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## Education for All by 2015: a moving target

Seven years ago, the international community committed itself to reaching Education for All (EFA) by 2015. Almost half-way to the year set to reach this objective, it is possible to assess what has been achieved so far, what remains to be done, and the strategies adopted until now. Countries and donor agencies have made unprecedented efforts, but much remains to be done.

**A**CCORDING to the latest EFA Global Monitoring Report, 77 million children (most of whom live in South Asia and Africa) are still out of school. Four articles in this issue of the *IIEP Newsletter* (see pages 3-6) show how the pending challenges vary from region to region (Africa, Asia, Arab States and Latin America) and within regions. Insufficient access to and retention in primary education remains a serious problem in Africa and South Asia, and achieving EFA objectives will require substantially more effort. Everywhere, quality is a major issue. Learning achievements are still low in Africa and Latin America as well as in several Arab and Asian states. Many children and youngsters drop out early without having mastered the necessary skills to thrive in an increasingly globalized world.

Some of the factors slowing down progress towards EFA are well known: crises and conflict; HIV and AIDS; extreme poverty; and bad governance. Lack of finance is often mentioned as a constraint, but it is not the only one nor the most important. Lack of political will, little capacity to manage funds and implement policies, and corruption are other serious impediments.

At the same time, the targets have moved. As more children finish primary education, the need to provide post-primary opportunities becomes apparent. Countries cannot sustain economic development and fight poverty successfully without paying more attention to secondary education, teacher training, skills development and higher education. The objective in many countries is now nine years' basic education for all (12 years in some), strong skills development courses, and improved higher education. Can all this be done without sacrificing quality or the original objectives set out in 2000 (see page 9)?

Obviously, national governments cannot do it alone, and it will take more than the eight years left. Several suggestions are made in this issue of the *IIEP Newsletter*. Developing public-private partnerships, a strategy common in vocational and higher education, is increasingly considered as a way forward in basic education (see page 10). Decentralization and greater participation of local actors in educational management is another solution that has been proposed to improve quality, accountability and the



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## editorial

# Using multiple lenses

THE first four articles in this issue of the *IIEP Newsletter* focus on progress towards Education for All (EFA) in Africa, Asia, the Arab States, and Latin America. The articles identify some similarities in both quantitative and qualitative domains, but also bring to light major differences arising from cultural, economic and other contextual factors. They show that parts of IIEP's work can usefully be viewed through a regional and even continental lens.

Yet each of these articles draws attention to even further variations. The presentation on Africa, for example, highlights not only differences between countries but also disparities at provincial, local and even school and classroom levels. Thus, planners cannot stop at broad generalizations about Africa as a whole. They must have additional lenses to identify the circumstances of particular locations and populations. Their work may take them to the micro level as well as to the meso and macro levels.

Other articles use yet other lenses. One focuses on states affected by violence, insecurity and instability. As a group, these are commonly called 'fragile states'. They are located in many world regions, and have diverse cultural and other characteristics. Yet despite their diversity, the lens helps to explain why these states are fragile and what planners and their partners can do to help them.

While much of the EFA agenda is

concerned with enrolment rates, other lenses examine the nature of learning. Although progress towards EFA brings more children to school, as noted in the article on Asia, "many remain excluded from learning, even as they sit in the classroom". Planners must thus consider the dynamics of classroom life, which may have many subtleties. The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) focuses on the nature of learning and shows disparities among and within 14 countries. Part of the good news in the article about SACMEQ is that improvements in quality are not necessarily accompanied by increased social disparities.

Further lenses are used in the articles on public-private partnerships, decentralization and participation, and capacity building. Together, all these articles show that different lenses are needed to understand the textures of education systems and the linkages between those systems and their wider contexts.

IIEP remains committed to viewing the world through multiple lenses in order to gain a comprehensive understanding of achievements, challenges, and promising approaches for planners.

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### continued from page 1

efficient use of resources (*see article p. 11*). For these initiatives to bear fruit, it is necessary to increase the capacity of central governments to design policies and reforms, co-operate with partners outside the public sector, train local actors and community members, devise proper incentives, allocate resources, monitor progress, and take corrective action when and where necessary (*see article p. 12*). Strengthening the state, making it efficient and responsive, is a major challenge for the years ahead.

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# Africa: building the foundations for sustainable development



Mamadou Ndoye, Executive Secretary of the *Association for the Development of Education in Africa (ADEA)*, assesses the challenges ahead in the efforts to achieve Education for All in Africa by 2015.

**A**n analysis of development indicators for education in sub-Saharan Africa produces a set of averages that conceals marked disparities between regions and countries, and even between provinces and groups within single countries. For example, the net enrolment ratio of children in primary education in São Tomé and Príncipe (100%) is over double that in Niger (40%). This shows that an assessment of the challenges, even those that affect most African countries, must be context-specific.

## Reasons for optimism

The trends between 1999 and 2004 were particularly encouraging in sub-Saharan Africa. The gross enrolment ratio (GER) for primary education increased from 79 to 91 per cent. At the same time, the number of students in secondary education increased by over 20 per cent and those in higher education by over 50 per cent.<sup>1</sup>

In spite of these achievements, which are all the more significant given that they follow a decade of stagnation, education systems in Africa continue to show serious deficiencies. Of the 77 million children not in school, half live in Africa. Whilst school life expectancy throughout the world is almost 11 years, this figure is only 7.6 years in Africa.<sup>2</sup> The literacy rate of the population aged 15 years and over (61%) is also lower than the world average (82%), and the average

adult level of education is estimated at just three years. *In brief, the stock of education that could be mobilized in Africa is inadequate as a foundation for a sustainable development cycle. Furthermore, this stock is unevenly distributed.* In spite of considerable progress, girls still represent 53 per cent of the children excluded from primary schooling. The disparities between girls and boys are even more marked in secondary and higher education. The most serious discrimination, however, affects people in rural areas and the poor.

*The quality of education is another cause for concern.* Fewer than two thirds of pupils complete their primary schooling and 50 per cent of these fail to master the basics of written communication and mathematics. Some of the problems are: shortages of qualified teachers, materials, books, classrooms and equipment.

## How to tackle these problems?

Strategies to include the excluded and face up to the challenge of equity must satisfy the specific needs of girls and boys who live in areas that are difficult to access. Targeted strategies are also needed for nomadic groups, the poor, and children who have been orphaned by AIDS and civil war. Planners must examine the local distribution of schools and focus on teaching methods that cover multiple grades, flexible schooling models, targeted abolition of school fees, food programmes, and conditional transfers of funds to the poorest families. Experience in many

countries shows that this can be achieved. Different sectors need to co-operate in order to take into account the multi-dimensional nature of exclusion.

