

## Evaluation of the three Education Programmes delivered in Sub Saharan Africa

Case Studies

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All of the case studies presented here have been anonymised. The colleges and universities will be referenced by a letter (A-Z) and the sub-Saharan African Country referred to as the 'partner country'.

## 1 EAP Case Studies

The original design of this evaluation required two contrasting case studies to reflect examples which exhibited aspects of strength or weakness. The two selected for EAP do not fall neatly into either category, but they offer contrasting examples on the range of innovation and diversity within the 32 projects. It is worth noting that both were rated 'good' for outcomes and sustainability based on the completion reports for the British Council in 2008.

They both illustrate a core feature of the most successful EAP partnerships, which was to build capacity in the partner institution. One also typifies the importance of creating local networks, which may be a reason to explain the higher rating for institutional impact. While the EAP is designated to cover one year, they in fact ran for 15 months but there is evidence in both of a significant period of preparation before the funding was sought. The budgets were £80K and £99K respectively and match funding was secured from participating institutions.

### 1.1 Case study 1: Capacity building for degree-level initial police training

Case study 1 illustrates how the development of local capacity in higher education (HE) is harnessed to employer needs and wider social or political goals in the local context. Developing a professional policing ethic and qualification in a post civil war country, was a key strategic aim of the government and it appears the EAP project has made a significant contribution to this. This is also an example where employer involvement was required throughout with exchange visits and has formed important links between police forces in England and the partner country. This aspect was not without problems however and led to delays at times.

**PROJECT AIM:** To develop a mentoring relationship between UK and partner country university-level police trainers.

PARTNERSHIP DETAILS:			
<b>Start Date</b>	April - 2007	<b>End Date</b>	June - 2008
<b>Total Budget</b>	£73,400	<b>Spend to Date</b>	To be confirmed
<b>Outcomes Achieved</b>		Good	
<b>Sustainability</b>		Good	
<b>Institutional Impact</b>		Average	
<b>University A</b> (Project Leader)		<b>College B – University B</b> (Partners)	
<b>UK Budget:</b> £8,400		<b>Partner Country Budget:</b> £71,600 (Original Proposed £80,000)	
<ul style="list-style-type: none"> <li>Staff within the School of Social Sciences and Law at the university have planned, validated, delivered and developed initial police training (Foundation Degrees) for English police forces.</li> </ul>		<ul style="list-style-type: none"> <li>There is an urgent need for advice, mentoring and the sharing of good practice and experience from colleagues already delivering such provision.</li> </ul>	

**PROJECT OUTLINE:**

Staff with expertise in police training and higher education programmes from University A, provided consultancy and mentoring to colleagues at University B and College B, who are designing a degree level police training programme in partnership with the partner country national police.

**KEY OUTCOMES:**

Creation in the partner country of a BSc in Professional Police Studies, with first 2 intakes of 76 trainees.

Quality of the resource base has improved and now in a position to support lifelong learning & professional development.

Perceived by both institutions to be an excellent partnership and there has been ongoing correspondence between them and participating employers. UK partners are confident that the quality of learning is already being maintained.

Created international links for University A with 11 partner country officers now studying for a Masters in England on scholarships provided by University A.

College B benefited through capacity building and improved relationship with the partner country police force. There has been training to write and teach degree programmes to UK standards.

Partnership has helped to produce more competent police officers and a successful experience of reciprocal education in a post war society.

**ISSUES:**

Employers in sub-Saharan Africa and UK fully engaged throughout the project.

More contact with the British Council would have been beneficial; also better communication on the other EAP projects.

Funding period should be longer and information about other possible sources of funding is needed.

Degree is established, but has not been based on professional policing. Has not recruited the number of beneficiaries that UK partners were expecting, but 40 each year is a good outcome.

Project could have been improved by being carried out over a longer timescale – one year is quite short, especially in the partner country where the procurement process can be quite lengthy. Staff changes also took place in both the UK and African Partners.

