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# COMMUNICATION PLAN NAVE PROJECT 2019-1-ES01-KA202-063976





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## 1. WHO WE ARE

### What is NAVE2?

NAVE2 is an ERASMUS+ project that aims to improve the quality of VET. We will reach this objective by developing a strategic methodology for the creation of international VET partnerships and materials for high quality mobility experiences.

### What is an international VET partnership?

VET schools and Colleges mostly work with different partners in every project they participate. An international partnership needs to be established by a group of organisations who have a common purpose, offer international opportunities to their students and staff, search for mutually benefit from working together and have developed common protocols and procedures. Such a partnership aims to build in quality to international projects and mobilities by being more effective and efficient. Once established a partnership, partners may invite other partners to join or invite partners to participate in a particular project.

### What will NAVE2 do?

Partners need to know as much as possible about each other. The project will develop a questionnaire that will aim to capture all the key information about the organisation required to be able to work cooperatively and collaboratively on an international basis. Thus, each partner will have an agreed dossier describing how they operate and how they manage their international activities.

NAVE2 partners will also examine the materials they have developed for managing mobilities. The aim will be to agree common procedures and documentation, as far as this is possible, given the different national contexts in which we work.

### What will NAVE2 do with the dossiers and the materials?

The dossiers and the materials will be tested and improved by the four partners in a range of student mobilities. Each partner will send students to the other three partners.

Students at risk or vulnerable ones will be one of the main target groups to be considered in order to avoid dropping outs by means of the implementation of workplacement experiences in one of the countries of the partnership. The mobilities should therefore provide a robust test of the materials and arrangements that NAVE2 will develop.

The project will then produce a manual to guide other VET organisations to form similar international partnerships.



## Who are the NAVE2 partners?

The NAVE2 project is coordinated by Gobierno De Navarra, Spain, along with:

- Consorzio degli Istituti Professionali, Italy
- Saimaa Vocational College Sampo, Finland
- ROC Midden Nederland, The Netherlands
- and assisted by Kent and McGill, United Kingdom

## 2. OBJECTIVES AND STRATEGY

We have defined 5 goals related to the Communication Plan:

- To promote the dissemination to all project beneficiaries (students, teachers and institutions) of the main messages and news of general interest related to the internationalization strategy of the partners involved.
- To prepare and promote the image of the project inside (of the institution that each partner represents) and out (the rest of target groups that may be involved).
- To seek dialogue and expression of the members of the partnership as a way to improve the mobilities that will take place between them.
- To establish general and specific channels of relationship and communication between project members.
- To establish information channels for the target groups (students, teachers and other institutions involved, like the companies where they do the internships).

Communication strategies are a type of business tool that helps the organization to align its general objectives with a marketing plan focused on achieving a set of results.

The design of our communication strategy should allow the project members to help define, elaborate and launch its messages, by any means and towards all types of interlocutors effectively.

In order to increase the effectiveness of the communication strategies, we should mention 4 important keys:

1. We must consider communication as a priority in the organization. Both internal and external, communication helps to keep our project up to date, gain alignment, discover new opportunities and reduce risks.

2. We have to be honest. Today, anyone has sufficient means and available information at their disposal to contrast any information. Hiding data, adorning



excess reality or, worse, lying, can be detrimental for the project. We must tell the truth.

3. Another objective we have to achieve is to meet the audience. This means getting to know our target group and designing messages that may reach them in a very effective way.

4. And the last point is to pay attention to non-verbal communication. Although in the online environment it is not always necessary to take into account this aspect of communication in the strategy, it would only be applicable in the case of webinars, meetings by videoconference or publication of videos on the network. In these cases and in offline situations, we need to have in mind that, depending on the study being consulted, between 65% and 95% of a message is nonverbally received.

This Communication Plan will develop the following communication strategies:

a) Brand communication strategy

The solid brand identity is not just our logo or a striking slogan. In fact, the people who work for the project, our values, our spirit, and our strengths and experience are the most important things to capture the attention of the audience and keep our message in their mind.

According to branding experts, 45% of a project's image can be attributed to what it says and how it does it. This confirms the importance of communication strategies for the brand.

Therefore, in order to achieve a strong brand presence, our target group's needs must be met effectively and, at the same time, develop a convincing communication strategy that allows it to be maintained.

b) Online communication strategy

Online communication strategies are advantageous, since with a much smaller investment than in any type of traditional communication strategy, a much greater scope can be achieved, something that affects the results.

