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IN AFRICA **(EERA)**

Intervention 8:

Enhancing communications and community engagement in African education research

NOVEMBER 2024

> ❝ We lack communication opportunities to discuss research needed by decision–makers.”
>
> *Education policy analyst*

This concept note describes a proposed intervention to equip the African education research sector with skills and knowledge in research communication and community engagement. **Research communication** is a blanket term that refers to a range of activities, from conceptualising research outputs, translating research findings into appropriate language and visuals for diverse audiences, to developing communications strategies and monitoring communications uptake, amongst others. **Community engagement** is used here to denote all the ways in which researchers interact with the users of their research and with those who are intended to benefit from their research including through both formal and informal networks. This is sometimes also referred to in this note as 'knowledge exchange'.

This intervention is designed to be part of a wider system of interventions. It was identified through an intensive consultation and participative planning process with African education researchers and policy–makers[1], who highlighted the need for greater capacity in research communications and community engagement as a strategic leverage point.

To maximise effectiveness, **Intervention 8** should be implemented alongside the proposed **Intervention 7**, which seeks to ensure effective communications platforms and infrastructure for education researchers to publish and disseminate their work.

Please visit the EERA project page at **bit.ly/3OOssDV.**

Why is this a crucial intervention for education research in Africa?

The value of education research is largely influenced by its uptake. The potential of all the interventions identified through the EERA process ultimately hinges on this: How effectively is African education research being used to inform and improve education outcomes on the ground? This intervention focuses on this last vital link between research and social impact. It investigates what can be done to ensure that research findings are communicated to key decision–makers and other stakeholders in ways that allow knowledge to transform education practice and delivery.

There is growing recognition amongst researchers, policymakers and funders, of the need for better communication and knowledge exchange to bridge the gap between research outputs and their application in policy and practice.[2] The education researchers who helped to formulate this intervention noted that many researchers

in Africa lack the skills and capacity to translate complex research findings into actionable, policy–relevant formats or language that is accessible to non–academic audiences. There is also often insufficient interaction with policy makers and users of education research throughout the research process. While many networks exists, these are often emerging and suffer from inconsistent funding. **Researchers need support with engaging stakeholders throughout the life of their research projects, through knowledge exchange platforms and community engagements.**

Improving communications capacity and knowledge exchange is a critical strategy for strengthening the research and innovation field. This has been identified by many African governments as a priority area, to ensure that research and innovation systems are better geared to drive economic development.

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[1] This process and its outcomes, also referred to as the EERA consultations, are described in this report, by ESSA & Southern Hemisphere, 2024.

[2] The sources used to inform this section are cited in full in the reference list at the end and include Fosci & Loffreda, 2019; ESSA & Southern Hemisphere, 2024.

Intervention 8 will help to strengthen the education research field (see the box on the right) in the following ways:

→ Improved communication and stakeholder engagement will contribute to the **knowledge base** of education research, by keeping researchers informed about the context of their research. Just as communicating research findings helps to provide data and knowledge to decision makers and practitioners, so these activities also serve to give researchers greater insight into the actors and circumstances affecting their research questions.

→ More dynamic, accessible research outputs and knowledge products can play a vital role in showcasing African education research and catalysing more **resources**. Evidence of the uptake of education research and how it has been used to influence policy and practice can help sway funders who want more assurance that their investments are contributing to real change.

⤢ See also **Intervention 2**, which focuses on African funding for education research.

→ Meaningful and regular interaction between researchers, policy makers and community members helps to ensure that **research agendas** are grounded in local development priorities. Strengthening these relationships will enable greater synergies throughout the research process.

⤢ For more on developing Africa–led research agendas, see **Intervention 1.**

→ This intervention contributes to a **research culture** that is vested in dialogue, knowledge–sharing and social impact. It helps to counteract an elitist positioning of academic work by making research accessible and interesting to non–academic audiences. It further allows gender–responsive communications and other forms of inclusive language to permeate the research field.

