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Strategy for Mobilizing Public Opinion and Action around Reform of the Education System (Focused on the Improvement of Learner Performance and Reading)

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Strategy for Mobilizing Public Opinion and Action around Reform of the Education System (Focused on the Improvement of Learner Performance and Reading)

Strengthening Educational Performance-Up (STEP-Up) Zambia Project

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CONTENTS

MOGE 2011 -2015 National Implementation Plan Overview.....	5
MOGE Mandate.....	5
Objectives and Strategic Priorities.....	5
MOGE Strategic Shift 2011 -2015.....	6
MOGE’s Communication Strategy	7
Introduction	7
Situational analysis.....	7
Communication and Stakeholder Involvement.....	8
MOGE’S Communication Strategy Foundation	9
Objectives & Strategic Priorities	9
Communication Strategy for the National Mobilization Campaign for Education and Reading.....	11
Introduction	11
Campaign Goal	11
Priority Audiences	11
Campaign Messages.....	12
Communication Objectives & Messages by Campaign Audience	15
Campaign Strategies.....	18
Networking and Partnership Building	18
Education Sector Engagement.....	18
Private Sector Engagement.....	18
Mass and Social Media	18
Community Mobilisation	19
Media Engagement and Public Relations	19
Campaign Implementation Plan.....	19
Phased Approach	19
Development of Campaign Brand.....	20
Internal Campaign.....	20
External Campaign.....	20
Budget and Resources	21
Communication Plan	21
Monitoring and Evaluation	22
Mobilizing Resources for the Campaign	23
Current and New Donors.....	24
In Kind Donations.....	24
Private Sector Investments.....	24
Campaign Multi-Year Budget.....	24
Bringing the Campaign to Life.....	25

ABBREVIATIONS

DEBS	District Education Board Secretary
EBS	Education Broadcasting Services
ETV	Education Television
ICT	Information and Communications Technology
IEC	Information, Education, and Communication
MOGE	Ministry of General Education (formerly named the Ministry of Education, Science, Vocational Training and Early Education (MESTVEE))
NIF	National Implementation Framework
PEO	Provincial Education Office
PPP	Public-Private Partnership
PRO	Public Relations Office
P.S	Permanent Secretary
RTS	Read to Succeed
STEP-UP Zambia	Strengthening Educational Performance – Up Zambia
SACMEQ	Southern and Eastern African Consortium for Monitoring Education Quality
SNDP	Sixth National Development Plan
UNESCO	United Nations Education Scientific and Cultural Organization
USAID	United States Agency for International Development

MOGE 2011 -2015 NATIONAL IMPLEMENTATION PLAN OVERVIEW

MOGE Mandate

The Zambian government through, the Ministry of General Education (MOGE) has overall responsibility of providing guidance in the education sector in Zambia. The ministry is focusing on improving basic education service delivery, including improving quality education.

Quality education as defined by the MOGE (2003) is:

- The provision of education involving use of a suitable curriculum;
- Supply of trained and qualified teachers, appropriate teaching/learning materials;
- Continuous professional development of teachers;
- Regular monitoring, and assessments of schools by Education Standard Officers; and
- A suitable learning environment and proper sanitation.

Objectives and Strategic Priorities

During the period 2011-2015, Government's service delivery focus will be on increasing enrolment in schools and improving the quality and efficiency of basic education. By concentrating efforts on the following objectives, MOGE will be in the best position to contribute towards the realization of Zambia's long term development vision of becoming a prosperous middle income country by the year 2030 as articulated in the National Vision 2030. The main objectives are:

1. Ensure that by 2015 every child has access to and complete quality basic education;
2. Improve the quality of education at basic school level;
3. Improve the efficiency of the school system at basic education level; and
4. Improve equity at basic school level.

The following key strategic priorities form the framework for how MOE will achieve its objectives in the 2011-2015 period:

1. Construct and expand of infrastructure in existing schools and new sites;
2. Determine the demand patterns for education provision through an elaborate school mapping framework;
3. Achieve expanded partnership among service providers and other relevant stakeholders;
4. Train, recruit and deploy adequate numbers of teachers; and
5. Improve teacher qualification through Continuous Professional Development (CPD)

MOGE Strategic Shift 2011-2015

MOGE is setting new directions to improve the quality of education in Zambia. In 2011-2015, while maintaining the gains achieved in increasing enrolment rates, MOGE will aim to improve the general quality of education provision, specifically raising learning achievement levels as well as overturning inefficiencies.

