

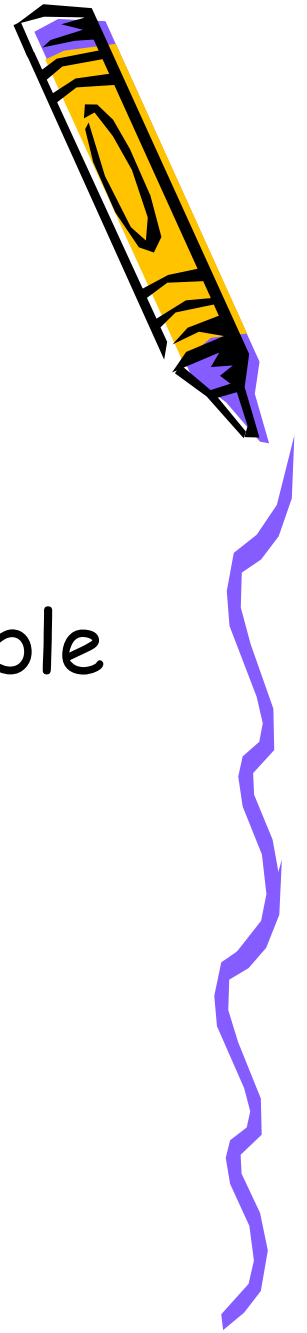


An Overview of Global Education

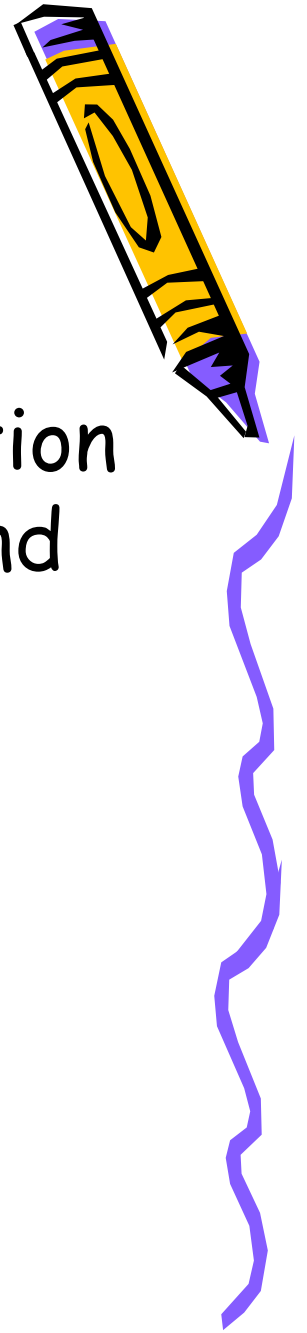
What are the key issues,
interventions, and lessons learned?



- Why is it important to understand the broader context of education when studying integrated sustainable development practice?

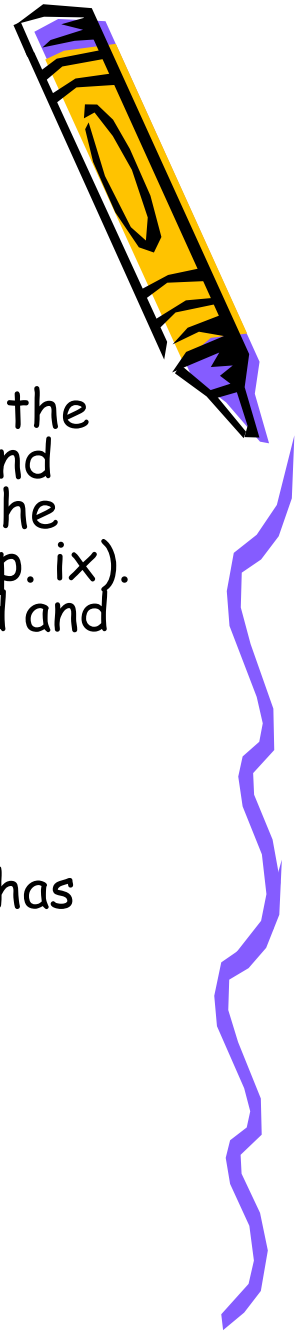


- Human development is the foundation for communal, societal, national, and global development.
- *Human development happens in schools.*

