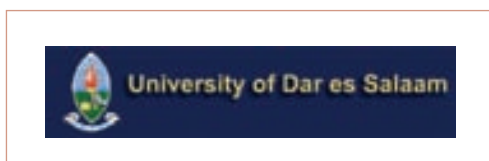


EdQual is a partnership of six universities in UK and Africa:



We also collaborate with other universities in Asia and South America.

UK - EdQual UK
Tel: +44 (0)117 331 4288
Fax: +44 (0)117 925 1537

Wits - EdQual South Africa
Tel: +27 (0)11 717 3076
Fax: +27 (0)11 717 3029

Rwanda - EdQual Rwanda
Jolly Rubagiza (Ms)
Kigali Institute of Education
P.O Box 5039
Kigali
Rwanda
Tel. (250)08405717
Fax (250)86890

Tanzania - EdQual Tanzania
Dr Hillary Dachi
University of Dar Es Salaam
Tel. 255 (0)22 2410594 or
+255 (0)784 513439

Ghana - EdQual Ghana
Dr George Oduro
IEPA, University of Cape Coast,
Ghana
Tel: +233 (0)4233824
Fax: +233 (0)4232484

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EdQual

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

A research consortium of six universities
funded by the UK's Department for
International Development (DFID).



Governments and international donors aim to make primary education accessible to all the world's children by 2015. But children and young people's learning needs will only be met once they are in school if the quality of education is also improved. Education quality is key to attracting and retaining learners into basic education and ensuring education benefits individuals and society. The purpose of EdQual is to generate and promote new knowledge that will improve education quality for the poorest people in the world and raise gender equity.

EdQual is carrying out a five-year programme of research aimed at designing initiatives that can realistically be implemented on a large scale in Sub Saharan Africa and other low-income countries. Special attention will be given to the needs of disadvantaged learners and the challenges of remote or overcrowded schools.

Director: Prof. Leon Tikly

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Between 2005 and 2010 EdQual will conduct five large-scale projects (detailed below). In addition a number of smaller one and two year projects will be carried out in related areas.

School Effectiveness and Education Quality in Southern and East Africa

This project will identify in- and out-of-school quality factors that impact on learners' achievement in numeracy and literacy. It will do this by applying the latest multi-level techniques for statistical analysis to data collected in fourteen Southern and East African countries by SACMEQ (Southern & East African Consortium on Monitoring Educational Quality). Findings will be explored further through case studies in a small number of schools in Tanzania and South Africa. New knowledge generated will be applied to the development of self-evaluation tools for schools.

Implementing Curriculum Change to Reduce Poverty and to Increase Gender Equity

Basic mathematical and scientific knowledge can help communities in situations of poverty to combat HIV/AIDS, improve nutrition and manage their environment sustainably. Disadvantaged groups, including girls, face barriers to achieving in mathematics and science subjects. EdQual researchers will work closely with teachers in South Africa and Rwanda to design initiatives that will support schools to improve student learning and promote mathematical and scientific literacy in their local communities. Outcomes will be trialled in Pakistan to assess their suitability for another cultural context



The Use of ICT to Support Basic Education in Disadvantaged Schools and Communities In Low Income countries

Primary schools can be an important vehicle for opening up the benefits of information and communication technology (ICT) to children and their communities. However, most teachers in low-income countries have had little or no exposure to ICT. This project will design and evaluate teacher development initiatives to support the introduction of ICT in Rwanda and South Africa. The aim is to raise teachers' competence and confidence to use ICT in teaching and learning and introduce communities to ICT. The project benefits from collaboration with researchers in Chile, where thousands of schools have been linked into a single online network.

Literacy and language development through primary education

Many children in Sub Saharan Africa are taught in a European or African language, which is not their first language. This project will identify effective practice in teaching science, mathematics and basic literacy through the medium of both a first and a second language. It will do this by reviewing existing initiatives and carrying out in-depth case studies of primary schools in Ghana and Tanzania. Findings will be applied to the development of materials, strategies and related teacher development, which will then be trialled, evaluated and refined.

Leadership and management of change for quality improvement

Educational leadership is key to the improvement of quality. This project will work with headteachers of schools serving disadvantaged communities in Ghana and Tanzania. It will identify existing examples of effective practice as a basis for developing and refining models of effective leadership for managing change and encouraging community participation. The main outputs will be a leadership manual and toolkit for use by schools. These will additionally be trialled in Pakistan to assess their relevance to another cultural context.