

UKFIET NEWSLETTER

NOVEMBER 2007

EDITOR'S INTRODUCTION-CAROLINE DYER

Welcome to the sixth UKFIET newsletter, a bi-annual round-up of news from the diverse organisations who comprise the Forum. Thanks to those of you who contributed news items—much appreciated. Can I please issue my usual reminder of the importance of institutional reps remembering to circulate the Newsletter internally. Herewith, a reminder of the current editorial address: c.dyer@leeds.ac.uk.



UNIVERSITY OF LEEDS



UKFIET aims to share ideas, knowledge and expertise among all who work in International Education matters by linking organisations both public and voluntary, commercial and non-commercial and providing a network accessible to individuals working in the field.

CHAIR'S REPORT - DAVID THEOBALD

In September we celebrated our most successful Conference with 385 participants, 65 more than in 2005, a trio of excellent plenary speakers and a very rich programme of papers and discussions. Thanks once again to our Conference Convenor Fiona Leach, co-convenors and great management from Sarah Jeffrey and her team. We are also grateful to all the sponsors: Aga Khan Development Network, BAICE, British Council, Cambridge Education, Elsevier and the Jeremy Greenland Bursaries Trust

The Conference was also the time for the AGM where three new trustees were elected – Chris Colclough, Michael Crossley and Peter Williams, together with the confirmation of already co-opted trustees, Kenneth King, Angela Little, Moses Oketch and Rosemary Preston. Caroline Dyer, University of Leeds was elected by the trustees as Deputy Chair and subsequent to the AGM, Flic

Binns was appointed by the trustees as Hon Secretary, replacing Thelma Henderson who has tirelessly served us for the past four years.

Our financial situation is promising, though we need to work at securing longer term funding for the Conference and Colloquia. We need to engage our member representatives in the planning and work of the organisation and we are always open to ideas and suggestions, so please get in contact with any of the Officers or Trustees. An updated development plan for 2007-9 is in progress and will be circulated shortly.

Our next big event is the Colloquium on 'Progress of EFA: halfway to 2015', using information from the Global Monitoring Report for 2008. We look forward to meeting many of you at that event.

Further details found at: http://www.ukfiet.org/events_notices

UKFIET OFFICERS

Following elections at the September AGM, current UKFIET officers are:
David Theobald - Chair
Caroline Dyer - Deputy Chair
Moses Oketch - Treasurer
Felicity Binns - Company Secretary

Trustees.

Along with the officers, UKFIET's Trustees are: Chris Colclough, Michael Crossley, Kenneth King, Fiona Leach, Angela Little, Rosemary Preston and Peter Williams.

Thanks to Thelma Henderson

UKFIET owes an enormous debt of gratitude to Thelma, our outgoing Company Secretary. A strong supporter since the early 1990s, she has contributed to its development in a myriad ways. Formally, she has in the past served as Colloquium Convenor, with notable successes in the EFA GMR Literacy for Life, Globalisation and WTO GATS colloquia. In 2003 she became UKFIET's Honorary Secretary, but has continued to arrange day conferences and other events. With incorporation in 2006 she became Company Secretary. Less visibly, Thelma has worked ceaselessly to promote UKFIET, ensure its continuity and communication between members and partners outside. Everything she does stems from a depth of personal ethics to which we might all aspire. As she withdraws from being an officer, she will be much missed and hard to replace. For the present she is crucially involved in the organisation of the UK launch of the next GMR colloquium on January 17th 2008 (see Page 2 of this Newsletter).

Rosemary Preston

NEXT UKFIET COLLOQUIUM EFA BY 2015 – WILL WE MAKE IT?

A critical reflection on the EFA Global Monitoring Report 2008

On Thursday 17th January 2008 at The Jeffrey Hall, Institute of Education, 20 Bedford Way, London WC1H 0AL

EDUCATION FOR ALL BY 2015 - WILL WE MAKE IT?

Background and Purpose

At mid-point between the 2000 World Education Forum and 2015, the 2008 Global Monitoring Report assesses progress towards the goals of Education for All set out at Dakar in 2000 and prospects of reaching the targets set for 2015. The report examines critically the efforts to date of governments, international agencies and civil society. It identifies the greatest challenges and highlights positive examples of progress. It also sets out strategies and actions required by all EFA stakeholders in order to accelerate progress.

