

Project-N° 2017-1-NL01-KA202-035176

**DISSEMINATION PLAN AND MARKETING TOOLS**

Circulation: NIK project partners  
Authors: Hans Blankestijn, Elke Halm and Giulia Meschino  
Date: June 2018  
Doc. Ref.: NIK-WP 2 – Dissemination plan and marketing tools

**Version history**

<b>Version</b>	<b>Contributor(s)</b>	<b>Contribution</b>
<b>0.1</b>   27.04.2018	Hans Blankestijn, Elke Halm	First draft
<b>0.2</b>   30.04.2018	Hans Blankestijn, Elke Halm	First reworked draft
<b>0.3</b>   07.05.2018	Elke Halm, Hans Blankestijn	Second reworked draft
<b>0.4</b>   22.05.2018	Elke Halm, Hans Blankestijn	Third reworked draft
<b>0.5</b>   08.09.2018	Elke Halm, Hans Blankestijn	Final version after discussed with partners
<b>1.0</b>   16.09.2018	Elke Halm, Hans Blankestijn	Final version

1. Introduction
2. 5xR Strategy
3. Key elements of a dissemination plan
4. Examples for Instruments for internal and external project activities
5. Marketing tools
6. Communication aims
7. Planning for dissemination
8. Role and activities plan of EVTA
9. Inventory of existing policy papers
10. Used Sources

## Annexes

- 1 Overview of dissemination methods
- 2 Overview of marketing tools

## 1. Introduction

Dissemination refers to the process of making the results and deliverables of a project available to the stakeholders and to the wider audience. Dissemination is essential for take-up, and take-up is crucial for the success of the project and for the sustainability of the project outputs in the long term. To ensure that the project results will be taken up and embedded in the community, a project must develop a dissemination plan that explains how the outcomes of the project will be shared with stakeholders, relevant institutions, organisations, and individuals.

In Erasmus+ projects, dissemination and exploitation are critical topics for a good result of the project. That makes it important to start with dissemination from the very early start of the project.

This document contains some background information about dissemination. Its aim is to help the partners to set up their own dissemination plan and to implement it.

Question: Each chapter has some questions/tasks for the partner. By answering these questions, he creates the main part of his dissemination plan.

## 2. 5xR-Strategy

An effective dissemination plan should be based on a so-called 5xR-strategy. This 5xR-Strategy should help to develop your dissemination plan. It contains five strategical measures for important message in the right place, right form and useful for the target groups:

### Right target groups

- partner organisations (internal marketing)
- intermediaries (external marketing)
- press
- others

Question: Did you identify your target groups? Make an overview of it.

### Right message

- For example: a format for a leaflet with NIK promoting text on unique NIK promoting points and testimonials.

Question: Did you plan to make a leaflet, brochure, with the NIK message in it?

### Right medium

- See chapter 4: Examples of instruments for internal and external project activities.

Question: Can you make an overview of the instruments you will use?

### Right moment

- Timeline from kick-off meeting in Alkmaar till end of the project in Berlin and after.

Question: Can you make a timeline for all your dissemination activities , internal and external?

### Right place

- Communities of Practice (CoP's) have structural and direct external contacts also after the project.

Question: You will be able to create a sustainable Network, also active after may 2020?  
How?

All answers you can use in your own dissemination plan.

## 3. Key elements of a dissemination plan

### 3.1 Purpose

All dissemination should have a purpose, and support or inform about project development in some way.

The purpose of the dissemination activity may be to:

- Raise awareness – let others know what you are doing
- Inform – educate the community
- Engage – get input/feedback from the community
- Promote – “sell” your outputs and results.

Defining the purpose of dissemination is a first step to decide on the audience, message, method and timing of the dissemination.

