The Challenges of Equitable Provision of Quality Education in Eritrea
A social Justice Perspective

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Abstract

This paper discusses the provision of equitable quality education under the principle of social justice and investigates its implementation in the Eritrean high schools. It discusses the concept of social justice, quality education and equity in quality in general and from the Eritrean perspective. It highlights quality indicators and key elements for quality evaluation. It talks about pedagogy and major pedagogic quality indicators and suggests a model for quality assessment. It is the position of this paper that the provision of equitable quality education is a precondition for the implementation of the principle of social justice to which Eritrea adheres to. Six high schools out of the 60 schools that were participating in the Eritrean Secondary Education Certificate Examination (ESECE), representing the rural and urban settings, were investigated to assess to what extent quality education is provided equitably.

1. Social justice, quality education and equity

1.1 The Principle of Social Justice

Social justice is a very vast and controversial subject. It is a concept difficult to define and open to different interpretations according to people's political orientation, religious background, cultural differences and philosophical inclination which makes it hard to have one common

definition (North, 2006; Oduran, 2006). Nevertheless, based on the political philosophy of the right and left one can come up with a very broad definition of this concept. From the leftist point of view, it means a society with a greater degree of economic equality characterized by equitable distribution of the resources of the country. It demands the provision of the basic human needs such as food, shelter, safety, medical care, education, etc. in an equitable manner through a mechanism set by the state. The rightist perspective considers it to mean a just society created under the values of individual liberty, free market and equality of opportunity and it believes that it should be left to the free market and consciousness of the individuals (encouragement of philanthropists) without any interference from the state. Nizick, an influential political theorist on social justice, is one of those representing the right perspective (as cited in Swift, 2001). He considered the accumulation of wealth by few and the dire poverty of the majority as a bad luck for the poor and not as unjust.

Generally, there are two views on social justice. There are some scholars who reject the concept of social justice and maintain that it cannot be realized. They argue that any attempt to do so, will be at the expense of liberty (Swift, 2001). Hayke, a political theorist on social justice, characterized the concept of social justice as a "mirage" and "confusion" that doesn't deserve any attention (as cited in Swift, 2001: 19). He rejected the concept of social justice since to him it "implies a centralized authority making people to do things they might not want to do" (Swift, 2001:19).

Supporters of social justice believe that the implementation of this principle creates fairness and justice in a society. David Miller defined it as something that concerns "the distribution of benefits (includes intangible things such as prestige and self-respect) and burdens" (such as disadvantages) in society (Miller, 1997: 22). According to Miller it deals with affairs such as the regulation of wages, profits, allocation of housing, medicine, welfare benefits, etc. Simutanyi (2008) argued that the principle aims at the realization of justice for a society. He referred to Aina's 2006 work in explaining that the concept originated from values such as fairness impartiality and egalitarianism (as cited in Simutanyi, 2008). He asserted that there is a convergence of opinion that the notion is against poverty and illiteracy and advocates for

sustainable environmental and social development. It refers to a society that fairly distributes its rewards and burdens.

1.2 Social Justice in Education

The above discussion on the principle of social justice can assist us to define the principle in relation to education. Accordingly, the author maintains that social justice in education is the provision of equitable access to relevant education of high quality ensuring that those enrolled are retained and complete certain level of education or acquire a skill. The disadvantaged group should be supported to complete their education by various means of positive discriminations as a temporary measure until a level playing field is created. Social justice requires that there be equality of results among learners from the educational opportunities open to all. This will further be elaborated under the discussion on equity in quality.

The author argues that social justice in education is also an education for social justice. It is an education that aspires to create quality of life for all citizens, prosperity and power for the country. Based on the principle of social justice one can say that it is the kind of education that enables citizens to fight injustice to create a human and impartial society. It is an education that assists the individual to develop critical consciousness, learning culture, social experience, community based identity, competencies and positive personality traits that will help to struggle for change. The goal of such kind of education is for freedom, justice and democracy. It should be delivered in a level playing field.

1.3 Quality Education

Quality education is a difficult concept to define and there is no one common definition agreed upon by all (Education for All, UNICEF, 2007a; UNESCO (2009) EFA Global Monitoring Report,). Verspoor claimed that "[d]defining quality is more debated than articulated" (2005: 53). It was agreed in the 2008 Biennale on Education in Africa that this concept needs to be examined in depth (Hoppers, 2008). What adds to the complexity of the concept, among other things, is the fact that it is a dynamic and an ongoing process and its definition keeps on changing with the social, economical, cultural and political situations of a country (see Arnold and Faber, 2010; Verspoor, 2005; Hoppers, 2008).

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With these words of caution it is important to highlight on some of the different definitions offered by various institutions and scholars. According to UNESCO (EFA Global Monitoring Report, 2005: 31) there are two major approaches usually used to define quality in education. The first is "to use systems framework and then assess the quality of education in terms of inputs, process and outputs". The second involves a sector framework that treats education as one sector "and uses three main strands that constitute quality of education in terms of relevance, effectiveness and efficiency." The 47th International Conference of UNESCO defined quality as "inherently multidimensional. It is partly linked to results and partly to objectives and components that intervene to reach these results" (UNESCO, 2004: 48). In UNICEF's publication entitled "A Human Rights–Based approach to Education for All" (2007b: 32) the definition of quality "incorporates two fundamental perspectives":

> First, cognitive development is a primary objective of education, with effectiveness of education measured against its success in achieving the objective. Second, education must promote creative and emotional development, supporting the objective of peace, citizenship and security, fostering equality.

Quality is defined in terms of outcome achieved by the learner which is identified in the curriculum and expected by the society (Oxenham, 2005; Verspoor, 2005). Oxenham argued that quality is not attained when there is a mismatch between supplies (quality of teaching, learning materials, etc.) and demands (parents' eagerness to send their children to school) and less from inequalities of learners to learn. He correlated the two affirming the fact that with the provision of quality education demand is likely to increase.

A different approach to define the concept of quality is the one expressed by Arnold and Faber (in study material prepared for the Ministry of Education in 2010, herein referred to as Arnold and Faber, 2010). They argued that if one is to define quality education one needs first to define what education is and who is an educated person. They referred to Liket who stated that "[t]he quality discussion is nothing but the discussion on education and upbringing" (as cited in Arnold and Faber, 2010: 6) and they developed their analysis based on the proper upbringing of a child by defining the modern trend of education. They elaborated on the "current state of education debate" (Ibid: 6) and listed eight very important theses elaborating on the concept of modern education.

Educational quality is also defined in terms of what a "good school" is. Fend as referred to by Arnold and Faber (2010:13) defined "a good school" by listing some very important points worth noting. It is a place where teachers and students "have grown to know themselves"; the school is "supported by teachers and committee"; "no lousy mood prevails"; it is always "busy"; "teachers have time for the school"; both "teachers and students feel acknowledged and accepted"; teachers are "critically observant"; there is a "friendly relaxed atmosphere" for all the stakeholders, to mention just a few. Arnold and Faber also referred to what the Education Commission of the state of North Rhine Westphalia a state in the western part of Germany) call "school as a House of Learning" (similar to the Eritrean concept of a school - ቤት ትምህርቲ; ቤት ምህሮ) with similar characteristics described above.

There are some emerging literatures critically analyzing the mainstream conceptualization of quality education, mainly, the human rights and the human capital based approaches. Chief among them are those written by Tikly and Barret whose analysis will be briefly touched upon. According to them, the human rights approach to quality education focuses on the role education can play in securing rights whereas the human capital approach emphasizes on the role that quality education can play in development. They maintained that the colonial history of a country, the level of modernization achieved, the present world trend with regard to globalization and the prevailing neo-liberal policies in the world, etc. are factors that cannot be disregarded as they continue to shape our understanding of quality education and the proper comprehension and implementation of human rights. They emphasized the fact that schools need to be seen within the given context and not to be perceived in isolation and that quality education need to be receptive to these circumstances.

