



GOVERNMENT OF BALOCHISTAN  
SCHOOL EDUCATION DEPARTMENT  
(Policy Planning & Implementation Unit)

Dated: Quetta, the 10<sup>th</sup> May, 2023

**NOTIFICATION**

No. PPIU / 8-70/(A&F)/2023/2585-98 / . The Secretary, Government of Balochistan, School Education Department, is pleased to notify “**Communication Strategy 2023-27 of School Education Department, Government of Balochistan**” with immediate effect.

  
ABDUL RAUF BALOCH  
SECRETARY

**Copy for information is forwarded to the: -**

1. Principal Secretary to Governor Balochistan, Quetta.
2. Principal Secretary to Chief Minister Balochistan, Quetta.
3. Additional Secretary (Staff/General) to Chief Secretary, Balochistan, Quetta.
4. Director of Education (Schools), Balochistan, Quetta.
5. Director, Bureau of Curriculum & Extension Center, Quetta.
6. Divisional Director of Education (Schools) ..... (All)
7. Chairman, Balochistan Text Book Board, Quetta.
8. Chairman, Balochistan Board of Intermediate & Secondary Education, Quetta.
9. Director, Provincial Institute for Teachers Education, Quetta.
10. Chief Executive Officer, Balochistan Assessment & Examination Commission, Quetta.
11. District Education Officer ..... (All)
12. PS to Secretary, Government of Balochistan, School Education Department, Quetta.
13. PS to Additional Secretary (Dev:) / Focal Person – PPIU, SED, Quetta.
14. Education Manager, UNICEF Balochistan Field Office, Quetta.
15. Master File.

  
(ABDUL KHALIQ)  
CHIEF PLANNING OFFICER



**SCHOOL EDUCATION DEPARTMENT**  
Policy Planning & Implementation Unit




**COMMUNICATION STRATEGY**  
**2023-27**



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## INTRODUCTION

This 5 – Year Communication Strategy is designed as an umbrella framework for School Education Department's communications to ensure that it communicates in a strategic and targeted way to the target audience across Balochistan. It is closely aligned with the mandates of School Education Department and Balochistan Education Sector Plan (2020-25).

Earlier, there was no specific Communication Strategy for School Education Department as to how the department can communicate to the target audience. The target audience were usually not aware of the initiatives taken by the Government of Balochistan, School Education Department for the improvement of education sector in the province. Only donor-driven programs / interventions usually have specific Communication Strategies as part of the Projects to communicate with the target audience. Consequently, the general public got this perception / impression that the department is doing nothing for the promotion of education in the province. Despite the fact, that every year the Government of Balochistan allocates a big chunk of budget to School Education Department to improve educational services across the province without any discrimination.

This 5 – Year Communication Strategy is designed in such a manner that it will bring the School Education Department closer to the target audience and will also equally highlight the contribution of development / implementing partners to the education sector in Balochistan.

This Communication Strategy for School Education Department is designed over five years beginning with strengthening the base for communication in the first year to preparing for take-off to attaining maximum altitude to consolidating and sustaining to transitioning in the fifth year of the strategy to another Communication Strategy.



The key highlights of the Strategy are as under: -

✓ **Year 1 (2023): Strengthening the Base**

This Strategy proposes the establishment of a fully dedicated Communication Desk at Policy Planning & Implementation Unit (PPIU) of School Education Department with posting of relevant staff having expertise in communications, as well as educational background.

The new and existing staff of PPIU will work on ensuring a more active presence of School Education Department on Twitter, Facebook, Instagram and YouTube. They will also create Fact Sheets containing all information about Schools, Human Resource and Students along with Public Sector Development Programme (PSDP) and donor interventions.

A website for communication purpose will be setup in the first year and staff working in the Communication Desk will also work on producing articles for media and development of quarterly e-Bulletin for targeted audiences.

✓ **Year 2 (2024): Preparing for Take – Off**

In the second year of the communication strategy, quality will be the key in producing communication materials for targeted audiences. Materials will be segmented according to the level of targeted audiences.

✓ **Year 3 (2025): Attaining Maximum Altitude**

By 2025, the School Education Department through its Communication Desk will be making every effort to expand its social media presence through new and innovative ways to reach the targeted audiences.



