

TVET Reform COMMUNICATIONS STRATEGY

March, 2012



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Glossary of Abbreviations

AJK:	Azad Jammu & Kashmir
CBA:	Communication Based Analysis
GB:	Gilgit Baltistan
KPK:	Khyber Pakhtunkhwa
NAVTC:	National Vocational and Technical Training Commission
MTDF:	Medium Term Development Framework
NEP:	National Education Policy
NQF:	National Qualifications Framework
NSS:	National Skills Strategy
TEVTA:	Technical Education Vocational Training Authority
TVET:	Technical Vocational Education Training
TVET RSP:	TVET Reform Support Programme
TVE:	Technical Vocational Education

Introduction

The Government of Pakistan has recognized skills development as a political priority to achieve sustained social and economic uplift as well as to remain globally competitive and respond better to the advancement in technology and work patterns. Skilled workers are the stable basis for a flourishing economy and professional competencies are necessary for the economic and social integration of each young person.

The Medium Term Development Framework (2008-2013) anticipates a strong demand for skilled workers and sets an annual training target of 950,000 students, 700,000 of which are expected to attend courses in public-sector training institutes and 250,000 in private-sector training institutions. With only 314,000 students enrolled in 1522 public and registered private training institutes in 2006/7, Pakistan needs to renew its Technical and Vocational Education and Training (TVET) system in order to achieve this goal.

The National Skills Strategy (NSS) 2009 – 2013 envisages three objectives: provide relevant skills for industrial and economic development assure quality of skills development and improve access, equity and employability of young people. Achieving more access, equity and employability requires a strong partnership between TVET institutions and enterprises as potential employers of the trained people.

Apart from systemic issues in the training delivery system, TVET sector in Pakistan holds a low reputation and the NSS envisages steps that will lead to an improved system with positive outcomes for trainees and ultimately will help raise the prestige of skills development. The proposed reform are also to be supported by a motivation and awareness raising campaign, in order to inform women, men, girls and boys about the opportunities that a labour market oriented skills development can offer, and to raise the appeal of TVET.

The NSS advocates involving mass media for disseminating information and creating awareness, focusing on use of special motivation campaigns, to show people how relevant skills development can improve their lives and access to employment.

Since, the TVET sector has been on a low priority, there is a strong need of creating awareness and giving the Pakistani youth including men and women a sense that skill development is the key to get out of poverty trap. For this required behavioral change, there is a need for a reform communication strategy, which outlines measures and interventions in line with the objectives as envisaged under the NSS.

This strategy document is to offer a strategic roadmap and variety of measures that can facilitate effective implementation of reform agenda in Pakistan. Worked out through an extensive consultative process, this strategy is about understanding the communication needs of different stakeholders involved in the process and gave them better solutions. Some of the activities, identified in this strategy, will be implemented by the TVET Reform Support Programme (TVET RSP).

The objectives of the TVET RSP are in line with NSS. It is implemented under delegated cooperation agreements with financial contributions provided by the European Union, the Kingdom of

Netherlands and the Federal Republic of Germany. The programme extends to all provinces and territories of Pakistan.

Objectives of the TVET Reform Communications Strategy

The NSS outlines an ambitious reform agenda, which require the participation of all the stakeholders in re-shaping Pakistan's TVET institutional capacity and effectiveness. The communication strategy will inform stakeholders and the public about these reforms and generate interest in them.

The major specific objectives of the Communication Strategy are:

- Create public awareness about the role and utility of TVET
- Encourage private sector's participation in the NSS implementation
- Build public image of TVET as an effective tool of socio-economic uplift
- Promote synergies among different stakeholders

Target audience and the prevailing situation

Through discussions with stakeholder groups, various challenges faced by organizations in the TVET sector were identified and a better appreciation of the scope of communication activities is required to achieve the outcomes stated in the NSS.

External communications will be required to play a very active role in generating awareness of stakeholder's needs, information dissemination on TVET activities and successes, and critical behavior changes amongst national and regional audience segments to enable progress and development of the respective TVET systems.

Based on the stakeholder needs analysis, following are the key target audiences for TVET Reform Communication Strategy.

Potential beneficiaries

Skilled, semi-skilled and unskilled workers, trainees, workers' federations, school boys and girls, and family units

Private/Public Sectors

Industry associations, chambers of commerce, employers' federations, trade associations, private education institutes and state owned enterprises

Policymakers

Politicians, government officials and technocrats

Opinion Makers

Electronic & print editors, Television anchors, journalists, columnists, religious scholars and local influencers

Audience segments, and the challenges typically associated with each of them have been gathered through an extensive communication based analysis (Annex A). Following is a summary of it:

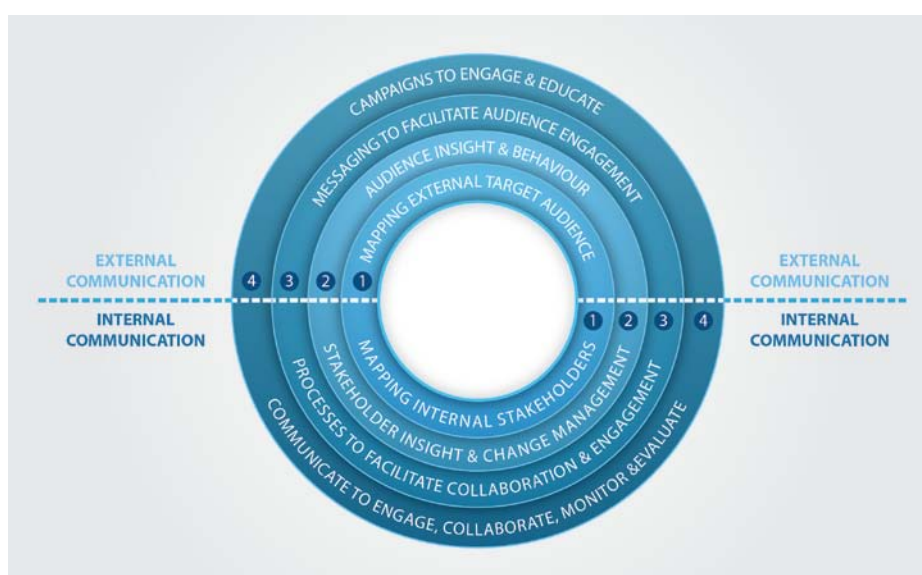
Target Audiences, Challenges and Messaging Goals		
Audience	Communication Based Analysis	Goals
Policymakers Politicians, government officials and technocrats	Limited understanding of economic & non-economic benefits of investing in human resource development	Create awareness of the significant economic, social and developmental benefits of increased TVET activities
	Limited understanding of TVET sector needs	Inform the audience of the capacity constraints and requirements of the TVET sector to achieve its growth objectives
	Limited awareness of the requirements of demographic dividend	Highlight that the demographic dividend requires a TVET reform (more access, better quality) and the potential benefits this will bring for young people
Private/Public Sectors Industry associations, chambers of commerce, employers' federations, trade associations, private education institutes and state owned enterprises	Limited understanding about comparative advantages of investing in skills development of workforce	Persuade industries that the economic benefits of a skilled workforce is worth the investment
	Skepticism of public / private partnership in TVET provision	Convince the private sector of the government's genuine efforts to improve quality, relevance and coverage of TVET opportunities within the existing system
	Without institutionalized ownership role the private sector is unwilling to participate in government TVET initiatives	
Potential beneficiaries Skilled, semi-skilled and unskilled workers, trainees, workers' federations, school boys and girls, and family units	Information gap about TVET opportunities and developments	Develop campaigns with wider reach for proper recognition of TVET training improvements and opportunities
	Understand the benefits of formal TVET certification, but at the moment little employer requirement to obtain such qualification	Persuade the audience of the enhanced earning and career advancement opportunities as a result of TVET certification
	Negative perception and low reputation of TVET sector as a whole	Create positive association and pride with being skilled and certified through the TVET bodies

Opinion Makers Electronic & print editors, Television Anchors, Journalists, Columnists, religious scholars and local influencers	Limited understanding of TVET sector needs and requirements	Create engagement with media persons on a routine basis so they understand the context of TVET policies, future goals and requirements
	Limited understanding of economic & non-economic benefits of investing in human resource development and TVET Infrastructure	Engage media and local influencers for highlighting the economic and non-economic benefits of increase TVET quality and relevance

Internal and External Communications

The power of two-way communication is applied to engage stakeholders in exploring, uncovering, and assessing key issues, opportunities, and risks during specific milestones of a programme’s implementation.

While the focus has generally been on external communication, the effectiveness of such efforts and the targeted requirements of potential beneficiaries and stakeholders depend strongly on a functioning internal communications system. The challenges faced by the development sector in bridging divides in information sharing have never been greater than in recent years. With newer political uncertainties and possibilities arising worldwide and in Pakistan, a most important role in developing and implementing projects is keeping stakeholders and target segments aware and abreast of progress, and appropriately acknowledging partnerships between different organizations. Creating visibility and public awareness through engagement by various forms of internal and external communications are key factors in ensuring that these objectives are met.



In the interest of clarity, the key differences in internal and external communications have been set out below:

Internal Communications is significant in any organization because it is the building block of the organizational culture. The organizational culture is the atmosphere of the organization based on its values, mission and work processes. When an organization is communicating effectively with its internal stakeholders, whether they are employees, management, partners, or volunteers, it develops a cohesive culture where everyone is focused on the same goals and has the same objectives. Within such an environment, stakeholders can work more efficiently together and collaborate more effectively.

External Communications connect with the world outside the organization. Routine and strategically executed external communications educates, informs, advocates and persuades key audiences to help achieve the targeted change in mindset and behaviors. It ensures an organization’s visibility among critical sources of support i.e. stakeholders and target segments.

