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International Centre
for Technical and Vocational
Education and Training

Increasing Public Awareness of TVET in the Philippines

A Case Study



Prepared by the Philippine Technical Education and Skills Development Authority for UNESCO-UNEVOC

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I. Background of Philippine TVET

There are three education subsectors in the Philippines: basic education, higher education and the technical vocational education and training (TVET). This was an outcome of the study undertaken by the Congressional Commission on Education (EDCOM) in 1991, which recommended to tri-focalize the education system in the Philippines.

The EDCOM recommendations focused basically on both legislative reforms and programme measures that will: improve the quality of Philippine education, make education accessible to all Filipinos and make it more responsive to the development challenges of the country. Legislative reforms consist of the creation of the three (3) departments for each of the levels of education in the country, while programme measures include those that will develop a competent and productive citizenry, improve the quality and status of the teachers and administrators, strengthening partnerships for optimum learning, better planning, coordination, monitoring and evaluation of education and training, among others¹.

Hence, education reform acts were passed in 1994 to 1995, creating the agencies that would supervise each of these subsectors. Republic Act No. 7796 or the "Technical Education and Skills Development Act of 1994"² created the Technical Education and Skills Development Authority (TESDA) which integrated the functions of the National Manpower and Youth Council, Bureau of Technical Vocational Education and the apprenticeship programme of the Department of Labor and Employment (DOLE). The basic and higher education are managed by the Department of Education and the Commission on Higher Education, respectively.

TVET is referred to as involving post-secondary and non-degree technical vocational education and training. TVET provides education and training to prepare students and other clients for employment. It also provides specific skills training for those who are already in the labour market and need to upgrade or develop new competencies to enhance chances for employment and/or improve productivity.

Potential beneficiaries of TVET primarily include secondary school graduates or drop-outs as well as college undergraduates and graduates. Unemployed persons who are actively looking for work and former overseas workers also tend to turn to TVET for either additional skills or a change in career paths.

The TVET delivery network in the country consists of more than 4,000 institutions, more than 60% of which are privately owned. Public TVET providers include 126 TESDA Technology Institutes located nationwide. Other public TVET providers include state-owned universities and colleges and local colleges offering non-degree programmes; Department of Education-supervised schools; and local government units and other government agencies providing skills training programmes.

Funding for TVET depends on the type of provider. For private TVET institutions, students or trainees pay fees. On the other hand, training by publicly owned TVET providers are subsidized by the government, hence the trainees do not pay or pay very minimal amount for the training. The budget of the 126 TESDA Technology Institutes is incorporated in the budget of TESDA which is an average of PhP 2.3 Billion per year.

Training delivery is through 4 basic modes: 1) school-based; 2) centre-based; 3) community-based programmes leading to livelihood and self-employment opportunities; and, 4) enterprise-based programmes such as the apprenticeship programme.

At present, TVET is situated largely outside of or adjacent to formal basic and higher education. However, recent initiatives by the government have slowly created links and interfaces between TVET

¹ Making Education Work: An Agenda for Reform, the Congressional Commission on Education, 1991.

² Technical Education and Skills Development Act of 1994 with Implementing Rules and Regulations, Philippine Star, February 13, 1995.

and higher education through a national qualification system with the intention of creating a seamless education and training system that allows mobility in terms of flexible entry and exit into the system.

The Technical Education and Skills Development Authority

The Technical Education and Skills Development Authority (TESDA) is the government agency tasked to manage and supervise technical education and skills development (TESD) in the Philippines. TESDA is mandated by Republic Act No. 7796 to "provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of high quality Filipino middle level manpower responsive to and in accordance with the Philippine development goals and priorities" (Republic of the Philippines, 1995, p. 19). The Act also provides that TESDA "shall encourage active participation of various concerned sectors, particularly private enterprises, being direct participants in and immediate beneficiaries of a trained and skilled workforce, in providing technical education and skills development opportunities" (Republic of the Philippines, 1995, p. 19).

The TESDA Act merged the Bureau of Technical Vocational Education of then Department of Education, Culture and Sports, the National Manpower and Youth Council and the Apprenticeship Programme of the Department of Labor and Employment.

TESDA is the authority in TVET in the country. It is composed of the Board and the Secretariat. The TESDA Board is the highest TVET policy-making body composed of at least thirteen (13) public and private stakeholders that work together for the benefit of its constituents.³ The TESDA Board is chaired by the Secretary of Labor and Employment, with the Secretaries of Education and Trade and Industry as co-chairs. Private sector representatives come from the employer/industry organizations, national association of private TVET institutions and from the labour sector.

The Secretariat, headed by the Director General, serves as the development and implementing arm of the authority. Delivery of programmes and services are carried out through a network of offices and training institutes situated in strategic locations nationwide. There are TESDA regional and provincial offices in all the regions and provinces of the country. TESDA has also inherited from its predecessors, 126 TVET schools and training centres. These technology institutes share almost half of the total budget of TESDA.

The TESDA core business is to provide national leadership in developing a skilled workforce particularly in ensuring a sufficient provision of skilled workers and technicians at an international standard to meet the needs of the enterprises; and in ensuring access to skills and technician education for the greater majority of the Filipinos. The exercise of TESDA's role as the national leader and Authority in TVET is guided by its core business consisting of three planks which are mutually reinforcing and anchored on quality provision: *direction setting, standards setting and systems development and support to TVET provision*. A necessary component of the TESDA core business that connects and supports the three planks is the *institutional capacity building*. TESDA has to build its competencies to improve the various systems and processes in the organization.

Its organizational structure and core business is presented in Annex A.

The whole TVET network is comprised of more or less 4500 public and private training institutes, with majority or about 80% private institutes. TESDA registers the TVET programmes/courses offered by these institutes prior to offering. There are sets of standards, called the Training Regulations, which TESDA develops with the assistance of industry experts, which serve as basis in registering the programmes.

TESDA programmes that support skills development include scholarship programmes, trainers' development, technical assistance to the TVET institutes, networking with partners and social marketing and advocacy.

³ It has increased to more than twenty since then. The TESDA Board members are appointed by the President.

Total manpower complement of TESDA is approximately 4300 for all the TESDA offices and training institutes.

Budget is from the national government, with some assistance for specific projects from international development institutions such as the World Bank, Asian Development bank, Japan International Cooperation Agencies, Korea Overseas International Cooperation Agency, German Development Assistance, Ausaid, etc. The TESDA budget has been at the same level for the last eight (8) years. The total budget is based on projected expenses of programmes and projects identified in the medium term skills development plan, and/or annual priorities of the leadership as approved by the TESDA Board. Allocation for specific programmes may be adjusted as necessary and upon approval or directive of the Director General.

Trainees enrolled in the TESDA – owned institutes enjoy free training, however, over the years, due to limited funds/budget, there was a need to charge fees to sustain quality provision. The private TVET institutes charge training fees. TVET is expensive; therefore, there are underprivileged Filipinos who are not able to enrol in TVET courses, nor in any tertiary education.

Philippine TVET challenges

The Philippines shares most of the challenges experienced by other countries implementing TVET such as: poor coordination and cooperation between implementers, industry, commerce and stakeholders (European Training Foundation, 2003); lack of alignment between technical qualifications earned in vocational schools and with degrees from colleges (Kuczera, Kis & Wurzburg, 2009); lack of funding (Hoeckel, 2008); lack of awareness or limited knowledge of TVET programmes (Quay Connections in OECD/CERI, 2009); and, being regarded as second class education and for less fortunate or less intelligent individuals (Tilak, 2002).

The latter two challenges, those regarding the public's awareness of TVET and the stigma associated with it, are further examined and addressed in this case study.

Furthermore, the National Technical Education and Skills Development Plan 2005-2009 (NTESDP) identified that the key TVET issues to be addressed were: 1) need for wider social appreciation on the role of TVET; 2) need for greater industry involvement; 3) need to institutionalize portability and direct link between technical vocational education and training and higher education; 4) lack of purposive career guidance and profiling of the youth; and, 5) the need for quality standards in TVET in the public sector.

