Quality Primary Schooling an Open Global Challenge

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This article draws upon research undertaken for exploring those factors and indicators which directly or indirectly influence the primary schooling quality and explores the efforts and steps taken by UNESCO, Education For All(EFA), and WORLD DAKAR FORUM and most recently by Mellinium Development Goal(MGD) announced for 2015 as well. Relevant Data were collected from the above mentioned forums and from the teaches, head teachers, parents, policy makers, stake holders and learners to some extent, their views, expert opinions, expressions thoughts were filtered and international seminars announcements were also taken as model. At the end common view point was developed about the quality enhancing factors especially at primary level of schooling

Key Words: Quality schooling, learning environment, curriculum, evaluation system, quality indicators

Introduction

Education is asset in human being resources and quality education benefits the individual, society and the world at large.. Quality schooling is a sure way to prepare individuals to render quality services to the nation since individuals must have acquired skills, knowledge and wherewithal to live in a pluralistic society such as ours.It is a human right that all children receive, at the very least, primary education. And the sheer scale of the learning challenge cannot be underestimated. Responding to it will require investment and bold reforms. The Global Partnership for Education is working in almost 60 developing countries helping donors and developing country partners' work together to ensure that education aid is better coordinated and more effective, based on countries' own education strategies. We need to support this work. Without quality basic education countries will not continue to prosper economically.

The EFA initiative is supported by UNICEF who also argues that education is a basic human right that it is universal and inalienable regardless of gender, religion, ethnicity or economic status. Yet in 2006, 93 million children were not in school and almost 80 percent of these children lived in sub-Saharan Africa and South Asia. EFA originally sprang out of a conference in 1990 which eventually agreed six goals aimed at providing education to every citizen in every society including:1- Expanding and improving early childhood care and education, especially for the most vulnerable children 2- Ensuring that by 2015, all children, particularly girls and the disadvantaged, have access to quality free and compulsory primary education.3- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015. 4-Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes 5-. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and offering equitable access to basic and continuing education to all adults;6- Improving all aspects of the quality of education and ensuring excellence. (UNESCO 2011a). In many Asian countries, the quality of education is an important concern. Teacher education is seen as crucial to the preparation and sustainability of a quality teaching force for education reforms and initiatives in these countries, especially in the face of the global. The Dakar Framework for Action requires that each of its six targets be explicitly addressed in National Action Plans. Most EFA plans in Asia treat quality and gender equality as cross-cutting issues and attempt to "mainstream" them across the sections of the Plan. This is possible but risky – "mainstreaming" can easily lead to "invisibility". Special attention must therefore be paid to ensure that issues of quality and gender do not get lost from EFA plans.

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Getting better all aspects of the quality of schooling for all, so that renowned and assessable learning outcomes are obtain by all, particularly in literacy, numeracy, and necessary life skills. Create secure, hale and hearty, comprehensive, and rightly re-sourced learning environments with visibly defined levels of success for all.

Millions of kids are still out of school and millions learning little or nothing. set aside the kids has argued that if we keep alert our cohort could be the one that ensures that no youngster is deprived of their right to learn. But as countries fight with the double challenges of humanizing quality and also mounting post-basic education there is a threat of worsening to terminate the job we are in progress. Yes post-basic education ought to be pro-longed and enhanced, but we ought to not take our eye off the momentous objective of all brood in school and getting a good start in life. It is hoped that the drift in Higher Education's amplified ex-penditure is mainly due to an expanding economy. Every one totally agree that quality basic schooling is vital. However the actuality today is that each person desires to achieve that "as soon as possible.

Obviously, there are other issues that have to be factored in such as the reality that most Educa-tion sectors are "subdivided" into quite a few Min-istries, mainly for political reasons, but the major disadvantage is there is no holistic view of the "system" thus no division wide approach which to me is vital. in addition, today's little quality ob-served in the primary schooling is somewhat due to lack of outlay in higher education. For the system cannot simply produce the quantity of potential teachers needed for an exploding primary educa-tion. Last but not least, to me quality (whatever that means) will not be achieved unless the system at-tract more and more good, smart people to become professional teachers which is clearly not the case today.

