

Issue Two

JANUARY, 2008

Director's Note:

CREATE has made considerable progress since the first Newsletter was published. Across the CREATE research sites over 100 researchers are now involved in the programme. The Country Analytic Reviews (CARS) on access in Bangladesh, Ghana, India and South Africa have now been finalised and launched at national events. The Pathways to Access (PTA) series of research monographs has continued to develop with a list which is now approaching 20 papers. They include six cross national reviews, four thematic analyses, and nine country related papers. At least ten more will appear in early 2008. Work on changing patterns of access and policy dialogue is developing and has been presented at various conferences. Fieldwork at community and school level is now underway based on a suite of nine data collection instruments develop in joint workshops. Fieldwork in Bangladesh has surveyed 6000 households linked to school clusters and a similar programme is underway in India. In Ghana about 2000 children are being tracked in about 30 schools in Central and Northern Regions. In South Africa schools in an informal settlement around Johannesburg and in Eastern Cape have been identified and baseline data collected.

The CREATE website is now fully functional with more than 30 free downloads, newsletters and event lists, an extensive searchable database on access, and links to all major development gateways. It will include policy briefs in 2008. CREATE products are being made available on the id21, Eldis and R4D websites.

CREATE has projected its ideas by invitation at various international events (e.g. CCEM 16, CHOGM (Peoples Forum presentation), SEIA (Ministerial meeting), SFAI (Working group), UNESCO (World Teachers day plenary), UKFIET, WCCES (Working group), CIES, DFID Education Advisors Retreats, and at many national events organised by partners.

The CREATE conceptualisation of zones of exclusion is entering into policy dialogue. CREATE's developing agenda is promoting a reordering of policy priorities that include amongst other things new emphases on age in grade progression, small schools and multigrade learning, balanced access to post primary, visibility of silent exclusion, analysis of both supply and demand side constraints on access, the development of child-seeking schools, and the use of distributional targets linked to poverty, equity and meaningful learning.

CREATE is looking forward to 2008 and the opportunity to deepen its analysis and extend its range. The expanded vision of access that CREATE has developed – on age entry and progression, regular attendance, meaningful learning, reductions in silent exclusion, and increased transition to secondary grades - is far from being realised in much of SSA and South Asia. The CREATE teams are to be congratulated on research so far and the momentum that they have generated to ensure access issues remain high on the EFA agenda.

Keith Lewin Director of CREATE



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CREATE News

Progress is being made on community / school studies (ComSS) in Bangladesh, India, South Africa and Ghana. The ComSS are empirical enquiries into meaningful access in a variety of locations. Studies are taking place at the school and household levels in communities with differing access profiles.

Fieldwork teams have been established in each of the Partner Institutions, instruments have been piloted, and baseline data collected. The generic plan is to collect baseline data from households and from selected schools within sample areas. In Bangladesh and India the sampling is driven from households within selected districts. In Ghana and South Africa sampling is driven from school catchment areas. In the first phase a picture is being developed of the case study sites and basic characteristics of schools and households that relate to access. This will be followed up with interviews, focus groups and other forms of data collection to track how participation patterns change over time. Child tracking is planned in each fieldwork site to include information on registration status, repetition, promotion, attendance and achievement and where feasible basic health data. Dropouts will be identified and interviewed in each area included in the fieldwork.

In Ghana the CREATE team has carried out initial field work in Mfantseman District (Southern belt) and Savelugu-Nanton (Northern belt) and will be going to Ahafo Ano South (Central belt) in 2008. These three districts were selected using the criteria of accessibility; type of district; GER below 60 percent; and occupational activity that has potential to impact access. In Mfantseman fourteen public and two private schools from six communities were selected. In Savelugu-Nanton thirty schools including one private school were selected in about fifteen communities. The communities which feed into them became the focus of the research. Children in primary 1, 4, 6 and junior high school 1 are being tracked for three years, to look at patterns and reasons for retention, vulnerability and drop out. Initial findings from the Mfantseman study are being written up while the data from Savelugu-Nanton is being analysed. Staff from the Universities of Winneba and Cape Coast are collaborating on the research.

