



**Ministry of Education and Sports Republic of Serbia
Vocational Education and Training Reform Programme**

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“SCHOOL STRATEGY DEVELOPMENT PROCESS”

**A Training Programme for the new pilot school
principals in the VET Reform Programme – Phase II**

Belgrade, December 2006

Delegation

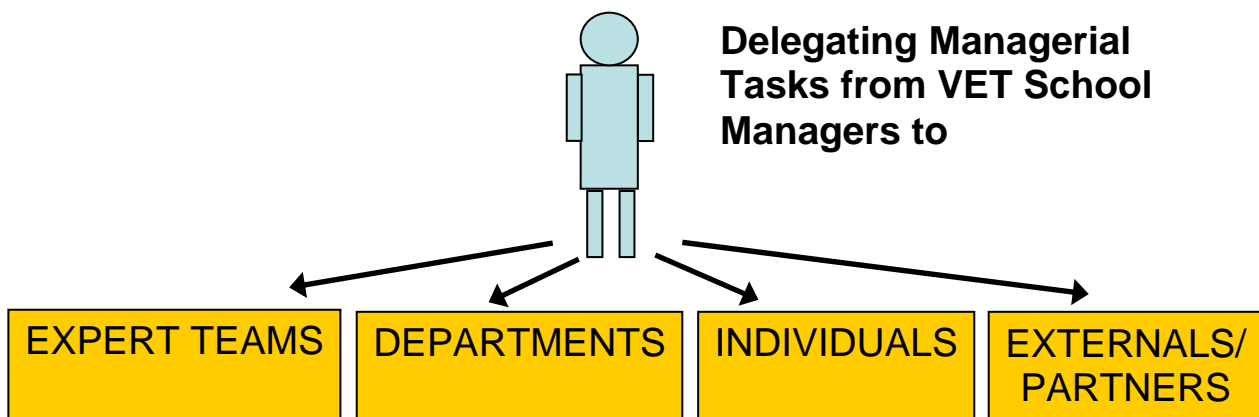
To be successful in delegating components of School Management, the VET School Manager will require Personnel Management Skills, such as Communication Skills, Motivation Skills, and the ability to plan Managerial Tasks logically and consistently in order to make the staff member(s) to whom they are delegated understand not only the task but also its function in the overall school strategy.

Conclusion: Successful delegation requires logic, transparency, and good communication of the Management processes in the school.

In addition, it is essential that the VET School Manager realises and evaluates all his/her Delegation Options. In a traditional Management culture, the automatic delegation path would be to the immediate subordinate (e.g. a Deputy or Head of Department) who might then, in turn, delegate further.

In a modern VET School framework, the Manager should consider a broader range of delegation options, inside or outside the organisation:

Figure 1. Delegation Options:



Delegation questions to be evaluated include:

- Should the Management Task be performed by an individual, acting on behalf of the Manager?
- Could the Management Task instead be carried out by one of the school's departments, who might find its own way of implementing the task instead of the Manager?
- Could it be a better idea to collect a number of individuals from across the organisation and set up a dedicated Expert Team for handling the Management Task?
- Could the Management Task be more efficiently solved by an expert from outside the school organisation or by one of the school's co-operation partners (i.e. by 'outsourcing' handling of the task)?

Typical Management Tasks delegated in VET Schools in EU Member Countries include:

- Development and Management of Projects, which do not directly affect the primary operations of the school (i.e. experimental projects, international co-operation etc.)
- Planning, Monitoring, and Assessment of the teaching process in the school
- Monitoring of Staff Training Needs/Wishes and Planning of Staff Training Activities
- Representation of the school in a variety of networks and meeting forums, e.g. associations
- Financial administration unless legally requiring the Manager's participation

The main considerations behind the delegation areas listed are often the time and resources they require from the Manager compared to the necessity of being carried out by exactly the Manager in person. This issue naturally includes legal requirements for the Manager to take responsibility, but even in these cases, it should be a consideration for the VET school Manager if the implementation of the task can be entrusted to a staff member on behalf of the Manager.

Participation in meeting forums and networks are examples of activities which might be considered to take too much time and resources compared to the benefits of the presence of the Manager instead of another representative of the school.

Another consideration for the Manager to make is whether delegation of a Management Task can help in building motivation or skills with the staff member(s) selected for implementation.

A good example here might be Project Development and Project Management, which often strengthen the creativity, initiative, and managerial skills of the involved staff – and thereby creates a good argument for delegation.

Similarly, delegation might be used as a display of trust and respect for staff members or departments and used as a tool to increase motivation and/or morale with the recipients of the task. An example of this could be transferring the planning rights for training to the department responsible for a specific course or subject.