✓ **Year 4 (2026): Consolidating & Sustaining**

By 2026, all the main communication tools and channels need to be in place. The School Education Department through its Communication Desk will be looking at other means to continue expanding social media presence and will also be improving the quality of messages for communication to targeted audiences.

✓ **Year 5 (2027): Transitioning**

By 2027, the School Education Department through its Communication Desk will continue expanding department's social media presence and will also be preparing for transitioning towards the development of a new Communication Strategy for School Education Department for 2028-32.

## **RATIONALE, SCOPE AND OBJECTIVES**

At present, there is no specific Communication Strategy for School Education Department to communicate information about the initiatives Government of Balochistan takes to improve educational services across the province without any discrimination.

However, the Project, namely, Balochistan Human Capital Investment Project (BHCIP), executed by the Project Management Unit (PMU) of School Education Department, has its own Communication Strategy, which highlights the targets / goals / interventions of the Project for its targeted audiences.

In order to fill the void, it is critical that the School Education Department has its own Communication Strategy to communicate with the target audiences as to what the department has been doing to improve the education landscape in Balochistan.

Therefore, this Communication Strategy (2023-27) will serve as a guide for all activities related to internal and external communications for the School Education Department, Government of



Balochistan, in order to support the implementation of the mandates of the department, as well as the activities as reflected / envisioned in the Balochistan Education Sector Plan (2020-25).

It is expected that this Communication Strategy will contribute to the development of high quality communication materials and their subsequent dissemination critical for enhancement of BESP visibility, governance and active coordination amongst key stakeholders / partners.

The ultimate objective is to promote and ensure quality education and its effective delivery for all without any discrimination in Balochistan. However, the following are the specific objectives of this Communication Strategy:

- i. To offer useful guidance on how the communication products are generated, managed and disseminated
- ii. To facilitate the development of impactful communication materials
- iii. To ensure that messaging reach to the relevant audiences
- iv. To facilitate the replication and upscaling of good practices through effective knowledge management and key lessons learnt

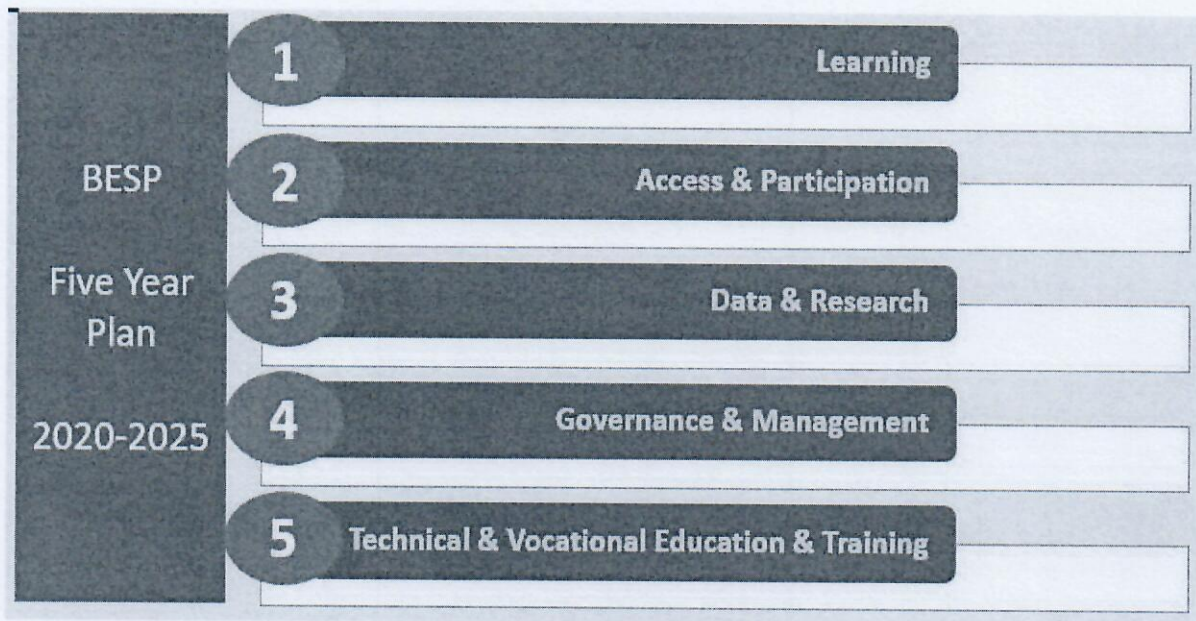
### **BESP (2020-25)**

Balochistan Education Sector Plan (BESP: 2020-25) is the successor of earlier Balochistan Education Sector Plan (2013-18). BESP (2020-25) is primarily based on Education Sector Analysis (ESA), also known as situational analysis, which was undertaken through an extensive consultative process.