The successor plan, NTESDP 2011-2016, which is due to be completed in the first quarter 2011, will seek to address the challenge of balancing the need to reach the grassroots and the vision of increasing absorption rates of TVET graduates.⁴

The major problem in the Philippine labor market is the existence of supply-demand mismatches which leads to structural unemployment – a situation where there are plenty of available jobs that could not be filled up by our existing manpower while there are jobless people who can't find jobs due to lack of skills. Geographical mismatches also occur in which there is surplus labor in other areas while a dearth of labor supply is being experienced in other regions. This is basically due to the following causes: 1) inadequate market intelligence; 2) non-responsive/inflexible training programmes; 3) inadequate investments on education and training systems; 4) low quality learning inputs/outputs; and 5) mismatch in skills formation with job requirements.⁵

In the focus group discussion among the various stakeholder groups, a number of challenges surfaced in line with the promotion of TVET in the country. The need for resources to sustain the gains of promoting

⁴ The New TESDA: "Real Deal" in Technical Education and Skills Development, Corporate Affairs Office, TESDA, November 2010.

⁵ HRD Framework for the Labor and Employment Summit 2011, Planning Office, TESDA, November 2010.

TVET thru scholarships and free assessment after huge investments in human resource development in the past year is a major challenge faced by TESDA at present and in the near future. Policies and procedures in the formulation and deployment of standards and qualifications, assessment and certification, and in the implementation of programmes have yet to attain quality assurance levels that meet international standards.

While there has been increase in the awareness of TVET and therefore, increase in the quantity of intake of the TVET system, the capacity of industry to absorb the graduates has not increased as much, especially in the recent years when the global economic crisis affected most of the labour intensive sectors. On the other hand, the industries that were not greatly affected and were the focus of the training interventions, such as the business process outsourcing require skills that do not necessarily match those of the graduates of the education system.

The mismatch between training and industry requirements and the need for stronger and closer coordination between industry and the TVET providers has remained a force to reckon with, despite the fact that TESDA training regulations have been industry led and developed in close collaboration with industry representatives.

Statement of the problem

The lack of awareness and understanding of the real value of TVET vis à vis higher education and the stigma on technical education and training are deeply rooted in the Philippine culture.

In 2009, the Technical Education and Skills Development Authority embarked on an intensive nationwide social marketing and advocacy programme (SMAP). This was prompted by a number of private- and government-led studies that have repeatedly shown evidence of low public awareness of TVET and TVET programmes as well as low public acceptance of TVET as a viable educational pathway for socioeconomic development.

The National Sectoral Skills Plan for the Agriculture, Fisheries and Food Manufacturing Industries (2004) reported that there is a lack of public awareness of TVET programmes and partiality of the general populace towards degree courses. The National Sectoral Skills Plan for the Information and Communications Technology Sector (2004) reports that TVET is often regarded as preparation for menial jobs while degree courses often lead to the usually more preferred office work. Syjuco (2007), in an attempt to describe the stigma associated with TVET, posits that the bias against vocational training has deep historical roots and points out that the public perceive TVET to be the last choice among students who cannot afford to take degree courses in colleges.

These subsectoral plans reiterate the same problem in the NTESDP earlier mentioned. The lack of public awareness is a situation not only among the target clients of TVET but with those who make or influence their career decisions such as parents, relatives and friends, and among the end users of technical education and skills development, the industry. The need to create awareness among the general population of the expected result, social acceptability of TVET, is imperative.

This study will attempt to document, evaluate and analyse TESDA's Social Marketing and Advocacy Programme (SMAP) conducted during the period August 2008 to December 2009. It will also examine the messages used during the campaign, the process of selecting the target audiences, the media used to deliver the messages, the several other methods used to engage the public's attention towards the message, and the subsequent results of the campaign.

In its course, the study maintained the following hypotheses: that effective social marketing leads to increased awareness of TVET, and that increased awareness leads to changes in attitude towards TVET.

II. Methodology

Conceptual framework

In the conduct of the study, the reinforcement theory of Hovland, Janis and Kelly (in Modelo, 1987) was considered among others. Simply stated, the theory presents that "communication leads to learning". This presents that a persuasive message delivered through communication leads the receiver of the message to change his opinion on the subject of the message. This change in opinion (formed through what is essentially reinforcement) leads to a change in attitude. At the conceptual level, the "communication" aspect of the theory may be the mass media and other forms of communications employed to deliver the messages of the marketing campaign, while the change in opinion will occur within the target audiences.

The study also regarded the views of Brown, Bryant, Forthofer, Perrin, Quinn, Wolper & Lindenberger (2000) who suggested that before changes in attitude can be expected to take place, four key concepts must be carefully developed and situated around the target individual. These include the product (usually the benefits that will be gained by the consumer after a change in behaviour or attitude); price (the possible compromises that the target audience may need to render); place (where information is distributed and where services can be availed); and promotion (strategies employed to attract consumers).

Petty & Wegener (1998) presented some relevant conclusions that apply to this case. One is that when delivering the message that directs attitude change, it was found that distractions enhance persuasion even if the argument for the change is weak. Another conclusion stated that the credibility of the source may highlight the weakness of an argument.

Finally, on the process for crafting and delivering a message for social marketing, Pechmann & Reibling (2000) in a journal article examining case studies of anti-smoking advertising campaigns in the US and Canada, offer some insights. It was found that even a carefully constructed message may still be misunderstood by its target audience, thus pre-testing messages is an advisable practice. Also, a focused campaign, one that utilizes just one message, is more effective than one that is heterogeneous. In addition, outcome studies are recommended to evaluate the effectiveness and cost-effectiveness of a particular campaign, as the knowledge base gained from the studies can be used as inputs to facilitate the formulation of a follow-up procedure or succeeding phases of a social marketing campaign.

The concept of social marketing has been introduced as the focus of this study. Social marketing simply means the application of marketing concepts to social services, which is the product of TESDA as a government agency. Marketing of TVET to the agency's customers – the Filipino people, is both a science and an art, and requires creative strategies and substantial investments.

Research design

This paper employs the case study approach in looking at how the SMAP of TESDA helped in creating public awareness and in shaping the attitude of Filipinos towards TVET. Data were gathered from existing documents compiled by the researchers. These include accomplishment reports, project proposals, news clippings, text messages and e-mails sent by stakeholders (schools, students, out-of-school youth, workers, etc.) as well as reports of surveys conducted by recognized private research groups in the Philippines. The researchers' personal account and observations on the agency's SMAP likewise forms a bigger part in the writing and analysis of this paper.

To establish the validity of the data and to generate ideas from the sector, the researchers also conducted a focus group discussion, participated in by representatives of TVET policy makers and providers, industry, students/trainees, media outfits, labour unions and government agencies.

Limitations of the study

There are limitations that need to be taken into account when considering the study and its contributions. While the SMAP's use of media may have been extensive, no specific feedback mechanism to evaluate the cost-effectiveness of a particular media was installed, thus the study offers no definite conclusions to this aspect of the SMAP. However, a simple cost-effectiveness analysis may be done considering the number of audience reached compared to the total investments poured into the SMAP.

The surveys that were commissioned during the SMAP implementation dwelt mainly on the awareness levels of the target audiences, no other instruments to determine the attitudes or changes of such were included. Thus, while awareness levels may have changed, there is little detailed data as to the extent to which the SMAP may or may not have affected the public's attitude towards TVET. The closest would be a correlation on the increase in the activities and interventions undertaken; and the increase in the feedback/queries/interest received. The last quarter survey also captured responses on the change of perception of the respondents.

The SMAP was conducted at the same year TESDA was allocated the highest investment by the administration. The scholarship programme increased by about 300% from previous years. This was part of the economic stimulus package of the Arroyo administration, the country's strategic response to keep the economy from being badly hit by the global financial crisis. The scholarship programme became the object of and reason for the TVET marketing activities. The training for work scholarship programme is a strategy to increase access to TVET and at the same time address the skills gap in the labour market.

The differentiation between marketing and advocacy of TVET vs. promotion of TVET needs to be clarified. This study is focused on marketing of TVET, TESDA and its flagship programme during the period.

III. The social marketing and advocacy programme

The intervention that is referred to in the study is from August 2008 to December 2009. There have been activities undertaken previous to this, however, the organized set of interventions were implemented during the period under study. It was also during this period when the authors were assigned to handle the programme. Please See Annex B for detailed schedule of implementation of each element of the SMAP.

The TESDA scholarship programme

In 2009, the budget for the scholarship programme increased three times its level in 2008. The global financial crisis in the first quarter of the year gave an impetus for the President to provide more support to the scholarship programme. The objective is to equip the Filipino workforce with skills to retool or develop skills required in companies and sectors that are not affected by the crisis.

Additional funding of P3.6B for the scholarship, from its P2B level in 2008, came from the President's social fund. TESDA is funded by the national government, and so are its programmes such as the scholarship programme.

