



CREATE NEWSLETTER

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Director's Note:

Professor Keith Lewin, Director of CREATE

Greetings from CREATE at the end of a busy year of consolidation, dissemination and impact. After six years of intensive research with large samples of households and children in Bangladesh, Ghana, India and South Africa, and smaller scale research in Kenya, Malawi, Sri Lanka and China CREATE is moving into a new phase to capitalise on its findings. Its ideas and concepts and its findings are influencing policy and practice through the networks of each of its partners at the national and international levels.

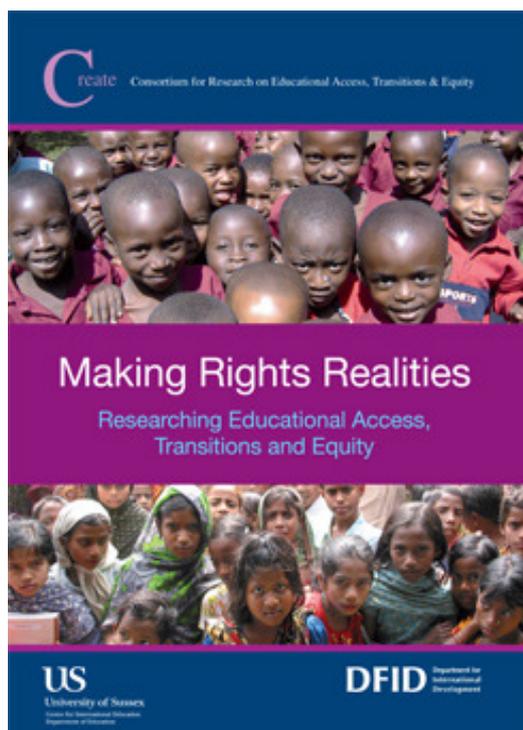
CREATE is building on its success as a consortium of colleagues working on access to education. It is being invited to continue its dissemination activities and apply its conceptual models and findings from the empirical research. New monographs, journal articles and books will continue to appear in 2012 and beyond. New projects are beginning to spin off.

CREATE was conceived in 2005 by its partners as a consortium that would develop a rich tapestry of research insights into access to education. It has succeeded in doing this and approaches the New Year with over 150 research products including 75 in the flagship Pathways to Access Series. The volume and quality of outputs is a testimony to the efforts of the many researchers who have travelled with CREATE on its various journeys. More than 20 young researchers will graduate with doctorates on topics related to educational development and access and with others will take forward the insights and intellectual architecture of CREATE.

CREATE's ideas and findings have been projected in many arenas. These include the multilateral development partners e.g. UNICEF, UNESCO, the World Bank, the Association for the Development of Education in Africa (ADEA), the Commonwealth Ministers Meetings, and several bi-lateral agencies including DFID and VVOB. Its conceptual model helped shape the DFID 2010 Education Strategy Paper.

Over the last year CREATE has disseminated its findings in a series of national and international conferences with its partners in Delhi, Dhaka, Cape Coast and Accra, and Johannesburg. These high level events have been very successful with participation from Ministers and Chief Directors and Permanent Secretaries, as well as eminent academics, NGO colleagues, teacher's union and professional association representatives, and a range of other stakeholders in educational development.

Most recently CREATE has developed and launched its synthetic report **Making Rights Realities (MRR)** at a range of high profile venues over the last six months. These include the UNICEF Education Advisors Retreat in New York; the UKFIET Education Conference in Oxford; the Association of Educational Assessment in Africa in Nairobi; the International Comparative Education Societies of North America and of China; and the Consortia of Belgian Technical Cooperation for Educational Development. Several other events are planned to showcase all the outputs of CREATE with likely activities in East Africa, South East Asia and Australasia, and Hong Kong. The full text of MRR is available on the website.



Like many research programmes which coordinate range of separate projects as part of a mosaic of enquiry, CREATE has been a journey not a destination. It could not have taken place without the collective efforts and commitment of over 140 researchers who are listed in Annex 1.

Maynard Keynes famously argued that "Madmen in authority, who hear voices in the air, are distilling their frenzy from some academic scribbler of a few years back. I am sure that the power of vested interests is

vastly exaggerated compared with the gradual encroachment of ideas". CREATE has generated many ideas in over 3 million words of research output and placed these in the public domain. The partners and associates will continue to project and build on the impressive array of research linked to policy. Much of it will influence events directly or indirectly through the processes of intellectual osmosis that characterises how ideas spread and are applied.

CREATE News

The CREATE team at Sussex has been busy editing, formatting and compiling CREATE publications, as the outputs from CREATE's research continue to flow. The CREATE overall report was submitted to DFID building from the four main country reports completed after the Delhi conference in early 2011. These administrative reports are accompanied in each case by a country level synthesis of the research which is available on the website. The syntheses have been used in country to feedback findings to the research fieldwork sites and to frame national dissemination events.

The main publications, research monographs, policy briefs, and journal articles are listed in Annex 2. They have been collated on the website into twelve themes. These are:

- 1. Changing Patterns of Access**
- 2. Health, Nutrition, Disability**
- 3. Drop Out and Push Out**
- 4. Migration, Seasonality, Nomads**
- 5. Small Schools and Multi-grade**
- 6. Transitions to Secondary**
- 7. Educational Quality and School Processes**
- 8. Equity, Poverty and Exclusion**
- 9. Private and Non-State Providers**
- 10. Planning and Governance**
- 11. Aid Architecture**
- 12. Political Economy of Education for All**

Full collections of CREATE output have been distributed to over 100 libraries, archives and depositories on the suggestion of partners and as a result of requests.