→ Fostering skills in research communication and community engagement will help to energise the **infrastructure** for education research in African institutions, by ensuring that researchers are equipped to use communications platforms to maximum effect.

⤢ It should be considered hand in hand with **Intervention 7** on communications infrastructure.

A strong field for education research in Africa

Based on extensive input from African education researchers and policy makers, these five factors are critical to building a strong field for education research:

→ A robust **knowledge base**, aligned with local development goals.

→ Sustainable **resources** to enable African–led research and dissemination.

→ A dynamic **research agenda** that reflects African education research priorities.

→ A vibrant research **culture** that champions collaboration, gender equity and social inclusion.

→ Reliable **infrastructure** to support knowledge repositories, exchange and communication.

Acknowledgement: The consultation process above made use of Bridgespan's *Strong Field Framework*.

For more background information on why this intervention is crucial, read the situational analysis undertaken as part of this project, and/or explore how this intervention responds to the strengths, weaknesses, opportunities and threats identified by African education research stakeholders.

Aims and objectives of the intervention

The **broad aims** of this intervention are to strengthen the field for education research in Africa by:

- Promoting education research not just for academic progression but to have a meaningful impact on local education policies and practices.

- Addressing the disconnect between researchers and decision-makers by promoting collaboration between education researchers, government actors and other stakeholders.

- Advancing inclusive practices, participative approaches, dialogue and professional development in the African education research community.

- Contributing to increased uptake and impact of African education research both in Africa and globally.

In order to pursue these broad aims, the **specific objectives** of this intervention are:

- To enhance the skills of African education researchers to communicate about their research and present their findings in accessible ways.

- To strengthen networks and build capacity in the education research sector to engage eco-system actors in all stages of the research process through convenings, workshops, conferences and peer-to-peer exchanges.
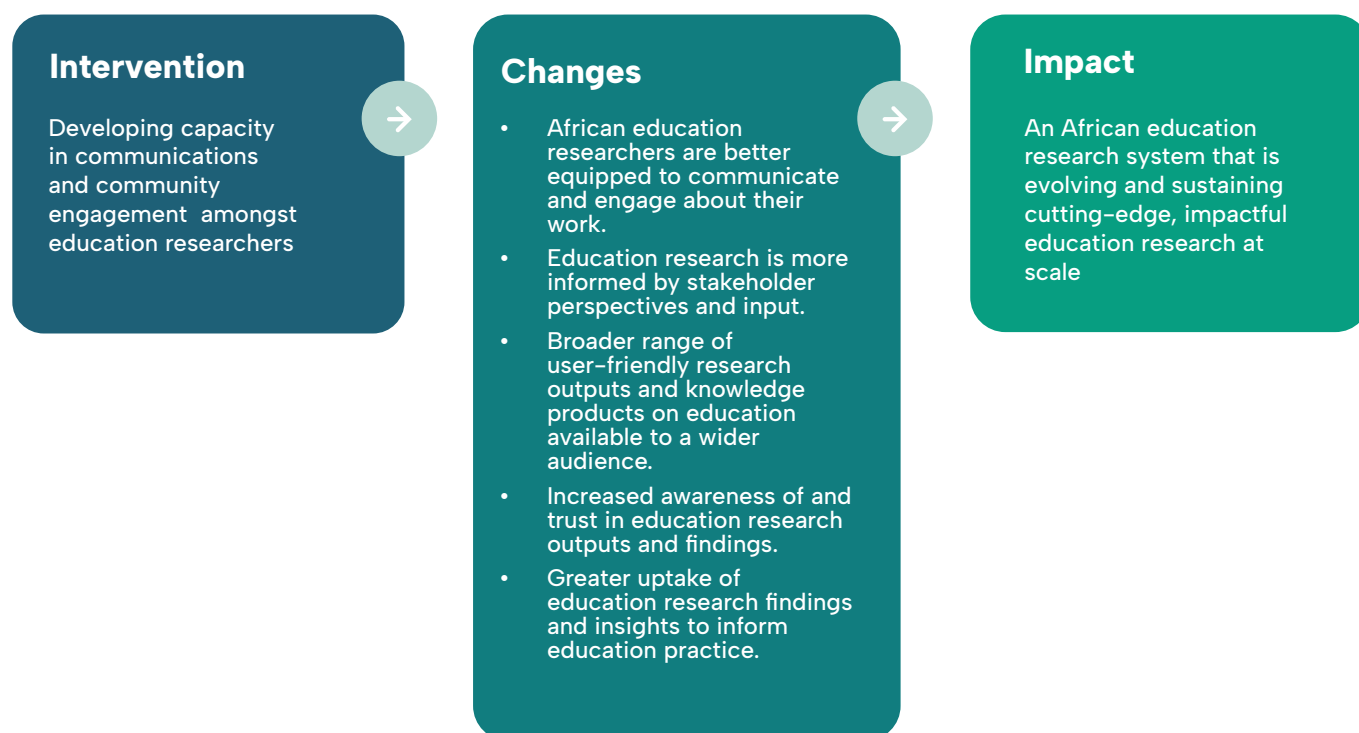
Expected outcomes

The expected outcomes of this intervention, informed by consultations with education researchers and others, are as follows:

- **Outcome 1**: **African education researchers are more confident and skilled in communicating the implications of their work**. The EERA consultations revealed that education researchers increasingly recognise the importance of research communications, yet often lack the tools and training to build their skills in this regard. This intervention is designed to address this shortfall.

- **Outcome 2: There is greater awareness of, and trust in, African education research amongst stakeholders who should benefit from the research**. African education researchers are engaged in a wide range of thematic areas, which offers opportunities to exchange knowledge and influence policy and practice across various fields such as curriculum development, teacher training and inclusive education, to name but a few. This intervention will help to catalyse this potential by ensuring that stakeholders are more aware of what is happening in the education research sector and learn more about important research findings.

- **Outcome 3**: **Education research outputs and knowledge products in Africa are more accessible, meaningful and relevant to non-academic audiences**. The need for research outputs to be tailored to different audiences is well-understood in the education research community. By increasing practical know-how and skills, this intervention will enable the production of more innovative and diverse knowledge products and communication media geared for uptake by policy makers, practitioners and community stakeholders.

- **Outcome 4: Actors in the education research eco-system experience a greater sense of ownership and co-creation of the knowledge base and research agenda**. A strength of the education research eco-system in many African countries is its diversity of actors with various perspectives who are open to participating in active discussion and debate. Establishing channels for ongoing engagement will not only encourage greater uptake, but also lead to broader ownership of the education research field.

These outcomes are seen to contribute to the following impact pathway:

Intervention

Developing capacity in communications and community engagement amongst education researchers

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Changes

- African education researchers are better equipped to communicate and engage about their work.
- Education research is more informed by stakeholder perspectives and input.
- Broader range of user-friendly research outputs and knowledge products on education available to a wider audience.
- Increased awareness of and trust in education research outputs and findings.
- Greater uptake of education research findings and insights to inform education practice.

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Impact

An African education research system that is evolving and sustaining cutting-edge, impactful education research at scale

Relevant examples of initiatives focussing on research communications and community engagement

There are a number of existing initiatives that aim to strengthen and support research communication and/or community engagement. Select examples most relevant to this intervention, are outlined below. These examples are included here as a basis for learning from existing experience and for possible collaboration with other actors in the research eco-system.

| Initiative	Detail
East Africa Health Policy Research Organisation (EA-HPRO) **East Africa Health Policy and Research Organization** EA-HPRO	The EA-HPRO was a consortium of three organisations, namely the regional office of Partners in Population and Development (based in Uganda), African Population and Health Research Centre (based in Kenya) and the East, Central and Southern Africa Health Community (based in Tanzania). It worked with 13 research teams on 19 research projects in six countries. It was part of the Innovations for Maternal and Child Health Initiative (IMCHA). EA-HPRO's role was to ensure that evidence emerging from the research was robust, to support its translation into policy and practice and facilitate linkages with maternal, newborn and child health networks nationally and regionally. The EA-HPRO has strengthened the capacity of researchers in knowledge translation, facilitated engagements with policy makers and coached them to prepare their communications for these engagements.

