Overview of EdQual Research and Key Policy Messages

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EdQual Purpose

Policy makers and practitioners have new knowledge, initiatives and a sustainable research capacity to assist them in improving the quality of education for disadvantaged learners.
Research projects
SACMEQ II Analysis

14 countries, 2000(-2), 41,600 Grade 6 pupils, 2305 schools

• Pupil
  – Reading and maths score
  – background

• Classroom
  – Teachers’ reading or maths score
  – Teachers’ approach to T&L

• School
  – context
  – resources (material and human)
  – (in)discipline
SACMEQ II Analysis

• Multilevel modelling techniques:
  – *pupil background, peer and school effects*
  – Relative importance of pupil and school factors.

• Wider range of variables than previous analysis.

• Impact of context on different groups of disadvantaged learners
Intervention Studies
using
Action Research

• Leadership and management in primary schools
• Language and literacy
• Use of ICTs in science and maths T&L
• Science and maths curriculum change
Intervention Studies Using Action Research

- Baseline surveys
- Literature reviews and meta-analyses
- Action research involving headteachers and educators in 80+ schools across five countries over four years
  - Identifying barriers to learning
  - Development of new initiatives/ interventions to overcome barriers
Mixed Methods

SACMEQ analysis
range of factors

Action Research
complex underlying processes

Holistic understanding of education quality
Approach to Capacity Building

• Decentralised model
  – Conceptualisation & Design
  – Ownership

• South-South, North-South and South-North learning

• Developing capacity of practitioners - action research

• 10 + 4 PhDs

• Involvement of MoE based researchers

• Seeking out and supporting female leaders, researchers and practitioners.
New Knowledge

• Determinants of quality
  – inputs and processes

• Strategies
  – Improving teaching and learning

• Theoretical understanding of education quality

• Research capacity building in international partnerships
Simple Context-led Framework

- Enabling inputs
- Enabling processes

Good Quality Education

- Enabling policy environment
- Enabling school environment
- Enabling home & community environment

EdQual
A Research Programme Consortium on Implementing Education Quality in Low Income Countries
Quality Inputs

- Suitably trained, experienced and motivated teachers
- Headteacher training
- Appropriate textbooks and learning materials
- School infrastructure and equipment
- School feeding, child health and early childhood education
Quality Processes

- A national debate on quality
- National assessment, monitoring and evaluation systems
- Greater accountability and transparency
- A relevant and inclusive curriculum and pedagogy
- An enabling home environment
Key Outputs

- www.edqual.org
- CDs for partner countries
- Policy briefs
- Working papers
- Project reports
- Tools for practitioners
- Edited book due September 2011
Education Quality for Social Justice
Guest editors:
Angeline M. Barrett & Leon Tikly

Due November 10
Researching Education Quality in Low Income Countries: Politics, Processes and Practice
Special Issue Editors: Leon Tikly & Angeline M. Barrett

Due Feb 11
Communications Strategy

**KEY**
- EdQual Communication
- Non-EdQual Communication
- Change

**INTERNAL**

**COMMUNICATIONS**

**POLICY INFLUENCERS**

**POLICY MAKERS**

**POLICY IMPLEMENTERS**

**PURPOSE**

**POLICY**

**PRACTICE**
Policy Influence

• Building capacity for sustained policy influence
• Consultative workshops
• On-going dialogue with policy makers
• Presentations to development partners
• Presentations in Ministry
• MoE personnel involved in research
• Engagement with key teacher training institutions
• Masters and doctoral programmes
Examples of Policy Impact

- Headteacher training Ghana
- Input into sector review, Tanzania
- On-going collaboration with one laptop per child, Rwanda
Key Policy Messages

• New policy levers for influencing quality agenda
• Invest in national capacity for M&E of quality
• More effective targeting of interventions
• Consistency in national policy priorities
• Strengthening professional capabilities
  – teacher education & CPD
  – Facilitative management
Quality Strand am

• Part 1: Planning and Monitoring for Education Quality
  – Enabling Environments for Education Quality: A Framework for Implementing a Good Quality Education
  – Enabling Homes, Communities and Schools: The Determinants of Primary School Students’ Attainment in Low Income countries
  – Creating an Enabling Policy Environment: The Case for Longitudinal Datasets

• Part 2: Enabling Teachers and Learners
  – Primary School Leadership for Education Quality
  – Language of Instruction and Quality of Learning
  – Using ICT to Support Science and Mathematics Education in Rwanda
Quality Input pm

Poverty
• Towards education quality for low socio-economic groups in South Africa
• School level initiatives to improve education quality for disadvantaged learners

Exclusions
• Exploring Gender Equitable Quality Education
• Designing textbooks for EAL speakers

Capacity building