EdQual

A Research Programme Consortium on
Implementing Education Quality in Low Income Countries

University of BRISTOL

UNIVERSITY OF BATH

Kigali Institute of Education

University of the Witwatersrand, Johannesburg

University of Cape Coast

University of Dar es Salaam

Conceptualizing Education Quality
Towards an EdQual Framework

Angeline M. Barrett & Leon Tikly

CLIO Seminar 24 February 2010

Outline

- Introducing EdQual
- EdQual's approach
- Understanding quality: a critique of mainstream approaches
- Meaning of social justice
- Social justice and education quality: towards a conceptual framework

Purpose

Policy makers and practitioners have new knowledge, initiatives and a sustainable research capacity to assist them in improving the quality of education for disadvantaged learners

University of Bristol - Lead Institution

University of Cape Coast Ghana

University of Dar es Salaam Tanzania

Kigali Institute of Education Rwanda

University of Witwatersrand, Johannesburg

University of Bath, UK

✚project partners from South Asia and Latin America

EdQual

A Research Programme Consortium on Implementing Education Quality in Low Income Countries

Research projects

10 PhD studentships	Use of ICTs to support Basic Education (Rwanda)	Small Project School Design, Ghana & South Africa
Leadership & Management of Change (Ghana, Tanzania)	School Effectiveness & Educational Quality (14 Southern & East African countries)	Language & Literacy Development (Tanzania, Ghana)
Small Project Index of Inclusion, Tanzania	Implementing Curriculum Change (South Africa, Rwanda)	Small Project NEPAD *e*Schools (online health education) Kenya, Rwanda

EdQual
A Research Programme Consortium on Implementing Education Quality in Low Income Countries

Education quality framework needs to:

- Facilitate analysis of change processes, including the way that quality initiatives are developed and implemented.
- focus on groups of learners and communities, not just on individuals.
- facilitate analyses of how educational processes impact on outcomes for different groups of learners in different settings.
- be guided by explicit educational values.
- be informed by an analysis of the broader historical and socio-economic context in which they are situated.
- be contextualised in relation to local contexts and the lived realities of learners and educators.

Critical approach to researching education quality:

- has an explicit value bases;
- relates issues of quality to an understanding of the broader historical, socio-economic, political and cultural context;
- is concerned with understanding the role of education systems in perpetuating and overcoming inequalities;
- is grounded in an analysis of local realities and perspectives of learners, practitioners and the communities;
- focuses on the processes of teaching and learning and how these impact on the outcomes for different groups of learners;
- seeks to empower educators and learners through supporting their development as reflective practitioners;
- is self reflexive and self critical concerning our own role as education researchers interested in Africa.

value basis

- A quality education should empower individuals and groups to realise their human rights and their rights as citizens of a particular nation;
- A quality education should extend the capabilities of individuals and groups;
- A quality education system should aim to achieve equality of outcome as well as equality of opportunity between individuals and groups;
- any understanding of education quality in SSA needs to be grounded in the realities and perspectives of African-based policy makers, researchers, practitioners, learners and communities.

Mainstream approaches to quality

Economic utilitarian
human capital theory

•rationale for investing in quality –poverty alleviation, economic growth, security.

