



# EdQual

A Research Programme Consortium on  
Implementing Education Quality in Low Income Countries

## **EdQual RPC Communications Strategy**

Implementing Education Quality in Low Income  
Countries

Prepared by EdQual, Bristol  
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## **Background & recent revisions**

The Communication Strategy (CS) is a living document that is constantly being updated to reflect the RPC's growing knowledge and experience in the field of communications. By EdQual's completion date in 2010 it should be a record of our accumulated knowledge on how to communicate research persuasively, so as to influence policy and practice, in the field of Education Quality in Low Income Countries within our member countries.

EdQual researchers should treat this early draft as a handbook. It should be a first port of call for guidance on mapping the communications environment in our member countries and for Large Scale Project (LSP) teams drawing up a Communication Action Plan (CAP). For those who wish to know more about communications or require further resources, a list of web-based resources is given in Appendix C.

The development of the CS throughout RPC lifetime will depend on contribution by EdQual members, who make use of this document. Feedback should be sent to the EdQual Communications Manager (CM), Angeline Barrett ([Angeline.Barrett@bris.ac.uk](mailto:Angeline.Barrett@bris.ac.uk)) or discuss with your national communications strategists and institutional coordinators.

## **Recent revisions**

The most significant changes between October and May 2006 are as follows:

1. Shaded boxes give questions to assist LSPs, SSPs, communications strategists and national communications teams with their communications planning.
2. Section 12: Monitoring the Communication Section – substantially revised and expanded.
3. Section 14: Monitoring & reviewing risks – additional section summarising results of risk analysis of communications activities and outputs.
4. Section 15: Communications Budget. Additional section gives an estimate of communications costs spread across different budget lines in the EdQual budget.
5. Appendices:- removal of appendix on specification of website; Insertion of tools for identifying target audiences & planning communications activities; insertion of pro forma for reporting on communications, mapping communications environment and communications action plans; risk assessment.

Sections 1, 3, 7, 8, 10, 11 & Appendix A have been updated in accordance with EdQual's progress with its programme of research, communications and capacity strengthening.

## **Acknowledgements**

The authors of the CS prepared for the Inception Phase Report in April 2006 were Angeline Barrett and Keith Holmes, in discussion with Leon Tikly. The October 2006 version was revised by Angeline Barrett in response to DFID feedback on the Inception Phase Report. It also reflects EdQual's learning on communications. IN particular, tools included in the appendices were collected through workshops run by DFID and EdQual (with DFID input) June-July 2006.

DFID guidance notes on research communication (<http://www.dfid.gov.uk/research/guidance.asp>) were taken as a starting point for the preparation of the first draft of the CS. Since then, it has been modified in response to feedback from DFID and communications workshops held with LSP teams in June-July 2006.

## **Abbreviations**

ADEA	Association for the Development of Education in Africa
AMESA	Association of Mathematics Educators of South Africa
BAICE	British Association for International and Comparative Education
BBC	British Broadcasting Corporation
CA	Communications Administrator
CAG	Consortium Advisory Group
CAP	Communications Action Plan
CCEM	Conference of Commonwealth Education Ministers
CIMRC	Communication & Information Management Resource Centre
CM	Communications Manager
CM1	Communications Manager
CM2	Communications Supporting Manager
Com	Communications
CREATE	Consortium for Research on Educational Access, Transitions and Equity (Access RPC)
CS	Communications Strategy
DfID	Department for International Development
DfID CRD	DfID Central Research Department
Dir	Director
EDUCAIDS	Global Initiative on Education for HIV/AIDs prevention
EdQual	Research Programme Consortium on Implementing Education Quality in Low Income Countries
EFA	Education For All
EPU	Education Policy Unit, University of Witwatersrand, Johannesburg
FAWE	Forum for African Women Educationalists
Gh	Ghana
GSoE	Graduate School of Education, University of Bristol
IC	Institutional Coordinator
ICC	Implementing Curriculum Change LSP
ICSEI	International Congress for School Effectiveness and Improvement
ICT	Information Communication Technologies
ICTs	Use of ICTs to support basic education LSP
IEPA	Institute for Educational Planning and Administration
IIEP	International Institute for Educational Planning
ILRT	Institute for Learning and Research Technology
INEE	Interagency Network for Education in Emergencies
INGO	International non-governmental organisation
KIE	Kigali Institute of Education
KR	Key Researcher
LR	Lead Researcher
LSP	Large Scale Project
M/DoE	Ministry or Department of Education
MOV	Means of Verification
Natnl	National
NCSt	National Communication Strategist
NGO	Non-governmental organisation
NRG	National Reference Group
ODI	Overseas Development Institute
OVI	Objective Verifiable Indicators
PC	Personal Computer
PDA	Personal Digital Assistant

RAPID	Research and Policy in Development
RECOUP	Research Consortium on Educational Outcomes and Poverty (Outcomes RPC)
RPC	Research Programme Consortium
Rw	Rwanda
SA	South Africa
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern Africa Development Community
SeeQ	School Effectiveness and Education Quality LSP
SIDA	Swedish International Development Cooperation Agency
SMT	Senior Management Team
SSP	Small scale project
THES	Times Higher Education Supplement
Tz	Tanzania
UDSM	University of Dar es Salaam
UKFIET	UK Forum for international education and training
UN	United Nations
UNESCO	United Nations educational, scientific and cultural organisation
UNICEF	United Nations Children' fund
USAID	United States Agency for International Development
VoIP	Voice over Internet Provider
Yr	Year

## **1. Purpose, Aims and objectives of EdQual RPC**

### **Purpose**

The overall purpose of the RPC is to provide policy makers and practitioners with new knowledge, initiatives and a sustainable research capacity to assist them in improving the quality of education for disadvantaged learners.

Special attention will be given to remote, overcrowded and otherwise difficult delivery contexts and meeting the educational needs of the most disadvantaged groups. The consortium will create a sustainable resource through supporting African partner institutions to become regional centres of excellence in one or more areas of education quality and through strengthening capacity at government level and within organisations to successfully implement change.

### **Objectives**

In support of achieving its purpose, EdQual has the following three sets of objectives:

#### Research Objectives

- To develop an understanding of education quality and to develop education quality indicators that are relevant to the needs of low income countries and especially to those of disadvantaged learners in difficult delivery contexts;
- To identify examples of effective practice in implementing education quality through an evaluation of existing initiatives in the areas of curriculum change, teaching and learning and assessment, ICTs in education, languages and literacy and leadership and management;
- To develop, pilot and evaluate new, practical initiatives in the area of education quality and to evaluate their impact on different groups of learners;
- To determine effective practice in mainstreaming education quality policies and initiatives.

#### Communications Objectives

EdQual's communications objectives are:

- (i) To effectively communicate new knowledge to key policy makers and influencers;
- (ii) To effectively communicate new knowledge to practitioners;
- (iii) To effectively communicate new knowledge to the research community.

#### Capacity Strengthening Objectives

EdQual's capacity strengthening objectives are:

- (i) To strengthen the capacity of consortium institutions to generate and communicate new knowledge;
- (ii) To strengthen the capacity of practitioners to implement quality improvement initiatives.

Further information on EdQual can be found in the brochure and on the website ([www.edqual.org](http://www.edqual.org)).

## **2. Aims and Objectives of the Communications Strategy**

This Communications Strategy (CS) is intended as a management tool to facilitate achievement of EdQual's communication. It explains what EdQual aims to achieve through research communication and how. It also serves as a communications handbook for EdQual researchers giving guidance on how to communicate with audiences, who have the power to change policy and practice.

The aims of the Communication Strategy (CS) are to ensure that:

1. programme research is responsive to changing user needs;
2. new research knowledge is communicated to target audiences in a way that will assist in the implementation of new initiatives to reduce poverty and to achieve gender equity;
3. effective communications channels are developed and sustained within the RPC itself in order for it to achieve its overall purpose.

The CS has the following objectives:

- To establish a culture of information sharing within the RPC.
- To set up systems for ensuring effective communication of research during and beyond lifetime of RPC.
- To identify appropriate target audiences for the RPC and to define specific communications objectives for each of these groups;
- To identify key features of the communications environment including opportunities for and threats to communication with key target audiences in partner countries and within the international development community;
- To identify individuals and groups who are best placed to communicate with key target audiences;
- To identify effective communication channels for reaching specific target audiences;
- To develop a communications action plan based on the above objectives and to put in place effective monitoring and reviewing arrangements.

### **3. What to communicate?**

One year into a five-year research programme, it is not possible or desirable at this stage to pre-empt the findings that will emerge from research. EdQual members are experts in their field and reliable judges of the knowledge needs to improve the quality of education in their own countries. The substantive issues to be researched have been determined carefully on the basis of the following:

- (i) knowledge needs of DfID (as outlined in the invitation for expressions of interest);
- (ii) the judgement of experts within EdQual;
- (iii) the knowledge needs of policy makers in African member countries identified through the consultation workshops.

During the first year, communication has mainly been concerned with the following:

1. Informing target audiences about EdQual and its main areas of research;
2. Consulting with policy makers and key advocates in African partner countries so that their knowledge needs can inform research design.

For the second year the main messages to communicate will be the following:

1. Who and what is EdQual. What areas are we researching;
2. The rationale and methodological approach of our research projects;
3. Literature reviews and reference libraries to be made available as a resource for researchers with an interest in education quality;
4. Findings of baseline studies when these become available;
5. Emerging findings from analysis of SACMEQ data on school effectiveness and education quality in Sub-Saharan Africa.



## 4. Target Audiences

This section represents an initial attempt to map target audiences for the RPC as a whole. It may be used by LSP teams as a starting point for identifying the target audiences for their own research. One way to do this may be by discussing the following questions:

- ❑ On figure 1, what are the particular policies and practices that this LSP aims to influence?
- ❑ In table 1, what categories of target audience are most important to this LSP?
- ❑ Can we name individuals and organisations to enter into table 1 that are relevant to this LSP?
- ❑ Do the objectives for the target audience reflect the communication objectives for this LSP? How can then be modified and refined for our LSP?

Further tools for stakeholder analysis are given in appendix E.

*The analysis in this section is based on the (i) the current knowledge and assumptions of the central communications team and (ii) insights gained through consultative workshops with policy makers and influencers in each African partner country in November 2005. The authors also drew on information on policy making process from Kuder (2004)<sup>1</sup>.*

The purpose of EdQual is to change policy *and* practice. Hence we aim to communicate persuasively with three broad categories of target audience: those who influence policy; those who make policy and the practitioners who implement policy. New knowledge that can change policy and practice can only be generated through quality research and quality research is dependent on good communications between researchers, their advisers, evaluators and funders. Hence EdQual researchers and administrators, DfID and other RPCs may be regarded as an important fourth category of target audience. How communication with the four audiences contributes towards the EdQual purpose of changing policy and practice is represented in figure 1.

The three target audiences can be expanded as follows:

### *Policy influencers*

Advisers: Academic community; researchers based in education institutions and other organisations, research collaborations and programmes (e.g. SACMEQ); research networks and academic associations.

Advocacy groups & Lobbyists - INGOs (e.g. Oxfam, FAWE, Aga Khan Foundation), bilaterals (e.g. SIDA, USAID) and multilaterals (UNESCO, World Bank, UNICEF, Commonwealth Secretariat); Civil society organisations, national NGOs; teachers unions.

General public

Media: press, television, radio, community theatre

### *Policy makers*

Politicians

Individuals within ministries/departments of education (M/DoE) and other departments concerned with aspects of education.

Influential individuals within national curriculum-writing and assessment bodies, teacher management bodies (eg. Teachers Service Commissions), etc.

Individuals from NGOs and civil society organisations on policy working groups.

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<sup>1</sup> J.L.Kuder (2004) The formulation of primary education policy in Tanzania within a global governance approach to aid and development, unpublished Ph.D. thesis, University of Bristol, Graduate School of Education.

Networks including education ministers, e.g. Commonwealth Education Ministers, ADEA.  
EFA working groups.  
Bodies for regional government, e.g. SADC

*Policy implementers*

Practitioners – teachers, teacher trainers, educational administrators  
Parent-governors, community leaders etc.

In order to conduct high quality and relevant research we also need to communicate with each other. Hence, a fourth target audience is:

*Internal*

EdQual researchers and administrators  
CAG and specialist advisors  
Action researchers and research participants  
DfID & other RPCs

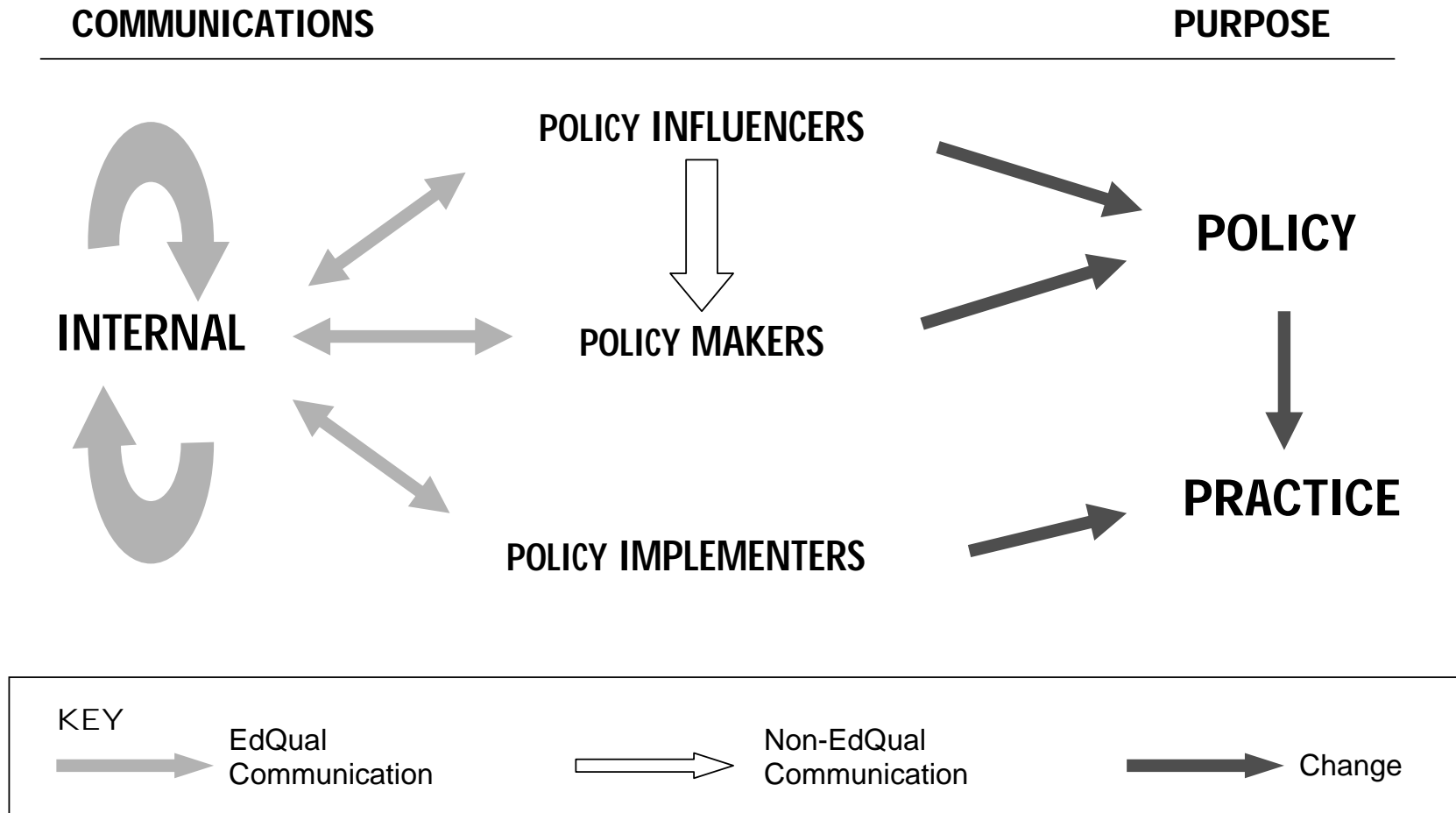
It can be seen that this categorisation groups together audiences with very different communication needs, stemming from their location, their access to knowledge and types of expertise. There is also some overlap between the categories. This is most especially true of the policy influencing and policy making categories as international donors and national NGOs and civil organisations are increasingly being given a formal role in areas of policy making that were traditionally the domain of government. The popular media journalists, artists and producers with no particular expertise in educational issues as well as journalists, who specialise in education or development issues. Other RPCs may be considered as an internal audience or as researchers within the policy-influencers category.

For the purposes of a communications strategy it is useful to break our target audiences down according to their communication needs as these determine *how* we will communicate with them. Table 1 rearranges target audiences into the groups of researchers, international advocates/bureaucrats, national advocates, government, practitioners, media and lay audiences. Communication objectives are given for each of these groupings. National communication teams may break down these groups further when they map the communications environment for their own country (see section 6). Finally, a set of objectives are given for internal communication as internal organisation.