These shifts have meant increased focus on expanding early child education, investments in improving learning achievement and thirdly establishing and improving partnerships to enable better service delivery.

MOGE assumed responsibility for the provision of Early Childhood Care, Development and Education (ECCDE) in 2004, since that time the provision of the service has remained largely under developed and uncoordinated. Access to ECCDE has an impact on school achievement, as children that are exposed to ECCDE are better equipped for the demands of the school system, including proven record of improved academic achievement.

Another area that has significant impact on learner achievement is inadequately qualified and motivated teachers and head teachers.

To assist in the roll out of NIF III and meet the objectives of Vision 2030, the MOGE recognizes that it will have to enhance its strategic partnerships and alliances.

The three key shifts that will influence MOGE's operations in the next five years are:

1. Shift to focus on expanding early childhood care and development activities including family and community interventions especially for poor, disadvantaged and disabled children;
2. Shift to improving institutional and professional capacity building
3. Shift to a more inclusive and collaborative approach to education service delivery (improving partnerships)

MOGE'S COMMUNICATION STRATEGY

Introduction

The MOGE understands that one of the factors contributing to poor education quality and learner performance in Zambia is the lack of an efficient communication environment that:

- Enables different stakeholders within the education community and ministry to convey information and share knowledge under current top down information flows
- Challenges the exchange of ideas, results, updates and other contents relevant to the effective management and delivery of education

Situational analysis

Education is one of the top three priority areas by the Government of the Republic of Zambia as a basis for the development of the country. Zambia's vision of becoming a prosperous middle income country by 2030 as articulated in the national Vision 2030, will be achieved by having an educated populous. The government has shown its commitment to this priority by increasing education funding; however, this funding still remains insufficient to fully realize the goals it has set.

Early grade learning is critical aspect of a country's move for an educated populous. Children learn quicker during their early years than any other time in their life (UNICEF).

Zambia has already made great strides in achieving the Millennium Development Goal of universal primary education attainment. Zambia has high enrollment rates, primary school enrollment averaged over 90%.

In the last three National Assessment Surveys conducted by the Examinations Council of Zambia, it revealed that achievement of learners at Grade 5 level have remained low, at around 40%. All data including from the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) point to the fact that the bulk of children in early grades cannot read, and therefore cannot fully participate in their learning.

Educational Management and Provision of Early Grade Learning Education

Educational management is crucial to delivery of quality education and uptake of early grade reading. The United States Agency for International Development (USAID) has been assisting the Zambian government with its education priorities and through its Strengthening Educational Performance Up (STEP-Up) Zambia project working directly with MOGE to improve education management and raise academic achievement in reading and math.

However, in the past enhancing quality has been compromised by the following factors:

- Insufficient school and district level management capacity
- Discord between increased enrollments and quality standards including ratios of teachers to students, students to teaching materials and classroom space.

According to SACMEQ, of the 15 countries measured for providing quality education, Zambia came thirteenth. In the same report it found that pupils in grade 6 are functioning between pre-reading (14.4%), emergent (26.4%) and basic (20.5%) levels. Additionally in one of the findings in a

STEP-Up study, conducted in ten provinces in 2013, found that less than 50% of pupils in grades 1-4 could read and write.

Through stakeholder interviews it was also identified that there are poorly trained teachers unable to teach basic literacy skills to children. With the roll out of the new curriculum, even further training will be needed for teachers to teach to the expected standards.

However, while standards are put in place, there is no sustained way to monitor if indeed the standards are being implemented correctly. More policies and acts are in the pipeline to drive quality education and regulate the provision of training and education standards that meet the needs and expectations of the industry and the job market as a whole. In order for these policies to be implemented successfully there is need for synergies and strengthened education management at the district, provisional, and national levels.

Education management is decentralized in Zambia as part of the National Decentralization Policy. As part of the decentralization implementation a number of components were developed, along with Education Boards, including the Education Management Information System (EMIS). EMIS is used for data collection, storage, and retrieval, and creating an education infrastructure and geo-based database for education management.

Effective use of EMIS can ensure evidence based policy as well as provide critical data to impact improved learner performance. But the data needs to be used effectively to design strategies for improved standards and performances.

Data collected should also be used at the provincial and district levels for improved management systems. The Provincial Education Office (PEO) plays a key role in the administration of the decentralized system. The PEO coordinates and monitors the activities of the District Education Boards (DEBs), and supervisors the implementation of policy and standards throughout the districts in the province.

