



EdQual

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

Annual Report 07/08

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Section One – Background Information

Title of RPC:

Implementing Education Quality in Low Income Countries

Reference number:

HD9

Period covered by report:

September 07 to September 08 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 far¹:

Zanzibar, Zambia, Tanzania, Botswana, Kenya, South Africa, Ghana, Rwanda, Zimbabwe, Pakistan, Mozambique, Seychelles, Mauritius, Lesotho, Swaziland, Malawi, Namibia, and Chile.

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

EdQual has continued to make significant strides in meeting its outputs. These include:

- We have been given an overall rating of ‘2’ by the Mid Term Review team, i.e. that by the end of the programme our purpose is ‘likely to be largely achieved’ and that ‘there is good progress towards purpose completion and most outputs have been achieved, particularly the most important ones’.
- Baseline reports for two of the four African based large scale projects have been completed, with the other two existing in draft form. Project plans for the remaining two years of the projects have been finalised and data collection and analysis is proceeding to schedule.
- Roll out of interventions to a larger number of schools in the African based projects.
- Completed an initial analysis of the SACMEQ II data and are continuing to develop key indicators of quality and a model of school effectiveness relevant to Africa.
- One of the small scale projects has proceeded to schedule with delays to the remaining two. All three projects are on track for completion by the end of the RPC.
- In the period under review EdQual has produced 13 conference papers, 9 new working papers with another 7 in the process of publication, 1 journal article, 3 book chapters and 1 commissioned paper.
- Ongoing interaction with policy makers and policy-influencers through research collaboration, meetings (formal, informal, seminars, conferences) and text-based outputs.
- Key communication successes include contribution of background paper and contribution to discussion emanating from Global Monitoring Report 2008, contribution of two storylines to Makutano Junction, collaboration with a private company installing ICT hardware into schools in South Africa and feature of Curriculum Change project in South Africa on SABC learning channel 1 (TV), establishing and building on relationships with Ministry of Education officials in our partner countries and international NGO staff based in UK.
- The students awarded the 10 EdQual PhD studentships are making progress as is the student awarded the Commonwealth scholarship linked to EdQual.
- Five capacity building workshops linked to each of the four African based LSPs successfully completed and well evaluated.
- Participation of partners in England Africa Partnerships in higher education programme has contributed to strengthening of PhD programmes within two EdQual partner institutions (Cape Coast and Dar es Salaam).

Section Three – Key Themes

3.1 Progress with Outputs

NB: Because of the centrality of capacity building as an output in itself in the EdQual RPC it has been included in this section as was the case last year.

3.1.1 Research

Generating new knowledge

A list of current projects is provided in annex 6.1. The MTR team commented that 'Successful construction and operation of five LSPs provides a strong foundation. The action research phase should generate important insights into the design and implementation of quality-enhancing practices. The challenge of grounding such insights in the daily life of schools will still be the biggest challenge'. Baseline studies for the four African based LSPs have been completed and these have both confirmed existing evidence and provided new knowledge which has been used in communication with policy makers (see below). The projects are now entering the action research phase with the emphasis on implementing new initiatives. Initial visits have been made to schools and data collection is underway. The plans for the SeeQ project have been modified to take account of the delay in the publication of the SACMEQ III data. Economies of scale have been achieved though combining the SeeQ and L&M case studies. A model for school effectiveness, based on the SACMEQ II data has been further 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. Countries are currently being grouped and analysed in relation to size and socio-economic status. Repetition and drop out are being incorporated as indicators of outcome.

One of the small scale projects has proceeded to schedule with delays to the remaining two. All three projects are on track for completion by the end of the RPC. Interim findings from the projects have complimented findings from the LSPs

The EdQual RPC acknowledges the importance of an ethical framework and guidelines to support its activities. A paper on ethical guidelines was discussed by the SMT and CAG and subsequently developed by a smaller group. The framework draws on good practice internationally. Research plans have been revised to ensure that the framework informs and is an absolutely integral part of all projects.

3.1.2 Communication

Evidence of interaction with policy makers

In Tanzania, engaging policy makers within the Ministry of Education & Vocational Training (MoEVT), Mainland Tanzania proved difficult for a long time. Two representatives had attended the consultation workshop in November 2005 that effectively launched EdQual in Tanzania. However, invitations to subsequent events such as a seminar presented by researchers on the SeeQ project were not responded to even by officials who had led the SACMEQ research activities within Tanzania. However, this year Mr. Shabani Ngodu from the department of research and planning within the ministry agreed to become a researcher on the Leadership & Management project, supporting headteachers implementing action research projects within their schools. This has given EdQual an opportunity to engage over a period of time within one official, contribute towards the development of research skills within the Ministry and it is hoped that Mr Ngodu will facilitate links with other officials within (MoEVT).

