

NERDVET

**THINK SMART! ENHANCING CRITICAL THINKING SKILLS & MEDIA
LITERACY IN VET**

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COMMUNICATION STRATEGY & PROJECT VISUAL IDENTITY

Perrotis College

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NERDVET and its objectives

The project THINK SMART! ENHANCING CRITICAL THINKING SKILLS & MEDIA LITERACY IN VET (Acronym: NERDVET) intends to design and implement a Model for integrating in an organic way critical thinking and media literacy skills as learning outcomes within VET curricula.

The project is funded by the Erasmus+ program of the European Union and particularly by the EACEA. The project partnership includes seven partners from six countries (Italy, Greece, The Netherlands, Belgium, Spain and Portugal).

Lead Partner

ENAIP NET Impresa Sociale Società Consortile Srl

Partners

Università di Verona

Centro San Viator (CSV)

Stichting Clusious College

Inovinter

European Vocational Training Association – EVTA

Perrotis College

The project intends to develop and test an Educational toolkit to support VET teachers and trainers on improving critical thinking and media literacy in VET students: the toolkit will be composed by a mix of teaching methodologies, content and best didactical practices precisely tailored for this task.

NERDVET intends thus to develop an educational strategy for VET students aimed at enhancing their critical thinking and media literacy. The “vehicles” to reach this goal will be teachers, trainers and other VET staff, who will be trained to use the educational toolkit produced by the project. This toolkit will combine techniques and methodologies that will strengthen the ability of VET students to critically, read and interpret a massive amount of data and information, to make informed decisions and act autonomously and responsibly.

The key actors for the success of this project will be VET teachers/trainers. The core idea on which the toolkit is founded is that the teacher plays a major role in the educational development of students: he/she often becomes a positive/negative role model. This means that teachers themselves need to be the first to critically observe and analyze their behaviors and cognitive bias. Therefore, the proposed toolkit aims first at making teachers aware of their personal cognitive biases and critical thinking dispositions, that might hinder not only the quality of their teaching, but also the possibility to involve and motivate their learners (it's the teacher in first place that must become a role model as critical thinking facilitator), and secondly, at providing them with a set of techniques and methodologies to support their students to better develop this skill in their turn.

The project also focuses on media literacy, as nowadays the internet and social media are the environments where young people are more likely to spend most of their time in accessing information, learning and communicating. It is the place where they get most of information and form their opinions and points of view. It is so of paramount importance that they learn how to apply critical thinking when using digital media, first to avoid misinformation and manipulation, and secondly to exploit positively everything the web can offer in terms of knowledge, relations and positive examples.

Through this action NERDVET intends to achieve the following results, coherently with the general and specific objectives of the Call:

- a) Improve quality of teaching among VET teachers by providing them with a method and learning resources (The Toolkit) to use critical thinking as a teaching strategy applied to both their discipline subject matters and to media literacy.
- b) Improve quality of learning among VET students by enhancing critical thinking, so that they can actively face future innovation and changes both in their professional (technology, work process, etc.) and social life.
- c) Provide VET students with media literacy competences, so that they can become critically aware citizens and use digital media in a more informed way.
- d) Provide VET students with a cultural awareness which favours inclusion and proactive participation to social and civic life in society.

NERDVET communication main goal and objectives

The project foresees a well-organized information and communication strategy to transmit a particular message to the targeted audiences. The overall objective of the communication activities is to be open and secure that the NERDVET key messages reach all relevant stakeholders and foster their commitment to the project in the long term.

