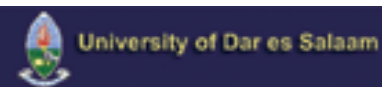




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From enrolment to learning goal What are the prospects for quality?

Angeline M. Barrett
Univ of Bristol

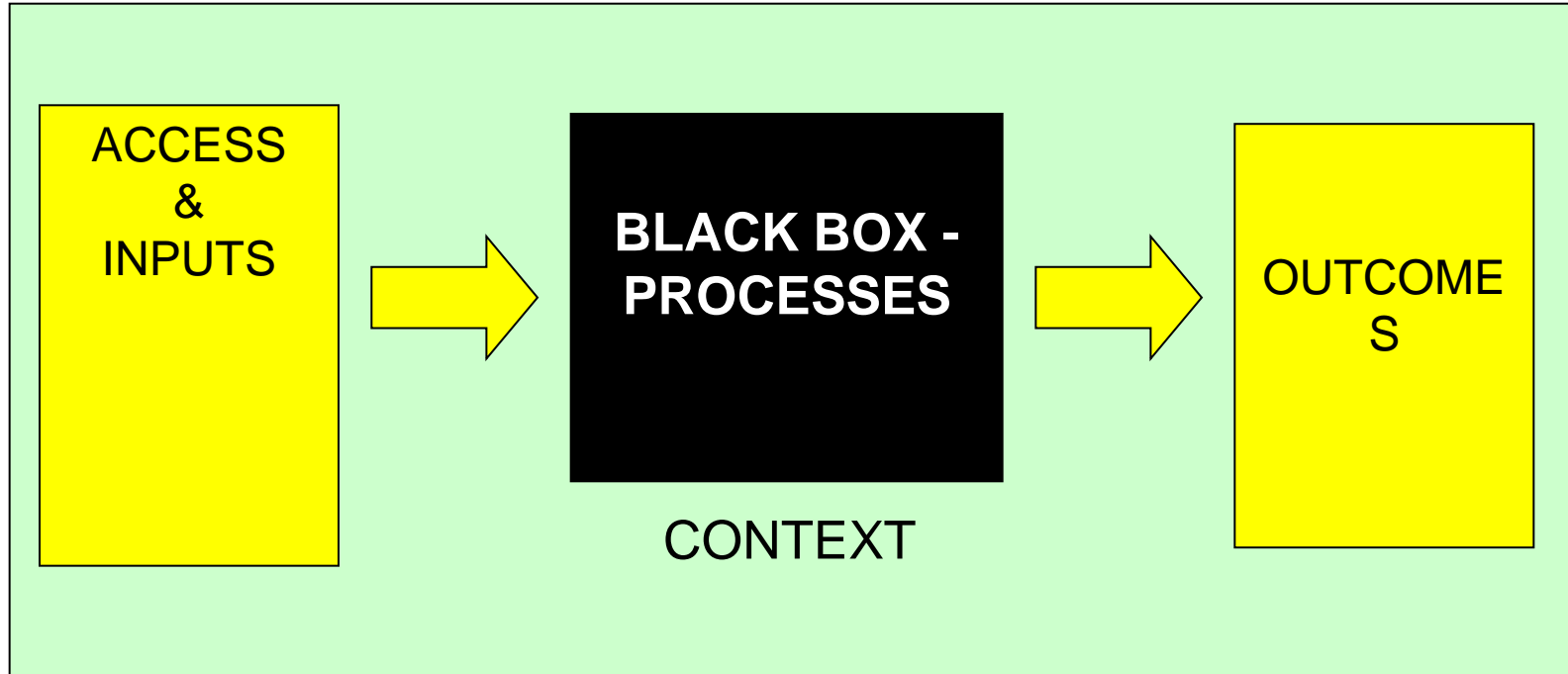
UCCER Seminar
4 November 2008

Outline

- Quality frameworks
- Introduce EdQual
- Current MDG
- Proposed MLG
- Critique of MLG
- Conclusion – future MDG

