The Need for a Paradigm Shift Towards Quality Education in Post 2015 Development Agenda

Presentation at the
Sound of Silence: The Exclusion of Quality Education in the Millennium Development Goals

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Outline of Presentation

- Education as Key for Progress
- Education Access
- Education Equity
- Education Quality
- Ghana MDGs 2 Status
- Recommendations
Almost universally, there is the perception that poverty reduction is seen as unlikely unless knowledge, skill and capabilities are extended to those who are marginalized from value-added economic activity by illiteracy, lack of numeracy, and higher level reasoning that links causes and effects rationally.
Education is Key to Development

Without much of a chance for the majority of poor children to reach Grade 9 and complete Junior High School their chances to transit into senior high schools are minimal. The real test of the FCUBE as an enabler of social mobility is the extent to which the children of the poor also move into higher levels of education and derive the benefits that come with it. More affluent parents invest in quality education to achieve such results.
If Education is Engine for Development, then Access to Education is the Fuel!

Access to basic education lies at the heart of development. Lack of educational access, and securely acquired knowledge and skill, is both a part of the definition of poverty, and a means for its diminution. Sustained access to meaningful learning that has utility is critical to long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventive health care, the empowerment of women, and reductions in inequality. (Source: CREATE)
The Case for Access to Education

Access to education is very unevenly distributed in relation to household wealth in most poor countries. Discrepancies related to location, gender, cultural affiliation and many other signifiers of advantage may also be very conspicuous. And of course access narrowly defined as enrolment conceals vast differences in educational quality, resource inputs, and measurable outcomes.
ACCESS: Global Initiatives

1. Jomtien (1990) – Education for All (EFA)


GOAL 2. ACHIEVE UNIVERSAL PRIMARY EDUCATION

Target 3. Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
Ghana Education Access: Commercial Interest Phase

Formal education was introduced by merchants in the Castles with a focus on Children Born to European Merchants

Coverage: Free, But not Intended to be Universal
Ghana Education Access: Colonial Interest Phase

In the era of Legitimate Trade, the Coasts and other Areas with Significant European Influence were provided with Schools. Christian Missions were Instrumental in providing schools with a focus on evangelization.

Coverage: Quite Broad but not Universal
Ghana Access: Nationalist-Independence Phase

Active Efforts for universal provision of Free and Compulsory education

All supplies provided apart from Books, uniform, and other supplies

Quality Outcome: Without much preparation and adequate numbers of trained teachers, hurriedly trained teachers and untrained school leavers taught in the newly established schools. Educational standards appear to have declined as expansion over stretched capacity and resources (Source: CREATE)
Ghana Access:
REFORMS AND REVIEWS PHASE
Universal Education for all School Going Children

Focus: Access, Quality, Relevance to the Nation
Equity in Education:

-Fairness (Equal Opportunity)

-Inclusion (Enabling the Disabled Equal Opportunity)

Ghana Efforts:
Girl Child Programs
Complementary Basic Education
GHANA MDG 2
(ACHIEVE UNIVERSAL PRIMARY EDUCATION)

REPORT: GHANA ON TRACK

1. Ghana is on track to achieving both the gross and net enrolment targets by 2015 (Require increase in Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) by 5.1 and 11.5 per cent respectively to reach the target.

3. The Western, Central, Brong-Ahafo and Upper West Regions have already achieved the 100 per cent GER ahead of the 2015 target date.

4. Ashanti, Eastern, Greater Accra, Upper East and Volta Regions coming along
Challenges to the Universal Access: Quality

1. Access and quality education issues remain a matter of national concern as evidenced by the increasing number of children out of school and persistently low educational outcomes.

2. Inadequate education infrastructure and high and increasing cost of education at all levels, as well as low teacher motivation that dampens morale and commitment are some of the challenges confronting broadening access to the remaining out of school children at their correct age.
School Construction: Access
Educators PLEASE Rise up for Your Country!
LETTER OF LEAVE THE SCHOOL

9th November, 2008

Dear Sir,

I am very happy that I am rite this letter to you. How are you, your wife and your child? I am rite this letter to tell you that I am leave your school forever. Why because in your school the teachers are cane us all very hard one and sometimes I wanted to cried but my friends tell me that man is not crying so I never cry. The last time bi too that we rite exams in the school that I am get 20% teacher tell me that "my head is die", oh it pain me too much that he tell me that thing. But now I am get addition to another school to write B - ece at that place. Ah i am tell you plenty things too much for now. About the time that you tell us to some...
Sample inspection report

Mean Scores of Quality Indicators

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
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<tbody>
<tr>
<td>Leadership &amp; Management</td>
<td>4.4</td>
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<tr>
<td>Availability &amp; conditions of Facilities</td>
<td>5.1</td>
</tr>
<tr>
<td>Health &amp; Sanitation</td>
<td>4.8</td>
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<tr>
<td>Sports &amp; Recreation</td>
<td>3.6</td>
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<tr>
<td>Quality of Teaching &amp; Learning</td>
<td>5</td>
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<tr>
<td>Standards of Academic Achievement</td>
<td>4.8</td>
</tr>
<tr>
<td>School Community Relationship</td>
<td>4.5</td>
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</tbody>
</table>
Our Dream School Child: Quality Education

Learn to learn → Problem Solver
Share ideas → Information Literate
Has initiative → Critical Thinker
Can read and write → Innovator
Enjoys school → Independent
Healthy → Creative thinker

Responsible
The Issue of Quality

Criterion Reference Testing in the 1990s in primary schools, more recent National Educational Assessment and the Basic Education Certificate Examination (BECE) have both confirmed that the majority of Ghanaian children who attend public basic schools are not receiving the quality of education they require to progress beyond post-basic levels of education.
Recommendation (1)

Admission by the state that the CENTER cannot do it alone!

Decentralization

1. Local/Community/Assembly Ownership of Schools with Accountability
Recommendation (2)

Means Based Education for All:

- National Resource Sharing
- National Cost Sharing
Recommendation (3)

Education has Political Dimensions, but the Policies must go beyond Election Cycles and Vote Buying

Relevance
Quality
Cost
Recommendation (4)

Professionalization of Unions: Professional of Quality

Conditions of Service and Strikes have their Place! What about Quality Outcomes?

Unions Transformed as Professional Bodies !!!
Education: It is about our only about our Children
It is about our Future!
Conclusion:
Education is Key – What Kind of Quality?

Knowledge and skill do transform capabilities, competencies that are acquired through education do have value in labor markets, and increasingly social selection and mobility are mediated by educational progress and qualifications. Necessarily this observation depends on the proposition that educational provision does actually deliver knowledge and skill, and values and dispositions that are developmental – attributes that link access to educational quality, relevance, and livelihood and well-being outcomes.
TOGETHER WE CAN ENSURE DELIVERY OF QUALITY EDUCATION TO OUR CHILDREN

NIB – Learning, Not Just schooling