CREATE has also developed a **Twelve Point Framework for Action**. The goals of the framework are that all children in the target population should:

- enrol in the year in which they become six years old
- progress over the next six years with no more than one repetition and remain within one year of the nominal age for the grade
- attend for at least 90% of the teaching days available
- transit to lower secondary school and complete nine years of schooling
- learn in classes of no more than 40 in schools with clean water, sanitation, basic services, light, heat and ventilation, and adequate learning materials
- be taught by trained teachers who are present in class at least 95% of the teaching days available with pupil teacher ratios of 40:1 or less
- achieve at levels within two years of the norm for their grade
- have equitable access to affordable schools located within 30 minutes travel of households at primary level and 60 minutes at secondary level

This framework for a programme of action locates possible areas of intervention. Each has bulleted priorities which can be supplemented with additional action points. The invitation is to develop this framework and link it to baseline data and rigorous diagnosis of problems located in particular education systems. The framework can be used to incubate ideas and shape policy dialogue that draws down on evidence, and to commission new studies where there are known unknowns. The 12 point Framework is attached in Annex 3.

India

Following the successful CREATE conference in Delhi in February, CREATE's research team has been busy with data analysis and publication and with NUEPA's training programmes and conferences. The team have produced the final report from their research in Chhattisgarh and Madhya Pradesh, a Country Research Summary and a final project report along with several new PTAs.

The two day International Conference on “**Access, Transitions and Equity in School Education: Making Rights Realities**” took place at the India Habitat Centre, New Delhi on February 22nd and 23rd. The inaugural address was given by Ms. Anshu Vaish, All India Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

Prof. Govinda, Vice-Chancellor of the National University of Educational Planning and Administration (NUEPA), New Delhi introduced the conference noting that the main purpose was to present the findings of the large scale empirical work and secondary data analysis, assess patterns of progress on EFA goals, and identify policy that can be used to shape critical aspects of basic education development in the four countries – India, Bangladesh, Ghana and South Africa. These could be shared with key decision makers.

Dr. Colin Bangay, Senior Education Advisor, DFID India, congratulated CREATE for its influential portfolio of work which he said had shaped DFID thinking on access to education. He reiterated the concerns of DFID for children that are at the margins of the education system and acknowledged the many contributions CREATE had made in redefining how access was conceptualised. He observed that insights and empirical data produced by the Consortium was playing an important role in the policy dialogue in the different countries.

Keith Lewin emphasised how important it was to understand changing patterns of participation in the past which resulted from previous policy initiatives before embarking on a new round of interventions. Much could be learned about what does and does not work from these patterns and their explanations. This, and the critical role played by political wills at different levels evident in country case studies undertaken by Angela Little, were crucial for future progress towards the MDGs.

Each country team presented their work at the conference. These presentations were followed by a series of presentations of CREATE’s work in India as well as work by other independent researchers and researchers from RECOUP. The conference was reminded that the Consortium is engaged with the systemic analysis of issues of access and of disadvantaged children, which relates to a lack of infrastructure, learning materials and lack of teachers. It also works on silent exclusion of children from the learning process – absent in mind but present in class - and the presence of overage children in education.

The event was followed by meetings of CREATE’s Consortium Advisory Group, the CREATE research team and a high level meeting with the Secretary of the Ministry of Human Resource Development (MHRD) Ms. Anshu Vaish (see website “Events” for full report)

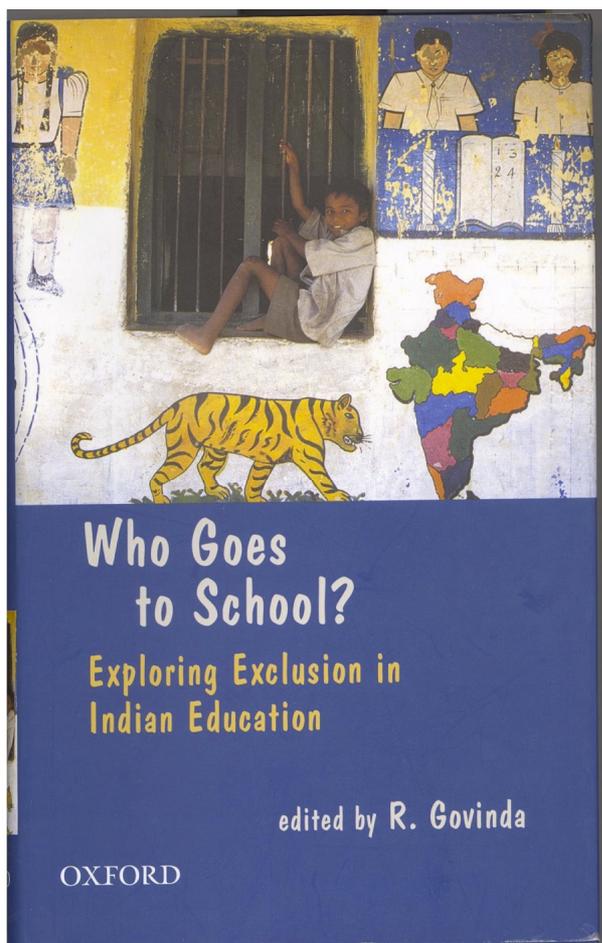


Keith Lewin and Anshu Vaish; Secretary for Basic Education, India

The research team in India organised a high level launch of **Who Goes to School: Exploring Exclusion in Indian Education** which captures material from the programme and is published by Oxford University Press. The Minister for Human Resource Development for India launched the book at NUEPA.



Union Minister for Human Resource Development, Government of India releasing the book ‘Who Goes to School? Exploring Exclusion in Indian Education’. On right are Prof. R.Govinda and Manzar Khan and on the left is Prof. Andre Beteille.