Policies to improve quality require, above all: competent teachers in sufficient numbers; infrastructure and equipment; school books and materials; and pupils who are ready to learn. Beyond that, it is the impact of the particular school or class that makes the difference. Each school or class is unique and has its own dynamic. Decentralization and skills transfer, funding allocated directly to schools, community participation and the school as a development project are all strategies and tools for strengthening the sense of responsibility of those involved and the school's own dynamic. The impact depends largely on management, hence the importance of promoting transformational school leadership teams who are capable of uniting key players and partners around a culture of quality that sees every child as capable of being educated, given the right conditions.

In Africa, any quality policy that aims to be effective must also resolve the problem of the language used for teaching. Learning in a language that one does not speak is

article continues on page 13

<sup>1</sup> UNESCO. 2007. *EFA Global Monitoring Report, 6, Early childhood care and education*. [http://portal.unesco.org/education/en/ev.php-URL\\_ID=50643&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=50643&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>2</sup> UNESCO. 2005. *Education for all in Africa, EFA, Paving the way for action, Dakar + 5*. <http://unesdoc.unesco.org/images/0013/001399/139961e.pdf>

## Asia: a continent of contrasts



School children in Laos

**A**SIA is a continent of immense contrasts – with among the largest and smallest countries of the world in population, size, and economic development. It also has a rich diversity of culture, language, religion, history, and ideology. Even if limited to South, South-East, and East Asia, any analysis of progress towards EFA shows great variety in terms of achievements so far and the challenges ahead.

Although national statistics in many countries show progress towards most of the quantitative EFA goals, serious obstacles to further progress remain. Countries with large numbers of illiterate adults and children excluded from schooling (*India, China, and Pakistan*) face the challenge of having to finance the education of a large and growing population of learners and, in South Asia, of overcoming strong socio-cultural biases related to gender, caste and ethnicity.

Other countries have a relatively small percentage of children still unreached, due to geographic remoteness, disability, conflict, HIV and AIDS, linguistic and ethnic discrimination, and absolute poverty. The challenge here is first to find the children and then to design and finance the programmes needed to reach them.

Innovative approaches to these challenges do exist. Targeted policies and direct interventions with the remaining unreached groups, such as scholarships for girls and school nutrition programmes

**A comprehensive mid-decade assessment of progress towards Education for All (EFA) currently underway in the Asia and Pacific region focuses on educational disparities and the unreached. Co-ordinated by UNESCO Bangkok, with support from UNICEF, the Asian Development Bank, the World Bank and other EFA partners, it will give a better picture of just how full or empty the glass really is.**

for children of poor families, have had significant impact. Initial literacy through mother-tongue programmes, leading to mastery of the national language, are becoming popular and showing positive results – although they are still resisted in countries concerned by national unity. The mainstreaming of children with disabilities, supported by systematic, continuous teacher support, has proved effective. Prevention of stigma and discrimination related to HIV and AIDS is moving closer to the top of many ministry agendas.

However, even if more children are included in schooling, many remain excluded from learning, even as they sit in the classroom. Often, the same reasons for non-enrolment (disability, gender, language, caste) lead to a lack of commitment and poor achievement in school and, eventually, to dropping (or being pushed) out of school.

There are other challenges as well. Gross enrolment rates in early childhood education programmes vary widely across the region, from over 90 per cent in countries such as *Malaysia* and *Thailand* to under 10 per cent in *Lao PDR* and *Cambodia*. Gender issues increasingly concern boys, especially in post-primary education. Youth and adult illiteracy remains high in many countries, even higher if measured against performance rather than self-report, yet government budgets for literacy programmes remain

grossly inadequate. Many illiterates and non-enrolled children remain uncounted, often because educational management information systems (EMIS) either do not or cannot count them. The goal of gender equality, as opposed to the still unreached goal of gender equity, remains ill-defined and unachieved. Even success can breed its own failure, as more children complete primary education only to find that the secondary education system, whether general or vocational, has not expanded sufficiently to provide for them.

And the future? More success, clearly, but also more challenges: improving educational quality by reforming curricula and teacher training programmes to face the ever-changing and increasingly insecure context of the new century (education for sustainable development, for peace, for international and intercultural understanding, for democracy, for human rights); adjusting the education system to the impact of HIV and AIDS; developing a broad range of skills to meet the demands of the knowledge society; and finally, providing education to increasingly mobile populations, both within and across borders.

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# Arab States: the need to move ahead

The Arab region is one of the richest in the world, thanks to its oil reserves. Yet this conceals a mix of high-, medium- and low-income countries, many of which are still seriously underdeveloped. The article below discusses the challenges the region has to overcome in order to meet the requirements of the 21st century.

THE Arab region has a population of 300 million, and the 21 Arab economies that compose the region own two-thirds of the world's oil resources and have a GDP of over US\$700 billion. Yet the region faces socio-political and economic challenges caused partly by continued armed conflicts and the constant threat of war or political upheaval. Major challenges include comparatively slow economic growth, high internal and external debt, limited export capabilities, and generally low development indicators. A large segment of the population fears that globalization and liberalization will rob them of their culture, tradition, and language. The region also suffers from serious deficiencies in a number of vital domains, such as information technologies, freedom, participation, democracy and productivity.

Most Arab countries have unemployment rates in the double digits, a brain drain fleecing the region of its skilled manpower, and high population growth. Some countries also have abject poverty. All these phenomena lead to pressure on public education systems that are much in need of reform. Yet, in spite of general deficiencies in different areas, there are also some success stories. *Schools of the Future* in Bahrain, *Independent Schools* in Qatar, and *Discovery Schools* in Jordan set good examples for improving the quality of education through better accountability, the use of technology in education, and public-private partnerships. Egypt has developed the *One-class School* to universalize primary

education, and Tunisia has an impressive technical and vocational education and training system.

At the very basic level, despite a considerable decline in illiteracy across the region in the past two decades and increased enrolments in primary education, there are still more than 70 million illiterates in the over-15 age group (mostly girls and women) and about 15 million children out of school. Enrolment at the secondary level is lower than other regions, except sub-Saharan Africa.

Issues such as citizenship, environmental sustainability, and human rights education are absent from most general education curricula. Vocational training programmes are supply- rather than demand-driven, and are not designed to meet the needs of competitive economies. Higher education has not fared much better as the courses offered are mostly theoretical and lack relevance to the changing needs of Arab societies. Accreditation mechanisms are absent, and internationally-recognized contributions to knowledge are scarce.

Educational outcomes in the region are particularly worrying. Various national and international assessments have concluded that Arab countries rank below the international average and significantly below scores achieved by developed countries. All Arab States have highly centralized education systems, dominated by government-produced curricula and textbooks. Curricula are often content-heavy, and textbooks, the sole source of



Displaced families in Lebanon

information for both students and teachers, are generally outdated. Graduates are ill-equipped to meet the knowledge and skills requirements of the 21st century. Alongside these deficiencies exist a lack of respect for the teaching profession and a dearth of qualified well-trained teachers. Teacher education programmes are mostly obsolescent and there are no regular teacher evaluations or in-service teacher development programmes.

