[Keynote Speech]

“Quality and Governance of Education – Challenges Facing Developing Countries”

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I. INTRODUCTION

Over the last century, there has been a steady growth in the range and extent of public education in all countries of the developed and developing world. A number of forces were at work in producing this trend. For example, the increasingly complex means of production and other economic activities leading to a growing demand for a more highly trained or trainable work force, in turn increased general expectations on the education system. Similarly, the increased level of sophistication in social and cultural interaction raised the level of expectation on the performance of graduates for a better involvement in a more open and democratic society.

It cannot be overemphasised that if we want to meet these expectations, particularly in developing countries, good quality and better governance of education are key factors.

Before considering specific ideas concerning the quality and governance of education, and discussing the main challenges facing the developing countries, we should, in the first place, review some of the main characteristics of the environment in developing countries.

II. MAJOR CHARACTERISTICS OF THE ENVIRONMENT IN DEVELOPING COUNTRIES

A. National Instability

Many regions are upset by long-term conflicts. These are political, economic, social, cultural and religious conflicts with both internal and external causes that generate a high level of displacement of populations. These include systematic persecution of individuals or groups, for either ethnic, religious or philosophical reasons or both.

In 1970, almost 2.5 million people were forced to flee their countries as a result of conflicts and in 1993 this number exceeded 17 million people.

B. Sustained Demographic Growth

There was rapid population growth up to the beginning of the 1970s. During the period 1800-1940 the average annual growth rate in developing countries was at 1% and rose to 2% from 1950-1955, and to 2.3% from 1960-1965. This growth started declining from 1970s. The average annual growth rate is estimated at around 2%. (J.M. Henriet) The population in developing countries was estimated at 4 billion in 1990 and will be around 8 billion in 2025.

Fig. 1 Annexed summarises the existing relations between the demographic pressures and some key issues concerning child development such as: the pressure on the environment, the schooling opportunities, the improvement of the quality of education, child health and mortality rate.

C. Persistence of Illiteracy and Poor Sanitary Conditions of the Under-Privileged

Many developing countries are characterized by high rates of illiteracy, poor sanitation, low life-expectancy, high mortality rates and poverty.

World wide, 774 million adults lack basic literacy skills as measured by conventional methods. Some 64% of them are women.

The adult literacy rate in developing countries increased from 68% to 77% between the periods 1985-1994 and 1995-2004. (EFA Monitoring Report 2008).

The HIV/AIDS pandemic threatens to undo the gains of the past, especially in Africa. An estimated 860,000 children lost their teachers due to AIDS in Sub-Saharan Africa in 1999. In some countries, half of the teachers trained annually are dying of AIDS. (H. Zambia)

One observes increased teacher absenteeism due to illness, attendance at funerals, patient care at home, and psychological trauma, affecting education itself qualitatively and quantitatively.

In 2001, about 508,000 children aged 0-14 years died from AIDS; some 14 million of the same age group have lost one or both of their parents. It is clear that more of the orphans enrolled in school are more likely to drop out.

D. Malnutrition

Malnutrition is constantly on the rise. Every seven seconds, somewhere in the world, particularly in developing countries, a young child less than 10 years old dies from the direct or indirect consequences of hunger.

E. Democratisation

Since the beginning of the 1980s, a trend of development in democracy has arisen in the third world. One-party countries have given way to pluralism and free elections have been held in many of such countries. Nevertheless, most of the developing countries continue to reside in political regions where freedom is highly restricted.

F. The Burden of Debt

In many countries, debt absorbs around 50% of the GNP. This situation makes it difficult to dispose enough support for priorities such as education and healthcare.

G. The Emergence of New Technologies

It is estimated that around the world, almost two million people are not connected to electricity. On the other hand, 80% of the planet's population has no access to telecommunication. This inconsistency is most apparent in developing countries. How do we give these excluded populations access to means which open doors to new technologies, which are the key to Internet and the distance education?

H. Knowledge Production

Around three quarters of books published worldwide every year are in developed countries. Africa, with 12% of the world's population, accounts for no more than 1.5% of the publications.

Fig. 2 Annexed briefly explains the spiral of under-development characterised by high population growth, increased poverty, high level of unemployment, risk of deterioration of the environment and the political and social instability. (J.M. Henriet, 1994). There is a direct correlation between under-development and the deterioration of the level of education.