Management Tasks, which should never be delegated include:

- Main decisions regarding allocation of budgets between different activities or departments
- Legal representation of the school
- Responsibility for development of the overall Strategy and Business Plan of the school
- Monitoring of the Strategy and Business Plan and its realisation into concrete activities

Conclusion: It should always be the Manager, who assumes responsibility for monitoring that the school's strategy for today (the present time) is carried out in practise AND that the school always has a clear strategy for tomorrow (the future).

Investment Decisions

A major difference between VET School Management in the Centralised and the Decentralised System is the ability of the school in the Decentralised System to freely plan and decide the use of its financial resources.

In the future reformed VET System in Serbia, VET Schools will administrate budgets, which will partly consist of state and local contributions with some degree of flexibility for use by the school, and partly by direct income of the school generated from commercial activities, donations, or project participation.

In order to apply these funds in accordance with the Development Strategy of the VET School, the school will have to make investment decisions, which means that the school Management must be able to draw up alternative investment scenarios and compare these scenarios for their benefits to the school and its strategy.

The main Management skill for doing so is to be able to attach financial value to the assets of the school. Since the school will be a service provider in the market for education and training, its assets will consist of the facilities and equipment at its disposal, the training programmes and materials available, the skills and capacities of the school staff, and the goodwill and customer loyalty created with its “customers”, i.e. students, enterprises, and organizations in the local community.

Most investment decisions will involve investment of financial means and/or working time in improvement of one or more of the above assets. In order to properly assess alternative options in a future framework where the school can determine its own investments, it is therefore necessary to determine the expected value of each of these alternative developments.

At present, to the knowledge of the VET Reform Programme, this type of calculation is rarely carried out at VET Schools at present – and the Management Skill of making investment decisions is therefore a learning area for VET Schools in Serbia.

In summary:

- **In a Decentralised System, VET School Managers must choose the allocation of limited resources to alternative investment opportunities**
- **Therefore, VET School Managers must know how to**
 - **Consider all choices as investments**
 - **Assess and compare investments on value**
 - **Assess risks of investments**
 - **Recognise skills as assets and assign value to skills**

The basic notion in Investment Decisions as a Learning Area is to start considering all the school assets in terms of value:

The value of the Skills of the Staff is the expected income these Skills can bring the school in terms of student enrolment and/or generation of commercial activities.

The value of a training programme and its materials is the income from the expected number of students it can attract and the commercial activities that can be generated on the basis of the course.

All values are subject to depreciation over time: equipment and materials get outdated, staff skills get obsolete, training programmes get out of touch with labour market needs.

School investment decisions should therefore consider both:

- Which investments are necessary in order to maintain the value of our existing assets?
- Which investments are expected to be most profitable for development of new assets in the school?

Figure 2. Investment Decision Example:

Development of New VET Programme:	
Investment:	Time spent by staff Purchase of necessary training for staff Equipment and Materials
Benefits:	Sales potential of new VET Programme Potential for increased student intake due to availability of new VET Programme Use of elements from developed course in other VET Programmes
Risks:	Changes in training needs Expected lifespan of VET Programme
<u>Assess Investment against alternative use of funds</u>	

In the example given in Figure 2.4.1., the VET School Management should assess:

- How many extra students do we expect to be able to attract if we can offer this new VET Programme? (Next year, the year after, etc.)
- What will be the expected income for the school from these extra students? (Next year, the year after, etc.)
- Do we expect to be able to sell this VET Programme, or parts of it, commercially? (Next year, the year after, etc.)
- Can we increase the attractiveness of some of our other programmes by integrating elements from this new VET Programme? If yes, what is our estimate of the additional sales value of those programmes on the basis of the new elements integrated?

What is then the total expected financial value of this new VET Programme? (with incomes from later years added with a reduced factor, e.g. 0.8 for year 2, 0.6 for year 3 etc. to reflect amortization)

Does this expected financial value justify an investment of X Hours in development costs and X DIN in purchases of materials and training for staff?

Or can we achieve a bigger expected financial value from spending the same investment (time and money) in another development? Or can we achieve approximately the same value but with lower risks by choosing another investment?

Strategy Development

Like every enterprise, every VET School must have a Strategy for its future development. In the absence of a Strategy, the school will be like a ship without a rudder, drifting aimlessly at the mercy of sudden moods of the Management and unable to respond in a professional manner to the changing forces of its external framework.

The Strategy development work in the VET School should take its basis in an analysis of the current situation of the school. This can be done through a SWOT analysis.

To complement the analysis of the present situation, the school, should express its Mission in a Mission Statement.

A Mission Statement is a short (1-3 sentences) description of *why the school exists*. The Mission Statement should answer the questions:

- Why are you in business?
- Which “product” are you “producing”?
- Who are your customers?
- What is the value you provide for your customers?

