

# **SCHOOL EFFECTIVENESS AND EDUCATION QUALITY IN EAST AND SOUTHERN AFRICA (SEEQ)**

## **AN EDQUAL LARGE SCALE PROJECT**

### **REVISED PROPOSAL – APRIL 2008**

#### **Rationale for Revision**

The revised version of this proposal is being put together at the midterm point in the project. Two major changes have prompted this revision.

1. At the end of EdQual's second year the senior manage of EdQual decided in the light of advice from the Consortium Advisory Group to remove the qualitative component of SeeQ (see the Annual Report for 2006-2007). This was because of the similarity in the case study research planned by SeeQ and the action research that forms the core of the Leadership and Management (L&M) project's activities.

This decision brought SeeQ and L&M closer together as SeeQ is now reliant on L&M to furnish the information it would have collected itself. This close relationship is facilitated by a having a key researcher, who is also involved in L&M, especially its activities in Tanzania Mainland, the one country that is common to both projects.

2. In the third year of the project the project coordinators stepped down and were replaced. One of these, Guoxing Yu had been conducting all the multi-level analysis, the core research activity. The other, Sally Thomas has supported in an advisory role. Guoxing Yu has left for another project within the Graduate School of Education. Sally Thomas scaled down her advisory role. The new project leadership felt it was important to revisit the project in order to engage with its initial objectives and achieve ownership.

Inspection of findings presented in SeeQ's WP1 (presented at UKFIET2007) have prompted additional literature reviews to support interpretation. These are in the form of country background papers. They are expected to give insight into the differences between countries in terms of absolute performance, the spread of scores, the amount of variation that is attributable to school quality (school residuals) and the pupil and school characteristics that are found to be significant. The aim is to identify patterns that link findings to policy and other context factors, most especially, the introduction of free primary education, decentralisation and the extent of privatisation. This should enable the project to make policy recommendations for addressing equity.

This revised version has been prepared by Angeline M. Barrett and Michèle Smith as key researchers in consultation with Leon Tikly as the project director.

## SECTION 1. ESSENTIAL FACTS

**Project Title** *(maximum 120 characters)*

**School Effectiveness and Education Quality in East and Southern Africa**

**Short Title** *(maximum 60 characters)*

**School Effectiveness and Education Quality (SeeQ)**

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

The School Effectiveness and Education Quality (SeeQ) project will use multilevel modelling techniques to analyse the current and the future SACMEQ<sup>1</sup> datasets ([www.sacmeq.org](http://www.sacmeq.org)) to explore and identify quantitative models to identify school effectiveness and school quality indicators that are relevant to low-income countries, in particular, Sub-Saharan African contexts. The SeeQ project will play a central role in the RPC. The findings of the secondary data analyses will feed into the other four large-scale projects in the RPC (curriculum change, ICTs, language and literacy, leadership and change) to assist the development and implementation of their initiatives. SeeQ will work closely with the Leadership & Management project which is conducting action research in primary schools in Tanzania and Ghana, to benefit from the rich contextual data available through qualitative research and extended contact with a small number of schools. The dissemination of the new knowledge to be generated from SeeQ will target various stakeholders through a range of meetings, virtual and printed media in order to assist governments in Sub-Saharan African countries, DFID and the international development community to improve the monitoring and the implementation of school effectiveness initiatives for academic achievement and HIV/AIDS awareness and to provide quality education for all school-age children to reduce poverty. The SeeQ project will develop the capacity of (a) the Faculty of Education, University of Dar es Salaam to become regional centres of excellence in research, teaching and policy advocacy in school effectiveness and (b) the capacity of the Ministry of Education and Vocational Training to analyse data it currently collects, including the SACMEQ data and (c) policy makers and schoolteachers to understand the key features of school effectiveness in the African context and the possibilities for enhancing school self-evaluation and improvement via use of comparative feedback data (the last in collaboration with EdQual's Leadership & Management project).

**Name of Lead researcher/s**

Prof Leon Tikly (Director)  
Dr Angeline Barrett  
Dr Michèle Smith  
Mr Massoud Salim

---

<sup>1</sup> Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ). SACMEQ II focuses on academic achievement, while the future SACMEQ III will also focus on students' awareness and knowledge of HIV/AIDS risk and prevention.

**Lead Institution**

**Graduate School of Education, University of Bristol**

**Project Partners**

- \* Education Policy Unit, University of the Witwatersrand, South Africa;
- \* Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ);
- \* UNESCO International Institute for Educational Planning (IIEP), Paris;

**Start Date**

April 2006

**End Date**

August 2010

**Total Cost of Project**

--

**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?**

Fourteen countries – Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Zambia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Zanzibar, Uganda, Zambia are covered in SACMEQ II & III

Data from Tanzania (Mainland), Zanzibar and South Africa will be analysed in greatest detail. Communication activities will be concentrated in these countries as well as on international stage.

## 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)

In the last ten to fifteen years, the low income countries in East and Southern Africa have both abolished primary school fees, in a bid to universalise access, and sought to decentralise the administration of public services, including education. However, the same international agencies that have influenced these policies are also increasingly recognising that improvement of quality is essential to sustaining demand for education and hence the international project of universalising primary education. The schools and local administrations that are being granted autonomy under the most demanding conditions do not have the information or expertise to monitor effectiveness and quality at the school level. At the national level, Ministries of Education are increasingly efficient at collecting and sharing data relating to quality and pupil performance but have restricted analytical capacity to produce more than descriptive statistical outputs. Intensive research studies on school effectiveness and improvement are needed to identify strategies for achieving the goals of quality *Education for All* in Sub-Saharan countries. To this end, the School Effectiveness and Education Quality (SeeQ) Project is proposed.

The SeeQ project will generate new knowledge, along with the other four large-scale projects of the EDQUAL RPC, to assist governments in Sub-Saharan countries and their local school administrations, school leadership teams, DfID and the international development community to improve the monitoring and the implementation of school effectiveness initiatives for raising academic achievement, and HIV/AIDS awareness, prevention and care. The SeeQ project will also seek to develop the capacity of the African partners, most especially in Tanzania Mainland and Zanzibar to become regional centres of excellence in research, teaching and policy advocacy in school effectiveness and monitoring school quality. In collaboration with the Leadership and Management project, SeeQ will foster the culture and capability of the school administrations and teachers in Tanzania Mainland and Ghana to conduct self-evaluation using school effectiveness indicators relevant to their local contexts.

