

Strengthening *Quality* in Education

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Opportunity and (lost) promise of Education



- Education is the key route to social and economic advancement and a bridge to other rights.
- Three years before the 2015 goalpost of UPE *access* to education is still dominant over the *right* to education
- Focus on numbers and quantitative gains - enrollment rather than universal school completion
- *Quantitative* gains have been achieved by free primary education policies (in terms of increased spending; expanded access, increased pupil-teacher / pupil-classroom / pupil-textbook ratios). Progress is slow 56 million OOS by 2015
- Quality education is still a significant challenge - quality and quantity are complements (not substitutes)

(Re)conceptualising quality

- Symptoms of qualitative shortcomings - **Internal inefficiency**: low achievement, repetition, absenteeism, high drop-out and low transition rates

Need for a broader conception of quality beyond quantifiable indicators (Access). **No Access**, **Limited Access** and **Access to poor quality education**

Quality defined by:

Leaners – readiness, healthy, nourished and supported by families, communities. language, culture

Environments – safe, responsive to differences, adequate resources and facilities. and facilities. support, lunch,

- And outside school (community and family) support systems; socio-cultural norms.

Content -relevant curricula including practical and life skills

Processes– Professional teachers using student-centered methods; non-discriminatory processes; management;

Outcomes – transformative and offers opportunity for positive participation in society and for future learning

Factors negatively impacting quality

- “Neighbourhood effect” - Attending a school with a large proportion of disadvantaged pupils
- Eating fewer than two meals a day
- Not having lighting and a table at home
- Being over-age, living on their own or missing school in order to work
- Not having opportunities to use the language of instruction outside school

Factors positively impacting quality

- Having pens, exercise books, a chair and a desk in school
- Having a permanent classroom building
- Attending a school with access to a computer or television
- Attending a school that has a safe and disciplined environment

Source: EdQual Research

- Lack of community involvement
- Failure to extend downwards, outwards and upwards



Gross Enrollment Rates

	Pre Primary		Primary		Secondary	
	Female	Male	Female	Male	Female	Male
Sub-Saharan Africa	32	33	120	110	44	48
Ghana	67	69	104	103	56	50
Kenya	49	47	113	112	56	49
Malawi	0	0	114	119	31	26
Niger	2	2	13	8	13	8
Rwanda	0	0	146	149	19	17
South Africa	50	51	104	101	95	99
Uganda	3	4	116	117	25	20
Ethiopia	3	3	85	97	36	24

