. Centre Spedale degli Innocenti Piazza SS Annunziata 12 50122 Florence Italy	
9-10	Literacy and Liberation	London UK	World University Service	J.Jacobs WUS (UK) 20 Compton Terr. London N12 2UN	0
26- March 2	SEARRAG meeting	Brunei(?)	IDRC	A. Aziz Language Inst. Kuala Lumpur	
March M	Basic Science Teacher Training	Nigeria	Commonwealth Secretariat	E. Apea Comsec Pall Mall London SW1 Y5H	
March/	Training of national	Hamburg/	DSE	U.Bude	
May	research co-ordinators and data managers from 6 African countries for the 1EA-reading Literacy study	FRG and follow-up in all 6 countries		DSE address as above	
March 5-9	World Conference on Education for All	Jorritien Thailand	UNESCO,UNDP, UNICEF, World	W. Haddad UNICEF House	1
Bank	3 UN Plaza NY NY1 0017				
11-17	National Workshop on Improving academic management for teaching, research and learning	Lusaka Zambia	DSE	R. Schlette DSE address as above	1

20-22 0	The 7th Int. Conf. on Technology and Education. Challenges of the New Information Technologies.	Brussels Belgium	Several	G. Esplin CEP Consultants 26128 Albany St. Edinburgh EH1 30H	
22-24	CIES Annual Conf. Education Reform in USA International Perspective.	Los Angeles USA	Comparative and International Education Society	V. Rust School of Educ. UCLA Los Angeles Ca.90024 USA Z. Zacharia	0
End of March	Conf. on Education Planning and Management	Mexico City Mexico	UNESCO/ Govt. of Mexico	Z. Zacharia Educ. Policy and Planning UNESCO 7 Place de Fontenoy Paris 75700	1
March/ April	2nd Meeting of the Consultative Group on Child Poverty and Deprivation in Industrialised Countries	Florence Italy Centre	Int. Child Development UNICEF	Int. Child Devt. Centre Spedale degli Innocenti Piazza SS Annunziata 12 50122 Florence Italy	1
April	Promotion of Technical Education and the Labour Market in Africa	Lilongwe Malawi	DSE	W. Gmelin DSE address as above	1
2-4	Education Quality and Educational Development UK	Reading UK	British Assoc. for Teachers and Researchers in Overseas Ed.	K. Watson Dept. of Ed. Reading U UK	0
2-6	Management of Tech. Transfer and the Higher Education Industrial Partnership	Barbados	Commonwealth Secretariat	G. Larose Comsec address as above	1
3-12	Technical Teacher Education in the 1990s: an International seminar	Huddersfield UK	British Council	Courses Dept. British Council 65 Davies St. London W1 Y 2AA	1

4-6	1 st Biennial Cross-Campus Conference on Education. Primary and Secondary Education in the Caribbean. Policy and Practice.	Kingston Jamaica	Fac. of Education U of West Indies	Deans Office Fac. of Education U of the W. Indies Mona West Indies	0
6-7	Literacy in Development: People, Language, Power UK		Council for Education in the Commonwealth/ Commonwealth Institute and BALID	Commonwealth Institute Kensington High St. London W8 6NO	0
9-10	North-South Co-op. in Science Technology and Development - Issues	Glasgow Scotland	The Third World Sc.Tech.and Dev. Forum, UK/	M.M. Huq Dept. of Economics U of Strathclyde	0
Prospects and Problems		The Dev. Countries Glasgow G1 1 XQ			
16-20	1990 American Educational Research Association Meeting	Boston USA	Research Unit, U of Strathclyde AERA	Scotland AERA Conf. 1230 17th St NW Wash. DC 20036 USA	0
19-22	1990 Association for Childhood Education. International Study Conference	Pennsylvania USA	Assosiation for Childhood Ed.	J. Odland ACE. Conf. 11141 Georgia Ave. Suite 200 Wheaton MD20902 USA	0
23-27	Information Technology Education. Where we are, and where do we want to go?	Henning Denmark	Danish Centre for Education and Information	EURIT 90 CP1 Danish Centre for Ed. and Inf. Tech. 72 Vesterbrogade	0
DKA 620 CopenhagenV					
May	Cultural prerequisites and the role of women in the application of science and technology in Africa	Addis Ababa Ethiopia	DSE Germany	W. Gmelin DSE address as above	1
7-11	7th General Assembly of African Association for Literacy and Adult Ed.	Mauritius	African Assoc. for Literacy and Adult Education	AALAE Box 50768 Nairobi Kenya	0

