THE BRAVE NEW WORLD
OF INTERNATIONAL EDUCATION & TRAINING

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TRAINING AS ‘TRADE’ AT HOME AND ABROAD: THE NEW POLITICS

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British exports of education and training are worth eight billion pounds a year. Money that feeds into our institutions and helps our goal to open up opportunities for more people to study (Tony Blair 18 June 1999).

We live in a global knowledge economy – where knowledge, learning communities, and information and communications technologies are the engines for social and economic development. Having knowledge and knowing what to do with it matter the most – particularly for poor people who remain at the margins of the knowledge economy.

New communications technologies and plummeting computing costs are shrinking distance and reducing borders and time – and the advantages of greater knowledge and superior ability to learn are becoming even greater. The remotest village has the possibility of tapping a global store of knowledge far beyond what one would have imagined a century ago, faster and more cheaply than anyone imagined only a few decades ago (World Bank 2000 preface).

One of the challenges to this special issue on the new politics of training is whether the kind of promise offered by the discourse of the World Bank's publication Knowledge for all quoted above is a mirage or whether it really is a new millennium possibility, just round the corner, which could be genuinely open to all. It is most certainly the case that the remotest village in the so-called ‘North’ – from Finland to Hokkaido, and from Catalonia to California, can access the extraordinary knowledge and information resources of the internet. But it is also the case that for the poorer countries, let alone their remoter villages, ‘high technology distance education is meaningless’.

This issue is also about the marketisation of education and training captured so vividly in the British prime minister's celebration of educational exports.

Although there are certainly initiatives and ambitions to begin to deal with the digital divide, the current patterns of accessing knowledge (whether by staying at home or moving to another country) parallel the movements of the massive flows of speculative capital across the world – that is to say - they predominantly involve movement across the high and middle income countries of the world.

Further internationalisation of higher education (in the North)
The climate for training abroad has been changing dramatically and especially over the last ten years. Education has been redefined as a trade item. Not so much in the South but predominantly in the North. Universities and colleges of higher education in many OECD countries have taken decisions to become ‘international’. This latest fad – the internationalisation of higher education – what does it mean? It means competing for a higher market share of the international trade in education and training qualifications.
The old language has changed – of the overseas student exposed to the challenge of new cultures and contexts. Now the language is of competition for market share. The foreign student body world-wide is 1.6 million at the moment, and it can be seen at a glance that if most of these are prepared to pay fees (of between £2000 and £10,000) for studying in Canada, USA, Australia or Britain, then the amounts of money involved are very considerable indeed. For instance, in those countries such as the UK which distinguish between full-cost students and ‘home’ students (‘Home’, intriguingly, includes the 16 countries of the EU), a thousand full-cost students can mean £8,000,000 to £10,000,000 coming to the University in the form of fees. In situations where this is income additional to government grants, clearly this is a crucially important element of the university’s budget.

Just as many firms feel they need to be global players to survive and prosper, so do universities aspire to be international – whatever that may mean. They have international offices which develop international strategies; they seek to attract international students to attend courses with international titles and to do research that is judged to be of international quality and is presented in international conferences and is later published in international journals. In many of these uses, the word ‘international’ actually just means ‘Northern’ and in many cases it also means English-medium.

Thus the internationalisation schemes of many continental European universities involve offering a subset of their key courses in English, to attract international students. [For a good example, see DAAD 1999 International courses in Germany: Degree programmes in English and German]

And who are these international students? To judge from the marketing schemes of some of the most aggressive countries, such as Australia and the UK, they are quite simply the countries and the individuals that can pay the high fees that are now charged.

The UK’s latest scheme – the UK Education Brand which is part of the ‘Prime Minister’s Initiative’ – will target eight ‘priority education markets’: Brazil, India, China, Hong Kong, Malaysia, Singapore, Russia and Japan. This is just one strand of a larger strategy announced by the Prime Minister in June 1999 dramatically to raise international student numbers in the UK. One aim will be to attract 50,000 additional university students, but these will need to be full fee paying students, and the aim will be to capture 25% of this particular market by 2005 – in relation to the main English speaking competitors. The second aim will be raise attendance at further education colleges by 100%, an additional 25,000 full-time students by 2005.ii

It would be perfectly possible to illustrate from Australia and from other countries a similar determination to maintain or increase their market share of international full fee students.

At the level of the individual university within these nations which are trading in education, there is a knock-on effect. They each have their own international strategies, and a key component of such strategies is, naturally, the attraction of full fee international students. Thus, the University of Edinburgh is probably not alone in having a goal of increasing its international (non-EU) students by no less than 40% by the year 2005. In a situation where current international students bring in £11.7 million pounds, the new target will, if successfully reached, bring significant additional income to the university.
It can be seen that this particular element in the internationalisation of the OECD’s major universities has very little to do with one of the strands in the discourse about ‘Knowledge for All’ with which we started. The poorer countries of the world are, obviously, not at all the targets of this rather narrow version of full-fee student internationalisation. Instead, the poorer countries are the objects of a different set of targets, associated with the Development Cooperation Departments and Ministries of several OECD countries – the so-called ‘International’ Development Targets. But these targets are not by any means to do with increased student mobility; rather their focus is on the achievement of minimum levels of learning, health, and sustainable livelihoods. Indeed, the paradox is that at the very time that one set of ministries in the North is trying to attract higher education students to the UK and other OECD countries from the richer parts of the world (on what could be called a blatantly pro-rich agenda), the poorer countries of the world have experienced a significant drop in scholarships and bursaries to study abroad from development co-operation ministries in the North. One of the reasons for this reduction is that higher education opportunities abroad are rather crudely seen as not relating to poverty reduction. In other words, higher education for these countries is not pro-poor!

The recent survey of Commonwealth student mobility (Student mobility on the map summarised by Peter Williams in the first section of NN27) confirms this. It makes very clear that the commoditisation of higher education in many of the richer countries has made it increasingly difficult for the poorer countries of the world to get access to these knowledge and research resources. In fact only 6% of the Commonwealth students going abroad come from the so-called ‘low’ human development countries (using the definitions of the UNDP’s human development index).

**Higher Education access without leaving home**

Even if study abroad may be prohibitively expensive, what about the new possibilities of accessing higher education opportunities, at a distance, but without leaving home? As we implied above, there is a great deal of aspiration about how to cross the digital divide, but the kind of contrast in access to the necessary technology is going to remain for a long time to come. According to the online Communication Initiative – the Drum Beat (No 70 of 10 November 2000) – ‘The typical Internet user world-wide is male, under 35 years old, with a university education and high income, urban based and English speaking. A computer costs the average Bangladeshi more than eight years' income, compared with one month's wage for the average American.’

Faced with these contrasts, there appear to be two very different approaches in the North – a kind of digital divide about the digital divide. On the one hand, there is a fascination about how linking up the world’s poor is almost within reach. See the latest conference on the digital divide in Seattle (November 2000). The theme was technology making entrepreneurs and consumers out of people earning less than $1 a day. But, on the other hand, even on Microsoft’s home ground, Bill Gates was saying that «Computers Won't Help World's Poor.» "Let's be serious," Gates said. "Do you people have a clear view of what it means to live on $1 a day?" Gates went on to say that health care and literacy are more important than computer access. But if we leave aside the debate about internet access for the very poor, there is still an enormous and growing amount of learning going on at a distance, often without a campus, at other times through franchising, international validation and external examination. This ‘borderless learning’ or ‘transnational education’ is taking advantage of the new technologies
and the internet to provide on-line access to further and higher education. In many countries, in addition to their own institutions of higher education, there are now both franchised opportunities for learning as well as virtual access to courses and degrees. It is clear that the emergence of these globalised education programmes is by no means unproblematic for national higher education institutions in the developing world or in the transition economies.

Of course, like the search for international students discussed above, the location of higher education ‘branch plants’ and franchised institutions has tended to be in the richer non-OECD countries, such as the Gulf States, the NICs of East and South East Asia, Eastern Europe and in South Africa (no less than 50% of the UK’s validated courses are located or taken in East/South East Asia).

The whole question of the relationship between these external sources of knowledge and local systems of knowledge generation has scarcely been explored in any depth, but is already seen to be contentious in some settings such as South Africa, Israel and South Korea. Several contributions in this issue of NN take these debates further (Girdwood, Kemp and Williams).
Different aspects of overseas training in Germany have been illustrated by W. Gmelin (this issue) in a general manner. This paper tries to highlight recent activities of DAAD which were also presented also in the EAIE meeting in Leipzig on 1st of December 2000.

The three main lines of overseas training are i. the marketing activities for Germany as a site of learning, ii. the activities for the alumni of German institutions of higher education and iii. the specially designed co-operation programs with developing countries.

For DAAD, the marketing is more than printing colourful leaflets in order to attract international students. The marketing activities of DAAD focus on structural changes in the German system of higher education. Thus, these activities should develop new organisational structures, prove the importance of the internationalisation of the curriculum for higher education institutions, enhance familiarity with overseas qualifications and awards, introduce flexible cross-crediting through exchange and study abroad programmes and finally recognise also the non-commercial benefits of internationalisation.

Such marketing efforts can and should be developed on different stages: on the European stage, on the national, and on the regional and local stages, for example in task forces for international marketing in federal states and in universities themselves.

The internationalisation of German institutions of higher education also includes enhanced activities for their alumni. The past few years have seen a strong increase in alumni activities in the field of German higher education. Partly due to the fact that German universities are state-funded and tuition-free, the awareness about alumni activities has developed comparatively late. Fundraising and sponsorship are on the rise, but they do not constitute the main focus of alumni programmes in Germany. Nevertheless, alumni activities must be seen as an essential contribution to the advancement and internationalisation of German universities. Consultation of potential students, professional integration of graduates, consolidation of bilateral academic exchange, and advertisement for study and research in Germany in general are among the goals of alumni activities. The benefit is mutual. In order to develop successful programmes for alumni, a transition from supply to demand orientation is indispensable. Thus, the engagement in alumni activities functions as a catalytic converter and contributes to making German universities fit and ready for the global higher education market. Although this might appear as a by-product, by importance and value it turns out to be one of the strategic goals of enforcing alumni activities.

DAAD has been involved in this field for a long time and has built a large and vital community of its own alumni over the years. It supports the universities in their attempts through consultation and partial funding.

The transfers of knowledge as a driving factor in the internationalisation of German universities are not prominent in the co-operation with developing countries. World-wide, knowledge has
become the dominant factor for the development of societies. Currently, the industrialised countries are often thought to be the only producers of knowledge, but the developing countries are not only attempting to bridge the gap; they are also participating in modern sciences with outstanding contributions. Thus, all societies need the knowledge the developing countries have to offer, which is especially apparent in such areas as biodiversity and climate protection.

The production of knowledge and the transfer of knowledge in higher education (research and education) are the essential areas for fostering co-operation between industrialised and developing countries. For the mutually beneficial co-operation of the institutions of higher education involved, as for further development of societies, the institutions of higher education must build international structures. This process of re-forming the co-operation of northern institutions of higher education with their partners in developing countries demands a wide variety of instruments funded by various sources.

The unavoidable process of globalisation will force developing countries to restructure their economy toward a knowledge-based economy. At the same time, developing countries are important customers on the international education market with approximately 2 million students world-wide shopping for academic training outside their home countries. It is obvious that institutions of higher education have to adjust their services to the specific demands of these customers in order to become or remain competitive. Internationally accepted and honoured course structures, degrees, and training profiles have to be developed by academic institutions in order to compete on the world market. The specific demands of developing countries will be of special concern to DAAD’s activities for the internationalisation of German institutions of higher education.

[For German speakers interested in a follow-up, contact DAAD for this document whose title at least seems to be in ‘Germglish’! (Editor): “Qualified in Germany- eine Initiative für das 21. Jahrhundert”- Memorandum zur künftigen Rolle der Bundesrepublik auf dem internationalen Bildungsmarkt. - Vorgelegt vom Bundesbeauftragten für das Hochschulmarketing im Ausland, Prof. Dr. May G. Huber, DAAD, Bonn, September 1999

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OVERSEAS TRAINING IN GERMANY

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Prompted by globalisation and Germany’s position on the world market the role of education and training of foreigners was rediscovered. The qualms about the dwindling numbers of foreign students in German higher education institutions have led to analyses of the shortcomings of the German system and to a number of initiatives to better market the ‘Lernort Deutschland’, Germany as a site of learning. Whereas studies in music, philosophy and theology continued to solicit interest of foreigners the numbers of those wanting to do studies in the sciences and engineering went down. In economics Germany has never attracted foreigners.
A good deal of this reduced interest in education and training of foreigners in Germany has got to do with the reduced role of the German language (even though there is a renaissance of interest in it in Eastern Europe) and the overwhelming appreciation of the Anglo Saxon world market model with its universally recognised courses and degrees. The special postgraduate and post-experience courses in development related fields with their orientation to special needs of developing country students have managed to overcome some of the deficits of studies in Germany for foreigners by providing student support and by unofficially awarding MAs or MScs. In this sense these courses have had a certain innovative impact with regard to an opening up of the German system towards more internationalisation.

Since 1997/98 there have been a number of initiatives by the German Rectors’ Conference and the German Academic Exchange Service (DAAD) to enhance the attractiveness of the study site Germany. A change in the German system is becoming more discernible due to a number of measures: With money from the Federal Government there have been set up pilot programmes in English and German awarding internationally recognised degrees. The introduction of credit points facilitates transfers and helps to overcome the difficulties with the recognition of the particular German degrees not known abroad. And there are deliberate efforts to market study opportunities in Germany. Under the catchy title: “Qualified in Germany an Initiative for the 21st Century”, the Federal Commissioner for the marketing of higher education abroad has submitted a memorandum on the future role of Germany on the international education and training market. This initiative foresees a closer co-operation between the state, universities in Germany and abroad, and private industry in view of attracting foreigners to the study site Germany. Similarly the Laender of the Federal Republic of Germany which have responsibility for education in Germany are pushing ahead in this direction. The largest Land - Northrhine-Westphalia(NRW) - in December 2000 was dealing with the need for more internationalisation in a congress on “NRW in Global Responsibility”.

There is criticism by some against the sacrificing of the German academic traditions on the altar of global marketability and reservations are voiced with regard to just wanting to sell the old wines under new labels. However, there is also some more fundamental criticism arguing that the major deficiencies of the German system lie in its lack of transparency to outsiders and insiders and its lack of demonstrating the quality of the qualifications provided. Hence the demand to radically reorient the provision of qualifications to the customers/clients and to install an internationally based quality assurance with regard to the teaching and learning processes. In addition to formalised official quality assurance procedures and structures there are cooperative arrangements between higher education institutions in various European countries to tackle issues of quality in a comprehensive manner by taking into consideration the entire learning process starting from the selection of students, the contents and the forms of delivery. Internationalisation thus is inherent in the learning and the question is less one of the site where it takes place but more one of how it takes place and how the essential professional and intercultural qualifications and competencies can be acquired.

Against this background the long controversy in the development cooperation community between the preference for study at home as a means for local capacity building and study abroad has been fuelled afresh. The draft for the revision of the guidelines of the BMZ for the education and training of persons from developing countries still gives definite preference to training at institutions in Third World countries but in a number of evaluations of programmes
conducted under these guidelines the need for a more differentiated view on education and training is stressed. While not questioning the necessity of strengthening local capacity building, the value of studying abroad as a possibility to experience other insights and forms of problem-solving and thus as an indispensable agent of innovations is put up. The line of arguments for more mobility and internationality as a prerequisite for better performance in the global marketplace is basically the same as for German students studying abroad.

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COMMONWEALTH STUDENT MOBILITY: GOOD NEWS & BAD NEWS

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Commonwealth student mobility has always been close to the hearts of Commonwealth Education Ministers, reflecting its importance in building and cementing ties between member countries, its developmental role in technology transfer and staff upgrading, and the resource it represents for small states unable to sustain a full range of educational facilities.

First, then the Good News. When full-cost fees were levied by some industrialised countries - Britain, Australia, New Zealand prominent among them - on international students in the 1980s, dire predictions were made about the effects of this on Commonwealth student mobility. In the short term these expectations were borne out: in the UK, for example, Commonwealth student numbers plummeted in the early 1980s.

Now, however, twenty years later, it appears that Commonwealth student mobility has grown at a faster pace than student mobility worldwide, and that the countries levying full fees on students from abroad are the ones with the highest growth rates! In the first half of the 1990s up to 1996, when worldwide student mobility grew by 37%, intra-Commonwealth student mobility grew by 76% to almost 130,000. Intake of international students to Australia grew by 184%, to New Zealand by 90% and to the United Kingdom by 148%. But Canada experienced only 30% growth, and India a fall of 28%. The most likely explanation of this paradox is that the countries charging full-cost fees allow universities and colleges to retain the income they raise from this source: in consequence they market international education opportunities vigorously.

Another welcome development is the increased share of women in student mobility, a 10% rise from 37% to 47% in the UK in the course of a decade. Women account for 48% of international students at undergraduate level in Canada.

These are among the positive trends highlighted in a study by a working group of the London-based Council for Education in the Commonwealth and UKCOSA: the Council for International Education. Its Report, Student Mobility on the Map, has recently been published. The Group was chaired by Professor Lalage Bown, formerly Professor of Adult Education at the University of Glasgow and before that at several universities in Commonwealth Africa.

So what is the Bad News? The principal cause for concern is that when international education becomes a commodity, it is less accessible to the poor. Commonwealth countries with a low
level of human development account for only 6% of Commonwealth students going abroad, and the rate of growth of such students compares poorly with those from wealthier countries. The Report pleads for greater attention to be given through scholarships and other means to the needs of low human development countries.

Moreover Commonwealth student flows have been dominated by the passage of students from Hong Kong, Malaysia, Singapore and Brunei Darussalam to industrialised Commonwealth countries; this accounts for over 60% of the intra-Commonwealth total. The flow of students between middle- and low-human development countries is poorly developed. This is also reflected in the Commonwealth Scholarship and Fellowship Plan, supposedly a multilateral programme but with relatively few scholarships tenable in Commonwealth Asia, Africa or the Caribbean. Unless swift action is taken, the Plan will miss the target adopted a few years ago, of 2000 awards for the Millennium.

It is also evident that the Commonwealth share of the international students enrolled in Australia, Canada, New Zealand and the UK is steadily declining. Much of these countries’ student recruitment abroad is from foreign countries particularly in the case of Britain where the number of students from the European Union (whose students pay the UK home level of fees, not the full cost) has grown 15-fold in the past two decades.

The most exciting prospect flagged by the report is that ever more students will gain access to an international education from their own country. International studies through distance education, including study on-line, franchising of courses abroad and the establishment of offshore campuses and even of international universities are part of the globalisation of education. Commonwealth countries are among the leaders in these new developments.

What ever happened to 100,000 students-to-Japan target?

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The Japanese government set a target during the 1990s to receive 100,000 international students by the beginning of the 21st century. Towards a realisation of this plan, the Ministry of Education, Science, Sports and Culture (Monbusho) has been promoting the development of a comprehensive system to take care of international students. Three key measures have been employed:

- strengthening financial assistance to international students;
- developing attractive programmes for international students, including special courses taught in English;
- improving the admission system, including the development of an entrance examination for overseas students.

However, it now seems impossible to achieve the target as originally scheduled since the current number of international students is still only 56,000. The recent economic downturn in many Asian countries including
Japan has contributed to the slow rate of increase. The rapid dissemination of the internet which employs English as the working language, and the establishment in Asian countries of their own rapidly developing higher education institutions are probably other reasons.

Despite these circumstances, Monbusho is determined to achieve the target of 100,000 as soon as possible, since we regard receiving international students as a very important national policy, and as an international contribution in the intellectual sphere. It is very encouraging that the G8 Education Ministers' Meeting in April, 2000 and the Okinawa Summit issued joint statements to set a target of doubling the international mobility of students and faculty members over the next ten years.

As it is widely understood in Japan that the increase of international students also contributes to internationalisation of higher education institutions in Japan and thus to improving the quality of education and research, Monbusho has been in a strong position to secure funds to promote students exchange policies, but with a heavy concentration on the receiving side.

Monbusho will continue to expand financial assistance to international students as over 90% of the students come from poorer developing countries. Currently 30% of international students are enjoying direct assistance from the Ministry in various forms of scholarships. It is hoped that this figure will be increased to over 60% in the near future. Monbusho has been promoting special programmes for international students. Currently, twenty-eight national universities are offering 43 graduate degree courses in English. There are strong trends in university circles to introduce such special courses to meet the demand from international students. The short-term students' exchange is also an important programme that Monbusho is promoting. In this scheme there are 1,900 in-bound scholarships and 585 out-bound scholarships financed by Monbusho. These are programmes Monbusho will continue to expand.

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MOVING AWAY FROM TRAINING IN THE NORTH - TEN YEARS ON
When, in 1991, the Permanent Secretary at the ODA asked me to undertake a review of the Department’s training activity I accepted with considerable pleasure. The “training programme”, or Technical Co-operation Training (TCT) as it was known, had been operating in the same form for well over two decades, and was one of the last and largest elements of the traditional aid programme based on functional “schemes” that the ODA had inherited from the 1970s.

The component-based programme of which TCT was a major element had been constructed on a global approach to aid, with an emphasis on certain strands that our predecessors had deemed important. These included the old Key English Language Teaching (KELT) Scheme, the Books Presentation Programme, and the Overseas Service Aid Scheme (OSAS), which in 1980 had well over one thousand teachers operating in classrooms across Africa and the South Pacific. None was country-specific, and each tended to operate in a vacuum in the sense that there was little linkage between each strand and the others even within any particular country.

Hence, books were presented to some institutions, KELT officers operated in others, OSAS teachers worked in others. While we made gradual progress in trying to link these together by crossing the functional barriers country by country, we had a constant sense that we were starting from the wrong end. Instead of asking what we and our government partners wanted to achieve, we were still focused on the instruments rather than the goals.