The SeeQ project will perform secondary analyses of SACMEQ II and III datasets<sup>2</sup>. The SeeQ project will make use of existing and future SACMEQ datasets which were directed by UNESCO IIEP (International Institute for Educational Planning) and now managed by the consortium of fourteen Southern and Eastern African ministries of

---

<sup>2</sup> In some cases, it might be necessary to look at other equivalent datasets (e.g. TIMSS 2003, 2007 and PIRLS 2006) to make cross-datasets comparisons on the impacts of in- and out-of-school factors on students' academic achievements. In TIMSS (2003, 2007), three RPC partner countries (Botswana, Ghana and South Africa) participate; in PIRLS (2006), only South Africa participates. TIMSS 2007 international database is expected to be available in May 2009 and PIRLS 2006 in March 2008. Therefore, smaller-scale project(s) could be proposed to complement the SeeQ project in the financial Year 3 (2007/2008) and Year 5 (2009/2010) of the RPC. The secondary analyses of the TIMSS and PIRLS datasets could focus on the effects of classroom practices, computer access, students' demographics, early educational experience, home environment and school climate on students' academic achievements in literacy, mathematics and science, and their attitudes towards schooling.

education. Various analyses have been done on the SACMEQ datasets by different stakeholders from different perspectives; however, analyses using SACMEQ to understand school effects and school effectiveness are only emerging, e.g., Lee, Zuze and Ross (2005). The secondary analyses of the SACMEQ datasets provide the most cost-effective and direct relevance to the investigation into the complexity of school effectiveness in these countries. Multilevel modelling techniques<sup>3</sup> ([www.mlwin.com](http://www.mlwin.com)) will be employed in the secondary data analyses to explore and identify quantitative models to create school effectiveness indicators relevant in Sub-Saharan context, and to identify the correlates and processes of effective schooling in those countries. The analyses aims to understand the impact of in-school as well as out-of-school factors on achievement in literacy and mathematics (SACMEQ II) and awareness of the risks and prevention of HIV/AIDS (SACMEQ III). In addition, SeeQ will liaise with the Leadership and Management project, most especially in Tanzania, to gain an insight into how school quality is experienced and measured on the ground and advise on indicators of quality and models for conceptualising effectiveness in sub-Saharan African contexts.

As discussed above, the main aim of the SeeQ project is to understand the school effectiveness indicators in SACMEQ countries to assist the policy makers and international development community to improve and ensure the delivery of quality education in low-income countries. The complexity of school effectiveness models according to the existing literature and the richness of the SACMEQ datasets also place the SeeQ project in a prime position to play a central role in the RPC to provide the other four large-scale projects with findings of direct relevance to inform and assist the development, implementation and mainstreaming of their initiatives. The SeeQ project will contribute to the other four large-scale RPC projects through the development of school quality indicators that may be used in the evaluation of initiatives developed by them. SeeQ will also play a leading role in the RPC's development of notions of school quality that are relevant to remote and overcrowded contexts and the needs of disadvantaged learners. The findings from the multilevel analysis of the large datasets will complement the qualitative action research approach of other large-scale projects to strengthen the integrity and persuasiveness of the RPC as a whole in the eyes of key national and international policymakers.

The SeeQ project relates to and builds on existing research and datasets and is quantitative in its nature: applying multilevel modelling techniques using MLwiN to analyse large-scale quantitative datasets of international importance and integrity. The findings of previous analyses of the SACMEQ datasets on student academic achievements provide the starting point to understand the strengths as well as the limitations of the datasets. The project also relies on the knowledge base of school effectiveness and school improvement in developed as well as developing countries to conduct useful and fit-for-purpose secondary data analyses and subsequently make informed interpretations of the findings from such analyses. In addition, literature will be reviewed to produce a qualitative picture of education expansion and quality over the last two decades. SeeQ will use this information to investigate whether there is any discernable pattern in pupil performance and school quality at the national level related to the introduction of free primary education and administrative decentralisation.

---

<sup>3</sup> One of the Co-Directors Dr Sally Thomas is also the Co-Director of the new ESRC funded NCRM node LEMMA. This centre will provide the SeeQ project with important links to methodological developments in MLwiN.

### **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*)

#### **Aim**

To construct a model (or 2 models) for school effectiveness in Southern & East Africa (SEA) that is useful to school leaders, policy makers and researchers interested in school quality in low and middle income countries.

#### **Objectives**

1. To add to knowledge on school effectiveness models in low and middle income countries in Africa;
2. To make recommendations for the design of future cross-national school effectiveness/quality surveys;
3. To support other projects within EdQual through providing information on school quality indicators and associated pupil and school characteristics;
4. To enhance the persuasiveness of EdQual research communication through providing generalisable findings based on a statistical analyses of a large international dataset;
5. To generate guidance for headteachers and, in collaboration with the Leadership & Management project, contribute towards the construction of school self-evaluation tools that will enable them to use data that they already collect or can easily collect to monitor school quality; and
6. To support Ministries of Education and academics, most especially in Zanzibar and Tanzania Mainland, to improve capacity for sophisticated statistical analyses.

#### **Research Questions**

1. To what extent are the findings of school effectiveness studies found in the developed countries literature relevant to SEA?
2. What outcomes/response variables are key to modelling effectiveness in SEA?
  - (a) Traditionally, achievement in tests (reading and mathematics) has been modelled, but would other outcomes enhance understanding of effectiveness in SEA? For example, is a fuller understanding of grade repetition needed?
  - (b) The SACMEQ 3 data set will provide a further outcome to be modelled i.e. knowledge of HIV/AIDS.
3. Which explanatory/regressor variables are pertinent to a school effectiveness model for SEA?
  - a. What are the important pupil, school context and school process variables that impact on school effectiveness?
  - b. Are different models relevant to low and middle income countries?

4. Which pupil level and school context variables are associated with under-achievement of pupils?
  - a. How do these vary between low and middle income SEA countries?
  - b. What do these tell us about how disadvantage is distributed in SEA?
  - c. How does the relative (dis)advantage of girls vary between SEA countries?
  - d. How does the impact of SES vary between countries?
  - e. To what extent is there a disparity between rural and urban schools in SEA countries?
5. How do national policies such as the introduction of free primary education and decentralisation of education administration effect performance of pupils towards the end of the primary cycle?
6. A set of questions relating to the impact of HIV/AIDS on school effectiveness and the education of pupils in SEA is dependent on the type of information collected in the SACMEQ III data set.

