As noted in the evaluation report, the next stage of development is the sustainability of this learning through a cascade model. In some areas this sustainability has already been achieved, as confirmed by one principal in Zambia: “I do not look at QEP as a project. A project has a life-span. Projects come and go, QEP is a programme. It has come to stay. It is an integral part of our work and life at the College”.

A recent evaluation of the impact of the research by the independent consulting group EDCON found significant differences in the cognitive achievement of children taught in project as opposed to non-project schools: “In Zambia, where the schools in which we administered the tests were similar, we found statistically significant differences both in 4th and 6th grade, both in Language and Mathematics.”

The evaluation also found evidence of impact on teaching, “through classroom observation we found that project-trained teachers pose more open and challenging questions to their pupils, and they give them more individual help.” As a headteacher in Zimbabwe said about the QEP-trained teachers in his school: “They seek new ways of teaching different topics to different children of different abilities.”

Not only did it go on to form the basis of an international conference convened by Save the Children in Cambodia in 2009, but it has also impacted Save the Children’s international policy development. Professor Stephens is following up this research in Bangladesh where he is working with a number of European Union-supported non-governmental organisations to deliver more effective teaching and learning to children of the Dhaka slums and Sylhet tea estates.

In conducting my review I visited some Rights Respecting Schools and saw at first hand that when children are taught about their rights they learn a greater appreciation of the rights of others. The evidence is that this has a positive impact on behaviour and teacher-pupil relationships. Rights, respect and responsibility are the three Rs of learning to be a good citizen.”

Sir John Dunford, Review of the Children's Commissioner for England, 2010