Professor Govinda gave a presentation on the implementation and challenges of the Right to Education Act in India, reflecting upon his experience contributing to the drafting of the legislation. He explained why the Act was necessary despite commitments by the Indian government to ensure Education for All. The Right to Education Act has given people from marginalised ethnic groups and the lowest castes a platform to demand education for all, making clear, the state's responsibility to provide quality education, and be the provider of last resort.

Dr. Ahmed presented some of CREATE's policy messages in Bangladesh. He highlighted recent policy developments in the new National Policy on Education and discussions over the Primary Education Development Programme (PEDP III). He showed how CREATE's research findings influence these debates. In a lively discussion, most speakers were insistent that Bangladesh needed a Right to Education Act, backed up with efficient implementation of the new national education policy. Another important issue discussed was the proportion of GDP spent on primary education. Several speakers demanded an increase of the education budget to 5% to 6% of GDP from its very low level of 2.3%.

Professor Lewin presented an overview of CREATE research, explaining the conceptual and empirical work that the consortium has done over the last five years. He also highlighted some of the key messages emerging from CREATE's work in Bangladesh and how they relate to CREATE's conceptual model and work in other countries.

Bangladesh

CREATE collaborated with its partner in Bangladesh BRAC University Institute for Educational Development and the Campaign for Popular Education (CAMPE) – a Bangladeshi coalition of NGOs working on Education issues - to organise a conference to coincide with the Global Campaign for Education's Global Action Week 2011. The conference was on the **'Right to Education – Ensuring access with equity and Quality' 7-8th of May 2011, at the Hotel Shonargaon, Dhaka**

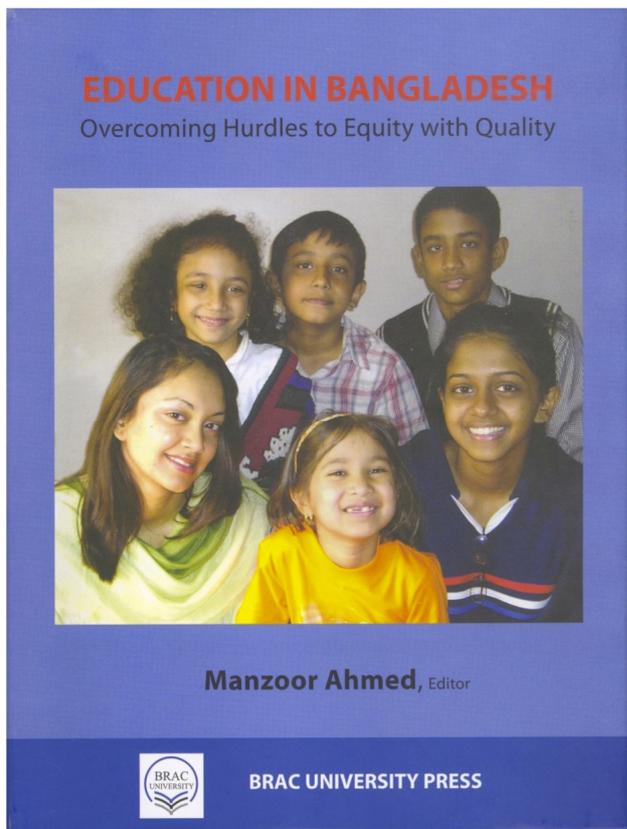
The event saw presentations from the Minister of Education of Bangladesh, Nurul Islam Nahid. Professor R. Govinda, Dr Manzoor Ahmed, Rasheda Chowdhury (Executive Director of CAMPE), and Professor Keith Lewin. Dr Chowdhury welcomed over 60 guests and a large media presence and introduced the theme of the event focusing on the right to education. She said, "We need such a discussion to create pressure on the policy makers for getting a Right to Education Act in place in Bangladesh and to ensure the achievement of EFA with quality and equity".



Minister of Education Nurul Islam Nahid (far right) participates in the discussion with Prof Govinda, Dr Manzoor Ahmed, and Rasheda K. Choudhury (Executive Director Campaign for Popular Education (CAMPE)).

A full report of the event with photos and PowerPoint presentations can be found on the Events page of the website.

The conference in Dhaka saw the launch of the book **“Education in Bangladesh: Overcoming Hurdles to Equity and Quality,”** a collection of CREATE research on educational access in Bangladesh edited by Dr. Manzoor Ahmed and published by BRAC University Press. It is the first research-based book on access to education in Bangladesh.



Manzoor Ahmed has been drawing upon CREATE’s research findings as he participates in the discussions around the new education policy with the government of Bangladesh in preparation for the third Primary Education Development Programme with development partners and the Asian Development Bank.

CREATE work in Bangladesh is being used by BRAC IED on a new MEd (Educational Management and leadership course) and in action research projects tackling silent exclusion.

Altaf Hossain has been leading a project at BRAC IED drawing on CREATE’s findings to find innovative ways of tackling the group of problems around transition from primary to secondary school. The action research project in 100 schools is called the SCOPE project.

Ghana

CREATE’s empirical research in Ghana has been completed successfully. During 2011 it has produced a stream of publications including a new Country Research Summary of key findings and policy implications, a final project report, and a series of Pathways to Access Research Monographs.

CREATE co organised a joint conference of DFID Research Consortia at the University of Cape Coast in Ghana on the 27th and 28th of September 2010 with Professor Joseph Ghartey and the Institute of Education at the University of Cape Coast. The CREATE team from Sussex included Keith Lewin, Kwame Akyeampong, Benjamin Zeitlyn, and Eric Ananga and Luke Akaguri from the University of Winneba. Caine Rolleston attended from the CREATE group at the Institute of Education in London. The UK based team joined up with the CREATE Cape Coast and Winneba based research team including Jerome Djangmah, Joseph Ghartey Ampiah, Ato Essuman, Christiana Buxton, Chris Kwaa and Louis Boakye-Yiadom, (University of Ghana).