BESP (2020-25) has also been appraised by an independent appraiser, duly endorsed by the National Education Development Partners and approved by the Government of Balochistan as the primary policy document for improving educational services across the province.



BESP (2020-25) has the following five key thematic areas:



BESP (2020-25) prioritizes LEARNING and ACCESS & PARTICIPATION as the core policy focus areas; whereas, it identifies improved GOVERNANCE & MANAGEMENT and better DATA & RESEARCH as critical enablers for ensuring an effective and efficient education delivery system in the province. The goals of BESP (2020-25) for each thematic area are as under: -

- 1) Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood
- 2) Increase in access and participation to formal and non-formal educational opportunities for school-age children, especially girls, and improvement in adult literacy
- 3) Ensure education policies, planning, monitoring and reform are based on empirical evidence derived from data and research
- 4) Promote better governance and management for a more efficient, effective, inclusive and accountable education service delivery
- 5) Increased employment of graduates of TVET



Moreover, the beauty of the BESP (2020-25), unlike its predecessor, is that it places the child in the center of the whole reform agenda. Whether it is the child, who himself malnourished and having health issues, or the teacher, who is trained on papers but does not know how to engage with children in the classroom, or the School, which is not ready to accept young learners from the community as it struggles with missing facilities, or the community, which has not prepared the young learner to be ready for school to help the child to reach his full potential through activities designed at the schools as per his needs and interests, or the education manager, who has to collect information about each child, teacher, and facility critical for creating conducive learning environment, or the political representative, who is accountable to his constituents for ensuring the provision of educational facilities in his constituency, are all discussed in the BESP (2020-25) with clear strategies and costed activities critical for improvement of educational services across Balochistan.



## **STRATEGIC FRAMEWORK**

This section outlines the goal, outcome and key strategic interventions identified to enable innovative and effective communication, ensure visibility and secure strategic partnership for the School Education Department.

### **Goal**

Ensure visibility and impactful communication for the successful implementation of the BESP (2020-25)

### **Outcome**

Strategic partnerships and effective communication enhanced

### **Strategic interventions**

The following strategies will be pursued to achieve the desired goals and outcomes of the Communication Strategy:

#### **i. Increased media engagement**

Strong and sustained partnership with the local media (print, electronic) through relevant programs (workshops, trainings) and news stories to ensure wider reach of the initiatives taken by the department along with its progress and impact.

Media trips and visits to the sites and interactions with the local communities, teachers and students will be organized.

The School Education Department will also make use of its social media channels (WhatsApp Group, Facebook Pages, Twitter Account) to upload appropriate content for raising awareness and garnering support from various stakeholders and partners.



**ii. Improved ownership of interventions**

The School Education Department will adopt effective and appropriate communication systems and processes such as coordination meetings, workshops and trainings to enable increased understanding of the initiatives undertaken by the department through public funding or development partner's support. Such enhanced understanding will strengthen strategic partnerships and improve ownership of the department by all the stakeholders and partners.

**iii. Enhanced capacity of institutions and human resource**

Digital transformation is a reality and the need of the hour, especially in the field of education. Other skills such as report writing, storytelling, etc., are essential tools for the communication teams for effective and efficient storytelling and messaging.

As the biggest department, the School Education Department has a pool of rich human resource with relevant expertise in diverse fields. The department will capitalize on its rich human resource.

Moreover, the development / implementing partners working with the School Education Department will also assist the department in building the capacity of the communication team in the field of media engagement, storytelling, digital analysis, crisis communication, audio visual, and graphics.

**iv. Developed appropriate and effective communication products, systems and processes**

The School Education Department will develop a webpage dedicated for communication team. All the relevant information including data and lessons learnt will also be shared through the website.



Impactful communication materials and products will be developed to reach audiences at all levels. These initiatives will help the department to effectively communicate and garner stakeholder and community support for policy advocacy, political will and commitment.

