



**FINAL REPORT**

**MARKETING COMMUNICATIONS PLAN FOR**  
**VALUATION EDUCATION**

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## **TABLE OF CONTENTS**

Introduction	
Market Overview	6
Products	
Target Market Identification	
Competition	
Landscaping	
Issues	12
Tasks of Communications	18
Overall Strategic Recommendations	18
Marketing Objectives	19
Marketing Communications Plans	20
Demand Strategies	
Media Strategy	
Communications Activities	
Status of Implementation Phase I	28
Audience Deliverables Phase I	30
ANNEXES	
ANNEX A	University of the Philippines Open University
	Results of Survey on the Demand for Courses on Property Valuation
	28
ANNEX B	Nielsen Media Index: Internet penetration (Philippines)
	31

## **INTRODUCTION**

On June 29, 2009, the Real Estate Service Act of the Philippines (RESA) was signed into law, created to develop and nurture through proper and effective regulation and supervision a corps of technically competent, responsible and respected professional real estate service practitioners whose standards of practice and service shall be globally competent. (RA 9646, Sec. 2)

A professionalized corps of knowledgeable and competent valuers will help the government recover the appropriate level of tax revenues from properties, promote the growth of the real estate industry and pave the way towards a globally competitive Philippine property sector. (A Proposed Continuing Professional Education Program on Land Valuation, UPOU)

In support of the government's goals, LAMP2 executed a Memorandum of Understanding (MOU) with the University of the Philippines Open University (UPOU) relating to the development and delivery of training and education programs for property valuation so that the complementary academic framework to the professionalization of the property valuation sector can be made available to private and national government appraisers and local government assessors.

The AusAID/World Bank-funded LAMP2 project in partnership with UPOU, now seeks to market and promote these courses to private and government appraisers and assessors and has engaged the services of a National Technical Adviser on Information, Education and Communications to develop a communications plan to achieve the said objective.

## **WORK PLANS**

This plan, developed in consultation with LAMP2 counterparts in the Government of the Philippines, LAMP2 Component 2 and 4 Technical Advisers and employees of the Assessor's Offices of Quezon City and Pasay City Hall and the Appraiser's section of the Rizal Commercial Banking Corporation, details the strategic thinking and framework for engaging the various target audiences of the formal courses and degree programs in property valuation of UPOU.

During the course of engagement, a marketing communications strategy and corresponding implementation plan were presented, approved and executed per TOR.

## **INPUTS**

The following initiatives were introduced to ensure the success of the effort:

**Overall strategic point of view.** The campaign for the promotion of valuation education was invariably viewed within the context of the overall objectives of the LAMP2 program and the overall promotion of the partner university, UPOU. Recommendations were given, putting forth an overarching thematic slogan for both LAMP2 and UPOU to be used in these and succeeding communications. The function of the thematic slogans would be to tie together all LAMP2 and UPOU materials in such a way that each builds on and adds value to the whole communications programs and in the case of LAMP2, underscores the efforts to engage professionals in the sector.

**Consumer marketing perspective.** The promotion of the UPOU courses on valuation education was seen to be beyond the scope of traditional IEC. It was realized that the application of strategies based on a consumer marketing approach was more appropriate and necessary to ensure the development of an effective communications plan. This marketing communications plan was based on this perspective.

**Knowledge, Attitude, Practices (KAP), media consumption and internet penetration data.** The lack of research into the target market was addressed in part by the conduct of a backyard study and key informant interviews on knowledge, attitudes and practices on valuation education conducted in Pasay and Quezon City Halls and the RCBC Appraiser's department. Indications on media habits and internet access data were also gathered to inform the formulation of the communications plan.

**Supplementary activities.** To enrich the main marketing communications program, a schedule of complementary efforts was recommended:

- Sustaining relationships with UPOU CPEPLV alumni who will become the endorsers of the courses in the industry
- Continuing activities strengthening UPOU's position as the premiere institution for formal education in land valuation
- Input on UPOU brand initiatives to strengthen its equities and reinforce its leadership position in the web-based formal education market
- Input on activities for engaging real estate service practitioners in support of LAMP2 activities and technologies and the government's objective of professionalizing the valuation industry
- Engaging the general public in the national discourse on land valuation via lifestyle channels

**Implementation initiatives.** Negotiations with media networks and publications were already started and are being continued beyond the engagement period to assist the project and help ensure the success of the launch.

**Media list provided.** LAMP2 is without its own list of media contacts. Such a list was provided so that the project may continue to engage the media more effectively on its own after engagement of this NTA.

***Prepared by:***

A handwritten signature in blue ink, appearing to read 'Georgina P. Belardo', is shown within a light gray rectangular box.

**Georgina P. Belardo**

National Technical Adviser for Information, Education and Communications  
For Valuation Education and Professional Development

# MARKETING COMMUNICATIONS PLAN

## Valuation Education

### MARKET OVERVIEW

#### I. PRODUCTS

The University of the Philippines Open University will be introducing formal education courses in property valuation in three (3) phases. The courses, which are being developed by the UPOU Valuation Education Courseware Development Team, benefit from exposure to international best practices through linkage with the Central Queensland University.

**Phase I: Short Term Courses.** In June 2010, short-term (48 hours) Continuing Professional Education Program on Land Valuation (CPEPLV) courses will be introduced. This represents the first and only formal education programs on property valuation in the country. It will be composed of four (4) stand-alone courses: "Introduction to Land Valuation, Development Controls, Infrastructure, and Construction, Land Laws and Planning for Development and Statutory Valuation" to be offered at the relatively inexpensive cost of approximately P6,000.00. These will be made available in distance learning mode. Each term will be conducted in 12 to 16 weeks. The next term begins January 2011 and will recommence every six (6) months hence:

1<sup>st</sup> term June 2010  
4 courses  
50 students/course

2<sup>nd</sup> term Jan 2011  
4 – 6 courses  
50 students/course

3<sup>rd</sup> term June 2011  
4 – 6 courses  
50 students/course

According to UPOU, a year of CPEPLV courses provides the practitioner with the sufficient knowledgebase to take the licensure exam.

An initial offering of 100 full scholarships will be made available to coincide with the introduction of the courses, representing the first step in the development of a long-term scholarship program on valuation education.

**Phase II: Master's Degree.** The Diploma in Land Valuation and Management will be introduced by 2011/2012.

**Phase III: Baccalaureate Program.** There is a long-term plan to establish a baccalaureate degree in property valuation to satisfy the qualification requirements of the RESA law.