In Rwanda, researchers have continued to set up one-to-one meetings with key leaders and decision makers with respect to policy on ICT facilities and curriculum within schools. Towards the end of 2008, a key researcher met with Director of Human and Institutional Capacity Building at the Rwanda Information Technology Authority (RITA). RITA has budget to buy educational software for schools for 2008. At the beginning of 2008, a meeting was also held with the ICT director at the National Curriculum Development Centre. Later in the year they also met with DFID's senior advisor within Rwanda.

In Ghana, the National Reference Group that advises all three DFID-funded Education RPCs continues to be a key route for communicating with policy makers. This met in November 2007.

In UK, EdQual is increasingly recognised as a source of information on education quality issues, most especially in Africa. Three researchers presented findings to a meeting of advisors at DFID in July 2008 and the UK executive board of the Global Campaign for Education (GCE) has also consulted with EdQual, providing contacts within the UK offices of key agencies seeking to influence national governments throughout the world to improve education quality.

Good communication of research

There have been some examples of successful communications activities during the last reporting year. The background paper commissioned for the Education for All (EFA) Global Monitoring Report (GMR) 2008, has been published on both the UNESCO website and EdQual's own website and material from that paper has been used in the chapter 3 of the report. EdQual led a discussion on Education Quality at the Colloquium centring on the report at Institute of Education 17 January. Around 60 students, academics and NGO staff participated in this debate. We are now in communication with a member of the team authoring the 2009 report, who is focusing on leadership and management issues.

Effective use has been made of television as an increasingly popular and accessible route for reaching large audiences in Africa. The Implementing Curriculum Change project has received positive email feedback following the third in a series of features on the SABC learning channel 1 in July 2008. Leon Tikly was interviewed on the same programme in May which the producers have decided to repeat at a later date. EdQual researchers have put together two storylines for the Kenyan drama series, Makutano Junction, and these are being discussed with scriptwriters drawing on education quality themes.

In South Africa, EdQual has been discussing research collaboration with Parthy Chetty of Intel. Parthy Chetty oversees is an Intel project installing hardware in disadvantaged schools and providing teacher training. The ICT project approached Intel to request their assistance with research in these schools using computers to enhance teaching and learning of mathematics and science.

Both the newsletter and the website have been revised in the light of feedback from the Mid-Term Review team. The latest issue of the newsletter aimed for a more journalistic and accessible style of writing for practitioners based in Africa. We have had a request from BookAid to reproduce the feature article in their newsletter, indicating the success of the revised style. Website content is being re-written and reformatted to make it more reader-friendly. A link has been set up via a low bandwidth website to enable access for low bandwidth users. In addition, we are

monitoring statistics on website hits. The average number of unique visitors in a quarter has increased from 398 in July-September 2007 to 628 in April-June 2008. The majority of visitors domains are unknown (ip), com or net (totalling 4431 hits in July 2008). UK (1073) and South Africa (573) are the two most popular country domains for visitors. Number of hits from other partner countries (Tanzania, Ghana and Pakistan) have steadily increased from a total of 253 hits in July 2007 to 470 hits in July 2008. Working papers and the research pages are amongst the most popular pages suggesting that visitors interested in research findings.

EdQual continues to communicate research through conferences. Once again, these include conferences that include a mix of participants, including private businesses and enterprises (e.g. e-Learning Africa), practitioners (e.g. the International Commission on Mathematical Instruction) and policy makers (e.g. Commonwealth Council for Educational Administration and Management Conference).

3.1.3 Capacity Building

Monitoring of emerging research and policy networks

The MTR report recommended that 'The EdQual team to make early provision for the recording of the capacity strengthening and policy and planning networks which are emerging from the work'. Plans are currently underway to monitor the development of networks with policy makers, practitioners and donors; support for institutional PhD programmes; National Reference Groups and regular meetings with policy makers; grass roots networks between practitioners involved in AR; new networks/ fora linked to local national, regional and global structures/ initiatives.

Research training

Each of the African based LSPs has had at least one research training workshop. Reports of key workshops are regularly made available to download from the EdQual website.

- The Use of ICT (ICT) team had two training workshops on data analysis and data management in November 07 and again in June 08.
- The Language and Literacy (L&L) team had a research training workshop on data analysis run in Ghana and in Tanzania in October 07 and a workshop on developing appropriate interventions in Dar es Salaam in March 08;
- The Implementing Curriculum Change (ICC) project had a research training workshop on data analysis and management in South Africa in May 08;
- The Leadership and Management (L&M) team held two training workshops on action research in Dar es Salaam and Cape Coast in February 08.

