

What does Education Quality mean for Low Income Countries?



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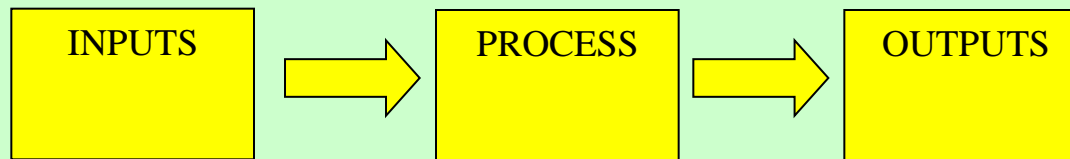
*How would you recognise
high quality education is happening
in a school you visit?*

Quality Frameworks

Dakar Framework for Action
(also emphasises social & system context)

Jomtien
Meeting learning needs

Delors
Lrng to know, do,
live together, be



UNICEF, Human Rights

ESD

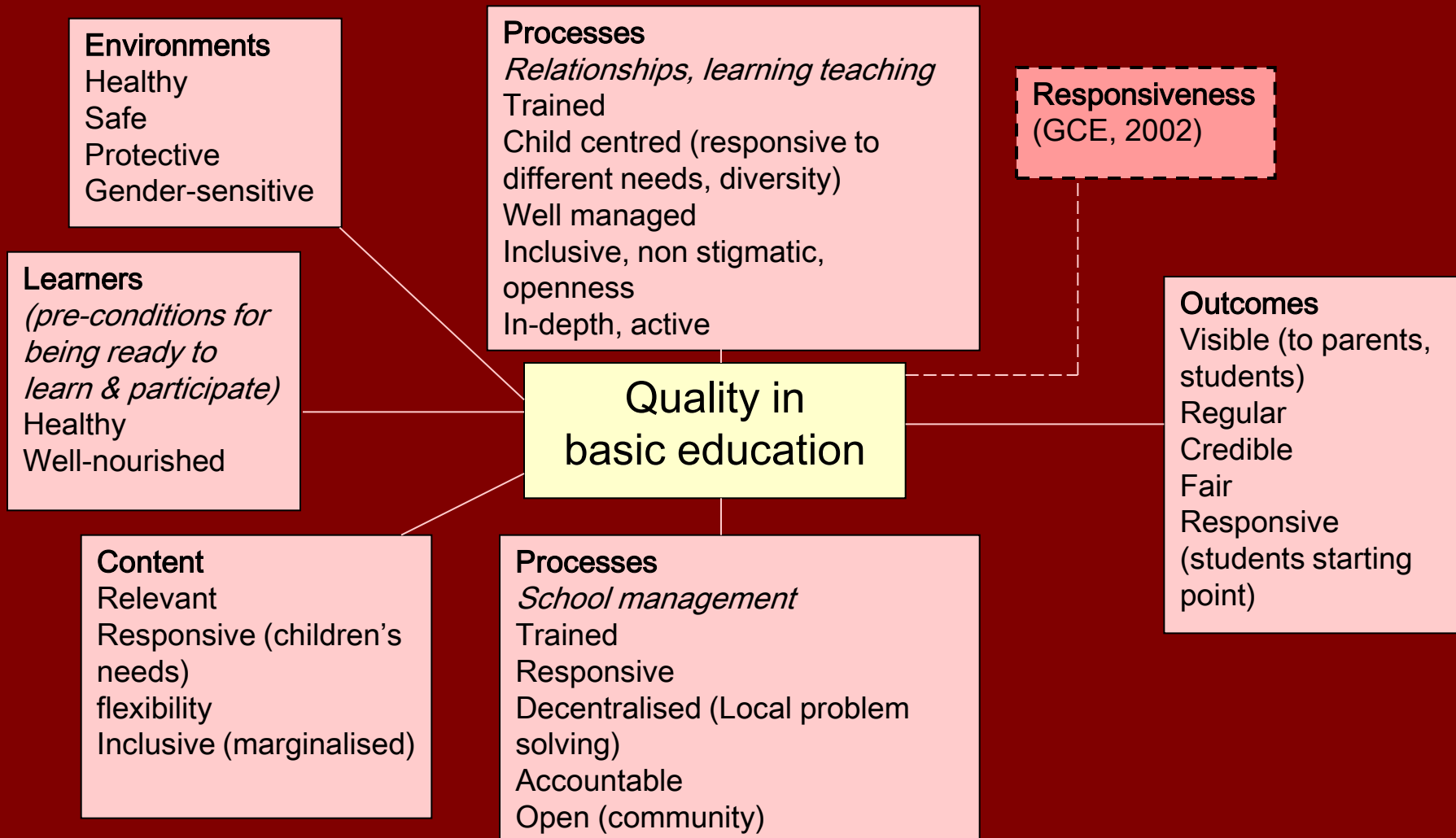
ESD

HCT
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HCT
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UNICEF's five dimensions or principles of quality in basic education

