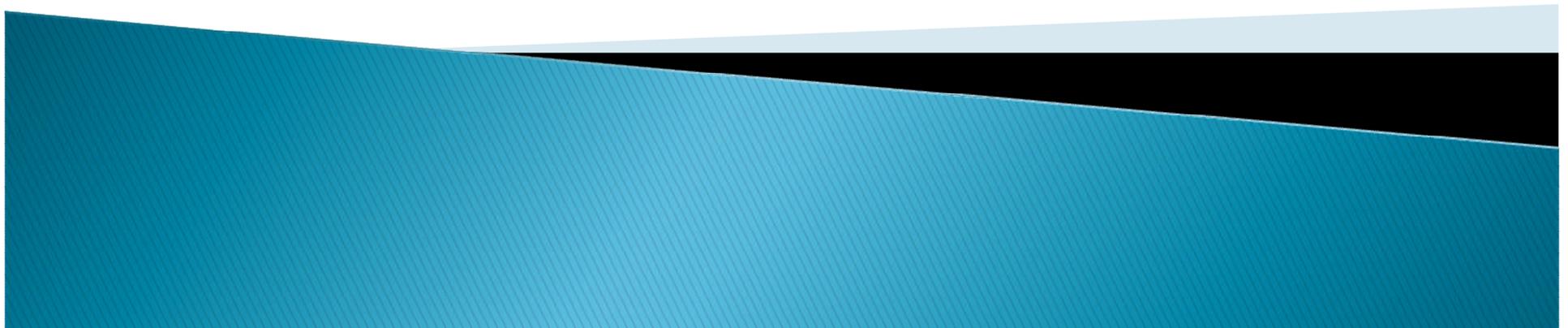


# PLANNING AND MANAGING MEANINGFUL ACCESS TO EDUCATION

By  
Pai OBANYA

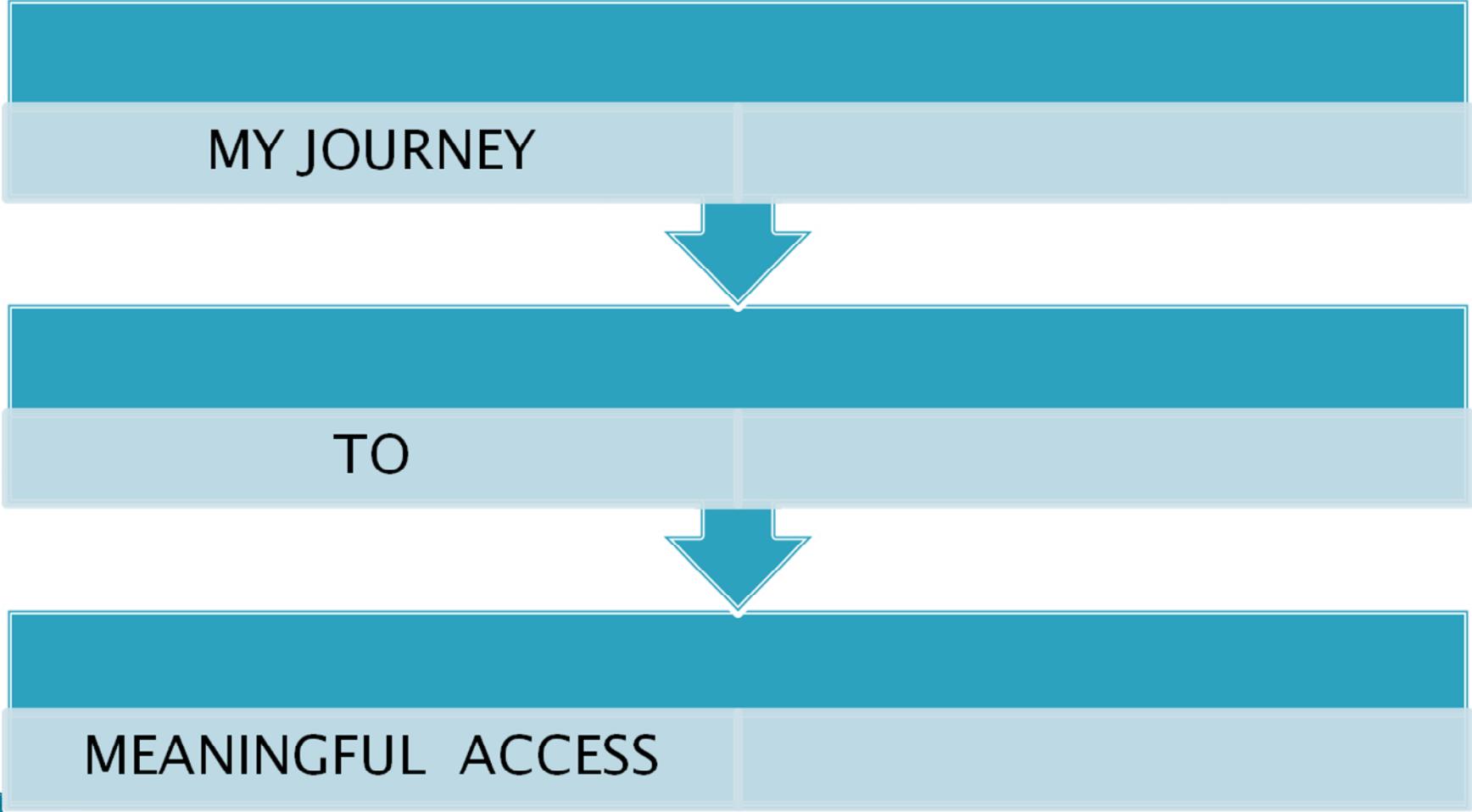


# A DISCUSSION IN FOUR PARTS

- ▶ PART ONE:  
MY JOURNEY TO MEANINGFUL ACCESS
- ▶ PART TWO:  
NIGERIA'S UBE PROGRAMME
- ▶ PART THREE :  
UBE ON GROUND
- ▶ PART FOUR:  
A REKINDLED MEANINGFUL ACCESS STRATEGY  
FINALLY:  
REVEALING A SECRET

# PART ONE

MY JOURNEY



TO

MEANINGFUL ACCESS

# FIRST STOP: OUAGADOUGOU

- ▶ 1993 Pan–African Conference on the education of girls
- ▶ UNESCO–BREDA ‘Beyond’ Access’ Principle
- ▶ MESSAGE:
- ▶ Getting girls to school is not enough
- ▶ Emphasis on GIRLS’ participation in the real sense of the term

# SECOND STOP: 2003

- ▶ Development of Girls' Education Strategies with seven states in northern Nigeria
- ▶ FIVE dimensions of Access considered together
  - Physical Access
  - Psychological Access
  - Sociological Access
  - Economic Access
  - Cultural Access

# STOP THREE: AUC / CIEFFA

- ▶ *Gender Equality in Education*
- ▶ Enrolment + Attendance + Equitable Educational Experience + Successful Completion + Equitable Lifelong Learning Opportunities + Equitable Life Chances = GENDER EQUALITY IN EDUCATION

# STOP FOUR: THE WORK OF CREATE

- ▶ Lewin (2007)
- ▶ Initial access has little meaning unless it results in:
  - ▶ 1. Secure enrolment and regular attendance;
  - ▶ 2. Progression through grades at appropriate ages;
  - ▶ 3. Meaningful learning which has utility;
  - ▶ 4. Reasonable chances of transition to lower secondary grades, especially where these are within the basic education cycle.
  - ▶ 5. More rather than less equitable opportunities to learn for children from poorer households, especially girls, with less variation in quality between schools

# STOP FOUR (continued)–ZONES OF EXCLUSION

- ▶ **.Zone 0** – children who are excluded from pre–schooling
- ▶ **Zone 1** –children who have never been to school, and are unlikely to attend school;
- ▶ **Zone 2** – children who enter primary schooling, but who drop out before completing the primary cycle
- ▶ **Zone 3** – children who enter primary schooling and are enrolled but are “at risk” of dropping out before completion as a result of irregular attendance, low achievement, and silent exclusion from worthwhile learning
- ▶ **4. Zone 4** – children who fail to make the transition to secondary school grades
- ▶ **5. Zone 5** children who enter secondary schooling but who drop out before completing the cycle
- ▶ **6. Zone 6** children who enter secondary schooling and are enrolled but are “at risk” of dropping out before completion as a result of irregular attendance, low achievement and silent exclusion from worthwhile learning

