

Girl's Education In Balochistan: Role Of Public Awareness Campaign

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ABSTRACT

Education is a constitutional right of every citizen of Pakistan. The 46% of people aged 10 and above are literate in Balochistan which is lower in rest of the regions of Pakistan. The girls' education in Balochistan is even worst. International Rescue Committee (IRC) identified 29000 girls in targeted districts of Balochistan to teach and educated adolescent girls with community help (TEACH). The study find out the public awareness campaign effectiveness for increasing girls' education in these areas. Survey research design was used to assess the campaign effectiveness with non-probability sampling technique to select sample size and 616 participants both male and female participated in the study. The findings revealed the campaign was 77% successful. At the awareness-raising level, 92% of people were aware of the key message about girls' education and 40% of people have become actively engaged as a result of meetings with the village support committee and tea/coffee gatherings with male community members. In terms of changing behaviors, 85% of people self-reported changing their behavior, and in terms of changing social norms, 73% of people self-reported changing social norms, particularly in relation to early marriages the state of well-being 33% of people both male and female reported attending community meetings to press governmental decision-makers to act in their communities' best interests, particularly in relation to girls' education.

Keywords: Awareness, Balochistan, Campaign, Education, Effectiveness, Engagement, Girls.

INTRODUCTION

Education is one of the basic human rights of people and is the responsibility of the state to provide education to all its citizens. The Constitution of Pakistan under Article 25 A

guarantees this right to all its citizens. The article states:

“The state shall provide free and compulsory education to all children between the ages of five and sixteen in the manner prescribed by law.”

The government of Pakistan is committed to improving the situation of education in Pakistan and has agreed with UN in 2015 to change the world by improving the lives of people in their own countries to eradicate poverty through 17 SDGs by 2030 with set out a new vision for education title “Global Education 2030 Agenda” for the next fifteen years. The SDGs Goal 4 is about improving education which aims to

“Ensure inclusive and equitable education and promote lifelong learning opportunities for all.”

However the situation is different in Pakistan, the Pakistan Social and Living Standard Measurement Survey (PSLM) 2019-20 for 10 years and older age group reported that total literacy rate for Pakistan is 60% (70% for males, and 49% for females), Punjab 64% (72% for males, and 57% for females), Sindh 58% (68% for males, and 47% for females), KP 53% (71% for males and 35% for females) and Balochistan 46% (61% for males, and 29% for females). The situation with regard to education for Balochistan is really grim. The most literate district in Balochistan is Quetta, where the literacy rate is 64% however, the lowest literacy rate is 14% in the district of Shaheed Sikanderabad.

Nearly one third of Pakistan's population of school going age and the PSLM survey found that 32% of children (age 6 to 15) are not in school, with 25.8% never attending and 5.7% dropping out. This widespread disparity becomes starker when it comes to the province of Balochistan where only 44% individuals who ever attend schools with bifurcation of males (58%) and females (26%) (PSLM, 2019-20) which means 74% of the girls never attended school in Balochistan.

Developing programs that will reduce gender disparity and achieve the desired level of education is the responsibility of policy makers both locally and globally. One of the interventions that were made by the European Union and UNICEF (2017) to help the government of Balochistan to revamp the basic education in Real Time School Monitoring (RTSM) through designing innovative tools online integration with Education Management Information System (EMIS) for improvement of monitoring of schools. This information helps identify school in need of activation staff absentees and inadequate facilities that are challenged to enrollment and continuation of education of children. As well as it helps the policy makers in the Education Department to take timely measures and evidence-based action. This EU and UNICEF (2017) was focus initially on 11 districts and then replicated in 20 remaining districts of Balochistan with the aim of strengthen the quality, performance, governance, and the management of the education system.

Similarly the International Rescue Committee (IRC) is one such organization at the global level that shares its responsibility to design and implement the TEACH program in hard-to-reach areas of Balochistan. The TEACH and Educate Adolescent girls with Community Help (TEACH) project is indeed a challenging one in terms of providing education to girls in selected districts of Balochistan. It is challenging in several ways: a geographical area that is difficult to reach, the limited school infrastructure, the non-availability of qualified female teachers, and the tribal social cultural norms, where the overall mindset regarding women is very rigid. The IRC's goal in the five districts of Balochistan was to improve the learning of the highly marginalized and targeted 29000 out-of-school (OOS) girls aged 10 to 19 by using two pathways for the girls. One was to learn and transition to the formal and non-formal education, and the second was a skill-based approach for older girls to earn

and transition to the employed and self-employed modes. IRC TEACH targeted individual 29000 out of school girls in different villages (total=170) of five different districts (Chaghi, Kharan, Noshki, Killa Abdullah and Pishin).