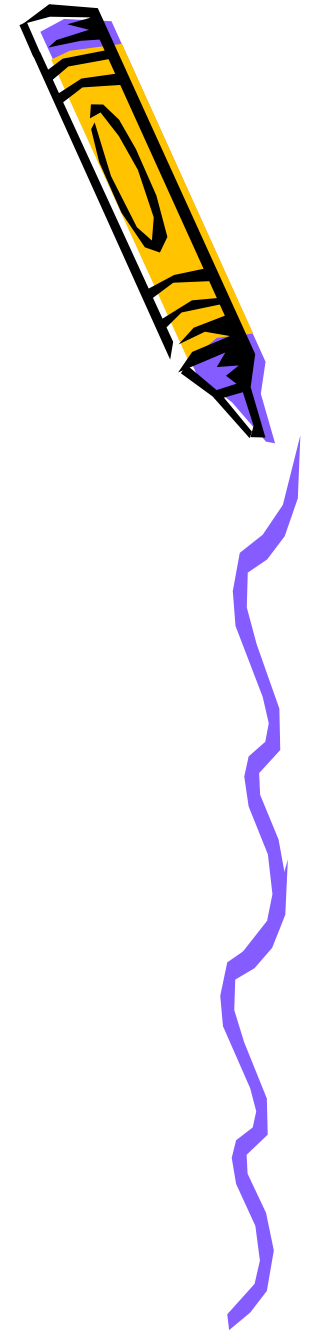


Education as a Right and Means of Development

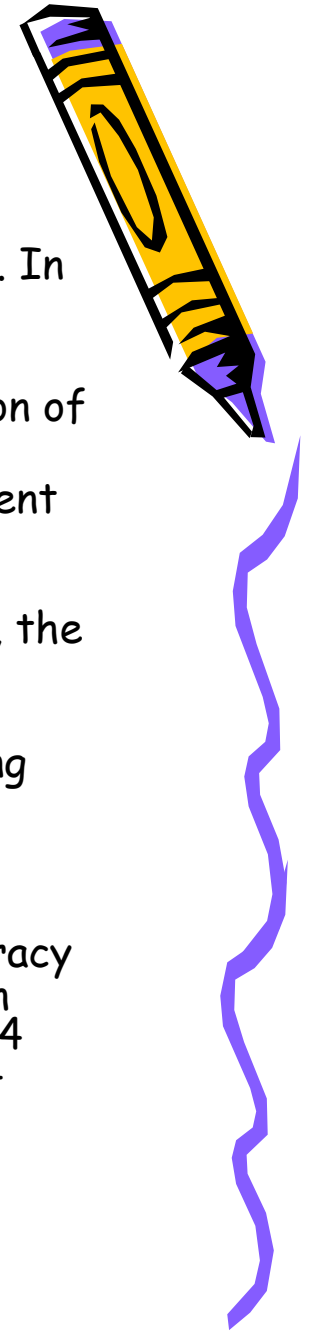
- Arguably more than any other institution, the school is the site where human development, social transformation and nation building happen. Popkewitz (2004) argues that the school is "the premier institutional site of modernity" (p. ix). It is where modern beliefs and attitudes are cultivated and where human capital is developed.
- Over the years, governments around the world have confirmed the role and importance of education by protecting individual rights to an education. This right has been articulated in many international conventions and declarations.



- **1948:** The 1948 UN Universal Declaration of Human Rights (Article 26) Everyone has a right to education that is free and compulsory, and directed to the development of the human personality and strengthening of respect for human rights and fundamental freedoms.
- **1966:** (*entered into force 1976*): International Covenant on Economic, Social and Cultural Rights (Article 13) Everyone has a right to education, and all parties agree that
 - primary education should be compulsory and free to all
 - secondary and higher education (on the basis of capacity) should be made available and accessible to all, in particular by the progressive introduction of free education.
 - a system of schools should be developed and actively pursued at all levels and the material conditions of teaching staff shall be continuously improved.



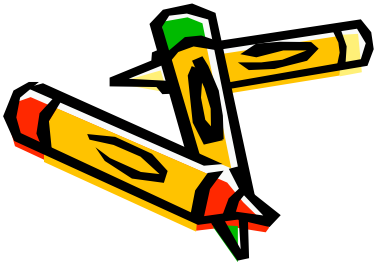
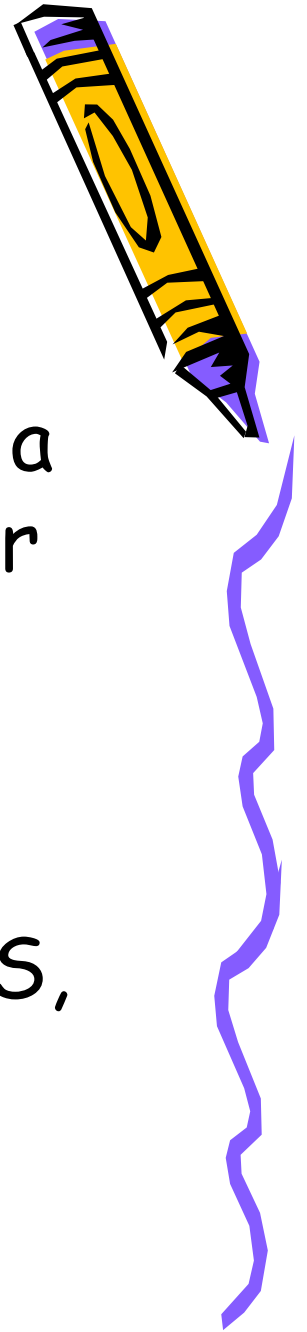
- **1989:** The Convention on the Rights of the Child (Article 28) Every child has the right to education (as stated above). In addition parties agreed to
 - offer financial assistance in the case of need
 - take measures to encourage regular attendance and the reduction of drop-out rates
 - ensure that school discipline is administered in a manner consistent with the child's human dignity
 - encourage international cooperation in education matters, particularly regarding the elimination of ignorance and illiteracy, the facilitation of scientific and technical knowledge and modern teaching methods
 - give particular attention in this regard to the needs of developing countries
- **1990:** World Conference on Education for All
Agreed to universalize primary education and massively reduce illiteracy by 2000; but in 2000, 104 million school-age children were still not in school. Fifty-seven percent (57%) of these children were girls and 94 percent were in developing countries - mostly in South Asia and Sub-Saharan Africa.