Communications Strategy and Key messages

Based on the stakeholder needs analysis, a matrix of audience segments, the hurdles created by lack of awareness and misperceptions, and the goals of the messaging strategy to mitigate each have been developed. For each goal, core messages have been framed that are to be conveyed through communication campaigns and activities targeted at the respective audience segment. A plan for communication tools and activities to be used in the campaign has also been included.

Goal	Target Audience	Message	Activity/Tools
Create awareness of the significant economic and social benefits of increased TVET activities	Policymakers, public, private sectors, potential beneficiaries and opinion makers	TVET develops the required workforce structure for economic progress	Conferences on benefits of TVET for decision makers and government officials involved in TVET policy making
		Only qualified labour migrants are the guarantee for increased foreign remittances	Quarterly Newsletter Flyers, Posters & Banners, billboards at TVET locations in every district
		TVET contributes to increased competitiveness of local goods & services for export to the global market	Press Conferences (Quarterly) Print, Radio & TV Campaigns (Urdu & English media)
		TVET adds to increased entrepreneurship and self-employment that results in socio-economic uplift	Audio-video public service messages on TVET importance to be played on rail, bus

		TVET increases women share in productive sectors contributing national economic growth	terminals and airports Sensitization sessions with policy and opinion makers on highlighting TVET importance
Persuade industries that the economic benefits of a skilled workforce is worth the investment	Industry associations, chambers of commerce, employers' federations, trade associations, private education institutes and state owned enterprises	Show examples of the benefits of increased worker productivity, operational efficiency and competitiveness from investing in TVET programs	Make related information about benefits of investing in HRD available for IAGs, IMCs, chambers, SDCs, employers' federations and trade unions.
Development of public private partnership for improving access, quality, equity, relevance of the TVET	Politicians, government officials and technocrats, Industry associations, chambers of commerce, employers' federations, trade associations, private education institutes and state owned enterprises	Well-trained trainees contribute to profitability of enterprises	Create and promote frequently documentaries and contents in an appealing way on positive public/private partnerships examples
		Persuade private sector stakeholders of government's desire for collaborative efforts in TVET programs through creation of IAGs, IMCs, Advisory committees at federal and provincials level, etc.	SMS campaigns for target groups with information on TVET opportunities, stipend schemes and contact numbers Showcase government efforts to engage private sector by highlighting successful case studies of public / private partnership through media articles and/or testimonials mass media Placement of TVET experts on television shows to create awareness of progress being made in the TVET sector
Create positive association and	Skilled, semi-skilled and unskilled	Dignity of labor, and pride in being skilled in a	Publicise regional and national skill

pride with being skilled and certified through the TVET bodies	workers, trainees, workers' federations, school boys and girls, and family units Electronic & print editors, Television Anchors, Journalists, Columnists, religious scholars and local influencers	profession	competitions, with appropriate incentives for winners
		Present virtues of 'Hunermand' workers in the worker's psyche	Propagate the reward system for position holders to be initiated in the TVET institutes
		Give credit to 'Hunermand' workers for making industry more productive and providing support to the country, including through remittances	Print, Radio & TV campaign to create a feeling of self-worth in trained and certified labor
		Qualification gives confidence to be competitive in both the local and international labour market	Mark a National Day for skilled people to be celebrated across the country Demonstrate high political priority behind building a patriotic pride for TVET
		Recognize TVET students as hardworking, and dedicated to improvement and progression	Branded ID cards issued by institutes for students when they enroll (student) and after they graduate (certified professional)
		Encourage the target audience to take inspiration from them and join the TVET program	Metal badges/insignia in the shape of the TVET logo which can be pinned onto clothing, bags or other accessories Branded stationary and school supplies
Explain how young population will benefit from TVET	Skilled, semi-skilled and unskilled workers, trainees, workers' federations, school boys and girls, and family units	Increase the outreach of advertising for TVET courses for greater awareness and enrolment	Include use of regional language newspapers for course advertising (currently only done in Urdu)
		Report on regional and national improvements and developments in TVET delivery	Include use of radio for course advertising, in both Urdu and Regional languages (not used for awareness)

			<p>Use testimonials on Radio PSAs and Print (PR) articles in regional languages and Urdu to create awareness of improvements and new courses offered at local institutes</p> <p>Awareness building activities at schools, seminaries and community levels by engaging different influencers</p> <p>Create alumni networks in TVET institutions to share good stories from the field with trainees</p>
<p>Persuade the masses of the enhanced earning and career advancement opportunities as a result of TVET certification</p>	<p>Skilled, semi-skilled and unskilled workers, trainees, workers' federations, school boys and girls, and family units</p>	<p>Explain enhanced earning, self-employment and foreign employment possibilities to the workers</p>	<p>Print, Radio & TV campaign, localized for regional languages and Urdu media, informing the masses of the immense benefit of TVET certification in career enhancement and self-employment</p> <p>(Regional Media): Utilize success stories of trained and TVET certified workers and disseminate content and testimonials in Print, Radio & Electronic media</p> <p>(Regional Media or Terrestrial Channels): Branded TV and radio program showcasing TVET efforts, interviews with students and successful graduates, new courses being offered and local TVET opportunities</p>

Communication Toolkit

There are differences in media consumption across regions and specific linguistic, cultural or regional variations and there will be a need to account for in the strategy development phase.

