



EdQual

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

EdQual RPC Communications Strategy

Implementing Education Quality in Low Income
Countries

Prepared by EdQual, Bristol
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Contents

BACKGROUND & RECENT REVISIONS	2
ACKNOWLEDGEMENTS	2
ABBREVIATIONS	3
1. PURPOSE, AIMS AND OBJECTIVES OF EdQUAL RPC	5
2. AIMS AND OBJECTIVES OF THE COMMUNICATIONS STRATEGY	6
3. WHAT TO COMMUNICATE?	7
4. TARGET AUDIENCES	8
5. WHO COMMUNICATES?	15
6. THE COMMUNICATIONS ENVIRONMENT	16
7. HOW TO COMMUNICATE WITH EXTERNAL AUDIENCES?	19
8. EdQUAL RPC COMMUNICATIONS TEAM	23
9. CAPACITY STRENGTHENING FOR COMMUNICATIONS	25
10. MONITORING THE COMMUNICATIONS STRATEGY	26
11. COMMUNICATIONS ACTION PLANS	27
12. COMMUNICATIONS BUDGET	35
<u>APPENDIX 1 - COMMUNICATIONS REPORT OCT 07- SEPT 08</u>	37

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 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) or discuss with your national communications strategists and institutional coordinators.

Recent revisions

This version has been revised in response to feedback from the Mid-Term Review team received in December 2007. In particular we were advised to:

1. Focus on what can be done within specific timeframes.
e.g. how many one-to-one meetings have been held with policy makers in the first year? What kind of database of contact is being built up in the UK and in each country?
2. Focus on a few key audiences.
Be specific about who can be reached at which point in the project.
3. To build monitoring & evaluation into work plans both centrally & at country level & training given.

The specific information required was collected through a Communications Workshop held in Kigali on 16-17 September 2008. Representatives from all core partner institutions and large scale projects were present.

An Communications Report for the year has been compiled and this is presented in appendix 1.

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).

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 use¹ 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.

¹ 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, we have started to have emerging findings to communicate with policy makers and through the media.
- All large scale projects (LSPs) are in the main data collection phase and so communication with action researchers and their supervisors has been a priority.
- There has been an increased emphasis on producing outputs aimed at research audience, most especially working papers.

4. Target Audiences

This section maps target audiences for the RPC as a whole².

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.

Table 1 provided a framework for identifying target audiences. Which has assisted country teams to identify target audiences. Tables 2 names the specific target audiences that have been identified in country. In many cases we are already engaging with these audiences.

Objectives, Messages and communication channels for target audiences are identified in Communication Action Plans in Section 13.

² *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)².*

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

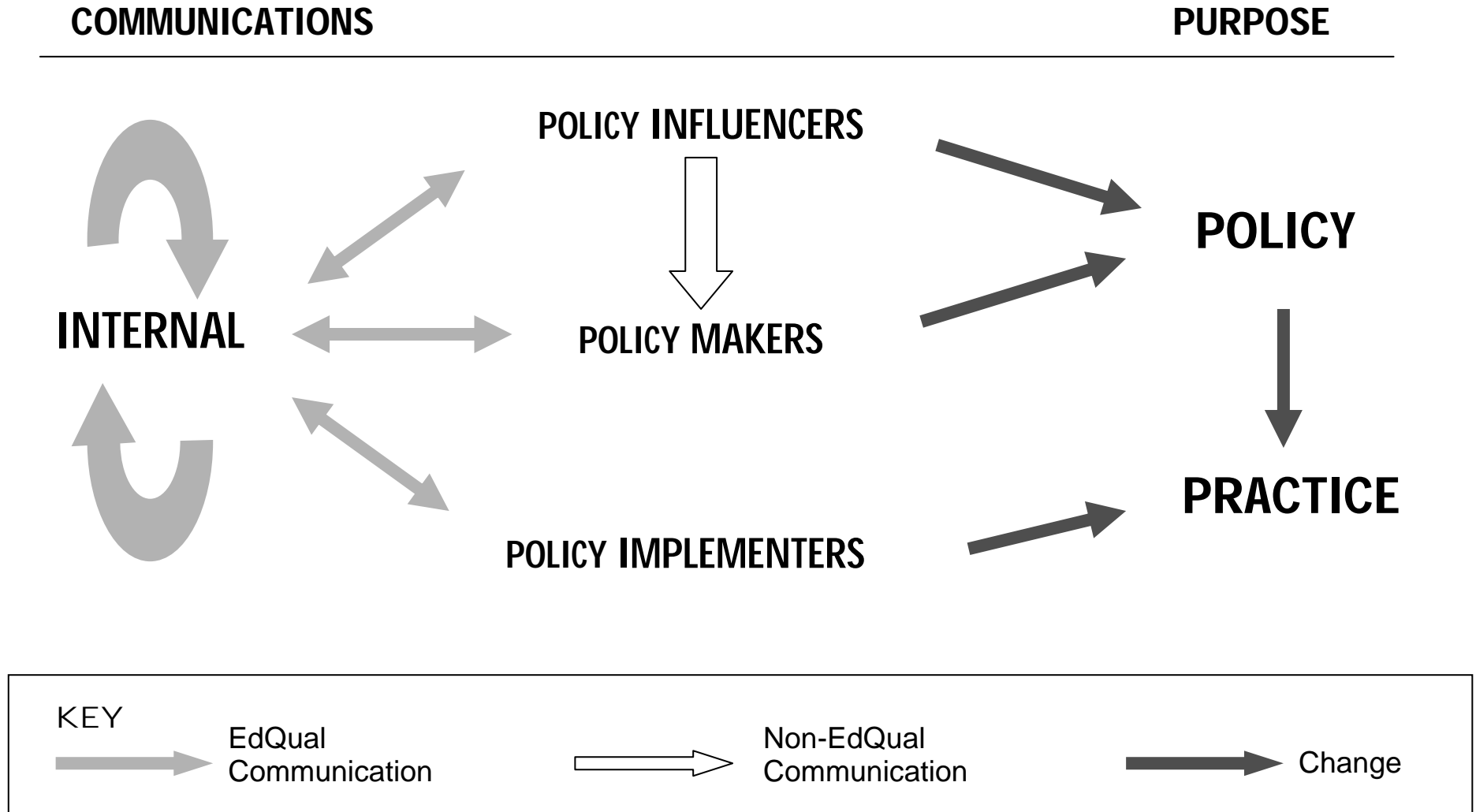


Table 1: Target audiences

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

Table 2: Specific target audiences for each country team

Target Audience	Tanzania	Ghana	South Africa	Rwanda	UK
Policy makers					
<i>M/DoE – depts & individuals</i>	-Minister for Education and Vocational Training - Deputy Permanent Secretary (Oliver Mhaiki) -Director of Primary Education -Director of Secondary Education -Director of Policy and Planning Research Unit in Department of Policy & Planning (Ngodu, Nkumbi, Mrutu).	Minister of Education Science and Sports Deputy Minister of Basic and Teacher Education	DG(Duncan Hindle) DDG (Penny Vinjevold) Director FET Curr (Edward Mosuwe) GDE (Albert Chanee) ICT Curr (Kerry Levine)	Minister (Mujawamariya), ICT unit in MoE (Karangwa, director), NCDC (Gahima, general director & Rutakamize, director of sc.M.cur), Inspectorate (Musabeyezu), RNEC(Rutayisire, general dir. & Gasinzirwa),	
<i>Other govt bodies & individuals within</i>	-Regional and District Education Officers	District Chief Executives			DFID Education Advisors
<i>Others (e.g NGOs) on policy working groups</i>	-TEN/MET (Joseph Kisanji, Director), HakiElimu,	Action Aid, LINK, CRS, Coalition for the campaign for quality education			
<i>International policy making orgs/bodies</i>	-DfID, UNICEF (Jim Ackers),UNESCO		NEPAD	NEPAD	Commonwealth Secretariat; Education Ministers in the Commonwealth; ADEA; World Bank
Policy influencers					
<i>Advocacy groups & Lobbyists e.g.</i>	- TEN/MET, HakiElimu, TGNP, OXFAM (Mary Soko), ACTION AID,	Coalition for the campaign for quality education, Christian	DfID	DfID (Antony)	Global Campaign for Education UK board

