# International Perspectives on Quality Education

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| Implementing Quality Education in Low Income Countries | 
|------------------------------------------------------|---|
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QUALITY EDUCATION is (framed by) effective, efficient, equal, relevant, sustainable...
<table>
<thead>
<tr>
<th>State</th>
<th>Emphasis on priority relative to state</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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<tr>
<td>Low Income</td>
<td><strong>Access</strong>, livelihoods (coping; lasting; flexibility) - primary schools</td>
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<tr>
<td>Middle income</td>
<td><strong>Continuation</strong> - secondary school Disadvantaged groups</td>
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<td>OECD</td>
<td><strong>Competencies</strong>, responsibility, life-long learning, sustainability</td>
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</tbody>
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Africa: democracy, peace, poverty eradication, sustainable development, protecting environment (UN’s MDG, 2003)

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

McDowell, 2002 (East Timor); Michaelowa, 2001 (Sub-Saharan countries); Akkari, 2005 (Tunisia); Romano, 2002 (Europe)
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)
Efficiency = \frac{outputs}{inputs} (resources; costs)

Effectiveness
What are the goals?
Are the goals set out achieved?
(Oramas, 2003; Dahlberg, 1999)

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

System management
school processes

inputs
curriculum
materials
teachers

learners
nutrition
home culture
pre-school

context
social, cultural, economic

outputs
academic
achievement
participation
social skills
economic success

LEARNING

inputs

(outputs

inputs

LEARNING

(System management
school processes)

(Lockheed & Verspoor, 1990; Heneveld, 1994)
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 . . .

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

i.e. indicator of quality!

From our review of World Bank & UNESCO literature
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 quality education

**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)

**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?