Basically Tikly and Barret explanations on quality education focused on three inter-related dimensions of social justice and they related it to education. They considered them to be key for the evaluation of quality from the social justice perspective. The first dimension is equity or inclusion which is defined to mean the creation of equal opportunity for all learners in every aspect and the provision of educational resources according to the needs of each learner favoring the disadvantaged. The second dimension is relevance referring to the contextualization of curriculum and the consideration of the specific needs of the learner. The third dimension is the

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representation, meaning that learning outcomes ought to be defined in a representative manner where all stakeholders are involved and that the education system as such should be transparent, accountable and democratic.

Tikly and Barret (2011) proposed a very interesting approach for the description of quality education in terms of learning outcome. Their framework for the definition of quality education is critically informed by the human capital and the rights-based approaches and is based on the social justice principle supported by the work of Nancy Fraser on global social justice, Amartyan Sen, Martha Nussbaum and other research works on human capabilities.

They defined quality education as follows:

> It is education that provides all learners with capabilities they require to become economically productive, develop sustainable lively hoods, contribute to peaceful and democratic societies and enhance individual well-being. The learning outcomes that are required vary according to context but at the end of basic education cycle must indicate at least threshold levels of literacy and numeracy as well as life skills including awareness and prevention of disease. (Tikly and Barret, 2011: 9)

This description of quality can be reinforced by Alexander Robin's (2008) discussion on pedagogy which he considered as an essential element and central for the proper understanding of quality education and what it contains. He described pedagogy as an act of teaching accompanied by the 'ideas', 'values', 'knowledge', and 'evidence' that give it a concrete form and validate it. It guides teachers to make suitable and efficient classroom decisions regarding the teaching and learning process with all its dimensions that determine the learning outcome. His description of pedagogy is helpful in the proper understanding of what pedagogical quality indicators should include. He advocated for the inclusion of non measurable indicators and stressed on the proper understanding of the difference between indicators and measures, among other things. He criticized the mainstream quality indicators for their failure to properly reflect pedagogy and its major element of learning and teaching or classroom interaction in their attempt to define quality. He argued that quality indicators need to focus mainly on what actually

concerns the learning and teaching process, national or local situations and culture and relevant international research finding related to effective learning and teaching.

Robin (2008) listed four major sources that inform pedagogical quality. These are the national educational policy and its cultural context, the national research on pedagogy, the international quality indicators literature and the international research on pedagogy.

Therefore, based on the above discussions of quality education (Tikly and Barret, 2011) and pedagogical framework (Robin, 2008) two submissions can be made. First, the definition of quality education discussed from the social justice point of view is the most pertinent and acceptable working definition that need to be further discussed and elaborated for adoption in the Eritrean education system. The central point to this definition is the consideration given to the socio-cultural context of schools and responsiveness of quality education to the lived realities of learners and educators in those contexts. The second submission is that this definition of quality has to be seen together with the definition of pedagogy and the discussions on pedagogic quality frameworks suggested by Robin (2008) since they are interlinked and reinforce each other. They provide indicators for source of pedagogical research and also for quality.

1.4 Equity in Quality

Equity, as an important prerequisite for the implementation of the principle of social justice, is treated under quality because social justice demands equitable quality provision. The concept of equity is equally controversial like the principle of social justice as indicated above. Supporters of equity may argue that special consideration should be given to the disadvantaged group to level the playing field, whereas opponents may argue that this is unequal treatment and a violation of their rights.

There are many authorities writing in support of the provision of equitable quality education. Oxenham (2005: 43) discussed the historical development of the definition of equity and demonstrated how it evolved to mean "equality of results measured by academic success" and that "all learners must get learning opportunity of good quality, adequate pedagogic support, and attain good results." Avoseh (2006:229) cited Khan (1984) who argued that "equity is primarily identified as an ethical and political concept, which is often equated with the concepts of justice,

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fairness, inclusiveness and equality." Grisay (2003), as cited by Oxenham (2005), discussed equity in quality and elaborated on three types of equality the absence of which, she argued, will be tantamount to inequity or injustice (Equality of opportunity, treatment and of result).The provision of quality education is a basic human right and governments have the obligation to ensure it (47th International Conference of UNESCO, 2004).

The concept of inclusion which is one of the three dimensions of a good quality education from the social justice perspective, not only guarantees access for all to a good quality education, but also demands for the creation of the opportunities for all to accomplish the targeted outcome. "Ensuring inclusion requires that quality is monitored and data on learning outcomes are disaggregated and analyzed to reveal who is disadvantaged and where initiatives to improve quality should be targeted" (Tikly and Barret, 2011: 10).

Hence, from the social justice perspective equity in quality is concerned not only with the equal opportunity for quality education but also for the achievement of the desired educational outcome for all.

2. Social justice, Quality Education and Equity in Eritrea.

2.1The Eritrean Approach to Social Justice

The principle of social justice is well elaborated in the National Charter for Eritrea. This is a political program of the People's Front for Democracy and Justice (PFDJ, 1994), the Front that governs the country. It was approved in the Third Congress of the Eritrean People's Liberation Front (EPLF) in 1994. EPLF was the front that liberated the country from the Ethiopian colonization, it was renamed PFDJ after independence. The Charter (PFDJ, 1994) stated the general principles, goals, vision and ideals that direct the voyage of the government and it was the basis for the drafting of the Eritrean Constitution that was ratified in 1997. One of the six basic goals of the Charter deals with social justice and defined it

to mean "Equitable distribution of wealth, services and opportunities, and special attention to be paid to the most disadvantaged sections of society" (PFDJ, 1994: 11). It argued for:

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narrowing the gap between the haves and have-nots, ensuring that all people have their fair share of the national wealth, and in particular in the political, social, and cultural life of the country, to creating balanced development, respecting human rights, and advancing democracy. To be meaningful and have a stable foundation, political democracy must be accompanied by economic and social democracy…The movement (for social justice) must provide the most oppressed sections of our society with means to participate in planning a better future, as a matter of priority. (PFDJ, 1994: 16)

It encourages preservation and development of one's cultural heritage and identity. It is a philosophy that believes in developing an independent thinking, relying on one's own resources and ability, and becoming a self-confident player nationally as well as internationally (PFDJ, 1994).

This principle is also well placed in the Eritrean Constitution. Article 1(1) of the Constitution makes it very plain that the State of Eritrea is "founded on the principles of democracy, social justice and the rule of law". The Constitution in Article 8 asserts the citizens' rights to social justice, economic development and to the fulfillment of their material and spiritual needs. Article 14(3) empowers the National Assembly to "enact laws that can assist in eliminating inequalities", considering the existing inequality in the Eritrean` society. In article 21 the principle of social justice is well elaborated under economic, social and cultural rights and responsibilities where it affirms that every citizen shall have the right to equal (it is argued that the intention of the legislature is equitable and not mere equality since it is the requirement for social justice) access to publicly funded social services, and that the state shall endeavor to make available to all health, education, cultural and other services. Article 29 which is the concluding article on the chapter dealing with rights declares that any other future rights can be part of the rights stated in the Constitution as long as they confirm to the principle of social justice, democracy and rule of law.

Therefore, in the Eritrean context social justice is "economic and social democracy" with "equitable distribution of wealth, services and opportunities" and that "special attention [is] to be paid to the most disadvantaged sections of the society" (PFDJ, 1994: 16-26). The principle also

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supports the participation and empowerment of all and abhors any kind of discrimination and domination.

