EdQual

A Research Programme Consortium on
Implementing Education Quality in Low Income Countries

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A Framework for Understanding Education Quality in Low Income Countries

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EdQual Purpose

Policy makers and practitioners have new knowledge, initiatives and a sustainable research capacity to assist them in improving the quality of education for disadvantaged learners

Research projects

10 PhD studentships	Use of ICTs to support Basic Education (Rwanda)	Small Project School Design, Ghana & South Africa
Leadership & Management of Change (Ghana, Tanzania)	School Effectiveness & Educational Quality (14 Southern & East African countries)	Language & Literacy Development (Tanzania, Ghana)
Small Project Index of Inclusion, Tanzania	Implementing Curriculum Change (South Africa, Rwanda)	Small Project NEPAD *e*Schools (online health education) Kenya, Rwanda

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Mixed methods

- Secondary analysis of SACMEQ data set
  - Data from near 42,000 primary school pupils and their teachers and headteachers in14 Sub-Saharan African countries
  - Modelling pupil background, school context and process determinants of quality
- Qualitative research including action research to understand the underlying processes of a good quality education

EdQual working definition of a good quality education

A good quality education is one that enables all learners to develop the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance wellbeing. The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy and life skills including awareness and prevention of disease.

Values

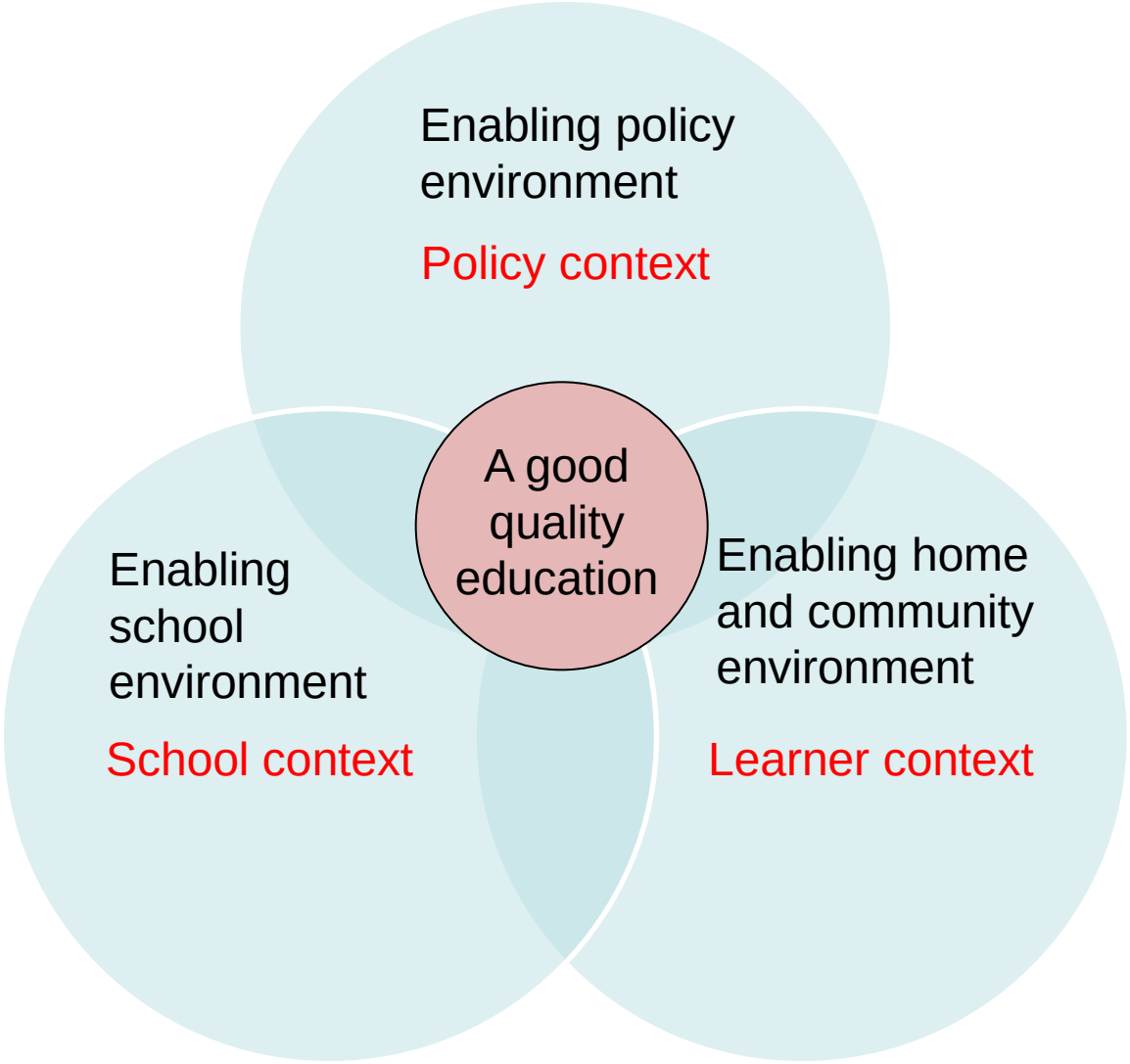
- **Inclusive:** All children achieve the specified learning outcomes.
- **Relevant:** Learning outcomes support sustainable livelihoods, individual and collective wellbeing, are valued by their communities and are consistent with national development priorities in a changing global context.