The issue of poor learner performance and low reading and literacy levels are complex and many. Supporting children's ability to read is not solely the job of the government but a responsibility of the community at large. The community as a whole needs to be involved in supporting education management for greater achievement in reading among early learners.

Communication and Stakeholder Involvement

MOGE is focused on strengthening community support for greater improvement of learner performance, especially early grade reading, with a focus on education management as a tool for success.

The ministry is rolling out a new curriculum that will deal with content standards, especially around literacy, as well as life skills. This makes it an opportune time to gain support for education and bring public awareness to the challenges and the methodologies to respond to these challenges. The Education Sector National Implementation Framework III (NIF III, 2011-2015) also spells out the target of learning achievement, to ensure that levels are approved across all grades. Specifically for early childhood education, the government has the following objectives:

- Improve quality provision
- Increase access to quality early childhood education from 17% to 30% by 2015
- Provide qualified human resources

MOGE'S Communication Strategy Foundation

The aim of MOGE'S communication strategy is to foster a cultural and behavior change process within the MOGE and with its education partners. The strategy aims to change attitudes within the ministry about collaboration and communication: the goal is to have educators and administrators performing effectively because they understand the importance of working with other offices/units, making use of information, and sharing knowledge. The strategy addresses interventions to increase public awareness on challenges affecting learner performance so that there is public demand and support for quality education.

This sector wide communications strategy aims to:

- Strengthen information flows and enhance collaboration within the ministry
- Increase use of ICT for quality education;
- Increase evidence based decision making as a result of information management and knowledge sharing;
- Strengthen knowledge sharing of best practices and alternative solutions to improve education management, teaching, and learning;
- Position resource centres as key communication points that produce and disseminate information, education and communication (IEC) materials;
- Improve documentation of education issues and strengthen production of education programs using Education Television Services (ETV) and Education Broadcasting Services (EBS); and eventually establish an education channel on national television and radio, for improved education delivery and increased coverage of education issues.
- Strengthen media partnerships to increase coverage of education issues;
- Strengthen public-private partnerships for investments in education;
- Increase community participation in education; and increase public awareness for improved accountability and service delivery at local level.

Objectives & Strategic Priorities

Priority 1: Improve internal communications and knowledge sharing within the ministry

Initiative: A system to improve communication flows at administrative levels will be developed, starting with exchange and co-ordination meetings for higher level officials and operational working meetings for mid-level officials from all directorates, or clusters of directorates, should be instituted. At provincial levels, PEO networks, DEBS networks and any other virtual networks bring officials working together on similar issues should be developed. To spread good education practices among education practitioners and administrators, the ministry's communications committee will be engaged to strengthen knowledge sharing mechanisms at all levels so that schools and education managers can regularly share their inspiring successes and innovations through publications, video, and other media.

Priority 2: Improve communication with sector partners and other key stakeholders

Initiative: This theme hinges on good governance and accountability at all levels of education service delivery. The communications committee of the ministry will promote dialogue and community mobilization to strengthen partnerships and accountability at all levels of education service delivery through community meetings and community radio stations.

Priority 3: Increase communication with the public

Strategy for mobilizing public opinion and action around reform of the education system

Initiative: MOGE with catalyst funding from STEP-Up Zambia, will roll out a national mobilization campaign to engage various stakeholders to rally around improving education management with a focus on improving early grade reading outcomes. The campaign will also seek to share and provide understanding of data related to learning outcomes.

The mobilization campaign will address key areas to drive early grade reading by encouraging teachers and empowering them with the support they need from the community to perform their management duties. It will also connect with parents, to tap into their passion to enable their children to improve their learning, while also become more active in the learning performance of their children.

A two-pronged approach for this campaign will be employed:

- An external public awareness campaign for the community to support and rally for early grade reading, while understand the role of education management to achieve it
- An internal mobilization campaign for MOGE employees to understand the need to strengthen and effectively employ education management systems to deliver on the early grade reading and learner performance as demanded from the public.

While the campaign aims to create a supportive environment for quality education management and reading, it won't be able to address key infrastructure issues, or even socio-economic challenges, but it should bring education to the forefront of the agenda in the public to support government's initiatives to make early grade education a priority for development.

Initiative: Fostering the development of communications activities around the issue of education quality that will be facilitated and carried out in a coordinated fashion by the different sectors of Zambian society (private, civil society, media, school system, etc.);

Priority 4: Increase collaboration and partnerships with the private sector and civil society organizations

Initiative: Strengthening the relationships between different sectors of Zambian society (i.e., civil society organizations, private sector, parents, and communities) and the formal education system to achieve the quality of education required to support national development objectives.

