

UKFIET NEWSLETTER

NOVEMBER 2006

UKFIET

UK FORUM FOR INTERNATIONAL
EDUCATION AND TRAINING

EDITOR'S INTRODUCTION - CAROLINE DYER

I hope you will enjoy reading the fourth UKFIET Newsletter in its changed format! Because this Newsletter is later than scheduled, it is already almost time to ask you to think about copy for the next Newsletter. The more you can send, the more interesting the Newsletter will be! Could institutional reps please, as usual, remember to circulate the Newsletter internally and also actively encourage readers to think of things to share with the UKFIET readership. Please send your material to: c.dyer@leeds.ac.uk

CHAIR'S REPORT - DAVID THEOBALD

UKFIET's first AGM on Monday 16 October endorsed the memorandum and articles of association under our registration as a Limited Company; elected three trustees – David Theobald, Felicity Binns and Rosemary Preston; and approved the financial statement for 2005/6. We have met the basic governance standards as a Limited Company and will submit the minutes of the meeting and the accounts to Company House in accordance with legal requirements.

Before the formal AGM, Richard Arden, Acting Head of Profession, Education and Skills Team, gave a detailed presentation on DFID's recent White Paper 'Making Governance work for the Poor' and its implication for Education. The main issues were:

- DFID has renewed its commitment to delivering on its recent promises – increase of 140% in real terms since 1997 and US\$15 billion for the education MDGs
- DFID will commit at least half of its direct support to basic public services in education, health (including HIV/AIDS), water and sanitation over a period of ten years
- UK will spend at least £8.5 billion on education between 2006 and 2015, increase contributions to the EFA Fast Track Initiative (FTI), support the removal of user fees in primary education, support special initiatives to get girls into school and provide new support for higher education and vocational skills training
- Stronger focus on challenging contexts and less effective/ post conflict states, targeting large out of school populations in S Asia, working on whole sector reform, working with multilateral, bilateral and NGO partners, addressing the major challenge of quality in education
- Address the challenges of fragile states

including absorptive capacity before large sums of money can be disbursed

- Including secondary and tertiary education and providing technical advice on post-primary education
- Strengthening support through bilaterals and multilaterals
- Addressing quality in primary education
- A country based approach - working with a range of partners
- Wider role of UK apart from DFID – links through DELPHE, Schools Partnership Scheme, major commissioned research and individual contributions through donations and capacity building (VSO/BESO).

Discussion was wide ranging and included issues of beyond basic education for girls, the role of non-formal/ alternative education, role of private schools, lack of reference to multigrade teaching in low population areas, spending performance of ministries of education, importance of basic statistics and the importance of learning outcomes in relation to quality.

An additional 3 or 4 education advisers will be appointed by the end of 2006, but 'hybrids' i.e. advisers covering more than one sector are being retained. In the medium term more advisers will be appointed on a consultancy basis e.g. Nigeria and other agencies are also providing education expertise. The threat of a reduction in education expertise still remains – see Chair's AGM report on submission to the White Paper consultation.

A full copy of the presentation is available on the UKFIET website
www.UKFIET.org

SPECIAL POINTS OF INTEREST:

- Chair's Report
- 9th UKFIET Conference—call for papers 2nd March 2007
- EdQUAL
- Obituary—Katarina Tomasevski

9TH UKFIET CONFERENCE: GOING FOR GROWTH?

SCHOOL, COMMUNITY, ECONOMY, NATION

11-13 SEPTEMBER 2007, OXFORD

Fiona Leach Conference Convenor, University of Sussex

The theme of 'Going for Growth?' for the 2007 conference was chosen after wide consultation with representatives of UKFIET member organisations. The choice was influenced by the need to avoid overlap with the WCCES conference, which will be held in Sarajevo just before the UKFIET Conference on the theme of *Living Together: Education and Intercultural Dialogue*. The UKFIET executive committee is confident that the theme of Going for Growth will attract policy-makers and practitioners as well as academics and researchers. We will as usual seek sponsorship for some overseas participants and research students.

CfBT Education Trust will manage the conference once again, with Sarah Jeffrey as Conference Manager and myself as Conference Convenor. A conference flyer has been produced and is being circulated. Multiple copies can be obtained from the Conference Manager, Sarah Jeffrey (sjeffery@cfbt.com).

The web site is 'live' at www.cfbt.com/ukfietconference and www.cfbt.com/ukfiet. A link has also been placed on the UKFIET web site (www.ukfiet.org).

