Annual Report 06/07

September 2007

Section One – Background Information

Title of RPC:
Implementing Education Quality in Low Income Countries

Reference number:
HD9

Period covered by report:
September 06 to September 07 inclusive

Name of lead institution and Director:
Graduate School of Education, University of Bristol, UK
Professor Leon Tikly

Key Partners:
Department of Education, University of Bath, UK
Kigali Institute of Education, Rwanda
Institute for Educational Planning & Administration, University of Cape Coast, Ghana
Faculty of Education, University of Dar Es Salaam, Tanzania
Education Policy Unit, University of the Witwatersrand, South Africa

Countries covered by research so far[1];
Zanzibar, Zambia, Tanzania, Botswana, Kenya, South Africa, Ghana, Rwanda, Zimbabwe, Pakistan, Mozambique, Seychelles, Mauritius, Lesotho, Swaziland, Malawi, Namibia, and Chile.

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[1] This includes countries covered by on-going empirical research activities including the 14 countries involved in SACMEQ. It does not include all of the countries covered by the international literature reviews.

Section Two – Summary

In the last year EdQual has made significant strides in meeting its outputs. These include:

- Three small scale projects have commenced in the areas of inclusive education, school buildings and the impact of the NEPAD e-school initiative on community health and poverty reduction. These are in addition to and complement the work of the large scale projects.

- Developing the focused literature reviews for the five large scale projects into full reviews incorporating meta-analyses of existing initiatives. These are now published on the EdQual website.

- Completing an initial analysis of the SACMEQ II data and the development of key indicators of quality and a model of school effectiveness relevant to Africa.

- Significant progress in baseline data collection and analysis with final baseline reports due in December 07.

- Identification of samples for research and progress in the development of instruments and interventions for African based projects.

- EdQual has been successful in attracting multiplier funding. £250k was awarded to members of the language and literacy team for a related project on language and assessment in Zanzibar. £5k was awarded to members of the ICT team to develop a website devoted to disseminating good practice in ICT and education in Africa (Kalafrica).

- Ongoing interaction with policy makers through research collaboration, meetings (formal, informal, seminars, conferences) and text-based outputs.

- EdQual featured in international and nationally based newspaper and TV. Other key communication successes include participation in conferences, seminars and workshops, both organised by EdQual and other organisations, through the EdQual website and strategic distribution of newsletters.

- All 10 EdQual PhD studentships have been awarded and have commenced. One additional Commonwealth scholarship linked to EdQual won.

- Four capacity building workshops linked to each of the four African based LSPs successfully completed and well evaluated.

- A second EdQual administrators' workshop successfully completed and well evaluated.

- Multiplier funding in the area of capacity building has been won from the DfES funded England Africa Partnerships in higher education programme for £92k. This will be used to strengthen PhD programmes within two EdQual partner institutions (Cape Coast and Dar es Salaam).

Section Three – Key Themes

3.1 Progress with Outputs

Below is a summary of progress with the research, communication and capacity building outputs identified in the logframe. Because of the centrality of capacity building as an output in itself in the EdQual RPC it has been included in this section rather than as a separate annex as in previous years.

3.1.1 Research

Small scale projects commenced

Three small scale projects have been selected for funding through a competitive tendering process and have commenced. Full project proposals are available on request and from the EdQual website (http://www.edqual.org). Below is a summary of the small scale projects:

Title	Partners	Countries covered	Duration	Funding
Developing an index of inclusion for Tanzania	University of Bristol (lead); TENMET (Tanzania)	Tanzania	April 07-March 08	£20k
Improving the quality of education through innovative school design	Edinburgh school of art (lead); University of the Witwatersrand; University of Cape Coast	South Africa, Ghana	April 07 – April 08.	£20k
An assessment of the NEPAD e-school initiative in the promotion of community health and poverty reduction in Kenya and Rwanda	Kigali Institute of Education, Rwanda; Moi University, Kenya.	Rwanda, Kenya	March 07 – Sept 08	£15k

All of the projects are currently underway. The inclusion project has suffered a delay caused by initial disagreements between the UK and Tanzanian based team members over the sample and equipment procurement and a subsequent breakdown in communication. This has delayed a transfer in funds to the Tanzanian partners. The RPC Director has intervened and conducted meetings with the Tanzanian and UK based researchers. Agreement has now been reached and will be incorporated into a memorandum of understanding that will allow for funds to be released to the Tanzanian partners and for the research to get under way. The school building project has completed initial data gathering and a first round of dissemination. The participation of one of the Ghanaian partners, Cape Coast, has been limited to date due to power and communication problems whilst the lead researcher was in Ghana.

They are currently re-evaluating their future role in the project. Data gathering on the NEPAD evaluation project is under way in Rwanda and Kenya. The team have requested the second tranch of funds for the project to be released early to facilitate field work and this has been approved by the RPC Director.

Expanded literature reviews and meta-analyses for LSPs
The focused literature reviews have been developed into fuller reviews for each of the large scale projects incorporating a meta-analysis of existing initiatives. The reviews address the strengths and weaknesses of existing initiatives, examples of effective practice and gaps in existing knowledge that the projects will address. They are published on the EdQual website. Literature reviews for the three small scale projects are underway.

Progress with data collection and analysis for LSPs
Secondary analysis of the SACMEQ II data is well advanced in the SeeQ project (LSP 1). A model for school effectiveness has been developed based on data from all 14 countries. This has revealed new insights into the key indicators of education quality associated with school effectiveness as well as confirming existing knowledge. Country specific models for Tanzania, South Africa and Zanzibar have also been developed revealing both overlaps and variation between contexts. It was originally envisaged that analysis of SACMEQ III data would commence in April 2007 but this has been delayed by one year reflecting delays in the SACMEQ III data collection. The team are currently reviewing the scope of their case study work as economies of scale may be possible if they can combine with the L&M LSP. There are currently staffing and management issues with this project and these are reported in section 4.3.

Baseline data collection and analysis is advanced in the four African based LSPs and continuing. There has been some delay to all of the schedules set out in the revised activity plans submitted to DfID last November. In the case of the implementing curriculum change project this has been due to a long running teachers strike in South Africa which prevented access to schools and a high staff turnover although the new lead researcher is making excellent progress in putting the project plans back on track. The ICC strand in Rwanda has been delayed because of capacity issues related to the lead researcher undertaking a PhD and a lack of alternative resource and lack of clarity with respect to methods. These have now largely been resolved through KIE involving more personnel and through the research methods workshop in Kigali in June. In the case of the language and literacy and leadership and management strands based in Tanzania, delays have been attributable to capacity issues including the long term illness of a key researcher, heavy teaching load of the institutional coordinator and ongoing communications problems linked to power outages. Strategies to deal with these issues are ongoing (see section 4.3). Delays to the Ghana strand have been attributable to the unexpected early closure of schools for holidays which has delayed data collection and to power outages which have hampered communications. In the case of the ICT project delays have been caused due to the need to revise baseline instruments and difficulties in organising workshops. Despite the delays it is anticipated that all baseline reports from the LSPs will be available on the EdQual website by December 07 which is in line with the plans submitted last year. Sample schools and educators have been identified for the commencement of action research in the case of all LSPs which is again in line with plans.

