



EdQual

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

Leadership and Management of Change for Quality Improvement

RESEARCH PROJECT PROPOSAL

Lead Institution
Institute for Educational Planning & Administration,
University of the Cape Coast, Cape Coast, Ghana

2006

LARGE SCALE PROJECT PROPOSAL

Please complete proposals electronically and enter text into the boxes provided.

SECTION 1. ESSENTIAL FACTS

Project Title (*maximum 120 characters*)

Leadership and management of change for quality improvement

Short Title (*maximum 60 characters*)

Leadership and management of change

Summary of Purpose of project (*maximum 200 words*)

The overall purpose of the project is to develop models of effective leadership for change relevant for disadvantaged learners in difficult delivery contexts. Through extensive in-country literature search and consultations with policy makers and other key role players, the project will explore government priority areas in leadership and management, and examine leadership development needs of head teachers. The project will involve identifying effective practice in leading and managing change and encouraging community participation to improve education quality in Ghana, Tanzania and Pakistan. It will study existing leadership and management practices with particular attention to how they facilitate or inhibit the implementation of existing quality education improvement initiatives in each partnered country. Further, the project will identify country-context gaps in existing leadership and management development initiatives. With the participation of headteachers, teachers, pupils and identifiable opinion leaders and through an action research approach, the project will develop indicators of quality leadership and management relevant to the needs of disadvantaged learning contexts and. It will also develop in-country models for building educational leadership and management capacity. Other anticipated outcomes of the project are the development of theory about educational leadership and management of change in disadvantaged communities, the generation of new knowledge to support quality enhancement programmes of Ministries of Education and the development of leadership training tool kits and the development of guidelines to support mainstreaming of initiatives.

Name of Lead researchers

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Project Partners

Department of Educational Planning and Administration, Faculty of Education, University of Dares Salaam, Tanzania, the Aga Khan University, Pakistan, University of Bristol and University of Bath, UK.

Start Date

March 2006

End Date

June 2010

(these should correspond with the end of the inception phase and the end of the project respectively unless explicitly stated otherwise)

Total Cost of Project

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Breakdown of Total Cost by Financial Year

FY:2006/07	FY:2007/08	FY:2008/09	FY:2009/10	FY:2010/11

Which countries will the project cover?

Ghana, Tanzania and Pakistan

SECTION 2. PROJECT INFORMATION

Rationale

1. What is the rationale or the 'big idea' behind the project?
2. How will the project enable the RPC to meet its overall objectives?
3. Why is there a need for this research?
4. In what ways will the proposed research provide new knowledge and build on existing research?

(maximum 1500 words)

The connection between successful leadership and effective schools is widely recognised (Commonwealth Secretariat 1996, National College for School Leadership 2001, Bush 2003). School effectiveness research has highlighted the contribution of leadership to improvements in outcomes? (Gray, 1990). The Commonwealth Secretariat (1996), as an example, stresses that in Africa, 'the head plays the most crucial role in ensuring school effectiveness . . .' In this light, successful implementation of educational quality improvement initiatives in areas such as literacy and language, information computing and technology (ICT); science and mathematics depends largely on how headteachers and teachers conceptualise their leadership roles and the quality of leadership available in schools. As West & Jackson (2001) articulate:

One of the fundamental areas of agreement between researchers who have investigated educational change concerns the powerful impact of school leaders on processes related to school effectiveness and school

improvement. [...] Whatever else is disputed about this complex area of activity known as school improvement, the centrality of leadership in the achievement of school level change remains unequivocal (cited by Oduro, 2003:1)

While there is a plethora of evidence-based literature on various aspects of leadership in high income countries, little is known about school leadership in low-income countries (Bush & Oduro, 2006). Professional development strategies for educational leaders in Africa are therefore based on Western models and have often equipped educational leaders with competences that are difficult to apply within the cultural contexts in which African schools operate (Ngcobo and Tikly, 2005). There is therefore the need to develop contextually relevant models of leadership and change drawing on 'best practice' elsewhere but recognising local realities and needs (Foskett and Lumby, 2003). This is because problems experienced by school leaders in developing countries, especially in Africa, differ drastically from problems faced by their counterparts in developed countries (Kitavi and van der Westhuizen, 1997). There is also limited professional support for school leaders:

'Despite the importance of headship, the means by which most heads in developing countries like Kenya are trained, selected, inducted and in-serviced are ill-suited to the development of effective and efficient school managers' (Kitavi and van der Westhuizen 1997: 251).

Moreover, the role of education in poverty reduction has become central to policy initiatives in low income countries. Successive governments in Ghana, Tanzania and Pakistan, with support from international donors, continue to explore ways of meeting the Millennium Development Goals (MDG), which among others, seek to reduce extreme poverty and eradicate diseases such as HIV/AIDS and malaria by 2015. As exemplified below, a policy issue for most sub-Saharan African countries and Pakistan – is how to accelerate economic growth through education. Poverty can lead to serious problems, such as ill-health, child labour, high child mortality, environmental degradation, political and economic instability, and large-scale rural-urban migration of people in search of greener pastures. Yet little attention has been given to the role of school leadership and management in implementing poverty reduction initiatives. In sub-Saharan Africa, poverty levels are increasing (UNDP, 2005). To achieve the millennium goal of poverty reduction through the delivery of quality education, there is the need for an empirical (or field-based) understanding of, firstly, the role that leadership and management plays in the processes of reducing poverty in disadvantaged communities in Africa. Secondly, it is crucial to explore the relationship between leadership effectiveness and gender equity. in the delivery of quality teaching and learning within male-dominated cultures of African countries. Thirdly, as we also discuss below, there is the need for a scholarly understanding of how effective leadership impacts on disadvantaged and minority groups such as victims of ethnic conflicts, HIV/Aids patients, children from broken homes, and children with special needs.

The Ghanaian Context

Over the past four decades, Ghana has experienced major changes in her educational system as a result of various reforms. These changes have largely aimed at improving quality education through increased access to effective teaching and learning and making education relevant to the socio-economic needs of the country. In fulfilment of her constitutional provisions, Ghana introduced a Free Compulsory Universal Basic Education (fCUBE) programme in 1995 to make quality basic education an inalienable right of every Ghanaian child by 2005. Ten years after implementing the fCUBE programme, the issue of quality remains problematic. Pre-tertiary education in the country has been found to be ineffective in preparing people for employment and for eradicating poverty (Anamuah-Mensah, 2003). This situation was re-echoed by a Commission set up by the current government to review the performance of the 1987 educational reform programme. The Commission made recommendations aimed at improving quality education in the country.

