

CENTRE FOR INTERNATIONAL EDUCATION SYMPOSIUM

International Professional Doctorate

Thursday 10th July 2008

Programme

9.30-9.35	Introduction Research and Policy Dialogue	Professor Keith Lewin
9.35-10.20	Secondary school expansion in SSA	Professor Keith Lewin
10.20-11.05	School financing and capitation in Ghana	Dr Kwame Akyeampong
11.00-11.30	COFFEE	
11.30-12.15	SACMEQ 3 and policy dialogue in Malawi	Dr Joseph Chimombo
12.15-1.00	Gender theories in policy and practice	Dr Máiréad Dunne
1.00-2.00	LUNCH	
2.00-2.30	Research on small schools and multi-grade in India	Dr Nicole Blum
2.30-3.00	Researching Multiple providers in Rajahstan	Anupam Pachauri
3.00-3.30	Researching transitions, health and nutrition in India	Gaurav Siddhu
3.30 -4.00	TEA	
4.00 -5.00	EdD Panel Discussion on Research, policy dialogue and changing practice	
6.30 pm	CIE RECEPTION	IDS LAWNS

Beyond the MDGs and EFA: Revisiting policy on secondary school expansion in SSA

Professor Keith Lewin

Session Outline

The MDGs and EFA have shaped educational investment in many poor and aid dependent countries. Two goals – universal primary education and gender equity – have crowded out other areas of investment. Rights based approaches have overshadowed those coupled more closely to growth. This discussion selects the issues that surround growing concerns to rebalance investment, and specifically to address growing crises in financing secondary schooling. This discussion explores how and why policy is shifting and how interpretations of the MDGs and EFA are beginning to change to recognize new sets of priorities.

References:

Lewin K M 2008, Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa. World Bank Working Paper No 136. Africa Human Development Series. Africa Region Human Development Department. Washington DC

Lewin K M 2007, Long term Planning and Long Term Planning for EFA and the MDGs: Modes and Mechanisms. CREATE Pathways to Access Research Monograph No 7. Consortium for Research on Educational, Access, Transitions and Equity, Centre for International Education, University of Sussex. www.create-rpc.org

Little A W 2008 EFA Politics, Policies and Progress. CREATE Pathways to Access Research Monograph No 13. Consortium for Research on Educational, Access, Transitions and Equity, Centre for International Education, University of Sussex. www.create-rpc.org

School financing and capitation in Ghana

Dr Kwame Akyeampong

Session Outline

This presentation analyses the effect of recent policy on school finance on equity and access. It reviews the arguments for demand-side financing of basic education in Ghana and evaluates the extent to which the capitation grant scheme has opened spaces for improved access to quality basic education. The main questions addressed by the presentation are: What has been the real effect of capitation on the way in which schools operate and to what extent has this improved access? What new challenges has it presented, and finally, how has it changed or influenced policy discourse on educational access in Ghana.

References:

Akyeampong et al., (2007) Access to Basic Education in Ghana: The Evidence and the Issues CREATE, Centre for International Education, School of Education, University of Sussex

SACMEQ 3 and policy dialogue in Malawi

Dr Joseph Chimombo

Session Outline

Dr Chimombo has been involved with several rounds of the SACMEQ data collection on attainment in Southern African countries. The picture that has emerged is rich in detail in

terms of factors associated with different levels of achievement within countries, variations between countries in performance, and with changes over time. The findings of cross national assessment programmes like SACMEQ influence policy and shape perspectives on educational investment and outcomes. This discussion will highlight some of the issues.

References:

See SACMEQ website for country reports and for analytic papers
<http://www.sacmeq.org/>

Gender theories in policy and practice

Dr Máiréad Dunne

Session Outline

This session engages with the ways in which gender has been highlighted in policy, research and practice. Through an historical view of the connections between education, gender and development it provides examples of the reciprocal influence of policy and theory. Finally some tensions and limitations in the research and policy agenda are discussed in reference to more recent theorizations of gender.

References

- Dunne, M (2007) Gender, Sexuality and Schooling: Everyday Life in Junior Secondary Schools in Botswana and Ghana. *International Journal of Educational Development*. 27 (2007): 499-511.
- Humphreys, S., Undie, C. & Dunne, M. (2008) Gender, sexuality and development: Key issues in education and society in Sub-Saharan Africa. In M. Dunne (ed) *Gender, Sexuality and Development: Education and Society in sub-Saharan Africa*. Rotterdam, Sense Publishers. CH 1

Small, Multigrade Schools and increasing access to Primary Education in India

Dr Nicole Blum

Session Outline

Small, multigrade schools are a significant feature of the educational landscape in India, with approximately 78% of primary schools having three or fewer teachers to attend to all grade levels, and more than 55% with 100 or fewer students in 2005. Despite their prevalence, however, little is known about the teaching and learning which happens in these schools, and there is no national policy which specifically addresses their needs. This session highlights some key issues for research and policy based on qualitative fieldwork on small, multigrade schools in India.

References:

- Blum, N. and R. Diwan. (2007) *Small, Multigrade Schools and Increasing Access to Primary Education in India: National Context and NGO Initiatives*. CREATE Pathways to Access Series, Research Monograph No. 17. Falmer: CREATE. Available from:
<http://www.create-rpc.org/pdf%20documents/PTA17.pdf>.

Little, A. (2008) Size Matters for EFA. CREATE Pathways to Access Series, Research Monograph No. 26. Falmer: CREATE. Available from: <http://www.create-rpc.org/pdf%20documents/PTA26.pdf>.

Researching multiple providers in Rajasthan

Anupam Pachauri

Session Outline

The presentation focuses on tripartite collaborations of the government, NGOs and IT business companies for service provision of public education in Rajasthan in India. In the backdrop of comparative advantage arguments for partnerships in education and declaration of education as the fundamental right in India in 2006, the presentation raises questions about the role of partners in service provision, issues of stakes and downward accountability, the emerging discourse on education and responsibility of the government.

References:

- Batley, R. (2004), 'The politics of service delivery reform,' *Development and Change*, vol. 35, no.1, pp. 31-56.
- Kumar, K. (2008), 'Partners in education?' *Economic and Political Weekly*, vol.43, no. 3, January 19-January 25, 2008, pp. 8-11.
- Rose, P. (2007), Supporting Non-state providers in basic education service delivery. Research Monograph No.4, CREATE. <http://www.create-rpc.org/pdf%20documents/PTA4.pdf>

Researching transitions, health and nutrition in India

Gaurav Siddhu

Session Outline

This session explores transition to secondary schooling in rural Uttar Pradesh, India, with a focus on health and nutrition as key determinants of continuing participation. Most of the literature has focused on supply, quality and expense of schooling as key factors affecting schooling participation largely ignoring the important issue of students' health. The research has policy implications for effective targeting of investment as the study seeks to establish whether health and nutrition interventions are effective in supporting transition and participation or whether funds would be best spent in other areas such as improving supply or reducing user fees.

References:

- Bobonis, G., Miguel, E. & Sharma, C. (2004) Iron Deficiency Anemia and School Participation, Poverty Action Lab Paper no. 7 (http://elsa.berkeley.edu/~emiguel/miguel_anemia.pdf)
- Glewwe, P. (2005) The Impact of Child Health and Nutrition on Education in Developing Countries: Theory, Econometric Issues, and Recent Empirical Evidence, *Food and Nutrition Bulletin*, Vol. 26, Issue 2, pp S235-S250
- Pridmore, P. (2007) The Impact of health on education access and achievement: A cross-national review of the research evidence, CREATE Pathway to access research monograph No. 2, June 2007