From enrolment to learning goal
What are the prospects for quality?

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UCCER Seminar
4 November 2008
Outline

• Quality frameworks
• Introduce EdQual
• Current MDG
• Proposed MLG
• Critique of MLG
• Conclusion – future MDG
UNAIDS: seeks out learner, acknowledges what learner brings.

UNICEF: what learner brings, environments, content.

GMR2005: Learner characteristics, Enabling inputs, relationships with immediate environment or parents & community.

ECCE: what is brought to task, how organised & managed, what happens, relationships with immediate environment or parents & community.

LEARNERS + INPUTS

CONTEX +

PROCESSES

OUTPUTS/OUTCOMES
Quality Frameworks

ACCESS & INPUTS → BLACK BOX - PROCESSES → OUTCOMES

CONTEXT

Quality Frameworks by Create, EdQual, and RECOUP
5 Large Scale Projects

- Implementing Curriculum Change
  **South Africa**, Rwanda, Pakistan
- Use of ICTs in Basic Education
  **Rwanda**, South Africa, Chile
- Language and Literacy Development
  **Tanzania**, Ghana
- Leadership & Management of Change
  **Ghana**, Tanzania, Pakistan
- School Effectiveness & Education Quality
  **Bristol**-led, Southern & Eastern Africa
Critical approach to researching education quality:

1. has an explicit value bases;

2. relates issues of quality to an understanding of the broader historical, socio-economic, political and cultural context;

3. is concerned with understanding the role of education systems in perpetuating and overcoming inequalities;

4. is grounded in an analysis of local realities and perspectives of learners, practitioners and communities;

Critical approach to researching education quality:

5. focuses on the processes of teaching and learning and how these impact on the outcomes for different groups of learners;

6. Focuses on understanding the change process itself including the local conditions for realising change;

7. seeks to empower policymakers, educators, learners and communities through supporting their development as reflective practitioners and agents;

8. is self reflexive and self critical concerning our own role as education researchers interested in Africa.

Education MDG in perspective

1. ~50 UN DGs over nearly 50 years partially or considerably achieved

2. UPE is one of MDGs that is registering success

Richard Jolly (2005) The UN and Development Thinking and Practice, Forum For Development Studies, No 1, June 2005
Critique of MDG

- Northern lead in agenda setting
  - Strengthen conflation of aid and development (Haddad, 2008)
  - Audit as accountability
- Legitimizes rapid unsustainable expansion
- Neglects demand-side factors (Lewin, 2007; Clemens, 2004)
- Measurement of inputs and not “learning outcomes” (IEG, 2006; Filmer et al., 2006)
Post-2015

• Process targets
  – National ownership
  – Civil participation

• Local targets
  – Different starting points
  – Importance of post-primary levels

• Millennium Learning Goal (MLG)
A Millennium Learning Goal: Measuring Real Progress in Education

Deon Filmer¹, Amer Hasan² and Lant Pritchett³

Center for Global Development and The World Bank

June 22, 2006

¹ Senior Economist, Development Economics, World Bank.
² Researcher, Center for Global Development and Development Economics, World Bank.
³ Lead Socio-Economist, South Asia Region, World Bank and Non-Resident Fellow, Center for Global Development.
Why a MLG

SACMEQ: % grade 6 learners achieving minimum and desirable proficiency in reading, 1995-1998.

Source: UNESCO (2005:121)
Percentage of cohort of 15 year olds estimated to be below $MLG_L$ and $MLG_H$

<table>
<thead>
<tr>
<th></th>
<th>Below MLG-Low</th>
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* Enrollment assumed to be 100 percent in the grades covered by PISA for these countries.
**Illustrative level 1 competence in mathematics question:** The following table shows the recommended Zedland shoe sizes corresponding to various foot lengths.

<table>
<thead>
<tr>
<th>From (in mm)</th>
<th>To (in mm)</th>
<th>Shoe Size</th>
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Marina's feet are 163 mm long. Use the table to determine which Zedland shoe size Marina should try on.
Filmer et al. recommendations

• Individual or sets of countries define a realistic set of competencies as low and high learning targets;
• Countries agree on how to measure the desired competencies from schooling on a regular basis; and
• International comparisons measure performance of age cohorts rather than school grades.
1. Technical ‘value-free’ approach
2. Out of school youth assumed not to learn

Remote Area Dweller (Basarwa) children, Botswana.
© Owen Pansiri
Junior school pupils in Tanzania experienced a mass fainting fit while taking their final year exams, an educational official has told the BBC.
4. Relationship between learning outcomes and economic wealth ignored

Mathematics achievement scores (y) plotted against SES (x), SACMEQ II (2000-2002).
5. “MDG with quality” should be replaced by MLG

How can we get quality education?

calendar, Tanzania
6. Quality is about processes as well as outcomes
A future education MDG should…

• allow for national target-setting
• be supplemented by qualitative observation & indicators of quality
• encourage (challenging) debate on educational goals, purpose, quality
• continue galvanizing international support & action
• be kept in perspective
References

Quality Frameworks

• Myers, R. G. (2004) In search of Quality in Programmes of Early Childhood Care and Education (ECCE), A paper prepared for the 2005 EFA Global Monitoring Report,
• UNICEF (2007) Quality of Education,
Other References