## II. TARGET MARKET IDENTIFICATION

Provisions in the Real Estate Service Act of the Philippines define the total universe of potential targets to whom marketing/communication efforts for the promotion of the UPOU courses/degree programs will be directed. These provisions are:

Article II Professional Regulatory Board of Real Estate Service

**Sec 4. Creation and Composition of the Board.** – There is hereby created a Professional Regulatory Board of Real Estate Service, hereinafter referred to as the Board, under the supervision and administrative control of the Professional Regulation Commission (PRC), hereinafter referred to as the Commission, composed of a chairperson and four (4) members who shall be appointed by the President of the Philippines from the three (3) recommendees chosen by the Commission from a list of five (5) nominees per position submitted by the accredited and integrated professional organization of real estate service practioners ...

**Sec 5. Powers and Functions of the Board.** – The Board is hereby vested the following powers and functions:

- a) Conduct licensure examinations for the practice of the real estate service profession and prescribe the appropriate syllabi of the subjects for examination;
- b) Prescribe, in cooperation with the Commission on Higher Education (CHED) or the concerned state university or college, the essential requirements as to the curricula and facilities of schools, colleges or universities seeking permission to open academic courses or already offering such courses in real estate service, and to see to it that these requirements, including the employment of qualified faculty members, are properly complied with;
- c) Supervise and regulate the registration, licensure and practice of real estate service in the Philippines;

- d) Evaluate periodically the status of real estate service education and profession, and recommend and/or adopt measures to upgrade and maintain its high standard;
- e) Prescribe guidelines and criteria for the Continuing Professional Education (CPE) program for real estate service practitioners in consultation with the accredited and integrated professional organization of real estate service practitioners;
- f) Screen, issue and monitor permits to organizations of real estate professionals in the conduct of seminars and accredit such seminars pursuant to the CPE program, as well as the instructors or lecturers therein, for the purpose of upgrading the quality and knowledge of the profession;

### **Article III Licensure Examination and Registration**

**Sec 12. Licensure Examination** – Every applicant seeking to be registered and licensed as a real estate service practitioner, except a real estate salesperson, shall undergo an examination as provided for in this Act.

**Sec 20. Registration Without Examination.** – Upon application and payment of the required fees, the following shall be registered, and shall be issued by the Board and the Commission a certificate of registration and a professional identification card without taking the prescribed examination:

- a) Those who, on the date of the effectivity of this Act, are already licensed as real estate brokers, real estate appraisers or real estate consultants by the Department of Trade and Industry (DTI) by virtue of Ministry Order No. 39, as amended: *Provided*, That they are in active practice as real estate brokers, real estate appraisers and real estate consultants, and have undertaken relevant CPE to the satisfaction of the Board;
- b) Assessors and appraisers who, on the date of the effectivity of this Act, hold permanent appointments and have at least ten (10) years actual experience in real property appraisal or assessment and have completed at least one hundred twenty (120) hours of accredited training on real property appraisal conducted by national or international appraisal organizations or institutions/entities recognized by the Board and relevant CPE to the satisfaction of the Board.

Those falling under categories (b) and (c) shall register with the Board after they shall have complied with the requirements for registration as real estate appraisers: *Provided*, That those seeking to be licensed to a new credential level shall be required to take the pertinent licensure examination.



#### **Article IV Practice of Real Estate Service**

**Sec 29. Prohibition Against the Unauthorized Practice of Real Estate Service.** – No person shall practice or offer to practice real estate service in the Philippines...unless he/she has satisfactorily passed the licensure examination given by the Board...

**Sec 32. Corporate Practice of the Real Estate Service.** – (a) No partnership or corporation shall engage in the business of real estate service unless the persons authorized to act for the partnership or corporation are all duly registered and licensed real estate brokers, appraisers or consultants.

**Sec. 36. Continuing Professional Education (CPE) Program.** – The Board shall develop, prescribe and promulgate guidelines on CPE upon consultation with the accredited and integrated professional organization of real estate service practitioners, affiliated association of real estate service practitioners and other concerned sectors, and in accordance with such policies as may have been prescribed by the Board, subject to the approval of the Commission. The Board shall create a CPE Council that shall be composed of a chairperson coming from the Board, a member from the accredited and integrated professional organization of real estate service practitioners and a member from the academe.

**Demographic Base.** In view of the foregoing provisions, the potential market for the courses/programs of UPOU can be detailed as follows:

- New entrants to the property valuation profession
- As part of the continuing professional development of existing practitioners, such as private and government appraisers and local government assessors:

At present, there are about 2,492 valuation personnel/practitioners in the country

2,133 of this are PHALTRA members (assessors, assistant assessors, tax mappers and LAOs with SG 18 and above) per 2009 Convention

Approximately 359 active licensed appraisers, per DTI list as of 2<sup>nd</sup> quarter 2008

The number of inactive licensed appraisers and unlicensed personnel in the public and private sectors who are performing major valuation functions, cannot be accounted for at this time.

(23 NGAs and financial institutions, 7,848 branches of all types of banks, per BSP list as of December 2008)

**Market Segments.** From the total universe of targets, the following market segments are identified:

- **Phase 1:** CPEPLV. Targets for the short-term valuation courses are those desiring to acquire a real estate practitioner's license and those desiring to satisfy the requirements of license renewal by taking Continuing Professional Education (CPE) courses.

It should be noted that these are two different segments with two differing demographic and psychographic profiles. Motivations to engage and avail of the course offerings also differ.

- **Phase II:** Master's. Practitioners desiring to be promoted.
- **Phase III:** Undergraduate Program. High school graduates desiring to pursue a career in valuation.

### III. COMPETITION

#### PHASE I: CPEPLV

**Direct Competitor.** At present, two real estate associations have been offering short courses, in view of the fact that no formal education program has ever been made available to adequately prepare real estate service practitioners in valuation practice. The Institute of Philippine Real Estate Appraisers (IPREA) Licensure Training costs P4,500.00 for 24 hours of instruction and the Philippine Association of Realty Appraisers (PARA) at P6,500.00 for a 20-hour program. Both courses are primarily focused on the content of the licensing exam.

#### PHASE II: Master's Degree

**Indirect Competitor.** There are two higher education programs in related fields that indirectly compete with the future Master's degree program of UPOU in property valuation as they touch on some of its components: The Post-Baccalaureate diploma in Real Estate Management Education of the De La Salle College of Saint Benilde School of Professional and Continuing Education and the Master's degree in Public Administration (Specialized in Taxation and Financial Management) given by the Claro M. Recto Academy of Advanced Studies of the Lyceum University of the Philippines.

