

2017 - 2020

# SKILLS AND TECHNICAL EDUCATION PROGRAMME COMMUNICATION AND VISIBILITY PLAN

JUNE 30, 2017

# Table of Contents

1. INTRODUCTION.....	2
1.1. Overall Objective of Skills and Technical Education Programme (STEP) .....	2
2. COMMUNICATION AND VISIBILITY PLAN.....	2
2.1. Purpose of the communication and visibility plan.....	2
2.2 Target audience .....	2
2.3 Communication objectives, principles and key messages .....	3
2.4 Strategic approach .....	4
2.5 The Communication Strategies .....	6
2. COMMUNICATION MIX .....	6
2.1. Print media.....	6
2.2. Broadcasting.....	8
2.3. Digital communication .....	9
2.4. Proximity Media.....	10
2.5. Experiential (Roadshows/Activations).....	10
3. MESSAGING.....	11
3.1. Key Messages .....	12
3.2. Pretesting of Campaign Themes and Messages for STEP .....	12
4. IMPLEMENTATION.....	12
5. MONITORING AND EVALUATION OF C&V EFFORTS.....	12
5.1. Key Performance Indicators.....	13
6. ANNEX.....	13

# **1. INTRODUCTION**

## **1.1. Overall Objective of Skills and Technical Education Programme (STEP)**

STEP's overall objective is to empower the Technical, Entrepreneurial, Vocational Education and Training (TEVET) sector and its capacity to satisfy the economy's need for professionals through improvement of equitable and gender-balanced TEVET.

### **1.2 Specific Objectives**

1. Promote equitable and gender balanced access to TEVET (Component 1)
2. Improve the quality and relevance of TEVET (Component 2)
3. Strengthen the governance and management of TEVET regulatory bodies and training institutions (Component 3)

## **2. COMMUNICATION AND VISIBILITY PLAN**

This communication and visibility plan supports STEP to create an awareness of Technical, Entrepreneurial and Vocational Education and Training (TEVET) in Malawi among various stakeholders in order to stimulate debate and arouse interest among potential students into considering technical education as a career path. At the same time, the plan will raise the visibility of all outcomes of the project, its impact and will acknowledge UNESCO and the European Union in supporting development in Malawi through the Skills and Technical Education Programme (STEP).

### **2.1. Purpose of the communication and visibility plan**

The purpose of the plan is to provide the framework, guiding principles and key elements of STEP communication and visibility interventions. It also defines the implementation, coordination and monitoring of these interventions in Malawi and emphasizes the effective involvement of key stakeholders at all levels.

### **2.2 Target audience**

STEP intends to improve the status quo of TEVET in the country and therefore it has a wide range of target audiences including secondary school students and teachers, school leavers, their families, the Malawi government, public and private sector organizations among others.

The primary target for this communication campaign will be the female and male youth from the both rural and urban settings in order to effectively share the core message about the relevance of technical education in the country which will result in high interest among the targets and subsequently high enrollment rate.

The following is a summary of primary audiences. The secondary audience would be the population at large including working adults, unemployed persons, as well as staff in non-governmental organizations that are engaged in one form of training or another.

### **2.2.1 In-school and out-of-school youth**

*Priorities:* training options, location of training, attachments, work options (with approximate income) after training, scholarships available, tuition costs, breaking gender stereotypes

### **2.2.2 Young women**

*Communication Priorities:* skills and technical training provide opportunities for improved income earning, increased economic stability; women can take on any technical career they want and are not restricted in their career selection by tradition or stereotypes; right to live free from violence, right to quality education

### **2.2.3 Government officials – TEVETA and Department of Technical, Vocational Education and Training (DTVET)**

*Communication Priorities:* key issues and challenges faced by women, men and disadvantaged groups including persons with disabilities, in technical colleges and their impact, actions to improve learning and living environment and effectiveness of training, particularly young women, steps/guidelines to improve learning institutes, required budget to address challenges.

### **2.2.4 Principals and Faculty**

*Communication Priorities:* key issues and challenges faced by women, men and disadvantaged groups including persons with disabilities in technical colleges and their impact, actions to improve learning and living environment and effectiveness of training, particularly for young women, steps/guidelines to improve learning institutes

### **2.2.5 Parents**

*Communication Priorities:* training options, location of training, attachments, work options (with approximate income) after training, scholarships available, tuition costs, breaking gender stereotypes, encouraging young women to enter technical courses

### **2.2.5 The private sector**

*Communication Priorities:* Why skills and entrepreneurship training is important to business; opportunities to engage in training, from participation in committees to developing competency standards; to hosting apprentices; to offering recognition of prior learning to employees; to joining institution advisory committees; and to participating in the upcoming Labour Market Information System operated by the Ministry of Labour, Youth, Sports and Manpower Development (MOLYSMD).