- **2000:** Dakar World Education Forum - A Framework for Action Reaffirmed EFA goals and committed governments to achieving quality basic education for all by 2015 or earlier with particular emphasis on girls' education and a commitment by donors to ensure that serious efforts are not thwarted by a lack of resources.
- **2000:** Millennium Development Goals Set goals to halve extreme poverty by 2015 and the more realistic (but still difficult) goal for 2015 of ensuring that all children will be able to complete a full course of primary schooling and eliminating gender disparity education.
- **2005-2014:** The UN Decade of Education for Sustainable Development Highlights the central role of education in the pursuit of sustainable development by aiming to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems of the 21st century.



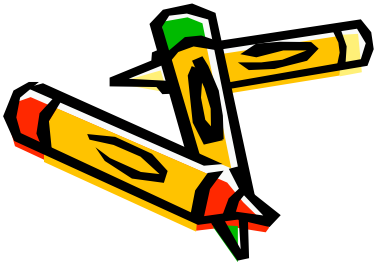
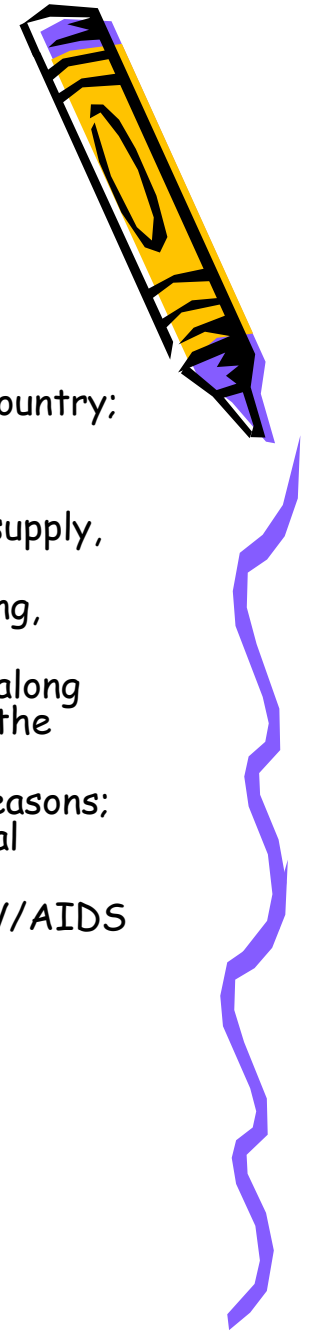
- So all agree—education is not only a human right, but also necessary for individual, national, and global development.
- So why were there still 77 million children out of school in 2004 (UIS, 2007)?



Key factors that affect access to formal education

The factors that affect access to quality formal education vary from country to country; however, common factors include:

- The physical distance to schools in many rural areas.
- The need for children to work. Families that struggle with an uncertain food supply, poor health or parents who have had minimal benefit from formal education.
- School fees—both official and unofficial (uniforms, transport, lunches, boarding, learning supplies or imposed activity fees, bribery and corruption).
- Discrimination. Explicit discrimination may happen when schools are designed along regional, ethnic or racial lines. Implicit discrimination may also occur, as when the language of instruction favors one group over the other.
- Gender disparities. Some parents keep their daughters at home for cultural reasons; other times girls stay at home due to a lack of toilet facilities during menstrual cycles.
- Hardship factors associated with marginalized and vulnerable populations (HIV/AIDS orphans, Nomads, Pastoralists, religious and other minorities).



Fragile States

- In the past decade, we have heard a lot about the issues of Fragile States and the unique challenges that they bring regarding access to education.
- Fragile states are generally characterized by a weak state capacity or legitimacy. This may be brought on by political unrest, war, violent conflict, natural disaster and other forms of crises that may weaken or deteriorate governance.
- Within fragile states, institutions may break down or embody extreme inequality, hindering access to the most basic education and health services.