Practitioner training/ needs analysis workshops

The following workshops were run to train practitioners who will be participating in our research projects. Reports of key workshops are regularly made available on 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 08, and further Teachers' workshop in July 08.
- The L&M team held workshops for training headteachers in the use of action research in February 08 in Dar es Salaam and in Cape Coast.
- The ICC team held a series of workshops with teachers to develop interventions in the period from September 07 to August 08.
- The inclusion SSP held a capacity building meeting for participating Headteachers in March 08.

Ongoing project management support

The RPC Director visited each partner institutions at least once during the past year. During each visit meetings were organised with the institutional co-ordinators and research teams to discuss ways of dealing with emerging issues relating to the budget and capacity to undertake research. Where appropriate, issues were followed up with senior managers within institutions.

Ongoing support for non-UK administrators

UK based administrators had regular interaction over communications and academic outputs, financial and other reports, tracing payments, and completing new quarterly and annual financial and narrative proformas (section 4). There has also been regular admin support, for example in organising the international EdQual Meetings September 07 in the UK, and in Rwanda in September 08, as well international conference attendances, UK attendances for African meetings or research visits, website maintenance, and publications production.

PhD studentships

Progress with the PhD studentships is now monitored biannually (see section 5). The eleven PhD students attached to EdQual are all making satisfactory progress with their studies. Where students are required to undergo taught units in their first year they have generally completed these to schedule. The affiliation with LSPs has released resources for some PhD students to present regularly at international conferences from the first year of their studies. This does vary between LSPs. Progress of students registered in UK institutions when they return to their home institution is worrying. Reasons seem to be failure to maintain regular contact with supervisors and difficulties accessing online information services. In some cases there have also been workload issues (discussed below). The expectations on students when they are based in their home institutions vary from being granted complete study leave at UCC to being expected to work fulltime and lead EdQual projects at KIE. Wits students are expected to work half-time on the ICC project throughout the studentship. This seems to have caused some dissatisfaction from the perspective of the student but not affected their progress which has been judged as good-excellent by their supervisors. Workload issues have resulted in Bristol students delaying their upgrade. A further issue to be resolved is that a number of second year students do not have enough funds for their third year. An issue identified by the MTR team is the need to ensure that the topics pursued by the students feed into the substantive areas covered by the research projects. EdQual have put the following measures in place to ensure that the necessary articulation between PhDs and research projects exists:

- Project teams and sponsoring institutions have been asked to assist in the identification of relevant topics;
- In all cases, students are supervised or at least co-supervised by members of project teams;
- In all cases students are also active members of project teams involved in developing research plans, collecting data and participating in related capacity building activities;
- Students are included in dissemination activities and key publications linked to projects;
- Interim and final reports include findings from the PhD students alongside those of the research team.

Summary of progress with outputs

The MTR team gave the following assessment of our progress to date: ‘Given the relatively early stages of a research programme, we are very encouraged by the systematic way in which the EdQual team works, using the log frame as a tool. There is strong progress against all the three outputs, with the most obvious being in the development of a most interesting and ground-breaking Communication Strategy, which we wish to comment for the attention of other research groups in the RPC exercise. Both of the other two outputs are well on track.’

Outputs*	OVI*s*	Progress since last annual report**	Recommendations/ Comments***
<p>1. Research</p> <p>New understanding of education quality & indicators relevant to the needs of disadvantaged learners developed.</p> <p>New examples of effective practice in implementing education quality identified.</p> <p>New practical initiatives to improve the quality of education designed.</p> <p>New knowledge of effective practice in mainstreaming initiatives to improve the quality of education developed.</p>	<p>Joint research reports with explicit and feasible recommendations for policy and practice for each research project.</p> <p>New initiatives with explicit and feasible guidelines to assist policy makers to mainstream as detailed in project proposals.</p> <p>Quality publications relating to each of the four research objectives.</p>	<p>Production of baseline reports.</p> <p>Continuation of secondary analyses of SACMEQ data for LSP 1</p> <p>Continuation of action research in sample institutions for LSPs 2-5 and roll out of interventions to a further sample of schools.</p>	<p>Put in place more stringent accountability mechanisms for ensuring timely delivery of quality outputs.</p>
<p>2. Communication</p> <p>New knowledge effectively communicated to key policy makers and influencers;</p> <p>New knowledge effectively communicated to practitioners.</p> <p>New knowledge effectively communicated to research community</p>	<p>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.</p> <p>Practitioners in case study schools actively implementing new initiatives.</p> <p>Joint conferences and research bids developed with other RPCs and/or</p>	<p>Links with policy makers maintained or deepened, Links with policy influencers extended through small group meetings. Collaborations established.</p> <p>Teacher guides & handbook prepared. Training in school self-evaluation. Teachers & teacher trainers participating in research. 2 storylines submitted to Makutano Junction.</p>	<p>We have revised communication strategy to reflect issues arising from MTR process, i.e. focusing on what can be done within specific timeframes and with a few key audiences; employing external expertise to write policy briefs where this is appropriate /affordable.</p>

