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REGISTERED OFFICE: 2nd Floor Yellowman & Sons Building,
Off Old Airport Road, Grand Turk
TURKS & CAICOS Islands - British West Indies
Reg. No. E 14905

Web Site: www.stclements.edu
Email: admin@stclements.edu

CONTRIBUTIONS: Contributions should be forwarded to Dr John Potter at paracamp@senet.com.au

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**Veritas* is Latin for truth, reality.

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THE ACADEMIC JOURNAL OF ST CLEMENTS UNIVERSITY

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Will Our Universities Survive? *Purdue University Campus, Indiana, USA - Photo JSP*

IN THIS ISSUE

Why I am Not a Professor - The Decline and Fall of the British University

Dr Mark Tarver*

This year, 2007, marks the marks the eighth year since I ceased to be a tenured lecturer in the UK, what is called (I think) a tenured professor in the USA. I've never worked out whether I was, in American terms, an assistant professor or an associate professor. But it really doesn't matter, because today I am neither. You see I simply walked out and quit the job. And this is my story. If there is a greater significance to it than the personal fortunes of one man, it is because my story is also the story of the decline and fall of the British university and the corruption of the academic ideal. That is why this essay carries two titles - a personal one and a social one. This is because I was privileged to be part of an historical drama. As the Chinese say, I have lived in interesting times.

Universities are extraordinary institutions. They are in fact, the last bastions of mediaevalism left in modern society outside, perhaps, the church. Like churches they attracted a certain type of person, one who did not share the values of the commercial world. The oldest universities date from the eleventh and twelfth centuries - hundreds of years before the invention of the printing press. In an age where books were scarce, communication was difficult and people who could read and write were almost as rare as the books, it made sense to centralise the acquisition and dissemination of knowledge. If you wanted to learn you headed towards where the books were and the people who could read them and that meant the great universities like Paris and Oxford. Poor communication, expensive reading materials and illiteracy were the foundation blocks for the universities. If today we have excellent communications, free online information and general literacy, we also have an environment in which the universities are struggling to maintain their position. That, of course, is not an accident.

My personal story is mixed in with the expansion of the university system that occurred in post-war Britain. Born 12 years after WWII, I was about six years old when the British government undertook one the greatest and most far-reaching experiments in expanding higher-education; making it free for thousands and thousands of fairly ordinary people to go to university. This generated in turn, thousands of teaching posts. The next decade encompassed the golden years of the university; a fact I was too young to appreciate as a lecturer and oblivious to as a student. But it did.

My unique luck was to be old enough to know the system as it existed while I was a student and to experience its decline and fall while I was a lecturer. Of course the Internet might have posed a challenge to the monopoly of the universities, but really the whole thing began before the Internet got started. It began at the top from the government, in a drive towards egalitarianism reminiscent of the Cultural Revolution. Like the Cultural Revolution it ended by inflicting misery and degrading everybody involved.

As with the Cultural Revolution, the ostensible aims started out by sounding noble. Let's widen access to university and increase student choice, argued education ministers, and increase the accountability of the lecturers by introducing some form of assessment of teaching and research. The last went down very well with the general population because lecturers had never been too well regarded by the masses. All those long vacations and idling with books at taxpayers expense sat ill with many people who felt that lecturers should be 'exposed to the real world'. I was often told that as a student, and, as far as I could work out, the 'real world' was whatever they could see from the eighth floor of the office they worked in. The real reason, I suspected, was that they didn't enjoy their jobs too well and rather than campaign for change or seek alternative employment, they rejoiced inwardly at the thought of another bunch of people being forced to work under the same miserable conditions under which they laboured. The flip side of egalitarianism is envy and there's plenty of that to go round.

But the goal of widening access to education is a noble one and very much in line with the motivations of the post-war British governments. One way of implementing it would have been to investigate why so few students went to university, and, having constructed a careful social analysis, to have increased the percentage of entrants by improving the educational qualities of the average school leaver. Of course that's the hard and genuine route and it takes a generation. An easier way is to water down the educational system to a lower standard and then peg the university income to the number of students accepted while reducing the funding per head. In that way universities are given the happy choice of losing money and enforcing redundancies or watering down their requirements. No prizes for guessing which route the government took and how the universities responded.

It was in 1993 that I experienced these changes as a newly-tenured lecturer. We were summoned to be told that the School of Computer Studies at Leeds was henceforth to adopt a buffet-style form of degree whereby students picked and mixed their degree studies rather than the table d'hote system we had used till then. This new system was called 'modularisation' and it represented the drive towards student choice desired by government.

The immediate casualties were some hard-core traditional CS modules like complexity and compiler design. Why, argued students, elect to study some damned hard subject like compiler design, when you could study something cool like web design and get better marks? So these old hard core subjects began to drop off. Even worse, the School (following the logic of the market), having seen that these hard core subjects were not attracting a following, simply dropped them from the curriculum. Future students who were bright enough to study these areas would never get the chance to do so.

After a few years of this system, the results percolated through to my office. I could see the results in the lecture hall, but the procession of students who walked into my office and said ‘Dr Tarver, I need to do a final year project but I can't do any programming’; they are more than I can remember or even want to remember. And the thing was that the School was not in a position to fail these students because, crudely, we needed the money and if we didn't take it there were others who would. Hence failing students was frowned upon. By pre-1990 standards about 20% of the students should have been failed.

However there are lots of ways round this little problem. One of them is doctoring the marks. Except its not called ''doctoring’, its called ‘scaling’ and its done by computer. You scale the marks until you get the nice binomial distribution of fails and firsts. You can turn a fail into a II(ii) with scaling. Probably you want to be generous because otherwise students might not elect to study your course next year and then your course will be shut down and you’ll be teaching Word for Windows. Scaling was universal and nobody except the external auditors (who were lecturers who did the same thing themselves) got to see anything but the scaled marks.

Graduating computer-illiterate students who had to do a project in computer science was more of a headache. The solution was to give them some anodyne title that they could waffle or crib off other sources. It was best not to look too closely at these Frankensteinian efforts because otherwise you would see stitches where they lifted it off some text which you were never likely to find short of wiring them to the mains to get the truth. It was of course, a lie, but the cost of exposing that lie was likely to have ramifications beyond the individual case. Very few lecturers would want to stir such a hornets nest or have the necessary adamantine quality to inflict shame upon a student whose principal failure was to be allowed to study for a degree for which he had little ability.

After seven years of the new regime, I had the opportunity to compare the class of 1999 with the class of 1992. In 1992 I set a course in Artificial Intelligence requiring students to solve six exercises, including building a Prolog interpreter. In 1999, six exercises had shrunk to one; which was a 12 line Prolog program for which eight weeks were allotted for students to write it. A special class was laid on for students to learn this and many attended, including students who had attended a course incorporating logic programming the previous term. It was a battle to get the students to do this, not least because two senior lecturers criticised the exercise as presenting too much of a challenge to the students. My Brazilian Ph.D. student who superintended some of these students, told me that the level of attainment of some of our British final year students was lower than that of the first year Brazilian students.

Now parallel with all this was an enormous paper trail of teaching audits called Teaching Quality Assessment. These audits were designed to fulfil the accountability of the lecturers by providing a visible proof that they were doing their job in the areas of teaching and (in another review) research. In view of the scenario described, you might well wonder how it is possible for such a calamitous decline in standards to go un-remarked. The short answer is that, the external auditors, being lecturers, knew full well the pressures that we were facing because they were facing the same pressures. They rarely looked beyond the paperwork and the trick was to give them plenty of it. The important thing was that the paperwork had to be filled out properly and the ostensible measures had to be met. Students of the old Stalinist Russian system will know the techniques. Figures record yet another triumphant over-fulfilment of the five-year plan while the peasants drop dead of starvation in the fields.

Teaching was not the only criterion of assessment. Research was another and, from the point of view of getting promotion, more important. Teaching being increasingly dreadful, research was both an escape ladder away from the coal face and a means of securing a raise. The mandarins in charge of education decreed that research was to be assessed, and that meant counting things. Quite what things and how wasn’t too clear, but the general answer was that the more you wrote, the better you were. Lecturers began scribbling with the frenetic intensity of battery hens on overtime, producing paper after paper, challenging increasingly harassed librarians to find the space for them. New journals and conferences blossomed and conference hopping became a means to self-promotion, little matter if your effort was read only by you and your mates. It was there and it counted.

Today this ideology is totally dominant all over the world, including North America. You can routinely find lecturers with more than a hundred published papers and you marvel at these paradigms of human creativity. These are people, you think, who are fit to challenge Mozart who wrote a hundred pieces or more of music. And then you get puzzled that, in this modern world, there should be so many Mozarts - almost one for every department.

The more prosaic truth emerges when you scan the titles of these epics. First, the author rarely appears alone, sharing space with two or three others. Often the collaborators are Ph.D. students who are routinely doing most of the spade work on some low grant in the hope of climbing the greasy pole. Dividing the number of titles by the author’s actual contribution probably reduces those hundred papers to twenty-five. Then looking at the titles themselves, you’ll see that many of the titles bear a striking resemblance to each other. "Adaptive Mesh Analysis" reads one and "An Adaptive Algorithm for Mesh Analysis" reads another. Dividing the total remaining by the average number of repetitions halves the list again. Mozart disappears before your very eyes.

But the last criterion is often the hardest. Is the paper important? Is it something people will look back on and say 'That was a landmark'. Applying this last test requires historical hindsight - not an easy thing. But when it is applied, very often the list of one hundred papers disappears altogether. Placed under the heat of forensic investigation the list finally evaporates and what you are left with is the empty set.

And this, really, is not a great surprise, because landmark papers in any discipline are few and far between. Mozarts are rare and to be valued, but the counterfeit academic Mozarts are common and a contributory cause to global warming and deforestation. The whole enterprise of counting publications as a means to evaluating research excellence is pernicious and completely absurd. If a 12 year-old were to write 'I fink that Enid Blyton iz bettern than that Emily Bronte bint cos she has written loads more books' then one could reasonably excuse the spelling as reflective of the stupidity of the mind that produced the content. What we now have in academia is a situation where intelligent men and women prostitute themselves to an ideal which no intelligent person could believe. In short they are living a lie.

It was living a lie that finally put an end to my being a professor. One day in 1999 I got up and faced the mirror and acknowledged I could not do the job any more. I quit; and from the day I quit, though things were often tough, I never experienced the sense of waste and futility that accompanied working in a British university. By stroke of fate, I am living only a few hundred yards from the institution at which I worked. Sometimes when walking past I see the people I worked with and they look old. Living a lie does that to you.

What does the future hold? More of the same I'm afraid, because there is little sign that government has recognised the damage that it has done to universities. Both students and lecturers have suffered under this new egalitarianism. The lecturers are confronted with a profession that is pressured, bureaucratic, and, at the junior end, highly insecure with low pay that improves only slowly with the years. Added to that there is the mountain of debt accumulated on the road to becoming a lecturer and the hard work needed to get there. So putting this all together the whole profession looks deeply unattractive to anybody with a grain of sense. Since English people are, on the whole, well endowed with sense, the consequence is that the youngest and smartest of our young people are moving away from being lecturers. The fact that a staff crisis has not already in full swing is due to the fact that universities have taken on a stream of foreign immigrant academics to fill in the gaps. Though some of these people are quite able, the language skills of an immigrant are on the whole worse than those of a native speaker. So the effects on the quality of teaching can only be bad.

This brings us to the students - the supposed beneficiaries of this new egalitarianism. For them, the new system has brought debt and degree inflation, since the new degrees are undoubtedly not equivalent to the pre-1990 degrees as measures of ability and learning. They pay more for less quality than their mothers and fathers received and they have little contact with the lecturers because the lecturers are too busy filling out forms and chasing money. This is the Cultural Revolution of the new century and it has left the same desolation behind it.

**Dr Mark Tarver holds a BA in Philosophy (Reading), A B.Phil in Philsophy (Oxford) and a PhD in Logic (Warwick). In 1979 he became interested in computer technology and programming and this led to him to Leeds University where he received a M.Sc. in Computer Science in 1986. He is currently in India studying yoga, meditation and the internal arts. His email address is dr.mtarver@ukonline.co.uk*

Quality Education[1]- The United Kingdom

Dr Bruce Duncan*

It is the contention of this paper that the so-called United Kingdom's accreditation educational system has evolved into a moth-eaten patchwork quilt that gives scant warmth to the idealised image of accredited school, college and university quality assurance[2]. Sadly, this concept contaminates also its ex-colonies. In the United Kingdom, it bedevils, hinders, and even prevents the academic progress of many British students who need the official imprimatur allowing them to take also their place in the often-murky world of paper certification. A modernising world cries out for change; that the executioner's axe must swiftly decapitate the currently structured gargantuan monster of accreditation and a new system needs inducting, enshrined fully in the mantle of a people's education that represents the contributions and interests of all and providing monitoring proof that verifies a commitment to standards plus an accountability clause.