### 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)

New initiatives will emerge on the basis of the findings from the secondary analyses of SACMEQ II and III datasets, and the school effectiveness models and indicators that will be identified in the analyses. The SeeQ project aims to have the following main outcomes:

- Identification of quantitative models of school effectiveness that include indicators relevant in Sub-Saharan countries, through the secondary analyses of SACMEQ II and III datasets;
- Identification of key indicators of school quality both cross-nationally and nationally to contribute to EdQual policy briefs and materials for headteachers developed by Leadership & Management project;
- A profile of disadvantaged learners in school at the end of the primary cycle in different SACMEQ countries to contribute to EdQual's understanding of relative disadvantage in SSA and EdQual policy briefs;
- Contribution to academic debate and policy advocacy/advice on how to increase primary enrolment and improve quality at the same time;
- Provision of empirical quantitative evidence to the other four large-scale projects, most especially Leadership & Management and Language & Literacy, to support the communication of their findings, especially to international and national policy makers and policy influencers;
- Recommendations to ministries of education on ways to analyse data they collect, most especially the SACMEQ data sets;
- Seminars for policy makers, researchers and schoolteachers to understand the

key features of school effectiveness in the African context.

After the identification of the school effectiveness models and indicators, SeeQ can contribute towards formulation of policy recommendations and suggestions of new initiatives together with findings from the other EdQual projects. In particular, SeeQ's findings will be an important contribution towards the design of school self-evaluation tools, in collaboration with the Leadership & Management project.

The findings of the SeeQ project will also contribute to masters and doctoral level teaching programmes in University of Bristol and University of Dar es Salaam, to enhance understanding of school effectiveness amongst future policymakers and researchers.

### **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)*

The inclusion of the universalization of primary education (UPE) in the millennium development goals is an indication of the importance of quality basic education as a stepping stone to poverty reduction. The Education for All goals explicitly recognise that universalization of access to primary education needs to go hand in hand with quality improvements to ensure retention of pupils, sustainability of UPE and the relevance of the primary education. Primary schooling contributes to poverty reduction most directly through developing in children skills of literacy and numeracy and providing a foundation for lifelong learning, in particular acquiring higher order skills at the secondary level. Examples of such benefits are greater mobility that enhances job prospects, allowing families to diversify their incomes; enhanced ability and confidence to access healthcare and the legal system. Individuals' ability to protect themselves and their families from poverty is also dependent on awareness of social issues and the development of responsible attitudes. Currently, in SSA and other low-income countries, one of the most important issues that today's school children have to face is the prevention of HIV/AIDS and care of sufferers.

SeeQ will be a significant contributor towards knowledge on school effectiveness in challenging delivery contexts in Africa and other low-income countries. This is because of the current paucity of research in this area using multilevel analysis. Through concentrating on school effectiveness with respect to literacy, numeracy and AIDS/HIV awareness it will generate knowledge that will be useful to education planners at international, national and local levels. The growing respect for school effectiveness approaches amongst educational managers means that the research is likely to be well received amongst these audiences. The fact that the SACMEQ data set covers 14 African countries means that SeeQ's findings will be relevant to international agencies and to national policymakers and managers across Africa. At the same time, close dialogue with the Leadership & Management project will ensure sensitivity to role of local contexts and actors. It will also allow SeeQ to contribute towards the development of materials for headteachers.

The potential of SeeQ to impact on poverty reduction can only be realised with effective communication of findings (see section: *Communication with User Groups and Policy Makers*). International audiences will be targeted through international conferences (see communications section), strategically placed publications in

international journals such as the International Journal of Educational Development, short briefing papers and possibly one popular publication or contribution to a publication generic to the RPC. SeeQ researchers may also contribute towards modules on masters and professional courses for educational managers at the national and local levels through working closely with IIEP and coordinating the RPC institutions. With the assistance of RPC institutional coordinators, we will be in contact with staff of ministries of education and within agencies, such as OXFAM and Save the Children. At the local level, multilevel analysis can reveal information on performance that is relevant to school leaders. SeeQ will collaborate with Leadership & Management to develop materials for school leaders and for this purpose will seek out collaborators within the commercial sector, government and amongst agencies conducting significant projects around school improvement. SeeQ will also impact on poverty reduction through sharing findings with the other large-scale RPC projects. As the only large-scale project involving statistical analysis of large data sets it will contribute to the overall influence and credibility of the RPC and yield findings that will assist other projects to plan going to scale.

Education is just one sector that can help to alleviate conditions of poverty. Its impact on poverty reduction and livelihoods depends on the performance of other sectors, such as the national and international economy and agriculture. Hence, it is not possible to monitor the impact of SeeQ's activities on poverty reduction. However, we will monitor progress along the pathways to poverty reduction described above. Indicators include feedback from members of target audience in informal conversations, citations in reports authored or commissioned by international agencies concerned with education, a track record of contributing to higher education courses aimed at education professionals and school leadership training programmes; feedback from school leaders.

### **Addressing disadvantage**

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)*

Multilevel analysis allows SeeQ to identify pupil characteristics related to performance in literacy and numeracy. In this way, SeeQ can identify a profile of disadvantage for learners still in school towards or at the end of the primary cycle. Performing this analysis on a country-by-country basis will allow SeeQ to identify how this profile differs from country to country. Hence, SeeQ will be able to identify which groups of learners are most at risk of dropping out at the pivotal point of transition to secondary education. Background literature reviews for each country may also reveal particular policies as well as historical (e.g. recent history of conflict) or cultural factors that contribute towards the differences between countries in disadvantage profile. This will allow SeeQ to make policy recommendations for addressing disadvantage.

Likewise, isolation of school level effects will highlight characteristics such as schools

geographic location and staffing that disadvantage schools and recommend which types of schools should be targeted by policies and initiatives to address disadvantage.

### **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)

The SACMEQ data concerns literacy and numeracy of year 6 pupils and so is particularly relevant to the teaching of literacy and mathematics in primary schools. When SACMEQ III is available this will also include data on HIV/AIDS awareness, relevant to health education in schools. The strength of the SACMEQ datasets is that they allow comparison across different learning contexts, between countries in Southern and East Africa and within countries as the sample is selected to be representative all schools in each country.