**Questions for research projects**

- Which cells in table 1 is your research project targeting?
- Who/what are the key individuals, organisations and institutions within the cells you are targeting?
- Do the objectives for your target audiences represent the communication objectives for your research project? How can they be modified to suit the objectives of your research project?

Figure 1: Diagram showing how communication with target audiences contributes towards EdQual Purpose



**Table 1: Target audiences**

	Policy Influencers	Policy Makers	Policy Implementers	Internal
<b>Resear chers</b>	Academics Consultants Research organisations Research collaborations & programmes Researchers within advocacy & lobbying organisations			EdQual researchers CAG members Specialist advisers Funded PhD students Colleagues Research students
<b>Interna tional advoc ates/ bureau crats</b>	INGOs Multilaterals Bilaterals	Representatives of donors on working groups Networks including education ministers Bodies for regional government EFA working groups		EdQual administrators Oxfam + FAWE representatives on CAG DfID CRD
<b>Nation al advoc ates</b>	National NGOs Civil society organisations Teachers unions	Representatives of national advocates on policy working groups		
<b>Gover nment</b>		M/DoEs Curriculum & assessment bodies Teacher management bodies Politicians		
<b>Practit ioners</b>			Teachers Headteachers Teacher educators Educational administrators Professional associations	Action researchers
<b>Media</b>	Press Television Radio Community theatre		International publishers National publishers	Community theatre specialist on CAG
<b>Lay</b>	General Public Includes pupils, students & parents Employers' organisations		Pupils Parents School governors or committees Community leaders Local opinion leaders	Research participants from communities

## **Researchers**

This group includes the academics, research consultants and researchers based within research, advocacy and lobbying organisations. Academics and researchers often advise policy makers on the basis of their expertise in a specific area. As intellectuals external to the policy-making process they can be keen critics of policy. They have a high level of awareness of current research knowledge both within their own countries and internationally. As such they are well placed to judge the theoretical and methodological rigour of EdQual's research.

*Communication objectives for academics/researchers are:*

1. To engage researchers in critical debate over notions of quality education and quality indicators;
2. To stimulate more widespread theoretical debate on the education of disadvantaged groups in low income countries;
3. To invite the academic community to critique EdQual research outputs, most especially in the form of conference papers and journal articles;
4. To stimulate further research and postgraduate teaching on quality education in low income countries.
5. To involve academics in dissemination through teaching, consultancy and other activities.

## **International advocates and bureaucrats**

This group is international organisations, associations and networks, who are interested in influencing policy across low income countries or within the Sub Saharan Africa. It includes donor and lending organisations, INGOs, multilaterals, and bilaterals. There is some overlap with the 'research' group as donor, advocacy and lobbying organisations often engage or sponsor research to inform their other activities. This group is best placed to judge the relevance of EdQual research for countries other than those where the research is conducted.

*Communication objectives for international advocates/bureaucrats are:*

1. to listen and respond to the changing knowledge needs of international policy influencers and policy makers;
2. to dialogue with international advocates over notions of quality education and quality indicators that relevant to low income country contexts;
3. to engage selected individuals in advising on the relevance of EdQual research for low income countries;
4. to influence international policy influencers to apply research findings to a range of low income countries.

## **National advocates**

This group includes national level organisations who seek to influence policy through lobbying and advocacy as well as bodies directly involved in policy making. As representatives of NGOs and civil society organisations are being invited to participate in policy writing work groups, traditional policy influencers are gaining more power with respect to policy making. They are also important intermediaries through which to communicate with lay audiences, as they are also experienced in awareness raising and using public opinion to influence policy makers. This group are well-placed to judge the usefulness of research for improving education quality countries in which it is conducted.

*Communication objectives for national advocates are:*

1. to dialogue over notions of quality education, most especially with respect to disadvantaged groups;

2. to influence advocates to take up research in their activities to influence policy;
3. to collaborate with advocates in awareness-raising on issues of education quality and the educational needs of disadvantaged groups;
4. to dialogue with advocates over the usefulness of research for improving education quality.

## **Government**

This group includes civil servants within Ministries or Departments of Education, government bodies responsible for writing national curricula, assessment and managing teachers. This group are likely to have experience and expertise in educational issues and many would have been teachers earlier in their careers. It also includes politicians, who may have little specialised knowledge of education. They handle wide-ranging responsibilities and need solutions to real world problems. It should not be assumed that they are aware of, or even interested in, research knowledge but have more economic and political power than intellectuals. They have to make important decisions, often to tight deadlines. Depending on the organisations within which they are based they operate under overtly political imperatives. This group are best placed to judge the usefulness of EdQual research for informing policy making to the countries where research is being carried out.

*Communication objectives for government are:*

1. to dialogue over notions of educational quality and quality indicators;
2. to be recognised by policy makers as a source of credible, authoritative and useful research on Education Quality;
3. to involve policy makers in the implementation of pilot initiatives and keep them informed of findings and research outputs;
4. to influence policy makers to take up research in policymaking, curriculum-writing and design of classroom and training materials;
5. to influence policy makers to mainstream initiatives first developed by EdQual.

## **Practitioners**

EdQual aims to change practice as well as policy. Practitioners are responsible for implementing policy. However, a considerable body of research demonstrates that in low income countries the practice of teachers and education managers can diverge significantly from official policy. Hence, change to policy cannot be assumed to lead to the expected change in practice. It is necessary to persuade practitioners as well as policy makers that the new initiatives are effective and in their best interests to implement.

*Communication objectives for practitioners:*

1. To dialogue with practitioners over notions of quality education, quality indicators and quality schools;
2. involve practitioners in the design and conduct of action research, which is responsive to their changing knowledge needs and contexts;
3. To involve practitioners in designing, piloting and evaluating initiatives, classroom materials and training materials;
4. To engage practitioners in disseminating findings to their colleagues;
5. To influence practitioners to take-up practices that promote quality education, most especially for disadvantaged groups, through access to materials and training programmes.

## **Lay audience**

The ultimate goal of EdQual is to reduce poverty amongst disadvantaged groups. The lay audience for EdQual research includes parents and pupils living in poverty and struggling with economic or social disadvantage. Certain individuals, such as those sitting on school governing bodies and opinion formers and community leaders, have power to influence how policy is implemented within their localities. Politicians, who contribute directly policy making, are also an important lay audience. The power of public opinion is exemplified by policy on language of instruction in schools. The popular view that education in a vernacular language is inferior to that in an European language makes it politically unfeasible for policy makers in much of Africa to take researchers' recommendation that first language learning is beneficial to children's cognitive development. The uptake of some of EdQual's research findings will depend on raising awareness of education quality issues amongst the general public.

*Communication objectives for lay audiences are:*

1. To dialogue over notions of quality education and quality schools;
2. To involve opinion formers, community leaders, members of school governing bodies, pupils and parents as participants in EdQual research projects;
3. To involve opinion-formers in influencing the understandings of parents and communities that support schools
4. to raise public awareness on issues of education quality, most especially with respect to disadvantaged groups ;

## **Media**

The media, including newspapers in local and international languages, television and radio, play a special role in informing the general public and representing their views. Lay audiences in remote areas are reliant on radio to keep them up to date on current affairs and radio magazine programmes and soap operas have been used as effective tools for awareness raising on social and health issues. Community theatre is a useful tool for stimulating debate and reflection on social issues within communities or schools. The internet can be used to reached an international or national lay audience, who have access to communication technologies. Policy makers within democracies are attentive to messages that popular media put out, most especially in the most respected national newspapers. However, it can be notoriously difficult to communicate clearly and accurately through the media as messages can be sensationalised or over-simplified. Some members of the media, such as publishers of educational materials, are also involved in the process of implementing policy.

*Communication objectives for the media are:*

1. to influence policy makers through strategic press releases and coverage of research and communication activities;
2. to present research in ways that are attractive and accessible to the bulk of the population in countries where research is being carried out;
3. to dialogue with communities local to research sites, parents and pupils over issues related to education quality;
4. to raise public awareness of and stimulate debate on education quality issues, most especially where public opinion or lack of knowledge is a barrier to education quality;
5. to involve publishers in developing materials and papers generated EdQual for national dissemination;
6. to strengthen the capacity of EdQual core partner institutions to communicate effectively through the media.

## **Internal**

Research findings will only be taken up by policy makers and practitioners if they are recognised as being of a high quality. To achieve this, it is vital that EdQual members can share information freely amongst themselves. As a RPC has a complex structure and is spread across different countries, this is not easy to achieve. Communications with action researchers and other research participants, including opinion formers and community leaders close to research sites are vital to ensuring that research outputs, such as classroom materials and training materials are attractive to the policy implementers who will use them and that recommendations for changing policy can realistically be put into practice. Communication with DfID CRD and other RPCs will support the development of an effective communication strategy as well as contributing towards raising the quality of research. From table 1 it can be seen that internal audiences spread across all the categories of expertise: researchers, international advocates/bureaucrats, national advocates, practitioners and lay audiences. Including members of all these groups within the internal EdQual network is intended to make research responsive to the knowledge needs of each.

*The objectives for internal communication are:*

1. To share the design, implementation and communication of research projects across researchers based in core and associate partner institutions;
2. To share the design, implementation and communication of four large scale projects with action researchers based at research sites;
3. To dialogue with DfID over programme management, research communication, and evaluation and monitoring;
4. To share information on strategies, research methods and emerging findings with other DfID-funded RPCs;
5. To engage colleagues and research students within core partner institutions in debate over issues of quality in low income countries.



## 5. Who will communicate?

As discussed in section 4, the target audiences also interact with and influence each other. E.g. national and international advocates influenced government and some national advocates are adept at using the media to influence popular opinion. Table 2 suggests some of the intermediaries, who may be used to influence the seven groups of target audience.

### Questions for national communications teams

- ❑ Does this table accurately represent pathways of policy influence in the country you know best?
- ❑ National communications teams and LSPs may add detail to this table in their mappings of the communications environment (see section 6) by providing the names specific organisations and individuals.

**Table 2: Intermediaries for target audiences**

Target audience	Who is best placed to influence/inform?
1. Researchers	Researchers Academics on CAG Specialist Advisers Colleagues within member institutions
2. International advocates & bureaucrats	UNESCO division for promotion of quality education IIEP Researchers, especially those with a high profile or funded by well-known international organisations
3. National advocates	National networks for NGOs concerned with education International advocates
4. Government	National press National advocates International advocates Researchers with a track record of advising government bodies Key civil servants
5. Practitioners	Teachers' resource centres Teachers trainers and Teachers' Colleges Providers of continuing professional development Donor funded education improvement projects Teachers' professional associations Teacher unions Government teacher management bodies Educational managers Colleagues Publishers of textbooks and teacher guides Government curriculum-writing bodies
6. Lay	Popular media organisations advocating child rights civil society organisations
7. Media	University press offices Specialists in community theatre Well-known international and national advocates with high profile within press

## **6. The communications environment**

The communications team for each country will be responsible for mapping the communications environment in their own country, including regional policy-influencers and structures. The UK communications team will map the international communications environment, with a focus on international policy-influencing bodies.

Communications teams can draw on their own expertise and findings from the consultation workshops held in each African partner country during November 2005. In addition they may wish to consult with experts in particular aspects of communication, including members of the CAG. They will be encouraged to use assessment tools such as RAPID, force field analysis, SWOT etc. However, as a form of guidance the Communications Manager will map the communications environment for Tanzania in collaboration with the IC for University of Dar es Salaam and this may be used as a template by the national teams.

The mappings should include the following:<sup>2</sup>

### Policy papers

An overview of the main policy documents, including those that are still being prepared, for the education sector, especially basic education. The policy documents that EdQual should aim to influence should be indicated. The analysis should indicate which policies the team believe are being implemented effectively and the barriers to the implementation of others.

### Policy-making

Who makes policy and how? What are the main policy making structures and processes? Who are the organisations and individuals who influence policy? What theories or narratives currently prevail?

### Pathways to policy change

What are the opportunities and timing for input into formal processes? What are the barriers? Name key organisations and individuals, with whom EdQual has or can build a reputation, that can act as intermediaries for communicating with policy makers or are known to be 'champions' for education quality issues.

### Policy implementation

What are the barriers to policy implementation? What other changes beside policy need to be made for initiatives to be taken up and mainstreamed? Which of these can EdQual reasonably contribute towards? What are the opportunities to change practice amongst the professionals who implement policy? What are the barriers? What are the opportunities to change opinions and attitudes amongst the users and financial supporters of education, including parents and communities? What are the barriers?

### Changing practice in institutions

What are the pathways to changing practice in institutions? Which individuals and organisations are well-placed to change practice? Who are the key intermediaries through whom it is possible to communicate with practitioners?

### When are the best times to communicate?

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<sup>2</sup> This list is based on "The RAPID Context, Evidence, Links Framework for Analysis" p.12-13 in D. Start & I. Hovland (2004) *Tools for Policy Impact: A Handbook for Researchers*, London, ODI.  
[http://www.odi.org.uk/RAPID/Publications/Documents/Tools\\_handbook\\_final\\_web.pdf](http://www.odi.org.uk/RAPID/Publications/Documents/Tools_handbook_final_web.pdf)

Identify any periods of time or specific dates when issues addressed by EdQual have a higher profile and hence may be opportune times to engage in communications activities? Examples are when examination results are published if this prompts reflections on the quality of education; soon after highly publicised release of new policy paper; or particular days or weeks when specific disadvantaged groups are remembered.

The mapping of the communications environment will inform the formulation of national communications plans.

For more information on mapping the communications environment see: [http://www.odi.org.uk/RAPID/Publications/Documents/Tools\\_handbook\\_final\\_web.pdf](http://www.odi.org.uk/RAPID/Publications/Documents/Tools_handbook_final_web.pdf)

## **7. How to communicate with external audiences?**

The EdQual RPC will develop an image of impartiality and trustworthiness that is professional and international. The branding is designed to support a collective vision, the engagement of internal and external stakeholders and to create an association with the other education RPCs and DFID. A logo for the EdQual RPC has been designed and is to be included on all visual communications, either in colour or in black and white and exists in different sizes and electronic formats.



Each target audience has its own preferred ways of receiving communications. As far as possible, established national and international networks and channels of communication with the target audiences will be used. Table 3 summarises how findings will be disseminated to the seven categories of target audiences.

### **Questions for national communications teams**

- Does table 3 accurately represent how target audiences access information in the country you know best?

**Table 3: How to communicate with target audiences**

Audience	Communication channels
Researchers	International specialist conferences, specialist seminars Articles in peer-reviewed journals, edited book Website and links from 'information highways' Content of postgraduate courses in member institutions IIEP strategic seminar series Articles in IIEP newsletter Participation in UNESCO/EFA online discussions
International Advocates/bureaucrats	International specialist conferences, specialist seminars Articles in peer-reviewed journals, edited book Website Content of postgraduate courses in member institutions IIEP strategic seminar series IIEP newsletter Participation in UNESCO/EFA online discussions
National advocates	Newletter Website Dissemination workshops One-to-one meetings with influential individuals National specialist conferences and seminars Policy briefings
Government	Newletter Website Dissemination workshops One-to-one meetings with influential individuals National specialist conferences and seminars National press Content of professional and masters courses for educational managers Policy briefings
Practitioner	Training workshops Newsletters distributed through Teacher Resource Centres and action research projects Action researcher pages on website Using national advocates as intermediaries Via media Changing initial training courses and professional development programmes Training and classroom materials
Media	Press releases One-to-one meetings with publishers Invite to dissemination events Approach producers of magazine programmes and soaps Recruit community theatre artists to facilitate dialogue with local communities and pupils
Lay	Through media (see above)

## Consultation and Dissemination workshops

During the inception phase workshops have proven effective for (i) internal communication and (ii) communication with policy makers and policy influencers. However, they are extremely expensive, especially when several of the participants are travelling from overseas.

For this reason, it is proposed that only one national dissemination workshop should be planned per country for 2009-2010, to which key policy makers and influencers will be invited. All LSPs and some SSPs should contribute towards these.

One international dissemination event may also be planned for high level policy makers and influencers. However, funding would have to be sought for this from outside of the RPC (e.g. by conducting it in collaboration with the UNESCO division for promotion of quality education) and such an event might well be in collaboration with other Education RPCs.

## One-to-one meetings

Setting up one-to-one meetings with key policy makers or policy influencers may well be a cheaper and more effective way of communicating than workshops. Not only do they allow researchers to address the particular knowledge needs of the individual or organisation but may allow a meeting with very busy but influential people, who may not be available at the time of a workshop. One-to-one meetings and informal meetings can also be used to engage and maintain the interest of key individuals.

## Web-based information conveyor belts

Research reports and papers should be available through the main web-based information conveyor belts used by our target audiences. The following list is indicative, not exhaustive. A full list of links will be included on the EdQual website.

