

# LESSONS FROM EXPERIENCE: THE WAY FORWARD FOR AFRICA

By  
Pai obanya

# FOCUS ON WHAT EDUCATION HAS TAUGHT ME ABOUT EDUCATION

1. The basic fundamentals on which Education can thrive
2. Need to promote Education with a capital E
3. Need to treat every MDG as Education-related
4. Need to move from EDUCATION FOR them ALL to EDUCATION FOR us ALL

## LESSONS (contd.)

5. Good politics is good for good Education
6. Need to move from KATA-KATA to JEJE-TARARA
7. Need to move from SPENDING on Education to INVESTING in Education

# LESSON ONE

- Three basic fundamentals on which Education thrives
  1. Getting the political fundamentals right
  2. Getting the socio-economic fundamentals right
  3. An over-arching national development policy framework

# LESSON TWO: Education with a capital E

- Education is often confused with schooling,
- Education has always been with us while schooling is a relatively recent invention.
- Education is a lifelong affair that it begins at conception (long before entry to school) and continues till death (in many cases this occurs long after formal schooling).
- In all countries (advanced or developing) there will always be more people out of school than in school.

## CAPITAL E (contd.)

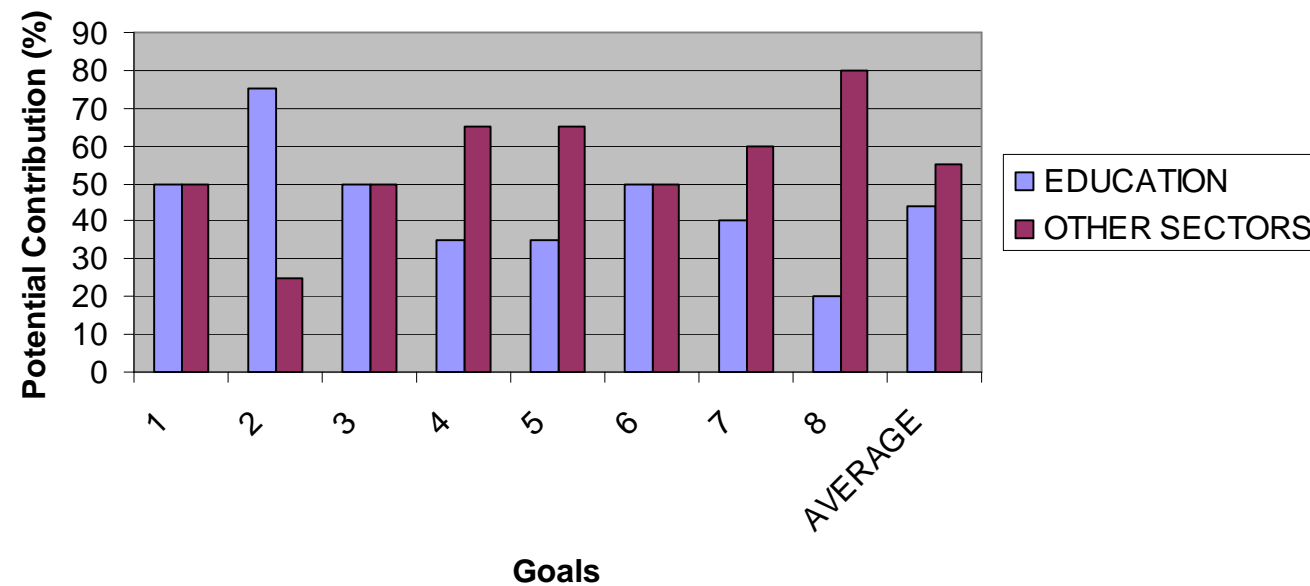
- Above all, Education for All actually means lifelong education for all.
- For this reason, while schooling needs to be transformed to ensure that it really contributes to educating, the emphasis should be on making adequate for lifelong and life-wide education for all
- The first concept refers to education at all stages of life and the latter to education in all conditions of life, adapted to changing learning needs of different classes of the citizenry.
- EDUCATION ITS HOLISTIC AND ALL-EMBRACING SENSE

