



COMMUNICATION PLAN OF DUAL EDUCATION SYSTEM

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01. INTRODUCTION

The Communication Plan was prepared as a tool to achieve the objectives of the IDES project and to disseminate the results of the intellectual work of the project to a wide audience: future students of vocational schools, their parents, teaching staff of vocational schools, institutions related to vocational and dual education and training, entrepreneurs and policy makers with a real impact on changes in the education system. The Communication Plan is also dedicated to the people interested in the project topic.

The Communication Plan is a tailor-made road map for vocational education in Poland, Slovakia, Slovenia and Latvia that will point the way to:

- develop and consolidate awareness of the importance of vocational teaching and the system of vocational and dual education among the general public;
- help the public understand the importance of VET system;
- informing the public about the project and results;
- reaching new audiences and increasing the impact of the project.

The communication plan is distinguished by the aspect of international cooperation between the partner countries: Slovakia, Slovenia, Poland and Latvia.

The synergy and wide perspective on the topic of vocational education and the dual education system allows for the presentation of many aspects of the topic and the transfer of best practices whose effectiveness has been confirmed in the partner countries.

02.DEFINING THE BASELINE

The project partners conducted a detailed baseline analysis, in order to illustrate the real situation related to the public's perception of vocational education and the dual education system, and the importance of vocational training and the scale of knowledge/ information/ awareness of this topic among the inhabitants of Poland, Slovakia, Slovenia and Latvia.

The **SWOT analysis** and the **online surveys** were realized by Partners.



**Extensive
research has
been conducted:
1183 respondents
from partner
countries
completed the
online survey!**

SWOT

ANALYSIS

VOCATIONAL EDUCATION AND DUAL EDUCATION SYSTEM IN POLAND, SLOVAKIA, SLOVENIA AND LATVIA IN 2021

STRENGTHS

- CONTINUOUS INTEREST IN VOCATIONAL EDUCATION AMONG YOUNG PEOPLE AND THEIR PARENTS
- GRADUATION FROM VOCATIONAL SCHOOL MEANS GAINING A PROFESSION (SO-CALLED TRADE IN HAND) AND THE POSSIBILITY OF FINDING A JOB AFTER SCHOOL;
- ATTRACTIVE KNOWLEDGE (PRACTICAL AND THEORETICAL) AND GAIN CERTIFIED COMPETENCE
- COMBINING THE FORM OF "LEARNING IN THE CLASSROOM" AND "LEARNING A PROFESSION IN THE COMPANY"
- A WIDE EDUCATIONAL OFFER OF VOCATIONAL SCHOOLS (VARIETY OF PROFESSIONS)
- A WIDE OFFER OF PRACTICAL VOCATIONAL TRAINING AT POTENTIAL FUTURE EMPLOYERS (INTERNSHIPS, APPRENTICESHIPS, PATRONAGE CLASSES)
- CONTINUOUS IMPROVEMENT OF VOCATIONAL SCHOOL INFRASTRUCTURE
- CONTINUOUS IMPROVEMENT OF THE COMPETENCES OF VOCATIONAL TRAINING TEACHERS

WEAKNESSES

- WEAK COOPERATION OF VOCATIONAL SCHOOLS WITH BUSINESS AND ENTREPRENEURS
- MISUNDERSTANDING OF NEEDS BETWEEN SCHOOLS AND BUSINESSES; COMPLEXITIES WITH PROCEDURES
- TOO WEAK INVOLVEMENT OF DECISION-MAKERS IN THE PROCESS OF ADAPTING VOCATIONAL EDUCATION TO THE CURRENT NEEDS OF THE LABOUR MARKET
- TOO WEAK ADAPTATION OF SCHOOLS AND THE EDUCATIONAL SYSTEM TO THE NEEDS OF THE CURRENT LABOUR MARKET (STANDARDIZATION OF EDUCATION)
- NEGATIVE PERCEPTION OF VOCATIONAL EDUCATION BY THE SOCIETY (VOCATIONAL EDUCATION AS "A FORM OF EDUCATION FOR PEOPLE WHO DO NOT WANT TO LEARN")
- POOR PROMOTION OF THE IDEA OF VOCATIONAL EDUCATION AMONG THE SOCIETY
- WICK ADAPTATION OF SCHOOLS TO THE NEED OF THE LABOR MARKET DUE TO EXISTING CURRICULA

OPPORTUNITIES

- PROMOTION OF VOCATIONAL EDUCATION MODEL AND DUAL EDUCATION SYSTEM AS A GUARANTEE OF GAINING AN ATTRACTIVE PROFESSION AND JOB
- CONSTANT ADJUSTMENT OF KNOWLEDGE AND COMPETENCES OF GRADUATES TO THE NEEDS OF EMPLOYERS AND THE LABOUR MARKET
- INTEREST OF INSTITUTIONS SUPPORTING THE EDUCATION SYSTEM - POLICY MAKERS - IN IMPROVING COOPERATION BETWEEN SCHOOLS AND BUSINESSES
- FLEXIBILITY OF THE PARTIES INVOLVED IN THE APPROACH TO LEARNING A PROFESSION
- CREATION OF PATRONAGE CLASSES ACCORDING TO THE DEMAND OF REGIONAL/LOCAL EMPLOYERS
- IMPLEMENTING A DUAL EDUCATION SYSTEM NOT JUST ON PAPER

THREATS

- GLOBALIZATION, RAPID TECHNOLOGICAL AND SOCIAL CHANGES RESULTING IN THE EMERGENCE OF NEW, NOT YET DEFINED PROFESSIONS
- THE COVID-19 PANDEMIC AND THE ASSOCIATED GAPS IN I INTERNSHIPS/APPRENTICESHIPS IN THE FORM OF FACE-TO-FACE MEETINGS WITH EMPLOYERS
- DISTANCE LEARNING
- LEGAL CONDITIONS RELATED TO VOCATIONAL EDUCATION IN THE PARTNER COUNTRIES

DETAILED ANALYSIS (SURVEYS) OF THE BASELINE SITUATION IN PARTNER COUNTRIES

In order to determine the situation in detail, the Project Partners conducted the surveys of **1 183** respondents between June and September 2021.

Due to the COVID-19 pandemic, most of the surveys were conducted in an online format and were anonymous. Respondents were divided into five groups corresponding to the target groups of the IDES project:

- 01 **potential students of vocational school**
(pupils in the last grade of elementary school)
- 02 **parents of potential vocational school students**
- 03 **current students of vocational schools**
young people aged 16-19+
- 04 **institutions associated with the system of vocational education and training**
- 05 **entrepreneurs**

THE OBJECTIVES OF THE STUDY WERE:

- to identify and analyze the current situation in vocational education in Poland, Slovakia, Slovenia and Latvia;
- to define the initial (baseline) situation;
- to collect diverse, international opinions and ideas for promotion of vocational education and dual education system;
- to collect opinions and ideas for the promotion of active involvement of stakeholders in the process of vocational education.



The collected survey results were used to develop the ready-to-use marketing tools presented later in this plan addressed to the project's target group.

THE RESEARCH ACTIVITIES UNDERTAKEN:



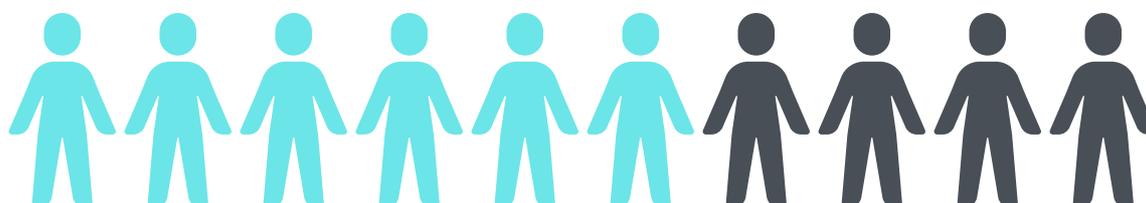
- identification of the need of the target group through analysis of existing data;
- online questionnaires - surveys;
- summary of results, recommendations and their transfer to the Communication Plan.



