



# EdQual

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

## **EdQual RPC Communications Strategy**

Implementing Education Quality in Low Income  
Countries

**DRAFT FOR DISCUSSION IN SMT/CAG MEETINGS  
SEPTEMBER 2007**

**NOT FOR CIRCULATION BEYOND EDQUAL**

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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.

The previous drafts have been a handbook for EdQual researchers planning communications activities for their projects. 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**

### *Section 3 – What to communicate?*

This section now captures how the research agenda was set. It records the main communication messages in Years 1-2 and sets out the main message for Year 3.

The questions in shaded boxes intended to assist LSPs & SSPs in their communication planning have been modified to assist with reviewing and revising communications strategies and activity plans.

### *Section 4 – target audiences*

Minor revisions to communication objectives in the light of experience to date.

### *Section 6 – communications environment*

Guidelines on mapping communications environment has been replaced by table of challenges and opportunities presented by communications environment in each EdQual country.

### *Section 7 – How to communicate with external audiences*

Has been updated to include ways to communicate that have been used so far.

### *Section 8 – How to communicate internally*

Has been updated to include progress made in year 2

### *Section 10 – EdQual Communications Infrastructure*

Has been updated to capture the situation as it is at the end of Year 2. Table listing RPCs in same countries has been move to appendix B.

### *Section 11 – capacity strengthening for communications*

Minor revisions

### *Section 12 – Monitoring the Communications Strategy*

Has been aligned with 'Progress with Outputs' in Annual Report.

### *Section 13 – Communication Action Plans*

All CAPs updated. CAPs inserted for four LSPs missing in earlier draft based on their overall project action plans, proposals, quarterly reports and reports to SMT on 15 September 2007.

*Section 14 – Monitoring and Reviewing Risks*  
Has been reviewed but no change.

*Section 15 - Communications Budget*  
Has been updated.

*Appendix A – Calendar of education & development events*  
This needs updating but as EdQual researchers do not refer to this appendix it will not be maintained.

*Appendix B*  
Pro forma (which was superseded by quarterly reporting system, replaced by list of RPCs in same countries).

*Appendix D – G – tools for planning communications activities*  
These have been removed. If they are needed, readers are referred to Oct06 version of CS

*Appendix D (previously H) – Risk Analysis*  
Reviewed as part of risk review in SMT, September 07 – no changes.

## **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. 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, communications workshops held with LSP teams in June-July 2006 and EdQual's experience with communications as captured in workshop reports and quarterly reports.

## **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  |
| ICMI     | International Commission of Mathematical Instructors                                    |
| ICSEI    | International Congress for School Effectiveness and Improvement                         |
| ICT      | Information Communication Technologies or Use of ICTs LSP                               |
| 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  |
| L&L      | Language & Literacy LSP   |
| L&M      | Leadership & Management of change LSP   |
| 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  |
| SAARMSTE | Southern African Association for Research in Mathematics and Technology Education |
| 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  |
| Znz      | Zanzibar  |

## **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?**

#### **Setting the research agenda**

Locating demand for research, identifying and being responsive to knowledge needs are the first challenges of research.

The substantive issues to be researched by EdQual 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) Preliminary literature reviews;
- (iv) the knowledge needs of policy makers in African member countries identified through the consultation workshops.

Four of EdQual's five LSPs are led by each of the four African partner institutions, who have designed the research starting from writing proposals. The research agenda engages with what local experts recognise as the most urgent knowledge needs and dominant educational discourses in their countries. This improves the chances of uptake and use<sup>1</sup> in country. In addition, research will be responsive to evolving knowledge needs as in country researchers are know about changes in policy and practice.

Each LSP conducts research in two African countries and, in some cases, also an associate partner country outside of Africa. Researchers from each participating country have contributed towards the literature reviews and hence, the process of identifying substantive issues. The collaborators focus on the research questions that are relevant to their context and adapt research tools to their own contexts.

#### **Year 1: Main Messages**

In Year 1, communication was 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.

#### **Year 2: Main Messages**

In Year 2, communication activities have focussed on:

1. Reaching out to practitioners, including practitioner researchers with some of the LSPs, national professional networks and international associations, the year the main messages to communicate will be the following.
2. Dissemination of the literature reviews and research proposals, mainly through the website.
3. Creating a community of interest in EdQual through the newsletter.
4. Identifying and forming relationships with key international NGOs who can facilitate research communication at later stages.
5. Communicating research programmes with whom EdQual can share resources and findings, e.g. TESSA, through seminars and conferences.

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<sup>1</sup> DFID Research Strategy 2008-2013: Visioning and Strategy Workshop, 7-8 March 2007, <http://www.dfid.gov.uk/consultations/crd/research-strategy.asp>, accessed 20 August 2007.

### **Year 3: Main Messages**

In Year 3, communication activities will be maintained in all these areas. An increasingly significant 6<sup>th</sup> area of activity will be preparing papers for publication in international peer-reviewed journals, edited books and in the form of policy briefs that communicate findings from the baseline studies.

### **4. Target Audiences**

This section maps target audiences for the RPC as a whole<sup>2</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.

Networks including education ministers, e.g. Commonwealth Education Ministers, ADEA.

EFA working groups.

Bodies for regional government, e.g. SADC

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<sup>2</sup> 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>2</sup>.

*Policy implementers*

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

*Internal*

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

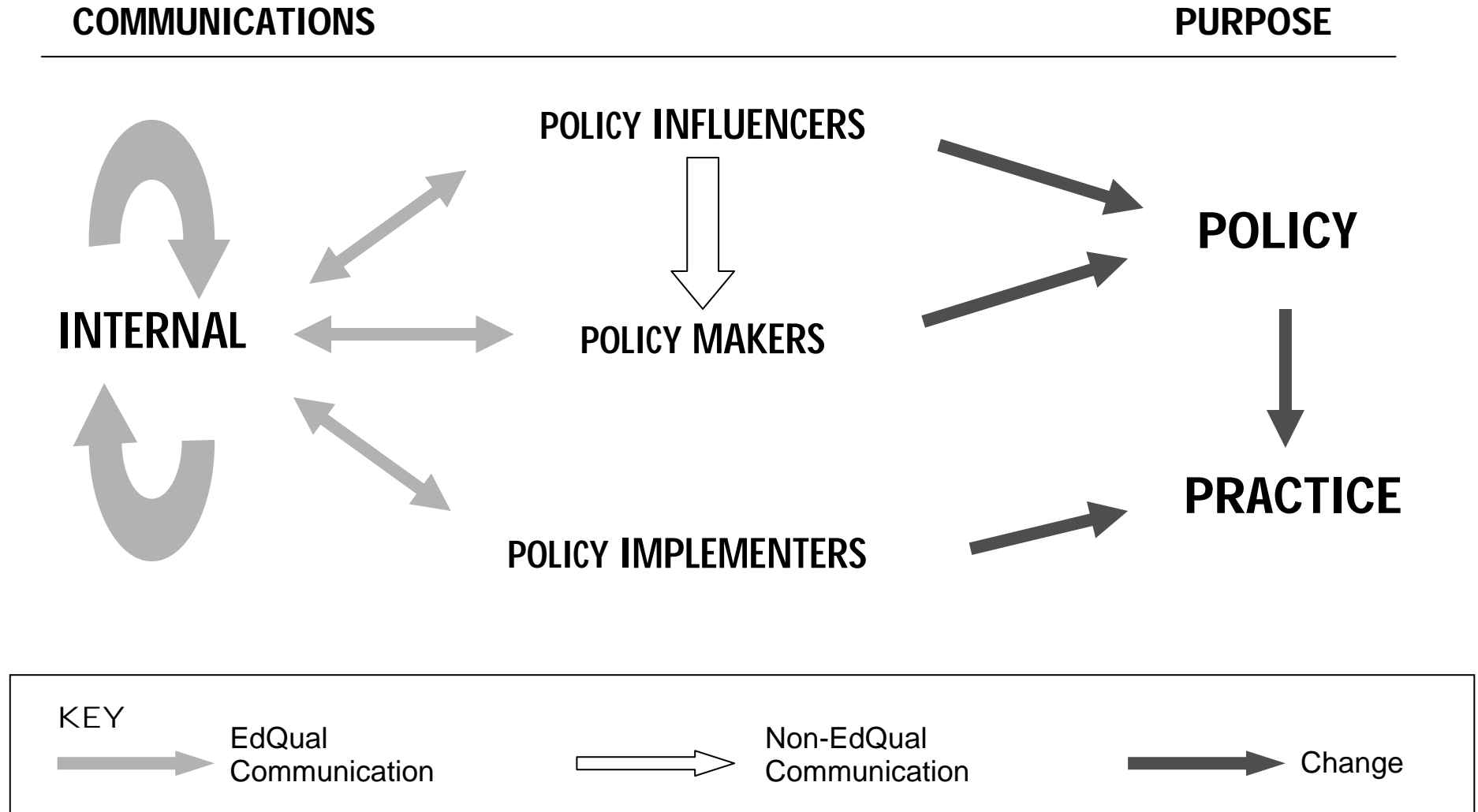
It can be seen that this categorisation groups together audiences with very different communication needs, stemming from their location, their access to knowledge and types of expertise. There is also some overlap between the categories. This is most especially true of the policy influencing and policy 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 audiences are you targeting in Year 3? Are there any changes from Year 2?
- Who/what are the key individuals, organisations and institutions within the cells that you are communicating with? Are there key individuals, organisations or institutions with whom you need to establish communications relations?
- What progress have you made against your communication objectives for your target groups?
- Do the objectives for your target audiences represent the communication objectives for your research project at this stage in the research?
- What obstacles are you experiencing in communicating with these groups? How can these be tackled?

