

# NORRAG NEWS

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SPECIAL ISSUE  
ROUGH GUIDE TO THE LITERATURE  
ON EDUCATION AND TRAINING  
IN SELECTED COUNTRIES

Editor

## Editorial Address

Kenneth King, Department of Education, University of Edinburgh  
10 Buccleuch Place, Edinburgh EH8 9JT, Scotland, U.K.  
Telephone (44) 031 650 3879; Telex 727442 unived g  
Telefax (44) 031 650 6535 E-mail. P.King@uk.ac.eci

## Co-ordination Address

Michel Carton, Institut Universitaire d'Etudes du Développement QUED)  
Post Box 136, Rue Rothschild 24, 1211 Geneva 21, Switzerland  
Telephone : (41) 22 731 5940 Telex 412584 lued CH  
Telefax (41) 22 738 44 16

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## EDITORIAL

Kenneth King

The notion of a *Rough Guide to the literature on Education and Training* has been something we have wanted to do for some time. It may need just a little justification. First, there is no sense in which a *Rough Guide* can take the place of scholarly full-length reviews, carefully testing the worth of a particular new publication. On the other hand, reviews in the research journals often take two or three years to appear, if they appear at all. It is quite easy also to miss them when they do finally come out. In this present format, the reader is presented with 4 or 5 items on a particular country, recommended by someone who knows that **country well** or very well.

Second, a number of our NORRAG NEWS readers are based in donor agencies in the North, or in policy positions in the South. They do not have the leisure to locate or read lengthy scholarly reviews, but they may want rapidly to read up on South Africa, or they may have heard of Chile's 900 schools program, or they may want to check on some of what's been published in the direct follow-up to Jorntien since 1990. Another character of our readership is that they frequently have responsibility for more than one country, and need access accordingly to many bodies of material.

Third, in many, but by no means all, developing countries, the main university libraries have been badly hit by currency devaluation, and have been obliged to cancel many journal subscriptions. Staff and research students can no longer rely on the regular arrival of journals reviewing recent books. And this in turn makes it more difficult to locate some of what has been published and to refer to recent developments. We cannot pretend that these few pages can make-up for that regular intelligence, but the quite large number of items mentioned in this single place may be of assistance to hard pressed researchers, and even to some library acquisitions staff.

Fourth, and as important as any, quite a number of the items mentioned in these pages may never reach the international abstracting systems, or the review columns of 'serious' journals. This may be because they are published in the South, either in journals that are not refereed, or not 'international' (whatever that overused word may mean!). Or it may be because they are not strictly speaking 'academic' texts. They may be agency reports, or reviews or evaluations done by NGOs. There are several examples of these kinds of publications in the pages that follow.

We are aware that some readers feel that the lists of meetings we have traditionally provided are frustrating, in the sense that we lay out a series of attractive-sounding events that few if any of us are invited to. On the other hand, we give the contact point for those meetings, so that it is possible to follow up, and perhaps get some of the papers. We hope that the same will be true of some of the comments and references in these *rough guides* - that they give an indication of what is going on and who is involved. Readers may be able to follow up directly with the authors, especially since the bulk of the authors are members of the NORRAG network, or REDUC or ERNESA.

We should like to make a special mention of the REDUC abstracting network in this connection. Within Latin America, the existence of REDUC, and its accessibility, make it really unnecessary to have a *rough guide*, since there is such a wealth of material that can be called up from the data base at a moment's notice. Readers looking at Patricio Cariola's entry will envy his ability to call upon the REDUC system, and interrogate it for recent information in all the main categories of education and training. They will perhaps not be surprised to hear that the REDUC network has just been honored by being offered the Jan Comenius prize.

Although our main emphasis in this issue is on these *rough guides*, there are also a number of articles that mention important developments in higher education and networking. We would particularly want to draw readers' attention to information on the Education Research Network on Eastern and Southern Africa (ERNESA), and welcome Lydia Ramahobo, the chair of ERNESA, to these pages, both as the author of a *rough guide on Botswana*, but also as an analyst of the ERNESA network.

Edinburgh  
Centre of African Studies  
December 1993

## THE DEBATE ABOUT LITERATURE

Kenneth King  
African Studies, Edinburgh

There are just about 300 separate items mentioned in this *rough guide* in the many different articles by our contributors. Taken as a whole, they raise some interesting issues which we have just touched upon also in our Editorial.

**Building capacity in the South is Inseparable from research and publishing capacity** Most of the donor agencies nowadays talk of the importance of local capacity building, but arguably not enough attention has been given to the implications of the emphasis on capacity building for books and publications. There are some very large issues here. According to status reports on many university libraries in Africa, they have been obliged to stop subscriptions to many of the essential journals in different fields. With the devaluation of the currency, the subscriptions are beyond the means of the library (and even more so of individual budgets). There is a tendency to think of capacity building as involving Southern access to knowledge generated in the North, and that is clearly very important, but there is an issue that is possibly more important, and that is **building confidence about what has been generated locally, and making it readily available.**

**Building upon the local, and making it accessible** One of the really critical problems with university libraries in many developing countries is not so much that they don't have the last ten years of certain North American and European education research journals but that their locally generated information is so inaccessible. Katherine Namuddu, in a hard-hitting analysis of educational research and policy analysis in Eastern and Southern Africa, (in Namuddu and Tapsoba, 1993), correctly points out that libraries have a tradition of serving (now very poorly) as reception points for international information dissemination rather than as institutions that may satisfy local demand. In many ways, libraries and documentation centres have painfully to generate that demand for **the local consumption of the local**, for, as she argues, there is often the absence of a culture of reading, and this is confirmed by the 'all-permeating conviction that there is nothing to read'.

This is particularly obvious in those parts of libraries that are most local, and potentially most relevant to students, researchers and the interested public:

Eloquent evidence of this (failure of libraries to meet or stimulate local demand for local knowledge) is provided by the way in which libraries organise their Africana or special collections. These are the least accessible sections [of the library] and usually the smallest too. Here, only a single copy of an important national or regional document may exist. Many times Africana documents are to be read in situ, cannot be borrowed, or if they can be borrowed at all, only for twenty four hours. Some of the (local) material is never on open shelving. Seating is restricted and security for documents is stifling. As a result, many students avoid this section, and in most cases student and non-student readers have no opportunity to become acquainted with policy documents, the laws of their country, development plans, reports of commissions of inquiry and other important documents. This paranoia about the 'protection' of local documents thrives on the rhetoric that such documents are rare. This in itself feeds on the laxity, particularly of donor

communities, government departments, parastatals, and research organisations, in complying with local laws that require them to deposit research reports and findings in libraries and other institutions of learning. (Namuddu, 1993, Eastern and Southern Africa, in K. Namuddu and S.M. S Tapsoba, *The status of educational research and policy analysis in Sub Saharan Africa* (A report of the DAE working group on capacity building in educational research and policy analysis, IDRC, p.14)

We have quoted Namuddu at length because she is making a number of very important points about **the inaccessibility of the local, let alone the international, knowledge base.**

**Privileging the local knowledge base** Here the South could learn from the South. More than 20 years ago, those behind the idea of building a local knowledge base in education in Latin America identified the problem as being in part the lack of a culture of reading, and the lack of an institutional memory in universities and ministries about what had been written before. The REDUC network stands as a triumph to the conviction that capacity building in research is not to do with ensuring access to foreign research journals but with systematising access to what has been written locally. Capturing local knowledge, and making it accessible (unlike the Africana collections of African universities) is the key. Now, 20 years later, thousands of essential documents in Spanish can be readily accessed at key documentation centres across the region, through short abstracts, through microfiche, and, shortly, through CD-ROM.

In the economies of scarcity that characterise many African university libraries, it is precisely the absence of their essential African documents on data-bases that has produced the paranoia referred to above. If students could access scarce materials through sources other than hard copy, it could free up these local collections. But there is no doubt, from the experience of REDUC, that support for this kind of very long term building of an information capacity about local knowledge may need to rely on external funding. **Long term external funding.**

**Knowledge of the local research base versus book aid** Ideally, it is not an either/or situation. But donors have spent more time agonising about the lack of essential Northern sources in Southern libraries than about how to support local accumulation of the local knowledge base. Obviously, it is important for whole key collections of information about education (such as the more obvious journals about international and comparative education, or the excellent corpus of materials in institutions such as IIEP) to be made available in target libraries. But without a local knowledge base, and a local culture of demand for local research, book-aid, like food-aid, may even have a distorting influence.

Arguably, we need many more publications that synthesise, popularise, and refer to what has been written locally (by locals or foreigners) about education and training. There is, in fact, quite a lot of this, and in some countries, a very great deal. The book referred to in King's *rough guide to the informal sector in Kenya (Jua Kali Literature: an annotated bibliography)* (1993) is exactly the kind of publication we are looking for: locally-produced, and referring to a great deal of the local sources of knowledge. And there are many others. But certainly a great deal more needs to be done.

#### **NORRAG and future *Rough Guides***

In a small way NORRAG NEWS could in future issues give space to some of these local summaries, bibliographies and local reviews of what is recent and valuable in education

and training research. We should be glad to carry reference to accessible bibliographies in some of the other ERNESA countries and also to what the data base of SEARRAG in the South East Asian countries has achieved.

**Creating an international demand for the local** There is little doubt that a great deal of the good locally produced material is effectively invisible internationally. It cannot be traced through 'international' data bases since the working definition of 'international' may often just mean Northern (OECD countries), and thus local journals do not make it. It will be interesting, in this connection, to see how long it takes for *Mosenodi: Journal of the Botswana Educational Research Association*, to figure in some of these international data bases. This journal has just produced its first issue of its first volume, but presumably, as we have been suggesting above, it has to live off a dynamic local demand, whatever happens to it internationally. (The editor, R. Prophet, will be glad to field inquiries: University of Botswana, Private bag 0022, Gaborone, Botswana.)

**Ideas about rebuilding education and training research collections.** Although we have stressed the important priority of organising the collection, synthesis and dissemination of local knowledge, we should be delighted to hear of schemes for ensuring that some of the best information that is available now in the North can be acquired in the South. Later in this issue we use the *International Encyclopedia of Education (1994)* as an example of the kind of challenge facing the South. How does a set of volumes worth over £2,000 get adopted in many university libraries in the South? How do journals that have been missing through the lost decade of the 1980s get replaced? There are many other issues we hope we shall continue to look at, and we invite chairs and trustees of national membership associations to write us with ideas, suggestions and proposals.

Would anyone be interested, for example, in ensuring that we deposit back numbers of *NORRAG NEWS* in key university libraries??

**WHAT'S WORTH READING ON EDUCATION AND TRAINING IN BOTSWANA  
1989 - 1993**

Lydia Nyati-Ramahobo  
University of Botswana

### 1. Vocational Education and Training

Harvey, V.A, Karow, W., Molosi, P.O., Muller J. and Tempest, P.J. (Eds) (1993). *Vocational Education and Training*. Gaborone. Ministry of Education. 101 pages.

This book contains proceedings of the Vocational Education and Training Development Conference held on September 17-19,1992 at the Brigades Development Centre in Gaborone. It includes an executive summary on Government policy on vocational education and training, an analysis of training needs of the labour market and recommendations for vocational education and training beyond the year 2000. It includes appendices and illustrations.

Department of Technical and Vocational Education (1992). *Vocational Education and Training Development Plan: A report to the Minister of Education*. Gaborone. Ministry of Education. 66 pages.

This is a consultancy report sponsored by the German Agency for Technical Cooperation (GZT). The report provides a comprehensive analysis of the vocational education and training in Botswana. It also describes models from other countries which could inform the Botswana situation and concludes with recommendations.

Kann, U. et. at. (1990). *Education, Employment and Work: Report of an Intensive Training Course on education and employment*. Gaborone. IIEP, NIR and UNESCO. 209 pages.

Proceedings of a training course conducted in Gaborone, June 27 to July 14,1989 on education and employment in Africa. It provides a diagnosis of education and employment situation in Africa, including Botswana. It covers estimates of manpower supply and demand, theories of labour market and tracer studies conducted in Botswana. It includes the opening and closing addresses by Ministers of Education and of Presidential Affairs and Public Administration respectively as appendices. Contributors include Kenneth King, Bagele Chilisa, N.V. Varggese, B. Camara, and B.C. Sanyal.

### 2. Gender Issues

Ramore, L. (1991). *Women in Development in Africa. Vol. 1*. An annotated bibliography. Sayce Publisher.

Information on Botswana is on pages 37-47. It provides literature on the women in Development in Botswana with a brief description of the contents of each document.

Nyati-Ramahobo, L. (1992). *The Girl-child in Botswana: Educational Constraints and Prospects*. Gaborone. UNICEF. 36 pages.

Based on a study commissioned by UNICEF. It contains an executive summary outlining major constraints facing girls in Botswana and recommendations on how the constraints could be overcome. It also provides an inventory of practical



efforts by Governmental and Non-Governmental in addressing gender disparities in the country.

### 3. Education in General

Seisa, S. and Youngman, F. (eds.) (1993). *Education for All in Botswana*. Gaborone. Macmillan.

Proceedings of the follow-up conference on Education for All held in Gaborone on June 17-21, 1991. It covers issues of access and scope of basic education, quality of basic education, and partnerships in basic education. It includes recommendations for the future.

British Council (1989). *Education in Botswana*. Gaborone. British Council.

Provides basic information on all levels of education in Botswana.

Evans, M. and Yoder, J. (Eds.) (1991). *Patterns of Reform in Primary Education: The Case of Botswana*. Gaborone. Macmillan. 209 pages.

Describes major pre- and in-service activities of the Ministry of education from 1981 to 1991. It is useful for teacher trainers.

Republic of Botswana (forthcoming). *National Commission on Education 1992 Report*.

This report is expected to be out by March 1994. The Commission was to review the entire education system and its relevance in order to make recommendations in relation to the changing economic and social context of the country. It was also to re-examine the structure of the education system and recommend a system which will guarantee universal access to basic education, whilst consolidating and vocationalising the curriculum content at this level (Ministry of Education, 1992:4). Ten studies were commissioned to address various facets of the education system. Major recommendations of the Commission will be published in summary form in *Mosenodi: Journal of the Botswana Educational Research Association (Vol. 1 (2))*.

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## RECENT LITERATURE ON EDUCATION AND TRAINING IN EGYPT

Noel McGinn  
Harvard Institute for International Development

Toronto, James A. *An Organizational Analysis of the Ministry of Education, Arab Republic of Egypt*. Cambridge, MA: Harvard Institute for International Development, Development Discussion Paper 364ES, May 1990. 100pp. (US\$ 5)

This paper provides a detailed description of the annual operation of the Ministry of Education of Egypt. Toronto, who speaks excellent Arabic, spent months of interviewing officials and observing how they carried out the annual calendar of the Ministry with respect to enrolment of students, hiring and placement of teachers, distribution of texts and provision of facilities. The focus of the analysis is the use of information in decision-making and implementation.

The paper is unique in at least two respects. First, there are very few published descriptions of how any ministry of education actually works. Second, this officially sanctioned document provides a stunning picture of an organization with serious problems of management. The causes appear to be two: regulations once designed to insure efficiency over time no longer fit current conditions and trammel efforts to carry out orders; the national government has given the Ministry objectives that compete with efficient provision of education services. For example, the Ministry is obliged each year to place more teachers than are actually needed in schools, in order to satisfy the Government's promise of employment to university graduates.

Ministry of Education, Division of Educational Information and Planning, Arab Republic of Egypt, Cairo, June 1993. *National Survey of Teaching Practices and Student Achievement: General Report*, 300pp.

This report describes the objectives, methods and results of a national study of determinants of academic achievement in the 5th and 8th grades of public schools in Egypt. The study was of heroic proportions, 600 schools, 2400 teachers, 36,000 students, achievement tests in 4 subjects (Arabic, Math, Science, English). Because this study was done relatively late in the history of production-function type studies, it overcame some of the limitations of early efforts to assess just what impact schools have. For example, the study used new multilevel analysis statistics to separate individual student contributions to achievement, from those of teachers, and interactions between teachers and their individual students. Efforts were made to characterize differences in teaching practices according to subject matter (not much difference). The most effective measures were student reports of teaching practices: the achievement of each student is more affected by how the teacher treats that student.

The study identifies a series of teaching practices (no surprises here -- interaction with students is best) that are most effective. It demonstrates that once differences in family background are taken into account, participation in private tutoring after hours makes no contribution to overall achievement. It is able to show that school principals are almost as important as teachers in their impact on learning outcomes. The best principals are not those who are master teachers, but rather those who construct a supportive and disciplined environment in the school.