Target Audience	Tanzania	Ghana	South Africa	Rwanda	UK
NGOs & INGOs, TUs		council of Ghana, Ghana Catholic Bishops Conference			World Vision (Philippa Lei); VSO (Stephen Nock); Save the Children UK (Helen Pinnock; Kate Webley); Oxfam UK; Commonwealth Secretariat.
Researchers (academic & in other orgs)	-UDSM,UDOM, OUT, ADEM	Researchers in public universities	Marang centre (Prof. Jill Adler) HSRC (Anil Kanjee, Vijay, Linda)		Africa Special Interest Groups of CIES, AERA, BERA. Members of BAICE, BAAL, NORRAG & UKFIET. Multi-level Modellers – International Forum, SACMEQ researchers in MoEs & at IIEP Unesco (Ken Ross, Massoud Salim). Readers of IJED, Comparative Education, Compare, Comparative Education Review, International Review of Education. CfBT, Action Aid (David Archer). World Bank researchers; Hewlitt Packard Foundation Education researchers, TESSA.
Media	-TBC, IPPmedia, Tanzania Standard Newspapers, Mwananchi	Radio, TV, Newspapers (Daily Graphic & Ghanaian Times)	SABC, The Teacher,	New Times, Rwanda TV, Rwanda Radio	Mediae UK & Kenya; Education supplements; teachers TV

Target Audience	Tanzania	Ghana	South Africa	Rwanda	UK
	Communications				
<i>Lay (e.g. parents, students, general public)</i>	Parents, School Commitees/Boards, general public	Parents, learners, general public	SGBs,		
Implementers					
<i>Supervisors (e.g .Provincial & district managers, inspectorate etc)</i>	DEOs, REOs, School Inspectors in regions/districts in which data is collected	Director-General of GES Director of Basic Education District Directors & Inspectors Circuit supervisors Unit Managers School Management Committee	GDE-(Albert Chanee) ICT Curr (Kerry Levine)	RITA (Mulindahabi, director human resources and capacity building?), IPAR (Antonia)	
<i>Teachers & Headteachers</i>	Headteachers and teachers,	Teachers & head teachers involved in the project	DISTRICT IDSO, Subject Inspectors (Henry Mangena)	District Education Officers (Nzigira)	
<i>Learners</i>	Primary and Secondary school learners	Learners in the action research schools	Ms Moloji, Mr Davids,	Laetitia, Joseline	
Internal					
<i>Action Researchers</i>	Headteachers and teachers	Headteachers			
<i>EdQual Researchers & admin</i>	Casmir, Dachi, Alphonce, Mtana, Tarimo, Gastor, Rahma, Raymond, Mislai, George, Simon, Ngodu				Leon, Angeline, Nikki, Ellie, Ros, Sibel, Pauline, John Clegg, Oksana, Filiz, Michele. Rita, Paul, Keith, Mike, Yolanda.
<i>CAG</i>	Kuhanga, Mhaiki, Mwishehe, Kisanji, Dachi, Casmir, secretariat		Trevor Coombes		Beatrice Avalos, Joel Samoff, Sheila Aikman
<i>Within your</i>	The VC; Deputy VC	Colleague researchers			Institute Advanced

Target Audience	Tanzania	Ghana	South Africa	Rwanda	UK
<p><i>univ. (colleagues, other depts, students)</i></p>	<p>(Academic & Research) Dean, FoED, Associate Dean (A), Heads of Departments, Staff-Student Seminars</p>	<p>on other related projects e.g. CREATE, RECOUP, EQUALL</p>			<p>Studies, Bristol ICS, GES & CMM research centres, Bristol CREE & Education in International Content research centres, Bath EdQual & other PhD students M.Ed. students in EPLD pathway Bristol. MA students, International Education pathway, Bath. University Press Offices</p>
<p><i>DFID</i></p>					<p>DFID Link Advisor, CRD, Communications team</p>
<p><i>Other DFID RPCs</i></p>					<p>CREATE RPC (Keith Lewin, Fran Hunt); RECOUP RPC (Chris Colclough, Bolormaa Shagdar); Young Lives (Laura Camfield)</p>

5. Who communicates?

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

Table 3: Intermediaries for target audiences

Target audience	Who is best placed to influence/inform?
1. Researchers	EdQual researchers through articles in international peer reviewed journals and presentations at international conferences.
2. International advocates & bureaucrats	DFID education advisors Education Policy Advisors in INGOs e.g. GCE UK board members
3. National advocates	Representatives of national NGOs sitting on national advisory/reference groups (in Tanzania/Ghana)
4. Government	National English-language press Senior Ministry of Education officials sitting on national advisory/reference groups (Tanzania/Ghana) Individual officials engaged with ICT project in Rwanda through regular participation in workshops and 1-1 meetings. DoE officials engaged with by ICC project in South Africa through regular meetings based at DoE. Trevor Coombes (member of CAG who also works for DoE).
5. Practitioners	Teachers trainers and Teachers' Colleges (e.g. L&L working with teacher trainers at Marangu TC & Morogoro TC) Circuit supervisors (Ghana), District Education Officers (Tanzania) Small scale education projects - (e.g. SeeQ has contact with Village Education Project (Kilimanjaro) Oxfam GB Tanzania's Quality Improvement Project). Teachers' professional associations, especially in Southern Africa – e.g. International Congress of Mathematics ICMI, SAARMSTE Publishers of textbooks and teacher guides Government curriculum-writing bodies Teachers TV (in UK); SABC learning channel (South Africa)
6. Lay	Advocacy organisations – e.g. Haki Elimu (Tanzania), development-related media - eg. Mediae National local language Press National news Debating TV & radio programmes, especially in local language. Community leaders & opinion leaders (e.g. village councillors, school committee members)
7. Media	University press offices Well-known international and national advocates with high profile within press 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 4: Challenges & opportunities presented by communications environment

Country Lead LSP Other LSPs SSPs	Challenges	Opportunities
Ghana L&M L&L Schl design	<p><i>Polycymakers</i></p> <ul style="list-style-type: none"> ◇ Formalised ways of doing things, e.g. rank matters. ◇ Education is political and Ghana is politically sensitive. Important not to be identified with a political party. ◇ Multiple voices – many research projects and NGOs competing for policy makers attention. <p><i>Policy influencers</i></p> <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> ◇ Occupational culture - Sense of disempowerment amongst practitioners. 	<p><i>Polycymakers</i></p> <ul style="list-style-type: none"> ◇ Assured of support from Chief Director. MoESS, the Director-General of GES, Regional and District Directors of the GES. ◇ All 3 education RPCs in Ghana have collective presence under a National Reference Group chaired by the Chief Director (MoESS). ◇ DFID office has an education advisor who is engaged with RPC. ◇ Leading position of UCC with respect to education in Ghana. ◇ Ghana has realistic chance of achieving MDGs creating positive attitude to development. <p><i>Policy influencers</i></p> <ul style="list-style-type: none"> ◇ 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. <p><i>Policy implementers</i></p> <ul style="list-style-type: none"> ◇ 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).
Tanzania L&L L&M SeeQ	<p><i>Policy makers</i></p> <ul style="list-style-type: none"> ◇ Historically, weak communications between government policy makers & 	<p><i>Polycymakers</i></p> <ul style="list-style-type: none"> ◇ Many key policymakers are ex-students of UDSM, some are ex-staff.

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

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

7. How to communicate with external audiences?

The following evaluation of communications outputs is based on an exercise conducted with participants at the EdQual Communications Workshop, held in Kigali 16-17 September 2008.

Consultation and Dissemination workshops

Targets: High level policy makers, representatives of national NGOs and CSOs concerned with education, senior academics running related undergraduate and postgraduate courses.

Advantages: Reach targeted invited audience. We control the agenda. Can collect specific information and views, disseminate specific findings and receive feedback on findings.

Disadvantages: Extremely expensive, especially when several participants travelling from overseas. Reach small audience.

During the inception phase workshops have proven effective for (i) internal communication and (ii) communication with policy makers and policy influencers.