Some of the most significant reasons for many of the ills that plague education systems at all levels in the region are: the scarcity of qualified educational planners with up-to-date skills and knowledge thanks to on-going professional development; the lack of accurate, timely and relevant information, and of functional educational management information systems (EMIS); and the limited use of educational indicators in planning, management, policy analysis and decision-making. Few Arab States have institutionalized mechanisms for monitoring education. There is also a need to set standards for quality and encourage the development of self-assessment skills, quality assurance mechanisms and accreditation systems for schools (especially public schools), colleges and universities.

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# Latin America: how to provide access, quality and equality

Latin America has achieved considerable progress over the past few decades, making education widely available to large segments of the population and keeping students in school longer. Yet many challenges remain.

**T**HE key issues to consider when designing and developing effective education policies are: funding; governance; teacher policies; and quality with fairness. Each of these dimensions is considered below.

## Increasing funds for education

Although evidence shows that funds allocated to education grew in the 1990s, in most cases this increase only offset what had been lost in the previous decade. Often, educational financing issues are only related to an efficient use of funds. Nevertheless, investment in education also needs to increase significantly in order to meet existing quantitative objectives by 2015, i.e. universalize access to pre-school and primary education, increase secondary-school attendance rates to 75 per cent, and eradicate adult illiteracy. Countries in the region are already developing strategies, including new finance laws and/or different ways of allocating funds within the sector. *Argentina, Brazil, Colombia* and *Chile* provide some good examples in this area.

## Better governance

Education systems in the region find it difficult to differentiate between a hierarchical, linear structure and an organization that is controlled by its component parts. This poses problems not only for governance, but also for designing and developing effective policies to improve the quality of, and access to, education. A tighter approach, involving the various levels of policy decision-making (from central to local

levels including decision-making bodies at the intermediate level) would require a deeper understanding than currently exists of the processes for defining and developing policy.

## Supporting the teachers

Several studies have outlined the problems and limitations in implementing educational reforms, and in particular the reluctance of schools to make changes in order to adapt to the many forms of social, cultural and ethnic diversity that appear when children from previously excluded populations are brought into the schools. The different types of education professionals, and in particular teachers, do not feel committed to transforming the school culture or making pedagogical innovations to address the new challenges for their schools. It is therefore imperative that policies be developed to ensure that teachers and others in the education community are directly involved.

With respect to teachers, it is also necessary to design and implement integrated policies which cover initial and continuing teacher training, teachers' careers and the institutional conditions under which they work. The absence of such a systemic approach in understanding teacher issues has undermined the impact of the policies implemented.

## Ensuring quality with fairness

International studies assessing student learning in Latin America can identify, both qualitatively and quantitatively, those who are left behind. Although quality



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with fairness is important at all levels of education, it is particularly important for basic and compulsory education, as basic education is the right of every citizen; it opens the doors for the exercise of the other civil, social, political, and economic rights; and it is a stepping-stone towards further education.

It is crucial to actively promote academic success among the region's most disadvantaged groups (children from poor communities, remote rural areas and native ethnic groups), and thereby foster equal opportunity. Although many countries in the region (e.g. *Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Guatemala, Mexico* and *Paraguay*) have developed programmes to improve education, these efforts must be sustained and extended. It is vital to create a system that assists schools to reduce failure and drop-out and develops strategies to help teachers teach more effectively and better monitor student progress.

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These publications can be downloaded at:  
[www.iipe-buenosaires.org.ar](http://www.iipe-buenosaires.org.ar)

# Education and fragility: learning to sustain peace



THE attention of actors in international development is increasingly focused on states that are sometimes referred to as 'fragile'. The term is used by the OECD's Development Assistance Committee (DAC) to denote "a lack of political commitment or weak capacity to develop and implement pro-poor policies"<sup>1</sup> in countries often affected by violence, insecurity and instability. The DAC refers to four types of fragile states: deteriorating; arrested development; early recovery; and post-conflict. Such terminology can be controversial, as governments understandably object to being labelled. Nevertheless, 'fragile' states seems more accurate and less offensive than the earlier terms employed: 'weak' and 'failed' states.

Donor engagement in these countries has been low until recently. What role can education play in helping these states stabilize and mitigate the causes of their fragility, as well as support their progress towards achieving the Millennium Development Goals? How can the long-term engagement of donors in education in fragile states increase enough to help these states overcome their fragility?

Forty-three million children living in conflict-affected fragile states were out of school in 2005,<sup>2</sup> despite the adoption by the UN General Assembly in 2001 of universal primary education as a Millennium Development Goal, and international commitment, at the Dakar World Education Forum in 2000, to provide the support needed to education in conflict-affected

Meeting urgent needs and reconstructing education systems in fragile states is becoming a priority of donors. They realize that a failure to provide for the populations in these countries can only have negative consequences with continued violence, conflict and instability.

countries.<sup>3</sup> Not investing – or not investing enough – in education in fragile countries, where national expenditure allocated to education is often extremely limited, can have negative consequences. It can lead to continued poverty, the creation of more instability and tension.<sup>4</sup>

Funding education in such settings seems risky to donors, who have a responsibility to ensure that aid is spent effectively. They also have political concerns about governance in situations of fragility, including corruption, distrust or the limited institutional and absorption capacity of fragile governments. This explains why donors often act on a short-term basis and frequently encourage a strategy that substitutes the action of an international agency or NGO for that of the state. Nonetheless, some fragile states are benefiting from educational funding through the World Bank's Education Program Development Fund (EPDF), which helps fragile states get on track with sector plans, or the Catalytic Fund for those who are endorsed by the EFA Fast Track Initiative (FTI).

The OECD-DAC Fragile States Group<sup>5</sup> and the Education for All Fast Track Initiative (FTI) Fragile States Task Team<sup>6</sup> are currently trying to ensure that adequate attention as well as greater and more flexible funding are devoted to education in fragile states. The FTI Fragile States Task Team is also trying to develop aid modalities that take into account the specific settings of fragile states as well as donor considerations. In particular,

it is considering the changes that the FTI needs to implement in order to facilitate support for fragile states. The Task Team is presently developing a 'Progressive Framework for Education in Fragile States', which may serve as a basis for dialogue between development partners and governments in situations of fragility. There is considerable interest in testing the proposition that greater investment in education in a country reduces political tension and conflict, thereby reducing fragility.

