

WITH SKILLS  
IN HAND,  
EMPLOYABILITY  
IS A CHANCE



## LEARNING PAPER

TVET Public Information Campaign (PIC):  
Learning from Nepal's first PIC

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## Background to the PIC




From late 2019 to early 2020, the Council for Technical Education and Vocational Training (CTEVT) developed and launched a public information campaign (PIC), with technical support from Dakchyata, a project funded by the European Union and implemented by the British Council, supporting the development of the Technical Education and Vocational Training in Nepal.

The campaign is creating a platform for employers and students to engage with one another, and for students, teachers, parents, and the wider community to become better informed on the prospects of TVET education and careers.

The campaign is one of a number of initiatives through which Nepal is taking steps to provide more demand-driven TVET provision, which government and CTEVT aim to be fully realised in the coming years as more students move into TVET education, studying courses that have been co-developed with industry meaning that TVET graduates are trained and ready for employment required in key sectors of the economy.

The campaign was designed through a collaboration between TVET institutions, the private sector, and the wider community, including the involvement of local governing authorities. This collaboration is enabling TVET institutions to strengthen their capacity and to share learning that will help CTEVT mainstream external relations in the future. A committee manages the campaign, comprising members from the Research and Information Division of CTEVT and representatives from the EU-funded Dakchyata and Sakchyamta programmes.

## A Targeted Campaign

 <b>Schools</b>	 <b>Employers</b>	 <b>Community</b>
<p>Offering one to one conversations with students about TVET, helping them to understand the employment potential of TVET. These conversations are planned to take place at community schools located near Dakchyata Supported Schools.</p>	<p>Facilitating a common platform for private sector employers, industrialists, government officials and TVET personnel for interaction and discussion on employment opportunities for TVET learners.</p>	<p>Reaching out to communities, especially parents and young people, to ensure information and messaging on TVET opportunities is made available and is understood.</p>
<p><b>Media</b> – Mobilise media, through the TVET Media Awards, to engage people in the campaign, and to share and inform the public about opportunities through TVET.</p>		

The four-month public information campaign on TVET was launched by CTEVT in February 2020 with a national launch event in Kathmandu, and three local launches at three CTEVT schools (one for each key sectors - construction, tourism and agriculture).

H.E. Veronica Cody, Ambassador of the Delegation of European Union to Nepal, and Chief Guest, Mr. Pushpa Raman Wagle, Ph.D., Member Secretary for CTEVT, opened the national event. The national event began with a press conference to garner media interest and announce the national and local launches of the campaign. These launches all followed the same format: a formal inauguration followed by a mela and interactive stalls hosted by employers and TVET students and graduates.

The events promoted skills for employment, showcasing the skills development and career opportunities TVET provides and its contributions to the wider economy. Senior stakeholders such as the Minister of Social Welfare, the CTEVT Provincial Chief and the local mayors, as well as presidents of district chambers of commerce and industry and leaders of commodity employer associations among other such key stakeholders attended the national and local launch events.

*“We are committed to making TVET affordable and accessible all over the country so that as many people as possible can gain skills for self-employability and entrepreneurship.”*

Member Secretary, CTEVT,  
**Mr. Pushpa Raman Wagle, Ph.D.**





The campaign also includes a ‘Change Maker’ element, to profile key stakeholders involved in a quality TVET system, which has proved successful so far. It highlights individuals – typically successful TVET graduates – to champion TVET in the media and at events, drawing on their own experiences to motivate students to engage further.



## Four campaign launches – one national, three local.

Over 4,000 visitors across four events, including 1600 secondary school students, and 12 CTEVT division directors and 25 media representatives at the national conference.