The fundamental six goals by EFA was the recognition that entrance to education is not enough and the quality and duration of education is equally important since in many developing countries, less than 60 percent of primary school kids who join in first grade arrive at the last grade of schooling. As we know that, 164 countries attending the World Education Forum adopted the Dakar Framework for Action, which reaffirmed the EFA goal of achieving high quality basic education for all by 2015. afterward that year, two EfA goals were in-cluded in the Millennium Development Goals (MDGs) for achieving worldwide primary educa-tion, promoting masculinity equality and empower-ing women. Achieving the Education for All goals will necessitate a really global assurance and gov-ernments, civil society, and development agencies will need to effort jointly to help every youngster, in each state, to comprehend his or her absolute right to a quality schooling (UNESCO 2011a).

The challenge is huge since one in five adults is still not knowledgeable and 67.4 million kids are out of school. In addition, of the now just about seven billion inhabitants on the earth some 793 million adults, or a slight over a tenth of the whole of the world's residents, lack least literacy skills(UNESCO 2011b).

Of course, education cannot take place without teachers and so UNESCO champions the hard work of 75 million teachers to offer quality schooling, and advocates for the working out and staffing of an extra two million teachers to get its Education for All goal by 2015 (UNESCO 2011a). It was for this reason that the organization sponsored the re-port Global Perspectives on Teacher Learning: Im-proving Policy and Practice (Schwille and Dembe´le´ with Schubert 2007) which discusses different models of teacher preparation and professional development and seeks to provide insights for planners, managers and decision-makers on how to evaluate current teacher education programmes and how to set up new ones.

Primary education/ schooling holds fundamen-tal place in the entire educational system. The edu-cationists believe that this juncture is a backbone or foundation stone of the whole educational system, while sociologists judge it as an valuable stick of social reforms. It can be alleged that primary edu-cation is directly related with informatory and initi-ative stage of the society (Mirza, 2003).

Primary education/ schooling is considered to be much urgent and essential element for the en-croachment of the countries all over the world. It is the key phase of the whole education system. On one side it provides a literate workforce for the country and on the other side it works like a feeder for the subsequently coming stages of education which directly or indirectly depends upon the quali-ty of primary education which is the preliminary step. Due to which experienced, professional and trained work force will shaped which will work energetically in every walk of life in particular in political, social or economic fields (Brown, 1998).

Quality of primary education/ schooling has its own significance and importance for all of us. If we give primary education/ schooling a high-flying place and standing then we can imagine from it that it will absolutely add to our progress and opulence directly or indirectly. In simple words quality of primary education acting the role of bridge to the entire next coming stages of education. Therefore the progress and development of our nation de-pends directly on the quality of primary education. There is no second view, but only quality education can prepare students who can countenance the chal-lenges of international market. Primary education/ schooling is criticized over many forums that it has no quality and producing students lacking any knowledge and indulgent of basic concepts. Quality of education for all has emerged as one of the most

advantageous goals throughout the world. One of the six goals, outlined by the World Education-Dakar- Framework for Action (2000), is linked to the improvement of "all aspects of quality education" in order to accomplish the acknowledged learning outcomes (UNESCO, 1998).

It is hard to define quality of education accurately mainly because of the multifaceted nature of teaching-learning process and huge number of stakeholders mixed up in schooling (Mirza, 2003). Various authors/ researchers have branded different determinants of education quality. Cheng and Cheung, (1997) define quality of education as a set of elements containing input, process and output of education system (Adams,1993). Framework of quality consists of institution' reputation, resources/ input, process, content and outputs/outcomes. According to Santos, (2007) a traditional school quality model is characterized by test scores and various inputs plus student family background, school characteristics, teacher characteristics and student's intrinsic ability. The indicators of education quality identified by Thaung (2008). include learners, teachers, content, teaching-learning processes, learning environments, and outcomes. As a matter of fact, the value of Thaung's (2008) model is yet to be discussed and analyzed in the academic literature. A variety of factors together with curriculum, delivery of content, learning environment, supervision, and administration of academic facilities contribute to the quality of education, (Iqbal, 1996). It is a universal fact that the quality of education/ schooling is primarily depending upon the curricula, text books, and infrastructure in any country.