The successful innovation introduced at the last conference of inviting co-convenors to propose sub-themes has been repeated and once again we have had a good response. The following 'Open' thematic sections have been identified and posted on the web site. A few still lack convenors and/or explanatory text.

PROVIDING EDUCATION FOR GROWTH AND DEVELOPMENT

Balancing growth in education: primary, secondary and tertiary contributions

'Growing' education in difficult environments
Non-educational systems
Aid modalities and benefactors: who gains what?
Internationalisation and continuing professional development

LEARNING FOR PERSONAL GROWTH AND SOCIAL WELL-BEING

Growth, well-being and the capability approach in education
Gender and national growth: critical perspectives on education and development
Learning and human development
Schooling and spiritual growth
Community development: potential, problems and politics
Literacy and personal growth
Education and well-being: exploring different social contexts and learning environments for people living with HIV/AIDS

EDUCATION AND ECONOMIC GROWTH

Education, skills and sustainable growth
Squaring 'growth' with 'sustainable development'?
Re-thinking quality education
Economic growth and environmental education

THE WAKING GIANTS OF THE GLOBAL ECONOMY: EDUCATIONAL CHALLENGES

Higher education and economic growth: critical perspectives
Trading education for profit
Economic growth, education, the state and development in Southern Africa (provisional title)
Researching growth in education and development: methodological considerations and directions (new theme)

Closed Sessions with invited speakers (others to follow):

Commonwealth Education Fund
UNESCO

*Call for papers – Deadline for
abstracts 2 March 2007*

UKFIET WEBSITE

During the autumn we will be updating and developing the UKFIET website to improve its usefulness as a resource and tool for members and the wider community, as well as to encourage membership to expand the UKFIET network. The work is being carried out by Karen Schaller at Sussex University, who has already helped produce the new UKFIET flyer. Karen has extensive experience in not-for-profit communications and promotion.

Planned developments include completing and updating the inventory of expertise, providing more information about governance, services and benefits of membership, and upcoming events. We will also be improving overall layout to enhance access to information and resources, as well as developing the tools available for member organisations to ensure that we continue to meet our aims. If you have a suggestion for resources or materials to be



added to the website please e-mail Karen at K.A.Schaller@sussex.ac.uk quoting 'UKFIET website' in the subject line.

POLICY ANNOUNCEMENT FROM DFID

David Levesque

DFID's White Paper 3, '**eliminating world poverty: making governance work for the poor**' was launched in July. The White Paper lays out DFID's priorities for the next five years and explains how the UK will play its part to fulfil the promises made in 2005.

A commitment to increase our spending on education to £8.5

billion over the next 10 years.

A policy briefing on support beyond primary education entitled 'the importance of secondary, vocational and higher education to development'.

These documents are available from the DFID website.

<http://www.dfid.gov.uk/pubs/default.asp>

The post of DFID Education Head of Profession has been advertised and interviews will be held in November. Richard Arden (ex DFID education adviser in Zambia) is currently acting in the post.



A NEW EDITORIAL TEAM FOR THE INTERNATIONAL JOURNAL OF EDUCATIONAL DEVELOPMENT

Dr Simon McGrath (University of Nottingham) has taken over as Editor-in-Chief of IJED. Dr Azeem Badroodien, also of Nottingham, is the new Books Review Editor. All correspondence should be sent to them at:

Unesco Centre for Comparative Education Research
School of Education
University of Nottingham
Jubilee Campus
Wollaton Road
Nottingham
England
NG8 1BB

simon.mcgrath@nottingham.ac.uk
azeem.badroodien@nottingham.ac.uk

The Editorial Board of IJED would like to express its very deep gratitude to Professors Keith Watson and Alan Rogers and to Mrs Margaret King for their many years of service to the journal.



EDQUAL – SUMMARY OF THE RESEARCH PROGRAMME

Angeline Barrett

Graduate School of Education, University of Bristol

EdQual is one of the three research programme consortia funded by the Department for International Development (DFID) in the area of education for the period 2005-2010. As our long title, **Implementing Education Quality in Low Income Countries**, suggests, our primary aim is to develop new practical initiatives that will contribute towards improving the quality of education, most especially in Sub Saharan Africa. Developing an understanding of quality indicators in low income countries will be integral to our research activities. DFID's ultimate goal in funding research consortia across a range of development issues is to contribute towards poverty reduction and attainment of the millennium development goals (MDGs). Hence, our research programme concentrates on the primary cycle targeted in the education MDG and the learning needs of disadvantaged learners in remote or overcrowded contexts. The programme centres around five large scale projects. In order to build capacity for research into quality related issues, four of the projects are led by our African partner institutions.