A Mission Example could be:

“The Technical School of Novigrad is a regional centre of vocational training, serving the local community with vocational education opportunities in response to the needs of the labour market. We provide young and adult students with relevant and up-to-date qualifications for securing employment and opportunities for vocational career development”

The next step is to look at the future. Most important of all is that the school develops a Vision. The vision should, just as it was the case with the Mission, be short and should answer the questions:

- What do we want to be in the future?

The vision should express what we want to be the characteristics of our school at some point in the future (say 3-5 years), what do we want to be known for, and why will our school be relevant in the future?

A Vision Example could be:

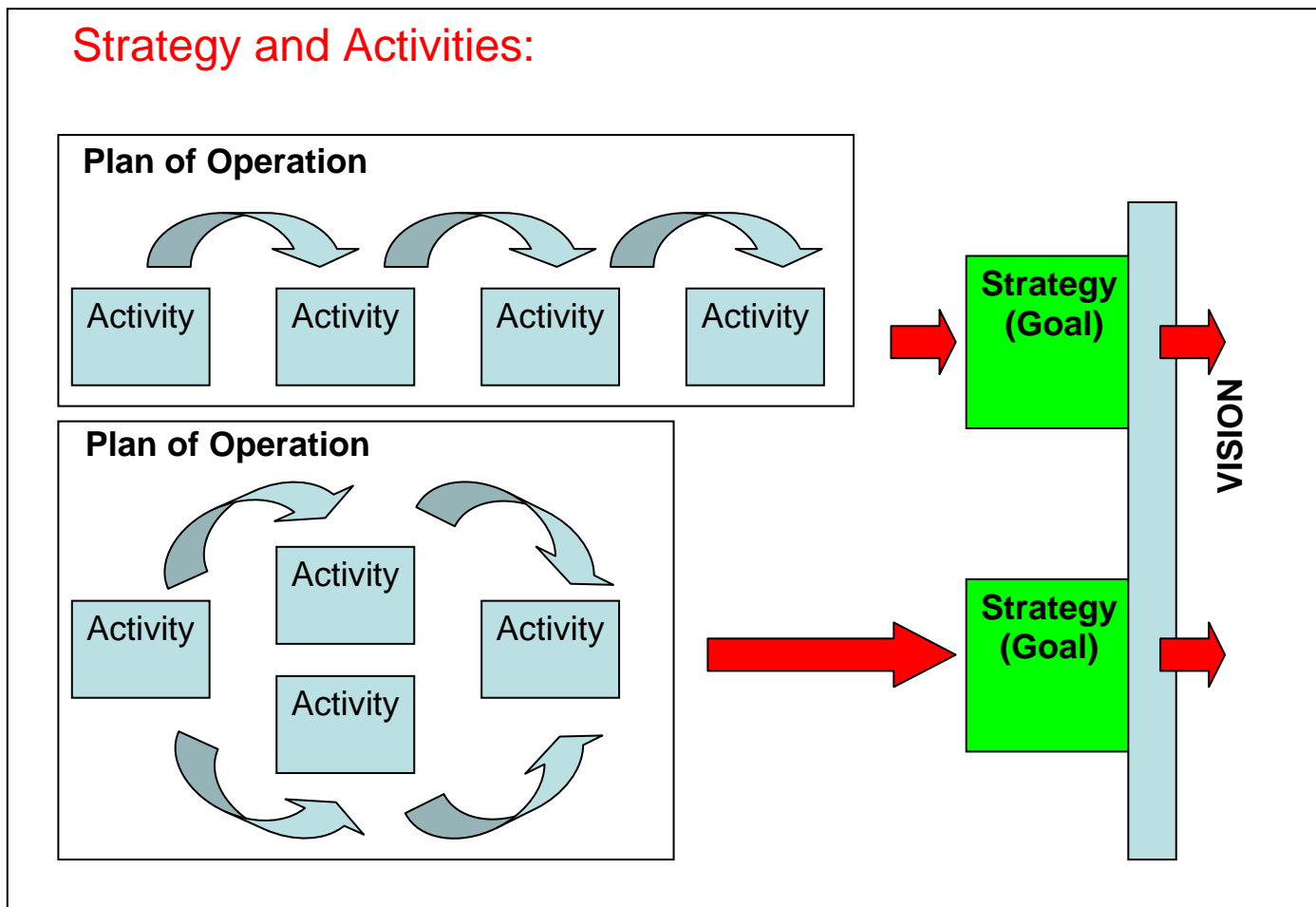
“The Technical School of Novigrad aims to be the largest, most modern, and dynamic vocational training institution in the Region. We want to be characterised by our flexible and updated training services, our international profile and equipment standards, and our close and efficient co-operation with the business community. Our young and adult students must experience unrivalled commitment and service from our training and counselling staff, resulting in better employment opportunities than offered by other VET schools.”