# THE MDGs – solving Education sector problems outside the sector

1. Eradicate poverty and hunger
2. Achieve Universal Primary Education
3. Promote gender equity and empowr women
- 4.Reduce Child Mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop global partnerships for development

# LESSON THREE – THEY ARE ALL EDUCATION MDGs

**Fig. II: Estimated Education Sector Potential Contributions to MDGs**





# LESSON FOUR : From EDUCATION FOR THEM to EDUCATION FOR US

## FOUR APPROACHES TO EDUCATIONAL REFORMS

- IMPOSITION

Reform already decided; no questions; no going back; government knows what is good for the stakeholder

- INFORMATION

Reform packaged; key elements revealed to peripheral stakeholders before sensitizing the real stakeholders

- CONSULTATION

A series of discussion sessions with selected stakeholder groups as you go along

- INVOLVEMENT

Side-side work with veritable stakeholders all through the process

# REACTIONS TO DIFFERENT APPROACHES

## YOU GET THIS

- ANTAGONISM
- APATHY
- LETHARGY
- ENTHUSIASM

## IF YOU PRACTICE THIS

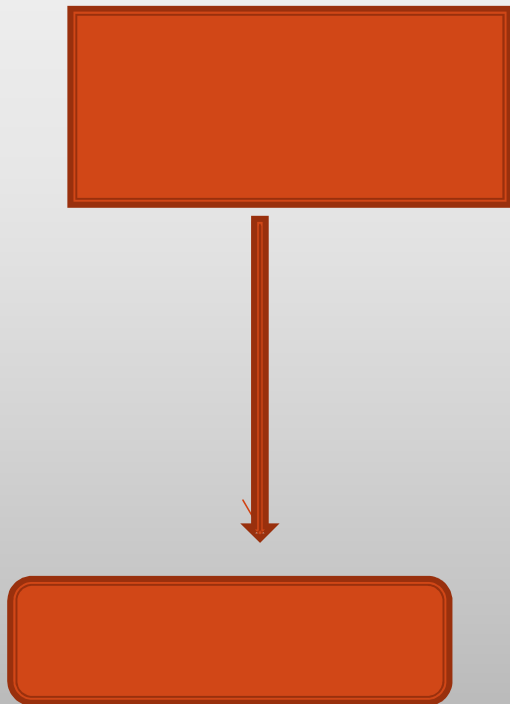
- IMPOSITION
- INFORMATION
- CONSULTATION
- INVOLVEMENT

# FIVE CATEGORIES OF STAKEHOLDERS

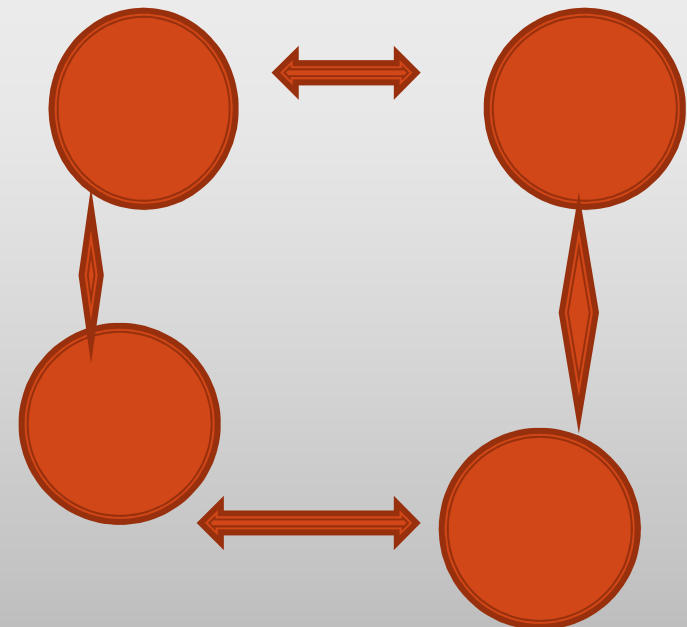
GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE
RURAL DWELLERS	WOMEN	TEACHERS	ED-SECTOR TECHNOCRA TS	GOVT AGENCIES
URBAN POOR	YOUTH	TEACHER ASSOCIATIONS	ACADEMICS	LEGISLATURE
TRADITIONAL INSTITUTIONS	LABOUR	PTAS	ORGANISED PRIVATE SECTOR	MOE
GRASSROOTS ORGANISATIONS	SMALL SCALE OPERATORS	PARTIES	PROFESSION AL BODIES	ED AGENCIES
	LOCAL AUTHORITIES	FAITH ORGANISATIO NS		OTHER GOVT MINISTRIES