The success and realisation of the African Renaissance for the 21<sup>st</sup> century is dependent on the success of the education systems in African countries, in particular, at the level of primary education, “For nowhere in the world has sustained development been attained without a well-functioning system of education, without universal and sound primary education, ...” (President Thabo Mbeki, Opening Speech, *Conference on Education for African Renaissance in the Twenty-first Century*, Johannesburg, South Africa, 6 December 1999). The value of emphasizing and researching the quality of primary education and the effectiveness of the primary schools of the African countries, where only a small proportion of school-age children are reaching the minimum required competencies in numeracy and literacy, is never so acute these days when other countries around the world are gradually realising their goals of *Education for All*. The acquisitions of both the essential learning tools and the basic learning content required by human beings “to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning” (*World Declaration on Education for All*, Article 1, Paragraph 1) is hard to achieve without minimum competencies in numeracy and literacy of all the citizens, in particular, the younger generation – the primary school age children who are the focus of SACMEQ and the SeeQ project. Our particular focus – Grade 6 students is significant because it provides information not towards the end of the primary cycle but close to the pivotal transition to secondary where in many Southern and East African countries, many pupils drop out of formal education.

### **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)

The SeeQ project will apply multilevel modelling techniques using MLwiN to analyse the SACMEQ datasets (including where possible value added measures.

Schooling systems usually group, nest or cluster students within classes and schools, which themselves may be clustered within education authorities and

countries. This is exactly the case for the SACMEQ datasets. The SACMEQ consists of 14 member countries, and data were/are collected from different schools, areas and countries. The traditional regression analyses suffer from the lack of validity through failing to take account of the school level clustering of students. An analysis that explicitly models the manner in which students are grouped within schools has several advantages. First, it enables data analysts to obtain statistically efficient estimates of regression coefficients. Secondly, by using the clustering information it provides correct standard errors, confidence intervals and significance tests, and these generally will be more “conservative” than the traditional ones which are obtained simply by ignoring the presence of clustering. Thirdly, by allowing the use of covariates measured at any of the levels of a hierarchy, it enables us to explore the extent to which difference in average academic achievement test results (including the HIV/AIDS knowledge tests) between schools are accountable for by factors such as school climate, teaching practice or possibly in terms of other characteristics of the student inputs, resource allocation and school management – interests of investigations for the SeeQ project. It also makes it possible to study the extent to which schools differ for different kinds of students, for example to see whether the variation between schools is greater for initially high scoring students than for initially low scoring students (Goldstein *et al*, 1993) and whether some factors are better at accounting for the variation for the former students than for the latter. Finally, it provides sophisticated quantitative evidence that can be used to inform the evaluation and screening of individual schools, using the performances of their students after adjusting for intake achievements. This can be done straightforwardly using a multilevel modelling approach. In some cases, some of the schools from the SACMEQ datasets may have very few students, fitting a separate model for each of these schools will not yield reliable estimates. The multilevel modelling approach can help us to obtain more precision by regarding the schools as a sample from a population and using the information available from the whole sample data when making estimates for any one school.

### 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?

The SeeQ project has three interrelated strands of activities: research, capacity building and strengthening, and dissemination and policy influencing. Below listed is the outline of the main activities (April 2006 – August 2010).

#### Research

- Ongoing systematic literature review on school effectiveness in low-income countries (following the focused literature review at the inception period of the RPC), focusing on the concepts, models, indicators and research methods of school effectiveness;
- Literature review on context and policy in selected SACMEQ countries (Kenya, Malawi, Tanzania, Uganda, Zambia, Zanzibar, South Africa, Botswana, Lesotho and Namibia).
- Ongoing contribution to the conceptualisation and debate of quality education of the RPC;
- SACMEQ II and III secondary data analyses to explore and identify quantitative models to create school effectiveness indicators relevant in low-income countries.

#### Capacity building and strengthening

- UK-based researchers visit schools in Tanzania and Zanzibar to have background knowledge of the school systems and current situations there;
- Gathering and understanding the African partner countries educational statistics released by the World Bank, UNESCO Institute of Statistics (UIS) and Statistics South Africa;
- Intensive advanced training courses and workshops in multilevel modelling techniques using MLwiN;
- Staff development course in management;
- Workshops on communications planning, monitoring and working with the media in SSA;
- One PhD student, Massoud Salim, attached to the SeeQ project, doing a project using multilevel analysis with longitudinal data from the Ministry of Education and Vocational Training, Zanzibar;
- Seminars and workshops for policy makers and schoolteachers to understand the key features of school effectiveness and school self-evaluation (also as part of the dissemination and policy influencing activities);
- Seminars and workshops with academics in Tanzania and Zanzibar to introduce multilevel techniques and the contribution value-added analysis for understanding quality within education systems and school self-evaluation.

#### Dissemination and policy influencing

- Share findings of the SeeQ project into the other four large-scale projects to provide large scale quantitative data to enhance the persuasiveness of EdQual's communication outputs;
- Seminars and workshops for policy makers, researchers and schoolteachers to understand the key features of school effectiveness (also as part of the capacity building and strengthening activities);
- Strategically placed academic and popular publications in national and international journals;
- Conference presentations and participation in international events such as UKFIET conference, ADEA meetings and UNESCO seminars;
- Contribute to the newsletters (RPC, SACMEQ, and IIEP) and websites;
- Feedback to findings to SACMEQ, which may usefully inform design of further data collection;
- Feedback to UNESCO IIEP that provides research training for policy makers, practitioners, and researchers of SACMEQ member countries;

The following is a work plan of the main activities, including approximate time allocated to each activity, people responsible<sup>4</sup> and milestones/outputs. The work plan will be reviewed quarterly as part of the quarterly reporting process.

