A Brighter Future for children of the Punjab

Information and Communication Strategy for the School Education Sector in Punjab

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April 2013

The Punjab Education Sector Reform Programme

Cambridge Education
A Brighter Future for children of the Punjab

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Executive Summary

Background and Rationale

This Information and Communication Strategy is designed to support the delivery of reforms in the School Education Sector in the Punjab. Information and Communication has a vital role to play in School Education reform by increasing the transparency and accountability of the sector to the public and to key stakeholders. Information gives people the knowledge and awareness to demand improvements, and this demand creates positive pressure on education providers and decision makers to maintain and increase their commitment to change.

Whilst the delivery of the Information and Communication Strategy comes within the responsibility of the Programme Monitoring and Implementation Unit (PMIU), it is only with the support of all actors in the School Education Sector that information and communication can be effective.

Many improvements have been made to school education in the Punjab over the last decade, and there is increased political will and commitment to action, which has resulted in improvements in enrolment, attendance, facilities and examination results. However, there are still many children out of school and significant gender disparities across the Province in terms of enrolment, school quality and attainment.

The Punjab Education Sector Reform Programme, and the Punjab Education Sector Project, now in its second phase, is designed to achieve four outcomes:

1. Improved school quality and teaching performance
2. Increased student learning and higher student achievement
3. Increased household demand for schooling
4. Increased school participation.

Specifically, it aims, by 2014-15, to:

1. Increase net enrolment rate at primary level from 70% to 75%
2. Increase net enrolment rate at middle level from 37% to 44%
3. Increase net enrolment rate at secondary level from 25% to 32%
4. Improve average Grade 4 & 5 scores in Maths, Urdu and English by 5%.

PESP II places increasing emphasis on the importance of information and communication, acknowledging that this was lacking in Phase I. The development of this Information and Communication Strategy has been informed by extensive stakeholder research and analysis of the capacity of the education system to manage and disseminate information to stakeholders at all level. This research and analysis led to the production of an Information and Communication Needs Assessment, which identified the communication challenges and gaps at all, levels of the School Education Sector.

The research undertaken for the development of the Information and Communication Strategy found that:

1. The education sector in Punjab has a wealth of data, collected at school level and collated by PMIU as monthly district reports and data sets. However, much more can be done to use this data to inform and engage a range of stakeholders in education reform.

2. The penetration of communication channels and messages into target audiences (parents, students and communities) is poor. Key stakeholders who need information in order to make choices about education are often unaware of facilities and opportunities available to them.
3. Communication efforts are ad hoc and sporadic. Districts carry out some education campaigns, but there is no guidance or framework for communication provided at a provincial level. Communication activities on education are not inter-linked and are not carried out in a systematic and planned manner.

4. The importance of communication for gatekeepers and influencers is often overlooked. In particular, though there are some exceptions, School Councils are not used consistently and effectively as a means to ensure that information and communication reaches communities.

5. There is an absence of strategic planning and delivery of communication both to District administrations and to wider audiences and stakeholders. There is no shared vision for education that is owned and used by neither all provincial partners nor are there key shared data and messages that combine to communicate successes and challenges.

6. Communication is often carried out implicitly, rather than being a distinct activity that is designed to support interventions and reforms. There is a need to consider reform programme activities, as well as important routine activities such as enrolment and retention, and develop information and communication programmes to support them.

7. There are no consistent or unified messages about the value and quality of education, nor the standards and facilities the public can expect that are used across the education sector in Punjab. Information and messages are not directed at addressing known perceptions or barriers and stigma towards education among key audiences.

**Strategy Goal and Objectives**

Based on the Information and Communication Needs Assessment, and the stated aims of PESP II, the goal of this Information and Communication Strategy is:

*To bring greater transparency to the Punjab School Education Sector, enhancing its accountability to students, parents and communities in order to drive improvement.*

In delivering this Goal, the Information and Communication Strategy has five objectives which, delivered collectively, will achieve the Goal and support the reform of the School Education Sector in the Punjab. The five objectives are:

**Objective One: Improve Sector Coordination** – bringing delivery partners together at all levels to enhance decision-making, coordinate information and resources for effective communication of School Education Sector reform

**Objective Two: Promote a Vision for Reform** – communicating education reform clearly and consistently, ensuring the stakeholders understand, own and can contribute to the delivery of goals and activities in the reform programme

**Objective Three: Enhance Quality in the Classroom** – putting the direct impacts on students at the centre of information and communication, by promoting teacher improvement and effective learning environments
Objective Four: Deliver School Level Engagement – using communication to strengthen the relationship between the school and parents and communities, including promoting School Councils’ vital role

Objective Five: Motivate the People of Punjab – generating widespread interest and support for education improvement in Punjab in order to create an enabling context and broad pressure for change, which in turn will support improved levels of political will.

To ensure consistency of messages and content throughout all of the activities and interventions described within the Information and Communication Strategy, an initial set of Unified School Education Messages are listed below:

1. Educating our young people is essential for the future prosperity and development of the Punjab
2. The Government of the Punjab is committed to providing free and compulsory education for all children aged 5 to 16 years
3. The public has a right to expect good quality education in all schools
4. Every parent should know how well their child’s school is performing and information on performance will be provided at every school
5. Education improves when parents and communities are involved in and supportive of their local school
6. Every child in basic and elementary public schools is entitled to free textbooks
7. Effective teachers are essential to a good education and will be recruited on their ability to teach well
8. All teachers must be punctual and dedicated to their task, encourage students to learn and support their development as responsible citizens
9. The public can be confident that all schools are assessed on their performance on the basis of consistent standards
10. All children have a right to know that their school provides a safe and welcoming environment with facilities and resources for effective learning.
The main activities and interventions proposed within the Information and Communication Strategy are described in the table below:

Each of the actions listed in this table are described in detail, and each is given a series of implementation issues, to be considered as the Information and Communication Strategy is delivered.

**Ensuring Effective Delivery**

In order to ensure that the Information and Communication Strategy is delivered effectively, on time and within agreed budgets, a number of processes and planning methods are required.

These include:

- Holding regular internal meetings within PMIU to update on progress and to discuss priorities as work moves forward
- Having planning processes and tools in place, such as a calendar of key events, and databases of stakeholders with whom regular contact is needed
- Holding regular meetings with partners, including Attached Departments, Autonomous Bodies and Districts
- Having a clear plan of activity throughout the year, with milestones and supporting plans
- Ensuring publications, materials and other outputs are scheduled for production
- Having a review and monitoring process in place to assess effectiveness and to measure impact.
The Information and Communication Strategy contains delivery plans to support implementation in year one and lists the key publications and materials to be produced, as well as the key measurements and indicators that will ensure its success can be evaluated.
1 Introduction

This Information and Communication Strategy is designed to support the delivery of significant improvements to the School Education Sector. Informed and engaged communities are central to improving the School Education Sector in Punjab. Ensuring all stakeholders can play an active role in reform is the principal goal of the Information and Communication Strategy.

In achieving this goal, the Information and Communication Strategy has one overriding imperative: To increase the accountability of the School Education Sector to the public. Greater transparency brings greater accountability, at all levels of the sector. When performance information is communicated, people can demand improvements. Accountability is enhanced when people have information, and a more accountable School Education Sector will improve. It is through the prism of increasing accountability by which all of the objectives and activities in this Information and Communication should be seen.

The Information and Communication Strategy is the overall responsibility of the Programme Monitoring and Implementation Unit (PMIU). As the government body charged with ensuring the progress of education reform, the PMIU is well placed to coordinate communication for the sector. However, it is important to acknowledge that delivering effective information and communication is also the responsibility of all attached departments and autonomous bodies in the School Education Sector. It is for this reason that one of the strategic objectives of the Information and Communication Strategy is Improving Sector Coordination.

An essential criterion for the success of the Strategy, therefore, is the extent to which all agencies and actors in the sector work together to deliver a coherent and consistent programme of information and communication across the Punjab.
2 Background and Rationale

2.1 A Brighter Future for the Children of the Punjab

Eliminating poverty and creating economic growth are central to the mission of the Government of the Punjab. Improving access to quality, well-governed education for all children is at the heart of this goal.

"Education is a matter of life and death for Pakistan. The world is progressing so rapidly that without the requisite advance in education, not only shall we be left behind but we may be wiped out altogether."
Mohammed Ali Jinnah, Pakistan's founder, 1947

Today there is a critical window of opportunity. As Pakistan's population get younger, never before has it been more important that this generation are well educated, able to work and play their part in the transformation of the country. As the most populous province of Pakistan, the Punjab is well placed to lead this change.

There are many signs of success which show that change is possible. Growing political commitment to education and dynamic service delivery landscape are already bringing increases in enrolment, improvements in services and facilities, and leading to improved examination results for the Punjab's young people.

Under Article 25a of Pakistan's Constitution, education is now a fundamental, and legally enforceable, right for all children from the ages of five to sixteen. In his 2010 address to the joint session of Pakistan's Parliament, the President described the provision of education as a “moral obligation of the state.” This emerging political will is starting to be translated into real-term increases in education spending. Complementing the public provision of education, a low-cost private sector in education is flourishing led in the Punjab by the Punjab Education Foundation, which creates public-private partnerships that deliver education for the poor.

However, there is much still to do. Whilst net enrolment rates in primary schools have increased over the past decade, access is not universal and there are significant gender disparities. The quality of education is also poor, with under-qualified teachers, high dropout rates and low levels of learning achievement.

Since 2003, the Government of the Punjab through the School Education Department has led the Punjab Education Sector Reform Programme (PESRP). Since its creation, the PESRP has delivered significant improvements to education across the Province, driving improvements in the enrolment and retention of students, school building reform, examination standards and the provision of free textbooks.

2.2 The Punjab Education Sector Reform Programme

The Punjab Education Sector Reform Programme (PESRP) is an ambitious programme to create dramatic improvements in the quality, access and governance of the School Education Sector in Punjab. The current drive for improvement in the School Education Sector, now entering its second phase, is the Punjab Education Sector Project (PESP II), within the PESRP, which is run by the Government of the Punjab with the support of the World Bank.

1 http://www.pakistantimes.net/detail.php?newsid=25052
It is designed to achieve four outcomes:

- Improved school quality and teaching performance
- Increased student learning and higher student achievement
- Increased household demand for schooling
- Increased school participation.