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<br>Consultants<br>Research organisations<br>Research collaborations & programmes<br>Researchers within advocacy & lobbying organisations |   |  | EdQual researchers<br>CAG members<br>Specialist advisers<br>Funded PhD students<br>Colleagues<br>Research students |
| <b>Interna tional advoc ates/ bureau crats</b> | INGOs<br>Multilaterals<br>Bilaterals   | Representatives of donors on working groups<br>Networks including education ministers<br>Bodies for regional government<br>EFA working groups |  | EdQual administrators<br>Oxfam + Fawe representatives on CAG<br>DfID CRD   |
| <b>Nation al advoc ates</b>                    | National NGOs<br>Civil society organisations<br>Teachers unions  | Representatives of national advocates on policy working groups  |  |  |
| <b>Gover nment</b>                             |  | M/DoEs<br>Curriculum & assessment bodies<br>Teacher management bodies<br>Politicians  |  |  |
| <b>Practit ioners</b>                          |  |   | Teachers<br>Headteachers<br>Teacher educators<br>Educational administrators<br>Professional associations | Action researchers   |
| <b>Media</b>                                   | Press<br>Television<br>Radio<br>Community theatre  |   | International publishers<br>National publishers  | Community theatre specialist on CAG  |
| <b>Lay</b>                                     | General Public<br>Includes pupils, students & parents<br>Employers' organisations  |   | Pupils<br>Parents<br>School governors or committees<br>Community leaders<br>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 education quality and quality indicators;
2. To stimulate more widespread theoretical debate on the education of disadvantaged groups in low income countries;
3. To build on new and existing research through sharing emerging findings and outputs with related research programmes;
4. To invite the academic community to critique EdQual research outputs, most especially in the form of conference papers and journal articles;
5. To stimulate further research and postgraduate teaching on education quality in low income countries;
6. To involve academics in dissemination through teaching, consultancy and other activities;
7. To contribute towards shaping an agenda for future research that addresses relevant global themes and is responsive to local demand.

## **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 as well as the national level policy makers and local level practitioners who are networked by INGOs;
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;
5. To contribute towards shaping an agenda for future research and advocacy that addresses relevant global themes and is responsive to local demand.

## **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 listen to and respond to the changing knowledge needs of local practitioners, learners and other education stakeholders networked by NGOs;
3. to influence advocates to take up research in their awareness-raising, advocacy and lobbying activities;
4. to support NGOs to implement research findings within their own small scale projects.

## **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 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 three 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;
6. To involve researchers in dissemination through teaching within their institutions.

## 5. Who communicates?

Table 2 lists some of the intermediaries for reaching target audiences, how and where they access information.

**Table 2: Intermediaries for target audiences**

| Target audience                          | Who is best placed to influence/inform?  |
|--|--|
| 1. Researchers                           | Researchers<br>Academics on CAG<br>Specialist Advisors<br>Colleagues within member institutions  |
| 2. International advocates & bureaucrats | UNESCO division for promotion of quality education<br>IIEP<br>Researchers, especially those with a high profile or funded by well-known international organisations  |
| 3. National advocates                    | National networks for NGOs concerned with education<br>International advocates   |
| 4. Government                            | National press<br>National advocates<br>International advocates<br>Researchers with a track record of advising government bodies<br>Key civil servants   |
| 5. Practitioners                         | Teachers' resource centres<br>Teachers trainers and Teachers' Colleges (e.g. L&L working with teacher trainers at Marangu TC & Morogoro TC)<br>Cluster/Ward coordinators<br>Small scale education projects - (e.g. SeeQ has contact with Village Education Project (Kilimanjaro) Oxfam GB Tanzania's Quality Improvement Project).<br>Teachers' professional associations – e.g. International Congress of Mathematics ICMI, SAARMSTE<br>Government teacher management bodies<br>Educational managers<br>Colleagues<br>Publishers of textbooks and teacher guides<br>Government curriculum-writing bodies<br>Teachers TV (in UK); SABC learning channel (SA) |
| 6. Lay                                   | Popular media<br>Advocacy organisations – e.g. Haki Elimu (Tanzania), Elimu Yetu, UNICEF & NGOs supported by UNICEF<br>International advocacy organisations - e.g. Oxfam, Save the Children, Action Aid.<br>civil society organisations<br>development-related media - eg. Mediae, Panos<br>Communicaty theatre  |
| 7. Media                                 | University press offices<br>Well-known international and national advocates with high profile within press<br>Journalists & producers specialising in education & development or working on programmes on education in Africa.   |

## 6. The communications environment

Communication environments pose different challenges and opportunities in each EdQual countries. Table 3 is based on information in LSP quarterly reports for year 2.

**Table 3: Challenges & opportunities presented by communications environment**

| Country<br>Lead LSP<br>Other<br>LSPs<br>SSPs | Challenges   | Opportunities  |
|--|--|--|
| <b>Ghana</b><br>L&M<br>L&L<br>Schl<br>design | <p><i>Polycymakers</i></p> <ul style="list-style-type: none"> <li>◇ Formalised ways of doing things, e.g. rank matters.</li> <li>◇ Education is political and Ghana is politically sensitive. Important not to be identified with a political party.</li> <li>◇ Multiple voices – many research projects and NGOs competing for policy makers attention.</li> </ul> <p><i>Policy influencers</i></p> <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> <li>◇ Occupational culture - Sense of disempowerment amongst practitioners.</li> </ul> | <p><i>Polycymakers</i></p> <ul style="list-style-type: none"> <li>◇ Assured of support from Chief Director. MoESS, the Director-General of GES, Regional and District Directors of the GES.</li> <li>◇ All 3 education RPCs in Ghana have collective presence under a National Reference Group chaired by the Chief Director (MoESS).</li> <li>◇ DFID office has an education advisor who is engaged with RPC.</li> <li>◇ Leading position of UCC with respect to education in Ghana.</li> <li>◇ Ghana has realistic chance of achieving MDGs creating positive attitude to development.</li> </ul> <p><i>Policy influencers</i></p> <ul style="list-style-type: none"> <li>◇ Interaction with Teacher Unions, Opinion leaders, development partners (UNICEF, World Bank, UNESCO etc), District Assemblies, Parent-Teacher Associations), Student Unions. EdQual Ghana presenting a paper on Quality Education at a National Forum organised by the Academy of Arts in November.</li> </ul> <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> <li>◇ Representatives of the main policy Implementing agency - Ghana Education Service GES is represented on the National Reference Group. Workshops have involved Regional and District Directors of GES as well as headteachers. Good working relations between EdQual Ghana and the Central Regional Correspondent of the Ghana Broadcasting Corporation (Radio).</li> </ul> |
| <b>Tanzania</b><br>L&L<br>L&M<br>SeeQ        | <p><i>Policy makers</i></p> <ul style="list-style-type: none"> <li>◇ Historically, weak communications between government policy makers &amp;</li> </ul>   | <p><i>Polycymakers</i></p> <ul style="list-style-type: none"> <li>◇ Many key policymakers are ex-students of UDSM, some are ex-staff.</li> </ul>   |

