

**ECONOMIC AND SOCIAL RESEARCH COUNCIL  
IMPACT RECORD**



Thank you for updating your Impact Record. This Record should be completed and uploaded to your ESRC grant page (on the website).

An Impact Record can be submitted and edited at any time, during or after your grant. It is designed to record the impact of your research as and when it happens.

The Impact Record may be used to complement the information given on the *Impact Report* which is required 12 months after the end of your grant.

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

<b>Grant Reference</b>	RES-167-25-0217		
<b>Grant Title</b>	Strengthening Open distance Flexible Learning (ODFL) systems to increase education access and attainment for young people in high HIV prevalence SADC countries		
<b>Grant Start Date</b>	April 1 <sup>st</sup> 2007	<b>Grant End Date</b>	July 31 <sup>st</sup> 2010

**DETAILS OF IMPACT**

Please tick:

<b>This is a scientific impact</b>	<input type="checkbox"/>
<b>This is an economic and societal impact</b>	<input checked="" type="checkbox"/>

A Please **summarise** below the impact(s) your project has had. *[Max 200 words]*

- (i) Increased effectiveness and efficiency of the educational provision in the project intervention schools – achieved through
- increasing the level of engagement and motivation of teachers;
  - strengthening links between the school (head-teachers, class-teachers) the SMC members, local community-based organisations (CBOs) and the students and their families;

- strengthening links between the schools and the PEAs.
  - encouraging schools to become more inclusive of all learners.
- (ii) Enhanced quality of life for children in the intervention classes resulting from improved psychosocial health and wellbeing and increased collaboration and co-operation between pupils to support learning.

Wider uptake of the findings beyond the two project countries.

B Please outline the **findings and outputs** from your project which have had the impact(s) outlined in A above. *[Max 200 words]*

- (i) In Malawi, findings from the analysis of the qualitative evaluation data suggested that students in the intervention classes had improved motivation and capacity for independent learning and higher self-esteem resulting from an improved reading culture and stronger social networks. The school 'buddy' system appeared to have increased co-operative learning and support between students.
- (ii) In Malawi, teachers in the intervention classes showed increased motivation and engagement and after the intervention finished all the intervention schools decided to sustain implementation using the project materials and the capacity that had been built.
- (iii) In Lesotho, mathematics teachers in the intervention classes showed increased motivation and engagement due to provision of the self-study learner guides which they also found useful for planning their face-to-face lessons.
- (iv) In Malawi, the post intervention follow-up has shown that eight of the schools in the intervention group have now changed their exclusionary policies and discipline practices. For example, children who came to school late or without school uniform were no longer being excluded from class, school rules to reduce bullying were being more strictly enforced and discrimination against vulnerable learners had been reduced through regular sensitisation.

In South Africa, SAIDE has used the research findings to develop a school management strategy and tool-kit to implement the South African inclusive education policy.

C Please outline **how** these impacts were achieved. *[Max 200 words]*

These impacts were achieved through:

- (i) Participation of the schools in the design and delivery of the intervention, which involved training of head-teachers and class-teachers, SMC members, PEAs and youth club leaders and monitoring and support during implementation.
- (ii) Post-intervention workshops in each study site for stakeholders at community, school, district and provincial levels to carry out a participatory evaluation of the intervention and decide on their next steps.
- (iii) The research team member from SAIDE disseminating the SOFIE findings and

building support for their uptake.

Outputs

The outputs listed in section 1B also refer here.

D Please outline **who** the findings and outputs outlined above had an impact upon. *[Max 200 words]*

These findings and outputs have had an impact upon the whole school community including:

- (i) The students and their families/households who are in the intervention classes.
- (ii) The head teachers, class-teachers and CBO youth club leaders who have worked with these students, their class-buddies, the class-teachers and the SMC members.
- (iii) The PEAs

Policy-makers and planners in the MOE and others working in education and education related agencies who have responsibility for devising, testing and implementing policy and practice to increase educational access and attainment.