Dr. Ato Essuman (former Chief Director) and Professor Joseph Ghartey Ampiah, University of Cape Coast, Ghana.

This event was flagged in Newsletter 6 and the CREATE presentations from the conference are available on the website.

The Cape Coast event was followed by a further dissemination conference at The University of Winneba. This focused on findings from the CREATE fieldwork and presentations from Winneba staff.



Prof. S.M Quartey, Dean of Graduate School, University of Education, Winneba, Ghana, Professor Keith Lewin and Dr Kwame Akyeampong, Sussex University, UK

Since the conference CREATE has continued to contribute to the annual planning round and sector review activities of the Ministry in Ghana with the development partners. The World Bank in its most recent sector report on education used the CREATE model directly to shape its discussions of access and the issues that remain outstanding.

Professor Jerome Djangmah's weekly column in the Ghanaian Times – the second largest daily paper - called 'Education Matters' continues to use CREATE research to inform its messages about educational development and key policy issues.

The chapters that will form the basis of a new book on education and development in Ghana are being developed by a team led by Dr Kwame Akyeampong. A preliminary planning meeting was held in mid year and several drafts are now under development. Publication is anticipated in 2012. This will then become the fifth book CREATE has produced.



Fishing can earn more than teaching

South Africa

The South African CREATE team had a very successful set of dissemination activities from the 25th to 29th July in Johannesburg and Pretoria, South Africa. It began with a briefing lunch to the Vice-

Chancellor of the University of Johannesburg, Professor Ihron Rensburg who is also a member of the National Planning Commission on the 25th July. Professor Keith Lewin and members of the CREATE International team, Professor Joseph Gharthey from Ghana, Dr Madhumita Bandyopadhyay from India, Dr Manzoor Ahmed from Bangladesh and Professor Shireen Motala, convenor of the South Africa CREATE team shared their findings and Veerle Dieltiens, Lead Researcher, shared their findings.

On the evening of the 25th, Professor Adam Habib, Deputy Vice Chancellor, hosted the CREATE global symposium and launch which had the theme **Making Rights Realities at the University Council Chamber at the University of Johannesburg**. The formal opening was undertaken by Mr Enver Surty, the Honourable Deputy Minister of Basic Education. Important contributions were made by Professor Keith Lewin who critically appraised international strategies on Education for All. The key note discussant was Professor Linda Chisholm, spoke on issues related to the global and the local and the challenges of achieving equity and quality in South African education. Members of the international CREATE team provided important insights from their country perspective. A highlight was the launch of the CREATE book publications from India, Bangladesh, and South Africa. This was followed by a CREATE reception with robust and interesting discussion continuing once the formal proceedings had concluded.



Mr Bobby Soobrayan, the Director General of Basic Education presenting at the CREATE Conference

On the 26th July, the CREATE Policy Dialogue Conference took place with the theme of Getting to 2025: Meeting the Twin Imperatives of Equity and Quality in Education. The opening plenary was chaired by Dr Trevor Coombe, (former Chief Director), and presented by Mr Bobby Soobrayan, the Director General of Basic Education. He raised the challenges of education equity in South Africa in the context of

vast social inequalities. The second plenary provided wide ranging empirical evidence from the CREATE research on school drop-out, progression and over-age and under-age enrolment, and learning and equitable access. The presenters included Professor Brahm Fleisch, Dr Nick Taylor, Ms Sarah Meny Gibert and Dr David Gilmour. The third plenary deepened the understanding of classroom practice and parental involvement in schooling with presentations from Professor Hamsa Venkat, the Numeracy Chair in the Wits School of Education and Mr Gift Luxomo, Wits EPU and Mr Elvis Ngwenya from the University of Fort Hare. The final panel of the day brought together the senior leadership in government who provided a critical appraisal of the CREATE research and its contribution to policy making. Making research relevant to policy was raised and Mr Kuben Naidoo head of the Secretariat of the National Planning Commission addressing key concerns with accountability and the importance of this in the pursuit of delivering a quality education.

On the 27th July, an international symposium was hosted by CREATE South Africa and the Centre for Indian Studies in South Africa (CISA), University of the Witwatersrand. Professor Crain Soudien, Deputy Vice-Chancellor from the University of Cape Town chaired the symposium and much more detail engagements took place on the different country perspectives on education access. Topics considered included overcoming equity and quality hurdles in primary education in Bangladesh, Education Financing and Affordability of Schooling in India and addressing enrolment, attendance and nutrition in meaningful access to schooling in Ghana.

On the following days, engagements were held with the Department of Basic Education. The discussions noted that the CREATE framework and its focus on meaningful access had extensive resonance with the complexity of post apartheid education reform. The concept of silent exclusion - children who are in school and learning very little, overage and slow to progress - and the gendered nature of access in South Africa which meant that there were areas where girls out enrolled boys and vice versa, were explored and linked to policy post 1994 and key challenges were highlighted.

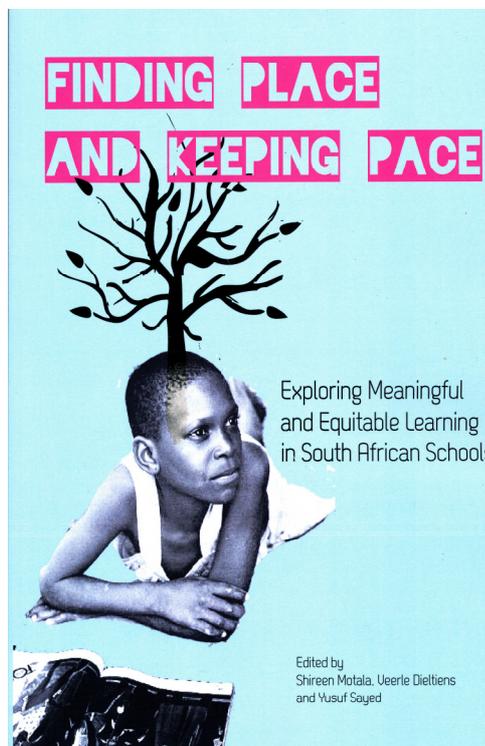
The CREATE research received much attention in the media, including a three part series in the Mail and Guardian in July, radio broadcasts on SA FM and Jozi FM, and an interview with Keith Lewin on SABC 2 on national television.

A special edition of the South Africa Journal of Comparative Education is planned with contributions from CREATE researchers. This will be developed in 2012 as part of the ongoing programme of CREATE related activities.



CREATE publications on display at the University of Witwatersrand, Johannesburg

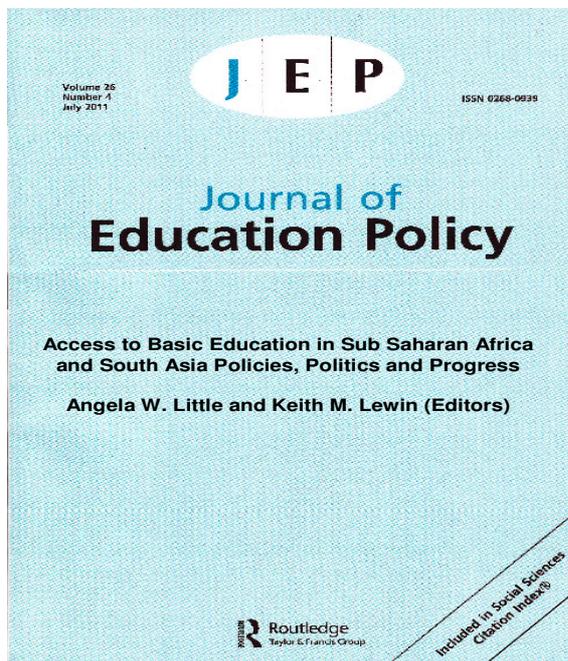
The CREATE team in South Africa have produced a Country Research Summary with key findings and policy recommendations as well as a final report. They are also working on finalising their book, **'Finding Place and Keeping Pace? Exploring meaningful and equitable learning in South African schools'**. The book is an edited collection of articles emerging from CREATE research in the country. The Human Sciences Research Council has agreed to publish the book which has fourteen chapters by sixteen authors capturing key insights from the empirical research. It will be published by HSRC.



*Finding Place and Keeping Pace
London*

During 2011 the Institute of Education CREATE team focussed its work on completion and dissemination of research. It played a leading role in the peer-reviewed special issues of the Journal of Education Policy (Vol 26, 4) on 'Access to Basic Education in Sub Saharan Africa and South Asia: politics, policies and progress' and of the International Journal of Educational Development (Vol 31, 4) on 'Access, Equity and Transitions in Education in Low Income Countries'. Journal articles were collated by invited authors, CREATE researchers and research associates, many of whom are completing or have recently completed research degrees at the Universities of London and Sussex. In March Guy Collender edited and uploaded 'podcast' interviews conducted in London with the CREATE teams from Bangladesh, Ghana, India, South Africa during the London CREATE conference held in Nov 2010.

A special issue of the Journal of Educational Policy entitled **Access to Basic Education in Sub Saharan Africa and South Asia Policies, Politics and Progress** edited by Angela W. Little and Keith M. Lewin was published in 2011. This contains seven papers first presented at the UKFIET Conference in New College, Oxford in September 2011.



CREATE has developed its communication strategy in London and has organised a series of podcasts on 'Development Matters' which include several featuring CREATE researchers. These podcasts are available on the LIDC website: www.lidc.org.uk

Special Issues List of Contents

- Essuman, A., and Akyeampong, K., (2011) **Decentralisation Policy in Practice in Ghana: the promise and reality of community participation in education in two rural communities**
- Little, A. W., (2011) **Education Policy Reform in Sri Lanka: the double-edged sword of political will**
- Somerset, A., (2011) **Access, Cost and Quality: tensions among three goals in the development of primary education in Kenya**
- Hoppers, W., (2011) **The Politics of Diversifying Basic Education Delivery: a comparative analysis from East Africa**
- Ward, M., (2011) **Aid to Education: the case of Sarva Shiksha Abhiyan in India and the role of development partners**
- Bermingham, D., (2011) **The Politics of Global Education Policy: the formation of the Education for All Fast Track Initiative**
- Lewin, K. M., (2011) **Target Setting and Target Getting in EFA Policy and in EFA Practic**

The London team brought to fruition eight further PTA monographs. Moses Oketch and Tony Somerset completed their work on the impact of free primary education policies in Kenya (PTA 37). In Zambia Audrey Mwanza published her study on re-entry to school polices for young women after giving birth (PTA 70). Pai Obanya completed his monograph on Politics and the Dilemma of Meaningful Access to Education in Nigeria (PTA 56). Using evidence from the Young Lives longitudinal research Kate Orkin explored the impact of child and parental illness in school participation in Ethiopia (PTA 60). Caine Rolleston completed his work on fosterage and access to schooling in Savelugu-Nanton in Ghana (PTA 59) and, with the Ghana CREATE team, on Access, Transitions and Equity in Ghana (PTA 72). In his monograph (PTA 67) Desmond Bermingham, former director of the Fast Track Initiative, explored the interaction between Education for All Fast track Initiative in Rwanda and Ethiopia. Angela Little, Upul Indika and Caine Rolleston completed their field study of Access, Attendance and Achievement in Rural Schools in Sri Lanka (PTA 73).

CREATE presentations were made in Montreal at the Comparative and International Education Society annual conference in May 2011 and at the United Kingdom Forum for International Education and Training, held in Oxford, in September 2011.

For members of the London CREATE team 2010/2011 was a year of transitions. On her retirement after 24 years of service to the Institute of Education Angela Little was awarded her title of Professor Emerita of Education and International Development. Pat Pridmore was promoted to a professorship and Marie

Lall and Moses Oketch to readerships of the Institute of Education. Guy Collender moved from the London International Development Centre to the London School of Hygiene and Tropical Medicine and the DFID-funded research consortium on Sanitation and Hygiene Applied research for Equity (SHARE). Nicole Blum and Fran Hunt work in the Development Education Research Centre of the Institute of Education. Caine Rolleston completed his doctorate and now coordinates the work of the education team in the *Young Lives* longitudinal study of 12,000 children in Ethiopia, India, Peru and Vietnam based at Oxford University. Angela Little was appointed as Chair of the *Young Lives* International Advisory Board and advises the education team.

Other Events

In early August Keith and Tony Somerset gave plenary addresses to the Annual meeting of the Association for Educational Assessment in Africa. 350 delegates gathered together in Nairobi for five days. Keith and Tony presented papers building on insights from recent analysis on performance, age, and regional differences. Findings will influence policy on over age students and selection, and will be consolidated into a journal article. Keith was reacquainted with members of his multi-country project in the 1990s on examinations and curriculum in Africa, and Tony was able to return to an office he occupied in the 1970s and resume work analysing examination data. A 50 page PTA will be published shortly on the CREATE website on performance, age, sex and location.

A new research monograph (PTA 75: K. M. Lewin, P. Wasanga, E. Wanderi, A. Somerset; Participation and Performance in Education in Sub-Saharan Africa with special reference to Kenya: Improving Policy and Practice) is being published based on analysis of multi-country data and the full Kenya primary school leaving cohort.



The Incoming and Outgoing Presidents of the AEA with CEOs from several African Boards including the Nigerian and West African Examination Boards.

The Director of CREATE was invited to New York in September to the Extended Retreat of UNICEF Education Advisors to present **Making Rights Realities (MRR)** at the opening plenary and contribute to the discussions around UNICEF's strategic plans for education. This complements the work on the 23 Country Out of School Children which Mairead Dunne, Ricardo Sabates and Benji Zeitlyn have been contributing to and which has made use of the CREATE core model.

CREATE launched **Making Rights Realities** at the UKFIET Conference at Oxford on Global Challenges for Education: Economics, Environment and Emergency with a Symposium discussion of policy implications of the portfolio of work that CREATE has undertaken over the last five years. This event built on the two special issues of international journals that CREATE has recently published - International Journal of Educational Development, and the Journal of education Policy.

The MRR synthesis was also presented at the triennial meeting of the Chinese Comparative and International Education Society in Beijing and is being translated into Chinese for publication in the Chinese Journal of Comparative Education.



Presentation of Making Right Realities at the Chinese International and Comparative Education Society in Beijing

More follow up activities are planned. CREATE will present MRR to the annual meeting of **Educaid.be**. This organization is a coalition of Belgian policy makers, NGO's, higher education institutions and private organizations active in development cooperation in the education sector. The meeting is focused on "Education and Development Cooperation: Trends and Challenges from an International and Belgian Perspective" and CREATE will present in plenary. CREATE will projects its findings at a seminar at the International Institute for Educational Planning in Paris in the first half of 2012. Discussions are taking place with DFID and UNICEF about various opportunities to feed results into national and international events which will enhance the impact of the findings from the research programme.

Details of all recent and upcoming CREATE events and activities can be found at: <http://www.create-rpc.org/events/>



Members of the Centre for International Education at the University of Sussex

CIE Research Day

The Annual CIE Research Day was held at the Institute for Development Studies on the 14th of July. There were presentations relating to CREATE as well as the Teacher Preparation in Africa (TPA) Project. International education doctorate students, Sussex DPhil students as well as CIE staff participated in a day of presentations and discussions.

Keith Lewin, Ricardo Sabates and Kwame Akyeampong presented findings from CREATE research, and there were also presentations from Mario Novelli, Mairead Dunne and John Pryor. The day ended with a barbeque and party on the IDS lawn. In November the new cohort of MAIED students took part in a CREATE seminar based around Making Rights Realities.



MAIED November 2011

Other events

Keith Lewin gave the plenary presentation at a Conference organised by the Ministry of Human Resource Development (MHRD), the World Bank, and DFID in Delhi in May. The conference addressed issues around the expansion of secondary schooling and maintaining quality in the light of substantial multi and bilateral support being provided to the Government of India. CREATE has supported Rastriya Madhyamik Shiksha Abhiyan (RMSA) through its work with MHRD and NUEPA.

Keith Lewin and Angela Little attended the North American Comparative and International Education Society Annual Meeting in Montreal, Canada. Keith presented a paper on Changing Patterns of Access to Education in Anglophone and Francophone Countries in Sub Saharan Africa: Is Education for All Pro-Poor? co-authored with Ricardo Sabates (PTA No 52). This explores how patterns of access have been changing across countries in Sub Saharan Africa and is published as a CREATE Monograph. Keith also chaired a symposium on Changing Practices in Teacher Education organised by Ken Zeichner.

