



TECSES
NEPAL

STRATEGIC COMMUNICATION PLAN

TECSES 2024-2029



Co-funded by
the European Union



SUOMI
FINLAND

TECSES 2024–2029

Strategic Communication Plan

January 2025, Kathmandu

This Strategic Communication Plan was prepared by the Communications Officer at TECSES together with CTA.

TECSES is a bilateral project between Finland and Nepal, funded by the Ministry for Foreign Affairs of Finland and the European Union. TECSES is implemented by University of Helsinki Centre for Continuing Education HY+.

Table of Contents

List of Abbreviations

1 INTRODUCTION	1
1.1 Purpose of the Strategic Communication Plan	1
2 Narrative	2
2.1 What is TECSES?	2
2.2 Why teacher education?	2
2.3 How do we work?	3
2.4 TECSES values	3
Research and expertise-based development	3
Human rights at the heart of TECSES	4
Promoting sustainable cooperation	4
3 Objectives	5
4 Audience	8
5 Approach	12
5.1 Human Rights-Based Approach	12
5.2 Languages	12
5.3 Accessibility, equity and gender equality	12
6 Activities	14
6.1 Press and media engagement	14
6.2 Online Communications	14
6.3 Events	17
6.4 Photos and video	17
7 Logos	19
7.1 TECSES logo	19
7.2 TECSES brand palette	20
7.3 Government of Nepal, EU and Suomi-Finland logos	20
7.4 Other logos	21
8 Measuring impact	22
9 Risks and mitigation	23
10 Budget	24

List of Abbreviations

TA	Technical Assistance
MFA	Ministry for Foreign Affairs of Finland
EU	European Union
MoEST	Ministry of Education, Science, and Technology in Nepal
PETC	Provincial Education Training Center
LG	Local Government
HRBA	Human Rights-Based Approach
HAMK	Häme University of Applied Sciences
FCA	Finn Church Aid
SESP	School Education Sector Plan
CTA	Chief Technical Advisor

1 INTRODUCTION

1.1 Purpose of the Strategic Communication Plan

The principle of “the work is not done before its results are being disseminated” guides the work of TECSES. Therefore, communication has an essential role in the project. The purpose of the *Strategic Communication Plan* is to ensure that communication efforts align with the project’s objectives and effectively support the project’s implementation. Communication serves as a vital tool for promoting collaboration between Nepal, Finland and the European Union, fostering transparency, and engaging stakeholders and rights-holders. By creating clear and audience-oriented communications, the strategy aims to build awareness about TECSES's activities, progress, and impact.

This strategy also emphasizes the importance of inclusivity and accessibility in all communications, ensuring that materials are understandable, respectful, and representative of diverse audiences. TECSES aims to empower local communities, strengthen partnerships, and highlight the value of teacher education in driving sustainable development in Nepal.

TECSES follows the EU guidelines on communication and raising visibility for external actions, ensuring that all communications align with these standards. Additionally, any communication guidelines provided by the Finnish Ministry for Foreign Affairs (MFA) are adhered to, reflecting TECSES’s commitment to transparency, accountability, and effective collaboration with its partners.

2 Narrative

2.1 What is TECSES?

Technical Cooperation Support to School Education Sector (TECSES) is a bilateral five-year Technical Assistance (TA) project implemented by the governments of Nepal and Finland from June 2024 to June 2029 and funded by the Ministry for Foreign Affairs of Finland (MFA) and the European Union (EU). TECSES supports Nepal's education reform agenda based on the School Education Sector Plan (SESP), the federalization process, and Nepal's ambition to move towards becoming a middle-income country.

TECSES is implemented by HY+, a company fully owned by the University of Helsinki that offers continuing education and development services.

TECSES focuses on strengthening Nepal's teacher education with the overall objective of improving the quality of the teacher education system. Hence, TECSES aims to build a coherent national teacher education system across Nepal's Ministry of Education, Science, and Technology (MoEST) and its agencies, the faculties of education at participating universities, Provincial Education Training Centers (PETCs), local governments, and schools.

TECSES strengthens education in Nepal through teacher education and inclusion, with support from Finland and the EU.

2.2 Why teacher education?

Teachers are the backbone of every society. A well-trained, motivated teacher can empower generations of students, influencing everything from economic development to social norms and cultural values. This is why it is so crucial to invest in teachers since by investing in teacher education, we are investing in the future.

Teachers influence children's opportunities and development. For this reason, TECSES advocates for **children's rights and their right to access quality education**. Promoting **inclusivity in teacher education** is key to creating a more inclusive society. When teachers are trained to implement inclusive practices and embrace diversity, schools become environments where all students, regardless of their background or abilities, can thrive.