---

<sup>4</sup> The first named person co-ordinates the designated activity. GY = Guoxing Yu, AB = Angeline Barrett, ST = Sally Thomas, MCS = Michèle Smith, MS = Massoud Salim, LT = Leon Tikly

Months	Activity	Main person	Milestones/outputs
April 2006 – Dec. 2009	Ongoing systematic literature review on school effectiveness, focusing on low-income countries	GY	1.a searchable reference database (available to the RPC website) by September 2006, and updated regularly; 2. a formal academic report/paper 3. a summary report (available to policy makers and teachers)
April 2006 – December 2009	Ongoing research methods training (multilevel modelling using MLwiN)	GY, MCS, MS, AB	1. it depends on the timescale of the seminars and workshops available at ESRC NCRM LEMMA (University of Bristol)
April 2006 – May 2006	Gathering World Bank and UNESCO comparative educational statistics of the RPC member countries	GY	1. summary report of the educational statistics (incl. literacy levels, educational investment) to the team members and if necessary other RPC projects too
April 2006 – August 2010	Ongoing creation and maintenance of webpage	AB	Webpage in place – attractive and useful. No. of hits from which country.
May – July 2006 (7 days)	Attending Staff Development course: Introductory Diploma in Management	GY	1. introductory diploma
April 2006 – August 2009	SACMEQ II data analyses	GY, MCS, MS	1.cross-national quantitative model. 2. country-models of Tz MI, Znz, SA, Uganda, Kenya, Malawi, Lesotho, Namibia & Botswana, including profiles of disadvantage. 3. Paper(s) for submission to international journal
July 2007	UK-based researchers visit Tanzanian & Zanzibari schools; conduct communication, capacity building and consultation workshop in Dar es Salaam and MoEVT, Zanzibar.	AB, ST, GY,	1. school visits (overviews of the school systems and situations)
September 2007	UK 9 <sup>th</sup> UKFIET International Conference on Education and Development (Oxford)	GY, AB, ST	1. conference presentation
Feb – June 2007	Orientation of new key researcher, re-fresher training, re-visit selection of variables for inclusion in models.  Install and become familiar with latest version of MLwiN (2.10 Beta) to speed up preparation of SACMEQ III data when released.	MCS	Re-commencement of data analysis with worksheets in MLwiN 2.10 Beta format.  Revised models with which new team have confidence.
Feb 2008–	Emerging findings from L&M	AB	Paper or book chapter drawing

Months	Activity	Main person	Milestones/outputs
Aug 2009	project inform interpretation of results of SeeQ analysis.		on both projects.
April – Aug 2008	Revise and update proposal, Action Plan and CAP to include consultation with Ken Ross & GY as required.	AB	Revised proposal and plan of activities which MCS & AB are able to implement.
April – Aug 2008	Literature reviews for on policy, especially FPE & decentralisation, and quality issues leading up to 2002 in 11 SACMEQ countries (Seychelles, Mauritius and Swaziland excluded), generating questions to guide further data analysis that make sense given recent policy history.	AB	Country background papers on as work in progress that will contribute to future SeeQ publications. Set of questions to guide country-by-country analysis of SACMEQ data
May 2008	Liaise with Makutano Junction over education content in 1 or 2 series being written in 2008	AB	Content related to quality indicators, in particular value-added, included in popular Kenyan drama series.
June-Dec 2008	Test revised model on all 14 countries and country-by-country (excluding Seychelles, Mauritius and Swaziland).  Develop model using repetition as a dependent variable. Analysis of SACMEQ III to be prioritised over this.	MCS	Tables indicating pupil, school context and school process variables correlated to performance and contribution of school to performance in each country.  Identification of explanatory variables that correlate with repetition.
July 2008 – Feb 2009	Draft WP2 presenting model for all 14 countries, for individual countries and interpreting in light of country background papers.  Possibly draft WP3 on factors associated with repetition.	MCS, AB	WP2 on website by Feb 2009.  WP3 on website by Mar 2009.
January 2009	Attending International Congress on School Effectiveness and Improvement	MCS	WP2 or methodological paper presented.
Jan – Aug 2009 <sup>5</sup>	SACMEQ III data analyses with respect to reading and mathematics.	MCS, MS	1. pupil, school context and school process variables identified and compared with SACMEQ II model.  2. changes in performance and

<sup>5</sup> Start date depends on release date of SACMEQ III dataset.

Months	Activity	Main person	Milestones/outputs
			contribution of schools to performance for each country compared to SACMEQ II cohort.
Jan-Mar 2009	Update country background papers, to include information on enrolment, repetition and retention patterns for SACMEQ III cohort, policies and quality issues up to 2007 (if not included in earlier drafts) and information on HIV/AIDS prevalence, awareness <sup>6</sup> .	AB	Revised country background papers by April 2009
Feb -May 2009	Draft communications outputs targeted at policy makers, the SACMEQ community, ministry officials, local education officials, academics in SSA and internationally.	AB	Policy briefing paper, reports or short articles for newsletters (e.g. UKFIET, CIES, IIEP, SACMEQ, EdQual) based on WP2 & 3.
Feb -May 2009	Draft communications outputs targeted at policy makers, the SACMEQ community, ministry officials, local education officials, academics in SSA and internationally.	AB	Policy briefing paper, reports or short articles for newsletters (e.g. UKFIET, CIES, IIEP, SACMEQ, EdQual) based on WP2&3.
Apr – Aug <sup>5</sup> 2009	Draft WP 4 presenting results of analysis of SACMEQ III reading & mathematics, comparing with SACMEQ II model and interpreting in light of information in country background papers.	MCS, AB	WP4 published on EdQual website by September 2009.
September 2009	UK 10 <sup>th</sup> UKFIET International Conference on Education and Development	AB, MCS	1. conference presentation
Sept – Dec 2009 <sup>5</sup>	Prepare communication outputs targeted at SACMEQ community, ministry of education officials, local education officials, academics in SSA & internationally based on WP4.	AB	Policy briefing papers targeted at Tz (MI & Znz), SA ready for publication and distribution.  Reports or articles in NORRAG news, UKFIET newsletter, IIEP & SACMEQ newsletter etc.
Sept – Dec 2009 <sup>7</sup>	SACMEQ III data analyses with respect to HIV/AIDS awareness.	MCS	pupil, school context and school process variables identified for quantitative model of school effectiveness across all 14 countries and country-by-

<sup>6</sup> Inclusion of HIV/AIDS analysis dependent on release of SACMEQ III dataset by Jan 09.

<sup>7</sup> Depends on SACMEQ III dataset being released by Jan 09.