Common to the gaps identified in the 1987 educational reform and the 2002 educational review is inefficient leadership and management at the school level. ✓ Available research findings suggest that there is a prevalent low level of professionalism in basic schools especially those in poor rural localities and schools in rich and urban localities. Further indications are that the quality of school management tends to be better in high achieving schools that are typically found in urban areas (Kutor, Forde, Asamoah Dunne & Leach, 2005). Kutor et al (2005) found that good school management can indeed counterbalance the relationship between poverty and low educational outcomes. The attainment of the millennium goal of eradicating poverty in Africa will depend partly on the ability of educational leaders to transform their schools and promote systematic quality education that will close the gap between rural deprived areas and the urban more endowed communities.

This observation underscores the need for quality leadership in schools in Ghana. As Opare (1999) and Atakpa and Ankomah (2000) suggest, in Ghana today, there is an urgent need for researchers to take a more critical look at school leadership quality issues and how they feed into quality education. A Deputy Director-General of the Ghana Education Service (GES) during a 2005 National Consultative Workshop organised in Accra as part of the RPC's inception phase activities reported as follows:

One leadership task that we in the Ministry consider critical in ensuring successful implementation of quality delivery initiatives in our school is *supervision*... Improving supervision of teaching and learning in schools is therefore a priority need in our attempt to achieve quality education for all

Participants at the workshop also identified, among other things, the following leadership priority needs in Ghana:

- Improving the level and quality of female participation in school leadership. (A policy priority of government is to increase the participation of women in leadership at all sectors of the educational system, especially in deprived areas).
- Improving data and information management. One major problem hindering informed decision-making in Ghana's educational system is unreliable data. Developing data and records management skills in teachers, headteachers and district education directors is therefore crucial.
- Improving community participation in the provision of quality education
- Capacity building in leadership for managing change.

There have also been a number of initiatives by non-governmental organizations (NGOs), international bodies such as UNESCO, USAID, to improve the quality of education, including management. Yet, leadership and management practice at the basic school level continues to be, largely, poor. Are the existing programmes for the preparation of school leaders adequate to meet the needs of schools? Do headteachers use competencies they already have instead of competences they should have in meeting the daily challenges they grapple with? These are crucial questions that need answers but which have received little attention in existing research initiatives. The case of Pakistan is not different.

The Pakistan Context

Pakistan, like many other developing countries including the countries in this consortium, is confronted with the challenge of increasing access to and quality of education at all levels of schooling. This has become particularly critical during the last decade as Pakistan has attempted to increase economic output at the same time as it struggles with increasing poverty; poor access to quality basic education being one of the indicators of poverty. A recent study (Muhammad 2005) shows that the economic returns to primary and middle education in Pakistan is very insignificant. This might be one explanation for the slow increase in enrollment and retention rates in primary education particularly in the government schools which serve the disadvantaged groups. The situation calls for increased attention to improving the quality of schooling. Several measures are being taken by the government to increase provision as well as the quality of provision primarily through teacher training. However, these measures rarely include a focus on improving the quality of school leadership. A number of studies in Pakistan (Farah 1996, Simkins et al 1998, 2003, Memon et al, 2006) have suggested that typically the role of head teachers in Pakistani schools is very limited, however, they also show that head teachers as school leaders can play a critical role in bringing about positive change in the quality of schooling in Pakistan. These studies recommend that the position of head teacher is formally established and recognized and given a measure of autonomy. They have also recommended that provisions for preparing head teachers to take on roles as effective leaders in schools must be made.

In pursuance of these recommendations, the AKU IED developed and offered educational programmes to prepare leaders at the level of school and system. Although, several studies of impact of these programmes have been conducted, there is still a need to understand how school leaders prepared through these programmes are able to lead their schools to respond to the needs of learners from contexts of disadvantage and poverty. These include girls, children from urban slums and poor rural areas, and working children.

THE TANZANIAN CONTEXT

Tanzania, like other post-colonial countries, pegged her hopes on mass provision of education in order to accelerate the rate of socio-economic development in the country. In the 1970s, the government embarked concerted campaign for Universal Primary Education (UPE) and Adult functional literacy, which saw a momentous rise on the level of literacy rates which reached a peak of over 90% in the middle 1980s. However, intervening factors including the low government capacity for sustaining support for the educational system; measures of structural adjustment policies of the late 1980s; and the generally increasing income poverty of the 1990s, have reduced the literacy level to the extent that, it has of late been reported that the Tanzania's literacy rates stands at just above 50%

The Primary Education Development Plan (PEDP)-(2002-2006) is one of the first outcomes of the Education Sector Development Programme, and perhaps is the most ambitious attempt, after the Universal Primary Education (UPE) drive in 1977, to have an impact on the nature of primary schooling in Tanzania. In addition to expanding access to primary education, it also covers education for out of school children and youth under the Complimentary Basic Education in Tanzania (COBET) initiative as part of the desire to fulfill a number of international agreed targets for the provision of education as a basic human right including the 1990 Jomtien 'World Conference on Education for All (EFA)' goals, the 2000 Dakar Framework for Action and the Millenium Development Goals (MDGs). Available data shows that by 2001, there were an estimated number of 4,842, 875 children in primary schools in Tanzania. The PEDP had projected to enrol more than 7.5 million primary school age children by 2006. Recent data (BEST, 2004) shows that Gross Enrolment Rate (GER) increased from 84.4 percent in 2001 to 105.3 percent in 2003 and had reached 106.3 percent in 2004, and Net Enrollment Rate (NER) increased form 66 percent to 90.5 percent in 2004.

With the PEDP and other initiatives such as the Secondary Education Development Plan (SEDP), Tanzania more than ever before grapples with the illusive issues surrounding quality education, at the centre of which lies the issues related to teacher demand and supply. The quality and capacity of teachers are the basic and most important factors in determining the quality of education anywhere. Thus obtaining and retaining qualified, committed, and capable teachers critical to the success and quality of education provided under PEDP.

