A Global Imperative for 2015: Secondary Education
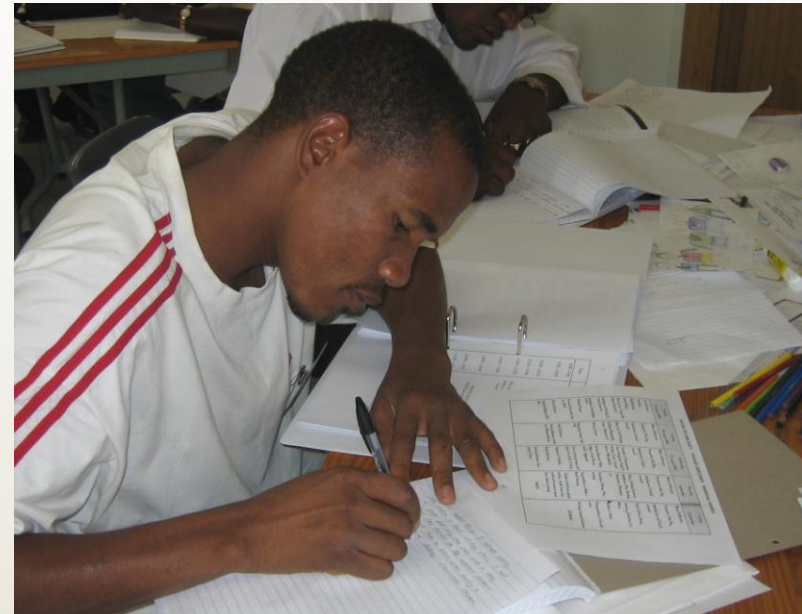
Ana Florez

CIES, New Orleans

March 11th, 2013

Panel Presentation Map

1. Why secondary education?
2. Definitions and Approaches
3. Early Marriage and Parenthood
4. The teacher gap
5. Secondary Education and Conflict
6. A way forward?

Why secondary education?

- More than 1.3 billion young people -ages 12-24- in the world

- Increased completion rates in primary school

- Increased demand for secondary education globally.

- Secondary education is key to economic, social, and human capital development

- But, alternatives are needed

Why Secondary Education?

- Increasing consensus that secondary education has been neglected.

- Pressure to provide access to growing numbers of students moving up from primary

- Need to do something with large numbers of unemployed youth

- Belief that secondary education can fuel economic growth

- Emerging belief that secondary education is needed for participation in the global economy.

Many and Varied Definitions

- *A definition* of secondary schools differs across the globe
- *Lower* secondary and *upper* secondary
  - Lower secondary =middle, intermediate, junior high, upper elementary
  - Upper secondary: senior high school
- "Alternative Approaches" is easily misinterpret as the most promising practices in secondary education

Conventional Secondary Schooling

- General secondary education (GSE) includes both lower and upper levels as well technical education (starting at the upper secondary level)

- In several countries, the lower or junior secondary level (for students age 10-14) is categorized as basic and compulsory, and in most countries, the upper or senior secondary level (for students age 14-16) is not compulsory (World Bank, 2005).

- Generally, secondary school covers anywhere between 3-9 years of education for youth aged 10-20.

Main objectives of secondary education

- To offer a basic level of knowledge and skills considered necessary for adult life

- To provide relevant education for all students

- It is a key stage of basic education

- The first years of secondary education are the best chance to:

  - consolidate basic skills

  - get the students at risk of academic failure back on track.

Conventional Secondary Schooling- Critical constrains

- Access & Equity
  - uneven distribution of schools and insufficient physical capacity
  - inequitable access (by expenditure quintile, gender, social group, geography)
  - transition of girls to secondary
  - school abandonment and dropout

- Quality & Relevance
  - Content (need for relevant curricula and materials, literacy, numeracy, 21st century skills)
  - Teachers (supply shortages, lack of pre-service teacher training, more subject specialists required – low pupil-to-teacher ratio)

- Cost & Efficiency
  - limited public funds for infrastructure and operational costs
  - student costs (user fees, examination fees, etc.)
  - teacher costs (teaching salary, housing, professional development)
  - foregone family income (opportunity cost)/ uncertainty labor market)

Alternative Delivery Approaches (ADA)

- Referenced under a variety of names, including:
  - non-formal education (NFE)
  - complementary models
  - lifelong learning (LLL)
  - open and distance learning (ODL)
  - information and communication technologies (ICT)
  - community schools
  - and other flexible learning systems

Current Typology of Alternative Delivery Approaches

- **Programs that function inside the conventional school system**

- **Programs that function in parallel to conventional schools**

- **Programs that function outside of the conventional school environment**

Examples

1. National Institute for Open Schooling (NIOS) - India
2. Simon Youth Foundation (SYF) and Bridges to Employment – United States
3. Programa para o Futuro and Madureza Equivalency – Brazil, Mozambique
4. EDUCATODOS – Honduras; Telesecundaria – Mexico
5. Escuela Nueva & SAT – Colombia; Fe y Alegría - Latin America
6. Florida Virtual School (FLVS)
7. Bangladesh Rural Advancement Committee (BRAC)
8. Community Schools - Kenya

Alternative Approaches- Critical Constrains

- These approaches were designed to improve access but now the pressure is to improve quality

- Tension between basic academic skills and technical and life skills

- Alternative certification for students

- Lack of ownership from governments

- "Alternative" but "doing the same"

- Alternative programs are often still perceived as second-rate schooling options.