As an extension to this principle, the Charter also deals with the concept of social justice in education which can serve as an introduction to the next topic. The Charter lays down seven principles as the basis for its political program and one of them is equitable distribution of social services including education. The Charter stated:

> Education is the foundation of development. To provide equal educational opportunity means to provide equal opportunity for development… Education is a fundamental right to which every Eritrean is entitled… we must expand education to the rural areas of the country where educational opportunity has so far been scant.…Our greatest asset is our human resource. Therefore, we must assign a high priority to its development. (PFDJ, 1994: 33)

2.2 Quality Education in Eritrea

Quality education in Eritrea is dealt with in four major laws and documents, namely, the National Charter, the National Education Policy, the National Curriculum Framework and the Concept Paper. The National Education Policy gives high regard to quality education and deals with it in its different sections highlighting its significance. In the foreword statement of the document it is stated that   "the overriding policy objectives of the government include …improving the quality of education, and making education more relevant to socio-economic needs and priorities" (MOE, 2011: iii). In the section that deals with "Guiding Principles Underpinning the National Policy on Education" the document stated that the principles of "equity and social justice" and "quality and relevance" to be among the major guiding principle of the educational system. Although the concept of quality is highlighted in this policy it seems to deal with the mainstream conceptualization of quality where it specially stated: "Essential inputs for attaining quality include a relevant curriculum, competent and committed teachers, good and sufficient learning materials, including textbooks, and physical facilities conducive to learning" (MOE, 2011: 7). Here one can clearly notice that pedagogy is missing and it is addressing inputs and no mention of the process that include teaching and learning. This is

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something that needs to be looked into in the future but the good thing is that there is a concern for quality.

The PFDJ Charter captures the concept of quality in different parts. Suffice it to mention   where it stated that "[w]e must build an advanced educational system which serves …development, and equips people with knowledge and skills…to enhance their productive capacity to build their country" (PFDJ, 1994: 33).

National Curriculum Framework treats relevancy and quality as one of the major principles underpinning the national curriculum. It argued: "Relevancy and quality can be seen as two sides of the same coin. A relevant curriculum is an essential component of quality education and quality education reflects relevance in the curriculum" (MOE, 2009: 14-15). It further elaborated this point by saying that "[c]oncern for relevance converges with the concern for quality, particularly when quality is viewed in terms of what and how learning is provided" (MOE, 2009: 15).

The Concept Paper for a Rapid Transformation of the Eritrean Education System that initiated the 2003 educational transformation proposed the introduction of four major interventions for the improvement of the educational system and one of them is quality improvement. It stated that "[t]he standards and quality of education and training in the education system must be high enough such that products of the educational system would have a high degree of acceptability…" (MOE, 2002: 6).

Therefore, after a close examination of the above referred laws and policies related to the Eritrean vision of quality education one can safely conclude that Eritrean laws rank quality education next to none. It is the highest priority for its human resource development. It is a strategy to reduce poverty and enhance economic development (National Curriculum Framework, MOE, 2009). As can be gathered from these documents, quality education in Eritrea is not only a basic human right but also a fundamental factor of social, cultural, economic and political advancement.

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2.3 Equity in Quality under the Eritrean Laws and Policies

The provision of equitable quality education is mandatory in the Eritrean laws and policies. This is clearly manifested in the following instruments:

1. The Constitution and the PFDJ Charter stipulate that education is a basic democratic right of all citizens. Education in these documents and in the Concept Paper (Ministry of Education, 2002) is specified to mean education of good standard and relevancy.

2. Eritrea is a signatory to the Universal Declaration of Human Right and the subsequent Conventions and Covenants that establish the right to quality education.

3. The National Education Policy defined equity as "equal treatment and distribution of resources among individuals, groups, or communities…. It is also intertwined with the notion of fairness and justice." (MOE, 2011:5)

4. The Eritrean Constitution Article 4(3) guarantees equality of the Eritrean languages and the education policy stipulates that the medium of instruction to be in mother tongue at elementary level in order to improve access and quality (in addition to other objectives such as strengthening unity in diversity and developing the culture of the ethnic groups). The equality of all the nine Eritrean languages asserts the principle of equity and equal treatment of all the nationalities. However, the implementation of this principle in schools is confronted with the challenge of quality education due to the different levels of development of the languages. Some of the languages are still on the process of development and in addition are confronted with a few practical problems related to shortage of teachers in quantity and quality, supplementary reading materials, dialect variation etc. (Araya, 2013). This problem was clearly manifested in the results of the second Monitoring Learning Achievement for students in grades three and five conducted by the Department of General Education in 2009 (unpublished report of the Department of General Education, Ministry of Education).

5. The principle of social justice requires the provision of quality education equitably for a sustainable development and the empowerment of the disadvantaged to participate fully in all the affairs of the country. The role of education for the attainment of this objective can be supported by the following arguments:

   - Factors such as poverty, rural residence and gender are among the major contributors to difference in attainment of quality education. Educational

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provision is skewed in favor of the rich. Therefore, if the Eritrean education system provides quality education for the unreached poor based on its principle, it is highly probable that they can equally compete.

- If a country is to develop and move abreast international developments in the world of globalization and advancement of science and technology there is no other alternative but to provide quality education for all citizens equally. There cannot be any true development where only the minority is well educated. Quality education enhances participation in global information society and lifts the people out of poverty and creates fair and just society.

- It is the disadvantaged groups that need quality education most. It increases enrollment, retention and guarantees successful completion. Providing poor girls with quality education reduces poverty significantly since women contribute more in the economy of rural societies (Preece, 2006).

Therefore, based on Eritrea's conviction to social justice and its educational policies and laws, it is evident that the educational system be guided by the tenets of social justice in education. The provision of equitable quality education is one step towards the realization of social justice.

To sum, unless equity in quality is provided, inequality will continuously increase and societies become victims of injustice and polarization. In the final analysis it makes the realization of social justice unattainable.

3. Is Equitable Quality Attained in Eritrea?

After a brief description of the principle of social justice, quality education and equity in the Eritrean context in the preceding section, the paper will investigate to what extent the educational system is providing equitable quality education as required under the principle of social justice. This was examined in a study carried out in six secondary schools representing the rural and urban settings. The objective was to explore to what extent equity is observed, examine the possible reason for the imbalance that might exist in the system and come up with

recommendations. It is expected that the study will contribute to the ongoing discussion of quality improvement and provoke further debate on the issue.

3.1 Subjects

The methodology followed in this study was based on qualitative and quantitative approaches supported by focus group discussions and class room observations.

Six secondary schools, out of the 60 schools that participated in the Eritrean Secondary Education Certificate Examination (ESECE) for three consecutive years 2008-2010 were selected on the basis of their performance in these examinations. The list of the 60 schools was provided by the Bureau of Standards and Evaluation, the authority conducting this examination. The six schools selected for this study represented 10% of the secondary schools. Three years achievements observation was made in order to get better understanding of their situations. Based on the average achievements of three years, three best achievers from the Government schools were selected (private schools were purposely left out for the purpose of uniformity in comparison). All of them were found to be located in the capital city, Asmara. From the list of least achievers over the same period two schools were selected that were located in the far remote rural areas of Zoba Debub. Surprisingly enough, one medium achiever school was found in the same remote locality and was selected to find out the reasons for its relative good performance.