In **India** research instruments were tried out in April 07 in one community in Haryana State, with data entry and analysis from these visits currently underway. The pilot study took place in August 07 in Chattisgarh State with a field report to follow. ComSS data collection proper is taking place in communities in Madhya Pradesh and Chhattisgarh in 2008. The intention is to take all schools in and around ten villages on each research site. This will generate data from about 6000 households and 30-40 schools. Samples of children (up to 3000) will be tracked with different levels of intensity and their teachers interviewed. Thematic studies are being carried out around a range of topics

e.g., pre-school education in Madhya Pradesh; transitions between sub-cycles of elementary education; and ashram schools in Madhya Pradesh and Chhattisgarh. The collection and analysis of information on sampled communities from secondary sources e.g. the census, DISE data, AIES is also underway.

In **South Africa** the second set of site visits have taken place in fieldwork sites in Gauteng and Eastern Cape. Research is taking place in a rural area of the Eastern Cape and an informal settlement complex on the outskirts of Johannesburg. Currently data collection is taking place in nine schools, with principals, educators and the district officials interviewed on key access questions and tracking of learners taking place. A focus of the South African work is on vulnerability to drop out, and the interaction between supply and demand factors. Three thematic papers currently being researched and will be available early 2008. These include studies on special educational needs, mother tongue and language of instruction in schools and the closure of farm schools.

In Bangladesh the first round of ComSS data collection has taken place. Fieldwork is taking place in cooperation with NGO partners in six areas sampled across the country: Khansama, Dinajpur District of Rajshahi Division, Jakiganj, Sylhet District of Sylhet Division, Goshairhat, Shariatpur District of Dhaka Division, Bhola of Barisal Division, Satkhira of Khulna Division, and Panchari, Khagrachari District in Hill Tracts of Chittagong Division. About thirty six schools (six in each area) will be tracked and around 6,700 households will be visited with tracking of about 3,000 children with different levels of intensity. Preliminary analyses of some of ComSS data is taking place. Pauline Rose and Zia Sabur are carrying out a study on multiple approaches to education provision to support access to the underserved in Bangladesh, this should be available later in 2008.



Field work in Bangladesh



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Moses Oketch and Tony Somerset are continuing their tracer study of pupils in 16 schools from four districts in Kenya is order to assess the impact of free primary education (FPE) policy. The analysis of pre-FPE and FPE cohort enrolment and progression patterns of the 16 schools is complete; the analysis of the determinants of enrolment, retention, repetition, progression is on-going; and a third stage, focussed on transition to secondary school will be undertaken in the near future.

Recent CREATE meetings, activities and events

The **Consortium Advisory Group** (CAG) for CREATE meeting took place, in September, 07 in the UK. The CAG checked progress and provided advice for the next stages of CREATE. The CAG joined the UKFIET Conference and met with Partner Institute Coordinators.

CREATE international team meeting took place in Oxford, following on from the UKFIET conference in September. CREATE team members came together to present progress on research; plan the next stages; and discuss communication plans.

A **joint workshop** for research team members from India and Bangladesh took place in Delhi July 07. The aim was to compare views on pilot instruments and preview data.

National Reference Group meetings have taken place in all Partner Institutions and have reviewed progress and plans for 2008.

Meetings with key stakeholders

A meeting took place with Ms. Vrinda Sarup, Joint Secretary of Ministry of Human Resource and Development, Government of India (and other staff members), 29th of Aug 07. During the meeting CREATE team members, including R. Govinda, Nalini Juneja, Home Chaudhary and Mona Sedwal discussed CREATE's research. Keith Lewin presented CREATE research insights at a Symposium organised by the World Bank and DFID for the Joint Secretary for Secondary Education and staff of MRHD in Delhi in December 2007.