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- 1 Rose, P.; Greeley, M. 2006. *Education in fragile states: capturing lessons and identifying good practice*. Paris: OECD-DAC, p. 1. See: [www.ineesite.org/core\\_references/Education\\_in\\_Fragile\\_States.pdf](http://www.ineesite.org/core_references/Education_in_Fragile_States.pdf)
- 2 Save the Children. 2007. *Last in line, last in school – How donors are failing children in conflict-affected fragile states*. London: International Save the Children Alliance. See: [www.savethechildren.org/publications/rewrite-the-future/RTF\\_Last\\_in\\_Line\\_Last\\_in\\_School\\_report\\_FINAL.pdf](http://www.savethechildren.org/publications/rewrite-the-future/RTF_Last_in_Line_Last_in_School_report_FINAL.pdf)
- 3 The fifth objective adopted by the Dakar World Education Forum explicitly focuses on the rights of children in emergencies.
- 4 IIEP has just launched a research partnership with CfBT Education Trust. One project of the partnership focuses on donor engagement with education during and after conflict. See: [www.unesco.org/iiep/eng/focus/emergency/emergency\\_1.htm](http://www.unesco.org/iiep/eng/focus/emergency/emergency_1.htm)
- 5 The DAC Fragile States Group is a forum of experts on governance, conflict prevention and reconstruction from bilateral and multilateral agencies. See: [www.oecd.org/dac](http://www.oecd.org/dac)
- 6 The Education for All Fast Track Initiative was established in 2002. It created a Fragile States Task Team in 2005. See: [www.fasttrackinitiative.org/library/Benchmarks\\_Guidelines\\_Principles\\_for\\_Education\\_in\\_FS.pdf](http://www.fasttrackinitiative.org/library/Benchmarks_Guidelines_Principles_for_Education_in_FS.pdf)



# Poverty alleviation: the role of education



Street-child in Addis Ababa

ACCORDING to the 2007 Millennium Development Goals Report<sup>1</sup>, poverty declined in absolute and relative terms in the past fifteen years “*The proportion of people living in extreme poverty fell from nearly a third to less than one-fifth between 1990 and 2004*”. Although undoubtedly something to be proud of, this is essentially due to the high and rapid economic growth in East and South-East Asia which has led to an impressive reduction of poverty. The situation is not quite as favourable in Western Asia and sub-Saharan Africa. Despite improvement in recent years, the proportion of people living on one dollar a day remains very high in sub-Saharan Africa (41.1%) and in Southern Asia (29.5%). Also, while the number of extremely poor people declined, income inequalities increased in almost every region, leading to further tensions. Specific strategies have to be devised to focus on the poorest segments of the population.

Education plays a major role in the fight against poverty. The educated have much less chance of being poor than the uneducated. However, education is not available to all, and children from poor households have far less access to education than others, thus reproducing a vicious cycle of poverty. Why do the poor not go to school? Many of them live in rural areas and would have to travel

## Millennium Development Goal 1: Eradicate extreme poverty and hunger

**Target:** Halve between 1990 and 2015 the proportion of people whose income is less than USD 1 a day

large distances to attend school. Others cannot afford the expense that schooling entails. Others cannot attend during regular school hours because they have to work and contribute to the family income. When they do enrol, poor children often receive lower quality education. Schools in remote rural areas and those attended by the poor commonly receive less funding than others.

Conscious of the fact that poor families are spending very high proportions of their incomes on their children’s education, several governments have abolished school fees. This measure has proved very effective in increasing the participation of children from the poorest families. To enrol all children, and particularly the last 10 to 20 per cent, targeted measures have to be taken and specific programmes designed that respond effectively to these children’s needs, both in terms of content and delivery. School feeding programmes have been organized in some schools which both encourage the poorest parents to send their children to school and help fight children’s hunger. An increasing number of countries in Asia and Latin America also provide cash transfers to poor families on condition that their children attend school. These measures seem very promising, albeit costly, to increase coverage. They will eventually contribute towards reducing poverty if additional measures are taken to increase quality. This may entail changing the language of instruction, revising the

content, contextualizing it and introducing life skills. Only if children learn how to read and write effectively can we expect education to play its role.

However, education or training alone will not automatically alleviate poverty. In rural areas where access to land is restricted and non-farm activities and employment prospects are limited, school leavers will have little hope of earning better incomes than their parents if no specific rural development projects are created. The same is true in peri-urban areas where employment opportunities are limited. Other measures beyond education and training have to be planned in order to facilitate the social and economic integration of youth from poor families. Such measures could include: encouraging skills development programmes linked to local development initiatives; diversifying activities in rural areas; increasing possibilities for income-generating livelihoods through micro-credit systems; participatory decentralization to empower the poor and encourage their involvement in various committees.

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<sup>1</sup> United Nations. 2007. *The Millennium Development Goals Report*. See: [www.un.org/millenniumgoals/pdf/mdg2007.pdf](http://www.un.org/millenniumgoals/pdf/mdg2007.pdf)

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# Quality and equity in basic education: Can we have both?

The 2000 Dakar World Education Forum emphasized that to achieve Education for All (EFA) by 2015 would require, in addition to increased access to education, all countries to improve the quality and equity of education "so that recognized and measurable learning outcomes are achieved by all".

ALTHOUGH ministries of education worldwide fully agree with this interpretation of the EFA mission, many educational planners have raised two related questions: When resources are scarce, can greater improvements in the performance of a population of students be made by focusing these resources on a limited section of the population? Or would it be better to spread these resources thinly across the whole student population?

These two questions suggest that there might be an **inherent trade-off** that operates in education systems between the average level of student learning outcomes and their equitable distribution. **That is, a country could either have quality or equity in education – but not both.**

The data archives of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) offer an opportunity to test the validity of this trade-off proposition by using a modified version of a graphical procedure developed for the PISA (Programme for International Student Assessment) project by the Organisation for Economic Co-operation and Development.<sup>1</sup>

The SACMEQ data archives contain extensive data collected during 2000-2002 on large samples of Grade 6 students in 14 African systems of education. The data include reading test scores that provide valid comparisons of student performance across countries, and socio-economic index scores that measure the human and material wealth of students' home circumstances.

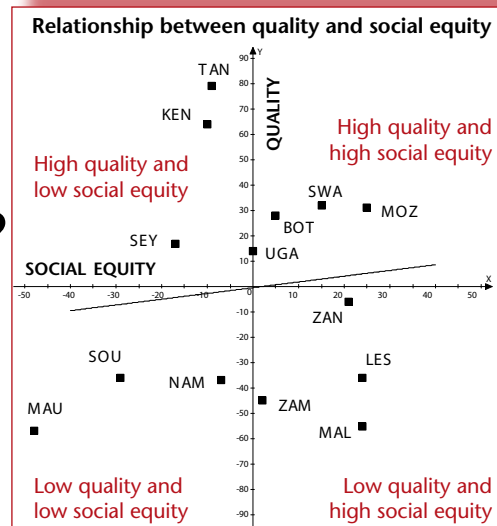
This information was used to draw the graph above which illustrates the

14 SACMEQ school systems along two dimensions: a) an **'alternative' measure of quality** (vertical axis) – which was equal to the expected average student reading score for a school system if the average socio-economic intake of students was the same for all SACMEQ school systems; and b) a **measure of social equity** (horizontal axis) – which was equal to the expected difference in reading scores of students in the same SACMEQ school system whose socio-economic background scores differed by one standard deviation unit.

