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ON EDUCATION AND TRAINING
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**SPECIAL ISSUE
NETWORKING IN EDUCATION & TRAINING**

**OTHER SECTION
UPDATE ON EDUCATION FOR ALL**

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Multiple Membership Issues: how to reconcile??

NORRAG membership directory

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EDITORIAL

Kenneth King

This is the first issue of 'new style' NORRAG NEWS. New in the sense that for the first time since NORRAG NEWS started in 1986, individuals situated in the North are being asked to subscribe to the Network, either as an individual or as an associate member. NORRAG NEWS will continue to go to research networks and policy makers in the South without charge. We are aware that this terminology of North and South (and of Northerner and Southerner) is unsatisfactory. There are certain to be anomalies which will need to be sorted out by our new executive committee. But, clearly, North and South are not really about geography, but about where individuals are situated in terms of the economic strength of the institution to which they belong, or rather the economic strength of the larger society on which it may be dependent.

It is perhaps appropriate that this first issue of 'new' NORRAG NEWS should be about **networking**.

At the most obvious level, this issue will seek to give both our old and new NORRAG members a feel for the network they have elected to join. You will find some indication of **who** the network is, and **where** people are located. (See List of Current NORRAG members inserted in this issue) Our present numbers are still very provisional, since we have inquiries coming in every week, and we are still in the process of setting up systems to process inquiries, including many inquiries that come from the so-called developing world.

At another level, this issue also sets out to give some insight into the sister organisations and networks with which NORRAG has had a special relationship. These are ERNESA, REDUC and SEARRAG, and readers will be able to gain some sense of who they are and what they are.

Beyond this, NN13 offers a glimpse of the range of networking activities in education and training, but apart from identifying many of these along with their newsletters and bulletins, our purpose in this issue is to begin a debate about what networks are really doing today. How do they fit into the international knowledge industries? Do they act to share information in an increasingly competitive world? Do their embedded assumptions about interaction transfer to the cultures of Africa, South Asia, and the Far East?

We welcome many first time contributors to NORRAG NEWS, and a number of first time readers. For their benefit, and also for the benefit of readers who come across this copy and wonder what NORRAG does, and what its aims are, we are including a section from its Aims. Also a word about the new executive committee is included in the membership list.

NORRAG NEWS 13 is the first issue to have been edited and produced entirely in Edinburgh University, though with very large numbers of contributions arriving in these last few days by e-mail, fax, and disc, as well as by post. We spend a little time giving some sense of Edinburgh, the University, etc. And we believe it will be useful, in future numbers in a more structured way to discuss the different academic and policy environments in which NORRAG members operate.

In the case of NORRAG if it is to be a living network, it cannot be a p-o. box, an editor, coordinator and some fax machines. Networks are inseparable from people, and people are located in particular contexts. Which is a way of saying that we hope that both

Edinburgh University and Geneva's institute of Development Studies are places you can visit. The same is true of the bases of the executive committee members, each of whom is located in a site that is itself the centre of more than one network.

Centre of African Studies
University of Edinburgh



Purposes and Politics of Networking

- Networking as a knowledge system
 - Sociological perspectives
- Networking, restriction of information & democratisation
 - Cultures of policy and cultures of networking
 - Networks, self-interest & sustainability
- Cultural assumptions embedded in networking

PURPOSES AND POLITICS OF NETWORKING

An introductory note

In this first section we deal with some of the issues that are too seldom examined in discussions of networking. Networking has been very readily asserted to be a good thing, and to be particularly valuable for researchers working in weak research environments such as face many countries in Africa at the present time. The culture and values of networking, Katherine Namuddu argues, are not as easily transferred as many agencies supporting them might think. In many societies and institutions, there may well be longstanding traditions which are in opposition to the principles of networking, and which effectively undermine initiatives based on these.

Noel McGinn alerts us to the fact that our assumptions about networking (for example in NORRAG) need to be cognisant of the different types of **policy culture** and different styles of networking that may be applied within these. Too readily, networks involving academics list among their objectives 'influencing policy-makers'. Easier said than done. It is first necessary to become conscious of **what kind of policy culture we are talking about-and** equally important, **what kind of network culture we** ourselves represent. He feels, however, that 'NORRAG has already begun to develop a unique culture'.

Michel Carton draws on the sociological literature on groups and networks to present us with some very major challenges to what we set out to do some five years back when NORRAG was established. A network such as NORRAG is in a very intriguing position vis a vis the organisations which have sponsored it, while at the same time having its own dynamic. Most usefully, he situates NORRAG against a series of key issues in the theoretical literature on networking, and presents us with an agenda of issues that we ignore at our peril. This is far from being a theoretical exercise, however; many of the questions raised by his analysis go to the heart of our existence, and will need careful reflection.

Kenneth King works the other way round - examining some of the apparent contradictions in the existence of **sharing** in what are often increasingly **competitive, non-sharing environments**. This is a theme that Wolfgang Gmelin considers also in arguing that networks will need a 'strong self-interest' amongst all participants if they are to be sustainable over time. Finally, Cheng Kai-ming points to some of the cultural baggage that goes along with western networking objectives, and examines the extent to which these clash with East Asian administrative norms. In this, and a number of other commentaries, it is plain that if NORRAG is going to be part of a worldwide network of sister networking institutions, the premise for cooperation will need to be that each network will be grounded in its local culture of correspondence, relationship and interaction, and that inter-network activity will follow no single pattern of development.

NETWORKING AS A KNOWLEDGE SYSTEM

Kenneth King

Networking as a mechanism for knowledge generation

Apart from the traditional and more recent systems for accessing existing knowledge (libraries, bibliographies, data bases etc), networking has emerged as a supplementary or almost an alternative way of generating information. Networking emphasises that the information is embedded in people - particular people - and that the quality of the personal connections to information will be different to the other forms of data acquisition. What keeps the lecture and tutorial systems going, even in the most data-rich societies, must be some element of **value-added** expected of personal contact. An element of the same principle operates in networking; at its most basic the search for knowledge via a network emphasises that **personal ties and obligations to share knowledge** will produce information not easily found through alternative methods.

Examples would include the search for candidates for a job or a major task, where it may often be the case that while the job is officially and formally advertised via the media, candidates are also sought via a personal network of communication. Thus academics may put their names on data-bases of consultants but may be aware that the personal phonecall round a small network may be the quickest way of an agency deciding who is available. For policy-makers wanting someone for a consultancy immediately or wanting information about what's worth reading, the traditional search through consultant files or data bases - even when computerised - may not be nearly so quick as 3 or 4 phonecalls to people who are themselves **at the centre of one or more networks**.

Networked information is value-laden

Information derived from data-bases whether about individuals or about themes and issues in the literature does not make value-judgements about the persons concerned or the quality of the article, report, or book. The consultant data-base will not reveal whether the individual is a good colleague or team member or whether the article is really state of the art. For a busy decision-maker, the access to a data base that will provide 20 abstracts from different journals about class-size or about quality issues in vocational training is really little help. For the policy maker who is prepared to read anything at all, the data base will not say that one single piece on that topic is better than the other 19 put together. Nor will it say that a particular person evident in the data base and the literature search is persistently late in finishing contracts, projects or reports.

From informal circles to formal networks

So far we have identified that personal networks of mutual obligation may be widely used to gain additional qualitative comments on people and on literature, including commentary on the attitudes and values of particular individuals. These informal networks operate everywhere. The question is whether formal networks which individuals may join on their own initiative are likely to offer some of the 'value-added' that is associated with the personal circle. A lot will depend on the scale and size of the network (see Robert Myers's comments elsewhere in this issue). And a lot will depend on **whether the sense of personal obligation that fuels informal circles can be transferred to a more formal network**. With the move from a circle or a club to a network, is it possible to maintain a culture of interdependence and obligation?

NORRAG will be an interesting test of this question. As it moves from an informal group to a membership association, what kinds of demand can be made of the members?

Knowledge as a scarce commodity versus knowledge as shared

Data bases with their immediate access, synthesising and abstracting potential across entire fields of research emphasise that in the public domain the search for information has been dramatically speeded up, provided the searcher is in an environment with access to computers, phonelines etc. There remains a tension, however, between knowledge retention and knowledge dissemination. Early access to privileged knowledge may give a comparative advantage for a researcher to get a consultancy, win a contract or whatever. If inter-institutional and inter-individual competition is a feature of academic life and in a different way may be found in aid agencies and NGOs, what catalyses a network to attempt to share information? What is the advantage of democratising access to scarce knowledge if knowledge is a form of investment capital? Why make more public what may be of private benefit?

Information in a network newsletter or bulletin is obviously different from a major article in a 'refereed' journal which is public but trademarked and copyrighted by an individual or team. Often material in a network newsletter does not even fall into the category of a scarce commodity, since the more valued goods are traded via the association's journal. The situation is clearly different in networks whose Newsletter is one of their principal products, as it is with several networks discussed in this issue of NORRAG NEWS. This is the case with NORRAG NEWS itself.

One reason for expanding access to scarce information is advocacy: the desire to involve a larger number of people in knowing about a particular policy, and seeking to influence it. The culture of advocacy, however, cannot usually depend upon twice-yearly bulletins. To be effective, advocacy has to be rapid, and it usually cannot be dependent on the regular timing of a bulletin or journal.

Another reason for opening access to scarce information is that a lot of the key meetings and activities related to the analysis of policy for education and training in developing countries are by invitation only. If a network is concerned, as is NORRAG, with the analysis and improvement of education policy in the North as a means to support education and training in the South, then it becomes essential to map and track major developments in policy formulation in the North. Sharing relevant information across the North, and from North to South, and vice versa, is one way to do this.

A further dimension of the 'trade in information' may be seen as taking place within the network itself. An individual member will be prepared to put some substantive information into the network (to other individuals directly or to the Bulletin) if that person sees that the Bulletin and the Network act as a market place. If this trade in information about education and development is to be successful and sustainable, then the majority of members of the Network need to be both buying and selling - not just **acquiring** information from the Network but **putting information back in** for the benefit of others. These metaphors from trade and from markets may not be ideal but they are intended to underline the **reciprocity** and **symmetry** that ideally should exist if a network is to avoid becoming the voice of its coordinator and bulletin editor.

As an example of this participation level, no fewer than 60 different individuals contributed to NORRAG NEWS 11 on Higher Education in December 1991 and 50 contributed to the July 1992 issue on Aid under Review. Now that NORRAG has become a

more formal membership organisation in the-North, it remains to be seen if our former contributors mostly become members, and our new members become contributors.

The global challenge of networking

Depending on what the **content and purpose** of the network are, there are powerful pressures to ensure that the network has multinational coverage. Given that NORRAG has taken as one of its objectives the critical review of research on policies and strategies in the North that have implications for the South, this already requires a network that spans the countries where policy is developed as well as some outreach to countries where aid policy has impact.

The essential issue is that the Network reflect the character of the task it has undertaken. In the case of NORRAG it has chosen to work in the area of **the relationships between the North and the South (or the West and the East) in education and training**. NORRAG's focus may often appear to be on analysing the development assistance community, but it is much broader than that. It is with the character of North-South educational and training relations, and only with aid or with NGOs or other bodies because they are some of the commonest vehicles of this North-South traffic.

It can be seen from the networks mentioned in this issue that there is a multiplicity of network connections in education & training that straddle the North and the South. Some are subject-specific (e.g. Science and technology education; Adult education); some are based on professional associations (WCCES); others again are primarily regional but have implications for other regions (e.g. REDUC). NORRAG, however, aspires to operate on the interface between the multinational knowledge system and the countries where that has impact. This means that NORRAG does need to analyse the role of the many interconnected aspects- of the 'Northern knowledge industry' that is concerned with education and training in the South. This includes:

Northern research centres working on education in the South
Northern consultant firms & consortia implementing projects in the South
Aid agencies and international NGOs operating in the South
International associations and networks cutting across the North and the South
Northern centres receiving Southern staff for postgraduate training in education

Deeper levels of analysis

More than 2 years ago, NORRAG NEWS moved from a descriptive, documenting approach to a more thematic, issue-based perspective. Since that decision we have analysed in these pages:

The World Conference on Education for All (NN7)
 What happened at Jomtien & the beginnings of follow-up (NN8)
 Technical and vocational education and training (NN9)
 Education research capacity (NN10)
 Higher education (NN11)
 Aid under review (NN12)

We are aware that the more we focus particular issues, the more necessary it becomes for individual members of NORRAG to see how these 6 bulletins contribute to the larger purpose of the Network. How do these many hundred pages promote the objectives and strategies of NORRAG? We have contributed - over 200 contributors in two years - to a series of very important debates about the subjects above but at some point, between now and the next General Assembly in September, we shall be asking the membership to think about the ultimate purpose of the Network. Some of the following more fundamental questions need to be addressed:

What would the ideal shape of North-South relations in education and training be like?

What would be the character of an improved aid relationship - less aid? more aid? Aid-free zones?

Can any substantial shift be expected in the current Northern dominance of the discourse on Southern educational requirements?

These and other basic questions we hope it will be possible to address over the next several months. Greater clarity on these longer term positions may help NORRAG to decide whether it can influence policy in the North, and in what way.

O-O-O

FROM GROUP TO NETWORK : SOCIOLOGICAL PERSPECTIVES

by M. CARTON, NORRAG Coordinator

Passing from an informal group of friends to an information/action network can be considered in two ways: following a fashion and/or changing the scope of the relations between members of these two structures.

In 1934, MORENO was already referring to the "psycho-social networks of communication" to describe the relation going beyond the borders of a group, as even institutionalized groups have porous limits. In the 70's, through different instruments like the graph theory and the use of computers, the network approach passed from the micro to the macro social fields (The International Network for Social Network Analysis was created in 1978).

Today the term of "network" is used in four different ways :

a network is an material object which can be found in the technical, physical, territorial fields: energy, transportation, telecommunication;

a network is an analytical tool for a geographical, social or economical situation whose structure or process can be formalized through different methods - like the graph theory;

a network is a theoretical analytical object for which one is looking for specific functioning laws - like services;

a network is a social sciences concept, a specific organization mode: the entrepreneurial organization of economic activities, the managerial organization of public services.

It is clear that, in connection with NORRAG, the first and fourth dimensions are the more relevant, as they cover both functional, organizational and social dimensions. We shall deal first with these last two ones in order to define later on the functional consequences which can be drawn in terms of management.

Socially, and politically speaking, a network can be either an official, formal instrument of relationship between different actors (associations, public services) or an "informal", "alternative" means which can be used by or against the "power structures". These approaches derive from the British anthropological works of the 50's which criticized the structural-functionalist approach through which it was impossible to understand the complex, specific, innovative ways in which the urban societies were already evolving 1) Two consequences were drawn from these critics, leading to the two previous common positions :

For BARNES 2), social networks are a concept which allow us to visualize the multiple relations going beyond the limits of specific groupings, as these relations are never stable and always diversifying.

For BOTT 3), the social networks are informal groupings with fixed limits, being the equivalent in complex societies of the corporate groups in "primitive" settings.

If we stick to BOTT's approach, and following J.C. MITCHELL study of networks, five questions must be asked about any social network :

- what is its density: how many people are effectively in contact, in comparison with the ideal number which could/should be considered;
- what are the distances between the members: how many people stand in between two people willing to communicate?
- what is its starting point: an individual or a group ?
- what is the social structure of the membership? Is it diversified ?
- what is the trade-off situation among members in connection with the duration, the frequency, the intensity of the relations ?

The attempt to consider these questions in order to define some network typologies have been unsuccessful according to BOTT himself. We tend, therefore, to prefer the BARNES' approach which insists on the innovative, open-ended and action/change oriented characteristics of networks: this is a strategic approach which distinguishes them from a structure organized, generally speaking, on a center - periphery hierarchical approach.

According to the French philosopher, M. SERRES, * a network is, at a specific time (as it is a simple stage of a mobile situation), constituted of numerous points connected by numerous paths. By definition, any point is privileged against another one". It is a model characterized by "the plurality and complexity of mediation paths: there is a great number of different ways to pass from one point to another one" 4). In such a way, a network is non hierarchical and without a centre. NORRAG, defining itself as a

1) J.C. MITCHELL, The concept and use of social networks, in J.C. MITCHELL (ed) Social networks in urban situations, 1969

2) J.A. BARNES, Networks and political process in J.C. MITCHELL op. cit.

3) BOTT Family and social networks, 1997 .

•) M. SERRES, La communication, 1968, Paris, p-11-12

network linking individuals - belonging to different institutional settings (development agencies, NGO's, universities) working in connected fields at different levels of research and action in many countries - is then close to the trend to day followed by multinationals, leading to what is called the "network firm".

This kind of organization (network firm) is looking for a greater efficiency through the externalization of different costs towards other enterprises and institutions (private and public, like universities) by the means of agreements and contracts. Such a new work organization is based on horizontal structures which are supposed to be in a better position to adapt themselves to changes in consumption patterns and technology. This approach is strongly connected with the evolution of the world globalization process which has led to a complex interconnection between thousands of firms worldwide and, at the same time, to the development of socio-geographical zones tending to a self-centered functioning (for capital, markets, production) - like Europe. Faced with such a trend the multinational firms can't be expected to close down the units they have developed since twenty years following a delocalization process. They really have to decentralize in terms of means and power: the network approach is then the only feasible one to pass over the borders of the exclusive zones which are developing.

But the never-ending question of the existence of a centre-periphery process is still open: can a network function without a centre ? Whatever the answer is, what are the limits of the periphery? These questions are fully relevant for NORRAG, which claims to be a "northern" network: it was conceived during the 70's and had, at that period, a different meaning than today. It was clearly related to the centre-periphery approach, and thus NORRAG was born as a global world network. Since the centre-periphery approach is today being undermined, does NORRAG need to proceed like the multinational network firms to avoid being trapped in the new emerging socio-geographical zones ? Does NORRAG need clearly to define some alliances with other RRAGs in order to contribute to the production-dissemination of products concerning the "Norths" and the "Souths" and relevant for the "Norths" and the "Souths" ? The question will have to be tackled during the next months by the "centre" (?) of NORRAG (Executive Committee, Secretariat).

These different considerations have maybe impeded us from looking at networks not only as a way to increase the productivity of different types of production and communication processes but also as powerful and institutional development instruments. We shall refer here to the works of the Swiss sociologist, A. MEISTER who worked for twenty years on the different participatory conceptions and schemes used both in the North and the South. He makes a clear distinction 5, between "provoked-planned" participation and "spontaneous" participation.

It is clear that many networks have been set up by different kinds of organizations, public and private, to externalize for example a critical function which was too expensive/risky to develop/or maintain within their structures: it is a kind of "provoked-planned" participation process where the actors are at the same time dependent and autonomous of their sponsors. Some other networks are set up in a "spontaneous" way by which some individuals/groups try to influence one or many organizations. It is clear that NORRAG, like many other networks, belongs to the two categories - planned and spontaneous. This ambivalent/ambiguous position can be considered as dangerous: it refers much more to the questions raised by GRAMSCI,

5)A. MEISTER, la participation pour le developpement, 1978

fifty years ago, about the situation and roles of the intellectuals in/and versus organizations, which is a continuous challenge.

A specific aspect of the network approach refers to the situation in which some States - represented by their administration as well as by their education system, including the university - are based on a balance between clientelism and legalism (the balance being in favour of clientelism, which is supposed to be the opposite in "Northern" states) 8). In such a situation, concerned people belonging to these state organizations are often launching networks in order not to go beyond the borders of institutions but to try to force them to define their territories and limits in a more legal and efficient way - according to M. WEBER's approach. Such networks are often composed of people coming from public research, practice and policy settings; they contribute both to policy discussions (by initiating or backing them) and to project implementation (research and or action) which are not launched by the education authorities, because of their inefficiency often related to the imbalance between their legal and clientelist dimensions.

The question of the role of the State is then dearly at stake in our discussions about networks: that's why our first NORRAG General Conference will be strongly connected with the Oxford Conference (U.K.) next year (September 24-28th, 1993) dealing with the "Changing role of the State in educational development".

Finally, and coming back to the individuals which constitute a network like NORRAG, we can distinguish the following functions at the personal level, based on the assumption that every member carries knowledge, experiences, values, informations and strategies:

- identity : belonging to a network is an extension of the identity of the -member
- support : belonging to a network is a psychological, material, and strategic support for decision-making
- necessity : belonging to a network is a necessity allowing individuals to go beyond their individual limits
- equality : a network is not a competition/conflict organization system, under the condition that rules are clear
- cooperation : cooperation, sharing of information is the main objective.

Based on these characteristics, the management of a network like NORRAG -having both individual and social dimensions, functional and critical objectives - will aim to facilitate:

- the collection, analysis and interpretation of messages to disseminate;
- the improvement of internal relations;
- the definition of common projects and objectives.

NETWORKING, RESTRICTION OF INFORMATION AND DEMOCRATIZATION IN AFRICA

Katherine Namuddu, Rockefeller Foundation, Nairobi

A great deal of moral support has been given to a variety of African institutions and scholars over the past two decades so as to encourage them to set up networks. Donors have also put in money to support the work of such networks in disseminating research on education. Generally, however, the experiences and outcomes **have** been disappointing to those in and outside the continent who had looked upon networking as an important process in removing the barriers of poor communication characteristic of African intellectual efforts.

There is no doubt that factors such as: lack of funds; a small research capacity, overworked academicians and scholars; and absence of a basic supportive infrastructure for communication; all of which have been regularly quoted as barriers to functional networking, are important constraints. But it is generally recognized that communication even among staff in the same department, is often less than satisfactory. Why do networks have such a hard time functioning in Africa?