One national dissemination workshop is planned per African partner country for 2009-2010, to which key policy makers and influencers will be invited. All LSPs and some SSPs should contribute towards these.

One-to-one meetings

Targets: High level policy makers, representatives of national NGOs and CSOs concerned with education.

Advantages: Can target & develop relationship with specific influential individuals. Control of agenda. Easy for target audience to communicate their knowledge needs. Not expensive.

Disadvantages: May be difficult to gain access to targeted individual prior to first meeting. May require a third party to assist with access.

These have been used across projects throughout the RPC lifetime. Rwanda team are particularly effective in use of 1-1 meetings.

Working papers

Targets: Researchers.

Advantages: academic publications with our distinctive label that are open-access online and so accessible by academics based in low income countries and can also be printed cheaply in black and white in partner countries. Papers can appear more quickly in this format than as journal articles or chapters in edited books.

Disadvantage: time-consuming to write and to proofread and edit. Printing large numbers is also costly (although often not necessary). Do not have the academic credibility of journal articles or chapters in edited books.

Working paper series is appearing on website.

Policy briefs

Targets: policy makers, policy influencers and education managers and supervisors at all levels.

Advantages: accessible attractive publications with EdQual distinctive label. They can be made available open-access online and printed in black and white in partner countries. Can be used as 'calling card' or to aid credibility when making 1-1 contact.

Disadvantages: time-consuming to write and to proofread and edit. Printing large numbers is also costly (although often not necessary). Circulation in hardcopy will be limited unless published commercially or taken over by M/DoE (as happened with 'fast facts' EPU publication in South Africa).

Plans to develop these from working papers and collate into edited book for international distribution at end of RPC.

Web-based information conveyor belts

Advantages: cheap & relatively easy way to attract web-users to our working papers are published.

Disadvantages: only as good as the working papers we are publishing.

New material on our website now appears on R4D. In 2008-2009 we will extend this to eldis and/or id21.

EdQual website www.edqual.org

Advantages: important 'shop-front', easily accessible especially by researchers particularly in high income but increasingly in middle and low income countries. Flexible adaptable medium that can store large amounts of information and documents (e.g. working papers) as well as bite-sized pieces of information in attractive webpages. Will outlive RPC.

Disadvantages: A 'blackhole' for time. Costly and timeconsuming to establish and maintain.

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. The website is regularly updated with news about EdQual and research outputs, such as conference papers and briefing papers, and links to related to websites.

EdQual Newsletter

Targets: Practitioners. To a lesser extent policy makers and influencers across RPC countries.

Advantages: accessible attractive publications with EdQual distinctive label that can be used to regularly remind target audiences of EdQual. They can be made available open-access online. Researchers and administrators can refer to the newsletter when introducing the RPC to people and institutions who have had no previous contact with EdQual. Can be used as 'calling card' or to aid credibility when making 1-1 contact or in workshops. Can be used to generate sense of EdQual network of community that links action researchers in disparate African countries. Generates sense of pride in EdQual researchers as they contribute news and pictures that they then see in print. Can be distributed widely through email. Some articles may be picked up on by university press offices or other organisation and appear in publications with wider circulation (as happened with feature in issue 3, taken up by Book Aid).

Disadvantages: expensive and time-consuming to produce and distribute.

Newspapers

Targets: English-language papers target the urban elite – policy makers & influencers. Local-language papers target the urban masses.

Advantages: cheap to access and reach a large audience. Contributes to public debate.

Disadvantages: risk of being misrepresented. Restricted to mainly urban audience.

English-language papers have been used effectively to target politicians and high level education officials in Ghana. In Rwanda, experiences have been mixed with some articles misrepresenting EdQual. Plans to engage with public debate in Education Columns of both English and local language papers in Tanzania in 2008-2009.

Radio

Targets: segmented lay audience.

Advantages: National radio stations reach most remote areas where there is no TV network. Local radio stations may be used to target very specific audiences. Costs nothing financially and not time-consuming.

Disadvantages: Radio audience in sub-Saharan Africa is now heavily segmented, with exception of Rwanda, with ever-increasing number of radio stations competing for audience. One time only communication unless follow-up can be arranged.

High profile workshops arranged by EdQual receive coverage in radio news. Ghana has relationship with radio journalist who reports on workshops.

TV

Targets: large lay audience, teachers, pupils & parents.

Advantages: Reaches large audience, increasingly including rural population. Costs nothing financially and not time-consuming. Messages can be communicated through drama series (e.g. Makutano Junction) or through debating programmes. Arena for public debate. Learning channel (in South Africa) can be used to target teachers nationally. Easy access to 'teachers time' programme on learning channel as a lead researcher is a presented on the programme. DVDs of teacher time distributed to all schools.

Disadvantages: Limited control over how message communicated through drama series. One time only communication unless follow-up can be arranged.

Two story lines have been contributed to Makutano Junction drama series, created in Kenya but also aired on a satellite channel in Tanzania and South Africa with plans to air in Ghana and on Rwanda national TV station. Regular features of ICC project in South Africa on 'teachers time' programme aired on SABC learning channel.

Academic journals, seminars and conferences

Targets: researchers

Advantages: international in reach. Essential for academic credibility.

Disadvantages: audience limited to researchers.

Researchers across EdQual have participated in numerous international conferences. Publications in edited books and peer-reviewed international journals are beginning to appear. Two special issues of peer-reviewed international journals that are read by researchers with an interest in international education and development are planned.

Postgraduate teaching and seminars

Targets: Practitioners, education managers and supervisors, future government officials, policy makers & influencers.

Advantages: Does not cost EdQual as it is part of researchers' work as academics anyway. Leaves a legacy that goes beyond lifetime of EdQual. Provides opportunity to have a formative impact on knowledge and views of a restricted number of influential individuals through exceptional period of engagement (a masters unit typically has 20 hours of contact time).

Disadvantages: restricted target audience & lack of control over who makes up target audience.

EdQual research informs a directly related masters unit at the University of Bristol that will be implemented for second year running 2008-2009.

8. EdQual RPC communications team

RPC Director – Leon Tikly

Main responsibilities are:

- ◇ Ensuring that effective research communication is prioritised throughout RPC;
- ◇ Co-author of first version of Communications Strategy;
- ◇ Planning publications strategy (with comms manager);
- ◇ Co-edit special issues of journals;
- ◇ Communication with academic and research audiences;
- ◇ Public 'face' of RPC & a point of contact for media.

Communications Manager – Angeline Barrett (researcher)

Main responsibilities are:

- ◇ plan & review on an annual basis the Communications Strategy;
- ◇ coordinate Comms planning across RPC;
- ◇ Planning publications strategy (with director);
- ◇ Co-edit special issues of journals;
- ◇ Overall responsibility for working papers;
- ◇ Academic direction for website development;
- ◇ Academic and strategic direction of newsletter;
- ◇ Coordinate cross-RPC comms capacity-building;
- ◇ M&E of comms across RPC;
- ◇ Report annually on comms across RPC;
- ◇ identify communications opportunities and share information within RPC;
- ◇ liaise and coordinate with her counterpart in the other two education RPCs.

UK administrator – Ellie Tucker

Main responsibilities are:

- ◇ managing website;
- ◇ contributing towards collating & formatting EdQual newsletter;
- ◇ maintaining mailing list;
- ◇ preparing and monitoring communications budget.

UK administrator – Nikki Tucker

Main responsibilities are:

- ◇ editing & producing newsletter;
- ◇ proofreading working paper series;
- ◇ tracking progress with working papers, teachers materials & workshop reports;
- ◇ maintaining mailing list.

Communications manager, Ghana – Rosemary Bosu (researcher)

Main responsibilities are:

- ◇ Coordinating comms activities in Ghana;
- ◇ Drawing up comms action plan for Ghana in collaboration with other researchers & IC;
- ◇ Monitoring & recording comms activities by UCC researchers;
- ◇ Producing policy briefings for circulation in Ghana;
- ◇ Collecting materials for comms outputs (photographs, interviews);
- ◇ Point of contact for media;

- ◇ Supporting Comms manager with capacity building.