The way forward?

- The opportunities and challenges for secondary schooling have been largely ignored over the past several decades

- There is no consensus on the way forward for secondary education and no silver bullets

- There are few formal evaluations and little substantial research on effectiveness of programmatic and policy interventions.

- Many countries face similar challenges, and while no single best strategy or policy fits them all…

Are we prepared to meet this global imperative in 2015?

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Young Adulthood and School Retention in Malawi and Nigeria

How much do early marriage and parenthood *really* contribute to early school exit?
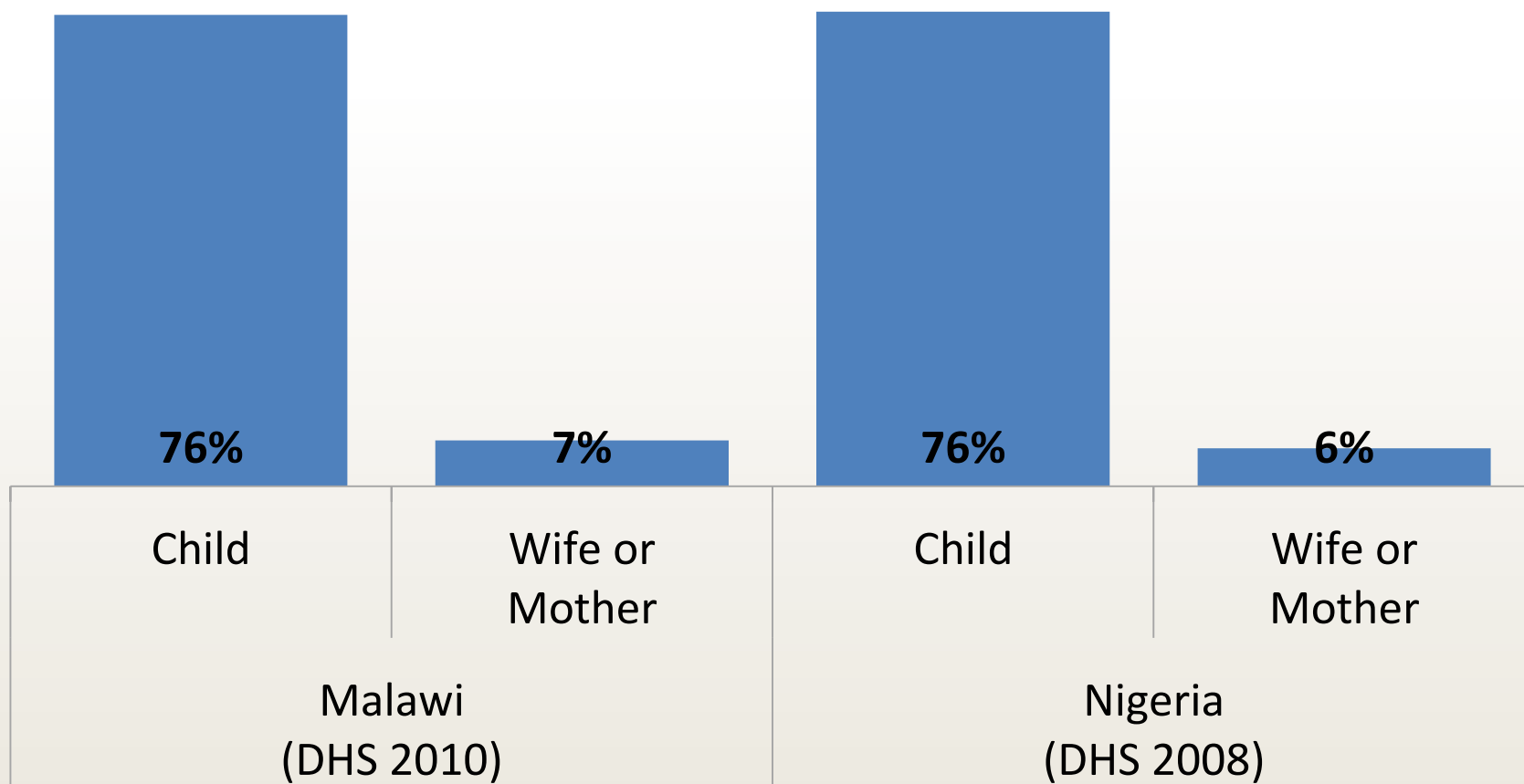
Benjamin Sylla
FHI360 Education Policy and Data Center
www.epdc.org

Observation

% Young women attending school, ages 15-19, by household responsibility type

76%	**7%**	**76%**	**6%**
Child	Wife or Mother	Child	Wife or Mother
Malawi (DHS 2010)		Nigeria (DHS 2008)	

Research Question

- There is a powerful static correlation between non-attendance and 'adult' household responsibilities for young women.

- But what is the dynamic relationship?
  To what extent does incidence of youth marriage and youth parenthood correlate with incidence of school exit?

