



NUI MAYNOOTH

Ollscoil na hÉireann Má Nuad



Centre for Global Development through Education (CGDE)

External Evaluation Report

Education Department NUI Maynooth.

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List of Acronyms

CGDE	Centre for Global Development through Education
DFA	Department of Foreign Affairs
EFA	Education for All
HEA	Higher Education Authority
IA	Irish Aid
LCE	Lesotho College of Education
MDGs	Millennium Development Goals
MIC	Mary Immaculate College
MoES	Ministry of Education and Sport (Uganda)
PSC	Programme for Strategic Cooperation
SEN	Special Education Needs
SSA	Sub Saharan Africa
UCC	University College Cork
UCD	University College Dublin
UU	University of Ulster

Executive Summary

Under the Irish Aid HEA Programme for Strategic Cooperation, an award of €1,432,933 was made for a 36 month project called “The Centre for Global Development through Education (CGDE) – Enhancing Teacher Education and Educational Research through International Co-Operation”. The project involved a consortium of 13 Irish partner institutions, working with two teacher education institutions and the ministries of education in Lesotho and Uganda to enhance the quality of basic education through capacity building in teacher education.

The CGDE was established at Mary Immaculate College in Limerick in late 2007, and recruited a full time staff of three; a Director, a project secretary/centre administrator, and later a post doctoral researcher. The work plan and other aspects of the project were managed by a steering committee representing the partner institutions. MIC acted as host of the project, acted as banker and had full responsibility for financial management, including reporting to Irish Aid/HEA. Project personnel reported to management within MIC.

This external evaluation was conducted in a five month period from August to December 2010 as the project was nearing the end of the funding period. The evaluators conducted 64 interviews in Ireland, Uganda and Lesotho, with the management and participants and other key stakeholders, and surveyed the participants and the members of the steering committee and reviewed the available documentation.

The CGDE conducted three main strands of activity; (i) supported PhD research, (ii) collaborative research projects, and (iii) teacher-educator exchanges. In total 8 PhD students, three each from Lesotho and Uganda and 2 from Ireland were awarded bursaries which will support their doctoral studies in Irish higher education institutions. Four research projects were conducted in Africa by teams comprising African teacher educators and Irish teacher educators, two in Uganda and two in Lesotho. In addition twenty-six teacher educators, nine from Uganda, four from Lesotho and thirteen from Ireland, took part in a teacher educator exchange programme which normally involved a 2 week visit and hosting a reciprocal visit.

The project conducted most of the planned activities within the agreed timescale, although the final reports of the research projects and the PhD studies were not complete at time of writing (January 2011)

The teacher educator exchange programme was generally successful in giving a number of Irish teacher educators an experience of and insights into education in Africa, and vice versa. For many of the Irish teacher educators, this was their first experience of Africa. In general the exchanges were seen as interesting, some found them very energising, but in the absence of a structured follow-up, it is not clear whether many of the partners will sustain a meaningful contact.

The support for PhD research used an innovative in-situ model, where the African students remained in their institutions and continued to work, with the project providing support for visits to the Irish university, a stipend for the student, a laptop

computer, and a visit to Africa for the supervisor. This model is a notable contrast to the full time residential PhD bursary, and could allow students to engage in research more closely related to their own work, and remain in post while studying. The timescale, expecting completion of a part-time doctorate in three years, was too ambitious. By the end of the project period all of the PhD students and their supervisors reported some progress but none of the students had completed their work. The project has put arrangements in place support the completion of the research. There are some indications from the evaluation that the students would have benefited from longer periods of time in Ireland, allowing them to participate in courses, and devote more time to the academic side of their work. Nevertheless, this is an interesting model, and one which could be developed further.

The collaborative research projects involved teams of Irish and African researchers in doing substantial research projects, including data collection in Lesotho and Uganda. These were a significant capacity building initiative, with insights into issues of education in a developing country for the Irish participants, and research experience from many of the African participants. However, the projects tended to lose momentum after the field work was completed, leading to some frustration. In some cases, much of the analysis and writing was done by a smaller team, with stronger representation by the Irish partners. This is an appealing model for capacity building, and seems to have been a very rich experience for those who were deeply engaged throughout the process.

The impact of these three strands on the quality of teacher education in Uganda and Lesotho is difficult to assess. (i) There was some capacity development in a number of teacher educators, but short exchange visits are unlikely to have a long term impact. (ii) Research training (while valuable) is unlikely to be immediately reflected in teacher education. (iii) The provision of PhDs certainly enhances the capacity of teacher educators, but the impact might be greater if the PhD topics were more closely related to pedagogy or teacher education. The impact on capacity in Ireland is also difficult to gauge. The activities provided a number of Irish teacher educators with an experience of working in Africa. For some this was a frustrating, but for most it was positive and challenging experience. The scale of the engagement was relatively brief, and falls short of developing a cadre of Irish academics equipped to support projects in developing countries. However it should be recognised that capacity building is a long term and slow process, and that quick results should not be expected.

A number of factors led to there being less time for strategic thinking than might have been desirable. These included the pressures arising from an ambitious timescale to complete the work-plan, the inevitable unforeseen obstacles most projects encounter as well as some tensions among those involved in the CGDE project. In retrospect, there are areas where the project could have been more strategic. The selection of PhD students and their research topics might have been more specifically aligned with the strategic needs of their institutions. The research projects could have been more tightly linked to teacher education priorities and designed to ensure fuller participation of southern partners, particularly at the analysis and writing-up stages. The exchange project could have been linked to more specific tasks to maximise impact. Practical financial support for southern contributors added to the project's energy, status and credibility locally. However, the payment of fees to local coordinators and stipends to

students made some of these opportunities very attractive, and may have built expectations which make sustained activity more difficult.

In Ireland, a small staff was employed at the Centre. There was no direct funding to Irish partner institutions. The Irish partner institutions made contributions of staff time. Expenses were paid to participants who took part in CGDE activities but, in effect, the project was an additional, voluntary workload for most Irish participants. Such an arrangement may be difficult to sustain.

The key idea at the heart of the CGDE is an important one. The project has demonstrated that there is an enthusiasm among teacher-educators in Ireland, Uganda and Lesotho for engagement in collaborative work, and it has explored innovative ways of working. It provides an attractive model of mutual capacity development through collaborative activities. This model could be adjusted to focus more closely on immediate teacher education issues, to generate greater institutional commitment and to be more explicit in pursuing the pro-poor agenda that is at the heart of the Irish Aid agenda. This evaluation suggests that with these and other adjustments, there is a greater likelihood of the work having the kind of impact in the medium term to which the project aspires.

1. Introduction

In 2006, Irish Aid published a Programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes 2007-2011. The programme followed directly from the 2006 White Paper on Development which identified ‘the reduction of poverty, vulnerability and increased opportunity’ as the overarching objectives of Ireland’s official programme of development assistance. The White Paper also reiterated ‘the central importance of the Millennium Development Goals (MDGs)¹ in informing Ireland’s approach to development’. (DFA, 2006)

STRATEGY

The aims and objectives of the Irish Aid/ HEA strategy were:

The overall aim of this programme is to support Irish Aid’s mission in reducing poverty through a programme of strategic cooperation with higher education and research institutes in Ireland and in partner countries.

The objectives were:

1. To facilitate the establishment of collaborative partnerships within and between higher education institutions and research institutes in Ireland and in countries benefiting from Irish Aid support.
2. To support the realisation of Irish Aid’s policy objectives in the following areas which are of strategic relevance to the objectives of the Irish Aid programme:
 - Poverty and disadvantage
 - Pro-poor economic growth
 - Health
 - Education
 - Food and livelihood security
 - Gender equality
 - Good governance
 - HIV/AIDS
 - The environment.
3. To support the realisation of Irish Aid’s policy objectives through capacity building of higher education and research institutions. (Irish Aid, 2006b, p.9).

In July 2007, Minister of State for Overseas Development, Tom Kitt TD, announced funding of over €7 million in the first phase of the programme. The Irish Aid press release quoted the Minister as saying:

“This funding will enable Irish universities and colleges to build partnerships with universities in developing countries. Together they will

¹ Drawn up by world leaders in 2000, the MDGs are targets set for 2115. They include: 1. Eradicate extreme hunger and poverty; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, Malaria and other diseases; ensure environmental sustainability and develop a global partnership for development.

work to develop innovative ways to tackle global poverty and underdevelopment. For Irish universities, this is an opportunity to build their expertise in development research. I welcome the great interest they have shown in the field of development cooperation”.

“Our work in Irish Aid will be enriched by the research carried out under the Programme, which will help build Ireland’s academic and professional expertise in respect of development policy and practice.”
(http://www.irishaid.gov.ie/latest_news.asp?article=1062)

A more nuanced perspective emerges in the Strategy Paper where it states:

The programme will promote linkages and cooperation between higher education and research institutions in countries supported by Irish Aid and in Ireland with the objectives of institutional collaboration for knowledge generation, knowledge exchange and mutual learning. The overall aim of such support is to increase the capacity of Southern institutions to make an effective contribution to poverty reduction. Irish Aid believes that higher education institutions in Ireland have an important role to play in this process and will be an important conduit for Irish Aid support to the sector. However Irish Aid also recognises that the capacity of the sector in Ireland needs to be strengthened in order to be able to respond to this agenda. Therefore in the initial phase of the programme (2007-11) there will be a more concentrated focus on capacity building of the higher education sector in Ireland. (ibid, p.2)

In the context of this evaluation, these key points of institutional collaboration and capacity building are central considerations.

One of the recipients of funding from the PSC was a project entitled: The Centre for Global Development through Education (CGDE) – Enhancing Teacher Education and Educational Research through International Co-Operation². The original application listed 22 key personnel from 17 different institutions/organisations³ including higher

² The original title proposed that the CGDE be named as the ‘National’ Centre but this was dropped at the request of the funders before the project began.

³ These were:

Claire W. Lyons, Peadar Cremin, Margo O’Sullivan and Teresa O’Doherty of Mary Immaculate College, Limerick

John Oliphant, Lesotho College of Education, Lesotho

Malerto Khoeli, Ministry of Education & Training, Lesotho

Eliab Gumisirizg, Faculty of Education, Kyambogo University, Uganda.

J.G. Mbabazi, Ministry of Education & Sports, Kampala, Uganda

Jim Gleeson, Department of Education and Professional Studies, University of Limerick.

Paul Conway and Anne Rath, Department of Education, and Rosarii Griffin, Centre for Adult & Continuing Education, University College Cork

Brian Tubbert, Froebel College of Education, Sion Hill, Co. Dublin.

Gareth Byrne, School of Education, Mater Dei Institute of Education, Dublin

Sheelagh Drudy, School of Education and Lifelong Learning, University College Dublin

Carmel O’Sullivan, School of Education, Trinity College Dublin

Maria Campbell, St. Angela’s College, Sligo

Stella Murray, Global Dimension in Education Project, St. Mary’s University College, Belfast

Andrew Burke, Department of Education St. Patrick’s College/ Educational Research Centre, Drumcondra

Laurence Seberry, Department of Teacher Education Primary, Stranmillis University College, Belfast

Roisin McEvoy, UNESCO Centre, School of Education, University of Ulster, Coleraine.

Colm Regan, 80:20, Putland Road, Bray, Co. Wicklow, Ireland.

education institutions in Northern Ireland. Mary Immaculate College (MIC) Limerick was the lead institution of this application with Dr Claire Lyons as the designated contact person.

The CGDE included teacher educators, associated researchers and an NGO from the island of Ireland working with teacher educators and Ministries of Education in the South (Lesotho and Uganda initially) to enhance the quality of teaching, learning and educational research in teacher education. The intention was to contribute to poverty reduction by enhancing the quality of basic education through capacity building in teacher education. A sum of €1,432,933.00 was sought for a 36 month project (CGDE, 2007).

The original application also included a specific focus on how the project would contribute to Irish Aid's thematic priorities and cross-cutting issues. The application included reference to:

- The importance of education for the reduction of poverty is indicated through the inclusion of achievement of Universal Primary Education in the MDGs; Poor quality of education is one of the factors related to the withdrawal of children from school in developing countries (Shabani, 2005);
- The Centre will support the development and implementation of the new Bachelor of Teacher Education at Kyambogo University, Uganda; The Centre will also contribute to the theme of good governance by supporting quality educational management and planning, which is central to the enhancement of civil society, and is also a stated priority of the Education Sector Strategic Plans in Uganda and Lesotho (Government of Uganda, 2004/5; Government of Lesotho, 2005);
- The Centre will contribute to the themes of gender equality as the education of girls, in particular, is significant in poverty reduction and limiting the spread of HIV/Aids (Government of Ireland, 2006: 44). The activities of the Centre will be developed in a gender sensitive manner appropriate to the context in which we are working, e.g., in Lesotho boys' enrolment in education is less than girls' (DCI, 2005). HIV/Aids affects children and teachers in Uganda and Lesotho. Teacher education has a role to play in the prevention of HIV/Aids not only because 'Good quality education... is in itself a powerful weapon in the fight to contain HIV and Aids' (Government of Lesotho, 2005: 110) but also because of the role teacher education can play in promoting good health practices at college level and in schools.
- The Centre's commitment to genuine partnership with its Southern partners will lead to the development of a model of teacher development appropriate to Africa (O-Saki, 2005). By conducting careful needs assessment and monitoring the Centre will ensure that its work balances the needs of practising teacher educators and teachers and the needs of policy-makers
 - Collaborative research;
 - Quality teaching and learning;
 - Cross-institutional networks;
 - Development of specialist knowledge and research expertise;
 - And increased awareness of development and development cooperation.

A more detailed extract from the original application can be found in Appendix 1.

Following its successful application, the project employed a Director and an Administrator to lead its work. They worked from a base in Mary Immaculate College. CGDE established a website (www.cgde.ie) to inform the public about its on-going work. Some of the website material was organised and uploaded by a research student on part-time placement from an undergraduate programme on Food and Development at University College Cork. Steering Committee meetings were an important part of the process and, reflecting the partnership model, took place in participant institutions.

The Steering Committee commissioned a mid-term review of the CGDE which was conducted by Dr Diarmaid O Donnabháin between July and September 2009. It concluded that much had been achieved by the project since its inception. The evaluation also noted that ‘the effectiveness of the existing structure of governance of CGDE is constrained by the following six factors.

1. Ambivalence about what CGDE is;
2. Absence of internal evaluation procedures;
3. Limited effectiveness of Steering Committee;
4. Prominence of MIC in partnership;
5. Uneven involvement of partners in work of Centre;
6. Lack of clarity regarding roles of Director and Secretary.

(O Donnabhain, 2009)

The review proposed changes to the model of governance. This proposal involved some adjustments to the terms of references of the Steering Committee and the setting up of two additional structures: the Executive Management Sub-Committee and the Planning Sub-Committee. The Report also recommended that the ‘Director will work under the direction and with the support of Executive Management Sub-committee. The Steering Committee Secretary will be called ‘Centre Administrator’ in future with an appropriate adjustment to her salary’. The Steering Committee accepted the findings of the Mid-term review and set about putting the revised structures in place.

Towards the end of the third year of the project and in compliance with the original funding agreement, a formal evaluation was required. In the summer of 2010, following a tendering process, the CGDE awarded a team from NUI Maynooth a contract to conduct an independent evaluation of the project. The purpose of the evaluation was stated as:

The purpose of the evaluation is to conduct a thorough review and appraisal of project structures and activities in the context of the CGDE work plan. The scope of this evaluation will be broadly defined by the work plans as funded by Irish Aid, but will specifically include all CGDE projects and project delivery in partner countries, and will also include all aspects of CGDE governance, management and administration.
(CGDE 2010)

2. Evaluation – terms of reference and methodology

The terms of reference of the evaluation team were as follows:

1. To provide evidence of outcomes delivered by the CGDE that match the goals of the CGDE as set out in the original proposal to Irish Aid-HEA.
2. To identify all substantive outcomes that have arisen
 - from the CGDE work programme
 - from operational work in the field
 - from collaborations among partner institutes and between Northern and Southern partners
 - from unforeseen spin-off activities
3. To provide evidence in relation to the achievement of Irish Aid-HEA goals
4. To locate the outcomes from CGDE activities in the context of the objectives of the Irish Aid Country Plans for Uganda and Lesotho
5. To show how the outcomes from CGDE address and contribute to addressing the alleviation of poverty
6. To evaluate project operations and achievements to date as follows:
 - appraise the effectiveness of CGDE strategies and structures for achieving project objectives
 - assess the progress of funded doctoral students
 - identify the intended/unintended outcomes of the research and development aspects of the project with particular reference to development of research capacity
 - identify the stakeholders' and participants' perspectives regarding the purpose(s)/ meaning(s) of the CGDE and its project activities
 - identify the main lessons learned from the current project and suggest how these may be incorporated into a sustainability model
 - identify the main problems experienced during the current project and how might these be resolved
 - identify particular issues relating to North-South cooperation
 - assess the effectiveness of the current partnership model on the island of Ireland and between Ireland and the Southern partners
 - consider how the main outcomes of the current project might be disseminated effectively
 - locate the various initiatives in their social and cultural contexts
7. To evaluate the effectiveness of the revised CGDE governance structure in view of the mid-term review conducted in 2009
8. To make recommendations for the future operations of the CGDE in light of the experience of the current initiatives, including sustainability

9. To locate the evaluation in the context of recent (last 5 years or so) Irish Aid strategies and activities in Africa

The data gathering by the NUIM team⁴ included an examination of the relevant documentation related to CGDE. Team members also met the Director and Administrator, visited Lesotho and Uganda, interviewed a range of participants in various phases of the project, conducted two surveys and attended one meeting of the CGDE steering committee. Interviewees were selected from across the range of CGDE activities and partner institutions. A full list of the interviews conducted by the Evaluation team is available in Appendix 2. Two anonymous surveys were also conducted electronically. Findings from these can be found in Appendix 3 (Southern perspectives on TEEP) and Appendix 4 (Steering Committee Members' perspectives). That latter appendix includes the full range of comments made by Steering committee members.