III. EDUCATION IN DEVELOPING COUNTRIES

A. Access to Education

Thirty-five (35) countries, mostly in developing countries, which EDI rates below 0.80, are far from meeting the six EFA goals.

Twenty-two of these countries are in Sub-Saharan Africa. Three very high population countries of South Asia (Bangladesh, India and Pakistan) are also in this group.

Around the world, 121 million children including 65 million girls, have no opportunity to attend primary school.

Many children, especially girls, break off their education early in developing countries. Only one out of every three children complete five years of schooling.

For socially disadvantaged groups such as rural or indigenous communities, poor urban dwellers, AIDS orphans or the disabled, access to education is especially problematic.

90% of disabled children in developing countries do not attend school.

B. Quality of Education

The quality of education is poor in many developing countries. According to current estimates, by the end of four to six years of primary education, 30-50 per cent of school leavers cannot read or write confidently and lack basic numeracy skills. 18% of children in sub-Saharan Africa repeat a year of schooling due to poor quality teaching.

C. Literacy

Lack of access and poor quality education systems means that in developing countries around 16% of the young people between the ages of 15-24 groups are illiterates. Around 98% of people who cannot read and write live in developing countries.

D. Schooling Opportunity and Condition

Rural regions in particular, but also poor urban districts very often lack a comprehensive primary school network. Children in rural region often have to walk long distances to school.

Many girls are not allowed to attend schools some distance away because parents are concerned about their daughters' safety. In many urban areas, the classrooms in the schools available are overcrowded, with 80 to 100 pupils in a single class.

Schools in developing countries are generally poorly equipped. They lack textbooks and teaching materials.

Colleges and Universities also lack proper funding and equipment.

E. Teaching Staff and Teaching Conditions

Most developing countries lack well-qualified teachers. According to UNESCO estimation, up to 18 million extra teachers are needed world wide in order to ensure that all children have access to primary education.

Teachers' working conditions are poor. They have to do two or three shifts a day with densely populated classes. Their career is often unattractive due to the low wages.

Moreover, teachers are inadequately prepared for their professional role. Many of them have to take extra jobs in order to be able to support themselves and their families.

F. Teaching Curricula

The curricula are overloaded with subjects and do not meet the learning needs of school children. No clear targets are defined. Cultural and regional factors are barely taken into consideration. In many cases, teaching languages, which are unfamiliar to students, reduces learning results. Innovative approach is lacking in teaching methods. Group work and independent learning are not encouraged, while the capacity for independent critical thought and problem solving, the use of technologies and the promotion of life skills are not given adequate priority in many curricula.

In the field of vocational training, lectures are often far too theoretical and lack market relevance.

G. Child Labour

According to the International Labour Organization (ILO), around 186 million children between 5 and 15 years old have to work often up to 16 hours a day.

Statistics indicate: one out of every three children in Sub-Saharan Africa; one out of every five children in Asia; and one out of every six children in Latin America. These children have no time or money to attend school as many families depend on their children's contribution to their income.

Generally, the teaching hours and curricula take no account of these children's life situation.

H. Armed Conflict Situation

Out of the 121 million children world-wide who do not attend school, more than 80% live in crisis and post conflict regions. In the 17 Sub-Saharan African countries where school attendance fell during the 1990s, six are affected by or have just come out of a major armed conflict;

In Rwanda during the year 1994, more than two-thirds of the teachers fled or were killed during the genocide

period. In Mozambique, the civil war destroyed around 45% of schools. The number of refugees, majority of who are women and children has grown considerably.

IV. QUALITY OF EDUCATION IN DEVELOPING COUNTRIES

A. The need to place quality at the heart of the system

The global targets set by the Education for All goals and the United Nations Millennium Development Goals have succeeded in focussing government and donor attention and investment on making sure that more children go to school. As a result, in many regions of the world, student enrolment has dramatically increased over the past decade. In South Asia, almost 30 million new students have entered the education system since 1999, and in Sub-Saharan Africa, more than 20 million new students enrolled during the same period.

While such relatively rapid growth is laudable and unprecedented, this massive expansion of schooling has significantly strained existing education system. Teacher and facility shortages are acute? In Sub-Saharan Africa and in South Asia, student/staff ratios are high (47:1 and 37:1) as compared with developed countries (17:1). According to UNESCO, Sub-Saharan Africa will need to hire 4 million new teachers to meet EFA 2015 targets. (EFA, ADEA, AU-NEPAD documents). Other issues are perhaps more threatening than the shortages of teachers and facilities. Among these are the lack of effective teaching practices and very little accountability for student learning among teachers and education managers.

In short, quality is suffering. Millions are entering the doors of schools for the first time, but too few are learning. Grade-level testing indicates that even at Grade 6, many students still cannot read nor do basic mathematics.

It is important to recognise that expanding access to education alone is not sufficient for it to contribute fully to the development of the individual and the society.

As declared by the Dakar framework of action, access to quality education is the right of every child. Quality should be placed at the heart of education since it is a fundamental determinant of enrolment, retention and achievement. The process will be based on how well students are taught, how much they learn, which in turn will influence how long they stay in school. Such education has implications for efficiency of the system, retention, repetition and drop out rates. It must be relevant to the needs of all recipients.

B. Improving the Quality of Teaching and Learning

Fig.3 Annexed provides a policy framework for improving the quality of teaching and learning by taking into account the various levels and the key actors in the education process.

It is therefore imperative that the following aspects be taken into account:

I. Include all learners

HIV/AIDS, disability, conflict and child labour put millions of children at an extreme disadvantage. In Sub-Saharan Africa, 11 million children under the age of 15 years have lost one of their parents due to HID/AIDS. Such a situation calls for inclusive policies that respond to the diverse needs and circumstances.

Large groups of potential learners are denied the benefit of education simply because they are different. Estimates suggest that there are 150 million children with disabilities worldwide. Less than 2% of them are enrolled in schools.

Children in countries affected by or emerging from conflict urgently require learning opportunities and emotional support.

II. Improving Teaching and Learning

The following issues can impact on teaching and learning:

- The development of cognitive, creative and social skills is important. But there is also concern for values,

the environment, peace and tolerance and culture in addition to the core subjects related directly to literacy and numeracy.

- There are consistent positive correlations between instruction and student achievement at both primary, secondary and higher education levels. Studies show that although 1000 effective hours of schooling per year is broadly agreed as a benchmark, few attain it. Much time allocated for instruction is lost because of pupil or teacher absenteeism, shortage of classrooms, lack of learning materials and weak discipline.
- Teacher dominated pedagogy, placing students in a passive role is undesirable. Teaching programmes should encourage child-centred active pedagogy, cooperative learning and the development of critical thinking. Geographically isolated areas may require special strategies such as distance learning, mobile class rooms and multi-grade teaching. Teachers should be trained to develop these pedagogies, including group studies.
- Evidence shows that starting instruction in the learner's first language improves learning outcomes cost-effectively, reducing grade repetition and dropout rates. In the most successful models, after the first few years of schooling, a grand transition to the second language takes place.
- Regular, reliable and timely assessment is the key to improving learning achievement. The goals are to give learners' feedback and to improve learning and teaching practices.
- Adequate resources, training of teachers in assessment techniques and small class size offer the best conditions.

C. Enabling Resources

The use of textbooks in classrooms makes the difference to the quality of teaching and learning. Countries should be encouraged to promote equitable textbook development, including promotion of local publication. National policies should be developed on textbooks with the involvement of the Ministry of Education, the private sector and civil society.

D. Safe and Welcoming Learning Environment

Building and refurbishing of classrooms are needed in many countries. Schools must be accessible to learners with disabilities and have facilities that assure a healthy learning environment, including latrines and water supply.

E. Invest in Teachers' Development

The role of teachers is central to the EFA vision. As attested in the UNESCO report 2007, they are at the epicentre of the learning process.

There is a wide range of key challenges to be addressed to achieve progress in this domain. Foremost is the shortage of teachers, followed by their working conditions, teacher preparation processes, teacher support and development, management and supervision processes and effective teaching and learning practices. The shortage of teachers is estimated at 18 million globally in Sub-Saharan Africa. The situation is more acute with around 4 million teachers needed to meet EFA 2015 targets.

A well-defined national policy is required to ensure that all schools are staffed. Posting teachers to rural schools in areas where they are not fluent in the language can harm quality.

Good learning outcomes are associated with teachers who make plans for teaching, putting into practice what they have learned particularly in in-service courses, correct and improve students work regularly. Head teachers are critically important to this endeavour. They emphasize teaching and learning in their management. Research studies show the following in well-performing schools:

- Well structured, visible and transparent school management involving all staff;
- Regular monitoring of student performance and teaching practice combined with support for professional

development and training of staff;

- Student learning as the central concern of school management;
- Effective management of the involvement of external partners.