CREATE met with Gugu Nyanda, Chair of the Ministerial Committee on learner retention and her review team in July 2007 in South Africa. Shireen Motala met with Firoz Patel, from the National Department of Education in South Africa, 30 Oct, 07 to discuss CREATE. Paul Kgobe attended a HSRC 'Round-Table on Youth Policy' on 21 Nov, 07 in Pretoria, South Africa. Shireen Motala, Veerle Dieltiens and Keith Lewin presented a half day Symposium to

about 30 members of the Gauteng Department of Education in November 2007.

In Ghana several meetings have taken place with the Chief Director of Education one outcome of which has been that the Ministry will publish the Country Analytic Review and circulate it widely in 2008.

In Bangladesh Dr Manzoor Ahmed has been involved in discussions about the successor to PEDP II and has been active in debates in the press on access.

The CREATE Team has been actively involved in a number of **conferences** and **meetings**.

The UK Forum for International Education and Training (UKFIET) Conference took place 11-13 September 2007, Oxford, UK. CREATE linked with the two other DFID-funded education RPCs: EdEqual and Recoup. Each RPC held a day symposia on aspects and progress of their research. CREATE presented on the country analytical reviews, community school studies and pathways to access research monographs.



CREATE members at UKFIET conference, September 2007

Speakers included: Keith Lewin, Manzoor Ahmed, R Govinda, Shireen Motala, Joseph Ghartey Ampiah, Kwame Akyeampong, Pauline Rose, Nicole Blum, Fran Hunt, Angela Little, Pat Pridmore, Tony Somerset, Mairead Dunne, Caine Rolleston, Alison Croft and Brahm Fleisch. Details of presentations are available on the CREATE website.

Keith Lewin gave a plenary presentation at the World Teachers Day celebrations in Paris at UNESCO and contributed to the workshop on Indicators organised by UIS. In October 2007.

CREATE was represented at the **Commonwealth Heads of Government meeting** in Kampala Nov 17th -25th, 2007. This triennial meeting of delegations from all Commonwealth countries discussed common concerns around education. Keith Lewin presented a



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paper and convened a workshop on expanding access to secondary schooling.



The Queen opening the Commonwealth Meeting in Kampala

The World Congress of Comparative Education Societies took place 3-7 Sept 2007, in Sarajevo, Bosnia & Herzegovina. Keith Lewin and Angela Little were present. Angela Little chaired a symposium on educational access organised by UNESCO and Keith Lewin provided a lead theme paper on progress towards EFA.

A roundtable event to observe **World Teachers Day** took place 5th Oct, 07 in Dhaka, Bangladesh. Manzoor Ahmed chaired the roundtable, and the Daily Star the English daily in the country and the Prothom Alo a Bengali newspaper published a special supplement to mark the occasion. Manzoor Ahmed wrote an article titled, 'Teachers Status and Students' Learning'. Issues of quality and equity in education were raised which are of concern to CREATE. Participants included educational practitioners, donor organizations, education researchers, policy makers and the academic community.

The **Mid-term review of PEDP II** took place in Dhaka, Bangladesh, 29 Oct - 12 Nov, 07. The CREATE/BU-IED team were involved in informal and parallel consultation with the Review Team. Issues of educational access with quality and equity are key concerns of PEDP II.

The **Kenton Pumula Conference** took place 25-28, Oct 07 in South Africa. Mmeli Macanda presented a paper entitled, 'Educational access in the Eastern Cape' and Veerle Dieltiens presented, 'Tilling new ground: Finding educational space for farm school children'.