Based on figures from the BBC Pakistan 2008 survey, use of media varies across regions and urban / rural lifestyles. Statistics have been collected for eligible audience (population % with less than 9 years of education), and rural and urban media consumption patterns in order to identify which medium would be ideal for each audience. The table below illustrates the diversity of media tools being used in Pakistan.

Region	% of Pop. Grade 9 or less	Media Consumption (Rural)	Media Consumption (Urban)	Language
Sindh	68%	TV – 94% Cable TV – 43% Radio – 91% Cell Phone – 90%	TV – 99% Cable TV – 93% Radio – 85% Cell Phone – 95%	Sindhi, Urdu
Punjab	75%	TV – 86% Cable TV – 20% Radio – 47% Cell Phone – 70%	TV – 96% Cable TV – 77% Radio – 56% Cell Phone – 88%	Punjabi, Seraiki, Urdu
Balochistan	83%	TV – 65% Cable TV – 22% Radio – 74% Cell Phone – 64%	TV – 91% Cable TV – 70% Radio – 63% Cell Phone – 89%	Balochi, Pashto, Urdu
KPK	87%	TV – 86% Cable TV – 14% Radio – 77% Cell Phone – 70%	TV – 92% Cable TV – 42% Radio – 64% Cell Phone – 80%	Pashto, Urdu

* No comparative data available for AJK and G-B

Newspaper consumption amongst the target audience is negligible, as most of the potential TVET enrollment base is illiterate. Most campaigns for the masses will have to be aired on mass media (radio, terrestrial and cable TV) in order to reach their desired target audience besides undertaking methods of direct marketing. Due consideration shall be given to the selection of right communication tools and needs/access of the target audience. Also time lines for each activity shall be taken care of. Messages need to be simple and preferably communicated in the local languages.

Following are the important tools for wide dissemination of information to the target audience;

- **Television**
- **Radio**
- **Newspaper**
- **Website**
- **Cell phones**
- **Inter-personal communication**
- **Information Education Communication material**

Budget

A resource-efficient approach has to be taken for implementation of this strategy. This may include engaging counterparts including private sector associations for informing the target groups about the TVET. This can be done through e-mailing and notifying of different opportunities besides contributing news about programmes to donors and counterparts' websites and other communication products.

In addition, the TVET RSP will collaborate with and encourage the counterparts to utilize the available resources and organizational set ups to communicate with wider target audience.

The budget for this communication strategy will have following four key components;

- Design and production of publicity/promotional material/contents
- Production, dissemination and airing of audio/video contents
- Events
- Training and capacity building

Monitoring and Evaluation

The recommended external communications campaigns are replete with proposed activities and outreach initiatives designed to disseminate message and reach the various target audiences associated with each campaign theme and messaging. In order to ensure the campaigns remain relevant and continue to achieve the set objectives, Monitoring & Evaluation must follow a regular and systematic approach (See Annex B). A brief outline of communication tools and suggested M&E measures are as below:

Communication Tools	Indicators / Metrics	Means of Verification	Provision of Feedback
Programme Website	Number of visitors to the website, publications/ products available for downloading in website	Website statistics reported	The website will have a 'contact' section where visitors will be able to ask questions/ provide feedback to team about website
Media Coverage	Number of news stories/articles and	Clippings of the news stories and press	PR Media Monitoring Report (Monthly) to

	press releases issued about reforms and programme	released published or broadcast	measure amount of advertising value gained from Media Coverage. Framing Analysis to assess content and relevance of PR coverage.
Media Releases (Advertisements, PSAs, Sponsored Content)	Monitoring of Electronic & Print Media	Clipping / Tearsheets for Print Media, Transmission Certificate for Electronic Media	Ad Assessment Surveys to measure efficiency of media airing. Perception mapping surveys (Semi-Annual) to measure pace of behavior change
IEC Materials (Posters, Flyers, etc.)	Number of IEC materials printed and distributed	Supply Invoices & Documentation of Distribution / Awareness activities	Monthly reports on IEC materials distributed Perception mapping surveys to measure pace of behavior change
SMS Campaigns	Number of SMS sent and Number of Call Center Queries / Associated actions taken	Report from Telecom Marketing Partners on SMS sent. Report on Call Center logs and responses received	Monthly reports on SMS sent for every campaign Monthly report on type and volume of queries at call center

Training Recommendations

Training events for communication/public relations offices of key counterparts will be organized to ensure effective dissemination of information.