Wits institutional coordinator – Mario Pillay

Main responsibilities are:

- ◇ Coordinating comms activities in South Africa;
- ◇ Managing Comms budget, South Africa;
- ◇ Drawing up comms action plan for South Africa in collaboration with other researchers;
- ◇ Monitoring & recording comms activities by Wits researchers;
- ◇ Establishing and then contributing to 'fast facts' glossy policy briefings circulated in South Africa by DoE.

KIE institutional coordinator – Alhponse Uworwabayeho

Main responsibilities are:

- ◇ Coordinating comms activities in Rwanda;
- ◇ Managing Comms budget, Rwanda;
- ◇ Drawing up comms action plan for Rwanda in collaboration with other researchers.

UDSM institutional coordinator – Hillary Dachi

Main responsibilities are:

- ◇ Coordinating comms activities in Tanzania;
- ◇ Managing Comms budget, Tanzania;
- ◇ Drawing up comms action plan for Tanzania, in collaboration with other researchers.

Bath Institutional Coordinator – Rita Chawla-Duggan

Main responsibilities are:

- ◇ supporting Comms manager with capacity building.
- ◇ Monitoring and reporting on comms activities by Bath researchers.

Tanzania Comms Officer – Anthony Ishengoma (journalist)

Main responsibilities are:

- ◇ Coordinating comms with media in Tanzania;
- ◇ Securing space in English and local-language newspapers, on debating programmes on TV & radio;
- ◇ Capacity building in Tanzania, in particular preparing researchers for interviews with journalists;
- ◇ Producing EdQual Tanzania newsletter.

Consortium Advisory Group (CAG), National Advisory Group (Tanzania) and National Reference Group (Ghana)

Main responsibilities are:

- ◇ Advise on most effective channels for influencing policy & achieving communications goals;
- ◇ CAG also review and comment on Comms Strat.

9. Capacity Strengthening for Communications

Existing capacity

Mario Pillay, Institutional Coordinator Wits is experienced in policy influence in South Africa and can use relationships developed between Wits Education Policy Unit and DoE over many years.

Anthony Ishengoma has recently been recruited by the University of Dar es Salaam to support EdQual communications in Tanzania. He has a degree in journalism and one year's experience working with newspapers.

Ellie Tucker, UK Administrator, previously worked with citizenship DRC and helped to develop their website. She manages the EdQual website.

Nikki Hicks, UK Administrator, has experience of editing that she brings to EdQual newsletter.

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 was formally Global Education Policy Adviser, Oxfam GB and can advise on communications with NGOs. Joel Samoff has worked as an independent consultant for bilateral agencies, mainly of Nordic countries, and has recently conducted an extensive review on 'going to scale'.
- CS (Oct06) version includes appendices has appendices to support and questions interspersed through the main text to support communications planning.

EdQual training

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.

A two-day workshop was conducted in Kigali, 16-17 September 2008. The first day focused on communicating through the media and was facilitated by David Campbell, Mediae Kenya. The second day focused on influencing policy and changing practice and was facilitated by Joel Samoff.

10. Monitoring the Communications Strategy

MTR review recommended that M&E be built into Communications from this point onwards. Comms Manager and Bath IC participated in DFID workshop that covered M&E. However, this remains challenging and an area in which we lack expertise.

In 2007-08, we started:

- accessing and analysing statistics on use of our website (see 2007-08 Comms Report);
- recording success stories, particularly with respect to policy influence (see 2007-08 Comms Report);
- systematically filing email feedback (e.g. to TV appearances, conference presentations etc);
- systematically filing influential documents that reference EdQual communications (e.g. papers commissioned by Government of Chile and DFID);
- writing an annual communications report, to report on communications across RPC;
- continued, systematically filing appearances in press.

Table 5: Monitoring communications objectives & activities

Copied from Annual Report 2006-2007

Outputs*	OVI's*	Progress since last annual report**
2. Communication		
New knowledge effectively communicated to key policy makers and influencers;	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.	Project and annual reports of the RPC; communication strategy; publication lists; RPC website; reports of external evaluations of RPC; conference proceedings; on-gong invitations to speak; email communication with policy makers & practitioners; record of face-to-meetings; policy makers and influencers consult with EdQual researchers.
New knowledge effectively communicated to practitioners.	Practitioners in case study schools actively implementing new initiatives.	
New knowledge effectively communicated to research community	Joint conferences and research bids developed with other RPCs and/or research teams.	

11. Communications Action Plans

EdQual Research Programme Consortium (communications teams) 2007 - 10

CAP UK: SeeQ & cross-RPC

Institution: Bristol & Bath

target Audience (who?)	Objectives Why do we want to talk to them?	Messages What do we want to say?	Channels What are we going to do? How?	Dates Timeline may be approx.
DFID	To influence future education quality agenda	Classroom and school processes are key to achieving education quality; More specific information on processes emerging from research	Face-to-face communication with link advisor (Jo Bourne) and senior policy advisors. Policy briefing type outputs & website.	Ongoing up to end of RPC.
IGNOs – e.g. Save the Children Fund; Oxfam UK, VSO, Action Aid, World Vision	To influence future education quality agenda	Classroom and school processes are key to achieving education quality; International agendas need to be mediated by adaptation to local contexts; Specific findings with respect to classroom and school processes that are key to quality are well-known.	Face-to-face meeting with GCE UK board. Invitation to researchers based in INGOs to participate in seminars inclusion of education advisors in mailing list for newsletter & policy briefs. Participation in UKFIET conference & 1-day events in London that attract researchers based in INGOs. Policy briefs & edited book of policy briefs (to outlive RPC).	Ongoing up to end of RPC.

<p>IIEP UNESCO & SACMEQ community</p>	<p>To share findings from SeeQ project</p>	<p>Methods of analysis, framework, findings & policy implications</p>	<p>Working papers, published papers and policy briefs</p>	<p>WP2 by Feb 2009; WP3 by Mar09; IJED article by Jun09; WP4 by Sep09. SeeQ policy briefs by Dec08 & Jan10.</p>
<p>Researchers & academic community internationally</p>	<p>To focus debate on education quality on classroom and school processes. To promote critical approaches to researching education quality. To improve functioning and equality of international research partnerships.</p>	<p>Strategies for researching and improving classroom and school processes; Principles underpinning EdQual's to research, partnership & capacity building.</p>	<p>Presentations in international conferences, with focus on UKFIET in UK and CIES in USA. Special issue of <i>International Journal of Educational Development & Comparative Ed.</i> Website & working papers.</p>	<p>CIES – March 2009 UKFIET – Sept 2009 Papers for IJED submitted by June 2009. Papers for CE submitted by earliest Dec 2009.</p>
<p>Lay & practitioner audiences across sub-Saharan Africa</p>	<p>To raise sense of responsibility and pride in schools amongst teachers, learners & communities. To raise awareness of influence on context factors on school quality. To raise awareness of feasible ways that school leaders, teachers, learners & communities can contribute to school quality.</p>	<p>School performance depends on learners prior achievement and the context. Schools should be regarded as good quality if they raise achievement even if they cannot compete with more elite schools. Simple strategies and initiatives that school leaders, teachers, learners & communities can implement.</p>	<p>TV drama series – Makutano Junction. Aim for one story in each series. 4-part series on school improvement show-casing schools involved in EdQual research in collaboration with Mediae.</p>	<p>Consult with scriptwriters Feb-June 2009/10. Aim for shooting Nov-Dec 2009.</p>