The theory of change adopted by TEACH suggests that addressing the barriers to girls' education will increase girls' access to education and employability training, improving the life chances of girls, their families, and the communities where they live.

LITERATURE REVIEW

Awareness campaigns have always been launched to raise public awareness of global and local issues like the conservation of wildlife, road safety, health, education, etc. The goals of these campaigns have been to change the behaviors and attitudes of people who live in these areas by creating awareness (Cengiz & Omay, 2013; Shaikh et al., 2017; Tan et al., 2022).

According to Weiss and Tschirhart (1994), findings about the effectiveness of these campaigns can be used for policy making in the interest of governments. When used correctly and with care to address their drawbacks, public Information campaigns can be beneficial. Cox and her colleagues (2020) reported that, in the past, a lot of public awareness campaigns had been launched to address the illegal wildlife in the Congo. Previously, all government decision-making was based on experience, and none was based on the evidence based evaluation. They made a point of emphasizing how the effectiveness assessment of the campaign offers proof for altering locals' conservation behaviors through billboard messaging and proactive behavior to protect wildlife.

Faus and colleagues (2021) did a systematic review of the Literature to see what types of campaigns have been run for different kinds of risky road user attitude and behaviors with particular kind of audiences and with what kind

of techniques. They reported that few campaign evaluate their effectiveness in a formal way. They made their case by using the PRISMA methodology to show that advertisements have positive effects and that their effectiveness is increased by supplementary preventive measures like legislation and education regarding road safety.

Similarly to this, Shaikh and colleagues (2017) highlighted the outcomes of their study on healthcare in Karachi, Pakistan, which showed how frequently drivers fail to yield to ambulances. A substantial media campaign was started to raise public awareness of the importance of yielding to ambulances. Through pre and post-intervention observations, the campaign's effectiveness was evaluated. The mass media campaign was effective in changing the negligent behavior of the drivers and the campaign focus on humanitarian messages like "give way to ambulances", which can save lives.

A lot of campaigns have been documented in relation to health-related behaviors, and national level campaign in Australia called Still Six Lives was launched to increase awareness of stillbirth among Australian women and educate people about three modifiable behaviors that pregnant woman could take to reduce the risk of stillbirth. The analysis of national campaigns on social media, digital advertising, and mass media revealed evidence of a shift in public perception of the modified behaviors that can lower the risk of stillbirth (Chan et al., 2023).

Another campaign's effectiveness was assessed by Tan et al. (2022) in improving stroke symptoms recognition and intention to call emergency medical services in adults aged 65 years and older. They evaluated the campaign's effectiveness and public stroke education campaigns were found to have a significant impact on stroke symptoms recognition and the intention to call emergency medical services. They suggested based on the assessment of

campaign effectiveness that future campaigns aimed at younger adults might be guided by the evidence gathered from this review.

Addressing the societal problems for sustainable development of societies is very important to improve social attitudes. Borawska (2017) argued that success in addressing social issues, not only depends on government policies but also depend on social engagement. For social engagement while addressing the issues, public awareness complaints played a very important role. She highlighted a number of campaigns that were successful in engagement as well as highlighted methodologies to run and evaluate the effectiveness of these campaigns.

