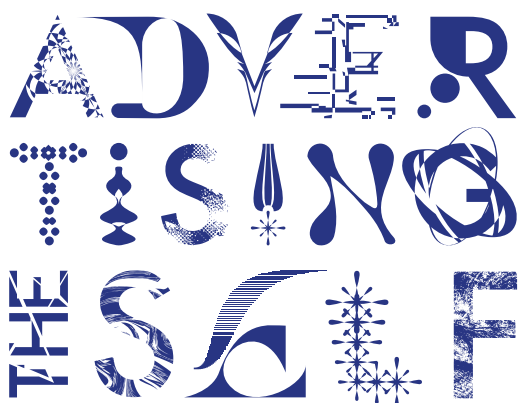




ADVERTISING THE SELF

MARKETING VOCATIONAL
EDUCATION IN
ARTS AND DESIGN

#advertisingtheself



MARKETING VOCATIONAL EDUCATION IN ARTS AND DESIGN

SCUOLA DEL
LIRIO
LICEO ARTISTICO URBINO



E A
S R escola
artística
de soares
dos reis

ortweinschule
BAUTECHNIK_KUNST&DESIGN

MARKETING VOCATIONAL EDUCATION IN ARTS AND DESIGN

www.erasmus.ortweinschule.at

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FOR FURTHER INFORMATION ON THE PROJECT SEE

<http://erasmus.ortweinschule.at>

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PROJECT SUMMARY

Advertising the Self - Marketing Vocational Education in Arts and Design (#advertisingtheself) was planned and implemented by HTBLVwA Graz - Ortweinschule (AT), the Soares dos Reis School of Arts, Porto (PT), the Liceo Artistico "Scuola del Libro", Urbino (IT), and the Technikum Fototechniczne, Warsaw (PL).

The participating schools in #advertisingtheself all offer specialized educational pathways in Arts and Design. Vocational qualifications in specific fields such as Graphics and Communication Design, Film and Multimedia Art, Photography, Product Design, Book Design, Ceramics Art Craft and Jewellery Design can be obtained by students aged 14+.

Project objectives

After graduation, students need to find their place on the job market, either being employed or working free-lance. In any case, marketing and advertising the self is essential in Arts and Design to make oneself seen and heard and to stick out from the rest. Relevant skills and competences need to be improved.

Students involved in #advertisingtheself were aware of the fact that collaborating with colleagues and students from other European countries does not only bring in new perspectives on effective self-marketing, but also offers the chance to practice English in the context of one's field of education. And since European projects require dissemination of activities and results, they offer plenty of opportunities to explore and implement diverse marketing instruments.

#advertisingtheself specifically aimed at:

- Developing skills and competences of self-marketing of students to be able to present themselves as competitive participants on the labour market.
- Developing awareness of the self as an artist through autobiographical approaches and self-portraits in respective fields of arts and design (from photography to paintings).
- Fostering digital competences and the use of ICT to be able to communicate and present oneself effectively online.
- Engaging students in disseminating processes and project outputs.
- Fostering European exchange, intercultural communication and foreign language acquisition.
- Supporting entrepreneurship and the acquisition of foreign languages in vocational contexts (CLIL).

Activities and products

#advertisingtheself mainly centred around 4 short-term exchanges of groups of pupils. The project was laid out over a period of 36 months and 4 workshops (Learning Activities), one in each country. The brochure at hand portrays the outcomes of the four learning activities as seen by the students who participated.

Enjoy reading!

PARTNERS IN

#advertisingtheself

The Soares dos Reis School of Arts was officially established in January 1884 in Oporto city in the north of Portugal and will be 135 years old this year. This school is geared to art education and is a non-profit public institution. Annually around 900 students follow the school's different educational pathways. The learning of the students is guided by a team of teachers with specific and pedagogical training in the arts as well as teachers of special techniques in various technological areas that are a valuable heritage and an asset for the school teaching quality. The school currently offers: Audiovisual Communication, Advertisement Design, Product Design, Artistic Production and one professional course of 2D/3D Animation. These courses, directed to the level of secondary education, take 3 years (10º, 11º and 12º) to complete. The EASR is a specialized school of Art Education with an emphasis on vocational education.

www.easr.pt

The Technikum Fototechniczne Warsaw, Poland, is the largest and the oldest Polish school that educates students in the field of photography, including graphics, multimedia projects and movie-making. On graduation students are prepared to pass Matura exam (an exam which entitles one to enter University) and vocational exams that verify professional qualifications. The school employs 60+ fully qualified teachers, including 22 teachers of vocational training. The Phototechnical High School provides training for 600+ students aged 15+. The school also runs weekend qualification courses for adults. Our school cooperates with about 80 reputable companies dealing with photography and related branches, where internships of our students are arranged. Our institution participates actively in educational and cultural events conducted in the city. For many years the school has been taking part in different European projects.

www.fotospokojna.com



PARTNERS IN

#advertisingtheself

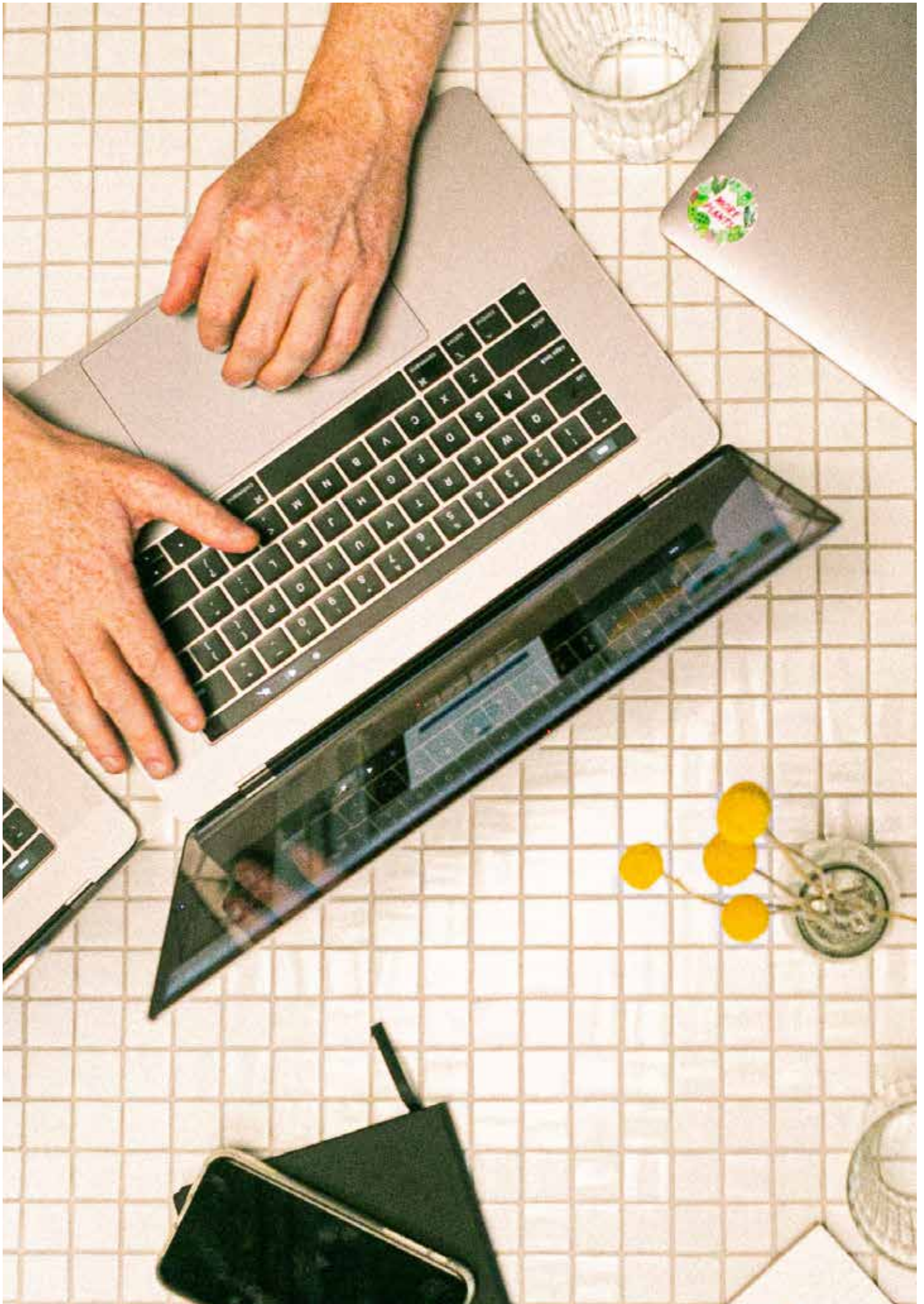
The Liceo Artistico Scuola del Libro di Urbino, Italy is an artistic high school with 750 students aged 14 to 19 and adults (evening courses and post diploma course of specialization in graphics, animation and drawing, artistic book binding and restoration), 80 teachers and about 20 staff members including technical, administrative and assistance staff. The activities of the school include besides general studies subject areas such as graphics, engraving techniques and art book illustration, book design and restoration, animation and drawing, cinema and photography.

www.scuolalibrourbino.edu.it

HTBLVA Ortweinschule Graz, Austria, is a Secondary Level Vocational College for both Engineering and Construction as well as Arts and Design. With a staff of 220+ it caters to more than 1650 students aged 14+ and adults with diverse social and cultural backgrounds. Within the department of Arts and Design, Ortweinschule offers general and vocational education and training in Graphics and Communication Design; Film and Multimedia Art; Photography and Multimedia Art; Interior Design and Architecture; Product Design and Presentation; Sculpturing, Object Design, Restoration; Ceramics Art Craft; Jewellery and Metal Design.

www.ortweinschule.at





PREFACE

So-called teachers` workshops, which were a vital part in each of the four Learning Activities in **#advertisingtheself**, aimed at exchanging know-how and experiences concerning the marketing of schools and educational pathways to attract more and eventually maybe “better” students. Experts such as teachers, head of departments, principals, and marketing experts were invited to take part and contribute. Each workshop was dedicated to a specific angle of the topic, which was defined by the host, and should result in presenting examples of effective practice fit to be implemented by the partners and interested schools outside of **#advertisingtheself**.

Outcomes of the workshops should lead to the following tangible results:

- Effective Strategies and Good Practices in Marketing of Schools / the PDF Brochure.
- Enhanced school websites and Social Media Channels
- Dissemination materials (e.g. roll-ups, folders) emphasizing the European dimension of the schools involved.

Various aspects of advertising schools

The following articles in the brochure at hand should give insight into the outcomes of the four workshops.

Apart from discussing effective practices for teachers to market their schools, participants to the first workshop at Technikum Fototechniczne in Warsaw brainstormed and created a survey for first-grade students of each of the partner schools on their choice of secondary school. The survey was consequently carried out in each school and the results helped develop better strategies for school promotion in the local environment.

In the second workshop planned by Escola Artística de Soares dos Reis and titled “Digital marketing strategies” which was hosted by E-Goi, a Portuguese company specialized in digital marketing based in Matosinhos, Porto, participants learned about and discussed strategies for public organizations such as schools and how to manage their social networks and digital communication.

Effective practices highlighting students` efforts in public were discussed at the third workshop at Ortweinschule in Graz. The idea of peer-to-peer marketing in secondary vocational education was introduced believing that current students themselves, friends of prospective future students, are probably the main influence when it comes to choosing a new school.

Finally, the workshop on creating school accountability documents as a means of promoting school activities was hosted by Liceo Artistico Scuola del Libro di Urbino and provided participants with a guide to social reporting processes and to the school accountability document, which is a proper and transparent report to all private and public stakeholders regarding stated objectives and their degree of achievement.

We do hope that some of the ideas and effective practices mentioned could be of benefit to other European partner schools and stakeholders. Enjoy reading!

TEACHERS' ROLE IN SCHOOL'S MARKETING ACTIVITIES

Paulina Piasecka

TECHNIKUM FOTOTECHNICZNE - WARSAW

Marketing is a term often used in reference to business as the sum of activities involved in the process of transferring goods and services from the producer to the consumer. Its main task is to promote and facilitate this exchange. However, it is agreed that marketing strategies are to be used not only in profit oriented businesses, but also public institutions like museums, hospitals or schools. Educational establishments in particular need to prove their value in order to attract many adequate candidates.

Partner schools participating in **#advertisingtheself** project are well aware of the importance of promoting their institutions. Therefore, they have developed numerous strategies of making their voice heard locally and globally. Let us focus here more on some activities that engage teachers to advertise their workplaces among other stakeholders.

Teachers with their expertise are one of the schools most important assets. It is therefore only natural to use their skills in order to popularize educational institutions on the local market. Artistic or vocational schools have particularly good tools to stand out from the crowd.



TEACHERS' ROLE IN SCHOOL'S MARKETING ACTIVITIES

Open workshops for candidates

Teachers of vocational subjects like photography or film making organize events for the prospective students. The workshops are widely advertised on social media and school website. They are free of charge and require no previous experience from the participants as the event is supervised and conducted by staff members and selected students. Such actions enjoy great popularity and are an opportunity for the public to gain insight into the operation of the school. Workshops for candidates are very often combined with other promotional activities that comprise the Open House Days.

Open House Days

Open house day is a marketing strategy used by many schools. It involves all the teaching staff and some devoted students. To present the institution from its best angle, teachers are expected to prepare presentations of their achievements and engaging activities for the visitors. Additionally, they are expected to answer all the queries concerning the institution and the syllabus.

It is also important to have some leaflets with the schools' offer to be distributed during the Open House Day. The printed materials must be well designed, informative and should also contain reference to social media run by the educational establishment. In artistic schools such materials are usually designed by graphic design teachers whose expertise adds to the attractiveness of the visual materials.

Educational Fairs

Leaflets advertising schools are also distributed during Educational Fairs. Such happenings are held annually by the local authorities. It is a chance for all local secondary schools to present themselves to the broad public of prospective students and their parents. Each stand is furnished by a different institution. A substantial amount of preparation is always involved in the best possible creation of the school's presentation. Teachers are responsible for the production of a short film or a multimedia presentation, which is later displayed to the public. Numerous equipment needs to be set on the venue, and that is also the staff's task. As in the case of Open House Days, teachers representing the establishment need to be ready to answer numerous questions about the schools' base, facilities and program, so they should be well prepared.

Competitions for primary school students

Secondary schools often organize diverse competitions for younger students. These can be artistic contests or tests of knowledge on particular topics. Teachers responsible for these events make an effort to inform primary schools about the contest. It is a way of putting a foot in the door and making primary school teachers and career counsellors aware of the secondary school's offer. The participants of the event have an opportunity to visit the venue of the contest and are more likely to choose the establishment for the place of further education.



Providing content for the website

As the main providers of schools' extracurricular activities, teachers are usually responsible for spreading rumours about the forthcoming events and reporting on the completed ones. School website should be fed with the most current news of all the trips, concerts, competitions and other activities that students are involved in. The description does not need to be long, however there should appear a substantial amount of attractive pictures. Updating schools www plays a great role in popularization of the educational institution among different stakeholders, as the websites have become the primary source of information for the majority of them.

What is more, news about the most prominent happenings is also spread to municipal institutions and is often shared on their www. This helps to reach an even more distant audience.

Carrying out projects in cooperation with external institutions

Participation in various projects in collaboration with municipal institutions, non-governmental organizations or foundations is another opportunity for the school to be spotted. Schools educating in arts and crafts have a lot to offer to the institutions involved in cooperation; starting from the creation of advertising materials, through developing the creative content and ending on the video footage or photojournalism. The school gains recognition, the students build their portfolios, the institution reaches its goals. It is not to be argued that the teachers play a leading role in planning and executing the joint effort. It is also up to them to ensure the top quality of the final work.

The above mentioned examples of how teachers get involved in advertising their workplaces by no means constitute a complete list. It could be argued that every marketing effort undertaken by educational institutions is supported by the teachers in one way or another. Therefore, we should realize how vital our impact is.



First grade students' survey

In **#advertisingtheself** the authors of the project wanted to gain some insight into the whys and hows of the students choices concerning the choice of secondary schools. And what is a better way than to ask? That is why one of the objectives of our cooperation was to design some diagnostic tools to be used for receiving feedback from our students. It turned out that one of the institutions involved had been using surveys to communicate with the school's stakeholders for some time and was able to make effective use of this knowledge. They shared their expertise with the other participants so as to design a template of a questionnaire to be adapted to each school's particular needs.