Functional networking must be undergirded by an intellectual culture and environment that has **at** least three characteristics. First, the potential participants should believe that while information garnered through research and other disciplined methods of inquiry should always be as accurate as possible in order to form a good foundation for future work, it need not be phenomenally accurate in order for it to be communicated to others.

In other words, it is accepted that all knowledge and information is imperfect, and therefore, amenable to improvement by anyone with the skills to do so. Second the potential participants should make a distinction between the status of those who generate information and the status of the information itself. Important people do not necessarily generate important information; and ordinary people do originate useful information. Third, the potential participants should believe that they have something worth sharing with others.

It is a belief in these three factors which encourages the formation and coming together of 'communities of scholars' with a primary commitment to the growth of knowledge rather than the advancement of an individual. But a commitment to these three beliefs which embody the fundamental goal for the creation, evolution and growth of any functional network, is something which is generally missing within the majority of African intellectual institutions and environments. Scholars do not believe that the process of perfecting information is ultimately a collective and community responsibility rather than the preserve of an individual's task. As a result researchers want to generate perfect information and, therefore, usually spend a long time working on it, often in secret, and without allowing the community of scholars in a particular field of study or activity to interact with the information by reading it, subjecting it to criticism, commenting on its validity and utility and by making references to it in their own works. Moreover, scholars often use the social status of authors in order to place value on the information.

Overall, few functional networks have developed in Africa because of a number of constraints, of which the most obvious are the following:

1. Intellectual environments do not always support and nurture the three processes which are intimately linked to the growth of a community of scholars, namely: research and inquiry; communication of knowledge through a variety of media and fora; and open criticism of whatever knowledge is available.
2. Increasing modernization and the infusion of external ideas and practices have not really replaced factors such as age and social status which were and continue to be used to restrict the generation and dissemination of information in traditional and closed societies.
3. A new set of social factors based on either political patronage or competition for scarce resources are used to diminish the importance of information generated by those people who do not possess or have access to the trimmings of these kinds of social power and authority.
4. Donors who are used to the smooth operation of basically informal networks among communities of scholars in the industrialized world have attempted to entice African scholars to create institutionalized networks, without first understanding that the absence of locally initiated and sustained communication is in itself the most important evidence that the necessary community structures and beliefs needed to support functional networks have yet to emerge from within Africa.

It has recently been argued that the democratization processes underway in Africa, are likely to encourage the emergence and proper functioning of networks. It is asserted that democratization, by enabling the emergence of a variety of voices, will result in the generation of many different kinds of information that is needed by various groups and constituencies, and which will have to be communicated through a variety of fora including networks. This scenario may, however, take a long time to emerge because of three factors . First, the process of democratization itself promises to be long, divisive of **society and tortuous;**and will therefore likely to encourage the emergence of cliques who have a desire to restrict the flow of information .

Second, despite the wide variety of political rhetoric on the landscape claiming to represent different voices, it is only a small segment of society that is involved in genuine democratization. Third, the activities of the few functional networks which have been in continuous existence for some years are still donor-driven so that their participants have not yet managed to create a locally supported rationale for their existence, including the development of democratic mechanisms for expanding the network within particular countries or institutions.

O-O-O

Cultures of Policy and Cultures of Networking

Noel McGinn, Harvard University, President of NORRAG

Policy making is an iterative process that requires networking, for communication, learning, reporting and action. In the long term the most effective organizations use networking to develop a culture shared by all members.

Policy making is necessarily iterative as both goals and preferences for means are altered with experience. The larger the organization, the greater is the delay between the original definition of objectives and methods to achieve them, and the observation of the effects of those methods when applied. The more complex the organization, the more frequent are variations in interpretation of objectives and methods and the results of implementation.

Size and complexity threaten the ability of an organization to formulate policies that it can carry out. The problem is further intensified by the degree of instability or turbulence of the environment, or clients, of the organization. Changes in the resources that clients provide, or the outputs they demand, add to the iterative process of policy making.

Successful organizations manage this process by development among their members of a common understanding of objectives and acceptable methods to carry them out. The shared understandings of members of the organization increase the likelihood that policies made in one unit will be carried out as another intended. Some organizations can achieve this integration through selection of like-minded candidates for membership, but most must construct a consensus from initially disparate perspectives.

This is most likely when members in different units of the organization participate in a joint definition of goals, and possible means to attain them. Emphasis is on the construction of a shared reality, a common culture. The means-end relationship is understood as bi-directional, and process as equal in importance to product. Subjective facts are legitimate. Policy is what everyone understands that they want to do in order to achieve shared objectives. The organization's sets of policies and the rules, procedures, signs and symbols for communicating them are the organization's culture.

This culture survives only by changing along with changes in policies. Networking is the instrument for constant re-examination of ends and means, and the iterative construction of a shared perception of reality (both value and fact). Policy making is a process of generating consensus among members of the organization about what is desired and how best to achieve it.

An alternative view of policy draws sharp boundaries between goal-setting, policy analysis, and implementation, and between the persons responsible for them. Goals are defined through "politics", which requires subjectivity and is an "irrational" process to which objective science can add little. Networking is used to build coalitions with shared values related to a particular set of issues; networks serve as pressure groups that promote their values. Each network attempts to define what the issues are, and the options from which goals can be chosen, to the exclusion of others.

In this perspective on policy making, the relationship between goals and means is discovered through use of objective methods. Facts are assumed to be universal, and therefore can be validated through replication in time and space. Networking between policy analysts provides objective confirmations of discoveries. Policy analysis is a technical exercise and networking is limited to those who follow the norms of objective science.

Implementation is seen as a technical task corrupted by politics or lack of information by implementors about goals and means. The espoused norms of policy analysis dictate that analysts eschew politics, but concern for implementation leads in practice to use of results in a form intended to bound values and actions. "Policy dialogue", for example, uses "objective" information in an effort to limit "subjective" thought. Networking is principally a means to communicate correct information to those responsible for implementation.

This alternative perspective on policy making works best in small and hierarchical organizations. It works least well in organizations designed to increase two way communication and learning and to stimulate collaborative action.

Implications for NORRAG. The membership of NORRAG includes persons from organizations with different goals, and different cultures. If we use networking only to

share objective information about research, we are unlikely to develop a common culture and to realize the potential of the organization. Our networking will produce a relatively perfunctory exchange of information about the past but no new understanding of what can be made to be. If we move toward a consensually-structured organization, on the other hand, our communication will be more intensive and extensive, covering more than just "objective" facts about education and development. I am persuaded that NORRAG has already begun to develop a unique culture. I am hopeful that future networking will enrich and enliven the meanings we have begun to construct.

O-O-O

NETWORKS, SELF-INTEREST AND SUSTAINABILITY

Wolfgang Gmelin, DSE, Germany

The Bonn meeting on "Strengthening Analytical and Research Capacities in Education", convened in July 1991 by NORRAG, the Working Group on Capacity Building in Educational Research and Policy Analysis of the Donors to African Education, and DSE strongly endorsed the views long held by the three institutions organising the meeting that longterm research linkages, twinning partners with comparable competences and interests are vital to building sustainable capacities in research analysis and planning.

Such a view is understandable in a meeting of persons who have been actively involved in networking for a long time. However, experience from other fields than education shows that networks are no panacea in spite of the many obvious benefits (effectiveness in dealing with complex issues/cost effectiveness, better use of available information, ability of blending resources from different research constituencies with matching competencies, the development of enhanced competence among third world research institutions by the inclusion, exposure and training of third world scientists in the context of the network, to name only a few of these benefits).

To be successful and viable there must be a strong self interest for all participants in the network. Networks cannot be mandated. The objectives of the network have to be correctly identified and activities have to be carefully planned. Research networks should be built on a strong research base with a sustained concentration on mutually agreed important problems in order to develop a common methodology and problem solving capacity. The networking ought to be tied into the national and international priorities in order to secure long term support. In order to maintain a strong development oriented research base in the North that can serve as network nodes for backstopping, coalitions ought to be formed among institutions for promoting national research and institutions concerned with development cooperation.

See volume: Gmelin and King (Eds.) Strengthening analytical and research capacities in education, (DSE, Bonn, 1992).

O-O-O

CULTURAL ASSUMPTIONS EMBEDDED IN NETWORKING

Cheng Kai-ming, University of Hong Kong

Networking is a means of communication. It is more than communication; it implies sharing. It requires not only the eagerness to know, but also the willingness to share. Networking therefore involves basic assumptions about human relations. In other words, networking is culture-based.

In most Western societies, networking is built upon simple calculations of benefits and costs. In the realm of non-confidential data and information, and as far as individual members of the network are not obliged to comply with collective wills, networking is usually perceived positively. In this sense, members in a network are seen as equals.

This is less the case in East Asia. In China, Korea or Japan, people exist in a hierarchy. Networking is therefore much easier achieved through official channels rather than through individuals. Through it, that members may comfortably interact with one another with recognized relations. It does also mean that relations outside the official framework are less comfortable and indeed rare. In China, for example, it is difficult to conceive of a provincial research institution collaborating with a county research unit in another province. Even in places such as Taiwan and Hong Kong, cross-institutional collaborations on equal footing are comparatively rare, perhaps because it is difficult to establish a comfortable pattern of relations.

This does not mean that there is no networking in East Asia. There are collaborations and communications between institutions, but very much along the official organizational lines. Networking in the Western sense, in the sense of equal sharing, that individuals join as a free member, is still not the norm. Cross-national networking, therefore, is even rarer. This may help to explain the lack of networks in educational research in the East Asian region.

Things are nevertheless changing. There is a recent tendency in the East Asian region for educational researchers in various countries to feel the need to get together. Such researchers were mostly trained in Western societies and are familiar with the international community of educational researchers. They have felt the need for international communication and have initiated ideas of regional networking. In the long run, it is not a surprise that the cultural norms should give way to considerations of efficiency and necessity.

Specialist Networks in Education and Training

Knowledge Network on Early Childhood Care and Development
Latin American Education and Work Network
African Educational Research Network
SEAMEO INNOTECH Network on Research and information
UNESCO networks in education and training, worldwide
Commonwealth Networks in Education
Science and technology networking: a sombre note
African Development Education Network
European Association for Research on Learning and Instruction
Network of training institutions
Specialist Newsletters and Networks
References to Newsletters and Networks Mentioned

SPECIALIST NETWORKS IN EDUCATION AND TRAINING: An introductory note

The networks commented upon in this section represent the tip of a large and expanding iceberg. Those here are regional or international, and they illustrate the diversity of what is available.

The Network on Early Childhood has a special place in RRAG history, as it is the second network associated with Robert Myers, who was the first co-ordinator of the original RRAG Network that started in 1977. RRAG never had a Newsletter, but The Coordinators' Notebook (from the Consultative Group on Early Childhood Care and Development) is a good illustration of the move from an informal scissors-and-paste newsletter to a quality publication of some 35 pages going out worldwide to over 1000 applicants. NORRAG readers with a specialist interest in early childhood will already have noticed that, like NORRAG, there has been a move to thematise the newsletter, and even to move beyond NORRAG practice to article-length 'focus pieces', one for each issue.

Juan-Carlos Tedesco, the new director of IBE, has sent us a fascinating account of just a handful of UNESCO's networks. Most NORRAG readers will know of 2 or 3 of those he has mentioned, but with hand on heart who would honestly say they had heard of some of the very important others: CODIESE; REDALF; REPLAD; SIRI; and best of all - PICPEMCE?? It is interesting to note that UNESCO's regional education networks may receive a fresh lease of life through 'The Innovations Project' (see page 26 below).

Several of the networks in this section are primarily regional - operating across the S. E. Asian region, across Latin America, or across Sub-Saharan Africa. It is interesting to note (in view of Cheng Kai-Ming's comments in Section 1, as well as the structure of SEARRAG) that SEAMEO's networks in education involve Ministries of education and institutions involved in training, research and information. This might well facilitate dissemination to policy, when networking is already within the policy body. In Latin America, by contrast, the Network on Education and Work is open to any of the many individuals who are concerned with that relationship; it has grown in two years to some 400. The data bank of specialised documents has also grown to almost 2000. The Newsletter (in Spanish) carries accounts of research, meetings, publications; and the Network has already organised a major meeting. Meanwhile, in Sub-Saharan Africa the African Forum for Children's Literacy in Science and Technology is more of an informal association of African educators, scientists, technologists, media specialists and international resource people. It has produced its first Newsletter which usefully analyses the small grants made in support of Forum projects, as well as the regular newsletter information. AERN emerges from an initial concern with linking African students studying overseas with relevant topics of research and resource people. This week, December 5-7, it holds its first formal planning meeting as AERN, after 7 years of less formal development.

In the 'Region of Europe' it is interesting to note how the European Association for Research on Learning and Instruction (EARLI) covers the domain of instructional and educational research **as well as research on industrial training**. It illustrates the mechanism in a large network of breaking down into 15 special interest groups, as well as the mechanism of appointing national correspondents - to assist with information for the Newsletter.

Other networks referred to in this section are just in the emergent stage one is a network of training institutions, and another of individuals and institutes interested in

the psychosocial approach to Development; hence the -African Development Education Network.

O-O-O

CONSULTATIVE GROUP ON EARLY CHILDHOOD CARE AND DEVELOPMENT

Robert Myers, CGECCD

The knowledge network of the Consultative Group on Early Childhood Care and Development now reaches out to approximately 1200 institutions or individuals in more than 100 countries. An attempt is made to involve only those individuals who have a direct interest in programming for the improvement of early childhood development. A spread across different sectors and disciplines is actively sought so that information will spread through different sub-networks.

The Network is given life in two main ways -- through mailings and by personal contacts. The principal vehicle for exchange of information is a bulletin called the Coordinators' Notebook, published two times each year. The Notebook is distributed free of charge at present. The s' in the title of the bulletin is intended to indicate that each person who receives the Notebook is a "coordinator" of his/her own network. Those who receive the bulletin are urged to copy and share it on their own networks so that there is a multiplier effect. Participants are asked to contribute items to the publication. Each publication or meeting that is being presented in the Notebook carries with it an address where a direct contact can be made. Occasionally, network participants are asked their opinions with respect to a particular topic, as part of the process of producing a focus article. In addition to the above, documents of general interest are mailed occasionally to Network participants in between issues of the Notebook.

The second basis for exchange of information occurs through personal contacts. The Consultative Group helps to organize at least two meetings each year. Members of the Secretariat of the Group also travel to participate in meetings and/or in relation to other projects carried out under the auspices of the Consultative Group. Through these personal contacts the Network grows and is given life.

Lessons learned

1. As a network grows in size it is ever more difficult to stimulate real exchange. At the outset it was possible to write a personal note to each of the approximately 200 individuals who were part of the Network. That is not possible when the mailing grows to 1200. To try and get round this problem, a "core group" of approximately 200 individuals has been selected for special attention. Communication and exchange (as opposed to simply sending out information) with this sub group is much higher than for the group in general.

With size come potential problems of cost as well. It is likely that there will have to be a charge for distribution of the Notebook in the future. Our intention is to restrict the charge for participation in the Knowledge Network to individuals and institutions that can afford to "subscribe."

2. Slicker is not necessarily better. With improvements in the format and general appearance of the Coordinators' Notebook there seems to be a greater tendency for people to want to hang on to their copy. It is put on the shelf and is not shared, defeating the idea of the s .

3. Personal contacts through individual correspondence, in meetings, and in the course of travel are essential to make a network come to life. For this reason, it is important in those cases where an institution is the participant to identify a appropriate person in the institution with whom to communicate.

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LATIN AMERICAN EDUCATION AND WORK NETWORK

Maria Antonia Gallart, CENEP, Argentina

The IDRC-CENEP Education and Work Network was created in 1990 with the sponsorship of the International Development Research Center of Canada and is coordinated by Maria Antonia Gallart of the Center of Population Studies in Buenos Aires. Its membership is open to all persons interested in the field: nowadays it has approximately 400 members in 20 countries, who work as researchers, professors, teachers and offiiaals in very diverse institutions (Vocational Training Institutions, Centers of Research, Universities, NGOs, Technical Schools, Labor and Education Ministries). The Network has an interdisciplinary orientation: it is interested in the interlinkage of education and world of work, and focuses on problems of formal and nonformal education and the labor force. Its membership includes economists, sociologists, and education specialists.

The Latin American Network of Education and Work is designed as a mechanism to exchange information that can lead to better utilization of research results. The means employed are the exchange and publication of research results, the preparation of research reviews and evaluation, the identification of priority areas for future research and the coordination of small research projects.

The Network is focused on three types of tasks: 1) the creation of a register of members and the identification of documents and research reports produced in the area of education and work; 2) the development of linkages and exchange of information with network members; 3) the production and distribution of information. For these purposes two data banks which can be reached by the members and interested persons were established: a) a databank with information about the individual and institutional members of the network; b) a specialized bibliographic databank of references stored in the network library for consultation by the members. It includes more than 1900 documents and increases daily through the contributions of members.

In order to increase exchange among members, the coordination of the network publishes a semi-annual newsletter of 24 pages with summaries of research reports, book reviews, information about meetings and new programs, and specific information about the Network activities. It is distributed to the members and around 50 libraries in the region. The Network has organized several regional seminars on topics such as technical education and technological change and training. The results of these seminars are published with the collaboration of CINTERFOR and UNESCO. This year, small grants have been awarded to researchers in Mexico, Brazil and Argentina for research projects on technological change and education, and education and work in the informal sector.

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AFRJCAN EDUCATIONAL RESEARCH NETWORK

Milton E Ploghoft, Ohio University, Athens, Ohio

The African Educational Research Network is presently comprised of the following members: Bayer0 University in Kano, Kenyatta University in Nairobi, The University of Ottawa in Canada, the University of Manchester in Great Britain, The National University of Lesotho at Roma, Oklahoma State University at Stillwater, Clark Atlanta University in Georgia and Ohio University in Athens. The University of the North in Pietersberg, Republic of South Africa and the University of Namibia are prospective members. Particulars regarding program priorities, modus operandi, management entities, membership and the like will be dealt with at the Network Planning meeting at Clark Atlanta on Dec. 5-7, 1992.

The African Educational Research Network includes international computer networking for the purpose of extending information exchange among graduate students and professors in "north" and "south" who are studying African education topics. Kenyatta University and Ohio University serve as centers for the collection and dissemination of information on current research activity. Each member university seeks to increase the participation of graduate students and faculty in the processes of institutional capacity building through seminars and symposia that are designed to serve the interests and needs of institutions in the respective regions of the members. The wider use of multinational dissertation committees to better serve the specialized needs of doctoral students is time consuming, but of considerable value as it contributes to capacity building on "both" sides.

It is apparent to AERN that the "strong hub" and "weak links" model of network organization is simpler to create and maintain, but the goals of AERN call for strong regional hubs and vigorous coordination without domination by a central organizer. Initiative plus collaboration and consensus are keys to success.

A few of the more difficult challenges to the success of a network that eschews the "strong hub - weaker links" concept include the traditional dependence that academics have upon top-down bureaucratic models for the organization and administration of their scholarly societies, professional organizations, networks and employing universities. There is an increased demand for "coordinative communication" that elicits exchanges between and among the network members. This may diminish centralized communication and collaboration, but the very real interests of graduate students and professors must be listened to in order to assure that the most relevant research agendas will drive the engines of network interactions. AERN's horizontal organization depends upon a strong nucleus of support by-professors and graduate students in each member university. Finally, the "confederacy" model of AERN makes more cumbersome the work of obtaining financial support for several hubs rather than one.

O-O-O

THE SEAMEO INNOTECH NETWORK ON RESEARCH AND INFORMATION

Minda Sutaria, Director INNOTECH

SEAMEO INNOTECH is the Regional Center for Educational Innovation and Technology of the Southeast Asian Ministers of Education Organization. Its mandate is to assist in developing innovative and technology-oriented model solutions to common and unique educational problems of its nine member countries: Brunei Darussalem. Cambodia.

Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam. The mandate is carried out through the Center's network with education ministries and institutions, in the major areas of training, research and information.

The Research Network

The Center's research network is informal, although it reflects the formal structure of SEAMEO. It consists essentially of the ministries of education and research institutions of the member countries. Associate member and donor countries participate on the basis of interests and concerns that are shared with the Center. Other countries as well as international agencies likewise participate on the same basis.

The assessment of research needs, design and implementation of research projects, and formulation of strategies for widespread utilization are undertaken in collaboration with the network members. INNOTECH research projects are designed in response to needs expressed by, and conducted in collaboration with, the member countries. Needs are expressed through participation in regional forums and assessment surveys. The implementation of the research design is a cooperative undertaking, with the ministries designating the institution which will participate on their behalf. This facilitates the utilization of the research after its completion.

The Information Network

INNOTECH's formal information network is the Regional Educational information Network (REIN), which facilitates information sharing among the member countries. The network was established in response to the need for information exchange in the region, as expressed in various regional forums. A proposal for the establishment of REIN was presented to, and accepted by, the ministries of education in 1989. The network piloted its operations in 1990-91, and is considered still to be in its developmental stage.

REIN has cooperating information centers which transmit country data to INNOTECH. As the regional information center for REIN, INNOTECH merges the country data into regional databases and sends the merged databases to each member country. The cooperating centers are: Department of Planning Research and Development for Brunei Darussalam, Center for Informatics for Indonesia, Educational Planning Research Division for Malaysia, Office of Planning Services of the Philippines, Institute of Education for Singapore, and Curriculum and Instruction Development for Thailand. Plans are underway to include Cambodia, Laos and Vietnam in the network.