The practice of accreditation in the world of tertiary education is a bubbling cauldron flavoured by financial interests, power, bitter internal rivalry[3], inept management and influential special interest groups unjustly prejudiced and united against the need to provide all-inclusive education for all. Interestingly, an attempt by a currently accredited, highly professional organisation to muscle in on the English language teaching market held by the equally good IELTS[4] programme faced an off-the-cuff rebuff by a representative of the prestigious British Medical Association, "We cannot lower the requirements for a good command of English"[5]. The BMA had apparently not studied the new approach, but closed the door. Overall, the current system does little to engender confidence in the chocolate box image encasing traditional British education. We may well echo the Doxology refrain, "As it was in the beginning, is now, and ever shall be …". Recent and long overdue closures of colleges in the United Kingdom have proved that preserving quality education is way down accreditation's hierarchy of needs.

This paper will provide a bird's eye view of a system that is in dire need of reform. It is now imperative to create a new structure that proves its mandate by giving evidence of credible monitoring, hands-on management and comprises a representative amalgam of traditional and non-traditional interest groups that is accountable to the people. Penalties should gird up the structure to discourage the current lethargic and laidback approach.

Consider if you will a British-born historical, discriminatory system of rampant injustice, tardy management and sloppy control enshrined in a legally framed capsule, which from a factual and democratic perspective stubbornly enforces questionably restrictive educational legislation that militates against education for all. Additionally, the control measures now enshrined in accreditation are (in the main) theoretical concepts rather than practical realities.

Now, turn your mind's eye to one of the world's reportedly richest nations and observe such an arrangement – the United Kingdom.

England's educational endeavours remain enriched with historical "greats". Since 1096, the oldest university in the English-speaking world, Oxford, has been engaged in educating the privileged[6]. In 1209, after a dispute, some Oxford scholars founded Cambridge University[7] and third in line to educate those of privilege was St Andrews University[8] in Scotland, established 1413.

Factors that determined rankings were: facilities, and the outgoing Chancellor of Oxford reported that they were "unfit for purpose" and £1 billion was needed to ensure that the university did not lose "its status as one of the best institutions in the world". Research being cited by fellow colleagues and opinions from 10,000 academics, leading employers, staff-to-student ratios and foreign students also formed part of the rankings process. Of course, the argy barging about the rankings have not been slow in coming and, to support the underlying theme of this paper it needs noting that the Oxford spokesperson said, "League table rankings can vary as they often use different methods to measure success"[9]. That is precisely what this paper highlights viz: that independently subjective and independent criteria flavour the result and the question of standards remains a word without fibre.

[1] This article refers, in the main, to tertiary education in universities and colleges in Britain.

[2] The Quality Assurance for Higher Education. http://www.qaa.ac.uk/ (Accessed 30 August 2009).

[3] As noted in Accreditation – A Critical Perspective. Veritas E-Journal Vol 1, September 2009. Contact Address: PO Box 253, Brighton, South Australia 5048, Email Address: paracamp@senet.com.au

[4] http://www.ielts.org/ International English Language Testing System.

[5] As experienced by the writer of this Paper when enquiring about a fresh approach to teaching English to foreigners.

[6] University of Oxford http://www.ox.ac.uk/about_the_university/introducing_oxford/a_brief_history_of_the_university/index.html (Accessed 17 September 2009).

[7] University of Cambridge http://www.cam.ac.uk/univ/history/records.html (Accessed 17 September 2009).

[8] University of St Andrews http://www.st-andrews.ac.uk/about/ (Accessed 17 September 2009).

[9] .Ibid

Table 1. The Top Five Accredited Universities[10]

Position	Year	Position	Year	University
First	2009	First	2008	Harvard (USA)
Second	2009	Third	2008	Cambridge (UK)
Third	2009	Second	2008	Yale (USA)
Fourth	2009	Seventh	2008	University College London (UK)
Fifth	2009	Sixth	2008	Imperial College London (UK)
Sixth	2009	Fourth	2008	Oxford (UK)

Upon reflection, the selective opening of tertiary educational doors to those whose background enables them to pip the post ahead of other equally deserving individuals[11] still remains as a relic of the great historical divide between "them and us" and mirrors the Upstairs Downstairs mentality[12] that for centuries has continued to escape even Cromwell's initially attempted democratic reforms. Charles Dickens (1812 – 1870), for example, penned a bird's eye view of the manner in which the privileged – at the expense of those lower down on the social scale - padded the dowdy skirts of Queen Victoria's glorious British Empire (sic).

However, centuries later, riding onto the fields of English history and aghast at the abuses inherent in the ridiculous concept of the Divine Right of Kings[13], the radical Puritan, and controversially viewed Oliver Cromwell (1599 – 1658) introduced a political system that gave rise to the beginnings of an initially short-lived fledgling democracy. *Inter alia*, his sense of a Divine mission caused a mulish, pompous, arrogant monarch to lose his head (the public beheading of Charles I is history) and the ejection of corrupt squires and lords from Parliament. The readmission of Jews into Britain - for commercial and religious reasons - followed on from the representations made initially by Menasseh ben Israel, his delegation and members of his family. Cromwell's evangelical bent enshrined the belief that Jesus Christ would return in 1656[14] - and in lifting the ban against the admission of Jews, the immigration of those deemed as God's chosen race would facilitate attempts to speedily convert (to Christianity) the descendants of Abraham, Isaac and Jacob and thus hasten the Parousia[15]. Commercial advantages and religious hype seeded changes in the immigration policy.

Importantly, historically entrenched positions had not guaranteed an out of touch Monarch his perpetuity of position and privilege. Parliament was to accede to the will of the people, malpractice challenged, the abuse of office halted and official Jewish discrimination ended (albeit for commercial and proselytising reasons). This paper will suggest that the "accreditation parliament" of the 21st Century makes place for a resurrected Cromwell. His reforming spirit has a place in the British accreditation system of today.

Some 200 years later, England's Charles Dobson (1832 – 1898), writing under the penname Lewis Carroll, gave birth to the Alice in Wonderland books and many other literary and poetic compilations. The world-renowned children's fantasies penned at the hand of a deacon who had taken holy orders, with the commitment to remain single, and who had not much interest in pastoral concerns[16] found fulfilment in his lucratively creative story-telling abilities. It is this ability to "tell stories" that is at the heart of this paper – and refers to the somewhat bloated exaggerations and generalisations around *standards* in many colleges and universities that flash the badge of *official* accreditation and, in so doing, bolster their illogical vendetta against all non-traditional tertiary educational bodies.

Let us now leave the eccentric Lewis Carroll, and turn the historical pages some five-hundred years and observe the United Kingdom's approved academic farm where the inhabitants' might be likened to ostriches (sic) in the *Eocene* period sand[17] (54.8 – 33.7 million years ago) burrowing beneath layers of legislative tomes. Observe, too, the British-cloned *prosauropod* (from the *Triassic* period 250 – 208 million years ago) with its small head and long neck[18]. This extinct animal symbolises the vehicle of accredited[19] education continuing to cherry pick off

[10] The Daily Telegraph 8 October 2009
[11] Degrees "rely on private pupils" http://news.bbc.co.uk/1/hi/education/8291320.stm (Accessed 7 October 2009).
[12] Marriage of Figaro – synopsis http://www.urbancinefile.com.au/home/view.asp?a=6795&s=dvd (Accessed 17 September 2009). The custom whereby the servants lived downstairs with the lords and ladies upstairs.
[13] The Bible Romans 13
[14] The Cromwell Association http://www.olivercromwell.org/jews.htm (Accessed 29 September 2009).
[15] Second Coming Wikipedia http://en.wikipedia.org/wiki/Second_Coming. The original Greek of the New Testament uses the term parousia (παρουσία from the Greek literal meaning of parousia: presence or arrival, derived from 'para-': beside, beyond, and 'ousia': substance) the "appearance and subsequent presence with" (in the ancient world referring to official visits by royalty). The*Second Coming* is also referred to as the *Second Advent,* from the Latin term "adventus," for "coming." (Accessed 29 September 2009).
[16] The Literature Network – Lewis Carroll http://www.online-literature.com/carroll/ (Accessed 30 August 2009).
[17] *Struthio camelus*, the Common Ostrich http://www.tolweb.org/treehouses/?treehouse_id=4734 (Accessed 31 August 2009).
[18] Oldest-known dinosaurs found in Madagascar http://www.enchantedlearning.com/subjects/dinosaurs/news/Oldest230.shtml (Accessed 30 August 2009).
[19] Accreditation comes from the Latin word *credito*-- meaning to trust.

the top branches whilst ignoring the aspirations and dreams of many deserving individuals on the lower levels of academic advancement who are keen to enter a university or engage in tertiary studies.

Hegemony rules the accredited world of tertiary educational world where, with Stalinist-like control, powerful bodies wrap their tentacles around many, oppressively suffocating their rights and desires to advance and enjoy an education that is "by the people and for the people". In so doing, this 21st Century accreditation Medusa[20] remains the deity of official approval that commands, captivates and demands the unquestioning devotion of acolytes whilst ensconced in a powerfully protected capsule of interest groups, unchallenged tradition and sentimentality. Contrastingly, whilst freedom of religion, political expression and the Arts portray a vestige of democratic influence, there is little evidence of this in the tightly cloistered bastion of accreditation.

So, does educational discrimination flourish in a country that espouses Human Rights in the 21st Century? The right of educational for all (not only pre-tertiary) should be apparent in a land that first cradled infant democracy and has progressively developed and established a form of egalitarianism that in some respects runs fairly close to being the best in the world. Has Britain kept pace in developing a truly Equal Opportunities educational package?

Kingdom is no exception. It is a prime export commodity for Britain and without the billions (an all-inclusive £8.5 billion[21]) earned from foreign students, the coffers of the State would be in an even more parlous situation than currently being the case. Comparatively, tourist income topped around £4 billion to July 2009[22]. Foreign students continue to prop up the budget of the UK[23] where one in ten students are foreigners[24] and the percentage is reportedly on the increase[25]. Profits for the country or accredited educational institution are two peas in the same pod – where usefulness is the condition of a sale. Capitalism hinges much on the exchange value of a product – and Britain capitalises on that – regardless of the political colours of those who sit on the Green and Red benches of government.

British education remains an export item that contributes handsomely towards Her Majesty's coffers, those at the coalface and third party beneficiaries. It is common knowledge that the high fees[26] demanded of foreign students[27] remain a financial honey pot for the Chancellor, who faced a "deficit of £8 billion in July [2009], the biggest since recordkeeping began in 1993, highlighting the dour state of the nation's finances. [Alarmingly] Standard & Poor's lowered its outlook on the UK's AAA credit rating to 'negative' from 'stable' in May [2009] for this very reason, and if we see this trend continue, the risk for an actual downgrade will grow and put greater pressure on the British pound."[28] Juxtaposed with this reality is the reported statement by Lord Mandleson, the Minister for Universities in the United Kingdom, "foreign students were vital to the economy[29]".

Notwithstanding economics, the current accreditation system engenders unfair competition because it blocks the challenge by the non-traditional approach to education. Such unfair market domination does not have the support of ethical modern-day economists. However, with the inclusion of non-traditional universities in an open market, the shaky finances on the Sovereign's Island would find another source of income and competitors could joust on a level playing field. Would commercial expediency play a role in securing equality of opportunity?

