



CREATE NEWSLETTER

ISSUE THREE

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Director's Note:

Since the last newsletter CREATE has continued to develop its programme of research. Fieldwork has continued in Bangladesh, Ghana, India, and South Africa and an additional study is tracking recent developments in Kenya. Results from the empirical work are beginning to emerge. The second annual CREATE lecture was held in the London International Development Centre in November and is becoming a regular fixture. The portfolio of papers in the Pathways to Access series now includes over 20 items. Policy briefs have been launched and five are now available on the website.

The Department for International Development undertook its Mid Term Review of CREATE in the first half of 2008 based on extensive documentation and a meeting at Sussex with the review team and video/telephone link ups to Partners. The report that was agreed made many positive comments on the work so far noting "the persuasiveness of CREATE's conceptual framework (which challenges the ways in which access to education is defined and measured)". It commented that CREATE has "made very good progress towards its two main outputs: (i) "New knowledge of methods to improve access to basic education"; and (ii) "Communication and dissemination strategies developed and implemented to shape research, adapt flows of information to different audiences, and facilitate internal communication, disseminate research products, and inform policy and practice". The MTR judged that the volume and quality of output to date is impressive the preparatory stages are now beginning to yield results and findings valuable to policy-makers will emerge over the remaining programme" All those who contributed to the MTR are to be congratulated on the favourable outcome.

The CREATE team has seen some comings and goings which are noted below. It is now stronger than ever with the addition of several new members, and a growing list of CREATE research associates.

CREATE enters 2009 with a full programme of work which includes return visits to track children through the Zones of Exclusion, a series of events including the recent joint workshop with RECOUP/CORD in India, a joint Ministry/World Bank event in Ghana, further inputs to the Kenton conferences in South Africa and a forum in Bangladesh. CREATE will also host a symposium at the UKFIET conference in September, 2009.

Prof Keith Lewin
Director of CREATE

CREATE News

Ghana

The CREATE Country Analytic Review (CAR) for Ghana has been published by the Ministry of Education along with a Policy Brief based on its findings. A National Symposium took place in May 2008 and provided a forum for policy dialogue on the issues raised in the Review and thematic research taking place within CREATE. The Ministry of Education has sent copies of the CAR to all district directors of education and to all 38 teacher training colleges around the country.

Community and fieldwork studies are taking place in two areas: Mfantseman District (Central region) and Savelugu-Nanton District (northern region). In total research is taking place at 30 primary and junior high schools, including private as well as public schools. Fieldwork research has focused on tracking students in

school, especially those at risk of dropping out and children who have dropped out of school. Tracking includes looking at possible disability; attendance: class registers; on the spot checks; achievement: CRIQPEG and teacher-made tests; transfers (in and out).



Professor Jerome Djangmah and Dr Kwame Akyeampong at the Ghana CAR launch

The Ghanaian teams are also finalizing five additional papers on: Capitation grants; teachers and access; decentralised education and governance; JSS in Ghana and participation in schooling.

South Africa

The CREATE Analytic Review (CAR) for South Africa has been published and distributed. Subsequently CREATE was asked to make a submission to the Ministerial Committee on Retention in South Africa. A policy brief has been developed on the findings of the CAR.

The South Africa Community/School Study (ComSS) is taking place in two areas Ekurhuleni South (Gauteng) and Dutywa (Eastern Cape). The team has looked at 9 schools so far: primary, secondary and combined. As most children access some form of education, and drop out is less of a problem - the focus of the South African work is looking at meaningful access and issues of equity. The team is looking at age-grade, repetition and silent exclusion. Fieldwork is progressing well with most of the 1500 child tracking cards administered. The data is now being processed. Interviews with parents are also taking place. A copy of the first round of fieldwork can be seen on the CREATE website.

The South African team are also working on a range of papers and policy briefs including: language and education; xenophobia; grade 3; and fee free schools.

India

The CREATE Country Analytic Review (CAR) for India has been published and disseminated to key target audiences. Four thematic reviews have also been published. A policy brief from the CAR will be available in the near future.

Community school studies are taking place in Rewa and Dindori district (Madhya Pradesh) and Rajnandgaon District (Chattisgarh). Field surveys of households and schools are taking place in three clusters of 10-12 villages (36 villages in all). The areas are relatively underdeveloped economically as well as educationally. A survey of all households in the selected villages (around 7000) has been completed and the data are being tabulated. A survey of all Schools (90 in total) located in the selected clusters has been completed. A roster of core data on the participation of children has been prepared for all children in grades 1 to 8. Achievement tests have been administered to about 2000 children in grades 4 and 5. Child tracking is taking place inside and outside schools. A copy of the pilot study can be found on the CREATE website.

The Indian teams are also finalizing additional papers on: malnutrition and educational access; drop outs; diversification of supply; pedagogy; governance; education of the urban deprived; teacher management and language policy.

Bangladesh

The CREATE Analytic Review (CAR) for Bangladesh has been published and distributed. A policy brief from the CAR has been finalised and is available on the CREATE website.

Community school studies research is taking place in six clusters of communities with 6,696 households. 9,045 children between the ages of 4-15 are being captured for baseline and cross-sectional surveys. Fieldwork has included interviews with drop outs, never-enrolled children and literacy tests have been administered. The fieldwork has found issues in terms of enrollment and internal efficiency in schools and major vulnerability factors (attendance, student performance, school factors and household factors) which push towards drop out.

The Bangladesh team is also finalizing additional papers on: education decision making in slums; multiple providers; literacy and sector wide approaches.

CREATE People

Pauline Rose, who has been leading on research on multiple providers with a special interest in Bangladesh, will be on secondment to the EFA Global Monitoring Report in Paris for two years from 30 March 2008.

Yusuf Sayed, formerly Senior Policy Analyst to the EFA Global Monitoring Report, has joined the University of Sussex as a Senior Lecturer in the Centre for International Education. He has also been working with the South African research team and will work on a study of the impact of fee free schooling with Dr Shireen Motala.

Fran Hunt was on maternity leave from February to September after giving birth to a baby girl. She has returned to work as Research Fellow on CREATE.

Nicole Blum, who has worked with the CREATE teams in London and Delhi, joined CREATE in Sussex as a Research Fellow from February to September 2008. She is now working at the Institute of Education, London.

Moses Oketch and Tony Somerset have begun the second phase of their Kenya study and reports will be available in the near future.

Angela Little has begun work in Sri Lanka for her policy research. This has included preparatory work, fieldwork interviews and workshop with the University of Colombo.

Ricardo Sabates has joined the University of Sussex team and is helping with the quantitative data sets.

Recent CREATE meetings, activities and events

On 21st April 2008, CREATE hosted a Review Team at the University of Sussex as part of its **midterm review** process. The day-long meeting was a productive and positive discussion of the project, its progress to-date and its future development. A final report on the review is expected. .



MTR team and CREATE team members.

The CREATE partner institute co-ordinators and other CREATE team members met in Sussex in November 2008. Teams presented progress and highlighted plans for 2009 and beyond.



CREATE team meeting, Sussex, Nov 08

National Reference Group meetings

A meeting of the National Review Group for South Africa took place on 16 May 2008 alongside a review, planning, and dissemination workshop at the University of Witwatersrand. NRG meetings also took place in Ghana.

Conferences, Meetings and Seminars

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

and copies of related papers are available in the News and Events section of the CREATE website.

On 17 January, Angela Little and Nicole Blum helped to organise the international colloquium 'Education for All by 2015 – Will We Make It?' at the Institute of Education, University of London. A number of references to CREATE's work were made during the day-long meeting, which included members of CREATE, participants from UK and international universities, representatives from UK government as well as national and international NGOs, and students.

The CREATE PTA 'Distress Seasonal Migration and its Impact on Children's Education' by Smita was presented at the Workshop on Educational Strategies to Eliminate Child Labour, organised by the Sunita Chugh at NUEPA, 28-30 Jan.

Tony Somerset presented a seminar on 'Changing Patterns of Access in Kenya' at the Centre for International Education, University of Sussex in February.

The Bangladesh CREATE team helped to organize a **National Education Conference on Governance in Education** in cooperation with UNESCO, the Chief Adviser's Office and the Ministry of Education, People's Republic of Bangladesh, 2-4 March. The team took a lead role in organising the conference and prepared the background briefing. CREATE Partner Institution Coordinator Manzoor Ahmed presented a key note paper on 'Governance in Education: Transparency, Accountability and Effectiveness' in the inaugural session and chaired and participated in other plenary sessions.