O-O-O

UNESCO NETWORKS IN EDUCATION AND TRAINING WORLDWIDE

Juan Carlos Tedesco, Director, IBE

UNESCO operates different kinds of networks, according to its fields of activities and institutional frameworks. Even though priorities set up for their activities differ from one region to another, all networks are basically designed to promote co-operation and the exchange of innovative information, experience and expertise among Member States. In the field of innovations in education, there are five regional networks.

- The Network of Educational Innovation for Development in Africa (NEIDA, Dakar).
- The Educational Innovation Programme for Development in the Arab States (EIPDAS, Kuwait).
- The Asia and the Pacific Programme of Educational Innovation for Development (APEID, Bangkok).

- The Caribbean Network of Educational Innovation for Development (CARNEID, Bridgetown).
- The Programme of Co-operation in Research and Development for Educational Innovation in South and South-East Europe (CODIESE).

UNESCO Headquarters' principal function is to ensure the networks' smooth operation and the programme priorities and modalities of implementation are determined through consultations among participating Member States. All these networks exchange and disseminate both research findings and practical experience in the field of educational innovations. The regional networks in education bear witness to UNESCO's decentralization policy of educational programmes, the main aim of which is to understand better the realities of each region and achieve close co-operation with educational authorities of Member States through regional w-operation. Global issues, international and interregional co-operation are dealt with by Headquarters, which also provide some technical and financial assistance to these networks.

In the field of information and documentation in education, the International Bureau of Education (IBE, Geneva) operates the International Network for Educational Information (INED), which co-operates with more than 100 focal points, designated by national authorities, in charge of national educational information networking and international contacts and exchange in the field of educational information. The IBE issues an INED Newsletter through which information is circulated; INED participants are invited to make their activities better known through "INED identity cards" attached to the Newsletter in order to promote and encourage the exchange of information and documentation.

In addition, UNESCO has promoted and operates other networks in the framework of the major regional projects in basic education. In Latin America and the Caribbean region, for instance, UNESCO's operating specialized networks in the fields of:

- literacy (REDALF - Regional Network for Training Personnel and Providing Specific Support for Literacy and Adult Education Programmes)
- quality of education and teacher training (PICPEMCE - Regional network training, in-service training and further training of teachers);
- management (REPLAD - Regional network for the training, innovation and researching the field of planning and administration of basic education and literacy programmes);
- information (SIRI - Regional Information System).

The most specific and important aspect of these networks is the articulation between their different components: governmental and non-governmental institutions as well as academic and political institutions. The dialogue and exchange of experiences, information and approaches enables this kind of network to play a central role in the design and implementation of the Major Project of Education Plan of Action.

The success of UNESCO's networking activities in education depends on several factors, such as: the quality of the information provided by these networks, in terms of its relevance to the needs of users'; the usability and applicability of this information, particularly for educational decision-making; the high quality of communicability, in terms of the language and presentation used for its dissemination; the networks' capacity to sustain, stimulate and develop co-operative attitudes and actions among their

participants; the networks' capacity to maintain both political will and specialists' continued intellectual contributions to their input; the networks' capacity to create stimulating projects and attract extra-budgetary funding for them. But the most important lesson learned by UNESCO's networks is that the sharing of experiences, processes, informal links and problem-solving methods is of great importance, even greater, maybe, than the mere sharing of information.

O-O-O

COMMONWEALTH NETWORKS IN EDUCATION

Commonwealth Secretariat, London

The Commonwealth provides a supportive context for links and networks in education reflecting features in terms of similar education traditions and structures, shared language, and a number of Commonwealth-wide and regional professional associations.

A new institution which links up many of the distance education institutions is the Commonwealth of Learning in Vancouver. The data base at the International Centre for Distance Learning at the Open University in Milton Keynes is Britain's contribution to COL. It constitutes a rich store of information on distance education institutions and programmes, not confined to Commonwealth countries.

There are a number of well-established associations which bind Commonwealth education institutions together and provide a framework for joint activities and the sharing of experience and information. The longest established is undoubtedly the Association of Commonwealth Universities (ACU) based in London and having almost 400 subscribing institutions in its membership. Another institutional membership body is the Commonwealth Association of Polytechnics in Africa (CAPA) which was founded in 1978 and has over 130 technical and vocational institutions in its membership; its headquarters is in Nairobi.

Three Commonwealth professional associations in the education field are the Commonwealth Council on Educational Administration founded in 1970 and with headquarters in Australia; the Commonwealth Association of Science, Technology and Mathematics Educators founded in 1978 and having its Secretariat in London and the Commonwealth Association for the Education and Training of Adults founded in the late 1980s and based at the University of Zimbabwe in Harare. These associations have several hundred individual members, publish newsletters and organise seminars and conferences.

The Commonwealth Secretariat and Education Networking

The Education Programme of the Commonwealth Secretariat sees it as one its main functions to promote professional linkages and networks among professionals in Commonwealth developing countries. In a number of different areas of work it has tried to build communities of professionals with shared concerns who meet together to address common problems and engage in joint activities such as training workshop or co-operative production or resource materials and handbooks. Some of these activities are described in the following paragraphs:

Consortium of Commonwealth Universities

The Commonwealth Secretariat's Education Programme is working with selected Commonwealth Universities to establish a consortium of Commonwealth universities to

promote student flows from industrialised to developing countries, and between developing countries. It is envisaged that the proposed consortium will consist, in the first instance, of a limited number of about twenty Commonwealth universities, drawn from both industrialised and developing countries. Exchange programmes may be set up either on the basis of bilateral agreements between pairs of universities, or multilaterally, with students going to one of a range of different universities offering differing opportunities. (Contact person: Jasbir Singh.)

Women Managers in Higher Education

An informal set of links has emerged through ACU and ComSec-organised training workshops. Structurally, the use of common trainers provided natural cross-institutional and cross-regional connections. There is increasing evidence of such associations being sustained through staff development activities initiated by individuals from institutions within countries as well as across countries. (Contact person: Hena Mukherjee.)

Education Development in Small States of the Commonwealth

For ten years the Secretariat's Education Programme has undertaken work on educational development in small states. The premise on which this work is based is that national smallness of scale provides distinctive challenges for education policy and practice. A crucial part of this work is the belief that small states can benefit from sharing experience and working together on a pan-Commonwealth basis, accepting the great diversity which exists politically, culturally and economically. So putting people in touch with people, facilitating exchange - individually and at the institutional level - developing materials and courses are all part of a process of sharing to inform national practice. There are no formal networks (although professional associations in the Caribbean and South Pacific have been assisted by the Commonwealth) but there does now exist a body of people in small states, and interested in small states, from which there has grown a literature and a network of informal but practical links. (Contact person: Steve Packer.)

Science and Technology and Math Education (STME)

The Secretariat, together with its major partners such as UNESCO, IDRC and SIDA, has organised a series of activities directed at such issues as enhancing the participation of women and girls in STME, shortages of maths and science teachers, lack of teaching materials in these subjects, and the teaching of science through the process approach focusing on the training of key primary science teacher educators. Through these activities the Secretariat has established links and networks with many national and international organisations which usually give support to many of the workshops and seminars undertaken.

Although the Secretariat's main partner in this area is the Commonwealth Association of Science, Technology and Mathematics Educators (CASTME), it has also had support from other organisations such as the International Foundation for Science, the Commonwealth Association of Polytechnics in Africa and Association of African Universities. National and regional professional bodies have also been very active in many Secretariat activities. (Contact person: Sam Bajah.)

Training technicians in equipment maintenance and repair

At the recent Commonwealth Secretariat workshop held in Kenya Polytechnic, Nairobi, it was stressed that hands-on workshops organised for the regions, such as those organised by the International Foundation for Science, resulted in considerable benefits of networking and establishing contacts. For example

- technicians from the region met each other for the first time
- they had the opportunity to discuss similar problems and often found they had the same make of equipment

this can result in less isolation in -exchange of technical information, spare parts or even consumables.

Participants agreed that clearly the logical outcome of such benefits is to set up a network of users. The role of networks was discussed using particular examples of Network of Users of Scientific Equipment in Southern Africa (NUSESA) and Network for Instruments of Development Maintenance and Repair (NIDMAR) in South East Asia. (Contact person: Sam Bajah.)

Teacher management in Africa

The teacher managements programme (personnel information records and personnel procedures, and headteacher training and support) relies on an extending network of professionals in ministries, agencies, NGOs and institutions. It is an informal network, developed over a period of six years, maintained by a Project Officer in the Commonwealth Secretariat Education Programme. Most communication is from the centre out to those in the network, but increasingly, because of the long-term nature of the teacher management programme, the high degree of consistency in the activities offered, and improved communications in Africa, members of the network interact with one another.

The teacher management programme also cooperates with the Commonwealth Council for Educational Administration, disseminating information through it and using it to identify professionals and consultants.

The Donors to African Education, through its Task Force, Secretariat, and its various Working Groups, particularly the Working Group on the Teaching Profession which the Commonwealth Secretariat leads, has proved a vital linking network on education action. (Contact person: Carol Coombe).

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SCIENCE AND TECHNOLOGY NETWORKING: A SOMBRE NOTE

Mike Savage,
The African Forum for Children's Literacy in Science and Technology

Communications within Africa are notoriously difficult and funds severely limited. Use of Email, the fax, telex, telephone and even the mail cannot be taken for granted. Even where they work, someone has to pay the bill. Lack of funds limit research; solutions to basic educational issues appear ever more frail; and professionals' concerns are more and more with personal survival. In such situations professionals do what they can, and as economic resources become increasingly limited, solutions seem less worthwhile communicating, and solutions of others less applicable.

The African Forum for Children's Literacy in Science and Technology is an activity of the Rockefeller Foundation that contributes to the alleviation of some of these problems. The activity recommends innovative proposals that promote interactive science learning to the Foundation for funding, and it is particularly interested in projects that use the media and other non-formal mechanisms. It provides other services to science educators within Africa to keep them informed of work in other parts of the continent through meetings, sponsored visits, a newsletter and an embryonic resource centre.

Through these grants and other services, the African Forum hopes to provide innovative professionals with a mechanism for communicating with each other as well as with colleagues in other parts of the world as well as sustaining their work so that there is something worthwhile to communicate.

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ADEN (AFRICAN DEVELOPMENT EDUCATION NETWORK)

Francis Mulwa, Machakos, Kenya

Who is ADEN?

ADEN membership is comprised of development workers from Adult Education and other specialised organisations involved in various development education programmes and activities on the African continent. At the end of 1991 membership was drawn from the following countries: Ghana, Kenya, Mozambique, Nigeria, South Africa, Sierra Leone, Uganda, Zambia, Zimbabwe, Cameroon, Liberia, Tanzania, Botswana and Namibia. ADEN has associate partners as well, people who are actively promoting development education in other parts of the world.

The funding agencies that supported ADEN by 1991 include Misereor and Bread for the World (Germany), CEBEMO (Netherlands), CAFOD and SCIAF (UK), Trocaire (Ireland), and Development and Peace (Canada).

Where is ADEN based?

The main office of ADEN is proposed to be in Harare, Zimbabwe. However, a possibility of opening regional branches in other countries exists as funds and need arise. For 1992/93, ADEN's interim office is at Machakos, Kenya.

Vision

To promote an active network among its membership with a view to fostering solidarity between groups, programmes and organisations involved in the process of enhancing the quality of life for the poor and all in society.

Objectives and activities of ADEN

1. Networking

- to promote the networking of development education programmes on the African continent
- to strengthen the continental African network through the promotion of a regional network in Eastern, Southern and Western Africa
- to plan and organise consultation meetings for development workers and membership from time to time
- to strengthen the African network by drawing-up a profile list of resource people and facilitators and by promoting the exchange of such people, resources and materials between programmes/countries as the need arises

2. Rendering Service/Training

- to set up a service team and resource centre to provide assistance for established or emergent development education programmes in Africa, and to promote solidarity among these programmes
- to give support to members of the service team and ensure that they remain in close touch with the real needs of on-the-ground programmes, by establishing a support committee consisting mainly of regional and country representatives

- to consolidate ADEN as a service organisation and not an organisation that in any way can impose its policy on national and regional development education programmes
- to address special needs by arranging training for groups from different African countries.
- to initiate and organise participatory evaluation of development programmes

For further information contact:

ADEN Interim Office

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Machakos

Kenya

Tel: (0145) 30536; Fax: (0145) 21188

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EUROPEAN ASSOCIATION FOR RESEARCH ON
LEARNING AND INSTRUCTION



Noel Entwistle, Education, University of Edinburgh

The Association (EARLI) was established in 1985 "to promote the systematic exchange and discussion of ideas within the domain of instructional and educational research, as well as research on industrial training". It is a multidisciplinary society but the membership reflects the predominant involvement of psychology departments in much of Europe in this area of research. In Britain, Holland, and the Scandinavian countries, education departments are much more involved in empirical research than elsewhere. Besides the countries of Western Europe, members are drawn from most of the Central and Eastern European countries, although currency problems mean that special arrangements have had to be made to encourage their involvement.

The founding of the Association was made possible by financial support by SVO (Dutch Council for Educational Research) which continued until the number of members enabled it to become self-sufficient. No help was forthcoming from the EC, in spite of considerable efforts to find such support. By now EARLI has over 750 members and has established an academic journal *Learning and Instruction*, besides a newsletter, *EARLI/ News*, which has been produced regularly since 1986. Members also are invited to join one or more of some 15 Special Interest Groups with the intention of creating groups of researchers who communicate regularly and promote collaborative research studies. Some of the SIGs have been lively and have circulated their own information, but it has proved difficult for the Executive Committee to ensure activity in all the groups. National Correspondents have also been appointed to help in the networking of information, again with variable success.

The most successful work of EARLI to date has centred around the biennial conferences, which have been held in Leuven, Tübingen, Madrid, and Turku, with the fifth conference being held in Aix-en-Provence in early September 1993. These conferences have proved an excellent way of promoting contact between researchers. It has proved much more difficult to encourage communication through the newsletter, and even the journal in the early stages, probably because of language difficulties. Although most EARLI members read English quite well, many are uncertain of their ability to write it correctly. This seems to be a continuing problem in establishing at least the formal parts of the network.

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NETWORKING EDUCATION PLANING AND TRAINING INSTITUTES

Over the last several years it has been clear from the **IIEP NEWSLETTER** that there have been developing stronger links between the IIEP and a series of education planning and training institutes with which there have been connections through training and through research projects. Readers who want to keep up to date with the lessons learned in 'strengthening training institutions' should particularly look at the Ott-Dec. 1992 issue of the Newsletter.

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SPECIALIST NEWSLETTERS AND NETWORKS

Kenneth King, Centre of African Studies, University of Edinburgh

One way or another the newsletter plays an essential part in networking. The newsletter sometimes seeks to make the membership of a professional association (with an academic journal) feel more in touch. The long lead time of the journal contrasts with what can be the very short lead times of a newsletter. Newsletters suggest **bottom-up** mechanisms with their emphasis on 'news from the regions', 'news from correspondents', but equally newsletter editors frequently, I suspect, are writing in their Editorials 'The success of our Newsletter depends on you, the readers. Please let us hear from you!' Which may well point to the fact that newsletter editors do not hear very much from the membership!

In this short piece we sketch the range of what readers do get from the Newsletters that are often (but not always) a part of a Network.

Basic Education • Innovations Networks

The Forum: for advancing basic education and international development started in 1991, and emerged from the BRIDGES Forum that had knit together project sites participating in that **USAID** project. In its new format (between 12 and 16 pages, with colour) it seeks to '**report on research and inventive and innovative programs that address some of the obstacles to achieving universal access to and completion of primary education**'. In this sense it is a post-Jomtien newsletter, but its aim is to reach policymakers with the latest advances in education worldwide. More specifically advances and the latest innovations in Basic Education. In one way, the Forum can be conceptualised within the history of the Innovations networks set up by UNESCO many years back. It has its feature on 'Innovators in Education', for example. But its particular angle has to be coming up with enough copy on suggestive innovations in basic education to hold the readership and the support of the funding body.

ABEL: Information Bulletin for Advancing Basic Education and Literacy. As can be seen from the titles, this Bulletin is closely connected to the previous one. That one (The Forum) was operated by Harvard Institute for Intl. Development (HIID) in collaboration with the Academy for Educational Development (AED), Creative Associates International (CAI) and the Research Triangle Institute (RTI), while the latter is operated by AED in **association** with the other three. ABEL Information Bulletin has a somewhat different flavour. Its aim seems to be very much to transfer into the hands of the policy community 'practical and relevant information about basic education initiatives and innovations in basic education reform'. What makes it particularly pithy is its attempt to communicate and disseminate what it calls 'proven tools, methods and research findings about basic education programs'. Many of these short bulletins are just a few

pages outlining the context, the problem, the methods and then the lessons learned. As of June 1992 there were some 36 Bulletins.

What is interesting about this strong emphasis on **innovations** is that it is not restricted to these sister network bulletins. There has for years been a Bulletin from the International Bureau of Education (IBE), currently called Education Innovation and Information. (It has reached number 72 - which is some achievement for a Bulletin/Newsletter!) It does not seem to do now what I recall it doing in the earlier years - mentioning particular initiatives and innovations in education. The current issue has national and international news,, viewpoint, regional news and 'In brief'. Both **ERNESA** and **NORRAG** are mentioned in this issue.

But in the light of this existing bulletin and the existing innovations networks of UNESCO, it is intriguing to see that, emerging from Jomtien there is a major UNESCO project to promote innovations in basic education, under the title 'Education for all: Making it work'. The scheme aims 1) to improve basic education through innovations, 2) go to scale with promising innovations and 3) [most relevant for this issue of **NORRAG**] bring about an active scheme of cooperation and experience exchange amongst developing countries. Again, possibly influenced by the Roundtables in Jomtien, there is an emphasis on a video bank of innovations in basic education, currently holding some 22 videos.

Network *Children' of Jomtien

There are other newsletter/network 'children' of Jomtien. Emerging from WCEFA Bulletin, there started after Jomtien EFA 2000, a Bulletin published by UNESCO as the lead agency for the official follow-up to the World Conference. A second clear child of Jomtien is Education News: the Newsletter of the UNICEF Education Cluster. Unlike EFA 2000, this is really a vehicle for communication between HQ and the field offices.

Networking Adult Education and Literacy

With a number of 'new newsletters' in the post-Jomtien era, we mustn't forget the 'old newsletters'. Several of them have been working for a long time on the **adult and adult literacy** side of basic education. Notable amongst these are Unesco Adult Education: Information Notes, which itself surveys many of the other newsletters and bulletins relating to adult education and literacy. Another of the established newsletters relating to adult education is ICAE NEWS: newsletter of the International Council for Adult Education (ICAE). ICAE is itself a major international NGO which claims, as of 1992, to comprise 92 national, regional and **sectoral** member associations, involving 74 countries. And then there is the UNESCO Institute for Education UIF Newsletter. The UIF has itself been dedicated to the analysis of literacy for many years, and through the Newsletter it is possible to find out about the Literacy Exchange Network in both the industrialised countries and its parallel in the developing countries. For each there is a Directory of members. Finally, a more recent example of the established newsletters is that for which the Commonwealth Association for the Education and Training of Adults (CAETA) is responsible, CAETA NEWS.

Educational Technologies, and Science and Technology Education

Another set of networks relate to **learning technologies**. These too have been aided by the emphasis at Jomtien on the Third Channel - with its implication for the power of communication to deliver messages. For many years **USAID** has supported research on

learning technologies, **but** Jomtien has helped to focus the importance of lessons learned in many different projects. These lessons learned are available in Fact Sheets from **LearnTech Forum: Learning Technologies for Basic Education**. And **LearnTech** which is coordinated by the Education Development Centre is in turn in touch with a consortium of North and South American members. The 'new newsletter' (vol. 1 no 1 1991) acts as a link amongst consortium members.

Separate from the **educational technologies** associated with **LearnTech** are the newsletters concerned with **science and technology education**. Here, the British Council's **Science Education Newsletter** (now issue no. 102) is a very valuable way of keeping in touch, both about activities in the UK and 'overseas and international activities'. On the technology education side, there is now established since 1992 a World Council of Associations for Technology Education (WOCATE), which brings to **fulfillment** pressures for recognition of this subject that are quite recent in many countries. This organisation held its first international conference on technology education in 1992, but it is worth noting, as a comment on the origin and environment of these 'worldwide' bodies, that of the Charter Associations mentioned all are from the North with the exception of one: the African Board for Curriculum Development. It would also be of interest to know whether the **Who's where in technology education**, a directory of the **250+** leaders in technology education reflected many countries outside the North.

Higher Education

Moving from adult, via science and technology education, and not stopping to mention the newsletters in **intermediate technology-of** which there are several, we arrive at **higher education**. Just a sample of what is available. A relatively recent couple of useful newsletters would include: **Comlearn: News** publication of the Commonwealth of Learning; this had reached just vol. 3 by 1992, reflecting the recent arrival of COL. Through the Newsletter, not surprisingly, it is possible to glimpse the wider network of which COL is a new member, **including** the International Council for Distance Education (ICDE). Another newsletter reflecting on higher education is the **WHE News: world wide higher education news**, produced by the British Council's Higher Education Group. Again, a very recent development, it reminds us that there are several other networks in higher education, including the Donors to African Education working group on Higher Education, and the DAE Working Group on Capacity Building in Educational Research and Policy Analysis, both of which have recently held meetings in Africa itself.