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## WHERE TO START ON THE INFORMAL SECTOR IN KENYA

Kenneth King  
African Studies, University of Edinburgh

Perhaps it's appropriate that the country to which the term 'informal sector' was first applied, just over 20 years ago, should be the one with some of the richest current sources on the Jua Kali, as the informal sector is now called in Kenya. Some sense of the scale of what has been written on Jua KaVi in these last two decades can be gathered from the volume by Kenya Rural Enterprise Programme (K-REP), 1993, *Jua Kali Literature: an annotated bibliography*. This contains no less than 504 summaries, and some 689 titles that related to small scale and micro-enterprise in Kenya. The bibliography is very valuably broken down into sections, such as 'Education, training and entrepreneurship (81 entries) or 'Gender issues' (34 items), or 'roles and characteristics' (105). The bibliography can be acquired from K-REP, P.O. Box 39312, Nairobi, and costs Ksh 500 and US\$ 10, (pp352).

Apart from this essential reference point, there will be a book emerging in 1994 which is the outcome of a major meeting arranged between IDS Nairobi and the Centre for Development Research in Copenhagen. The conference for which the papers were written was termed *Networks of Enterprises*, but the conference drew together from Kenya and surrounding countries a rich range of recent writing on the Jua Kali. In particular in Kenya, the volume will be valuable in containing much of the very contemporary work by Kenyan scholars (many of them women) who are now working on aspects of small and micro-enterprise. The principal authors are Dr. Dorothy McCormick (IDS) and Dr. Poul Ove Pedersen (CDR).

For a donor (whether bilateral or NGO) wondering about supporting a Jua Kali project in Kenya, and wondering what is already being supported there is an invaluable resource in another K-REP product: *Inventory of projects and programmes for small and Jua Kali development in Kenya*. (June 1993). This also breaks down the material by some of the same categories used in the *Bibliography*, and hence it is possible to consult some 30 projects that are related to 'Education, training and entrepreneurship', and no less than 70 projects on 'Credit and finance'. Altogether there are 132 projects or programmes identified and summarised. The volume is available, presumably, by writing to K-REP at the address given above.

It looks as if there may shortly be several full length studies on the informal sector in Kenya. Dorothy McCormick's work on garment-making with its very welcome emphasis on women in the informal sector may be available in book form. Similarly, work by Kinuthia Macharia on ethnic dimensions of the sector could also appear in book form. Finally, Kenneth King has been working on revisiting his original *African Artisan*, (1977) and has been writing a new volume entitled, *Jua Kali Kenya: the African Artisan revisited*. This should be finished in early 1994.

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#### RECENT LITERATURE ON EDUCATION AND TRAINING IN KENYA

David Court; Mary Mukunga  
Rockefeller, Nairobi

Court, David; Makau, Ben and Cookesy, Brian 1993. *Beyond capitalism and socialism in Kenya and Tanzania* in J B Barkan

Obura, Anna 1991. *Changing of images: portrayal of girls and women in Kenyan textbooks*. Nairobi, Acts Press.

Sifuna, Daniel N. 1990. *Development of education in Africa: the Kenyan experience*. Nairobi, Initiatives Ltd.

Eshiwani, Daniel 1992. *Education in Kenya since independence*. Nairobi, East African Education Publishers.

Bogonko, Sorobea N. 1991. *A history of education in Kenya (1895 - 1991)*. Nairobi, Evans Brothers, Kenya (Ltd)

Hughes, Rees and Mwiria, Kilemi 1990. An essay on the implication of university expansion in Kenya in *Higher Education*, Vol. 19, no. 2, 1990.

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**NAMIBIA: A SELECTION OF RECENT EDUCATION DOCUMENTS**

Thelma Henderson  
University of Warwick

Since 1990, when Namibia became independent, a large number of documents have been written relating to the changes which are brought about in the education system. These documents have been produced by the Ministry of Education and Culture of the Government of Namibia (MOEC) and by consultants employed by the major aid agencies working in Namibia. A selection is offered below.

**1. The school system**

MOEC. *The National Integrated Education System for Emergent Namibia: Draft Proposals for Education Reform and Renewal*. Windhoek 1990.

MOEC. *Education in Transition: Nurturing our Future. A Transitional Policy Guideline Statement on Education and Training in the Republic of Namibia*. Windhoek 1990.

MOEC. *Change with Continuity. Education Policy Reform Directive 1990. A Policy Statement*. Windhoek 1990.

MOEC. *Namibian Educational Code of Conduct for Schools*. Windhoek 1990.

MOEC. *Education and Culture in Namibia. The Way Forward to 1996. Broad Policy Directives for Reform and Renewal in Namibia 1991*. Windhoek 1991.

MOEC. *Toward Education For All: A Development Brief for Education, Culture and Training. Draft 2*. Windhoek 1992.

MOEC. *Curriculum Development for the Reform of Basic Education. Draft*. Windhoek 1992.

MOEC and UNICEF. *Basic Education in Namibia: Report of an Assessment of Basic Education*. Windhoek 1990.

Hultin-Croellum, M. *Vocational Education in Namibia: a Development Proposal*. SIDA, Stockholm 1990.

Turner J D *Education in Namibia: Report of a Consultancy for the MOEC*. ODA, Windhoek 1990.

**2. Teacher Education**

United Nations Institute for Namibia. *Report of the International Conference on Teacher Education for Namibia*. Volume 1 Research Papers and Teacher Training Reviews. Volume 2 Summary of Proceedings and Conference Recommendations, Lusaka, Zambia, 1989.

UNESCO . In-service *Teacher Education in Namibia. UNESCO Mission Report ED90/WS-32*, 1990.

Andersson 1, Callewaert S, Kallos D *Teacher Education Reform for Namibia, Report of a Consultancy for MOEC*, University of Copenhagen, 1991.

ED/OPS and UNESCO. *The Training Needs of Serving Teachers. A Sample Survey*. Windhoek 1991.

### 3. Higher Education

Katchavivi P *Just Hang in There: Future and Role of Tertiary Education in Namibia* Forum October 1990.

Turner J D *Higher Education in Namibia: a Report of a Presidential Commission on Higher Education*. Windhoek 1991.

### 4. Adult and Non-Formal Education

MOEC and UNICEF *Literacy and Non-Formal Education in Namibia. Report of an Evaluation of Literacy and Non-Formal Education Programmes*. Windhoek 1990.

Townsend Coles E K, Kann U *Proposal for a National Literacy Programme for Namibia*. SIDA Windhoek 1991.

### 5. Language Policy

MOEC. *The Language Policy for Schools: 1992- 1996 and Beyond*. Windhoek 1992.

Henderson T *English in Namibia. Volume 1. Introducing English within the Formal Education System, Report of a Consultancy for MOEC, ODA*, Windhoek 1990.

Henderson T *English in Namibia. Volume 2. Introducing English within the Adult and Non-Formal Education System. Report of a Consultancy for MOEC, ODA*, Windhoek 1991.

Chamberlain R with the help of others *Assessing the Impact of the Language Policy in Schools*, Windhoek 1993.

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## RESEARCH AND PUBLISHING ON EDUCATION IN SENEGAL

Michel Carton  
IUED, Geneva

No one could have imagined in 1817 that the opening of the first modern school in Senegal would have such an impact on this country. By the end of the 1980s, nearly 30 per cent of the state budget, or 4 per cent of the GDP, was being spent on education. The memory of the "Ecole des Notables", which opened in 1841 to educate civil servants and the sons of officials, continues to affect those who invest in education still believing that this ensures socio-economic promotion. Therefore, it is not surprising that this sector of society has shown a resistance to the structural adjustment policies, particularly those pertaining to education that have been in force since the beginning of the 1980s. The resistance has principally been to preserve, in spirit and to the letter, the educational policies that have become deeply anchored in the social and political values and habits of the population.

The value placed on education can not be understood without reference to Senegal's economic history since the 19th Century. Senegal was the political capital of French West Africa until the end of the 1950s. While the structure of production and employment included agricultural products, it had largely been oriented towards the service sector so that the colonial system could function correctly. This explains why there was little interest in vocational education, either in agriculture or industry. At the same time, general education, aimed at forming administrators to fill the increasing number of posts available until the end of the 1970s, was keenly sought after.

The principal objective of the government had, therefore, been to preserve the living standards of large, relatively advantaged, mostly urban minorities rather than to invest in self-augmenting and self-reliant growth. To counterbalance this trend, it was jointly decided in 1980 by the President of the Republic -- the Prime Minister at that time -Mr. A. Diouf and the IMF that a structural adjustment program was needed in the country. Ten years later, a report written by E. Berg Associates (authors of the 1981 World Bank document, *Accelerated Development in Sub-Saharan Africa: An Agenda for Action*) stated that the measures of structural adjustment had been "postponed".

This brief overview of the situation was necessary in order to situate educational research and publishing in its appropriate context. Clearly different from the English speaking African countries, both west and east, the French speaking nations did not **develop**, either **before or after independence**, any **full-fledged** research and training institutions in the field of education. In a recently published report, S. Tapsoba points **out some of the specific characteristics of the French speaking** countries in terms of educational research:

- training in educational research as a distinct area of specialization is lacking;
- very few universities have faculties of education;
- training in education, based on the French model, is provided in teacher training colleges and focuses essentially on classroom approaches;
- further training in educational action-research for teachers is not conceived as a means of promotion and/or problem-solving, as promotion is based on the years of service.

As far as the universities are concerned, Tapsoba pinpoints the following problems:

faculty members are part of the civil service: their promotion does not depend on their current research activities, unless it is related to a "Doctorat d'Etat" which is in itself a promotion instrument; faculty members have heavy teaching duties; only a few postgraduate programmes are based in the universities and the few existing ones are in the "Ecoles normales supérieures" which are geared towards training teachers and not researchers; infrastructure (libraries, documentation centres, computers) is in a very bad shape (The National Centre for Education in Cameroon "has not subscribed to a research journal since its creation as a research institution in 1973,'); "most educational research facilities are in a total state of chaos".

These elements explain why the impact of educational research on policy-making is so weak. About neighbouring Burkina Faso, Tapsoba notes that a policy analyst from Ouagadougou University mentioned to him "that the authorities tend to implement policy that has been rejected by researchers. Officials appear to be uninformed about existing analyses, or they choose to ignore them".

Even if the situation is not so bleak in Senegal, the amount of published material on education and training is rather limited and of a very specific nature. Nevertheless, mention should be made first of the extensive coverage of education and training problems in the press. For more than fifteen years, the Senegalese newspapers of all affiliations have been reporting regularly on the educational events from a political view -- thereby reflecting the very nature of many educational events! Some of these reports, as in the weekly *Sud-Hebdo*, tend to incorporate policy analysis thanks to a few on-the-job specialized journalists. A monthly publication called *Options*, run by a group of "intellectuals" from the University is following along the same lines.

Apart from this source, educators can rely on a very irregular periodical issued by the Ecole Normale Supérieure, *Liens*. But, as explained by Tapsoba, the Ecole Normale

Supérieure is mainly concentrating on teacher training and the topics covered by the journal are very much pedagogically centered. Along the same lines, the Association of History and Geography Teachers publishes a journal, *Historiens et Géographes du Sénégal* which sometimes contains some educational problems analyses.

As far as the State is concerned, the Institut National d'Etudes et d'Action pour le Développement de l'Education (INEADE) publishes some working documents relating to pedagogy, teacher's training and evaluation. Mention should be made of the name of one researcher, Mamadou Ndoye, who was until recently the head of an opposition teachers' trade union and is today the Minister for Literacy -- which demonstrates the strong relationship between the day to day educational politics and practice but also reveals an impediment to a more independent, long-term reflection.

Some long-term considerations can nevertheless be found in a few documents, articles and books. First of all, education and training problems are approached in their broader socio-political context by M. C. Diop and M. Diouf in their provocative analysis *Le Sénégal sous Abdou Diouf*. In this book, they consider the State as being a "mercenary" because it leans on all types of actors -- notables, religious leaders, influential members the dominant political party, merchants and officials in the state structures of production. But, under the conditions of the structural adjustment programmes, the state technocrats<sup>1</sup> have had to demean the influence of a certain number of these actors, without any others appearing that could replace them that would be accepted by either the local population or aid agencies. the dominant political party, merchants and officials in the state structures of production. That's why the game of "cat and mouse" is played by civil servants who are caught between economic and financial constraints largely imposed by foreign agencies (leading to a 15 per cent decrease in civil servants salaries last October), and national political and social movements that are still strongly influenced by the "Golden Age" of the 1960s. In fact, university students', secondary pupils' and teachers' trade unions have been strongly influenced in that respect for a long time, as well as urban youth more recently.

A deep and passionate analysis of a unique Senegalese social movement -- Set Setal -involving both schooled and unschooled youth in Great Dakar has been produced by the journalists of the above-mentioned newspaper *Sud-Hebdo*. In *Set Setal: la seconde g-ration des barricades*, I.C. Niane, V. Savane and B.B. Diop show that faced with the decrease in quantity and quality of the urban services provided by the State, the municipalities and even the ruling political party, many young people decided by the end of the 1980s to "self-manage" their local environment (waste disposal, police, etc.... This phenomenon is very important because it reveals a deep change in the social relations between youth and adults through the breaking of the traditional relationship of dependence between the younger and older generations. The present uncertain Senegalese situation, in all fields, can largely be explained on these grounds.

A last reference must be mentioned: *Ltcole S6n6galaise en gestation: de la crise. ~ la rdforme*, by A. Sylla. First of all, mention must be made about the technical difficulties encountered by the author; a whole book devoted to education is not very attractive for commercial publishers in French speaking Africa, apart from the Nouvelles Editions Africaines! But, more important, this book reflects the present tensions around education in Senegal: how to evolve from the "ideal" situation inherited from the 19th Century to the present adjustment constraints, after having passed, in 1981, through the utopia of a democratic, flexible, life-long oriented education and training system as proposed by the Etats G6ndraux de l'Education? How to avoid the breaking down of the

<sup>1</sup> A good analysis of the profile of these people has been done by B. Niane in *Des tnarques* (with reference to the National School of Administration -- ENA -which is a Senegalese version of the French School of Administration ) aux managers: note stir les m6canismes de promotion au

S6n6gal. *Actes de la Recherche en Sciences Sociales*, Paris, no. 86/87 mars 1991 (ISSN 0335-5322).

public system, undermined by economic and political contradictions? How to build adapted educational research capacities dealing not only with pedagogy but also with policies?

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NAMUDDU, K et J.M. TAPSOBA, 1993 - *The status of educational research and policy analysis in sub-saharan Africa*, Ottawa, IDRC, March 1993.

NIANE, I.C. et V. SAVANE, 1991 - *Set Setal: la seconde generation des barricades*, Dakar, Sud Editions.

SYLLA, A, - *Lecole s-galaise en gestation: de la criseJ la rdforme*, Dakar, Nouvelles editions africaines, (to be published).

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*Sud-Hebdo*, B.P. 4130 Dakar.

##### Periodicals

"Historiens, Géographes du Sénégal," *Revue de l'ASPGH*, ENS, BP 5036, Dakar, (ISSN 0850-8011).

"Liens Ecole Normale Supérieure," *Revue du Centre de Recherche de l'ENS*, (ISSN 0 85 0 -4 80 6).

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#### A BRIEF LOOK AT SOUTH AFRICA

Chris Colclough  
IDS, University of Sussex

On the political economy of transition and the economic prospects for the future, see C. Sirnkins and M. Lipton, *State and market in post-apartheid South Africa* Wits University Press, 1993. This includes a good chapter on education by Andrew Donaldson. Economic commentary of a more technical kind can be found in P. Fallon et al., *South African: economic performance and some policy implications*, in: *Informal discussion papers on aspects of the economy of South Africa*, World Bank, Washington 1993.

Statistics on the present education system are in *Education realities in South Africa 1991*, Department of National Education, July 1992, and on the educational



characteristics of the population in *A comparative education profile of the population groups in South Africa*, Development Bank of Southern Africa, PO Box 1234, Halfway House 1685, RSA.

The most important source documents for analysis of current education problems and on possible future developments, are thirteen monographs reporting on the results of the National Education Policy Investigation (NEPI). The object of this investigation was to interrogate policy options in all areas of education, with a value framework derived from the ideals of the democratic movement. The volumes cover adult education, curriculum, governance and administration, language issues, post secondary education and other topics. I found the volume on education and training systems and the structure of schooling to be extremely useful. This is entitled *Education planning, systems and structure* NEPI, Oxford University Press, Cape Town 1993. Aspects of education planning, finance and management are discussed in this volume and in the companion one on *Governance and administration*.

[Apparently the ANC's education policy framework is being published in

December 1993, just as we go to press. Editor.]

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## LITERATURE FROM THE 1990s ON EDUCATION IN TANZANIA.

Birgit Brock-Utne

University of Oslo

Language and Education in Tanzania: A heated debate is going on in Tanzania on the present and future policy regarding the language of instruction. What happened to the plans of the early eighties to switch into Kiswahili as the language of instruction in secondary school first and later at the University level? The following recent works lead you into that debate:

Rubagumya, Casmir, ed., 1990: *Language in Education in Africa: A Tanzanian Perspective*. Clevedon, Philadelphia: Multilingual Matters. 158 pp.