Kigali Institute for Education leads *Use of ICTs to Support Basic Education*, which aims to raise the competence and confidence of teachers to use hardware and software already available in their schools to enhance teaching and learning, in particular of mathematics and science subjects. In this project and *Implementing Curriculum Change*, Kigali is paired with the Education Policy Unit, University of the Witwatersrand, Johannesburg. *Implementing Curriculum Change*, led by Wits, aims to enable teachers to implement the evidence-based curricula, recently introduced in South Africa and soon to be rolled out in Rwanda, so that learners are equipped with basic scientific literacy that can help them to combat HIV/AIDS, improve nutrition and manage their environment in a way that is sustainable. The Faculty of Education, University of Dar es Salaam in Tanzania and the Institute of Educational Planning and Administration at the University of Cape Coast in Ghana, partner each other in *Language and Literacy*

Development and Leadership and Management of Change projects. The former is led by Dar es Salaam and will develop teaching/ learning materials and teacher development programmes for bilingual classrooms. The latter, led by the Cape Coast, will work with headteachers of schools serving disadvantaged communities to develop and refine models of effective leadership for managing change and encouraging community participation.

Researchers from the Graduate School of Education, University of Bristol and the Department of Education, University of Bath support and participate in each of these projects. In addition, associate partners at the Aga Khan University, Pakistan and Universidad de La Frontera, Chile share their expertise in action research methods and ICTs respectively. All four projects involve working closely with teachers in a small number of schools to identify existing good practice and develop initiatives that can be implemented on a wider scale. New initiatives will be trialled and evaluated in a larger number of schools. In some cases initiatives will also be trialled in Pakistan to gauge appropriateness for a very different cultural setting.

EdQual's fifth project, *School Effectiveness and Education Quality* is led by Bristol and undertakes secondary analyses of a large dataset. The Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) has administered tests in literacy, numeracy and HIV/AIDS awareness to pupils in fourteen different countries and also collected information on individual, classroom and school contexts through pupil, teacher and headteacher questionnaires. Emerging findings will be shared with the other four projects, to build an understanding of education quality that illuminates the interaction between contextual, input and process factors.

NEW PUBLICATIONS

The DfID funded project on "Post-Basic Education and Poverty Reduction", carried out by Edinburgh University's Centre of African Studies (with colleagues from India and South Africa) between 2004 and 2006 has given rise to a series of publications which may be of interest to Newsletter readers. The synthesis report should shortly be available from DfID. The CAS conference in 2005 was linked to the project and the edited conference proceedings, 'Reintegrating Education, Skills and Work in



Africa. Towards informal or knowledge economies? Towards autonomy or dependency in development?', edited by Maïke Beveridge, Kenneth King, Rob Palmer and Ruth Wedgwood is now available for £15.00 from the Centre of African

Studies, University of Edinburgh
(email: African.Studies@ed.ac.uk or
Website: www.cas.ed.ac.uk).

Oxfam has just published "Effective Consultancies in Development and Humanitarian Programmes" by John Rowley and Frances Rubin. For further details and how to order, see www.oxfam.org.uk/publications.

FORTHCOMING EVENT



Commonwealth Consortium for
Education &
Link Community Development



'The Power of Partnerships: Strength of Friends'

*Exploring the potential of school and college
links in the Commonwealth*

8th – 9th December 2006 (pre CCEM)
District 6, Cape Town, South Africa

A Commonwealth-wide working conference for practitioners and leaders of education on the value of school and college partnerships.

The conference will:

1. review school and college partnerships in the Commonwealth, examining their actual and potential contribution to the achievement of Commonwealth goals for
 - achieving the Millennium Development Goals in education
 - promoting mutual respect, understanding and friendship among Commonwealth peoples.
2. inform and influence the delegates to the Conference of Commonwealth Education Ministers being held in Cape Town from December 11 to 14.

Context: There are several thousand international school and college partnerships in the Commonwealth. Leading politicians have suggested that school partnerships and teacher exchanges can help enable schools to reach 'Education for All' targets. Can partnerships achieve this? How? What can we learn from existing partnerships? Are they really improving the quality of education? What about equity and sustainability? Does the Commonwealth have a role to promote partnerships?