3.2 Instruments

Quality evaluation was carried in these schools by using a modified form of the Scottish Model, classroom observations and focus group discussions. This model was preferred because of the long standing practice Scotland has for school evaluation using indicators and these indicators have been in use since 1996 (for more detail Arnold and Faber, 2010: 27-28). The Scottish Model has seven key areas under which the evaluation is carried. The author found them to be pertinent areas for evaluation and has adopted them (see Annex 1). These key areas are divided into 33 quality indicators and each is divided into sub-topics or sub-indicators making a total of 87 sub-topics. Most of these sub-topics or sub- indicators were modified to make them fit to the Eritrean reality based on the principles of simplicity, relevance and efficiency. For example, the original second key area that deals with achievement of learning objectives has three quality indicators, namely, achievement in learning goals in courses, services related to objectives and

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tests, and overall quality achievement of learning objectives. In the modified model these were totally left out and replaced with three new quality indicators, namely, results of grade 12 examination, national grade twelve (Warsay Yekalo Secondary School) pre-test examination results and the students' respective school internal efficiency (yearly rate of promotion, failure and drop out) . Similarly, the quality key area that deals with student support originally has 8 quality indicators. These were substituted by new four indicators which capture the original essence but modified in order to accommodate activities such as co-curriculum activities and life skills which were not in the original version. Similar modifications were also made to the ethos key area where all the indicators were totally changed to reflect the values, behaviors and attitudes of the society and the involvement of the parents and communities. After these and other changes the modified version of the model maintained the seven key quality areas and came up with 31 modified quality indicators with no sub-topics but explanations provided in brackets for some indicators when necessary (see Annex 1 for the modified model and compare it with annex two, the original Scottish Model).

In the absence of any other locally developed approach for quality evaluation, the adapted model is an attempt that may need further modification and that will probably trigger further discussion on this complex problem. There are many issues one can raise for discussion. Does the model take into consideration local conditions, culture and values? Is the teaching and learning process properly addressed? Are the indicators sufficient to explain quality? Do they go beyond the input, process and outcome main stream approach? Does it include international pedagogical indicators universally applicable? etc. Whether this model responds positively to these questions or not it is left for further future discussions and examinations which are beyond the scope of the present study.

 However, attempts have been made to relate these pedagogical quality indicators to the Eritrean context and there are certain factors that contributed relatively to the objectivity and reliability of the evaluation. The fact that the evaluation is restricted to high school level, makes the study more focused and relatively to be within similar setting and context. Secondly, there are national targets set, manuals and guidelines prepared for all high schools against which the evaluation can be carried. These are related to the books distribution rate which is supposed to be at the rate of

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one to one; in addition there are nationally set school calendar, period allocation, supervision and quality assurance reporting format, guidelines for school development plan, manual for school health program implementation, co-curriculum activities, Parents, Teachers, and Students Association Regulation, students counseling manual, etc. Thirdly, the evaluation format looked into in its totality could be said to consider three major areas of pedagogic quality indicators as related to the Eritrean schools. These are first, teaching and learning, secondly, values and culture and thirdly infrastructure which are considered to be the major pedagogic areas. The first area related to the process of learning is captured in three major thematic areas in the model, specifically, curriculum, teaching and learning and student support and there are indicators to evaluate these thematic groups as indicated in annex one. Secondly, issues of values and culture are looked into under ethos in the model. Thirdly, infrastructure is captured under resources and management and leadership section in the model. A closer look at the evaluation form in annex one can assist the comprehension of the evaluation methodology.

3.3 Procedures

The way the work was carried out could be illustrated by citing an example of how the evaluation for QC7 (Management, leadership and quality assurance) was performed which was one of the difficult tasks. It refers to the key quality area of management, leadership and quality assurance and has three quality indicators, namely, self and external evaluation, school development plan and school management. Quality assurance was evaluated by investigating how the self and external evaluation is normally carried in these schools. The criteria for this investigation was agreed to include the format used for such evaluation, frequency, type and effective usage of the results of evaluation. The school development plan was examined by referring to its availability, soundness and implementation. Finally the school management and leadership were studied by looking into the experiences and professional competence of the staff, leadership and team work. Therefore, the rating was done based upon the scores each school obtained.

The modified Scottish Model with all its indicators were given to a team of two persons (one was a member of National Monitoring and Quality Assurance Division and the second from the National Examination and Assessment Division) who assisted the author in data gathering and

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filled the rating system. The author thoroughly discussed the indicators with the team until they came to a common understanding. Accordingly, they collected the data and filled the rating through discussion and common inspection based on the classroom observations, school documents and asking the concerned teachers and authorities (directors, supervisors, sub regional and regional education officers). The form was prepared in English and filled by the assistants in schools. Some of the information such as the grade 12 national examination results and the pre-test results were already collected by the author. The collected raw data were discussed and verified with the team and finally analyzed and processed by the author.

Focus group discussions in each school was conducted with the school staff and administration and education officers both at regional and sub-regional levels mainly to collect school background data and to verify certain information and to fill any existing gap at their level.

Although the best and the least performing schools are located in the highlands of Eritrea namely, the Central and the Southern Regions, these schools are serving different communities and diverse ethnic groups.

4. Findings

4.1 Quantitative Findings

In the study of these six schools, 7 thematic criteria (QC1 to QC7) were taken for evaluation. The criteria was measured based on the standards set under it. All together there were 31 standards; each measured with 4-point scale. The data obtained from the evaluation sheets is presented in the following table (a detailed form of the evaluation sheet describing all the standards for each quality criteria is attached as annex 1 to this paper).

Table 1: Quality Criteria, number of standards, Maximum score assigned for each QC

	Quality Criteria (QC)	No. of standards	Score for standard	Total score for QC
QC1	Curriculum	5	4	20
QC2	Achievement and Learning objectives	3	4	12
QC3	Teaching and learning	4	4	16
QC4	Student support	4	4	16
QC5	School ethos	5	4	20
QC6	Resources	7	4	28
QC7	Management, leadership, quality assurance	3	4	12

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Total	**31**	**4**	**124**

Table 2: Raw scores of Quality Criteria obtained, by schools

school-ID	location	QC1	QC2	QC3	QC4	QC5	QC6	QC7	Total out of 124	Total in %
Score out-of ➜										
		20	12	16	16	20	28	12	124	
SI	Urban	17	9	13	12	17	27	10	105	84.7
S2	Urban	17	10	12	12	16	27	10	104	83.9
S3	Urban	17	9	8	12	13	26	10	95	76.6
S4	Rural	10	6	8	9	9	17	4	63	50.8
S5	Rural	8	3	8	4	8	7	4	42	33.9
S6	Rural	7	3	6	4	11	7	2	40	32.3
	G/Total ➜	76	40	55	53	74	111	40	449	
Maxi. possible value on QC		120	72	96	96	120	168	72	744	
	% of QC ➜	63.3	55.6	57.3	55.2	61.7	66.1	55.6	60.3	

The observation that one can make from this table is very interesting. The three urban schools scored similar points in the QC1, QC 4, and QC 7 and with very insignificant difference in QC 6 and QC 2. There is no significant difference in S1 and S2 even in the two remaining criterion. Comparing the urban and the rural schools one can clearly see the difference between them. Quality is skewed in favor of the urban schools. One can notice also that S4 has relatively better results when compared with the other two rural schools. There is no difference between S5 and S6.