•quality = learning outcomes

•Use of standardized tests

•school effectiveness

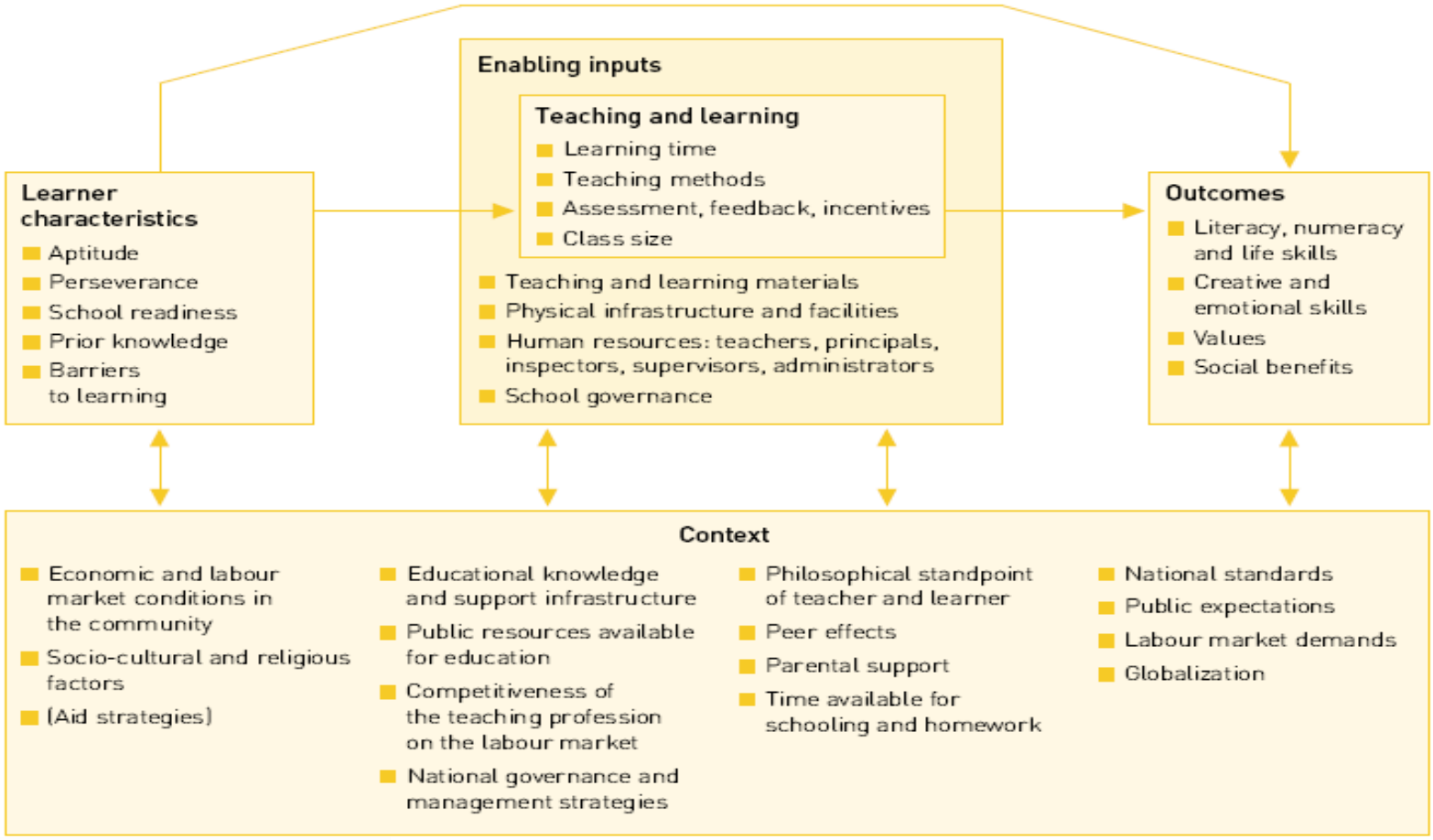
Rights-based

•right **to** - access

•rights **within** – processes
Child-centred

•rights **through** – outcomes
Monitored for equality

Quality Frameworks
Global Monitoring Report 2005



EdQual
A Research Programme Consortium on Implementing Education Quality in Low Income Countries

UNICEF Child Friendly Schools
3 principles

(based on Convention for the Rights of the Child, 1989)

1. Inclusion

   child-seeking school seeks out children for enrolment

2. Democratic participation

   Children & all stakeholders have a role in determining structure, content and process

3. Child-centred

   Interests of the child central to all decision-making

Critique of existing approaches: Cons

- Pay insufficient attention to the global, national and local contexts that impact on quality for different groups
- Does not take account of the complexities of learner identity and of disadvantage
- HC neglects the cultural and affective dimensions of schooling

Critique of existing approaches: Cons

- Methodologically individualistic – underlying model of western humanism
- Human capital in particularly tends to treat schools as black box
- Tendency to focus on the state as the locus for change
- Rights based approaches often ignore the broader moral imperative underlying rights and the role of agency in civil society for realising rights

SOCIAL JUSTICE

Understanding social justice

- Origins in European enlightenment but has been taken up by anti-colonial activists
- ‘the acceleration of globalization has altered the scale of social interaction’ and ‘questions of social justice need to be reframed’ (Fraser, 2006: 1)
- Need to relate understanding of globalisation to the economic, political and cultural realities and interests of the African continent.