Note that the word **'alternative'** has been used here to distinguish the measurement of quality from **'traditional'** approaches based on average student reading scores that have **not** been adjusted for student socio-economic intakes to school systems. The alternative measure of quality provides a fairer comparison of the quality of school systems in terms of reading achievement because it estimates what might have been the situation if all school systems had student intakes with the same socio-economic characteristics.

Both the alternative measure of quality and the measure of social equity were re-scaled to give an overall average of zero, and to ensure that positive values on these two measures indicated relatively higher quality and relatively higher equity (and vice versa). School systems located above the horizontal axis in the graph had above-average quality; and school systems located to the right of the vertical axis had above-average social equity.

The upper right hand corner of the graph was the most desirable location – because these four school systems (Botswana, Swaziland and Mozambique



– and Uganda as a borderline case) had both high quality and high social equity. Three school systems, South Africa, Namibia and Mauritius (bottom left-hand corner of the graph), had both low quality and low social equity.

Three school systems, Seychelles, Kenya, and Tanzania (upper left-hand corner), showed high quality and low social equity; and four school systems, Zambia, Zanzibar, Lesotho and Malawi (lower right-hand corner), had low quality and high social equity.

The overall pattern of these results challenged the validity of the quality-equity trade-off proposition presented above. Some SACMEQ school systems (top right-hand corner) have simultaneously delivered both high quality and high equity. Other SACMEQ school systems (bottom left-hand corner) have simultaneously delivered neither quality nor equity. A linear regression line that was fitted to the observations in the graph showed a slight positive slope (0.22), which suggested that those school systems with higher levels of equity tended to have higher levels of quality.

In short, the SACMEQ data do **not** indicate that the pursuit of higher levels of educational quality must necessarily be accompanied by social inequalities in the distribution of student learning outcomes. On the contrary, these data provide concrete examples which show that school systems do not need to aim for **either** quality or equity – because they can have **both**.

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<sup>1</sup> OECD. 2003. *Literacy skills for the world of tomorrow*. Paris: OECD. See: [www.oecd.org/dataoecd/59/30/2960583.pdf](http://www.oecd.org/dataoecd/59/30/2960583.pdf)

# Public-private partnerships within the UN system: global alliance to 'educate all'

**Public-private partnership in education is a multi-dimensional phenomenon which can take many forms, ranging from governments subsidizing private schools to big businesses supporting education to promote their brands ... from private publishers of textbooks to tax-alleviated philanthropy ... from school fees and student loans to charter schools and educational vouchers ... and from foreign foundations to local home-grown initiatives, such as the Grameen Bank.**

**T**HE term public-private partnership (PPP) has many different definitions, especially across different sectors. A PPP is a model of development co-operation in which actors from the private and public sectors pool complementary expertise and resources to achieve development goals.

Education is no longer the sole responsibility of the state as families want more choice, diversity and quality. Chronic financial constraints in developing countries, together with lessons drawn from PPPs in developed countries and the Financing for Development Initiative's 2005 report: *Building on the Monterrey consensus: the growing role of public-private partnerships in mobilizing resources for development* ([www.weforum.org/pdf/un\\_final\\_report.pdf](http://www.weforum.org/pdf/un_final_report.pdf)), explain why public-private partnerships are now very much part of development assistance and co-operation.

Public-private partnerships started within the UN system 40 years ago at the FAO in Rome with the Industry Co-operative Programme (ICP). At the time, they mainly concentrated on the mobilization of international agro-allied industrial resources in developing countries, based on land use: supporting sustainable agriculture; forestry and fisheries; building up the processing of raw materials; and marketing of products. However, under the leadership of its former Secretary General, Kofi Annan, the political basis for future

public-private partnership objectives and arrangements were strengthened. Public-private partnerships, as embodied in the Millennium Declaration 2000, were set in motion and guidelines for co-operation with the business community and the Global Compact established.

In order to attain the Millennium Development Goals (MDGs), the UN system expects increased basic resources from business: human resources in management expertise; access to technology and markets; and financial resources for overall operations. A strong private sector in the developing countries themselves is vital. In order to contribute to the development process in harmony with the United Nations, the business sector legitimately expects the UN to make the first move.

Public-private partnerships have to be long-term; not lobby propositions, but practical projects with visible senior-level organizational support from the UN system.

Public-private partnerships not only help governments to build capacity but also to acquire and maintain assets in environments of shrinking or diminished budgets that make public sector investment difficult, if not impossible. They also allow private companies to gain new business opportunities, share risks with their public partners, and enhance the social and economic environment in which they operate. Through public-

private partnerships, all parties contribute to creating a more stable environment that offers benefits to participants and society at large.

Joint ventures are starting up worldwide every day. Business will continue to breathe life and purpose into what the public sector, UN and governments plan for achieving the MDGs. The UN and governments should encourage rather than be wary of such initiatives. Public-private partnerships are not a cure for all ills but, if applied effectively to certain development needs, they can bring significant improvements in both business and development terms.

Public-private partnership for primary and secondary education in developing countries is still at the experimentation stage, but it offers many opportunities and challenges. Trial and error, hit or miss, high expectations and short-lived experiences are inevitable; however, a number of promising case studies have already emerged.

As little research on public-private partnership for primary and secondary education exists, IIEP has made these phenomena one of the key research topics in its next Medium-Term Plan (2008-2013). Further networking with ministries of education and the private sector interested in this domain will lead to sharing experiences, reviews and analyses. While the cases are multiple and varied, generalizations are often misleading and not applicable. IIEP will be producing case studies illustrating the pros and cons of public-private partnerships in education, a synthesis of lessons learned and a matrix with a set of variables, scenarios and models.

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# Decentralization and participation: a dual agenda to improve governance

**Reforms in education management are increasingly characterized by a common agenda, despite diverse national contexts. This agenda can be summarized by a few key words: decentralization, school autonomy, evaluation and accountability. But the implementation of decentralization, in particular, raises several issues related to institutional cultures, professionalism and genuine power-sharing.**

**D**ECENTRALIZATION is undoubtedly one of the most popular reforms in public management, and is as prevalent in education as in other sectors. It is not surprising that vast and complex countries such as Ethiopia or Indonesia have decided to shift responsibilities to district authorities and school boards. What is more intriguing is that smaller more homogeneous countries and small island states, such as Saint Lucia, are also pursuing such policies. However, homogeneity may facilitate the implementation of decentralization, while the need to preserve national unity within cultural and ethnic diversity can become an argument for centralized control.