Adult literacy = 71 male 54 female

Tertiary = 10

1. Extending downwards

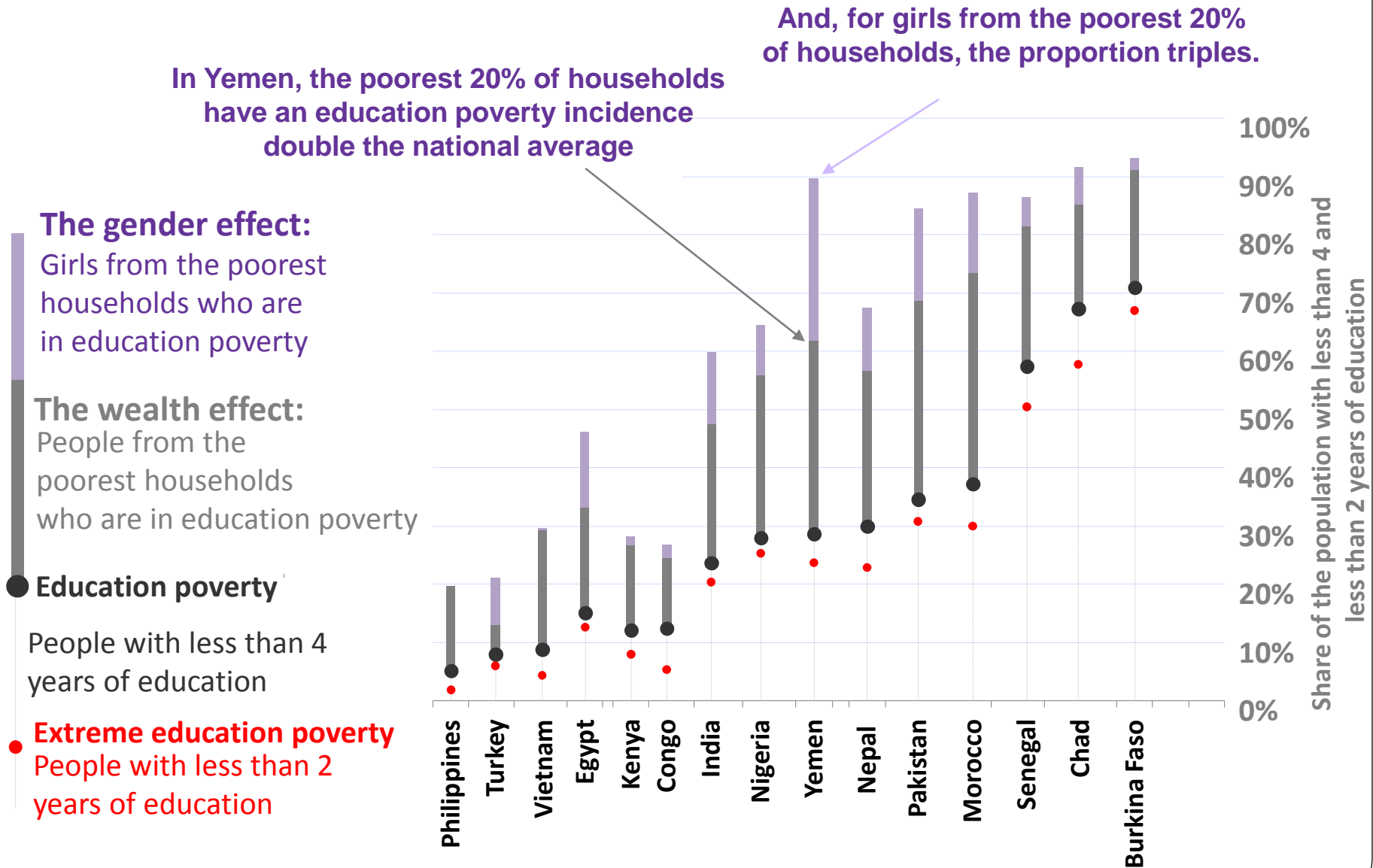
- A large body of global research shows marked disparities in readiness at primary entrance – attributable to quality ECD shaped by parental education, household income, location, home language.
- **High Achieving Countries - Promotion of quality ECD**

2. Extending outwards

- Include vulnerable groups – Gender, income, overage, Location, Disability etc - Equity [Separation and sequencing of parity and Equity – gender, class, location, ability].
- **HAC – High consistent expenditure and fair allocation, Internal and external efficiency; Teacher training; teaching/learning materials; Attention to differences and special needs;**

