

WITH SKILLS
IN HAND,
EMPLOYABILITY
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LEARNING PAPER

Learning from the TVET Public
Information Campaign (PIC)

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Executive Summary

Dakchyata partnered with the Council for Technical Education and Vocational Training (CTEVT) on the TVET Public Information Campaign (PIC), launched in February 2020, to shape positive public attitudes towards skills for employment, and to enhance the visibility of TVET in Nepal and its benefits through social media.

The PIC targeted secondary school students, returnee migrant workers, employers, TVET students, parents, teachers and the wider community and set out to:

- Share information on the benefits of TVET to young people - students, returnees' migrant workers, parents, and families
- Link TVET employment opportunities and student aspirations to real jobs
- Build CTEVT's capacity on social media
- Raise general awareness of TVET.

Initially devised as an outreach campaign based on physical interactions and launched in early 2020, the PIC had to be radically re-designed with focus on digital delivery to reach intended audiences because of the impact of COVID-19. This redesign proved unexpectedly successful because it accelerated a shift to online communication and, in doing, so enabled the campaign to reach significantly larger audiences.

Campaign delivery involved a range of activity, from content generating initiatives and competitions, development of social media guidelines to capacity building for partners, as well as provision of technical support where it was most needed to make full use of partner social media platforms.

Through the collaboration with CTEVT and three focal technical schools, the campaign reached seven million people and experienced a high level of interaction from them with the content shared. All activities in the PIC have been carried out in close consultation with key stakeholders within the TVET sector.

The success of the PIC has highlighted a series of valuable lessons including the importance of collaboration in campaign design and successful implementation, and the scale of appetite that exists amongst 18 to 34-year-old age group for digital initiatives.

Above all, it demonstrated the cost effectiveness, value and potential reach of online awareness raising campaigns. In one Facebook poll, 76% of responses gave the highest possible rating (5/5) to a statement saying they would love to see more awareness campaigns like the PIC to promote TVET.

A key recommendation arising from the PIC is that TVET stakeholders should now consider making the most of this success and the learning gained by sharing more information online, building even greater social media capacity amongst stakeholders and sharing what has been learned through this campaign.



Adapting to COVID-19

The TVET PIC was designed to promote TVET to young people, linking TVET employment opportunities and student aspirations to real jobs and, at the same time, build CTEVT's capacity on social media platform, particularly Facebook.

Originally conceived as an outreach campaign with one-to-one interactions, it aimed to target secondary school students, returnee migrant workers, employers, TVET students, parents, teachers, and wider community.

Campaign messages were designed to promote the employment opportunities gained from skills development, TVET career prospects, the importance of TVET, courses and training, demand, and supply-side issues in the job market and to highlight the views of policymakers, and experiences of change makers. Through this process it aimed to amplify voices of employers, industry champions, TVET institutions and media.

The PIC got off to a strong start in February 2020 with the promising national launch, three local launches, and three school campaigns reaching over 4500+ beneficiaries with active cooperation from the stakeholders and media.

However, implementation activities were halted by the emergence of the COVID-19 global pandemic in March 2020. In the given scenario of the complete lockdown of all social and economic activities, closure of the campaign areas including all schools, industries, and the mandatory government directive of social distancing, the campaign needed to adopt a new plan.

The COVID situation provided an opportunity for the campaign team and its stakeholders to adapt to the digital mode instead of using the regular means of communication for conducting planning and review meetings, and ultimately reaching out to target audiences and large groups.

A digital campaign, based largely on the use of Facebook, was selected based on demonstrated success in other similar campaigns worldwide and the ability to execute in the local environment.

Delivering the campaign

Key activities

The PIC team developed an overall action plan with concrete output targets with the flexibility to respond to technical assistance needs and time, availability of DSS social media facilitators. Activity was coordinated from the outset by a campaign coordination committee led by the CTEVT and comprising members from project, delivery partner and schools.

The action plan focused on:

- **Developing content** to have maximum appeal with brief information, blogs, news, infographics and video clips as well as interactive elements such as weekly TVET quizzes, giveaways, TVET photo contest, TVET story Contest, TVET
- **Increasing audience participation** through Media Awards. Maximum use was made of content by promoting items across a range of media channels to engage a broad audience in support of the campaign highlighting TVET benefits and skill opportunities.
- **Understanding the campaign audience.** The campaign also delivered TVET polls to represent and understand the opinions of a target audience towards Social Media Campaign by conducting a series of questions every week towards the end of the campaign.





- **Developing social media policy and protocols.**

The campaign team created a social media content calendar and policy guiding document to stimulate social media policy reform among DSS. The action represented a long-term commitment and helped to mobilise the expertise and strengthened institutional links.

- **Technical support to help campaign partners,** including CTEVT, Pokhara Technical School, Pokhara, BP Memorial Polytechnic Institute, Jankapur and Tikapur Polytechnic Institute to deliver content through their own Facebook pages and on their website regularly between late July and early November.

- **Regular communication between partners.** An important element of campaign activity involved providing day to day technical support for partners to help them with content creation, updating Facebook pages, design, promotional activities of DSS and responding to inbox messages and queries throughout the period.

- **Building capacity of** each DSS school's social media facilitators with live demos, Q&As, extensive consultation, weekly meetings, and handouts and develop a social media guideline document and plan and manage the social media independently.