The main task will then be to define Strategic Goals that will realistically take the school from its present status and situation (Mission) to its stated future goal (Vision).

All Strategic Goals must be in accordance with the Vision.

Each Strategic Goal should then be detailed in a Plan of Operation, which describes in practical and measurable activities how the school will reach the Strategic Goal in question.

Figure 3. From Activity to Vision:



The Plan of Operation should include clear and measurable indications about WHEN the individual activity should take place, WHO is responsible for it, and WHICH RESULT is expected from that activity.

The Quality of the Plan of Operation depends on how well the Plan can show a realistic and credible process to lead the school from the present situation to achievement of the Strategic Goal.

Conclusion:

The main items of the VET School Development Strategy are

- The Mission Statement
- The Vision for the future
- A number of Strategic Goals, each expressing developments supporting the Vision
- A Plan of Operation for each Strategic Goal

The Development Strategy can be summarised in a Business Plan for the VET School. The Business Plan is a Communication Tool to illustrate in a professional way to external partners, and to the school organisation itself, how the school plans its development for the future.

The Business Plan should contain, as a minimum:

- Main data about the school
- The Mission Statement
- The Vision for the future
- All Strategic Goals

The Business Plan should not necessarily include all Plans of Operations, as these are mainly internal tools to manage the development process. However, the Business Plan should include a time schedule to show which development processes are planned to happen at what time, and a general budget which, in main figures, show the expected income of the school for the next years and how the school plans to allocate funds for the investments connected to the Strategic Goals.

A Business Plan will typically be 10-15 pages and should include enough details to allow the (external) reader to get a clear impression about the realistic and relevant nature of the developments planned by the school.

This means that the reader must be able to confirm:

- √ That all Strategic Goals stated by the school really lead in the direction of the Vision
- √ That the Strategic Goals listed will realistically lead the school to achieve its Vision if realised
- √ That there are clear and realistic activities planned for each Strategic Goal, and that implementation of these activities will most likely lead to achievement of the Strategic Goal
- √ That the school has a realistic time plan for implementation of its Strategic Goals and that there are realistically sufficient available resources to implement all activities

If the Business Plan includes too few details, it will not constitute a Communication Tool, because the reader will not be able to confirm from the Plan whether the School has a credible Strategy for its future development.

If the Business Plan lacks cohesion between its stated Vision, Strategic Goals and planned Activities, it will appear incomplete or not credible, and thereby fail in communicating the future Strategy of the school.

Conclusion: The VET School Management should take great care in preparation of its Development Strategy and Business Plan. If well prepared, it will be the most important management document in the School.

Finally, it should be noted that it is equally important that the Development Strategy is known, understood, and accepted *within* the school itself. A Strategy, lacking the support and co-ownership of the staff that must ultimately implement it will likely fail due to lack of motivation.

For this reason, it is strongly recommended by the VET School Management Training Programme that a process of involvement of Staff is established for the development of the Strategy.

As an illustration of a Strategy Development process and selection of Strategy Goals, an example from an EU Country VET School (Aalborg Technical College, Denmark) is included as Annex C to this Manual.

How to make a good Business Plan?

The Business Plan needs to be accurate and detailed to function as a Management and Communication Tool

A Good Business Plan:

- **Must be a MANAGEMENT TOOL for the School Management**
- **Must be a COMMUNICATION TOOL towards the school staff and external partners**

So it must be:

- **Measurable (success or not??, how much, when, results)**
- **Realistic (others must believe in it)**
- **Accurate (specific results, not broad general aims)**

And Include:

- **Budgets**
- **Indicators of success**

The Business Plan should have a clear distinction between ACTIVITIES and RESULTS OF ACTIVITIES

In the Business Plan, meetings conducted or co-operations agreed do not in itself constitute a result. Meetings and establishment of co-operation are activities and should be seen as tools that can be employed to receive a desired result.

