

Implementing Quality Education in Low Income Countries

A RESEARCH PROGRAMME CONSORTIUM (RPC) funded by



Consortium Partners



University of
Cape Coast
Ghana



University of
Dar es Salaam
Tanzania



Kigali Institute
of Education
Rwanda



University of
Witwatersrand,
Johannesburg



University of
Bath, UK

The GSoE heads up an international consortium that has won a £2.5 million grant from the Department for International Development to implement a programme of research between 2005 and 2010.

The Bristol-led RPC was one of three funded from over 170 applications.



Purpose

- The RPC will generate new knowledge to assist the implementation of initiatives to improve the quality of education in low income countries.
- The RPC will give special attention to:
 - i. Remote, overcrowded and otherwise difficult delivery contexts;
 - ii. the needs of disadvantaged groups.

RPC Director: Leon Tikly

Bristol Institutional Coordinator: Angeline Barrett; RPC Administrator: Nikki Hicks

Contract Researchers: Guoxing Yu; Richard Barwell

COMMUNICATION

Consultative Workshops

Key policymakers were invited to national consultative workshops held in Tanzania, Rwanda, Ghana and South Africa between 17-29 November 2005.

The workshops prompted challenging discussion on notions of quality education and research priorities that will inform research design, scheduled to start in January 2006.

Successful implementation depends on communication.



Communication is an ongoing iterative process of dialogue and participation in research.

communication strategies examples

- ❖ action research with practitioners
- ❖ workshops with policymakers
- ❖ online Virtual Quality Network
- ❖ community theatre & use of video
- ❖ traditional academic outputs
- ❖ cooperation with commercial publishers
- ❖ regular media briefings
- ❖ teaching in RPC institutions



RESEARCH

<p>The RPC will carry out 5 large scale projects plus some small scale projects.</p>	<p>The use of ICTs to support basic education in disadvantaged schools and communities Lead institution: Kigali Institute of Education GSoE researchers: Ros Sutherland, Sally Barnes</p> <p>Purpose: To identify existing effective practice in the use of ICTs to support basic education in schools and communities including the use of ICTs to support teacher and educator training; to design, implement, mainstream and evaluate new initiatives; to identify effective practice for quality assurance; and, to develop sample programmes and support materials and guidelines for mainstreaming initiatives.</p>	<p>Each Large Scale Project (except school effectiveness) will involve action research and be responsive to the voice of practitioners.</p>
<p>Implementing curriculum change to fight poverty and promote gender equity Lead institution: University of Witwatersrand GSoE researchers: Richard Barwell, Sibel Erduran, Filiz Polat</p> <p>Purpose: To identify effective practice in the teaching of science, mathematics and life skills; to understand the barriers to achievement for disadvantaged groups in core subjects and strategies to overcome these; develop curricula to promote cultural diversity and social cohesion and to support conflict resolution; to establish effective practice for quality assurance; and, to develop sample materials and detailed guidelines for mainstreaming initiatives.</p>	<p>School Effectiveness & Educational Quality in Low Income Countries Lead institution: Bristol GSoE researchers: Sally Thomas, Guoxing Yu, Angeline Barrett</p> <p>Purpose: To understand the in- and out-of-school quality factors that impact on improved learner performance and school effectiveness in low income countries.</p> <p>Method: Secondary analysis of SACMEQ (Southern & East African Consortium on Monitoring Educational Quality) I & II data.</p>	<p>Language and Literacy Development Lead institution: University of Dar es Salaam GSoE researchers: Pauline Rea-Dickins, Richard Barwell</p> <p>Purpose: To identify effective practice in the teaching of basic literacy in schools and the community in the first language; effective practice for teaching through the medium of L1, L2 & L3; effective forms of embedding bilingual education; to develop and pilot initiatives including new learning materials, teaching strategies and related school based professional development; to develop sample materials and guidelines to support mainstreaming of initiatives and to develop policy options.</p>
<p>The RPC welcomes proposals for small project funding from collaborations including consortium institutions.</p>	<p>Leadership & Management of Change for Quality Improvement Lead institution: University of Cape Coast GSoE researchers: Leon Tikly</p> <p>Purpose: To identify effective practice in leading and managing change and encouraging community participation to improve education quality; mobilising resources to support quality improvements at the local level; management of staff (absenteeism, motivation); pilot use of evidence from school effectiveness research to support evidence based practice in school improvement; to develop leadership training materials and guidelines to support mainstreaming of initiatives.</p>	<p>Areas for small scale projects (examples)</p> <ul style="list-style-type: none"> ❖ Early Childhood Care and Education ❖ Built environment & quality improvement ❖ Improving quality of vocational or higher education.



Capacity Strengthening

Administrators' Workshop



Keren Durant, Research Manager at GSOE, led a workshop at the University of Dar es Salaam for 8 administrators from the African partners, 15-18 November 2005, covering:

- ❖ Financial quarterly reporting;
- ❖ Systems for documentation and record-keeping;
- ❖ Arranging meetings and minute taking;
- ❖ Communication and travel arrangements.

means

- Putting in place sustainable structures
- Devising plans for achieving institutional aspirations
- Building inter-institutional links that will outlast the RPC

Capacity Strengthening includes

- Supporting African consortium institutions to become centres of excellence in an area of quality education.
- UK consortium institutions.
- Organisations (e.g. schools, ministries of education) with whom the RPC works.
- Communities with whom the RPC works.

Capacity Strengthening in GSOE means

- Raising awareness of low income contexts.
- Developing a core of researchers with experience of research in low income countries.
- Building on track-record for attracting funding for research in low income countries.

