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 Morley, L et al (2011) Widening Participation in Higher Education in Ghana and Tanzania: Developing an Equity Scorecard
 ESRC Impact Report, RES-167-25-0078. Swindon: ESRC

ECONOMIC AND SOCIAL RESEARCH COUNCIL IMPACT REPORT



For awards ending on or after 1 November 2009

This Impact Report should be completed and submitted using the **grant reference** as the email subject to **reportsofficer@esrc.ac.uk** on or before the due date.

Completion of this Impact Report is mandatory. It will not be possible to edit this Impact Report at a later date, as it is designed to provide a statement of the impacts of your project to date 12 months after your grant ends.

Please note that the Impact Report will only be accepted if all sections have been completed in full. If a section does not apply to you, please enter 'n/a'. Grant holders will not be eligible for further ESRC funding until the Report is accepted. (Please see Section 5 of the ESRC Research Funding Guide for details.)

Please refer to the Guidance notes when completing this Impact Report. In particular, the notes explain what the ESRC means by 'impact'.

Grant Reference	RES-167-25-0078		
Grant Title	'Widening Participation in Higher Education in Ghana and Tanzania: Developing an Equity Scorecard'.		
Grant Start Date	1/9/2006	Total Amount Expended:	100% Cost: £705,357.50 ESRC contribution: £571,319.95
Grant End Date	31/1/2010		
Grant holding Institution	University of Sussex		
Grant Holder	Professor Louise Morley		
Grant Holder's Contact Details	Address	Email	
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Co-Investigators (as per project application):		Institution	
Professor Fiona Leach		University of Sussex	

1. SCIENTIFIC IMPACT

A Please **summarise** below the scientific impact(s) your project has had. *[Max 250 words]*

(i) Advances in empirical understanding

This project addresses a dearth of scholarship on higher education (HE) in low-income countries when the revitalisation of African HE is increasingly prominent in international policy. It provides new evidence in support of more socially inclusive HE in sub-Saharan Africa (SSA).

This mixed-methods study of one public and one private case study university in each of two African countries involved 200 student life history interviews, 200 staff and policymaker interviews, and the completion of 100 Equity Scorecards (ESC). ESCs are high-impact tools conveying complex statistical data to multiple constituencies to aid evidence-informed policy development and evaluation.

(ii) Advances in theory and methodology

The concept of intersectionality was applied to the ESCs which measured access, retention and achievement in relation to gender, socio-economic status (SES) and age on four programmes of study in each of four universities. This approach yielded a nuanced overview of the intersected effects of different structures of inequality on access, retention and achievement.

Student life history interviews provided original data about experiences of HE in two African countries, revealing the significance of the quality of learning environments, the role of earlier educational experiences and the importance of support for access to HE. Staff and policymaker interviews identified structural and implementation challenges that are often overlooked in policy initiatives *e.g.* lack of management information systems.

The study demonstrated how statistical analysis combined with in-depth interviews can indicate the extent to which HE is challenging or reproducing social inequalities.

B Please outline the **findings and outputs** from your project which have had the scientific impact(s) outlined in 1A. *[Max 250 words]*

The use of the Equity Scorecards resulted in theoretical and methodological advances and communicated empirical findings. These statistical data contextualise (and sometimes contradict) findings from the 200 student life history interviews and 200 interviews with university staff and policymakers. Findings from ESCs and the interviews are summarised in the 2010 End of Award Report under project findings *e.g.* Most programmes enrolled low numbers of low SES students and women were in the minority in science programmes - despite evidence of affirmative action. The

group most at risk of dropout was mature students.

The project outputs are listed on the award page of the ESRC website
<http://www.esrc.ac.uk/my-esrc/grants/RES-167-25-0078/read>

Journal articles have focused on research findings including:

- Gender equality *e.g.* gender mainstreaming, sexual harassment and women entering science programmes;
- Intersectionality with respect to gender, poverty, age and participation;
- Opportunity structures and social processes.

Keynote presentations have drawn out the following questions for debate:

- International patterns in participation and under-representation of low SES students;
- How gender mainstreaming initiatives do not always include attention to poverty, and major impediments to gender equality including sexual harassment;
- How massification of African HE has not included attention to the quality of the learning environment;
- Policy implementation gaps for widening participation (WP), and whether HE is still the hereditary domain of the socio-economically privileged.

Additionally, recent **conference papers** are being developed into journal articles which analyse:

- Disability, development and student advocacy;
- Mature women students in Ghana;
- Policy implementation gaps in Tanzania.

C Please outline **how** these impacts were achieved. [*Max 250 words*]

The impacts described under 1A are emerging through four main methods of dissemination:

(i) **Publications and Seminar/ Conference presentations**

Nine articles in refereed journals, two book chapters, 26 keynote addresses, and 17 conference / seminar presentations have included the project findings. References are provided at <http://www.esrc.ac.uk/my-esrc/grants/RES-167-25-0078/read>

(ii) **Project Website** [www.sussex.ac.uk/education/cheer/wphegt]

The project website provides academics, students and organisations researching higher education in SSA and WP internationally with a range of resources including:

- Project Report and Executive Summary;
- 100 Equity Scorecards;
- Details of project publications;

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- Conference and seminar presentations;
- Videos of dissemination seminars;
- WP Resources *e.g.* bibliographies, links to relevant organisations and reports;
- Six Case Studies composed from interview data;
- Information on research methodologies;
- Materials for capacity-building;
- Information and photographs of HE in Ghana and Tanzania;
- Interactive Discussions.

(iii) Seminars

A series of three Knowledge Exchange and Impact Enhancement Seminars 'Exchanging Knowledge for Widening Participation: A Focus on Higher Education in Ghana and Tanzania'.

Seminars took place at the University of Dar es Salaam, Tanzania (9 November 2010), The Cleaver Centre, Accra, Ghana (18 November 2010) and the University of Sussex, UK (9 December 2010). These events brought together an international group of academics, policymakers, NGO representatives and student organisations to discuss the significance and impact of the project findings. Each seminar was attended by 30-40 participants.

(iv) Equity Scorecards

This innovative methodology introduces a means of systematically evaluating and monitoring the effectiveness of widening participation initiatives.

D Please outline **who** the findings and outputs outlined above had an impact upon. This can include specific academics/researchers through to broader academic groups. *[Max 250 words]*

(i) Academics, managers and student representatives

Findings are enabling managers to review practices against research evidence. Data collection difficulties revealed the absence of management information systems. Dissemination seminar participants, academics and policymakers, who acted as advisers, and interviewees had opportunities to reflect on widening participation strategies and engage with ESCs.

(ii) International academic community

Keynote, conference and seminar papers [see <http://www.esrc.ac.uk/my-esrc/grants/RES-167-25-0078/read>] have been presented in Belgium, Finland, Germany, Italy, Japan, Norway, Portugal, Sweden, Taiwan, UK, and the USA. Learned societies at which papers have been given include the Society of Research into Higher Education, the British Educational Research Association, the Society for Educational Studies and the Gender and Education Association.

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Audience members *e.g.* Dr. Diane Eynon, Director, Partnerships for Social Impact, Aresty Institute, University of Pennsylvania, USA, commented on how the research has developed conceptual understanding of widening participation in HE, and the potential of ESCs. Neil Kemp, an international consultant in HE, commended the project for ‘starting an approach that is more fundamental in terms of education and social outcomes compared to the criteria employed to generate the SJTU or THE league tables’.

Project publications span international journals in the fields of HE, international development, sociology of education and social science. Publications were often invited after presentations *e.g.* the 2008 International Sociology of Education Annual Conference presentation led to a paper in *International Studies in Sociology of Education*; the 2010 Higher Education Close Up (HECU) keynote resulted in a paper in the *Journal of Higher Education Research and Development*.

2. ECONOMIC AND SOCIETAL IMPACT

A Please **summarise** below the economic and societal impact(s) your project has had.
[Max 250 words]

(i) Capacity building - Working in an international team, researchers developed skills to construct ESCs, conduct in-depth interviews and present to international audiences *e.g.* 2009 UKFIET Conference, Oxford. Adu-Yeboah (Ghana) gained her doctorate (November, 2010).

(ii) Informing policy discourse – Findings are stimulating discussions about widening participation in HE *e.g.* media coverage (*Daily Graphic*, Ghana 11th February 2010). See also Q3 response below.

(iii) Country-specific benefits

Tanzania

Director of Undergraduate Studies at the public university, University of Dar es Salaam (UDSM), is using findings to develop policy for disabled students.

Lead Researcher (Lihamba) used findings in a proposal to the Tanzanian Government on support for disabled students.

A UDSM Bureau for Quality Assurance is established, informed by project recommendations.

ESCs:

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- transformed universities' and NGOs' conceptions of participation rates, *e.g.* CAMFED's initiative for scholarships for poor women was informed by the finding of low representation of low SES students on many programmes;
- revealed that overall increases of women students in science programmes (achieved with support from the international donor community) excluded participation of mature and low SES women.

Ghana

The Admissions Office has developed a data maintenance system at Central University (private university).

The Students' Union at the University of Cape Coast (UCC) (public university), has deployed findings on poverty in establishing funding for disadvantaged students.

The UCC Counselling Service convened four seminars to develop tutors' student support skills.

The UCC Student Council organised student representation in cases of sexual harassment. The Student Union is initiating a 'zero-tolerance campaign'.

B Please outline the **findings and outputs** from your project which have had the economic and societal impact(s) outlined in 2A. [*Max 250 words*]

A comprehensive Research Report outlines findings:

Morley, L., Leach, F., Lussier, K., Lihamba, A., Mwaipopo, R., Forde, L.D, and Egbenya, G. (2010) *Widening Participation in Higher Education in Ghana and Tanzania: Developing an Equity Scorecard*. An ESRC/DFID Poverty Reduction Programme Research Project.

<http://www.sussex.ac.uk/education/cheer/wphegt>

The **findings** that have had the greatest social impact to date include:

- Evidence of sexual harassment/ sex for grades in all universities in both countries;
- Absence of students from low SES backgrounds on most programmes;
- Lack of support for disabled students;
- High drop-out rate of mature students;
- Increased numbers of women in science programmes do not include poorer or older women.

Stakeholders are also aware of the potential economic impact of these findings *e.g.* marginalisation of disabled people and failure to develop capacity of socio-economically disadvantaged groups in low-income countries. Gender inequalities also breach international policy aspirations including *Millennium Development Goal 3* to promote gender equality and empower women.

Outputs include:

Position papers (listed in Appendix to 2b) authored and presented by two prominent leaders in HE policy and research:

- Paul Effah, Executive Secretary of the National Council for Tertiary Education, Ghana.
- Professor Daniel Mkude, University of Dar es Salaam, Tanzania.

Seminars

In-country seminars [see <http://www.esrc.ac.uk/my-esrc/grants/RES-167-25-0078/read>] have been sites of debate and exploration of the research findings. These have attracted media, policy and academic attention. The project has also lent credence to previous research *e.g.* conducted by the African Women Lawyers' Association (2003, see <http://www.awlafrica.com/index.htm>) on sexual harassment.

C Please outline **how** these impacts were achieved. [*Max 250 words*]

Impacts have been achieved through (i) three Knowledge Exchange and Impact Enhancement Seminars (ii) website (iii) media coverage (iv) project methodology.

(i) Knowledge Exchange Seminars

An Executive Summary and study materials were produced for discussion with invited audiences at three knowledge exchange seminars.

- Tanzania 9 November 2010
- Ghana 18 November 2010
- UK 9 December 2010.

Participants from NGOs, student unions, academia and policy development assembled to discuss the significance, validity and impact of the findings. As well as raising participants' awareness, the events attracted media attention *e.g.* newspaper articles and TV coverage.

In addition to the two position papers mentioned above, three papers were prepared for presentation at these seminars. These summarised findings (Lihamba and Forde), compared the project findings to those from the ESRC Teaching and Learning Research Programme (David), and reflected on the problems and possibilities of 'impact' (Hey).

(ii) Website – (as detailed above in Q1C)

(iii) Media coverage

The project findings were featured in the media in Ghana, Tanzania and the UK on eight occasions: TV (twice), radio (once) and newspaper (five articles) [see <http://www.esrc.ac.uk/my-esrc/grants/RES-167-25-0078/read>].

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(iv) Project Methodology

The construction of Equity Scorecards using data collected by local researchers, and the involvement of policymakers and academic managers in the course of interviews and advisory groups were the means by which the impacts relating to the ESCs were achieved. ESC data were complemented by interview data that revealed details of everyday life for students and academics *e.g.* lack of support and learning resources.

D Please outline **who** the findings and outputs outlined above had an impact upon. This can be at a broad societal level through to specific individuals or groups. [*Max 250 words*]

Academic staff, managers, journal editors, policymakers, representatives from NGOs, student organisations and the media attended the Knowledge Exchange and Impact Enhancement Seminars in Ghana, Tanzania and UK.

- The NGOs included: HAKIELIMU (Education Rights NGO in Tanzania), the Tanzania Gender Network Programme, Campaign for Female Education (CAMFED), Research on Poverty Alleviation (REPOA), Ghana Society for the Blind, the Association of Commonwealth Universities, and the International Association of Universities.
- Policymakers attended from the Ministry for Women and Children, Ghana, the Tanzania Commission for Universities, the National Council for Tertiary Education, Ghana, and the Ministry for Higher and Vocational Education, Tanzania.

The Equity Scorecards have also received considerable attention in international circles *e.g.* in Japan, the UK and the US. Medical educators in the UK are discussing the possibility of using them to track access, retention and achievement of students from low socio-economic backgrounds in medical schools.

Individuals have requested meetings with the Principal Investigator to discuss the implications of the research for their work *e.g.* Dr. Christiane Bögemann-Hagedorn, Director for 'Cooperation with Civil Society Forces in the Field of Development' of the German Ministry for Economic Cooperation and Development. Others have been prompted to consider further research *e.g.* on HE in Sierra Leone (Dr Michael Wundah, Lambeth College of Further Education).

Media representation at the seminars resulted in TV, radio and newspaper coverage, especially in Ghana and Tanzania [see <http://www.esrc.ac.uk/my-esrc/grants/RES-167-25-0078/read>]

There has therefore been some impact in the form of raising public awareness and stimulating debates.

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3. UNEXPECTED AND POTENTIAL FUTURE IMPACTS

A Unexpected Impacts

Please note which, if any, of the impacts that your research has had were *unexpected* at the outset of the research, explaining where possible why you think this was the case. [Max 250 words]

(i) Sexual Harassment/ Corruption (Sex for Grades)

While not an intended research focus, evidence of sexual harassment and exploitation of female students by male lecturers raised important questions that needed to be answered.

Longstanding investment in gender mainstreaming and equality measures rendered staff disappointed that an unsafe learning environment persisted for many female students. Managers were surprised that cases went unreported, citing policies and codes of practice. Some academic staff blamed women students. Student unions were concerned about abuse of power. Seminar debates (2010 Accra and 2009 SRHE Conference) were followed by media coverage (*Joy FM* and *Daily Graphic* in Ghana, and UK *THES*).

The research findings enabled staff and students to speak out (see *Daily Graphic*, 11 February 2010) and added credence to previous research by the African Women Lawyers' Association (2003). Prominent human rights activist, Nana Oye Lithur, drew on this accumulated research to call for a law to compel tertiary institutions to adopt policies on sexual harassment and encourage reporting.

(ii) Mature Students

The finding that mature students were most at risk of withdrawal provoked discussions about *Higher Education for All*, the value of educating older students (who would have limited time in the labour market), and the purpose of HE as a public good or as a private good for personal development. While some stakeholders reported a wish to improve support for mature students *e.g.* Tumaini University (private) in Tanzania and UCC in Ghana, others questioned whether scarce HE places should be open to mature students.

B Potential Future Impacts

If you have a clear idea of the impact your research is likely to have in the future please detail these below. [Max 250 words]

(i) Research Evidence for International Policy

A special issue of the journal *Research in Comparative and International Education* (2012) will contribute to scholarship on African HE. The timing coincides with the World Bank's completion of a global study on equity and access to tertiary education, funded by Bank Netherlands Partnership Program (BNPP).

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Findings will inform an International Code of Ethics for Lecturers and HE being developed by the **International Association of Universities (IAU)**. IAU will review its self-assessment instrument on equitable access to reflect the research findings.

The IAU will ensure that the research findings are reported at its **2011 International Conference** on: *Strategies for Securing Equity in Access and Success in Higher Education* Kenyatta University, Nairobi, Kenya 17-18 November 2011

(ii) Organisational Impact

The four case study universities' plans include:

- Delivering staff training in orientation for new students (UCC);
- Informing discussion with the women's caucus to make their policy on sexual harassment and processes for redress more visible (UCC);
- Providing gender equality workshops organised by the UCC students' union;
- Discussing ESC findings with staff of the programmes studied to identify implications for practice;
- Developing outreach work with secondary schools for under-represented students;
- Using research findings in curricula, *e.g.* the Gender and Development UG degree, UCC, MA Gender Studies at UDSM;
- Developing a UCC association of mature women students (Forde and Adu-Yeboah). The latter's doctorate (project-linked) was on the experience of mature women students;
- Strengthening record-keeping systems *e.g.* at Central University, Ghana.

4. IMPACT LIMITATIONS

A Limited scientific impact

Please state below any major scientific difficulties that have limited the scientific impact of your research. The statement should refer to an effect on *impact* rather than simply detail research difficulties. [*Max 250 words*]

(i) Lack of good quality and detailed in-country management information systems meant that data collection took longer than anticipated and absorbed a lot of researchers' time in Ghana and Tanzania that could have been used for writing and dissemination *e.g.* Equity Scorecards were constructed largely from raw data. However, this also had an impact on stakeholders who now acknowledge the need to review their record-keeping.

(ii) The publishing world does not reflect the international policy priority of revitalising African higher education. The project has experienced a lack of scholarly

and market interest in Africa from international higher education journals and book series' editors, and lack of interest in higher education from journals concerned with comparative or international education.

(iii) The Impact Agenda is less developed in Ghana and Tanzania than in the UK. In-country research teams often have to work in cultures that do not support, resource or include research impact activities in research contracts. This can mean (a) that researchers have limited opportunities and resources to assist them to develop skills and expertise in knowledge exchange locally, (b) research impact is conducted informally via networks and partnerships between academia and civil society. Formal outputs, presentations and knowledge exchange activities have required considerable UK input, and in many cases have only been enabled by funding from the follow up research grant (RES-189-25-0113).

(iv) Difficulty of disseminating findings widely and in accessible formats *e.g.* limited access to the internet and to publication databases in the two countries.

B Limited economic and societal impact

ESRC recognises that some of the research it funds will not have an economic or societal impact in the short term. Please explain briefly below if this is the case for your project, and refer to your grant application where relevant. *[Max 250 words]*

Not applicable

C No impact to date

Not applicable

Please note that ESRC projects are evaluated on the basis of their scientific and/or economic and societal impact. Grant holders are expected to report any future impacts as they occur using the Impact Record, downloadable from the ESRC Society Today website.

If you have no impacts at this stage, please give reasons below. *[Max 250 words]*

Not applicable

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5. DECLARATIONS

Please read the statements below. Submitting this Impact Report to **reportsofficer@esrc.ac.uk** confirms your agreement.

- i) This Impact Report is an accurate statement of the impacts of the research project to date. All co-investigators named in the proposal to ESRC or appointed subsequently have seen and approved the Report.
- ii) Details of any subsequent impacts will be submitted via an Impact Record as they occur.

Thank you for completing this Impact Report. Your Impact Report will be considered along with your End of Award Report in the evaluation of your research.

You are now invited to complete the confidential Nominations form, which will assist with the evaluation of your project.

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NOMINATED OUTPUTS

Please nominate a maximum of two outputs from your research which you would like to be considered as part of the evaluation.

Output type (eg journal article, book, newspaper article, conference proceedings)	Publication details (eg author name, date, publisher details)	Uploaded to <i>ESRC Society Today</i> ? (Yes/No)
Journal article	Morley, L. & Lussier, K. (2009). "Intersecting Poverty and Participation in Higher Education in Ghana and Tanzania." <i>International Studies in Sociology of Education</i> , 19(2): 71–85.	Yes
Journal article	Morley, L. (2011). "Sex, Grades and Power in Higher Education in Ghana and Tanzania." <i>Cambridge Journal of Education</i> 41(1): 101-115.	No – the article will be published in March.

Please email your completed Impact Report, including the Nominations section, to reportsofficer@esrc.ac.uk, using your **grant reference number** as the email subject.