In March A.N. Reddy organised a 'National Seminar on School Education Statistics' at NUEPA. Madhumita Bandyopadhyay presented a paper entitled 'Gender Sensitive Statistics for Educational Planning: An Overview'.

Gift Luxomo and Veerle Dieltiens presented CREATE research findings in a paper entitled 'Finding space and keeping pace: access to education in Gauteng' at the Gauteng Department of Education Research Conference, Johannesburg in March 2008.

Angela Little launched her PTA 'EFA: Politics, Policies, and Progress' in a seminar for the Department of Education and International Development and the Special Interest Group on Education and International Development at the Institute of Education in March.

In March A.K. Singh organised a national seminar on 'Community and School Linkages: Principles and Practices' at NUEPA. Madhumita Bandyopadhyay presented a paper entitled 'Community Participation in School Education at Elementary Level'.

In March Keith Lewin presented on research on education in the Africa symposium and the Gender and

equity symposium at the CIES Conference, New York. Angela Little and Shireen Motala also presented work related to CREATE.

In May 2008, a meeting was held with Professor Shantha Sinha, Chairperson of The National Commission for Protection of Children's Rights, at NUEPA to discuss the preliminary observations of the field study conducted by the CREATE team in India. This meeting also included representatives from M.V. Foundation, American India Foundation and UNICEF.

Keith Lewin presented a paper on the theme 'Beyond Primary Education: Challenges of and Approaches to Expanding Learning Opportunities in Africa' at the ADEA Biennial Conference, Maputo, 5-9 May.

J.S. Djangmah presented a paper at the Ghana National Education Coalition Campaign (GNECC) conference, Koforidua, Ghana in June.

Keith Lewin presented a paper on 'Four Decades of Educational Planning: Retrospect and Prospect' at a Symposium on Directions of Educational Planning at the International Institute for Educational Planning, Paris, 3-4 June.

In June Manzoor Ahmed and James H. Williams, (George Washington University, USA) presented a co-authored paper, 'Education Priorities for a Human Resource Centred Development Strategy for Bangladesh' at the 'Bangladesh in 21st Century' conference at Harvard University.

In June Caine Rolleston presented a seminar on 'Education and economic well being in Ghana: The role of community and context' for the Department of Education and International Development seminar series at the Institute of Education.

In July members of CREATE presented work on access at a Centre for International Education Symposium, University of Sussex.

17-19 July, Veerle Dieltiens and Sarah Meny-Gibert presented a paper entitled 'Poverty, Equity and Access to Education' at the SACHES Annual Conference, Maputo, Mozambique.

Manzoor Ahmed was on a TV talk show on 28th July. The show called, "Words Not Yet Spoken" is on ATN Bangla, a Bangladeshi satellite channel. Manzoor talked about primary education development in Bangladesh.

Veerle Dieltiens attended the 'Power-of-the-in-between' conference organized by the IDS and HSRC.

In August 2008 NUEPA held a workshop of CREATE members to identify themes of papers for the seminar in December. A meeting with CORD was held on 30th Sept.

On 8th September, Manzoor Ahmed was a seminar panellist for International Literacy Day, Dhaka, Bangladesh.

Members of South Africa CREATE team presented work at the Kenton Conference 2008: '350 Years of Formal Schooling in South Africa: Where to from here?' (23-26 October). The team put together a symposium on educational access in South Africa (Shireen Motala Convenor). Presentations included: Brahm Fleisch and Jennifer Schindler - Gender repetition: school access, transitions and equity in the 'Birth-to-Twenty' cohort panel study in urban South Africa; Shireen Motala - Meaningful access to schools, the South African case; Veerle Dieltiens and Sarah Meny-Gilbert - Staying in class: poverty, equity and access to education; Viwe Luxomo - Pre-school and performance: a critical appraisal; Elvis Gezane Ngwenya - The risk of primary school dropout seen from the parent's view: a case study of learners in six rural primary schools in the Amathole district of the Eastern Cape.

At the LIDC Conference (Institute of Education, London) on Nov 5th Angela Little presented on Goal 2 of the MDGs. The conference was called 'No goals and half time: what next for the Millennium Development Goals'. Angela was also a member of the conference organising committee.

On 6th Nov Manzoor Ahmed was the main speaker on a Policy roundtable on access to education with equity and quality. The event took place at the BRAC Centre, Dhaka, Bangladesh.