Specifically, it aims, by 2014-15, to:

- Increase net enrolment rate at primary level from 70% to 75%
- Increase net enrolment rate at middle level from 37% to 44%
- Increase net enrolment rate at secondary level from 25% to 32%
- Improve average Grade 4 & 5 scores in Maths, Urdu and English by 5%.

In achieving these outcomes, the PESP II works at a number of levels and with different stakeholders. The Information and Communication Strategy is designed to support these interventions through the provision of information, facilitating dialogue, by promoting achievements, and by aligning communication with the needs of the School Education Sector.

PESP II will focus on:

- Community engagement and ensuring there are timely decisions on grants for schools
- Better distribution of teaching and administration duties resulting in more contact time in the classroom
- Access to private schools for poor, urban children
- Participation incentives for girls
- Informed decision making through the improved use of data and monitoring information
- Improved resourcing for schools
- Stronger incentives to align teacher interests with classroom outcomes
- Continuous, customised advisory support to teachers
- Improved teacher quality at entry.

The main components of PESP II are:

1. **Field based professional development for teachers**
   - Strengthening field based advisory support for improved teacher performance
   - Teacher licensing and certification
2. **Teacher recruitment**
   - Improving teacher quality at entry
3. **Teacher rationalisation**
   - Fixing teaching posts at the school level based on school needs, and re-allocating teachers in line with rationalised posts
4. **School non-salary budgets**
   - Setting and executing school budgets in line with school resourcing needs
5. **Decentralised resource management**
   - Decentralising resource management powers to schools and clusters
6. **Teacher performance incentives**
   - Incentivising teacher and student performance by strengthening the link between monetary rewards and student achievement
7. **School Councils**
   - Strengthening the capacity of and empowering communities to support, monitor, and promote school performance
8. **Provision and use of system and school performance information**
– Regularly feeding relevant and reliable information to various levels to improve evidence based school performance management

9. Private school vouchers
– Strengthening the programme design and expanding the coverage of tuition replacement vouchers to children from disadvantaged, urban households by increasing school choice to include private schools under a quality assurance system

10. Stipends for secondary school girls
– Increasing incentives, efficiency and delivery performance for promoting the transition to and retention of girls at the secondary level.

2.3 Programme Monitoring and Information Unit (PMIU)

The School Education Department (SED) established the Programme Monitoring and Implementation Unit (PMIU) to oversee the implementation of PESRP. A Provincial Programme Steering Committee provides overall programme direction and policy support to the reform programme, though it is understood that this committee has rarely met.

The principal functions of the PMIU are to:

- Develop, in close coordination with SED and other stakeholders, the reform programme of the government
- Coordinate with District Governments and other sub-departments on implementation of the reform programme
- Oversee the conduct of the annual school census and monthly monitoring by the districts and act as repository of all programme documentation (including EMIS)
- Prepare periodic financial statements and accounts, and ensure their reconciliation
- Carry out any other tasks as may be assigned to it by the PPSC or Secretary, SED.

The PMIU coordinates the work of District Monitoring Officers and Monitoring and Evaluation Assistants who ensure the monthly collection of data on school performance focused on teacher presence, student attendance, functioning facilities and district administrator visits.

The PMIU has overall responsibility for the Information and Communication Strategy. The PMIU is being restructured to ensure it is able to meet the new priorities under PESP II. The restructure of PMIU includes two new units that have an important bearing on the implementation of the Information and Communication Strategy. A new Information and Communication Wing working with a Research Wing will design and develop the activities and interventions required to deliver the Strategy.

The role of the Research and Analysis Unit is to gather and analyse evidence and data to provide the reform programme with valuable insights to enhance its impact. The Communication Unit has as its principal responsibility the implementation of this Information and Communication Strategy. An important source of information that is to be used by the Information and Communication Unit is the data produced across the School Education Sector, by the PMIU and other sub departments as well as the analysis undertaken by the Research and Analysis Unit.

2.4 Information and Communication Challenges

PESP II places increasing emphasis on the importance of information and communication, acknowledging that this was lacking in Phase I. The Project Appraisal Document for PESP II states:
“Presently, no formal system exists to communicate and interact with stakeholders on PESP II, either in the form of information dissemination or a stakeholder feedback mechanism. There is an abundance of data available from several sources (e.g. CMMF school inspection database, PEC student assessment data, PEAS student assessment data, the Annual School Census, but the use of these data are often restricted to the source organisation itself, and a limited group of stakeholders.”

The document states that the objective of the information and communication strand is to generate greater transparency and awareness among stakeholders including citizens, communities and service providers, by informing them of their roles, responsibilities and rights, the standards of service delivery they can expect under PESP II.

The Government expects to create an enabling environment for improved oversight at various levels to improve service delivery performance.

The development of this Information and Communication Strategy has been informed by extensive stakeholder research and analysis of the capacity of the education system to manage and disseminate information to stakeholders at all level. This research and analysis led to the production of an Information and Communication Needs Assessment that identified the communication challenges and gaps at all levels of the School Education Sector.

A Knowledge Attitude and Practices (KAP) Survey was carried out to understand the awareness, motivations and propensity for changed behaviour among students, parents (both of children in school and out of school), community members (including School Council members and opinion leaders), and teachers. A communication-based assessment was conducted among attached departments and autonomous bodies, including the PMIU, and at district level, with district education officials.

Together, these analyses were brought together into an Information and Communication Needs Assessment of the School Education Sector in Punjab (December 2012), available as a separate document an summarised in Section 3 of this Information and Communication Strategy.

2.5 Situation Analysis

The situation analysis provides the evidence base for the tactics and interventions that have been selected in the Information and Communication Strategy. The situation analysis comprises both perceptions of stakeholders, in order to shape the content of communications, and an assessment of the capacity and effectiveness of the School Education Sector, in order to shape the systems required to design and disseminate information and communication. This situation analysis is based on analysis undertaken throughout 2012 and collated in the Information and Communication Needs Assessment of the School Education Sector in Punjab.

Data and information

The education sector in Punjab has a wealth of data, collected at school level and collated by PMIU as monthly district reports and data sets. The value of this data is already helping to drive improvement across the sector.

This Needs Assessment finds that much more can be done to use this data to inform and engage a range of stakeholders in education reform. The critical challenge for the Information and Communication Strategy
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is to repackage existing data and information for a range of audiences so they are regularly and effectively informed of progress, need and areas for intervention.

Messages

The penetration of communication channels and messages into target audiences (parents, students and communities) is poor. Key stakeholders who need information in order to make choices about education are often unaware of facilities and opportunities available to them, and are not receiving messages about the value and importance of education to their family and the community.

District support

Communication efforts are ad hoc and sporadic. Districts carry out some education campaigns, but there is no guidance or framework for communication provided at a provincial level. Communication activities on education are not inter-linked and are not carried out in a systematic and planned manner.

Community level

The importance of communication for gatekeepers and influencers is often overlooked. In particular, though there are some exceptions, School Councils are not used consistently and effectively as a means to ensure that information and communication reaches communities. There is a need to dramatically improve the potential of School Councils to engage communities.

Coordination

At provincial level, there is an absence of strategic planning and delivery of communication both to District administrations and to wider audiences and stakeholders. There is no shared vision for education that is owned and used by neither all provincial partners nor are there key shared data and messages that combine to communicate successes and challenges. The result is that the impact of reforms and government efforts to improve education is being lost.

Focus

Communication is often carried out implicitly, rather than being a distinct activity that is designed to support interventions and reforms. There is a need to prioritise information and communication as central to the theory of change. There is a need to consider reform programme activities, as well as important routine activities such as enrolment and retention, and develop information and communication programmes to support them.

Stakeholder perceptions

There are no consistent or unified messages about the value and quality of education, nor the standards and facilities the public can expect that are used across the education sector in Punjab.

Information and messages are not directed at addressing known perceptions or barriers and stigma towards education among key audiences. The significant achievements of the reform programme are not being incorporated into the messages and information directed towards communities and parents. The details of the perceptions of different stakeholders are described in chapter 7, Knowledge Attitude and Practices Survey.
2.6 School Education Sector Capacity

The Information and Communication Needs Assessment analysed the key actors in the School Education Sector, assessing their capacity to manage and deliver improved communications. Its key findings are:

**Attached Departments and Autonomous Bodies**
- Attached Departments and Autonomous Bodies require a focused, strategic and professional approach towards communicating and informing key stakeholders and the public.
- There are significant challenges in the use and interpretation of data to describe the overall education sector and to inform decision-making.
- There are no shared platforms for the storage and use of data and poor linking of web sites.
- There is poor coordination among implementing partners, and a lack of shared vision.
- Information produced by Attached Departments and Autonomous Bodies is not always packaged well for stakeholder needs.
- There are weak feedback mechanisms to bring information from school and community level through the Districts to provincial level.
- There is little or no engagement with media, which has the potential to communicate important messages about the current state and importance of education.
- There is a need to bring together analysis and strategy across all of the Attached Departments and Autonomous Bodies to present a more holistic and compelling picture of the education sector across Punjab.

**PMIU**
- There is an absence of widely communicated vision and focus on the key components of reform.
- There is a need for a set of clear, Unified School Education Messages that underpin the reform programme that can be used consistently across all outputs.
- It is important to develop simple, regular communications that keep Districts up to date on key interventions, milestones and successes and provide other opportunities for Districts to share their activities and views.
- There is an inadequate web platform, information and resources that enable stakeholders to understand the education sector and the impact of reforms, and cross reference provincial and school data with other indicators.
- There is a need to develop short summary reports that provide simple, clear information on reform progress as well as the Annual Census.
- It is important to regularly assess stakeholders’ needs and to develop appropriate information and communication materials that address their needs.
- There is a need for regular, coordinated and focused communications activity on each of the key reform interventions to key stakeholders and the public. In particular, a strand of communications on teacher quality should be developed.
- There is a need to understand the views of beneficiaries, their resistance to change and the factors that will improve their understanding of education in Punjab in order to more effectively target interventions and communications.
- There is a need to provide a planned communications framework within which each of the Attached Departments and Autonomous Bodies can play a complementary role, providing a gateway to their information and communications.
- There is a need to develop and communicate the role of School Councils as key drivers of change in the education system.
- There is a need to enhance existing school performance information for use at school level to empower parents and communities in the form of School Performance Report Cards.
District level

- The Chief Minister’s Roadmap is providing energy and information clarity for Districts.
- Government schools have a number of success stories to tell (textbooks, IT labs, stipends, PEC results, etc) and there is a need for Districts to further promote these initiatives.
- Districts need regular information on the reform programme as well as guidance materials and resources to better communicate to their populations.
- Districts need support to create larger public awareness campaigns on the importance of education to families and communities.
- The monitoring system is driving improvements in communication, by focusing Districts on key indicators related to the reform programme.
- There are weak or absent structured feedback mechanisms for Province and Districts for exchange of ideas, and Districts say they need more input into discussion.
- In terms of communication, Districts are working largely on their own. There are no standards, protocols or guidance available for concerted and coordinated communication and information.
- Districts need support on their information and communication role. They have capacity and responsibility issues on communications.