<a href="http://www.research4development.info/index.asp">DFID Research4Development portal</a>	<a href="http://www.research4development.info/index.asp">http://www.research4development.info/index.asp</a>
<a href="http://www.developmentgateway.org/">Development Gateway</a>	<a href="http://www.developmentgateway.org/">http://www.developmentgateway.org/</a>
<a href="http://www.eldis.org/education/index.htm">ELDIS</a>	<a href="http://www.eldis.org/education/index.htm">http://www.eldis.org/education/index.htm</a>
<a href="http://www.id21.org">id21.org</a>	<a href="http://www.id21.org/education/index.html">http://www.id21.org/education/index.html</a>
<a href="http://www.gdnet.org/middle.php">Global Development Network</a>	<a href="http://www.gdnet.org/middle.php">http://www.gdnet.org/middle.php</a>

Articles will be submitted to the UNESCO/IIEP newsletter. Connections will be established with the Development Studies Association ([www.dsa.org.uk](http://www.dsa.org.uk)) and relevant international and regional associations.

## Existing networks

Many relevant established national, regional and international networks exist through which EdQual can engage and communicate with target audiences, including policy makers.

Some examples of regional and international networks with which EdQual may establish working relations are given in table 4, together with relevant United Nations Decades. Potential first contacts are named.

At the country level, EdQual will engage with relevant professional associations such as the British Association for International and Comparative Education (BAICE), the Association of Mathematics Educators of South Africa (AMESA) and the International Congress for School Effectiveness and Improvement (ICSEI) (further examples are given in the section on Communications Environment).

**Table 4: Examples of regional and international networks**

SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality Contact: Ken Ross, SeeQ LSP	www.sacmeq.org
SADC education policy committee	Southern African Development Community (SADC). University of Dar es Salaam and Wits EPU are represented on the education policy advisory committee.	
ADEA	Association for the Development of Education in Africa Contact: Hamidou Boukary, Programme Officer	www.adeanet.org
IIEP	International Institute for Educational Planning Contact: Mark Bray, Director	www.unesco.org/iiep
UNESCO	United Nations Educational Cultural and Scientific Organisation Contact: Mary Joy Pigozzi, Director, Division for the promotion of quality education	www.unesco.org
EFA	Education for All Global Monitoring Report Contact: Nicholas Burnett, Director of EFA GMR Team.	<a href="http://www.unesco.org/education/efa">www.unesco.org/education/efa</a> <a href="http://www.efareport.unesco.org">www.efareport.unesco.org</a>
EDUCAIDS	Global Initiative on Education for HIV/AIDs prevention Contact: Chris Castle ( <a href="mailto:c.castle@unesco.org">c.castle@unesco.org</a> ) or Olivier Nay ( <a href="mailto:o.nay@unesco.org">o.nay@unesco.org</a> )	www.educaids.org
INEE	Interagency Network for Education in Emergencies Contact: Christopher Talbot ( <a href="mailto:c.talbot@iiep.unesco.org">c.talbot@iiep.unesco.org</a> )	www.ineesite.org
UN Decade for Education for Sustainable Development		www.unesco.org/education/desd
UN Decade for Human Rights Education		www.unhchr.ch/html/menu6/1/edudec.htm
UN Literacy Decade		www.unesco.org/education/litdecade

**Comment:** Advice from KH: See examples of policy briefings  
[http://www.unesco.org/bpi/pdf/memobpi13\\_HIV\\_en.pdf](http://www.unesco.org/bpi/pdf/memobpi13_HIV_en.pdf) and  
<http://unesdoc.unesco.org/images/0013/001398/139831e.pdf>

### EdQual website [www.edqual.org](http://www.edqual.org)

The EdQual website will provide a web-presence and a first point of contact with the RPC. The website is primarily intended as making text-based outputs from the EdQual's research projects accessible to an international audience during and beyond the lifetime of the RPC. It will also have an intranet component to facilitate communication within and between large scale and small scale projects.

The public section of the website will be regularly updated with news about EdQual and related events, research outputs, such as conference papers and briefing papers, and links to related websites. Research outputs will be linked to the main 'information conveyor belts', such as ids21, favoured by our target audiences. Each LSP and SSP will be able to author its own set of interconnecting web pages and link these to the websites of appropriate professional associations and networks. Action researchers will be facilitated to develop their own web pages in order to build up a 'community of practitioners' that spans EdQual countries and projects. The website will include a searchable database of EdQual

documents so that any given output can be easily located. It will remain in place, for at least two years beyond the lifetime of the RPC to give ongoing access to EdQual outputs. Ongoing maintenance and updating however, will be dependent on securing funding to support this. The Communications Manager will be responsible for making funding applications towards the end of the RPC lifetime.

The intranet will be used to share project management documents, such as the logframe, project proposals and the Communications Strategies, so that latest versions are always available to all members. It will also include a calendar or timeline to provide clarity on reporting schedules and advise of forthcoming communications opportunities. The potential of collaborative authoring software is being explored.

The Institute for Learning and Research Technology (ILRT) at the University of Bristol have designed the website and will provide ongoing support and development during the lifetime of the RPC. The communications administrator, Ellie Tucker, is the main site administrator, web-author and editor. She is supported by the Communications Manager and Guoxing Yu (lead researchers of the SeeQ LSP).

## **EdQual network**

In addition to communications through existing networks, EdQual will establish a specialist community of interest. This community will principally be linked through a newsletter to be produced twice yearly starting from October 2006. Action researchers within the LSPs will be encouraged to make contact with their counterparts in other partner countries and through letter-writing, exchanging video or audio-recordings and contributing articles towards the newsletter. The newsletter will be distributed to Teacher Resource Centres, schools and Teacher Colleges in member countries. The focus will be to describe effective practice in implementing education quality identified during the research process. Not all target audiences have access to the internet, most especially classroom-based practitioners working in the remote and overcrowded contexts. Selected news items posted to the website will be reproduced in the newsletter and the newsletter will be downloadable from the website. The newsletter will be presented so as to be accessible to practitioners, including teachers, teacher trainers, staff of teacher resource centres and local education administrators in member countries. Towards the end the newsletter will be translated into languages other than English that are used as a medium of instruction in schools in which research is conducted, e.g. Swahili, Kinyarwanda.

## **EdQual Newsletter**

EdQual newsletter will be a tool for keeping practitioners, government, international and national advocates up to date with EdQual activities. As such, it will be instrumental in the creation of an international network of practitioners, policy makers and policy influencers who are involved in EdQual (see subsection: [use of new networks](#)). Researchers and administrators should be able to refer to the newsletter when introducing the RPC to people and institutions who have had no previous contact with EdQual. This means that every issue should include a brief summary of the RPC purpose and structure. The first issue should provide a more comprehensive introduction to EdQual. Individuals and organisations who are involved in EdQual, even in a very marginal or minor way, should get a sense of being part of an international network or interest in education quality, when they read the newsletter and how the particular project or event they are involved in relates to the overarching purpose and aims of EdQual. As the newsletter is aimed at practitioners, policy makers and advocacy organisations, the focus will be on how to implement education quality, e.g. by describing effective practice identified during the research process.

*No of issues, content & editorship*

Two issues will be released each year. The first issue was prepared by Bristol and will comprehensively introduce the RPC. Each LSP will contribute an article to a “news” section of each issue, with a feature-length article from LSP being led by the editing institution. These articles should, if possible, include some “human interest” component, such as a box profiling an action researcher, institution, teacher or pupil. Each SSP will be invited to contribute one feature-length article during its lifetime. Action researchers will be encouraged to contribute articles and letters and anyone, in contact with EdQual in anyway, may contribute an article or letter. Editorship at the moment lies with the Communications Manager and Communications Administrator at Bristol but may be rotated to other institutions with time.

#### *Distribution*

The newsletters will be distributed by EdQual researchers to all members of our target audiences with whom they come into contact. This will include practitioners, laity and institutions participating in research; participants in consultative workshops; co-participants at conferences attended by researchers; colleagues within member institutions; institutional Press Officers who scan for stories to release to media. The distribution list is likely to expand as the RPC progresses.

### **Language**

English is the language of the RPC but not the only language used by our target audiences. Some of the RPC countries have more than one national language. Where appropriate, publications and reports will be translated into national languages other than English. It is especially important that key documents be translated into French for distribution in Rwanda. Any publications aimed at primary school teachers or lay audiences in Tanzania need to be translated in Swahili. In Rwanda, interpreters will be provided for all official meetings and workshops. LSPs need to take into account translation costs where they wish to produce materials in the local language of a community in which they are conducting research. The website will be predominantly in English but we will investigate whether translation of some pages in French is affordable.

### **Academic journals, seminars and conferences**

Articles and conference papers will be published based on findings in peer-reviewed journals, such as Compare, Comparative Education, the International Review of Education and the Wits Education Policy Unit Quarterly Review and others that are relevant to specific LSPs. LSPs have also indicated conferences at which they wish to disseminate findings. Researchers at Bristol and Bath have applied to convene a thematic group on Quality Education at the 9<sup>th</sup> UKFIET Oxford International Conference on Education and Development to be held in September 2007. A list of forthcoming conferences is included in Appendix A.

### **Postgraduate teaching and seminars**

Researchers will feed the findings into the design of HE courses and teacher education and development programmes with which they are involved. This includes masters and doctoral level courses that attract individuals working local or national policymaking roles, including UNESCO/IIEP. Conference papers may also be presented in seminars within our institutions.

### **Published research reports and policy briefings**

The international “state-of-the-art” review on quality education will be widely distributed as a background paper for discussions in workshops and online. Each large-scale project will produce two interim and one final report. Each small-scale project will produce one interim and one final report. Policy briefings on each project will be targeted at policy-makers and NGOs.



## Books targeted at the general public

At least one book will be written reporting findings from the programme as a whole. The book will be modelled on the influential Public Report into Basic Education in India (PROBE)<sup>3</sup>. Researchers will be encouraged to contribute to edited books providing this is compatible with their workload and the stage of their research project.

## Business Sector

A range of learning support materials including worksheets, reading materials, practical scientific equipment, computer software etc. will be produced during the course of research. The commercial possibilities of these materials will be explored by LSPs and communication teams with publishers, manufacturers of scientific equipment, software companies etc.

## Media

Policy makers, especially politicians, are often responsive to issues given a high profile by the media, most especially the printed press.

**Press** - The national consultation workshops with policy makers were reported extensively by the press in Ghana, Tanzania and Rwanda. In Ghana, for example, a double page spread appeared in the Daily Graphic, a major English language paper. In UK, the consortium has been publicised through press releases in the Guardian, on the BBC website and in the Times Higher Education Supplement (THES). Key messages will be developed and tested as the research programme proceeds. EdQual will continue to invite journalists to cover communication events. Press releases can be timed strategically in the RPC timetable and to coincide with national and international events/days that highlight education or disadvantaged groups.

If a LSP decides that the lay audience is particularly important to them then they may will to monitor relevant media for how they deal with the issues with which they are concerned and profile public interest in the topic. A contact list of key individuals, including decision-makers in the media (e.g. editors, producers) could be prepared<sup>4</sup>. EPU has much experience and expertise in using the media to influence policy makers in South Africa.

**Radio and television**– EdQual does not have expertise in communicating through popular media but will use intermediaries to deliver very specific messages to the lay audience. We are already in contact with the Mediae Trust. Mediae are planning by 2008 to pilot their TV soap *Makutano Junction* in Ghana. As this is about the time that the two LSPs in Ghana will start having findings to communicate we have agreed to make contact with Mediae around this time. Dissemination through Makutano Junction would be free. Mediae also produce the radio soap Pilika Pilika in Tanzania and for a fee EdQual could also use this as a vehicle. Another radio soap drama, *Twende na Wakati*<sup>5</sup>, has had a significant impact on sexual risk-taking behaviour in Tanzania and could be approached to incorporate an education quality theme. LSPs may also wish to their research to feature in a magazine format radio or television programme.

**Community theatre** has been used to raise awareness and encourage reflection on social issues amongst school students as well as pupils. A member of the CAG, Peninah Mlamba

<sup>3</sup> PROBE team (1999) Public Report into Basic Education in India (Oxford: OUP).

<sup>4</sup> For more information on using media see: Megan Lloyd Laney (2005) **Tips for Using the Media**, CIMRC - [www.cimrc.info/pdf/news/Tipsformedia.pdf](http://www.cimrc.info/pdf/news/Tipsformedia.pdf)

<sup>5</sup> see <http://www.comminit.com/evaluations/idmay15/sld-2292.html>

has substantial experience in this area, including involvement in the FAWE's *Tuseme* (Let's speak out) project that has used theatre to encourage secondary school students, most especially girls, to use theatre to research and talk about social issues that effect their own lives. We may seek the advise of Prof Mlama or other theatre education experts within the Performing Arts departments of our institutions on the use of theatre to communicate research with communities and pupils.

## **ICTs**

Recognising the diverse backgrounds of stakeholders, including varying levels of English literacy it is proposed to use both textual and non-textual forms of communication including, for example, video-diaries, audio recordings, photographs, drawings, drama and song. Each of these formats can be shared using information and communication technologies and the mass media. To avoid over-reliance on the internet, CD ROMS with data, research findings, conference papers, relevant documentation and audio/video recordings will be distributed to members of EdQual and journalists. The use of hand-held technologies in African may expand during the lifetime of the RPC. The EdQual website will be in a format which is easily viewed through PDAs.

## 8. How to communicate internally

### *Lessons from first year*

There are several lessons that may be learnt from the first year of the RPC. We investigated various channels for internal communication but found that the easiest to use and most dependable were:

1. Email between individuals and through mailing lists e.g. SMT mailing list, LSP mailing list etc. Fax and telephone is used as a backup during power cuts.
2. Share mobile numbers. Ringing people on their mobile phone is the most immediate and easiest way to keep in contact. The Bristol team share an international phonecard for making international phonecalls cheaply. From Africa, it is affordable to text British researchers' mobile phones.
3. One LSP appointed a UK resource person to facilitate communication between two African countries that both have been experiencing frequent power cuts and UK. This person has responsibility for keeping the research team to schedule.
4. Workshops. Face-to-face meetings are especially important in the early stages when we are still building new research collaborations. However, workshops are expensive so we can only afford a very limited number. So despite the success of the workshop format for both internal and external communications, the imperative to find alternative forms of group communication remains.
5. Lead researchers and ICs need to be in constant communication. The management structure of EdQual relies on ICs having an overview of all EdQual activities within their institution. This includes SSPs and the LSP being lead by a partner institution. ICs need to be in constant communication with each other and with Bristol.
6. We will also experiment with using CDRoms to share documents when email is interrupted by power cuts.

### *Web-based means of communications*

These are likely to only be used regularly by EdQual researchers as they become more mainstream in general, so little or no special arrangements are needed to set up access.

1. Moodle  
We experimented with an online learning environment (OLE) called moodle. The advantage of this over *blackboard* is that it is more intuitive to use, easier to use for communication (although not as easy to use as a filing cabinet). It offers discussion forums, wikis for collaborative writing, a calendar and news section. However, it was not a success. This is thought to be because of the time-investment to register and get started and the obscure address.
2. An EdQual intranet  
Despite the lack of success with Moodle, there is still a need for a central web-based resource for sharing files (if not work in progress) internally. This requirement has been included in the web design specification for our website. This will be easier to find than moodle ([www.edqual.org](http://www.edqual.org)) and will have visual coherence with the website and be intuitive to use. The aim is to keep it as simple as possible and there will be dedicated space for each LSP (as in moodle). EdQual documents will be searchable. The success of this facility will depend on LSPs taking ownership of their intranet space and members posting up documents and checking the intranet for documents.
3. VoIP  
To allow partners in Africa to also ring UK at cheap rates we could experiment with use of VoIP (voice calls over internet). The simplest way to do this is through

proprietary systems such as [MSN Messenger](#) , [Yahoo Messenger](#), [Netmeeting](#) [AIM](#)'s Voice Chat or [SkyPe](#). VoIP-VoIP (ie. PC to PC) are free. Both the caller and receiver need to be connected to the internet through a broadband service. It is easy to set up and requires only a headphones with microphone or IP phone. Some universities disallow the use of SkyPe because it uses a large amount of broadband.

More sophisticated (and harder to set up) VoIP services also interface with phone services so that it is possible to dial out to or dial in from a landline or mobile. These calls are charged at a competitive rate. Charges vary from per-minute to a standard monthly charge, and may be charged to a credit card, or using a prepaid chargecard system like those used by prepay mobile phones. The most well known and simplest to use service is offered by SkyPe. BT Broadband Voice (BTBW) is the most heavily marketed in UK. Other options for UK are listed at <http://www.voip.org.uk/>. Care needs to be taken that it is not too expensive to dial into these services.

Some VoIP providers also offer file-sharing so that two (or more see teleconferencing below) people can work on a document whilst talking to each other.

#### 4. Teleconferencing

Some VoIP providers can also offer teleconferencing for a small number of callers (e.g. SkyPe can handle up to 5). Alternatively a service such as [Moreson Conferencing](#) can be used. There is a fee for this but it does not depend on the internet. I doubt whether they provide local numbers to ring in all EdQual countries however. When Webcalling is used it is possible to share files by uploading them to a website that all parties can view.