A crisis communication plan will be developed to provide guidance and to ensure that proper mechanisms are put in place to respond and communicate during man made or natural crises.



## STAKEHOLDER ANALYSIS

S#	Stakeholders	Roles and Responsibilities	Communication Barrier
1	School Education Department	<ul style="list-style-type: none"> <li>Responsible for provision of education of children from pre-primary to secondary level</li> <li>Develop policies and plans for improvement of educational services in the province</li> <li>Produce policy briefs for higher authorities</li> <li>Communicate effectively with relevant government agencies / departments and the general public</li> </ul>	<ul style="list-style-type: none"> <li>Bureaucratic processes</li> <li>Competing priorities of the department</li> <li>Multi-tasking of the staff</li> <li>Non-availability of dedicated staff for communication</li> <li>Biggest department with more than 200 sub-offices / directorates without proper communication infrastructure and facilities</li> <li>Frequent transfer / posting of staff</li> </ul>
2	PPIU	<ul style="list-style-type: none"> <li>Responsible for coordination with donors / implementing partners working in education sector</li> <li>Prepare educational policies, plans for School Education Department</li> <li>Communicate effectively with attached departments / organizations of School Education Department along with development / implementing partners</li> <li>Produce relevant communication materials and information</li> </ul>	<ul style="list-style-type: none"> <li>Non-availability of dedicated staff for communication</li> <li>Multi-tasking of the staff</li> <li>Competing priorities for the Unit</li> </ul>
3	Directorate of Education (Schools) Balochistan	<ul style="list-style-type: none"> <li>Responsible for execution of the policies and plans of the department to the extent of schools</li> <li>Eight (08) supporting Divisional Directorates, (34) District Education Offices and more than 150 sub-offices at the District and Tehsil level</li> <li>Responsible for managing education in 15096 schools across Balochistan</li> </ul>	<ul style="list-style-type: none"> <li>Bureaucratic system</li> <li>Lack of dedicate staff for communication</li> <li>Competing priorities</li> <li>Frequent transfer / posting</li> <li>Multi-tasking of the officers</li> </ul>



		<ul style="list-style-type: none"> <li>• Produce relevant communication materials and information</li> <li>• Communicate effectively with Divisional Directorates and District Education Offices</li> <li>• Mobilize support of the general public</li> <li>• Partner with development / implementing partners to implement some components of the interventions / projects</li> </ul>	
4	Bureau of Curriculum & Extension Center	<ul style="list-style-type: none"> <li>• Responsible for curriculum, textbooks and standards of education</li> <li>• Dedicated staff for conducting research</li> <li>• Highly qualified staff</li> <li>• Produce relevant communication materials and information</li> <li>• Partner with development / implementing partners to implement components of the interventions / projects pertaining to curriculum, scheme of studies and standards of education</li> <li>• Provide research and academic support for implementation of key reform initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic system</li> <li>• Lack of dedicated staff for communication</li> <li>• Competing priorities</li> <li>• Frequent / transfer posting</li> <li>• Change of focal persons</li> </ul>
5	Provincial Institute for Teachers Education	<ul style="list-style-type: none"> <li>• Responsible for training of teachers and education managers</li> <li>• Conduct induction training, continuous professional development and promotion linked training</li> <li>• Produce relevant communication materials and information</li> <li>• Trained human resource</li> <li>• Partner with development / implementing partners to</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic system</li> <li>• Lack of dedicated staff for communication</li> <li>• Competing priorities</li> <li>• Frequent / transfer posting</li> <li>• Change of focal persons</li> </ul>



		implement some components pertaining to teacher education of the projects and produce some knowledge products that can be upscaled	
6	Balochistan Text Book Board	<ul style="list-style-type: none"> <li>• Responsible for producing textbooks for children in Balochistan as per official curriculum</li> <li>• Trained human resource</li> <li>• Produce relevant materials and information</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic system</li> <li>• Lack of dedicated staff for communication</li> <li>• Competing priorities</li> <li>• Frequent / transfer posting</li> <li>• Change of focal persons</li> </ul>
7	Balochistan Assessment and Examination Commission	<ul style="list-style-type: none"> <li>• Responsible for conducting diagnostic assessment at various grades level</li> <li>• Trained human resource</li> <li>• Produce relevant materials and information</li> <li>• Partner with development / implementing partners to implement some components pertaining to student assessment and produce some knowledge products in the shape of reports</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic system</li> <li>• Lack of dedicated staff for communication</li> <li>• Competing priorities</li> <li>• Frequent / transfer posting</li> <li>• Change of focal persons</li> </ul>
8	Divisional Directorates of Education (Schools)	<ul style="list-style-type: none"> <li>• Assist the Directorate of Education (Schools) Balochistan for implementation of policies and plans of School Education Department at the Divisional level</li> <li>• Organize educational activities at the Divisional level</li> <li>• Produce relevant information and communication materials at the Divisional level</li> <li>• Mobilize support of the District Education Officers and general public when needed at the Divisional level</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic system</li> <li>• Lack of dedicated staff for communication</li> <li>• Competing priorities</li> <li>• Frequent / transfer posting</li> </ul>



