EdQual

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

Annual Report 08\09

Abridged Version

Section One – Background Information

Title of RPC:
Implementing Education Quality in Low Income Countries

Reference number:
HD9

Period covered by report:
September 08 to September 09 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

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

- The school effectiveness project has completed an initial analysis of the SACMEQ II data and has now shifted to developing context-sensitive models.

- Data collection and analysis are proceeding well in African partner countries despite some delays. Plans for the remaining year of these projects have been finalised and the projects will complete by August 2010 (with exception noted below).

- The Ghana team have been successful in attracting multiplier funding through the Commonwealth Trust to develop headteacher training drawing on EdQual research findings.

- Two of the small scale projects have been completed. It is still anticipated that the third project will complete by the end of the RPC.

- EdQual has produced 3 conference papers, 2 new working papers with another 8 in the process of publication and 3 journal articles. Two proposals for special issues in leading international peer reviewed journals in the field have been accepted and 9 papers have been submitted for the first of these. A proposal for an edited book within a series targeted at international policy influencers, researchers and research students has also been accepted.

- Key communication successes include a collaborative conference with policy makers in Ghana and an invitation to input into a ten year education sector plan; EdQual in Rwanda is now sharing information with a large initiative distributing ICTs for schools - One Laptop Per Child. EdQual's contribution to DfID retreat in Chennai and to GMR conference; EdQual in the national news in Ghana, Tanzania.

- EdQual doctoral students will strengthen research and teaching capacity on issues related to education quality over the next year as they return to working fulltime in their home institutions. All 11 are judged to be developing into skilled academics or will be well-respected within their fields.

- Headteachers in Ghana have transformed their attitudes towards leadership of teaching and learning from resignation to professional confidence in their ability to make a difference in their schools. Teachers in all four African-based projects are demonstrating competent implementation of new strategies and initiatives and have participated in capacity building workshops.

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. Three of the four African-based projects are on track although slightly behind schedule and are in the last cycle of action research with the emphasis on implementing and evaluating new initiatives that have been developed on the basis of the previous cycle. Three rounds of visits have been made to schools and data collection is at an advanced stage due to be completed in December 09. Delays to the projects (the delays are explained in section 4.3) have meant that the case studies of effective practice for the leadership and management project, and the data collection and the final capacity building workshop for teachers in the ICT project have been delayed by approximately three months. The fourth African based project for which the Wits EPU is the lead has been suspended for reasons that are discussed separately under section 4.3. A new project team has been identified at the University of the Witwatersrand and, once the budget has been agreed by partners, will seek to fulfil the objectives of the original project and provide a degree of continuity but will have a revised research design that can be completed within the specified time. This South African-led research will, therefore, complete one year after the others in August 2011. It will be recalled that the plans for the SeeQ project were 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. Previously the researchers had developed a model of school effects over the fourteen SACMEQ countries. Countries have now been grouped and analysed in relation to size and socio-economic status. Repetition and drop out are being incorporated as indicators of outcome. This is providing a nuanced picture of the factors impacting on quality in different country contexts and in relation to different specific forms of disadvantage including rurality vs urban dwellers, girls versus boys and differences in socio-economic status.

3.1.2 Communication
Evidence of interaction with policy makers
The National Advisory/Reference Groups for Ghana, Tanzania and Rwanda have each held a meeting in the last year. Each includes a senior figure in the Ministry of Education. For example, in Tanzania the Assistant Director, Ministry of Education and Vocational Training sits on the Advisory Group. In Ghana, the chair has been replaced consequent on a change in government. In Ghana, a briefing meeting was held with the chief director and director-general of Ghana Education Services (GES), the body responsible for ensuring delivery of primary and secondary education across the country. In Rwanda, the institutional coordinator has had one-to-one meetings with the new permanent secretary in the Ministry of Education, who has since become the Minister of State in charge of primary and secondary education and Director of ICT in the Ministry of Education

Good communication of research
In Ghana, a joint conference by the EdQual and RECOUP RPCs in Accra provided opportunities for the Ministry of Education (MOE), the Ghana Education Service (GES), academics and development partners, including DfID and World Bank, to disseminate mid-term research findings. Dissemination sessions, which provoked

policy dialogue among participants, were chaired by the then Chief Director (MOE), Mr Ato Essuman, The Vice Chancellor of the University of Cape Coast, Prof. Jane Naana Opoku-Agyeman and other officials from the GES.