This colloquium is organised jointly by the UK Forum for International Education and Training, the UK National Commission for UNESCO and the Institute of Education, University of London. It has three objectives:

- ◆ To present the report and its findings
- ◆ To subject the report and specific themes within it to critical review and discussion
- ◆ To identify how UK-based stakeholders can support progress towards EFA by 2015

Programme

Keith Hinchliffe, Acting Director of the GMR Team, will introduce the report and its findings. Distinguished plenary speakers will respond help to frame the debate, from the perspective of funding agencies, civil society and academia. Facilitators well known for their work on EFA will lead break-out discussion groups.

Participants

This colloquium is for practitioners, academics, representatives of governmental, non-governmental and international agencies interested in Education For All.

Further information and Registration

For further information about the report see <http://www.efareport.unesco.org> Copies of the full report will be made available to Colloquium participants on the day.

A full programme will be posted on <http://www.ukfiet.org> and www.unesco.org.uk. To register for this conference please contact n.blum@ioe.ac.uk



Leading education
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Institute of Education
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United Kingdom
National Commission
for UNESCO



The EFA Global Monitoring Report 2009 is to be on 'Governance, management and financing of education'

Background to the report's aims

The achievement of the EFA goals depends on countries' will and capacities to strengthen the governance, management and financing of their education systems. As stated in the 'Expanded Commentary of the Dakar framework for Action':

"The experience of the past decade has underscored the need for better governance of education systems in terms of efficiency, accountability, transparency and flexibility so that they can respond more effectively to the diverse and continuously changing needs of learners. Reform of educational management is urgently needed – to move from highly centralized, standardized and command-driven forms of management to more decentralized and participatory decision-making, implementation and monitoring at lower levels of accountability. These processes must be buttressed by a management information system that benefits from both new technologies and community participation to produce timely, relevant and accurate information".

Experience shows that the challenges in improving the governance, management and financing of the public sector, including education, are inherently political. This is mainly because efforts to change governance, management and financing structures touch upon how power is allocated and how decisions are made in society. Previous Reports have to some extent discussed these issues, but rarely in a structured way. It will be important for the 2009 Report to explore the political dynamics that make different education policy alternatives possible.

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The 2009 Report will continue to monitor progress towards the achievement of the EFA goals. In addition, the 2009 Report will provide a comprehensive and comparative picture of the role of governance, management and financing for the achievement of the EFA goals. The specific objectives of the thematic part of the Report will likely be to:

- Identify different models of governance, management and financing of education systems across the world
- Provide an analytical framework for the discussion on governance, management and financing of education. The framework aims to

- ◆ Structure the discussion and to show the linkages between governance, management and financing for the achievement of EFA
- ◆ Synthesise international research on critical factors contributing to a well-functioning education system, in terms of governance, management and financing
- ◆ Compile data from a range of sources to monitor key aspects of governance, management and financing of education
- ◆ Present and analyse countries' efforts (including governments, civil society and international agencies) to strengthen the governance, management and financing of education systems
- ◆ Identify and discuss actions needed by governments, civil society and international agencies in terms of governance, management and financing of education systems

This paper proposes key topics to be discussed in the 2009 Report and presents also the preparation process. Questions are highlighted on which the GMR Team seeks guidance from the Editorial Board. The focus of the paper is the theme of governance, management and financing, thereby excluding the discussion on the balance in the Report between this specific theme and the regular monitoring of the EFA goals. As in the past, however, about half the Report will be devoted to this regular monitoring, including of aid for education.

Seminar on UK Input into the EFA Global Monitoring Report, 2009

Governance, Management and the Financing of Education

In the UK there is a significant pool of expertise on the subject matter of the 2009 Report, drawn from both the UK's own domestic innovations in education and British co-operative work with developing countries. The GMR Team have indicated that they would welcome a dialogue with colleagues in the UK (as well as from colleagues in other countries) as they embark on work for this 2009 GMR. The UK National Commission for UNESCO is organising in co-operation with the Education Section, Social Transformation Programmes Division of the Commonwealth Secretariat to consider the nature and timescale of potential inputs. It took place at **Marlborough House in London on Tuesday, November 13th 2007**. Yusuf Sayed from the GMR Team attended and outlined progress on the Report to date, and answered questions. In discussion there was opportunity to make suggestions about the Report content, to draw attention to relevant experience and expertise and to clarify the commissioning process for any studies that may be sought.

