SINDH BASIC EDUCATION PROGRAM

COMMUNICATION STRATEGY

JULY 2016

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ABBREVIATIONS & ACRONYMS

ADS	Automated Directives System
A&E	Architect and Engineering
CBOs	Community Based Organizations
COR	Contracting Officer's Representatives
CD-ROM	Compact Disc – Read-Only-Memory
CMP	Sindh Community Mobilization Program
CWG	Communication Working Group
DO	Development Objective
DOC	Development Outreach and Communication office
DSLR	Digital Single-lens Reflex
ELD	Education and Learning Department
EMO	Education Management Organization
G2G	Government to Government
GoS	Government of Sindh
GPE	Global Partnership for Education
HANDS	Health and Nutrition Development Society
HRMIS	Human Resource Management Information System
IEC	Information Education Communication
ICT	Information and Communications Technology
IP	Implementing Partner
IR	Intermediate Result
IRC	Indus Resource Center
IRD	International Relief & Development
LCDP	Lyari Community Development Project
M&E	Monitoring and Evaluation
MEP	Monitoring and Evaluation Plan
MDF	Management and Development Foundation
MNA	Member of National Assembly
MPA	Member of Provincial Assembly
MSF	Mission Strategic Framework
NESPAK	National Engineering Services Pakistan (Pvt) Limited
NGOs	Non-Governmental Organizations
Non-G2G	Non-Government to Government
PBUH	Peace Be Upon Him
PC-1	Planning Commission Form 1
PMIU	Program Management and Implementation Unit
PMIU-CS	Program Management and Implementation Unit – Communication Section

PPP	Public Private Partnership
PR	Public Relations
RSU	Reform Support Unit
SBEP	Sindh Basic Education Program
SCDP	Sindh Capacity Development Project
SMC	School Management Committee
SRP	Sindh Reading Program
SRSO	Sindh Rural Support Organization
TEO	Taluka Education Officer
TOR	Terms of Reference
USAID	United States Agency for International Development
USG	United States Government
VTT	VTT Global (Strategy and Management Consultants)

EXECUTIVE SUMMARY

The United States Agency for International Development (USAID) is providing technical and financial assistance to the Education and Literacy Department (ELD), Government of Sindh (GoS) to implement the Sindh Basic Education Program (SBEP). The program is being implemented under DO4 of USAID/Pakistan's Mission Strategic Framework (MSF) through an Activity Agreement signed on 21st September 2011. The program aspires to "increase and sustain student enrollment in primary, middle and secondary schools in target geographical locations in Sindh". The program covers both rural and urban areas of Sindh. It is being implemented in seven districts of North Sindh (Sukkur, Khairpur, Larkana, Qambar-Shahdadkot, Jacobabad, Kashmore and Dadu) and five towns of Karachi (Kemari, Liyari, Orangi, Gaddap and Bin Qasim).

This document outlines a unified SBEP communication strategy to enhance program visibility, showcase program successes and achievements as well as to improve public perception of GoS/ELD. This strategy is envisioned as a live document and will be reviewed and updated periodically by the designated person appointed by the CWG, to deal with the changing communication contexts, needs and requirements. It is closely aligned and linked to the SBEP main objectives and sub-objectives as stipulated under Development Objective (DO) 4, of USAID/Pakistan's Mission Strategic Framework (MSF) in the Monitoring and Evaluation Plan (MEP) developed and finalized in December 2015.

The communication objectives are:

1. To raise awareness of respective target audiences in project districts and towns in Sindh that SBEP is being implemented by the Education & Literacy Department, GoS with financial assistance from USAID – From the American People
2. To communicate that SBEP construction schools are child friendly, safe, secure and offer a range of facilities and services
3. To publicize opportunities and services for students and out-of-school children, particularly girls, to attend SBEP schools / non-formal education and school hygiene and nutrition programs
4. To inform and engage respective target audiences about project interventions on improving reading for children in primary grades while providing ICT skills, teaching and learning materials and in-service training opportunities for teachers/educators and teaching assistants
5. To support the strengthening of School Management Committees (SMCs)
6. To promote and support institutionalization of the public private partnership (PPP)/ Education Management Organization (EMO) model within ELD

This strategy synchronizes the communication objectives with the SBEP goals and objectives by identifying target audiences, key messages and communication channels/tools under the current partnership arrangement to deal with communication challenges. However, there are other issues that should be taken on board by the PMIU/GoS, USAID and other partners such as engaging their own staff members, talking to key audiences, prioritizing the audience and promoting team work.

SBEP is managed and implemented under partnership arrangements. A Program Management and Implementation Unit (PMIU), headed by the Program Director has been established within ELD to oversee construction of schools affected by the 2010 floods and supporting GoS's policy reform to merge, consolidate and upgrade schools through construction. Other partners are entrusted with implementing components such as: the Architecture & Engineering (A&E) services (Halcrow Pakistan), the Sindh Reading Program (SRP by Chemonics International), the Sindh Community Mobilization Program (CMP by International Relief and Development – IRD) and the Sindh Capacity Development Project (SCDP by Deloitte Pakistan in partnership with the Social Policy and Development Centre – SPDC).

The partnership arrangements pose many challenges to the achievement of these communication objectives, something that USAID highlighted at the onset of the program. All partners focus on their own objectives, activities and plans accordingly using their own budgets. One of the bigger issues is to deal with coordinating and integrating communication activities to optimize the benefit and to make communication interventions more powerful and effective. However, it appears that corroborating the activities, budgets and work plans from respective partners may present a greater challenge to operationalize.

The review of secondary sources as well as interviews and discussions with key stakeholders suggest that all stakeholders are faced with challenges while communicating with their respective internal and external target audiences. Thus, all stakeholders recognize the need for a unified, evidence-based and robust communication strategy.

Due to the absence of a coherent communication strategy, USAID is concerned about low program visibility and nonexistence of a cohesive approach to communication, particularly in crisis situations. USAID is also concerned about highlighting USAID's programs and assistance to Pakistan and aligning communication with mission priorities.

The ELD also faces challenges in terms of communicating with its internal and external audiences. To deal with these challenges, the department maintains and manages a website with support from the Curriculum Wing. In addition, the RSU administers, manages and implements ELD communication strategy emphasizing positive image building, branding/informing a wider audience and strengthening internal and external communication. However, there is a strong sense within ELD that its role is not projected effectively and that ELD has no proper ownership of SBEP.

The SBEP's PMIU has limited capacity and technical as well as financial resources to cope with the communication demands in an effective and timely manner. In addition, it was also pointed out during stakeholders' interviews that often, communication budgets go unspent/underspent due to the lack of strategic direction and clear plans.

Following are some action points that will support the implementation of this communication strategy.

PMIU Communication Section (PMIU-CS) – It is suggested that a separate communication section (CS) within PMIU should be established with technical input from SCDP. The composition of PMIU Communication Section can be discussed and agreed up based on the experience of other USAID projects as outlined in the subsequent sections in this document. The PMIU-CS should be responsible for coordinating, managing and implementing this communication strategy. The ELD has a broader scope of work and has wider statutory, programmatic and budgetary responsibilities for the whole province. The PMIU-CS, however, could focus only on SBEP target districts and towns to provide effective and timely support for communication activities. The PMIU-CS could well be supported by RSU in terms of providing guidance and technical expertise. In addition, USAID, SBEP partners and ELD can also contribute and bring together their technical and financial resources to provide a sound launch pad for the implementation of this communication strategy.

However, budgetary arrangements, technical staffing/skill composition and modalities of establishing a communication section within PMIU need to be discussed and agreed upon among USAID, ELD/PMIU and GoS.

Rebranding – In addition to the English tagline "from the American people", it will be useful to mark the communication material particularly for external audiences in the national and local languages to enhance the visibility and showcasing of USAID in SBEP activities. The text translations already exist in Urdu and Sindhi, however, they are not consistently used in the field activities.

One of the unique features of the SBEP construction school is the image and consistency in building design that can potentially be used as a brand identity. The fact that each SBEP construction school is identical and easily recognizable gives it a brand value as well as being a powerful message carrier for the program. The image of the SBEP construction school leaves an impression of a child-friendly, safe, well-equipped and high quality institution which the project aspires to promote. Thus, school image could be used in some way as brand image.

To make SBEP messages clear, simple and crisp, it will be useful if SBEP is translated and used in local and national languages. The extent of tralsations required should be discussed and agreed upon with partners at CWG forum. The localized and simple to understand project

name will add value to the branding of SBEP. It is suggested that the translations in Sindhi and Urdu are used in all communications with external audiences by all SBEP partners.

In addition, a project slogan could also be used that will add value to the brand and contribute towards enhancing SBEP visibility and showcasing. The project slogan can be discussed, agreed upon, translated and used in branding SBEP, such as "modernizing education in Sindh".

Coordination and Integration – The SBEP could benefit from a focus on better coordination and integration in implementing communication activities. The focus on coordination could bring harmonization between different activities carried out by different partners to achieve shared goals and objectives. By integrating SBEP communication activities, partners could adopt practices such as developing a shared calendar of communication activities in organizing events/activities in target districts.

To further promote internal communication, the SBEP website could have a link to a separate internally accessible SharePoint/CMS/Intranet resource/portal, where all program partners and USAID, PMIU/ELD, GoS could have access to internal documents, information, activities/events calendar, templates for presentations, press releases, reports and a photo-library etc. The technical feasibility and cost implications can be explored in coordination with partners in CWG meetings.

Informing and Updating the Communication Strategy – This communication strategy is conceived as a live document; it should be updated on regular basis. In order to keep this strategy relevant and up-to-date with the ground reality, it is important to develop some type of feedback loops/mechanisms to collect views, feedbacks, comments and suggestions from primary, secondary and tertiary audiences. In addition, any communication channels or tools to be employed should be pretested for their effectiveness, relevance and appropriateness to the target audience. Similarly, messages should also be tested with target audiences for usefulness, validity and reliability.

Media Management – To deal with the print and electronic media, it is important to have a team that can respond to direct media queries and convey these queries to the relevant designated team members. The composition of team and required resources should be discussed and agreed upon at CWG forum. If not dealt with in a timely manner, simple media queries could turn into a full-blown crisis.

Informing and briefing relevant staff members from all partners, including ELD/PMIU/RSU and USAID is essential. The US Embassy policy requires the Embassy/Consulate spokesperson to clear statements on any USAID or US Government programs. Any direct quotes from a USG employee must also be cleared by the Information Officer. However, implementing partners are required to report any such cases to COR, Program Manager and DOC and should not directly approach the Embassy/Consulate spokesperson, unless

explicitly advised by COR, PM, DOC. USAID would facilitate the internal clearance mechanism as appropriate.

It should be ensured that no staff members talk to external parties about the issue without prior authorization from ELD/GoS and USAID. It will be useful to designate a spokesperson to respond to the media and external parties. The US Embassy spokesperson must be informed of media inquiries, and any quotes from a USG employee must be cleared by the Embassy spokesperson. However, this has to be done in line with the internal mechanism through CORs, relevant program managers and DOC.

It is also important to identify supporting voices within media that could help cope with a crisis situation when it arises. A media coordination group at all levels will be helpful in putting factually correct and accurate news in the public domain. It will be useful if orientations, briefings are given to journalists, media persons, anchors, and bloggers on a regular basis.