2.3 How do we work?

In order to achieve sustainable and institutionalized change in Nepal's education sector, a strategic and multi-level approach is needed. Therefore, TECSES will be implemented at the level of both policy and practice.

At policy level, the support is aimed to the development and consolidation pre-service and in-service teacher education in partnership with MoEST and universities. At the practical level, in provinces, local governments, and schools, TECSES will support quality and inclusive teaching and learning.

At the same time, TECSES extends to all three levels of governance in Nepal: federal, provincial, and local. At the federal level, TECSES cooperates with and brings together MoEST, its agencies, and the faculties of education at participating universities to focus on developing both pre-service and in-service teacher training; comprehensive teacher competency framework, and revision of teacher education curriculum.

TECSES operates in Karnali, Sudurpashchim, and Madhesh provinces — regions where learning outcomes are currently low and school dropout rates are high. At the provincial and local levels, TECSES aims to develop and model teacher education, teaching practices, teacher professional development, and support systems. Additionally, it focuses on strengthening the skills of Local Governments (LGs) in educational leadership and management to enhance quality, equity, and inclusion.

2.4 TECSES values

TECSES operations are guided by three core values: research and expertise-based development, human rights at the heart of its mission, and the promotion of sustainable cooperation. These values embody the project's dedication to evidence-based progress, the protection of fundamental human rights, and the cultivation of long-term, mutually beneficial partnerships. These values are outlined on TECSES.org and are intended to be flexible, allowing for reflection and adjustments to ensure they remain relevant and effective throughout the project's duration.

Research and expertise-based development

TECSES is implemented by HY+, a company fully owned by the University of Helsinki that offers continuing education and development services. University of Helsinki is Finland's oldest, largest, and highest-ranking academic institution.

TECSES works with professionals in the field of education and inclusivity both from Nepal and Finland.

Expert partners from Finland include the Faculty of Educational Sciences at University of Helsinki, and the Professional Teacher Education Programme at Häme University of Applied Sciences (HAMK).

In Nepal, partners consist of the MoEST, and its subordinate agencies responsible for in-service teacher education, curriculum development, and monitoring education quality. Further partners include teacher training centers in Karnali, Sudurpashchim, and Madhesh, local municipalities, schools, and universities. FCA Nepal contributes to the project by offering expert consultations and advisory services.

Human rights at the heart of TECSES

TECSES follows a human rights-based approach (HRBA) to development, making human rights the foundation of all its operations – including planning, implementation, monitoring and evaluation. Therefore, principles like equality, non-discrimination, participation, and inclusion are both the foundation and purpose of TECSES.

Systematic integration of human rights enhances capacities of rights-holders and duty-bearers, supports vulnerable groups, increases accountability, and leads to sustainable change.

Human rights are central to TECSES, promoting social inclusion by ensuring equal participation, fair access to resources, and respectful treatment for all.

Promoting sustainable cooperation

Long-standing and impactful results are only possible when development is based on true partnership, ownership and concrete solutions.

TECSES works in close collaboration with rights-holders to assess needs, set up joint goals, and criteria for results in a participatory manner.

TECSES is committed to providing practical tools and resources tailored to the Nepali context to enhance teacher education, paving the way for sustainable development for future generations.

3 Objectives

The communication objectives of TECSES are:

- Support the goals and successful implementation of the TECSES project.
- Provide accurate, up-to-date information on TECSES's activities, progress, results, and key developments in (teacher) education and foster collaboration with key stakeholders.
- Engage rights-holders in local communities by sharing information on educational outcomes and encouraging active ownership of the project and its activities.
- Inform local communities so they can hold both the TECSES project and government agencies accountable for their duties, ensuring transparency and responsibility.
- Raise awareness and enhance the visibility of the teaching profession in Nepal.
- Promote inclusive education by highlighting its importance in ensuring all students, regardless of background or ability, have equal learning opportunities and encouraging teachers and communities to adopt inclusive practices.
- Strengthen and promote cooperation between Finland, Nepal, and the European Union.
- Ensure transparency and accountability to taxpayers in Finland and the European Union financing the project, while enhancing visibility for bilateral and EU-funded projects.
- Keep other education and development cooperation stakeholders (e.g. NGOs, education experts) informed and involved with the results and progress of TECSES.

Additionally, TECSES communications are designed to directly support the achievement of the project outputs listed below:

- **Output 1:** Enhanced capacity of participating universities to develop and implement state-of-the-art pre-service teacher preparation.
- **Output 2:** Enhanced capacity of federal education to effectively carry out their mandates in teacher education in terms of teacher training policy, curriculum development, quality and accountability.
- **Output 3:** Enhanced teacher education capacity of participating PETCs and schools to provide inclusive and quality teacher education and teaching.
- **Output 4:** Enhanced capacity of participating local governments and schools to plan and implement educational activities including teacher professional support, educational leadership and management.