It is also common knowledge that the covetous tussle over educationally earned filthy lucre remains a source of contention also in the USA[30]. Kemal Gürüz has written an informative book, "Higher Education and International Student Mobility in the Global Knowledge"[31]. On page 143, he cites the export earnings figures from foreign students. State-run or commercial universities (traditional or non-traditional)

[20] In Greek mythology she was an attractive gorgon. Anyone looking at her turned to stone. Perseus beheaded her.
[21] The National Student http://www.national-student.co.uk/pages/uk_news/nus_attacks_visa_increase_for_foreign_students_.html (Accessed 28 September 2009). These figures are higher than other estimates and presumably include accommodation and related expenditure.
[22] National Statistics (Travel and Tourism) UK. http://www.statistics.gov.uk/glance/ (Accessed 29 September 2009).
[23] TimesOnLine http://www.timesonline.co.uk/tol/life_and_style/education/article6793829.ece - "More than one university student in seven is from outside Britain and those from outside the EU bring in 8 per cent of the total income of British universities, paying almost £1.9 billion in tuition fees last year." (Accessed 13 September 2009). See Footnote 7.
[24] Ibid (Accessed 17 September 2009).
[25] Guardian.co.uk http://www.guardian.co.uk/education/2009/sep/24/internationalstudents-students (Accessed 28 September 2009).
[26] BBC http://news.bbc.co.uk/1/hi/education/3013272.stm (Accessed 26 September 2009). A UK student, for example would pay around £3000 per annum for an undergraduate course and a foreign student (outside the EU) would cap that amount at around £12,000 per annum.
[27] Guardian.co.uk http://www.guardian.co.uk/education/2007/jun/19/highereducation.uk (Accessed 26 September 2009). Post-graduate students pay even higher differential rates.
[28] DailyFX http://www.dailyfx.com/story/currency/gbp_fundamentals/British_Pound_Falls_as_Widening_1250805702456.html (Accessed 13 September 2009).
[29] TimesOnLine http://www.timesonline.co.uk/tol/life_and_style/education/article6793829.ece (Accessed 17 September 2009).
[30] Chicago Tribune http://www.encyclopedia.com/doc/1G1-119818284.html (Accessed 17 September 2009).
[31] Higher Education and International Student Mobility in the Global Knowledge. State University of New York Press, Albany 2008. ISBN 978-0-7914-7413-6.

have the right to reap the educational harvest. Exporting education is big business and therefore demands the best in quality control and assurance.

Quality control is not the case, however, and the monitoring of standards is the subject of justified ridicule and concern. Somehow, the watchdogs of official recognition ignore the fact that many of their accredited colleges and universities (some of which were polytechnics) parallel those termed as degree mills. So-called standards of quality British education do exist, but finding such institutions is not easy. An article, "What's a British Degree Worth?[32]" lays to rest the generally accepted quality standards in certified universities - we may well ask about the purpose of this worthless accreditation malarkey. Do we detect Cromwellian expediency running through accreditation's veins at the expense of a free and open market and the rights of all?

Furthermore, academic integrity (sic) remains vested in the hands of incompetency. Consequently, Alice trips gaily down the corridors of Wonderland's learning – shame! Displaced and projected emotions by the Establishment then target the weakest – not necessarily in standards but in stature – blanketing all non-traditional universities as bogus – sadly, however, many of their accredited establishments remain bogus; hypocrisy shelters behind privilege and power. Bullies exist not only in the school playground but infest so-called officially approval bodies that abuse the rights of non-traditional tertiary educationalists to share a place on the green fields. "Uneasy lies the head that wears a crown[33]" … non-traditional education is not prepared to be subjected to further discrimination – after all, many non-traditional universities observe high quality standards way above the shambolic disarray evidenced in so many accredited tertiary institutions today[34].

The status quo of officially endorsed education does not always deserve its halo – in fact, in many instances, the boasts made about accreditation border on emotive sentiment *sans* body. The emperor has no clothes.

The harsh realities about the murky world of accreditation in tertiary education remain ignored because deep-rooted sentimentality rules the waves and, in so doing, waive the rules of a truly valid people's education. Sadly, the much-venerated bastion of sanctioned education in the British Isles remains seriously flawed because the entrepreneurs who run the accreditation mills are out of touch and, in the opinion of the writer, motivated supremely by power, prestige, money and then educational standards.

The creaking accreditation drawbridge features the KEEP OUT sign warning against "bogus[35] universities[36]"; the flag of privilege flutters unceasingly, supporting a raft of legislative measures bent on preserving the ownership of the brittle and dated academic crown jewels (accreditation standards) at all costs – standards that have extended long past their sell by date. It is time that the accreditation pot ceased its emotive labelling of non-traditional universities – the pot and the kettle scenario displays classic Freudian defence mechanisms. Not only are the standards of education highly suspect within the cloistered world of accreditation but also its so-called accreditation practice. However, instead of ditching and replacing the fossilised dinosaur, Her Majesty's beleaguered government remains resistant to any concept of reforming the accreditation Medusa and pays out of touch homage to a system that proves to be a monstrous carbuncle blighting the forehead of democratically structured tertiary education. The vainglorious trumpeting about accreditation-enforced standards reflects only pompous arrogance and ill-deserved accolades. However, the shepherds of non-traditional tertiary advancement must challenge Goliath's hitherto open season tyranny – in fact, a fresh battle is commencing. The breaching of this shabby Berlin Wall must gather momentum to allow negotiated unification between the traditional and non-traditional colleges and universities.

Amongst developed and developing nations, the system of accreditation is a subjective lottery of choice. In the USA, fifty-two different bodies[37] decide on whether an educational system upholds applicable standards. This leads us to the astounding revelation that "accreditation commissions are formed, funded, and operated by their members to create an academic community that is self-regulating[38]". Interestingly, religious institutions are exempt and many offer degrees that are nevertheless unacceptable in some States …[39], thus possibly echoing the ambiguous refrain, "In God We Trust".

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[32] The Malayasian Insider
http://www.themalaysianinsider.com/index.php/opinion/breaking-views/34356-whats-a-british-degree-worth--jonathan-eyal (Accessed 30 September 2009).
Sourced by Kerry Bolton and sent to VERITAS for inclusion in this publication.

[33] Shakespeare (1597). Henry IV, Part II.

[34] As noted in Accreditation – A Critical Perspective. Veritas E-Journal Vol 1, September 2009. Contact Address: PO Box 253, Brighton, South Australia 5048, Email Address: paracamp@senet.com.au

[35] The ambiguous "bogus" issue will feature in the next *Veritas* publication.

[36] There is a difference between bogus tertiary institutions (visa and fraudulent document mills) and those unaccredited colleges and universities. However the powers-that-be fail to draw the distinction – and thus enforce their scaremongering campaign a-la-Goebbels methodology. This will receive attention in our next article.

[37] Wikipedia
http://en.wikipedia.org/wiki/Educational_accreditation (Accessed 21 August 2009).

[38] Wikipedia
http://en.wikipedia.org/wiki/Educational_accreditation (Accessed 21 August 2009).

[39] Ibid (Accessed 21 August 2009).

Peer regulated and answerable to the benchmarks laid down *tous seules* they deem to act in the best interests of pledging an educational qualification that has complied with strict standards guaranteeing "quality assurance" *(sic)*.

Controlling by nature, incestuous in securing tunnel-vision continuity, these dynasties of arrogance continue to create colossal megaliths that defy global acceptance (even amongst their own[40]) and are divorced from many other non-parochial benchmarking ideals. In vain, we seek for the logic of each system; in desperation, we look for a logical base from which their *ex-cathedra* standards emanate and stand aghast at the despotic power that each body has had vested in itself without any depth-referral accountability to the people in evidence.

Genuine accreditation[41] remains education's Scarlet Pimpernel and one wonders whether President Obama's call for "Change" might find acceptance also in America's world of academia – and then flow to the four corners of the global village. Could we interpret self-regulation as being defined as regulating for self?

Information to hand reveals an issue about academic standards and the ineptness of the process at a university in New Zealand. This is now in the hands of the Ombudsman[42]. A similar matter has reportedly caused rumbles in Australia[43]. Accreditation seals are not necessarily guarantees of quality. Composing the music of accreditation does not necessarily mean that the tertiary education orchestra can play the score – especially when the composer does not monitor the conductor.

In Canada, Europe, Asia, Africa, the Scandinavian countries and other developed and developing nations there are a plethora of "accreditation" concepts that are hotspots of similarly opaque management compositions where quasi-authoritarian bodies lay down subjectively structured quality controls to ensure that *their* accredited education remains *their* Holy Grail of academia[44]. South Africa and other countries in Africa have their brand of quality control called accreditation[45] - and so we could continue. Sadly, however, the system remains a colander of gaping holes[46] with transparently obvious inefficient quality assurance control run in many instances by education despots whose desire to build and preserve their own little kingdom obscures the need for truly democratic involvement and objectivity.

Our global village now comprises pockets of unattached accreditation bastions that exude an ambiguity of standards – with no common scientifically researched denominator defining quality and standards – as seen in the reality that a graduate from one sector of accredited education would not find acceptance in another – because accreditation benchmarks are different. This anomaly runs cheek by jowl with the British practice that strangely enough bristles with hypocrisy where, for example, academic acceptance by an accredited university in another country gains United Kingdom recognition[47]. However, this garlanded welcome does not objectively accept the possibility that the country in question might not have a very good record of accomplishment regarding quality control, teaching acumen, research[48] and educational benchmarks that would be acceptable on Her Majesty's island. For example, countries enmeshed in conflict have universities – but lack money for them to invest in research.

Quality control, to retain an edge, needs strong management muscle. There are little or no globally acceptable underwriting standards. Ambiguity, subjectivity and exclusivity rule the game – to the detriment of the non-traditional universities who, in the main, run a tight ship outside the leaking holds of the current flotilla of inept and ineffective accreditation bodies that stir the same pot day in and day out and, in so doing, ensure that they stay in charge.

Let us return to United Kingdom accreditation and decide whether the label stands up in the court of public reality. On 20 August 2009, Mr David Lammy[49] MP (Minister of State, Department for Innovation, Universities and Skills since Oct 2008), a graduate of Harvard Law School and an ex-Barrister

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[40] As noted in Accreditation – A Critical Perspective. Veritas E-Journal Vol 1, September 2009. Contact Address: PO Box 253, Brighton, South Australia 5048, Email Address: paracamp@senet.com.au

[41] This is a voluntary process by which educational institutions meet standards established by an accrediting body. The U.S. Department of Education maintains a database of approval colleges and universities who earned accreditation from national, regional, or professional and specialized accrediting organizations. http://kinshasa.usembassy.gov/glossary_of_terms.html (Accessed 31 August 2009).

[42] Kerry Bolton vindex@clear.net.nz

[43] Dr D Le Cornu admin@stclements.edu

[44] It is beyond the scope of this article to explore these in any depth.

[45] Wikipedia http://en.wikipedia.org/w/index.php?title=Special:Search&redirs=1&search=educational+accreditation+board+in+south+africa&fulltext=Search&ns0=1 (Accessed 21 August 2009).

[46] Wikipedia: http://en.wikipedia.org/wiki/List_of_recognized_accreditation_associations_of_higher_learning (Accessed 21 August 2009) and http://en.wikipedia.org/wiki/List_of_unrecognized_accreditation_associations_of_higher_learning (Accessed 21 August 2009).

[47] In some instances graduates may be required to complete bolt-on courses to comply with local accreditation standards within a particular discipline.

[48] Undeveloped or developing countries may understandably not have funding to engage in on-going research.

[49] For a full review of Mr Lammy's rise in Parliament refer to The Guardian article at: http://www.guardian.co.uk/politics/person/2999/david-lammy (Accessed 20 August 2009).

stated on the morning BBC News that the British Government was committed to upholding quality standards in tertiary education. The Rt Hon Minister referred, specifically, to small lecture room sizes (pinpointing the quality attention given to individual students) and again highlighted the fact that there were too few university places available for students wishing to enter a campus of their choice, stating, "Not everyone who applies will be able to go"[50]. With respect to the Rt Hon Minister, his generalisation about small class sizes is just nonsense. I am aware of a prominent university that hosts class sizes bordering on one hundred students in one of its halls[51]. David Willets, the shadow universities secretary is on record as stating that universities could not justly charge higher fees because of "poor facilities and old-fashioned methods[52]". Willets criticises the so-called standards hype when staying, "There are still too many horror stories I hear when talking to students – issues like academic work not coming back, not being able to contact tutors … crowded seminars … slow response to their dissertations … universities could face a rebellion if they put up fees without improving standards[53]". However, *Quality Control* does not demand only smaller class sizes – after all, many have received their degrees despite the space offered for learning. The curriculum, the lecturer, pedagogical factors and the environment form part of the educational package[54].
Regardless of the realities of the current situation, the infuriating lies and denials only serve to discredit further a system that is in dire need of an overhaul. The United Kingdom has travelled a long way since Oxford, Cambridge universities took root – some 900-years – and the downward drop in standards, the exclusivist and inefficient accreditation system must face the executioner's axe.