F. Quality Education at Higher Education Level

As stated in the World Declaration Report adopted by the Conference on Higher Education held in Paris in 1998, Higher Education Institutions have the responsibility of:

- Educating highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity by offering relevant qualifications including professional training which combine higher-level knowledge and skills, using courses and content usually tailored to the present and future needs of society;
- Providing opportunities for higher learning and for learning throughout life;
- Educating for citizenship and for active participation in society with a world-wide vision for endogenous capacity building and for the consolidation of human rights, sustainable development, democracy and peace;
- Advancing, creating and disseminating knowledge through research and providing as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development;
- Helping to protect and enhance societal values by training students in the values that form the basis of democratic citizenship and enhance critical and forward-looking function.

While organizing the follow-up of the World Declaration, quality appeared as one of the most constant criteria adopted by all regional strategies throughout the world. It is universally acknowledged that to implement the mission of higher education, quality is among the most important conditions to fulfil.

Quality in Higher Education is a multidimensional concept which should embrace all its functions and activities: academic programmes, research and scholarship, staffing, students, building facilities, equipment, service to the community and the academic environment. Quality is important because it sets the standards that define a University' s intellectual standard which conditions the vision and capacity of graduates and of a nation to manage its own affairs. (Saint, 1992)

G. Diversity of Systems

There is a rather broad diversity of types of Quality Assurance Systems. They tend to differ mainly in terms of objective, focus and result. Some are more oriented towards accountability, while others aim first at supporting the continuous improvement of education. Some focus on institutions, others on programmes. Some pay more attention on inputs, others on outputs. Some audit the institutions capacity to assure its own quality. Evaluation systems result in recommendations, more or less binding, while accreditation systems result in decisions, either simply formulated as yes or no or accompanied by a rating. (Marie-Odile Ottenwaelter, 2008)

According to the World Bank Report Working Paper on "Higher Education Quality Assurance in Sub-Saharan Africa", out of the 47 Sub-Saharan countries, only 14 had established operational bodies of Quality Assurance and most of these were created within the last ten years. Most of the National Quality Assurance bodies are highly dependent on government. In terms of mandate and activities, they all have the authority to assess higher education institutions and/or programmes, to approve new programmes and to approve or refuse the creation of new private tertiary institutions. Most of the Agencies now cover both public and private institutions. They all use the same set of process and go through similar stages in evaluating or accrediting a programme or an institution, notably by self-assessment, peer review, site visit and written report.

In most African francophone countries, the responsibility of Quality Assurance has been assigned to a regional organisation in the CAMES (African and Malagasy Council for Higher Education) created in 1968 with a current

membership of 17 countries.

V. GOVERNANCE OF EDUCATION IN DEVELOPING COUNTRIES

A. The Need to Strengthen Governance

Education governance ensures that children have access to well-resourced schools that are responsive to local needs. It is also concerned with ensuring that teachers are trained and motivated, and that teachers and schools are accountable to parents and communities. Education governance is about how policies are formulated, priorities identified, resources allocated and reform implemented and monitored.

There is a widely-held conviction for moving decision-making away from remote government agencies and making it more responsive to the needs and concerns of the poor.

B. Improving financing of the Education System

Countries need to improve efficiency and develop strategies addressing inequalities in education finance.

In many countries, corruption is a major source of inefficiency and inequality. For example, two countries in Sub-Saharan Africa had the same rate of school enrolments (71%) in 2006. But one spent over twice as much per pupil as the other. This suggests that in one of these two countries, the education system was more efficient in translating resources into school places, although it does not show whether there was a difference in the quality of a school place in each country.

Corruption has profoundly negative consequences for education. In many countries, misuse of funds at various levels means a significant share of education funding does not reach schools.

In 2003, a survey in a country in Latin America estimated that households paid almost 10 million US Dollars in bribes to secure access to public education, which by law is free.

Public spending on education has the potential to redress inequalities, but often reinforces them instead. Several governments in Sub-Saharan Africa including those of Ethiopia, Ghana, Kenya, Madagascar, Mozambique, Uganda and the United Republic of Tanzania have developed various approaches aimed at making spending more equitable. Among these are provision of school grants and the elaboration of funding formulas in which allocations are adjusted according to the need.