#### PHASE III: Baccalaureate Degree

**Direct Competitor.** To date, there are no existing direct competitors in this segment. But it can be anticipated that other colleges or universities will come up with an undergraduate degree program on valuation in the future, as the RESA Law creates a lucrative market for this program.

#### **IV. LANDSCAPING**

A scan of existing communications materials in the education category was made, with examples brought forward to establish a benchmark for promoting education courses/programs locally and globally and to give an overview of marketing activity in the category.<sup>1</sup>

**Market Activity.** The business of education has been observed to be thriving locally, evidenced by the amount of advertising seen during the landscape, with no less than eighteen (18) different colleges, universities and other organizations taking out print advertisements in just one newspaper in one day. There is a lot of competitive activity, with most premier universities leveraging partnerships with international affiliates to strengthen their credentials.

Interest and readership are seen to be very high as well, as all major newspapers carry a dedicated Education Section. For instance, the Philippine Daily Inquirer Learning Section contains four-page supplement carrying news and events in the education sector. It also features a boxed section with sixty-one (61) line ads paid for by different colleges and universities.

**Category Drivers.** In both local and international campaigns, we find the same selling platforms and themes used by marketers of education courses or programs all over the world, tapping into a desire for success, self-improvement, empowerment or career advancement. These are generic category expectations and thus, generic claims that, if used on their own, will not sufficiently differentiate UPOU courses. It is important, therefore, that communications for UPOU courses find its own niche, its own way to dimensionalize the aforementioned attributes so as to distinguish UPOU and highlight its competitive advantage.

**Brand Building.** The Ateneo de Manila University has been seen to be the most sophisticated marketer in the category, having mapped out clear brand architecture. It has developed a brand for its Graduate School of Business and a sub-brand for its Center for Continuing Education, with heavy promotion under the theme “The Ateneo Brand is Your Career Advantage.” They have clearly recognized the CPE market as lucrative and mean to grab share by leveraging the Ateneo image as the mark of superiority of its product offerings.

UP/UPOU are in the same market tier as Ateneo and, in the light of this competitive activity, must carve its own niche in the marketplace. UP/UPOU faces the challenge of positioning itself strongly and distinctly against Ateneo by creating for itself its own brand and its own brand equities.

**Successful Executional Elements.** It can also be observed that the brand that presents the most distinctive visual identification consistently across different materials stands the best

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<sup>1</sup> The portfolio of foreign and local promotional materials in the Education category used for this plan is available in the LAMP2 office, Bureau of Local Government Finance.

chance of being noticed, attended to and considered. Therefore, the other key characteristics of a strong brand are that it should possess an ownable visual language and an ownable brand personality, besides a strong selling platform.

## **ISSUES**

**Market Scenarios.** With the enactment of the RESA Law and the final establishment of a Professional Regulatory Board, market conditions will change in the second half of 2010.

### **Overall Education Category Scenario**

Growth in the education category shows no signs of slowing down. Ateneo de Manila University will most likely sustain its efforts to strengthen its market position. The entry of UP in the marketplace will only serve to up the ante among competing high-value education brands.

Within this environment, the UPOU valuation courses should not be promoted in a vacuum. UP/UPOU should take this opportunity to reinforce UP and UPOU as legitimate and credible brands in the marketplace and own the premier position in the education category. This has its own long-term benefits to UP and UPOU future marketing efforts, beyond the valuation courses.

### **Valuation Education Sector Scenario**

The expectation that demand for UPOU valuation education courses will rapidly increase is based on the view of the specific requirements for professional education following the passage of the act. At first glance, it will seem that a large portion of the market will come from practitioners seeking to upgrade their knowledge through CPE. But the language of the law reveals the perspective from which reform will be modelled. To reiterate, the RESA Law mandates the Professional Regulatory Board of Real Estate Service to “(p) Prescribe guidelines and criteria for the Continuing Professional Education (CPE) program for real estate service practitioners *in consultation with the accredited and integrated professional organization of real estate service practitioners;*” and “(q) Screen, issue and monitor permits to *organizations of real estate professionals* in the conduct of seminars and accredit such seminars pursuant to the CPE program, as well as the instructors or lecturers therein, for the purpose of upgrading the quality and knowledge of the profession;” It is from the point of view of the Law, therefore, that the mandate to upgrade CPE is lodged on organizations of real estate professionals and not on colleges or universities. This is a crucial nuance, and one reinforced by current industry practice.

It can be expected, therefore, that real estate organizations such as IPREA and PARA will still be the primary players in the CPE market and that they will still offer CPE courses, even in the light of UPOU courses being approved/accredited by PRB/PRC.

It is also important to keep in mind that UPOU does not have the logistical means to address total market demand for valuation education and realistically, there will always be a portion of the market to whom a UP education will not appeal.

All these factors indicate that UPOU will be addressing itself to a smaller market base from that which was expected and that beyond informing the market of its availability, it faces the more critical communications task of rationalizing itself to a market of practitioners that would invariably see a short-term training course as being more convenient, less expensive yet sufficient to fulfill the requirements of the law and their profession.

#### **PHASE I: CPEPLV**

**For licensure.** According to UPOU, a practitioner needs to take a year of study of CPEPLV courses to sufficiently cover all the subjects taken up for the licensure exam. Demand, therefore, for short-term licensure training offered by real estate organizations (20 – 25 hours in length) will still remain high. If the Professional Regulatory Board does not recognize the training workshops of IPREA/PARA as offering the “appropriate syllabi of the subjects for examination,” it would be prudent to assume that real estate organizations will upgrade their curricula or that other organizations will come up with their own syllabi and their own training workshops to meet this demand.

Against this backdrop, the UPOU CPEPLV courses will *not* be very relevant or appealing to that segment of the market looking to take training for the licensure exam.

**For CPE.** The other market for UPOU CPEPLV courses will be those practitioners who will be seeking renewal of their licenses and those practitioners who “would be interested in pursuing additional training in property valuation to improve knowledge and skills in property valuation, to gain additional knowledge and skills, and to review concepts they already know” (ANNEX A).

CPE training now being offered by real estate organizations will have to be evaluated by the CPE Council of the Professional Regulatory Board with the enactment of the RESA Law. The Council will also be tasked to “screen, issue and monitor permits to organizations of real estate professionals in the conduct of seminars and accredit such seminars pursuant to the CPE program, as well as the instructors or lecturers therein, for the purpose of upgrading the quality and knowledge of the profession.”

Inasmuch as professional real estate organizations will be pressured to evaluate and if need be, upgrade their offerings, it would still be safe to assume that short CPE training workshops of the IPREA/PARA variety will still be available to practitioners.

Moreover, the relevance and appeal of UPOU CPEPLV courses will have to hurdle the additional barrier of going against traditional industry perception and practice where CPE training is taken with real estate associations while education courses, with a college or university.

Against this backdrop, the UPOU CPEPLV courses will still only hold an appeal to a very specific segment of the market.

It will be realistic to expect that UPOU will not be the only organization or institution that will be offering CPE courses or trainings. The focus of RESA to “upgrade the quality and knowledge of the profession” will animate the market for trainings and education courses in such a way that other organizations and institutions will surely come in to grab share of this market.

UPOU will need to position itself strongly against any and all competition by distinguishing itself and leveraging its superiority. It will need to find its own market and effectively promote itself to them.

**Ladderization.** It is highly recommended that UPOU seriously pursue the ladderization of their courses. This will greatly increase their appeal and relevance and expand UPOU’s market base. Practitioners will not have to reject the courses as limited, one-off, time-consuming exercises in self-improvement competing against more convenient short-term courses but see them as actual investments in promotion and career advancement. This will definitely enhance the value of the courses to that segment of the market to whom a formal education would appeal.

## **PHASE II: MASTER’S**

Based on the UPOU demand study, it will be seen that a fair sized segment of the market recognizes the need for a masteral degree to get the promotion they desire. 31.7% of the respondents said that they “need additional training for career advancement” so that they can “get a promotion and/or higher pay after the training.”

It should be cautioned though that only a small percentage, 18.6%, of the market ticked off a preference for a “masters degree program by distance learning, consisting of 8-12 courses and can be completed in 2-3 years of part-time study.”

Communications should then consider that the market for a master’s degree at UPOU will be a lot smaller than that of for the short term courses.

On a positive note, there are no direct competitors in the master’s degree program category and its distance mode of learning allows UPOU to capture a bigger market than was otherwise possible.

## **PHASE III: BACCALAUREATE**

There are factors that will come into play that will tremendously increase the popularity of the UPOU Bachelor's degree course. Sec. 14 (b) Article III Licensure Examination and Registration of the Real Estate Service Act of the Philippines states that "as soon as a course leading to a Bachelor's degree in Real Estate Service is implemented by the CHED, the Board shall make this course a requirement for taking the licensure examination" although, timetable-wise, it is still not clear when this provision will take effect.

In any case, this program will still be another true milestone in valuation education. The degree course will produce a new breed of valuers for the public and private sectors who will enter the profession armed with a solid foundation.

But it will be the task of communications to market, not only the degree course but also sell valuation as a career. It is recommended that research be conducted to more clearly understand this emerging market.

**Brand building.** The short courses offered by the University of the Philippines Open University represent the very first formal education courses in property valuation ever to be offered in the country. The awareness level for these products is low. It is the primary task of the communications to create and establish a *brand* to ensure the immediate saleability of the offerings and the long-term sustainability of the program.

At this introductory phase, not only does brand-building necessitate targeting communications to potential enrollees but also speaking to the large universe of stakeholders who will be involved and/or benefit on varying levels from the introduction of these courses and programs. These include, primarily, local government unit nationwide, national government agencies and financial institutions, banks, inactive licensed appraisers and unlicensed personnel in the public and private sectors who are performing major valuation functions and secondarily, the general public, as a whole.

And as disparate as these audiences are, it necessitates a level of communications that utilizes mass media.

Communicating on a mass media platform not only raises awareness levels exponentially but also establishes the credibility of the brand and its offerings. In line with the objective of RESA to professionalize the industry, mass media communications for the UPOU courses will signal to all stakeholders the birth of a new era in valuation education.

**Selling platform.** UPOU conducted a demand study involving 420 respondents nationwide to determine the size of the market for its product offerings. The study revealed that 79.3% of those surveyed would be interested in pursuing additional training in property valuation to improve knowledge and skills in property valuation, to gain additional knowledge and skills, and to review concepts they already know. 46.9% said that they wanted the additional training to become licensed appraisers or assessors. And 64.3% preferred short training courses by

distance learning where they would select only the courses they need. (Survey on the Demand for Courses on Property Valuation, UPOU)

The results reveal awareness in a broad segment of the market as to the gaps in their knowledge and skills in valuation. They show that a significant number of respondents are feeling the need to acquire a license. And they show a marked preference for the mode of learning being offered by UPOU.

But the demand study does not necessarily point to UPOU as the desired vehicle for answering the respondents' needs.

An immediate response can only be driven by an urgent need. How urgent the need is of the respondents to "improve knowledge and skills in property valuation, gain additional knowledge and skills, and review concepts" has not been quantified. One can only read from the numbers that their preference for "short training courses by distance learning where they would select only the courses they need" reveals an awareness of a gap that may not necessarily translate into immediate action.

A backyard survey and several key informant interviews were also conducted to gain more qualitative insights into the needs and attitudes of the target market on valuation education and their media consumption habits.

It was learned that the target market's experience of "training courses" has always been of workshops and seminars of maximum one-month duration.

The market was generally seen to be adult, aged 32 – 50 years old, married, with children. With these demographics in mind, it was not a surprise to find that the two major barriers to taking valuation education courses were time and money.

*"Kung may oras at kung may pera..."*

*(If I had the time and the money...)*

Alex, unlicensed appraiser

Internet penetration in this market segment was observed to be low, a fact confirmed by national studies on internet usage and internet user profiles. (ANNEX B)

We are talking to a market whose definition of "training" (as in, *pinadala kami sa "training"-- we were sent out to attend the "training"*) means a month-long seminar/workshop, at the most. A market that has no concept of formal education as it relates to their profession. This is a market of full-time employees, with families, who have little access and use of the internet. A market whose desire to gain a license is conveniently addressed by the short training courses now offered and will still be offered by IPREA, PARA or other real estate organizations.



True to its brand essence, messaging for the UP/UPOU courses must emanate from the value of a formal higher education course/program, compared to short term courses offered by real estate organizations.

To say yes, to enroll in a UPOU course, our targets must overcome the obstacles of time, money and lack of access and choose to go for an intensive, high-involvement engagement that enrollment in a UPOU course requires.

They must *want* that higher form of learning.