While both the government and the employers recognize the importance of technical education and skill development, only a small segment of the Filipinos who are the beneficiaries of these opportunities have the same appreciation of TVET. It was an effort in the beginning to entice them to take up TVET. The slow movement of the scholarship funds in the early part of the programme needed a communication programme to disseminate the information to the target audience.

Formulation of the communication plan

A facilitator was invited to lead a group of senior officials and public information staff of TESDA. Communication planning is not a core competency of TESDA thus the need to invite an expert who could provide the inputs as well as directions in developing strategies for the effective implementation of its advocacy programme.

This was the first attempt at crafting a communications plan and it was during this exercise that the TESDA head and the group responsible for its implementation learned about the need to focus and decided to use only one or at most two key messages, to effectively deliver the message to its audience.

The first communication plan was aimed at a conservative goal of doubling the awareness rating in the previous year, which was the awareness rating of the director general, assuming that the public awareness of the head of agency is the same level as that of the agency. There was no other benchmark information available at that time on which to base the public awareness level. This assumption later on in the period under study, proved to be an underestimation of the level of awareness that can be attained by the agency compared to the level of awareness of the head of agency. For the following year, there was more solid basis with which to project a more realistic goal.

The main objectives of the communication plan and the advocacy programme were the following: 1) for parents, youth, career shifters and unemployed - to make them aware of TVET and the opportunities it offers, the job opportunities available in the labour market, and encourage them to enrol in TVET programme; 2) for the schools - to inform them of the labour market demand and consider these in the offering of their programmes; 3) for policy makers and legislators - to increase their appreciation of the role of TVET in economic development and entice them to increase the budget allocation for TVET.

The plan formulated in the last quarter of 2008 and revisited/revised in 2009 laid down the various media, strategies and activities to be undertaken for the period. Several possible media delivery and content for the advocacy programme were then proposed, deliberated and pre-tested with media consultants.

The message

Several messages were recommended and after presentation to the national directorate and the head of agency, two slogans reflective of the key messages were finally accepted: 1) *Sa TESDA, gaganda ang buhay mo.* (Through TESDA, a better life awaits you); and 2) *Sa TESDA, may laban ka.* (Through TESDA, you will be empowered or Through TESDA, you have a chance to win)

The main idea was to present TVET as a means to a lifestyle which people wish to have. TESDA is their vehicle to achieve their dreams and aspirations. The second slogan, which was actually crafted in the beginning of the first quarter of 2009, during which time the impact of the global economic crisis will be felt in the country, is suggestive of the ability of the person to combat economic difficulties if he has the right skills. TESDA is there to provide the skills that a worker or a person would need to survive any ill effects of the economic crunch.

The audience

The low regard for manual labour, and TVET, is a universal challenge for TVET practitioners. It is often viewed as an alternative track for those with low mental ability and/or limited, if not absence of financial resources to enrol in degree programmes. Every parent's desire for their children is a college degree and become professionals.

Most of the schools, on the other hand, offer programmes requiring low capital investments, particularly on training equipment. They have limited information on the requirements of the labour market.

On the part of the government, budget allotted for TVET has not seen any remarkable increase since the time TESDA was established in 1994. This, to a large extent, limits the number of enrollees in TVET programmes.

The above situation has led to several problems. The number of unemployed, including those who are educated, remains high in the country. There is a mismatch between the supply of graduates produced by educational institutions and demand of industry for workers.

TESDA's SMAP, therefore, targeted varied audiences; primarily youth, parents, the unemployed, career shifters, schools, and industries. Other audiences included policy makers, legislators and the general public.

Media selection and delivery

In communicating the message, the benefits and advantages of TVET were highlighted. Information on skills that are in high demand in the local and global market was included in the key messages. Courses offered, procedures and requirements for availment, including the addresses and contact numbers of TESDA offices and institutions, were made available to the public.

Successful graduates of different qualifications (e.g. welding, cooking, consumer electronics servicing) and age range (18 and above) were themselves tapped as endorsers. Also of great significance is the endorsement of the head of TESDA who talks about the advantages of TVET and the available jobs in the labour market. His participation and appearances in the various social marketing activities added credence to the advocacy of the agency.

The messages were packaged primarily in the form of selected success stories of past TESDA graduates with considerable achievements. These were dramatized and featured in several TV and radio programmes regularly throughout the period. The same were also featured on newspapers, magazines, books and other publications.

In addition, thousands of brochures, flyers and leaflets containing information on TESDA programmes and services were printed and circulated during exhibits and TESDA-sponsored public events conducted regularly throughout the period of the SMAP. The same content were also printed on regularly run advertisements on major newspapers and magazines with nationwide circulation.

To gain the widest exposure and reach as many audiences as possible, TESDA utilized both print and broadcast media, social/digital media and interpersonal communication in its advocacy programme. The various activities were undertaken by the entire organization consisting of its Central Office as well as its network of field offices located around the country. The Central Office carried out its advocacy activities through multi-media and social media to reach out to the entire nation. The field offices, on the other hand, used extensively interpersonal communication in their respective areas. The Central Office developed all the advocacy materials which were then disseminated through the field offices.

Use of multi-media

Broadcast media⁶

In the Philippines, broadcast media, particularly radio and television, are very popular. They have proven to be effective tools in disseminating information to the public because of their speed and wide coverage.

Aware of this fact, TESDA made use of the broadcast media in its social marketing and advocacy programme. The Central Office arranged appearances on various national radio and TV programmes where TESDA officials talk about TESDA and its programmes and services. TESDA officials in the field offices, on the other hand, had their interviews on local radio programmes. In some areas, the TESDA offices maintained their own radio programmes where they regularly disseminate information to the public.

⁶ See Annex B for complete implementation schedule



Figure 1 The TESDA Head (right), Secretary Augusto Boboy Syjuco during a radio guesting

One effective way of promoting TVET is the showing of success stories of individuals whose lives improved because of the skills they acquired through training. Documentation of their success stories on video was done. TESDA segments featuring such success stories were likewise produced and shown or aired in selected radio and TV programmes for almost a year. These success stories were converted in CD format and copies were shown by the field offices to the public in their assemblies and other gatherings.

The biggest number of unemployed persons in the country belongs to the youth sector. To reach out to this group and bring the message about the advantages of TVET and the opportunities it brings, TESDA designated a popular young singer and actress, Sarah Geronimo, as TESDA ambassador. The agency produced a series of infomercials with the Ms Geronimo as endorser, dancing and singing to the music of the TESDA jingle. The infomercials featured the various TVET courses that are in demand and where there are available jobs in the domestic and overseas labour market. These were shown and aired in popular TV and radio programmes for a specific period of time.



Figure 2 Screen Capture of the TESDA Music Video with the Secretary Syjuco and Ms Sarah Geronimo as lead actors/endorsers

Print media⁷

In addition to the broadcast media, TESDA also utilized the print media. Press releases, feature stories and advertisements were regularly printed in the country's leading newspapers and magazines. Thousands of copies of leaflets, flyers and brochures describing the agency's major programmes, including procedures for availment and qualification requirements were likewise prepared. A comics portraying the advantages of TVET and inspiring stories of successful graduates was developed and thousands of copies were printed. Streamers, banners and billboards inviting the public to enrol in TVET programmes were designed and displayed in strategic locations.

⁷ See Annex B for complete implementation schedule

TESDA-PGMA Scholarships

for BPO workers: 65% hired in 2008

In May 2006, only three of 100 applicants for call center agents or three percent were hired by call center companies, comprised mostly of large multinational companies.

In a joint report to President Arroyo, Secretary Augusto Boboy Syjuco, TESDA Director General, and Oscar Sanez, Chief Executive Officer of the Business Processing Association of the Philippines (BPAP) said that the average employment rate from January to October this year, was up again to 65 percent.

Aside from TESDA's partnership with the BPAP, TESDA has also forged a partnership with the League of Offshoring and Outsourcing Partners @ Philippines (LOOP) comprised mostly of smaller local call centers and BPO companies.

TESDA and LOOP will jointly host the 8th National TVET Forum on December 11- 12, 2008. The forum will further foster alliances and generate consensus on the imperatives of TVET from stakeholders and policy makers.

Call Center Agents	64%
Medical Transcription	86%
2D/3D Animation	100%
Software Development	100%

Want to know more about TESDA?
 Visit: Technical Education and Skills Development Authority
 East Service Road, South Superhighway, Taguig City
 Call: 887-7777
 Email: tesda@tesda.gov.ph
 Log on: www.tesda.gov.ph

LABANAN ANG KAHIRAPAN

Pass by TESDA on your way to a Job, or to College

Sa TESDA Gaganda ang Buhay Mo!