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Figure 1: Schools' per cent of attainment of combined Quality Criteria
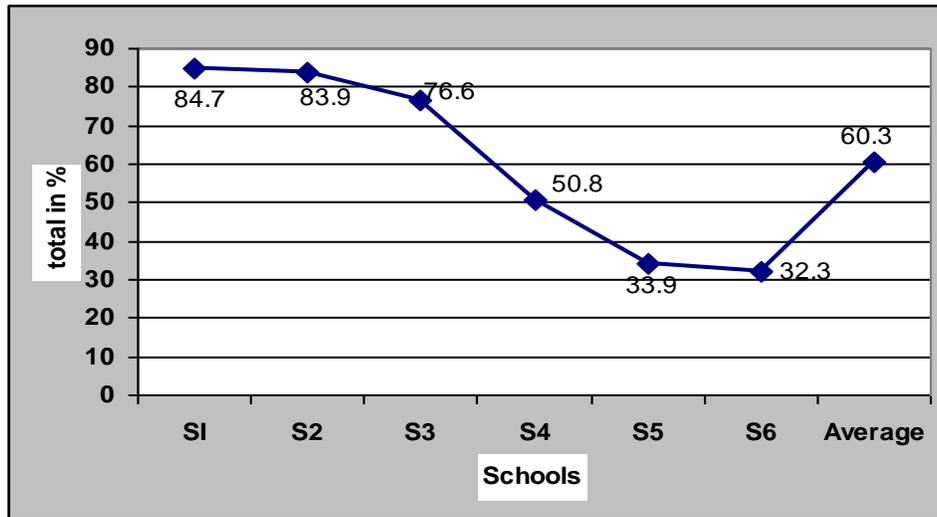
Both Table 2 and Figure 1 indicate that, the three rural schools performed below the average score (60.8%) and that the attainment ranges from 84.7 in S1 to 32.3 % in S6.

Figure 2: Percent of regular and service teaching staff

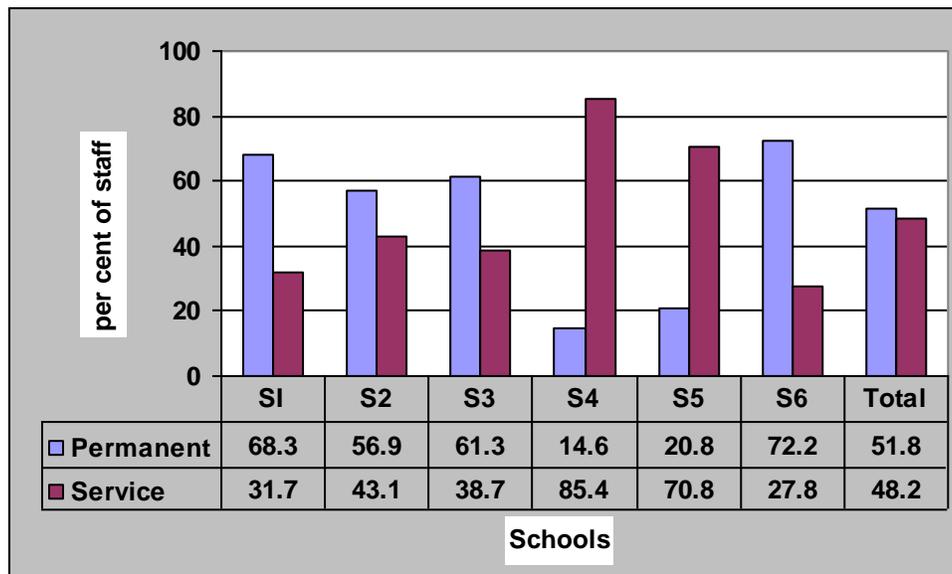|	SI	S2	S3	S4	S5	S6	Total
☐ Permanent	68.3	56.9	61.3	14.6	20.8	72.2	51.8
■ Service	31.7	43.1	38.7	85.4	70.8	27.8	48.2

Figure 2 indicates the per cent of the teaching staff by two types of professional employment; regular/permanent and teachers rendering service (national or community). In the two lowest performing schools (S4 and S5) on the quality criteria, non permanent staff is dominant. While in the other 4 schools, there is more permanent teaching staff.

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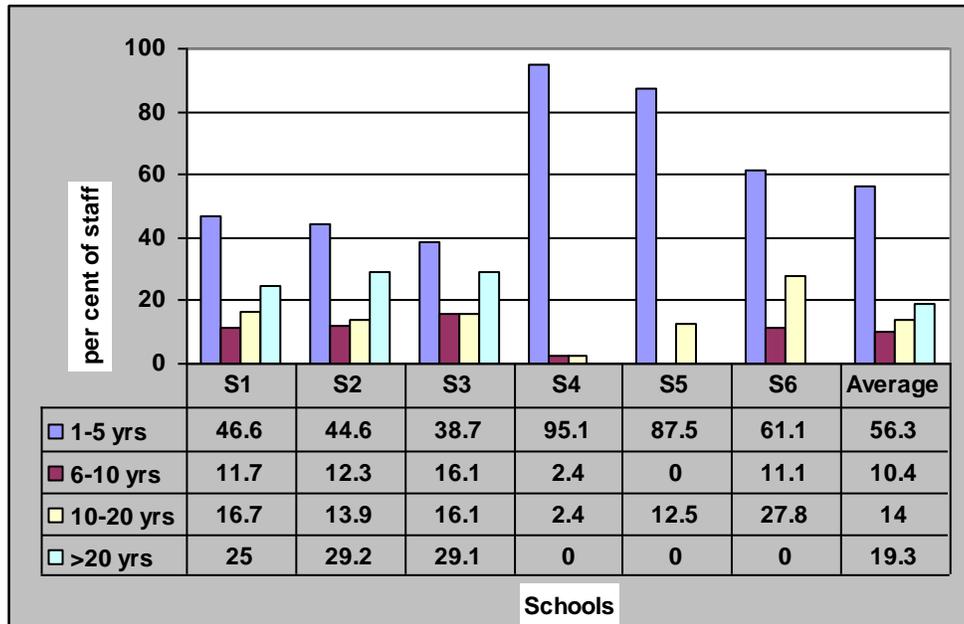**Figure 3: Per cent of the teaching staff, by teaching experience in years**

	S1	S2	S3	S4	S5	S6	Average
■ 1-5 yrs	46.6	44.6	38.7	95.1	87.5	61.1	56.3
■ 6-10 yrs	11.7	12.3	16.1	2.4	0	11.1	10.4
□ 10-20 yrs	16.7	13.9	16.1	2.4	12.5	27.8	14
□ >20 yrs	25	29.2	29.1	0	0	0	19.3

Schools

Figure 3 shows that in all the six schools, the majority of the teaching staff has an experience of less than five years. More than 40% of the teachers with experience of more than ten years are concentrated in the urban schools which showed higher performance on the quality criteria.

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Figure 4: Total Per cent of Drop-outs: grades 9 – 11, by academic years
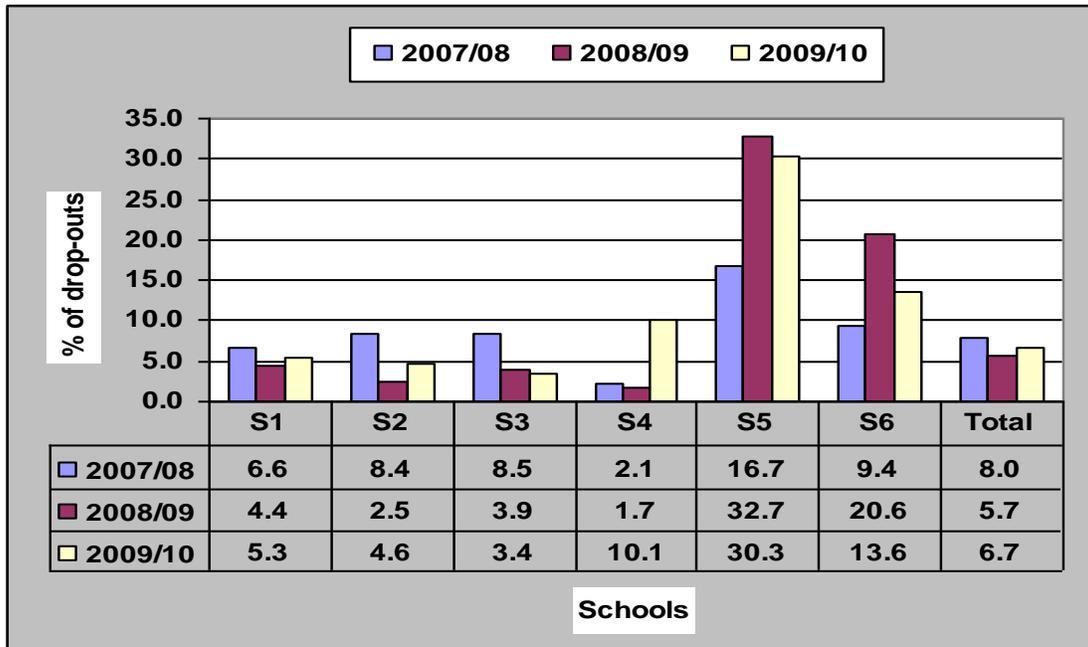
	2007/08	2008/09	2009/10