Amartya Sen and Capability Approach

economic growth cannot sensibly be treated as an end in itself.

Development has to be more concerned with enhancing the lives we lead and the freedoms we enjoy.

Amartya Sen

freedoms as ends & means of development

- Evaluate the success of a society by the substantive freedoms that members enjoy
- Freedoms central to development because enhance the ability of people to:-
  - help themselves;
  - influence the world.

Sen – key concepts

functionings

things a person may value doing or being

capabilities

combinations of functionings that are feasible to achieve

poverty

capability deprivation

Education and Human Capabilities

- Freedom as the goal of development
- Purpose of education is to develop range of capabilities that contribute to overall wellbeing that individuals, communities and nations have reason to value
- Education quality can be defined in terms of the opportunities available to develop capabilities

Implications for education quality

The outcomes of education should be a matter of dialogue, subject to debate throughout society.

Nancy Fraser

Three Dimensions of Social Justice in Education

- *Redistribution* of resources to support learning and the benefits that accrue from education;
- *Recognition* of the rights of disadvantaged learners, the cultural barriers facing some groups and strategies to overcome these;
- *Participation* of disadvantaged groups in public debate and decision-making about education quality at the local, national and global level

SOCIAL JUSTICE AND EDUCATION QUALITY

EdQual

A Research Programme Consortium on
Implementing Education Quality in Low Income Countries

The Millennium Development Goals

- Ensure that all boys and girls complete a full course of primary schooling
- Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

Why Education Quality?

- Improvements in quality have a positive impact on economic growth
- Can contribute:
  - democratic citizenship
  - Sustainable livelihoods
  - Wellbeing

Context matters when defining quality

- It may be possible to identify some universal elements of a quality education
- However…..
  - No two countries are the same
  - No two schools are the same
  - No two learners are the same
- Significant implications for how quality is defined and evaluated

Social Justice and Education Quality

- Good quality education is education that provides all learners with the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing. The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy and life skills including awareness and prevention of disease.

Principles of quality in education

Inclusive

- access to quality & hence, learning outcomes

Relevant

- Outcomes are meaningful for all & consistent with national development priorities

Democratic

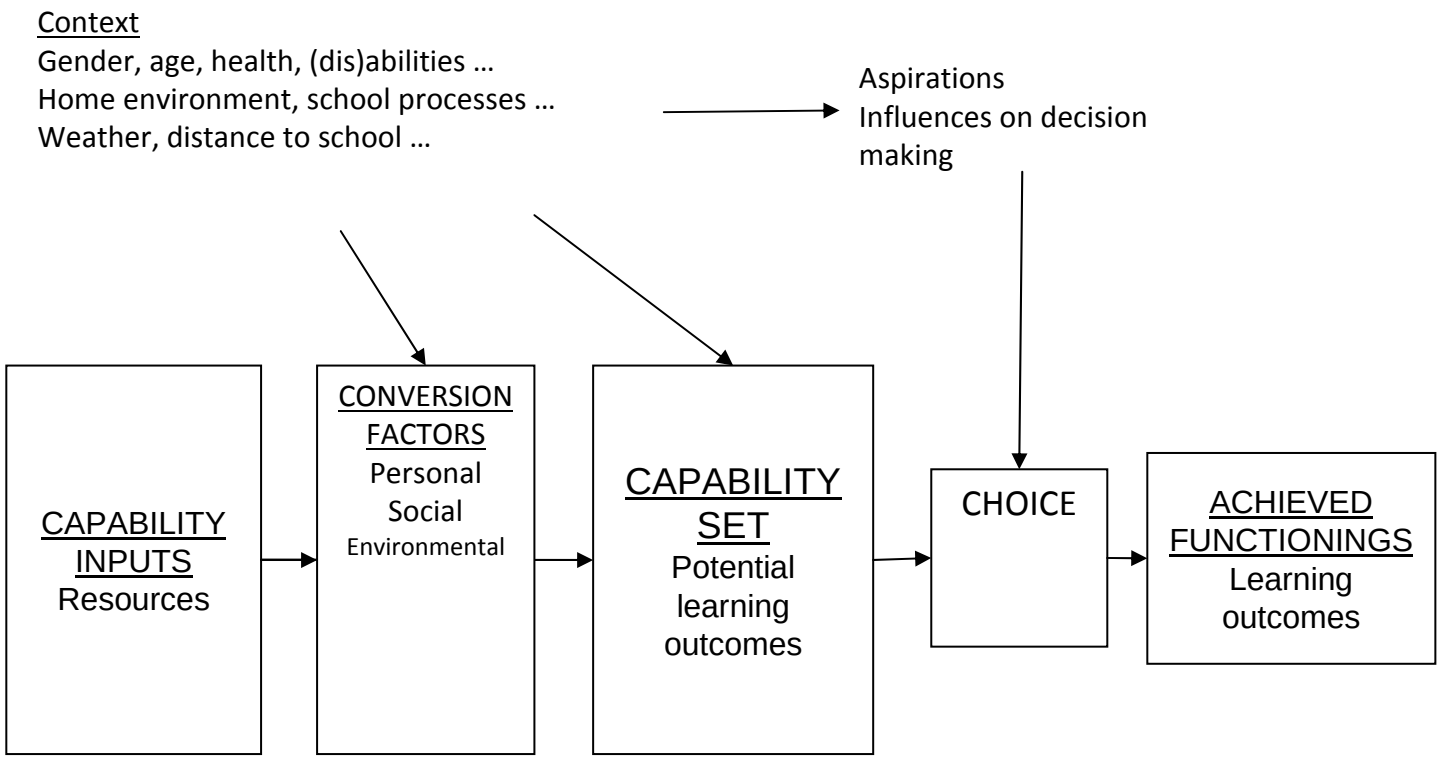
- Outcomes determined through public debate + accountability.