Secretary TITO BOBOY Syjuco, Ph.D.
 TESDA Director General

Figure 3 Example of Newspaper Ad Announcing TESDA Scholarships

Digital and social media

The Philippines has been referred to as the texting capital of the world. This is because of the big number of cellular phone users that send millions of text messages every day.

Unlike the broadcast and print media that were basically one-way channels of communication, the cellular phone was utilized by TESDA in responding directly to queries sent by interested individuals. TESDA made available two numbers where the public could send their messages and assigned personnel who were tasked to provide feedback to the message sender. This facilitated a faster automated two-way communication between TESDA and its public and is a component of the TESDA contact centre where TESDA receives and responds to queries and complaints thru a telephone hotline number, and email, in addition to the SMS. At present, TESDA has made extensive use of social media sites such as the Facebook and Twitter.

In addition to this, SMS broadcasts to 45,000 subscribers were done to promote specific programmes of the agency.

TESDA also took advantage of the growing popularity of the Internet in the country. Some of its programmes were promoted through placement of advertisements in at least 6,000 terminals nationwide through arrangements with a large Internet café franchise. The estimated number of audience reached was two million per month or a total of 12 million for six months.



Figure 4 Placement of TESDA ads in internet cafes

The online video hosting service YouTube also had a role to play in TESDA's SMAP. A version of the infomercials produced by the agency was posted on this site and can be viewed at <http://www.youtube.com/watch?v=pqR-fKL9GzA&feature=channel>.

Use of interpersonal and face-to-face communication

Recorridas⁸

To reinforce the dissemination of information through mass media, face-to-face communication was adopted by TESDA's field offices nationwide. The staff organized assemblies called "recorrida" where TESDA representatives talk directly with the clients and discusses TESDA's programmes and services. This is being done in schools, gymnasium, malls, and other public places that can hold a big crowd. As part of the documentation of the activity and for monitoring purposes, TESDA keeps the list of attendees. Letters are sent to these attendees to inform them about the latest developments in TESDA and invite them to avail of the agency's programmes and services.

⁸ See Annex B for complete implementation schedule



Figure 5 During a reccorida event

Jobs bridging events

To support TESDA's Seek-Find-Train strategy into desired outcomes which is "jobs", the agency held jobs bridging events in various strategic locations. These events brought together in one place the TVET graduates and their prospective employers to facilitate the former's employment. All jobseekers were given the TESDA "Gold Card", a yellow plastic card where their bio-data are stored. Instead of bringing hard copy of their bio-data, the applicants just have to show the card in any of the jobs bridging events organized by TESDA. In addition to being a tool for job application, the card also serves as an advocacy material where the TESDA slogan and the addresses and contact numbers of the TESDA Offices were printed. During the event, video on success stories of TVET graduates are shown and TESDA representatives make presentations on TESDA programmes and services. There were events held in all strategic locations in the country which ran from April to December 2009 and assisted about 60,000 job seekers.

Exhibits, fairs and others⁹

TESDA also participated in exhibits, fairs, skills competitions and fora organized by other government agencies and non-government organizations. The TESDA staff used these as venues for displaying and distributing information materials and showing of video materials.

⁹ See Annex B for complete implementation schedule



Figure 6 During a TESDA Exhibit

TESDA was also given time to promote during concerts of the popular singer-actress in 11 key cities in the country. The TESDA Director General or his representative would come on stage, give a short talk on TVET programmes and raffle off scholarship vouchers. TESDA brochures and other materials would also be given to audiences during the concerts. This was done from June to December 2009.

Search for TESDA Idols

Giving awards to TVET graduates was another mechanism adopted by TESDA in promoting TVET. The agency launched the Search for TESDA Idols. This contest aimed at giving recognition to TVET graduates who have attained skills excellence and success, and have contributed in their own ways in the development of their respective communities; increasing the level of awareness and appreciation of technical vocational education among the general public in the country; and at raising the self-confidence level and morale of technical vocational graduates. The award is based on the following criteria: 1) a graduate of any TESDA programme whose consequent immediate employment / business is in line with his/her techvoc course; 2) outstanding accomplishments / achievements in line with his/her trade for the past three (3) years; 3) working in line with his / her techvoc education / training for at least one year; and 4) recognized by community socio-civic organizations.

Twelve winners from the different regions in the country were chosen and awarded cash, trophies and tokens. The contest mechanics, the selection process, the success stories of the winners and the awarding ceremonies were documented and shown in a TV programme for almost three (3) months.



Figure 7 Screen CAPTURE of TESDA TV segment showing its success stories

Below are some of the stories of the selected TESDA Idols:

Sample Success Story No. 1

Remegio B. Gonzales, Ph. D.
Region X (Northern Mindanao)

Dr. Gonzales' career is one best illustration of the ladderized education programme. Starting with a technical vocational (techvoc) course in industrial electricity, he proceeded to finish college and post-graduate studies.

He finished a post-secondary course in industrial electricity in 1967 and immediately got a job as electrician. He self-supported himself to college finishing a bachelor's degree in industrial education. He was working as electrician at the University of Bohol while studying in college.

After finishing his first college course, he joined the Mindanao State University (MSU) –Iligan Institute of Technology as instructor. While teaching, he pursued his second college course in electrical engineering.

To top his educational pursuits, he finished a master's degree in teaching and a doctorate in education management from Ateneo de Cagayan.

Aside from his qualifications as a professional electrical engineer, he also has TESDA National Certificate for Building Wiring Installation NC II. He is a certified trainer (Trainers Qualification Level 1) and assessor (Assessors Qualification Level1).

Sample Success Story No. 2

Raul B. Samson
Cordillera Administrative Region

Raul brands himself as a successful technical vocational graduate and family man.

After graduating in high school, he qualified for a one-year scholarship in general machine shop at RMTC La Union at the then National Manpower and Youth Council (NMYC) Regional Manpower Training Center (RMTC) in San Fernando, La Union. He graduated in July 1987.

Immediately after graduation, he was hired as benchwork finisher at Moog Controls Corp. in Baguio City.

He was one among the first batch of NMYC graduates who were employed by the multinational company. Because of his industry and dedication to work, he was promoted to higher positions in the company work ladder as CNC operator, toolroom machinist, and technical coordinator. Before finishing his college course, he was promoted as supervisor and shift facilitator in the company.

Sample Success Story No. 3

Garry O. Buena
Region V (Bicol Region)

Garry learned to work at an early age to support his studies. He was only 17 years old when he started working as clerk in the Provincial Capitol of Camarines Sur. He took up electronics at the TESDA training center in his hometown. TESDA trainers taught him the trade skills and developed his entrepreneurial talent. Which he has put to good use in his present position as manager and proprietor of Springluck Engineering. The company employs TESDA graduates who are capable of keeping its commitment to provide quality-oriented service to all their customers. As he looks back, Garry realizes that he could never have done much in his life and career without government help through TESDA.

Staff

The TESDA Public Information Office (PIO) was strengthened in terms of personnel and financial resources. The number of staff increased from nine (9) to seventeen (17) from 2008 to 2009. Two (2) executive directors who reported directly to the Agency head were assigned to handle the operations of the office from August 2008. The arrangement allowed for relatively faster decision making and response.

Additionally, the officials and staff of the TESDA Executive, Regional and District Offices as well as TESDA Training Institutions were also involved in SMAP activities to some extent. The services of several consultants and media outfits were also contracted during the period.

A special national directorate conference was held in the last quarter of 2008 specifically to draw up an agency wide social marketing and advocacy plan for the period until 2009.

Budget

The budget for the Social Marketing and Advocacy Programme increased from PhP 15 million (about USD 327,000) in 2008 to roughly PhP 90 million (about USD 2.3 M) in 2009. Additional budget requests were subsequently approved as new activities were added.

The increase in SMAP activities was necessary in view of the increase in scholarships from PhP2.0 Billion in 2008 to PhP5.6 Billion in 2009.

Please see Annex C for breakdown estimate of cost.

IV. Results

As stated in Part II of the study, multiple stratagems for data gathering were employed and considered by the researchers for the case study. These included social-economic surveys, TESDA Regional Reports, TESDA's Customer Relationship Management System (CRMS) logs, and a focus group discussion as well as accounts from the researchers themselves.