Months	Activity	Main person	Milestones/outputs
			country. Comparison of models (or overall model) for HIV/AIDS, reading and mathematics.
Nov 2009 – Feb 2010 <sup>6</sup>	Draft WP5, presenting results of analysis wrt HIV/AIDS and models.	MCS, AB	WP5 on website by Mar 2010.
Jan – Aug 2010	Seminar and workshop for policy makers, academics, headteachers and local education officers in Tanzania, Zanzibar and South Africa	AB, MCS, MS, Mario Pillay, Hillary Dachi	3 seminars/workshops held by August 2010.
January – August 2010	Contribution to dissemination workshops in each EdQaul partner country	AB, LT, MCS, MS (one researcher to each of four workshops)	Presentation, policy briefs
January 2010 – August 2010	Revision of working papers for submission to journals or inclusion in editing books	AB, MCS, MS (GY)	4 articles or book chapters published.
January 2010 – August 2010	Considering future development, Final report writing	AB, MCS, LT, GY	1. final report 2. plan for future development 3. further disseminations in academic and research circles
Feb – Apr 2010 <sup>5</sup>	Prepare communication outputs targeted at SACMEQ community, ministry of education officials, local education officials, academics in SSA & internationally based on WP5.	AB	Policy briefing papers targeted at Tz (MI & Znz), SA ready for publication and distribution.  Reports or articles in NORRAG news, UKFIET newsletter, IIEP & SACMEQ newsletter etc.

### Risks

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)*

There are four areas of risks that the SeeQ project has to plan for the worst and has contingency plans in place to minimize or mitigate such risks.

- **Instability of personnel**

Project is highly dependent on person carrying out actual data analysis. Already the key researcher who was doing this has left the project and the member of staff at

GSOE who was providing support has stepped down her role to a more restricted advisory one. This has delayed data analysis by six months. The activity plan has been revised to account for this. As the SeeQ projects activities have also been reduced with the removal of the case studies and the analysis of qualitative data, it is highly likely the project will complete its revised activity plan by August 2010.

However, EdQual has invested in personnel in the following ways:

- Data analysis and management training;
- Visit to Tanzania and Zanzibar, partly to sensitize quantitative researchers to the context.

Fortunately, the new key researcher, Michèle Smith, is experienced in multilevel modelling and other statistical techniques. The Centre for Multilevel Modelling at Bristol waived fees for her to participate in refresher training in the MLwiN software programme, mitigating expenses to the project. Leon Tikly has taken over directing the project. The greatest impact then has been that Michèle has not had first hand experience of schools in Sub-Saharan Africa, although she has viewed secondary schools in Tanzania as a tourist. Hence, the role of Angeline Barrett in supporting interpretation of findings is more extensive. Michèle has also used the orientation time to introduce herself to the main quality issues confronting schools in SACMEQ countries. The PhD researcher, Massoud Salim, who is attached to SeeQ and works in the Ministry of Education and Vocational Training, Zanzibar is also expected to assist with interpretation with findings, especially with respect to Zanzibar and Tanzania Mainland, and also with analysis.

As there were no other appropriate applicants for the quantitative analyst role, SeeQ is now highly dependent on Michèle's commitment to the project.

- Late release of SACMEQ III dataset

The SACMEQ III data has now been collected but is yet to be cleaned. The activity plan revised in April 2008 assumes that the SACMEQ III dataset will be released by January 2009 at the latest. This is the latest date which allows analysis with respect to reading, mathematics and HIV/AIDS awareness. If the dataset is released between January and April 2009, the analysis of HIV/AIDS data will not be conducted. After April 2009, although it may still be possible to perform some analysis with respect to mathematics and literacy, it is unlikely that analysis will be completed in time for the dissemination phase from January – August 2010, affecting communication of the findings.

- Risks that prevent findings from reaching target audience

The SeeQ project is unique within EdQual in having no key researcher based in an African country. In Zanzibar, excellent relations with two senior officials within the Ministry of Education and Vocational Training, means that arranging communications events and distributing text-based outputs is very low risk. Massoud Salim, another MoEVT official, is also expected to facilitate communications, ensuring that communications outputs are pitched at the right level in terms of content and language and are fully accessible to his colleagues.

In Tanzania Mainland and South Africa, SeeQ is highly dependent on support from the ICs at University of Dar es Salaam and Wits EPU respectively. Both of the ICs are very enthusiastic about the SeeQ project but have many demands on their time. The seminar conducted in July 2007 in Dar es Salaam seemed to indicate that SeeQ will most easily reach an academic audience in Tz MI, including lecturers who lead on Masters level and vocational training programmes for educational management.

Communication with the MoEVT is may be facilitated through the Leadership & Management project, one of the researchers for which is drawn from the MoEVT. Wits EPU are adept at policy influence. Timing and preparation for communications seminars or workshops is likely to be crucial both to coincide with when the target audience of policy makers are available and a period when the IC does not have too many demands on his time.

### **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)*

Two parallel schemes, formative and summative, internal and external, are established to monitor and evaluate the implementation and the impact of the SeeQ project and the delivery of its proposed goals.

The collective and collegial decision making process in managing the SeeQ project (see *Project Management*) maximizes the chances of making the optimum decisions to implement the activities and to achieve its intended goals in research, capacity building and dissemination. This kind of decision-making process forms in practice the informal and integral ongoing self-evaluation activities of the SeeQ project. Other internal, formal and formative monitoring and evaluation is realised through the advisory functions of the Advisory Group, the RPC Director and the Senior Management Team. All the SeeQ researchers are collectively responsible for ensuring the project progresses as scheduled, and is carried out in an ethical and efficient manner.

Implementation of SeeQ will be monitored along with other EdQual activities in the following ways:

- Contribution to the Bristol quarterly reports, including updated activity plan;
- Report on progress with respect to research, communication and capacity building within the Annual Report drawn up by the director and submitted to DFID at end of September each years;
- Project spending will be tracked quarterly and summarised at the end of each financial year as well as in September for the Annual Report;
- Evaluation as part of the mid-term review in June-October 2007;
- Evaluation as part of any further review conducted by DFID.

Indicators of quality are those correspond to those in the RPC logframe. These are:

#### **Research**

- Working Papers produced to schedule;
- 2-3 articles accepted in internationally peer-reviewed journals;
- Feedback on presentations to academic audiences, e.g. at the UKFIET Oxford Conference in September 2007 and 2009;
- Statistical reports relating to popularity of Working Papers on the EdQual website;

- Feedback from L&M project on how SeeQ findings have been used in preparing data collection tools and combined with school level findings in research outputs;
- Feedback from CAG on quality and usefulness of academic outputs;
- Quality proposals for new projects grow out of the SeeQ project;
- Members of the SACMEQ community engage with research through informal conversation, email or citations in their own publications.