Angela chaired the session on multilateral agency policies and practices and presented a paper on Education for All: Policies, Politics and Progress based on her three CREATE monographs on this theme in Ghana, India and Sri Lanka (PTAs 38, 42 and 44). A link to Angela's paper is here:

www.create-rpc.org/pdf_documents/AngelaLittleCIES2011.pdf

New Publications

A list of CREATE's monographs and journal articles follows this newsletter. New publications include:

Country Research Summaries and Policy Briefs

CREATE teams have produced four country level Research Summaries which draw out the main findings and policy implications from CREATE's research.

These complement earlier country policy briefs that emerged from the Country Analytic Reviews in 2008, bringing them up to date in the light of CREATE's body of research. They are available on the website

Books

CREATE has published two books on its work in Bangladesh (edited by Manzoor Ahmed) and India (edited by R. Govinda). There are two forthcoming books drawing on CREATE work in South Africa and Ghana. Keith Lewin is working on a single authored book to be published by UNESCO.

Pathways to Access Research Monographs

CREATE has now produced 75 research monographs. The most recent contributions include:

- PTA 61 Education and Change in Rich, Poor and National Minority Areas in China: Two Decades of Transition Keith M Lewin, Wang Lu; April 2011
- PTA 62 The Health and Education Benefits of Universal Primary Education for the Next Generation: Evidence from Tanzania Ricardo Sabates, Jo Westbrook, Jimena Hernandez-Fernandez; May 2011
- PTA 63 Secondary Education in India: Development Policies, Programmes and Challenges K. Biswal; April 2011
- PTA 64 The Role of Maternal Education During Educational Expansion for Children in Sub-Saharan Africa Ricardo Sabates, Jimena Hernandez Fernandez, Keith M Lewin; May 2011
- PTA 65 Overcoming Exclusion through Quality Schooling: R.Govinda, Madhumita Bandyopadhyay; June 2011
- PTA 66 Understanding the Social and Economic Lives of Never-enrolled Children: A Case Study of Communities in Northern and Southern Ghana: Joseph Ghartey Ampiah, Christine Adu-Yeboah March 2011
- PTA 67 The Interactions Between Global Education Initiatives and National Education Policy and Planning Processes: A Comparative Case Study of the Education For All Fast Track Initiative in Rwanda and Ethiopia Desmond Bermingham; Nov 2011
- PTA 68 The Impact of Malnutrition on Access to Primary Education: Case Studies from Ghana Christiana Buxton; July 2011
- PTA 69 Quality Low-Fee Private Schools for the Rural Poor: Perception or reality? Evidence from Southern Ghana Luke Akaguri; May 2011
- PTA 70 Re-entry to School after Giving Birth: An Evaluation of the Process used to Design and Implement Policy in Zambia Audrey Mwansa; August 2011
- PTA 71 (Re)Assessing the Impact of School Capitation Grants on Educational Access in Ghana Akyeampong, K; November 2011
- PTA 72 Access, Transitions and Equity in Education in Ghana Caine Rolleston, Kwame Akyeampong, Joseph Ghartey Ampiah, Keith M Lewin; November 2011
- PTA 73 Access, Attendance and Achievement in Rural Schools in Sri Lanka Angela W. Little, H.N. Upul Indika and Caine Rolleston Nov 2011
- PTA 74 Inequitable Access to Basic Education in Ghana: The Way Forward for FCUBE Jerome Djangmah; Dec 2011
- PTA 75 Participation and Performance in Education in Sub-Saharan Africa with special reference to Kenya: Improving Policy and Practice K M Lewin, H C A Somerset, P Wasanga and E Wanderi; November 2011

Journal articles

CREATE has published several special issues of international peer reviewed journals. In 2009 a special issue of Comparative Education **Access to Education in Sub-Saharan Africa** edited by Keith Lewin and Kwame Akyeampong was published. In 2011 the Journal of Educational Policy hosted a special issue **Access to Basic Education in Sub Saharan Africa and South Asia Policies, Politics and Progress** edited by Angela Little and Keith Lewin.

Two other special issues were completed in 2011. **Access, Equity and Transitions in Education in Low Income Countries** was edited by Keith Lewin, Angela Little and Frances Hunt for the International Journal of Educational Development. Vol 31:4.



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- Lewin, K. M. and Little, A., (2011) Access to education revisited: Equity, drop out and transitions to secondary school in South Asia and Sub-Saharan Africa, 333-337
- Ananga, E., (2011) Typology of School Dropout: the Dimensions and Dynamics of Dropout in Ghana, 374-381
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Lastly **Universal primary education in South Asia: A Right that Remains Elusive** was edited by R. Govinda and Manzoor Ahmed for Prospects, Vol. 40, No. 3

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- Expanding access to education with equity in South Asia
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Clementina Acedo
- Primary schooling in West Bengal
Prospects, Vol. 40, No. 3
Amartya Sen
- Introduction, Universal primary education in South Asia: A right that remains elusive
Prospects, Vol. 40, No. 3
Manzoor Ahmed and R. Govinda
- Social exclusion and school participation in India: Expanding access with equity
Prospects, Vol. 40, No. 3
Rangachar Govinda and Madhumita Bandyopadhyay
- Universal primary education in Nepal: Fulfilling the right to education
Prospects, Vol. 40, No. 3
Shiva Lohani, Ram Balak Singh and Jeevan Lohani
- School inspection and supervision in Pakistan: Approaches and issues
Prospects, Vol. 40, No. 3
Kulsoom Jaffer
- Multiple providers and access to primary education: The case of Bangladesh
Prospects, Vol. 40, No. 3
Zia-Us-Sabur and Manzoor Ahmed

All CREATE products are available on its website: www.create-rpc.org and on the CREATE CD ROM.



A selection of CREATE research publications



CREATE Researchers from Bangladesh, India, Ghana and South Africa in Pretoria,



The CREATE team at NUEPA after the conference.