News from Dfid

1) **Peter Colenso** is the new Head of Profession for Education at DFID. Peter joined DFID as an Education Adviser in 2000, having worked previously for NGOs, the UN and the EC on education and broader social sector / governance issues in Africa, Asia and the Balkans. Since 2000, Peter has worked on education policy issues, aid effectiveness, and the G8. He spent 3 years seconded to the World Bank in Sri Lanka as an Education Specialist. As Head of Profession for Education, Peter leads DFID's cadre of education advisers, and plays a lead role in education research, policy development, support to country programmes, and working with external partners.

2) **Technical and Vocational Skills Development** - DFID has produced a briefing on technical and vocational skills development (TVSD), which feeds into the debate on the links between education and growth. It is relevant to discussions on productivity and competitiveness, as well providing a work-related option in the expansion of post-primary schooling. In countries with a clear and long-standing policy commitment to TVSD, the provision of skills is in a much stronger situation than countries whose policies have been substantially influenced by shifts in donor policies and priorities.

3) **Online publications** - The following books in the Researching the Issues series are now available.

No 68 Globalisation, Education and Development: Ideas, Actors and Dynamics, written by Susan Robertson and colleagues at the Universities of Bristol and Dar-es-Salaam, Tanzania. This book reviews issues, trends and developments in international policy on education and the international architecture for development assistance for education. <http://www.dfid.gov.uk/pubs/files/global-education-dev-68.pdf>

No 69 Education and Development in a Global Era: Strategies for 'Successful Globalisation' edited by Andy Green and Angela Little at the Institute of Education, University of London. This book overviews the contribution of education to economic growth, and country approaches to education and globalisation, drawing on experiences of the "Asian Tigers" and case studies of China, India, Kenya and Sri Lanka.

<http://www.dfid.gov.uk/pubs/files/education-dev-global-era-69.pdf>

No 70 Educating Out of Poverty? written by Robert Palmer and colleagues at the Centre of African Studies, University of Edinburgh. This book also reviews the relationship between education and economic growth, looking in particular at the role of post-basic education and training, drawing on a number of country case studies.

<http://www.dfid.gov.uk/pubs/files/educating-out-poverty-70.pdf>

No 71 Teacher Motivation and Incentives, by Paul Bennell and Kwame Akyeampong. This book reviews issues and trends in teacher motivation and incentives in a number of countries in sub-Saharan Africa and South Asia.

<http://www.dfid.gov.uk/pubs/files/teacher-motivation-africa-asia-71.pdf>

The Literacy Working Group

Literacy and international development: the next steps

The 2006 Education for All Global Monitoring Report 'Literacy for Life' was an important milestone in recognising the role adult literacy plays in achieving Education For All. Further momentum was generated by the UKFIET international symposium which debated key points arising from the GMR (reported on in Newsletter no. 3). Several UKFIET member organisations have continued to advance this work via their participation in the the UK's Literacy Working Group (supported by UK/UNESCO and chaired by Jan Eldred of NIACE). The Literacy Working Group responded to an invitation from DfID to contribute to a planned policy paper on priorities for education. Adult literacy is integral to achieving Education For All, the MDGs and numerous other developmental objectives, although literacy itself is understood in different ways. This paper sets out the current ways in which literacy is understood, draws out the policy implications of each way of approaching literacy, and argues for a pragmatic approach based on understanding, and responding to, the literacy and numeracy needs of adult learners. This paper was recently presented to DFID and stimulated useful policy discussion.

If you would like to see the paper, please contact the LWG secretariat via BALID at <http://www.balid.org.uk>

The EFA Global Monitoring Report 2006 aims to shine a stronger policy spotlight on the more neglected goal of literacy - a foundation not only for achieving EFA but, more broadly, for reaching the overarching goal of reducing human poverty.

Windle "Wilberforce" Scholarships

Addressing conflict in Africa through Education

In response to the 200th anniversary of the abolition of the slave trade, being marked in 2007, Windle Trust International is working with universities in the United Kingdom and Africa to set up scholarships at university level for African refugees and others affected by conflict in Africa. The specific goal of these awards is to provide future leaders with access to study opportunities so that they may help their communities to move from conflict to peace.