Communication objectives are achieved through an approach that emphasizes **clear and audience-oriented communication**. This involves using straightforward language, visuals, and culturally relevant examples that are easily understood by our target audiences. Additionally, feedback from stakeholders is actively gathered through meetings, social media platforms, and the feedback form available on the TECSES.org website to continuously improve TECSES communications.

Advocacy work is an important part of TECSES. Therefore, one of the aims in communication is to raise awareness within the general public on the importance of education for development. In Nepal, the advocacy work will heavily concentrate on promoting the teacher profession. Improving the public perception of teachers and teaching has the potential for greater societal change in Nepal and is crucial to improve the Nepalese school education system.

The chart below outlines the main communication objectives of the TECSES project and explains their purpose. The objectives are built to ensure that communication supports the project's goals by providing accurate information, fostering collaboration, and promoting transparency and accountability. These efforts are aimed to help ensure the success and impact of the TECSES project.

TECSES communications objective	Purpose and overview
Support the goals and successful implementation of the TECSES project.	This objective serves as the umbrella objective of TECSES, ensuring all communication efforts are aligned with the overall project outcomes. Clear and strategic communication helps the project's mission, progress, and impact to stakeholders, rights-holders and the public.
Provide accurate, up-to-date information on TECSES's activities, progress, results, and key developments in (teacher) education and foster collaboration with key stakeholders.	Providing up-to-date information is important to keep stakeholders informed about the latest developments of TECSES. This supports informed decision-making, ensures clarity, and helps maintain alignment among all parties involved. Collaboration with key stakeholders ensures that this information is used effectively, improving coordination and support for the project.
Engage rights-holders in local communities by sharing information on educational outcomes and encouraging active ownership of the project and its activities.	Engaging local communities is important to keep everyone informed about the project's results and to foster a sense of ownership. When communities are involved, they are more likely to support the project and contribute to lasting change.

Inform local communities so they can hold both the TECSES project and government agencies accountable for their duties, ensuring transparency and responsibility.	The objective highlights the importance of accountability and transparency, empowering communities with the opportunity to monitor progress and ensure that both the project and government agencies fulfill their responsibilities effectively.
Raise awareness and enhance the visibility of the teaching profession in Nepal.	Raising awareness and improving the visibility of the teaching profession in Nepal is important for helping people value the role of teachers and recognise their position as the backbone of the society. The objective can encourage more people to join the profession and enhances education across the country. Improving how teachers are viewed can lead to big changes in Nepalese society and is key to improving the school education system.
Promote inclusive education by highlighting its importance in ensuring all students, regardless of background or ability, have equal learning opportunities and encouraging teachers and communities to adopt inclusive practices.	By highlighting the importance of inclusion, TECSES aims to encourage governmental agencies, teachers and communities to adopt practices that support every learner. Promoting inclusive education is essential for equitable development and directly supports Output 3 of TECSES. It also aligns with Finland's commitment to development cooperation and its Human Rights-Based Approach (see more on page 12).
Strengthen and promote cooperation between Finland, Nepal, and the European Union.	Strengthening and promoting cooperation between Finland, Nepal, and the EU builds on decades of collaboration in education, continuing a strong and trusted partnership. This cooperation helps share knowledge, use resources effectively, and align efforts to achieve sustainable development.
Ensure transparency and accountability to taxpayers in Finland and the European Union financing the project, while enhancing visibility for bilateral and EU-funded projects.	Ensuring transparency and accountability to taxpayers in Finland and the European Union strengthens trust in the project and demonstrates responsible use of public funds. Increasing visibility of bilateral and EU-funded projects highlights their impact and encourages support for international cooperation.
Keep other education and development cooperation stakeholders (e.g. NGOs, education experts) informed and involved with the results and progress of TECSES.	This objective ensures that TECSES stays connected to the broader education and development sector by keeping relevant stakeholders informed and engaged with the project's progress and outcomes. It also helps to avoid duplication of efforts and promote coordinated action and therefore is aligned with Nepal's Common Framework for Technical Assistance (see more on page 9).

