

HE & EFA: some thoughts about research links

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Different models of linkage, HE-EFA recipient

- HE dedicated 'development education' institutions & faculty members
- HE mainstream subject departments having particular expertise available on consultancy basis
- Individual members of staff having relevant interest & experience
- Funding by national agencies or by NGO

Example 1: The British Council

Served as broker between development project & need for support in research – methodology: sampling, questionnaire development, analysis & reporting.

A day in the village (Zambia/Malawi)

In the village many children are feeling unwell. At school they are too tired to play or do their work. During the school holidays Tsitsi and Tendai travel away to stay with their aunt. They talk to their cousin who is a nurse.

Who is there?
Tsitsi, Tendai ...
... is that you?

Later they talk with their cousin.

So what's been happening in your village? How is everybody?

A lot of the children are feeling unwell.

Really. Why is that?

We don't know. They are sick.

What's the sickness like?

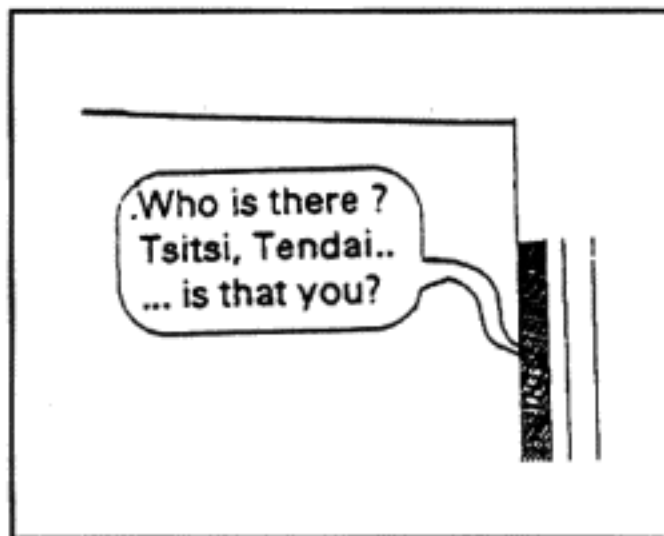
Some people complain of fever. Others have a rash and itch a lot.

Later that afternoon ...

Pupils' comprehension of comic strip conventions

Speech Bubble Conventions: Speakers Not Pictorially Represented

In the first picture frame, the two main characters, Tsitsi and Tendai, have arrived at the house of their aunt. Inside the house are the aunt and the children's cousin, Save, a trainee nurse. A speech bubble emanates from inside the house with the words, "Who is there? Tsitsi and Tendai, is that you?" The speaker or speakers remain out of sight, but the introduction in the previous frame describes the children's intended destination, (See Table 6.10).



Pupils' comprehension of comic strip conventions

Pictorial Representation of Feelings (4)



With the bilharzia life-cycle having moved full circle through frame one showing Milton's infection, to frame ten in which Gloria is the latest victim, children were asked, "What is happening here?", as the interviewer indicated the drawing of Gloria. Children's responses are summarised in Table 6.16.

The drawing of Gloria in Frame Ten has features in common with the drawing of Milton in Frame One; partly this is because the same illustrator is utilising the same repertoire of techniques and conventions to convey a similar message. On this occasion, we may read the symptoms as being more severe, since the star and wavy lines radiate from the whole of Gloria's body and are much larger.

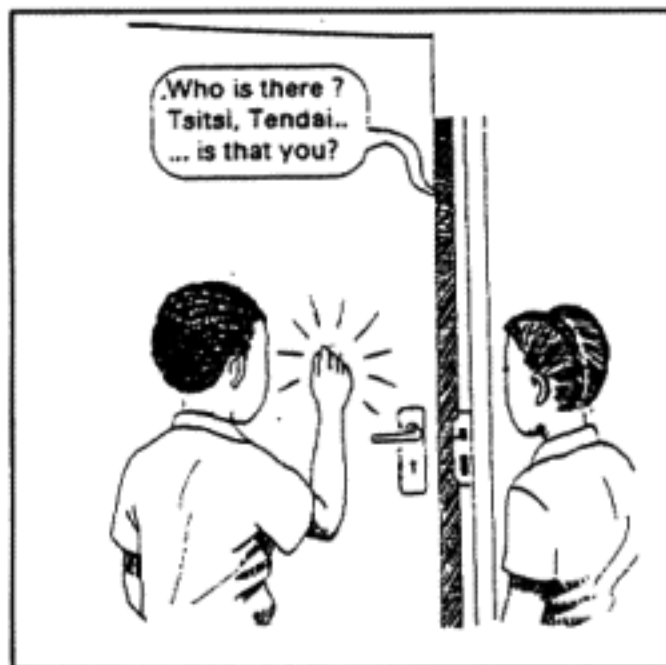
Additionally, there are lines which echo the outlines of Gloria's arms and legs which convey the message that she is shaking or trembling. Her eyes are large and staring, her mouth is contorted; she is clearly sick, feverish and generally distressed.