THE NATIONAL MOBILIZATION CAMPAIGN FOR EDUCATION AND READING

I. Introduction

The National Mobilization Campaign for Education and Reading is a key priority in the MOGE’s communication strategy with the objectives of 1) motivating education managers and practitioners to improve quality of education and reading; and 2) increasing public awareness on the need for good quality education to gain support for initiatives undertaken by the education sector.

The campaign is a multi-year, multi-platform initiative focused on increasing awareness and creating demand for good quality education. The campaign will use a wide range of interventions to reach multiple audiences.

Each year the National Campaign for Education and Reading will launch an advocacy campaign that will focus on a key issue related to increasing access and improving basic education in Zambia.

I.2 Campaign Goal

Entire education system focused on the importance of achieving early grade reading

Communication Objectives:

1. Increase awareness of the importance of early grade reading as a critical skill for academic success
2. Increase knowledge on the link between education management and improved performance in early grade reading
3. Demonstrate how effective education management impacts early grade reading by highlighting success stories at provincial and district level
4. Promote parents and wider community involvement in early grade reading

I.3 Priority Audiences

The national mobilization campaign will be a public awareness campaign, meaning there are a number of audiences to be reached:

External		Internal
Community	Other Entities	Education Community
Parents Care-takers and Guardians Pupils Journalists General Public Parliamentarians Traditional leaders Business leaders Church leaders	Organizational entities Community groups Business organizations International donors Civil Society Organizations Public Sector Organizations	Teachers Head teachers District Education Boards Provincial Officers Standards Officers Professional Support Staff Staff and Students of Teacher Training Colleges and other Institutions of Higher Learning

Further to this audiences are segmented into champions and potential problem enablers in the community - be it the education community, or the public at large.

Audience Type	Characteristics
Supporters	<p>This group understands and believes that education is key to success. They believe in education and reading for development of individuals and the community at a whole. Some of them are in positions to make a difference in this campaign, while others are key supporters who are willing to do what it takes to make a difference in learner performance and drive the demand for quality education</p> <p>This group will be more likely to carry the message and take the necessary call to action.</p>
Problem Enablers	<p>This group are identified as being part of the problem, because they don't see the need to demand for quality education, even if they understand it is a key challenge, they are removed from the issue.</p> <p>It could also be that they are not motivated any more, they have given up and disillusioned. Perhaps they had wanted to make a difference once but now they don't care anymore, thinking the impact of the education system and lack of reading is not their problem.</p> <p>This group can be a great resource if we can get them involved and motivated again. They can have great influence on demand creation.</p>
Challenged/Not Convinced	<p>This group is assumed to be largely in rural/peri-rural areas, or even high density (compound) locations in urban areas. Research shows us that if parents are not educated, then it's likely the children will not be educated. This group is more likely not to realize how bad the quality of education is because they aren't educated themselves. This is the group that might not realize their children are not reading and writing at the level they should be.</p> <p>But this is also the group that is challenged with wanting to take opportunity of economic activities today, rather than focus on future economic prospects of having an educated child.</p> <p>They are also a group who are among the most impacted by poor quality education as they can't actively participate in national development issues that affect them, nor better their own life.</p>
Hopeful/Motivators	<p>This group might also be found in rural/peri urban areas, or even in high density (compound) locations in urban areas. They are the ones who might not have had the full benefit of a good quality education, but fully understand the importance of good quality education for successful future.</p> <p>This group is highly motivated but don't know what they can do to influence the drive for quality education, they are the least influential group to make this happen. But they might have influence in their own communities, so with the necessary tools, they can affect change in their communities and among their circles of influence.</p> <p>They are also most likely the hardest to reach group as their access to media may be limited.</p>

I.4 Campaign Messages

Communication Objective

Key Message (Central Themes)

I Increase awareness of the importance of early grade reading as a critical skill for academic success

Reading is the foundation of learning and success at school

If children can't read, they can't learn

Communication Objective

Key Message (Central Themes)

Making sure that children can read will determine their future educational success and their ability to work and have gainful employment

Children who fail to read in the early grades will fall further behind each school year, and some of them may decide to drop out before they have acquired a school certificate

2 Increase awareness on the link between education management and improved learner performance in early grade reading

Good education management makes a difference in improving reading

Good education management set standards and uses data to track performance and progress against the standards of both teachers and learners

Education data shows us if children are learning to read, write and count by using tools to assess their performance