## **TASKS OF COMMUNICATIONS**

Communications must paint for our target market a scenario beyond their realm of experience. Communications plays a key role in opening their minds to the benefits of a formal education on property valuation at UPOU.

Communications must highlight the unique benefits of distance learning.

Communications must trigger a surge of interest for the UPOU courses with its scholarship program.

Communications must establish an ownable brand identity for the UPOU courses.

Communications must give value to valuation professionals, recognizing the contribution they make to nation-building.

## **OVERALL STRATEGIC RECOMMENDATIONS**

### **UP/UPOU Positioning**

UP/UPOU must take the long term view that any and all communications they put forward for the consumption of the general public will impact on their positioning in the marketplace, well beyond these efforts being initiated for valuation education. It is highly strategic therefore that UP/UPOU develop a themeline that will establish a clear brand positioning vis à vis the other players in the market, i.e., Ateneo de Manila University and other universities that may emerge in this high value market tier.

### **LAMP2 Advocacy/IEC Positioning**

Sec. 2 of RESA declares, “the State recognizes the vital role of real state service practitioners in the social, political, economic development and progress of the country by promoting the real estate market, stimulating economic activity and enhancing government income from real property-based transactions.”

The key objective of Component 4 of “improving the quality of government and private sector appraisal performance” also points to the valuer as the nexus of activity and the focus of reform.

The wide range of initiatives being implemented under Component 4 directed at a wide variety of stakeholders indicates a great need to tie all communications and activities together, to give value to each effort and allow each to build towards one overarching platform.

It is recommended that a LAMP2 Component 4 themeline also be developed, to capture the overall thrust of the program to develop a professionalized corps of knowledgeable and competent valuers. The themeline should recognize the value of the valuer, the reason why all these initiatives have been introduced.

## **MARKETING OBJECTIVES**

### **PHASE I 2010**

To generate applications to the short-term UPOU valuation education courses at a rate of 50 students per course per term, for a total of 200 students for the four courses of schoolterm 2010

### **PHASE II 2011/2012**

To generate applications to the Masteral program for valuation practitioners at the UPOU

### **PHASE III**

To generate applications to the undergraduate degree program for valuation practitioners at the UPOU

## **MARKETING COMMUNICATIONS PLANS**

### **PHASE I: CPEPLV 2010**

To generate applications to the short-term UPOU valuation education courses at a rate of 50 students per course per term, for a total of 200 students for the four courses of schoolterm 2010

## **COMMUNICATION OBJECTIVES**

### **Thematic**

To attract members of the valuation industry to apply for the UPOU valuation education short training courses

### **Tactical**

To induce added interest for the UPOU short-term courses via the offering of a 100% scholarship

## **CREATING DEMAND**

Demand creation is a strategic framework in communications that expresses the new thinking in consumer marketing and advertising into how individuals actually consume messages. It turns traditional IEC on its head. Where information, education and communications speak to audiences from the perspective of the institution, program or organization, demand creation develops communications from the point of view of the targeted individual. In this framework, communications does not throw messages *at* targets hoping they will be caught but speaks from the needs and wants of the individual, tailoring communications to those needs.

Demand creation also goes beyond demographic data in identifying its target. It formulates a *conceptual target* based on mindset, attitudes and behavior of targets to make communications more meaningful.

At the heart of demand creation is the *demand insight*. An insight is a *truth* about the individual, his beliefs, his needs, wants, habits, behavior or attitude towards the product or category.

The *core proposition* is the encapsulation of the relationship between the insight into the target and the role the brand plays in addressing his needs.

In essence, this framework does not “sell” to an individual but creates the desire in him to demand the product/service presented to him.

## **DEMAND STRATEGY**

## **CONCEPTUAL TARGET**

### **“Game Changers”**

Younger, more ambitious, more intelligent, self-motivated, more internet savvy

This will be the new crop of valuers.

More educated, more professional.

They will revolutionize their jobs and their industry with their new perspective and their new thinking. They will become the valued professionals in their team and organization.

### **DEMAND INSIGHT**

*A real* education will fast track my way to success.

### **CORE PROPOSITION**

Only UPOU offers the high-quality, internationally-accredited formal valuation education that can help me get ahead faster in my career.

### **CREDIBILITY**

UPOU offers the very first formal higher education courses in property valuation.

UPOU is a constituent unit of the prestigious University of the Philippines.

The courses benefit from exposure to international best practices through linkage with the Central Queensland University.

### **KEY BENEFITS**

Get ready to advance. Get ready to be promoted. Get ready for a higher pay. Get ready to work abroad.

### **COPY POINTS**

Certificate courses on valuation education at the University of the Philippines Open University (UPOU) on “Introduction to Land Valuation, Development Controls, Infrastructure, and Construction, Land Laws and Planning for Development and Statutory Valuation”

Web-based: Part-time study, after office hours

Module based: 12-16 weeks

Inexpensive: Approximately P6,000.00 only

Offering 100% scholarship to 100 qualified students

## **TONE AND MANNER**

Leadership stance. Dynamic and energetic.

## **MEDIA STRATEGY**

### **Path to Purchase**

A path to purchase illustrates the day-to-day movements of the target with a view to identifying opportunities for engagement. These contact points are determined by the media habits of the individuals, their associations, modes of transport and their locations at different times of the day.

Based on the learnings from the backyard study and key informant interviews, the target market generally follows the same media consumption and lifestyle pattern:

HOME	→	OFFICE	→	MEDIA:	TV/RADIO/PRINT
				LEISURE:	MOVIES
					MALLS
				PUBLIC TRANSPORT	
				ONLINE:	YAHOO
				MEMBERSHIP:	REAL STATE ASSOCIATIONS

Within a limited budget, it is necessary for the communications plan to maximize efficiencies by taking advantage of venues where the targets usually congregate: the office, in conferences, general assemblies and regattas.