Further, it needs to be noted that like PEDP, has increased the managerial, control and monitoring burden of the educational system. Issues related to management education and development as well as information management and retrieval system has increasingly become central to the growing and evermore complex primary education system that has issued. The plan is rather silent about these crucial elements of the expanded primary educational system in Tanzania. While arrangements should be underway to revitalize and strengthen leadership and managerial capacities of the primary education system, a decentralized structure has evolved and many new school heads and assistant heads are required and need specific induction for their tasks and responsibilities in the new system. Without proper preparation of educational leadership to stir around the winds of change, then that there is possibility of chaos and mayhem to emerge in the educational system. A chaotic educational system may have no ability to inspire confidence and produce competent graduates able to execute and compete in the globalizing world.

Indeed, the leadership and management of education systems and processes is increasingly seen as one area where improvement can and need to be made in order to ensure that education is delivered not only efficiently but also efficaciously. Research in various aspects of leadership and Management of education, such as the structures and delivery stems of education; financing and alternative sources of support to education; preparation, nurturing and professional development of educational leaders; the role of female educational leaders in improvement of educational quality; as well as the link between education and poverty eradication, are deemed necessary in approaching issues of educational quality in any sense and at any level. The nature of out of school factors that may render support to the quality of education e.g. traditional leadership institutions may also need to be looked into.

Some efforts have been expended by public and private Institutions in improving the level of educational leadership, practices and processes. The Agha Khan University (CKU) through its Institute of Education Development (IED), for example, has mounted a certificate of Education Management (CEM) successfully, but only limited to a very small audience of private and public primary school head teachers. The Agency for Development of Education Management (ADEM) also runs courses for Educational leaders throughout the country, the impact of which on the quality of education and poverty eradication need to be evaluated, assessed and measures for further action proposed.

Aims and Research Questions

1. What are the aims of the project?
2. What are the key research questions that you hope to address?

(maximum 500 words)

Aims of the project

The project aims to generate new knowledge that will:

- Inform our understanding of effective practices of leading and managing change to improve education quality within disadvantaged communities particularly in Ghana, Tanzania and Pakistan
- Identify effective leadership and management indicators necessary for enhancing the effectiveness of schools and communities to fight poverty; make education relevant to sustainable development; fight HIV/AIDS; promote inclusion of marginalised individuals and groups in teaching and learning activities; ensure gender equity, maintain quality teaching and learning;
- Develop initiatives that will promote effective leadership and management for implementation of change for quality education in disadvantaged contexts; and
- Design training materials and implementation strategies that will be used for mainstreaming such initiatives.

Key Research Questions

The broad questions that will guide the study are:

1. What role can educational leaders play in helping communities to fight poverty?
 - Making education relevant to sustainable development?
 - Assisting in the fight against HIV/AIDS
 - Promoting inclusion for marginalised groups
2. What can educational leaders do to ensure gender equity?
 - Promoting girls attendance and participation, reducing drop out
 - Tackling sexual violence and harassment
 - Ensuring access to all areas of the curriculum
 - Promoting access and participation of women in management and leadership positions in both urban and rural contexts
3. How have educational leadership roles changed within transitional decentralised systems in Ghana and Tanzania? E.g.
 - Managing devolved budgets
 - Mobilising resources
 - Enhancing school governance and community involvement
 - Ensuring accountability
 - Engaging school stakeholders in global issues and actions
4. What is the role of educational leaders in meeting the quality imperative?
 - Teacher professional development
 - Mobilising and managing resources for quality improvement
 - Maintaining a culture of effective teaching and learning
 - Promoting new technologies
 - Encouraging parental and community involvement in children's learning

- Health education and promotion
 - Facilitating small-scale innovation, research and dissemination
5. How can effectiveness be developed within decentralized system?
 6. What factors explain the current perceptions of leadership in disadvantaged contexts?
 7. What model of training will be appropriate for preparing leaders in Ghana, Tanzania and Pakistan?

Outcomes

1. What new initiatives are you hoping to develop?
2. What guidelines/ strategies do you intend to produce to assist with the mainstreaming of initiatives?
3. What other outcomes are anticipated?
(maximum 500 words)

It is anticipated that the study will lead to:

- A better understanding of the role of leaders in supporting or hindering the implementation of quality improvement initiatives in disadvantaged contexts. Such an understanding will help in creating a more appropriate training model for enhancing leadership performance in schools.
- Strengthened leadership and management capacities among headteachers, teachers and students in participating schools. It is hoped that the new skills, knowledge and attitudes that will be developed through participatory action research will enhance leadership competences in school leaders.

Identification of leadership and management strategies that will support the mainstreaming of quality improvement initiatives in Ghana and Tanzania. These strategies will provide the basis for a dialogue with educational policy makers through policy briefings towards government continued commitment in the sustenance of the project. In Ghana, as an example, the government has recently introduced a capitation grant of thirty thousand per pupil aimed at enhancing retention rate of pupils and improving quality education. Outcomes of this project will provide empirical data to inform government about the extent to which this intervention (capitation grant) has been effectively managed in the participating schools.

- The development of 1,200 school leadership training manuals to support the Professional development of headteachers in the participating countries. This will provide Training and Development units of Ministries of Education in these countries a more reliable and relevant materials for providing continued in-career leadership training for school heads.
- The preparation of a leadership and management tool-kit (a simplified

handbook) to guide headship practices in schools. In Ghana, there is a headteachers' Handbook but the volume is such that few headteachers are able to read it (Oduro, 2003). A short accessible guide reflecting the cultural contexts of leadership in Ghana, Tanzania and Pakistan will provide school leaders with an easy reference material.

- Advanced research capacity in quality education improvement through leadership and management in disadvantaged communities will be developed.
- The project will sponsor two people each for PhD programmes related to leadership and management at the University of Bristol. Research topics of these candidates will be related to the research objectives of our project. The people will assist in collecting data. On graduation, the skills and knowledge acquired will be utilised by the Universities of Cape Coast and Dar es Salaam to sustain the outcomes of the project.
- The research capacity of researchers and research assistants involved in the project will also be developed through training. Similarly, training will be given to practitioners to enhance their capacity in action research methodology.
- Headteachers within the participating schools will be equipped with skills that will promote gender equity in schools.
- The project will add to existing knowledge of the links between gender and leadership to redress the imbalances between males and females in our educational system and between the advantaged and the disadvantaged.

It is further anticipated that the outcome of the project will generate a national debates on the need to review the existing mode of preparing people for headship positions in schools.