A public awareness campaign is the key change element in this project and is defined as a set of different activities planned for a specific time and targeted at a specific group to increase knowledge that leads to change thinking and behavior regarding girls' education in Balochistan (Borawska, 2017). Public awareness campaigns are one element of social marketing tools, and this includes social campaigns tools and advertising techniques, some of which are used in this campaign as well. The success of the campaign is

measured through its effectiveness, and Donovan and Henry (2010) define different levels to evaluate campaign effectiveness: awareness, engagement, change in behavior, change in social norms, and well-being. Current study utilized these levels of campaign effectiveness suggested by Donovan and Henely (2010). Awareness means the percentage of people being aware of the issue. Engagement means percentage of recipients involved in the deliberations and discussion about the problem and percentage of recipient taking action in order to gain additional knowledge about the problem. Change in behavior addresses the percentage of residents that self-report behaviors and change and the percentage of recipients for whom changes were being observed. Change in social norms means the percentage of recipient presenting a positive attitude to the problem and percentage of newspaper articles and opinions favorable to the campaign. It also checks any legislation on the promoted issue. Well-being measures the increase in social outcomes. Indicators to measure these levels of effectiveness were developed by researchers of current study which were based on the key messages run in the IRC TEACH campaign.

Table 1 Campaign activities in targeted districts of Balochistan

Activity	Frequency	Time line	Year	Districts (5)
Awareness walk	5	14-18 March	2022	One in each district
Drum	15	9-16 March	2022	Three in each district
Announcement				
Mosque	60	7-18 March	2022	12 every day in each district
Announcement				
Robocalls	2 calls per week		2022	10 booths per district (Recipient=10,000)

Some of the key messages delivered through these activities were as under:

1. Attainment of education for girls and boys equally important.
2. Better education facility makes more girls to enroll in school.

3. Education provides a girls' sense of right and wrong.
4. Educated girl can play a positive role in her family members' life.

OBJECTIVE OF THE STUDY

To find out the level of effectiveness in terms of increased awareness, engagement, change in behaviors, and change in social norms if any and well-being to influence decisions about girl's education by their caregivers and duty bearers.

METHODOLOGY

Research methodology is based on the research question(s) required to be answered. The process includes the selection of the participants (sampling technique and sample size) tool development, data collection methods, data analysis methods and maintaining the quality of the research. \

Study area

The data was collected from different villages in five districts of Balochistan. Within the five districts, villages were selected based on the high number of participating students available in the villages. Because it was difficult to reach all those

areas, the strategy was to form a cluster of those high numbers of participating students as well as the parents and caregivers of the students who were available as participants during the data collection team's time and date.

Survey research design

A survey research design was used to get answer to the research question at hand. The study is seeking a rich description of context-specific data for that under TEACH project, applied a variety of strategies to create public awareness to change mindsets of the people in communities for girls education.

Designing a post-campaign survey to assess the campaign's success in bringing about change in the community is one way to access change or evaluate the efficacy of interventions (public awareness campaigns activities) the survey research design aims to establish the change as field results through public awareness campaign activities. Participants are not chosen at random but are contacted not-randomly and asked to participate in the study.

Calculation of the study sample

Table 2 Key sample calculation parameters

Sr.#	Variables	PACE
1.	Pa	0.05
2.	P0	0.5
3.	Confidence level	95%
4.	Power	80%
5.	Attrition buffer (Participants)	5%
6.	Attrition buffer (Villages)	5%

Table 2 of the study sample depicts the parameters to be employed for sample calculation. Using the parameters listed in the above table, the sample work out to be 500 PACE (Public Awareness Campaign Effectiveness)

questionnaire. In order to account for attrition (non-response) during data collection for the research, these sample size figures also included 20% attrition.

Sampling technique and sample size

Non-probability purposive sampling technique used to select the sample size based on certain criteria, which was set according to the stakeholders' involvement during the

intervention. 616 participants both male and female were included in the study. Districts and gender wise breakdown of the participant is presented in the table below.

Table 3 District and gender wise sample participation

Sr.#	Districts	Male	Female	Total sample
1.	Chaghi	36	62	98 (15.9%)
2.	Karan	56	73	129 (24.9%)
3.	Killa Abdullah	46	46	92 (14.9%)
4.	Noshki	44	40	84 (13.6%)
5.	Pashin	132	81	213 (34.6%)
	Total	314	302	616 (100%)

Table 3 shows the districts and gender wise sample participation in the survey. The sample participation is based on sample calculation. The variation in the sample participation shows more than the calculation but it also depends on the willingness of the communities.

Development of tool

The questionnaire was self-structured to get answers of the research question and it was based on the criteria developed by Donovan and Henley (2010) to assess the effectiveness of campaign. These criteria include awareness, engagement, behavior change, changing social norms and well-being. The key messages created for the campaign served as the basis of indicators created for each level Yes, No and don't know responses were asked from participants against each statement.