Having laid down independent benchmark standards, syllabi and related registration and approval requirements, the "trust" flag flutters enticingly, inviting all and sundry to enrol and receive quality education but in many instances, the gold turns out to be pyrite. We do well to consider the following realities:

- Accreditation in Higher Education is in need of reform – both nationally and internationally – such changes must incorporate the needs and aspirations of the non-traditional academic sector.

- Recent scrambling to close many "accredited colleges" because they were bogus illustrates the ridiculous system that currently exists – it confirms that the current expensive system is a voluminous work of paper tiger theory[55].

- The current out-dated system is an odious composition of discrimination and nepotism existing primarily for financial gain at the expense of monitoring standards. Bluntly, the hype borders on misleading advertising.

- Historical accreditation needs revision and does not fit in with the evolutionary concept of education by the people and for the people in the 21st Century.

- Accreditation practice does not practise what is preaches and displaces onto actions that denigrate the role played by many well-run non-traditional and higher education establishments. Legislating standards but not following them through is hypocrisy at its worst.

- If matters continue, as currently is the case, then legal intervention must be tapped. The purveyors and practitioners of accreditation have a case to answer.
- Would it be out of order for the underdogs to motivate a representative research into "accreditation"? \

- The initial study would consider the findings of all and be headed by a representative body of educationalists (both accredited and non-traditional members).
- Global trends in developing and developed countries could form part of the research; a scientific basis for the establishing of benchmark standards and cross-references comparing the negative and positive aspects of the current system procedures to revision need identifying.

- The composition of the body needs definition and length of office, monitoring and powers clearly established. An unambiguous accountability clause would ensure good governance.

The future rests in the hands of all the people. Cromwell's axe must fall. Alice must return to Oxfordshire. Expedient duplicity must now give way to an accreditation system that is representative of all players in the field. Viva reform or, as President Obama said, "Change"!

[50] http://news.bbc.co.uk/today/hi/today/newsid_8211000/8211033.stm (Accessed 20 August 2009).
[51] As related by three students who have studied at this prestigious accredited university.
[52] Daily Telegraph 10 October 2009.
[53] Ibid
[54] As noted in Accreditation – A Critical Perspective. Veritas E-Journal Vol 1, September 2009. Contact Address: PO Box 253, Brighton, South Australia 5048, Email Address: paracamp@senet.com.au

[55] As noted in Accreditation – A Critical Perspective. Veritas E-Journal Vol 1, September 2009. Contact Address: PO Box 253, Brighton, South Australia 5048, Email Address: paracamp@senet.com.au

Reading

A Historical Context of the AccreditationProcess http://www.gettysburg.edu/about/offices/ees/institutional_analysis/assessment_/files/HistoicalContextandSummaryofAccredition.pdf (August 30th, 2009).

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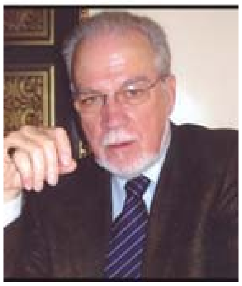

**Dr Bruce Duncan holds an MA in TESOL (London Teacher Training College), a D.Litt. (St Clements) and an honorary D.Ed. (Commonwealth University). He is the founder and chief executive of Sanctuary Services and can be contacted at*
110940@msn.com

The Decline and Fall of Universities Revisited

Dr John Potter*

Mark Tarver (Tarver, 2007) has not only made his point, he has put his money where his mouth is and left academic life. He paints a gloomy picture of trends in Universities in Western countries over the past thirty years or so as governments, intent on widening access, have imposed a counter productive system of accountability on lecturers and educational institutions. This, he says, created a 'cultural revolution' that ended up inflicting misery and 'degrading everybody involved'. What can be done to restore universities to their former glory?

Perhaps the first thing we should consider is that 'healing grace lies beyond the modern identity, not anterior to it' (Taylor, 1989). That is, we cannot go backwards. The second thing to note is that healing figures through out history have not dropped out of the system but stayed to transform it. (Although, those of us who are familiar with the modern education bureaucracy might be sympathetic with Tarver for leaving University life behind him; many times the battle seems to be too big for any individual). William Wilberforce (1759-1833) is our example; he began his opposition to the slave trade in 1797, gained a foothold with the Slave Trade Act of 1807 and lived long enough to see the Slavery Abolition Act passed in the English Parliament in 1833. So, let us be encouraged to ask again: what can be done about the current malaise in University education?

Access

Egalitarian notions are so much with us these days that it would appear impossible to reinstate the French notion that University life should be reserved for an elite upper class, or in modern parlance, an elite academic core group. But Taylor (op cit) sees the egalitarian project to have been degraded and in need of retrieval', a retrieval which is neither 'root and branch condemnation, uncritical praise nor a carefully balanced trade-off'.

There is strong support for the idea that the 21st Century needs a knowledge generation. Lawrence Chipman (2004) has argued that 95% of the populace in Australia could gain a university degree *given the right support*. Whether it would be advantageous for the bulk of the populace to study well into their early twenties is debatable but it is certain that a lot more people would undertake study towards a degree if they had the opportunity. The Paraclete Institute (Potter, 2005) has identified four classes of people who are currently disadvantaged by the way that universities operate,
viz:

- People who have to work but would like to study in their own time and at their own pace at home.
- Home bound persons, including the physically challenged and mothers planning to return to the work place when their child- care responsibilities allow it.
- People who miss the cut due to bureaucratic control on student numbers.
- People who live in remote areas and cannot afford the cost of living in rented quarters in cities.

On this evidence, government attempts to widen the process have been flawed in that they have not devised a system that solves the problem of access for people who are currently disadvantaged by the traditional system of delivery. Thus, all that bureaucratic controls have engendered is an unnecessary paper war that has taken up the teachers' valuable time and rendered them less able to fulfill their obligations to their students.

The Education Relation

Morrow (1981) sees education proceeding via a teacher/student relationship. As Tarver reminds us, the earliest universities (Bologna and Paris) developed when interested persons gathered around a charismatic pedagogue (Boyd, 1961). There were no special buildings or lecture programs. Teachers and students gathered spontaneously and lived a common life filled with vibrant communication. The introduction of reporting and assessment by governments cut directly across this relationship. There is nothing further from the truth than the notion that pedagogic skill can be manufactured by incessant reporting to bureaucrats. Rather than improving performance, the paper war has gone a long way towards destroying it, as Tarver sadly reminds us. But will they ever learn? In 2008, the Australian government, wishing to impress the electorate, introduced an Education Revolution based on assessment of teachers and schools. Teachers are currently spending as much time on filling out forms as on teaching, with the inevitable result that they are either totally over-worked or taking short cuts in their teaching delivery. Standards are going down, not up as politicians predicted.

The truth is that modern universities have hardly ever placed importance on developing meaningful education relationships. In my undergraduate years in the 1950s I had something like 50 lecturers, none of whom were good communicators. There were only two with whom I developed any kind of relation and one of these only because we played cricket together; the rest never mixed with the student body. We were just numbers as far as they were concerned; they did not even know our names. The education relation was in sad disarray well before governments intervened in university education in the 1970s. In fact, it was the sad state of public university delivery that provided the excuse for bureaucrats to introduce government controls and assessment. Sadly, they did not see that quality was dependent on the education relation, not reporting.

Lectures or Tutorials?

In the 1950s I had a lecturer in geology who was so pathetic in his delivery that most of us took the notes supplied prior to the lecture, signed the attendance form and slipped away to the refectory for a morning coffee. We still passed that subject and this raises the point that lectures which are a one sided delivery of facts are neither helpful nor necessary. The facts can be put onto paper or, better still on the internet. What is needed is an education relation where the significance of the facts is explored in a congenial manner. This was the original idea behind tutorials. Students met in small groups with a mentor present to guide the discussion in a way that was helpful. Unfortunately, it became a trend for experienced academics to excuse themselves from taking part in tutorials. For the most part they handed the job over to post graduate students who, along with the students, treated tutorials lightly. In many cases they became a farce.

Some ten years after I first graduated I attended an Academic World Conference. Fifteen hundred delegates attended and many of whom presented papers. Most of the papers were trivial, the kind that Tarver says were '…contributory to global warming and deforestation' (op cit). Only three papers were of the kind that Tarver sees as 'important'. Notably, these three contributors presented a very few thoughts with a disarming simplicity of expression. But it was clear from the massive attendance at their lectures that the delegates knew that these thoughts were innovative and important. It is to such people that we all like to gather if we are given the opportunity - as in the old days in Bologna and Paris. We know what we want; even politicians and bureaucrats might sense it. The question is, how can tertiary education be organized to achieve it?

Towards a Better Model of University Education

So far I have argued that potential students need better access to university study programs and, once registered, given the opportunity to develop an education relation with a person of merit. I have also argued that the existing lecture system is not conducive to learning; it is one sided affair and the evidence is that very few students can construct knowledge in such an environment.
The University of South Africa (UNISA) was the first to develop a fully distance learning program of delivery in 1946. Today it delivers a wide range of undergraduate and postgraduate programs to 270 000 students in sixty (60) countries. More recently the Open University in the UK has operated a successful program of delivery that incorporated good quality of materials and tutorial opportunities. And the All India University has eclipsed them all, currently servicing five (5) million students. All distance programs are modular. All are open to students who have the right pre-requisite education qualifications and can pay the moderate fees[1]. Students can study in their own time and at their own pace. The 'facts' are presented in high quality hard-copy materials, recommended text books and, more often these days, via the internet. The success rate of this model is now well established and it is surprising that all universities have not moved to adopt it.

Resistance to Change

In 2000, the Paraclete Institute signed an agency agreement with the University of South Africa which allowed it to deliver UNISA degrees in Australia. UNISA is listed on the Commonwealth List and the UNESCO list and accredited by the World Body on Distance Education, Washington DC. Further, Australian education authorities list UNISA degrees as equivalent to any earned at an Australian university. UNISA was already delivering its proven course to Australian citizens without the assistance of the Paraclete Institute but it saw the advantages of having a local organization doing the marketing and providing a local tutorial service.

The Institute was successful in gathering together a large number of tutors who were prepared to *visit groups of students*, where they lived (as opposed to asking students to attend City campuses), to assist them in their learning. Special tutors were appointed to assist students to develop good study habits in their first year of study. With everything in order, the Institute set about registering to deliver tertiary education in Australia. It ran into a wall of resistance from the bureaucracy that lasted and in 2006, after seven years of battling, finally accepted that there was no way through to registration. It seemed that the bureaucrats, rather than implement government policy towards greater openness and success, preferred to act as defenders of the established system. Sadly, twenty thousand persons in South Australia, who wished to study for a degree, are still excluded from the process.

Some people have looked to the establishment of Private Universities as an option for those wishing to develop a better model of tertiary education. They too have faced 'impossible' resistance from the establishment but like Wilberforce have found this not a reason to abandon the project. They have been encouraged to hold to the idea that there is a way forward. Dale (1989) says that we must work in the contradictions. What this means still has to be demonstrated but persistent effort by people like Dr David Le Cornu of the St Clements University encourage us that those of us who look for a better model can and will win through in the West. But what about Universities in developing nations, what are the problems they face?

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[1]The cost of delivering courses by distance means is massively cheaper than traditional systems.

The Decline and Fall of Universities in Developing Nations

In the post Second World War years, European colonial governments gave way to a mounting call for national independence. One of the things that newly independent countries wanted to establish their legitimacy was national universities, and their colonial masters were helpful in meeting this objective. For instance, the British Overseas Development Ministry (ODM) provided assistance to the British African ex-colonies and protectorates in the form of money for campus buildings and the provision and payment of foundational lecturing staff from the UK. African students were registered and some of those who graduated went on scholarships to the UK and USA to complete post graduate study. When they returned to Africa with PhDs they began to replace ex-patriate staff; a period known as 'localisation' had begun. Eventually all foreign staff members were replaced and the ODM patted the Independent State government on the back, congratulated them that they now had a truly indigenous university and left with due pomp and ceremony. Whether the British Government anticipated it or not is uncertain but the result was that the National Universities substantially collapsed when their aid supply was cancelled.

The reason for this was that during the establishment phase the local government had contributed not a penny to the cost of buildings and equipment or staff salaries, and students had paid no fees. That is, there was no income apart from aid so, when the aid was withdrawn, the system was unsustainable. There was some attempt to keep up appearances. Some staff members were retained and paid insignificant salaries but services could not be provided. On one occasion the author arrived at a national university as a visiting lecturer only to find the power had been switched off. His host informed him that the university owed the local electricity company $US 500 000 and had no way of paying it! The problem remains today that many African governments have no way of financially supporting a national university and the students, being mostly impoverished, have no way of paying fees.