In addition, there are currently a variety of tools, both free and paid, that allow exploiting the full potential of communication strategies in the online environment.

In this case, we can use different tools, such as the project website, the ones of the partners, emailing and the different social media platforms.



### c) Offline communication strategy

We know as offline marketing those communication actions focused and transmitted from traditional media, such as television, radio, press, billboards and other tools that have nothing to do with digital media, since the latter are part of marketing on -line.

There are several tools we can use when practising offline communication. Here you will find some examples that we can use in our NAVE project:

- Market research
- Advertising: press, magazines, radio, TV, outdoor ...
- Graphic-audiovisual design and production
- Promotion
- Public relations
- Press Relations
- Events

In the following pages we will develop the actions we are going to implement in these three types of strategy.

## 3. MESSAGE AND TARGET GROUP

The message extracted from several paragraphs of the project description says as follows:

*“The added value of this project is based on establishing relationships that will offer quality guarantees when organizing training placements of different professional sectors for students, especially those in vulnerable situations, and teachers of vocational education. In addition, this partnership with institutions from four different countries may encourage the development of innovation projects and the improvement of educational quality standards.*

*Project members have numerous students from many different profiles. At the same time, they are related to companies in various sectors. This situation facilitates the search of companies for a large number of students from each partner and offers many guarantees of success for an optimal development of internships in companies.*

*On the other hand, the agreements on the procedures established between the partners will facilitate the management and performance of the stays and improve the terms and protocols that provide security to the partners and the participants”.*



With this message we have written an info sheet of the project that can be used and translated to the local language by the partners.

In order to disseminate the project, we are also going to use information that appeared on point 1: Who we are. This is the text we will use for our promotional materials (leaflet, poster, website, power point presentation...).

If we think about our target groups, we have to mention four types of “clients”:

1. Students
  - a. Vulnerable
  - b. Non vulnerable
2. Teachers and staff
3. Companies for internships and other institutions
4. Other Vocational Education Schools in European Countries (future partners)

## 4. STAKEHOLDERS

### 1. Gobierno de Navarra (Spain)

The Department for Education of the Government of Navarra is the official Institution settled to manage Education in the Spanish self-government region of Navarra.

The Department of Education is in charge of establishing the general conditions and the appropriate means for the real implementation of every aspect of education. These measures include the management of all public Primary, Secondary and Vocational Education.

This institution counts with 172 Public Primary Schools, 59 Public Secondary Schools and 22 VET centres and they involve more than 3.200 teachers. These public schools attend more than 67.000 students.

Every school has a Guidance Service to provide information to students on academic and social matters. They also provide feedback to parents concerning students' professional career and problems' solving.

Within the Department for Education there is a Division created to develop and promote Vocational and Educational Training. What is more; it includes a Section to establish and promote Internationalisation among VET institutions by means of mobility and innovation projects. This unit helps VET centres for international matters and tries to approach companies and stakeholders to cooperate within the training system.





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The net made up of 22 VET centres mentioned above counts with more than 7.000 students belonging to 83 different profiles. Every year 200 students do internships in European companies under the Erasmus+ initiative. We are also responsible for managing all European projects in Vocational Training.

The Department for Education also works together with the Chamber of Commerce and Industry and the Department of Commerce, Work and Industry to implement actions related to job insertion, job surveys, and measures for placing young people in the labour market.

The Department for Education has also created an extended network with more than 2.100 companies to provide young VET graduates to access the employment needs that companies require with a specific profile.

The fact that this institution is linked with the rest of Departments of the Regional Government provides different kind of contacts to extend their aims to a wide range of areas in society: public bodies and private institutions, trade unions, parents associations, Institutions promoting the validation of competences, local and regional stakeholders, private companies, both SMEs and big companies.

In this institution there is a team of three people dedicated to the project development:

- a. Víctor Lerga (Manager of International Section for Vocational Training)
- b. Jaime Valdeolmillos (Assistant of International Unit for Vocational Training)
- c. María Rozas Larraondo (Responsible of International Unit for Vocational Training)

## 2. ROC Midden Nederland (Holand)

ROC Midden Nederland is one of the largest providers of vocational and adult education the the Netherlands with 20000 students and 1700 employees. It is situated in the centre of the Netherlands with its main location being Utrecht and Amersfoort.

It offers vocational education in over 300 different qualifications both full-time as well as apprenticeships ranging from technical courses to social care and health care over sports and beauty to administration and tourism. It has been involved in internationalisation for students and staff for over 15 years offering placements and exchanges with many partners all over Europe. It has a well developed internal structure to support both students and staff to learn and develop abroad with co-ordinators at department level and a central international office.