These contextual differences show that, under the label 'decentralization', countries have adopted a variety of policies. Some simply deconcentrate part of the administrative apparatus to the region or district. Others give local authorities a say in policy implementation. Yet others allow school management boards to decide on financial and personnel management. Many countries have adopted a combination of strategies. Nearly always, the reasons for decentralization are a mix of political expediency, administrative efficiency and financial necessity.

Partly due to the diversity of contexts and strategies, implementing decentralization has encountered complex challenges. Local actors lack the resources

and skills to manage their education systems autonomously. As a result, many town councils and district offices fail to provide support to schools. Central decision-makers justify their continued control, especially over resources, by this lack of local or regional capacity. Insufficient funds oblige many local actors to mobilize resources at their own level, mainly by demanding fees from parents and community members who are unable to control the use of these funds. In many cases, when local leaders are put in positions of power, the lack of counterweight can lead to resources being used to strengthen their personal interests. Within countries, the situation may differ significantly. Some districts have sufficient resources and in certain schools, parents are sufficiently powerful to exercise control over the funds they provide. The lack of a central regulatory framework and the inability of governments to empower local actors can increase disparities where these exist.

Management reform cannot overcome these constraints unless it is accompanied by measures to strengthen the capacities and powers of local actors. District officials and school principals need to be professionalized. This implies not only that they be trained, but also that they be recruited on the basis of professional criteria, that their promotion and evaluation take into account their

performance, that they be given support and basic resources. At the school level, the development of a relationship between the school and its community is crucial as it turns the community into a genuine force of accountability and support. This is particularly true for schools which receive little support from national authorities when the state is weak or if they are situated in remote areas. But the obstacles to building up of such a relationship are partly structural, partly cultural. All parents should be well informed of their rights and there should be an external mechanism to control the functioning of community structures such as parent-teacher associations.

However, governments find it difficult to set up such control mechanisms because their own contributions to schools have decreased and therefore their legitimacy as a regulatory actor is under threat. What are needed, beyond clear rules and renovated structures, are activities which lead to social change, such as the setting-up of alternative interest groups (e.g. women's groups) or the organization of literacy classes. The best placed actors to undertake such activities may be those present at the local level rather than a distant government; but government support is indispensable.

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## FURTHER READING

Lugaz, C.; De Grauwe, A. 2006. *École et décentralisation*, Paris: IIEP. English version to be published shortly. See: [www.unesco.org/iiep/eng/publications/recent.rec3.htm](http://www.unesco.org/iiep/eng/publications/recent.rec3.htm)

Articles on local governance in: *Prospects: Quarterly Review of Comparative Education*, (IBE, Geneva), Vol. XXXVII, No.1, 2007.

# Capacity building for quality assurance in a globalized world: what IIEP has to offer

HIGHER education systems are undergoing major transformations, and many struggle to increase access in a context of scarce public resources. This has led to rapidly developing private provision, new sets of cross-border providers, and growing levels of student mobility. In turn, these forces challenge the systems for regulation and recognition of credentials. It is estimated that, at present, some 70 countries have created external quality assurance (EQA) systems, most of which are very recent, while others are still considering whether to set up such systems.

There are a number of options for developing an EQA system. Much depends on the overall purpose and whether it is geared to accountability, compliance with standards, or quality improvement. Different purposes engender different types of EQA systems such as accreditation, assessment or quality audit, each of which might target a particular sub-segment of the higher education system.

In 2006, IIEP developed a training course for decision-makers and managers in charge of quality assurance in ministries of education, national buffer organizations for higher education, and/or agencies for quality assurance. This course consists of a set of five modules (available free of charge at [www.unesco.org/iiep/eng/training/trmods.htm](http://www.unesco.org/iiep/eng/training/trmods.htm)) and is offered as a distance education course via the Internet.

The course focuses on institution-building by training teams of three to five officials who work together. It is offered on a part-time basis over a three-month period. The course shows the options available in constructing EQA systems with a view to enabling participants to make better-informed choices for their own development. They can also benchmark their current systems against international good practices.

In 2006, the course was offered for the first time to a group of 15 quality assurance agencies in English-speaking Africa. The

content and materials were subsequently revised and updated before another course was offered in 2007 to 14 organizations from Asia and the Pacific. This course was run jointly with the UNESCO Regional Bureau in Bangkok and the Asia-Pacific Quality Network. A French version of the materials is under preparation, and a distance education course for French-speaking Africa will be organized in the near future.

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## FURTHER READING

Martin, M.; Antony, S. 2007. *External quality assurance in higher education*. Fundamentals of educational planning No. 85.

Martin, M. et al. 2007. *External quality assurance of higher education in anglophone Africa*. Report of an IIEP distance education course, 2006.

For the above-mentioned publications, see page 16 of this issue and: [www.unesco.org/iiep/eng/publications/recent/](http://www.unesco.org/iiep/eng/publications/recent/)

## IIEP 2007 Policy Forum

# What government policy for what private tutoring?

THE IIEP Policy Forum entitled *Confronting the shadow education system* (5-6 July 2007) was very stimulating and productive. Forty participants focused on the scale, nature and appropriate policies for supplementary private tutoring.

A starting point was IIEP's 1999 booklet in the 'Fundamentals of educational planning' series<sup>1</sup>. Since its publication, private tutoring has become much more visible worldwide.

Tutoring creates major financial burdens for households, and can exacerbate social inequalities. More positively, it promotes knowledge and skills, and can contribute to economic growth. Yet the phenomenon is complex, and different contexts require different policies for different types of tutoring.

Especially valuable in the forum was the mix of inspectors, planners, politicians, parents, researchers, and tutoring providers. Two former ministers of education from Mauritius discussed the extent to which they had been able to introduce appropriate policies in that country. In anticipation of the event, the representative from the Ministry of Education in Botswana had administered a questionnaire to identify the

nature and scale of tutoring in his country. Other government personnel brought research data and related perspectives from *Australia, Azerbaijan, Georgia, Macao, Portugal, Uganda* and the *United Kingdom*.

Further voices came from Western Europe (*Austria, Cyprus, France*), Eastern Europe (*Latvia, Croatia, Turkey*), Africa (*The Gambia, Namibia, South Africa*), and Asia (*India, Republic of Korea, Thailand*). Thus, the comparison and dialogue spanned different cultures, economies and national policies, as well as across roles in the workplace and home.

IIEP is now sifting through the records of the discussions. Materials will be placed on the web site, and a book will present edited versions of the papers and dialogue.

