DigitalCRAFT: Enhancing Vocational Skills Through Design Thinking and Graphic Design

COMMUNICATION AND DISSEMINATION STRATEGY WITHIN THE PROJECT

1. INTRODUCTION TO THE CONCEPT OF COMMUNICATION

1.1. DEFINITIONS OF COMMUNICATION

Communication is an essential and extremely important feature for the existence and development of man as a complex personality.

From an etymological point of view, the term communication comes from the Latin word "comunico, -are", which, in turn, is supposed to come from the adjective "munis, -e", meaning "who does his duty, duty, helpful"; The word therefore includes the idea of an attitude of openness, interest and goodwill towards the other/others. Other specialists consider that the term communication is also of Latin origin, but from the word "cominecare" with the religious meaning of "to partake of ... », where it symbolizes the connection with God. Thus, in this common sense, "to communicate" means:

→ "to make known, to give notice, to inform,

→ to warn, to say (about people, social communities)

→ to get in touch, in contact with;

→ to talk to...;

→ to be in touch with...,

→ in contact with, to lead to..." (DEX, 1979; p. 179)

The concept of communication has been studied and defined by numerous specialists, in various approaches: general, psycho-sociological, economic, managerial, pedagogical or educational, legal, military, etc.

We list some meanings of the concept of communication:

- " **Communication represents a diversity of behaviors, processes and technologies through which meaning is transmitted or derived through information** " - M. Agrabian (Communication Psychology);

- " **Communication is a process of issuing a message and transmitting it in a codified manner with the help of a channel to the recipient, in order to receive** it" - Vlăsceanu Mihaela (Dictionary of Sociology) ;

- "**Communication is an exchange of information, opinions, ideas, carried out with the help of language, other codes and signs, and represents the first and broadest form of social coexistence** " - Ion Ceauşu - Managerial Encyclopedic Dictionary;

- Communication is " **a basic component of the coordination function and can be considered as the main activity carried out by managers** " - Tiberiu Zorleţan (Management, EDP, 1993)

In a broad sense, communication represents:

> **AN EXCHANGE OF INFORMATION THAT TRANSMITS A MESSAGE BETWEEN INDIVIDUALS, RESPECTIVELY BETWEEN A SENDER (S) AND RECEIVER (R), THROUGH A COMMON SYSTEM OF SYMBOLS, SIGNS AND BEHAVIORS.**

1.2. COMMUNICATION PROCESS
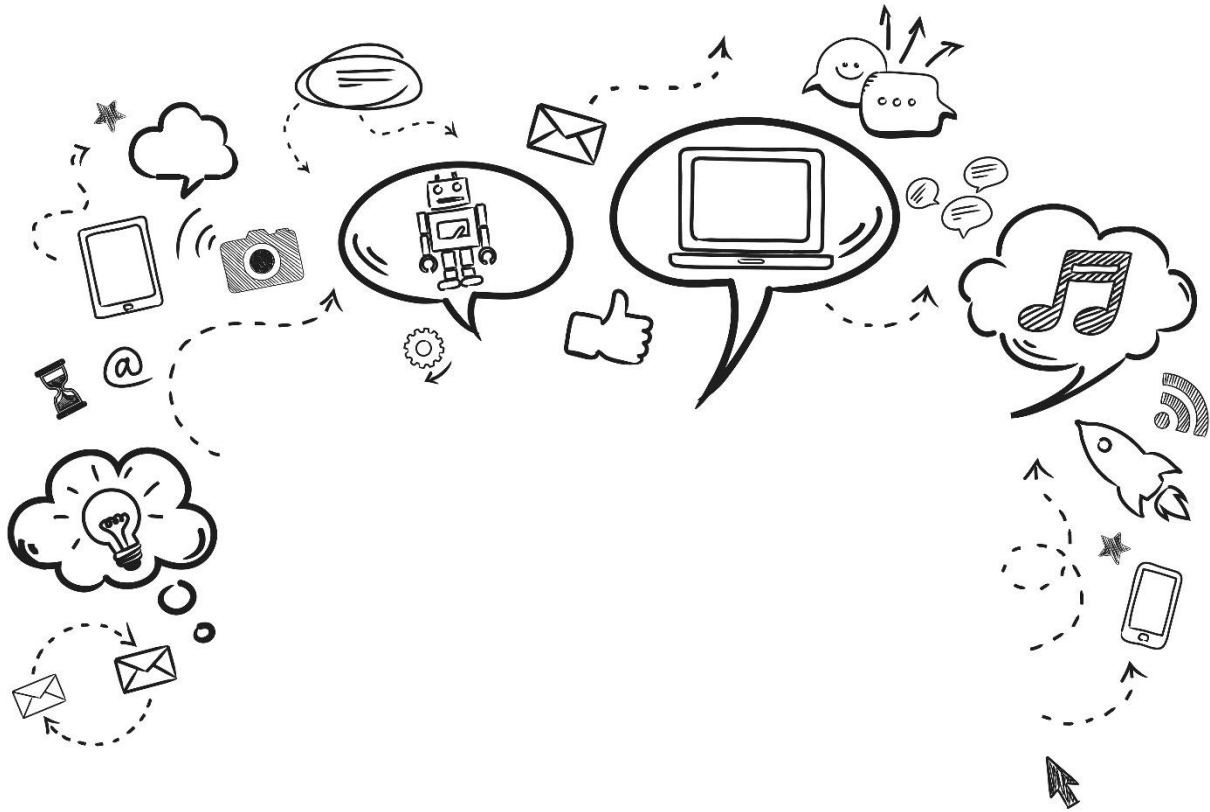
The definitions regarding the communication process mainly reflect the fact that the act of human communication is considered as a process manifested through a set of elements, between which there are relations of connection and interdependence, forming a system that aims to transmit information in order to achieve knowledge.