The Communication Plan is based on the following:

- The application form (Target Groups, Methodology, Impact - Dissemination and Sustainability)
- The project timeline and sequence of deliverables
- The adjustments agreed by the partnership due to delays caused by the Covid-19 pandemic

The objectives of the NERDVET communication plan are:

- To define the target, the key messages, the timetable, the tools, the materials and the activities of the communication strategy, as well as the monitoring tools, in detail
- To map the most relevant stakeholders and policy makers to reach
- To disseminate project results and activities to the target groups and to assure high visibility of project results and activities.
- To inform and draw attention to the critical thinking and media literacy high - importance in VET
- To promote and increase the visibility of the project activities and results to the public
- To establish practical communication-information system among project partners

Target groups

The success of project communication depends on establishing and developing continuous relations with the key audience (namely target groups) during the whole project duration, engaging them in the project activities and keeping them when informed about the project achievements.

The Target groups of the NERVET project are the following:

Primary target groups

The primary target groups, meaning the most important audiences, that the NERDVET project seeks to reach out to, are students, teachers/ trainers and policy makers in the VET sector.

Identified Stakeholders

The identified relevant stakeholders are students' families, parent associations, youth workers and educational leaders. Other VET providers, offering both iVET and Cvet training may also benefit from project's activities and outcomes.

More specifically, the NERDVET partnership has preliminary identified the following non-exhausting list of potential stakeholders, who will increase during the project lifecycle.

Partner	Stakeholders
ENAIIP NET	Regional public Bodies covered by ENAIIP NET consortium (Regional authorities and/or Regional agencies) FORMA Veneto (and similar bodies in other regions) VET umbrella organisations (i.e. VET4EU2) VET providers in Europe with whom we collaborate Parents associations Local newspapers Local radios Local municipalities Teachers' associations Social partners
Università di Verona - UniVr	Centro Formazione Professionale Don Calabria Centro Formazione Professionale Don Calabria Center Stigmatini Verona San Zeno Salesian Institute Centro Di Formazione Professionale I.P.E.A. Salesians San Zeno Marble School Engim Verona IIS Stefani-Bentegodi - sede IPSASR Professional Institute "Giuseppe Medici" Centro Di Formazione Professionale Speciale =F. Gresner=
Centro San Viator (CSV)	Universidad Católica de Deusto Hetel (consortium of VET centers) EBI Tknika (Innovation Center for Vocational Training and Lifelong Learning) FP empresa Berritzegune Deia newspaper Radio Euskadi Euskadi Irratia radio Radio Popular
	Local Council Practical Training companies Local office that guides students with special needs Dutch Vocational Education Board (mbo-raad)



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Stichting Clusius College	Dutch companies connected with Greenpact Dutch educational institutes (Vocational, Higher and academic Education) connected with Greenpact Clusius College Facebook page Clusius College Instagram Clusius College website Interview in Dutch VET magazine (paper version and online) Eapril Conference Partnerschools in the Netherlands and in Europe
Inovinter	ANQEP – national agency for vocational qualification and education National Council of Education IEFPP - national public employment service National network of participatory management training centers (24 VET providers) CLDS - Local Social Development Contracts (4 national regions) CGTP - national confederation of Portuguese workers
EVTA	VET4EU2 Lifelong Learning Platform EVTA General Assembly European Commission European Training Foundation DG EMPL EPALE Platform
Perrotis College	CEDEFOP Post- Secondary Education General Secretariat EOPPEP VET providers at local and national level VET consultants VET trainers associations Local municipalities Libraries Educational and cultural foundations

Key messages

The Key messages of the NERDVET project are kept as simple as possible in order to attract all target groups' attention. Moreover the key messages are carefully chosen so as to address the target groups' interests. Under this framework, the key messages are the following:

For Students

Become a critical thinker and unfold your potential

Train your critical thinking to be a pro-active and independent citizen

Pop the media bubble so to question what you read or hear



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of the European Union

For Teachers /Trainers

Empower your students by equipping them with the best tools for thinking critically and independently

Offer strategies and methodologies to increase VET students' competence in media literacy

Gain innovative teaching methods on critical thinking

For Policy makers

Vocational Education contributes to make young people more capable of identifying fake news and thinking critically

Critical thinking is crucial to have more informed and proactive citizens

Informed citizens are key to enhance democracy and fight prejudices and stereotypes

The communication agency selected by the partnership and that will develop the visual identity may also advice/suggest on potential smart slogan.