#### **Communication**

- Communication outputs such as policy briefs, articles and reports in newsletters are produced to schedule;
- Feedback from seminars and communications events, including informal meetings, with policy makers, educational managers and academics who teach on education management courses in Tanzania and South Africa;
- Statistics on EdQual website indicating popularity of communication outputs on web and hits on the SeeQ webpage;
- Evidence text-based outputs are getting into the hands of target audience and they are engaging with them, e.g. informal word of mouth information from individuals known to us within ministries/department of education, occasional emails from readers not known to us.

#### **Capacity-building**

- Massoud Salim graduates with PhD in the academic year 2010-2011;
- Evidence that Ministries of Education are using more sophisticated techniques to analyse data they already collect, including the SACMEQ data as a result of SeeQ's activities. This is most likely to occur in Zanzibar through the influence of Massoud Salim when he returns to his post having completed his doctoral studies. Evidence may be word of mouth advice from relevant individuals or reports of educational statistics;
- Course outlines from education management courses in Tanzania and a masters unit at Graduate School of Education, University of Bristol showing incorporation of SeeQ research into the curriculum;
- Contract researchers progress to jobs at same or higher level on or before completion of SeeQ.

#### **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)*

SeeQ will revise its Communication Action Plan in advance of SMT/CAG meetings in September 2008 and in line with feedback from the Mid-Term Review. Given that it is written by EdQual's communication manager, the SeeQ CAP should serve as an exemplar for other projects. The revision process will include identification and analysis of target audiences. The specific target audiences that SeeQ has identified to date are:

Hewlitt Foundation;

Ministry of Education & Vocational Training, Tanzania Mainland & Zanzibar;  
Department of Education, South Africa  
Academics in Tanzania, South Africa and internationally including lecturers  
and trainers in school leadership;  
IIEP & the SACMEQ community of researchers and senior government  
officials;  
ADEA;  
School leaders in Tanzania, Zanzibar and South Africa;  
Researchers in other EdQual projects, most especially Leadership &  
Management;  
School effectiveness researchers.

These target audiences who should be specifically interested in SeeQ findings.  
Other target audiences will be interested in SeeQ findings in so far as they contribute  
to the overall message and research of EdQual these include:

Academics and researchers within development agencies internationally;  
DFID  
Save the Children and similar INGOs;  
Ministry of Education and Sports & school leaders, Ghana;  
Ministry of Education & school leaders, Rwanda;  
Policy makers, including ministry officials in other SSA countries, e.g. Kenya;  
Policy influencers, such as donor agencies who have representatives on  
policy making working groups or who fund education development through  
SWAPs, e.g. USAID, UNICEF, Irish Aid, SIDA, DANIDA etc.

Analysis of target audiences will include identification of the most effective channels  
to communicate with each. Channels that to be used will include the following:

- Use of national and international popular media coverage, e.g. influence a storyline on primary education in Makutano Junction, a TV drama series viewed by millions of especially rural viewers in Kenya and soon to be aired in Ghana.
- Use of the UNESCO IIEP Newsletter and SACMEQ Newsletter and their websites to publicize and feed findings of the SeeQ project directly to SACMEQ and UNESCO IIEP
- Use of the RPC Newsletter
- Use of the RPC purpose-built website. The SeeQ project will continue to develop its own webpage.
- Use of special interest email discussion lists, e.g. those for researchers and practitioner of school effectiveness, quality education and international development
- Use of seminars and workshops for teachers and policy makers (at least one in South Africa and one in Tanzania)
- Use of personal contact and word-of-mouth
- Use of academic publications in journals and conference presentations (in particular, journals on international development, journals on educational assessment and evaluation, conferences on school effectiveness and educational development)
- Use of published research reports and policy briefings (two interim and one final reports)
- Use of teaching: feed into teaching at Masters and doctoral levels in RPC institutions. The feasibility of establishing an EdD programme on quality education/school effectiveness in Graduate School of Education, University of Bristol is under consideration. Advising lecturers on the Management of Education MA, Faculty of Education, University of Dar es Salaam and at the Agency for Development of Educational Management (ADEM) in Tanzania

**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*)

Although the research skills and expertise of the team members are complementary and will serve well to achieve the project's goals, there are several capacity strengthening needs as a team in order to maximise the value of the project in research, management, and dissemination. The most pressing capacity strengthening needs at the beginning of the SeeQ project is to develop and enhance (a) the quantitative research skills of all team members; (b) the UK-based researchers' knowledge and understanding of the educational and socio-economic systems and statistics of the African partner countries; (c) systematic understandings of the theories underpinning good management practice in general and skills in managing international projects involving countries of less economic and political stability in particular; and (d) skills in working with media and other communication channels to raise the public awareness of the issues in school effectiveness and education quality in low-income countries.

As an inter-disciplinary team, the complementarity of the members' skills and expertise make team working and learning from each other within the SeeQ project the key strategy and cornerstone for capacity building and strengthening. Meanwhile, the SeeQ project will also seek every other cost-effective opportunity for capacity building and strengthening. To this end, the following activities are planned initially:

- Participating the DfES PLASC/NPD User Group Workshop on 8 March 2006, organised by the ESRC Centre for Market and Public Organisation (CMPO) of the University of Bristol and supported by DfES. The Workshop is free and has methodology sessions to be led by Professor Harvey Goldstein – the leading expert in multilevel modelling using MLwiN.
- Participating MLwiN user workshops provided by the ESRC National Centre for Research Methods Node: Learning Environment for Multilevel Methodology and Application (LEMMA).
- UK-based researchers will take University of Bristol Staff Development courses for research staff such as Introductory Diploma in Management, accredited by the Chartered Management Institute (CMI). May 2006.
- UK-based researchers will make a visit in 2007 to South African and Tanzanian schools and consult with leading experts of school effectiveness in Africa, for example, Professor Ward Heneveld.
- All team members are expected to keep abreast with the development in international EFA monitoring (UNESCO EFA Global Monitoring Reports), SACMEQ III data collection, and other equivalent international surveys of students' academic achievement such as TIMSS and PIRLS in relation to African countries.
- All team members are expected to keep updated with the comparative educational statistics of the African partner countries supplied by the World Bank and UIS (UNESCO Institute of Statistics), as well as statistics provided by the African national bureaus (e.g. Statistics South Africa).
- Angeline Barrett will attend workshops on communicating with policy makers and

through the media in SSA.