Poverty reduction

1. How will your project contribute to poverty reduction?
2. What indicators will you use to monitor the impact of the project on poverty reduction?
(*maximum 1000 words*)

Quality education is indispensable in matters related to poverty reduction. The level of knowledge and skills acquired through quality education place the educated in a better position to earn higher incomes within waged employment (Boissiere, Knight and Sabot, 1985). A 2000/2001 Integrated Labour Force Survey in Tanzania, as an example, found that beneficiaries of primary school education earned 75% more than those with no schooling, while secondary school graduates earned 163% more (World Bank, 2004). Outputs of our project will aim to equip headteachers, teachers, students

and community leaders with requisite skills, knowledge and attitudes for reducing the impact of factors that lead to poverty in Africa. Particular areas where the project will make great impact are:

- Improvement in supervision
- Improvement in leadership and management effectiveness.
- Improving female participation in leadership within disadvantaged contexts
- Decision making
- Professional development of headteachers
- Enhance the health promotion skills of school leaders

Appropriate learning environment for developing wealth-creating skills.

A major issue in the agenda for the New Partnership for Africa's Development (NEPAD) is how governments in Africa can accelerate economic growth in their countries. Economists generally agree that economic growth can reduce poverty, and education has been identified as a viable tool for promoting economic growth. Yet, economic growth can marginalise the disadvantaged if educational leadership does not create the needed learning environment for students to develop skills and knowledge that will make them participate in, or be integrated into, the wealth creation processes. Through the training intervention components of this project, institutional leaders will be assisted to acquire skills and knowledge that will enable them to improve the educational outcomes of the most disadvantaged learners. Developing leadership which encourage and promote curriculum implementation relevant to the economic and social needs of the contexts of learners, will develop in students, skills that will enable them to contribute to their country's economic growth and thereby help reduce poverty.

School Health Promotion

Achieving educational quality in disadvantaged communities, especially in rural Africa, depends largely on the health of teachers and pupils. Moreover, the number of healthy people in a community determines the extent to which the people can participate in poverty alleviation programmes. In this light, the project will build leadership capacity in primary health education for headteachers and teachers in rural schools to promote the health of pupils and teachers. Children in rural and poor-urban communities in Africa are susceptible to contracting diseases such as malaria, guinea worm, diarrhoea, HIV/AIDS and others. Affected children often absent themselves from school for weeks, thereby affecting their progress in school. Similarly, teachers who suffer from these preventable diseases tend not to be regular at school, and in some cases they die especially of HIV/AIDS. In the UNESCO yearbooks (1985, 1999), as an example, it is reported that in Zambia, 'the number of primary school teachers that died in 2000 from HIV/AIDS is equivalent to 45 percent of all teachers that were educated during that year' (Nilsson, 2003:16), while about 30% of teachers in Malawi are reported infected (World Bank, 2002). In Ghana, there is no statistics

on the effects of the disease on teachers; yet it is reported that about 3% of the entire adult population is HIV infected. In 2000, about 330,000 adults and 20,000 children were infected (National Aids/STI Control Programme, Ministry of Health, 2001). As summarised by the EFA Global Monitoring Report (2002), 'in a situation where the shortage of qualified and experienced teachers is a major obstacle to succeed and reach the EFA goals, HIV/AIDS have serious effects on the situation in schools'.

The project would support school leaders' role in health promotion and education in schools as a response to HIV/Aids issues. As leaders, headteachers have the responsibility for creating conditions that would minimise general illness among pupils. Yet, for the case of Ghana, a 2003 study suggest that, headteachers are not properly trained for health promotion and education tasks. In the event of a pupil or a teacher becoming ill, the headteacher is required to provide first aid before referring the case to medical practitioners. Few headteachers however have the skills for administering first aid. Out of 20 schools involved in the study only five had first-aid boxes containing drugs such as chloroquine and paracetamol for treating malaria, bandage, plaster, massaging ointment and pairs of scissors. Eleven kept virtually empty first aid boxes, while four did not keep any first aid box. Consequently, headteachers often asked pupils who fell ill to go home for treatment. In the rural areas, where access to hospital or clinic is very difficult, such practice can prove to be disastrous for pupil's life and affect quality education.. This further underlines the significance of the health-related role of the headteacher.

Gender equity

Under representation of female teachers in disadvantaged communities is a major problem in Africa. This is often due to cultural gender role stereotypes that tend to discourage females from taking up jobs in areas that are perceived to be difficult. Female teachers tend to accept the fact that they are weaker than men and are less likely to adjust to difficult conditions prevailing in the rural areas. This thinking is reflective of the traditional stereotyped patterns of socialization that differentiate between female and male roles in that 'while boys are thought to be fit for places of responsibility, girls are considered to be dependent, their important role in life being marriage' (Rogers, 1980, cited in Ankomah, 1998:86). Ghana's Forum for African Women in Education (FAWE) has observed that female under-representation in rural school teaching has an adverse effect of denying girls of female role models (Oduro, 2003).

An educated woman, it is argued, is crucial in solving a number of the problems associated with primary health care, which tend to increase child mortality. Lack of role models in rural disadvantaged schools therefore discriminates against the socialization of girls. This does not help in developing attitudes and knowledge necessary for girls to grow and participate meaningfully in socio-economic activities. In this light, the project through dialogue with community leaders, policy makers and the training of school leaders, will create awareness on the need to ensure gender equity in the distribution of teachers. School leaders will be equipped, through training interventions and the development of gender equity strategy tool kits, with

skills that will promote girls attendance and participation in learning activities; control sexual violence and harassment within the school environment and encourage women to take on leadership responsibilities.

Addressing the disadvantaged

1. Which disadvantaged groups are you hoping to target in your project and why?
2. How will your project contribute to reducing the disadvantages faced by these groups?
3. What steps will you put in place to ensure that the outputs of your project are relevant for these groups?
4. What indicators will you use to assess the impact of your project on these groups?

(maximum 1000 words)

The project will target communities that are perceived by policy makers as deprived or disadvantaged within the partner countries. Both rural and poor urban communities will be involved in the project. Using the criteria of Ghana, as an example, the disadvantaged will include communities that lack good access roads, good school infrastructure, health care facilities, transportation, electricity, telecommunications and postal facilities, potable water, decent accommodation, qualified teachers, and inadequate school leaders. Schools in both rural and poor urban communities will be involved in the project. Disparities between urban and rural schools serve as a disincentive for recruiting quality teachers. During the 1998-99 academic year, for example, national newspapers in Ghana reported that 115 out of 262 newly trained teachers posted to one of the deprived rural areas in the northern part of Ghana did not report for work (Daily Graphic, May 1999).

