

Education, Poverty and Political Will

Angela W Little

Conference on Education Access, Quality and Outcomes in Low
and Middle Income Countries

Hosted by UKFIET and DfID

15 November 2010

Institute of Education, London



<http://www.create-rpc.org/>

UN Secretary General 2010

We do not need more pledges. If nations deliver on the financial commitments they have already made, we can achieve the goals.

There is clearly a lack of political will

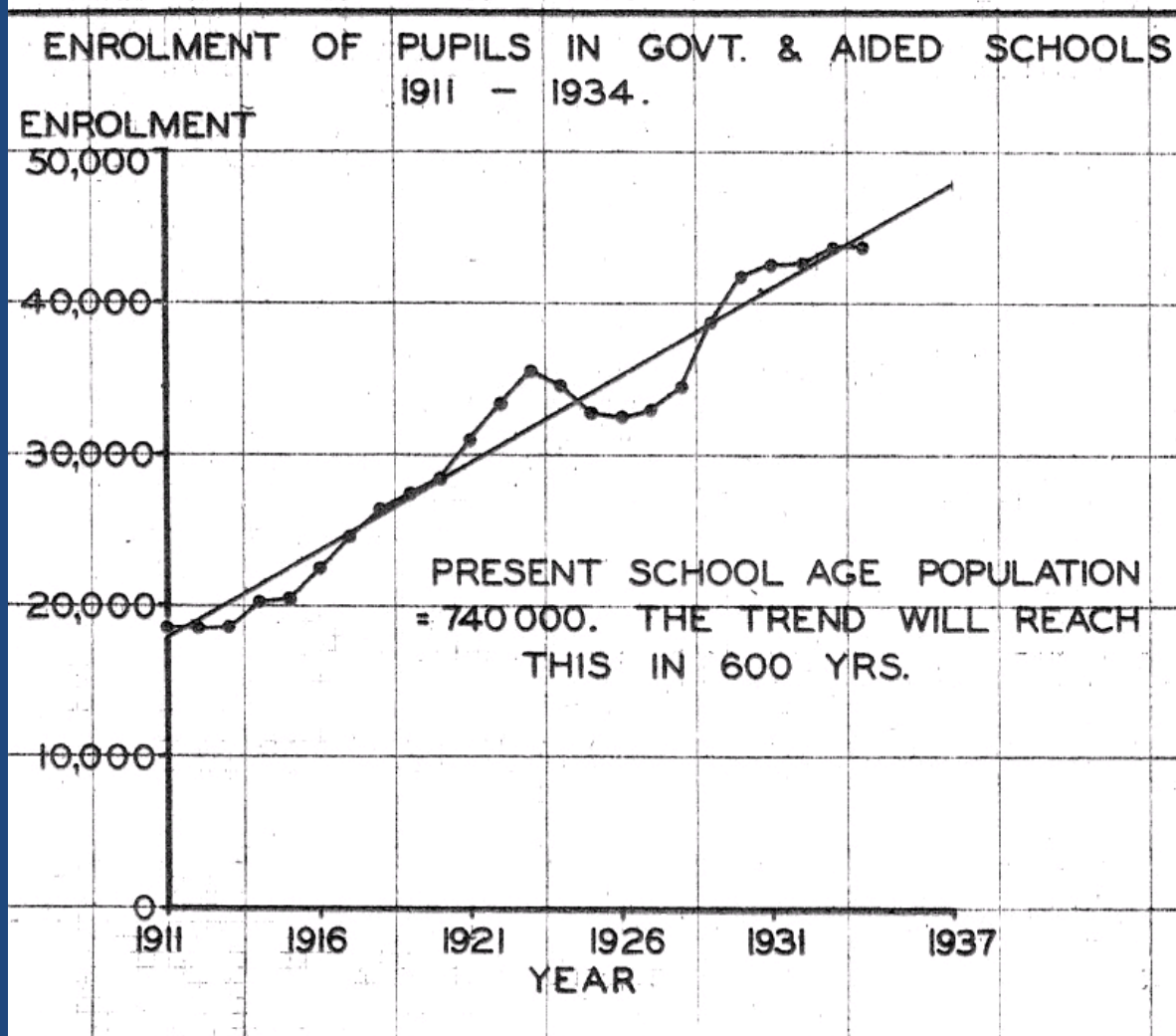


What is Political Will?