The significant definitions attributed to the communication process could be considered as follows:

❖ Communication is a process in which people share information, ideas and feelings with you (Hyles S., Weaver R.);

❖ Communication is the process by which one party (called the sender) transmits information (a message) to another party (called the receiver) (Baron R.);

❖ Communication is the psychophysical activity of connecting two or more people in order to influence the attitudes, beliefs, behaviors of the recipients and interlocutors (Ross R.);

❖ Communication is an essential life process through which animals and humans generate, obtain, transform and use information to carry out their activities or life (Brent D.R.).

Regardless of whether we address a certain definition or another of those listed above, they all have the following elements in common:

• communication is the process of transmitting information, ideas, opinions, opinions, either from one individual to another, or from one group to another;

• No kind of activity – daily and/or complex – can be conceived outside the communication process.

 Definition of the communication process: The communication process can be defined as a set of elements through which the message is transmitted from the sender (E) to the receiver (R), and vice versa, through different forms, methods, techniques and communication channels.

The communication process has the following structure:

- **ISSUER(E);**

- **RECEIVER (R);**

- **MESSAGE (M) ;**

- **SETTING OR CONTEXT;**

- **COMMUNICATION CHANNELS (C);**

- **THE MEANS OF COMMUNICATION;**

-LANGUAGE

1. **The ISSUER (E),** being in the position of professional or executor, **is the person who initiates the communication**. He formulates the message, chooses the language, the receiver and the means of communication. Although he has a preponderant role in initiating communication, he cannot fully control the whole process;

2. **The RECEIVER (R),** executor, professional or any other person is the one who receives the informational message. His role is no less than that of the sender, and to receive correctly or to listen to what is transmitted is as important as to speak intelligibly, to read or write well and correctly. The success of communication depends on the adequacy of the content and the form of expression of the message with the receiver's ability to perceive and understand, with his state of mind. Messages must be presented differently from the receivers who are unprejudiced or in a balanced state of mind.

3. **The MESSAGE (M)** is the symbol or set of symbols transmitted by the transmitter to the receiver. In reality, it is much more complicated than a simple transmission. The specialists approach the message within a communication process from several points of view, namely:

❖ the visible part of the message: the text, i.e. the concrete form expressed or written in words;

❖ The invisible part of the message: the tonality, the music, contained in any message.

4. **FRAMEWORK OR CONTEXT** represents the environment in which communication takes place, being an extremely important component that can positively or negatively influence the quality of communication and its objectives. It refers to space, time, location, setting, mental state, interference of noises, temperatures, visual images that can distract attention, cause interruptions, confusion, etc., extra people who are not directly involved in communication, etc.