CAP South & Rwanda: ICT & ICC**Institution: KIE & Wits**

target Audience (who?)	Objectives Why do we want to talk to them?	Messages What do we want to say?	Channels What are we going to do? How?	Dates Timeline may be approx.
Policy: Ministry of education (ICT directors, Curriculum developers, Exam council) and ICT project leaders	Raise of awareness what the research is about	ICC: Produced materials for testing that is one of the solutions ICT: other agencies using ICT in the country from the literature	conference	ICT: teachers Nov.08workshop ICC: Oct 09
Implementers (inspectorate officers, director of education at province, district levels)	Inform about new instructional approaches and awareness of interim findings	ICT: Awareness of exploring ICT tools in the teaching and learning ICC: discuss the interim findings	SA:SA TV programme Rda& Pakistan: Radio & one to one	Oct 09
Schools (teachers, learners,..)	Use of ICT Instructional approaches in the new curriculum	Benefits from the use of ICT to teach and learn other subject like sciences and math. New ways of teaching and learning science and mathematics	As above	End 2008/2009
Parents	Inform them of the new approaches of learning science and math	Learners have to be equipped with self-learning skills using ICT and new approaches of learning such as that problem solving, argumentation , critical thinking skills)	As above + news media	
Academic	Sharing of knowledge, integration, publish	Findings of research	Conferences +publications in journals	June 2010

CAP Ghana – L&M and L&L projects

Institution: IEPA

Target Audience (who?)	Objectives Why do we want to talk to them?	Messages What do we want to say?	Channels What are we going to do? How?	Dates Timeline may be approx.
Minister of Education Science and Sports	<ol style="list-style-type: none"> Influence their thinking about the medium of instruction To convince them that effective leadership is crucial for quality education delivery 	<ol style="list-style-type: none"> How feasible is it to integrate the local language with English as a medium of instruction? The medium of instruction is important for the acquisition of quality education Building capacity for effective leadership and management in schools 	Communicate via print and electronic media. Press briefing to journalist to disseminate information through both electronic and print media. Panel discussions, debates and articles. Interview on TV	December 2008
Head teachers	<ol style="list-style-type: none"> To ensure effective implementation of language policy To draw their attention to the need for effective leadership and management in the effective delivery of quality education 	<ol style="list-style-type: none"> Teachers need to use language effectively for desirable outcomes of the teaching learning process Best practices in leadership and management 	<p>Face to face meetings, workshops, and seminars. Ask for audience with the head teachers associations</p> <p>Linking with GNAT to incorporate out comes in their training programs</p>	<p>December 2008</p> <p>December 2009 - 2010</p>
Parents	<ol style="list-style-type: none"> To convince parents that proficiency in the first language helps learners to learn the second language better To help them decide on how to support the head teacher to lead and manage the school effectively 	<ol style="list-style-type: none"> Learning is more efficient when instruction is in a language that is best understood by the learner Effective leadership and management is best achieved 	<p>Educational programs and local soap operas on TV and radio. Feature articles in print media Ask audience with PTA of schools. Meeting with SMC</p> <p>Interactions at PTA meeting, radio and TV discussions, feature articles in newspapers</p>	<p>June 2010</p> <p>June 2010</p>

		when necessary support is forthcoming from all stakeholders		
Circuit Supervisors	<p>1. To ensure effective implementation of language policy</p> <p>2. To draw their attention to the need for effective leadership and management in the effective delivery of quality education</p>	<p>1.The need to support teachers use an appropriate language effectively for desirable outcomes of the teaching learning process</p> <p>2. They need to support school heads to carry out their leadership and management functions</p>	Face to face meetings	December 2008
District directors	<p>1. To convince them that an appropriate language is important for effective teaching and learning</p> <p>2. To draw attention to the need to strengthen leadership and management in the schools</p>	<p>1. The need to retain teachers involved in the research for the life span of the project</p> <p>2.The need to support and retain the school heads involved in the project e.g. making all head teachers attached</p>	<p>Face to face meetings, executive summaries of research outcomes</p> <p>Ask audience at the conference of district directors</p> <p>Invite them to dissemination workshops</p>	By June 2010
District chief executive (Chairman of DEOC: District Education Oversight committee)	<p>1. To make aware that an appropriate language as medium of instruction is essential for effective teaching and learning</p> <p>2. To draw attention to the need to strengthen leadership and management in the schools</p>	<p>1. The need to provide logistical support to schools to facilitate the use of an appropriate language as a medium of instruction</p> <p>2. The need to support the school heads involved in the project e.g. making all head teachers attached</p>	<p>Face to face meeting</p> <p>Ask audience to speak at regional meetings</p>	By June 2010

CAP Tanzania - L&L and L&M projects

Institution: UDSM

Target Audience (who?)	Objectives Why do we want to talk to them?	Messages What do we want to say?	Channels What are we going to do? How?	Dates Timeline may be approx.
Minister for Education	<p>1.To influence their thinking about the language issue in education-to maintain the existing policy at PL and change policy at SL</p> <p>2. To convince them that effective leadership and management is crucial for quality education delivery</p>	<p>-The medium of instruction is important for imparting and acquisition of knowledge</p> <p>-Building capacity for effective leadership and Management is important for quality improvement in schools.</p>	<p>Organise debates, panel discussions, press releases and feature articles through both print and electronic media.</p> <p>-ditto-</p>	<p>By December, 2008.</p> <p>By December, 2008</p>
Headteachers	<p>1.To ensure effective implementation of language policy</p> <p>2. Draw their attention on the need for effective leadership and management for quality education delivery</p>	<p>1.Teachers have to use language effectively for desirable outcomes of the teaching and learning process</p> <p>2. Best practices in leadership and management</p>	<p>1.Sharing information and getting feedback from HTs through newsletters, face to face meetings, seminars/workshops and asking audience with HT associations.</p> <p>2. Sharing information and getting feedback from HTs through newsletters, face to face meetings, seminars/workshops and asking audience with HT associations.</p> <p>-Sharing the research</p>	<p>By December 2008</p> <p>By December, 2009</p>

			<p>process and findings with the Agency for Development of Education Management (ADEM)</p> <p>-Developing a module on Action Research in Educational Leadership and Management for the MEMA programme (UDSM)</p>	
Parents	<p>1. Convincing them that proficiency in the first language helps the learners to learn the second language better.</p>	<p>1. You can learn a language without necessarily using it as a medium of instruction (Tz); Learning is more efficient when instruction is in the language that is well understood by the learner</p>	<p>Organise debates, panel discussions, soap operas, press releases and feature articles using both print and electronic media.</p> <p>-Ask audience during the PTA and School Committee meetings</p>	By June 2010
District Education Officers	<p>1. Convincing them about the importance of an appropriate language for effective Teaching and Learning</p> <p>2. Draw their attention on the need to strengthen leadership and management in the schools</p> <p>1.Convincing them about the importance of an appropriate language for effective Teaching and Learning</p>	<p>1. To retain the teachers involved in the AR for the life span of the L&L research project</p> <p>2.To support and retain HT involved in the AR for the life span of the L&M research project</p>	<p>Face to face, submitting executive summaries of the research reports/outcomes; inviting them to the dissemination w/shops.</p> <p>Face to face, executive summaries of the research reports/outcomes;Ask audience during the Regional or Annual National Education Conference; Inviting them to the dissemination</p>	<p>By June 2010</p> <p>By June 2010.</p>

<p>Regional Officers</p>	<p>Education</p> <p>2. Draw their attention on the need to strengthen leadership and management in the schools</p>	<p>1.To retain the teachers involved in the AR for the life span of the L&L research project</p> <p>2. To support and retain HT involved in the AR for the life span of the L&M research project</p>	<p>w/shops</p> <p>-do-</p> <p>-do-</p>	<p>-do-</p> <p>-do-</p>
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12. Communications Budget

This budget is indicative only. Expenditure on some dissemination activities (e.g. dissemination workshops, consultative workshops, website development, conference attendance) is easily quantified. But other activities (administrators' and researchers' time, communication activities embedded within research activities) cannot be disentangled from main budget.