What our schools were particularly interested in was which marketing strategies implemented in the process of marketing were effective and which needed to be enhanced or altered to become more efficient. That is why we asked about the source from which the students had learnt about our schools. In Technikum Fototechniczne in Warsaw it turned out that the primary source of information was the recruitment platform and the school website. Most big cities in Poland provide online application platforms for the candidates to find and select the schools of their interest. All public schools from that region introduce their offer and a short description of the qualifications their institutions offer training in. As the introduction is often very brief, the candidates tend to visit the websites of the most appealing schools. And it was the website that was pointed as the main source of information. What is more, almost all students had visited the school's www before they made their final decision about applying.

The second most common source of information about our institution was the student's friend or family member. This proves that word of mouth is a really powerful tool in school marketing, especially when it comes to the people the youngsters trust the most. We also learnt that more effort needs to be made in order to inform primary school teachers and career counsellors about our school, as only a handful of students chose them as the source of information.

The third most often listed place to learn about secondary schools were social media. Thus it seems worthwhile to invest in the development of school Instagram, Facebook, YouTube or any other popular platform.

When asked about their reason for choosing vocational school, most students replied they wanted to obtain qualifications and be ready to enter the job market. They also expect from the school to prepare them well for the vocational exams, but also for Maturity exams, so they are guaranteed a choice of either ending their education on graduation or following academic career.

What was of interest to the young people when they were still candidates was the quality of vocational training offered and the facilities provided by the school. Rich didactic base like well-equipped labs and studios were seen as an advantage.

But education is not everything that students seek from schools. For a third of the students it was the school's reputation as a student friendly place that tipped the scales.

The results of the survey may have been biased by the Covid-19 restrictions as the schools could not run their traditional marketing events like Open House Days or Educational Fairs and other direct activities. That is why the research will be carried on in the future. Finding out about candidates, their parents and primary school background is important in constructing marketing strategies for secondary schools. Educational institutions need to understand how important it is to create and communicate their offer on local, regional, national or even in some cases global ground - who has not heard of Harvard or Cambridge Universities? And for this offer to be appealing to the stakeholders it is essential to get to know who they are and what they need.

“ Artistic or vocational schools have particularly good tools to stand out from the crowd.



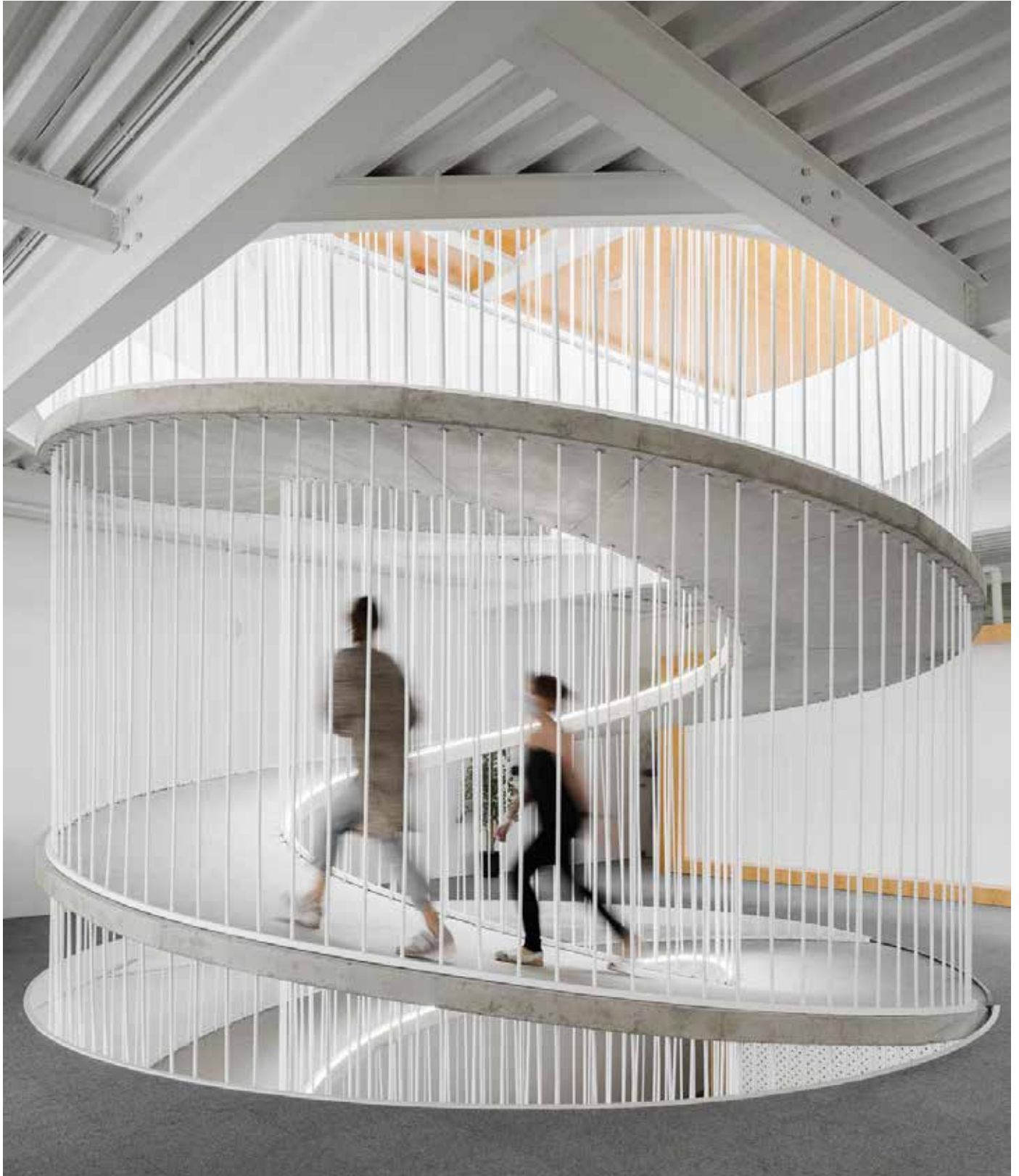
DIGITAL MARKETING STRATEGIES

Alexandre Martins

ESCOLA ARTÍSTICA DE SOARES DOS REIS - PORTO

Nowadays, digital communication tools are a very effective way to communicate with the school's community and a powerful way to reach specific target groups such as future students, alumni, parents or teachers. These new media are an opportunity for schools to advertise themselves in an efficient way. Nevertheless, the diversity of tools and their different possibilities, has to be considered and integrated in a school's global digital communication plan.

In order to share, discuss and learn effective strategies and good practices in marketing of schools concerning the digital tools, a workshop was held in Porto at E-Goi, a portuguese company specialized in digital marketing based in Matosinhos, Porto. This company works for other companies' marketers providing a complete set of digital marketing tools such as, email marketing, marketing automation or integrated social networks ads.



DIGITAL MARKETING STRATEGIES

According to E-Goi expertise, In order to communicate the value of a school, there should be five steps to consider:

1. Build a community through social networks

Using Facebook, Instagram and LinkedIn for both students and alumni, celebrate the students' conquests and major activities, through videos, post events, run polls, ask questions, in order to improve communications between all.

2. Engage

Email newsletters are low-cost, promotional and communication tools. One can take a basic approach, such as sending a weekly or monthly email newsletter to existing parents, for example. This can also improve communication with former students.

3. Use video

When compared to the costs involved with a print advertisement (including artwork) and the fact that print has a short lifespan, a video is a more affordable and effective alternative. A school should have a YouTube channel, upload videos regularly and share them in Facebook and/or LinkedIn pages.

4. Website presence

Improve the website in order to make it responsive (the content adapts to the user interface/screen) so it can be used in every device. Online reviews and Google My Business should also be encouraged.

5. Consider other options

The school should encourage the traditional Word of Mouth. If advertising on local newspapers, the schools website must be mentioned and/or a QR code to a Landing Page inserted.

Keeping all these channels active and regularly updated can be a burden to a school. To help avoid this, digital marketing platforms can be used, such as the one offered by E-Goi. These integrated platforms allow schools to develop a complete digital communication campaign, using a set of tools to communicate regularly with the school's community, such as newsletters for parents or former students, social networking advertising, etc.

The platform allows schools to have a database of contacts and have different communication strategies for each kind of group (teachers, parents, other institutions, etc). The scheduling of posts in the main social networks is a main feature (Facebook, Instagram, Twitter) easing the school's workload in these tasks. Besides these functionalities, school's can also use this tool to manage social media ads.



Marketing strategies at Soares dos Reis School of Arts

In the case of the Soares dos Reis Artistic School in Porto, at an early stage, the need to develop a structured communication plan was felt. A working group of teachers was created in 2014, whose main objective was to publicize the schools' artistic secondary level courses and, consequently, increase the number of candidates applying to our school.

In order to get to know the target audience better, the surveys referred to in the previous section were used. These surveys were applied to 10th grade students who had recently joined our school and allowed us to better characterize the way students learned about our school. In addition, they made it possible to understand the main reasons that led them to choose Soares dos Reis.

As part of the #AdvertisingtheSelf project, these surveys were shared with partner schools and applied at the Technikum Fototechniczne and Ortweinschule (see previous and next sections, respectively).

As an example, in 2019 we obtained 190 valid responses. It was concluded that the three main ways in which students got to know the school were through:

- family and/or Friends (62.6%);
- 9th grade Teachers (16.3%);
- former students (7.4%).

The three main reasons students apply to our school are:

- "Being a school open to the difference of mentalities and cultures" (63.7%);
- "Good infrastructure and workshops equipped for different technologies" (17.9%);
- "Satisfies the vocation for the visual and/or audiovisual arts" (9.5%).



DIGITAL MARKETING STRATEGIES

The results of these surveys helped to outline a more structured communication and marketing strategy based on the following guidelines:

- communicate the courses and the unique and differentiating teaching model of the school, in order to obtain more candidates but also with a more suitable vocational profile for the visual and audiovisual arts.
- main target audience: students who are completing the 9th grade; Guardians, parents and relatives of students who attend this year.
- secondary target audience: school's psychologists (in Portuguese schools are usually responsible for vocational orientation); art teachers of previous grades (5th to 9th).

One of the first tools created was a database of "qualified" contacts to promote the school's training offer. They are usually contacts of persons, schools' services or institutions that are responsible for directing students or clarifying them about the various options for their future.

This list includes the addresses of psychologists responsible for vocational guidance in 9th grade schools, schools' principals and/or their administrative services (where students usually go to apply to next level schools).

This contact list serves as one of the starting points for broadcasting one of the main marketing activities: school guided tours. Through 9th grade vocational guidance services or directly through social media or our web site, potential candidates can schedule a guided tour of the school. This visit, normally in small groups, allows a very personalized contact with students and interested parents, clarifying any doubts they may have.

Guided tours have proved to be a wise option in the communication and presentation of the school and its courses, avoiding expenses and time of travel to education fairs or other schools, which were not giving us a great return.

In 2018/19 we registered 682 people attending the guided tours. In 2019/2020 onwards the number decreased due to the pandemic.

Another extremely important component in the activity of this group is the use of social networks. More than promoting the school in general, the aim is essentially to show the specificity of the school's courses and to show the quality of the work developed, thus showing an image of credibility.

