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# Communication Strategy

## Sindh Technical Education and Vocational Training Authority



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Karachi, Pakistan  
October 2020







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# Abbreviations

BIAs	Business and Industry Associations
BTE	Board of Technical Education
CBA	Communication Based Analysis
CBT&A	Competency-bases Training and Assessment
CCIs	Chambers of Commerce and Industry
FPCCI	Federation of Pakistan Chambers of Commerce and Industries
GCT	Government College of Technology
HQ	Head Quarter
IEC	Information, Education and Communication
JICA	Japan International Cooperation Agency
M&E	Monitoring and Evaluation
NAVTTTC	National Vocational and Technical Training Commission
NSS	National Skills Strategy
NVQF	National Vocational Qualifications Framework
SBTE	Sindh Board of Technical Education
STTB	Sindh Trade Testing Body
TEVTA	Technical Education and Vocational Training Authority
TTB	Trade Testing Board
TVE	Technical Vocational Education
TVET	Technical and Vocational Education and Training
TVET SSP	TVET Sector Support Programme
UNDP	United Nations Development Programme
USA	United States of America
USAID	United States Agency for International Development

# TVET context and introduction

Energy, agriculture and human capital are some of Pakistan's potentials, which have not yet been sufficiently used due to lack of required skilled workforce. Nearly 27% of the youth complete secondary education and a very small percentage acquire employable skills. A major portion of the youth drifts off into the informal sector and learns various vocational skills through the traditional Ustad-Shagird system. Annually 1.8 million young people enter the job market, but as of 2018 there are only 433,237 places available in the formal Technical and Vocational Education and Training (TVET) through 3,740 institutes across Pakistan. Apart from this mismatch between demand and supply, even quality and relevance of the training delivered is not according to the demands of the job market.

To improve access, quality, equity and relevance of TVET, the Government of Pakistan has embarked upon a comprehensive reform in 2011 with the support of European Union and the governments of Germany, the Netherlands and Norway. The first phase of the reform, which is based on the National Skills Strategy (NSS), has ended in December 2016. During this period a number of milestones have been achieved such as national TVET Policy, National Vocational Qualifications Framework (NVQF) and the introduction of Competency Based Training & Assessment (CBT&A) etc. The second phase of the TVET Sector Support Programme has been launched in January 2017 for another five years. The Programme is supported by the European Union, the Federal Republic of Germany and the Royal Norwegian Embassy. The overall objective of the Programme is to improve governance and private sector participation in the TVET sector to increase quality skill development that meets the demand of the labour market. The TVET Sector Support Programme is being implemented across Pakistan including Azad Jammu & Kashmir and Gilgit Baltistan through following 04 intervention areas;

## Private Sector Engagement

- Establishment of Sector Skills Councils
- Strengthening of employer-led institute Management Committees
- Promoting systematic dialogue between the public and private sector
- Increasing the private sector's participation in TVET related decision-making bodies at federal and provincial/regional levels



## Policy & Governance

- Implementation of the National TVET policy at federal and provincial/regional level
- Quality assurance & management
- Accreditation of TVET institutes



## Human Resource Development

- Implement and of NVQF
- Development and implementation of new demand-driven national qualifications through CBT&A
- Setting up Centers of Excellence
- Training of the teachers, assessors and principals of public and private TVET institutes



## Implementation of Reformed TVET

- Provision of demand-oriented vocational training to youth in Sindh and Baluchistan through a special training fund
- Promotion of on-the-job or work based vocational training to youth enterprises for training delivery
- Issuance of national certification to skilled persons from the informal sector through RPL





# TVET sector in Sindh

TVET Sector Support Programme is working with key stakeholders in Sindh including National Vocational and Technical Training Commission (NAVTTTC), Sindh Technical Education and Vocational Training Authority (TEVTA), Sindh Board of Technical Education (SBTE), Sindh Trade Testing Body (STTB), Federation of Pakistan Chambers of Commerce and Industries (FPCCI), Business and Industry Associations (BIAs), Chambers of Commerce and Industries (CCIs), large and medium enterprises and public & private training institutes. Several other development partners like USAID, UNDP, World Bank, British Council, JICA etc.

At the time of independence, technical education was offered in the engineering colleges with total annual intake capacity of about 350 students in three fields of engineering (Civil, Electrical & Mechanical). The 1st Polytechnic Institute, now Govt. College of Technology (GCT), Karachi was established in 1955 with assistance of Ford Foundation, USA. Now, there are 252 TVET institutes in all over the six regions of the province.

In Sindh, TVET administration until recently was in fragmented manner and controlled by three different departments i.e. 182 institutes - education & literacy, 34 institutes - labour and 16 institutes by social welfare department. Due to lack of coordination these Departments were performing overlapping functions, especially in the area of vocational trainings and do not focus on effective control and did not align to federal / provincial policy framework. Besides, infrastructure of these institutions in terms of buildings, equipment, machinery and faculty did not meet national and international standards. Due to proficiency gaps trained manpower was not acceptable to local & international labour markets.

Keeping in view, the changing domestic and International labour market requirement and in line with the scheme of reorganization of TVET institutions adopted by other provinces, Government established Sindh TEVTA to undertake & manage TVET Institutions in the province. In order to extend complete autonomy & effective management, the policy making task has been entrusted to the Sindh TEVTA board consisting of eminent professionals, from public & private sector, representatives from leading industries, universities etc. Sindh Cabinet in its meeting held on 28th February 2009 entrusted, the administrative control of all TVET institutes of the province to Sindh TEVTA.

# Sindh TEVTA

## VISION

To develop qualitative of workforce meeting local and international labour market needs by ensuring excellence in training through research & development, effective management and regulation of TEVT setup in the province.

## OBJECTIVES

- ① Promote Technical and Vocational Education and Trainings
- ② Improve Teachings Methodology & Administration in TVET Institutes
- ③ Infrastructure & Equipment of TVET Institutes
- ④ Employability for TVET Students
- ⑤ Faculty Competencies Through Trainings
- ⑥ Establish Centres of Excellence and Model Institutes by Upgrading Existing Institutions
- ⑦ Institute-Industry Linkages

# **Role of Communication and outreach in promoting TVET reforms**

Communication, outreach and advocacy plays a vital role in achieving the wider goals for any organizations. Since 2011, Sindh TEVTA while working with several development partners have not only focused upon achieving technical goals, but have also reached out to several institutes, enterprises for enhancing the quality of TVET delivery, public and private sector stakeholders for policy implementation and to the population spread for extended enrolment in TVET programmes.

Raise the awareness of the youth of Sindh regarding the various job opportunities and career prospects offered by quality technical and vocational education and training and assist them in enrolling for the various training programs offered by public and private institutes in Sindh higher career prospects.

# Sindh TEVTA's Communication and Outreach Strategy

In order to guarantee a successful positioning of the TVET and in the public and among all partners and stakeholders a communication strategy that contains several instruments and measures will be implemented throughout the next five years by Sindh TEVTA. This demands a special focus on rolling planning to ensure a planning that is always up to date and adjusted to changes of the environment.

The objective of this communication strategy is to strengthen the public image of the TVET in the province among current and potential partners and the public. According to the manifold fields of activities, a coherent and clear public profile and image of Sindh TEVTA and all its public institutes needs to be communicated to the public and all partners and stakeholders. Therefore, a communication strategy is essential that defines the objectives and goals of the overall organizational communication process and the measures which make this process visible.

The communication strategy defines:

- Objectives of the communication activities respective to Sindh TEVTA
- Target groups
- Communication and outreach tools
- Visibility guidelines
- Monitoring and evaluation
- Limitations to impact

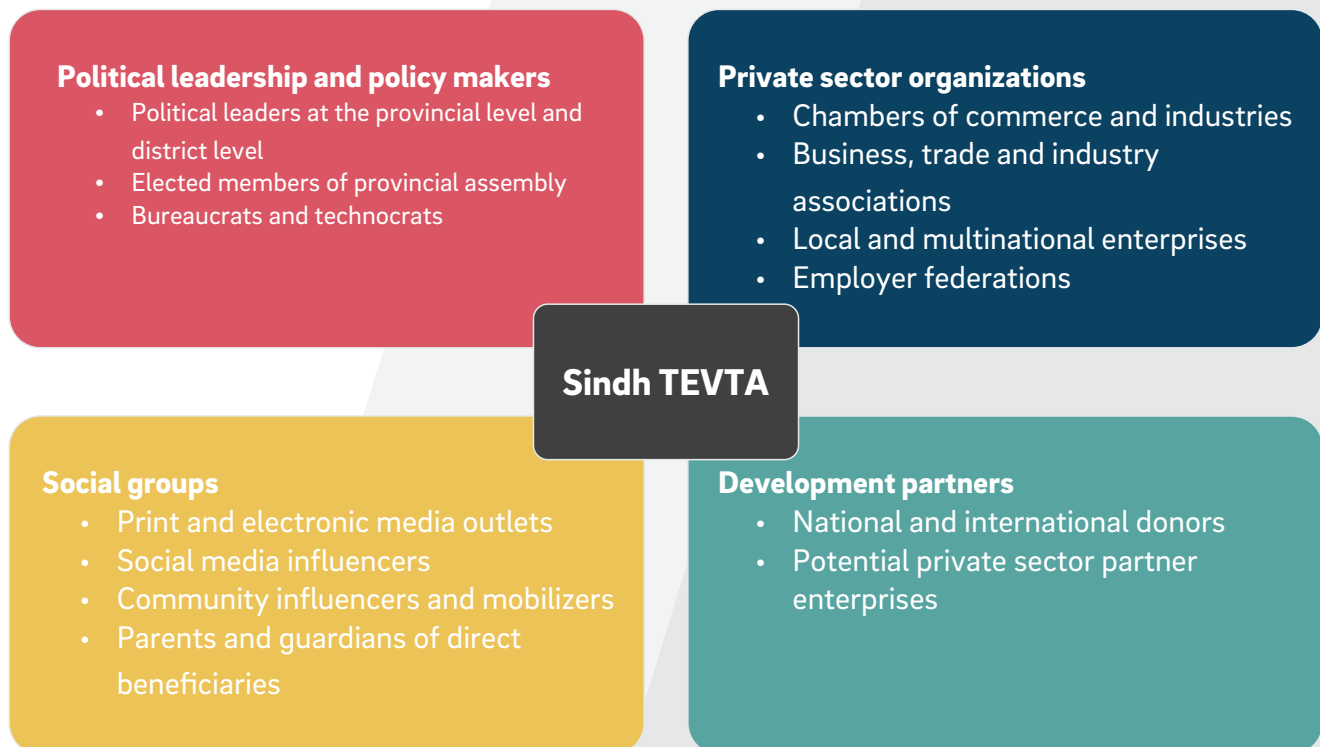
Furthermore, it specifies the responsibilities, the time frame and budget and can therefore serve as guideline in terms of communication activities of the organization.

# Stakeholder analysis

Based on the consultative methodology with the direct stakeholders of the TVET system in Sindh, direct and indirect stakeholders and target group are identified who can play a key role in success of TVET reforms, if targeted appropriately.

External communications will play a vital role in creating awareness of stakeholder's needs, information dissemination on TVET activities and successes, and critical behaviour change among audience segments to enable progress and development of the respective TVET systems.

## Stakeholders map



# Communication and outreach goals

Based on the stakeholder analysis, following are the key target audiences for Sindh TEVTA's Communication and Outreach;

Target Group	Communication and outreach goals
Political Leadership and Policy Makers	<ul style="list-style-type: none"> <li>Enhanced understanding on the reputation of quality TVET, particularly market-oriented skills delivery for economic, social and developmental benefits.</li> <li>Inform the target audiences about the capabilities and needs of the TVET sector to accomplish its growth goals, as echoed in the National Skills for All Strategy.</li> <li>Improved understanding and acceptance on the significance of legislation and implementation of the legislation for standardization to reap economic benefit.</li> <li>Highlight the Dividend population dividend requirements TVET reform (greater accessibility, improved quality) and likely benefits for youth.</li> <li>Form a deeper thoughtfulness of the benefits of CBTA in the spectators and support roll out of CBTA.</li> </ul>
Private Sector Organizations	<ul style="list-style-type: none"> <li>Employers recognize that the economic paybacks of skilled workforces are worth the investment.</li> <li>Realize the bright side of Return on Investment (RoI) in skills training design and delivery by being part of CBTA method.</li> <li>Acknowledge about the government's actions to advance the quality, compliance and integration of TVET prospects into prevailing programs.</li> <li>Trust on the quality of skills output delivered by the public sector TVET delivery institutes.</li> </ul>
Social groups	<ul style="list-style-type: none"> <li>Inspire parents/ guardians and/ or other demographic groups of the improved earning and career progression prospects because of national level certification (NVQF).</li> <li>Create awareness about the paybacks of the quality TVET provision (CBTA).</li> <li>Convince in recognizing TVET as a respectable stream of education for earning employment or career progression.</li> </ul>
Development partners	<ul style="list-style-type: none"> <li>Arrange supplementary funding resources for development of TVET sector in the province.</li> <li>Attract more private sector entities in as workplace-based training providers.</li> <li>Promote entrepreneurship and self-employment among potential beneficiaries.</li> </ul>

# Communication tools

For reaching out to the wider audience and spread of stakeholders, following actions are envisioned. The actors for the implementation and execution of these communication tools and activities will be primarily Sindh TEVTA and secondarily the public institutes operating under Sindh TEVTA.

Target Group	Communication tools	Output Anticipated
Political leadership and policy makers	<ul style="list-style-type: none"> <li>• Frequent advocacy meetings with policymakers and private sector</li> <li>• Visibility events and consultative dialogues</li> <li>• Newspaper interviews and features</li> <li>• Development and dissemination of audio and video messaging on digital media platforms</li> <li>• Media pressers and conference</li> <li>• Exposure visits to the training institutes and workplace-based training sites</li> </ul>	<ul style="list-style-type: none"> <li>• Improved awareness and onboarding on the work going on in the TVET sector by various stakeholders under the ambit of Sindh TEVTA.</li> <li>• Increased consciousness and onboarding of stakeholders about the reputation and efficacy of TVET.</li> <li>• Improved positive word-of-mouth, commitment and information retention.</li> </ul>
Private sector organizations	<ul style="list-style-type: none"> <li>• Sindh TEVTA's publications like IEC material, fact sheets, annual reports, newsletters and frequent dissemination among relevant stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced visibility of government's efforts for reforming the TVET sector through the governments representatives.</li> <li>• Improved trust on witnessing the training process underway at the institutes and enterprises by the public and private sector stakeholders.</li> <li>• Enhanced update on progress and activities among the stakeholders about Sindh TEVTA's work.</li> </ul>
Social groups	<ul style="list-style-type: none"> <li>• Community based awareness sessions with potential trainees, parents, guardians, community members and small business owners</li> <li>• Awareness campaigns through cable TV, national TV, radio and social media, outdoor visibility material and web-based presence</li> </ul>	<ul style="list-style-type: none"> <li>• Improved awareness among population on TVET paths and benefits of CBT and RPL.</li> <li>• Enhanced participation in TVET.</li> <li>• Increased acceptability of TVET as a recognized stream of education and reputable professions.</li> <li>• Increased visibility of Sindh TEVTA's work.</li> <li>• Wider outreach to support enrolment and interest in TVET paths.</li> </ul>
Development partners	<ul style="list-style-type: none"> <li>• Donor coordination meetings</li> <li>• Branding of institutes</li> <li>• M&amp;E and annual reports publications</li> </ul>	<ul style="list-style-type: none"> <li>• Improved onboarding of donor bodies and enterprises for enhanced collaborative work.</li> <li>• Enhanced trust of donors on efficient fund utilization capacity and mechanism.</li> <li>• Increased trust of private and development sector on Sindh TEVTA's transparent working methodology.</li> </ul>