## **COMMUNICATION ACTIVITIES**

### **LAUNCH PRINT AD**

To include scholarship program announcement

### **COLLATERALS**

- Brochure
- Flyers
- Posters

Tarpaulin for events

## **ACTIVATION**

### **LAUNCH EVENT**

Take advantage of UPOU's 10<sup>th</sup> anniversary to launch the short-term course offerings of UPOU

Partner with a media network to gain free media values

Develop press releases and other materials for distribution to the different news agencies regarding the present state of the valuation industry and consequent losses to the general public and the government

Develop communication materials for distribution onsite (see collaterals above)

### **ONGROUND EVENTS**

In major offices, conferences, general assemblies and regattas

Distribution of collateral materials

Booth set up for inquiries and enrollees

### **ONLINE ENGAGEMENT**

Web-based ads and links in Yahoo!, Google, Facebook, and LAMP2, PARA, IPREA, PHALTRA sites

## **SUPPLEMENTARY ACTIVITIES**

1. Online newsletter for CPEPLV alumni (sustaining phase) – community site
2. UPOU Valuation Education public online events
  - a. Online discussions with senators and supporters of RESA and VRA
  - b. Online discussions with CQU advisers
  - c. Online talks by key industry personalities
  - d. Online forum among practitioners in the UPOU website
3. UPOU brand campaign (distance learning, students and alumni, international affiliations): brand identity, collateral materials, website revamp, online and media-based promotion, online events
4. *"Mahalaga ang Valuer!" (Valuers are Valuable!)* project

Engaging practitioners in the professionalization of the valuation industry

- a. Directory of associations and licensed practitioners
- b. LAMP2 licensed practitioner's kit (print or online): educational opportunities, HRD, MIS, policies/laws
- c. LAMP2 box in newspaper real estate section
- d. LAMP2 website industry info: news, events, announcements, educational opportunities

5. General public engagement

- a. Lifestyle features in newspapers, magazines, TV magazine shows:
  - i. Heritage series: Historic real estate in the Philippines
  - ii. The highest valued real estate in the Philippines
  - iii. How to increase the value of your real estate
  - iv. Real estate to watch out for in the future
- b. Roving photography exhibit, Celdran tours
  - i. Heritage series: Historic real estate in the Philippines
  - ii. The highest valued real estate in the Philippines

**PHASE II: MASTER'S**  
**2011/2012**

**COMMUNICATION OBJECTIVE:**

To generate applications to the Masteral program for valuation practitioners at the UPOU

**DEMAND STRATEGY**

**CONCEPTUAL TARGET**

**"The Next Generation of Leaders"**

They want to be promoted. They want to lead. They believe in themselves. They want to make a name for themselves in the industry. They want to make their mark.

**Confident**

Younger, more ambitious, more intelligent, self-motivated, more internet savvy

**DEMAND INSIGHT**

With a real education, I will have the edge.

**CORE PROPOSITION**

Only UPOU offers the high-quality, internationally-recognized masteral degree program I need to reach the top of the field of valuation.

### **CREDIBILITY**

UPOU is a constituent unit of the prestigious University of the Philippines

The degree course benefits from exposure to international best practices through linkage with the Central Queensland University

### **KEY BENEFIT**

A premiere education for the future leaders of the valuation industry.

### **COPY POINTS**

Web-based: Part-time study, after office hours

Inexpensive

### **COMMUNICATION ACTIVITIES**

#### **COLLATERALS**

Brochure  
Flyers  
Posters  
Tarpaulin for events

### **ACTIVATION**

#### **ONGROUND EVENTS**

In major offices, conferences, general assemblies and regattas

Distribution of collateral materials  
Booth set up for inquiries and enrollees

### **PHASE III**

#### **COMMUNICATION OBJECTIVE**

To generate applications to the Bachelor's degree program for valuation practitioners at the UPOU



## **DEMAND STRATEGY**

### **CONCEPTUAL TARGET**

#### **“The New Breed”**

Young, idealistic, intelligent, ambitious, hungry to prove themselves, internet savvy

### **DEMAND INSIGHT**

#### **CORE PROPOSITION**

Only UPOU offers the high-quality Bachelor’s degree program I need to make a name for myself in the field of valuation.

#### **CREDIBILITY**

UPOU is a constituent unit of the prestigious University of the Philippines

The degree course benefits from exposure to international best practices through linkage with the Central Queensland University

#### **KEY BENEFIT**

A premiere education

### **COPY POINTS**

Web-based: Part-time study, after office hours: Attractive? Necessary?

Inexpensive

## **COMMUNICATION MATERIALS**

### **COLLATERALS**

Brochure

Flyers

Posters

Tarpaulin for events

### **ONLINE ENGAGEMENT**

Drive-to-site banner ads in search engines, Yahoo!, Gmail and social networking sites

## **ACTIVATION**

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February 2010**

**ONGROUND EVENTS**

In high schools

Distribution of collateral materials

Booth set up, if possible, for inquiries and enrollees

**STATUS OF IMPLEMENTATION PHASE I  
25 - 29 January 2010**

ACTIVITY	STATUS	NEXT STEPS	RESPONSIBILITY
<b>CREATIVES</b>			
Thematic Print	Comprehensive studies presented. Revisions ongoing. For presentation/approval.	Proceed to final artwork (F/A) and production. Ready for distribution.	APPROVAL: UPOU MATERIAL: GBelardo/HGapayao/NAlvina/EDuenas F/A: GBelardo/HGapayao/NAlvina PRODUCTION: HGapayao/NAlvina/EDuenas
Press Releases	Press releases 1 - 2 done. Awaiting data for press releases 3 - 5.	UPOU to supply data. Write press releases 3 - 5. Present to UPOU for final approval. Ready for distribution.	DATA: UPOU WRITING: GBelardo PACKAGING: GBelardo/HGapayao/NAlvina DISTRIBUTION: GBelardo/HGapayao/NAlvina (networks, publications) EDuenas/NHermosa (associations/LGUs)
<b>MEDIA-BASED ADVERTISING</b>			
Philippine Daily Inquirer	Negotiated rates and media values agreed upon with publication. Awaiting approval of material.	Finalize contract. Request payment. Submit F/A.	GBelardo/PDI
Philippine Star	Exclusive print media partnership offered to Philippine Star Marketing to include: 1. Ad space 2. News coverage 3. Press release coverage Awaiting confirmation.	Follow up Philippine Star Marketing. Finalize partnership contract. Submit F/A. Submit press releases.	CONTRACT: GBelardo F/A: GBelardo/HGapayao/NAlvina SUBMISSION: EDuenas/NHermosa
<b>PUBLIC RELATIONS</b>			
Philippine Star	Awaiting final media partnership confirmation.	Follow up Philippine Star Marketing. Finalize partnership contract. Submit press releases.	GBelardo/PhilStar

**Land Administration and Management Project Phase 2  
Information, Education and Communications for  
Valuation Education and Professional Development  
February 2010**

