

ISSUE FOUR

SEPTEMBER 2009

Director's Note:

CREATE has continued to develop as its research programme produces an extensive portfolio of research papers, reports, and published journal articles. A special issue of Comparative Education was published in May 2009 focussing on access to education in Sub-Saharan Africa with Keith Lewin and Kwame Akyeampong as guest editors and fourteen contributors from CREATE. At the forthcoming UKFIET at New College, Oxford CREATE about 30 CREATE associates are presenting papers in different sessions including a CREATE Symposium on Tuesday the 14th of September. Members of the Consultative Advisory Group have been invited to the conference and some are giving papers.

CREATE has been well represented over the last year at various events including the Commonwealth Ministers Conference, and the National Conference on Education in Ghana in April which was opened by the new Minister. In India the Secretary of the Department of School Education for all India has taken a personal interest in CREATE and opened a recent dissemination event in Madhya Pradesh, one of the CREATE case study areas. CREATE is also supporting the development of RMSA, the Government of India programme to expand access to secondary schools which complements the well established SSA. In South Africa achievement testing has been undertaken and the analysis of performance and silent exclusion will be included in a book. In Bangladesh data collection has continued and the task now is the consolidation of data on children, schools and communities into analytic reports that identify key issues within the CREATE Zones of exclusion.

Many other activities have taken place at national and international level which have reached large audiences. The tasks for the next period of CREATE will focus on consolidation of key messages that can inform policy dialogue, and on dissemination events that reach out to different audiences.

CREATE is pleased to welcome both Ricado Sabates and Yusuf Sayed into its team at Sussex. We also say many thanks to Elena Dennison who is leaving the programme after four years. We welcome Justine Charles into the CREATE family as her replacement.

Prof Keith Lewin Director of CREATE

CREATE News

Ghana

In Ghana, CRIGPEG continued with tracking of children in Savelugu-Nanton and Mfantseman Districts. Fieldwork on child tracking has been completed in the two districts. Household survey of children in the Mfantseman District was updated in March 2009.

The CREATE team organised a National Conference on Education in Ghana 19-23rd April. The Minister of Education for Ghana was present along with other key education figures.

South Africa

In terms of ComSS fieldwork in South Africa, the team has updated the child tracking cards and carried out numeracy tests on learners in grade 5 and 7 in the case study schools. Additional parental questionnaires have been carried out.

Shireen Motala has been conducting research on feefree schools, with Yusuf Sayed. The South Africa team is producing a book for publication and continue to work on this.

India

In terms of fieldwork, CREATE staff visited Rajnandgoan district to collect Roster data in April and March 2009. The 2nd round of competency testing and data entry in Rewa is now complete. The second Round Child tracking data has been collected and has been entered onto the computer.

The India team has submitted a draft of a book for publication to the Oxford University Press in India. The edited book is based on CREATE papers.

Bangladesh

In Bangladesh the second round of data collection for the ComSS was successfully completed in July and data analysis is underway. The team continue to engage in policy dialogue with key stakeholders in Bangladesh.

Consortium for Research on Educational Access, Transitions and Equity (CREATE)

http://www.create-rpc.org Tel: 00 44 (0)1273 678464 create@sussex.ac.uk



ISSUE FOUR

SEPTEMBER 2009

Other studies

Work continues on case studies for CREATE's study on Policy Dialogue and Policy Analysis. Case studies are taking place in Sri Lanka, India and Ghana and a number of interviews have been carried out.

Moses Oketch and Tony Somerset continue their fieldwork in Kenya. A draft paper should be available early next year.

Sri Lanka Tracer study and Household Census: Field work in the Sinhalese village Madugalle and Muslim village Nachchaduwa has been completed. Field work in the Park tea estate has commenced.

