

# International Perspectives on Quality Education

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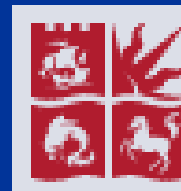
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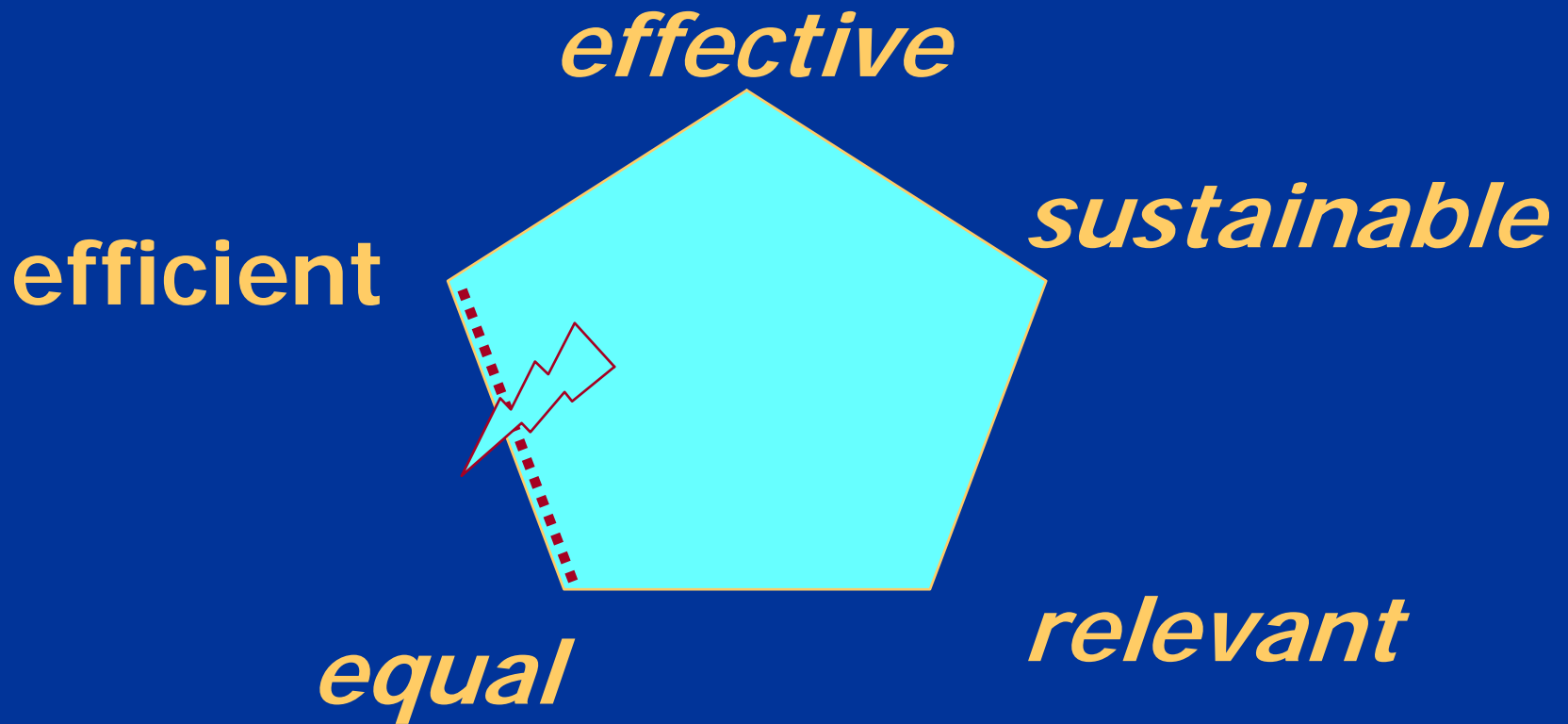
Implementing Quality  
Education in  
Low Income Countries

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# QUALITY EDUCATION is (framed by) ...



# PRIORITIES

Africa: democracy, peace, poverty eradication, sustainable development, protecting environment (UN' MDG, 2003)

State	Emp...	...	...
Post-conflict; newly founded	Sub...	<b>confidence, security, trust</b> - school system, curriculum	
Low Income		<b>Access</b> , livelihoods (coping; lasting; flexibility) - primary schools	
Middle income		<b>Continuation</b> - secondary school Disadvantaged groups	
OECD		<b>Competencies</b> , responsibility, life-long learning, sustainability	

Responsibility for freedom & equity expanded to future generations (UN's DESD, 2005)

# EFFECTIVE means ... achieving goals.

Individual:	Preparation for work Self-fulfilment
Nation:	Economic growth Social cohesion
Humankind:	Human development Human rights

(Hawes & Stephens , 1990; Chitty, 2002; Delamonica *et al.*, 2004)

# **EFFICIENT** means ...

making the most of inputs to  
achieve goals.

Efficient is usually applied to goal of  
student learning as indicated by:

- students completing BE cycle without repetition.
- Performance in national examinations or international tests.