Content validity of the tool

The content and quality of the questions were blind reviewed by two experts from the IRC, and the feedback incorporated into the final questionnaire used to get the information from the participants in the targeted communities.

Research process

A regional consultant was hired to identify a local team of data collectors and he registered students

from the social sciences background to mark it as an opportunity for the students to work, earn and learn through this process. There was a list of 30 students both male and female who are identified. All the shortlisted candidates were interviewed online by project team. Twenty students, ten males and ten females, were asked to reach the training venue in Quetta (Balochistan). The team members was selected based on language and area of residence. The members was further divided into two groups: on who worked in Baloch areas (Chaghai, Noshki, and Kharan) and another who did work in Pashtu-speaking areas (Pishin and Killa Abdullah).

Before going to the field, they were provided with one day of training on the prescribed questionnaires, which was designed to get information from field, and they were also briefed about the project's purpose. The two field teams each had ten members who were told how to enter the field area and gather information from the participating families. The teams provided English questionnaires with Urdu translations. At the end of session, four different WhatsApp groups based on their language and gender were created, and all 20 members shared information with each other. The team was advised to share their live location with the groups while in the

field so, in case of any help, the nearest team members can help or facilitate each other.

Data were collected at both levels in hard and soft forms, and for this purpose, online software Survey CTO collect v2.80 was used to get information online, and the best thing was that they could get information offline in case they did not have access to the internet. All the participants were provided with the internet data charges to stay connected online during the fieldwork.

Consent from the participants was also taken at the time of interviews as to whether they wanted to participate in the study, and they can refuse at any time if they feel uncomfortable. A written consent was prepared for their signatures, and verbal consent was also acceptable in case they were not willing to sign their voluntary participation.

Quality control measures/audit trial

Following are the measures that have been taken to control and maintain the quality of the data:

1. Engaging experienced and qualified teams in the field.
2. Developing relevant tool for data collection and pre-testing the tool to check reliability and validity.

3. Get permission from the IRB to maintain ethics and no harm to the participants.
4. Pre-orientation training on how to collect data from the field. The field team was trained on both hard and soft copies to enter the information and at the end of the day, they were required to submit hard copies to the field supervisors.
5. The lead and co-lead of the research study lead the field teams themselves and intervene when and where it was required in the field with school teachers and village support committees.
6. The field supervisor compiled the data and gets feedback the next day if it is required from the field team.
7. All the data was shared with the data entry operators to enter the data in the SPSs software to analyze the information.
8. The hard copies of the questionnaire were packed properly and labeled and kept in the office of the undersigned.
9. After the completion of data entry, it is password protected and available to both the lead and co-lead of the study.

RESULTS

Table 4 Descriptive statistics and Cronbach alpha reliability of the subscales

S.#	Subscales	No. of items	Mean	SD	Cronbach alpha
1	Awareness	4	19.38	2.32	.748
2	Engagements	4	10.70	6.66	.861
3	Change in Behavior	4	19.10	2.60	.700
4	Change in Social Norms	4	18.16	3.82	.710
5	Well-being	3	10.19	4.07	.739

Table 4 displays the Cronbach alpha reliability of each PACE subscale of public awareness campaign effectiveness. The scores' consistency ranges from .700 to .861. The reported reliability

values all fell within acceptable ranges and demonstrate the dependability of the data collection tool.

Table 5 Demographic Information of the participants

S.no	Variables	Districts	Male	Female	Total
1.	18-30 years	Pishin	79	49	128
		Kharan	42	31	73
		Chaghai	26	38	64
		Noshki	28	37	65
		Killa Abdullah	30	28	58
		Total	205	183	388
2.	30 and above years	Pishin	53	32	85
		Kharan	14	42	56
		Chaghai	10	24	34
		Noshki	16	3	19
		Killa Abdullah	16	18	34
		Total	109	119	228
3.	Combined total participants in both age groups	Pishin	132	81	213
		Kharan	56	73	129
		Chaghai	36	62	98
		Noshki	44	40	84
		Killa Abdullah	46	46	92
		Total	314	302	616
4.	Disability	Pishin	4	3	7
		Kharan	2	0	2
		Chaghai	0	13	13
		Total	6	16	22
5.	Mother tongue Balochi speaking	Pishin	0	1	1
		Kharan	56	73	129
		Chaghai	32	62	94
		Noshki	34	27	61
		Total	122	163	285
	Pashto speaking	Pishin	132	79	211
		Chaghai	1	0	1
		Killa Abdullah	46	46	92
		Total	179	125	304
		6.	Other languages	Chaghai	3
Noshki	10			13	23
Total	13			13	26
Education Illiterate	Pishin		18	26	44
	Kharan	8	48	56	

