



1° Staff Training Event Training Activities Day 5°

TECHnical partNership towards Innovation and Cooperation for VET

Activity C1 - SP-VET-SHORT - Short-term joint staff training events - Vocational Education and Training

TECHNIC

Italy – Spoleto

EDUCATION MARKETING

16 November 2018



Edoardo Bianchi
Host Consulting Srl

Erasmus+ KA 202 - Strategic partnership
for vocational and educational training.
Cooperation of innovation and the exchange
of good practices. 2017-1-RO01-KA202-037478

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IMPROVE YOUR SCHOOL
ADOPT A NEW MINDSET
WITH EDUCATION MARKETING



EDUCATION
MARKETING
ITALIA

Spoleto, 16th november 2018

Edoardo Bianchi



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Ux Design Expert

Freelance teacher

Stay in touch on [Linkedin](#)

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Daily program

09:00 - 9:30	Let's know each other
09:30 - 10:30	The elements of Education Marketing
10:30 - 11:00	Coffee break
11:00 - 13:00	The open day
13:00 - 14:30	Lunch
14:30 - 17:30	Group exercises
	The Empathy Map: put yourself in your prospect's shoes



About 14,700 results (0.48 seconds)

Admitere Liceul Tehnologic "timotei Cipariu" Blaj

<https://www.admitereliceu.ro/.../grup-scolar-timotei-cipariu-blaj> ▼ Translate this page

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Evaluează eficiența, profesionalismul și integritatea din Liceul Tehnologic „Timotei Cipariu” Blaj și relatează experiența ta aici.

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Liceul Tehnologic Timotei Cipariu Blaj - Blaj - School | Facebook

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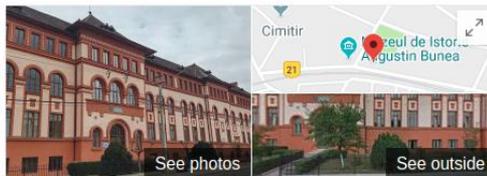
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Liceul Tehnologic "Timotei Cipariu"



See photos

See outside

School Group Timotei Cipariu

Directions

Save

High school in Blaj, Romania

Address: Strada Doctor Vasile Suci 25, Blaj 515400, Romania

Phone: +40 258 713 630

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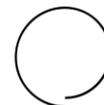
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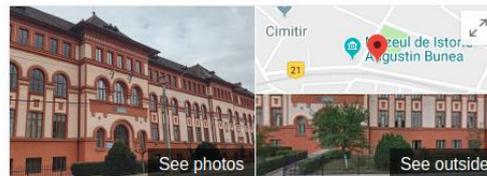
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Liceul Tehnologic "Timotei Cipariu"**School Group Timotei Cipariu**[Directions](#) [Save](#)

High school in Blaj, Romania

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Home



Die Bildungsgesellschaft mbH Pritzwalk

Die Bildungsgesellschaft mbH Pritzwalk ist als regional orientiertes Bildungsunternehmen seit 1991 in der Prignitz und Ostprignitz mit qualitativ hochwertigen Dienstleistungen im Bereich der beruflichen Bildung Jugendlicher und Erwachsener für Unternehmen sowie im außerbetrieblichen Bereich tätig.

Das herausragende Ziel unserer Firmenphilosophie ist es, dynamisch und flexibel auf die unterschiedlichen Marktbedürfnisse der Unternehmen und anderer Auftraggeber zu reagieren.

Die Basis unseres erfolgreichen Wirkens liegt in der hohen Fachkompetenz und Motivation der Mitarbeiter, der hervorragenden technischen Ausstattung, sowie in der transparenten, vertrauensvollen und ehrlichen Zusammenarbeit mit den vielen regionalen und überregionalen Partnern.

Die Einbindung in regionale Netzwerke und die Zusammenarbeit mit Firmen, Institutionen, Behörden und Entscheidungsträgern bildet die Basis für die Entfaltung unseres breit gefächerten Aktivitätsspektrums bezogen auf Aus- und Weiterbildung in technisch-gewerblichen sowie kaufmännischen Berufen in den Branchen Industrie, Handwerk, Handel und Gastronomie.