At the present time it is difficult to know how higher education in such countries can be rescued, especially as lack of finance is not the only problem they face. Political power struggles, high levels of corruption, wars, famine and pestilence all operate against the stable management of education services. In Africa, the AIDS pandemic has had a profound impact on educational development. One country known to the author lost fifteen thousand teachers to AIDS between 1996 and 2003; in the latter year, the Ministry of Education was supplying seventy five coffins to schools each week to bury deceased teachers. The question remains: in consideration of their general impoverishment and other factors, how can developing nations maintain higher education services, especially as most students are unable to pay even moderate levels of fees?

New Tertiary Models for Difficult Situations

It is clear that developing nations need educated people; local universities must be helped to survive if national developmental objectives are to be achieved. Two things must happen. Firstly, some financial aid will be required to get any new system of education up and running. Secondly, the local economy must be improved to provide hope of sustainability.

There is nothing new in this. On paper at least these have been the objectives ever since countries became independent. But there needs to be some changes. In the past, aid has always been tied to hidden commitments, e.g. all ex-British colonies were tied to a British Trade Preference at independence; as far as can be ascertained this still applies. What this means is that all purchases by governments must go through an agent in London who charges two or three times the price for goods compared with the market place.

Aid has never come cheaply. Aid donors have always required that donations be re-paid with interest. Aid is big business, especially for donors! If we are to see progress in the establishment of a permanent system of higher education in the developing two-thirds world, donors will have to provide start-up funds for economically viable projects rather than provide cash handouts. This suggests that the two requirements outlined above may be brought together into joint-venture projects that have hope of financial success. Developing nations have assets; the problem is that they are not always utilized to useful purpose. And that is not necessarily the fault of officials in developing governments, although they must take some portion of the blame, either from ignorance or corrupt practices or both.

Assuming that the resources needed to get universities in developing countries operating at a good level are available, the next step is to establish a model of education that has the right curriculum and is efficient in delivery.

The Curriculum

The general practice in Africa and developing countries around the world has been to adopt a European curriculum with little thought of the consequences. It is the qualification that is important, not course content. In South Africa, Duminy has reported how rural African students have been asked to answer questions about 'tennis racquets' and 'mantle-pieces', things with which they are unfamiliar (Duminy 1967). And this raises the point that African people have seldom if ever been asked to consider what should be in the curriculum for their formal education[2].

If higher education in the developing world is a problem, then we should adopt a problem solving model for solving it. It is generally agreed that problem solving is a social exercise that begins by helping people think about what they are dissatisfied with, what they wish to change and what they think they can do to bring about change. There are numerous change models in the literature; one of the best is that developed by Batten (1967). And, thanks to the social science re-think in the 1960s, there are now numerous reports of case studies where change has been successfully implemented by local action groups as opposed to bringing in experts (e.g. Virone, 1963). The key in all cases has been to use an introductory strategy that successfully *involves* the target group in the process and thereby *motivates* them to think about solving their problems for themselves; e.g. the 'Problem Census' (Potter, 1997).

[2]The situation is much better in the field of training, especially where countries have adopted a competency based training model.

Involvement is of itself motivational. Experience shows that members of new and even artificial groups can be motivated by an appropriate involvement strategy to participate strongly in later stages of the problem solving process. See Blencowe, et al (1974).

The procedures for getting key personnel in developing nations to think seriously about the curriculum are available. The first action required to re-instate higher education is to form a **working group** that will identify and refine a genuine local curriculum on a continuing basis. There is no necessity for universities in developing countries to conform to the standards and curriculum of the old world, although it is taken for granted that the lessons of the established universities will not be necessarily ignored. What is critical is that the curriculum meets the needs of the nation, not that it meets the demands of the 'Canon' or the requirements of the Commonwealth list. Once the national education needs are defined it is a short step to build courses or find existing courses that fit the bill.

Teaching

As mentioned above, HIV/AIDS has taken out a large number of trained teachers in Africa, and other nations like Indonesia and Papua New Guinea are now experiencing the same problem. In Africa, the effect has been felt greatest amongst staff of tertiary institutions because of the limited number of people with the right qualifications and the habit of salaried people in such countries to pursue a promiscuous lifestyle. There is a massive shortage of indigenous university lecturers in most countries currently.

One way of overcoming this problem might be to consolidate the curriculum and use the internet or DVDs to dispense it. Courses could be placed on a web-page and if lecturers are thought to be required, outstanding teachers could be engaged to record lectures for general distribution on disc or via the internet. With this backing, students could study in private or, in the best case scenario, attend tutorials run by relatively inexperienced personnel. The University of South Africa, the Open University and many other similar institutions have demonstrated beyond any doubt that examinations for students studying under these conditions are simple enough to organize. Admittedly the above proposal does not provide the crucial teacher/student educational relation but that is a luxury that Western Universities have long since abandoned so the lack of it should not necessarily retard education in the third world. In the longer term a national tutorial system would be a great advantage. There are professional people located in most areas that can be called upon to assist the program.

Mentoring

The value of the distance learning model is that people can work at the same time as they are studying. This solves two problems: (1) they or their employer can pay the study fees; and (2): supervisors in the work place can act as mentors, not only guiding the employees performance in the job to hand, but to take a direct interest in the employee's on-going study program. This arrangement would allow the crucial teacher/student relation to be transported from the educational institution to the work place – an idea that seems to have a great deal of all round merit.

CONCLUSIONS

For historical reason, the problems faced by Western Universities differ from the problems facing universities in the developing world. In the West, universities must conform to government regulations if they are to remain registered to deliver higher education. And registration is important if universities wish to enroll international students – immigration permits are not offered to students wishing to study at non-registered institutions. The immediate problem for Western universities outlined by Tarver (op cit) is how to maintain standards in the face of government requirements that insist on greater access and impose a counter-productive assessment process on lecturers and university administrators. The result is that university staff members are overloaded and something has to give. Regrettably, according to Tarver (op cit) the thing that suffers is the quality of teaching and job satisfaction for the lecturing staff.

In developing countries the problem is the inability of national governments to supply sufficient qualified staff and to maintain facilities and salaries in the light of the students' inability to pay fees. They need a simple system of delivery that can overcome these deficiencies.

It appears that the problems of universities in both Western and developing countries could be synthesized to a similar response, viz:

- The curriculum and specific course content could be developed by the on-going referencing of informed persons **in the work place**. This is not necessarily a replacement of human capital theory by crass credentialism (Blaug, 1970); it is a way of identifying and meeting genuine educational needs.

- Course content could be consolidated into hard copy (text books). or better still, provided on DVDs or via the internet.
- Highly experienced lecturers could be hired to prepare video lecture series for dissemination.
- Distance learning materials that guide the student's progress could be prepared for each subject/module. Again, these can be placed on the internet.
- Institutions could hire tutors with teaching qualifications to assist students with study methods as well as open up the course content. Tutors should **travel to the students,** rather than students traveling to the institution. Tutorial centres should be selected on the basis of their convenience to a group of students, not the convenience of the tutor. This would not only allow a savings in costs to the student but reduces the need for institutional buildings and other facilities.
- Examinations can be organized at centres convenient to the student body. There is no lack of examination invigilators – local school teachers or business people can provide this service.
- Employers could encourage mentoring relationships within their operations, not only to ensure that employees performance is adequate and their personal needs met but to ensure they have the assistance the need to do well in their studies – a result of equal importance to the employer as to the student.

In the present technological age, none of the above suggestions should be difficult to implement. In Africa, and other countries where there is a shortage of school teachers, these principles could be extended to secondary schools under the supervision of minimal staff. But that is another story.

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**Dr John Potter holds degrees in Agricultural Science, Education Management, Education Philosophy and Distance Learning. He is a Member of the Institute of Management Consultants and regularly assesses international projects. Over 52 years of professional life he has spent extensive times working in both Australia and Africa. He is currently the Executive Chairman of the Paraclete Institute Inc, an education, training and mentoring service based in Adelaide, South Australia. He can be contacted on paracamp@senet.com.au*

The Short History of Non-Traditional Tertiary Education in the USA: The Implications for Private Universities in Other Places

Dr David Le Cornu*

Pre 1945 the majority of Universities were in Europe, the USA and Latin America with a few existing in the Dominions (Australia, Canada, South Africa and New Zealand) and non colonies countries like China and Japan. Very few existed in European colonies in Africa, Asia, the Pacific region or the Caribbean. In almost all countries they were publicly owned or religiously owned, with the exception of the USA. Most professionals (Accountants, Teachers, and Nurses etc) were educated in non-University institutions. Only a few (Doctors, Lawyers etc) were educated in Universities.

In the USA, the licensing of Universities was very much a state affair and the standard of Universities varied considerably from state to state. Accreditation Agencies developed but they lacked any Government approval. In 1945, at the end of World War II, the US Federal Government established a program to enable young men who had been away to war and had their education disrupted due to their war service to complete their education. To determine what courses they would finance, they recognised a number of accreditation agencies; if educational institutions were members of these agencies the Government would pay the tutoring fees. As this market declined in the post war period, the Federal Department of Education started to supplement the tutoring fees of non-veterans. As Federal funding grew, the need for Universities to be accredited by an institution accredited by a body recognised by the US Department of Education grew.

In 1970 California established a three tier system with the first tier being the two Public Universities, viz: California University and California State University. The second tier consisted of approved Universities and the third tier were state authorised Universities. The third tier required minimal evidence: $US 50,000 in assets and a short disclaimer form. This opened the door for the development of many non-traditional schools in California. In the 1980's as inflation decreased the value of the $US 50,000, innovative operators incorporated their own houses and revalued books and other equipment so that the $US 50,000 become less onerous to find.

Importantly, the regional accreditation authorities refused to accredit any school which offered distance learning doctorates and this increased the demand for doctorates from non-accredited Universities. The Home Study Accreditation Agency for Correspondence (Trade) Schools evolved into the Distance Education and Training Council and was approved to issue Bachelor and Masters Degrees, but not Doctorates.

In the early 1990's some members of the Reagan Administration argued that the Federal Government had no business being involved in the accreditation of higher education and this led to a crisis in the accreditation system. For one day in 1994, when the old accreditation system collapsed, there were no accredited higher education in the USA, but this was quickly rectified and the accreditation system became stronger. California was pressured into "cleaning" itself up and this led to the abolishing of the third tier state approved level.

Universities in the third category had to upgrade to State authorised or migrate to another state or go out of existence. At this time there was a very liberal Attorney General in Louisiana who believed businesses, including educational business schools, should be able to operate with the minimum of regulation. Many third tier California schools migrated to Louisiana and new schools started there.

Until 1990 there were no rules on Universities in Hawaii. In that year this state passed a law which required the State Department of Consumer Affairs to register all Universities in the State, but it was minimally enforced. Touro College, an established regionally accredited University, named its distance learning department, Touro University International and offered Doctor of Philosophy programs. This anomaly was the first accredited US Doctorate. This led the DETC to apply for permission to accredit Professional Doctorates; the approval was granted in 2005 but under very strict conditions. (By then Touro University International had become a separate accredited institution).

The traditional education establishment lobbied virtually every state to tighten up their regulations to stop future non-traditional education institutions registering there. In 1999 a new Attorney General was appointed in Louisiana and he required all existing schools to apply to DETC for accreditation and those who were unsuccessful had to close down or leave. Also in 1999, a new Attorney General took over the Hawaiian State Office of Consumer Protection and the regulations for Universities were revised and required state registered schools to have a minimum of 25 students and an office with a minimum of two full time employees. While this does not sound onerous the new Attorney General sued all non-traditional school registered in Hawaii who in his opinion, carried out advertising in a misleading way – the schools were sued for an amount of $US 100,000. This led to a mass exit of schools from Hawaii.

A number of non-accredited US Universities have survived as State registered Universities in states, under a "grandfather" clause, but this handful are the exception rather than the rule. In Alabama it is still possible to register and stay unaccredited, but you have to fulfill far more rigid requirements than the old California-Louisiana-Hawaii rules. The revised regulations in California had a "sunset clause" which ran out several years ago. This has meant that currently there are only very loose consumer business laws governing registering Universities in California. Several people have registered Universities there under this current situation, but the indications are that there will be either a renewal of the old regulations (the old sunset clause route) or the development of even tighter regulations. The temporarily licensed schools are unlikely to be "grandfathering " in any changes.