Angela Little gave a paper at the World Bank/DFID Conference on Quality Education For All 24-26 October, 2007 in Delhi. The paper looked at 'Multigrade pedagogy and assessment'

Angela Little and R Govinda presented papers at the Deshkal Society conference on Education, Pluralism and Marginality: Comparative Perspectives in New Delhi, India, 14-16th Dec, 2007. Angela's paper was entitled, Labouring to Learn: educational change among the Indian Tamil minority in Sri Lanka. R Govinda's paper was entitled: 'Achieving Universal Elementary Education in India: Expanding Access with Equity'. Both can be found on the CREATE website.

CREATE held a conference at NUEPA in December 2007 with eight paper presentations based on ongoing work. The conference was attended by NRG members and invited guests.

Seminar presentations on aspects of CREATE's work have taken place on a number of occasions at IOE, Sussex, NUEPA, BRAC IED, and WITs..



Professor Krishna Kumar, Professor Angela Little and Professor Keith Lewin.

Professor Krishna Kumar gave the **Annual CREATE Lecture** at the Institute of Education, University of London 05 Dec, 2007. The paper was entitled 'EFA and the Quality Debate: Perspective from India's National Curriculum Framework, 2005' and can be found at: http://www.create-rpc.org/pdf%20documents/Krishna Kumar lecture.pdf
The lecture was delivered in the premises of the newly established London International Development Centre

Kwame Akyeampong presented at the Parliament Offices, Westminster, London. The title of his presentation was Ghana - 50 Years of Educational Progress and Challenge. The Government of Ghana invited Dr Akyeampong to repeat this presentation in Ghana as part of the celebrations of independence.

Professor Little is organising the UK launch of the GMR (Jan 2008) at which Keith Lewin will act as a respondent.



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CREATE launches

In April 2007 the draft Country Analytic Review in **Ghana** was introduced to a meeting of senior Ministry officials and road tested with them. The CAR was then finalised and presented to NRG members. The CAR will be published by the Minstry of Education and launched nationally and distributed to relevant government departments, NGOs, academic institutions and researchers in early 2008. Key educational stakeholders from the Ministry of Education, GES, district level educational authorities, NGOs, research community, teaching staff will be invited to the launch, which will get media coverage.

A series of dissemination events to publicise the launch of the **India** CAR will take place following its publication in Jan 2008. The CAR was launched at a CREATE conference with NRG members on the 17/18th December 2007, with around 50 participants present from the NRG, the Ministry of Human Resource Development, other Apex educational institutions and NGOs.

The Country Analytical Review for **South Africa** was presented at a high level seminar in Johannesburg on the 14th June introduced by the Director General. It has been reviewed by its national reference group which consists of academic, senior government representatives and research NGO's. Subsequently CREATE was invited to give evidence to the Ministerial Committee on Retention.

Details of all CREATE events and activities (including conference papers) can be found at http://www.create-rpc.org/news events/events reports.shtml

Forthcoming CREATE-related events, meetings and activities

National Reference Group meetings are planned in Bangladesh, South Africa, India and Ghana. Two of these should take place in each location in 2008.

Institute of Education – UKFIET – UK UNESCO Colloquium: EFA by 2015: Will we make it?' Jan 17th 08, Institute of Education, London.

A mid term review of CREATE will take place early 2008. The review team, commissioned by DFID, will look at CREATE's progress and provide guidance as to how to develop.

A Partner Institute Co-ordinator meeting will take place around Sept 08.

A Consortium Advisory Group meeting will take place around Sept 08.

Details of all upcoming CREATE events and activities can be found at: http://www.create-rpc.org/news events/events calendar.shtml

Documents and publications

CREATE Research Papers: Pathways to Access Series

CREATE launched 12 research monographs in its Pathways to Access series at the UKFIET Conference in Sept, 2007. These are available free online on the CREATE website: http://www.create-rpc.org/publications/discussionpapers.shtml.



CREATE Publications webpage

Lewin, K. M. (2007) Improving Access, Equity and Transitions in Education: Creating a Research Agenda. CREATE Pathways to Access Series, Research Monograph No. 1.