EdQual

A Research Programme Consortium on Implementing Education Quality in Low Income Countries

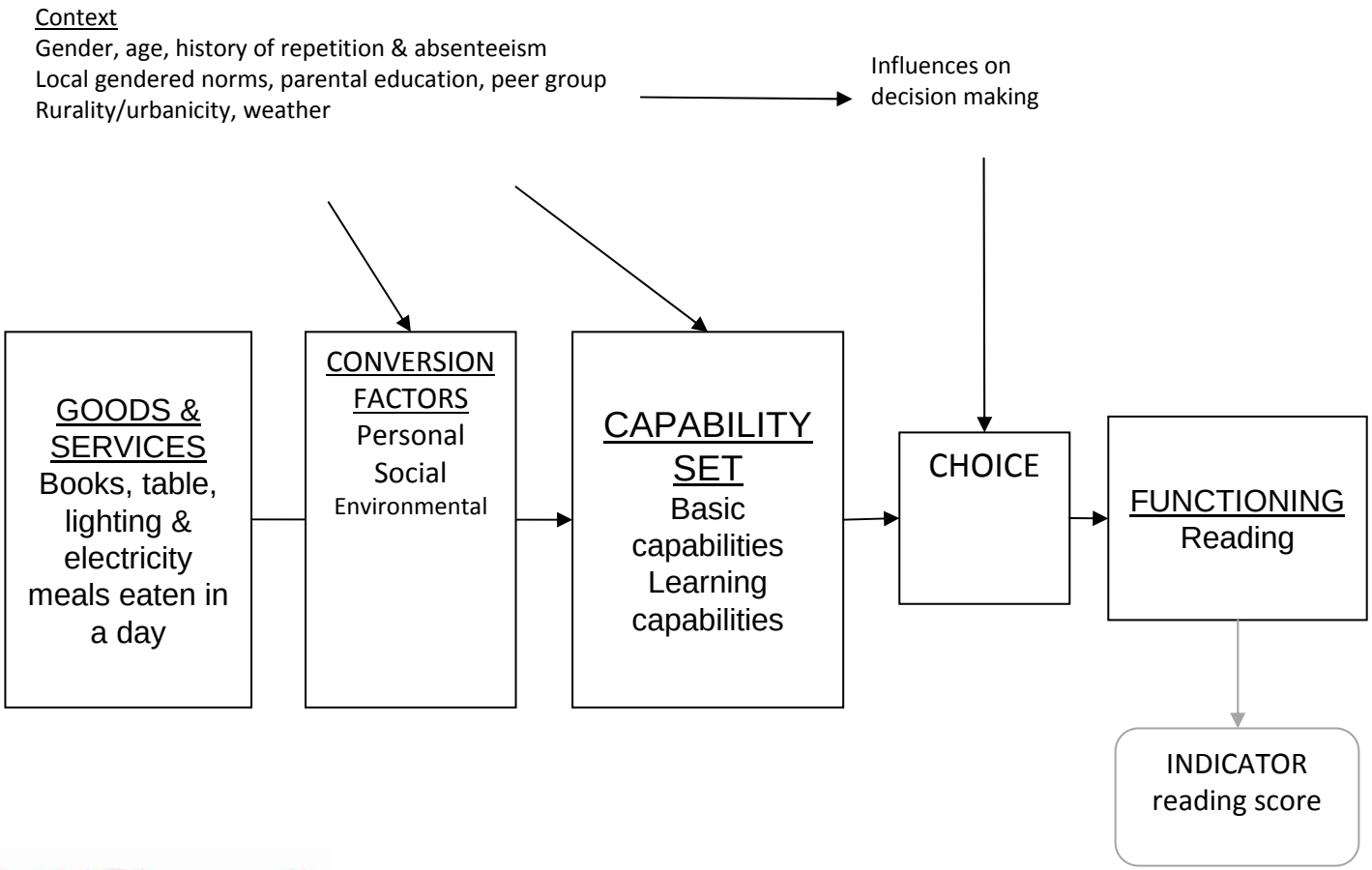
Meeting diverse needs

Inclusive & Equitable



EdQual
A Research Programme Consortium on Implementing Education Quality in Low Income Countries

SeeQ
School Effectiveness & Education Quality



EdQual
A Research Programme Consortium on Implementing Education Quality in Low Income Countries

Relevance

Content and processes recognise local ways of knowing …

Complex irrigation creates life out of the desert

Photo & caption: Dave Bainton

EdQual

A Research Programme Consortium on Implementing Education Quality in Low Income Countries

Relevance

… & contribute to positive identities

A Buddhist monastery - perhaps three hundred years old, above the Village of Saboo, Ladakh

Photo & caption: Dave Bainton

Democratic & Participative

Majani Mapana Primary School, Tanzania

Objectives

Mitigate the impact of difficult home environments and poverty on children's access to schooling, classroom achievement, and completion of the primary education cycle.

R. Bosu et al. (2009) School leadership and social justice: evidence from Ghana and Tanzania, EdQual working paper leadership no. 7, www.edqual.org, last accessed 17 February 2010.

EdQual

A Research Programme Consortium on Implementing Education Quality in Low Income Countries

Majani Mapana Primary School, Tanzania

HT actions

1.Identify vulnerable children & collect information.
2.Talk to the children, visit parents.
3.Consult with teachers & school committee
4.Allocate children garden plot
5.Buy learning materials & provide from school ‘self-help’ funds.
6.Donate garden produce to the most vulnerable.
7.HT personal support for 1 child.

EdQual
A Research Programme Consortium on Implementing Education Quality in Low Income Countries

Vikuruti Primary School, Tanzania

Challenges

Repeated absenteeism is interrupts teaching and learning

Older children drop out to earn money making & selling charcoal.

1 or 2 girls drop out each year due to pregnancy

Context

Rural area within cycling distance of main road and small town centre.

¾ of children do not live with their parents, who are migrant labourers. Some children are living on their own.

EdQual
A Research Programme Consortium on Implementing Education Quality in Low Income Countries

Vikuruti Primary School

Resources

Colourful library

Shortage of equipment “to attract children”, i.e. balls, musical instruments.

