

## Educational Challenges for post 2015

**Sylvia Schmelkes**  
**Head, Institute for Research on Development of Education,**  
**Universidad Iberoamericana, Mexico**





EFA goals, as well as MDGs, deal with quantitative averages and do not discuss the content of education. I will therefore address two main issues that have to do with different ways of thinking about education goals: Equity and educational content.

a) The equity issue is defined as the distribution of quality education. We now have to look at the distribution of learning outcomes; the way to face difficult challenges such as reaching rural, indigenous, migrant populations, and persons with special needs; the imperative of financing the achievement of equity objectives; the challenge of providing relevant education in a multicultural world; and at the classroom level, the importance of discovering and dealing with diversity.

b) The content issue is approached by rethinking the balance between knowledge, skills, and values. The point is made that values education – citizenship, intercultural education, environmental awareness, among others -- must be prioritized. Artistic education has to be given a greater importance than up to now, as well as the development of higher order thinking skills, including the ability to access and discriminate information and to learn and discover knowledge.



2

## WILL WE MEET THE GOALS?



- The case of universalizing primary education in Mexico
  - Not learning, but coverage.
  - MDG 6-11. No problem meeting the goal.
- In 2006, net enrollment rate is 101%
  - 96.4% school attendance
  - 109.8% gross enrollment rate
  - 91.8% efficiency
  - Four states don't reach 96% - Chiapas, Guerrero, Oaxaca y Michoacán. The first three are the poorest
  - Several states do not reach the goal of 88% efficiency

Dakar = of good quality. Problem meeting the goal.

## BEYOND 2015 – WHAT NEEDS TO CHANGE?

Sylvia Schmelkes  
 Instituto de Investigaciones para el Desarrollo de la Educación  
 February 2010






## TABLA 1 POBLACIÓN POR EDADES DESPLEGADAS QUE NO ASISTE A LA ESCUELA

EDAD	POBLACIÓN TOTAL	NO ASISTE A LA ESCUELA	PORCENTAJE
6 años	2,235,729	218,465	9.77
7 años	2,235,275	110,667	4.95
8 años	2,270,639	93,402	4.11
9 años	2,222,794	82,670	3.72
10 años	2,266,244	92,704	4.11
11 años	2,087,237	89,790	4.30
12 años	2,185,691	181,069	8.28
13 años	2,104,224	291,598	13.86
14 años	2,102,500	457,365	21.75
<b>TOTAL</b>	<b>19,700,930</b>	<b>1,617,710</b>	<b>8.21</b>

Fuente: INEGI, 2006. II Censo Nacional de Población y Vivienda 2005. México: INEGI

3

## WILL WE MEET THE GOALS?

THIS DOES NOT MEAN THAT WE HAVE UNIVERSAL PRIMARY EDUCATION

- There are 1,617,710 children between 6 and 14 years of age out of school, who did not begin or did not finish their primary education (11.4% of enrollment)
- Population 12-14 en primary school represents 6.49% of total enrollment.
- 14.5% of population 12-14 does not go to school.
- Children aged 12, 13 y 14 are the ones who go to school the least. They have greater probabilities of dropping out.

### WILL WE MEET THE GOALS?



- The probability of a child who enrolled in first grade of primary school of finishing sixth grade in 2005 was 0.74, 0.71 for boys, 0.77 for girls, 0.54 for indigenous population.
- Only 59% of 6 to 11 year-old students in school are enrolled in the grade that corresponds to their age.
- In lower secondary school, which is compulsory, the corresponding percentage for 12 to 14 year-olds is 46%.

### WILL WE MEET THE GOALS?



We know well who is not in school:

- Those who drop out.
- Internal migrant workers. 350,000 children, only 6% of which receive education, 60% of which are in first and second grades.
- Children living in small an disperse communities. There are 138,000 communities with less than 100 inhabitants. CONAFE attends 11,000.
- Indigenous population in rural communities. Lack of pertinence.

### WILL WE MEET THE GOALS?



Dakar = of good quality.  
Impossible to reach this goal.

- 80% of primary and secondary school students achieve at levels equivalent to I and II in PISA in reading and math.
- In sixth grade, 68.8% and 69.7% achieve at basic or below basic levels in reading and math respectively. Among the indigenous population, these percentages are 92 and 93.3 respectively.

**SO WE WILL REACH THE MDG GOAL, BUT WITHOUT UNIVERSALIZING PRIMARY EDUCATION AND WITHOUT GOOD QUALITY**

### WHAT HAS TO CHANGE?



#### A VISION OF EQUITY IN EDUCATION

- Equity does not mean the same for everyone. It means to each what each needs to reach goals that are the same and goals that are different.
- Those who are at a disadvantage need greater attention, often more resources.

#### IN MEXICO WE DO NOT FINANCE EQUITY.

Those who are culturally different or who live in different context need diversified education  
**THE HOMOGENIZING MODEL, WHICH HAS PREVAILED IN HISTORY, ACTS AGAINST MINORITIES ATTAINING EDUCATIONAL ACHIEVEMENT.**

## WHAT HAS TO CHANGE?

- ❑ In order to achieve equity:
  - We have to ensure that all children start from receiving the same resources:
    - ❖ Human – Trained and specialized teachers
    - ❖ Financial – The cost per child multiplied by enrollment
    - ❖ Operational – Meeting minimal functioning requirements such as teachers attending school.
    - ❖ Managerial – Ensuring well-managed schools for all
  - We also have to ensure that schools and children in difficult situations have greater attention and resources
    - ❖ Positive discrimination based on poverty, different language, different culture, different capacities.

## WHAT HAS TO CHANGE?

- ❑ IN ORDER TO DISTRIBUTE QUALITY (quality is also a question of equity)
  - A complex vision of quality that allows for the attention of educational needs in different contexts and cultures – educational objectives that are the same, but also educational objectives that are different.
  - At the policy level and at the classroom level.
    - An emphasis on learning of all children considering each child's condition and potential (inclusive education)
    - A greater power of decision-making on the part of principals and teachers.
    - Prioritization of basic and higher order skills and citizenship values as well as values for living together, over prescribed content matter.
    - In all cases, a school and classroom climate that welcomes and accepts each child, builds an ambience of respect and security, regulates social interaction, and constructs each child's self esteem.

## WHAT HAS TO CHANGE?

- IF THERE ARE TO BE GLOBAL GOALS:
- ❑ Equity goals must be clear
  - ❑ Goals must be stated in terms of learning and not enrollment.
  - ❑ Goals have to place the teacher and the school at the center of reforms.