Activities will include:

- Facilitate counterparts in website development and communication equipment
- Seminar/workshop on modern approaches to communication
- Indirect training will also be provided by involving the communication and public relations officers into the distribution of material and in the organisation of local technical workshops and seminars

References

1. National Skills Strategy 2009-13
2. National Education Policy
3. EU Visibility Guidelines 2010
4. UN Blue Book

ANNEX A – Stakeholder Analysis

Introduction & Objectives

In order to develop the TVET Reform Communications Strategy in Pakistan, in line with NSS, an in depth stakeholder analysis was required. In order to thoroughly understand the existing TVET structure, a number of key stakeholder groups were approached across Pakistan. Interviews were held with principals and training institute administrators, officials from provincial TEVTAs, representatives of chambers of commerce, office bearers from employer’s federations, representatives of NGOs involved in TVET programme, independent training institutes outside the official TVET framework, and senior officials of NAVTTC. These were conducted in Lahore, Karachi, Peshawar, Islamabad, and via conference call in AJK, reflecting a broad overview as well as sensitivity to specific regional concerns.

While these organizations are notable stakeholders within the existing TVET system, efforts were also made to gain insights through discussions with them about the needs of a variety of individual beneficiary groups, like parents, community leaders, prospective and current TVET students. Also discussed in the stakeholder meetings was the role of institutional stakeholders like mass media and provincial / national parliamentarians.

The goal of this exercise was to identify each stakeholder group’s roles, scope and dependencies within the existing national TVET framework, and ascertain if the communications strategy could be developed completely in line with the objectives of the NSS. Other key objectives are as follows:

- Determining existing internal information system of the national TVET structure
- Evaluating internal communication and capacity building needs of each stakeholder group
- Finding out the scope of TVET activities conducted by each stakeholder group
- Gaining information on challenges faced by each stakeholder group
- Gaining insights and perspectives on key issues faced by the TVET reform
- Determining any chronic dependencies or issues faced by specific stakeholders
- Receiving suggestions on possible external messaging for key audience segments
- Verifying the region specific concerns of various stakeholders
- Identifying any communication best practices already being utilized

To achieve these objectives, the method applied was to develop a questionnaire before each meeting, with an agenda to gain as much pertinent information as available from the stakeholder representatives. Later informal discussions were held on matters of more particular interest to the stakeholder group, so that their candid comments may also be part of the session.

Key Findings from Stakeholder Interviews

Existing TVET scenario vs. NSS Framework

As per most stakeholder groups interviewed, the existing national / provincial structure is a departure from the framework articulated in the NSS. Some of the major areas of conflict are as below:

- Autonomy of provincial TEVTAs from NAVTTC
- Reduction in scope of the proposed 'NAVTTC', to chiefly policymaking and regulatory role of NAVTTC
- Overlap of many activities between provincial TEVTAs, federal NAVTTC, and industry affiliated training organizations. This is most apparent in areas of regulation of training centers, certification of courses, and development of curriculum
- Private sector involvement retained in an advisory capacity, rather than institutionalized as a major partner in all areas of the TVET framework
- TVET policy still not determined by demand side requirements
- No NQF in place for nationwide standardization of all courses and competency levels
- Relatively inactive status of provincial TEVTAs in 2 out of 4 provinces surveyed

Given this scenario, the communications strategy is to be developed in line with the spirit of the NSS as much as possible. Had the TVET structure taken root through the centralized mechanism articulated in the NSS, it would have allowed a far greater scope for internal communication systems to provide enforceable coordination and collaboration between stakeholders, information transparency, and policy advocacy within the system. Given that this is no longer the model for TVET delivery in Pakistan, the scope for external communications to create desired behavior change and adapt to regional variations in needs and requirements is far more enhanced. The implementation of the proposed TVET Reform Communications Strategy is to be in line with the existing TVET structure in order to pragmatically adapt to a changing situation, as well as provide much needed support to the overarching strategic objectives of the national TVET reform agenda.

Interviews with stakeholders provided great insight into the challenges faced by them, and the various array of solutions deemed appropriate within each region. Other than a virtually non-existent internal communications system within the TVET structure, stakeholders helped identify target audiences for communication activities, and the various issues relevant for each segment. These audience segments, and the challenges typically associated with each, have been summarized below:

- **Policymakers**
Politicians, government officials and technocrats

- In the view of most provincial and federal TVET bodies, this target segment has limited awareness of the extreme difficulties faced by the TVET sector. They are perceived as to be lacking appreciation for the demographic impact of investment in TVET programs, nor do they realize the overall economic benefits of enhanced TVET enrollment and education
- Stakeholder Suggestions:
 - Persuade this segment to invest more in TVET infrastructure
 - Make them aware of the economic benefits to the country of having a skilled workforce
 - Provide them with routine updates on the needs and challenges of TVET institutions in their respective area of influence
- **Private/Public Sectors**
 Industry associations, chambers of commerce, employers' federations, trade associations, private education institutes and state owned enterprises
 - In some industries, there is resistance to the idea of a better trained workforce. The industry owner usually does not feel the need to invest in formal on-the-job training or apprenticeship programs, nor are they willing to bear the cost of having provincial TVET institutes hold such courses for them
 - Based on past experiences of public-private partnership, the private sector may be facing a trust deficit where it concerns committing additional resources for their regional TVET programs. Many industries organize their own training institutes with minimal government influence or contribution, and would prefer to exclude provincial or federal bodies from any involvement.
 - Many corporate and industry leaders are unaware of the efforts at the provincial and federal level to include them in decisions and policy making, and maintain their position that the private sector needs to be institutionalized as part of the spirit of NSS implementation.
 - Stakeholder Suggestions:
 - Make industry leaders aware of the potential business gains of having a better skilled and trained labor force
 - Build trust and confidence in the existing system of private sector engagement among industry representatives
- **Potential beneficiaries**
 Skilled, semi-skilled and unskilled workers, trainees, workers' federations, school boys and girls, and family units