In Kenya, the government established a school grant of 14 US$ per student to enable schools to cover losses from the withdrawal of tuition fees and to increase spending on materials, maintenance and operation. The grants have improved availability of textbooks and other materials. They have also been used to fund boarding schools to improve access for children living in sparsely populated areas.

C. Strengthening Decentralization

Decentralization can be a potential driver of inequality.

In a growing number of countries, financial responsibility and management are being transferred to lower levels of government, local communities and school providers. This decentralization placing decision-making closer to communities is seen as making systems more responsive to local needs and giving the poor a greater voice.

Sometimes, this decentralization can exacerbate the gaps between rich and poor areas. Unless central governments retain a strong role in redistributing financial resources from richer to poorer areas, the financial gap in education is likely to widen. In Nigeria, the wealthiest States and regions with the highest education participation received the biggest part of the country's federal resources.

In South Africa, we have a formula for financial decentralization with a strong redistributive component aiming at overcoming inequalities inherited from the apartheid era.

D. School Governance and EFA - Encouraging more Autonomy

School governance reforms aim at strengthening the voice of the poor and increasing their choices by transferring responsibility to communities, parents and private providers.

School-based management describes a range of reforms that aim at giving teachers, parents and communities more autonomy over decision-making in schools. In many cases, school-based management reforms have improved learning achievement and strengthened equity, as in El Salvador. However, sometimes this does not automatically lead to reducing disadvantages. In Nepal, school management committees are run by high castes. In Australia and New Zealand, minority groups are under-represented in the school boards. Existing social inequalities and conditions such as poverty undermines attempts to increase equity through participation.

Expanding school choice is widely viewed as an incentive for schools to improve their performance. Some governments use vouchers to facilitate transfers from public to private providers of education, or contract out the management of government schools to non-State providers. However, these reforms have not raised academic achievement standards.

Low school fees are changing the education landscape in some parts of the world. (Ghana, Kenya, Nigeria). The number has grown rapidly in recent years. However, low private school fees risks widening the gap between those who can or cannot afford to pay. There are also questions about the quality of the education they provide.

E. Importance of Teacher Governance and Monitoring

Many school systems fail to provide the education that meets even the most basic standards for quality and equity. To address this, attention needs to be paid to teacher recruitment, deployment and motivation, together with effective use of information from learning assessment and school supervision.

Making sure there are enough qualified teachers where they are most needed is a major policy challenge. Four governance themes can be considered:

- Salaries and Learning Standards - In setting salaries, governments face the dilemma of creating incentives for recruitment and motivation while maintaining the balance between spending on teachers and spending on other areas in education. In much of Sub-Saharan Africa and South Asia, teacher pay levels are near or even below the poverty line!

- Hiring contract teachers can help address teacher shortages at lower cost. (Guinea, Niger, Togo). The increase in the supply of contract teachers has enabled the governments to reduce Pupil-Teacher Ratios (PTR). However, relying on contract teachers can weaken quality by lowering the standard of the teaching staff or reducing overall teacher morale.

- Teacher deployment is often inequitable within countries. Namibia: 40% of teachers in rural schools in the north are qualified, compared to 92% in the capital. In Uganda, two-thirds of urban teachers are qualified but only half of rural teachers are.

- Prioritizing training of teachers from under-represented groups, together with local recruitment can make a difference.

- Fragile State affected by conflicts face particularly acute problems in teacher allocation. Specific decision is needed such as in Afghanistan where the government took an important step of deciding to build a comprehensive system of thirty-eight teacher training colleges in a context where schools have long relied

on teachers with little or no professional training.

- It is important to use information from learning assessment to monitor quality standards and equity. Increasingly, information from learning assessment is used to identify problems and inform policy with encouraging results.

- The following key areas should be taken into account:

  -setting benchmarks for minimum learning standards;
  -reviewing policy;
  -contributing to educational planning and reform
  -combining national assessment with school level monitoring.

- School supervision is an essential aspect of monitoring; not only to oversee teacher and school performance but also to identify and support needed quality improvements.

- Through school visits, supervisors can bring school realities to the attention of policy-makers while they support and monitor the implementation of official policies in schools.

VI. AN INTEGRATED APPROACH TO EDUCATION AND POVERTY REDUCTION

Sustained progress towards EFA depends on the effective integration of education planning within wider poverty reduction strategies. Poverty, poor nutrition and ill-health are forming barriers to success in education.