The project builds on the twenty years of experience of Windle Trust International in promoting education in conflict affected areas of Africa. Windle has enabled over 400 African students to study in UK universities at postgraduate level and supported over ten thousand on a range of educational and training programmes in Africa.

Former Windle students are now playing leading roles in the reconstruction of many countries and communities which have been recovering from conflict, as government ministers, ambassadors, senior civil servants, leaders in professions and in the academic field, teachers and agriculturalists. In conflict situations the international focus is often on providing minimal access to basic education and this fails to address the need to prepare leaders for the task of reconciliation and reconstruction. Windle alumni are performing this role in Ethiopia, Eritrea, Rwanda, Uganda and Sudan.

Windle is working with universities in the UK to establish fully funded postgraduate scholarships for African students. Sixteen students have started their studies in 2007 under this scheme and the target is to establish at least fifty awards. Windle is already working with many universities on this project. Such scholarships will strengthen links between British universities and Africa as well as providing key skills in some of the continent's most challenging situations. The scholarships require the support of the universities in waiving fees and in supporting the required fundraising from donors. There is a widespread interest both in Africa and in the 200th anniversary which can be used to engage with potential donors, including the university students and alumni.

The focus of these awards on conflict-affected areas of Africa is distinctive. As a result this project addresses some of the most needy situations in Africa in a most effective manner and with a proven track record of success. The Windle students contribute greatly to the life of the universities they attend and the experience of Windle Trust is that there is a very strong commitment among those assisted to returning to Africa, even among those who are living as refugees outside their own countries. The Wilberforce scholarships will give impetus to the efforts to build peace in Africa.

Windle Trust welcomes contact from those who are interested to support the project either as interns working for the programme in the UK or Africa, or universities interested in exploring possible awards. For more information please contact Susan Sugden on susan@windle.org.uk or write to us at Windle Trust International, 37a Oxford Road, Cowley, OXFORD OX4 2EN.

The Implications of Language for Peace and Development (IMPLAN)

University of Oslo, 2 - 3 May 2008

The Institute for Educational Research at the University of Oslo co-sponsored by the Boston Consortium on Gender, Security and Human Rights in the US, the LOITASA (Language of Instruction in Tanzania and South Africa) and the EINS (Exclusion and Inclusion in the North and the South) projects and the UNESCO Institute for Lifelong Learning in Hamburg, Germany. The two day conference will have the following themes:

- ◆ International security, language and gender (Key-note: Prof. Carol Cohn)
- ◆ The language used by development professionals (Key-note: Prof. Steve Klees)
- ◆ The language of instruction in Africa (Key-note: Prof. Kwesi Kwaa Prah)



There will be a plenary panel after all the three key-notes. We are also organizing two slots for as many as eight parallel sessions. **Abstracts of papers** for these session should be sent to the **conference organiser** Line Kjølstad Gran: linegran@broadpark.no **before** 1 December 2007.

An editorial committee will pick out papers and edit a book. Most sessions will be organised in English, but we would also enjoy to have sessions in Norwegian, Kiswahili, Spanish, German or French. The parallel sessions will be organised according to the papers coming in. We would like to suggest themes like: Exclusion through language. Education for all – in whose language? Are the Nordic languages threatened as academic languages? The unequal world of publishing. The use of a foreign language in the courts and in politics a threat to justice. Gender and Language in peace and development. Educational action research. Evaluation of development aid – whose evaluation on what criteria?.

There will be a pre-conference workshop of the LOITASA project on Thursday the 1st of May.

BALID Conferences on Family Literacy in Africa

BALID with Education Action International is organising two conferences on family literacy in Africa over the next seven months. The aim of these conferences is to examine how family literacy programmes can improve primary education and adult literacy cost-effectively. The first conference will be held in London on November 24 and the second in Kampala from April 21-25 2008. <http://www.balid.org.uk/events.htm>.

The first conference will contain three elements:

- (1) a review of relevant research on family literacy in the UK;
- (2) operational details of how a local NGO, in conjunction with the Ministry of Education and the Ministry of Social Development and supported by international NGOs and agencies, can plan and deliver family literacy programmes;
- (3) what assessments of a programme's value can be made from the resources used and their effects.