While there is concern in the interviews over the length of EAP, it needs to be recognised that the actual funded work often comes at the end of a significant period of gestation. The planning process and development of links with HE institutions and local police forces lasted two years. This project was not specifically planned in response to EAP criteria and highlights how universities operate. Having identified the need and set up the links, they then explore suitable sources of funding and EAP was coming on stream at the right time. Given the high degree of support from the partner country government and long-term involvement in police training at the English university, one suspects if this had not been funded by EAP, they would have secured alternative support.

It is important to note how the funding was used in this example, with only 10% (£8K) used to cover the English university costs. The overwhelming proportion of funds are spent in the partner country in terms of developing the programme or staff, facilitating exchange visits of police officers and supporting the first group of BSc learners. The nature of one-year short-term funding was a problem for this project, especially in relation to timescales for contracting in the partner country. The number of officers participating in the BSc was lower than expected.

Much emphasis is given to the achievement of EPA in bringing new institutions into partnership. This case study demonstrates that EAP was also successful in this respect, as it would appear this was the

first experience by the faculty in University A of a partnership. The indications are that the perceived success in this instance has made such involvement much more likely in the future.

There is good evidence of impact and significant benefit to both partners. There are currently 120 police officers undergoing a BSc delivered in the partner country and a further 11 undertaking a Masters degree with University A in England. It appears that the links between the two police forces are still active and the aim of developing a group of highly qualified professionals for policing in the partner country is progressing. University A report benefits in terms of enhanced profile for their police training work and an ongoing partnership with College B. The initial need has been met and the work in the partner country is now on an independent footing. This appears to be a good example of 'value for money' in the EAP overall.

In 2008 this project was rated as 'average' for institutional impact, but two years on, the feedback from both participants indicates that longer-term impact has been achieved and both partners now rate this as an excellent partnership. This illustrates once again the importance of longer-term follow up to gain proper insight into the impact and sustainability of this work.

### 1.2 Case study 2: Small, Medium and Micro Sized Enterprise (SMME) Learning Networks

While there was no active partnership prior to the EAP project in case study 2, a visiting lecturer from the partner country University D had been monitoring the work in England and formulating plans for up to three years prior to inception. They had identified significant advantages in transferring the practice to create employer networks to the partner country context. These are not simply knowledge networks, but active collaboration between local businesses with real impact on the 'bottom line' through mutual exchange of ideas or customer contacts etc. To achieve this, required trained staff in the partner country to facilitate or lead these networks and mentoring support in establishing the initial groups.

**PROJECT AIM:** To develop the competitiveness of partner country SMEs, the efficacy of SME support provision and the relevance of the Leadership Centre's research through the creation and facilitation of learning networks.

PARTNERSHIP DETAILS:			
<b>Start Date</b>	June – 2007	<b>End Date</b>	September - 2008
<b>Total Budget</b>	£91,990.76	<b>Spend to Date</b>	Not Given
<b>Outcomes Achieved</b>		Good	
<b>Sustainability</b>		Good	
<b>Institutional Impact</b>		High	
<b>University C (Project Lead)</b>		<b>University D (Partner)</b>	
<b>UK Budget:</b> £39,400		<b>Partner country Budget:</b> £60,500 (£99,900 total)	
<ul style="list-style-type: none"> <li>• The English partner is a research-based school at the University C.</li> <li>• They have become a thought leader in the field of learning networks.</li> <li>• The university has developed a strong competence in replicating the learning network model in the UK.</li> </ul>		<ul style="list-style-type: none"> <li>• The Leadership Centre of University D exists to promote new forms of leadership in the African context.</li> <li>• The Centre has the ideal knowledge and competence to manage the formation of six learning networks and to evaluate their impact.</li> </ul>	

**PROJECT OUTLINE:**

The rollout of six network sector learning groups in the partner country:

- University D staff received innovation management and learning networks training.
- Design of project for partner country.
- Discussions with local stakeholders.
- Focus groups with local companies.
- Training of six group facilitators and co-facilitators.
- Design of research methodology to monitor and evaluate the project.
- Learning network launch event.
- Rollout of six sector networks.
- A final “graduation event”.

**OUTCOMES:**

Provided a vehicle to test learning networks and developed capacity for networking relationships. Business networking events.

Developed 5/6 levels of support to meet all needs and peer learning.

University D has learnt project management, how to work with SMEs, increased skills for project managers and gained research material.

University D gained better understanding of SMEs.

Improved engagement with SMEs.

Six groups were established in round 1.

Successful transfer of the network model.

All participants from a two-day course reported benefits from the training and training extended to more people than planned.

**ISSUES:**

Project could not be solely managed from the UK as originally planned. Partnership needed time to evolve. Staff changes in the University D side of the partnership.

Would like more contact with British Council to improve understanding of priorities/ policy.

Access to information re: other projects & funding.

Challenge to meet needs of a diverse range of SMEs - cannot have homogeneous support. Employer engagement – needs to be more comprehensive and transfer of research skills could have been better.

Projects take time to get up to speed – would like a longer funding period, not helped by contracting timescale or limitations on staff expenses.

The nature of the work appears to have required a higher proportion of funds to the English university which accounted for 40% of the spending. This is still within the guidelines for EAP overall and there was match funding from the UK University C to support the work. The partners both confirm that if the EAP bid had not been successful they would have sought alternative funding. The initial capacity building appears successful and the partner University D is now in a position to maintain and extend the work independently.

The benefits are perhaps more difficult to quantify than case study 1, but represent a good example of the second major outcome from EAP projects in the creation of ongoing networks for knowledge and practice, in this case harnessed to the needs of SMEs. It seems the networks are now in place and being expanded to urban and rural areas. Both partners are reporting they have proved to be as beneficial to employers as the original networks in England. The sustainability of this is very high as the networks raise the finance to maintain the scheme. These networks are continuing to expand into other towns and sectors.

Some of the features of successful projects are illustrated in case study 2 in particular the pre-planning or focus on curriculum and capacity. Where this is perhaps less typical is the apparent success in securing active involvement of employers, which is an aspect the British Council identifies as one of the most challenging. Case study 2 also illustrates some of the partnership issues that can undermine projects. The original partner country contact departed before the work began and this impacted on the time needed to develop active partnership working. This was also a project requiring significant levels of initial research activity in Africa, by the English university staff, to identify the networks and the EAP restrictions on the use of funding did not always support this.

### 1.3 Summary

Both case studies illustrate the enormous potential of partnership working and give a strong picture of the innovative ideas which underpinned the 32 EAP projects. The nature of the planned benefits from these two examples are typical of EAP projects and they give powerful support to the judgement of the British Council in their overall review of outcomes, that this was largely a very successful initiative from BIS, despite initial reservations.

Universities in England appear to have highly developed functional posts or expertise dedicated to identifying sources of funding to support research or innovation ideas. One gets the clear message that these projects would have gone ahead without EAP. They also point to a need to create a more coordinated approach to provision of funding grants for different purposes, where various initiatives from DFID, BIS or other government departments could be managed in a 'one stop shop' which matched criteria of different streams to the nature of the work.

These projects illustrate some key factors observed within successful partnership projects:

- There was evidence of prolonged and effective partnership activity at least 2 years prior to bidding for funds.
- The work is linked to the core developments in the participating faculties and central to the interest of stakeholders from both partners.
- There was a particular individual who developed the ideas and built initial support within both partners.
- There was an initial focus on capacity building in the African institution and a shared approach to curriculum development.
- Both were relevant to the needs of employers (public or private sector) and focused on outcomes of direct benefit in their context.
- At least one focused on developing self-sustaining networks in the African context, which broadens the impact of the work.

They also both illustrate some of the challenging features which can undermine success:

- Partnership working was more difficult to develop with changes of key staff especially in the African partner.
- Engaging employers in sufficient numbers or in a fully active way is a significant challenge.
- Levels of participation were lower than predicted or expected.
- Inflexibility over the time span in which funding could be used to develop partnership and consequent pressure to spend within the window.
- The need for extended time and visits before, during and after the project and the difficulty in funding this.