Presentation Structure

– Background and Context

– Data and Methodology

– Findings in detail – Malawi and Nigeria

– Practical Implications

– Conclusion

Previous Literature

- Lloyd & Mesnch (2006).
  - Reasons for having left school as reported by women ages 20-24. Fifteen DHS from late 1990's.
  - Schoolgirl pregnancy   ~ 5-10% of school exit
  - Marriage & pregnancy   ~ 20% of school exit

- Marteleto, L., Lam, D., Ranchhod, V. (2008)
  - Cape Area Panel Study (CAPS); urban South Africa
  - More than 50% of 16-17 year olds who become pregnant re-enroll the next year.

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Research Methodology

- Two large DHS datasets:
    - Malawi 2010 DHS, (ages 15-24, n=2,820)
    - Nigeria 2008 DHS, (ages 15-24, n=2,730)

- Ages 15-54: Detailed marriage and birth history
- Ages   5-24: Two year school attendance history

- Ages 15-24: Among women who attended school in Year 1 and then married or had a baby, how many continued to attend in Year 2?

Specification

- **Subpopulation:** Young women aged 14-21 at the beginning of the school year 1, who had never married or given birth and attended school that year (excluding those in last grade of secondary).

- **Attendance:**
"Attended at any time during the 2010 school year"

- **School exit:** Dropout + Completion?

- **Demographic events:** If first childbirth or first marriage took place after the beginning of school year 1 and before the end of school year 2.

Model

- Logistic Regression

- Dependent Variable: School Exit

- Independent Variables:
    - Age
    - Number of years over age
    - Became Married
    - Became a Parent
    - Is sexually active
    - Relative household poverty
    - Is attending a school exit grade
      (ie: last grade of primary or lower secondary)

Findings: Odds Ratios for School Exit

	Malawi	Nigeria
Age (for each year above 14)	1.02	1.13 *
Years over age (for each year above official age)	1.28 ***	1.09
Adult social role		
sexual activity	3.25 ***	3.07 ***
… and gave birth	10.23 ***	4.88 **
… and became married	80.41 ***	24.32 ***
Relative poverty (for each additional poverty quintile)	1.22 ***	0.96
Attending an exit grade Yes (as opposed to no)	1.64 ***	8.83 ***
Constant	0.02 ***	0.00 ***

School Exit by age, controlling for other factors

	Malawi			Nigeria		
	n	% subop	school exit rate	n	% subop	school exit rate
Overall	2,820	100%	18%	2,732	100%	5%

Age

	n	% subop	school exit rate	n	% subop	school exit rate
14	1,046	36%	14%	845	28%	3%
15	721	24%	14%	608	21%	3%
16	525	18%	14%	658	21%	3%
17	288	11%	14%	351	11%	4%
18	159	5%	15%	315	10%	4%
19	95	3%	15%	116	4%	5%
20	39	1%	15%	111	3%	5%
21	34	1%	15%	57	2%	6%

# Findings: School Exit by number of years older than official age for grade, controlling for other factors

	Malawi			Nigeria		
	n	% subop	school exit rate	n	% subop	school exit rate
Overall	2,820	100%	18%	2,732	100%	5%

Years over age

Years over age	n	% subop	school exit rate	n	% subop	school exit rate
0	173	6%	7%	449	18%	3%
1	304	11%	8%	532	20%	3%
2	518	18%	10%	548	20%	3%
3	565	20%	13%	397	14%	3%
4	497	17%	16%	309	11%	4%
5	398	15%	20%	203	7%	4%
6	184	7%	24%	124	4%	4%
7	186	7%	29%	174	6%	5%

Findings: School Exit by poverty quintile, controlling for other factors

	Malawi			Nigeria		
	n	% subop	school exit rate	n	% subop	school exit rate
Overall	2,820	100%	18%	2,732	100%	5%
Poverty Quintile						
least poor	805	32%	11%	641	25%	4%
less poor	680	21%	13%	863	29%	3%
middle	542	19%	15%	773	25%	3%
more poor	438	15%	18%	506	14%	3%
most poor	442	14%	21%	278	7%	3%

School Exit by adult role, controlling for other factors; School Exit by exit grade, controlling for other factors

	Malawi			Nigeria		
	n	% subop	school exit rate	n	% subop	school exit rate
Overall	2,820	100%	18%	2,732	100%	5%
Adult social role						
none of the below	2,150	72%	10%	2,196	72%	3%
sexual activity	564	21%	25%	764	25%	8%
… and gave birth	43	2%	50%	55	2%	12%
… and became married	145	5%	87%	43	1%	37%
Attending exit grade						
no	2,198	76%	13%	2,862	94%	3%
yes	709	24%	19%	199	6%	21%