School level stakeholders

- There is a need to focus communication on the importance of effective school leadership.
- A critical need is for schools to develop proactive approaches to community mobilisation, both towards the school and the importance of education in general.
- Innovative approaches must be developed to enhance the communication between the school and parents, including open days and regular open meetings.
- The role of School Councils need to be prioritised at school level, to clarify roles, to identify committed members of the local community enhance their role as a link with the local community.
- Schools need to become focused on information provision to parents. Whilst school performance report cards will make a significant difference in this regard, there must be broader communication on the importance of this element of their work.
- Schools, working with Districts, should seek to identify role models who can advocate for the school and show how it has created success.

2.7 Knowledge Attitudes and Practices Survey

A key part of the Information and Communication Needs Assessment was to survey the views of beneficiaries, or recipients, of information and communication to determine the essential “push” and “pull” factors that will change their behaviour towards the School Education Sector and the reform programme.

The KAP is an exploratory research method designed at understanding and evaluating the information and communication needs for the reform program. The research is primarily a qualitative study. A scoring card was also used on prepared statements per each stakeholder group.

Three Districts of Punjab were selected by using judgment and purposive sampling. Locations selected in Lahore and Rahim Yar Khan were urban. In Rawalpindi, a rural location was selected.

A total of 30 focus groups were conducted with the key stakeholder groups (parents, students and young people and community members), and a total of 60 in-depth interviews were conducted with teachers and key opinion leaders. The fieldwork was conducted during July 3 to July 11, 2012. The complete, final copy of the Knowledge Attitude and Practices Survey is available from the PMIU.
Importantly, the findings of the KAP Survey enable the Information and Communication Strategy to focus on the issues raised by beneficiaries and key stakeholders, designing information to meet these expressed needs. In so doing, the Information and Communication Strategy can have a demonstrable impact on changing these perceptions and improving attitudes and awareness towards planned reforms or those already underway.

The Information and Communication Strategy proposes a series of Unified School Education Messages that are based on the findings from the KAP Survey. It also proposes to focus specific activities and interventions towards identified needs. It is advised that the KAP Survey is repeated periodically to test the change in perceptions and to modify information and communications to address these changes.

The findings of the KAP Survey are summarised by key group, as follows:

**Students**

Key Issues:
- Parental support/encouragement
- Teacher attitude
- Teacher absence
- School environment
- School facilities
- Enjoying school and learning

Students are concerned about the behaviour of teacher in class, particularly strict teachers and harsh punishments.

They are concerned that teachers do not give them enough individual attention, especially due to the high numbers of students in each class.

Students are also concerned about school infrastructure. For all students, this means having electricity, clean drinking water and spaces to play. For girl students, it is important to them that there are toilet facilities.

Girl students see stipends as an important motivation for school attendance and learning achievement.

**Parents**

Key Issues:
- School facilities
- Teacher training and teaching styles
- Availability of teachers in school
- School management - communication
- Affordability – fees and materials
- Teacher attitude

Parents of students at public schools are also concerned about the quality, attitude and presence of teachers in class and this is an important factor that affects their decision to send their children to school. They think teachers should treat all students equally.
Parents believe that private schools get better results, and that teachers in private schools give students more individual attention and there is a better relationship with the head teacher. They also think there are better diary systems in private schools.

Parents want to know that schools have basic facilities as this affects their decision to send children to school. They also want schools to have enough learning materials, including textbooks and stationery. Some parents think it is not worth sending their children to school because there is no guarantee of a job if their child is educated.

**Key opinion leaders in communities**

**Key Issues:**
- Community confidence in the school
- Community involvement with the school
- Management and transparency
- Access to education for all children
- Committed, professional teaching staff
- Active School Council

Key opinion leaders want to see a much better relationship between the school and the community, with the head teacher and School Council taking a proactive role in informing the community about the school. Key opinion leaders think the community is not generally aware of the great efforts being made by the government to increase the quality of government schools. They want to see more information on attendance, teacher quality and facilities.

Key opinion leaders think there is a gap in the relationship between students and teachers. They think that teaching methodologies need improvement and that there must be practical learning in class.

**Teachers**

**Key Issues:**
- Support and supervision
- School leadership
- Information and resources for teaching
- Teacher meetings/School Development Plan
- Information on school performance
- Formal teacher/parent relationship

Teachers say there have been some improvements in the quality of learning in schools and want refresher courses and support for teachers. Teachers think that class numbers are too high and that it is difficult to pay sufficient attention to every student.

Teachers say that co-curricular and extracurricular activities interest students and help them learn, increasing their motivation. Teachers are concerned that the lack of space and facilities at the school, including classrooms and seating, affects students’ level of interest in learning.

Teachers in secondary schools say that IT labs have made a big difference in the reputation of the school for parents and communities.
3 Goals and Activities

3.1 Strategy Goal

The goal of the Information and Communication Strategy describes the desired end result of the actions and initiatives it will deliver. This strategic goal ensures that the Information and Communication Strategy contributes directly to the aims and objectives of PESP II. Based on the Information and Communication Needs Assessment, and the stated aims of PESP II, the goal of this Information and Communication Strategy is:

- To bring greater transparency to the Punjab School Education Sector, enhancing its accountability to students, parents and communities in order to drive improvement.

3.2 Strategic Objectives

The objectives of the Information and Communication Strategy are designed to guide its activities, initiatives and interventions. The objectives provide the focus for the content of the Information and Communication Strategy. In this way, every activity and intervention described in this Information and Communication Strategy will achieve one or more of the objectives described below:

The following section describes what is meant by each strategic objective. This helps us understand the way in which the strategic objective will be delivered.

Objective One: Improve Sector Coordination – bringing delivery partners together at all levels to enhance decision-making, coordinate information and resources for effective communication of School Education Sector reform.
Objective Two: Promote a Vision for Reform – communicating education reform clearly and consistently, ensuring the stakeholders understand, own and can contribute to the delivery of goals and activities in the reform programme

Objective Three: Enhance Quality in the Classroom – putting the direct impacts on students at the centre of information and communication, by promoting teacher improvement and effective learning environments

Objective Four: Deliver School Level Engagement – using communication to strengthen the relationship between the school and parents and communities, including promoting School Councils’ vital role

Objective Five: Motivate the People of Punjab – generating widespread interest and support for education improvement in Punjab in order to create an enabling context and broad pressure for change which in turn will support improved levels of political will.

3.3 Information and Communication Strategy Overview

The diagram below presents an overview of the Information and Communication Strategy. The goal of the Information and Communication Strategy is the desired end result of all five objectives. Under each objective are listed the principal actions that will be delivered within the Information and Communication Strategy. Delivered collectively, each list of actions is designed to achieve the stated objective.
3.4 Unified School Education Messages

Unified School Education Messages are designed to ensure that all stakeholders and partners involved in delivering components of the reform programme are consistent and coordinated in the way they communicate externally. Unified School Education Messages are a series of statements to be used – and adapted for use – in all external communications meant for parents, communities, students and the wider public of the Punjab. They should provide a clear sense of the rights of the public, the importance of education and of key reform interventions.

Unified School Education Messages should be based on the knowledge and attitudes of these groups, addressing known barriers or information gaps. The Unified School Education Messages should be reviewed periodically, especially after the results of comprehensive surveys of public opinion and attitude.

Unified School Education Messages should be agreed and adopted for use by all attached departments and autonomous bodies. Information materials should be designed to use these messages appropriately. For example, where information regards teachers. It is expected that Unified School Education Messages 7 and 8 will be more prominently used. An initial set of Unified School Education Messages are listed below:

1. Educating our young people is essential for the future prosperity and development of the Punjab
2. The Government of the Punjab is committed to providing free and compulsory education for all children aged 5 to 16 years
3. The public has a right to expect good quality education in all schools
4. Every parent should know how well their child’s school is performing and information on performance will be provided at every school
5. Education improves when parents and communities are involved in and supportive of their local school
6. Every child in basic and elementary public schools is entitled to free textbooks
7. Effective teachers are essential to a good education and will be recruited on their ability to teach well
8. All teachers must be punctual and dedicated to their task, encourage students to learn and support their development as responsible citizens
9. The public can be confident that all schools are assessed on their performance on the basis of consistent standards
10. All children have a right to know that their school provides a safe and welcoming environment with facilities and resources for effective learning.

3.5 Activities and Interventions

This section takes each objective in turn and describes the principal interventions and activities that will be delivered, as part of information and communications, to achieve the objective. Under each objective are listed the key points – a summary of the interventions and activities – that are proposed within the Information and Communication Strategy. There then follows a commentary section for each objective that explores the rationale, tactics and approaches for the activities and interventions described. Finally, under each objective, there is a further, more detailed description of how each activity will be developed and delivered in order to provide clarity for those responsible for implementation.

Objective One: Improving Sector Coordination

Bringing delivery partners together at all levels to enhance decision-making, coordinate information and resources for effective communication of School Education Sector reform.
Key points

- **Sector Communication Group** – bringing together delivery partners at Provincial level to plan and develop communications, campaigns and information management
- **Unified School Education Messages** – creating and promoting a series of consistent and shared education reform messages for use with all audiences across all outputs
- **Link and package information** – developing resources that provide coordinated information on the School Education Sector
- **Improve feedback horizontally and vertically** – building robust feedback mechanisms upwards from schools through to central level and across the sector
- **District level coordination of communication** – build the capacity for Districts to plan and deliver information and communications within the overall education sector Information and Communication Strategy.

Commentary

Improved coordination across the School Education Sector is an essential prerequisite of effective communication of the reform programme and, therefore, the implementation of the Information and Communication Strategy. Improved Coordination is described here as the first objective of the Information and Communication Strategy because, to some extent, all other activities and interventions depend upon the effective delivery of this objective.