	<p>research teams.</p>	<p>8 working papers published; 4 journal articles submitted (1 already accepted; 3 book chapters published or forthcoming; 2 proposals for special issues of leading journals accepted</p> <p>Website improved and working papers uploaded.</p> <p>Participation in 11 international and regional conferences.</p> <p>Contribution to GMR2008 and subsequent UK-based debate.</p>	
<p>3. Capacity strengthening <i>(See annex 6.6 for details)</i></p> <p>Capacity of consortium institutions to generate and communicate new knowledge strengthened.</p> <p>Capacity of practitioners to implement quality improvement initiatives strengthened.</p>	<p>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</p>	<p>Ongoing project management and admin training and support.</p> <p>Research training workshops to support baseline studies and action research.</p> <p>Strengthening of partner institutions through ongoing EdQual PhD studentships.</p> <p>Ongoing administrative training to support projects.</p> <p>Successful completion of England Africa partnership in higher education (DFES, £92k) to support development of PhD programmes in two</p>	<p>We have noted the advice of the MTR and have sought to make early provision for the recording of the capacity strengthening and policy and planning networks which are emerging from the work; maintain vigilance regarding the contribution that PhD themes make to the overall EdQual project objectives.</p> <p>More closely monitor PhD studentships to ensure compatibility with programme objectives</p>

	member institutions; Number of new initiatives pioneered by practitioners as a result of participation in the research process and professional development activities.	partner institutions	
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3.2 Progress with purpose

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.

Purpose*	OVis*	Progress**	Recommendations /comments***
<p>Purpose:</p> <p>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.</p>	<p>Policy makers and practitioners are aware of new knowledge and initiatives from all four research outputs by the end of the programme.</p> <p>Examples of related changes in policies, and practice in the areas covered by the research projects during the lifetime of the RPC and beyond.</p> <p>African partner institutions have increased research outputs in one or more areas of education quality by the end of the RPC.</p>	<p>Clear, sustainable lines of communication with key policy makers and practitioners have been established.</p> <p>Policy makers and practitioners continue to actively demonstrate awareness and support for EdQual outputs and purpose and contributed to identification of programme priorities.</p>	<p>The MTR team noted: 'Sound structures have been put in place to develop African research capacity through the LSPs and PhD studies. Links with policy makers have been cultivated from an early stage. Examples will emerge during the rest of the project'.</p> <p>Have changed the first purpose level OVI in line with recommendations from MTR to make this more realistic. Rather than policy makers 'will implement new initiatives' it now reads that 'they are aware of new initiatives'.</p>

3.3 Research Impacts

3.3.1 Baseline evidence

The baseline reports from the large scale projects, once formally completed and academically reviewed, are published on the [EdQual website](#). Baseline evidence has been used to support key communications activities in during the year.

3.3.2 Evidence of policy makers and stakeholders awareness of research findings

All partner institutions have maintained or extended links with policy makers, policy influencers, practitioner networks and in some cases with media and private organisations involved in education development. The majority of communication with these stakeholders has been through face-to-face contact in one-to-one or small group meetings, giving researchers an immediate sense of how their communications are being received. In most meetings stakeholders have engaged with findings within the meeting but it is too early to see evidence of whether and to what extent this has impacted on decision-making. Where communication with practitioners has been through television (in South Africa) there has been positive feedback through email from a small number of people in the audience. Where communication has been through research collaboration it is clear that the individuals involved are fully engaged in the research.

The face-to-face contact has led to some recognition of researchers as experts with respect to specific quality issues. For example, VSO (UK) asked an EdQual researcher to review a research report they had prepared. In Tanzania, JICA asked an EdQual researcher to conduct an evaluation of leadership and management training programmes.

A recommendation arising from the MTR was that the RPC systematically record interactions with policy makers. Interactions are now being recorded in the quarterly reports submitted by each partner.

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. As attention to turning to writing working papers and journal articles, northern-based partners review papers and provide feedback to partners. This is editorial mentoring role is likely to be extended as articles are prepared for publication in special issue of two journals.

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

The MTR team commented that ‘A great deal of effort has gone into constructing a programme which is not run purely from Bristol University! All of the four African partners are genuinely involved in all aspects of the research. Indeed, the research is very much their own agenda, so that we are not dealing with classical ‘extractive research’. Other partners – Bath University and IED of Aga Khan University, are operating in a consistent way with this philosophy. And the African partners are the ones who are making the links with planners and policy makers in their own countries, as a key part of the enterprise’.