Outside the USA there has been some development of offshore company registration; a number of small states, particularly in the Caribbean, registered corporations to do anything, provided they operate outside the countries they are registered in. Two states, Nevis and Turks & Caicos Islands offer to register corporations without Company, Limited, Proprietary, Incorporated prefixes. A number of non-traditional Universities are registered in these jurisdictions. Under pressure from the British Government the self governing UK colony (Turk and Caicos Islands) and crown dependencies (Isle of Man) restricted the word 'University' in future corporate registrations.

In 1997 *educause* became the controller of the *.edu* domain name. Part of this control was that all future *.edu* domain holders had to be institutions accredited by an accreditation agency recognised by the US Department of Education. All existing holder of this *.edu* domain name (including St Clements University) were "grandfathered in".

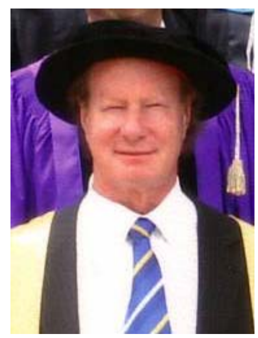
A movement has developed around the writings of John Bear; its aim is to discredit non-traditional Universities. This is disappointing because Dr. Bear, in the early 1970s, was a pioneer in non-traditional education. He is often quoted in the 21st century by crusaders against non-accredited schools, but he was, in fact, one of the leading promoters of non-traditional and often non-accredited education in the 20th century. He first published a guide to non-traditional education in 1974 and as late as the mid 1990's he was promoting non-accredited, non-traditional schools. For instance, his 1994 publication "College Degrees by Mail", subtitled "100 Good Schools" listed 10 non-accredited schools among the 100 schools listed. The 1996 publications of the same name listed 100 accredited schools and 12 good non-accredited schools.

At various times Dr Bear has been a part owner of three non-accredited non-traditional universities: Columbia Pacific University, Fairfax University and Greenwich University. In 1997 John Bear's daughter Maria joined him as co-editor and the publication changed titles from a guide to non-traditional degrees to a guide to distance learning degrees and positive reviews about any non-accredited schools ceased. It is sad to see a publication, which started, as an organ of education reform, become an apologist for the traditional education establishment.

The challenge that non-traditional education institutions have made to the traditional education establishment has been one of the core motivators for change within traditional education. It is now possible to obtain a Doctorate via Distance Learning from a regionally accredited US University. Many United Kingdom Universities offer bridging programs for people with recognised professional qualifications to gain a degree and for entering into higher degree programs.

Very few countries will allow the registration of private non-regulated Universities. The major non-traditional schools in existence in 1995 when St Clements University was launched (Western Pacific, Columbia Pacific, Fairfax, Kensington) no longer exist.

St Clements University needs to cease being "non-traditional" and become a collation of innovative Ministry of Higher Education licensed Universities, if it is to survive.



**Dr David Le Cornu*
President - St Clements University Group

Institutionalisation of Environmental Conservation and Poverty Reduction: Directions from the Field, East Africa

***Dr John Munyoli Musyoka**

Most discussions on environmental conservation and poverty reduction have focused on biodiversity conservation and sustainable livelihoods, without paying a lot of attention to historical aspects of how past approaches to environmental conservation and poverty reduction may affect recent interventions in the same.

The literature together with field examples in East Africa and other empirical evidence argues that there are three dimensions that inform how we instigate environmental conservation and poverty reduction. One dictate is the beliefs, norms, regulations, rules, standards and values we have, because successful environmental conservation and poverty reduction is about reconciliation of multi-stakeholder beliefs, norms, regulations, rules, standards and values in order to achieve sustainability in environmental conservation and poverty reduction without alienating others actors.

The second dimension is our choice of the methodological process by which we seek to achieve environmental conservation and poverty reduction. Key issues within this dimension are strategic planning, adaptive results-oriented management systems, and a drive for excellence fuelled by timely information gathering, effective information utilisation and efficient information feedback.

The third dimension is institutionalisation that is not driven by a copy and paste mentality or stereotyping others, but is driven by local interests and influence – targeting critical decision making levels and agencies, based on the lessons of history, and with an in-borne desire to respect human rights and put people at the centre of our development endeavours.

INTRODUCTION

Environmental conservation as discussed in this paper refers to the conservation of both environmental resources and natural resources as defined by FAO[56]. In this framework, environmental resources are seen as part of natural resources. Conservation here is seen in its broadest sense, including management of natural resources sustainability as well as their protection and restoration, rather than in the narrow sense of maintaining an original state, or preservation (Fisher et al, 2005). As concerns poverty; poverty is seen to be not just lack of material possessions but a combination of the following: (1) inequality as demonstrated by differentiated distribution of economic, social, cultural and political (power to initiate change) resources; (2) vulnerability, as demonstrated by social disadvantages, insecurity and exposure to risk, lack of economic resources to protect people from sudden contingencies; (3) discrimination as exemplified by sexual, social and other forms of discrimination; and (4) social exclusion as illustrated by individual and collective denial of access to work and individual rights and denial of access to citizenship rights (goods, services, activities and resources).

One example is that in Haryana State in India: Hobley, M. et al, 1996 provide arguments on the need to work on institutionalisation in a more holistic manner. In Haryana State, successes based on one-off actions did not help to change environmental conservation and poverty reduction approaches of others in a convincing and sustainable way and proved of little value to wider society in the long run. The "Haryana Joint Forest Management (JFM) Programme", once considered a successful model, and recipient of a UNEP award is now seeing the initial gains being frittered away due to arbitrary changes to the benefit-sharing mechanism made by the forest department: rigidity in approach, bureaucracy in the practice of policy; weak partnerships, unequal distribution of benefits, and poor institutional design of partnerships.''

A critical look at examples like the Haryana State reveal that nothing was appropriately institutionalised for wide application and most of the lessons learned disappeared with the initial crop of pioneering

[56] The FAO in Our Land Our Future – A new approach to land use planning and management (FAO, and UNEP), 1996, defines natural resources and environmental resources as:

Natural resources: These are the components of land units that are of direct economic use for human populations living in the area, or expected to move into the area: near-surface climatic conditions; soil and terrain conditions; freshwater conditions; and vegetational and animal conditions in so far as they provide produce. To a large extent these resources can be quantified in economic terms. This can be done irrespective of their location (intrinsic value) or relation to their proximity to human settlements (situational value).

Environmental resources: These are the components of the land that have intrinsic value of their own, or are of value for the longer-term sustainability of the use of the land by human populations, either in loco or regional and global. They include biodiversity of plant and animal populations; scenic, educational or research value of landscapes; protective value of vegetation in relation to soil and water resources either in loco or downstream; the functions of the vegetation as a regulator of the local and regional climate and of the composition of the atmosphere; water and soil conditions as regulators of nutrient cycles (C, N, P, K, S), as influencing human health and as a long-term buffer against extreme weather events; occurrence of vectors of human or animal diseases (mosquitoes, tsetse flies, black flies, etc). Environmental resources are to a large degree "non-tangible" in strictly economic terms.

foresters, when they left their stations or positions. In other words, the programme and the organisations implementing it did nothing to ensure that lessons were captured, and certain behavioural patterns, beliefs, norms and values were documented and fed into the communities and state social development mechanisms to ensure sustainable environmental conservation and subsequently poverty reduction. Mariann Jelinek, 1979, says this of organisations promoting organisational learning and institutionalisation: “organisations accomplish tasks beyond the abilities of their members as individuals, or even as aggregates, because of their coordination”. It then can be argued that challenges to any institutional dispensation is to know what is expected of the target situation and to work towards it while gathering, analysing and documenting the key issues that need consideration and how the institutional arrangement plans to deal with them in a systematic and systemic way. It can be seen that the Haryana State and other examples of initially successful environmental conservation interventions, failed and continue to fail because they are isolated, and they do not institutionalise within the wider social development circumstances.

HISTORICAL PERSPECTIVE

Historically within East Africa, climatic changes affected both human, fauna and flora populations, condition and the interactions between them (see Ogot, 1976: pp 20-21). It would appear that during wetter climatic times populations are forced from the humid forested areas which unhealthy and inhabitable at such times. This process would reverse during drier climatic times; populations would move close to water sources, higher altitudes, and the previously forested areas which, were now open woodland or parkland savanna (Ogot, op cit, p.20). This implies that essentially human population cultures alternate between sedentary-ness and transhumance, and therefore there is no static culture. Environmental conservation and poverty reduction – as seen through the livelihood strategies people adapted could thus not be static, and obviously were influenced to a great extent by the ideas gathered as people alternated from one climatic time to another, and from one geographical position to another.

From the literature we may say communities’ approach environmental conservation and poverty reduction (here also referred to as material wealth creation) tends to be were guided by the way people view land and its resources. Throughout history two views of land and land resources have persisted. The first being that land and land resources are God given, expressions of God’s benevolence to those he sees as faithful and fitting to get his blessings. The second being that land and land resources can actually be tamed, manipulated to satisfy man’s development needs and, thus, active man-made measures are necessary in interacting with land and land resources. The first view seemed to be the predominant view during pre-colonial times within the region currently referred to as East Africa and the second view predominant in colonial and independence times due to exposure to new ideas and rapid changes in technology to manipulate land and land resources. These two views affect the value systems of actors in environmental conservation and poverty reduction in different ways, impacting and continue to impact on the success or failure of chosen environmental conservation and poverty reduction interventions.

Environmental conservation and poverty reduction at the community level began a separation journey during the colonial era in East Africa. Communities were no longer seen as relevant in conservation, and traditional ways of conservation and poverty reduction were not acknowledged. This resulted in disillusionment and discontent, and the view that natural resources were now part of the problems communities are facing. The harmonious relationship the communities had with their natural resources tended to dissipate. For example with the formation of parks in Maasailand - Kenya, which prohibit the Maasai from using important dry season grazing land and water resources, the Maasai started seeing wildlife as a competitor (Dhyrani, 1993: p 25) with no linkages between environmental conservation and their livelihoods (poverty reduction). Most of the policy and legislation during the colonial era concerning environmental conservation (agriculture, forestry, fisheries, mining and wildlife) was externally driven. Key drivers in this process were external donors to nature conservation like USAID, World Wildlife Fund, and International Union for Conservation of Nature, Commonwealth Secretariat, and Western Nature Conservation interest groups. These actors and the processes they initiated had very little regard for local communities, and the local communities felt loss and anger. This anger became one of the driving forces for political independence. What actually happened in the 1950s was accelerated destruction and degradation of natural resources, increased marginalization of the local communities, and increased poverty, especially within what the colonialists call “Native Reserves”. This added fuel to the struggle for independence that led all East African nations to attain political independence: Tanzania 1961; Uganda 1962; and Kenya 1963.

But political independence has not necessarily made things better in terms of institutionalisation of environmental conservation and poverty reduction. In fact, during this period very little has been done. National parks, forest and marine reserves are formed, and conservation organisations and the governments are keen to succeed in conservation, but they do nothing to institutionalise environmental conservation thought within their own organisations, the community and at the various levels of government, which have been put in place (Village, Location, Division, District, Region, and National). Poverty reduction took a back seat during this period, and most communities were marginalized and separated from key natural resources that ensured their livelihood. In this confused state, environmental policy and legislation is defined more by protectionism, alienation and resistance to people's involvement. This approach to conservation, creates an environment in which "… definitions of people in particular locales have been subsumed into those of external managers in charge of colonial and post-colonial policies… (and) the points at which the local view meets the global view are points of fierce contestation between differing worldviews and practices' (Vigdis Broch-Due et al, 2000, p.12).

THE SEARCH FOR BETTER APPROACHES

Addressing strategic planning, systems thinking and institutionalisation

A case study by the author in the Kajiado District, Kenya, attempted to address some of the challenges experienced during the independence era. Some of the challenges were: (1) establishing environmental conservation and poverty reduction goals and values; (2) putting in place effective institutional arrangements to deal with environmental conservation and poverty reduction; (3) developing effective partnerships for environmental conservation and poverty reduction; and (4) introducing effective and efficient monitoring and information management systems. The study was supported by the Netherlands' Directorate of International Development (DGIS) through SNV (Netherlands Development Organisation), and the Government of Kenya through the Arid and Semi-Arid Lands Programme (ASAL) initially in the Ministry of Land Reclamation, Regional and Water Development (MoLRRWD) and facilitated by ETC EA Consultants B.V[57]., between 1996 and 2002.