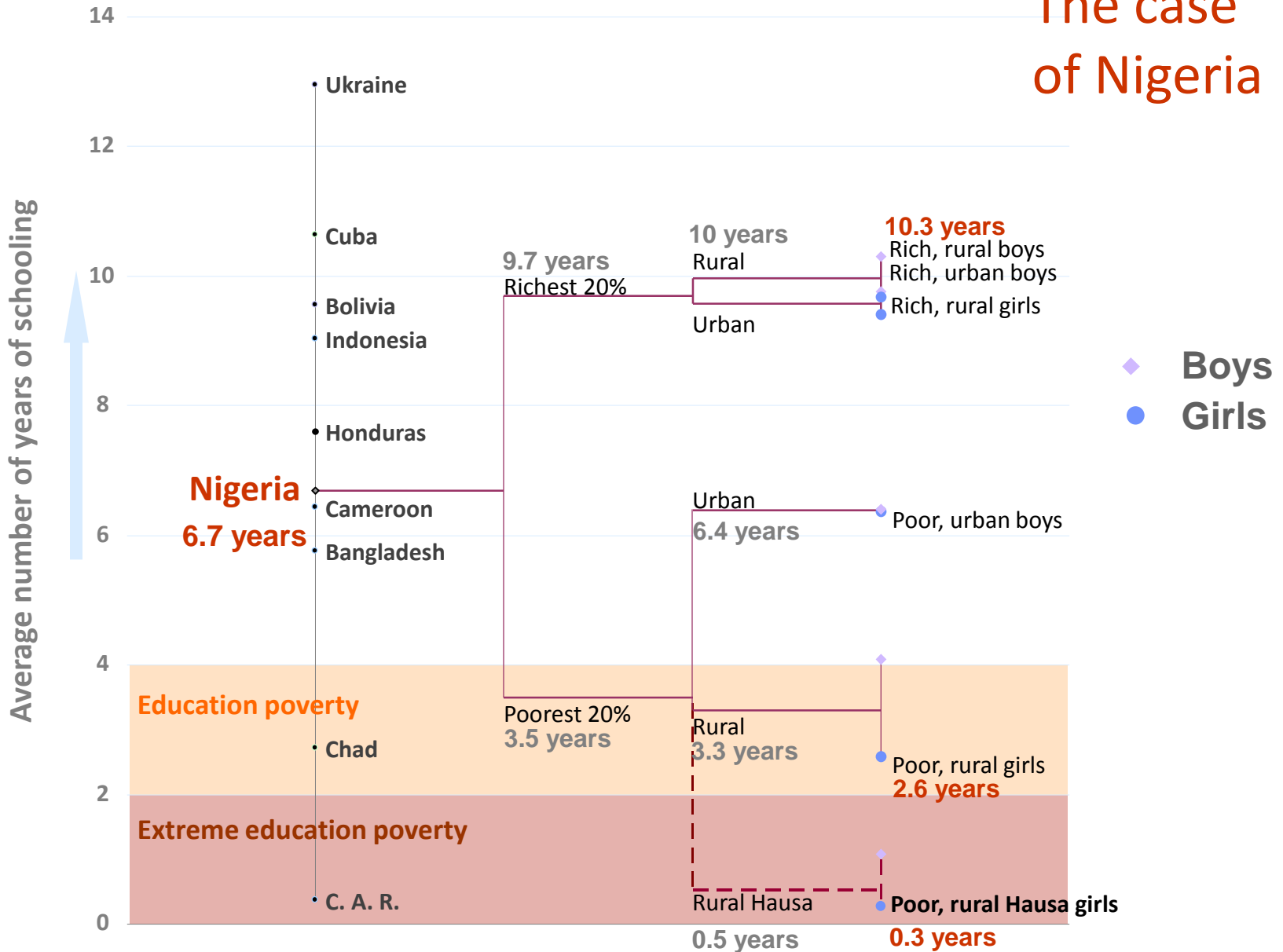
- Diffusion of quality – Exit to private systems and Parallel poor quality non-formal education Programs. A differentiated system and different “qualities” of education to suit one’s pocket. Education for All - who can afford.
- HAC – limited or no private schooling for equity and for social justice