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;
- Linking quarterly funding directly to the production of high quality outputs?

4.3 Project/Programme Management

In the last annual report we commented on the need within a decentralised structure to develop capacity in project management. The Director has visited each partner institution at least once to provide ongoing support to Institutional co-ordinators (ICs) focusing in particular on budgeting and human resource management issues. This is in response to concerns raised by ICs. Visits have also involved meetings with senior figures in the universities concerned to ensure that the projects are afforded a suitably high institutional profile and to request that researchers and PhD students are afforded the necessary time to undertake research activities. (The latter often proves difficult where there are high teaching loads and limited resources in the EdQual budget to buy out colleagues from their teaching duties).

In one of the partner institutions workload pressures linked to heavy teaching loads have led to a sharing of responsibility for the IC role. This has become especially helpful as both colleagues undertaking the IC role have also been in receipt of PhD studentships and have had periods of study away from their institutions in the UK.

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;
- Web-based communication tools – Skype, Yahoo messenger tend to work best for communicating with countries that have least problems with other modes of communication, such as telephone and email.

External communication

- The role of the communications manager is increasingly being supplemented with support from administrators, one with editing skills and one with web-editing skills, although this has increased burden on administrators;
- In two countries, Institutional Coordinators have recognised their limited capacity to oversee communications. UCC appointed an academic to take responsibility for communications. UDSM have followed advice of MTR in appointing a journalist to their team;
- Our partners have considerable expertise on how to communicate with policy makers within their countries, do value communications and give considerable time and attention to communications;
- Capturing and recording we are doing in terms of communications has improved through the quarterly reporting system has face-to-face reporting in a two-day workshop, held September 2008;
- Communicating with a limited number of teachers, teacher trainers, district officials, school supervision officials and policy makers through research collaboration and workshops is intrinsic to research activities;
- With the limited resources we had available our website has taken time to grow. Capacity building of the administrator leading on website development and support from a PhD student with expertise in this area has contributed towards development. This year's DFID cross-RPC workshop also yielded some useful tips.
- Making the most of opportunities that arise through DFID and other contacts, e.g. invitation to Makutano Junction workshop gave rise to two storylines and has led to Mediae Kenya contributing towards our forthcoming communications workshop and hence to strengthening our capacity to communicate research; invitation to discuss emerging findings with DFID's policy advisors, invitation to discuss emerging findings with GCE UK executive.
- With the personnel and resources we have we cannot publish the newsletter on a bi-annual basis (the interval is about 10 months).

Section Five – Programme Management

5.1 Definition and Prioritisation of Research Themes

EdQual priorities continue to be shaped by on-going dialogue with policy makers. In South Africa for example, initiatives developed by the ICC team have been rolled out to a larger number of schools at the request of the National Department of Education. In Tanzania researchers from the Ministry of education are actively involved in data collection and analysis. National Reference Groups have been established and are running in Ghana, South Africa, Tanzania and Rwanda. These include policy makers and other key stakeholders. They are important for shaping emerging research and dissemination priorities. Practitioners are principally involved in shaping research priorities through their involvement in action research activities.

5.2 Partners' Contribution to Programme Management.

A detailed account of programme management arrangements has been given in previous annual reports. Partners continue to contribute to programme management through their representation on the senior management team which meets annually face to face but are also regularly consulted by e-mail by the RPC Director on key decisions and in the context of regular visits by the Director to partner institutions.

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.

5.4 Effectiveness of On-going Monitoring Arrangements

RPC Director

The Director will continue to make regular visits to partner institutions for monitoring purposes and to provide advice, support and guidance to ICs and research teams. Given the focus on outputs during the remaining two years of the programme we are moving towards a system of greater transparency in the use of resource between partners and the RPC Director and the more careful monitoring of quarterly reports (see below). In future funding for subsequent quarters will be more explicitly linked to the production of quality outputs. Introducing such a system relies on good pre-existing relationships and trust between the Director and members of the SMT; transparency and even handedness on the part of the Director in dealing with partners; a degree of flexibility and sensitivity to specific difficulties facing institutions; and, the existence of measures to support partners in addressing specific problems.

Role of CAG

CAG continues to have a very important role to play with respect to quality assurance within the RPC. The CAG meets annually to coincide with the annual meeting of the SMT. Lead researchers report directly to CAG on research progress and plans. Feedback from the CAG contributes to shaping research themes and priorities. The CAG also comment on external reviews of outputs undertaken by other specialist advisors. The Director reports to CAG on management issues. The CAG provide critical commentary on a draft of the annual report. Some CAG members have used their position and/or expertise to undertake specific functions for EdQual. For example, Dr Sheila Aikman, an expert on gender in education, continues 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 continues to provide advice and support relating to EdQual activities; Professor Joel Samoff has agreed to assist in facilitating a communications workshop on communicating research to policy makers. CAG members respond to ad hoc requests for advice from the RPC Director throughout the course of the year.