# POLICY DIALOGUE METHODOLOGIES

## MONOLOGUE



## STUDY CIRCLES



# LESSON FIVE: MOVING FROM KATA-KATA TO JEJE-TARARA

## KATA-KATA

- PANIC DECISIONS
- REACTIVE
- AD HOC
- IMPULSIVE
- NON=PARTICIPATORY
- UN-COORDINATED
- LOW IMPACT
- POLICY SUMMERSAULT

## JEJE TARARA

- EVIDENCE-BACKED DECISIONS
- PROACTIVE
- REFLECTIVE
- PARTICIPATORY
- STRATEGICALLY PLANNED DEVELOPMENT
- HIGH IMPACT
- POLICY CONSISTENCY

# LESSON SIX: GOOD POLITICS FOR GOOD EDUCATION

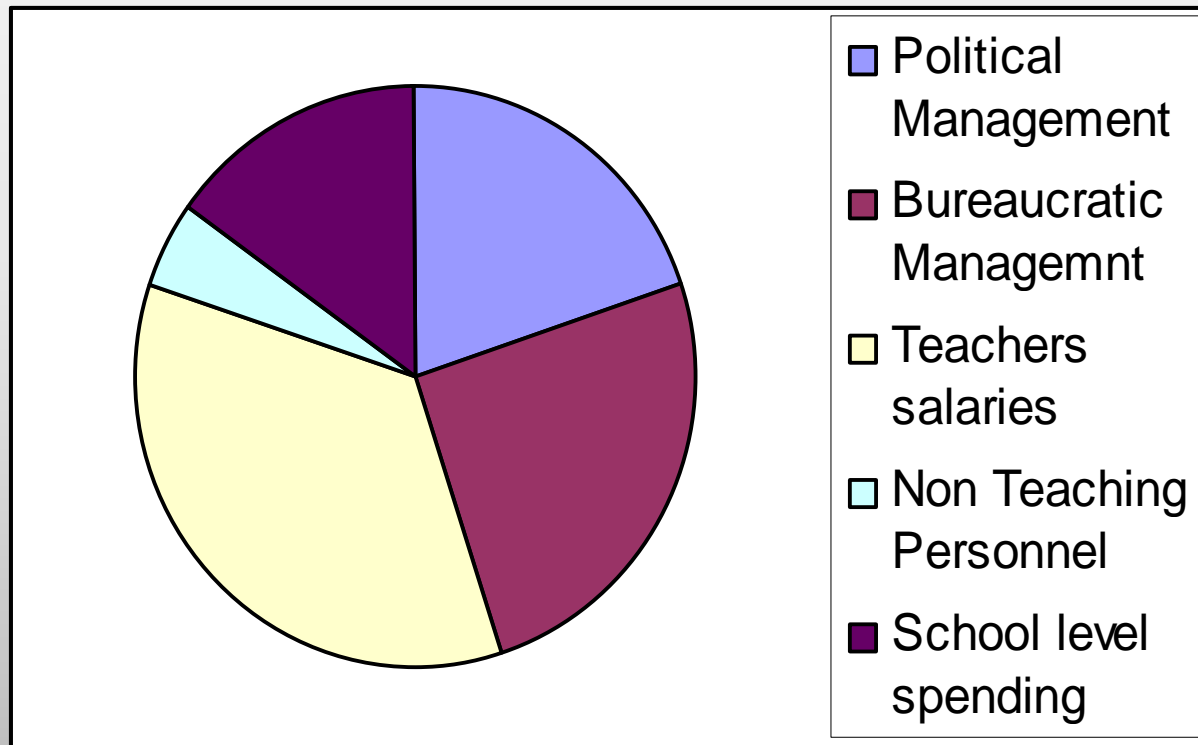
## POLITIQUE POLITICIENNE

- Political power for self aggrandisement
- Priority is the next election
- Style is 'Rule the people'
- In politics to MAKE IT
- Goal: 'To be seen now and be hailed here and now'
- SUM TOTAL: bad politics; not good for Education