5. **COMMUNICATION CHANNELS are** the routes through which messages circulate. Several types of channels are identified according to different classification criteria.

For example, according to the degree of formalization they can be:

o **formal or official, superimposed on organizational relations**. They are designed and operate within the structure in such a way as to convey information between different positions, compartments and hierarchical levels. The way these channels work conditions the efficiency of communication.

o **generated by informal organization**. They are complementary to informal grooves or can overlap. These networks can often convey news and information faster than formal channels, but they can often be distorted and filtered. An effective communication process requires taking into account both categories of channels, knowing how they work, the advantages and disadvantages in order to be able to use and control them.

6. **THE MEANS OF COMMUNICATION** constitute the technical support of the process. The main means of communication are: straight speech, from person to person, internal reports, oral meetings and presentations, written correspondence, telephone (classical, mobile and answering machine), telex and fax, combination of video and audio apparatus for teleconferences, computer networks, Intra and Internet, video and closed circuit TV, bulletin board, newspapers/papers/diagrams).

7. **LANGUAGE** is the basic element in the communication process. The spoken or written language (Romanian, English, French or any other origin) must be known and understood by both the sender and the receiver, otherwise, communication is difficult or can even be interrupted. There are situations when communication can be achieved without having a common language between the sender or receiver directly, but then a third person – the translator – must intervene to transmit the message from the sender to the receiver and vice versa. The language can be accompanied by various figures, diagrams, drawings, tables, figures or other suggestive images, so that the message is received, understood and deciphered quickly and correctly

1.3. COMMUNICATION FUNCTIONS

Roman Jakobson and Dell Hymes (Fundamentals of Language, 1956 and On Communication Competence, 1972), approach the functions of communication not only by dealing with the importance of the sender, the message and the receiver within a communication, but also by taking into account the other elements of the communication process, namely: the encoding and the channels of transmission of the message.

Seven functions are thus identified, namely:

1) **The expressive/emotional function**, highlighting the affective states of the sender, his reactions to a certain reality expressed through different stylistic means, interjections, verbal forms, specific expressions, etc.

2) **The poetic function**, considering the message, namely the way it is expressed, the attention of the receiver being focused on the signifier with its poetic or graphic aspect, in this case it is privileged, and not the real situation targeted by the communication.

3) **The conative/persuasive/rhetorical function**, taking into account the receiver from which it is expected to obtain a certain reaction, a certain response in the sense desired by the sender by using certain interjections, a certain verbal form (imperative mode) etc.

4**) The metalinguistic function**, manifesting itself when it is necessary to signal the code in which the communication is made and which finds its expression in gestures, mimicry, tonality, explanatory paraphrases, etc.

5) **The factual function**, referring only to the characteristics of the communication channel and the control of its proper functioning, without any connection with the communication partners, with the message transmitted or the framework used. Although later disputed by other researchers, this function can be recognized in numerous verbal or non-verbal signals that manifest themselves especially in interpersonal communication, such as greetings, gestures of approval, disapproval, eye contact, etc.

6) **The referential function**, aiming in addition to the reference of the message and the context, the situational framework in which the communication takes place.

7) **The contextual/situational function**; this function takes into account the context of communication, in other words the framework, the situation in which it takes place.

1.4. REQUIREMENTS AND CHARACTERISTICS OF COMMUNICATION

Effective communication involves the following aspects:

1. **defining goals and expectations** – any individual who conveys a message must set realistic goals that he or she pursues as a result of communication.

2. **Clarity of the message** – the message must be clear and accessible to those around you, without causing confusion or without arousing unpleasant feelings in the interlocutors.

3. **A proper communication channel** – the message, once created, must be delivered in the best format. For example, oral communication is the best way to gain someone's trust, but it is not always the most handy. Therefore, for written communication, a different message must be created.

4. **Interactivity** – if only one person is the one who speaks, without waiting for feedback from the interlocutors, without providing additional information or without listening to the opinions of those around them, it is not communication, but a simple monologue.

5. **Empathy** – communication is a process that is carried out with the contribution of all parties involved. Therefore, communication does not only involve the transmission of a message, but also the ability to listen. Thus, we show the interlocutor due respect and show our interest in what he has to communicate to us.