INTRODUCTION

This document is intended to outline a unified Communication Strategy for USAID supported Sindh Basic Education Program (SBEP). The United States Agency for International Development (USAID) signed an Activity Agreement in 2011 with the Government of Sindh (GoS) to provide technical and financial assistance for the sole purpose of implementing the Sindh Basic Education Program (SBEP)[1].

This communication strategy is developed in a simplified manner to spell out, understand and realize complexities of partnership arrangements more methodically and with objectivity. This strategy is closely aligned with the SBEP main objectives and sub-objectives as stipulated under Development Objective (DO) 4, of USAID/Pakistan's Mission Strategic Framework (MSF) in the Monitoring and Evaluation Plan (MEP) finalized in December 2015. This strategy is envisioned as a live document and will be periodically reviewed and updated to deal with changing communication contexts, needs and requirements.

At the inception of the process to develop this strategy, a meeting with the Communication Working Group (CWG) was held on 26th January 2016 at SPDC's office in Karachi. The CWG is formulated with representation from USAID, ELD, PMIU, RSU, CMP, SRP, SCDP and SPDC. Please see Annex–1 for minutes of the meeting.

To ensure that the communication strategy is evidence-based, data was collected through reviewing available published and unpublished materials and reports, newsletters and websites. Interviews and discussions were also conducted with key communication staff at USAID, PMIU, ELD, CMP, SRP and SCDP in Karachi, Sukkur and Khairpur. In addition, field staff from project partners and representatives from local partners of CMP (i.e. HANDS and IRC) were contacted and interviewed. Discussions with teachers, head teachers, parents, students, representatives from SMCs, the Director, Education (Sukkur Division) and a local politician (Khairpur) were also carried out in Sukkur and Khairpur districts. A few pictures from one of the schools visited in Khoro Goth, District Khairpur are presented in Annex–2.

At the end of the field visits to Sukkur and Khairpur districts, a debriefing meeting took place on 3rd March 2016 at SPDC's office in Karachi (please see Annex–3 for minutes of the meeting). The debriefing meeting was attended by the representatives from SCDP and SDPC.

[1] Activity Agreement for the Sindh Basic Education Program, GoS/USAID, 21st September 2011. http://www.sbep.gos.pk/pde-file/Sindh%20Basic%20Education%20Program%20-Activity%20Agreement.pdf accessed on 13/04/2016

SINDH BASIC EDUCATION PROGRAM (SBEP)

The overall purpose of SBEP is to "increase and sustain student enrollment in primary, middle and secondary schools in target geographical locations in Sindh"[2]. The target rural districts and towns are:

- Sukkur District
- Khairpur District
- Larkana District
- Qambar-Shahdadkot District
- Jacobabad District
- Kashmore District
- Dadu District
- Kemari, Liyari, Orangi, Gaddap and Bin Qasim Towns

The overall purpose will be achieved by 2018 through seven program components i.e. two government to government (G2G) and five non-government to government (Non-G2G) components. These components are listed below:

Government to Government (G2G)

PMIU / ELD, GoS

Component 1: Construction of schools affected by the 2010 floods

Component 2: Support to Government of Sindh policy reforms to merge, consolidate and upgrade schools through construction

Non-Government to Government (Non-G2G)

Sindh Reading Program (SRP)

Component 3: Improvement in early grade reading in primary schools

Sindh Community Mobilization Program (CMP)

Component 4: Community mobilization, with a focus on increasing girls' enrollment and improving the nutritional status of children

[2] Government of Pakistan (GoP), Planning Commission Form I (PC-I).

Sindh Capacity Development Project (SCDP)

Component 5: Technical assistance to the Department of Education, including devising, promoting, coordinating and implementing communication strategy for all program partners and PMIU

Component 6: Monitoring and Evaluation

Architecture & Engineering (A&E) Services Contract - Halcrow

Component 7: Architect and Engineering (A&E) Services

The program supports Development Objective (DO) 4 (Improved Opportunities for Learning and Work) of USAID/Pakistan's Mission Strategic Framework (MSF). The objectives and sub-objectives of SBEP are:

Objective 1: Enriched Learning Environment for Students and Out-of-School Children

- Sub-Objective 1.1: Improved Educational Facilities
- Sub-Objective 1.2: Greater Opportunities for Improving Child Health

Objective 2: Improved Quality of Education

- Sub-Objective 2.1: Improved Reading Instruction for Children in Primary Grades
- Sub-Objective 2.2: Improved ICT Skills

Objective 3: Improved Civil Society Engagement and Advocacy

- Sub-Objective 3.1: SMCs Strengthened

Objective 4: Improved Government Capacity to Manage Education Programs

- Sub-Objective 4.1: PPPs Institutionalized in ELD
- Sub-Objective 4.2: Knowledge of Education Challenges and Innovative Interventions Generated for Policy Reform and Implementation

ROLES AND RESPONSIBILITIES

The Sindh Basic Education Program (SBEP) is overseen by a Program Steering Committee (PSC) and is being implemented with supervision and guidance from USAID (in seven districts and five towns in Sindh) under partnership arrangements. A Program Management and Implementation Unit (PMIU) is established within the Education & Literacy Department (ELD) and Cost-Plus-Fixed-Fee (CPFF) completion type contracts were awarded to support SBEP, i.e. Sindh Community Mobilization Program (CMP), Sindh Reading Program (SRP) and Sindh Capacity Development Project (SCDP). Halcrow Pakistan is entrusted to oversee architecture and engineering services, construction management and supervision of new schools (Component 7: Architect and Engineering (A&E) Services). In addition, NESPAK is responsible for due diligence, third party validation and quality assurance of the construction process.

The ELD has a web portal as its key resource for communicating with its wider audiences. The web portal is managed and maintained by the Curriculum Wing which is also pushing the agenda to make this web portal more informative and interactive to cater for the communication needs of both internal and external audiences (see Annex–4).

An Internal Communications System (Dashboard) is also under development by RSU to share documents, notifications and information between ELD/RSU staff. This system will be integrated with the Human Resources Management Information System (HRMIS) and the Complaints Management System.

However, there is a general sense within ELD that communication is not considered an important area of departmental operation and the department is not using communication to its full potential. The required resources are not committed and, consequently, work happening on the ground is not fully communicated to ELD and thus not reported. The department is making efforts to identify and designate a focal person at the district level and a system of monthly reporting on the activities within the respective districts. The department is also working to build the capacity of its district staff and provide them with necessary equipment i.e. DSLRs and laptops, to ensure effective and timely reporting of the events taking place on the ground. In addition, the interviews and discussions suggest that the role of ELD is not projected effectively and that there ELD has no proper ownership of SBEP. Internal communication is quite weak to the extent that even within ELD, staff is unaware that SBEP is a GoS/USAID collaborative initiative. The sharing of information within PMIU and ELD is also identified as one of the key issues that require attention. There is a strong desire within ELD to claim ownership of SBEP and communicate directly to its target audiences. However, this has to be done in compliance with the USAID guidelines, until the life of the program.

The ELD's PMIU is an integral part of SBEP's "transparent and efficient management" that ensures "programmatic quality and effectiveness, technical coordination, internal and external communication, accountability and sound administration"[3]. In addition, PMIU's Terms of Reference (TOR) outline "publicizing the achievements of the Program through paper and electronic media to improve visibility"[4] as one of its core functions. However, the interviews and discussions with key stakeholders indicate that currently, PMIU has limited capacity and technical as well as financial resources to cope with the communication demands and challenges. The discussions and interviews also point out that often communication budgets go unspent/underspent due to the lack of strategic direction and clear plans. It is important to note that other well-publicized USAID supported programs with high visibility and successful communication outputs usually tend to comprise of a minimum of three people team. These are; a senior communications specialists/director supported by a subordinate communications team member plus a graphic designer. The current team compositions should be considered to evaluate the existing situation, and if feasible, the optimum composition can be considered to respond to SBEP's communication needs effectively so that the desired outputs and results are adequately achieved. It is suggested that SCDP can further learn from other USAID projects and share its recommendations to further strengthen the PMIU and SBEP components. However, the implementation of SBEP communication strategy must not be put on hold for these assessments and/or recommendations.

The ELD's communication unit is housed in and managed by the Reform Support Unit (RSU) but it has not been able to fulfil ELD's all communication needs. The RSU attemps to administer, manage and implement ELD communication strategy emphasizing positive image building, branding/informing the wider audience and strengthening internal and external communication (see Annex–5). For this purpose a range of communication tools are used for example, positive image building is done through social media campaigns by highlighting success stories of teachers and students. Similarly, the branding objective is achieved through advertisements, flyers, corporate documentary, radio and TV commercials, billboards, etc. One of the key functions of the communication unit at RSU is to provide technical and advisory support to relevant projects/programs on the content, packing and dissemination of information products. In addition, the unit can also provide support for crisis and reputation management i.e. timely responding to media reports.

A quarterly newsletter is also published by the RSU and disseminated among internal and external stakeholders, especially the media. Regular press releases are sent to the media to update them about reform initiatives. The unit also updates all the activities on different social media sites such as, Facebook, Twitter, Instagram and the YouTube channel. Events like Mother

[3] SBEP PC1, http://www.sbep.gos.pk/pde-file/ECNEC-PC-1.pdf

[4] Item (S) in SBEP PC1, http://www.sbep.gos.pk/pde-file/ECNEC-PC-1.pdf

Language Day, Women's Day, Book Day Festival were also celebrated with the government school students and teachers.

The RSU is currently working on revamping the website. For awareness, different programs posters, flyers, brochures, print advertisement have been designed and developed. Success stories from the field are also collected through the Local Support Unit (team in the field in all districts) and are posted on social media pages.

In 2014, ELD received a grant of USD 66 million from the Global Partnership for Education (GPE) to support reforms in Sindh's education sector, particularly for HRMIS, the school monitoring system and the Communication Unit[5]. The RSU is entrusted with managing the grant to support the Sindh Education Sector Plan 2014-18 (SESP).

Based on the succinct review of the SBEP organizational arrangement it is suggested that a separate communication section within PMIU (PMIU-CU) is established. The PMIU-CS should be responsible for coordinating, managing and implementing SBEP communication strategy. Since ELD has a broader scope of work, wider statutory, programmatic and budgetary responsibilities for all districts in Sindh, PMIU-CS could only focus on SBEP target districts and towns to provide effective and timely communication support. In addition, the mechanism of USAID assisted projects where USAID closely monitored all communications; it cannot be left directly to ELD. The PMIU-CS could well be supported by RSU in terms of providing guidance and technical expertise. In addition, USAID, SBEP partners and ELD also contribute with technical and financial resources to provide a sound launch-pad for the implementation of this communication strategy.

[5] Sindh Capacity Development Project (SCDP), SOL-391-000005, Description/Specification/Statement of Work, p.17.

COMMUNICATION GOALS AND OBJECTIVES

In a broader sense, the goals of any communication strategy are to provide information about the project interventions, initiate dialogue among program participants and beneficiaries, create a consensus among groups, advocate and invite participation in social mobilization and advocate social and individual behavioral change.

However, the communication goals for SBEP are translated in line with project objectives to raise awareness, inform and encourage behaviour change among the stakeholders/program beneficiaries. There are three main goals of this communication strategy.