This is only a brief swing **thru'** the world of education and training newsletters. Each year -such is growth of networks and new divisions of labour within old domains • new associations are springing up. Within the European Community alone there are a whole series of newsletters, many of them concerned with education and youth policy, of which perhaps just the most recent is **Education & Training** whose first issue was in June 1991.

Reflections on Newsletter Networking

There are several points to be made in conclusion that are important for **NORRAG's** links with other **RRAGs** including those in the South. Many newsletters are available only as one of several advantages of belonging to a professional association. Thus the very useful newsletters of several of the Comparative Education Societies (e.g. UK, USA, France, Canada, and most recently South Africa) tend only to be received if the interested person has already joined the relevant society and thus gets the society's professional academic

journal. In some cases, like the UK, the newsletter can be acquired by becoming an associate member of the professional society.

Second, not all newsletters have a network function, as well as a dissemination function. For many newsletters, one of the most interesting things about them would be to know the size of the mailing list, and how it is kept up to date. And from the **NORRAG** point of view, it would be valuable to know how membership or circulation is divided between industrialised and developing countries.

A third value of newsletters has to be their commentary on publications, conferences, and activities. Some of this may prove frustrating, since library policies may prevent acquisition of new journals, and many of the more interesting events may require membership. But a very great deal of what can be discovered from newsletters can feed into teaching, research etc. The problem perhaps for most people receiving newsletters is reading and having the time to act on the news that has become available. How many of us keep newsletters on the shelf, waiting for time to read them at leisure, and then finding that the material is two years old by the time time has been found!

There follows the address list for most of the newsletters mentioned in **NORRAG NEWS** 13.

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REFERENCES TO NEWSLETTERS & NETWORKS MENTIONED

Kenneth King

(Only some of the following are available on request)

IIEP Newsletter, 7-9 rue Eugene Delacroix, Paris 75116.

Cultures and Development, 174 rue Joseph II, B-1040, Brussels

IRED Forum 3, rue de Varembe, Case 116, **1211** Geneva.

S.E.A.D. Annual Report., 23 Castle St., Edinburgh EH2

NCAL Connections, Univ. of Pennsylvania. Philadelphia, PA 19104

Bildungsforschuna mit der dritten Welt. Tech. Univ. Berlin, FB 22,FR 4-8, Franklinstr, 28-29, D-I 000 Berlin

The Forum for Advancing Basic Education & Literacy, HIID, one Elliot St., Cambridge, Mass 01238

ABFL Information Bulletin. **AED**, 1255 23rd St NW, Washington DC 20037

The Coordinators' Notebook, UNICEF Hse, 3 UN Plaza, New York NY **10017**

USCEFA, 1616 North Fort Myer Drive, **11th** floor, Arlington Va 22209

CIESC Newsletter, Humanities Dept., CEGEP John Abbot College, Box 2000, **Quebec H9X 3L9** (Comp. Ed. **Soc** of Canada)

Education & Training Task Force, Human Resources, Education and Training, Corn. of Eur. Comm.. 200 rue de la **Loi,B-1049** Brussels

WHE News, HEG, Educ.& Science Div., British Council, Medlock St., Manchester M15 4PR

COMLearn, 1700-777 **Dunsmuir** St., Box 10428 Pacific Centre, Vancouver **BC,V7Y 1K4**

Who's Where in Technology Education, 28 **Bruhler** Herrenberg, O-5023 Erfurt, Germany.

Science Education Newsletter, British Council, Medlock St., Manchester M15 4PR

CAETA Newsletter, c/o Dept of Continuing **Educ.**, Univ. Of Warwick, Coventry **CV4 7AL**

LearnTech Forum, EDC, 55 Chapel St.,Newton Mass 02160

UIE Newsletter, Feldbrunnenstr. 58, W-2000 Hamburg 13

African Forum for Children s Liter&Technology. Newsletter. _____ , 13 floor Intl. House, Box 47543, Nairobi

Education Y Trabajo, CENEP, Casilla 4397, 1000 Buenos Aires

EFA 700Q EFA Secretariat, UNESCO, 7 place de Fontenoy, Paris 75700

JCAE News, 720 **Bathurst** St., suite 500, Toronto, **M5S 2R4**

UNESCO Adult Education Information Notes, Basic **Educ. Div.**,UNESCO 7, place de Fontenoy, Paris 75700

Education News, Room 1156 UNICEF, 3 UN Plaza, NY NY 10017

Educational Innovation and Information IBE, Box 199, CH 1211 Geneva 20

EADI Newsletter, Box 272 1211 Geneva 21

Mentioned elsewhere in NN13

EduSource. Data News, Box 41892, Craighall 2024 SA

SACHES Newsletter, Dept of Corn. **Educ.**, UWC, Bag X17, Belleville 7535, SA

BCIES Newsletter, David Turner, 113 Princes Avenue, Palmers Green, London N13 6EH. (Contact for e-mail newsletter link initiative **david14@uk.ac.uel.bkmain** or **david14@bkmain.uel.ac.uk**)

ERNESA Newsletter, Fac. of Education, Univ of Dar es Salaam, Box 35048, Dar es Salaam

SEARRAG Bulletin, Unit of Research in Basic Education, Univ Sains Malaysia, 11800 Penang.

PRODDEB, HSRC, P.O Box 32410, Braamfontein, 2107 SA

Bernard van Leer Newsletter, Box 82334, 2508 EH, The Hague

Noticias e la RED, CIDE, casilla 13608, Santiago I, Chile

Others not necessarily mentioned in NN13

DSA • Forum newsletter of the Development Studies Association (UK), c/o IDPM, University Precinct Centre, University of Manchester, Manchester M13 9QS

UNESCO-Africa, Regional Office, 12 Av. Roume, PB 331 1, Dakar

HMT Bulletin, 107-109 Temple Chambers, Temple Av., London EC4Y 0DT

SEAMEO Quarterly, 920 Sukhumvit Rd., Bangkok 10110

Staff Devt. Newsletter SRHE, Univ of Southampton, SO9 5NH

End Note

Could you draw to **NORRAG's** attention new newsletters you'd like us to publicise?
Editor

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National Networks concerned with International Education

U S A Coalition on Education for All

UK Forum on international Education and Training

German Education Research in Cooperation with Third World

UK Seminar on Latin American Education

US National Centre on Adult Literacy & its international network

Scottish Educational Action for Development

NATIONAL NETWORKS CONCERNED WITH INTERNATIONAL EDUCATION

introductory Note:

This section could probably be much longer, but it covers groupings and networks in the North that are primarily involved in education and development in the South. Two of these groupings on which there is no separate item are important for drawing together national interests in international education and training.

One is the US Coalition on Education for All, which is very much a 'Jomtien child', but unlike many Jomtien follow-up activities it does have a US concern with education for all, and not just a concern on behalf of the developing world. It will be intriguing to see how the Coalition seeks to hold together these two constituencies. Their first conference report caught this double agenda rather nicely: Learning for All: Bridging Domestic and International Education (1992).

If USCEFA is a bit of a mouthful, then the UK Forum on International Education and Training (UKFIET) does not yet have an acronym that sounds catchy! The organisation does however also catch a mood of greater cooperation across the many constituencies concerned with international education and training in the UK. This is the body that organises the Bi-annual Oxford Conference (see Meetings section later, also Keith Watson), and also seeks to develop an Inventory of institutions and bodies concerned with International Education within the UK.

The German Educational Research Association's Committee on Educational Research in Cooperation with Third World Countries is also quite a mouthful, though the short form in German is BDW. Their most recent Newsletter is extremely valuable because it pulls together thru' xerox a range of relevant materials reminiscent of the **CARFAX** journal that lists contents pages of educational journals. It has the contents pages of the last issue of **NORRAG NEWS**, as well as of **KODIS** a Swiss based network on vocational training in developing countries, on **IREL**, and on many others that may make **NORRAG** readers realise that there are even some networks they don't know about within their own countries!

The other two national networks mentioned are selected to underline their international dimensions. In the case of the US National Centre for Adult Literacy, there is an increasingly important international linkage and training dimension, and a 'new newsletter' to take over from the older Literacy Research Newsletter. That one, we are told, went out to over 10,000 individuals and organisations! With the mention of Scottish Educational Action for Development, we turn to an organisation which emphasises the 'shared experience of development in Scotland and in the "Third World"'. Despite its name, we are aware that SEAD could as easily feature in our next section - on general development networks having implications for education.

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ACTIVITIES OF THE COMMIT-TEE ON "EDUCATIONAL RESEARCH IN COOPERATION WITH THRID WORLD COUNTRIES" OF THE GERMAN EDUCATIONAL RESEARCH ASSOCIATION

Wolfgang **Karcher**, Technische Universität Berlin

The Committee on "Educational Research in Cooperation with Third World Countries", has been in existence for 15 years. It grew out of a dialogue between educational researchers and the German Foundation for International Development (DSE) and subsequently became a

committee of the German Educational Research Association with Prof. Dr. **Dietrich Goldschmidt** of the Max-Planck Institute for Educational Research Berlin, as the founding chairman.

The Committee is an amalgam of social scientists and research oriented volunteers engaging in different ways with educational research in the "Third World". In the old and new FRG we have merely one chair for this field (at the University of Frankfurt am Main). All other social researchers currently involved with this theme of study do so out of a personal interest within or along with their main **specialization**. As a result, the motivation of the scientists to work in this field may be high but the possibilities of intensive study are limited. Equally diverse as its membership is the relationship of the active Committee members to scientific institutions in the "Third World" as well as to developmental organizations in Germany and in general to social issues and politics. For a couple of years a critical connection between scientific research and political action seems to have prevailed. The general goals of the work of the committee are to critically accompany social developments and to give critical advice to developmental aid organizations.

The Committee is a component of the German Educational Research Association, in that it has an important role in observing educational research with regard to the "Third World" being conducted within the German-speaking context. Presently about 150 persons are connected with the Committee.

A substantial part of the work of the Committee comprises mutual exchange through seminars and symposiums and through the publication of a circular. The latter comprises news on the activities of the Committee and on seminars and publications relevant to the theme of educational research. The seminars lay special emphasis on those themes which the committee members believe to be important and suitable for intensive discussions. They are held once or twice a year. Contributions are frequently published. Every two years the Committee takes part in a symposium together with another Committee, the congress on the German Association for Educational Science. At the end of the 1970s the Committee produced a first "state of the art" report concerning publications in German on the theme "educational research on 3rd World countries".

In the backdrop of the German unification process of 1990, an exchange of experience and opinions with colleagues from former DDR was organized. Also during the years 1991 and 1992, among other developments, discussions took place on the Sector Concept of the German Ministry of Economic Cooperation and Development with regard to different levels of the educational system in the context of bilateral aid. Comments on the new Sector Concept are currently being worked out. A workshop on missionary pedagogy was organized in early 1992 at the Congress of the German Association for Educational Science. This was an attempt not only to bring to the fore a theme more or less forgotten, but to reflect on its present day implications.

The international dimension of the committee has had a sporadic character. In cooperation with the respective sister organizations, two international conferences were held a few years ago, first in Brighton/Great Britain and then in **Wageningen/The Netherlands**. The next is planned for March 1993 in Berlin with the theme, "Education, Work and Sustainability in the South • Experiences and Strategies". The conference is being organized in cooperation with the German Foundation for International Development. One-third of its participants will come from countries of the South and their experiences will constitute the focus of the discussions (see **Norrag News No. 12**) The Committee is cautiously searching for a strengthening of its international relationships on a European level, which till now have been limited partly because of communicating in the German language. Contacts with persons from the South operate primarily on an individual basis as the Committee has very

little financial means for meeting travel costs. This is regrettable but the situation can hardly be changed. A closer contact with **NORRAG** may partly help, but structural and financial limitations will endure.

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SEMINAR ON LATIN AMERICAN EDUCATION, UK

Mark Richmond, University of Humberside

Following a preliminary meeting at the University of Reading in 1988, a small but gradually increasing group of British-based educationalists and postgraduate students have sustained their interest in Latin American education through a series of one-day conferences in Hull (**1989**), Bristol (**1990**), London (1991) and Hull again (1992). The next meeting will take place in Bristol in May/June 1993.

As has quickly become customary, the Seminar on Latin American Education, as the group has come to be known, provides not only a forum for established academics and researchers to give papers but also an opportunity for postgraduate students to give short accounts of their research-in-progress or about some topic of interest, in a supportive and encouraging atmosphere. Publications have also developed out of the Seminars's activities: papers have subsequently been published in such journals as Compare and the International Journal of Educational Development; meanwhile, it is anticipated that the proceedings of the Hull conference in 1992 will become available in 1993. One off-shoot of the Seminar was the organisation by Mark Richmond of the first symposium on Latin American education to be held within the annual conference of the Society for Latin American Studies (Oxford, 1990); another such symposium may be included within the next SLAS annual conference in Manchester in 1993. In the first instance, for information about the Seminar and its activities please contact:

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US NATIONAL CENTER ON ADULT LITERACY AND ITS INTERNATIONAL NETWORK

Dan Wagner, Ohio University

In order to improve the quality and efficiency of literacy programs (both in and out of schools), the Literacy Research Center (LRC) has established a network of **R 8 D** institutions, building upon regional **centers** of expertise. This network, which is used to disseminate information and expertise on a regional and international basis, has several key dimensions described as follows:

- It is important for a network to have a clearly defined functioning role out of which to base its actions. The Center's network, known as the International Literacy Training and

Development Program (ILTDP), provides training, applied research, development, and dissemination, with the goal of establishing a worldwide network of regional literacy **centers**. Major focal areas of work include: intersectoral approaches to literacy development, applied research and evaluation methodologies; technology and program management; and curriculum and pedagogy.

- Networking involves a mutual exchange. An American-based center like LRC has as much to gain from the network as its partners. Housed within LRC is the U.S. National Center on Adult Literacy (NCAL), the major federally funded center of its kind in the United States. One of **LRC's** goals is the mutual exploitation of knowledge to be gained from both industrialized and developing countries, and the analysis of how that knowledge might be applied in the differing contexts.
- Capacity building works most effectively if responsibility for control of resources lies in the hands of the significant partners. A primary goal of the Center and its network of partners is to develop sources of funding that enhance the local activities of applied research and development. At the present, the Literacy Research Center is working in partnership with the Universities of Ibadan (Nigeria), Tunis, and Botswana.

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SCOTTISH EDUCATION ACTION FOR DEVELOPMENT (SEAD)

Linda Gray, SEAD, Edinburgh

Sead's work focuses on issues of development which Scotland shares with countries of the so-called "Third World:.. By first addressing problems in Scotland arising from poverty, powerlessness, injustice etc., it is possible to increase the interest and awareness of sectors of the adult Scottish population in the problems facing their counterparts overseas.

One of the outcomes of this work is that closer links are developed between the counterparts not only in a South/North exchange but also in South/South, North/North connections. This is important because it is apparent that groups sharing the same area of concern, when in a country as small as Scotland, often have little or no awareness of each other's activities or experience.

In stimulating South/North contacts, Sead places particular emphasis on just how much people in Scotland can learn from their opposite numbers in the world's poorest countries. The ultimate aim is to stimulate action for change. Some of the links established to date are between groups in Glasgow and Chile, Fife and South Africa and Inverness and the Solomon Islands.

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Networks on Development - with relevance also for Education

Cultures & Development

IRED Forum: Development Innovations and Networks

The European Association of Development Research and Training Institutes
(EADI)

International Cooperation for Development and Solidarity **(CIDSE)**

NETWORKS ON DEVELOPMENT • WITH RELEVANCE ALSO FOR EDUCATION

Introductory note:

This section notes that education • though important • is just a facet of development, and it is often valuable for educators and education researchers, especially when their concern is with the developing world, to be aware that education is unlikely to be easily addressed without an awareness of the wider development agenda • of local and international organisations. We point to just a few of these.

In the case of **IRED** (Development, Innovations and Networks) and its Journal **IRED Forum**, we turn to a network which has sought for many years to be an communication tool of peasant associations, **women's** groups, artisans' groups, and development institutes supporting grassroots organisations. Our particular interest in its new format is to acknowledge the value of its commenting on new networks concerned with particular specialist facets of development. In this issue, we hear of PAN • an international network of persons opposed to irrational application of toxic/chemical pesticides; **REMED** which unites professionals concerned with medicine in the third world; as well as Women and Changes network; African Cultural Network; Pastoral Development Network, and several others. This is only the tip of the iceberg.

Cultures and Development is a further example of a wider concern with development, in this case in its broad relationship with culture. This is the Journal of the **South-North Network Cultures and Development**. Both **IRED Forum** and **Cultures and Development** are substantial publications, running to over 50 pages. **NORRAG** would particularly wish to acknowledge the help of the Secretary General of **IRED**, **Fernand Vincent**, who attended our constituent assembly in Geneva this past June.

NORRAG's Coordination is now based in the same institute, **IUED**, which provides the Secretariat for **EADI**, the European Association of Development Research and Training Institutes. Its Newsletter, also in a new format, reaches almost 50 pages and contains a wealth of analysis and information about key issues in the politics of development. It is interesting to note that in the same month that **NORRAG NEWS** reviewed developments in aid to education (including the implications of the aid to the East, the **EADI Newsletter** had also raised basic questions on development aid.

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THE EUROPEAN ASSOCIATION OF DEVELOPMENT RESEARCH AND **TRAINING**
INSTITUTES (EADI)

by Claude Auroi and Janine Rodgers*

The purpose of **EADI** is to promote development research and training activities in an interdisciplinary and collaborative perspective. It enables its members to exchange information and work together on certain themes or in certain areas. Membership currently amounts to about 200 institutions (public and private) and 150 individual members disseminated in 27 European countries. Many institutions are university centres and some are networks themselves. International, governmental and nongovernmental organisations active in development cooperation can also become associate members.

* Respectively Executive Secretary and Adjunct Executive Secretary of EADI.

Within the **EADI** network, information flows from members (and non-members) to the Secretariat where it is selected, processed and then circulated to members. The main channel of information is the Newsletter (two issues a year in both English and French) and the booklet on development courses offered in **EADI** institutions (issued once a year).

Collaboration in research and training is carried out through the Working Groups' structure (23 at present). They are networks within the **EADI** network itself. They focus on specific themes except for two of them which are devoted to the logistic support of development studies (*Cooperation in Training* and *Information and Documentation*). The Working Groups are the backbone of the Association and provide the substance for the **EADI Book Series** (15 titles published so far, now by Frank Cass, London) and the *European Journal of Development Research* (2 issues a year).

Performance and shortcomings of the Working Groups

On average thematic Working Groups have between ten and twenty regular participants (groups devoted to logistic support score much higher participation rates), with a core of five to six researchers really committed to the job. They yield five or six "good" papers over a three-year period. But a great disparity exists among Groups: a third are very active, a third moderately efficient, and the last third are rather lethargic, coming to life only every three years during the **EADI** General Conference. The main explanatory factors for the performance of a Working Group are:

The personality of the **convenor**. The best **convenors** are those who combine the qualities of a manager/organiser with those of a scientist. They play a crucial role in fund raising.

The composition of the Group (not all participants are researchers, they may be civil servants, NGO officers and not research-oriented development specialists). Participants must display a strong research bias.

The former experience of the participants in the field of study (the broader the experience the more interesting the papers).

The interest of the theme for various cultural and geographical backgrounds (North and South Europe, East and West, Francophone and Anglophone, etc.).

A target outcome. A concrete objective - e.g. a book, articles, etc. - is stimulating. If there is no publication researchers show little interest in collaborating and dedicating their efforts to networking (preference goes to books distributed by commercial publisher).

The financial support the Group can get from an academic institution, a foundation or an agency active in the field of development.

Efforts to increase the visibility of **EADI** and its members are paying off. Improved retrieval and circulation of information, wider dissemination of joint research efforts have a cumulative effect. The motivation to participate in an information network has a strong narcissistic streak. The first news looked at by the readers of our Newsletter is their own news. But, after all, isn't networking about how to convince individuals that their self interest coincides with the interest of all the members of the group?!

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CIDSE • CATHOLIC DEVELOPMENT NETWORK

CIDSE (a French acronym meaning "International Cooperation for Development and Solidarity" brings together 17 Catholic development agencies from Western Europe, North America and New Zealand. The shared characteristics are that most of them are the official development agencies of their respective bishops' conferences, that they hold an annual Lenten Campaign, that they support development education at home as well as

development projects in Asia, Africa and Latin America and that the projects **must** be open to communities regardless of creed.

The agencies range in size from the **mega** and more conservative such as Cebemo (Netherlands) and Misereor (Germany) to the small and more radical as Entraide et Fraternite (French-speaking Belgium) and **SCIAF** (Scotland). Whereas bishops' signatures are required for many projects for the larger agencies, that does not apply to the smaller ones who have, however, much more limited funds.

The CIDSE agencies support a small team in their Brussels headquarters and the EC agencies have an informational, lobbying and campaigning arm in Euro-CIDSE. Agency project and development education officers meet at least twice a year in continental groupings to discuss policies and issues and attempt to coordinate their work on the ground more effectively. The agency directors meet twice a year to decide on policy and share insights and concerns.

The CIDSE agencies share similar project criteria and support many forms of informal education (such as the DELTA programme in Kenya, DELES in Nigeria etc.). After research, it was recommended that formal education only be supported in the cases of tribal or particularly marginalised minority groups within a dominant culture, although some of the agencies have this situation under review owing to pressure especially coming from African bishops' conferences.

