



Dr Angeline Mbogo Barrett
B.A.Hons, MA Oxon, M.Ed., Ph.D.

Reader in Education

Area of research

Senior Lecturer in Education

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Summary

My research addresses the problematic of improving teaching and learning in public primary and secondary education in under resourced contexts. I address this through collaborating with education professionals to develop pedagogic innovations for engaging students in active learning. My scholarship critically debates international policy agendas that overdetermine education priorities in low income contexts.

Major contributions I have made to the field of international and comparative education include the development of a framework for conceptualising education quality (in collaboration with Leon Tikly) from a social justice perspective, which focuses on expanding learners' valued capabilities. I applied the framework to debate to critique ideas for a learning goal, pointing out its potential and limitations to enhance inclusion and relevance dimensions of education quality and to release the potential of professional teachers.

I lead practical research projects that have impact on pedagogy in schools and teacher education institutions. The ongoing Language Supportive Teaching and Textbooks project involves five teacher education institutions in Tanzania and is introducing over 3000 trainee teachers to new pedagogies. The first phase of this project developed textbooks for learners, transitioning from education in an African language to using English as the language of instruction.

Biography

Angeline is Director of the Centre for Comparative and International Research in Education ([CIRE](#)) and Director of Postgraduate Research in the School of Education.

She currently leads research on [Language Supportive Teaching and Textbooks in Tanzania](#). Previous research includes the DFID-ERSC research project [Engaging Teachers in Peacebuilding in Post-conflict Context](#), the Education Quality in Low Income Countries ([EdQual](#)) Research Programme Consortium (2005-1020). She has conducted consultancies on [improving teacher quality in sub-Saharan Africa](#) and [indicators for the Education Sustainable Development Goal](#).

Her research on pedagogy and teacher professionalism in sub-Saharan Africa builds on her doctoral research (2001-2004) on primary school teachers' professional identity in Tanzania and her experience as science and mathematics educator in East Africa and England.

Angeline supervises doctorates in the areas of:

- education and international development
- education and sustainable development

- pedagogy for multilingual contexts
- teacher professionalism, teacher professional development and teacher education
- science education in under-resourced contexts

Teaching

- Supervisor for doctoral students.
- Programme Coordinator, Education Leadership, Policy and Development M.Ed. Programme
- Unit Coordinator, Development Perspectives on Education Quality, M.Ed. unit
- Unit Co-Coordinator, Introduction to Qualitative Research Methods in the Social Sciences, M.Sc. unit
- Tutor, Introducing Educational Inquiry, research methods M.Ed. unit
- Tutor, research methods workshops - Documentary Analysis and Cross-cultural research

Development Perspectives on Education Quality - unit description

Throughout the world, national governments and development agencies are determined to universalise access to primary education at the same time as achieving improvements in quality.

The unit analyses the international policy agendas with respect to Education for All and internationally influential frameworks for conceptualising education quality. Specific issues impacting on the implementation of initiatives to improve education quality are considered with special attention given to the needs of disadvantaged groups.

Themes explored include meeting diverse learner needs, teaching and learning styles for under-resourced contexts, teacher supply and education, leadership and management in decentralising systems and financing education expansion, including implications for post-compulsory education.

Participants are encouraged to explore key theoretical perspectives and apply these and their own professional experience to debates relating to policy and practice for education quality.

Keywords

- education quality
- social justice
- human development
- teacher professionalism
- research capacity building
- Africa.

Skills

- British Association for International and Comparative Education (BAICE).
- Council for Education in the Commonwealth.

Memberships

Organisations

[School of Education](#)

Selected publications

- Barrett, AM, 2017, '[Making secondary education relevant for all: reflections on science education in an expanding sub-sector](#)'. *Compare: A Journal of Comparative and International Education*, vol 47., pp. 962-978
- Barrett, AM & Bainton, D, 2016, '[Re-interpreting relevant learning: an evaluative framework for secondary education in a global language](#)'. *Comparative Education*, vol 52., pp. 392-407
- Tikly, LP & Barrett, AM, 2012, '[Education Quality and Social Justice in the Global South: Challenges for policy, practice and research](#)'. in: *Education Quality and Social Justice in the Global South: Challenges for policy, practice and research*. Routledge
- Barrett, AM & Sorensen, TB, 2015, '[Indicators for All?: Monitoring Quality and Equity for a Broad and Bold Post-2015 Global Education Agenda](#)'. Open Society Foundations
- Barrett, A, Crossley, M & Dachi, H, 2010, '[International partnerships, collaboration and capacity building in educational research: the EdQual experience](#)'. EdQual, Bristol
- Tikly, L & Barrett, A, 2009, '[Social Justice, Capabilities and the Quality of Education in Low Income Countries](#)'. EdQual, Bristol
- Barrett, A, 2011, '[A Millennium Learning Goal for education post-2015: A question of outcomes or processes](#)'. *Comparative Education*, vol 47., pp. 119- 133

- Barrett, A, 2008, '[Capturing the différence: Primary school teacher identity in Tanzania](#)'. *International Journal of Educational Development*, vol 28., pp. 496 - 507

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Recent publications

- Crossley, M, Gu, Q, Barrett, AM, Bown, L, Buckler, A, Christensen, C, Janmaat, JG, McCowan, T, Preston, R, Singal, N & Trahar, S, 2018, '[Celebration, reflection and challenge: The BAICE 20th anniversary](#)'. *Compare: A Journal of Comparative and International Education*, vol 48., pp. 801-820
- Barrett, AM, 2016, '[Measuring Learning Outcomes and Education for Sustainable Development: The new Education Development Goal](#)'. in: William C Smith (eds) *The Global Testing Culture: Shaping Education Policy, Perceptions, and Practice*. Symposium Books, United Kingdom, pp. 101-114

[View complete publications list](#) in the University of Bristol publications system

Networks & contacts

- University of Dodoma
- Tanzania Tanzania Institute of Education Institute of Educational Development
- Aga Khan University
- East Africa Campus

Courses

Dr Mbogo Barrett currently teaches 4 courses: