SESSION 3
How Can We Communicate Assessment Information Effectively?

READ Regional Workshop

Maputo, Mozambique
December 3-5, 2012
READ country presentation
Mozambique
How to ensure an effective communication chain?
Communication chain

Assessment Information

Disseminating

Understanding

Using

Learning
Why is it so hard to communicate effectively?

- Poor assessment culture
- Hostile political context
- “Bad results”
- Results not trusted
- Poor capacity to communicate
- Poor planning
- Lack of funding
How to ensure effective communication

Communication plan

• Context analysis
• Communication goal and objectives
• Audiences
• Messages
• Products and activities
• Budget
• Timeline
Communication plan

Context analysis

Policy environment

Assessment Information

Technology

Infrastructure

Institutional capacity

External resources
## Communication Plan

### Messages

<table>
<thead>
<tr>
<th>Objective</th>
<th>MESSAGE / INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor quality</td>
<td>% students that reach a standard</td>
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<tr>
<td>Monitor equity</td>
<td>Achievement difference among groups</td>
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<tr>
<td>Monitor school performance</td>
<td>School mean score</td>
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<tr>
<td>Support pedagogy</td>
<td>Test questions</td>
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<tr>
<td></td>
<td>Student responses</td>
</tr>
<tr>
<td></td>
<td>Learning expectations</td>
</tr>
<tr>
<td></td>
<td>Pedagogical guidelines</td>
</tr>
<tr>
<td></td>
<td>Assessment framework</td>
</tr>
<tr>
<td>Inform parents</td>
<td>Guidelines to support student learning</td>
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<tr>
<td></td>
<td>Guidelines to support and put pressure on schools</td>
</tr>
<tr>
<td></td>
<td>Learning expectations</td>
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</tbody>
</table>
Communication Plan

Key Audiences

- Community
- Media
- Assessment information
- Teachers
- Ministry of Education
- Teacher training
- Schools
Communication Plan:

Products and Activities

- Presentations
- Meetings
- Workshops
- Courses
- Brochures
- Radio broadcast
- Policy reports
- School report cards
- Pedagogical guides
- Newspaper supplements
- Flyers
- Online results
- Posters
- Videos
**Example of a communication plan**

**Large-Scale Assessment Program in Chile (SIMCE)**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
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</table>
| Communication goal and objectives| **GOAL**: Effectively communicate SIMCE information so that its intended audiences can understand and use it in ways that contribute to improve education quality.  
**Objective 1**: Effectively communicate with parents so that they (a) know their school results, (b) know how to support their child learning, (c) are aware of other school options. |
| Context analysis                  | - Political support to release results  
- The media and the political opposition will focus on the negative results.  
- Need to be ready to answer what the MOE is doing to improve  
- Teacher union and the academia may oppose release of school results |
| Audiences                         | - Teachers, parents and broad community, MOE, academia |
| Messages/ information             | - Country results and school level results, compared to previous year  
- Example questions from tests; analysis of student responses  
- How to support learning |
| Products and activities           | - National report (1,000), School report (10,000), Parent report (100,000), Pedagogical guide (10,000), posters (30,000), newspaper supplement, online results, geo-referential system, online item-bank.  
- Press release  
- Teacher workshops to be held at each school |
| Timeline                          | Before test administration: pedagogical guides  
After test administration: national report, school report, parent report |
| Budget                            | US$2 million (10% of the yearly budget of assessment program) |
Example of gradual implementation of communication plan
Large-Scale Assessment Program in Chile (SIMCE)
At your table, discuss the communication plan for an assessment program in your country. Write the plan on the Communication Plan Sheet.

A representative from each table shares their table discussion with the room.

<table>
<thead>
<tr>
<th>Communication Goal</th>
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<tbody>
<tr>
<td>Communication Objectives</td>
<td></td>
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<tr>
<td>Context Analysis</td>
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<tr>
<td>Audiences</td>
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<td>Messages</td>
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<td>Products and activities</td>
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<tr>
<td>Timeframe (before, during, after the assessment)</td>
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<td>Budget</td>
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</table>
Communication Plan

Products and Activities

- Presentations
- Meetings
- Workshops
- Courses
- Brochures
- Radio broadcast
- Policy reports
- School report cards
- Pedagogical guides
- Newspaper supplements
- Flyers
- Posters
- Videos
- Online results
Activity 2: Evaluating communication products

• At your table, you have communication products (e.g., reports, flyers) from different countries. Analyze these products in terms of:
  – Communication Objective
  – Audience
  – Message
  – Appeal
  – Costs
  – Timeframe

• If your country only had resources for publishing one type of report, which one would you recommend?
Communication plan should lead assessment design

- Assessment design (what, how, when, and who to assess)
- Communication plan (what, how, when, and to whom to communicate)
Communication plan should lead assessment design

Assessment design
(what, how, when, and who to assess)

Communication plan
(what, how, when, and to whom to communicate)
Issues to consider when communicating assessment information
Issues to consider

• Is there a communication plan?
• Are there different communication products for different audiences?
• Were different stakeholders consulted about the information they need?
• Is the plan sustainable in time?
• Is the plan being gradually implemented?