VII. GOVERNANCE AND AID EFFECTIVENESS

Four areas of reform can be envisaged for better aid governance.

a) The shift from individual projects to system-wide programmes

   Donors should work together to provide aid to broad sector programmes, so that they contribute to strengthening national ownership and deliver results on the ground.

   The goal of the Paris Declaration is to raise to two-thirds the share of aid provided as pooled funding budget support and delivered within sector-wide approaches by 2010.

   In education, such programme based support increased from 33% in 1999-2000 to 54% in 2005-2006.

   The shift has been strongest in low income countries more than in aid-dependant countries. It is less prevalent in other country groups. Middle countries tend to prefer to negotiate with donors separately and fragile states lack the capacity to take the lead.

   Numerous success stories are associated with sector-wide approaches (SWAPS) in education such as large increase in enrolment in general in countries which have adopted this model.

   For SWAPS to be successful they rely on strong political leadership and governing departments with the necessary capacity.

b) Strengthening national ownership based on two-way partnership between national governments and donors

c) Need to align national priorities and use of government systems

   The new aid agenda calls upon donors to adapt to country priorities and systems, not vice-versa. Aligning

aid to education sector plans and national management system include greater sector coherence, better oversight of donor activities and increased financial flexibility, including aid covering both development and recurrent costs.

d) Strengthening donor cooperation

The Paris Declaration recognizes key actions for improved donor coordination that aim to reduce inefficiency and transaction costs. Following indicators need to be strengthened:

Increasing Group donors' missions to a given country to reduce transaction cost, and allow governments to use senior staff more efficiently.

In 2007 only 20% of all donor missions were conducted jointly (UNESCO report 2008), far below the target level of 40%.

Creating donors groups with appointed lead donors in the education sector. Among countries receiving funds from the FT Catalytic Fund, all except one have created such a group.

Rationalizing aid delivery to avoid higher transaction cost to avoid providing small amounts of aid.

VIII. PROVIDING GOOD GOVERNANCE THROUGH AID

Donors are investing in good governance. In 2006, 9% of total aid was allocated to governance and civil society. In 2006 and 2007 several major donors adopted new strategies on governance. The World Bank and the European Commission have been particularly active in promising good governance through their aid programmes. Their focus includes areas such as public financial management, decentralization, transparency and accountability and public sector employment. Donors also attempted to measure the status of a country's governance arrangements.

However, there is a risk of donors themselves seeking to define and prioritize what constitutes good governance in education based on current approaches in the donor country.

Overall with stagnating levels of aid for education and basic education, the financing gap formatting the EFA goals is not closing and is unlikely to do so. There is a necessity to strengthen international commitment to increase overall aid and make it more efficient.

IX. CONCLUSION

The challenges facing developing countries in improving quality and governance of their education systems are multiple and significant.

First and foremost, there is a need for governments to express their political will to break the circle of underdevelopment and constant poverty. Sustained education cannot be built on the foundation of mass poverty and deep social inequity. This is the reason why education planning should be integrated within the effective poverty reduction strategy.

To improve quality, policies should emphasize new approaches to teaching and learning and provide adequate learning materials and strong incentives to raise standards. Authorities and local school leaders must work together to ensure that every school becomes an effective learning environment. Such environment requires well nourished and motivated students, well trained teachers using adequate facilities and instructional materials, a relevant local language and a gender sensitive environment that encourages learning.

The monitoring of education is very important. Head teachers, inspectors and specialists in education planning should be specifically trained for this purpose.

Policy makers need to recognize that education is a public good and that education provision cannot be reduced to a simple market principle. The vast majority of school children will depend on public provision for the foreseeable future.

Introducing choice in a system where parents have the alternative to send their children to a good public school is one option. This should not be in contradiction with using private providers to complete public education facilities. State funding for private schools and the development of independent schools are all public-private partnership strategies and each has limited record and success.

Quality and governance need to rely on the existing human capacities. Therefore, in all developing countries, an adequate supply of motivated, qualified and properly trained teachers is the foundation of good quality education and good management capacity. Poverty-level wages and poor conditions are not consistent with strong motivation.