Annex 1

CREATE people

Over 140 researchers have taken part in CREATE. We wish to acknowledge and thank the researchers for their many contributions.

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Annex 2

CREATE Outputs by Author

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Annex 3**The Twelve Point Development Programme****1. Early Childhood Health**

- Basic health checks regularly for all children organised at school or clinic including Body Mass Index (BMI) and under and malnutrition; diagnosis of disability; monitoring of health status; primary health care
- Training of teachers to act as sentinels to recognise common health issues in children
- School environment health audits and mandatory provision of clean water, sanitation etc
- Development of *circles of support* around vulnerable children

2. Initial Enrolment at Age Six

- Registration of all children with tracking cards to accompany child through school
- Child seeking school and community activities to enrol every 6 year old child
- Extension of pre-school at affordable cost to four and five year olds
- Identification of vulnerable groups – e.g. those with disabilities, orphans, ultra-poor households, malnourished or undernourished children, girls, immigrants, pastoralists, fisherfolk etc. and design of appropriate interventions to match circumstances

3. Drop out

- Audit and track out of school children (drop outs/never attended); identify causal relationships; mitigate push factors (e.g. costs, relevance, corporal punishment, gendered violence; distance); teachers visit the homes of drop out children to enquire after them
- Incentives/actions to promote re-entry to schools in appropriate grade for age; develop child friendly and child seeking schools
- Alternative provision of basic education where return to school is not viable
- Expand access to lower secondary school and a full cycle of basic education; improve transition rates into secondary

4. Silent Exclusion

- Develop child tracking cards to monitor grade progression, age in grade, attendance, and learning achievement; develop protocols to support children at risk of drop out. (e.g. below 90% attendance, 2+ years over age, 2 years below attainment norms)
- Adopt automatic promotion with support for learning of less capable to ensure smooth progression through early grades at appropriate ages; prioritise reading and number in early years
- Provide support for improved pedagogy and teacher competence through training, mentoring, and enhanced learning environment; monitor teacher attendance; provide incentives for effective practice
- Promote curricula relevance and the utility of learning; develop pedagogies that are effective and which make private tuition less attractive; link formative assessment to enrichment and remediation; develop multilevel learning goals linked to range of capabilities

5. Transitions

- Chart flows of children through primary and secondary school and analyse who goes to secondary school and who transits to higher levels of education and training
- Link analysis of flows for children through the education system to the basic arithmetic of youth employment to highlight supply and demand issues in the labour market
- Review curricula and tracking of children into different school types and different curricula option in the light of flows and labour markets
- Plan and project how to achieve and sustain high levels of participation through to Grade 9 and beyond and identify critical inputs needed

6. Effective Pedagogies and School Size

- Identify effective learning and teaching strategies through inventories of good practice, analysis of EMIS and performance data, and action research. Promote better practice.
- Design, develop, pilot, evaluate new pedagogies where these promise and deliver large learning gains
- Map schools, class sizes, and pupil teacher ratios; locate additional capacity in relation to need
- Identify where multi-grade pedagogies are needed (small schools, multi-age enrolment) and where classes are oversize (urban slums, migrant schools); support curriculum development and training

7. **Buildings**
 - Review building stock and demand for space/facilities; project forward and build capacity through appropriate mix of additional classrooms and new schools with quality/cost control of procurement
 - Review services, clean water, sanitation, infrastructure and act to meet national standards on all sites
 - Develop protocols for maintenance/rehabilitation to ensure safe and congenial learning space
 - Mobilise public and private sources of funding for construction and maintenance
8. **Learning Materials**
 - Assess quality, availability, and costs of core books and learning materials for children and plan for a book per child per main subject or the equivalent;
 - Identify enrichment materials and other learning and teaching aids and plan provision
 - Adopt effective and efficient procurement and distribution of books and learning materials
 - Develop affordable and effective strategies for information technology evaluated independently
9. **Teachers**
 - Assess the stock and deployment of teachers and project supply and demand. Audit distribution of teachers and pupil teacher ratios and act to meet norms and reduce variance
 - Review the teacher education system and reform to prioritise skills and competences linked to more effective learning; upgrade subject and pedagogic knowledge and skill; consider less emphasis on initial training and more on in-service support
 - Identify lost teaching time including absenteeism, manage incentives to increase time on task
 - Provide incentives for difficult postings including housing, promotion, subsidies of training and additional payments
10. **Assessment and Monitoring**
 - Provide support for regular formative assessment in main subjects with feedback designed to identify learning problems and improve achievement; keep records of assessment for each child and review periodically; train teachers to diagnose misconceptions and learning difficulties
 - Invest in enhanced data collection and monitoring of schools using improved data collection and more useful indicators of performance
 - Develop annual standardised monitoring assessments and assist in managing performance improvement
 - Commission a rolling programme of analysis of aspects of system performance
11. **Financing**
 - Project costs of universal access in short to medium term for integration into medium term expenditure plans; identify gaps in financing and methods of filling any such gaps
 - Review sub-sectoral allocations, unit costs, and other patterns of resource allocation with a view to enhancing access, equity and affordability
 - Identify necessary cost saving and efficiency enhancing reforms
 - Determine modalities of external financing within a multi donor framework
12. **Indicators and Equity**
 - Identify strengths and weaknesses of key indicators of access currently in use
 - Develop and use age specific enrolment rates, on schedule completion rates, and appropriate indicators of equity in participation including gender, household income, location, social group
 - Develop goals and targets with stakeholders that are fit for purpose and are challenging but achievable
 - Link planning to desired outcomes which are more comprehensive and balanced than the MDGs and Dakar Goals, and locate these within a national development strategy