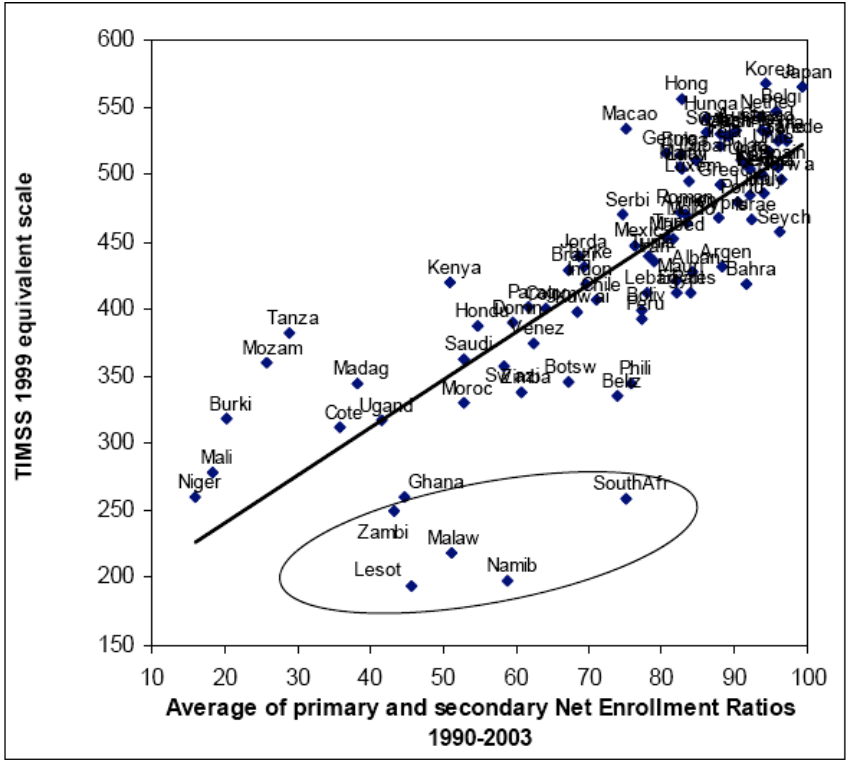


Key factors that affect access to *quality* education

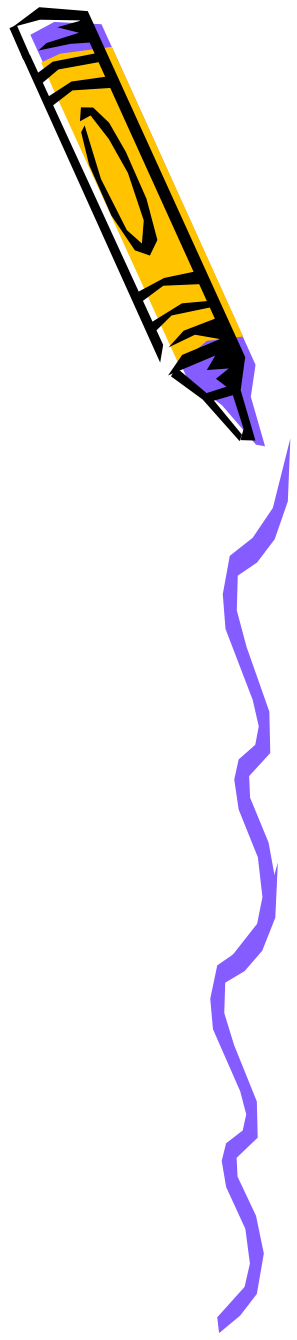
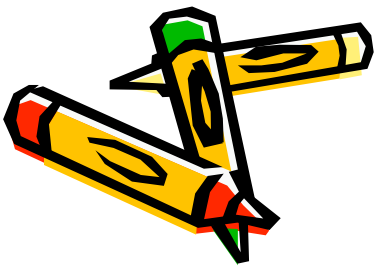
- The rapid expansion of primary education has had adverse effects on the quality of education: large class sizes, a shortfall of qualified teachers, lack of textbooks and learning materials, and inadequate infrastructure.
- Does this mean that there a necessary trade-off between access and quality of education?
- The general trend is that countries that have high access also tend to show higher learning scores, however there does not appear to be sufficient empirical evidence that increased access *entails* diminished quality.



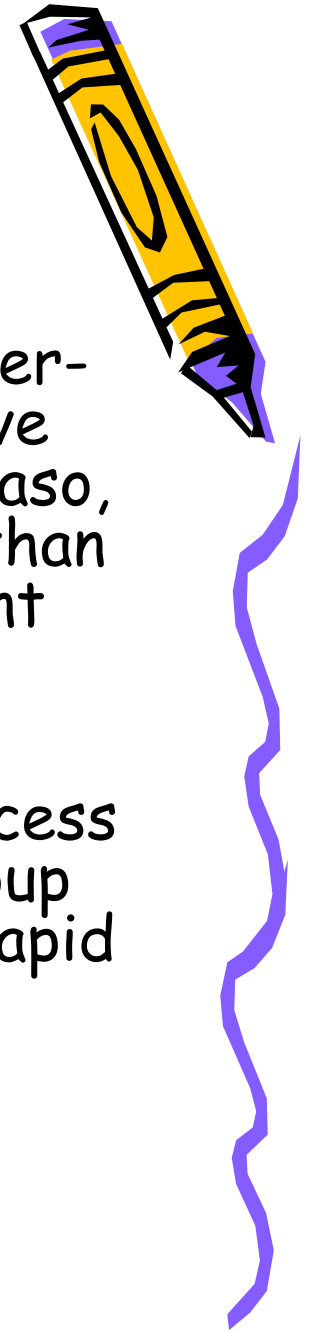
Figure 1.
 Simple Correlation between Access and Quality in Basic Education