Initiative	Detail
SUMMA	SUMMA is an organisation that works with multiple partners to promote education in Latin America. In shares innovations from around the world, through an innovation map and provides access to tools and resources to strengthen education. In order to strengthen the uptake of research, SUMMA conducts syntheses to convey key insights from multiple research sources and link these to the policies, programmes and practices they are most relevant to. It also promotes evidence-informed initiatives that enhance the right to education in its member countries, as well as the right of citizens and others to influence public agendas.
Datadent.org	DataDENT is a global initiative with dedicated programmes in Nigeria, India and Ethiopia. It works to advance the availability and use of nutrition data by addressing gaps in nutrition measurement and advocating for stronger nutrition data systems. In terms of research communication, DataDENT disseminates research, hosts a blog and events, and also supports a community of practice called Data for Nutrition. The community of practice runs on a platform called Forj.
African Population & Health Research Center (APHRC) **Virtual Academy**	The APHRC is an Africa-led institution, with headquarters in Nairobi, which seeks to strengthen the research-to-policy connection in the development eco-system. In terms of research communications and knowledge exchange, the APHRC publishes policy briefs and hosts an e-learning site, the APHRC Virtual Academy. It provides training to researchers on, amongst other topics, policy engagement and policy communication.
Training Centre in Communication (TCC Africa)	TCC Africa is an African-based, non-profit training centre, based in Kenya. It aims to build equity in higher education through capacity strengthening to improve science research output and visibility. Amongst its offerings are tailored training courses for scientists in communication skills, communicating with non-scientists, oral communication and presentation skills, science writing and publishing.
Jive Media Africa	Jive Media Africa, based in South Africa, provides media and communications support to the science and research sector. It develops innovative science communication products and approaches, and also provides capacity building and mentorship in science communication, popular science writing, media writing, public speaking, harnessing social media and engaged research.

Who will benefit most from this intervention?

Strengthening capacity for communications and community engagement in the field of education research will benefit the following actors in the education eco-system:

→ African education researchers (individuals and teams) who would be equipped to produce compelling and effective research media to convey their research to those who need it. They would also have more capacity to engage with stakeholders and encourage take up of their research findings.

→ Education policy-makers and practitioners in African countries, who would have much more dynamic access to an accessible range of African research outputs and engagement opportunities that are tailored to inform their decision-making, policy planning and service delivery.

→ Networks, such as EE4A and ICERDA, that work to connect researchers with each other as well as with policy-makers and practitioners.

→ Community members, civil society organisations and other potential beneficiaries of education research, who would be more aware of and involved in the research eco-system, understand the significance of research findings in relation to their lives and work, and be able to influence the research agenda.

→ Funders, national science granting councils, research funds or other grant-making agencies, who would have a more comprehensive picture of education research on the continent, greater sight on the links between research findings and social impact, and more opportunities to engage with education researchers and policy actors.

⧉ For more on African funding for education research, see **Intervention 2.**

→ Leadership of higher education institutions (HEIs), such as senates and Vice Chancellors, who would be associated with the production of effective research communication media and improved uptake of research findings.

→ Role-players involved in the education sector globally, including the broader education research community, who would be able to access more, and more diverse, research outputs and knowledge products about African education topics.

→ Ultimately teachers, students and scholars, who would experience the benefits of improved policies and education practice, informed by robust, African-led, implementation-oriented research.

The chart below depicts the direct and indirect beneficiaries of this intervention.