## 2 EPA Case Studies

The two selected EPA case studies provide evidence of three distinct features of EPA:

- The link to employability for African students.
- Development of partnerships with new centres, particularly FE.
- Involvement of employers from the private sector.

They also illustrate some interesting developments in how partnership activity can be initiated from within the African context and from other types of organisations who have been given access to the grants. Both examples are planned to run for 18 months and have budgets of £60 and £67K respectively.

These case studies provide a more clear contrast between a project which comes from a stronger base in terms of partnership working and one where, prior to funding, there was little active link between the institutions. While the first has similar features to the earlier EAP projects, the second is drawn from the group of projects which were approved during round 3 EPA.

### 2.1 Case study 3: The International Entrepreneur: Design for Africa

The evidence reviewed for case study 3 does not indicate if there was a significant level of partnership activity prior to the EPA but does show the important role played by individuals who have built up a personal relationship or interest in the work. For example in case study 3 a designer from the partner country, based at University E, identified the potential to bring a greater commercial focus on the design curriculum in the partner country and to develop the employability of design students. This was taken up through personal contact with the chair of a Town Fashion Council in the partner country.

**PROJECT AIM:** The project intends to make teaching methods more effective and to provide opportunities for staff and students to engage more widely with the academic and professional aspects of the creative industries.

PARTNERSHIP DETAILS:			
<b>Start Date</b>	April - 2009	<b>End Date</b>	September 2010
<b>Total Budget</b>	£67,850	<b>Spend to Date</b>	Not Applicable
<b>University E</b> (Project Lead)	<b>3 partners</b> <ul style="list-style-type: none"> <li>• A School of Art &amp; Design</li> <li>• University F</li> <li>• A School of Design</li> </ul> (Partners)		
<b>UK Budget:</b> £41,350	<b>Partner country Budget:</b> £26,500 (£67,850 total)		
PROJECT OUTLINE:			
<p>The project is based on the partnerships of four educational institutions contributing their regional and national industry networks, combining them with the social enterprise and outreach programmes in the partner country. Collaborative projects include the creation of national and international dissemination networks over five design disciplines. Core development workshops have been held to share good practice in business and entrepreneurial skills. It is intended to embed these in the curriculum but</p>			

structured as standalone short courses for graduates as part of a sustainable capacity building initiative.

**Core objectives:**

- Capacity building.
- Curriculum development piloting of graduate short courses.
- Employability – Entrepreneurship.
- Network creation – national and international - Social Enterprise.

**Beneficiaries:**

- The colleges, universities and industry partners.
- The students.
- The management and teaching staff.

**OUTCOMES: to date**

Information has helped the colleges to improve academic practices / paperwork processes. They have re-evaluated professional programmes and curriculum in line with best practice.

Students benefited from participating in workshops, the conference run by industry professionals, mentoring from local businesses and Increased awareness of academic options. They have more realistic expectations and more able to apply knowledge in employment context. They have developed more professional portfolios (increased chances of employment).

UK students have been interacting with partner country students, developing international expertise, curriculum development and quality assurance processes. There are also two learners from partner country now studying at the UK university for a semester.

Good working relations have been created; an official partnership is now being put in place.

**ISSUES:**

No significant issues raised.

The college would like additional funding so that the project to be delivered over a longer time scale to ensure sustainability and take the project from a pilot into something more 'solid'.

The project team would like the British Council to have more of a 'physical presence' and to visit, to see how the project is progressing.

Employers in the partner country are involved but need to see results before committing.

The enthusiasm and commitment of the Africa partner is evident in their feedback. They also cite the crucial role played by the project initiator in maintaining momentum and building the partnership. This has led to a proposal to create a Foundation set up as a Section 21 company, status which provides access to wider development funds in the partner country. It takes the work outside the academic institution and provides potential for wider access to address social imbalances in educational or training opportunities.