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

Quality Frameworks



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

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

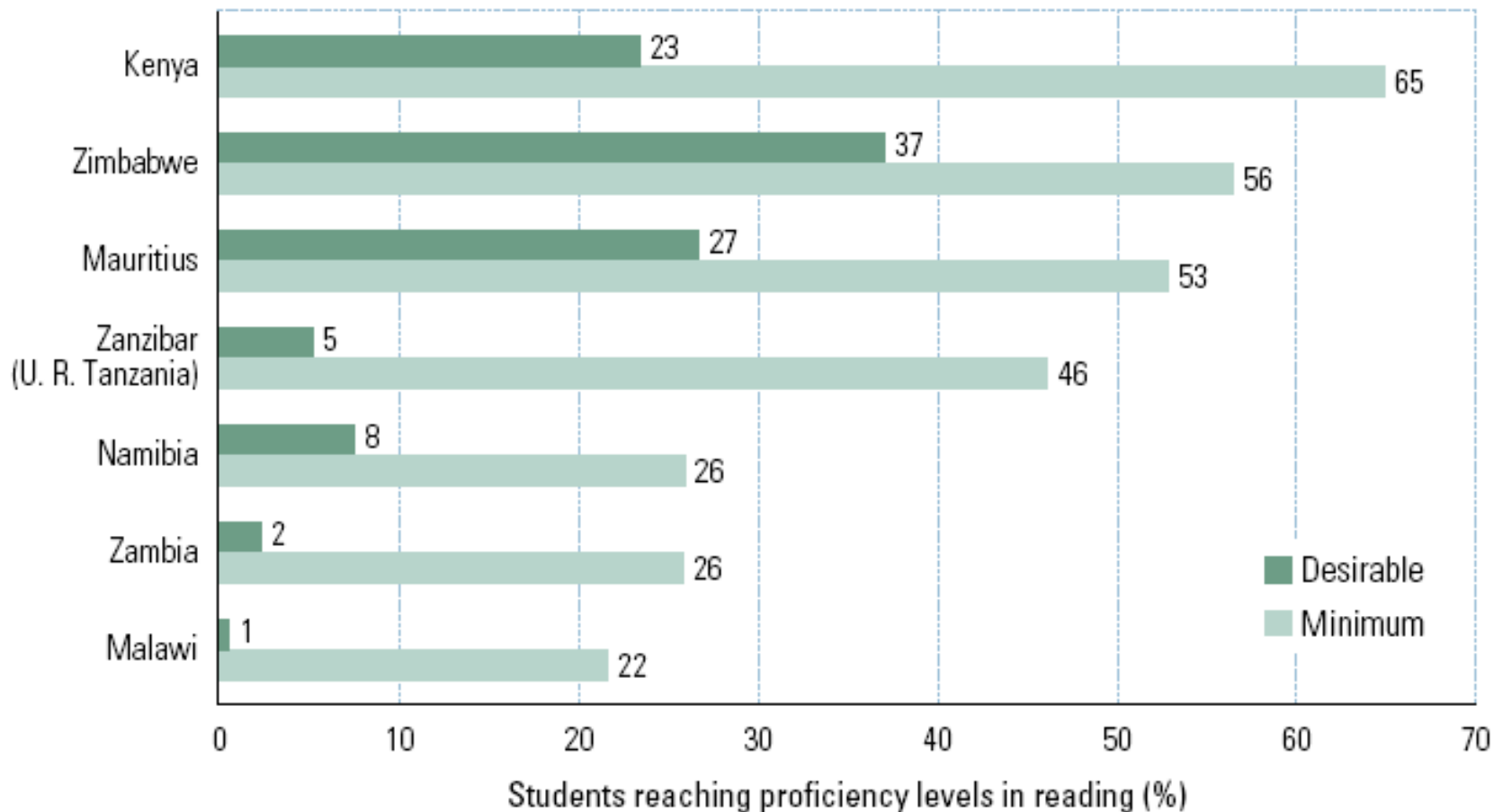
June 22, 2006

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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)

Below MLG-Low

Below MLG-High

	Mathematics	Reading	Science	Mathematics	Reading	Science
Brazil	78	57	64	96	90	96
Turkey	45	50	57	84	89	93
Indonesia	68	45	39	98	97	98
Mexico	50	39	38	91	86	91
Uruguay	39	31	31	79	74	80
Thailand	34	19	26	82	83	85
Greece*	17	8	7	66	54	59
USA*	9	5	7	49	43	53
Japan*	3	5	3	30	43	32
Korea*	2	0	2	25	24	34

* Enrollment assumed to be 100 percent in the grades covered by PISA for these countries.