Appendix 1



Communications Report Oct 07- Sept 08

Contents

COMMUNICATION REPORT OCT 07- SEPT 08	37
SUMMARY	38
1. COMMUNICATION SUCCESS STORIES	38
1.1 Interaction with policy makers	38
1.2 Good communication of research	39
2. DEVELOPMENT OF COMMUNICATIONS	40
2.1 Recommendations of Mid-Term Review	40
2.2 Capacity-building for Communications	41
3. WEBSITE & NEWSLETTER REPORT	41
3.1 Website Report	41
3.2 Newsletter Report	42
4. COMMUNICATIONS BY COUNTRY	42
4.1 Rwanda	42
4.2 South Africa	43
4.3 Ghana	43
4.4 Tanzania	43
4.5 UK	44
5. ACADEMIC OUTPUTS	45
5.1 Journal articles and book chapters	45
5.2 EdQual publications	45
5.3 Conference papers	46

Summary

- Ongoing interaction with policy makers and policy-influencers through research collaboration, meetings (formal, informal, seminars, conferences) and text-based outputs.
- Key communication successes include contribution of background paper and contribution to discussion emanating from Global Monitoring Report 2008, contribution of two storylines to Makutano Junction, collaboration with a private company installing ICT hardware into schools in South Africa and feature of Curriculum Change project in South Africa on SABC learning channel 1 (TV), establishing and building on relationships with Ministry of Education officials in our partner countries and international NGO staff based in UK.
- A two-day communications workshop conducted in September addressed Mid-Term Review recommendations concerning development of the Communication Strategy.
- Development of the website continues and approach to writing newsletter items has been revised. Both have been achieved by buying in extra hours of administrators and graduate students.
- In the period under review EdQual has produced 13 conference papers, 9 new working papers with another 7 in the process of publication, 1 journal article, 2 book chapters and 1 commissioned paper.

1. Communication Success Stories

1.1 Interaction with policy makers

In Tanzania, engaging policy makers within the Ministry of Education & Vocational Training (MoEVT), Mainland Tanzania proved difficult for a long time. Two representatives had attended the consultation workshop in November 2005 that effectively launched EdQual in Tanzania. However, invitations to subsequent events such as a seminar presented by researchers on the SeeQ project were not responded to even by officials who had led the SACMEQ research activities within Tanzania. However, this year Mr. Shabani Ngodu department of planning within the ministry agreed to become a researcher on the Leadership & Management project, supporting headteachers implementing action research projects within their schools. This has given EdQual an opportunity to engage over a period of time within one official, contribute towards the development of research skills within the Ministry and it is hoped that Mr Ngodu will facilitate links with other officials within (MoEVT). In addition, the National Advisory Group has been convened and has the Deputy Permanent Secretary for Education, Mr Oliver Mhaiki. as a member, ensuring a high level official is following EdQual's activities and findings.

In Rwanda, researchers have continued to set up one-to-one meetings with key leaders and decision makers with respect to policy on ICT facilities and curriculum within schools. Towards the end of 2008, a key researcher met with Director of Human and Institutional Capacity Building at the Rwanda Information Technology Authority (RITA). RITA has budget to buy educational software for schools for 2008. At the beginning of 2008, a meeting was also held with Meeting the ICT director at the National Curriculum Development Centre. Later in the year they also met with DFID's senior advisor within Rwanda.

In Ghana, the National Reference Group that advises all three DFID-funded Education RPCs continues to be a key route for communicating with policy makers. This met in November 2007.

In UK, EdQual is increasingly recognised as a source of information on education quality issues, most especially in Africa. Three researchers presented findings to a meeting of advisors at DFID in July 2008 and the UK executive board of the Global Campaign for Education (GCE) has also consulted with EdQual, providing contacts within the UK offices of key agencies seeking to influence national governments throughout the world to improve education quality.

1.2 Good communication of research

There have been some examples of successful communications activities the last reporting year. The background paper commissioned for the Education for All (EFA) Global Monitoring Report (GMR) 2008, has been published on both the UNESCO website and EdQual's own website. Now that GMR2008 has been published we can see that material from that paper has been used in the chapter 3 *Countries on the move*, including two boxes (3.12 *Cluster-based mentoring in Pakistan* and 3.14 *Facilitating early literacy in Zambia*). EdQual has also contributed towards debate emanating from publication of the report, specifically leading a discussion on Education Quality at the Colloquium centring on the report at Institute of Education 17 January. Around 60 students, academics and NGO staff participated in this debate. We are now in communication with a member of the team authoring the 2009 report, who is focusing leadership and management issues.

Effective use has been made of television as an increasingly popular and accessible route for reaching large audiences in Africa. The Implementing Curriculum Change project has received positive email feedback following the third in a series of features on the SABC learning channel 1 in July 2008. Leon Tikly was interviewed on the same programme in May and the material was considered to be topical and of high quality to the extent that the producers are retaining it for repeat screening. EdQual researchers have put together two storylines for the Kenyan drama series, *Makutano Junction*. One storyline focuses on relative quality of private and public primary schools and the concept of value-added. This has been shot and is due to be aired early next year. The other is concerned with early childhood development and education will be shot early next year.

Expanding the use of ICT in schools involves partnership with private companies. In South Africa, EdQual has been discussing research collaboration with Parthy Chetty of Intel. Parthy Chetty oversees an Intel project installing hardware in disadvantaged schools and providing teacher training. The ICT project approached Intel to request their assistance with research in these schools using computers to enhance teaching and learning of mathematics and science.

Both the newsletter and the website have been revised in the light of feedback from the Mid-Term Review team. The latest issue of the newsletter aimed for a more journalistic and accessible style of writing for practitioners based in Africa. We have had a request from BookAid to reproduce the feature article in their newsletter, indicating the success of the revised style. Website content is being re-written and reformatted to make it more reader-friendly. A link has been set up via a low bandwidth website to enable access for low bandwidth users. In addition, we are monitoring statistics on website hits. The average number of unique visitors in a quarter has increased from 398 in July-September 2007 to 628 in April-June 2008. The majority of visitors domains are unknown (ip), com or net (totalling 4431 hits in July 2008). UK (1073) and South Africa (573) are the two most popular country domains for visitors. Number of hits from other partner countries (Tanzania, Ghana and Pakistan) have steadily increased from a total of 253 hits in July 2007 to 470 hits in July 2008. However, 75% of visits are last for less than 30 seconds, suggesting that most visitors to the site either do not find what they are looking for or target one particular document to download. Working papers and the research pages are amongst the most popular pages suggesting that visitors interested in research findings.

EdQual continues to communicate research through conferences. Once again, these include conferences that include a mix of participants, including private businesses and enterprises (e.g. e-Learning Africa), practitioners (e.g. the International Commission on Mathematical Instruction) and policy makers (e.g. Commonwealth Council for Educational Administration and Management Conference).

2. Development of Communications

2.1 Recommendations of Mid-Term Review

General comments

The EdQual Communications Strategy is detailed and well thought through, although perhaps too ambitious in some areas. There is a clear commitment to communications work. This now needs to be built on in very practical and specific ways, which may include capacity building on particular aspects of communications.

In particular, there needs to be an emphasis on monitoring the impact of the communications work and taking it beyond academic audiences. Outside expertise may be needed for some of these tasks.

Specific Recommendations

1. CS should focus on what can be done within specific time frames.
2. Focus on a few specific key audiences.
3. Employ an outside expert to write short, accessible and simple papers for policy makers.
4. Audiences in Africa would benefit from smaller documents in easily downloadable formats.
5. Establish current statistics on web hits, request partner institutions and organisations such as UNESCO have links to EdQual website.
6. Establish relationships with community radio journalists & work with them to produce programmes on specific areas of interest.
7. Bring in people with specialist interest in communications/media.
8. Budget for communications should be discussed and clarified with DFID.
9. Sharing and planning communications work should be regular item for SMT.
10. M&E needs to be built into work plans.

EdQual response

1. CS has been revised on basis of outputs from Communications Workshop 16-17 September 2008.
2. Specific target audiences were identified as a workshop activity.
3. We have bought in time from administrators with expertise in editing.
4. We have linked to low bandwidth version of our website.
5. See statistics below.
6. We have targeted television as a medium for reaching teachers as a geographically dispersed audience and are not targeting local communities.
7. UDSM has recruited a journalism and mass communication graduate to lead their communications. A media specialist from Mediae Kenya is facilitating one day of the Communications workshop in September.
8. Untangling Communications from within the budget is a lost cause.
9. We have always done this.
10. More systematic filing of email feedback on communications activities and key documents reference EdQual publications. Institution of annual report drawing on quarterly reports and verbal reports at Communications workshop.