Unsere Bildungseinrichtung ist in den historisch bedeutenden Gebäudeteilen der ehemaligen Tuchfabrik der Gebrüder Draeger/Quandt angesiedelt.

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Marktforschung

LICEUL TEHNOLOGIC ALEXANDRU DOMȘA ALBA IULIA

PRACTICIENI DE SUCCES,
ANGAJAȚI DE TOP!

NOUȚĂȚI

DESPRE NOI

Unitatea noastră s-a înființat în 1974 și a purtat la început numele "Liceul mecanic", fiind prima școală cu profil mecanic din zona Alba și având ca scop pregătirea forței de muncă necesară pentru cerințele economice ale timpului. În timp, numărul claselor a crescut de la 4 clase



IPSIA LUIGI SANTARELLA



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PUGLIA
FESR-FSE
2014/2020



LUIGI SANTARELLA

Istituto Professionale Statale per l'Industria e l'Artigianato

Venite a trovarci
Fiera del Levante
25-28 ottobre
Stand 132

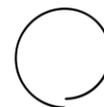
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ATELIER EMÉ



EDUCATION
MARKETING
ITALIA

Elements of Education Marketing

Elements of Education Marketing

1. Goals, strategy & governance (+ Enrollment funnel)
2. Analysis
3. Target (prospects & influencers)
4. Value (content)
5. Website
6. Events (open day)
7. Contacts (management)
8. Social network

Elements of Education Marketing

- BACK** {
1. Goals, strategy & governance (+ Enrollment funnel)
 2. Analysis
 3. Target (prospects & influencers)
 4. Value (contents)
- FRONT** {
5. Website
 6. Events (open day)
 7. Contacts (management)
 8. Social network

Back elements

Back elements

1. Goals, strategy & governance (+ Enrollment funnel)
2. Analysis
3. Target (prospects & influencers)
4. Value (contents)

1. Goals, strategy & governance

1. Goals, strategy & governance

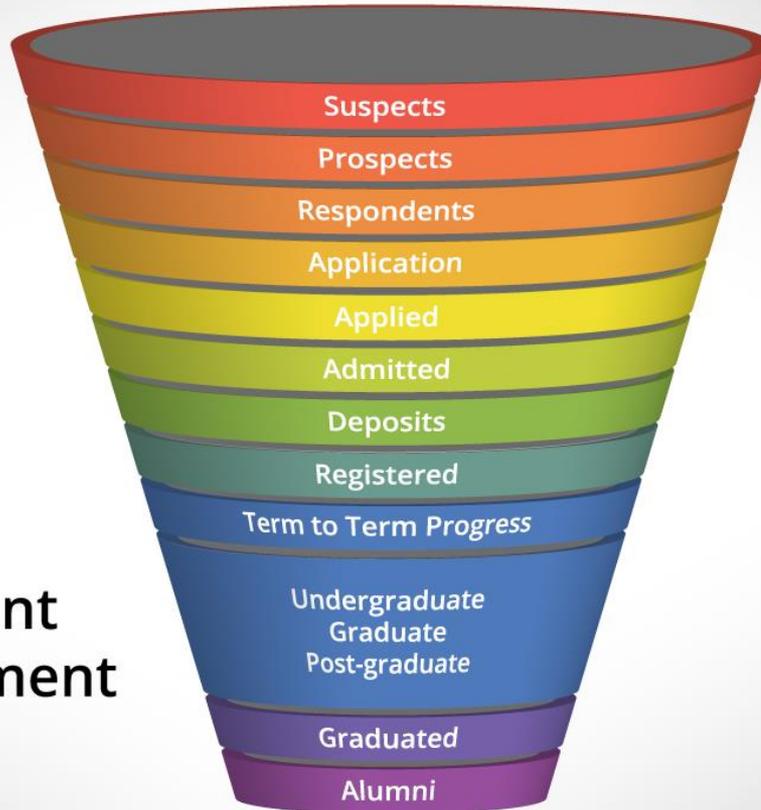
I. What are the goals our school wants to achieve?