The major focus has been on the curriculum in the partner institution and the introduction of activities which cover employment practice, awareness, opportunities and ideas. There appear to have been active exchange visits between the two institutions, which have brought benefits to both partners (staff and students). At this stage it is too early to determine if the intervention will directly result in employment and so, like many projects, the benefits at this stage are hard to quantify. All the indications

are that this project is on track, both to secure these outcomes and to achieve a continuing sustainable legacy.

Local employers have been successfully engaged, particularly in events, advice, mentoring and in placements for students and the initiative is fully supported by a Town Fashion Council in the partner country. It is, however, clear that commitment of funds from these sources is more difficult to achieve in the short term. This is one of many EPA (or EAP) examples where the project staff would prefer to see longer term funding to ensure continuity. Despite this reservation, an official institutional partnership with University E in England is now in place and there is a real buzz about this project, which suggests it will continue after EPA. This indicates how the nature of the partnership and mutual commitment to the work is probably a more influential factor on sustainability than length or amount of funding.

Case study 3 shows many of the core features already listed for successful EAP projects.

## 2.2 Case study 4: Capacity Building through effective Vocational Teacher Training

One of the key targets for EPA was to increase the participation of further education (FE) in partnership activity and case study 4 provides an example of centres, with no previous involvement, where the proposal for the work originated in Africa. The project was initiated by Pearson Education in the partner country, who had identified the potential to use an Edexcel qualification for FE teaching staff to support the strategy of the partner country government, increasing skill levels through FE. Pearson Education identified EPA as a source of funding, secured the involvement of colleges in the partner country and England to mount the bid and was an active partner in developing the materials used to support the training programme.

**PROJECT AIM:** The proposed project is designed and planned around the development of vocational teaching staff so as to ensure the effective teaching of vocational subjects.

<b>PARTNERSHIP DETAILS:</b>			
<b>Total Budget</b>	£60,000	<b>Spend to Date</b>	N/A
<b>FE College G</b> (Project Lead)		<b>Further Education and Training College H</b> <b>Pearson Education</b> <b>Open Learning Group</b> <b>Edexcel (Partners)</b>	
<b>UK Budget:</b> £15,428		<b>Partner country Budget:</b> £44,572 (£60,000 total)	
College G is one of the largest in the UK, with more than 24000 students. A major provider of higher education in the FE sector. It has more than 500 international students from over 80 countries.		College H is a public institution in a region of the partner country and is a learning delivery agent for the National and Provincial Departments of Education.	
<b>PROJECT OUTLINE:</b>			
Edexcel have developed an international BTEC Vocational Teaching qualification, specifically designed to develop teachers who are designing, planning, teaching and assessing vocational subjects. It is proposed that College G will train master-facilitators from the Open Learning Group (a distance learning provider in the partner country in the delivery of the Edexcel BTEC Vocational Teaching Qualification. The Open Learning Group will in turn, train lecturers from College H (an FE College in the partner country) on the Edexcel BTEC Vocational Teaching Qualification.			

OUTCOMES:	ISSUES:
<p>There have been two ‘train the trainers’ workshops. Nine staff have been through to date, upgrading the skills of trainers and giving the African partners a new qualification.</p> <p>Progress made in achieving some structure and providing a framework for vocational teacher training. The Department of Education in the partner country are positioning a longer-term training model.</p> <p>Local employers have been consulted and ‘bought into’ the curriculum content.</p> <p>High levels of re-motivation within the college sector (now also more employable).</p> <p>Tutors now have the skills to train / mentor their colleagues and the supporting resources.</p> <p>The project has helped raise the profile of vocational training.</p>	<p>Communications and technical difficulties have been the main problems. They also report insufficient time to build rapport on these projects, as well as slippage at the start due to logistics and contract delays. One challenge involved meeting the British Council requirements for financing the project, as it didn’t fit easily within the criteria, having fewer ‘people costs’.</p> <p>The Department of Education in the partner country put out a draft curriculum for teacher training during the project, and so Pearson Education had to re-address the training materials.</p> <p>Tutors in the partner country often come straight from industry and have little pedagogical teaching knowledge. The challenge has been that there is a shortage of teachers with the right teaching qualifications or skills to take up the opportunity.</p> <p>Given that staff are a limited resource, there is a challenge in managing which training to send staff on. At times suitable availability was difficult for the selected teachers, due to their other teaching duties.</p>

