What does Education Quality mean for Low Income Countries?

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

Jutta Nikel, University of Bath

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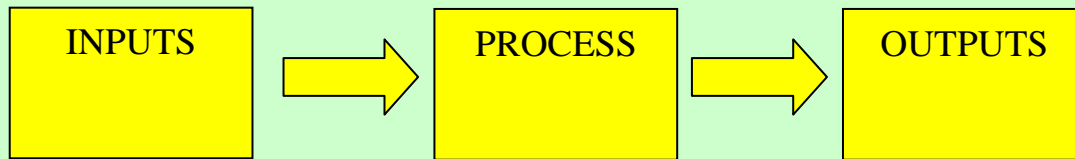Angeline Barrett, University of Bristol

*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

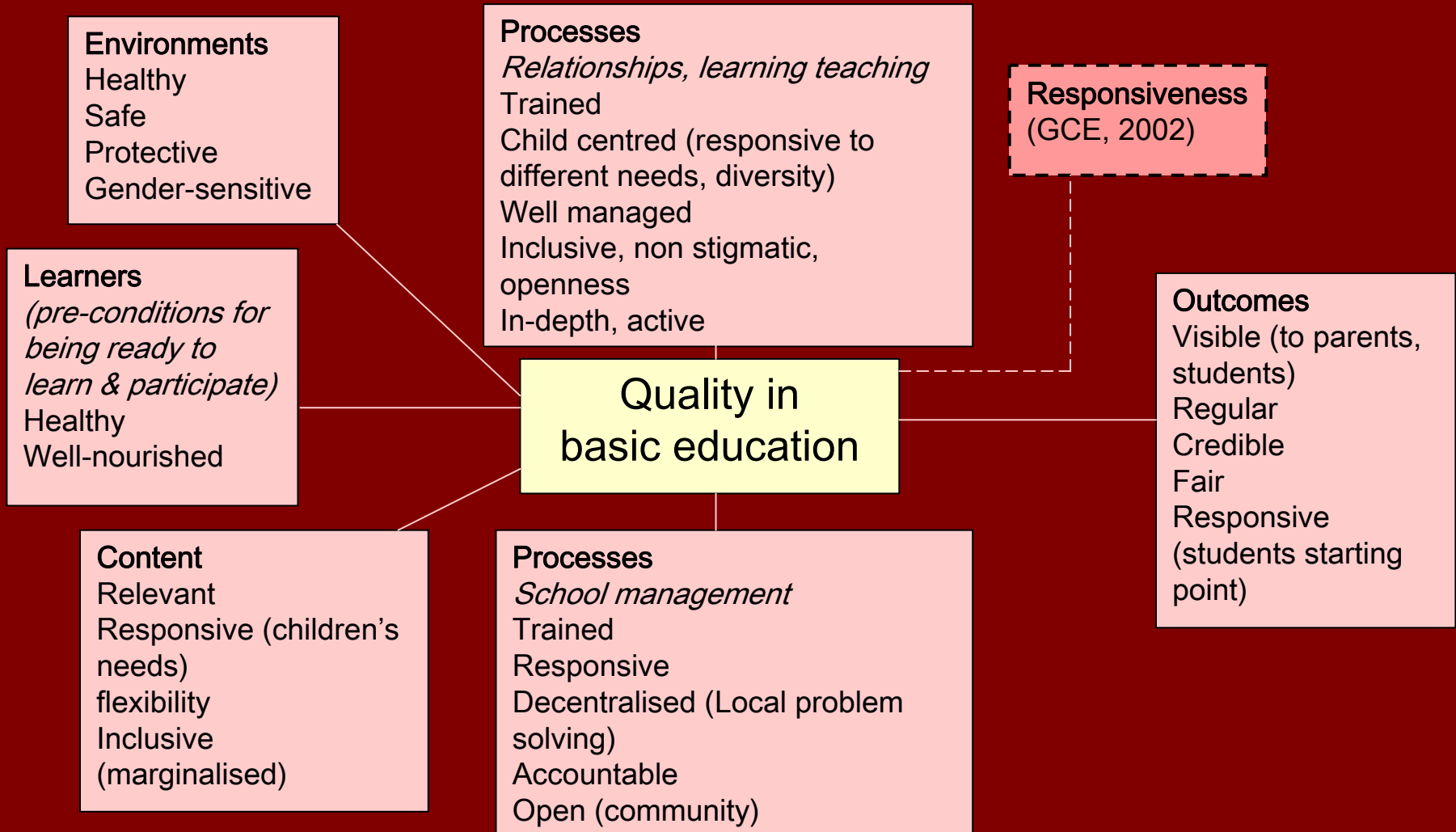| INPUTS | → | PROCESS | → | OUTPUTS |

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

Processes
Relationships, learning teaching
Trained
Child centred (responsive to different needs, diversity)
Well managed
Inclusive, non stigmatic, openness
In-depth, active

Responsiveness
(GCE, 2002)

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

Quality in basic education

Outcomes
Visible (to parents, students)
Regular
Credible
Fair
Responsive (students starting point)

Content
Relevant
Responsive (children's needs)
flexibility
Inclusive (marginalised)

Processes
School management
Trained
Responsive
Decentralised (Local problem solving)
Accountable
Open (community)

Focus of Initiatives and Research

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

Processes
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

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

Quality in basic education

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

