

**EFA and the Institute of Education, University of London; implicit and explicit engagements**

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This report focuses on the role of the Institute of Education of the University of London in the EFA movement. The Institute of Education is a graduate college of the Federal University of London ([www.ioe.ac.uk](http://www.ioe.ac.uk)). The centenary of its contribution to education was celebrated in 2002. Founded in 1902 to deliver high quality training of teachers in England, the Institute continues to fulfil this aim through training over 1000 graduates for their postgraduate certificate in education annually. In addition it offers courses at Masters and Doctoral level, undertakes research and offers an arena for education debate.

*Teaching:* Taught accredited courses lead to higher degrees in all areas of education and related aspects of the social sciences and professional practice (e.g. health promotion, social statistics). Offered on a full time and part time basis through different modes of delivery (face to face, distance and ‘mixed’ mode) they are structured to meet the needs and working lives of education professionals in many parts of the world. In the academic year 2002-3, 5184 students were enrolled on initial teacher education courses (26%), masters and professional development courses (61%), and research degrees (13%). In 2002-3 13% of the Institute’s students were from outside the UK. Of these, the majority were from Asia (32%) and the EU (27%), Africa (10%) and Central America/Caribbean (10%), with the balance from non EU countries of Europe, North America and South America, the Middle East and Australasia/Pacific. Seventy one per cent of overall student enrolment was female.

*Research:* The Institute has long been recognised as a leading centre of educational enquiry. At any one time it hosts over 100 research projects funded by research councils, government departments and other agencies. The scale and excellence of

this research attract large numbers of students from all over the world keen to work with scholars at the forefront of education. International research is fostered through active participation in European Union-sponsored programmes, through collaborations with researchers in foreign universities, funded by a range of sponsors, and through the individual research of staff specialised in international and comparative education.

*Dissemination and debate:* In its first hundred years the Institute grew from a teacher training college to a world-class centre of excellence in educational research and a high profile forum for educational debate. Conferences on myriad education issues are organised for local, national and international delegates and constituencies. Lectures on educational issues by the leaders of the main UK political parties and by education ministers from around the world are hosted. The Institute provides a forum for lively debates involving leading figures in the world of education. Specifically, as we shall see later, the Institute has hosted a number of fora for dissemination, discussion and debate on EFA.

### **The Institute's work on education in developing countries**

As noted above, the Institute began life as the London Day Training College in 1902 and focussed initially on the training of teachers to work in elementary schools in and around London. Only a few 'overseas' students enrolled on courses at the Institute during its early years. But in 1927 the Institute established specialised courses for missionaries and prospective colonial government officers. These courses drew their content from educational and cultural traditions and issues at home and abroad and were designed to prepare young people for service in the colonies. During the 1930s small numbers of students from the Gold Coast, Hong Kong, Malaya and the Sudan began to follow studies in the Department known then as the Colonial Department. After the Second World War student numbers mushroomed and their countries of origin diversified. In 1949/50 162 students were enrolled in the Colonial Department, 60% of whom were 'teachers from Colonial territories'. In 1949/50, students came from

Basutoland, British Guiana, British West Indies, Canada, Czechoslovakia, Eire, Ethiopia, Fiji, French Togoland, Gambia, Gold Coast, Holland, Hong Kong, Kenya, Libya, Malaya, Mauritius, Nigeria, Northern Rhodesia, Nyasaland, South Africa, Sudan, Uganda, United Kingdom, the USA and Zanzibar. (Colonial Department Annual Report 1949/50)

Over the next half century the work and orientation of successor departments would experience both change and continuity. Major changes in orientation reflected shifts in international political relations and the political independence of former colonies, the creation of inter-governmental bodies (such as UNESCO in 1945), global movements for education and the increasing complexity of funding education in many developing countries. Significant continuities revolved around the commitment to education for all, expressed variously over the years as mass education, basic education, universal primary education and Education for All (EFA).

The Institute's engagement with the Dakar Declaration and Commitment to EFA is expressed through its teaching, research, dissemination and debate.

### **The Institute and Teaching on EFA**

#### *Masters degrees*

Education for All (EFA), and several of its predecessor movements (e.g. mass education, Universal Primary Education) have underpinned much teaching in the Institute for many years. As a postgraduate Institute, specialised in Education, and with strengths in the complete range of education specialisms, from pre-school, primary, secondary and special education to adult and basic education, lifelong learning and higher education, it might be said that almost all the Institute's teaching reflects an engagement with the Dakar Declaration and its commitment to EFA. But that would be a statement about *implicit engagement*. Much of our work, especially that oriented towards the education system in Britain, addresses the goals of EFA but with reference to local and national policies and not necessarily with reference to the global movement of EFA.