	S1	S2	S3	S4	S5	S6	Total
2007/08	6.6	8.4	8.5	2.1	16.7	9.4	8.0
2008/09	4.4	2.5	3.9	1.7	32.7	20.6	5.7
2009/10	5.3	4.6	3.4	10.1	30.3	13.6	6.7

Schools

Figure 4 depicts significant difference in rural urban drop-out per cent. The average dropout rate for the urban schools in three years time is 5.4%; 5.1%; 5.2% for S1, S2, and S3 schools respectively. In the rural schools (except for S4, the medium achiever, with 4.6%) these are 26.5%; and 14.5% for S5 and S6 schools respectively. This could be argued to indicate that were quality is low the dropout rate is high.

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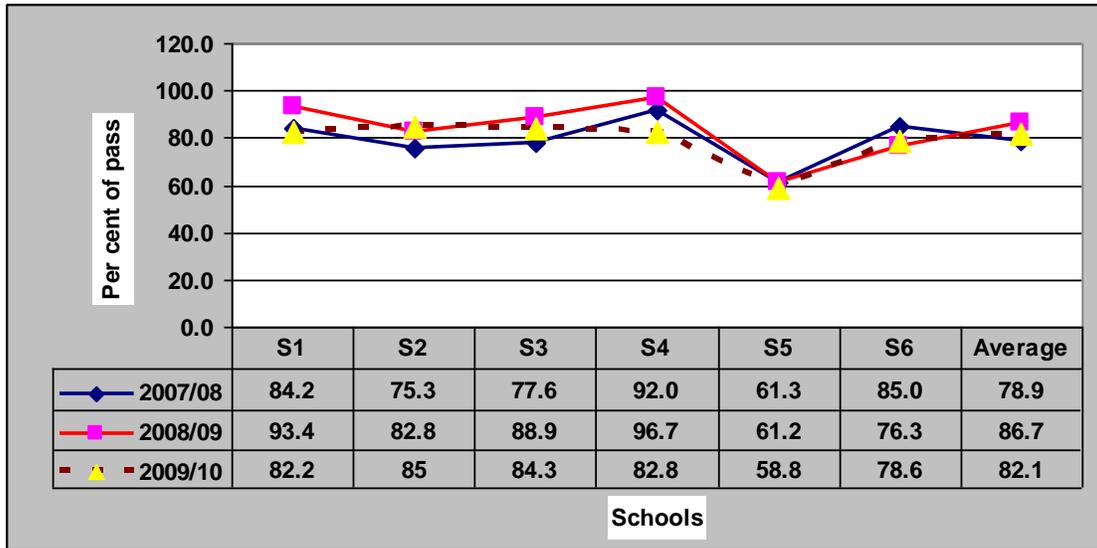**Figure 5: Pass per cents of total students, by schools and years**

	S1	S2	S3	S4	S5	S6	Average
2007/08	84.2	75.3	77.6	92.0	61.3	85.0	78.9
2008/09	93.4	82.8	88.9	96.7	61.2	76.3	86.7
2009/10	82.2	85	84.3	82.8	58.8	78.6	82.1

Schools

Figure 5 shows great difference between the urban and rural schools in the students' internal efficiency. With the exception of S4 the pass rate for the rural school students ranges between 60% to 70% whereas those of the urban are between 80% and 90% (Based on school level exams).

Hence, one can see that across the three academic years urban schools and S4 school (the medium achiever) did better.

4.2 Qualitative Findings

The background of each school was studied (details available in other work of the author), classroom observations were conducted in all of the six schools and group discussions with school management and education officers were carried out. The following are the possible reasons for the success and failure of these schools.

4.2.1 Best Performing Schools (S1,S2,S3)

The three best performing schools are well established big schools that have been functioning for more than 50 years. They are located in the capital city and are serving mostly a community of civil servants and merchants some with high level of education and there are also low income

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earning families such as daily laborers, workers from manufacturing sector, and construction workers. This observation is made simply by looking into the student profile where the occupations of parents are registered. These are big schools accommodating more than 2500 students each and each with a staff of not less than 80.

The following are some of the possible reasons for the success of these schools according to the discussions conducted with the school officers and observations made:

1. Active participation of the Parent Teacher Association (PTA) and the community in the school affairs.

2. Effective usage of library (indicating students' individual efforts) and performance of peer education by the students.

3. Teachers making good efforts to improve teaching and learning process by conducting action research and peer evaluation, preparing handouts, distributing worksheets and exam papers, etc.

4. The school getting full support from the community in the form of funds, materials and expertise.

5. Encouraging students to conduct group discussions and arranging extra classes for low achieving students.

4.2.2 Least Performing Schools (S4, S5, S6)

These schools are found in three different sub-regions of Southern Region located in very remote areas. With the exception of S6 School that was established as elementary in 1982, the rest were founded as junior schools in 1999 and all were upgraded as secondary schools in 2004. They are serving a big community heavily dependent on farming and cattle raising. Female participation is very low in these schools ranging from 28.7% to 17% and there is the problem of early marriage. They are small schools in terms of student population. The relatively big school accommodates students up to 1000 and the smallest not more than 95 students and a staff ranging from 18 to 32. From the discussions conducted with the education officers and observations made, the following were identified as commonly shared possible reasons for the low performance of the schools:

1. Teacher problem: There is scarcity of teachers in number and quality. Most are not qualified to teach the level and the subject they are assigned to. Many teachers teach subjects outside their

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field of specialization, some lack commitment and motivation, there is high teacher absenteeism, teachers are unsatisfied financially, and there is big teacher attrition. This clearly affects the teaching and learning process which is an important ingredient for quality education.

2. Lack of resources: Insufficient textbooks, references and supplementary reading materials, outdated library books and very poor support system. There is shortage and poor laboratory facilities if any.

3. Ineffective use of instructional time due to teachers' and students' absenteeism, consequently syllabus content is not covered and instructional time is not properly utilized.

4. Lack of community participation in general and parents in particular in the affairs of the school.

5. Inconvenient learning environment such as lack of electricity and sanitation facilities, overcrowded classes, etc.

5   Discussion

The findings will be discussed on the bases of the results obtained by each school on the quality criteria, the group discussion conducted and personal observations.

5.1

Schools Located in the urban areas

Table 2 and figure 1 indicate that S1, S2 and S3 schools located in the capital city scored high on the quality criteria. They are outperforming the other three rural schools. There is no much difference between the urban schools. All scored similar points in the QC1 (curriculum), QC 4 (student support), and QC 7 (management, leadership and quality assurance) and with very insignificant difference in QC6 (resources) and QC2 (achievement and learning objective). The possible explanation could be that all are enjoying similar opportunities. They have the necessary curriculum materials and competent staff. They all benefit from similar resources such as well equipped library, laboratory and ICT facilities. They have a reasonable budget well administered by the PTSA, excellent school infrastructure, and overall a big number of professionally qualified and well experienced teachers. As a result they are able to give necessary support to their students. The school leadership and quality management is well taken care of. They regularly conduct continuous evaluation and follow up properly the school development plan.