- The labor force does not have great confidence in the quality and relevance of training being provided through TVET institutes. Some courses, however, attract suitable candidates who perceive their diploma to be an attractive functional qualification. Such persons may even be useful as opinion makers and role models.
- Workers are unaware or skeptical about the impact TVET certification will have on their potential to earn more wages or enhance their standard of living. Many candidates for diplomas in particular feel that it will be difficult to gain employment without a relevant post-graduate degree, and references are the only way to get a job.
- TVET trainees did not choose a profession out of their own volition, except in rare cases. Most of the time, they opted for training in a trade they had already been involved in due to lack of other income opportunities, or had been referred to a trade or discipline by family members. In many cases, the choice of trade is also pre-decided, as sons are expected to carry on the family profession.
- Unskilled labor is largely unaware of TVET opportunities, despite limited local advertising. In most interviewed cases, candidates were referred to the institute and training program by a family member or friend. Interviewees did not generally recall TVET advertisements for their local institute despite having access to media outlets carrying relevant ad placements.
- Certain professions are unpopular in particular regions, and may be the only courses offered there under the national TVET umbrella.
- Parents, family members and community leaders would rather choose secondary education as TVET is perceived as having minimal potential to increase earnings or improve social standing. Many trainees also perceived formal secondary schooling and post-graduate degrees to be 'education', while TVET diplomas and certifications were perceived as less valuable than a BA or an FSC degree.
- Stakeholder Suggestions:
 - Create a sense of pride amongst TVET certified labor in their abilities and their contribution to national growth
 - Explain the benefits of certification and training in their own lives
 - Generate greater awareness of TVET opportunities
 - Hold events and activities to build a sense of achievement for workers who reach a high level of skill
- **Opinion Makers**
Electronic & print editors, Television Anchors, Journalists, Columnists, religious scholars and local influencers
 - Media does little to cover progress on TVET initiatives, or investigate delays or funding reductions in TVET projects

- Media persons and local influencers have low awareness of the potential benefits to the country of investment in the TVET system
- Stakeholder Suggestions:
 - Sensitize them to the benefits of investment in a skilled workforce and improved industrial competitiveness through enhanced TVET enrollment and delivery
 - Make them aware of the needs and requirements for TVET investment in order to meet programme objectives, as outlined in the NSS, for greater support in advocacy and more in-depth media analysis of TVET policy decisions

ANNEX B - Monitoring & Evaluation of TVET Reform Communications

The recommended external communications campaigns are replete with proposed activities and outreach initiatives designed to disseminate the message and reach the various target audiences associated with each campaign theme and messaging. In order to ensure the campaigns remain relevant and continue to achieve TVET RP objectives, Monitoring & Evaluation must follow a regular and systematic approach.

M&E usually seeks to use research methods to verify that communication tools have been deployed and are effectively achieving desired results. For the TVET Reform Communications, the following audiences will be monitored through various monitoring tools and evaluations to see if the corresponding objectives are being met:

- Information & awareness of TVET reform activities and improvements (all target segments)
- Perception level of TVET and willingness to become a Hunarmand worker (all labor segments)
- Understanding of the needs and socio economic benefits of TVET (Policy and decision makers, corporate sector)

Types of Evaluation*

Evaluation Type	Definition / Purpose	Example Questions
Formative	Assesses the strengths and weaknesses of campaign materials and strategies before or during the campaign's implementation.	<ul style="list-style-type: none"> • How does the campaign's target audience think about the issue? • What messages work with what audiences? • Who are the best messengers?
Process	<p>Measures effort and the direct outputs of campaigns – what and how much was accomplished.</p> <p>Examines the campaign's implementation and how the activities involved are working</p>	<ul style="list-style-type: none"> • How many materials have been put out? • What has been the campaign's reach in terms of geography and demographics? • How many estimated people have been reached?

Outcome	<p>Measures effect and changes that result from the campaign.</p> <p>Assesses outcomes in the target populations or communities that come about as a result of donor strategies and activities. Also measures policy changes.</p>	<ul style="list-style-type: none"> • Has there been any affective change (beliefs, attitudes, social norms)? • Has there been any behavior change? • Have any policies changed?
Impact	<p>Measures community-level change or longer-term results that are achieved as a result of the campaign’s aggregate effects on individuals’ behavior and the behavior’s sustainability.</p> <p>Attempts to determine whether the campaign caused the effects.</p>	<ul style="list-style-type: none"> • Has the behavior resulted in its intended outcomes? • Has there been any systems-level change?