In this institution the working team gathers:







- a. Norbert Ruepert (Head of International Office)
- d. Anuschka Schliessler (Assistant of International Office)

### 3. Consorzio degli Istituti Professionali (Italy)

The consortium of the vocational schools was born in 1995. It involves over 50 vocational and technical secondary schools located in Emilia Romagna and other 8 Italian regions.

The goals of the Consortium are:

- The creation of a school network which designs projects to innovate, improve and promote the activities of vocational and technical schools.
- To improve and develop cooperation between Vocational and Technical schools.
- To organize the training of managers, administrators and teaching staff
- To build relationships with institutional bodies (Regional Directorates, MIUR, INVALSI, INDIRE) and local authorities (Provinces Regions) and with comparable organisations
- Participation in European projects, both as a promoter and partners
- To develop projects integrated with the working environment and the overall design of IFTS
- Integration of students with disabilities -and integrated projects with the - induction of foreign students
- To support educational institutions engaged in the reform processes that have characterized and are characterizing recent years, especially with regard to the methodological approach to teaching, activities about training and recognition / certification of skills both informal, no formal and professional.

The Consortium has a long experience in European projects as coordinator or partner of Leonardo mobility projects, Leonardo TOI , Comenius multilateral, Erasmus + KA1, Erasmus + KA2.

Total number of staff 60

Total number of students 15000

- a. Rosanna Rossi (President of Consorzio degli Istituti Professionali)
- b. Carlo Marchetti (Teacher of Consorzio degli Istituti Professionali)

### 4. Saimaa Vocational College Sampo (Finland)

Saimaa Vocational College Sampo is a vocational institute. Sampo offers quality education and training and is known as working-life oriented. Sampo offers adult and youth education flexibly in collaboration and in an up-to-date



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learning environment. In all the fields of vocational education and training it is possible to complete a vocational upper secondary qualification and a matriculation examination simultaneously (a dual qualification).

Completing a comprehensive school-based qualification takes three years. In youth education, there are roughly 20 vocational qualifications in 7 fields of vocational education and training: Technology, Communication and Transport, Social Sciences, Business and Administration, Tourism, Catering and Domestic Services, Social Services Health and Sport, Culture, Natural Resources and the Environment, Natural Sciences. Those with a vocational qualification are eligible for applying to university of applied sciences or to university.

At Sampo, we want to take into account the student's situation in life and thus offer multiple different options for acquiring a vocational qualification. The collaboration between different fields of vocational education and training and multiple study paths aid the student to find his/her own individual path. In the joint qualification the student completes simultaneously a vocational qualification and a matriculation examination. The upper secondary school classes are held within regular school hours in Sampo's premises. A student can also complete individual courses in the collaboration upper secondary school even if they are not aiming for a matriculation examination.

Having a joint qualification enhances the student's eligibility for further studies. Regularly, studies in Sampo last three years. Our values are customer orientation, renewing, accountability, community. These values are followed in all operations.

Saimaa Vocational College Sampo is located in the south-eastern part of Finland in cities of Lappeenranta, Imatra and Ruokolhti. The area is well-known for being the leading pulp and paper manufacturing area in Finland. According to national statistics, this area is in the low position in the country, because people there, generally speaking, have lower level of education measured by percentage of working force having a vocational college or a university level degree. These are the main reasons, why partners from Finland want to guide their students towards a personal and professional harmonious development and in an active European citizenship and social inclusion.

- a. Jaana Hokkanen (International Coordinator)
- b. Kirsi Seppänen (Assistant)

## 5. Kent and McGill (United Kingdom)

Kent + McGill is a limited company providing consultancy in European education. The consultancy specialises in providing research, strategic development, quality management and evaluation expertise in the field of further and higher education. The consultancy has undertaken assignments for several Learning and Skills Councils, Local Authorities and Further and Higher Education organisations in addition to working with individual colleges and





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training organisations. The company has two consultants and is able to call upon other associates to address the particular needs of commissioned projects.

- a. Iain Strath (Manger Director of Kent and McGill)

## 5. DELIVERY CHANNELS

Corporate image, or reputation, describes the manner in which our partnership, our activities, and our products or services are perceived by outsiders. Corporate image of our project begins within the institutions represented by the partners.