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<sup>1</sup> Bray, M. 1999. *The shadow education system: Private tutoring and its implications for planners*. (Reprinted in 2007). See: [www.unesco.org/iiep/eng/publications/recent/rec8.htm](http://www.unesco.org/iiep/eng/publications/recent/rec8.htm)



continued from page 3

more of a handicap than an advantage. In general, assessments of experiences in bilingual education, show that pupils attain higher learning levels if taught in their mother tongue.

The last, but not least, of the challenges relates to relevance. Education is justified on the basis of economic, political and cultural ends. The pertinence and use of what is learned at school and university need to be questioned in the light of fundamental needs: economic growth; the fight against poverty and disease; environmental protection; democratic citizenship; and so on.

Schools and universities need to maintain interactive relationships with their economic and social environments, in order to link skills development with the search for solutions to the problems, both within communities and in the country in general. The atrophy of vocational

training in Africa is a significant challenge to decision-makers and experts. Higher education and research also have a decisive contribution to make through producing and disseminating relevant knowledge in the areas under consideration.

## Access, equity, quality, relevance: Can poor countries meet all these challenges?

The factors and conditions for success drawn from the lessons of past experience can be summed up as follows:

- the emergence of a strong political will that instigates cost and efficiency reforms and fruitful innovations and maintains them in the long term;
- the development and strengthening of the capacities to inform the political decision-making process, plan the implementation, and evaluate the policies;



- external assistance that is effective because it is significant, well co-ordinated, flexible, predictable and empowering.

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Association for the Development of  
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[www.adeanet.org](http://www.adeanet.org)

## IIEP 2007 Summer School

### Dealing with corruption in education

FROM 6 to 15 June 2007, IIEP organized a Summer School on *Transparency, accountability and anti-corruption measures in education*, within the framework of its project on 'Ethics and corruption in education'. This was the first international course based on the results of this project, following the publication of *Corrupt schools, corrupt universities: What can be done?*

The World Bank Institute (WBI), the Open Society Institute (OSI), Transparency International (TI), the Utstein Anti-corruption Resource Centre (U4), and the Organisation for Economic Co-operation and Development (OECD), helped to organize the course, and faculty included staff from these institutions and IIEP. Some sessions used the video-conference facilities of the World Bank office in Paris.

From 150 applications, 40 participants were selected, from Azerbaijan, Bangladesh, France, Georgia, Ghana, Kenya, Kosovo, Kyrgyzstan, Malawi, Mozambique, Nepal, The Netherlands, Pakistan, Saudi Arabia, Suriname, Tajikistan, Ukraine and the Zambia. The majority were high-level managers or administrators from ministries of education or finance. Others

represented civil society and donor agencies.

The participants evaluated the course very positively. They found the content both informative and provocative. All said they had firmly grasped the issues at stake, including methodologies to diagnose corruption through public expenditure tracking surveys (PETS), report cards and audit. They also considered policies and strategies for improving transparency and accountability through financing, procurement, teacher management, private tutoring and academic fraud. They highly appreciated the international exchange of experiences and the practical applications of what they had learned through exercises.

As a follow-up, several participants have requested IIEP to organize similar courses for their national counterparts.



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# The 2006/07 ATP comes to an end

With the closing ceremony on 29 May, the 36 participants in IIEP's 2006/07 Advanced Training Programme (ATP) completed their training in Paris ...

**A**FTER eight months of hard work, the 36 participants of the 2006/07 ATP celebrated their achievements in the presence of His Excellency Ambassador Mr Musa bin Jaafar bin Hassan, President of the UNESCO General Conference and Permanent Delegate of the Sultanate of Oman to UNESCO. The ceremony also brought together distinguished ambassadors, IIEP staff, colleagues from UNESCO Headquarters, and other members of the IIEP family.

Mark Bray, IIEP Director, noted that the exchange and co-operation among the 36 trainees from 32 countries in Africa, Asia,

the Caribbean, Latin America and the South Pacific had been extremely fruitful. He encouraged the new IIEP graduates to keep in touch and to continue working together on their commitment to educational planning. He emphasized the usefulness of the **IIEP Alumni Network**, which offers opportunities to share information and develop professional skills.

The Director thanked those who had provided financial and technical assistance, and in particular the authorities of France and Argentina, who had hosted the two study visits during the year. The visit to Argentina had strengthened links between

IIEP's Paris and Buenos Aires offices. He also thanked the agencies that had provided fellowships for participants: the *African Development Bank*; *Agence française pour le Développement*; *Austrian Development Agency*; *Ford Foundation*; *German Ministry of Foreign*

*Affairs*; *Japanese Funds in Trust*; *Swedish International Development Agency*; *UNESCO Participation Programme*; *UNICEF*; and the *World Bank*, among others. He further expressed appreciation towards UNESCO's Director-General, Koïchiro Matsuura, and other partners at Headquarters, for their support to IIEP's mission of capacity development in educational planning, policy and management.

His Excellency Mr Musa bin Jaafar bin Hassan congratulated the Director and staff on the "groundbreaking Institute", and stressed the importance of planning to ensure that practical and reliable information can be an effective tool for development. He advised trainees to pay particular attention to new technologies.

Finally, El Hadji Meïssa Diop (Senegal), President of the Trainees' Association, thanked IIEP and all those who had supported the 2006/07 programme. He encouraged participants to maintain the established dialogue, and to honour the professional reputation of IIEP in their future work.

IIEP Training and Education Programmes  
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## Master's theses defended in the 2006/07 ATP

- *L'éducation primaire universelle en 2015 à Mwali (Union des Comores) : de la réalité aux perspectives* • Abdou Soimadou Ali (Comores)
- *Planning for the future of upper secondary education in St. Lucia: What are the implications of universal secondary education?* • Esther Chitole-Joseph (St. Lucia)
- *Éducation pour tous et lutte contre la pauvreté : le cas de l'éducation qualifiante des jeunes et des adultes (EQJA)* • El Hadji Meïssa Diop (Sénégal)
- *Le plan décennal de développement du secteur de l'éducation en République du Bénin : un outil pour le suivi des objectifs* • Elme Marino Imbert Gomez (Bénin)
- *Implementing decentralization of educational management in Ethiopia: analysis of capacities at the district level in Oromia Region* • Hussien Kedir Kelil (Ethiopia)
- *Achieving universal basic education in the Gambia with special reference to educational disparities* • Yahya Manneh (The Gambia)
- *Les partenariats public-privé en éducation et la problématique du renforcement des capacités d'accueil dans l'enseignement du second degré général au Gabon* • Achille Clotaire Ngomo (Gabon)

## Where are they now? News of former trainees

### Career changes:

Mansour AL JANOBI, Saudi Arabia (ATP 1999/00)  
 Currently Manager of Monitoring Reports at the General Directorate for Planning and Policies of the Ministry of Education in Riyadh.