L. Crouch and P. Vinjevold (2006). South Africa: Access before quality, and what to do now? *Profesorado*, 10 (1), 1-16

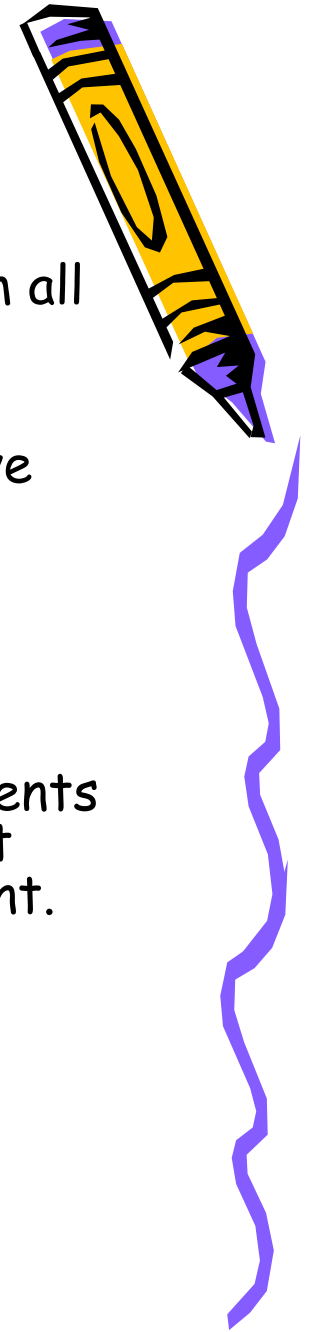


- Figure 1 indicates that there is a group of six countries (Ghana, Zambia, Malawi, Lesotho, Namibia, South Africa) that substantially underperform in terms of quality, and a group of five sub-Saharan countries (Niger, Mali, Burkina Faso, Mozambique, Tanzania) that perform better than one would expect based on their low enrollment rates.
- This indicates that the trade-off between access and quality only applies for a very specific group of countries, and is perhaps associated with rapid changes in education structures.



Why do some countries do better than others in widening access and ensuring quality in learning outcomes? From all possible explanations, two stand out as key.

- First, GDP per capita matters. Wealthier countries have more resources to provide, at the same time, universal access and ensure good quality inputs, such as teacher salaries, training, infrastructure and materials.
- Second, teacher quality matters. Research shows that teacher quality is a reliable predictor for both enrollments and quality of education. Expanding student enrollment requires that countries also expand teacher recruitment. However, a mere availability of teachers is not enough.



Recruitment and Retention for Quality Education

- Educational systems with high teacher quality are characterized by a selective and diligent recruitment into teacher education studies with great emphasis placed on the quality of pre-service teacher education.
- Figure 2 contrasts the recruitment of students for pre-service teacher education and their transition into the teaching workforce in Singapore and in the Kyrgyz Republic.

[1]

[1] The figure for Singapore is an excerpt from Barber and Mourshed (2007, exhibition 10): M. Barber and M. Mourshed (2007). *How the World's Best-Performing School Systems Come out on Top*. London: McKinsey & Company. The figure for the Kyrgyz Republic is based on findings by G. Steiner-Khamsi, C. Kumenova and N. Taliev (2008). *Teacher Attraction and Retention Strategy. Background paper for the Education Development Strategy of the Kyrgyz Republic 2011-2020*. Bishkek: Ministry of Education and Science, Department of Strategic and Analytic Work.

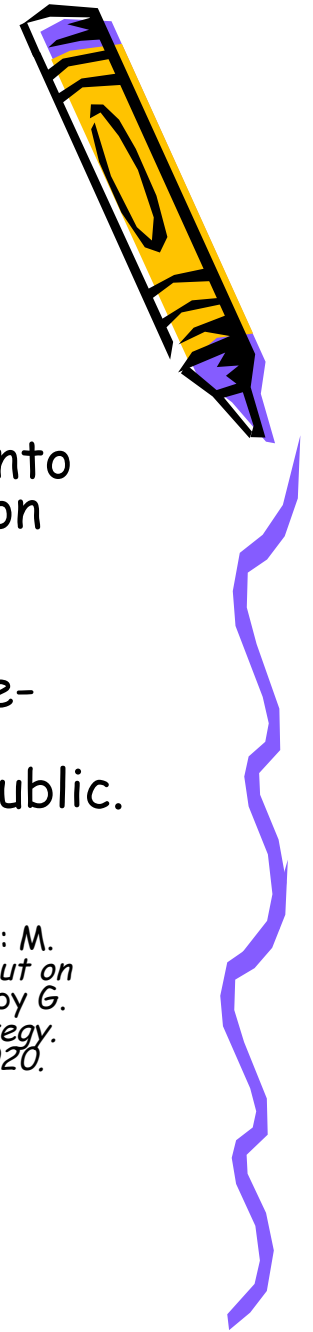
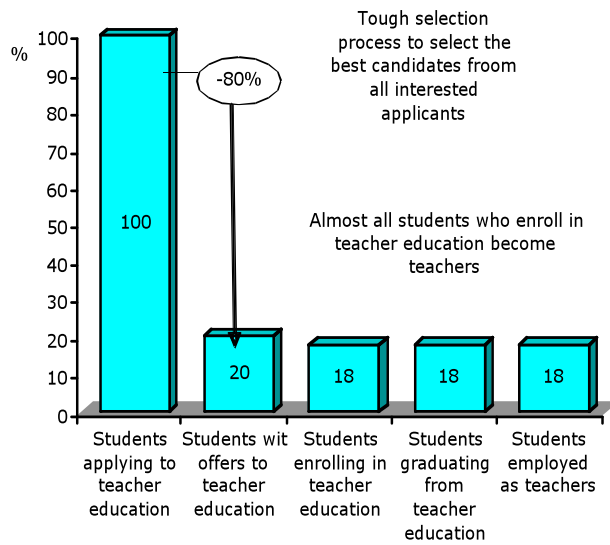
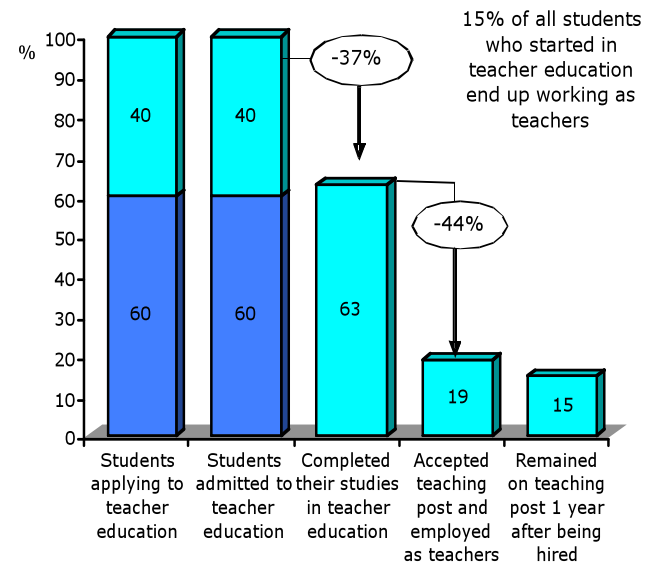