# AT THIS POINT– A DEFINITION ATTEMPT

- ▶ MEANINGFUL ACCESS as
- ▶ *full and unfettered educational opportunity devoid of all manners of Exclusion*
- ▶ *crowned by successful learning and improved life chances for all classes of beneficiaries*
- ▶ *whose improved knowledge and skills, positive values and attitudes should*
- ▶ *contribute to reducing socio-economic inequities and poverty in the wider society*

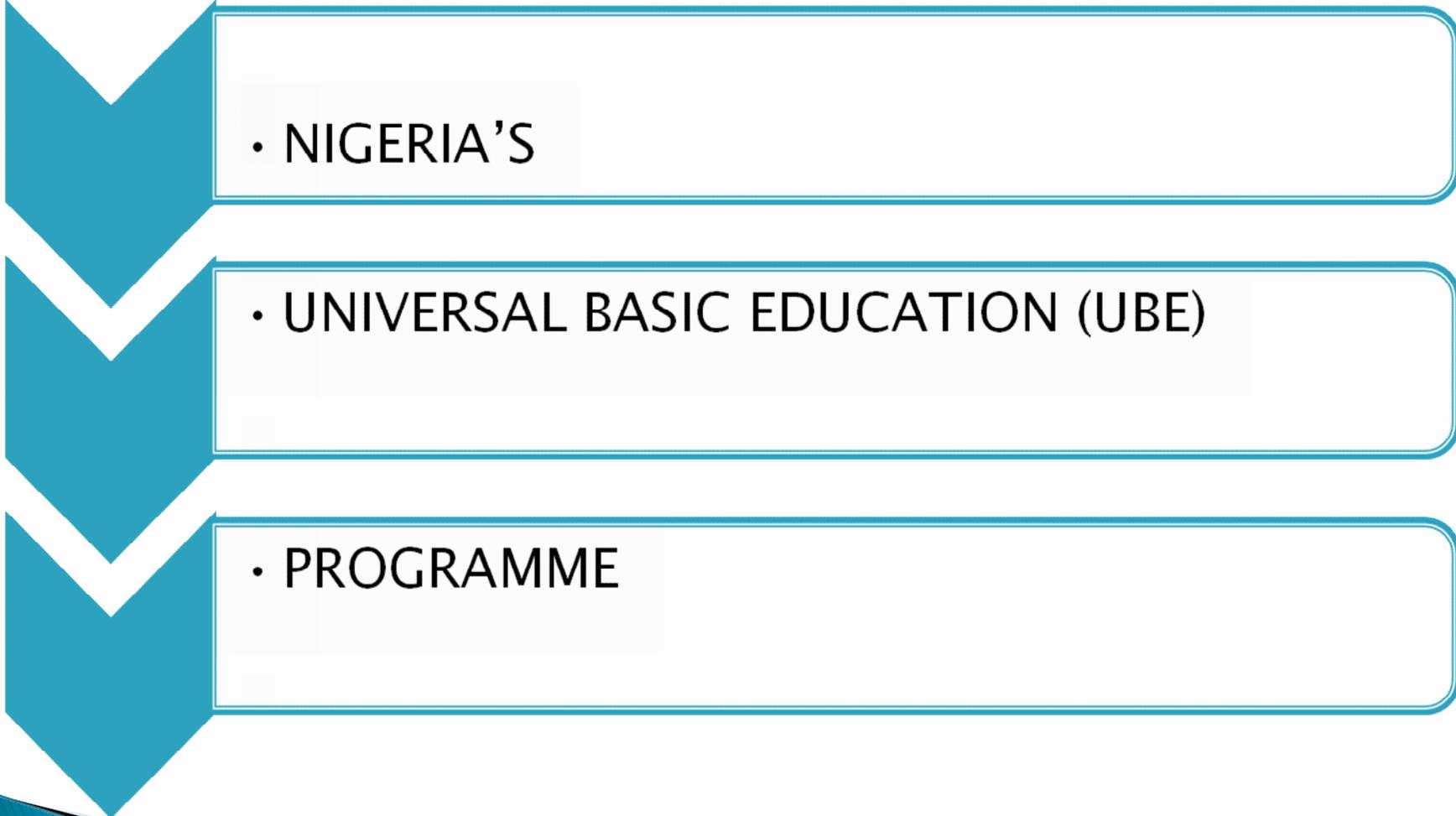
# THE CONTRAST

- ▶ GET
  - ▶ THEM
  - ▶ TO
  - ▶ SCHOOL
- ▶ TAKE THEM THROUGH SCHOOL
  - ▶ and
  - ▶ ENSURE THAT THEY ACTUALLY LEARN

THE RESTRICTIVE VIEW

THE MEANINGFUL VIEW

# PART TWO



- NIGERIA'S

- UNIVERSAL BASIC EDUCATION (UBE)

- PROGRAMME

# OBJECTIVES OF UBE

1. Developing in the entire citizenry a strong consciousness for Education and a commitment to its vigorous promotion
2. The provision of free, universal basic education for every Nigerian child of school-going age
3. Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality, and efficiency)
4. Catering for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling,
5. Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a

# SCOPE OF UBE

1. Programmes/initiatives for early childhood care and socialisation
2. Educational programmes for the acquisition of functional literacy, numeracy, and life-skills, especially for adults (persons aged 15 and above)
3. Out of school, non-formal programmes for the up-dating of knowledge and skills for persons who left school before acquiring the basics needed for life-long learning
4. Special programmes of encouragement to ALL marginalized groups: GIRLS AND WOMEN, nomadic populations, out-of-school Youth.
5. Non-formal skills and apprenticeship training for adolescents and youth, who have not had the benefit of formal education
6. The formal school system from the beginning of primary education to the end of the junior secondary school.

# BAD POLITICS OF UBE

1. Undue delay (2000–2004/2007) in passing an enabling act
2. the enabling legislation laid more emphasis on the political governance of the programme than on its substance.
3. the enabling acts encouraged the existing multiplication of structures for the management of basic education by the retention of a national commission for nomadic education and another for mass literacy
