

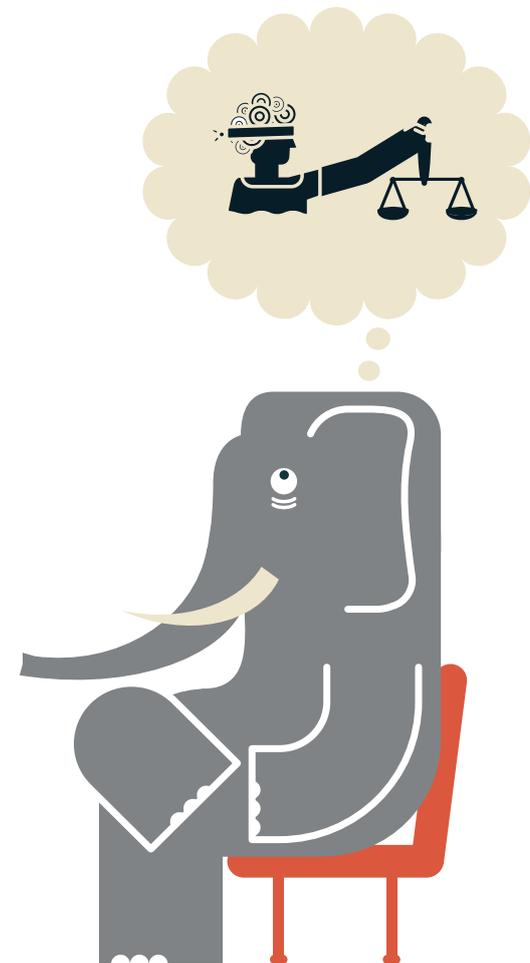
The Quality Resource Pack

Why this pack?

This resource pack is a product of an ongoing process undertaken by GCE to address the issue of quality education. The GCE World Assembly affirmed the need for GCE to place greater emphasis on quality issues in its national and international advocacy work, with its Resolution on Quality being voted top priority by the membership. Accordingly, the GCE 2008 three year work plan included a proposal on further development of our work on quality, to enable us to begin up-scaling our advocacy in this area. The aims included to research and develop consensus positions and supportive materials on a GCE vision of quality and how to recognize it, also exploring the differing viewpoints on acceptable assessments of learning outcomes. A draft version of this resource pack was approved by the GCE Board in 2009.

The idea of this tool developed from the success of and interest for the quality workshop's general structure and contents, as they were experimented and enhanced in Zambia, Peru and Nepal. The primary aim was therefore to facilitate the replication of action oriented workshops in a larger number of countries, by offering National Coalitions and education CSOs a standard pack containing

both pertinent background information on the quality debate, goals, challenges and imperatives as well as concrete guidelines for organizing participatory action oriented workshops targeting advocacy action plans on quality issues.



What's inside?

The objective of this resource pack is to assist GCE members to develop informed critical advocacy strategies within the theme of Quality Education. It explores concepts, discussion points, tools and methodologies relevant to Quality education in order for CSOs and National Coalitions to have a better grasp of the issues at stake and offer some practical guidelines for action through a participatory workshop process. This pack contains two main sections:

PART 1. What are we talking about? The quality debate.

PART 1

This section offers a critical analysis of the conflicting definitions and concepts developed by various stakeholders in the quality education debate as well as the challenges at stake for a rights based inclusive approach to education in general. The chapters on the role of education and the meaning of quality education serve as introductory reference and discussion points for contextualization and further exploring some of the fundamental issues cutting across the practical thematic items categorized in the more action oriented section 2. It is a 'thinkpiece' essay from a critical perspective, and is therefore not intended as a GCE position paper, but rather as a prompt for all education campaigners to engage in debate and analysis about the dominant discourse on quality education

PART2. What do we want and how to get it? Working towards quality education.

PART 2

Part 2 is designed as a practical resource aimed at deepening the user's understanding of the quality issues and helping identify priority challenges relevant to either the national or global contexts. It contains the agreed GCE policy positions relevant to quality education, as well as more generally acknowledged international benchmarks on quality (sometimes

subjected to critical analysis).

Primarily intended as an interactive tool, it contains presentations of core concepts in quality, and proposes discussion topics and exercises that can be used by a facilitator during a capacity-building and or training workshop of up to 3 days.

How to use it?

The two sections of the pack are complementary and should therefore ideally be used together but can be taken separately.