*“Public Communication Campaign Evaluation” by Julia Coffman, Harvard Family Research Project 2002

Formative evaluation is the collection of information that helps to shape the campaign, and is usually done during the campaign’s creative design phase. This approach senses what messages work best and how they should be framed, determines the most credible messengers, and identifies the factors that can help or hinder the campaign. Commonly this involves testing through public polling and surveys, or messages and materials through interviews and focus groups.

Process evaluation assesses campaign implementation, or how well a campaign was delivered. This involves tracking process metrics like materials distribution or amount of media time bought or earned. Other process measures include estimates of how many people the campaign reached, or the campaign’s exposure.

Outcome evaluation involves measuring the outcomes in the target population – usually at least before (pre) and after (post) the campaign’s implementation and often at several points between – that the campaign was designed to affect, like attitude, behavior, or policy change.

Impact evaluation determines, through research design, whether the campaign affected the outcomes measured. This requires experimental or quasi-experimental design, a large enough sample size to observe effects, being able to support data collection with a treatment and control or comparison group, and being able to support multiple waves of data collection.

Methods

To assess most development projects, several qualitative and quantitative methods are most commonly used– focus groups, interviews, surveys, and polling. Indeed, most evaluations use these methods to assess the outcomes listed above, as well as some unique to the communications arena that have been included below.

Process Evaluation - These methods are mostly concerned with measuring the reach of the campaign. They have the challenge of tracking outcomes in the diverse communication technologies of print, radio, television, and the Internet.

Newspaper Tracking

Clipping services offer regular reports of a campaign's coverage or an ad's placement in newspapers (and typically broadcast media). Clippings allow for tracking of the volume of coverage a campaign generates, messages sent versus messages placed, and how often the coverage reflects the campaign's messages or intended framing.

Television & Radio Tracking

When the broadcast facilities air a PSA or sponsored video, television monitoring companies can track what stations air it, the air date and time, the broadcast market GRPs for that particular timeslot, and the estimated audience size for the channel.

Web Site Monitoring

A number of services provide evaluative information on Web sites. Data might include hits on the entire site or on different site pages, navigation patterns, bottlenecks, hot and cold content areas, who accessed the site, and how long they stayed. Services can also give reports on where banner ads are run.

Ad Assessments

Ad assessments can provide measures of ad recognition and recall. Measures are based on what ads readers of a specific publication have seen and read. The study is based on a minimum of 100 interviews conducted one to three weeks after a publication is released and at locations throughout the publication's distribution area. The process begins with face-to-face interviews in which a researcher goes through a publication page-by-page and asks a reader whether he or she recalls seeing the ad, remembers the name of the advertiser or campaign, and how much of the ad was read. It delivers three scores – percentage of readers who remember seeing the ad, percentage who recalled the name of the advertiser or campaign, and percentage of readers who read half or more of the ad.

Case Studies

Case studies can be used effectively for evaluation purposes. They offer valuable insight into what communication aspects worked in a particular context, what did not work, and why. For the TVET program, field staff or existing employees / trainers can be recruited so that certain types of persons matching the target audience profile can be surveyed multiple times over the due course of their TVET education to form excellent case studies for future campaigns.

Outcome & Impact Evaluation – Methods most often used to assess campaign outcomes include surveys or polling. Other methods used for campaign evaluations include:

Direct Response Tracking

Some PSAs for the proposed TVET campaigns will ask readers or viewers to do a *direct response*, or a measurable action like calling a 0800 number or Telecom Shortcode, sending in a text message, etc. Usually those who call or write in will get information in return, like a brochure or toolkit. To add value to this approach, a shortlist from these same individuals may be used for a follow up study to determine what respondents did with the information they received.

Framing Analysis

Framing analysis examines how issues are presented or discussed (framed) in the media. It looks for key themes, expressed as arguments, metaphors and descriptions to reveal which parts of the issue are emphasized, which are pushed to the margins and which are missing. The process uses focus groups, surveys, content analyses, and interviews. Framing analysis is typically done in a campaign's creative design phase, but analyses can also be done, for example before and after a campaign to examine changes over time.

Rolling Sample Surveys

Adapted from political polling methods, this method uses frequent and routine surveys to obtain measures of target outcomes (e.g. attitudes, behaviors) from an independent sample of individuals drawn each period. This method allows the evaluator to track the shifts in public interest and behavior, and enables evaluators to create natural experiments based on when known events or media coverage will take place (treatment measures are on the days when campaign events are planned; comparison measures are on days when no campaign events take place). The advantages to this approach include being able to understand better how the public reacts to the campaign and how reactions rise and fall over time.