1 183 PARTICIPANTS OF STUDY

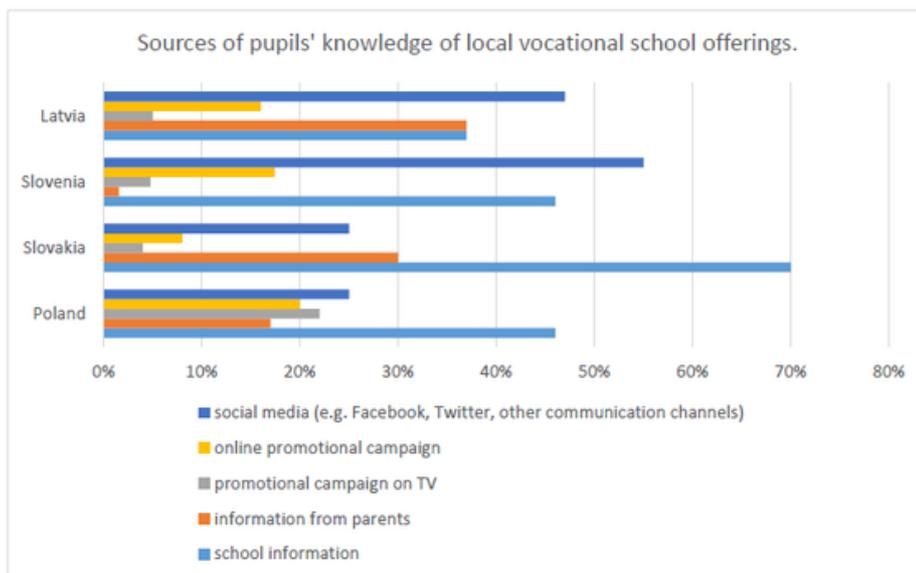
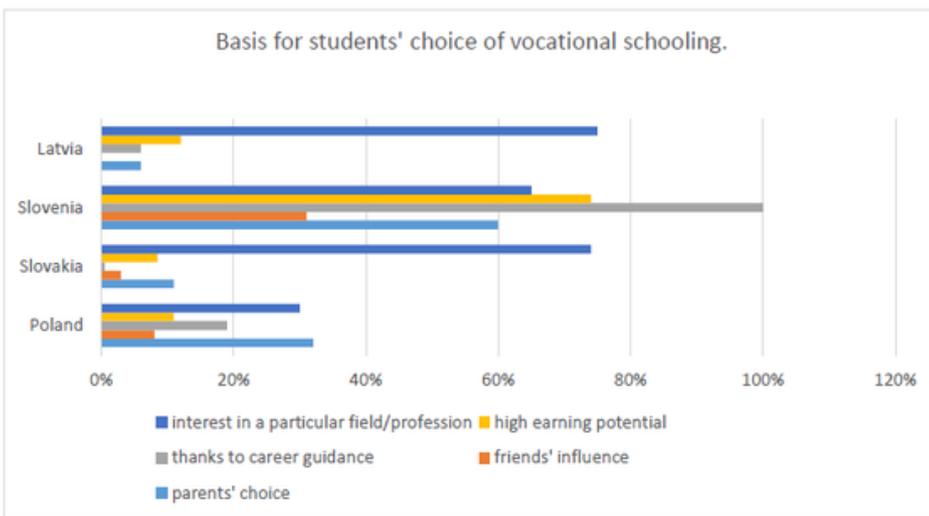
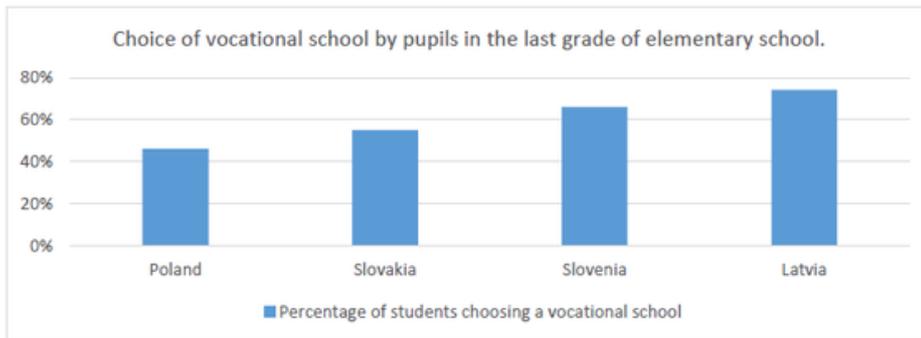
Country	Target group	Data/results
Poland	Potential studentst	• 41
	Parents	• 40
	Current students	• 40
	VET institutions	• 20
	Entrepreneurs	• 20
Slovakia	Potential studentst	• 192
	Parents	• 163
	Current students	• 163
	VET institutions	• 20
	Entrepreneurs	• 23
Slovenia	Potential studentst	• 63
	Parents	• 39
	Current students	• 52
	VET institutions	• 22
	Entrepreneurs	• 34
Latvia	Potential studentst	• 19
	Parents	• 33
	Current students	• 152
	VET institutions	• 36
	Entrepreneurs	• 11

The participants of the research answered the most important aspects, from the point of view of the project partners, concerning the perception of vocational education.

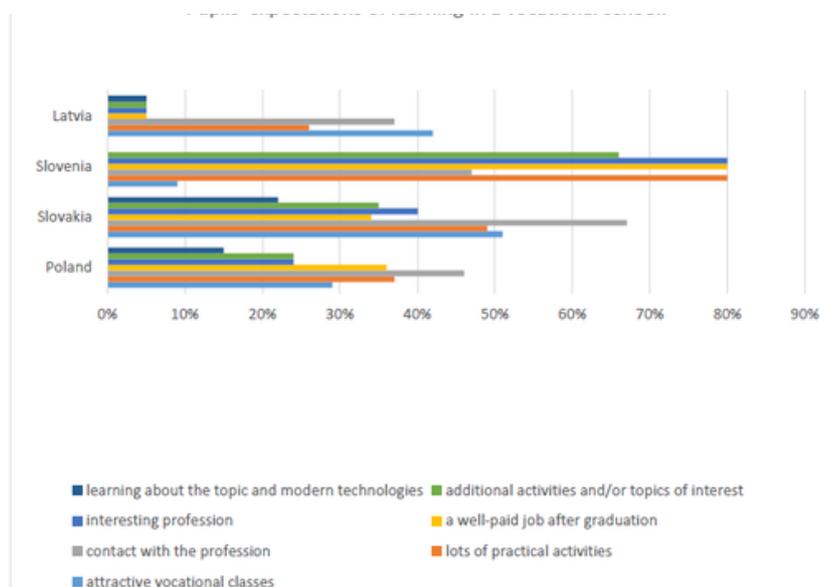
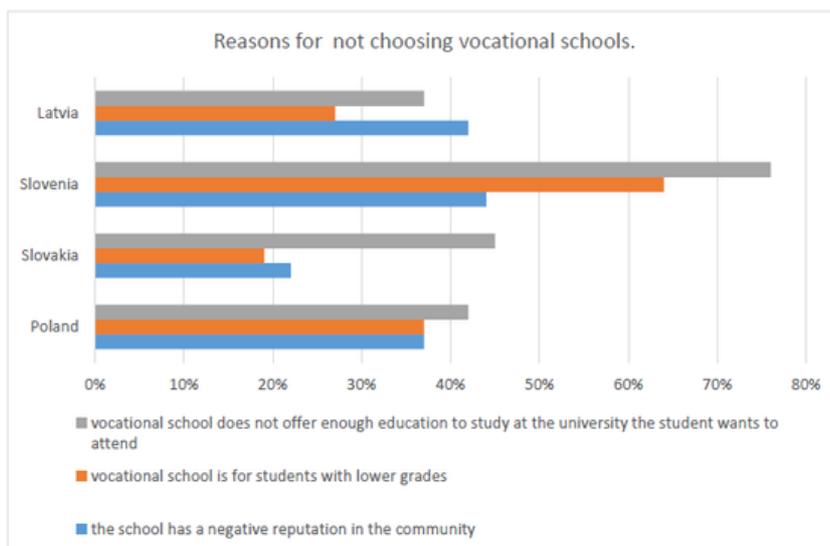
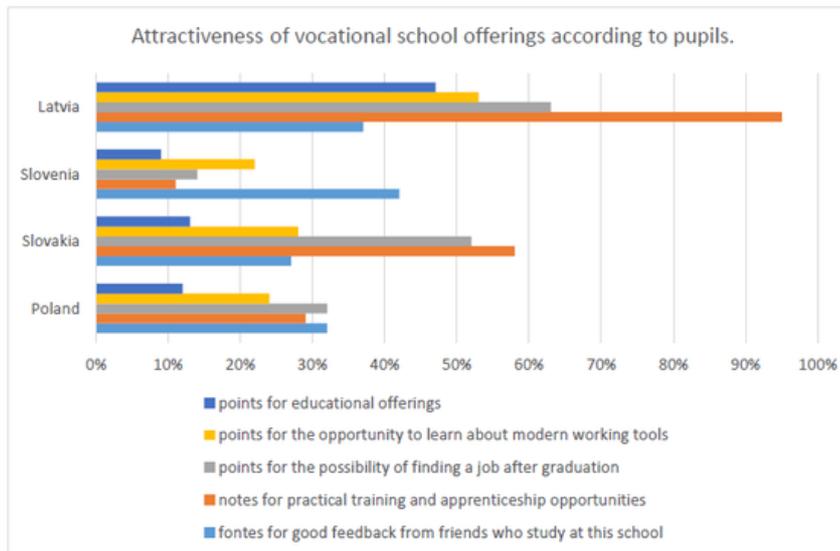


1.POTENTIAL STUDENTS OF VOCATIONAL SCHOOL (PUPILS IN THE LAST GRADE OF ELEMENTARY SCHOOL)

They answered questions related to their plans for future education.

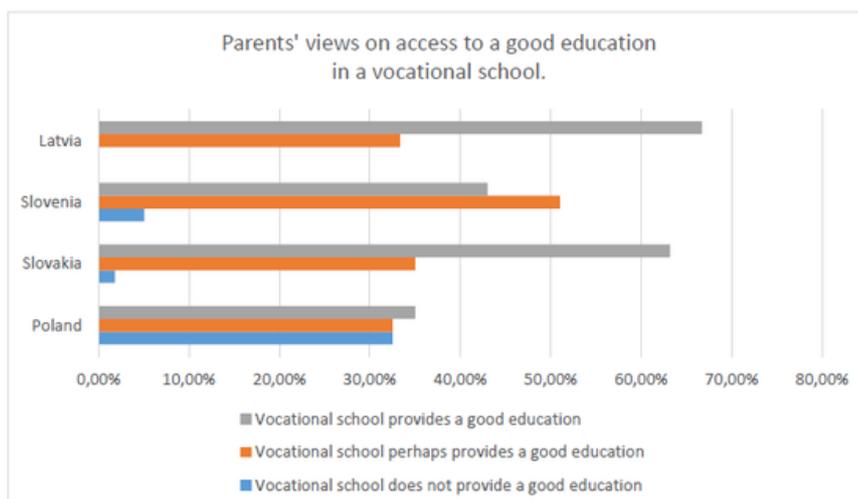
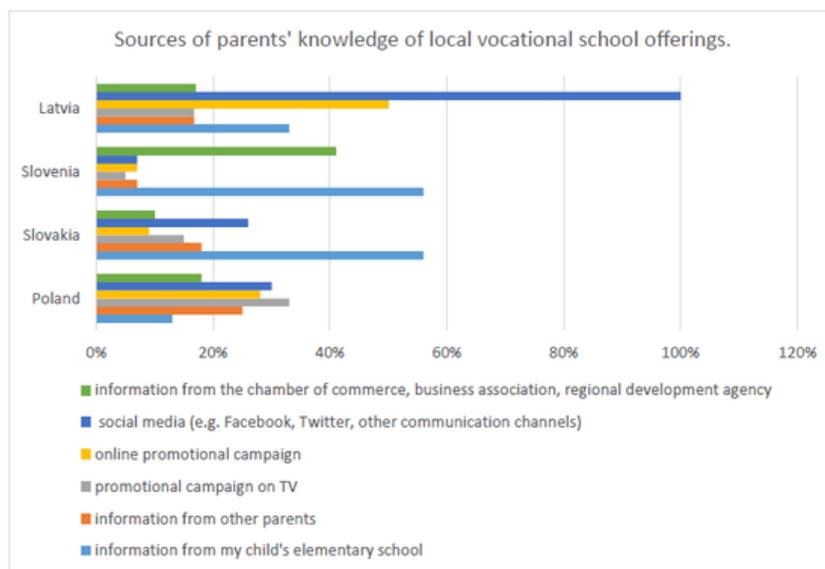
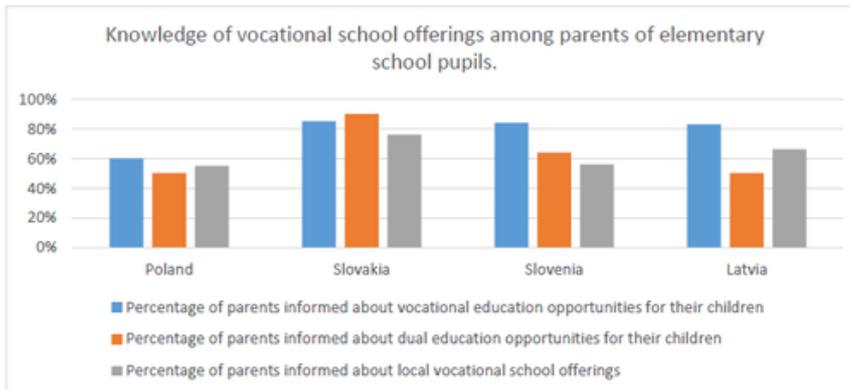