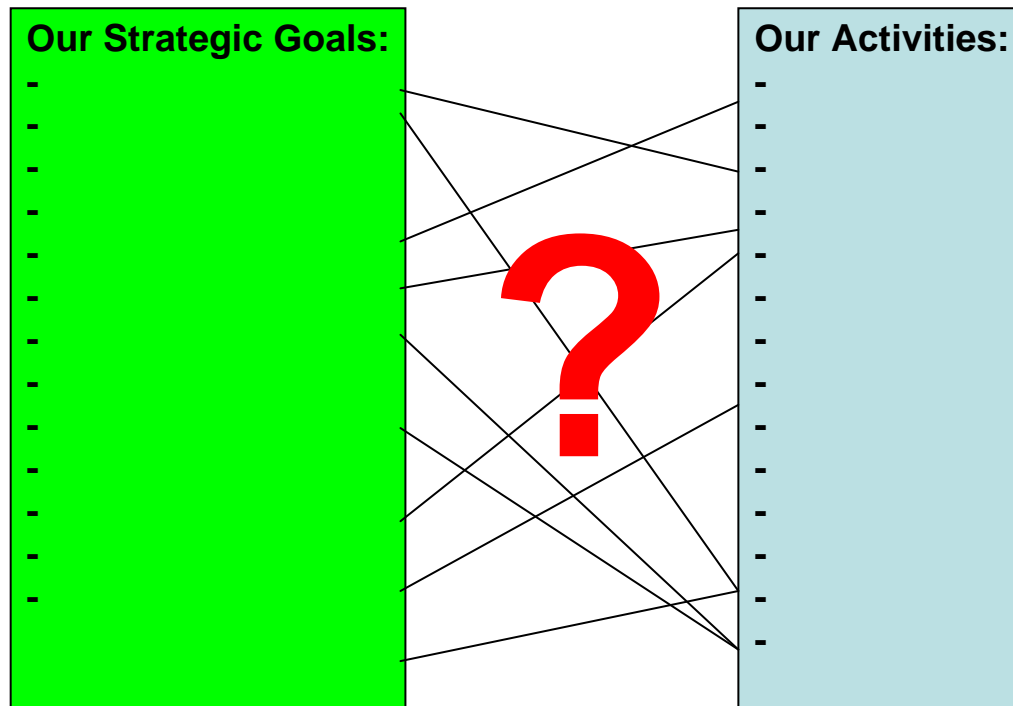
Example:

“Print 500 Brochures with Information about the School” = An Activity

“Increased awareness about the school among local businesses and parents” = A Result

Learning Point: ACTIVITIES and STRATEGIC GOALS should be clearly separated in the Business Plan and it should be clear which Activities lead to achievement of which Strategic Goals

How not to do it:



Additional Learning Points:

- When considering the MISSION, illustrate that the mission must tell an outsider What we do, Why we do it, and for Whom we do it. Remember that a good MISSION is only one or two clear, short statements.
- When reviewing VISIONS, keep asking your partner (Director) to explain WHY he/she wants the future situation he/she states as a vision. If he/she can easily answer this question, then this answer will often be a better vision statement than the original proposal. Remember that a good VISION is also only a few clear statements, each of which must describe a desirable future situation for the school (e.g. 3-5 years into the future). A good VISION must be something the school has not already achieved or almost achieved and must require a real development effort to reach. Take care that strategies or concrete actions are not accidentally included as visions.
- When providing feedback on STRATEGIES, try to act like an outsider trying to understand WHY the school wants to implement the strategy in question. Does the proposed strategy directly support the vision? Is it clearly stated by the school in the business plan what will be the value to the school of implementing the strategy? A strategy must be a concrete goal for the school to be reached within an estimated time (e.g. 'to initiate two new profiles within a year' could be a strategy).
- When providing feedback on ACTIONS and ACTION PLANNING, try again to take the role of the outsider, who is trying to understand and evaluate the school's future plans on the basis of the Business Plan. Do all actions proposed clearly support a STRATEGY? If not, why is the school proposing the activity? Maybe additional strategies must be added to explain all the actions the school is planning? Is the action realistic in terms of the time and

resources estimated? Does the action depend on outside factors that the school cannot influence? If so, does the school show what it will do if the action turns out to be impossible to realise?