|   |   |  |
|---|---|--|
| <p>Inclusion</p>  | <p>academics.</p> <ul style="list-style-type: none"> <li>◇ Longstanding ongoing debate on language policy but high resistance to change.</li> </ul> <p><i>Policy influencers</i></p> <ul style="list-style-type: none"> <li>◇ Tradition of competition for research opportunities impedes collaboration and sharing of knowledge.</li> <li>◇ Academic capacity diffused through several HEIs – OUT, UDSM Main Campus, UDSM Constituent Colleges, ADEM.</li> <li>◇ English Mol associated with education quality amongst lay audiences. Private sector capitalises and perpetuates this by opening English language schools. The quality within these schools is also questionable.</li> </ul> <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> <li>◇ Occupational culture - Sense of disempowerment amongst practitioners.</li> <li>◇ Difficulties in effecting policy changes.</li> <li>◇ Rapid growth of private sector but lack of research and knowledge on this area.</li> </ul> | <ul style="list-style-type: none"> <li>◇ Deputy Principal Secretary MoEVT is member of EdQual Tz's advisory group and committed to uptake of research.</li> <li>◇ Research Unit within MoEVT beginning to engage with EdQual's work through participation in workshops.</li> <li>◇ In Zanzibar, small MoE and senior officials (Permanent Secretary, Minister) are students or alumnae of Bristol.</li> <li>◇ Ongoing debate on language policy.</li> </ul> <p><i>Policy influencers</i></p> <ul style="list-style-type: none"> <li>◇ Established network for NGOs/CSOs (TEN/MET) and research networks (TADREG, REPOA).</li> <li>◇ NGOs/CSO influence policy making via working groups.</li> <li>◇ High lay awareness of education quality stimulated by Haki Elimu activities and, in North, Kuleana advocacy activities.</li> </ul> <p><i>Policy Implementers</i></p> <ul style="list-style-type: none"> <li>◇ Awareness of in some districts has been stimulated by NGO activities e.g. Children's Book Project, Plan International, Oxfam, Action Aid.</li> </ul> |
| <p><b>South Africa</b><br/>ICC<br/>ICT<br/>SeeQ<br/>Schl<br/>design</p> | <p><i>Policy makers</i></p> <ul style="list-style-type: none"> <li>◇</li> </ul> <p><i>Policy influencers</i></p> <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> <li>◇ wide variety in school quality and effectiveness.</li> </ul>  | <p><i>Policy makers</i></p> <ul style="list-style-type: none"> <li>◇ EPU has established communications relationship with DoE (National Dept of Education and the GDE (Provincial Dept of Education).</li> <li>◇ EPU is experienced in the use of media to influence policy makers</li> <li>◇ EPU is working in close liaison with the research and development unit of the DoE.</li> </ul> <p><i>Policy influencers</i></p> <ul style="list-style-type: none"> <li>◇ The schools and school governing bodies are strong policy influencers in the SA context.</li> </ul> <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> <li>◇ Established professional networks with curriculum implementers and associations with the inspectorate division through which findings will be disseminated.</li> <li>◇ Channels available to communicate to teachers nationally, e.g. SABC learning channel, professional</li> </ul>  |

|  |   |  |
|--|---|--|
|  |   | <p>journals etc.</p> <ul style="list-style-type: none"> <li>◇ A few well qualified and competent teachers in township schools serving disadvantaged learners will be used to develop a documentary.</li> </ul>   |
| <p><b>Rwanda</b><br/>ICT<br/>ICC<br/>NEPAD<br/>e-schls</p>                     | <p><i>Policy makers</i></p> <ul style="list-style-type: none"> <li>◇ Small state - high turnover in staff in key positions.</li> <li>◇ A number of ICT projects competing for same targeted policy makers</li> </ul> <p><i>Policy influencers</i></p> <ul style="list-style-type: none"> <li>◇ No specific date for implementation of new curriculum</li> <li>◇ High turnover of researchers on the project</li> </ul> <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> <li>◇ starting from a low level of exposure to ICTs</li> <li>◇ heavy workload for teachers in schools</li> <li>◇ limited facilities, e.g. computers, other school material</li> </ul> | <p><i>Policy makers</i></p> <ul style="list-style-type: none"> <li>◇ Small state – a small number of well-known key policy makers to target</li> <li>◇ Policy commitment to ICT in schools</li> <li>◇ Chance to partner and learn from other ICT related projects</li> </ul> <p><i>Policy influencers</i></p> <ul style="list-style-type: none"> <li>◇ Researchers who leave go for further training, also those who get other job still collaborate and support the project</li> <li>◇ KIE is viewed as a lead institution in teacher education and other educational issues. EdQual is therefore strategically placed.</li> </ul> <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> <li>◇ Enthusiastic head teachers and supportive</li> <li>◇ Teachers are eager to learn</li> </ul> |
| <p><b>UK &amp; International</b></p> <p>***UK team to edit &amp; extend***</p> | <p><i>Policy makers</i></p> <ul style="list-style-type: none"> <li>◇ Competing voices for attention in information-rich environment.</li> <li>◇</li> </ul> <p><i>Policy influencers</i></p> <ul style="list-style-type: none"> <li>◇ lack of interest of many UK researchers in low income contexts</li> <li>◇ Research that is only relevant to low income countries receives little coverage in mainstream media</li> </ul> <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> <li>◇ na</li> </ul>  | <p><i>Policy makers</i></p> <ul style="list-style-type: none"> <li>◇ established information conveyor belts e.g. Id21, eldis, R4D</li> <li>◇ profile in UK as DFID-funded RPC</li> </ul> <p><i>Policy influencers</i></p> <ul style="list-style-type: none"> <li>◇ Advocacy organisations recognise value of research and looking for ways to share expertise (e.g. SCF, OXFAM, Action Aid)</li> <li>◇ UKFIET conference as established forum for researchers and representatives of IGNOs, DFID to meet</li> <li>◇ Good communications between research programmes &amp; projects via journals, conferences, seminars, informal meetings</li> </ul> <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> <li>◇ na</li> </ul>  |

### Questions for LSPs/institutional teams

- What are challenges and opportunities for research communication in-country encountered in Year 1 and Year 2?
- Refer to guidance in CS version Nov06 to conduct more sophisticated analysis.

## 7. How to communicate with external audiences?

Each target audience has its own preferred ways of receiving communications. Table 3 summarises ways of communicating findings to the seven categories of target audiences and indicates the ways that have been used already.

### Questions for national communications teams

- Review table 4 to check that it captures the activities you have implemented and plan to implement.

**Table 4: How to communicate with target audiences**

| Audience                            | Possible Communication channels   | Communication channels used to date  |
|-------------------------------------|---|--|
| Researchers                         | International specialist conferences, specialist seminars<br>Articles in peer-reviewed journals, edited book<br>Website and links from 'information highways'<br>Content of postgraduate courses in member institutions<br>IIEP strategic seminar series<br>Articles in IIEP newsletter<br>Participation in UNESCO/EFA online discussions | Conferences – used most by ICT & ICC, UKFIET conference significant.<br>Seminars – inviting leaders of related research projects to give seminars at Bristol has provided opportunities for identifying common fields of interest.<br>Website – as a shopfront where researchers know they can find text-based outputs<br>Postgraduate courses – M.Ed. unit on education quality in low income countries to start in 07-08 academic year.<br>Articles in newsletters of networks (UKFIET, NORRAG) & institutions (UDSM, Bristol) |
| International Advocates/bureaucrats | International specialist conferences, specialist seminars<br>Articles in peer-reviewed journals, edited book<br>Website<br>Content of postgraduate courses in member institutions<br>IIEP strategic seminar series<br>IIEP newsletter<br>Participation in UNESCO/EFA online discussions   | Conferences – inviting representatives of INGOs with specialist interest in education quality to present in our UKFIET symposium<br>Seminars – networking<br>Website<br>Articles in newsletters of networks (UKFIET, NORRAG)   |
| National advocates                  | Newletter<br>Website<br>Dissemination workshops<br>One-to-one meetings with influential individuals<br>National specialist conferences and seminars<br>Policy briefings   | Consultative workshops<br>Website – first contact<br>Meetings in UK & Tanzania<br>Exchange key documents, invite to seminars<br>Research collaboration – SSP in Tz<br>Existing contacts  |
| Government                          | Newletter<br>Website<br>Dissemination workshops<br>One-to-one meetings with influential individuals<br>National specialist conferences and seminars<br>National press<br>Content of professional and masters courses for educational managers   | Consultative workshops<br>One-to-one meetings with key policy makers & influencers (Rwanda);<br>Attending & participating in meetings/seminars within National Department of Education (SA)<br>Research workshops with an opening day for communicating findings – ICT in Rw<br>Participation in other organisations'  |

| Audience     | Possible Communication channels   | Communication channels used to date   |
|--------------|---|---|
|              | Policy briefings  | workshops – ICT in Rw<br>Newsletter – L&M in Ghana<br>Fliers – L&M in Ghana<br>Seminar – SeeQ in Tz & Znz<br>Working papers – SeeQ in Tz & Znz<br>Email – first contact<br>Via personal contacts – former students<br>Via media – especially major national English-language newspapers but also news bulletins on radio, tv & web-based news.                                    |
| Practitioner | Training workshops<br>Newsletters distributed through Teacher Resource Centres and action research projects<br>Action researcher pages on website<br>Using national advocates as intermediaries<br>Via media<br>Changing initial training courses and professional development programmes<br>Training and classroom materials | Involve teachers in action research (ICC, planned for heads in L&M)<br>Involve teacher trainers in research (L&L)<br>Information gathering and needs analysis workshops (ICT & L&M)<br>Ward (cluster) coordinators (L&M)<br>Through teachers' tv (ICC in SA)<br>International conferences of professional associations (ICC, ICT – SAARMSTE, ICMI)<br>Via local NGOs (SeeQ in Tz) |
| Media        | Press releases<br>One-to-one meetings with publishers<br>Invite to dissemination events<br>Approach producers of magazine programmes and soaps<br>Recruit community theatre artists to facilitate dialogue with local communities and pupils  | Coverage of consultative workshops in newspapers, radio & tv<br>Feature articles in national SA newspaper at time of CCEM<br>Response to initial contacts from journalists (Guardian weekly in UK)  |
| Lay          | Through media (see above)   | Coverage of consultative workshops in newspapers, radio & tv<br>Feature articles in national SA newspaper at time of CCEM<br>Response to initial contacts from journalists (Guardian weekly in UK)  |

## 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, especially for in-country researchers. Serendipitous informal one-to-one meetings have been used to keep senior policy makers and policy influencers aware of the EdQual programme.

## **Web-based information conveyor belts**

It is anticipated that these will become a more important vehicle of communication as research findings emerge and quality papers are produced. Details of gateways/conveyor belts are given in CS (Oct06 version) and in a file on publication opportunities that is kept on the intranet.

## **Existing networks**

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

In UK, EdQual has engaged with UKFIET & NORRAG through their newsletters and a link from the NORRAG website (also a page of information on EdQual on the NORRAG website).

ICC & ICT have disseminated through professional associations – Southern African Association for Research in Mathematics and Technology Education (SAARMSTE) & International Commission on Mathematical Instruction (ICMI).

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

The EdQual website is a web-presence and a first point of contact with the RPC for many researchers and smaller NGOs. 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 is regularly updated with news about EdQual and research outputs, such as conference papers and briefing papers, and links to related websites. Starting from Year 3 research outputs that are of a sufficient quality will be linked to the main 'information conveyor belts', such as ids21, favoured by our target audiences. The website 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 is used to share project management documents, such as the logframe, workshop reports, quarterly reports and literature reviews, so that latest versions are always available to all members.

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.

## **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 is used differently and to different extents in each country. In Ghana, it has been used to keep key government contacts abreast with EdQual's research programme. The newsletter will be presented so as to be accessible to practitioners and policymakers.

## **EdQual Newsletter**

EdQual newsletter keeps practitioners, government, international and national advocates up to date with EdQual activities. Researchers and administrators can refer to the newsletter when introducing the RPC to people and institutions who have had no previous contact with EdQual.

### *No of issues & content*

Two issues will be released each year. Each issue will have a feature article. Sections include 'from our projects' – news from LSPs & SSPs, 'from our institutions' – news from EdQual institutions, 'in our own words' – interview with or article by a practitioner, policy maker or learner.

### *Distribution*

The newsletters will be distributed by EdQual researchers to all members of our target audiences with whom they come into contact. This includes 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.

## **To action in Year 3**

Need to establish a mailing list in each country. This will become more important in Year 3 as findings emerge and a wider audience of policy makers and policy influencers will be interested in our outputs.

## **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 and affordable, publications and reports should 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 into Swahili and this has already been done with one document<sup>3</sup>. In Rwanda, interpreters have to 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 based on findings will be published in peer-reviewed journals. We are discussing the possibility of a special issue of the International Journal of Educational Development and Comparative Education. EdQual is convening a symposium at 9<sup>th</sup> UKFIET conference that forms a series with symposia by the other two education RPCs. We will apply to the convenors for a similar symposium at the 10<sup>th</sup> UKFIET

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<sup>3</sup> Report of L&M Needs Analysis Workshop with Headteachers, 15-16 Feb 07

conference in 2009. Articles have appeared in the Wits Education Policy Unit Quarterly Review. ICC and ICT have made the most extensive use of conferences as a vehicle of communication, particularly conferences that focus on SSA. For both LSPs they have been part of a capacity building as well as communications strategy and PhD students have participated in delivering papers. 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. A new M.Ed. unit titled Education Quality in Low Income Countries will start in 2007-2008 academic year at Bristol and will draw on EdQual research. Conference papers may also be presented in seminars within our institutions.

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

Workshop reports have proved a valuable record of research, communications and capacity building activities. These together with working papers and literature reviews have been posted on website.

### **Action in Year 3**

Literature reviews, UKFIET conference papers and working papers need to be reviewed to determine how best they can be re-packaged in a more accessible format for policy makers and other users.

Each LSP is to publish one working paper on website and print hard copies for limited distribution by Dec 07.

Each LSP is to submit one article to an international peer-reviewed journal by Dec 07.

Country-based policy briefings should refer readers to the working papers on website.

### **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>4</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.

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<sup>4</sup> PROBE team (1999) Public Report into Basic Education in India (Oxford: OUP).

**Press** - The national consultation workshops with policy makers were reported extensively by the press in Ghana, Tanzania and Rwanda. In Year 2, a feature article appeared in a special supplement of the Guardian newspaper in South Africa that was aimed at participants in the Conference of Commonwealth Education Ministers in Cape Town (CCEM16). In both cases, the director was able to respond quickly and appropriately to approaches from the media.

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>5</sup>. EPU has much experience and expertise in using the media to influence policy makers in South Africa.

**Radio and television**– EdQual has had contact with the Mediae Trust, who are planning to pilot their TV soap *Makutano Junction* in Ghana in 2008. We have been approached by Teachers TV in UK. A lead researcher in SA (Luneta Kakoma) is a presenter on the SABC 1 Learning Channel and this has featured interviews about the ICC project.

**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 is a leading international expert in this area and EdQual can draw on the expertise in the Faculty of Fine and Performing Arts, UDSM which has conducted education-related projects in the past.

## ICTs

Federica Olivero a EdQual researcher at Bristol has expertise in video papers and introduced other EdQual researchers to these skills at workshop to be held in September.

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<sup>5</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)

## **8. How to communicate internally**

- EdQual has made extensive use of email and mobile phones(including texting) for communications.
- An intranet using moodle (a virtual learning environment that operates well with low bandwidths) has been established.
- L&L have successfully used Yahoo messenger for communication between Ghana & UK.
- Services of teleconference company (arkadin) have been secured.
- A workshop on communications technologies will be held in September 2007 to introduce researchers and administrators to VOIP, teleconferencing and editing the intranet (moodle).

### *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.

## 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:<br>Oct 2005 – Mar 2007   | Meta-evaluation of existing initiatives and gathering baseline data from pilot schools;  |
| Phase 2:<br>Jan 07 – Aug 09       | Action research techniques used to design and implement innovation;  |
| Phase 3:<br>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](#)).

## **10. EdQual RPC communications infrastructure**

Communications is integral to all EdQual's work. Also, as one of the smaller RPCs, we do not have enough personnel to appoint a communications team that is distinct from our management teams. The advantage of this is that all research and programme managers lead communications and are aware of its importance. 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.

### *Director*

Main responsibilities are:

- ◇ Ensuring that effective research communication is prioritised throughout RPC;
- ◇ Planning & reviewing Communications Strategy;
- ◇ Planning publications strategy;
- ◇ Communication with academic and research audiences;
- ◇ First point of contact for media.

### *Communications Manager*

Main responsibilities are:

- ◇ to educate within RPC on how research can be communicated effectively;
- ◇ plan & review on an annual basis the Communications Strategy;
- ◇ capture and record communications activities and outputs across the RPC;
- ◇ report on communications to the SMT;
- ◇ oversee development of website;
- ◇ edit the EdQual newsletter;
- ◇ identify communications opportunities and share information within RPC;
- ◇ liaise and coordinate with her counterpart in the other two education RPCs.

CM is a part-time role undertaken by the Institutional Coordinator (IC) for Bristol. She is supported by the 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. The administrators at Bristol lead on managing the website and the newsletter with the CM providing academic direction.

### *UK administrator*

Main responsibilities are:

- ◇ updating website;
- ◇ producing EdQual newsletter;
- ◇ participating in risk analysis;
- ◇ preparing and monitoring communications budget.

### *Institutional Coordinators (ICs)*

Institutional Coordinators lead on communications within the partner countries. Their main responsibilities are:

- ◇ first point of contact within their country (for media, policy makers);
- ◇ building relations with and keeping policy makers informed for findings and outputs from EdQual relevant to their countries;
- ◇ budgeting for communications activities within their countries;
- ◇ convening dissemination workshops.

### *Lead researchers (LRs)*

Lead researchers are responsible for:

- ◇ maintaining their project's webpage on the EdQual website;

- ◇ communicating to academic audiences (via conferences, working papers and articles in international & national journals);
- ◇ communicating with practitioners;
- ◇ contributing to EdQual's newsletter;
- ◇ contributing to policy briefings;
- ◇ supporting the IC and supplying information on project as required.

#### *National Communication Strategists*

IEPA (Ghana) and KIE (Rwanda) have each appointed a National Communications Strategist (NCSt). Their main responsibilities are:

- ◇ mapping national communications environment;
- ◇ writing national communications action plans;
- ◇ contributing to EdQual newsletter;
- ◇ Preparing and distributing country-level publications e.g. fliers.

### **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) and RECOUP (Research Consortium on Outcomes and Poverty).

- There are links between the 3 Education RPCs websites.
- Common points of interest have been identified with the Young Lives RPC
- 3 Education RPCs convening interlinked symposia and a joint roundtable at UKIFET conference
- 3 Education RPCs have a joint National Reference Group in Ghana

For list of RPCs operating in same partner countries see appendix B.

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

### *Existing capacity*

EdQual's SMT did not initially include anyone with specialist expertise in communications. However, the Communications Manager has acquired expertise 'on the job' and the IC for South Africa has some expertise in policy-influence within South Africa. 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 have key contacts within their Ministries of Education.

### *Support & resources*

- **DFID** communications workshops have been an important resource for networking and stimulating creativity around communications.
- Knowing **DFID** communications experts (Megan Lloyd-Laney, Abigail Mulhall) and being able to contact them by email is also appreciated.
- **Press Offices** in our partner institutions are not particularly well-resourced and hence are only able to give limited support, e.g. advice on interaction with media, exposure through university publications.
- Some **CAG** members have 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 Mlana is a popular theatre specialist, who can advise on communication with the general public through community theatre, radio and television plays.
- CS (Oct06) version includes appendices to support and questions interspersed through the main text to support communications planning.
- [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*

However, half-day communication workshops were held in Bristol, Cape Coast and Wits in June-July 2006. 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

Training in web-based communication for internal communications was conducted with SMT, lead researchers and administrators in September 2007.

Further training needs to take into account the fact that many of communication activities are integral to research activities, especially early in the project.



## 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 and reporting back to the Director through the quarterly report. The CM will use these reports to review and modify the CS, recommend to LSPs changes to their CAPs and contribute communications-related sections to the Annual Report. This includes a section on

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. The Mid-Term Review being conducted June-Oct 2007 includes communications.

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**

Copied from Annual Report 2006-2007

| Outputs*  | OVI's*   | Progress since last annual report**   | Recommendations/Comments***  |
|---|--|---|--|
| <p><b>Communication</b></p> <p>2. (i) New knowledge effectively communicated to key policy makers and influencers;</p> <p>(ii) New knowledge effectively communicated to practitioners.</p> <p>(iii) New knowledge effectively communicated to research community</p> | <p>2. Key policy makers and influencers have shown active interest in applying new knowledge and initiatives from all four research outputs by the end of the RPC.</p> <p>2. Practitioners in case study schools actively implementing new initiatives.</p> <p>2. Joint conferences and research bids developed with other RPCs and/or research teams.</p> | <p>Links with policy makers maintained or deepened. Links with policy influencers extended. Collaborations established.</p> <p>1. School effectiveness seminars with MoE officials (in Zanzibar) and other stakeholders (Znz &amp; Tz); meetings with DoE officials in South Africa; participation of policy makers in workshops in Rw.</p> | <p>Recommend project teams review their communication strategies and update to reflect lessons learnt.</p> <p>Recommend UKFIET papers submitted to international peer-reviewed journals and proposals submitted for special issues in 2009-2010.</p> |

|  |  |  |  |
|--|--|--|--|
|  |  | <ol style="list-style-type: none"><li>2. Website improved and literature reviews, workshop reports &amp; other research documents uploaded.</li><li>3. Contacts &amp; collaborations established with Save the Children Fund, smaller NGOs and related research projects/programmes (beyond access; TESSA).</li><li>4. Participation in several international and regional conferences.</li><li>5. contribution to chapter of GMR2008.</li></ol> |  |
|--|--|--|--|

### **Products and Outputs**

See annex 6.5 of Annual Report for record of main products and outputs in Year 2.

### 13. Communications Action Plans

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

| Actions                                   | Main target audiences   | Objectives  | Who?   | How?   | When?   | Estimated Days   |
|---|---|---|--------|--|---------|--|
| Develop CS and communication action plans | EdQual researchers and administrators   | To share the communication of research across researchers based in core institutions. | AB     | <p>Review and update LSP communication action plans annually, scanning for opportunities for cross-project collaboration/piggy-backing.</p> <p>Review and update of CS, year 2-5</p> <p>Ongoing discussion with other education RPCs on research communication</p> | ongoing | <p>10 days p.a.</p> <p>5 days per year</p> <p>7.5</p> <p>?</p> <p>3 days per year</p> <p>1.5 days per year</p> |
| Maintain website                          | <p>Internal Research</p> <p>International advocates/bureaucrats</p> <p>National advocates</p> <p>Government</p> <p>Practitioner</p> | <p>To make research accessible.</p> <p>To engage target audiences in debate.</p>      | AB, ET | <p>RPC documents uploaded as they are created.</p> <p>Welcome and umbrella webpages updated</p> <p>Trouble-shooting</p> <p>Review effectiveness of website on annual basis</p>   | ongoing | 60 days p.a.   |