Social-Economic Surveys

A considerable portion of feedback to TESDA's SMAP was derived from data collected through two sets of commissioned surveys conducted by two survey companies in the country, Pulse Asia Inc. (PAI) and Social Weather Stations (SWS). Both companies shared similar methods of data gathering, namely through face-to-face interviews of voting-age adults (18 and above in the Philippines).

Both PAI and SWS had the same sample size of 1,200 and used a similar multi-stage probability sampling scheme, dividing the Philippines into 4 study areas, National Capital Region (NCR, located in the main island of Luzon), balance of Luzon, Visayas and Mindanao. There were an equal number of respondents for each study area.

PAI and SWS conducted 4 separate quarterly surveys. Inclusive dates of the PAI survey were: Feb. 2-15, May 4-17, Jul. 28 -Aug. 10, and Oct. 22 - 30. SWS conducted their surveys on: Feb. 20 - 23, Jun. 19 - 22, Sep. 18 - 21, and Dec. 5 - 10.

SWS used questionnaires in Tagalog (Filipino) and English, and translated versions in the Iloko, Cebuano, Hiligaynon, Maranao dialects. PAI on the other hand only had surveys in Filipino and translated versions in the Bicolano, Cebuano and Ilonggo dialects. Both companies used language experts to translate the questionnaires and pre-tested these extensively before presentation to the respondents.

Among the questions asked the respondents and considered for this study were the following:

1. Among these agencies (presented to the respondents) what is your opinion regarding on how they have fulfilled their functions. Do you a) really approve of them; b) approve; c) neither approve nor disapprove; d) not approve; e) really disapprove.
2. Among these agencies (presented to the respondents) what is your opinion regarding their accomplishments. Are you a) really satisfied; b) satisfied; c) neither satisfied nor dissatisfied; d) dissatisfied; e) really dissatisfied.
3. Have you read, heard or seen (watched) anything about the programmes or services of TESDA?
4. How did you come to know about the following TESDA programmes and services (presented list to respondents)?
5. Have you availed of any of the following programmes or services of TESDA? You may mention any number.
6. Which of the following sentences best represent your opinion? a) Have not enough knowledge about Tek Bok (TVET) to give an opinion; b) Tek Bok is for immediately finding good jobs and livelihood; c) Tek Bok is for those who are hard-up on money; d) Tek Bok is for those who cannot pass or enter college.
7. Compared to last year, can you say that your opinion on TVET is: a) more positive; b) the same as last year; c) more negative than last year?

The tabulated results from these surveys were then presented per quarter to the TESDA head of Agency and later analysed by the Public Information Office as well as other TESDA Offices. Some of the results were embargoed for a month after their release or until TESDA had made them public.

Both survey results revealed increasing trends in awareness of TESDA. These are analyzed later in the discussion of outcomes.

TESDA Regional Reports

Some of the data discussed in this study were culled from reports from TESDA Regional Offices. Regional offices regularly submit reports that contain data on students enrolled, trained, graduated, assessed and employed. Since the commencement of SMAP activities, these regional reports also included documentation of activities conducted, the number of attendees and raw data on the profiles of each attendee to be entered into a database.

These reports were validated by TESDA's Corporate Affairs Office after which quarterly reports were generated and distributed among TESDA Offices.

TESDA CRMS logs

This study also considered data collected from TESDA's Customer Relationship Management System (CRMS) logs. The CRMS is comprised of coordinated services installed to directly respond to queries from the public received through short message service (SMS) from mobile phones, telephone calls, letters, e-mails and help desks.

The nature of the queries received and assistance provided are included in the CRMS logs along with date and time of each "ticket" (a single unique query). However, a comprehensive profile for each ticket source (age, location, etc. of caller, texter, letter sender) was not recorded. The data regarding this TESDA service was gathered from the 2009 CRMS performance report submitted to the head of the Agency.

Focus group discussion

A focus group discussion (FGD), inviting representatives from schools, companies, students/trainees, media outfits, labour unions and government agencies was conducted. The primary objective of the activity was to validate the data gathered up to the time of the FGD, the tentative conclusions of the study, and seek further recommendations.

The FGD moderators and facilitators, after explaining the objectives of the activity, and presenting the findings of the surveys and the draft case study, asked the participants to consider the following questions:

1. What can you consider as the greatest achievement of TESDA in promoting Technical Vocational Education and Training?
2. What are the energizing factors you believe give life and meaning to TESDA's promotion of TVET?
3. What are the challenges confronting the promotion of TVET?
4. If you had four wishes to transform the promotion of TVET, what would they be (in order of priority)?

The participants agree that the promotion of TVET has contributed to the increase in awareness and acceptance not only among the target clientele, but among the employers, as well. The energizing factors include the strategies and different media utilized, the celebrity endorser, the TESDA slogans, industry partners, the promise of better chances of employment, the scholarship programme itself and the leadership.

Even with the apparent success in achieving positive results from the promotion of TVET thru the scholarships and the marketing programme, there are a number of challenges that were raised by the

participants. These are in terms of resources, policies, processes and procedures, marketability of competency-based programmes, need for closer coordination with industry, cultural bias and still the lack of appreciation on the real value of TVET.

On resources for continued implementation of the SMAP, limited budget and manpower were identified challenges given the new leadership. There was a change of administration in the country, heads of agencies were replaced and more stringent fiscal measures have been put adopted by the government. Likewise, even the scholarship programme budget has been slashed.

TVET has gained increased awareness and approval by the public. However, the cultural bias against this level of education will not be eliminated in a span of one year.

The stakeholders have a consensus on how they wish TVET promotion could be transformed, given the huge investments needed in the 2009 implementation and the various issues that went with it. The promotion strategies should take into consideration the various segments of the clientele, i.e. promotion activities and messages should be audience specific. Traditional modes such as strengthening of career guidance in high school and enhanced partnerships, use of broadcast and print media to sustain media presence and product enhancement, meaning continuous improvement and development of relevant programmes in collaboration with industry are among those identified by the participants.

Social media were the most popular wishes among the stakeholders especially from the private sector. The use of the eTESDA portal, Youtube, Facebook, Twitter and other social media networks have the greatest potential in achieving the same purpose at the least cost. Ultimately, it is the acceptability of TVET rather than mere awareness, which should be the measure of success of succeeding social marketing and advocacy activities.

Positive outcomes of the intervention

Increased awareness

Considering the data from the two surveys, there was a marked and steady increase in general awareness of TESDA and TVET from the last quarter 2008 to the last quarter of 2009. In October 2008, public awareness of TESDA was at 91%. (*There was a survey conducted by PAI on awareness of the head of TESDA on the same period the previous year showing only 19% awareness rating*). At the beginning of the year, PAI reported that 94% of the population were aware of TESDA, of these 60% approved of its performance, about 10% disapproved of it while about 28% were undecided if TESDA's performance was satisfactory or not. Towards the year's end, the overall awareness of TESDA rose to 99%, with 65% approving of its performance, 7% disapproving it and about 27% were still undecided.

Table 1 Approval rating of TESDA in 2009

Quarter	% Approved	% Undecided	% Disapproved
1 st	60	28	10
2 nd	63	28	8
3 rd	69	25	5
4 th	65	27	7

SWS showed similar numbers. At the beginning of the study period, 4 out of 5 Filipinos (or 84%) have heard or read about TESDA. This increased steadily until the end of the year, with awareness levels reaching 96%. The same survey company showed that the highest TVET awareness level were among people with at least college degree, 94% in the 1st quarter and reaching 100% in the last quarter of 2009. The lowest awareness of TVET were among those who have not graduated from elementary which at the start of 2009 was only 61%, but steadily rose to 87% in the last quarter. Awareness levels among those with high school and elementary diplomas increased steadily throughout the year.

Table 2. General public awareness of TESDA and TVET in 2009

Survey Company	% Awareness per Survey Period (Quarter)			
	1st	2nd	3rd	4th
SWS	84	90	93	96
Pulse Asia*	94	97	99	99

* 4th Qtr 2008 – 91%

Table 3. Awareness of TESDA and TVET as % of respondents according to their educational attainment (SWS)

Quarter	Educational Attainment			
	At Least College Graduate	At Least High School Graduate	At Least Elementary Graduate	With Some Elementary Education
1 st	94	92	76	61
2 nd	98	96	86	76
3 rd	98	98	91	79
4 th	100	98	96	87

The same data was reflected by PAI, with those having a college degree reporting the highest awareness of TESDA and TVET at 100% in the first quarter, those with some college and some high school education both reported 99% awareness, those with some high school or tech-voc at 92%, while those with some elementary education having the lowest awareness at 82%. These figures either rose steadily or increased towards the end of the year among the respondent groups, with those with some elementary education reporting 99% awareness by the fourth quarter.