### THE PIC IN NUMBERS

 NATIONAL LAUNCH	 CONSTRUCTION LAUNCH	 TOURISM LAUNCH	 AGRICULTURE LAUNCH
<b>Balaju School of Engineering and Technology (BSET) in Kathmandu</b>	<b>B. P. Memorial Polytechnic Institute in Janakpur</b>	<b>Pokhara Technical School</b>	<b>Tikapur Polytechnic Institute in Kailali</b>
1700 visitors	Over 650 visitors	1075 visitors	500+ visitors
6 media	7 media	20 media	20 media
20 other visitors	20 other visitors	162 other visitors	55 other visitors
55 invitees	30 invitees	55 invitees	50 invitees
38 exhibitors	6 exhibitors	15 exhibitors	10 exhibitors
851 school students	210 school students	451 school students	173 school students
700 BSET students	360 BPMPTI students	262 PTS students	200 TPI students
65 BSET faculty	25 BPMPTI faculty	40 PTS faculty	20 TPI faculty
40 volunteers.	15 volunteers.	70 volunteers.	25 volunteers.

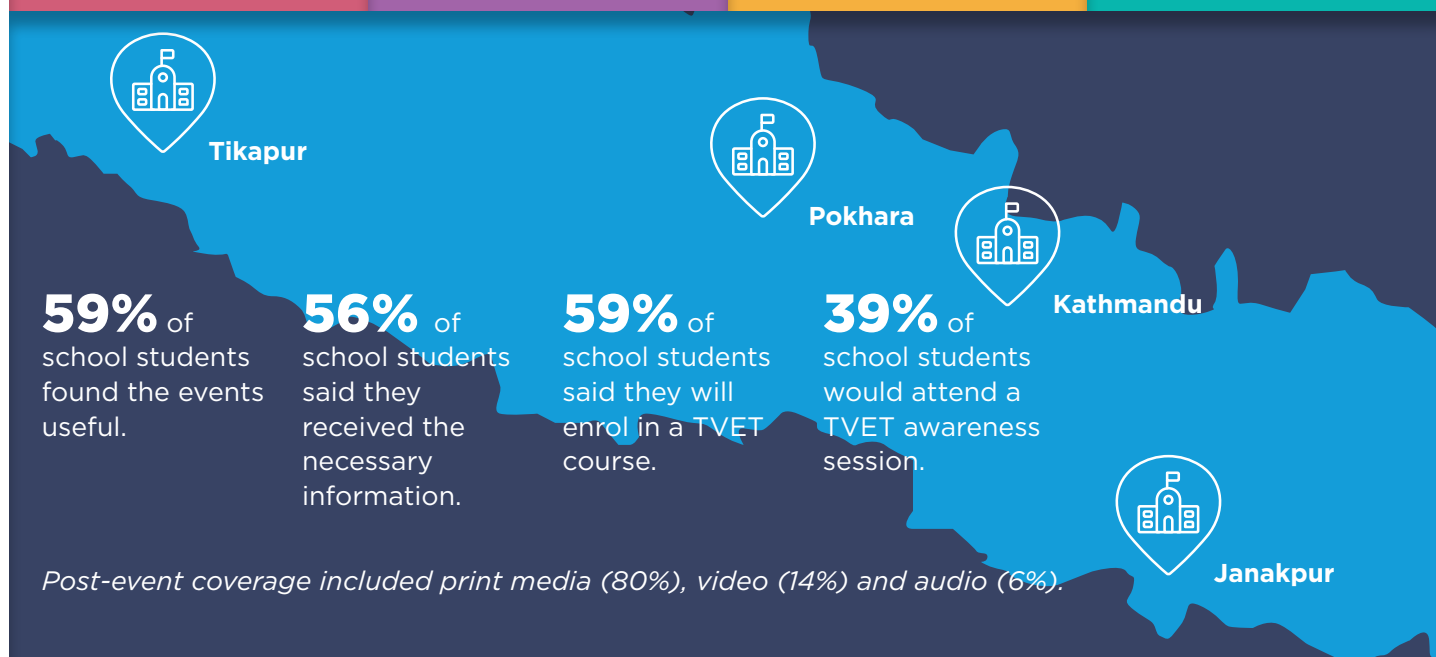
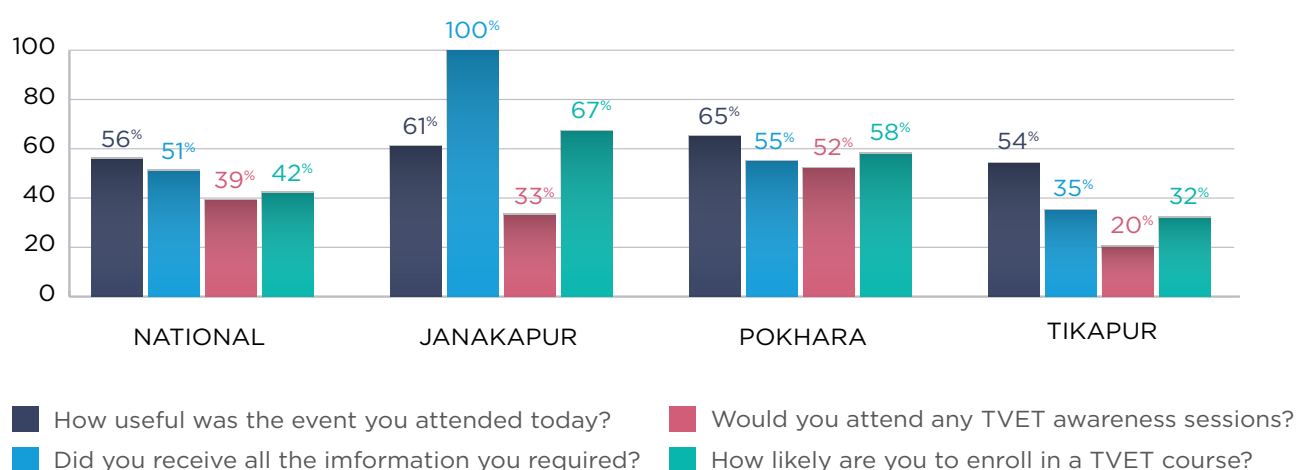