- A. What matters most at this time?
- B. Why is this important?
- C. What outcomes are we trying to achieve?
- D. Will these goals support our mission?

II. How can we achieve our goals?

III. Who are the people in charge, monitoring and improving the strategy?

The Strategic Enrollment Management Funnel



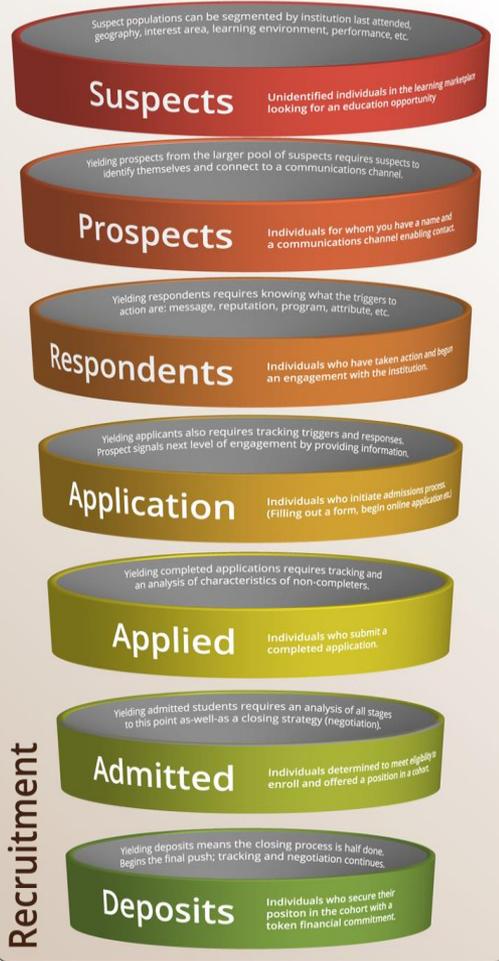
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MGDA

The Enrollment Funnel

<https://mgdolence.com/2014/10/29/sem-funnel-graphic-suite-for-review-version-2/>

Recruitment



Retention



The Enrollment Funnel

2. Analysis

2. Analysis

- I. What is the current situation of our school?
- II. How is our enrollment performing in recent years? Why?
- III. What's the education offer in our area?

3. Target (prospects & influencers)

3. Target (prospects & influencers)

- I. Who are we targeting?
- II. What matters to our stakeholders? What are their interests, values, motivations and prejudices?
- III. Who is the decision maker in the enrollment process?

4. Value (contents)

4. Value (contents)

- I. What are the school's values we are communicating?
- II. How we can match our values with the stakeholder's values and expectations?
- III. How we can effectively communicate our values using the channels preferred by our audience?

Front elements

Front elements

5. Website
6. Events (open day)
7. Contacts (management)
8. Social network

5. Website

5. Website

- I. Is our website technologically compliant?
(Google monitoring codes, Sitemap, Privacy, SSL, Responsive)
- II. What are our site purposes and goals?
- III. How is the User Experience (UX) on our website?

6. Events (open day)

6. Events (open day)

- I. What type of events have we organized in the past? What events have we attended?
- II. Which have worked best?
- III. How can we monitor the events outcomes?

7. Contacts (management)

7. Contacts (management)

- I. How do we manage contacts?
- II. Which channels are our prospects using to contact us?
- III. How do we manage follow-ups?

8. Social networks

8. Social networks

- I. What are the purposes of our school's social network?
- II. Who manages our social profiles? Is she/he aware of all the school activities?
- III. Do we have a scheduled content plan?

**Take a break,
let's have a coffee!**

The Open Day



- **What does Open Day mean?**

- **What does Open Day mean?**
- **Who is the main key player?**



Analysis

Promotion

Speakers

Presentation

Welcome

Duration

Website

Informative
material

The different types of Open Days



The different types of Open Days

1. personalized open day
2. full day
3. meeting the parents/students
4. event with presentation
5. open lessons, etc ...