Education data is not just for teachers, it is also for parents, community and other stakeholders so that everyone can be involved in making the right decisions to improve reading

3 Demonstrate how effective education management impacts early grade reading by highlighting success stories at provincial and district level

When education is well managed it shows through better performance on key learning outcomes for literacy and numeracy

The achievements of Provincial Offices, District education boards and schools, and other education partners in improving early grade reading outcomes need to be recognized and shared with others in order to replicate success and build a community of practice

Promote parents and wider community involvement in early grade reading

Parents and the community have a role to play in achieving early grade reading

Communication Objective

Key Message (Central Themes)

It is important to create opportunities to engage with parents and the community to educate them on their role in supporting improvements in early grade reading

I.5 Communication Objectives & Messages by Campaign Audience

No	Communication Objective	Key Message by Audience	
		External (General Public, Community and Media)	Internal (MOGE and Education Sector Partners)
1	Increase awareness of the importance of early grade reading as a critical skill for academic success	<ul style="list-style-type: none"> • Reading is the foundation of learning and success at school, higher learning, work and life • If children can't read, they can't learn • Making sure that children can read will determine their future educational success • Children who fail to read in the early grades will fall further behind each school year, and some of them will decide to drop out before they have acquired a school certificate • The future of our economy is depends on the quality of our school leavers • Growing the economy requires a well-educated workforce 	<ul style="list-style-type: none"> • Breaking the illiteracy trap requires early intervention and early grade reading in particular is a powerful tool to achieve later educational success. • By the end of grade three children should be proficient in basic reading, after grade 4, children are reading to learn and will not be able to lean effectively if they have not learnt to read • Children who fail to read in the early grades will fall further behind each school year, when the reading ability is progressively used as a tool for acquiring other types of knowledge. • Poorly performing students struggle to catch up and some of them simply drop out of school.

No	Communication Objective	Key Message by Audience	
		External (General Public, Community and Media)	Internal (MOGE and Education Sector Partners)
2	Increase awareness on the link between education management and improved performance in early grade reading	<ul style="list-style-type: none"> • Good education management makes a difference in improving early reading • Good education management set standards and uses data to track performance and progress against the standards of both teachers and learners • Education data shows us if children are learning to read, write and count by using tools to assess their performance • Using education data we can find out what support and training teachers need to teach better • For education data to be used to make meaningful decisions it needs to be collected and analyzed on a regular basis • When we use the systems to collect and analyze education data on a regular basis, we have the information to make better decisions to improve reading performance • Education data is not just for teachers, it is also for parents, community and other stakeholders so that everyone can be involved in making the right decisions to improve reading 	<ul style="list-style-type: none"> • We need to put early grade reading at the fore-front of our priorities • We can succeed in improving reading outcomes if we re-commit and focus our energies on enhancing our education management systems • Good education management requires us to enforce standards and use data to track performance and progress against the standards of both teachers and learners • Our Education Information Management System (EMIS) is designed to collect and analyze data to improve planning resource allocation, monitoring, policy information and decision making • Reliable education data is needed if we are to measure whether adequate learning is occurring in the classroom and children are leaving school with the right skills and capabilities • For the EMIS to be effective we need to make sure that we collect data on a regular basis and ensure that the system is updated • The tools to assess performance outcomes exist, we just need to use them • It is important to share data with both internal and external stakeholders for improved decision making to improve reading outcomes • Our education management needs to make sure that teachers and other education personnel are provided with necessary support and training to teach early grade reading

No	Communication Objective	Key Message by Audience	
		External (General Public, Community and Media)	Internal (MOGE and Education Sector Partners)
3	Demonstrate how effective education management impacts early grade reading by highlighting success stories at provincial and district level	<ul style="list-style-type: none"> When education is well managed it shows through better performance on key learning outcomes for literacy and numeracy 	<ul style="list-style-type: none"> The achievements of Provincial Offices, District education boards and schools in improving early grade reading outcomes need to be recognized and shared with others in order to replicate success and build a community of practice
4	Promote parents and wider community involvement in early grade reading	<ul style="list-style-type: none"> Parents and the community have a role to play in achieving early grade reading You can help to achieve early grade reading by being active at home, at school and in the structures that government has provided for you to participate 	<ul style="list-style-type: none"> Parents and other community stakeholders are important partners in achieving improvements in early grade reading It is important to create opportunities to engage with parents and the community to educate them on their role in supporting improvements in early grade reading