21-23	The Planning and Management of Education UK and Human Resource Devt. in Small Systems	London	Centre for Multi-Cultural Ed., Inst. of Ed., London	J. Gundara	0
24-25	Critical Choices for NGOs African Development in the 1990s	Edinburgh King 0 Scotland	Centre for African Studies, Edinburgh CAS	K.	
26 - June 2	WCEFA Roundtable on understanding Culture. A pre-condition for effective learning	FRG	DSE Germany	J. Muller DSE address as above	1
30 - June	International Working Group on Education	Paris France	IIEP	IIEP 7-9 rue Eugene Delacroix Paris 75116 France	1
June 27-30	Bi-annual Conference	Oslo Norway	European Assoc. of Development		0
and Training Institutes					
July	Literacy Issues	Vancouver Canada	Int. Correctional Education Assoc.	Int. CEA Conf. Office of Continuing	0
Studies					
2-7	Comparative Education Society of Europe. 14th Assembly	Madrid Spain	CESE	Simon Fraser U Burnaby British Columbia V5A 136 A. Velloso Dept. of Theory and History of Ed. LINED, Senda del Rey, s/n, 28040 Madrid Spain	0

3-6	Sharing the Future: Assoc 0	Stockholm	Int. Reading	Int. Reading	
	Literacy around the Barksdale Rd.	Sweden	Association	800	
	World			Box 8139 Newark Delaware 19714 8139 USA	
<p>The Sixth All-European Conference of Directors of Educational Research Institutions will take place in autumn 1990 in Yugoslavia on the theme "Literacy and basic education in Europe on the eve of the 21 st Century".</p>					
August	Libraries - Information Weswmael 0	Stockholm	Int. Fed. of	AL van	
18-24	for Knowledge. Headquarters	Sweden	Library Assocs	IFLA	
	Sub-topic: the fight against illiteracy - the The Hague		and Institutions	Box 95312 2509 CH	
	role of the library in Netherlands			The	
	developing and developed countries				
Sept 3-8	Literacy Issues	Geneva Switzerland	Int. Conf on Education	IBE Geneva	
5-7	Conflict and Change in the 1990s	Glasgow Scotland	Development Studies Group, Scotland	A. Carty DSA Conf. Centre for	0
	Devt.				
	Studies,			U of Glasgow Glasgow G	
12 8 RT					
Oct	World Literacy in 1	Philadelphia	Literacy Research	D.A.Wagner	
4-7	the year 2000: Centre	USA	Centre of the	Lit. Res.	
	Research and Policy of Ed.		U of Pennsylvania	Grad. School	
	Dimension			3700 Walnut	
St.				Phil. PA	
19104					
	6216			USA	

NORRAG NEWS 8

It was felt that our next Norrag News proper would be an attempt to produce an executive briefing on the World Conference , the decisions, the follow up, the monitoring possibilities etc.

British Resource Base in International Education

We continue in this issue with making available the education research interests and very recent publications of researchers in different Northern countries covered by **NORRAG NEWS**. The present listing of British researchers concerned with international (predominantly Third World) education is far from complete, and bears no relationship to the numbers of such researchers in particular institutions. It would be very easy to double or treble the number here, and it is the intention of a group of British researchers who are on the NORRAG NEWS mailing list to make a much more thorough inventory of British capacity in international education for development. It is hoped that eventually it will be possible to have a product covering the British Resources in International Education that is on a par with the splendid product of the Dutch Centre, CESO, Report 1: Inventm of Dutch Capacity (Edited Wim Bierviiet) final draft Nov. 89, to be published in summer 1990.

British Researchers concerned with International Development Education

Lynn Davies

Position: Director, International Unit

Address: School of Education,
University of Birmingham
Birmingham B15 2TT

Telephone: 021 414 4823

Current Research Interests: - Women in educational management in the Third World -Teachers'work (Botswana) - School management and staff control in economically constrained circumstances

Very Recent Publications:

Equity and Efficiency? School Management in an International Context,
Falmer Press, forthcoming.