My “Review of Training” was finally published in November 1992 under the title The Power of Change. It enabled us finally to see training within the context of capacity building and to work towards making it an integral part of aid interventions. While the document was not dramatic in its conclusions, it provoked considerable controversy and reaction, mainly on the part of the UK tertiary training institutions, even to the extent of a response paper published by UKFIET (The UK Forum on International Education and Training) following a seminar in March 1993.

Many clearly felt threatened. With the ring-fenced characteristic of TCT removed, these UK institutions rightly guessed that the flow of overseas students to their departments would steadily reduce. As training became increasingly an integral part of a larger package of local capacity building, other forms of investment, including in-country and third-country training would begin to take over from the traditional flow of students to the UK.

This reaction was not surprising. TCT was inextricably linked to emotive Commonwealth concern over the reduction in numbers of overseas students educated in the UK as the result of the “full cost” fee policy initiated in the late 1970s and concluded by the Thatcher Government. It was only in 1991 as the resulting tumult died down that it was possible to take a rational look at training without provoking another diplomatic storm.

Today nobody mourns the absence of hundreds of British OSAS teachers in African classrooms, but one senses that there is still a hangover of nostalgia for those days when a guaranteed flow of TCT students would boost departmental budgets at the expense of the aid programme. Yet for those concerned that really able people overseas should be given the opportunity to study in
a quite different environment, the Commonwealth Scholarship and Fellowship Scheme continues to provide just such a chance to study in Britain or some other Commonwealth country – and on the basis of reciprocity.

The Power of Change recognised the inevitable: that education and training were rapidly moving in new directions which included distance learning, on-the-job training, split courses involving transferable credits, the development of institutional capacity in the South. It was part of a much wider process that put capacity-building in developing countries before the domestic (and unproven) considerations of commercial and diplomatic benefit which had been the driving forces of so much lobbying and pressure in the past.

INTERNATIONAL STUDENTS AND THE INTERNATIONALISATION OF EDUCATION IN AUSTRALIA AND NEW ZEALAND

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“It is not enough to send a trawling mission to Asia to back up a slick advertising campaign, and then allow recruits to sink or swim. Recruitment must have a clear conception of student expectations, and the authorities should meet these needs with impeccable service if customer satisfaction and loyalty are to be achieved.”

By 1973, over 3,500 students had studied in New Zealand under the Colombo Plan. By 1997, the international student population in New Zealand was 5,750. Despite this growth, which has led to the education export industry being the fourth biggest export earner in New Zealand, there is a dearth of research on the attainments of international students, their academic habits and performance, and graduates’ perceptions and reflections on their experiences of New Zealand education. New Zealand still has comparatively fewer international students than Australia, the United Kingdom, or the United States.

In a discussion document, the New Zealand Ministry of Education argues that education providers involved in the education export industry can gain substantial benefits from quality pastoral care mechanisms. These benefits include: marketing purposes promoting New Zealand as a safe and caring environment for international students, gaining a competitive advantage by raising the industry’s reputation internationally and differentiating New Zealand’s export education industry, and recognising that the needs of international students are greater than those of other students. In an earlier report, the Ministry had identified how international students benefited New Zealand financially and through facilitation of an awareness and tolerance of other cultures. However, these comments are balanced by a sobering report commissioned by the Ministry in 1998, which stated: “Without a culture of internationalisation and without integrated approaches to internationalisation, New Zealand tertiary education institutions generally lack an institutional base for internationalisation.”

The internationalisation of Australian tertiary education is strikingly evident. International student numbers in Australia’s universities grew by 9,800 from first semester 1997 to first
In terms of tuition costs, a comparative study done in Australia found that Australia and New Zealand fees are generally on a par with each other, in the middle of the field, and consistently lower than the United Kingdom and the United States; Canada has only recently started to set market rates for tuition fees for international students. With regard to living costs, and not accounting for external funding through scholarships or assistantships, Australia, New Zealand, and Canada are all cheaper than the United Kingdom and the United States respectively. Australian universities also have comparable curriculum to these other countries. Significantly, though, an Australian study found that, alongside variables such as the characteristics of the destination country and its education system, the quality of the course, and the process, the cost was not the most significant variable in international students’ decisions of where to study.

Clearly, Australia has more fully grasped the benefits of the internationalisation of their education facilities and in this, and related areas (such as, pastoral care and their geographical position within the Oceania/Asia-Pacific region) is a step ahead of New Zealand. The internationalisation of education within New Zealand is piece-meal and lacks coherence. New Zealand’s antipathy toward the internationalisation of education is evident in the glaring omission of any explicit reference to international students in the Tertiary Education Advisory Commission’s Initial Report in 2000. The Commission still has four forthcoming reports over the next two years in which to rectify this. New Zealand may be hoping that their comparatively cheap tuition fees and living expenses are enough incentive for students to study here. However, present trends toward recognising the pastoral care of international students notwithstanding, it is necessary to see international students as more than income for financially strapped universities.

The internationalisation of education must begin at a national policy level and then through organisational, conceptual, and procedural change at the institutional level. The internationalisation of education should be an attitude toward interpersonal connections that
enhance learning and encourage trans-national networking. In addition, it should enrich cultures, enhance scholarship, encourage cultural awareness, and extend its parameters beyond mere industry and toward productive trans-national innovation.

Endnotes  (These are to be read sequentially for the series of 1’s in the text. We discourage footnotes for the reason that they transfer with difficulty in this kind of bulletin).

1 cf. Bennett, 1998:87
1 New Zealand Ministry of Education (2000), Strengthening the Pastoral Care Framework for New Zealand’s Education Export Industry: Discussion Document
1 Back, et al, 1998:7; italics in original
1 Back et al, 1998:119
1 Back et al, 1998:48
1 cf. Back et al, 1996
1 Back, K., Davis, D., Olsen, A. (1997), Comparative Costs of Higher Education Courses for International Students in Australia, New Zealand, the United Kingdom, Canada and the United States Department of Employment, Education, Training and Youth Affairs, p.:64
1 Back, et al., 1997:xv; my italics
1 Cf. Back, 1996
My preliminary explorations on the subject proposed seem to indicate contrary trends in foreign student flows to India in the 1990s. These have decreased sharply from 13,000 in the early 90s to about 6706 in 97-98, the latest year for which figures are available. Contrast this with an increase in foreign students in China from 3000 in 1985 to 23000 now. The annual report of the Indian Council for Cultural Relations (ICCR) for 98-99 reports that the number of overseas students currently studying in India under various scholarships and schemes of the Council is 1800 from 75 countries. Foreign students in India are mostly from the Asian and African continents. About 35% of the 1034 scholarships offered by the Council were not taken up.

At the same time Indian students going abroad for further studies appears to be on the rise. Here an interesting trend is that there is a movement away from the US which accounted for 92% of Indian students in 1992 and received about 36% in 1997-98. The aggressive marketing by Australian universities seems to be paying off with the share of Indian students from Oceania going up from only 2.7% in 90-91 to 36% in 97-98. Similarly the flow to Europe has resumed and is up to 24%. The most popular fields of study abroad are Commerce, Business Administration and Management which have replaced Engineering over the last decade.

All this information is interesting but may not serve our purpose of explaining the drop. It appears that despite the availability of low-cost training in the English language, India is losing out on foreign students due to our inability to upgrade most of our courses to international standards, the absence of flexibility in subject combinations, uneven quality of evaluation and the frequent disruptions in studies on campus. Also information regarding student flows is sketchy and not easily available. Will globalisation, privatisation and the ICT revolution change all this?

I would generally agree with the analysis and views of Peter Williams (see article in this section). The aggressive marketing by universities in the UK and Australia appears to be paying off. Canada and New Zealand which have not so far wooed Indian students vigorously are not attracting many. In 1997-98 the breakdown of Indian students going to these countries was as follows:

Australia 2409  
U.K. 961  
Canada 48  
New Zealand 08

It is significant that in that year the number of students who went to US was 2374 less than those who went to Australia!
The increased student flows that Peter Williams refers to could also be attributed to the following developments at least in the Indian context:

- Liberalisation of forex regime
- Wider and easier access to bank loans for studies overseas
- Easing of visa restrictions by host countries
- Better employment prospects abroad
- Improved accessibility to foreign institutions due to the internet

As against 6734 Indian students who went abroad for higher studies in 97-98, 6706 students from foreign countries were studying in India of which about 92% were from the Asian and African continents. This indicates that our students prefer the institutions of the technologically advanced countries whereas students who come to India are from countries which are less advanced than us technologically.

The share of Indian women pursuing studies abroad has not increased substantially in the 90s-from 13.72% in 91-92 to 15.76% in 97-98. The largest number of students who went abroad in 97-98 belong to Tamil Nadu closely followed by Delhi, Karnataka and West Bengal. A majority of Indian students overseas are fully self financed (22.93%) or partially self financed with parents and relatives paying from their own or borrowed funds.

I agree with the exciting prospects referred to in the report that Peter Williams quotes. Distance education split site courses, off shore campuses and online studies are poised to expand access to international education on an unprecedented scale!

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**STUDENT FLOWS AND VISAS FOR CHINA**

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In recent years, the number of Chinese students studying in the UK has been increasing rapidly. Some say this is because it is much easier to get student visas from the British Embassy than the American, Australian or Canadian embassies now. Is this true?

In this article we will discuss how the market for Chinese students in foreign countries is controlled through the use of student visas.

1. **The quality and quantity of Chinese universities can’t meet the increasing educational demand of Chinese students**
Generally speaking, the quality of higher education in China is not as good as western countries. In China, we have out-standing universities like the University of Beijing, but there is intensive competition for gaining entry to the top universities. For those who have enough money, studying abroad is a shortcut to receiving a high quality standard of education.

2. The Chinese Government's indifference to studying abroad

In recent years, the Chinese Government has put little restriction on students gaining a foreign education. It is up to the individual student to choose a university and complete the arrangements for passports and visas.

3. The student visa is the easiest way, and most effective tool to control the flow of students

The flow of Chinese overseas students can most easily be controlled by restricting the student visas.

4. Political, economic and cultural considerations / policies, which influence the flow of students.

(1) Political considerations

China and the UK have enjoyed good relationships in the last few years, and the British government now openly welcomes Chinese students; that is one of the main reasons why the number of Chinese students is increasing in the UK.

(2) Economic considerations

China is a big country with a very large population. China is now developing very quickly. More and more Chinese have enough money to support themselves and their children to study abroad. Traditionally, Chinese people regard education as the best way to succeed in society. Usually after graduation from a foreign university, the graduate can get a high position with a high salary. In addition, China will enter the WTO (World Trade Organisation) soon. This could mean that those who have overseas study experience will have more opportunities. This of course means more Chinese will decide to study abroad. There is a large potential market for overseas education in China. This point has been recognised by many academic institutions.

The British government pays lots of attention to this educational market and has worked hard to promote its educational products and to secure its leading position in the market. From 1996, the UK government began to change its overseas student policy towards China. Now it is much easier to get visas from the British Embassy. In order to encourage more Chinese students to study in the UK, the British government provides lots of favourable conditions to Chinese students. Such as: Chinese students can get multiple entrances visa, can bring families to the UK, can work part-time during the terms and work full-time in holidays. And after graduation, Chinese students are allowed to look for jobs in the UK and can continue to stay in the UK for one or two years. Meanwhile the number of scholarships for Chinese continues to increase.
These policies are advertised in all kinds of ways. Every year, the British Council organises a British Education Fair in the big cities of China like Beijing, Shanghai, Guangzhou and Chengdu, to introduce its universities to Chinese people. I myself took part in the 1999 fair in Beijing, and met the representative of the University of Edinburgh there. I began to apply for admission for this university after the fair. These activities have attracted lots of Chinese to the UK.

3) Cultural consideration

Some cultural elements also contribute to absorbing the Chinese students. British universities enjoy a world-wide reputation for their high standards and quality of the education. The UK is the hometown of the English language and increasingly this is becoming more important in China. The British people are famous for their polite and gentle nature. British society is safer than the other western countries like the USA.

5. Compared with the American, Australian, and Canadian systems, the British Education system has its advantages for Chinese students

(1) The educational standard of British universities is regarded as being equal to those of most western countries including the USA, Canada and Australia.

(2) Although the cost of a university education may be a bit higher in the UK, this is offset by the fact that undergraduate courses are usually three years and Master’s degrees are only one year. This of course keeps the costs down.

(3) To return home after graduation and run a company by oneself in China is becoming a new trend. As economic prospects improve in China, foreign citizenship is no longer as important as before. To some degree, this means that compared with those immigrant countries such as the USA, Australia, and Canada, the UK will not be at a disadvantage.

As the UK is changing its attitude toward Chinese students while the others are not, more and more students are attracted to the UK.

Conclusion:
Without the above elements, the student visas themselves decrease in importance. Although Chinese can study in many countries in Africa and Asia without a visa, few choose to do so. As the number of Chinese students wishing to study abroad is so large, it is likely the British government will continue to use student visas as a method of control.

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THE BLAIR INITIATIVE AND UK INTERNATIONAL STUDENT RECRUITMENT

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The Blair Initiative in international education is the UK’s version of a strategy currently evident in the policy of all or most of the OECD countries. What it seeks to do is to persuade more international students to study in the UK rather than in the countries of its principal rivals, the USA, Australia, Canada, France, Germany and Japan. The motive is primarily commercial,
although not exclusively so. There is a recognition that having a large number of international students in educational institutions can bring benefits, not only to domestic students (whose sensitivity to international issues is thereby increased and whose cultural understanding is much enhanced) but also to the intellectual life of the institutions and to the breadth of their teaching and research. The new Labour government, on taking office, was expressly critical of what it saw as the neglect by the previous Conservative administration of the cultural role of the British Council abroad and in particular of its work in the teaching of English as a foreign language.

None the less, commerce is at the heart of the matter. The simple fact is that international education is now big business. By charging ‘full’ or ‘realistic’ fees to students from outside the EU, UK institutions are able to command a source of income independent of government funding and free of its leading strings and restrictions, while the government benefits from being able to be as parsimonious as it dares in financing domestic provision. It also enables the institutions independently to shape their own growth and development and to derive maximum benefit from the opportunities which the demand presents; and the government can hope that connections a student forms while in the UK will promote on-going business contacts, cultural solidarity and even political sympathy within the countries from which the students have come and to which they are likely to return.

The government’s initiative was thought to be required for several reasons: firstly, it was perceived that British immigration offices abroad needed to be aware that the speed of issuing student visas and the approachability of visa staff could themselves determine whether or not a student wished to study in the UK. Secondly, in order to be competitive with some of its principal rivals, the government needed to allow more students the opportunity to work in the UK, both while studying and, to some degree, at the end of their period of studies. And finally there was a need for a ‘branding’ of the UK’s educational provision, to emphasise its positive features in the eyes of the market and to counter negative features. The Initiative was therefore accompanied by the devising of an UK educational logo, with supporting literature, films and videos, all products of a professionally-conducted market survey. Finally, targets were set, which, if achieved, would take the UK’s share to 25% from 17% of the world market.

It can easily be seen that this policy decisively moves the UK’s international educational agenda from that of aid (which it certainly related to in the pre-Thatcher years) to trade. Inevitably, then, the world’s poorest citizens will find access to the UK’s educational provision must remain difficult since the whole policy assumes a continued reliance on charging full fees. While rising world affluence and the promotion of a new UK scholarship campaign (itself part of the Blair Initiative and funded by the government and private sources) are said to have offset the higher costs, no-one would claim for UK institutions (as a few US institutions have done for themselves) an ability to operate a ‘needs-blind’ educational policy under which every student with sufficiently strong qualifications can be admitted, independent of economic means.

Instructive comparisons can be made in this respect with countries not exposed to the full-force of the commercial motive. In the UK itself, students were asked to pay a ‘contribution’ to their fee costs, something that was expected to rise annually. With devolution to Scotland, however, and the revelation that students from poorer homes were not applying for university places at the same rate as more affluent ones, the Scottish Executive has reversed this policy, deciding that students should pay nothing while studying, though they will, on graduation, become liable to pay back the notional contribution, once their incomes have reached above a
particular threshold. So far, the up-front ‘contribution’ policy remains intact for the rest of the UK though it is not without its vociferous critics. In the European Union, the Blair Initiative was not of relevance, since EU students are not generally liable for ‘full’ fees, nor do they need visas or work permits. But there is some evidence that the demand for a ‘contribution’ to fees, which EU students, too, had to make, has had an adverse effect on numbers. These examples, drawn from the developed world, might suggest that the success of the policy of substituting trade for aid in education is not as certain as many suppose.
We all know that transnational education and training (TNET) is growing rapidly and having a tremendous global impact. However, is there a common understanding of the concepts involved? Are our interpretations not relative to the reference points of each observer? Do we speak with a common vocabulary?

Some simple facts and figures – in no particular order - might help to illustrate this point:

- Over 2 million people sit for UK examinations each year outside the UK
- The UK government spends £7 million each year funding international curriculum development and exchange programmes for UK teachers and managers with the primary purpose of improving the quality of the UK education system
- South Africa and Israel have recently adopted regulations to restrict the activities of foreign education providers in their respective countries
- UK is actively seeking to increase the numbers of international students enrolled on post secondary programmes in its institutions by 75000 over the next 5 years
- One of the priority topics for the next WTO meeting will be the global liberalisation of trade in services, which includes education and training.
- Some 40000 teachers and their students from 78 countries are linked by the Montage project. This is an ICT based programme and the website (www.montageplus.co.uk) that is the core of the project is averaging 5,500 user sessions per day.
- Formal youth exchange programmes sent about 9000 young UK citizens overseas in 2000. A personal record of achievement has been established and full formal accreditation for their training experiences is being piloted
- The European Union has established a European Network of Quality Assurance for university education across Europe
- Heriot Watt University in Scotland has over 6000 and the University of London has over 25000 students enrolled on their external programmes delivered outside the UK
- One UK further education institution alone reports some 75 links with overseas countries
- In many developing countries the ‘non-government’ sector in education continues to grow rapidly. The spread runs from primary schools to postgraduate colleges and often involves foreign collaboration

This somewhat UK-centric list of examples of TNET could be expanded to cover many pages. Does it merely represent an unrelated patchwork of activities or are underlying trends discernible? A common starting point towards analysing possible relationships and improving the necessary dialogue must be a shared understanding of TNET. This note therefore seeks to facilitate clarity through suggesting a number of definitions and descriptions that embrace TNET activities.

1. **The Internationalisation of Education** relates particularly to the curriculum, by level (schools, universities etc) and subject. Examples include greater emphasis on third world matters in UK schools, area and country specific cultural studies at universities, a period
overseas as an integral part of an undergraduate engineering course, school links – particularly via ICT etc

2. **International Comparative Education** - the study of a foreign country’s education and training systems to enhance the quality of the home country’s system. Exchange programmes involving teachers, managers and other professionals often have this as their primary objective.

3. **International Equivalencies of Qualifications**: the international comparability and portability of education and training qualifications.

4. **Education, Training and the Development Agenda**: the specific issues relating to education and training both qualitatively and quantitatively in developing countries involving official and private (personal, NGOs and commercial) flows of funds.

5. **The Global Education and Training Market**: the study of all the factors influencing the international trade in education and training goods and service.

6. **Collaboration and Partnerships**: where two or more institutions (schools, colleges and universities) or organisations work together for their mutual advantage. Examples might include collaborative research projects, joint course delivery, ‘twinning’ programmes, including joint research, split PhDs etc.

7. **International Movement of Students and Trainees**: seeking internationally recognised qualifications or experience not available to them within their country through attending programmes in another country.

8. **Overseas Delivery of Education and Training Programmes**: Programmes from one country delivered within others. This might include distance learning (including e-learning), franchising, licensing and other contractual arrangements, examinations etc. It also encompasses the role of private companies their in-house training activities.

9. **Language Learning**: this is proposed as a separate category because of both its specific pedagogical requirements and also its vital role in facilitating TNET.

It is accepted that most activities would not neatly fit into one simple category but the above might establish a first level of common understanding. Comments would be appreciated to assist towards refining our approach.

[Readers, please note that the UK Forum on International Education and Training (UKFIET) is organising a one day forum on “Education, Training and Globalisation: the changing role of the British Council”. There is a more detailed account of this under the Meetings Section of NN27.]

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**EDUCATION AND TRAINING: THE COMMERCIAL PERSPECTIVE**

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Many of us react to the word ‘privatisation’ as if it were a challenge to traditional assumptions about education. But in reality, the commercial role is traditional. This can be better understood, if we can visualise what in fact goes into education and training.
The true education sector consists of three parts. First are the ‘markets for programmes’. This is the area we usually consider when we think of education - elementary and secondary education, higher education, pre-school education and the like. In this list, however, there are many others as well – corporate training, technology based training (e.g. Microsoft training on Word), Distributed Education (where an institution without a traditional campus distributes curriculum to widely disbursed branches). Any of these programmes may be purchased by three separate ‘clients’— (i) corporations and governments, (ii) schools and school systems, and (iii) individual students and families. This then makes up the markets for educational programmes.

But educational programmes are only one of three parts of the education sector. Important too are the manufactured educational education goods - textbooks, science equipment, computer software - on which education programmes depend. Also important is the final part, educational services - management consulting, testing and certification and the like - on which the efficient use of equipment and materials depends. Thus when we think of education, it is helpful to visualise all three interdependent parts.

It is also helpful if we can note that parts two and three, the services and goods, are by tradition, commercially provided. No OECD country provides these through the public sector. Though governments provided them in the former USSR, the institutional and organisational context in those countries is beginning to mirror the OECD countries (Heyneman, 1998). Similarly, in Africa and in many other parts of the developing world, educational goods and services by tradition were provided privately (Heyneman, 1975; 1977). Though many of the newly independent governments nationalised them in the 1960s, today once again they are shifting to the commercial sector (1990). In a sense, then, the role of the commercial sector in education goods and services is the traditional means of provision.