4. Nigeria still went on in 2000 to establish an EFA (Education for All) secretariat in spite of the existence of UBE
5. the political management structure at the state (regional) level is such that promotes conflict of interests, instead of collaboration and synergy

# REVERSE ORDER PLANNING

1. Adoption of UBE by Government at the federal level – first week of September 1999
2. Formal launching – third week of September 1999
3. Appointment of a national coordinator – December 1999
4. Mobilizing the constituent states of the federation – January 2000 onwards
5. Flurry of activities to make the programme ‘visible’: January 2000 onwards
6. Passing of the enabling legislation -2004
7. Formal constitution of Universal Basic Education Commission (UBEC)
8. National school census and a national EMIS policy - 2005
9. Medium Term Targets – 2006
10. UBE Commission ‘Charter of Service’ - 2006
11. Passing of enabling Acts in the States – 2004 to 2007
12. Integration of UBE into the strategic education plans of some states – since 2005 and on-going

# SECTION THREE

U B E

ON

THE GROUND

# OBANYA (2007)

- ▶ gains in terms of net enrolment
- ▶ Equity
  - Geographical inequity with a clear north-south dichotomy (geographical and gender inequities)
  - Gender inequity, with a national average GPI of 0.82, but with wide geographical diversities, with GPI in favour of girls in the South-eastern zone of the country

# QUALITY

- Primary school survival rate (rising from 83% in 2002 to 87% in 2006 for boys, but declining during the same period from 83 to 71% for girls).
- Teacher–Pupil Ratios at the primary level – a national average of 44, but with wide differences among states (91 in Bayelsa state, 104 in Bauchi
- Qualified Teacher–Pupil Ratios – a wide range of below 40 in some southern states to over 210 in the extreme north of the country
- Results of the latest Monitoring Learning Achievement (MLA) exercise – 2003 – still show low performance at the primary (grade) four level, even though there were slight increases in scores in all the skills tested compared with 1999 results

# RELEVANCE

- ▶ New Curriculum that developed with minimum input from teachers
- ▶ Generally considered to be overloaded
- ▶ See next three slides