1.POTENTIAL STUDENTS OF VOCATIONAL SCHOOL (PUPILS IN THE LAST GRADE OF ELEMENTARY SCHOOL)

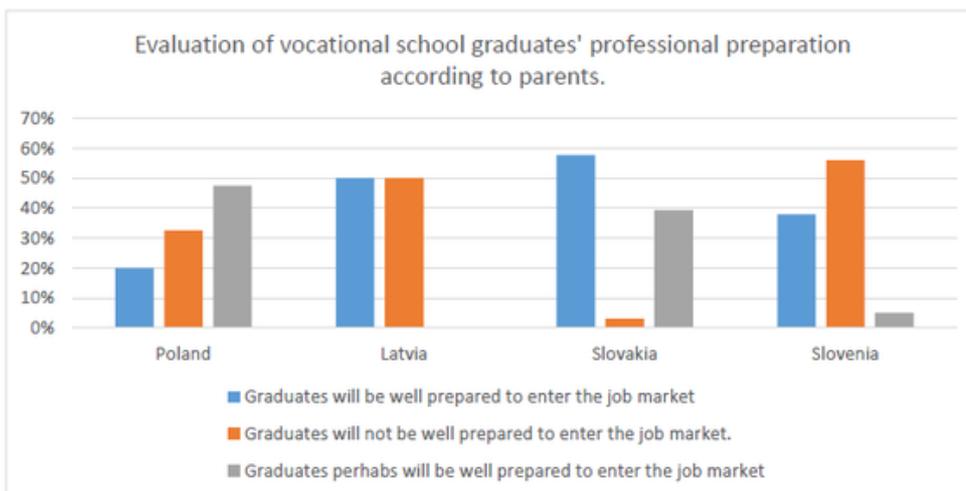
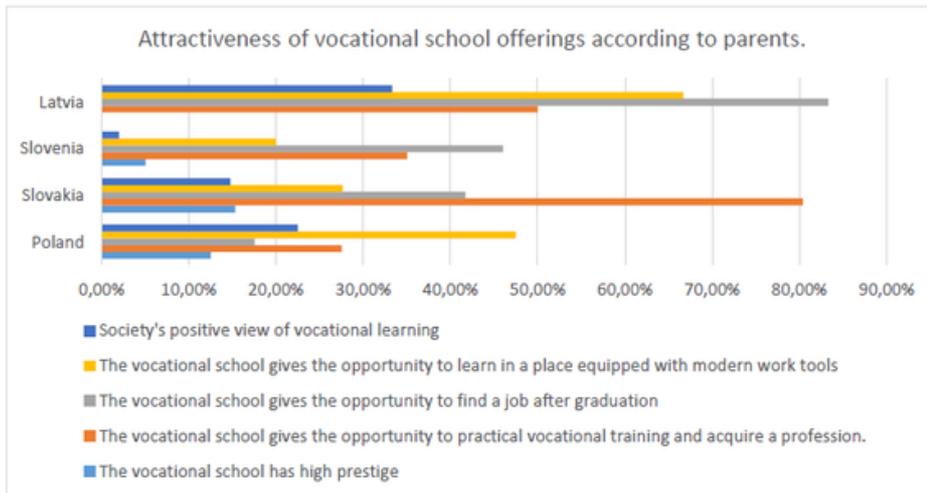


2.PARENTS OF POTENTIAL VOCATIONAL SCHOOL STUDENTS

On the other hand, they answered questions about their knowledge of local vocational/dual education offerings and their evaluation of aspects of this education.

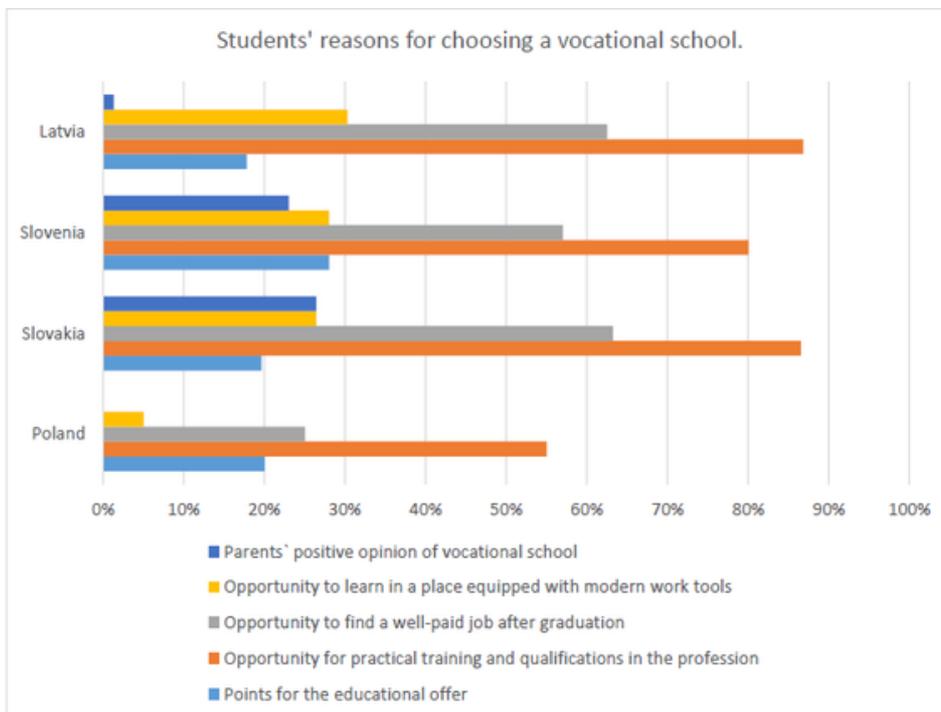
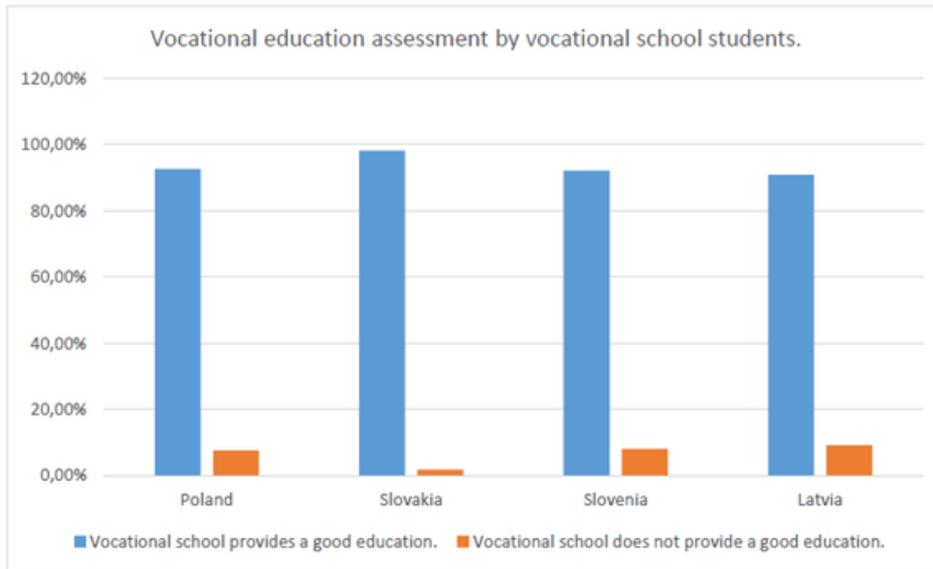