This conference's three speakers are *Professor Greg Brooks, Patrick Kiirya* and a representative of *DVV International*.

There will be four parts to the second conference:

- (1) a description and discussion of research results on family literacy in other European, North American and African countries;
- (2) operational details from programmes in various African countries;
- (3) various approaches to analysing the impact of family literacy programmes in relation to the resources required;
- (4) an opportunity to devise and test a country-wide programme through a simulation exercise based on *Terra*, an imaginary country.

In addition it will be possible to visit a family literacy project in the field.

It is hoped that the conferences will be of particular use to countries participating in the Unesco LIFE project, that is, countries with less than 50% literacy and/or more than 10 million who cannot read and write easily. Those who attend are expected to include policy makers on education and social development from African governments, their equivalents in international and bilateral aid agencies, and senior members of national and international NGOs.

BALID's website (www.balid.org.uk) carries a selection of papers (in English) from Unesco's recent publication in German on family literacy in the UK, Germany, Turkey, Malta, Israel and South Africa (*Gemeinsam in der Sprache baden*, 2007, Stuttgart: Ernst Klett). Further details will be added over the next two months.

(£70 for the Nov 24 colloquium or £50 if booked by 9 November)



New Publications

Changing Educational Contexts, Issues and Identities *40 Years of Comparative Education*

Michael Crossley, Patricial Broadfoot and Michele Schweisfurth, Routledge

This book documents major intellectual and paradigmatic changes in the field of comparative education in the light of the history and development of the journal *Comparative Education*. A selection of articles from forty years of the journal's distinguished history illustrates how changing times have been reflected in the nature and quality of published comparative research. Contributors explore the impact of key issues such as marketisation, accountability and globalisation upon theory, policy and practice world-wide. Many of the articles selected have played a seminal role in the development of the field. They explore how new challenges faced by the social sciences have seen shifts in the contexts, issues and priorities attended to by comparativists, and how different approaches to comparative education have influenced the intellectual and professional identities and positioning of those involved.

Norrag News - Best practice?

The current issue of NN - No. 39 - is now on the website, <http://www.norrag.org/>. NN39 provides a critique of Best Practice rather than being a quick reference source to a whole series of current Best Practices in education and training. Its forty short, sharp articles provide an extremely timely, and wide-ranging set of health warnings about the discourse of Best Practice. But at the same time, they do offer some excellent advice about pointers to what can be called genuine Best Practice.



Oxfam Publishing Offer

To mark the UKFIET 2007 Conference in September Oxfam Publishing is offering free access to selected articles on Education from the two journals *Gender & Development* and *Development in Practice*. There is also a selection of Oxfam books on Education available to download from the Oxfam Publishing website.

Offer link: http://publications.oxfam.org.uk/oxfam/ukfiet_education.asp



Education Rights Project Coordinator

ActionAid International – LONDON

2 year temporary contract, Salary: £28,824 per annum, Job Ref: 0711-01(i)

ActionAid is a unique partnership of people who are fighting to eradicate poverty by overcoming the inequality and injustice that cause it.

You will be a key figure in the International Education Team based in London, focussed on promoting and supporting legal action on the right to education. Your aims will be to popularise the right to education and to ensure that education coalitions, NGOs, unions, activists and individuals have access to up-to-date and nationally relevant information. You will need to provide strategic support to innovative human rights based advocacy and legal action on the right to education. You will share learning around effective legal protection of education rights and how this links to civil society mobilisation and advocacy. One key means to achieve this will be through developing a website (building on the existing site <http://www.right-to-education.org>) that acts as a free, public access human rights resource. You will set up and support an International Advisory Panel on education rights, convening leading rights activists from around the world. You will also manage a series of interns from the Centre for International Human Rights at the University of London.

With a legal background in rights work you will have a good knowledge of international human rights law especially relating to education. Experience of working on education rights in Africa, Asia or Latin America is required. You will have a Master's degree in a relevant field and experience of co-ordinating research. Furthermore you will need to have excellent communication skills – both orally as well as an ability to write clearly in different ways for different audiences. Knowledge of either French or Spanish is highly desirable.

Closing date: Friday 23rd November 2007, Interviews: Tuesday 27th November 2007

To apply, please download a job description from <http://www.actionaid.org.uk> or request by email jobs@actionaid.org.uk quoting the job reference number.