Table 4. Awareness of TESDA and TVET as % of respondents according to their educational attainment (PAI)

Quarter	Educational Attainment				
	College Graduate	Some College	High School Graduate/ Vocational School	Some High School/ Vocational School	Elementary Graduate/ Some Elementary
1 st	100	99	99	92	82
2 nd	100	100	98	98	88
3 rd	No data collected				
4 th	100	100	99	100	99

Breaking down this number among social classes, SWS showed that the highest awareness levels were among the A, B and C social groups, which remained relatively constant at 97% throughout the study period. It was in the D and E groups (people with the lowest incomes) that awareness markedly increased, from 86% to 97% in the last quarter for class D respondents and from 75% to 95% among class E.

Table 5. Awareness of TESDA as % of respondents according to social group

Quarter	Social group		
	A, B & C	D	E
1 st	97	86	75
2 nd	89	92	85
3 rd	97	93	90
4 th	98	97	95

As to the source from which respondents most obtain information on TESDA programmes and services, PAI data showed that television is the most popular source of information, followed quite distantly by

word of mouth. The third most popular source changed throughout the year between radio, TESDA gatherings and newspapers/magazine.

While the data on awareness from the surveys showed a constant increase, the CRMS reports manifested a differing discernible trend. The monthly average of received text messages (considering the months November – December 2008 and January 2009) was about 1,800 total messages. The monthly average from February to December 2009 was about 12,000. There was also a surge of SMS messages received between the months of May, June and July when the monthly count of text messages reached a high of about 25,000. The most popular content of these messages were inquiries on TESDA scholarships and job assistance programmes. This was also the same period when infomercials on TESDA were shown on TV.

Table 6. No. of text messages received by the TESDA CRMS per month in 2009

	Jan ¹⁰	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
No. of text messages rcvd.	5,404	7,221	8,866	8,665	22,401	25,363	21,024	12,657	9,595	8,554	5,800	4,550

The monthly average of telephone phone calls received by the TESDA call centre also showed an increase. The average monthly number of calls (considering the months November – December 2008 and January 2009) was about 2,200. During the period February to December 2009, the monthly average was around 9,000. An upsurge of calls was also recorded during the months of February, March, May, June and July. Content of these calls were also inquiries on TESDA scholarships and job assistance programmes as well as varied questions on TVET.

Table 7. No. of telephone calls received by the TESDA CRMS per month in 2009

	Jan ¹¹	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
No. of calls rcvd.	6,766	11,345	12,123	8,015	12,227	12,982	13,444	9,483	7,874	6,326	4,925	3,467

The SWS survey also included some questions on public opinion on TVET, although such data are inconclusive since this was gathered towards the last 2 quarters of the year and no similar data was gathered either in the previous years or during the earlier part of 2009. Thus, a point of comparison cannot be sufficiently established. 27% of respondents say that they have the same opinion about vocational education now compared to a year ago, 23% say their opinion is more positive while 4% have a more negative opinion from last year, about 30% say they do not have enough knowledge about TVET to give an opinion. Across the board, the opinions tend to lean towards having the same opinion about TVET over the past year. Improved opinions about TVET were more dominant in metro manila (29%), and among class ABC (40%) and among those with at most a post-graduate education (42%). When asked for additional information on their opinions about TVET, and this time with guide questions, 32% said that TVET is for immediately finding good jobs and livelihood, 22% said that TVET is for those who are hard-up on money while 31% of adults nationwide say they do not have enough knowledge about TVET to give an opinion.

While considering these data, it is also necessary to keep in mind the following facts about the TESDA SMAP that may have influenced them:

¹⁰ Covers the period November–December 2008 to January 2009

¹¹ Covers the period November–December 2008 to January 2009

Increased public patronage

Another indicator of success is the increase in the number of new registered TVET programmes across the country which posted a growth rate of 29%. From 3,605 new registered programmes in 2008, this number rose to 4,666 in 2009. This is a very clear indication of the positive response from public and private schools after learning about the increasing labour market demand for skilled workers as well as TESDA's scholarship programmes. The private institutions were empowered by the increase of potential enrollees and decided to either open up new programmes and/or expanded their facilities to accommodate more students. These constitute increased investments by the private training providers.

The number of TVET graduates in these institutions likewise manifested an upward trend. Table 8 shows that for 2009 when the SMAP was implemented, the number of TVET graduates rose by 5% from 1,812,528 in 2008 to 1,903,793 in 2009.

Table 8 No. of TVET graduates in 2008 and 2009

	2008	2009
# of TVET graduates	1,812,528	1,903,793

The number of persons who took the agency's competency assessment (to earn an industry-recognized qualification) rose by 51% from 552,356 in 2008 to 836,735 in 2009. Likewise, the number of persons certified posted an increase by 60% from 431,487 in 2008 to 692,134 in 2009.

Table 9 No. of persons assessed and certified in 2008 and 2009

	2008	2009
# of persons assessed	552,356	836,735
# of persons certified	431,487	692,134

Increased support from stakeholders

Investments in TVET, particularly for scholarships, grew in 2009. The President of the Republic of the Philippines, Gloria Macapagal Arroyo, increased TESDA's scholarship budget of P2 billion that was approved in the 2009 General Appropriations Act and infused an additional of P3.6 billion from the President's Social Fund. Local government units and legislators, mostly members of the House of Representatives, likewise put in some budget for scholarships, training equipment and buildings for TVET.

As a result of the large increment in scholarship budget, TESDA was able to extend financial assistance to 1,185,954 beneficiaries in 2009. Number of persons assisted in 2008 was only 263,342.

Positive changes

Before the implementation of SMAP, TESDA as an agency had an introverted attitude towards media exposure, regarding promotion and advocacy as an afterthought or as an added expense. Thus, its relationship with media companies stagnated, undoubtedly affecting its appeal to the same public it was supposed to serve. The SMAP ushered in a new corporate mind set for the Agency, wherein its doors were opened to the press to extol the virtues of TVET.

V. Conclusions

Summary of outcomes

Communication plays a vital role in keeping the organization's publics and stakeholders constantly informed about its programmes and services. Social marketing is selling government products, programmes and services to the public. In the case just discussed, TVET is the product which TESDA sold to the public.

While it was at zero cost to the public, cost to government was substantial. However, various activities undertaken through various channels resulted in higher enrolment intakes in training programmes and increased public awareness of the organization and its leaders. Through the sustained social marketing and advocacy programme (SMAP), enrolment in training programmes and applications for scholarships, training assistance, and skills assessment services reached new highs.

The 99% awareness rating and "Very Good" net satisfaction rating of TESDA from its publics is one indicator of how well they know about the organization- what it is, what it does, and how it works.

Just gauging from the awareness rating and using simple estimation, TESDA was able to reach 47,011,154 persons of the more than fifty per cent of the total population of the country who were the respondents of the social surveys. At PhP 90M, the estimated amount to have reached one Filipino, aged 18 years and over amounts to only PhP 1.90. Is this cost effective? Further studies can be conducted to focus on the cost effectiveness of the intervention.

Other intangible success indicators would include the increase in the number of supporters and partners from legislators, local government executives, and socio-civic organization leaders that are now more attracted to investing also in TVET. The training partnerships and provisions of financial and material support to TESDA programmes may be calculated in subsequent studies.

Keeping TESDA publics well-informed of what it is doing for them resulted in better appreciation of its work and stronger support for its causes and advocacies.

Enablers and barriers for an effective implementation of the programme

What were the factors that contributed to the success of the programme?

From the most mundane, we start off with the availability of resources - financial, physical, human resources and even the network of partners that were all there to contribute to the cause of TVET. And the resources would not have been within easy access if it were not for the importance given to it by the Director General, Secretary Augusto Boboy Syjuco. And on a higher level, by no less than the President of the Philippines, Gloria Macapagal Arroyo who gave the biggest investment to TVET, through the scholarship fund, in the history of Philippine technical education and skills development.

The Director General himself was a marketing man, having a Masters' Degree in Marketing from a reputable University in the United States, and had the clear appreciation of how TVET will improve the lives of the Filipino worker, and will contribute to the economic development of the country.

The medium is the message. This critical role of TVET has sold itself to the greater majority of the Filipino people.

