How to make education pro-poor?

## Key policy reforms and challenges ahead

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2009

- Jointien Wold Conference - 1990- Education For All as a fundamental right

- 10 years later the same problems continue - quality in education and effective learning

- Dakar Meeting - 2000 - the problemas of quality in education and attainment of learning persist

- Monitoring Report on Education for All - 2009 - view Education For All as a human right and a cataliyst for socio-economic development

- Challenge set by the Report is to make schools fulfil their purposes and not restrict themselves to teach basic abilities, but invest in the learning of complex abilities

- Governance with emphasis on descentralization and participation, respecting characteristics of differents countries

Presuppositions:

▸ Poverty and education are interconnected, but education does not solve the problem of poverty;

▸ Poverty needs to be fought with specific socioeconomic projects, that is, poverty reduction must be an objective in development efforts, including education.

▸ Poverty reduction policies tend to articulate bringing about well-being with capabilities to do so, and in this sense pro-poor-growth policies seek to give people the abilities to participate and receive significant benefits from economic activities.

▸ Education is a specific area of action which produces changes in the ways of thinking, of articulating knowledge and praxis, of understanding social realities, social and cultural relations, and society itself. It cannot be limited to the economic dimension. It is certainly a condition of social progress, but in itself does not produce equality.

▸ The literature has demonstrated that education reflects the social structure, subject to the results of changes made in the area of labor and improvements in standard of living, yet is relatively autonomous. Actions related to education itself cannot, therefore, be thought of in isolation, or as dependent on the economic dimension.
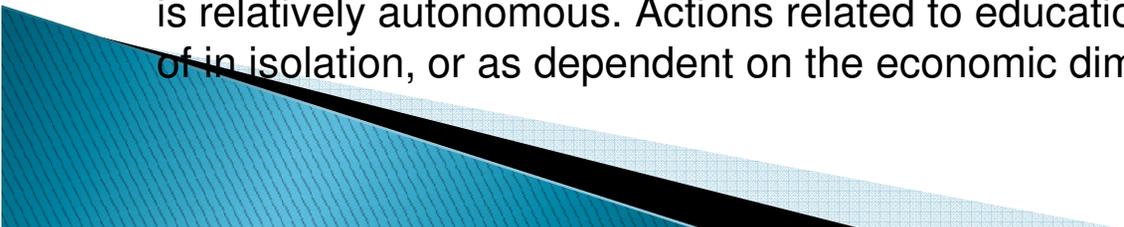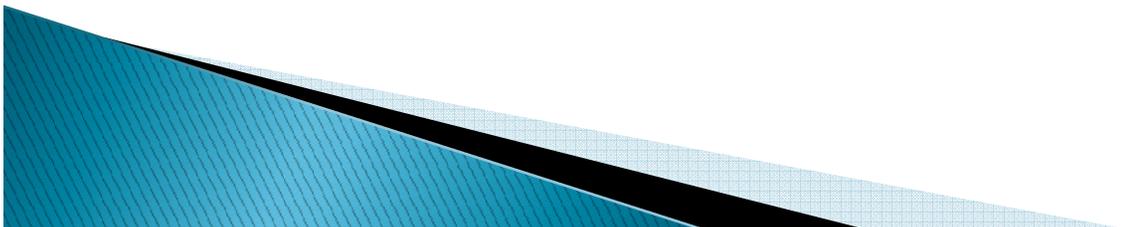
- The idea of education as an instrument for economic development and social mobility, as preparation for the labor market, as a requirement of competitiveness in societies involved in the process of globalization only makes sense in the perspective of recognizing education as a basic social right related to human development.

- The idea of education as a basic social right refers to the responsibility of the state which, in its attempts to offer education may associate itself with private initiative, but may never transfer to the latter the execution of educational or school policy or the financing of educational tasks.

- The school as a place for teaching, learning, and cultural enrichment, for the development of citizenship coordinated by teachers based on a pedagogical process and with community support, becomes a privileged place for human development. Thus, intra-school factors become relevant: teaching specific abilities, ways of developing and evaluating them, and highly professional teachers.

- Quality in school education for any social stratum (boys, girls, all ages, cultures, ethnic backgrounds and social classes) refers to reaching higher and higher levels in the development of cognitive, technical, and social competencies. However, for poor populations, a greater, more focused effort must be made on programs which have short-term results, but multiplying effects.

- Quality education is a multifaceted process: it necessarily involves school conditions that are appropriate for developing teaching activities; it takes into consideration students' learning needs; developing professional teachers; making management as democratic as possible; articulation with government and academic institutions, as well as with civil society; and periodic evaluation of the results reached by the execution of the pedagogical project as connected to public educational policies.

- Quality education is also related with the sociocultural conditions of the students, with the characteristics of the teaching body (quality of their educational background, social origin, social and cultural capital), with the level of participation of the community, but also with the pedagogical dynamics adopted and with objectives and priorities defined in pedagogical projects.

1. To institute programs for the lower social strata that facilitate access to and continuation of school programs, such as providing textbooks, school supplies, school snacks;

2. To create programs of income transfer associated to a family's child's or children's attendance at school;

3. To institutionalize scholarships to professional education for young adults and adults;

4. To attempt to overcome the culture of rewards and competition among students, teachers, and schools by instituting networks of collaboration, of exchange and of incentives to solidarity and cooperation;

5. To overcome the vision of education as a mechanism for conservation of power through the developing professionalism of school management and of education

6. To request adequate preparation for those teaching in Elementary school;
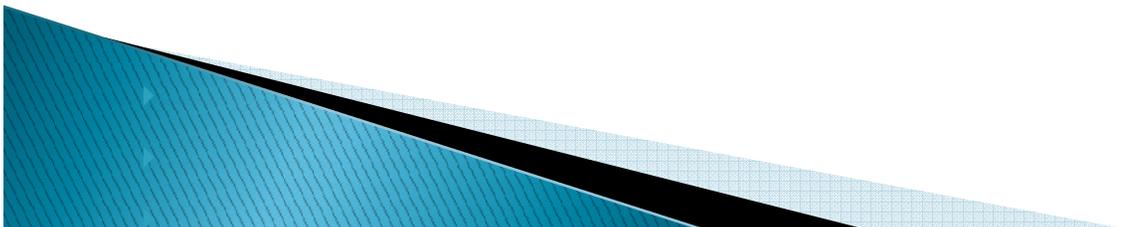
7. To promote, for all teachers, opportunities of continuous development, through internships in institutions that produce knowledge, in order to allow the creation of ties and inclusion in knowledge networks, seeking to broaden their cognitive universe and their social relations.

8. To institute systematic monitoring and evaluation of the pedagogical practices developed in school.

9. To remove the guilt for students' failure in school from teachers, but stimulate their commitment to student learning;

10. To encourage researchers from different areas to commit themselves to local, regional, and national educational issues

11. To associate school education to both popular and erudite cultures via the identification of places to access and experience what mankind has produced in knowledge, art, and technology.

12. Transform educational policies in the perspective of a basic social right into state policies, in other words, into policies given legitimacy by society, in order to guarantee their continuity, broadening and improvement.