Values

- **Democratic:** Learning outcomes are determined through public debate and ensured through processes of accountability.
- **Effective and efficient:** Human and physical resources are used effectively and efficiently to maximise learning outcomes for all learners.

Purpose of quality framework

- Heuristic device for communicating research approach, key findings and areas for further research
- As a heuristic device for communicating policy messages
- Can operate at different levels, e.g.
  - Global
  - National
  - Project level



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A context model of education quality

The Policy context e.g. Evidence relating to

- Skills development priorities
- Outcomes of international and regional benchmarking
- Budget available for education quality
- Public/ private finance of education
- Evidence of effective service delivery and good governance

Priorities for creating an enabling policy environment, e.g.

- A national debate on quality
- Framework of rights and minimum standards
- Equitable and efficient school funding
- Effective inspection, monitoring and evaluation
- Teacher professional development policy
- Teacher salaries and incentives
- Headteacher training
- Appropriate curriculum and assessment frameworks
- Effective textbook procurement and distribution

Learner context, e.g. evidence relating to

- Literacy levels in community
- Indicators of health and wellbeing
- Access to MOI outside school
- Availability of books and ICTs
- Availability of desks and adequate lighting
- Prevalence of child labour including domestic labour
- Local labour markets opportunities
- Cultural norms and values, e.g. gender
- Levels of conflict, sexualised violence
- Aptitude and aspiration

Priorities for an enabling home and community environment, e.g.

- Effective SGBs
- Parental education including basic literacy
- School feeding
- Multi-agency working to promote health and wellbeing
- Provision of quality ECD
- Community financing of education

School context, e.g. evidence relating to

- Learner achievement and progress
- Barriers to achievement
- Leadership preparedness
- Processes of school self-evaluation
- Teacher preparedness and motivation
- Level of school infrastructure and resource
- Provision of appropriate text books and learning materials

Priorities for creating an enabling school environment, e.g.

- Develop leadership for learning
- Support for school self-evaluation and the effective use of data
- Provision of school focused professional development , e.g. to support
  - language and literacy,
  - effective use of ICTs,
  - Use of structured pedagogy and formative assessment
  - Inclusion and diversity
- Provision of basic learning resources
- Investment in school infrastructure including library

Discussion

- Do you agree with the items in the framework?
- Are we sure they can they be evidenced from
  - EdQual research
  - Wider literature?
- What would the framework look like if it were applied to the project you have been involved with?
- What are out absolute headline policy messages?