2.PARENTS OF POTENTIAL VOCATIONAL SCHOOL STUDENTS

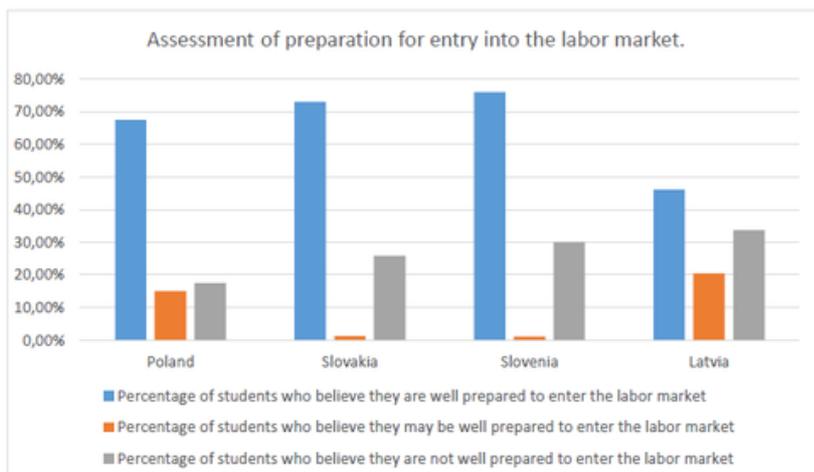
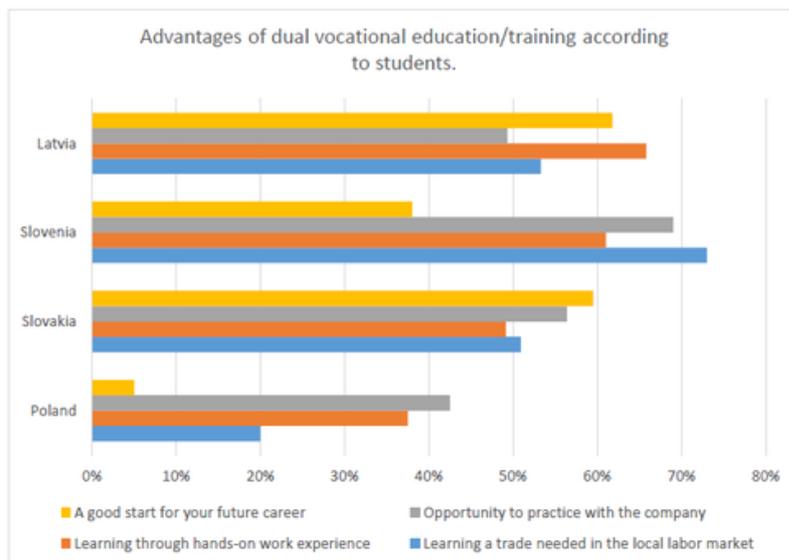
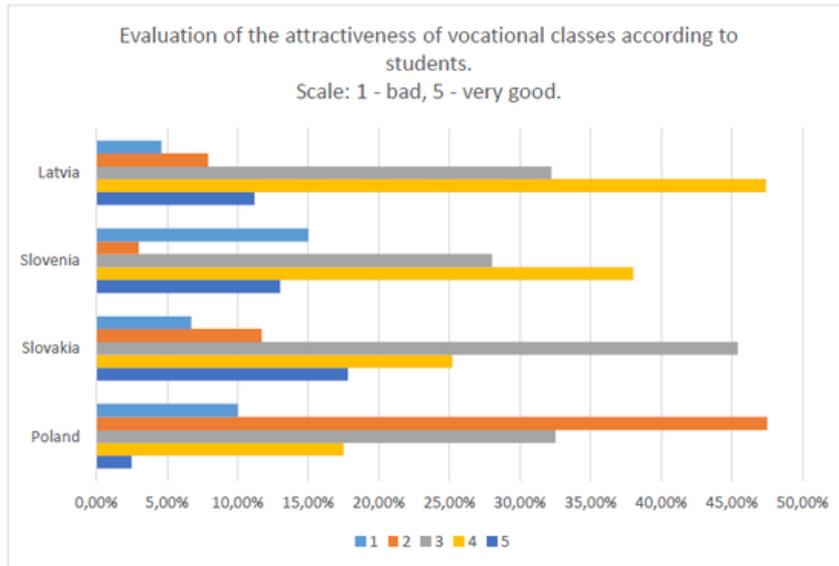


3.CURRENT STUDENTS OF VOCATIONAL SCHOOLS

They responded to questions related to their subjective assessment of vocational teaching.

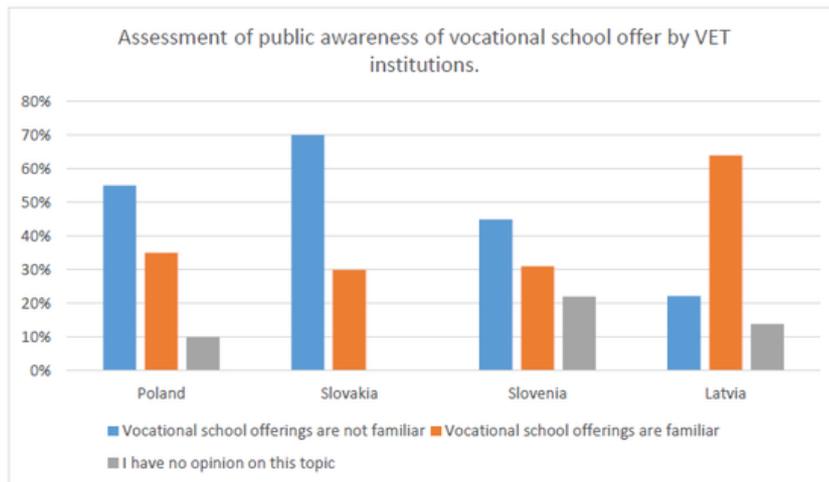


3. CURRENT STUDENTS OF VOCATIONAL SCHOOLS



4. INSTITUTIONS ASSOCIATED WITH THE SYSTEM OF VOCATIONAL EDUCATION AND TRAINING

They were asked about their opinion on the situation of vocational education and cooperation with entrepreneurs. Most of the questions were of an open nature.



Representatives of VET institutions also presented subjective factors for good promotion of vocational education and dual education system:



4. INSTITUTIONS ASSOCIATED WITH THE SYSTEM OF VOCATIONAL EDUCATION AND TRAINING

- commitment of the institution's staff;
- good information, education, co-education;
- involvement of the promotion department;

- promotion at school events, fairs, recruitment efforts;
- cooperation with companies;

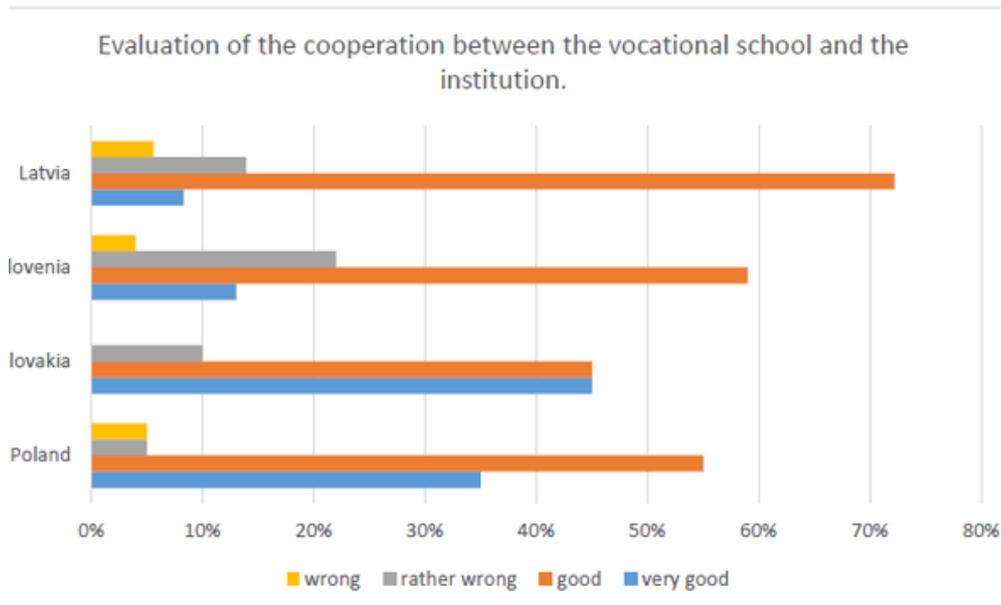
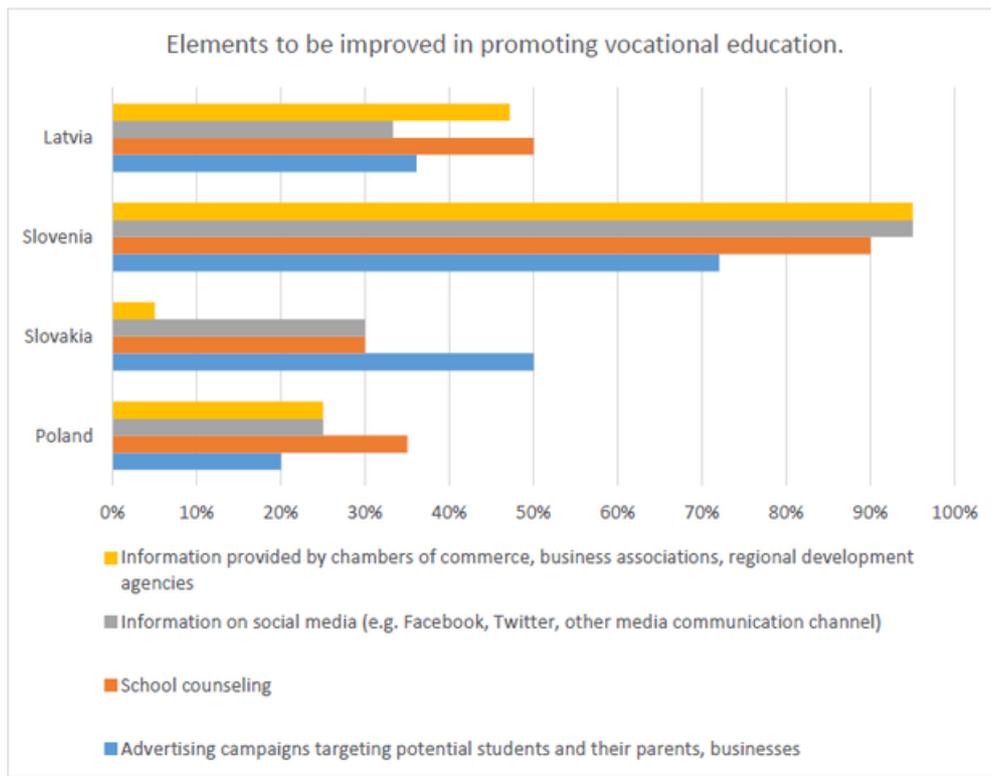
- school counseling;
- media communication channels (Internet and social media);
- promotional materials sent directly to elementary schools;

