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.





BEYOND 2015 – WHAT NEEDS TO CHANGE?

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

WILL WE MEET THE GOALS?

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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 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

poorest

Several states do not reach the goal of 88% efficiency

Dakar = of good quality. Problem meeting the goal.



INITERADEO 1

MANAGEMBAN POR EDADES DESPLEGADAS QUE NO ASISTE A LA ESCUELA

MANAGEMBAN ANA PORTURA DE PROPESTORES DE PROPERTORES DE PROPERTOR

EDAD	POBLACION	NO ASISTE A LA ESCUELA PORCENTAJE	PORCENTAL
6 años	2,235,729	218,455	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	2,2862844	92,704	4.11
11 años	2,087,237	89,790	4.30
12 años	2,185,691	181,059	8.28
13 años	2,104,224	291.598	13.86
14 años	2,102,500	457,365	21.75
TOTAL	19,700,930	1.617.710	8.21

Fuente: INEGI. 2008. Il Conteo Nacional de Población y Vivienda 2005. México: INEGI



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



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WILL WE MEET THE GOALS?

We know well who is not in school:

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



WILL WE MEET THE GOALS?

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WHAT HAS TO CHANGE?

A VISION OF EQUITY IN EDUCATION

- means to each what each needs to reach goals that Equity does not mean the same for everyone. 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.

below basic levels in reading and math respectively.

In sixth grade, 68.8% and 69.7% achieve at basic or

achieve at levels equivalent to I and II in PISA in

reading and math.

■ 80% of primary and secondary school students

Impossible to reach this goal.

Dakar = of good quality.

Among the indigenous population, these percentages

are 92 and 93.3 respectively.

SO WE WILL REACH THE MDG GOAL, BUT WITHOUT

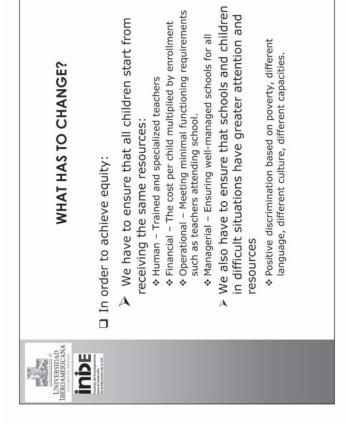
UNIVERSALIZING PRIMARY EDUCATION AND

WITHOUT GOOD QUALITY

Those who are culturally different or who live in different context need diversified education

THE HOMOGENIZING MODEL, WHICH HAS PREVAILED ATTAINING EDUCATIONAL ACHIEVEMENT. IN HISTORY, ACTS AGAINST MINORITIES





WHAT HAS TO CHANGE?

UNIVERSIDATE

UNIVERSIDATE

UNIVERSIDATE

UNIVERSIDATE

WHAT HAS TO CHANGE?

WHAT HAS TO CHANGE?

IF THERE ARE TO BE GLOBAL GOALS:

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.