### 3.2 Audience

The dissemination process depends on who you want to reach and what they can do for your project. Therefore, the different individuals, groups, and organisations that will be interested in the project and its results need to be identified and informed. For that purpose, use can be made of the results of the stakeholder analysis. The following audiences may be considered:

- **Internal audience**

The members of the project consortium and your own institution need to stay well informed about the progress of the project. Adequate internal dissemination can also ensure that the project has a high profile.

- **Other project**

Sharing project results with coordinators and key actors of projects dealing with similar topics, both within the Erasmus+ programme and in others, will ensure visibility and uptake of results, and provide opportunities to receive feedback, share experiences and discuss joint problems and issues.

- **External stakeholders**

Persons, who will benefit from the outcomes of the project, as well as "opinion makers" such as teachers, researchers, librarians, publishers, online hosts, etc., can act as catalysts for the dissemination process.

- **The community**

It is likely that certain elements of the project, such as guidelines, methods, evaluation criteria, questionnaires, etc. can be used by a wider audience than the specific target group. These elements can be shared with the wider community through articles, conference presentations, case studies, etc.

Question: Make an overview from your categories of Audience.

### 3.3 Message

The message should be useful to keep the communication principles in mind:

- Messages should be clear, simple and easy to understand. The language should be appropriate for the target audience, and non-technical language should be used where possible.
- Messages should be tailored to the receiver(s). It is of paramount importance to carefully consider what they should know about the project. It is possible to send the same message to different audiences, but the relevance of the message to the receiver should be checked each time.

- Messages of different projects related to the same subject can be coordinated to enhance impact.
- Information should be correct and realistic.

Question: Is the general NIK message clear? And in your specific situation?

### 3.4 Methods

While there are a wide variety of dissemination methods, it is important to select the right one(s) to get your message to the target audience and achieve your purpose.

To create awareness about the project:

- newsletters,
- flyers and
- press releases

To transmit information about the project:

- reports, journal articles,
- websites

To promote the project and its outcomes

- conference presentations and websites

Question: Make an overview of the methods you will use.

### 3.5 Timing

When planning the dissemination, it is important to decide when different dissemination activities will be most relevant. The ideal timing will depend on the progress of the project as well as on the agenda of the target audience. For instance, at the start of the project, it is best to focus on raising awareness; at the end on highlighting the achievements and deliverables. In terms of the “receivers” agenda, the time commitments of the target audience and stakeholders should be considered. For instance, school or bank holidays should be acknowledged, and when working with universities, it will be difficult to reach academic staff at the start of the term or during examinations. Use also the NIK Gantt chart.

Question: Make a timeline for the complete 30 month period and put all planned dissemination activities on this timeline.

#### 4. Examples of instruments for internal and external project activities

The following instruments are examples for developing your own strategy for dissemination of the project.

##### **Website with links to partner websites + hits**

The website is seen as a valuable instrument and it is informative about your company, organisation or school. It gives indication for the communication of the message and it gives instruments and products to use in the own situation of the partners.

##### **Presentations on meetings and events**

The content, target and result should present on meetings and events in the local / regional level as well as in other authorities` meetings.

##### **Publications, articles in magazines**

A number of articles and publications can be produced during the project (e.g. cook events). The Project Management ask you to have one publication realised before TPM 2 in Tartu.

##### **Press releases, interviews, free publicity**

Press release, short videos and others can be used in the described media.

##### **CoP-members and communication via social media**

Social media enables fast communication on the channels Facebook, Instagram and others. But this form requires fast and up-to-date reporting with photos and pictures. (see also Annex 1)

Question: Make an overview of instruments you have planned to use. Combine it with the timeline from the previous chapter.

## 5. Marketing tools

A good dissemination of project results is impossible without a good marketing of it. To inspire all NIK partners, an overview of ten important marketing tools follows. All these marketing tools refer to the different dissemination activities, e.g. producing a cookbook or using the videos and games in the media, in schools, organizations, in the member countries of the EU. It is not an exhaustive list, but it is directly based on the dissemination of the project itself and its results. It offers ideas to improve the dissemination plan. (see also Annex 2)

Question: Which Marketing Tools you plan to use? In what context?