Rubagumya, Casmir, 1991: Language promotion for educational purposes: the example of Tanzania. *International Review of Education*. Volume 37.No.1.pp.67-87.

Roy-Campbell, Zaline Makini, 1992: *Power or Pedagogy: Choosing the medium of instruction in Tanzania*. Ph.D.thesis. University of Wisconsin-Madison. 304 pp.

Brock-Utne, Birgit, 1993: Language of instruction in African schools - a socio-cultural perspective. *Nordisk Pedagogik*. Nr.4. pp.228-250.

**Tanzania and literacy:** Kadege, Nyasugara, Ari Kater, Miriam Keregero, Victor Mlekwa and Philemon A.K.Mushi, 1992: *Peasants and Educators: A study of the literacy environment in rural Tanzania*. Dar es Salaam: Ministry of Education and Culture and the Swedish international Development Authority, Stockholm. January/February 1992. 89 pp. Includes casestudies of four regions in Tanzania; Arusha, Dodoma, Mtwara and Mwanza.

Buchert, Lene, 1993: A gender perspective on Adult literacy programmes in Tanzania: Some lessons from Dodoma region. *Journal of the African Association for Literacy and Adult Education*. Vol.7.No.1.pp.7 -25.

**Gender and Education in Tanzania:** At the end of May 1989 a new research group focusing on the gender issue in education in Tanzania was formed. The group is called WED (Women, Education, Development) and is based at the Faculty of Education (P.B.35 048), University of Dar es Salaam. The Secretary of the group is Lecturer Grace Puja. A description of the activities of the group can be found in:

Brock-Utne, Birgit, 1991: Women and Education in Tanzania. Report from a new African research group and a seminar. *Women's Studies International Forum. Vol.14. Nos.1/2. p.111 - V of Feminist Forum.*

The following reports are currently the main reports from the group:

Brock-Utne, Birgit and Mwajabu Possi, 1990: The expectations of some secondary school students in Tanzania concerning their future life, education and jobs. *WED-REPORT NO.1. 1990. 76 pp.*

Brock-Utne, Birgit, and Naorni Katunzi (eds.) 1990: How to improve the situation in the education sector for girls in Tanzania. Proceedings and suggestions from a WED-seminar arranged by WED 17th to 20th of September 1990 at IDIVI, Mzumbe in cooperation with the Women's group, IDIVI. *WED-REPORT.NO.2.35.pp.*

Brock-Utne, Birgit, and Naomi Katunzi (eds.) 1990b: Women and education in Tanzania. Twelve papers from a seminar arranged by WED and held at IDIVI, Mzumbe, 16 -20 September 1990. *WED-Report. No.3. Dar es Salaam: WED: Feb.1991. 200.pp.*

Kassimoto, Tuli Jocelyn, Grace Puja and Selina Mushi: The Knowledge about and attitudes towards AIDS among Secondary School Girls aged 13 - 19 in Tanzania. A Case Study of Dar es Salaam and Kagera Regions. *WED - Report NO.4. Dar es Salaam: WED, Feb. 1991. 61 pp.*

Surnra, Suleman and Naomi Katunzi, 1991: The Struggle for Education: School Fees and Girls Education in Tanzania. *WED Report No.5. Dar es Salaam: WED: October 1991.68pp.*

Another Dar-es-Salaam based research group has also undertaken gender focused studies within education. This is the group called TADREG. TADREG stands for Tanzania Development Research Group and has the address: P.O.Box 716 12 Dar es Salaam. Phone: 255 - 51 - 67 582, Telex: 41 932 Contact TZ, Fax: 255- 51- 67 304

TADREG, 1990: Girl's Educational Opportunities & Performance in Tanzania. *Research Report no 2 July 1990. 34.pp.*

Apart from these reports a 305 pages long report on Education in *Tanzania with a gender perspective* was prepared for SIDA, Dar es Salaam in August 1990. The authors are: Marjorie Mbilinyi, Patricia Mbughuni, Ruth Meena and Priscilla Olekambaine.

#### **Some interesting works dealing with more general issues within education in Tanzania:**

Buchert, Lene, 1991: *Politics, Development and Education in Tanzania, 1919 - 1986, an Historical Interpretation of Social Change.* University of London: Institute of Education. Ph.D. thesis. September 1991. Being published at the end of 1993 under the title: *Education in the Development of Tanzania 1919-1990.* London: James Currey Publishers.

United Republic of Tanzania (URT), 1992: The Tanzania Education System for the 21st Century. Report of the Task Force. Dar es Salaam: URT, Ministry of Education and Culture & Ministry of Science Technology & Higher Education. 101 pp.

Roy-Campbell, Zaline Makini, 1992: The Politics of Education in Tanzania. in; Campbell, Horace and Howard Stein, (eds) 1992: *Tanzania and the IMF. The Dynamics of Liberalization*. Boulder: Westview Press. pp.147-171.

Sarnoff, Joel with Suleman Surnra, 1992: *From Lighting a Torch on Kilimanjaro to Surviving in a Shanlytown: Education and Financial Crisis in Tanzania*. A Case Study Prepared for the ILO-UNESCO Interagency Task Force on "Austerity, Adjustment, and Human Resources." 106 pp.

TADREG, 1992: *Poverty-focused Primary Education Project for Tanzania Mainland. A Description and Analysis of Key Data and Documentation*. TADREG, Project 005/91-2. 70 pp.

TADREG, 1993: *Parents' Attitudes and Strategies towards Education in rural Tanzania*. March 1993. 48 pp.

Booth, David, Flora Lugangira, Patrick Masanja, Abu IVivugi, Rosemarie Mwaipopo, Joaquim Mwami and Alison Redmayne, 1993: *Social, Economic and Cultural Change in Contemporary Tanzania. A People-Oriented Focus. Report to SIDA*, commissioned through the Development Studies Unit, Department of Social Anthropology, Stockholm University. 133 pp.

Brock-Utne, Birgit, 1993: *Education in Africa. Vol.1. Oslo*: Institute for Educational Research. Rapport no.3.1993. 136 pp. Contains three papers, one critiquing the World Bank policies on education for Sub-Saharan Africa, one looking at language of instruction, especially in Tanzania and one looking at a couple of donor initiatives in the education sector in Tanzania.

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## ZIMBABWE

Simon McGrath  
Centre of African Studies, Edinburgh

Research on Zimbabwe is considerably eased by the existence of a small but energetic publishing industry. The University of Zimbabwe (Harare) also has a number of inhouse publications. The most important of these is the *Zimbabwe Journal of Education Research*. This is available from the Human Resources Research Centre in the Faculty of Education. The HRRC also produces a series of occasional papers.

The beginning of Zimbabwe's second decade of independence was marked by a series of donor evaluations of the education and training system. Within this genre the following are particularly valuable:

Colclough, C., J-1.Loefstedt, J.Manduvi-Moyo, O.E.Maravanyika and W.S.Ngwata, 1990 *Education in Zimbabwe: Issues of Quantity and Quality*., SIDA Educational Division Documents 50, Stockholm

Dorsey, B.J., 1990, *Ten Years of Educational Expansion*, World Bank, Washington D.C.

Dorsey, B.J., M.Matshazi and L.N.Nyagura, 1991, *A Review of Education and Training in Zimbabwe*  
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The general picture provided by these reports s arge y e sa

er, there

are key areas where their findings appear to reflect who they are written for. In particular, there is a small, but significant difference in their opinions on the ideal balance of academic and pre-vocational education. Other key issues raised include the inequality of resources between different types of schools; gender biases; and the financing of the system as a whole.

One significant aspect of education and training policy and provision in Zimbabwe has been the government's willingness and ability to shape an education policy that has questioned the views of the World Bank in particular. Both of the country's first two Ministers of Education were prepared to argue their ideas in academic circles. Although the recent appointment of a new minister may reflect a change in policy, it is worth looking at an example of previous ministerial thought:

Sachikonye L. , 1990, 'Strains and Stresses in the Zimbabwe Education System - An Interview with F.Chung, Minister of Education', *Review of African Political Economy*, 48, Pp76-81

This article provides a very useful summary of the key issues facing the government and a rationale for the policies chosen.

One of the key innovations in the first decade of independence was Education with Production (EWP). The state decided to devolve responsibility for this onto an NGO: Zimfep. To get an insight into the current status of EWP, therefore, a valuable source might be the following:

Zimfep, 1993, *Zimfep Annual Report 1992*, Zimfep

Whilst this is not a critical external survey of the organisation's performance, it does provide useful insights into the programmes and priorities of Zimfep. It also provides a breakdown of sources of Zimfep's funding which might prove very valuable. This report is available from the Zimfep offices on Union Avenue, Harare.

## RECENT LATIN AMERICAN LITERATURE ON EDUCATION

Patricio Cariola, S.J.  
CIDE/REDUC, Chile

## A. General

ining is

If you want to know in what direction regional thinking on education and training is moving, you cannot afford to miss the following. One piece builds on the other. Wherever there is an abstract in the REDUC data-base, this is indicated by RAE plus number. Unpublished documents will appear in REDUC as soon as they come out in some sort of printed form. REDUC abstracts and indexes are available on paper and diskette; originals on microfiche. Order subscriptions or single copies from CIDE/REDUC, casilla 13608, Santiago, Chile. n.b. Within the UK, the late Bev Young of the British Council bought a subscription= behalf of the British education constituency. This is located in University of Bristol. In CESO, The Hague, there is also an entire set of REDUC materials.

Rama, German, 1987, *Desarrollo y educacion en America Latina y el Caribe*, Buenos Aires, Edit, Kapeluz

This reflects L.A. research and thinking during the eighties. Rama was recently awarded the Jan Comenius prize by UNESCO. Tedesco and Weinberg were the other two key authors.

Economic Commission for Latin America and the Caribbean / Regional Office for Education in Latin America and the Caribbean (OREALC). 1992, *Education and knowledge: basic pillars of changing production patterns with social equity* RAE 6423

This is the most original piece - after Freire but entirely different from him - that has been produced in L.A. on education. It works out for education the new economic strategy designed by CEPAL (mostly by the late Fernando Fainjsibler). Responsible authors were Brunner, Tedesco, and Schiefelbein from UNESCO plus Fainjsilber himself.

UNESCO/PROMEDLAC V (Proyecto Principal en la Esfera de la educacion en America Latina y el Caribe), 1993, *Hacia una nueva etapa de desarrollo educativo. Documento de la traba/C Meeting of PROMEDLAC V SANTIAGO*, OREALC. Provides the OREALC diagnosis of the problems of LA education. And it provided food for thought for the most recent Conference of LA Ministers of Education.

ENESCO/PROMEDLAC V, 1993, *Quinta reunion del Comité intergubemamental del Proyecto Principal en la esfera de la Educacion en America Latina y Caribe. Informe final*, June 1993, OREALC, Santiago.

Contains speeches, papers (rather good on management of education, on children and literacy). The conference was timely in terms both of the drastic changes actually being pushed by the economic sectors in government (decentralisation, privatisation etc) and the new rhetoric (we hope it goes beyond that) of economists and the business community, about the importance of education and training to compete in the world market and to grow economically with a measure of equity.

CLACSO, 1993, *Seminario 'La investigacion educacional Latinoamericana de Cara al Ano 20001'*. Informe final Punta de Tralca, CLACSO, Santiago.

This Seminar was piggy-backed on PROM EDLAC V as we announced in NN 14, 1993. Conclusions were introduced on the floor of the Conference. It reflects the interest of LA researchers in current problems.

Brunner, Jose Joaquin and Sunkel, Guillermo, 1993, *Conocimiento, sociedad y politica* FLACSO, Santiago. First class research and reflection by action-oriented sociologists. Focuses on the use of knowledge, including use of education research. Very stimulating. stresses the role of social scientists as 'symbolic analysts' in policy design and implementation.

Gonzalez, C. Jose, 1993, *Juego de simulacion: 'Una nueva oportunidad'*, CIDE/REDUC, Santiago. This is a computer-based simulation game designed to train policy analysts and educational planners. It is designed to make them aware of the relationships between investment in education and the international economic competitiveness of a country. It was first tried in OREALC's planning course in Santiago in Oct. 1993. It is inspired by some of the BRIDGES (Harvard) project products.

**B. Privatisation and decentralisation** The IMF, World Bank and Ministries of Finance push through drastic privatisation (mainly at the higher level of education) and decentralisation programmes, while educators and social scientists watch the results and try to put the pieces together again. Nobody really knows what educational systems (the 's' is important because there will be many systems within a country) will look like in the future. There is scant research on these themes at the moment, when you consider the magnitude of the changes taking place. A major piece is being launched jointly by the Universidad Catolica de Cordoba and Flacso (Argentina), Fundacion Carlos Chagas (Brazil) CIDE, and the Instituto SER (Colombia). The Ford Foundation and others (who else wants to chip in?) are funding it: The title: *Evaluacion de las politicas de descentralizacion educativa en 4 paises de America Latina*. Coordinator: Viola Espinola, at CIDE. There are already in circulation the following:

Vivas, Jorge y Parra, Rodrigo, 1990, *Hacia la municipalizacion de la educacion en Colombia*, Bogota, s.ed. RAE 6.165

Hevia, Ricardo, 1991, *Politica de descentralizacion de la educacion basic y media. estado del arte*. Santiago, UNESCO/REDUC, RAE, 5 879

Espinola, Viola, 1991, *Descentralizacion del sistema escolar en Chile* CIDE, Santiago, RAE 6 167

Espinola, Viola, 1993, *The educational reform of the military regime in Chile: the school system's response to competition, choice and market relations*, Cardiff, University of Wales.

HEIP y Universidad Federal de Rio de Janeiro, *Seminario regional: descentralizacion y planeamiento de la educacion en paises de America Latina*, 18-20 Oct. 1993 (to be published by HEP)

Barreto, Elba Siqueira de Sa, 1992, Estado e municipio: a prioridade do ensino fundamental em Sao Paulo, en: *Cadernos de Pesquisa*. Sao Paulo, November no. 83

FLACSO, *Seminario de politicas educativas en Argentina y America Latina*, Buenos Aires, 8-10 Nov. 1993

This last is an example of a new concern with 'alliances' (remember Jomtien), consensus processes', and 'state policies. as a way of getting societal support for facing the changes that are taking place.

**C Quality of primary education** Except for rural areas ( read 'Indian') in Central America the Andean counties and the Brazilian North East, quality, not coverage is the problem. Research is not lacking but significant innovations are strikingly few. For descriptions/evaluations of the more promising see:

Schiefelbein, Ernesto, Tedesco, Juan Carlos y otros, 1993, *Pre-school and basic education in Latin America and the Caribbean*, OREALC, Santiago, RAE 6. 611

Wolft Lawrence, Schiefelbein, Ernesto y Valenzuela, Jorge, 1993, *Mejoramiento de la calidad de la educacion primaria en America Latina y el Caribe: hacia el siglo xxi*, Banco Mundial, Santiago. RAE 6. 824

Loera, Armando y McGinn, Noel, 1992, *La repitencia de grado en la escuela primaria colombiana: resultadds de una exploracion sobre lost factores asociadd a la repitencia y politica de promocion*, Instituto para el Desarrollo Internacional, Universidad de Harvard, Cambridge.

Rama, German (coord.), 1991, *Que aprenden y quienes en las escuelas de Uruguay*, Montevideo, CEPAL. RAE 6.194

Schiefelbein, Ernesto, Vera, Rodrigo y otros, 1992, *En busca de la escuela del siglo XXI*, OREALC, Santiago. RAE 6.425

Schiefelbein, Ernesto y Wolff, Lawrence, 1993, *Repeticion y rendimiento inadecuado en escuelas primarias en America Latina: magnitudes, causas, relaciones, estrategias*, OREALC, Santiago. RAE 6.790

Franco, Maria Laura Barbosa, 1992, *Qualidade de ensino: un velho tema com nova reoupagem*, CLACSO,Sao Paulo. RAAE 6.622

Prawda, Juan y Velez, Eduardo,1992, *Políticas para mejorar la calidad de la educacion primaria*, *En:Boletin de Proyecto Principal de Educacion*, No 229, OREALC, Santiago. RAE 6.702

Filp, Johanna, 1993, *The 900 schools programme: improving the quality of primary school in impoverished areas of Chile*, HEP, Paris. RAE 6.883

Cardemil, Cecilia y Latorre, Marcela, 1992, *El programa de las 900 escuelas: ejes de gestion y evaluacion de su impacto*, UNESCO/OREALC, Santiago

Reimers, Fernando, 1992, *Fe y Alegria*. Una innovacion educativa para proporcionar educacion basica con calidad y equidad, En: *Revista Paraguaya de Sociologia*, vol 29 no 85, Asuncion, CPES. RAE 6.795 (John Swope (CIDE) and Fernando Reimers (HIID) are starting a a major evaluation of Fe y Alegria schools (450,000 students). It will be part of AID's ABEL project,

administered by the Academy of Educational Development, Wash., DC. It is to be a piece similar to the one published by them on BRAC (Bangladesh).)