3 Mistakes to avoid

3 Mistakes to avoid

- 1. Structure the open day depending on staff availability**

3 Mistakes to avoid

1. Structure the open day depending on staff availability
- 2. Communicate only what matters to us**

3 Mistakes to avoid

1. Structure the open day depending on staff availability
2. Communicate only what matters to us
- 3. Last minute organization**

When to organize the Open Day

1. Choose DAYS and TIMES favorable to participants

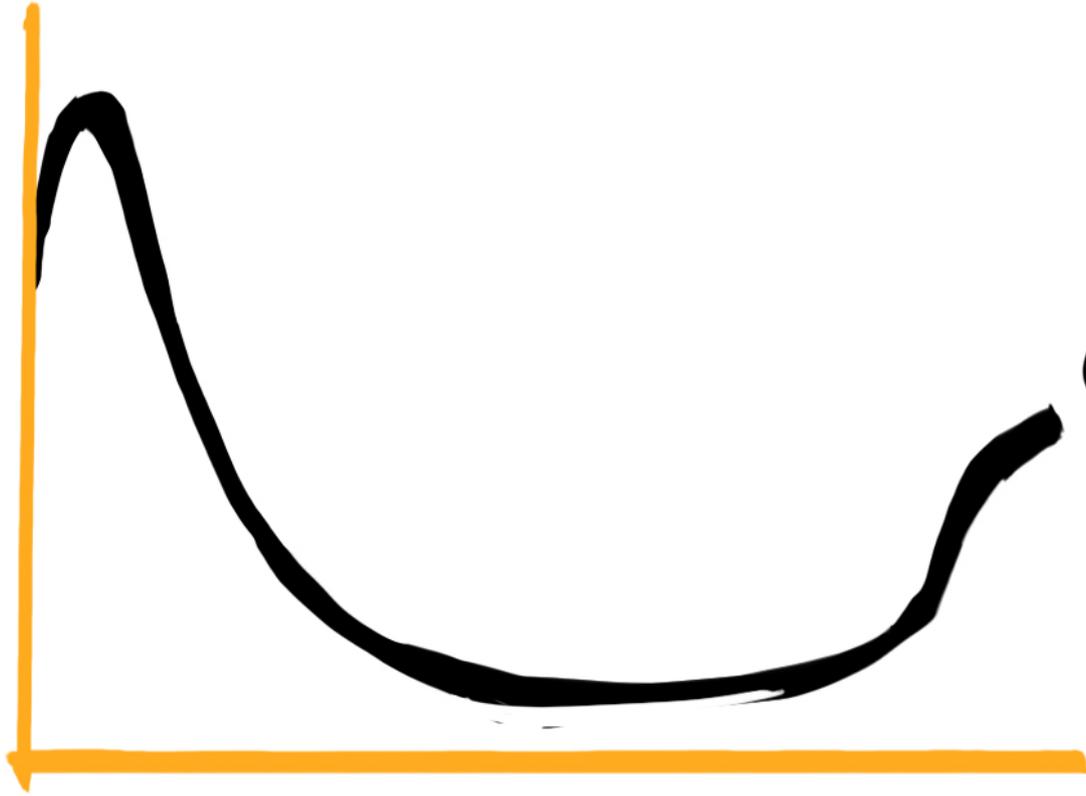
1. Choose DAYS and TIMES
favorable to participants

**1. Check dates of OTHER
SCHOOLS'
open days**

1. Choose DAYS and TIMES favorable to participants
 1. Check the dates of OTHER SCHOOLS' open days
- ## 2. How many open days should be organized?

How long should an Open Day last?

Audience Attention



Time

OPEN DAY

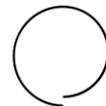
1.



2.



3.



–
**What should
we say
during
the Open
Day?**



Students



Other schools



Speakers



—

Phases of the Open Day

1. Before the open day

Promotion



Contacts



Teamwork



2. During the Open Day

Welcome



Presentation



Scuola Secondaria I grado a.s. 2016 - 2017

Prevede un'impostazione che qualifica l'appartenenza ad una scuola cattolica misericordista.

