



July 2011 — Saches eNEWS

[The *Saches eNEWS* is here. It is equal to sixteen A-4 pages]

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Introduction

SACHES eNEWS

This Saches eNEWS is being distributed to a wider network of possibly interested people.

People are encouraged to copy those sections that are of interest to you and distribute them to graduate students and staff. Please look at each of the items as some are dated and may apply or be of interest to you.

Saches Web pages

It is all on the web too = <http://www.saches.co.za> E-mail: joanne.adams@saches.co.za or joanne.adams2@gmail.com It needs to be continuously updated. Keep looking. Jo-Anne Adams

Southern African Review of Education [SARE]

Information on Volume 16, No. 1 is available. See the Saches web pages. PDF copies are also available to paid-up members if requested.

MEMBERSHIP

Saches members receive a copy of *SARE with EWP* free, so we encourage you to join Saches. Please contact the treasurer for membership information, Dr Petronella van Niekerk on vniekmp@unisa.ac.za . **Membership in Southern Africa is now R150 a year. NOTE: *Address is Box 392, UNISA, Pretoria 0003 South Africa [e-mail Dr van Niekerk for account information to make an electronic transfer of funds]. In Botswana please contact Sheldon Weeks—Call 7130-6561***

MEMBERSHIP RENEWAL FOR 2011-2012 can now be paid.

Sheldon

[Sheldon G. Weeks] for **Saches eNEWS, July 2011 — weekssg@rocketmail.com**

1. **Draft Programme for Saches 2011, Kampala, Uganda [pdf attached]**

2. ***Making schooling rights realities* [reprinted from, *Mail and Guardian*, Friday July 15 to 21, 2011, Education Editor, David Macfarlane pages 45 and 46]**

***Making schooling rights realities* by KEITH M LEWIN:**

In 1990 African leaders and international development agencies met in Jomtien, Thailand, and committed themselves to universalising access to primary schooling across the continent by 2000.

In 2000 in Dakar, Senegal, they met again, reviewed progress (which had fallen short of expectations) and began to include completion of lower secondary school as part of a universal right to basic education.

"Education for All" has become the flagship umbrella for educational development with a new target date of 2015 because the original deadline of 2000 was missed by a wide margin.

That new target date is now only four years away. For that target to be met, all school-age children would now have to be securely enrolled in school and on track to graduate from primary schooling successfully by 2015. But this remains far from the truth for many countries in sub-Saharan Africa - and in some parts of South Asia.

The Consortium for Research on Access, Transitions and Equity (Create) consists of researchers from South Africa, Ghana, Kenya, India, Bangladesh, Sri Lanka and the United Kingdom exploring what has been achieved and what is needed to make rights to education realities.

Encouragingly, enrolment rates in primary schools have improved and the estimated numbers of children out of school in sub-Saharan Africa have fallen from 42-million in 1999 to 29-million in 2010. Gross enrolment rates across the region now average 102%, suggesting that more children are enrolled than there are in the six to 11-year-old age group and that many are overage. Net enrolment rates, which exclude the overaged, are less, averaging 76%. This confirms that only about three-quarters of primary-school-age children are enrolled across the continent.

Girls are participating much more than in the past. On average across sub-Saharan Africa, for every 100 boys enrolled in the age range there are now 95 girls. But some countries are making slow progress and there are places where boys in school outnumber girls by 20%.

Having more boys than girls in school is strongly associated with low overall enrolment rates, high rates of repetition and many overage children in school.

But the estimate of 29-million primary-age children out of school in sub-Saharan Africa is too low. It takes no account of poor attendance, overage enrolment, excessive repetition and low levels of achievement, all of which The Create Research Consortium has developed an expanded vision of access. This vision includes entry to school at six years old, progression through grades within a year of the correct age, 95% attendance in class, achievement within a year of the age-grade norm and a range of conditions for infrastructure, learning materials and provision of teachers that should ensure an effective learning environment.

If this definition is applied **then in sub-Saharan Africa** the number of children excluded from an effective primary schooling is not 29-million but well over **65-million, or at least half** of all children in the region.