The content focuses mainly on: showing quality work developed by students, prizes that students obtain in competitions, success stories of former students or partnerships that the school establishes with other institutions. The focus is on the quality training the school offers.

In January of each year, the work of publicizing the application process to our school begins. Campaigns (including paid ads) are carried out on the social networks Facebook and Instagram. These campaigns generate multiple contacts and visits to the school, which makes it possible to create a communication link between the school and the interested candidates in an early stage.

Facebook is the most important social network for the school, having in June 2019 more than 11252 organic followers. The Instagram account, created at the end of the 2016/17 school year, has grown at a rapid pace, with the number of followers having multiplied, now having around 2354 followers. It is a network where we must continue to develop because it is where virtually the majority of our final target audience is (9th grade students).

“Facebook is the most important social network for the school.



Escola Artística de Soares dos Reis

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Instagram

Q: escola



Instagram

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escolaartisticadeso

450 posts

3,371 followers

EA Soares dos Reis

Ensino secundário de artes vis

Ensino Artístico Especializado

GETTING THE WORD OUT TO THE PUBLIC

Max Mayrhofer

HTBLVA GRAZ - ORTWEINSCHULE

Have you ever thought about what or who has the biggest influence when it comes to choosing a new school? You probably might think the parents? Or even the teachers of the previous school? Yes, they do have some influence, but.

Analyzing different angles of marketing a school has been the main focus of 4 workshops for teachers that were held in the course of the **#advertisingtheself** project. Results can be appreciated in the form of this brochure. The third workshop, which took place in Graz, Austria, in April 2022, put emphasis on the importance of highlighting students' efforts in public. Good and effective practices of students entering competitions, taking part in exhibitions, schools staging events that highlight works and achievements of students were focused on. However, as it turned out, the focus shifted quickly to the question of who has the biggest impact when it comes to new students choosing a school for their further vocational education.

This article attempts to introduce the idea of peer-to-peer marketing in secondary vocational education. Because we do think that the current students themselves, friends of prospective future students, are probably the main influence when it comes to choosing a new school.

In the following a short introduction to P2P marketing will be given, followed by an analysis of a survey that was done among students of Ortweinschule Graz, and which basically indicates why marketing strategies and measures building on student involvement could be successful. And finally, some examples of effective practices are presented.



Freitag, **29.11.2019**, 10:00-

Samstag, **30.11.2019**, 09:00

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seit 1876

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GETTING THE WORD OUT TO THE PUBLIC

P2P Marketing in Secondary Level Vocational Education

Peer-to-peer marketing is about a company encouraging its stakeholders to advocate their products/services. By turning their customers into evangelists and influencers, there are more chances of them advocating their products and services to other customers. Unlike the example of word-of-mouth-marketing, for peer-to-peer-marketing stakeholders are actively encouraged toward a desired action.

Peer-to-peer marketing does not only work for companies but is also a strategy worth looking into when it comes to marketing schools and educational pathways. Taking a look at a school's stakeholders, we can – besides others - foremost identify teachers, parents, and students. Although engaging the former has its merits, this article is mainly focusing on the latter as a valuable source of getting the word out to the public – a school's current students.

Whereas marketing activities showcasing the works of present students in the form of e.g. exhibitions and competitions are widely known and implemented (by teachers), engaging students directly and giving them necessary autonomy in advocating their school and attracting attention to the school's vocational fields and merits is a strategy still to be discovered and tested by many. However, what works fine under the name of "community marketing" in many Higher Education Institutions should as well be doable in Secondary Level Vocational Schools:

"Community marketing is using your existing students and talent to attract others to your institution. In a lot of instances, it's about giving up control and trusting your advocates and ambassadors to move your ideas, content, and campaigns for you. Your goal is to create a sense of authenticity with your communications on the basis that we are far more likely to listen to someone who has "lived the experience" of an education, rather than those who are employed to sell it."¹

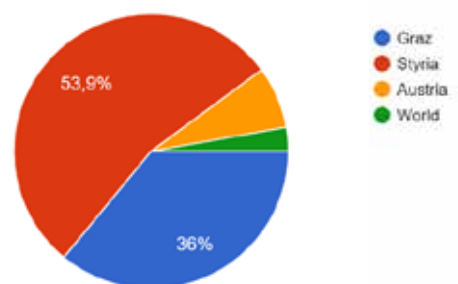
In order to serve as true evangelists, students need to develop a sense of belonging, ownership and commitment to their specific school, which can only be created through appropriate curricula, teaching and specific trainings - and a marketing strategy taking these preliminaries into account.

Identifying the future students

In order to be able to develop and sustain appropriate marketing tools and channels that are based on a documented strategy, education providers need to be clear about their principal target group, the future students.

Ortweinschule Graz, Austria, is a Higher Secondary Level Vocational College for both Engineering and Construction as well as Arts and Design. With a staff of 200+ it caters to more than 1500 students aged 14+ and adults with diverse social and cultural backgrounds. Geographically speaking and based on a recent survey², we learn that 36% of the current students come from Graz, with another 53,9% living in Styria, the Austrian province which Graz is the capital of. So, 9 out of 10 students are theoretically within daily travel distance to the school; only 10 % of the students come from other Austrian provinces or European countries.

place of residence
178 Antworten



Asked about motives regarding their choice of school, outcomes of the survey reveal interesting insights and possible guidelines for future marketing measures to be implemented. Some results also show that established marketing activities such as the school's Open House Day are very important not only with respect to the relatively close geographical origin of future students, but especially since this yearly staged two-day showcase is a very effective example of peer-to-peer marketing, as can be seen further down.