Pridmore, P. (2007) The Impact of health on education access and achievement: A cross-national review of the research evidence. CREATE Pathways to Access Series, Research Monograph No. 2.

Rose, P. (2007) NGO provision of basic education: alternative or complementary service delivery to support access to the excluded? CREATE Pathways to Access Series, Research Monograph No. 3.

Rose, P. (2007) Supporting Non-State Providers in Basic Education Service. CREATE Pathways to Access Series, Research Monograph No. 4.

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Lewin, K. M. (2007) The Limits to Growth of Non-Government Private Schooling in Sub Saharan Africa. CREATE Pathways to Access Series, Research Monograph No. 5.

Dunne, M., Akyeampong, K. and Humphreys, S. (2007) School Processes, Local Governance and Community Participation: Understanding Access. CREATE Pathways to Access Series, Research Monograph No. 6.

Lewin, K. M. (2007) Long Term Planning for EFA and the MDGs; Modes and Mechanisms. CREATE Pathways to Access Series, Research Monograph No. 7.

Lewin, K. M. (2007) Expanding Access to Secondary Schooling in Sub-Saharan Africa: Key Planning and Finance Issues. Pathways to Access Series, Research Monograph No. 8.

Somerset, A. (2007) Primary school enrolment trends over four decades in Kenya. Pathways to Access Series, Research Monograph No. 9.

Oketch, M. and Rolleston, C. (2007) Policies on Free Primary and Secondary Education in East Africa. Pathways to Access Series, Research Monograph No. 10.

Lall, M. (2007) A review of concepts from policy studies relevant to the analysis of EFA in developing countries. Pathways to Access Series, Research Paper No. 11.

Al Samarrai, S. (2007) Financing Basic Education in Bangladesh. Pathways to Access Series, Research Paper No. 12.

Since September the following papers have been published, or will be published in the near future in the **Pathways to Access Series**:

Little, A. (2008) The Political Economy of EFA – Towards a Conceptual Framework. Pathways to Access Series, Research Paper No. 13.

The Political Economy of EFA – Towards a Conceptual Framework

This monograph offers insights into the politics and policies in progress towards EFA, specifically towards the goal of universal primary education. It identifies studies that employ creative conceptual frameworks as well as those that offer insights on politics, policies and progress. It identifies studies of progress in both the contemporary period, mainly in developing countries, and during the nineteenth and early twentieth centuries in Europe. The more specific purpose of the monograph is to inform the conceptual framework and methodological approach that will be adopted in future

CREATE studies of policies for improved access and quality of primary education.

Laugharn, P. (2007) Negotiating Education for Many: enrolment, dropout and persistence in the Community Schools of Kolondieba, Mali. Pathways to Access Series, Research Paper No. 14.

Negotiating Education for Many: enrolment, dropout and persistence in the Community Schools of Kolondieba, Mali.

Save the Children/USA established a community schools project in southern Mali, working with 777 villages to establish and run their own primary schools between 1992 and 1998. These schools enrolled over 45,000 pupils who would otherwise have had little chance of going to school. Nearly half of these pupils were girls. School Management Committees, composed of community members, had several responsibilities for the schools, including enrolment and retention of pupils. This monograph uses a mix of quantitative and qualitative methods to explore questions around how the SMCs influenced enrolment within the community school villages and how genderequitable enrolments were arranged and maintained.

Giffard-Lindsay, K. (2007) Inclusive Education in India - Interpretation, Implementation and Issues. Pathways to Access Series, Research Paper No. 15.

Inclusive Education in India - Interpretation, Implementation and Issues

This paper presents a case study of the current status of inclusive education in India with a focus on children with disabilities. After exploring some general, conceptual questions concerning the relevance of disability and inclusive education in the context of EFA, the paper analyses the interpretation and implementation of inclusive education in India, alongside the issues and constraints faced by the stakeholders involved. This is followed by discussion of the implications these may have for the future of educational inclusion of all children, particularly those with disabilities, in the areas of government policy, school quality, attitudinal change and the potential for research.