Though South Africa has the most developed education system in sub-Saharan Africa, a third of all children are overage by two years or more in grade 4 (according to the *National School Effectiveness Study*).

Being overage is a good predictor of dropout and is associated with low achievement. Many children in the region are performing at levels two or more years below the norms for their grade and alarming numbers appear to complete the first cycle of schooling without secure literacy and numeracy.

Many who are enrolled are "silently excluded" because they learn little and fail to progress at the appropriate age. Nominally high rates of participation conceal endemic problems of quality and vastly unequal probabilities of successfully completing a full cycle of primary education.

The record on educational participation at secondary school in sub-Saharan Africa is even worse than at primary. Fewer than 40% of all African children enrol at secondary level. Of these fewer than half will complete a full cycle of secondary schooling. And those who succeed will be overwhelmingly from richer rather than poorer households. The chances of the poorest 20% completing secondary school can be as little as an eighth of the richest.

Not surprisingly, the later children enter grade one the less likely they will ever go to secondary school -- and late entry is strongly associated with poverty. In many sub-Saharan countries the great majority of university entrants come from fewer than 10% of all secondary schools and increasingly those selected have attended high-cost private schools to which access is rationed by price.

In a little more than two decades governments and development agencies have twice fallen short of aspirations to ensure all children complete schooling successfully.

Too many of these children either failed to enrol, or more likely enrolled but dropped out before completing their schooling. The reasons include cost, lack of interest, large distances to school, poor-quality teaching and lack of facilities and learning materials. Their exclusion from basic education almost guarantees low incomes and marginalisation from modern sector employment.

The commitments to Education for All should have resulted in a more equitable participation in basic education, lower levels of gendered inequity, smaller variations in enrolment rates between urban and rural areas and a smaller spread of achievement between the best- and worst-performing schools.

It should also have reduced the proportions of children who are significantly overage for their grade.

But our research shows that this has often not been the case and that sub-Saharan Africa remains by far the most undereducated part of the world despite allocating proportionally as much or more finance than other regions to education.

Consistent action is needed tailored to different national systems. Create has generated a 12-point plan that identifies actions critical to making the right to education a reality across the region. The plan will be presented at a conference in Johannesburg later this month.

The targets to universalise access to education in the region will not be achieved and will be revised at some point before 2015. Any new targets, which will probably be set for 2025, need to recognise that access is more than enrolment and that quality, equity and valued outcomes are inseparable if meaningful access is to be achieved.

Most of what needs to be known to universalise access is known but is often not applied in practice. The most powerful reasons many African children miss out on their right to a basic education lie with the political economy of commitments to widen access to opportunity, mobilise domestic resources and manage public services effectively towards clear goals.

Keith M Lewin is professor of international education and development at the University of Sussex and director of the Centre for International Education. He directs the DfID Research Consortium for Research on Educational Access Transitions and Equity (Create). See: www.create-rpc.org

3. Next Issues of SARE

There will be two editions of the SACHES journal, the ***Southern African Review of Education (SARE)***, each year. I would like to encourage members to submit articles for consideration for each edition. Please submit your articles to the Editor, Aslam Fataar: afataar@sun.ac.za

4. SARE and Sabinet

Dear Prof Fataar

Thank you for your message.

The list that you included in your message is of our **Open Access Collection**. Your journal is not included in our collection seeing as it is subscription based. We currently sell it for R350 for an annual subscription of which you as publisher receive 80% when we do our annual payouts.

Your journal is included in our **Full Collection** [http://www.sabinet.co.za/?page=Available-](http://www.sabinet.co.za/?page=Available-ePublications)

ePublications and in the **Social Sciences and Humanities Collection**

http://search.sabinet.co.za/WebZ/ej/ej_categories.html?sessionid=01-33828-597327352#soc.

Please let me know should you have any additional queries.

Kind regards Ina du Toit

Ina du Toit, Product Coordinator : SA ePublications

5. Australia and New Zealand Comparative and International Education Society

Annual Conference

Dear Colleagues,

ANZCIES, one of the first Comparative Ed Societies in the world, is holding its annual conference in Sydney this year 1-3 December 2011.