Multiplier research funding
Colleagues working on the language and literacy LSP have been successful in winning multiplier funding form the DfID/ ESRC joint grants scheme to look at the role of language in student performance in national examinations. The SPINE project is funded at £250 k.

Development of ethical framework
The EdQual RPC acknowledges the importance of an ethical framework and guidelines to support its activities. A paper on ethical guidelines has been discussed by the SMT and CAG and is subsequently being subjected to further review by a smaller group. The framework draws on good practice internationally. It is the intention to have the guidelines in place before the major round of data collection commences later this year.

3.1.2 Communication
Evidence of interaction with policy makers
Interaction with policy makers has been through research collaboration, meetings (formal, informal, seminars, conferences) and text-based outputs. Tanzania Education Network (TEN/MET), which coordinates advocacy on education and sits on policy working groups, is a partner on a small scale project on inclusion. The Deputy Principal Secretary Ministry of Education and Vocational Training (MoEVT), Tanzania (Mainland) is a member of Tanzania's Advisory Group and supportive of research uptake. The Research Unit at MoEVT is also beginning to engage with EdQual's research through participation in EdQual workshops. The Ministry of Education and Vocational Training (MoEVT), Zanzibar, is supporting SeeQ's research. Massoud M. Salim, Head of the Policy and Planning Division, will be exploring with the SeeQ team how MoEVT, Zanzibar can make use of the SACMEQ data through a PhD study. Researchers at EPU have introduced the ICC and ICT projects in meetings in the National Department of Education, South Africa. Ministry officials have participated in the opening day of an ICT workshop in Rwanda and in a seminar on school effectiveness by the SeeQ project in Zanzibar (attended by 20 senior officials). The UKFIET conference, where EdQual is holding a symposium in which it has invited participation from Oxfam GB & Save the Children Fund, is well attended by advocates and policy makers. EdQual was well-represented at the Conference of Commonwealth Education Ministers (CCEM) in December 2006. An article by Leon Tikly on education quality featured in a special supplement of the WeeklyWeekly Mail and Guardian, a major national newspaper during the week of CCEM. EdQual has contributed to the chapter on quality in the Education for All Global Monitoring Report 2008, which is distributed to policy makers and influencers internationally.   In Ghana, EdQual's newsletter and a locally produced flier has been distributed to the Ministry of Education and Sports (MoESS), Ghana Education Services (GES), regional and district directorates. EdQual has been assured of support from the Chief Director of MoESS, the Director-General of GES, Regional and District Directors of the GES.

Good communication of research
The main vehicles of communication during the second year of EdQual have been through participation in conferences, seminars and workshops, both organised by EdQual and other organisations (see appendix 6.5 for details), through the EdQual website and strategic distribution of newsletters. The website is becoming an increasingly important communications tool, which has attracted attention from individuals working for Teachers TV and NGOs running education projects in Africa as well as keeping researchers up-to-date. EdQual researchers are involved in the development of a web-based resource on ICT in learning in Africa (http://www.daddo.it/kalafrica/index.htm). The work of EdQual has been featured in

several prominent newspaper articles including a special edition of the Weekly Mail and Guardian in South Africa and the Weekly Guardian international (hard copy and web version).

ICC has used professional associations and networks to communicate internationally, presenting at events organised by the Southern African Association for Research in Mathematics and Technology Education and the International Commission on Mathematical Instruction. The PhD students, who were both formerly practicing teachers, are effective ambassadors amongst practitioners. ICC has also presented its research plans on SABC 1 Learning Channel (South African equivalent of Teachers TV) and will follow up with presentations of findings as they emerge.

The L&M project has reached out to practitioners through needs analysis workshops for headteachers. The debate in the Tanzania workshop was captured in a workshop report that has been translated into Swahili for distribution to schools, District Education Offices and teachers' centres.

3.1.3 Capacity Building
Research training
Each of the African based LSPs has had at least one research training workshop. Reports of the workshops are available to download form the EdQual website.

- The ICT team had a training workshop in the use of collaborative action research techniques in Kigali in April 07.
- The language and literacy team had a research training workshop on data collection and analysis in Dar es Salaam in February 07;
- The implementing curriculum change (ICC) project had a research training workshop workshop for the South African based key researchers on the case study research in Johannesburg in March and one on the use of collaborative action research and of video papers in Kigali in June 07;
- The leadership and management team held two training workshops on data collection techniques in Dar es Salaam and Cape Coast in February and March 07 respectively.

Practitioner training/ needs analysis workshops
The following workshops were run to train practitioners who will be participating in our research projects. Reports of the workshops are available from the EdQual website.

- The ICT team held a training workshop for practitioners in the use of spread sheets to support teaching and learning and administration in Kigali in November 06.
- The leadership and management team held three needs analysis workshops in Dar es Salaam, Tanzania and Cape Coast and Tamale, Ghana. The Tanzanian workshop was attended by 30 headteachers from across the country and the Ghanaian workshops by some 300 headteachers form the northern and southern districts of the country.
- The ICC team held a needs analysis workshop for South African teachers participating in the project in April 07 focusing on the demands of the new science and mathematics curricula.

Administrator training workshop
An administrator training workshop was held in Bath in September 07 as a follow up to the successful workshop held in November 05 in Dar es Salaam. The main purpose of the workshop was to develop administrator expertise in programme and budget management and in the use of ICTs to support administrative tasks including

communication. The workshop was designed in response to capacity building issues that have been flagged during programme review exercises. The workshop was evaluated and the feedback from participants was positive.

Gender awareness workshop
A gender awareness workshop was held for key EdQual researchers in September 07. The workshop was facilitated by Dr Sheila Aikman who is a member of CAG and supported by Dr Anjum Halai who is a senior researcher at Aga Khan University (an associate partner to EdQual). The workshop was in response to a suggestion raised by the CAG last year that the RPC needed to more fully integrate gender into the research projects. The workshop was evaluated and the feedback from participants was positive. A next step is for the Director and SMT to work more closely with individual projects to ensure that issues raised in the workshop are incorporated into plans. Dr Aikman has agreed to continue to advise on this.