# Visibility guidelines

The visibility guidelines will be adhered to ensure a cohesive and unified branding approach for staff of Sindh TEVTA, training institutes operating under Sindh TEVTA and implementing partners from the private sector organizations.

## General Principles

While designing communication activities, staff and the implementing partners shall consider some of the following elements:

- In all communication activities, the local language (s) shall be preferred.
- Factors such as insecurity, or local political sensitivities may curtail information activities in some crisis zones and, in extreme cases, it may be necessary to avoid visibility altogether. Some actions require a high level of political neutrality. In these cases, the target audience and visibility tools shall be selected in relation to what is appropriate, in consultation with the Sindh TEVTA HQ team.
- Written consent must be obtained of the individuals being filmed, photographed or recorded for their promotional material before its production/dissemination.
- The standard disclaimer must be made part of all the publications for acknowledgement of contribution and coherent representation.
- It is recommended that all the publications, reports, fact sheets or any publishable material shall be approved by the competent authority before publication.



# Disclaimer

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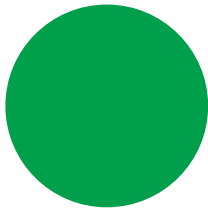
# Colours

## Colour Scheme

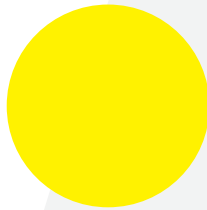
Recommended colours are used for consistency and true representation of federal and provincial government, Sindh TEVTA, institutes operating under Sindh TEVTA, partnering private sector institutes and/ or enterprises.

## Primary Colour Palette

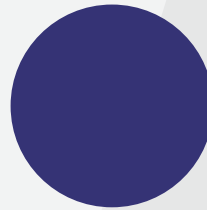
Used for text (s) in reports, publications, communication and marketing products.



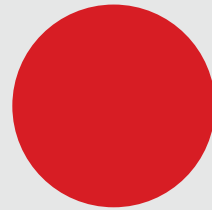
Green  
CMYK: 90, 10, 100, 0  
RGB: 5, 160, 85



Yellow  
CMYK: 0, 0, 100, 0  
RGB: 255, 242, 18

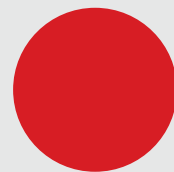
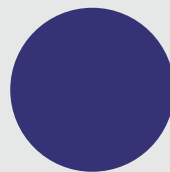


Deep Blue  
CMYK: 100, 0, 100, 30  
RGB: 53, 51, 117

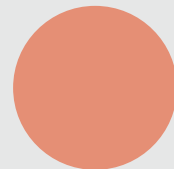


Red  
CMYK: 5, 100, 100, 5  
RGB: 200, 15, 15

## Secondary Colour Palette



50% of the  
primary palette



25% of the  
primary palette



# Typefaces

Typography is one of the most important reporting, publication and design elements. Times New Roman, Verdana and Arial are adopted to create brand consistency across all materials. One of these three typefaces, or in some cases combinations of them, can be used as appropriate, depending on which medium is used, how important the text is or what impact you intend to achieve.

## Times New Roman

(Regular, Bold, Italic)

Aa

abcdefghijklmnopqrstuvwxyz | abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ | ABCDEFGHIJKL 1234567890-  
 !@#\$%^&\*()\_{}:"<>?

## Verdana

(Regular, Bold, Italic)

Aa

abcdefghijklmnopqrstuvwxyz | abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ | ABCDEFGHIJKL 1234567890-  
 !@#\$%^&\*()\_{}:"<>?