Governance in education cannot be treated in isolation for wider governance issues. Democracy, transparency, combating corruption, are enabling conditions for effective participation. Within the education sector, governance reforms need to play a role in devolving authority to parents and communities while making sure that communities are not excluded. Strengthening the voice and effectiveness of civil society organizations is the key to success.

There is a need for donors to adapt to country priorities and systems instead of vice versa. Aid has to be aligned to national education sector plans and management systems.

I would not like to end this expose without underlining the importance for developing countries to use a holistic approach when defining their strategy to improve their education system at national level. In my presentation, emphasis has been mainly placed on education for all and basic education, which are of utmost priority for many countries. However, all levels of the system are related and none of them should be considered in isolation. This is also true when discussing quality and governance matters.

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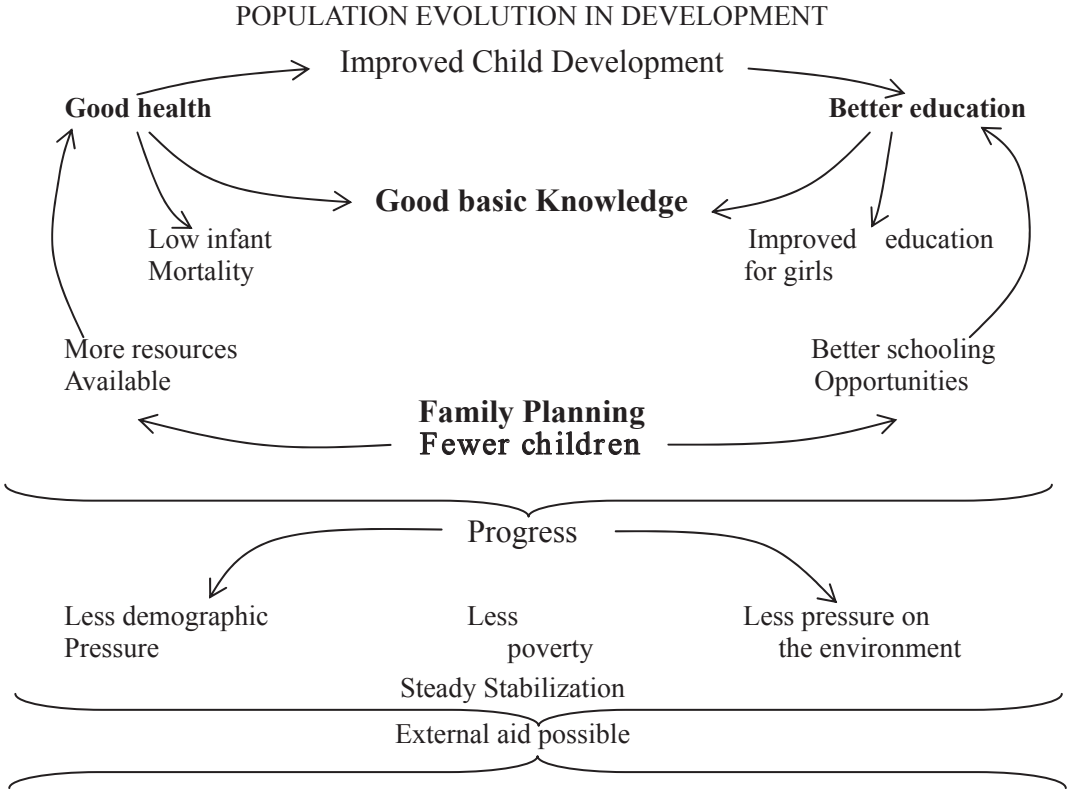
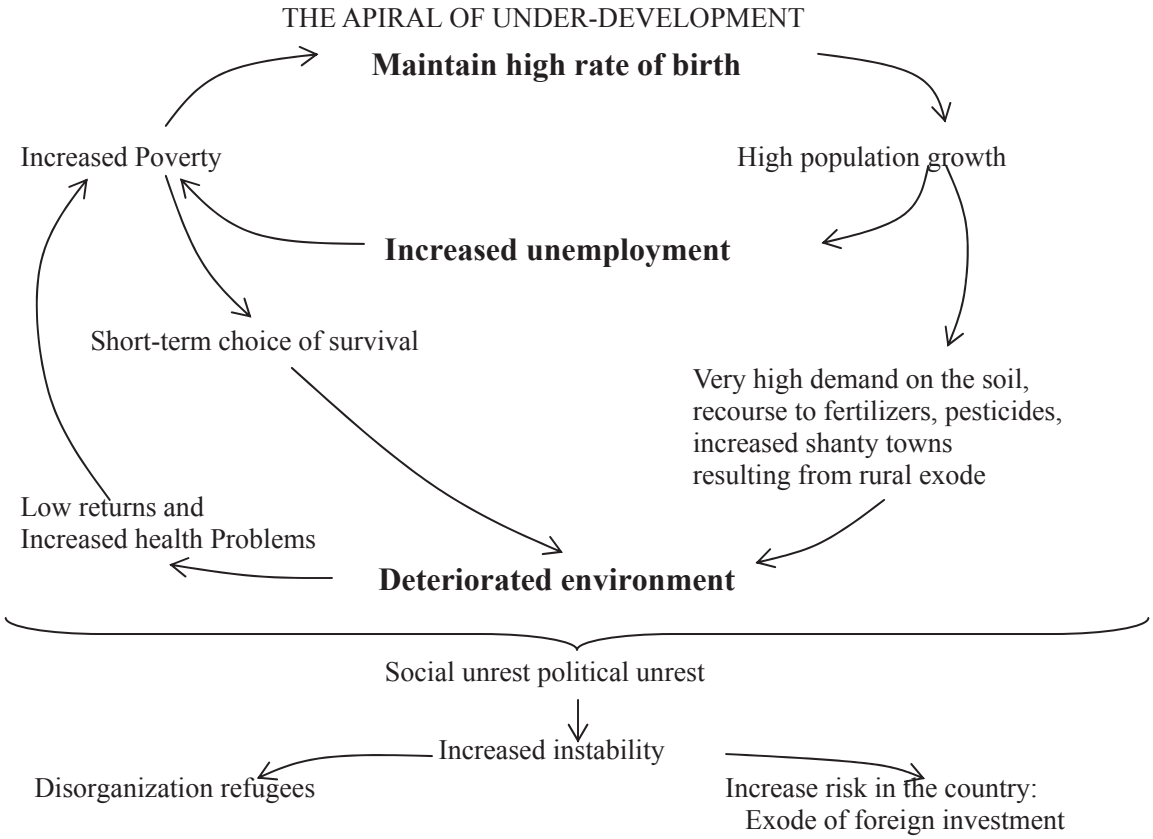
Figure 1