Unpacking Network Processes and Products

Professional Associations and Academic Networks: the UK
SHARE: System to Help Access Reports of Effective Education
Networks trading in Information vs Commentary

Evolution of Networks; Evolution from Networks
Networking when the State, and Higher Education Systems, are weak

UNPACKING NETWORK PROCESSES AND PRODUCTS

Introductory Note:

In this section, we examine in some more specific contexts some of the different conceptual maps of networking. In a very useful illustration of networking in education in the UK, Keith Watson draws out the differences amongst individual/academic networks with the usual apparatus of learned journals, newsletters and conferences; then there is the development of institutional networking, where the emphasis is on the formation of consortia (a process that has gone much further in US than UK); and finally he considers what has been referred to elsewhere in this issue, a Forum which seeks to unite divergent interests, and which may be in a position to put forward a point of view to government.

Both in its title and its readiness to provide access to the computerised data base, SHARE emphasises the value added from a tool that may be useful to education planners, policy makers and to researchers. By 1993, there will be some 1000 abstracts of education projects and programs, including research projects.

Another angle on networks is who **sustains** them. Nadia Ebel considers the trade-offs between networks that depend on documentalists and those that also include extensive commentary. In fact, historically, it may be the case that some networks are started by someone who thought they had a good idea, but they are maintained by documentation centres for whom that generative idea is now a long way back in history.

With Jon Lauglo, we examine some of the ecology of interactive networks -where, in order to belong, you also have to contribute - a bit like a dispersed seminar. Lauglo also has a hunch that networks may be a short term, intensive stage towards getting something else done. But they are certainly changing their function in different settings.

Finally, Wim Hoppers looks critically at the notion that networks can maintain the professional health of individuals when their institutions are in financial crisis.

[See also Cornejo in later section for fascinating account of new information technologies applies to data networking. Editor]

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PROFESSIONAL ASSOCIATIONS AND ACADEMIC NETWORKS:
SOME OBSERVATIONS FOR THE U.K.

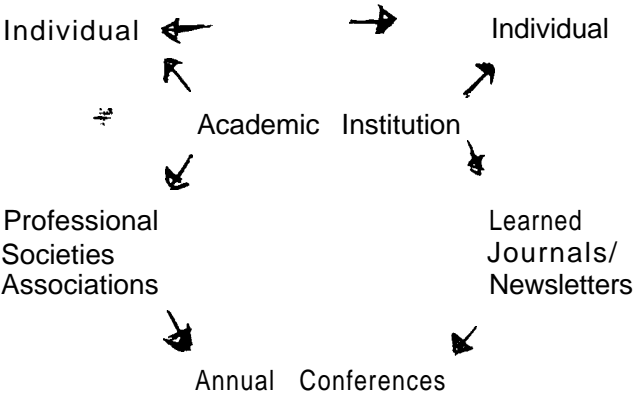
Keith Watson
Centre for International Studies in Education,
University of Reading

Very few academics or researchers in international education in the U.K. operate from large professional bases. They might be in large institutional departments (eg. University Faculties or Departments of Education (UDES)) but they might be the only person with a specific research interest in comparative/international education. This has largely resulted from financial stringency and staff reductions over the past fifteen years or so. At the most there will be a handful of colleagues with similar research or teaching interests. An exception to this is the Department of Comparative and International Education at the University of London Institute of Education but that is unique. How academics and researchers keep abreast of developments and how they can exert any influence, professional or political, are issues of considerable concern.

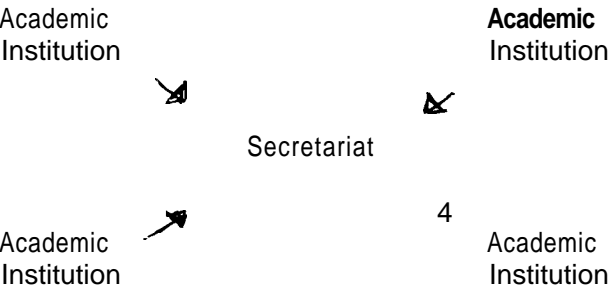
Personal and professional contacts and networks are, therefore, of great importance. This short paper will explore three levels of networking: personal/academic links through professional associations; institutional developments: and moves towards political pressure groups (See Fig.1).

FIGURE 1. Levels of Networking

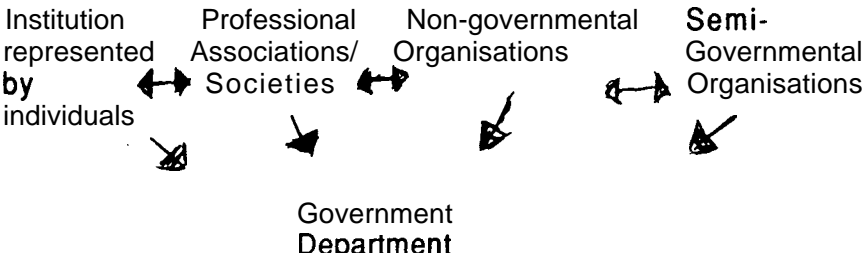
Level 1 Academic networking



Level 2 Institutional Networking/Consortia



Level 3 Networking for political pressure



At the most basic first level there has always been interaction between friends and colleagues in the same or in different institutions but the most important pattern of academic networking is through professional societies and academic journals where research and ideas are openly discussed. The British Comparative and International Education Society (BCIES), founded in 1965, with a fairly constant membership of 150-160, is an obvious example. Its members have both European and Third World interests and several of them are also members of AFEC, the French Comparative Education Society, CESE, the North American CIES and attend the World Congress of Comparative Educational Societies, all of which hold international meetings at regular intervals. The society keeps its membership informed of activities, regional/day conferences etc. through a thrice yearly Newsletter. The BCIES journal, Compare, now in its thirteenth volume, is now published three times a year. Though only a few papers now come from society members it keeps colleagues informed of developments elsewhere. Recent annual conferences (held in September) have sought to bring together academics from different disciplines such as law, assessment, science and politics. Conference proceedings usually appear in book form.

The considerably smaller British Association of Teachers and Researchers in Overseas Education (**BATROE**) is essentially oriented towards the Third World. When originally founded in 1960s also, its common linkage was to bring together academics and administrators with a pastoral concern for overseas students. As a result, of all the professional societies, it had close links with government through the British Council and Overseas Development Administration, representatives of whom sit on the executive committee. However, as this society has moved towards more academic conferences, the links with ODA have been weakened and the capacity of **BATROE** to influence policy, rather than be told about it, has been undermined. The same would be said of the International Committee of UCET (the Universities Council for the Education of Teachers). Their weakness as pressure groups has highlighted the need for a more collaborative network of institutions working closely together.

Other professional associations and academic networks which spread far wider than education would include the Development Studies Association (DSA) with its separate, but interesting, specialist study groups. Information is imparted through a quarterly Newsletter, an annual conference in September, and regional meetings, often with larger societies such as the British Educational Research Association (BERA) and the British Educational Management and Administration Society (BEMAS). Such joint meetings have brought together scholars who, under normal circumstances, would not have come into contact with each other.

There are also numerous geographically focussed groups and specialist subject discipline associations. Among the former would be the African Studies Association of the UK (**ASAUK**), the Association of South East Asian Studies in the UK (**ASEASUK**), the Latin American Studies Association (**SLAS**), while specialist groups would include science education, English Language Teaching European Education teachers etc. Other professional associations would be functionally orientated but would include an educational interest, such as BEMAS, the British Association for Literacy in Development (**BALID**) and the Commonwealth Association for the Education and Training of Adults (**CAETA**).

In addition to professional associations are a wide range of non-governmental organisations (**NGOs**) such as OXFAM, Christian Aid and Save the Children Fund which have both an educational role in Britain but which are also concerned with disaster relief and development aid.

Apart from the unique role of NORRAG News in keeping an originally select group in touch with current thinking, ongoing research and forthcoming conferences, two other journals need to be mentioned. The Journal of International Education seeks to discuss practical issues relating to the pastoral care and recruitment of overseas students studying in Britain; while the International Journal of Educational Development is specifically oriented towards policy makers, practitioners and researchers in **LDCs**.

However, valuable though these academic societies, journals and newsletters may be in keeping academics in touch, they do not provide a power base from which government policies can be challenged. or at least critiqued. Nor do they provide a viable means for putting in for collaborative bids for overseas contracts or for attracting large scale funding. These are beginning to come from a second level of professional networks • institutional centres.

During the past decade there has been a proliferation of International Education Centres or Overseas Education Units which have been established within faculties and departments of education. Some of these are small; some have brought together colleagues from diverse disciplines such as economics, politics, planning, science and sociology who share a common interest in international education. Most of these centres are oriented towards **LDCs**. Others, which subsume education within a wider remit, may be geographically focussed, such as towards Africa, Europe, the Middle East or South East Asia. At the moment most of these centres operate independently and frequently in competition with one another, especially over courses and bids for contracts. Although academics from within them will know of other colleagues any contacts and networking tend to be on an individual basis. Moves are afoot, however, for closer collaboration between centres and units on a regional basis. A model already exists on a large scale with the Universities of the North of England Consortium for International Activities (UNECIA). This is a consortium of nine universities with a secretariat based in Sheffield to co-ordinate overseas contracts using the strengths of the different universities. Discussions are taking place between groups of UDES to see if similar consortia might be developed on a regional basis. The main advantages of this approach would be to draw upon the strengths and expertise of different institutions; to strengthen the power of smaller UDES; to put in collaborative research bids or to run joint courses. The disadvantages, in an age of increased competition, are that some institutional autonomy and sovereignty would have to be surrendered and that there would have to be an initial financial outlay in order to establish a secretariat. However, the potential for political intervention from a position of strength, if not considerable, is at least enhanced.

The third level of networking is the recent process towards creating a 'Forum' of divergent interest groups which would also form a political pressure group. Such was the concern about the fragmentation and diminution of influence of British academics concerned with, or involved in, international/comparative education, and an awareness that academic societies and professional associations and journals in and of themselves are insufficient to mobilise individuals or groups into undertaking practical action or into exerting pressure on policy makers that a group of academics, representatives of **NGOs** and agencies such as the Commonwealth Secretariat and the British Council held a series of meetings in 1990. The upshot was the decision to move towards a 'forum' whereby different interest groups could periodically come together to share ideas, learn from each other, critique policies etc. in an atmosphere of mutual collaboration. The first practical outworking of this group was the organisation of the 1991 Oxford Conference which brought together **NGOs**, bilateral and multilateral aid donors, several ministers of education, academics and three **professional/academic** societies - BCIES, **BATROE**, **DSA**. In 1991 formal decisions were taken to create a **UK Forum on**

international Education and Training (UKFIET); to hold a further Oxford Conference in September 1993; to establish a register of ongoing research and researchers; to hold periodic meetings; and, when necessary, to put forward collective position papers to governments, the belief being that if these represented the views of several different constituencies, they would have a greater impact than if a series of individual papers appeared in professional journals.

That the process of creating the UKFIET has taken so long is indicative of the problems arising from trying to systematise collaborative networks. Groups, societies or organisations need to surrender some of their positions in favour of a greater good. Because of individual mobility the situation is always fluid. Who represents the constituency concerned? Which organisations should be represented? Will certain interest groups cancel out others? Should there be a secretariat for speedy action? Many of these issues remain unresolved, but until there is a sense of vision and a general recognition that collaboration is more important than isolation, individuals and institutions will continue to be marginalised or ignored.

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SHARE: SYSTEM TO HELP ACCESS REPORTS OF EFFECTIVE EDUCATION

Florence Kiragu,
Harvard Institute for International Development

SHARE is a **computerized** educational database that contains information useful to education planners, policy makers, researchers and practitioners. Planners use it as a resource for new ideas of innovative projects. Policy makers use it as a resource for information on policies that have worked or not worked in different countries. Researchers use it as a tool for searching the relevant literature on their topic and practitioners use it as a resource for information on interventions that have had direct impact on teaching and learning practices.

The package currently contains about 700 abstracts of educational programs, research projects sponsored by agencies such as the World Bank, UNESCO, UNICEF, Project BRIDGES at Harvard, and research reported in Journals such as the International Journal of Education Development, Comparative Education Review, Prospects, Kenya Journal of Education, BOLESWA (a journal of education in Botswana, Lesotho and Swaziland). Each SHARE abstract contains a description of the objectives of the project, its impact and the name and address of the author so that it is possible to obtain the original document when needed.

The program can be read on any IBM compatible computer and is available on 5.25" double density or 3.5" high density diskettes. It is easy to use and the abstracts are coded according to the educational goals and policies that they address. The reader can easily print out copies of the abstracts that they wish to peruse or disseminate to other interested educators.

To date, there are about 150 users of SHARE and we have received very encouraging remarks about its usefulness. They have found the database readily understandable, easy to use and comprehensive. Some individuals and institutions have sent to us new articles and publications to be included in the Third Version due to be released in February 1993. It is anticipated that this release will contain 1000 abstracts.

One of the difficulties we are facing at the moment is that the big funding institutions seem to be interested in new and fancy US "centric" models that are aimed at advertising US technology. We are of the opinion however, that the developing countries require "hands on" technology similar to the one that the current version of SHARE provides.

Any reports on educational programs, research, further inquiries about the system, or how to obtain a copy of SHARE, please write to: William Cummings or Florence Kiragu, SHARE, Project ABEL, Harvard Institute for International Development, One Eliot Street, Cambridge, MA 02138 USA.

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NETWORKS TRADING IN INFORMATION VS. NETWORKS TRADING IN COMMENTARY

Nadia Ebel, **ILO**, Geneva

Educational or training information networks are sometimes, but not always, run by documentalists. They often provide information using controlled, Thesaurus terms, to be fed into a centralised data base. They may also provide more elaborate information as background material for a periodical. As a rule information provided by such networks is purely bibliographical and comes from secondary sources.

The structure of the Secretariat is usually centralised. Its role often includes running training courses for members in documentary techniques. In addition, it usually not only inputs data but provides quality control of information provided by members of the network. However, there are cases where responsibility for these tasks is shared amongst different network members, i.e., the functions and even the structure of the network is decentralised.

If the Secretariat is sufficiently well endowed, members of the network may even be paid for providing information, as is the case for the European Centre for the Development of Vocational Training (CEDEFOP).

Some such networks, such as the Australian Tertiary and Further Education (TAFE) network, do everything to ensure that readers can obtain documents referred to.

Networks which provide more sophisticated commentary, such as **NORRAG**, are more rare and tend to spring up as voluntary interest groups. Documentalists' networks are often more formal and stem from institutional information policy, rather than voluntary initiative.

A major difference between the two types of network is that provision of standardised, bibliographic information to a central location is much less of an exchange than is the case for commentary, where the reader is expected to react.

A feature of both types of network is annual (or more frequent) meetings of network members, either on a national or regional basis. This is the one time when information is directly exchanged and is usually of vital importance for the health of the network.

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EVOLUTION OF- NETWORKS; EVOLUTION FROM NETWORKS

Jon Lauglo

Programme for Research on Education
Norwegian Research Council

The network analogue applied to professional relations evokes diverse associations:

1. Network as a web

Numerous strands with interconnecting points (knots). A great many knots, each one connected directly to just a few others, but indirectly to all others through chains of intermediate points. Such a web, once put into place, is a static structure which gives strength to resist wear and tear.

2. Power network Here are several varieties:

2.1. Diffusion from one source

Energy is generated at one central point and diffused through numerous intermediate transmission points to a large number of ultimate consumers of energy. E.g., a single radio transmitter (or electricity station), numerous transformers or transponders, and a great many ultimate outlets at which energy is used.

2.2. A power grid

Energy is generated at several points. These are interconnected with each other at several points to maintain the total flow of power to a large grid that reaches out to numerous receivers through a series of mediating transformers or transponders.

2.3. Interactive networks

All points generate and receive energy. Some points generate more energy and transmit directly or indirectly to a greater number of receivers, than do others. But interactive networks are distinguished from other forms by each point being a transmitter as well as a mediator and receiver.

3. Professionals and Network

Professionals are plugged into diverse networks. Some may be akin to the stable web, but the key networks are those through which energy flows: new knowledge, ideas, awareness of resources into which one can tap. The extent to which a professionals are centrally or peripherally placed in such networks in terms of energy received, depends on numerous factors:

- a) The extent to which you make contributions which others value. If you are famous, you receive not only requests for reprints but numerous unsolicited papers that others write.
- b) It helps to be close to centrally placed persons. Underlings and departmental colleagues share in the stream of communication that a more centrally placed person receives. But his/her interest in sharing depends in the long run on whether there is much of value in the returns received.
- c) It helps to control resources. If you are influential (e.g., can commission research and consultancy, invite others to conferences, if you sit on editorial boards) you receive more from others than if you are not perceived to control any such resources.

Of course, to have good networks is not new, nor does it require modern telecommunications. Witness the extensive international correspondence of a Thomas Jefferson.

Within a professional field, the network creating agencies that traditionally have been influential are: training institutions, professional associations with their committees and conferences, and professional journals. What is new is the attention which now is given to building networks by **additional** means, and the emphasis on **interactive** networks, where in order to belong you also have to contribute - a bit like a seminar with participants based in different locations.

Typically what happens is the following: a centrally placed professional gets access to resources which makes it possible to invite others to a 'workshop' on a chosen team. All participants are to contribute. A network-project is formed with intentions to meet again on future dates for renewed sharing of 'contributions'. Such a project is primarily an information sharing activity which crucially depends on the initiator(s) entrepreneurship and ability to generate funding for the network and to reach out and involve a core of colleagues who are also well known in the field. It will thus have more of a proprietary character and be more exclusive in its membership (limited to 'active' contributors) than a professional association.

After the initial flash of 'getting-together' activity which professionals working on related themes value in its own right, networks can probably only survive in longer term if they take on more focused tasks which in their form resemble other types of organisations. Among these might be:

From the loins of networks joint **research projects** may spring. To those who provide the finance the proof of the pudding will then lie in the quality of these projects. Medium term survival follows if the project turns into a major research programme (e.g. the IEA studies). But the organisational form will change to reflect the changing focus from 'network project' to 'research programme'. It is perhaps especially in this respect that international network projects have a real mission. It is **organizationally** complicated and expensive to plan international research projects. Something akin to an especially funded 'network project' is often needed to take ideas for such research forward. Even so, if 'networks' are to generate such work they need to have a fairly sharp thematic focus to begin with and they need to include outstanding individual researchers in the countries which are to participate.

- **A newsletter** develops to service the network internally and to advertise its existence externally in order to draw attention to it, attract new applicants for future events, and keep sources of finance happy. Insofar as the newsletter evolves into a professionally valuable publication, available to subscribers, the network becomes a circle of professionals with a strong interest in promoting the evolving journal. There will be an editorial board and a larger circle of regular contributors.

- The meetings become a major **forum** for presenting research. The network then evolves into a professional association (this may include the development of a journal), with a larger and more open membership than the original network, and with leadership evolving into less proprietary forms. This is more likely to happen when previously existing professional **fora** are weakly developed in the thematic niche of the network, and when that niche is large enough to sustain regular conferences.

The network is sustained as a **marketing device** for a consulting firm, which generates needed funding from sale of its services. In this case, the proprietary organisational form of the network becomes formalised in a firm.

Thus, the argument presented here, admittedly based more on a 'hunch' than on data, is that those activities which are launched as 'network projects' tend to be transitory - like all 'projects'. Networks require special funding. The entrepreneurs who succeed in obtaining such funding will naturally initially lead and direct the activities of the networks. Networks have short term value in bringing professionals more closely together (and in more direct ways, e.g., e-mail) than normal professional associations usually do. Compared to professional associations they also have narrower themes. By so doing they may be the cradle of more focused and hence more sustainable activities, such as research programmes, journals, professional associations, or consulting firms.

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NETWORKING WHEN THE STATE, AND HIGHER EDUCATION SYSTEMS ARE WEAK

Wim Hoppers, CESO, The Hague

When in the mid-1980s the idea of networking gained popularity in international educational research there were only vague notions as to what this was all about. As educational researchers in the North we thought about initiatives that would transcend the artificial boundaries of institutions. These initiatives would inspire like-minded colleagues to share intellectual property and use it to generate countervailing power to upstage prevailing academic and policy traditions. We also thought that networking could help researchers to penetrate into the foreign lands of ministries of education, policy committees, training boards and of programme or institutional management.

With the birth of the **RRAG** groups and related networks like EPTA, somehow this vague ideology got mixed up with the practicalities of doing research and of doing something with research in parts of **the developing** world. The more mundane concerns in East Africa, for example, were how to get into viable research work in the first place, how to get access to the very scarce commodity of information from or about research, or how to penetrate the promising consultancy market.

Over the years experience has shown that, at least in Eastern Africa, networks did not really come to function in a manner that the original ideology had anticipated. There were problems in the scope as well as in the actual nature of interaction. The scope remained rather limited in that researchers had great difficulties in communicating, let alone sharing, with policy-makers and practitioners. In terms of the nature of interacting there emerged little that could be termed networking as there were very few mutual flows: the nodal points hardly operated as such, while in the periphery contact points have tended to wait for 'goodies' to flow their way without being much concerned about reciprocity.

It is easy to argue that educational networks - at least in Eastern Africa - have tended to reflect the poverty of their institutional environment. In this view researchers could not move because their institutions had no resources. Policy-makers and practitioners were too busy keeping their professional - and their private - heads above water to be much concerned about collaboration for the sake of national educational development. Sharing information is not popular in times of poverty as these bits of knowledge represent scarce capital that is often considered essential for personal advancement.