Other teaching engages more *explicitly* with the Dakar declaration and the commitment to EFA for the analysis of education concepts, policies and practices in specific contexts. This in turn might be further subdivided into two types of intellectual engagement. The first starts from very specific education issues in the English context and works outwards to cross-cultural perspectives and global declarations. A good example of this approach is the MA 180-credit degree *Inclusive Education*. One of the core 30-credit modules is Inclusive Policy and Practice: cross-cultural perspectives. This module questions a ‘homogenising approach to the study of national values, practices and policy-making... and (explores) alternative ... ways in which ‘inclusion’ might be interpreted in different contexts’. The module text refers explicitly to EFA, the Millennium Development Goals and the Salamanca Framework for Action. The course attracts mainly students with work experience in Britain (many from ethnic minorities) but is increasingly attracting overseas students.

The second starts from the global EFA movement and the concept of ‘development’ and works towards the comparative analysis of education issues across a range of contexts. Concepts, issues and theories in the relationship between education and ‘development’ in low and middle-income countries are considered alongside the role of global movements for education such as EFA. A good example of this approach is the cluster of MA degrees on Education and International Development (MA *Education and International Development*; MA *Educational Planning, Economics and International Development*; MA *Education, Gender and International Development*; and MA *Education, Health Promotion and International Development*). Relevant prior experience in education in a low or middle-income country is a requirement for entry to these courses. The 30-credit core shared by each of these degrees, *Learning, Education and Development: concepts and issues* addresses EFA directly through Human Capital and Rights-based approaches, through the distinctions between development concepts, theories and strategies, through the identification of global, national and local influences on the relationship between education and development and through the analysis of specific education issues from economic, political and social perspectives. A second module, titled *Learners, Learning and Teaching in the Context of EFA*, makes even more explicit reference to the EFA framework and in particular its implications for the processes and quality of pedagogy. The module aims include, *inter alia*, (i) the critical examination of current

theories, policies, practice and approach to learning and teaching in the context of EFA and (ii) the analysis of challenges faced by government and non government agencies in providing quality education for all. Case studies from a range of countries on multigrade teaching, refugee education, madrassah education and outcomes-based education are studied alongside the EFA framework, and debates in child and adult learning and literacy. In recent years several of the modules that contribute to the four degree awards (above) have been developed for on-line delivery and increasing numbers of students follow some modules through face to face delivery and some on-line (mixed mode delivery). Current students are based worldwide (including a large group based at the Aga Khan University), including London and the UK. Many MA students write dissertations (60 credits) on EFA themes. In recent years these have included:

- An exploration of stakeholder relationships and priorities and how they impact on ethnic minority education in Laos
- Expanding girls' education in Bangladesh: a case study of the female stipend programme
- Limits to Girls' progress in school: a case study in Kenya
- HIV/AIDS Education: sexual and reproductive health needs assessment of pupils: a case study from Zambia
- Continuity and Change in Primary Education in the Pastoral Districts of Kenya

#### *Non-award bearing short courses*

Since the 1970s the Institute has organised a wide range of short and special courses on EFA-related issues (e.g. on textbook production, educational supervision and inspection, primary education etc). Some of these courses have been tailor-made for groups of study fellows working on EFA-related programmes and sponsored by governments. Scholarships have usually been funded usually external finance donors or national governments. In recent years series of short courses have been run for education professionals from India, Indonesia and Sri Lanka.

#### *Research degrees*

Research on EFA themes is undertaken by students through either the PhD or Ed D programmes. Over the past 40 years some 350 students have been awarded the Ph. D for original research on education in developing countries. Student research

addressing EFA themes directly and supervised by staff based in different departments of the Institute has included:

- Multigrade schools in context: literacy in the community, the home and the school in the Peruvian Amazon
- Achievement effects of multigrade and monograde primary schools in the Turks and Caicos Islands.
- Universal Primary Education as innovation: a study of wastage in an Indian village
- Adult literacy: master or servant?: a case study from rural Bangladesh.
- Some factors related to educational attainment in Indonesian primary schools.
- Female teachers' and girls' access to primary schools in rural areas of Pakistan: a case study.
- Negotiating "education for many": enrolment, dropout and persistence in the community schools of Kolondieba, Mali.
- Development and evaluation of a community-based rehabilitation programme for pre-school disabled children in Guyana.