J.N. HENRIET (1994)

Figure 1 summarized the existing relations between the demographic pressure and some key issues concerning child development, such as: the pressure on the environment, the schooling opportunities, the improvement of the quality of education, the health of child and the level of mortality.

Figure 2



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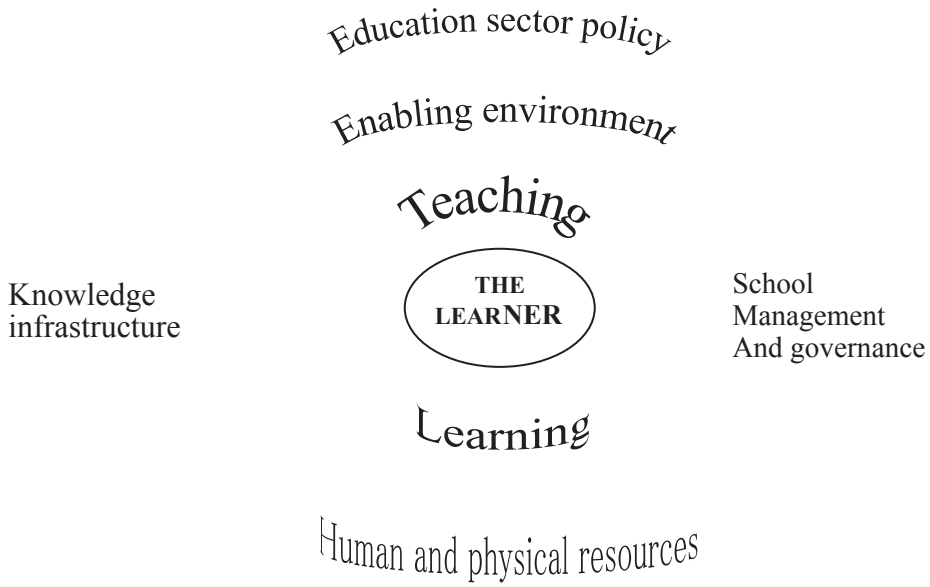
Figure 3