Institutional and project quarterly reports

In the last report the procedure for quarterly monitoring of projects was explained. ICs are asked to specify progress against objectives for the last quarter and setting out objectives for the following quarter. Since the beginning of the 08/09 financial year partners are now asked to detail the use of resource against specific activities including researcher days. The purpose of the new system is to support existing monitoring arrangements and to strengthen accountability within the consortium for delivery of outputs. Money is released to partners in quarterly tranches and on condition that the RPC Director is satisfied with progress against objectives in the quarterly reports.

Evaluation of capacity building activities

EdQual workshops continue to be formally evaluated. A new system of biannual reports for PhD students has been introduced. This has made it easier to monitor the progress of EdQual sponsored students; to identify issues and concerns; and, to monitor coherence between the PhDs and the wider research themes.

Section Six – Annexes

6.1 RPC projects

Below is a list of current EdQual projects

Large scale projects

Long title	Abbreviation	Partners (lead partner in bold)
School Effectiveness and Education Quality	SeeQ	University of Bristol (UK)
Improving Language and Literacy in Low Income Countries for Quality Education	L&L	University Dar es Salaam (Tanzania) , University of Cape Coast (Ghana), University of Bristol (UK)
Implementing curriculum change to reduce poverty and improve gender equity	ICC	University of the Witwatersrand (South Africa) , Kigali Institute of Education (Rwanda), University of Bath (UK), Aga Khan University (Pakistan).
The Use of ICT to Support Basic Education in Disadvantaged Schools and Communities in Low Income Countries	ICT	Kigali Institute of Education (Rwanda) , University of the Witwatersrand (South Africa), University of Bath (UK), Aga Khan University (Pakistan), University de la Frontera (Chile).
Leadership and Management of Change for Quality Improvement	L&M	University of Cape Coast (Ghana) , University Dar es Salaam (Tanzania), Aga Khan University (Pakistan)

Small scale projects

Long Title	Abbreviation	Partners
Developing an index of inclusion for Tanzania	Inclusion	University of Bristol (UK) ; TENMET (Tanzania)
Improving the quality of education through innovative school design	School design	Edinburgh school of art ; University of the Witwatersrand (South Africa); University of Cape Coast (Ghana)
An assessment of the NEPAD e-school initiative in the promotion of community health and poverty reduction in Kenya and Rwanda	NEPAD e-schools	Kigali Institute of Education (Rwanda) ; Moi University (Kenya).

6.2 Logical Framework

Narrative Summary (NS)	Verifiable Indicators (OVI)	Means of Verification (MOV)	Assumptions/Risks
<p>Goal: (DFID)</p> <p>Contribution to poverty reduction amongst disadvantaged groups and the achievement of the education and gender equity MDGs.</p>	<p><i>(No need to complete)</i></p>	<p><i>(No need to complete)</i></p>	<p><i>(No need to complete)</i></p>
<p>Purpose:</p> <p>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.</p>	<p>Policy makers and practitioners are aware of new knowledge and initiatives from all four research outputs by the end of the RPC.</p> <p>Examples of related changes in policies, and practice in the areas covered by the research projects during the lifetime of the RPC and beyond.</p> <p>African partner institutions have increased research outputs in one or more areas of education quality by the end of the RPC.</p>	<p>Record of meetings with policy makers; interviews with policy makers; citations of EdQual publications in policy and donor documents; opinions of experts.</p> <p>RPC annual reports; revised policy documents; opinions of experts.</p> <p>RPC annual reports and publication lists; research grant awards;</p>	<p>International policy-influencing bodies remain galvanized behind the education and gender equity MDGs.</p> <p>Parallel developments in other sectors (e.g. business, agriculture, health) that enable education to contribute towards poverty reduction for disadvantaged.</p>