PhD studentships
We have made excellent progress in this area within a limited budget (£36k per student). We have now identified all ten candidates for the awards. We have also been successful in winning a scholarship form the Commonwealth secretariat for another PhD studentship linked to EdQual. Eight students have already commenced their studies in the academic year 06/07. The remaining three will commence in the 07/08 academic year. Four students are at Bristol, three at Bath, two at Wits and one at Dar es Salaam. All of the UK based students are researchers active on one or more of the LSPs. The programme for UK based students is based on a split site model so as to provide minimum disruption to project plans with an initial year in Bristol to develop PhD proposals, eighteen months in home institutions to collect data and six months to write up findings in Bristol with the option of extending the period of study for a further year. Research areas are still being identified by the students and their advisors and next year we hope to report on the 'fit' between PhD topics and research projects.

Summary of progress with outputs

During a teleconference with CRD reported that in its own risk analysis DFID had assessed EdQual as 'very likely to achieve its purpose'. Below is a summary of EdQual progress in relation to purpose so far.

Outputs*	OVIs*	Progress since last annual report**	Recommendations/ Comments***
1. Research New understanding of education quality & indicators relevant to the needs of disadvantaged learners developed. New examples of effective practice in implementing education quality identified. New practical initiatives to improve the quality of education designed. New knowledge of effective practice in mainstreaming initiatives to improve the quality of education developed.	Joint research reports with explicit and feasible recommendations for policy and practice for each research project. New initiatives with explicit and feasible guidelines to assist policy makers to mainstream as detailed in project proposals. Quality publications relating to each of the four research objectives.	Small scale projects (SSPs) commenced Literature reviews & synthesis of existing initiatives & identification of samples completed for large scale projects (LSPs). Collection & analysis of baseline data for LSPs 2-5. Ongoing production of baseline reports. Secondary analyses of SACMEQ data Apr 06-June08 for LSP 1 Commencement action research in sample institutions for LSPs 2-5 Multiplier funding awarded to L&L team, DfID/ ESRC (£25Ok) to look at language in national assessment.	SMT take greater responsibility for adhering to agreed activity plans.
2. Communication New knowledge effectively communicated to key policy makers and influencers; New knowledge effectively communicated to practitioners. New knowledge effectively communicated to research community	Key policy makers and influencers have shown active interest in applying new knowledge and initiatives from all four research outputs by the end of the RPC. Practitioners in case study schools actively implementing new initiatives.	Links with policy makers maintained or deepened. Links with policy influencers extended. Collaborations established. School effectiveness seminars with MoE officials (in Zanzibar) and other stakeholders (Znz & Tz); meetings with DoE officials in	Recommend project teams review their communication strategies and up date to reflect lessons learnt. Recommend UKFIET papers submitted to international peer-reviewed journals and proposals submitted for special issues in 2009-2010.

| | Joint conferences and research bids developed with other RPCs and/or research teams. | South Africa; participation of policy makers in workshops in Rwanda.

Website improved and literature reviews, workshop reports & other research documents uploaded.

Contacts & collaborations established with Save the Children Fund, smaller NGOs and related research projects/programmes (beyond access; TESSA).

Participation in several international and regional conferences.

Contribution to chapter of GMR2008. | |
| **3. Capacity strengthening (See annex 6.6 for details)**

Capacity of consortium institutions to generate and communicate new knowledge strengthened.

Capacity of practitioners to implement quality improvement initiatives strengthened. | Increase in numbers of staff in African partner institutions with doctoral degrees; African partner names on publications in international peer reviewed journals; successful completion of research projects led by African and UK institutions; core base of administrators, researchers and teachers within African institutions with enhanced skills; successful bids by African institutions for research projects outside of and after | Ongoing project management and admin training and support.

Research training workshops to support baseline studies and action research.

Strengthening of partner institutions through awarding EdQual PhD studentships.

Ongoing administrative training to support projects.

Successful application for multiplier funding | Ongoing capacity issues in two partner institutions need attention. Deal with these at institutional level (see section 4.3)

Bid for DELPHE funding to provide ongoing support for doctoral programmes beyond EAP link. |

| | the RPC; number of women in senior management positions in RPC activities and in member institutions;

Number of new initiatives pioneered by practitioners as a result of participation in the research process and professional development activities. | from England Africa partnership in higher education (DFES, £92k) to support development of PhD programmes in two partner institutions | |

3.2 Progress with purpose

Purpose*	OVIs*	Progress**	Recommendations /comments***
Purpose: Policy makers and practitioners have new knowledge, initiatives and a sustainable research capacity to assist them in improving the quality of education for disadvantaged learners.	Policy makers and practitioners plan to implement new knowledge and initiatives from all four research outputs by the end of the RPC. Examples of related changes in policies, and practice in the areas covered by the research projects during the lifetime of the RPC and beyond. African partner institutions have increased research outputs in one or more areas of education quality by the end of the RPC.	Clear, sustainable lines of communication with key policy makers and practitioners have been established. Policy makers and practitioners have actively demonstrated awareness and support for EdQual outputs and purpose and contributed to identification of programme priorities.	It is suggested that OVI '1' be reviewed as the RPC progresses to assess how realistically it might be achieved.

3.3 Research Impacts

3.3.1 Baseline evidence
Details of baseline evidence that will be collected and monitored are given in project proposals. Some of the baseline data that will be collected will be used to monitor the impact of new knowledge and initiatives on outcomes that are themselves related to the MDGs. For example, all of the projects intend to impact on access to basic education and gender equity through quality improvements whilst others intend to impact on HIV/AIDS awareness, health and nutrition (SeeQ, ICC). Other data that will be collected relate to areas of well-being such as the level of community involvement in schooling and community access to ICTs (L&C, ICC, ICT). An important qualification concerning monitoring of the impact of the programme on poverty reduction is that existing research evidence suggests a complex link between education quality and poverty reduction, one that is mediated by a range of factors. It will, therefore, not be possible for the RPC to monitor its impact on poverty reduction directly because it will not possible to determine whether any measurable reduction in poverty is a direct result of RPC initiatives.

3.3.2 Evidence of policy makers and stakeholders awareness of research findings
Evidence has mainly taken the form of conversations with policy makers and stakeholders during EdQual events, such as the SeeQ seminars in Zanzibar and Dar es Salaam, the opening day of the ICT workshop in Rwanda and the Needs Analysis workshops with headteachers in Tanzania and Ghana. Similar evidence has come from conversations during events organised by others, such as the meetings at the National Department of Education, attended by EPU researchers, workshops organised by the Rwanda Information Technology Agency and international conferences. Another form of evidence are email queries from individuals belonging to NGOs and other organisations (e.g. Teachers TV) who contact us after seeing our website. Together this evidence demonstrates a wide awareness of the existence of the EdQual programme internationally and in UK. There is also awareness amongst key stakeholders of EdQual projects within the countries in which they are conducting research.