The initiative focused on piloting systems to influence policy and practice in Kenya. The key issues being: (1) providing opportunities for increased popular participation; (2) ensuring gender, generational and community equity; (3) promoting good local governance and greater democracy especially for women, youth and other marginalized groups within Kajiado District. The initiative adopted an approach to natural resource planning and development, which is referred to here as Actor-Oriented Situational Analysis and Vision-Based Action (ACOSA-VBA) Planning. This approach proved successful in mobilising, organising and training of rural communities to take charge of their own development, and to develop successful strategies for environmental conservation and poverty reduction.

Two Complimentary Systems

In institutionalisation of environmental conservation and poverty reduction, two approaches were shown to be promising in achieving effective decentralisation, participation, pursuing necessary policy change and achieving good governance and accountability.

The first approach, a "community development" approach, was shown to be effective where resources were communally owned, The second approach, the "resource user group[58]" approach was found ot be more suited to situations where resources were privately owned or leased. The Kajiado initiative was designed to accommodate both communal and private resource ownership.

The community development is exemplified by the case of Ilkerin Loita Integral Development programme (ILIDP) in Narok district of Kenya[59]. The Nepalese case is cited to illustrate the resource user group approach as practiced by a number of conservation and development projects/programme. (This latter approach is well described in July 2003 issue of the Journal of Forest and Livelihood from Forest Action, Rural Development Network, Overseas Development Institute).

The Ilkerin Loita Integral Development Programme (ILIDP) is a community-based, non-profit organisation registered in Kenya, with the mission to

[57] Education Training and Consultancy – East Africa (ETC-EA), is a private not-for-profit consultancy firm operating in East Africa, where the author was working at the time. Through this relationship he was one of the key architects of the Kajiado Initiative. The others from ETC-EA were Julie van der Bliek, and Dr. Fredrick Muchena. All of them are here duly acknowledged. However the way the process is described here is based on how the author has packaged it to form ACOSA-VBA Planning which is the technical and support package offered by the East African Participatory Natural Resource Management and Governance training programme based at MS-TCDC, Arusha, and described earlier.

[58] Resource users can be defined in two ways: the way they use resources over time, or the way they use resources over space. Over time you can talk about: regular resource user – those depending on the resource for subsistence products, e.g. fuel, food, or other livelihood products; occasional resource users – those using the resource seasonally or infrequently (e.g. pastoralists and non-timber forest product collectors); those who will use the resource in the future – those likely to be located some distance from the resource who may look forward to getting products in the future. Over space you can talk about irrigation farmers, rain-fed farmers,, agro-pastoralists pastoralists, small-scale businesses, large-scale businesses, industrialists, and others depending on the geographical part of the resource they occupy or frequent in their use.

[59] The work of ILIDP on community development approach to resource conservation and poverty reduction was initiated by ETC-EA and CORAT Africa, while the author was working with ETC-EA, between 1997 and 1999. It is still on-going and has achieved a lot in the area of resource conservation and poverty reduction. It is also another improving success story that informs the application of ACOSA-VBA planning in the East African participatory natural resource management and governance (PNRMG) training programme based at MS-TCDC, Arusha, Tanzania.

build the capacity of the Loita Maasai[60] to manage their own resources – human, land and livestock – for their own development. In empowering the Maasai, ILIDP's short-term objective is to alleviate poverty and improve the socio-economic status of the community by promoting development initiatives that are relevant to Loita culture and consequently safeguard their indigenous spirituality and cultural identity (personal experiences and adaptations and summaries from Johnson ole Kaunga and Mark ole Karkolo, May 2006. Reaching the Un-reachables: Strategies, lessons and Best Practice of ILIDP. ILIDP).

The resource user group approach may be understood by thinking of resource use as on-going and evolving social development process, where use and user will keep on changing depending on political, social, and economic circumstances. The assumption is that there is an inter-play of actors, policy and implementation processes, activities, outcomes and impacts (Springgate-Baginski, et al, 2003). The purpose of resource user group approach is to develop strong and viable resource user groups that work together in a way that ensures sustainable environmental conservation and poverty reduction. In order to do this you need to understand the competency needs of resource user groups in terms of organisation, mobilisation, and training. For example in the case of Nepalese Forest User Groups, a criteria using the necessary process elements and their indicators for strong and viable Forest User Groups was used to determine how to make the user groups stronger.

THE WAY FORWARD

From empirical evidence from the study of 65 local organisations within East Africa engaged in environmental conservation and poverty reduction, a three-pronged approach to institutionalisation of environmental conservation and poverty reduction (sustainable livelihoods support) is proposed. The underlying reasoning is that unpacking institutional and institutionalisation factors that may affect human incentives and behaviour across diverse settings includes variables at multiple levels and involving a variety of actors with differing interests and influence. Thus in entrenching the learning organisation's culture, and transformative focus on values that support our vision of the future, there is need for guidelines or what we might refer to as "benchmarks to conservation and livelihood practice" to ensure that vulnerability to political pressure during execution is minimised. These minimum guidelines should be based on experiences from our past that supports our intuition and perception of the future and the best practice(s) to get us there. They should be able to make us improve the effectiveness and the efficiency with which decisions are made, actions taken, lessons incorporated into our collective thinking and action without every time going back to re-inventing the wheel.

The three prongs of our approach should be woven together to form a formidable front to challenge deep-seated perceptions, ideas, opinions, fears and prejudices that limit our capacity and capability to address environmental conservation and poverty reduction in sustainable ways. The interlinking support to the strands should be human incentives, institutional support, and transformative capacity building to sustain desired change and momentum for future change.

The strands are:

- Participatory actor-oriented situation analysis to understand actors, their motivations and the underlying factors that promote the actors to behave or act in a certain way - key among them are: social, legal, economic, ecological, political and technological (SLEEPT) characteristics of individuals, surroundings and existing groups, organisations, institutions as actors;
- Strategic analysis based on the Strengths, Weaknesses, Opportunities and Threats (SWOT) to improvement of the "SLEEPT circumstances" – using an interactive matrix, and strategic planning to develop the learning organisation's responses to institutional changes in these circumstances based on vision, goals, values and outcomes; and
- Development of a results-based adaptive management and information system to help learning and its institutionalisation in environmental conservation and poverty reduction, based on continuous monitoring, timely evaluation and appropriate feedback.

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Dr John Munyoli Musyoka holds a B.Sc. in Agriculture (University of Nairobi, Kenya), an M.Sc. in Agricultural Extension (Reading University, UK) and a PhD (St Clements University). He is currently the Manager, Development Training Department at the Centre for Development Cooperation, Arusha, Tanzania and can be reached at MS-TCDC, P.O. Box 254, Arusha, Tanzania,
Tel: +255 27 254 1044 or email musyokaj@mstcdc.or.tz

The World and Germany – Towards an Equal and Respectful Dialogue

***Dr George Reiff**

In a modern interconnected world, safety and peace depend more and more on social justice and understanding between people. Enemies of yesterday are friends today. Long standing atomic war threats dissolved overnight; capitalism has forgiven Communism; former colonies have forgiven former colonialists; and Black has forgiven White. A better window for open friendship between the nations has never been so possible as now. However, in all this positive development, one country has been morally left out from being a Republic even though it goes by the name of the Federal "Republic" of Germany. This paper asks whether something should be done to ensure Germany gets a better deal.

BACKGROUND

The facts with regard to Germany's sovereignty, or lack of it, are as follows:

Germany still does not have a peace treaty with the former allies of World War II. Instead, since 1990, there exists a memorandum of understanding, (the 2+4 agreement) which serves as a fig leaf. It is not a peace treaty according to international public law. Discriminatory articles 57 and 103 of the UN Charter are still fully in force against Germany and Japan an the memorandum of understanding states that the articles should not be "considered" anymore. But only a complete abolition of both articles would put UNO "Paymasters No 2 and No 3" (Japan and Germany) in an equal position with the other 189 countries.

Within the FRG prerogative, legislation emanating from SHAEF (Supreme Headquarter of the Allied Expeditionary Forces) has been incorporated into German law; the so called Military Laws. The best example (among many others) for this is Military Law No. 67 under which the fiscal policies of the FRG are governed 64 years after WW II!

In order to understand the FRG one must first understand the legal nature of the Deutsches Reich (a best translation would be: German Realm). When we speak about the Deutsches Reich here, one must understand that we speak about the Weimar Republic, not about the 3rd Reich which is underlined with strong negative current in the FRG due to the occurrences under National Socialist rule, despite the fact that the state with the name Deutsches Reich was founded in 1871. Most people would certainly believe that the Deutsches Reich perished after WW II. This is, however, not true as it had been artificially kept alive legally by the allies of WW II who only had the Regular German Army (Wehrmacht) unconditionally surrender on the 8th of May 1945. It is noteworthy that the English, officially kept alive the Government of the German Realm (Deutsches Reich) in the city of Flensburg, Northern Germany till 23rd of May 1949. Afterwards, they imprisoned this government. On the same day, the allies created the Western Separate Vassal Protectorate "Federal Republic of Germany", decreeing that the Germans had to convene in a "parliamentary council" under SHAEF Control and to "deliberate" a constitution which had to be endorsed by the SHAEF. The founding fathers of the Federal Republic of Germany were, however, no traitors but pragmatic people and superficially bowed to the wishes of the allies in not presenting a constitution but a provisional "basic law" which was supposed to be supplanted by a real constitution after Germany could decide her own fate in freedom again according to Article 146 Basic Law of the FRG. Because of the long legal existence of the FRG not many people would believe that the Deutsches Reich/German Realm legally still exists. But the Federal Constitutional Court of the Federal "Republic" of Germany has another view, which it expressed in its rulings 2BvL6/56, 2Bvf1/73 and 2BvR373/83. There the court states that the Deutsches Reich is still in existence within its borders as defined on the 12th December 1937.

Excerpt from sentence 2Bvf1/73: " ... it is held on to it (see BVerfG, 1956-08-17, 1 BvB 2/51, BVerfGE 5, 85 <126>) that the Deutsches Reich endured the break down in 1945 and neither perished with the capitulation nor with execution of foreign state rule through the Allies in Germany; it is still endowed with a judicial body but not able to act as a state due to the lack of organization. The FRG is not legal successor of however, in relation to its spatial expansion only partly identical..." Excerpt from sentence 2Bvf1/73: "...She (FRG) limits under public law her sovereign powers to the area of application of the Basic Law (see BVerfGE 3, 288 (319 f.); 6, 309 (338, 363)) and feels responsible for the whole of Germany. With implementations of the FRG there was no founding of a new West German state but only a re-organization of a part of Germany."

The FRG does not have a Constitution (Verfassung) but a so-called Basic Law (Grundgesetz). The reason for this is that the founding fathers of the FRG had to organize a part of Germany anew under the occupation of the SHAEF. As they recognized the severity of a situation where foreign powers dictate the creation of German separate states, they did their utmost to ensure that this did not serve as a fig leaf. They called the new law not a constitution but a "basic law". With this they laid the foundation for later generations of Germans to constitute a National Assembly according to Article 146 Basic Law (stating that the Basic Law renders itself invalid after the Germans give themselves in Freedom a Constitution) in order to determine a constitution according to the Free Will of the German People.

However, sycophantic later governments, from 1990 on, did not follow the will of the founding fathers but held on to the provisional basic law, created under foreign occupation and laced with legal inconsistencies against Germany!

Other facts regarding the suzerain status of the FRG in regard to her former occupiers can be seen in various other inconsistencies. For instance, the German people are not permitted to hold a referendum about becoming a province within the European Union as their mainstream parties are all controlled by supranational American based organizations like e.g. Bilderberg, Council for Foreign Relations (in Germany Atlantik Brücke e.V.). Further, it is still not permitted in Germany to introduce new scientific findings in the fields of history and archeology which are connected to WW II and especially if those findings reduce the number of victims of the Nazi regime. Scientists who do not comply may be punished up to 5 years in prison according to Criminal Code, law §130.

The German people are forced to endure continuous moral economic and military black mailing; how else could one explain that German soldiers are now for years under US command in Afghanistan in order to guard US interests there, despite the fact that the broad majority of citizens wish their soldiers were not there.