9	District Education Office	<ul style="list-style-type: none"> <li>• Responsible for implementation of policies and plans at the District level</li> <li>• Responsible for organization of educational activities at the District level</li> <li>• Produce relevant information and communication materials at the District level</li> <li>• Mobilize support of the relevant sub-offices of education and general public at the District level</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic system</li> <li>• Lack of dedicated staff for communication</li> <li>• Competing priorities</li> <li>• Frequent / transfer posting</li> </ul>
10	District Office Education (Male)	<ul style="list-style-type: none"> <li>• Responsible for implementation of policies and plans at the middle level (for males)</li> <li>• Responsible for organization of educational activities at the District level for Boys Middle Schools</li> <li>• Produce relevant information and communication materials at the District level</li> <li>• Mobilize support of general public whenever needed</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic system</li> <li>• Lack of dedicated staff for communication</li> <li>• Competing priorities</li> <li>• Frequent / transfer posting</li> </ul>
11	District Office Education (Female)	<ul style="list-style-type: none"> <li>• Responsible for implementation of policies and plans at the middle level (for females)</li> <li>• Responsible for organization of educational activities at the District level for Girls Middle Schools</li> <li>• Produce relevant information and communication materials at the District level</li> <li>• Mobilize support of general public whenever needed</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic system</li> <li>• Lack of dedicated staff for communication</li> <li>• Competing priorities</li> <li>• Frequent / transfer posting</li> </ul>



12	Deputy District Office Education (Male)	<ul style="list-style-type: none"> <li>• Responsible for implementation of policies and plans at the primary school level (for males)</li> <li>• Responsible for organization of educational activities for Boys Primary Schools</li> <li>• Produce relevant information and communication materials at the Tehsil level</li> <li>• Mobilize support of general public at the Tehsil and Community level whenever needed</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic system</li> <li>• Lack of dedicated staff for communication</li> <li>• Competing priorities</li> <li>• Frequent / transfer posting</li> </ul>
13	Deputy District Office Education (Female)	<ul style="list-style-type: none"> <li>• Responsible for implementation of policies and plans at the primary school level (for females)</li> <li>• Responsible for organization of educational activities for Girls Primary Schools</li> <li>• Produce relevant information and communication materials at the Tehsil level</li> <li>• Mobilize support of general public at the Tehsil and Community level whenever needed</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucratic system</li> <li>• Lack of dedicated staff for communication</li> <li>• Competing priorities</li> <li>• Frequent / transfer posting</li> </ul>
14	Schools	<ul style="list-style-type: none"> <li>• Key stakeholders in the implementation of policies and plans at the classroom level</li> <li>• Both source of communication materials and recipient of communication materials</li> <li>• Help the implementing partners in advocacy and awareness raising programs</li> <li>• Support and collaboration with implementing partners to engage local communities in their respective schools to</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of capacity in fully implementing the reform agenda</li> <li>• BESEP is new for them</li> <li>• Inadequate human resource and competing job priorities (multigrade schools)</li> </ul>