The key messages are to be communicated accordingly and further utilized for the dissemination of the project results.

Delivery tools (channels) for External communication

Certain communication channels will be used for information availability and sharing to the wider audience. The choice and the type of the channels are considered in an overall way, because not only the project's content but also the target groups are varied and diverse. The delivery tools include all communication means and more specifically project partners will use their own channels to relaunch the project news as summarized in the table below:

Partner	Channels
ENAIP NET	<ul style="list-style-type: none"> - Institutional newsletter (<i>employees/trainers/stakeholders, more than 5.000 recipients</i>) - Other newsletters of associations ENAIP NET is a member (<i>around 500 recipients</i>) - https://www.facebook.com/enaipnet - https://www.instagram.com/enaip_net/ - Social media of regional members of ENAIP NET
Università di Verona - UniVr	<ul style="list-style-type: none"> - https://www.facebook.com/apreso4research - https://www.instagram.com/apreso4research/ - http://www.carvet.org/ (website of the research Centre CARVET) - https://www.apreso.org/en/ (website of the research group APRESO)
Centro San Viator (CSV)	https://www.facebook.com/san.viator.77 https://www.instagram.com/sanviatorinternational/



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Stichting Clusious College	College webpage Institutional newsletter (<i>1200 recipients</i>) Facebook Instagram Tik Tok
Inovinter	- www.inovinter.pt - https://www.facebook.com/inovinter.formacao - https://www.instagram.com/inovinter_formacao - https://www.youtube.com/user/inovinterPT - Institutional Newsletter Inovinter
EVTA	- EVTA webpage www.evta.eu - Institutional newsletter (<i>459 recipients</i>) - https://www.facebook.com/evtaEU/ - https://www.instagram.com/evtaeu/ - https://www.youtube.com/channel/UCWYtuTAI36Yce0cjBth4AsA - https://www.linkedin.com/company/evtaeu - https://twitter.com/evtaeu
Perrotis College	https://www.perrotiscollege.edu.gr/ Institutional newsletter AFS Fresh (<i>10000 recipients</i>) https://www.facebook.com/search/top?q=perrotis%20college https://www.facebook.com/EuropeDirectCentralMacedonia https://www.facebook.com/AmericanFarmSchool.Greece



Tools and activities to achieve the objectives

Communication Tools

Project's Visual Identity

The Visual Identity of the project is expressed and defined via a set of elements combined and consisting of the logo, a palette of colors, possibly a motto /phrase (*reflecting the key messages*), the size and letter type of the written texts, the impression and the style of the graphics to be used.

The Visual identity will indicate the project in a smart, media friendly, simple, powerful way, which will also be compatible with the aim of the project.

It will be used and applied in all project's deliverables, communication tools and products, such as the website, the leaflets, the banners, the social media pages, the documents, the e-mails, etc.

The visual identity will be developed by the external expert that the lead partner of the WP5 will hire for the development of the webpage and the social media channels and in accordance to the instructions given by the partnership.

The image of the logo (graphic or picture) will use and include elements that indicate critical thinking, media literacy and the learning possession, linking to the key messages of the project.

The visual identity will reflect the principles of sustainability and applied in all products and media of the project such as the website, the social media pages, the roll ups and the brochures.

Responsible partner: Perrotis College

Target Groups: All target groups of the project

Target areas: Italy, Netherlands, Spain, Greece, Portugal, Belgium

Project's website design, development and management

A modern, user friendly and informative website will be developed. It will contain the core elements of NERDVET project, such as the objectives, the partners, the activities, the outputs. Moreover, the website will host the project's educational toolkit and provide a section that all outputs of the project can be accessible and even downloadable by the beneficiaries.

The website will give the possibility of a direct contact from interested VET providers, trainers and stakeholders with the project partners