'Gender and educational administration in Third World Countries' in
International Encyclopaedia of Education. 1989 , Supplementary

Volume 1 (Eds) Husen and Postlethwaite, pp 367-71

'Contradictions of control: lessons from exploring teachers' work in

Botswana' in International Journal of Educational Development, 8, 47
1988

Ongoing Research Project:

Women in educational management in the Third World - to be completed
1990

C. Harber

Position: Lecturer

Address: International Unit
School of Education
University of Birmingham
Birmingham B15 2TT

Telephone: 021 4144809

Current Research Interests:

-Social and political education - Africa

Very recent publications:

Politics in African Education. London Macmillan, 1989

'Education for critical consciousness?: curriculum and reality in
African social studies education' International Journal of Educational
Development, forthcoming 1989/90

Roger Garrett

Position: Director, Centre for Overseas Studies

Address: School of Education
University of Bristol
35 Berkeley Square
Bristol BS8 1JA

Telephone: 0272 303030 Ext. M314

Current Research Interests:

- Problem solving in science education
- State of science education in Chile

Very Recent Publications:

'Problem-solving and cognitive style' Research in Science and
Technology Education, 1989, 7, 1, 27-44

Onaoina Research PrQiect:

Very involved with the Bristol/Pakistan link Projeet (curriculum .And

teacher education) in which there is a large research element

R.L. Smith

Position: Research fellow
Address: School of Education
University of Bristol
35 Berkeley Square
Bristol BS8 1JA
Telephone: 0272 303030 Ext. M306

Current Research Interests:

- UPE in Commonwealth
- Curriculum and teacher education - Pakistan

Ongoing research project:

UPE in Commonwealth

A.R. Thompson

Position: (Formerly) Senior lecturer, Centre for Overseas Students,
University of Bristol
Address: Mount Hill House
West Cliff
Dawlish
Devon EX7 9EF
Telephone: 0626 866190

Current Research Interests:

- Staff development and deployment

Very Recent Publications:

Making the best use of the staff we already have - deployment issues,
paper presented to IMTEC Annual Seminar, Bali, October 1986

Ongoing Research P Director, Tests Project, (Training of teachers for secondary technical schools in twelve developing countries) - Reports from Bristol University School of Education. Final edited study under consideration for publication.

Kenneth J. King

Position: Reader in Education, Director of the Centre of African Studies

Address: Education Department

Edinburgh University

10 Buccleuch Place

Edinburgh EH8 9JT

Telephone: 031 667 1011 Ext. 6323

Current Research Interests:

- Education and the informal sector in Africa (Kenya, Zimbabwe, Botswana)
- Interactions of science, technology and vocational education
- Analysis of aid policy

Very Recent Publications:

Aid and Educational Research in Developing Countries,, (CAS draft, 1989, forthcoming Longman 1990)

Education for Capability: The Role of Science and Technology Education, Joint author British Council/World Bank, 1989)

'Education, training and industry in Zimbabwe' Human Resources Research Unit, University of Zimbabwe, 1989.

Ongoing Research Project : Change and development in the informal economy of Kenya 1970-1990. ODA funded.

J.D. Wilson

Position: Senior lecturer, Teaching Studies

Address: Moray House College

Edinburgh

Telephone: 031 556 8455

Current Research Interests:

- Development of in-service teacher trainers (Botswana)

Very Recent Publications: Assessment for Teacher Development, Falmer, 1989. Appraising Teaching Quality. Hodder, 1988.

Ongoing Research Project.

Teachers as in service tutors project. (Botswana)

Collin Brock

Position: Senior lecturer in Education

Address: University of Hull
Cottingham Road
Hull HU6 7RX

Telephone: 0482 465406/7

Current Research Interests: - Gender and education in developing countries (see ongoing project below) - Education in small countries - The geography of education

Very Recent Publications:

The Challenge of Scale, (Ed. with K. Bacchus) Commonwealth Secretariat, 1987.

'Beyond the fringe? Small states and the provision of education'

Comparative Education, 24, 2, pp 167-179, 1988

Christianity and educational provision in international perspective (Ed. with W. Tulasiewicz) Routledge, 1988, pp 375.