But how large are these sub-sectors? In the USA, private expenditures on the three are about equal. In 1988 private expenditures on Education Programmes amounted to $ 28 billion, by comparison to $ 30 billion for Educational Services and $ 24 billion for Educational Products. If one includes public expenditures, however, the importance of the education sector becomes even more evident. Education and training is now the second largest industry in the USA - accounting for about 10% of GDP. Education and training is the fifth largest US service export, worth $ 8.5 billion/year. Moreover, since 1994 there have been 34 public offerings of education businesses, raising approximately $ 3.8 billion in equity.

In terms of expenditures on goods and services, expenditures amounted to about $ 26 billion in 1988 of which 5.5 billion was for textbooks, 6.1 billion for supplementary materials, and three billion dollars for testing and test preparation. One illustration of how quickly the industry is growing can be seen from the sales of educational software. In North America, for instance, expenditures for educational software amounted to $ 775 million in 1996. But this is expected to have grown to $ 2.5 billion in 2000. In Europe sales are expected to have increased from $ 130 million in 1996 to $ 460 million in the year 2000. Similarly, there has been an exponential growth in the private consumption of education software which grew from 1.2 billion in 1996 to approximately 2.1 billion in 2000.

The education and training industry is rapidly growing in OECD countries, but what about the rest of the world? If one is interested in the markets for education, then clearly non-OECD countries should be of high interest. OECD countries account for only 17% of the world’s
enrolments and only 12% of the world’s age relevant population in compulsory education. Regional figures are even more clear. Fifty-seven percent of all students enrolled are being educated in East and South Asia.

Per/student expenditures in non-OECD countries are less, on average, than in OECD countries. But the size of an educational market is not determined by per/pupil expenditures. The size of a market is determined by a combination of expenditures and the number of students. Thus, France may spend seven times more per/pupil than China, but because of the number of students, the education market in China is over twice the size of France.

What about the future? As countries develop economically they tend to spend more on each pupil. Thus future markets may shift considerably from those at present. Given past trends, however, there are significant differences from one region to another in terms of what one might expect. In the 15 years since 1980, the education expenditures have grown by over 100% around the world, but this was hardly uniform. Expenditures grew in East Asia by 200%; in Europe by 135%; in North America by 103%. But this contrast starkly with virtually no growth in South Asia, and a precipitous decline in Sub-Saharan Africa by –22%.

What should we conclude from these trends? Should we resist the commercial education sector on grounds that it may threaten tradition? Should we raise trade barriers against foreign education companies because they may squeeze our local private providers? Should we prevent local citizens from purchasing the education goods and services of their choice? These are complex questions, which have been addressed in other contexts (Heyneman, 2000; 2001, forthcoming). What may be useful to consider in this particular context, however, is that the commercial provision of books, maps, chalk, science equipment and notebooks has a long tradition in Africa, Asia and Latin America. What may be useful for us to consider is the possibility that an education sector is healthy when the commercial provision of education goods and services is vibrant.

References


------------------, “Protection of the Textbook Industry in Developing Countries: In the Public Interest? “ Book Research Quarterly (Winter, 1990), pp. 28 - 9


The higher education sector in the UK, since the middle of 2000, has been looking to increase its full fee paying student numbers by 40%. Tony Blair announced an ambitious initiative in this respect, and universities have taken his message on board, eager to seize this opportunity.

On closer examination, this eagerness is not founded on healthy or sustainable principles. It could be said, further, that it goes counter to principles that are in policy statements put out by the government’s official aid agency, DFID, which has stressed the primacy of primary education for all and building capacity of local institutions.

Universities in the North, until about twenty years ago, enjoyed resource rich environments. It became recognised in the UK, however, that access to its universities by large sections of its population was comparatively low. Only a relatively small percentage of the population that might avail itself of university education actually got the opportunity. This was due to various factors ranging from lack of qualifications to entrenched sociological factors. Young people from certain groups in society didn’t generally consider university as an avenue they could aspire to. The last ten years have brought about changes. In a desire not to appear at the bottom of leagues of tables charting attendance at tertiary institutions, in the so-called developed west, the UK converted former polytechnics into universities. This not only boosted university numbers but also gave the impression that institutions that had previously been regarded in a generally poorer light academically were now on paper on a par with those that had held traditionally higher academic status. A major outcome of this move was to boost the percentage attending universities, but it also made for fierce competition for funds allocated to the tertiary sector.

Universities opened their doors, access policies were put into place, to take advantage of funds that were available for this purpose. They considered and then decided to charge fees. Scottish universities charged fees along with the rest but at devolution arrived at a kind of fudge. No fees now but money to be repaid once graduates were earning £10,000 in the world of work. Universities looked in every direction to raise income. As they did so, they discovered sums raised from research, teaching and donations still did not meet the shortfall. Education was under a World Trade Organisation ruling part of the service industry. Some countries like the United States of America and Australia had been alert to this for several years before universities in Europe. Universities from these two parts of the world had begun marketing their services as widely as possible.

As universities in the UK woke up to these new realities, for the first time some of them looked with new eyes at their international offices and, where they did not exist, they created them.
New initiatives being devised in these offices were largely aimed at recruiting students from the wealthiest nations. In amongst all this scramble for foreign student fees (at present a foreign student pays in the region of £17,000 to cover fees and living costs to pursue a subject in the Social Sciences) it became clear 'international', in effect, would generally exclude students from African countries, as well as those from other poorer sections of the so-called developing world. UK students would find it hard, if not largely impossible to meet this level of fee. How, so people began asking, would the poorest, worthy international students take advantage of this 40% increase. Some within the university sector have begun questioning this policy and raising issues which will keep the debate open and allow for a better defined set of initiatives to take place.

For several decades governments and educational institutions have been concerned with the poorest nations not being able to retain their best trained and talented citizens. This is down to several well rehearsed factors. One of them has to be associated with a major shift, not articulated, but still clearly seen. Universities in the USA no longer seem to consider this brain drain factor as they aim to draw to themselves bright students from countries all over the developing world. It is possible, as countries became independent in the fifties and sixties, there was a view that students coming to tertiary educational institutions, would be expected to return to their countries. They would make a real contribution to the development of their countries. They would be leaders in their countries and more likely wish to interact with those overseas countries in which they had received their training. Today, some of this thinking remains. One would not be wrong, however, in adjudging the main interest in USA tertiary institutions in having students from developing countries is that they may stay and contribute to the economic life of the USA, in finance, in commerce, in the new technologies, IT in particular, in medicine, in teaching.

This 'hoovering' up of scarce educated human resource goes alongside the 'hoovering up' of scarce financial resource. This ‘hoovering’ is occurring into environments which increasingly look and feel like battery farms, the very kind of environment that the university sector studies and decries. For example, the University of Edinburgh has increased its numbers steadily in the last five years. No one can disagree with this desire to make university education available to increasing numbers so that eventually all those who qualify can get a place. Intelligence would indicate that alongside this must run adequate funding and space so that the very purposes for which universities exist can be satisfied. A cursory look at increasing numbers in universities would show that staff numbers and morale are at an all time low, library resources are inadequate, fabric and buildings are in need of attention. In the last few years stress-counselling for staff and students has become an important feature of university (and general) life. It is into such an environment that we want to recruit even greater numbers! Not only local and national but international. It cannot make sense, for the health of the institution, for the health of its people or for the health of nations. A globalising world is not a world of the lowest common denominator. If education means anything these so-called educated men and women who are dreaming up the 'marketisation' of education need to put their education to wiser use. Could a better spreading of resource, both humand and financial, not the gathering of it in one or two or three focal points, not serve the cause of education, in its most rigorous sense, more effectively and sustainably?

It could be argued that if surpluses arise they should be invested for the benefit of those that generate and create those surpluses. If international students (it would be largely those from
the wealthier nations) generate income it might be worth considering re-investing those funds to create scholarships, collaborative programmes for worthy students from other less fortunate environments.

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GLOBALISATION AND THE INTERNATIONAL TRAINING MARKETS.

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At the Fourteenth Conference of Commonwealth Education Ministers, held in Halifax, Nova Scotia from 27--30 November 2000, issues relating to the mobility of students and qualifications, and the implications of virtual and transnational education were considered in a number of ways, in both a parallel symposium, which was held for those active in education internationally, and in a specific ministerial sub-committee.

Many countries had expressed concern over the implications of transnational and franchised education in their country papers. This was particularly where marketing was aggressive and selling techniques were of dubious integrity, or where the quality of the education was low. Some countries expressed specific concern about the intrusion of value systems external to a country's own. However, it was broadly acknowledged that transnational provision and access to knowledge through virtual or distance education were extremely important for developing local capacity, especially where local institutions could not meet demand and there was a real need for skills development.

It was thus agreed by ministers that mechanisms for identifying and either regulating or controlling low standards and inadequate quality assurance procedures had to be developed. This might either be through bilateral agreements, or joint memoranda of understanding between the host country and country of origin of providers; OR through separate arrangements in either the sending or the recipient country. Issues relating to the mobility of credit, and recognition of qualifications for employment purposes also needed to be addressed, and the Commonwealth Secretariat was asked to assist member countries in addressing these issues.

Mobility of students across the Commonwealth was also considered, and it was agreed that every effort should be made to facilitate the movement of individuals, and the development of cross-Commonwealth mobility schemes, based upon the principles of reciprocity and mutual exchange.
The Parallel Symposium included two sessions on these issues: the first on the mobility of students and knowledge across the Commonwealth, using as a starting point the recently published study produced by UKCOSA and the Council for Education in the Commonwealth, entitled ‘Student Mobility on the Map: Tertiary Education Interchange in the Commonwealth on the Threshold of the 21st Century’ (July 2000). The second dealt with a number of issues relating to Qualifications in an era of Globalisation.

In general the themes discussed were as follows:

- the significance of mobility in different contexts (national - across systems - and internationally), and the need for carefully-defined policy management:- Firstly, relating to the diplomatic and long-term functions of educational exchange, and its potential for national capacity development. Secondly, the dilemmas and opportunities presented by skills and knowledge mobility/portability - nationally, regionally and internationally - and the attendant requirements for accreditation and fair interpretations of academic standards and equivalences. Finally, interpretation or recognition of equivalence within educational systems, and the development of formal credit transfer systems as key mechanisms for the creation of opportunities for lifelong learning - learning which is likely to be more relevant to the needs of both individuals and their societies;

- the globalisation of academic standards (and concurrent localisation of content), and the demands - both potential and actual - of the knowledge economy;

- the commercialisation of the provision of education (posing challenges for the vulnerable; while potentially creating greater opportunities for equity of opportunity);

- the ownership and privatisation of knowledge as a commodity (IPR, etc);

- the tremendous potential presented by developments in technology, both for enhancing access to knowledge and opportunity, and for increasing existing disparities between regions and economies.

The first session focused on mobility at the tertiary level, and the second session with qualifications at all levels of an education system, including vocational and NFE systems, and means of increasing the overall equity of opportunity within a system.

The session on qualifications in an Era of Globalisation considered both theoretically and practically how the structures through which qualifications are awarded and interpreted can be used to support educational change and encourage both equity and quality enhancement. As one example, increasingly, qualifications frameworks are being designed to give overall cohesion to national educational systems, and to promote
equity of outcomes and greater learning opportunities for all. In theory, qualifications should be valued in an open and transparent fashion, encouraging lifelong learning opportunities and serving to promote transparency and improve quality.

The session also considered a number of questions deriving from the viewpoint that, in an era of rapid change and global developments, articulation between national systems will be essential as 'transnational' education becomes more prevalent, and skills and labour move from one country or continent to another. How are these issues viewed in contexts involving challenges of scale and regional complexity: where (1) the scale is vast, as in India, and the interplay between federal and local structures is historically and structurally complex; and (2) where a small state is confronted with challenges of scale at a national level, but also with the need to participate in a regional and international context. What structures have been set up to interpret and accredit qualifications and their providers, and what are the implications as the process of globalisation develops? How can states across the Commonwealth reconcile the need for increased localisation and relevance of curriculum content with greater transparency in academic standards, and the proliferation of accreditation mechanisms, structures and requirements?

None of these issues were resolved, and it was agreed that a number of bodies across the Commonwealth should give in-depth attention to the issues within five broad frameworks. The Secretariat would work with countries and regions to draw out the issues, share information, experience and ideas where possible, and develop schemes and networks across the Commonwealth to act as a service to those confronting these issues in member countries. The five aspects of the framework were as follows:

1. National Qualifications Frameworks / skills mobility and credit recognition / articulation of qualifications;

2. The inter-relationship of globalisation and academic standards and the demands - both potential and actual - of the knowledge economy;

3. Clarification of sources of information on equivalence and guidance on credit recognition

4. Guidance on issues relating to international courses delivered virtually and/or in-country;

5. Quality assurance arrangements, their rationales and methodologies, and outcomes of evaluations in different country circumstances.

A number of agencies and national bodies agreed to work together to take these issues forward.
According to the International Declaration of the Higher Education Conference held in Paris 1998 under the auspices of UNESCO, higher education has been defined as all forms of tertiary education, whether university or any other form of education concerned with education, training or research accredited by the authorised State as higher education institutions.

Accordingly, higher education aims at preserving, developing and publishing local culture, maintaining community values and ideals of Omani society, while spreading knowledge through education, encouragement of scientific and technological research, benefiting from scholarships abroad, calling for peace and fraternity and best nurturing of the educated generations.

Private Universities, Colleges and Higher Institutes

The Private Sector is expected to carry out a greater role in enhancing higher education, which will assist in provision of more opportunities for secondary school leavers and at the same time provide the labour market with qualified national taskforce required for implementation of the development projects. The Ministry has always maintained relations and links with the Private Sector in recognition of its remarkable contributions to the country's development process, particularly with a view to development of human resources.

In addition to the Government's efforts within the framework of diversifying higher education institutions and providing suitable specialisations, which are useful to the various governmental and private sector, private universities will survey the requirements of the labour market for technical specialisations. This will assist in developing appropriate programmes that suit requirements of the national economy and enhance Omanisation of highly technical posts.

There are currently nine licensed private colleges, all of them are operational. According to the current regulations, every college is associated with an external (foreign) university, institute, or college (two to four years of study). Consequently, six of the eight colleges are associated with institutes in the United Kingdom, while the remaining three are associated with institutes in the USA and Jordan. All nine colleges offer a diploma after two to three years of study and/or a certificate after one to two years of study. This diploma enables the graduates either to take a job, or to continue for the Bachelors degree in the foreign university, or in other universities associated with the foreign institute. The new law allows the private colleges to offer the Bachelor's degree.

The private colleges in the Sultanate of Oman follow the same curriculum and teach the same courses that are taught in the corresponding year(s) in the partner foreign institute. The Ministry of Higher Education established a mechanism to confirm this, and also to examine the qualifications of the lectures, the adequacy of the facilities (laboratories, library, etc) and the
level of students that are admitted to the colleges, and also compare all of these with international standards.

In line with the Royal Decree No. 41/99 regulating establishment of private universities. The Ministerial Decision No. 36/99 was issued promulgating the Executive Charter of private universities.

The legal text of the private universities law highlights the following objectives:

1. Contributing to the efforts exerted within the upgrading of higher education and scientific research.

2. Provision of modern scientific specialisations with the aim of qualifying experts in various areas.

3. Linking between university education objectives and community requirements and development.

4. Provision of community-related services in areas of education and research.

5. Highlighting Omani identity, culture and moral values.

6. Introduction of state-of-the-art educational technology media.

7. Conducting community-related studies and survey.

8. Provision of community support services such as offering study opportunities.

Procedures are currently underway regarding establishment of private universities in the regions of the Sultanate.

The present private colleges can change their academic structure to Bachelor Degree granting university colleges in accordance with organisational conditions to be developed by the Ministry.

It is important to mention that all Gulf States started to allow private sector to indulge in higher education with heavy presence of foreign institutions; therefore, certain concerns should be addressed:

1. All the existing laws and regulations concerning the private colleges in this regard need major revision and several new regulations need to be developed to address issues that are not currently addressed. It is extremely important to finish and adopt the best possible regulations and accreditation criteria before granting and licensing the establishment of private universities.

2. Establishing partnerships between the colleges in Oman and foreign ones in the present form poses several problems, and such partnering did not achieve the objectives behind its enforcement. Therefore, the whole issue of partnering with foreign colleges or university should be reconsidered. The partnerships with foreign institutes in the present forms might not be needed after the quality is controlled through the new regulations.
3. The criteria for accreditation include important factors that change with time. Therefore, a follow-up process must be established and indicated in the accreditation guidelines, which are to be prepared and adopted by concern body.

4. It is very important to set the admission criteria for the input of any college or university by the governing authorities.

As stated in the plan of action (Regional Conference on Higher Education Tokyo, 8-10 July 1997), individual institutions must develop international linkages, such as those for the exchange of staff and students and for academic co-operation. As well, they must support the activities of international organisations and bilateral agreements between countries within the region.

It has been considered necessary not only to maintain and progressively improve standards, but to be widely seen to be doing so to ensure international recognition of the quality of qualifications.

A growing recent concern has been the maintenance of standards by institutions that licence their courses to other providers for a fee, or develop offshore campuses or partnership arrangements as a revenue generation mechanism. This sometimes happens without adequate attention to quality of provision. While many such arrangements provide high quality services, an increasing number appear to be simply commercial ventures and require careful assessment and oversight. Concern by governments for the international reputation of their higher education systems is leading to greater attention to quality assurance for the offshore operations of their institutions. Similarly, Governments in countries where such courses are delivered are applying strict locally determined criteria to ensure quality of provision.

THE CHALLENGE TO AID AGENCIES OF THE GLOBALISATION OF EDUCATION AND TRAINING:
DFID’S NEW WHITE PAPER

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NORRAG NEWS has traditionally been concerned to comment on how development co-operation agencies are involved with or are reacting to some of the latest trends in international education. There is now a good deal of evidence emerging about the widespread agency interest in the knowledge economy; however, so far, the agency fascination with knowledge (following on the World Bank’s ambition to become a ‘Knowledge Bank’) has been more preoccupied with sorting out the agencies’ own massive sources of knowledge than with rethinking the potential of globalised learning for their own development policies. There have been exceptions. The World Bank has had a whole raft of knowledge initiatives, and only one of these has been concerned with knowledge development and sharing within the Bank itself. And the UK’s Department for International Development (DFID) has very recently (in December 2000) set out its agenda for relating globalisation to poverty reduction, including in the sphere of education and human resource development.
DFID’s White Paper (Eliminating world poverty: making globalisation work for the poor DFID 2000) has a whole chapter on ‘Investing in people, sharing skills and knowledge’. This illustrates very compellingly the tension between aid-for-basic-education, on the one hand, and aid-and-trade-in-relation-to-international-training-markets, communications-and-pro-poor-research, on the other. Intriguingly, it would appear that the new emphasis on globalisation is bound to shift the focus away from any monolithic focus on basic education. The argument goes like this.

If globalisation is to work to the advantage of poor countries, then educational investment is needed to allow countries to profit from the diffusion of knowledge and technology. Even if this involves basic education, in the first instance, - and DFID is one of the foremost agencies to allocate its educational funds for basic education - there is increasing awareness that the new emphasis on the education sector as a whole, combined with the need to prepare for jobs with a high information and knowledge content, means more support to secondary and higher education. If Africa is to learn from East and South East Asia, then the message is investment in secondary and tertiary education to enhance research, analysis, training and management. In other words, in the global challenge to become what we may call a ‘learning economy’, basic education is insufficient.

This does not mean an abandonment of the very strong emphasis on the international development targets of universal primary education and gender equity in schooling; these remain a priority focus for DFID. But at the same time there is the lure of the new technologies that may bridge the North-South and Rich-Poor digital divide. New technologies ‘have the potential to help poor people leapfrog some of the traditional barriers to development’ (DFID, 2000 para 116).

However, the cards are currently stacked against e-commerce, and e-investment, and e-learning in the weakest countries. Why? Because of the cost of - and therefore the absence of - a competitive telecommunications sector. Hence, DFID argues there is a need to move from the state monopolies on telecoms to a regulatory environment with more competition both nationally and internationally. Will this be a new frontier in structural adjustment?? DFID continues: ‘The International Financial Institutions have a key role to play in working with developing countries in smoothing this adjustment process’ (Ibid. 119).

However, DFID sees the crucial importance of increasing the bargaining power of poor countries in the telecommunications sector agreements with the WTO, as well as reducing the marginalisation of the rural poor through communal access technologies and other mechanisms such as community radio linked to the internet. Through public-private partnerships, e.g. Imfundo, new technologies are also being applied to teacher training and educational management. Although it might appear that ICTs are not a priority for poor developing countries which are short of basic health and education, DFID would not agree; urgent action on the regulatory environment for communications are an essential first step to giving the poor access to the benefits of technology.

Trans-national business is recognised as a key supplier of the skills and quality standards required if the poor countries are to get their products into US, European and other markets. Facilitating the regulatory, legal and contractual environments to ease inward investment, not just in the cities but in rural areas is seen as crucial for poor developing countries. At the same
time, the new negotiations of the WTO on trade in services should be taken advantage of to allow poor countries to sell their skills in developed country markets, always provided that the attractions of working in the richer world do not produce skill drains and shortages in the South.

It is refreshing to see that a chapter on investing in people, sharing skills and knowledge is NOT just about applying efforts to reach the minimal development targets of basic education but is equally about more equitable research development in and for the South. And again there are schemes to create incentives for private sector companies to do what may be called pro-poor research in health, education and other areas. Finally it is conceded that protection of the intellectual property rights of the external investor on the one hand and mechanisms to protect the traditional or indigenous knowledge of poor countries must go hand in hand.

But, in conclusion, there must remain a possible concern that this chapter could be read (or misread) to mean:

**Basic education + Internet = Development**

Although it is conceded that Basic Education will lead to a powerful demand for secondary and higher education (para 111), almost immediately it is suggested that the new technologies could be the medium for this ‘supply of education’ and even for teacher training and ‘the sharing of skills and knowledge, with a particular focus on Africa’ (para 112). There is, thus, potential for poor countries to use the new technologies to ‘leapfrog some of the traditional barriers to development, by linking them into the global economy, improving their access to knowledge, and making government machinery work better’ (para 116).

