



Communication Strategy

(FINAL DRAFT - April 24, 2014)



Third Primary Education Development Program (PEDP3)

Directorate of Primary Education

Ministry of Primary and Mass Education

Government of the Peoples' Republic of



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Preface by DG, DPE

(DRAFT)

The Directorate of Primary Education (DPE) has been entrusted with the responsibility of providing basic education to the children of Bangladesh. It plays a key role in preparing, inspiring, exciting, encouraging, and nurturing the young minds of today to grow up as the glorious citizens of tomorrow. Throughout the last four decades, DPE continued to explore various frontiers that would lead to new horizons of opportunity, and eventually fulfill its on-going mission towards building a nation free from the curse of illiteracy.

Obviously, the ultimate success will require dedication and ingenuity not only on the part of the DPE workforce and the community of today but of generations to come.

I like to quote here a wise saying by the great Greek Philosopher Aristotle which reads, “Guest is a better judge of the meal than the cook”. This is why DPE recognizes the importance of the contributions of the community in the process of accomplishment of its targets. And, therefore, the on-going Third Primary Education Development Program (PEDP3) includes a provision for developing a communication strategy, framework and action plan for behavioral and social change.

An effective communication strategy ensures that the right message gets across in the very best manner, rather than leaving things ad hoc and potentially disastrous. The structure of this document is organized in a way that urges to seek answers to questions like, why we need a communication strategy, what we want to communicate, who are our target audiences, and how we want to reach them, etc. In addition, efforts are made to cover issues like implementation and monitoring mechanisms, results measurement, and so on.

This Communication Strategy identifies the steps DPE will take to enhance and increase public understanding and awareness of the Government’s programs and opportunities. It is intended to provide pertinent information to the students, educators, families, communities, and the general public regarding the efforts of the Government to achieve the target of Education for All. It will place primary focus on developing a popular campaign that will inspire, engage and involve the community in the process of provision of primary education services by DPE. We have made efforts to make this strategy a practicable document instead of an intellectual masterpiece. It will be easily understandable by the persons responsible to implement the strategy. A Bengali version of this document will be published very shortly to make it clearer in practice to the officials of all classes. I like to put on record the contributions of all those who participated in the consultations on the draft document. I also acknowledge the valuable contributions of the development partners and other stakeholders as well as the officers and staff of DPE in the process and expect them to get actively involved in the implementation phase.

We sincerely hope that this strategy paper will succeed in motivating and inspiring all to seek opportunities to contribute and work whole-heartedly for a bright future of the millions of children of Bangladesh.

Foreword by Secretary, MOPME (DRAFT)

PEDP-3, an integrated National Primary Education Program driving for QUALITY EDUCATION, by MOPME, is being implemented all over Bangladesh. The goal is to create access for "quality education for all children". Further, the specific objective is to establish "an efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all children from pre-primary through grade V primary."

To achieve the goal and objectives of PEDP-3 a comprehensive C4D initiatives has been identified as one of the strategies to bring positive changes in the quality education caring and quality education seeking practices; capacity building and quality delivery of teachers; motivated participation and close monitoring of SMC and parent forums; production and utilization of appropriate education aids; timely and appropriate preparedness of school and CBOs round the year and also during disaster and emergencies.

DPE communication cell and allied partners and education stake holders thus came into being acknowledging the facts that the C4D strategy development task was huge, critical and challenging to ensure implementation within the given time-frame. However, as a primary step towards this end Working Group under the leadership of DPE managed to sit in series of consultations and review process to find out the ways and means to develop a comprehensive communication strategy so that the goals and objectives achieved.

Hope this document will be a working document for the National level policy and program planners and also for the mangers and implementers in field. I urge the teams to follow the directions to ensure similar echo in every corner of country which will strengthen the communication efforts and shall make the desired changes.

I would like extend my hearties thank to the contributors as well as the officers and staff of DPE in the process. May this document be a real change making tools for children and people in communities.

Acknowledgement

(DRAFT)

Directorate of Primary Education (DPE) has been entrusted with the responsibility of providing basic education to the children of Bangladesh. Education plays a key role in preparing, inspiring, exciting, encouraging, and nurturing the young minds of today to grow up as the resourceful citizens of tomorrow. DPE continued to explore various frontiers that would lead to new horizons of opportunity, and eventually fulfill its on-going mission towards building a nation free from the curse of illiteracy. Obviously, the ultimate success will require dedication and ingenuity not only on the part of the DPE workforce but involvement of all relevant stakeholders both in terms of recipients and service providers.

DPE recognizes the importance of the contributions of the communities parents, teachers in the process of accomplishment of its targets. And, therefore, the on-going Third Primary Education Development Program (PEDP-3) includes a provision for developing a communication for development strategy, framework and action plan for advocacy, behavioral and social change.

A systematic communication strategy ensures that the right message gets across and communication interventions implemented in the very best manner, rather than leaving things ad hoc and potentially disastrous.

This Communication Strategy identifies the steps DPE will take to enhance and increase public understanding and awareness of the Government's programs and opportunities. It is intended to provide pertinent information to the students, educators, families, communities, and the general public regarding the efforts of the Government to achieve the Education for All goals. It will place primary focus on developing a popular campaign that will inspire, engage and involve the community in the process of provision of primary education services by DPE.

This strategy will remain as a working document, and will promote opportunity for review and improve while it is implemented and a Bengali version of this document may be published to make it clearer in practice to the officials of all classes.

I like to put on record the contributions of all those who participated in the consultations on the development of the strategy. I also acknowledge the valuable contributions of the development partners and other stakeholders as well as the officers and staff of DPE in the process and expect them to get actively involved in the implementation phase.

We sincerely hope that this strategy paper will succeed in motivating and inspiring all to seek opportunities to contribute and work whole-heartedly for quality education and a bright future of the millions of children of Bangladesh.



Abbreviations

3 Cs	Child Marriage, Child Labor and Corporal Punishment
AUEO	Assistant Upazila Education Officer
BCC	Behavior Change Communication
BNFE	Bureau of Non-Formal Education
BTV	Bangladesh Television
C4D	Communication for Development
CBO	Community Based Organization
CD	Compact Disk
CFS	Child Friendly School
CfSC	Communication for Social Change
CHT	Chittagong Hill Track
CMC	Center Management Committee
CNG	Compressed Natural Gas
CSO	Community Supported Organization
CSR	Corporate Social Responsibility
DDCC	District Development Coordination Committee
DG	Director General
DPE	Directorate of Primary Education
DPHE	Department of Public Health And Engineering
DVD	Data Disk
ECD	Early Childhood Development
EFA	Education For All
FM	Frequency Modulator
GER	Gross Enrollment Rate
Gob	Government of Bangladesh
IPC	Inter Personal Communication
IPT	Interactive Popular Theatre
LGED	Local Government and Engineering Department
M&E	Monitoring and Evaluation
MCI	Meena Communication Initiatives
MDG	Millennium Development Goal
MOI	Ministry of Education
MOPME	Ministry of Primary and Mass Education
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Text Book Board
NGO	Non-Government Organization
PCMC	Project Coordination and Management Committee
PEDP	Primary Education Development Program
PSC	Primary School Certificate
PTA	Parents Teachers Association
PTI	Primary Teacher Training Institute
RBM	Results-Based-Management
SIM	Standard Identification Module
SLIP	School Level Implementation Program
SMC	School Management Committee
SMS	Short Message Send
TV	Television
UDCC	Upazila Development Coordination Committee
UEO	Upazial Education Officer
UNGEI	United Nations Girls' Education Initiative
WDC	Ward Development Committee

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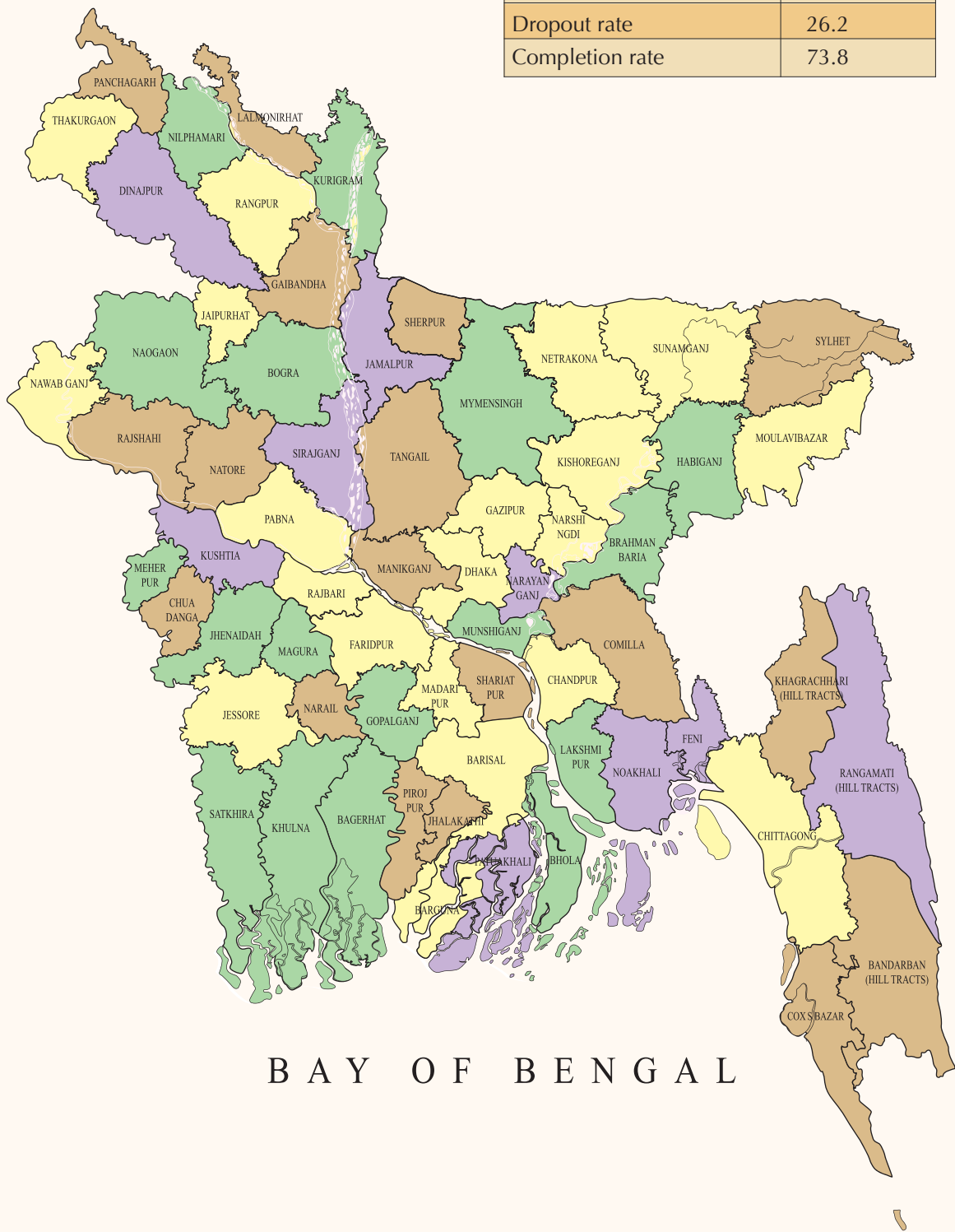
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Total population (6-10 yr)	17609096
Total Teacher (Primary)	458,389
Total School (Primary)	897,12
GER (%)	104.4
NER (%)	96.7
Repetition rate	07.3
Dropout rate	26.2
Completion rate	73.8





Executive Summary

Bangladesh has made impressive advances in the field of primary education since the early 90's. Various programs related to education emerged out of Bangladesh's commitment to the Education for All, the Millennium Development Goals, and the Poverty Reduction Strategy. PEDP-3, follows PEDP-I and PEDP-II as the latest in a series of robust investments in the primary education sector reflecting greater commitment of the Bangladesh Government towards expansion of quality primary education for all Bangladeshi children. A consortium of as many as nine development partners is providing both financial and technical support to the Government for proper implementation of the program.