Garcia-Huidobro, Juan Eduardo (ed), 1989, Escuela, calidad e igualdad, CIDE, Santiago. RAE 5.548

Garcia-Huidobro, Juan Eduardo y Zuniga, Luis, 1990, Que pueden esperar los *pobres de la educacion*? CIDE, Santiago. RAE 5.685 (These last two contain the research behind the 900 schools project.)

ASDI, AW1, CIDE, Seminario 'Cooperacion internacional y desarrollo de la educacion', 23-25 Nov 1993, Santiago (to be published by AGCI) This seminar discussed the 900 schools (Chile), the Escuela Nueva (Colombia) Fe y Alegria (Bolivia) and La Experiencia de las Escuelas Matrices (Ecuador), and the possibilities of intra-regional cooperation in educational development.

**D. Secondary education** In several countries we find at this level over 60% of the corresponding age cohort, yet there is very little research. The most significant effort at this level are the 13 studies contracted by the Chilean Ministry of Education as part of the current World Bank/MECE project. They are all being published by MECE, Ministry of Education, Santiago. The three that follow are supposed to make an important background contribution:

Cariola, Leonor, 1993, La experiencia internacional en el diseno curricular y en las estructuras de los niveles medios de los sistemas educativos, CIDE

Errazuriz, Margarita, Gonzales, Roberto, Swope, John y otros, 1993, Demandas sociales a la educacion media, CPUODE, 3 vols.

Himmel, Erika, 1993, Determinacion de la calidad de la educacion media chilena, MINEDUC/Univ. Catolica, Santiago

Braslavsky, Cecilia, Frigerio, Graciela y otros, 1991, Curriculum presente, ciencia ausente. Normas, teorias y criticas, Edit. Mino y Davila, Buenos Aires

Gomez, Victor Manuel, 1991, La juventud y la educacion tecnica secundaria: su valor social, ocupacional y formativo, CLACSO, Bogota. RAE 6.628

Quiroz, Rafael, 1992, La gestion pedagogica de curriculum formal en las secundarias, En: La gestion pedagogica desde la escuela, UNESCO/OREALC

Cury, Carlos Roberto Jamil, 1992, O publico o privado na educacao brasileira contemporanea: posicoes e tendencias, En: Cadernos de Pesquisa, Sao Paulo, Fundacion Carlos Chagas, Maio, No 81.

Ibarrola, Maria de y Gallart, Maria Antonia (coord.), 1993, Democracia y productividad. Desafios para una nueva educacion media en America Latina, UNESCO, CIII)/CENEP, Buenos Aires

### **E. Higher Education**

Much more work has been done in this field. CRESALC (Avda Los Chorros - Cruce con Acueducto - Aaltos de Altos; Apto 62090, Caracas 1062A, Venezuela) is the best source for bibliography. Here are some items from this part of the world. Brunner's study is part of a major multinational project coordinated by him. Results are being published in different countries.

Lemaitre, Maria Jose (ed), 1990, *La educacion superior en Chile: un sistema de transicion*, CPU, Santiago, RAE 5.964

Lehmann, Carla ed. 1990, *Financiamiento de la educacion superior: antecedentes y desafios*, Centro de Estudios Publicos, Santiago, RAE, 5. 974

Cox, Cristian, ed. 1990, *Formas de gobierno en la educacion superior: nuevas perspectivas*, FLACSO, Santiago RAE 5.874

Wolf, Lawrence, y Albrecht, Douglas eds, 1992, *Higher education reform in Chile, Brazil and Venezuela. Towards a redefinition of the role of the state*, World Bank, Washington, RAE 6.582

Brunner, Jose Joaquin, 1992, *Evaluacion y financiamiento de la educacion superior en America Latina: bases para un nuevo contexto*, FLACASO, Santiago

Munoz, 1. Carlos y Rubio, Maura, 1993, *Formacion universitaria, ejercicio profesional y compromiso social*, Universidad Iberoamericana, Mexico, RAE 6.904

#### F. Education and work

The best source for what is going on the field and the best bibliography is Maria Antonia Gallart's bulletin:

*Boletin Educacion y Trabajo*, CENEP, Casilla 4397, correo central, Buenos Aires 1000, Argentina

Gallart, Maria Antonia (comp) 1992, *Educacion y trabajo. Desafios y perspectivas de investigacion y politicas para la decada de los '90* Red Latinoamericana de Educacion y Trabajo, CIII)/CENEP, CINTERFOR, 2 tomas

Ibarrola, Maria de, 1991, *Las relaciones y la cooperacion entre la ensenanza tecnica y profesional de nivel medio y la industria en Mexico*, Centro de Investigacion y de Estudios Avanzados de Instituto Politecnico Nacional, Mexico

*Capacidad de formacion de los sectores productivos* (Colombia, Chile, Brasil, Mexico, Venezuela), Fundacion Nueva Colombia Industrial (to be published by IDRC)

The last two pieces are indicative in my opinion of a new trend: the role of business in training.

#### G. Teachers

Gajardo, Marcela y de Andraca, Ana Maria, 1992, *Docentes y docencia: las zonas rurales*, OREALC/FLACSO, RAE 6.337

Ezpeleta, Justa, 1989, *Escuelas y maestros. Condiciones de trabajo docente en Argentina*, OREALC, Santiago, RAE 5.716

**H. Adult education** The thing today is 'systematisation' of adult education programmes. The 'popular education' ideology is giving way to more pragmatic, content-oriented programs.

Van Dam, Anke, Martinic, Sergio y Gerhard, Peter, 1991, *Educacion popular en America*

*Latina. Critica y perspectivas*, CIDE/CESO, Santiago, CESO paperback

Santibanez, Erika y Carcamo, Maria Eugenia, 1993, *Manual para la sistematizacion de ProYectos educativos de accion social* C I D E, S a n t i a g o

Undurraga, Consuelo y otros, 1993, *Educacion y calidad de vida. Tres estudios de caso*, CIDE, Santiago

Vigil, Carlos Jose, 1989, *Educacion popular y protagonismo historico. Una opcion para America Latina*, Edit. Humanitas, Buenos Aires, RAE 5.457

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## VOCATIONAL TRAINING IN LATIN AMERICA

Oscar Corvalan, CIDE

Graciela Messina, UNESCO, Santiago

Here are a few suggestions on some of the most recent products to read on vocational training in South America, published and unpublished. Both kinds of materials can be obtained from the publisher indicated in each case. Only English documents are commented upon.

Calderon, H. G. "La formacion Profesional en los Sectores Populares" in *Investigacion y Desarrollo* (review), Bogota, Colombia, No.1 (4)1990:241-251. (Request to IDRC, Montevideo, Uruguay).

CEPAL (ECLA), *Productive Transformation with Equity*, Santiago de Chile, ECLA, 1992. (also in Spanish)

This is a required book for anybody interested in a fresh view of and justification for investing in education in Latin America. It's a well documented volume which includes brief description of appealing education and training programmes in the entire L.A. region.

CINTERFOR-11-0, *Formacion Profesional y Credito para el Sector Informal Urbano*. Montevideo, ILO, 1991.

CINTERFOR-ILO, *Vocational Training at the Threshold of the 1990s. 2 vols*. Montevideo, ILO, 1990.

The 2 volumes address the major issues facing VT1s during the 1990s and an analysis of their trends during the 1980s.

(Request to CINTERFOR, Uruguay 1227, Montevideo, Uruguay).

Corvalan V. O. Latin American Non-Governmental Organizations' Training for Disadvantaged Groups, in *International Encyclopedia of Education*, Second edition, Pergamon, Oxford, 1994 This article summarizes the role of the Latin American NGOs in providing vocational and managerial training for disadvantaged social groups. It provides such an account during the period when many countries made a transition back to democracy during the last ten years. It also reviews the role of NGOs during the time of structural adjustment in providing training for income generation, production and services within the informal sector of the economy.

Corvalan, V. O, *Privatisation and Vocational Training in Chile*. ILO, Vocational Training Policies Branch, Geneva (Forthcoming, 1994). This paper describes the privatisation of Chilean public enterprises during the period 1985-1989 and the role that company training has played in a sample of privatised enterprises, both before and after privatisation took place. Lessons are drawn in terms of the importance of implementing training programmes to increase labour productivity, adapt it to company re-structuring or eventually reinsert the redundant labour in a different employment. The paper also describe the privatisation and functioning of the training institutions in Chile.

Corvalan, V. O. *Training for Self- Employment. A Chilean Case Study*. Paper to an ILO Turin Centre Workshop, 1993. This paper describes training for self-employment programmes applied in Chile . State investment on training in Chile has been switching from being part of social policies to **fight poverty to becoming** part of economic growth policies seeking productivity. **It reviews factors affecting** the performance of public and privately run programmes both in training as well as in credit for microenterprises. A distinction is made between microenterprises development and training for subsistence self-employment programmes. (Request to the ILO Turin Centre should be addressed to 125, Corso ffitalia, Turin, Italy)

Corvalan, V.O. *Políticas de Formacion Profesional de Jovenes en Situacion de Desventaja*. ILO Turin Centre, 1990.

Corvalan, V. O. Programas de Capacitacion Laboral de Jovenes Urbano Populares, in Schmelkes, S., (1990:).

Corvalan V.O. et al., *Juventud y Trabajo: una opeion de capacitacion para el Chile Democratico*. Santiago. CIDE. 1990. (Request to CIDE: P.O.Box 13.608, Santiago. Chile)

De Ibarrola, Maria, Nuevos Cometidos de la Educacion Tecnico Profesional de Nivel Medio, in *Boletin del PPE*, UNESCO-OREALC, No.27, Santiago de Chile. April 1992.

Gallart, M.A.(ed.) *Educacion y Trabajo en America Latina*. 2 vols. CINTERFOR-1LO, Montevideo, 19909.

Martinez, E. *E.Incentivos Tributarios para la Capacitacion*. CIDE. Santiago. Chile. 1992.

Chile. Ministerio del Trabajo y Prevision Social. El Programa de. Capacitacion Laboral de Jovenes, in *Bulletin 121*, CINTERFOR-1LO, Montevideo, 1992.

Messina, Graciela, *Training for the Informal Sector of the Economy: A case study (Chile)*. UNESCO-OREALC/OIDA Project. University of Edinburgh, Centre of African Studies. This case study analyses two vocational training programmes for unemployed youth: a public massive training scheme focusing on the modern sector and a second one run by an NGO and focusing on community development.

Ramirez, G. J. *The Experiences in Vocational Training for Self-Employment in SENA of Colombia. Case Study*. ILO Turin Centre, 1993. This article describes training for rural and urban self-employment

activities carried out by SENA during the past 20 years, including training of microentrepreneurs and also for subsistence self-employment.

Rodriguez, Jorge, *Capacitacion y Empleo de Jovenes en America Latina*. CINTEFOR-11-0, Montevideo, 1993.

Ruetalo, Jorge, *Educacion y Empleo en Uruguay. Estrategias para un Desatio*. FORO Juvenil. Montevideo. 1991.

Santibanez, E. and Ibanez, S. *Capacitacion de Jovenes Desocupados y Talleres Productivos*. CIDE. Santiago. Chile. 1992

Schmelkes, Silvia (ed). *Post-Allabetizacion y Trabajo en America Latina*. CREFAL, UNESCO-OREALC, Patzcuaro, Mexico. 1990.

UNESCO-OREALC, *Mecanismos de Articulacion entre la Enseñanza Escolar y Extraescolar*. UNESCO-OREALC, Santiago. Chile, 1990.

Weinberg, P.D. *Educacion de Adultos en America Latina*, Buenos Aires, 1992. (Requesto to the author: UNESCO-OREALC, P.O.Box 3187, Santiago. Chile)

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## REVIEW OF BOOKS ON LATIN AMERICAN COUNTRIES

Ernesto Schiefelbein  
OREALC, Santiago, Chile

*The state of education in Latin America and the Caribbean 1980-1989*, published in 1993 by OREALC/UNESCO (pp 536 US\$ 32.60), includes ten page reports for each one of the 32 countries in the region. Each country report includes an analysis of the access, repetition and efficiency in primary education as well as an analysis of education mainly measured by repetition rates. Each country report also includes yearly projections (until the year 2005) according to both historical trends as well as according to estimated improvements in student flows. The volume also includes 48 tables with figures for each country and regional and subregional averages.

For a regional analysis on the status of women's education the best reference is an article in *Bulletin 24, The Major Project on Education*, April 1991. The article includes data by country.

For a regional analysis of the linkage between education and economic development see "ECLAC/UNESCO, *Education and Knowledge: Basic Pillars of Changing Production Patterns with Social Equity*".

It is good to keep in mind that the World Bank usually prepares an education sector report for each one of the countries where a project is being identified and prepared. There are education sector reports available for most countries but should be obtained in each country. Most of the reports are "classified" but the Bank is now gradually releasing some of these reports to a wider audience.

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**QUALITATIVE RESEARCH ON LATIN AMERICAN SCHOOLING**

Elsie Rockwell  
Centre of Research and Advanced Studies  
National Polytechnic Institute, Mexico

Some of the best work on education in Latin America has been done on the Peruvian Andean region. The fascinating history of fear, resistance and appropriation of schooling, in the indigenous communities, well documented in a study on present day relationships to schooling in the region done by Juan Ansion, and published as a book *La escuela en la comunidad campesina* in 1990 by the Proyecto Escuela, Ecología y Comunidad Campesina (mailing address Apartado 140016, Lima 14 Peru). Another good series of studies on the Puno Experimental Bilingual Education Project (PEEBPUNO), financed initially by the Gesellschaft für Technische Zusammenarbeit (GTZ), was published by the project in Lima, Peru 1989. These include documentary, quantitative and qualitative evidence in general supporting the results of the project, while describing some of the problems involved in taking bilingual education to schools.

One of the pioneer centres for ethnographic research in Latin America has been the Department of Educational Research (DIE), at the Centre for Research and Advanced Studies of Mexico (mailing address Apartado Postal 19-197, Mexico D F, Fax (525) 575 3020). Commercial publication of ethnographic research in Spanish has been limited, but the DIE has published a series of studies on schooling by its researchers and graduate students. A sample of DIE research can be found in a monographic issue of the Spanish journal *Infancia y Aprendizaje* (55, 1991), which includes five articles on the social construction of knowledge in the classroom. A complete list of references, including work forthcoming in English, is available on request.

For English readers, Gary Anderson (University of New Mexico, Albuquerque) is currently editing a volume, to be published by Garland Press, of review and research articles on Latin American ethnographic research in education.

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**SOME BOOKS IN ENGLISH ON CHINA**

Kai-Ming Cheng, University of Hong Kong

There is such a vast literature about China's education that we may introduce only a few monographs in this short space, and the English books which are introduced here are never comparable, in quantitative terms, with books written in Chinese.

The recent literature about China's education is almost exclusively concerned with the Education Reform which started in 1985. In essence, the Reform aims at universalising 9 year basic education, expanding the technical/vocational sector in secondary education, and reforming the finance and administration of higher education. The only book which tries to introduce the Reform in a more comprehensive way is perhaps Pepper (1990), which adopts a **political framework and uses mainly written** rather than oral materials as data. J. Cleverley, in the second edition of his book (1991), also includes the Reform, but the book covers a scope much wider than the Reform.

Special areas of the Reform are covered by Hayhoe (1992) on higher education, Lofstedt (1990) on human resources, and Cheng (1991) on basic education.

However, two collections of articles should be of particular interest to those who would like to have a snapshot of issues in Chinese education: Epstein (1991) and Hayhoe (1992). Lin and Fan (1992) have also produced a collection of informative papers.

Those who are interested in basic education and its relations with national development may be attracted to Ahmed et al (1991) which grew out of a UNICEF project comparing China and India. A comprehensive report on the project, with several in-depth case studies, can be found in the book published in English by the Shanghai Institute for Human Resource Development (1991).

Meanwhile, UNESCO has produced (1991) perhaps the first comprehensive English language account of the entire system of education in China.

During the years, the World Bank has also produced several reports which are derived from field research on basic education, technical/vocational education and higher education. These reports are not always available in the market, but they are obtainable from the Bank.