Percentage of cohort of 15 year olds estimated to be below MLG_L and MLG_H

Illustrative level 1 competence in mathematics question: The following table shows the recommended Zedland shoe sizes corresponding to various foot lengths.

From (in mm)	To (in mm)	Shoe Size
107	115	18
116	122	19
123	128	20
129	134	21
135	139	22
140	146	23
147	152	24
153	159	25
160	166	26
167	172	27
173	179	28
180	186	29
187	192	30
193	199	31
200	206	32
207	212	33
213	219	34
220	226	35

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



Primary school, Ghana

2. Out of school youth assumed not to learn



Remote Area Dweller (Basarwa) children, Botswana.

© Owen Pansiri

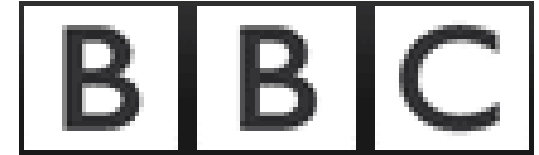


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3. Standardized tests assumed to measure learning

Mass fainting in Tanzanian exam



Junior school pupils in Tanzania experienced a mass fainting fit while taking their final year exams, an educational official has told the BBC.

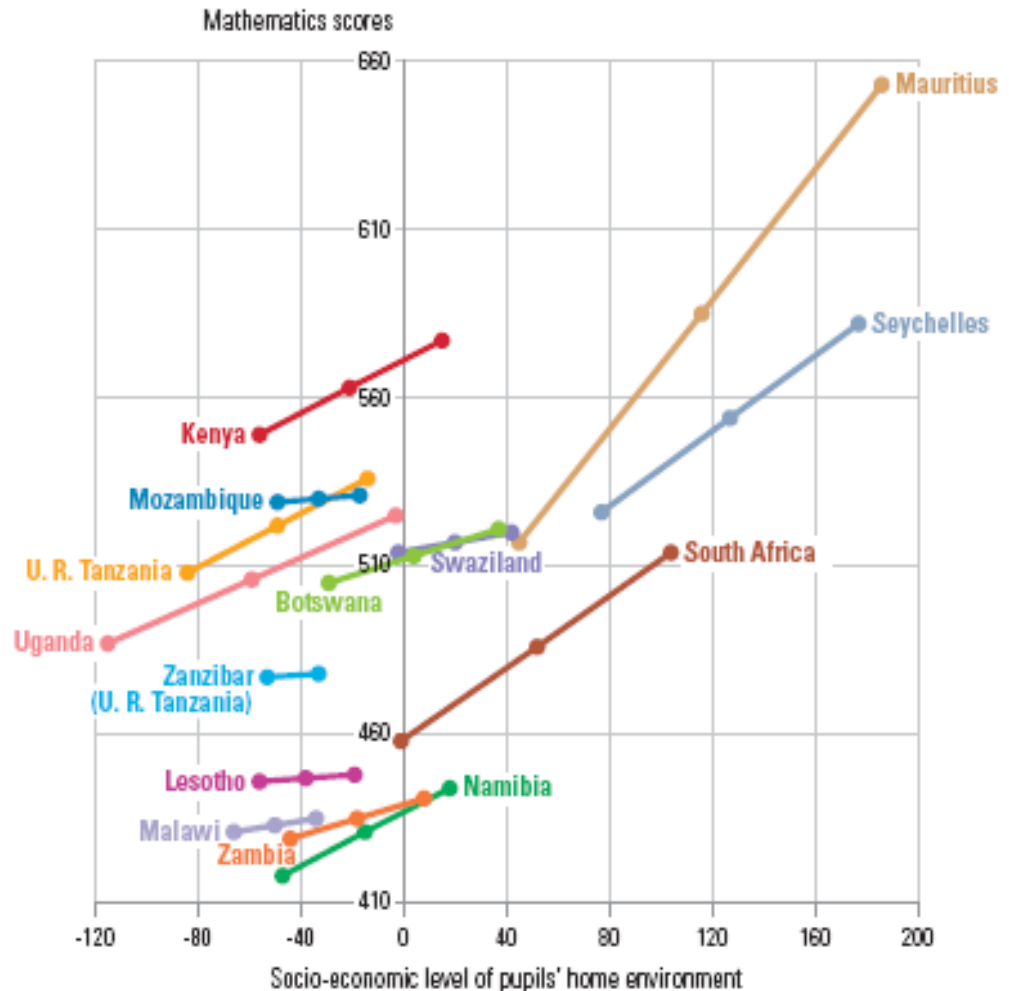


Fainting fits in schools are common in Tanzania

Page last updated at 15:39 GMT, Thursday, 11 September 2008 16:39 UK

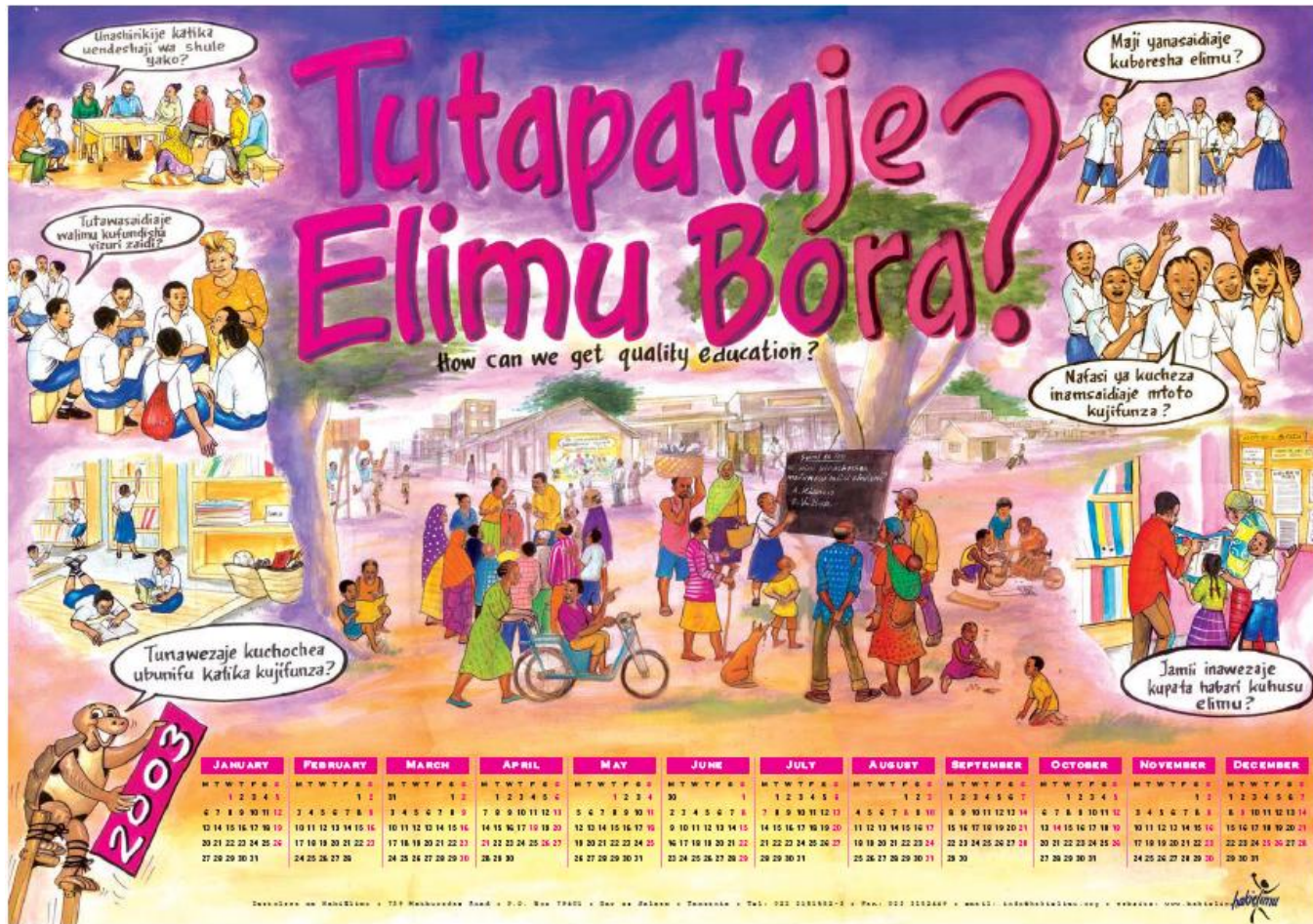
4. Relationship between learning outcomes and economic wealth ignored

Figure 2.20: Mathematics achievement scores of grade 6 pupils in relation to socio-economic status, SACMEQ II (2000-2002)



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



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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

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