<p>Outputs 1. Research</p> <p>New understanding of education quality & indicators relevant to the needs of disadvantaged learners developed.</p> <p>New examples of effective practice in implementing education quality identified.</p> <p>New practical initiatives to improve the quality of education designed.</p> <p>New knowledge of effective practice in mainstreaming initiatives to improve the quality of education developed.</p>	<p>Joint research reports with explicit and feasible recommendations for policy and practice for each research project.</p> <p>New initiatives with explicit and feasible guidelines to assist policy makers to mainstream as detailed in project proposals.</p> <p>Quality publications relating to each of the four research objectives.</p>	<p>Project and annual reports of the RPC; evaluations of the RPC; publications lists; citations.</p>	<p>New knowledge perceived as relevant and of quality.</p> <p>Targeted audiences maintain power to change policy beyond 2010; More powerful policy-influencing bodies do not override the recommendations of EdQual.</p> <p>Institutional or national level disruptions beyond control of EdQual do not constrain capacity and influence of member institutions.</p> <p>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.</p>
<p>2. Communication</p> <p>New knowledge effectively communicated to key policy makers and influencers;</p> <p>New knowledge effectively communicated to practitioners.</p> <p>New knowledge effectively communicated to research community</p>	<p>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.</p> <p>Practitioners in case study schools actively implementing new initiatives.</p> <p>Joint conferences and research bids developed with other RPCs and/or research teams.</p>	<p>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; email communication with policy makers & practitioners; record of face-to-meetings; policy makers and influencers consult with EdQual researchers.</p>	<p>No major disruptions to political and economic environments of institutions and nations involved in research.</p>

<p>3. Capacity strengthening</p> <p>Capacity of consortium institutions to generate and communicate new knowledge strengthened.</p> <p>Capacity of practitioners to implement quality improvement initiatives strengthened.</p>	<p>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;</p> <p>Number of new initiatives pioneered by practitioners as a result of participation in the research process and professional development activities.</p>	<p>RPC annual reports and publication lists; research grant awards; external evaluations of the RPC; course evaluations; interviews with participants.</p>	
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<p>Activities:</p> <p>1. New Knowledge Generated</p> <p>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:</p> <ul style="list-style-type: none"> 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. <p>Small Scale Projects (SSPs) carried out between Jan 07-Jan 09 in the areas of:</p> <ul style="list-style-type: none"> o To be confirmed subject to successful revision of research bids. 	<p>Inputs</p> <p>TOTAL budget: £2 499 693</p>		<p>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.</p> <p>Flexibility to accommodate disruption due to external events.</p> <p>Relevant quality proposals for SSPs are submitted.</p>
<p>2. Communication</p> <p>Prepare communication action plans; develop CS over RPC lifetime.</p> <p>Publish in peer-reviewed academic journals, edited books & policy briefings.</p> <p>Publish newsletter targeted at Africa-based target audiences, especially practitioners.</p> <p>Website targeted at all segments of international audience: launch Oct 06. Ongoing maintenance.</p> <p>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</p> <p>Strategic press releases & communications through NGOs specialising in popular media, e.g. Mediae, to influence policy makers & raise public awareness of quality issues.</p>			<p>Website, newsletter and dissemination through popular media (i) reach target audiences & (ii) are attractive & useful to target audiences (See Risk Analyses of CS).</p> <p>Funding (from EdQual & parallel funding) available for researchers to attend key international fora?.</p> <p>Potential users are willing and have the capacity to engage in ongoing communication with EdQual and take up findings/materials generated.</p>

<p>3. Capacity strengthening</p> <p>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.</p> <p>National consultative workshops to identify capacity strengthening needs in governments & NGOs; National dissemination workshops for policymakers & NGOs;</p> <p>Practitioner training in research methods; 1 LSP on leadership & management of change.</p>			<p>Risk – Research capacity threatened by institutional level instability in staffing & funding; academics overloaded with teaching; PhD graduates attracted to work elsewhere.</p> <p>Assumption - Key policy makers attend & engage with workshops; IIEP training contributes towards assuring govt policy maker engagement.</p> <p>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.</p>
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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

Impact \ Prob	Prob		
	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;	Poor or no connectivity; Project schedule; staff turnover /limited capacity; Multiple	Unpredictable events, e.g. unpredictable disruptions to school calendar; Personal

	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	demands on researchers/staff; Predictable events; loss of commitment by participants.	events, e.g. pregnancy, illness, bereavement.
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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 to 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	LR/R SMT to M&R

	and provide incentives (e.g. financial/intellectual/time saving material or technological resources/ benefits) to ensure continuing engagement and commitment	
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. 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.	LR; R 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. 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.	LR; R; IC
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.	For schools & institutions where initiatives are to be implemented – LR; R.