Ottimizza l'organizzazione didattica nell'ambito della "settimana corta" in atto dall'a.s. 2004/2005, proponendo 34 spazi settimanali con lezioni da 50 minuti.

Arricchisce il curriculum di ogni materia con attività in compresenza destinate all'acquisizione di: metodo di studio, consolidamento/potenziamento abilità di base ed espressive, comunicazione in lingua.

... in particolare prevede:



Percorso didattico

- Dal primo settembre al 30 giugno.
- Bimestri.
- Prove scritte durante una mattina della settimana.
- Prove orali pomeridiane a carattere interdisciplinare (circa 2 ore settimanali).
- Stage all'estero per soggiorni d'istruzione o lavorativi.
- Conclusione con esame di stato, medesima validità di quello odierno (classico, scientifico, linguistico...).
- Al termine del primo biennio per l'inglese si prevede il livello B2, nelle altre lingue il livello B1.
- Proposte extracurricolari.
- Recupero.
- Gemellaggi con istituzioni scolastiche europee ed extraeuropee.

3 Things to remember

3 Things to remember

1. Always use original images

3 Things to remember

1. Always use original images

**2. Keep it short,
focus on main concepts**

3 Things to remember

1. Always use original images
2. Keep it short,
focus on main concepts
- 3. Hand over support material**

Informative materials



Manage your audience

3. After the Open Day

Continuous improvement

And now, let's have lunch!

**Group exercise:
develop an Empathy Map
for your target!**

What are we talking about?

Empathy Maps simply help us **build empathy with our users.**

Empathy Maps help us:

- **Understand** what drives users' behaviors

Empathy Maps help us:

- **Uncover user needs** that the user themselves may not even be aware of

Empathy Maps help us:

- **Remove BIAS** from our thinking

Empathy Maps help us:

- **Align our team** on a shared understanding of the user

Empathy Maps help us:

- **Discover weaknesses** in our research

Empathy Maps help us:

- Guide us towards **meaningful innovation**

what does (s)he
THINK & FEEL?

what really counts
major preoccupations
worries & aspirations

what does (s)he
HEAR?

what friends say
what boss says
what influencers say

what does (s)he
SEE?

environment
friends
what the market offers

what does (s)he
SAY & DO?