3.3.3 Progress in north-south, south-south and south-north learning
Progress with *North South* learning has progressed through the role of northern partners in Bristol and Bath contributing to research training workshops in each of the four African based projects and through their contribution to literature reviews, meta-analyses, the development of research instruments, joint conference presentations and collaborative writing for publication.

Progress with South South learning has been evidenced in the projects through sharing of ideas and experiences in workshops, Southern partner led training in action research techniques, institutional visits, and joint publications.

South North learning has been facilitated by Northern partner visits to schools in Southern partner countries, meetings with practitioners and policy makers in the context of needs analyses workshops, joint conference presentations and writing for publication.

Section Four – Lessons Learnt

4.1 Working with Partners

In the last annual report we highlighted the significance of a decentralised structure for creating a sense of ownership of research and for improving relevance but also highlighted the concomitant capacity building issues that emerge in Southern led projects. We suggested that capacity needs vary between partners and evolve and therefore need to be monitored and highlighted the important role of South South learning in supporting institutional autonomy. These lessons remain important for EdQual. An additional lesson to emerge is the importance of human relationships and trust between partners and colleagues as a basis for ensuring effective outcomes. These need to be actively nurtured. A key element is providing opportunity within the management structure and in the context of project work for frank and open discussion and dialogue on emerging issues and concerns within a mutually supportive environment.

4.2 Good Practice/Innovation

We have added to the list of innovative practice in the last annual report:

- Decentralised management structure;
- Partnership agreement between participating institutions;
- The use of small scale projects to support programme goals;
- The use of mixed methods within and between projects;
- Providing training and on-going support for administrators;
- Centralised support for some major administrative tasks such as international travel;
- Offering a relatively large number of studentships;
- Regular meetings between education RPC Directors;
- Split site PhD programmes linked to LSPs (see annex 6);
- Knowledge of relevant languages;
- Key role of Southern partners in training;
- The use of visual images as part of a communication strategy.

4.3 Project/Programme Management

In the last annual report we commented on the need within a decentralised structure for ICs and lead researchers to demonstrate leadership in relation to achieving programme outputs and purpose. However, the need to develop capacity in project management to support the leadership role has become increasingly clear since the inception phase including human resource and budget management. Some emphasis was given to this in the early stages of the RPC through administrator and IC workshops but support needs to be sustained and ongoing. Face to face mentoring to deal with specific tasks such as financial reporting or constructing budgets is an effective strategy.

A second set of issues to come to the fore concern institutional support for projects. One is the importance of a senior figure in the partner university to champion the RPC particularly where the research personnel are relatively junior. Another is to ensuring that researchers are afforded the necessary time to undertake research activities. This might involve, for example negotiating directly for teaching cover to be provided. This can be problematic in departments with high teaching loads and where only a portion of the personnel budget goes to the university itself.

There is inevitably a degree of staff turnover within projects and this needs to be managed. Within the SeeQ project for instance, the lead researcher, Dr Yu, has recently resigned having taken up another post and his job is currently being

advertised by Bristol. He has agreed to mentor the new appointee and to maintain an active interest in the project as an advisor to facilitate a smooth succession.

4.4 Communication
We have added to the list of communication related lessons from the last annual report:

Internal communication
- Early and ongoing emphasis on developing ownership and shared understandings of programme and project goals is essential within and across research teams;
- Face to face communication is the most effective for progressing plans and ideas;
- Mobile phones are an important complement to e-mail communication;
- E-mails can be unreliable, especially as there have been long periods of power outages in some partner countries;
- In these circumstances UK based institutions have a critical role to play in facilitating communication, e.g. initiating contact between team members in relation to previously defined programme activities;
- Strategic use of e-mail is important. One mail containing key facts/ ideas is better than a proliferation;
- Assume that messages have not been effectively communicated unless they are responded to.

External communication
- The role of the communications manager in UK as a relative expert on communications is vital. Nonetheless the Director still has a leadership role when it comes to designing communications strategy and reinforcing to researchers the importance of communications;
- The relatively small size of RPC makes it difficult and inefficient to sustain a communications leadership independent of research leadership within our partner countries. In practice, Institutional Coordinators within our partner countries lead on both;
- Similarly, it is difficult for those leading EdQual activities to engage with a communication strategy and communication action plan that is separate from their overall 'research' action plans;
- However, our partners have considerable expertise on how to communicate research within their countries, do value communications and give considerable time and attention to communications;
- The greater challenge is capturing and recording what we are doing in terms of communications. This does require time and resources that were not initially budgeted for because DFID's guidance on communications was published after the start of the RPC;
- The nature of research (many LSPs using action research) means that many communications activities (e.g. consulting & disseminating to policy makers & practitioners) are intrinsic to research activities;
- An effective website requires considerable resource to make it work and this needs to be adequately planned and budgeted for.

Section Five – Programme Management

5.1 Definition and Prioritisation of Research Themes

In the last annual report we described the iterative process through which themes and priorities were initially developed through the early and ongoing involvement of partners and key stakeholders including policy makers, practitioners, DfID and the academic community as well as the CAG and sister RPCs. In the subsequent period our priorities and plans have been further influenced in a number of ways:

During a video conference with CRD in January 07 the following issues were addressed. In the last CAG meeting (held in October 06) some members of CAG had expressed the view that DFID's expectation that the RPC contribute to poverty alleviation was unrealistic. CRD clarified that DFID does not expect us to have immediate impact but rather to think about how our work will impact on poverty over the long term. The upshot is that we should be thinking about how our research will be taken up and by whom beyond the lifetime of the RPC.

It was also explained that DFID had hoped, perhaps unrealistically, that EdQual would be an international voice for quality. The concern was raised that our local projects may not generate knowledge useful at the macro-level. From EdQual's point of view, the projects are designed to be both locally relevant and cross-national and subsequent discussion between the Director and DfID education advisors have focused on how to achieve a balance between context specific knowledge with the need for globally relevant knowledge. A key strategy will be to synthesise findings from local projects into something with more of a global reach.

EdQual priorities have also been shaped by on-going dialogue with policy makers, practitioners and other key stakeholders in the context of national reference groups and workshops. NRGs have been established and are running in Ghana, South Africa and Tanzania and are currently being instituted in Rwanda. The SeeQ project participated in two workshops with key stakeholders including policy makers in a recent visit to Tanzania and Zanzibar in July 07 to discuss future research plans in the light of initial findings from the study and local realities. The leadership and management team have held highly successful needs analysis workshops with headteachers in Ghana and Tanzania in February 07 which have helped to shape research priorities.