- Enhancing visibility of SBEP and the American people's assistance
- Supporting achievements of programmatic objectives and showcasing SBEP successes
- Improving public perception of GoS / ELD

It is important that these SBEP program objectives and goals are used to articulate and formulate SBEP communication objectives. The communication objectives underpin the contribution of this strategy to achieve overall SBEP goals and objectives. The communication objectives are clearly defined in detail and linked with the SBEP four main objectives stipulated in DO4 in MSF. The communication objectives are presented below:

SBEP Objectives	Communication Objectives
Objective 1: Enriched Learning Environment for Students and Out-of School Children • Sub-Objective 1.1: Improved Educational Facilities • Sub-Objective 1.2: Greater Opportunities for Improving Child Health	1. To raise awareness of respective target audiences in project districts in Sindh and Karachi that SBEP is being implemented by the Education & Literacy Department, GoS with financial assistance from USAID – From the American People. 2. To communicate that SBEP construction schools are child friendly, safe, secure and offer a range of facilities and services. 3. To publicize opportunities and services for students and out-of-school children, particularly girls to attend SBEP schools / non-formal education and school hygiene and nutrition programs.
Objective 2: Improved Quality of Education • Sub-Objective 2.1: Improved Reading Instruction for Children in Primary Grades • Sub-Objective 2.2: Improved ICT Skills	4. To inform and engage respective target audiences about project interventions on improving reading for children in primary grades while providing ICT skills, teaching and learning materials and in-service training opportunities for teachers/educators and teaching assistants.

Objective 3: Improved Civil Society Engagement and Advocacy • Sub-Objective 3.1: SMCs Strengthened	5. To support strengthening of School Management Committees (SMCs).
Objective 4: Improved Government Capacity to Manage Education Programs • Sub-Objective 4.1: PPPs Institutionalized in ELD • Sub-Objective 4.2: Knowledge of Education Challenges and Innovative Interventions Generated for Policy Reform and Implementation	6. To promote and support institutionalization of the public private partnership (PPP)/ Education Management Organization (EMO) model within ELD.

COMMUNICATION CHALLENGES

The interviews and in-depth discussions with key contacts from USAID, PMIU, ELD, CMP, SRP and SCDP, teachers, head teachers, SMC representatives, parents, students and members of communities, district education officials and local implementing partners provided an insight into the communication challenges with which these stakeholders are faced. These external and internal communication challenges are outlined here:

External Communication Challenges

- Poor SBEP visibility
- No clear communication goals and objectives of SBEP
- No clear, concise and consistent messages
- Unable to effectively communicate program messages to the target audiences
- Poor and one-way communication – no two-way communication i.e. no systematic feedback loop
- No mechanism of knowing and managing stakeholder expectations
- Ineffective flow of information, no communication platform and linkages
- Reactive/defensive approach – not proactive
- Static website – not dynamic and generally not up-to-date
- Resource constraints – no clear understanding of what and how much is available
- Lack of stakeholder engagement
- Generally a sense of confusion and lack of understanding among teaching staff about the operational issues of SBEP construction schools (newly constructed)
- School staff have no prior information and understanding of EMO arrangements/functioning
- Members of communities want to see local teaching recruitments under EMO arrangements
- Inconsistent brand identity/confusing
- No clear guidelines for crisis communication/managing media
- No SBEP brand recognition so far

Internal Communication Challenges

- No unified communication strategy of SBEP
- General perception of lack of ownership within ELD/PMIU
- No dedicated communication unit within ELD or PMIU
- No dedicated communication unit for SBEP
- Lack of awareness of SBEP within ELD and respective district officials
- Challenges for effective coordination among partners and PMIU/ELD
- Lack of systems, process and procedures for internal communication
- Lack of opportunities for cross program engagement among partners' staff

Both external and internal communication challenges pose greater risks to the program image and reputation. It is important to note that primary, secondary and tertiary audiences (described in the subsequent section) collectively face external and internal challenges and hold the key to program success or failure. This communication strategy addresses most of the external and internal communication challenges through articulating clear and consistent brand identity, understanding key audiences, developing key messages and identifying relevant communication channels and tools. However, there are other issues that should be taken on board by the PMIU/GoS, USAID and partners such as engaging staff members, talking to key audiences, prioritizing audience and promoting team-work.

Another useful way that could benefit SBEP is to focus on better coordination and integration in implementing communication activities. For this purpose, a mechanism and clearly outlined terms are needed for partners to work together and to successfully coordinate and implement their communication activities. The focus on coordination could harmonize communication activities carried out by different partners to achieve shared goals and objectives. Integration, on the other hand, could also help SBEP partners in understanding what each partner is doing and could help adopt practices such as developing a shared calendar of communication activities.

To further promote internal communication, the SBEP website could have link to a separate internally accessible SharePoint/CMS/Intranet resource/portal, where all program partners and USAID, PMIU/ELD/GoS could have access to internal documents, information, activity/event calendars, templates for presentation, press releases, reports etc. and photo-library etc.

Media Management/Crisis Communication

In addition to external and internal communication, SBEP also faces challenges while dealing with media (print, broadcast and social media). At present, PMIU has no direct access or permission to interact with media and all media interaction has to take place through the Information Department, GoS while PMIU only manages the SBEP website. The ELD has no dedicated PR or social media staff with the ability to deal with media. In crisis situations, the Secretary, ELD is approached for comment from the media in the absence of any official spokesperson. The ELD does not provide news and information to highlight its achievements through the media. The only way to release news and information is through its website which is in a process of a revamp. There is a strong sense that ELD has not proactively engaged with the e media for various reasons. Media engagement is currently not seen as a priority and perhaps is an opportunity missed to showcase the 'good news from Sindh's education sector'.

USAID has a greater control over media engagement. There is a sense that the partners are not allowed to directly engage with the media while press releases can be issued by the partners after getting clearance from USAID. No partner is authorized to develop and manage separate social media pages. USAID pursues its policy pertaining to social media and its team manages social

media pages and updates them on a regular basis. It is highlighted during interviews and discussions that PMIU can have dedicated social media pages; however operational issues and modalities need to be worked out.

The discussions and interviews with partners also indicate that more understanding and clarity about the media engagement protocols is required. A few possible scenarios where SBEP could receive negative media reports could be allegations of mismanagement or misappropriation of funds, corruption, conflict of interest or nepotism and school handing over to EMOs. Negative reports about these issues could create a crisis situation. Thus, it is important to note that media reporting and relations should be at the center of any media crisis.

In a crisis situation, it is absolutely essential to contextualize the issues, show willingness to take action and be transparent about the crisis. In addition, it is also important to note that some media reports are based on insider information from unsupportive or disgruntle groups, segments or individual project personnel based on political differences with the project leadership or undesirable change in their roles and/or responsibilities. The negative reports involving foreign funding are picked up by the media quite readily without checking their accuracy and authenticity. The situation further deteriorates when journalists or TV anchors get in touch with one of the SBEP partners or ELD local offices and could not either get hold of any one or are told that they are not authorized to provide information. To deal with situations like these, it is important to have a team that can deal with the situation and direct media queries to the relevant and designated team members in a timely manner. If not dealt with in time, it can turn into a full-blown crisis. Some of the common tactics for crisis communication are listed below[6]:

Deciding whether to go public – In a situation when a story is in the media, it is important to make a decision about to go public and put out a statement without wasting any time.

Identifying your key messages – The decision has to be made about the official line on the issue and details of dealing with the situation and what message you are going to transmit.

Developing a statement – Any message to deal with the crisis should be short, crisp and clearly explain the official position. The statement should be short, direct and unambiguous.

Identifying and briefing spokesperson – It is critical to identify someone suitable to speak on the issue and provide them short anticipated questions and answers.

[6] Crisis Management - https://knowhownonprofit.org/campaigns/communications/media-coverage/crisis-management

Checking all communication mechanisms and establishing protocols – Both for print and broadcast media it is important to ensure that statement is ready and released in time and clearly displayed on your website.

Dealing with media – Timing is crucial, act fast, answer calls from journalists and media persons and make yourself or a key contact that is available to talk to them.

Briefing your staff – Informing and briefing relevant staff members from all partners, including ELD/PMIU/RSU and USAID, is essential. Ensure that no staff members except the designated spokesperson talk to anyone outside about the issue without prior authorization.

Identifying supporting voices – Supporting voices within media could help cope with the crisis. A media coordination group at all levels will be helpful in putting factually correct and accurate news in the public domain. It will be useful if regular orientation, briefings are given to journalists and media anchors on a regular basis.

Monitoring social media – Closely monitoring social media is necessary and a regular scan of Twitter, Facebook and YouTube will be helpful to monitor news feeds and any mention of the program.

COMMUNICATION OPPORTUNITIES

Despite identifying several communication challenges, it is important to point out that at the same time there are also opportunities which might be used to inform the SBEP communication strategy.

1. In Pakistan, as well as in Sindh, a large number of households have access to electronic media as well as telecommunication and cellular technology. The use of mobile phones and access to the mobile internet is spreading in Sindh where 83.9% of households have access to a mobile phone[7]. Data is not available for all target districts, however, data collected from Sukkur district for another USAID-assisted project shows that 63.5% of households own at least one television, 9.4% of households own a radio, 90% of households own one or more mobile phones and 33% of women are reported to own a mobile phone[8]. The communication strategy can benefit by using electronic media, telecommunication and cellular technology to reach a range of audiences for delivering project messages in a timely, cost effective and efficient manner. Some existing platforms such as SRP's text messaging can also be utilized for this purpose.

2. Another communication opportunity is the showcasing of newly-built /completed SBEP construction schools. These schools provide an opportunity to showcase a finished, job-well-done and a successful model for show & tell on how future SBEP schools will operate in other project districts. This strategy of showing and providing evidence to wider audiences in other SBEP districts will act as a trust and confidence-building measure to help build a supportive environment for SBEP future interventions in other project areas.

3. The current situation in terms of political support, USAID commitment and technical/financial assistance for basic education is a great opportunity to design and implement an effective communication strategy. The SBEP partners have allocated budget and resources to support communication activities. In addition, PMIU, ELD and RSU can also pool in and bring financial and technical resource to support the implementation of SBEP communication strategy.

4. The universal support for education is a great opportunity to promote inclusivity and diversity using international conventions and declarations, such as the UN Convention on the Rights of the Child (1989), World Declaration on Education for All (1990), UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), UNESCO's Education for All Initiative (1994) and USAID's Let Girls Learn Initiative.

5. A calendar of 'special days' with a focus on education such as International Literacy Day, Teachers' Day, International Day for Girl Child and Universal Children's Day, provide an excellent opportunity for SBEP to showcase.

[7] Pakistan Social and Living Standard Measurement Survey, 2012-13.

[8] 360 Degree Media Report, USAID – Maternal and Child Health Program (MCH) Indicator Survey, 2013

TARGET AUDIENCE

The identification of the target audience is a difficult process as it has implications on financial resources, time spent on communication activities and effectiveness of any communication strategy. Before the process of identification of the target audience starts, it is useful to recognize that SBEP will not be able to and shall not try to reach everyone with any interest in the project interventions. Therefore, attempts have to be made to target those who care most about the project, and are easy to reach within the available time and financial resources.

Based on the interviews, discussions and meetings with partners and various other stakeholders, the target audience can be categorized into three groups: primary, secondary and tertiary. The primary audience holds the key to success or failure of the SBEP, such as students, parents and teachers etc. The secondary and tertiary audiences are those who can influence the primary audience such as district education officials, field staff from SBEP partners etc.