## 6. Communication aims

In the introduction of this Manual, it was mentioned that dissemination is being considered as very important by Erasmus+. With the information in this document, it is possible to formulate the communication aims of the NIK project.

What does NIK want to realise?

- A numbers of target groups are aware of NIK for each CoP at the end of the project.
- A numbers of target groups are using NIK training manual for each CoP at the end of the project
- A number of website hits on project website and linked partner websites.
- A number of teachers/managers are using the educational instruments for their training manual in each partner school and region.
- A number of CoP are functioning in all partner countries.

This list of aims seems to be ambitious. However, by formulating it in advance – and in a quantitative way – it helps to control the implementation of the project.

Question: Formulate the (number of) target groups which are aware of NIK. Do it in the same way for the use of materials and for trainers/teachers who use it.

Question: How many hits you want to realise on your website or on partner websites?

Question: What do you expect from the future of your Network (CoP)?

## 7. Planning for Dissemination

After the formulation of the aims, the next step is to formulate the own dissemination plan. The answers to the previous questions have given already valuable input.

In other words: This **dissemination plan** should explain the following topics:

- Why – the purpose of dissemination
- What will be disseminated – the message
- To whom – the audience
- How – the method
- When – the timing.

The following table can be helpful for the timing and for the realisation.

Question: Copy the table and fill it in. Combine the table with the other collected information.

<b>Dissemination plan</b>			
<b>Name partner</b>			
Type of activity	Planned date(s)		
Article on Website			
Press release			
Publication in journal			
Publication in magazine			
Invitation for ME			
Presentation during ME			
Interview			
Free publicity			

### Example

<b>Dissemination plan</b>			
<b>Name partner</b>	<b>Clusius College</b>		
Type of activity	Planned date(s)		
Article on Website	15-01-18	01-09-18	01-05-2020
Press release	01-02-18	01-03-20	
Publication in journal	01-09-18	01-05-20	
Publication in magazine	01-01-20		
Invitation for ME	01-02-20		
Presentation during ME	01-04-20		
Interview	?		
Free publicity	?		

### Final report

For writing the final report, all partners are asked to combine all their dissemination activities in a report. The planning for the writing of this report is at the end of the project, shortly after the last meeting in Berlin. Since Clusius College needs to have a complete overview of all dissemination activities, evidence is needed: copies of articles, screen dumps from websites, attendance lists from meetings, pictures, etc. Please use the annex for the document format in the Project Handbook.

The content of this dissemination report is as follows:

**Part 1: General introduction, main objectives and quantitative analysis**

- 1.1 Why: Main objectives for the partner
- 1.2 What, when and to whom: Quantitative description of dissemination activities
  - 1.2.1 Website
  - 1.2.2 Promotion by email
  - 1.2.3 Cooking events
  - 1.2.4 Multiplier Events
  - 1.2.5 .....
  - 1.2.6 .....

**Part 2: Approaches, tools and resources**

- 2.1 How: Approaches
- 2.2 How: Tools
- 2.3 Resources

**Part 3: Main conclusions, replicability and transferability of the NIK project**

- 3.1 Main conclusions and recommendations
- 3.2 Possibilities for reproduction
- 3.3 Transferability of the NIK project model

Question: At the end of the project – month 30, May 2020 - please make your own dissemination report, with the content structure as mentioned above.

## 8. Role and activities plan of EVTA

The European Vocational Training Association is a network organisation representing VET providers across Europe. Born in 1998 from the project Euro-qualification, it developed into an important factor in the field of VET and human capital development, providing support to its member organisations and ensuring that their needs are well represented towards European institutions. The network can count on a Secretariat based in Brussels, dealing with coordination and dissemination of the activities, representation and public relations at European level.

