Education for All Children:
Countering the Challenges through Teacher Education

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Education for All Children: The Historical Context

EFA= Prerequisite 4 global development.

Realization led to multipronged efforts vis.

-UNESCO-EFA Initiative

-UN's MDGs

Universalization of Primary Education prioritized

The E.F.A Initiative

Education For All: a global commitment to provide Quality basic education for all children, youth and adults

1990-WORLD CONFERENCE ON EDUCATION for ALL, JOMTIEN, THAILAND	
WORLD DECLARATION ON EDUCATION	*Universal access+ completion of basic primary Ed. by 2000.*

2000-WORLD EDUCATION FORUM, DAKAR, SENEGAL	
6 E.F.A GOALS	*2 Goals specifically focused on Universalization of Primary Education*

2000-UN MILLENIUM SUMMIT, NY, U.S.A.	
MILLENIUM DECLARATION-8 MDGs	*MDG-2 Complete full course of Primary Schooling by 2015 – UPE again !*

UNIVERSALIZATION OF PRIMARY EDUCATION

EFA GLOBAL MONITORING REPORT 2012:

..on current trends, the goal of universal primary education [UPE] will be missed by a large margin.

.. Laudable progress made between 1999 and 2004, but stalled altogether between 2008-2010.

.. Gender disparity in enrolment and completion are major roadblocks.

Primary enrolment and completion cycle-throwing up newer challenges

..Three pertinent challenges that demand immediate redress are;

- **Ensuring completion of Primary Education Cycle,**
- **Strengthening infrastructure and capacity building initiatives for secondary schools and**
- **Improving the learning environment and quality of education.**

Education for All Children: The Indian Story

1. Commitment to EFAC: over 150 years old.

- G.K Gokhale:1911 Free-Compulsory Edn. Bill

2. Constitution of Independent India:

  - Article 45-(D.P S.P) state shall provide-within 10 years- for Free-compulsory education for all children (EFAC).

3. Indian Commitment surpasses both EFA and MDGs expectations of either **primary or compulsory** education.

E.F.A.C- India: Challenges faced

1.
- 1990 Jomtien agenda foregrounded primary education as against EFAC.

2.
- Liberalization and international funding by World Bank forced a Dilution in Indian Educational aims.

3.
- SSA (2000-2010) and DPEP (1993-2002) geared at EFA MDG-2 and focusing on Primary Education.

86th amendment (2002)

- The state shall provide, free and compulsory education to all children of the age of <u>six to fourteen years</u> in such manner as the *state may, by law, determine*.

- 0-6 years

- idiosyncratic execution by states

- 60 years of independence

- 20 years WCE-Jomtien

Specific Challenges:

-Ensuring Completion of Primary Education Cycle:

-Projected NER of 100% by 2015.

-Encouraging NERs notwithstanding, the completion rate is un-encouraging.

NER 98.6   COMPLETION RATE 76   2008

NER 97   ATTENDANCE RATE 71   2012

Reasons: Policy lacunas

implementation challenges

Finance deficits

Capacity Building Challenges

Capacity building initiatives: for secondary schools.

Of 71 million out of school adolescents:

48 million live in countries which have universalized lower secondary education.

N.E.R In Secondary Education
2005-06   52.26%   [M.H.R.D Data]
2006:29% in poor households with 69% primary NER

Secondary Education:
     -logical corollary to U.P. E
     -acts as a motivation for primary
     -learner to continue education

Learning environment and quality of education.

Annual Status of Education Report (2011) for rural areas :

Class 3: 31.4% children cannot read words in their own language.

70.1% of them cannot solve a 2 digit subtraction problem.

Class 5: 51.8% children cannot read a class 2 level text

72.5% of them cannot do a simple division problem.

EFA-GMR identifies quality of teachers as the cause…

Though EFA s discusses teacher education;

MDG-2 :   is silent on issue of quality of education;

also it equates schooling and education

EFAC: Teachers as change agents

5,23,000 teaching posts are vacant

39.21 teacher-pupil ration in 2006-07

5,10,000 teaching over and above 5,23,000.

EFAC mandates two-fold efforts at capacity building:

   Expansion in the reach of learning resources

   Large scale engagement of Teachers with basic skill set to provide quality education to learners.

Discussion so far

Three-fold Challenges:

- ✓ Ensuring completion of Primary Education Cycle
- ✓ Strengthening infrastructure and capacity building initiatives for secondary schools and
- ✓ Improving the learning environment and quality of education

Two Fold Solutions aimed at capacity building of teachers:

- ✓ Preparing enough quality teachers: the quantitative dimension
- ✓ Preparing teachers enough: technological integration in pedagogy and Assessment.

Teacher Education: enabling E.F.A-C

Teacher Education ; a noun and a verb

NOUN	SYSTEMIC PROVISIONS	TO ADDRESS QUANTITY DEFICIT
VERB	AS AN EXPERIENCE	TO ADDRESS QUALITY DEFICIT

PPP'S

EXPANSION + OPTIMISATION

MULTI–MODAL PROGRAMS

VIRTUAL EXPOSURE TO DIVERSE LEARNER COHORTS

I.M.S OF ALL TEACHER EDUCTION PROGRAMS

I.S.T.E–QUALITY, TECHNOLOGISATION AND RESEARCH FOCUS

ARRESTING TEACHER DROPOUT/FACILITATING T. RETENTION

II. Teacher Education as a Verb

Teachers to comprehend, appreciate, address learner diversity.

Creating positive learning environments

Nurturing quality educational experiences

Nature of learner and teacher.

Nature of Classrooms; multi-cultural, multi-lingual, heterogeneous

Aim of Education is empowerment.

Assessment as a means, never an end.

Integration of technology in learning and assessment.

TECHNOLOGY , TEACHERS AND E.F.A.C

Astounding levels of projected penetration of mobile devices, and their uniques advantages over tradition teaching learning settings, mandate that I.C.T and MLS become a tool for achieving EFAC.

ICT-MLS to be integrated in Teacher Education to (enable):

teachers to transact subject specific content through ICT-MLS

Creation and dissemination of innovative teaching modules to all

Aid Continuing Teacher Development by resource /experience sharing

Creation of academic communication channels and sustaining them

Transcend geographical barriers in field related educational dialogues

Equip teachers to regulate/reinforce content learning among students

Facilitate regular exchanges b/w teachers/students of diverse cohorts

teachers to create/update learner assessment through portfolios etc.

To transcend geographical, temporal, financial impediments to EFA.

Conclusion

• The nature of the teaching-learning process is such that any improvement in the quality of teachers would result in an exponential effect on the quality of learning and in longer run; the learners.

• UNESCO's research has shown that without guidance and instruction teachers will often use technology to 'do old things in new ways' rather than transform and improve approaches to teaching and learning

• Technology can ably support such efforts at capacity building. A sustained effort is to be made to incorporate technology enabled learning in, and tailor-made, teacher education programs to reflect and support the aim of Education of All Children.

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