UNAIDS	UNICEF		GMR2005	ECCE
seeks out learner acknowledges what learner brings	what learner brings	LEARNERS +	Learner characteristics	
provides conducive learning environment	environments content	INPUTS	Enabling inputs	What is brought to task how organised & managed
considers the context		CONTEXT +	Context	Relationships with immediate environment or parents & community
enhances learning processes	processes	PROCESSES	teaching & learning	what happens
	outcomes	OUTPUTS	outcomes	Relationships with immediate environment or parents & community

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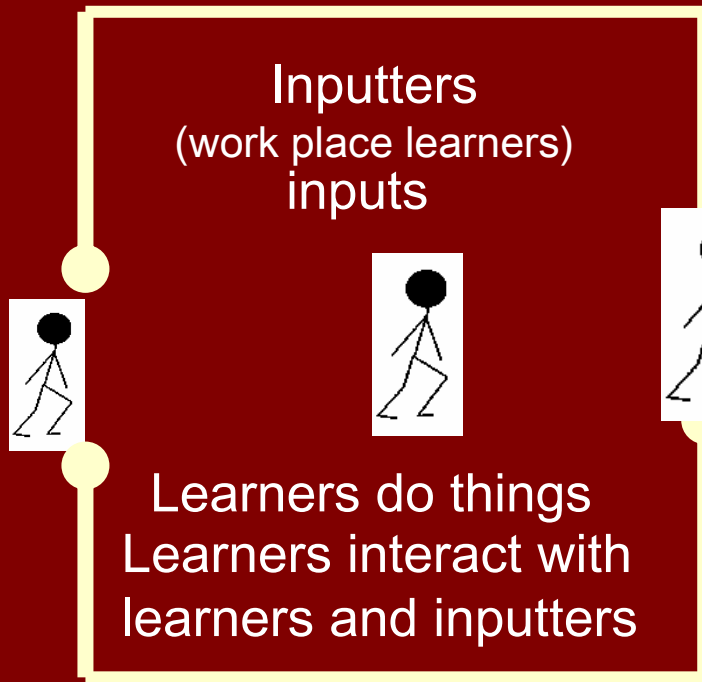
Quality education if [framed by…]

What are the models of education quality (explicit or implicit) within your own work?

Priorities and 'Context'

State	Emphasis within quality debate
Post-conflict; newly founded	Subsistence, security, trust – school system, curriculum
Low Income	Access, livelihoods (coping; lasting; flexibility) – primary schools
Middle income	Continuation – secondary school Disadvantaged groups
OECD	Competencies, responsibility, life-long learning, sustainability

McDowell, 2002 (East Timor); Michaelowa, 2001 (Sub-Saharan countries); Akkari, 2005 (Tunisia); Romano, 2002 (Europe)

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