In the development of European funded projects, EVTA is usually considered a valuable partner for dissemination and exploitation of projects' outcomes due to its relations with European institutions, CSOs and VET practitioners. With regards to the dissemination of the results achieved by the "NIK –Newcomers In the Kitchen" project, EVTA will adopt a dissemination strategy based on the objectives to be reached at European and transnational level and on the specificity of stakeholders to be addressed (mainstreaming), in order to ensure the most effective dissemination in the right contexts.

Dissemination aims at transnational and European level:

- Reach the maximum number of stakeholders (national authorities, European institutions, VET institutions dealing with training for migrants and refugees) and deliver the message of the NIK project;
- Give visibility and promote the outputs developed by the project's partners as tools to foster inclusion of migrants and refugees

Dissemination target groups:

- Horizontal mainstreaming:
  - EVTA members and partners: the network represents more than 300 organisations among members and partners, 800 VET providers, 35000 employees and 750000 teachers. Like the other project partners, EVTA will promote the project's results by publishing the NIK page on the section of the EVTA website dedicated to European projects (<https://www.evta.eu/project/>) and on social media (Facebook, Twitter, Instagram). Moreover, EVTA will present the project in every occasion
  - EVBB members: since 2015, EVTA started a close cooperation with the EVBB network, a similar network organisation. The EVBB network has 57 members across and beyond Europe therefore its dissemination potential is also very high. Together, EVTA and EVBB organise an annual joint conference of three days, foreseeing a dissemination session for presentations of projects and initiatives. EVTA will make sure that the project NIK and its progress will be adequately presented during the dissemination session.

- VET4EU2 platform: EVTA is also part of a larger platform made by the six European networks representing VET and Higher Education providers (EVTA, EVBB, EfVET, EuproVET, EURASHE, EUCEN). EVTA will use this platform to multiply the effect of dissemination activities and thus reach a broader audience.
- Other stakeholders at EU level:

*Lifelong Learning Platform:* EVTA is among the founder members of the Lifelong Learning Platform, an umbrella organisations of CSOs in the field of Education and Training. LLLP is mainly composed by youth and students' associations, parents and teachers' organisations, VET providers. Through the LLLP, EVTA will disseminate the project results to stakeholders representing target groups of the projects (youth, parents, teachers) using the LLLP channels (newsletters, events, annual conference, etc.).

*SOLIDAR, ALDA:* *SOLIDAR* is the European network of Civil Society Organisations (CSOs) working to advance social justice in Europe and worldwide, they have over 60 member organisations based in 27 countries (22 of which are EU countries). *ALDA* is the European Association for Local Democracies is dedicated to the promotion of good governance and citizen participation at the local level. *ALDA* focuses on activities facilitating cooperation between local authorities and civil society. EVTA will inform these organisations about the NIK project and will try to find synergies with their activities and identify opportunities for dissemination during their conferences, workshops and round tables.

#### - Vertical mainstreaming

- EU institutions, in particular EU Commission (DG Education and Culture; DG Employment): as European network, EVTA is considered by European institutions a trustworthy interlocutor. Through the involvement in technical working groups, EVTA has the opportunity to raise the attention of the EU Commission on the objectives pursued by the NIK project. In particular, EVTA is involved in the "Platform of the European Association of VET providers", established by the dg Employment, Social Affairs and Inclusion. During its meeting, EVTA will have the opportunity to present the project.
- CEDEFOP: EVTA is also involved in the initiative "Community of Practitioners for Promoting Quality in VET delivery", where experts from all over Europe take part in three sub-communities, whose one is dedicated to "Learning providers and migration: empowerment and integration through learning". In this context, EVTA can present the NIK project and its outputs as valuable tools to be used by VET providers, CSOs and local/regional communities to foster the integration of refugees and migrants.

## 9. Inventory of existing policy papers

In some countries, national/regional governments have published policy papers about the topic of integration of newcomers.

