

Summative Evaluation Brief for the PEDAL Partnership, 2018-2021

This paper presents an abridged version of findings from a Summative Evaluation of the Pedagogical Leadership in Africa (PedaL) Project undertaken by AfriDev Economic Consulting Limited between October 2020 and June 2021.

Project background

PedaL is one of the partnerships that was supported by the Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) programmes through funding from the Foreign and Commonwealth Development Office (FCDO). The implementation of PedaL was led by Partnership for African Social and Governance Research (PASGR), in collaboration with the University of Ghana (UG), University of Ibadan (UI), Uganda Martyrs University (UMU), University of Dar es Salaam (UDSM), Egerton University (EU); Institute of Development Studies (IDS); and Alliance for Research Universities in Africa (ARUA). The ultimate impact of PedaL, as articulated in the project’s Theory of change, was directed towards high quality social science graduates that positively contribute to economic growth and social transformation. The two outcomes for the project were to be achieved through three outputs and several strategies outlined in Figure 1.

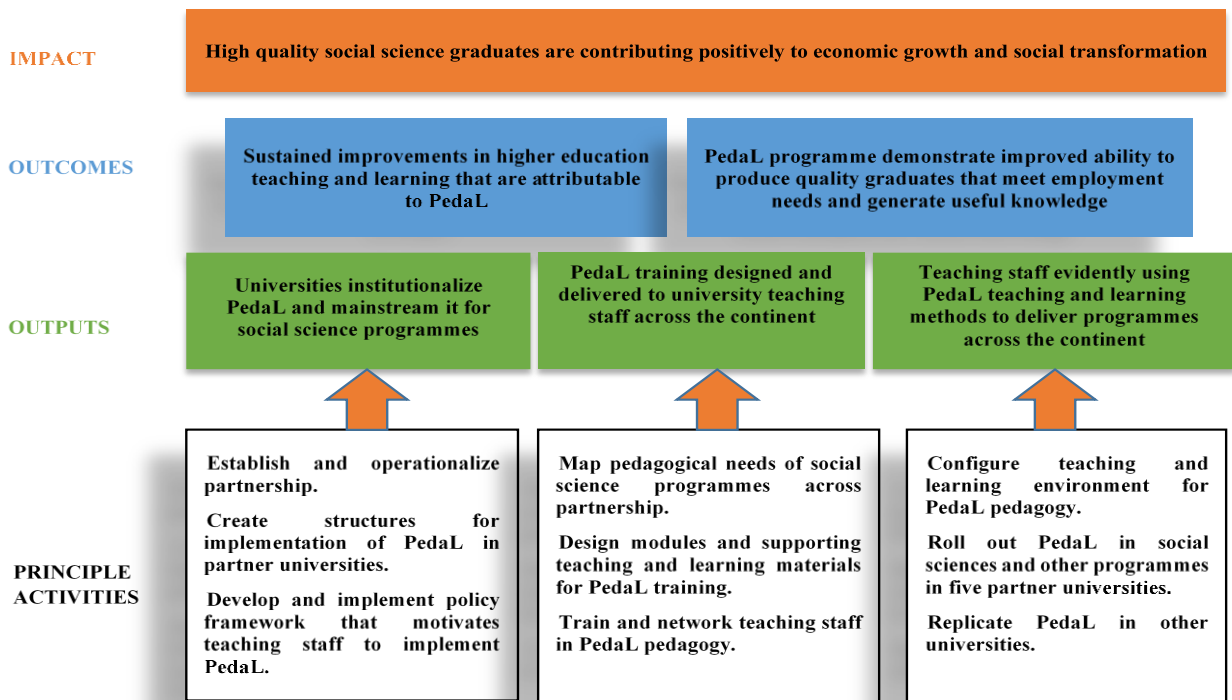


Figure 1: Theory of Change for the PedaL Project

The evaluation and key findings

The Summative Evaluation of the Pedal Project was carried out by an external team of evaluators in collaboration with Pedal's Evaluation Steering Committee and PASGR's staff. A mixed methods approach was used to gather data for the evaluation using desk reviews, online surveys, in-depth interview, focus groups and documentation of change stories. Due to COVID-19 related challenges, the evaluation team's interaction with respondents was largely limited to virtual means. The process was guided by four evaluation questions (EQs) which are captured in this brief report.