The conditions and requirements of effective communication are:

- The information must be real, selective, adaptive, intelligible and accessible to the one who receives it;
- The transmission of information should be fast and useful, sometimes on a "just in time" and "just in it" basis;
- The common language in the transmission of messages, the encoding used by the sender should be recognized by the receiver as well;
- Simplifying and decongesting the lines of communication by decentralizing the adaptation of decisions to the lower levels of the hierarchy;
- Synchronization of E with R to have as few distortions, inconsistencies and blurs as possible;
- Clarity of the idea before it is conveyed;
- Establishing the purpose of communication and adapting the form and manner of communication in relation to it;
- Creating a physical and environmental environment suitable for the purpose of communication;
- Both the sender and the receiver must possess certain qualities specific to optimal communication (vocal and oratorical qualities, the quality of sharpening and understanding, qualities specific to oral expression, writing, etc.;
- Getting feedback in the communication process.

1.5. COMMUNICATION FEATURES

Starting from the definition, components and functions of communication, some essential characteristics can be deduced:

$\Rightarrow$ 1. **PERMANENCE AND CONTINUITY** - is a specific feature of communication, man through his own existence communicates and assimilates knowledge, information.

$\Rightarrow$ 2. **SYMBOLIC CHARACTER** – communication is achieved through complex systems and languages, gestures, typed expressions, behaviors, attitudes, respectively through a conventional code system. This code system must be recognized by the parties involved in the communication process.

$\Rightarrow$ 3. **BIPOLAR OR BILATERAL CHARACTER** – the fact that the two Transmitter/Receiver parties are involved, regardless of whether the two parts, the transmitter and/or receiver are represented by one or more persons. It also highlights the interactive nature of communication.

$\Rightarrow$ 4. **FLEXIBILITY** – communication can be adapted, the transmitter adapts to the receiver and vice versa, for efficient communication and for the common interest.

2. PROJECT DESCRIPTION DigitalCRAFT: Enhancing Vocational Skills Through Design Thinking and Graphic Design

The **DigitalCRAFT** project is an educational initiative aimed at redefining vocational education and training (VET) in the field of design thinking and graphic design.

Recognising the critical role these disciplines play in today's digital and design-oriented labour market, the project seeks to bridge the gap between current educational offerings and the skills needed in the modern workplace.

Over the course of 14 months, the project aimed to create a synergy between Italian and Romanian teachers in order to develop a common curriculum that would not only reflect contemporary industry practices, but also be proactive in anticipating future market trends.

The project is particularly significant in focusing on the transformative power of design thinking and graphic design, which have become indispensable tools for innovation, problem solving, and creating added value in various industries.

 Through its objectives, the project aimed to better prepare vocational and technical education students for the future labour market and to increase their employability.

The **DigitalCraft** project responds to the needs and objectives of the participating organisations, but also to the directly identified needs of the target groups, by acquiring up-to-date knowledge and skills by VET teachers and trainers. As these teachers apply the new curriculum and teaching methods, students in VET schools, who form the target group indirectly, will acquire skills relevant to the future labour market, increasing their employability and career prospects.

GENERAL OBJECTIVE

- Measurably improving the quality and relevance of vocational education and training in the field of design, innovation and graphic design, during the 14-month period of project implementation, by encouraging international collaboration, developing and implementing a common curriculum and empowering at least 50 VET teachers/trainers from Italy and Romania, with the ultimate goal of improving students' employability and career prospects of VET education in the future dynamic job market.

SPECIFIC OBJECTIVES

▪ **Promoting collaboration and knowledge exchange between partners [Un/lab and SLI BACĂU]** to improve vocational education and training, vocational training methods in the field of design, innovation and graphic design.

▪ **Improving the capacity of teachers/trainers and vocational training institutions** to effectively empower students with relevant skills for the future job market, by creating a common curriculum that integrates design thinking methodologies, design and graphic design techniques into the educational process.

▪ **Strengthen the professional development of teachers/trainers and VET institutions**, by ensuring their access to virtual workshop programmes and virtual training sessions designed to improve their understanding and implementation of the new curriculum, teaching methods and graphic design tools.

▪ **Increase the visibility and understanding of the new curriculum among VET teachers/trainers and institutions**, by designing and running an awareness campaign, which will use a short video to effectively communicate the benefits of integrating design thinking methodologies and graphic design techniques in VET education.