Within the disadvantaged communities, the project will focus on schools with disadvantaged children. These include children from broken homes who lack parental care and therefore find themselves compelled to engage in child labour by carrying luggage, cracking stones or engaging in other menial jobs to make a living. Children with special needs and those who are victims of ethnic conflicts and HIV/AIDS will also constitute our target group. Available statistics suggest that the HIV/AIDS pandemic threatens quality delivery of teaching and learning in schools. In Zambia, as an example, it is reported that ‘the number of primary school teachers that died in 2000, is equivalent to 45 percent of all teachers that were educated during that year’ (Nilsson, 2003:16), while about 30% of teachers in Malawi are reported infected (World Bank, 2002). In Ghana, there is no statistics on the effects of the disease on teachers; yet it is reported that about 3% of the entire adult population is HIV infected. In 2000, about 330,000 adults and 20,000 children were infected (National Aids/STI Control Programme, Ministry of Health, 2001).

The provision of leadership to prevent the spread of the disease is therefore essential. Through the leadership tool kit the project will help school leaders to try out strategies to respond to such children’s needs. It would train heads to respond to the issue of gender equity in order to improve girls’ learning in schools.

The project will contribute to reducing the educational disadvantages suffered by these groups of people through three main strategies. Firstly, needs assessment forums involving representatives of the disadvantaged groups themselves will be used to enable the project to determine appropriate interventions that will be beneficial to them. This will be done through forums involving headteachers drawn from schools in disadvantaged contexts. It is anticipated that the involvement of the groups in project activities will create in them, a sense of ownership for the outcomes of project. This will help to sustain the impact of outcomes. Thirdly, as further discussed below, there will be regular monitoring and progressive evaluation of interventions initiated to ensure that the project's focus on the disadvantaged is maintained.

Indicators that will be used to assess the impact of our project on these groups will include evidence of increased self-confidence in headteachers in disadvantaged contexts in coping with challenges of deprivation, improved people management skills, distributed leadership, improved record keeping, new strategies for quality assurance, effective supervision, team work, increased community support for school and judicious use of teaching and learning time.

Learning Contexts

1. Which learning contexts are you hoping to address and why?
2. If the focus is on institutions such as schools then how will the project benefit broader processes of community learning/development/empowerment?

(maximum 500 words)

Potentially, all levels of learners from disadvantaged contexts in rural and poor urban communities will be targeted. Specifically these will be learners from both public and private basic schools, headteachers, teachers and pupils in leadership positions as well as community leaders will constitute our direct target in the study.

Principally, the focus will be on public and private schools because tackling the poverty and health problems in low-income countries. In-school factors that pose leadership challenges in the implementation of quality education initiatives will be explored to determine appropriate ways of improving school effectiveness through leadership. While focusing on schools, attention will be given to leadership strategies for promoting harmonious relationships between schools and communities. This is essential because, increasingly, the governance of schools in low-income countries, especially in Africa (including Ghana and Tanzania) is being decentralised with a great involvement of communities. In Ghana, as an example, the management of schools goes beyond the singular task of headteachers. School Management Committees (SMCs) dominated by opinion leaders drawn from the community and government representatives are actively involved in governing schools to ensure that school outcomes meet the needs of the community. Views of the SMCs, in the case of Ghana, will provide additional data to strengthen the needs assessment outcomes.

Methods

1. What methods do you anticipate using in your project and why?
2. How will the methods support the realisation of the project aims and research questions?
3. What participatory methodologies will you use if any?

(maximum 1000 words)

Both qualitative and quantitative techniques will be used to explore and develop an understanding of the quality of educational leaders and appraise existing initiatives for improving school leadership and management effectiveness. Niglas' (1999) extensive and systematic review of 46 studies justifies this combination. About 40% of the studies she reviewed mixed quantitative and qualitative features, especially data collecting methods, on different levels of enquiry. While some of the studies used quantitative data handling methods alongside qualitative research strategies and sampling methods, others used case studies with non-sampling methods; yet concentrated on quantitative data. Yet other studies used both quantitative and qualitative data handling methods alongside quantitative strategies such as experiments and small-scale surveys.

Data from primary as well as secondary sources will be used. Primary sources will include the use of questionnaires, surveys, observations as well as individual and focus group interviews. Secondary sources will include the analysis of literature and official records such as Government policy documents and circulars and education review committee reports as well as newspaper publications and International Donor research reports on poverty reduction, quality education and leadership will be analysed. The research, which will be carried out in three phases, will provide reports drawn from a range of national locations and will be used to help identify good practice.

Phase one will involve sample selection, and instrument design. It will through interviews with key stakeholders and heads, documentary analysis, meta-evaluation of existing initiatives, identify gaps and priorities and key indicators of effective leadership. These data will be collected from selected districts in each of the chosen countries. Phase two will involve identifying effective practice through case studies and developing models of effective practice.

In Ghana, selected cases of good practice will be identified through baseline studies results and information from the District Education offices for comparative case studies in Ghana, Tanzania and Pakistan. The study will involve 40 deprived districts drawn from 4 regions: Upper West, Northern, Eastern and Central Regions. Participants will include school leaders (Heads); classroom leaders (Teachers); student leaders; circuit supervisors, District Directors and community leaders. Deprived districts in this context refer to districts that are characterised by lack of potable water and electricity, lack of well stocked libraries and easy access to national newspaper, indecent accommodation, poor health care, bad access roads, inadequate trained teachers and poor school infrastructure

In Tanzania the Poverty and Human Development Report (URT,2003) ranks the 20 regions of Mainland Tanzania according to life expectancy at birth, adult literacy rate,

primary education gross enrolment ratio, mean monthly consumption per capita and subsequently, a life expectancy index (**LEI**), education index (**EDI**) and expenditure index (**EXPI**). On the basis of LEI, EDI and EXPI a **Human Development Index (HDI)** value would be computed. On the basis of the HDI value, we plan to take a total of six regions i.e. two regions on the top, two regions at the middle, and two regions at the bottom of the ranking.

Within each region we plan to rank districts on the basis of education Performance in selected indicators of Primary Education Development (PED) (Gross Enrolment Rates (GER), Net Enrolment Rates (NER), Net Intake Rates (NIR), Pupil Trained Teachers Ratios (PTTR), Classroom Pupil Ratios (CPR), performance in Primary School Leaving Examinations (PSLE) and Transition Rates to Secondary Education (TRSE) Then we shall take two districts from each region ie the best and worst performing respectively. Within each district we shall proceed to have wards ranked on the basis of performance in PED. We shall then take two wards from each district ie the best and worst performing wards. In that regard, the units of analysis will be 6 Districts and 12 Wards.