		participate in advocacy and awareness raising program on importance of education of both boys and girls	
15	Teachers	<ul style="list-style-type: none"> <li>• Key stakeholder in the implementation of policies and plans at the classroom level</li> <li>• Both source of communication materials and recipient of communication materials</li> <li>• Key target audience in facilitating boys' and girls' education at the school level</li> <li>• Key stakeholder in retention and prevention of dropout of girls and boys at the school level</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher associations</li> <li>• Frequent transfer / posting</li> <li>• Lack of interest in training programs without financial incentives</li> <li>• Resistant to change in attitude</li> <li>• Lack of awareness about BESP</li> </ul>
16	Students	<ul style="list-style-type: none"> <li>• Key stakeholders and key target audience / beneficiaries of education reform agenda</li> <li>• Beneficiaries of communication activities</li> <li>• Key source of information and communication materials</li> </ul>	<ul style="list-style-type: none"> <li>• Poor reading and writing skills</li> <li>• Language issues</li> <li>• Lack of critical thinking skills as to how they can interact with the printed and social media materials</li> </ul>
17	Youth and General Public	<ul style="list-style-type: none"> <li>• Key beneficiaries of communication activities</li> <li>• Some youth can help the district education offices / department/ development / implementing partners to education illiterate public including their own parents</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of awareness about education reform agenda (BESP)</li> </ul>
18	Local Communities	<ul style="list-style-type: none"> <li>• Key stakeholders and key target audience / beneficiaries of education reform agenda at the local level</li> <li>• Members of PTSMC / LEC</li> <li>• Implementers of School Development Plan (SDP)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of awareness regarding education reform agenda (BESP)</li> <li>• More than half of the adult population cannot read and write (illiteracy)</li> <li>• Diverse interest groups</li> <li>• Diverse stake in communities</li> </ul>



		<ul style="list-style-type: none"> <li>• Key source of information and communication materials</li> <li>• Key beneficiaries of the knowledge and information generated through different interventions in schools at the local level</li> </ul>	
19	Media	<ul style="list-style-type: none"> <li>• Key stakeholder with the role to provide platform for dissemination of information and knowledge generated by the department and its partners for targeted audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Involves huge finances for dissemination of information on electronic and print media</li> <li>• Some education related concepts are new to media as to how they can report</li> </ul>
20	<p>Education Partners</p> <ol style="list-style-type: none"> <li>1. UNICEF</li> <li>2. UNDP</li> <li>3. UNESCO</li> <li>4. GPE</li> <li>5. EU</li> <li>6. ECW</li> <li>7. Save the Children</li> <li>8. Society</li> <li>9. Taraqee Foundation</li> <li>10. Mercy Corps</li> <li>11. IRC</li> <li>12. VSO</li> <li>13. BRSP</li> <li>14. NRSP</li> <li>15. JICA</li> </ol>	<ul style="list-style-type: none"> <li>• Partner with development / implementing partners in disseminating of information related to education reforms</li> <li>• Support through funding for areas beyond existing interventions / programs</li> <li>• Share knowledge and information</li> <li>• Disseminate information and knowledge with their implementing partners and donors to support upscaling of education interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Development / Implementing Partners have their own priorities and strategic plans</li> <li>• Balochistan Education Sector Plan (BESP) is new for some development / implementing partners</li> </ul>



## COMMUNICATION MATRIX

To meaningfully execute the communication strategy, the communication matrix is critical to organize information based on the target audiences. This matrix provides an overall framework to determine communication purpose, key messages and target audiences to guide proper, effective and efficient communication.

Audiences / Stakeholders		Messages (WHAT)	Intent (WHY)	Media (HOW)
<b>Tier 1</b>  Decision and Policy Makers	School Education Department	Balochistan Education Sector Plan (2020-25) is a reform agenda of the Government of Balochistan for improvement educational services across the Province. It helps in: <ol style="list-style-type: none"> <li>a. Constitutional obligations (Articles 25/A, 37/B)</li> <li>b. Balochistan Compulsory Education Act, 2014</li> <li>c. Fulfilment of Pakistan's international commitments (SDGs: 4, 5, 8)</li> <li>d. Social and livelihood opportunities</li> </ol>	Educate and gather strategic decision and resource support	Policy briefs, Campaigns, Events, Presentations, Reports, Publications, Website, social media and official messaging
<b>Tier 2</b>  Policy / Plan Implementing Organizations / Agencies / Bodies / Partners	Directorate of Education (Schools), BoC & EC, BTBB, PITE, BAEC, UNICEF, UNESCO, UNDP, JICA, ECW, BRSP, Society, TF,	BESP (2020-25) provides an opportunity in the shape of Local Education Group (LEG), where Government Departments / Organizations, UN Agencies, Donors, CSOs, private school associations and teacher associations come together in their efforts for successful	Coordination and collaboration  Lessons learnt and knowledge management  Project updates	Meetings, reports, presentation, social media, website