5.2 Partners' Contribution to Programme Management.

A detailed account of programme management arrangements was given in the last annual report. Partners continue to contribute to programme management through their representation on the senior management team which meets annually face to face but is also regularly consulted by e-mail by the RPC Director on key decisions. One member of the SMT is also represented on the CAG on a revolving basis.
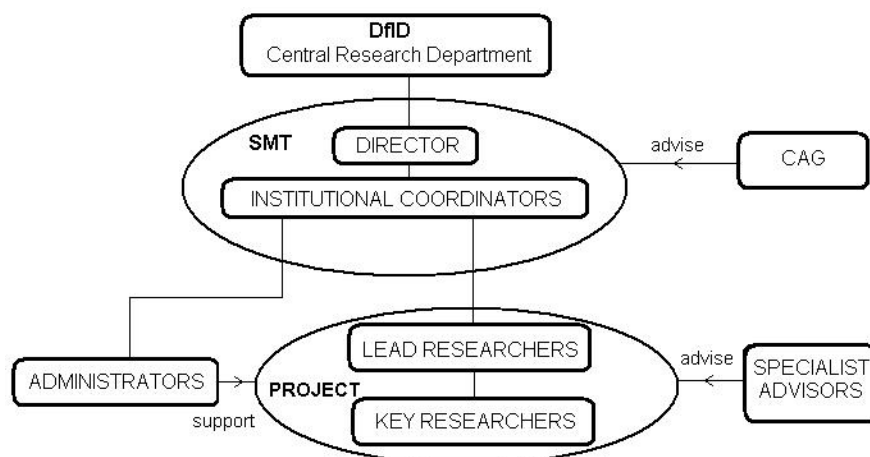
Diagram 1: Management structure of EdQual RPC

The structure of the RPC is based on having institutional co-ordinators in charge of institutional budgets and represented on the SMT. This works well particularly for the African partners as it allows the ICs to co-ordinate all project, communications and capacity building activities within country. The structure also appears to work well in Bath which does not have its own LSP and the role of the IC is to co-ordinate Bath's input into the other projects. In the case of Bristol the SeeQ team opted for an approach which was felt at the time to be more straightforward in which they reported directly to the RPC Director rather than to the IC at Bristol. This approach is currently being reviewed as it has not facilitated as much co-ordination with the other LSPs as had originally been envisaged. Following the review a new structure will be put in place.

5.3 Changes to the Programme
At this stage there are no suggested changes to the programme beyond what was agreed and implemented last year. Certain features of the programme including the links between the SeeQ and other LSPs and the management arrangements for the SeeQ project are currently under review as indicated in earlier sections of the report.

5.4 Effectiveness of On-going Monitoring Arrangements
RPC Director
The RPC Director has played a significant role in monitoring and providing feedback on project outputs including the LSP proposals. The Director has also played a key role in monitoring management arrangements in partner institutions and in identifying and intervening in project management issues affecting partner institutions where these have become apparent. The Director will continue to make regular visits to partner institutions for monitoring purposes and to provide advise, support and guidance to ICs and research teams.

Role of CAG
CAG has a very important role to play with respect to quality assurance within the RPC. CAG members made contributions during the inception phase to the programme design workshop concerning strategies to maximise the relevance and quality of research and initiatives developed and to encourage policy uptake and mainstreaming. All CAG members have acted as reviewers of LSP proposals. The CAG has also made recommendations about funding for SSPs. At the last CAG meeting in October 06 it was agreed that whilst individual CAG members are

prepared to continue to act as reviewers of programme outputs, the role of CAG as a whole is more to comment on external reviews of outputs undertaken by other specialist advisors (see below). Some CAG members have used their position and/or expertise to undertake specific monitoring functions for EdQual. For example, Dr Sheila Aikman, an expert on gender in education, has agreed to work with the Bristol team to review the likely gender impact of the programme across projects and partners. Dr Trevor Coombe who is on the Board of the Wits EPU has agreed to assist the Director and offering advice and support in relation to the ongoing management issues there

Specialist Advisors
In the original proposal specialist advisors were identified whose role it is to monitor and review research outputs. To date the RPC Director has relied quite heavily on the CAG to act as specialist advisors on research outputs although this role will change (see above). Specialist advisors outside of CAG will increasingly be drawn upon to review outputs and offer specialist advice to projects. They will also be invited to play a role in monitoring RPC activities and to advise on the quality of initiatives developed.

Institutional and project quarterly reports
A new system of quarterly monitoring of projects has been introduced to coincide with the quarterly financial reporting schedule. This involves a brief proforma in which ICs are asked to specify progress to date with objectives for the last quarter and setting out objectives for the following quarter. The purpose of the new system is to support existing monitoring arrangements and to strengthen accountability within the consortium for delivery of outputs. Rather than money being released to partners in six monthly tranches which has been the situation to date, money will be released to partners in quarterly tranches and on condition that the RPC Director is satisfied with progress against objectives in the quarterly reports. The system of quarterly reports has now been extended to the small scale projects.

Evaluation of capacity building activities
In the past all workshops have been had been evaluated by participants. Views have been gathered at the end of workshops and recorded in proceedings. To complement existing arrangements and to make evaluation more rigorous, a new more formalised system of evaluating all capacity building activities has recently been introduced. An evaluation proforma has been developed and implemented during the last round of capacity building activities in September 07. Comments from the evaluation sheets will be summarised and appear on the EdQual intranet (moodle). Results from the evaluation are fed into subsequent workshop designs.

Section Six – Annexes

6.1 Logical Framework

Narrative Summary (NS)	Verifiable Indicators (OVI)	Means of Verification (MOV)	Assumptions/Risks
Goal: (DFID) Contribution to poverty reduction amongst disadvantaged groups and the achievement of the education and gender equity MDGs.	*(No need to complete)*	*(No need to complete)*	*(No need to complete)*
Purpose: Policy makers and practitioners have new knowledge, initiatives and a sustainable research capacity to assist them in improving the quality of education for disadvantaged learners.	Policy makers and practitioners plan to implement new knowledge and initiatives from all four research outputs by the end of the RPC. Examples of related changes in policies, and practice in the areas covered by the research projects during the lifetime of the RPC and beyond. African partner institutions have increased research outputs in one or more areas of education quality by the end of the RPC.	Record of meetings with policy makers; interviews with policy makers; citations of EdQual publications in policy and donor documents; opinions of experts. RPC annual reports; revised policy documents; opinions of experts. RPC annual reports and publication lists; research grant awards;	International policy-influencing bodies remain galvanized behind the education and gender equity MDGs. Parallel developments in other sectors (e.g. business, agriculture, health) that enable education to contribute towards poverty reduction for disadvantaged.
Outputs *1. Research* New understanding of education quality & indicators relevant to the needs of disadvantaged learners developed. New examples of effective practice in implementing education quality identified.	Joint research reports with explicit and feasible recommendations for policy and practice for each research project. New initiatives with explicit and feasible guidelines to assist policy makers to mainstream as detailed in project proposals.	Project and annual reports of the RPC; evaluations of the RPC; publications lists; citations.	New knowledge perceived as relevant and of quality. Targeted audiences maintain power to change policy beyond 2010; More powerful policy-influencing bodies do not over-ride the recommendations of EdQual.