There will be two comparative case studies involving six private and six public schools in Ghana and Tanzania. In Pakistan, the study will involve 2 rural and 2 urban schools. This would help to provide information on the state of leadership effectiveness in private and public schools.

Phase three will involve engaging practitioners in action research to enable them develop skills for improving their leadership practice. The action research approach is appropriate because it will give voice to teachers, pupils and headteachers themselves and also offer headteachers an opportunity to rethink and evaluate their own practice The action research will be used to address issues such as:

- School leadership role in helping communities to fight poverty
- Involvement of the community in enhancing children's learning
- School health promotion and education
- Gender equity
- Successful leadership development practices
- School finance etc.

Plan of Project Activities

1. Provide a work plan of main activities, including approximate time allocated to each activity.
2. What are the main milestones/ outputs in the project?
3. How will responsibility for each activity be distributed amongst research partners?

Plan of Main Activities

Year One (2006)

July – December 2006; Meta-analysis

August 30: Content, schedule and Format for meta-analysis and Training programmes completed

Sept.7: Training content sent to partners (Tanzania & Pakistan)

Sept 14: Receipt of feedback

Sept 30: Training /orientation

Oct-Dec: Meta-evaluation conducted

January 2007: Final Report

Main milestone: Meter-analysis accomplished

Year 2 (2007)

January – June: Baseline Study

January; Sample identification

- identify disadvantaged schools
- negotiate access to schools
- develop sample strategy/criteria
- select sample

February; Zonal (parallel) Workshops

March; Preparation of tools

- Questionnaire
- Observation
- Interview
- Focus Group Discussion

May-June; Researchers' Training for baseline data collection and piloting of instruments.

Review of instruments.

Data Collection in Ghana and Tanzania.

Data Analysis

Baseline reports (dissemination workshops

Publication: *A paper on comparative study of educational quality in Ghana and Tanzania.*

Main Milestone: Baseline studies completed.

Year 3 (2008)

July – September; Seminar series on Leadership for change.

Preparation of Training Manuals

October - December: Participatory Action Research Capacity building Training workshops
Implementation of school based Action research

Main milestone: Action research skills developed in participating schools

Year 4 (2009)

January – March: Action Research continues in schools/monitoring

April –June: School-based report writing/Aggregated reports

July – September: Post-intervention evaluation

October – November: Analysis and reporting/

December: Dissemination workshops

Main milestone: Participatory Action research completed.

Year 5 (2010)

January – February: Preparation of toolkit to aid leadership and management practice for headteachers; preparation will be based on the training manual.

March: Meeting with partner institutions to discuss reports

April: Dissemination meetings with policy makers (MOEs and GES)/Dissemination workshops for participating schools.

May – June: Final Report/Submission

Outputs

Outputs will include dissemination seminars, conference presentations, articles in international refereed journals e.g. EMAL, International Studies in Educational Administration. Interim and end of project reports will also be produced.

Distribution of Project Activities

Institutional responsibilities:

Negotiation with gatekeepers-	Ghana team
Proposal update	Ghana, Tanzania and Pakistan
Literature search (different perspectives) –	Ghana, Tanzania, Pakistan with Bath
Instrumentation-	Ghana Team (Bath to advise through Mike Fertid)
(Case Studies)	Ghana, Tanzania, Bristol, Bath, and Pakistan
Field work-	Respective research teams
Dissemination-	All teams
Action Research Training workshops-	Pakistan
Pakistan will lead the participatory research studies with head teachers in schools in disadvantaged areas who are supported to introduce some interventions (related to one	

or more of the areas identified in the main proposal). These cases can be used for comparative purposes with Action Research studies from Ghana

Budget

International partners have 30 days per year and a total of 150 days for the 5 years. It is also possible to get a small amount to meet data collection cost such as travel, data management.

Individual responsibilities

Dr. George Oduro will lead on the coordination and management of the large-scale project and the qualitative data collection e.g. design of interview questions, identification of samples, data analysis, and report writing. He will also manage the documentary analysis.

Dr. Albert Dare will lead on quantitative data collection and analysis.

Dr. Linda Dzama Forde will lead on literature review and documentary analysis and assist with qualitative data analysis.

Dr. Yaw Ankomah will lead on case studies in Ghana and assist with quantitative *data analysis and documentary analysis*.

Dr. Iffat Farah., of Pakistan will lead on Pakistan-based case studies, and assist with Action Research Training and literature search

Dr. H.A.Dachi will lead on Field Work in Tanzania and assist with quantitative data analysis and report writing on case studies in Tanzania

Dr. N. Alphonse will lead on literature survey, documentary analysis and assist in qualitative data analysis and report writing on case studies in Tanzania

Dr. Leon Tikly will assist with quantitative data collection and analysis

Dr. John Lowe will assist in qualitative data collection from children. (This work may become a distinct small scale project.)

Dr Rita Chawla-Duggan will work with Ghanaian and Tanzanian colleagues on the early-years education research component of the project and will assist John Lowe on qualitative data collection from children and the development of qualitative indicators.

The CREE team at the University of Bath, under Prof. William Scott, will work with colleagues in-country to develop the Education for Sustainable Development aspects of the project, including workshops, training materials, etc.

Dr. Rosemary Bosu will lead on computer software analysis of quantitative data
Ms Betty Akomatey will assist in computer software (NUDIST) analysis of qualitative data

Mrs Elizabeth Obese will be responsible for managing project funds, preparing financial reports and liaise with the RPC Director and Lead Financial Administrator, University of

Bristol about all financial matters. She will be in charge of organising workshops, conferences and seminars held in Ghana.

Ms Joyce Yeboah, will be responsible for documenting and reporting on all Ghanaian-based meetings, workshops and conferences. She will arrange for safe storage of tapes, transcriptions and other data and also provide administrative and clerical help to the research team.

Ms Nandera Mhando will responsible for all administrative matters related to the project in Tanzania i.e. workshops, conferences, travel arrangements, etc.

Ms Habiba Pazi will be responsible for financial transactions and overall management of project funds in Tanzania and e.g. preparation of local purchasing orders, initiating payments, writing vouchers, cheques, bank reconciliations, preparing monthly and quarterly financial reports and keeping custody of all financial documents.