## **2.3 Communication objectives, principles and key messages**

This communication approach aims to achieve the following;

### **Objectives:**

*In respect of Component 1- Promote equitable and gender balanced access to TEVET:*

- Build understanding and determination among college administrators, TEVETA and Directorate of Technical Education and Vocational Training (DTVET) authorities to develop colleges and skills centers that are conducive and safe learning environment for women.
- Build understanding and determination among faculty, college administrators, and attachment advisors on how to change behaviors and actions to create a conducive and safe learning environment for women.

- Raise awareness and interest among young women and their parents on TEVET options and work opportunities in the trades.

*In respect of Component 2 - Improve the quality and relevance of TEVET*

- Promote awareness of demand driven (Industry linked) TEVET qualifications and curricula developed in collaboration with Industry.
- Promote awareness on the benefits of Competency Based learning within the public and private sector.
- Enhance entry into the TEVET system through positive imaging and awareness campaigns (TEVET is the place to be rather than the last option).
- Promote the “A Skilled Hand Never Goes Hungry” theme through awareness campaigns.

*In respect of Component 3 - Strengthen the governance and management of TEVET regulatory bodies and training institutions:*

- Raise stakeholders’ awareness about the importance of their participation in governance and management of TEVET programming in Malawi.
- Help government and private sector understand how to establish sustainable engagement in monitoring and evaluation of TEVET programmes.

*In respect of visibility of project stakeholders*

- Ensure recognition of the contributions of the European Union, UNESCO and the Government to TEVET in Malawi.

**Principles:**

- Use simple messages
- Focus on changes that people can understand
- Focus on realistic possibilities
- Enhance visibility of the European Union (EU), UNESCO and Ministry of Labour, Youth, Sports, and Manpower Development (MOLYSD) in line with the [Communication and Visibility Manual for European Union external actions](#).

## **2.4 Strategic approach**

The STEP Communication and Visibility rests its overall strategic approach on the socio-ecological model, which recognizes that behavior is influenced by knowledge at the personal level, by the actions of close individuals like family and friends, by community norms and actions and at the wider society by environmental structures and factors. Based on this model, the strategy will employ three key strategies to achieve its purpose and objective.

### **2.4.1 Advocacy**

To bring change to the current situation, advocacy will be an important intervention. It will entail a continuous and adaptive process of gathering, organizing, and formulating information into arguments that can convince the government, donors and development partners, the private sector, policy makers, community leaders, school teachers and committees, school going youths, school leavers and industry members to prioritise the TEVET issue. Advocacy will target these audiences for increased participation and support that promotes a positive image of TEVET in the country.

Within communication and visibility activities, advocacy efforts will aim to:

- Place TEVET on both the political and developmental agenda.
- Foster political will and increase financial and other resource allocation to skills development of youth.
- Gain support for and ensure visibility of the STEP activities as described in the programme's implementation plan.

#### **2.4.2 Social mobilization**

Social mobilization will tackle individual and community norms that are barriers to TEVET. Events will be held to increase participation and ownership among individuals and community members by engaging social groups like women, youth and other organized groups. It will deepen and normalize positive individual and community actions. To accomplish this, a number of activities can take place at the community level supported by the main national campaign. These activities will include community events, meetings, community interactive radio, open days, and dialogues.

Special mobilization for female audiences will be enforced by employing organizations like Girls with a Vision Association (GWAVA), Girls' Empowerment Network (GENET) of Malawi, mHub, National Youth Council of Malawi, Youth to Youth International. Additionally, well known celebrities among Malawian youth will be engaged to support the STEP campaigns to encourage female and male youth to enroll in formal and non-formal skills development courses and to break gender stereotypes related to technical careers.

#### **2.4.3 Awareness Campaign**

To change individual mindset, perceptions and attitudes by targeting them through interactive and participatory activities as well as a limited<sup>1</sup> mass media campaigns.

A branded national STEP mass media campaign will be developed with the main focus of bringing a positive image of TEVET. The campaign will segment and target the primary and secondary audiences and ensure accurate and understandable TEVET information is available for the audience. The campaign will be the umbrella for messaging that all other interventions will follow. It will be developed to phase in new messages during the course of the programme to keep the momentum. **Annex 1** provides information on the STEP creative concept which was initiated in 2016 with the development of the STEP logo.

Mass media activities like radio spots, contributions to TV talk shows and jingles will be carefully planned to minimize cost alongside the production and distribution of visibility materials including booklets, posters, leaflets, T-shirts, zitenie (cloth), face caps, arm bands, etc. Social and digital media will also be used to ensure thorough visibility of the programme. Various partnerships are envisioned with other agencies that have activities in rural areas so that, for example, messages about literacy are enhanced with messages about opportunities for technical training. A case in point is a recent contract with My Tosoglo Magazine to enable their staff to visit a number of schools and promote not only STEP's story writing competition but also information about TEVET.

---

<sup>1</sup> As much as budget allows.

#### **2.4.4 Sequencing of messages**

Currently the TEVET system is still in transition with harmonized programmes (in construction) being revised by STEP, several training centers suffering from insufficient tools and equipment, but with a big expansion effort underway. Early messaging should focus on the general value of TEVET as a career option and the efforts currently underway to strengthen the system. These messages can be followed by efforts to recruit entrants to the new facilities and programmes established by STEP.

#### **2.5 The Communication Strategies**

1. Utilize specific mediums, e.g. newspapers, electronic media and their assets to successfully communicate about TEVET and its important role in economic development, and address the negative perception of technical education among concerned stakeholders and promote female participation in TEVET.
2. Use themes to tie the entire campaign together to produce STEP image that is consistent across the board and that will contribute to the overall object of the communication.
3. Utilize brand ambassadors to advocate STEP objectives. (Personalities such as Sangie (a singer) and Robert Chiwamba (a poet) will be STEP “brand” ambassadors).
4. Ensure all communication efforts acknowledge EU contributions.
5. Align communications efforts with existing communication strategies by stakeholders, for example, TEVETA.

### **2. COMMUNICATION MIX**

A well-coordinated communication mix for the campaign will be executed targeting specific stakeholders with the overall objective of reaching at least 75% of the targets through various mediums.

The following channels are considered as the most appropriate for reaching the target audiences for raising the profile and visibility of the STEP programme in the country. Radio is the most powerful, with the widest outreach possibilities and most democratic in terms of providing information to all social groups despite different literacy levels, languages spoken and social status. It is recognized however that men and boys have greater access to radio than women and girls. In selecting and utilizing different mediums, communication will also take into consideration gender inequalities in access to and use of communication channels in Malawi, and the need to incorporate strategies for reaching out to and enhancing the roles of women and girls as producers and consumers of information.

The intended audience for each communication channel is illustrated in Annex 2.

#### **2.1. Print media**

Paid print media advertising will be utilized, where appropriate, with the programme’s core messages. The print media will also be invited to cover STEP activities and publish articles, press releases and all relevant material throughout the programme’s timeframe. At the same time, efforts will be made to establish strong media relations and meet with the media gatekeepers. These efforts will be carried out by the STEP communications volunteer, the team leader and indeed various other members of the STEP team depending on the intended messages.

### 2.1.1. Newspaper Advertising

Newspapers are a vehicle that will be used to reach readers across the country's main commercial and semi-urban centers. It will be a good tool to reach the targeted demographics and complement public relations tactics. The campaign will use local leading papers, *The Nation/The Daily Times/Weekend Nation/Malawi News* for the urban population and *Pfuko* newspaper (free copy), a Chichewa and Tumbuka fortnight paper, published by Nation Publication, will also be ideal to target the rural audience.

Full page colour adverts or pull-outs with inspirational visuals and/or practical information will be utilized. Focusing on the significance of technical education on the social economic development of this country, messages will be crafted to arouse the attention of the readers and encourage follow-up action by the reader. Messages will be pre-tested before use. Such applications in newspapers are common in Malawi with several UN agencies and key stakeholders, such as TEVETA, using newspapers in this way. Persons in the know in Malawi suggest each newspaper is read by around ten persons.

***Flyers/brochures/posters/newsletters*** Detailed information about skills and technical education, programmes on offer in various technical colleges as well as entrepreneurship opportunities will be published in various STEP materials. These will be useful tools in giving out information as well as prompting feedback.