	Chaghai	5	36	41
	Noshki	17	17	34
	Killa Abdullah	6	23	29
	Total	54	150	204
Primary	Pishin	20	21	41
	Kharan	12	10	22
	Chaghai	4	15	19
	Noshki	2	4	6
	Killa Abdullah	6	7	13
	Total	44	57	101
Matric	Pishin	53	21	74
	Kharan	18	4	22
	Chaghai	7	4	11
	Noshki	11	15	26
	Killa Abdullah	14	5	19
	Total	103	49	152
B.A	Pishin	28	8	36
	Kharan	18	8	26
	Chaghai	16	6	22
	Noshki	8	2	10
	Killa Abdullah	11	5	16
	Total	81	29	110
M.A and above	Pishin	13	5	16
	Kharan	0	3	3
	Chaghai	4	1	5
	Noshki	6	2	8
	Killa Abdullah	9	6	15
	Total	32	16	49

The table 5 explains the district-wise gender and age distribution of the current study sample. The cross-tabulation results show that the sample's

gender, age, education, language and geographic distribution were all fairly distributed.

Table 6 Overall level of campaign effectiveness

S.#	Level of Campaign Effectiveness	Percentages
1	Awareness	92%
2	Engagement	40%
3	Perception of changing behavior	85%
4	Perception of changing social norms	73%
5	Well-being	33%
	Total campaign effectiveness	77%

Table 6 shows that the overall level of campaign effectiveness in the target districts of Balochistan where it is 77% successful when combining all levels of campaign. At the level of awareness, 92% of people, both male and female, were aware of the importance of girls' education as an equal right for both boys and girls, and better education facilities enrolling more girls in schools. 40% of people both male and female, were actively involved in various activities at various levels, ranging from planning to suggesting solutions to remove obstacles by influencing government officials to create a better environment for girls. At the level of changing behavior, almost 85% of

the people self-reported changing behavior towards girls' education in their areas. At the level of changing social norms, 73% of the people, both male and female, also perceived that there were changes in the social norms towards girls' education. The last level of campaign towards girls' education in the targeted area was the wellbeing of the communities, and 33% of the people mentioned that they took part in planning, managing facilities, and influencing government officials in their areas to improve the situation for girls' education by providing facilities in the schools. Each indicator at every level is presented separately in the below mentioned tables.

Table 7 Awareness: First level of effectiveness

S.#	Indicators of Awareness	Yes	No	Don't know
1	I know providing standard education is a girl's right.	97%	2%	1%
2	I know that attainment of education for girls and boys is equally important.	96%	3%	1%
3	I know that better education facility makes more girls to enroll in schools.	95%	3%	2%
4	I know that education can provide better job opportunity to girls.	94%	4%	2%

Table 7 shows that indicators of awareness as the first level of campaign effectiveness. There were four indicators used to gauge awareness. The standard of education was the first indicator of awareness, with 97% of the populace being aware of girls' right to an education. As education is equally important for both boys and girls, it was determined by the second awareness indicator that both should receive it. 96% of people were

aware of the importance of education for both boys and girls. The third indicator showed that nearly 95% of people were aware that better educational facilities led to an increase in number of girls enrolling in school. The last indicator used to gauge knowledge was the possibility of better job opportunities for girls with education, and 94% of people, both male, and female, were aware of it.