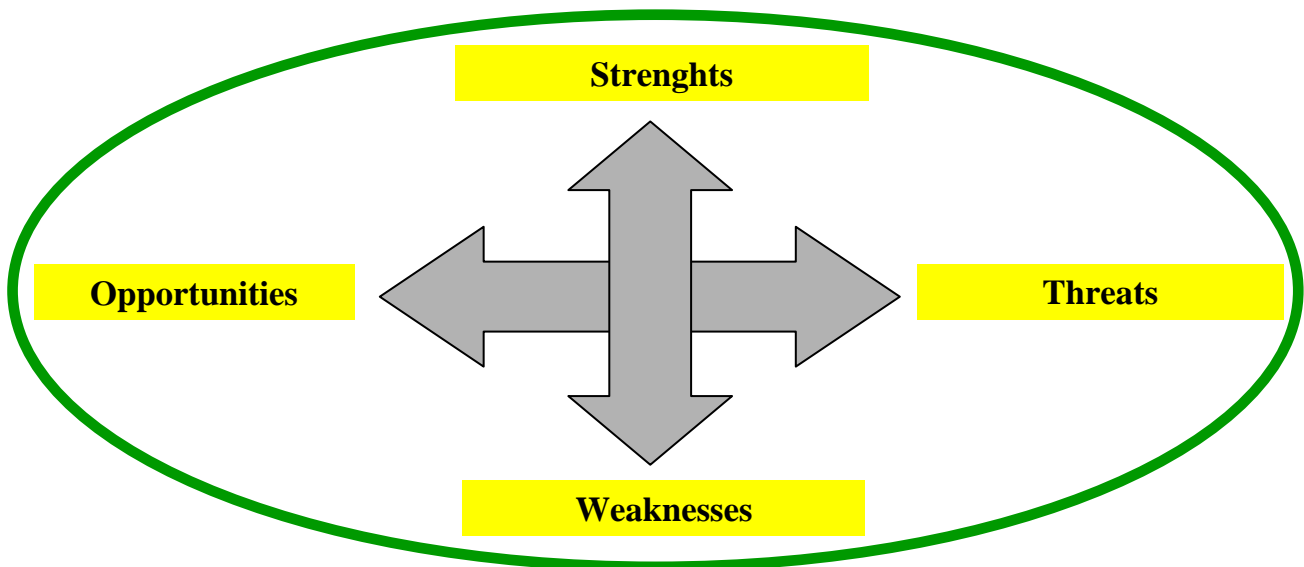
- Finally, consider ALL possible areas of development for the school – also internal reorganisation and effectivisation and to get all areas reflected in the Business Plan. Our experience shows that in Strategy Planning, it is easy to think about developments and future strategies concerning WHAT the school should do and the physical means to do it (facilities, equipment) but much harder to remember HOW we do things as an important development area. Habits and processes at the school are much too often just taken for granted and not taken up for reconsideration when planning for the future.

The SWOT Analysis

The standard tool for analysing the current situation of the school, from which the Development Strategy should be built, is the SWOT Analysis.

SWOT stands for Strengths – Weaknesses – Opportunities – Threats

Figure 4. The SWOT Analysis



The (internal) Analysis of Strengths and Weaknesses refer to the Internal characteristics of the School, while the (external) Analysis of Opportunities and Threats cover the External factors influencing the School.

Internal Strengths and Weaknesses:

The internal analysis is carried out with the purpose of revealing which strategic developments should be initiated within areas such as: staff development, recruitment strategies, the social and professional environment, the marketing area, administration, and finances. The focus could include a/o the following items:

- Identification of professional and personal staff qualifications, ability to change, co-operation skills, distribution of assignments with regard to age and competence, management resources etc.
- How is the approach to working with quality-creation activities such as: - development of didactics, professionalism, service etc. – internationalisation, staff and competence development, quality development etc.
- Pedagogical principles
- The learning environment and the social environment
- The physical environment, facilities, buildings/rooms, and equipment
- How do students, the business community, and competitors assess the image of the school
- Financial situation and potential for improvement of this situation
- Co-operation agreements, alliances, and network competence

External Opportunities and Threats:

The external analysis is carried out in order to expose the trends and tendencies from the surrounding society, which the school must take into consideration. The political component is obvious in that it holds decisive influence on every aspect of school operation, from finances to didactics. But other factors can affect the everyday situation and future development as well:

Politics	Which new legislation initiatives might influence the strategies, what are the characteristics of the current political climate, and which directional indicators can be identified?
Financial	Which financial parameters exert influence on the competitive situation of the vocational schools?
Environment	Which environmental and energy resources exert influence on the competitive situation?
Technology	Which technological development trends are important, and how will these express themselves in the situation of the school?
Demographics	Which demographic trends might constitute opportunities or threats for the school?
Culture	Which developments characterise the essential values of the society, how are these changing at present, and how might these changes affect the school?

Involved parties and networks

In the vocational school sector, the competition perspective must obviously be covered, but it is equally important to perform an analysis of involved parties and networks. Which political actors represent dialogue opportunities for the school in order to stay at the forefront of developments? Which alliances can be made? Which advisory bodies and actors does the school wish to engage in dialogue? Which signals could these provide? From where do the vocational schools recruit their students? What relations could be established towards suppliers of students, such as continuation schools and primary schools?

In summary form, this could be described as follows:

Students and Course Participants	Where do the students come from, geographical distribution, development trends of recent years and future forecasts for the next 5-10 years?
Links with the Business Community and other Involved Parties	Who are the main involved parties, work placement situation, enterprise sector development, competition development, and other relevant factors? What needs and functions are addressed by the department/vocational branch/section? What are the expectations of the involved parties, what do our students want to get from the school, which role does society want the school to fulfill, and what are the resulting opportunities and threats?
Competitors	Who are the relevant competitors? What are their market shares, strengths, and weaknesses – which aims and plans do they have at present? What future development is expected in the competitive situation?
Co-operation and Networks	Which schools are possibly suppliers to the vocational school, involved in co-operation agreements etc.? What co-operation

	potential and limitations exist? What alliances can be established, what alliances represent threats? Could similar initiatives be applied to other types of training provided by the school, e.g. adult education or open learning studies?
Other Opportunities and Threats	What other sector-specific technological, environment-related, financial, and/or political development trends represent significant opportunities and threats?