Dr Harsha Aturupane, Senior Economist from the World Bank, Colombo gave the CREATE annual lecture at the London International Development Centre, 18th Nov.



Dissemination workshop for CREATE in India

A joint dissemination workshop for CREATE & RECOUP (NUEPA & CORD) took place from 3rd-5th December, 2008 in New Delhi, India. National Seminar on Education Access, Exclusions and Outcomes. Special guests include: Shri A. K. Rath, Secretary (SE&L), Government of India and Professor Ved Prakash, Vice Chancellor, NUEPA. Presentations will

include: introduction to CREATE; School Quality and Participation: Exploring the Phenomenon of Silent Exclusion; Teachers and School Participation with Special Reference to Tribal Children; Exploring Gender and School Participation; Exploring Social Equity Issues in School Participation; Empowering the Disabled with Education; Small Schools; and the Role of School Leadership and Community in Improving School Participation.

Forthcoming CREATE-related events, meetings and activities

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

The GMR 2009 will be launched 26th Jan 2009. Members of the CREATE team will be present.

The BU-IED team with partners will host a National Education Conference in Bangladesh, Feb 2009.

The CREATE team in Ghana will take part in a National Conference on Education in Ghana. Details will be confirmed, but the conference will take place March / April 2009.

The BU-IED team will disseminate fieldwork findings to study schools and NGO partners in April / May 2009.

The Commonwealth Ministers Meeting will take place 15-19th June in Malaysia. CREATE team members will be present.

CREATE will host a symposium on educational access at the 10th UKFIET International Conference on Education and Development, 15-17th Sept, 2009.

National Reference Group Meetings will take place throughout the coming year. A Consortium Advisory Group (CAG) meeting is planned for early 2009 and a partner institute meeting, later in 2009.

Documents and publications

CREATE Pathways to Access Research Monographs (PTAs)

CREATE has launched seven new PTAs since the beginning of the year. These are available free online on the CREATE website: <http://www.create-rpc.org/publications/discussionpapers.shtml>.

Little, A. (2008) *EFA Politics, Policies and Progress*. CREATE Pathways to Access Research Monograph No. 13.

EFA Politics, Policies and Progress

Development agencies regularly appeal to political will as a key requirement for progress on EFA. But what is political will? What are the political interests that promote education for all in some contexts and hinder it in others? What role do political interests play in the formulation of public policies and in their implementation? These are questions that CREATE intends to address in a series of case studies in the future. This monograph reviews a wide range of literature on policy formulation and implementation in order to inform the conceptual framework and methods that will guide these case studies. It addresses the literatures in educational policy, educational innovation and educational implementation in developed and developing countries over the past half century. It explores literatures from political science on public policy and development. It mines the contemporary literature on EFA policy and progress for glimpses of the political dimension. It delves into the history of the development of compulsory education in the West, both for the substantive lessons that may be learned, as well as for the conceptual frameworks and methods that have been employed.

Hunt, F. (2008) *Dropping Out from School: A Cross Country Review of the Literature*. CREATE Pathways to Access Research Monograph No. 16.

Dropping Out From School – A cross country review of the literature

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 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.

Bandyopadhyay, M. & Subrahmanian, R. (2008) *Gender Equity in Education in India: A Review of Trends and Factors*. CREATE Pathways to Access Research Monograph 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*. CREATE Pathways to Access Research Monograph 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*. Pathways to Access Research Monograph No. 20.

EFA, the Quality Imperative and the Problem of Pedagogy

This monograph critically examines the emerging discourse on quality associated with Education for All (EFA). It contends that EFA discourse has moved from a welcome and vital commitment to quality to its measurement without adequate consideration of what 'quality' entails, particularly in the vital domain of pedagogy. Meanwhile, the demand for quality indicators by governments and international agencies has left important methodological questions unanswered. Citing various international examples, the paper notes a concern with input and context at the expense of the proper elucidation of educational process and outcome, arbitrariness in what is focused upon, excessive use of proxies, overly selective use of international research on learning and teaching, and confusions about the key terms 'quality', 'indicators' and 'measures'. The paper proposes criteria for assessing frameworks for evaluating the quality of classroom provision, central to which are evidential breadth, conceptual comprehensiveness, validity, reliability, impact, manageability and appositeness to level and context of use. Arguing that at root the problem is as much conceptual as empirical and procedural, the paper proposes a map of the territory of pedagogy at the levels of ideas and action, together with principles of procedure to guide future work on indicators and measures of quality in the EFA context. Originally prepared for use in India, the paper uses examples from that country by way of illustration.