	NRSP, VSO, UNHCR	<p>implementation of the Plan.</p> <p>The key messages:</p> <ol style="list-style-type: none"> <li>a. Each organization / partner shares results and deliverables</li> <li>b. Each organization / partner shares their roles and responsibilities</li> <li>c. Each organization / partner shares their issues and challenges</li> <li>d. Each organization / partner shares success stories and lessons learnt</li> <li>e. Each organization / partner shares their capacity and skills development requirement</li> <li>f. Each organization / partner shares financial status, flow and disbursement conditions</li> <li>g. Each organization / partner shares the importance of collaboration and partnership with other partners</li> </ol>		
<b>Tier 3</b>  Stakeholders	District Education Offices, Schools, PTSMCs, LECs, Teachers, Students	<p>As the recipients and drivers of change, they are also importance influencers for the BESP (2020-25). Key messages are:</p> <ol style="list-style-type: none"> <li>a. Opportunities and benefits originate from BESP</li> <li>b. Roles and responsibilities of the stakeholders</li> <li>c. Importance of education for both girls and boys and</li> </ol>	<p>Gather support and cooperation</p> <p>Build professional knowledge and skills of teachers</p> <p>Build capacity and skills of</p>	<p>Campaign, press release, events, media, consultation, presentation, official messaging and awareness</p>



		<p>how education impacts on their lives and livelihoods</p> <p>d. Highlight the importance of education for girls and their learning</p> <p>e. Awareness on education as a basic and human right of both girls and boys</p>	<p>other key stakeholders</p>	
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**LOGFRAME**

Audiences / Stakeholders (WHO)	Narrative Summary	Indicators	Means of Verification	Assumptions
<b>GOAL / IMPACT</b>	Ensure Visibility and impactful communication for the successful implementation of BESP (2020-25)			
<b>PURPOSE / OUTCOME</b>	Strategic partnerships and effective communications established / enhanced	2 Articles on Education per annum reported by media	- Articles - M & E Report	Dedicated staff for communication activities continue working as per their tasks
		Audience growth rate on social media increased annually by 10%	Data from social media platforms	Increased understanding of educational issues / BESP makes people follow posts on social media
<b>OUTPUTS</b>	Increased media engagement	Every quarter, an event for local media is held (4 per year)	List of participating media houses  Photos  Records of events	Media events are carefully planned and organized on BESP activities to inspire them to write appropriate stories / articles for general audience
	Improved ownership of BESP	Local Education Group (LEG) meetings are regularly held (4 per year)	Minutes of the meeting	LEG meetings promote better understanding of BESP and ownership build amongst key stakeholders
	Enhanced capacity of institutional human resource	Capacity building workshops coordinated / conducted (2 per year)	List of participants  Training report	Dedicated staff for communication apply their newly acquired knowledge and skills for promotion



				educational activities through various means
	Developed appropriate and effective communication products, systems and processes	By March 2023, a separate webpage dedicated for communication activities developed and maintained		
		At least 10 number of publicity materials developed and disseminated per year	Publicity materials	Publicity materials prepared are read and appreciated by the target audience
		A crisis communication plan developed by June 2023	Crisis management plan document	Crisis management plan enables effective communication during crisis / natural disaster



## MONITORING AND EVALUATION FRAMEWORK

Objective	Result Indicator	Unit	Baseline	Target	Frequency	Source of Data	Responsibility
Strategic partnerships and effective communications established / enhanced	2 Articles on Education per annum reported by media	Number	0	2	Annually	Media	Communication Desk
	Audience growth rate on social media increased annually by 10%	Percentage	0	10%	Annually	Social Media Platforms	Communication Desk
Output 1 Increased media engagement	Every quarter, an event for local media is held (4 per year)	Number	0	4	Annually	Progress Reports	Communication Desk
Output 2 Improved ownership of BEBP	Local Education Group (LEG) meetings are regularly held (4 per year)	Number	23	4	Annually	Progress Reports Meeting Minutes	Communication Desk
Output 3 Enhanced capacity of institutional human resource	Capacity building workshops coordinated / conducted (2 per year)	Number	0	2	Annually	Progress Report	Communication Desk
Output 4 Developed appropriate and effective communication	By March 2023, a separate webpage dedicated for communication activities	Number	0	1	5 Years	Website	PPIU



## CONCLUSION

This 5 – Year Communication Strategy is elaborated through extensive consultations with key stakeholders to ensure that it is as inclusive as possible, so that it meets the needs of School Education Department, Government of Balochistan, and all relevant stakeholders.