New practical initiatives to improve the quality of education designed. New knowledge of effective practice in mainstreaming initiatives to improve the quality of education developed.	Quality publications relating to each of the four research objectives.		Institutional or national level disruptions beyond control of EdQual do not constrain capacity and influence of member institutions. Substantial proportion of practitioners targeted by initiatives arising from research are motivated to implement change and improve practice and not prevented by other changes to their work & working conditions. No major disruptions to political and economic environments of institutions and nations involved in research.
2. Communication New knowledge effectively communicated to key policy makers and influencers; New knowledge effectively communicated to practitioners. New knowledge effectively communicated to research community	Key policy makers and influencers have shown active interest in applying new knowledge and initiatives from all four research outputs by the end of the RPC. Practitioners in case study schools actively implementing new initiatives. Joint conferences and research bids developed with other RPCs and/or research teams.	Project and annual reports of the RPC; communication strategy; publication lists; RPC website; reports of external evaluations of RPC; conference proceedings; on-gong invitations to speak.	
3. Capacity strengthening Capacity of consortium institutions to generate and communicate new knowledge strengthened. Capacity of practitioners to implement quality improvement initiatives strengthened.	Increase in numbers of staff in African partner institutions with doctoral degrees; African partner names on publications in international peer reviewed journals; successful completion of research projects led by African and UK institutions; core base of administrators, researchers and teachers within African institutions with enhanced skills; successful bids by African institutions for research projects outside of and after the RPC; number of women in senior management positions in RPC activities and in member institutions; Number of new initiatives	RPC annual reports and publication lists; research grant awards; external evaluations of the RPC; course evaluations; interviews with participants.	

	pioneered by practitioners as a result of participation in the research process and professional development activities.			19

Activities:	Inputs		
1. New Knowledge Generated 5 large scale projects (LSPs) carried out over the lifetime of the RPC in the areas of: school effectiveness; implementing curriculum change; ICT to support basic education; language and literacy development; leadership & management of change, to include: o Literature reviews & synthesis of existing initiatives & identification of samples by Dec 06. o Collection & analysis of baseline data by Mar 07 for LSPs 2-5. o Secondary analyses of SACMEQ data Apr 06-June08 for LSP 1; o Research in sample institutions for LSPs 2-5, Jan 07- Dec 08; o School case studies exploring issues raised by SACMEQ data analysis for LSP1, Jul 08-Aug 09 for LSP 1. o Pilot, refine & disseminate practical initiatives Aug 08- June 10 including trials in other contexts, e.g. Pakistan. o Disseminate findings & outputs of LSP1 Aug 09-Aug10. Small Scale Projects (SSPs) carried out between Jan 07-Jan 09 in the areas of: o To be confirmed subject to successful revision of research bids.	TOTAL budget: £2 499 693		Capacity in partner institutions is in place or can be developed in time for programme or research to be of high quality and delivered on time. Flexibility to accommodate disruption due to external events. Relevant quality proposals for SSPs are submitted.
2. Communication Prepare communication action plans; develop CS over RPC lifetime. Publish in peer-reviewed academic journals, edited books & policy briefings. Publish bi-annual newsletter targeted at internal audience, policymakers, policy influencers & practitioners. Website targeted at all segments of international audience: launch Oct 06. Ongoing maintenance. Participate in key international fora attended by academics & donor community e.g. Oxford UKFIET conference, CCEM, ADEA. Meetings with policy makers; participate in key national fora attended by policy makers, policy influencers & practitioners Strategic press releases & communications through NGOs specialising in popular media, e.g. Mediae, to influence policy makers & raise public awareness of quality issues.			Website, newsletter and dissemination through popular media (i) reach target audiences & (ii) are attractive & useful to target audiences (See Risk Analyses of CS). Funding (from EdQual & parallel funding) available for researchers to attend key international fora?. Potential users are willing and have the capacity to engage in ongoing communication with EdQual and take up findings/materials generated.

3. Capacity strengthening Intensive research training for lead & key researchers; 10 PhD studentships linked to LSPs; Development of research proposals for additional funding led by partner institutions; Training for administrators; Pairing more & less experienced researchers in research, writing & PhD supervision; Administrators' training workshop. National consultative workshops to identify capacity strengthening needs in governments & NGOs; National dissemination workshops for policymakers & NGOs; Practitioner training in research methods; 1 LSP on leadership & management of change.			Risk – Research capacity threatened by institutional level instability in staffing & funding; academics overloaded with teaching; PhD graduates attracted to work elsewhere. Assumption - Key policy makers attend & engage with workshops; IIEP training contributes towards assuring govt policy maker engagement. Assumptions - Sufficient continuity in practitioner postings in institutions targeted by training to ensure implementation and continuation of changes; Practitioners involved in research sustain implementation beyond lifetime of RPC, e.g. are motivated & not prevented by other changes to their working conditions.

6.2 Financial Summary for the year Sept06 –June07

6.3 Risk Management Plan

Introduction
This plan was developed in by the senior management team (SMT), lead and key researchers on the Large Scale Projects (LSPs). It is viewed as a living document that should be the subject of continuous and collective monitoring as part of the normal review and reporting schedule for the RPC.

6.3.1 Definition of Roles
The RPC Director will take prime responsibility for project risk management as part of the overall Research Project Consortium management, including developing and administering the RPC risk management plan, preparing it for approval by the SMT and Consortium Advisory Group, evaluating the potential impact and probability of each risk, defining counter measures, checking the balance of the portfolio of challenge and risk, and assigning risk owners for each individual risk identified by the RPC team. The RPC Director will also authorize the use of contingency plans and undertake regular review of the project risk management strategy. The institutional coordinators, who make up the SMT, shall be jointly responsible for the overall RPC risk management. Lead researchers on the LSP have responsibility for project level risks. The Communication Manager and national Communication Strategists are jointly responsible for risks to achieving communications outputs.