Figure 1. TVET Public Information Campaign: Event feedback.



A press release was shared through a press briefing prior to the national launch event, wholly owned and led by CTEVT. The press briefing was also utilised by CTEVT to share their outcomes and achievements, with a second press release issued on this.

## Key Insights

The campaign launch events created a common platform for interactions between groups who may not otherwise have been brought together; students were able to ask employers directly about their companies and industries, possible career opportunities, and how TVET can get them there. Employers, for their part, were able to talk about and share their employment needs.

### Engage key stakeholders to build ownership

A wide range of stakeholders have been involved from the very beginning. Once the aims and objectives were shared, there has been great enthusiasm to participate with local stakeholders taking complete ownership of the campaign launches. CTEVT schools have taken the lead in identifying sectoral needs within their local communities, engaging in the campaign process from the early stages. Working with the central CTEVT team, as well as Dakchyata, staff from these schools have developed their public communication skills and have committed to continuing with similar activities.

### Reach your audience where they are

CTEVT have previously relied predominantly on one-off, one-way communication techniques, such as newspaper or radio adverts. However, the broad range of stakeholders involved in the campaign design has ensured an integrated and interactive approach which can meet different stakeholder needs.

*“The labour market requires skilled manpower and the campaign encourages many people to take TVET courses, so the industry have human resources for their operations. This is going to be a win-win for the community, industry and institutes.”*

**Bharat Acharya**, Executive Committee Member/Vice President Employers Council, FNCCI



As most young people are “digital natives” (having access to internet and social media from a young age), the campaign has included an important social media element. Selfie photo contests were held at each of the events, encouraging visitors to capture and upload photos with creative messages using a common campaign hashtag - #skillsforemployability - generating lively content that would be seen by the friends and peers online, helping to further amplify the messages of the campaign. The people who posted the ten most popular posts received goodie bags.

