

Comparative study on the local meanings of educating all and the process of adopting EFA development goals in Kenya, Tanzania, and Ethiopia

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Background

Disconnection of global and local

- ❖ More standardized, streamlined development goals vs. diversity of situation on the ground
- ❖ The efforts to “educate all” have longer histories than EFA goals in many countries

Increasing external influences

- ❖ Development goals come with funding and different way of doing things

Then, how do the policy-makers of each country think of EFA goals and what is happening in the process of adopting these goals into national policies and practices?

Research Questions

1. How do the actors involved in policy-making **interpret** the concepts of “Education for All”?
2. What were their **motivations** to adopt EFA goals?
3. What are the **perceived changes** (positive and negative) caused by the introduction of EFA development goals?
4. How are the EFA goals linked to the recent aid **modalities**?

To what extent is discourse shaped by **contemporary global forces vs. historical development** of education in each country?

Research Methodology

Constructivist approach of discourse analysis

- ❖ In-depth interviews with key government officials, academics, staff of NGOs and donors
- ❖ Documentary analysis
 - To code key concepts, to find the relations between concepts and to map them
- ❖ Independent analysis by respective country teams
 - Synthesis of country cases
 - To find commonalities across and specificities within cases

Research contexts

- ❖ Tense political situation
- ❖ Reform within the ministries and staff change
- ❖ Distrust among stakeholders (MOE vs. university; MOE vs. NGO)
- ❖ General tendency of NGOs willing to share their view - difficulty to approach government officials and some donor staff
- ❖ Personal factors (earlier relationships between the researchers and interviewees)

Political nature of EFA development goals in the national contexts

Diversity of perspectives according to the positions of interviewees

International goals in the field of education

“Education for All”

1. Expansion of Early Childhood Care
2. Universal free compulsory primary education by 2015
3. Expanded access to adult education
4. 50% improvement of adult literacy rate by 2015
5. Eliminating gender disparities by 2005
6. Improvement of quality of education

Millennium Development Goals (MDGs) on education

1. Universal primary education
2. Gender equity

General Findings - preliminary

- ❖ Inclusiveness (wider concept of educating ALL) vs. enrolment (EFA goals)
 - ❖ Quality of education is eroding while enrolment increases
 - ❖ The concept is not new but measurement with success indicators and funding mechanisms are new
- Conflicting views about partnership/participation – whose views are to be reflected into the policies?

General Findings – preliminary (2)

- ❖ Relatively small number of Ministry officials are involved in tasks related to EFA, and the majority of operation are consistent before and after EFA.
- ❖ Need to think of the holistic development of education system, instead of concentrating on a few areas

“We need to be involved in the designing of policies more proactively and decide what is possible ... without [external] support, with our limited resources...”