#### 5. Video-conferencing

The simplest way to do this is through our PCs. The following equipment is required:

- (i) webcam
- (ii) headphones with microphone
- (iii) registration with web-based conferencing service, e.g. skype or purchased software.

There is a web-based service designed for higher/further education use. It can also be operated from a PC with the same equipment listed above. Everyone would have to download the VRVS free software. It allows users to join an Access Grid meeting. This means that a user would be able to participate remotely in a workshop or conference held at the Graduate School of Education in Bristol. It also allows file-sharing.

Teleconferencing and videoconferencing are likely to become easier to use after we have got to know each other through face-to-face meetings. In the end, they may be better for

#### 6. PDAs

VoIP services and video-conferencing depend on broadband internet connections. If we do use these services on a regular basis it may be worth equipping the most regular users in places where powercuts are most frequent with PDAs (handheld computers that can connect to the internet over mobile networks and have rechargeable batteries – like a mobile phone). This would require an initial outlay roughly equivalent to one return ticket to UK for each institution requiring a PDA.

## 9. When to communicate?

Apart from the Large Scale Project on School Effectiveness, which follows its own time schedule, the Large Scale Projects will have three phases

<b>LSP Communication Schedule</b>	
Phase 1: Oct 2005 – Mar 2007	Meta-evaluation of existing initiatives and gathering baseline data from pilot schools;
Phase 2: Jan 07 – Aug 09	Action research techniques used to design and implement innovation;
Phase 3: Sept 09 – Spet 10	Development of sample materials and detailed plan for mainstreaming initiatives; conduct dissemination workshops focussing on implementation issues.

A calendar of major events in the education year is available from the Commonwealth Consortium for Education (<http://www.commonwealtheducation.org/>).

Press briefings can be timed to coincide with international/ national development events related to the Large Scale Projects, such as UN Days. Significant events for international education include the launch of the EFA Global Monitoring Report, meetings of the Working Group on EFA, the ADEA biennial meeting and Commonwealth Education Ministers Conference (see [Appendix A](#)).

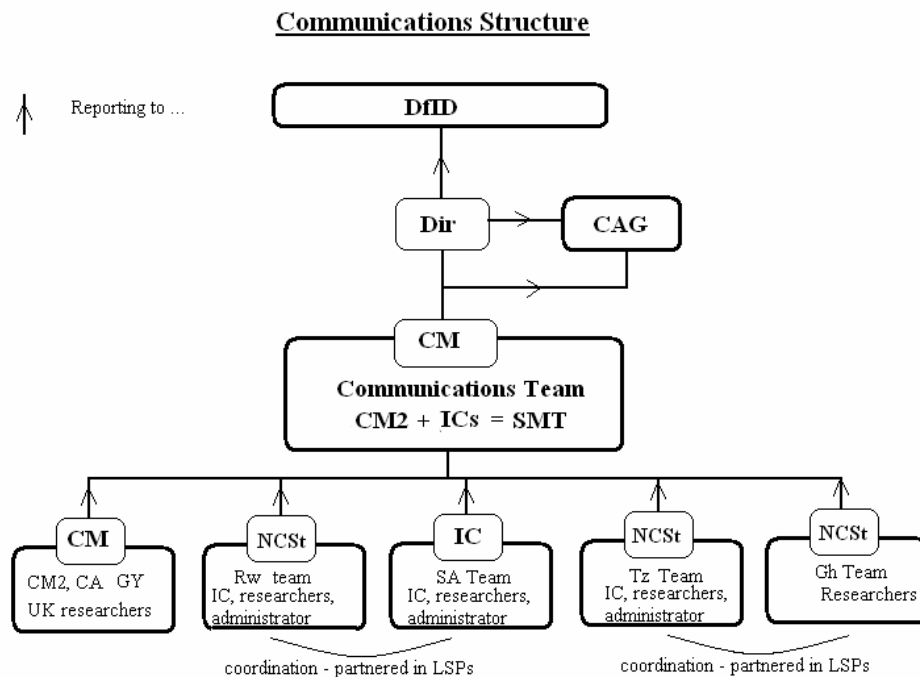
The communication teams will be responsible for scanning for 'windows of opportunity' for dissemination in their own countries.

## 10. EdQual RPC communications infrastructure

Communications is integral to all EdQual's work and hence the infrastructure for managing communications closely mirrors that for the management of EdQual as a whole. The RPC Director has overall responsibility for RPC communications and reports to DfID on progress with the CS. The Communications Strategy will be managed on a day-to-day basis by a Communications Manager (CM) who will report to the RPC Director and the SMT and consult CAG closely. CM is a part-time role undertaken by the Institutional Coordinator (IC) for Bristol. She is supported by the Communications Supporting Manager (CM2), who is co-IC at Bath. This is so that information is shared across more than one person and CM2 can take on the role of CM if need be.

IEPA (Ghana) and KIE (Rwanda) have each appointed a National Communications Strategist (NCSt) to lead on writing CAPs, mapping communications environment, coordinate communications activities, oversee and monitor the implementation of the CS in-country. Dar es Salaam plans to appoint a NCSt. The IC is taking on this role at EPU (South Africa). NCSts in countries that are partnered within LSPs will coordinate their national action plans. In UK, a communications team was found to be an unnecessary layer of complexity. Every researcher is responsible for reporting their communications activities will be reported to the CM. However, in addition to CM2, the CM is also supported by one half of the EdQual administrator job share, Ellie Tucker (CA- Communications Administrators), who has a special interest in communications, and Guoxing Yu (lead researcher on SeeQ LSP), who is knowledgeable on communications technologies. Other partner institutions will report to the CM on the arrangement for coordinating communications events that they find works best for them. The CAG will advise on improvements to the implementation of the Communications Strategy and provide feedback on progress.

Diagram of communications infrastructure



**Dir:** Director; **CAG:** Consortium Advisory Group; **CM:** Communications Manager; **CM2:** Communications Supporting Manager; **IC:** Institutional Coordinator; **SMT:** Senior Management Team; **NCSt:** National Communications Strategist; **GY:** Guoxing Yu (advises on communications technology); **Rw:** Rwanda; **SA:** South Africa; **Tz:** Tanzania; **Gh:** Ghana.

## **Supporting organisations and individuals**

EdQual can draw on the resources of its member institutions and DfID in the implementation of its CS. DfID will provide advice on the CS and monitor and evaluate its implementation. The communications team within each country can issue press releases through the Press Office of the member institution. In the UK, press releases will generally be channelled through the University of Bristol's Press Office but the University of Bath's Press Office will be used for press releases that relate specifically to activities led by researchers at Bath. University Press Offices will also be approached to provide training in communicating through the media.

The Communications Team will have responsibility for management of the website with support from the website developers.

EdQual can also draw on the advice of CAG members with considerable experience of influencing policy both nationally and internationally and detailed knowledge of the policy environment. In particular, Trevor Coombe is well-positioned to facilitate communication with policy makers in South Africa. Shelia Aikman, Global Education Policy Adviser, Oxfam GB will advise on communication through the popular media and help us to access training from Oxfam's media team. Penninah Mlama is a popular theatre specialist, who can advise on communication with the general public through community theatre, radio and television plays.

## **Collaboration between education RPCs**

Collaboration in communications can potentially achieve economies of scale and allow researchers to reconcile potentially competing findings before presenting them to the same target audiences. It will also enable the RPCs to share their communications experiences, knowledge and expertise. The CM is in regular communication with her counterpart in CREATE (Consortium for Research on Educational Access, Transitions and Equity). The EdQual website will have links to the websites of both CREATE and RECOUP (Outcomes RPC). The three RPCs will be jointly running symposia and a roundtable at the UKFIET Conference held in Oxford in September 2007. Potential co-operation in communications between the RPCs in the following areas is being explored:

- Day workshops
- Joint publications
- Joint dissemination workshops
- An international experts' meeting
- An edited book with chapters contributed by each RPC

All three education RPCs are operating in Ghana, where they have formed a National Reference Group (NRG) chaired by the Chief Director of the Ministry of Education and Sports. The NRG, which comprises representatives of the Education and Health Ministries, NGOs, in-country DfID and other international donor institutions, is to provide a forum for disseminating RPC research findings to policy makers. A common newspaper, edited by the EdQual RPC, has been proposed for the three RPCs in Ghana. In addition, regular joint briefing sessions with the Minister of Education and Director General of Education have been planned. Wits EPU belongs to CREATE as well as EdQual and several researchers

will be involved in projects conducted by both RPCs. This allows for valuable synergies in communications and communications training.

There is increasing recognition of the importance of multidisciplinary research to support cross-sectoral strategies to tackle poverty. EdQual will exchange information with other RPCs working in the same countries in areas that are related to education and our overarching purpose of reducing poverty. We will look to create links across disciplines and sectors that that may lead to small scale projects or further research, funded from outside the RPC, that take a multidisciplinary approach to issues related to education quality. RPCs that we will contact with a view to links with various LSPs and SSPs are given in table 5.



**Table 5: Possible links with other RPCs**

EdQual Project	Related RPC	Countries of operation	Form of communication
All	Education Outcomes HD8: Improving the Outcomes of Education for Pro-Poor Development	Ghana	Shared communication workshops; Joint publications; Shared dissemination events (national, including UK, & international)
	Education Access HD10: Consortium for Research on Educational Access, Transitions and Equity	Ghana SA	Shared communication workshops; Joint publications; Shared dissemination events (national, including UK, & international)
SeeQ Component on understanding of HIV/AIDS	Repro health and HIV HD3: Research and capacity building in reproductive and sexual health and HIV/AIDS in developing countries	Ghana Tz SA	Share information. Communicate findings. Request advice on researching HIV/AIDS in communities for case study component.
	SRH and Rights HD4: Realising Rights: improving sexual and reproductive health for poor and vulnerable populations	Ghana	Share information. Communicate findings. Request advice on researching HIV/AIDS in communities for case study component.
	Comm disease HD206: Communicable Diseases: Vulnerability, Risk and Poverty	Ghana	Share information. Communicate findings. Request advice on researching HIV/AIDS in communities for case study component.
ICC	Development Research Centre on Citizenship, Participation and Globalisation	SA	Exchange papers. Attend communication events. Invite comment on curriculum materials developed from a citizenship perspective.
	Chronic Poverty Research Centre	SA	Exchange papers. Attend communication events. Invite comment on curriculum materials developed from a poverty reduction perspective.
Leadership & Management	Centre for the Future State	Ghana SA	Exchange papers. Attend communication events.
Early Childcare SSP	MNCH HD5: Strategic research to develop the evidence base for policy for mother and infant care at facility and community level	Ghana	Explore potential for collaborative research. Keep informed of proposed research and findings.
Education for Sustainable Development SSP	Chronic Poverty Research Centre	SA	Exchange papers. Attend communication events. Invite comment on curriculum materials developed from a poverty reduction perspective.
Post conflict SSP	Crisis States Research Centre	SA	Explore potential for collaborative research. Keep informed of proposed research and findings.

## **11. Capacity Strengthening for Communications**

### *Existing capacity*

EdQual's SMT does not include anyone with specialist expertise in communications. Communications Strategists are not necessarily specialists in communications. However, the LSP draft proposals indicate that lead researchers have considerable expertise in influencing policy and practice within their own countries and are acutely aware of knowledge needs within their own countries. EPU is experienced in use of popular media to influence policy makers in South Africa. All partner institutions in Ghana, Rwanda and Tanzania all have key contacts within their Ministries of Education.

Bath and Bristol are responsible for communication with international advocates. However, there is no specific expertise on this within the communications teams, including the CM. Dr. Angeline Barrett, as CM, and Dr. Rita Chawla-Duggan attended a communications workshop run by DFID for all RPCs in July 2007.

### *Support & resources*

Support is available from the DfID CRD Communications Team (see: <http://www.research4development.info/researchTopics.asp?topic=Information%20and%20Communication>). Sheila Aikman, who sits on the CAG and is Education Coordinator for Oxfam has offered materials and to put us in contact with Oxfam's media team, who can offer training.

[Appendix C](#) gives a list of web-based communications resources. These include tools for workshops and writing action plans that NCSs may find useful.

### *EdQual training*

Half-day communication workshops were held in Bristol, Cape Coast and Wits in June-July 2007. These covered:

- Introduction on why DfID is emphasising communications
- Overview of CS and how to use and develop it
- Identifying target audiences and their needs
- What does mapping the national communications involve?
- How to develop a CAP

Communications orientation will be available for National Communications Strategists in Tanzania and South Africa in February and March respectively 2007 when the CM is visiting each country. There are plans to hold a communications workshop at Dar es Salaam in February 2007.

Another set of communications workshops are planned for year 3, which will focus on dissemination of research findings to target audiences. We may seek external funding for this. If we do not find any extra funding then these workshops will be attached to research meetings.

EdQual researchers are encouraged to attend communications training offered by their institutions (e.g. Press offices sometimes run seminars or workshops on communicating with the media) and externally (where this can be covered by institutional capacity building budgets), as opportunities arise.

## 12. Monitoring the Communications Strategy

Communications is integral to research and hence monitoring and evaluation of communications will be integral to monitoring and evaluation of EdQual's research programme. The CM will have oversight of communications across the whole RPC and is responsible for ensuring all communications teams are aware of the expectations on them to produce and review communications action plans. The IC for partner institution will be responsible for monitoring communications activities within their country on a day-to-day basis. A communications section is included in the pro forma for ICs' annual report to the Director. A copy of this section is included in [appendix B](#). The CM will use these to review and modify the CS, recommend to LSPs changes to their CAPs and to prepare a summary report on communications for the Director. The Director should then include this in his annual and mid-term reports to DfID.

Communications are integrated into the RPC logframe and hence will form part of the terms of reference for evaluations carried out by independent external evaluators. A formative evaluation will be carried out in July-August 2007, just prior to the mid-term review and a summative evaluation in August 2010.

The success of internal communications will be demonstrated in the success of EdQual overall (for example, good relations between partners, collaborative research designs, useful interaction and feedback from partners). For each large scale project, progress against the communications action plan will be monitored within the framework of the monitoring and evaluation activities planned for the project.

Indicators of the communications aim being achieved, that may be measured at the end of the RPC are given in table 6:

**Table 6: Monitoring communications objectives & activities**

Narrative Summary	OVI	MOV
<p><b>Purpose:</b></p> <p>To generate new knowledge to assist governments in low income countries, DfID and the international development community to implement initiatives that will improve the quality of education in ways that will benefit the poorest people in the world and will promote gender equity.</p>	<p>See RPC logframe</p>	<p>See RPC logframe</p>
<p><b>Communications Outputs</b></p> <p>(i) New knowledge effectively communicated to organisations and individuals, who change national education plans and influence education policy across a range of low income countries;</p> <p>(ii) New knowledge effectively communicated to the institutions and practitioners who implement policy.</p>	<p>Conference papers, journal articles, policy briefings, stakeholder meetings, stakeholder workshops, RPC newsletters, web-based dissemination and communication thru' popular media as outlined in communication strategy document</p>	<p>Project and annual reports of the RPC; communication strategy; publication lists; RPC website; reports of external evaluations of RPC; conference proceedings; on-going invitations to speak.</p>

Actions	Milestones/means of monitoring or evaluating	Progress to date
Prepare comm action plans; develop CS over RPC lifetime .	CS develops from handbook to record of what worked for us.	July 06 & Oct 06 versions of CS produced that include response to feedback in inception phase report and tools acquired thru' workshop with Abby Mulhall (DFID) and Megan Lloyd Laney
Publish in peer-reviewed academic journals, edited books & policy briefings. Publish bi-annual newsletter targeted at internal audience, policymakers, policy influencers & practitioners.	Papers published or forthcoming in international peer reviewed journals by end of RPC; contracts signed for edited books by end of RPC; Policy briefings distributed to policy makers; newsletters and brochure distributed to stakeholders.	Literature reviews completed. Early papers for publication will build on these.
Website targeted at all segments of international audience: launch Oct 06. Ongoing maintenance.	Website launch Sept 06.  Evaluation to be carried out by website designers to include no of hits & information on how website is used.	Website launched Oct 06, still uploading information.
Participate in key international fora attended by academics & donor community e.g. Oxford UKFIET conference, CCEM, ADEA. Meetings with policy makers; participate in key national fora attended by policy makers, policy influencers & practitioners.	Papers presented & attendance at conferences seminars etc.	Several conferences attended, papers presented, abstracts accepted for conferences in 07 - See CM's annual report for detail.  National consultative workshops conducted in Nov 05 in all African partner countries.
Strategic press releases & comm thru NGOs specialising in popular media, e.g. Mediae, to influence policy makers & raise public awareness of quality issues.	Articles in popular press, contacts with appropriate intermediaries, messages included in television and radio programme.	Several articles in national press in UK & Africa – see CM's annual report. Contact with Mediae and Oxfam media team.

