

Implementing Education Quality in Low Income Countries









University of Cape Coast

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Impossible pedagogies? Quality teaching and learning in SSA at a time of expansion

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Outline

1. Context: Some comments on rapid expansion in Tanzania.

2. Pedagogy - what is and isn't possible

3. The EdQual approach.















'I don't know who I shall help and who I shall leave.

Even if you fly like an angel you cannot reach all of them.'

> Year 1 teacher Tanzania 2002











Learner-centred

- Constructivist learners active in constructing knowledge.
- Inclusive all children's learning needs met
- Inputs, environment, planned to meet needs of children
- Relative





Bernstein's competence mode

- democracy of acquisition
- assessment celebrates creativity
- 'invisible' pedagogies
 - apparent pupil control
 - personalised
- expensive





Competency or outcomes-based:

- Curriculum defines (transferable) skills to be achieved.
- Prepares flexible workforce for post-fordist economies
- Claims to be inclusive & democratic





In the past we used to teacher first and then ask the children questions. But now, you first discuss with the children, you put them in groups [and ask them], "What do you think?"

The children begin to give answers before you have told them anything.





Value basis of EdQual approach

- A quality education should empower individuals and groups to realise their human rights and their rights as citizens of a particular nation;
- A quality education should extend the capabilities of individuals and groups (Sen, 1999);
- Any understanding of education quality in SSA needs to be grounded in the realities and perspectives of African-based policy makers, researchers, practitioners, learners and communities.



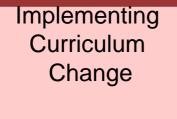


Research approach

- understanding the role of education systems in perpetuating and overcoming inequalities
- grounded in an analysis of local realities and the perspectives of learners, practitioners and communities;
- processes of teaching and learning and how these impact on the outcomes for different groups of learners;
- understanding the change process;
- seek to empower policy makers, educators, learners and other key role players;
- self reflexive concerning our role as education researchers interested in Africa







South Africa, Rwanda, Pakistan Use of ICTs

Rwanda South Africa Language & Literacy

Tanzania Ghana

school

Leadership & Management

Ghana Tanzania, Pakistan School Effectiveness & Education Quality

Bristol SACMEQ countries



EdQual projects



Classroom realities as starting point

- Research as professional development for better implementing curriculum:
 - New/revised curricula in South Africa, Rwanda & Pakistan;
 - Language transitions in Tanzania and Ghana
- Research as professional development for making better uses of existing resources:
 - Use of ICTs in Rwanda





Our projects:

- Raise teachers' and researchers' awareness of equity, esp.ly gender equity.
- model participative learning through action research process and researcher-practitioner relationship.
- Develop new strategies through action research whilst learning from/about processes
- Do not introduce radical new practices from 'outside'





Implementing curriculum change project

• South Africa

outcomes-based curriculum revised.

• Rwanda

new outcomes-based curriculum expected imminently.

• Pakistan

new curriculum in 2007. Benchmarks. Process skills.





Collaborative Action Research (CAR) Process

- Nested process of CAR.
- University academics & teachers both researchers and participants.
- Field based cycles of action & critique.
- Co-teaching, teaching, analysis & reflection, documentary (video & other).
- Systematic documentation





www.edqual.org

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