The EFA Global Monitoring Report (2005) Education for All: The Quality Imperative

The chief hub of the 2005 report is on quality of education/ schooling and development towards obtaininging the MDGs and connected expansion outcomes. The report is divided into six sections:

Understanding education quality: Shows the question in a chronological situation and seems at understandings of the notions of quality drawn from different traditions of educational thought humanist approaches, behaviorist theory, critical approaches, aboriginal approaches and adult education approaches. In an endeavor to settle the a variety of approaches, the report provides a complete framework for accepting, monitoring and improving education worth. The different variables affecting the processes of schooling and learning as enclosed in the framework are:

Learner characteristics: This shows that what learners carry to the learning practice can influence the quality of learning. Thus characteristics such as earlier learning experience, socio-economic setting, place of dwelling, health, cultural and spiritual background, is important determinants of quality learning.

Context: This shows the communal standards and attitudes, financial position, national policies for education supply an significant situation for education.

Inputs: The achievement of teaching/learning is prejudiced by the accessibility of substance and individual possessions. The management of these possessions is also vital in decisive the quality of schooling provided.

Outcomes: This is frequently articulated in terms of quantifiable knowledge objectives through test and examination recital. Proxies for beginner accomplishment such as financial gains from service are sometimes used.

The importance of good quality: what research tells us: This section of the article reviews research proof on the manifold factors that resolve schooling quality.

Cognitive achievement: This is the indicators on national and international accomplishment tests, prejudiced by socio-economic condition. There is some evidence linking cognitive gains from basic education to shield against HIV/AIDS, higher life span wages and making well-versed choices about richness. Measures of learning outcomes in areas such as value, attitudes, capacities and other non-cognitive talent are however not given. Teacher qualifications and motivation, Pupil /teacher ratios, School effectiveness, Years spent in school – survival rate to grade 5 of primary education, Instructional time, Education costs.

Policies for better quality: The article maps out basic policy options for humanizing the teaching and learning process with a center on resource controlled countries. stress is sited on official school in this section– school effectiveness. Areas to be addressed comprise:

Learners, as they are at the centre of learning, inclusive learning environment, distance learning for disadvantaged groups.

Teaching and learning – policy decisions about teaching/learning are to focus on: establishing suitable goals for the curriculum, developing relevant content, using learning time well, ensuring valuable pedagogy, cautiously bearing in mind the language of education and rising a sound evaluation policy, provide and sharing of learning materials, safe physical setting with ample services.

Better teachers – teacher staffing, training/CPD, salaries and setting of service are grounds for policy concentration.

Better schools – greater school self-sufficiency, better headship. Build partnerships, develop answerability and fight bribery.

Towards EFA: the quality imperative: The article outlines a seven point agenda and priorities for accomplishment, mostly matched to resource controlled countries. These include:

If methods of teaching/learning are to take action to cultural and classroom contexts, reforms to teacher training and school administration will be required. Also of significance is pedagogically sound lingo policy, e.g. allowing children to learn in their mother tongue for the first few years in schools.

Investment in teachers

Quality and accessibility of learning equipment – national book policies can afford a structure for the development of local publishers and allow schools to make their own choice of books. Greater self-rule for schools guided by well clear answerability frameworks. Head teachers and principals are critically important to this endeavour. Exploiting relationships among dissimilar parts and aspects of the education subdivision to help improve quality

A strong acknowledgement of the survival of extraordinary requirements in education – support to be given to useful educational approaches for deprived groups.