## Arial

(Regular, Bold, Italic)

Aa

abcdefghijklmnopqrstuvwxyz | abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ | ABCDEFGHIJKL 1234567890-  
 !@#\$%^&\*()\_{}:"<>?

Heading 1: Font size 16 pt. Bold Heading 2: Font size 14 pt. Bold

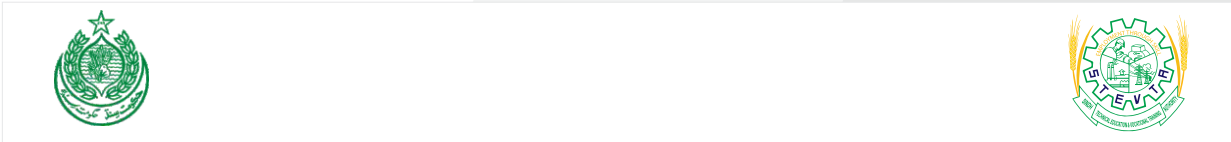
Heading 3: Font size 12 pt. Bold Body Text: Font size 12 pt. Regular

Footnotes: Font size 10 pt. Regular Captions: Font size 9 pt. Bold

# Branding and Marking through Logo

The form, colour and typeface of the logo are strictly specified. Following are the logo to be applied on communication material, marketing products and/ or any publication report.

## Publication by Sindh TEVTA



## Publication by Sindh TEVTA institute



## Publication by Sindh TEVTA and a private organization



# Information, Education and Communication Material

Following are some of the IEC products through which wider audiences can be reached effectively.

## Banners



# Banners



# Poster



**On-the-job Training Site**

*for*

## **A RAY OF HOPE**

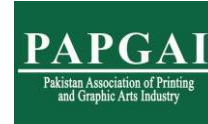
**Memon Industrial & Technical Institute  
at  
Time Press Private Limited**



### **TVET Sector Support Programme**

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# Flyer



©TVET SSP

## ROUND I

### SKILLS DEVELOPMENT FOR EMPLOYMENT

#### OBJECTIVES

- To introduce workplace-based training approach in selected national vocational qualifications;
- To strengthen the engagement of private sector organization, thus the engagement of enterprises in training design, coordination and delivery is enhanced;
- To ensure provision of demand-driven skills to 80 women and 200 men, in collaboration with the partnering enterprises, and explore & facilitate them with the employment (self-employment included) opportunities;

## ROUND II

### SUPPORT TO THE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING SECTOR IN PAKISTAN

#### OBJECTIVES

- To impart workplace-based training to 600 trainees (520 men and 80 women) jointly with the partnering enterprises using cooperative vocational training approach
- To encourage competency-based training and assessment implementation in-line with Sindh sector study
- To promote and strengthen engagement of enterprises and business industry associations in training design, coordination and delivery, leading to employment of up to 75% of graduating trainees



# Digital Content

Adapting digital tools will enhance the organizational visibility and awareness about the work carried out:

## Social media

Social media is a strong platform for engaging masses, particularly youth. It is recommended to keep an active social media presence with the strong marking and branding to engage more and more population.