**References**

Ahmed M Cheng K-M, Jaialuddin A K and Ramachandran K 1991, *Basic education and national development: lessons from China and India* UNICEF, New York

Cheng, K-M 1991 *Planning of basic education in China: a case study of two counties in the province of Liaoning* IIEP, Paris

Cleverley, J 1991, *The schooling of China* 2nd edition, Allen and Unwin, Sydney

Epstein, E (ed) 1991, *Chinese education: problems, policies and prospects*, Garland, New York

Hayhoe, R (ed.) 1992, *Education and modernisation: the Chinese experience*, Ontario Institute for Studies in Education (OISE). Pergamon, Oxford

Hayhoe, R *China's universities and the open door*, OISE, Toronto

Lin B J. and Fan L M (eds) 1992, *Education in mainland China: review and evaluation* Institute of International Relations, Taipei

Lofstedt, J-1 1990, *Human resources in Chinese development: needs and supply of competencies* IIEP, Paris

Pepper, S 1990 *China's education reform in the 1980s: policies, issues and historical perspectives*, Institute of East Asian Studies, Berkeley

UNESCO, 1991, *Education in contemporary China*, Changsha: Human Education Publication House, Bangkok

Shanghai Institute for Human Resources Development, 1991, *Basic education and national development: 40 years of experience in China* S11-1RD, Shanghai

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#### FURTHER READINGS ON CHINA

Keith Lewin  
IDS, Sussex

Items 1-5 are available from Cultural and Education Section, British Embassy, 4th Floor Landmark Building, 8 North Dongsanhuan Road, Chaoyang District, Peking 100026, People's Republic of China or from the British Council in Manchester (Academic Links with China)

Each ITEM is a condensed review of recent developments and identifies current issues.

Lewin K M and Little A W *Recent Developments in the Primary and Secondary School System of the People's Republic of China*. China Research Monographs Number 1, British Council, Beijing, China. pp 20. 1993

Lewin K M and Little, A W *The Development of Higher Education in the People's Republic of China*. China Research Monographs Number 2, British Council, Beijing, China. pp 14. 1993

Lewin K M and Little A W *The Development of Vocational and Technical Schools in the People's Republic of China*. China Research Monographs Number 3, British Council, Beijing, China. pp 13. 1993

Lewin K M and Little A W *Teacher Training and the Supply of Teachers in the People's Republic of China*. China Research Monographs Number 4, British Council, Beijing, China. pp13. 1993.



### Recent Books

Lewin K M and Little A W, Xu Hui, Zheng Ji Wei, *Educational Innovation in China; Tracing the Impact of the 1985 Reforms*. Longman pp 315pp (To be published in Spring

1994)

This book explores different elements of the implementation of the far reaching 1985 educational reforms between the mid 1880s and 1992. It offers a comprehensive overview of different aspects of the education system in an accessible form.

Lewin K M, Wang Ying Jie, Qu Heng Chang, Wang Lu, Li Jia Yong, Wu Zhong Ku, Oian

Jiaqi *Implementing Basic Education in China: Progress and Prospects in Rich, Poor and National Minority Areas*. International Institute for Educational Planning, Paris pp 210 (To be published in Spring 1994)

This book reports on the findings of a research project which undertook case studies in three areas of China on basic education. It provides detailed insight using grounded data into progress and problems in meeting national targets for enrolments, achievement and quality.

For other books, see previous article.

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### A 'ROUGH GUIDE' TO EDUCATION AND TRAINING IN HONG KONG

Mark Bray

Faculty of Education, University of Hong Kong

An excellent place to start is the Hong Kong government's annual report. This is entitled *Hong Kong 1993* (or *Hong Kong 1992, 1991*, etc.). It always has a chapter on education, usually about 20 pages long. The report provides a useful summary of provision, including statistics on the number of institutions and enrolments at all levels, and with an outline of major innovations. The book is available from the Hong Kong government office in London for £16 (1993 edition). In the USA it costs US\$17, and in Hong Kong itself HK\$52.

Being an official document, this report of course presents the situation from the government viewpoint. Since 1989, the Chinese University of Hong Kong Press has published annually *The Other Hong Kong Report*. This book contains information and comment under broadly the same chapter headings (including Education) written by academics and other non-government personnel. It provides an interesting counterpoint to the official version. The 1993 version of this book cost HK\$118 (£10).

Another useful book, published in hardback in 1991 by M.E. Sharpe (New York) and in paperback in 1992 by Hong Kong University Press (HK\$140 = £12) is edited by G.A. Postiglione with J.Y.M. Leung and entitled *Education and Society in Hong Kong: Toward One Country and Two Systems*. It has 13 chapters divided into five parts. The parts are (i) Education and the Social Context, (ii) Education and Politics, (iii) Education and Social Stratification, (iv) Language and Labor, and (v) Comparative Perspectives: One Country, Two Educational Systems.

Finally, readers should acquaint themselves with the recent reports of the Education Commission. This body was created in 1984, and has produced reports at two-year intervals. Education Commission Report No.4 (1990) was entitled *The Curriculum and Behavioural Problems of Schools*. It included major sections on curriculum development, special educational provision, and language in education. A commentary on this report, edited by N.B. Crawford & E.K.P. Hui, has been published by the Faculty of Education at the University of Hong Kong (Education Paper 11: US\$1 0 overseas, HK\$35 local).

Education Commission Report No.5 (1992) was entitled *The Teaching Profession*. It commented on the working environment in schools, career opportunities for teachers, and teacher professionalism. Arguably its most far-reaching recommendation was that provision should be made for graduate teachers in primary schools reaching 35% of all primary teachers by 2007. This has required new courses and reorganisation of provision of teacher education. As with the report's predecessor, a commentary, edited by A.B.M. Tsui & 1. Johnson has been published by the Faculty of Education at the University of Hong Kong (Education Paper 18: US\$12 overseas, HK\$45 local).

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## EDUCATION AND TRAINING IN PAPUA NEW GUINEA

Beatrice Avalos-Bevan  
University of Papua New Guinea

There are five fairly recent and relevant publications on the topic. These include: *The National Training Policy White Paper* (1989); *The National Higher Education Plan* (1990); *The Education Sector Review (vols 2, 1991)*; *The Sector Study: Technical Vocational Education in Papua New Guinea* (1991); and the study by Rosemary Preston on *Vocational Centre Training in Papua New Guinea* (1989 and forthcoming)

1. *The National Training Policy: a 1989 White Paper*. Available from National Training Council PO box 1170 Boroko, NCD, Papua New Guinea (PNG). This is the most important policy document on training available in the country. It deals with the planning, conducting and evaluating of training in all sectors of the economy. The purpose of training is said to be 'to raise workers' motivation, performance and productivity for their Departments or Companies in in the service of Papua New Guinea and its people (p.3.). The strategies offered include building on existing training institutions rather than creating new ones; strengthening the partnership between the public and the private sector and applying foreign aid to training across all sectors, emphasising in-house and on-the-job training and recognising the significance of training the trainers. Amongst the most important actions recommended are: a) the establishment by an Act of Parliament of a National Training Council, focusing upon national training issues and priorities and responsible for the implementation of the policy (the Council has been in operation since 1992); and b) a training levy for all private companies, to create a training fund and from there to compensate firms for their involvement in training (introduced in 1991).

2. *National Higher Education Plan* Commission for Higher Education, June 1991. Available: University of PNG Library (New Guinea Collection) and Commission for Higher Education PO box 5117, Boroko, NCD, PNG

Technical colleges in PNG are part of the higher education sector and thus their various programmes were considered in the formulation of the sector's plan. The document includes a chapter on the general economic, social and human resources context, followed by description, as far as technical education is concerned, of the programmes offered at the national technical university, and in the six technical colleges of the country under the National Department of Education (Ministry of Education). Besides the technical colleges reference is made to the four agricultural colleges one forestry, one maritime and the national administrative college for the public service. Among the issues dealt with is the need for changes in the pre and inservice training provided by technical colleges. The creation of a National Institute of Technical Education is recommended to coordinate this training and provide for 'greater autonomy, increased responsiveness to changing workforce requirements, and appropriate equipment' (p 62). The Plan is also sensitive to the need for a greater female intake than what is the case at present, and **recommends that by March 1995 'at least 33% of all students in universities, agricultural colleges, technical colleges (excluding secretarial programmes) fisheries, maritime, forestry and civil aviation colleges - taken as one group of students - will be female'** (p.89).

3. *Education Sector Review vol 2* Papua New Guinea National Department of Education, 27 July 1991. Available: University of PNG (New Guinea Collection) and **NDOE, Policy, Planning and Research Branch, PSA Haus, Private Mail Bag, PO Boroko, NCD, PNG**

This Sector Review has a chapter on technical and vocational education that incorporates findings from the discussions of a working party on the subject, the analysis and recommendations of the Higher Education Plan referred to above and the results of the specific sector study by a GTZ team which are reviewed below.

4. *Vocational Centre Training in Papua New Guinea* by Rosemary Preston. Research Report No 62 National Research Institute, 1989. Available from the Publications Office the NRI, PO Box 5854, Boroko, NCD, PNG This is a preliminary report drawn from material of the *National evaluation of vocational training* which awaits publication from the National Research Institute. The first part of the report examines the characteristics of vocational training centres and of the policies and administrative arrangements that govern these centres. Amongst the problems noted are that graduates have limited options: employment at the very low end

of the market or re-insertion in their village communities, but no chance of continuing with formal education (Proposals for correcting this situation are contained in the *Education sector review* noted above) Constraints upon the effectiveness of vocational course training are endemic to the system as a whole at various points and 'it is their combined effect that reduces the quality of training' (p15). Preston visited a number of centres in the country and concluded that a few could be characterised as 'model centres', but that 'most fall a long way short of this' (p.14). Amongst the problems that plague all

the centres is the lack of professionally produced curriculum materials and of appropriate criteria for inspections. Being, as it is, a report aimed at policy-makers and administrators there is limited evidence of the data that substantiates the conclusions. In this respect one would hope that the National Research Institute would publish soon the full study.

5. *Sector Study on Technical and Vocational Education in Papua New Guinea*. Prepared on behalf of the GTZ (Germany) by R Janisch and W. F. Tebert, July 1991. Available from PNG National Department of Education, Technical Division, PSA Haus, Private bag Boroko, NCD, PNG

This comprehensive study on the sector consists of three parts. The first one deals with a description and assessment of the problems confronting technical and vocational education; the second examines employment trends and manpower development needs, and the third part reports on a survey of management and a tracer study of graduates from technical education.

Through a documentary analysis, interviews and institutional visits, it was established that the structure and number of existing institutions in PNG is adequate to present and future requirements, but not so the quality, particularly of the vocational training centres. This affects their ability to function in rural areas, aspects related to curricula and delivery strategies, the inadequacies of the system of instructor training, problems with the legal, administrative and organisational framework and the lack of opportunities for women in this form of training. A pilot project is recommended aimed at up-grading a selected number of vocational training centres (This is being implemented with GTZ assistance).

The survey of management and the tracer study were carried out in the Lae area that has a strong industrial base. A total of 133 companies were surveyed employing over 8,000 people. Of those employed by these firms a random sample of 405 people who had been trained either at vocational centres (138) or at technical colleges (267) were selected for the tracer study. The main findings from the management survey were that there is high figure of vacancies anticipated in the next five years, indicating that there could be a serious shortage of people with technical qualifications graduating from technical colleges, especially in the field of electrical and electronic trades.

In relation to the characteristic of those in employment in the Lae region, a relatively high level of schooling was noted. Most employees coming from vocational centres had secondary education up to grade ten or somewhat less, even though the entrance requirement is only grade six. Most of these employees also had financed their own vocational studies; while those in technical colleges had received state support. Technical training is favourable to the type of job engaged in (usually involving more theoretical content), but not necessarily in terms of the field of work for which specialisation was given. These graduates also get higher salaries. Vocational centre graduates get the more practical jobs for which they have been prepared. Hiring practices in relation to lower skills indicate a preference for unskilled or semi-skilled people to be trained-on-the-job as compared to the technical colleges pre-employment programmes graduates.

The general conclusion of the survey and tracer studies is that the training institutions are not producing enough graduates for the market requirements; but also it is noted that graduates from vocational training centres and from the lower level training of technical colleges have initial difficulties in finding employment in the formal sector. In this respect the authors of the study recommend that a comprehensive tracer study be done on the graduates from both vocational centres and technical colleges.

Education in the South Pacific

Special Issue of *Comparative Education*  
vol 29, no 3 1993

This special issue of *Comparative Education* is another quick way into the recent literature and debate on the South Pacific. The issue, edited by Michael Crossley, contains articles by Murray Thomas, Sheldon Weeks, Konai Helu Thaman, Sheldon Weeks, Beatrice Avalos, P Luteru and G Teasdale, R and M Crocombe, Geoffrey Caston and Mark Bray

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## EDUCATION AND TRAINING IN SRI LANKA

Angela Little  
DICE, Institute of Education, University of London

For up to date monographs by leading Sri Lankan scholars on contemporary educational developments in Sri Lanka, often set in the context of post independence history, see two memorial lecture series published by the National Institute of Education (NIE), Maharagama, Sri Lanka: i. the C.W. Kannangara Memorial Lecture series ii. the J. E. Jayasuriya Memorial Lecture series

Free or very low cost availability from the National Institute of Education, Maharagama, Sri Lanka. The National Institute publishes a wide range of monographs, reports etc. Ask for a publications lists and order form. Reports on the BRIDGES project are also available from NIE.

2. The *Sri Lankan Journal of Educational Research* is published by NIE and is a biannual publication, with a subscription as follows:: Annual: local Rs. 60, foreign \$20 (post included). Single issues: local Rs 30 and foreign \$10.

3. For annotated bibliographies and reviews of the educational literature in Sri Lanka see:

de Silva, C. R. and de Silva D, (1986) *Education in Sri Lanka 1948-1985: an analysis of the structure and a critical survey of the literature*, Asia Foundation, Colombo

Same authors, 1990, *Education in Sri Lanka 1948-1988*, Navrang, New Delhi

4. Most of the international journals of international and comparative education have

published articles on Sri Lanka over the past ten years (see for example the *International Journal of Educational Development*, *Educational Review*, *Institute of Development Studies Bulletin* (Sussex)

5. de Silva and Gunawardene C (1986) *Educational policies and change, 1977-1986*, National Institute of Education.

6. For 'agency' reviews of education in Sri Lanka, see:

Educational Consultants India Ltd (Govt. of India Enterprises), 1989, *Education and training in Sri Lanka*, An Asia Development Bank sponsored project, New Delhi Indian National Scientific Documentation Centre, vols 1-4

World Bank Education and Employment: Sector Studies of Education. There are a number of good studies conducted by researchers from a range of Sri Lankan institutions, but it is difficult to get hold of them or purchase.

7. Little A. W. 1993/4, *Qualifications, quality and equality: a political economy of Sri Lanka 1971-1993...* available shortly in Welch A, *Quality and equality in Third World education*, Garland, New York. This is a review of the relationship between educational qualifications, ethnicity and the politicisation of civil society in Sri Lanka over the past 20 years.

8. Little Affi. and Sivasithambaram R 1993, *Improving educational effectiveness in a plantation school: the case of the Gonakelle School in Sri Lanka*, in Levin H.M. and Lockheed, M.E. 1993, *Effective schools in developing countries*, Stanford series on Education and Public Policy, Falmer Press. This Sri Lankan chapter is a case study of one disadvantaged school for Indian Tamils in the context of broader educational and social change

9. SLOG (1987) *Why do students learn? A six country study of student motivation*, Institute of Development Studies, Research Reports, R 17. Also available from the publications office of IDS are a number of research reports, discussion papers etc on education and employment in Sri Lanka between 1971 and 1990. Ask for a publications list. These reports are part of the outcome of a collaborative research network project by the Student Learning Orientations Group (SLOG), which involved Sri Lanka, as well as India, Malaysia, Japan, Nigeria and England.

10. For a case study of education financing see chapter 3 in Colclough C with Lewin K M 1993, *Educating all the children: strategies for primary schooling in the South*, Clarendon paperbacks, Oxford

11. For an account of the implementation of an 'Education for All' development project in Sri Lanka see:

Sivasithambaram R and Peiris K 1994, *The plantation sector education development programme in Sri Lanka*, in Little A W, Hoppers W and Gardner R (eds) *Beyond Jomtien: implementing primary education for all*, Macmillan, summer 1994 (price: circa £13 pb)

**JORDAN AND WEST BANK**

Kapur Ahlawat  
National Centre for Educational Research and Development (NCERD)

The following three readings, two bulletins and one article, are of particular interest to the educational policy planners in Jordan, and other developing countries.

1. NCERD, 1991, *Analysis of school size and grade structure in the public schools of Jordan: policy implications*, Softcover, 92 pages, NCERD publication series no 7

2. NCERD, 1993, *Student achievement in Jordan and West Bank: a comparative perspective*, softcover, 142 pages, NCERD publications series no 17.

3. Kapur Ahlawat, 1993, *Role of school size and grade structure for school effectiveness in developing countries: implications for education reform policy planning*, paper at 6th annual congress for school effectiveness and improvement, Norrköping, Sweden, Jan '93

The first and third readings complement each other. The bulletin provides a comprehensive analysis of the school size and grade structure of schools in Jordan. The bulletin traces the common genesis of these two related problems in Jordanian schools, discusses their deleterious consequences and suggests viable policy recommendations to improve the existing conditions. The paper, on the other hand, presents arguments supported by data from Jordan that school effectiveness issues are not the same in industrialised and developing countries; they are contextual and should be dealt with in their specific contexts. Both the bulletin and the paper also include up to date reviews of the relevant literature.