Hunt, F. (2008) Dropping out from school – an analytic review. Pathways to Access Series, Research Paper No. 16.

Dropping out from school – an analytic review

This paper provides an in-depth review and analysis of literature on dropping out from school, and focuses on children who have gained access, but fail to complete a basic education cycle. The main discussion is around why and how children drop out from school. Here drop out is not presented as a distinct event, but rather a process where a range of supply-demand factors interact to influence schooling access. The paper looks at literature in relation to household, community and



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social contexts of dropping out, as well as school supply and practices. It also explores what research is saying around pre-cursors to dropping out and factors which may influence retention. Finally the study identifies gaps in research around dropping out and how CREATE research could address some of these.

Blum, N. & Diwani, R. (2007) Small, Multigrade Schools and Increasing Access to Primary Education in India: National Context and NGO Initiatives. Pathways to Access Series, Research Paper No. 17.

Small, Multigrade Schools and Increasing Access to Primary Education in India: National Context and NGO Initiatives

Small schools are a significant feature of the educational landscape in India, with approximately 78% of primary schools having three or fewer teachers to attend to all grade levels, and more than 55% with 100 or fewer students in 2005. This research applied both qualitative and quantitative methods in order to understand the contemporary context of small schools in India. It included an extensive literature and policy review, and quantitative analysis of data available from India's District Information System for Education (DISE), as well as fieldwork with policy makers in Delhi and in small, multigrade NGO schools in Andhra Pradesh and Rajasthan. This mixture of methods allowed for an exploration of small schools on several levels. At the national level, the influences and impacts of national primary education policy on small schools were examined and a national profile of small schools was created using available data. This national level work was complemented by a local-level exploration of small school initiatives by two NGOs which have shown positive results through innovations in multigrade management, teacher education, and school-community networking.

Bandyopadhyay, M. & Subrahmanian, R. (2008) Gender Equity in Education in India: A Review of Trends and Factors. Pathways to Access Series, Research Paper No. 18.

Gender Equity in Education in India: A Review of Trends and Factors

This review paper draws on recent data to map the access and participation rates of girls relative to boys in India. It highlights differences in enrolment rates between primary and secondary schools; inter-state variations. It also looks at other forms of exclusion, the role of non state providers and policy contexts around educational access and gender.

Sedwal, M. & Kamat, S. (2008) Education and Social Equity: With a Special Focus on Dalits and Adivasis in Elementary Education. Pathways to Access Series, Research Paper No. 19.

Education and Social Equity: With a Special Focus on Dalits and Adivasis in Elementary Education

Dalits and Adivasis are among the most socially and educationally disadvantaged groups in India. This paper examines the issues concerning school access and equity for Dalit and Adivasi communities while also highlighting their unique problems that may require divergent policy responses.

Alexander, R. (2008) EFA, the Quality Imperative and the Problem of Pedagogy in India. Pathways to Access Series, Research Paper No. 20.

EFA, the Quality Imperative and the Problem of Pedagogy in India

This paper provides a critique of typical quality indicator frameworks from international and EFA sources. It notes a concern with input and context at the expense of process, an arbitrariness in what is focused upon, an excessive use of proxies, neglect of international pedagogical research, and fundamental confusions about the key terms 'quality', 'indicators' and 'measures'. The paper proposes criteria for assessing all such initiatives. The paper also investigates the empirical and conceptual basis for accounts and indicators or quality, arguing the importance of national culture and circumstance alongside international pedagogical research. Finally, the paper proposes principles of procedure to guide future work on quality indicators and measures in the EFA context, together with priorities for action and four practical initiatives to take the debate forward.

Country Reviews

CREATE Country Analytical Reviews are available via the CREATE website at:

http://www.create-

rpc.org/publications/country_analytic_reviews.shtml.