Table 8 Engagement: second level of campaign effectiveness

S.#	Indicators of Engagement	Yes	No	Don't know
1	Did you participate in different meetings to understand the issues about girls' education?	40%	59%	1%
2	Have you involved in planning different arrangements (transport, security, drinking water, etc.) for girls' education to help in improving girls' enrollment in schools.	42%	54%	4%

3	Have you worked with local leaders to influence government officials (education dept.) for the uplifting of girls in the area?	38%	55%	7%
4	Do you work with community members in suggesting solutions about removing girls' obstacles in getting education?	39%	56%	5%

Table shows engagement as the second level of campaign effectiveness. The indicators of engagement were participation in community meetings, involvement in planning meetings, working with local leaders to influence government officials, and suggesting solutions to remove barriers to girls' education. 40% of

people, both male and female, participated in community meetings; 42% were involved in planning meetings; 38% worked with local leaders to influence government officials; and 39% were involved in finding or suggesting solutions to remove obstacles to girls' education in their communities.

Table 9 Perception of changing behavior: Third level of campaign effectiveness

S.#	Indicators perception of changing behavior	Yes	No	Don't know
1	I think education provide girls a sense of right and wrong.	97%	2%	1%
2	I believe that a girls should try to get education and work outside home to earn money.	89%	9%	2%
3	I believe that an educated girl can treat both girl and boy children equally at home.	94%	4%	2%
4	I think an educated girl can play a positive role in her family member's life	93%	3%	4%

Table 9 shows the indicators of changing behavior as a third level of campaign effectiveness. The indicators of perception of changing behavior were the belief that girls should receive an education and work outside the home, the belief that educated girls can treat both girls and boys equally, and the belief that girls can contribute positively to the lives of their families. 97% of men and women agreed that education

can help girls develop a sense of right and wrong. While 94% of men and women agreed that educated girls should treat boys and girls equally at home, 89% of men and women thought that girls should work outside the home to earn money. 93% of men and women agreed that educated girls can contribute positively to the family.

Table 10 Perception of changing social norms: Fourth level of campaign effectiveness

S.#	Indicators perception of changing behavior	Yes	No	Don't know
1	I pay more attention to girls' education now because I know the benefits of girls' education.	92%	5%	3%

2	Girls and boys both can share work inside and outside home.	85%	13%	2%
3	I allow my daughters to get education and to do work outside home for money.	87%	12%	1%
4	Delay in age of marriage because of education of girl can help her to manage marital relationships better.	83%	6%	11%

Table 10 shows the perception of changing social norms as a fourth level of campaign effectiveness. The indicators developed to measure this level of effectiveness of the campaign were: paying more attention to girls' education; having both girls and boys work inside and outside of the home; allowing my daughters to work outside; and helping marital

relationships. 92% of the people thought they were paying more attention to girls' education. 85% of men and women believed that both girls and boys could work inside and outside the home. 87% of people believed they allowed their daughters to attend school. 83% of men and women believed that education helped girls have better marital relationships.

Table 11 Well-being: Fourth level of campaign effectiveness

S.#	Indicators perception of changing behavior	Yes	No	Don't know
1	The enrollment of girls in schools in your area has increased in last two years.	69%	16%	15%
2	Have your village support committee took any initiative for different arrangements (transport, security, drinking water, etc.) for girls' education to help in improving girls' enrollment in schools.	42%	44%	14%
3	Do the local leaders and village support committee influence government officials (education dept.) for improving the girls' education in your area?	46%	37%	17%

Table 11 shows well-being as the last level to measure effectiveness of the campaign run in the targeted districts of Balochistan. The effectiveness of the campaign was measured by three indicators: an increase in the enrollment of girls in schools; initiatives to remove barriers to girls' education; and the influence of local leaders and village support committee members on government officials to improve the situation for girls' education. In their areas 69% of people believe that girls' school enrollment has increased in the last two years. 42% of people both male and female, said they were involved in various initiatives to improve girls' education in their communities. 46% of respondents stated

that they influence government officials to improve girls' education in the area with the help of local leaders.

DISCUSSION

The study examines the effectiveness of the public awareness campaign on girls' education, in influencing decisions about girls' education by their caregivers and parents, in difficult-to-reach areas of Balochistan.