| <b>Actions</b>                                     | <b>Main target audiences</b>   | <b>Objectives</b>   | <b>Who?</b>                                      | <b>How?</b>   | <b>When?</b>        | <b>Estimated Days</b> |
|--|--|---|--|---|---------------------|-----------------------|
| Compile and disseminate two newsletters per year   | EdQual internal<br>Action researchers<br>National advocates<br>Government<br>Practitioners | To engage national advocates and practitioners in critical debate over education quality.   | AB, ET, NH                                       | All LSPs & SSPs, PhD students contribute to varying degrees.<br><br>UK team compile, format, publish, print & distribute  | June & Dec annually | 40 day pa             |
| Press releases                                     | Media<br>Government<br>Lay audience  | To influence policy makers through strategic press releases.<br><br>To raise public awareness on issues of education quality.             | All Com teams<br><br>Institutional press offices | Press releases, sending articles to institutional press office, responding to enquiries from journalists & other media. Maintaining contact with Mediae & building contacts with similar. | ongoing             | ?                     |
| Represent RPC as whole at international conference | Researchers<br>International advocates   | To engage researchers and international advocates/bureaucrats in critical debate over nations of quality education and quality indicators | LT, AB, JL, RCD                                  | Present & send representatives to AERA, UKFIET, BAICE conferences and other smaller events in UK.   | ongoing             | 20 p.a.               |
| Lead training workshops                            | Practitioners  | To influence practitioners to take up practices that promote quality education  | AB, ET   | Piggyback SMT   | annual              |                       |

| Actions   | Main target audiences                   | Objectives  | Who?            | How?  | When?   | Estimated Days |
|---|---|---|-----------------|---|---------|----------------|
| Facilitate dissemination through newsletters & other publications       | Policymakers, advocates                 | To dialogue over notions of education quality.<br>To influence policy makers through strategic press releases and coverage of research and communication activities   | AB              | Identify publication opportunities & share information through RPC.   | 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.<br>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.<br><br>To discuss with advocates opportunities to collaborate in influencing policy makers and awareness-raising amongst lay audiences.<br><br>To encourage EdQual researchers to communicate with and through advocates.<br><br>To monitor communication with and through advocates | ongoing |                |
| Identify publication opportunities in academic journals & edited books. | Researchers advocates                   | To dialogue over notions of educational quality.<br>To disseminate findings   | AB & LT         | Apply for special issues of key journals.<br>Write proposals for and edit edited books.<br><br>To review LSP working papers and advise on submission to journals.   | ongoing |                |

| Actions  | Main target audiences            | Objectives  | Who?       | How?  | When?   | Estimated Days |
|--|----------------------------------|---|------------|---|---------|----------------|
| Planning & preparation for Lead dissemination workshops and other dissemination activities | National advocates<br>Government | To influence policy makers to take up research in policy.<br>To influence government to mainstream materials initiatives. | LT, ET, NH | Programming, booking flights, advising on format etc. | 2009-10 |                |

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

| <b>Actions</b>                                      | <b>Main target audiences</b>                      | <b>Objectives</b>   | <b>Who?</b> | <b>How?</b>  | <b>When?</b> | <b>Est Days</b> |
|---|---|---|-------------|--|--------------|-----------------|
| 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<br><br>to share communication across research projects                         | GY, AB      | Distribution of lit review, working papers, posting outputs to moodle and presentations at SMT, UK resource meetings & other EdQual researcher meetings. Also one-to-one face-face and phone meetings with lead & other key researchers to discuss emerging findings from each others' projects. | 07-10        |                 |
| Feedback to SACMEQ.<br><br>Feedback to UNESCO IIEP. | Research  | to inform the further development of SACMEQ and the possibility of designing & collecting additional longitudinal datasets;<br><br>To involve IIEP lecturers in dissemination to educational managers through teaching. | GY, ST      | Meetings with Ken Ross and other people recommended by Ken.  | 07 onwards   | 3-4             |
| Contribute to Newsletter                            | National advocates<br>Government<br>Practitioners | To engage national advocates and practitioners in critical debate over education quality.   | AB, GY      | Contribute short article to one issue in each year.  | Once p.a.    | 1 p.a.          |

| <b>Actions</b>  | <b>Main target audiences</b>  | <b>Objectives</b>   | <b>Who?</b>            | <b>How?</b>   | <b>When?</b>   | <b>Est Days</b> |
|---|---|---|------------------------|---|--|-----------------|
| Contribute to website   | Internal Research<br>International advocates/bureaucrats<br>National advocates<br>Government Practitioner | To make research accessible.<br>To engage target audiences in debate.   | AB, GY                 | Post key outputs to website.<br><br>Update text on website by Dec 07 then review annually.  | ongoing  | 2 days p.a.     |
| Dissemination seminar in South African                                | Government Policy makers, academics analysing SACMEQ.   | To disseminate emerging model of school effectiveness and consult on what factors should be included in South African model of school effectiveness | ST, GY, MP             | At least one seminar to be held in a conference room at the Department of Education.  | Jan-Mar 08   | 15              |
| Interviews / articles / features in national and international media. | Lay Government  | To influence policy makers through strategic press releases.<br><br>To raise public awareness on issues of education quality.                       | GY, AB with ICs & NCSt | Press releases, sending short articles to institutional press office and responding to enquiries from journalists & others in media.  | 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,            | Participation/presentation in International Congress on School Effectiveness and Improvement<br><br>Presentations at:<br>UKFIET International Conference<br><br>ADEA meetings<br>UNESCO seminars- | Jan 2008<br>Jan 2009<br><br>Sept 2009<br><br>Sept-Dec 2009 |                 |



| Actions  | Main target audiences                     | Objectives  | Who?                 | How?   | When?  | Est Days                             |
|--|---|---|----------------------|--|--|--------------------------------------|
| Publish working papers, policy briefings and newsletter articles       | Advocates<br>Government<br>Practitioners  | To influence policy makers to take up research in policymaking, curriculum writing and design of classroom and training materials.  | ST, GY, AB, MP       | <p>Working paper 1 edited for publication on EdQual website &amp; distribution in hard copy. Abstract sent to id21 &amp; eldis.</p> <p>Articles written for IIEP newsletter &amp; similar.</p> <p>Contribution to EPU's 'fast facts' publication.</p> <p>Policy briefing paper prepared &amp; distributed.</p>                     | <p>By Dec 07</p> <p>By June 09</p> <p>By June 09</p> <p>By June 10</p> | <p>2</p> <p>6</p> <p>1</p> <p>10</p> |
| Academic papers and publications including refereed journals and books | Researchers<br>International<br>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> | All SeeQ researchers | <p>Publish in international peer-reviewed journals specialising in school effectiveness and educational development. First submission by Dec 07</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 by 10</p> | 07-10  | 200                                  |
| EdQual national Dissemination workshops                                | Internal<br>Government<br>Practitioners   | To influence policymakers to take up findings   | GY, AB               | Present and participate in national dissemination workshops in Rwanda, Ghana, Tanzania & South Africa  | 09-10  | 20                                   |

**LSP2: Use of ICTs to support Basic Education**

| <b>Actions</b>  | <b>Main target audiences</b> | <b>Objectives</b>   | <b>Who?</b>     | <b>How?</b>   | <b>When?</b> | <b>Est Days</b> |
|---|------------------------------|---|-----------------|---|--------------|-----------------|
| 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<br><br>to share communication across research projects   | EW leading      | Distribution of lit review, working papers, posting outputs to moodle and presentations at SMT, UK resource meetings. Also one-to-one face-face and phone meetings with lead & other key researchers to discuss emerging findings from each others' projects. | 07-10        |                 |
| Workshops and action research                           | Practitioners                | To develop skills & confidence of teachers in use of ICTs to support T&L in maths & science;<br><br>To involve teachers in designing, piloting & evaluating strategies & 'kits' for using available ICTs to enhance T&L;<br><br>To engage teachers in disseminating findings to their colleagues.                 | All researchers | Training workshops.<br><br>Action research cycles.  | annual       | 40              |
| Meetings with ministry and district level policy makers | Government                   | To be recognised by policy makers as a source of credible, authoritative & useful research on ICTs in BE;<br><br>To involve policy makers in the implementation of pilot initiatives and keep them informed of findings & research outputs;<br><br>To influence policy makers to mainstream initiatives developed | EW, AU, JR      | Invitations to open days of research workshops;<br><br>One-to-one meetings;<br><br>Participation in meetings hosted by advocacy organisations & ministry.   | 07-10        | 8 p.a.          |