In Rwanda in November 2008, a one-day conference open to the general public on ICT in teaching and learning was held the day before a workshop for teachers participating in the research. KIE is the only institute training secondary school teachers in Rwanda and through these events, the research team generate awareness of how the computers and laptops that are increasingly being placed into the hands of pupils can be used to enhance learning not only amongst teachers and parents but also colleagues within their own institution.

The EdQual RPC Director participated in the DFID retreat at Chenai, India and highlighted to DFID staff and the directors of other RPCs the importance of contextualised strategies to improve quality. He received positive feedback and has raised the profile of EdQual.

In Ghana and Tanzania, communication with local education managers and supervisors is crucial for facilitating research. Headteachers and teachers need their support to implement changes within their schools. They can also facilitate the transfer of learning between schools within a district. Towards this end, in Tanzania both projects have held meetings with district education officers and invited them to headteacher workshops, hence involving them in the research. In Ghana, circuit supervisors have been kept informed of project activities and emerging findings.

Research communication to academic audiences has been in response to invitation, as the reputation of the RPC and its theoretical work grows internationally. The Director was invited to present on education quality and social justice at the Open Society Institute in New York, August 09. A team of researchers at the University of Bath presented on EdQual's emerging findings to visitors from NCERT, India on EdQual, who were interested in ideas for evaluating quality initiatives. Another Bristol based researcher was invited to present at the University of Nottingham. Ghana's institutional coordinator was invited to present at a conference at the University of Oxford at the end of March marking the 50th anniversary of the Commonwealth Scholarships. His audience included current Commonwealth-funded research students and former students, who now hold influential positions.

3.1.3 Capacity Building
At the purpose level EdQual is committed to developing a sustainable research capacity to assist in improving the quality of education for disadvantage learners. This means developing research capacity of research institutions and the capacity of practitioners to implement improvements.

Monitoring of emerging research and policy networks
Through his advocacy on behalf of EdQual the Institutional Coordinator in Ghana, George Oduro, has raised his own personal profile to the extent that he has been invited to contribute to the Ministry of Education's Education Sector Plan (2010-2020). Part of EdQual's legacy will be the networks and policy influence that the Institute for Educational Planning and Administration at Cape Coast has established.

The School of Education, University of Dar es Salaam has developed a relationship with two senior policy makers in the Ministry of Education and Vocational Training, breaking down a history of poor communication between the University and Ministry. KIE Rwanda's networks of policy influence include well-funded initiatives which are putting ICTs into schools, as well as Ministry officials.

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EdQual researchers are active in forming research networks, with the objective of bidding for funding for further research on education quality, addressing areas that EdQual has not been able to cover. The Universities of Bath and Cape Coast are collaborating with the Tata Institute of Social Sciences, Mumbai, India in the area of quality early childhood care and education. A Bath researcher has visited Mumbai and an application has been made to Leverhulme for funding for a research network. A Bristol researcher, who has now moved to Hong Kong University is networking researchers with an interest in inclusion in sub-Saharan Africa, a network that includes KIE and Bristol.

Research training
The practitioner-training workshops described below also include training for facilitators. Typically a UK-based researcher participates in the workshop to advise on the research techniques and facilitation skills that are integral to action research.

New researchers have received training and mentoring in Ghana, Tanzania and Rwanda. One researcher from the University of Dar es Salaam and one from the University of Ghana spent a period of six weeks based at the University of Bristol to receive training and conduct data analysis.

Researchers at the University of Bath and Bristol have supported academics at the University of Dar es Salaam and University of Cape Coast with the development of applications for funding of doctoral research. In the future year, experienced researchers will be working with less experienced researchers in writing for international peer reviewed journals and writing research proposals.

Practitioner training/ needs analysis workshops
Teachers, head teachers and university-based researchers have participated in a total of 5 training workshops related to the use of ICTs for the teaching and learning of mathematics and science (Rwanda); the use of bilingual strategies where there is a transition in the medium of instruction (Tanzania) and developing and monitoring initiatives to improve education quality and achievement for disadvantaged learners (Ghana and Tanzania). These workshops supplement ongoing school-based support that facilitators provide through regular school visits.

