Implementing Quality Education in Low Income Countries

A RESEARCH PROGRAMME CONSORTIUM (RPC) funded by

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.

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

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:
  1. Remote, overcrowded and otherwise difficult delivery contexts;
  2. the needs of disadvantaged groups.

RPC Director: Leon Tikly
Bristol Institutional Coordinator: Angeline Barrett; RPC Administrator: Nikki Hicks
Contract Researchers: Guoxing Yu; Richard Barwell
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.
The RPC will carry out 5 large scale projects plus some small scale projects.

Implementing curriculum change to fight poverty and promote gender equity

Lead institution: University of Witswatersrand
GSoE researchers: Richard Barwell, Sibel Erduran, Filiz Polat
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.

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
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.

Leadership & Management of Change for Quality Improvement

Lead institution: University of Cape Coast
GSoE researchers: Leon Tikly
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.

School Effectiveness & Educational Quality in Low Income Countries

Lead institution: Bristol
GSoE researchers: Sally Thomas, Guoxing Yu, Angeline Barrett
Purpose: To understand the in- and out-of-school quality factors that impact on improved learner performance and school effectiveness in low income countries.
Method: Secondary analysis of SACMEQ (Southern & East African Consortium on Monitoring Educational Quality) I & II data.

The RPC welcomes proposals for small project funding from collaborations including consortium institutions.

Areas for small scale projects (examples)

- Early Childhood Care and Education
- Built environment & quality improvement
- Improving quality of vocational or higher education.

Each Large Scale Project (except school effectiveness) will involve action research and be responsive to the voice of practitioners.

Language and Literacy Development

Lead institution: University of Dar es Salaam
GSoE researchers: Pauline Rea-Dickins, Richard Barwell
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.

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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.

Capacity Strengthening 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.

Implementing Quality Education in Low Income Countries Research Programme Consortium