Ongoing Research Project: Factors affecting female participation in education in six developing countries (Bangladesh, India, Cameroon, Vanuatu, Sierra Leone). Funded by the ODA (1989-90)

Malcolm Mercer Position: Director of Studies in Educational Planning and Administration Address: Overseas Student Unit School of Education University of Leeds Leeds LS2 9JT Telephone: 0532 334571

Current Research Interests: - Community financing of education - Relationship between education, employment and economic development

Very Recent Publications:

Only confidential reports

Ongoing Research Project: The cost-effectiveness of community financing of education among isolated groups in developing countries with reference to the hill peoples of northern Thailand, Sarawak and Sumatra.

John D. Turner Position: Sarah Fielden Professor of Education and Dean of the Faculty of Education Address: School of Education University of Manchester Oxford Road Manchester M1 3 9PL--Telephone: 061 275 3458

Current Research Interests: Main interests are teacher education, continuing education, higher education and educational development.

Very Recent Publications:

'The open market in higher education: the universities and the future' in British Journal of Educational Studies, 37, 2, May 1989

Ongoing Research Project:

Efficiency and cost-effectiveness in higher and teacher education

Ron F. Clarke

Position: Senior lecturer

Address: Institute for Development Policy and Management
University of Manchester
Oxford Road
Manchester M 13 MS

Telephone: 061 275 2815

Current Research Interests: - Management development needs of scientific, technical and professional heads (selection of LDCs)

Very Recent Publications:

Management for Amateurs: a 'total resource' approach, Manchester Training Handbooks, No. 11, 1989. (Appropriate for heads of schools, colleges, training centers, etc) Obtainable from C. Singleton, IDPM Publications, at above address.

Ongoing Research Project:

As above, but yet to be formulated as a specific project.

Keith Watson

Position: Reader in Education

Address: Reading University

Faculty of Education and Community Studies

Reading

Telephone: 0734 318840

Current Research Interests:

- Multicultural provision (W. Europe, ASEAN, USSR)
- Christian school movement (UK, Holland, USA)
- Educational development policies/programmes (ASEAN)

Very Recent Publications:

'Forty years of education and development' Educational Review, 40, 2, 1988, pp 137-74.

'Changing era of higher education in England and Wales' International Review of Education, 35, 3, 1989.

'Curriculum continuity: lessons learnt from other societies' Westminster Studies in Education, 11, 1988, pp 81-98.

Ongoing Research Project: 1, 2 and 3 above are all ongoing at present.

Chris Duke

Position: Professor Department of Continuing Education

Address: University of Warwick

Coventry CV4 7AL

Telephone: 0203 523835

Current Research Interests:

- Adult/nonformal education for development
- Higher education
- International/comparative studies

Very Recent Publications,:

Various papers in Adult Education and Development Journal, available from DW in Bonn, FRG.

Ongoing Research Project: Setting up of International Centre for Education in Development (INCED) at Warwick.

Paul Fordham

Position: Honorary Professor and Director

Address: International Centre for Education in Development
University of Warwick
Coventry CV4 7AL

Telephone: 0203 523839

Current Research Interests: - NFE in India and Anglophone Africa - Linking industrialised countries and LDCs by exploring the "education in development theme" e.g. for the unemployed.

Very Recent Publications: 'Training the adult educator as professional' International Review of Education, 35, 197-212, 1989.

Ongoing Research Project: Comparative policy studies in training and education of adults.

Graham Vulliamy

Position: Lecturer in Education

Address: Department of Education
University of York
Heslington
York YO1 5DD

Telephone: York 433457

Current Research Interests:

- Qualitative educational research (ethnography, case study etc.)
- School effectiveness (Papua New Guinea)
- Vocationalism and curriculum reform (Papua New Guinea)

Very Recent Publications.:

'School effectiveness research in Papua New Guinea' Comparative Education, 23, 2, 1987.

'Adopting secondary school science for rural development' Compare, 18,

'Environmental education in Third World schools' New Steps in

Environmental Edue Croom Helm, 1988.

Ongoing Research Project: Book on 'Doing Educational Research in Developing Countries: Qualitative Strategies' (co-written with K. Lewin and D. Stephens) about to be delivered to Falmer Press.

Angela Little

Position: Professor of Education in Developing Countries

Address: Department of International and Comparative Education
Institute of Education
London University
20 Bedford Way
London WC1H 0AL

Telephone: 01 636 1500

Current Research Interests:

- Sustainable innovations in primary education in rural areas (-Sri Lanka, China)
- Change in forms and functions of assessment systems in developing countries
- The transfer of learning motivation from school to work (Malaysia, India, Sri Lanka, England)

VeEy Recent Publications:

Learning from Developing Countries. An Inaugural Lecture, Institute of Education, University of London, 1988.