Ongoing project management support
The director provides ongoing project management support to all of the institutions through regular visits and international phone calls. Outputs and activities are monitored through a system of quarterly reporting.

Ongoing support for non-UK administrators
UK-based administrators continue to support relatively inexperienced administrators at the University of Dar es Salaam and Kigali Institute of Education, who do not have qualifications specific to the role.

PhD studentships
Sponsoring PhD students, each linked to a LSP, is a key part of the EdQual strategy for building capacity of partner institutions. All eleven students (ten sponsored by EdQual and one by the Commonwealth, linked to EdQual) now hold permanent positions at their home institutions and in some cases home institutions have supplemented their studentship to cover field expenses. Nine of them are released on a full or part-time basis for their doctoral studies. The two students at Wits secured positions of members of staff in the Department of Education in the last academic year and since then have been completing their doctoral studies on a part-

time basis. Four students are expected to complete in the next two years; two (both members of staff at the University of Dar es Salaam) are expecting to submit theses within the next two months. Three others expect to complete by December 2010. The remaining four, which includes the two at Wits and two members of staff at KIE, are all only able to work on their doctorates part time due to commitments at their home institutions. The students whose progress was a matter of concern last year are now considered to be on course and one of them is already writing up. They are all well-respected within the academic communities of their host institution, where they demonstrate their potential to become leading academics in their field.   In summary, although selecting students from our partner institutions has meant that they face competing demands, especially where staff shortages in the host institution are most severe, it has meant that EdQual is on course to make a real difference to the research and teaching capacities of its partner institutions in Africa on issues related to education quality.

Summary of progress with outputs

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.	Continuation of secondary analyses of SACMEQ data for LSP 1 Continuation of action research in sample institutions for African based LSPs (with exception of South Africa*) and continued roll out of interventions in a further sample of schools.	Focus on ensuring all outstanding data is collected by December 09 for African based projects.
2. Communication New knowledge effectively communicated to key policy makers and influencers; New knowledge effectively communicated to	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.	Links with policy makers maintained or deepened through advisory groups, targeted conferences and face-face meetings. Official approval from Ministries of	A joint dissemination event with other education RPCs in UK planned in addition to our own EdQual dissemination events planned for 2010.

practitioners. New knowledge effectively communicated to research community	Practitioners in case study schools actively implementing new initiatives. Joint conferences and research bids developed with other RPCs and/or research teams.	Education enhances influence with practitioners. Teachers and headteachers participating in research are implementing and monitoring changes in their schools. Headteacher training being piloted in Ghana. 5 working papers and 6 research reports have been published or are in the final stages of review for publication; 1 journal article published; 4 journal articles submitted; 1 book chapter published; 1 special issue of leading journal in review process; 1 special issue proposal with another journal accepted; 1 book proposal accepted Website improved and working papers uploaded. Invitations to present and facilitate at 3 high profile events related to education development in UK and USA. Bids submitted for research network and teacher training related to findings of EdQual. New partnerships being developed for research on inclusion, early childcare and secondary analysis of large dataset.	Two research bids planned for next round of DfID/ESRC call.

3. Capacity strengthening (See annex 6.2 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 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.	Ongoing project management and admin training and support. Research training workshops to support action research for teachers, headteachers and district officers. 'On job' research training for Tanzanian Ministry official & doctoral training for Zanzibari Ministry official. Mentoring support for Bristol based SeeQ researcher. Strengthening of partner institutions through ongoing EdQual PhD studentships. 2 South African doctoral students move into permanent lectureship positions. Forthcoming special issues of international peer reviewed journals & edited books include contributions from African partners.	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. More closely monitor PhD studentships to ensure compatibility with programme objectives

*See section 4.3

3.2 Progress with purpose

Below is a summary of EdQual progress in relation to purpose so far.