### 13. Communications Action Plans

The following Communications Action Plans (CAPs) are included in this section:

EdQual Research Programme Consortium (communications teams) 2006 - 07 [p.30](#)

EdQual Research Programme Consortium (communications teams) 2007 - 10 [p.36](#)

LSP1: School effectiveness and education quality in low income countries (SeeQ) [p.41](#)

CAPs for the other LSPs (large scale projects) and for the management of SSPs (small scale projects) will be drawn up by the national communications teams once they are convened. The CAP for the SeeQ project will be used as a model to guide development of CAPs for the other LSPs.

#### EdQual Research Programme Consortium (communications teams) 2006 - 07

<i>Actions</i>	<b>Main target audiences</b>	<b>Objectives</b>	<b>Who?</b>	<b>How?</b>	<b>When?</b>	<b>Estimated Days</b>
Prepare LSP CAPs	EdQual researchers	To share the communication of research across researchers based in core institutions.	ICs  Natnl Com teams	Convene national communications teams  Review SeeQ CAP. Use this as a model for drawing other LSP CAPs.	May 06  June- July 06	5  5

Comment: 1 day per IC

<i>Actions</i>	<b>Main target audiences</b>	<b>Objectives</b>	<b>Who?</b>	<b>How?</b>	<b>When?</b>	<b>Estimated Days</b>	
Map communications environments  Set in place systems for monitoring research communication.	EdQual researchers and administrators	To share the communication of research across researchers based in core institutions.	CM, IC for Tz.	Map communications environment for Tanzania, as an exemplar, and develop mapping tools.	May 06	5	Comment: 4days CM, 1 day for HD.
			Natnl Com teams	Map national communications environment. Review Tz mapping	June- July 06	9	Comment: 2 days per team, 1 day for Tz.
			Natnl Com teams	Draw up a national communications calendars. Inform LSP lead researchers and central com team of opportunities for piggy-backing and inter-LSP collaboration.	July 06	10	Comment: 2 days per team
			All Com teams	Prepare tools and strategies for monitoring research communication.	July- Sept 06	10	Comment: 2 days per team
			All Com teams All Com teams All Com teams	Ongoing monitoring of research communication Annual review and revision of CAPs, year 1 Annual review and revision of CAPs, year 2	June 06 onwards Sept- Oct 06 Sept- Oct 07	12 12	
Develop CS	Internal	To share the communication of research across researchers based in core institutions.	All com teams	Annual review and update of CS, year 1	June- July 06	5	
			Central Com team	Annual review and update of CS, year 2	Sept- Nov 06 Sept- Nov 07	7.5 7.5	Comment: 0.5 day per member of SMT excl. CM, 5 for CM. Comment: 0.5 day per member of SMT excl. CM, 5 for CM.

<i>Actions</i>	<b>Main target audiences</b>	<b>Objectives</b>	<b>Who?</b>	<b>How?</b>	<b>When?</b>	<b>Estimat ed Days</b>
Launch website	Internal Research advocates/bureau crats National advocates Government Practitioner	To make research accessible.  To engage target audiences in debate.	Dir, CM, Admin Admin, CM	Select website designer from quotes.	Apr 06	-
			Admin	Liaise with website designer over development of site.	May-Sept 06	4
			Admin, researchers	Upload EdQual documents for internal use.	June – Sept 06	3
			Com teams, lead researchers, action researchers	Training to administrators and researchers in editing webpages.  Action researchers to contribute webpages.	Sept - Dec 06  Jan 07 onwards	7  12
Newsletter published and distributed	EdQual internal Action researchers National advocates Government Practitioners	To engage national advocatess and practitioners in crtical debate over education quality.	Lead researchers, Dir, Admin, CM	Admin for each institution compile distribution list and estimate costs.	May – June 06	2.5
				Director gives overview of RPC. Each LSP contributes short article summarising conceptual basis, aims and methods. CM contributes article or 'letter from editor'.	May - June06	3.5
				UK Admin compile and format newsletter.	July 06	3
				Admin print & distribute in their own country	Aug-Sept 06	15
				2 <sup>nd</sup> newsletter prepared and distributed	Jan-Mar 07	21.5

**Comment:** 3 admin, 1 CM

**Comment:** 3 admin

**Comment:** 0.5 days per administrator, 0.5 days per researcher, 1 researcher per LSP. Does this need to involve travel to workshop or time allocated to complete a 'worksheet' prepared by designer to introduce wizzywig tool.

**Comment:** 3 days per LSP to introduce action researchers to webpage editing but this may be used at any time during RPC.

**Comment:** 0.5 per country.

**Comment:** 0.5 per contributor

**Comment:** 3 per country

**Comment:** same as for 1<sup>st</sup> newsletter minus distribution list.

<i>Actions</i>	<b>Main target audiences</b>	<b>Objectives</b>	<b>Who?</b>	<b>How?</b>	<b>When?</b>	<b>Estimated Days</b>
Participation in seminars related to internal communication and communicating with target audiences.	Colleagues at Bristol Academic community (across all disciplines)	To share information on research collaborations between institutions in UK and low income countries.	CM	Attend seminar: <i>Research Collaborations in Developing Countries</i> held by <b>Institute for Advanced Studies (IAS)</b> , held at Bristol	3 May 06	0.5
		To share information on communication of research with colleagues at Bristol and university press office	Director, CM	Convene and present at one day departmental meeting on: <i>research communication</i> .	18 May 06	2
Communicate with other Education RPCs on CS	EdQual researchers and admin. Researchers in other RPCS DfID CRD	To share information on strategies with other DfID-funded RPCs.	Director	Meeting of directors to discuss CS.	18 May 06	1
			CM	Ongoing discussion between CM and equivalent in other RPCs.	May 06 onwards	-
			CM, admin	CMs organise a communications workshop and invite DfID CRD communications team.	Sept-Dec 06	3

**Comment:** CM days do not need to be costed separately because on f.t. contract with EdQual?

**Comment:** 1 day each for CM & director, should not be charged to EdQual as this is a GSoE activity

**Comment:** 1 day CM, 2 days admin



<i>Actions</i>	<b>Main target audiences</b>	<b>Objectives</b>	<b>Who?</b>	<b>How?</b>	<b>When?</b>	<b>Estimated Days</b>
Participation in conferences and seminars relating to substantive research issues	Researchers International advocates	To engage researchers and international advocates/bureaucrats in critical debate over nations of quality education and quality indicators	EdQual researchers	ADEA Biennial Meeting, Libreville, Gabon	27-31 Mar 06	4
				AERA (American Educational Research Association) meeting in San Francisco	7-11 Apr 06	6
				1st international conference on ICT for development, education and training, UNCC, Addis Ababa,	24-26 May 06	?
				BERA (British Educational Research Association) annual conference, Univ of Warwick	7-9 Sept 06	3
				BAICE (British Association for International & comparative Education) biennial conference, Queens Univ, Belfast	8-10 Sept 06	3
Commonwealth Conference of Education Ministers, Cape Town, South Africa	11-14 Dec 06	4				
Press releases	Media Government Lay audience	To influence policy makers through strategic press releases.  To raise public awareness on issues of education quality.	All Com teams  Institutional press offices	Press releases in various member countries to coincide with launch of website.	Sept-Oct 06	2.5

**Comment:** Change to include travel time?

**Comment:** Not charged to EdQual if going anyway

**Comment:** I don't know how many are going

**Comment:** more than 1 person going, assuming no more than 1 charged to EdQual if any

**Comment:** no more than 1 charged to EdQual if any

**Comment:** Wits researchers going anyway, should we support another African or one or more of the Wits researchers?

**Comment:** 0.5 days per country to prepare press release.

<i>Actions</i>	<b>Main target audiences</b>	<b>Objectives</b>	<b>Who?</b>	<b>How?</b>	<b>When?</b>	<b>Estimated Days</b>
Communications capacity building	EdQual researchers	To share communication of research projects across researchers based in core and associate partner institutions.	All com teams  LSP lead researchers	Communciations training day included in LSP proposals development workshops  Prepare a RPC communications capacity building plan, which covers needs identified by national communications teams.  Researchers to attend training days when and as they are offered by university press offices  Implement communications capacity building plan	June 06  July-Aug 06  May 06 onwards  Sept 06 onwards	6  5  13

**Comment:** 1 day for each of LSPs (excluding SeeQ) + 2 days preparatn by Dir, CM & admin.

**Comment:** 1 day per country

**Comment:** This should be ahead of academic term/semester, that communications teams can plan to make maximum use of communications training opportunities in country.

**Comment:** assuming 1 per LSP, 1 per institution + 1 extra for CM + 1 for Bristol admin

## EdQual Research Programme Consortium (communications teams) 2007 - 10

Actions	Main target audiences	Objectives	Who?	How?	When?	Estimated Days	
Maintain a calendar of communication opportunities	Internal	To make use of existing dissemination channels	All Com teams	Scan for dissemination opportunities and communicate internally	ongoing	3 days per month	<b>Comment:</b> 0.5 days for each team, including central com team
Maintain a calendar of communication training opportunities	Internal	To build communications capacity	All Com teams	Scan for dissemination opportunities and communicate internally	ongoing	3 days per month	
Develop CS and communication action plans	EdQual researchers and administrators	To share the communication of research across researchers based in core institutions.	All com teams	Review and update mappings of communications environment, drawing implications for CAPs.	Aug-Sep 07,08,09,10	10 days p.a.	<b>Comment:</b> 2 days per communications team
			All com teams	Review and update LSP communication action plans annually, scanning for opportunities for cross-project collaboration/piggy-backing.	Aug-Sep 07,08,09,10	5 days per year	
			Central Com team	Review and update of CS, year 2-5	Sept-Nov 07, 08, 09, 10	7.5	<b>Comment:</b> 0.5 day per member of SMT excl. CM, 5 for CM.
			Central Com team	Review and update CS in response to changes in communications environment as and when required.	?	?	
			All Com teams	Review and update plan for building capacity for communication	Sept-Nov 07, 08, 09, 10	3 days per year 1.5 days per year	<b>Comment:</b> 0.5 days per country + 0.5 days for central com team
			Dir, CM	Ongoing discussion with other education RPCs on research communication			

Actions	Main target audiences	Objectives	Who?	How?	When?	Estimated Days
Maintain website	Internal Research International advocates/bureau crats National advocates Government Practitioner	To make research accessible.  To engage target audiences in debate.	LSP researchers	Each LSP to update webpages at least twice a year but more often as outputs become available	Ongoing	20 days per year
			Admin	RPC documents uploaded as they are created.	Ongoing	6 days per year
			Admin, Dir, CM	Welcome and umbrella webpages updated at least four times a year	Ongoing	4 days per year
			Admin, CM	Trouble-shooting	Ongoing	?
				Review effectiveness of website on annual basis	Aug-Sept 07, 08, 09, 10	2 days per year
Compile and disseminate two newsletters per year	EdQual internal Action researchers National advocates Government Practitioners	To engage national advocates and practitioners in critical debate over education quality.	Lead researchers, Dir, Admin, CM	Admin for each institution compile distribution list and estimate costs.	May –June 06	5 p.a.
				Each LSP contributes short article summarising conceptual basis, aims and methods. One LSP contributes 'feature'. CM contributes article or 'letter from editor'.	May - June06	7 p.a.
				UK Admin compile and format newsletter.	July 06	6 p.a.
				Admin print & distribute in their own country	Aug-Sept 06	30 p.a.
Press releases	Media Government Lay audience	To influence policy makers through strategic press releases.  To raise public awareness on issues of education quality.	All Com teams  Institutional press offices	Press releases in various member countries to coincide with publication of research outputs of interest to lay audiences.	?	?

Comment: 4 days per LSP,  
may be less in 2007-08

Comment: 0.5 per country.

Comment: 0.5 per  
contributor

Comment: 3 per country

Actions	Main target audiences	Objectives	Who?	How?	When?	Estimated Days
Ensure EdQual researchers participate in international conferences and seminars relating to substantive research issues	Researchers International advocates	To engage researchers and international advocates/bureaucrats in critical debate over nations of quality education and quality indicators	EdQual researchers	<p>XIII World Congress of Education Societies, Sarajevo</p> <p>9th UKFIET International Conference on Education and Development, Univ of Oxford</p> <p>ADEA Biennial Meeting</p> <p>BAICE biennial conference</p> <p>10<sup>th</sup> UKFIET International Conference on Education and Development, Univ of Oxford</p> <p>Other conferences and seminars that address education quality in low income countries as they are advertised – estimated 3 a year</p>	<p>3-7 Sept 07</p> <p>11-13 Sept 07</p> <p>08, 10</p> <p>Sept 08</p> <p>Sept 09</p> <p>ongoing</p>	<p>5</p> <p>12</p> <p>12</p> <p>3</p> <p>12</p> <p>12 p.a.</p>
Ensure EdQual researchers participate in conferences for policy makers, national advocates and practitioners.	National advocates Government Practitioners	To dialogue with government, national advocates and practitioners over notions of quality, quality indicators and needs of disadvantaged groups	Natnl Com teams	<p>Scan for national events and alert appropriate researchers to events they might attend.</p> <p>Monitor participation in national conferences, seminars etc</p>	<p>Ongoing</p> <p>Ongoing</p>	

**Comment:** Sponsor one person to attend?

**Comment:** Is it worth supporting 4 African ICs to attend. Could a SMT meeting be scheduled for the same week in UK?

**Comment:** 1 person to each meeting, meeting for 4 days + 2 days travel

**Comment:** 1 UK-based attendee

**Comment:** Is it worth supporting 4 African ICs to attend. Could a SMT meeting be scheduled for the same week in UK?

**Comment:** Assuming EdQual covers the cost of only one researcher to attend each.

<b>Actions</b>	<b>Main target audiences</b>	<b>Objectives</b>	<b>Who?</b>	<b>How?</b>	<b>When?</b>	<b>Estimated Days</b>
Lead dissemination workshops and other dissemination activities	National advocates Government	To influence policy makers to take up research in policy. To influence government to mainstream materials initiatives.	Natnl Com teams with LSP researchers Admin	Alert LSP lead researchers to dissemination activities of other LSPs to create opportunities for collaboration and piggy-backing within EdQual.  Assist in organisation of dissemination activities.  Monitor and evaluate dissemination activities	2009-10	
Lead training workshops	Practitioners	To influence practitioners to take up practices that promote quality education	Natnl Com teams with LSP researchers Admin	Alert LSP lead researchers to training activities of other LSPs to create opportunities for collaboration and piggy-backing within EdQual.  Assist in organisation of training activities.  Monitor and evaluate training activities	2009-10	
Facilitate dissemination through media	Lay	To dialogue over notions of education quality. To raise public awareness of quality education issues To influence policy makers through strategic press releases and coverage of research and communication activities	Natnl Com teams with LSP researchers	Identify key contacts within media.  Share information on how to disseminate through media with EdQual researchers.  Liaise with institutional press office to produce press releases and create opportunities for training for EdQual researchers.  Monitor communication through and with media	ongoing	

Actions	Main target audiences	Objectives	Who?	How?	When?	Estimated Days
One-to-one meetings with key individual policy makers and policy influencers	International advocates National advocates Government	To influence policy makers to take up research in policy, curriculum-writing and	Natnl Com teams	Identify key individual policy influencers and policy makers. Share information with EdQual researchers. Encourage EdQual researchers to set up one-to-one meetings.  Monitor communication with policy makers and policy influencers	ongoing	
Information sharing with international and national advocates	Influence advocates to take up research	To collaborate with advocates in awareness-raising on issues of education quality and the educational needs of disadvantaged groups. To dialogue with advocates over the usefulness of research for improving education quality.	Natnl Com teams	Identify key organisations and individuals within advocacy organisations, who can act as intermediaries.  To discuss with advocates opportunities to collaborate in influencing policy makers and awareness-raising amongst lay audiences.  To encourage EdQual researchers to communicate with and through advocates.  To monitor communication with and through advocates	ongoing	

## LSP1: School effectiveness and education quality in low income countries (SeeQ)

Actions	Main target audiences	Objectives	Who?	How?	When?	Est Days
Share findings with other EdQual research projects	Internal	to feed into the other four LSPs to assist them to develop, implement and mainstream their initiatives for improving educational quality  to share communication across research projects	GY, TN, AB	Findings of quantitative analysis of large scale data shared with LSPs to inform research design and mainstreaming of initiatives.  In presentations and publications, findings of quantitative studies used to infer significance of findings from action research projects	06-08  08-10	
Feedback SACMEQ. to  Feedback UNESCO IIEP. to	Research	to inform the further development of SACMEQ and the design of additional longitudinal datasets;  To involve IIEP lecturers in dissemination to educational managers through teaching.	GY, ST	Meetings, workshops and research reports	07 onwards	
Contribute to Newsletter	National advocates Government Practitioners	To engage national advocates and practitioners in critical debate over education quality.	AB, GY, TN	Contribute short article to RPC Newsletter and a feature length article when there is something to report, e.g. on completion of first literature review.	Twice p.a.	2 p.a.
Contribute to website	Internal Research International advocates/bureaucrats National advocates Government Practitioner	To make research accessible.  To engage target audiences in debate.	AB, GY, TN	Edit initial set of webpages  Set up links to and from prominent school effectiveness sites  update webpages at least twice a year but more often as outputs become available	Aug 06  Aug 06  ongoing	2  2  2-4 pa