## Facebook

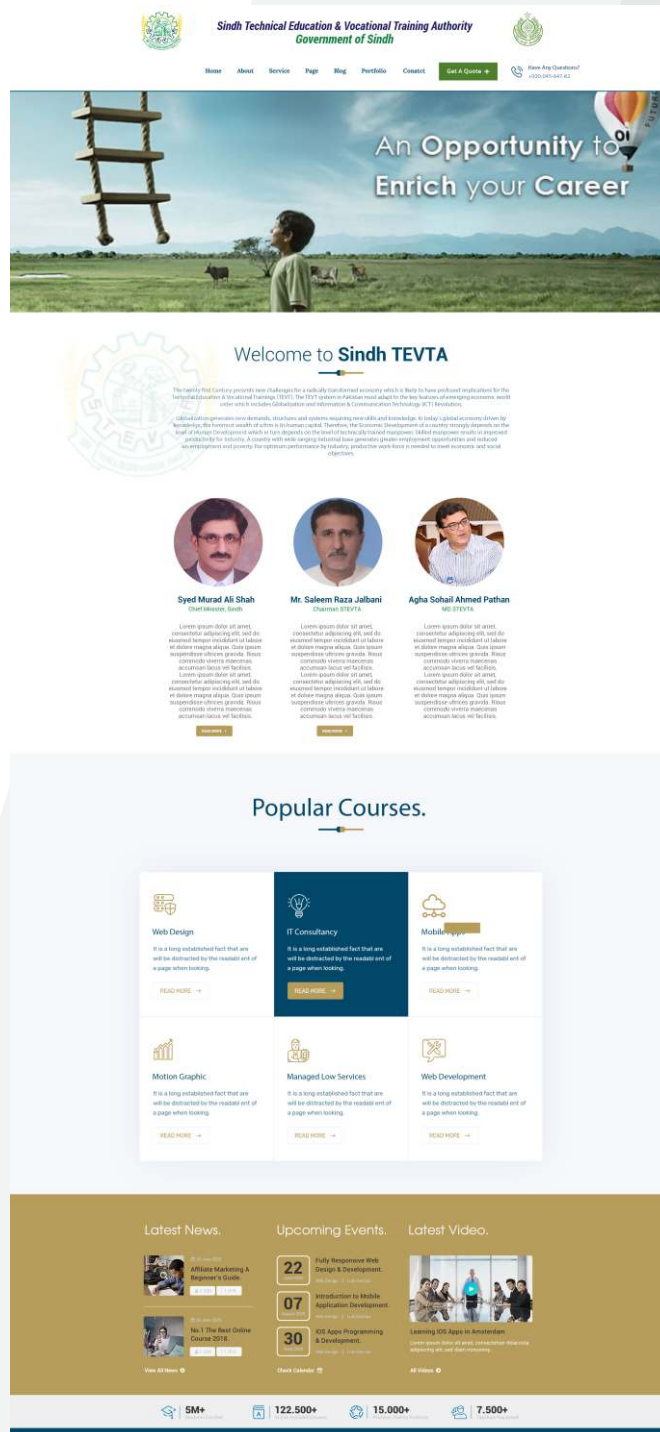


## Twitter



## Website

Use of Sindh TEVTA's website as primary source of information will support in cohesive and updated information sharing with the audience. It is recommended to link web pages of institutes, TTB and SBTE with Sindh TEVTA's website for user friendliness.



## Videos

Development of video products are always useful for appropriate dissemination of message in an effective manner. For the video and film productions, following guidelines are recommended:

- Use of titles and inserts
- Use advised typeface
- Position text inserts inside the title safe area
- Do not display logos during the film
- Include end credits with the disclaimer and logo (s).



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# Monitoring and Evaluation

Evaluation on communications activities will depend upon three basic questions,

- Do the audiences access and understand communication products of Sindh TEVTA?
- Are we providing audiences with the information that they want to receive?
- Are the stakeholders apprised with the information based on above mentioned approaches?

These questions will be part of M&E surveys and will be conducted as per the M&E plan. Also, the communication section of Sindh TEVTA will gather feedback on above mentioned questions to further improve upon any area as and when required. IT Specialist will record website visits/ hits to know how many responded to the activity. Social media feedback will be recorded as per the number of likes, shares and views. Lastly, monitoring and recording the news clips is a tool to be used through media monitoring services. To record the effectiveness and efficiency of the meetings, workshops and awareness sessions, feedback forms will be filled by the stakeholders and/ or audience, participants of such activities.

## Limitations

- Execution of communications activities depends upon Sindh TEVTA's operational activities.
- Cultural aspect is factored in planning the communication plan. However, gender sensitivity may slow down communication activities specific to public events.
- Availability of funds, support system and equipment are critical for smooth communication activities.

For further information:

**Sindh Technical Education &  
Vocational Training Authority**

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