Rolleston, C. (2009) *Human Capital, Poverty, Educational Access and Exclusion: The Case of Ghana 1991-2006*. Pathways to Access Research Monograph No. 22.

Human Capital, Poverty, Educational Access and Exclusion: The Case of Ghana 1991-2006

This paper explores patterns of educational access in Ghana. It looks at descriptive indicators and uses regression analysis to examine possible causal relationships. It pays special reference to the role of education in determining welfare and its reciprocal, the role of welfare and other aspects of economic privilege in the determination of school attendance and progression. It reviews the literature on modelling of the household consumption function as well as on modelling schooling decisions based on the household production function. Two groups of models are fitted using data from the Ghana Living Standards Surveys. The results suggest that education levels play an important role in determining household welfare and that, for higher levels of education, these effects may be strengthening. Educational expansion has meant that access to the benefits from these effects has widened somewhat. Demographic change has also played an important role in welfare improvements.

Little, A. (2008) *Size Matters for EFA*. CREATE Pathways to Access Research Monograph No. 26.

Size Matters for EFA

This paper reviews literature on school and class size for its relevance to the concerns of CREATE. It estimates the numbers of small schools and numbers of children learning in small schools worldwide. It assesses the implications of school size, large and small, for learning outcomes, costs and for social equity. It outlines how policy 'issues' of size, large and small, are constructed and presented in a range of education systems. It identifies the curriculum, teaching and learning issues associated with small schools and examples of good practice and discusses the evidence on learning outcomes in small, multigrade schools. It synthesises the research on class size, large and small, in developed and developing countries, and identifies its relevance for EFA Goals 2, 5 and 6. Finally, the monograph draws implications for on-going and future CREATE studies, in particular the Community and School studies in Bangladesh, Ghana and India.

Smita. (2008) *Distress Seasonal Migration and its Impact on Children's Education*. CREATE Pathways to Access Research Monograph No. 28.

Distress Seasonal Migration and its Impact on Children's Education

The phenomenon of seasonal migration for work by poor rural families is escalating as the agrarian crisis in India mounts. Millions of families that migrate are compelled to take their children along, leaving school and a normal childhood behind. They spend several months every year at work sites such as brick kilns, salt pans, plantations and stone quarries, labouring under extremely difficult conditions. Children are put to work from young ages. It is estimated that the number of such children below the age of 14 years is 9 million. This paper attempts to provide an overview of distress seasonal migration across a range of migration sectors

and geographies. It touches on the nature and pattern of seasonal migration, the differing contexts and the working conditions of migrant families and children. It further documents the efforts made by the government and various agencies towards the schooling of these children, and possible emerging models to ensure the continuity of their schooling despite their constant, unpredictable mobility. Finally, it delineates the policy changes required to institutionalize these positive efforts and ensure universal coverage for migrant children.

Other papers currently under review or being finalised include:

Lafon, M. The Impact of Language Issues on Educational Access in South Africa

Sood, N. Under-Nutrition in Primary School Age Children in India

Sinha, S. & A. N. Reddy. School Dropouts or 'Pushouts'? Overcoming Barriers for the Right to Education in India

Policy briefs

- Multigrade Teaching and Learning

Future policy briefs are also being developed and will be available in the near future.

Other publications

Position paper for Ministry of Primary and Mass Education. "Achieving Universal Primary Education in Bangladesh: Towards a National Primary Education Development Programme 2010- 15," A position paper submitted to the Government by CAMPE, October, 2008 (Prepared by BU-IED drawing on CREATE research).

id21 has gobbited PTA 17 on small schools in India by Nicole Blum and Rashmi Diwan and PTA 14 on community schools in Mali by Peter Laugharn.

Ahmed, M. (9.3.2008) The Chief Adviser's Education Promises. Daily Star, Bangladesh.

Dieltiens, V. and Motala, S. (2008) Beyond the Ideological Cross Fire – Independent Schooling in South Africa. *Southern African Review of Education*, Vol 4(3).