Based on the data gathered, this report attempts to synthesise the key features and insights from the CGDE project. Where relevant, quotations from interviews are used to illustrate or illuminate a particular viewpoint and give the reader a stronger sense of participants' engagement with the project.

It is relevant that a number of key CGDE initiatives are incomplete. For example, the final reports of the various research projects are not yet available. The PhD programmes will not be finished for a number of years. The flagship conference planned for Limerick on 21 January 2011 to highlight all of the CGDE programme activities will also shed further light on the overall project. Furthermore, it is the nature of a project like CGDE that much of its impact and effects are not short term, and may not become evident for many years to come. Thus, this evaluation needs to be read with such caveats in mind.

⁴ The NUIM team consists of Gerry Jeffers, Aidan Mulkeen, Cathal Higgins, and Lynne Cahill.

3. Brief overview of the work and achievements of the project

The three main strands of the CGDE project involve:

Joint research projects in Uganda and Lesotho

1. Teacher effectiveness in the teaching of mathematics and science in the secondary school sector (Uganda).
2. Teacher effectiveness in the implementation of the thematic curriculum in the primary school sector (Uganda)
3. Assessment practices in the education system of Lesotho
4. Identification, assessment and inclusion for learners with special education needs (SEN): towards a national system for Lesotho

Support for 8 PhD students (two women and a man from Lesotho, two women and a man from Uganda and two women from Ireland). These students are supported by supervisors from Irish Colleges and Universities participating in the CGDE project. Support includes stipends, payment of university fees and laptop computers. There was also an expectation that these PhD students would be released from some of their workload as teacher-educators in order to pursue their studies.

A Teacher Educator Exchange Programme (TEEP) involving nine teacher educators from Uganda, four from Lesotho and 13 from Ireland. The Irish teacher-educators travelled to Africa for two weeks in April 2010. The return visit took place for two weeks in October 2010.

Furthermore, the CGDE work included a series of lunchtime lectures, steering committee meetings as well as meetings of planning sub-committees, and participation at a number of national and international conferences. For example, CGDE personnel involved in either the ongoing research projects, or the PhD support programme, contributed five presentations at the 10th conference of the UK Forum for International Education and Training (UKFIET) in 2009.

There have been real achievements through the CGDE project and the following summary highlights the main ones.

- The research projects have been particularly effective in addressing important issues at local level in Uganda and Lesotho, in building research capacity and in promoting partnership between Southern and Northern teacher-educators/researchers.
- The TEEP project has enabled collaborative professional relationships between teacher-educator practitioners in Uganda and Lesotho and their counterparts in Ireland to be established and nurtured.
- The model of PhD student support involves an innovative approach that enables students to remain close to their working bases.

- Individual teacher-educators spoke very positively about being grateful for the opportunities that became available through the CGDE for travelling to and learning about very contrasting societies, cultures and school systems. Those interviewed believed that participation in the CGDE's activities had enhanced them as professional educators. It is very clear that the CGDE project has been one of capacity building.
- Practical co-operation between teacher-educators working in a range of Irish third-level institutions emerges as one of the successes of the project.
- Needs analysis reflected Southern perceived needs and was relevant to current national priorities (the ESSP in Lesotho; the four pillars of EFA in Uganda).
- Personal commitment by many individual participants was especially strong.
- Some Irish teacher-educator report that involvement helped to sharpen and refocus their teaching.
- The research conducted in Lesotho on Special Education Needs is pioneering work and is already having an impact on policy and practice.
- Appropriate involvement of many Southern personnel enhanced capacity and related directly to their current responsibilities.
- Involvement of both Northern and Southern participants in more than one strand of the project had both strengths and weaknesses.
- An imaginative series of seminars, an accessible website and other communication strategies brought the work of the CGDE to a growing audience.

4. Research projects

The four research projects originated from a needs-analysis conducted in Uganda, Lesotho and Ireland by the CGDE Director, Rosarii Griffin, in the early part of 2008, shortly after her appointment. The needs analysis reflected Southern concerns and was relevant to current national priorities (the ESSP in Lesotho; the four pillars of EFA in Uganda). Each project responded to a particular need and all four appear set to make a contribution to the development of policy and practice in the two countries in these four specific areas.

The Ministry of Education and Sport (MoES) in Uganda conducted a robust vetting of the research activities and this involvement ensured a closer linkage between those carrying out the research and those likely to use it. This close linkage was less evident in Lesotho.

A number of Southern participants commented on the value of being exposed to systematic data gathering and analysis. A number of Northern participants remarked that their involvement in the projects heightened their awareness of their own specific research expertise. Those taking part in a project in Sub-Saharan Africa for the first time invariably spoke very positively about the experience. Coming face to face with widespread poverty and under-development in another society was both disturbing and motivating. These Irish participants admit to having been on sharp learning curves in these different cultural settings. Comments from three different participants illustrate some of this:

It was my first time in Africa and that was a huge learning experience, you experience a certain amount of frustration with things...it actually educates one in the complexity of the projects, these are not linear projects, these are multi-layered really complex and time consuming...the exchange was very good as a learning experience for me.

The kinds of things that were coming up was that people just didn't have the money for resources and the children needed to be fed, and they needed to be in schools that you know they could put stuff up on walls and people wouldn't break in at night and tear the posters down, so to me it seemed to be much more Maslow's hierarchy of basic needs rather than the curriculum.

My sense is that some people come with excellent academic profiles in conducting educational research but maybe haven't applied this research to poorer countries or maybe haven't applied the research out of Ireland and they're learning about the transferability of what they do and all the attendant challenges that go with working in a different cultural context, the scale of that is increased when your working in a context where the resources that you would normally just rely on because they're there simply aren't there.

Irish participants commented extensively on the cultural differences, the different ways of doing things, and acknowledge that the issue of poverty and limited resources was very striking e.g

'some of them they didn't even have pencils... I thought those practical things, no matter how good the curriculum was on paper, those practical things are always going to hijack it'

'We met with Ugandan partners and we had to really firm up the questions and that kind of thing, that I found to be one very steep learning curve because again, I found it a bit frantic, obviously we had the different cultural norms'

'It was beneficial for me because it certainly made me come back with an appreciative sense of :my goodness, we've too much here!, Maybe that's what has driven me this year to pare my own curriculum back, which is good. That's a positive thing'

'I'm thinking these people are really literally - and this is to be in no way disrespectful to them- they are being taught in the equivalent of cow sheds at home that to me it's so difficult to get past that and look at a curriculum'

'One thing I liked was although they had very few resources, I admired that they were able to put stuff together everyday, multiple times a day to try and teach'

Through these four projects the capacity of teacher-educators - irrespective of previous experience or expertise - was enhanced. For example, a SEN lecturer in LCE found the research engagement highly motivating:

I got a lot from the research, like before you'd think you had to work in a University before you do any. It could be good and the college needs to know more about how to help the children many have all kinds of learning difficulties And other countries have this but we're only getting there But we have some new staff here in SEN and new courses

The Uganda researchers were equally invigorated by the experience initiatives:

It was great to get out to the schools – we don't go there - with our Irish brothers, see the new curriculum is doing now, like are teachers able to do, like this thematic approach, is difficult, has their training been much use, all kinds of things

We got on real well out in the field, at night we didn't meet much to talk about the work, we went our own ways but we stayed in different places so that is it. The workshops were real good and learned much but there was not enough time, never, for all of it and I don't know what's happening now, will we get the results to us?

Notwithstanding the successes of the research projects, there were considerable challenges. At least one researcher expressed a bleak outlook on the sustainability of the projects:

It was really exhilarating, totally exhilarating in that sense but unsustainable as a project. It called out of me, on a personal level, the sort of creativity that you lose I suppose with time, you get used to having access to resources and access to facilities and you just make assumptions about what's there to use

Distances and communication difficulties contributed to a slowing of momentum generally. Delays in the transcription of recorded data not only delayed the analysis,

but led to frustration and an almost inevitable loss of urgency. Some of this led to criticisms of the CGDE itself. For example:

... a lot of good data was collected. It was collated on digital files, handed to the Ministry. It seemed to disappear then ... for nine months in that none of it was transcribed despite repeated efforts and this was, I think, a mistake by those directing the project. This was not seen as a priority, other things were seen as a priority. I mean, in terms of upskilling people and research capacity building, I think it was a bit of a flaw in not prioritising transcription of data

The reports of the projects are now nearing completion and drafts underline the usefulness of the work. However, it appears that much of the finalizing has taken place in Ireland. This reflects an initial inequality of capacity among the researchers North and South but also has implications for the sense of ‘ownership’ of each project.

Whereas some Irish participants found the cross-cultural engagement one of the most satisfying aspects of the project work, others, including some who were in Sub Saharan Africa for the first time, experienced it as quite challenging; they felt that they were insufficiently aware of the harsh realities of life for many Ugandans and Basotho and this inhibited their work. This prompts the question: should there have been greater orientation prior to research projects starting?

Some interviewees also indicated that, as the projects progressed, they questioned whether CGDE was addressing the most urgent needs. Some would have preferred a more direct link between the work of CGDE and the two enormous issues of poverty and HIV/Aids. For example:

When I was in Lesotho and in a couple of schools, I was amazed at the lack of reference to anything about Health Education and Aids. I know that's slightly different to pro poor but it's all part of the condition and the way in which the system seems to ignore the realities of the world around it, to ignore issues like hunger and Aids and so on...if I were to have a role in planning another initiative, yes, that would influence my thinking.

Others, when discussing this issue, were confident that the CGDE’s focus on capacity building within teacher education will, ultimately, have a sustained impact on these two challenging issues. As one remarked:

... by definition, retention and achievement in education is a medium to long term strategy to reduce poverty anywhere

In their own words – comments from members of the steering committee about the joint research projects

Strengths	Weaknesses
<p>The shared nature of much of the work. The sharing of expertise, and the genuine co-ownership of projects, the high levels of cooperation and collaboration demanded by these projects are among their strengths.</p>	<p>The planning around issues such as transcription, miscommunication regarding expectations and actual arrangements for finishing-out the work.</p>
<p>Development of communities of practice; pooling together of expertise from the north and south is a capacity-building and</p>	<p>The distance in time (between collection of data and analysis of data) and the difficulties encountered in communication were challenges.</p>

mentoring exercise with the experienced researchers working with novice researchers;	Coordination and planning was not easy.
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KEY POINTS: *needs analysis; Southern concerns; national priorities; research expertise; capacity building; communications challenges; delays in transcription; 'ownership'; cross-cultural engagement; orientation prior to involvement; links to poverty reduction and HIV/AIDS; sustainability of activities.*

5. PhD Support Programme

The PhD support model was experimental and innovative, allowing participants to remain in their work environment share their expertise with colleagues and select topics relevant to the African context. The model also provides a structure in which participants are more likely to remain in their own environments after graduating.

The southern participants were enthusiastic about the PhD model, very pleased to have been selected and regarded the stipends, laptops and other supports as both essential and appropriate.

The two Irish PhD students are at an early stage of their work.

Engaging in PhD study while continuing to work can be particularly daunting. Some PhD students spoke of feeling ‘under pressure’ due to current workloads. While remaining ‘in situ’ has many positive features, there are also drawbacks. From the perspective of the Ugandan and Basotho students, the model limits the amount of study time, militates against frequent interactions with supervisors and limits access to professional journals, conferences and reliable internet facilities and other valuable opportunities associated with a PhD programme, such as full immersion in another country’s culture and opportunities to be in constant contact with similar students.

The majority of candidates indicated that at some stage they would require a sabbatical of 3 to 6 months, preferably in Ireland, if they were to successfully graduate. All three Lesotho candidates indicated that their workloads were ‘heavy and demanding’⁵, suggested it was ‘unrealistic to expect them complete in three years’ and intimated that such an innovative, part-time, PhD programme required additional time.

Irish-based interviewees are in little doubt about how challenging this work is. Many, including some supervisors and the Director, think that greater support is needed. For example a member of the steering committee remarked.

‘the complexity of having PhD students who are doing full time jobs, who are at a remove, who’s context is very different and who’s institutional aspirations for research are not really there,- it’s growing, it’s beginning but you’re talking about a very different type of institution [Kyambogo] even though it’s committed to Teacher Education, a very different view of the world- for those students to do their work, to get the time and the opportunity and the resources and I know people here do full time lecturing but you have a lot of resources at hand, it’s a challenge for them.’

Time to read, research and reflect is critically important to completing any doctoral research and this is particularly true in relation to the PhD students. Committee members indicate a growing awareness of this. For example:

‘They need more support, I don’t believe in taking people out of where they are but they need more support to be able to commit time to the project and to

⁵ Only two had been successful in rescheduling their lecture load to allow additional time to concentrate on their study.

themselves so that means it's not just a stipend it actually means they need to be able to be removed from what they're doing and it to be valued amongst their peers'

From her unique standpoint, the CGDE Director is well positioned to observe the situation and remarked that

'Look, the model[PhD] was unrealistic, they're working full time in their home countries, they've limited access to resources...how realistic is it to expect someone from the developing world who's supervisor is here, to engage in a PhD full time here ,[Ireland] when they have their full time job there [Africa] and families and lives? It was a very tall order'

The Director, while critical of the model, acknowledges the long-term potential benefits of PhD support for African teacher-educators e.g.

'Ultimately, this capacity building [through PhD] will greater facilitate, we presume, any students or teachers that they [PhD candidates] train in the future so that will have a knock on beneficial effect when they're supervising other Master or PhD students'

Individual supervisors are especially well positioned to see the strengths and weaknesses of the model. The tensions are evident in their interviews. For example:

I think her[PhD candidate] access to some resources and her work load at times make it difficult for her to make headway but when she's able to find time and space the quality of the work is good'

I think, at basic level, it's a very attractive feature [PhD candidates] to put into any funding proposal because it's seen as a crucial capacity building element within the Irish context and the overseas. At a realistic level, I think if our colleagues from Lesotho and Uganda... while they're there and while they're doing it I think it will do a lot to enhance both their own knowledge base and hopefully that'll dissipate and disseminate within there so I think that is huge.

In Lesotho and Uganda it was asserted that the selection of candidates had been impartial, and that consideration had been given to candidates' previous research experience, the quality of their masters degrees, the suitability of their research topics, etc. and their perceived potential to make a contribution to improving the quality of teacher-education over time. However, there was little supporting documentation to allow the selection process to be reviewed.

At the Irish end of the project, some institutions were creative in finding ways of not charging the full non-EU rate for fees which helped the finances of the project.

Supervisors, while all busy people, expressed willingness to be flexible in offering support to their students. However, this model also places particular pressures on supervisors. Finding large blocks of time for supervision work, either in Ireland or in Africa, is especially challenging given that many supervisors are themselves often trying to juggle extensive teaching responsibilities with research and supervisory

projects. Given the innovative nature of this CGDE form of supervision model, perhaps the support for supervisors from the CGDE project might have been more structured, for example in relation to initial orientation and also with specific release from other duties in order to undertake supervision visits to Africa as well as financial support. Supervisors themselves would have valued greater practical and collegial support. One remarked:

I'd have some sort of a small fund that I could perhaps tap into for books, [books for the PhD candidate], just some sort of feeling that I'm being supported in this, [PhD supervision] that I could use for my trip to Limerick or whatever.

Almost inevitably, the selection of a small group of students for such a potentially rewarding venture as support for a PhD presents difficult challenges. The tension between whether to focus the new capacity building on those who have previously demonstrated an ability to benefit from support and perhaps are already established 'insiders' or to search for younger people of promise is real. In the case of the six African students selected for the CGDE support, the evidence is difficult to discern because of a limited paper trail. Greater transparency in selection procedures is desirable.

Almost everyone associated with the project appears to be of the opinion that none of the PhD candidates will complete their studies before the termination date of the CGDE project. All will require extensions, with the associated implications for fees and other support. One might argue that this prompts the question: how wise was CGDE's decision to enter relatively long term contracts with eight PhD students when the Centre itself only had a guaranteed future of three years? At the same time, it is very reassuring for all eight PhD candidates that funding for ongoing support has been earmarked and that MIC has undertaken to continue managing the support programme after the project reaches the end of the initial three-year period.

The evidence from the PhD students and their supervisors as well as the wider context including the costs involved, suggests that the model could be usefully modified. Sabbatical blocks of two or three months to enable the students to concentrate exclusively on their research might be considered.

Finally, while the original three year time frame for final graduation is increasingly perceived by the CGDE as unrealistic, the ultimate test of the success of the model will be determined much later in terms of the number of candidates who successfully graduate.

In their own words – comments from members of the steering committee about the PhD programme

Strengths	Weaknesses
<p>The main strength is that it provides a significant CPD opportunity for those undertaking the PhDs.</p> <p>Access to study in institutions that are resource rich is always a great opportunity;</p> <p>It is part-time and does not remove these lecturers from their work completely; it builds capacity where it is needed; it helps to increase a pool of scholars and mentors for other junior lecturers in our institutions.</p> <p>The PhD support is valuable for all participants (both students and supervisors) in that it promotes the research and supervisory capacity of institutions.</p>	<p>It may have not been realistic to assume that PhDs could be completed over three years, especially part-time;</p> <p>We would not expect candidates in Ireland to complete PhD in 3 years or less when they are effectively working on it part-time. It puts a lot of pressure on the candidates and may end up compromising the quality of the work or completion rates.</p> <p>The extent to which the learning will contribute to capacity building in each country context due to the fact that some of the candidates are in the latter stages of their careers and others are focussing on topics that don't bear a direct relationship with capacity building in teacher education.</p>

KEY POINTS: experimental and innovative; remain in work environment; share expertise with colleagues; practical supports; feeling overwhelmed; limited access to supervision, journals, conferences; fees; selection; time scale; sabbatical blocks; long term impact.

6. Teacher Educator Exchange Programme (TEEP)

TEEP was very effective in promoting genuine collaborative learning between Northern and Southern participants. Individual teacher-educator spoke very positively about being grateful for the opportunities that became available through the CGDE for travelling to and learning about contrasting societies, cultures and school systems. Those interviewed believed that participation in the CGDE's activities had enhanced them as professional educators or administrators. It is very clear that the CGDE project has been one of capacity building of teacher educators in Sub-Saharan Africa and Ireland and this appears to have been successfully achieved, particularly as the project welcomed a wide range of Irish personnel, irrespective of whether these had previous experience in Sub Saharan Africa.

The reciprocity of the arrangement was very clear for this Irish informant:

You're talking to colleagues on a one to one equal footing. It's not kind of us going out there to sort out the world and tell them what they should be doing. It's very much you're going out you're meeting someone, you're having a conversation, you're working with them in terms of the work that they're doing and you're bringing whatever you can yourself to the table to share. That was a sort of philosophy of the thing.

Many of those interviewed spoke about the power of the personal contact. For example,

I think it's a good model and the payoffs in it will come from developing personal relationships between people and institutions, by institutions I mean again the people in those institutions and you could spend money on a façade of that but I think it only really works when people meet each other which is more expensive.

For many Southern participants, the TEEP project also gave them very good exposure to project implementation, research methods and critical reflection.

The exposure of Southern partners to IT in classrooms had a very strong impact and many are now keen to improve computer related skills, some of which are quite basic: e.g. preparing quality class handouts, PowerPoint presentations, etc. Southern partners also commented positively on exposure to learner-centred methodologies in Teacher Education and to the idea of learning styles generally.

The exposure to what is available to Irish-based teacher-educators, leads those who visited Ireland to imagine what they could do with such facilities in Kyambogo University or in Lesotho College of Education. It also leads to frustration as well as a will to campaign for an increase in resources for the workplaces.

Some Southern participants expressed the views that the visit to Ireland was too short and not as well structured as it might have been. In particular, there was some disappointment at how busy the Irish partners were during the visit and how limited the contact was in some cases. In order to maximize the mutual learning from such exchange visits, greater availability of participating personnel is desirable.

Cultural differences, for example in food, language and concepts of time were also cited by African partners as among the challenges they faced during their trip to Ireland. Further details of TEEP participant views can be read in Appendix 3.

Irish participants in TEEP remarked that participation in the project helped them to appreciate their relative resource rich teaching environment, but also their growing dependence on IT. In some this generates engaging reflections about their teaching styles.

TEEP seminars enabled engaging dissemination of experience and findings from those who were involved in both TEEP and research projects.

Some questions posed by informants suggested that the exchanges might have been more beneficial earlier in the life-cycle of the project, that they might have lead into the research projects and even the PhD support scheme.

Where teacher-educators were paired with Northern/Southern colleagues with broadly similar interests, it appears clear that the partnerships were more likely to bear fruit. Conversely, when participants felt that a more random approach had been taken to pairing, they were less likely to rate TEEP as valuable.

In their own words – comments from members of the steering committee about the Teacher Educator Exchange

Strengths	Weaknesses
<p>The programme enabled the development of strong professional and personal relationships between educationists from the Uganda/Lesotho and Ireland, as well as strengthening relationships among educationists within each of the three countries.</p> <p>In addition it provided a very useful lens for each participant to interrogate his/her current practice and to reflect critically on same</p>	<p>A key weakness is the cost and a question regarding the degree to which the learning from TEEP is in anyway integrated back in to the 'home' context for those teachers on the programme.</p> <p>It needed more of a driving vision and more methodical planning, between sharing around the intentions and expectations of the programme</p>

KEY POINTS: *genuine collaboration; capacity building; project implementation, research methods and critical reflection; IT in classrooms; learner centred approaches; availability of partners; cultural differences; reflection and dissemination; timing; pairing arrangements.*

7. Building Networks of Capacity

a) North-South Relationships

There is great potential for relationship inequalities in North/South initiatives. The CGDE was conscious of this from the outset and was keen to ensure respectful relationships between all partners. As already mentioned, the challenges to generate and sustain genuine partnerships are extensive. Some interviewees indicated a sensitive awareness of the delicacy involved when attempting to nurture projects that are worthwhile and involve mutual respect.

Occasionally, however, a number of CGDE Irish participants were critical of the quality of partnership that evolved. They indicated that a number of individuals, particularly those with no previous Sub-Saharan African experience, found it difficult to embrace true reciprocity in their interactions with their Southern counterparts:

..... I think that there is not enough sensitivity to the idea of working with our colleagues down there on an equal basis. There's some ambiguity over the structures..... where there is an assumption that the Irish partner in each pair is going to be more of a mentor and the African partner more of a mentee

Another Irish participant focused on a key dimension of any North-South project:

I don't know if we've grappled enough with the power relationships that exist within either the steering group or between ourselves and our partners.

However, perceptions of the expectations of participants varied. Some Irish participants mention that they were unsure about what their partners has been told in advance. For example,

They were expecting the old school, you know, people coming to do a series of workshops, seminars and so on. So there was a lot of scrambling over the first day or two to sort out the disconnect that had actually come into the thing and it involved a series of meetings and very frank exchanges of expectation and so on. Now once we sat down as a full group, all of us who were involved, it then fitted in to place very nicely because it did make sense but the African colleagues were a little bit taken aback by this in terms of what our intentions were.

One of the stark reminders that emerged from the interviews, whether from Uganda, Lesotho or Ireland, is the great gap in wealth between Southern partner countries and Ireland. Differences in income levels, in resources available for teacher-education, in the quality of school buildings and the general infrastructure associated with education impact on the partnership process.

It was apparent that Irish participants often assumed a lead role in many project initiatives, particularly the research activities. For example, while the respective research topics were perceived as Southern driven, it was intimated that:

..... there was a certain sense that those who came from the North had more research experience. While the parameters were set by the South, the operationalisation of that was probably more led by the North, by ourselves and that seemed to work I think.

A further dilemma with similar South-North relationships is that invariably it is the Northern partners who make the initial approach to Southern counterparts; this results in the subsequent initiative being perceived as a supply side initiative, one that is Northern driven. This perception is nicely captured by a key Irish participant who played a major role in preparing the original CGDE proposal:

.....it was interesting that it was the Northern partners who were the lead institutions, who were looking for Southern partners and it always seems to go in that direction. I think it would be interesting if it started on the other side, to try to build from there

CGDE's more apparent 'ownership' of the project was also alluded to, albeit in a more subtle manner, by a Lesotho participant:

.....CGDE came with to us with a proposal to fund some research and a number of PhD programmes and we agreed to take part in the project because our college (LCE) needed a lot of support. We would like to have some more funding for other research activities that a few of our staff were thinking of doing but this didn't work out so this other research can't be done.

An Irish participant also indicated how the project leaned towards the North:

.. because of the relatively poor communication, I felt we really took ownership of it here [Ireland] very much then. We designed something. We looked at something, really without the knowledge of knowing how applicable that would be in the context of where we were going.

The above anomalies in South-North capacity building initiatives are not unique to the CGDE project. Many have frequently been highlighted in the existing literature on capacity building. For example, a number of reviews have noted that it is quite common for capacity building activities to focus on 'one directional transfer' (Nakabugo, Barrett, McEvoy and Munck, 2010).

In addition, many existing partnerships:

...focus on addressing capacity gaps in the South and less on the learning and building of capacity within Northern counterparts (King, 2008)

and it is suggested that the disconnect comes about because:

...asymmetry between partners remains the principal obstacle to productive research collaboration' (Bradley, 2007, p.2). (Nakabugo et al, 2010).

There is also the difficult issue of resource constraints. Pre-existing inequalities between Southern and Northern partners become very obvious when it comes to resources: Irish participants might be inclined to take certain teaching/learning supports for granted. Southern partners may feel a sense of powerless when faced with contrasting challenges and limited resources for teaching, such as extremely large classes, a scarcity of suitable textbooks, poor pre- and in-service teacher education programmes, limited classroom furniture, the challenge of multiple

languages, limited time on task, teacher and pupil absenteeism, inadequate nutrition, etc. One Irish participant in commenting about his visit to Lesotho intimated:

I think.....they felt embarrassed about standing up with so little resources

Two other Irish visitors, unfamiliar with SSA, were struck by the challenges faced when teaching in such difficult environments:

.....he had about three hundred in one hall I say it wasn't the detail of what he was doing, it was just the fact that there were three hundred of them in one hall and he didn't even have a microphone, never mind the other electronic gadgets

and

.....people just didn't have the money for resources and the children needed to be fed they could put stuff up on walls and people would break in at night and tear the posters down, so to me it seemed to be much more Maslow's hierarchy of basic needs rather than the curriculum these people were struggling to feed their families, they were looking at these schools saying, these schools are falling down, they don't have the resources, sometimes they have to teach abstract concepts with very, very little, they rely on children to bring in resources.

This reality of extremely scarce resources in SSA needs to be appreciated by Northern partners if targeted activities are to prove successful. It is also important that the cultural attitudes of Southern participants, especially the understandable preoccupation with trying to save as much as possible of the allowances allocated for projects through per diems, etc are made sufficiently explicit to the Irish partners; if these cultural tendencies are not understood more fully then the rapport necessary for fruitful interactions within Southern and Northern partners are unlikely to be sustained.

Given the central role of Irish Aid in initiating and funding the CGDE, it is surprising that there does not appear to have been any direct role in any of the CGDE activities for the Irish embassies in Maseru or Kampala. Such engagement might have brought about a greater coherence between the work of the CGDE and that of Irish Aid generally.

KEY POINTS: *existing inequalities; participants' expectations; resources; power relations generally; limited embassy involvement; too Northern driven;*

B) Partnerships South-South

The two African countries of Uganda and Lesotho differ not only in location, size, population but in their education systems and the challenges they face are quite different. There were aspects of the CGDE project that acknowledged this. The focus of the research projects were very definitely country specific. The research projects were shaped following the two week-long needs analyses that the Director undertook in April 2008 (Uganda) and June 2008 (Lesotho) in partnership with local personnel.

However, CGDE and personnel in Uganda agreed on the three project strands (PhD, TEEP and research studies) and subsequently those in Lesotho suggested that they

were obliged to follow this model. Such a ‘one size fits all’ approach limited the degree of ownership.

On the other hand, reactions to the decision to conduct a research workshop for Basotho participants in Dublin and then to offer a corresponding event in Kampala for Ugandan participants also draws attention to issues that can arise when there are differences in what is offered to different partners. The Dublin-based research workshop had not been in the original plan or the budget. The Director thought it would be a good idea and went ahead with making arrangements. Subsequently, he Steering Committee subsequently decided that it would be more appropriate for a similar event for Ugandan participants to take place in Kampala. These episodes appear to have generated unease among some participants.

Other differences in practices adopted in both countries, for example arrangements for the payment of daily expenses appear to have varied between Uganda and Lesotho and this prompts further questions. The explanation of there being a single college in Lesotho and a number of organisations involved in Uganda is a partial one. Overall, the rationale for different practices adopted in Uganda and Lesotho were not always clear and this eroded the confidence of some Southern and Northern participants.

In both Lesotho and Uganda, the Irish Embassies were, to varying degrees, aware of the Programme of Strategic Cooperation and were briefed by the CGDE Director when she visited but, otherwise, they had no direct role in agreeing, vetting or being directly involved in the project details or about its subsequent progress. Embassy staff indicated that it would welcome a stronger role to ensure activities were consistent with country programmes.

Opportunities for CGDE project participants in Uganda to learn from their counterparts in Lesotho, and vice-versa, seem to have been missed. There were no joint meetings, conferences, seminars etc. between Lesotho and Ugandan participants (covered already in opening paragraph). The PhD support programme is one activity where some joint activities might have been undertaken. A variation of the TEEP project linking staff at Kyambogo University and Lesotho College of Education might have been another. Greater South-South co-operation might also have explored using newer communications technologies, notwithstanding the real difficulties encountered by CGDE in this arena. Given the emerging evidence from the project of challenges faced in moving from ‘donor-recipient’ and ‘mentor-mentee’ expectations towards ones of real partnership, South-South co-operation seems especially relevant.

Even when representatives from Uganda and Lesotho attended steering committee meetings in Ireland, no structured opportunities were built into the programme of events that would allow southern participants meet and discuss issues of mutual concern. This omission was highlighted in a number of southern interviews:

When I attended some meetings in Ireland I rarely had any time or opportunity to discuss how the programme was going or to tell my Ugandan brother how it might be improved’

Sometimes we might discuss some of the activities when we were waiting at the airport

Some interviewees were of the opinion that locating the Final Showcase event in Ireland was also a missed opportunity as the two southern countries, and the region generally, would have benefited from this major event.

KEY POINTS: *Differences and similarities between Uganda and Lesotho; clash of roles; selection procedures; transparency; contrasting experiences for each country; under-realisation of possibilities.*

c) Partnership within Ireland

Practical co-operation between teacher-educators working in a range of Irish third-level institutions emerges as one of the successes of the project. MIC played a pioneering role in devising the original proposal and in bringing the various institutions together under the CGDE umbrella and deserves great credit for this.

One participant suggested that part of the difficulty in Ireland is in getting academic staff across institutions to co-operate with each other is the absence of structures. CGDE, he believes, has enabled such co-operation.

This gives us a kind of very logical structure and a very meaningful and purposeful mission if you like, to underpin the thing, so that we can come together, we bring our different views, different perspectives, our different interests but it all somehow works out on the day. When we sit down to talk about it and to do the work, it knits quite well and that's what I found really intriguing.

In the original proposal the engagement of the non-governmental organisation 80:20, which has a long established relationship with Mary Immaculate College, was proposed, in particular in the strategic development of the CGDE, the preparation of colleagues for work in Southern contexts and in the development of appropriate research strategies. The evidence suggests that neither 80:20 or any other NGO has contributed in any significant way to the CGDE project. This is to be regretted particularly as NGOs have played such a central role in Ireland's involvement in development projects and have often been effective partners with other initiatives in higher education..

The disappointing attendance pattern at steering committee meetings raises a range of further questions and issues. For example, it suggests that the existing linkages are more about individuals working collaboratively rather than reflecting true institutional linkages. In discussing the challenge of getting individuals working together, and sharing their expertise across institutions, one participant acknowledged

...It's extremely challenging. I wouldn't for one moment underestimate the challenges that were involved in making this happen;

Irish participants also acknowledged that it was difficult to get the necessary 'buy-in' across such a large conglomerate of HE institutions, fourteen in all, and that for this collaboration to be coordinated and successful individuals needed to be proactive and effective in mobilising the resources of their respective institutions. Another Northern participant admitted that many:

.....institutions are not fully signed up to the whole principal of the thing just yet

The pattern of attendance at steering committee meetings was described as ‘disappointing’ by some and by others as indicative of limited institutional engagement. The poor attendance also needs to be viewed within the context of the current prolonged period of economic downturn in Ireland. This has resulted in college staff being increasingly preoccupied by the increased challenges within their respective institutions because of less teaching and learning resources. One interviewee put it as follows:

Overall, my guess is they [institutions] would say: we think this is a wonderful idea but from a concrete point of view, we can only give you manpower of somebody, you know, three percent of their time... We’re behind you but that’s the amount we can give.

Also, the economic downturn has implications for the research projects and all aspects of CGDE activities as more work is required of institutional staff, for example, the Director noted:

I think the research projects have gone particularly well even though they’re all under pressure now because of the demands of their own institution in terms of staff shortages essentially and their workloads increasing ..., their commitment hasn’t waned but the pressures in their time has been considerably affected

Steering Committee members add further perspectives on the challenges of maintaining momentum, for example:

... you’ve had a lot of transience whereby people have the best will in the world but they’ve been moved to a new job or departments and somebody deputises for them.

I suppose it goes back to that thing that for everybody on the steering group this is an ‘add-on’

One of the things we have discovered I suppose fairly explicitly that for various reasons the buy in of different individuals onto the steering committee varies greatly due to other commitments and time constraints

I think - as is always the case with these types of things - you have a large steering group and a very small group of people who are active on it and often take responsibility for work. It’s the usual suspects who will either put themselves forward or be nominated [laughs] and there are a lot of silent members of the steering group and I don’t know what that’s a consequence of, maybe they’re just too busy with their own stuff or is it a reflection of the institutional commitment to the project

The original CGDE application for Irish Aid funding indicated a significant contribution from each of the partner institutions, in the form of a contribution staff time to the value of at least €8,000 per year, to release named staff members to work on the CGDE activities part time. In practice, the contribution of staff time was more informal, with individuals getting involved according to their own interests. More formal arrangements between the participating colleges, the CGDE, the HEA and Irish Aid, for example, signing a Memorandum of Understanding, might have strengthened the project.

One of the issues that is pertinent to any co-operative project like this relates to the role of the lead institution. If it plays too forceful a role in shaping the project, it may be perceived as taking over, of not being collegial or of trying to dominate. If, on the other hand, it appears to stand back, waiting for other institutions to become more active, it may be seen as weakening the project's momentum or even of abdicating responsibility. In this case, Mary Immaculate College was very proactive in the early stages in compiling the original application, in getting the CGDE under way and in setting the early activities in motion. At times it appears that the lead institution sought to downplay its role in order to encourage greater participation by others. But, as the attendance figures at Steering Committee meetings indicate, this invitation was not always grasped.

KEY POINTS: co-operation; an enabling structure; individuals working together or institutional collaboration; role of lead institution

8. Project Management

Management of the GCDE

The Centre for Global Development through Education is a complex organisation built on a consortium of twelve Irish and two African Higher Education institutions, with the involvement of two African Ministries of Education and one Irish NGO. Mary Immaculate College played a pioneering role in devising the original proposal and in bringing the various institutions together under the CGDE umbrella. These organisations brought a variety of experiences and expectations to the Centre, resulting in a valuable diversity within the consortium.

The management structure used was conventional, with a steering committee, a full time Director, and a host institution. The steering committee included representatives of all of the institutional members of the consortium, and was expected to meet three times per year. The Director was recruited specifically for the task, and was assisted by a full time project secretary/administrator. The two full time staff, later joined by the postdoctoral fellow, were all reported to be extremely hard-working and committed. The funds were held by the host institution and lead partner, Mary Immaculate College, and legal, contractual and financial matters were operated through the MIC systems for research projects.

This structure differs somewhat from the original plan. Initially it had been anticipated that a senior academic in MIC, who had been involved in the development of the proposal, would take the role of a principal researcher, providing an academic lead for the project and guiding the work of the Director. In practice the role of a principal researcher did not emerge, and the Director reported directly to the steering committee.

The steering committee, perhaps inevitably, included people with varied levels of commitment to CGDE and there were some departures and replacements over the duration of the project. The steering committee was intended to represent the partner institutions. In general the steering committee members displayed a very impressive personal commitment of time and effort to the project, with little reward in terms of publications or release from other duties. However for most of the committee members this was “an add-on activity” in addition to already busy workloads. As one remarked:

Like all schools of education, everyone’s incredibly busy doing what they do, the bread and butter stuff and this [development related work] is still conceived of as an add-on and certainly a project like this is an add-on

As already mentioned, attendance at meetings was only moderate, with many members attending less than half of the meetings. With increasing pressure on staff in higher education, some found it difficult to sustain their involvement, and there was a good deal of turnover in the committee, with a total of 29 people involved over the three years of the project⁶.

⁶ More detailed data relating to Steering Committee involvement can be found in Appendix 5.

The financial and legal management of the project rested in MIC. This mechanism, commonly found in joint projects, avoided the requirement to establish the CGDE as a corporate body, and allowed it to use the support structures of MIC. Contracts of employment were issued by MIC, the recruitment of staff was done through the MIC human resource office, and the financial matters were overseen by the Vice-President for Research at MIC. The institution had prior experience of projects of this scale, and has established financial, contractual and reporting procedures.

The Director began with a challenging task. The first major task of the consortium was the recruitment of the Director. Inevitably the advertising, selection and recruitment of the Director was time-consuming, and by the time the Director was in position in February 2008, she found a project that was already running to very tight deadlines. There was a sense of urgency to get the operation of the project moving as quickly as possible. Informants indicated that the Director, undertook this role with high levels of energy and enthusiasm.

The management team (steering committee, Director and MIC research office) brought a great deal of experience and enthusiasm to the project. Many of the Irish participants had never worked in Africa before their involvement with CGDE and this added an extra dimension of discovery and adventure. A small number had experience working in international development, and others had been involved development education. Inevitably therefore, the project was at least in part exploratory, and it might have been expected to involve innovation and adaptation as it progressed.

The project had very little contingency in terms of time or human resources. The project plan was designed to work to very tight timelines, in particular with the expectation that PhD degrees could be completed within the constraints of a three-year project. With a very small full time staff, and limited time and experience of the committee members, the project was vulnerable to illnesses, temporary absences and pressures of other responsibilities. The requirements and timeframes for reporting to Irish Aid and the HEA added to the demands on project personnel.

Some tensions emerged within the project from an early stage. At times strong voices emerged within the steering committee, and in some cases, according to some of those interviewed, these were so dominant that others tended to step back and take a less active role. There were also tensions between the steering committee and the Director, in part over the degree of operational autonomy of the Director. Unfortunately, tensions between the Director and various others seem to persist to the end of the project. For example, a decision by the Director to bring the Basotho participants to a research methods workshop in Trinity College Dublin was seen by the Director as opportune, and by some of the steering committee as a break from the agreed workplan and budget. There were also disputes over smaller operational issues, such as the documentation required to support expenses claims and the mechanisms for transferring funds to Africa. These tensions between the Director and Steering Committee and MIC as the hosting institution became a pervasive part of the project, and a number of the participants interviewed made some reference to the difficulties, often preferring to speak off the record. While various perspectives on the origins of the tensions were presented, it was clear that the inter-personal tensions absorbed energy and enthusiasm from some participants.

The time pressure and the internal tensions absorbed management time that could have been devoted to more strategic considerations. The pressure of time was apparent from the start. The “situation analysis”, which became the operational template for the project, was largely developed in the course of two, short visits to Uganda and Lesotho by the Director in April and June 2008. This very rapid analysis was driven by the pressure of deadlines, and the need to get the operational parts of the project moving. The constant pressure to catch-up with the ambitious project plan, the limited frequency of steering committee meetings (three per year) and the tensions in the project management, left little space for strategic thinking. As a result, some of the deeper development issues involved in the work, and the issues of long term sustainability, could have benefitted from greater attention.

The project recognised the difficulties and used the mid-term review to address the issues. A thoughtful synoptic report by Dr Diarmaid Ó Donnabháin, recommended changes in the project management structure to include (i) an executive management sub-committee, which would meet approximately monthly and provide for more operational oversight of the centre, and (ii) a planning subcommittee to develop a 5-year strategic plan for the centre. Following these changes the project management appeared to be working more smoothly, with the addition of a great deal of time by the chair and the members of the executive management sub-committee.

Despite the revised structure, there is no clear strategic plan for the future of the centre. Under the pressure of implementing the project, the centre has not been able to devote sufficient energy to (i) building a long term vision for the future of its work, and (ii) building a diversified resource base that could allow it to continue to function after the initial period of funding.

The identity tensions identified in the review conducted by Dr Diarmaid O Donnabhain between the CGDE as a centre and this particular IA/HEA funded project remain valid.

The Challenge of Institutional Commitment

One of the challenges for a centre such as CGDE is obtaining and retaining the commitment of the partner institutions. All of the Irish partner institutions had committed financial support to the project at the time of the initial proposal, in the form of in-kind contributions of staff time.

In the reality of Irish higher education institutions, these commitments were notional allocations of staff time, and depended largely on the goodwill of the individual staff members in the partner institutions. There were no reported cases where academic staff members had been awarded some reduction in their other workload in order to free up time for CGDE. Hence, the institutional involvement in CGDE was in practice largely the personal voluntary involvement of committed people, with the approval of their institutions. As noted elsewhere in this report, the level of voluntary commitment to the project by some of the participants was quite extraordinary.

For the partner institutions, participation in CGDE involved a commitment of staff time with no expectation of a financial return, and a remote possibility of a return in

terms of publications. In the context of an increasingly constrained resource base for higher education institutions, such arrangements may be difficult to sustain in the long term.

Some participating colleges were willing to charge African PhD students the reduced EU fees, while others insisted on the full international fee. This, in effect, restricted the pool of potential supervisors significantly.

The original consortium included a development NGO (80:20), but it did not play a very active role. This NGO had a long association with MIC in the area of development education, and seemed an obvious partner for inclusion in the consortium. The NGO found little overlap between its work and the work of the project, and argued that the work of the project was too academic, and insufficiently focussed on development education.

Finally, the CGDE project was conceived prior to the economic downturn and the consequent cutbacks and increased workloads for teacher educators. Some participants who had been strongly involved in the early stages of CGDE became less involved in subsequent years. Sustaining commitment from busy people emerges as a key challenge for CGDE.

Management of CGDE in Africa

Managing international development projects brings additional complexity. There are of course difficulties related to the weak infrastructure, including aspects of the banking system, problems of money transfer and telecommunications and internet connectivity, and the general uncertainty surrounding travel in low income countries. Perhaps more significantly there are very significant differences in wealth which generate difficult ethical and practical issues. A long history with donors has resulted in a set of expectations of externally funded projects which can run counter to the principles of equitable collaborative work, and undermine sustainability. Finally, when working in contexts where individual pay is very low, there is an understandable tendency for those associated with the project to seek to capture attractive financial benefits for themselves and their friends. For these reasons, it is important that any development project be guided by principles of good development practice and alignment with the international principles for aid effectiveness as enshrined in the Paris Declaration and Accra Agenda (OECD, 2008). There are a number of areas related to the management of the African aspects of the project which deserve mention:

The local co-ordinators: In both Uganda and Lesotho the project decided to pay a local co-ordinator in both Uganda and Lesotho a fee of €7,000 per year to help facilitate the work of the project. In the case of Lesotho the Deputy Rector of Academic Affairs at LCE was appointed to this post, while in Uganda the Assistant Commissioner for Primary Teacher Education was appointed to the post. In both cases there co-ordinators were full time public servants, and involved in other aspects of the project. The provision of additional personal payments to members of the public service raises two issues (i) it may conflict with policies related to top-up salaries for

public servants and (ii) it makes it more difficult to imagine sustained work with more modest resources.

Payment of *per diem* allowances: The issue of payment of *per diem* allowances involves difficult choices. In the absence of payment of legitimate expenses, many of the African participants would not have had the resources to participate in the field visits associated with the research projects. However, if *per diem* payments are too generous, then they can become the *raison d'être* for participation in the project, which alters the relationship of partnership and makes sustainability more difficult. During the evaluation, some of the senior officials in Uganda sought *per diem* allowances for meeting with the evaluator, which suggests that the expenses regime used may have developed some unwelcome expectations.

Selection of participants: The targeting and selection of beneficiaries for development projects also presents difficult choices. The selection mechanism needs to identify, not just the most deserving candidates, but also those in the strategic positions to have a positive impact on the system. These parameters need to be considered in advance of the selection procedure, to allow a fair and transparent process. In the GCDE project, there were a number of appointments of people who, while doubtless worthy applicants, do not seem ideally positioned to have a long term development impact, including (i) the award to a post-doctoral fellowship to an expatriate (European) development worker, (ii) the award of a doctoral fellowship to a government official not in a teacher education college and (iii) the award of a doctoral fellowship to a lecturer within 5 years of retirement.

Financial Management

The project finances were managed by MIC, using recognised financial management systems. There are no known issues with the financial management systems.

Financially, the project is almost entirely dependant on its main donor, the Irish Aid HEA Programme for Strategic Cooperation. By November 2010, project expenditure had reached €2.1 million, of which 43% was from Irish Aid sources. Almost all (97%) of the remaining funds were in the form of in-kind contributions for staff time from the Irish partner institutions.

Summary of project expenditure to November 2010

	Euro	% of total
Total project expenditure	2,161,835	
Of which Irish Aid	940,067	43.5
Of which MIC	605,768	28.0
Of which other institutions	616,000	28.5

The donor funds seem likely to be almost exhausted by the end of the project. The project recognises the need to commit some funds to ensure the continued support for the PhD students until the end of their studies. Once this is done, existing staff commitments are met, and some ongoing activities are completed, it is expected that most of the agreed Irish Aid funds will be expended.

The bulk of the donor funds were spent on travel and the management costs of the centre. Of the €940,067 of “hard money” contributed by Irish Aid, 41% was spent on travel and subsistence, a further 40% was spent on the management of the project (mostly in salary costs), and 18% was spent on the student fellowships and the postdoctoral fellowship.

Expenditure of funds from Irish Aid sources to November 2010.

	Euro	% of total
Travel and subsistence	382,734	41
Management	375,298	40
Postgraduate students	105,266	11
Post Doctoral Fellowship	67,016	7
Other	9,753	1
Total Irish Aid funding	940,067	

9. Assessing the impact

The preceding sections have described the CGDE project, and its outputs. This section turns to the question of the impact of this work, examining to what extent the CGDE project met its aims as outlined in the project proposal, and contributed to the broader aims of the Irish Aid/ HEA programme for strategic co-operation.

The initial aims of the project were ambitious. The original CGDE proposal summarised the task as follows:

The Centre will work with teacher educators and Ministries of Education in the South to enhance the quality of teaching, learning and educational research in teacher education. The objectives of the programme will be achieved through the establishment of programmes of research and professional development following careful needs assessment. Capacity building will also be enhanced through the recruitment of postgraduate students, North and South, and the development of cross-national research clusters and professional linkages.

The Centre will develop the capacity of teacher educators in Ireland to engage in educational research and teacher education in developing countries, thus increasing their capacity to support the work of Irish Aid. The activities of the Centre will be sustainable as they will support existing initiatives of partner countries in teacher education. The Centre brings together specialists from the primary and post-primary sectors and can therefore respond to needs across both sectors.

Both parts of this task centre on capacity building. Capacity building is by its nature a long term enterprise and one in which results do not come quickly, and where results are not easily measurable. It is therefore difficult to provide an objective measure of the impact of the project, and what follows is a judgement based on the available indications.

Assessing the Impact in Africa

Impact on research capacity in Africa

The project made a contribution to building the research capacity of teacher educators in Lesotho and Uganda. There had been an underdeveloped research tradition and culture in the African teacher education colleges, and the capacity to carry out research was limited. While teacher educators in Ireland are seen as academics, and have an expectation of engagement in research and publication, this is not normally the case in African institutions where teacher educators are often seen exclusively as teachers or tutors. Busy teaching timetables conspired with factors such as poorly equipped libraries to render sustained research projects especially challenging.

Four collaborative research projects were organised, each with teams of participants from Ireland and the African partner countries. All four research projects collected data in the field and reported a range of interesting insights. The collaborative research projects, and the associated research skills training activities, made a

contribution in introducing Africa teacher educators to the principles of educational research, and to the practice of design and implementation of a research project.

Despite the initial success, some of the research projects lost momentum after the field work phase. There were difficulties in completing the transcription which were perhaps indicative of a lack of ownership of the research projects. Some of the African researchers had little contact with the work after the data collection, and most of the data analysis and write up was done in Ireland. This transfer of the intellectual leadership of the research activities towards the northern partners may have limited some of the potential for capacity building, and indeed have reinforced some of the unhelpful expectations of collaborative research activities with international partners.

The support for in-situ PhDs pioneered a novel approach to supporting doctoral research. As one of the interviewees expressed it

What I like about this model is that people are allowed to stay at home and that they can work in their own context that they're working on applied research so it's about trying to build capacity within their own institution which is very much in keeping with what the project is about and trying to avoid the brain drain that often is linked very closely with international student exchanges.

The support for PhD students made a contribution to the capacity development in the African teacher education colleges. The individuals who got the opportunity to undertake a PhD were highly unlikely to have been able to undertake postgraduate study without external support. The work of the project in establishing an in-situ model for doctoral study, facilitating the contact between potential students and their supervisors, and financing the doctoral programmes, made it possible for 6 African educators to begin a doctoral research programme. It is too early to assess whether this model will provide sufficient supports to enable the students to complete their doctoral studies to an appropriate standard. At the time of writing, none of the PhDs are complete, but all are making progress. With work of this type, it is often the later stages of analysis and reflection that prove most testing, and so the final outcome remains to be seen.

Impact on Teacher Education in Africa

The project worked closely with key teacher education institutions in Lesotho and Uganda. In Lesotho, the LCE is the only substantial primary teacher education college. In Uganda, Kyambogo University is the umbrella body for the network of primary teacher colleges, and plays a key role in developing the primary teacher training curriculum, and in training the tutors in the primary colleges.

The CGDE project had the potential to have an impact on the quality of teacher education through a number of channels; (i) the teacher education exchange, (ii) the research capacity building, (iii) the support for doctoral research and (iv) the provision of some infrastructure, mainly internet connectivity and networking.

The teacher educator exchange provided an opportunity for 13 African teacher educators to engage in an exchange, including hosting an Irish counterpart and visiting an Irish teacher education institution. While these linkages varied in quality,

the best certainly provided an engaging and energising exchange for the participants. Most of the participants felt that they learned from the exchange, although it is unlikely that many will remain in meaningful contact without further financial and organisational support. It was disappointing, however, that when the ash cloud forced Irish teacher educators to extend their stay in Lesotho and they approached LCE about doing something ‘useful’ with this additional time, there was little interest in making use of this opportunity.

The research capacity of the teacher education institutions has been enhanced, but it is unclear whether this was reflected in the quality of teacher education at the institutions. For the collaborative research projects, the process of engaging in the research may have given some new insights. In particular, the experience of field work done jointly, and the associated discussions, is likely to have been useful. But the limited involvement in the analytic parts of the work suggests that the transfer of this into teacher education is likely to be less than it might have been.

The PhD research may in the longer term have an impact on teacher education, but the linkages appear weak. For the beneficiaries, the emphasis was quite naturally on “getting PhDs”, with all the implications of this for salary, status and career. The long term benefits for the institutions are less obvious and they may find it difficult to retain staff with PhDs. And even if the people are retained in the teacher colleges, many of the research topics are not strongly linked with pre-service teacher education in an African context, which limits the direct transfer of expertise.

Overall, the CGDE project may claim to have had a modest contribution to the research capacity in two African teacher education institutions, some of which may potentially be reflected in teacher education. While it is certainly true that any capacity development is of value, there is an open question as to whether this is really the most important priority for the two teacher colleges. During the research projects, some of the Irish participants began to ask themselves whether building research capacity was really the most appropriate support for teacher educators in the context of LCE and Kyambogo. Given the poor conditions in schools, and the poor level of preparation of the entrants to the colleges, it could be argued that a capacity building more focussed on teaching than on research capacity would have been of more immediate value.

Assessing the Impact in Ireland

Capacity building in Irish TE

The project brought experience of working with Africa to Irish teacher educators. In total 13 Irish teacher educators made visits to either Lesotho or Uganda, four teams of teacher educators engaged in collaborative research projects, and thirteen Irish academics remain engaged in supervision of African PhD students. For a significant proportion of the Irish participants, this was their first engagement with Africa, and many found the experience both challenging and rewarding. As one put it:

I had never been, I had no experience of the education system, I really went there totally naive, totally new to it all.

All of the respondents interviewed felt that they learned a great deal from the activities. This experience has built some awareness of the issues, and a familiarity with the context, that will provide a foundation for future engagement with Africa.

The project also developed a network of contacts and common experiences between teacher educators within Irish higher education. As one interviewee described it:

I think, in terms of what we've gotten out of it is being part of a network with all the other education HEI's on the island, it's another way of us collaborating with one another.

The project engaged in some development education activities, taking an active role in public fora and opportunities to present its work. In addition, the experiences of the Irish educators in Africa provide a solid foundation for some education related development education work within the teacher education institutions. However it did not retain the active involvement of the NGO partner which was most involved in development education (80:20).

Overall, the project certainly contributed to building the capacity of Irish HEIs to engage with Africa in the education sector, a key goal of the PSC from the outset. The contribution of the project can be seen in raising awareness, provoking enthusiasm, re-energising some staff, and providing an introductory experience of working in Africa.

Addressing the Goals of PSC

The CGDE project was part of the Irish Aid HEA Programme for Strategic Cooperation (PSC). This aimed to:

support Irish Aid's mission in reducing poverty through a programme of strategic cooperation with higher education and research institutes in Ireland and in partner countries.

The PSC had three specific objectives,

1. To facilitate the *establishment of collaborative partnerships* within and between higher education institutions and research institutes in Ireland and in countries benefiting from Irish Aid support.
2. To support the *realisation of Irish Aid's policy objectives* in the following areas which are of strategic relevance to the objectives of the Irish Aid programme: Poverty and disadvantage, Pro-poor economic growth, Health, Education, Food and livelihood security, Gender equality, Good governance, HIV/AIDS, The environment.
3. To support the *realisation of Irish Aid's policy objectives* through *capacity building of higher education and research institutions*. (Irish Aid, 2006b, p.9)

Establishment of collaborative partnerships:

The CGDE project contributed directly to the goal of establishing collaborative partnerships, both within Irish higher education and between Ireland and Irish Aid programme countries. The North-South partnerships engaged successfully in exchanges and joint research activities. The collaboration generally worked well, and there were highly committed individuals involved on all sides. There were some communication challenges, some of which can be attributed to technology, but some

also related to workload and ownership issues. The Irish partnership developed a consortium of a broad range of the teacher education institutions in Ireland which has the potential to become an enabling structure for ongoing work. The consortium was based on notional allocations of staff time by each partner, which in practice depended largely on the goodwill of individual staff members. Operationally the project was strongly associated with MIC, which was the lead institution, held the funds and hosted the centre. Disappointingly, there was no significant effort invested in encouraging South-South collaborative partnerships, despite the obvious opportunities.

Some of the activities were facilitated by payment of *per diem* allowances, travel expenses, stipends (to PhD students) and fees (to local coordinators) which were only possible within the context of a funded project. These practices may have established expectations which may make a more modest partnership difficult to establish.

For the Irish participants, the partnership was largely built on the personal effort and commitment of enthusiastic staff, with the approval of their institutions, but with little other institutional support. This model may prove difficult to sustain. The work was also built on the model of a permanent centre with a full time staff of two (later 3 with the addition of the post-doctoral fellow), giving rise to substantial fixed costs which also pose challenges of sustainability.

Supporting the realisation of Irish Aid's policy objectives:

The CGDE project was consistent with the Irish Aid objective of improving the quality of education, and particularly basic education. The project was centred on building the capacity within teacher education institutions, thus contributing to teacher quality, one of the key factors in learning outcomes. The project worked with teacher education institutions through exchange programmes, joint research activities and supporting doctoral research. Although all three activities have the potential to enhance teacher education, there is little evidence as yet of an impact on teacher education, beyond perhaps an increased awareness of the extensive ICT resources available to Irish teacher educators. The work of the CGDE project was at best making an indirect contribution to improving the quality of classroom teaching. For some of the Irish participants, the theoretical work seemed removed from what they perceived to be more immediate priorities.

The activities were consistent with the national education sector strategic plans, though not directly driven by them. The work on curriculum in Uganda was closely aligned with the aims of the Ministry of Education and Sports. The work in Lesotho was also consistent with the education sector strategic plan in building capacity in the LCE, and in researching the issues of special education needs. However, the work could have been more strongly targeted at the current priorities. In Lesotho the capacity building could, for example, have focussed more on the new satellite campus at Thaba-Tseka and the evolving Distance Teacher Education Programme (DTEP), rather than concentrating on the well-established main campus in Maseru.

Capacity building in Irish higher education and research institutions:

The project contributed to the development of capacity within Irish higher education institutions. It brought together a disparate group of academic and teacher educators, and gave them an introductory experience of work in the education sector in Africa.

This experience succeeded in raising awareness and enthusiasm. However this experience was largely at introductory level, and, while providing a valuable base that should develop, it falls short of the level of engagement that would be required if Irish Aid were to seek to draw significantly on the CGDE to support its work in Africa.

When judged against the aims of the PSC, the project presents a mixed picture. It succeeded in building collaborative partnerships between Irish and African institutions, but these were built around the availability of funding and are unlikely to be sustainable without similar resources. The project did significant work to build the research capacity of African teacher educators, but this is quite removed from the immediate priority of improving quality of teaching. The project succeeded in building some capacity in Irish higher education, but this has not yet reached the level of a centre of expertise on which Irish Aid can draw for support.

10. Considerations for the future

The evaluation team recognises that there are already some very useful guidelines, previous studies and evaluations and other work relating to collaborative partnerships between Higher Education Institutions in richer and poorer countries.

One recent guide to good practices in educational partnerships, published by the UK-based Africa Unit (Wanni et al, 2010) suggests ten key Partnership Principles which offer a useful framework for future consideration by CGDE. They are:

- 1 Shared Ownership
- 2 Trust and Transparency
- 3 Mutual Understanding of different Cultural and Working Environments
- 4 Clear Division of Roles and Responsibilities
- 5 Effective and Regular Communication
- 6 Joint Strategic Planning and Implementation
- 7 Strong Commitment across the board from Staff and Management
- 8 Supportive Institutional Infrastructure
- 9 Monitoring and Evaluation
- 10 Sustainability

The guide emphasises that ‘Principle 10 is crucial; unless there is a clear plan around sustainability (and particularly financing) the partnership will not succeed.’ (Wanni et al, 2010, p.6)

This is a useful template through which the insights gained through the CGDE project might be filtered. It is striking that each of the 10 points has strong resonances within the CGDE project. For example, difficulties regarding shared ownership have been identified. The tensions within the project that led to distractions and frustrations contributed, in some cases, to a breakdown in trust. Some cultural misunderstandings were evident. Lack of clarity regarding roles and responsibilities contributed to some of the frustrations associated with the CGDE project. Communication difficulties arose and, despite a mid-term recognition of a need to focus on strategic planning for the future, not enough actually happened. While initially strong commitment was evident, this does not seem to have been sustained throughout the project. Finally, aspirations to seek additional funding were never realised.

As already evident in this report, there have been some important achievements through CGDE. Furthermore, valuable insights have been gained at many levels, for example, about collaborative partnerships, about exchange visits, about support for teacher-educators as doctoral students, about conducting joint North-South research projects and about project management and governance. Arising from these insights, and the ten principles cited above, the evaluation team has identified a number of questions in order to assist the CGDE and others in planning and developing similar projects in the future. One of the reasons for posing these as question – rather than making explicit recommendations – is because contexts vary. This was a complex, multi-dimensional project and, in the opinion of the team, there are many different ways in which the learning from CGDE might be advanced.

1. **How can the CGDE model, with its particular strengths of promoting partnerships for capacity building through collaborative visits and joint research projects, best be developed in future?** North-South collaborative projects need to begin with extensive dialogue between potential partners about the rationale, focus and operational realities of the proposed work. Such conversations should not only aim to clarify aims but should ensure extensive 'buy-in' by all involved and begin to uncover some of the unspoken assumptions and expectations of the various players. Realistically, a time scale of some months is probably needed for such dialogues to be fruitful. Greater development of the CGDE as a Centre, as distinct from a once-off project, should enhance partnership building.
2. **How can CGDE move from less opportunistic activities to more strategic ones? Can selection procedures – at all levels – be more inclusive and transparent?** One of the lessons to emerge from the CGDE project is that it is almost impossible to undertake a three-year project in three calendar years! Lead-in time is critically important. When a project is under pressure of tight deadlines, important considerations can get lost. Selection of appropriate personnel for projects can be slow and the temptation to go with whoever is available, while understandable, is not advisable.
3. **Would the appointment of a part-time Director plus individual project leaders constitute a more viable option?** As the finances from the CGDE project indicate, a substantial amount of the overall budget went towards paying staff in the Centre. In addition, the relationships between the hosting lead institution and the Director were, at times, strained. A part-time project Director who might also be a teacher-educator directly involved in the work of the lead institution might lead to greater coherence. A variation on this model might also be considered for individual leaders at country level where the payment might be used to 'buy-out' some of a teacher educator's time rather than be seen as a 'top-up'. This would also serve to emphasise the institutional rather than individual involvement in the project.
4. **Might the TEEP model be seen as a preliminary – and necessary - stage to undertaking joint research projects?** The Teacher Educator Exchange component of the CGDE project demonstrates how effective this activity can be when the 'right' pairing result. Closer linking through exploratory visits could have the twin effects of linking potential researchers with similar interests and clarifying possible topics for research. The research projects to emerge from such explorations might be more focused, for example more closely aligned with teacher-education issues and the pro-poor emphasis that is central to Irish Aid policy.
5. **Would a competitive fund offering grants of between €50,000 and €70,000 each to joint Irish-African teams based on institutional co-operation for relevant, focused research projects be viable?** Many informants were of the opinion that the joint research projects were the most successful features of the CGDE project. These figures arise from an approximation of what the four CGDE research projects may have cost. The key idea for consideration here is that North-South research teams, involving two or more institutions, would

apply to a Centre such as CGDE for approved funding. This would require the Centre to have a panel of assessors, again drawn from North and South, who would decide on giving finance and other support to a small number of projects annually. .

6. **Could PhD support model be adjusted to include two-month sabbatical periods in Ireland?** The model of supporting eight PhD students (three in Lesotho, three in Uganda and two in Ireland) has many attractive features but may require refinement. In particular, longer blocks of quality time where Africa researchers can dedicate themselves solely to the PhD work seems desirable and may well be essential if the present PhD students are to successfully graduate
7. **As a complement (or even alternative) to PhD support, would short, focused research related visits to Irish institutions by African teacher-educators be more effective?** In terms of capacity building at institutional level, the CGDE project model involved considerable resources being invested in a small number of teacher-educators who may or may not continue working in the same institutions. Mechanisms to extend involvement to a wider cross-section of teacher-educators are desirable. One possibility is to consider capacity building activities of, say, two months duration for African teacher-educators visiting Ireland. Furthermore, aligning with existing PhD support structures, e.g. summer schools, could be effective and efficient. If all Irish HEIs followed the example of some of the participating colleges in CGDE in charging reduced fees to African PhD students, the potential pool of supervisory expertise would be increased.
8. **Would support for African teacher-educators to acquire an M.Litt qualification, along the lines of the CGDE PhD support model, be considered as relevant especially in developing capacity among younger or even aspiring teacher-educators?** Again, in terms of institutional capacity building, the focus of support might be more strategically shifted towards early-career teacher-educators.
9. **How best might the CGDE engage with the leaders of partner institutions and relevant teacher-education departments so that they have a greater appreciation of the goals of capacity building through a partnership model?** A strong thread running through the project is the commitment of *individual* teacher-educators to the work. Expanding this commitment so that it becomes institutional is a particular challenge to emerge from the evaluation. Greater active engagement of department leaders seems one avenue worth exploring. Drawing up memoranda of understandings (MOUs) also seems desirable.
10. **While building on the strengths of previous development related projects, how can a project like CGDE also challenge and transcend some of the assumptions and expectations associated with such work?** A misguided notion of one-dimensional ‘transfer’ of expertise and resources from North to South is one obvious example of how assumptions and expectations can inhibit partnership projects. Previous experiences of similar projects can set

contexts with expectations of ‘donor-recipient’ and ‘mentor-mentee’ relationships. The active addressing of such culturally contextualized expectations might be built in explicitly into future projects.

- 11. How can CGDE more explicitly address the pro-poor agenda so central to Irish Aid’s strategic plans?** Because achieving universal primary education is one of the Millennium Development Goals (MDGs), one can argue that all capacity building work in education in Africa contributes towards poverty reduction. Furthermore, teacher-education is so critical to overall educational policy and practice that engagement in that arena is especially relevant. However, as the Irish Aid logic model (Gaynor 2010) indicates, a more explicit focus on how IA funded activities benefit poorer people is desirable.
- 12. What governance and project management models are most appropriate for a project involving a lead institution, partners in Ireland and Africa as well as individual project staff?** In the contexts of leadership, partnership, initiative and accountability, a delicate balance needs to be struck between formal structures and flexibility. As already mentioned, MoUs as well as clear role definitions and communication channels might facilitate this. However, mutual trust and respect between participants is a desirable platform on which to build any project.
- 13. How might a project like CGDE become financially sustainable?** The original application indicated that funding for CGDE would be from multiple sources. In effect, the project was dependent on a single donor as well as the strong commitment of the lead institution and partners.
- 14. What insights from other PSC funded projects might enrich the future work of CGDE?** While there was some informal contact between personnel from the various PSC funded projects, this might have been more extensive. Quite a few of the PSC projects involved partnerships with institutions in Uganda in particular. The Zambia-Irish partnership project ZITEP which also had a teacher-education focus is an obvious one with which ongoing dialogue should be fruitful.⁷

⁷ As has been emphasised throughout this evaluation, the work of CGDE is far from finished. In this particular context, one of the Irish PhD student’s research is currently titled ‘ An Exploration of North South teacher education partnerships within a development theory framework’ (Fiona Bailey). The outcomes of this work should be especially illuminating.

11. Conclusions

Given all that has been said, how can we sum up the CGDE project? During the evaluation, the members of the steering committee (and former members) were asked to give their overall opinion of the CGDE project. The responses varied widely, from:

I think CGDE has been one of the success stories of the PSC scheme.

to

this is a huge waste of tax-payer's money

to

a great experience from the point of view that it has brought all of the ITE providers on the island together to work on a tangible project that we could all contribute to, as we saw fit. This in itself has been extremely valuable for relationship building

Reaching a balanced conclusion on an activity where there are such divergent and strongly held opinions is challenging, and yet it is important to draw together the diverse messages that have emerged from this work. On reflection, we as the external evaluators feel that the project can be summed up in the following points:

CGDE was a pilot of a different way of working. From the start the intention was to build a partnership based on genuine collaboration, rather than a top-down capacity building operation. This is reflected in the desire to have mutual exchanges of teacher educators, to have real collaborative research projects, and initially to have joint supervision of doctoral work. It is also reflected in the composition of the steering committee and in the way in which the voice of the African partners was included from the start. The project piloted two innovative approaches, (i) a model of in-situ support for teacher educators doing doctoral research and (ii) a model of capacity building through engagement in authentic research activities.

In operational terms it achieved most of its targets. Despite an ambitious timescale, it managed to meet most of the operational targets. The personnel were recruited, a centre was established, and the research projects, doctoral work and teacher educators' exchanges were all set in train within the planned timescale. That this was achieved despite delays in recruitment, difficulties of transferring funds, changes in personnel, illnesses, and disruptions caused by volcanic ash is a creditable achievement. Nevertheless the work is, at the time of writing, unfinished business. The PhD students have yet to complete their work, and the research projects have not yet produced written papers. It is clear that the project was over-ambitious in particular with relation to the PhD students, and from the start it was unlikely that they could complete the work on a part time basis within the confines of a three year project. In the rush to meet the implementation targets, and with some tensions within the project, there was perhaps less time for reflection than might have been desirable, and in some places the immediate operational priorities squeezed out more strategic discussions.

The achievements were built on hard work and dedication above the call of duty by a number of key people. The people we interviewed were unanimous in their praise for the dedication and effort of the staff of the centre, the Director, the Secretary/Administrator, and the post-doctoral fellow, all of whom worked extremely hard to make the project succeed. There were also a large number of unpaid people,

who gave a great deal of their time and effort, in particular the members of the steering committee, its chairperson and the executive management committee.

Although the project achieved its targets, the long term impact is uncertain. In Ireland the project gave an experience of engagement with education in Africa to a number of teacher educators spread throughout the consortium. Some were overwhelmed by the challenges, but most were energised and suggest a willingness for further engagement. However their experiences have been at best an introduction to the issues and are unlikely to build into further actions in the absence of another project. In Uganda and Lesotho, there was evidence of capacity building in teacher educators, but little indication that this was spilling over into teacher education. In both Ireland and Africa the capacity building tended to be focused on individuals, rather than integrated into an institutional plan, and it is not clear that the institutions have concrete intentions to build on this capacity in a systematic way.

Although the project developed a centre, this fell short of becoming a sustainable centre of excellence in education and development. The project was devised as a three-year project in order to meet funding parameters, but it was clear from the start that the intention was to build an ongoing centre. Many of the project activities really only make sense if seen in the context of longer term sustained activity. Building a sustainable centre of excellence could have involved developing alternative sources of funds, building the technical capacity that agencies such as Irish Aid would use to support their work in education, and developing a profile of research and publication. If successful, such a centre could have attracted funding, students and researchers, building a profile for the consortium and a sustainable future for the centre. While it would have been unrealistic to see a credible centre emerge within three years, the lack of progress in this direction leaves the centre over-dependent on a single (and time limited) source of funds.

One of the fundamental questions is whether €1.5 million could be better spent to achieve capacity building in Africa or Ireland. In the case of CGDE the individual components were of modest cost. The research projects typically cost around €30,000, mainly made up of travel and subsistence. The PhD scholarship cost is not yet final, but they seem likely to cost under €40,000 each in fees, stipends and travel, which is substantially less than the cost of a full time residential PhD scholarship. However, the project structure, with a full time staff of three, and an international steering committee travelling to meetings, placed a heavy cost overhead on the project. Staff costs absorbed 40% of the total for the period up to November 2010. Ironically, the staffing and management of the centre was both too small and too large at the same time. It was too small to build a centre of excellence in education and development. But it was too large to make the core activities undertaken appear to be good value for money. This situation is very understandable, as the centre was designed to grow over time, but it suggests that a lower cost model may be possible.

To some extent, the outcome was influenced by the financial structure of the project. The project was structured such that each of the partners made a contribution in the form of a notional allocation of staff time. As a result, within each of the Irish partner institutions, involvement with CGDE was an activity without a budget line, and effectively became a voluntary activity for interested staff members. This structure made it difficult to get strong sustained institutional commitment from the

Irish HEIs, and although most did stay actively involved, it was often more individual than institutional.

The collaborative model proved more difficult than anticipated. While the project tried to develop an equitable model of collaborative work and mutual learning, the realities of context, expectations and differences in resources proved difficult to surmount. It appears that for some (but not all) of the African participants, the benefits of the project were seen strongly, even primarily in *per diem* allowances, stipends, laptops and trips. Traces of these expectations were reflected in lack of commitment to the research projects once the field work was complete, lack of follow-up engagement after exchange visits, and even an expectation in some cases of a payment for meeting with the evaluators. This culture makes it more difficult to build an ongoing relationship of equals, with reciprocity of learning, particularly in a more resource constrained context.

Despite this difficulty, the project broadly succeeded as “proof of concept”.

There were two innovative approaches adopted, (i) the use of collaborative research as a mechanism for capacity building, and (ii) the use of an in-situ PhD model. Both models need some refinement, but both have been demonstrated to have potential. The collaborative research model has benefits for both partners and can result in tangible and worthwhile outputs at a relatively low cost, but care is needed with the planning, and the expectations that are established. The in-situ PhD model offers multiple benefits, but probably needs a longer duration of stay in the university, to allow the students to take some taught courses and have some time to immerse themselves in the study.

The key idea at the heart of the CGDE project is an important one for teacher-educators, for Irish Aid and, potentially, for education in Africa. Within Ireland there is a need for a more strategic and co-ordinated response among teacher-educations to the challenges of development.

Overall then, the project was a creditable effort, which achieved most of the planned activities within the timescale, and within the budget, with the hard work and commitment of a small paid staff and a wide consortium of dedicated partners. But these activities have not reached the point where they seem likely to be sustained in the absence of continued support. As a result the impact of the project can be found in foundations for future work, and in lessons learned, more than in visible changes in teacher education capacity in Ireland or Africa.

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Appendices

Appendix 1: Extract from original application

- a) *Irish Aid Specifics - the contribution the programme will make to addressing Irish Aid's thematic priorities and cross-cutting issues (1,000 words);*

The National Centre for Global Development through Education will provide a hub for North-South cooperation in the enhancement of teacher education and educational research. The Centre will develop the capacity of Irish institutions to engage with their counterparts in developing contexts and to assist them in the enhancement of education systems in the South.

The proposed programme contributes to Irish Aid's goal of **poverty reduction** as there is a clear link between education and poverty reduction:

Education is central to development. It is the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty, better understand and improve their health, create sustainable livelihoods and obtain the means to participate more fully in their communities
(Government of Ireland, 2006: 43).

The importance of education for the reduction of poverty is indicated through the inclusion of achievement of Universal Primary Education as one of the Millennium Development Goals (Government of Ireland, 2006).

While access to education is important, the quality of that education is crucial (Government of Ireland, 2006: 43). Poor quality of education is one of the factors related to the withdrawal of children from school in developing countries (Shabani, 2005). Improvement in the quality of education is a goal of Education for All (Shabani, 2005) and is also a goal for the education systems in Uganda (DCI, 2004) and Lesotho (Government of Lesotho, 2005).

The current programme will improve the quality of education by strengthening teacher education. Improvement in the quality of teacher education is central to the improvement of education generally:

it is not only the imperative of translating a target into sufficient numbers of teachers, but the support for teachers and teaching quality which will finally lead to the attainment of universal primary education
(UNESCO, Institute for Statistics, 2006: 3).

The Education Sector Strategy Plans in Uganda (Government of Uganda, 2004/2005) and Lesotho (2005) both emphasise the importance of improving the curricula and

pedagogy in teacher education institutions. The link between teacher education and poverty reduction is highlighted in Lesotho's Poverty Reduction Strategy:

To ensure quality delivery of basic education, pre-service education will be improved and more in-service training will be provided for poorly qualified teachers
(Kingdom of Lesotho 2004/5: 83).

The Centre will support the development and implementation of the new Bachelor of Teacher Education at Kyambogo University, Uganda. It will work with Lesotho College of Education and with the Ministry of Education and Training in the achievement of the Government's stated priority of developing teachers through training, education and management in the national quest for Education for All, and in the policy objective of improving the quality and effectiveness of pre-service and in-service teacher education (Government of Lesotho, 2005).

The Centre will also contribute to the theme of **good governance** by supporting quality educational management and planning, which is central to the enhancement of civil society, and is also a stated priority of the Education Sector Strategic Plans in Uganda and Lesotho (Government of Uganda, 2004/5; Government of Lesotho, 2005). By working with teacher education institutions and with Ministries of Education we are 'strengthening the capacity of national, district and local authorities to plan, implement and monitor public education', which is a stated aim of the Government White Paper on Irish Aid (2006: 44). By increasing the capacity of Northern and Southern institutions to support and develop educational policy and initiatives in partner countries, the Centre is contributing to the achievement of each of Irish Aid's objectives under the theme of **education**, namely,

- to accelerate progress towards educational access and equity
- to promote significant improvements in the quality of basic education
- to strengthen national-led planning and implementation systems for sustainable education service delivery
(Irish Aid, 2007: 14).

The Centre will contribute to the themes of **gender equality** as the education of girls, in particular, is significant in poverty reduction and limiting the spread of **HIV/Aids** (Government of Ireland, 2006: 44). The activities of the Centre will be developed in a gender sensitive manner appropriate to the context in which we are working, e.g., in Lesotho boys' enrolment in education is less than girls' (DCI, 2005). HIV/Aids affects children and teachers in Uganda and Lesotho. Teacher education has a role to play in the prevention of HIV/Aids not only because 'Good quality education... is in itself a powerful weapon in the fight to contain HIV and Aids' (Government of Lesotho, 2005: 110) but also because of the role teacher education can play in promoting good health practices at college level and in schools.

Mary Immaculate College is a health promoting college and, together with its partners, has experience in health education. While the mainstreaming of such activities in a Southern context may prove difficult (DCI, 2004) the partners in the Centre can usefully engage in dialogue about the role of colleges in health promotion.

The Centre's commitment to genuine partnership with its Southern partners will lead to the development of a model of teacher development appropriate to Africa (O-Saki, 2005). By conducting careful needs assessment and monitoring the Centre will ensure that its work balances the needs of practising teacher educators and teachers and the needs of policy-makers. The research activities of the Centre will assist Ministries of Education in their promotion of applied research that can inform their policies (Government of Uganda, 2004/5) and will develop the skills of researchers in participating countries.

The outputs of the Centre will match those desired by Irish Aid, namely:

- Collaborative research;
- Quality teaching and learning;
- Cross-institutional networks;
- Development of specialist knowledge and research expertise;
- And increased awareness of development and development cooperation.

The latter will be achieved through the participation of teacher education departments in the Centre's activities and through the Centre's contribution to teacher education programmes. Similar partnerships in other jurisdiction have led to an increased sense of global responsibility amongst students (ALO, 2004).

Finally, the work of the Centre will contribute to capacity building by developing a model of North-South cooperation in the field of teacher education.

Appendix 2 Interviews conducted by evaluation team

1.	Date of Interview	Name	Institution
2.	25/07/2010	Dr Rosarii Griffin and Ms Patricia Mulcahy	CGDE
3.	10/08/2010	Professor Claire Lyons	MIC, Limerick
4.	10/08/2010	Dr James Urwick	MIC, Limerick
5.	13/08/2010	Dr Conor Galvin	UCD, Dublin
6.	10/08/2010	SEN Team; Dr Jackie O’Riordan; Dr James Urwick; Dr Sile O’Driscoll	MIC, Limerick
7.	06/09/2010	LCE Management Meeting: Cancelled	Lesotho College of Education
8.	06/09/2010	Dr Koebu Khalema, LCE Project Coordinator	Lesotho College of Education
9.	06/09/2010	Dr Paramente Phamotse, Deputy Rector	Lesotho College of Education
10.	06/09/2010	Dr John Maazi Oliphant, Rector, (Courtesy Call)	Lesotho College of Education
11.	06/09/2010	Ms Lineo Lepota, Registrar. Team Leader	Lesotho College of Education
12.	06/09/2010	Assessment Practices Research Team: Informal Meeting	Lesotho College of Education
13.	06/09/2010	Dr Robert Karnja, Head of Special Education, Team Leader, SEN Research Team: Informal Meeting	Lesotho College of Education
14.	07/09/2010	LCE General Meeting	Lesotho College of Education
15.	07/09/2010	Technical briefing, Keratile Thabana, Programme Manager	Irish Embassy, Maseru:
16.	07/09/2010	Ms Lineo Lepota and Robert Karnja, research team leaders	Lesotho College of Education
17.	07/09/2010	Assessment Practices team members	Lesotho College of Education
18.	07/09/2010	SEN team members	Lesotho College of Education
19.	08/09/2010	Teacher Educators Exchange Partnership	Lesotho College of Education
20.	08/09/2010	Dr John Maazi Oliphant, Rector	Lesotho College of Education
21.	08/09/2010	PhD Scholars	Lesotho College of Education
22.	09/09/2010	Mr O.K. Makara, Principal Secretary	Ministry of Education
23.	09/09/2010	Ms Malerato Khoeli, CEO Tertiary N.P. Lesoetsa, Former LCE Rector	Lesotho
24.	09/09/2010	Dr Koebu Khalema, LCE Project Coordinator	Lesotho College of Education
25.	10/09/2010	Dr Koebu Khalema, LCE Project Coordinator	Lesotho College of Education
26.	10/09/2010	LCE Debrief: Rector, DRA Academic Affairs, Programme Coordinator	Lesotho College of Education
27.	13/09/2010	Mr Allen Nalubega: Programme Administrator	Uganda
28.	13/09/2010	Vice Chancellor, DVC (AA) and Registrar Meeting: (Cancelled without explanation)	Kyambogo University

29	13/09/2010	Teacher Educators Exchange Partnership: Met four participants	Kyambogo University
30	13/09/2010	Mr Godfrey Bakaira, Head of Department, Thematic Research Team Leader and Edith Mbabazi, Research	Kyambogo University
31	13/09/2010	PhD scholars: (Meetings deferred)	Kyambogo University
32	13/09/2010	Dr Justine Otaala, Associate Programme Coordinator Schedule Modifications	Uganda
33	13/09/2010	Mr Allen Nalubega, Programme Administrator	Uganda
34	14/09/2010	Dr Jessica Norah Aguti, Director Institute of Adult and Continuing Education: Research team, Maths and Science and TEEP participant	Kyambogo University
35	14/09/2010	Mr Allen Nalubega, Programme Administrator briefing	Uganda
36	14/09/2010	Ms Florence Aguti, Assistant Commissioner (Acting), Primary Teacher Education, Ministry of Education and Sports	Uganda
37	15/09/2010	Irish Ambassador, HE Kevin Kelly: Courtesy and Technical Briefing	Irish Embassy, Kampala
38	15/09/2010	Ms Florence Aguti, Assistant Commissioner (Acting)	Uganda
39	15/09/2010	School Principals, Primary Teachers' Colleges	Uganda
40	15/09/2010	Dr Dolores Corcoran	St Patrick's College, Drumcondra
41	15/09/2010	Dr Paul Conway	UCC
42	16/09/2010	Prof Dr Opuda-Asibo John, First Deputy Vice Chancellor (Academic Affairs); Ann Mugerwa, Registrar (Acting)	Kyambogo University
43	16/09/2010	John Bwayo and Sara Kisa: PhD students	Uganda
44	17/09/2010	Dr Margo O' Sullivan, Education Specialist, UNICEF	UNICEF
45	17/10/2010	Mr Kevin Carroll, Head of Development, Irish Aid	Irish Aid
46	18/09/2010	Ms Florence Aguti, Assistant Commissioner (Acting)	Uganda
47	18/09/2010	Dr Justine Otaala, Associate Programme Coordinator	Uganda
48	22/09/2010	Dr Roisin McEvoy	University of Ulster, Coleraine
49	22/09/2010	Dr Paddy Bradley	St Mary's University College, Belfast
50	22/09/2010	Dr Geraldine Magennis	St Mary's University College, Belfast
51	24/09/2010	Ms Maria Campbell	St Angela's College, Sligo
52	15/10/2010	Observation at Steering Committee Meeting	St Patrick's College, Drumcondra
53	25/11/2010	Dr Rosarii Griffin	CGDE
54	25/11/2010	Dr Teresa O'Doherty	MIC, Limerick
55	3/12/2010	Dr Jim Gleeson and Dr Mike Healy (preliminary findings presentation; by telephone due to snow)	University of Limerick and MIC
56	07/12/2010	Ms Maire Matthews	Irish Aid
57	10/12/2010	Dr Mike Healy	MIC, Limerick
58	14/12/2010	Dr Jim Gleeson	University of Limerick

59	17/12/2010	Dr Jim Gleeson	University of Limerick
60	21/12/2010	Ms Mary Kerr (telephone interview)	ZITEP
61	20/12/2010	Dr Colm Reagan (telephone interview)	80:20
62	21/12/2010	Peadar Cremin (telephone interview) President, MIC	MIC, Limerick
63	22/12/2010	Dr Mike Healy and Dr Jim Gleeson	MIC and UL
64	22/10/2010	Dr Rosarii Griffin	MIC

Appendix 3 Survey of Southern participants' views of Exchange Programme)

Following a two week exchange period in Ireland, the second phase of the CGDE Teacher Educators Exchange Project (TEEP) concluded with a 'wrap up' day in the Irish Aid Centre in Dublin.

Throughout the day a series of workshops were held based on the five questions below. As part of the event, there was also a workshop facilitated by Irish Aid called Workshop for Second-level students on Development Education.

TEEP Workshop Reflective Questions

- 1) What is the most useful learning experiences coming out of the Irish-African exchange programme (both Lesotho and Uganda)? Commonalities and differences?
- 2) How can future visits be best optimized for the benefit of both Irish and African teacher educators alike? Learning outcomes.
- 3) How can these be framed in terms of 'teaching and learning' and 'curricular and pedagogical opportunities', if at all?
- 4) What professional linkages and networks can we hope to establish following this TEEP programme?
- 5) How we present (and share) our collective and individual teacher shadowing/mentoring experiences? *i.e.* discussion around the draft report document (for comment/suggestions)

The CGDE evaluation team from NUI Maynooth took the opportunity to survey the African partners present on the day with a view to gauging the African perspective on their involvement with the TEEP. There were thirteen TEEP partners in total. In general, the survey instrument's design included typical closed questions as is the norm with this method of data collection. However, as the research team were concerned with understanding participants' perspectives', open ended questions were deemed appropriate to both facilitate and maximise the scope of the African experience.

The following is a list of the open ended questions and answers as they appeared on the survey, P1 through to P13 is representative of the thirteen participants who completed the questionnaire, 99 denotes an unanswered question.

Q. Could you outline briefly how and when you came to be involved in the TEEP project?

- P1: selected to participate by University based on teaching area and research focus
- P2: 99

- P3: involved in April 2010, Irish teacher educators visited LCE to share ideas on pedagogic and other educational issues
- P4: LCE administration wrote a memo inviting expression of interest to all college lecturers'
- P5: selected by the MOE Uganda based on my qualifications, commitment and my role as principle of a primary teacher college
- P6: invited by Ministry of Education, Uganda to be involved, I didn't participate in the initial discussion of the research project proposal, I got involved in data collection
- P7: Kyambogo University, I wrote and expressed an interest in getting involved in Feb 2010
- P8: LCE: announced at a staff meeting by the college rector inviting interested candidates, it was open to everyone, we had to submit a CV and letter of interest
- P9: member of the CGDE project at Thematic Curriculum starting 2008 as a result of being nominated by MOES Uganda and recommended by the Kyambogo University authorities as the Thematic Curriculum research leader
- P10: Kyambogo University: nominated by my university for the PhD and Thematic research team
- P11: LCE: applied with CV, academic certificates, selected from the competition with others
- P12: Kyambogo university: April 2008, identified by Ministry of Education and home institute to take part in the three arms of the project
- P13: Kyambogo University, April 2010 via email communication

Q. In your opinion, did previous communication help shape and improve phase two of the exchange programme?

- P1: shaped project activities, input, I proposed some aspects of the programme
- P2: able to learn more about the teacher education in Ireland
- P3: knew the schedule of activities of Irish exchange, I was prepared; fears about the unknown were allayed
- P4: work out/agree on activities to be included on the itinerary
- P5: itinerary for visit was planned together
- P6: we did not discuss plans for phase two visit
- P7: gave a brief about Ireland as preparation, tentative work schedule down, each knew exactly what to expect and when
- P8: exchanged lecture notes and informed each other about current development in our subject area
- P9: very useful
- P10: had a programme of activities in advance
- P11: 99
- P12: itinerary drawn up for time to be spent with partner on a daily basis, flexible subject to change
- P13: I was prepared for the weather, the right currency and some notes on our agreed write-up

Q. Further comment on effective pairings of the partnership

- P1: Partner was friendly, supportive, easy to get on with, open and unbiased
- P2: 99

- P3: effective pairing even though we are teaching at various levels of education
- P4: 99
- P5: we had several meetings and discussions, I was attached to other resource personnel for further clarification, they learnt from me about the experience in Uganda
- P6: although partner was nice, available to me and made arrangement for me to visit other people's classes, the experience was ultimately rather scattered, there was lack of focus which could have been achieved if we had similar interests
- P7: my main interest is linguistics, hers is literature, the two are related but not equals
- P8: 99
- P9: 99
- P10: both interested in primary teacher preparation
- P11: 99
- P12: had different subject areas with partner, making it hard to see teaching of subject of interest often
- P13: 99

Q. What have you gained learned from TEEP?

- P1: refreshed knowledge, new approached to teaching and assessment were observed that I will adapt/adopt
- P2: teaching methodology, how children with learning disabilities are catered for
- P3: sharing of ideas about teacher education, experience of Irish primary and secondary teaching
- P4: how to best use ICT in teaching
- P5: how to conduct collaborative research, writing a research report and sharing of the findings at conferences
- P6: need for learner support: our students are struggling with academic writing, a service like this would help them cope better, exploit the law and make resources more available to students
- P7: first hand experience of conducting tutorials and lectures in a well facilitated setting
- P8: use of IT in SEN classes, effective communication, current methods of teaching children with SEN
- P9: networking and consultancy
- P10: use of interactive teaching in teacher preparation
- P11: people learn from diversity of ideas/views, reliable internet connection for better education
- P12: new approached to assessing students learning, preparation of attractive PowerPoint presentations
- P13: how to avail resources to students, assess students in group presentations

Q. What skills have you picked up in terms of capacity building?

- P1: setting up and explaining students assignments on a print out, posting references on the learners/education website
- P2: organisational skills, observation skills

- P3: basic ICT skills, team/collaborative work among teacher educators, free sharing of resources and information
- P4: 99
- P5: teaching using participatory methods
- P6: 99
- P7: improved computer literacy skills, designing participatory activities for students
- P8: time management, classroom organisation, effective communication
- P9: project implementation, information research, critical reflection
- P10: teaching of life skills education to teacher trainee's
- P11: more focus on different learning styles, advanced skills in the use of technology
- P12: preparing students' course work sheets, power point presentation preparation
- P13: further use of IT, use of artefacts in teaching

Q. What was the most useful aspect of the programme?

- P1: research and teaching approaches
- P2: use of learner centred methodologies in the classroom
- P3: exchange visits, insights were drawn from the experience
- P4: Lesson planning and observation
- P5: sharing pedagogic and curriculum aspects at MIC
- P6: TEEP seminars-opportunity to learn from other teams, class visits-methodology and student handling
- P7: classroom/lecture experience
- P8: practice
- P9: planning, teaching together, getting feedback, conferences on observed lessons
- P10: observation of teaching in the host institution
- P11: class visits/observations, my own engagement with students to understand the context
- P12: secondary/primary and lecture room visits
- P13: library visit, observing partner and other colleagues teach

Q. How did what you learned influence your instructional practices or other related work practices?

- P1: Change of attitude on some aspects of my practices
- P2: engage student by using instructional materials and learner centered methodologies
- P3: I'm going to sell the idea of teamwork, engaging in regular meetings where preparations, resources, student needs and problems could be shared and sorted out
- P4: learner centered methodologies will be my focus for teaching
- P5: share my knowledge with staff members through seminars at college level for staff and students
- P6: yet to implement what I have learned
- P7: plan to use the resources I am carrying home
- P8: it made me understand why I do certain lessons/topics

- P9: need more contemporary practices
- P10: make me a practical teacher educator of life skills education
- P11: better integration of ICT, ready to give more attention to student needs and to identify them, will implement new ideas and strategies in my own country
- P12: led to better content delivery practices
- P13: planning to use skills learned in my teaching

Q. What were the main challenges of the exchange?

- P1: differences in resources available to me v those available to my partner
- P2:99
- P3: Language, Irish accent is very foreign; fast pace, low voices, time limit, we were here for a very short period
- P4: partners being busy most of the time and not having enough time to reflect
- P5: keeping time as expected [cultural differences], conducting research
- P6: lecturers' were busy, difficult to get time to talk to them
- P7: different weather condition (not anticipated) [cultural differences], high level of technology used when teaching
- P8: having to leave my family for a long time
- P9: time schedule, aware that the partner had a university time table to fit in
- P10: partner got sick during first week of visit and had to find appropriate activities within the host institution in the second week
- P11: partners in the host countries were committed to other duties apart from our visit, hotels were expensive
- P12: getting used to the meals [cultural]
- P13: 99

Q. What were the highlights of the exchange?

- P1: teaching plans, delivery and assessment
- P2:99
- P3: seminars at Limerick and Irish Aid Centre, school visits and observation
- P4: 99
- P5: quality teacher education, collaborative research, sharing of findings between north and south countries
- P6: 99
- P7: peer discussion (Irish and Ugandan) of academic and cultural experiences encountered
- P8: 99
- P9: high level use of electronic media during lessons observed
- P10: interaction, cooperation, discussion and mutual understanding
- P11: knowledge sharing, capacity building
- P12: sharing of experiences with different partners
- P13: exchanging ideas on the context taught, how to conduct collaborative research

Q. How could the model be improved?

- P1: setting up a resource centre in my institution, networking resources online
- P2: 99

- P3: expanding it to include training workshops for African partners in ICT in teacher education
- P4: prolonging the period of visits to one month
- P5: more time with the partner, participate in teaching for at least a month [time limit again], have student exchange programmes, have a provision for sharing resources [constantly coming up]
- P6: better matching of partners according to interest, better planning of the visits, well articulated plans
- P7: thorough orientation of participants about host country, culture, academic, economy
- P8: more time on practice
- P9: collaborative programme/tool development for use and evaluation
- P10: integrating the visiting partner in the teaching of students in the host institution
- P11: include student exchange
- P12: match people with similar subjects
- P13: have clear programme written out from the start

Q. Please suggest how TEEP partners might work more effectively in the future?

- P1: communication should begin before partners meet
- P2: prior arrangement on the programme agreed by both partners
- P3: longer period for exchange, meetings, visits
- P4: sharing of resources electronically
- P5: to have a programme before travel
- P6: more frequent communication
- P7: ensure access to a functional internet connection for regular discussion of issues as they arise
- P8: longer visits in the host college
- P9: advance sign posts for the scope of TEEP
- P10: common projects/activities to work on, exchange innovative ideas through email
- P11: realistic time frame set, more frequent collaborations/networking since internet is there
- P12: increased, more frequent communication
- P13: continue to visit each others countries, share experiences and research findings between them

Q. Now that you have had some time to reflect on the TEEP process and the CGDE generally, what are your main thoughts?

- P1: project should continue and involve more colleagues, planning should deeply involve participating institutions
- P2: encourage CGDE to help partner institutions access resource networking online by accessing library resources online, conduct individual lecture exchanges with emphasis on job sharing, sponsor more PhD students
- P3: keep the projects going
- P4: grown personally and professionally
- P5: worthwhile venture, need for further collaboration, necessary to continue TEEP

→P6: teacher educator development is imperative if we are to achieve MDG and EFA goals, teacher educator exchange is one way of providing CPD, better results can be achieved if more precise visit plans and activities are drawn, a very enriching experience and thanks the Irish tax payers

→P7: expose others to the venture

→P8: continuation of TEEP with same people to check or make follow-ups on what the African team has gathered

→P9: I feel grateful, encouraged and yearning for more interactions through TEEP

→P10: that TEEP is institutionalised for the benefit of the countries involved

→P11: this kind of project needs to involve students, they are the main target of the project to improve but they are not part of it

→P12: other opportunities for TEEP and collaborative research, TEEP should have preceded the research aim of the project for people to interact more and learn more about each other

→P13: more time given for the teams to exchange, major issues observed about individual countries, need to be reported to funders for positive (quick) attention

Appendix 4 Survey of Steering Committee Perspectives

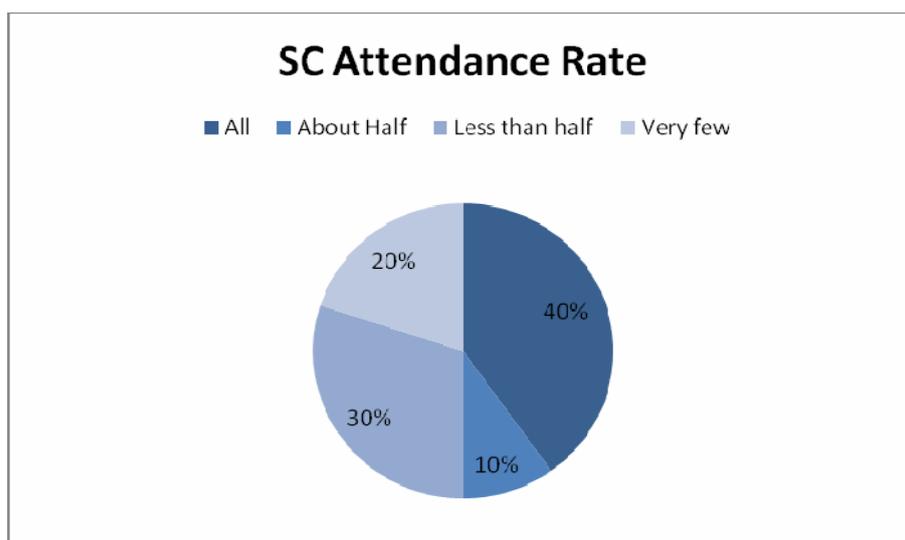
The following data was compiled by the NUIM evaluation team for the Centre for Global Development through Education (CGDE). A survey instrument was devised to gather information around CGDE Steering Committee member's perspectives' on projects within CGDE. Essentially, CGDE activities are centred around three strands, joint research projects between northern and southern partners, the Teacher Educator Exchange Programme (TEEP) and the supervision of PhD candidates from both Ireland and Africa.

An online survey was administered to a total of 29 participants all of whom were either past or present members of the CGDE Steering Committee over a three year life cycle. The online survey method provided a cost effective opportunity for the evaluation team to survey CGDE Steering Committee members from both North and South of Ireland and from the African partners in Uganda and Lesotho who were also SC members. 13 of the 29 responded. This was a disappointing level of response.

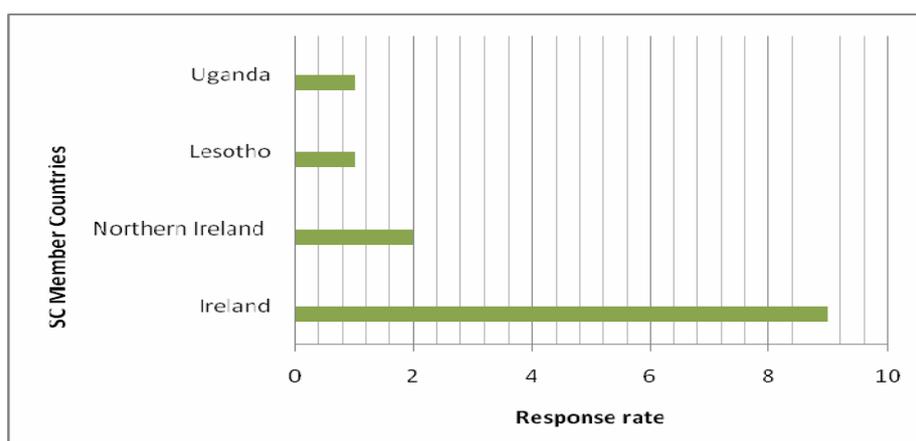
SC members were asked a series of questions relating to their perspectives' on CGDE SC meetings. The following sets of questions were posed to CGDE SC members:

- Please indicate which of the following best describes your level of attendance at Steering Committee meetings?
- Approximately, how many CGDE Steering Committee meetings have you attended?
- If your attendance rate was low, what factors contributed to this?
- What are the main strengths and weaknesses of the Teacher Educator Exchange Programme (TEEP)?
- What are the main strengths and weaknesses of the PhD support?
- What are the main strengths and weaknesses of the joint research projects?
- In terms of the continuation of the CGDE projects which strand would you prioritise for the future and why?
- If the CGDE project was to be extended/ renewed is there anything you would want to change?
- Where is your institution based?
- Finally, is there anything you would like to add in relation to your CGDE experience?

CGDE SC members were asked to rate their level of attendance at meetings, the following indicators were provided All, Most, About Half, Less than Half and Very Few. Two respondents failed to answer this question. The data suggests 4 respondents attended all SC meetings, 3 attended less than half, 2 indicated very few and 1 attended about half.



The majority of respondents were from Ireland, 9 in total, 2 respondents were from Northern Ireland with the remaining two coming from both Uganda and Lesotho. While the numbers for the sample are low, the respondents in this survey represent a perspective from all countries connected with the CGDE SC.



Respondents were asked, if their attendance rate was low, what factors contributed to this. Half the respondents did not answer this question. A range of answers were recorded, one respondent stressed the logistical issues with attendance, *'some locations were awkward to get to but that is the nature of this partnership arrangement'*.

As mentioned previously, some SC members were relatively new to the process, *'I joined the steering committee in September last year that was in the middle of the programme'*. Also SC members moved on to different career paths, *'I replaced Dr Mbabazi, Director for Education, a member who was appointed on promotion to permanent secretary and posted to Education Service Commission'*. Some respondent highlighted their personal workloads and involvement with other development projects as a factor to low SC attendance, *'High lecture load Involvement in other Development projects'*, while another noted *'Commitment of time involved and timing'*. Finally, one respondent exclaimed *'the project coincided with the birth of my two sons so I took two maternity leave periods during the life of the project'*.

Respondents were asked to access what they felt were the strengths and weaknesses of one of the strands of CGDE activities, the TEEP project.

'Innovative and useful programme', '

'Strength in sharing experiences, working environment based strategies, observation of education processes across cultures and collaborative model approach to education issues. TEEP period was too short! it required return periods to Uganda and Ireland to consolidate input and model learnt experiences and observed working models and strategies from either countries, some members however, did not meet their expectation of teaming up with direct subject specialists'

'Strengths: - Lecturer to lecturer Weaknesses: - What impact can this project have on quality teaching in the classroom when teachers in Uganda have c. 150 in classrooms? school conditions? resources? morale?'

'The main strength of the TEEP is its ability to allow participants to observe live what their counterparts are doing so that they can replicate that. I think the weakness is that there is no monitoring tool to make sure that the lessons learned are indeed implemented'

'The main strength is the contact between teachers from the different countries. A key weakness is the cost and a question regarding the degree to which the learning from TEEP is in anyway integrated back in to the 'home' context for those teachers on the programme'

'strengths: networking within Ireland & with partners - giving critical mass of expertise. weaknesses: time constraints, especially on Irish colleagues'

'Better Pairing would have possibly occurred if the range of those professionals applying from Ireland had been greater. Strengths: Better cross-cultural understandings of each other's context. Good CPD exercise for all concerned'

'Strengths: the conversations, the chance to visit and view other approaches and practices, the opportunity to engage in assistive dialogue with my partner; the lessons learnt from observing how teacher education is approached in a resource-poor environment, the chance to reconnect with the reasons I became a teacher educator in the first place. Weaknesses: needed more of a driving vision and more methodical planning, between sharing around the intentions and expectations of the programme'

'The programme enabled the development of strong professional and personal relationships between educationists from the Uganda/Lesotho and Ireland, as well as strengthening relationships among educationists within each of the three countries. In addition it provided a very useful lens for each participant to interrogate his/her current practice and to reflect critically on same'

'Many of the Irish partners involved in the project have only a superficial understanding of development issues or how to relate to the Southern 'partners.'

'Cross-cultural enrichment and capacity-building; development of communities of practice; breaking teacher educator isolation; the South having access to the resources in the more developed North etc. Better orientation of the exchanges would help improve the programme in future; it is not a financially cheap programme;

'What is this?' (!)

Main strengths and weaknesses of the PhD strand

'Access to study in institutions that are resource rich is always a great opportunity; lecturers from the same institutions studying with different CGDE institutions at the same time is good; It is part-time and does not remove three lecturers from their work completely; it builds capacity where it is needed; it helps to increase a pool of scholars and mentors for other junior lecturers in our institutions. It may have not been realistic to assume that PhDs could be completed over three years, especially part-time; it would have been useful to find local co-supervisors; internet connectivity in my institution has been quite weak and therefore not very helpful to the PhD candidates. But CDGE support in this area has been a bonus for us'

'There are major weaknesses in terms of the model of the scholarship which does not enable candidates to work effectively on their research, and also in terms of the overly-prescriptive nature of the PhD topics. The quality of these PhDs is also questionable

The PhD support is valuable for all participants (both students and supervisors) in that it promotes the research and supervisory capacity of institutions, raises the profile of research within institutions and increases awareness within organisations of the complexity of completing research projects to PhD level when students are working full-time in challenging and busy environments.

'This seems to me to vary considerably with the institutions and individuals involved. I am not directly involved and so would be slow to offer opinion on this with any authority.

'Generous funding. Transpired that the time-frame laid out in the original proposal was too short and unrealistic given the difficulties re: cross-national communication with developing countries and also the workload of PhD students (as F/T staff in their home institutions and family responsibilities). Continuation funding may also be a problem'

'strengths: well structured & facilitates strong work ethic & supervision. Weaknesses: bureaucracy'

'The main strength is that it provides a significant CPD opportunity for those undertaking the PhDs. Weaknesses include, again the extent to which the learning will contribute to capacity building in each country context due to the fact that some of the candidates are in the latter stages of their careers and others are focussing on topics that don't bear a direct relationship with capacity building in teacher education. I have a concern over the structure of the programme too. We would not expect candidates in Ireland to complete PhD in 3 years or less when they are effectively working on it part-time. This is an element of the planning that was not thought through carefully enough. It puts a lot of pressure on the candidates and may end up compromising the quality of the work or completion rates'

'The strength of this element is that it ensures access to quality education to those PhD students. The weakness is that the students might decide to leave their current institutions upon completion of the programme'

'supervisors often attempted to respond to each issue raised to their attention, timely response to the emails sent and to telephone conference when requested for. however, time limitation was a major challenge and limited resources to enable exploitation of knowledge and purchase of relevant study materials'

'a limited programme, questionable use of resources'

Main strengths and weaknesses of the joint research projects

'in terms of continuation, I recommend that: dissemination of research report to national stakeholders to generate consensus and direct feedback on progress and the emerging issues and gaps TEEP requires consolidation, monitoring actions on the learned or shared practices and further assess the impact to teacher education practices and integration into teacher training. the PhD study reports require collective sharing, in Uganda we would consider a collaborative research engagement as a means of CGDE making use of the human resource up graded, on issues accruing from the dissemination of the research reports.

'The strength is that the results can be used to inform education policies in Lesotho and Uganda

The main strengths have been that it has been conducted through partnership arrangements between professionals from the island of Ireland and Uganda and Lesotho. The research conducted in each context also focussed on areas identified by Southern partners as needing attention. The main weakness has been the cost and the logistical challenges that have been thrown up during the conduct of the research but this is all part and parcel of working internationally in unfamiliar contexts with different systems'

'strengths: well structured & facilitates strong work ethic & supervision. Weaknesses: bureaucracy needs to be streamlined'

'Great capacity building took place. The difficulty arose with the work-plan in the original proposal made to IA/HEA) which didn't allow enough time in the field to undertake research or for planning (re: Budget). Director confined to a strict budget and work-plan so little room for manoeuvre, or flexibility within MIC. Also, difficult to get Irish to commit to the 2 weeks proposed fieldwork so catch 22 in some respects'

'strengths: the shared nature of much of the work. Weaknesses: the planning around issues such as transcription, miscommunication regarding expectations and actual arrangements for finishing-out the work'

'The sharing of expertise, and the genuine co-ownership of projects, the high levels of cooperation and collaboration demanded by these projects are among their strengths. The distance in time (between collection of data and analysis of data) and the difficulties encountered in communication were challenges encountered during the projects'

'Development of communities of practice; pooling together of expertise from the north and south is a capacity-building and mentoring exercise with the experienced

researchers working with novice researchers; cross-border coordination and planning was not easy especially with weak internet connectivity on our part
'Disjointed'

Strand of CGDE that SC members would prioritise

In terms of continuation, I recommend that: dissemination of research report to national stakeholders to generate consensus and direct feedback on progress and the emerging issues and gaps TEEP requires consolidation, monitoring actions on the learned or shared practices and further assess the impact to teacher education practices and integration into teacher training. the PhD study reports require collective sharing, in Uganda we would consider a collaborative research engagement as a means of CGDE making use of the human resource up graded, on issues accruing from the dissemination of the research reports'

'Support for action research in classrooms'

'I would prioritize the joint research programme and expand it a little bit because it is one element which is still lacking in these countries. Investing in research has proven good for countries and economies

'This is a difficult question but if I had to choose, I think I would probably back the joint research projects as I think they have the most potential to influence and improve teacher education in Uganda and Lesotho. This of course depends on the quality and relevance of the research design and implementation. But I like this aspect of the CGDE's work to date because it doesn't hinge on an individual or group of individuals feeding back their first-hand experiences in order for it to be effective in building capacity in teacher education. The empirical data gathered should provide the basis for work to be done collaboratively in the spirit of partnership across the web of participants. It also allows for future South-South research collaboration between Uganda and Lesotho'

'PhD Program. Positive trickle down affect on development of education in Africa' Research Projects as they are meaningful in terms of a) Capacity building of lots of staff engaged in the research projects and b) their pro-poor intent to combat poverty through education and policies to make the education systems more effective and teacher education more effective

'Research Projects as they are meaningful in terms of a) Capacity building of lots of staff engaged in the research projects and b) their pro-poor intent to combat poverty through education and policies to make the education systems more effective and teacher education more effective'

'TEEP - it is still to run its true course and can be far more effective than it has been to date. PhD support'

'I think that all three aspects of the project have been valuable and warrant continuation. Long-term benefits from the engagement of staff in PhD research are innumerable and if pushed, I would select this strand of the work for prioritisation'

'None, this is a huge waste of tax-payer's money'

'Continue collaborative research work into various other areas and improvement of connectivity for continued collaboration'

What changes would SC members make?

'Focus needs to be much sharper and the delivery better co-ordinated'

'Duration of PhD candidature from three years to five (if part-time) but three if full-time; otherwise I have been happy with CGDE and its wonderful work. Its activities have injected better life and energy in my institution'

'I feel that the project has been worthwhile - I participated in TEEP and can appreciate the value of CGDE initiatives'

'I'd like to see more use of digital platforms to facilitate its work and an expansion of the Centre's involvement in college-wide capacity building activities such as Exchange Fellowships of a semester'

'The Location. In the interests of partnership, it would be a good idea to move the Centre's base to a different Irish HEI next time, such as UL or UCC or TCD, for instance. This would allow all the partners to feel a sense of the possibility of 'ownership' of CGDE if they came up with the necessary support structures for each round of funding (the Olympics idea, a movable feast). This would be a positive move. Then it would no longer be conceived as a 'MIC' exercise but one which exercises real ownership and partnership. I also think the 3 year funding is too short to be sustainable, and that Irish Aid should have had a contingency plan or continuation funding available. It seems like they are very haphazard in their own planning which must have made it difficult for all concerned to plan ahead with confidence'

'Streamlining & clarity with bureaucracy'

'I think it would be an opportunity to reflect on what we have learnt in the first phase of the project and then sit down as a collective group and discuss how we would want to take it forward. I certainly would like to see more of a lead being taken by our Ugandan and Lesotho partners in terms of determining the focus and the parameters of the next phase of the project'

'I would like to see more commitment and participation from partner institutions'

'It should be apart of an integrated cohesive plan for development of primary and secondary education'

'Scale up time for each activity to enhance further joint activity participation'

'A smaller more focused programme. The PhD and research elements have not really worked'

Final Comments ON CGDE SC experience

'I have built capacity in management and communication skills, getting CGDE members together, through coordination required patience and time off daily schedules. I have interacted and been introduced to key education partners in Ireland enabling learning and comparison of patterns of education practices, which has informed my own knowledge of teacher education'

'It is my fault that my involvement and that of my college has been peripheral. I have received every encouragement from the executive and the steering committee'

'Being part of the CGDE Steering Committee has been a great experience from the point of view that it has brought all of the ITE providers on the island together to work on a tangible project that we could all contribute to, as we saw fit. This in itself has been extremely valuable for relationship building'

'The experience was very positive & heading in the right direction to reinforce the aims of education for development in Africa'

'The CGDE office appear to have accommodated everyone as best they could for the entire duration of the project cycle (in all three strands). Great credit is due to the CGDE staff for juggling as much as they did during as it has been an intensive three years. As a 'start up' exercise, the Centre appears to have achieved all it set out to achieve and a lot more besides. This is due to the dedication and dynamism of its core staff, and also due to the HEI participants who, by and large, gave it their all. It would be a shame if CGDE were not to continue in some shape or form, and preferably in some other institution in order to enhance the partnership ideal. So much time and effort has gone into bringing CGDE into the public domain, it would be a shame not to see it continue into the future especially in terms of the links that have been forged between Irish HEI's and the African HEI's. It is necessary to build on these links and networks if the money invested is to make a long term difference which I believe the work of CGDE can and does. I think CGDE has been one of the success stories of the PSC scheme. Hopefully Irish Aid and the HEA will see it in the same light. However, further and future investment in the Centre is crucial if these differences are to be realised in the long term'

'An eye-opener in many ways. Enjoyable and affirming of my professional values and beliefs. Challenging in a positive way. The Steering Committee side of things has been particularly interesting; I have tried to be constructive and positive in my engagement here and feel that in the main this has been possible. The quality and enthusiasm of most members has allowed this'

'Steering C meetings were torturous, laborious and unproductive. Dominated by Mary I and undergirded by a neo-colonial ideological framework'

'I hope the project continues for at least three more years to consolidate the current gains'