A minimum requirement of the Strategy is to facilitate the effective sharing of information between delivery partners, both at provincial and district levels of the School Education Sector. This has been a challenge in the past and must, in phase II of the programme, become a priority for all stakeholders.

The Strategy envisages the creation of an Information and Communication Coordinating Group, initially at the provincial level and comprising representatives of each of the attached departments and autonomous bodies.

To assist in the coordination of external communications across all delivery partners, an agreed set of Unified School Education Messages are proposed within the Strategy. These will be developed and refined over time. An initial set of messages, based on existing research, are proposed within this Strategy.

Currently, the data and information held by attached departments and autonomous bodies is uncoordinated and difficult to access. An early task for PMIU will be to provide effective coordinating platforms for this information through its website.

Effective feedback mechanisms, upwards through the School Education Sector from school level and across the sector among partners are known to be weak. Feedback from all parts of the sector improves decision-making and responsiveness. The Information and Communication Strategy will seek to improve this feedback initially by providing improved opportunities for dialogue and information sharing. As the Information and Communication Strategy matures and becomes fully operational, these feedback mechanisms will become more formalised.

For information and communication to become effective, greater coordination is required at the levels that have most impact on schools and communities. Over time, it is envisaged that all Districts will become responsible for managing and delivering their own coordinated information and communication programmes, which will be developed within the overall Provincial framework set out in this Strategy.
Interventions in Detail

Sector Communication Group

The remit of the Information and Communication Coordinating Group is:

*To enhance collaboration and agree collective actions to generate improved awareness among all stakeholders of the reform programme.*

The membership of the Sector Communication Group will comprise senior officials drawn from the School Education Department and each of the attached departments and autonomous bodies. The secretariat to this Group is provided by the Communication Unit at PMIU. The Sector Communication Group will meet once every three months and discuss information and communication requirements to deliver the reform programme. Members of the Group will share their own activities and priorities for information and communication, and will work to a shared calendar of events that detail the principal school education-related dates for the year such as enrolment and exams. This calendar will help in planning and discussing coordinated activity. As required, the Information and Communication Coordinating Group will convene technical working groups from its membership to take forward specific tasks. These may include the development of campaigns and materials to communicate reform components. Assuming that it meets one or more of the objectives set out in this Strategy, the Sector Communication Group can commission support from the Information and Communication Wing based in PMIU.

Implementation issues:
1. Draft and agree TOR for the Sector Communication Group
2. Contact all Attached Departments and Autonomous Bodies for a senior nominee to the Group
3. Schedule and diarise Sector Communication Group meetings for the year ahead
4. Create diary and calendar of school year and key activities to use as a planning tool for the Sector Communication Group
5. Plan meeting content, including Information and Communication Strategy; Provincial Education Campaign; School Performance Report Cards; student enrolment campaign.

Link and Package Information

Ensuring that information and data across the School Education Sector is linked is important to improved sector coordination. The Information and Communication Strategy envisages a development of the PMIU website, as a first step, to help achieve this.

The PMIU website will be developed to provide a gateway to the websites of other attached departments and autonomous bodies. The initial task will be simply to provide links to these websites and summaries of data on the PMIU website.

Whilst the Research and Analysis Wing in PMIU will be responsible for ensuring that information on the School Education Sector is collated and analysed, the Information and Communication Wing will support this activity by producing a range of materials that package this information attractively and effectively principally for the education sector, but also available for public audiences. These will include:

- **A Quarterly Performance Bulletin** – based on the monthly monitoring of schools
- **An Annual Performance Report** – based on monthly monitoring and the annual school census, summarising improvements on the previous year
A School Education Reform Newsletter – produced twice a year showing achievements, milestones and reform interventions, with discussion on best practice and case studies.

Implementation issues:
1. Review PMIU web site and ensure there are reciprocal links with all Attached Departments and Autonomous Bodies
2. Create PMIU web site development plan, ensuring simplicity, clarity and ease of navigation
3. Plan for the uploading of all School Performance Report Cards onto the PMIU web site
4. Create publication schedule for the year, with fixed dates for content development, design, print and dissemination
5. Create draft formats and pre-test key publications, detailing length of sections, design and style, and content levels beginning with the Quarterly Performance Bulletin.

Improve feedback horizontally and vertically

Promoting and maintaining feedback mechanisms that support improvement and build ownership is an important part of the Information and Communication Strategy. The Strategy envisages a move towards formal feedback systems that provide regular, timely and useful information on the progress of education reform as well as where there are obstacles and difficulties.

Initially, the Information and Communication Strategy envisages a Quarterly District Conference, which has fixed dates throughout the year. All 36 Districts will send as many as three representatives to each District Conference. Unlike current meetings of the Districts, the agenda for these conferences will be jointly set by PMIU and by Districts themselves. The PMIU will draw up a list of specific issues upon which it requires feedback. These may include the implementation of specific reform interventions that are underway or be more open feedback on proposed reforms. Districts will also be able to submit agenda items formally in advance on areas of implementation to share best practice or discuss challenges. Each District Conference will be recorded or written up and the Information and Communication Wing will provide a summary of issues and feedback, with decisions taken, that will be distributed to all Districts following the conference. These summaries will be made available to delivery partners, attached departments and autonomous bodies to enhance horizontal feedback.

As this process matures, the PMIU may consider further formal feedback gathering using a simple template form that seeks regular monthly input from Districts encouraging them to highlight achievements and raise areas of difficulty. These mechanisms will provide valuable input to other materials and interventions within the Information and Communication Strategy by provided a rich resource of case studies to share and promote achievements and best practice.

Implementation issues:
1. Discuss and schedule District Conference dates and content, which should consult on current and future reform interventions
2. Write to all Districts with scheduled dates for conference and seek input on issues for discussion
3. Assess responses and determine Conference agenda, selecting issues based on quantity of responses and PMIU issues
4. Write up action points and key issues from the first Conference and circulate to all Districts
5. Seek feedback on success of first Conference and input to subsequent events.
District level coordination of communication

Information and Communication, over time, will also become the responsibility of Districts to deliver and coordinate.

Once the capacity and infrastructure to deliver the Provincial Information and Communication Strategy is in place, work will begin to support each District to develop its own programme and plan of action to achieve the five objectives set out in this document.

During the first phase of its implementation, a workshop will be held with Districts to explain the Information and Communication Strategy and set out roles and responsibilities. This workshop will ensure that Districts develop a list of their own priorities for implementation throughout the year. These action lists will be collated and held centrally, compiled into a District-wide information and communication programme and used to monitor and support Districts as they implement their plans.

In year two, this process will become more strategic as each District, with the support of the Information and Communication Wing in PMIU, develops its own document based on the Provincial Information and Communication Strategy. These District Information and Communication Plans will use their own performance data, collected monthly, to review and assess specific issues for intervention within the overall framework, thereby aligning District communication activity directly to improved performance.

Implementation issues:
1. Once the Information and Communication Strategy is approved, arrange a sensitisation workshop for all Districts
2. Develop a template for Districts to list their communication priorities and principal activities for the year ahead, and cross reference priorities with performance data to show where additional focus is required
3. Collate responses to assess where activities and priorities can be grouped and supported collectively
4. Agree reporting arrangements with Districts, and hold second workshop to deliver training and guidance on issues raised
5. Support each District to create its own Information and Communication Plan reflecting the Information and Communication Strategy objectives and interventions.

Objective Two: Promote vision for reform

Communicating education reform clearly and consistently, ensuring stakeholders understand, own and can contribute to the delivery of goals and activities in the reform programme.

Key Points

- **Core materials to communicate the reform programme** – ensuring a clear understanding of the goals, objectives and principal interventions under PESRP
- **Engagement and advocacy to policy makers** – to keep School Education Sector stakeholders aware of current and proposed developments of the programme
- **Annual report and thematic reports** – bringing together analysis and achievements to deepen understanding of the factors responsible for success
- **Best practice network** – enabling the sharing of information and practice to motivate and broaden engagement among staff and officials
- **Annual School Education Sector conference** – providing a space dialogue to reflect on the reform programme, discuss objectives and share knowledge.
Commentary

The effectiveness of PESRP depends on a shared knowledge and understanding of goals, objectives and principal interventions. Analysis undertaken in the development of the Information and Communication Strategy has shown that this knowledge is patchy, and that there is a lack of communication collateral to support increased understanding of PESRP.

In addition to improving sector coordination, an early task for implementation is to develop clear communications to promote the reform programme and the vision for education in the Punjab. At a technical level, this will assist staff and officials within the School Education Sector to communicate more effectively. However, there is also a need for reforms to be understood more widely, including among opinion formers and decision makers, in the political and public arenas.

As PESRP continues to develop and progress, political will is important to ensure there is a clear commitment to the agenda at the highest levels. The Information and Communication Strategy seeks to develop advocacy towards decision makers through sustained engagement and the production of materials designed to make a clear case at this level. The forms of this engagement will be varied and are likely to involve a combination of approaches, from briefings, films, reports and presentations. Experience shows that senior decision makers require ownership of a reform agenda. It will be important that PMIU and its partners are responsive to information needs at this level.

Building an understanding of education reform is not simply a one way process delivered through the production of materials. It is important that spaces for dialogue are created where ideas can be shared and contributions made to proposed interventions. This Information and Communication Strategy envisages the creation of a Best Practice Network for School Education Sector staff and officials. The Best Practice Network aims to use electronic communication and events to share and promote achievements, effective approaches and ideas. This Network has the added advantage of becoming a resource through which success can be captured, documented and shared more widely.

A high profile space for dialogue and reflection is proposed under this Strategy with the institution of an Annual Education Sector Conference. The conference will provide a platform to raise the profile of school education in the Punjab, provide an opportunity to engage with senior level decision makers, and to reflect on achievements to date and priorities for the coming year.

Interventions in Detail

Core materials to communicate the reform programme

A first priority under this objective of the Information and Communication Strategy is to produce a short brochure that describes and promotes PESRP. This brochure should both explain the components of the programme whilst at the same time making an economic and development case for why education is vital to the development of the Punjab. It should be visually attractive, using strong photography of beneficiaries, teachers and communities. This brochure should be designed to last the life of the programme and be targeted at a wide range of sector stakeholders, opinion formers, decision makers and partner organisations.