Figure 2: Recruitment into Teaching – Comparison between Singapore and the Kyrgyz Republic

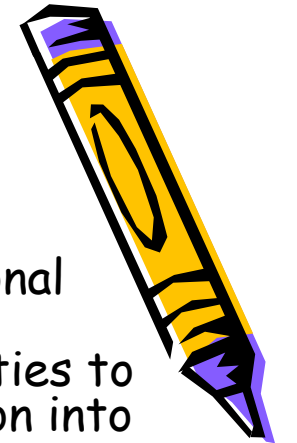
Singapore: Recruitment into teaching



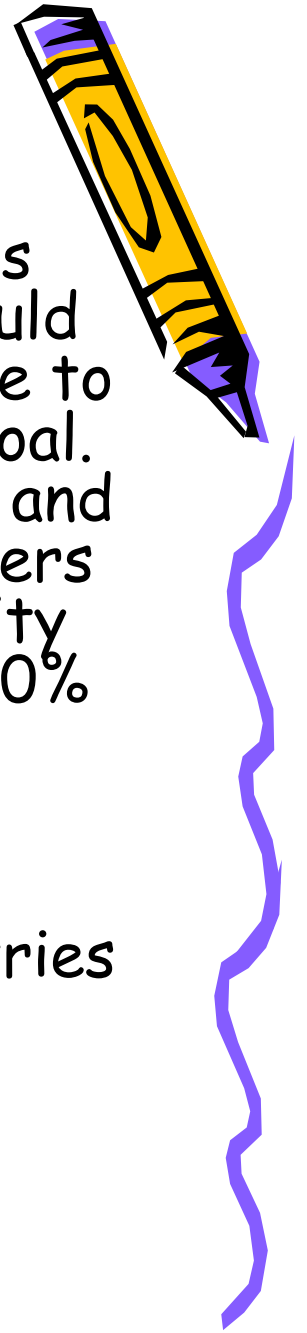
Kyrgyz Republic: Recruitment into teaching



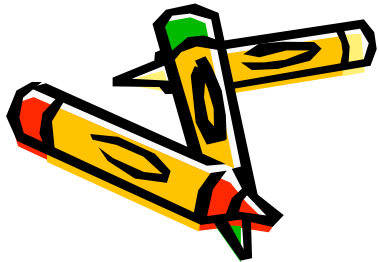
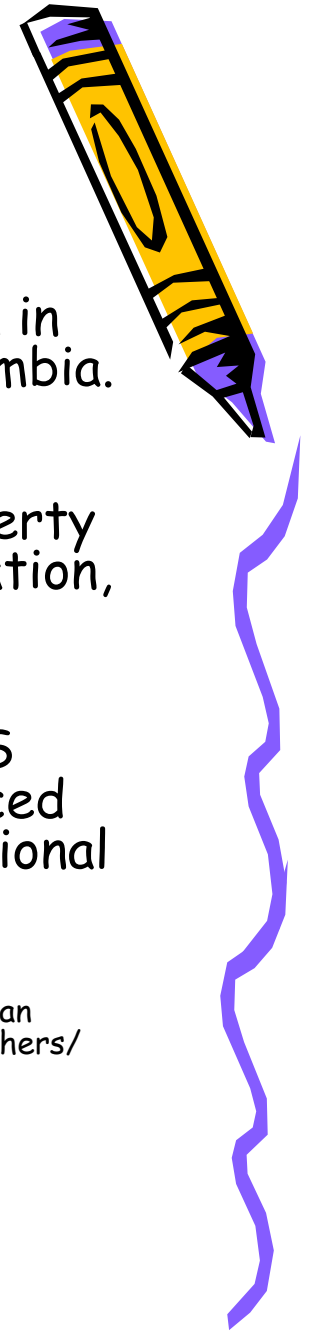
- Arguably, there exist vast differences between the educational systems in Singapore and the Kyrgyz Republic. The teaching profession is an attractive job in Singapore enabling universities to select only twenty percent of those that applied for admission into teacher education programs.
- In contrast, the teaching profession is unattractive in the Kyrgyz Republic because of the low and fragmented teacher salary and difficult working environment, both of which contribute to the higher attrition rate and huge wastage of government resources.
- Teacher shortage in the Kyrgyz Republic is an issue of great concern, but it is small as compared to other developing countries where neither the secondary school nor the lower tertiary education system provides a sufficient pool of graduates that could be recruited as future teachers.