(Lockheed & Verspoor, 1991; EFA GMR 2005)

## Effectiveness

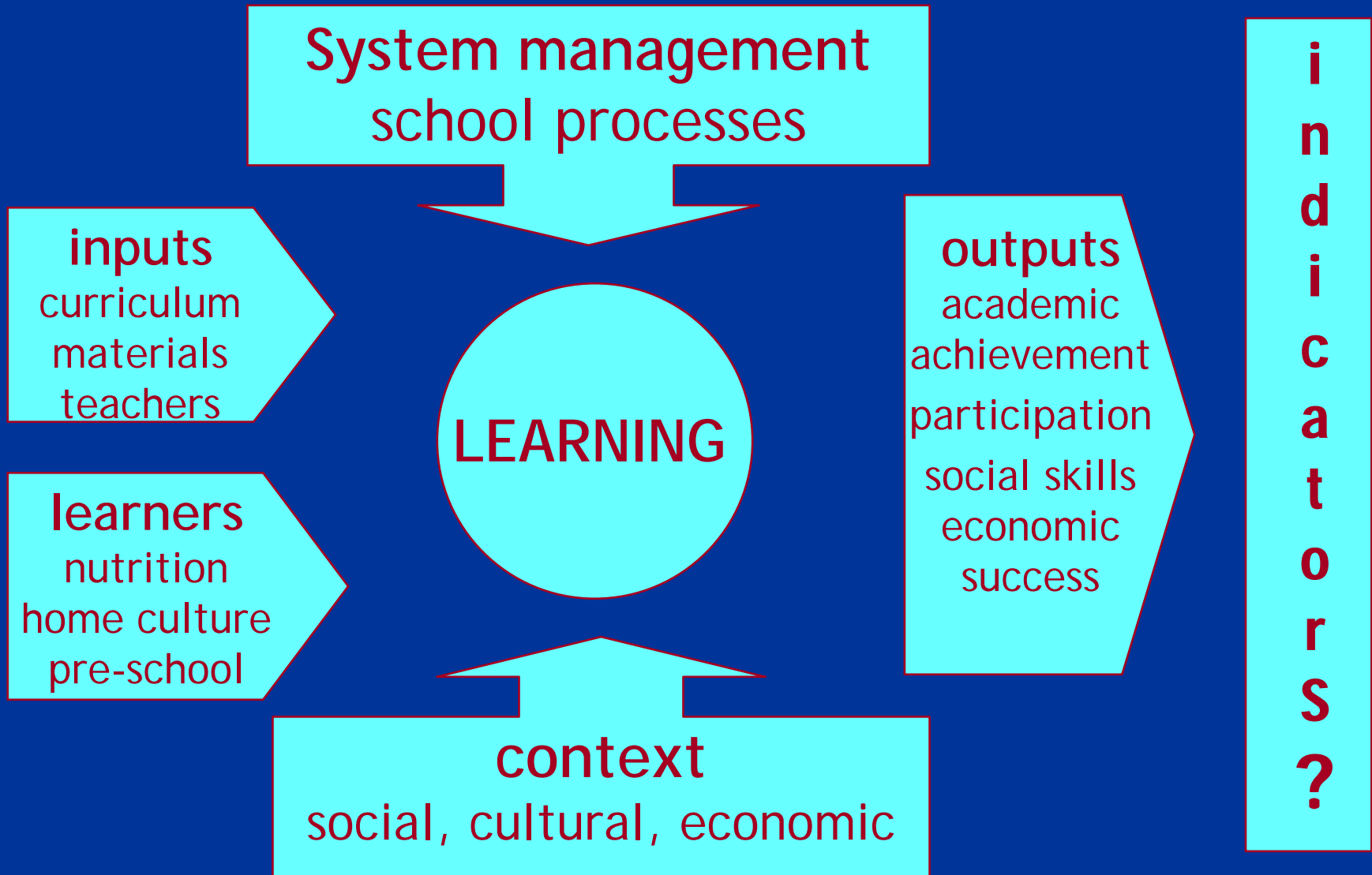
What are the goals?  
Are the goals set out  
achieved?

(Oramas, 2003; Dahlberg, 1999)

$$\text{Efficiency} = \frac{\text{outputs}}{\text{inputs (resources; costs)}}$$

Are the goals set  
out achieved in the  
most resource  
efficient way?

# MODEL FOR EFFECTIVENESS



# EQUALITY - rationale

- Quality education is a human right;
- Quality education supports human development & poverty reduction;
- Quality education promotes social cohesion, social diversity, peace, human security etc



Is equality financially affordable?  
Is *inequality* affordable to  
society?

(Michaelowa, 2001; Chapman, et.al.1996)



# EQUALITY

is usually understood as . . .

girls (or boys)  
certain ethnic groups  
disabled

street children  
uneducated youth  
the very poorest

A focus on groups that are disadvantaged in terms of access and achievement.

i.e. indicator of quality!



# RELEVANT Education For What?

What is considered as relevant by whom?

How is a decision made?

Relevant for the present and/or for the future?



But these depend on national priorities, cultural values and philosophies of education.

# **Sustainable** means adding thoughts about time and future

## Quality education....

- has a lasting effect
- can be continued into the future
- aims at “empowering people of all ages to assume responsibility for creating and enjoying a sustainable future” (UN’s MDG, 1993, p.2)

A different way to look at

## Capability approach

'Development as freedom'

Quality education – “to build human capacity not only for employability, but for broader **lifelong learning** as well as for **adaptive and 'coping' livelihood strategies** in a fast moving and complicated world.”

(Lawrence & Tate, 1997)

Quality education –  
“**the obligation to establish and sustain** the conditions for each and every individual, irrespective of gender, ethnicity, race, or regional location, **to achieve valued outcomes**”

## Livelihood approach

Livelihood can include food, health, a strong family, wealth and income.

(Chambers, 1993, 1997)

In defining educational quality, then, we don't look only to outcomes ... or to any other single or multiple set of parameters but to the harmonious interplay of all of these within the classroom, the institution, and the culture as a whole.

(Biggs, 1995)

# DISCUSSION POINTS

- What indicators are used? Where do indicators need to be developed?
- Which groups are disadvantaged and are there initiatives targeted at these?
- Do your priorities coincide with those in international literature? How do they differ?