A communication plan was developed at the start of the campaign in which all members of the TESDA management engaged in. It resulted in an agency-wide implementation of the programme. Each TESDA staff, especially at the field offices, participated in a lot of the activities conducted.

With the formulation of the communication plan, all possible media were identified and utilized to the extent possible.

The various partners from industry, private training providers, media, local government, other government agencies, non-government organizations and even private individuals, local government units, politicians, religious organizations all worked together to help promote TVET in their own ways.

What were the barriers for an effective implementation of the programme?

The government policies that restrict government agencies in using public funds for marketing activities, especially on placement of advertisements in private broadcasting networks did cause a slowdown in the massive use of this media in the second half of the year.

Limited use of the social media and technology made the implementing unit miss the vast opportunities that it can do.

There are different segments of the population that need to be targeted. The strategies aimed at reaching all different types of audience with one message and with the same type of activities.

The prevailing economic situation has both helped and hindered in the successful implementation of the programmes. While it provided the scenario to emphasize the critical role of technical education and skills development, its capacity to absorb the TVET graduates who became aware and attracted to TVET, was a situation that is beyond the control of TESDA and the programme.

The duration of the programme is very short to correct the problem on the societal bias against TVET. It takes more than a generation to achieve the goal of any change in behaviour especially if it is rooted in the culture of the society.

Problems and issues encountered

There were a number of challenges that were met in the implementation of the programme. Among these are: limited capability of TESDA in social marketing and advocacy and in communication planning and development; political issues that arise every time the advertisements of TESDA are played, and the need to quickly respond to the feedback of the public.

The challenge is for continuous improvement of the quality and relevance of the technical education and skills development programmes.

Recommendations

This programme has limited literature due probably to limited research and practice done especially among countries with the same level of development as the Philippines. The authors suggest continuing research and assistance to the field since it is a key factor in uplifting the level of appreciation and acceptance of the middle level and skilled occupations. Further studies could be done in the areas of: appropriate approaches and strategies for marketing TVET, cost-effectiveness implications, sustainability of promoting and marketing technical education and skills development and differentiated approaches in promotion and marketing of TVET, among others. A manual or reference book on the field would be most useful for government agencies and private TVET institutions, as well.

A dialogue among practitioners of different countries could help enhance their capability to undertake more effective social marketing and advocacy programmes.

For the Philippines, the following are recommended:

1. Adoption of more cost-effective strategies such as the integration of ICT and utilization of new or social media.
2. A more focused, concerted and sustained social marketing and advocacy programme based on a social marketing and advocacy plan with participation from all stakeholders should be developed to ensure longer lasting results.
3. Explore more public - private partnerships in implementing the programme

This is a first attempt in documenting the massive social marketing campaign done in the Philippines. The value and role of TVET in society and economic development needs cannot be overemphasized. The stigma attached to TVET can be eliminated thru an effective marketing and advocacy programme. The gains in this area as implemented in the Philippines would hopefully benefit the other neighbouring countries.

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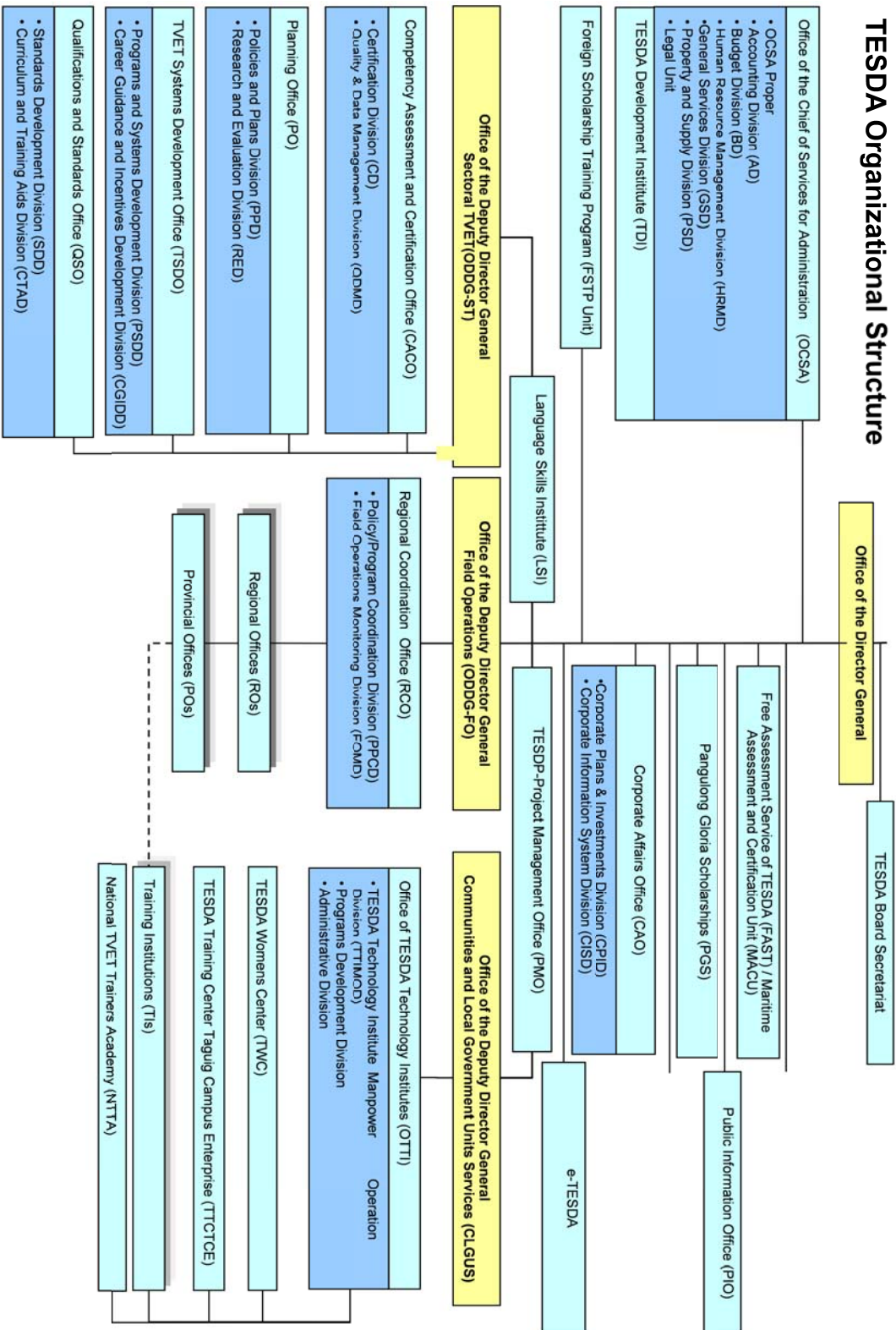
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Annex A

TESDA core business and organizational structure



TESDA Organizational Structure



Annex B

Schedule of airing of TESDA segments and infomercials on TV and radio

Network/Station	No. of spots									
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec*	Sub-total
TELEVISION										
ABS-CBN 2										
"TOWNHALL" (60'S & 30'S)	4	21	12	12	12					61
"LUMABAN KA LANG"				9	15					24
GMA 7										
"Various TVCs" (60'S & 30'S)	6	21	16	12	19	1				75
IBC 13										
"Various TVCs" (60'S & 30'S)		60	84	96						240
NBN 4										
"Various TVCs" (60'S & 30'S)		67	96	100	1					264
RPN 9										
"Various TVCs" (60'S & 30'S)		60	88	92						240
ABC 5										
"TOWNHALL" TVC 30'S		2	11							13
PANGARAP TVC 30'S VER. 2		3	4							7
SKYCABLE CH. 25										
"TOWNHALL" TVC 30'S			7	43						50
PBO "Various TVCs 30's, 15's "				94						94
UNTV Channel 37										
"Lumaban Ka Lang" 15's and 60's			8	9	30	24	15			86
GRAND TOTAL 1154										
Radio										
DZBB										
PANGARAP 15'S		3	9							12
PANGARAP 30'S		3	9							12

DZRH											
SUCCESS STORIES OF TESDA GRADUATES				5	5						10
GRAND TOTAL 34											

Published columns in a national broadsheet

MANILA BULLETIN	
Date Published	Topic
October 23, 2009	Trust TESDA-certified technicians for your flood-damaged appliances
October 30, 2009	TESDA grad shouts out: 'Success starts from tech-voc!'
November 6, 2009	How to get assessed and certified by TESDA
November 13, 2009	Skilled workers, get TESDA A-certified!
November 20, 2009	TESDA holds graduates' hand from skills training to job hunting
December 4, 2009	'What an experience TESDA has been!'
December 11, 2009	TESDA is jobs
December 18, 2009	Turning 'Japanese'!