- on-line meetings with elementary school parents;
- good cooperation with all organizations involved in education;

- dissemination of education in all school divisions and 100% employment of school graduates under dual contracts;

- employer involvement in the education of students, and taking responsibility for the student becoming a good professional;

4. INSTITUTIONS ASSOCIATED WITH THE SYSTEM OF VOCATIONAL EDUCATION AND TRAINING



4. INSTITUTIONS ASSOCIATED WITH THE SYSTEM OF VOCATIONAL EDUCATION AND TRAINING

As part of the survey, employees of VET institutions represent their suggestions for changes/improvements in cooperation with parties involved in vocational teaching:

- more meetings with company apprenticeship managers;
- maintaining regular communication;

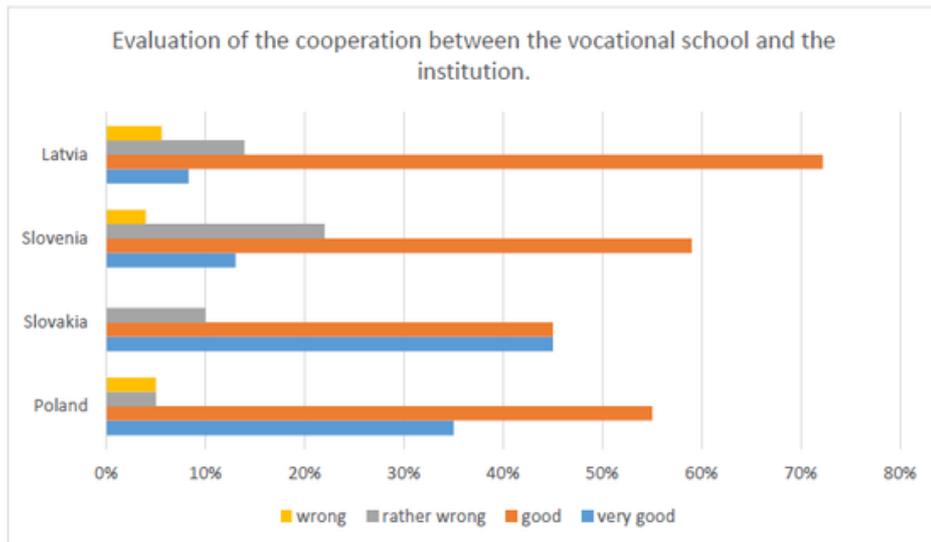
- more interest in promoting dual education system by the employer - it is often substituted as school recruitment for the employer.

- courage of employers to enter the dual education system;
- interest in vocational education for new generations in the long term;

- greater engagement;
- better communication and promotion in schools;
- greater interest in cooperation on the part of companies;



4. INSTITUTIONS ASSOCIATED WITH THE SYSTEM OF VOCATIONAL EDUCATION AND TRAINING



Suggestions from institutional staff for changes/improvements in working with entrepreneurs:

- better cooperation with employers, more cooperation between instructor and student;
- mutual communication;
- more opportunities for cooperation should be created,

- more support through promotion;
- greater motivation for companies that are still reluctant to join the vocational education system;
- the government must enact incentive and regulatory legislation;

4. INSTITUTIONS ASSOCIATED WITH THE SYSTEM OF VOCATIONAL EDUCATION AND TRAINING

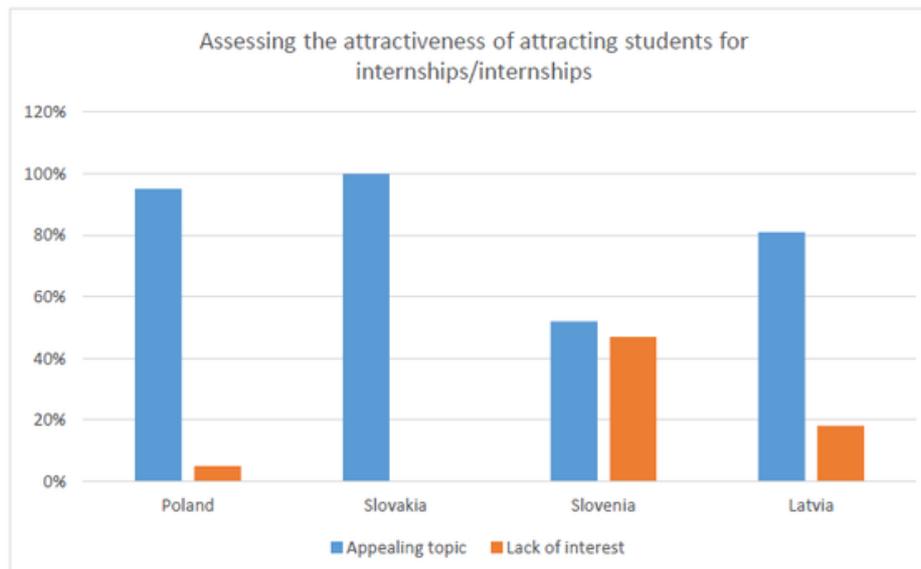
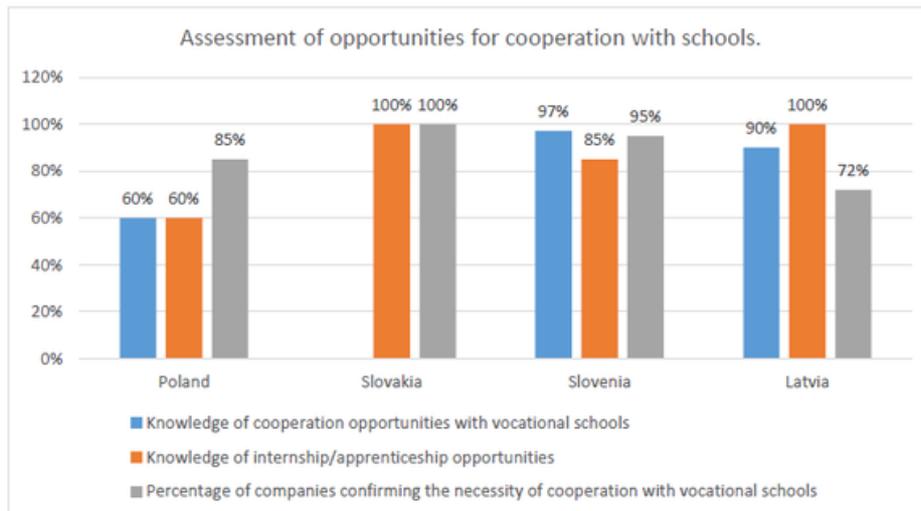
- greater involvement of companies; education; communication and involvement; marketing and promotion;
- closer cooperation with the staff in planning apprenticeships;
- motivating companies to get involved in vocational education (also decision makers);

- companies could work with mainstream schools to make them aware that vocational training is a skill set that gives rise to any university;
- a stable circle of cooperation partners, reinforced by cooperation agreements;

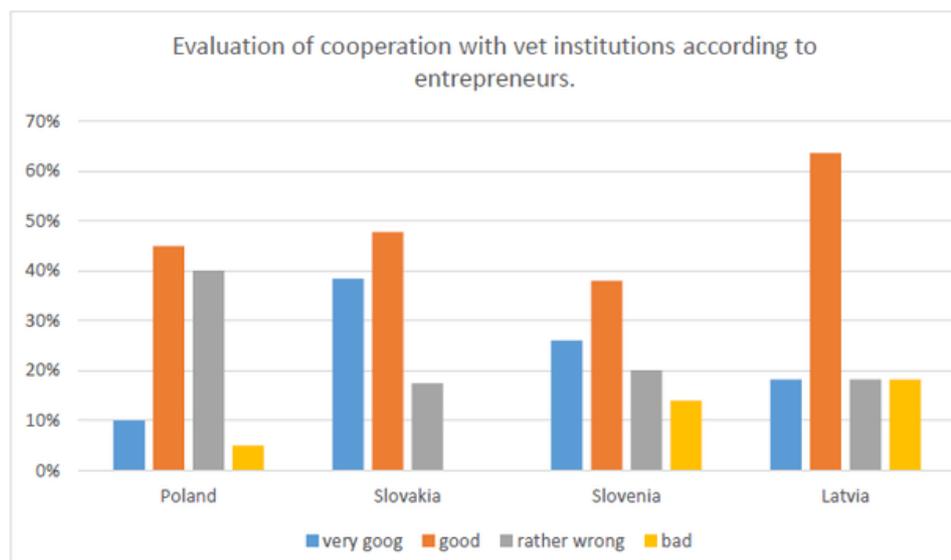
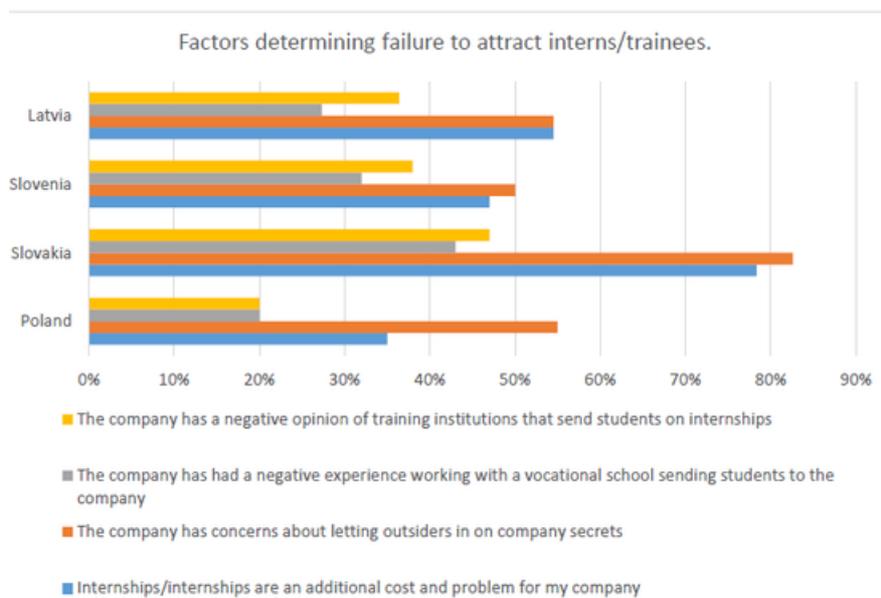
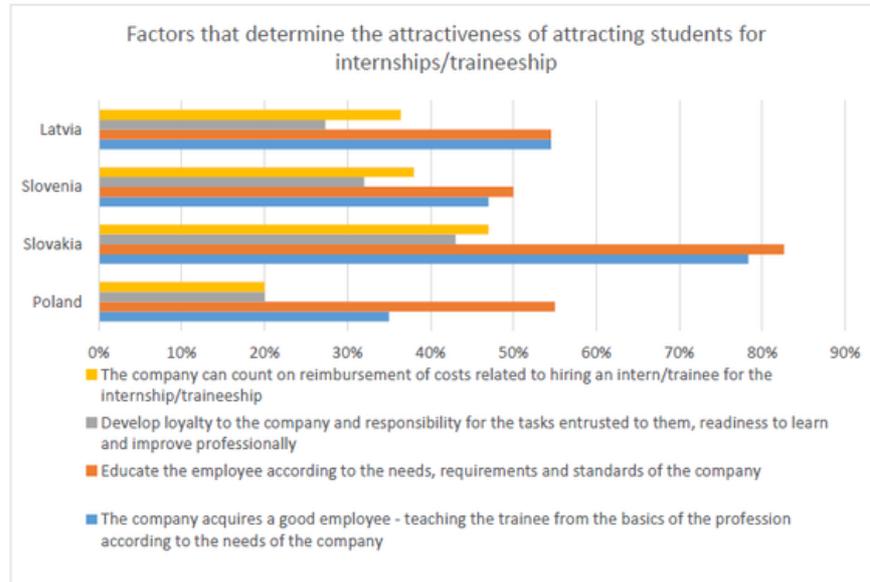
- the attitude of the entrepreneur towards the trainee should change so that the trainee is not regarded as cheap labour, it is a matter of honour and dignity for the entrepreneur to nurture a new professional and be able to attract him/her to his/her company.