### a. BRAND COMMUNICATION STRATEGY

#### i. LOGO

Consistency is absolutely essential in a corporate identity kit as it projects the external image of the project. The branding used in the design of a corporate logo and identity kit usually involves a specific colour scheme so that the entire product family is immediately recognizable. This was one of the goals pursued when the partners decided to design NAVE's logo.

The logo of the project was designed by one of the schools of Consorzio degli Istituti Professionali, after a local contest in which the final version was selected as the winner.

There were 6 integral criteria that we followed for choosing our brand elements and designing the logo:

1) Memorability = the name of NAVE is easy to memorise and remember, short and concise.

2) Meaningfulness = the name of the project has different meanings in both English and Spanish, which reminds the following concepts:

NAVE(EN):the long central part of a church,oftenwith aisles (= long passages) on both sides

NAVE (SP): "barco" (ship)

The number 2 in the logo is in reference to the double "E" repeated on the name: "education" and "Europe".

3) Likability = the brand is also readily or easily liked; pleasing.

4) Transferability = the brand name and the logo are easy to transfer and use in different media and dissemination tools.

5) Adaptability = the logo can be adapted to different backgrounds.





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6) Protectability = the name, logo and materials developed have to be registered with a copyrights to protect us from illegal uses and utilities.

The author of this final version was Deborah Mussini from:

- Classe IV Grafico e Comunicazione - IIS D'Arzo S. Ilario d'Enza - RE – Italy

## PROGETTO LOGO NAVE<sup>2</sup>



Network for the Advancement of  
Vocational Education in Europe.

di

**Deborah Mussini**

*Classe IV Grafico e Comunicazione - IIS D'Arzo S. Ilario d'Enza - RE - Italy*



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## ii. VARIATIONS

The author also proposed eight different variations of the logo to use in different situations or backgrounds:

### PROGETTO LOGO NAVE<sup>2</sup>



Network for the Advancement of  
Vocational Education in Europe.



Network for the Advancement of  
Vocational Education in Europe.



Network for the Advancement of  
Vocational Education in Europe.



Network for the Advancement of  
Vocational Education in Europe.

### VARIAZIONI CROMATICHE



Network for the Advancement of  
Vocational Education in Europe.



Network for the Advancement of  
Vocational Education in Europe.



Network for the Advancement of  
Vocational Education in Europe.



Network for the Advancement of  
Vocational Education in Europe.



### iii. MATERIALS

After the kick off meeting that took place in Pamplona (Spain) on the 19<sup>th</sup> and 20<sup>th</sup> of November 2019, the partners agreed that the following materials were needed to contribute to the dissemination and promotion of the project:

- Web site of the project
- Power Point template
- Leaflet
- Poster
- Letter head

This task will be developed by students of Marketing and Commerce from CI María Ana Sanz (Gobierno de Navarra). All the materials are supposed to be ready for the second meeting in Finland, in the month of May 2020.

### b. ONLINE COMMUNICATION STRATEGY

The promotion of the project in the online media is going to be settled via two platforms:

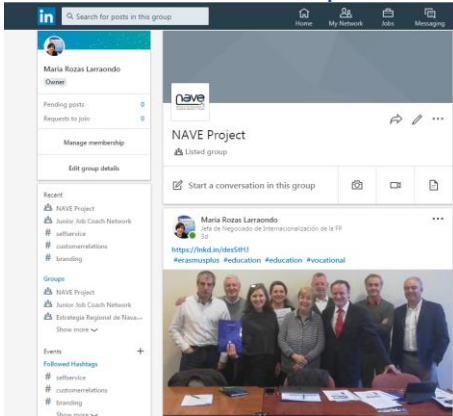
- a. The website that is going to be developed by the students of CI María Ana Sanz. The .eu domain has to be registered. Norbert assumed in the first meeting in Pamplona this task. The domain should be ready for the second meeting in Finland.
- b. The social media platforms like:
  1. LinkedIn = a group has been created to post every kind of news related to the project

<https://www.linkedin.com/groups/8845477/>





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- c. We would like to use email to disseminate the results of the project with teachers, students and institutions of each partner. A mailshot should be planned by the end of the project to engage new partners for future actions
- d. Websites, social media and newsletters of the partners' schools. Each partner will have to publish in their own media news related to the project. As an example here we have some of the digital press releases in Utrecht:
  - Erasmus + newsletter (digital)
  - MBO-raad newsletter (digital)
  - Nuffic newsletter (digital)

## e. OFFLINE COMMUNICATION STRATEGY

Marketing has seen a paradigm shift with the rise of all online and mobile possibilities. We have just said that we are going to create a Facebook page with the aim of tweeting about project news, sending email notifications to our target groups... the channels we use to talk to students, teachers and institutions are evolving every day. While these platforms are remarkably effective, we must practice a combination of online and offline marketing strategies to generate successfully results.