4 Audience

The target audiences of external communication and exchange of information are:

- **Government agencies at the federal, provincial, and local levels** such as the Ministry of Education, Science and Technology, and agencies including but not limited to EHRD, CDC, ERO, TSC, and PETCs which are involved in policy, curriculum development, and teacher management
- **Nepali universities and faculties of education**
- **Nepali education professionals**, such as teachers, school administrators, trainers
- **International education professionals**, including e.g. agents from Finnish higher education institutions interested in teacher education in the context development cooperation
- **Local communities in the project areas**, including parents and students
- **Development partners and international donors** involved in education and development cooperation in Nepal
- **Private sector agents**, such as such as education technology companies interested in operating in Nepal and making investments
- **The general public** in Nepal
- **Taxpayers in Finland and the EU**

Multiple benefits can be reached from clear and open communication with target audiences, including raising awareness of the project objectives and building the capacity of the participating agencies. It is equally important for the people in the municipalities and provinces to know what efforts are made in their communities to improve educational services. The aim is to ensure understanding within the local communities of the importance of quality education and create ownership of the project and its activities. Communication should not be seen as a one-way street but empowering rights-holders and allowing them to engage actively with TECSES through e.g. our social media platforms.

Communication with government stakeholders happens on three levels: federal, provincial and local. To reach these stakeholders, TECSES will (in addition to the online platforms listed below) use networking and advocacy efforts. In practice this will mean reaching out to governmental and provincial stakeholders at relevant forums, campaigns, and one-on-one meetings to advance and promote the project aims. Regular follow-ups and discussions with stakeholders will help maintain collaboration and align with national education goals.

The Common Framework for Technical Assistance (TA) under the School Education Sector Plan offers the TECSES communications a base for exchange of information with other education sector actors. The is to effectively avoid duplication of development efforts and instead be part of the harmonisation and cooperation of TA in Nepal. This will be achieved by keeping in touch with development partners in Nepal and creating spaces for co-learning.

We include private sector agents, such as education technology companies, as part of our target audience to promote Nepal as a growing opportunity for innovation in education. Nepal's focus on improving inclusive and equitable education creates a need for new technologies and solutions. By engaging with the private sector, we can potentially attract sustainable investments to strengthen the education system in Nepal.

TECSES Communications objectives	Target audiences	Key messages
Support the goals and successful implementation of the TECSES project.	All target audiences	TECSES focuses on enhancing teacher education, promoting equity and inclusion, and ensuring quality education in Nepal.
Provide accurate, up-to-date information on TECSES's activities, progress, results, and key developments in (teacher) education and foster collaboration with key stakeholders.	All target audiences	TECSES is committed to sharing clear and up-to-date information about its activities and progress. Collaboration with key partners, including government agencies, universities and communities, is essential for the success of TECSES.
Engage rights-holders in local communities by sharing information on educational outcomes and encouraging active ownership of the project and its activities.	- Government agencies at the federal, provincial, and local levels; - Nepali universities and faculties of education; - Local communities Nepali education professionals	TECSES works in close collaboration with rights-holders to assess needs, set up joint goals, and criteria for results in a participatory manner. TECSES is committed to supporting local communities by sharing information about the project's progress and outcomes.
Inform local communities so they can hold both the TECSES project and government agencies	- Local communities; - Nepali education professionals	Clear information helps ensure TECSES and government agencies fulfill their commitments to education.

accountable for their duties, ensuring transparency and responsibility.		TECSES provides updates to ensure local communities understand the project's goals and outcomes. Holding TECSES and government agencies accountable helps ensure education goals are met for everyone.
Raise awareness and enhance the visibility of the teaching profession in Nepal.	- Government agencies at the federal, provincial, and local levels; - Nepali universities and faculties of education; - Local communities; Nepali education professionals; - The general public in Nepal	Teachers are the backbone of every society. By investing in teacher education, we are investing in the future. A well-trained, motivated teacher can empower generations of students, influencing everything from economic development to social norms and cultural values.
Promote inclusive education by highlighting its importance in ensuring all students, regardless of background or ability, have equal learning opportunities and encouraging teachers and communities to adopt inclusive practices.	All stakeholders	Inclusive education ensures every student, regardless of background or ability, has the chance to succeed. When schools embrace diversity, all students benefit and communities grow stronger. Human rights are central to TECSES, promoting social inclusion by ensuring equal participation, fair access to resources, and respectful treatment for all.
Strengthen and promote cooperation between Finland, Nepal, and the European Union.	- Government agencies at the federal, provincial, and local levels - Development partners and international donors - Private sector agents - The general public in Nepal - Taxpayers in Finland and the EU	Building on decades of collaboration, TECSES continues the strong partnership between Nepal, Finland and the European Union in the field of education. Long-standing and impactful results are only possible when development is based on true partnership, ownership and concrete solutions.
Ensure transparency and accountability to taxpayers in Finland and the European	- Taxpayers in Finland and the EU	TECSES is committed to being transparent about its use of funds, ensuring taxpayers in Finland

Union funding the project, while enhancing visibility for bilateral and EU-funded projects.		and the EU know how their contributions are making an impact. Bilateral and EU-funded projects like TECSES have an impact and highlight the benefits of international collaboration.
Keep other education and development cooperation stakeholders (e.g. NGOs, education experts) informed and involved with the results and progress of TECSES.	- International educational professionals - Development partners and international donors - Private sector agents	Collaboration and regular updates ensure that TECSES aligns with the broader education and development goals of the international community. TECSES keeps key stakeholders, including NGOs and education experts, informed about its progress and achievements. Coordinated communication helps align actions with Nepal's educational priorities and frameworks.