▪ **To improve the employability and career prospects of VET students**, providing them with industry-relevant skills through the new curriculum, which integrates design thinking methodologies and graphic design techniques, thus ensuring that they meet the dynamic requirements of the future labour market.

MAIN ACTIVITIES

- o **A.1 PROJECT MANAGEMENT**
- o **A.2 COMMUNICATION AND DISSEMINATION**
- o **A.3 DEVELOPMENT OF THE CURRICULUM**
- o **A.4 TRANSNATIONAL TRAINING IN ITALY**
- o **A.5 NATIONAL FORMATION IN ROMANIA**
- o **A.6 AWARENESS CAMPAIGN**

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TARGET GROUP

DIRECT TARGET GROUP:

- **VET teachers and trainers** from partner organisations and countries, who will gain knowledge on innovative teaching, innovative methods and tools.
- **Educational institutions and organizations** interested in adopting or adapting the developed curriculum.

INDIRECT TARGET GROUP:

- **Students from VET schools in Italy and Romania**, who will acquire skills relevant to the labor market.
- **Schools from Romania and Italy**, who expressed interest in the project activities during the design process, being involved in the needs assessment, as follows:
- **SLI BACĂU:**
- 1. "Ion Ghica" Economic College Bacău (100 teachers and 1336 students);
- 2. "Dimitrie Ghica" Technical College Comănești (88 teachers and 1180 students);
- 3. "Gheorghe Asachi" Technical College Onești (70 teachers and 823 students).

- **Un/Lab:** VET College "E. Orfini" (53 teachers and 655 students).

3. COMMUNICATION AND DISSEMINATION STRATEGY WITHIN THE PROJECT

DigitalCRAFT: Enhancing Vocational Skills Through Design Thinking and Graphic Design

The Communication and Dissemination activity aims to effectively promote the DigitalCRAFT project, its objectives and results to the target groups.

The PRINCIPLES underlying the Communication and Dissemination Plan are:

a. Transparency – complete information will be sent to the general public;

b. Objectivity – The Communication Plan will be based on objective messages

c. Coherence – communication actions will be coordinated in such a way as to ensure the transmission of a unitary message about your activity

d. Particularity – in addition to the general information, the messages will be built according to the specifics of each target group.

The organizational functions of communication within the project are:

a) Control - to clarify duties, to establish authority and responsibilities.

b) Information - to provide the basis for decisions.

c) Coordination - to make effective joint action possible.

d) Motivation - to stimulate cooperation and involvement in achieving objectives.

e) Emotional - to allow the expression of feelings, feelings, etc.

The Communication and Dissemination process includes:

1. **DEVELOPMENT OF A COMMUNICATION AND DISSEMINATION** STRATEGY: The project partners will jointly create a comprehensive R&D strategy outlining the objective, target audience, key messages, communication channels and timing of all promotion activities. This strategy will guide partners in their efforts to raise awareness about the project and its results.

2. **CREATION OF PROMOTIONAL MATERIALS**: A variety of promotional materials such as digital brochures, posters and fact sheets to support the dissemination of the project's objectives, achievements and impact. These materials will be translated into both Italian and Romanian and will be made available online.

3. **WEBSITE & SOCIAL MEDIA**: A dedicated project space will be created that will serve as a hub for all project activities – information, updates and resources related to the project on the partners' websites. In addition, both partners will actively promote the project through existing social media channels, sharing news, milestones and results with their followers.

4. **PRESS RELEASES AND AWARENESS-RAISING ACTIONS:** The partners will create press releases in local and national media to raise awareness about the DigitalCRAFT project and its results.

5. **NETWORKING WITH RELEVANT STAKEHOLDERS**: Partners will actively engage with relevant stakeholders to promote the project and establish connections for potential future collaborations.

6. **MONITORING AND EVALUATION OF COMMUNICATION AND DISSEMINATION ACTIVITIES:** Partners will regularly assess the effectiveness of their R&D efforts by tracking key performance indicators such as website traffic, social media engagement and event attendance.