6.3.2 Risk Matrix

Table 1: Risk Matrix

Prob / Impact	L	M	H
H	Transport infrastructure; initiatives are not implementable when mainstreamed; Research outputs perceived as culturally inappropriate; Institutional support for EdQual not sustained.	New initiatives are not mainstreamed	
M	Theft or financial mismanagement	Lack of short term tangible visible benefits; Access difficult delivery contexts but not disadvantaged learners within schools; Policy makers and practitioners do not trust EdQual outputs; Target organisations do not have capacity to learn & change; Teacher strikes disrupt data collection.	
L	Competition for access to stakeholders; Focus of researcher's interest changes; Political risk; perceived as political; Inflation and the favourable rate of exchange; Project plans and activities are inconsistent; Personality clashes; Research activities resisted locally; Outsider researchers' rapport with informants impeded	Poor or no connectivity; Project schedule; staff turnover /limited capacity; Multiple demands on researchers/staff; Predictable events; loss of commitment by participants.	Unpredictable events, e.g. unpredictable disruptions to school calendar; Personal events, e.g. pregnancy, illness, bereavement.

Programme Risk classification

HIGH RISK	>2 risks in darkest squares
MEDIUM RISK	≤1 risks in darkest squares
	≥1 in light grey squares
LOW RISK	All risks concentrated in white squares

According the risk classification scheme provided by DFID in the document 'Managing Risk for DFID Research Programme Consortia (RPC)', the EdQual RPC is medium risk.

More than half the risks identified by LSPs are scored as low impact. This is because although they may have a medium to low impact on a particular LSP or partner institution, the impact across the RPC as a whole is much less.

6.3.3 Response Actions to Critical Risks

Abbreviations
SMT – senior management team
Dir – director
IC – institutional coordinator
LR – lead researcher
KR – key researcher
CM – communications manager
CS – communication strategists
M&R – monitor & review

Table 2: Response actions to risks

Risk Event	Response Action	Who?
New initiatives are not mainstreamed	Develop and implement communication strategy aimed at engaging and maintaining policy maker ownership initiative.	CM, ICs, Dir CSs
Transport infrastructure	The probability for this risk has been revised back from L to M as intended funds to support LSPs have instead been used to support international travel budget.	SMT.
Lack of short term tangible visible benefits	LSPs working with teachers to manage teachers' workload, to ensure that participation does not have a time cost and provide incentives (e.g. financial/intellectual/time saving material or technological resources/ benefits) to ensure continuing engagement and commitment	LR/R SMT to M&R
Access difficult delivery contexts but not disadvantaged learners within schools	Optimise sampling strategy so that schools contain proportion of disadvantaged learners; use of stratified sampling techniques within schools to select learners	LR/R SMT to M&R
Unpredictable events interrupt research activities or make communications environment temporarily less favourable.	Activity plans should be adhered to minimize outstanding activities at any time.	LR; R
	As far as possible, dissemination through popular media should happen in relatively 'quiet' periods or at times when education quality is being highlighted in the media.	CM; CS; IC
Personal events	Seek wherever possible to anticipate personal issues, e.g. illness, pregnancy affecting senior personnel and to develop sustainable leadership resource through capacity building.	LR; R; IC
	Sharing of information between SMT and administrators so that other people are able to	

	temporarily take on essential tasks. Researchers travel in serviced vehicles with qualified experienced drivers to minimise risk of road accidents. Action research design has flexibility to accommodate drop out of small proportion of action researchers. Action researchers are selected for capacity to change and sustain change to their practice.	
Policy makers and practitioners do not trust EdQual outputs	Sustain ongoing engagement with policy makers, maintain and where necessary establish structures & systems (e.g. National Reference Groups, National Steering Committees) for communicating with policy makers. Encourage practitioners involved in research and schools where initiatives are trialled to be 'ambassadors' within their professional communities and professional associations.	CS, CM IC, Dir
Research outputs perceived as culturally inappropriate	Communications strategists responsible for auditing outputs to be disseminated in their country for cultural appropriateness.	CS CM
Target organisations for capacity strengthening do not have capacity to learn & change.	Target institutions judged to have capacity to learn & change during the phase of developing new initiatives. Assure that new initiatives are robust enough to be implemented by the majority of teachers, taking into account levels of morale & working conditions in remote & overcrowded contexts. Dissemination phase to include workshops. Use scholarships for ministry staff to attend IIEP management course strategically to secure engagement from MoE's and ensure that these are given to key individuals who are themselves able to learn & change as well as influence their organisation.	For schools & institutions where initiatives are to be implemented – LR; R. For MoEs – IC; CS.
Institutional support for EdQual not sustained during lifetime of RPC.	ICs keep senior level managers informed of EdQual's activities and objectives. If institutional appears to be vulnerable, Dir to seek direct contact with senior level managers to discuss their obligations under the partnership agreement. In the extreme case that support is withdrawn and as a consequence the partner is not delivering on the agreement, the partner can be removed from the RPC. One LSP would have to be abandoned and at least one other would be seriously effected if this were to occur after the inception phase.	IC Dir Dir
Theft or financial mismanagement	Robust budgetary accounting procedures. Following University systems that are in place to	Dir, ICs admin, finance

	guard against financial mismanagement. Insure equipment that the RPC cannot afford to replace if it is not covered by institutional insurance.	offices;
Programme perceived as political	Researchers to adopt a politically neutral stance and be diplomatic in dissemination. Devolved management structure allows us to capitalise on local knowledge to avoid inadvertently becoming identified with a political party or position.	IC supported by CS
Poor or no connectivity;	Use of UK based resource to co-ordinate communication strategy; resourcefulness to find alternative means of communication (international phonecards, fax) and sharing documents (CD-Roms)	CS, Admin, UK resource researchers
Project schedule;	Ongoing monitoring of progress against milestones in action plans with medium to long term perspective; set realistic timelines for delivery. Contracts and partnership agreements are in place. In extreme case of an individual or institution consistently not keeping to schedule so that outputs SMT would have to refer to the terms of these contracts to agree on whether the individual or institution should continue as a member of EdQual.	Dir, ICs
Staff turnover /limited capacity	Succession planning. Studentships help to ensure some continuity. Students very unlikely to leave institution before PhD completion and in some cases beyond (they have been bonded by their institutions). Research training increases the pool of people with research and management skills who can take over leadership roles within RPC in event of LR or IC leaving.	IC, LR
Loss of commitment by participants	Make allowances for some turnover/ drop out when selecting original sample of participants for action research.	R
Multiple demands on researchers/staff	Extra time demands are usually charged to individuals' personal accounts rather than being at the cost of RPC activities. There is high prioritization of EdQual at the SMT level and amongst a proportion of researchers. As far as possible plan activities so that those that are not so urgent (e.g. newsletter, website) are programmed for relatively quiet periods.	SMT, LR, admin, R
Competition for access to stakeholders	Regular policy briefings NRGs collaborating RPCs Ongoing engagement with policy makers	SMT, IC, CS
Political risk (policy changes as turnover in governments)	Engage with multiple advocacy groups without becoming strongly affiliated with any to ensure the EdQual still has a voice in event of change in government. Plan in advance of elections.	IC, CS
Political risk eg strike action affecting progress in schools	Plan for those political events that are predictable and may disrupt data collection or communication activities (e.g. elections); Adjust action plans to accommodate those that cannot be predicted; if possible, avoid targeting politicians, government officials and the press at times when their attention is diverted by more immediate effects; use current issues as hooks to engage target audiences with	LR, IC, CS

