

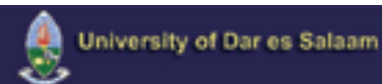


EdQual

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



School level initiatives to improve education quality for disadvantaged learners



George K.T. Oduro, *University of Cape coast*
Mike Fertig, *University of Bath*

Joint RPC Conference

Education Access, Quality and Outcomes in Low and Middle Income Countries
Institute of Education, 15 November 2010

Experiences of Being Disadvantaged at the School level

- **Children not prepared for learning on daily basis**
 - Hungry (*Tz*)
 - Don't have adequate stationery
 - Working children (some overage)
- **Low motivated teachers etc**
- **Communities lack capacity to support school**
 - Poverty
 - Absent parents
 - Poor community cohesion



EdQual

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

What were the initiatives introduced by head teachers?

Case Studies

Disadvantaged School A, Ghana: *teenage pregnancy*

- involvement of parents and community
- INSET for teachers at the end of the day on improving reading skills
- monitoring by headteacher of skills developed by teachers during INSET
- pregnancies dropped from 5 in 2006-2007 to none in 2008-2009



School B

Tanzania

1. Identified vulnerable children & collect information
2. Started horticultural club – children grow food for their families and to sell
3. Use funds from school's business to buy food and stationary



School C

Tanzania



Challenges

Repeated absenteeism interrupts teaching and learning

Unable to raise support from community.

Context

$\frac{3}{4}$ of children do not live with their parents, who are migrant agricultural labourers.

Some children live on their own.

EdQual

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

How did initiatives improve the conditions?

- Headteachers developed stronger links with parents/community in terms of reducing disadvantaged experiences, e.g. mobilising resources for improving learning
- Headteachers saw themselves as ‘leading for learning’ through the use of monitoring and evaluating teaching and learning practice
- Headteachers came to believe that they were able to effect changes in pupil learning and were able to develop a clear vision of the improvements needed to bring these changes about

Main Policy Message

- Basic entitlement for each and every school
- Extra funding and support targeted at schools serving the poorest communities and communities facing specific social challenges
- Promote parental awareness of their role in supporting schools and learning
- Capacity development plans originated at school level

FUTURE RESEARCH AGENDA

- Monitoring and evaluating impact of school improvement initiatives
- Design of mechanisms for identifying and targeting resources at schools serving disadvantaged pupils
 - Role of local supervision and management
 - Avoiding mismanagement of funds
- Impact of school funding policies on social equity in participation in good quality education
 - Effect of capitation grants on pupils' learning



THANK YOU !!!