Pupils' comprehension of comic strip conventions

Understanding of Pictorial Representation of Sound

Overall, 27% of rural pupils indicated that the lines on the door represented the sound of knocking while 83% of the urban sample interpreted the lines as sound, as had been intended.

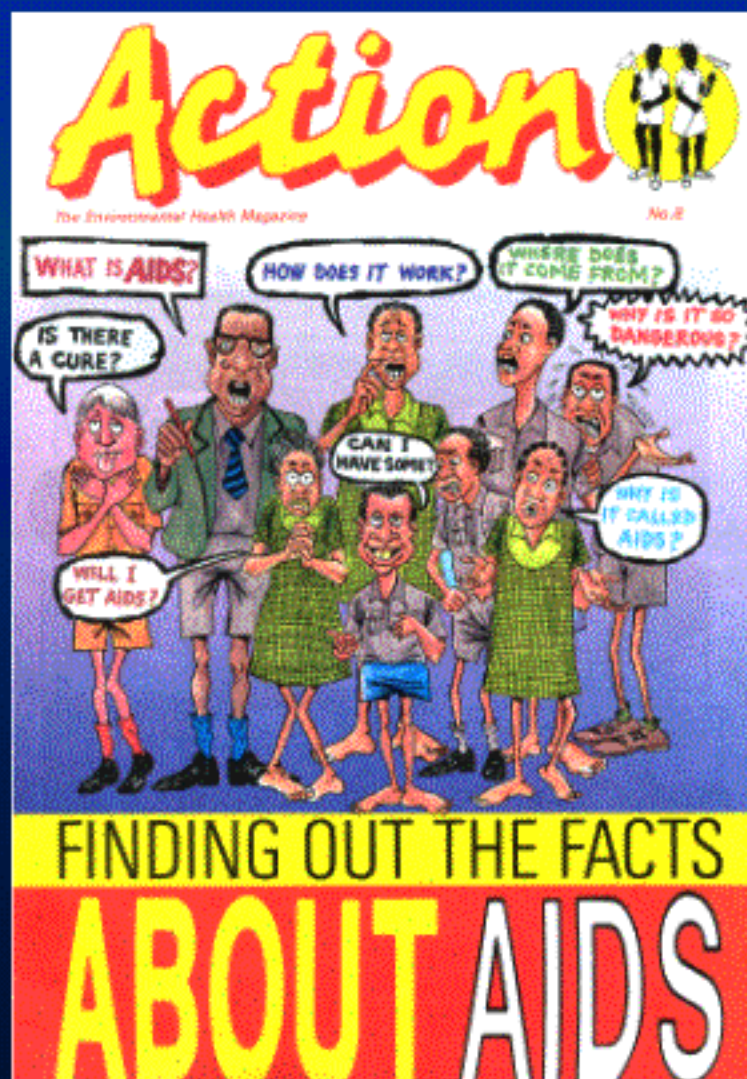
In both the rural and urban samples, the 'sound' interpretation was more common amongst boys than girls, the gender discrepancy being more marked in the rural than urban sample. (Five per cent of the rural sample interpreted the line as an indication that the door was being opened, closed or touched. This could be fairly close to the notion of noise production, if the idea behind the interpretation is one of impact.)



Example 2: NGO support for HE input

NGO supported previously established personal links with TR to fund evaluation

Action magazine



- Distributed in various Anglophone countries in Africa – special AIDS issue.

English version



Research into effectiveness of vernacular language versions



Research into effectiveness of vernacular language versions



Research into effectiveness of vernacular language versions



Example 3: National agency support

DfID supported project consonant with wider donor programme

Letter recognition task

Put a ring around the letters.

8	△	2	m	5	X
%	E	o	□	☺	^
o	q	D	#	3	?
e	b	←	n	6	a
t	2	a	e	p	8
1	4	s	✓	k	⊖

Initial sound recognition task

Write the sound which starts these words.










End sound rhymes task

Tick two words which sound the same at the end.

