# Communication plan for dissemination of

# National Strategy for Education Development until 2030

## **Background**

The current National Strategy for Education Development (NSED) ends in 2020. Therefore, the Government of Tajikistan and its partners, with support of the Global Partnership for Education (GPE), have jointly developed a new NSED that will cover the period 2021-2030. The process started in March 2019 with the establishment of technical working groups, selection of national consultants and facilitators and a kick off workshop on result-based planning for members of working groups and key stakeholders. Several key organizations have been directly involved in the process of the development of NSED. The overall process was led by the Ministry of Education and Science (MoES), with technical and financial support provided by Global Partnership for Education, UNICEF, UNESCO and EU. The strategy document, including Mid Term Education Action Plan for 2021-2023 and Result Framework has been finalized in September 2020 and has been submitted for approval to the Government of Tajikistan.

The long-term goal of the NSED until 2030 is ***the creation of an effective education system that provides inclusive and equal opportunities and contributes to the development of abilities, intellectual development, employment, and improvement of the general well-being of the population*** of the Republic of Tajikistan.

The key objectives of the NSED until 2030 are:

* ensure equal access and participation in education and science at all levels for all throughout life;
* improve the quality and relevance of education and science at all levels;
* strengthen effective governance of the education sector.

## **Communication objectives**

The aim of this communication plan is to ensure that all key stakeholders are well-informed about the priorities of the education system for the next 10 years detailed in NSED until 2030 and understand their roles in implementation of the strategy. The key objectives of this plan include the following:

* **Increase awareness** among different stakeholders on the current challenges of the education system, priorities set by NSED and key reforms measures suggested to address these challenges;
* **Ensure participation** of all key stakeholders in the implementation of NSED until 2030 at all levels
* **Strengthen the monitoring mechanisms** by encouraging various stakeholders to take an active part in monitoring of key results of the education reform at various level
* **Create a culture of transparency and collaboration** between government and civil society

## **Key stakeholders**

The key audience of this communication plan include 1) education policy makers and planners at different levels of the system (central and local authorities), 2) education professionals (teachers, school principals) 3) community members, CSOs, and 4) parents and children.

The audience is divided into several groups depending on their communication needs and decision-making power (Please, see Table 1)

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| --- | --- | --- | --- |
| Stakeholder/  sub-group | Relevant functions and role (in the NESD 2030 ) | Decision making power | Interest in NESD 2030 impact (safe and enabling learning environment for all children, improved access to education for marginalized groups and their participation) |
| Group 1 | | | |
| Ministry of Education and Science | holds a leading role in development, dissemination,  implementation and monitoring and reporting | High power | High interest and ownership |
| NSED working group | holds a consultative role (drafting of the document, dissemination), acts a reference group for further strategic planning within MoES and its affiliated age | Low | High interest |
| Development partners (UNICEF, UNESCO, EU) | Have a facilitative role and provide assistance in development, implementation, monitoring and reporting. | Medium | High interest |
| Group 2 | | | |
| MoES affiliated agencies (RIITI, Academy of Education, IED, RMC and etc.) | Responsible for implementation of the NSED at central and regional level, especially in relation to development of policy and provision of guidance in carrying out the reform measures | High | High interest and ownership |
| Local governments | Responsible for implementation of NSED at district and school level, including allocation of financial resources and budgeting for key reform measures | High | High interest and ownership |
| Education professionals (teachers, school principals) | Responsible for implementation of NSED at school and classroom level | Low | High interest |
| Group 3 | | | |
| Community members, CSOs | Implementation & Monitoring role | Low | Medium interest |
| Group 4 | | | |
| Parents and Children | Implementation and monitoring role | Low | High interest |

## **Key messages**

It is proposed that they key messages are based on the priorities and reform measures presented in the Theory of Change and cover all cross-cutting priorities across all levels of education:

(3) STRENGTHENED AND EFFECTIVE GOVERNANCE IN EDUCATION AT ALL LEVELS

Key messages bank:

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| Priorities | Message |
| ENHANCED EQUITY AND PARTICIPATION IN EDUCATION AT ALL LEVEL | Expanded coverage and access to quality, inclusive early childhood development and general secondary education; |
| Improved attractiveness and access to professional and technical education; |
| Improved access to higher professional education; |
| Expanded and fully implemented system of continuous education for all; |
| Guaranteed inclusive education for all social groups; |
| Reduced dropout rate in general secondary education; |
| Guaranteed socially safe and favorable conditions for learning at all levels of education. |
| Expanded coverage and access to quality, inclusive early childhood development and general secondary education; |
| IMPROVED QUALITY AND RELEVANCE OF EDUCATION AT ALL LEVELS | Strengthened capacity of workers in the field of education; |
| An effective and flexible system of training and retraining of teachers and other workers in the field of education and science at all levels; |
| Improved attractiveness of the profession of teachers and other workers in the field of education and science at all levels and regions; |
| Fully implemented and effective system and institutional mechanisms for assessing the quality of education based on a competency-based approach; |
| A quality system provided for promoting the early development of the child, as well as the quality of general secondary and professional education; |
| A modern curriculum is introduced in general secondary education, based on a competency-based approach and meeting the requirements of the XXI century; |
| Developed and implemented standards, qualification framework and other teaching materials in professional education, which are closely linked to the needs of the labor market; |
| Strengthened interaction of educational institutions with the private sector and development partners, including civil society; |
| Developed research and development and created platforms to stimulate innovation in education. |
| Strengthened capacity of workers in the field of education; |
|  | An effective and flexible system of training and retraining of teachers and other workers in the field of education and science at all levels; |
|  |  |

## **Channels/Platforms**

Different channels and platforms will be used for dissemination of the strategy to ensure all key stakeholders are reached with key messages. It is planned that these channels will allow for a multi-stakeholder discussion around the ways of implementing the strategy and achieving the set goals.

The proposed channels are the following:

* Mass media,
* digital platforms,
* informational materials (information sheets, calendars and posters),
* student councils, and
* school administrations.

## **Key events / milestones**

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| --- | --- | --- | --- | --- |
| # | Activities | Timeframe | Target/indicator | Budget |
| 1 | MoES will organize a big event in Dushanbe with participation of affiliated agencies and other ministries to introduce the new strategy and its key priorities. The affiliated agencies will be offered a template to help them plan their relevant activities to implement the strategy | Upon the approval of the Strategy (tentatively October 2020) | # of people participated | 5,000 USD |
| 2 | MoES facilitates district level discussions with local authorities (education) and stakeholders, including school administration and teachers | December 2020 – February 2021 | # of discussions organized  # of people participated (disaggregated by audience group) | 7,000 USD |
| 3 | Develop a short video describing the priorities and key reform measures of the new strategy | November 2020 | # of times video has been reposted | 3,000 USD |
| 4 | MoES organizes student/school participation through student councils in schools to highlight the role of schools, teachers and students in achieving the set priorities | December 2020 – May 2021 | # of schools who organize discussions |  |
| 5 | The media unit /press center of the MoES uses Mass media (radio, TV and newspapers) to post NSED’s key messages. | October 2020 – February 2021 | # of posts on social media on NSED  # At least three articles on NSED key reform measures in state newspapers.  # at least three radio/TV talks with education experts on key reform measures planned in the new strategy |  |