- One PhD researchers, Massoud Salim, who is a member of staff at the Ministry of Education and Vocational Training, Zanzibar, will complete doctoral studies using Multi-Level modelling techniques. He will also attend MLwiN workshops and contribute to analysis of the SACMEQ data for SeeQ.

### **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)*

Dr Sally Thomas and Dr Guoxing Yu from the University of Bristol – the leading institution were Co-Directors of the SeeQ project from April 2006 – September 2007. ST reduced her role to 3 days a year in an advisory capacity from October 2007. GY continued until November 2007 when he resigned. GY & ST conceptualised the project and wrote the original proposal. Until November 2007 Guoxing Yu did the bulk of the data analysis and also conducted a literature review, with Sally Thomas advising on data analysis participating in dissemination and consultation workshops.

Dr. Angeline M. Barrett has worked with the project continuously provided expertise on African education systems to support interpretation of findings.

Prof. Leon Tikly took over directing the project in December 2007. Dr. Michèle Smith started as a key researcher in February 2008 with responsibility for data analysis.

**Mr Massoud Salim**, ?? Ministry of Education and Vocational Training Zanzibar holds a PhD studentship attached to SeeQ that runs from October 2007 – September 2010. He will assist with data analysis and interpretation of findings, especially with respect to Zanzibar. He will also assist with communications and capacity building activities in Zanzibar.

SeeQ is reliant on Dr. Hillary Dachi, as institutional coordinator University of Dar es Salaam, and Mr. Mario Pillay, as institutional coordinator Wits Education Policy Unit, to facilitate communication of findings in Tanzania Mainland and

**Dr Sally Thomas**, Reader in Education at the University of Bristol, will work 30 days a year in the capacity of Co-Director. She will offer both intellectual leadership and direction for smooth management of the project. Dr Thomas is an internationally-renowned expert in school effectiveness. Her international reputation in school effectiveness research endeavours such as the application of value added approaches, multilevel modelling techniques, and case study approaches to school evaluation and self-evaluation provide the SeeQ project with excellent and unique intellectual leadership in its secondary data analyses using MLwiN and the case studies proposed. Her intellectual leadership will greatly enhance the quality and direction of research, capacity building, and dissemination and communication activities of the SeeQ project. Dr Thomas has extensive PhD supervision experience and will advise the PhD student to be attached to this project. Dr Thomas has been directors and co-directors of many research projects, including British Council-China Link on School Effectiveness in rural areas in northern China, Lancashire LEA Value-

added Projects, ESRC National Research Methods Node LEMMA (Learning Environment for Multilevel Methodology and Application). Her extensive project management experience will not only optimise the smooth management of the SeeQ project *per se* but also play a significant mentoring role in developing the project management capacity of the other team members.

**Dr Guoxing Yu** will work full-time (100%) in the SeeQ project, and co-direct the project with Dr Sally Thomas. He was trained as language testing specialist, focusing on the development and validation of educational and psychological assessment tools. He has been funded by the China Scholarship Council Fellowship (1999-2000), University of Bristol Postgraduate Research Scholarship, DfES Overseas Research Student Award (2002-2005), Educational Testing Service (Princeton, USA) in 2004, and University of Michigan Spaan Fellowship (2006) to conduct quantitative research into language assessment. He has also been providing support and services of quantitative data analyses for several externally-funded research projects in the University of Bristol Graduate School of Education. During the inception period of the RPC, he was also developing his knowledge in quality education and school effectiveness models relevant to low-income countries. Dr Yu's research experience in assessment of language and literacy, demonstrated skills and potential in large-scale quantitative data management and analyses, and knowledge in school effectiveness models and indicators relevant to low-income countries will allow him in a good position to play a major role in the SACMEQ secondary data analysis using multilevel modelling techniques. He is also an experienced researcher in qualitative data analysis using computer programmes, which will lend support to other team members with the analysis of the qualitative data to be collected from the case study schools. Prior to his research experience in the UK, he directed two research projects in China. Co-directing the SeeQ project will provide him with opportunity to develop his capacity in managing international projects.

**Dr Angeline Barrett** will devote 30% of her time to the SeeQ project activities. She is also the RPC Institutional Coordinator for the University of Bristol. Dr Barrett has extensive research and working experience in African context. Her expertise on teacher professional development in Sub-Saharan countries provides a unique perspective for the SeeQ project to gain insight into the role of teachers in school effectiveness models and indicators relevant to low-income countries. Her background knowledge of the educational systems in Tanzania, with which she has been involved as first a practitioner and then a researcher for the last ten years, are indispensable for the SeeQ project to make informed interpretations of the SACMEQ data analyses. She is also a researcher on EdQual's Leadership & Management project, so plays a key role in sharing findings between the two projects. She led EdQual's international literature review on education quality and so will also play a key role in feeding findings from SeeQ into conceptualisation of quality across EdQual. As EdQual Communications Manager and Bristol IC she will be the main person responsible for communication of SeeQ research.

**Dr. Michèle Smith** will work half-time on the SeeQ project. She has been the key quantitative analyst on two previous research projects involving the analyses of large-scale social science data sets.

### **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*)

From April 2006 – October 2007, the Co-Directors (Dr Sally Thomas and Dr Guoxing Yu) took overall responsibility in managing the SeeQ project, reporting to the RPC Director (Dr Leon Tikly), the RPC Advisory Group and the Senior Management Team (SMT).

Since October 2007, the SeeQ project has been directed by Leon Tikly. From February 2008, Michèle Smith and Angeline Barrett have taken responsibility for the day-to-day running of the project, reporting on a monthly basis to Leon Tikly. Sally Thomas provides advisory support for 3 days a year. The project can also contact Ken Ross, director of SACMEQ for advice.

## **SECTION 3. FINANCIAL INFORMATION**

### **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*)

The SeeQ project does not have a plan at the moment to attract further funding besides that available through the RPC. However, a smaller-scale project proposal might be submitted to the RPC Small Project Grant. For a tentative plan for the study, see Footnote 2 of this proposal (p.3).