Lastly, savings in services, networks and structures planned to develop and divide up confined and related educational data can yield major income if schools are enabled to make much enhanced use of restricted assets.

Components of a Quality Framework

The literature contains recurrent references to various components of educational quality that can be taken to form a useful analytical framework for the concept. These components (which receive different degrees of emphasis from different authors) are identified as:
• Effectiveness • Efficiency • Equality • Relevance • Sustainability
These components are often in tension with each other so that actions to improve one may have negative effects on another. In particular, attempts to increase the equity of a system may be in tension with concerns over efficiency. Some analyses of quality treat equality as a distinct issue and suggest that there are inherent contradictions in attempts to address both quality and equality (Welch, 2000)

Ten components of quality from the Dakar Framework for Action

1) Healthy, well-nourished, and motivated students 2) Well-motivated and professionally competent teachers, 3) Active learning techniques, 4) A relevant curriculum, 5) Adequate, environmentally friendly, and easily accessible facilities, 6) Healthy, safe, and protective learning environments which include: adequate water and sanitation facilities access to health and nutrition services (e.g., micronutrient and vitamin supplements, de-worming,

school nutrition, counselling policies and codes of conduct (e.g., against harassment and corporal punishment) which enhance the physical, psychosocial, and emotional health of teachers and learners educational content and practices leading to health-related knowledge, attitudes, values, and life skills (the fresh approach) 7) Adequate evaluation of environments, processes, and outcomes 8) Participatory governance and management 9) Respect for and engagement with local communities and cultures 10) Adequately and equitably resourced educational institutions and programmes. In other words, Dakar's comprehensive view of quality includes: Quality learners Quality content Quality teaching-learning processes and Quality learning environments

A child-friendly school

A child-friendly school is a child-seeking school:
a) Actively identifying excluded children to get them enrolled in school and included in learning
b) Treating children as subjects with rights and States as obliged to fulfil these right c) Promoting and helping to monitor the rights and well-being of ALL children in the community

A child-friendly school is a child-centered: a) School acting in the best interests of the child b) Leading to the realisation of the child's full potential c)concerned about the "whole" child: health, nutritional status, and well-being d) Concerned about what happens to children before they enter school and after they leave school

Above all, has an environment of good quality: a) Inclusive of children   b) Effective with children c) Healthy and protective for children d) Gender-responsive e) Involved with children, families, and communities

A child-friendly school is inclusive of children

1) Does not exclude, discriminate against, or stereotype on the basis of difference 2) Provides education that is free and compulsory, affordable and accessible, especially to families and children at risk 3) Respects diversity and ensures equality of opportunity for all children (e.g., girls, ethnic minority and working children, children with disabilities, victims of exploitation, AIDS-affected children 4) Responds to diversity, meeting the differing circumstances and needs of children (based on gender, social class, ethnicity, and ability level).

A child-friendly school is effective with children

Promotes good quality teaching and learning processes

a) Instruction appropriate to each child's learning needs, abilities, and styles b) Active, co-operative,

democratic, gender-responsive learning 2) Provides structured content and good quality materials and resources 3) Enhances teacher capacity, morale, commitment, status, and income 4) Promotes quality learning outcomes a) Defines/helps children learn what they need to learn (e.g., literacy, numeracy, life skills) b) Teaches children how to learn

A child-friendly school is healthy and protective for children

1)-Ensures a learning environment of good quality - healthy, hygienic, and safe 2) -Provides life-skills based health education   3) -Promotes both the physical and the psycho/socio/emotional health of teachers and   learners 4) -Helps to defend and protect all children from abuse and harm 5) -Provides positive experiences for children

A child-friendly school is responsive to gender

1) Promotes gender equality in enrolment and achievement   2) Eliminates gender stereo-types3) Guarantees girl-friendly facilities, curricula, textbooks, and teaching 4) Socialises girls and boys in a non-violent environment and encourages respect for each other's rights, dignity, and equality