● ● ● ● ● ● Direct beneficiaries   ● Indirect beneficiaries
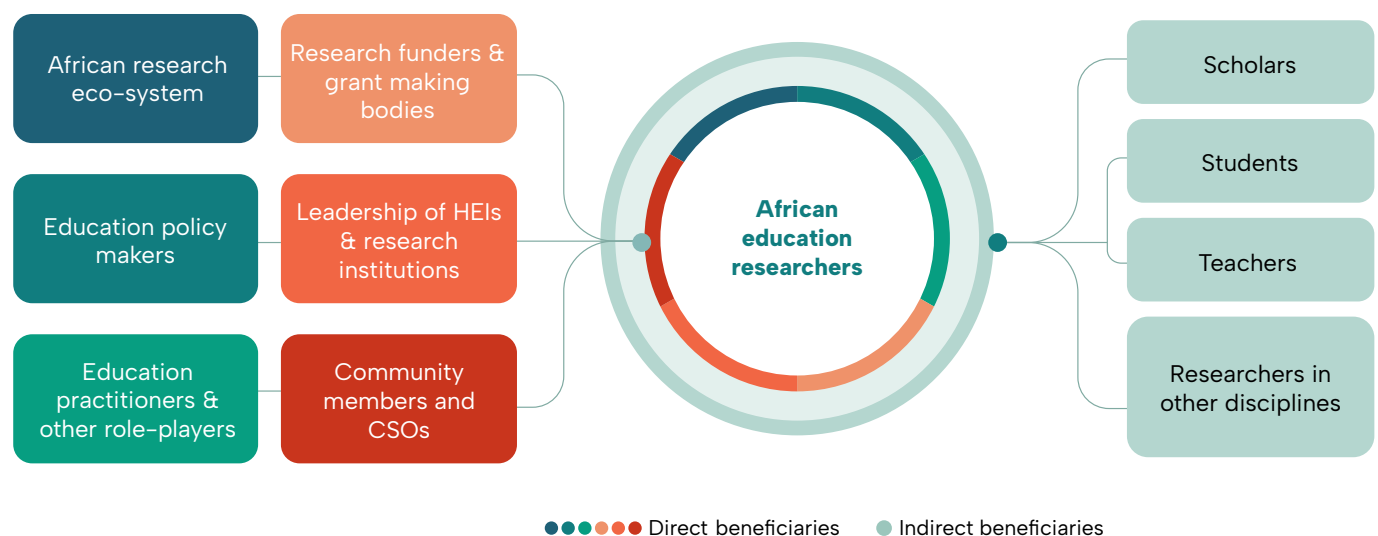
Designing this intervention: Important considerations

This section explores the design features to be taken into consideration when initiating this intervention. It is based on research into similar initiatives that seek to improve research communication and community engagement, as well as consultations with African education researchers and policy-makers.

Geographic scope

The focus of the intervention could be at institutional, national, regional or continental level, depending on further consultation and discussion. For example, training in research communications could be undertaken in partnership with a particular research institution that has readiness and interest to do so. This could for example be linked to where education–specific Research Chairs have been established (see **Intervention 3**). Alternatively, a network of institutions in one country, across a region, or even across the continent, could decide to participate in shared learning and peer exchange to develop research communication skills, compare approaches to community engagement, and so forth.

Gender, equity and social inclusion (GESI)

Any capacity strengthening and community engagement activities undertaken as part of this intervention should ensure that GESI considerations are integrated in at least these ways:

→ GESI must be included as part of the training curriculum (for example, how to write in a gender–informed way, and how to write about gender equity and social inclusion).

→ Trainers and participants in capacity building events must include people from marginalised groups, including women, people with disabilities and early career researchers. If training is being delivered in–person or through online learning, consideration must be given to how women, and other marginalised groups will access this training. Where possible, capacity strengthening should also be conducted in local languages.

→ Community engagement events must be accessible by women, people with disabilities and people from other marginalised groups, including early career researchers. Care should be taken to cover topics and themes that are relevant to the advancement of these groups in the education system.

Capacity strengthening in education research communications

→ Further development of this intervention should focus on designing a combination of short courses or workshops, imbedded in an experiential learning process, through which researchers, research teams and institutions are trained in research communications and have the opportunity to apply it in practice. This should be linked to the communications platform (see **Intervention 7**), so that researchers can apply their writing skills directly on the platform. This will also give researchers the opportunity to build their individual profiles.