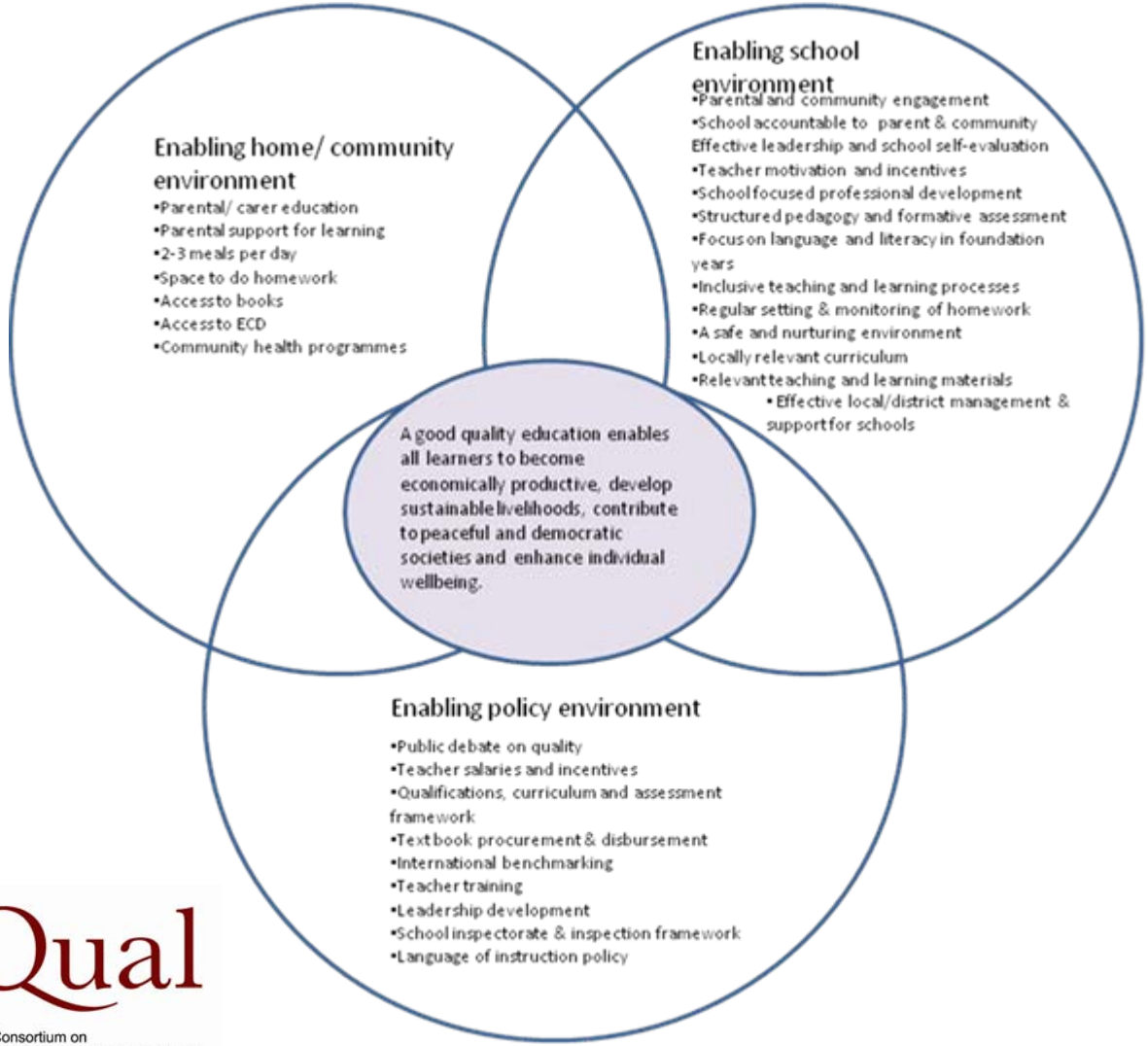
12 well-motivated teachers who are satisfied with their placement.

Within cycling distance of main road and small town

Head teacher despondent regarding possibility of improving attendance. He sees local poverty and lack of school funds to purchase equipment “to attract” children as main challenges.

EdQual
A Research Programme Consortium on Implementing Education Quality in Low Income Countries

A Quality Framework Based on Social Justice



EdQual

A Research Programme Consortium on Implementing Education Quality in Low Income Countries

Perspective	View of individual	View of development	Quality emphasis
Human capital	*Homo-economicus* Rational choice for greater productivity or income	Economic growth poverty reduction	Measurable learning outcomes Efficiency & effectiveness
Rights	Subject of entitlements	Ensuring legally enshrined rights	Inclusion, child-centred, democratic participation
Fraser's social justice	Economic, social and political	Dismantling institutionalized obstacles to parity of social participation	Inclusive & equitable Relevant Participatory/democratic
Capabilities approach	Rational choice for quality of life	freedoms to live valued lives, wellbeing	Extending capabilities, learning to reason, democratic participation