***Flyers/brochures*** will be printed and distributed through key resource centres like public libraries, community centres, secondary schools and technical colleges. They can also be handed out during community events and other related activities. These will be produced in both English and Chichewa (since Chichewa is the main vernacular language spoken across the country).

***Posters*** in both English and Chichewa, will also be displayed in public libraries, community centres, markets, and other public places to spread the programme's message and promote visibility.

***Newsletter (s)***<sup>2</sup> will be introduced to document and publish, for instance, STEP activities and technical students' activities with the aim of supporting interaction between STEP and the audience. It can be published in electronic and/or printed form. It will aim to inform the target audiences on major project results, activities, initiatives and events. In this respect, the themes addressed in the Newsletter will be of immediate relevance to secondary school students, school leavers, TEVET students and other interested parties.

### 2.1.2. Reports, Research Studies and Teaching and Learning Materials

STEP conference reports and research studies will also be published to give the stakeholders status and progress of the project. These will help build trust and transparency and promote participation.

STEP will produce a series of reports, for example, on regional workshops as well as research studies. In addition, the programme will develop a series of teaching and learning materials that will be used by both TEVET instructors and students.

---

<sup>2</sup> The need for a newsletter will be assessed after the effects of the STEP website and WhatsApp information sharing are reviewed.

## **2.2. Broadcasting**

Good public relations with UNESCO name and credibility can generate free space and more qualitative editorial coverage. Discussions will be held with broadcasters on how television and radio stations can air public service announcements at no or little cost to the programme.

### **2.2.1. Radio Programmes**

STEP team members will seek opportunities to take part in radio programmes that discuss issues that are important to youth, TVET and economic empowerment. TEVET instructors and trainees as well as successful entrepreneurs, and representatives from DTVT and TVETA will also be encouraged to take part. STEP initiatives can be described on the weekly, TEVETA radio programme.

### **2.2.2. Radio Spots**

If necessary, and as budget allows, we will utilize radio adverts to target a large number of the audience both in homes and in transit across geographic spheres. Specific radio spots tied to the campaign theme will be produced with lengths of between 30 to 60 seconds. Airing of these spots will be segmented along the timeline to balance key messages to specific audiences and maintain momentum.

Leading national radio stations such as *MBC*, *Zodiak* and *Capital radio* will be engaged to communicate the messages of the campaign. There are also community radio stations which will be utilized to carry the messages of the significance of technical education within their vicinity. The number of slots on each radio station will depend on final approved budget. However, for an effective campaign, 25 slots per day across radio stations will be ideal. The slots will be spread between *6am - 9am*, *12pm - 1400pm* and *1700pm - 2000pm*. These are prime times with massive listenership.

### **2.2.3 Theme songs and Poetry**

STEP project theme songs and poems will be produced and used in all electronic communications. These will also be used during public events.

One local music artist will be tasked to come up with song words as well as record the songs with a mixture of local genres and inspirational rhythms. Likewise, the poet will be required to produce original STEP themed poems. These artists will also be ambassadors for the project and will be required to do live performances during STEP activities as well as feature on radio/TV talk shows and print media.

### **2.2.4. TV Commercial**

As need arises and funds are available, a 30 to 60 seconds TVC will be produced with live shooting and scenes captured around the theme of the campaign. The campaign will use national television to utilize its visual qualities to inspire the larger audience on the value and relevance of technical education. *MBC TV*, *Zodiak TV* or *Times TV* will be ideal due to their wider viewership. Slots will be spread in the evening between 1800hrs and 2000hrs. Due to the cost implications TV advertising, airing of these commercials will be in periods along the campaign timeframe. However, in the first instance, work by Sangie and Robert Chiwamba will be used to fill these spots.

Messages will be tested before any TV commercial is released.

### **2.3. Digital communication**

#### **2.3.1. Social Media (Facebook, Twitter and YouTube, WhatsApp)**

The use of social media and networking services such as Facebook, Twitter, Instagram and Snapchat have become an integral part of many people's daily lives. While many associate social media with a degradation of young people's social networks and communication skills, a recent literature review published by the Young and Well Cooperative Research Centre found that social networking services actually play a vital role in young people's lives - delivering educational outcomes; facilitating supportive relationships, identity formation, and promoting a sense of belonging and self-esteem.