→ The target groups for capacity strengthening could include both African education researchers and users of African education research, including policy makers and education implementors. Further consideration should be given to how capacity strengthening for these two different categories of trainees would be customised to the needs of each. See **Appendix 2** for a list of possible modules for a capacity strengthening programme in research communications.

Community engagement

Community engagement in research aims to involve communities most impacted by education challenges in meaningful ways. The aim is to build connections, prioritise local knowledge and enable active community roles throughout the research lifecycle to support mutual trust and relevance. This is achieved by listening to community members, understanding the context of their lives and involving them in problem identification and problem–solving. Strategies for community engagement include participatory action research and direct engagement/knowledge exchange with policy makers and other stakeholders.

→ **Community engagement through participatory action research (PAR)**: The envisaged education research communication initiative will support researchers to conduct participatory action research. PAR actively engages communities, policymakers and implementers

to make research more relevant and beneficial, by incorporating their experiences and fostering two–way communication. **African teacher training colleges**, in particular, could use this collaborative approach to co–create practical solutions, empower immediate action and support sustainable, context–specific education policies and practices.

→ **Knowledge exchange:** This intervention should create avenues for education researchers to engage with each other and with other education stakeholders, including with policy makers and education research users, throughout the research process. The aim is to ensure that research findings are adopted and applied to improve education outcomes. Stakeholders should be engaged from the start of the research process, ensuring that research questions and outputs align with policy and the needs on the ground. (See also **Intervention 1,** on developing Africa–led education research agendas). This early involvement fosters stronger connections and ensures relevance. In developing their strategies for knowledge exchange

with other stakeholders, education researchers could consider using methods and tools from the engaged research approach[3].

Researchers will be supported to prepare for engagements with policy makers, and forums should be convened that are relevant to their research studies. This could involve hosting ad–hoc or regular in–person or virtual events such as webinars, hosting a community of practice, or arranging research symposiums or policy round tables. Events could be advertised through the communications platform, and webinars could be hosted on the platform. A community of practice could also be supported through this intervention.

→ **Existing relevant networks:** In designing this intervention further, thought should be given to funding mechanisms that will allow African education researchers and related network organisations to attend or host events designed to improve research quality or uptake through community engagement.

There are many initiatives on the African continent that could benefit from ongoing financial support including:

ADEA: Association for the Development of Education in Africa

EE4A: Education Evidence for Action (EE4A)

WERK: Women Education Researchers of Kenya

ICERDA: International Conference on Education Research for Development in Africa

AEAA: Association for Educational Assessment in Africa

ANIE: African Network for Internationalisation of Education

INHEA: International Network for Higher Education in Africa

RELI: Regional Education Learning Initiative

PAL Network: People's Action for Learning Network

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[3] Wellcome Trust are one of the leaders in using an engaged research approach – see here for more information.

→ **Northern stakeholders to amplify African research:** There is a significant onus on Northern-based researchers and allies to promote the use of African research, as they hold a position of influence within the global research ecosystem. By actively supporting African-led research, they can contribute to rebalancing power dynamics and amplifying the voices of African researchers in meaningful ways. Northern researchers should actively cite African authors in their work, which will increase the visibility of African research, and reinforce its relevance on global platforms. Northern researchers and allies can help address the knowledge translation gap by connecting African-generated evidence with global policymaking forums and education stakeholders, ensuring that African research informs global education agendas. While historically research insights have flowed from North to South, Northern-based allies can help reverse this by actively learning from African innovations, methodologies, and perspectives, enriching their own work and broader global practices, promoting reciprocity. This communication intervention will promote the use of African education research across the globe.

Next Steps

If you would like to fund an intervention to strengthen the capacity of African education researchers in research communications and community engagement, the following steps will help you to start planning your process:

1. **Consult with stakeholders in the African research ecosystem**: This would include education researchers and others who are specifically interested or involved in research communications and community engagement.