TV/Radio	Exclusive TV/radio media partnership offered to ABS/CBN to include: 1. TV/radio news coverage 2. TV/radio news programs and talk shows Awaiting confirmation.  ABS-CBN News and Current Affairs on standby. Awaiting final launch details.	Follow up ABS-CBN Marketing. Finalize partnership contract. Submit press releases.  Submit final launch program.	GBelardo/ABS-CBN  GBelardo/ABS-CBN
<b>ONLINE</b>			
Google Ads	Confirming details of contract with search engine Google..	Finalize contract. Request payment. Submit final keywords.	CONTRACT: NHermosa BUDGET: EDuenas SUBMISSION: EDuenas/NHermosa
Electronic Direct Mail (EDM) blast	Awaiting final print material.	Contact associations for EDM distribution.	SUBMISSION: EDuenas/NHermosa
Facebook	Awaiting final launch details.	Create Facebook page.	HGapayao
<b>ACTIVITY</b>	<b>STATUS</b>	<b>NEXT STEPS</b>	<b>RESPONSIBILITY</b>
<b>ACTIVATION</b>			
UPOU 15 <sup>th</sup> anniversary	Awaiting final launch details.	Convert to flyer for distribution.	GBelardo/HGapayao/EDuenas/NHermosa
REGATAs/PAMAS/PAAO/BLGF Regional Conferences PHALTRA convention Real Estate Tourism Fair PARA/CREBA conferences Bankers Association of the Philippines conferences	Awaiting final print material.	Convert to EDM/flyer for distribution.	GBelardo/HGapayao/EDuenas/NHermosa
Regional Directors	Awaiting final print material.	Convert to EDM/flyer for distribution.	GBelardo/HGapayao/EDuenas/NHermosa

## AUDIENCE DELIVERABLES PHASE I

The various mass media activities being implemented for the marketing communications of the CPEPLV courses of UPOU will gain for the brand the following reach:

Philippine Daily Inquirer, Philippine Star (per placement; three placements to date)  
530,000 combined circulation (x3)

ABS-CBN TV news programs  
6,366,750 individuals

ABS-CBN radio news programs  
200,000 combined gross impressions

Google Ads  
74,000 impressions per exposure

**ANNEX A**

UNIVERSITY OF THE PHILIPPINES OPEN UNIVERSITY  
SURVEY ON THE DEMAND FOR COURSES ON PROPERTY VALUATION

We would like to request for your assistance in this survey by filling up the following form. This survey is being conducted by the University of the Philippines Open University and LAMP2.

Age: \_\_\_

Sex:  Male  Female

Occupation/Position: \_\_\_\_\_

Residence: \_\_\_\_\_, \_\_\_\_\_  
(Town/City) (Province)

Educational attainment

High School

College. Degree earned: \_\_\_\_\_

Masters. Degree earned: \_\_\_\_\_

Others. Please specify: \_\_\_\_\_

Please check one:

I have access to the Internet.

I have no access to the Internet

1. Are you interested in pursuing additional training in property valuation?

Yes. (Please proceed to Question No. 2.)

No. (Please skip Question Nos. 2-4 and proceed to Question No. 5.)

2. If you answered “Yes” to Question No. 1, why are you interested in pursuing additional training in property valuation? You may check as many as you wish.

I need additional training for career advancement. I can get a promotion and/or higher pay after the training.

**Land Administration and Management Project Phase 2**  
**Information, Education and Communications for**  
**Valuation Education and Professional Development**  
**February 2010**

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- I want to improve my knowledge and skills in property valuation. I want to gain additional knowledge and skills, and/or I want to review concepts that I already know.
- I want to become a licensed appraiser/assessor.
- Other reasons. Please specify: \_\_\_\_\_

If you answered “**Yes**” to Question No. 1, please read the box below (The Main Features of Distance Learning) before you answer the questions that follow after the box.

**THE MAIN FEATURES OF DISTANCE LEARNING**

- You study part-time, after your office hours.
- You are given a Course Manual containing study materials.
- You contact your instructor mainly by using the Internet or the regular mail. There may be a few, supplemental classroom sessions.
- You are required to submit assignments using the Internet or the regular mail.
- You may be required to take exams at a testing center in your province.
- Each course (whether short training course or degree course) will cost approximately P6,000.00, including the Course Manual and possibly other reading materials.
- A short training course lasts from 12-16 weeks, while a degree course lasts 16 weeks (one semester).

3. If you answered “**Yes**” to Question No. 1, what type of training course would you prefer?

- Short training courses by distance learning. I will select only the courses that I need.
- Masters degree program by distance learning, consisting of 8-12 courses and can be completed in 2-3 years of part-time study.
- Other type(s) of training. Please specify: \_\_\_\_\_

4. Would you encourage other people (for example, your friends who are not appraisers or assessors, your family members or relatives, etc.) to enroll in the short training courses or in the masters degree program described in Question No. 3?

- Yes. Optional – briefly explain why: \_\_\_\_\_
- No. Optional – briefly explain why: \_\_\_\_\_

5. If you answered “**No**” to Question No. 1, why are you not interested in pursuing additional training in property valuation? You may check as many as you wish.

- I do not need additional training. I am satisfied with my present knowledge and skills on property valuation.
- I have no time for training. I am busy.
- I am no longer interested in property valuation.
- Other reasons. Please specify: \_\_\_\_\_

*Thank you so much for giving us your time.*

*The information you provided will help us a lot in designing programs that are deemed useful by our fellow Filipinos.*

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Valuation Education and Professional Development**

PRELIMINARY SUMMARY OF RESULTS

Number of respondents	420		
Male	249	59.3%	Internet access? Yes      No      No answer 217      176      27 51.7%    41.9%    6.4%
Female	166	39.5%	
No answer	5	1.2%	

1) Are you interested in pursuing additional training in property valuation?		
Yes	366	87.1%
No	42	10.0%
No answer	12	2.9%

2) Why are you interested in pursuing additional training in property valuation?		
I need additional training for career advancement. I can get a promotion and/or higher pay after the training.	133	31.7%
I want to improve my knowledge and skills in property valuation. I want to gain additional knowledge and skills, and/or I want to review concepts that I already know.	333	79.3%
I want to become a licensed appraiser/assessor.	197	46.9%
Other reasons.	5	1.2%

3) What type of training course would you prefer?		
Short training courses by distance learning. I will select only the courses that I need.	270	64.3%
Masters degree program by distance learning, consisting of 8-12 courses and can be completed in 2-3 years of part-time study.	78	18.6%
Other type(s) of training.	23	5.5%