The Information and Communication Strategy proposes that a series of supplementary brochures are produced to communicate the main components of the reform programme (see section 2 – Background). Similarly, these brochures will summarise the objectives and targets, the approaches and actions being
A Brighter Future for children of the Punjab
Information and Communication Strategy for the School Education Sector

Implementation issues:
1. Create draft of a short leaflet explaining PESRP, and Phase II of PESP, detailing the goals, targets and indicators and, principal interventions
2. Commission photography and develop a consistent and strong design approach
3. Agree with PMIU, the content and themes for supplementary brochures, and work with Research and Analysis Wing to develop these
4. Develop standard presentations, and template slides, in Powerpoint and the web site for all publications
5. Plan and commission the creation of a short film to explain the reform programme.

Engagement and advocacy to policy makers

An important role of PMIU, and other Attached Departments and Autonomous Bodies, will be to develop a compelling strand of advocacy towards key decision makers and policy makers at a political level and across government. Experience shows that, where there is political ownership and buy-in for reform, it can have a dramatic impact on the support for, and resources allocated to, the School Education Sector.

Engagement with policy makers takes place in both formal and informal ways. The formal approach must be to provide targeted and timely briefings and information to key decision makers in order to give them the evidence and arguments to continue their support to the sector. It is envisaged that opinion former briefings will provide short, summary information to this target group, which describes key success in the School Education Sector as well as articulating a vision for the reform programme that links education to the development and progress of the Punjab as a whole.

It is also important that the leadership of the PMIU is committed to engaging at this level by building effective relationships and supporting the information needs of decision makers. This work will be supported by other strands of the Information and Communication Strategy, including dedicated media work and provincial campaigns. Over time, this Information and Communication Strategy proposes the development of an Advocacy strategy specifically designed for this work.

Implementation issues:
1. Develop target list of opinion formers and decision makers to be reached through the advocacy programme
2. Work with the Research and Analysis Wing to conduct regular policy mapping of issues and initiatives pertinent to the School Education Sector, to see the best issues on which to interact with different decision makers
3. Using the Quarterly Performance Bulletin as the basis, develop a briefing for decision makers that highlights key facts, achievements and data for the sector
4. Determine initiatives and events where specific engagement with decision makers is desirable, including campaigns, launches, and Annual Sector Conference
5. List and log all contact with the key group of opinion formers and decision makers and monitor progress periodically.
Annual Report and Thematic Reports

An Annual Report is a useful mechanism to reinforce reform goals and vision and mark a milestone in achievements. As seen in the previous section, it also assists in improving coordination across the sector.

This Information and Communication Strategy recommends the production of a suite of publications that are forward-looking, attractive and visionary for the School Education Sector. Collectively, they will show the impact of key interventions in the School Education Sector. The Annual Report will bring together these themes to demonstrate achievements across all themes. Working with the Research and Analysis Wing, thematic reports will be developed to show the value of interventions on key issues including:

- Incentivising girls’ education
- Putting quality teaching at the heart of the Punjab’s improvement
- Giving communities the power to transform schools.

Implementation issues:
1. Within the publications schedule (see Link and Package Information, 4), fix the dates and production timelines for the Annual Report
2. Agree the format, key content and themes for thematic reports
3. Commission research and content development from Research and Analysis Wing
4. Commission photography and develop draft Annual Report text
5. Schedule and plan the production of further reports

Best Practice Network

Promoting a vision for reform requires the active engagement of staff and officers across the School Education Sector. A best practice network will facilitate the sharing of ideas and information to reinforce the goals and achievements of PESRP.

The Best Practice Network both through an online electronic platform, and through specific events and publications. Initially, it is envisaged that the Best Practice Network will consist of a regular e-mail bulletin for those in the School Education Sector, which seeks examples of good practice delivery at school, community and district levels. It will promote the work of districts that have achieved improvements against key indicators and explain the reasons behind these improvements. It will focus on schools that are transforming results and practice through, for example, effective leadership and school councils.

Over time, the Best Practice Network will feed other outputs of the Information and Communication Strategy such as events, awards and publications using the information and ideas it produces. In so doing, it will enhance the quality of dialogue and profiling of best practice in the sector and inform and incentivise the School Education Sector as a whole to improve.

Implementation issues:
1. Set up email network using email addresses of all key District and Provincial officials
2. Using key content from the Sector Reform Bulletin (see Link and Package Information), email initial bulletin twice a year
3. Link Best Practice Network to District Conference Agenda and seek feedback, discussion, examples of good practice and case studies on issues raised
4. Use subsequent Best Practice emails to provide deepen discussion, provide updates, seek ideas and feedback
5. In year two, explore creating standard email addresses (e.g. name.distict@pmiu.pk) for all Network members and link the Best Practice Network to a web based forum and discussion board.

**Annual School Education Sector Conference**

An Annual School Education Sector Conference fulfils a number of objectives within the Information and Communication Strategy by providing a space for coordination, dialogue and engagement within which the vision for the reform programme can be promoted.

It is envisaged that the conference will be a prestigious and important event in the calendar where professionals and policy makers can reflect on achievements and establish priorities and themes for the coming year. It will enable individual examples of best practice to be profiled, awards to be given for performance, and for expert contributions on how reform is being delivered.

The Annual School Education Sector Conference will be an important opportunity for advocacy to senior decision makers as well as for generating broader awareness of the important of school reform to the wider population through media coverage.

**Implementation issues:**
1. Discuss and agree date and organisational issues for the Annual School Education Sector Conference with SED and partners
2. Create Conference organising committee as a sub group of the Sector Communication Group
3. Create draft agenda and commission speakers, contributions and research ensuring a strong thematic, forward-looking and visionary approach
4. Ensure other key outputs such as the Annual Report, key performance data, and launch of Provincial Education Campaign are timed to be ready for the Annual School Education Sector Conference
5. Create and commission high quality presentations, banners, photography and media engagement.

**Objective Three: Promoting Quality in the Classroom**

Putting the direct impacts on students at the centre of information and communication, by promoting teacher improvement and effective learning environments

**Key Points**
- Promote a shared definition of education quality – with school level materials that simply describe effective teaching and good schools
- Enhance guidance and information to teachers – by producing innovative materials, using role models and through action learning
- Support and promote effective school leadership – using targeted information, handbooks and events
- Develop and enhance teacher and head teacher awards – with more prominence provincially and at a local level, using winners as key case studies and speakers
- Create teacher quality campaigns – using television and radio to build the role and value of the profession.

**Commentary**

The critical challenge for PESP II is to improve learning outcomes. This starts with ensuring quality in the classroom. A key issue identified throughout all of the stakeholder research and the KAP Survey is the need to focus on teacher quality. Delivery partners and PESP II are delivering a number of teacher-
focused interventions including merit-based teacher recruitment, teacher performance incentives and Continuous Professional Development.

The Information and Communication Strategy has an important role to play in increasing the impact of these interventions both with the teaching profession, to increase uptake and awareness, and the public, to show the focus on teacher improvement. In addition, the Information and Communication Strategy must ensure that the value, status and role of teachers is enhanced across the Punjab with broad non-technical communication support, such as promotional campaigns, development of the teacher awards, the use of case studies and advocates.

Teacher and head teacher awards will be developed further, from cluster level upwards, giving prominence to the best teachers at a Provincial level and downwards, ensuring the best teachers are recognised at tehsil, markaz and school level. The Information and Communication Strategy will develop a series of high quality, professionally produced short "spots" of advertisement length for television and develop radio programmes to promote the role and value of good teachers.

From a technical perspective, the Information and Communication Strategy must ensure strong links between, in particular, DSD and PMIU. DSD is producing audiovisual materials to enhance guidance for teachers. The involvement of PEC is also likely to be important in adding a results-oriented component to information and communication. There will be a technical working group set up specifically to plan and deliver teacher information and communication, which will report to the Communication Strategy Group.

Whilst a principal focus of this strategic objective is on promoting teacher quality and improvement, other classroom-related issues that impact upon quality include the resources and facilities available in schools, the management and leadership of the school and the importance of a safe and conducive learning environment. Information and communication will support the provision of new materials, resources and facilities promoting, for example, the distribution of textbooks. A particular focus will be placed on information to support effective school leadership and management through role models, handbooks and workshops.

Over time, delivery partners need to develop and agree upon a shared definition of quality. Activities in the Information and Communication Strategy include developing and promoting clear and simple materials and information for all schools and teachers that describe and define quality teaching and quality schools. An early output is to produce posters for schools that describe, “What makes a good school?”

Interventions in detail

Promote a shared definition of education quality

An early task of the Research and Analysis Wing, in coordination with the Information and Communication Wing, will be to develop a clear description of education quality that can be promoted across the School Education Sector and beyond. Many of the factors that create quality are implicit within the reform programme, but a definition promotes a shared understanding and focus on its delivery.

This shared definition of quality is likely to include factors including; well trained teachers; effective school leadership; adequate resources and; effective monitoring systems. Once this definition has been developed and agreed, it can be packaged for different audiences, both technical and non-technical, and used to ensure clarity and focus across the School Education Sector in the Punjab.
Implementation issues:
1. Commission a short, initial paper on school education quality from the Research and Analysis Wing
2. Circulate and agree for comment and approval, edit and amend
3. Arrange meeting of Attached Departments and Autonomous Bodies to discuss and achieve a shared, agreed definition
4. Produce a short statement that can be packaged for different audiences
5. Disseminate on the web site, in publications, at conferences and directly to schools (e.g. using a poster).

Enhance guidance and information to teachers

The Information and Communication Strategy proposes an initial programme of work to review and assess the information and guidance being provided to teachers, across different departments and functions, in order that it can be developed and improved. This review may identify gaps in information provision and areas for further focus including regarding classroom teaching styles and the use of curriculum materials. The review will produce a series of recommendations that will be implemented through the production of a new range of handbooks and support materials.

In addition to these materials, the Information and Communication Strategy proposes creating a Teachers’ Bulletin at least twice annually. The Teachers’ Bulletin will be a short, informative newsletter that provides information on new policy and practice, offers simple tips and guidance on best practice in the classroom, promotes the role of the teacher, and provides a platform for information sharing.