A child-friendly school is involved with children, families and communities

1) Child-centered: Promotes child participation in school life
2) Family-focused : a) Works to strengthen the family as a child's primary caregiver and educator b) Helps children, parents, and teachers establish harmonious collaborative relationships
3) Community-based: a) Encourages local partnerships in education b) In the community for the sake of children c) Works with other actors to ensure fulfilment of children's rights
Input Indicators defined at school level
According to our basic input–process–outcome–context framework, inputs provide the material and immaterial pre-conditions for the core transformation processes in organizations. In the case of education and taking the school as the level where teaching and learning as the primary transformation process take place, the following main categories of input can be discerned:
• Financial and material resources
• Human resources
• Background conditions of the students

Process indicators defined at school level

Community involvement: The degree of actual involvement of parents in various school activities (the teaching and learning process, extra-curricular and supporting activities). The percentage of the total annual school budget that is obtained from the local community. The amount of discretion local school boards have in the conditions of labor of teachers (possible operationalisations in EDUCO project—El Salvador).

School financial and human resources

-Average years of teachers' experience per school
-School level pupil teacher ratio
-Average class size per school
-Proportion of formally qualified teachers per school
-School managerial ''overhead'' (principal and deputy-principal per 1000 students)

Achievement-oriented policy

-Whether or not schools set achievement standards
-The degree to which schools follow the (education) careers of pupils after they have left the school
-Whether or not schools report achievement/attainment outcomes to local constituencies

Educational leadership

-The amount of time principals spend on educational matters compared to administrative and other tasks
-Whether or not principals appraise the performance of teachers
-The amount of time dedicated to instructional issues during staff meetings

Continuity and consensus among teachers

-The number of changes in staff over a certain period
-The presence or absence of school subject-related working groups or departments (secondary schools)
-Frequency and duration of formal and informal staff meetings

Orderly and safe climate

-Statistics on absenteeism and delinquency
-Ratings of school discipline by principals, teachers and pupils

Efficient use of time

-Total instruction time and time per subject matter area
-Average loss of time per teaching hour (due to organization, moving to different rooms, locations, disturbances)
-Percentage of lessons ''not given'', on an annual basis

Opportunity to learn

-Teacher or student ratings of whether each item of an achievement test was taught or not
-Evaluation of pupils' progress
-The frequency of use of curriculum-specific tests at each grade level
-The frequency of use of standardized achievement tests
-The actual use teachers make of test results

Ratings of teaching quality

-Quality of instruction as rated by peers (other teachers)
-Quality of instruction as rated by students

Output indicators defined at school level

Output indicators are central in productivity and effectiveness interpretations of educational quality but also play an indispensable role in assessing the equity, efficiency and responsiveness of schooling. A distinction is made between output, outcome and impact indicators. Output indicators are seen as the more direct outcomes of schooling and are most likely measured by means of a form of student assessment, like a standardized achievement test. Attainment indicators, as for example the number of students that complete a certain period of schooling without delay, are of a more administrative nature. Impact indicators are indicators of the social status of students that have reached certain levels of educational attainment. They can be measured by one of the following:
 1-Outcomes as measured by tests included in textbooks
2-Outcomes as measured by implemented school curricula (teacher developed)
3-Outcomes as measured by tests based on the intended national curriculum
4-Outcomes as measured by international tests covering the common core of a range of national Curricula, e.g., TIMSS "Literacy" tests, aimed at measuring basic skills in reading, mathematical and scientific reasoning, e.g., PISA Competencies as multi-facetted dispositions of individuals, including cognitive, motivational and possibly other components Personality traits, like internally or externally determined locus of control, independence, general intelligence