The research question concerned the effectiveness of the public awareness campaign attained through community mobilization and other mediums. Donovan and Henely's (2010)

levels of campaign effectiveness, which include awareness, engagement, change in behavior, change in social norms and wellbeing, were used to self-structure this survey response to provide the answer. The campaign's effectiveness was assessed using a self-structured questionnaire that contained 19 statements. Cronbach's alpha was used to determine the reliability of each subscale at each level, and it was found to be reliable at all levels.

According to findings, 77% campaign was successful in its effectiveness to increase girls' education in the target districts of Balochistan. The campaign's effectiveness always help not only in replicating the campaigns in other similar areas but also in making policy decisions at the governmental level. This is supported by the study of Weiss and Tschirhart (1994) who reported that the formal evaluation of campaigns help to replicate the results in the same manners when involved policy making at the government level, when used carefully and correctly to address the drawbacks as well. This is also highlighted in the report of Faus and colleagues (2021) that very few campaigns are evaluated formally and if evaluated it increases the effectiveness and reported positive effects of advertisements campaigns along with supplementary measures of educating people and providing information about the law in reducing road risky behavior.

The study evaluated campaign at the awareness level was 92% successful to keep aware of the communities about the importance of girls' education as a fundamental human right to both boys and girls. This is supported with lot of campaigns that have been evaluated on creating awareness among the masses on health related issues like a national level campaign in Australia on 'Still Six Lives' on modifying three behaviors to reduce risk of stillbirth among pregnant women (Chan et al., 2023) and another campaign was assessed by Tan and Colleagues (2022) in

improving stroke symptom recognition and they reported the effectiveness of the campaign at awareness level.

The campaign at the level of engagement was effective 40% by involving both male and female participating in various activities run by the IRC in the targeted communities. This was supported by different campaigns run to address the societal problems for the sustainable development of societies. Borawska (2017) highlighted that success in addressing social issues, not only depends on government policies but also depend on social engagements. For social engagement while addressing the issues, public awareness campaigns played a very important role. She highlighted a number of campaigns that were successful in engaging communities.

The campaign was successful 85% at the level of change behavior that was self-reported about the importance of girls' education in their communities. The effectiveness of the campaign at the level of perception of changing social norms was 73% and both male and female, self-reported change in social norms that support girls' education. Social norms as they are perceived to be changing, a seminar on the effects of child marriage was organized in Chaghai which was also highlighted in the IRC report, and the self-reported figure of 73% indicates that people are considering changing social norms.

When the well-being level of campaign effectiveness was measured, 33% of the study participants, both male and female, said they had taken part in planning, managing facilities, and influencing local government officials to improve the situation of girls' education in providing facilities in the schools. The IRC's meetings and activities came to attention of more people, and the widely disseminated, highly visible resource materials all helped to increase public understanding of the value of girls' education. In accordance with the self-reported levels of well-being of 33% of male and female respondents,

more girls are now enrolled in school than there were two years ago. People also claimed that they had taken part in initiatives to lower obstacles to girls' education improvement and persuade government representatives to modernize the school's facilities. In Balochistan, the overall enrollment trends for girls in primary school have improved over the previous two years (Balochistan Education Statistics Report 2019-20).

CONCLUSION

The study comes to the conclusion that a public awareness was successful in increasing the number of girls enrolled in school in the targeted Balochistan districts. The effectiveness of the public awareness campaign was evaluated using a model created by Donovan and Henely. The PACE model assess effectiveness at various levels, including awareness, engagement, behavior change, social norm change and well-being. The campaign is very successful 77% by computing all levels and at the level of raising awareness, people are aware of the key messages about girls' education. The study also examined level of engagement through community mobilization, 40% of respondents reported that their community had been more effectively mobilized as a result of meetings with the village support committee and tea/coffee meetings with male community members. Changing attitudes towards girls' education was the third level of campaign effectiveness. Despite the fact that it is not a proper measure to look for changes in behavior regarding girls' education, people also self-reported changes in their behavior. The fourth level of PACE was measured by changing social norms. Early child marriage, one of these norm was a hindrance to girls' education in the area, and people also reported a change in social norms, particularly with regard to early marriages. The IRC also noted that the village support committed organized seminars on early marriages in Chaghai. The final level of public awareness campaign effectiveness was measured

by the well-being of communities and people reported participation in community meetings to influence governmental decision-makers to take decisions for the betterment of their areas, specifically for girls' education.

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