attitude in public
appearance
behaviour towards others

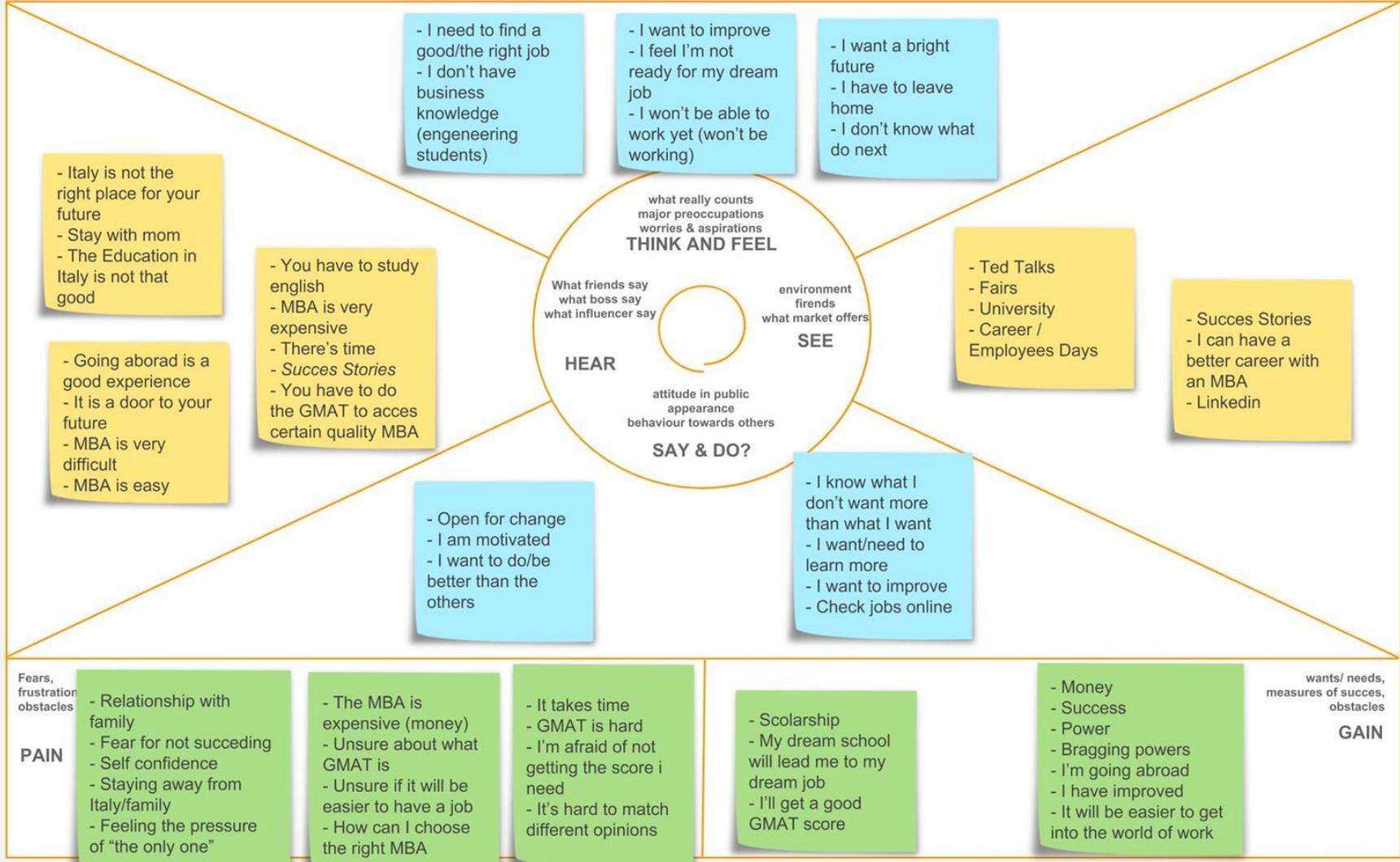
pains

fears
frustrations
obstacles



gains

"wants"/needs
measures of success
obstacles



Empathy Map

- **Hear.** It contains information about the *auditory inputs* he receives.

The key questions here are: "What does his son/parent tell him? What does his best friend say? What do others in his inner circle tell him? "

- **See.** Refers to information related to the *environmental context*.

The key questions here are: "How his environment looks like? What is he surrounded by? Who are his friends? What information and offers he is exposed to everyday? "

- **Think and Feel.** Refers to information related to the *emotional landscape*.

The key questions to answer here are: "What really matters to him? What emotions drive his behaviour? What worries or motivates him? What are his dreams and aspirations? "

Empathy Map

- **Say and Do.** It contains information on ***how he acts*** within the environmental context and in how he uses the service.

The key questions to answer here are: "What's his attitude? What could he say to others? What are the potential conflicts between what he says and what he might feel and/or really think? "

- **Pain.** In this section you have to imagine what ***demotivates*** him.

The key questions to answer here are: "What are his biggest frustrations? What obstacles stand between him and what he wants or must achieve? What risks is he afraid to face? "

- **Gain.** In this section, you have to imagine what ***motivates*** him.

The key questions to answer here are: "What does he really want or need to get? How does he measure success? How could he achieve his goals? "

Choose one character:
A. Prospect (student)
B. Influencer (parent)

Brainstorming time!

Back to school

- **Share** the maps with your team

Back to school

- **Share** the maps with your team
- **Validate your map** with data, interviews and surveys

Back to school

- **Share** the maps with your team
 - **Validate your map** with data, interviews and surveys
 - Create a list of your user **needs**
and write down insights
-

Empathy Maps are a living thing

Come back to your map anytime and
keep adding insights and assumptions

Go further!

Empathy Maps are the foundation to build
User Personas and **Customer Journey**

Thank you for your attention.