Djangmah, J.S. (20.3.2008) Who has access to basic education in Ghana - What does the evidence say? The Daily Graphic, Ghana.

Lewin, K.M. (2008) Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa. Washington, DC: World Bank.

Motala, S. (forthcoming, 2008) Educational Access in South Africa. Transformation Audit. Institute for Justice and Reconciliation. IJR Press.

Motala, S. (forthcoming 2008). Blurring the Boundaries – Privatising Public Schooling in Post-Apartheid South Africa, *Compare* (forthcoming)

Motala, S. (2008). Meaningful access to schooling in South Africa. *Education as Change* (forthcoming).

Motala, S and Dieltiens, V. (2008). A district perspective on Education Access – the South African Case. *Comparative Education* (forthcoming).

Oketch, M. (2008) 'Africa needs world-class policy'. *The Africa Report*, No. 12: 106-109.

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



RECONCEPTUALISING ACCESS TO EDUCATION
POLICY BRIEF
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RECONCEPTUALISING ACCESS TO EDUCATION
 Access to education lies at the core of poverty reduction and is part of the definition of development. An expanded vision of access moves policy dialogue beyond discourse based on enrolment rates. Unpacking access into seven zones of exclusion helps reshape the dialogue, as does recognising the interactions between schools, local authorities, communities, households and individuals. This policy brief is based on the CREATE Pathways to Access Research Monograph, *Improving Access, Equity and Transitions in Education: Creating a Research Agenda* (Lewin, 2007).

CREATE has published the first policy briefs in its series. These four-page documents highlight current issues and key questions around particular aspects of educational access. They are available free online on the CREATE website: http://www.create-rpc.org/publications/Policy_briefs.shtml.

So far, three briefs have been developed based on the Country Analytic Reviews for Bangladesh, Ghana and South Africa. Another five policy briefs linked to CREATE research have been developed on:

- Reconceptualising Access to Education
- Access, Age and Grade
- Impact of Health on Education Access and Achievement
- Small Schools and Access

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: Reports of past events and announcements of upcoming activities can be found at: http://www.create-rpc.org/news_events/events_reports.shtml. A new 'breaking news' page has also been added which provides up-to-date information on CREATE activities.

Online database: CREATE is continuing to develop its online searchable database. It can be found at: <http://www.create-rpc.org/database>. The database brings together resources on education and access, including links to URLs and abstracts where available. The database has also recently added over 1,500 entries of resources from India.

Media and Communications: A new section of the website has been launched to provide further information about CREATE's communication and dissemination activities. It can be found at: http://www.create-rpc.org/news_events/Media_Communications.shtml. The page includes reporting of CREATE activities in national and international media, and of a range of other communication and dissemination activities.

Publications online: The full 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.

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 met on 24 January 2008 to discuss their research contributions to CREATE.

Caine Rolleston, CREATE researcher in London and ESRC-funded PhD student, spent 3 months (April-June) at the Institute of Statistical, Social and Economic Research (ISSER) at the University of Ghana, during which time he worked with members of the CREATE Ghana team.

Luke Akaguri (DPhil Candidate, Sussex) has recently completed fieldwork in Ghana on private education and the poor.

Eric Ananga (DPhil candidate, Sussex) has recently completed fieldwork in Ghana focusing on the experiences of drop outs.

Stuart Cameron (DPhil candidate, Sussex) has recently completed field work in Bangladesh at BRAC IED on household decision making on schooling in urban areas. He will return to Bangladesh late December.

Asayo Obha (DPhil candidate, Sussex) is extending her work in Kenya to include a follow up study of access to secondary schools after the recent policy changes.

Anupam Pauchari (Commonwealth Scholar, Sussex) is undertaking fieldwork in Rajasthan to explore relationships between multiple providers and the State.

Gaurav Siddhu (DPhil candidate, Sussex) is developing his proposal to undertake research on health and nutrition and transitions into secondary schools in India.

Congratulations to Joanna Harma (research associate) who recently received her doctorate in education at the University of Sussex.

Stephanie Buckland (Commonwealth Scholar, Sussex) has joined CREATE in September 2008 to work on cross border migration and access issues in Southern Africa.

CREATE country teams are also in the process of training fieldworkers to assist in data collection and analysis for their respective Community / School Studies. This work will provide valuable experience for new and junior researchers.

