LESSONS FROM EXPERIENCE: THE WAY FORWARD FOR AFRICA

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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
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.
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 empower 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 – THY ARE ALL EDUCATION MDGs

Fig. II: Estimated Education Sector Potential Contributions to MDGs

Potential Contribution (%)

Goals

AVERAGE

EDUCATION
OTHER SECTORS
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

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<td>LOCAL AUTHORITIES</td>
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<td>OTHER GOVT MINISTRIES</td>
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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

![Pie chart showing spending on different aspects of education]

- Political Management
- Bureaucratic Management
- Teachers salaries
- Non Teaching Personnel
- School level spending
BUDGETARY THEATRICS

[Bar chart showing budgeted, released, and spent amounts.]

- Budgeted: Series1
- Released: Series1
- Spent: Series1
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