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The other advantage of the urban schools is the good communication they have with the parents and the efficient administrative role the PTSA play. Some of the well-educated parents are even in a position to support their children academically at home or send them to private tutorial classes and can supervise their children's school activities. The best performing children participate in peer education and give support to their peers. These schools conduct extra tutorial classes to assist the needy students and distribute worksheets and previous examination papers to their students.

There are certain activities carried in common by these schools to improve students' performance and to enhance quality of teaching and learning. The first is the participation of the communities in the teaching and learning process. They are supporting the schools financially, materially and professionally. In S1 school for example toilets for girls were built by the contribution of parents. They also invite academicians to give lectures and motivate the students. The PTSA as a representative body of the community plays administrative and supervisory role in the affairs of the school. According to the PTSA regulations they regularly conduct meeting to assess the academic achievements of the students, to deal with the discipline of the staff, approve school budget etc.

Secondly, students are actively engaged in learning through the approach of learner centered interactive pedagogy, the implementation of peer education and effective usage of the library.

Thirdly, there is an ongoing process of personnel and teaching development in these schools. Teachers have regular meetings to discuss on academic issues and also to observe each other during peer evaluations. They conduct action research and are involved in a continuous learning process to upgrade their capacity and improve their performance.

The tables and figures illustrated above indicate that the urban schools have staff from the pool of more professional and experienced teachers. It is evident that the presence of the professional and more experienced teachers in a school is an essential input for quality education. There are two types of teachers' deployment. The first are teachers who graduate from teacher institutions and are assigned to teach as permanent staff. The second group comes from different disciplines,

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without any pedagogic or teacher education background, and are assigned as teachers to complete their national or community service as temporary staff. The figures above indicate that teachers with experience of more than 20 years are concentrated in urban schools.

It can easily be observed from the tables and figures indicated above that the internal efficiency of the schools is correlated with quality. The examination carried out over the three years performance in the internal efficiency of these schools revealed that the dropout rate is lower and the promotion rate is higher in the urban schools where quality education is offered. The drop out for the urban schools ranged from 2.5 % to 8.5% within three years, whereas that of the rural schools ranged from 1.7 % to 32.2 %.

5.2 Schools located in rural areas

The findings illustrate the already established fact that rural schools are in a disadvantaged situation and that quality is skewed in favor of the urban schools. These schools have many shortages. School S5 for example lacks electricity and it is a school where non teaching staff are assigned as teachers; S6 is administered by one director, who looks after all the three levels of the school. There is a shortage of quantity, quality, professionally experienced and motivated teachers. Teacher attrition rate is very high and some complain from lack of residence facilities. The schools are short of parental support and there is no effective community participation. These schools are serving communities of farmers and herdsmen. The participation of girls is very law. The phenomenon of early marriage is predominant and as the result girls are less motivated to engage in learning.

The findings indicate the dominance of nonpermanent and less experienced teaching staff in the rural schools as compared to that of the urban. The two rural schools (S4 and S5) are dominated by teachers who are rendering their national and community services. Although Figure 2 indicates the presence of 72.2% of permanent staff in S6, only 27.8 % of these teachers have 1st degree that qualifies them to teach in secondary school. Most of these permanent staff teaches in elementary and junior levels.

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The findings also indicate, in the rural areas, in addition to the low enrollment rate of students specially girls, there is wastage in these schools due to high drop-out rates (figure 4 above), and very low passing rates (figure 5). This could support the argument that lack of quality education may results in wastage in the school system. There are no activities carried regarding organizational development or personnel development and there is neither the capacity nor the resources to improve teaching quality

5.3 The S4 School

This school is located in rural setting similar to the other two schools and it was purposely included in the study for comparison purpose as indicated in the methodology. It is a medium achiever school. The findings indicate that it outperformed the other two rural schools although they have many factors in common. It was established as a secondary school together with the other two schools, it is located in the same region, inhabited by similar communities, and all suffer from shortages of textbooks and other teaching and learning materials. One interesting observation that needs to be looked into further is the fact that in spite of the predominance of more novice and non permanent staff in this school it is performing better than the other two schools. Ninety five percent of the teachers have an experience of less than five years of teaching and 85 % are national service teachers.

It is different from the other two schools in some respects. It has relatively better resources (from school observation), disciplined and motivated students (according to the information gathered during the group discussion) and a comparatively better administrative structure (the director is assisted by pedagogic head and it has some support staff which is lacking in S6 school for example) that can have an impact on leadership and quality management of the school. It has an ICT laboratory functioning with solar panel. It has the least dropout rate out of all the five schools and the highest promotion rate.

The relatively better result obtained in the quality evaluation by S4 is mainly in QC1 (curriculum) and QC6 (resources) as compared to S5 and S6. This school is equipped with necessary curriculum materials, utilizes it effectively and is supplied with the needed resources

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which can be considered as an advantage over the other two schools and might have positive influence on the teaching and learning process.

6   Conclusions and Recommendations

6.1 Conclusions

This study covering six secondary schools has revealed discrepancies in the provision of quality education. Hence, it can be concluded that quality is not equitably provided. This no doubt has many consequences and affects the destiny of the future generation of the country and needs an urgent intervention for rectification.

Social justice aims to build a strong and sustainable economic development that benefits all and satisfies their desire by improving their living condition and ensuring equitable economic development of the country. It endeavors for equitable share and enjoyment of the natural resources of the country and for the empowerment and participation of all in decision making. It creates a level playing field to equalize the unequal.

It is this (economic) empowerment under social justice that enables the poor to benefit from the available educational opportunities. Many authorities agree that poverty is among the major factors that impede access, retention, completion and success in education (Verspoor, 2005; Preece, 2006; and others). If we are to break this vicious circle of poverty and create social justice in the society, the provision of equitable access to quality education is a must.

The study conducted in the six secondary schools confirmed that the provision of equitable access to quality education remains a big challenge in the Eritrean education system. Schools located in metropolitan areas are provided with better quality education than those in the rural setting. All the inputs and the processes that influence quality education are skewed in favor of the urban areas and as a consequence there is a big wastage (high drop-out, repetition, low enrollment, etc.) in the rural areas.

Quality education in Eritrea is a basic human right and aids in the attainment of economic growth. It is a policy for human resource development, poverty reduction strategy and a major

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plan for the social, cultural, economic and political advancement of the country in its drive to attain its cardinal principle of social justice. Hence, it is submitted that an urgent action is needed to rectify the system.

Finally, we need further research to enable wider application of the results to the whole school system as the scope of this study was limited to secondary schools that provide formal education. Moreover, the socio-economic class of the students in the schools investigated was not considered. This would have given additional scientific analysis for the inequality in the provision of quality education among the urban and rural schools.

6.2 Recommendations

The study has revealed a number of issues that require our immediate attention. Some of them are stated here as recommendations:

1. The definition for social justice in education that has been submitted in this paper should be further discussed, enriched and a commonly agreed definition be adapted to serve the education system as a guiding principle and as a criteria to assess the achievements made.

2. It is necessary to strengthen the understanding of the concept of social justice in education among all the stakeholders and introduce it as a course in teacher education.

3. It is essential to conduct continuous seminars and workshops among the education staff to enrich further the debate on equitable access to quality education and reinvigorate the role to be played by the education system in the realization of social justice in education.

4. There is an urgent need to develop a basic framework for quality indicators. The modified Scottish Model for quality assessment as discussed above could serve as a starting point to initiate a debate that could further develop the model to serve the Eritrean education system.