II. COMMUNICATION OBJECTIVES

II.1 GENERAL OBJECTIVE

In order to achieve the declared purpose, the Communication Plan has established the following **GENERAL OBJECTIVE:**

   o **Creating and managing an effective system of information and promotion of the objectives, activities and deliverables expected / achieved within the DigitalCRAFT project by raising awareness, among direct and indirect beneficiaries and the general public, so that a greater number of teachers, trainers and VET institutions will be encouraged to adopt the new curriculum and teaching methods, thus contributing directly to the objectives of the project.**

II.2 SPECIFIC OBJECTIVES

❖ **Specific Objective I: To increase the awareness of beneficiaries and potential beneficiaries, by informing them about the benefits of the new curriculum and new teaching methods, thus contributing directly to the objectives of the project;**

❖ **Specific objective II: To ensure the transparency of information regarding the project and its results;**

❖ **Specific objective III: To ensure good project management and an efficient internal communication system between all stakeholders involved in the implementation of the DigitalCRAFT project.**

By effectively disseminating the project results and demonstrating the benefits of the new curriculum, more VET teachers, trainers and institutions will be motivated to adopt or adapt the newly developed curriculum, directly contributing to the project's objective of improving the capacity of VET teachers and institutions.

> ❖ **Specific objective I:** **TO INCREASE THE AWARENESS OF BENEFICIARIES AND POTENTIAL BENEFICIARIES, BY INFORMING THEM ABOUT THE BENEFITS OF THE NEW CURRICULUM AND NEW TEACHING METHODS, THUS CONTRIBUTING DIRECTLY TO THE PROJECT OBJECTIVES**

In order to achieve this objective, the following EXTERNAL COMMUNICATION actions have been established:

THE SCHOOL AWARENESS CAMPAIGN includes:

A. **SHORT AWARENESS VIDEO**: A professional video will be created to showcase the new curriculum, its objectives, and the positive impact it can have on VET students' skills and future employment prospects. The video will feature testimonials from VET teachers and trainers who have experienced the benefits of the new curriculum, as well as engaging images and animations to effectively convey the message. The video will be designed so that it can be easily shared on social media and other online platforms

B. **VIDEO DISTRIBUTION:** The short awareness-raising video will be distributed to VET schools, educational institutions and relevant organisations via email, social media and partner websites. Partners will also encourage their networks and contacts to share the video with their audience, further amplifying its reach.

C. **SCHOOL PRESENTATIONS**: Each partner will work with at least 5 VET schools to organise presentations, where the short awareness video will be designed for students, teachers and other stakeholders. These presentations will provide an opportunity for direct engagement with the target audience, addressing any questions or concerns and encouraging schools to adopt the new curriculum.

D. **ONLINE SHARING & ENGAGEMENT**: The awareness-raising short video will be published on partner websites, social media channels, and other relevant online platforms.

Expected results include increased awareness among VET students, teachers and other stakeholders about the benefits of integrating design thinking methodologies and graphic design techniques into vocational education. The short awareness video will serve as an effective tool for promoting the new curriculum and generating interest for its adoption. Disseminating the video through various online and offline channels will allow partners to reach a wide range of audiences

and encourage their involvement in the project's goals and objectives. The involvement and participation of the target group, including VET students, teachers and other stakeholders, will serve as a measure of the success of this activity.

> ❖ **Specific objective II**: ENSURING THE TRANSPARENCY OF INFORMATION REGARDING THE PROJECT AND ITS RESULTS

In order to achieve this objective, the following EXTERNAL COMMUNICATION actions have been established:

1. **CREATION OF THE PROJECT'S OWN WEBSITE, RESPECTIVELY OF PAGES ON THE PARTNERS' OWN WEBSITES, SPECIALLY DEDICATED TO THE DIGITALCRAFT PROJECT**

A dedicated project space will be created that will serve as a hub for all project activities – information, updates and resources related to the project on the partners' websites.

2. **CREATING PAGES ON SOCIAL NETWORKS SPECIALLY DEDICATED TO THE DIGITALCRAFT PROJECT - FACEBOOK, INSTAGRAM, TIK TOK AND DISSEMINATING INFORMATION ABOUT THE PROJECT AND ITS RESULTS**

Both partners will actively promote the project through existing social media channels **- FACEBOOK, INSTAGRAM, TIK TOK**, sharing with those who follow them news, important milestones and results.