### **The Institute and Research on EFA**

With over 100 funded research projects focussed on the complete range of education specialisms, from pre-school, primary, secondary and special education to adult and basic education, lifelong learning and higher education, we might conclude that almost all the Institute's research reflects an engagement with the Dakar Declaration and its commitment to EFA in the UK and elsewhere. But, as in the discussion about teaching, it is important to distinguish those projects that focus on EFA implicitly and those that address the EFA framework explicitly.

Two good examples of the former are provided by current projects and programmes on pre-school and primary education and adult literacy in England. For some years now the Institute has conducted research *on the effective provision of pre-school education (EPPE)* and effects of pre-school participation on primary school achievement across England. Current research focuses on the effects of pre-school participation on primary school achievement through a longitudinal study of children with pre-school education in 800 primary schools.

*The national research and development centre for adult literacy and numeracy (NRDC)* is a recently-established centre funded by the UK government's Department for Education and Science ([www.nrdc.org.uk](http://www.nrdc.org.uk)). Led by the institute, it is a

collaborative venture between several English institutions. It conducts research and development across a broad range, including: ethnographic resources of adult learners' lives; improving the literacy and numeracy of young offenders and disaffected young people; an enhanced birth cohort study; a review of teaching trials in adult literacy and numeracy; information and communications technology; models of adult learning; adult numeracy; and the development of national postgraduate continuing professional development (CPD).

Two good examples of the explicit focus on EFA are provided by the research programme on Learning and Teaching in Multigrade Settings (LATIMS) and the project on Gender, Education and Development: Beyond Access.

*Learning and Teaching in Multigrade Settings* (LATIMS) is a programme of research projects on the extent and effectiveness of learning and teaching in multigrade settings worldwide ([www.ioe.ac.uk/multigrade](http://www.ioe.ac.uk/multigrade)) . Within the context of EFA, millions of the world's children learn in multigraded classes; yet these classes often remain invisible to national policymakers who design systems to support teachers and learners. The programme of research is designed to raise awareness among policymakers, planners and practitioners of the extent, problems, opportunities and needs of the multigrade learning and teaching environment, through publications, conferences and its website. The Institute project team conduct research with a range of research partners in Asia, Latin America and Europe and have recently become involved in a World Bank-sponsored network of support for multigraded classes in Africa ([www.worldbank.org/devforum](http://www.worldbank.org/devforum)).

The aim of the 3 year *Gender, Education and Development: Beyond Access* project is to contribute to deepening understanding of how to achieve gender equitable basic education. It does this through sharing new knowledge, critically examining practice and undertaking new strategies for communication and learning between various constituencies including policy makers, inter-governmental organisations and NGOs, practitioners, researchers/academics, teacher educators and the general public. A range of different working projects with those constituencies is being coordinated by the project team, including six seminars, a conference and associated publications in books, journals and on the world wide web.

## **EFA Dissemination and Debate**

Throughout the Jomtien-Dakar decade and the recent years following Dakar the Institute has hosted many conferences, workshops, seminars on EFA, many with partner organisations.

During the Jomtien-Dakar decade these included:

*Primary Education pre-Jomtien: project lessons for Education for All.* May 1991. This 3-day international conference, involving more than 300 participants, focussed on the experience and lessons from India, Indonesia, Sri Lanka and Zambia in the implementation of programmes for EFA. The conference papers were subsequently developed into case studies and chapters for a (low-cost) book *Beyond Jomtien* published in 1994.

*Assessment in Transition: learning, monitoring and selection in international perspective,* July 1993. A 2 day international conference which took the Jomtien EFA declaration as its spring board, exploring the implications for educational assessment of EFA Goal 3 on learning acquisition. A book with international authorship and readership was published in 1996.

*Writing, Publishing and EFA,* March 18<sup>th</sup> 2000. This conference, organised jointly by the Institute, the Southern African Book Development Education Trust (SABDET) and the British Association of International and Comparative Education (BAICE) was part of the London Book Fair and discussed the impact of publishing, textbook distribution and the internet on education in Africa. Speakers were drawn from various constituencies, including the African Publisher's Network, the International Extension College, Maryhill School (Uganda) and the Zambian Ministry of Education, as well as from the Institute of Education.

During the post Dakar years these have included:

*Education for All: Dakar and Beyond*, June 1<sup>st</sup> 2000. This one day conference reviewed the proceedings and outcomes of the recent World Education Forum, underlying a range of views on the underlying debates about the achievement of EFA in different contexts; and discussed ways forward and the future commitments for EFA for all who participate in the conference. Most of the speakers at this one day conference – from NGOS, universities, UNESCO, DFID and the Commonwealth Secretariat – had attended the Dakar conference. Current MA students spoke of their contributions to EFA through their research work on education for the girl-child campaigns in Ghana, on programmes to increase the enrolment of girls and recruitment of women teachers in Bangladesh, on the Latin American statement on Dakar and on their involvement in the writing of thematic papers for Dakar.