Implementation issues:
1. Working with DSD and other relevant bodies, collate and review guidance and information to teachers
2. Conduct a teacher reference group and workshop to work with teachers to discuss and plan changes to the information and guidance materials
3. Conduct focus groups with teachers to build on the Information and Communication Needs Assessment and ask teachers specifically what types of information they require
4. Revise and develop the range of information and guidance provided to teachers, possibly with a new brand and style to distinguish it
5. Develop a format and content for a Teachers’ Bulletin, and plan for its production in year two of the Information and Communication Strategy.

Support and promote effective school leadership

Effective leadership at school level is known to be critical to improvement. The Information and Communication Strategy will support the development of simple resources that communicate the key principles and actions for head teachers to enhance their leadership role.

Initially, it is envisaged that all schools will receive a poster for use in the head teachers’ offices that describe the duties of the head teacher in ensuring the school is well run. Over time, it is envisaged that districts will take responsibility, under the guidance of the PMIU and partner bodies, to deliver a strand of communication and engagement for school leadership by producing events and information for head teachers.

Implementation issues:
1. Working with the Research and Analysis Wing, develop a short paper on effective school leadership
2. Develop a clear and simple poster for all schools and pre-test the poster with a group of head teachers
3. Explore information and support needs with head teachers and plan materials to meet these needs
4. In year two, explore and develop a Head Teacher’s Handbook describing their responsibilities and showing best practice
5. Discuss with Districts, Attached Departments, and Autonomous Bodies the development of a leadership strand of information and communication over the longer term.

**Develop and enhance teacher and head teacher awards**

Currently, there are both national and state awards given to teachers, usually on Teachers’ Day in September of each year. The Information and Communication Strategy has an important role to play in promoting the awards and the recipients of these awards in order to enhance the importance of teacher quality.

The Information and Communication Strategy proposes to identify the award winners and to provide a platform for them to communicate with other teachers via publications and events. Newsletters, including the Teachers’ Bulletin, and events including the Annual School Education Sector Conference, will be used to provide this opportunity for the award winners to describe the factors behind their achievement.

Over time, it is proposed that the School Education Sector develops teacher and head teacher awards to recognise achievement at district level, and also by markaz. By promoting role models at all levels of the School Education Sector, incentives will be provided for all teachers to aspire to improve.

**Implementation issues:**
1. Map and assess existing teacher awards, with attention on criteria, categories, judging and information support
2. Make contact with existing and most recent winners of the awards, to conduct interviews for publications, short films and other materials
3. Meet with existing teacher awards organisers and explore the extent to which they can be supported with further publicity, and offer to assist
4. At a planned District Conference, explore the development of teacher awards for all Districts and create an organising committee, as a sub group of the Sector Communication Group (and including District representation) to take the initiative forward
5. For year two, plan and publicise the extended awards, categories and ensure the necessary logistical arrangements.

**Create Teacher Quality Campaign**

The Information and Communication Strategy proposes the production of powerful films and audio to promote the role, importance and quality of teachers in the School Education Sector.

Working with professional film and production companies, this strand will see the production of a series of short broadcasts for television and radio that put good teachers at the centre of the drive to improve education in the Punjab. The films and audio will be developed to appeal to the wider public, helping to generate confidence in the teaching profession. The film and audio outputs will also be available for a range of other uses including on websites, at conferences and events.

**Implementation issues:**
1. Discuss and plan the Teacher Quality Campaign with the Sector Communication Group, and produce an approach document, with messaging and tactics
2. Commission a professional film and audio company to produce a series of powerful, engaging films to promote the role, work and expertise of teachers, emphasising their quality in the classroom and importance to the future of the Punjab

3. Pre-test the films and audio with focus groups of the general public

4. Discuss with TV and radio stations the delivery of a “campaign” of advertisements or spots over a selected one month period

5. Evaluate the campaign using audience research, to assess impact and reach, and plan a further campaign in subsequent years.

Objective Four: Deliver school level engagement

Using communication to strengthen the relationship between the school and parents and communities, including promoting School Councils’ vital role.

Key points

- School report cards – simple school performance information provided at school level
- Promote and support School Councils – communicating the role and importance of School Councils to increase uptake
- Materials and capacity for District support to schools – assisting the work of Districts in building links between schools and communities
- Community Open Day – ensuring community members and parents are encouraged to visit the local school
- District communication planning using performance data – using monitoring data and District Performance Report Cards to make informed decisions on communication priorities in the District.

Commentary

Connecting communities, including parents and opinion leaders, with local schools is known to have an important impact on local trust and support for education. Communication within communities, especially through opinion leaders, can encourage more parents to send their children to school, and can encourage greater involvement in school councils.

Among the principal interventions already underway and covered within the Information and Communication Strategy is the introduction of School Performance Report Cards across the School Education Sector. This simple communication intervention enables parents, teachers and community members to see how the local school is performing using the monitoring data already collected. By providing information at this level upward accountability is improved, parents and communities are able to demand improvements to the school, and the transparency of this information provides focus for school staff.

School Councils are a valuable method of improving the connection between communities and schools. This Information and Communication Strategy proposes a range of interventions towards promoting the role of School Councils, including giving all schools information about the standards and role expected of them. Communication has an important role to play in encouraging greater participation in school governance, and School Councils have the potential to transform the engagement of schools with their communities.

The work of districts is central to improving local engagement with schools and it is acknowledged within this Information and Communication Strategy that they will need support to do this. A series of support
materials will therefore be developed and provided that help districts to enhance local involvement. These materials may include campaign materials and ideas that have worked elsewhere, such as the holding of school sports days, community open days and enrolment campaigns. The emphasis of this intervention is to provide coordinated central support to districts that can be applied locally.

Both School Councils and School Performance Report Cards will help local populations understand the way in which the reform programme is helping schools to improve. The District Performance Report Card is a further innovation that uses a simple format to show District Performance data on one card. This is an important communication method in itself, as it shows district officers where the district is performing well and where it is underperforming. However, it is also a useful device to improve decision making on communication priorities.

School level engagement is enhanced when communication is based on evidence. The Information and Communication Strategy proposes that each district assesses its performance and makes strategic decisions on communication at school level. In this way, if for example, registration numbers in school across the district is down, districts will decide to put energy and resources into school enrolment campaigns. This is an important step in building the capacity of Districts to plan and deliver communications, as described under objective one.

Interventions in detail

School Report Cards

School Report Cards are the most developed component of the Information and Communication Strategy. Their design and dissemination is already underway. It is important, however, that the Information and Communication Strategy supports their development and extension to all schools in the Punjab. School Report Cards are a valuable means of providing information on school performance to schools, parents, community members and students. Information of this nature gives people the power to choose, to request improvements, and to become more engaged in the school.

As at April 2013, the initial distribution of School Report Cards is across all elementary and high schools twice a year. This amounts to approximately 14,000 schools across the Punjab. From 2014, it is planned to extend School Report Cards to primary schools. Extensive pre-testing has been conducted on the format and design of the School Report Cards. However, the Information and Communication Strategy must continue to assess and monitor the cards, and analyse reviews of their implementation, in order to make improvements and address information gaps.

When School Report Cards are distributed (every six months), it will be important to provide communication support to the media, to districts and at community level, so that communities know to visit their local school. Over time, districts should be encouraged to develop other activities to support the dissemination, such as school open days, community meetings, and by producing leaflets of the School Report Cards for students to take to their parents.

Implementation issues:
1. Dependent on the existing situation, support the initial roll out of School Report Cards with sensitisation, guidance and workshops for District officials
2. Support the review of the School Report Card dissemination, and analyse evidence to ensure improvements in communication support
3. Seek feedback from Districts after each six monthly distribution of the School Report Cards at regular District Conferences
4. Prepare a detailed communication plan to support the extension of School Report Cards to all primary schools
5. Develop further materials and initiatives to promote the School Report Cards in year two, as required.

Promote and support School Councils

The Information and Communication Strategy acknowledges the importance of School Councils in helping to increase local community engagement with schools. It recognises this by proposing a specific strand of communication to promote and support School Councils.

In the first phase of the Information and Communication Strategy, every school will receive, via their District, a poster that describes the role and importance of School Councils. The poster will be clear and simple, showing the value of the School Council in good school governance, school improvement, and in ensuring community interest.

Later in the implementation of the Information and Communication Strategy, it is envisaged that each School Council member will receive a card or short handbook describing their role and the proper functions of the School Council. As the teacher awards develop and extend to districts and markaz, as described under objective 3, the idea of School Council or Community Awards should be developed to recognise the most effective School Councils.

Implementation issues:
1. Working with the Research and Analysis Unit, conduct research with School Council members on their understanding of their role and functions
2. Create a poster explaining School Councils and the role of members, for distribution to all schools
3. Identify examples of best practice School Councils and members and promote these through publications and other outputs
4. In year two, plan for all School Council members to receive a handbook or card listing their responsibilities
5. Over time, discuss and plan for Community Awards to be developed to include awards to the most effective School Councils and members.

Materials and capacity for District support to schools

An important theme of this Information and Communication Strategy is to ensure that communication and information activities are strengthened at school and community level. When each school can reach out effectively to the community it serves, engagement will improve. When tehsils and markaz are able to coordinate communication across their schools, school level communication with parents will be strengthened.

The Information and Communication Strategy therefore proposes that support materials and guidance is produced to assist with school level engagement. In this way, provincial campaigns will simultaneously be delivered by Districts, which will coordinate activity at further levels. Enrolment and other campaigns, which already happen across many Districts and at provincial level, will be coordinated.

The Information and Communication Wing will coordinate campaign meetings of District officers to plan activities and share ideas. Posters may be produced centrally where appropriate and distributed to all
Districts. Campaign days, enrolment campaigns, community open days and other initiatives will be planned and delivered with the professional support if the communication staff.

Implementation issues:
1. Discuss with Districts their information and communication support needs with regard to improving school level engagement and communication
2. Create an approach document summarising ideas and setting out a plan for the production of materials and initiatives
3. Identify a main initiative for year one, such as a coordinated enrolment campaign across all Districts
4. Prepare central support materials, workshops, guidance for District officials to help deliver the campaign
5. Evaluate the initiative and develop further for subsequent years.

Community Open Day

Many schools hold parent teacher meetings, school sports days and other events where community members visit their local schools. To supplement existing activity and to strengthen school level engagement, this Information and Communication Strategy proposes that every school holds a Community Open Day where parents and community members can see facilities, review school performance, talk to School Council members, and suggest improvements.