The main goal of the programme is to provide: "quality education for all our children." Further, the specific objective is to establish "an efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all children from pre-primary through grade V primary."

The various interventions of PEDP-3 are being implemented under four components:

- teaching and learning;
- participation and disparities;
- decentralization and effectiveness; and
- planning and management.

Under PEDP-3 many of the activities implemented under the previous iterations programme will continue to be implemented. These include, but are not limited to;

- distributing textbooks to all the primary level students at no cost,
- improving the physical environment of all schools including constructing new buildings and additional classrooms,
- providing access to safe drinking water, sufficient and separate toilet facilities for boys and girls,
- conducting the grade V terminal examination, and
- ongoing training and development of teachers.

The PEDP-3 also includes the implementation of a number of new initiatives. An example of this is the addition of a formal pre-primary class to primary schools that provides one-year free pre-primary education to all five year old children in the country.

Communication had also played important commitments in all these achievements by disseminating information, raising awareness, creating demand, changing beliefs and attitudes, and ultimately effecting social norm change.

This communication strategy has been developed to contribute in the achievement of the goals and objectives of PEDP-3. The programme goal and the communication interventions will work together to create an enabling environment for achieving the targets in primary education through PEDP-3. The communication strategy has also considered the lessons learned from the implementation of the PEDP-I & II communication programs; the assessment report of communication interventions for PEDP-II in 2011; and program analysis to design PEDP-3. This strategy document is expected to be a living document to lead the implementation of communication activities. It will be reviewed and updated as and when necessary to address the changed circumstances.







Introduction

Background of PEDP3

Enrolment feature from 2005 to 2012

Types of formal and non-formal primary education system



1. Introduction

Education is a fundamental right of every human being. The Bangladesh Constitution recognized this right and instructs the State “to adopt effective measures for ... establishing universal system of education and extending free and compulsory education to all children ... and removing illiteracy” (Bangladesh Constitution, Part II, Clause 15).

Universal basic education is largely understood as universal primary schooling. It was recognized through the Jomtien Conference on Education for All (EFA) in 1990 that making primary education free would allow access to children from poor families and help to ensure universal access.



The Millennium Summit held in Dakar in 2000 declared ‘achieving universal primary education’ as one of its major agenda. As set out in the Millennium Development Goal 2 (MDG 2), has been the goal for providing access to primary education to all by the year 2015. The United Nations Girls’ Education Initiative (UNGEI) was launched in 2000 by the UN Secretary-General to assist national governments as they fulfill their responsibilities towards ensuring the right to education and gender equity for all children, girls and boys alike. Bangladesh, as a signatory to the Dakar Declaration expressed strong commitment towards achieving the goal of universal primary education. This has positive and sustainable socio-economic implication that will help to facilitate a huge

reduction in poverty.

The stages of general education, duration of courses and official age-group of students are given in the table below:

Table -1: Stages of General Education and Designated Ages of Students

Stage of General Education	Duration	Official Age
Pre-Primary	One year course	5 years
Primary Education Grades 1-5	5 years course	6-10 years
Junior Secondary Education Grades 6-8	3 years course	11-13 years
Secondary Education Grades 9-10	2 years course	14-15 years
Higher Secondary Education Grades 11-12	2 years	16-17 years
Bachelor’s Degree (General Education)	2/3/4 years	18-19/20/21 years
Master’s Degree	1/2 years	20-21/22/23 years

Bangladesh has made significant progress in the last thirty years of economic growth and social transformation, achieving significant poverty reduction and curbing population growth. Recent indicators show that Bangladesh has weathered the global economic crisis and maintained an annual growth rate. Bangladesh has also achieved targets on health indicators especially in reducing maternal and child mortality in last five years.

Bangladesh has also made huge improvement in access to primary education. Gender parity based on enrolment figures has improved in both primary and junior secondary levels. Although the enrolment rate is high, the drop-out rates and poor quality learning achievement has been continued to be major challenges for the primary education system. There are also pockets of children who are not enrolling or continuing in school or

remaining out of school following the child labor status, or limited access due to geographical, ethnic, economic or gender disparity.

Table-2, below will focus on enrolment and completion feature and visualize the trend of quality in education and need for the quality drive in education;

Table -2: Enrolment feature from 2005 to 2012

	2005	2006	2007	2008	2009	2010	2011	2012
Total population (children 6-10 yr)	15114102	15244630	15041743	14880249	14947002	14937517	17239810	17609096
GER (%)	93.7	97.7	98.8	97.6	103.5	107.7	101.5	104.4
Boys	91.2	92.9	93.4	92.8	100.1	103.2	97.5	101.3
Girls	96.2	103.0	104.6	102.9	107.1	112.4	105.6	107.6
Gender parity index	1.05	1.11	1.12	1.11	1.07	1.09	1.08	1.06
NER (%)	87.2	90.9	91.1	90.8	93.9	94.8	94.9	96.7
Boys	84.6	87.6	87.8	87.9	89.1	92.2	92.7	95.4
Girls	90.1	94.5	94.7	94.0	99.1	97.6	97.3	98.1
gender parity index	1.07	1.08	1.08	1.07	1.11	1.06	1.06	1.04
Repetition rate	10.5	11.2	11.6	11.3	12.1	12.6	11.1	7.3
Dropout rate	47.2	50.5	50.5	49.3	45.1	39.8	29.7	26.2
Completion rate	52.8	49.5	49.5	50.7	54.9	60.2	70.3	73.8
<i>Bangladesh Primary Education, Annual Sector Performance Report 2013, DPE, MOPME</i>								

The Government of Bangladesh (GoB) initiated many programs to facilitate the achievement of the EFA goals over the past two decades. DPE was created to govern the activities regarding the implementation of primary education in the country. DPE sought support from the development partners in various projects and programmes including the Intensive District Approach to Education for All (IDEAL) and the Effective Schools through Enhanced Education Management (ESTEEM). Although the projects started at two different times they were collectively named as The First Primary Education Development Program or PEDP I (1997-2003). It focused on ten specific objectives including enrolment, completion, quality inputs and monitoring. As the benefits of PEDP-1 were evident, the GoB decided to proceed with the primary education development activities through a programmatic approach rather than as discrete projects. The Second Primary Education Development Program (PEDP-II) was developed as the largest educational development initiative in the country and was implemented from 2004-2011. PEDP-2 was a coordinated and integrated sub-sector program within DPE that focused on quality improvement, institutional capacity building, and systemic reform.

Through these programs and experiences from other sector wide programmes it is clear that education programmes must be designed and implemented with stakeholder input. Parents, teachers, students, communities, civil society groups, NGOs, and GoB program officials all have their individual roles, interests and responsibilities in such national education program.



With the support of multi level stakeholders and partners the Government has implemented several important initiatives based on the new National Education Policy 2010. The Policy expresses that the school environment will be made attractive and joyful. Initiatives to address this includes providing adequate facilities for games, sports, cultural activities, interaction between teachers and students and a clean physical environment of the school. Physical punishment shall have no place at families, schools and communities. School sanitation facilities were designed and initiated to fulfill the special needs of the physically and intellectually challenged learners.

Effective measures have been initiated to ensure safe protection within the schools for ultra poor, deprived and underprivileged children. To ensure community and parents participation in the school development activities, SMC has been empowered to guide school activities.

Despite the progress that has been made in providing education to the children of Bangladesh the country still faces a wide range of challenges. In Bangladesh, only 14.6 percent of children of ages 36-59 months attend any form of early childhood education programme (MICS, 2006). Attendance is slightly higher for girls than for boys.

The PEDP-3 addresses the entire primary education sector, as reflected in results and financing frameworks which encompass all interventions and public funding for the development and maintenance of the pre-primary and primary education systems.

Child labor is a coping strategy of families who are facing daily challenges for their survival. National surveys (Child Labor and Education-2008) indicates that 13 % of Bangladeshi children between the ages of 5 and 14 years are working children with higher rates among children of the urban slums. The National Child Labor Survey estimated that about 1.3 million children were engaged in hazardous labor.

Many child workers, especially girls, are not paid regular wages. Employers of children rarely consider the compensation cases.

PEDP-3 has been designed on the successes data and experiences of PEDP-1 and PEDP-2 whilst targeting the issues highlighted above. PEDP-3 is the third in a series of large investments in education over past fifteen years. These investments have been supported by significant contributions from development partners.

PEDP-3 continues many of the quality improvement, institutional development, and systemic reforms introduced under PEDP- I and II. The continuation keeps focusing on how inputs are used at the school level to improve learning outcomes in the classroom and raise primary school completion rates.

Basic education in Bangladesh is delivered through both formal and non-formal programmes. While discussing such the history of primary education delivery system in Bangladesh, this has come to an array of 13 types of formal and non-formal primary education institutions. The management and coordination of these school and madrasa is highly fragmented with five different authorities.

Of the 13 types of formal and non-formal primary education system;

- five types of formal GPS, RNGPS, Experimental schools, Community schools, NRNGPS and one type of non-formal ROSC primary schools are under the MOPME, managed by DPE which holds 83.2 % of total enrolment
- two types of formal primary school and madrasahs are under MOE, which holds 8.5 % share of the total enrolment
- one is Kindergarten under the MoC, which holds 6.7% share of the total enrolment
- two types of NGO schools and NGO education centre is under NGO Bureau, which holds 1.6% share of the total enrolment
- one is Sisu Kallyan under MOWCA, which holds <1% share of the total enrolment

* Following recent GoB decision all the RNGPSs has been merged with GPS

PEDP-3 embodies four policy directions for primary education described in Bangladesh's 2010 National Education Policy: (1) Establishing an integrated school system under a framework that unifies public, NGO and private providers; (2) Improving quality through reduced class size, improved teaching practices, and a focus on ICT literacy; (3) Decentralizing primary education administration and management; and (4) Engaging in partnerships with NGOs and the private sector.



The overall

PEDP-3 goal is to provide: "quality education for all our children". The overall objective will be approached through the specific objective to establish "an efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh's children from pre-primary through Grade V primary."

PEDP-3 implementation is carried out through a results-based-management (RBM) model. There are six results areas where outcomes will be monitored through fifteen Key Performance Indicators. The result areas are:

- Improved Learning Outcomes;
- Universal Participation and Completion;
- Reducing Disparities;
- Decentralization;
- Increased Effectiveness of Budget Allocation; and
- Program Planning and Management.