5.ENTREPRENEURS

They answered questions related to their perception of the local vocational education offer, perspectives of cooperation with vocational schools and institutions supporting vocational education.



5.ENTREPRENEURS



5.ENTREPRENEURS

What should be changed in cooperation between business and VET institutions according to entrepreneurs?

Respondents' feedback and suggestions:

- Better promotion and communication from schools;

- Facilitation of communication between internship candidate and employer;



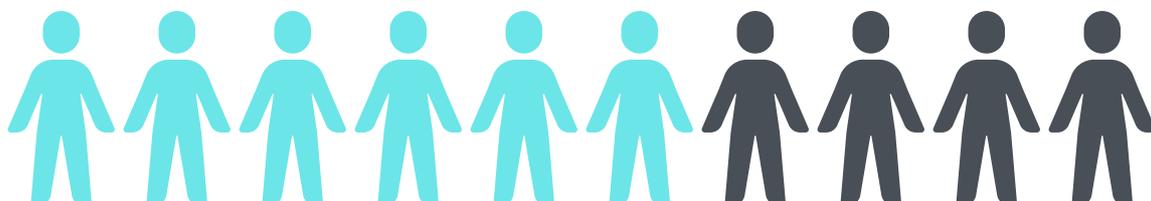
- There is a clear mismatch between business and VET institutions. This causes difficulties in finding a qualified worker and high unemployment among youth.

It may be a good policy to make sure that the education system guarantees the acquisition of the most needed skills on the market;

- More outrightness of companies and vocational training institutions to dual training.

The possibility of future employment in the company offering the internship/traineeship, which will benefit both the training institution and the entrepreneurs.

- Development of a joint curriculum by entrepreneurs and vocational training institutions, ensuring the acquisition of theoretical knowledge and appropriate practical preparation;



5.ENTREPRENEURS

What should be changed in cooperation between business and VET institutions according to entrepreneurs?

- *Education is strongly detached from business, lags behind or too far ahead of it. Cooperation with universities is too expensive and too formalized for business. Poorly educated students from vocational schools entering companies for practices spoil the quality of provided services. Internships in companies should be only for the best students not compulsory for all.*
- *Scientists should be able to benefit financially from cooperation with a company with very little "taxation" for the university. The universities should seek cooperation with innovative companies in order to create new technologies instead of reproducing solutions from the West;*
- *I think that most of the exercises should take place in the workplaces of real companies, so that students learn what the reality is like;*
- *Less administration;*
- *Communicate more with future employers and based on their needs adjust and teach the things really necessary for future student employment.*
- *Presentation of companies should take place as early as elementary school, opportunity to try out the workplace before signing a double contract, meetings between teachers and instructors on a regular basis.*



RESULTS - CONCLUSIONS BASED ON QUESTIONNAIRES

01

Students of last grades of elementary schools have information about vocational education offer.

46% of Polish, 55% of Slovak, 66% of Slovenian and 64% of Latvian pupils declared the choice of vocational school, which shows a constant interest in learning a profession. It should be noted that in Poland the percentage of people choosing vocational schools is the lowest among the partner countries.

02

Parents of last grades students of elementary schools are aware of the offer of local vocational education.

60% of Polish, 85% of Slovak, 88% of Slovenian and 83% of Latvian parents are aware of the forms of education offered by vocational schools. It should be noted that in Poland this percentage is the lowest, which may indicate inadequate promotion/information of vocational education to the public.

03

Knowledge about the offer of vocational schools is mainly derived from the Internet

(school websites, profiles in Social Media), as well as from information provided by schools. These are two main channels of information, which should be paid special attention to in the construction of the Communication Plan.

04

Cooperation

on the line of vocational schools, institutions supporting vocational education - enterprises, private companies requires actions to improve communication channels and its functioning. The phrase "better communication" is indicated by all parties, which requires immediate action.

05

The need for dialogue

between schools, institutions and companies in order to be able to respond to market demands for adequately skilled workers.

RECOMMENDATIONS

01

to increase interest in vocational and dual training among the public

highlight the positive aspects of training and its impact on local labour markets, present good practices and successful companies, schools and students - a positive information campaign.

02

to increase information about the attractiveness of vocational education and the dual system

among the public in order to disenchant the image of vocational education as being for students with poor grades. This requires a change in the form, content and language of messages on vocational education in order to increase the acceptance of this form of learning in society.

03

using and making more attractive the proven in practice communication channels

the Internet (school websites, profiles in social media), as well as information provided in schools by teachers, guidance counsellors, headmasters, adjusting the content of messages, forms and language to local conditions.

04

increasing the involvement of employers in organizing practical vocational training

identifying and forecasting the demand for qualifications in the labor market and the development of vocational training curricula.

05

ensure good cooperation and communication

between vocational schools and education support institutions and entrepreneurs, with the aim of exchanging good teaching practices.

06

strengthening cooperation between employers and vocational schools

mainly in the field of practical vocational training and professional development of teachers.

07

to create attractive online communication tools

that will reach the target group and project stakeholders.

08

to use a uniform language of communication /media message

in the partner countries to promote vocational education.

09

to use a communication language that is understandable

for the target groups; friendly to the audience; the messages should be formulated in a simple way and appropriate to the type of target group and stakeholders.

10

to present international good practices and success stories

of schools and companies cooperating within the framework of vocational education and the dual system

11

due to the COVID-19 pandemic

it is necessary to focus marketing efforts on the Internet.

3.0 COMMUNICATION PLAN OBJECTIVES (SMART)

Main objective:

To promote vocational education and dual education system in Poland, Slovakia, Slovenia and Latvia until 2023 in order to increase access to knowledge and practical skills offered by these systems and to raise the level of public awareness in this regard.

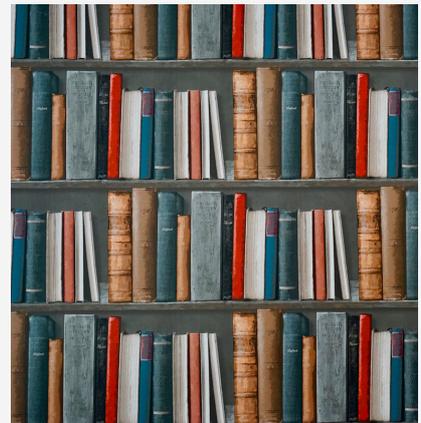


specific objective 1

To support beneficiaries (students, parents, VET institutions, entrepreneurs, policy makers) and potential beneficiaries of vocational education in Poland, Slovakia, Slovenia and Latvia.

specific objective 2

To provide broad information to the public about the offer of vocational education and the dual system, the advantages of practical vocational training in the classroom and in the company, the entry of young people into the labour market in Poland, Slovakia, Slovenia and Latvia.



specific objective 3

To ensure wide public acceptance of vocational education in Poland, Slovakia, Slovenia and Latvia by using the tools, recommended in the communication plan tools, especially online tools.



specific objective 4

Formation of dialogue and cooperation between institutions involved in vocational education and beneficiaries.

4.0 TARGET GROUPS

The project is aimed at specific, defined target groups; however, because of the versatility of the plan and its application, the document can be used by a wide range of audiences interested in education and the project.

Last grades grade students of elementary schools (potential vocational school students)

Teenagers who are completing the first stage of organized education. They are facing the most difficult decisions in their lives: what they are going to do in the future?

what profession they are going to have? which secondary school they are going to attend? Students can continue their education in :

- a general secondary school that gives them the opportunity to continue their education in higher education,
- at a technical school or vocational school, they can obtain a trade or profession confirmed by a vocational exam, enter the job market, or continue their education, including vocational training.

Their choice of further education path and type of school is influenced by their parents, colleagues, guidance counsellors, teachers and, to some extent, by the stereotypes functioning in a given environment related to studying.

These are young people, functioning well in the virtual world, having profiles in social media (Facebook, Instagram, YouTube, etc.)



4.0 TARGET GROUPS

Parents of the last grades students of elementary school.

The people who decide about the further education of their children. It is the parents who choose between vocational school and general school, based on the child's predispositions and the opinion of other people such as guidance counsellors, other parents, teachers.