Ricardo Sabates, in collaboration with Keith Lewin and Barry Reilly contracted by The BUPA Foundation to look at the relationship between education and health, health and education for children. Their project will investigate the links between education and health for children born in 1994 in Ethiopia, the state of Andhra Pradesh in India, Peru and Vietnam using data from the Young Lives Research Project. Research has shown that years of and achievement of qualifications are linked to better health. Similarly, research has shown a dual relationship between health and education, with poor health having devastating consequences for educational attainment. But research has failed to recognised inequalities in educational access and its effects on child health. By using a unique longitudinal data from these countries, and following the framework of zones of exclusion on educational access developed by the CREATE, they will investigate the impact of previous health on access to education and subsequent impact of educational access on health outcomes. In particular, they will apply multivariate regression, propensity score matching and the Oaxaca decomposition as tools to infer whether differential access to education is responsible for health disparities, controlling for previous health status. This project will gain important insights into the nature of structural inequalities in educational access that are persistent both between and within countries and how these relate to inequalities in health.

CREATE People

Professor R Govinda is now Vice Chancellor at NUEPA. He continues to work on the CREATE programme.

Justine Charles is the new project co-ordinator for CREATE based at Sussex. A big thank you to Elena Dennison for all her hard work and commitment over the years.

Joseph Ghartey Ampiah recently became Professor Ampiah. Congratulations.

Recent CREATE meetings, activities and events

Conferences, Meetings and Seminars

The CREATE Team has been actively involved in a number of conferences, meetings and activities. Further details and copies of related papers are available in the News and Events section of the CREATE website.

CREATE has been working with staff at **Makutano Junction**, a Kenyan-based TV soap opera to provide evidence-based story lines. Future stories will look at issues of dropping out from school; costs of schooling and community involvement in schooling. For further information about Makutano Junction go to: http://www.makutano.org/

Nalini Juneja and Madhumita Bandyopadhyay attended an international conference conducted by SIDA and Lund University on 'Child Rights, Classroom and School Management', in Bangkok, Thailand, 12-16th January. The conference was attended by around 165 participants from 18 countries mainly from Africa, Latin America and Asia. Madhumita shared information from CREATE's research at the sessions.

Manzoor Ahmed met with the Education Local Consultative Group (ELCG) in the DFID offices, in Dhaka, Bangladesh, 21 January. Manzoor made a presentation on post election government and policy advocacy opportunities.

A presentation of CREATE project findings was made by R. Govinda on 22nd January at UNICEF, New Delhi. This meeting was attended by UNICEF field office staff.

The Global Monitoring Report 2009 was launched on 26th Jan 2009 at the Institute of Education, London. Members of the CREATE team were present at the launch.

Rashmi Diwan presented two papers based on CREATE findings at the National Seminar on small schools in India, 4th -6th Feb 2009. This seminar took place in NUEPA, New Delhi. The titles of the papers were: Undersized Schools and Emerging Issues: current Challenge for India; and Small Schools in Rewa and Dindori districts of Madhya Pradesh: The size and Participation Contexts.

Angela Little presented at the DFID teacher education conference in Udaipur, India in February.

Manzoor Ahmed participated in an 'experience sharing' meeting on challenges in public-private partnerships in education, at the BRAC centre, Dhaka. 06 March. Also present was Ms Rasheda K Choudhury (an NRG member), government officials and NGOs.

Rashmi Diwan presented a paper at the International Seminar on Quality School Education for All, March 5-



ISSUE FOUR

SEPTEMBER 2009

7, IHC, New Delhi. Her paper was: Increasing Access - Decreasing Quality: Evidence from under-resourced Schools in Rural India.

A paper by R. Govinda and Madhumita Bandyopadhyay named: School Quality and Phenomenon of Silent Exclusion: Access, Equity and Participation' was presented at the International Seminar on Quality School Education for All, March 5-7, IHC, New Delhi. The paper drew on CREATE research.

Angela Little and Keith Lewin participated in the DFID advisors and research consortia meeting in Chennai , India in March. Present were DFID education advisors.

R. Govinda had a meeting with Ms. Anshu Vaish, Secretary of the Department of School Education and Literacy, MHRD, Government of India on 20th March to appraise the CREATE Project work and outputs.

Two papers were presented by the India CREATE team at the Equity and Education in India: Policy Issues and Challenges Seminar, at the University of Delhi, March 05-07. The papers were: Mona Sedwal: Scheduled Caste Children in Elementary Education, Social Equity Concerns; R. Govinda: Elementary Education in India: Exploring Zones of Exclusion. The seminar was attended by faculty, students of Delhi University and different invited participants from India.

The CREATE team in Bangladesh organised a workshop (along with other units at IED-BRACU) on curriculum development and implementation, at the BRAC centre, Dhaka. 16- 17 March. Members of National Curriculum and Textbook Board (NCTB), UNICEF, NGOs and INGOs were present.

Veerle Dieltiens took part in the Gauteng Department of Education Curriculum Information & Knowledge Dissemination Colloquium, in Johannesburg, 19 March. She presented an overview of CREATE and detail on day-in-life findings from 2008 fieldwork. Over 300 GDE provincial and district officials were present.

Shireen Motala and Veerle Dieltiens made various radio interviews on issues related to access, private schooling, drop outs and quality.

A paper called: Common School System in India: Where Do We Stand? By Madhumita Bandyopadhyay was contributed to the National Seminar on the Common School System and Inclusive Development of Education. This was organized March 24-25 at NUEPA. In her paper Madhumita referred to CREATE field research.

Shireen Motala participated in the Education Roadmap process which established key priorities for education policy and implementation in South Africa. It brought together key stakeholders, senior officials in the education ministry and academics.

A meeting on 'Discrimination and Exclusion in School Education in India' was attended by R. Govinda on 7th April at UNICEF, New Delhi. Govinda referred CREATE project findings in his presentation.

On 21 April 2009, CRIQPEG organised a one-day conference at the University of Cape Coast to disseminate of the key findings. This conference was attended by PIC members from South Africa and UK as well as CAG members. This conference was addressed by the Pro-Vice-Chancellor of the University of Cape Coast, Prof. Haruna Yakubu.

The CREATE team organised a National Conference on Education in Ghana 20-23rd April. The Minister of Education for Ghana was present along with other key education figures.



The Minister of Education, Science and Sports, Mr Alex Tetteh-Enyo delivering the keynote address at the CREATE conference in Ghana.

The ELCG Extraordinary Meeting on Post-PEDP II Planning: Policy Priorities and Actions took place 19th April in Dhaka, Bangladesh. The aim of the meeting was to further develop a common framework among the ELCG-members for post-PEDP II support to basic education in Bangladesh. Manzoor Ahmed was the main speaker at the meeting. Also present were government and non government representatives.

Manzoor Ahmed was requested by a national Bangla daily news paper, Jonokontho, to write a series of articles on educational policy issues. These started in April 2009 with 20 articles published over 3 months.

Jerome Djangmah attended a one day forum on education organised by Citi Fm radio station at the British Council in May 2009. He was the principal speaker as an advocate of 4 years of SHS. CRIQPEG attended a meeting organised this forum where it displayed some of the outputs of CREATE and used it as an opportunity to discuss with participants who visited the CREATE stand issues on meaningful access.

In May 2009, Jerome Djangmah, Keith Lewin, and Angela Little participated in a one hour radio talk show

Consortium for Research on Educational Access, Transitions and Equity (CREATE)



ISSUE FOUR

SEPTEMBER 2009

at Citi FM , an Accra radio station to discuss matters of concern to CREATE and research findings of CREATE in Ghana. They also granted audience with the Minster of Education, Hon. Tettey Enyo where they discussed extensively CREATE research findings in Ghana and made suggestions for policy options for addressing some of the key issues from the findings.

Manzoor Ahmed presented a paper on Bridging Rhetoric and Reality in Policy Initiatives: Cases of Literacy and Teacher Development at the UNESCO-BAFED symposium on research in education, in Dhaka, Bangladesh, 18 June 2009.

R. Govinda met with the Honourable HRD Minister Mr. Kapil Sibal on 22nd June. In the meeting at the Ministry of Human Resource Development in Delhi, R. Govinda presented findings from CREATE's work in India. Also present were various Minister and Secretaries, Joint Secretaries and other key officials.

Manzoor Ahmed played a key role in a symposium on the pre-university education experience in Thailand, titled 'Learning from Neighbours: The Trajectory of Educational Progress'. The symposium took place in Dhaka, 27- 28 June. BU-IED-BRACU in collaboration with BIDS and CAMPE organized the symposium as part of the series of symposiums to learn from neighbouring countries.

The Commonwealth Ministers Meeting took place 15-19th June in Malaysia. Keith Lewin presented in the stakeholder forum on the theme of expanded access: universal secondary education.

Angela Little gave the keynote address at the 8th National Conference on Multigrade Education in China, at the University of Lanzhou, August 10^{th.} V J Kumar, former Director of the Activity-Based Learning (ABL) Programme shared ABL experiences from the state of Tamil Nadu, India.

A seminar on Access and Participation of Children in School in Madhya Pradesh and Chhattisgarh took place in Bhopal, India, $24-25^{th}$ August. This seminar was based on CREATE research findings. The Secretary of School Education and Literacy, Government of India was present, inaugurated the seminar and chaired two sessions where R. Govinda presented findings from the CREATE research. Also present were NUEPA-CREATE faculty members, academics and various government officials. The seminar outlined research findings.



Anshu Vaish, the Secretary of School Education and Literacy, Government of India and R. Govinda, V.C., NUEPA.

A National Seminar on Education for All was conducted 10-11 September at NUEPA. R. Govinda and Mona Sedwal conducted the programme. The Honourable HRD Minister Kapil Sibal attended. Government officials, representatives from different international agencies and NGOs, academics, education professionals and students attended the seminar.



The Honourable HRD Minister Kapil Sibal and R. Govinda, Vice Chancellor of NUEPA at the National Seminar on Education for All, NUEPA.

R. Govinda and Nalini Juneja are actively involved in policy-related work. They have been working on the Right to Education bill (and related regulations) with Ministry of Human Resource Development officials. The Right to Education Bill has been introduced and passed by the Indian Parliament.

A national workshop has been conducted by Nalini Juneja on the Right to Education in India at NUEPA.

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



ISSUE FOUR

SEPTEMBER 2009

CREATE will host a symposium on educational access at the 10th UKFIET International Conference on Education and Development, 15-17th Sept, 2009. The symposium is entitled: Access to education: progress, policies and politics. Speakers and presentations include:

Keith Lewin: Access to Education in Transition – Progress, Policies and Politics

R. Govinda and Madhumita Bandyopadhyay: The Evolution of Access to Education in India: Progress and Policy in Villages in Madhya Pradesh and Chattisgarh

Joseph Ghartey Ampiah and Kwame Akyeampong: Access to Education in Ghana: Stalled Growth, Missed Opportunities and Promising Pathways

Manzoor Ahmed and Altaf Hosain: Access to Education in Bangladesh; Research, Policy Discourse, and Action Reducing the Disconnect.

Shireen Motala and Elvis Ngwenya: Access to Education in South Africa: Equity, Fee-Free Schooling, Parental Involvement and Civic Participation.

Other presentations by CREATE team members and associates include:

Caine Rolleston: Educational access and poverty reduction: the case of Ghana, 1991-2006

Brahm Fleisch, Jennifer Shindler and Helen Perry: Out of school children: evidence from the Community Survey 2007, South Africa

Eric Ananga: The dimensions and dynamics of school drop-out: is poverty enough explanation for school disruptions at the basic level in rural Ghana?

Paud Murphy: Teachers in Ghana

Moses W. Ngware, Moses Oketch and Alex C. Ezeh: Free primary education policy in Kenya: the impact on age at school entry and grade

Alison Croft: Including disabled children in learning: pedagogical issues for developing countries.

Ricardo Sabates: Access to education: measuring ten years of progress.

Luke Akaguri: The poor, costs and access to schooling in rural Ghana: implications for EFA and reductions in intergenerational poverty.

Stuart Cameron: Education and the urban poor in Dhaka, Bangladesh.

Veerle Dieltiens: Has the Department of Education done enough for girls in South Africa?

Pai Obanya: Good politics for good education.

Jerome Djangmah: Post-primary schooling in Ghana

Asayo Ohba: Increased access in exchange for quality? An assessment of the introduction of free secondary education in Kenya

Kwame Akyempong and Máiréad Dunne: Community participation in education in Ghana: politics, power and gender.

Samer Al-Samarrai: The impact of governance on education inequality: evidence from Bangladesh.

Anupam Pachauri: Partnership models for school adoption and access to quality education: The Rajasthan Education Initiative context.

Moses Oketch: Does free primary education (FPE) policy benefit the poor most? Evidence from Kenya

Angela Little will lead a symposium at the UKFIET conference on EFA politics, policies and progress. This will include presentations from Angela, Tony Somerset, Desmond Bermingham and Wim Hoppers.

Angela Little: The politics and progress of the 1997 education reforms in Sri Lanka

Desmond Bermingham: The Formation of the Education for All Fast Track Initiative (FTI)

Tony Somerset: Basic education policymaking in Kenya: the three-way tension between access, cost and quality.

A Workshop on School based Improvement Planning. Raipur, Chhattisgarh is planned for 12 – 15 October. The workshop will involve capacity building for practitioners. Attendees will include state level education officers, district and sub district functionaries of Rewa, Dindori and Rajnandgoan, where the ComSS is being conducted.

National Reference Group Meetings will take place throughout the coming year.

A Consortium Advisory Group (CAG) meeting is taking place in September 2009 and a partner institute meeting, also in September 2009.

Documents and publications

CREATE Pathways to Access Research Monographs (PTAs)

CREATE has launched (or is about to launch) eight 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.

Harsha Aturupane (2009) The Pearl of Great Price: achieving equitable access to primary and secondary education and enhancing learning in Sri Lanka

The experience of public policy in Sri Lanka has had a profound impact on the thinking of the global development community in relation to the role of



ISSUE FOUR

SEPTEMBER 2009

education in economic development. In particular, the example of Sri Lanka helped to persuade policy makers around the world that government's can successfully develop a general education system to enable universal enrolment and completion of primary education, and provide widespread access to secondary education. This paper analyses the historical evolution of the Sri Lankan education system, discusses the policy framework for general education and discusses the performance of the Sri Lankan education system in terms of equity of access and quality. The paper proceeds to discuss the main future educational challenges facing the country.

Asayo Ohba (2009) Does free secondary education enable the poor to gain access? A study from rural Kenya

This monograph looks at free secondary education and the way it influences access to education for the poor in rural Kenya. Data collected after the introduction of free secondary education show that government schools continue to levy fees for lunch, school buildings and boarding equipment. Households are also expected to provide non-discretionary items such as school uniforms, sports uniforms, books, stationary etc. The study found that the costs of the first year preparation for day secondary school are about eight times the monthly income for employed parents, 12 to 17 times for self-employed parents and 19 to 20 times for peasant parents engaged in casual work. In the case of boarding schools, the costs of the first year preparation for boarding school are 15 times the monthly income for employed parents, 23 to 33 times for self-employed parents and 38 to 40 times for peasant parents engaged in casual work. The study found that poor households continue to face significant challenges in meeting the costs of 'free secondary education'. Moreover, government bursaries for secondary education are awarded to children enrolled in boarding secondary school only; children whose households cannot raise the initial and ongoing costs required for even low cost day secondary schools face substantial challenges in accessing secondary education. The paper concludes that government policies aiming to expand access to secondary education for the poor must strive to identify and target socially disadvantaged children who are in need of financial help to access secondary education.

Brahm Fleish and Jennifer Shindler (2009) School participation from 'Birth-to-Twenty': Patterns of schooling in an urban child cohort study in South Africa

The right to a basic education is enshrined in the Constitution of the Republic of South Africa and the South African Schools Act has made it compulsory for all children to attend school from seven to fifteen. This legislation embodies the South African government's commitment to the 'Education for All' Dakar 2000 Declaration and the Millennium Development Goals. As with most education policies, the implementation of compulsory basic education and progressive

availability to further education is influenced by various external factors and subject to distortions and obstacles. This research paper reports on the first of three interrelated questions which form the framework for a larger school participation research programme. This paper addresses the patterns and prevalence of initial school enrolment, late entry, attainment promotion, and repetition in urban South Africa. The paper pays special attention to the particular gender nature of the patterns of school participation. The study analyses data generated in the genuine representative cohort study, Birth-to-Twenty (Bt20). This is particularly significant as it is well documented that school and census datasets can be unreliable particularly when it comes to repetition rates. The Bt20 dataset overcomes the common errors that bias flow-rates such as overreporting enrolment/repeaters, incorrect distinction between new entrants and repeaters, and transfers of pupils between grades and schools.

Victoria Turrent (2009) Expanding Support for Education in Fragile States: What Role for the Education for All - Fast Track Initiative?

The new international aid architecture was established to improve the efficiency and effectiveness of development aid by emphasising country ownership, alignment with national priorities and the harmonisation of donor processes. These features are evident in the Education for All-Fast Track Initiative, a global partnership between donor and developing countries launched to ensure accelerated progress towards universal primary education. Despite the move to 'fast-track' progress toward Education for All, only a few 'fragile' states have been able to access EFA-FTI funding facilities, with serious consequences for widening participation in education. This monograph explores EFA-FTI efforts to expand the partnership model to incorporate fragile states.

Sierd Hadley (2009) Seasonality and Access to Education: the case of primary education in sub-Saharan Africa

Discussions of seasonality and public policy together are rare, particularly outside the contexts of food security and agricultural policy. This paper seeks to add a seasonal dimension to education policy-making procedures by drawing together discussions on seasonality, child labour and education in the context of primary education in sub-Saharan Africa. Seasonality describes how variables like income poverty and demand for labour can fluctuate within and between years, yet discussions of private costs of education and child labour frequently ignore the significance of highlighting seasonal patterns. Similarly, seasonality discourse is largely silent on education.

Gift Luxomo (2009) The Impact of Grade R Attendance on Subsequent Performance and Transition.

The issue of preschool attendance has gained prominence in recent years. Until now little empirical work has been done in South Africa which looks at the



ISSUE FOUR

SEPTEMBER 2009

educational benefits of early childhood development provision. This study has made use of data from the largest and longest longitudinal birth cohort study on the African continent, the Birth to Twenty study, to measure statistically significant correlations between attendance at preschool and grade repetition. It found that preschool attendance made a modest reduction of 6.6% in the repetition rate.

Neelam Sood (2009) Under-Nutrition in Primary School Age Children in India

The purpose of this paper is to develop an understanding of the effect of malnutrition and poor health in early years on development and school participation of children. It is based on the evidence drawn from a cross-national review of research including research conducted on the subject in India. Through this synthesis of research findings, the paper specifically aims at studying the effect of malnutrition and poor health on cognitive functioning of children in early years and exploring the relationship between early childhood malnutrition and educational access, participation and performance of school-age children. As the paper has a special focus on India, an overview of the prevalence of malnutrition in young children in India is presented examining the variations in the country across states and different population groups. Further, India's progress in mitigating malnutrition during recent years of high economic growth has also been reviewed. Two major direct State interventions namely the Integrated Child Development Services and the National Programme of Nutritional Support to Primary Education commonly known as Mid-day Meal programme are described, highlighting their effect on reducing malnutrition and improving educational outcomes of children. Drawing conclusions from the wide range of information presented, the paper identifies gaps in knowledge for further research and suggests research questions to enhance our understanding further on the effect of malnutrition on education of children, especially in the Indian context.

Nalini Juneja (2009) Access to What: Diversity and Participation in India's schools India has witnessed an enormous expansion in the number of elementary schools education in recent years. This expansion has not been limited to an increase in the number of state schools. A diversity of schooling options are now available provided by both the state and private sectors. This paper examines, through a review of recent literature, what this diversity of provision means in terms of the meaningful access of children to elementary education. The paper examines the different educational providers and looks at the spread of provision, the enrolment shares, the different structure, costs and facilities. The paper also looks at unrecognised schools, quasi-government schools, perceived hierarchies in government schools and English-medium private schools.

Other papers currently under review or being finalised include:

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

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

Govinda, R. and Bandyopadhyay, M. Governance of Elementary Education in India.

Sedwal, M. and Nawani, D. Teachers, Teacher Education and its Impact on Elementary Education

Us-Sabur, Z and Ahmed, M. Diversity in provisions for primary education in Bangladesh: its role in effective access.

Sayed, Y. and Motala, S. (2009) Equity and fee free schools in South Africa: Challenges and prospects.

Policy briefs

CREATE is also publishing policy briefs. These fourpage 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.

Recently CREATE has published:

- Educational access in India
- Dropping out from school.
- · No fee schooling in South Africa
- Education roadmap in South Africa

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

Journal articles

The following journal articles have been written by CREATE members:

Comparative Education Special Issue, Vol 45, no. 2.

Access to Education in Sub-Saharan Africa:

Keith Lewin and Kwame Akyeampong: (editorial): Education in sub-Saharan Africa: researching access, transitions and equity

Keith Lewin: Access to education in sub-Saharan Africa: patterns, problems and possibilities

Kwame Akyeampong: Revisiting Free Compulsory Universal Basic Education (FCUBE) in Ghana

Caine Rolleston: The determination of exclusion: evidence from the Ghana Living Standards Surveys 1991–2006



ISSUE FOUR

SEPTEMBER 2009

Joseph Ghartey Ampiah and Christine Adu-Yeboah: Mapping the incidence of school dropouts: a case study of communities in Northern Ghana

Anthony Somerset: Universalising primary education in Kenya: the elusive goal

Shireen Motala, Veerle Dieltiens and Yusuf Sayed: Physical access to schooling in South Africa: mapping dropout, repetition and age-grade progression in two districts

Brahm Fleisch and Jennifer Shindler: Gender repetition: school access, transitions and equity in the 'Birth-to-Twenty' cohort panel study in urban South Africa

David Gilmour and Crain Soudien: Learning and equitable access in the Western Cape, South Africa

Joseph Chimombo: Changing patterns of access to basic education in Malawi: a story of a mixed bag?

Nicole Blum (2009) Small NGO schools in India: implications for access and innovation. Compare, 39, no.2.

Shireen Motala (2009) Privatising public schooling in post apartheid South Africa – equity considerations. Compare, 39, no. 2.

Other publications

Dieltiens, Veerle & Meny-Gibert, Sarah (2009) "School drop-out: Poverty and patterns of exclusion" in The South African Child Gauge, Children's Institute, University of Cape Town.

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

Mukul, Akshava (5th Jan 2009) 'Govt keen to raise secondary school enrolment'. The Times of India (daily newspaper, New Delhi edition):

http://timesofindia.indiatimes.com/India/Govt keen to raise_secondary_school_enrolment/articleshow/3934333.cms

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.

Online database: CREATE is continuing to develop its online searchable database. It can be found at: http://www.create-rpc/database

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

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

Video clips: Video clips are available on the website of CREATE researchers talking about access to education.

Seminar reports can be found at: http://www.create-rpc.org/news_events/events_reports.shtml. These include the CREATE-RECOUP Seminar on Education Access, Exclusion and Outcomes in India, 3-5, December, 2008, India; and the MoESS / CREATE Ghana Conference: 19-23rd April.

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.

Kinglsey Arkorful has been successful in gaining the Commonwealth scholarship and will start at Sussex in October 2009. His research is on increasing educational access in northern Ghana through the capitation grant.

Anita Sharma has been successful in gaining the split site Commonwealth scholarship. She will work between the Delhi School and Sussex and will come for her first visit to Sussex in January. Her research is on access to education for nomadic groups in India, namely the Bakkarwals of Jammu and Kashmir.

Vivek Kumar Singh and Pankaj Das, two MPhil students at NUEPA, have started working on their CREATE-related dissertations. The titles of these are: a) Study of unequal schooling in Madhya Pradesh and Chhatisgarh (VKS); and b) Study of potential drop outs in Madhya Pradesh and Chhatisgarh (PD). The researchers will be using CREATE datasets and visit the fieldwork sites for their dissertations.

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.

Project staff at NUEPA have provided a range of support to the NUEPA team in terms of report preparation, writing and seminar preparation. The team are grateful for all their hard work!