3. **CREATION AND DISSEMINATION OF PROMOTIONAL MATERIALS:**

The partners will produce a variety of promotional materials to support the dissemination of the project's objectives, achievements and impact [translated into English, Italian and Romanian; will be made available online], such as:
- Digital brochures
- Posters
- Factsheets

4. **PRESS RELEASES AND AWARENESS-RAISING ACTIONS**: PRESS RELEASES IN LOCAL AND NATIONAL MEDIA TO RAISE AWARENESS ABOUT THE DigitalCRAFT project and its results.

> ❖ **Specific objective III**: ENSURE GOOD PROJECT MANAGEMENT AND AN EFFICIENT INTERNAL COMMUNICATION SYSTEM BETWEEN ALL STAKEHOLDERS INVOLVED IN THE IMPLEMENTATION OF THE DIGITALCRAFT PROJECT

Both organizations will maintain regular communication throughout the project to share updates, progress, and results. This will include meetings, emails, and the Google Drive collaboration platform to ensure that all partners are well-informed and engaged.

In order to achieve this objective, the following INTERNAL COMMUNICATION actions have been established:

1. COMMUNICATION CHANNELS BETWEEN PARTNERS		
E-mail [e-mails]	Video calls	Shared Google Drive where project documents, updates, and resources can be accessed by both partners

2. REGULAR PROGRESS MEETINGS									
First Progress Meeting		**Second Progress Meeting**		**Third Progress Meeting**		**Fourth Progress Meeting**		**Fifth Progress Meeting**	
NOVEMBER 2023 [Month 1 Implementation]	in online format	**JANUARY 2024** [Month 3 of implementation]	in online format	**APRIL 2024** [Month 6 Implementation]	in physical format, in Italy	**JULY 2024** [Month 9 Implementation]	in online format	**DECEMBER 2024** [Month 14 of implementation]	in physical format, in Romania

3. **MONITORING AND EVALUATION OF COMMUNICATION AND DISSEMINATION ACTIVITIES:**

The project partners will regularly assess the effectiveness of their communication and dissemination efforts, by tracking **the KEY PERFORMANCE INDICATORS**:

- Website traffic

- social media engagement

- participation in events.

The actual number of participants/planned number of participants is an indicator that can provide information about the degree of public interest in the evaluated communication activity, the number of positive/negative/neutral reactions in the online media, the number of institutions/organizations that have taken over the tangible results obtained in the project and introduced them into institutional practice

The communication tools used will ensure the transmission and dissemination of messages to the target audience in order to achieve both the objectives of the project and the specific purpose and objectives of the Communication Plan. The communication tools will disseminate messages adapted to the specifics of the target audience/group so that the impact generated ensures the fulfillment of the communication objectives and also ensures the sustainability of the project in the medium and long term.

5. COMMUNICATION AND DISSEMINATION PLAN WITHIN THE PROJECT

DigitalCRAFT: Enhancing Vocational Skills Through Design Thinking and Graphic Design

The communication objective to which the activity corresponds	Name and content of the communication activity	Expected results	Communication Managers	Target audience	Period	Media channels for promoting the activity	Evaluation indicators
VISIBILITY, PROMOTION/INFORMATION AND DISSEMINATION: Effective communication and dissemination of project results, in order to make known to the public information about: the Erasmus+ programme, the	creation of pages on the partners' own websites, specially dedicated to the DigitalCRAFT project	• 2 pages on specially dedicated partner websites	• **SLI BACĂU** • **UN/LAB**	VET teachers, students, professionals in the field.	Until March 15, 2024	Online: website, social media pages Offline: during seminars, workshops, organized working meetings	• min 100 views on the partners' own websites, specially dedicated to the DigitalCRAFT project