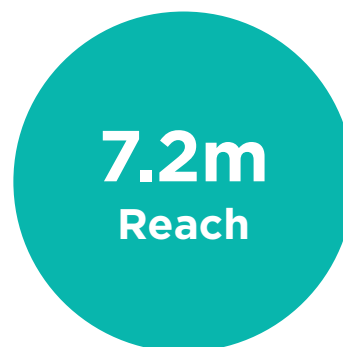
The campaign also focused heavily on building the capacity of CTEVT officials through knowledge transfer and social media training on design, development and implementation of the campaign. Training featured an integrated package of capacity building activities mainly to CTEVT officials that not only contributed in their increased knowledge on developing and executing a social media campaign, but also understanding various aspects of Facebook usage and optimising it for maximum reach and influence.

In addition, CTEVT officials learned how to develop a content calendar designed around various themes and yearly calendar. They were also advised on developing a social media policy guiding document. Some of the eight social media training sessions, which were split in to two modules, were extended to CTEVT officials outside of the campaign coordination committee members. Weekly meetings to share progress and discuss further plans and challenges among CTEVT officials, DSS social media facilitators and principals were another important feature of the campaign.



Outputs and achievements

The campaign witnessed high engagement and interaction with the broader public and achieved more than nine million post impressions across its activity, reaching more than seven million people. All activities were carried out in close consultation with key stakeholders. Industry champions, TVET learners, policymakers, TVET graduates, returning migrants and parents were involved in the campaign to promote TVET and share their opinions in line with youth aspirations to real jobs.



Other key PIC outputs:

Increased CTEVT page rating to 4.2 out of 5 just in 2 months.

Engaged policymakers, influencers, industry champions and TVET change makers' in the campaign.

Increased responsiveness on queries and messages from the audience.

Engaged audience in the campaign through active participation in weekly TVET Quizzes, giveaways, polls and contest.

Capacitated DSS social media facilitators for content creation, design, engagement and promotion through knowledge transfer and weekly virtual meetings.

Supported in the creation of diversified posts, infographics, and design of festive posts during Dashain.

Involved other TVET institutions' faculties in social media training for knowledge transfer.

High media engagement on TVET stories and over 60+ online submissions for TVET Media Award.

Profiled: 9 Industry Champions, 9 TVET student, 6 TVET graduates, 4 influencers, 3 Policy makers, 3 Parents, 3 Community school Principals, 2 returning Migrants, 1 community student, 1 teachers' voices.

Beyond these outputs, the local CTEVT schools in Janakpur, Tikapur and especially Pokhara saw increased interest in their courses and institutions due to the information shared by the campaign.

These achievements are supported by a survey which showed that 100% people agree that through the campaign, they are aware of TVET courses and the benefits, employment opportunities. When people were asked to share their satisfaction with the social media campaign in terms of TVET related

information provided on Facebook, 97% responded positively.

Key lessons

- Social media driven campaigns like the TVET PIC have significant potential for reaching large target groups and promoting messages of concern to large numbers of people in a cost-effective way. They are useful for local and well as national awareness raising and supporting the social

media delivery capacity of officials. It was highly acknowledged and provided evidence against popular saying that 'social media is only for leisure or entertainment' and particularly a sector like TVET.

- A collaborative approach is important in supporting this success. The TVET PIC involved the primary stakeholder, CTEVT in everything from design to implementation. This collaborative aspect was reinforced during implementation with weekly review and content planning meetings with the PIC coordination committee. The committee promoted shared ownership of the campaign comprised members of CTEVT central and schools' - principals and social media facilitators alongside delivery partner, Dakchyata and Sakchyamta participated and actively provided inputs.
- The 18-34 age group has a particular appetite for campaigns like the TVET PIC which are delivered through digital channels and which promote user-generated content.
- Involvement and enthusiasm from stakeholders also demonstrated that they are willing to learn and implement new ideas, especially such digital campaign as oppose to popular belief that government officials are less keen on handling digital avenues provided they are closely involved and thereby build capacity to handle such campaign in the future.
- Featuring the right local change maker case studies is important so that target groups can relate more easily to their success. For instance, featuring a successful banana farmer in Tikapur Kailali, encouraged others to follow his lead and thereby generated local employment opportunities.
- The public appears more interested in information about TVET, CTEVT, TVET institutions, than opinions, ideas, stories of change-makers. (surveys showed that Facts and figures received the highest preference with 29%, followed by Information about TVET courses (25%) and Result notices (24%).
- The capacity of DSS social media facilitators to take part in a campaign like the PIC can be affected by limited digital knowledge; other work priorities; limited internet access in some areas.
- Religious events (such as the Dashain Festival) impact on delivery schedules and need to be factored into campaign timetables.

- COVID-19 impacted on the campaign negatively in several ways. For example, it left limited access for change makers profiling, information collection and video stories for local DSS facilitators and media coordinators. Also, although, the campaign successfully featured employers, their eagerness to link with TVET students and institutions, the campaign was not actually able to involve employers in the design phase. If not for the COVID situation, a stakeholder session with Employers during the design phase would have been possible in getting their views on how to involve the private sector more effectively.

Next steps

The success of the PIC shows that digital platforms are extremely useful for reaching interested audiences. Further opportunities to work in this way with stakeholders should be explored.

Take information online to engage with audiences. The campaign demonstrated that TVET promotion can be done online and facilitates more regional engagement, too. Officials from local CTEVT schools now have better understanding and skills to continue and carry forward such activities. The campaign has been praised, proving that social media can be informative and helpful, even for sectors like TVET where it is not commonly used to engage with audiences.

Use learning from the PIC to inform the desired continuation of the campaign, led by central CTEVT and replicated across all 69 schools. More importantly, CTEVT should put in place social media policy guidelines to ensure it is used professionally and set aside a unit or official to manage its social media accounts.

Continue improving capacity of all CTEVT constituent schools to improve their social media as well websites and make their platforms more interactive and informative. Also, pick up such campaigns in the future under the slogan of 'With skills in hands, employability is a chance'.

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