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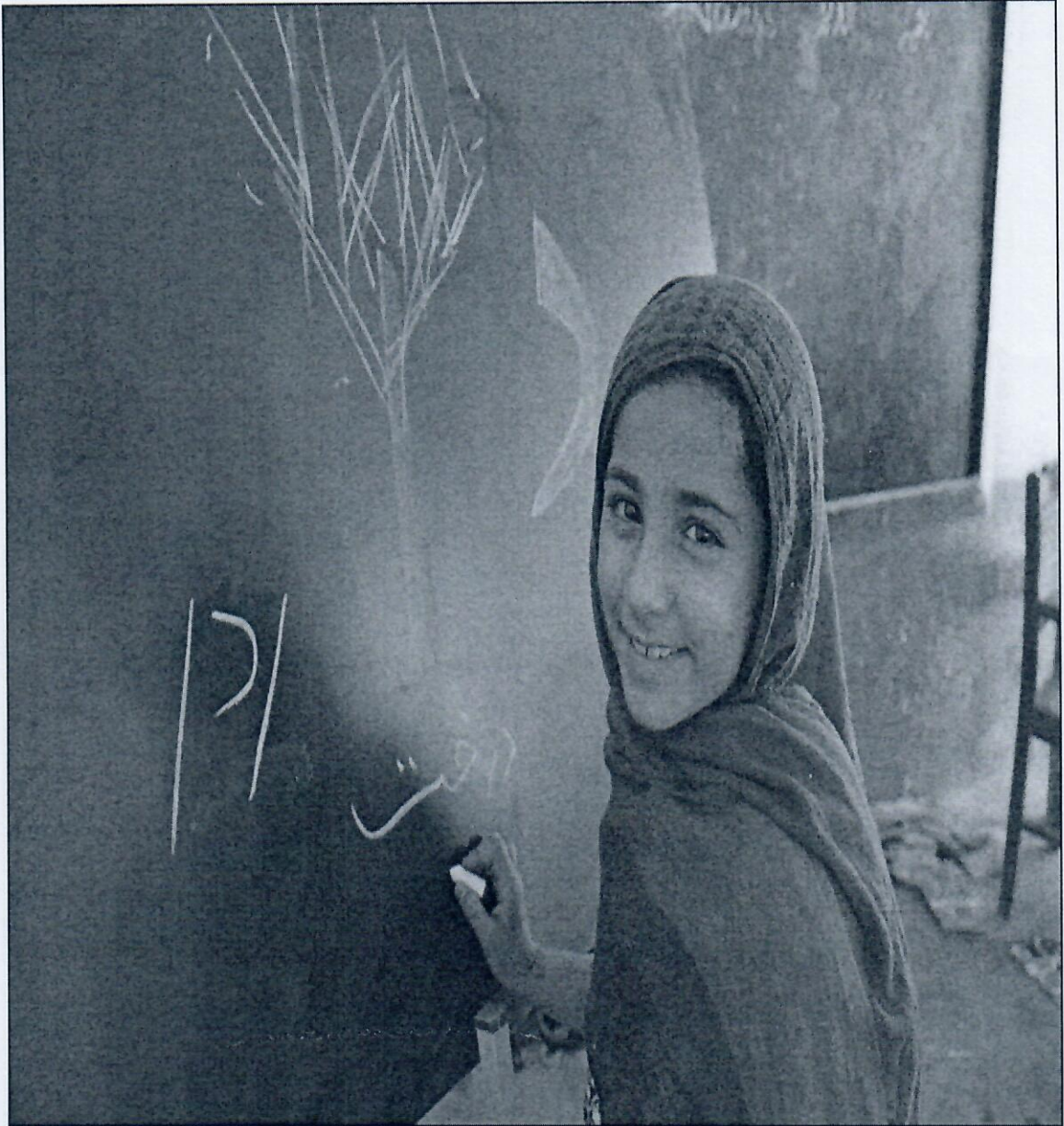
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(Balach Naseer)

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