Why do Students Learn? A Six County Study of Student Motivation, (Ed.) Sussex Institute of Development Studies Research Report No. 17, 1987.

'Attributions in a cross-cultural context' Genetic, Social and General Psychology Monograph, 113, 1, 1987.

Ongoing Research Project: Implementing educational change in plantation schools in Sri Lanka. Just starting: Change in the forms and functions of assessment systems in developing countries.

Peter R.C. Williams

Position: Director of Education Programme Commonwealth Secretariat
Address: Mariborough House
Pall Mall
London SW1Y 51-1X
Telephone: 01 839 3411 Ext. 8235

Current Research Interests:

- International co-operation in education, especially higher education
- Raising quality of basic education

VeEy Recent Publications: Report of Commission of Enquiry into the Establishment of a Second University/Campus (Zimbabwe), Chairman of Commission, (Government of Zimbabwe, Ministry of Higher Education.) Partnership through Co-operation. 6th Report of the Commonwealth Standing Committee on Student Mobility and Higher Education Co-operation, Committee Secretary, 1989. Available from Commonwealth Secretariat.

B.L. Young

Position: Director Education Department
Address: British Council
10 Spring Gardens
London SW1 A 2BN
Telephone: 01 389 4203

Current Research Interests:

- Evaluation
- Health education
- Consultancy styles

Vey Recent Publications:

Primary Health Education, with S. Durstan, Longman, 1987
Educating for Capability: the Role of Science and Technology Education,
Case Study 4 on Aid Donors, British Council/World Bank

Keith Lewin

Position: Director of Research Sussex
Address: Education Development Building
University of Sussex
Falmer
Brighton BN1 9RG
Telephone: 0273 606755 Ext. 2489

Current Research Interests:

- Impact of research on education provision
- Science and technology education development
- Education reform in China

Very Recent Publications:

Innovation in Developing Countries, Case Studies Qualitative Strategies,

K. Lewin with J. Stuart, Macmillan 1990.

Doing Qualitative Research in Developing Countries, with G. Vulliamy, K. Lewin, D. Stephens, Falmer 1990.

'Rethinking revolution, reflections on China's 1985 educational reforms'
K. Lewin, Xu Hui, Comparative Education, 25, 1, 1989.

Ongoing Research Project: Science and technology education in developing countries. A series of regional case studies.

Janet S. Stuart

Position: Director, Overseas B.Ed
Address: Centre for International Education
Institute of Education
University of Sussex
Falmer
Brighton BN1 9RG
Telephone: 0273 606755 Ext. 2543

Current Research Interests:

- Teacher action research
- Teacher education (Seychelles)
- Curriculum development in development studies (Southern Africa)

Very Recent Publications:

Education Innovation in Developing Countries. Case Studies of Change Makers. (provisional title) J. Stuart with K. Lewin, forthcoming

Macmillan.

'Classroom action research: rationale, methods and practical applications' in BOLESWA Education Research Journal, 6, 1988.

Ongoing Research Project: Action research: establishing overseas B.Ed in collaboration with Seychelles Polytechnic, monitoring and evaluating progress over 4 years.

Peter Kutnick

Position: Lecturer in Education (Social and Development Psychology)

Address: EDB
University of Sussex
Falmer
Brighton BN1 9RG

Telephone: 0273 606755 Ext. 2495

Current Research Interests:

- Moral/social education in primary schools
- Determinants of within- school academic achievement and achievement motivation
- Effects of pre-school on primary school performance

All three current interests are focused in Trinidad and Tobago and the Caribbean.

Very Recent Publications:

'Moral education in Trinidad and Tobago' Journal of Moral Education, 1990.

'Antecedents affecting science achievement in classrooms in Trinidad and Tobago' International Journal of Educational Development, 8, 1988.
Relationships in the Primary School Classroom, London Chapman, 1988.

Ongoing Research Project: Perception of teacher; developmental and stratification issues.