(listed in GCE, 2002, graphic presentation and additions by J.Nikel)



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)

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

Responsiveness (GCE, 2002)

Feature across all five dimensions of quality

- To diverse needs of children
- Accountability to parents, community, tax payer
- Monitoring

Learners

(pre-conditions for being ready to learn & participate)

Healthy - Well-nourished

- Supported in learning outside
- Early childhood provision
- Adult education

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

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

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

UNAIDS	UNICEF		GMR2005	ECCE
seeks out learner acknowledges what learner brings	what learner brings	LEARNERS + INPUTS ↓	Learner characteristics	
provides conducive learning environment	environments content		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 ↓ OUTPUTS	teaching & learning	what happens
	outcomes		outcomes	Relationships with immediate environment or parents & community

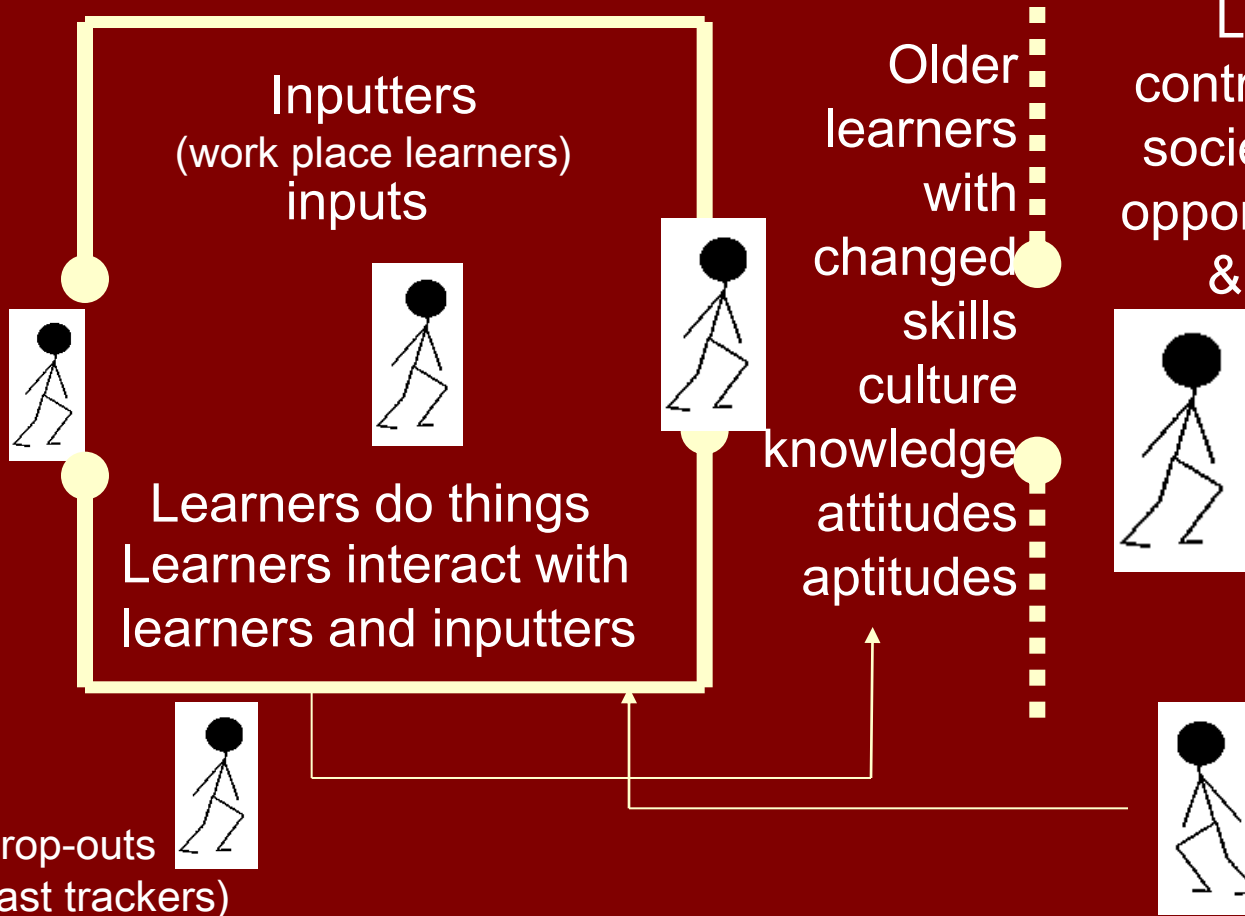
Before school

Learning in formal basic education

Immediate outputs

Mediated deferred outputs

Young learners with culture knowledge attitudes aptitudes abilities



TIME LINE

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)