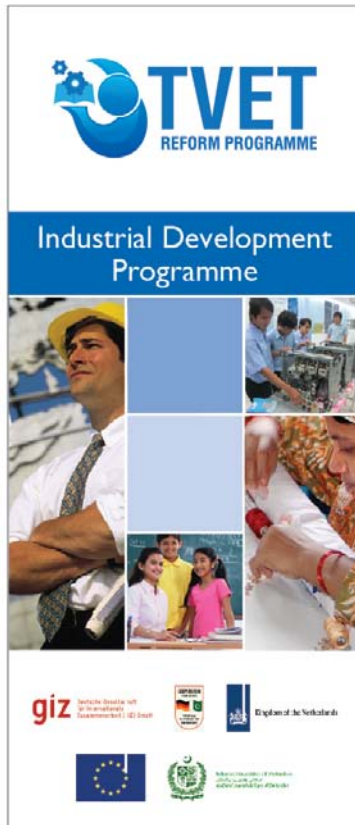
Schedule of M&E Activities for TVET Reform Communications

While any and all monitoring tools and evaluation methods should be used at various stages of the project, the following is a proposed activity-based schedule of M&E. A research agency may utilize monitoring tools and track performance indicators to assess the success of campaigns for communication objectives in the following stages:

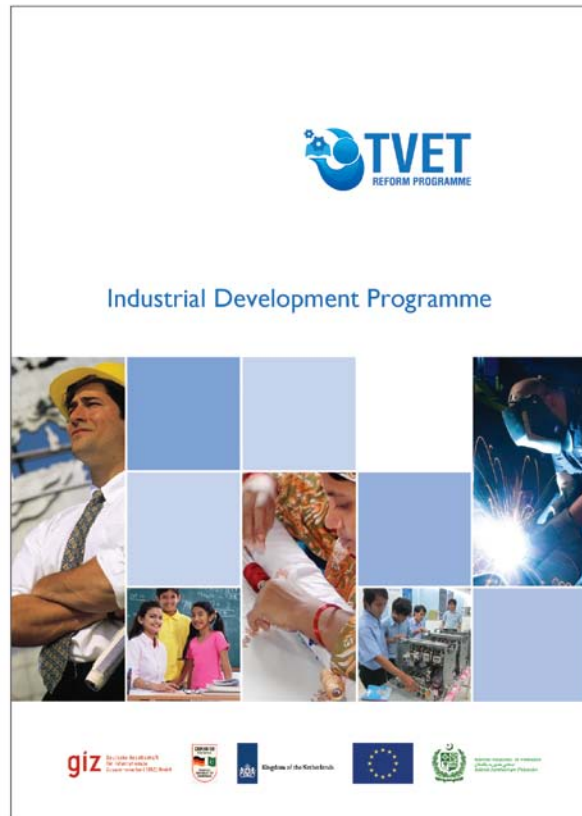
- **Formative (Pre-Campaign) Testing of Creative & Design Material:** All TVCs, PSAs, Audio-Visual Training Tools, SMS Texts, IEC Material and other such campaign outputs must be pre-tested to ensure communications objectives are being achieved. These persons may also serve as a control group for future M&E studies
- **Baseline Research:** Once communication material has been tested and finalized, or even in parallel to this process, a baseline research must be conducted among all target groups to assess their 'base' position on project outcomes prior to the launch of campaigns.
- **Media Tracking & Other Process Evaluations:** Process evaluation tools must be used in order to ensure campaign materials are being disseminated to the targeted audiences and regions as per the agreed media airing and implementation plan
- **Outcome & Impact Evaluation:** Using FGDs (Focus Groups), Surveys and Polling, every audience segment must be re-assessed for changes in their information, perception and motivation levels

for the desired project outcomes on a routine basis. Ideally, such assessments must happen once during every period of sustained campaign activity, and at least within 10 days of the end of each activity. The area of assessment must correspond to the reach of the campaign activity being evaluated. Periodic analysis (semi-annual or annual) of these assessments will provide an accurate picture of the success of communication campaigns in achieving desired campaign objectives.

ANNEX C – Communications Branding



Banner

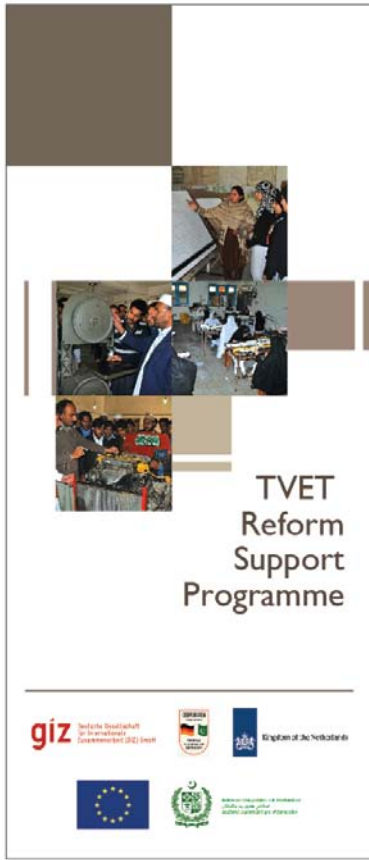


Poster



Annual Report





Banner



Poster



Annual Report



Icon 01



Icon 02



Icon 03



Icon 04



Icon 05



Icon 06



Icon 07



**HUNARMAND INSAAN
KHUSHHAAL KHANDAAN**

Icon 08