Published columns in a national tabloid

PEOPLE'S JOURNAL	
Date Published	Topic
February 13, 2009	TESDA scholar is happy in call center job
February 20, 2009	JETHRO "Jetoy" Benabente is a self-confessed former "Bad Boy"
February 27, 2009	A matadero's rise from poverty
March 6, 2009	TESDA graduate welds his dreams to Saudi
March 13, 2009	Former 'sikyu' guards his family's future through TESDA

March 20, 2009	TESDA grads lands 'meaty' job in Canada
March 30, 2009	Ex-con enjoys a happy life in Oman

Distribution and installation venues for promotional materials

Materials	Quantity	Distribution/installation venues
Pangulong Gloria Scholarships Brochures	618,000 pcs.	Jobs Bridging and Internship Program, Recorrida, YP4SC, Caravans, Promotional Events
Streamers/Tarpaulins/ Billboards	2,102 pcs.	Jobs Bridging and Internship Program, Recorrida, YP4SC, Caravans, Promotional Events
Expand a wall	200 pcs.	Promotional Events
T-shirts	213,662 pcs.	Jobs Bridging and Internship Program, Promotional Events
Jobs Bridging Skills and Retraining Event Fans	50,000 pcs.	Jobs Bridging and Internship Program, Promotional Events and Recorrida Activities
PGS Directories	710,000 pcs.	Jobs Bridging and Internship Program, Recorrida, YP4SC, Caravans, Promotional Events
TESDA Gold Cards	630,000 pcs.	Jobs Bridging and Internship Program, TESDA Blue Desk, PGS Promotional Events
TESDA Scratch Cards	114,500 pcs.	PGS Promotional Events
Mini Passports	58,000 pcs	Jobs Bridging and Internship Program
TESDA Komiks	460,000 pcs	Jobs Bridging and Internship Program, Recorrida, Caravans, Promotional Events
Pocket and Wall Calendars	700,000 pcs.	Disseminated to CO/RO/PO/TI
TESDA Wall Clock	2,000 pcs	Distributed to COROPOTI
TESDA Ball pens	40,000 pcs.	PGS Promotional Events

Number of Recorrida activities conducted by TESDA regional offices in 2009

Region	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
NCR	17	50	42	47	43	24	22	18	23	23	10	0	319
CAR	13	366	36	9	20	13	0	7	11	0	4	0	479
CARAGA	14	7	7	10	12	16	0	1	3	4	0	0	74
REGION 1	10	44	36	91	47	28	16	0	12	32	0	37	353
REGION 2	2	4	13	9	8	7	5	1	0	0	0	0	46
REGION 3	0	25	18	34	46	0	0	0	3	0	0	0	123
REGION 4-A	0	0	6	3	8	2	0	0	0	0	0	0	17
REGION 4-B	29	25	52	15	11	6	2	0	0	0	0	0	140
REGION 5	14	11	71	18	25	10	27	26	10	5	9	2	228
REGION 6	31	26	48	60	72	67	17	22	13	28	35	2	430
REGION 7	3	3	5	2	5	5	0	0	10	17	4	2	56
REGION 8	4	1	3	0	4	5	0	0	1	3	0	0	21
REGION 9	12	29	30	24	27	86	18	13	18	15	9	10	291
REGION 10	1	0	14	10	1	10	0	4	0	10	6	0	56
REGION 11	5	11	7	31	6	12	0	5	3	9	0	0	89
REGION 12	3	5	8	6	5	4	0	0	0	3	5	0	39
ARMM	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	158	607	396	369	340	295	107	97	107	149	82	53	2761

Schedule of concerts included in the TESDA SMAP

Date	Event venue	Audience reached
June 12, 2009	Lipa City, Batangas	5,000
June 20, 2009	San Fernando, Pampanga	6,000
June 26, 2009	Dagupan City, Pangasinan	6,000
July 3, 2009	Limketkai Mall, Cagayan de Oro	6,000
July 31, 2009	Waterfront Hotel, Cebu City	5,000
August 7, 2009	Energy Park, Tagum City	8,000
August 21, 2009	San Agustin Gym, Iloilo City	7,000
October 2, 2009	Macias Cultural Center, Dumaguete	5,000
October 9, 2009	Batangas City Coliseum, Batangas City	5,000
October 16, 2009	Quezon Convention Center, Lucena	5,000
December 11, 2009	Lagao Gymnasium, General Santos City	4,500

Schedule of Exhibits and Fairs Included in the TESDA SMAP

Organizer	Theme/activity	Date	Venue
Immigrant Visa Center	Migration, Overseas Opportunities and Visa Expo	July 31, 2009 to August 1, 2009	SMX Hall, Mall of Asia
ECOP	30 th National Conference of Employers	April 28-29, 2009	Centennial Hall, Manila Hotel
British Chamber of Commerce	Chambers Careers' Fair	April 22-23, 2009	Glorietta Activity Center, Makati City
Pamilyang OFW-SME Network Foundation, Inc.	4 th Pamilyang OFWs-SMEs Summer Expo: Transformation of OFW Families into Entrepreneurs is a solution for Global Financial Crisis	March 27-28, 2009	PTTC, Roxas Boulevard, Pasay City

FILHAIR	Hairecord	May 12, 2009	PTTC, Roxas Boulevard, Pasay City
Inter-Ed	21 st Career Counseling and Guidance Fair	September 17-18, 2009	SMX Convention Center, Mall of Asia
Pamilyang OFW-SME Network Foundation, Inc.	4 th Pamilyang OFWs-SMEs Summer Expo	September 18-20, 2009	PTTC, Roxas Boulevard, Pasay City
Office of External Affairs	Government Beneficiaries Congress	November 16, 2009	Ninoy Aquino Stadium
FILHAIR	13 th APHCA Hair Olympics	October 21, 2009	PTTC, Roxas Boulevard, Pasay City

Annex C

Breakdown Estimate of SMAP Cost 2009

SMAP Component/Activity	Estimated Total Cost (in Phil. Pesos)	Estimated Total Cost (in USD)
Production and Airing of TV and Radio Programs/Messages		
Television		
Production of infomercials	7,000,000.00	152,173.91
Airing of segments & infomercials	40,000,000.00	869,565.22
Hiring of endorser	4,800,000.00	104,347.83
TV guestings	50,000.00	1,086.96
Radio		
Production of radio segments	No cost to TESDA	
Radio guestings	No cost to TESDA	
Production of radio plugs and messages	No cost to TESDA	
Airing of infomercials/messages on local/regional radio and TV programs	1,000,000.00	21,739.13
Holding of Radio/TV promo/contests	50,000.00	1,086.96
Advertorials, PR Activities on Print and TV		
Advertorials on print	2,000,000.00	43,478.26
Public Relations Services (Editorials, press releases, features on TESDA, etc.)	1,500,000.00	32,608.70
Press Conferences	50,000.00	1,086.96
Production and printing of comics	5,000,000.00	108,695.65
Production and printing of leaflets	624,500.00	13,576.09
Production and printing of brochures	1,747,500.00	37,989.13
Production and printing of directory of TESDA schools	3,306,000.00	71,869.57
Printing of cardboard fans	132,500.00	2,880.43
Wall clocks	1,000,000.00	21,739.13
Production and printing of scratch leaflets	195,000.00	4,239.13
Electronic/ICT Media		
Production and printing of TESDA career cards	250,000.00	5,434.78
Production and printing of TESDA passports	200,000.00	4,347.83
SMS-based promotion	2,750,000.00	59,782.61
Promotion through Internet cafes	3,600,000.00	78,260.87
TESDA-wide promotional events	10,000,000.00	217,391.30
Production of IEC Materials		
Tarpaulins (Streamers)	1,000,000.00	21,739.13
Calendars	2,000,000.00	43,478.26
Standee/Banners	1,000,000.00	21,739.13
Conduct of Surveys (Pulse Asia and Social Weather Station)	1,360,000.00	29,565.22
Exhibits	50,000.00	1,086.96
Grand Total	90,665,500.00	1,970,989.13

UNESCO-UNEVOC Case Studies of Technical and Vocational Education and Training in Selected Countries

Published by UNESCO-UNEVOC

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