Their opinion on vocational education is therefore important from the point of view of the project.

Above all, it is the parents who should be the target group for potential information campaigns connected with vocational education.

They are the people who function in the virtual world and have profiles in Social Media (Facebook, Instagram, YouTube etc.)

Current students of vocational schools

young people aged 16-19+ years, teenagers who have chosen the model of vocational / dual education and practical vocational training. They are the best "ambassadors" of vocational education.

These are young people, functioning well in the virtual world, having profiles

in Social Media (Facebook, Instagram, YouTube, etc.)



Vocational education and training institutions
institutions related to the implementation of vocational education. A broad group including general subject teachers, vocational subject teachers, career counselors, school principals. These institutions function well in the virtual world, having and maintaining their own educational institution websites and Social Media profiles.

Entrepreneurs

a broad target group including entrepreneurs from small and medium enterprises sector (SME) as well as large companies (including international corporations), which are involved in the vocational education system through cooperation with VET institutions. The cooperation consists in accepting students for internships/traineeships/participation in dual education, creating patronage classes in order to educate future employees of the company. This group can also include SME and large enterprises that do not yet know about the benefits of participation in the vocational education system, but may acquire such knowledge in the future.

Companies function very well in the virtual world, they have and maintain their own websites, profiles in Social Media.

Society, media and public, local, regional and national authorities

(including institutions responsible for policy instruments related to vocational and dual education). A broadly defined group that is interested in dual education. A broad audience that can positively change the perception of information about dual education and the need to educate young people in specific occupations that are in demand in the local labor market.

ANALYSIS OF PROJECT`S AUDIENCES

Group	What do we expect from them?	What can they expect from the project?
Last grades elementary school students, their parents	<ul style="list-style-type: none"> - understanding the project objectives, - understand the message of the Communication Plan; - to use information about vocational education in their decisions about further education; - to continue spreading information about vocational education and the dual system; 	<ul style="list-style-type: none"> - clear and comprehensible communication language; - use of existing communication channels (Internet, schools); - easy access to communication channels; - complete and reliable information on vocational dual education - presentation of good practices and success stories;
Current vocational schools students	<ul style="list-style-type: none"> - to understand the objectives of the project, to understand the message of the Communication Plan; - Further dissemination of information about vocational education and the dual system; 	<ul style="list-style-type: none"> - clear and comprehensible communication language; - use of existing communication channels (Internet, schools); - easy access to communication channels; - complete and reliable information on vocational dual education - presentation of best examples and good practices - how vocational education affects the local labour market;
Vocational education and training institutions	<ul style="list-style-type: none"> - input, information on needs, - good practices and success stories; - understand the objectives of the project, - understanding the message of the Communication Plan; - further dissemination of information about vocational education and the dual system; - implementation of the developed results, new instruments for communication; 	<ul style="list-style-type: none"> - clear and understandable communication language; - easy access to communication channels; - complete and reliable information on vocational and dual education; - presentation of best examples and good practices - how vocational education affects the local labour market; - a guide to communication channels;

ANALYSIS OF PROJECT`S AUDIENCES

Group	What do we expect from them?	What can they expect from the project?
Entrepreneurs	<ul style="list-style-type: none"> - input, information on needs; - present best practices and success stories; - to understand the objectives of the project, to understand the message of the Communication Plan; - continue to spread information about vocational education and the dual system; 	<ul style="list-style-type: none"> - better communication between schools-companies-institutions supporting vocational education (tools and channels); - access to knowledge about opportunities for active participation in the vocational education system, including benefits; - a guide to communication channels;
Society, media, public, local, regional and national authorities (including institutions responsible for policy instruments related to vocational and dual education)	<ul style="list-style-type: none"> - to have a good understanding of the project in order to communicate it well to the public, - further dissemination of information about vocational education and the dual system; - understanding of the project objectives; - active participation in the project and implementation of recommended actions - further disseminate information about vocational education and the dual system; - to change the perception of information about dual education and the need to educate young people in specific occupations that are in demand in the local labor market; 	<ul style="list-style-type: none"> - accurate and up-to-date project information; - success stories and best practices; - interesting articles, news for the public. - best practices, good solutions - how to help vocational education better; improving local and regional policy and development; - a guide to communication channels;



0.5 STRATEGIES FOR REACHING TARGET GROUPS

The communication activities implemented under the IDES project will be based on a broad spectrum of channels, providing differentiated information to all defined target groups.

Groups of information and channels defined for their transfer have been selected in order to provide particular target groups with information appropriate for them.

The use of a wide range of communication channels is aimed at effectively reaching the group of recipients and stakeholders and actively involving them in the project activities (building sustainable attitudes).

Communication channels that will be used for the project include:

01

direct communication

conducted in the form of direct meetings and discussions with people interested in the subject matter of the project, for example, directors of vocational schools.

02

indirect communication

via e.g. e-mail, online meetings

03

project website - <https://www.arr.sk/en/ides/>

The project website is operated by ARR from Slovakia. It is maintained in Slovak and English. It provides easy access to information about the project, progress, activities and publications. In order to publish up-to-date information, the website is continuously updated. It is recommended that the website contains information written in a simple, accessible and reader-friendly manner.



04

project partners' websites

<https://rarr.rzeszow.pl/projekty/ides/>

<https://www.gzs.si/>

[https://www.visc.gov.lv/lv\[MPI\]](https://www.visc.gov.lv/lv[MPI])

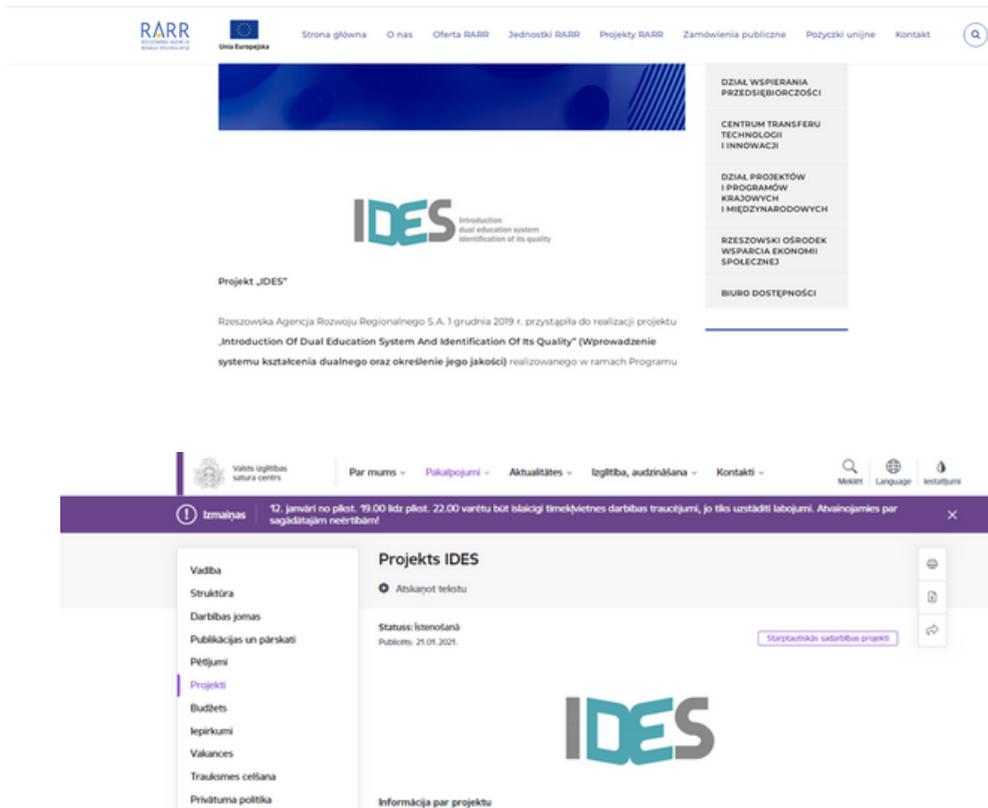
<https://web.vucke.sk/sk/uradna-tabula/projekty/implementovane-projekty/ides-zavadzanie-dualneho-vzdelavacieho-systemu-identifikacia-jeho-kvality.html?forceBrowserDetector=normal>

Each of the project Partners is obliged to publish information about the IDES project on its own website.

The website must include at least:

- short project description;
- short description of project objectives and results;
- description of the Partnership;
- common visual identification - project logo ;
- information about the project being co-financed by the European Union and the Erasmus+ Programme;
- the financial support of the EU for the project should be highlighted;

articles, events, as well as interesting information on the project and related issues should be posted.



websites of vocational schools

according to the survey results, websites of vocational schools are one of the main communication tools.

They are source of knowledge about the activities of the school accessible to everyone. In order to contain a clear, simple and attractive message addressed to potential students and their parents, it is necessary that the school's website contains

- a bookmark concerning the current educational offer of the school for new students, including information about school recruitment (rules, deadlines, required documents) and about the educational offer - offered professions and exams with qualifications in the profession.

A good complement to the information is to present videos on a YouTube channel

like here: <https://samochodowka.rzeszow.pl/oferta-edukacyjna/>, which makes the message visually appealing.

The information must be presented in an interesting, interactive and viewer-friendly way.

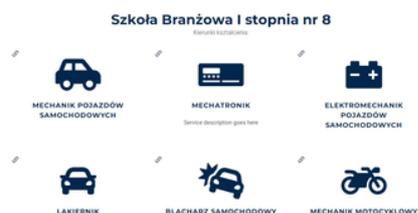
Example here: <https://samochodowka.rzeszow.pl/oferta-edukacyjna/>

Solutions to make information more accessible to people with disabilities are also recommended.