A sustained commitment of politicians and administrators to invest the necessary resource to achieve specific objectives and a willingness to make and implement policy despite opposition



GOLD COAST



C
reate

Adult Literacy Rates 15+

	1950	1990	2005
Ghana	20	40	65
India	28 (1960)	49	62
Sri Lanka	65	87	93

C
reate

<p>Pre-independence 1951 Kwame Nkrumah Populist/nationalist Accelerated Development Plan</p>	<ul style="list-style-type: none"> •massive school expansion, fee free primary, •emergency teacher training •focus on North-South
<p>Post independence 1980s General Rawlings Military, anti-elitist, pro poor and pro rural</p>	<ul style="list-style-type: none"> •restructuring. common junior secondary •mother tongue literacy •modern farming skills
<p>Post Jomtien 1992 elections (Rawlings), new constitution •Free compulsory, universal, basic education within 10 years</p>	<ul style="list-style-type: none"> •curriculum change •community participation •management and teacher reforms

<p>Pre-independence Colonial government</p> <p>1911 Elementary Education Bill for compulsory education</p>	<ul style="list-style-type: none"> •state responsibility •banning child labour (boys) •school attendance enforced •Fee-free for the poorest.
<p>Post independence</p> <p>1980-1989 Indian National Congress, centre-left</p> <p>1986 National Education Policy access and quality.</p>	<ul style="list-style-type: none"> •Child centred approach •Minimum levels of learning •Special foci: girls, scheduled castes/tribes, minorities, handicapped •‘Operation Blackboard’
<p>Post Jomtien</p> <p>1990-2010</p> <p>Swings, centre-left – conservative (BJP, 98-04) – centre-left</p>	<ul style="list-style-type: none"> •Growth of central government involvement •From single state projects – DPEP – <i>Shiksha Sarvi Abhiyan</i> •Access and Quality

<p>Pre-independence Colonial Universal franchise granted 1931</p>	<ul style="list-style-type: none"> • Fee free vernacular education from early 19th century • Massive social welfare programmes launched
<p>Post independence Political swings right left right 1972-77, left coalition, ISI economic policy, reduce dependency on West</p>	<ul style="list-style-type: none"> • Primary education reforms (quality) • Common curriculum to Grade 9 (access and relevance)
<p>Post Jomtien Wake of youth insurrection 1990-1994 right 1994-2001 left 2001-2004 right 2004-2010 left</p>	<ul style="list-style-type: none"> • 1995 National Policy on Education • 1997 general education reforms (16 components) quality and access in primary and secondary education

Kenya education policy goal tensions

- Tensions between cost containment (pre-independence) and expanding access (post independence)
- PW and Access
- Impact of Access and Cost Containment
- Sidelining of quality in policy and practice

FPE 1 1974 Kenyatta	Increase enrolment, Subsequent dropout
FPE 2 1979 Moi	Increase enrolment, Subsequent dropout
FPE 3 2003 Kibaki	Increase enrolment Subsequent dropout
1988 Cost Sharing	Decrease in enrolment

Sri Lanka Access Reforms

Reform	Outcome	Drivers	Inhibitors
Equitable distribution of 'excellent' junior and senior secondary education	Few gains	<ul style="list-style-type: none"> ⑩ National political will ⑩ Strong Technical support ⑩ Donor support 	<ul style="list-style-type: none"> ⑩ Local political 'interference' in selection of schools ⑩ Community perceptions 'refuge of the poor'

Sri Lanka Quality reforms – primary

Primary Education

Curriculum and
Pedagogy

Some gains.

Uneven
implementation

⑩ National
political will

⑩ Technical
capacity

⑩ Teacher training

⑩ Donor support
for materials
development and
planning

⑩ Awareness
programmes

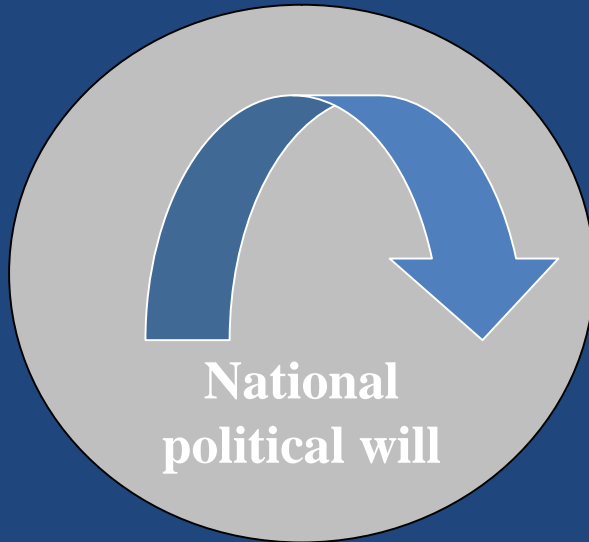
⑩ Financial
planning

⑩ Local political
interference in
transfers of officers
and teachers

⑩ Backwash from
G5 scholarship
exam ► National
schools

- National political will manifests through public commitments, financial support, and close formal relations between politicians, policymakers and technicians
- The components of EFA policies have diverse implementation drivers and inhibitors, political and technical
- National political will accompanied each of the successful reforms, but did not guarantee all
- Local political wills manifest through informal networks of exchange between politicians, teachers and community members

Political Will is a double-edged sword



C
reate

Policies/Plans

- PW longstanding/episodic
- Easier to generate for access than quality

Implementation

- Myriads of PW
- PW 'double-edged'
- Remember the rest – administrative, technical, financial and human resources

Question ?

- How much more do development partners need to *learn from developing countries* about specific policy environments, policy histories and politics?



Thank-you!

C
reate