There is here a real danger that the internet café gets conjured up as some kind of development alternative to solid, serious delivery of post-primary education, skills training, and higher education. Or that teacher training or educational management in Africa can somehow be transformed by new technologies – as in the infundo project. Not so!

If, as is too widely the case in Africa, the quality of ordinary schooling, inspection, and management is abysmally low, there is probably very little that new technologies can do about it. Schemes for bridging the ‘digital divide’ are, of course, politically compelling. But the real divide is just the regular ‘Caxton divide’ between the quality of the ordinary reading and writing of language and maths BOOKS in the North and that in the poorer countries of the world, especially Africa.

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In December 1999, the Global Development Network (GDN) was launched, and with it, GDNet -- the online component. GDNet was established to serve electronically the GDN’s community of policy and research institutes and researchers working in the field of development. The aim of this community: to generate, share and apply development knowledge to policy.

GDNet’s approach, from the beginning, has been based on an open interpretation and application of a key concept in the field of knowledge management: “communities of practice”. Whereas this term would typically be used to refer to a corporate strategy for building human and intellectual capital within an organisation, GDNet has sought to apply this term outside of the organisational context, to build human, intellectual and social capital for economic and social development within an open, global network of institutions and individuals. The World Bank’s leadership in the GDN is a perfect complement to its own internal efforts to become a “knowledge bank”, mobilising resources to not only enhance the value-added of its own client services, but to also take this experience outside of the Bank and create knowledge management systems for its clients as well.

To illustrate how GDNet is intended to benefit its community, and global development more generally, I will draw upon a short-list of the “value-added” by communities of practice used by Etienne Wenger and William Snyder in their January-February 2000 article in the Harvard Business Review. Here are a few of the examples used by Wenger and Snyder, along with descriptions of how they apply to the GDNet framework:

“**They solve problems quickly.**” At the core of any online community worth its salt is usually a strong directory of members, including profiles of expertise. As members begin to find out “who knows what”, it becomes increasingly easier for them to find the right people to answer their questions. These people could be anywhere in the world. As long as they have a profile in the directory, they can be found. Once GDNet’s members identify their common interests and interact a bit, a common vocabulary and culture will emerge and it will become easier for them to communicate, get to the crux of a problem, and solve it quickly.

“**They transfer best practices.**” Seeing as the GDN community is all in the same business – of translating empirical research into concrete policy advice and action – they can benefit substantially from the experiences of their colleagues across the globe. While it is impossible to simply “cut and paste” a successful approach from one country to another, communities of practice can help to develop ways in which the most useful information is passed from one case to the next, capitalising on the benefits of experience, and trying not to waste precious time and energy on “reinventing the wheel”.

“**They develop professional skills.**” A community of practice is yet another tool to contribute to the learning process. In fact, this process can be fed from a multitude of angles depending on the situation. That is why a complementary World Bank initiative, the Global Development Learning Network (GDLN), utilises a variety of techniques from face-to-face
instruction, to distance learning, to more informal networks of peer interaction such as GDNet. Through various online discussions, peer-reviewed articles, ad hoc email exchange and other mechanisms, members of GDNet will have a wide variety of opportunities to exchange ideas, build skills and develop networks.

“They help companies recruit and retain talent.” OK, this one might sound a bit strange as GDN is certainly not a company, but it does relate to one of development’s most persistent problems – “brain drain”. If GDNet can create sufficient opportunities for researchers to explore while remaining within institutes in developing countries, it will play an important role in maintaining, and perhaps even building, the human and intellectual capital of these countries.

These are just a few of the benefits which a community of practice such as GDNet can reap. While the success of such communities depends on the desire and commitment of members to participate, there is also a need for an investment in facilitation (staff) time and the establishment of a physical platform for interaction. In addition to laying this basic foundation, GDNet has also made a strategic decision to concentrate resources on enhancing the participation of members from developing countries. Due to the various capacity and access constraints faced by developing countries, they require additional assistance in order to benefit from communities of practice and other forms of electronic interaction and dissemination.

Finally, as the GDNet is still in its early stages, and evolving quite rapidly, the principle of subsidiarity will begin to play an increasingly important role in determining where certain aspects of the community are best managed (i.e. globally, regionally or nationally). With proper support and guidance, these strategic decisions will emerge from within the community, and GDNet will continue to be shaped by its own members for the greater goal of building capacity for knowledge sharing and development.

For more on the Global Development Network, go to: www.gdnet.org.

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AN INNOVATIVE ICT MODALITY FOR TRAINING AND EDUCATION

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You think you lost your horse? Who knows, he may bring a whole herd back to you someday. – Chinese proverb

A Collaborative Approach

Unganisha is a Swahili word which roughly translates into English as “to bring together” or “to connect”. It is the name given to an initiative of the International Development Research Centre
In order to train IDRC-supported researchers in the South in the effective use of computers and the Internet, the Unganisha Project needed access to training materials that could be adapted to different subjects and that would be suitable for a wide variety of training contexts; modular and flexible course materials that could be edited, adapted and translated depending on the circumstances. This demand led to the development of the ITrain initiative (http://mail.bellanet.org/itrain) which proposed an open, collaborative methodology to support the distributed development of Internet-related training materials. The idea of ITrain was refined in the course of a six-month global virtual consultation involving a multitude of development stakeholders in the North and in the South, culminating in a workshop in South Africa in 1997.

Expanding Scope of ITrain Courses

Typical subjects at the beginning were computer basics, sending and receiving email, and using a web browser such as Netscape. The ITrain method and style of training manuals were designed around narrow technical subjects like these, but both have proved to be suitable for non-technical topics as well. As the project evolved, the initiative moved beyond technical/software training to the development of the human and interpersonal skills needed to use ICTs effectively.

One of the most challenging courses in this vein is Virtual Facilitation, which explores the differences between face-to-face and online communication. Using games and role-playing, the course brings to light the sensitivity and skill required to make text-based interaction on electronic mailing lists a positive and productive experience for participants.

Since 1997, more than twenty course modules have been published on the ITrain site in four languages (English, French, Spanish, Chinese, with Arabic and Russian language modules in development). Each module consists of both an instructor’s manual and a student manual. The instructor’s manual includes a course planner and tips on participatory training styles and gender and cultural awareness in training delivery. More than 15 institutions, from UN bodies to small NGOs and consultants, have participated in the development, refinement, adaptation and translation of ITrain courses, all of which are available at no cost on the ITrain web site.

Free and Fair Sharing through OpenContent

The matter of protection of intellectual property needed to be addressed early on in the process. ITrain wanted to encourage the proliferation, adaptation, and use of ITrain materials but still give the authors of the materials credit for their contributions. Traditional copyright seemed to run counter to the collaborative spirit behind the ITrain project, so ITrain materials were
licensed according to the OpenContent agreement (http://www.opencontent.org) on free and fair sharing of information.

OpenContent takes its inspiration from the Open Source / Free Software community. The license relieves the author of any liability or implication of warranty, grants others permission to use the Content in whole or in part, and insures that the original author will be properly credited when Content is used. It also grants others permission to modify and redistribute the Content if they clearly mark what changes have been made, when they were made, and who made them. Finally, the license insures that if someone else bases a work on OpenContent, that the resultant work will be made available as OpenContent as well. This is a crucial clause designed to trigger replication of the original work.

The OpenContent concept is particularly well adapted to training materials, which is not surprising given its originator. The licence was developed by David Wiley, now a postdoctoral fellow and assistant professor in instructional technology at Utah State University. In Wiley’s view, teaching is synonymous with sharing. While a doctoral candidate in instructional psychology at Brigham Young University he developed the OpenContent licence with input from Richard Stallman of the Free Software Foundation and Eric Raymond, author of "The Cathedral and the Bazaar," a seminal text of the free software movement.

Is OpenContent Free?

The actual content of an OpenContent work cannot be sold, but it is permissible to charge a fee for the media and/or handling involved in distributing copies for use offline. In other words, distributors of ITrain materials on CD-ROM or in print are able to recoup the costs of reproduction if they need to. In the same spirit, trainers can charge for the delivery of ITrain courses but not for the content. In addition, no one may charge a fee for electronic access to OpenContent. Unrestricted electronic access is one of the basic principles of OpenContent. These provisions help promote dissemination and improvement of ITrain materials. It also encourages people to customize modules to suit the needs of their clients. This is particularly important in developing countries where users may not immediately see the application of Internet resources to their situation.

Building Collaborative Momentum

When asked if he believes the OpenContent licence has helped build the collaborative momentum of the ITrain network, Steve Song is unequivocal. “No question. The licence gives people the reassurance that they are adding to a free, shared resource without the fear that someone is going to come along and steal their work. People retain their sense of ownership, but they also have the knowledge that they are contributing to a greater good.”

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THE POTENTIAL IMPACT OF INTERNET BASED LEARNING ON STUDENT MOBILITY.
The text of an online chat I had with an American colleague who currently lives in Cairo, Egypt follows:

> Hi there
> Hey, Lynne, how are you??
> Great thanks, you?
> Good, had a conference with 1 of my professors yesterday.
> How did it go?
> It was just to discuss what courses I am doing next semester.
> And what did you decide on?
> e-commerce and web marketing
> Sounds interesting, how are the courses going to be run?
> Well, we have some reading to do...
> So you actually use paper?
> Only if we want, the articles and materials are on the web site and we can download them onto our own computers, I even have my palm pilot set up so that I can hot sync them and carry them around with me
> Wow, so you do the reading then what? Submit a paper by e-mail?
> Only for some courses, my e-commerce course is way more impressive. We actually hold classes online.
> What?
> Well, everyone enrolled has to log on for a netmeeting at a specific time. We use cameras and microphones and the professor leads a discussion or sets us a task to do as a group. It is really interesting, my classmates are from San Diego, Beirut, Cape Town, Bangkok, Sydney and one of them hails from Inverness, which apparently is somewhere near you...

Welcome to the 21st Century. Capella University in the United States describes this phenomenon on its website (http://www.capella.edu) as:

“E-Learning. It's more than the latest buzzword. It's an educational innovation that is changing the way people learn. E-learning is the use of Internet-based technology to create and deliver high-quality, interactive education that is both convenient and accessible for people across the world. By taking the time and place requirements out of education, e-learning makes higher education possible for busy people, opening up the doors of lifelong learning to a whole new population”

For Derek, my American colleague, this is an ideal situation. He can continue the course irrespective of where he is based. He could be posted to any number of the organisation’s branch offices in the Middle East, but his university is in his laptop, all he needs is the telephone line.

But does this mean an end to the international student as we know him or her? Would a former colleague of mine, Omneya, who is based in El Minya (a city about 250 km south of Cairo) rather do an MBA online through Capella University or travel to any number of universities in Europe or the USA to study?
In terms of practicalities, there are pros and cons for both options. An online MBA would definitely cut out the need for a visa to enter either Europe, the United Kingdom or The USA, a lengthy process embedded with prerequisites like a healthy (by European standards) bank account and an invitation. It would also be viewed by her family as being preferable to relocating to the West as an unmarried woman and doubtless it would be cheaper than the £7000 fees she would have to pay as an overseas student at any British university or the $15,000 for a US university.

There are questions that would have to be answered as well. What technical knowledge would she require? What would she need in terms of hardware? What is connectivity like in El Minya? Would the link to the netmeeting work well? What kind of study skills would she need?

Once those have been answered, the choice would be based on the main reason that she, and others like her, claim to have for wanting to study abroad - their learning needs. In addition to her claims that local universities cannot provide the quality she would expect from an MBA or the reputation to support her qualification (although both government universities in Cairo offer MBA programmes in partnership with US universities), there are other issues. Many people in similar situations study abroad for reasons other than academic ones. Study provides the ideal opportunity to ‘see the world’, to experience other learning cultures, to live in another society, albeit only for a short time and, most importantly to return with fresh ideas, not necessarily those learnt in the classroom, but ideas nonetheless. These are the reasons traditional distance learning had very little impact on students like Omneya and they still stand, despite the improved technologies.

Like all debates about technology and learning, the issue of student mobility boils down to two things: money and the inherent need we have to be able to experience on a 4 dimensional plane, not just the 3 dimensions that computers can provide.

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EDUCATION FOR OUR COMMON FUTURE
The Halifax Statement on Education in the Commonwealth

We, Commonwealth Ministers of Education, at our 14th Triennial Conference in Halifax, Canada, having reflected on education co-operation in the Commonwealth over the past many decades, and the challenges we face at the beginning of a new century, and based on our shared ideals and guiding principles as set out in the Harare
Commonwealth Declaration of 1991, agreed on the following:

1. We believe in the right of everyone to education. All persons have a right of access to lifelong learning, by every appropriate means, with full opportunity regardless of gender, race, colour, age, socio-economic status, physical and other disabilities, or geographic location. Education, including early childhood care and development, is an essential prerequisite for individuals to achieve their full potential. It also contributes to a non-exploitative and non-violent society that will facilitate expansion of human capabilities and enhancement of competitiveness in a knowledge-based global economy. Education empowers the poor, safeguards the vulnerable, promotes economic growth and social justice, promotes the values of democracy, human rights, citizenship, good governance, tolerance and pluralism and provides moral and spiritual guidance. Higher education and research are among the important tools through which countries can achieve their development goals. Attention to gender equality, and to the inclusion of the disabled and marginalised, in access and opportunity are essential at all levels of education.

2. Over the years, we have witnessed gains in enrolment in our countries at all levels of education. But progress in many of our countries continues to be constrained by lack of financial and skilled human resources for the development, delivery and management of quality education. The burdens of civil conflict, natural disasters, the HIV/AIDS pandemic and unsustainable foreign debt are making matters worse. Globalisation is enhancing opportunities for networking, knowledge-sharing and entrepreneurialism, but it also creates new challenges to the coherence, integrity and quality of our educational systems. These developments are affecting equity of access and quality of education at all levels. We are deeply concerned that in the contemporary world more than 110 million school-age children, of which two-thirds are girls, do not have access to education, and over 800 million adults, of which 60 per cent are women, remain illiterate. We are aware that four of the nine high population countries with the lowest education enrolment and literacy levels are member countries of the Commonwealth. We are also aware that the small states, which make up almost two-thirds of the Commonwealth membership, face continuing capacity problems to develop, sustain and manage quality education at all levels.

3. Despite these constraints and setbacks, we live in hope of progress. We are encouraged that some resource-poor countries have been able to make impressive educational gains by adopting sound policies of good governance, careful management of resources and the introduction of innovative educational strategies and practices; and that most small states have achieved or are close to achieving universal access to basic education. We also note the significant progress made by the high population states. Against this background, we reaffirm our commitment to the spirit of the 1990 Jomtien Declaration on education for all, and the goal of achieving universal access to sustainable quality basic education by 2015, as outlined in the Dakar Framework for Action of April 2000 and reiterated at the UN’s 2000 Millennium Summit and the G8 summit. We further affirm that we are committed to the provision of lifelong learning for all, on a fair and equitable basis, through a diversity of appropriate opportunities. In this regard, we are encouraged by the new opportunities presented by modern information and
communication technologies for improved access, greater flexibility and enhanced quality in education. We welcome the high degree of international co-operation and support for education, and the pledge made by the international community at Dakar that no country which shows serious commitment and has sensible plans for education will fail for lack of resources. We will strive to ensure that this pledge is honoured.

4. In pursuit of these commitments we pledge to make full use of the unique advantages of the Commonwealth organisations and agencies active in the area of education and training for human development. We believe that the Commonwealth’s traditions of sharing resources and expertise offer a platform for collaboration and action that will enhance efforts to promote sustainable quality education for all at every level. Inherent in this belief is the value of academic interchange as well as student and knowledge mobility. The work of the Commonwealth Secretariat, the Commonwealth of Learning (COL), the Association of Commonwealth Universities (ACU), the Commonwealth Foundation, the Commonwealth Institute, the Commonwealth Scholarship and Fellowship Plan (CSFP), and the many non-governmental and community-based organisations, teacher organisations and professional networks active in education in the Commonwealth constitute valuable assets that can assist us in the realisation of our goals. We therefore endorse the role of all these agencies, organisations and networks as vital to Commonwealth co-operation and the development of member countries. We also reaffirm our belief that education is pivotal in the work of the Commonwealth as a voluntary association of countries that share similar values and principles.

5. In addition to the above continuing programmes by Commonwealth agencies, we call upon the Commonwealth Secretariat to develop a data bank of existing strengths and resources within the Commonwealth which could be utilised for capacity-building and help member countries identify priority programmes and projects that will enable clusters of countries and agencies to work collaboratively in order to give concrete meaning and practical realisation to this Statement. These priority items should constitute an Action Plan that will respond to change and renewal over the years. We endorse the following activities for Commonwealth countries and agencies to pursue as an initial Action Plan linked to the Halifax Statement. In this regard, the Commonwealth should ensure that gender concerns, specific to females in some countries and males in others, will be mainstreamed into all programmes and activities, as should issues of poverty and inclusion:

a. Resources for Learning:
The Commonwealth Secretariat should explore ways of enhancing the capacity of member states to develop their own materials and to access quality teaching/learning materials at affordable prices for schools, to include adult literacy programmes, and tertiary institutions in Commonwealth countries. Resources may include high quality textbooks, audio/video cassettes, films, diskettes, CD-ROMs, and on-line materials as well as equipment and materials and the skills for developing and producing them.

b. Qualifications, Standards and Equivalencies:
The Commonwealth Secretariat should establish a mechanism to propose accreditation guidelines and processes that will function to increase student and knowledge mobility and protect our citizens against malpractices. The Secretariat should also study on a
continuous basis the impact of transnational education on national systems with a view to safeguarding the quality, integrity and coherence of those systems.

c. **School Improvement Programmes in Small States (SIPSS):**
The Commonwealth Secretariat in concert with other agencies should support the SIPSS programme of collaboration as recommended by the Seychelles meeting of education experts from Commonwealth small states. The main objective should be to improve school quality, with a focus on participatory school management, teacher-training and professional development, learner-centred improvements and community participation.

d. **Education to Combat HIV/AIDS:**
Urgent efforts should be made to formulate and implement policies and strategies leading to an increase in education programmes and interventions for preventing the spread of HIV/AIDS and mitigating its impact on education. Education strategies for combating HIV/AIDS should also be intensified.

e. **Education in Difficult Circumstances:**
Noting that civil strife, armed conflict and activities which serve to prolong them impact adversely on education at all levels, as do natural disasters, the Commonwealth should strive to strengthen education programmes for preventing conflict and mitigating the impact of conflict and natural disasters on education in disrupted societies. The Commonwealth should develop strategies to ensure that education continues during periods of disruption, both in the country directly affected and its neighbours. Education should be considered an important part of humanitarian assistance in periods of civil strife, armed conflict and natural disasters.

f. **Information and Communication Technology (ICT) in Education:**
The use of ICT should be actively and systematically promoted through strategic initiatives that link countries, agencies, the private sector, teacher organisations and NGOs in key projects to expand access to education, increase flexibility of delivery and improve on quality, while protecting cultural and linguistic identities. These projects should also serve to bridge the 'digital divide' in the Commonwealth. Establishment of a virtual university for small states using existing structures and capacities should be pursued by COL.

g. **Scholarships, Fellowships and Exchange Schemes:**
The Commonwealth Scholarship and Fellowship Plan should be expanded and diversified so as to include more flexibility such as short term and split-site programmes along with traditional awards and, where appropriate, those which focus on developmental and poverty reduction objectives should be encouraged. The growth of other schemes designed to increase student and knowledge mobility, such as the Commonwealth Universities Study Abroad Consortium should also be encouraged.

h. **Commonwealth Values Education:**
The use of education to promote values of democracy, human rights, citizenship, good governance, tolerance, etc., as espoused by the Commonwealth in its key declarations of principles should be strengthened. This should include development of life skills curriculum and training of teachers in this area.
Teacher Training and Professional Development: 
The pivotal role of teachers should be strengthened through project activities that focus 
on teacher training and development, as well as enhancing the status, professionalism 
and motivation of this most vital component of the education system.

6. We call on the Commonwealth Secretariat, COL, the Commonwealth Foundation, the 
ACU, the Commonwealth Institute and all other agencies and private organisations that 
share the Commonwealth’s values to work together with us in implementing these 
commitments. We are encouraged by the excellent work at present undertaken by the 
relevant Commonwealth institutions.

We have requested the Commonwealth Secretary-General to provide us with an interim progress 
report and a comprehensive final report on the implementation of these decisions at our next 
triennial meeting.

Halifax, Nova Scotia, 
Canada 
30th November 2000

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GDNET - THE GLOBAL DEVELOPMENT NETWORK ONLINE:
BUILDING CAPACITY WITH COMMUNITIES OF PRACTICE

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In December 1999, the Global Development Network (GDN) was launched, and with it, GDNet -- the online component. GDNet was established to serve electronically the GDN’s community of policy and research institutes and researchers working in the field of development. The aim of this community: to generate, share and apply development knowledge to policy.

GDNet’s approach, from the beginning, has been based on an open interpretation and application of a key concept in the field of knowledge management: "communities of practice". Whereas this term would typically be used to refer to a corporate strategy for building human and intellectual capital within an organisation, GDNet has sought to apply this term outside of the organisational context, to build human, intellectual and social capital for economic and social development within an open, global network of institutions and individuals. The World Bank’s leadership in the GDN is a perfect complement to its own internal efforts to become a “knowledge bank”, mobilising resources to not only enhance the value-added of its own client services, but to also take this experience outside of the Bank and create knowledge management systems for its clients as well.