### 1. Distribute leaflets of NAVE project whenever possible

This is perhaps the easiest and cheapest option, which is why it tops the list. A leaflet is going to be designed by the students of C María Ana Sanz (Gobierno de Navarra). It will be written in English, and it will contain a brief description of the project (see point 1. Who we are on this document). Each partner will have a PDF version to be printed and distributed within its institution.





## 2. Speak of NAVE at events

We have to find an event related to our international education mobilities area and prepare an educational and meaningful speech. Each member of the partnership has to prepare several presentations of the project at their country.

Students of CI María Ana Sanz (Gobierno de Navarra) will develop a Power Point Template to prepare presentations that can be use on these events. A common presentation in English will be prepared by Gobierno de Navarra, supervised by Kent and Mcgill, and shared with the rest of the partners

The events in which partners can present NAVE project are:

- EfVET annual meeting
- Skills week – October/November 2020/2021 (Utrecht)
- Meeting for local international operators (South Karelia in 11th February 2020, Finland)
- Yearly International Day in Saimaa Vocational College Sampo (on May)
- Residential training meeting in Cervia with the presence of all associated schools (over 50 schools – principals, teachers, administrative responsables) on October 2020
- Training meetings for teachers involved in mobility projects (30 schools involved) on 8 January and 26 February (Italy)
- Presentation of NAVE2 in May in Modena
- Participation to Orientamenti 2020, fair in Genova focused on VET, with a specific workshop. November 2020

## 3. Communicate with Local Print Publications

Despite the consistent rise in online media, print is still effective. We must pitch a press release to a magazine or newspaper that targets our audience. Press releases are a simple way to showcase an important event or milestone for our NAVE project, and the right publication could land us a valuable attention.

These are some of the local print publications we can reach:

- Europe
  - EfVET magazine
- Gobierno de Navarra
  - Diario de Noticias
  - Diario de Navarra
  - Vocational Education Schools' printed magazines
- Roc Midden Nederland
  - Profiel magazine
  - Local press
- Saimaa Vocational College Sampo
  - Lappeenrantalainen



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- Imatralainen
- Consorzio Istituti Professionali
  - Local newspaper of Ancona
  - Local newspaper of Modena

#### 4. Celebrate Successes

All the pilot mobilities between partners are going to take place in the same dates (from the 11<sup>th</sup> to the 24<sup>th</sup> of April 2021). We must take advantage of this situation and develop several dissemination events at our institutions in which we should invite students, teachers, companies and other organizations that could be interested. All the press media should be aware of these events. The impact of these actions on the project has to be very high

#### Conclusion

These tips range widely in cost and effort, but they can each impact our bottom line and mix up our marketing efforts.

#### Gathering evidence

All these evidence appeared on the different offline and online media should be registered by each partner in a Google Survey that we have been using in another project (Junior Job Coach KA2 Project). In the last meeting in Pamplona, Norbert assumed the responsibility of contacting Rodica Pana to ask this tool from them. It should be available for the partner at the meeting in Finland.

#### 6. COMMUNICATION SCHEDULE

Tasks	Responsible	Dates
Dissemination Plan App (Request to Romanian partner in order to use their application in case there is a possibility to adapt to NAVE2)	ROC Midden Nederland	December 2019
Domain registration for the website	ROC Midden Nederland	December 2019
Infosheet about the project	Iain	January 2020
Communication Plan	Department of Education in Navarra	March 2020
Corporate image presentations and templates	Department of Education in Navarra (students of CI Maria Ana Sanz)	April 2021
Pilot mobilities	All	Autumn 2021
Dissemination Events	All	Autumn 2021 Winter 2022





## 7. MEASUREMENT AND QUALITY INDICATORS

These are the indicators we will try to achieve

- 1 website
- 10 posts in our LinkedIn Group
- 10 posts each partner in their own social media platforms
- 1 mention on each partner website
- 6 dissemination events
- 10 newsletter
- 30 emails in a mailshot campaign by the end of the project to other possible partners
- 1 template for presentation
- 1 leaflet
- 1 poster
- 1 letterhead

## 8. BUDGET

Each partner will have to spend the money assigned by the financial report of the project. See these details in the financial sheets.