# CURRICULUM – LOWER BASIC

LEVEL	CORE/ COMPULSORY SUBJECTS	ELECTIVES
Lower Basic (grades 1-3)	<ol style="list-style-type: none"> <li>1. English Studies</li> <li>2. A major Nigerian language</li> <li>3. Mathematics</li> <li>4. Basic science and technology</li> <li>5. Social studies</li> <li>6. Civic education</li> <li>7. Cultural and creative arts</li> <li>8. Religious studies</li> <li>9. Physical and health education</li> <li>10. Computer studies</li> </ol>	<ol style="list-style-type: none"> <li>1. Agriculture</li> <li>2. Home economics</li> <li>3. Arabic language</li> </ol> <p><i>Pupils must offer 1 elective, but not more than 2</i></p>

# CURRICULUM – MIDDLE BASIC

LEVEL	CORE/COMPULSORY SUBJECTS	ELECTIVES
Middle Basic (grades 4-6)	<ol style="list-style-type: none"> <li>1. English studies</li> <li>2. A major Nigerian language</li> <li>3. Mathematics</li> <li>4. Basic science</li> <li>5. Social studies</li> <li>6. Civic education</li> <li>7. Cultural and creative Arts</li> <li>8. Religious studies</li> <li>9. Physical and health education</li> <li>10. French language</li> <li>11. Computer studies</li> </ol>	<ol style="list-style-type: none"> <li>1. Agriculture</li> <li>2. Home Economics</li> <li>3. Arabic language</li> </ol> <p><i>Pupils must offer 1, but not more than 2 electives</i></p>

# CURRICULUM – UPPER BASIC

LEVEL	CORE/COMPULSORY SUBJECTS	ELECTIVES
Upper Basic (grades 7-9)	<ol style="list-style-type: none"> <li>1. English studies</li> <li>2. A major Nigerian language</li> <li>3. Mathematics</li> <li>4. Basic science</li> <li>5. Social studies</li> <li>6. Civic education</li> <li>7. Cultural and creative Arts</li> <li>8. Religious studies</li> <li>9. Physical and health education</li> <li>10. French language</li> <li>11. Basic technology</li> <li>12. Computer studies</li> </ol>	<ol style="list-style-type: none"> <li>1. Agriculture</li> <li>2. Home Economics</li> <li>3. Arabic language</li> <li>4. Business studies</li> </ol> <p><i>Pupils must offer 2, but not more than 3 electives</i></p>

# ADEPOJU and FABYI (2007)

Significant aspects of UBE	Stakeholder Rating
1. Mobilization of local communities	1 (very low)
2. Politicization of programme implementation	5 (very high)
3. Teacher availability	4 (high)
4. Teacher motivation	2 (low)
5. Crowded classrooms	5 (very high)
6. Conducive classrooms	2 (low)
7. Learning outcomes	2 (low)

# EMIS (2006) – AGE SPECIFIC ENROLMENTS

Age	Enrolled (male)	Not Enrolled (male)	Enrolled (female)	Not Enrolled (female)
5	8.62	91.38	8.44	91.56
6	72.42	27.58	61.49	38.51
7	64.22	35.78	54.87	45.13
8	59.44	40.56	51.07	48.93
9	57.26	42.74	48.82	44
10	52.11	47.89	44.45	55.55
11	43.92	56.08	37.49	62.51
12	10.38	89.62	13.75	86.25
13	10.26	89.74	8.79	91.21
14	9.81	90.19	8.42	91.58

# UIS (2007)

LEVEL	NIGERIA 2007		REGIONAL AVERAGE 2007
PRE-PRIMARY (GER)	MF	16	16
	M	16	16
	F	16	16
PRIMARY (GER)	MF	93	98
	M	90	103
	F	87	90
PRIMARY (NER)	MF	61	74
	M	64	76
	F	58	71