Actions	Main target audiences	Objectives	Who?	How?	When?	Est Days
Research in schools in Tanzania and South African	EdQual Researchers Practitioners	To be responsive to the knowledge needs and contexts of practitioners. To dialogue with practitioners and community members over quality indicators and notions of quality schools.	ST, LT, AB, GY, TN	UK-based researchers visit schools in South Africa and Tanzania  Case Study data collection	Feb 07  Sept 2008 to Feb 2009	28
Interviews / articles / features in national and international media.	Lay Government	To influence policy makers through strategic press releases.  To raise public awareness on issues of education quality.	GY, AB with Natnl Com teams and institutional press offices	Press releases to coincide with launch of publications and emergence of findings from analysis of large data sets that have international relevance	09-10	
International conferences and seminars	Research International advocates	To engage researchers and international advocates/bureaucrats in critical debate over notions of quality education and quality indicators	ST, GY, AB, TN	UKFIET International Conference  Policy seminars and workshops  International Congress on School Effectiveness and Improvement  UKFIET International Conference  Policy seminars and workshops  ADEA meetings UNESCO seminars-	Sept 2007  Jan 2008 Jan 2009  Sept 2009  Sept-Dec 2009	

**Comment:** 5 week days in each country for each of 2 researchers, + weekends and travel either end.

Actions	Main target audiences	Objectives	Who?	How?	When?	Est Days
National conferences and seminars	National advocates Government Headteachers & other practitioners	To dialogue with government, national advocates and practitioners over quality indicators and explain usefulness of school effectiveness research in African context.  To influence policy makers to take up findings in policy.  To influence practitioners, especially headteachers, to take up evaluation tools and materials that promote quality schools.	GY, AB, TN, a Tz researcher	Participate in national fora for educationalists, advocates and government officials as recommended by the natnl com teams	08-10	
Published research reports, policy briefings and newsletter articles	Advocates Government Practitioners	To influence policy makers to take up research in policymaking, curriculum writing and design of classroom and training materials.	ST, GY, AB, TN	1 <sup>st</sup> interim report 2 <sup>nd</sup> interim report final report  Separate policy briefing papers aimed at government and contribution to RPC briefing papers.  Articles in IIEP newsletter and in other newsletters distributed to researchers, advocates and practitioners	June 08 Aug 09 Aug 10  Jan- Aug 2010	

Actions	Main target audiences	Objectives	Who?	How?	When?	Est Days
Academic papers and publications including refereed journals and books	Researchers International advocates	<p>To engage researchers in critical debate over quality indicators and notions of quality schools.</p> <p>To invite the academic community to critique research outputs.</p> <p>To stimulate more widespread theoretical debate on indicators of quality HIV/AIDS education in schools</p>	All SeeQ researchers	<p>Publish in international peer-reviewed journals specialising in school effectiveness and educational development.</p> <p>Contribute chapters to edited books publishing on EdQual research, Education RPCs research and on issues relating to school effectiveness in low income countries</p>	07-10	
Dissemination/training workshops	Internal Government Practitioners	<p>To involve researchers in dissemination.</p> <p>To influence policymakers to take up findings</p>	GY, ST	<p>Dissemination/training workshops with planners in government departments of education to disseminate findings.</p> <p>Dissemination/training workshops with headteachers, local education administrators and providers of professional development for headteachers on quality indicators evaluation tools for schools.</p>	08-10	
Capacity-building for communications	EdQual researchers		GY, AB	Attend staff development events conducted by the Univ of Bristol Press office	06 onwards	

## 14. Monitoring and reviewing risks

Risk assessment was carried out by the Communications Manager (Angeline Barrett), Communication Supporting Manager (Rita Chawla-Duggan) and the Communications Administrator (Ellie Tucker) in October 2006. The full assessment is given in appendix H. Risks were assessed on an activity-by-activity basis with the following results:

<b>HIGH RISK</b>	
<b>MEDIUM RISK</b>	CS preparation; workshops & meetings with policy makers; website; Newsletter & brochure; conference & seminar attendance;
<b>LOW RISK</b>	Press releases & media

Hence, **implementation of the Communication Strategy was assessed as medium risk.**

In addition, some communications risks were identified by the SMT and LSPs as part of programme risk analysis. These are detailed in the risk management plan but have also been collected together in appendix H. **This analysis assessed achievement of EdQual communications objectives as medium risk.**

Activity risks that need monitoring and reviewing are detailed below. The Communications Manager has principal responsibility for monitoring and reviewing these risks, with support from the Communications Supporting Manager and Communications Administrator.

1. Planning, monitoring and reviewing of CS, CAPs and mappings of communications environment. This is a key activity that impacts on the communications outputs of the RPC. Since the communication workshops in June and July 2006, all partners have engaged with the CS, drafted their own CAP and in some cases CS. In October 2006, our main concern is providing training and orientation for National Communication Strategists.
2. Communications with policy makers. Persuasive communications with policy makers is a RPC communications output so this has a high impact at programme level. Monitoring and reviewing should address the following questions:
  - Who is invited to workshops and meetings?
  - Who is involved in national steering groups or reference groups?
  - Are they attending?
  - Are they engaging with research when they attend?
  - Are they implementing research within their spheres of influence?
  - When is it strategic to also use popular media to influence policy makers, especially politicians?
3. Website. This is relatively costly for the RPC. We also have options to add features at a later date or to upgrade the content management system at extra cost. Questions that need to be addressed that will be covered in by the designer's evaluation are is the website being used and how. Another question to address is who is using the website and is it meeting the needs of the internal as well as external target audiences.
4. Conference and seminar attendance. This is a key way of communicating with international policy influencers but also very expensive. Questions that need to be addressed when reviewing is:
  - Which events have we been attending?

Which events is it strategic to target over the next year?  
Who is representing EdQual at conferences, are lead and key researchers getting equal opportunities to attend conferences?  
Who is being funded by EdQual and who is sourcing alternative funding?  
Who is it strategic to fund over the next year?  
Are we presenting quality papers?  
Are our papers engaging international policy influencers in debate over understandings and indicators of education quality?

5. Newsletters & brochures. Although the probability of these not influencing the target audiences are high their impact is low as we are not dependent on them. They work best to support face-to-face communication rather than as a stand-alone tool.

## **15. *Communications Budget***

## Appendix A: Calendar of education and development events (2006-7)

A calendar of major events in the education year is available from the Commonwealth Consortium for Education (<http://www.commonwealtheducation.org/calender.htm>).

27-31 March 2006	ADEA Biennial Meeting, Libreville, Gabon <b>Attended by Dr. George K.T. Oduro, IC Univ of Cape Coast, Ghana</b>
7-11 April 2006	AERA (American Educational Research Association) meeting in San Francisco <b>Attended by Dr. Leon Tikly, Director</b>
24-30 April 2006	Education Global Action Week – every child needs a teacher
11-13 May 2006	Violence Against the Girl Child - African Child Policy Forum <a href="http://www.crin.org/violence/search/closeup.asp?inford=6702">http://www.crin.org/violence/search/closeup.asp?inford=6702</a>
24-26 May 2006	1st international conference on ICT for development, education and training, UNCC, Addis Ababa, Ethiopia <a href="http://www.elearning-africa.com/">http://www.elearning-africa.com/</a> <b>Researchers on ICT LSP to attend</b>
25 May 2006	Africa Day
31 May- 2 June 2006	World Economic Forum on Africa Cape Town, South Africa <a href="http://www.weforum.org/">http://www.weforum.org/</a>
June 2006	Communications workshops as part of LSP proposal development workshops. 1 per LSP excluding SeeQ. See <a href="#">section 10</a> .
16 June 2006	Day of the African Child
19-22 June 2006	Languages and Education in Africa (Conference), Oslo, Norway <a href="http://www.pfi.uio.no/konferanse/LEA2006/">http://www.pfi.uio.no/konferanse/LEA2006/</a>
20 June 2006	World Refugee Day
27 June 2006	State, philanthropy & profit in education today, The Council for Education in the Commonwealth (CEC) annual conference, British Council, London. Contact: <a href="mailto:kees.maxey@geo2.poptel.org.uk">kees.maxey@geo2.poptel.org.uk</a>
19-21 July 2006	Seventh meeting of the EFA Working Group, Paris, France
9 August 2006	International Day of World's Indigenous People
12 August 2006	International Youth Day
13-18 August 2006	XVI International AIDS Conference , Toronto, Canada <a href="http://www.aids2006.org/">http://www.aids2006.org/</a>
6-9 Sept 2006	BERA (British Educational Research Association) annual conference, Univ of Warwick <a href="http://beraconference.clarocada.com/">http://beraconference.clarocada.com/</a> <b>Bristol or Bath researcher to attend</b>
7-9 Sept 2006	Joint annual meeting of British Association for Applied Linguistics (BAAL) and Irish Association of Applied Linguistics (IRAAL), Univ College, Cork <a href="http://www.baal.org.uk/conf2006/index.htm">http://www.baal.org.uk/conf2006/index.htm</a> <b>Prof. Pauline Rea-Dickins or Dr. John Clegg, lead researchers Lang &amp; Lit LSP to attend???</b>
8 September 2006	International Literacy Day
8-10 Sept 2006	BAICE (British Association for International & comparative Education) biennial conference, Queens Univ, Belfast <a href="http://www.qub.ac.uk/edu/baice/">http://www.qub.ac.uk/edu/baice/</a>

**Comment:** Historically, education was provided in most of the world by private philanthropists, religious bodies and local communities until the nineteenth century, when the state stepped in; in the Commonwealth, India was a pioneer of state intervention. Since then, with ideas of universal access and education as a right, it has been taken for granted that the state should be the main provider, whether via central or local government. Recently, when it has seemed unlikely that governments by themselves can deliver education for all, particularly in poor countries, there has been renewed interest in other sectors taking a greater share in the task, either as partners, managers, funders or direct providers. If private business or international NGOs are involved in any of these ways, there are issues of responsibility and accountability and also of relations with the state and with local communities. This conference has been planned to focus on some of these issues.

	<b>Dr. Angeline Barrett, IC for Bristol to attend.</b>
19-21 Sept 2006	Investment Choices for Education in Africa Conference, University of Witwatersrand, Johannesburg, South Africa Contact: <a href="mailto:dulceem@dbsa.org">dulceem@dbsa.org</a>
5 October 2006	World Teachers' Day
16-19 Oct 2006	African Conference on Primary/Basic Education 2006 Theme: Achieving Universal Basic/Primary Education in Africa in 2015. Myth or Reality? The Department of Primary Education University of Botswana, Gaborone, Botswana Contact: "MONAU, Ruth (Mrs)" <a href="mailto:MONAURM@mopipi.ub.bw">MONAURM@mopipi.ub.bw</a>
17 October 2006	International Day for Eradication of Poverty
November 2006	Launch of EFA Monitoring Report "Early Childhood Care and Education"
16 November 2006	International Day for Tolerance
20 November 2006	Universal Children's Day
November 2006	6th Meeting of High Level Group on EFA, UNESCO, Cairo, Egypt
26-28 Nov 2006	SACHES (Southern African Comparative and History of Education Society) annual conference, Wilderness Lodge (near Knysna and George in the Western Cape)  Theme: New Comparative and History Perspectives in Education in Southern Africa
28 Nov – 01 Dec 2006	Combined Kenton & EASA (Education Association of South Africa) Conference, Nelson Mandela Metropolitan University, Port Elizabeth
1 December 2006	World AIDS Day
10 December 2006	Human Rights Day
11-14 Dec 2006	Commonwealth Conference of Education Ministers, Cape Town, South Africa <b>Prof. Leon Tikly; Dr. Hillary Dachi (presenting) &amp; Mr. Mario Pillay to attend.</b>
14 December 2006	Launch of UN "State of the World's Children Report 2006"
20 December 2006	UN Day of South-South Cooperation
3-6 Jan 2007	20th Annual World ICSEI (International Congress for School Effectiveness & Improvement) Portoroz, Slovenija <a href="http://www.solazaravnatelje.si/ENGLISH/CONFERENCES/ICSEI2007.html">http://www.solazaravnatelje.si/ENGLISH/CONFERENCES/ICSEI2007.html</a> <b>Dr. Sally Thomas or Dr. Guoxing Yu, lead researchers from SeeQ LSP to attend</b>
6-9 Jan 2007	5th Annual Hawaii International Conference on Education <a href="http://www.hiceducation.org">http://www.hiceducation.org</a>
8-10 February 2007	CECDE (Centre for Early Childhood & Development Education) International Conference 2007 - Dublin Castle Conference Centre, <b>Dr. Rita Chawla-Duggan &amp; Dr. Kafui Etsey to present</b>
26-28 March 2007	Computer Assisted Learning Conference, biennial conference CAL'07 Trinity College, Dublin. <a href="http://www.cal-conference.elsevier.com/">http://www.cal-conference.elsevier.com/</a> <b>Prof. Ros Sutherland &amp; ?? (ICTs) to present</b>
	e-Learning Africa conference, Nairobi <b>Dr Edmond Were (?) to attend</b>
3-7 Sept 2007	XIII World Congress of Comparative Education Societies, Sarajevo <a href="http://www.hku.hk/cerc/wcces/World-Congress/sarajevo.htm">http://www.hku.hk/cerc/wcces/World-Congress/sarajevo.htm</a>

**Comment:** As Africa faces growth and expanding economies how do we invest in education to ensure development, especially in SADC?

What sectors or areas of education are priorities?

What do we expect from the education system?

How do we finance these education choices to ensure quality outcomes?

**Speakers**

Professor Martin Carnoy (Stanford, USA)  
Professor Christopher Colclough (Cambridge, UK)  
Other speakers from Africa and elsewhere

**Who should attend**

Policymakers, government officials, Academics, donors, civil society

For further information contact by e-mail [dulceem@dbsa.org](mailto:dulceem@dbsa.org)

<mailto:dulceem@dbsa.org>

[g>](#)

**Sponsors:**

Development Bank of Africa  
Human Sciences Research Council  
University of Witwatersrand  
NEPAD = New Partnership for Africa's Development



11-13 Sept 2007	9th UKFIET International Conference on Education and Development, Univ of Oxford <b>Dr Jutta Nickel conveying a thematic group on quality &amp; sustainability. Dr Angeline Barrett convening symposium on EdQual research.</b>
2007 – 2008	EFA Mid-Term Review
2015	Target for EFA and MDGs
<b>United Nations Decades</b>	
2001 – 2010	International Decade for a Culture of Peace and Non-violence for the Children of the World, <a href="http://www3.unesco.org/iycp/uk/uk_sommaire.htm">http://www3.unesco.org/iycp/uk/uk_sommaire.htm</a>
2003 – 2012	UN Literacy Decade, <a href="http://portal.unesco.org/education/en/ev.php-URL_ID=5000&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/education/en/ev.php-URL_ID=5000&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a>
2005 - 2014	UN Decade for Education for Sustainable Development, <a href="http://www.unesco.org/education/desd">http://www.unesco.org/education/desd</a>

**Appendix B: Communications section of ICs' annual report pro forma**

**4. (a) Communication**

Report on progress with communications activities, lessons learnt and any comments or recommendations you may have, using the following table. You find it useful to refer to aims & objectives in the Communication Strategy.

<b>Activities</b>	Progress Lessons learnt Recommendations/comments
Planning activities: e.g. map comms environment; set up comms team/strategist, set up systems for monitoring & reviewing comms in country.	
Text dissemination (academic papers, policy briefings, publicity material etc)	
Communication with academics - conferences, seminars, international, national & institutional	
Communication with policy makers & advocacy organisations, NGOs etc (workshops, meetings etc)	
Communication with DFID & other RPCs in your country	
Communication thru' popular media	
Capacity-strengthening for comms – activities carried out & needs	

## **Appendix C: Communications web-based resources**

When EdQual's intranet is launched it should include links to these sites  
The links all come from the Research Communication Guidance Notes for RPCs.

### **DFID support for communications**

Information on DFID communications team

<http://www.research4development.info/researchTopics.asp?topic=Information%20and%20Communication>

**\*RECOMMENDED\* Research Communication Guidance notes prepared by DFID for RPCs**

<http://www.dfid.gov.uk/research/guidance.asp>

This document is periodically updated. If nothing else, read this.

**\*RECOMMENDED\*DFID (2002) Tools for Development: A handbook for those involved in development activity**

<http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf>

Chapter 2 on stakeholder analysis elaborates on influence-importance and power-support approaches below. Chapter 5 on logframes. Chapter 6 on risk management.