¹ <https://unibuddy.com/blog/examples-community-marketing>

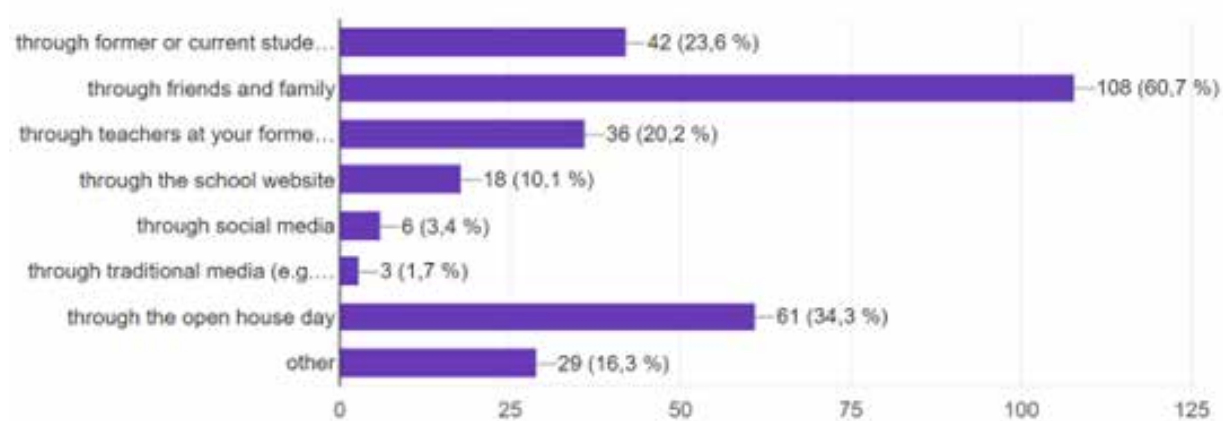
² The survey was done in May 2022. A questionnaire was sent out to more than 1500 participants, current students at Ortweinschule. Altogether 178 students (~12%) responded.

Answering to the question “How did you learn about Ortweinschule?”, a total of 108 students said that friends and family were the original source of information, followed by 61 students referring to the Open House Day; 42 named former or current students as their inspiration, 36 claim that teachers at their former school informed them³.

Social⁴ and traditional media as well as the school’s website⁵ do not seem to be the primary source of information regarding the students’ choice.

How did you learn about Ortweinschule?

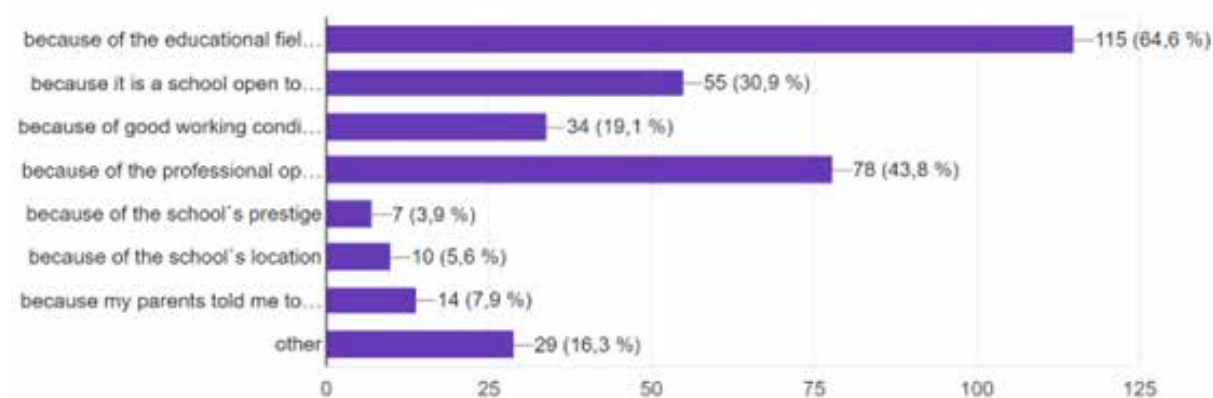
178 Antworten



As for the main reasons why students choose to study at Ortweinschule, the variety of vocational fields in both the main departments is the crucial factor (115 respondents), followed by “professional opportunities in later life” (78) and the school’s “openness to different mentalities and cultures” (55).

What were the main reasons why you have chosen Ortweinschule?

178 Antworten



³ Ticking up to three options was possible.

⁴ Ortweinschule maintains diverse social media channels specifically on Facebook and Instagram. The main channels are serviced by the two main departments; several vocational fields (e.g. Film and Multimedia Art) additionally are quite active. Relatively low ranking of social media with regard to choosing Ortweinschule may be due to the random unrelated public engagement on these channels. Ortweinschule is not on TikTok and basically not present on Youtube.

<https://www.facebook.com/ortweinschulebautechnik/>
<https://www.facebook.com/OrtweinschuleFilmUndMultimediaArt>

https://www.instagram.com/ortweinschule_kunstdesign/

⁵ <https://www.ortweinschule.at/>

Addressing the future students – some effective practices

Considering the importance of peer-to-peer activities in educational marketing and taking into account the results of our little survey, we are able to present some effective practices worth considering when addressing and attracting new students.

Open House Day at Ortweinschule

Promoting achievements of students and respective departments to attract new candidates for Ortweinschule has been a vital part of our marketing strategy for years. Approaching “new customers” on eye level, on a peer-to-peer basis, has proved to be very successful for getting the kids interested in the various departments and fields of artistic education on offer at Ortweinschule.

Ortweinschule holds its Open House Days once a year for two days and always in the last week of November. Staging this exhibition of departments and their fields of education always involves a big effort from students as well as teachers. Preparation for Open House Day usually starts well before the actual date: projects, workshops, resources in terms of rooms, materials, technical equipment and the like need to be brainstormed, implemented and secured.