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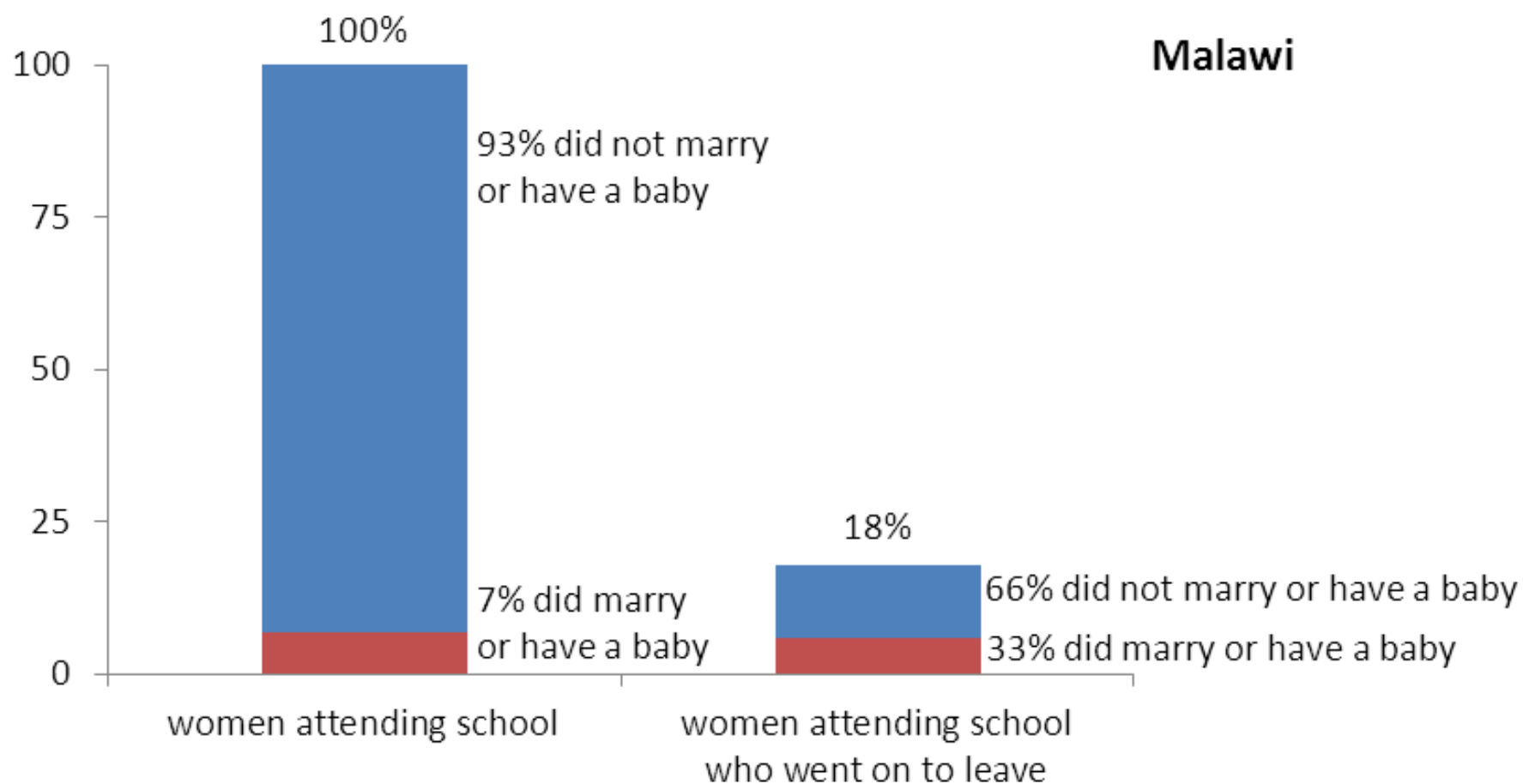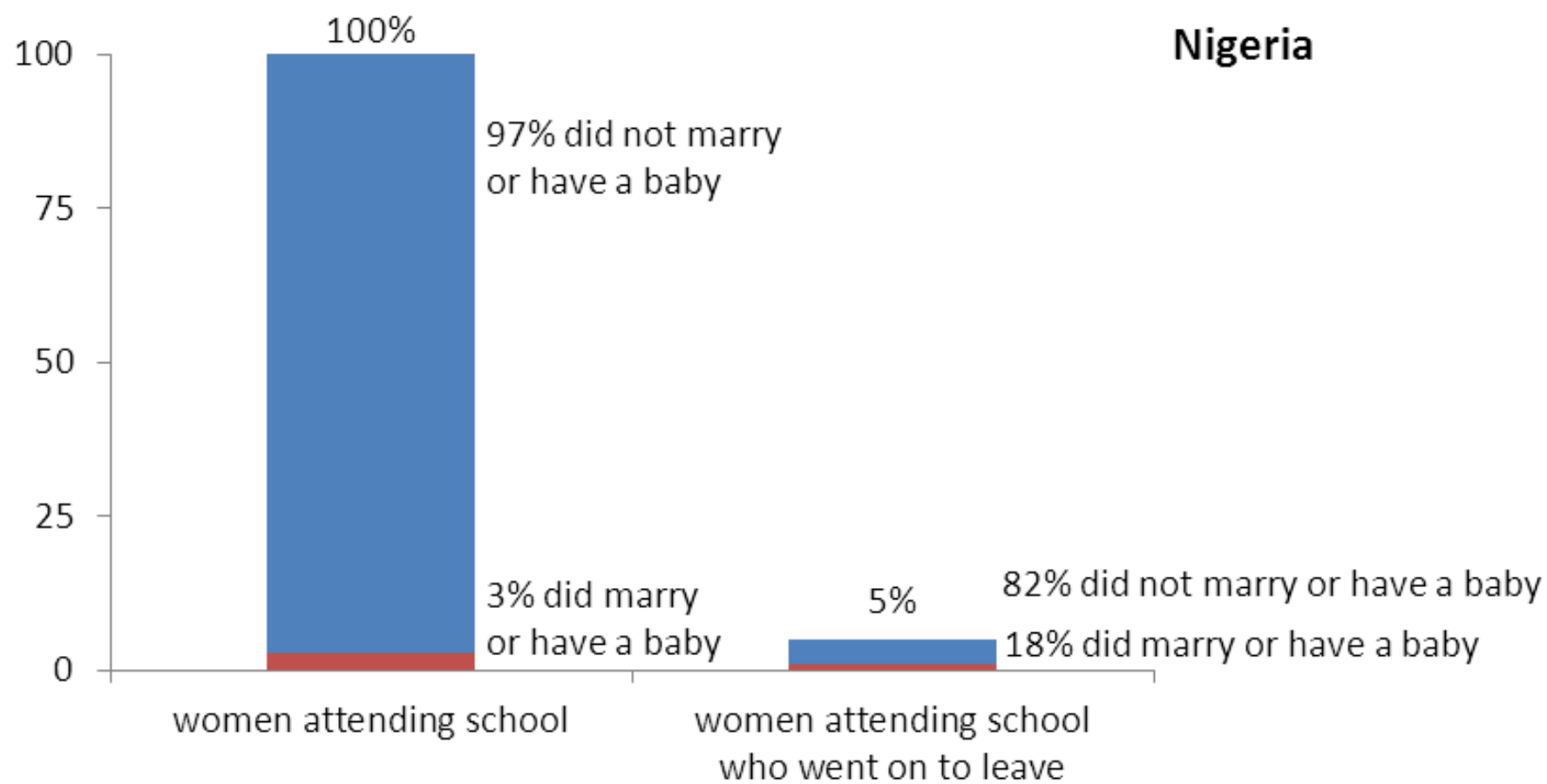
- Only a small proportion (3% - 7%) of young adult school women marry or have children annually.