David Stephens

Position: Lecturer in Education

Address: Centre for International Education
Institute of Education
University of Sussex
Falmer



UNIVERSITY OF EDINBURGH
APPLICATIONS FOR MEd
Advanced In-Service Education

The MEd Degree Course CAN be taken full-time over 12 months or part-time (one or two evenings a week) over up to four years. Areas covered include developments in educational theory, policy, curriculum, administration and professional practice, assessment, community education, guidance and counselling, research methods, principals of learning and motivation and learning difficulties. Specialisation is possible in mathematical education and educational psychology.

Admission requirements are now flexible and do not necessarily require a degree or a DipEd. Qualifying courses can be taken, and individual units may be taken by anyone interested.

For further details of application procedures and flexible entry requirements, write or telephone:

Department of Education,
University of Edinburgh
10 Buccleuch Place, Edinburgh EH8 9JY
Tel: 031-667 1011 ext 6442

**STUDY FOR A MASTER'S DEGREE OR DIPLOMA IN AFRICAN STUDIES
UNIVERSITY OF EDINBURGH
CENTRE OF AFRICAN STUDIES**

The M.Sc. is available either full-time (12 months) or part-time (24 months). It is designed to allow students a wide choice of subjects and courses which (in consultation with Centre staff) can be put together into a combination that covers one discipline or several, and that stresses academic training or the acquisition-of developmental skills. Its flexibility makes it a good way of achieving several different goals:

- Training for subsequent postgraduate work
- Further training for newly appointed University staff
- Acquiring further skills needed for career advancement
- Providing an extensive introduction to Africa

The Diploma is available by full-time study only and courses and options offered are the same as those offered for the M.Sc. Entry is less dependent on formal academic qualifications and it is thus ideal for students whose academic training has been unorthodox or interrupted. A good performance in the Diploma course will allow a student to apply to transfer to the M.Sc. or to a higher postgraduate degree.

Example of courses on offer African History, Education, Government and Politics, Anthropology, African Writing, Agroforestry, Forests and Environment, Gender in Development, Language and Politics, Law in Modern Africa, Rural Development, Social Policy and Development, Technology and Development and Political Economy.

Eligibility

For the M.Sc. a good undergraduate degree (preferably a 2:1) or equivalent, and good supporting academic references.

For the Diploma a good undergraduate degree, although we would consider students with a weak degree or without usual University qualifications, provided they have an extensive knowledge and relevant African experience, such as teaching or public service.

Academic references are also required.

Edinburgh University currently has a student population of some 11.000 students, 1200 of whom are overseas students from 90 countries. Students from developing countries are particularly welcome. Edinburgh itself is a special city, one of the most beautiful in Europe. It is Scotland's capital and has a wealth of libraries, museums and galleries, theatres and concert halls. Access to the surrounding unspoilt countryside is easy; the Scottish Highlands are within 50 miles to the north. The University Library houses an extensive collection of African material and well as important reference collections, including statistical and official publications.

For any further information on courses or a full listing of our publications, please contact the Secretary, Centre of African Studies, University of Edinburgh, Adam Ferguson Building, George Square, Edinburgh EH8 9LL, Scotland, UK.



RECENT

PUBLICATIONS

SOUTHERN AFRICAN STUDIES: RETROSPECT AND PROSPECT
Price £ 6.50 or US\$ 10.00

AFRICAN MEDICINE IN THE MODERN WORLD
Price £ 5.95 or US\$ 10.00

AFRICAN FUTURES-Proceedings of the Centre's 25th Anniversary
Conference
Price £ 12.00 or US\$ 20.00

FORTHCOMING: (within the next six to eight weeks)

BOTSWANA: EDUCATION, CULTURE AND POLITICS
Price approx. £ 11.00 or US\$ 18.75

OCCASIONAL PAPERS

9. Can Africa Feed Itself ?	D. McMaster
16. Overseas Training for Development: an analysis of Britain's Technical Co-operation Training Programme	K. King
17. Training for the Urban Informal Sector ...	K. King
20. The Politics of Workers Education in Zambia	D. Alexander
21. In-Service Training in Zimbabwe ...	K. King
22. Banking Regulations and Third World Debt Management	T. Lines
23. Technical and Vocational Education & Training in Kenya: the Movement towards a comprehensive National System; & Education-for-Employment & Self-Employment Interventions in Dev. Countries : Past Experience and Present Prognosis	K. King
24. Correspondence from the Royal African Comp. Factories at Offra and Whyda on the Slave Coast of W.Africa in the Public Record Office, London 1780-93	R. Law