To illustrate how GDNet is intended to benefit its community, and global development more generally, I will draw upon a short-list of the “value-added” by communities of practice used by Etienne Wenger and William Snyder in their January-February 2000 article in the Harvard Business Review. Here are a few of the examples used by Wenger and Snyder, along with descriptions of how they apply to the GDNet framework:

“**They solve problems quickly.**” At the core of any online community worth its salt is usually a strong directory of members, including profiles of expertise. As members begin to find out “who knows what”, it becomes increasingly easier for them to find the right people to answer their questions. These people could be anywhere in the world. As long as they have a profile in the directory, they can be found. Once GDNet’s members identify their common interests and interact a bit, a common vocabulary and culture will emerge and it will become easier for them to communicate, get to the crux of a problem, and solve it quickly.

“**They transfer best practices.**” Seeing as the GDN community is all in the same business – of translating empirical research into concrete policy advice and action – they can benefit substantially from the experiences of their colleagues across the globe. While it is impossible to simply “cut and paste” a successful approach from one country to another, communities of practice can help to develop ways in which the most useful information is passed from one case to the next, capitalising on the benefits of experience, and trying not to waste precious time and energy on “reinventing the wheel”.

“**They develop professional skills.**” A community of practice is yet another tool to contribute to the learning process. In fact, this process can be fed from a multitude of angles depending on the situation. That is why a complementary World Bank initiative, the Global Development Learning Network (GDLN), utilises a variety of techniques from face-to-face
instruction, to distance learning, to more informal networks of peer interaction such as GDNet. Through various online discussions, peer-reviewed articles, ad hoc email exchange and other mechanisms, members of GDNet will have a wide variety of opportunities to exchange ideas, build skills and develop networks.

“They help companies recruit and retain talent.” OK, this one might sound a bit strange as GDN is certainly not a company, but it does relate to one of development’s most persistent problems – “brain drain”. If GDNet can create sufficient opportunities for researchers to explore while remaining within institutes in developing countries, it will play an important role in maintaining, and perhaps even building, the human and intellectual capital of these countries.

These are just a few of the benefits which a community of practice such as GDNet can reap. While the success of such communities depends on the desire and commitment of members to participate, there is also a need for an investment in facilitation (staff) time and the establishment of a physical platform for interaction. In addition to laying this basic foundation, GDNet has also made a strategic decision to concentrate resources on enhancing the participation of members from developing countries. Due to the various capacity and access constraints faced by developing countries, they require additional assistance in order to benefit from communities of practice and other forms of electronic interaction and dissemination.

Finally, as the GDNet is still in its early stages, and evolving quite rapidly, the principle of subsidiarity will begin to play an increasingly important role in determining where certain aspects of the community are best managed (i.e. globally, regionally or nationally). With proper support and guidance, these strategic decisions will emerge from within the community, and GDNet will continue to be shaped by its own members for the greater goal of building capacity for knowledge sharing and development.

For more on the Global Development Network, go to: www.gdnet.org.

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AN INNOVATIVE ICT MODALITY FOR TRAINING AND EDUCATION

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You think you lost your horse? Who knows, he may bring a whole herd back to you someday. – Chinese proverb

A Collaborative Approach

Unganisha is a Swahili word which roughly translates into English as “to bring together” or “to connect”. It is the name given to an initiative of the International Development Research Centre
(IDRC) with the object of using information and communication technologies (ICTs) to enlarge the scope and quality of IDRC’s research networks. Connectivity and collaboration were the two pillars of the Unganisha Project (1997-2000).

In order to train IDRC-supported researchers in the South in the effective use of computers and the Internet, the Unganisha Project needed access to training materials that could be adapted to different subjects and that would be suitable for a wide variety of training contexts; modular and flexible course materials that could be edited, adapted and translated depending on the circumstances. This demand led to the development of the ITrain initiative ([http://mail.bellanet.org/itrain](http://mail.bellanet.org/itrain)) which proposed an open, collaborative methodology to support the distributed development of Internet-related training materials. The idea of ITrain was refined in the course of a six-month global virtual consultation involving a multitude of development stakeholders in the North and in the South, culminating in a workshop in South Africa in 1997.

**Expanding Scope of ITrain Courses**

Typical subjects at the beginning were computer basics, sending and receiving email, and using a web browser such as Netscape. The ITrain method and style of training manuals were designed around narrow technical subjects like these, but both have proved to be suitable for non-technical topics as well. As the project evolved, the initiative moved beyond technical/software training to the development of the human and interpersonal skills needed to use ICTs effectively.

One of the most challenging courses in this vein is Virtual Facilitation, which explores the differences between face-to-face and online communication. Using games and role-playing, the course brings to light the sensitivity and skill required to make text-based interaction on electronic mailing lists a positive and productive experience for participants.

Since 1997, more than twenty course modules have been published on the ITrain site in four languages (English, French, Spanish, Chinese, with Arabic and Russian language modules in development). Each module consists of both an instructor’s manual and a student manual. The instructor’s manual includes a course planner and tips on participatory training styles and gender and cultural awareness in training delivery. More than 15 institutions, from UN bodies to small NGOs and consultants, have participated in the development, refinement, adaptation and translation of ITrain courses, all of which are available at no cost on the ITrain web site.

**Free and Fair Sharing through OpenContent**

The matter of protection of intellectual property needed to be addressed early on in the process. ITrain wanted to encourage the proliferation, adaptation, and use of ITrain materials but still give the authors of the materials credit for their contributions. Traditional copyright seemed to run counter to the collaborative spirit behind the ITrain project, so ITrain materials were
licensed according to the OpenContent agreement ([http://www.opencontent.org](http://www.opencontent.org)) on free and fair sharing of information.

OpenContent takes its inspiration from the Open Source / Free Software community. The license relieves the author of any liability or implication of warranty, grants others permission to use the Content in whole or in part, and insures that the original author will be properly credited when Content is used. It also grants others permission to modify and redistribute the Content if they clearly mark what changes have been made, when they were made, and who made them. Finally, the license insureds that if someone else bases a work on OpenContent, that the resultant work will be made available as OpenContent as well. This is a crucial clause designed to trigger replication of the original work.

The OpenContent concept is particularly well adapted to training materials, which is not surprising given its originator. The licence was developed by David Wiley, now a postdoctoral fellow and assistant professor in instructional technology at Utah State University. In Wiley’s view, teaching is synonymous with sharing. While a doctoral candidate in instructional psychology at Brigham Young University he developed the OpenContent licence with input from Richard Stallman of the Free Software Foundation and Eric Raymond, author of "The Cathedral and the Bazaar," a seminal text of the free software movement.

**Is OpenContent Free?**

The actual content of an OpenContent work cannot be sold, but it is permissible to charge a fee for the media and/or handling involved in distributing copies for use offline. In other words, distributors of ITrain materials on CD-ROM or in print are able to recoup the costs of reproduction if they need to. In the same spirit, trainers can charge for the delivery of ITrain courses but not for the content. In addition, no one may charge a fee for electronic access to OpenContent. Unrestricted electronic access is one of the basic principles of OpenContent. These provisions help promote dissemination and improvement of ITrain materials. It also encourages people to customize modules to suit the needs of their clients. This is particularly important in developing countries where users may not immediately see the application of Internet resources to their situation.

**Building Collaborative Momentum**

When asked if he believes the OpenContent licence has helped build the collaborative momentum of the ITrain network, Steve Song is unequivocal. “No question. The licence gives people the reassurance that they are adding to a free, shared resource without the fear that someone is going to come along and steal their work. People retain their sense of ownership, but they also have the knowledge that they are contributing to a greater good.”

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**THE POTENTIAL IMPACT OF INTERNET BASED LEARNING ON STUDENT MOBILITY.**
The text of an online chat I had with an American colleague who currently lives in Cairo, Egypt follows:

> Hi there
> > Hey, Lynne, how are you??
> > Great thanks, you?
> > Good, had a conference with 1 of my professors yesterday.
> > How did it go?
> > It was just to discuss what courses I am doing next semester.
> > And what did you decide on?
> > e-commerce and web marketing
> > Sounds interesting, how are the courses going to be run?
> > Well, we have some reading to do...
> > So you actually use paper?
> > Only if we want, the articles and materials are on the web site and we can download them onto our own computers, I even have my palm pilot set up so that I can hot sync them and carry them around with me
> > Wow, so you do the reading then what? Submit a paper by e-mail?
> > Only for some courses, my e-commerce course is way more impressive. We actually hold classes online.
> > What?
> > Well, everyone enrolled has to log on for a netmeeting at a specific time. We use cameras and microphones and the professor leads a discussion or sets us a task to do as a group. It is really interesting, my classmates are from San Diego, Beirut, Cape Town, Bangkok, Sydney and one of them hails from Inverness, which apparently is somewhere near you...

Welcome to the 21st Century. Capella University in the United States describes this phenomenon on its website (http://www.capella.edu) as:

“E-Learning. It's more than the latest buzzword. It's an educational innovation that is changing the way people learn.
E-learning is the use of Internet-based technology to create and deliver high-quality, interactive education that is both convenient and accessible for people across the world. By taking the time and place requirements out of education, e-learning makes higher education possible for busy people, opening up the doors of lifelong learning to a whole new population”

For Derek, my American colleague, this is an ideal situation. He can continue the course irrespective of where he is based. He could be posted to any number of the organisation’s branch offices in the Middle East, but his university is in his laptop, all he needs is the telephone line.

But does this mean an end to the international student as we know him or her? Would a former colleague of mine, Omneya, who is based in El Minya (a city about 250 km south of Cairo) rather do an MBA online through Capella University or travel to any number of universities in Europe or the USA to study?
In terms of practicalities, there are pros and cons for both options. An online MBA would definitely cut out the need for a visa to enter either Europe, the United Kingdom or The USA, a lengthy process embedded with prerequisites like a healthy (by European standards) bank account and an invitation. It would also be viewed by her family as being preferable to relocating to the West as an unmarried woman and doubtless it would be cheaper than the £7000 fees she would have to pay as an overseas student at any British university or the $15,000 for a US university.

There are questions that would have to be answered as well. What technical knowledge would she require? What would she need in terms of hardware? What is connectivity like in El Minya? Would the link to the netmeeting work well? What kind of study skills would she need?

Once those have been answered, the choice would be based on the main reason that she, and others like her, claim to have for wanting to study abroad - their learning needs. In addition to her claims that local universities cannot provide the quality she would expect from an MBA or the reputation to support her qualification (although both government universities in Cairo offer MBA programmes in partnership with US universities), there are other issues. Many people in similar situations study abroad for reasons other than academic ones. Study provides the ideal opportunity to ‘see the world’, to experience other learning cultures, to live in another society, albeit only for a short time and, most importantly to return with fresh ideas, not necessarily those learnt in the classroom, but ideas nonetheless. These are the reasons traditional distance learning had very little impact on students like Omneya and they still stand, despite the improved technologies.

Like all debates about technology and learning, the issue of student mobility boils down to two things: money and the inherent need we have to be able to experience on a 4 dimensional plane, not just the 3 dimensions that computers can provide.

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EDUCATION FOR OUR COMMON FUTURE
The Halifax Statement on Education in the Commonwealth

We, Commonwealth Ministers of Education, at our 14th Triennial Conference in Halifax, Canada, having reflected on education co-operation in the Commonwealth over the past many decades, and the challenges we face at the beginning of a new century, and based on our shared ideals and guiding principles as set out in the Harare
Commonwealth Declaration of 1991, agreed on the following:

2. We believe in the right of everyone to education. All persons have a right of access to lifelong learning, by every appropriate means, with full opportunity regardless of gender, race, colour, age, socio-economic status, physical and other disabilities, or geographic location. Education, including early childhood care and development, is an essential prerequisite for individuals to achieve their full potential. It also contributes to a non-exploitative and non-violent society that will facilitate expansion of human capabilities and enhancement of competitiveness in a knowledge-based global economy. Education empowers the poor, safeguards the vulnerable, promotes economic growth and social justice, promotes the values of democracy, human rights, citizenship, good governance, tolerance and pluralism and provides moral and spiritual guidance. Higher education and research are among the important tools through which countries can achieve their development goals. Attention to gender equality, and to the inclusion of the disabled and marginalised, in access and opportunity are essential at all levels of education.

2. Over the years, we have witnessed gains in enrolment in our countries at all levels of education. But progress in many of our countries continues to be constrained by lack of financial and skilled human resources for the development, delivery and management of quality education. The burdens of civil conflict, natural disasters, the HIV/AIDS pandemic and unsustainable foreign debt are making matters worse. Globalisation is enhancing opportunities for networking, knowledge-sharing and entrepreneurialism, but it also creates new challenges to the coherence, integrity and quality of our educational systems. These developments are affecting equity of access and quality of education at all levels. We are deeply concerned that in the contemporary world more than 110 million school-age children, of which two-thirds are girls, do not have access to education, and over 800 million adults, of which 60 per cent are women, remain illiterate. We are aware that four of the nine high population countries with the lowest education enrolment and literacy levels are member countries of the Commonwealth. We are also aware that the small states, which make up almost two-thirds of the Commonwealth membership, face continuing capacity problems to develop, sustain and manage quality education at all levels.

3. Despite these constraints and setbacks, we live in hope of progress. We are encouraged that some resource-poor countries have been able to make impressive educational gains by adopting sound policies of good governance, careful management of resources and the introduction of innovative educational strategies and practices; and that most small states have achieved or are close to achieving universal access to basic education. We also note the significant progress made by the high population states. Against this background, we reaffirm our commitment to the spirit of the 1990 Jomtien Declaration on education for all, and the goal of achieving universal access to sustainable quality basic education by 2015, as outlined in the Dakar Framework for Action of April 2000 and reiterated at the UN's 2000 Millennium Summit and the G8 summit. We further affirm that we are committed to the provision of lifelong learning for all, on a fair and equitable basis, through a diversity of appropriate opportunities. In this regard, we are encouraged by the new opportunities presented by modern information and
communication technologies for improved access, greater flexibility and enhanced quality in education. We welcome the high degree of international co-operation and support for education, and the pledge made by the international community at Dakar that no country which shows serious commitment and has sensible plans for education will fail for lack of resources. We will strive to ensure that this pledge is honoured.

4. In pursuit of these commitments we pledge to make full use of the unique advantages of the Commonwealth organisations and agencies active in the area of education and training for human development. We believe that the Commonwealth's traditions of sharing resources and expertise offer a platform for collaboration and action that will enhance efforts to promote sustainable quality education for all at every level. Inherent in this belief is the value of academic interchange as well as student and knowledge mobility. The work of the Commonwealth Secretariat, the Commonwealth of Learning (COL), the Association of Commonwealth Universities (ACU), the Commonwealth Foundation, the Commonwealth Institute, the Commonwealth Scholarship and Fellowship Plan (CSFP), and the many non-governmental and community-based organisations, teacher organisations and professional networks active in education in the Commonwealth constitute valuable assets that can assist us in the realisation of our goals. We therefore endorse the role of all these agencies, organisations and networks as vital to Commonwealth co-operation and the development of member countries. We also reaffirm our belief that education is pivotal in the work of the Commonwealth as a voluntary association of countries that share similar values and principles.

6. In addition to the above continuing programmes by Commonwealth agencies, we call upon the Commonwealth Secretariat to develop a data bank of existing strengths and resources within the Commonwealth which could be utilised for capacity-building and help member countries identify priority programmes and projects that will enable clusters of countries and agencies to work collaboratively in order to give concrete meaning and practical realisation to this Statement. These priority items should constitute an Action Plan that will respond to change and renewal over the years. We endorse the following activities for Commonwealth countries and agencies to pursue as an initial Action Plan linked to the Halifax Statement. In this regard, the Commonwealth should ensure that gender concerns, specific to females in some countries and males in others, will be mainstreamed into all programmes and activities, as should issues of poverty and inclusion:

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We have requested the Commonwealth Secretary-General to provide us with an interim progress report and a comprehensive final report on the implementation of these decisions at our next triennial meeting.

Halifax, Nova Scotia,
Canada
30th November 2000
The global knowledge society is one in which the flows of skilled people, along asymmetric allines of power and wealth, are obviously facilitated. This may accelerate the traditional north-south brain drain or - in a paradoxical manner - help to turn this brain drain into a brain gain. This is what the South African Network of Skills Abroad (SANSA) is all about.

The South African Network of Skills Abroad
The South African Network of Skills Abroad was created at the end of 1998. Within two years, its membership has passed the level of 2000 people. These members are spread in 65 countries all over the world, though there are significant concentrations in a few of these: the UK, the USA, Australia, Canada, Zimbabwe, New Zealand, Namibia, Western Europe. The majority of them are of South African nationality though many have dual citizenship. The qualifications of the members are very high. The proportion of advanced degrees is much higher than in the corresponding graduate population in South Africa. The networking capacity or the social capital of the network members is also obviously very high. Their average age is over 40 years old and they are well established and experienced in their fields. They hold positions of responsibilities in their professional organisations. The capacity to take advantage of a large web of connections through their mediations is therefore a realistic one. The main areas of knowledge are covered by the network membership and the multiplicity of disciplines and specialisations reflect an extremely wide capacity of expertise. The activities in which the members can be involved with national-based actors are many-fold: participating to training sessions in South Africa, receiving graduate students in their laboratories overseas, having joint venture profitable business projects, doing remote computer mediated co-operative research work, providing free expertise or data to a local NGO, helping government departments in a technology foresight exercise, etc...

Cost - benefit analysis for the country
The South African Network of Skills Abroad is a set of very diverse operational competencies across a large number of areas. The wide spectrum of skills, activities, sectors and places that it represents provides South Africa with a lot of opportunities of particular uses. For this country, the financial investment made is modest: a little team of 2 full time equivalent persons, a few computers and adequate software. This small central co-ordinating body can mobilise a membership of more than 2000 people who can themselves move their own professional networks of dozens of colleagues, equipment, infrastructures, information, etc...

This is the multiplier effect:

a small investment gives access to a huge human, social and technical capital which can be mobilised, on request. This available off-shore capital is thousands of times bigger than the investment made by the country and the actual return may be hundreds of times higher than this cost, if the network is effectively used and managed.
The diaspora option is a highly rewarding strategy, with important potential returns for low financial investments. However, this is not a miracle solution; it is one that requires intelligence, management and organisation.

Today, 41 intellectual diaspora networks exist for the benefit of 35 (mainly developing) countries. They make their expatriates’ skills and associated competencies available for the country of origin. However, these experiences are little known and often isolated. There is a strong need to share the lessons of such endeavours and to assess both the effective strengths of such schemes and the ways to overcome the difficulties in mobilising their widespread potential membership and sustaining interactions with national-based actors.

BUILDING ERITREAN CAPACITY USING SELF-RELIANT STYLE DEVELOPMENT

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The debate on development issues in the 21st century will be considerable and will involve many social scientists as well as development workers. The focus is likely to be on the development strategies utilised by a given nation. At present many countries including those newly emerging states in Africa, Asia and Europe are following the donor supported structural adjustment programme crafted by the IMF and the World Bank. However, when a small African nation ruined by colonial history, thirty years of bloody war, drought and famine takes an entirely self-reliant approach to development, then that approach and the operational process should be fully examined to determine its effectiveness.

Eritrea gained its full independence from Ethiopia and became a liberated state on the 24th of May in 1991. Three years ago, the two countries once again became involved in a bloody border war that has shocked the world community and claimed thousands of lives on both sides. According to the United Nations High Commissioner for Refugees (UNHCR) this recent war has also displaced almost one million people in this region. (BBC Radio News, May 7, 2000). Despite this tragic human catastrophe Eritrea is reconstructing and organising its human and natural resources to continue its self-reliant type of development. In this short paper I would like to make a few observations about the process of self-reliant development in Eritrea. Eritrea's development is multi-pronged and encompasses education and the diaspora elements among its propelling factors.

In Eritrea today education as a process for social change is widely adopted and practised by people living in rural and urban centres to improve and transform agriculture, health and sanitation. It is one of the first fundamental tools of the Eritrean self-reliant development process that started during the independence movement. According to Dr. Les Gottesman's research on Eritrean education called "Zero School", the former freedom fighters launched a literacy programme that involved Eritrean rural communities and their children to facilitate development as well as to accept education as tool to emancipate themselves from famine, war and droughts. (Gottesman, pg. 61). The programme started at the elementary and basic education levels was entirely run by injured freedom fighters. Once they graduated from the Zero School, the children went out to teach the communities, and thus, began the dialogue between the community members as students and the children as teachers. After
independence, the same kind of educational programme continued and it now involves all members of the community. Literacy, agriculture, and healthcare are some of the key programs that are being disseminated in all parts of Eritrea society.

Throughout the thirty years of struggle for independence, Eritreans in the diaspora have played a vital role in supporting the self-reliant development movement in Eritrea. This is especially true in terms of financial aid. For example, during the past three years of war, most Eritreans in the diaspora have mobilised their resources including their monthly salary to help displaced Eritreans across the border. Furthermore, one of the unique ways in which Eritreans in the diaspora are financially supporting the government and the people of Eritrea is through the tax collection system. In addition to supporting with relief and humanitarian assistance, about 750,000 Eritreans around the world are taxing themselves 2% of their annual income to help the economy as well as participate in the process of reconstructing their native country. Besides providing financial assistance, Eritreans in the diaspora render other services to their country. Some of them occasionally go home open up businesses, some are going to teach for short periods of time, or some of them offer expert advice to their government free of charge. Because of this, the country’s development is greatly facilitated.

In conclusion, newly independent Eritrea like many other African countries is experiencing war as well as famine and drought, but there are encouraging signs to show that given time and peace Eritrea has the potential to be a self-sustained nation. This self-reliant style of development is being realised by mobilising Eritreans inside and outside the country.

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SECONING THE BENEFITS OF UK TRAINING IN NATIONAL CAPACITY IN THE SOUTH
1. This is a very large topic, for which the research I have been carrying out for my PhD over the last few years might provide a small slice of evidence. Though not yet complete, I offer the following remarks as a contribution to the inevitably long-running debate.