The Education Poverty Threshold



Education marginalization – inequalities within countries

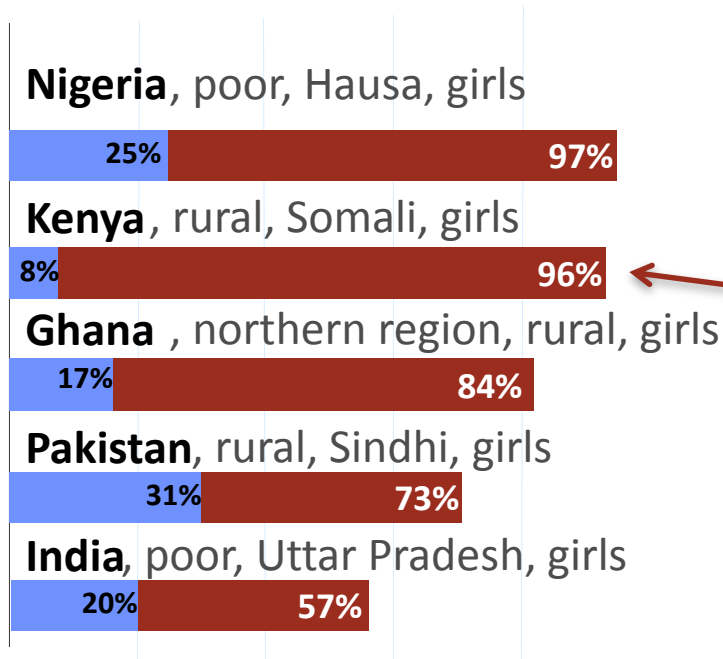
The case of Nigeria



Overlapping disadvantage influence years in school

Extreme education poverty

% with less than 2 years of education
(age 17-22)



■ Country average

■ Group average

- In Kenya, 96% of rural Somali girls (aged 17-22) have less than 2 years of education.
- The current primary net attendance rate for Somali girls is only 30%.

3. Extending upwards

- Promote higher education for poverty alleviation and for research and innovation [postponing exclusion]
- HAC – No artificial separation between primary and secondary [Basic Education]