A study of research communications commissioned by Dfid in preparation for its new Research Strategy - Dodsworth *et al.* (2003) *New Dfid Research Strategy Communications Theme, final report*, Dfid/CIMRC, 31 December 2003

CIMRC/DFID (2003) **Reports from DFID Consultation: CIMRC workshop on Communication of Research Findings.** [www.cimrc.info/pdf/news/Communication.pdf](http://www.cimrc.info/pdf/news/Communication.pdf)

<http://www.dfid.gov.uk/research/Comms Strategy Final.pdf>

### **Research communication tools and handbooks**

UK-based ODI (Overseas Development Institute) has produced a range of materials from its RAPID programme (Research and Policy in Development):

<http://www.odi.org.uk/RAPID/>

**\*RECOMMENDED\*** The RAPID handbook is particularly useful: Start, D. & Hovland, I. (2004) *Tools for Policy Impact: A handbook for researchers*, London, ODI.

[http://www.odi.org.uk/RAPID/Publications/Documents/Tools\\_handbook\\_final\\_web.pdf](http://www.odi.org.uk/RAPID/Publications/Documents/Tools_handbook_final_web.pdf)

**\*RECOMMENDED\* ESRC Communications Resources**

[www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Support/Communications%5FToolkit](http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Support/Communications%5FToolkit)

Visit this website if you are applying for ESRC funding.

CARE's advocacy tools & guidelines: <http://www.care.org/getinvolved/advocacy/tools.asp?>

Megan Lloyd Laney (2005) **Scanning the policy, communications and research environments, CIMRC.** [www.cimrc.info/pdf/news/Scanningtheenvironment.pdf](http://www.cimrc.info/pdf/news/Scanningtheenvironment.pdf)

A blessedly short document (4 pages). Author is hired as a consultant by DFID CRC Communications team.

Megan Lloyd Laney (2005) **Tips for Using the Media, CIMRC** - Another 4-page doc.

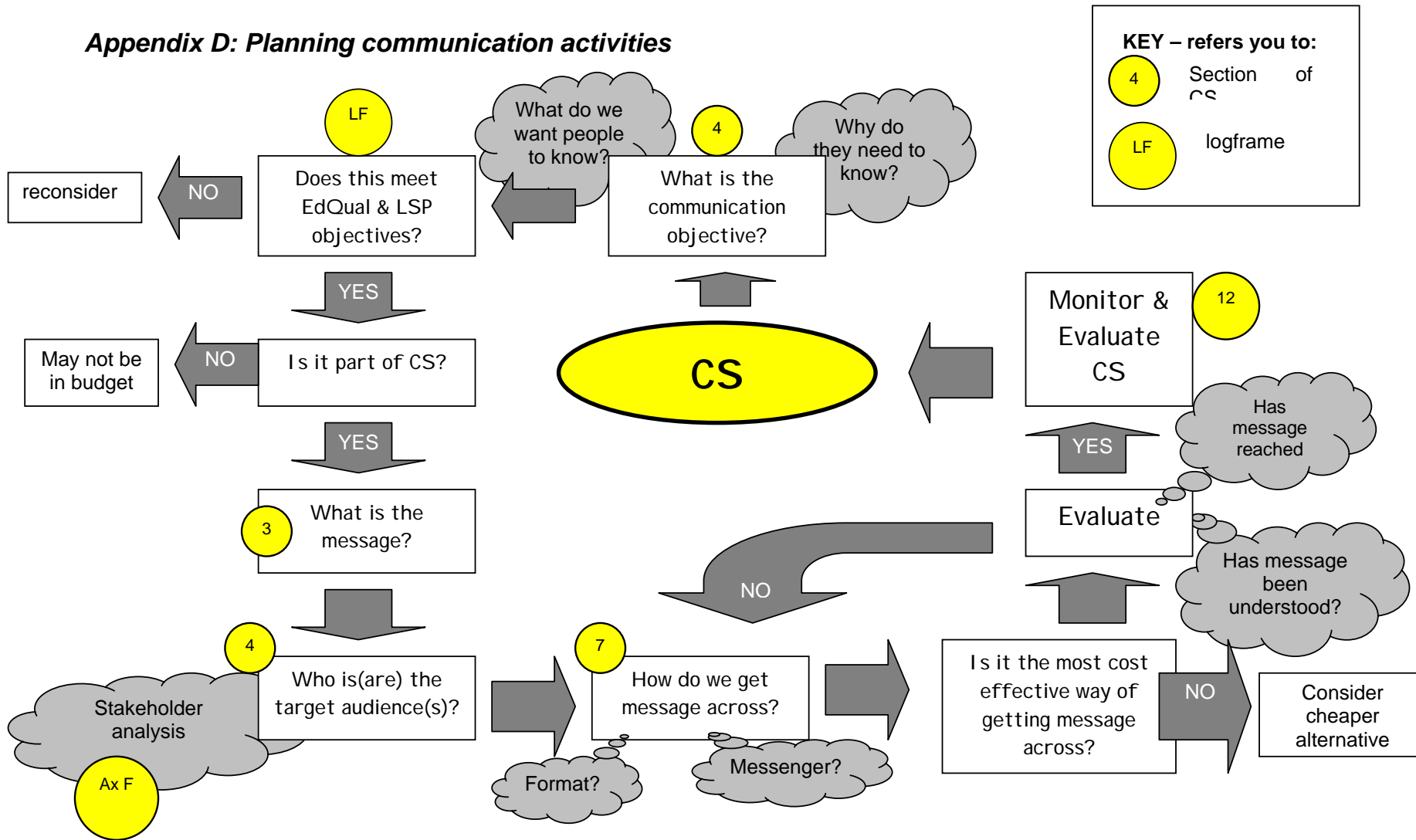
[www.cimrc.info/pdf/news/Tipsformedia.pdf](http://www.cimrc.info/pdf/news/Tipsformedia.pdf)

Robert W. Porter and Suzanne Prysor-Jones (July 1997) ***Making a Difference to Policies and Programs: A Guide for Researchers***, AED, SARA Project, AFR/SD, HHRAA Project, Washington, DC [http://sara.aed.org/sara\\_pubs\\_list\\_usaid\\_5.htm](http://sara.aed.org/sara_pubs_list_usaid_5.htm)

C. de Toma & L. Gosling (2005) **Advocacy Toolkit: A selection of tools to help plan, implement monitor and evaluate advocacy**, SCF.  
[www.mande.co.uk/docs/AdvocacyInitiativesToolkit2005.pdf](http://www.mande.co.uk/docs/AdvocacyInitiativesToolkit2005.pdf)

C. Cabañero-Verzosa (2003) **Strategic Communication for Development Projects, The World Bank**. <http://rru.worldbank.org/PapersLinks/Open.aspx?id=6226>  
Concerned with communication for behaviour change.

## Appendix D: Planning communication activities



## Appendix E: Tools for Stakeholder Analysis

Tools demonstrated by Megan Lloyd Laney in the Communications Workshop for Language & Literacy LSP, 28 June 2006.

Stakeholder Analysis identifies the interests of different target groups and finding ways of harnessing the support of those in favour of the research, while managing the risks posed by stakeholders who are against it.

A 'quick and dirty' stakeholder analysis can be done with a team in a workshop situation using a flipchart.

For more information on the tools suggested below and other tools see chapter 2 of: DFID (2002) **Tools for Development: A handbook for those involved in development activity**. <http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf>

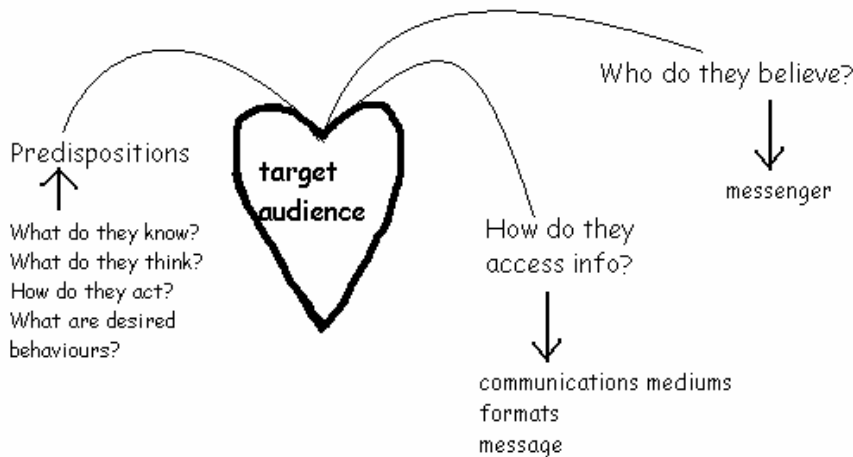
1. There are 3 main types of stakeholders

- (i) **Key stakeholders** - Those who can significantly influence or are important to the success of an activity.
- (ii) **Primary stakeholders**. Those individuals and groups who are ultimately affected by an activity, either as beneficiaries (positively impacted) or disbeneficiaries (adversely impacted).
- (iii) **Secondary stakeholders**. All other individuals or institutions with a stake, interest or intermediary role in the activity.

E.g. for an initiative aimed at improving the quality of language teachers pedagogy, the key stakeholders may be language teachers, teacher trainers, head teachers and ministry of education officials who can influence the decision to mainstream the initiative. Primary stakeholders would be students who benefit from improved learning. Secondary stakeholders would be parents, school governors, education administrators, NGOs, donors in field of education.

In reality, the distinction may not be clear-cut, with overlap between these main types: some primary or secondary stakeholders may also be key stakeholders.

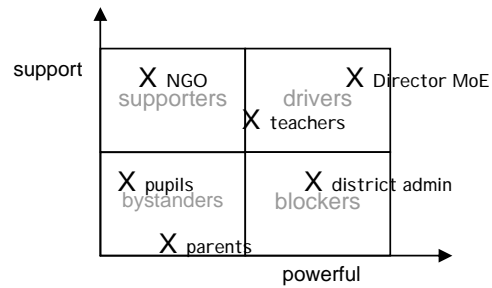
2. Heart Diagram



3. Powerful-Supportive plot

1. List main stakeholders
2. Either rank them on a 5-point scale as to whether they are supportive and powerful or plot them directly on axes shown below.

Stakeholder	support	power
teachers	4	3
District administrators	2	4
Director, division x, MoE	5	5
pupils	2	1
parents	1	2
Local NGO	5	2



You may devise strategies for persuading blockers, capitalising on the support and power of drivers, keep supporters on board, empower and persuade bystanders etc.

4. Influence-importance plot

The exercise in no. 3. above is carried out for influence and importance.

## Appendix F: Pro forma for Mapping Communications Environment

The following should be treated as a suggestion that national communications teams and LSPs can adapt.

For more information see [section 6](#) and resources listed in [appendix C](#).

### Formal Policy

POLICY PAPER	PURPOSE	Discourse (in relation to education)	Implementation	Communications Opportunities & Threats
Select key policy papers that are relevant to EdQual/LSP	What is purpose of document? e.g. visionary/ideological, medium term strategy, planning, guiding document for more detailed policy writing?	What is the dominant discourse/narrative of the policy e.g. poverty reduction (MDGs), economic competitiveness, decentralise-liberalise, objectives, strategies & targets, budget etc?	Is the policy being implemented?  What are the barriers to implementation?	What are communications opportunities and threats?  e.g. OPP - focus on raising quality, primary education prioritised  e.g. THREAT - focus on quantitative improvements to education, restricted conceptualisation of quality in terms of performance in national examinations etc.



## **Policy Making Processes**

Who makes policy and how?

Name main bodies that set agenda in area of your LSP. Who participates/sits on these bodies?

What more information should the communications team seek out?

## **Key government institutions**

Identify key institutions, the departments and individuals within these with which we should communicate. Inc

These might include: Ministry of Education, Curriculum and Assessment Authorities.

## **Key Advocates**

Identify key advocates and contact individuals. Why are they important to EdQa/LSP? How important and influential are they? What existing contact do we have with them? Can act as intermediaries through which we can communicate with specific target audiences.

These might include: Bilateral donors, INGOs, NGOs, Civil Society Organisations (CSOs), networks, professional associations, teachers unions.

## **Sources**

Name your key sources. This may be the accumulated wisdom of the communications/LSP team; websites of ministries of education, published or unpublished research on policy making and research communication.

**You can probably get most of the information you need from 2 or 3 key sources.**

**Appendix G: Pro forma for CAP**

This pro forma was prepared by SeeQ project. It may be modified to suit your needs or you may prefer a completely different format. Note, that it does not include a column for objective verifiable indicators that might be used for evaluating implementation of CAP.

Actions	Main target audiences	Objectives	Who?	How?	When?	Est Days
Summarise main actions	See <a href="#">section 4</a>  You may be more specific than the categories given in section 4.	You may take these from <a href="#">section 4</a> or formulate your own.	Who is to implement action	How will action be achieved	Indicate dates if relevant	Budget implications

## **Appendix H: Risk Assessment of Communications Strategy**

### **Introduction**

Risk analysis was conducted collaboratively by the Communications Manager, Angeline Barrett; Rita Chawla-Duggan, who supports the Communications Manager; and the Communications Administrator, Ellie Tucker in October 2006. It will be continuously reviewed as part of the annual review process for the CS and EdQual as a whole.

The communications activities are analysed in this document. Risks to communications outputs and hence purpose of RPC are included in programme risk analysis.

### **Abbreviations, scoring & classification**

L: Low Probability/Impact

M: Medium Probability/Impact

H: High Probability/Impact

CA: Communications Administrator (Ellie Tucker)

CAG: Consortium Advisory Group

CAP: Communications Action Plan

CM1: Communications Manager (Angeline Barrett)

CM2: Communications Manager 2 (Rita Chawla-Duggan)

CS: Communications Strategy

Dir: Director

EPU: Education Policy Unit, University of Witwatersrand, Johannesburg

Gh: Ghana

IC: Institutional Coordinator

KR: Key researcher

LR: Lead Researcher

LSP: Large Scale Project

M&R: Monitor & Review

NCS: National Communications Strategy

NCSt: National Communications Strategist (Rosemary Bosu in Ghana, Mary Kampogo in Rwanda, tba in Tanzania)

Rw: Rwanda

SA: South Africa

SMT: Senior Management Team (i.e. Director & ICs)

Tz: Tanzania

VOIP: Voice Over Internet Provider

Abbreviation for risk types

**A:** Activity

**E:** External

**F:** Financial

**HR:** Human Resource

Scoring system

<b>P Probability Scoring</b>		
<b>L</b>	Low	unlikely to occur or the risk is fully manageable
<b>M</b>	Medium	Could go either way & the RPC can have some influence in managing the risk but cannot control it completely
<b>H</b>	High	Very likely to occur and the RPC's ability to actively manage the risk is limited
<b>I Impact Scoring</b>		
<b>L</b>	Low	Risk factor may lead to tolerable delay in the achievement of objectives or minor reduction in quality/quantity and/or an increase in cost
<b>M</b>	Medium	Risk factor may lead to some delay, and/or loss of quality/quantity and/or increase in cost
<b>H</b>	High	Risk factor may cause some or all aspects of the objectives not being achieved to an acceptable standard or to an acceptable cost

**Risk classification scheme**

As provided by DFID in the document 'Managing Risk for DFID Research Programme Consortia (RPC)'.

<b>HIGH RISK</b>	>2 risks in darkest squares
<b>MEDIUM RISK</b>	≤1 risks in darkest squares ≥1 in light grey squares
<b>LOW RISK</b>	All risks concentrated in white squares

**Risk Ownership**

CM1 has principal responsibility for all risks in relation to CS.

CM2 and CA have joint responsibility.

NCSs have joint responsibility for risks that relate to activities within African partner countries.

In some instances, Nikki Hicks (NH) as CA's (Ellie Tucker) jobshare has a supporting responsibility.

NH and not CA has joint responsibility for Moodle (intranet).

**Risk Analysis**

**Communication Strategy Preparatory work**

Includes capacity building for communications

Prob	L	M	H
Impact			
H	Partners do not engage & own comms plans Time as a resource to complete the work required		

M		Inadequate training of NCSt; Bottlenecking around CM.	
L		Lacking electronic systems for Document sharing across countries	

Communication Strategy Preparatory work is medium risk.