During the two days of exhibitions, the students of Ortweinschule themselves do act as implementors of activities and guides for the visitors, guaranteeing a low-threshold approach to arts and design and construction for the curious newcomers. Numbers of visitors at the Open House Day usually are a strong indicator for applications for the coming school year.

A special highlight at Open House Days always is the Film and Multimedia Department`s television show. Third form students stage a real TV show being broadcasted live for the visitors and streamed online⁶.



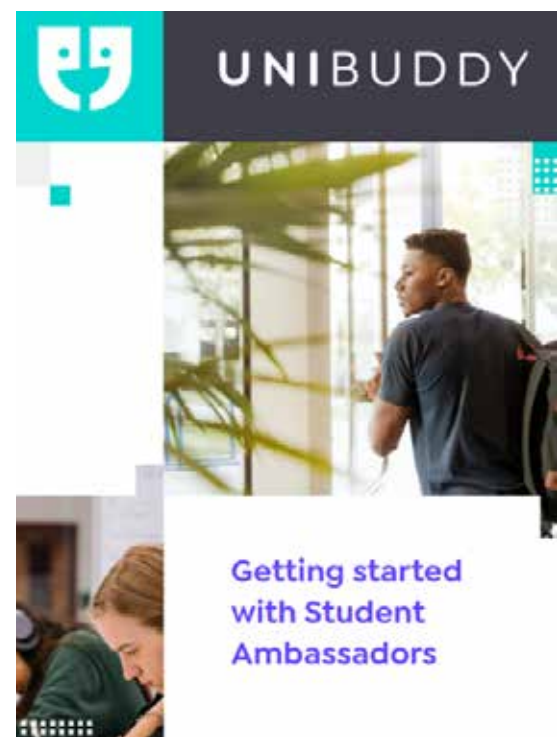
Student Ambassadors

Student ambassadors are a concept advocated by Unibuddy⁷, which claims to be the #1 peer-to-peer platform for student recruitment, purpose-built for higher ed. Regardless of the emphasis on higher education, aspects of the concept promise to be of use also for secondary level education.

“The key role of a student ambassador is to engage digitally with enquirers, answer any questions they have around joining your institution and reassure and guide them in their journey. They are, in essence, fostering a sense of belonging amongst prospective students, sometimes before they’ve even applied!”

Ambassadors have to be strong communicators, well organized, and enthusiastic about their school and task at hand.

Unibuddy has issued a brochure, “Getting Started with Student Ambassadors”, which offers a comprehensive introduction on the concept and how to find, train, support and reward prospective ambassadors.



⁶ Open House Day Promotional Video: <https://bit.ly/2Edn6hB>

⁷ <https://unibuddy.com/resource/getting-started-with-ambassadors/>

Ortweinschule Memes

We take it that your school`s marketing activities are based on a solid strategy, are planned and the appropriate channels are used. Well, sometimes it is all about losing control and still seeing the benefits.

So, be clear on what can be and cannot be controlled: Students advertising the school on Facebook in a slightly different way⁸.

“ *Peer-to-peer marketing is about a company encouraging its stakeholders to advocate their products/services.*



⁸ <https://www.facebook.com/HTBLVAOrtweinMemes/>

SCHOOL ACCOUNTABILITY DOCUMENTS AS A MEAN OF PROMOTING SCHOOL ACTIVITIES

Susanna Ugoccioni

LICEO ARTISTICO SCUOLA DEL LIBRO - URBINO

How can the creation of School Accountability documents be a means of promoting school activities?

The workshop provided teachers with a guide to social reporting processes and to the School Accountability document. This document is a proper and transparent report to all private and public stakeholders, (e.g. parents, students, local authorities and other educational institutions), regarding stated objectives and their degree of achievement, the choices that have been made, the activities that have been carried out, the services provided. And it accounts for the resources that have been used for these purposes.

The aim of the workshop was to make the purpose of an accountability document in schools clear to the European colleagues.

What are its contents, how to proceed to obtain them and deal with the social reporting process with the dual purpose to provide a functional managerial tool for school management and to improve the own mission more and more after a confrontation with all private and public subjects who are interested in the delicate and precious task that the school performs for each of them and, ultimately, for the whole community.

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Numero alunni	544
Numero classi	28
Media alunni/classi	19

Istituto principale

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SCHOOL ACCOUNTABILITY DOCUMENTS AS A MEAN OF PROMOTING SCHOOL ACTIVITIES

In Italy, all schools are required to do social reporting.

Social reporting is carried out on the basis of “comparable indicators and data” through which the school “publishes and disseminates the achieved results”.

The unavoidable starting point for social reporting (RS) within the National Evaluation System (SNV) is the procedure provided by art. 6 of Presidential Decree 80 with the related instruments: RAV (self evaluation report); PdM (improvement plan); external evaluation.

The social reporting process offers the school ideas for:

- systematically reflecting on itself, on its own value scale, on its goals and on its mission;
- promoting, innovating and optimizing its performance;
- identifying its stakeholders to activate moments of dialogue, comparison, participation, collaboration with them.

Contents of the annual social report

1. Identity of the school

1.1 The mission and the values

1.2 The history

1.3 Governance and the reference context

1.4 The stakeholders

2. Strategies and resources

2.1 Strategic map of Scuola del Libro

2.2 Resources

3. The social relations: the results

4. Prospects for improvement

Social reporting constitutes the IDENTITY FACTOR of each school in terms of efficiency, effectiveness and equity.

“ Social reporting constitutes the identity factor of each school in terms of efficiency, effectiveness and equity.





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