Please consider participating.

Scholarships available for full time students and all information on the ANZCIES web site

www.anzcies.org

See you there,
Nigel Bagnall President of ANZCIES

6. New Book: *Comparative Education: The Construction of a Field*

Dear Comparative Education Scholars,
I am pleased to inform you of the publication of my doctoral thesis entitled “*Comparative Education: The Construction of a Field*”, published by CERC-HKU / Springer. This work gathers several years of research enriched by workshops, interviews, and editorial work on the histories of comparative education societies and courses at universities worldwide, of which you have been a part in one way or another. I hope that you find this work of some interest.

For more information, kindly visit this link:
<http://www.hku.hk/cerc/Publications/CERC-29.htm>.

With best wishes,
Maria Manzon, Comparative Education Research Centre
The University of Hong Kong

7. New Dissertations University of Dar es Salaam, Tanzania

New Dissertations

Selected Master’s degree dissertations in education [relating to vocational education, teacher allocation, discipline in schools, community participation in educational development, and school inspection and quality of education]

	Title	Year	Author
1.	The Contribution of Vocational Education to Poverty Alleviation in Tanzania: A Case of Mbeya Region	2008	Mbelle, Monica Norbert
2.	Problems in the Allocation of Teachers to Public Secondary Schools in Tanzania: A Comparative Study of Schools in Ilala and Bukoba Rural Districts	2009	Fundi, Venant
3.	The Relationship between School Discipline and Academic Performance: A Study of Selected Christian Seminaries <i>vis-à-vis</i> Ordinary Secondary Schools in Tanzania	2009	Makiya, Rosemary
4.	Effectiveness of Vocational Skills in Primary Schools in Relation to Poverty Alleviation in Tanzania: A Study of Ileje District	2010	Kita, Claudia
5.	Community Participation for Improving Academic Performance in Primary Schools in Mpanda District in Tanzania	2010	Shengelo, Zegeli Leonard
6.	School Inspection Reports and Quality of Primary Education in Tanzania: An Impact Assessment of Primary Schools in Kahama District, 1999-2008	2010	Ngatoluwa, Christabela Florine

Submitted to the University of Dar es Salaam, and located in the East Africana section of the University’s Main Library.

8. School of Education University of Dar es Salaam

Re: **PED Journal Series**; latest new issue **NUMBER 29, 2010**

The School of Education at the University of Dar es Salaam has published and maintained a dedicated scholarly journal *Papers in Education and Development* (PED) for the last 34 years since July 1975. This was when the School—then a Department of Education within a then-Faculty of Arts and Social Sciences—first produced a maiden issue that was to set the stage for a research-based forum of papers and professionally interactive pieces of discourse either on a particular theme or on selected subject matters of relevancy to policy and practice in education for development. Since then, the journal has grown from the humble origins of a spine-bound foolscap mimeograph of the 1970s to the type-set, hard-bound book-form of the current appearance. The journal publishes papers on subjects of national, regional and international significance, with an approved regularity of one-or-two issues per year. The journal’s Editorial Board is multi-disciplinary and draws its membership from a wider regional pool of academics and professional educators. It is with pleasure that we send you word of a just published new issue, No. 29 (2010) of the *PED*. We thought we should share this information with fellow academics and professionals working within similar educational institutions

and settings elsewhere—not only for possible subscription but also for possible contribution of papers to the journal. The Editorial Board would be happy to consider them and advise accordingly.

Enclosed please find a [Subscription form](#), as well as a copy of the [PED cover page](#) and the Contents page of this latest Issue. Could you kindly help to pin these on the Notice Board for public attention? Also inform the institution's Library.

We hope to hear from you in the near future. Yours sincerely

Abel G. Ishumi

Chief Editor, *PED*

Request: Subscription form, No. 29, 2010 cover page & contents page.