<table>
<tr><th colspan="2">Primary</th></tr>
<tr><td colspan="2">

Boys and girls of school age (primary, middle and secondary) in target districts and towns of the Sindh province

New enrollment
Dropout (re-enrollment)

Parents
Teachers and head teachers from construction, campus and surrounding schools
General public/communities in target districts

</td></tr>
<tr><th colspan="2">Secondary</th></tr>
<tr><td colspan="2">

District and divisional education managers i.e. directors/DEOs/TEOs/Supervisors etc.
Staff from PMIU, ELD, CMP, SRP, SCDP
Field staff from CMP, SRP, PMIU, ELD
Field staff from implementing partners (HANDS/ IRC for CMP and SRSO, MDF, VTT, Teli-Taleem, LCDP, Al-Ansar Trust for SRP)
All staff at ELD, PMIU, CMP, SRP, SCDP, RSU

</td></tr>
<tr><th colspan="2">Tertiary</th></tr>
<tr><td><u>High Priority</u>

District Commissioners/district administration functionaries
Education Management Organizations (EMOs)
Policy makers/ELD officials/RSU
USAID Pakistan, USAID in US, US Government Officials in Washington DC, Members of the US Congress
Local, regional and national print and electronic media
Blog writers, reports, journalists, anchors from print and electronic media
Religious leaders/scholars
Local community leaders

</td><td><u>Low Priority</u>

Local politicians, MNAs/MPAs and member of political parties
Local government representatives/office bearers
Mobile and telecom. companies
Teachers unions
Local CBOs/ NGOs
Other government departments/ projects involved in education related learning and training activities

</td></tr>
</table>

KEY MESSAGES

The communication objectives are developed to support SBEP implementation and are used here to formulate key messages. An effective message is a clear idea that sums up the project goals and objectives and guides the whole process of communicating with target audiences. The key project messages should be short, simple, direct and clear. They should be credible, memorable, positive, active, free of jargon, easily identifiable and adoptable in different communication tools[9].

It is crucial that key messages address the knowledge, thinking process and actions of the SBEP target audience; in addition, that key messages are consistent and easy to comprehend for target audiences. The messages should be able to communicate why SBEP matters and how it affects the person or group being addressed. In addition, other useful ways of third-party endorsement/validation and messages for opposing voices should also be taken on board. The messages should be able to influence perceptions, interests, roles and responsibilities of respective target audiences.

Communication Objectives	Key Messages
1. To raise awareness of respective target audiences in project districts in Sindh and Karachi that SBEP is being implemented by the Education & Literacy Department, GoS with financial assistance from USAID – From the American People	• SBEP school is constructed with the help from the American people (USAID) - to support Education & Literacy Department, GoS
2. To communicate that SBEP construction schools are child friendly, safe, secure and offer a range of facilities and services.	• SBEP schools are child friendly, disaster resilient and secure with gated boundary walls • SBEP schools are gender sensitive and equipped with libraries, science & computer labs, playgrounds, electricity, water and toilets • SBEP schools offer a conducive learning environment
3. To publicize opportunities and services for student and out-of-school children, particularly girls to attend SBEP schools/non-formal education and school hygiene & nutrition programs	• SBEP offers learning opportunities in both formal and non-formal settings • SBEP schools care about children health, hygiene and nutrition

[9] Project Communication Guide, Interreg IVC Program, European Union Regional Development Fund. EU/Pinnacle, 2012.

4. To inform and engage respective target audiences about project interventions on improving reading for children in primary grades while providing ICT skills, teaching and learning materials and in-service training opportunities for teachers/educators and teaching assistants	• SBEP is working to provide quality education to improve reading and ICT skills • SBEP is enhancing capacity of teaching staff through training opportunities to help students improve reading and ICT skills.
5. To support strengthening of School Management Committees (SMCs)	• SBEP promotes greater involvement of parents in managing SBEP schools
6. To promote and support institutionalization of the public private partnership (PPP)/ Education Management Organisation (EMO) model within ELD	• The PPP/EMO model improves the quality of education as well as the efficiency of ELD • The PPP/EMO model offers greater opportunities for training & learning to ELD teaching staff

The key messages provide the basis for consistent communication with the target audience in the project districts. Communication campaigns and activities can be designed and developed based on these messages.

COMMUNICATION CHANNELS/TOOLS

The key messages will be delivered to the target audience through a range of communication channels / tools. The interviews and discussions with a number of stakeholders provide some information on the existing practices.

PMIU has designed and developed newsletters, brochures, standees, file covers and mugs (as giveaways). At present, PMIU is also working on a video documentary which is due to be completed in July 2016. PMIU also manages and maintains a website (www.sbep.gos.pk). The ELD has its own website (www.sindheducation.gov.pk). However, updating these websites regularly has been a challenge for PMIU/ ELD. Other partners, such as CMP and SRP, produce videos/documentaries, posters, banners and other IEC materials to support their field activities i.e. training courses and meetings with their respective stakeholders. However, there is a potential to employ several other communication channels/tools to deliver key messages to the target audience. These communication channels/tools can be categorized as events, print, broadcast and new media. Some of the channels/tools in each category are listed below:

Events	Print
• Dissemination workshops • Face-to-face meetings • Oral and poster presentations • Policy forums • Audio-visual presentations • Experience sharing workshops • Training workshops • Press conferences • Ceremonies (launching ceremony, ground-breaking, handing over etc.) • School exposure visits • Community event • Fairs/mela/festivals • Special commemorative days • University talks	• Press releases, editorials, columns/opinions • Success stories, spotlights and issue briefs • Newsletters, fact sheets • Children cartoons, stories, comics • Peer-reviewed articles • Spotlights and issue briefs • Brochures, flyers, leaflets, booklets, banner, standees • Display boards, display panels, road hoardings • Surveys and research report • Monthly or quarterly progress reports • Summary reports • Media kit • Photograph library/ storage /collection • Giveaways (T-shirts, caps, cups, pens, pencils etc.) • Interviews/features/news reports
Broadcast & Mid-media	**New Media**
• Radio • Television • Videos/ Documentaries • Advertisements/Jingles • Animated stories/cartoons • Cable TV • Celebrity endorsement/public services messages • Community/street theatre • Folk performances/story telling	• SMS messages/alerts, text/voice • Websites • Web-based media • Blogs • CD-ROM • Social Media – Facebook, Twitter, YouTube, Slideshare, Instagram

At present, several communication channels/tools are being used from all four categories by the PMIU, ELD, USAID and other SBEP partners for their ongoing communication activities. There are some existing platforms, resources and privileges that the ELD enjoys can also be utilized to support SBEP communication outreach. Some of the existing platforms, resources and privileges are: SMS platforms, rebated rates for advertisement, free public service messages from celebrities and public figures, website, events, print and electronic items.

In order to strengthen SBEP social media/new media outreach, a well-coordinated and well-resourced mechanism should be developed to support PMIU regular social media Facebook engagement with 2 to 3 daily posts. For this purpose, admin rights can be shared to support PMIU until it is able to recruit a full time social media manager. Posting rights can also be shared with SRP, CMP and SCDP. However, to formalize these arrangements, CORs, COPs and the Project Director, ELD should work together to devise a formal agreement/understanding to assign these responsibilities and monitor the output on a regular basis.

There is a need to systematically streamline the communication objectives, key messages and target audience to the communication channels/ tools. A more synchronized version is presented below:

Communication Objective – 1		
To raise awareness of respective target audiences in project districts in Sindh and Karachi that SBEP is being implemented by the Education & Literacy Department, GoS with financial assistance from USAID – From the American People		
Key Messages	**Target Audience**	**Communication Channels/Tools**
• SBEP school is constructed with the help from the American people (USAID) to support the Education & Literacy Department, GoS	• Primary • Secondary • Tertiary	• Event, Print, Broadcast & New media • Event, Print & New media • Event, Print
Communication Objective – 2		
To communicate that SBEP construction schools are child friendly, safe, secure and offer a range of facilities and services.		
Key Messages	**Target Audience**	**Communication Channels/Tools**
• SBEP schools are child-friendly, disaster resilient and secure with gated boundary walls	• Primary • Tertiary	• Event, Print, Broadcast & New media • Event, Print & New media
• SBEP schools are equipped with libraries, science & computer labs, playgrounds, electricity, water/ toilets	• Primary • Tertiary	• Event, Print, Broadcast & New media • Event, Print & New media
• SBEP schools offer a conducive learning environment	• Primary • Tertiary	• Event, Print, Broadcast & New media • Event, Print & New media

Communication Objective – 3		
To publicize opportunities and services for students and out-of-school children, particularly girls, to attend SBEP schools/non-formal education and school hygiene & nutrition programs		
Key Messages	**Target Audience**	**Communication Channels/Tools**
• SBEP offers learning opportunities in both formal and non-formal settings	• Primary • Tertiary	• Event, Print, Broadcast & New media • Event, Print, Broadcast & New media
• Let girls and boys go to school and/or Let girls learn (Message + slogan)	• Primary • Tertiary	• Event, Print, Broadcast & New media • Event, Print, Broadcast & New media
• SBEP schools care about children health, hygiene and nutrition	• Primary • Tertiary	• Event, Print, Broadcast & New media • Event, Print, Broadcast & New media
Communication Objective – 4		
To inform and engage respective target audiences about project interventions on improving reading for children in primary grades while providing ICT skills, teaching and learning materials and in-service training opportunities for teachers/educators and teaching assistants		
Key Messages	**Target Audience**	**Communication Channels/Tools**
• SBEP is working to provide quality education to improve reading and ICT skills.	• Primary • Tertiary	• Event, Print, Broadcast & New media • Event, Print
• SBEP is enhancing the capacity of teaching staff through training opportunities to help students improve reading and ICT skills.	• Primary	• Event, Print, Broadcast & New media
Communication Objective – 5		
To support strengthening of School Management Committees (SMCs)		
Key Messages	**Target Audience**	**Communication Channels/Tools**
• SBEP promotes greater involvement of parents in managing SBEP schools	• Primary • Secondary • Tertiary	• Event, Print, Broadcast & New media • Event, Print & New media • Event, Print
Communication Objective – 6		
To promote and support institutionalization of the public private partnership (PPP)/ Education Management Organisation (EMO) model within ELD		
Key Messages	**Target Audience**	**Communication Channels/Tools**
• The PPP/EMO model improves the quality of education as well as the efficiency of ELD	• Primary • Secondary • Tertiary	• Event, Print, Broadcast & New media • Event, Print & New media • Event, Print
• The PPP/EMO model offers greater opportunities for training & learning to ELD teaching staff	• Primary	• Event, Print, Broadcast & New media

The matrix above presents a detailed framework of the SBEP Communication Strategy. It outlines communication objectives that are aligned with the SBEP programmatic goals and

objectives and key messages that SBEP aims to deliver to the target audience using appropriate communication channels/tools. It is important to note that only categories of the target audience and communication channels/tools are identified as it depends on the time, technical skills/resources and budget available to specifically decide which communication channel/tool is used for the particular target audience within each category.

In addition, an example of a template to organize events, such as Ground Breaking, Inauguration and School Handing over Ceremonies, is presented as Annex–6. In addition, guidelines to write Success Stories are also presented as Annex–7.