Social Media channels such as Facebook, Twitter and YouTube, are extremely useful and cost effective platforms that could be utilized to communicate to sections of society. The STEP target audience is within the active social media community and hence social media remains one of the most formidable options to disseminate information, key messages and results both in the form of text and visuals including photo, video and infographics.

STEP Facebook, Twitter and YouTube accounts will be established and used to target the urban and semi urban affluent youthful audience. STEP pages will be used to share updates in the TEVET programs as well as share quotes by inspirational figures. Content will also include press statements, college calendars, job vacancies, etc. Twitter hashtags will be used to track audience participation in STEP discussion. The Facebook page will be sponsored to increase traffic and reach a wider audience.

In addition to the STEP social media accounts, STEP will also be promoted on the UNESCO and the EU social media accounts.

As of May 30, 2017, the UNESCO Regional Office for South Africa (ROSA) social media accounts are now active:

<https://www.facebook.com/unescoROSA/>  
<https://twitter.com/unescoROSA>

STEP will obtain a dedicated hashtag to identify the posts relating to this programme, e.g. #STEPmalawi

#### **2.3.2. SMS/WhatsApp Broadcasting**

Using mobile telecommunication companies such as TNM and Airtel, text messages (SMS and Whatsapp) will be crafted and sent to subscribers across the country. This channel will be vital in disseminating our messages in a simple and personalized manner. Malawi has a mobile phone ownership of about 8 million making this channel an instant effective tool to communicate to an audience across demographic, geographic as well as psychographic spheres. Message copy will be in different languages.

### **2.3.3. Website**

STEP website will act as the central online location to obtain and disseminate all project's information along with other news, success stories, activities and announcements. However, the new website will have relatively low number of visitors. To increase the number of visitors it is imperative to build a strong linkage between the website and social media channels.. Moreover, links to the STEP website will be included on the UNESCO ROSA website, the EU Malawi website and project partner's sites.

The web site content will include at least:

- General information about the project;
- News, announcements;
- Status and plans regarding the project capacity building and other activities initiatives;
- Photo and video gallery to illustrate the project and its partners' activities;
- Brochures
- Library with project presentations and guidelines produced by the project and other sources;
- Project partners' information, all relevant project documents (reports, analytical notes, recommendations, training programs, etc.);
- Contact details;
- Links to other relevant websites.
- The address of the website is: <http://www.stepmw.com/>

### **2.4. Proximity Media Channels (If budget allows)**

Proximity promotion will be focused on providing information to people when they are "on the go" in public places, in transit (such as taxi or bus), waiting (such as in bus depots), and/or in specific commercial locations (such as markets). Outdoor promotion formats can be billboards, banners, posters, wall paintings, mobile vans, and bus brandings depicting key messages.

Strategic places will be identified with increased frequency exposure of target audience. Visuals of key technical education figures and influential people such as Mike Chilewe of Mike's Trading Company will be creatively crafted to appeal. Female technical education figures will also be featured to appeal to wider society and help address stereotyping.

### **2.5. Experiential (Roadshows/Activations)**

The roadshows will be planned, executed and delivered through activation models which will involve the participation of targeted audience and reach as many communities as possible. Using the campaign theme, theme songs and poetry, the STEP campaign will be fully activated across the country in both urban and rural communities to achieve the following;

- To engage the target audience in experiential learning about technical skills education using different educative and entertaining methodologies
- To provide information on technical education skills in an innovative and interactive, face-to face manner in order to get instant feedback
- To accelerate the adoption of technical skills education as the first choice among students in Malawi

- To allow participants to the events ask questions and converse around technical skills education which shall form a basis for mindset change

### **2.5.1. Media coverage**

- Engaging journalists during different activities in order to achieve unpaid communication coverage
- Conducting media familiarization tours to various technical colleges/sites to brief them on new developments.
- Providing journalists with ready-made information about STEP project so as to increase the likelihood of featured articles

### **2.5.2. Celebration Days – National Skills Day, International Women’s Day, International Youth Day**

- Selected days will be celebrated at a technical college. This could include National Skills Day in July, International Youth Day in August and International Women’s Day in March
- This will be a day to celebrate technical education and its economic value.
- On the skills day, students and their instructors from across the country will engage in public works within their surroundings.
- Students will work for free in public institutions such as schools, hospitals, city councils, district assembly or the prison. For instance, electrical engineering students will visit a public hospital and fix lights, washing machines, fix street lights. The same thing would happen with mechanical engineering students, carpentry, bricklaying and so forth.
- The idea is to celebrate the value of technical education and inspire the society. This initiative will also open opportunities for students to prospective employers.
- A national gathering may also be proposed where different stakeholders can come together and celebrate technical education in the country.