5 Approach

5.1 Human Rights-Based Approach

All communication will be conducted according to the Human Rights-Based Approach (HRBA) which is an integral part of Finland's development policy. In practice, this means that **principles of equality, non-discrimination, participation, inclusion, accountability, and transparency provide a cross-cutting basis and standards of TECSES communication.** All communication during the five-year period will support the objectives to achieve human rights progressive level of impact in the project.

Transparency is a key principle of TECSES through which stakeholders and financing institutions can hold the project accountable. TECSES through all its communication is committed to providing accurate and truthful information about its results, goals and effectiveness.

5.2 Languages

Communication is conducted in Nepali, English and Finnish. Target audience, platform and objectives are taken into consideration when deciding which language or languages are used. Nepali being the *lingua franca* of Nepal, the utilisation of Nepali in communication is crucial for the inclusivity and transparency of TECSES. It is also critical in order to reach Nepalese rights-holders and ensure their engagement with the project and its results.

Since some of the project's activities take place in the three provinces, province specific approach will be adapted in communications. This means taking into account the context of each province when planning and implementing any communications aimed towards rights-holders or duty-bearers in Karnali, Sudurpaschim, and Madhesh. Also, the utilisation of minority languages is considered when it helps achieve successful and comprehensive communication at the province and local levels.

5.3 Accessibility, equity and gender equality

We recognise that accessibility in communication is an ongoing process and requires continuous learning from our staff and experts. In the early stages of TECSES, the focus on accessibility will begin with making the website usable for all visitors, regardless of disability or impairment. As the project goes forward, TECSES website will include a presentation video in Nepali sign language about the project's purpose and impact to further promote accessibility. The goal of TECSES is to create an inclusive environment for communication, actively learn about the needs of our rights-holders as the project grows.

Communication in TECSES aims to promote inclusiveness and gender equality. Challenges regarding othering¹ and stereotyping language and imagery are actively considered in all aspects of communication and on all platforms. Hateful and inappropriate comments on any social media platforms of the project will be deleted.

To promote gender equality, TECSES will ensure that all communication materials and content reflect diverse and balanced representations of genders. Stories and images shared on social media will highlight contributions and achievements of people from all genders. Gender-sensitive language will be used in all posts, and efforts will be made to address issues of gender inequality in education.

On social media, we will include alt-text descriptions for all images to provide context for visually impaired users. Videos will feature subtitles to make them accessible to those with hearing impairments. Posts will be written in clear and straightforward language to ensure they are easily understood by diverse audiences.

TECSES is committed to the principle "nothing about us, without us," ensuring that disabled communities are consulted and their perspectives inform the project communications. TECSES also works with service providers that support its goals of accessibility and inclusion, helping to ensure that project communications are truly inclusive and accessible.

¹ The act of treating someone as though they are not part of a group and are different in some way.

6 Activities

6.1 Press and media engagement

Press releases, press conferences, and journalist visits will be used as needed to share updates and highlight significant achievements of TECSES. Press releases will announce important milestones or events, ensuring the media has accurate and timely information. Press conferences may be organized for notable occasions to provide direct engagement with journalists. Journalist visits to project sites, such as schools and training centers, can be arranged to offer firsthand insights into TECSES's impact.

Local Nepali radio channels are important in reaching communities, especially in rural areas, and will support TECSES's province-specific approach by tailoring messages to local contexts and languages. Radio jingles can help raise awareness about topics like inclusive learning, child-friendly schools, and the value of the teaching profession. These short and engaging messages are able reach many people, including those in remote areas, and support TECSES's work in provinces.

All media materials will mention HY+ as the implementor, as well as the Government of Nepal, the EU, and Finland as donors and collaborators, ensuring proper recognition and visibility for all partners. CTA serves as the main representative of TECSES and is the primary staff member to give official statements to the press.

6.2 Online Communications

Strategic use of social media platforms is important for successful communication. Depending on the source, about 40-50 per cent of Nepalis are on social media. For example, in 2023, 12.6 million people in Nepal were on social media, representing 41 percent of the total population. The same statistic in the Finnish context is 80.4 percent of the total population. At the moment, Facebook stands as the most popular social media platform in Nepal with 11.85 million users, and X (previously known as Twitter) has approximately 553 600 thousand users in Nepal. Therefore, strategic use of social media platforms is crucial, as the number of people that TECSES is able to reach through social media is limited. This highlights the importance of combining online communication with other methods, such as community outreach and traditional media, to ensure TECSES reaches a wider and more diverse audience.