SBEP BRANDING AND MARKING

The program branding and marking guidelines must be in accordance with the ADS 320 as explained in USAID's Graphic Standards Manual. Thus, the marking plan will also include the Pakistani flag and Government of Sindh (GoS) logo in line with ADS 320 as it explains "where applicable, a host-country symbol or ministry logo" may be added. Versions in color and monochrome are presented below:

In addition to the English text "from the American people", it will be useful to mark the communication material particularly for external audiences in the national and local languages to enhance the visibility of SBEP. The examples of the USAID logo with Urdu and Sindhi text are presented below:

One of the unique features of the SBEP construction school is the image and consistency in building design that can potentially be used as a brand identity. The fact that each SBEP construction school is identical and easily recognizable gives it a brand value as well as being a powerful message carrier for the project. The image of the SBEP construction school leaves an impression of a child-friendly, safe, well-equipped and high quality institution that the project aspires to promote.

During the field visit to Sukkur and Khairpur districts, where two SBEP construction schools are almost ready to be handed over to ELD, it was observed that there was a sense of joy and excitement among students, parents and members of communities. The SBEP construction schools reinforce a positive and soft image of USAID/ ELD. Thus, school image in some way could be used as brand image.

In addition, to make the SBEP messages clear, simple and crisp, it will be useful if SBEP is translated and used in local and national languages. The localized and simple to understand project name will add value to the branding of SBEP. A project slogan will also add value to the brand and contribute towards enhancing SBEP visibility. The project slogan can be discussed, agreed upon, translated and used in branding SBEP. The modalities and exact wording and translations could be discussed in detail among partners during subsequent CWG meeting.

For all USAID branding purposes, the USAID color palette should be used. For branding the Pakistani identity, the Pakistan Green color should be used for the Sindh Government logo and Pakistani flag. For details on the proper use of the color palette, please refer to page 2.12 of the USAID Graphics Standard Manual.

The suggested palette is a combination of the USAID color palette and the national color of Pakistan (Green). For all USAID Branding purposes USAID color palette can be used. For branding the Pakistani identity the Pakistan Green color should be used for the Sindh Government logo and Pakistani Flag.

PRIMARY COLOR PALETTE				
COLOR DEFINITIONS	USAID BLUE	USAID RED	SOLID BLACK	PAKISTAN GREEN
SPOT COLORS	PANTONE 280	PANTONE 200	PROCESS BLACK	PANTONE 280
CMYK	100C 72M 0Y 18K	0C 100M 63Y 12K	0C 0M 0Y 100K	89C 29M 100Y 18K
HEXADECIMAL WEB	#002A6C	#C2113A	#000000	#05763C
RGB WEB	0R 42G 108B	194R 17G 58B	0R 0G 0B	5R 118G 60B
RGB (PRINT/ON-SCREEN)	0R 42G 108B	194R 17G 58B	0R 0G 0B	5R 118G 60B

SECONDARY COLOR PALETTE				
COLOR DEFINITIONS	DARK GRAY	LIGHT GRAY	LIGHT BLUE	PAKISTAN WHITE
SPOT COLORS	PANTONE 425	PANTONE 420	PANTONE 2717	WHITE
CMYK	0C 0M 0Y 70K	0C 0M 0Y 15K	29C 12M 0Y 0K	0C 0M 0Y 0K
HEXADECIMAL WEB	#666666	#DDDDDD	#336799	#FFFFFF
RGB WEB	10R 10G 10B	221R 221G 221B	51R 103G 153B	255R 255G 255B
RGB (PRINT/ON-SCREEN)	10R 10G 10B	221R 221G 221B	157R 191G 229B	255R 255G 255B

The primary color palette consists of the three USAID colors USAID Blue, USAID Red, Solid Black and the national color of Pakistan which for the ease of use has been named Pakistan

Green. These colors also signify Ajrak (a unique form of block-printed shawl in Sindh) that has been used by SBEP branding in the past. The secondary color palette consists of the three USAID colors Dark Gray, Light Gray and Light Blue with an addition of White which for the ease of use has been named Pakistan White.

SBEP LANGUAGE AND STYLE GUIDE

A style guide provides guidelines and standards for designing and writing documents. All SBEP language and the style guide must adhere to the USAID Graphic and Standard Manual in accordance with ADS 320 that provides details on producing publication materials i.e. reports, information and communication materials, charts and infographics. In addition, the ADS style and format guide based on ADS Chapter 501decribes in detail the use of language and typography. The ADS style and format guide postulates that all material must be written in plain language using the following simple guidelines[10]:

- Write clearly, using common, everyday words.
- Keep sentences and paragraphs short.
- Use the active voice when appropriate.
- When appropriate, address the reader directly using the pronoun 'you'.
- Think of your audience.
- Avoid jargon and foreign phrases.
- If you are listing more than three items, use vertical lists to improve readability.
- Use as many informative headings as you can.
- Avoid long streams of nouns and prepositional phrases.
- Place adjectives and adverbs next to the noun or verb they modify in order to avoid confusion.

A more clear language and style guide can be developed in compliance with ADSs which can be adopted and used by SBEP team.

[10] ADS Style and Format Guides: A Mandatory Reference for ADS Chapter 501, USAID. https://www.usaid.gov/sites/default/files/documents/1868/501mac.pdf

MONITORING & EVALUATION

This communication strategy is closely aligned with SBEP programmatic goals and objectives. It will help in achieving the SBEP achievements in line with the main objectives and sub-objectives. These objectives and sub-objectives are stipulated under Development Objective (DO) 4, of USAID/Pakistan's Mission Strategic Framework (MSF) in the Monitoring and Evaluation Plan (MEP) developed in December 2015.

Since this communication strategy is conceived as a live document, it should be updated on a regular basis. In order to keep this strategy relevant and up-to-date with the reality on the ground, it is important to develop some type of feedback loops/mechanisms to collect views, feedbacks, comments and suggestions from primary, secondary and tertiary audiences. In addition, any communication channels or tools to be employed should be pretested for their effectiveness, relevance and appropriateness to the target audience. Similarly, messages should also be tested with target audiences for their usefulness, validity and reliability.

In addition, it is suggested that a baseline study on media habits as well as on perception/attitudes of the target audience be carried out in SBEP target districts and towns to inform and fine tune the communication activities. Such baseline studies will provide benchmarking and the basis for performance measurement at a later stage.

ANNEXES

Annex 1. CWG Minutes of the Meeting – 26th January 2016

Deloitte.

Sindh Capacity
Development Project

SBEP – Communication Working Group

Draft Meeting Minutes

January 26, 2016
SPDC Office, Karachi

Deloitte Yousuf Adil
Chartered Accountants
A member of Deloitte Touche Tohmatsu Limited

SPDC
Social Policy And Development Centre
Deloitte Sub-contractor

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1. Meeting Details and Agenda ..... Error! Bookmark not defined.
2. Meeting Notes 2
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1. Meeting Details and Agenda

Agenda	
1	Welcome, objective of the meeting and introductions (SCDP and USAID)
2	Presentation by RSU - on Communication Strategy supported by GPE followed by discussion and feedback by participants
2	Presentation by Shakil Ghori, Consultant for SBEP Communication Strategy
3	Discussion/Feedback on the presentation by all participants – PMIU, CMP, SRP and E&LD
4	Discussion on communication activities of PMIU
5	Way Forward for making of an effective SBEP Communications Strategy

Meeting Details	
Date	January 26, 2016
Time	10:00 – 13:00
Venue	Social Policy and Development Centre (SPDC), Karachi

Participant
Ms. Baela Raza Jamil – COP Sindh Capacity Development Program (SCDP)
Dr. Randy Hatfield – Senior Policy Advisor and Manager SBEP, USAID
Mr. Lila Ram – Project Management Specialist (COR-SCDP), USAID
Mr. Haris Zuberi – Development Outreach and Communications Specialist, USAID
Mr. Faisal Ahmed Uqaili – Chief Program Manager, RSU
Ms. Faiza Shafiq – PRO, RSU
Ms. Sadaf Anees – Program Manager, LRCM, PMIU
Mr. Mahboob Ali – Manager Communication, PMIU
Mr. Hafeezullah Ghambhir – Manager, LRCM, PMIU
Mr. Shehzad Mehmood – COP, CMP
Ms. Sana Khowaja – CMP
Dr. Christopher Ashford – COP, SRP
Ms. Munazza Siddiqui – Director Communications and ICT Outreach, SRP
Mr. Rafay Masood Kazmi – E&LD GOS
Mr. Muhammad Asif Iqbal – SPDC
Mr. Shakil Ghori – SPDC (Consultant)
Mr. Safdar Saeed – SPDC (Associate)

2. Meeting Notes

The meeting started with introductory remarks by Ms. Baela Raza Jamil, COP–SCDP. She highlighted the urgent need for a comprehensive and integrated communication strategy for overall SBEP. She informed the participants that a communication expert Mr. Shakil Ghori has been hired by SPDC to develop the SBEP Communication Strategy and Implementation Plan.

2.1 ELD Communication Strategy

Mr. Faisal Uqaili CPM RSU made a presentation on communication strategy of ELD. He highlighted the objectives of ELD's communication strategy which included positive image building, branding and changing perception of general public about the role RSU-ELD and strengthening internal and external communication. He informed the participants that ELD is using a variety of communication tools for achieving these objectives. For instance, positive image building is done through social media campaigns by highlighting success stories of teachers and students. Similarly, the branding objective is achieved through advertisements, flyers, corporate documentary, radio and TV commercials, billboards, etc. (Power point presentation is attached as Annexure-I)

2.2 SBEP Communication Strategy

Mr. Shakil Ghori made a presentation on proposed methodology for developing the strategy and implementation plan. He said that the strategy will be developed through a consultative process involving the implementing partners and ELD. The strategy will provide the basis for a roadmap for implementing systematic communication interventions during the implementation of SBEP in an effective manner.

The following comments/observations were made by the participants:

- The strategy should aim at building positive image of SBEP, removing any confusion about the program prevailing at the ground level and sharing the achievements/progress made with all relevant stakeholders.
- All communication should be evidence-based highlighting the impact so that people have more confidence in SBEP interventions.
- There is a need to link the communication strategy with overall M&E plan of SBEP.
- The strategy document should be developed in consultation with all program partners.
- The communication strategy should be aligned with overall SBEP objectives as well as objectives of al components. It should cater both external and internal audience, particularly focusing on links with communities.
- Developing and strengthening media relations is important in achieving the communication objectives.
- SBEP's communication should also be linked to ELD's overall objectives and it may not be seen as an isolated program. It will be important to identify and develop linkages between communication products of SBEP and ELD/RSU.
- The exercise of developing an integrated strategy should be seen as a value added to the existing communication activities being conducted by implementing partners of

SBEP. The strategy document should encompass all the previous work done and suggest improvement or newer ways to address communication challenges.

- The strategy needs to address both intermediate and long-term objectives and indicators.
- PMIU will be the focal point for coordination among the partners and the communication expert during the whole exercise.
- A mapping exercise of activities and resources of related to communication and advocacy will be conducted.

