

Improving the quality of teaching and learning in under-resourced contexts: what really matters?

The international development community and national governments have set themselves the goal of ensuring that all children will have access to and complete free primary education of *good quality* by 2015 (Dakar Framework for Action, 2000). As more countries move closer to universalising access to education, attention is increasingly being focussed on the hardest to reach groups and the quality of teaching and learning.

The seminar draws on a review of recent literature carried out by EdQual researchers addressing the central question: *what improvements can have the greatest impact on learning for the greatest number of learners in under-resourced contexts?* It will cover three major themes:

- quality as equity - meeting diverse learners' needs;
- curricula to promote relevant learning – recent trends with respect to content, pedagogy and language of instruction;
- enabling teachers, including the role of enabling inputs.

Some of the issues covered will be taken up in more depth by guest speakers later in this term's CLIO seminar – Bob Moon & Alison Buckler (*Teachers and Development*) and Yusuf Sayed (*Achieving Education for All*).

Angeline Barrett, Jutta Nickel, Leon Tikly & Guoxing Yu
GSoE

Wednesday 9th May 2007 at 11.30 am

Room 410 Graduate School of Education, 35 Berkeley Square

Further information: lucy.stephens@bristol.ac.uk

Culture, Learning, Identity and Organisations