These solutions include options for:

- using simple and understandable language
- using symbols/pictures
- using audio outputs
- enlarge text
- reduce text size
- grayscale;
- high contrast
- negative contrast
- light background
- using simple and understandable language
- using symbols/pictures
- using audio outputs
- underline links
- legible font
-

Example here: <https://samochodowka.rzeszow.pl/oferta-edukacyjna/>



06

social media - Facebook profile, YouTube channel

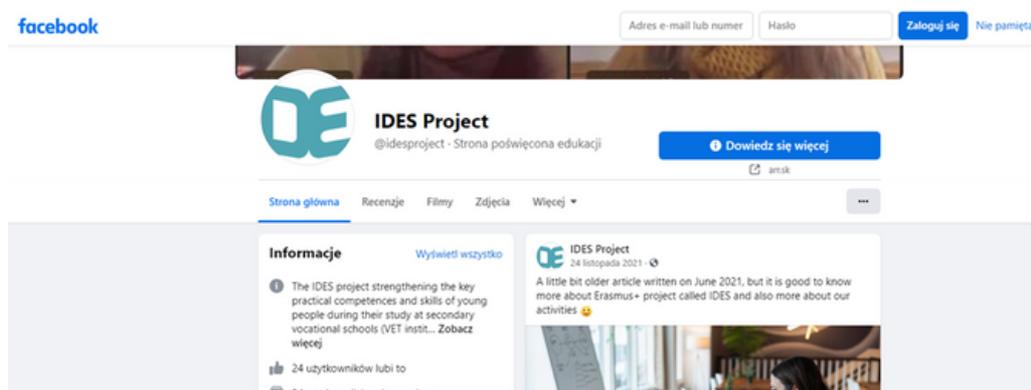
Social media profiles of the project will be created: Facebook and YouTube.

Lead partner of the project will have full access to the profiles, while Project Partners may also publish information.

The profile will contain information on project activities, meetings, trainings and other information related to the project.

The profile serves to disseminate information about the project.

<https://www.facebook.com/idesproject>



07

information leaflets

the project information leaflet was prepared on the basis of information obtained from the project Partners. It was translated into national languages - Polish, Slovak, Latvian and Slovenian.



08

project information brochure

the brochure will include information about vocational education and the dual education system, country-specific recommendations.

Ako sa zapojiť do programu DV
– základné kroky:

1. Zistí svoje záujmy (Čo Ťa zaujíma? V čom som dobrý/šľobrá? V čom najdeš radosť a zmysel a chceš sa v tom rozvíjať?)
2. Odpovedz si na otázky: Chcem byť súčasťou SDV? Chceme rozvíjať praktické zručnosti zarábaj už počas strednej školy?
3. Navštívi stránku www.dualnysystem.sk a pozri si ponuku učebných miest na prax.
4. Vyber si zamestnávateľa (zoznam nájdete na nižšie uvedenom linku), kontaktuj ho a prejav záujem o SDV.
5. Absolviš výberový proces u zamestnávateľa a získaj od neho potvrdenie o výbere žiaka pre uzatvorenie učebnej zmluvy.
6. Podaj si prihlášku na strednú školu, ktorá je priradená k danému zamestnávateľovi.
7. Prilož potvrdenie k prihláške na štúdium a absolviš prijímací na danej strednej škole.
8. Po úspešnom zvládnutí prijímacích nastúpiš na školu a uzatvoríš učebnú zmluvu.
9. A napokon posledný krok - študuj, pracuj a zarábaj.

Často kladené otázky

Čo ak bude chceť ísť žiak na vysokú školu po maturite?
Stupeň vzdelania (úplné stredné odborné vzdelanie), ktorý získá žiak po úspešnom absolvovaní študijného odboru v systéme duálneho vzdelávania je rovnocenný so stupňom vzdelania, ktorý žiak získava v školskom systéme a po splnení ďalších podmienok prijímacieho konania môže byť prijatý na štúdium na vysokej škole. Učebná zmluva nezaväzuje žiaka, aby po absolvovaní študijného odboru nastúpil do pracovného pomeru k zamestnávateľovi, ktorý mu zabezpečil praktické vyučovanie v systéme duálneho vzdelávania. Povinnosť uzavrieť so zamestnávateľom pracovný pomer po ukončení prípravy v systéme duálneho vzdelávania vznikne žiakovi iba v prípade, ak podpísal so zamestnávateľom zmluvu o budúcej pracovnej zmluve a táto obsahuje aj záväzok, že zotrvať u zamestnávateľa v pracovnom pomere po určitú dobu, najviac tri roky.

Kedy nemôže žiak vstúpiť do SDV?
Do duálneho vzdelávania nie je možné vstúpiť, ak žiak navštevuje gymnázium, strednú športovú školu a školu umeleckého priemyslu.

KONČÍŠ ZÁKLADNÚ ŠKOLU? A ČO ĎALEJ?

ODPOVEZ SI NA NASLEDUJÚCE OTÁZKY A ZISTI, ČI JE DUÁLNE VZDELÁVANIE TÁ SPRÁVNÁ VOĽBA PRAVE PRE TEBA

- Už počas základnej školy sa ti páči konkrétna práca alebo činnosť - riad/radia pracuješ s grafikou, programuješ, počítáš, si zručný/á v skladaní rubikovej kocky alebo ťa baví príprava jedla či nápojov?
- Vieš si predstaviť zdieľať sa vo svojich zručnostiach a používať ich pri práci vo svojej profesii?

09

large scale information campaigns

aiming at promoting the project and knowledge about dual learning. These will include, among others, the organization and conduct of 4 national dissemination conferences and the free dissemination of the results of the project's intellectual work on the project and project partners' websites as well as on the Erasmus+ Project Results Platform <https://2014-2020.erasmusplus.org.pl/upowszechnianie/platforma-rezultatow-projektow-erasmus/>

10

surveys

efficient communication will ensure proper project management and outreach to the target group and stakeholders. Good organization and cooperation between the people involved in the project and the target groups is a prerequisite for the realization of project tasks and their proper coordination. Ensuring fast and reliable flow of information between different groups will influence greater involvement of people in the work on the project, better cooperation and mutual understanding.

VET institutions students/trainees

Dear Students/Trainee

You are kindly asked to fill out the questionnaire on training opportunities offered by the vocational education in your country. The survey is conducted as part of the "IDES" - "Introduction of Dual Education System and Identification of Its Quality", Project Number: 2019-1-SK01-KA202-060776, project co-financed by the Erasmus+ Program.

The survey is very short and it will take you 3 minutes to complete it. We expect the choice of one or more answers. Your input is much valued!

Thank you very much!

Parents of potential VET students/trainees

Dear Parents!

You are kindly asked to fill out the questionnaire on training opportunities offered by the education system in your country. The survey is conducted as part of the "IDES" - "Introduction of Dual Education System and Identification of Its Quality", Project Number: 2019-1-SK01-KA202-060776, project co-financed by the Erasmus+ Program.

The survey is very short and it will take you 3 minutes to complete it. We expect the choice of one or more answers. Your input is much valued!

Thank you very much!

6.0 COMMUNICATION TOOLS

COMMUNICATION TOOLS	TYPE OF MESSAGE
information leaflets	<ul style="list-style-type: none"> - Information on the aims and goals of the Project - Information on Project achievements - Thematic information related to problems of the Project - Indication of contact possibilities with Project representatives
brochure	<ul style="list-style-type: none"> - Information on the assumptions and goals of the Project - Information on Project achievements - Thematic information related to Project issues - Country-specific information
video	<ul style="list-style-type: none"> - Promotion of vocational and dual education among the target groups - Information on dual education - Thematic information related to the project - Presentation of international good practices - Presentation of international success stories
website	<ul style="list-style-type: none"> - Information on assumptions and goals of the Project - Information on Project progress - Information on upcoming project events - Reports of Project events - Project documents and materials - Thematic articles on Project issues - Free sharing of the created results of intellectual work
Facebook	<ul style="list-style-type: none"> - Brief topic note - A short report on the project event - Thematic information from external sources (websites and social media)
YouTube channel	<ul style="list-style-type: none"> - Promotion of vocational and dual education among the target groups by using existing YouTube channels run by partner organizations - Information on dual education - Thematic information related to Project - Presentation of international good practices - Presentation of international success stories

0.7 Planning and monitoring the effectiveness of activities

The Communication Plan involves collecting and disseminating information about the results of the project. Monitoring the effectiveness of activities is one of the fundamental conditions for achieving the main goal of the project.

This monitoring will be based on the collection of information from identified target groups.

The areas in which the information will be collected have been determined, i.e:

- provision of information to the public on the progress of the Project, organized events and launched tools;
- promotion of the Project through the organization and implementation of 4 national conferences disseminating the results of the IDES project;
- promotion of videos presenting good practices and success stories;
- providing the public with reliable knowledge on project goals.

Obtaining valuable feedback on project activities and tools from their users is intended to inform the project implementer whether the resources that have been used in the project have brought the project closer to achieving its intended purpose.



100%

commitment will ensure the success of the project dissemination!

MONITORING SYSTEM PROPOSED

Range - indicator	Data sources	Frequency of measurement
<p>Provide information to the public on the progress of the project, organized events and launched tools.</p>	<ul style="list-style-type: none"> - Number of visitors to the project website; - Number of people visiting project partners' websites; - Number of people following the project profile in social media (FB and YT); - Number of printed and distributed results of intellectual work; 	<p>Once, at the end of the project.</p>
<p>Promotion of the project through the organization and implementation of 4 national conferences disseminating the results of the IDES project.</p>	<ul style="list-style-type: none"> - Number of people attending the face to face conference; - Number of people participating in the conference in the online format; 	<p>Once, at the end of the project.</p>
<p>Promote videos showcasing best practices and success stories.</p>	<ul style="list-style-type: none"> - Number of views of the videos on the project YT channel; - Number of views of the videos on the websites of schools participating in the filming or on their YT channels; 	<p>Once, at the end of the project.</p>
<p>To provide the public with reliable knowledge about the project's issues.</p>	<ul style="list-style-type: none"> - Number of visitors to the project website; - Number of people visiting project partners' websites; - Number of people following the project profile in social media (FB and YT); - Number of printed and distributed results of intellectual work; 	<p>Once, at the end of project.</p>

Organization responsible for the plan is
Rzeszow Regional Development Agency.

The cooperating organizations are:

Kosice Self-governing Region (SK),

Chamber of Commerce and
Industry of Slovenia (SL),

National Education Centre (LV),

Agency for the Support
of Regional Development Kosice (SK).

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