- Childbirth and especially Marriage are associated with a disproportionately large number of young women who leave school (18% & 33%).

- Controlling for demographic events, high relative age, structural factors, other issues explain preponderance of school exit events.

Secondary Education:
Action to Fill the Teacher Gap
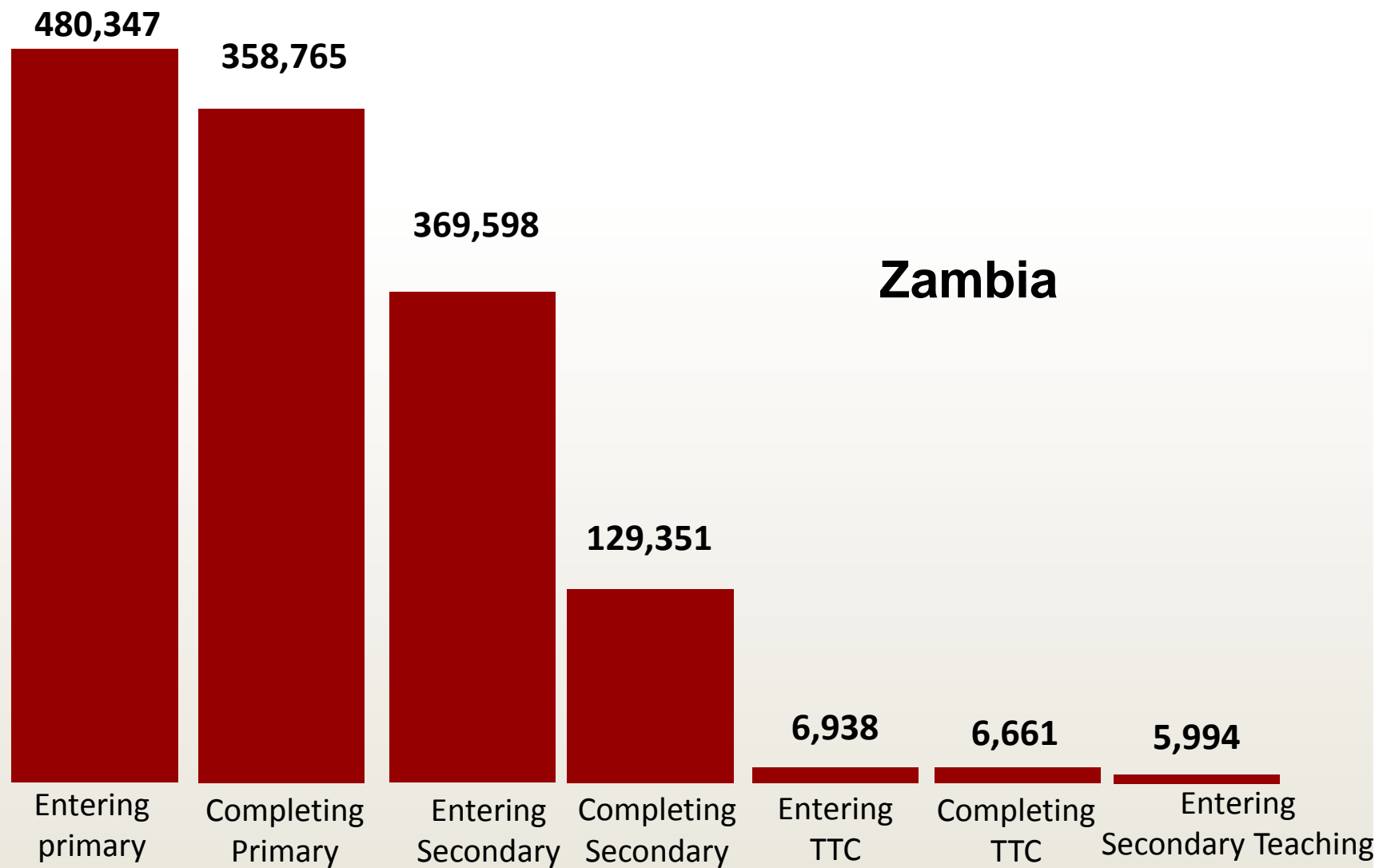
Audrey-marie Schuh Moore Ph.D.