Another significant model of quality of education has been given by UNICEF, (2000) which comprises five dimensions i.e. quality learners, quality learning environments, quality content, quality processes, and quality outcomes. Some of main quality indicators are briefly discussed below
a) Quality of learners: This is one of basic indicator of quality education. This mainly includes students' good health and nutrition, early childhood psychosocial development experiences, regular attendance, and family support for learning. Learn-

ers who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities can play vital role in bringing quality education. Quality of learners be summarized as 1-Distribution by gender, age, no. of repeaters and drop-out 2-Number per class (teacher-student 3-Teaching-Learning Materials 4-Textbooks (quality, how they map to curriculum, availability) *b) Quality of learning environments:* This is one of other basic indicator of quality education. It mainly including of physical elements (e.g. school facilities, class size etc.), psychosocial elements (e.g. safe environment, teachers' behavior, discipline policies, non-violence etc.), and service delivery (e.g. health services).Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities. Safe and calm learning environment is the fundamental need of quality education. It may be summarized as 1-Infrastructure (typology of the school) 2-School Atmosphere (discipline, orderliness, punctuality) 3-Academic Emphasis 4-School Leadership (principal, administrators) 5-The curriculum (Intended and Implemented) 6- To engage problem-solving and "higher-order" cognitive skills 7-Language of instruction 8- Mastery of communication in language other than mother tongue an issue?
c) Quality of contents: Yet another basic indicator of quality education. Student-centered and standard based curriculum, subject materials quality text books international standards, uniqueness of local and national content, focus on literacy, numeracy, and life related skills. Content that reflects in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition is essential for bringing quality education. *d) Quality of processes:* This largely including teaching methodology mainly relating to teachers and teaching (e.g. teachers' competence, support for student-centered learning, active participation based teaching methods, teachers' working conditions etc.), supervision and support (e.g. administrative leadership, effective use of technology, diversity of processes and facilities etc.) Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities. Teacher professionalism and command over subject matter is the key for quality education. It may be summarized as
1-Level of education 2-Pre-service training 3-In-service training 4-Knowledge of subject matter 5-practices (lesson prep., teaching style, etc.6-Motivation and job satisfaction7-Professionalism, dedication and attitude towards job 8- Official time for learning 9-Absenteeism (teachers and student 10-Teaching Practices 11-Student participation. **e)**

Quality of outcomes: This indicator basically concerned with how effectively teachers used his teaching skills and pedagogy to bring the desired outcomes. This means students' achievement in literacy and numeracy, life skills, health outcomes, outcomes sought by parents, community participation, and learners' confidence are some of outcomes one can expect from good use of A.V.Aids and specific environment by especial teaching methodology.

Objective of the Study

This study was guided by a single point agenda of quality primary schooling

Concluding remakes of the study

From the results of this study it may be concluded that special attention is being needed from the student point of view for UNESCO, EFA WORLD FORUMS like DAKAR, UNICEF and other world Education and Children supporting Agencies to come forward and improve nutrition conditions of the children, so that may they take active participation in literacy and numeracy process and improving the quality of primary schooling. For disable learners special kind of books should be printed so that they may get equal benefits from the opportunity. Girls' education should be encouraged by special aids and donations

More and more trained teachers should be produced so that the deficiency of teachers is packed up and the ratio of teacher and student is raised from 1:40 to 1:15, this will not only improve the teaching condition but also individual attention on behalf of students will be obtained and improved. More and teachers refreshers courses be conducted by UNESCO,UNICEF EFA organizations and other donating agencies to make teachers much skillful and well equipped .New educational methods and techniques and electronics media techniques should be transmitted by experts to make the teachers to compete the word of order and convey the skills to their students as well.

Such Curriculum and content material is required and needed which covers all the necessary life related skills to improve literacy, numeracy and also basic concepts of HIV Aids, Malaria, Cancer and other very dangerous diseases, also introduce bit knowledge of computer ,professional and commercial leanings. Students' mental level and standards locality, area tradition customs and other esthetical considerations should also keep in mind while drawing and drafting the contents of the curriculum. In this regards UNESCO, NUICEF, JICA PEP-ILE NORAD, MDG and World international FAORUMNS can play their active part to improve the curricula and content materials by nominating

especial Envoys and Representatives to monitor the situations.