Purpose*	OVIs*	Progress**	Recommendations /comments***
Purpose: Policy makers and practitioners have new knowledge, initiatives and a sustainable research	Policy makers and practitioners are aware of new knowledge and initiatives from all	Clear, sustainable lines of communication with key policy makers and practitioners and	The suspension of the South African-led project has delayed the development of new knowledge and

capacity to assist them in improving the quality of education for disadvantaged learners.	four research outputs by the end of the programme. 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.	DfID education cadre have been established. Policy makers and practitioners continue to actively demonstrate awareness and support for EdQual outputs and purpose and contributed to identification of programme priorities. Excellent progress with PhDs linked to African partners. Production of high quality outputs by African partners	initiatives in South Africa. Links with policy makers and practitioners will need to be renewed by the new team.

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 during the year.

3.3.2 Evidence of policy makers' and stakeholders' awareness of research findings

Emerging findings have been discussed with key policy makers on the National Advisory Groups.

EdQual's institutional coordinator in Ghana was invited to contribute to the development of the Ministry of Education's Education Sector Plan 2010-2020, evidencing the respect he has gained through his lobbying and advocacy on behalf of EdQual. Influenced by EdQual's lobbying through the media and advocacy through one-to-one meetings, the National Reference Group and conferences (see below), the Ministry of Education and Ghana Education Services have declared a renewed interest in headteacher training as a requirement for appointment. EdQual's Ghanaian partner, Cape Coast is now piloting training supported by funding from the Commonwealth Education Trust.

In Rwanda the Director of ICT in the Ministry of Education has become aware that placing hardware in schools will not on its own improve education quality but that teachers need to learn how to use ICTs to enhance their classroom practice. The Director recognises EdQual researchers at KIE as a source of expertise and has put the institutional coordinator in touch with the One Laptop Per Child initiative, so that he can share EdQual findings with the initiative and help to increase the impact of the laptops on quality of teaching and learning. The Minister of State for Primary and Secondary Education has declared his support for EdQual, which raises our status in the eyes of teachers, who we are seeking to influence.

Research projects in Ghana, Tanzania and Rwanda have collected evidence of the teachers changing their classroom practice as a consequence of participation in the research. In Ghana and Tanzania, evidence has been collected of headteachers

improving monitoring of pupil performance that has enabled them to target pupils who are under-performing and at risk of dropping out. The techniques they are using for analysing pupil performance data allow them to communicate more persuasively with teachers, school committees and local communities to gain their support for initiatives targeted at these children.

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 key outputs including joint conference presentations and collaborative writing for publication. Northern-based partners have spoken to teachers at the workshops and learnt more about how, with support, they are able to transform practices in their schools. As attention has turned to writing working papers and journal articles, northern-based partners review papers and provide feedback to partners. This editorial mentoring role has been extended as articles are prepared for publication in special issues of two journals and chapters prepared for the EdQual book to be published by Routledge.

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.

Section Four – Lessons Learnt

4.1 Working with Partners

Partners continue to play a leading role in three of the four African countries in carrying out field work and analysing data supported by Bristol, Bath and our associate partners in Pakistan and Chile. The result is continued Southern ownership of the projects. There are two key factors that continue to pose a major barrier to the model of African-led research that we have adopted in EdQual. One is the problem of capacity by which relates principally to the heavy workload and time demands on African researchers including, but not restricted to, those undertaking PhDs. The other is the problem of communication, most especially between African partner countries that despite our best efforts has proved intractable with the result that much of the communication between partners continues to be undertaken through Bristol.

4.2 Good Practice/Innovation

We have added to the list of innovative practice in the last annual report:
- Decentralised management structure (although this requires considerable scaffolding in the form of support from Northern partners);
- 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;
- 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

A particular challenge in Rwanda has been that three consecutive transfers of money went missing due to a banking error. The consequence was that field work in Rwanda was inevitably held up for approximately three months until the funds could be traced. The problem was finally resolved due to the hard work of the Bristol and Kigali admin teams.

Programme management has not been assisted by new procedures for vetting visas introduced by the home office. This has led to two visa applications by African-based researchers being declined, one involving the IC for Tanzania which prevented him attending the September 09 SMT meeting.