Purpose of this study: Address Two Basic Questions

1. Given ongoing and projected increases in access and completion to primary education, will there be enough teachers to permit expansion of secondary education?

2. How can different models of secondary education expansion address issues of teacher supply?
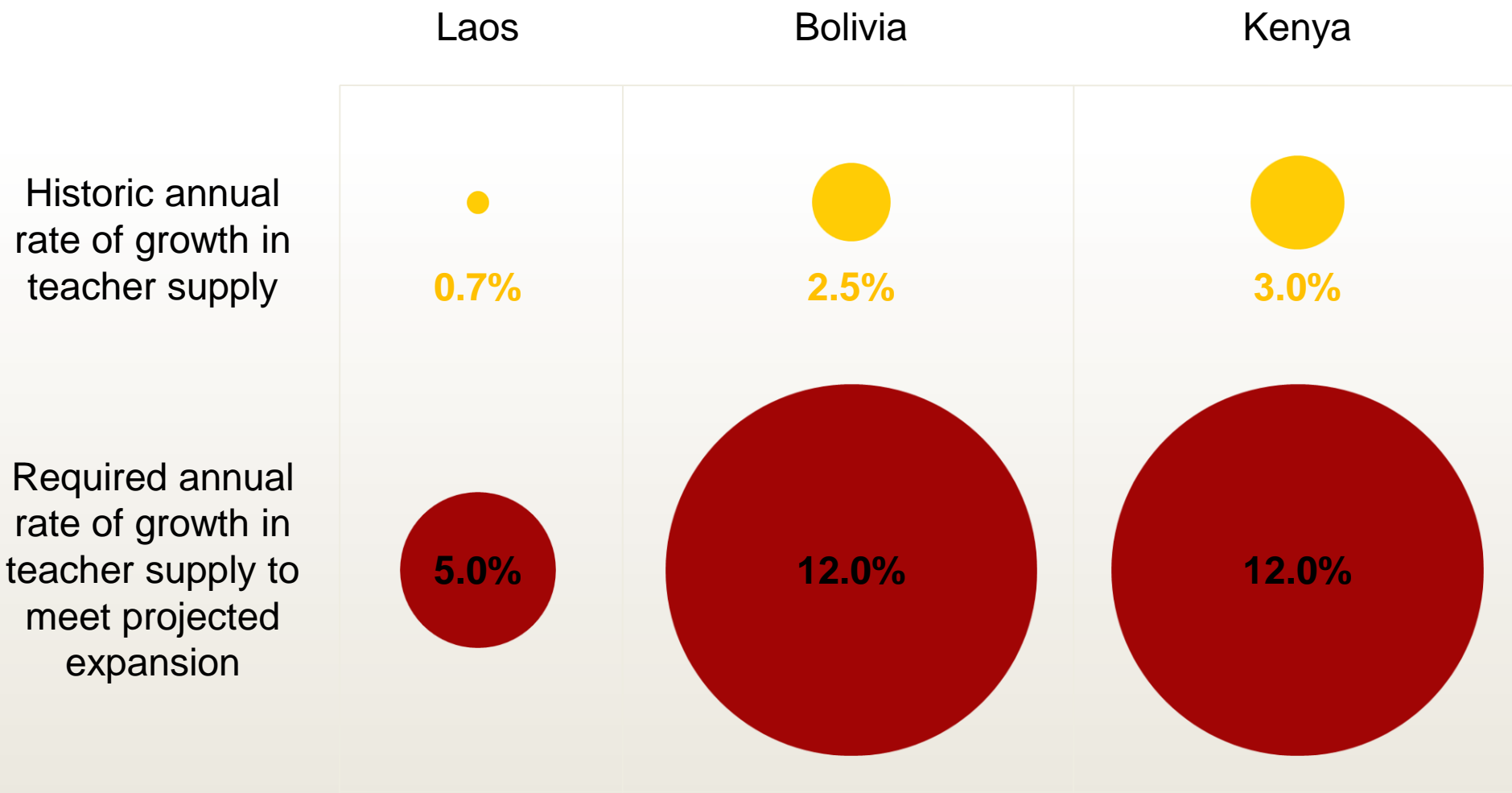
Overview of Study and Methodology

- Data from 14 countries analyzed
  - Asia: Cambodia, Laos, and the Philippines
  - LAC: Bolivia, Brazil, El Salvador, Guatemala, and Nicaragua
  - SSA: Ghana, Kenya, Malawi, Senegal, Uganda, and Zambia

- Available data used to make projections that:
  - Assume continued improvements in primary intake
  - Model the impact of improvements in both primary efficiency and transition to lower secondary
  - Determine the number of secondary teachers needed to meet projected enrollment
  - Compare the growth in the secondary teaching force to the recent trends in annual growth of secondary teachers

