



Culture in Education and Development: Principles, Practice and Policy (Bristol Papers in Education)

David Stephens

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There is increasing recognition of the important role culture plays in the framing and delivery of education and development in the South. Whether this is in the reciprocal and synergistic relationship between theory and practice or the links between research and policy, it is clear that at the heart of successful educational development is a recognition of the importance of culture. This book critically reviews the relationships of culture, education and development both from a theoretical and methodological perspective and also from the perspective of the teacher, researcher and policy maker on the ground. The importance of context is stressed throughout with a series of case studies of educational developments drawn from a range of national settings. Issues such as education and poverty elimination, local and global knowledge transfers, and the role and discourse of development assistance to education are examined from the perspective of culture and context. Of particular value to the education researcher and policy maker, whether working in the North or South, this book provides a timely reminder of the importance of culture in the development of education.

CONTENTS: Introduction. PART ONE. PRINCIPLES: Culture in Education and Development; Researching Culture, Education and Development. PART TWO. PRACTICE: Girls and Basic Education in Ghana: gender and schooling within the domains of home, economy and school; Children and Health Education in Uganda: issues of culture, language and curriculum; Schooling and Cultural Values in South Africa: building cultural capital? Primary Education in Indonesia: issues of culture and the aid process; Teachers and Cultural Identity: critical dialogues with self - a case study of student teachers in South Africa; Exploring the Backgrounds and Shaping of Beginning Student Teachers in Ghana: toward greater contextualisation of teacher education; Action Research and Teachers in Laos: issues of knowledge, research and culture. PART T

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