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Annex 1: Evaluation form modified from the Scottish Model

Quality Criteria		Evaluation			
		4	3	2	1
	Curriculum				
1.1	Availability of sufficient material				
1.2	Relevance and quality of the material				
1.3	Proper utilization				
1.4	Effective use of school calendar				
1.5	Proper implementation of the period allocation				
2	**Achievement & Learning objective**				
2.1	Results of grade 12 National Exam				
2.2	National High School pre-test exam results				
2.3	Internal efficiency of students				
3	**Teaching and Learning**				
3.1	Quality of teaching (use of) LC pedagogy and focus on student needs				
3.2	Quality of learning process of students (their motivation , participation, etc)				
3.3	Assessment as part of teaching				
3.4	Communication with parents				
4	**Student Support**				
4.1	Academic support				
4.2	Co-Curriculum activities				
4.3	Student Counseling & follow-up				
4.4	Student support to develop positive attitudes and skills				
5	**Ethos**				
5.1	Friendly environment among the school community				
5.2	Student conduct and discipline				
5.3	Staff Commitment and Motivation				
5.4	Teachers discipline				
5.5	PTA's commitment & Participation				
6.	**Resources**				
6.1	Provision of school building ,furniture's and infrastructural facilities				
6.2	Availability and effectiveness of support system (library, laboratory, ICT. Pedagogic resource center …)				
6.3	Availability and effectiveness of Co-curriculum activities				
6.4	Availability of rules, policies & guidelines				
6.5	Effectiveness of school health programs				
6.6	Availability and management of school budget				
6.7	Staff (experience, qualification, expertise)				
7	**Management ,Leadership, Quality Assurance**				
7.1	Self and external evaluation				
7.2	School development plan (availability, effective implementation ..)				
7.3	School Management (experience, school vision, shared leadership, Cooperation team work…)				

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	Total				
	GRAND TOTAL				

Evaluation Procedures

The result will be evaluated into 4 levels

1. 4 will be given for – very good – with significant strength.
2. 3 will be given for – good- strength weigh more than weakness.
3. 2 will be given for – for moderate, where there are some clear weaknesses.
4. 1 will be given for - for unsatisfactory where there is serious weakness.

Annex 2 Scottish Model

No.	Quality indicator	Sub-topic	Evaluation level			
1.1	Structure of the curriculum	• Bandwidth and balanced of the various • Elements of the curriculum • Integration permeability • Effectiveness of the timetable design and Regulation of student choice				
1.2	Quality of teaching offers	• Bandwidth, balance and choice • Integration, continuity and further Development Support and advice for teachers				
1.3	Quality of planning by the teacher	• Planning of training courses and daily activities				
Achievement of learning objectives						
2.1	Achievement of learning goals in Courses	• Student performance in courses				
2.2	Services related national objectives and tests	• Student performance, as measured by • Assessments within country wide objectives and tests				
2.3	Overall quality of achievement of Learning objectives	• Overall quality of student performance based on four other quality indicators (2..1 Achievement of learning objectives in courses. 2.2 Performance related to national objective and tests, 3.2 Quality of the learning process of pupils 3.3 Responding to student needs)				
Learning and Teaching						
3.1	Quality of Teaching	• Bandwidth and appropriateness of teaching				

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			Evaluation level			
		Methods including homework				
		• Clarity and purpose oriented nature of the representation and statements by the teacher • The quality of teacher pupil dialogue				
3.2	Quality of the learning process of Students	• Level of student motivation through their learning experience • Learning progress • Personal responsibility for learning independent thinking and active Participation in learning Interaction with others				
3.3	Focus on students need	• Choice of tasks, activities and resources • Learning rate to achieve adequate learning outcomes by all students Relevance of learning objectives and the learning context for pupils experience and interests • Where applicable, the contribution of personnel to support the learning process.				

No	Quality indicator	Sub-topic	Evaluation level			
3.4	Assessment as part of teaching	• Evaluation methods and design of the documentation • Quality of teacher feedback in teaching • Dealing with assessment •				
3.5	Communication with parents	• Quality of procedures for communication with parents • Quality of information received the parents of the individual learning progress of each student • Quality of information received by the parents about the quality of the work of the school as a whole				
Support of the pupils						
4.1	Personnel care	• Addressing their emotional , physical and social needs of individual students • Offer to help students				
4.2	Personnel and social development	• Development of positive attitudes and personal and social skills of the students • Extracurricular activities ,curriculum supplements and special courses				
4.3	Quality of school and vocational guides	• Quality of advice on making decision in the areas of education, training or employment. • The accuracy and relevance of information and advice • Appropriate level of research as the basis of advice				

No.	Quality indicator	Sub-topic	Evaluation level			
4.4	Role of guidance in the monitoring of Students progress and students performance	• Effectiveness of observation • Quality of document an of students progress and development • Effectiveness of the implementation of information				
4.5	Effectiveness in supporting the learning process	• Quality of programs offered to support the learning process • Students progress and performance • The quality of external guidance				
4.6	Implementation of legal requirements in the field of special educational needs.	• Fulfilment of the requirement for special educational needs • Implementation of the legal requirements • Familiarity with legal and other requirement and procedures				
4.7	Dealing with pupils with special educational needs	• Effectiveness of the classification in special education programs • Effectiveness of the classification into classes.				
Ethos						
5.1	Ethos	• Identification with and pride in the school, equality and fairness • Friendly environment • Handling and atmosphere between students and teachers • Expectations of students and teachers , and dealing with praise • Student conduct and discipline.				

No.	Quality indicator	Sub-topic	Evaluation level			
5.2	**Cooperation with the parents and the school advisory council**	• **Parents and encouraged to show interest in their child's everyday school life and school activities** • **The school requests and takes suggestions from parents seriously** • **Effectiveness of the connections between school advisory council**				
5.3	**Effectiveness of the connections between school and school advisory council**	• **The scope , purpose and effectiveness of contacts with other educational institutions** • **The scope ,purpose and effectiveness of contacts with volunteer organizations, local initiatives and institutions and employees** • **The scope purpose and effectiveness of contacts with** • **Statutory agencies.**				
Resourses						

6.1	Provisions of school building and furnishing	• Adequacy and suffiencet scope				
6.2	Provision of resources	• Available finances are sufficient • Resources are appropriate and sufficient				
6.3	Organization and use of facilities and Resources	• Organisation and availability • Use of resources • Presentation of interesting and relevant topics and articles.				
6.4	Staffing	• Staffing • Experience ,qualifications and expertise of staff				
6.5	Effectiveness and deployment of staff	• Effectiveness and cooperation of teachers • Class education and teacher deployment • Creating opportunities to support students • Use of additional personal (where applicable)				
6.6	Personnel development and assessment	• Effectiveness of the interplay of school Development planning and personal development and assessment Effectiveness of teacher appraisal • Effectiveness of personal development				
6.7	Management of the school delegated Budgets	• Understanding of delegated budget management • Dealing with the school delegated budget • Funds foe school development planning and for teaching and learning.				

No.	Quality indicator	Sub-topic	Evaluation level			
Management. Leadership and Quality Assurance						
7.1	Self Evaluation	• Involvement of staff in the school –based self-evaluation • Monitoring and evaluation by teachers in senior posts • Use of assessment results in the evaluation of overall performance • Monitoring and evaluation of the management				

7.2	The school development plan	• Structure of the plan • Content of the plan • Presentation of the plan				
7.3	Implementation of the development plan	• Progress in achieving the objective of the development plan • The impact of the development plan				
7.4	Effectiveness of management	• Professional competence and dedication • Leadership qualities • Interpersonal relationships and development of teamwork				
7.5	Effectiveness of managers	• Tasks and deployment • Individual effectiveness • Effectiveness as a team				