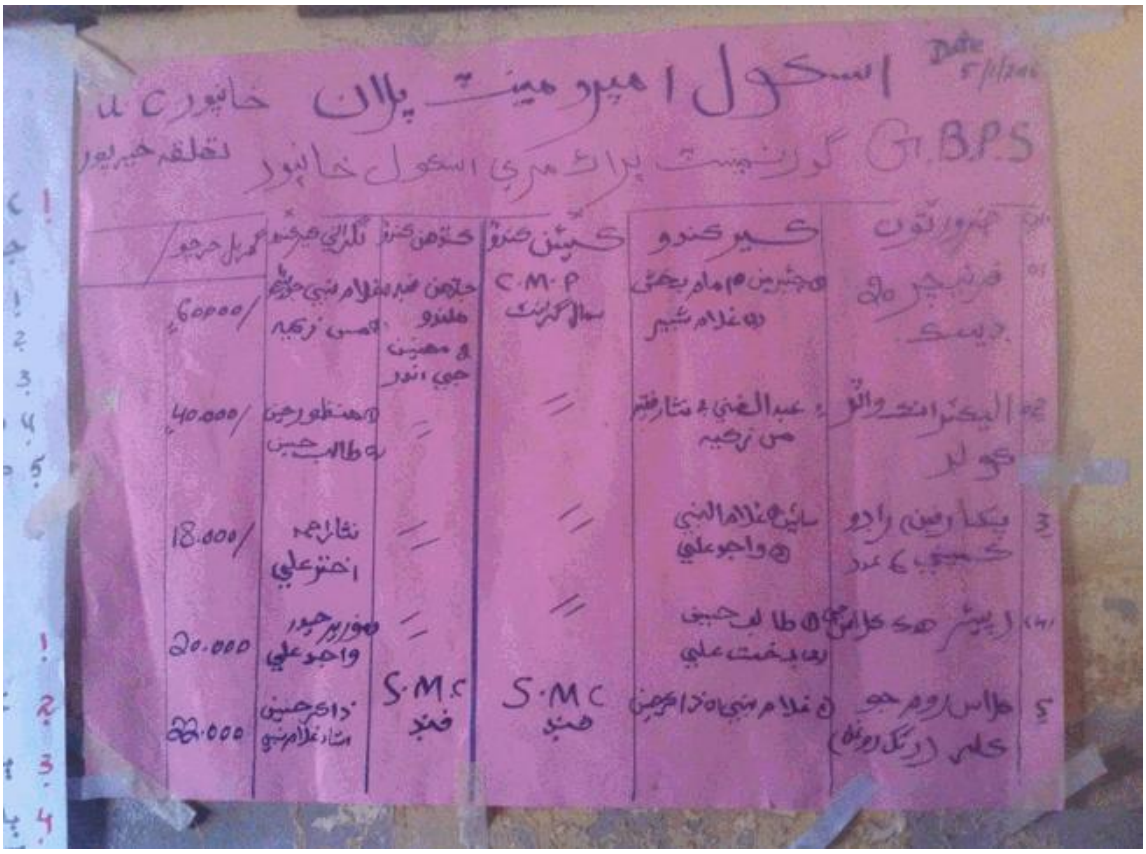
2.3 Communication Activities of PMIU

Mr. Mahboob Ali briefed the participants about on-going communication activities of PMIU. He told that work is in progress on the forthcoming Quarterly Newsletter. He requested the participants to provide suggestions for making improvements in the newsletter. Moreover, he mentioned that work on improving SBEP website is also in progress. Some changes in the both design and content will be made in consultation with the partners. It was suggested that the possibility of share-point may be explored so that implementing partners can update selected pages of the SBEP website on their own. It will relieve some burden from PMIU. It was also suggested by COP SRP that analytics about website be also considered.

3. Action items

#	Description	Assigned to
1	Communication expert will provide a tentative activity plan	Mr. Shakil Ghori (January 27, 2016)
2	Contact information of all communication focal persons and key contacts will be shared with the communication expert	Mr. Muhammad Asif Iqbal (January 27, 2016)
3	Communication expert will make initial contact with the implementing partners for providing relevant data/plans (activity plans, etc.) pertinent to the Communication Strategy	Mr. Shakil Ghori (January 28, 2016)
4	Meetings with implementing partners and their designate focal persons for gathering relevant information and discussions on their communication activities and objectives	Mr. Safdar Saeed (First week of February 2016, depending upon the availability of partners)

Annex 2. Snapshots from the Field Visit to Sukkur and Khairpur



اسکول امپرومینٹ پلان خانپور U.C

G.B.P.S گورنمنٹ پرائمري اسکول خانپور

تعلقه خيرپور

	ضرورتون	کير کندو	کيشن کندو	کنڌهن کندو	نگراني کير کندو	گهرل جرچو
01	فرنيچر 20 ڊيسڪ	① چيئرمين امام بخش ② غلام شبير	C.M.P سمال گرانٽ	جاڌهن فنڊ ملندو ② مهنين جي اندر	① غلام نبي جوڙيا ② مس زڪيه	60000/
02	اليڪٽرانڪ واٽر کولر	عبدالغني ② نثار فتيم مس زڪيه	//	//	① منظور حسين ② طالب حسين	40.000/
3	پکا رفين رادو کمپني 6 عدد	سائين ① غلام النبي ② واجو علي	//	//	نثار احمد اختر علي	18.000/
(4)	ريپئر هڪ کلاس جي	① طالب حسين ② بخت علي	//	//	① وزير حيدر واجو علي	20.000
5	کلاس روم جو کلر (رنگ روغن)	① غلام نبي ② ذاکر حسين	S.M.C فنڊ	S.M.C فنڊ	ذاکر حسين استاد غلام نبي	22.000

Annex 3. Debriefing - Minutes of the Meeting –26th January 2016

Deloitte.

Sindh Capacity Development Project

SBEP Communication Strategy – Debriefing on the Assignment

Draft Meeting Minutes

March 03, 2016
SPDC Office, Karachi

Deloitte Yousuf Adil
Chartered Accountants
A member of Deloitte Touche Tohmatsu Limited

Social Policy And Development Centre
Deloitte Sub-contractor

1. Meeting Details and Agenda 2
2. Meeting Notes 2
3. Action Items 3

Agenda	
1	Welcome, objective of the meeting and introductions (SCDP)
2	Debriefing on Field Visit by Consultants
3	Discussion on Way Forward

Meeting Details	
Date	March 3, 2016
Time	11.00 AM – 12.00 PM
Venue	Social Policy and Development Centre (SPDC), Karachi

Participant
Ms. Baela Raza Jamil – COP Sindh Capacity Development Program (SCDP)
Mr. T.M Qureshi - SCDP
Mr. Irfan Raza – SCDP
Dr. Khalida Ghaus – SPDC
Mr. Muhammad Asif Iqbal – SPDC
Mr. Shakil Ghori – SPDC (Consultant)
Mr. Safdar Saeed – SPDC (Associate)

2. Meeting Notes

The meeting started with a quick introduction of the participants. Shakil Ghori then briefed the participants on the consultants field visit to District Khairpur and Sukkur. The consultants also shared details of the meetings held with project partners prior to field visit. At the end of the meeting a way forward on the assignment was discussed, the details of which are mentioned in this document.

2.1 Field Visit debriefing:

Mr. Shakil Ghori briefed the participants about the field visit to SBEP project areas of District Khairpur and District Sukkur (Itinerary attached as Annexure 1. He informed the participants that all the objectives of the field visit were met successfully.

The team met with the following officials during the visit:

S.No	Name	Designation	Organization
1	Mr. Abdul Jabbar	District Manager – CMP (Sukkur)	IRD
2	Mr. Fayyaz Memon	District Manager – CMP (Khairpur)	IRD
3	Mr. Naveed Khayal	District Manager	IRC – Sub-Contractor IRD
4	Mr. Zahid Khaskheli	District Manager	HANDS – Sub-Contractor IRD
5	Ms. Zaib-un-Nisa Mangi	Director Schools (Sukkur Division)	E&LD

The team visited the newly constructed school buildings in Arain Mohalla (Sukkur) and Khoro Goth (Khairpur) and also the existing schools where they met with the Head Teacher, Teachers, SMC members and parents. The team also visited neighboring schools GBPS New Shahpur (Sukkur) and GBPS Khanpur (Sukkur) and met with school staff and SMC members. During the visits Mr. Mahboob Ali of PMIU was also present. List of the schools visited is attached as Annexure 2.

2.1.1: Collaboration of Project Partners and Beneficiaries:

The team observed a close liaison of the CMP team and the beneficiaries of the project in both the Districts. The new school buildings in both the districts are almost ready and a sense of happiness and excitement was seen among the community members, teachers and students with regards to the new schools.

2.1.2: Collaboration of Project Partners and Stakeholders:

The team has observed that communication linkages with stakeholders can be further strengthened. A number of communication based activities with stakeholders will enhance their understanding of the project.

2.2 Interview with Project Partners and Donors:

The team conducted interviews of SRP, CMP-IRD, PMU and USAID representatives. A list of the interviews is as follows:

S.No	Names	Designation	Organization
1	Mr. Rafiq Mangi	DCP	CMP-IRD
	Mr. Naveed Ahmed Sheikh	Advisor on Education	CMP-IRD
	Ms. Sana Khowaja	Project Officer	CMP-IRD
2	Ms. Fozia Khan	Director Curriculum Wing	E&LD
	Mr. Rafay Kazmi	Research and Communication Officer – Curriculum Wing	E&LD
3	Mr. Lila Ram	Project Management Specialist (Education)	USAID
	Mr. Harris Zuberi	Communications and Outreach Specialist	USAID
4	Mr. Mahboob Ali	Manager Communications	PMIU
	Mr. Tameezuddin Khero	Project Director	PMIU
5	Ms. Munazza Siddiqi	Director Communications and Outreach	SRP-Chemonics

2.3 Meeting Proceeding

The observations made by the consultants were discussed by the participants and a few Key points were raised:

1. It is important for the purpose of developing this strategy document that all implementing partners of the SBEP project must share their core communication activities as planned in there approved workplans.
2. Consultants should also include in the strategy the following:
    a. A to-do list of communication activities for high profile events like School Inauguration and School Handing Over ceremonies.
    b. Engaging media
    c. Emphasis should be on the, 'Showcasing and Visibility' of the SBEP project.