Community Open Day will become a prominent date in the school calendar and will take place during the student registration period, in order to give extra support to increasing school numbers. Each school will be encouraged to develop their own activities, from showcasing students’ work, to holding performances or discussions. On Community Open Day, District officials will be encouraged to visit as many schools as possible to support their activities. Local and District media will be contacted to provide coverage of events, and report on District activity overall.

Implementation issues:
1. Agree with PMIU and Districts a date for the first Community Open Day, to be held in year one of the Information and Communication Strategy
2. Discuss and coordinate plans with members of the Sector Communication Group
3. Produce an action plan and outline of recommended activities, discussed at a workshop with all Districts, and disseminated through networks to all schools
4. Widely publicise the date and content of the Community Open Day to all media in the Province
5. Enlist the support of advocates and role models, decision makers and opinion formers to support the day, through commissioned TV and radio spots and other publicity.

District communication planning using performance data

School level engagement will be enhanced when communication is linked to school performance. As the capacity of Districts to plan and deliver communications develops, they will be encouraged to take an evidence-based approach to their decision making on communications priorities. With the support of the central communication staff in PMIU, a review of performance data will take place each year. Staff in the Information and Communication Wing will work with District officials to assess where performance improvement may require information and communication interventions.

The District will agree its information and communication priorities based on performance data, and will plan its activities and interventions over the coming year to address these issues. Over time, Districts will
be encouraged to replicate this approach at lower levels, by markaz, tehsil and at school level. Over the next two years, a specific focus will be given to encouraging this deepening and strengthening of school level engagement. It is envisaged that ultimately, schools themselves will develop communication and outreach plans based on their own performance data.

Implementation issues:
1. Review school performance data across each District annually and produce a short priority communication intervention list
2. Discuss the data and priority list with each District, and agree areas of focus and some key activities
3. Discuss and agree communication and information support requirements to deliver the key activities
4. Review progress after the first year and strengthen the planning process
5. Incorporate District priorities into the second annual Information and Communication Strategy, and plan to extend this evidence-based approach first to tehsils, then to markaz.

Objective Five: Motivate the people of the Punjab

Generating widespread interest and support for education improvement in Punjab in order to create an enabling context and broad pressure for change which in turn will support improved levels of political will.

Key points
- **Provincial campaign on education and access for all** – a major ongoing campaign to raise awareness and support for education across the Punjab
- **Active engagement with the media** – ensuring the media become partners in promoting education and the reform programme
- **Promote key facts and achievements** – selecting key facts to promote education achievements and build trust in the School Education Sector
- **Measure stakeholder confidence and attitude** – understanding public attitudes, awareness and confidence to assess the progress of reforms and determine priorities
- **Develop role models and advocates** – building a network of prominent advocates and best practice role models to help motivate the public towards education.

Commentary

Generating widespread interest and enthusiasm for school education in Punjab is one of the critical factors in helping to create the context for improvement in the sector. Broad awareness of the reform programme, of the importance of school attendance and completion and of the value of education to the success of the Punjab will help to create an enabling environment, which stimulates demand and puts pressure on the system to improve. It is also likely that, with public support for school education, policy makers will be motivated to commit resources to the sector and support the reform programme.

This Information and Communication Strategy therefore places an emphasis on delivering mass communications through the media and coordinated campaigns to motivate the people of the Punjab towards the School Education Sector.

At the centre of this objective is a focus on a vigorous, positive and high profile campaign for education across the province. The Information and Communication Strategy proposes a campaign to promote education that uses private sector partners, creates multi-media outputs and galvanises all stakeholders towards increasing public awareness of the value of an improved school system.
Analysis completed for this Information and Communication Strategy shows that the media has been under-utilised as a means of disseminating messages about the reform programme, and of countering misperceptions among the public and key audiences. Engagement with the media will therefore become a key method for communication within the Strategy. Different segments of the media will be targeted to reach specific audiences including reaching the elites and the middle class through main provincial media outlets in order to ensure there is pressure for change. It is envisaged that districts will also develop their capacity to use the media in order to reach the public with messages about service improvements and reforms at this level.

As well as using the Unified School Education Messages described earlier in the Information and Communication Strategy, a series of key facts and achievements will be developed in order to place the success of the reform programme clearly in the minds of the public.

It will be important, however, to ensure that all public communication is developed on the basis of evidence of perceptions and attitudes. To this end, the Information and Communication Strategy proposes that periodic surveys and polling is undertaken to ascertain the views of the public, segmented by audience types, on key issues. Thus, for example, it will be possible to measure the impact of reforms such as free textbooks on the perception of the public towards the school education system overall.

To further ensure the effectiveness of communication in motivating the people of the Punjab, a group of advocates and role models will be identified and developed in order that messages about education are received more widely. These advocates and role models will be able to reach audiences and stakeholders more effectively than through traditional methods and will demonstrate the breadth of support for the School Education Sector.

Interventions in detail

Provincial campaign on education and access for all

Over the first six months of the Information and Communication Strategy, a major provincial campaign will be planned and developed to significantly raise the profile and importance of education across the Punjab. The campaign will be multi-layered and will be ongoing, using a range of media, tactics and interventions.

At the heart of this campaign will be the clear message, number 1 of the Unified School Education Messages:

*Educating our young people is essential for the future prosperity and development of the Punjab*

This message will be adapted and simplified for use in a campaign context, using a simple treatment such as:

*Today and Tomorrow – Education means success for All*

*We All Benefit When our Children are Educated*

The campaign will use and promote all of the other Unified School Education Messages, under the main message. The campaign will feature a number of elements and initiatives including:

- A series of TV spots and radio jingles of advertisement length, featuring role models and advocates describing why education matters
Clear branding and messaging to provide a strong, consistent image for the campaign
Partnership with one or more private sector organisation, such as a mobile phone operator, which will disseminate messages via their outlets and marketing
A campaign poster for every school in the Punjab
Social media and sign up initiatives, encouraging people to support education for the Punjab and share information with their contacts
A coordinated enrolment campaign, under the main branding, appealing to every parent to register their child for school
Successful student strand, profiling students who have become successful in all walks of life.

Implementation issues:
1. Discuss and agree the overall timing and tone of the provincial campaign with the Sector Communication Group, and produce an outline discussion paper
2. Create a campaign coordinating group from the Sector Communication Group and other key partners
3. Approach an external marketing and public relations company to develop concepts, messaging, imagery and tactics
4. Commission the development of materials and key outputs for the campaign, and pre-test with key audiences and the general public
5. Roll out the campaign, evaluate and plan to strengthen and deepen in year two.

Active engagement with the media

The Information and Communication Wing will specifically engage the media in order to develop their role as partners in promoting education across the Punjab. As major reform initiatives are delivered, including the distribution of free text books, stipends for girls from poor backgrounds and merit-based recruitment of teachers, the Information and Communication Wing will prepare and send information to the media, arrange for media visits and interviews with spokespeople and beneficiaries, and arrange media briefings at which further detail can be explained. Over time, good relationships will be developed with key correspondents and commentators.

In addition to developing good relationships, the Information and Communication Strategy proposes that in year two, a School Education Media Award is developed to recognise effective reporting and journalism on key school education issues. Experience shows that media awards can have a dramatic impact on the quality and quantity of media coverage. The SED and PMIU will set the criteria for the awards, such as reporting on including girls, promoting community support for schools, and effective teaching styles. It is likely that an independent judging panel is established, comprising former journalists or prominent commentators. The awards themselves will fall into several categories, depending on the type of media (print, radio, TV) and the content of the coverage (subject categories, e.g. girls, community).

Implementation issues:
1. Develop a list of key provincial media, key journalists and enter into a database for ease of use
2. Create templates for media briefing materials, such as press releases and information notes
3. As a standing item on the Sector Communication Group agenda, discuss and agree issues for proactive media engagement, and produce a media monitoring bulletin of coverage of the School Education Sector
4. Ensure a weekly briefing meeting with senior staff (PD) of the PMIU to discuss media and communication issues and agree responses
5. In year two, following the establishment of relationships with the media, plan and develop School Education Media Awards to recognise effective reporting on key issues.
Promote key facts and achievements

Individually and collectively, the performance data for the School Education Sector, through impressive, is underutilised. The Information and Communication Strategy proposes selecting no more than 5 key facts or statistics from this data and using them, alongside the Unified School Education Messages, where appropriate as core communications collateral throughout all information and communication outputs. The benefit of using facts consistently is that they become widely known, stay “front of mind”, and build trust and confidence in the School Education Sector. Among the province-wide key facts and statistics to be used should be:

- Exam results – improvement on last year, selected subjects
- Enrolment – improvement on last year, girls’ enrolment
- Retention – percentage retention per year
- Free text books distributed
- Teachers trained – merit-based recruitment.

Implementation issues:
1. Working with the Research and Analysis Unit, assess data at a provincial level and prepare a short summary document (Note: this will be available from the annual performance report and quarterly performance bulletin, see Objective One)
2. Cross reference the selection of data with evidence from audience perception surveys or, in the first instance, the Information and Communication Needs Assessment to ensure they address known barriers or perception gaps
3. Simply the data into short, intelligible statements for use in a range of materials and contexts
4. Circulate the key facts, alongside the Unified Education Messages, to all officers, staff and partners across the sectors, encouraging them to use these facts and messages wherever possible
5. Integrate the key facts into all materials and outputs delivered through the Information and Communication Strategy, and by partners.

Measure stakeholder confidence and attitude

Understanding the views of the public and other stakeholders is critical both to measuring the success of the reform programme, and to the effective design and measurement of communication interventions.

This Information and Communication Strategy proposes that, every two years, a major KAP (Knowledge Attitudes and Practices) survey is conducted in order to test and assess the views of the public on key issues related to education. The KAP survey will develop a detailed understanding of attitudes to education, and whether the introduction of reforms is influencing public confidence in the school education. Importantly, it will provide the evidence for the targeting of initiatives and information, and directly link communications to delivering the goals of PESRP and PESP II.

In addition to the large KAP survey, it is envisaged that specific stakeholder studies and surveys will be conducted in order to generate a deeper understanding of attitudes towards specific issues. These studies are likely to involve focus groups and small sample sizes of, for example, teachers’ attitudes to changes in the curriculum. There may also be one-off public polling exercises that are conducted to test reactions to specific initiatives, such as the distribution of textbooks.