2. By engaging in qualitative research, seeking out individual perspectives on scholarships overseas (I avoid the term in the north/in the south in my writing), I have been rewarded with personal and very illuminating accounts of peoples’ experiences both during and following their scholarship. On a personal basis, people have found that their horizons have been widened, they have “a basket-full of possibilities”, they have accrued authority, and they are changed in many ways - exposed to new ideas, exposed to new ways of studying and thinking, exposed to different people.

3. The educational benefit of studying overseas is undoubted. Most of my interlocutors benefited from a quality of resources they had not known in their own country or institution, and many make reference to the current scene of certification, in particular the value of a qualification from a particular named institution in Britain or the US. However, it is not the acquired credential that people refer to when talking of the value to them of this scholarship opportunity. It is just one thread that runs through their experience.

4. Although scholarship providers, and the institutions which play host to scholars from developing countries tend to assume that knowledge is acquired, skills are put to use, and personal development takes place as a result of the study opportunity, as a human activity studying in a foreign country is not without its problems. People reveal that they feel lonely, isolated, and sometimes are not familiar with the academic idiom. The typical suggestion by a supervisor - “would you like to read this chapter and make some notes on it?” - is not always translated into a fairly formal instruction to do so! These kinds of difficulties need some negotiation and good communication skills. It is also instructive to hear scholars questioning the quality of courses and institutions and their procedures in this country. If we want to build goodwill, strong inter-personal relationships, and institutional linkages, clearly we need to address and deal with such issues.

5. On the positive side, which admittedly outweighs the negative aspect I heard expressed, people have found a greater sense of awareness about their subject, have been able to reassess themselves, to reflect on their work and their institutional and national context, and in some cases their own beliefs and values have not so much been challenged as strengthened by their experience.

6. The difficulties of implementing any new way of working, or innovation, have been quite fully documented. From my research, it is the skills and authority that one can acquire through studying overseas that makes the difference between success and failure in introducing new ways of working. One of my interviewees puts it succinctly:-

“... It provides the instruments, the tools to enable you to ... look at things systematically, comprehensively and honestly. To blow out of the water any false
pretences, to (lets say) change; it allows one to immediately pick out the conservatives.”

7. Does this give us food for thought? The benefits of training in Britain are clearly to do with expanding horizons, gaining authority, and taking back analytical and high-level skills, rather than a particular qualification in a particular discipline. Are the two intertwined? Can such skills be acquired independently of scholarship? These are interesting policy issues which will be debated long and hard. My conclusions are still being formed, but at the moment it is clear that scholarship outside one’s country can, and in many cases, does lead to essential knowledge and skills for the development process.

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REASONING FOR JAPANESE SUPPORT TO SOUTH-SOUTH TRAINING

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South-South co-operation is not a new method of providing aid. However, Japan has been rather more interested in this mode of co-operation in comparison with other bilateral aid agencies. This reason may be figured out by examining Japanese bilateralism which appears to have a slightly different aspect from other donors.

It is perhaps shown typically by the 'tying' status of aid. The ratio of tied aid indicates how much a given aid fund is tied to the purchase of goods and services from an aid-giving country. The portion of Japanese tied aid is much smaller than that of the European donors in particular, although this phenomenon largely resulted from the external criticism that Japanese aid was mainly beneficial to Japan itself. From this situation it might be said that Japan tends to underlay its own expertise. It is rather cynical that Western donor countries criticised Japanese tied aid, leading Japan to deregulate it. Surely this effort to appease Western critique partly led to further lack of Japanese human involvement, for which it is in turn being blamed again today!

Japan has strongly encouraged South-South co-operation. For example, the Tokyo Agenda for Action adopted by the Tokyo International Conference for African Development in 1998 emphasises that South-South co-operation between Asian and African countries will be an effective means of facilitating African development. Japan has decided to promote more co-operation of this kind through its contributions to UNDP. The expansion of the South-South co-operation is also underlined in the medium-term aid policy of 1999 which provides a systematic and concrete Japanese approach for the next five years.

A third country training programme is an example of South-South co-operation. It supports technical co-operation among developing countries and the training is implemented at institutions in third countries. Although the principal mode of training is still based on the
acceptance of technical participants in Japan, the number of the participants for third country training has steadily increased. Thus the third country training programmes funded by JICA accounted for 1,933 participants in 1998, while the training in Japan involved 8,477 participants. That is, 20% of the JICA training participants were accepted in third countries. The institution in charge of this training has been supported by Japanese technical assistance, and Japanese knowledge and experience accumulated in developing countries are in this manner disseminated to other developing countries. Of course, as a result, the Japanese presence in training decreases and developing countries come to the fore. This clearly corresponds to one of the aspects of Japanese aid philosophy: the support of the self-help efforts of developing countries.

The Japanese interest in enhancing South-South co-operation could be in part linked to the lack of Japanese aid personnel at the moment. But it perhaps principally derives from Japanese traditional way of thinking which emphasises individual self-sacrifice for group success. Conceivably, Japan may have marginalised its own expertise and this may have resulted in the lack of Japanese human contribution which has been often criticised. This is frequently misunderstood by many Western donors, except when Japanese approaches are understood in the context of Japanese aid culture and tradition.

EMERITI PROFESSORS FROM USA AS A KEY RESOURCE IN NEW YUCATAN DOCTORAL PROGRAMME

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The University of Yucatan (UADY) is the largest and oldest higher education institution in Southeast Mexico. Located in Merida in the heart of Mayan country, UADY has 16,000 students and 1400 faculty members in its 15 colleges. It was the first to offer a doctoral programme in the region. A doctoral programme in education was approved in 1990 but was not implemented due to the lack of qualified faculty to teach advanced level courses, limited library resources and insufficient resources to sustain and direct the conduct of doctoral level research.

In 1993, a visit by an emeritus professor from Ohio University put into motion a planning process that led to the development of a pilot programme and the organisation and administration of the collaboration between UADY and Ohio that was essential to implementation. In 1994 officials of the Autonomous University of Yucatan, Ohio University and the Emeriti Association signed the agreement which called for specific areas of responsibility and collaboration to be assumed by the three entities.

It should be noted that the Emeriti Association has no legal relationship to Ohio University, but the rich resources that were made accessible by Ohio University contributed to the depth and scope of experiences that were offered to the doctoral students who came for language study, to design research projects, to carry out library research and to work with
professors in special fields of interest.

The emeriti professors provided their services pro bono to UADY while UADY provided transportation, living stipends and office support and in exchange the professors conducted seminars, mentored individual students and offered formal instruction in selected courses. In 1994 a schedule was developed, admission standards were set, prospective students were interviewed and the programme was officially launched with the admission of six students.

Collaboration characterised many aspects of the program. UADY and Ohio professors were represented in the selection process, doctoral committees were composed of three Ohio and two UADY professors, half of the dissertations were directed by UADY professors and half by Ohio professors. Active professors from Ohio University and UADY are brought into the program as highly specialised resources may be needed to support the research work of a given student. E-mail became a frequently used means of communication between students and the Ohio emeriti professors and between UADY professors and their Ohio partners. Special seminars were provided on the UADY campus in the use of information technology in research and intensive instruction was provided in the accessing and utilisation of the Ohio University Library and the wider Ohio Link library resource.

Five students have completed the degree programme and six students are in the second cohort group. It is planned that UADY will assume complete programmatic and administrative responsibility for the Ph.D. degree in education by the year 2002. Areas of collaboration with the Emeriti Association are expected to continue. The initial goal of UADY to offer a doctoral degree programme that will produce research professors and build research capacity at Yucatan has been expanded to include the development needs for higher education institutions in neighbouring states and in neighbouring countries in Central America and the Caribbean. The original goal of moving toward a more conventional (non-European) model programme is being reconsidered as a result of the successful uses of IT and the ever growing applications of technology in distance education in many nations. Purposeful, controlled collaboration with several universities is a possibility in future programme development. The UADY/OHIO project offers clear and convincing evidence that emeriti professors and their associations can offer a valuable and cost effective resource to the institutional development of universities in other countries.

Further information may be requested from the following people who have first-hand experience with the UADY/OHIO collaboration: Dr. Luther Haseley, Emeritus Professor, Ohio University haseley@ohio.edu; Dr. Milton Ploghoft ploghoft@ohio.edu; Dean Zulema Soberanis of FEUADY asoberan@tunku.uady.mx; Dr. Alvaro Ferrer, Director of the UADY/OHIO program aferrer@tunku.uady.mx; Dr. Pedro Sanchez, Director of Graduate Studies in Education, UADY psanchez@tunku.uady.mx;
In Bangladesh an estimated 80% of rural households are engaged in seasonal fishing activities and fish provides 80% of animal protein in the diets of rural people. The importance of fisheries and aquaculture to livelihoods in rural Bangladesh is reflected by the provision of specialist fisheries education by five of Bangladesh’s twelve public universities but there has been criticism, particularly from aid agencies involved in the fisheries sector, that universities have failed to train graduates with skills relevant to the subsequent demands of their employment as fisheries advisors and managers.

Modern state-led fisheries management began with the development of a science of fisheries, based around attempts to estimate how much fish could be removed from a population without depleting it and what minimum landing-size of fish would result in the optimal yield. Management consisted of technical measures which regulated catching methods, trawl net mesh sizes, and the number of fishing licences, size and power of boats etc. to match fishing capacity with the natural production of fish. More recently, fisheries management has been carried out by regulating allowable catch through the allocation of quotas.

This model for fisheries science was geared towards management of industrial-scale fisheries in temperate waters, but has been replicated as a basis for management even in the small-scale fisheries of low income countries, where both ecological and socio-economic conditions are vastly different. At present, most fisheries advisors work in offices and on government research vessels, having relatively little contact with fishing people. The failure of state-managed fisheries based on fish stock assessment science (the ‘stock assessment driven’ or SAD approach) is due in part to what the SAD approach neglects - consultation with fishing communities and rigorous analysis of the social, economic and political forces that interact to affect compliance with state regulations.

It is now widely recognised that resource users can and should decide on the objectives of management, and on how they might achieve these objectives. The study of fisheries systems typically requires analysis of property rights, the role of participatory management arrangements, possible conflict resolution mechanisms, and the social and economic impact of different management options. Fisheries development activities are also changing from their narrow production focus, and now seek to address poverty elimination, support for sustainable livelihood strategies, and empowerment of fishing communities through increased participation in management.

One of the many proposed solutions to the crisis in capture fisheries has been to bring production under tighter human control, by farming fish. Small-scale aquaculture for rural development is now starting to make an impact in Bangladesh. Aquaculture research and development activities typically go beyond ‘technical fix’ approaches referred to above, and
include consideration of sustainable development, environmental impact, indigenous knowledge, integrated agriculture-aquaculture, and the potential role of aquaculture in rural development and livelihoods.

To ensure that future generations of fisheries personnel do have appropriate skills to work in genuine partnership with fishing communities, their educational needs have to be addressed. The Department for International Development (DFID) therefore began a programme of support for fisheries and aquaculture training in Bangladeshi Universities of which the present ‘Support for University Fisheries Education and Research’ (SUFER) is the most recent.

In the light of these analyses it was decided that one focus would be on seeking to develop university teaching that fostered the participatory and interdisciplinary skills required for fisheries management in the service of rural poverty eradication. To initiate new thinking, groups of academics from all fisheries departments were invited to attend week long residential programmes in Bangladesh which sought to replicate the participatory practice being encouraged. Accordingly, delivery included lectures, question and answer, small and large group discussion, games, practical activities and so on. At an early stage, procedures for the conduct of the programme were agreed and course members were set tasks that could be negotiated in content and practice.

In addition, course members were asked to keep a reflective diary about the programme - these provided evidence for course evaluation; aspects of practical change in Bangladeshi universities were debated in terms of marketisation, delegation of budgets, value for money, quality control, teaching and learning, staff appraisal, research assessment and mass access; there was great interest in issues of classroom practice - topics such as gender, body language, classroom control, openings and endings, planned neglect, hierarchy, lesson planning, student assessment [as a form of control] and others generated discussion that lasted throughout the programmes.

Perhaps the highlight of each programme was a visit to the ponds of local small fish farms. To encourage participants to consider problem solving, poverty alleviation and fieldwork, each group visited three farmers, having been asked to listen to the farmers' views about their practice and problems. There had been prior discussion about academic/farmer status and hierarchy, local knowledge, and interpersonal understanding. Visits were followed up by debate about provision of fieldwork opportunities for university students.

In the spirit of the programmes, time was set aside to plan future activities and as action research approaches were the subject of considerable intrigue, it was decided that these would form part of future support. How is it that we could develop a process that, as opposed to an instruction or an event, would enable academics to appraise and develop their own practice, in association with their students and others? In the coming year further activities are planned to use action research approaches in support of lecture room change to help prepare undergraduates for their practice in the field.

While at an early stage, there is some evidence from the participants that the input so far has brought about some of the desired change, perhaps above all, in demonstrating to academics that fisheries can be taught differently and more effectively. This has been at relative little cost in that courses took place within Bangladesh. More significantly, and this is
where the practical visits were so important, we were able to go into the field where the changes are sought and demonstrate that there was a link between theory and practice and that the practice was possible.

There were benefits for SUFER staff too. SUFER has teaching awards on offer to support teaching development, part of which are visits to UK universities. We were able to demonstrate, with the support of many of the course members [who prize the trips highly] that there is little point in travelling to the UK without an 'agenda' of issues rooted in an appraisal of their own teaching. It has been our experience that interpretation during visits is limited by previous exposure and understanding. The teacher who can 'see' a situation, relates it to a personal understanding of the complexity, the reality and the significant matters involved in what is seen. This provides a basis for further analysis, understanding and action when the 'seer' returns to his/her classroom.

There is some enthusiasm for the next round of visits to Bangladesh where there should be opportunities for first and second order action research in the delivery of programmes. We will seek to use with the lecturers what we have learnt so far in discussing, gathering data, theorising about, planning and improving lecture room practice, in association with students. Course members will be theorising and practising simultaneously.

If they do eventually travel to the UK, this is likely to be for a short time and should be clearly directed at solving problems that have emerged from their lecture rooms. In this respect the visitors will have some control over, and an engagement with, their own learning and a reflexive concern for their teaching. It is anticipated that these values will be passed on to the next generation of fisheries advisers.

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DESIGNING AN INTERNATIONAL TRAINING POLICY FOR A SMALL STATE: THE CASE OF BHUTAN

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In the framework of a joint World Bank - Swiss Agency for Development and Co-operation (SDC) project for the development of education in Bhutan, SDC is devoting an amount of 3,1M US dollars over 5.5 years for an intensive HRD programme aimed at the entire staff of the Department of Education. HRD in the country's public administration is not new. UNDP, with the support of many bilateral and multilateral agencies have contributed, over several years, to an overall improvement in the skills' level of staff in all Departments. This is acknowledged both by the national as well as international partners of the administration. It is clear that the task is less difficult in a country with an estimated population of less than a million (a census should take place in the near future under the strong encouragement of the international community). It reflects what might have been considered during the 60's as the modernisation process of a "traditional society": a King is willing to protect and dynamise the culture(s) of his country as well as, for example, to connect all scattered schools (2 days walk to reach some of them from the nearest feeder road!) through internet.
It is not clear why development and co-operation agencies are so much concerned by a country which expects to be in a position to live without aid in less than a decade, thanks to the revenue drawn from the selling of hydro-electricity to India: its strategic position between India, Nepal and Tibet might explain the situation. An even more relevant issue is that some of these agencies are questioning the human rights situation in a country where the north and the south belong to different cultural and political settings, as reflected by the on going tensions concerning the return of thousands of refugees from Nepal, as well as by the Indian separatist movements operating in the southern part of the country. In such a context, where the demographic composition of the population is not known, the support to HRD in the administration has to be scrutinised in the context of equitable access. But without figures the task is challenging!

The Swiss support to HRD in the Department of Education (DoE) has to be looked upon in that perspective. The way it is run and managed can be considered either as risky or as an interesting challenge in terms of partnership at large and in terms of training policy more specifically.

The management of the HRD budget lies entirely in the hands of a small team of skilled and dedicated civil servants from the DoE. They have full responsibility for all the steps before during and after staff training. The only "monitoring" from the Swiss side consists in the transmission of the names of the trainees (which is potentially indicative of their geographical origin) and in a ‘light monitoring’ from the present writer twice a year. This monitoring deals with the methodological aspects of the management process being used for securing an optimal articulation between the training needs, the type of training provided, and its impact.

Such a process is based on what could be termed a true partnership, i.e. where trust is the key component of the relation. It could, on the other hand, be looked at as a risky operation both in financial and efficiency terms (civil servants are already privileged and wont profit from the proposed training). The forthcoming mid-term review should allow us to provide some first assessment elements.

The pedagogical dimensions are also interesting to reflect on: at a time when, as underlined by some other contributors to this issue NN, training abroad (which is an important component of the Swiss supported HRD programme) is under review, one can wonder what is the rationale for sending Education Department civil servants to follow some Master's or PhD programmes in Canada, Australia or the UK. The question is being raised in the country in relation to the high cost of such programmes, and SDC is starting to wonder whether its money could not be as well used for sending some trainees to Hong Kong, Bangkok, Delhi or Singapore where the costs are less high and the potential relevance of the studies might perhaps be higher.

This issue will be dealt with during the mid term review in relation with an innovative approach where some “training triangles” could be set up between Bhutan, a "northern" university and a "southern" partner. The issue is all the more interesting because some initiatives are underway in the country to set up a national university largely connecting the existing colleges and institutes which would be networked through the internet. The assessment of the efficiency and impact of the Swiss support to HRD in the DoE has to be put in that evolving perspective, in a period where globalisation – and many aid agency policies - would favour cultural and educational
standardisation through training in different Northern universities or through Northern university franchising in Bhutan.

Maybe Bhutan is looking for some kind of a more grounded globalisation??

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LEARNING IN NORTH: CAPITALIZING ON NON-FORMAL LEARNING CHANNELS

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The formal channels of learning including teaching capabilities, availability of learning aids, and access to modern technology might be an advantage for effective learning in so called «North» or «developed countries». However, my personal experience of learning in UK and Japan suggests that non-formal channels are stronger in comparison with so called «South» or «developing countries».

Non-formal channels are the combination of community groups inside and outside educational institutes. «Outside community» is very important for creating a social environment and for fulfilling the basic human need of being a social animal. I can recall thousands of good memories, which I enjoyed at all the social events and lived through like a member of local community over there in the UK. It is to the advantage of both foreign students and local communities to create a family like setup and to enjoy the good things from each other. I am sure that some of the good impacts on personality come from this learning. In UK, I learnt from the local community, the spirit of enjoyment with family and friends at dinner table, at picnics, and at all the religious and social events. While in Japan, I have become adapted to work for extended hours to fulfil the assigned commitments. I believe these two factors can make a real difference for the development of the developing countries, as we need to work hard and still keep our desire to enjoy with family and friends.

«Inside community» mainly consists of two groups. The first group is «students» from various countries having different cultural, religious, political, and socioeconomic backgrounds. This is a real opportunity in the «North» to see so many students from different backgrounds. This group helps us to overhaul our perceptions and prejudices about other people. These students help us to get the first hand information of different communities, cultures, religions, and other concepts. After living, rather coping, with so many different people, one gets broad-minded in real terms. This learning is simply incomparable as one can have access to the real issues of the developing countries and the indigenous as well as international solutions.

The second group is a combination of the people who are working in universities including professors and other staff members. If one can keep one's eyes and ears wide open, then he or she can really earn the insights to the «knowledge in action». Background work by the professors, to prepare them for effective teaching, could be a major input for our informal learning. The practical work, which is being done by the professors for various agencies, is combined with their other teaching tools. However, it could be beneficial to learn from them about how to prepare and implement that practical work and in this regard it worth assisting those professors for their practical commitments. Similarly,
when one enters into the library or office, there are plenty of things to be analyzed carefully. Here one can learn the real management and public dealing with various types of people.

All these channels could be properly utilized, for effective non-formal learning, by taking an initiative. We should not believe in some of the so-called common beliefs. Before coming to Japan, I heard that Japanese are living in a closed society and that it is very hard to make friends, especially when there is a language barrier or if one is not living in a big cosmopolitan city. My personal experience suggests this belief is totally invalid. Living in the beautiful countryside surrounding Higashi Hiroshima city, I have found many Japanese friends who have allowed me and my family to live a better life and to enhance our knowledge about the real Japan.

Similarly, the general concepts about the West were wrong while I was in UK. Being a Muslim and from a developing country, I never got into difficulties regarding eating, drinking, or other activities. I can still remember Christmas pudding with honey instead of sherry, and fish instead of turkey at a great Christmas Eve with my host-family in a beautiful countryside village. Similarly, it is only a matter of mutual respect to create a social environment with the rest of the student community.

To keep a smile ready and to meet others with open heart can bring you many interesting friends around the globe in a small university campus. Finally, for the professors and other staff members there is a general belief in the importance of being busy. But, again, I can recall many occasions where I had a chance to see these same professors either at a dinner table or in a pub for various discussions.

Therefore, it is only a matter of good sense and sensibility for overseas students to capitalize on the non-formal channels for optimum learning while in the «North».
purpose, namely to provide continuing vocational training to ensure a flexible workforce, able to adapt to new economic demands.

Taken literally, the concept of lifelong learning has to be something rather different from education, in the traditional sense. It embraces the whole life-span and the entire range of educational opportunities (informal, formal and non-formal) as an integrated whole. Hence it is difficult to separate lifelong learning from the social context. The concept, which involves the whole society, incorporates a wide variety of different learning situations (workplace learning, distance learning, media learning, informal learning, intergenerational learning, personal study as well as formal institutionalised study).

International student mobility presents itself as an interesting case of lifelong learning particularly because it is linked with cross-boundary, cross-sectoral, cross-generation and cross-cultural learning. It has a role in placing the subject in the centre of learning and aims to equip individuals to relate their learning in relation to their motivation and desires.