The Country Analytic Reviews have been finalised and policy briefs will be developed from them soon.

Complementary country level review papers have been commissioned and written for Nepal, Pakistan and Sri Lanka. These will be consolidate into a single text in May 2008 and will be launched at a regional event later in the year.

Policy briefs

CREATE is in the process of developing a range of policy briefs. These aim to be four page documents which highlight current issues and key questions around particular aspects of educational access. Current policy briefs being developed are:

- Summaries of the four country analytic reviews with policy messages identified;
- Re-conceptualising access issues (Lewin);
- Health, nutrition and educational access (Pridmore);
- Age-grade relationships to educational access (Lewin);
- Multiple providers and service provision (Rose/Ahmed);

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Small schools and access issues (Little).

These will be made available in hard copy and on the CREATE website.

Other publications

Ahmed, M. (15. 7. 2007) Moving Primary Education Forward. Daily Star, Bangladesh.

Motala, S. (16.6.2007) Remembering June 16-30 years later, the Daily Star, South Africa.

Motala, S. (14.6.2007) We must have equality in schools. The Star, South Africa.

All CREATE products are available on the CREATE website: www.create-rpc.org

What's new online?

The CREATE website is located at:

http://www.create-rpc.org. The website is continually being updated and developed. Here are some of the recent highlights.

News and events: Information from the UKFIET conference, including papers and powerpoint presentations can be found at: http://www.create-rpc.org/news events/UKFIET.shtml reports can be found at: http://www.create-rpc.org/news events/events reports.shtml

Online database: CREATE has launched an online searchable database hosted within the CREATE gateway. It can be found at:

http://www.create-rpc/database The database brings together resources on education and access, including links to URLs and abstracts where available. The database will have an additional 1,500 entries of resources from India, and later in the year a number of South Asian entries.

Publications online: The range of CREATE publications can be found at:

http://www.create-rpc.org/publications/index.shtml

Capacity building

CREATE supports capacity building in a variety of ways. The main focus of capacity building activities is around the development of research skills amongst team members. The primary audience for capacity building is therefore the constituency of junior and middle level CREATE team members in partner institutes, including those in the UK.

CREATE has succeeded in developing a cluster of Doctoral level students working on access related topics. Much of this has been funded outside the CREATE budget by attracting additional funding

currently totalling more than £350,000. Examples of this aspect of capacity building in CREATE include:

- Anupam Pachauri, Commonweatlh Scholarship, based at the University of Sussex. Thesis subject: Multiple providers of educational services, Rajasthan, India
- Luke Akaguri, MOESS Ghana, based at the University of Sussex. Thesis subject: Educational financing and access in Ghana.
- Eric Ananga, MOESS Ghana, based at the University of Sussex. Thesis subject: Drop outs from school in Ghana.
- Caine Rolleston, ESRC, based at the Institute of Education, London. Thesis subject: The impact of access to education on poverty reduction in Ghana and Uganda.

The Institute of Education in London also fully funded a one-year post doc award for Nicole Blum to work on access-related issues in India. Outputs from this award include PTA 17: Small, Multigrade Schools and Increasing Access to Primary Education in India: National Context and NGO Initiatives.

CREATE has invited a number of researchers to become CREATE Research Associates.

CREATE associates benefit from:

- Direct access to CREATE resources and global electronic library resources.
- Invitations to contribute to the CREATE Newsletter.
- Opportunities to publish research papers in the Pathways to Access series with ISBN numbers and web based projection to a wide audience.
- Opportunities to undertake commissioned
 work
- Invitations to CREATE events including the CREATE lecture series in London and Sussex.

15 Doctoral research students are currently Research Associates and are working on topics of direct relevance to CREATE. CREATE sees this scheme as a way of developing capacity. The Sussex University-based research associates will meet Jan, 2008, to discuss their research contributions to CREATE.