Communication Plan in Primary Education

- 2.a Justification and Rationale
- 2.b Strategic Communication Approaches (Advocacy, Behavior Change Communication and Communication for Social Change)
- 2.c Barrier and Opportunities of C4D Strategy
- 2.d Participant Groups for Communication
- 2.e Objective of the Communication for Development (C4D) for PEDP-3



2. Communication Plan in Primary Education

Role of communication in supporting education programmes

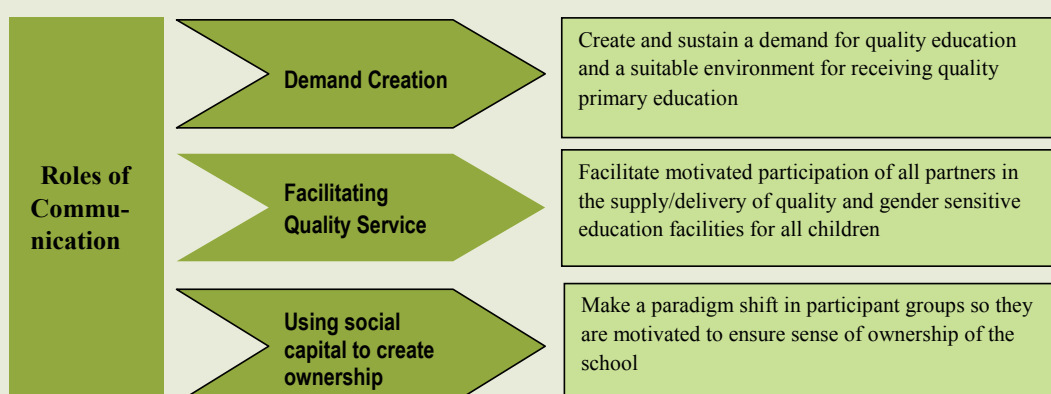
Social communication is about individual and society sharing knowledge, interchanging experience and views and transforming history and norms.

And for the specific education projects the roles of communication are to assist each stakeholder groups to make sense of respective roles and responsibilities while seeking to understand and to accept those of others.

A few potential roles of communication can be identified as:

- Providing information
- Initiating dialogue among program participants and beneficiaries
- Creating consensus among groups
- Advocating and inviting participation in social mobilization
- Advocating social and individual behavior change
- Transforming social norms, culture and heritage

These are not limited in any specific project or place, truly communication is a living process and can play its role at any point of demand. Communication roles can be visualized in following diagram as:



A multi-level and multi-media communication initiatives using local, traditional and national media along with community based communication activities will be implemented in PEDP-3 to promote quality education and its long term impact on the lives of the children and their families.

This communication strategy will work towards improvement of understanding about need, importance and benefits of education among the audiences at district, upazila, school, and local community levels. The mass media campaign would tackle the demand and supply side of the education system at a generic level and would work to raise the level of awareness of people towards the need and importance of quality primary education both in formal and non-formal set-up. The local media, social media and inter-personal communication campaign would work to educate and motivate all relevant partners in the children's education about the benefits of education and the importance of their role in making it a success.

History of communication in PEDP I & II

Since the 1990s communication activities have been implemented by government, NGO and partners to complement program interventions. This combined approach has helped to increase enrolment and completion and to create demand for quality primary education in Bangladesh. The first social mobilization campaign was launched with an EFA logo in 1992 to involve the partners for promoting EFA goals.

A communication strategy was developed in 1999 for the promotion of primary education and revised and expanded in 2001 with a greater emphasis on promoting basic education for all children. Based on this strategy several communication packages were developed and produced for various participant groups (target audiences). Communication activities were implemented at national and sub-national levels. Initiatives included but were not limited to drama serials, television talk shows, radio/tv programs, billboards, wall paintings, print materials, primary education fairs, motivational workshops, inter-personal communication training, orientations for education officials, interactive popular theatre shows and Meena communication initiatives.

Meena Communication Initiatives (MCI) was launched in 1992 to advocate the rights of girl children and to bring about a social movement for girl's survival, growth, development and participation in Bangladesh.

Meena communication initially advocated for the education of girls and with several TV episodes and comic books for children subsequently produced on education. In Bangladesh, in the primary education context, Meena communication activities are implemented to promote education, gender issues and the self esteem of girls. Meena has also played a great role to initiate child to child activities and is still a popular medium that reaches children with social messages through entertainment.



Communication interventions have also contributed in putting the issue of education on the national agenda. While primary education has come a long way and has achieved success in increasing enrolment, still there are scopes of improvement in both coverage of service delivery and the achievement of expected levels of quality. In fact, the communities and parents demand quality education (including inclusive education) requires enriching knowledge, development of attitudes and behaviors amongst communities, parents, children and education services providers who actively participate in primary education development.

This communication strategy has been developed to reach and motivate the families, communities, teachers, service providers, managers and the decision makers about education for all children. Although school intake and enrolment rate is high, there are still over a million primary-age children who do not attend formal schools. These include children who have never enrolled in school and children who drop out from school.

Primary education is currently at a stage where community has a huge role for ensuring the delivery of quality education. Communities can support and monitor the delivery of quality education in the primary school in their community through active participation of SMC and other community level committees.

2A. Justification and rationale for communication

The issues discussed in the following sections are directly or indirectly influencing children's education. They result in increased dropout rates, children entering into labor force and girls being married at young ages.

The strategy document defines the role of communication as:

“exposing and expanding the information and initiatives on efforts for improvements and achievements in primary education to various stakeholders at all levels in order to solicit their support and co-operation”.

Communication should involve all level participants (audiences), generate awareness on the benefits of education to stakeholders at all levels, create a positive attitude towards education and motivate stakeholders and partners so that they contribute to their potentials.

2B. Communication Challenges

The development of a cohesive PEDP-3 communication programme requires an analysis of barriers that should be addressed in order to achieve the communication goals. These goals should then align with the overall goals of the PEDP-3.

The communication strategy for PEDP-3 will focus on quality primary education for all children in Bangladesh. Issues were identified through lessons learned from PEDP-I & II, the communication assessment report of PEDP-II in 2011, different primary education related reports and other reports that assessed school and family related factors influencing education (Children's views and the Alternative Report on Child Rights in Bangladesh 2007).

The communication strategy for PEDP-3 will focus on promoting demand for quality primary education for all children in Bangladesh with the greatest social impact. In order to design a systematic communication strategy it is important to review the communication challenges that need to be addressed in this specific PEDP3 communication programme.

The issues listed below are both programmatic and communication barriers. However communication programme will design and implement interventions that will support creation of demand for quality education for all children.



Table - 3: Communication challenges

Individual/Family
<ul style="list-style-type: none"> • Very limited scope for recreation, and children do not enjoy school • The responsive behavior of the teachers at primary level does not attract the learners to schools. • Very limited facilities for physically and intellectually challenged children in primary school. • Parents want/need their children's income. • Can't see the benefit of education in their context (e.g. poor, unskilled laborers). • Parents are more interested in short-term benefit and give lower priority on long term benefit. • Parents believe that it's government responsibility to ensure education to children. • Parents do not participate in school development activities. • Don't know what quality education means and what to ask for. • Allege that the children are not interested in education. • Parents/ families do not pay much attention to the needs of their children. • Do not have an understanding about the need for a safe, secure and joyful learning environment. • Parents are unaware about quality education as well as about the value of education. • Parents and communities do not have appropriate knowledge on ECD and future benefit of children. • Family members compel children to work. • The concept of inclusive education yet not well understood by parents and families. • Education for the disabled children is seen as social welfare kind of activity, not educational rights • Family members discriminate between boys and girls. • Parents are afraid of potential abuse of adolescent girls traveling far from to school.
Teachers
<ul style="list-style-type: none"> • Most teachers feel that they have low status in the community.. • Teachers feel that good work done by them is not recognized through evaluation or reward. • Teachers have no understanding of their wider role in the promotion of education. • Teachers have very limited scope for career development. • They receive a poor salary for an important and difficult job. • Teachers have a heavy work load. They are involved in various kinds of work which are beyond their responsibilities. • Teachers and other key education stakeholders have a manifestation of education that education is all about rote memorization, passing exams and securing good results • Teachers do not value collaborative learning, and do not encourage respect for diversity, intercultural/ interracial tolerance, pluralism, multiculturalism and multilingualism. • Teachers lack understanding that each child is unique and able to learn irrespective of her gender, ability/disability, ethnicity, language, socioeconomic status and geographical location. If appropriate support is given each child learns at her/his own pace, ability and style.

- No feedback from parents to teachers on children's education
- Lack of communication between parents and children on education progress and school environment
- Teachers, many times, do not practice interactive teaching skills, acquired in training programs, in the classroom.
- Have a limited understanding of quality education, and the child friendly classroom.
- Corporal punishment by parents and family members
- Do not have good interpersonal communication skills including one-on-one counseling, group meeting facilitation.
- Teachers are not motivated enough to work under Formal education due to work pressure, fear about the project, lack of community participation and perceived lower status of being a teacher.
- Teachers and parents continue physical punishment in name of making the students aware of academics.
- Poor teacher-student ratio.

Community

- School Management Committees demonstrate positive participation rarely.
- Community participation and ownership in the school development activities of school is very limited.
- Participation of school management committee member is still limited to motivate teachers, parents and community people.
- Girls are married off at an early age.
- Children's opinions are never heeded
- Eve teasing (sexual harassment) to girls
- Lack of community ownership of school

Institution

- Bangladesh primary education repeatedly found that academic supervision of the schools is weak which has major implications on delivery of quality education.
- In hard to reach areas schools are located far away.
- No special training of teacher for physically and intellectually challenged children's education.
- Equal opportunities not ensured for all types of disabled and underprivileged children.
- Pre-primary schooling / early childhood development concepts are not well established and adopted. practice in communities.
- Poverty is quite clearly a critical barrier to children accessing school, attending regularly or completing school.
- Some children are not allowed in school as they lack uniform, school shoes, etc.
- Low level awareness against consequence of child labor amongst the general public.
- Many of the electronic media messages do not reach those parents who have failed to perceive the value of education well.
- Local government representatives are not concerned about the neglected or drop out boys and girls of the society. Because they think that they have no benefit here.
- Lack of generation and utilization of social capital

2C. Strategic Communication Approaches

The communication program will use three approaches to reach different participant groups at various levels. These are:

- Advocacy
- Behavior Change Communication (BCC)
- Communication for Social Change

Keeping the identified communication roles and barriers presented earlier this specific communication program will use three approaches to reach different participant groups at various levels.

Advocacy: ensures that the perspectives, concerns and voices of all segments of the population including marginalized groups and disadvantaged families are heard and reflected in upstream policy dialogue, decision making, program interventions and communication interventions. Advocacy with education policy makers, ministry level officials, program managers, development partners, key stakeholders and others will be necessary to create awareness and commitment to re-enforce existing policies, initiate new policies and mobilize resources for the implementation of PEDP- 3 with the highest possible priority.

Behaviour Change Communication (BCC): uses a combination of strategies including participatory communication to inform, influence and support individuals, families, community groups and opinion leaders for the adoption and sustainability of expected practice and conceiving desired behaviors as regards to quality education.