Identified Risks for Activities	Probability	Impact	Contingency/Comments
Inadequate training of NCSts.	M	M	<b>Comment:</b> <ul style="list-style-type: none"> <li>No budget for this.</li> <li>Hard to train NCSts at distance.</li> </ul> <b>Actions already taken:</b> <ul style="list-style-type: none"> <li>Accessibly formatted emails on comms teams &amp; comms preparatory work sent over summer.</li> <li>Comms workshop included within 3 LSP proposal dvlpmt workshops but comms strategists were unable to attend these.</li> <li>Feedback to Ghana NCSt-Ghana and to SA IC (Mario Pillay) on their CAPs &amp; NCS. Short session with Tz, Rw IC &amp; Gh NCSt on how to use CS.</li> </ul> <b>Actions: (CM)</b> <ul style="list-style-type: none"> <li>Include in Caps EAP proposal</li> <li>Deliver training to Tz NCS in Feb 07. Invite Rw NCS.</li> <li>Offer Comms workshop in Tz in Feb 07 &amp; in SA in March 07.</li> </ul>
Time as a resource to complete the work required	L	H	<b>Actions already taken to lower prob:</b> ICs pressed for time have appointed NCSt in Ghana & Rw, plans to appoint NCSt in Tz. IC in SA engaging with Comms. Bath (CM2) supporting Bristol with this work.
Engagement and Ownership by partners of their own communications plans	L	H	<b>Comment:</b> Email communication, appointment of NCSt & preparation of NCS & CAPS suggests engagement by all partners (see above)
Bottlenecks around CA and CM.	M	M	<ul style="list-style-type: none"> <li>See comment on time as resource</li> <li>Will delay rather prevent intended outputs</li> </ul>
Lacking electronic Systems for Document sharing across countries	M	L	<b>Actions to be taken: (NH, CM)</b> Moodle has facility for wikis and discussion forums can also be used to share documents. Moodle v2 will be linked from edqual.org. Exploring more user-friendly styling for moodle.

#### Workshops & meetings with policy makers & influencers

Prob	L	M	H
Impact			
H		Policy makers do not engage with research beyond workshop or meeting.	

<b>M</b>	Policy makers do not engage with research within workshops/meetings.	Key policy makers cannot attend workshops.	
<b>L</b>			

Workshops and meetings with policy maker are a medium risk activity.

Identified Risks for Activities	Probability	Impact	Contingency/Comments
Policy makers do not engage with research beyond workshop or meeting.	M	H	<p><b>Consequence</b> If policy makers do not engage with research, initiatives developed by EdQual will not contribute towards education improvement in low income countries, i.e. impact on programme purpose.</p> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Ongoing engagement with policymakers to build up trust &amp; rapport; invite policy makers to sit on national reference groups/steering committees.</li> <li>• Research responsive to policy makers knowledge needs.</li> <li>• Use discourse and narratives of policy makers and influencers to communicate research.</li> <li>• Printed policy briefings to support face-to-face communication that are accessible and can be taken away from meetings &amp; workshops.</li> </ul>
Key policy makers cannot attend workshops.	M	M	<p><b>Description</b> The most important policy makers are often the busiest and even when a meeting has been arranged with them in advance may have to go to a more important or urgent engagement last minute.</p> <p><b>Consequence</b> Research is not communicated with individuals who can authorise policy change.</p> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>• One-to-one meetings to be main means of communication with key policy makers.</li> <li>• Identify individuals who have strong influence but may not be most important, i.e. those who write policy may not have most senior positions.</li> </ul>
Policy makers do not engage with research within workshops/meetings.	L	M	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Follow current policy debate</li> <li>• Talk to issues that currently concern policy makers</li> <li>• Use discourse and narratives of policy makers and influencers to communicate research.</li> </ul>

Website

Prob Impact	L	M	H
H	Will the site meet the needs of the audience and be useful?		
M		Partner engagement & LSP ownership their pages; Sustainability as resource during & beyond RPC lifespan; Time as a resource to maintain and manage the site	
L		Understanding and communications between ILRT and Site Managers.	Lack of funding to carry out design needs

Website is a medium risk activity

Identified Risks for Activities	Probability	Impact	Contingency/Comments
Time as a resource to maintain and manage the site	M	M	<ul style="list-style-type: none"> <li>Launch of website delayed.</li> <li>Flexi-working (i.e. working from home) for Ellie.</li> </ul>
Partner engagement & LSP ownership their pages	M	M	<ul style="list-style-type: none"> <li>Oct SMT meeting used to present website to SMT, Ghana NCSt &amp; CAG.</li> <li>Administration of site appears to be inaccessible from Ghana. Administration may be limited to UK &amp; SA.</li> </ul>
Lack of funding to carry out design needs	H	L	<ul style="list-style-type: none"> <li>Limits attractiveness, ease to browse &amp; edit of website.</li> <li>Limits extent to which it can be a resource on education quality in low income countries for researchers internationally.</li> <li>Impact low because website is already fit-for-purpose.</li> </ul> <p><b>ACTION</b></p> <p>Re-visit objectives for website, objective of being a resource for education quality should be regarded as secondary to being a communications vehicle for EdQual research.</p>
Will the site meet the needs of the audience and be useful?	L	H	<ul style="list-style-type: none"> <li>See box above.</li> <li>Website objectives are to make research accessible &amp; engage target audiences in debate. Due to limitation on features it can only do the former.</li> </ul>
Sustainability of the website as a resource during and beyond the project lifespan	M	M	<ul style="list-style-type: none"> <li>Plans to transfer website content onto CDROM or look for funding to sustain website towards end of RPC lifetime.</li> <li>Primary purpose of communicating RPC research</li> </ul>

			requires minimal site maintenance beyond lifetime of RPC.
Understanding and communications between ILRT and Site Managers	M	L	<ul style="list-style-type: none"> <li>• So far all comms with ILRT channelled thru Ellie.</li> <li>• CM1 to engage more post-Oct 06 (annual report)</li> </ul>

**Newsletter and Brochures**

Prob Impact	L	M	H
H		Linguistically & culturally appropriate across all distribution contexts	
M	Engagement and ownership of Partners for contributions of news	<p>Institutional capacity to distribute &amp; print in-country prevents reaching target audiences</p> <p>Medium not considered useful resource by target audience &amp; does not engage target audience in debate</p>	
L		Time as a resource	

Newsletter & Brochures is a medium risk activity.

Identified Risks for Activities	Pro ba bili ty	Im pa ct	Contingency/Comments
Linguistically & culturally appropriate across all distribution contexts	M	H	<ul style="list-style-type: none"> <li>• Ask ICs to check content for linguistic &amp; cultural appropriateness to their country contexts.</li> <li>• Guest editorship from African institutions for subsequent issues discussed with SMT Oct 06, preferred to keep editorship at Bristol.</li> <li>• Translate into French in Rwanda. Translate into Swahili in Tanzania.</li> </ul>
Distribution and Printing in-country - do institutions have the capacity?	M	M	<ul style="list-style-type: none"> <li>• Will know about more about this after 1<sup>st</sup> issue released.</li> <li>• Use commercial printers rather than institutional print services if these are not reliable.</li> </ul>
Does the medium reach the target audience? Is it a useful resource?	M	M	<ul style="list-style-type: none"> <li>• Will know more about this when distributed to practitioners.</li> <li>• Newsletter most effective supporting verbal communication with practitioners and policy makers rather than as stand-alone tool.</li> </ul> <p><b>ACTION</b></p> <p>Re-visit objectives for newsletter in action plan to see if they fit this limitation. Current objective is to</p>



			engage national advocates & practitioners in critical debate over education quality.
Time as a resource	M	L	<ul style="list-style-type: none"> <li>• Release of 1<sup>st</sup> issue delayed. Later issues may be delayed and as a result fewer newsletters issued.</li> <li>• Engagement of partners may reduce time-burden on Bristol</li> <li>• lack of support for in-house publications at Univ of Bristol contributes to risk</li> </ul>
Engagement and ownership of Partners for contributions of news	L	M	Have had plenty of contributions from partners. Is it easier for African partners to engage with newsletter compared to website?

#### Conference and Seminar Attendance

	Prob		
		L	M
Impact			H
H	Quality papers need to be prepared		
M	Capitalisation of networking opportunities can be missed	Funding for travel & fees - International travel budget limits opportunities	
L			

Conference & Seminar attendance is a medium risk activity because of the high costs involved and because it is the principal way of engaging with international policy influencers, hence impact scorings are high.

Identified Risks for Activities	Probability	Impact	Contingency/Comments
Funding for our partners to attend - the International travel budget does not allow many opportunities	M	M	<ul style="list-style-type: none"> <li>• UK partners encouraged to use non-EdQual funding to attend conferences where poss freeing up resources for other partners.</li> <li>• Parallel funding has been investigated &amp; information disseminated through email to all EdQual researchers at regular intervals.</li> <li>• Special attention to be given to achieving participation at Oxford UKFIET conference, e.g. by holding SMT in UK around time of conference.</li> </ul>
Quality papers need to be available for these events	L	H	<ul style="list-style-type: none"> <li>• Researchers motivated by attendance at conferences to prepare quality publications.</li> </ul>
Capitalisation of networking opportunities can be missed	L	M	<ul style="list-style-type: none"> <li>• Researchers like networking at conferences etc.</li> <li>• Target conferences which also attract staff of donor agencies &amp; NGOs e.g. Oxford UKFIET conf.</li> </ul>

Press Releases and Media

Prob	L	M	H
Impact			
H			
M		Media (newspaper, news programmes) interest attracted in inception phase is not sustained.	
L		Do not establish contacts with advocacy organisations best able to use popular media to raise awareness of development issues.	

This is a low risk activity

Identified Risks for Activities	Probability	Impact	Contingency/Comments
Media (newspaper, news programmes) interest attracted in inception phase is not sustained.	M	M	<ul style="list-style-type: none"> <li>Press releases need to be strategic, e.g. not so infrequent that we are forgotten but only issue press release when we have something of interest to communicate.</li> </ul>
Do not establish contacts with advocacy organisations best able to use popular media to raise awareness of development issues	L	L	<ul style="list-style-type: none"> <li>Impact low because using other routes to influence policy makers &amp; practitioners</li> <li>Contact made with Mediae</li> <li>Researchers &amp; ICs have links with NGOs experienced in using media. CM to be advised by Oxfam's media team.</li> <li>CS &amp; CAPs include strategies for communicating through popular media.</li> <li>EPU very experienced in using media to influence policy in SA.</li> <li>Medium impact on programme purpose. Outputs do not include general awareness-raising, this is only one means of influencing policy.</li> </ul>

## Communication risks analysed in risk management plan

Risks identified by SMT, 17 October 2006 & by LSP teams in LSP proposals, Oct 06 versions

Risk	Description
Competition for access to stakeholders	Several programmes or projects are simultaneously seeking to influence policy makers. Larger programmes with most immediate tangible benefits and backed by most powerful agencies are given priority.
Political risk eg strike action affecting progress in schools	Changes in the political environment may influence the attractiveness of the RPC's message
The RPC perceived to have a political allegiance	RPC may be perceived as having a political allegiance to an opposition party, or a ruling party that becomes an opposition during the lifetime of the RPC. This may cause policy makers to resist communicating with RPC and set up barriers to research activities.
New initiatives are not implemented	New practical initiatives developed by the RPC are not implemented because education of disadvantaged groups is not prioritised by governments, donors and other policy makers/influencers.
Unpredictable events make communications environment temporarily less favourable.	Unpredictable events may make national or international target audiences less receptive to findings, e.g. media attention & government resources diverted by more immediate development issue, such as famine.
Predictable events make communications temporarily less favourable.	Predictable national events such as national census or elections may make communications environment less favourable for dissemination through popular media as media attention focussed elsewhere.
Policy makers and practitioners do not trust EdQual outputs	Policy makers & practitioners lack confidence in EdQual research methods or perceive EdQual as unimportant leading to lack of trust in & reluctance to engage with EdQual research outputs.
Research outputs perceived as culturally inappropriate	Research activities, oral and textual outputs perceived as culturally inappropriate. Outputs may be perceived as too critical in tone or not critical enough and need to be in language used by target audience. Outputs need to be in the main language used by target audience.

### Analysis of risks identified by SMT & LSPs

Event	Consequence	Risk type EAFH	P	I
New initiatives are not mainstreamed	External factors effecting policy priorities mean that well designed initiatives are not mainstreamed. Even if initiatives are not mainstreamed as planned, the ideas, materials and toolkits that are developed may still be disseminated and have an	E	M	H

	influence on understandings of quality education and raise awareness of the needs of disadvantaged learners.			
Competition for access to stakeholders	Engagement with policy makers through consultative workshops, National Reference Group in Ghana and LSP Advisory Group (Tanzania) has so far secured commitment from policy makers. Commitment may be eroded if RPC comes into competition with other programmes, projects or advocacy groups promoting a conflicting agenda. As a consequence, policy makers commitment to mainstream initiatives developed by EdQual may be compromised.	<b>E</b>	<b>L</b>	<b>L</b>
Political risk eg strike action affecting progress in schools	Disruption in the political environment interrupts communication activities, so action plan schedules are not adhered to and communication environment, particularly the media not favourable for dissemination. Need to revise action plans to accommodate unpredictable political events. The probability of this was assessed as low in all African partner countries, except Ghana where it was assessed as medium.	<b>E</b>	<b>L</b>	<b>L</b>
The project may be perceived as political	EdQual is perceived to have a political allegiance with a consequence that government is not open to communication with the RPC.	<b>E</b>	<b>L</b>	<b>L</b>
Unpredictable events make communications environment temporarily less favourable.	Impact on communications during dissemination phase could be high within one country. However unlikely to happen simultaneously in all countries.	<b>E</b>	<b>H</b>	<b>L</b>
Predictable events make communications temporarily less favourable.	May delay in one country requiring revision of national communications action plan. Unlikely to occur simultaneously across all RPC countries.	<b>E</b>	<b>M</b>	<b>L</b>
Policy makers and practitioners do not trust EdQual outputs	This may happen for range of reasons (e.g. see political risk above). Probability is lowered by EdQual's strategy of ongoing engagement with policy makers.  Despite devolved management and responsibility of local researchers for national communications action plans we may be perceived as 'external' because DFID-funded.	<b>E</b>	<b>M</b>	<b>M</b>
Research outputs perceived as culturally	Impact is on communication of research. Probability is low because of devolved management which gives local researchers	<b>A</b>	<b>L</b>	<b>H</b>

inappropriate	responsibility for national communication action plans.			
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*Risk Matrix*

	Prob			
		<b>L</b>	<b>M</b>	<b>H</b>
Impact				
<b>H</b>		Research outputs as perceived culturally inappropriate.	New initiatives are not mainstreamed	
<b>M</b>			Policy makers and practitioners do not trust EdQual outputs.	
<b>L</b>		Competition for access to stakeholders; Political risk; perceived as political;	Predictable events	Unpredictable events

According to the risk classification scheme provided by DFID in the document 'Managing Risk for DFID Research Programme Consortia (RPC)', communications was assessed as medium risk.

*Response actions to risks*

<b>Risk Event</b>	<b>Response Action</b>	<b>Who?</b>
New initiatives are not mainstreamed	Develop and implement communication strategy aimed at engaging and maintaining policy maker ownership initiative.	CM, ICs, Dir CSs
Unpredictable events make communications environment temporarily less favourable.	As far as possible, dissemination through popular media should happen in relatively 'quiet' periods or at times when education quality is being highlighted in the media.	CM; CS; IC
Policy makers and practitioners do not trust EdQual outputs	Sustain ongoing engagement with policy makers, maintain and where necessary establish structures & systems (e.g. National Reference Groups, National Steering Committees) for communicating with policy makers.  Encourage practitioners involved in research and schools where initiatives are trialled to be 'ambassadors' within their professional communities and professional associations.	CS, CM IC, Dir
Research outputs perceived as culturally inappropriate	Communications strategists responsible for auditing outputs to be disseminated in their country for cultural appropriateness.	CS CM
Predictable events make	As far as possible, communication with policy makers should happen in relatively 'quiet'	CS, CM, IC

communications temporarily less favourable.	periods in annual cycle or times when education quality is being highlighted nationally or internationally, e.g. around time of CCEM.  Time dissemination through popular media and to coincide with periods when education is highlighted in media or during 'quiet' periods.	CS, CM.
Programme perceived as political	Researchers to adopt a politically neutral stance and be diplomatic in dissemination. Devolved management structure allows us to capitalise on local knowledge to avoid inadvertently becoming identified with a political party or position.	IC supported by CS
Competition for access to stakeholders	Regular policy briefings NRGs collaborating RPCs Ongoing engagement with policy makers	SMT, IC, CS
Political risk (policy changes as turnover in governments)	Engage with multiple advocacy groups without becoming strongly affiliated with any to ensure the EdQual still has a voice in event of change in government. Plan in advance of elections.	IC, CS
Political risk eg strike action affecting progress in schools	Plan for those political events that are predictable and may disrupt data collection or communication activities (e.g. elections); Adjust action plans to accommodate those that cannot be predicted; if possible, avoid targeting politicians, government officials and the press at times when their attention is diverted by more immediate effects; use current issues as hooks to engage target audiences with education quality issues.	LR, IC, CS

### **Reviewing risks**

'New initiatives are not mainstreamed' should be reviewed closer to the end of the lifetime of the RPC, in year 4 or year 5 as it depends on the successfulness of the communications and external factors (communication and policy environment) that are changing.

Risks in light grey squares need to be reviewed regularly. They will next be reviewed as part of the midterm review progress, when the risk management plan will be updated. These risks will be named on the reporting pro forma for ICs for them to address.

The Director is responsible for overall reviewing of risk management plan. The CM will support on communication risks.