To find out the situation in the participating countries – but also in other EU member states - the project has made an inventory of these documents, and a summary of the main recommendations.

In 2017, 650 thousand first-time asylum seekers applied for international protection in the Member States of the EU; 538 000 asylum seekers were granted protection status in the Member States of the EU. In 2017, nearly half (46 %) of EU first instance asylum decisions resulted in positive outcomes. (see [http://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum_statistics)).

*EC Communication “Action plan for the integration of third country nationals”*: it addresses the integration of migrants including refugees who are nationals of non-EU countries and who are in the EU legally.

*Council of the European Union “Conclusions of the Council and the Representatives of the Governments of the Member States on the integration of third-country nationals legally residing in the EU”*: highlight the importance for Member States to participate actively in the exchange of best practices for the inclusion of third-country nationals; make use of validation and recognition of competences as stressed in the *New Skills Agenda for Europe*; focusing on education and vocational training activities (language training, non-formal and informal learning, early childhood education, support for teachers and trainers); promote labour market integration and participation to cultural activities.

*Employers together for Immigration* (dg Migration and Home Affairs): a Commission’s initiative launched on 23 May 2017 to give visibility to what employers are doing to support the integration of refugees and other migrants into the labour market. List of possible activities.

*Joint statement of the European social partners on the refugee crisis*: European partnership for integration signed by European Commission and EU Social and Economic partners, including key principles and commitments to support and strengthen opportunities for refugees and migrants legally residing in the EU to integrate into the European labour market. **Statement.**

## European Parliament's role in integration of refugees

Examples of projects, initiatives linked to the topic of

<https://munchies.vice.com/it/article/59w9pd/orient-experience-ristoranti-rifugiati-venezia>: restaurant opened in Venice by an Afghan refugee,

<https://habibi.at/en/>: restaurant in Austria,

VIC Validating integration competences of refugees (Erasmus+, KA2 Strategic partnership),

EMBRACE Enhancement of Migrants Abilities and recognition of their acquired competencies in Europe (Erasmus+, KA2 Strategic partnership),

UNHCR project “Welcome – Working for Refugees Integration”.

## 10. Used Sources

Thompson MF, Green L, Hernández-Cordero, LJ, Fullilove RE (2006). Obvious and Not-So-Obvious Strategies to Disseminate Research. *Health Promotion Practice*, 7(3), 306-311.

IACEE (1999). Tools for planning the dissemination of project results.  
<http://www.leonardodavinci.fi/dissemination/tools.pdf>

CAFEA – Consumers, Health, Agriculture and Food Executive Agency  
Managing projects - Elaborating a Dissemination Plan  
[http://ec.europa.eu/chafea/management/Fact\\_sheet\\_2010\\_06.html](http://ec.europa.eu/chafea/management/Fact_sheet_2010_06.html)

TOL: Taste of Life, regional, healthy food in schools (Project-number: 2014-1-NL01-KA202-001225)

Intellectual Output 01: Activity O-1/A-1 “Manual Managing Tool”, Chapter 2 - Marketing strategies