| <b>Actions</b>  | <b>Main target audiences</b>  | <b>Objectives</b>  | <b>Who?</b>     | <b>How?</b>  | <b>When?</b>                   | <b>Est Days</b> |
|---|---|--|-----------------|--|--------------------------------|-----------------|
| Contribute to Newsletter  | National advocates<br>Government Practitioners  | To engage national advocates and practitioners in critical debate over education quality.  | AU, EW          | Contribute short article to one issue in each year.  | Once p.a.                      | 1 p.a.          |
| Contribute to website   | Internal Research<br>International advocates/bureaucrats<br>National advocates<br>Government Practitioner | To make research accessible.<br>To engage target audiences in debate.  | EW, AU          | Post key outputs to website.<br>review text and links annually.  | ongoing                        | 2 days p.a.     |
| KalAfrica website   | Entrepreneurs, researchers & others with interest in ICTs in learning in Africa                           | To contribute towards formation on network of researchers interested in ICT in learning in Africa.<br>To disseminate research to that network. | RS, EH          | Key researchers instrumental in establishment & Design of KalAfrica.   | 07-08                          |                 |
| Interviews / articles / features in national and international media. | Lay Government  | To influence policy makers through strategic press releases.<br>To raise public awareness on ICTs in teaching & learning                       | MK, EW, AU, MP  | Press releases, sending short articles to institutional press office and responding to enquiries from journalists & others in media.         | 09-10                          |                 |
| International conferences and seminars                                | Research International advocates  | To engage researchers and international advocates/bureaucrats in critical debate   | All researchers | Presentations at CAL (Computer Assisted Learning) and eLearning Africa conferencers, annually<br>Presentations at UKFIET Biennial conference | Mar & May each year<br>Sept 09 | 16 p.a.         |

| <b>Actions</b>   | <b>Main target audiences</b>           | <b>Objectives</b>  | <b>Who?</b>     | <b>How?</b>   | <b>When?</b> | <b>Est Days</b> |
|--|--|--|-----------------|---|--------------|-----------------|
| Publish working papers, policy briefings and newsletter articles       | Advocates<br>Government Practitioners  | To influence policy makers to take up research in policymaking, curriculum writing and design of classroom and training materials. | ST, GY, AB, MP  | UKFIET paper edited for publication on EdQual website. Abstract sent to id21 & eldis.   | By Dec 07    | 2               |
|  |  |  |                 | Contribution to EPU's 'fast facts' publication.   | By Dec 09    | 1               |
|  |  |  |                 | Policy briefing paper prepared & distributed.   | By June 10   | 10              |
| Academic papers and publications including refereed journals and books | Researchers<br>International advocates | To engage researchers in critical debate.<br>To invite the academic community to critique research outputs.                        | All researchers | Publish in international peer-reviewed journals specialising in school effectiveness and educational development. First submission by Dec 07<br><br>Contribute chapters to edited books publishing on EdQual research, Education RPCs research and on issues relating to ICTs in basic education. | 09-10        | 200             |
| Dissemination workshops  | Internal<br>Government Practitioners   | To influence policymakers to take up findings  | All researchers | Host dissemination workshop in Rwanda and present at dissemination workshops in South Africa, Ghana & Tanzania.   | 09-10        | 40              |

**LSP3: Implementing Curriculum Change**

| <b>Actions</b>                                     | <b>Main target audiences</b>   | <b>Objectives</b>   | <b>Who?</b>     | <b>How?</b>   | <b>When?</b> | <b>Est Days</b> |
|--|--|---|-----------------|---|--------------|-----------------|
| 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<br><br>to share communication across research projects | KL leading      | Distribution of lit review, working papers, posting outputs to moodle and presentations at SMT, UK resource meetings. Also one-to-one face-face and phone meetings with lead & other key researchers to discuss emerging findings from each others' projects. | 07-10        |                 |
| Workshops & action research                        | Practitioners  | To involve teachers in designing, piloting & evaluating new strategies for delivering outcomes-based curriculum;<br><br>To engage teachers in disseminating findings to their colleagues.       | All researchers | Training workshops, observation, action research cycles   | annual       | 40              |
| Contribute to Newsletter                           | National advocates<br>Government<br>Practitioners  | To engage national advocates and practitioners in critical debate over education quality.   | LK, MP          | Contribute short article to one issue in each year.   | Once p.a.    | 1 p.a.          |
| Contribute to website                              | Internal Research<br>International advocates/bureaucrats<br>National advocates<br>Government<br>Practitioner | To make research accessible.<br><br>To engage target audiences in debate.   | LK, MP          | Post key outputs to website.<br><br>review text and links annually.   | ongoing      | 2 days p.a.     |

| <b>Actions</b>   | <b>Main target audiences</b>     | <b>Objectives</b>  | <b>Who?</b>                          | <b>How?</b>   | <b>When?</b>          | <b>Est Days</b> |
|--|----------------------------------|--|--------------------------------------|---|-----------------------|-----------------|
| Interviews / articles / features in national and international media.  | Lay Government                   | To influence policy makers through strategic press releases.<br><br>To raise public awareness on curriculum issues.            | LK, MP                               | Press releases, sending short articles to institutional press office and responding to enquiries from journalists & others in media.<br><br>Interview with researchers & clips on SABC 1 learning channel                                 | 07-10                 |                 |
| Meetings with DoE staff  | Government                       | To keep policy makers informed of findings and research outputs;   | All researchers                      | Regularly attend meetings and seminars held at DoE and communicate findings there.  | 07-10                 | 2 p.a.          |
| Disseminate new strategies developed through professional associations | Practitioners                    | To influence practitioners to take-up practices;<br><br>To engage practitioners in communicating findings to their colleagues. | All researchers & action researchers | Attend meetings of professional associations and support action researchers to attend those meetings;<br>Publish articles in newsletters of professional associations;<br>Use PhD students as bridges between academia and practitioners. | 08-10                 | 4 p.a.          |
| International, regional & national conferences and seminars            | Research International advocates | To engage researchers and international advocates/bureaucrats in critical debate   | All researchers                      | Presentations at SAARMSTE and other regional & national academic & professional conferences including meetings of teachers' professional associations.<br><br>UKFIET  | annual<br><br>Sept 09 | 16 p.a.         |

| Actions  | Main target audiences                  | Objectives   | Who?            | How?   | When? | Est Days |
|--|--|--|-----------------|--|-------|----------|
| Publish working papers, policy briefings and newsletter articles       | Advocates<br>Government Practitioners  | To influence policy makers to take up research in policymaking, curriculum writing and design of classroom and training materials. | MP              | Publish & distribute 'fast facts' publication (policy briefing glossy) to all districts in South Africa, also to all districts in Rwanda & selected districts & bodies in Pakistan.  | 07-10 |          |
| Academic papers and publications including refereed journals and books | Researchers<br>International advocates | To engage researchers in critical debate.<br><br>To invite the academic community to critique research outputs.                    | All researchers | Publish in international peer-reviewed journals specialising in school effectiveness and educational development. First submission by Dec 07<br><br>Contribute chapters to edited books publishing on EdQual research, Education RPCs research and on issues relating to maths & science curriculum. | 08-10 | 200      |
| Dissemination workshops  | Internal<br>Government Practitioners   | To influence policymakers to take up findings  | All researchers | Host dissemination workshop in South Africa and present at dissemination workshops in Rwanda, Ghana & Tanzania.  | 09-10 | 40       |

**LSP4: Language & Literacy Development**

| <b>Actions</b>                                     | <b>Main target audiences</b>   | <b>Objectives</b>   | <b>Who?</b>     | <b>How?</b>   | <b>When?</b> | <b>Est Days</b> |
|--|--|---|-----------------|---|--------------|-----------------|
| 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<br><br>to share communication across research projects                                       | CRleading       | Distribution of lit review, working papers, posting outputs to moodle and presentations at SMT, UK resource meetings. Also one-to-one face-face and phone meetings with lead & other key researchers to discuss emerging findings from each others' projects. | 07-10        |                 |
| Workshops & action research                        | Practitioners  | To involve teachers & teacher educators in designing, piloting & evaluating strategies & 'kits' for using available ICTs to enhance T&L;<br><br>To engage teachers & teacher educators in disseminating findings to their colleagues. | All researchers | Training workshops for teacher educators & teachers<br>School based case studies and action research  | annual       | 40              |
| Contribute to Newsletter                           | National advocates<br>Government<br>Practitioners  | To engage national advocates and practitioners in critical debate.  | CR, KS, JC      | Contribute short article to one issue in each year.   | Once p.a.    | 1 p.a.          |
| Contribute to website                              | Internal Research<br>International advocates/bureaucrats<br>National advocates<br>Government<br>Practitioner | To make research accessible.<br><br>To engage target audiences in debate.   | KS, JC          | Post key outputs to website.<br><br>review text and links annually.   | ongoing      | 2 days p.a.     |