Conclusion of the SWOT Analysis

Reality Description:

Finally, a conclusion of the internal and external analysis is drawn up. It is essential that the school is able to set up a Reality Description, which is recognisable for the staff, on the basis of the analysis. In addition, and perhaps most important, it must be transparent how the conclusions were deducted from the analysis. Only by ensuring this will the conclusions obtain relevancy and make a useful foundation for the subsequent Development Strategy preparation.

Use of the SWOT analysis results:

The SWOT analysis itself, or the Reality Description, do not need to be included in the Development Strategy document or the Business Plan. The most important aspect is that all conclusions from the SWOT analysis are considered when drawing up the Vision for the future and the Strategic Goals to be achieved. For each important Opportunity identified, a strategy should exist to define how to exploit the opportunity. Similarly, for every major threat identified, a strategy should exist to describe how the school will counter the negative effects of the threat.

EU Country VET School, Strategy Plan Example

Elements from the Aalborg Technical College (DK) Strategy Plan 2002-2004

The Aalborg Technical College Strategy Plan is developed for a 2-year period, after which it will be revised. The plan is published as Internal Information to all staff members and used as a political document with the College Board of Directors and the key social partners, with whom the college is co-operating. The Strategy Plan is not intended or used as external advertising material for the college.

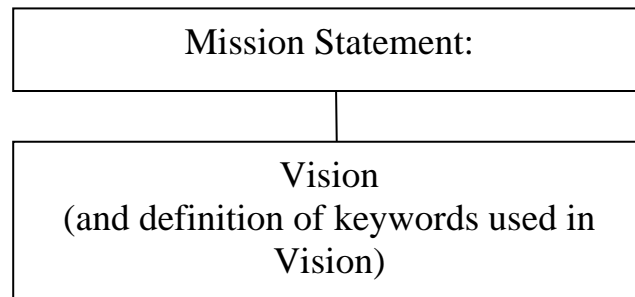
The Strategy Plan is developed on the basis of inputs from

- The College staff (a 'future workshop' 2-day seminar was organised for giving staff the chance to provide inputs to the Strategy Plan)
- The Management Group (Director, Administration Managers, Department Managers)
- Social Partners (through Local Education Councils for each Vocational Sector)

Contents of the Strategy Plan:

- 1. MISSION**
- 2. VISION**
- 3. PRESENTATION OF PROCESS USED FOR DEVELOPING THE STRATEGY PLAN**
- 4. FOUR FOCUS POINTS FOR STRATEGY IN ALL AREAS FOR 2002-2004**
- 5. FOR EACH STRATEGY AREA:**
 - * GOALS**
 - * STRATEGY (WHAT WILL WE DO, WHO IS RESPONSIBLE, WHAT IS THE DEADLINE)**
- 6. ORGANISATION PLAN**
- 7. 'RULES OF CO-OPERATION' FOR THE MANAGEMENT GROUP**

Structure of the Strategy Plan:



Strategy Areas	Goals + Strategy	4 Focus Areas
ACTIVITY DEVELOPMENT (Nationally and internationally)	What, When, by Whom	
QUALITY DEVELOPMENT	“_“	
INTERNAL SERVICE	“_“	
HUMAN RESOURCE DEV.	“_“	
MARKETING	“_“	
EXTRNAL CO-OPERATION	“_“	
PEDAGOGICAL DEVELOPM.	“_“	
FINANCES	“_“	
PHYSICAL FACILITIES	“_“	
GREEN IMAGE	“_“	
ORGANISATION	“_“	<ul style="list-style-type: none"> 1. Development of Staff Competences 2. Introduction of New Pedagogical Roles 3. Strengthening Co-operation networks 4. Assessment of Customer Satisfaction

Organisation Plan of
Aalborg Technical College

Rules of Co-Operation for the
Management Group

MISSION STATEMENT

“To Secure an Education Level, which takes into consideration the Future Development of the Society”

“That the Education Level builds on, and develops, Tradition, Professional Pride, and Personal Qualifications”

VISION

ATC wants to secure that the knowledge acquired by *those trained* contributes positively to the development within the society.

ATC wants to be seen as the *best* international, as well as the *largest* and best national place of learning, which caters to *individual* needs for *professional* and *personal development* with a focus on *ethics and responsibility*.

ATC wants to be an *attractive, action-minded* working place, which develops itself through an *open, honest, and trustworthy dialogue* with a focus on the *speed and efficiency* of the organisation, *staff influence*, and *work satisfaction*.