## OVERVIEW OF DISSEMINATION MEASURES – Methods, Purpose, Hints and Tips

Methods	Purpose	Hints and Tips
Newsletter Awareness	Inform	Project or institution newsletter can be used to announce the project, give regular updates, develop a profile, and get buy-in. Be creative. For example, include an interview with your project 'champion', some quotes from end users, or praise from an external evaluator. Make sure they know the project is a success.
Project website	Awareness Inform Engage Promote	A project website is one of the most versatile dissemination tools. It can contain information for different audiences. Add to it regularly so people keep coming back. Sell the project and engage the community.
Press releases	Awareness	A press release is a formal announcement to the national press. Projects can issue one to announce important achievements. It takes skill to write a press release and get it to the right media.
Flyers /brochures	Awareness	Flyers in printed form can be handed out at conferences or to colleagues at your institution. An electronic version (e.g. PDF file) can also be circulated electronically. Glossy brochures are rarely worth the time and expense.
Programme meetings	Engage	Programme meetings are excellent opportunities for projects to learn from each other, discuss common issues, and get feedback on their work.
Conference presentations	Engage Promote	National and international conferences are an important opportunity to share your achievements with experts in the field. Make sure you have something to say, select conferences where it will have an impact, and ones that will attract the experts you want to impress.
Conference posters	Engage Promote	A poster session at a conference may be more appropriate when you have work in progress. You write up your work in poster format, and present it to delegates who attend the session. It may not be as glamorous as doing a presentation in the auditorium, but it is an excellent way to engage people, gauge their reactions, and get one-to-one feedback.
Workshops Engage		Workshops are small interactive events held to achieve a specific objective. A workshop can be used to get feedback from users on a demo or from experts on particular issues. Make sure to make it a work shop: the emphasis should be on discussion, not presentations.
Demonstrations Engage		Demonstrations are useful early in the project to get feedback from stakeholders on functionality, usability, and look-and-feel. Consider a demo for stakeholders at your institution to keep them informed about what you're doing and to help with buy-in.
Online discussion lists	Awareness Inform Engage	E-mail lists are useful for discussing new developments, problems, and issues. They are an opportunity to be proactive and reactive, share your learning with the community, and develop a profile for your project.
Journal articles	Inform	Any and every opportunity should be taken to get articles published about the project. Consider peer reviewed journals in relevant disciplines near the end of the project when you have data and results to report. Make sure to post a copy of all publications on your website.
Case studies	Inform	Case studies explain what you did and what you learned so others can benefit from your experience.
Reports and other documents	Inform	Reports on specific topics can be posted on your website so they are accessible to a wide audience. Think of anything your project has developed that may be useful to others, e.g. guidelines, methods, evaluation criteria, toolkits, or questionnaires.

## OVERVIEW OF MARKETING TOOLS

- **Network**

The creation of a network is a very important basis/ foundation for the design and development of sustainable group to exchange and develop ideas, strategies. It should be established nationally or in the regions / districts and should be an advisory body. The network should be composed of partners are necessary and helpful to achieve goals. Describing the tasks of each individual partner in the network has laid the foundation for a well-functioning network.

- **European Integration week**

Once a year, a week of the European Integration should take place. The aim of the European Integration Week should be focus on the strategical point of the integration. Goal is, to eat together and share experiences about it and the newcomers; to restore the unity of body and mind and to create the best conditions for living together.

- **Ambassador**

The ambassador is an important link between the actors at local / regional / national level. He supports the work of the experts and is at the same time a promoter and source of ideas. Through his activity, news of his area is quickly transfused into the networks. An important side effect: by the transparency they get to know other networks and activities can provide better information on topics related to /local/regional/national targets.

- **Practical courses for students, newcomers, teachers**

A well-proven way for the partners to exchange ideas and experiences about the content of the NIK-project are practical courses in which they also can develop new strategies and concepts together. Teachers, students, pupils and newcomers can cook together with them as a good way to meet the requirements of a better understanding.

- **Recipe Catalogue – cook book**

The recipes should be collected international recipes with their background and tell stories about newcomers and regional people. They should be an invitation to organise some cooking events. This could be part of the "European week of school food".

- **Street Food Festival**

Under the motto "Once around the World", the festival beats a culinary bridge between cultures. The Street Food Festival takes a culinary world trip across all countries and continents, providing insight into the diversity of cuisines combined with food-related stories.

- **Education**

Education and food are interdependent; it is a part of the integration process in the societies in Europe. Based on the modern learning material, developed in the NIK-project, teachers should be motivated to use it in the lessons. Also the organisation, focus on the integration of newcomers, can be use these material.

- **Media**

The dissemination plan shows all the measures can use for the promoting of the NIK-project and their results.