EQ1: To what extent has Pedal Project achieved its outcomes compared to its results framework?

Evaluation findings were largely positive, indicating that most targets in the Results Framework were achieved or in some cases, exceeded. Overall, there is evidence that the three outputs have made huge contributions towards the achievements of the two key outcomes set for Pedal.

Outcome 1: Sustained improvement in higher education teaching and learning

Evidence suggests that Pedal has been well received, recognised and becoming the preferred approach to teaching and learning in higher education. The support from Universities' leadership structures and other regulatory agencies has played a crucial role in the institutionalisation of Pedal. Key findings in relation to the contribution of Pedal on outcome 1 include:

The varied levels of the institutionalisation of Pedal among participating universities: Overall, the Pedal Partnership approach is viewed as facilitatory and well aligned with the strategic direction of the partner institutions that were engaged (*Evaluation Finding 3*). However, progress has varied, largely dependent on management's goodwill, leadership and the proactiveness of champions in institutions (*Evaluation Finding 15*). Involving university managers has effectively catalysed systemic changes to institutionalise Pedal initiatives. Examples of institutional changes initiated at university levels include the approval of formal programmes at postgraduate level; the establishment of centres of excellence (UG, UI); influencing policies on pedagogical training (UI); Centre for Continuing Education (JDSM); curriculum reviews and development of new programmes (EU, UMU); introduction of e-learning (UMU); as well as, the inclusion of Pedal in quality assurance criteria, budgetary allocations, policy statements and signing of preliminary collaborative agreements with other universities (University of Nairobi). Most Pedal activities are anchored on existing structures and new programmes have been initiated in participating institutions. A key success indicator has been the allocation of additional resources to host Pedal by host institutions, thus increasing Pedal's ability to influence teaching and learning across its partner university programmes.

The process of engaging with key stakeholders and partners: The institutionalisation of pedagogical methodologies at national/regional regulatory and accreditation bodies is at initial stages, though decelerated by the COVID-19 pandemic (*Evaluation Finding 16*). Through its transformative training interventions, Pedal has built traction for reforms to promote teaching excellence and potential for national and regional level policy influence. At national level, Pedal has made initial entries and efforts to engage educational bodies, national accreditation and regulatory bodies within the education sector as key partners in pursuit of catalysing high-level policy influence in pedagogical transformation

and leadership. These include the Education Management Society of Kenya, Teachers Registration Council of Nigeria, Ministry of Tertiary Education in Ghana, Inter-University Council of East Africa (IUCEA), Association of African University (AAU), etc. At the regional level, the visibility and recognition of Pedal's transformative impact on regional bodies and high-level policymakers, including the African Union, DAAD, Nuffic, Campus France and the European Commission have been observed. Aligned with African educational development priorities (*Evaluation Finding 1*), the visibility of the project has led to increased excitement and demand - reaching up to 70 universities in 10 African countries.

The Pedal partnership has transformed teaching and learning practices across the continent:

Teaching staff have been equipped with appropriate pedagogical skills essential for facilitating richer learning and producing employable graduates fit for the 21st Century knowledge economy. Pedal training curriculum aligns with the teaching staff's needs and their aspirations in teaching/learning processes within the graduate programs of focus in both partner and non-partner universities (*Evaluation Finding 4*). Overall, 92% of the teaching staff agreed that the content presented during the training sessions was relevant for the improvement of their teaching methods. By the year 2020, Pedal programme had trained 2,158 teaching staff from over 70 universities, of whom 1,250 (57.9%) were male, and 908 (42.1%) were female. This includes 1,082 (473 females and 609 males) trained through the initiative on online course design, facilitation and assessment.

The training design of Pedal was participatory with strong evidence of quality assurance and adaptation.