Risks (*maximum 1000 words*)

1. What are the most likely problems which will inhibit the proposed project from achieving its objectives? How will you counter them?
2. How likely are these to happen and how serious the consequences to the project if they occur? What means have been/will be taken to minimize or mitigate potential risks?
3. Evaluate the risks, which might prevent the project from influencing policy and practice.
(*maximum 500 words*)

Potential risks

Common to all African countries is the problem of electricity power outages. , Tanzania and Ghana suffer from intermittent electricity power cuts. Especially, in Tanzania, long periods of drought could prolong electricity disruptions. Even where there is stable electricity, frequent LAN failures are experienced in both countries. These make access to the net and e-mail problematic and could adversely affect communication between Ghana and Tanzania and other research collaborators. The effects could be minimised by using courier services such as the DHL and international phone calls as additional communication strategies to facilitate communication internationally. Locally, inter-regional and district communication could be facilitated through personal contacts.

Politically, both Ghana and Tanzania are comparably stable, but risk could emerge from industrial actions by teachers and other workers. In the event of strike actions resulting from educational workers' demand for better service conditions, teaching and learning activities are disrupted. Also problematic is the effect of culturally valued activities such as communal support for the bereaved and traditional festivals. These activities have great effect on school programmes in rural areas and could make access to targeted schools problematic and thereby affect deadlines for research activities. Constant touch with opinion leaders in the research environment for promptings about possible industrial actions, and involving schools themselves in the planning of school-based project

activities would help in scheduling dates that will not coincide with festivals. In the case of Ghana, it is best when programmes are not fixed on Fridays: traditionally funeral activities commence on Fridays.

Government officials (policymakers) in Africa, and especially Ghana, are very sensitive to the political orientation of people with whom they engage in policy matters. Once the researcher is identified as having an affiliation with an opposing political party, the emerging relations will adversely affect policy makers' enthusiasm in the new knowledge generated by the project. To minimise the effects, our research team will adopt a non-partisan approach to all project activities. Influential friends in government and within the Ministry of Education will be lobbied to assist in creating avenues for dialogue with relevant policy makers. This strategy was tried during the inception phase and found to be effective.

Travel safety of researchers during field trips to and fro disadvantaged rural sites is also a risk. While most primary roads in urban areas are paved and well maintained, roads outside major cities are in poor condition. In Ghana, roads linking deprived communities continue to be the site of many accidents. Moreover, travelling on public transport are characterised by delays that may affect project schedules. Safety standards of public transport linking disadvantaged communities are also uncertain and unreliable. Acquisition of a project vehicle will facilitate project activities and ensure safety of research teams.

Monitoring and Evaluation

1. How do you intend to monitor and review the implementation of the project and assess its impact?
2. What existing key indicators of quality will you use in your project and what indicators will you seek to develop?
3. What baseline/benchmarking data will be used?

(maximum 500 words)

Monitoring and evaluation will be major components of the project. It will be carried out at two levels: programme and institutional levels. The programme level monitoring will focus on quality control. Each partner institution (Ghana, Tanzania and Pakistan) will set up a national steering committee (NSC) for monitoring responsibilities. The NSC, which will involve representatives of government and in-country DfIDs, will be regularly informed by institutional co-ordinators about the progress and achievement of project objectives and about the utilization of available resources. Feedback from the NSC on project plans and reports will be used to adjust aspects of project activities and provide basis for yearly progress report to the RPC Director. The yearly reports will emphasise the degree of success in achieving project objectives and planned outputs rather than on project activities. This will make the RPC Director to monitor the progress of the projects. In addition to these, the Central Advisory Group will play a role in monitoring when they visit in October 2006.

Institutional level monitoring will focus on process facilitation. It will involve planned evaluation programmes that will offer opportunities for research teams to meet and

exchange experiences on a yearly basis for peer reviews. Lead researchers will provide mid-year progress report to institutional co-ordinators, which will inform the peer review sessions. Point of reference for the monitoring and evaluation will be indicators such as: level of community participation in school-based quality programmes, feedback utilization, team building, appraisal skills, supervision, in-school communication, school health promotion, distributed leadership, financial management, managing people, school record keeping, school and community relations.

Communication with User Groups and Policy Makers

1. How will you communicate and work with user groups?
2. How will you ensure that your main research findings are accessible to non-academic audiences?
3. How do you hope to use popular media to disseminate research findings?
4. What are your intended pathways to policy influence?
5. What steps will you take to ensure that policy makers take ownership of the research and to support the mainstreaming of initiatives?

(maximum 1000 words)

User groups in our project will include policy makers within the Ministry of Education and, in the case of Ghana, the Ministry of Health, headteachers and teachers, NGOs, influential community leaders, and other stakeholders. To ensure that users develop a sense of ownership for project outcomes, their involvement in the project will start from the needs' assessment phase. Of course, during the inception phase, representatives of some of these user groups participated in the National Consultative Meeting held to explore government priorities in leadership and management for achieving quality in education.

Press briefings and releases, talk shows and other public education programmes of national and local media houses will be utilised to create public awareness in the project. As much as possible, radio and television stations that run programmes in the local languages will be patronised to ensure that communities are widely reached.

Communication strategies will also include progress briefing sessions involving representatives from the Ministries of Education, Education Departments (e.g. Ghana Education Service), researchers, opinion leaders and others. These forums will provide platform for sharing experiences, and informing policy makers about the progress of the project. During seminars and conferences, panel presentations will be encouraged to provide the opportunity for experienced and newer researchers to work collaboratively. Academic papers and articles will be produced at different stages of the project. These will be published in national and international refereed journals such as the Journal for Educational Management (JEM), Journal for Educational Administration (JEA), Educational Management, Administration and Leadership (EMAL), Studies in Higher Education, Journal of Education Policy and Education, Makerere Journal of Higher Education (MAJOHE), Papers in Education (University

of Dar es Salaam, Perspectives in Education and International Studies in Educational Administration (ISEA). There will also be flyers for distribution across partner countries and for posting on the moodle site to keep institutions and participants informed on the progress of the project.

Capacity strengthening

1. Within a limited budget what are your most pressing capacity strengthening needs as a team?
2. How do you plan to realise these?
(*maximum 500 words*)

A major methodology in our project is intervention action research. Both the research team and implementers of interventions in schools will require training in this area.