Communication for Social Change (CfSC): engages motivates and empowers partners, communities and networks to influence or reinforce social norms and cultural practices. Stakeholders, CBOs, SMCs, AUEOs, UEOs, ward development committees and local government sub-committees will use this approach to support long-term sustainable social change for the desired norms and practices.



2D. Participant Groups for Communication

Participant groups (target audiences) analysis is an essential element for designing the communication interventions. Children are the ultimate beneficiaries of education interventions. Everybody is expected and will work to ensure quality education rights of children. In the process of setting behavioral objectives to ensure quality education for all children, different levels of participant groups have been identified.

The analyses have identified primary, secondary and tertiary participant groups. All of them play either direct or indirect role. Primary participant group is the direct influencers, and secondary and tertiary participant groups are indirect influencers who support primary participant groups. Many times communication program designs and implements interventions for the primary participant groups and less emphasis are given on the secondary and tertiary groups. Communication activities, therefore, need to focus on the behaviours of those who need to practice the desired behaviours e.g. parents, but also those who directly and indirectly influence parents and others or enable them to practice the desired behaviours.

Main categories of participant groups for communication strategy for PEDP-3 are listed in table below.

Table -4: Categories of Primary, Secondary and Tertiary Participant Group

Primary Participant Groups	Secondary Participant Groups	Tertiary Participant Groups
<ul style="list-style-type: none"> • Parents of 5-14 years children • Parents of disadvantaged children • Parents of child labor, drop out children, out of school children • Teachers and head teachers of primary school • Para workers of para centers in CHT districts 	<ul style="list-style-type: none"> • SMCs/ CMCs and Task Force • Youths /Adolescents • Cub group, student council • SLIP committee • Parent Teacher Association • Employer • Civil Society Organization members • Union Parishad members both male and female • Faith-based organizations • Community proactive group like Club members, local theatre groups etc. • Headman (Merchant), Karbari (Retailer) in CHT districts, etc. • Senior citizen and community volunteers 	<ul style="list-style-type: none"> • Policy makers • DDCC members • District and Divisional level primary education managers in Government and NGOs • Social elites • Education officials (UEOs, AUEOs etc) • Upazila primary education committee • Formal and non formal institution employers and informal employers • Local level development committees like WDC, union parishad education sub-committee, etc • Ward commissioners both male and female • Private sectors (CSR) and business groups • Media professionals • Influential groups • Trade association's members

2E. Communication Objectives

PEDP-3 Overall program objective is to establish “an efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh’s children from pre-primary through Grade V primary.”. Compelling above program goal following communication objectives has been identified to achieve the PEDP-3 program objectives.

The overarching communication objective that states: “Promote efforts to ensure access to early learning opportunities and to improve quantity and quality of primary education for creating a friendly and supportive environment at all levels, both internal and external to the system”.

To monitor regular progress and overall success of the intervention plan following approach specific communication objectives have been identified. Identified SMART objectives are the vision of interventions impact over the participants' knowledge, behavior and practice. And finally these will contribute to achieve the program objectives;

Table -5: Communication objectives by specific communication approaches

Advocacy	Behavior change communication	Communication for social change
<p><i>By the end of 2017,</i></p> <ul style="list-style-type: none"> • At least 50% of District Development Coordination Committee (DDCC/UDCC), convergence committee quarterly review meetings covered topics related to importance of pre-primary and primary education. • At least 20 % of community leaders, union parishad education sub-committee members discussed and minuted about quality primary education for every child in their community. • 20% of SMCs review meetings covered topics related to importance of pre primary and primary education and negative consequences of drop out, child labor, corporal punishment and child marriage. • At least 10% of national and District level selected corporate business groups and chamber of commerce members sensitized about the negative consequence of drop out, child labor, corporal punishment and child marriage. • Reporters, journalists and other media professionals of 5% of national media outlets (print, broadcast and web) increased production of primary 	<p><i>By the end of 2017,</i></p> <ul style="list-style-type: none"> • At least 50% of parents (who have children 5-14 years) are able to state the long term benefits of primary education and send their children to preprimary and primary school. • At least 30% disadvantage children's parents (who have mentally or physically challenged children 5-14 years) are able to state the long term benefit of primary education and send their children to Pre-primary and primary school. • At least 25% of teachers in program area provide equal need based attention to all students in the class irrespective of their normalcy and/ or specific physical or mental challenges. . • 25% parents share progress of their children with teachers and plan care at home and community groups • At least 20 % of select employers providing the opportunity to working children to get basic education from formal or non-formal primary school. • 50% oriented SMC/CMC/ PCMC/ PTA/SLIP members conduct community dialogue meetings with parents and communities on quality education. 	<p><i>By the end of 2017,</i></p> <ul style="list-style-type: none"> • 25% of trained teachers held community dialogue and seek community support to ensure all eligible children enroll in pre-primary and continue their education up to Grade-V and participate in PSC exam. • At least 20 % of community leaders including religious leaders in program areas are in contact with parents, care givers or their family members to promote completion of the primary education cycle and committed in prevention of corporal punishment in schools. • 10% of youth leaders, adolescent groups and CSOs engaged with their respective peer groups and also with community people to promote quality education to prevent child labor, child marriage & corporal punishment. • At least 5% of selected business company agreed to include messages linked to compulsory primary education for all children in their advertising campaigns and on their products packages. • At least 30% of upazila primary education committees regularly meet and review the implementation of PEDP 3 activities at field levels. • At least 10% of social media, TV Channel, community radio, Electronic Media representatives and journalist at local sites covers quality primary education news and features

2F. Participants Behavior analysis

Considering above program objective and the SMART communication objectives following behavioral expectations have been identified among the program participants groups. These will allow the program implementers to review if the communication plans and tools are working properly. More specifically these will answer “Who is to do what?” to achieve programme objectives;

Table -6: Expected behavior by specific participants group and communication approach

Advocacy	Behavior change communication	Communication for social change
<ul style="list-style-type: none"> • DDCC/ UDCC Chairperson and members demonstrate positive attitude towards primary education and keeps meeting agenda on progress of primary education regularly • Community leaders, union members and education subcommittees discuss primary education in their regular meetings. • SMC members aware community people about the negative consequences of drop out, child labor, corporal punishment and child marriage • Privates are cooperating primary education quality promotion through increased CSR • Editors keeps space in media and reporters make story on success of primary education 	<ul style="list-style-type: none"> • Parents send their children to school regularly • Teachers give equal attention to all children • Parents regularly communicate with teachers • Employers allow children to attend school • SMC/CMC/PCMC/ PTA/SLIP members give importance on house visit and community dialogue meetings 	<ul style="list-style-type: none"> • Trained teachers and SMCs members organize dialogue and seek community support to ensure all eligible children enrolled in school. • Community leaders including religious leaders contact with parents, care givers or their family members to promote completion of the primary education cycle • Youth leaders, adolescent groups and CSO organizations engaged with their respective peer groups and also with community people to promote quality education • Selected business company agreed to include messages on their products packages. • Upazila primary education committees regularly meet and review the implementation of PEDP 3 activities at field levels. • Press and media professionals demonstrate importance on educational news and promotional events





Strategic themes and
framework for
Communication Strategy



3. Strategic themes and framework for Communication Strategy

The communication will focus on the following themes with emphasis on behavior and social norm change for the greatest social impact on quality education and fulfillment of child rights.

1. Quality primary education
2. Pre-primary education
3. Drop out from primary school /second chance education
4. Innovation and evidences in quality education
5. Specific program component and/ or pilot events like: Child friendly school, School sanitation, SLIP, Teachers training, Each child learns, Digital education content, Inclusive education
6. Harmful practices like: corporal punishment at home and school, working children and child labor, child marriage
7. Community's support and involvement for completion of primary education for all children
8. PEDP3 program success stories, overall achievements and innovations

While communication messages will be translated and tailored into usable media formats and tools following frameworks will be considered to comply with the EFA and MDG considerations for minimizing discrimination in development plans;

Gender Issues: There are various gender issues that have come to the forefront over the last decades of work on quality education for all. While the enrolment rate of girls is as high as that of boys, the completion and the learning achievement rates needs to be improved. This is attributed to the traditional roles of girls in the running of household and consequent negligence in education. Other issues like child marriage or difficulty of getting educated girls married off have compounded the problem.

In case of working children, most of the commercial employment is of boys. But the domestic employment of millions of girls around the country is not recognized. Many of these girls never get a chance for any form of education as they are exposed to domestic labors from a very early age. Also many girls are involved in hazardous occupations like brick-breaking, commercial sex workers and garment industries. These girls not only fall outside the education net but also undergo exploitation.

The role of female members of SMC is vital in school activities especially in ensuring the girl-friendly environment in schools. Although the provision of reserved membership in SMC for female guardians is ensured according to recent government circular, the participation and role of female members are still negligible in SMC activities.

Child Right Issues: The quality education for all children cannot be looked at in isolation from the child rights issue. Education itself is the right of the children. The careful consideration of child rights becomes even more critical in case of working children.

Contextual Communication: Another learning on education reveals that traditional benefits of education do not have an effect on all level participant groups, as they do not relate to those benefits. It is therefore essential that communication must be relevant to the context of the participant groups. It must show the benefit of education in their context and should not concentrate on generic benefits of education. This means that social return of education needs to be complemented by the evidences of individual returns including economic and social empowerment.





Media and Channel Analysis for Communication Strategy

Mass Media
Social Media
Community Media
Inter-Personal Communication Channel



4. Media and Channel Analyses for Communication Strategy

Selection of appropriate media and communication channels is essential for effective advocacy, behavior and social change communication related interventions. Some of the communication materials developed and produced, and the inter-personal communication activities implemented in PEDP-I and PEDP-II will also be reviewed and adopted for PEDP-3 communication.

This media analysis component describes the use of various media & channels to provide a continuous and sustained feeding of information through entertainment, role modeling and demonstrations. Different audio-visual programs, materials and activities will be designed, produced and implemented through various media and channels.

In Bangladesh, a gradual increase in media consumption recorded over the past decade. There are also many changes in media habits while radio was the main source of communication and now television has taken over in both rural and urban areas. In designing strategic plans, media analysis is important to understand effectiveness of media reach, so that the right vehicle for communication for the right audiences can be identified and selected.

In recent years, Bangladesh has experienced phenomenal growth in the ownership of handy and electronic products. In recent days, more and more people are exposed to wider options, such as TV, radio, multimedia, tabs, webinner, smart phone and mobile phones, thus increasing the need to ensure that the information they receive through multiple media are reliable.

As a result, it is necessary to design media focused communication campaigns to reach different audiences to ensure the required impact on the people of Bangladesh. Currently TV has penetrated 70 per cent of the population across the country. Similarly, with more than 60 per cent of the population using a mobile phone, penetration through SMS advertising is also high.

Marketing promotions through TV, web posting and SMS advertising go "hand in hand" and it shows a new dynamic in the world of business through communication. SMS advertising of products, services, or events is the quickest and most direct way of reaching potential customers. According to a recent qualitative survey by Nielsen Bangladesh, the majority of text messages sent are actually read by people, as opposed to the number of emails that are actually opened, which are often deleted or sent directly to the spam box. Clearly, SMS advertising is here to stay. Of course the Bangla text insertion in SMS and web has given a new dimension in that.