To be sure, in some countries there is a tendency to fragment the research community into ever smaller units, each putting up high-sounding names as antennae for capturing (external) resources that are on offer. Thus, if anything, networking and sharing appears to become more and more difficult.

Yet, it also appears that in some African countries at least, networking among institutions or among groupings of researchers works better than the same among individuals. This seems not so much dependent on resources as on dear agreements reached within and among those organisations concerning who is responsible for what and how these responsibilities are carried out. Beyond this it depends very much on the nature of leadership and management in the organisation.

There is also an influence of donor agencies that should not be discounted. Agencies have a habit of setting the tune by making it very clear by whom and how they would want local research or consultancy work to be done. Their favourites are individuals, and rarely is there an effort to approach organisations and ask them to come with proposals that relate to their interests and modes of operation. Organisations or institutions • along with their capacity development • seem in practice to be systematically ignored. This has a bearing on relations between individual researchers, and their willingness to cooperate within organisational frameworks and share information

Thus there may be a fairly complex relationship between the strength of the state and higher education institutions and the quality of networking. Where it was thought at one time that the latter can prosper as the first gets weaker, we have at least come to realize that networking is highly dependent on institutional tolerance if not outright support. But in the African situation it may be the very idea of networks of individuals being quite separate from their institutions that needs to be overhauled. Progress may be made if there is greater acknowledgement of the institutions, organisations or groupings being potential networks by themselves and that the quality of networking in the wider professional context is strongly influenced by the realization of that potential.

RRAG NETWORKS: WHO'S WHO AND WHAT DO THEY DO?

Introductory Note.

We are delighted to have several important contributions from sister networks in this section. From ERNESA we have contributions from the coordinator and the chairperson. The latter, Changu Mannathoko has just demitted office in order to pursue research in the UK, and the new chair of ERNESA is Dr. Lydia Ramahobo, of the University of Botswana. Don Komba remains coordinator, and we must apologise for some spirited guesswork on his faxed contribution, since some lines became indistinct en route to Edinburgh from Dar. We also have a contribution from one of the 12 trustees of ERNESA, **each** representing a research association in one of the 12 ERNESA countries. In this case it is Kenya. But we hope other ERNESA country representatives will wish to communicate via **NORRAG NEWS**, if that makes sense to them. We shall carry a full list of names and addresses in the next issue.

REDUC and the Latin American specialised and associate centres are well represented, with a fully up to the minute account of names and addresses. However, we carry no less than three very incisive reports which reflect on the developments of this network which has changed remarkably in almost 20 years. There is some very valuable analysis of what we know about network and data base utilisation in Latin America, and also what technical developments are still under way. In a later issue we hope to carry information (which we now have) of where REDUC can be consulted in Europe and North America.

SEARRAG, the oldest of the sister RRAG networks, has an article from one of its joint coordinators, Zainal **Ghani**, on the parallel developments with the South East Asian bibliographic and abstracting service (SEABAS). Despite the problem of language, no less than 4200 bibliographic records and 1500 abstracts are now in the data base. We also have a full account of who is **SEARRAG**.

Other regions We have paid some attention in this issue to developments elsewhere in the world. It is particularly timely, for example, to be able to carry the article by Victor Billeh of Jordan's National Council for Educational Research and Development (NCERD). He argues that there are now very strong reasons for trying to launch a RRAG-type organisation in the Middle East, possibly called the Arab Regional Information Network Advisory Group. Other groups will be delighted to hear of this possibility.

We have not managed to comment here on possibilities in all regions, but are delighted to be able to report on a small development in Japan. Here, Akihiro Chiba, after long experience in UNESCO, is planning to develop a small RRAG-type network to facilitate exchange of information amongst many different groups, including the Japan Overseas Cooperation Volunteers (**JOCVs**). This last is a group (volunteers) that probably should be made more central in other networking thinking in countries such as USA, UK, Holland etc where they are numerous.

Certainly one of the regions which seems set to move vigorously into networking with countries from which they were for years cut off is South Africa. It is entirely appropriate therefore that we carry a short piece by David Gilmour, one of the committee members of the newest comparative education society; and equally to refer to the existence of the **EduSource** data base which networks resources and people both inside and beyond South Africa's borders. The Education Foundation which is responsible for EduSource is also concerned with policy development and policy networking.

Caroline Dyer, just completing research on an aspect of basic education provision in India, is the only person in this collection on networking to raise questions about networking in the centre (the capital and its bureaucracy) versus the style of networking (or more accurately the almost total absence of networking) at the State level. There do however in different cultural contexts seem to be similar patterns emerging - see Katherine Namuddu, Cheng Kai-Ming, Victor **Billeh**, and Caroline Dyer, and Don Komba. Some of this may be worth exploring in greater depth.

We hope to carry information on the West Indies/Caribbean next time, particularly since a large number of scholars may well want to know much more about the region after the **CIES** visit there for their conference in March 1992.

On **NORRAG** itself we carry a piece by **Michel** Carton that looks at the management implications of what our models of networking suggest. And we make available a first Directory of **NORRAG** as an insert.

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FROM GROUP TO NETWORK : MANAGEMENT ISSUES

M. Carton, **NORRAG** Coordinator

As we have seen in Purposes and Politics of Networking, the passing of a group to a network has a lot of conceptual meanings: it has also a lot of functional dimensions which the new coordination unit • the Secretariat • has started to deal with in management terms.

First of all, it is important to remember that **NORRAG** works on the basis of individual membership (full membership). This decision was taken by the constituent assembly in June 1992, based on the experiences of other networks like **IRE**D and EADI: they underlined the necessity of working with committed individuals in institutions (universities, **NGOs**, agencies), able and willing to **capitalize** and disseminate for their own sake and the institution's the information sent to or provided by the network. Individuals are also more interested to contribute to the life of the network in an interactive way as they are clearly identified and **recognized**.

This approach poses clearly the question of the organization and management style of such a system. But is **NORRAG** a system ? The answer is formally yes, as it is now an association which gives it the characteristics of any system: autonomy, stability, coherence, organization. But the "**NORRAG** system" has been set up to make other systems communicate like agencies, universities, and **NGOs** concerned with policy and research in education and training • belonging to national and international systems. It has then, more the nature of a "network-system" • with all the **characteritics** we have underlined above • trying to contribute to the improvement of relations between the three types of institutions we are working with (leading maybe to a new system?). The management of **NORRAG** as a network (with minimum system characteristics) is then strongly related with the four elements **constituting** any network ¹):

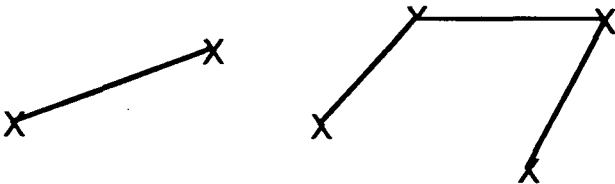
connexity
connectivity
homogeneity

¹) We refer, here, to the cybemational approach such as the one of **KLIR** and **VALACH**

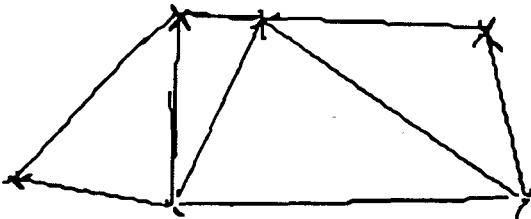
knotality.

The **connexity** is a topological concept which **characterizes** the network relations between systems. For example, **NORRAG** will be a highly-connexed network if it succeeds in setting up relations between a lot of agencies, **NGOs**, universities

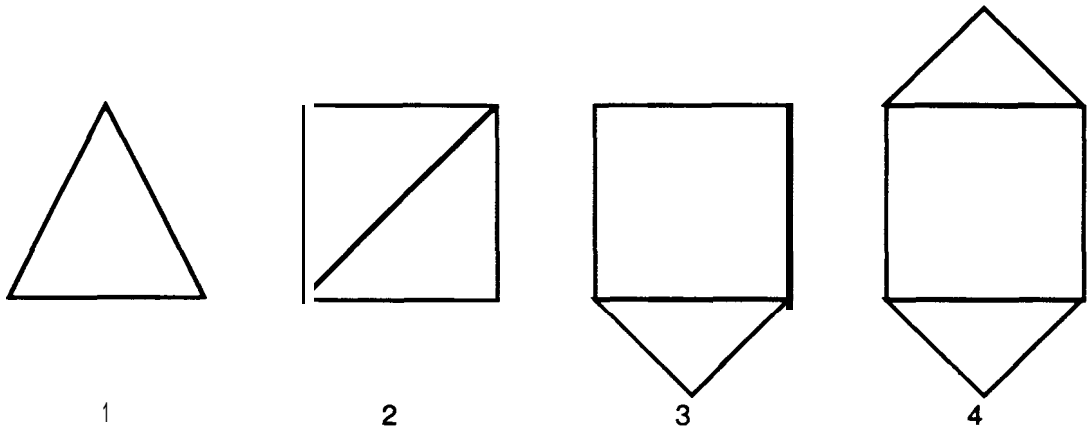
non-connexed network



highly-connexed network



Connectivity is a concept allowing us to measure, in a connexed network, the density of relations which the network makes possible in the system:



Increased degree of connectivity (from 1 • 4)

NORRAG will be efficient if it succeeds, through its members, in enlarging the number of connected people.

- The **homogeneity** degree reflects the fact that the way in which the different elements of the system depending one from each other through the network are independent of the specific characteristics of the relations. For example, **NORRAG** will have reached a high degree of homogeneity if the working connection between the agency X and the research centre Y still works, in case of a stop in the sending of **NORRAG NEWS**.

The **knotability** 'degree (the metaphor ~~is from~~ knots) reflects the way in which every member of the network allows the setting up of relations with others. For example, information included in **NORRAG NEWS** and coming from members is more or less numerous and facilitates more or less the development of connections between members.

If we accept these four characteristics, it is clear that they depend on each other, starting with **connexity** as the first condition.

Since **NORRAG** is a mini-system (or an association) trying to **facilitate, stimulate**, and support the development of systemic relations between non-connected or poorly connected existing systems, the Secretariat and Executive Committee will orientate their action to increase the performance of the network in terms of connectivity, homogeneity and Knotability. In concrete terms, it means that they will:

provide information on the effective connections between members

develop the connectivity of the network through an active recruitment campaign for membership at different levels (institutions, other networks, both national and international)

launch activities which should reflect the self-sustaining nature of the relations between members, like research projects, meetings, publications

stimulate and contribute to the provision of relevant contributions to **NORRAG NEWS**, facilitating constructive relations between members.

The next General Assembly of **NORRAG** (September 1993) will have to evaluate the achievements of our network along the lines.

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MULTIPLE MEMBERSHIP ISSUES

Kenneth King, University of Edinburgh

There are two issues worth addressing here. First, membership of networks including **NORRAG** is not free. But the kind of individuals who are members of **NORRAG** are likely also to be members of several professional associations, whether national research associations, comparative education societies, or development studies associations. We need actively to pursue the issue of cross-agreements, to see if the **cost** of multiple memberships can be handled.

-There is a different issue posed by inquiries for **NORRAG NEWS** coming from the developing world. Our main purpose in mailing NN to the South is to reach individuals in other research networks in education and training -such as those mentioned particularly in this section. In reaction to inquiries therefore we ask if the individual is connected to an institution or a research association. As we are funded to assist research to connect with policy, we cannot mail our bulletin to all who inquire; we need to know who we are reaching and how they are linked to other networks.

NORRAG Membership Directory

This is being provided as an insert with this issue of **NORRAG NEWS**. If your name is not there, do let us know. Applications for membership have been arriving right up to the

day on which we went to press. Those of you in the North who have already received an invoice, after asking to join, please get in touch with the coordination.

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PROBLEMS OF NETWORKING: THE ERNESA EXPERIENCE

Donatus Komba, Coordinator ERNESA

As a research network ERNESA has been and continues to be affected adversely by whatever general problems normally impede the development **and/or** utilization of research capacity in the Eastern and Southern Africa region. These include, for example, a low status conventionally accorded to local research and researchers; underfunding of local research; over-sensitivity of governments to the critical nature of research in general; poor communication infrastructure within and across countries of the region; the lack of research training and retraining facilities; presence of cut-throat **competition** among local researchers for meagre funds which limits sharing and collaboration among them; the stagnation and even decline of our fragile economies, etc.

Besides these problems there are others that have to do with the very **essence** and *raison d'être* of the ERNESA network. The first one has been the temptation of members to equate networking simply with the creation of national research associations which become members of ERNESA as a regional body. While admittedly the formation and/or strengthening of national research associations has been a difficult and commendable task, it is true that it is the process of information sharing and collaborative activities which make a network a network. Associations should be taken as nothing but facilitating contexts for networking purposes. In this regard ERNESA has yet to fully move into the process mode of networking and become an information and activity network.

The second problem has to do with the temptation for the network to become regional without having a national or local legitimacy. It should be noted in this regard that from its inception ERNESA believed that its strength lay in the development, strengthening and operation of national research associations supported by such regional training schemes as KUTERA and BOLESWA. That is why for not less than two years (1986-88) it did only that. But since then there has been pressure arising from our own expectations and those from wellwishers and supporters that we should quickly evolve tangible and plausible regional level activities. As a consequence there is now a real danger that the regional action plan we are working on may not represent common ground or intersection of action plans agreed upon and undertaken at national level. If this happens then ERNESA may lose its local grip and with it its legitimacy and strength.

The third problem has to do with the development of shortsighted aims if ERNESA is tempted to settle with encouraging networking among researchers and research organisations or institutions while its farsighted goal was to ensure that research reached out of the shelves and universities and informed policymakers and practitioners. More precisely, the aim ultimately was to ensure that research became part and parcel of educational policymaking practice. We must admit that ERNESA has hardly begun to move closer to that ultimate goal. The ERNESA-Harvard collaboration and to some extent the **ERNETA-NORRAG** project are but humble beginnings in that direction.

The fourth problem has to do with striking a balance between **institutionalization** of the network and personalization of the network. Admittedly networks are strengthened by their power to enable individuals to surmount the institutional barriers to the

generation and free flow of ideas and information, creativity and openness. Yet networks have to exist in a world where government and even donor and other agencies are not used to working with entities which don't bear an institutional stamp, which is often the case with networks. In these circumstances networks have had to **institutionalize** and formalize themselves and in the process there is a danger of them losing the life and strength they draw from individual touch and networking charisma of their members. At the same time institutionalizing may guard against personalization of networks and initiate more systematic procedures of changing leadership and organization. There is thus a give-and-take that requires careful balancing in this regard.

The fifth problem has to do with the disturbing tendency of donor and development agencies to support capacity building schemes in a manner that by-passes and renders irrelevant existing research networks in the region. This is sometimes justified by their fear that networks in their current stage may not deliver goods as expected from institutions. It seems for them results are more important than the process that networking is all about. With time it is becoming difficult to get anyone to support the process as something-worthwhile. One can detect a tendency from among ourselves to hive off training schemes and treat them as separate networks although initially they were started as part and parcel of ERNESA.

The sixth problem for ERNESA has been the instability of the network as it has been trying to make a transition towards institutionalizing itself through registration in Botswana. For the last two years **IDRC** has been trying to wean ERNESA into independence by the joint coordination from Gaborone and partly from Dar, but with only token support for communication in a situation of soaring communication costs including having to pay for receiving faxes let alone sending them

Editor: As if confirming Komba's point, his very expensive fax from Dar was almost illegible and, completely faded out at this point. Apologies to him for any unintentional slips in the above.

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THE EDUCATIONAL RESEARCH NETWORK IN KENYA (ERNIKE)

Daniel N Sifuna, **Chairman, ENRIKE**

The Educational Research Network in Kenya (ERNIKE) is a registered association, whose main purpose is to promote educational research activities in the country. It was founded in September 1988 as an affiliate of the Educational Research Network for Eastern and Southern Africa (ERNESA).

Some of **ERNIKE's** aims and objectives are to:

- (i) identify and execute research in education
- (ii) disseminate research findings; and
- (iii) build educational research capacity in Kenya.

Membership of the Network is open to all academic staff in institutions of higher learning, educational researchers, policy makers, educational administrators and postgraduate students interested in educational issues.

Administratively, ERNIKE has an executive committee which consists of a chairman, secretary, treasurer and committee members. Links with various institutions in the country is through liaison officers. At the regional level, ERNIKE participates in the various ERNESA-organised programmes as directed by the regional co-ordinator, now secretary and the chairperson. Contacts with ERNESA are through the chairman of ERNIKE who is a trustee of the regional body.

Since its formation, ERNIKE has carried out a number of research activities. Through an **IDRC** research grant it has accomplished the following activities.

- Collection of annotated bibliographies on recent educational research.
- Compiling inventories of available research reports and current research projects.
- Writing state-of-the art reviews of three priority areas in education.
- Publication of a newsletter
- Organised research training workshops and dissemination seminars
- A book entitled Issues in Educational Research in Africa is currently under production with the East African Educational Publishers Ltd.

ERNIKE hosted an ERNESA Regional Planning Meeting in May 1991 and has successfully completed the UNICEF sponsored research on the 'Girl Child'.

ERNIKE has been solely supported by IDRC, except for small fund generated from registration fees. This has made it difficult for the Network to hold meetings and carry out its activities on a regular basis. Without alternative sources of funding the Network is unlikely to accomplish its aims and objectives.

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THE BOTSWANA EDUCATIONAL RESEARCH ASSOCIATION'S (BERA) PARTICIPATION IN RESEARCH AND POLICY STUDIES FOR THE NATIONAL COMMISSION OF EDUCATION (NCE)

Changu Mannathoko, previous ERNESA Chairperson

Introduction: BERA is currently undertaking research and policy studies for the second National Commission on Education (NCE). BERA views this a major step forward in its goal of developing dialogue and collaboration between educational researchers and policy makers. The involvements of BERA in research and policy studies for NCE is also raising the state of BERA and strengthening the national research capacity. The Botswana government set up the second NCE in July 1992: the first was fifteen years ago in 1977. The 1977 Commission conducted an in-depth and broadranging review of Botswana's entire education system, its goals and major problems. The Commission report formed the basis for the National Policy of Education which was detailed in Government Paper No. 1 of 1977.

The 1992 Commission was set up to review Botswana's education system. It is paying particular attention to the structure and content of secondary education in the context of the country's present and future economic and social change, development and problems. The Commission is addressing a growing perception by education interest groups that educational planning and development needs to be more job oriented and human development based; and that to be relevant, education **should** be sensitive and responsive to Botswana's increasingly complex and diverse economy.

Submissions to the Commission As is customary in all government Commissions, the government has invited all members of society and interest groups to make oral and/or written submissions to it. The Commissioners are travelling throughout the country getting oral submissions from members of the public.

Composition of the Commission The composition of the 1992 Commission shows a dramatic shift from the 1977 Commission. In all it has twelve members, only four of whom are foreigners - unlike the 1977 Commission which had only two nationals out of six Commissioners. 1977 Commissioners were all educators while for 1992, only three of the eight nationals are educators and the other five members are either from the private sector or from the Ministries of Finance and Development Planning and Commerce and Industry. This time- there are five females, while in 1977 all were men. The four foreign members are from Germany, Malaysia, Singapore and Britain, with the intention that they should bring information and experience directed at addressing issues related to the link between education and economic development, employment, science and technology.

Botswana Educational Research Association (BERA) and Policy Research for the Commission. Once establishment of the NCE had been announced in July 1992, BERA decided to prepare both oral and written submissions for it. BERA invited senior education researchers to prepare research-based papers on critical education issues, to make up elements of the BERA position paper to the Commission. They covered the following policy issues:

- Educational structure and quality of education
- Gender and education policy
- Education, schooling and language policy
- Quality of teacher education
- Community schooling and education policy
- Quality of basic education

These papers were presented at a one-day public BERA seminar on 19.8.1992: it was well attended and members of the public made rigorous critical comments on all the papers presented. After the seminar, two BERA researchers were charged with editing the papers and preparing the BERA position paper for final submission to the Commission.

BERA's Policy Research for the National Commission. Following this seminar, there were discussions between BERA and the Commission about its capacity to undertake research and policy studies for the Commission. It was therefore a fulfilling event for BERA when, on 16 September, the Commission Secretariat formally appointed BERA as its agent for undertaking a number of research and policy studies on education. BERA was requested to work on the following issues: policy options for preschool education; policy options for 'vocationalisation' of senior secondary education; quality of primary school completers and the implications for Form 1 organisation and teaching; policy options for transition rates from junior **secondary** to senior secondary education; strategies for the improvement of maths and science performance at all levels of the education system; policy options for the development and administration of tertiary education; policy options for education research; evaluation of technician and artisan training in Botswana; update of learning opportunities in Botswana and survey of private English-medium primary schools.

BERA was delighted to accept the challenging offer and immediately selected researchers to develop proposals, according to their expertise in the subject matter. Some

researchers selected were not BERA members but were approached because they are the best in the field. Studies are to be completed by the end of January.

Capacity Building and Consultancy Fees: This major consultancy for BERA is definitely an important step in strengthening research capacity-building in Botswana. BERA as a national research network has been given the opportunity to coordinate and undertake policy research for the NCE; and high quality research will impact on our future national education policy. BERA is paid by the NCE for this consultancy and in that way is contributing to the organisation's financial sustainability. In turn, BERA has since 1991 had a consultancy policy which states that out of each consultant's fees it retains ten percent; it has so far earned a modest income through putting that policy into practice.