2.2 Capacity-building for Communications

The Communications Workshop to be held in 16-17 September in Kigali will involve institutional coordinators, lead researchers and communications officers. It has the overall aim to revise the Communication Strategy in line with recommendations from Mid-Term Review and to develop Communication Action Plans for each EdQual institution that are in line with the Communications Strategy. Invited facilitators are David Campbell from Mediae Kenya, who will advise on communicating through the media in Africa, and Joel Samoff, a member of the Consortium Advisory Group, who will advise on policy influence.

Other capacity building events that EdQual staff have participated in include a workshop run by Mediae Kenya and focused on Makutano Junction, which was attended by Rosemary Bosu, UCC, and Angeline Barrett, Bristol; half-day training on writing for the web, attended by Ellie Tucker, Bristol, and Angeline Barrett; and the DFID annual Communications workshop for RPCs attended by Rita Chawla-Duggan, Bath, and Angeline Barrett.

3. Website & Newsletter Report

3.1 Website Report

Main Developments are:

1. Uploading of all new outputs including video, newsletters, policy briefs etc.
2. Publication are as restructuring to be able to cope with the expansion.
3. Site wide search and site map available.
4. Re-writing of content for more "web friendly" audience.
5. Dynamic highlighting of publications and Newsletters on the homepage (this will be done by early Sept so we can include it).
6. Restructuring Research area to reflect themes.
7. Link via a low bandwidth website for access issues in Africa.
8. Monitoring and Evaluating Stats for website hits etc.
9. New publications on EdQual website are not linked to from R4D website and highlighted in R4D's Education mailings as well as appearing on the RSS feed.

Statistics are available at: <https://ig88.ilt.bris.ac.uk/cgi-bin/awstats.pl?month=01&year=2008&output=main&config=www.edqual.org&framename=index>

Ellie Tucker, the Bristol administrator, has led these developments. She has liaised with the website-developers, the Institute for Learning and Research Technologies at University of Bristol. Both Ellie Tucker and Angeline Barrett attended a half-day course on writing for the web and this year's DFID Communications Workshop, held in London in July, included sessions on the use of Web 2.0 tools in website development. Participation in these workshops have led to improved writing-style and formatting on webpages and the insertion of links to a low bandwidth version of webpages. Development has been accelerated by buying extra hours of Ellie's time and employing a PhD student, Shu-Mei Hung to work on the website on a casual basis.

Recommendations for other EdQual researchers and staff can contribute to website

- Lead researchers are urged to visit the webpages for their project and ensure that information is up-to-date and accurate.
- Institutional Coordinators are urged to appoint a Communications Officer.
- Communications Officers are urged to generate material for the website either through conducting original interviews or more simply from project outputs.

3.2 Newsletter Report

The third issue of the newsletter is vastly improved in terms of accessibility for a broad range of audiences and attractiveness. We have had a request from BookAid to reproduce the opening feature articles from this issue in their newsletter.

Changes that have been made are:

1. Following Mid-term Review feedback, we reflected that our main audience for the newsletter should be Africa-based practitioners and policy makers. Greater effort was made to ensure that *all* newsletter items are suitable for this audience.
2. Nikki Hicks, the administrator at Bristol, who has editing experience and skills, took over role as main editor of the newsletter. 29 hours of this was done on fee claim as extra hours in addition to 10 hours formatting on fee claim by an assistant. She re-wrote contributions to make them more accessible to a lay-audience. Employing a non-academic to edit the newsletter has improved the quality significantly.
3. We aspired in our original plans to produce the newsletter bi-annually. Given that the Bristol team who take the main responsibility for this also have many other responsibilities, this has proved not be possible. In practice, it is being produced every ten months.
4. It is estimated that putting together the newsletter requires between 71-100 hours.

Recommendations for other EdQual researchers and staff can contribute to website

- Researchers continue to send us brief accessible reports on events;
- PhD students send us thesis abstracts, reports from the field, emerging findings or stories from the field written for a lay audience;
- Researchers going to the field collect stories, interviews and photographs from schools and practitioners that we can feature in the 'in our own words' section;
- Researchers report on emerging findings using story or journalistic formats and supplementing with photographs;
- Communications officers collect stories, conduct interviews and take photographs that we can use;
- Communications officers produce accessible summaries and stories of project outputs;
- Communications officers adapt the newsletter for distribution within their country;
- Communications officers consider contributing as guest-editors to the newsletter.

4. Communications by country

4.1 Rwanda

Interactions with policy makers

One-to-one meetings with the Director, Human and institutional capacity building of Rwanda Information Technology Authority, which has budget to buy educational software for next year 2008 (Oct-Dec 2007); the ICT director at NCDC (National Curriculum Development Centre). (Jan-Mar 2008); and DFID senior advisor/team leader human development team, Kigali (Apr-Jun 2008). KIE researchers are now recognised as credible source of expertise and are invited to MoE meetings.

National Reference Group appointed.

Communication with practitioners

Schools have learnt about EdQual research through trainee teachers. Schools have approached KIE asking to participate in ICT project and requesting KIE-based researchers to help them use ICT in lessons.

Communication with lay audiences

ICT project advertised in all provinces (Oct-Dec 2007). – **How?** The daily official newspaper “New Times” visited the EdQual workshop and organised an interview with some members (see: <http://www.newtimes.co.rw>” on the 2nd July.

4.2 South Africa

Interactions with policy makers

Contact with GDE to obtain permission for roll-out of ICC into public schools (Jan-Mar 08).
Development of Fast Facts policy briefing and distribution to districts in GDE (Jan-Mar 08).
As an EPU publication it was not affordable to distribute nationally. It is now a DoE publication within which ICC has space and is distributed to 12 500 schools.
Attendance at GDE policy and strategic workshop (Jan-Mar 08).

Interactions with private sector investors in education

Discussion of research collaboration with Parthy Chetty of Intel. Parthy Chetty oversees an Intel project installing hardware in disadvantaged schools and providing teacher training.

Communication with practitioners

Preparation teacher guides on specific difficult topics.

Leon Tikly interviewed on SABC learning channel 1. TV company received positive feedback and are retaining the recording for a repeat (May 2008). Luneta Kakoma received positive feedback following third in a series of features on Implementing Curriculum Change on SABC learning channel 1 (July 2008).

4.3 Ghana

Interaction with policy makers

Following multi-pronged approach to policy influence through 1-1 meetings with MoE officials and Directors of Education at all levels, engagement with senior policy makers through **National Reference Group** (meeting held in November 2007), distribution of A4 page policy briefings and media, particularly English language press and radio.

Newspaper articles on the Leadership & Management baseline survey appeared in the two leading English-language newspapers, *The Ghanaian Times* (4 Sept 2008, p.14) and the *Daily Graphic* (6 Sept 2008, p.22). The articles highlighted lack of leadership training for head teachers and clearly indicated the individual policy makers responsible for improving the situation.

Communication with practitioners

Action research process has had effect of ‘breaking the glass wall’ between academics and teachers. Teachers in action research schools now regard researchers as a resource they can draw upon.

Communication with lay audiences

Rosemary Bosu participated in Makutano Junction (Kenyan TV drama series) workshop in Nairobi, 23-25 October 2007 and contributed towards development of storyline that has since been discussed with scriptwriters (May 2008).

Leadership & Management headteachers workshop reported on national radio.

4.4 Tanzania

Interaction with policy makers

Deputy Permanent Secretary, Mr. Oliver Mhaiki on National Advisory Group. Involvement of Mr. Shaban Ngodu from the Ministry of Education and Vocational Training (MoEVT) as a researcher facilitating teachers’ action research on the Leadership & Management project. National Advisory Group has recommended EdQual researchers participate in policy making

committees. Communication with MoEVT has been facilitated by the merger of MoEVT with the Ministry for Science, Technology and Higher Education in February 2008.

Communication with researchers and experts

EdQual Tanzania website will be launched shortly.

Communication with researchers and experts

Communication has been established with District Education Officers in districts in which research is being conducted.

Communication through media

Anthony Ishengoma, a journalist has been recruited to work part-time for the EdQual Tanzania. He will facilitate EdQual's participation in current public debate on education quality (as advised by members of National Advisory Group) and produce an EdQual Tanzania newsletter. TEN/MET agreed to give EdQual space on their television programme and to facilitate contacts with print houses.