- In 2006, the UNESCO Institute for Statistics showed that more than 18 million teachers would be needed (between 2004 and 2015) worldwide to meet the Universal Primary Education (UPE) goal. Sub-Saharan Africa alone would need to train and recruit close to 4 million primary school teachers to replace those who leave and to deliver quality education to children of the countries with 100% enrollment.
- Yet, both recruiting and retaining teachers remains a significant challenge for most countries in transition.



- A 2007 study conducted by Educational International investigated teacher recruitment, supply and retention in The Gambia, Kenya, Lesotho, Tanzania, Uganda, and Zambia. The study revealed that the status of the teaching profession has become significantly eroded over time because of extremely low salaries (at or below the poverty line) and poor conditions of service (lack of accommodation, inadequate training, etc.).
- Other factors include attrition due to illness and AIDS related deaths (especially in Lesotho and Zambia), forced budget cuts based on stringent demands from international donor organizations; and brain drain.
- Sinyoli, D. (2007). Teacher Supply, Recruitment and Retention in six Anglophone Sub-Saharan African Countries, Education International. Available at [http://www.ei-ie.org/statusofteachers/file/\(2007\)_Report_of_Survey_of_6_African_countries_en.pdf](http://www.ei-ie.org/statusofteachers/file/(2007)_Report_of_Survey_of_6_African_countries_en.pdf)



- A key issue in providing quality education is teacher absenteeism. Recent studies[1] show high teacher absence rates such as 21 percent in Indonesia, 25 percent in India, and 27 percent in Uganda. Cross-national research in six developing countries[2] shows that small schools, especially those in rural settings with poor infrastructure, are particularly at risk. The reasons for teacher absenteeism range from salary-related issues (either too low or too high or too far to collect) to teacher unions (especially in the Caribbean and Latin America region).

[1] C. Vermeersch and M. Kremer (2004). *School meals, educational achievement and school competition: Evidence from a randomized evaluation*. Policy Research Working Paper No. 3523. Washington, DC: World Bank; N. Chaudhury, J. Hammer, M. Kremer, K. Muralidharan, and H. Rogers N. (2004). *Teacher absence in India* (draft). Washington, DC: World Bank, DEC; Chaudhury, J. Hammer, M. Kremer, K. Muralidharan, and H. Rogers (2006). Missing in action: Teacher and health worker absences in developing countries. *Journal of Economic Perspectives*, 20 (1), 91-116; H. Abadzi (2007). *Absenteeism and beyond: Instructional time losses and consequences*. World Bank Policy Research Working Paper 4376. Washington, DC: World Bank.

- [2] Chaudhury et al. (2006).



Education Reforms & Incentives to Change

- A common factor underlying the challenges discussed so far is resources. This may mean human resources, a lack of financial resources, or the inefficient and ineffective use of resources. The main problems in developing countries pertain to resource levels, but equally important is the lack of incentives to use them efficiently.

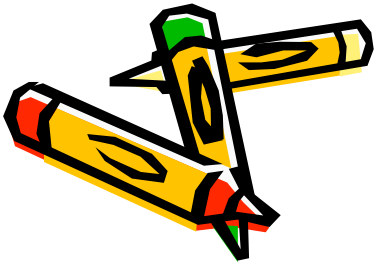
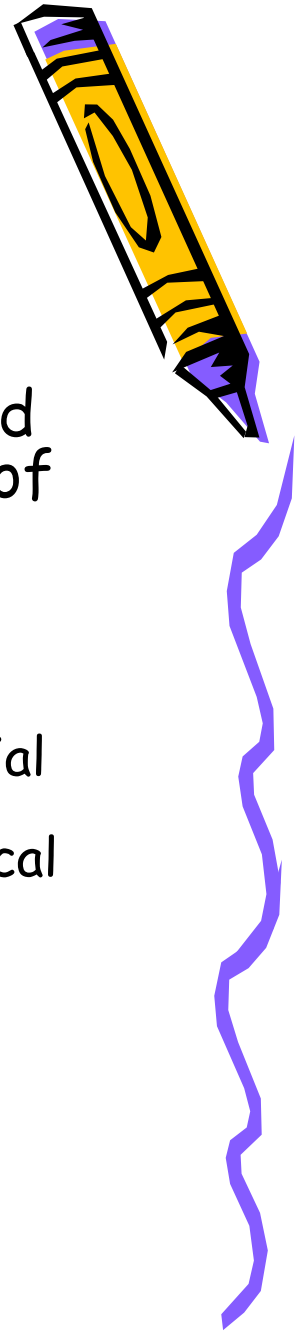


Policy Interventions

- There have been several policy options pursued for improving the efficient and equitable use of resources. The results have been mixed:

