What does Education Quality mean for Low Income Countries?

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How would you recognise high quality education is happening in a school you visit?
Quality Frameworks

Dakar Framework for Action
(also emphasises social & system context)

Jomtien
Meeting learning needs

Delors
Lrng to know, do, live together, be

INPUTS ➔ PROCESS ➔ OUTPUTS

UNICEF, Human Rights

ESD ➔ ESD
HCT rra ➔ HCT rra
UNICEF’s five dimensions or principles of quality in basic education
(listed in GCE, 2002, graphic presentation and additions by J.Nikel)

- **Environments**
  - Healthy
  - Safe
  - Protective
  - Gender-sensitive

- **Learners**
  - (pre-conditions for being ready to learn & participate)
  - Healthy
  - Well-nourished

- **Content**
  - Relevant
  - Responsive (children’s needs)
  - Flexibility
  - Inclusive (marginalised)

- **Processes**
  - **Relationships, learning teaching**
    - Trained
    - Child centred (responsive to different needs, diversity)
    - Well managed
    - Inclusive, non stigmatic, openness
    - In-depth, active
  - **School management**
    - Trained
    - Responsive
    - Decentralised (Local problem solving)
    - Accountable
    - Open (community)

- **Responsiveness**
  - (GCE, 2002)

- **Outcomes**
  - Visible (to parents, students)
  - Regular
  - Credible
  - Fair
  - Responsive (students starting point)
Quality in basic education

**Environments**
- Healthy – Safe – Protective - Gender-sensitive
- Adequate resources & facilities
- abuse, bullying, corporal punishment, stereotyping, sarcasm
- school journey
- class size
- access to resources
- rooms’ quality (classroom, toilet, water, disability access)

**Learners**
(pre-conditions for being ready to learn & participate)
- Healthy - Well-nourished
- Supported in learning outside
- Early childhood provision
- Adult education

**Content**
- Relevant - Responsive (children’s needs) – flexibility - Inclusive (marginalised)
- Local language, context, culture
- Basic skills, literacy, numeracy, skills for life, gender, health, nutrition, HIV/AIDS prevention, peace
- representation related to indigenous / disadvantaged
- democratic processes to shape the curriculum.

**Processes**
**Relationships, learning teaching**
- Trained - Child centred - Well managed, Inclusive, non stigmatic, openness, In-depth, active
- teacher training, teacher support
- conditions of employment
- hours of instruction
- flexibility in timetabling and scheduling
- mother tongue instruction in early years
- deepening children’s learning/ variety
- useful assessment

**Responsiveness** (GCE, 2002)
- Feature across all five dimensions of quality
- To diverse needs of children
- Accountability to parents, community, tax payer
- Monitoring

**Outcomes**
Visible (to parents, students)
Regular
Credible
Fair
Responsive (students starting point)
- impact of learning on future opportunities
- learning progress not only results

**Focus of Initiatives and Research**

School management
- Trained, Responsive, Decentralised, Accountable, Open (community)
- training and resourcing
- community involvement
- perspectives on children’s school experiences
- accountable to community and children
- visioning achievements in a successful school
<table>
<thead>
<tr>
<th>UNAIDS</th>
<th>UNICEF</th>
<th>GMR2005</th>
<th>ECCE</th>
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</thead>
<tbody>
<tr>
<td>seeks out learner</td>
<td>what learner brings</td>
<td>Learner characteristics</td>
<td></td>
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<tr>
<td>acknowledges what learner brings</td>
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<tr>
<td>provides conducive learning environment</td>
<td>environments content</td>
<td>Enabling inputs</td>
<td>What is brought to task</td>
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<td>considers the context</td>
<td></td>
<td>Context</td>
<td>how organised &amp; managed</td>
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<td>enhances learning processes</td>
<td>processes</td>
<td>teaching &amp; learning</td>
<td>Relationships with immediate environment or parents &amp; community</td>
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<tr>
<td></td>
<td>outcomes</td>
<td>outcomes</td>
<td>what happens</td>
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<td>Relationships with immediate environment or parents &amp; community</td>
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Older learners with changed skills, culture, knowledge, attitudes, and aptitudes.

Before school

Learning in formal basic education

Immediate outputs

Mediated deferred outputs

Learners contribute to society thru' opportunities & actions

Inputters (workplace learners) inputs

Learners do things
Learners interact with learners and inputters

Drop-outs (fast trackers)

Young learners with culture, knowledge, attitudes, aptitudes, abilities

Time line
Quality education if [framed by…]
What are the models of education quality (explicit or implicit) within your own work?
## Priorities and ‘Context’

<table>
<thead>
<tr>
<th>State</th>
<th>Emphasis within quality debate</th>
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<tbody>
<tr>
<td>Post-conflict; newly founded</td>
<td>Subsistence, <strong>security, trust</strong> - school system, curriculum</td>
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<td>Low Income</td>
<td><strong>Access</strong>, livelihoods (coping; lasting; flexibility) - primary schools</td>
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<td>Middle income</td>
<td><strong>Continuation</strong> - secondary school Disadvantaged groups</td>
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<tr>
<td>OECD</td>
<td><strong>Competencies</strong>, responsibility, lifelong learning, sustainability</td>
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</tbody>
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McDowell, 2002 (East Timor); Michaelowa, 2001 (Sub-Saharan countries); Akkari, 2005 (Tunisia); Romano, 2002 (Europe)