Overall, gathering intelligence on attitudes and awareness is an essential component of a reform programme that emphasises effective communication and feedback. It is envisaged that such studies,
polling and surveys will become an integral part of the way in which PMIU supplements its understanding of the progress and performance of the reform programme.

Implementation issues:
1. Review the existing Information and Communication Needs Assessment, and discuss any additional implications for action beyond this Information and Communication Strategy
2. Identify key reform interventions to be delivered over the coming year and discuss and agree where public polling and stakeholder surveys would be valuable
3. Work with the Research and Analysis Wing, to plan and design stakeholder surveys and other perception research with in a coordinated research programme
4. After year one of the Information and Communication Strategy, create focus groups and research to assess the impact of key communication interventions on audience perception
5. Plan a Knowledge Attitude and Practices (KAP) Survey for year two to inform the development of information and communication approaches.

Develop role models and advocates

Across the Punjab, and in every District, the Information and Communication Strategy proposes a vigorous programme of role model and advocate recruitment in order to broaden the reach of key messages for the School Education Sector.

The role models and advocates will become part of a specific strand of activity that identifies, enlists and supports a growing roster of individuals. The role models and advocates will be drawn from different backgrounds and include:

- TV and media stars, for example, of soap operas and music
- Prominent and successful former students (provincially and at District level)
- Award-winning teachers
- Media commentators and presenters
- Sports stars, for example, from the Pakistan national cricket team
- Prominent women in public life.

The programme for role models and advocates will include a range of activities and outputs, designed to meet the commitments they are prepared to make. They will include speaking tours, appearance in TV and radio spots, writing articles for publications and presenting awards. The Information and Communication Wing will ensure that role models and advocates are supported through regular contact and expert assistance.

Implementation issues:
1. Create an approach paper that identifies opportunities and activities for role models to communicate and support the School Education Sector
2. Starting with a small group initially, contact a number of role models and advocates who are most appropriate for the identified opportunities and activities
3. Interview and discuss with role models and advocates their experience and their “story” of how important education has been in their lives
4. Develop role model and advocate case study articles and short films with professional photography for use on websites and in publications
5. Maintain regular contact with the advocates and role models, adding to the group as further candidates are identified.
4 Ensuring Effective Delivery

4.1 Ensuring Effective Delivery

In order to ensure that the Information and Communication Strategy is delivered effectively, on time and within agreed budgets, a number of processes and planning methods are required.

These include:
- Holding regular internal meetings within PMIU to update on progress and to discuss priorities as work moves forward
- Having planning processes and tools in place, such as a calendar of key events, and databases of stakeholders with whom regular contact is needed
- Holding regular meetings with partners, including Attached Departments, Autonomous Bodies and Districts
- Having a clear plan of activity throughout the year, with milestones and supporting plans
- Ensuring publications, materials and other outputs are scheduled for production
- Having a review and monitoring process in place to assess effectiveness and to measure impact.

4.2 Publication and Materials Summary

The activities and interventions described in the Information and Communication Strategy will require the production of a number of publications and multi-media products.

The following diagram summarises what is required to be produced throughout the life of the Information and Communication Strategy as an easy reference guide. The phasing of their production is described in the following chapter.
4.3 Delivery Plans

The Information and Communication Strategy acknowledges that there are a number of activities that need to be carried out in order to prepare the ground for delivery and to create the products and materials that will carry the messages to the appropriate audiences.

This section sets out a phased approach to this task, ensuring that work is completed in a logical and manageable process building the infrastructure and collateral as it moves forward.

The delivery plans envisage an initial six-month period of activity that is used to build ownership and support for the delivery of the Information and Communication Strategy. This inception phase also anticipates the need to develop capacity within PMIU and its partner organisations, as well as to set up and create the systems that will sustain the Information and Communication Strategy over the longer term. The key actions are set out in the table below.

Inception Phase Process and Planning Tools

The inception phase process and planning tools are the basic minimum requirements for the effective management of the Information and Communication Strategy. These process and planning tools envisage a clear structure for dialogue and decision making within PMIU, the creation of key information and databases to guide activity throughout delivery, and the establishment of relationships and meetings with key external groups, including Attached Departments and Autonomous Bodies and the Districts, both of which are essential in delivering activities described in the Information and Communication Strategy.

Once these processes and planning tools have been established, the Information and Communication Strategy can be delivered and maintained.
4.4 Annual Activity Overview

Following the establishment of the processes and planning tools to support the Information and Communication Strategy, there are a number of regular, recurrent activities that will be carried out throughout the year.

The table below summarises these activities for the first year of the implementation of the Information and Communication Strategy. Supporting this high-level summary are a number of activities that will take place within the Information and Communication Wing to ensure all outputs are delivered effectively and in a timely manner. These activities should include:

- **A Publications Schedule** – detailing the production process and timelines; writing, editing, design and printing of all publications, both regular and one-off
- **An Events Calendar** – the creation of a detailed listing of all internal and external events, including in the school year, conferences, meetings, campaigns, and partner milestones (e.g. the distribution of free text books, examinations etc)
- **Campaign plans and timelines** – setting out the times and required inputs to deliver key campaigns, including commissioning of materials, planning and outreach
- **Activity reports** – brief updates of current and completed activity within the Information and Communication Strategy to ensure the PMIU is aware of progress towards objectives.

The overview of annual activity is set out in the table below:
### Knowledge Management Framework

Knowledge Management is about making the right knowledge available to the right people. It is about making sure that an organisation can learn, and that it will be able to retrieve and use its knowledge assets as they are needed.

Knowledge management consists of the initiatives and systems that sustain and support the storage, dissemination, assessment, application, refinement, and creation of relevant knowledge.

It involves the understanding of:
- Where and in what forms knowledge exists
- How to make the right knowledge available to the right people
- What the organisation needs to know
How to best generate or acquire new relevant knowledge
How to promote a culture conducive to learning, sharing, and knowledge creation.
How to manage all of these factors to enhance performance in light of the organisation's strategic goals and short-term opportunities and threats.

In order to address these barriers and challenges, PESP II must seek to manage and use knowledge to support effective, coordinated and evidence-based decision making at all levels of the School Education Sector. Under the PMIU, the Information and Communication Unit and the Research and Analysis Unit will be the key drivers of the new approach to knowledge management. The objectives of the Knowledge Management Framework are:

The objectives of the KM Framework are:
- Gather, organize and codify data, research and evidence to support PESRP
- Align information and data across the School Education Sector
- Provide access to information on a common platform
- Promote knowledge sharing through improved dialogue between stakeholders.

It is envisaged that the Information and Communication Wing will work closely with the Research and Analysis Wing to ensure that knowledge is made available for use, and packaged effectively for key internal and external stakeholders.

Amongst the most important components of the Knowledge Management Framework for PMIU and the School Education Sector will be:

1. **An effective, maintained and informative website** – that hosts key information, including school and district report cards and which signposts users to the information held by other Attached Departments and Autonomous Bodies
2. **A digital document management system** – for use within PMIU to house and provide access to documentation and data relating to the management of the reform programme
3. **A regular Information Group** – bringing together the officers responsible for gathering and collating the knowledge assets of the PMIU, to discuss and agree information priorities and needs.

### 4.6 Monitoring and Evaluation

The effectiveness of the Information and Communication Strategy will be monitored and evaluated as it progresses. The Information and Communication Wing will be responsible for collecting data and reporting on the impact and performance of the actions described in the Strategy.

Whilst the ultimate success of the Information and Communication Strategy will be measured through the improvement in PESP II and regular monitoring indicators, there are a number of measures that can be ascribed specifically to the actions and interventions undertaken within the Strategy itself.

The main indicator of impact and effectiveness is the change in awareness and attitudes towards education among key beneficiaries; parents, students, community members and teachers. It is proposed
within the Information and Communication Strategy that a comprehensive Knowledge Attitude and Practices Survey is conducted every two years to measure these changes. However, there are other measures that can be conducted throughout the delivery period that provide useful data on impact and effectiveness.

The Information and Communication Wing will produce an annual summary of its monitoring and evaluation of activities and interventions, produced as a report, to inform future developments and to update the Information and Communication Strategy.

The main methods of monitoring and evaluation of the Information and Communications Strategy are described below:

**Knowledge, Attitude and Practices (KAP) Survey**
A comprehensive survey testing awareness, attitude and propensity to change behaviour among key groups, the KAP Survey principally tests:
- Attitudes to education and to key reform interventions
- Factors that may increase school enrolment and attendance
- Awareness of rights, services and access to education
- Motivations towards improved learning and attainment.

**Public opinion testing**
Public opinion testing is a valuable exercise undertaken periodically to test attitudes to specific interventions and campaigns. The Information and Communication Strategy proposes that public opinion testing is carried out among the public and key segments of the population (teachers, parents, communities), following:
- New initiatives undertaken within the reform programme
- Major public awareness campaigns
- New policies and legislation introduced to extend rights or services to the public.

**School Report Cards review**
The Information and Communication Strategy envisages that the introduction and extension of School Report Cards will have a major impact on the attitude and engagement of parents and community members with their local schools. A review of the School Report Cards is planned after six months of their introduction to elementary and high schools. The Information and Communication Strategy recommends that the review seeks to ascertain the views of these key groups to determine their understanding of the School Report Cards. It is recommended that an annual review of the School Report Cards is undertaken to assess their ongoing impact.

**Media coverage**
As an important component of the Information and Communication Strategy is to increase engagement with the media, it is recommended that a regular analysis is undertaken of the quantity and quality of media
coverage generated towards school education in the Punjab. The Information and Communication Wing should maintain a regular log of media coverage, and should commission an independent external review of coverage, as well as interviews with key education journalists, annually.

**Web statistics**

Web statistics (or analytics) are a useful measure of the interest in the reform programme and of a wide range of users in school education more generally. As the PMIU website develops and becomes more informative, the Information and Communication Strategy recommends that a regular summary of web statistics is undertaken to monitor its use. In addition, the use of social media, including shares, likes and followers will be added to these reports as this area develops.

**Responses and feedback**

Events, conference and campaigns should be routinely monitored and assessed for their effectiveness. As the Information and Communication Strategy develops, it is recommended that feedback forms and brief surveys are conducted to demonstrate impact. More generally, the responses to requests for information, and feedback on specific issues will also be collated to show which methods of communication are thought to be most valuable.