Ephraim MHLANGA, Zimbabwe (ATP 2000/01)  
 Has left Zimbabwe Open University and now works for the South African Institute for Distance Education (SAIDE) in Braamfontein.

### Retirement:

William VARGAS LORIA, Costa Rica (ATP 1984/85)  
 Former researcher at Heredia National University, has retired but remains active in fighting for patient rights in health education.

To subscribe to the **IIEP Alumni Network**, send details to:  
[alumni-anciens@iiep.unesco.org](mailto:alumni-anciens@iiep.unesco.org)

# Forthcoming activities

## SEPTEMBER

### Training programme: 'Management skills for teachers in Guatemala and Costa Rica'

Guatemala

Contact: [p.scaliter@iiep-buenosaires.org](mailto:p.scaliter@iiep-buenosaires.org)

## OCTOBER

4-5

### International seminar: 'Cultural diversity, social inequality and strategies for educational policy'

IIEP Buenos Aires, Argentina

Contact: [emilio@iiep-buenosaires.org](mailto:emilio@iiep-buenosaires.org)

4-5

### Orientation seminar for participants in the IIEP 2007/2008 Advanced Training Programme

Paris region, France

Contact: [d.atchoarena@iiep.unesco.org](mailto:d.atchoarena@iiep.unesco.org)

8-10

### Seminar: 'Building incorrupt culture at schools'

Guangzhou, People's Republic of China

Contact: [m.poisson@iiep.unesco.org](mailto:m.poisson@iiep.unesco.org)

16 October-3 November

### UNESCO 34th General Conference

19-20

### Round Table of Ministers of Education

22-26

### Education Commission

UNESCO Headquarters, Paris

Information: [http://portal.unesco.org/en/ev.php-URL\\_ID=38871&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=38871&URL_DO=DO_TOPIC&URL_SECTION=201.html)

## NOVEMBER

6-8

### ANTRIEP Seminar: 'Succeeding in a globalizing world: improving access to high-quality secondary education'

Jakarta, Indonesia

Contact: [a.de-grauwe@iiep.unesco.org](mailto:a.de-grauwe@iiep.unesco.org)

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### Closing of IIEP-BA's 10th Regional Course in Educational Policy Planning

Buenos Aires, Argentina

Contact: [cursoaregional@iiep-buenosaires.org.ar](mailto:cursoaregional@iiep-buenosaires.org.ar)

16-23

### Study visit in France for participants in the IIEP 2007/2008 Advanced Training Programme

Bordeaux, France

Contact: [d.atchoarena@iiep.unesco.org](mailto:d.atchoarena@iiep.unesco.org)

27 November-1 December

### Meeting of the Inter-Agency Network for Education in Emergencies (INEE) Steering Group and Working Group on Minimum standards for education in emergencies, chronic crises and early reconstruction

IIEP Headquarters, Paris

Contact: [c.talbot@iiep.unesco.org](mailto:c.talbot@iiep.unesco.org)

## DECEMBER

3-6

### Meeting of IIEP's Governing Board

IIEP Headquarters, Paris

Contact: [director@iiep.unesco.org](mailto:director@iiep.unesco.org)

## Reviews of IIEP publications

### The shadow education system: private tutoring and its implications for planners.

Mark Bray. (Fundamentals of educational planning No. 61), 2007 (reprinted edition), 97 p.

Price: 15€

[www.unesco.org/iiep/eng/publications/recent/rec8.htm](http://www.unesco.org/iiep/eng/publications/recent/rec8.htm)

### Adverse effects of private supplementary tutoring: dimensions, implications and government responses.

Mark Bray. 2003, 84 p.

Price: 12€

[www.unesco.org/iiep/eng/publications/recent/etico.htm](http://www.unesco.org/iiep/eng/publications/recent/etico.htm)

"Since this is a topic that has received far less attention by researchers than formal, mainstream school systems, both books are a needed addition to our understanding of education. Both books point to the complexity of private tutoring, the varied impacts it can have on education systems and on societies."

*KEDI (Korean Educational Development Institute) Journal of Educational Policy*, Vol. 3, No. 1, 2006. Reviewer: Michael J. Seth

### Non-formal education and basic education reform: a conceptual review

Wim Hoppers. 2006, 139 p.

Price: 12€

[www.unesco.org/iiep/eng/publications/recent/rec13.htm](http://www.unesco.org/iiep/eng/publications/recent/rec13.htm)

"Well informed with an important literature review, this publication explores the classification of types of education, especially in the field of non-formal education. It is important to notice how non-formal education is linked today to the social inclusion discourse, especially for those who consider the problem of equity and justice in education as an urgent challenge. The study presents, through a large panel of experiences, especially in developing countries, useful propositions and reflections for public and private planners in education."

*International Journal of Educational Development*, Vol. 27, No. 4, 2007.

Reviewer: Denis Poizat

Reviews continue on page 16 ...



# IIEP publications

## FUNDAMENTALS OF EDUCATIONAL PLANNING

■ **External quality assurance in higher education: making choices.** Michaela Martin and Antony Stella. (Fundamentals No. 85). 2007. 111 p. This book discusses the different options open to policy-makers faced with the challenge of designing external quality assurance (EQA) systems that not only correspond to international 'good practice', but are also in line with national policy goals. Intended to be of practical use for national decision-makers, researchers should also find it useful when identifying issues and concerns of policy-makers.

See article on page 12 of this issue

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Price: 15€

[www.unesco.org/iiep/eng/publications/recent/rec17.htm](http://www.unesco.org/iiep/eng/publications/recent/rec17.htm)

## EDUCATION IN THE CONTEXT OF HIV AND AIDS



■ **L'impact du VIH et du sida sur le système éducatif au Togo.** Silivi Ekue-d'Almeida and Odile Akpaka. 2007. 188 p. The strong stigmatization and silence which surround HIV and AIDS seriously aggravate the effects of the epidemic in West African education systems. IIEP continues its analysis of the strategies most adapted to different national contexts in the region. This book takes up the case of Togo, where the socio-political and socio-economic situation makes finding effective solutions even more difficult.

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[www.unesco.org/iiep/eng/publications/recent/rechiv.htm](http://www.unesco.org/iiep/eng/publications/recent/rechiv.htm)

## POLICIES AND STRATEGIES FOR SECONDARY EDUCATION

■ **¿Qué hacer ante las desigualdades en la educación secundaria? Aportes de la experiencia latinoamericana.** Claudia Jacinto and Flavia Terigi. 2007. 175 p. How can secondary pupils be kept in school and given quality learning? By examining educational policies and strategies of secondary schools in Uruguay, Chile, Mexico and Argentina, this book shows how inclusion, retention and learning of pupils can be improved in Latin American secondary schools.

To order: [info@iiep.unesco.org](mailto:info@iiep.unesco.org)

Price: 12€

All IIEP publications can be downloaded free of charge at:  
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