The second reading contains the results of a national survey of maths and science achievement of 8th grade students studying in various types of schools in Jordan and the occupied West Bank. Comparisons are made at different levels among cohorts of male/female, rural/urban students in schools run by different education authorities in the two regions. Both inter-regional and intra-regional comparative data are described. Relative areas of weakness and strength are investigated and the influences of classroom practices and student family background variables on student achievement are investigated

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All NCERD publications are free. PO Box 560 Al Jubelha, Jordan

## WHAT TO READ IN ORDER TO UNDERSTAND RUSSIAN VOCATIONAL TRAINING

Claudio de Moura Castro  
The World Bank

With the unstoppable explosion in information, the problem we face is not to find what to read but to avoid being overwhelmed by paper. However, those who do not like to read will have an easy life if they try to understand training in Russia. The fact is that there is little available and not much is of outstanding quality. There is even less on retraining schemes and continuing education which are of minor quantitative expression, compared to the gigantic pre-employment training system

To start with, training is an area which attracts few inspired authors. Russia does not seem to be an exception. Those who can read Russian do not seem to be particularly impressed with the local writings. Since I do not read Russian, my comments have to focus on Western authors and English and French translations.

Much was written during the Soviet period. Several papers and booklets trace the development of training, emphasising the great achievements of the Revolution. Some of these papers offer statistical tables that document the quantitative evolution of the system. Yet, like most writings of this period, the frontier between fact, wishful thinking, ideology and outright lies is often blurred. For example, the chronic problems of low prestige of vocational schools and the mismatches between the complexity of training and job requirements are not even mentioned in this literature. Some of these writings are available in English and French. They are worth reading for the statistics (of unknown reliability), to understand the evolution of the system, and to get the flavour of the official rhetoric:

Bordadyn, A 1982, *L'experience et les problemes de la formation technique et professionnelle des cadres en Union Sovietique*, ILO, Mimeo pp12

*Vocational training in the USSR*, Novosti Press, Moscow, 1982

There are a number of foreign scholars who have written about training, but we are far from being flooded with high quality scholarship. Most papers by foreign authors seem to lack first hand knowledge of vocational and technical schools, relying instead on Russian written sources. But there are some serious and interesting pieces that are worth reading. The following titles deserve closer attention:

DeWitt, Nicholas, 1961, *Education and professional employment in the USSR*. National Science Foundation, US Printing Office, Washington DC

Szekely, Beatrice Beach, 1986, The new Soviet educational reform in *Comparative Education Review*, August

Dell, Felicity, 1986 *Recent Soviet vocationalisation policies*, Dept. of International and Comparative Education, Univ. of London Institute of Education,

Sowtis, Dennis, 1991,, Soviet industrial strategy and reforms in vocational education 1984-1988: policy implications and implementation, in *Comparative Education vol 27* no 1.

Baizer, Harley, 1990, Engineers: the rise and decline of a social myth, in Graham, Loren R (ed), *Science and the Social Soviet order*, Cambridge, Harvard University Press



Baizer, Harley, 1990, Secondary technical education in Russia/USSR: the muddled middle level, in G. Tortella (ed), *Education and economic development since the industrial revolution*, Generalitat Valenciana, Valencia

The *Economist* Intelligence Unit, *USSR Country Report*, no 41991, p.23

McLean, Martin, 1992, Education and revolution from above: Thatcher's Britain and Gorbachev's Soviet Union in *Comparative Education Review* vol 36 February

There is a new generation of Russian scholars beginning to write about education and training in styles that are more candid and closer to Western scholarly traditions. They are mostly critical of the past system and strongly denounce its shortcomings and vices. **However, they** may lack the rigorous empirical evidence that Western research methods prescribe as necessary. In some cases, **the data simply** do not exist. In others, the main driving force is political activism rather than research. In this new and growing crop I would include:

**Bermant** and Feonova, 1992, Training and retraining: the link with employment in Standing, Guy (ed) *Search for flexibility: the new Soviet labour market*, ILO, Geneva

Glasunov, A. 1993, *Russian vocational education in the mirror of economic collapse*, prepared for the World Bank

Gershunsky, Boris, 1993, *Russia in darkness*, Caddo Gap Press, San Francisco

There are a few recent publications of the Ministry of Education. Some were prepared to help foreign donors and visitors to understand the education and vocational training system. The statistical data are reasonably consistent and the overall structure of the system is clearly described:

Ministry of Education, 1992, *Education system of the Russian Federation*. Another version of essentially the same paper is *the development of Education - National Report from the Russian Federation* for the International Conference on Education at Geneva, 1992.

Ministry of Education, 1992, *Professional education*, May, Moscow

Ministry of Education, 1992, *Policy of vocational education in Russia in the context of expansion of the economic reforms*, Moscow.

The World Bank has recently begun to examine vocational education in Russia. Based on a sizeable number of site visits to schools and interviews with researchers and administrators, I have recently prepared a paper on vocational and technical education in Russia. As background material to the paper, Marina Feonova from the Institute for Economic, Social and Demographic Studies of Moscow visited twenty enterprises and surveyed vocational and technical school graduates. It is up to the readers to decide if this paper is a step ahead in our understanding of the subject:

de Moura Castro, Claudio, 1993, *Tradition and disruption in Russian vocational training*, Technical Department, Europe, Central Asia and North Africa Region, World Bank, Washington DC.

"ROUGH GUIDE" TO EDUCATION AND TRAINING IN GERMANY:  
SOME ENGLISH-LANGUAGE TEXTS

Nick Beattie, University of Liverpool

Jurgen Hess, Max-Planck Institute

Although dated and confined to the Western parts of Germany, Max-Planck-Institute for Human Development and Education, *Between elite and mass education: education in the Federal Republic of Germany*, Albany, State University of New York Press, 1983, still provides a solid and usefully referenced introduction. In a similar introductory vein STEPHANIE MARSHALL's 'The German perspective, (*Comparative Education*, 2513, 1989, 309-317), raises some thought-provoking initial questions.

Less prominent in recent writing but still of great interest to outside observers are German answers to three broad questions:

a) How does a modern state reconcile local autonomy and national

planning? See MANFRED WEISS & HORST WEISHAUPT Experiences with comprehensive educational planning: lessons from the German Federal Republic, *European Journal of Education*, 2511, 1990, 83-97.

b) How does a rich state, attracting a substantial minority of its

labour force from poorer states, adjust to the consequential tensions through education? See J.J.SIVIOLICZ The mono-ethnic tradition and the education of minority youth in Western Germany from the Australian multicultural perspective, *Comparative Education*, 26/11, 1990, 27-43.

c) Why has Germany 'bucked the trend' in retaining differentiated

forms of secondary education? See WOLFGANG MITTER, Comprehensive schools in Germany: concepts, developments and issues. *European Journal of Education*, 2612, 1991, 155-165.

German higher education is similarly atypical: see EDGAR FRACKMAN, Resistance to change or no need for change? The survival of German higher education in the 1990s. *European Journal of Education*, 2512, 1990, 187-202.

Recent writing in English has tended to concentrate on reunification and on vocational education. For a rapid introduction to the educational aftermath of the fall of the Berlin Wall see WOLFGANG MITTER Education in present-day Germany: some considerations as mirrored in comparative education (*Compare*, 22/1, 1992, 53-67) or various papers assembled in *European Education* (formerly *Western European Education*), 23/1, 1991. An overview of the problems of the integration of two different systems of education, the tradition of external reforms in the former German Democratic Republic and the tradition of internal reforms in the (western) Federal Republic of Germany is given by a case study on teacher education:

CHRISTA HAENDLE Integration in German Teacher Education in:

Leavitt, Howard B. (Ed.): *Issues and Problems in Teacher Education. An International Handbook*, Westport, Greenwood Press, 1992, 125-137. For a representative case

study of a sensitive area of the curriculum, see VAL D. RUST Transformation of history instruction in East German schools, *Compare*, 23/3, 1993, 205-217.

For an entree to the complex area of vocational education, try ROSALIND M.O. PRITCHARD The German Dual System: educational utopia, *Comparative Education*, 28/2, 1992 131-143.

**A SELECTION OF BOOKS ON EDUCATION FOR ALL  
POST-JOIVITIEN**

collated by Kenneth King

A useful source of information on what has been happening to the 'Jomtien spirit' is *EFA 2000*. This bulletin also contains two book notes, which are usually on items that relate directly to the analysis of issues of concern to the World Conference on Education for All. I am grateful to Cilia Ungerth Jolis for assisting us in collating this set of items. The notes that follows draw on some of the original text of the *EFA 2000* bulletins:

Gershunsky, Boris, 1993, *Russia in darkness. On education and the future: an open letter to President Yeltsin*, Caddo Gap Press, San Francisco, ISBN 1880 182 04 7 This examines the critical problems of education in post-Communist Russia. It outlines the failure of education during the Soviet regime and details the desperate condition of Russian education today.

Colclough, C with Lewin K 1993, *Educating all the children*, Clarendon Press ISBN 0 19 828746 1

This explores why high levels of underenrolment persist and how the trend could be reversed. It demonstrates that schooling for all could be attained worldwide by the year 2000, but that the national reforms necessary to achieve this goal would be very demanding. It also argues that sharp and sustained increases in financial aid - for the poorest countries - will be required.

Ahmed, M. et al 1991, *Basic education and national development: lessons from China and India* UNICEF, New York. ISBN 92 806 1053 8. The book argues that success in these two countries is essential if EFA worldwide is to succeed, since a quarter of China's and half of India's primary school age children today either do not enrol or do not complete the primary cycle. The book illustrates the need for change but also the difficulties of overcoming inertia.

Anderson, Mary B 1992, *Education for all: what are we waiting for?* UNICEF, New York, ISBN 92 805 2016 9

The book sets out the gap between the ideal and the reality, and argues that the conventional school has failed in many ways. There is a need for innovative programmes, such as those in Bangladesh, Kenya, Colombia, Zimbabwe etc etc. It points to lessons we have learnt about how to educate children to meet today's challenges.

Guttman, Cynthia, 1993, *All children can learn: Chile's 900 schools programme for the underprivileged* UNESCO, Paris. ISBN 1020 0800 (32 pages) This is the first in a series that will present promising experiences in basic education.

*Development cooperation and education in the 1990s*, Development Cooperation Information Dept, Ministry of Foreign Affairs, The Hague, 1993. ISBN 90 5328 042 1 The document argues that the five principal themes of Dutch educational aid policy for the 1990s are: higher priority for education, especially basic education; promoting access to education and equal opportunities for all; maintaining and raising standards; strengthening capacity and education systems in developing countries; and ensuring effective local, national and international cooperation

*Education for all: status and trends*, UNESCO, Paris, 48 pp. This report, which present an overview of education round the world, is the first of a series of publications monitoring progress towards the goals set by 155 countries at the

World conference on Education for All. Mike Lakin, of UNESCO, has suggested that 'it is extremely important that governments know that their performance in implementing the Education for All goals is being monitored'.

*Education for All Monographs.* There are now available in English and French the following set of three volumes, which synthesised the work of the Conference, with its round tables, plenaries, special sessions etc: *Purpose and context vol i* (86 pages) *An expanded vision vol ii* (66 pages) *The requirement vol iii* (93 pages) The set of monographs are intended for educators, policy makers and other concerned citizens. The set of three costs 100 french francs. They can be ordered from UNESCO Publishing, 7 place de Fontenoy, 75352

Velis, Jean-Pierre, 1993, *Fleurs de poussiere: enfants de la rue en Afrique*, editions, UNESCO. This book on Street Children will appear in English in 1994

King, K. 1992, *Aid and education in the developing world* Longman, Harlow, UK Two of the main chapters deal directly with Jomtien, a) the search for low cost primary education by the agencies and b) the rise and fall, (and rise?) of interest in nonformal education and adult literacy

UNICEF/OAU 1992 *Africa's children, Africa's future: human investment priorities for the 1990s.* UNICEF, New York

UNICEF/OAU 1992, *Africa's children, Africa's future: background sector papers*, UNICEF, New York Both these volumes were produced for the UNICEF /OAU international conference on assistance to African children, Dakar, Senegal, November 1992.

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## INTERNATIONAL ENCYCLOPEDIA OF EDUCATION SECOND EDITION

A note by Kenneth King

The 12 volumes of this new edition of the International Encyclopedia of Education will become available in April 1994. There are twenty two fields into which articles may fall; and these range from policy and planning, to special needs, from adult education, to girls and women in education, and from economics of education to vocational education and training. This has been an enormous enterprise, and it is some testimony to the editors in chief, Torsten Husen and Neville Postlethwaite, that they have held the exercise together with Pergamon and their Section Editors.

The first edition was very well received, but there has been an attempt in this second edition to get much better coverage for both the third world, and for scholars whose first language is not English. Thus in the section on technical and vocational education, no less than 20 of the 39 commissioned articles were written by scholars for whom English was not their first language. I don't know how typical that is of other sections.

The approximately 7,700 pages cost £1870 if bought before 20th April, 1994, and an additional £500 if after that date. It would be interesting for NORRAG readers perhaps to know more about which major research or university libraries in the South ordered the first edition in 1985, and what the indications are of orders for the second edition. There may perhaps be creative ways of getting copies of this work to libraries which will not be able to order it.

Address for inquiries: Pergamon Press, Headington Hill Hall, Oxford, OX3 OBW

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## PROPOSED ENCYCLOPEDIA COLLECTIONS

There are two proposed 'encyclopedic' collections that have come to our attention in the last few weeks. Both have an obvious connection to the developing world as well as to education in other regions of the world.

*1. Education and development: tradition and innovation.* This one plans to have no less than six volumes, and will not appear until 1996. The blurb promises that the 'series will respond to the need for a more critical appraisal of the relationships between education and development, and between the industrialised and developing nations, and the need to stimulate fresh thinking, new approaches/novel contributions to the debate of how to replace the growth and 'dependence paradigms' of development, dominant during the sixties, seventies and eighties, with a new 'covenant of interdependence' which in many cases has had an horrific impact on' natural resource depletion and the environment.

Above all the book will advocate the responsibility of industrialised countries for the poverty and deprivation of developing countries and for the restricted life chances of their populations through the economic and cultural dominance-submission relationship inherent in their relationships with the South. The overall editors are James Lynch, elia Modgil and Sohan Modgil, all based at Goldsmiths University of London. In the last few weeks, potential authors have just been approached. Cassell is the publisher.

*2. Handbook on development and education: past and future* nd Noel McGinn of

This proposal is being put forward by William Cummings of Buffalo a Harvard.

Their introductory blurb makes the point that education has contributed for two centuries to the political and economic development of core nations but has now reached its zenith and is in a state of decline. Can modern education be reformed so that its contributions become more generalised? Or must we search for new alternatives more responsive to the challenges of the newly emerging international order and the global economy?

The editors have identified a list of some 50 such questions (along with the names of some individuals they think could answer them), and Garland Publishing has agreed to publish. The initial blurb has an encouraging urgency about it. 'We hope to go at the project with the speed of light. Our target date for the completion of all manuscripts is

December 1994. We do not think the field of education can stand to wait any longer for the insights this bold handbook promises to provide.'

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## HIGHER EDUCATION POLICY OF THE WORLD BANK

Alison Girdwood  
University of Edinburgh

Over recent years, the World Bank has taken an increasing role in raising the profile of the debate over the financing, governance and overall aims of institutions of higher education, and in the relationship between tertiary education and provision at the lower educational levels. This has been the case particularly for developing countries, and for the emerging democracies of Eastern Europe.

For Sub-Saharan Africa, Bank policy on higher education has been and will continue to be a crucial factor. It has been noted (World Bank, September 1993, para 143, p. 47) that donor contributions to higher education are generally marginal, but also that the overall nature of the crisis in higher education in Africa means that any access to foreign capital will be critical. For this reason, the conditions attached to Bank lending and the structures the Bank aims to promote are of great significance.

Policy papers such as the Bank's 1988 study *Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion* have generated fierce controversy in both North and South, but they have also to a large extent determined the framework of future negotiation and debate. This has not been merely within academic fora, but has also included government ministries and commissions, as well as the donor community worldwide.

The dissemination of the World Bank's latest policy statement - issued by the Education and Social Policy department of the Bank and to be published in the very near future - is therefore likely to lead debate on higher education issues for a considerable period, both in Africa and elsewhere. The current paper is the product of a lengthy period of study and analysis, including both geographical case studies, and commissioned studies relating to various areas of university governance and management. The key points of the paper have been presented at numerous meetings and have appeared in many discussion drafts, following the 'consultative' approach now routinely employed by the Bank in the preparation of policy statements. Whether the core points made in the paper have been amended during this consultation period remains open to question.