	education quality issues.	
Predictable events interrupt data collection or make communications temporarily less favourable.	LSP teams review dates for data collection.	LR; R; IC.
	As far as possible, communication with policy makers should happen in relatively 'quiet' periods in annual cycle or times when education quality is being highlighted nationally or internationally, e.g. around time of CCEM.	CS, CM, IC
	Time dissemination through popular media and to coincide with periods when education is highlighted in media or during 'quiet' periods.	CS, CM.
Research activities resisted locally	Researchers should be aware that local actors may have various reasons for wishing to participate or not in research when selecting research sites and negotiating access at all levels.	LR; R
Outsider researchers' rapport with informants impeded by lack of cultural fluency.	Key researchers and ICs responsible for auditing LSP research design & informing lead researchers of cultural communication needs of their own countries.	LR; R; IC
	In-country research assistants will support data collection.	
	Bath researchers preparing research proposal on 'child voice'. Findings will be shared with EdQual researchers to enhance their ability to rapport with pupils.	

6.3.4 Reviewing risks

'New initiatives are not mainstreamed' should be reviewed closer to the end of the lifetime of the RPC, in year 4 or year 5 as it depends on the successfulness of the communications and external factors (communication and policy environment) that are changing.

Risks in light grey squares need to be reviewed regularly. They will be reviewed as part of the quarterly review process.

The Director is responsible for overall reviewing of risk management plan with support from SMT.

6.4 Communications Strategy highlighting developments since Inception Phase Report.

Please find attached as a separate document.

6.5 Products and Publications

Key Communication Products produced	Theme\Programme	Target audiences
Peer reviewed publications for		

the year 'The Place of Quality Early Childhood Provision in Education and Development'; R.C Duggan (Sept06)	Leadership & Management	Researchers, international development community
Publication in press or submitted – Approached editors of key international journals re: special issue towards end of RPC.	RPC	Researchers, international development community
Books or book chapters		
Policy Briefs - 1.What you need to know about EdQual	Leadership & Management	Teacher Unions, Heads of Schools, Ministry of Education, Ghana Education Service, National Reference Group Members
2. Paper commissioned by Global Monitoring Report.	RPC	International and national policy makers, International NGO & advocacy organisations, Researchers.
3. Working Paper: The range and extent of school effects in SACMEQ II countries, July 07	SeeQ	MoE officials - Zanzibar, MoE officials – Tanzania (Mainland), academics, headteachers, NGOs in Tanzania & Zanzibar
Publicity material - 1. Newsletter issues no. 1 & 2.	RPC	Research participants, practitioners, district level administrators, inspectors, staff of MoEs, research colleagues
2. Article on education quality in Guardian, South Africa, December 2006	RPC	Commonwealth Education Ministers, education stakeholders in Commonwealth Countries.
3. Article featuring EdQual in Guardian Weekly and featured on Guardian weekly website (http://www.guardianweekly.co.u	RPC	Policy makers, practitioners and the internat5ional development

k/education)		community
4. Interview on SABC 1 Learning Channel, South Africa	Curriculum Change	Science and mathematics teachers in South Africa.
Website links - www.edqual.org/	RPC	Institutional colleagues, senior management & stakeholders. International development community. Practitioners & policymakers.
RPC reports – ICT Workshop Report, Nov 2006	ICT	Researchers
Report on Teachers Workshop on ICC project, March 07	ICC	Teachers in South Africa, EdQual researchers
L&M Headteachers Needs Analysis workshop, February 2007 (Swahili version available)	L&M	Headteachers, district officers
Implementing Curriculum Change Project Literature Reviews: Pakistan, South African and Rwanda, June 07	ICC	Researchers
ICT Literature Review June 2007	ICT	Researchers
Language and Literacy Literature Review June 2007	L&L	Researchers
A three-tier citizenship: can the state in Tanzania guarantee linguistic human rights? 2007	L&L	Policy makers in Tanzania, Researchers
Leadership and Management Literature review June 2007	L&M	Researchers
Dissemination events - Opening day of ICT workshop, Nov 2006, Kigali	ICT	Ministry officials, inspectors, academics.
Education Quality one-day conference, November 2006, Oxford – led a discussion	RPC	Postgraduate students moving into policy making & influencing positions. Researchers & advocates.

Southern African Association for Research in Mathematics and Technology Education (SAARMSTE) – 2 papers delivered, Maputo, Jan 07	Curriculum Change	Science & Mathematics teachers, teacher educators, curriculum developers and researchers in Southern Africa
Presentation at DFID retreat by Leon Tikly, Peterborough, Feb 07	RPC	DFID, other RPCs
L&M Headteachers Needs Analysis workshop, February 2007 in Tanzania	Leadership	Headteachers, ward education coordinators
L&M Headteachers Needs Analysis workshop, March 2007 in Ghana	Leadership	Headteachers
Paper delivered at Computer Assisted Learning conference paper, Dublin, March 2007.	ICT	Researchers, entrepreneurs, organisations involved in ICT & learning, practitioners.
2 papers delivered at the 2nd African Regional Congress of the International Commission on Mathematical Instruction, Nairobi, May 07	ICC & ICT	Mathematics educators, SSA
e-learning Africa — pre-conference workshop & conference paper, May 2007, Nairobi	ICT	Researchers, practitioners and entrepreneurs based in or with special interest in SSA.
Participation in a series of workshops organised by Rwanda Information Technology Agency (RITA) on *ICT in Education Projects*	ICT	Practitioners, researchers, policy influencers in Rwanda
Participation in a meeting on elearning in Higher Learning Institutions convened by the Coordinator of Rwanda Education and Research Network	ICT	Ditto with special reference to HE in Rwanda
School Effectiveness Seminar, Dar es Salaam, July 2007	SeeQ	Researchers, NGO (Village Education Project – Kilimanjaro; TEN/MET), chief district inspector,

		headteacher.
School Effectiveness Seminar, Zanzibar, July 2007	SeeQ	Senior Ministry officials, academics, headteachers, inspectors