*Adult Literacy*, 24<sup>th</sup> November 2000. This follow-up to the EFA: Dakar and Beyond conference focussed on Adult Literacy. Experts on adult literacy from the Institute, the World Bank and the UK's Basic Skills Agency raised issues of concern for the EFA agenda in the UK as well as in Africa and Asia. The conference concluded with the performance of a thought provoking play 'Shout it out', by its author and Learning Project Team. Focussing on Adult literacy issues in England it brought home, very forcefully, to students from developing countries the common purpose of the global EFA movement.

*The challenges of universal primary education, DFID's strategy paper*. The Institute hosted the launch of DFID's strategy paper on March 13 2001. The Rt Hon Clare Short launched the paper and answered questions from the floor.

*EFA : enhancing educational quality and ensuring excellence. dimension*, November 21 2002. The conference was co-organised with the Association of Teachers and Lecturers and was the final element of a programme of six seminars and conferences initiated by the Education subcommittee of UKUNESCO to address each of the EFA goals. The conference was also the first of several held to celebrate the Institute of Education's centenary of work in international, national and local arenas (1902-2002) and included contributions from national and local government, inter-governmental organisations, NGO and the Institute. Presenters included UNESCO ADG Sir John

Daniel and the Chair of UKUNESCO education subcommittee Christine Watford (an Institute alumnus).

*Gender, Education and Development: Beyond Access.* A series of seminars (2003-2005) organised by the Institute and its research programmes (above) and hosted by Institutions in London (IOE, October 2003), Nairobi (February 2004), Oxford (April 2004), Norwich (June 2004). Further seminars are planned for Bangladesh (January 2005) and Ghana (May 2005) and a major conference at the Institute in September 2005.

*EFA and the challenge of multigrade teaching.* A series of six one-day national conferences (2001-2004) co-organised by the Institute and national organisations and Universities in Hanoi (August 2001 and May 2003), Colombo (September 2001 and April 2004), Lima (September 2002) and Kathmandu (May 2003). The debate and dissemination functions of these conferences is currently being extended via the participation of Institute staff in World Bank video and online conferences on this theme between September and December 2004 ([www.worldbank.org/devforum](http://www.worldbank.org/devforum)).

*Education for All: Quality Counts.* The Institute will host the UK Forum of International Education and Training (UKFIET) colloquium on the EFA Global Monitoring Report on Quality on November 23<sup>rd</sup> 2004.

### **Other Institute engagements with EFA**

In this concluding section various other ways in which the Institute of Education and its staff engage with EFA are noted.

Several Institute staff have been involved in the preparation of round table papers for the Jomtien EFA conference, thematic papers for Dakar and the evaluation of the EFA consultative forum. Institute alumni and former Institute staff are key members of National EFA teams in a number of countries, and played important roles in the pre Dakar Regional Conferences, especially the Africa Regional conference. Alumni and former staff work in a wide range of other EFA-promoting agencies including the multi-laterals (e.g. World Bank, UNICEF, UNESCO), the bi-laterals (e.g. DFID,

JICA), NGO and INGO (Oxfam, Action Aid), and of course, schools. Institute staff have contributed research-based background papers for each of the EFA Global Monitoring Reports produced to date. Institute staff locate many of their analyses of education in relation to the EFA movement. They contribute regularly to EFA related conferences (e.g. the Commonwealth Ministers of Education Conference held in Edinburgh October 2003) and to the work of bi-lateral, multi-lateral and NGOs in their efforts to promote EFA. Finally they engage 'hands-on' through partnerships with national governments in the production, implementation and evaluation of national and provincial plans for EFA.

The Institute's mission is to pursue excellence in education and related areas of social science and professional practice. In undertaking this mission the Institute strives to adhere to the highest standards of academic rigour in all its work; be guided by a concern for truth and justice; and make a positive contribution to the development of individuals, institutions and societies facing the challenges of change. In its teaching and research on EFA it draws distinctions between the analysis of conditions for EFA and the advocacy of it. Analysis demands the highest standards of academic rigour and a commitment to the search for truth. Local, national and global movements for EFA are analysed as necessary conditions for EFA. Their influence is assessed alongside many other promoting and impeding conditions of an economic, political and social nature. The Institute's continued advocacy for EFA flows from analysis on the one hand and its continued commitment to social justice and change on the other.

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