Section and chapters in Part 1 can serve as a useful general introduction for those in charge of input and facilitation linked to quality education workshops planned for in Part 2. Sections and/or chapters of Part 1 can also be distributed to participants (downloadable as PDFs from web), either as backup resources for a specific workshop session, or as general reference documentation for those who would like to explore a specific topic a little further.

To help develop the interaction between theory and practice, reflections and action, these two parts have also been cross-referenced, providing the user (facilitator or participants) with the following quick links:



The **Chalkboard signs** in **Part 1** leading to specific workshop topics in Part 2.



The **Thought bubble signs** in **Part 2** pointing towards reading material for those who want to zoom in or widen their angle on a specific subject.

PART 2 How to use part 2

There are many ways to organize workshops and activities using the resources offered in Part 2, including, but not limited to, some of the options listed below. Whatever format is chosen, the material presented here relies upon the active involvement of an experienced facilitator (preferably someone familiar with the material developed in Part 1) who will be in charge of presentations, as well as leading discussions and exercises to ensure maximum participation. Ideally, a country expert could assist the facilitator throughout some or all the workshop's sessions, in order to present an updated and nationally relevant picture of quality education challenges in the local context.

Option 1.

Using the chapters in their current order allows for the organization of a comprehensive step-by-step participatory workshop on quality education. Based on previous experiences led by GCE, this integral approach requires a three to four full day schedule.

Option 2.

Sections in Part 2 can also be used in a non-linear fashion, either as stand alone chapters for working sessions on particular topics, or to develop shorter and tailored workshops relevant to a country's specific challenges and/or an organization's action plans. The development of the workshop's agenda can in fact be integrated as an introductory participatory session of the programme where participants are invited to create their own "menu" by prioritizing or selecting topics/sections according to their own interests or their advocacy strategy needs.

Option 3

A compact option concentrating on the most central issues and practical aspects of capacity building and campaigning on quality education is offered as a two-day programme.

This set menu includes sections c. to k. of the chapter entitled "Building consensus on quality education in the EFA context" as well as the last chapter on advocacy around quality issues.

Structure

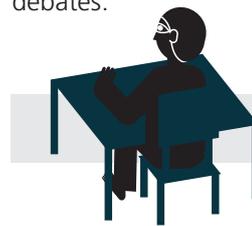
In Part 2, each section is structured around a series of key words marking different types of workshop contents or methodologies. Presented by the facilitator (backed up by printed material) all sessions should ideally be adapted to local/national context (i.e. with in country data and information) or supplemented by a country expert.

OV

Overview: Presentation of a theme or concept outlining the general characteristics and main data from an EFA perspective.

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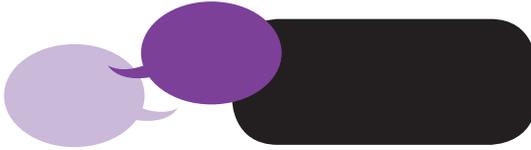
Highlight: Focus on issues which are particularly relevant to a rights-based/transformative approach to education or which are often neglected in the mainstream debates.



Challenges: Principal obstacles or dangers confronting progress towards the Dakar Goals.



Benchmarks: When relevant, existing internationally recognized indicators used to monitor education standards and progress.



Interaction: Suggestions for discussion, exercises, games and other participatory activities around the specific section's theme.

Chapter synopsis

PART 1

PART 1 looks at the historic foundations of education and the varying social and political roles it has been given: from a purely conservative mission of reproducing the existing order to a vision of transformation of society through emancipation and active citizenship. The Chapter also focuses on education as a tool for growth, particularly in the increasingly narrowed economic sense of serving the market needs.

Chapter 2 introduces the subject of quality education in the context of its recent prioritization by stakeholders holding very conflicting definitions and interests: a battle for meaning which threatens to undermine the inclusive, non-competitive vision of education on which the Dakar goals are founded.



PART 2

Chapter 1 describes the fundamental pillars on which an inclusive, emancipatory, rights and equity based quality education should be based. From theoretical concepts, existing legal rights, to concrete standards and practices, this chapter attempts to explore the growing consensus binding CSO and education groups fighting for quality education for all.

Chapter 2 analyses quality management concepts, strategies and reforms that are increasingly prevalent in current debates about quality, such as decentralisation, School Based Management and other education governance reforms.

Chapter 3 suggests a series of steps and processes to build an advocacy campaign around identified quality education indicators, from the choice of objectives, to the use, access and development of quality related information, data and statistics.

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