A German cannot be citizen of the FRG! In documents proving citizenship, FRG officials write “German” as citizenship, not citizen of FRG. Whereas there are other countries that are Monarchies and refer to the subjects as “Thai” or “Spaniards”, it is definitely out of line to call the citizenship of a Republic “Deutsch/German”. This is all due to the aforementioned artificial legal existence of the German Realm, though without organization because the German Citizenship law/Staatsangehörigkeitsgesetz has been renamed just in 2000. Before, this the law, as introduced in 1913 by William II, then Emperor of Germany, was called Reichs und Staatsange-hörigkeitsgesetz (German Citizenship and Membership of the Realm law). Through this legal construction, Germany is held in eternal unspeakable legal limbo. Such legal status may have applied the last time in history to Carthage after the 3rd Punic War.

Movie productions which explicitly picture Germans as monsters, are financed by the Federal Government of Germany. Most recent of these was Quentin Tarantino's “Inglorious Bastards” which has been supported financially by the State Secretary for Culture (€6.8 million Euros) and the province of Brandenburg (€ 900.000). The basic message of the movie is that everybody who wore a “Nazi uniform”, meaning also uniforms of youth and women's organizations and of the regular army, should either be killed and scalped or at least maimed by knifing a swastika into the fore head. It is beyond belief how a peace and people loving government could possibly support such crude brutality with a total of €7.7 million ($US 13 million).

CONCLUSIONS

For the sake of legal equality not only of the peoples, religions and genders but also of the nations, it seems that there is a case for giving Germany back full sovereignty over her affairs. A beginning would be a real peace treaty, which actually deserves the name. Another token of respect and friendship of the international community would certainly be to remove Articles 53 and 107 from the UN Charter.

The solution in Germany itself must come from the German people. They must no longer vote for established parties (CDU/CSU/SPD/GRUENE) that deliberately deprive their own people of their right to be equal among the nations and to have not only a nationality (German) but also a citizenship (Federal Republic of Germany) of their country. There are enough democratic new parties existing who pledge to give Germany a National Assembly and a real Constitution, e.g. the Deutsche Demokratische Partei, Freie Union, Republikaner and Büger in Wut.

A new German government would be required to proceed at once to negotiate bilateral peace treaties with all major players involved in WW II. With this, all hidden and open reparations must end as FRG is 35% smaller than the German Realm (Deutsches Reich) as payment for the lost war has already been paid, at a more than steep price already.

Finally, the German Realm (Deutsches Reich) must be laid legally to rest and the reformed FRG must gather a National Assembly according to Article 146 of the Basic Law of Germany and give herself a decent, free constitution according to the will of the German people. This will end 64 years long charade and give the world a new perspective in mutual respect and friendship.

Finally, it is certainly advisable for all government bodies not to financially support any movies that incite to hatred, inferiority complexes or which are directed against good faith, for while artists deserve freedom to express themselves it is clear that government support should be reserved for the betterment of the human condition. Safety and peace are only obtained in a world where people can hold their nationality and their nation in loving regard. What the nations experience within themselves determines what they render to other nations.

Forgiveness and redemption are the way to a better modern world. Such a world makes a place for everybody without regard to their former sins. Modesty and openness provides the key. It is time we introduced Glasnost or Perestroika in international politics and in the functioning of the United Nations Organization.

**Dr George Reiff is Professor for History at St Clements University. He holds a Masters of Arts from Berne University and a PhD in History from the Universidad Empresarial de Costa Rica. As an Ambassador of the International Parliament for Safety and Peace, George travels widely to promote peace and understanding. He also serves as the Internet Director for the International Writers and Artists Association. He may be reached at kentuckycolonel@bluebottle.com.*

Traditional and Contemporary Building Styles in Tanzania: Towards a Model to Meet Current Needs

Dr. Ambwene T. H. Mwakyusa*

The objective of this study was to *explore, identify, analyses* and *establish* the shortfalls of rural traditional houses in as far it was meeting the intended purposes optimally. In particular, we looked at techniques of construction, the choice and use of the traditional building materials, and arrangement of functional spaces of various activities. The relevancy of the research was based on our need to know and understand the current position of the houses and the user's requirement. We hoped to uncover the extent of the improvement required coupled with the retention of the social and cultural behavior of the members of the households. Our survey examined both primary and secondary data:

- **Preference of Type/Shape of Houses:** The Banda people had 62% traditional house; typically with 3-4 rooms. The Tembe had 20% and the Msonge 18%.

- **Storage facilities:** Seven percent of rural houses had space for a kitchen; thirty five percent of households had kitchen services space provided in smaller houses where the household had more than one house; 6% had their kitchen services provided in the open.

- **Latrine facilities:** Eighty one percent of the households had pit latrines within 3-30m from the main house. Western type closets were installed in only 4% of houses. No Eastern type closets were found. Fifteen per cent of houses had no latrine facilities; families lacking latrines in their houses relieved themselves in the bush or used latrines at neighboring houses.

- **Livestock:** Eighty five per cent of the households had livestock; cattle, goats, sheep, pigs and chicken. Forty one per cent of them kept their livestock in a separate house; 44% had their livestock in fenced compounds outside with no roof cover but within the household compounds; 5 % had their livestock both inside their houses and in fenced compounds outside; 9% of the households did not keep livestock. All chickens were kept in the main house at night and allowed to roam around the compound during the day in search for food.

- **Building Materials:** 82% of the houses were constructed with local building materials. Conventional materials had been applied to 11%. Seventeen per cent of the houses had a mixture of the local and conventional building materials.

- **Cost of Conventional building materials:** Not much response was received this topic but we checked for conventional materials like cement, roofing sheets, ceiling boards, prime, oil, paint, nails, mosquito wires, butt hinges, latches, barrel bolts , and transparent glass sheets had remotely applied in the traditional rural house construction.

- **Availability of Manpower/Artisans:** Masons/carpenters for house construction were available in abundance: 89% per cent and 87% respectively.

- **Labour:** Labour for construction of houses in the rural areas was supplied by house owners (54%) and family members (36%). Ten percent of labour was employed.

- **Cost Estimate of traditional rural housing:** The average cost of a rural traditional house was T.shs 398,000 (i.e. $US 390).

- **Source of Income:** Most house owners in the area under study derive their income from agricultural activities. The average income was T.shs 135,000/- ($US 130).

- **Availability of Building Materials:** In the area under study, ample local building materials from the natural resources are available. There are also a number of factories that manufacture conventional building materials.

DISCUSSION

The study revealed that the Contemporary Houses complied with Building Standards and Regulation requirements in relation to building materials, standard and functional spaces.
Traditional Rural Houses showed a number of faults: primitive handling of building materials, poor workmanship, and lack of services and professional design. Fair achievement had been made in providing weather protection, putting up houses that suited local climatic conditions.

Most traditionally built rural houses have a short life span (estimated at an average of 8 years). Often they are un-hygienic, structurally unsafe and have shortcomings in connection with foundations, floors, walls and roofs. They are generally of low and poor quality, mainly due to poverty and the lack of improved affordable construction materials, poor building skills and the lack of trained artisans. In most cases, walls are constructed of unstabilized mud and untreated poles, and roofs generally consist of thatched, untreated grass.

With regard to affordability the survey proved to be disappointingly negative. Poverty was identified as the main cause of society's failure to improve the housing situation in Tanzania but cultural changes are having a direct impact on the development of traditional houses in Tanzania. The country's complex geographical and climatic influence has played a part in the development of the form, shape and type of traditional houses.

MEETING CURRENT NEEDS

The survey provide base line data as to the type/shape of
houses, space arrangement (layout), house functionalism, building materials, construction expertise, services (toilets, latrines, kitchen, water supply and waste water disposal), storage and cost consideration with climate influence, house construction technical knowledge, planning, house elements, foundation, floors, walls and roofs, technology application, finance, design standards/manuals, construction industry policy, human resources development, application of appropriate building regulations and standards.

The modernization of traditional rural housing will require a model for current needs that includes realistic policies, political will and the development of an integrated approach to improve the rural environment.

The aim will be to promote building techniques that are neither costly nor complex but durable, functional strong/stable, hygienic and easily maintained with aesthetic qualities attained where possible. The published material provides considerable direction in these matters (see below).

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**Dr. Ambwene Mwakyusa holds a BA (Arch.Stud.) and an M.Arch. from Nairobi University); an O.Dip.B&C.Eng (City & Guilds, London) and a PhD from St Clements University. He is a registered Architect in Tanzania and Kenya, a Fellow of the Tanzania Institute of Arbitrators and a Member of the Chartered Institute of Arbitrators.*

He is the current Chairman and Managing Director of the National Estates and Designing Consultancy Company (NEDCO), Tanzania and Chairman of the Registration Board of Architects and Quantity Surveyors (AQRB), Tanzania. He can be reached at P. O. Box 567 Dar es Salaam or by e-mail: nedcoltd@cats-net.com.

The Teaching and Management of Population Education: A Case Study in Postwar Sierra Leone

Dr Beresford M. Davies*

I am currently a Principal Lecturer of the Social Science Department of the Goderich Campus of the Milton Margai College of Education and Technology. I have been working in this institution for twenty years since I joined the staff in 1989. I have served in many capacities as lecturer, curriculum developer, a as well as researcher. I began my professional career as a pupil teacher in 1972, and after teaching for a few years, I went back to college. At Milton Margai Teacher's College I have served as Head of Geography, Social Studies, Social Work and Population Education. In 2003, I was elected as the first Dean Faculty of Education of the

In addition to my work as Dean of the Faculty of Education at the Milton Margai College of Education and Technology in Sierra Leone, I have taken part in many curriculum development workshops throughout the country. Over the past twenty years I have also participated actively in Population Activities, coordinating a Population Education Project at the Tertiary level for the United Nations Fund for Population Activities (UNFPA).

The UNFPA study was conducted in Sierra Leone in 2005. The overall aim was to evaluate the extent to which the goals of the population education program had been achieved, in terms of improving the quality of life of Sierra Leoneans through adoption of positive behaviors relating to population issues. Sierra Leone, like other developing countries, had adopted population education as a vehicle for changing behavior in order to balance perceived rapid population growth and its implications for development. Population education according to the 1986 draft population policy was posited as a vehicle to arrest this trend.

The study was based on the administration of a questionnaire survey which was divided into three schedules and collected demographic, and presage data which were analyzed. The other instrument used in the study was a focus group discussion with stakeholders in population education which included demographers and educationists amongst others. Specific one on one interviews were also conducted. Individuals in a random sample of teacher educators and teacher trainees and in-service teachers were interviewed for the study. Leigh (1990) found that different countries have used various approaches to place population education within the curricula of teacher education institutions and schools.

KEY FINDINGS

The implementation of the project in Sierra Leone was still ongoing although the project had been in existence for a long time. Steps had been taken to institutionalize the project as recommended by Issa, Barnabas and Poopola (2000). There was also a lack of an effective monitoring and evaluation system to ensure program effectiveness; for Population Education and any other educational intervention to succeed an effective monitoring and evaluation system must be in place. The high turnover of staff trained in the schools, use of an integrated as against a separate subject approach had also contributed to the level of success of the program. The lack of designated school inspectors had also affected program success at the school level (Davies and Wilson 1991).

Due to the large numbers of untrained and unqualified teachers in the service in Sierra Leone and limitations of funding, an in-service teacher training approach was used to train teachers, rather than the preferred pre-service approach. Until 2002 there was no link between the pre-and in-service components because no provision had been made for this level. The project was however, expanded after 2002 to provide for this level.

A significant factor that has characterized the population education program in Sierra Leone is the lack of significant Sierra Leone government funding. Most of the activities have been funded by the United Nations Fund for Population Activities (UNFPA).

A number of recommendations emerged from the study:

- That steps be taken to improve the degree of monitoring and evaluation of the program.
- That institutional, technical and human capacity of project staff be improved.
- That the government provides more resources to ensure the sustainability of the program.
- That more teachers be trained at the pre-service level to ensure the availability of staff
- That population education be taught as a separate subject and be made examinable as a major step in institutionalizing the project.

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**Dr Beresford Davies gained a Higher Teacher's Certificate Geography and History in 1979 and subsequently earned B.A. Honours Geography (University of Sierra Leone (1988); an M.A. in Curriculum and Instruction CSU Sacramento (1995) and a PhD. in the Social Sciences from St Clements (2005). He has worked in the Social Sciences Department of Milton Margai College of Education and Technology in Sierra Leone for the past twenty years and is a past Dean and Principal Lecturer in the Education Faculty. He can be reached by email on* bmddavies@yahoo.com

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NOTES TO CONTRIBUTORS

Editors: Dr John Potter & Dr Bruce Duncan
Address: PO Box 253, Brighton, South Australia 5048
Email Address: paracamp@senet.com.au

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