4.4 Communication

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

Internal communication
- Bringing partners from different African countries collaborating on the same comparative project together in a workshop environment ensures continuity in methodology and generates opportunities for South-South learning on substantive and methodological issues. They also develop trust and respect between colleagues in different partner institution which enables collaboration on research bids in the final year of EdQual and the period following the end of the RPC.
- Director's visits to partner institutions in Africa remains an irreplaceable means of monitoring the progress of research, maintaining momentum in the final years when the most skilled researchers and administrators are being invited to participate in other research networks or are promoted to more senior leadership roles within their institutions.
- Maintaining regular contact with practitioner action researchers is fundamental to nurturing innovation, collecting rich qualitative data and building researcher-academic networks that will facilitate practical communication of new initiatives with wider practitioner audiences.
- Telephone communication using Skype and other VOIP providers is the most reliable low cost method for UK-based researchers, including the Director, to keep uptodate and monitor progress on a month-to-month basis.
- Communication between African partners remains problematic.

External communication
- Website development now needs to be guided by a vision of what the website will look like post-2010;
- Less-experienced researchers need intensive support with writing research reports;
- Pairing of less-experienced researchers with more experienced researchers is producing academic articles that are of interest to an international audience and chapters for books targeted at a broader international audience.
- In the last year of the RPC, researchers need to focus on production of key research and communication outputs and not be diverted by documents that are mainly internal (e.g. workshop reports). The communications manager in Bristol and director can help with prioritization in what will be a busy year;
- Academics in senior positions who are well-known and respected within ministries of education and other bodies making and influencing education policy, play a key role in communication of research. There are three ways of securing the support of such people (i) they are already on the SMT of EdQual (Ghana); (ii) inviting them to events and keeping in contact with them through informal and formal collegial interactions; and (iii) inviting their participation on national advisory groups.
- National advisory groups are an effective way of communicating with senior officers, who participate in policy making and decision-making, and gives them an opportunity to share their expertise, in particular, knowledge of how to influence policy;
- Nurture research networks with partners that have proven to be 'value for money' during the lifetime of the RPC as part of EdQual's legacy;
- There is a need now to communicate with the two other education RPCs, Young Lives and possibly some other RPCs to identify cross-sectoral messages for UK development ministers. DFID Communications have an important facilitative role and can advise on what kind of messages ministers and DFID are interested in;

- In Ghana, a major lesson learnt from communicating through media is that pro-government media broadcasts attract attention of government more than outputs channelled through media houses known not to be sympathetic to the government.

Section Five – Programme Management
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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 (UK)**; 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
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 are aware of 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. 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.	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. 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; e-mail communication with policy makers & practitioners; record of face-to-meetings; policy makers and influencers consult with EdQual researchers.	

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 pioneered by practitioners as a result of participation in the research process and professional development activities.	RPC annual reports and publication lists; research grant awards; external evaluations of the RPC; course evaluations; interviews with participants.	

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 Inclusion Index, NEPAD e-schools, School building design.			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 newsletter targeted at Africa-based target audiences, especially 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 Kenya, 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.			Risks – Research capacity threatened by institutional level instability in staffing & funding; academics overloaded with teaching; PhD graduates attracted to work elsewhere. Assumptions – 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.

6.5   Communications Strategy

Please find attached as a separate document.

Key strategies for reaching target audiences in final year of RPC are:

- Communicate findings from all projects in Rwanda, Tanzania and Ghana through high profile national dissemination workshops in Ghana, Tanzania and Rwanda attracting high level policy makers based in ministries of education, directors of bodies managing and administering education services, curriculum developers, teacher trainers, policy influencers within NGOs, civil society organisations and academic institutions. These events will also attract media coverage and will legitimate targeted news briefings to TV news programmes and newspapers used by policy makers and politicians prior to the events;

- Through the dissemination workshops, national advisory groups and ongoing one-to-one meetings to communicate findings directly to key policy makers in Rwanda, Ghana and Tanzania with the objective of creating a policy environment that allows teachers' and headteachers' capacity for innovation and develops professionalism, including a belief in their ability to improve the quality of education in their own schools and classrooms;

- Communicate findings from the School Effectiveness project through dissemination workshop and National Advisory Group in Tanzania Mainland and through a doctoral student with senior decision-making position in the Ministry of Education Zanzibar, to share with them the process of identifying policy implications that are realistically implementable;

- Build on contact with *One Laptop Per Child* in Rwanda to discuss how the strategies for using ICTs in schools that EdQual has developed can be shared through their initiative with greater numbers of teachers alongside the distribution of computers to schools and pupils in Rwanda and simultaneous to the extension of compulsory education into the lower years of the secondary cycle.