An important feature of lifelong learning is that it should not be merely for a few individuals in society, but for all. However, the mere recognition of this principle does not itself result in wider participation. There are, for example, innumerable economic constraints on the educational process, and in the context of the international student mobility, these may relate to course fees, accessibility of courses, availability of computer facilities and money to travel. We cannot discuss lifelong learning without also considering the economics of access to knowledge.

We must also ask ourselves the question whether lifelong learning can address the problems affecting student mobility including language barriers, racism and inequalities of life opportunities within communities. Evidence derived from a number of evaluation studies conducted among African students indicate that other groups of students such as immigrants, political refugees and non-Africans are confronted with similar problems, which include inadequate educational legislation, a poor learning environment, lack of counselling, information and social services, and unfamiliarity with immigration rules and the customs of the host country.

If lifelong learning is to become more than a theoretical construct and vision, then it must recognise the wider range of knowledge that exists in the world, and to find ways of institutionalising this recognition. Foreign study is a good way to promote international knowledge flow and can offer opportunities for
inclusive approaches to local forms of knowledge and skills from different cultural contexts.

It is often held that the dominant economic interpretation of lifelong learning has failed sufficiently to address different inequalities within communities and across the North-South divide. We need to ask ourselves what should be the nature and purpose of educational institutions if one of their aims is to permit them to make a significant contribution to increasing our understanding of the problems of the less developed countries and facilitating the flow of students between them. Although Universities are a vital means of breaking down nationalism by promoting a constant exchange of scholarship, there is far from complete symmetry in the objectives in foreign educational experiences when those involved are, on the one hand, undergraduate students, or faculty from the developed world, who are primarily learning about other countries, and on the other hand, students from developing countries at different academic levels, who are acquiring knowledge and skills relevant to economic development of their countries. Findings have also shown that international houses are not overly successful in facilitating the creation of bonds between foreign students and host nationals.

Education will have to go beyond the formal educational institution to include coping strategies that deal with social problems such as being understood and adjustment to a different environment. Sensitivity to different cultural expectations concerning classroom behaviour, appropriate roles of faculty and staff, and the way services should be provided may alleviate misunderstanding and frustration for all involved. There is clear evidence that various cultural, social and religious values and practices have endowed individuals and communities with distinctive resources. These are not yet clearly understood, documented and analysed. How do people who enter into another culture cope with the situation and become productive in spite of the problems presented by the cross-cultural perspective? Studies dealing with the impact of study abroad suggest factors as training in cultural pluralism, ideologies that regulate degrees of acculturation, cultural image of the home country and abroad, and its rank in the international system are relevant of acceptance of the foreign culture. Donor aided overseas training, for example, which brings students and trainers from developing countries, needs to go beyond project-related training to include wider intersectoral and sectoral concerns. Such training also needs to integrate the economic with social and cultural resources, and be sensitive to the differentiated positions of individuals in developing and developed countries context in managing insecure, fragmented and multiple-work patterns.
As part of the psychological context, in which learning takes place, motivation is an important factor. Education may have to be pursued for its own sake, rather than for instrumental ends; otherwise dissatisfaction and demotivation may occur. At the motivation level, foreign study can promote such personal qualities as readiness for international co-operation and openness to broadening experiential horizons. Learning in a foreign context also involves integrating affective and cognitive domains of learning. When an individual enters another culture, he or she has to develop a certain kind of personal awareness if he or she is to develop meaningful relationships to that culture. The learner is often required to be both a linguist and ethnographer who learns from field situations and experience.

The experience of international mobility as a student is therefore one that can play an important role in setting the individual on a good trajectory to be a lifelong learner.

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**A NEW SECRETARIAT IN BONN FOR TRAINING AND FOR DEVELOPMENT RESEARCH**

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After the official approval by the 9th General Conference (1999) in Paris, the secretariat of the association was transferred from Geneva to Bonn at the beginning of this year. The IUED in Geneva had hosted EADI for the last 12 years.

EADI, founded in 1975 as an association of professionals in development research and training has today a membership of over 170 institutes plus more than 200 individual members with a specific expertise and profile in this field.

The location of the Bonn secretariat is quite ideal as it is close to the offices of the three Bonn-based host institutions, DIE/GDI, DSE and ZEF, as well as to the Federal Ministry for Economic Cooperation and Development (BMZ) and other international and UN organisations.

The Secretariat has developed a comprehensive work package which is based on the 1999-2002 Work Programme of the Association. Key features and areas of work are:

- Providing effective services for the Association, its members and working groups;
- Attracting more members, both institutional and individual;
Strengthening linkages among members and with other research institutes;

Supporting the efforts of the existing topical and regional working groups, streamlining their operation and focusing their agenda;

Developing a comprehensive Website/Intranet strategy and corresponding efficient functionalities;

Enhancing the profile of EADI as an efficient network and, last, but not least

Fostering international co-operation within the Interregional Co-ordinating Committee of Development Associations (ICCDA), the Global Development Network (GDN) and other relevant partners

More detailed information can be obtained from the Secretariat: EADI, Kaiser-Friedrich-Strasse 11, D-53113 Bonn/ Germany through email: postmaster@eadi.org, or by visiting the website:www.eadi.org.

[ED. The EADI website is also a gateway to specific information on the training capacities of many different institutes in Europe.]

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Over the last ten months (since April 2000) over 2000 people have signed the «Latin American Statement on Education for All», a six-page document that was presented at, and prepared on the occasion of, the World Forum on Education for All (Dakar, 26-28 April, 2000). Several elements make this an innovative, valuable and promising experience:

1. **The initiative:** This is an endogenous initiative, born from Latin American concerns, perceptions and needs, drafted, organised and mobilised by Latin Americans -- although support from other regions has been stimulated and welcomed. The Statement was drafted and initially circulated in Spanish, and later translated into Portuguese (for internal dissemination in Brazil) and into English (for wider international dissemination). The process has been conducted on a voluntary basis, without any financial support. All the following – intellectual ownership, professional and financial independence, and use of our own communication languages – are important claims in a region that has started to reject the homogeneous education reform «recipe» and to show the need to recuperate our own rich educational tradition and our own capacities to think, decide and solve our own problems.

2. **The signers:** This is not – as many continue to think – an NGO initiative. Signers come from a wide spectrum of sectors and institutions: government, political parties, academic centres, public and private schools, NGOs, teacher unions, student associations, grassroots and indigenous organisations, mass media, churches, private enterprise, and international agencies. Names are organised by countries and in alphabetical order within each country. Someone who is not familiar with this region may see here nothing else but a list of names. However, the list includes an unusual concentration of some of the most important (and often conflictive) national and regional actors in the educational arena, intertwined with less ‘notorious’ professionals and educators, with school teachers and with ordinary citizens.

3. **The content:** Signers agree to sign a document that is both critical and propositional. It reflects a growing dissatisfaction in the region not only with the state of the art of education systems but of education reform and of international co-operation for this purpose. Despite perennial school reform efforts, accentuated over the 1990s in the framework of growing technical and financial presence from international agencies -- and from the banks, in particular—the expected improved quality and equity in education are not tangible.

On the other hand, there is the «Cuban case». Cuba is the only country in the region that does not have a loan from the World Bank and that has not followed current mainstream recommendations for education reform, and yet it has got the best achievement results in a comparative regional study that measured language and mathematical skills among primary school students. This should make us re-consider some of the accepted assumptions behind the contemporary education reform model.
At the turn of the century, this region is crossed by three supranational educational projects, initiated at different moments and with different deadlines, run in a rather parallel and uncoordinated manner, and competing for time, resources and visibility: (a) the Major Project for Education (1979-2000), a regional project co-ordinated by UNESCO and now coming to a close; (b) the Education for All global initiative (1990-2000), now ratified and its goals postponed until 2015; and (c) the Plan of Universal Access to Education (1994-2010), part of an ongoing hemispheric initiative organised and led by the United States, and launched at the First Summit of the Americas (Miami, 1994).

4. The process: The entire process of generating the Latin American Statement has been conducted on-line, through a special e-mail account operating from Argentina and two web sites operating in co-ordination from both Argentina and Mexico. Follow up includes regular updates of signatures and periodic electronic feedback to the list of signers and information sharing on EFA follow up and other relevant documents. Along the way, other web sites and many printed publications in the various countries have contributed to disseminating the document and the experience, thus reaching many of those who do not have access to e-mail or the internet. Increasingly, teachers have joined in; many of them explain that they have decided to open an e-mail account and learned to use it in order to get access to the Latin American Statement.

What now, what next? A declaration? A list-serve? A network? A movement? It started as a document and it became a process. It was meant to be signed by a group of 40-50 selected and ‘notorious’ Latin Americans, and the very process showed the possibility of expanding it into a wider and more democratic platform. It started as six-page text and it is now a 60-page text, enriched with the comments that are sent by many of the people who have signed.

Although it emerged within the EFA framework and with the opportunity of the EFA final decade assessment, the Statement and the 2000 people who have signed it so far (many more if we consider that many sign in representation of their organisations or institutions) are concerned not only with basic education but with education and learning in a broad sense, and in the context of the overall economic, social and political situation and prospects of our countries and region.

Whether this initial stage is the preamble to something more organic and/or institutionalised - a network, a movement - will depend very much on ourselves but also on our conditions. The possibilities and the limitations of internet connectivity as well as of voluntary work and financial independence are part of those conditions. One thing is clear, however: the diversity of our realities and of this very group will not admit single routes that are applicable to all. In any case, wherever we move from here, this ten-month process has shown all of us a lesson of great importance for the future: each of us knows that we are many: that critical voices, professional competencies and committed enthusiasm for change abound in this region and are everywhere, in academic, governmental and non-governmental, public and private, national and international institutions; and that, despite our many differences, we can agree on some key, foundational issues and objectives on which to build together a better common future for our countries and region.

Endnote
[Any attempt to judge the impact of a World Conference such as Jomtien or Dakar is very complex. These conferences can be influential in myriad ways, by the process of preparing documentation for them, by the negotiations around the final communique, by the responsibility for follow-up. But it is seldom the case that a government or an agency can admit to a direct one-to-one relationship between a world conference and a shift in their priorities, their budgets or their policies. Editor.]

This short piece summarises some of the very preliminary findings of an ongoing study that is surveying the progress in selected countries (1) towards the implementation of the Dakar Framework for Action (DFA), a document that was produced at the World Education Forum in Dakar last April and 'expresses the international community's collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter' (2).

The findings of the study are based on interviews carried out between November 2000 and January 2001 and which sought the views of a range of donor agency personnel, 'key informants' drawn from academia, policy institutions and think tanks and representatives of both Northern and Southern-based NGOs and civil society organisations.

The gains of civil society and INGOs at Dakar

Before assessing progress since the Dakar Framework was formulated, it is worth acknowledging that the World Education Forum itself provided an opportunity for International Non-Governmental Organisations (INGOs) to win recognition as legitimate policy actors and for civil society to be much more involved in the process of developing the national plans of action outlined in the Dakar Framework. In particular, through the work of the Global Campaign for Education (3) NGOs were able to prepare their strategy together, based on documents they took to Dakar (4) and speak as a collective organisation. By uniting at Dakar, civil society now seems to have increased its legitimacy, as can be seen in the commitment in the DFA to their involvement in drawing up national plans of action (5).

It is also clear that the organisation of INGOs helped in ensuring that enormous conceptual gains were made. For example, while in early drafts of the DFA education was to be 'affordable', the final text states that it is to be 'free and compulsory education by 2015' (6).
Furthermore, while EFA structures did not previously provide for participation or representation of Southern governments or civil society in the South, the DFA now hopes to ensure that EFA structures are democratised, with national fora engaging with civil society at all levels (7).

These political and conceptual gains seem to have invigorated INGOs such as ActionAid and have shown them the real potential of their Global Campaign partners in the South. Of equal importance, the civil society partners also seem to have further developed the necessary confidence in ensuring that the donors and governments they met at Dakar live up to their commitments.

Post-Dakar analysis

So what has become of the commitments that INGOs successfully got onto the agenda? To assess this, it is worth addressing, in short, 5 key issues that the GCE is particularly concerned with:

1. Systematic civil society participation in the formulating and monitoring of education policies and plans (DFA, para. 8iii), including the establishment of an EFA Forum (DFA, para. 16) or similar body

Since Dakar very few countries that have been surveyed have made any significant moves towards establishing national EFA fora. Some countries have established taskforces to coordinate educational NGOs, and others are in the early stages of using ADEA Working Groups as a venue to discuss the formation of EFA fora.

However, in most cases - and irrespective of the stage at which countries are planning fora - civil society participation in any respect is still far from systematic. Many of the sources from NGOs in the South that this study focuses on are not made aware of the status of national EFA fora. This is perhaps indicative more of the lack of openness in government and their views towards greater involvement of NGOs than of a lack of will among NGOs to work towards the establishment of the national EFA fora.

2. Completion of a participatory national action plan for achieving the Education for All goals (DFA, para. 9)

Little progress appears to have occurred with civil society participation in the formulation of national EFA plans either. When questioned about this, interviewees from Southern-based NGOs emphasise again that they are poorly informed on the status of national EFA plans, since they are generally excluded from the entire process of formulating them. In such a situation they can only speculate whether such plans are in the planning process, or whether they may even be have been completed. One is informed by UNESCO, however, that ‘[I]n many countries national EFA plans are taking form’. UNESCO lists a few of these countries, including Uganda and Tanzania. This may indeed be the case, but it does raise the question about the extent of NGO participation in the formation of such plans.

3. Steps taken to make basic education free and compulsory (DFA, para. 7ii), end cost-recovery, and achieve more equitable allocation of resources (DFA, para. 7iii)
Despite progress in some countries covered in this study, the strongest trend that follows from before Dakar until now is that - irrespective of whether basic education is said to be compulsory - it is still not truly free for all, being free only on paper. Since Dakar there still exist a plethora of direct costs which can reach up to 20 per cent of a family's income. While in most countries teachers' and inspectors' salaries are usually paid for by the government, many other costs still remain.

4. Expanded donor resource commitments (DFA, para. 10)

Donor resource commitments have not increased across the board since Dakar. While some donors appear to have used Dakar to reaffirm what they were doing prior to the WEF and what they have continued to do since, the following brief outline indicates that only a small number have made significant increases in their resource commitments to basic education since Dakar:

**Canada:**
Under CIDA's 'Social Development Priorities: A Framework for Action' funding for basic education will quadruple, increasing from $41 million a year to $164 million a year - for a total investment of $555 million over five years. It should be noted, however, that although Dakar may have facilitated this change, the increase was already underway beforehand.

**Netherlands:**
245 million guilders have been reserved for direct Dutch aid for basic education in 2001, an increase of 75 million guilders from 2000. In addition, some 130 million guilders of the aid to international and NGOs is earmarked for basic education. However, these positive moves must be seen within the context of a reduction in the number of countries with which the Netherlands has a structural bilateral development relationship.

**Norway:**
The Norwegian Government has committed itself to increase the support for education to 10 per cent of ODA before year 2000 with a further increase to 15 per cent in the following years. The funding for basic education will primarily be directed to Africa and women's and girl’s education is a priority.

**United Kingdom:**
The second DFID White Paper on International Development states that since the last White Paper, DFID has committed over £400m to support the development of primary education systems. Nearly 80 per cent of the £800m total education commitments are allocated to basic and primary education and are focused in regions with the worst education indicators.

**United States of America:**
The agency target is for a 50 per cent increase in basic education, but sources are not sure whether this will be agreed by the new Bush administration. An increase can only occur if there is a rise in the ceiling that the agency is allocated by the US Government. This should break down to an additional $5m in the 2001 budget for Basic Education (from $98m to $103m), complemented by $35-40m from the Department of Labour to combat abusive child labour. In addition, the US Government has $350m in surplus food as part of 'Global Food for Education'.
Work is also underway for private funds from philanthropists and corporations to go towards a 'Private Council for Universal Basic Education'.

**UNESCO:**
Finland, France and Japan have moved to allocate more to UNESCO for EFA, and UNESCO is currently negotiating with several other bilateral agencies to mobilise funding. One notable increase is from Norway, who have recently donated NOK1,6 million (US$175.000) for work in the follow-up to the World Education Forum.

5. More effective donor coordination (DFA, para. 17) and strengthening of sector-wide approaches

Interviews with Southern-based NGOs indicate that while donors are slowly showing signs of moving towards sector-wide approaches (SWAps), some donors are still reluctant to participate in pool funding. Many interviewees maintain that this continues to put a greater workload on governments. In some of the countries covered, the problem is compounded by the fact that all government ministries covering education are not included in the education sector.

Conclusion

Despite the political and conceptual gains made by NGOs at Dakar, it would seem that since the WEF progress by governments and donors alike has been slow. Therefore, following on from an assessment of the EFA movement just before Dakar which concluded that 'the EFA partnership is alive but not terribly well ', this second opinion some 9 months later points to a similar diagnosis. The symptoms would suggest that while there is some life in the EFA process, it is still in a critical position.

**Notes:**

1. Countries covered by the survey include: Bangladesh, Bolivia, Gambia, Ghana, India, Kenya, Malawi, Mozambique, Nepal, Senegal, Tanzania, Uganda. Information on other countries, particularly in Latin America, has also been made available but in less detail.

2. World Education Forum Dakar, 26-28 April 2000. Expanded Commentary of the Dakar Framework for Action. Education for All: Meeting our Collective Commitments. Paris, UNESCO, para. 1. The Expanded Commentary (hereafter DFA-Com) - which was not actually a document agreed on by the WEF - was drafted before and during the World Education Forum and provides details on each goal and strategy outlined in The Dakar Framework for Action (hereafter DFA).

3. The Global Campaign for Education (GCE) coalition was established in October 1999 and represents NGOs and Teachers' Unions in over a hundred countries. Participating NGOs include Oxfam International, ActionAid and Education International.

4. The key document the GCE took to the WEF was 'Dakar, our bottom line position'. The 9 core positions can be accessed on:  
<www.campaignforeducation.org/briefing/gce_dakar_position0400.html>.
5. '(A)ll states will be requested to develop or strengthen existing national plans of action by 2002 at the latest. These plans should be integrated into a wider poverty reduction and development framework, and should be developed through more transparent and democratic processes, involving stakeholders, especially peoples' representatives, community leaders, parents, learners non-governmental organisations and civil society'. (DFA, para. 9).

6. DFA, para. 7ii.

7. 'National EFA Forums will be strengthened or established to support the achievement of EFA. All relevant ministries and national civil society organizations will be systematically represented in these Forums'. DFA, para. 16.

References:


RESISTING THE CULTURE OF SCHOOLING
CRITIQUING THE TEN COMMANDMENTS OF EDUCATION

Manish Jain, Shikshantar, Udaipur, Rajasthan
"Manish Jain" shikshantar@yahoo.com

[We were one of many people sent this health warning about the Indian Campaign for the Fundamental Right to Education as well as the Education for All campaign which we discussed in the previous issue of NN (no26). It is included here to expand the debate about the best way of securing essential education for the world’s children, young people and adults.]
January 2001

Dear Friends-

We are pleased to share with you a copy of our latest paper entitled "Exposing the Illusion of the Campaign for Fundamental Right to Education" by Selena George and Shilpa Jain. This paper seeks to raise profound questions around schooling, universal human rights, and the campaign mode of public engagement. It is the first publication in our Resisting the Culture of Schooling Series.

We hope it will help in the process of further opening up and inspiring deeper dialogues on the meaning of learning and human dignity, as well as on the constructive use of valuable time, energy and resources in the process of transforming education and challenging global exploitation/dehumanisation.

We hope that you will share and discuss this paper with your friends, students, teachers, and colleagues. We also request that you share your reflections, comments and experiences with us so that we can learn from them. Finally, we hope that you will write to the organisers of the Campaign for Fundamental Right to Education <nafre@crymail.org> and of the Education for All Campaign <efa@unesco.org> and voice your concerns with them.

Best wishes,

Manish Jain
Coordinator

p.s. Please write to us if you would like a hard copy of the booklet.

Exposing the Illusion of the Campaign for Fundamental Right to Education

THE TEN COMMANDMENTS OF THE CAMPAIGN

(and our critiques of them)

1. **We have a panacea for all our socio-economic ills and it is EDUCATION.**

   In the face of growing violence, inequity and poverty, environmental catastrophe, widespread exploitation, finite resources and the massive consumer needs of the North, a blind faith in education in the form of schooling should be suspect.

2. **Schooling is said to increase every individual’s life chances.**

   Schools demean individuals full potential, their diversity, creativities, intelligences, learning styles, knowledges, languages, etc. Nor can schooling guarantee employment in today’s cut-throat, competitive world.
3. One only needs to work hard to succeed in school.

The ‘head start’ is greatest for those who have paid most for their academic degrees.

4. Schooling breaks down class barriers and encourages tolerance.

Schooling reinforces many of the oppressive structural aspects of society and generates dehumanising fear and competition.

5. Schooling is said to be an empowering process.

Schooling prevents individuals and collectives from challenging and changing the macro-level System and its micro-level manifestations to create better worlds for humanity. It narrows most peoples’ real choices and options.

6. “We see these problems, but we advocate for good quality schools: alternatives.”

Alternative schools still perpetuate the oppressive and selective model of Development and Progress. They are highly elitist.

7. The Campaign for Fundamental Right to Education promises equality, justice, peace, and democracy through universal elementary education.

The Campaign presumes that all Indians require a system of schooling in order to live with dignity, and does not recognise schooling as a violation of human dignity.

8. The Campaign is fighting on behalf of the people, who desire education for all.

The Campaign undermines local dialogues on urgent foundational questions by distracting our attention, energy, and resources and by trying to shove a prescriptive, closed agenda down our throats. It benefits those who thrive on the schooling industry.

9. Education is a universal, human right that every country’s government must ensure.

Though it tries to stand on a moral high ground, Education is a Big Business, driven by a nexus of State-Market-NGOs-Academia, who profit greatly from the proliferation of schooling and who disregard human diversity and human dignity.

