What does Education Quality mean for Low Income Countries?

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&

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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

INPUTS  PROCESS  OUTPUTS

ESD
HCT rra

ESD
HCT rra

EDQual
University of Bath
University of Bristol
UNICEF’s five dimensions or principles of quality in basic education
(listed in GCE, 2002, graphic presentation and additions by J.Nikel)

**Environments**
- Healthy
- Safe
- Protective
- Gender-sensitive

**Processes**
- Relationships, learning teaching
- Trained
- Child centred (responsive to different needs, diversity)
- Well managed
- Inclusive, non stigmatic, openness
- In-depth, active

**Responsiveness**
(GCE, 2002)

**Learners**
(pre-conditions for being ready to learn & participate)
- Healthy
- Well-nourished

**Outcomes**
- Visible (to parents, students)
- Regular
- Credible
- Fair
- Responsive (students starting point)

**Content**
- Relevant
- Responsive (children’s needs)
- Flexibility
- Inclusive (marginalised)

**Processes**
- School management
- Trained
- Responsive
- Decentralised (Local problem solving)
- Accountable
- Open (community)
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)

**Learners**
(Pre-conditions for being ready to learn & participate)
Healthy - Well-nourished
- Supported in learning outside
- Early childhood provision
- Adult education

**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

**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.

**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
<table>
<thead>
<tr>
<th>UNAIDS</th>
<th>UNICEF</th>
<th>GMR2005</th>
<th>ECCE</th>
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</thead>
<tbody>
<tr>
<td>seeks out learner</td>
<td>what learner brings</td>
<td>Learner characteristics</td>
<td></td>
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<tr>
<td>acknowledges what learner brings</td>
<td>environments</td>
<td>What is brought to task</td>
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<td>provides conducive learning environment</td>
<td>content</td>
<td>how organised &amp; managed</td>
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<td>considers the context</td>
<td>processes</td>
<td>Relationships with immediate environment or parents &amp; community</td>
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<td>enhances learning processes</td>
<td>processes</td>
<td>teaching &amp; learning</td>
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<td></td>
<td>outcomes</td>
<td>what happens</td>
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<td>outcomes</td>
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**LEARNERS**

**INPUTS**

**CONTEXT**

**PROCESSES**

**OUTPUTS**
Older learners with changed skills, culture, knowledge, attitudes, aptitudes

TIME LINE

Learning in formal basic education
Inputters (work place learners) inputs
Learners do things
Learners interact with learners and inputters

Immediate outputs
Older learners with changed skills, culture, knowledge, attitudes, aptitudes

Mediated deferred outputs
Learners contribute to society thru’ opportunities & actions

Before school

Young learners with culture, knowledge, attitudes, aptitudes, abilities

Drop-outs (fast trackers)
Quality education if [framed by…]
What are the models of education quality (explicit or implicit) within your own work?
## Priorities and ‘Context’

<table>
<thead>
<tr>
<th>State</th>
<th>Emphasis within quality debate</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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<td>Low Income</td>
<td><strong>Access</strong>, livelihoods (coping; lasting; flexibility) - primary schools</td>
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<td>Middle income</td>
<td><strong>Continuation</strong> - secondary school Disadvantaged groups</td>
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<tr>
<td>OECD</td>
<td><strong>Competencies</strong>, responsibility, life-long learning, sustainability</td>
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</tbody>
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McDowell, 2002 (East Timor); Michaelowa, 2001 (Sub-Saharan countries); Akkari, 2005 (Tunisia); Romano, 2002 (Europe)