Enhancing Quality to include all

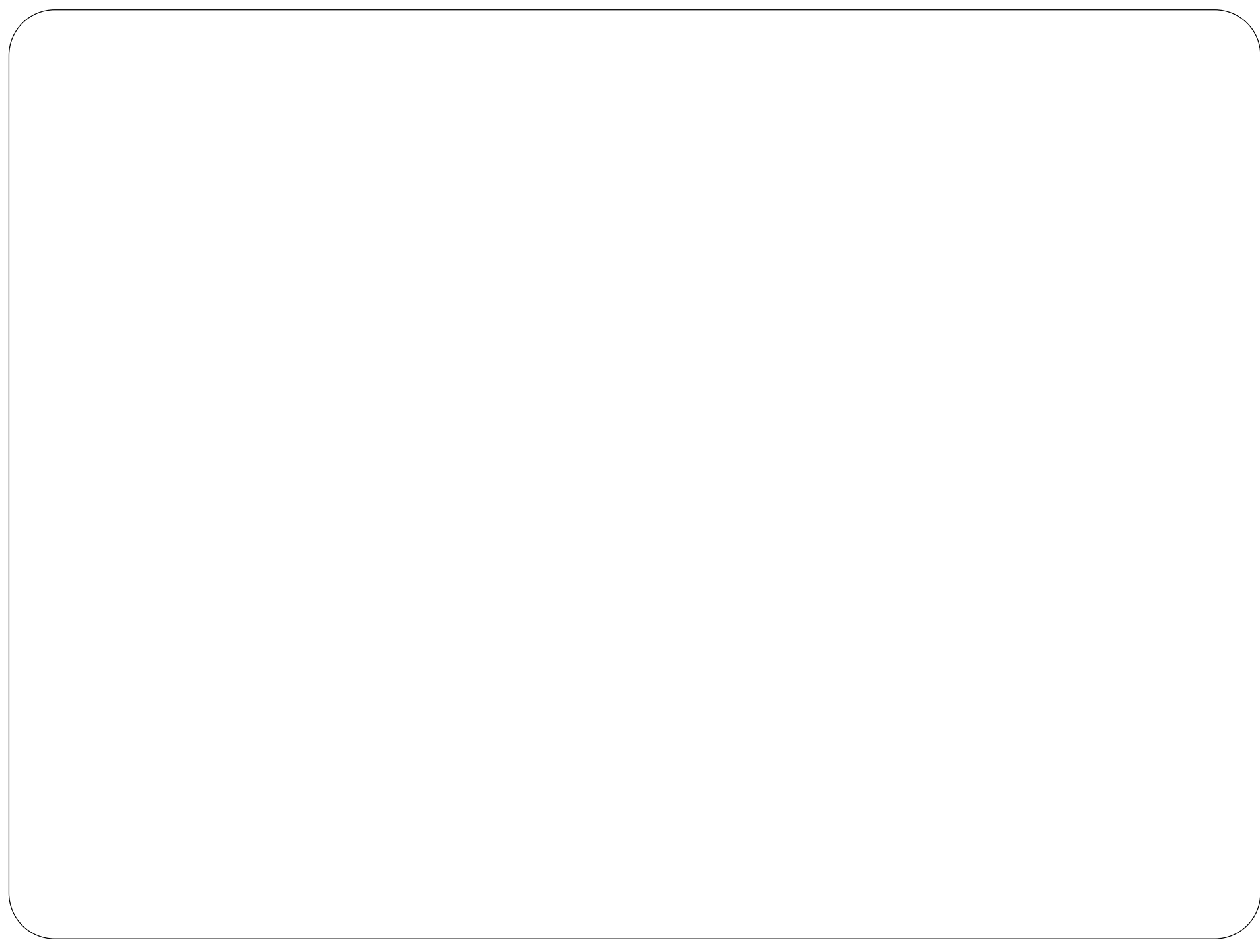
- Targeting all children within a universal programme and within this *attention to those most vulnerable to exclusion*.
 - Strengthening schools, teaching/learning resources and environments
Supporting teachers and Support for school-level innovation;
 - Supplementary programs (re-enrolment drives; accelerated bridging programs to reinsert out of school children back into public schools or enable them to move to skills/vocational training programs).
 - Job-oriented skills training for youth (with special attention to girls).
Support of community based non formal technical and vocational education;
 - Whose needs? Whose agenda? Understand that education is a right and that the government is the key duty bearer
 - Strengthen school-community links to hold governments to account
- Universal Education – must take a life cycle approach – universalization of all levels of education of good quality.

Aid Effectiveness

- Aid to basic Education has remained static over the last decade. Focus on higher education
- Financial crisis
- Population growth more children out of school
- Increasing aid to poor countries and targeting marginalised groups
- Private foundations and new partners are not focusing on basic education
- Aid effectiveness principles – strengthen government efforts to improve lives. Focus on basic education doubling efforts

Mobilizing Resources

1. Human Resources e.g. potential learners, teachers/facilitators, local teachers and influential personalities, indigenous knowledge, technical skills, intellectual expertise and cultural heritage, community wisdom and input. etc.
2. Organizational Resources e.g. government commitment and institutional support (both of government and non-government organizations).
3. Infrastructural Resources e.g. Physical environment status, existing material facilities, transportation, and communication establishments.



- Link aid and better learning outcomes
- Quality with equity
- A life cycle approach to education

Strong Non State Actors' Action

- BUT NGOs should focus on their strengths – what can NGOs realistically do?
- Highlight a range of innovations (pilot programs) for expansion and transformation of educational delivery,
- Mobilizing Human, Infrastructural, organizational and Financial resources
- Whose needs? Whose agenda? Understand that education is a right and that the government is the key duty bearer
- Strengthen school-community links to hold governments to account by supporting social movements and mobilizing communities to claim their right to learning.
- Rights must be negotiated between citizens and the state.
- Delivery for the poor from charity to rights
- Non-state actors have a role to play in assisting communities to demand this right from the state

Universalisation of all levels of education of good quality for ALL

Towards better quality: a holistic approach

Start with learners and take all actors into account