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LESSONS LEARNED FROM REDUC (1972-1992)

Patricio Cariola, Director CIDE, Santiago

From the outset REDUC (a network of institutions linked through abstracting education research in Latin America) was not intended as a purely documentary or academic exercise. The idea was always to help better informed decision making.

We have succeeded in building a data base of 20,000 abstracts through a cooperative network of centres in 17 countries. However, our achievements in terms of use of REDUC among people in decision-making positions, and even among academics, are far more modest. We can come out with a number of stories about the impact of REDUC, but we cannot speak of wide-spread use. But the target and the dream (impossible?) are there. Here are some lessons we have learned in an effort to make them come true.

It is one thing is to collect and make information available. It is a very different thing is to dish it out in a way that is useful to decision makers in their every day practice. What is really exceptional is that fresh knowledge is effectively incorporated in that practice. In this business you may have to work more on the demand side than in the supply. The real challenge is not technical, **organizational** or financial. It's cultural.

2. People in planning, policy making and administration are just beginning to realize that they have to read. Pressures coming from current breakdowns of educational systems are not of the kind that force them to scan regional or world experience in order to find ways to tackle them. You may find that among people trained in other disciplines, but hardly among educationalists. We think we know the answers. When it comes to their advisors, like the old parish priest, they would rather have "people who have done their reading". Even when the awareness is there, the truly "friendly" ways of accessing information are not so friendly. One of these advisors (who had worked for REDUC) told me "what we need here are two-legged **REDUCs**". That is brokers, people who assimilate the contents of REDUC and are able to provide answers to current problems.
3. Just having REDUC available does not lead professors of education to use it either. It is mostly used by researchers writing a regional paper for development agencies or for publication or for doctoral students writing dissertations for universities in the North. One could trace the lack of the habit of using current, local, knowledge to

schools of education and to the general weakness of education as an organized body of knowledge which if assessed, can produce differences in practice. This is not only a problem in the South.

4. The doctoral programme in educational research set up by Dr Miguel Petty at the Catholic University of Cordoba (Argentina) uses REDUC as its main source of bibliography. At the licentiate level students are taught to abstract and write **state-of-the-art** papers after REDUC models. Graduate students from other schools of education in town use the microfiches of the originals, plus the abstracts. This well established experience shows that new habits can be created within training institutions that could bear fruit later when they have to face real problems.
5. It is relatively easy to set up an operation like REDUC strictly from the angle of an up-to-date database if the following conditions are met:
 - a) Finding institutions where such an operation fits with their institutional interests. The more it serves these interests, the greater the financial and general institutional support will be.
 - b) That the Coordinating Center manage to involve the national **centers** in some sort of cooperative design and control of the operation and, secondly, obtain the resources to provide them with the basic equipment, training and minimal contribution to running expenses. As far as local contributions are concerned, experience shows that public institutions can assign personnel more easily, but usually fall behind private ones in terms of dissemination and general initiative. Heads of institutions are key in this regard
6. At a more operational level REDUC, as a database, is based on the dedication of documentalists. In every **center** you will find a documentalist (usually a woman) for whom REDUC is more than just a job. The biannual meetings of directors and documentalists, plus joint training, forge close professional bonds and dedication. This is a network.
7. The real problems start when you try to bring the database to bear on decision making. This implies making your own the problems of those preparing actual decisions and acting as brokers between the data and the problem. This implies analysis and a different sort of professional than the traditional documentalist. You need people who can, through the intermediation of written texts and on the basis of the work of documentalists, set up a communications process a "conversation" between researchers and people in ministries and school systems - and vice versa. There is still a very mechanistic understanding of the information/decision making process. There is little attention given to such factors as commitment and interpretation, capacity to listen to breakdowns and new distinctions, to creativity. Finally every solution is a creation, not just an application of information. Information can trigger creativity; it won't replace it. We have learned this from communication theory, common sense and practice.
8. Emphasis on "use" is not only an ethical imperative but also a practical one. International money is available to set up information systems and to introduce new technology, it is not just to keep databases up to date. There is a growing interest; however, in their use by policy people.
9. We are learning that such use can be increased by introducing "intelligence" into a database, i.e., technology that makes it friendly and by training brokers and users (see below). Training to become brokers and users seems to overlap with current

methods to train in policy planning, and administration is constructed more and more as use of information (see below BRIDGES-REDUC).

- 10. Collecting, abstracting, and disseminating is a simple way to build up educational research even in the least developed contexts. It's a good starting point for more sophisticated stages in terms of use in practice and actual production of new research. But there must be leadership to make the difficult move from collecting to analyzing and to dialogue with decision makers.
- 11. A final and obvious lesson is that although policy and administration have their own logic, the growing demand for **efficiency** and pertinence on social services (education particularly) makes it necessary to establish dynamic links between them. This is the business of databases, information (we would rather speak of "communications") systems and networks. Working with REDUC shows us that there is a growing demand to step up efforts in this direction. New frontiers, new dreams.

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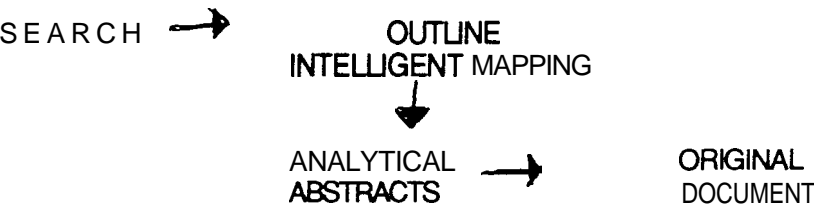
INCREASING NETWORK EFFECTIVENESS THROUGH TECHNOLOGY

Jose Gonzalez Cornejo

1 The framework of REDUC

Activities and model

Over the past years REDUC has introduced technological innovations and a systematic information treatment for collection and analysis, processing and dissemination'. It has developed the following process model for assisting query refinement using its online information retrieval system:



[Gonl]

How REDUC implements this model?

REDUC implements this model by ensuring that users can conveniently access the system; from then, researchers and policy-makers may obtain information by using a semantic network of concepts within the same work environment.

¹ See P Cariola, Lessons Learned from REDUC 1972-92, above

Stimulus of technological changes

The enormous flow of information that can be made available and integrated through REDUC by means of computer enquiries can mean that the search generates more questions than it has answered. There is thus a corresponding need to develop efficient software which enables interaction with these hardware innovations. Software has been developed which has the capacity to read, write or manipulate information from the high capacity storage medium, and also allows electronic communication of this information among different users, either through local area networks or through telephone lines.

This duality between hardware and software developments stimulated by the unprecedented information management demands placed on computer technologies has also fostered innovations in Hypertext:

Innovation in the collecting and analysis of educational research

- classification criteria
- electronic storage of data
- network of links

Incorporation of technology for massive storage entities, CD-ROM and WORM, scanner technology with optical recognition of text and telecommunication are all part of this.

These developments, combined with Hypertext, are bringing about change in classical forms of bibliographical databases, which consist of publication data and abstracts, and are making possible an extension to full text capabilities. After a user has completed a standard bibliographical search, the full text or portions of text could be read on the terminal screen; further analysed with hypertext software: printed; filed; or converted to word processing format.

Innovation in processing and dissemination

Research on new information retrieval procedures is based on:

- Hypertext
- Causal model analysis
- Semantic network system, automatic content analysis
- Telecommunication

2 State of Play

- i) The complete database of REDUC is functioning in hypertext IZE.
- ii) A publication on Hypertext and its use in the documental treatment of data represents the state of practice of this retrieval information technology in **REDUC²**.
- iii) Research is being planned, with the support of IDRC, to test and implement representative prototypes of Hypertext and to generate a guide to 'information makers/users of databases. According to the results obtained from the research, it might be necessary to design an appropriate system which facilitates the transition to building and retrieving the **information** from a 'Hypertext concept' point of view **3**.

Causal model-analysis and simulation games

REDUC together with BRIDGES of Harvard University⁴ has developed several workshops in Chile and Honduras based on training modules for improving the quality of education. These

² [Gon1] 'Hipertexto: Utilizacion en el Tratamiento Documental de Datos: Del M/ISIS al IZE', Second Edition May 1992 CIDE Santiago de Chile, G Cornejo

³ See [Gon1] Chapter 1

⁴ BRIDGES Basic Research Implementation in Developing Educational Systems Harvard Institute for International Development The Harvard Graduate School of Education

modules introduce microcomputer software tools which can aid decision makers in understanding the relationships between educational goals.

To adapt these modules to the Latin-American situation, REDUC has designed 'DESAFIO', a group game based on a mathematical simulation cause-effect **model**⁵ with a computer interface, providing easy access to documental and statistical databases. The simulation uses a table game, fictitious money and a PC compatible, with a printer. Participants consist of a group of five people, which emulates a 'ministerial team'.

The generic objectives of 'DESAFIO' are to stimulate the decision maker to consult researches in the field of education; to provide training assistance through innovation instructional procedures; to provide a practical workshop leading towards practical solutions.

The specific case-scenario of the simulation is to increase coverage of secondary enrolment in Chile; and to improve the quality of teaching, efficiency of the system, and overall facilities.

DESAFIO has been used in several workshops and demonstrations, such as: Ministerio de Educacion, Santiago, Chile; CEPAL-CELADE Postgraduate students; Tegucigalpa, Ministerio de Educacion; The World Bank; and the Interamerican Development Bank.

Semantic network system. automatic content analysis⁶

REDUC with CEPAL-CLADES⁷ is designing a Hypertext data model in IZE to contain material downloaded from a computer conference being held of CoSy⁸. A software programme • 'CoSy mapping programme' • is being developed: it is a computer programme written specifically for the treatment of stored IIDCONF ASCII files, within a methodological framework. The CoSy mapping programme intends to provide a mechanism for systematically tracing the evolution of transmitted messages covering CoSy issues.

Telecommunication

In this area REDUC is preparing to participate in a satellite project of NASA (ACTS)⁹, directed by Georgetown University¹⁰.

CD-ROM

REDUC is preparing a second CD-ROM including an easy-to-use database computer programme to administer its several data bases.

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⁵ Using the LISREL approach for causal modelling and non-experimental research

⁶ [Gon1] Chapter 4 'Universal Indexer' for the treatment of documental information in education. This Universal Indexer, in the form of a computer programme, could be used for the automatic characterisation of documents.

⁷ A semantic-computerised processing model base in IZE information management software. Julio Cubillo, CEPAL-CLADES Jose Gonzalez Cornejo. (CIDE-REDUC)IIDCONF/COSY E-MAIL CONFERENCE organised by IDRC. ACTS, NASA'S Advanced Communication Technology Satellite

⁸IIDCONF/COSY EMAIL CONFERENCE organized by IDRC

⁹ACTS, NASA'S Advanced Communication Technology Satellite

¹⁰Harold Bradley, S.J. Federal Relations, Georgetown University, Washington D.C. USA.

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REDUC IN RELATION TO OTHER LATIN AMERICAN NETWORKS

E. Schiefelbein, UNESCO-OREALC

A dozen of the many efforts carried out in LA to operate networks in education have succeeded for some time but only one has lasted for almost two decades in terms of exchanging information. Given the paucity of resources networking has been the result of a financing sponsor rather than local efforts. Therefore, the networks operate as a result of the **activity** from the hub and little happens between the rest of the network members.

The OAS, IDB-Brookings Foundation and Ford Foundation during the 70s; **IDRC** in the 70s to the 90s; UNICEF, UNESCO and the World Bank during the 80s and 90s; **OEI** in the 90s; and CINTERFOR-ILO throughout the period have developed specialized networks. Each of these agencies have distributed some type of newsletter on each of the topics (research, production functions, adult education, training, preschooling, planning, or teacher training), convened seminars from time to time and published the proceedings or selected papers produced by network members. The World Bank has also been using some of this data for their **sectoral** reports and project preparation. In each case, once the hub has no longer been able to fund a joint research project or to keep mailing a newsletter, the network collapsed. It has taken a long time to realize that there is little money for exchanges and few local rewards for the scholarly work.

More resilient have been the networks related to one person. the UNICEF-Myers network in preschool education, the Maria **Antonia-Gallart** in training and employment. The failure of the Van Leer-Arango attempt may be explained by the violence and turmoil in Colombia rather than by the type of networking model.

REDUC has been able to operate and survive more than a decade given the low cost strategies and cooperative structure built into the network. but the role of **Patricio** Cariola has been paramount in its survival and management. Over two thirds of the cost is borne by the local centers, but the locus of control is in the region. Exchanges are made directly among the member centers, and the hub in Chile only produces the Annual Index of abstracts and the joint regional computer file. However, the recent effort at sharing responsibilities among member centers will be a tough test of its endurance.

REDUC has been able to include reports produced by networks no longer in operation and to coordinate efforts with **specialized** active networks such as **CINTERFOR (ILO-Montevideo)**, **IDRC**, **CRESALC (UNESCO-Caracas)**, the UNESCO networks for Central America, adult education (**REDALF**), planning (**REPLAD**) and teacher training (**PICPEMCE**) and in a lesser degree with OAS and **IBE**. Now that **OEI** is developing several data-bases there is once again the question whether there will be a cooperative or competitive relationship among both networks.

REDUC has been recently playing a key role in providing services to other networks. For example, planners send their research and reports to the **local** REDUC center and an abstract is produced. The abstract is published during the next four to six months by the local center and indexed in the regional REDUC Index. From time to time the **specialized REPLAD** network can retrieve all materials related with planning and publish a specialized issue with all abstracts and indexes by extracting the suitable materials from the REDUC mail files. Therefore, costs for each specialized network are reduced to printing and mailing, thus allowing the network to focus on exchanges and substantive matters. It is an interesting arrangement because it reduces interference with other networks, but allows sharing of efforts.

Acronyms: OAS = Organisation of American States; IDB = Interamerican Development Bank; IDRC = International Development Research Centre; OEI = Organization of Iberoamerican States in the field of education; IBE = International Bureau of Education.

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SOUTHEAST ASIAN BIBLIOGRAPHIC AND ABSTRACTING SERVICE (SEABAS)

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In the course of carrying out its activities, the Southeast Asian Research Review and Advisory Group (SEARRAG) identified several problems associated with educational research in the region. One of the main problems is the accessibility and the dissemination of the vast amount of research found in countries which make up SEARRAG. For example, the Philippines has identified more than 7000 researches, Thailand about 5000, Indonesia about 3500 and Malaysia about 1200 researches. However most of this high volume of educational research is not accessible to all concerned with education, both at the country level and at the regional level. The main reasons for this inaccessibility are; firstly the bulk (about 85%) of the research are theses and dissertations and secondly most of the rest of the research is commissioned research which usually means that this research is usually confidential. In the Southeast Asian region another major problem is the language used in the research in the different countries which means that most research in countries such as Indonesia, Thailand and Malaysia is not accessible to other countries.

Given these problems of inaccessibility of educational research in the region, SEARRAG in attempting to achieve its objective of enhancing the contribution of educational research towards the improvement of educational policy, research and practices in the region through establishing networking at all levels between the policy-makers, researchers and practitioner communities, established the Southeast Asian Bibliographic and Abstracting Service (SEABAS). Through this service, information on the numerous research available, at least in the form of abstracts (in English) is collected and disseminated to people at all levels of education in the region. To operationalize this, SEABAS has to perform two major functions at both the country and the regional levels: a) the identification, collection, storage and dissemination of abstracts of local research and b) the publication and dissemination of bibliographies, thematic collections of abstracts and state-of-the-art reviews.

In recent years, SEABAS has become the major activity for SEARRAG. To improve its functionality and sustainability, SEABAS now consists of a regional centre in each SEARRAG country. The regional centre is sited at the Unit of Research in Basic Education, University of Science, Malaysia. The national centres are situated in institutions which have close access to research information on the one hand and on the other, have linkages for dissemination with the different groups of potential users of the information. In Malaysia, Thailand, Indonesia and Philippines the national collection centres for SEABAS are units or divisions in Ministries of Education.

The Indonesian SEABAS national collection centre is with the Office of Educational and Cultural Research and Development (BALITBANG DIKBUD); the Malaysian centre at the Educational Planning and Research Division and the Philippine centre at the National Educational Testing and Research Centre. In the case of Thailand, SEABAS national centre is at the National Education Commission which is under Thailand's Prime Minister's Office. In Singapore and Brunei, the national centres are at the university libraries; of the National

institute of Education of the Nanyang Technological University and the University of Brunei Durassalam respectively.

As a result of the development of the SEABAS database, each national centre has now two databases on educational research information. The first database is the regional database based on the contributions from all the national centres. This regional database of educational research information is in English so as to ensure international dissemination. The other database is a national database prepared in the official language of the country to provide access to local audiences. With these two databases the access to educational research is thus widened.

The regional SEABAS database, using the CDS-ISIS software, now consists of 4200 bibliographic records and 1500 abstracts. These records in the SEABAS database are accessible through the use of keywords or descriptors based on the **UNESCO-IBE** Thesaurus. The regional centre and the national collection centres can retrieve and forward any requests for information on the basis of the keywords/descriptors sent from people both within and outside the region. —

SEABAS is now in the process of distributing its database on a subscription basis world-wide. It is proposed that for an annual subscription of **US\$ 100**, subscribers will be provided with the regional collection and a 6 monthly update (to be forwarded in diskettes) and all **SEARRAG** publications. These publications will consist of State-of-the-Art review reports, bibliographies, thematic compilations of abstracts and books on regional synthesis of reviews on specific topics. Those interested in subscribing to the SEABAS database can contact:

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SEARRAG address list follows on the next page.

PROSPECT **FOR** DEVELOPING AN ARAB RRAG REGIONAL NETWORK

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In the true Jomtien spirit of "Basic Education for All", Arab countries are making wholehearted efforts aimed to **realize** the vision of education for all, while at the same time improving the quality of basic education. To achieve these goals most countries have rapidly expanded their education systems and several of them including Egypt, Jordan, Oman and Yemen have embarked upon comprehensive long-term education reform programmes directed toward enhancing student achievement levels through improved quality education.

Although most countries in the region have universities and institutions that have provision for educational research and development, no successful effort has been made to establish effective channels of information exchange or to **institutionalize** the functions of documentation and dissemination of state-of-the-art education research and innovations either at the national or at the regional level.

Even among university-based and other national **centers** of educational research, whose professed aim is to spread scientific knowledge, the general atmosphere of secretiveness, tendency to conceal, and shared feelings of mutual distrust still largely prevail. There exists a substantial amount of usable educational research, though conducted sporadically in isolated bits and pieces by individual researchers in different places. There are no national or regional agencies that are responsible for systematic reviews, documentation, dissemination and archiving of research comprehensively on a regular basis. There is no system for generating research-based knowledge through synthetic reviews of related research literature scattered at different places.

There is, fortunately, a growing sense of realization among educational researchers, administrators, managers, policy planners and reform enthusiasts, both at the national and the regional level, that in this age of information explosion and electronic mail it is an incongruity in starting implementing ambitious education reform plans and not establishing information network support systems considered absolutely vital to sustain reform programs and prolong their momentum.

Realizing the crucial role of information exchange in improving the quality of education and especially in successful implementation of basic education reforms, the Regional Seminar on the Role of Educational Research Institutions in developing Basic education in the Arab States organized by the National Center For Educational Research and Development (NCERD) in collaboration with UNESCO's Educational Innovation Programme for Development in the Arab States (**EIPDAS**) December, 1991 particularly emphasized the need for the creation of major integrated databases and **EMISes** in order to improve coordination among other national and regional information systems and networks.

Several countries in the Arab regions including Jordan, have established or are in the process of establishing national Education Management Information Systems (**EMIS**). At present, however, there is no regular means of information exchange and sharing knowledge and experience for mutual benefit at the regional level.

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Regional agencies and networks, offsprings of RRAG, like **NORRAG**, **ERNESA**, **SEARRAG** are flourishing because **they** have proved immensely useful in improving the quality of interactions amongst research, policy and practice, stimulating policy dialogue, and increasing collaboration in educational research and policy analysis across North and South. I feel it is high time that researchers and policy makers in the Arab countries too should join in and form a Research Review Advisory Group and benefit from the variety of services an Arab Regional Network linking all institutions of educational research and educational databases would have the potential to provide.

The NCERD in Jordan, having gained valuable experience through the process of establishing an effective **EMIS** and launching upon education research information documentation and dissemination program, would be the most likely candidate to host such a research review in the form of an Arab Regional Information Network Advisory Group.

The Arab Regional Information Network will seek linkages with existing regional networks and various universities and educational research and development **centers** willing to share common interests-throughout the world.

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NETWORKING IN SUPPORT OF SOUTH AFRICAN POLICY CHANGE

Peter Badcock-Walters
Education Foundation, Johannesburg

The Education Foundation is an independent, non-government, non-profit and politically non-aligned development institute committed to the creation of a new and appropriate education system for South Africa. Thus the Foundation is centrally located in a networking and facilitation process to ensure genuine consultation and co-operative relationships around policy development and system design.

This entails interactive and open working relationships across the stakeholder spectrum, including the incumbent bureaucracy and technocracy. By definition, this separates the networking process on to at least two levels: the first, reflecting the popular notion of contact points within a field of interest, is a continuing process of information sharing and the creation of access to data.

The Foundation has established an education data and information clearing house, **EduSource**, to facilitate this process. **EduSource** maintains an extensive network of data sources and NGO contacts to ensure equalisation of access to historically restricted data, and to inform both the dialogue process and the range of key role players within it. This level of networking also involves developing relationships with other contact networks within South Africa, and a listing of these. Beyond the country's borders, relationships are being established with **ERNESA/BERA**, as well as with policy and data analysts in several neighbouring states including Botswana, Zimbabwe, Swaziland and Namibia.