The higher education policy paper is now entitled *Higher Education: The Lessons of Experience*, but it has gone through numerous drafts and working titles including those such as 'Strategies for Higher Education Reform' and 'Issues and Options for Reform'. While the word 'reform' has now been dropped from the title, it is clear that it is still very much on the agenda, and that an almost complete overhaul of higher education in some situations is implied.

Previous Bank policy papers have provided analyses of the difficulties experienced by different higher education systems, generally within the context of the educational system in that region as a whole. The most recent version of the new paper (September 30 1993 version under discussion) now deals with the world as a whole, and it contains a clear vision of the World Bank 'model' higher education system. This model has been developed from the principles, practice and conditions of higher education across the world, and the study contains numerous examples of good practice (from a limited number of countries, but including a range of geographical areas and political contexts) to illustrate the key areas for reform.

The four areas identified for reform are as follows:

- 1 Greater differentiation of institutions (including mission and student intake, as well as differentiation between public and private institutions);

- 2 Incentives to be provided to public institutions to introduce reforms, including cost sharing with students; government funding to be linked to proven performance;
- 3 Redefinition of the role of government (higher education to be state supervised, and governed by incentives and the operation of the market rather than direct control from government);
- 4 Policies to be designed by government to promote quality and equity objectives.

Much of the analysis presented, and many of the conclusions/ recommendations of the study are not new, and, for Sub-Saharan Africa, the paper represents what is in many ways a logical extension of the conclusions of the 1988 study. However, it is an extension in particular of policy-based lending. The 1988 study had analysed the problems confronting higher education in Africa, and had focused largely upon cost containment, both at a national and, more particularly, at the institutional level. Other aspects of the current study were present in 1988, but the main emphasis of the relevant chapter (World Bank 1988, Chapter 6, pp. 68-80) was on restoring quality and containing costs, and less on the restructuring of entire systems. The emphasis now falls upon overall reform, including mission, governance, funding and provision for students, and allocation of funding to institutions. The policy paper is aimed at the level of the state (or beyond, as with regional provision), and its emphasis is now very much upon privatisation; performance and incentives; new mechanisms for allocation of funding; and the operation of the market. The notions of equity and quality presented are logical but not uncontroversial, and there is insufficient space to enter these debates here.

### World Bank implications

As stated above, the policy paper refers explicitly to the extension of policy-based lending. It is clearly stated that the Bank sees lessons for itself in the analysis of recent experience, and that these lessons are now to be applied: "The Bank has been most successful where it helped shape a coherent sub-sectoral development program and supported the implementation of policy reforms and investments through a series of lending operations, as in China." (World Bank, 1993, p. xii)

### Structure of the paper

There are some disturbing features to the way in which the study has been presented. In order to bring the principles to life, examples have been quoted from a wide range of cultural, political and geographic contexts. However, the descriptions are superficial and sometimes inaccurate, and profound implications have been drawn from very disparate examples (which have sometimes been misunderstood - eg there is no 'Higher Education Inspectorate' in Britain, and the various methodologies employed for Quality Assessment in the UK are the subject of fierce debate. Further, the funding allocation mechanisms in the UK are also not simply 'input-based'). Case studies of change alone are also given, sometimes without any indication of the short or medium-term result of the change made. The range of 'success stories' quoted is also sometimes very limited, with a very small number of cases being used to illustrate the practicality of implementing key changes, eg privatisation. Other World Bank studies (eg the detailed study *Higher Education in Francophone Africa: Assessment of the potential of the traditional universities and alternatives for development*) express little confidence in the possibilities of the introduction of large-scale privatisation of higher education in the near future. While the difficulties of the project are apparent, the reader would need far greater confidence in the manner in which conclusions have been extracted from studies before the overall blueprint can be accepted as feasible.



### **Application of the blueprint for higher education**

Further to this, it is stated time and again that conditions differ in every country and region, and that each loan 'package' will be country-specific, but the blueprint is clearly-drawn, and it seems to be merely a question of the staging and scale of implementation (and the level of sophistication required of new structures, agencies and buffer mechanisms), not the solutions themselves which are qualified here. The overall conditions of Bank loans are clear: Countries prepared to adopt a higher education policy framework that stresses a differentiated institutional structure and diversified resource base, with greater emphasis on private providers and private funding, will continue to receive priority." (World Bank, Sept 1993, p. xii)

### **Capacity required for implementation of overall reform**

Given the worries expressed in even the 1988 policy paper at the need for the development of managerial capacity to implement reform, there must be concern as to whether the sheer scale of the reforms proposed will in fact be damaging in the longterm. The fragility of existing mechanisms and structures is constantly emphasised. It seems more than likely that savings made in student subsidies would be consumed by the sophistication of the proposed reforms and new structures.

### **Donor co-ordination and its implications**

Finally, in the African context, the Bank has also begun to emphasise the importance of donor co-ordination in its reform programme. The creation in 1990 of the Working Group on Higher Education (WGHE) under the 'Donors to African Education' (DAE) initiative has further re-inforced the Bank's profile with higher education donors, ensuring that the World Bank's analysis of the problems facing higher education and the major Bank recommendations are at the forefront of the issues considered by the policymakers of both the donor community and senior figures in African higher education.

While it should be noted that not all the major donors are represented on the various DAE working groups, an article by William Saint in the *DAE Newsletter* (5.1, April-June 1993, p. 6) comments on recent shifts in bilateral donor policy to Higher Education (those of Sweden and the Netherlands in particular) and the ways in which new policy orientations have 'dovetailed' with the WGHE's suggestions.

The rationale behind the increase in donor co-ordination makes sense in terms of costeffectiveness, and as a means to ensure that projects and programmes to assist higher education are indeed complementary (and that maximum benefit is therefore passed to the recipient country or institution). However, it does reduce the options available to African policymakers, should they not wish to conform to the blueprint for higher education now on offer by the World Bank.

### **General**

The problems facing higher education worldwide are well-documented and change is unavoidable. It is to be hoped however that implementation of the policies outlined in the Bank's 1993 policies will indeed offer benefits and will not further erode the provision which is now available, through application of solutions which are inappropriate to particular problems.

**COMMONWEALTH HIGHER EDUCATION MANAGEMENT SERVICE (CHEMS)**

Peter Williams  
Commonwealth Secretariat

As part of the Higher Education Support Scheme (CHESS) the Commonwealth Secretariat, via the Commonwealth Fund for Technical Co-operation, has agreed to provide pump-priming funds to create a management service for higher education based at the Association of Commonwealth Universities headquarters in London. This service (CHEMS) will begin operations in January 1994 and Mr John Fielden formerly with Peat Marwick McLintock is to be the first director.

CHEMS which was originally conceptualised at meetings convened by the Education Programme of the Commonwealth Secretariat aims to assist higher education institutions and agencies in the Commonwealth in the areas of consultancy, training and information. It will work closely with and to a large extent through other institutions with an emphasis on building local management capacity in developing countries. It will help its clients to identify experienced and professionally managed consultants offering services at a reasonable fee but recovering costs. CHEMS will not normally employ such consultants itself but will focus on offering institutions and agencies the following services:

project definition and planning, so that all parties to a project have realistic expectations of what can be achieved and 'own' the project outcomes.

project management/supervision of approved subcontractors undertaking a CHEMS project.  
identification/nomination of consultants for universities and agencies.

surveys of training needs and development of a group of quality providers of training; presentation of packages of clients and providers of training to funding agencies for their support.

production of best practice guidelines on practical issues in the management of higher education for all Commonwealth universities and colleges, and interested agencies, to use.

In addition to the pump-priming funds received from the Commonwealth Secretariat, there are indications of initial support from ODA and UNESCO for CHEMS in its start-up period. Further information from Dr Anastasios Christodoulou, Secretary-General, Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF.

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**COMMONWEALTH UNIVERSITY STUDY ABROAD CONSORTIUM**

Peter Williams  
Commonwealth Secretariat

On August 10 at Marlborough House in London, the Commonwealth Secretary-General, Chief Emeka Anyaoku, inaugurated the Commonwealth Universities Study Abroad Consortium (CUSAC). This is a consortium of, initially, 28 universities in different parts of the Commonwealth designed to promote reciprocal movement of students between industrialised and developing countries of the Commonwealth. The 28 universities are located in Australia, Britain, Canada, Ghana, India, Kenya, Malaysia, Singapore,

Swaziland, Tanzania, Zimbabwe and also include the University of the South Pacific and the University of the West Indies.

The rationale for the creation of this consortium is the benefit to developing countries in hosting students from abroad as a way of contributing to their institutional development, both through the presence of students and scholars from other countries and through the associated resources and revenues that accrue from hosting most students. There is also perceived to be considerable benefit to industrialised and developing countries in sending students abroad to third world universities.

The programme provides for bilateral arrangements between pairs of universities within the consortium and will generally involve short periods of a term, semester, or year spent at the developing country university which would be counted for credit at the student's home university of registration.

Under formal agreements signed by members of the consortium, the sending university agrees to accept approved programmes of work completed satisfactorily abroad for full credit towards its own awards, and to make every effort to assist participating students to meet any additional cost of studying in the host university. Receiving universities also undertake various obligations in terms of provision of information, assistance with entry to their countries for study purposes, obligations regarding living accommodation and general health and welfare, and provision of suitable study programmes with supplementary tutorial assistance as necessary. The exchanges are funded by the participating institutions or from external funding sources which they locate.

The Commonwealth Secretariat, which has been responsible for formulating the programme, is providing a facilitating and support role to CUSAC. Its steering Committee for the project has been chaired by Professor Suma Chitnis, Vice Chancellor of The SNDT Women's University, Bombay; and the principal consultants to the project have been Dr Geoffrey Caston, former Vice Chancellor of the University of the South Pacific and Professor Lalage Bown formerly of the University of Glasgow. More information can be obtained from Dr Jasbir Singh, Chief Programme Officer, Education Department, Commonwealth Secretariat, Mariborough House, Pall Mall, London SW1Y 5HX.

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## COMMONWEALTH UNIVERSITY STUDY ABROAD CONSORTIUM

### *Agreement*

Member universities of the Consortium agree to provide appropriate opportunities for their students to study in other member universities as a part of their course, and to initiate joint programmes for this purpose.

To agree to accept the following obligations, as appropriate:

### **Obligations of home (sending) universities**

- 1 To select students for participation in the programme, ensuring adequate qualifying standards in consultation with the host university.
2. To provide the host university with a full academic record for each participating student.

3. To accept approved programmes of work completed satisfactorily abroad for full credit towards their own awards.
4. To negotiate with the host institution on tuition and accommodation arrangements and to ensure payment if required
5. To make every effort to assist participating students to meet any additional cost of studying in the host university.
6. To prepare their students for the period of study overseas, and to inform them before they go of the arrangements agreed for academic credit, for finance and for accommodation.

#### **Obligations of host (receiving) universities**

- 1 To prepare full information about the university and the country, including academic programmes and living costs.
2. To provide when required information about the costs of tuition and living.
3. To facilitate entry into the country for study purposes.
4. To make arrangements for reception on arrival.
5. To design a suitable programme of study for each student or group of students, in consultation as necessary with their home institutions.
6. To provide, as necessary, supplementary tutorial assistance for students on the programme.
7. To provide a full record of academic attainment at the end of the student's programme.
8. To ensure availability of satisfactory living accommodation, either on or off campus.
9. To provide continuing advice and support on health and general welfare throughout the period of study, and to designate an adviser on these and other matters.

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#### **CUSAC MEMBERS**

##### **A u s t r a l i a**

1. Edith Cowan University, Churchlands, Western Australia
2. University of Adelaide
3. University of Sydney

##### **B r i t a i n**

## Canada

8. University of British Columbia, Vancouver
9. Carleton University, Ottawa
10. Dalhousie University, Halifax
11. University of Guelph, Ontario

## Ghana

12. University of Ghana, Lagon

## India

13. University of Bombay, Maharashtra State
14. University of Delhi
15. Haryana Agricultural University, Hisar
16. Indian Institute of Technology, Hauz Khas, New Delhi
17. Jawaharial Nehru University, New Delhi
18. University of Rajasthan, Jaipur
19. SNDT Womens' University, Bombay

## Kenya

20. University of Nairobi

## Malaysia

21. University of Malaya, Kuala Lumpur
22. University of Science, Penang

## Singapore

23. Nanyang Technological University

## Swaziland

24. University of Swaziland, Kwaluseni

## Tanzania

25. University of Dar es Salaam

## Zimbabwe

26. University of Zimbabwe, Harare

## Regional

27. University of the South Pacific, Suva, Fiji
28. University of the West Indies, Mona, Jamaica

**NEXT (1994) NORRAG GENERAL ASSEMBLY, GENERAL CONFERENCE,  
6-8th OCTOBER 1994, GENEVA**

After the success of the NORRAG Conference in Oxford, just before the start of the Oxford Conference, we are planning the next Conference to coincide with the International Conference on Education (ICE). We are being asked by the International Bureau of Education (IBE) to organise a Round Table at the ICE, on the theme '**Globalisation of the economy and its consequences for education**'. These arrangements will allow NORRAG members to profit from our own professional network meeting, as well as from the very wide range of delegates who are present in Geneva for the ICE. The format link into the work of the ICE, through the Round Table, is a very positive development.

We would ask NORRAG members with particular interests in the theme of the Round Table to get in touch with Dr. Michel Carton in Geneva. The detailed information about the NORRAG Conference theme will be mailed early in the year, so that members can make arrangements to attend and possibly contribute.

We attach below a short commentary on the general ICE theme:

**INFORMATION NOTE ON THE 44TH SESSION OF THE INTERNATIONAL  
CONFERENCE ON EDUCATION**

The theme of the ICE conference is **Appraisal and perspectives of education for international understanding**.

The meeting brings together Ministers of Education from UNESCO's member states as well as observers representing organisations of the UN system and various intergovernmental and non-governmental bodies. Even though the conference is intergovernmental, the sessions will be open to any specialists interested in the ICE's theme.

The decision about this particular theme has been motivated by concerns in the international community about an increase in recent years in expressions of violence, xenophobia, intolerance and conflict in many parts of the world. It is assumed that the education system plays some part in, and shares some responsibility for, this breakdown of understanding. 'It is for this reason that the next session of the ICE should attempt to mobilise the world of education and all of its various partners by putting forward measures which may contribute in an efficient and rapid manner to bringing peoples, individuals and cultures closer together, as well as to preventing and suppressing conflicts.' This may seem like a tall order for education. But IBE is strongly encouraging individuals and institutions which feel they can make contributions to get in touch with them (IBE, Box 199, 1211 Geneva 20).

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**SPEECH TO THE DAE TASK FORCE  
ANGERS, 23RD OCTOBER 1993**

by Mr. Michel ROUSSIN, French Minister of Cooperation

Mr Chairman, Distinguished Ministers of Education, Representatives of Governments, Co-operation Agencies and Local Authorities, Ladies and Gentlemen; it is a great pleasure for me to share this meal with you and to welcome you, on behalf of the French Government, to the city of Angers, whose charm was extolled by the poet Le Bellay; a city rich in history, but one whose vitality testifies to France's modernity.

You have met together to deal with a fundamental problem: that of the real assumption of responsibility for development policies by the countries concerned. I welcome this gathering, for the situation of many African education systems is serious - extremely serious. The effects of the population growth are now making themselves felt to the full at a time when Africa has to cope with an unprecedented economic and financial crisis. The development model which gave precedence to the expansion of the public sector, for entry to which education was the preparation, is nowadays superseded by the urgent need to recover a lost competitive capacity.

Accomplishing more with fewer resources, improving the quality of education, maximizing school enrolment in order, in the long term, to step up productivity and promote growth, reconciling budgetary realities with social demands - such are among the many challenges facing Africa and the international community.

To meet them calls for clear-sightedness, rigour and determination. Clear-sightedness, because it will be necessary to analyse the causes of previous failures, break new ground, and establish a new model of education. Rigour, because inadequate resources will have to be managed very carefully. Determination, because difficult choices will have to be made in the face of opposition from established custom and to the detriment of certain vested interests.

During the first two decades following independence, education systems expanded rapidly. The employment market could cope with the flow of school leavers, because the public sector recruited almost all people possessing educational qualifications. This model of education is nowadays completely unrealistic; emphasis must be placed on matching education to real development needs. The urgent task is to provide a primary education favouring basic learning and facilitating young people's entry into working life. This priority given to primary education must be accompanied by a stronger back-up of vocational training and a necessarily more selective improvement in the quality of other levels and types of education.

In many of France's partner countries, creating a new model of education means, quite apart from making changes in its content, solving the problem of financing it. In a context of shrinking public resources, the cost of the existing model does not enable present enrolment rates to be maintained, much less does it make it possible to attain the praiseworthy but ambitious objective set by the Jorntien Conference. The reduction of unit costs and a very strict management of human and financial resources are necessary conditions, but perhaps not sufficient ones; for the State on its own can no longer, as in the past, bear the whole burden of the educational effort. Active participation on the part of families and communities must be encouraged. Such participation will be likely to develop only if parents recognize the utility of the school and have a voice in its management.