2. CAMPAIGN STRATEGIES

In order to achieve the objectives of the campaign, there will be a two pronged focus on reaching the public, and mobilizing the MOGE staff, especially at district and provincial levels, using the following strategies identified:

2.1 Networking and Partnership Building

Partnerships are a central strategy in implementing the National Mobilization Campaign on Education Management and Reading. A primary step prior to launching the campaign will be the formulation of a “national coalition or alliance” for the improvement of education in Zambia comprising different partners working within the education sector. The objective of the national coalition/alliance would be to bring all players in the education sector under one umbrella to assist with the roll-out of the National Mobilization Campaign on Education. The objective of the partnerships will be:

1. To create unity of purpose in advancing the goal of the campaign
2. Leverage partner’s skills and resources in rolling out the activities identified in the campaign communication plan

2.2 Education Sector Engagement

Key to the success of the campaign is the involvement and participation of the education sector at district and provincial level. A key strategy of the campaign will be the use of communication channels and tools which will engage and involve DEBS and PEOs on the issues addressed in the campaign in an effort to mobilize them as agents of change.

Teachers and other education sector staff will be encouraged and motivated to participate in the campaign through a reward system for achieving their Learner Performance Improvement Strategies in improved reading.

Monthly profiles of the best performing employee, who uses the management systems appropriately, will be highlight through various communication channels. Annually there will be an Excellence Awards for Leadership and Innovation to demonstrate effectiveness in education management and highlight and reward success stories.

2.3 Private Sector Engagement

The case for business to invest in education is clear. Skills to succeed at work – literacy, basic math and social skills are gained in primary and secondary school. An able workforce therefore is dependent on the education system to provide quality education to ensure that people have the basic skills to succeed at work. Working with the private sector will be cardinal in leveraging additional resources for the campaign as well as creating support for the campaign and advocating on its behalf.

2.4 Mass and Social Media

For a public awareness or mobilization campaign to gain traction there is a need to reach as many people in a short amount of time, in a most effective way. Mass media remains the most cost

effective way to reach a large amount of people, and has proven track record in success. The campaign will use mass media to raise awareness to the campaign and the issues it's addressing. It will also use brand ambassadors to draw in a varied and diverse audience on issues of learner performance, importance of early grade reading, and the importance of education management. Social media tactics will also be employed to ensure there is an interactive element to the process, and really get people engaged and feeling involved in the process and the campaign. Social media is also a great way to collect data on the effectiveness and reach of the campaign.

2.5 Community Mobilization

To get more engagement on an interpersonal communication level, experiential activations at places where large people gather, such as shopping centers and malls, will be employed. The activations seek to have direct contact with communities and ensure their understanding the campaign issues and can actively be involved. Activations will be held during key events such as Literacy Week.

2.6 Media Engagement and Public Relations

Media will be a key stakeholder during the implementation of the campaign. The campaign will actively engage with media professionals to highlight the issues that the campaign seeks to address in order for them to produce better informed reports on the issues to increase public dialogue on education in Zambia. The communication plan will highlight a number of interventions focused on engaging with the media.

Internal to the MOGE will also be a PR approach to keep all Ministry staff informed and share information and resources to motivate them to achieving the goal of the campaign. PR strategy for internal use will also harness new media such as mobile and online technologies, through the development of mobile applications and password protected website.

3. Campaign Implementation Plan

The National Mobilization Campaign in Support of Education and Reading will be implemented over a three (3) year period from 2013-2016 using a phased approach targeting both internal and external audiences.

Phased Approach

The phased approach enables the campaign to focus on specific outcomes for each phase e.g. Phase I: increase awareness on the importance of early reading among MOGE personnel, statutory bodies and education sector partners. This ensures relevance of the campaign throughout the three years, as objectives and messages can be modified depending on the Ministries priorities for each year.

	Focus Area	Timeline	Priority Audience		Key Milestone
			Internal	External	

	Focus Area	Timeline	Priority Audience		Key Milestone
Phase 1	Creating awareness on the importance early grade and role of education management in improving learner outcomes Demonstrating Success & Highlight the impact of effective education management on improving reading outcomes	Nov 2013- Dec 2014	x		1)Launch of Campaign to MOGE staff & key stakeholders 2)Launch of Internal Communications Campaign 3)1 st Excellence in Education Award Ceremony Held
Phase 2	Creating awareness on the importance early grade and role of education management in improving learner outcomes	Dec 2013- Dec 2014		x	1)Launch of PR Campaign 2)Launch of 1 st Phase Multi-Media Campaign
Phase 3	Mobilizing parents and wider community to be more involved in improving early reading	Jan-Dec 2015		x	1)Launch of 2 nd Phase Multi-media Media Campaign
Phase 4	Demonstrating Success: showing what good education management does	Jan-Dec 2016	x	x	Launch of 3 rd Phase of the Multi- Media Campaign

Development of Campaign Brand

The campaign will require an identity - a look and feel that the audience can identify with and all stakeholders can rally behind.