Inherent Limitations

Zambia

|	Value
Entering primary	480,347
Completing Primary	358,765
Entering Secondary	369,598
Completing Secondary	129,351
Entering TTC	6,938
Completing TTC	6,661
Entering Secondary Teaching	5,994

Projected Growth in Teacher Supply

	Laos	Bolivia	Kenya
Historic annual rate of growth in teacher supply	0.7%	2.5%	3.0%
Required annual rate of growth in teacher supply to meet projected expansion	5.0%	12.0%	12.0%

Projected Growth in Teacher Supply

Historical growth in teacher supply ———

Projected growth in teacher supply ———

Bolivia

t_0 t_1 t_2 t_3 t_4 t_5 t_6 t_7 t_8 t_9
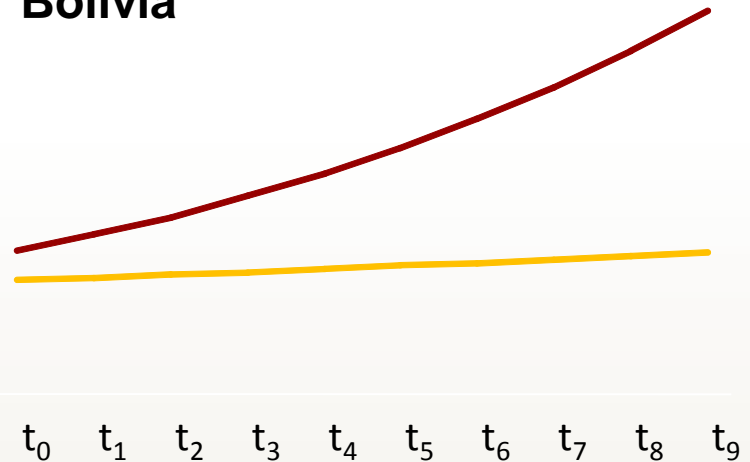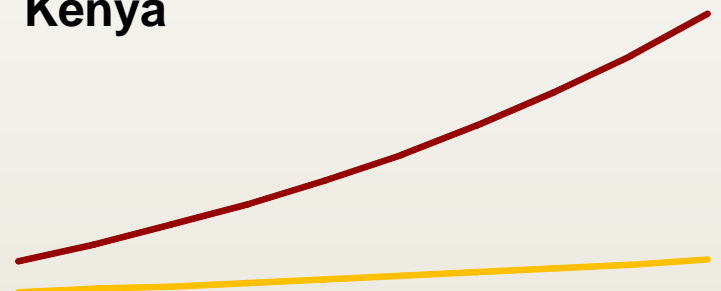
Laos

Kenya

System Constraints

1. Inefficient movement of learners through the system limits the pool of future teachers

2. Limited space in TTCs (and high cost of expanding space)

3. Length of teacher training programs

4. Competing sectors that draw potential teachers into other areas

5. Academic nature of traditional secondary promotes inefficient use of teachers and limits flexibility in teacher recruitment

6. Will need to continue to invest in expanding primary while expanding secondary

Possible solutions to expansion woes

- Mexico:
  - Multiple recruitment approaches moved GER from 58% to 104% in lower and 80% overall in 10 years.

- In Kenya:
  - Multiple recruitment approaches moved GER from 58% to 104% in lower and 80% overall in 10 years.
  - Increasing the teaching load from 18 to 25 hours per week;
  - using part-time teachers to teach non-core subjects; increasing teacher ratios to 45:1;
  - expanding existing schools to at least 2-3 parallel streams and sharing teachers across schools
  = 50% increase in secondary education enrollments without adding new teachers.

Policy Implications

- Restructuring of lower secondary education

- More efficient deployment and use of teachers (requirements for teacher workloads)

- Recruiting teaching candidates from different points in the education system

- Alternative approaches to secondary education and teacher preparation

- Teacher support and ongoing in-service as opposed to extensive pre-service training

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Challenges to Providing Secondary Education in Conflict-Affected Settings