Similarly, the revitalizing of vocational training necessarily depends on the establishment of closer links with economic operators in both the modern and the informal sectors. In this respect, a thoroughgoing modification of the status of technical schools seems to me to be indispensable. A recent project in Mauritania, jointly funded by the World Bank and French Co-operation, indicates a possible way of giving employers and the productive sector their due place in training. Though innovations and improvements can be envisaged, the States concerned will nevertheless have to make difficult and sometimes painful decisions. In a particularly tight budgetary context, the priority given to basic education and vocational training will necessarily entail an adjustment of expenditure on other levels of education.

I am convinced that Africa cannot do without higher education and a high-level research **capability**. But it has to be recognized that the recent trend in national education **systems** reflects **too** great a concern for social appeasement, at the expense of quality and the matching of education to the real needs of the countries concerned. So I believe it is time for us to give thought to solutions on a regional scale, which alone can give rise, at an acceptable cost, to the emergence of veritable focal points of learning of international standard.

I am aware that embarking on this road will demand courage and determination on the part of governments. Donors, on their part, can no longer deny the need for concerted parallel action to promote social consensus. A fair balance must be established, and that will not be easy. It can be achieved only through working in close and sustained accord **with the** national authorities. This attempt at adjustment can be successful only if it is seen by all concerned as indispensable and justified. It is therefore important that decisions be prepared and well thought out by national senior personnel who can only be convinced of the need for change if they direct such change themselves.

I have selected education and training as one of the priority lines of action of French Cooperation. This year, my Department will be spending nearly two thousand million francs - a quarter of its budget - on education and training. This aid will to an increasing extent take the form of wide-ranging programmes comprising practical and measurable objectives, relating for example to the improvement of the quality of education or the development of the management capabilities of education authorities.

I intend, notably, to place emphasis on the emergence of national capabilities. This **will** result in a very appreciable reduction in the amount of our technical assistance in terms of personnel, which is still excessive. Nevertheless, a small number of high-level specialists will continue to be made available to States which request them in areas where the national capability is still weak. The role of such specialists will then be to ensure the training of people to take over from them, through activities practically relating to the programmes of reform adopted. For I am convinced that the relevance of training is closely linked with its relationship to real circumstances in the field, with the conditions encountered in action. As a counterpart to such training, it is essential, in my view, for States to be committed to ensuring stability of employment and opportunities of advancement for the national personnel so trained.

In other words, the necessary rigour where financing is concerned must also be applied to the management of human resources. Thus it is really a contract that has to be

established between governments and donors; a contract clearly setting forth the commitments and obligations of each party. Such a contract will be meaningless unless it gives rise to an open and permanent dialogue in which complaisance has no part. There is no longer any room for dogmatism and models imposed from without, still less for



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During the first two decades following independence, education systems expanded rapidly. The employment market could cope with the flow of school leavers, because the public sector recruited almost all people possessing educational qualifications. This model of education is nowadays completely unrealistic; emphasis must be placed on matching education to real development needs. The urgent task is to provide a primary education favouring basic learning and facilitating young people's entry into working life. This priority given to primary education must be accompanied by a stronger back-up of vocational training and a necessarily more selective improvement in the quality of other levels and types of education.

In many of France's partner countries, creating a new model of education means, quite apart from making changes in its content, solving the problem of financing it. In a context of shrinking public resources, the cost of the existing model does not enable present enrolment rates to be maintained, much less does it make it possible to attain the praiseworthy but ambitious objective set by the Jorntien Conference. The reduction of unit costs and a very strict management of human and financial resources are necessary conditions, but perhaps not sufficient ones; for the State on its own can no longer, as in the past, bear the whole burden of the educational effort. Active participation on the part of families and communities must be encouraged. Such participation will be likely to develop only if parents recognize the utility of the school and have a voice in its management.

## NETWORKS AND NETWORKING

ERNESA  
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futile rivalries between donors. We must seek solutions together, having due regard for the diversity of circumstances and the sovereignty of each partner.

The operation in which we are all engaged in DAE, headed for some years past with conviction and tenacity by Mr Mook and his Executive Secretary Mr Shaw, contributes to the concerted effort and the mobilization called for by the gravity of the crisis and the magnitude of the challenge we have to meet all together.

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**EUROPEAN ASSOCIATION FOR INTERNATIONAL EDUCATION(EAIE)  
Fifth Annual conference, The Hague December 2-4, 1993**

Summary by Peter Williams, Commonwealth Secretariat

The EAIE held its fifth annual conference in the Hague, in December. There were nearly 1,100 participants from over 40 countries, the bulk of them being from Europe but with sizeable contingents too from the USA, Canada and Australia. The EAIE is an individual membership association which was founded five years ago and has its Secretariat at Vandiemestraat 344, 1013 CR Amsterdam, The Netherlands (Tel. +31 20 625 2727; fax +31 20 620 9406). The Executive Director is Hilary Callan from the UK, until recently the Assistant Director at UKCOSA in London. The Association is a comprehensive organisation of individual professionals in international education in Europe. It has various professional sections which include:

Admissions Officers and Credential Evaluators (ACE) Economics and Business Studies Officers (EBS) International Relations Managers (IRM) Language Teachers and Testers (LTT) Research and Industrial Liaison Officers (RILO) Study Abroad and Foreign Student Advisers (SAFSA) European Educational Programme Coordinators (EEPC)

There are also discipline-based groups in Law, Medicine, and Teacher Training, which are likely to constitute themselves into special interest groups along with the NorthSouth group (see below).

The opening session of this fifth conference in the Hague was addressed by Ismail Serageldin, World Bank vice-president for economically sustainable development, and Colin Power, the assistant Director-General for Education of UNESCO.

The particular theme of the Conference was *Europe and Beyond*, dealing with the international education linkages between Europe and the outside world, especially the developing countries. A series of workshops was devoted to NorthSouth relationships and covered brain-drain and brain-gain; North-South links for mobility; donor policies on aid to universities in developing countries; North-South international cooperation in education; Australia and Europe in Asia; Canadian universities and international development; French government policy on development of higher education abroad; Norwegian and Dutch models of North-South university cooperation; multi-institutional and multinational models of North-south cooperation; problems faced by African students in socialist countries; future of Palestine higher

education. During the meeting there was discussion of forming an interest group, which might later graduate to a professional section, on North-South cooperation. Exploration of this is being carried forward by Han Aarts of the University of Limburg, The Netherlands.

The next, sixth, EA1E conference will take place in London, November 24-26 1994. The venue will be the Queen Elizabeth conference Centre in Westminster, and the theme will be **Quality in international education**. The chairman of the Planning committee for the sixth conference is Professor Eva Haberfellner of Fachhochschule Reutlinger, Germany, UK-based members of the conference planning committee are Roberta de Joia of Middlesex University and Colin Rogers of Manchester Metropolitan University.

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**EDUCATIONAL RESEARCH NETWORK IN EASTERN AND SOUTHERN AFRICA  
(ERNESA): SETTING PRIORITIES**

Lydia Nyati-Ramahobo  
University of Botswana

ERNESA has recently completed its Six-Year Development Plan. This plan, amongst other things, reflects on past activities, outlines ERNESA's mission and vision for the future, and provides a description and rationalisation of planned programmes. The plan also provides a clear direction in which the association should move in order to achieve self-sustainability.

The following are ERNESA's broad objectives:

1. To build research capacity through training
2. To bridge the gap between policy makers and researchers by facilitating the

utilisation of research information for educational policy and practice

3. To disseminate educational research information inside and outside the region
4. To co-ordinate educational research and provide a forum for debate on issues on

educational research through networking

ERNESA's developmental priorities are as follows:

1. To establish a full time Secretariat in Gaborone, Botswana. The lack of a full time coordinating body has affected the overall effectiveness of the Network. A secretariat is, therefore, needed to provide manpower, infrastructure, information flow, allocate resources and to monitor the implementation of ERNESA projects. The Secretariat will also facilitate networking at regional level.

2. To strengthen national associations through capacity building by providing basic facilities and manpower. The strength of ERNESA lies in its national associations. Providing basic facilities and creating conditions for maximum utilisation of existing manpower will enable associations to carry out ERNESA programmes in research, training and dissemination. Strong national associations will facilitate networking at the national level with Ministries of Education, NGOs and donor agencies interested in educational research to systematically work out their co-ordination role and being able to provide comprehensible data for educational policy planning and practice. Networking will also be facilitated amongst associations and with the mother network. National associations need to increase their research output by establishing research priorities for stipulated periods of time. These programmes should be consistent with government or national needs in order to be relevant to policy planning. These associations should also act as agents for educational research consultancies. This is not only important for providing high quality research which has a greater chance to impact on policy but it is a major strategy towards self-sustainability hence a strengthening exercise.

3. To establish a regional documentation centre at the Secretariat in the short term, while in the long term it is envisaged that another documentation centre will be established to serve the Eastern part of the region. This is necessary if the network is to effectively disseminate educational research information within the region. National associations will feed information into the regional centre and feed from it. This way information flow will improve and research results will be easily accessible to both consumers and producers of educational research within the region.

resources and increased levels of collaboration, and to provide considerable experiences with electronic information technology to the African graduate students who will, one day, play important roles in the application of electronic information technologies in their universities.

The African Educational Research Network is cooperating with the OU Libraries in this and now invite responses from interested professionals who would like to participate in various manners in this development. We anticipate the need for adjunct professors who will serve on research committees, persons who will share info re: their own work in African education development, and the like.

Let us hear from you-and pass our message along to colleagues. Also, I am searching for the report of A CONSULTANCY IN AFRICAN HIGHER EDUCATION by Coombe. I will gladly reimburse costs of mailing and copying.

The American Association for the Advancement of Science has become quite active with regard to strengthening the capabilities of libraries in African universities re: electronic information systems and applications. A closed meeting at ACCRA in December will bring donor groups, I believe ' and a half dozen VCs and Librarians of African universities to consider the matter --- and to hope for major World Bank support for such development. This should be of interest in the months ahead.

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4. To strengthen and develop training programmes in qualitative research methodology, policy analysis and the training of documentalists who will run the documentation centres. The Small Research Award Scheme will be continued and expanded to all other national associations to provide grassroot training in basic research at the national level.

5. To carry out research on three priority themes: Education for All, Education and the Environment and Policy analysis. The following research programmes will be carried out under each theme respectively:

Education and the Quality of Life which will seek to establish the link between education and the process of resource entitlement in ERNESA countries with reference to marginalised groups (e.g. refugees, displaced people, girls, women and other minority groups). It will seek to understand how these groups use education in the process of improving their lives.

**The School, Community and the Environment** will seek to strengthen schools and community awareness and participation concerning the environment.

**In Educational Policy: Local and International Linkages** ERNESA will initiate, in partnership with DAE Working Group on Capacity Building, a project which will seek to explore the linkages/relationships between local and international needs in education. It will seek to analyse and explain, with the use of country specific case studies, how international declarations are interpreted, translated into policies and implemented at national levels. In other words, how global trends interact with local needs to affect social change.

ERNESA therefore, has five major priority areas for the next six years:

the establishment of a secretariat, a documentation centre, strengthening national associations, strengthening and initiating training programmes and to carry out research.

Source: ERNESA Development Plan 1993

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#### E-MAIL USES

Milton Ploghoft  
Ohio University

AERN Coordinator. OU Libraries, Athens, Oh. 45701  
Fax (614) 593-0177 Phone(614)593-4445

Ohio University Libraries have undertaken the development and implementation of a modest project that will make use of e-mail to extend research related communication between African graduate students at universities in UK, US, Canada and Western Europe and their colleagues in their home universities and ministries in Africa. The purpose will be to test the feasibility of such an effort. The intended outcomes include the strengthening of research capacities of African universities through a broad sharing of

## . NORRAG NEWS 16

This issue will address the position of the European Union and its relationship to the Developing World in the fields of aid policies and practice in education and training.

We have in this issue the speech that M Roussin gave at Angers. This should be a good starting point for some of the debate that we might engage in for the next issue. As you know Norrag members are taking part in several meetings over the next six months where panels and individuals are going to explore some of the areas in the development debate that the Euporean Union is or is not involved in.

We will hope that those of you who have been working in this area will send us an account of what you have been doing. Also suggestions for what areas you think ought to get a hearing in NORRAG 16.

**THE REFORM OF EDUCATIONAL SYSTEMS TO MEET  
LOCAL AND NATIONAL NEEDS**

edited by  
John D. Turner

This volume of nearly 400 pages contains thirty one papers delivered at the 1991 Oxford Conference. This Oxford Conference now takes place every second year, and it brings together a very wide range of the British resource on international education and training. A brief summary of the contents follows:

After an overview of the theme by Richard Jolly, Malcolm Skilbeck and Shelden Shaeffer, the papers are divided into five sections. In the first on 'Aid Policies', a paper by Kenneth King on the external agenda of aid in internal education reform is followed by discussions of policy by representatives of the World Bank, the British Overseas Development Administration, UNESCO and non-government organisations. This is followed by sections on education and the economy, teacher education and non-format adult education. The final section contains eleven case studies with papers from Bulgaria, Hungary, Hong Kong, South Africa, Indonesia, Rwanda, Sudan, Tanzania and Trinidad and Tobago, with a final paper on educational reform in England and Wales.

The Editor of the volume, John D. Turner is Pro Vice-Chancellor and Sarah Fielden Professor of Education at the University of Manchester

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  to meet Local and National Needs  
Overview:                        The Challenge of Education in the  
  1990s  
  **Who Controls Educational Reform?**

Aid Policies

Education and the Economy  
Teacher Education  
Non-formal and Adult Education  
Reforming Specific Educational Systems

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Published by the School of Education, University of Manchester , 1993

by extensive bibliographies. This is a convention which is not necessarily appropriate for studies of practice where much briefer reports may be of great value and are not necessarily assisted in their impact by the compilation of large bibliographies mostly drawn from computerised databases.

3. Conventionally published journals can only hope to succeed if their price is high.

This tends to place them beyond the reach, not only of classroom practitioners, but also of the Ministries of Education and most universities in areas where foreign exchange is scarce.

4. The journal is to serve as the journal of the African Educational Research Network.

**The JPED will have the following characteristics:**

1. Its field will be the practice of education in developing countries. Articles on the following will, therefore, be welcome:

(a) The methodologies of teaching in primary and secondary schools, teacher training colleges, technical colleges, universities and other educational institutions.

( b ) Practical implications of the post-Jomtien emphasis on basic education.

(c) Innovations in the organisation of educational systems, financial allocation and management and community involvement in education.

(d) Practical issues in project planning, implementation and evaluation.

(e) Professional education including the education of teachers, both initial and in-service.

( f ) New developments in integrated rural development, including education for primary health care, women in development and the education of the rural and urban disadvantaged.

(g) All aspects of adult education including community education, and the preparation of community workers, animateurs, extension workers etc.

( h ) The application of distance learning and teaching to all areas of education.

( i ) Notes of recent reports on education published by national governments.

2. Short articles and reports of work in progress are welcomed by the editors. It is anticipated that articles of 1000 words, or even less, will be able to report

practice in different aspects of education, in a way which will be helpful to other practitioners. It is likely that articles over 5000 words will be more suited to other journals. The model which is being tested in its application to educational practice is the scientific journal article which reports often very significant findings in a minimum of words.

3. Articles will be particularly welcome from those working in developing countries.



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This volume is available from The Research and Graduate School, Faculty of Education, University of Manchester, Manchester M13 9PL at £15.00 (including postage and package). Special terms for ten or more copies and for bookshops.

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**JOURNAL OF PRACTICE IN EDUCATION FOR DEVELOPMENT**

It is proposed to publish a journal under the above title edited from the University of Manchester, School of Education.

The reasons for producing a new journal are as follows:

1 There is no international journal currently available which relates specifically

to problems of practice in education in developing countries. Such journals as already exist are mainly intended for theoretical articles relating to the planning of educational systems, comparative education and related topics. It is believed, however, that much good practice is being developed in the low-income countries of the world which would be of great interest to other practitioners but which is not being reported.

2. Existing journals have understandably adopted the normal conventions relating to

academic journal articles in the field of education. These articles are of substantial length, follow a well established mode of discourse and are supported

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Nobel Prize 2019. The Norwegian Nobel Committee has decided to award the Nobel Peace Prize for 2019 to Ethiopian Prime Minister  
Abiy Ahmed Ali for his efforts to achieve peace and international cooperation, and in particular for his decisive initiative to resolve the  
border conflict with neighbouring Eritrea. NORRAG - Network for international policies and cooperation in education and training.  
NORRAG's core  
mandate and strength is to produce, disseminate and broker critical knowledge and to build capacity among the  
wide range of stakeholders who constitute its network. These stakeholders inform and shape education policies and practice, both at  
national and international levels.