The campaign name, tagline and logo will be developed ahead of the campaign launch through a design workshop with key stakeholder. The full brand CI will be developed by the implementing agency, following the basic branding document in this strategy.

Internal Campaign

Roll of the campaign will begin with the internal communications campaign. The focus of the internal campaign will be to create awareness of the importance of early reading and the challenges in meeting this learning outcome. The internal campaign's agenda will be to ensure that everyone in MOGE and its key stakeholders re-focus their priorities and re-commit to improving learner performance in early grade reading through effective education management, creating a ground swell of support for the National Mobilization Campaign and its goal.

The internal campaign will use existing communication products in MOGE such as the intranet, memos, internal newsletters, branding of the MOGE offices to name a few. The internal communication channels are detailed in Annex I: National Mobilization Campaign in Support of Education and Reading Communication Plan.

External Campaign

(i) PR Campaign

The external campaign will begin with the launch of a PR campaign to engage the public and the media on the importance of early reading, the current statistics the consequences if we don't see improvements in this area and the actions necessary for change to occur. The PR campaign aims to set the agenda for the campaign and create an enabling environment for the launch of multi-media campaign. The PR campaign is intended to run for three months before the launch of the multi-media campaign. The PR campaign is detailed in Annex 4 of this strategy document.

(ii) Multi-media campaign

The multi-media campaign will use a variety of communication channels to reach the various audiences with the campaign messages, including but not limited to television, radio, print, online, community events and mobile phones over the course of the three year period. This are detailed in Annex I: National Mobilization Campaign in Support of Education and Reading Communication Plan.

Budget and Resources

The tactical roll out of activities to meet the campaign objectives will take into consideration the available budget, but include a strategy to mobilize additional resources from other education sector partners and from private sector partners. Annex 5: National Mobilization Campaign in Support of Reading and Education Resource Mobilization Plan details suggestions and plans for mobilizing addition resources.

All material developed will follow the developed brand guidelines and all materials will be used over the entirety of the campaign period. This ensures cost effectiveness, but also repetition of the message, which is necessary for the audience to understand and to want to initiate the required action for demand creation.

Communication Plan

To have an integrated mobilization campaign, multiple channels to reach multiple audiences will be used. There will be communication tools for external audiences and communication tools for internal audiences. A detailed communication plan is contained in Annex I: National Mobilization Campaign in Support of Education and Reading Communication Plan.

Although year one activities have been developed to show a schedule of planned activities and initiatives, year on year planning and strategic review should be done for appropriate activities and channels of communication. However, some key channels of communication have been identified that can be used throughout the three years.

External Communications	Internal Communications
<ul style="list-style-type: none"> • Website and Mobile • Social Media: Twitter, Facebook and Google hangouts • Media coverage and PR: articles in press, radio, and TV • Workshops, Seminars and Town halls • TV and Radio Production • Production of leaflets, posters, newsletters • Outdoor and transit advertising • Street theater 	<ul style="list-style-type: none"> • Intranet (existing) • Website (password protected) • Ministry wide memos and brief • Emails • Posters • Display boards • Awareness events • Listening Days and Town halls • Best practices
Communication Barriers	
<ul style="list-style-type: none"> • Literacy • Limited access to television and radio in the rural areas • Mindset of short term gain over long term opportunities: Children harvesting in the field today, instead of equipping them to be the doctors of tomorrow • Competing media and campaigns/marketing • Role modeling the stories of success: Finding the stories that resonate with audience will be key • Gender norms that reflect that the man is the decision maker means there needs to be a slant to targeting men as decision makers, but women are considered influencers to decision makers, so messaging and material development needs to take this into consideration • Important to show success stories that balance out male and female success stories • Credibility: why should this campaign change my life? How many awareness campaigns have happened that have not resulted in any real change? Why is this campaign different? Why is it necessary now? • Budget restraints 	

Monitoring and Evaluation

To deliver on the goals and objectives of the campaign a robust plan for monitoring performance and evaluating effectiveness of the campaign must be put in place. Monitoring and Evaluation (M&E) improves the effectiveness of the communication strategy by establishing clear links between what has taken place, what is taking place and an indication of future results.