Nevertheless, a strong presence in all relevant social media platforms is pivotal for the transparency of the project and to ensure an easily accessible and quick form of information for the public. Posts on Facebook, Instagram and LinkedIn will be shared in English and Nepali, but minority languages are utilized when it serves the project's objectives. Communication in Nepali will be especially prominent on Facebook, as it is

the most popular platform in Nepal and therefore has the greatest potential to reach our Nepalese target audiences.

TECSES online communications will be taking place on the following platforms:

- TECSES website (TECSES.org)
- TECSES Newsletter
- LinkedIn
- Facebook
- Instagram
- X

We have selected these social media channels for TECSES communications to effectively reach our target audiences. The TECSES website and newsletter provide detailed updates and resources for government agencies, universities, education professionals, and development partners. LinkedIn connects TECSES with international education professionals, such as Finnish higher education institutions, and private sector agents interested in supporting education in Nepal. Facebook and Instagram are ideal for engaging with local communities, including parents, students, and Nepali education professionals, by sharing updates in a visually engaging way. X (formerly Twitter) allows us to share quick updates and connect with donors, international stakeholders, and taxpayers in Finland and the EU.

TECSES website will be a platform that provides easily accessible information about the project, its impact and results. The website will be available in English and Nepali. For the project's transparency the TECSES website has an important role as reports and resources will be published and kept on the website for the whole duration of the project. Additionally, the website will include the project's contact information in all provinces, a description of TECSES and its activities, information about funding and financiers, and links to social media accounts. Synopsis reports and data will be published regularly on the website for easy access to relevant information regarding the project.

TECSES will send out a newsletter 4-6 times a year, depending on need. The newsletter will include links to the latest blog posts and updates on TECSES activities, with a focus on operations in the three provinces where the project is active. Subscriptions can be made through a GDPR-compliant form available on TECSES.org. The newsletters will be in English but will include links to TECSES.org and the project's social media accounts, allowing recipients to access information about the project in Nepali as well. This ensures broader accessibility and engagement with diverse audiences.

TECSES considers joining TikTok, as it is also a popular social media platform in Nepal. However, it is important to note that TikTok has previously been banned in Nepal, which may affect its suitability for the project's communication strategy. TikTok could be used

to showcase videos created by teachers, such as classroom activities or inclusive teaching practices, to highlight TECSES’s work and inspire others.

Communications channel	Activities	Inclusion and accessibility
Website (TECSES.org)	- Provides an overview of the TECSES project, its mission, and key objectives - Contact details of all TECSES staff and offices - Features reports, research, and other documents related to TECSES activities - Shares the latest developments, announcements, and stories from - Newsletter subscription and previous newsletters - Feedback and Reporting Form (for addressing any concerns or issues faced by rights-holders or employees during the project) - Website available both in English and Nepali	TECSES.org is designed with an “accessibility-first” approach, prioritizing accessibility and inclusion for all users. This focus ensures the website is user-friendly and inclusive, even if it means making some compromises on visual design elements to enhance functionality and usability. All posts are written with clear and audience-oriented communication in mind. Alt texts are added to all photos. All videos have subtitles.
Facebook	- Sharing TECSES updates, stories of stakeholders/rights-holders/duty-bearers - Tag and interact with stakeholders, such as government agencies, partners, and donors - Posts are first in Nepali and then in English	All posts are written with clear and audience-oriented communication in mind. Alt texts are added to all photos. All videos have subtitles.
LinkedIn	- An emphasis on professional engagement on posts. Some content may be the same as on Facebook. - Tag and interact with stakeholders, such as government agencies, partners, and donors.	All posts are written with clear and audience-oriented communication in mind. Alt texts are added to all photos. All videos have subtitles.

	- Posts are first in English and then in Nepali	
Instagram	- Same content than in Facebook - Tag and interact with stakeholders, such as government agencies, partners, and donors. - Posts are first in English and then in Nepali	All posts are written with clear and audience-oriented communication in mind. Alt texts are added to all photos. All videos have subtitles.
X	- Shorter posts that link to TECSES.org for more information - Reposting posts related to the project, especially those made by MFA or EU accounts	All posts are written with clear and audience-oriented communication in mind. Alt texts are added to all photos. All videos have subtitles.

6.3 Events

TECSES organizes events and workshops according to its work plans.

Events are held in accessible venues whenever possible, and if such venues are not available, every effort is made to accommodate the needs of participants with disabilities to ensure inclusivity.

Promotional materials and event displays (banners, posters, etc.) will follow visibility requirements, ensuring compliance with branding guidelines. The logos of the Government of Nepal, the EU, and Finland will be clearly shown at the venue to promote the partnership and collaboration.