	<p>Dissemination phase to include workshops.</p> <p>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.</p>	For MoEs – IC; CS.
Institutional support for EdQual not sustained during lifetime of RPC.	<p>ICs keep senior level managers informed of EdQual's activities and objectives.</p> <p>If institutional appears to be vulnerable, Dir to seek direct contact with senior level managers to discuss their obligations under the partnership agreement.</p> <p>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.</p>	<p>IC</p> <p>Dir</p> <p>Dir</p>
Theft or financial mismanagement	<p>Robust budgetary accounting procedures. Following University systems that are in place to guard against financial mismanagement. Insure equipment that the RPC cannot afford to replace if it is not covered by institutional insurance.</p>	Dir, ICs admin, finance offices;
Programme perceived as political	<p>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.</p>	IC supported by CS
Poor or no connectivity;	<p>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)</p>	CS, Admin, UK resource researchers
Project schedule;	<p>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.</p>	Dir, ICs
Staff turnover /limited capacity	<p>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).</p> <p>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.</p>	IC, LR
Loss of	<p>Make allowances for some turnover/ drop out when</p>	R

commitment by participants	selecting original sample of participants for action research.	
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 education quality issues.	LR, IC, CS
Predictable events interrupt data collection or make communications temporarily less favourable.	LSP teams review dates for data collection. 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. Time dissemination through popular media and to coincide with periods when education is highlighted in media or during 'quiet' periods.	LR; R; IC. CS, CM, IC 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. 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.	LR; R; IC

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

For more specific information see Communications Report, Oct 07 – Sept 08; included as appendix to Communications Strategy.

<i>Key Communication Products produced</i>	<i>Theme/Programme</i>	<i>Target audiences</i>
Peer reviewed publications for the year G. Yu & S. Thomas (2008) Exploring school effects across southern and eastern African school systems and in Tanzania, <i>Assessment in Education</i> 15(3)	School Effectiveness	Researchers, academic community, SACMEQ community
Publication in press or submitted – ICC paper submitted to International Journal of Science Education Angeline M. Barrett & Leon Tikly, <i>Education Quality: Research Priorities and Approaches in the Global Era</i> , submitted to <i>International Review of Education</i> .	curriculum change Cross-RPC	Academics & Researchers in INGOs, science education specialists,
Books or book chapters A. Halai (in process) Gender and Mathematics Education: Lessons from Pakistan. In H. Forgasz & K. Lee (Eds.). International perspectives on gender in mathematics education. Information Age Publishers Series Title: Mathematics Education: Cognition, Equity and Society.	Curriculum change	Researchers, science education specialists

<p>J. Clegg (2008) Moving towards bilingual education in Africa, Proceedings of 7th International Language and Development Conference, Addis Ababa, October 2005 to be published by British Council.</p> <p>C. Rubagumya (forthcoming) 'Going through the motions of learning: classroom interaction in Tanzanian classrooms' To be published in LOITASA (Language of Instruction in Tanzania and South Africa) vol. 5 publication.</p>	<p>Language and literacy</p> <p>ditto</p>	<p>Researchers, language in Africa specialists</p> <p>ditto</p>
<p>Policy Briefs -</p> <p>1. Key findings document</p> <p>2. Ghana documents</p> <p>3. SeeQ emerging findings</p>	<p>cross-RPC</p> <p>RPC</p> <p>SeeQ</p>	<p>DFID education advisors</p> <p>education directors at all levels, headteachers, circuit supervisors</p> <p>website users, DFID education advisors, policy makers in MoE Tanzania Mainland & Zanzibar.</p>
<p>Publicity material -</p> <p>1. Newsletter issues no. 3</p> <p>2. Interview & feature on SABC 1 Learning Channel, South Africa</p> <p>3. Articles in Daily Graphic & The Ghanaian Times, radio news bulletin features Ghana</p> <p>4. Newspaper article Rwanda</p>	<p>RPC</p> <p>RPC & curriculum change</p> <p>RPC</p>	<p>Research participants, practitioners, district level administrators, inspectors, staff of MoEs, research colleagues</p> <p>practitioners in South Africa</p> <p>Lay & senior education officials Ghana</p> <p>Lay & policy makers, Rwanda</p>

	ICT	
Website links - www.edqual.org/	RPC	Institutional colleagues, senior management & stakeholders. International development community. Practitioners & policymakers.
RPC publications – 9 working papers, several workshop reports – details in Comms Report	all RPC strands	web-users (international audience), researchers (academic & in INGOs).
Dissemination events - 13 conference papers (details in Comms report) National Reference Group meeting, Ghana; National Advisory Group Meeting, Tanzania Workshop with DEOs, Tanzania Attendance at GDE policy and strategic workshop (Jan-Mar 08), South Africa 1-1 meetings with <i>Director of Human and Institutional Capacity Building at the Rwanda Information Technology Authority (RITA)</i> , <i>ICT director at the National Curriculum Development Centre</i>	Cross-RPC L&M, L&L L&M ICC ICT	Researchers Senior policy makers and policy influencers in Ghana & Tanzania. Local education officials, Tanzania Policy makers, South Africa Policy makers, Rwanda