3. Action items

#	Description	Assigned to
1	Draft Email message requesting project partners (SRP, CMP and PMIU) to share core communication activities mentioned in there workplans.	Shakil Ghori
2	Communications Working Group meeting. Agenda to be developed.	Mr. Asif Iqbal and Consultants
3	Draft to be presented before the CWG meeting.	Consultants

Annex 4. Presentation – Education & Learning Department (ELD), GoS

Sindh Education- Communication tools

Impression Management via touch points

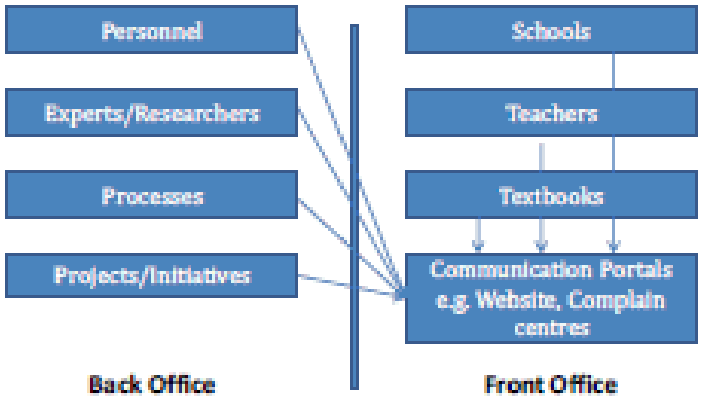
- The communication map for the E&LD can be structure as:

Back Office	Front Office
Personnel	Schools
Experts/Researchers	Teachers
Processes	Textbooks
Projects/Initiatives	Communication Portals e.g. Website, Complain centres

Elements in the front office of the communication map are critical in building credibility and impression of an organization as they directly interact with the beneficiaries and public

Impression Management via touch points

- The communication map for the E&LD can be structure as:



Linkage between back and front office is critical in Ensuring presence of updated and relevant information

Current Status-Website

Informational ⟷ **Interactive**

- The Sindh Education website is positioned more as an information portal, serving as archive for:
- Policies
- Stats
- Notifications

- The website creates interactivity through:
- Latest news and announcement

- **The lack of linkage with districts and institutions within the department hampers the communication potential of the website.**
- **It currently serves administrative purposes since that is the input it receives at the secretariat**

Communications Vision

Informational ⟷ Interactive

- The Sindh Education Website needs to be :
- An updated portal of information and interaction,
- Catering to its beneficiaries i.e. teachers, students, parents
- Serving as a dynamic portfolio of initiatives

- **To be supplemented by formal communication links within the department to ensure compilation of relevant information**

External Communication Strategy

An effective communication strategy is geared towards improving front office elements to enhance interaction with beneficiaries/stakeholders and aims to communicate key office elements to stakeholders via its communication platforms

ISPR — INTER SERVICES PUBLIC RELATIONS

www.ispr.gov.pk

USAID — FROM THE AMERICAN PEOPLE

www.usaid.gov

Website Objectives

Informational

- These websites serve as information portal for users, without many interactivity options available.
- Such websites usually include Uploaded Documents in generic format, not catered for user profiles.
- All info is not updated frequently
- Website structure based on work structure

E.g. http://www.na.gov.pk/en/index.php

Interactive

- These websites serve as interaction point for their users
- Information is readily updated as source of info for users
- Website structure based on user profiles

E.g. http://olx.com.pk/

Way Forward

Steps Taken	Challenge
Development of website plan	Department not aligned on a singular communications objective for website
Formal notification released on appointment of communications focal person within districts and institutions of the department	Lack of capacity at district level to furnish this info
Formal notification released on requirement of submitting monthly info on success stories/initiatives within respective jurisdictions	Lukewarm response, lack of visibility on grass root initiatives
Requests sent to all partners and department institutions to share info on current/past initiatives and success stories	All info not shared
In-house Development of website	Lack of dedicated resource an impediment

Annex 5. Presentation – Reform Support Unit (RSU), Education & Department (ELD), GoS

1st Objective

Positive Image Building Via:

- Social Media

Campaign - Reeling Back to School

It Covers:

-School's current Headmaster/ Mistress
-School's history
-Notable Alumni/Alumnus

Talking about public schools, the image that is generally drawn is represented by the darkness that pervades exhibiting pessimism and gloominess. However, this, we know, is untrue. We do not give these schools the due credit they deserve, the due appreciation and recognition that they avail. All we need is to change the lens through which we see them and be more open to praise they deserve - because we know we have teachers motivated and determined to push their students to their greatest potential, we have students with the desire to excel and we have schools that deliver.

All we need is to change the way we see. Lets REEL BACK to our schools and discover the light that shines and illuminates all that is touched

Join us in this journey - a journey towards positivity!

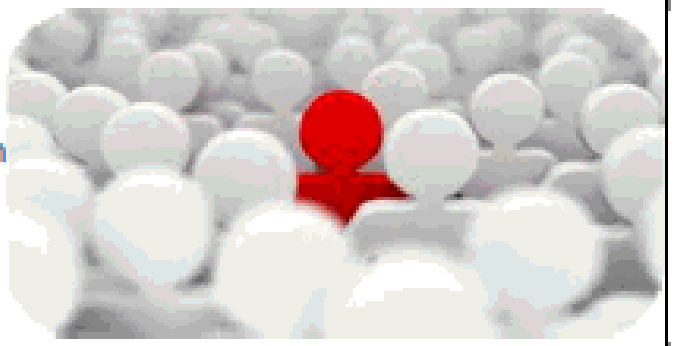
Positive Image Building Via:

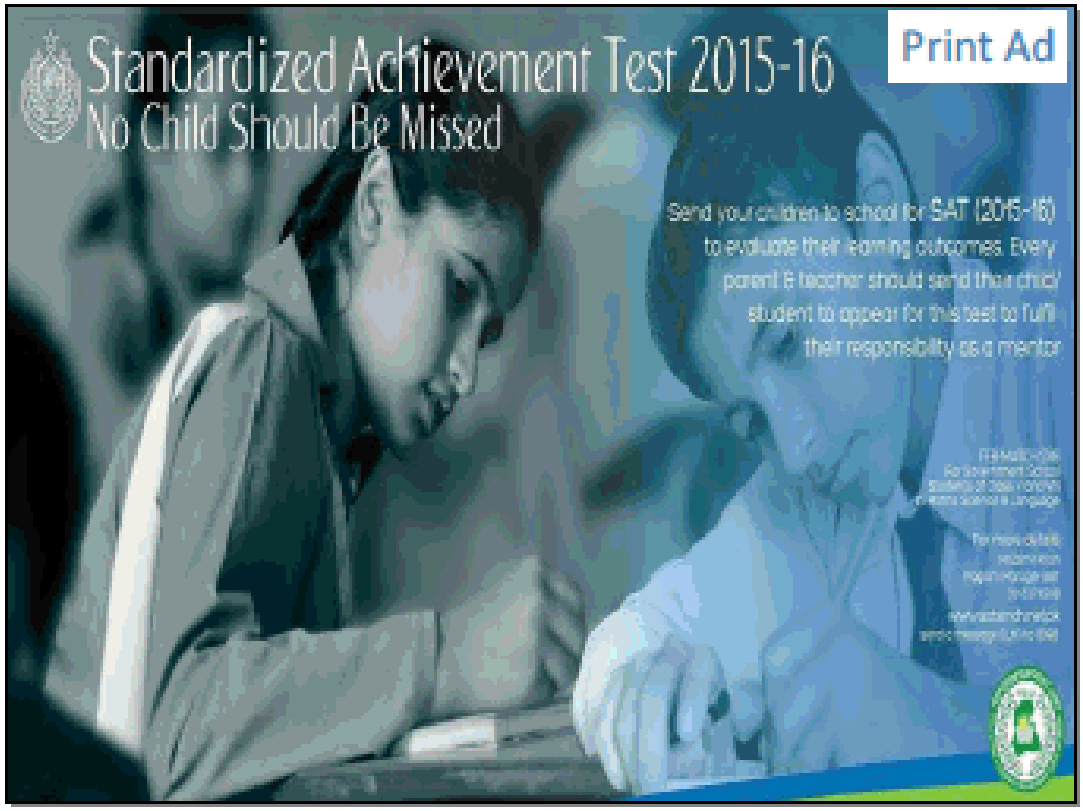
Social Media - Success Stories

2nd Objective:

Branding:

- Advertisements
- Flyers
- Corporate Documen
- Radio Spots
- TV Commercials
- Lecture Series
- Website Revamping
- Billboards





Print Ad – Girls' Stipend (Sindhi)

Print Ad – Girls' Stipend (Urdu)

Education & Library Department
Government of Sindh

3rd Objective:

Strengthening Communication:

Internal:

- Internal Communications Dashboard
- RSU Resource Centre
- Ilmi (for Information Dissemination)

External:

- Ilmi - Complaint Management System
- Quarterly Newsletter
- Press Releases

Annex 6. Event Checklist Template

EVENTS CHECKLIST[11]

Groundbreaking and School Inauguration Ceremony

Introduction

Groundbreaking, School Inauguration and Hand-over ceremonies represent an important day for the SBEP. These events are high profile in nature in which dignitaries, USAID senior officials, ministers, local politicians and other influential personalities are invited. This checklist is designed to help project partners plan these ceremonies in an organized manner, followed by details explaining each section.

There are certain rules and SOPs to be observed for any such event. All activities have to be initiated, planned and executed in close coordination with COR and DOC. Any customization/requirements will be decided on discussion with USAID team.

The decisions about event dates should be made in consultation with USAID team. USAID should be informed of the suggested date 5 weeks before proposed date. This may seem extraneous but we assure you 4 weeks is very tight to confirm VIP participation and mobilize the strenuous internal processes, documentations, reviews, clearances and security coordination. The Mission is now geared to ensure the strict timelines are observed, or the events stand the chance of being cancelled at the last minute.

CHECKLIST

- ✓ Set your date _____ (See details, page 3)
- ✓ Set your alternate date _____ (See details, page 3)
- ✓ Invitations _____ (See details, page 3)
    - Design invitations
    - Prepare Guest List
    - Set a deadline for printing invitations
    - Items to include with invitations
    - Set date to mail/email/fax
    - Designate a contact/s for RSVPs

[11] **Source:** https://www.lakeway-tx.gov/DocumentCenter/Home/View/16655

- Set date to call or send reminders

✓ Master of Ceremonies/Emcee _____ (See details, page 5)
✓ Guest Speaker/s: _____ (See details, page 5)

_____

_____

✓ Plan Activities: (See details, page 5)

_____
_____
_____

✓ Media Engagement _____ (See details, page 5)
- List of media persons
- Designate Media Coordinators
- Short announcements for Radio and Local Cable
- Print advertisement (If need be)
- Prepare Press Release
- Frequently asked questions
- Set a date to contact media
- Set a designated area for media

(Note: A detailed media contacts list should be developed to maintain links and reach out)

✓ Needed Material _____ (See details, page 5)

✓ Contact and arrange _____ (See details, page 6)
- Caterer
- Photographer/Videographer
- Florist
- Stage Designer

- Parking Assistants/Valets

✓ Designate Coordinators for tasks _____ (See details, page 6)

▪

TASK	**Name/s**
Chief Event Organizer	
Stage Setup	
Giveaways	
Parking	
Photography/Videography	
Greeters/Ushers	
VIP facilitators	
Media	
Name Tags	
Music and Audio System	
Tour Guide	
Thanking Team	
Tour Guides	
Ribbon/Scissors	
Ceremonial Plaque	
Clean-up Team	

✓ Post-event Tasks _____ (See details, page 6)

- Send thank you notes
- Post event information, photos and press release on official websites, newsletters etc.

DETAILS

SET YOUR DATE

- ✓ **Set you date and time** – Experience shows that events organized on a weekend do not garner much attention from the invitees. Also the event is regarding the school and it is better to organize any event during school days and school timings. An ideal time could be between 9 am to 3 pm. The suggested time also suits the media as they can cover the event properly with ample time to file their reports to the editor.

However, date and time should be decided keeping in mind the local social and cultural realties of the area in which the event is organized.

- ✓ **Check for schedule conflicts with other events in the area.** In order to ensure maximum participation make sure that your event is not colliding with any other event planned in the area. It is better that you organize your event well-in-advance. Develop your tentative events calendar during the first 2 months of your project cycle and review it quarterly or on need basis. Make changes to your planned events according to the project agreed timeline.

- ✓ **Check local weather** – Check for weather updates (if available) and make preparations accordingly. Don't rely on the local weather forecasts and also consult other more credible sources. You don't want your event to be affected by any inclement weather so it is important that you check the weather forecasts regularly.

