

Education – at the heart of mission

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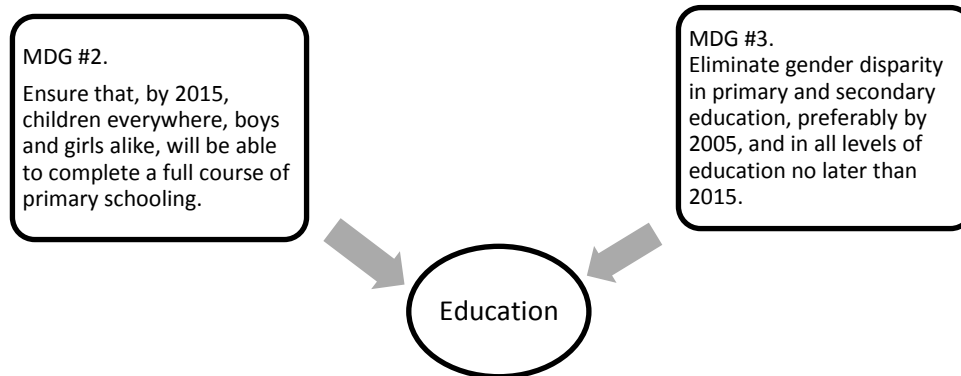
The purpose of this paper is to provide options for the Anglican Alliance's work on education.

1. Introduction

Education is the most transformative of services, especially education of women, and is the focus of two millennium development goals; achieving universal primary education and gender equality in access to education. Anglicans around the world are engaged in education at every level, making the church an agent of change and a crucial partner in the achievement of the millennium development goals agreed by the international community.

So the question for the Anglican Alliance is whether we identify education as one of our priority areas, building on the strength of the Anglican Communion globally, and if so, whether we prioritise any sector or theme.

2. Millennium Development Goals – what are they and will they be achieved?



2.1. MDG 2 – Universal Primary Education

- Enrolment in primary education in developing regions reached 89% in 2008, up from 83% in 2000
- The current pace of progress is insufficient to meet the target by 2015
- About 69 million school-age children are not in school; almost half of them (31 million) are in sub-Saharan Africa, and more than a quarter (18 million) are in Southern Asia
- Primary education has been at the heart of international development policy and funding, so there are many initiatives globally to increase access to primary education. Some of these are set out below.

Sub-Saharan Africa – challenges and initiatives

Main Issue	<p>High school fees</p> <ul style="list-style-type: none"> school fees consume nearly a quarter of a poor family's income includes tuition and indirect fees, e.g. Parent-Teacher Association and community contributions, textbook fees, compulsory uniforms and other charges
Current Initiatives	<p>Burundi, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Tanzania, Uganda</p> <ul style="list-style-type: none"> abolishing of school fees led to a surge in enrolment e.g. (1) Ghana, where public school enrolment in the most deprived districts and nationwide soared from 4.2 million to 5.4 million between 2004 and 2005 e.g. (2) Kenya, where enrolment of primary school children has increased dramatically with 1.2 million extra children in school in 2003 alone

2.2. MDG 3 – Equal Access to Education

- 2005 target was missed and major challenges remain, with large inequality gaps in primary education in Oceania, sub-Saharan Africa and Western Asia
- in 2008, there were 96 girls for every 100 boys enrolled in primary school, and 95 girls for every 100 boys in secondary school in developing regions
- access to university-level education remains highly unequal, especially in sub-Saharan Africa and Southern Asia where only 67 and 76 girls per 100 boys, respectively, are enrolled in tertiary education

Examples of Initiatives:

- BANGLADESH:** provision of secondary school stipends for girls and their families to cover tuition and other costs, on the condition that they enrol in secondary school and remain unmarried until the age of 18; girls accounted for 56% by 2005
- ETHIOPIA:** local programme advocates ending child marriages; in encouraging families to let the girls complete schooling, girls receive a female sheep upon completing programme
- BOTSWANA:** reduced female drop-out rates by half by implementing readmission policies

2.3. Challenges/Barriers to Education:

- despite improvements made in education, the recent financial crisis has the potential to reverse progress made so far as (i) national budgets for education in these countries are reduced, (ii) loss of domestic household incomes, (iii) reduction of foreign aid
- insufficient funding, fees, travel costs and family income.
- education rarely prioritised by the international community in its emergency responses
- unequal access to education, particularly for those from vulnerable or marginalised groups
- gender (cultural discrimination and social constraints) and domestic violence.
- language obstacles for children with special needs

Question 1: What priority do you place on education as a means of achieving development? What are the educational achievements and challenges in your society?