Programme: International keynote speakers and interactive breakout sessions will ensure this is a working conference. It will be fully documented for all delegates and will inform the current debate on school linking. Full programme details to follow.

| | | |
|-----------------|---|---|
| Cost: | Government and NGO sponsored delegates: | £75 or R1000 |
| | Local educators: | R150 |
| Venue: | The Zonnebloem Estates Education Centre Cape Town District 6 | |
| Contact: | UK: Mary Dawson LCD UK Programmes Manager +44 (0)20 7691 1818 Email: mary@lcd.org.uk Web: www.lcd.org.uk | South Africa: Galida Kahn LCD SA Global Schools Officer Tel: +27 12 6638560 Fax: +27 12 6638553 Email: galida@lcd.org.za |

FORTHCOMING EVENT

Oxford University Department of
Educational Studies

Centre for Comparative and
International Education

Conference on Education and Development:

“SECURING QUALITY AND EQUITY IN CHALLENGING CONTEXTS”

Despite progress towards the MDGs and the EFA goals, over 100 million children are still out of school. Many live in the poorest countries, or places affected by conflict or poor governance, but others are excluded because they are female, or come from an ethnic minority, or are disabled, or live in remote rural areas or urban slums. International attention is now focused on reaching disadvantaged groups and improving

education provision in difficult contexts in order to meet development goals. This one day conference is concerned with issues and strategies related to these challenges.

Date: Thursday 30 November 2006

Location: Oxford University Department of Educational Studies, Oxford

Fee: £25 (for food costs etc.)

To Book: Contact John Howson, Senior Visiting Research Fellow, OUDES, at educationdatasurveys@gmail.com

More information: contact Hazel Bines, Senior Visiting Research Fellow, OUDES

(hazelbines@hotmail.com) or David Johnson, Lecturer in Comparative and International Education, OUDES (david.johnson@educational-studies.oxford.ac.uk).

OBITUARY KATARINA TOMAŠEVSKI

Caroline Dyer
University of Leeds

We are sorry to report the death of **KATARINA TOMAŠEVSKI**, who was Special Rapporteur on the Right to Education and Professor of International Law and International Relations at Lund University, Sweden, and founder of the Right to Education Project (www.right-to-education.org).

Katarina's passing is an appropriate moment to recall the contributions she made and to consider her claim that the right to education is in danger of disappearing. She argued that the action plans demanded of almost half of the countries in light of realizing universal primary education do not benefit from economic aid, which leads them to a assured still-birth. Existing action plans do not adopt an approach centred on the promotion of the right to education, but rather on the reduction of poverty by means of allocations to education and health care. Yet this approach, advocated by the World Bank and the IMF, does not guarantee the right to

education and, consequently, to compulsory education. Without it, how does one assure universal access to education to all if, *a fortiori*, the funds distributed do not share this purpose? Katarina was also concerned that the privatisation of education means that governmental delegations undertake a sham presentation before the Human Rights Commission while in practice, on the basis of their legislation, they have already converted education into a marketed service so that only people with sufficient buying power can from now on allow themselves to send their children to school.

Katarina also argued that human rights should not be left in the hands of governments and the human rights commission alone. She was a strong advocate of NGO action, but encouraged NGOs to pay as much attention to economic, social and cultural rights as they do to civil and political rights. Her hope for the future was a widespread international movement dedicated to the right to education.



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.

ABOUT ID21

*Are you making the most of id21?
Here's a short summary of this free
service and testimony from one of its users.*

id21 communicates development research

id21 is a research reporting service for policy-makers and practitioners worldwide. Key policy implications are summarised in 500 words: succinct, informative and practical. Research highlights are approved by the original researcher before they go online.

Online

All id21 research highlights are available online at www.id21.org

Email

You can sign up to receive the latest research highlights by email.

Publications: some research findings are available free in print for those with limited internet access. id21 has over 20,000 subscribers in 185 different countries.

Latest *id21 insights education* #5

'Mother tongue first: children's right to learn in their own languages'

Latest *id21 education highlights:* **HIV and education, Teachers, Financing education**



“a very informative useful magazine. I live in a remote tribal village, so I am not able to access your insights through internet.”

(A subscriber from the Women's Empowerment and Cooperative Development Programme, India)

Email id21@ids.ac.uk for more information about subscribing to any of our services.