*“This event has been really helpful in understanding how interesting and career centric TVET is. Thanks to the organisers for organising this event which has been really informative and fun.”*

Young woman, 15 yrs. old

### Take a local-first approach

TVET schools need to be able to provide information on career opportunities in their areas to both students who are already enrolled, and prospective students to encourage them to apply in the first place. In line with the national vision for TVET in Nepal and CTEVT’s expansion of TVET schools across the country, the campaign has been designed to be locally driven. CTEVT schools have taken ownership in planning and delivering the campaign, including engagement with local employers. Employers have responded positively, sharing their appreciation at being engaged in the campaign and welcoming the opportunity it has provided to increase their own understanding of TVET.



### A win-win for employers and young people

Limited information on opportunities post-graduation is a significant factor in young people dropping out from TVET education. At the same time, many employers are unaware of the numbers and types of trainees graduating from these local institutions. Both the skills demonstrations and competitions organised at the events have been received very positively, proving an interactive way to give a real sense of what kind of skills may be gained through TVET, linked to the employment opportunities presented by the stall holders. Similarly, product demonstrations, highlighting how TVET skills can be used to make real change in people’s daily lives, are helping to foster greater understanding of the importance of TVET.

### Make the most of planning

A thorough and participatory planning process has meant that there have been minimal issues during implementation. Aside from ensuring there are enough people involved to make sure things run smoothly, and that everyone involved fully understands the aims and objectives of the campaign, as well as their individual roles, the wide range of individuals involved has helped to shape the campaign so that it responds to a range of stakeholder needs in the right way.

### Timing is key

One of the important lessons from the campaign is to make sure to choose a time that is appropriate for the widest range of individuals in the primary target group. For example, the primary target of the campaign is students in standards 8 – 10 and we were only able to achieve such high levels of participations because the events were scheduled just prior to the examination season when many would have been too preoccupied to fully engage with the campaign further.

### Build ownership

CTEVT’s ownership of the campaign has proven so successful that Research and Information Division has proposed to lead a second phase of the campaign in collaboration with several CTEVT schools. CTEVT is committed to expanding the campaign further and has included communications and TVET campaigning in its proposed budget for the upcoming fiscal year.

## Consider the location and accessibility of campaign events

While the events have been a success, bringing students and others to events at B.P. Memorial School in Janakpur and CTEVT school in Tikapur was a challenge as they are situated far from the local town. A balance must be struck between reaching the greatest number of people in a local area and showcasing excellent TVET schools.



## Next steps

While Covid-19 has paused current campaign activities and is likely to continue to affect operations and finances for the foreseeable future, the campaign team still aims for at least five other schools to replicate similar activities when they are able to do so, during phase II of the campaign. Alongside receiving a budget, these schools will be trained to deliver information and communication activities and adhere to the strong brand guidelines developed for the first phase of the campaign.

Nepal has seen an increased number of migrant workers returning home as a result of the Covid-19 pandemic. Whilst this group was not originally anticipated as a target audience for the campaign, these returnees will be looking for work. There is an opportunity for the TVET sector to engage meaningfully with these groups, understand their needs and connect them with opportunities in the agriculture sector, for example.

If the Covid-19 pandemic reveals one key message for the campaign and future TVET communications, it is that much activity can be moved online. However, in the context of TVET it is clear that face-to-face events remain important if they can be carried out safely, given the importance of demonstrations and seeing TVET schools in operation. Nevertheless, as principal targets of campaigning activity, the majority of young people already spend a significant amount of time communicating through social media platforms such as Facebook and WhatsApp, and increasingly on others such as Instagram. Therefore, it is for TVET institutions to seek to reach these young people with relevant information, and to motivate them, where they are. This is likely to require new skills and approaches being brought into the heart of these institutions and, of course, TVET students themselves, may be able to support this work.

As the current campaign seeks to respond to the realities of the evolving situation in Nepal, focus is shifting towards building a compelling online presence that it is hoped will further support the capacity and legacy of TVET information provision for years to come.

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