2. **Decide what form or structure this intervention should take:** It could either be a stand-alone initiative to support education research in Africa, or it could be connected to another intervention – for example, as a project of the Research Chair initiative (see **Intervention 3**) or collaborative partnerships (see **Intervention 6**). It could also be connected to a funding body, such as a National Science Granting Council (see **Intervention 2**). This structure might be different from country to country, depending on the stakeholders and institutional support structures that exist in each country. Consider if you want to strengthen capacity in one country, or scale across countries.

3. Identify a loca**l African partner to develop and facilitate the intervention:** This could be different in each country, as per the above. It could be an institution where a Research Chair is positioned, it could be a partner involved in one of the other interventions, or a science granting council.

4. **Support or recruit and skilled team and begin developing materials:** Identify project managers, training designers, trainers and community engagement facilitators who can contribute to the intervention. Develop specifications for the detailed development of capacity building programme(s) and materials, based on further discussion with stakeholders around, for example, the topics presented in Appendix 2.

5. **Build relationships with potential trainees and education research stakeholders.** Again, this could start with the Research Chairs or the partners involved in collaborative research. A good way to start would be to offer webinars and start developing a community of practice in which researchers can share their research findings. These events can also include policy actors, as the initiative broadens out to engage with other stakeholders in the education sector and beyond.

6. **Nurture the potential to strengthen and build pan-African networks.** Many of the networks listed above could form a powerful alliance if they had sufficient funding to collaborate on mounting conferences or training courses. Funders should approach the leaders of these networks to assess their appetite for coordinated action.

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Please visit the EERA project page at **bit.ly/3OOssDV.**

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Annexure 1: SWOT Analysis and capacity for research communications and community engagement

The table below depicts how strengthening capacity in research communications and community engagement is expected to address the SWOT analysis undertaken by education research stakeholders as part of the EERA process.

Strengths	Weaknesses
→ Quality research available: There is a growing knowledge base of African education research across various thematic areas and countries.	→ Limited local reach and impact: Despite international visibility, the application of research findings at the national and regional levels is often limited, hindering impact on local policy and practice.
→ Diverse research topics: African education researchers are engaged in a wide range of thematic areas, which offers opportunities for knowledge exchange across various fields such as curriculum development, teacher training, and inclusive education.	→ Resource constraints: Financial and infrastructural limitations impede effective research communication, including inadequate access to tools and training for effective dissemination.
→ Increased awareness: There is growing recognition of the importance of research communication for enhancing the uptake of education research in Africa.	→ Lack of tailored content: Research outputs are often not translated into formats that are accessible or usable by policymakers, practitioners, and community stakeholders.
→ Regional initiatives: Some regional initiatives and events are emerging in the field of education research, offering stakeholders spaces for networking and evidence-based discourses. This is the case of country levels ECD networks, ADEA, EE4A, among others.	→ Limited access to training opportunities: There is insufficient access to formal training programmes and mentorship, particularly in critical areas like grant writing, research design and publication skills. Early career researchers also face challenges in securing mentorship.
→ Commitment from early career researchers: There is a noticeable presence of early career researchers eager to build their skills and contribute to knowledge exchange	

Opportunities	Threats
→ Capacity-building initiatives: There is an opportunity to strengthen the capacity of African education researchers in knowledge translation, stakeholder engagement, and communication skills to enhance research utilisation.	→ Fragmentation of research networks: The lack of a cohesive research network across African institutions limits collaboration and reduces the efficiency of knowledge exchange on education research
→ Community engagement and partnerships: Establishing partnerships with local communities, policymakers, and practitioners can improve the relevance and uptake of research findings.	→ Insufficient funding for existing networks in Education research that promote knowledge exchange.
→ Regional collaboration and peer learning: There is a growing interest in South–South peer learning networks and regional collaboration, offering a chance to build capacity and share best practices across countries.	