The communication objective to which the activity corresponds	Name and content of the communication activity	Expected results	Communication Managers	Target audience	Period	Media channels for promoting the activity	Evaluation indicators
funder, the project and its results, the target group and its impact on it, the organisations implementing the project and how the project and its results contribute to institutional development	creation of the project's own website	• 1 site created	• **SLI BACĂU UN/LAB**	• VET teachers, students, professionals in the field.	Until 31 July 2024	Online: website, social media pages	• min 100 views on a special site dedicated to the DigitalCRAFT project
	• creation of pages on the partners' own websites, specially dedicated to the DigitalCRAFT project	3 social media pages created: • 1 Facebook page • Instagram Page • 1 Tik Tok page	• **SLI BACĂU UN/LAB**	• VET teachers, students, professionals in the field.	Until 31 July 2024	Online: website, social media pages	min 100 views on created social media pages and on the website
	development of information and promotion materials among the beneficiaries:	• 4 types of digital brochures, posters and fact sheets translated into both Italian and Romanian • 3 types of environmentally	• **SLI BACĂU UN/LAB**	• VET teachers, students, professionals in the field.	L1-L14	Online: website, social media pages Offline: during seminars, workshops, organized	Distribution

The communication objective to which the activity corresponds	Name and content of the communication activity	Expected results	Communication Managers	Target audience	Period	Media channels for promoting the activity	Evaluation indicators
		sustainable gadgets				working meetings	
	Organization of promotion/information and dissemination events	Min. 4 promotion/information and dissemination events: seminars, workshops, working meetings organized	• **SLI BACĂU** **UN/LAB**	• VET teachers, students, professionals in the field.	L5	Offline: 1 working session at SLI Bacău	100 people present at the events
					L11	Offline: 1 working session at SLI Bacău	
					L12	Offline: 1 working session at SLI Bacău	
					L14	Offline: 1 working	

The communication objective to which the activity corresponds	Name and content of the communication activity	Expected results	Communication Managers	Target audience	Period	Media channels for promoting the activity	Evaluation indicators
						session at SLI Bacău	
Awareness campaign	Video distribution strategy that describes your target channels and stakeholders.	2 national distribution reports and analytics showing video reach across different channels and audiences.	• **SLI BACĂU** **UN/LAB**	• The target group mainly includes students, teachers, trainers and school administrators from different VET and technical schools: 1000 VET teachers and 8000 students	L9 -10	Video distribution: will be distributed to VET schools, educational institutions and relevant organisations via email, social media and partner websites.	Video Sharing : 100 User-Generated Shares and Engagement with the Video on Social Media and Other Networks.

The communication objective to which the activity corresponds	Name and content of the communication activity	Expected results	Communication Managers	Target audience	Period	Media channels for promoting the activity	Evaluation indicators
	1 short professional product awareness video highlighting the objectives of the project, the new curriculum and its benefits, with subtitles in English, Italian and Romanian).	1 short awareness-raising video	• **SLI BACĂU** • **UN/LAB**		L11-12	will be published on partners' websites, social media channels and other relevant online platforms.	
	10 packages with presentations organized in schools, including programs, presentation materials and lists of participants (each	Min. 10 Presentation Packs Min. 10 schools where the presentations were organized	• **SLI BACĂU** • **UN/LAB**	VET teachers, students, professionals in the field.	L11-12	online	100 User-generated distributions and engagement with the video on social networks

The communication objective to which the activity corresponds	Name and content of the communication activity	Expected results	Communication Managers	Target audience	Period	Media channels for promoting the activity	Evaluation indicators
	partner will present in 5 schools).						and other networks.
	20 online presences for video on partner websites, social media channels, and other relevant platforms.	20 online presences	• **SLI BACĂU** • **UN/LAB**	VET teachers, students, professionals in the field.	L11-12	online	Min. 20 online appearances
Raising awareness and involving stakeholders, in order to raise awareness about the DigitalCRAFT project and its results.	Creating press releases in local and national media	1 file with relevant stakeholder contacts for each partner 2 articles published in each country	**SLI BACĂU** **UN/LAB**	educational institutions Industry Partners Policymakers	L7-8 L9 L14	online	active participation and support of key stakeholders throughout the project.
Monitoring and evaluation of R&D activities	Regularly evaluating the effectiveness of	4 M&E reports on R&D	**SLI BACĂU**	Partners	L5	Online, through	

The communication objective to which the activity corresponds	Name and content of the communication activity	Expected results	Communication Managers	Target audience	Period	Media channels for promoting the activity	Evaluation indicators
	communication and dissemination partners' efforts by tracking key performance indicators		**UN/LAB**		L9 L12 L14	internal communication channels (mail, whatsapp, google drive)	