| <b>Actions</b>   | <b>Main target audiences</b>        | <b>Objectives</b>  | <b>Who?</b>     | <b>How?</b>   | <b>When?</b>                | <b>Est Days</b>      |
|--|-------------------------------------|--|-----------------|---|-----------------------------|----------------------|
| Interviews / articles / features in national and international media.  | Lay Government                      | To influence policy makers through strategic press releases.<br><br>To raise public awareness on ICTs in teaching & learning       | MK, EW, AU, MP  | Press releases, sending short articles to institutional press office and responding to enquiries from journalists & others in media.  | 09-10                       |                      |
| International conferences and seminars                                 | Research International advocates    | To engage researchers and international advocates/bureaucrats in critical debate   | All researchers | Presentations at BAAL (British Association of Applied Linguistics), SAAL (South African Assoc of Applied Linguistics) & AAAL (American ...).<br><br>Presentations at UKFIET Biennial conference                         | Sept 09                     | 16 p.a.              |
| Publish working papers, 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, MP  | UKFIET paper edited for publication on EdQual website. Abstract sent to id21 & eldis.<br><br>Policy briefing paper prepared & distributed.  | By Dec 07<br><br>By June 10 | 2<br><br>1<br><br>10 |
| Academic papers and publications including refereed journals and books | Researchers International advocates | To engage researchers in critical debate.<br><br>To invite the academic community to critique research outputs.                    | All researchers | Publish in international peer-reviewed journals & journals published by IEPA & FoE, UDSM. First submission by Jan 08.<br><br>Contribute chapters to edited books publishing on EdQual research, Education RPCs research | 07-10                       | 200                  |

| <b>Actions</b>          | <b>Main target audiences</b>      | <b>Objectives</b>                             | <b>Who?</b>     | <b>How?</b>   | <b>When?</b> | <b>Est Days</b> |
|-------------------------|-----------------------------------|---|-----------------|---|--------------|-----------------|
| Dissemination workshops | Internal Government Practitioners | To influence policymakers to take up findings | All researchers | Host dissemination workshop in Tanzania and present at dissemination workshops in South Africa, Ghana & Rwanda. | 09-10        | 40              |

### **LSP5: Leadership & Management of Change**

| <b>Actions</b>                                     | <b>Main target audiences</b>                | <b>Objectives</b>   | <b>Who?</b>     | <b>How?</b>   | <b>When?</b> | <b>Est Days</b> |
|--|---|---|-----------------|---|--------------|-----------------|
| 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<br><br>to share communication across research projects | GO, MF & HD     | Distribution of lit review, working papers, posting outputs to moodle and presentations at SMT, UK resource meetings. Also one-to-one face-face and phone meetings with lead & other key researchers to discuss emerging findings from each others' projects. | 07-10        |                 |
| Workshops, action research                         | Practitioners Researchers                   | To identify & develop strategies for effective leadership   | All researchers | Training workshops in action research, action research cycles   | 07-08        | 40              |
| Contribute to Newsletter                           | National advocates Government Practitioners | To engage national advocates and practitioners in critical debate.  | RB, GO, HD, AB  | Contribute short article to one issue in each year.   | Once p.a.    | 1 p.a.          |

| <b>Actions</b>  | <b>Main target audiences</b>  | <b>Objectives</b>  | <b>Who?</b>     | <b>How?</b>  | <b>When?</b>                | <b>Est Days</b>      |
|---|---|--|-----------------|--|-----------------------------|----------------------|
| Contribute to website   | Internal Research<br>International advocates/bureaucrats<br>National advocates<br>Government Practitioner | To make research accessible.<br>To engage target audiences in debate.  | RB, GO, AB      | Post key outputs to website.<br>review text and links annually.  | ongoing                     | 2 days p.a.          |
| Interviews / articles / features in national and international media. | Lay Government  | To influence policy makers through strategic press releases.<br><br>To raise public awareness on ICTs in teaching & learning       | LT, GO, HD      | Press releases, sending short articles to institutional press office and responding to enquiries from journalists & others in media.       | 09-10                       |                      |
| International conferences and seminars                                | Research International advocates  | To engage researchers and international advocates/bureaucrats in critical debate   | All researchers | Participation in ADEA 2008. AKU-IED conference on quality education.<br><br>Presentations at UKFIET Biennial conference                    | Sept 09                     | 16 p.a.              |
| Publish working papers, 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, MP  | UKFIET paper edited for publication on EdQual website. Abstract sent to id21 & eldis.<br><br>Policy briefing paper prepared & distributed. | By Dec 07<br><br>By June 10 | 2<br><br>1<br><br>10 |

| <b>Actions</b>   | <b>Main target audiences</b>           | <b>Objectives</b>   | <b>Who?</b>     | <b>How?</b>   | <b>When?</b> | <b>Est Days</b> |
|--|--|---|-----------------|---|--------------|-----------------|
| Academic papers and publications including refereed journals and books | Researchers<br>International advocates | To engage researchers in critical debate.<br><br>To invite the academic community to critique research outputs. | All researchers | Publish in international peer-reviewed journals & journals published by IEPA & FoE, UDSM. First submission by Jan 08.<br><br>Contribute chapters to edited books publishing on EdQual research, Education RPCs research | 07-10        | 200             |
| Dissemination workshops  | Internal Government Practitioners      | To influence policymakers to take up findings   | All researchers | Host dissemination workshop in Ghana and present at dissemination workshops in South Africa, Rwanda & Tanzania.   | 09-10        | 40              |

## 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 D. 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 D. **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>).

|                               |   |
|-------------------------------|---|
| 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: Possible links with other RPCs**

| <b>EdQual Project</b>                                 | <b>Related RPC</b>  | <b>Countries of operation</b> | <i>Form of communication</i>   |
|---|---|-------------------------------|--|
| <i>All</i>  | 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<br>SA                   | Shared communication workshops; Joint publications; Shared dissemination events (national, including UK, & international)            |
| <i>SeeQ</i><br>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<br>Tz<br>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.             |
| <i>ICC</i>  | 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<br>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.                                       |



## **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: 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)

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<br>≥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.

NCSts 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**

For risk analysis by communication activity see CS (Oct06 version)

**Communication risks analysed in risk management plan**

Risks identified by SMT, 17 October 2006 & by LSP teams in LSP proposals, Oct 06 versions to be reviewed in SMT meeting Sept 2007

| <b>Risk</b>                            | <b>Description</b>   |
|--|--|
| 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*

| <b>Event</b>                           | <b>Consequence</b>  | <b>Risk type EAFH</b> | <b>P</b> | <b>I</b> |
|--|---|-----------------------|----------|----------|
| 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 influence on understandings of quality education and raise awareness of the needs of disadvantaged learners. | <b>E</b>              | <b>M</b> | <b>H</b> |
| 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.   | <b>E</b>              | <b>L</b> | <b>L</b> |

|   |  |          |          |          |
|---|--|----------|----------|----------|
|   | 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.   |          |          |          |
| 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.<br>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.<br><br>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 inappropriate                            | Impact is on communication of research. Probability is low because of devolved management which gives local researchers responsibility for national communication action plans.  | <b>A</b> | <b>L</b> | <b>H</b> |

## 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<br>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.<br><br>Encourage practitioners involved in research and schools where initiatives are trialled to be 'ambassadors' within their professional communities and professional associations. | CS, CM<br>IC, Dir         |
| Research outputs perceived as culturally inappropriate                            | Communications strategists responsible for auditing outputs to be disseminated in their country for cultural appropriateness.   | CS<br>CM                  |
| Predictable events make communications temporarily less favourable.               | As far as possible, communication with policy makers should happen in relatively 'quiet' periods in annual cycle or times when education quality is being highlighted nationally or internationally, e.g. around time of CCEM.<br><br>Time dissemination through popular media and to coincide with periods when education is highlighted in media or during 'quiet' periods.                           | CS, CM, IC<br><br>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<br>NRGs collaborating RPCs<br>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 were reviewed by Senior Management Team on 15 September 2007. No changes were made to the risks relating to communications.