

**EQUIP1**  
**Cross-national Synthesis of Education Quality**  
**Structure of Analytical Framework**

Comparisons across pilot studies according to guiding questions  
 Break each guiding question into sub-questions

<b>Guiding questions and comparison items (first round of the synthesis)</b>	<b>Namibia</b>	<b>Nigeria</b>	<b>India</b>	<b>Etc.<sup>1</sup></b>
Are definitions of quality of education similar or different across a variety of local and national contexts? <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• X</li> </ul>				
How are conceptions of education quality constructed (what factors influence how teachers, communities, etc. understand education quality)? <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• X</li> </ul>				
What factors lead to change in conceptions of education quality? <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• X</li> </ul>				
What effects do specific programs have on evolving perspectives of education quality? <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• X</li> </ul>				
What factors and processes at the local level are related to improving quality of education (community participation, curriculum relevance, teacher quality)? <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• X</li> </ul>				
How do these factors and processes change over time? <ul style="list-style-type: none"> <li>• X</li> <li>• X</li> <li>• X</li> </ul>				

<sup>1</sup> The two pilot studies taking place in Ethiopia (teacher professional development and Islamic education/curriculum relevance) will be added when data are available in mid 2006.

**EQUIP1 Cross-national Synthesis of Education Quality  
Comparative Framework**

Question topics by pilot study	AED Namibia		EDC Nigeria		World Education India	
<b>General (teacher backgrd, school conditions, etc.)</b>						
Gender	lwT	1.1	TQ	notes	TI*	
Years experience	lwT	1.3	TQ	1a	TI	I.1
Years in this school	lwT	1.4	TQ	1b	TI	I.2
Professional development	lwT	1.2	TQ	5a-5c, 4a, 4d	TI	I.3
Grades Taught	lwT	2.1	TQ		2 TI	I.4 (?)
Subjects Taught	lwT	2.1	TQ		2 TI*	
Resources present	TCO		Chk	all	TCO	3a
			LIS2.cpq		5	
<b>Perceptions of Quality</b>						
Teachers' perceptions -def of Q Ed	lwT	3.1-5.3	TI	10,17	TI	III.5 IV.4. IV.6
Tchr percptns: how Q learnng is rcgnzd	lwT	5.3	TI		14	
Parents' perceptions - def of Q Ed	FGD,lwP	1.2	LIS1.Q	35-50	**	
Principal perceptions: def of Q Ed	lwPcpl	1.1,1.2	PHTQ	9a, 9b	lwPcpl	8, 11
Principl percptns: def of Q Teaching	lwPcpl	1.3 - 1.5	PHTQ	2c	lwPcpl	7, 9
Princpl percptns: def of Q std. learnng	lwPcpl	1.6-1.8			lwPcpl	10, 11, 13, 14
Princpl's role in creating Q Ed, Tchng	lwPcpl	1.9	PHTQ	8.a	lwPcpl	5, 6
How princpl encourages Q Ed	lwPcpl	1.1	PHTQ	4.f	lwPcpl	5, 6
Students perceptions	FGD					
<b>Teacher Development</b>						
How inservice PD has influenced perceptions of quality	lwT	7.1	TI		18*	
What inservice PD is available	lwT	8.1	TQ	5b, 5c, 4d	TI	IV.1
Past PD received	lwT	1.2, 1.7, 6	TQ	5a	TI	IV.2
How learning is assessed	GlwL	2.1, 2.2				
Intrvntn impct: princpl percptn of impct	lwPcpl	2.1	PHTQ	5a, 5b, 4d	*	
Intrvntn impct: impct on mgmt	lwPcpl	2.2	PHTQ	5b	*	
Intrvntn impct: impct on teaching	lwPcpl	2.4	PHTQ	4a-c, 5a, 5b	*	
Intrvntn impct: why teachr PD is impnt	lwPcpl	2.5 +	PHTQ	4a-c, 5a, 5b		
Intrvntn impct: sustainability	lwPcpl	3.1	PHTQ	4b-e		
Policy on teacher PD	lwPcpl	4.1	PHTQ	4.f		
Implementation of teacher PD	lwPcpl	4.3	PHTQ	4.f		

<b>Instruction / teacher practice</b>	TCO						
Tchr practice: Class activities	lwL	1.3	COF	all	TCO	all	
Tchr practice: Topic/objective	TCO		COF	I.1	TCO	2a, 2b4, 6c	
Tchr practice: Interactive tchnng/learnng	TCO		COF	III.12	TCO	4a1	
Tchr practice: Thinking questions	TCO		COF	III.15	TCO	6d	
Tchr practice: Helpful feedback	TCO		COF	VI.24	TCO	6f	
Tchr practice: Stdt to stdt interactivity	TCO		COF	III.13	TCO	6i	
Tchr practice: Writes on board	TCO		COF	V.22	TCO	6k	
Tchr practice: Apprpriate beh./respect	TCO		COF	II.5	TCO	8.c	
Tchr practice: In-clc assessmt of learnng	TCO		COF	VI.23	TCO	9a	
Tchr practice: Opps for stdt response	TCO		Map	all	TCO	9c	
<b>Curriculum Relevance</b>							
Curriculum used	lwT		TQ		6	TI	II.1
			PHTQ	11a			
Tchr percptns: Relvce to learners' lives	IsT		TI		6	TI	III.1, III.2, III.13
Par percptns: Relvce to learners' lives	IsP						
<b>Community/parents</b>							
Parent/family homework support	GIwL	3.1	LIS2.cpq		20	n/a	
Parent/family pgress monitoring	GIwL	3.5	LIS2.cpq		19		
Learner's future aspirations	GIwL	3.7				**	
Parent satisfaction: child recvg Q Ed	lwP	1.4	LIS1.i		8	**	
Parent satisfaction: Q of teachers	lwP	1.5	LIS1.i	7, 20			
			LIS2.cpq	15, 16			
Parent perception: child learning	lwP	1.7	LIS2.cpq		13	**	
Parent assessmt of child learning	lwP	1.8	LIS2.cpq		14	**	
Prnt prcptn: prnt involvmt in dec. mkg	lwP	2.1	LIS2.cpq		18		
Prnt prcptn: prnt involvmt in lng. proc.	lwP	2.4	LIS2.cpq		19	???	
Prnt awarenss: teacher PD program	lwP	3.1	LIS1.i		22		
			LIS2.cpq		26		
Prnt future aspirations for child	lwP	3.5	LIS1.i	9, 11			
Tchr percptns:Importnce of c/p involvmt	lwT		TI		21	TI	VI.2

**lwT (interview with teacher); TQ (teacher questionnaire); TI (teacher interview); TCO (teacher classroom GFD (focus group discussion)/GI (group interview); lwP (interview with parents)**