The communication campaign will use a multi-media and multi-level approach to reach primary, secondary and tertiary participant groups. The multi-media include mass media, community media, social media and inter-personal communication channels. Whilst multi-level ensures interventions planned for and implemented at national, divisional, district, upazila and community level.

A) Mass Media

Mass media are all those media technologies that are intended to reach a large audience by mass communication. Broadcast media (also known as electronic media) transmit their information electronically. This group is comprised of television, film, radio, movies, CDs, DVDs, and other devices. Alternatively, print media use a physical object as a means of sending their information. This includes newspapers, magazines, brochures, newsletters, books, posters, leaflets, pamphlets, etc. Outdoor media is a form of mass media that comprises of billboards, signs, placards, dangler, hoarding boards, wall paintings. Mass media allows access to large numbers of population of Bangladesh through electronic and print media as well as the internet.

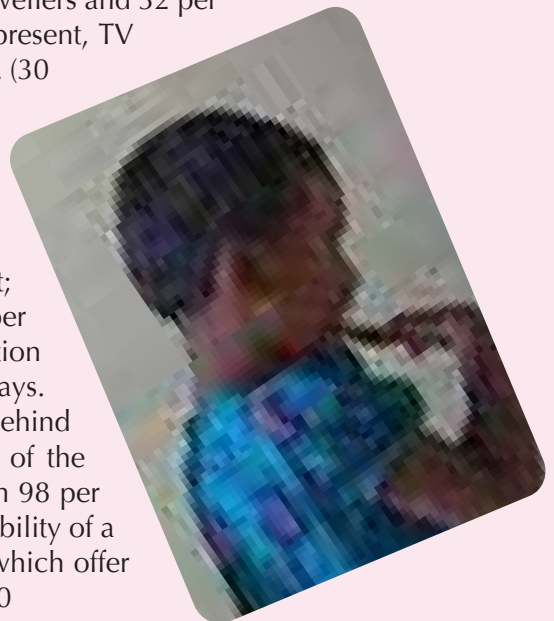
i. Electronic Media is a form of audio and visual media where the information or data that is created, distributed and accessed using a form of electronics. The following electronic media can be used by the PEDP-3 communication initiatives:

- Television
- Radio both public and private as well as community and on line radio
- Community radio (already MOI has launched 14 community radio)
- Cinema
- Internet
- Mobile phone

Television

Globally, television has emerged as the most powerful media. Television ownership and reach are increasing day by day. The global trend has also influenced viewers in Bangladesh. The following section will focus on some important findings on TV viewership and their habits. At present, 46 percent of Bangladeshi households own a television, with 76 per cent ownership amongst urban dwellers and 32 per cent amongst rural ones. Another media source quote at present, TV is available to 83 per cent of the households in metro areas. (30 June 2010 The Daily Star)

In comparison to the figures of a 1995 media survey, it is apparent that the ownership rate has increased considerably over the past one and half decade. Within this period, the overall ownership of TVs nationally has gone up by around six times from 8 per cent to 46 per cent; and it is eleven times as much in the rural areas -- from 3 per cent to 32 per cent. At present, 70 per cent of the population aged 15 and over watch TV at least once in seven to ten days. The reach of TV to female viewers (63 per cent) is still behind that of males (76 per cent). The number of the viewers of the state-run BTV has declined in the last five years, i.e., from 98 per cent to 83 per cent. It is most likely as a result of the availability of a wide range of local and foreign satellite channels, all of which offer various programs, such as music, sports, etc. (30 June 2010 The Daily Star)



Radio

Though the number of radio listeners among the young urban population is incredibly raising, still fewer people are listening to the radio considering viewership of TV. Listenership is higher in rural areas at 29% compared to urban areas at 21%.

The reach of radio is defined as the percentage of respondents who usually listen to radio at least once in 7-10 days. The GOB radio-broadcasting agency, Bangladesh Betar, has thirteen regional radio stations. The majority of listeners do not listen at any fixed time or day. For the rest, popular programs include the morning 7 o'clock news, programme following lunch-time, the 8:30 evening news and musical programme after 10 p.m. However recently high increasing culture to listen FM radio through the mobile phone has been evident, and recently 14 community radios have started their programme forecasting in different areas in Bangladesh. Community people are listening radio through FM frequency and mostly using their cell phone as receiver. Comparably teenager and youth are highest in the listeners groups.

Cinema

Although the overall cinema-going habit has increased in the last seven years from 12% to 16%, there has been a decline in urban areas. In 1995, 22% of the urban people watched films at cinema hall at least once in the last three months. This has decreased to 18% in 2002. On the other hand, in rural areas more people (16%) visit cinema halls today compared to 1995 (11%).

Mobile phone

In recent years, Bangladesh has experienced phenomenal growth in the ownership of mobile phones. Currently, 110 million SIM cards are used. Mobile phone penetration at the household level has increased rapidly in the rural areas - from 3% in 2005 to 51% in 2009. Among urban dwellers, mobile phone penetration has reached 82 per cent. As expected, currently 86 percent of the metropolitan households have access to mobiles, compared to 23 percent in 2005. (30 June 2010 The Daily Star).

ii. Print Media and Materials includes all newspapers, newsletters, booklets, posters, pamphlets, magazines, and other printed publications, especially those that providing information as a means of raising knowledge among the people. Print media is a rather commonly used term referring to the medium that



disseminates printed matters. People also refer to print media simply with the term "press;" it's an intermediate communicative channel aiming at reaching a large number of people.

The habit of reading newspapers is increasing, growing from 15% in 1998 to 32% in 2003. As expected, newspaper reading remains an urban habit, limited mainly to the metropolitan areas. Around half (49%) of the urban people read newspapers compared to only 19% of rural people.

iii. Outdoor Media is made up of many different formats. Outdoor advertising is regardless any type of advertising that reaches the consumers and audiences while he or she is outside the home. Outdoor advertising formats fall into different categories, e.g. billboards, banner, signboard, festoons, wall paintings, stickers, dangles.

B) Social Media

As a developing country, Bangladesh is also feeling the social media heat. Every day social network users increase immensely in Bangladesh. One popular social site in Bangladesh is Facebook. Other network like Twitter, LinkedIn users are also growing in the country.

Currently, there are 2,796,940 Facebook users in the Bangladesh, which grew by more than 271,780 in the last 6 months. This equates to 1.77% of total population, which makes it #52 in the ranking of all Facebook statistics by Country. The largest age group is currently 16-17 with total of 1,650,195 users, followed by the users in the age of 35-44. There are 78% male users and 22% female users in Bangladesh. Around 5,570,535 internet users as of Dec, 2011; 3.5% of the population identified all over Bangladesh according to ITU. Current internet users are estimated at more than 30 million. (<http://www.socialbakers.com/facebook-statistics/bangladesh>).

C) Local or traditional or community Media

Folk is an effective means of communication in today's world, since it not only helps connect people with their cultures but also revives the lost culture of the society. In Bangladesh around 25-30 percent are not reached through television (BTV) and therefore traditional media does play a huge role to reach unreached and deprived communities. Folk media forms the language of expression for the local populace and gives them a chance to voice out their opinions on various issues. Folk media is being used widely to disseminate socio-political messages and to create knowledge for social issues. The objective here is to make people a part of the play and thus convey the social message. Various forms of folk media are listed below.

- Interactive popular theatre (IPT)
- Folk Song
- Puppet show
- Street Theatre
- Courtyard drama
- Jari, shari, gomvira, dhamail, pot song and social event in rural area
- Muppet/ puppet show



D) Inter-Personal Communication (IPC) Channel

While the mass media provides a sustained feeding of information through entertainment, role modeling and other demonstrations, the IPC channel works at a deeper level to influence individuals and groups through face to face and group activities. IPC also creates an enabling environment that mobilize families and communities and develop the positive attitudes and behaviors as well as for maintenance of behaviours. IPC is the process by which people exchange ideas, thoughts, information, feelings, and meanings through verbal and non-verbal messages: it is face-to-face and group communication. IPC is not just about what is actually said - the language used - but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language. IPC can include all aspects of communication such as listening, persuading, asserting, non-verbal communication.

IPC assumes that both the message senders and the message receivers will interpret and understand the messages being sent on a level of understood meanings and implications. Some of the IPC channels used for communication are as follows:

- Group gatherings
- One –on- one (face to face)
- Communication orientation /trainings/workshops
- Courtyard meetings
- Group counseling
- Home visits
- Tea stall meetings







Creative Strategy

- 5a. Suggested Communication Materials and Activities
- 5b. Suggested communication activities
- 5c. The main points and themes



5. Creative Strategy

The Creative Strategy is a reflection of the overall communication campaign strategy and will work towards community and education mobilization with a coactive, synergetic approach. The overall campaign is envisioned as a colorful collage of relevant messages woven carefully in accordance with the strategic plan.

It has been the endeavor of the creative team to ensure that a campaign that talks about the education of our children is not inundated with the serious tone often used for promoting social messages. Various tools of communication will be used for bringing about the desired changes in the community mindset and behavior as well as the education system mindset and behavior.

The route taken in the mass media will portray the dream that parents have about their children and students have about their education and school. This dream involve:



- children having a school where s/he can enjoy studying
- parents playing in creating a school & education system where their children flourish and blossom
- teachers making a garden where the children nourish and flourish as maker of the future nation
- communities investing time and resources where the promoting the theme of “amader school, ek rangeen phool” (our school, a colourful flower) will be continued across mass media.

5A. Suggested Communication Materials and Activities

Several packages of communication materials have previously developed and produced for print media, electronic media, and inter personal communication activities. These were implemented in PEDP-I and II. Review of those materials will be undertaken and many of the messages and materials might be still appropriate for PEDP-3. However the list presented is only proposed and through validation workshop for both the message and materials the list will be finalized on requirement basis.

a) Proposed Mass Media materials:

i. Electronic Media materials:

- TV and Radio Drama Serial
- Short drama for mobile cinema
- Docu-drama
- TV Talk show on Quality Education (formal and non formal)
- TV Talk show on specific program component
- TV Magazine show on Education
- TV and Radio spots
- Project documentaries
- Music show including live show
- Education related songs with popular singers
- Meena films on different education related issues

ii. Outdoor Media materials:

- Billboards (steel frame hand painting and digital)
- Wall Paintings
- Stickers (for car and general use)
- Danglers
- Digital signs
- Community Information board

ii. Print Materials:

- Story book based on TV and Radio Drama Serial
- Brochure
- Posters
- Flip chart
- Flyers
- Fact sheets
- Advocacy booklet for Teachers, Education Managers, Local Government Members and SMC
- Media toolkit
- Booklet/pocket booklet
- Statistical booklet for advocacy
- Information cards
- Newspaper supplement
- Advocacy brochure for policy makers, Education Managers, Local Government Members and others
- Orientation guideline/manual on mobilization youth and children
- Orientation guideline/manual for SMCs
- Orientation guideline/manual of media personnel
- Workshops and seminars guideline/manual at national and sub-national levels
- Communication training package
- Guidelines for implementation of communication activities
- Teachers' planners,
- Success story booklets,
- Story books developed by teachers, students and other education officials,
- Meena drawing book for pre primary and ECD centre
- Meena activity books
- Meena comic books
- Meena teachers' guides
- Other children's creative materials and books
- Learning game cards