Annexure 2: Possible modules on research communications for African education researchers

For training in research communications tailored to African education researchers, it is essential to include a comprehensive set of modules that address foundational skills, effective communication strategies, and gender equity and inclusion considerations. Tailoring training programmes to the specific needs of different institutions, regions and groups of researchers is important for improved effectiveness of research. A suggested outline of modules could include the following:

1 Introduction to research communications

→ **Overview of research communications:** Understanding the importance and impact of research communication on policy, practice, and community.

→ **Types of research outputs and audiences:** Identifying different types of audiences (e.g., policymakers, practitioners, communities) and the appropriate communication strategies for each.

2 Storytelling and knowledge translation

→ **Principles of storytelling for research:** Techniques for making research findings compelling and relatable for different audiences.

→ **Knowledge translation techniques:** Bridging the gap between academic research and practical application through clear messaging, framing, and contextualisation.

→ **Visualising research:** Using infographics, visual abstracts, and storytelling tools to present data effectively.

3 Writing and Presenting for Diverse Audiences

→ **Writing for policy and practice:** Crafting policy briefs, op-eds, blog posts, and summaries aimed at non-academic stakeholders.

→ **Media engagement and public communication:** Techniques for speaking to journalists, preparing press releases, and participating in interviews.

→ **Presentation skills and digital storytelling:** Developing clear, engaging presentations using digital tools and techniques for effective delivery.

4 Utilising digital and social media for research impact

→ **Digital platforms for research communication:** Overview of digital platforms (social media, online blogs, research-sharing platforms) and how to use them for broader reach.

→ **Social media strategies:** Building a social media presence, content creation, and engaging with followers to enhance research visibility and impact.

→ **Measuring digital impact:** Tools and metrics to track the effectiveness of online research communication efforts.

5 Gender equity and inclusive research communications

→ **Gender-responsive communication:** Understanding the importance of integrating gender considerations in research communications.

→ **Inclusive language and representation:** Crafting messages that are sensitive to gender, disability, and cultural diversity, and do not exclude audiences by using obscure, academic jargon.

→ **Engaging marginalised voices:** Approaches for ensuring that research communication is participatory and inclusive of voices from underrepresented and marginalised communities.

6 Research communication planning and strategy development

→ **Developing a communication plan:** Identifying goals, audiences, key messages, channels, and timelines for research communication.

→ **Resource mobilisation for communications:** Understanding how to leverage institutional support, partners, and funding to support communication efforts.

→ **Monitoring and evaluating communication efforts:** Techniques for assessing the effectiveness of communication strategies and using feedback for continuous improvement.

7 Community Engagement and Participatory Approaches

→ **Stakeholder mapping and engagement:** Identifying and prioritising stakeholders (including policymakers, practitioners, and community members) for effective engagement.

→ **Participatory research communication methods:** Using participatory approaches (e.g., focus groups, workshops) to engage stakeholders throughout the research process.

→ **Facilitating knowledge exchange:** Organising and managing events such as webinars, community forums, and roundtables to foster dialogue and partnerships.

8 Policy Influence and advocacy

→ **Research to policy pathways:** Understanding how research influences policy decisions and the steps involved in policy engagement.

→ **Building relationships with policymakers and funders:** Strategies for networking, creating partnerships, and effectively communicating research to decision-makers.

→ **Advocacy skills for research uptake:** Developing and delivering advocacy messages and campaigns to support research uptake in policy and practice.

9 Capacity strengthening for effective research communication

→ **Building individual and Institutional capacity:** Training on skill development for individuals and creating enabling environments for research communication within institutions.

→ **Mentorship and peer learning:** Creating opportunities for mentoring, feedback, and learning from peers to strengthen communication skills.

→ **Overcoming barriers to communication:** Addressing challenges such as limited access to digital tools, language barriers, and resource constraints in African contexts.

10 Ethics in research communications

→ **Ethical principles for communication:** Understanding the ethical considerations in communicating research responsibly, including respecting confidentiality, intellectual property, and informed consent.

→ **Equity in research communication:** Strategies to ensure that communication practices are equitable and serve diverse audiences fairly.

→ **Managing controversy and sensitive issues:** Approaches for handling contentious or sensitive research findings in a responsible and ethical manner.

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