- Stimulate further debate and share theoretical insights with researchers internationally, based both in academic institutions and INGOS through special issues of leading peer-reviewed international journals concerned with education in low income countries and an edited book;

- Publication of country reports and final research reports online and distribution of hard copies within African partner countries. Country reports are to be written so as to be accessible to a broad audience including practitioners, policy makers, staff of civil society organisations concerned with education;

- Preparation of colourful 2-4 page policy briefs, one for each large scale project, small scale project and one for each of the cross-cutting themes.

- In addition, preparation of policy briefs targeted at policy makers in partner countries, at least two per country;

- Preparation of handbooks and other materials targeted at teachers, head teachers and teacher trainers to be distributed to all teachers who took part in the research and used to approach publishing houses who develop materials for teachers and textbooks;

- Establish and extend research networks for ongoing research on aspects of education quality including use of ICTs, school leadership, quality of education in early childcare, applying capabilities insights to education quality and inclusion;

- Prepare funding bids to develop and implement training in the initiatives/pedagogic strategies developed through EdQual research, in order to mainstream them amongst teachers and headteachers. Funding has already been secured and a leadership training project started for headteachers in Ghana and a bid submitted for training teachers in use of ICTs to enhance teaching and learning in Rwanda;

- Development of 'legacy' website that will be left upon completion of the project;

- Building on established relationships with policy makers, to be available as a resource, e.g. to act as consultants for development of national education strategies (in Ghana);

- As practitioners, including local managers and supervisors, have come to trust our research teams, to continue being available them as a source of expertise, with which they can consult;

- Lobby and advocate for contextualised approach to improving education quality in low income countries through established forums such as NORRAG, UKFIET and the Council for Education in the Commonwealth in UK; and

- Joint education RPC dissemination event in UK to identify and communicate cross-cutting findings to academics, researchers based in INGO offices in London and DFID staff based in London.

6.6   Products and Publications

For more specific information see Communications Report Oct 08–Sept 09; included as appendix to Communications Strategy.

Key Communication Products produced	Theme\Programme	Target audiences
Published articles in journals & professional newsletters: Nikel, J. & Lowe, J. (2009) Talking of fabric: a multi-dimensional model of quality in education, *Compare*	Quality	Academics
Barrett, A.M., Rubagiza, J. & Uworwabayeho, A. (2008) Critical Reflections from a Partnership in Progress: The Case of EDQUAL, *NORRAG NEWS*	Processes of international research collaboration	A network of researchers, policymakers, donor agencies and NGOs.
Publication in press or submitted – Barrett, A.M. & Tikly L. (2010) Education Quality for Social Justice and Addressing Disadvantage, Special Issue of *International Journal of Education* with 8 articles based on EdQual research	Cross-RPC	Academics & researchers in INGOs.
Oduro, G.K.T., Dachi, H. A. & Fertig, M. (forthcoming) Educational Leadership and Quality Education in Disadvantaged Communities in Ghana and Tanzania, *Educational Management & Leadership*	School leadership	Researchers, educational management specialists.
Uworwabayeho, A. (forthcoming) Teachers Innovative Change within Countrywide Reform: A Case Study in Rwanda, *Journal of Mathematics Teacher Education* Were, E. (2009) Overview of the NEPAD e-school initiative in the promotion of community health literacy in African schools, *Journal for Science, Technology Education and Management*, JSTEM Vol.3, No.2, 2009. ISSN 1991289. Masinde Muliro University of Science and Technology	Curriculum change ICTs, health education	Researchers, mathematics education specialists and teacher trainers. Education & health researchers in East Africa, science education specialists.