5B. Suggested communication activities**i) Orientation/training/workshops/seminars/meetings**

- Advocacy workshops/meetings with decision makers, employers, parents, media, different networks

- Behavior change and inter-personal training communication training/orientations for teachers, PTI personnel, education officials, SMC members through basic, sub-cluster and other modes
- Motivational workshop on identified issues for different participant groups including teachers, program managers, employers, decision makers, and others at national and sub-national levels Workshop on importance of girls' education at different level
- Orientation/workshops with journalists to prepare and publish articles on PEDP3 issues
- Orientation on Meena for PTI Instructors and AUEOs
- Workshops and seminars at national and sub-national levels on quality education
- Experience sharing workshop among teachers, SMCs, community people
- Orientation for members of local government education sub-committees Future search workshops
- Courtyard meetings, parents/mothers' gatherings, class wise parents' meetings
- Recognition to the most active/supportive mothers/parents
- Involvement of parents, adolescents and others in school development activities
- Award for best parents/teachers/SMC chairperson and members/student brigade/student counsel
- Declaration of child friendly schools

ii) Events

- Primary Education Fair
- National Primary Education Week
- Meena Day observance
- Education day/week
- Teaching aid exhibition
- Computer use mela for children at upazila level
- International Literacy Day

iii) Local or traditional or community Media:

- Folk Song. Pot , Gambhira song
- Court yard drama
- Jari, shari, gomvir, kobigan and other local heritage social event in rural area
- Interactive popular theatre shows (IPT) by local theatre and children groups
- Digital quiz and games (fun and learn)

iv) Community level activities

- Household visits by SMC members
- Household visits by teachers
- Participation by SMC members in different community level committee meetings
- Household visits by student brigade, student counsel and Cub group
- Teachers' gatherings/conference/ motivation workshops

- Mothers/Parents' meetings
- Inter-school competition of best teaching learning approach
- Teachers' gatherings/conference/ motivation workshops
- Parents Teachers Association (PTA) meetings

5C. The main points and themes

This Strategy is directed towards cultivating sustainable behavioral change, and will frame messages from an inspirational/conceptual standpoint that are designed to prime target program participants to proactively participate in the process. It will adopt the awareness, understanding, engagement and buy-in phases of behavioral change in its efforts to communicate with audiences.

The communications under this strategy will be audience-centered and will follow the following steps:

- Determine the knowledge level, attitudes, feelings and prejudices of the target audience;
- Construct plausible arguments for them;
- Deliver it via a channel that reaches them; and
- Foster discussion and learning at diverse audience levels based on the understanding that communication is a two-way process.

Messages Compositions

The messages to be communicated as part of the communication efforts of DPE under this strategy will be of four general types:

a. Core Message: The Core Message is the one central point the stakeholders and the target audiences need to understand about a program and serves as the consistent, underlying theme of the communications initiative. All key messages and communications products will be derived from the core message. The Strategy's overarching core message is that education is the main element of and supreme necessity for overall well-being. It is a continuation of the sense of peace that comes from knowing someone is taking care of himself and about those whom he cares. When someone is educated, he/she is knowledgeable, connected, and aware, and possesses strength.

b. Key Message: Key messages will be tailored to specific audiences to promote enhanced understanding and buy-in of the underlying core message. A communications strategy that addresses multiple key stakeholders and target audiences with vastly different information needs will have many key messages. Key messages are pivotal to the success of the core message resonating because the key message takes into account what matters to the targeted audience. This is especially important when engaging multi-cultural demographics.

c. Conceptual Message: The word "conceptual" means pertaining to concepts or to the forming of concepts. A conceptual or strategic message is the underlying theme that inspires audiences to seek out technical information and resources. It sets the stage for the Strategy's core and key messages. It links the values of the audience with the objectives of education, reminds them of their civic duty and mobilizes them towards achievement of the objectives of the program.

d. Instructional Messages: The instructional or directive message directs audiences to specific actions. An instructional message is defined as a presentation involving words (such as spoken or printed text) and pictures (such as animation, video, illustrations, and photographs) in which the goal is to promote certain objective. In case of a formal channel of communication, instructional messages usually prove to be highly effective. For example, officers and staff of a government department may be communicated with an instructional message issued by the authorities of that department.







**Communication matrix for
different approaches and
participant groups**



Table -7: Communication matrix by specific participants group and communication approach

Comm. Approach	Communication Objectives	Participant groups	Communication Activities	Comm. Materials	Comm. Media/Channel
Advocacy	<ul style="list-style-type: none"> By the end of 2017, At least 50% of District Development Coordination Committee (DDCC/UDCC), convergence committee quarterly review meetings covered topics related to importance of pre-primary and primary education. At least 20 % of community leaders, union parishad education sub-committee members discussed and minuted about quality primary education for every child in their community. 20% of SMCs review meetings covered topics related to importance of pre primary and primary education and negative consequences of drop out, child labor, corporal punishment and child marriage. At least 10% of national and District level selected corporate business groups and chamber of commerce members sensitized about the negative consequence of drop out, child labor, corporal punishment and child marriage. Reporters, journalists and other media professionals of 5% of national media outlets (print, broadcast and web) increased production of primary education related program. 	<ul style="list-style-type: none"> National and regional level Policy makers Ministers, MPs, Chairman, Head of Govt Institutes, Formal leaders District and Divisional level managers for primary education in Govt. and NGOs Local level development committees like WDC, CBCPC, LCBL, DDCC, etc. Ward commissioners both male and female Private sectors (CSR) and business group Reporters and feature writers Editors and program managers Community radio operators Selected Inter -ministerial focal persons like MOI, MOUSE, MOWCA, LOI, WFP, FAO, MOH FW, MOH, MORA 	<ul style="list-style-type: none"> Advocacy for the DDCC & Upa -zila committee meeting to cater quality education Advocacy workshops/meetings with decision makers, media, different networks Workshops and seminars at national and sub -national levels on quality education Workshops/orientation s with local media professionals and publish articles on PEDP -3 issues Workshops /Meetings with Govt, Donors, INGOs, private sectors, community level leaders and contributors Workshop on importance of continuation of girl's education at District Level Workshop on prevention of child labour and child marriage Periodic press briefing and sharing development 	<ul style="list-style-type: none"> Media toolkit Booklet/pocket booklet Statistical booklet for advocacy Information cards Newspaper supplement Advocacy brochure for policy makers, Education Managers, Local Government Members and others Fact sheet Meena cartoon on quality education Folder Press stories/newspaper articles written by journalists Documentary Web portal IT based communication tools 	<ul style="list-style-type: none"> Briefing/ fact sharing meeting Workshops, seminars, training IPC Electronic media MCI Print media Internet

Table -7: Communication matrix by specific participants group and communication approach

Comm. Approach	Communication Objectives	Participant groups	Communication Activities	Comm. Materials	Comm. Media/Channel
Behavior Change Communication	<ul style="list-style-type: none"> By the end of 2017, At least 50% of parents (who have children 5-14 years) are able to state the long term benefits of primary education and send their children to preprimary and primary school. At least 30% disadvantage children's parents (who have mentally or physically challenged children 5-14 years) are able to state the long term benefit of primary education and send their children to Pre-primary and primary school. At least 25% of teachers in program area provide equal need based attention to all students in the class irrespective of their normalcy and/ or specific physical or mental challenges. . 25% parents share progress of their children with teachers and plan care at home and community groups At least 20 % of select employers providing the opportunity to working children to get basic education from formal or non-formal primary school. 50% oriented SMC/CMC/PCMC/ PTA/SLIP members conduct community dialogue meetings with parents and communities on quality education. 	<ul style="list-style-type: none"> Parents of 5 -14 years children Parents of child labor, drop out children, out of school children Teachers and head teachers of primary school Formal and non formal institution employers and informal employers Para workers in CHT districts Children and adolescents 	<ul style="list-style-type: none"> Orientation on household visit technique and tools for SMC members and teachers Orientation on community dialogue meeting for SMC members and teachers communication training for student brigade, student counsel , junior doctor and Cub group PTA meeting orientation Teachers' gatherings/conference/ motivation workshops Mothers/Parents gatherings/conference/ motivation workshops Involvement of parents, adolescents and others in school development activities Declaration of child friendly schools 	<ul style="list-style-type: none"> workshop/orientation /training guidelines and working checklists workshop distribution material/ participants take home materials TV and Radio Drama Serial Docu - drama TV and Radio spots Education related songs with popular singers Community radio programs Meena films on different education related issues Meena comic book muppet/puppet show Pictorial cards Flash cards Flyer IPT and folk songs Digital portal fun and learn games through quiz, competition etc. Orientation guideline/ manual on mobilization youth and children Orientation guideline/ manual for SMCs 	<ul style="list-style-type: none"> IPC Training Electronic media Print media Community radio Traditional/ Community media Meena Communication initiative

Table -7: Communication matrix by specific participants group and communication approach

Comm. Approach	Communication Objectives	Participant groups	Communication Activities	Comm. Materials	Comm. Media/Channel
Behavior Change Communication	<p><i>By the end of 2017,</i></p> <ul style="list-style-type: none"> 25% of trained teachers and SMCs in program areas held community dialogue and seek community support to ensure all eligible children enroll in pre-primary and continue their education up to Grade-V and participate in PSC exam. At least 20 % of community leaders including religious leaders in program areas are in contact with parents, caregivers or their family members to promote completion of the primary education cycle and committed in prevention of corporal punishment in schools. 10% of youth leaders, adolescent groups and CSOs engaged with their respective peer groups and also with community people to promote quality education to prevent child labor, child marriage & corporal punishment. At least 5% of selected business company agreed to include messages linked to compulsory primary education for all children in their advertising campaigns and on their products packages. At least 30% of upazila primary education committees regularly meet and review the implementation of PEDP 3 activities at field levels. At least 10% of social media, TV Channel, community radio, Electronic Media representatives and journalist at local sites covers quality primary education news and features 	<ul style="list-style-type: none"> SMCs/CMCs and Task Force Youth /adolescent Civil Society Organization members Union Parishad members both male and female Upazila Primary Education Committees Faith-based organizations Influential groups Community proactive group like Club members, local theatre groups etc. Education officials (UEOs, AUEOs etc) Headman (merchant), Karbari (retailer) in CHT districts, etc. Trade association's members 	<ul style="list-style-type: none"> Training of SMC and other community groups on community dialogue meeting Primary Education Fair National Primary Education Week Meena Day observance Teaching aid exhibition Computer use mela for children at upazila level Experience sharing workshop among teachers, SMCs, community people Orientation for members of local government education sub-committees Folk song, Pot song, Gambhira song .. local heritage based Jari, shari, gomvira, palagan and social heritage events in rural area Interactive popular theatre shows (IPT) by local theatre and children groups Film festival, Animation festival, Children drama festival National and international day observance Community dialogue meeting by SMC and teachers 	<ul style="list-style-type: none"> Orientation guideline/ training module Docudrama for interactive discussion Community Radio programs IPT and folk songs TV/ radio spots Posters Stickers Wall painting Billboard Tin board Meena film/ Comic book Web based digital materials Training manual Orientation package 	<ul style="list-style-type: none"> IPC Training Electronic media Print media Community radio Traditional/Community media Meena Communication initiative





Implementation plan of Communication Strategy

Implementation plan



7. Implementation plan of Communication Strategy

This implementation plan has been prepared for five years based on the communication strategy for PEDP-3 and one M&E framework for communication interventions from 2013 to 2017.