- ✓ **If school construction work is in progress, consult the construction team before finalizing the event date.**

INVITATIONS

- ✓ **Plan the type of invitation** – A formal or informal letter, invitation card, e-mail or flyer. For high profile guests a formal letter explaining the details of the project and the event along-with an invitation card should be sent preferably through registered post or through email (contact secretarial staff of the guests to know how they prefer to receive the invite).

- ▪ Include your logo/s and name/s, the type of event, date and time and a method for the recipients to RSVP. You should also include visiting cards and a map of the location with the invitation card.

- Mail all your invitations 3 to 4 weeks before the date of the event. Establish a cut-off date for RSVP, usually about 1 week before the event.

✓ **Consider additional methods** – To get the word out and to ensure maximum showcasing you should also use banners, bill-boards on entry and exits points of the area, local radio channels, websites, newsletters etc. It is also advised that all local communication channels in the project areas are used (mosques, local influencers and social workers).

✓ **Designate a contact person/s and method of contact to handle incoming questions and track RSVPs as they are returned.** Please make phone calls to all the invitees or send email reminders 2 to 3 days before the event.

✓ **Your guest list** – Your guests list can include many varied individuals and organizations. All primary, secondary and tertiary audience of the project which includes your beneficiaries, communities, donors, partner organizations, officials of the Education and Literacy department, local media; and NGO's, CBO, Govt. line departments especially health, social work etc.

- **Make a list well-in-advance and make sure that every important guest is properly invited.**

MASTER OF CEREMONIES

✓ **For all high profile events it is strongly advised that a professional emcee/master of ceremonies is arranged or prepared from your own team**. This person should be well aware of the project, aim and objective of the event and most importantly he/she should recognize and thank the VIP invitees.

- **As the project is Sindh specific the ideal emcee should be a Sindhi speaking person with good command over English and Urdu.** The chief event organizer should explain the aim and objectives of the event with the emcee and also prepare a document for the emcee containing the schedule of event, guest speakers to be invited and list of VIP guests.

GUEST SPEAKERS

- ✓ **Prepare a list of all the guest speakers.** Let your guest speakers know in-advance about the event and that they have to speak for 5-7 min (Depends on the schedule). A maximum of 5 minutes is the suitable time for a guest speaker in such type of events.

- ✓ **Seat your guest speakers either on the stage or in the front row.** Make sure that your guest speakers are seated on the stage or in the front row. If possible designate seats for your guest speakers earlier.

PLAN ACTIVITIES

- ✓ **Plan all the activities carefully with time-slots** – You may plan to hold a traditional ribbon cutting ceremony for your events. For Groundbreaking and Inauguration ceremonies you should also make arrangements for a groundbreaking or inauguration plaque (Consult the construction team to suggest a suitable space for the plaque). Other activities you may wish to organize could be a guided tour of the facility for the visiting dignitaries, exhibits, tableaus and speeches by children and parents, recognition of dignitaries, music or other entertainment.

- ✓ **For guided tours** arrange your tour guide team in advance and provide safety items (depending on the situation) like hard hats and goggles to the visitors and barricade all un-safe area with clear signs.

- ✓ **For exhibits** you should use project brochures, flyers, FAQ sheets, banners, standees, streamers, scale model of the constructed school and a map of the project area.

- ✓ **Refreshments** can be elaborate or simple depending on the nature of your guests. Consult with the caterer atleast 2 weeks in advance.

MEDIA

- ✓ **Reporters and Photographers** of all local and national newspapers, TV News channels and radio stations should be contacted about two weeks in advance. A designated sitting area for media persons and a media wall should be arranged. After the event, send a photo to all local and national newspapers and also consider posting it on your website and in any relevant publications

- ✓ **Press Release** of the event should also be prepared in advance and should be faxed to all newspapers, TV news channel and distributed to the media persons invited at the event.

YOUR CEREMONY AND PROGRAM

- ✓ **The actual ceremony (Inauguration or Groundbreaking) is usually brief and not more than 20 to 30 minutes.** Set an order for the ribbon cutting or groundbreaking and also for the other activities planned. Once all the guests are seated start your program with the recitation from the holy Quran after which the emcee can continue with the program.

- ✓ **Ribbon cutting** – Decide who will cut the ribbon and notify them in advance. Have all the necessary materials (Scissors, ribbon) ready and have the cutter and any other attendee you wish to include stand for the ceremony. They should face the audience with the ribbon between them and the audience.

- ✓ **Groundbreaking** – Special guests/Dignitaries should stand with the groundbreaking or inauguration plaque and should remove the curtain from the plaque. Have your photographer/videographer placed in a suitable position. You can make your audience do a countdown for this activity.

NEEDED MATERIAL

- ✓ **Ribbon Cutting** – Arrange large scissor/s and ribbon. For a groundbreaking and inauguration ceremony, arrange for a ceremonial plaque and a showel. Other materials you may need will depend on the scale of your event and the planned activities.
- ▪
- ✓ For example, if you have speakers, you may need a podium, microphone and chairs. You may also include decorations and flowers, a large display flag, a welcome sign, name tags and a guest book for people to sign as they enter.

- ✓ If you serve food, determine the number of tables, linens and trash cans needed and their placement.

- ✓ Plan the setup of any A/V equipment you will be using and be sure that if you are not hiring a photographer or videographer, you have someone ready with a camera to capture your big moment.

SELECT AND CONTACT EVENT STAFF

- ✓ Your event can be as simple or elaborate as you choose. Among the professionals you may want to involve are a caterer, a photographer/videographer, a florist, a stage designer and Parking assistants/Valets. Be sure to contact them early - as soon as you have established the date, time and budget - and call to reconfirm your plans one week before the event.

DESIGNATE COORDINATORS FOR TASKS

- ✓ To ensure that your event goes smoothly, be sure that everyone knows their tasks in advance. If you have a guest book, you may want a greeter to oversee this so each guest signs it upon arrival.

- ✓ If you offer tours, indicate a definite spot for interested persons to gather, and brief your tour guides in advance so they can answer visitors' questions quickly and accurately.

POST-EVENT TASKS

- ✓ Be sure to follow up with thank-you notes to all of your speakers, dignitaries and other VIPs who attended, as well as your staff and volunteers.
- ✓ Consider sharing your photos/videos by posting them online, including them in your newsletter or using any other appropriate means of getting your news out.

Annex 7. Guidelines for Writing Success Stories

Writing Success Stories

With the rise in the use of short videos and social media platforms all success stories are also potential beneficiary testimonials and can be turned into videos to highlight the impacts. Additionally high-res photos and image files should be shared with USAID COR and DOC, as the word file submission does not suffice.

Opportunity of meeting and interviewing the beneficiary or stakeholders should be captured on video as well as and when possible/suitable to generate content and more platforms to highlight the program.

People are at the center of most effective stories. The United States Agency for International Development (USAID) has long recognized the power of sharing the stories of individuals whose lives have improved as a result its work.

The USAID storytelling model is one that is widely used by NGOs and CSOs around the world Known as "success stories," these short stories averaging less than 375 words provide an overview of a program and how it has benefitted one specific individual, supported by a good photograph.

These stories follow a basic, three part structure that can be described as follows:

- Challenge
- Activity
- Result.

Each component can be described as follows:

Challenge: The first two paragraphs identify the challenge the person encountered and the context of the development program.

Activity: From the challenge, the next paragraph or two describes the action the development program took to improve the situation.

Result: The conclusion of the story, in one or two paragraphs, describes the end result or benefit. What changed? What was the impact? This section also puts the individual change within a larger context, noting the greater impact of this activity/intervention.

Within that basic structure, storytellers – or in this case, story writers – follow the basic five "W's" of journalism: who, what, when, where and why. To start the story writing process, speak with your colleagues within your NGO. Ask them to tell you about a recent success, or one of their most memorable recent work activities. Consider whether it is a story worth writing down to share with others – donors, health officials, journalists. If yes, begin the writing process first by trying to answer the five questions:

1. Who: Who is the person in the story? And who is leading the change process? Hopefully, this will be your organization.

2. What: What is the challenge? What is the context of the challenge? What are the characteristics of the intervention?

3. When: What is the timing of this story?

4. Where: Where does the story take place?

5. Why: Why is this important? How does this make a difference?

Once you have answered all those questions, it will be easier to see how each of your answers fit into the "Challenge—Activity—Result format." In order to introduce the personal testimony, you may have more interviewing to do –you may need to speak with a beneficiary of your organization's work. You may need to do a more formal interview with one of your staff members as well. Here are several tips to keep in mind when doing your interviews:

Do your homework!

Do any specific research you need to do prior to actually interviewing your subjects. For your programmatic details, read up on your latest donor reports or your organization's internal reports to be sure you have a complete grasp of the program.

If you are about to meet a program beneficiary, find out a few details about that person so you have a general sense of them before you begin the interview.

You should have a written list of questions before you start an interview.

- Try to make your subject comfortable. Often times, people are intimidated if you sit down with a pen and paper or a voice-recorder and ask them to speak. But most people do like talking about themselves, and find it easy if you display respectful, interested curiosity. It may be best to have a few minutes of "small talk" to help make the interviewee –and yourself –most comfortable.

- Remember that an interview is like a dialogue. It is OK to supplement your written list of questions with new questions as they come to mind. If your interviewee starts talking about something that will help develop your story further, ask more questions!

- Be sure that your questions are open-ended, because if your interviewee can just answer "yes" or "no," you may miss some interesting details.

- Take notes and/or use a voice recorder. While you may think you have an excellent memory, it is important to document the conversation.

Now that you have completed your interviewing and note taking processes, you are ready to write a first draft. A few key points to remember when drafting your story:

- **Use statistics**. Although you are telling a personal story, it is best supported with evidence. If you are telling the story of an HIV positive person, and are providing context by saying that the HIV prevalence rate is concentrated in your country –use the exact statistic and perhaps contrast that with a lower prevalence rate in a neighboring country.

- **Frame your story around the larger goals of your program**. Even if you are focused on the tale of one individual, your organization is serving hundreds or thousands of others. Convey that message within your story.

- **Use direct testimony.** The best stories will let the reader understand the subject "in his own words" – by using a quote or two to reinforce the main ideas of the story.

A few things to avoid:

- Data without context. Using statistics that present percentages or number with no sense of context or scale is ineffective and can even minimize the importance of your organization's efforts. For example, telling your readers that voluntary counseling and testing rates have risen by 20% does not give any sense of the size of the program, when you may be servicing thousands of people.

- Avoid jargon. Stories must be understandable to the average reader, not to health or development specialists. Acronyms and use of technical language are to be avoided. For example, stay away from acronym/jargon such as MARPs and identify the person as “at higher risk for contracting HIV” instead

- Avoid using money spent as an indicator of effective programming. Effective programming is indicated by programmatic outputs and outcomes: the number of people who are receiving counseling and testing, the number of people who are receiving health services, or the legislate on of a new policy are all stronger examples of effective programming than how many dollars were spent.

All of the tips above will help you write your story. But you may be thinking, at this point, that writing about your organization is not an option, because your work revolves around sensitive subjects.

Reference: USAID (2013) The NGO Communication Guide: A guide to developing a Communication Plan for NGOs Working on HIV Prevention Projects in the Middle East and North Africa Region, PEPFAR/ USAID/AIDSTAR.