Key Communication Products produced	Theme\Programme	Target audiences
Books or book chapters Barrett, A.M. & Tikly, L. & (2009) Education Quality: Research Priorities and Approaches in the Global Era, in D. Mattheou (Ed) *Changing Educational Landscape: Educational Practices, Schooling Systems and Higher Education – A comparative perspective* (Amsterdam: Springer), pp. 34-56.	Cross-RPC	Researchers
Oduro, G. (2009) The missing ingredient: Headteacher leadership development in Sub-Saharan Africa, paper included in conference book for the event Commonwealth Educational Co-operation: Looking Ahead at 50, University of Oxford. 31 March-1 April 2009	School leadership	Leading international academics, international research students, policy influencers (Council for Education in the Commonwealth).
Policy Briefs - Education Policy Brief on Research Update Feb09 (presented in meeting with Chief Director & Director General GES)	School leadership	Chief Director & Director General Ghana Education Services (GES)
Publicity material - RPC Newsletter issue no.	Cross-RPC	Research participants, practitioners, district level administrators, inspectors, staff of MoEs, research colleagues
EdQual Ghana newsletter Vol.3 on headteachers as researchers	School leadership, language & literacy	School, district and national level primary education managers.
ICT project flyer	ICTs	Ministry of Education staff, lay, teachers, teacher trainers in Rwanda. Designed for distribution at open event.
RPC flyer	Cross-RPC	Flyer inserted into packs at international conference (UKFIET) to attract participants to EdQual Symposium.
Website links - www.edqual.org/ www.edqual.udsm.ac.tz	RPC Tanzania	Institutional colleagues, senior management & stakeholders. International

Key Communication Products produced	Theme\Programme	Target audiences
		development community. Practitioners & policymakers.
RPC publications – Barrett, A.M. (2009) The Education Millennium Development Goal Beyond 2015: Prospects for Quality and Learners, EdQual Working Paper Quality no 6, Bristol, EdQual.	Cross-RPC	web-users (international audience), researchers (academic & in INGOs).
Leadership & Management Baseline Study	School leadership	Ditto
ICT (Rw) Baseline Report on Use of ICT in Schools in Rwanda	ICTs	Ditto
Findings from the first cycle: application of ICT in the classroom, drawing on teachers and learners comments from "What teachers and learners say about ICT?"	ICTs	Ditto
Classroom Data Analysis - Interim Findings based on two of 1st set of Tanzania schools	Language of instruction	Ditto
Language Paper 3 - An Integrated Report on Analysis of Language & Literacy Baseline	Language of instruction	Ditto
8 working papers that are being prepared for publication in *International Journal of Educational Development*	Cross-RPC Quality & social justice	ditto
Dissemination events -		Researchers
Collaborated conference on access, quality and outcomes in education (Ghana)	School leadership, Language & literacy	Policy makers & practitioners, Ghana.
Conference for the general public on Use of ICT in teaching and learning in Rwandan schools, Kigali Institute of Education.	ICTs	Lay, teachers & teacher trainers, Rwanda.
National Reference Group meeting, Ghana (Oct 08); National Advisory Group Meeting, Tanzania (Feb 09);	School leadership, Language & literacy	Key national-level policy makers and influencers

Key Communication Products produced	Theme\Programme	Target audiences
8 papers presented in symposium at UK's largest conference on education & development (UKFIET Conference, Univ of Oxford, Sept 09)	Cross-RPC	DFID education advisors, academic & INGO researchers.
Talk on 'Challenges and conundrums implementing curriculum change in low income countries' given at Association for Science Education Conference, UK	Curriculum change	Science educators and researchers
Presentation at District Directors' Conference, Ghana	School leadership	District directors, Ghana
Facilitated workshop on quality at EFA Global Monitoring Report 2009 event, Institute of London.	Quality	Researchers, research students, UK.
Invited presentation to Open Society Institute in New York, August 09	Quality	Researchers, research students, USA.
Presentation on: Headteacher leadership development in Sub-Saharan Africa by George Oduro at event marking 50th anniversary of Commonwealth scholarhships, 31 March-1 April, Univ of Oxford.	School Leadership	Researchers, research students, policy makers, Oxford
Presentation on EdQual's emerging findings by researchers at University of Bath at a colloquium at the Univ. of Cambridge to a group from NCERT, India interested in ideas for evaluating their 'quality initiatives'.	Evaluating quality	Researchers, India
Briefing meeting with Chief Director and the Director-General of the Ghana Education Service.	School leadership, Language & literacy	High level policy maker, Ghana
1-1 meeting with permanent secretary, Ministry of Education, Rwanda, who is now secretary of state in charge of primary and secondary education (April, 09);	ICTs	High level policy maker, Rwanda.
1-1 meeting with staff member of Save the Children Fund, India	School leadership	INGO, India