### **2.5.3. Annual STEP Awards**

- These will be annual awards presented to outstanding students, instructors and colleges in an effort to promote technical education in the country.
- These will supplement the National Skills Day or International Youth Day. Minister responsible and other stakeholders such as donors, employers to be part of the event.
- Categories could include most innovative student/college, outstanding female student ,etc.
- Prizes to include scholarships, startup business capital, internship, special apprentice placements.

## **3. MESSAGING**

Proper messaging is a vital component of the communication efforts to build a positive image of TEVET. The communication strategy on STEP proposes evidence based messaging to resonate with the respective participant groups to attain the desired outcomes. The purpose of developing key messages for particular audiences is to facilitate effective and focused interaction. The messages will also serve as an expression of what the STEP is doing in Malawi and how it is contributing to national development goals.

### **3.1. Key Messages**

Key messages will revolve around the below listed ideas:

- TEVET as a first option
- A skilled hand never goes hungry
- Infrastructure development is key to economic growth and this requires skills at the artisan level
- TEVET plays an important role for employment and lifelong learning opportunities for youth and in particular for girls, women and disadvantaged groups
- Transparent training fund management breeds trust and assurance
- Devolved management with private sector advisory groups means better run colleges
- TEVET needs business and business needs TEVET

### **3.2. Pretesting of Campaign Themes and Messages for STEP**

In the process of developing phase 1 of the STEP Project campaign, a message pre-test will be made to assess and forecast impact. This will be a vital and key element in order to develop final materials and messages for the campaign.

## **4. IMPLEMENTATION**

The communication and visibility efforts will be initiated and monitored by the STEP team (UNESCO) and day to day support will be provided by the UN volunteer. However, coordination of events and logistical arrangements will be managed and implemented by an organization or public relations / events management company that will be contracted for this purpose.

## **5. MONITORING AND EVALUATION OF C&V EFFORTS**

The monitoring and evaluation of the STEP C&V efforts are part of the overall M&E framework built into the project design. Monitoring involves periodic assessment of implementation and performance of STEP activities; whereas evaluation focuses on the results in terms of relevance, effectiveness and impact in promoting TEVET and in raising visibility of the European Union, UNESCO and the Government of Malawi. The STEP M&E system will provide answers on the progress and impact made by the communication campaign in achieving the project's outputs and outcomes.

Communication and visibility efforts will be described in Quarterly reports by the STEP team to the European Union Delegation to Malawi, and at least once a year in annual progress reports.

An annual review of C&V efforts will focus on the measurable outcomes of joint communications activities and on the outcomes of those activities on target audiences. Reports will be prepared to evaluate performance and to ensure that corrective action to meet outstanding communication needs is included in the STEP work planning cycle for the coming year. The following methods will be considered for use to evaluate communication effectiveness:

- Pre- and post-testing of messages;
- Opinion polls to measure changes in knowledge, attitudes and practices (KAPS surveys)
- Content analysis to gauge media attitudes, tone and coverage; (Press clips, TV, Radio, social media)

- Audience studies to gauge media outreach, readability, ratings, coverage.
- College tours and interviews with student and tutors

### **5.1. Key Performance Indicators**

Indicators provide parameters against which to assess project performance and achievement in terms of quantity (how many/how much?), time (when?), target group (who?) and quality (how good?). Indicators can be quantitative, (number of people, % of adoption), semi-quantitative (scale or ranking), or qualitative (perceptions, opinions, categories). Several metrics will be analyzed to evaluate the success of the STEP C&V initiatives depending on each channel's aim and target group. These include:

- Feedback received through various platforms such as SMS, emails, phone calls.
- Positive Media Coverage through newspaper, radio and online news articles
- The frequency of reporting of STEP. To be done through media monitoring - press clippings, TV/Radio and social media clips,
- Quality of reporting of STEP - To be done through Media monitoring - press clippings, TV/Radio and social media clips,
- Likes/following and conversations on social media pages
- Survey Results (to be conducted at the end of the campaign)
- Frequency of inquiries about STEP
- Number of audiences exposed to STEP messages.