M&E involves the measurement and assessment of performance in order to more effectively manage the results of the campaign.

The main objectives of the M&E plan are to:

- Enhance learning (e.g. what works, what doesn't)
- Provide informed decision making (e.g. with information about how the audience responds to a message so you can employ more effective strategies)
- Ensure accountability (e.g. the campaign should be transparent and objective)

The M&E plan (Annex 3: National Mobilisation Campaign in Support of Education and Reading) items to identify what needs to be measured, the tools to capture data, the frequency of data collection and the responsible parties.

The M&E plan proposes that regular and recurring monitoring and evaluating of activities be employed, as well as three fixed in depth reviews, as indicated below:

Monitoring and Evaluation Activity	Frequency/Time Period	Responsible
Baseline review	Once before campaign implementation	Agency, Step Up, Partners, Researchers
Monthly Progress Reports	36 total (once per month during implementation of campaign)	Agency
Mid-term Review	Once, 18 months into the start of campaign	Researchers, Step Up, Partners
End of Project (Final) Review	Once, at the end of campaign	Researchers, Step Up, Partners

Monitoring will be an essential component of measuring and replicating the campaign success and will have to be budget for accordingly.

Mobilizing Resources for the Campaign

The total budget for the national mobilization campaign is estimated to cost K12, 870,210.00 (Twelve million and eight hundred thousand Kwacha) over a three year period, with K1, 300,000 .00(one million, three hundred thousand Kwacha) already contributed by STEP-Up Zambia.

Costs not currently included in this budget include media buy and monitoring and evaluation.

Like many other initiatives under the MOGE, the national mobilization campaign (both external and internal) does not have enough resources to sustain a long term campaign. The United States Agency for International Development, through its project STEP-Up Zambia, has provided the catalyst funding to launch the campaign, but there is still a significant funding gap.

The MOGE needs to strengthen its institutional capacity for effective resource mobilization and utilization. This campaign is an opportunity to leverage and strengthen partnerships with cooperating partners, donors, civil society and private sector.

The strategy will be used as a tool to bring in local, regional and even international stakeholders that values transparency and accountability through a public awareness campaign on education management and early grade reading.

Funding for the campaign does not need to be limited to only STEP-Up Zambia and private sector engagement, but can bring on board other stakeholders. A high visibility campaign provides a tool to bring on board new partners, especially private sector that like their brand to be aligned with a campaign that is top of mind for their consumers and stakeholders. For this reason the year one budget is focused especially on mass media components that have high visibility.

Different resource mobilization strategies have been formulated specifically for this campaign.

The following are suggested:

Current and New Donors

Education continues to be an interest for many donors, who understand the direct correlation between an educated populous with healthy, safe, and prosperous nation.

Understanding the importance of a public awareness and internal mobilization campaign of this nature is easier for these groups. It is important that raising money for this campaign does not detract from existing funding obligations, but there is the option for donors to increase their funding in the next financial year.

New donors can also be targeted based on strategic priorities.

In Kind Donations

Not all funding needs to be in form of cash injections. In kind donations come in many forms that can be beneficial to the campaign and can replace the need for cash outlay.

Private Sector Investments

- Leveraging public private partnerships (PPP) is a viable way to procure both cash and in-kind investments into the campaign. The (PPP) Strategy is attached as Annex 4 to this report.

Campaign Multi-Year Budget

Summary of resources required to roll-out campaign in accordance with campaign strategy

NO	COMPONENT	TOTAL COST	YEAR 1	YEAR 2	YEAR 3	FUNDS AVAILABLE	GAP	FUNDED BY

NO	COMPONENT	TOTAL COST	YEAR 1	YEAR 2	YEAR 3	FUNDS AVAILABLE	GAP	FUNDED BY
TOTAL								

Bringing the Campaign to Life

The National Mobilization Campaign falls under the MOGE strategic priorities and aims to impact on the overall mission and goal of the ministry. The success of the campaign is determined by multiple factors, including the ability to raise the appropriate resources to roll out and sustain the campaign for its three year period.

The importance of the campaign is its ability to once again put education and the promise of improved national learner performance to propel Zambia to the middle income nation as set out in Vision 2030 at the forefront of the nation’s attention.

Education is a priority for all. This campaign can solidify interests and leverage resources for a successful campaign that addresses education management for improved learner performance in early grade reading, to lead to overall academic success. It will also motivate and reward education sector employee’s success in the critical role they play in the achievement of academic success.

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