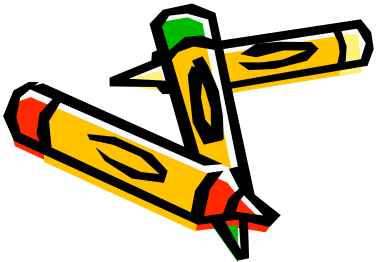
These include

- enhancing inputs at the school level by means of financial decentralization (including more efficient school-based management) and income generation at the school or local level and by encouraging the opening of private and/or partially subsidized community schools;

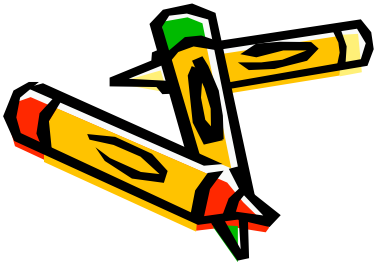


- A NOTE ON DECENTRALIZATION:

- A Centralized system is hierarchical, with educational policies being defined by one central department or ministry.. (policies, guidelines, the curriculum, minimum learning objectives, textbooks, learning materials, grading policies, assessment procedures, teacher evaluation and the hiring and promotions of teachers. Examples of centralized educational systems would be China and France
- Decentralization is defined as the transfer of decision-making authority closer to the consumer or beneficiary. The precise design of this decision-making transfer varies by country, but most decentralization initiatives fall into one of two types:
 - 1) the devolution of service delivery responsibilities from national to local or regional governments.
 - 2) the delegation of many service delivery decisions and functions to the level of the school
- The rationale for decentralization includes democratization and local empowerment, regional and/or ethnic pressures, improved efficiency and accountability, and enhanced quality of schooling.



- OTHER INTERVENTIONS:
- create incentives to use resources efficiently (performance pay, bonus systems, or results-based management)
- enforce the accountability triangle (policy makers, citizens, service providers)
- introduce professional accountability for school administrators and government officials, and
- design per capita financing schemes in more equity-driven ways that also reflect student characteristics and thereby cater to difficult to reach and excluded groups of students.

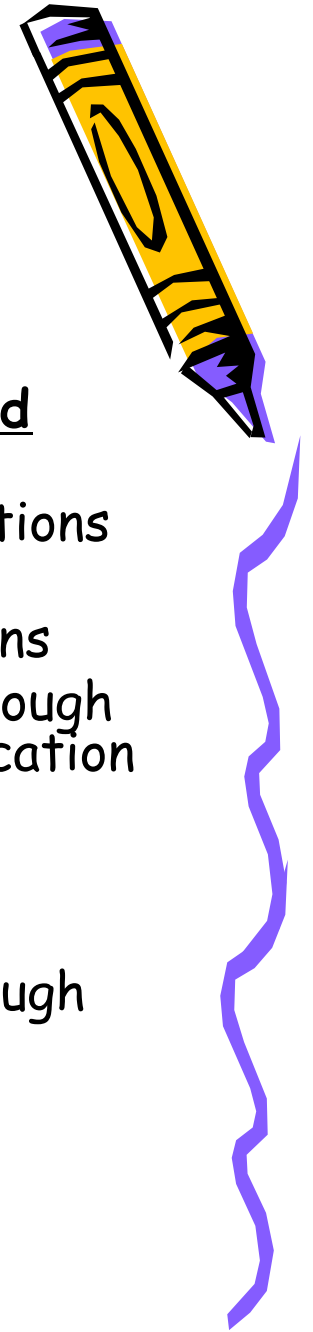


- **Teacher Absenteeism**: Several reforms have been tried to tackle teacher absenteeism: recruiting students from rural areas that return as teachers to their community (integration of teachers in the community reduces absence rates), enhancing social accountability (exerted by the community), strengthening the punitive capacity of school administrators, or putting incentive schemes (including merit pay and bonuses) in place.



Ensuring equitable access for marginalized & vulnerable groups

- Measures to ensure equitable access for marginalized and vulnerable populations
- Measures to target marginalized and vulnerable populations may include: (found in East Africa)
- Establishing scholarships for girls or HIV/AIDS orphans
- Developing mobile ECD and lower primary programs through existing madrassas, duksis, or some other form of education
- Creating mobile classrooms
- Identifying and training teachers to accommodate the nomadic lifestyle
- Exploring alternative forms of education, possibly through distance education strategies



Improving Emergency Education

- The new millennium experienced a professionalization of the education for fragile states: standards, indicators, strategies, and a host of studies have been emerged in this new sub-field of educational development. While it has always been acknowledged that conflict has significant repercussions on national capacities for social and educational provision, relatively new is the focus on the role of education, and of aid, in mitigating conflict and fragility. The inverse also applies: both education and aid are also being examined as possible tools in perpetuating discrimination, exclusion, and favoritism towards specific groups, and thereby as potential contributors to fragility.
- In 2003 a working group was constituted to facilitate the development of global minimum standards for education in emergencies. The initiative was hosted within the Inter-Agency Network for Education in Emergencies (INEE), an open network of UN agencies, NGO's, donors, practioners, researchers and individuals from affected populations working together to ensure the right to education in emergencies and post-crisis reconstruction.

<http://www.ineesite.org/>



Summary

- Education key to sustainable development
- Cannot stop at access, but must address issues of quality.
- Teachers remain at the center of educational quality.
- Reforms and incentives are needed to improve education and change its eroding image within many countries.