Case study 4 casts some interesting light on the criticism that EPA is part of a UK centric model. In this example it is the partner country Government that has identified the need to increase the numbers of skilled workers through their FE sector and the input from the English College G is to set up a training and accreditation scheme which is targeted to produce 5000 qualified FE staff. This is to some extent an example of synergy between issues that BIS is promoting in the UK, which are shared in the African context. However, there have also been challenges to work an English qualification into the locally devised curriculum framework of 120 units and this has required major adjustments to the materials devised by Pearson Education. The 15 units in the Edexcel certificate may form the core of the larger scheme but there is no indication of local ‘unit’ development, which is often the hallmark of FE best practice in England and might have been expected from an EPA project.

Estimating value for money is always a challenge and the potential quantifiable benefits are easier to identify in this project. There is a huge shortage of qualified teachers in the partner country and the initial indications are positive with employability levels increasing and the initial group now being in a position to mentor future intakes. However, the timescale needed to achieve the targeted 5000 appears to be significantly longer than the funding window and may in reality require sustained financial support if this is to be realised. There is prior evidence that the high turnover rate amongst qualified staff, who seek to move on to other employment, is a big part of the problem here, which the benefits and intervention do not appear to address.

While the potential benefits in the African context are clear, the benefits to the English college are less direct. What is true is that the initiative fits with the desire of this college for a wider strategy to reflect a global agenda. It supports greater understanding of the context of the many overseas students now studying in College G and builds on the interests of staff in the UK to bring greater actual experience of working in an international project. It helps build their brand in this type of activity and College G have invested £19K, by their own estimate, into the work.

Although private sector employers have been nominally involved through consultations on the wider partner country framework, there appears to be little employer activity in the main work of this project, or contact with the English partners. There is also a sense in which this is less a partnership approach in comparison with other projects and is more akin to a conventional contract to deliver training and support. The critical test of this will come after the initial EPA funding has ended.

It is perhaps too soon to draw firm conclusions on this case study. We observe a situation where there was no active partnership contact between the two institutions before they were approached by Pearsons and the English college are working in a conventional training the trainer role during the first phase. They recognise that there was perhaps insufficient time to develop collaborative working prior to the start but have identified the potential of this type of work for the future and are investing time and resources in making it work. There are high levels of commitment from the key staff now involved.

### 2.3 Summary

While it is too early in the process to determine whether the prioritisation of bids from institutions without experience of partnership working of this nature will be successful, there are some important factors to observe for future projects:

- There are potential risks in lowering the threshold for evidence of direct partnership activity prior to funding, which need to be taken into account.
- The gestation period prior to bidding, during which concepts can be fully developed and agreements on the nature of the work established, is an important element.
- The project needs to be of direct and tangible benefit to both partners.
- Longer-term outcomes, which require higher levels of funding over a longer period to achieve meaningful success, may be less likely to benefit from pump-priming models.
- A full analysis of the nature of the problem, or the issue on which the work is focused, is essential to determine whether the intervention is appropriate.
- Transferring English models for qualification to an African context may be difficult to achieve. Project plans need to take account of the significant adjustments and local input to develop relevance.
- The nature of employer involvement with institutions needs to be considered carefully. This should be direct if possible and not through intermediaries.

EPA and the Africa Unit have made the involvement of FE colleges a key and distinctive feature of the scheme. For this reason the 15 FE projects approved during round 2 and 3 of the EPA bidding process will need careful monitoring and evaluation to establish longer-term lessons for future partnership practice.