3. Relationship between Schooling and Anglican Identity:

Education has been at the centre of the Church's mission, demonstrating its inclusivity in providing education to all children in the community. It has been a long-standing commitment, stretching over many centuries, with the formation of over 17,000 schools after 1811. The Church's commitment to schooling extends over many centuries, and includes now a wide range of educational institutions, including vocational colleges, universities, all sectors of schooling, early years and adult education as well as theological education. Many parents from faiths other than Christianity, or with no faith at all, choose to send their children to Anglican schools because of the quality of education and because they want their children education in a faith environment.

Below are some examples of the extent of Anglican education in a range of countries. They are just a small sample of the scope and diversity of Anglican education worldwide.

England : About 1 million children attend 4,605 primary and middle schools and 236 secondary schools, which account for 25 per cent and 6.25 per cent respectively of all schools. They receive state funding. Church organisations also provide 42 academies, which are state funded. Meanwhile 564 independent schools describe themselves as being Anglican.

Uganda: The Church's Education Department oversees 55 Pre-primary Schools, 4,904 church-founded Primary Schools, 460 Secondary Schools, 50 post-Primary schools (including Vocational Training Schools) and 6 Universities. About 3.7 million people are enrolled in these Church educational institutions

South Africa: The Church funds 25 academic institutions, from pre-primary schools to universities.

Australia: The Anglican Schools Commission is responsible for providing affordable Christian education in the Anglican tradition, and accessible to the disadvantaged and children with disabilities. It has acquired nine schools so far.

Episcopal Diocese of Jerusalem: The Anglican Schools Commission funds 19 educational institutions from pre-primary schools to universities.

Sudan: Since Archbishop of Canterbury visited Sudan in 2006, the International Development Secretariat (IDS) has been involved in supporting the Episcopal Church of Sudan in a building capacity for the design, implementation and impact assessment of education programmes. This has involved a partnership between Christian Aid, Reconcile Consulting and the dioceses of Malakal and Renk in the Upper Nile region, a region which saw a disproportionate level of damage during the war. As a result of this dialogue, in 2006, the dioceses of Malakal and Renk received funding for the expansion of six ECS schools and the building of two new ones. This has resulted in the provision of 1190 new school places and by end of 2008 another 490 new school places will be available. By the end of 2008 children at all the schools will have access to pit latrines and five of the schools will have access to clean water during the rainy season. Girls take up 40-50% of school places. Working alongside USPG and CMS Britain supports a significant scaling up of the Provincial Education work of the ECS, in the area of teacher training for over 700 teachers

Church of Melanesia: It supports six co-educational schools, three of which have primary and secondary departments, and 5 rural training centres. Schools now receive grants from the state and in return they are required to teach the national curriculum, and to comply with the standards set by the government.

Question 2. What education services does the Church provide in your country? What are its achievements, and what challenges does it face?

4. Anglican Alliance and education

The Anglican Alliance has two initiatives in the area of education and capacity building:

- 4.1. Commissioning distance learning modules from Open University. These are designed to strengthen the capacity of churches to engage in local development projects, and cover the main areas of expertise needed. We expect to have these completed for piloting in June 2012, and rolled out in September 2012.
- 4.2. Commonwealth Professional Fellowship Programme. Our programme for Anglican education administrators has been approved by the Commonwealth Scholarship Commission, and four education administrators either delivering or working with Anglican education programmes will be starting in January.

5. Priorities for Anglican Alliance workplan

If the Anglican Alliance does not prioritise education, it will be neglecting the service that has the greatest developmental impact, and one where the Church has a track record of experience and expertise. The question is to what extent the Alliance should prioritise, and whether the Alliance should prioritise specialist sectors, for example:

- Early years – integration of children’s services, including early years education, health and support for mothers, such as ante-natal services and support for victims of domestic violence, provided in a single centre in a primary setting, such as a church building.
- Primary education – improving quality and increasing access especially for girls and children from the most marginalised families.
- Secondary education – raising the profile of secondary education, and the need for more access especially for girls and children from poor families, to build on the achievements of the campaign for universal primary education.
- Adult and continuing education – building on the church’s experience in this area, and to provide access to education for women.
- Focussing on improving quality of education – the drive for universal access has sometimes been at the cost of quality of education.
- Focussing on MDG 3 and improving access for girls and women.
- Focussing on provision of education to especially marginalised communities – for example refugee children, minority children or children with special needs.

Question 3: Which area(s) of education do you think should be at the core of the Anglican Alliance’s work on education? Is there one area that you think should be carried forward through south-south collaboration?