9. Global Challenges for Education: Economics, Environment and Emergency

Please consult the LOITASA web-site on news from our project, also the latest publications www.loitasa.org <<http://www.loitasa.org>>

Also want to make you aware of the Education and Development conference in Oxford 13 - 15 September 2011, see: <http://www.cfbt.com/ukfiet/>

Global Challenges for Education: Economics, Environment and Emergency

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Home page: <http://folk.uio.no/bbrock>

Website: <http://www.uv.uio.no/pfi/english/people/aca/bbrock/index.html>

President of BAICE (British Association of International and

Comparative Education)<http://www.baice.ac.uk/>

Director of EDCON: www.edcon.no <<http://www.edcon.no>>

Project leader of LOITASA: www.loitasa.org <<http://www.loitasa.org>>

10. Call for Papers

Call for Papers: UKFIET 11th International Conference on Education and Development Global Challenges for Education: Economics, Environment & Emergency — Conference to be held Oxford, UK

13 - 15 September 2011

<http://www.ukfiet.org/conference>

11. New Book

Higher Education and Globalization: Challenges, Threats and Opportunities for Africa

Dear Colleagues and Friends,

I am pleased to announce the publication of a new book entitled "Higher Education and Globalization: Challenges, Threats and Opportunities for Africa". This book, published jointly by the Maastricht University Center for International Cooperation in Academic Development (MUNDO), the Netherlands, and the International Network for Higher Education in Africa (INHEA), Center for International Higher Education (CIHE), USA, is one of the outcomes of the EduLink ACP–EU cooperation program in higher education. The book, jointly edited by Damtew Teferra and Heinz Greijn, is a contribution of a team of experts that cover an array of themes.

These include:

Introduction: Globalization and African higher education

Damtew Teferra and Heinz Greijn

Globalization, knowledge and learning: Developing the capacities of higher education institutes

Han Aarts and Heinz Greijn

Africa and the global knowledge domain

Olusola Oyewole

Graduate education in sub-Saharan Africa

Fred Hayward

Regional and international academic and research cooperation in Africa

Juma Shabani

Information and communication technologies in tertiary education in sub-Saharan Africa

Anna Bon

Expanding the frontiers of access: Distance and 'privatized' higher education

Nephas Mufutumari

Deploying Africa's intellectual diaspora: Potentials, challenges and strategies

Damtew Teferra

Annex: Evaluation of the project

Daniel J. Ncayiyana

This publication is made possible through the financial assistance of the European Union under the EduLink ACP–EU cooperation program in higher education, which is implemented by the ACP Secretariat. Hard copies of the book will be available to libraries of major universities and institutions based in Africa, pro bono. The book will also be available online (in a PDF format) at the websites of the two publishing institutions soon to ensure wide circulation and dissemination.

Apologies for cross posting.

Best Regards, Damtew

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Damtew Teferra, Ph. D.

Founding Director, International Network for Higher Education in Africa

Center for International Higher Education

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USA <http://www.bc.edu/inhea>

12 English for Presentations at International Conferences

English for Presentations at International Conferences

Wallwork, Adrian 1st Edition., 2010, XVI, 180 p., Softcover

ISBN: 978-1-4419-6590-5 **24,95 €** ABOUT THIS BOOK, AUTHORS & EDITORS

Designed to help non-native English speakers to prepare and deliver effective presentations at international conferences

Written in English that readers will be able to understand easily

First book written on presentations specifically from the perspective of non-native English speakers

Good presentation skills are key to a successful career in academia. This book is the first guide to giving presentations at international conferences specifically written for researchers of all disciplines whose first language is not English.

With easy-to-follow rules and tips, and with examples taken from real presentations, you will learn how to:

1. avoid errors in English by using short easy-to-say sentences
2. improve your English pronunciation and intonation
3. gain confidence, and overcome nerves and embarrassment
4. plan, prepare and practice a well-organized, interesting presentation
5. highlight the essential points you want your audience to remember
6. deal with questions from the audience
7. decide what to say at each stage of the presentation
8. use standard phrases
9. attract and retain audience attention
10. Content Level » Popular/general

http://www.springer.com/education+%26+language/book/978-1-4419-6590-5?cm_mmc=AY- -BAinsert- -BIO2334- -0&uid=18064200

13. Mediterranean Journal of Educational Studies

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