10. Without Education, there cannot be Development and Progress.

The dominant model of Development and Progress dehumanises the world’s social majorities and destroys the webs of life and living wisdoms. To paraphrase Gandhi, something must be horribly wrong with a system of Education that fails to question, challenge, and change this Model.
THE UNITED KINGDOM FORUM FOR INTERNATIONAL EDUCATION AND TRAINING

in association with

THE BRITISH COUNCIL

EDUCATION, TRAINING AND GLOBALISATION

A COLLOQUIUM ON THE changINg ROLE OF THE BRITISH COUNCIL

Chair: Professor Kenneth King, University of Edinburgh

Programme

10.00          Registration and coffee

10.30          The British Council and Transnational Education and Training,

                Presentation: David Green, Director General, British Council
                Response: Professor Keith Watson, University of Reading

11.30          The Internationalisation of Education and Training: Current Challenges

                Presentation: Dr. Neil Kemp, Director of Education Services, British Council
                Response: Professor Roy Williams, Education for Development, University of Reading

12.30          Lunch

13.30 -15.00   Parallel sessions

1. International Co-operation: Partnerships, Links and Exchanges

                Speakers
                Ian Pawlby/Judith Hemery, British Council
Dr. Fiona Leach, University of Sussex

Chair: Dr. Michele Schweisfurth, University of Birmingham

2. Education and the Development Agenda: Working with Donor Agencies for Educational Reform

Speakers
Lina Milosevic, British Council
Anne Jellema, Deputy Director, Action Aid

Chair: Sarah Ewans, British Council

3. The Market for Overseas-Delivered Education Programmes

Speakers
Dr. Neil Kemp, British Council
Dr. Joanna LeMetais, National Foundation for Educational Research

Chair: Michele Saward, British Council

4. International Recruitment of Students and Trainees

Speakers
Dr. Hector Munro, British Council
Peter Williams*, Council for Education in the Commonwealth

Chair
Dr. Rosemary Preston, International Centre for Education in Development, University of Warwick.

15.00 Markets, Mobility, Partnership and Reform: Future Options

Chair: David Theobald, British Council

Panel: Professor Lalage Bown, University of Glasgow; Perran Penrose, Economist; Tom Buchanan, Deputy Director, British Council; Barry Masoga, British Council, Johannesburg, South Africa

1600 Closing remarks
Dr. Neil Kemp, Director of Education Services, British Council
Professor Kenneth King, University of Edinburgh

Tea will be available

• Subject to agreement
Dear Colleagues,

EDUCATION, TRAINING AND GLOBALISATION: THE CHANGING ROLE OF THE BRITISH COUNCIL

We would like to invite you to a Colloquium on Education, Training and Globalisation: the Changing Role of the British Council, which is being organised by UKFIET in association with the British Council. It will take place from 10.00-16.15 on Monday 5 March 2001, at the British Council, 10 Spring Gardens, London SW1A 2BN. Coffee will be available from 10.00 and a buffet lunch will be served.

The reasons for holding this Colloquium include the fact that there have been major shifts in the mission, structures and personnel of the Council, and these have been taking place against the background of much new thinking about ‘trade in educational services’, Britain’s comparative advantages as a preferred site for foreign study, and the impact of globalisation on human resource development (cf. DFID White Paper, December 2000).

The specific objectives of the Colloquium are as follows:
1. To review jointly the changing nature of the sector
2. To improve communications and links between the British Council and professionals working in UK organizations
3. To promote wider and more qualitative study of the sector
4. To consider possible areas for collaboration and joint activities

The Colloquium will be introduced by David Green, Director General of the British Council. The theme of the colloquium will be addressed in plenary by Dr. Neil Kemp, Director of Education Services, British Council, and by Professor Roy Williams, Education for Development, Reading. This will be followed by four related parallel sessions, each of which will be addressed by a British Council and an UKFIET speaker, and will allow for substantial audience participation. The topics for the parallel sessions will be:

- International Co-operation: Partnerships, Links and Exchanges.
- Education and the Development Agenda
- The Market for Overseas-Delivered Education Programmes
- International Recruitment of Students and Trainees

The proceedings will end with a panel discussion of wider issues related to the Colloquium’s international theme.

The Colloquium will be chaired by Professor Kenneth King, University of Edinburgh. Speakers will be drawn from different departments within the British Council and from a range of the member organizations and associates of UKFIET.

The meeting will be of interest to a variety of groups concerned with international education and training, whether it be teaching and research, recruitment of students, links and exchanges, overseas delivery of courses, the production of materials and equipment, or involvement in reform and development overseas.
Participants will be drawn from a range of institutions and organization such as the British Council, the Commonwealth Secretariat, DFID, higher and further education institutions, NGOs, publishers and commercial suppliers.

We hope you will be able to accept this invitation to take part in the discussion. An application form follows. A flyer and further application form is attached. Please would you circulate the information to colleagues and let me know by **Wednesday 28 February, 2001** whether you are able to attend.

With best wishes,

Thelma Henderson  
UKFIET Colloquium Organiser

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**Education, Training and Globalisation: the Changing Role of the British Council**

**Application Form**

Name...........................................................................................................Title........

Address.............................................................................................................................

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Tel.................Fax.................Email..........................................

I would like to attend this Colloquium on 5 March, at the British Council, 10 Spring Gardens, London SW1A 2BN. Please find attached a cheque for £........

**Fees.** Attendance at the Colloquium, including, subsequently, a volume of published papers: (a) £45, non-UKFIET members; (b) £30, UKFIET members; (c) £20, postgraduate students.

**Cheques** to be made out to UKFIET. Please return this slip, and accompanying cheque, to Thelma Henderson, UKFIET Colloquium Organiser, 4 Spring Court, Spring Hill, Bubbenhall, Coventry CV8 3BD by **Wednesday 28 February, 2001**.

**Enquiries:**
Colloquium enquiries to Thelma Henderson. Email: Thson349@aol.com

**UKFIET membership enquiries** to Caroline Nursey, (UKFIET Membership Secretary), WUS (UK), 14 Dufferin Street, London EC1Y 8PD. Tel: 020 7426 5820. Email: caroline@wusuk.org

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Whereas Europe is confronted with the alarming spectre of a steadily ageing population, the continent of Africa is singular for the youth of its population. These demographic realities cut both ways. On the one hand, many of the problems afflicting contemporary Africa weigh most heavily on the young, whether one is talking about AIDS, state contraction, unemployment or warfare. On the other hand, it is Africa’s young majority which is arguably the continent’s greatest asset. It is the young, who participate actively in global discourses about equity and social betterment, who are most likely to challenge old orthodoxies and to articulate possible alternatives.

This multi-disciplinary conference will address itself to three principal issues:

(1) How the meanings of youth itself have shifted over time. There is a real sense in which established conceptions of childhood appear misplaced in a world of child soldiers, working children and street kids. Equally, it is open to question whether the notional barrier between youth and seniority has much validity in contemporary Africa where social fluidity is very obvious.

(2) Secondly, the conference will examine the impact of Africa’s contemporary malaise upon the young. Attention will be paid to health problems associated with AIDS, the worlds of work and to the young in conflict situations.

(3) Thirdly, the conference will examine the role of the youth in shaping national debates and giving expression to new ways of seeing. Particular attention will be paid to the role of urban youth in shaping political outcomes on the streets; the emergence of vibrant youth cultures drawing equally on external and internal influences; the role of youth in the advance of religious movements; and the world of sport as an escape route but also as a vector for youth aspirations.

The conference will aim to provide a forum for the most current research on this topic which is being carried out across a wide range of disciplines, including Development Studies, Education, Geography, Health, History, Politics, Religious Studies, Social Anthropology and Sociology.
Speakers include: Yves Marguerat (France), Grace Wamue (Kenya), Sue Grant (England), David Everatt (South Africa), Rémy Bazenguissa-Ganga (Congo/France), Thokozani Xaba (South Africa), Justin Willis (England), Nyaki Adeya (Kenya/Netherlands), Patrick Shanahan (England), Rémi Clignet (France), Bhekizizwe Peterson (South Africa), Safiyya Aliyu Abdullah (Nigeria/England), Birgit Meyer (Netherlands), Peter Alegi (USA), Afe Adogame (Germany), David Maxwell (England), David Anderson (England)

REGISTRATION FORM (Make a photocopy of this page)

A full conference programme will be available nearer the date of the conference.

The conference will begin at 2:00 on May 23 and finish at 6:00 on May 24. On the evening of the 23rd there will be a special Royal African Society Scotland Lecture and a conference dinner.

Name
Organisation
Address

Phone
Fax
E-mail

I enclose a cheque, made payable to the Centre of African Studies, for £ ____. Please register me for the CAS conference under the following category:

Edinburgh staff
Full
Student _ evidence of status required

I do / do not wish to attend the conference dinner on May 23. delete as applicable

I am / am not a vegetarian. delete as applicable

On registration more information about the conference and accommodation in Edinburgh will be sent.

Conference Fee: Full £ 60.00; Edinburgh Staff £ 40.00; Student £25.00; Dinner £15.00

Visit our homepage- http://www.ed.ac.uk/~centas
Bookings and information: Conference Registration, Centre of African Studies, University of Edinburgh, 7 Buccleuch Place, Edinburgh EH8 9LW Scotland.

Tel. 0131 650 3878; Fax: 0131 650 6535; Email: African.Studies@ed.ac.uk
The overall theme is:

Knowledge, Values and Policy

and the sub-themes:

Knowledge paradigms and world development
Convenor: Prof. Christopher Colclough

What values for whose future?
Co-convenors: Prof. Keith Watson
and Bill Ozanne

Local Knowledge and Local Policy
Co-convenors: David Theobald
and Michele Schweisfurth

Evidence-based policy
Convenor: Prof. Roy Williams
The Globalisation of development knowledge
Convenor: Prof. Kenneth King

The Sixth UKFIET “Oxford” Conference addresses a series of major debates about knowledge policies, the changing values and ethical issues in education and development, and the evidence base of local and global policy itself. The start of a new century is an appropriate time to take stock of current knowledge paradigms in relation to world development. This is all the more necessary as the globalisation of development knowledge continues apace, much aided by information and communication technologies. The relationships between knowledge and power are increasingly fundamental, and not least in considering the ‘digital divide’ between the ‘North’ and the ‘South’. At the same time, there are emerging concerns about the ethics and core values embedded in schooling and training at all levels and in international development policies. The debate about ‘Whose knowledge for whose development?’ has re-opened issues about the essential roles of local knowledge and local policy formation.

The conference offers an opportunity to look critically at these three overarching concepts and their inter-relationships. There is a particular interest in papers that examine the education and training dimensions of these concepts that have become central to the discourses on aid, development and globalisation. Other important contributions might examine: Education and ethnicity; Economic theories and human values; The value basis of Knowledge Management systems; Spiritual and ethical knowledge and education planning; Political education and individual empowerment; The role of non-economic research and academic freedom in higher education; Oral cultures in a world of assessment and certification; Pedagogical alternatives in traditional religious cultures; Knowledge and the formation of religious consciousness; the value basis of poverty reduction and pro-poor growth.

Whatever their specialist interest, those wishing to take part are encouraged to locate their papers within one of the following five themes, which will represent the five main sections of the conference.

Knowledge Paradigms and World Development
Chair: Christopher Colclough

Reflected paradigms of Global Debate: World Bank shift from Basic to Social education
The start of the new century is an appropriate time to take stock of theory. Where do we stand on functionalist theories of education and development? Do we now know more about these relationships in the context of achievements in Asia and SSA? Has human capital/ modernisation theory survived well the accounts of East Asian success, and the lack of it in Africa? Is schooling always a vital prior factor, and, if so, what are other necessary conditions?

Where do radical theories of education stand in the development debate? Has liberalisation in Eastern Europe, and in the adjusting countries of Africa changed the parameters? Has the argument between liberal and radical feminist approaches in education provided insights for policy and practice towards girls’ education in developing countries?
The relationships between knowledge and power are fundamental to interpreting action. Whose knowledge counts? Is it ever neutral? Can the Bank be a broker for what is and is not knowledge for development. Do its clear interests in this debate make it appropriate for this role?

The distribution of knowledge generation is increasingly skewed towards the north. What needs to change in order to reverse this trend? Can research collaboration really change this balance? What are the logical and practical limits to capacity building - to whom, of whom, by whom?

What do the IDT targets signify? Who owns them? Is the Jomtien paradigm unchanged by Dakar? We need empirical tests of new and old theory; new syntheses across these fields; new critiques of practice and policy - of international institutions, of bilateral policy and practice and of national experience.

What Values for Whose Future?: ideology and culture in the development of knowledge and education
Chair: Keith Watson & William Ozanne

Our knowledge of the world and new discoveries is doubling every few years. Much of the rapidly multiplying knowledge of the world is being 'discovered' by research institutes and business corporations, rather than traditional universities, many of which are increasingly constrained by bureaucracy and government-imposed regulations. How the dissemination and exchange of this knowledge is managed and used raises questions of access and values. Who obtains what kinds of benefit from much of this new knowledge? Who has copyright or dominance? In an age of globalisation is it the TNCs or governments, that dictate what should, or should not, be taught/learnt/accepted/understood? Moves towards sharing of insights and priorities through partnership arrangements carry with them the need to negotiate the values implicit in language and concept no less than in objectives, targets and priorities. With the growth of the Internet, IT and now forms of individualised learning what impact will this have on the development of 'virtual' universities'? Will it lead to growing disparities in access to knowledge? How much is the private sector, commercial, secular, or religious, being expected to take over the provision of education, and thus influencing the knowledge and values being imparted?

What are the values underpinning development theories? What bodies, and for what reasons, have decided that education should be judged by measurable, often global, outcomes and indicators rather than by the quality of all round human development, or the needs of the poorest? Is the sector wide approach really only a mechanism for the donor countries to impose their values on the poorer countries or is it really intended to lead to a real sharing of ideas and knowledge?

Some themes might include:
Education and the preservation of ethnicity; Economic dogma and human values in international aid funding; Redefining human resources and freedom in higher education and research; Management of knowledge between partners in development; Spiritual and ethical knowledge in indigenous cultures and education planning; Political education and individual empowerment; Oral cultures in a world of literacy, assessment and certification; Pedagogical alternatives in traditional religious cultures; Knowledge and the formation of religious consciousness; Poverty, progress and planning for development; Educational approaches to gender equity in relation to indigenous structures.
Whose Knowledge, Whose Values?  Local Contribution to the Policy Process
Chair: David Theobald & Michele Schwiesfurth

To people working at the local level in education, policy decisions may be perceived as distant impositions over which they have little influence.  In reality, rather than being mere recipients of policy, people in communities, schools and other educational environments are in a position to make major contributions to all stages of the policy processes that affect them, from formulation to implementation, evaluation and impact analysis. Under the title ‘Whose knowledge, whose values? Local contributions to the policy process’, these important themes will be explored, with examples of innovative action and mediation at all levels. We are especially interested in case studies of policy initiatives that respond to local concerns and are based on local knowledge and values.

Evidence Based Policy
Chair: Roy Williams

We would all like to be able to say that our educational practice is based on evidence. We have sophisticated EMIS (Education Management Information Systems); GPS (Satellite based Geographic Positioning Systems; many global organisations (intergovernmental, public sector, private sector, civil society/charity) concerned with Human Resource Development, Education, Training and Employment; “league” tables for institutions; journals and researchers, and so on.

A key question is: what information, knowledge, and values do we actually use (or not use) to make actual decisions on: equity, access and quality, or in more detail, on: entrance, accreditation, planning, exclusion, planning, costing and financing, pedagogy, training, remuneration, state intervention or privatisation, regulation and so on? It might be interesting to unpack some of these decisions, and see what kind of mechanisms and processes we have put in place to achieve educational progress/excellence in our “knowledge societies”.

The Globalisation of Development Knowledge
Chair: Kenneth King

In the late 1990s and early 2000s information and communication technology advances have made it possible to conceive of dramatic opportunities for synthesising, sorting and disseminating massive quantities of knowledge relevant to development. These possibilities for the new management of development knowledge span a range from the Global Development Gateway (first associated with the World Bank), to the reorganisation of all project and programme knowledge (being pursued by individual development agencies and NGOs), to the schemes for accessing global knowledge at the level of the local school, the community, or the local development project. -These new frontiers of global development knowledge are powerfully influenced by the very information systems that technically make possible these gigantic advances.

This section of the Conference will explore the following sub-themes:

• the theoretical and philosophical issues associated with the global reorganisation of Knowledge-for-Development;
• the role of the public and the private sector in facilitating these colossal knowledge projects (both for profit and non-profit);
• the position of 'Southern' or local knowledge in global knowledge developments and the implications for the future of the current 'digital divide',
• the potential of these 'borderless' knowledge systems dramatically to alter the position of 'Southern' universities, 'Southern' research, and even the knowledge resources of ordinary schools;
• the opportunities and threats facing NGOs and other elements of civil society in repositioning themselves in light of the new knowledge for development debate;
• the potential of new knowledge banks, knowledge highways, and the apparently 'borderless' knowledge opportunities - for new conceptions of student mobility.

Proposals for other dimensions of the values embedded in the globalisation of knowledge for development are welcomed.

REGISTRATION AND GENERAL INFORMATION

Registration Fees (excluding accommodation)

Full registration fee - £260.00 (incl. VAT)
Single Day registration fee - £90.00 (incl. VAT)

Full registration fee includes:
Full programme with papers
Lunch and mid morning and afternoon refreshments.
Drinks Reception. (please refer to website as programme is finalised)

The Single Day registration fee includes:
Full programme with papers
Lunch and mid morning and afternoon refreshments on days attended.
Drinks Reception on day attended (please refer to website as programme is finalised)

Each conference day will be 9.00am - 5.00pm

Location

Conference sessions will take place in the University of Oxford Examination Schools, Oxford. Accommodation will be in University College Oxford.

The Oxford University Examination Schools can be found in the heart of the City of Oxford, adjacent to University College, five minutes walk from the city centre and main shopping areas with easy access to the main bus and railway stations.

Transport

Regular rail, bus and coach links serve the city including a 24-hour coach service to and from
There are 3 major airports within 90 minutes of Oxford: Heathrow, Birmingham, and Gatwick. Regular coach and train services connect these with the city. Although the city is at the centre of a network of major roads and motorways, there is no parking available at either the Examination Schools or University College; city car parks are expensive and we therefore recommend public transport where possible.

**Accommodation**

Accommodation is in student study bedrooms. The cost per night for bed, breakfast and evening meal is £66.00 (incl. VAT and all service charges). Rooms may be reserved by completing the relevant section on the registration form and returning it to Sarah Jeffery by 24 August 2001. Reservations received after this date cannot be guaranteed. Early booking is advised as space is limited.

**Official Language**

English will be the official language of the conference.

**Proposals for papers**

A substantial number of proposals for papers that relate to these themes have already been submitted for consideration. Those still intending to submit should do so as soon as possible to: Mr. W I Ozanne, 74 Billesley Lane, Birmingham B13 9QU, UK. Tel/Fax: (44) (0) 121 449 3839. Email: wozanne@cix.co.uk Please contact Sarah Jeffery for full details on format of papers. sjeffery@cfbt-hq.org.uk

**Dress**

Smart casual during conference sessions, jacket and tie for gentlemen at receptions.

**Payment**

All prices quoted are in £STG and are inclusive of VAT at 17.5%. Registration fees are payable in advance of the conference. Cheques drawn in £STG on a UK based bank should be made payable to CfBT Education Services. Credit cards: VISA and MasterCard are accepted, we regret we are unable to accept American Express or Diners Club cards.

Your registration will be acknowledged in writing. If you have not received pre-conference information pack 14 days prior to the start of the conference, please contact Sarah Jeffery Tel/Fax (44) (0) 118 921 2146 Email:sjeffery@cfbt-hq.org.uk
Cancellation

Substitutions may be made at any time, but please advise change of name. In the event of cancellation, please contact Sarah Jeffery immediately by telephone, fax or email and request a cancellation number.

Provided written notice is received by 24 August 2001 a full refund will be given, less a 10% administration charge. Provided written notice is given by 31 August a 50% refund will be made. It is regretted that cancellations after this date are not refundable.

Conference Co-ordinator

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ii The British Council 1999 The Brand Report: Building a world class brand for British Education Manchester. For more detail see the UK education website (www.educationUK.org).

iii Thus in the UK scholarship from ODA/DFID have fallen from some 13,000 in the late 1980s to about 845 today.


v See Student mobility on the map, op. cit. Chapter 6 on ‘Modalities and borderless learning’.
Development agencies—inter alia, Danida (2001), RAWOO (2001) in the Netherlands, IDRC in Canada (Neilson, 2001) and the Swiss Commission for Research Partnerships with Developing Countries (KFPE, 2001)—as well as NGOs such as the Northern Policy Research Review and Advisory Network on Education and Training (NORRAG, 2001) and the International Food Policy Research Institute (IFPRI—Garrett & Islam, 1998) have initiated work to evaluate and document the effectiveness of. The Network works towards greater scope for “home-grown” policy, information-sharing and enhanced research capacity in and between developing countries. The concern is to incorporate the “research community” more efficiently into development policy. Network for policy research review and advice on education and training (norrag). Number 38. January 2007. CRITIQUING, SYNTHESISING AND REVIEWING TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT Technical and Vocational Skills Development: A Briefing Note Kenneth King, Hong Kong and Edinburgh, Robert Palmer, Edinburgh. Reviewing technical and vocational education and training David Atchoarena, IIEP, Paris. The role of skills development in the transition to work: background paper for the World Bank’s World Development Report of 2007 Arvil Van Adams, formerly World Bank. The Review of Educational Research (RER, bimonthly, begun in 1931) publishes critical, integrative reviews of research literature bearing on education. Such reviews should include conceptualizations, interpretations, and syntheses of literature and scholarly work in a field broadly relevant to education and educational research. RER encourages the submission of research relevant to education from any discipline, such as reviews of research in psychology, sociology, history, philosophy, political science, economics, computer science, statistics, anthropology, and biology, provided that the revi...