At a second and essentially strategic level, the networking process involves those role players directly engaged in the formulation, articulation and development of policy and education futures in regard to basic and post-secondary education, governance, teacher supply and financing. It is here that the Education Foundation is involved in a number of process focal points:

The development of resources and technologies, including computer-based policy modelling tools, to empower South Africans to formulate and advance policy options and positions

The facilitation of forums and environments in which this policy dialogue process can be advanced in a climate of co-operation and consensus-seeking

The creation of policy support systems, including a highly mobile support unit, to ensure the transfer of skills and technologies to the widest range of South African role players (**and their** support networks)

The input of comparative international information and innovative alternatives to stimulate debate and the interrogation of policy positions.

This second level involves a comparatively limited number of South Africans, reflecting the critical shortage of skilled or experienced human resources in the policy field.

As a consequence, the Foundation's areas of focus have the cumulative effect of orienting and training stakeholder and interest groups, and expanding those human resources needed to address the education crisis. The Education Foundation is supported in these activities by its institutional links with the Research Triangle Institute (RTI) of North Carolina, which provide both advanced policy modelling technologies and comparative international experience.

Although unrelated to some extent to these policy support systems and networks, the Foundation is also involved in the research, development and piloting of an appropriate community college system for South Africa. As a result an extremely extensive network of role players and interest groups in adult basic, post-secondary and bridging education has been established, to concentrate energy on the piloting and establishment of a college system.

The Education Foundation and **EduSource** may be contacted at:

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South Africa

David Gilmour, School of Education, University of Cape Town

Until recently South African educators have for political reasons not been able formally to network with colleagues in the sub-region except on either a sporadic or a personal level. Internally, the organisation of education interest groups has reflected the apartheid divisions so that similarly there has been little contact between different education institutions and societies.

However, with moves on the political front there are more avenues for communication opening up. One instance has been the development of Education Policy Units at several universities (Witwatersrand, Durban-Westville, Western Cape and more recently Fort **Hare**). These have in common pro-democratic positions which facilitate interaction. A second example in this vein has been the recent National Education Policy Investigation which has brought together nearly 400 researchers. A third broader based example has

been the formation in 1991 of a professional society, the Southern African Comparative and History of Education Society (SACHES), which has the express purpose of linking both South African and Southern African educators. The admission of SACHES to the World Council of Comparative Education Societies in 1992 has provided an acceptable forum for the meeting of educators and hopefully this forum will expand. The first major conference was held in South Africa in October this year, and attracted participants from Zambia, Botswana, Mozambique, Zimbabwe and Namibia. The enthusiasm for this modest venture expressed by colleagues to the north of South Africa was **salutory** and illustrated quite unequivocally the need for further and systematic contact.

The concerns that were raised by delegates reflected some of the broader difficulties around networking in South Africa. A key issue for delegates was how to sustain contacts, and how to link with existing networks (for example ERNESA, BERA, BOLESWA etc) in a complementary way. While all agreed in principle that such networks were invaluable, the main obstacles were seen on the one hand to be financial and technical and on the other to do with scope of interest. In respect of -finances, South African academics have limited university resources to call on, in general being restricted to one conference-type trip per annum. For many others, particularly those at so-called 'black' universities and at teachers' colleges there are no sources of funding. This clearly limits the opportunities for direct interaction. Similarly, there are limited computer-network possibilities. This seems to apply equally for colleagues outside South Africa. In terms of scope of interest there remains in South Africa a division of concerns between those primarily involved in initial teacher training and the more academic concerns of university-based educators. Again there are historical reasons for this, related to issues of access to schools, political attitudes and perceived status differentials. Hopefully, this may change as the shape of the tertiary education structure is re-planned, but at the moment conferences and meetings are both physically separate and tend to deal with different foci. Similarly there are jurisdictional difficulties and political hostilities that need to be overcome.

Given these constraints, it became clear that if face-to-face contact was to take place, conferences and meetings would have to be co-ordinated (eg. piggy-backing) and that funding was crucial. In this respect up-to-date mailing lists and information exchanges were seen to be important. In general, knowledge about different areas of research is at a premium, and of considerable use in developing networks would be more information about existing networks and research activities. The mechanisms to do this are of course another set of issues and relate to a second dimension, namely the development of existing strengths and initiatives in a way that does not permit control over research activity and dissemination and which is enabling rather than, as has tended to be the case, exclusive. The initiatives referred to above are expressly concerned with this principle and indeed the long term success of any networking efforts will have to rest on democratising and equalising research efforts and institutions. In this sense, the principle of networking has great potential for assisting in the opening up of educational activity to the fullest range of stake-holders.

JAPAN: EDUCATION AND DEVELOPMENT NETWORK

Akihiro Chiba, International Christian University

Professor Akihiro Chiba, after 30 years of career in UNESCO as one of the main architects of UNESCO's operational activities, especially in education, returned to Japan to assume teaching duty at the Department of Education and also to serve as the Director, Institute of Educational Research and Service, International Christian University of Tokyo.

After realizing the lack of organized effort in Japan on networking specialists and practitioners in development cooperation in the field of education, he intends to start a small network called "Education and Development Network" to facilitate exchange of information among his students, former UN or Japanese volunteers and experts in the field of education, and other specialists interested in the subject.

The areas covered ~~are~~ essentially literacy, basic education, educational planning, management and evaluation, and sector study programme development in education.

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NETWORKING: A POSSIBLE APPROACH TO CENTRE-STATE
POLICY DIALOGUE IN INDIA

Caroline Dyer
University of Edinburgh

Networking was an integral component of the research methodology I adopted in India last year for data collection for my doctoral thesis. Researching the implementation in Gujarat of an innovation from the 1986 National Policy on Education, I set out with a 'bottom up' methodology designed to lead me from teachers in schools in three case study locations 'upwards' via various tiers of administration through the State government to the central government in New Delhi. What I was aiming for was to probe, and later account for, the differences between the 'official version' and what, according to actors' perceptions, had 'really' happened. An important part of this strategy was to gather names - not of those in senior positions, but of any teacher trainers, academics or officials who were known to have impacted on the level below them.

Initially, this form of networking provided a firm anchor in the long corridors of the administration, since it gave me names to search out. These people in turn passed on names of others I should see. From the State level downwards, this had an important limitation, however: there was a tendency to adhere to hierarchical Indian bureaucratic norms by pushing me upwards rather than sideways. It was striking how names mentioned first were usually those of seniors, and it was not always easy to tease out names of others perhaps more appropriate to the enquiry. Although this name-giving was annotated with comments which were an important key to understanding how individuals in the implementation chain valued and viewed one another in their official capacities, it was clear that even within the administration there was no existing network of contacts and information exchange to tap into. Strikingly, the names of only two academics were mentioned in the course of many free-ranging discussions on issues associated with educational policy and its implementation. Networking about education, or even administration, within the bureaucracy was not really done; and beyond - not done at all. Without it, there was a palpable lack of idea generation, no dialogue about policy, and a feeling of staleness as officials carried out their tasks.

Within the New Delhi administration, a networking consciousness absent in the State was apparent, and drew in academics and other non-bureaucrats. This rather underlined the lack of a similar pool of people to draw on at the State level and the tendency for New Delhi to monopolise talent. But it seemed to emphasise, too, a richer climate around the top of the implementation chain that wanes as policy moves away from the centre. There is a policy outcome: through networking at the top level, ideas are exchanged and consolidated; but New Delhi ideas germinate in a very different atmosphere from that found at State level. When fed into policy-making, they can result in programmes that have little empathy in very different conditions, but are passed downwards through the administration and are not really open to debate.

With no 'ideas forum' at the State level there is little with which to refute the centralising tendency built into the federal and bureaucratic structures. The State needs to come up with positive policy input, rather than adopting an attitude of passive resistance; but it must develop its own policy dialogue first. It is worth giving thought to whether, and how, the notion of networking might be introduced throughout the administrative hierarchy. In the long term it could rejuvenate State initiative and enhance the appropriacy of policy measures designed to increase the capacity of elementary schools to retain children.

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UPDATE ON EDUCATION FOR ALL

Introductory note

Many of the newsletters we have referred to are themselves 'children of Jomtien'; so there is some account elsewhere of what has been happening since Jomtien. This would include a Newsletter not even mentioned thus far: UNESCO Sources, which in its issue 42 of October 1992 carried a series of articles on 'After Jomtien: Is education for all on the right track?'

But we also carry two pieces from individuals who have been greatly concerned with either analysing or promoting the **followup** of Jomtien. Mike Lakin, the executive secretary of the EFA Forum Secretariat, and Hans Lundgren who was one of those responsible for the planning and organisation of the DAC meeting on Basic Education: donor roles and responsibilities, June 1992.

For those who want to follow some aspects of the donor dimension of response to EFA, there are several sources, but two recent ones are:

K. King and R. Carr-Hill: 'The challenge of Educational Aid to Africa' **OAU/donors** meeting, Senegal, November 1992. Available from the authors, but to be published by UNICEF.

R. Carr-Hill and Kenneth King, 'International aid to basic education: flows, policies, modalities' (DAC paper), available as Occasional Paper no 38 of the Centre of African Studies, University of Edinburgh, George Square, Edinburgh EH8 9LL.

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EFA FORUM ACTIVITIES

Mike Lakin, Executive Secretary,
EFA Forum Secretariat, UNESCO, Paris

Quality basic education for all will be the focus of the second meeting of the International Consultative Forum on Education for All, scheduled for the second half of 1993. At its initial meeting (Geneva, September 1992), the Steering Committee of the Forum decided this general theme will be examined in respect of four topics: early childhood development, improving primary education, improving nonformal education, and financing quality. Groups are now being constituted to prepare the discussion on these topics. The Forum will review progress by countries and organizations in implementing the Framework for Action to Meet Basic Learning Needs, approved at Jomtien.

The Steering Committee also discussed the Forum's **workplan** for 1992-1993 as proposed by the four **convenors** (UNDP, UNESCO, UNICEF and the World Bank). The core programme includes such activities as the meetings of the Forum and its Steering Committee, the publication of the quarterly EFA 2000 Bulletin (in English/French/Arabic/Spanish), the imminent publication of three monographs synthesizing the materials used in the thematic roundtables at the Jomtien Conference, and the establishment of a database on EFA indicators and country actions. These activities are carried out largely by the Forum's secretariat, based at UNESCO headquarters in Paris.

The "extended programme" of the Forum includes several global level initiatives, such as one for the 9 most populous countries (home to 75% of the world's illiterate adults), another to improve the provision of basic learning materials in the developing countries, another to promote intersectoral strategies (including basic education) to improve the status of girls and women, and three more aimed at facilitating the active participation of, respectively, the media, business, and the **NGOs** in the provision of basic education. These initiatives operate under the auspices of the Forum and report to it. Each initiative is led by one or more **organizations/institutions** that constitute an action group or task force of interested parties; each group determines its own agenda and timeframe, and makes whatever funding and implementation arrangements may be necessary.

Further information about the Forum, its activities, and its publications, can be obtained from the Executive Secretary, EFA Forum Secretariat, UNESCO, 7 place de Fontenoy, 75352 Paris 07 SP, France, fax 33 1 45680890

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CONCLUSIONS AND FOLLOW UP TO THE DAC MEETING ON BASIC EDUCATION

Hans Lundgren, DAC Secretariat, OECD.

The Development Assistance Committee of the OECD met in June 1992 to discuss Basic Education - Donor Roles and Responsibilities. The conclusions of the meeting were circulated for review to the members and observers of the committee and formally adopted at a DAC meeting held in October 1992. The conclusions highlight the need for new modalities of donor - recipient co-operation and for more effective aid strategies. The necessity of better aid co-ordination is emphasised, and the central role of the recipient authorities in the co-ordination process.

The conclusions recommend that donor countries:

- emphasise basic education in the policy dialogue with developing countries;
- provide assistance on a long-term basis for comprehensive **sectoral** programme support;
- assist in the building and strengthening of national capacity to plan, manage and monitor basic education programmes;
- support strategies to promote the education of girls and women,
- increase the percentage of aid available for education with the major proportion to basic education:
- strengthen their own capacity to deal with basic education issues on a cross - **sectoral** basis;
- monitor aid policies and flows to basic education,

A major instrument for checking the implementaion of these conclusions is the DAC Aid Policy Review where bilateral donors are examined by other donors in a systematic way. The adoption of the conclusions is thus the beginning of a process in which basic

Update on Education for All

EFA Forum Activities
DAC conclusions and follow-up on EFA

education issues and questions will be raised in the context of discussions on the overall aid programmes. A meeting of the DAC to review progress on the integration of the agreed conclusions into aid agency policies and programmes is planned to be held in **1994-95**. The meeting also expressed support for the efforts of multilateral and bilateral organisations to establish a comprehensive Education For All monitoring and evaluation system. covering policies and strategies, financial flows, and qualitative indicators.

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Publications, Announcements. Dissemination

Publications

Southern Educational Research Initiative

Inventory of the British Resource in International Education

Norrag at Edinburgh

NORRAG objectives

PUBLICATIONS, ANNOUNCEMENTS, DISSEMINATION

If a **NORRAG** reader would like to offer a review of some of the very recent books on international education, we'd be glad to carry these:

Recent Publication from SIDA

Of interest to many readers is one of the more recent Education Division Documents, No 55:

Kinfe Abraham, Swedish education assistance: a statistical review of education, culture and public administration aid and some global pointers, 1989/90 - 1991/92, January 1992, SIDA, S105. 25 Stockholm.

The Oxford Conference 1991..very shortly to be published

In two volumes, the papers of the Oxford Conference 1991 will be available under the Conference title: The Reform of Educational Systems local and National Needs. Professor John Turner has been responsible for their publication, and inquiries should be directed to the International Office, School of Education, University of Manchester, Manchester M13 9PL. UK. The price - wait for it - is only 14 sterling for the set of 2 volumes.

Three Books on Aid and Education

Christopher Colclough with Keith Lewin, Educating all the children: strategies for primary schooling in the south, Clarendon Press Oxford. Expected March 1993. Price hardback f 30 00; and **softback** f 9.95.

P. Jones, World Bank financing of education (Routledge, hardback f 35.00)

K. King, Aid and Education in the developing world (Longman, 1991, paperback f 9.95)

UK ODA Training Review now available

ODA, The Power of change: a) a review of training needs and Criteria and b) training for the private sector ODA, November 1992. (94 Victoria Street, London SW1 E 5JL) We shall carry an analysis of this in our next issue, but it does mark a significant shift in thinking about the location and purpose of training.

East/Central Europe

Education in East/Central Europe: Report of the Oslo Conference edited by Arild Tjeldvoll. (Published in Cooperation with Education Leadership International, University of Oslo) 180 pages, Price **US\$** 20.00. Available from the Comparative Education Center, Baldy Hall, SUNY-Buffalo, NY 14260 USA. (Payment must be in US dollars and must accompany order). Add **US\$ 5** for each order for postage outside the USA

Latin America

A book of the edited proceedings of the one-day conference of the Seminar on Latin American Education' held in Hull last May will be published in February 1993. Please contact Mark Richmond, University of Humberside, Hull HU6 7LU

Latest Nordic Association (NASEDEC) Publication out soon

Lene Buchert (Ed.) Education and training in the Third World: the local dimension
(Centre for Development Research, Copenhagen/CESO
joint publication, The Hague, 1993)

British Comparative and International Education Society (BCIES), latest publications:

1. Education and the Law: International Perspectives.

This book arose from the Cambridge BCIES conference and will be available from Routledge early in 1993.

2. Colin Brock and Mark Richmond (Eds.) Politics and the Curriculum.

This arose from the 1992 Conference and will be available in wordprocessed form at the beginning of 1993, and later on as a volume through Routledge. Contact Mark Richmond. For address see above.

Special Issue of Science, Technology & Development

The autumn volume of this Cass Journal (ISBN 0950 0707) is entirely dedicated to an analysis of science and technology education in an international context: David Layton & K. King (volume eds.) Volume 10, October 1992.

E-Mailing amongst Newsletter Editors

David Turner, who is responsible for the BCIES Newsletter, wishes to explore directly with other Newsletter editors (including NORRAG NEWS) the possibility of much greater interaction via E-mail. Can we ask you to make contact with him directly by that medium if you'd like to take this further:

DAVID1 4@bkmain.uel.ac.uk

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Southern Education Research Initiative

Cheng Kai-Ming, HKU, Hong Kong

Readers of the **NORRAG NEWS** may still remember the Working Group for Education Research which was proposing to review educational research in various countries mainly in the South, focussing initially on research capacity building and networking. In a recent meeting in Nairobi, the Interim Management Group, which is to oversee the development of the idea, has decided (a) the Interim group will take up the responsibility of liaison with the other researchers, (b) that the framework be called Southern Educational Research Initiative (SERI) and (c) researchers in various regions will be invited to participate and (d) three pilot case studies, one in each of Africa, Asia and Latin America/Car&beans, will be carried out as a first step. IDRC has committed itself to provide secretarial support at its Nairobi office. A number of other

international organizations have expressed their inclination to support the initiative. The Initiative is likely to take off in early 1993. Readers are welcome to contact the Chairman for further information: Dr Cheng Kai-ming, Dean, Faculty of Education, University of Hong Kong. Fax: (852)-5170075. Email: hradckm@hkucc.

Inventory of the British Resource on International Training & Education (BRITE)

With support from the British Council, an Inventory of the British resource on education and vocational training is being constructed at the moment. It should be a valuable tool for networking, since it will encompass all the main facets of Britain's very considerable **resource** on international education and training:

- the **NGOs** concerned with education & training
- the professional associations
- the public and private institutions, committees, and companies
- the volunteer agencies
- the education publishers concerned with international education

The intention is to have this available for the next Oxford Conference which itself seeks to pull together many aspects of the British resource.

Principal researcher on BRITE is Caroline Dyer. Address Education Department, University of Edinburgh, 10 Buccleuch Place, Edinburgh EH8 9JT, Scotland UK. Phone: 031 650 4320 or 031 650 3879

If you would like to know more about the project, please write.

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UNIVERSITY OF MANCHESTER

CHAIR OF INTERNATIONAL EDUCATION

Applications are invited for appointment to a new Chair of International Education within the Faculty of Education. The person appointed to the Chair **will** co-ordinate and develop the international work of the School of Education in all its aspects and will provide leadership in teaching, research and consultancy in international education.

Applications (one copy suitable for photocopying), giving full details of qualifications and experience, together with the names and addresses of three persons to whom reference may be made, should be sent not later than January 11 th, 1993 to the **Registrar**(Academic Staffing Officer), the University, Manchester, M13 9PL, from whom further particulars may be obtained (tel. 061 275 2028, fax 061 273 5306). Quote **ref.233/92**.

The University is an Equal Opportunities Employer.

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NORRAG AT EDINBURGH

Since **NORRAG** is now actually being **produced** in Edinburgh University (tho' it was coordinated jointly from Edinburgh for some time), it may be useful to say a word or two about the setting, and of the two departments - Education and African Studies - which many contributors and inquirers have been writing to. ~~We shall do the same for~~ the Coordination in Geneva next issue, and also for other Centres where there is a **NORRAG** link.

Edinburgh is the youngest of the old Scottish Universities - a bit over 400 years. It has been well known internationally for many disciplines, but those would certainly include medicine, tropical veterinary studies, agriculture, law, divinity, and since the 1960s its social science faculty has been one of the strongest in the UK.

The Education Department is located in the Social Science Faculty, and, in the Scottish tradition, does not provide initial teacher training, but concentrates on post-graduate and higher degree work. It has a leading position in both applied empirical research and policy analysis. In several areas it has an established international research reputation. Noel Entwistle, who writes in this issue of NN, is currently head of the European Association for Research on Learning and Instruction; Ruth Jonathan is currently chair of the Philosophy of Education Society of Great Britain; and Kenneth King is chair of the British Comparative and International Education Society. Other staff are well known in the fields of research on special educational needs (George Thomson), on critical analysis of adult and community education in UK and in the developing world (David Alexander and Ian Martin); and in Sociology of Education (Gari Donn), and in the analysis of teaching, learning and counselling (Charles Anderson).

The Department runs full and part time courses: an M.Ed. with some 15 **different** options, including the study of international education. And an **MSc** in Community Education, designed to be of interest to the international constituency as well as to reflective practitioners in the UK and continental Europe.

The Centre of African Studies is where many of you have been sending your faxes, e-mails, and postal contributions. This is because NORRAG NEWS is now actually produced in the Centre of African Studies by Pravina King, who is the Secretary of the Centre and KK who is the Director. Edinburgh University has one of the largest concentrations of development specialists in any university in the UK. It has very considerable strengths in social anthropology and in divinity; major research and teaching strengths in tropical veterinary medicine, and in tropical agriculture and resource management; within law, the arts and social sciences there are smaller numbers but strong reputations in politics, education, and language studies to mention just a few. In other regional development foci, there are important concentrations on South Asia, as well as in Islamic and Middle East Studies, and East Asian Studies.

The Centre offers an interdisciplinary masters degree in African Studies (**MSc.**) which draws on the very wide range of development interests in the University. This degree can be biased very much towards Education, or to Politics, or Rural Development or many other areas. Maximum flexibility is encouraged in order to shape the curriculum to the professional needs of participants.

The Centre now has links with Leiden University and the University of Crete through ERASMUS, and 'with Kenyatta University through a British Council twinning scheme. Our expectation is that with both **IUED** Geneva and CAS Edinburgh being interested in