A multidisciplinary approach was adopted to design the Pedal content drawn from a team of university and research institution experts (*Evaluation Finding 6*). Quality was assured through peer and external reviews, with support from IDS. In addition, Pedal has built a team of specialist resource persons in the project committed to continuous improvement in the design and delivery of the curriculum (*Evaluation Finding 7*). With the advent of Covid-19, Pedal heightened its reputation as an effective catalyst in transforming higher education teaching and learning - adapting its suite of pedagogical tools towards *Pedal Online* from primarily face-to-face. *Pedal Online* training has been hailed as transformational by teaching staff and leadership across all universities; resulting in unprecedented interest in Pedal from both partner and non-partner universities. Up to 63% of non-partners attended online training. Pedal online acceptance was further catalysed by universities' investment in ICT infrastructures and the introduction of LMS as a teaching tool in response to COVID-19 and transition to online teaching. This was also followed by independent university-driven cascade workshops, being the first of a six-step process in institutionalising Pedal and forming part of Pedal's exit strategy and commitment to sustainability.

There is an overwhelming level of satisfaction with Pedal training:

Survey findings revealed overall satisfaction with the training ranging from 95% to 99%. In addition, Pedal online trainings showed an impressive perception averaging 98.9% for female and 97.9 male participants. Trained staff believed that Pedal training **effectively** equipped them to better support students in developing relevant capacities for future work and for their civic lives. Pedal pedagogical tools were deemed **relevant** and well aligned with the project's transformative agenda. (*Evaluation Finding 8*). While variations between universities were observed, the adoption of Pedal teaching methodologies have highly contributed to interactive learning processes in universities by catalysing the change in the learning environment through enhanced shared decision-making, information sharing, collaboration, innovation, and critical thinking (*Evaluation Finding 12*). Further evidence from the evaluation reveals

that students have responded positively to the innovative teaching and learning strategies introduced through Pedal. A student feedback survey revealed that 79.2% were satisfied with the learning experience in the courses that were taught using Pedal methodologies (*Evaluation Finding 9*).

Pedal has influenced changes in lecturers' instructional beliefs and attitude in the delivery of programmes in HEIs across the continent: A large majority of academics agreed that Pedal challenged their own beliefs and teaching practices resulting in improved ways of influencing student learning approaches and outcomes. Notably, arising from the success of Pedal Online, there is an increased uptake of Pedal methodology for course delivery, shaping their ability to seek and acquire knowledge and skills to perform pedagogical tasks (*Evaluation Finding 11*). Consequently, teaching staff are crafting a personal teaching philosophy, pedagogical goals to pursue over the academic year, and a refined course outline. Notably, the Pedal training has led to a shift from traditional lecture methods to more participatory learning approaches and exploratory learning.

Course redesign, transformation of teaching/learning models and approaches to assessment: Despite COVID-19 related barriers, the number of redesigned courses and e-portfolios continued to increase, demonstrating teaching staff's intentionality and commitment to Pedal's innovations. By June 2021, Pedal had influenced the redesign of 1,353 courses, half (628) of which were delivered between July 2020 and June 2021 bolstered by the *Pedal Online* series of the training. Relevant University directorates provide quality assurance to ensure that students learning outcomes are improved. In addition, Pedal applies distinctive methodologies, such as feedback surveys with teaching staff and students; focus groups with students and staff; peer observations; redesigned courses and e-portfolios uploaded on the Learning Management System (LMS); and reflective logs. However, due to COVID-19 challenges during the 2020-2021 period, only redesigned courses and e-portfolios were used as routine measures to estimate the changing teaching and learning practices. The number of teaching staff documenting their Pedal journey through e-portfolio nearly doubled from 564 in June 2020 to 919 by June 2021.

"We integrated fully the activities of Pedal to continue enhancing the skills of the staff on a continuous process" (Key informant, University MeL – University of Ibadan, Nigeria)

"“We need to shift,” from a culture whereby universities almost exclusively concentrate on research and publication when it comes to promotion, and sometimes consider effective teaching only as an afterthought" (Pedal progress Report July – December 2020 by Minister of Tertiary Education in Ghana)

"Most of the lecturers are buying into the pedagogical strategies. Students are more excited and motivated to participate and enjoy the classes. The approaches have enabled the teachers to enhance active participation in their classes" (Lecturers FGD)

"... the project realised expansive output and outcomes beyond the projected and budgeted for at the design stage hence realized economy, efficiency and effectiveness throughout the implementation cycle" (Key informant PASGR)

Outcome 2: Pedal demonstrates improved ability to influence the production of quality graduates that meet employment needs and generate useful knowledge

The evaluation indicates that the utilisation of Pedal is significantly contributing to enhancing students competencies with essential skills for the 21st-century (*Evaluation Finding 17*). Whilst it may be too early to make substantial claims of effect on this outcome, the findings are reassuring.

Students and lecturers reported improved acquisition of fundamental skills that equip graduates for employability: A survey of 258 students reported significant knowledge gains in the following 21st Century skills: critical thinking (92.6%), collaboration and teamwork (90.9%), reflecting and connecting to real-life situations (90.3%), change and adaptability (79.5%), innovation and creativity (77.3%) and digital literacy (75.6%). Graduate students that benefitted from Pedal teaching approaches felt that their interaction and confidence levels had increased, positioning them to work well in diverse settings. Also, the analytical and critical thinking skills gained through Pedal approaches were found useful in graduates' areas of specialisation. Teaching staff observed that graduates who had undergone the 'Pedal mode of teaching and learning' demonstrated superior digital literacy and other personal development skills. Likewise, a sample of employers believed that these graduates would have demonstrable capabilities managing and leading performance compared to other employees.

The design and implementation of Pedal embedded gender and social inclusion as integral in enhancing student outcomes: Results indicate that Pedal processed made considerations of gender and vulnerable groups in its design and implementation (*Evaluation Finding 23*). The innovations have benefited both male and female students, and also targeted University programmes addressing issues related to marginalised groups. Increasingly, the project was also mindful and had begun to address emerging priorities regarding persons with disabilities.

Pedal has had spill over effects on other programmes at all levels of academia including, diplomas, undergraduate and postgraduate. About 94% of the teaching staff surveyed applied Pedal teaching methodologies in their bachelor's degree programmes over and above the targeted postgraduate programmes. Pedal methodologies have also been utilised in doctorate programmes (42.6%), diploma programmes (20.8%) and professional development courses (19.3%). Within the implementing universities, Pedal pedagogy has been replicated across programmes (PhD, MA, Bachelors) and disciplines. Notably, 50% of staff trained were from Social Sciences, 19% from Arts and Humanities and 31% from Science, Technology, Engineering and Mathematics [STEM]. Further, the impact of Pedal has been felt within the partnership and beyond. Some of the partner institutions apply the approach in their own unique contexts. For instance, IDS is applying Pedal in its work in Bangladesh.

"Pedal has helped in skills development in my students compared to previous students particularly their competency in using technology, interacting online... for my postgraduate students a lot of them have been talking of how far they can have their own e-portfolio which is a way of presenting themselves. Some of my students whom I taught shared with the previous students I taught ..."
(Teaching staff in FGD)

"Through the course ..., and thereafter, I discovered that the programme has helped me in my level of interaction with people, it has built how I interact and engage with people in discussions and has also built my confidence..." (Female student in FGD sharing own experience in the work environment)

EQ2: How can factors that have influenced the achievement of project outcomes be leveraged on for sustainability of Pedal?

Several factors that influenced the achievements of Pedal were identified and these could be leveraged for consolidation, intensification, up-scaling and sustainability of Pedal.

Enabling factors and drivers of success

1. The **visibility and recognition of the transformative impact of Pedal** by national and regional bodies, as well as, high-level policymakers through its sustained **outreach, engagement, and communication (OEC)** activities, such as online and face-to-face conferences/events. These efforts positively encouraged the uptake of Pedal across African universities and beyond.
2. **University managers' drive, goodwill and leadership** has facilitated the institutionalisation of Pedal in participating universities. This has resulted in allocation of resources, cost sharing opportunities and the integration of Pedal in university processes.
3. **Lecturers' attitude and goodwill:** The appropriateness and utilisation of pedagogical methodologies was largely supported by the willingness and commitment of the teaching staff who ultimately adapted them in the teaching/learning processes.
4. **Overall support for ICT Infrastructure and upskilling staff on ICT competencies:** The pedagogical methodologies promoted by Pedal required supportive infrastructure that demand for institutions to mobilise resources and invest in ICT infrastructure. Pedal training encompassed digital literacy, addressing the low utilisation of ICT facilities, with 51% of the staff indicating competency on the usage of LMS.
5. **Adaptability to changing context:** Pedal adopted flexible design and delivery processes in its implementation, including emerging issues like the COVID-19 pandemic context. This facilitated improved access to Pedal training by a high number of teaching staff across disciplines and institutions and energised the achievement of the results. The high level of uptake of Pedal is largely due to its practical nature, transferability, and immediacy of outcomes. In addition, Pedal endeavoured to contextualise the design of the training and its delivery in the African context, which provided an impetus for acceptability and ownership.
6. **University driven cascade workshops:** Pedal's approach to scaling and sustaining the project is through 'deepening', which rides on independent university-driven cascade workshops. In order to minimise the possible impact on delivery through dilution of the quality, Pedal should continue using the strong team of trainers domiciled in the various participating universities.
7. **Commitment to value for money:** The Pedal partnership implemented strategies to achieve efficiency and value for money, enabling it to realise expansive output and outcomes. The program leveraged on existing Masters of Research and Public Policy project resources; subsidised services by partner based facilitators; minimised travel costs; as well as, cost-sharing/matched funding mechanisms. These strategies helped the program realise economy, efficiency and effectiveness throughout the implementation cycle.
8. **Strong partnership and networks:** The project is anchored on well-elaborated linkages with aligned institutions and partners in the higher education sector. This provided an entry point and acknowledgement across the sector through progressive mutual engagement processes. At national and regional level, important groundwork has been laid with regulatory bodies and higher education stakeholders, which needs to be sustained as this requires relatively longer timelines.
9. **Incentivised system:** Integration of capacity on Pedal methodologies in teaching staff's reward system provided motivation for uptake of pedagogical methods in teaching and learning

processes. The level of integration of the teaching staff rewarding system varied in terms of valuing teaching excellence and in teacher performance evaluation and promotion guidelines.

10. **Knowledge sharing among teaching staff:** The Pedal program has triggered systemic changes through knowledge sharing on pedagogical approaches among teaching staff. Sustained changes in higher learning institutions can be enhanced if there is co-sharing of knowledge and cross-learning triggering intrinsically motivated and reward-based fraternal relationships.

Challenges influencing Pedal's achievement

1. **High and growing demand for Pedal initiatives:** Though Pedal's visibility has been effective in creating a growing demand for Pedal initiatives beyond partner institutions, the partnership has struggled to meet the growing demand of the trainings by HEIs based on the current design. Pedal's response to this challenge has been through a '*deepening*' approach, which rides on independent university-driven cascade workshops training more teaching staff at lower costs.
2. **Well-funded vs under-resourced universities:** The cost-sharing model that was opened to institutions at different levels seems to disproportionately place well-funded universities to advantage. There is need for more support to under-resourced universities as they also make attempts to intensify their own resource mobilisation efforts.
3. **Uneven progress towards institutionalisation:** This is a ubiquitous threat that the project is continuously conscious of. Noteworthy, however, is that institutionalisation has commenced in some partner universities, particularly Ibadan and the University of Dar es Salaam through the existing centres of excellence. Hence, Pedal's OEC activities should be intensified to influence the institutionalisation of Pedal initiatives in other universities where progress is slow.
4. **The Covid-19 pandemic** caused disruptions in the implementation of the project. While the challenge provided an incentive for universities to switch to online learning, accessibility, infrastructural capacities and cost inhibitions related to online activities have been major challenges affecting delivery.
5. **Limited connectivity:** There is a huge challenge of limited connectivity and access to reliable internet services in partner universities hence frustrating access to digital content as well as online engagement. Disruptive fluctuations to the internet across the participating institutions undermined the successful implementation of the online training mode of Pedal training. The process of getting partner universities to prioritise and invest in the improvement of connectivity in their respective institutions is a challenge.
6. **Sustaining interest and commitment for Pedal Online:** Having virtual training requires creative strategies to sustain participants' interest and engagement. Although learners had the advantage of learning at own pace, distractions during the training, poor connectivity and high absenteeism rates are key challenges in an online mode of training.