Calm learning environment plays pivotal role in teaching learning process, it is humanistic phenomenon that more learning achieved where mental and physical easiness is prevailing so the learning environment should be so stetted where the teamers and learners feel relax. Basic facilities like proper school building, proper rooms computer labs , staff rooms, Clerkal staff rooms play grounds, drinking water boundary walls first aid arrangements, library rooms are some of basic facilities which should be present in each educational institution. In this regards UNESCO, UNICEF and other international World agencies are struggling to improve the situation especially un Pakistan , Afghanistan, Bangladesh, and in some African countries and for is quite successful too.

Another thing which is very alarming is that false and fake reporting; the facts and results are some other but outputs drawn are some other. UNESCO and UNICEF nominate their representatives to supervise the situation and give the exact and correct reports but unfortunately the results are changed and the needy and helpless are neglected so facts and fair reporting very much needed either it is in financing examination figures on in schools constructing spheres

For further researchers

The results of this present study is not important for the teachers and further researchers only but also very much noteworthy for policy makers, curriculum developers, stakeholders UN agencies UNESCO,UNICEF.EFA etc to keep all these gray areas in mind and give full attention and concentration while framing curriculum, preparing text books, drawing syllabus or drawing long term strategic plans especially for primary level of education to increase literacy and numeracy and maintain quality as well. The aim of this study and research is not only to present a clear picture of primary education as it stands, but also to set a clear path of improvement for each school controlling authority to follow. The aim is that primary level of education will no longer demonstrate 'weak' results, and that those already regarded as 'strong' can continue to increase quality standards yet further. In this regards further research is needed to explore additional factors and indicators to uplift quality at primary level and make the global a heaven.

Summary and Discussion

Quality is at the heart of education and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people and adults. A quality education is one that satisfies basic learning

needs and enriches the lives of learners and their overall experience of living. Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes. Scarce resources have frequently been used for expanding systems with insufficient attention to quality improvement in areas such as teacher training and materials development. Recent assessments of learning achievement in some countries have shown that a sizeable percentage of children is acquiring only a fraction of the knowledge and skills they are expected to master. What students are meant to learn has often not been clearly defined, well-taught or accurately assessed. Governments and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin. Successful education programmes require: (1) healthy, well-nourished and motivated students; (2) well-trained teachers and active learning techniques; (3) adequate facilities and learning materials; (4) a relevant curriculum that can be taught and learned in a local language and builds upon the knowledge and experience of the teachers and learners; (5) an environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe; (6) a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and values; (7) participatory governance and management; and (8) respect for and engagement with local communities and cultures.

Human rights education is also an essential element of quality education. Quality education aims not only at forming trained professional workers but also contributes to the development of individuals who possess the skills to act and interact in a just society. Human rights education allows people to participate in their communities and society in a constructive and respectful way for themselves and others. It aims to deliver outcomes such as personal and social growth, the respectful conduct of citizens toward each other and the provision of opportunities for learners to develop critical thinking and life skills.

International Declarations on Quality of Basic Education/schooling

1. The Jomtien Declaration of EFA, 1990: A landmark document for the promotion of basic education emphasized that 'the focus of education must, therefore, be on actual learning outcomes rather than exclusively on enrolment'.
2. The World Education Forum, Dakar Framework of Action 2000: Emphasis on quality of education is included as one of the six goals:

"Improving all aspects of the quality of education, and ensuring their excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, in numeracy and essential life skills" (Article7(vi).

The Expanded Commentary on the Dakar Framework of Action includes following two articles on quality i) Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality (Article 43). ii) Government and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, health, location, language or ethnic origin (Article 44). 3. The Recife Declaration of UNESCOE-9 project (Education for All in the nine most populous developing countries), of January 2000, reaffirms commitment to the enhancement of quality of basic education through adopting several measures. 4. The Beijing Declaration of the E-9 Project on ICT1 and EFA (August 2001) reiterated its commitment to raise the quality of education through using Information Communication Technology (ICT), and better training of teachers and administrators.

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