TECSES avoids using one-time-use banners at events and does not use single-use dishes or other disposable items.

6.4 Photos and video

Photography and videography are powerful tools to tell stories and share the work at TECSES. For photography and videography needs, the project will hire external service providers when required. Additionally, a high-quality camera has been purchased to enable staff members to capture photos during visits to schools, training centers, and universities.

The EU and MFA have the right to use communication and visibility materials produced during the project.

TECSES is committed to ensuring its photo and video materials avoid othering or stereotyping, focusing on respect, inclusion, and accurate representation.

When producing photo and video content for TECSES, measures are taken to make sure everyone involved agrees to the use of their photo or video. Therefore, it is the project's responsibility that all parties understand that any images or videos can be used for marketing purposes for TECSES. Therefore, written consent forms are used when required, such as in schools, government buildings, and training centers.

Children (people below the age of 18) are primarily photographed in a manner where they are not identifiable. If children are filmed or photographed, a written consent from custodians is required. Photos and videos of identifiable children are not to be used in marketing or communication 2 years after the end of the project.

7 Logos

7.1 TECSES logo

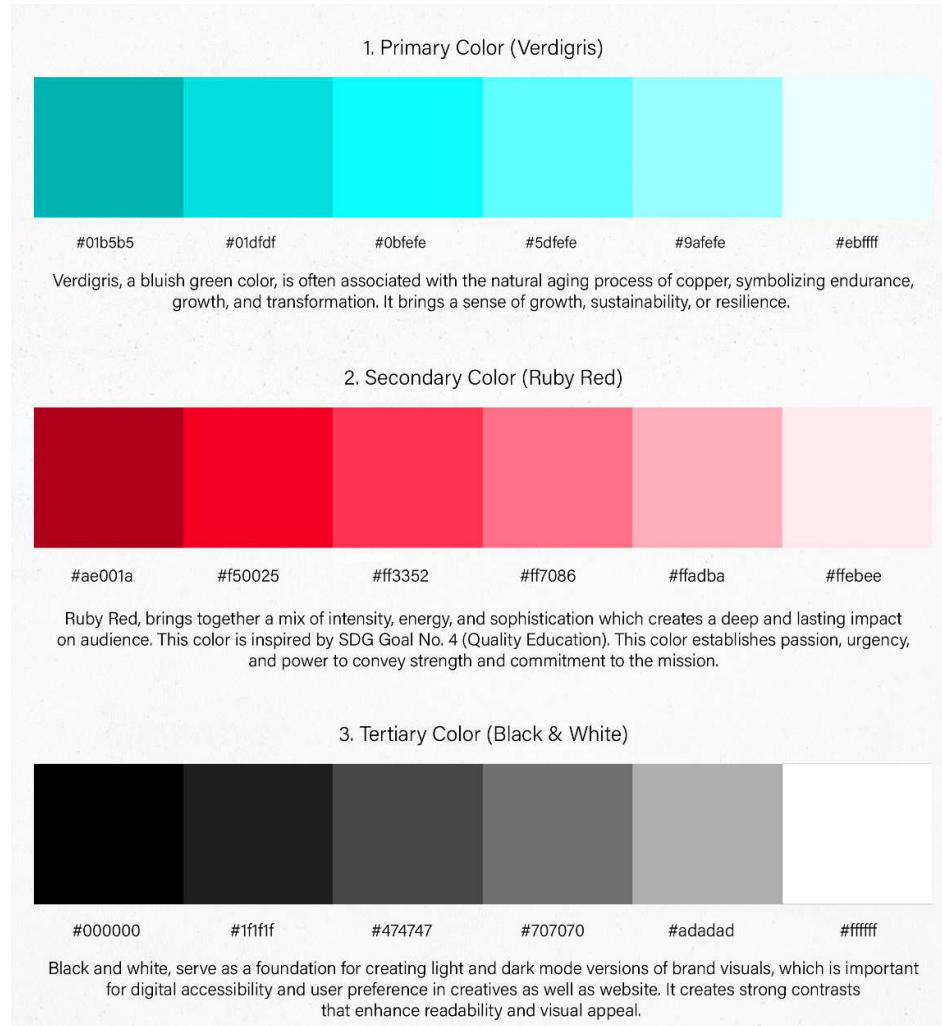
The TECSES logo is an important part of the project’s visual identity and should be used consistently on all communication materials. The TECSES logo should always be displayed alongside the logos of the Government of Nepal, the EU (with the label “co-funded by the European Union”), Finland (Suomi-Finland), and any other partners, in accordance with visibility guidelines. Using the logo correctly helps to make the project recognizable and highlights its focus on education and inclusion.