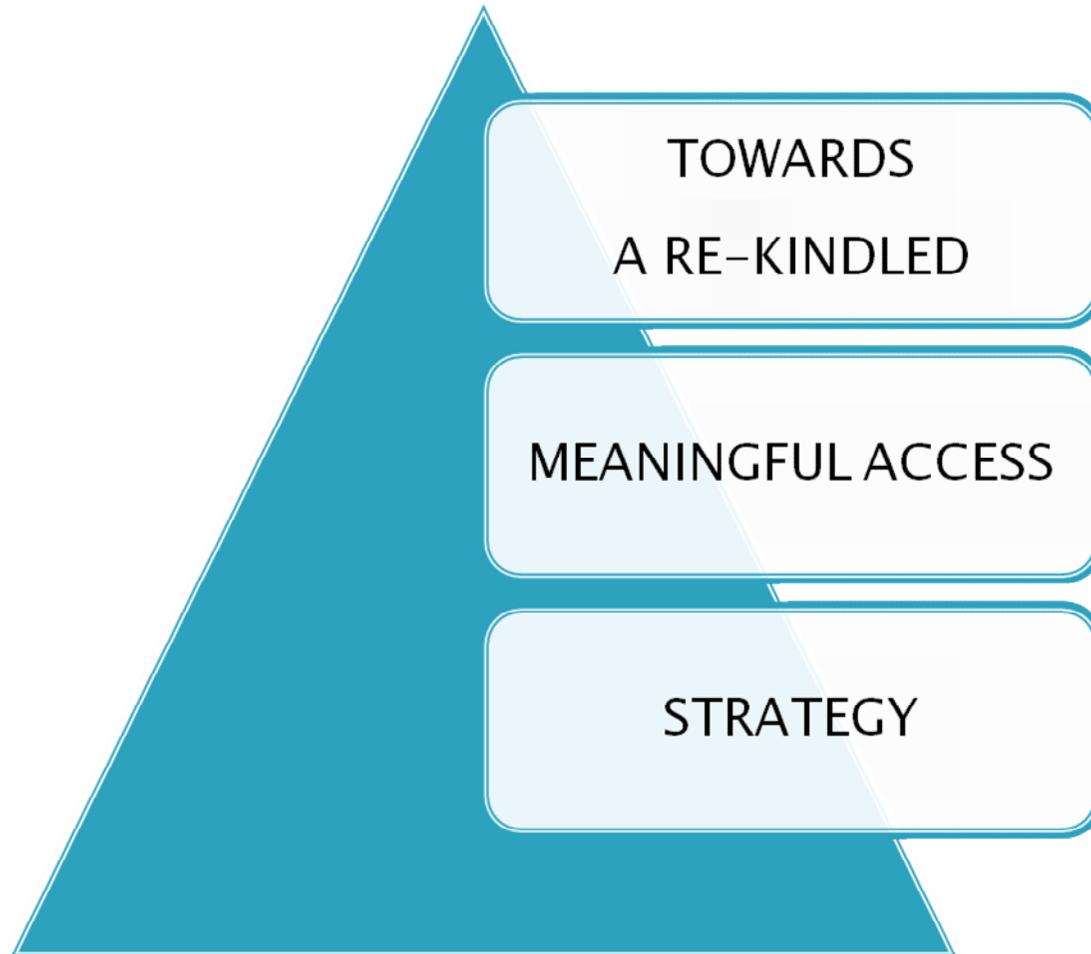
# UIS (2007)

LEVEL	NIGERIA-2007		REGIONAL AVERAGE-2007
SECONDARY (GER)	MF	30	33
	M	34	37
	F	27	29
SECONDARY (NER)	MF	25	
	M	28	
	F	22	

# GENERAL CONCLUSIONS ON THE PERFORMANCE OF UBE

- ▶ UBE has not even succeeded in getting Nigerian children to school,
- ▶ let alone getting them through school and ensuring that they really learn.
- ▶ UBE would require some form of re-positioning for it to be able to move Nigeria towards the goals of Education for All,
- ▶ which has to be at some later date,
- ▶ as international development watchdogs have already indicated that the country is unlikely to achieve both EFA and MDGs by the year 2015.