Also needed is training in techniques for analysing quantitative and qualitative data analysis using the SPSS (in the case of quantitative data) and the Nvivo or NUDIST (in the case of qualitative data). The quantitative and qualitative training will be required prior to the commencement of the first phase of the project in June 2006 in Ghana for three days.

Key Researchers

1. Name the principal researchers from the lead institution and collaborating partners.
2. Specify the amount of time to be devoted to project activities by each researcher.
3. How will the skills of the team complement each other in realising the project goals?
(*maximum 1000 words*)

Principal researchers will be the following:

Lead institution (Ghana):

1. Dr. George K.T. Oduro for the qualitative component of the project; assisted by Dr Linda Forde
2. Dr. A.L. Dare for the quantitative aspects of the project, assisted by Dr. Yaw Ankomah.

Collaborating Partners:

1. Tanzania: Dr N. ALphonse and Dr.H.A.Dachi
2. Pakistan: Dr. Iffat Farah
3. University of Bath: Staff from the Centre for Research in Environmental Education (CREE), headed by Prof. William Scott; Dr Rita Chawla-Duggan. CREE involvement will be greatest during the earlier phases of the project. Dr Rita Chawla-Duggan will become involved in a major way from 2007 onwards.

The Pakistan Context

Pakistan, like many other developing countries including the countries in this

consortium, is confronted with the challenge of increasing access to and quality of education at all levels of schooling. This has become particularly critical during the last decade as Pakistan has attempted to increase economic output at the same time as it struggles with increasing poverty; poor access to quality basic education being one of the indicators of poverty. A recent study (Muhammad 2005) shows that the economic returns to primary and middle education in Pakistan is very insignificant. This might be one explanation for the slow increase in enrolment and retention rates in primary education particularly in the government schools which serve the disadvantaged groups. The situation calls for increased attention to improving the quality of schooling. Several measures are being taken by the government to increase provision as well as the quality of provision primarily through teacher training. However, these measures rarely include a focus on improving the quality of school leadership. A number of studies in Pakistan (Farah 1996, Simkins et al 1998, 2003, Memon et al, 2006) have suggested that typically the role of head teachers in Pakistani schools is very limited, however, they also show that head teachers as school leaders can play a critical role in bringing about positive change in the quality of schooling in Pakistan. These studies recommend that the position of head teacher is formally established and recognized and given a measure of autonomy. They have also recommended that provisions for preparing head teachers to take on roles as effective leaders in schools must be made.

In pursuance of these recommendations, the AKU IED developed and offered educational programmes to prepare leaders at the level of school and system. Although, several studies of impact of these programmes have been conducted, there is still a need to understand how school leaders prepared through these programmes are able to lead their schools to respond to the needs of learners from contexts of disadvantage and poverty. These include girls, children from urban slums and poor rural areas, and working children.

Time distribution:

In all, 110 days will be spent on research activities each year. Principal researchers in Ghana will spend a total of 30 days per year, while those in partnered institutions will spend a total of 10 days on the project per year. In addition, Assistant researchers will spend 100 days per year, the details are as follows:

Ghana: Large scale 1

Dr. George K.T. Oduro:	15 days per year
Dr. A.L. Dare:	15 days per year
5 R As (yet to be recruited)	50 days per year
3 SRs	30 days per year
Total	110 days per year

Tanzania: Large Scale 2

Dr. Linda Dzama Forde	5 days per year
Dr. Yaw Ankomah	5 days per year

5 RAs	50 days per year
Total	60 days per year

The research team comprises researchers with expertise in different disciplines: leadership, educational policy analysis, economics of education, educational planning, gender studies, counselling, professional development, change management and human resources management. Issues of quality education and leadership are so complex and culturally situated that an inter-disciplinary perspective of quality indicators in leadership and management for change is crucial. Dr George Oduro's speciality is in educational leadership, policy analysis and professional development. Dr. Albert Dare is an educational economist and an expert in curriculum design. Dr. Linda Forde is an expert in gender violence and counselling; while Dr. Yaw Ankomah has strength in educational planning and human resources development. Moreover, the eclectic methodology being adopted in gathering data for the research requires people with knowledge and practical skills in qualitative and quantitative techniques. These two research methodologies are catered for in the expertise of our research team.

The skills of the research team will be strengthened by the involvement of Dr. Leon Tikly who has considerable experience in researching school effectiveness and quantitative data analysis.

The CREE team from the University of Bath is the UK's leading university research group in the field of Education for Sustainable Development and will work closely with African partners in the development of capacity in this field, both capacity for research and for professional development activities for stakeholders. Various members of the CREE team will contribute a total of 60 person-days over 2006-7

The skills of Dr. Rita Chawla of the University of Bath, who has skills in research into early-years education, both qualitative techniques and in the development and use of quantitative indicators will also complement the skills of the research team in accomplishing the project goals. Dr Chawla-Duggan will contribute only 5 person-days during 2006-7, rising to 30 person-days during 2007-8.

Project Management

1. How will responsibility for managing the project be shared?
2. How will you ensure effective communication between research partners?
(maximum 500 words)

Management of the project in Ghana will be the responsibility of the co-ordinator and a National Steering Committee that will be set up to monitor the progress of project activities. In the partner country, Tanzania, the institutional co-ordinator, Dr. Hillary Dachi will take responsibility of managing the project. There will be one meeting each year between the Ghana and Tanzania co-ordinators to review the strengths and weaknesses of the project and find ways of improving upon the shortcomings.

Communication between Ghana and Tanzania as well as with Pakistan will be through the e-mail. Fax messages and telephone calls will also be used to supplement the e-mail. Recognising the unreliability of e-mail systems in Africa,

SECTION 3. FINANCIAL FINANCIAL

Other Sources of Funding

1. What other sources of funding besides that available through the RPC are you hoping to attract?
2. How do you plan to go about accessing these alternative sources?
(maximum 500 words)

Additional financial support for the project will be sought from the Ghana Education Trust Fund (GETFUND) and UNICEF. Representatives from these bodies will be involved in the overall management of the project within the lead institution. A preliminary investigation conducted in Ghana indicates that UNICEF is currently interested in supporting research into the impact of the Ghana government's free basic education policy on quality teaching and learning. With the consent of the RPC Director, a proposal will be submitted to UNICEF for possible funding. Mrs Elizabeth Obese and Ms Joyce Yeboah will facilitate the additional fund raising, with support from Keren and Nikki. George Oduro will keep a general overview of the processes involved.