

## Quality and qualities: tensions in education reforms

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### Abstrak

[This book explores notions of quality as understood within various systems of national, formal, and nonformal education. Also it considers the tensions that arise with the introduction of new standardized notions of quality in relation to international measures and educational reforms in developing countries. In all cases, specific national issues and concerns compete with global agendas. Challenges to quality that are given particular attention in the book chapters include changing definitions of quality, high expectations for education and issues with implementation, and the introduction of English as a means to achieve quality in a globalizing world. Special attention is also given to possible actions that support a more equitable education without ignoring the requisite of quality. The final chapter suggests three models/choices for seeking higher quality and guiding the educational future of nations.]; This book explores notions of quality as understood within various systems of national, formal, and nonformal education. Also it considers the tensions that arise with the introduction of new standardized notions of quality in relation to international measures and educational reforms in developing countries. In all cases, specific national issues and concerns compete with global agendas. Challenges to quality that are given particular attention in the book chapters include changing definitions of quality, high expectations for education and issues with implementation, and the introduction of English as a means to achieve quality in a globalizing world. Special attention is also given to possible actions that support a more equitable education without ignoring the requisite of quality. The final chapter suggests three models/choices for seeking higher quality and guiding the educational future of nations., This book explores notions of quality as understood within various systems of national, formal, and nonformal education. Also it considers the tensions that arise with the introduction of new standardized notions of quality in relation to international measures and educational reforms in developing countries. In all cases, specific national issues and concerns compete with global agendas. Challenges to quality that are given particular attention in the book chapters include changing definitions of quality, high expectations for education and issues with implementation, and the introduction of English as a means to achieve quality in a globalizing world. Special attention is also given to possible actions that support a more equitable education without ignoring the requisite of quality. The final chapter suggests three models/choices for seeking higher quality and guiding the educational future of nations.]