## **6. ANNEXES**

### **Annex # 1: Creative concept for STEP**

See separate pdf file.

**Annex # 2:** The list of recommended channels for each of the major audiences

**The list of recommended channels for each of the major audiences**

<b>Target audiences ranked by importance</b>	<b>Preferred/Appropriate channel of communication</b>
Out of school youth	Guidance and Counselling curriculum, Life skills curriculum, TEVETA outreach, Youth groups, MBC radio FM, Zodiac radio and television, WhatsApp, Facebook, song, poetry, video,
In-school youth	Guidance and Counselling curriculum, Life skills curriculum, TEVETA outreach, MBC radio FM, Zodiac radio and television, WhatsApp, Facebook, song, poetry, video, Ted Talk
Parents	Guidance and Counselling curriculum, Life skills curriculum, TEVETA outreach, MBC radio FM, Zodiac radio and television, WhatsApp, Facebook, song, poetry, video, Ted Talk
Private sector	Pamphlets, experiential (skills days, awards ceremonies, special events), forums, Website, Facebook, newspapers
College Principals and Administrators	Forums, policy briefs, guidelines/check list, manuals, research reports
College Instructors	Forums, policy briefs, guidelines/check list, manuals, research reports
All TEVET stakeholders (Public, private, young and old)	Public media (TV – talk shows, radio, newspapers, websites)
Regulators/law makers, service providers, service seekers	Forums, policy briefs

### Annex # 3

## Activity plan – STEP communication and visibility - 2017

### General:

The following items have already been developed and used at various events.

- STEP Brochure
- Three pull-up banners produced used at various events.
- Three STEP banners produced, used at launch, IWD event, etc.
- Credit card size thumb-drives
- STEP Research Series No. 1: Career Guidance and Counselling – a bridge from secondary school to tertiary education
- STEP Report Series: No. 1 – Southern Africa Regional Forum on TVET
- Interviews on TV and radio promoting TEVET as an options for students
- Ngwazi Zachikazi poem, song and video

Forthcoming:

- STEP Report Series: No 2 – Southern Africa Regional Forum on TVET teacher training
- STEP Research Series No. 2 – Situational Analysis of Student’s Sexual and Reproductive Health needs and extent of Gender Based Violence in Technical Colleges

**An indicative list of events and related C&V activities and products for STEP are provided below:**

### Website and social media

<b>STEP website launch</b>	<b>2<sup>nd</sup> half of June, 2017</b>
<b>Social media launch</b>	<b>July, 2017</b>

### Component 1:

<b>Task</b>	<b>Expected dates</b>
• IWD event, Mponela – March 10	Completed
• Ngwazi Zachikazi Story competition	On-going – completed by August 2017
• International Youth Day event	August 2017
• STEP Champion – Sangie To produce 3 songs and videos promoting TEVET and breaking gender stereotypes	June 2017 – May 2018
• STEP Champion – Robert Chiwamba To produce 3 poems and videos promoting TEVET and breaking gender stereotypes	June 2017 – May 2018
• My Tsogolo magazine team organize 10 school events	July 2017
• Annual STEP awards	These could be linked to the annual TEVETA graduation

## Component 2:

<b>Task</b>	<b>Expected dates</b>
• Develop/distribute booklet – Why get involved in skills development? With Malawi Confederation of Chambers of Commerce and Industry and MABCATA	November 2017
• Develop/distribute booklet – Why hire a person with disability? In collaboration with MACOHA and MCCCCI	December 2017
• Develop and distribute at least three theme posters (e.g. CBT & A, women in construction trades)	November 2017
• Printing and distribution of training packages in five trades at Level 1	All materials will have the four logos – STEP, UNESCO, EU and GoM.
• Newspaper feature on distribution of trainer and trainee guides	September – December 2017

## Component 3:

<b>Task</b>	<b>Expected dates</b>
• Two stakeholder forums	June and November
• Two intra-Ministerial meetings on skills	September and January (2018)
• Press releases / newspaper stories on above	As above schedule
• Press release / story on formation of Principal's Forum	August 2017

## UN Volunteer to work in communications for STEP

The STEP project expects to recruit a UNV in July 2017 with experience in media and communications to support the C&V efforts including updating stories on the STEP web site, Facebook page, Instagram, and WhatsApp.