4) Would you encourage other people (for example, your friends who are not appraisers or assessors, your family members or relatives, etc.) to enroll in the short training courses or in the masters degree program?		
Yes	258	61.4%
No	29	6.9%
No answer	133	31.7%

5) Why are you not interested in pursuing additional training in property valuation?		
I do not need additional training. I am satisfied with my present knowledge and skills on property valuation.	18	4.3%
I have no time for training. I am busy.	27	6.4%
I am no longer interested in property valuation.	2	0.5%
Other reasons.	20	4.8%

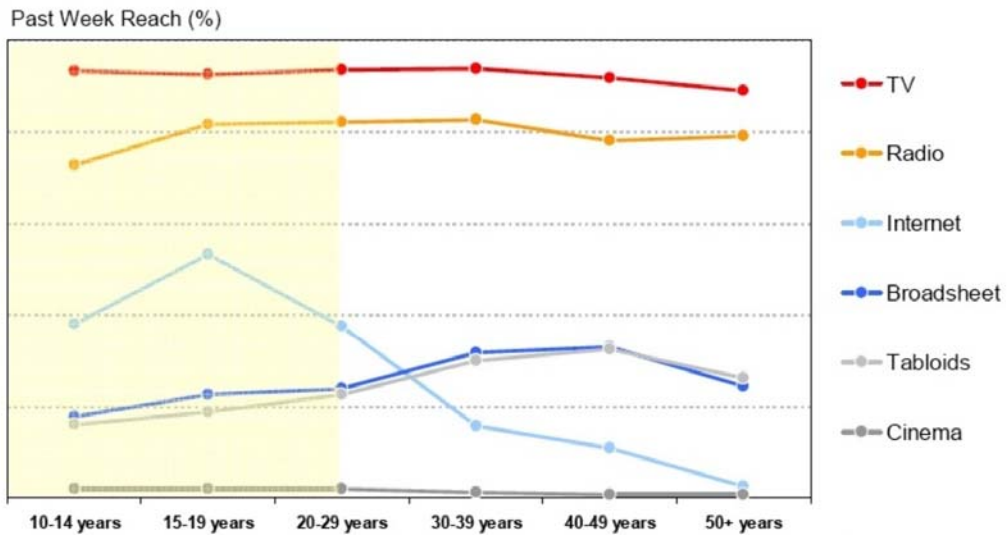
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**ANNEX B**

**NIELSEN MEDIA INDEX: INTERNET PENETRATION (PHILIPPINES)**



**Internet - strong affinity with Filipino youth**



Base: Males and Females aged 10+ across all socio-economic classes in National Urban Philippines  
Source: Nielsen Media Index 2008

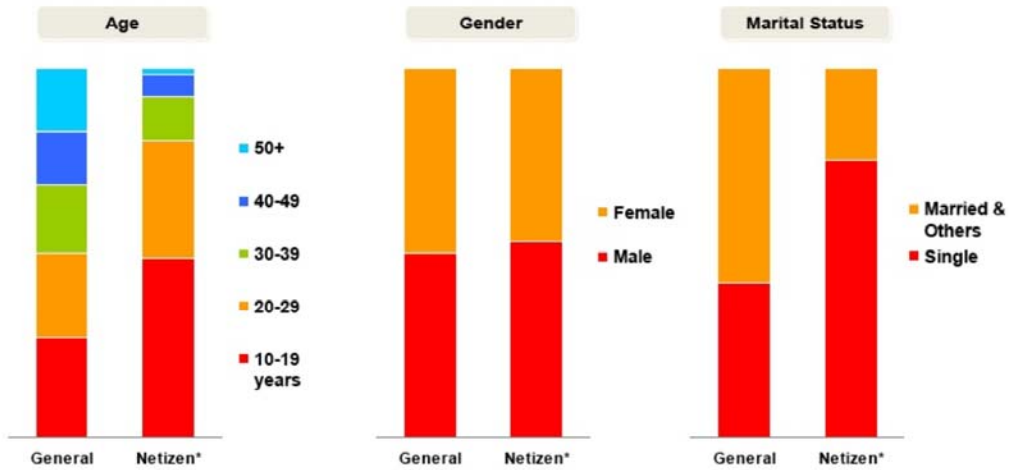




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**Online Filipinos are young and single...**



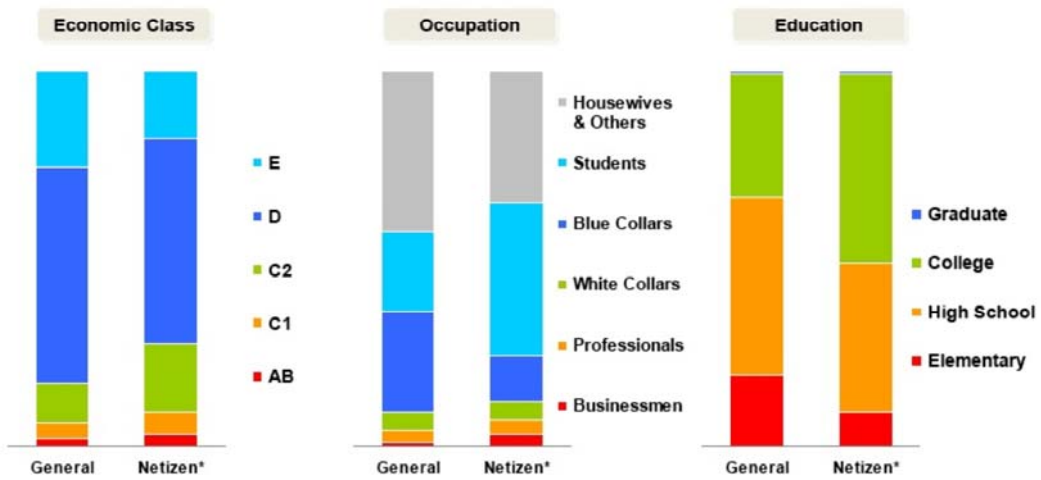
Base: \* Past month internet users aged 10+ across all socio-economic classes in National Urban Philippines;  
Males and Females aged 10+ across all socio-economic classes in National Urban Philippines  
Source: Yahoo!-Nielsen Net Index 2008; Nielsen Media Index 2008;



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**Skewed towards upscale and well-educated**



Base: \* Past month internet users aged 10+ across all socio-economic classes in National Urban Philippines; Males and Females aged 10+ across all socio-economic classes in National Urban Philippines  
Source: Yahoo!-Nielsen Net Index 2008; Nielsen Media Index 2008;