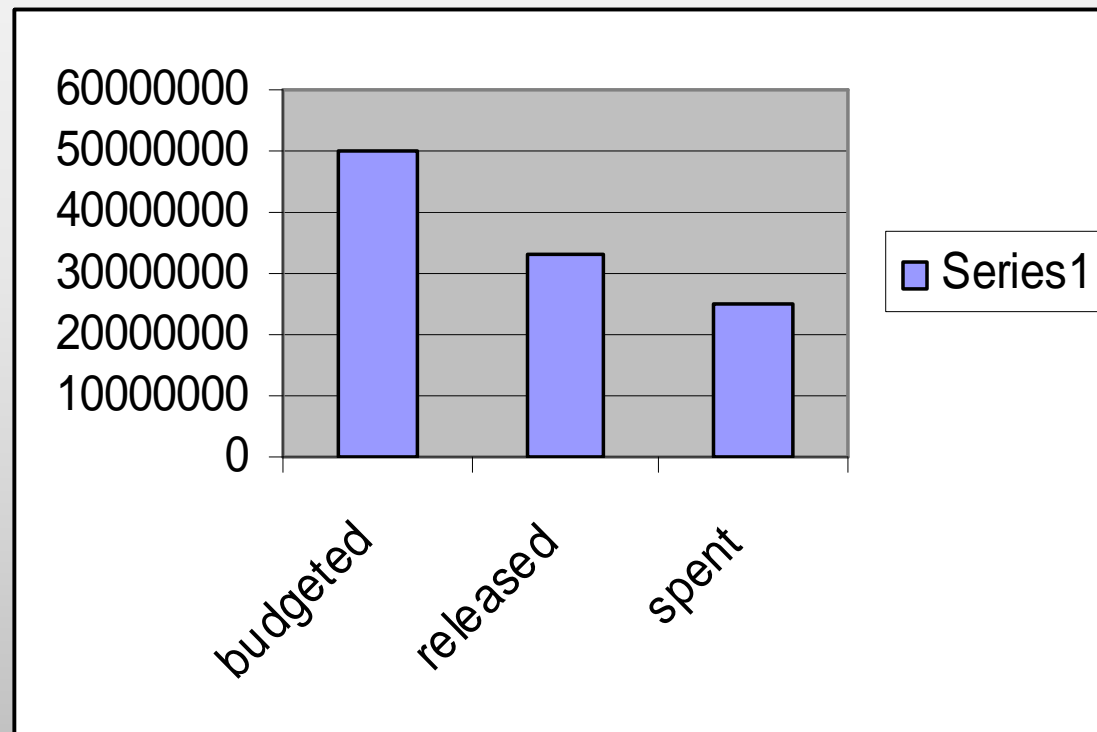
## POLITIQUE AU SENS NOBLE

- Political power for public service
- Priority is the next generation
- Priority is 'serve the people'
- In politics to MAKE A DIFFERENCE
- Goal: 'To live in people's hearts long after I am gone'.
- SUM TOTAL: 'Good politics is good for good Education

# LESSON SEVEN: SPENDING ON Education versus Investing in Education



# BUDGETARY THEATRICALS





# HOW DOES CREATE FIT IN?

- CREATE goes beyond mere physical access
- CREATE emphasizes evidence-informed P4 :Policy-Programme-Practice-Product
- CREATE has contributed to de-mystifying research
- CREATE has progressively enhanced its own capacity to build national capacity for policy-directed research

# TAKE-HOME MESSAGES

- TO COUNTRY CREATE TEAMS: Domesticate the process FULLY
- TO CREATE: Preach the CREATE message more extensively
  - Wider-scale dissemination workshops
  - Differentiated publications targeted at different types of potential research result users
- TO DfID: Your support to CREATE is worth maintaining beyond 2010.

And FINALLY

**AKPE KAKA  
MEDAWASI  
OYUWO DO'RUN**