Lori Mosher, FHI 360

Secondary Attainment Rates in DRC

2010 EPDC extraction of MICS Data
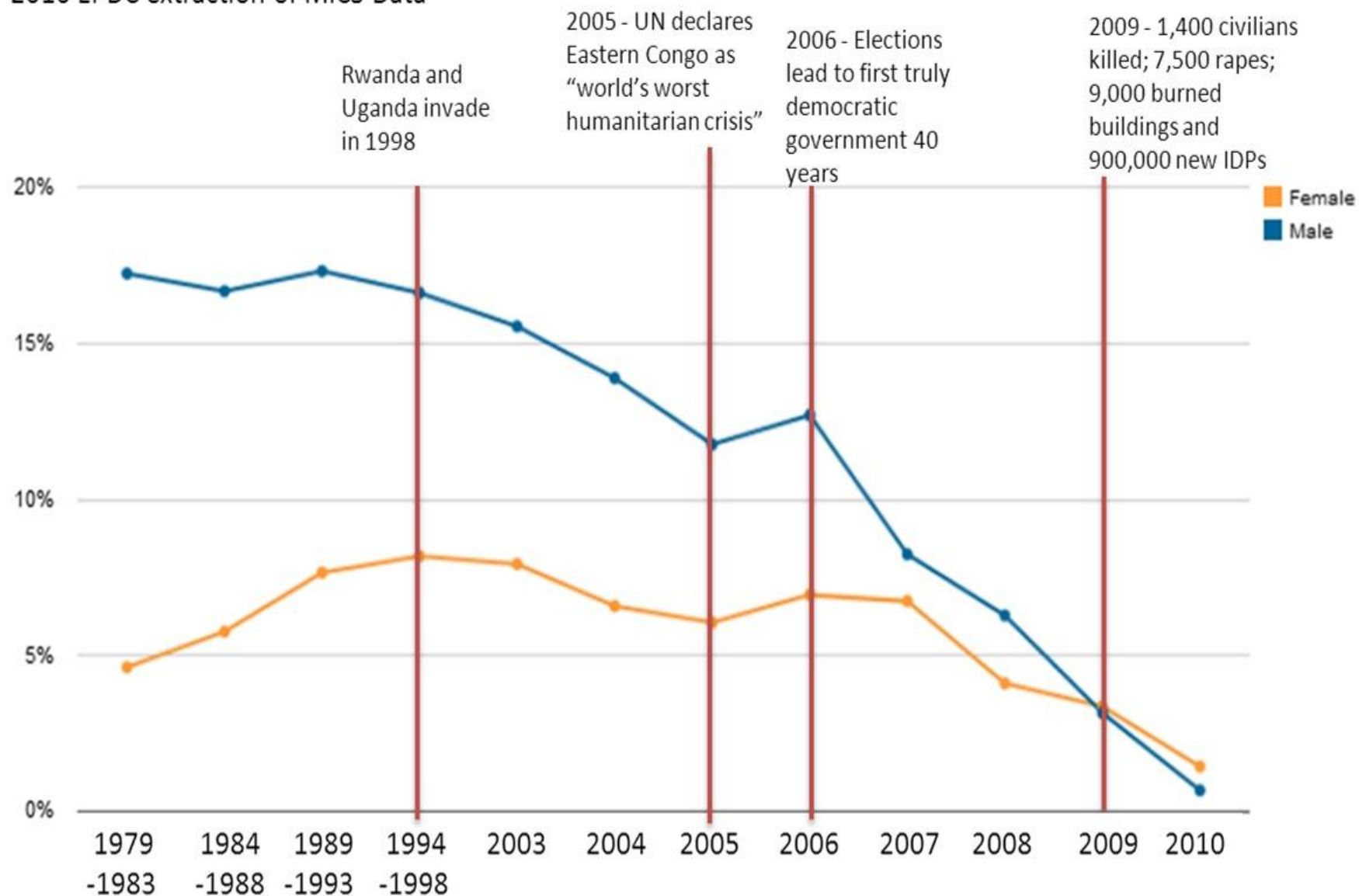
Overview of Challenges

Disruption of Normal Life

Funding

Teaching & Learning

TVET

Defining Key Terms

Context

- Fragile
- Conflict-Affected
- Post-Conflict
- Crisis-Affected
- Post-Crisis

Population

- Living in Conflict
- IDPs
- Refugees
- Returnees
- Demobilized Soldiers

Conflict Disrupts Normal Life

School Life

- "Regular" school-based activities are prevented
- Youth and teachers are injured or killed
- Schools are destroyed, commandeered by armed forces, or used as shelters
- Risks of armed attack, abduction, or recruitment by militias

Home Life

- Youth leave school to work and support their families or provide childcare for younger siblings
- Families are forced to flee their homes
- Youth are separated from their families

Limited Funding

States

- Conflict-Affected Countries
    - Fewer resources available for education
    - Potential for complete or partial failure of the education system
- Host Countries for Refugees
    - Increased competition for jobs from refugees

International Donors

- Focused on MDGs
- Education is not viewed as "life-saving"
- Funding lag in the transition from humanitarian to development assistance

Communities

- Prioritize education during times of crisis, but have very limited resources

Teaching & Learning

Chronic Shortages of Qualified Teachers

- <u>Immediate Need</u>
  - Teachers flee or are killed
  - Employed by international agencies and NGOs
  - Little incentive to work/stay in conflict-affected areas
- <u>Long-Term Need</u>

Education Must be Relevant

- Understanding the experiences of youth
- Two *faces* of education
- Conflict-sensitive education

Psychosocial Support is Critical

- Youth
- Teachers & other education personnel

Challenges to Providing TVET

Must Link to Contextual Economic Opportunities

- Economies are so disrupted, dynamic, and distorted that it is very difficult to plan
- Refugees cannot leave camps to find work in host countries

What Works?

- Little is known about impact and successful strategies

Secondary Education in Conflict: The Opportunities

"If provided with meaningful opportunities and equipped with relevant skills, **a community's youth may be its _most abundant asset_ in times of crisis**." -INEE

Traditional View	Emerging View
Youth as threats	Youth as engineers of growth
Youth as vulnerable	Youth as catalysts
Youth as a residual category	Youth as central to sustainable development
Youth as marginalized	Youth as drivers of development
Youth as victims	Youth as protagonists
Youth as followers	Youth as innovators
Youth as leaders of tomorrow	Youth as leaders of today

Source: RTI Advancing Youth Development in Fragile States (2005)

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