DPE is the main coordinating body for the implementation of communication strategy and its monitoring. The strategy is designed to be implemented in collaboration with partners in the GOB (BNFE), development organizations, NGOs and CBOs in order to ensure a synchronized and integrated implementation approach. This will be done through ensuring allocation of resources, using a common logo (Already a logo developed earlier in 1999) and branding of the primary education.

The strategy and its plan will be implemented in phases to cover all the 64 districts. The table below indicates the implementation plan with targets and proposed timeline of activities.



Table -8: Communication interventions implementation plan

sl	Interventions	Implementing organizations	2013	2014	2015	2016	2017
1	Strategy Development						
1.1	Develop draft comprehensive communication strategy for PEDP-3 and review, as and when required.	DPE, BNFE, UNICEF		X	X		
1.2	Organize validation workshops for finalization comprehensive communication strategy	DPE, BNFE, UNICEF		X			
1.3	Develop and revise detailed implementation plan and update the plan	DPE, BNFE, UNICEF		X	X		
1.4	Organize workshops to review existing communication materials and develop new messages and materials for the listed participant groups, such as teachers, parents, SMC, children, community leaders, education officials	DPE, BNFE, UNICEF		X	X		
1.5	Develop participatory monitoring and evaluation plan with M&E team and implement the plan	DPE, BNFE, UNICEF		X		X	
1.6	Organize messages and materials development workshops	DPE, BNFE, UNICEF		X	X	X	
2	Advocacy						
2.1	Advocacy workshops for various participant groups on selected program components, such as second chance education, child friendly school, mid day meal, pre-primary schooling, inclusive education. each child learn, little doctor, PSC, sanitation block, innovation in quality development etc...	DPE, BNFE, Partners		X	X	X	X
2.2	Workshops /Meetings with Govt, Donors, INGOs, private sectors, community level leaders and contributors	DPE, BNFE, Partners		X	X	X	X
2.3	Workshops/orientations with local media professionals and publish articles on PEDP-3 issues	DPE, BNFE, Partners		X	X	X	X
2.4	Workshops and seminars at national and sub-national levels on quality education with decision makers, media, employers, different networks	DPE, BNFE, Partners		X	X	X	X
2.5	Workshop on importance of continuation of girl's rights at District Level	DPE, BNFE, Partners			X		X
3	Capacity Building						
3.1	Quarterly meetings to review the communication activities with in house teams and stakeholders at various levels	DPE, BNFE, Partners		X	X	X	X

3.1	Quarterly meetings to review the communication activities with in house teams and stakeholders at various levels	DPE, BNFE, Partners		X	X	X	X	X
3.2	Develop communication training strategy for different participant groups and implement trainings	DPE, BNFE, Partners		X	X	X	X	
3.3	Orientation of SMCs on their roles and responsibilities to enroll all children, prevent drop out, motivate parents of out of school children, and quality primary education for all children	DPE, BNFE, Partners		X	X	X	X	X
3.4	Orientation for Teachers, Head Teachers, PTI instructors	DPE, BNFE, Partners		X	X	X	X	X
3.5	Orientation on child to child (Meena) for PTI Instructors and children /youth groups	DPE, BNFE, Partners		X	X	X	X	X
3.6	Orientation for media professionals to produce primary education reports, materials, documents/reports/articles	DPE, BNFE, Partners		X	X	X	X	X
3.7	Enhance capacity of personnel working in Communication Cell	DPE, BNFE, Partners		X	X	X	X	X
3.8	Capacity building on counseling, community dialogues and IPC	DPE, BNFE, Partners		X	X	X	X	X
3.9	Training of SMC and other community groups on community dialogue meeting	DPE, partners			X	X	X	X
4	System Strengthening							
4.1	Strengthen Communication Cell	DPE, BNFE, Partners	X	X	X	X	X	
4.2	Document positive learning experiences and best practices based on implementation of communication activities	MOPME, DPE,			X	X	X	X
4.3	Prepare progress reports on communication activities and best practices	MOPME, DPE, Partners			X	X	X	X
4.4	Undertake communication related studies	MOPME, DPE, Partners				X	X	X
4.5	Organize workshop for finalizing communication monitoring indicator finalization			X				
4.6	Publish E-news letter and update Web site regularly	DPE, BNFE, Partners		X	X	X	X	X
5	Develop, produce mass media communication materials							
5.1	Electronic media							
5.1.1	Drama Serial, Talk Show, Magazine program, spots on quality education for TV and radio	DPE, BNFE, MOI, Partners		X	X	X	X	X
5.1.2	Meena film production and shows on different issues including children	DPE, BNFE, MOI, Partners	X	X	X	X	X	X
5.1.3	Audio -visual documentaries	DPE, BNFE, MOI, Partners		X	X	X	X	X

5.1.3	Audio -visual documentaries	DPE, BNFE, MOI, Partners		X	X	X	X	X
5.1.4	Materials for Community radio and Online radio	DPE, BNFE, MOI, Partners		X	X	X	X	X
5.2	Outdoor media							
5.2.1	Billboards (steel frame hand painting and digital)	DPE, BNFE, Partners			X	X		
5.2.2	Wall Paintings/bus painting/ rickshaw and CNG auto painting/ and others	DPE, BNFE, Partners		X	X	X	X	X
5.2.3	Stickers, dangler, digital sign, community information board and other print items	DPE, BNFE, Partners		X	X	X	X	X
5.3	Local/ Traditional/Community Media							
5.3.1	Folk Song (Jari, Shari, pot, gambhira, etc.),	DPE, BNFE, Partners		X	X	X	X	X
5.3.2	Puppet /Muppet shows	DPE, BNFE, Partners		X	X	X	X	X
6.3.3	Street Theatre/Courtyard drama /Interactive popular theatre (IPT) shows	DPE, BNFE, Partners		X	X	X	X	X
5.3.4	Digital game, fun and learn	DPE, BNFE, Partners		X	X	X	X	X
5.4	Social media							
5.4.1	Cell/mobile phone communication with education messages	DPE, BNFE, MOI, Partners		X	X	X	X	X
5.4.2	Twitter	DPE, BNFE, MOI, Partners		X	X	X	X	X
5.4.3	Blogs for primary education/basic education	DPE, BNFE, MOI, Partners		X	X	X	X	X
5.4.4	Facebook communication with event news	DPE, BNFE, MOI, Partners		X	X	X	X	X
5.5	Print materials							
5.5.1	Publish positive case story in daily news paper	DPE, BNFE, Partners		X	X	X	X	X
5.5.2	Story book based on TV and Radio Drama Serial	DPE, BNFE, Partners		X	X	X	X	X
5.5.3	Brochure, posters, Flip Chart, Flash cards	DPE, BNFE, Partners	X	X	X	X	X	X
5.5.4	Meena drawing book for working children	DPE, BNFE, Partners		X	X	X	X	X
5.5.5	Meena story books, Meena activity book, Meena comic books, drawing books	DPE, BNFE, Partners	X	X	X	X	X	X
5.5.6	Develop and produce packages for different audiences : booklet , Folder, Flyer etc.	DPE, BNFE, Partners	X	X	X	X	X	X
5.5.7	Learning game cards	DPE, BNFE, Partners		X	X	X	X	X
5.5.8	Teacher's Note Book	DPE, BNFE, Partners		X	X	X	X	X
5.5.9	Newspaper supplement	DPE, BNFE, Partners		X	X	X	X	X
5.5.10	Story writing on Meena, girls' education, quality education, inclusive education for all children and other emerging issue	DPE, BNFE, Partners		X	X	X	X	X
5.5.11	Booklet on best schools	DPE, BNFE, Partners		X	X	X	X	X

5.5.12	Various guidelines, modules , training packages for Teachers, Education Managers, Local Government Members and SMC	DPE, BNFE, Partners		X	X	X	X	X
6	Inter Personal Communication							
6.1	Implement communication activities for different participant activities with emphasis on community level activities	DPE, BNFE, Partners		X	X	X	X	X
6.2	Motivational workshop for different participant groups including programme managers, employers, decision makers etc	DPE, BNFE, Partners		X	X	X	X	X
6.3	Workshop on importance of girls' education and 3C s at District Level	DPE, BNFE, Partners		X	X	X	X	X
6.4	Orientation on child to child (Meena) for PTI Instructors for each PTI's	DPE, BNFE, Partners		X	X	X	X	X
6.5	Orientation of SMCs	DPE, BNFE, Partners		X	X	X	X	X
7	Events							
7.1	Observe National Primary Education Day/ Week	DPE, BNFE, Partners		X	X	X	X	X
7.2	Observance of Meena Day	DPE, BNFE, Partners	X	X	X	X	X	X
7.3	Education for All Week	DPE, BNFE, Partners		X	X	X	X	X
7.4	Teaching aid exhibition (with the development of some inclusion related materials)	DPE, BNFE, Partners		X	X	X	X	X
7.5	Experience sharing workshop	DPE, BNFE, Partners		X	X	X	X	X
7.6	Primary Education Fair	DPE, BNFE, Partners		X	X	X	X	X
7.7	Teachers' camp and Teachers' motivational workshop	DPE, BNFE, Partners		X	X	X	X	X
7.8	Computer use media for children at upazila level	DPE, BNFE, Partners		X	X	X	X	X





M&E Indicators of Communication Strategy for PEDP-3

Monitoring Indicator for Communication Strategy for PEDP-3



8. M&E Indicators of Communication Strategy for PEDP-3

The achievement of this Strategy for PEDP-3 will depend on the following processes that will be carefully monitored:

- Effective planning and timely implementation of communication activities;
- Use of a common, harmonized set of interventions and approaches, rather than sporadic for a sustained period of time;
- Development, production and adoption of appropriate communication materials for different participant groups and channels;
- Use of multi-media, multi-level, mass, social and local media, and IPC materials through multiple channels to achieve adequate concentration and dissemination with key interventions; and
- Effective monitoring and use of results for continuous fine-tuning of the strategy until positive changes in society regarding quality primary education for all children in Bangladesh are documented.

The monitoring of the communication initiatives should be part of the total M&E plan of the PEDP-3 program. GOB, stakeholders and partners will contribute in the implementation of the PEDP-3 program. The PEDP-3 will build the capacity of communities, education service providers and education managers at all levels to collect, synthesize, analyze and use data for making decisions about how to improve the impact on behaviors through better reach/coverage, greater strength, more channels, better conception, and timing/targeting of the communication activities. Reports on the processes and outputs will be routinely discussed at national and district levels.