- | | | | | | | |
|-----|-------|--------------------------|-------|--------------------------|------|--------------------------|
| 1. | sand | <input type="checkbox"/> | hand | <input type="checkbox"/> | cow | <input type="checkbox"/> |
| 2. | tree | <input type="checkbox"/> | field | <input type="checkbox"/> | see | <input type="checkbox"/> |
| 3. | maize | <input type="checkbox"/> | lazy | <input type="checkbox"/> | haze | <input type="checkbox"/> |
| 4. | bat | <input type="checkbox"/> | wall | <input type="checkbox"/> | ball | <input type="checkbox"/> |
| 5. | hope | <input type="checkbox"/> | raw | <input type="checkbox"/> | rope | <input type="checkbox"/> |
| 6. | pen | <input type="checkbox"/> | peg | <input type="checkbox"/> | hen | <input type="checkbox"/> |
| 7. | mat | <input type="checkbox"/> | man | <input type="checkbox"/> | hat | <input type="checkbox"/> |
| 8. | look | <input type="checkbox"/> | boat | <input type="checkbox"/> | book | <input type="checkbox"/> |
| 9. | ham | <input type="checkbox"/> | ran | <input type="checkbox"/> | van | <input type="checkbox"/> |
| 10. | jug | <input type="checkbox"/> | mug | <input type="checkbox"/> | man | <input type="checkbox"/> |
| 11. | child | <input type="checkbox"/> | will | <input type="checkbox"/> | wild | <input type="checkbox"/> |
| 12. | stop | <input type="checkbox"/> | shot | <input type="checkbox"/> | shop | <input type="checkbox"/> |
| 13. | book | <input type="checkbox"/> | look | <input type="checkbox"/> | box | <input type="checkbox"/> |

Word recognition record sheet

of	23	in	24	to	25	it	26	he	27
be	28	on	29	or	30	by	31	as	32
do	33	me	34	no	35	at	36	up	37
we	38	if	39	and	40	the	41	was	42
for	43	that	44	you	45	but	46		
not	47	this	48	had	49	they	50		
his	51	from	52	she	53	will	54		
are	55	have	56	which	57	were	58	what	59
their	60	would	61	said	62	about	63	your	64
who	65	some	66	into	67	time	68	only	69
people	70	know	71	first	72	very	73	between	74
because	75	through	76	another	77	against	78	something	79

									
Code	1	0	2	3	4	5	6	7	8
	correct	no response	substitution	1 st sound	end sound	1 st + mid sound	mid sound	mid + end sound	1 st + end sound

Strategies to involve parents in EFA

PROGRESS IN READING



From very young children they are taken to picture books. They can see that the illustration of pictures on a page goes with a story. When children listen to words, they learn that the words on the page from left to right and normally number words.



Using children's play in vocabulary and word cards, children learn to read more than when reading with their own books.



Words are all around us, not just in books. Children can be encouraged to understand that the words are written, that although written in small words and that letters are not to be written.



Children learn to read when they are together and learn to read together and learn to read together.



The first letters in these words show a common pattern. Children can learn to read in English. The same letter can make different sounds in different words. This letter just together can make a different sound from each of these letters by themselves.



Children learn to read together. Teachers can learn what is being read by pointing with their fingers.



At first, children learn to read with a book and speak it out loud. By the second year, children learn to read the words of words with their eyes and not sound in their heads.



When children can read to themselves, they can read to others and learn to read together.



When children can read, it gives them pleasure to learn about other people, places and things. They can use their own words to learn to read.



The words in the words are written in letters. It is not a story to be read and not a picture. Children can use their own words to learn to read.



Even very young children like to look at picture books. They can see that the direction of pictures on a page can tell a story. When children listen to stories, they learn that the marks on the page from left to right can stand for spoken words.



Words are all around us, not just in books. Children can be helped to understand that the marks are letters, that letters go together to make words and that written words can be spoken.



Children learn the sounds letters stand for, and how different groups of letters put together can sound out different words.

boy dog fan get hot
 jog key log man not
 pan quick red sit top
 vet win fox zip chin
 ring sheep thin them vision
 hat bet sit hot cut
 bake seem time home cue
 law father out oil book
 soon her for

The **bold** letters in these words show ALL the sounds that letters can make in English. The same letter can make different sounds in different words. Two letters put together can make a different sound from each of those letters by themselves.



Older children can listen to younger children reading and help them with the words they do not know.



The ability to read helps people to keep in touch. It is also a step to further education and employment. Children may be able to help family adults to learn to read.

Positives and Negatives of HE-EFA links

- Positive for HE ...
 - Difficult for HE ...
 - Positive for EFA partner ...
 - Difficult for EFA partner ...
-
- Role for IAU can emerge from this analysis

Emerging possibilities for HE-EFA links

- Email for communications
- File transfer protocol (ftp) to transfer very large files – texts, video, data
- Videoconference for more detailed discussion.
- Example: Chile science education link
- N.b longitude zero