4.5 UK

Interaction with policy makers

Angeline Barrett presented seminar and had informal meeting with Elizabeth Wong, Senior Programme Officer for Bill & Melinda Gates Fund (November 2007).

Communications materials sent to DFID retreat in Addis Ababa in May 2008. Emerging findings document presented to senior DFID policy advisors in a meeting at DFID offices, 3 July 2008.

Angeline presents EdQual emerging findings to UK executive committee of the Global Campaign for Education, June 2008. This led to request from BookAid to reproduce newsletter feature on School Design SSP in their newsletter and request from VSO for Angeline to review a draft research report on teachers. Representatives from World Vision, Action Aid, VSO, Sightsavers, Oxfam and Book Aid were at the meeting.

Communication with lay audiences

Angeline Barrett participated in Makutano Junction workshop, October 2007 and contributed to storyline that was discussed with scriptwriters in May 2008. Rita Chawla-Duggan developed another storyline that was last discussed with scriptwriters in June 2008.

Communication with researchers and experts

Background paper for GMR2008 completed and published on UNESCO website. Leon Tikly led discussion group of 50 students, academics and NGO staff on quality issues in GMR2008 at a Colloquium held at Institute of Education, January 2008. Angeline Barrett presented a seminar at University of Sussex at invitation of CREATE RPC's director (January 2007).

New Masters level unit, Education Quality in Low Income Countries developed and delivered by Angeline Barrett to nine students from sub-Saharan Africa and other countries. The unit draws on EdQual research.

Leon Tikly and Angeline Barrett featured in Graduate School of Education's glossy and Angeline attends interdepartmental meetings on human rights and development science, raising profile of EdQual in the university.

5 Academic Outputs

5.1 Journal articles and book chapters

G. Yu & S. Thomas (2008) Exploring school effects across southern and eastern African school systems and in Tanzania, *Assessment in Education* 15(3)

J. Clegg (2007) 'Moving towards bilingual education in Africa' pp.41-50 in H. Coleman (ed.) [*Language and development: Africa and beyond*](#), Proceedings of 7th International Language and Development Conference, Addis Ababa, 26-28 October 2005. Addis Ababa, British Council.

A. Halai (in process) Gender and Mathematics Education: Lessons from Pakistan. In H. Forgasz & K. Lee (Eds.). *International perspectives on gender in mathematics education*. Information Age Publishers
Series Title: Mathematics Education: Cognition, Equity and Society.

C. Rubagumya (forthcoming) 'Going through the motions of learning: classroom interaction in Tanzanian classrooms' To be published in LOITASA (Language of Instruction in Tanzania and South Africa) vol. 5 publication.

R. Chawla-Duggan (2007) [*Children's learner identity as key to quality primary education: eight case studies of schooling in India today*](#), Ceredigion/New York, Edwin Mellen Press. – Discussion of quality refers to EdQual.

Proposal for a special issue of *International Journal of Educational Development* entitled: *Education Quality for Social Justice and Addressing Disadvantage* has been accepted with deadline of 30 April 2009 for accepted papers. Co-edited by Leon Tikly & Angeline M. Barrett.

Two papers have been submitted to journals and are under review:

ICC paper submitted to International Journal of Science Education

Angeline M. Barrett & Leon Tikly, *Education Quality: Research Priorities and Approaches in the Global Era*, submitted to *International Review of Education*.

5.2 EdQual publications

Papers published in 07-08	Papers ready to publish	Papers expected to be submitted within next few weeks.
Tikly & Barrett (2007) Education Quality; Research Priorities & Approaches in the Global Era EdQual WP No1.	Implementing Curriculum Change Baseline Study	L&M Review & Meta Analysis – Ghana, Pakistan & Tanzania
Yu (2007) EdQual WP No3 – Range & Extent of School Effects EdQual Working Paper No.2.	ICT Baseline Report 2007 (Status of Infrastructure etc) - Rwanda	Baseline Report, L&M Ghana
Barrett et al. (2007) Initiatives to Improve the Quality of Teaching & Learning; a Review of recent literature, Background paper for GMR2008.	Language & Literacy Teachers Handbook	Baseline Report, L&M Tanzania
Rubagumya (2008) A Three-	Mhlolo (2008) Implementing	Baseline Report, L&L

Tier Citizenship	Curriculum Change – Document Analysis	Tanzania
Rubagumya & Clegg (2006) Language & Literacy Literature Review		Tz L&M literature Review
EdQual (2008) Guidance on ethics		ICT baseline report, South Africa
ICT Literature Review, Rwanda		
Nyabanyaba - Studying Teachers Prioritization of Poverty Alleviation & Gender Equity		
Short paper on Ethics In Qualitative Research by Anjum Halai		

Total = 9 new papers published in EdQual Working Paper series. 4 other papers in process of being published & 5 close to completion. Plus a number of workshop reports.

5.3 Conference papers

A total of 13 papers have been presented at conferences in the reporting period:

M.Mhlolo (2008) paper presented at SAARMSTE (Southern African Association for Research in Mathematics, Science and Technology Education) conference, University of Lesotho, Maseru, January 2008.

A.M. Barrett & L. Tikly (2008) *Education Quality: Research Priorities and Approaches in the Global Era*, presented at 52nd Comparative and International Education Society (CIES) Conference, Teachers College, Columbia University New York. March 2008 and Conference of *Comparative Education Societies Europe*, Athens July 2008.

L. Tikly (2008) [Neoliberal Globalization, Education, and Social Justice in South African Education](#), presented at American Education Research Association (AERA) Annual Meeting, New York, 24-28 March 2008.

M. Mhlolo presented paper on ICC project at conference in Dubai (Jan-Mar 08). – **name of paper, formal title and date of conference.**

A. Halai with S. Rodrigues and T. Akhlaq (2008) *Teacher Empowerment through Collaborative Action Research: Concepts, Possibilities and Challenges*, presented at Status of Educational Reform in Developing Countries, Aga Khan Univeristy, Institute of Educational Development, Karachi, 8-10 April 2008

C. Rubagumya (2008) 'Going through the motions of learning: classroom interaction in Tanzanian classrooms' presented at The Implications of Language for Peace and Development Conference, University of Oslo, 1-3 May 2008.

A. Uworabayeho (2008) *Building Teachers' Capacity to Exploit Available Technology for Teaching and Learning Mathematics and Science* presented at the the 3rd International conference on ICT for Development, Education and Training, Accra, 28-30th May 2008.

J. Rubagiza (2008) *Title*, paper accepted for ??, Gaberone, July 2008.

Halai, A. (2008) Initiating Reform in Mathematics Classrooms: Mathematical Empowerment of Teachers & Students, Invited Regular Lecture at the International Congress on Mathematics Education, Mexico 12 July 2008

Luneta, K. (2008) presented on ICC project at International Council on Education for Teaching, ICET 53rd ICT World Assembly, 14-17 July 2008, Braga, Portugal.

George Oduro, Hillary Dachi, Michael Fertig (2008) *'Educational leadership and quality education in disadvantaged communities in Ghana and Tanzania* presented at Commonwealth Council for Educational Administration and Management Conference, Durban, 8-12 September 2008.

Dora Baaba Aidoo (2008) *An analysis of the leadership of state-maintained special schools for children with hearing-impairment* in Ghana presented at Commonwealth Council for Educational Administration and Management Conference, Durban, 8-12 September 2008.

Aneth Anselmo Komba (2008) *Poverty alleviation strategies in Tanzania: the roles of family's social capital in children's primary schooling* presented at Commonwealth Council for Educational Administration and Management Conference, Durban, 8-12 September 2008.

Forthcoming conferences

Leon Tikly will attend the [3rd Worldwide forum for Comparative Education](#) in Beijing, China 12-14th October 2008.

Halai, A. (2009) Gender and mathematics education: lessons from Pakistan, paper accepted for the EPISTEM3 conference in Mumbai to be held in January 2009

EdQual has submitted a proposal for two-session invited symposium at the UKFIET International Conference, University of Oxford, September 2009.