The monitoring and evaluation framework presented in table below will be further developed and finalized through a validation workshop

Table -9: Monitoring indicator for Communication outcome for PEDP-3

Communication Objectives	Outcome Indicators	Data Source
General objectives		
<i>“Promote efforts for creating a friendly and supportive environment at all levels, both internal and external to the system to improve quality of primary education.”.</i>	<ul style="list-style-type: none"> • % primary students completed PSC • % drop out children re-enrolled in primary schools or alternate basic education centers • % girl children in regular schooling • % reduction in child marriage, child labor and corporal punishment • % of large business and charity groups demonstrate participation in promotion of quality education through their CSR plans 	<ul style="list-style-type: none"> • ASC • BDS

Table -10: Communication approach specific Monitoring indicators for PEDP-3

Advocacy				
Communication Objectives	Impact level Indicators	Data Source	Process indicator	Data source
<p><i>By the end of 2017,</i></p> <ul style="list-style-type: none"> • At least 50% of District Development Coordination Committee (DDCC/UDDCC), convergence committee quarterly review meetings covered topics related to importance of pre - primary and primary education. • At least 20 % of community leaders, union parishad education sub- committee members discussed and minuted about quality primary education for every child in their community. • 20% of SMCs review meetings covered topics related to importance of preprimary and primary education and negative consequences of drop out, child labor, corporal punishment and child marriage. • At least 10% of national and District level selected corporate business groups and chamber of commerce members sensitized about the negative consequence of drop out, child labor, corporal punishment and child marriage. • Reporters, journalists and other media professionals of 10% of national media outlets (print, broadcast and web) increased production of primary education related program. 	<ul style="list-style-type: none"> • % national level leaders and institutions demonstrate active participation for facilitating quality education for all children • % local level committee members (DDCC, WDC, LCBC, etc.) aware of PEDP 3 goals and strategies • % of community leader, opinion leader, union Parishad member and religious leaders share concept of quality education and motivate communities for continuity of schooling 	<ul style="list-style-type: none"> • ASC • Mid term and end line survey 	<p># of schools with hand washing facilities (soap and running water near wash room)</p> <p># advocacy materials prepared, designed, produced</p> <p># advocacy meetings / network meetings conducted/ represented</p> <p># mass and community media event (documentary, Meena film and booklet, poster, print materials) designed, produced and disseminated</p>	<ul style="list-style-type: none"> • Performance indicator tracking table -DPE • Program monitoring report

Behaviours Change Communication				
<p><i>By the end of 2017,</i></p> <ul style="list-style-type: none"> • At least 50% of parents (who have children 5 -14 years) are able to state the long term benefits of primary education and send their children to preprimary and primary school. • At least 30% disadvantage children's parents (who have mentally or physically challenged children 5 -14 years) are able to state the long term benefit of primary education and send their children to Pre - primary and primary school. • At least 25% of teachers in program area provide equal need based attention to all students in the class irrespective of their normancy and/ or specific physical or mental challenges. . • 25% parents share progress of their children with teachers and plan care at home and community groups • At least 20 % of select employers providing the opportunity to working children to get basic education from formal or non -formal primary school. • 50% oriented SMC/CMC/PCMC/ PTA/SLIP members contact with parents of out of school children at least quarterly 	<ul style="list-style-type: none"> • % of parents (who have children 5 -14 years) can define long term benefits of primary education of their children • % of parents and household heads sending their children to school regularly. • % of teacher and SMCs member visits households and follow-up in and drop out students • % of oriented SMC members contacts parents with not - enrolled and drop -out children at least twice a year. 	<ul style="list-style-type: none"> • ASC • field monitoring records 	<p># of community dialogues facilitated by SMC</p> <p># BCC materials produced and distributed</p> <p># mass and community event (documentary, Meena animation film and booklet, poster, print materials) designed, produced and disseminated on quality education, 3Cs and PEDP 3 success stories</p>	<ul style="list-style-type: none"> • Performance indicator tracking table -DPE <p>Program monitoring report</p>

Communication for Social Change				
<p><i>By the end of 2017,</i></p> <ul style="list-style-type: none"> • 25% of trained teachers and SMCs in program areas held dialogue and seek community support to ensure all eligible children enroll in Grade-I and continue their education up to Grade-V and participate in PSC exam. • At least 50 % of community leaders including religious leaders in program areas are in contact with parents, care givers or their family members to promote completion of the primary education cycle and committed in prevention of corporal punishment in schools. • 50% of youth leaders, adolescent groups and CSO organizations engaged with their respective peer groups and also with community people to promote quality education to prevent child labor, child marriage & corporal punishment. • At least 10% of selected business company agreed to include messages linked to compulsory primary education for all children in their advertising campaigns and on their products packages. • At least 30% of upazila primary education committees regularly meet and review the implementation of PEDP 3 activities at field levels. 	<ul style="list-style-type: none"> • % schools and communities place and update community information boards with primary education related data. • % employers give the opportunity to working children to get basic education • % of community leader, opinion leader, union parishad member and religious leaders organize community dialogue and promote quality education. • Number of reports/coverage national media outlets (print, broadcast, radio and web) on progress and impact on quality primary education in a year 	<ul style="list-style-type: none"> • ASC • field monitoring record • 	<p># of training organized for SMC on community dialogue</p> <p># IPT shows promoting CFS - non - corporal punishment</p> <p># mass and community event (documentary, Meena animation film and booklet, poster, print materials) designed, produced and disseminated on quality education, 3Cs and PEDP 3 success stories</p>	<ul style="list-style-type: none"> • Performance indicator tracking table -DPE <p>Program monitoring report</p>



C4D Management plan

**Purpose of Communication Cell
C4D Management Plan**



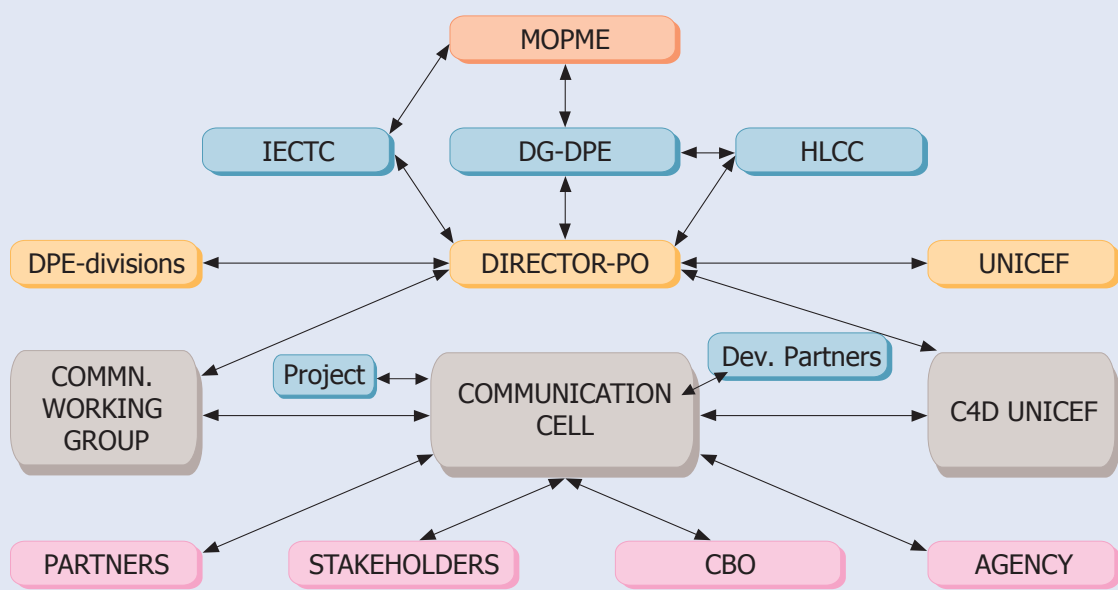
9. C4D Management Plan

The C4D interventions will be designed in a planned and systematic way by a group of skilled and dedicated professionals of the field concerned. So it is essential to activate and revitalize the communication cell within PEDP-3/DPE itself to implement C4D strategy successfully. In 2007 a communication cell was set under PEDP-II with a group of staff members who were focal point for various communication interventions. In course of time the then cell has been abolished by transfer of professionals and appointing professionals adhoc basis to manage the events. Present strategy document recommend restoration of communication/C4D cell and lead the implementation activities.

Dedicated Staff will be deployed with specific responsibility of performing the duties relating to implementation of various activities under this strategy. The staff will be provided with appropriate capacity building and C4D orientation.

This communication strategy will be regularly monitored and updated to ensure that it is meeting its stated goals at any point of time, as well as supporting the program’s goals. This will be done by analyzing data collected and monitored consistently from the communication mechanisms that promote dialogue between DPE and the target audience(s) through different means.

The cell structure may be proposed as;



- MOPME** Ministry of Primary and Mass Education
- HLCC** High Level Coordination Committee
- IECTC** Information, Education and Communication Technical Committee
- DPE** Directorate of Primary Education
- CBO** Community Based Organization

Purpose of the Communication Cell

The Communication Cell shall be the implementation body of all communication initiatives following the strategy document. This will receive guidance /technical inputs from High level coordination committee and the BCC Working Group for effective implementation of advocacy, behavior and social change communication activities. Main role of the cell will be to promote enrollment, retention in school and create provision of quality education for all children. The cell will also monitor implementation process and output of communication initiatives.

The cell will aim to create greater availability and accessibility of information on primary education issues in the media through series of planned activities. These activities seeks to assist with the provision of information at local levels as well as draw upon local knowledge and experiences at the national level for the spread of quality primary education for all children in Bangladesh.

In addition to the communication cell there will be a high-level Coordination Committee headed by the Director General of DPE to monitor and review the performance of the communication plan. The composition and functions of the committee will be as follows:

Composition:

1. Director General, DPE	Chairperson
2. Representative from MoPME	Member
3. Representative from NCTB	Member
4. Representative from LGED	Member
5. Representative from DPHE	Member
6. Representative from Bangladesh Television	Member
7. Representative from Radio Bangladesh	Member
8. Representative from NAPE	Member
9. Two NGO representatives (nominated by MoPME)	Member
10. Two prominent women personality (nominated by MOPME)	Member
11. Two representative from corporate sector (nominated by MoPME)	Member
12. One Head Teacher nominated by DG, DPE (preferably woman)	Member
13. One representative of the DPE staff nominated by DG, DPE	Member
14. One PTI Super nominated by DG, DPE (preferably woman)	Member
15. One Upazila Education Officer nominated by DG, DPE	Member
16. One District Primary Education Officer nominated by DG, DPE	Member
17. One Divisional Deputy Director nominated by DG, DPE	Member
18. Director (Policy and Operations), DPE	Member-Secretary

The committee may co-opt any person as a member of the committee. It will meet at least once in a quarter and will document its findings and observations with a guiding note to the communication cell.

The committee will perform the following functions:

1. Monitor and review performance of the communication cell;
2. Install appropriate mechanisms for such monitoring and review;
3. Provide guidance to the concerned officials for adoption of proper communication approaches;
4. Approve various communication tools and materials including determination of the needs;
5. Ensure that the activities under this strategy put due emphasis on education for girls, special needs children, tribal children and children belonging to other disadvantaged classes.
6. Fix roles and responsibilities of any officer of DPE for implementation of the communication strategy;
7. Recommend appropriate incentives for officers and staff assigned with the responsibility of the implementation process;
8. Introduce techniques for reception of feedbacks of people from different strata in the society;
9. Organize justifiable responses to such feedbacks in due time;
10. Suggest additional steps or measures to be taken;
11. Review the provisions of the communication strategy on an annual basis and formulate recommendations for necessary updates or amendments to the strategy; and
12. Review the strategy as a whole after five years of its adoption and recommend scope of its revision considering the technological advancement that would have occurred by that time.