# PART FOUR



# A RE-KINDLED MEANINGFUL ACCESS STRATEGY IS ONE THAT

- ▶ Spreads the message of meaningful access among stakeholders
- ▶ Makes meaningful access the goal of EFA-related programmes
- ▶ Ensures the inclusion of the various dimensions of meaningful access into its strategic framework
- ▶ Probes deeply into the various zones of Exclusion to determine their root causes
- ▶ Builds its intervention on addressing the root causes of Exclusion in various zones
- ▶ Incorporates action research–monitoring and evaluation procedures that dwell on progress towards the attainment of meaningful access in all its ramifications

# SHIFT FROM REVERSE ORDER PLANNING TO STRATEGIC PLANNING

- ▶ an over-arching sector-wide approach that fits UBE into the broader scope of an all-embracing education sector strategy
- ▶ systematic and strategic planning from the local level upwards
- ▶ plans based on the identified UBE/EFA deficits of every LGA and every state of the federation, focusing on identified barriers to meaningful access
- ▶ implementation strategies adapted to the specific requirements of every local government and every state of the federation
- ▶ carrying the people along all through the process
- ▶ built in monitoring-reporting-review mechanism, built around an action-research agenda

# DUE ATTENTION TO 'BEYOND ACCESS' CONSIDERATIONS

- ▶ Equity
- ▶ Quality
- ▶ Teaching and Learning
- ▶ Management and Efficiency
- ▶ Resourcing

# STRATEGY-DIRECTED MANAGEMENT

- ▶ Management aimed at achieving agreed strategic targets.
- ▶ In this specific case, the strategic targets would be inputs–processes–outcomes that have a strong bearing on getting children through school and ensuring that they learn.
- ▶ In practical terms, and in Nigeria’s peculiar circumstances, this would translate into
  - Streamlining the policy direction and coordination mechanisms at the central (federal) and regional (state) levels
  - Eliminating micro–managing by the central authorities
  - Appropriate re–skilling of local level managers (local government education authorities, school management committees, etc)
  - Devolution of financial and technical resources to the local level

# ADDRESSING the challenge of INCLUSION

- ▶ Development of objectively verifiable indicators (OVIs) on INCLUSION and MEANINGFUL ACCESS
- ▶ Systematic monitoring of progress towards INCLUSION and MEANINGFUL ACCESS
- ▶ Regular policy dialogues at all levels, based on the results of action–research–based monitoring
- ▶ Systematic monitoring of progress towards INCLUSION and MEANINGFUL ACCESS
- ▶ A shift from reporting mainly on ‘how–much–has–been–spent’ to reporting on ‘how we are moving towards meaningful access’
- ▶ Sustainable funding – an item with multiple facets. (see next slide)

# SUSTAINABLE FUNDING

- ▶ Scientific budgeting procedures based on correctly assessed needs and performance/delivery expectations
- ▶ Accurate investment and expenditure plans to match program goals
- ▶ Diversified and reliable resource base
- ▶ Timely release of funds
- ▶ Transparency and accountability
- ▶ Using funds for the purposes for which they are intended
- ▶ Targeted funding for specific program goals
- ▶ Emphasis on concrete results
- ▶ Built-in expenditure tracking
- ▶ Emphasis on investing in Education / not on merely spending on Education

# CONCLUDING MESSAGES:1 – 5

1. One major problem with Nigeria's ambitious UBE programme is that Access was seen in its restrictive sense of enrolment figures.
2. While there have been marginal increases in enrolment, issues concerning equity, quality and efficiency have not received adequate attention.
3. The enrolment increases have not even tackled the problem of Exclusion, as a large proportion of school-age children are still un-enrolled.
4. Thus, UBE cannot even be said to have 'taken the children to school'.
5. To achieve the EFA goals Nigeria has 'get the children to school' and also - more importantly - 'get them through school'.

# CONCLUDING MESSAGES: 6 – 10

6. A re-positioning framework has been suggested to inform future directions of UBE.
7. This includes adopting the meaningful access principle, the institutionalization of strategic planning, and the adoption of Strategy-directed management of the entire process.
8. In addition, re-positioning UBE cannot do without functional EMIS (Educational Management Information Systems) at all levels of governance (federal, state and, local government).
9. It also has to benefit from sustainable funding, with the emphasis shifting from reeling out the quantum of the budgetary provisions, the amount of money released , etc to
10. showing clearly what the money is invested in and the extent to which the results of the investment is leading the nation towards the attainment of its UBE/EFA goals.

# AND, FINALLY, WHAT'S THE SECRETE?