Definitions and success criteria of keywords:

<i>Those Trained</i>	= Everybody, who have reached their education goals
<i>Best</i>	= Lowest dropout rate, highest student graduation rate, <i>high</i> level of customer satisfaction
<i>Largest</i>	= Geographical coverage, annual students, annual turnover, variety of courses offered
<i>Individual Needs</i>	= Greatest possible choice and variety of training offered

Professional and Personal Development = “Complete human beings” with individual needs and differences, to see opportunities instead of limitations, to work progressively and goal-orientated, to establish professional work experience, to participate in development projects – pedagogical as well as professional, to participate in further and continuous education, to carry out job rotation.

Ethics and Responsibility = Objective, open, clear opinions, effective decisions, loyalty towards the college base values, responsible use of the college resources and facilities, mutual respect, a positive humanistic outlook

Attractive = Influence on one’s own work situation, a good reputation, a good staff policy, good relations among colleagues, good personal/pedagogical/professional development possibilities, attractive physical facilities and up-to-date equipment

Action-Minded = To secure a clear decision basis with a clear division of responsibilities and competences and a short process from decision to action

Open, Honest, Trustworthy Dialogue = Direct and honest behaviour, active listening

Speed and Efficiency = Flexibility, short and clear operational procedures and information channels

Staff Influence = To secure that the staff has influence on strategy and decision processes

Work Satisfaction = Feeling positively about being at work

2 Strategy Area examples

With a starting point in the reforms and the labour market development, the college must continue to develop and adapt its activities. This can happen by adding new training programmes and by entering actual strategic co-operations with other schools. Internationally, the market of the college must be extended to reach also beyond the borders of Denmark, in such a way that the college becomes attractive for foreign students and companies. An establishment of an Aalborg Technical College branch in one form or another outside Denmark could also become a possibility.

ACTIVITY DEVELOPMENT **Nationally and Internationally**

Goals	Strategy
<p>We will continue to expand our number of annual students by 10% through the next 2 years. Our market base is global.</p> <p>We want to offer all the new official programme types for Adult Education: Preparatory Adult Education (FVU), Basic Adult Education (GVU), and Continuous Adult Education (VVU)</p> <p>We want to be able to offer up-to-date and relevant training products at any time and participate in creating the demand for new training products</p> <p>We will reduce the number of students without secured Work Practise placements by 50% compared to the number of students without Work Placement per August 1st, 2001.</p>	<ul style="list-style-type: none"> • Enter co-operation with others by strategic co-operation, alliance, joint venture, or merger Director/2004 • Focused marketing effort nationally/internationally Deputy Director/March 2004 • Seek Legal Approval for, and prepare for, offering all the new official programme types for Adult Education: Preparatory Adult Education (FVU), Basic Adult Education (GVU), and Continuous Adult Education (VVU) Deputy Director/March 2003 • We will introduce flexible training programmes – both in duration and number of training hours All Department Managers/2003 • We will put focus on the Work Placement distribution service through optimisation of the placement identification effort Deputy Director/March 2002 • Optimise the focused marketing effort for continuous training services towards private and public enterprises Deputy Director/March 2003 • The concept of the “Open School” must be strengthened by making the school open also outside normal working hours All Department Managers/2003 • Develop 3 alternative scenarios/action plans for alternative visions of the development in the society Director/2002

The College and the individual College Departments must through a serious, targeted, and professionally focused marketing effort reach an increased market share of its potential customers (secondary VET students, adult VET students, employees, companies)

MARKETING

Goals	Strategy
<p>To secure the awareness of the school as education provider and as an active part of the local community, the marketing effort will continue to be divided into two main areas of activity:</p> <ol style="list-style-type: none"> 1. A product-orientated marketing, which must secure a broad knowledge about all our <u>different training products</u> 2. A general image-related marketing effort, which must secure a broad and general knowledge about the <u>college</u> <p>The college must, in both activity areas, be marketed as a “centre of experiences” where positive experiences, challenges, knowledge, and skills are in focus.</p> <p>We want to be a part of, and take active part in, the national debate about education policy.</p>	<ul style="list-style-type: none"> • We want to have a positive media policy through a./o. submitting opinions, debate contributions, reports, newsletters, etc. Marketing Director/March 2003 • We will make 2 annual “events” where we, through focus on 2 college departments will give present/future students an innovative and non-traditional experience with the professional possibilities of the department in question. Marketing Director/March 2003 • We want to put focus on the accreditation and continuous education possibilities in the preparation of all our marketing plans – for training at both levels 1 and 2. Marketing Director/March 2002 • We will put focus on making visible our special pedagogical identity in all relevant marketing material. Marketing Director/March 2002