Examples of the TECSES logo in different brand colours



TECSES brand colours are used in visual materials in a way that ensures accessibility, including for people with visual impairments. This approach helps make all content clear, readable, and inclusive for a diverse audience.

7.2 TECSES brand palette



7.3 Government of Nepal, EU and Suomi-Finland logos

All materials made, events organized, and activities carried out by TECSES will include the logos of the funding partners: the Government of Nepal, the Ministry for Foreign Affairs of Finland (Suomi-Finland), and the European Union (with the label “co-funded by the European Union”). Vehicles and materials will display the logos of the Government of Nepal, Finland, and the European Union along with the TECSES logo to enhance visibility.

In all TECSES materials, the logos of Nepal, the EU, and Finland should be presented together to reflect their partnership. The HY+ logo, as the implementer, should be placed separately, such as in a corner, to distinguish it from the funding partners. This placement ensures clarity in each organization's role within the project.

An example of TECSES, Government of Nepal, European Union, Suomi-Finland and HY+ logos together:



7.4 Other logos

TECSES will follow the logo usage guidelines provided by its partners, such as HAMK, the University of Helsinki, and FCA, when using their logos in any materials. This ensures that each partner's logo is used correctly and consistently, maintaining their brand integrity.

8 Measuring impact

To ensure the effectiveness of TECSES communications, the impact of all activities will be regularly measured and evaluated. Key indicators will include audience engagement on social media, such as likes, shares, comments, and reach, as well as feedback collected through surveys, meetings, and the TECSES website. The success of outreach efforts, like attendance at events and workshops, will also be tracked to assess their effectiveness in reaching the target audience.

Regular monitoring will show what is working and what needs to improve. The results will help shape future communication strategies to keep them effective and aligned with TECSES's goals. TECSES will use feedback and data to improve its communication and stay connected with stakeholders and communities.

TECSES will collect data from its social media platforms on a quarterly basis to monitor performance and gain insights into engagement. Data from traditional media, such as radio and print, will be collected whenever available. The Communications Officer will work closely with the project's Monitoring and Evaluation Officer to track the effectiveness of communication activities.

9 Risks and mitigation

Clear communication is important for the success of TECSES, but it can also bring challenges. By understanding and preparing for risks, TECSES can make sure its messages stay clear, respectful, and in line with the project's goals. This helps build trust and keep everyone engaged.

One potential risk in TECSES communications is the spread of misinformation or misinterpretation of project goals and activities. This can happen if messages are unclear or not well-aligned with the intended audience's understanding. To address this, all communication will prioritize clarity and cultural sensitivity. Ensuring consistent messaging across platforms and channels will help minimize confusion and maintain trust.

Another risk involves receiving negative feedback or criticism, especially on social media platforms. While feedback is an important part of improving communication, inappropriate or harmful comments may arise. TECSES will manage this by moderating and removing inappropriate comments and responding respectfully to constructive criticism.

Social media strategies must consider risks like geopolitical changes and shifts in leadership, which can affect policies and communication efforts. If the EU or Finland decides to stop using certain platforms due to policy or ethical reasons, TECSES would need to adapt quickly to maintain its communication goals. These changes could disrupt outreach, especially if key audiences rely on those platforms. To address this, TECSES will use a variety of communication channels and stay flexible, ensuring it can respond to changes while continuing to reach its audiences effectively.

Communications Officer together with CTA will establish a crisis communication plan to be utilized in the case of external or internal crisis. The crisis communication plan will be available to all TECSES staff members and will be revised during the project if needed.

10 Budget

PURPOSE	Inception phase	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	All years
Canva Subscription for the Entire Project Duration	114 210 NPR	-	-	-	-	-	114 210 NPR
Social Media Management and Website Hosting through a Service Provider	-	500 000 NPR	500 000 NPR	500 000 NPR	500 000 NPR		2 000 000 NPR
Project-Related Video Production	100 000 NPR	250 000 NPR	250 000 NPR	250 000 NPR	250 000 NPR	250 000 NPR	1 350 000 NPR
Development of IEC and Visibility Materials	100 000 NPR	500 000 NPR	500 000 NPR	500 000 NPR	500 000 NPR	-	2 100 000 NPR
Digital Marketing Expenses	40 000 NPR	35 250 NPR	35 250 NPR	35 250 NPR	35 250 NPR	-	181 000 NPR
Other Communication Expenses (Hoardings, Event Visibility, etc.)	-	200 000 NPR	200 000 NPR	200 000 NPR	200 000 NPR	-	800 000 NPR
Total	354 210 NPR	1 485 250 NPR	1 485 250 NPR	1 485 250 NPR	1 485 250 NPR	250 000 NPR	6 545 210 NPR