Q3: What lessons that emerged from Pedal can be replicated in future similar higher education programmes?

Strategic partnership model

1. Leveraging Higher education national and regulatory agencies at the earliest opportunity in programming is critical in facilitating the integration of HEI pedagogical standards and policy reforms.
2. Forming partnerships with organisations that share the same vision, mandate or roles set a sustained pace in partnership implementation and adoption. The Pedal Partnership has

particularly benefitted from partnering with organisations with complementing functions and/or structures, thus triggering systemic changes, quality assurance and monitoring of key processes.

Creative and inclusive strategies

3. The approach used in a selection of facilitators through a careful consideration of intrinsic motivation, practical engagement in the respective fields, levels of influence, interpersonal relationships and commitment facilitated a driving force for the success of PedaL partnership.
4. The inclusion of gender in the design, content and implementation, as well as, consideration of the diverse criteria used by the universities when selecting training participants under PedaL partnership was strategic in aligning it to the global inclusion considerations.
5. Integrating ICT and 21st-century skills in programme design ensured that interventions were in tandem with policies/strategic plans of partner institutions, national and regional agendas.
6. Facilitating access to training materials and audio recordings within the online learning management system was strategic in tackling the challenge of disruption due to unstable internet accessibility within the online training.

Intentional involvement of university leadership and beneficiaries

7. The engagement of university managers and other strategic actors in the higher education value chain is key in creating and maintaining systemic/institutional changes in universities and national/regional education regulatory institutions. Advocacy and acknowledging the influence of strategic institutions in HEIs enhances the process of institutionalisation.
8. Involving a pool of partnership champions with intrinsic motivation and passion is key for the uptake, replication and scaling out of similar initiatives.
9. Sourcing of university monitoring and evaluation teams and facilitators within the national universities participating in the initiatives created an aspect of familiarity and belonging, thanks to the “Africanisation” of the interventions.

Flexibility and adaptiveness of the project

10. The flexibility and versatility in the design of the PedaL partnership for delivery on face-to-face and online modes were critical in facilitating its adaptability to Covid-19 effects and other contextual issues related to training programmes.
11. Engaging universities’ leadership and national level organisations to recognise and reward teaching excellence so as to catalyse implementation is key to realising pedagogical transformation and systemic changes in universities.
12. Commitment by universities through cost-sharing plays a key role in prioritising and scaling up Pedagogical transformation to improve the quality of teaching/learning processes.

Strategic monitoring of PedaL processes and knowledge sharing

13. The use of reflective logs, peer observations and shared reflections on experiences formed a critical aspect of administration and management of feedback. This process should be intentional and adequate resources allocated for the synthesis of its findings to facilitate continuous improvement. Annual convenings considered findings from monitoring processes and facilitated a platform for peer-to-peer learnings and communities of practice on pedagogical processes.

EQ 4: What should or could be done differently by the Pedal project?

Pedal has made significant contributions to the quality of learning and higher education sector and, as such, realised many gains with widespread impact envisioned in the long term. The following recommendations stemmed from the evaluation:

1. **Facilitating social inclusivity:** Mainstreaming of all facets of social inclusion to respond to the special needs of learners and teaching staff, especially persons with disabilities require consideration. The next phase of partnership rollout should demonstrate a clear integration of persons with disabilities in training design and learning.
2. **Sustained follow-ups on implementing partners:** To deepen the anchorage of Pedal initiatives in HEIs, there will be a need to sustain the engagement with participating institutions. This is necessary for offering support to the institutionalisation processes already in progress in most participating institutions and ensuring the quality of cascaded trainings.
3. **Sustained and deepened partnerships, linkages and follow-ups:** More focus needs to be put on strengthening the already established working engagements with the state (Regulatory and accrediting institutions), non-state (Private sector) and Civil Society Organizations (with a common shared interest in the areas of improving quality education). Enhanced perceptibility at all levels should be deliberate, intentional and well-resourced to strengthen the levels of ownership beyond the partner institutions.
4. **Strategic up-scaling beyond partner institutions:** To enhance the gains realised in the uptake of pedagogical methodologies, there's a need to enlist more HEIs to build a critical mass of change champions across the continent. There's notable enlisting of more HEIs in the partnership based on the demand for the reorientation of the pedagogical methods. Recruitment of additional institutions, however, should be based on expressed interest and an indication of the commitment of resources to the initiative, its requirements and initiatives. Additionally, having a critical mass trained at the institutional level to achieve sustained impact is critical to building a large pool of Pedal pedagogical champions. However, there is a need to manage the expansion process.
5. **Co-financing partnership implementation:** There's a need to enhance the capacities of participating HEIs to enhance their commitment towards sourcing, diversification and allocation of resources for implementing pedagogical methodologies and initiatives, as well as impactful implementation of the cascaded institution-based trainings.
6. **Managing dropouts and absenteeism in online training:** While the attrition rates are considerably low, sustained innovative efforts should still be geared towards further lowering the training attrition rates in online training as compared to face-to-face training. As such, efforts need to be geared towards reviewing the module content load vis-à-vis the delivery timelines, adopting incentivised learning based on their participation and timely submission of assignments/tasks, adapting the LMS to already existing teaching/learning platforms in use within participating universities and sustained follow-ups with a realigned focus towards more engagement of the MELs and local coordinators in the process.
7. **Strengthening lesson sharing and mentorship:** There is need to sustain the promotion of community of practice frameworks and refresher sessions in catalysing the adoption of pedagogical methodologies. This could facilitate co-creation of knowledge and cross-learning.
8. **Strengthening of monitoring and evaluation processes in universities:** There is a need for a robust M&E framework to guide the coordination of Pedal activities at the university level. The M&E structures at partner institutions need not only provide feedback at the partnership level but also to the institutional level in order to inform their internal processes.

Concluding remarks

In several respects, PedaL has kept on course to achieve its set outcomes and has made worthy strides in sustained improvement in higher education institutions through entrenching PedaL innovative pedagogical methodologies in the teaching and learning process. Further, the PedaL programme is demonstrating improved ability to produce quality graduates that meet employment needs and generate useful knowledge. There's progress towards ownership of PedaL pedagogical methodologies by the universities and participants involved. This has been facilitated by institutional and systemic changes that has influenced the beliefs and attitude towards the approaches. Evidence from evaluation indicate sustenance of the net partnership benefits goes beyond its lifespan.

Further, PedaL's trained teaching staff are employing the pedagogical skills acquired to deliver their courses and students are appreciating the methods in enhancing their skills and engagement in learning. The strength of PedaL's teaching methodologies is that they are transferable to African universities teaching and learning processes. Moreover, the flexibility in partnership design, including emerging issues like the COVID-19 pandemic context, energized the achievement of the results. Overall, the PedaL Project has been recognised as offering a viable solution to the perennial issues of quality and relevance of university programmes. The experience from the training and the adaptability of the teaching in enhancing 21st century approaches compounded by the COVID-19 pandemic increased the demand

On production of quality graduates that meet employment needs and generate useful knowledge, findings indicate that PedaL pedagogical initiatives are on track contributing towards enhancing students' competencies with 21st-century skills including critical thinking, collaboration and teamwork, reflecting and connecting to real-life situations, change and adaptability, innovation and creativity, as well as digital literacy.

In many fronts, the partnership has demonstrated value for money. There has been an intentional focus on sustainability measures that were embedded throughout the life of the project, which is increasing the prospects of sustained impacts for those who participated in the project. The strong evidence of demand for the initiatives in the higher education institutions in Africa, especially non-partner universities and other tertiary institutions, is encouraging. It is positive that PedaL has embarked on a journey to strategically identify means to manage the increasing demand for the project and its benefits.

Finally, PedaL has positively embraced the opportunity for an extension period offered to the SPHEIR programme by FCDO until December 2021. The project intends to give greater focus on sustainability planning and will give attention to the following activities: Outreach and engagement of regulatory agencies; Dissemination of PedaL evaluation outcomes; Documenting PedaL impact stories and outcomes; Capacity building of university resource persons; as well as, Embedding PedaL in participating universities.