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**Social inclusion and common values: the contribution in the field of education and training**

**EACEA/34/2019**

## **D7.1 Dissemination and Communication Plan**

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## 1. INTRODUCTION

Project INCLUDEME aims to nurture and implement inclusive education practices across educational, economic, social, and cultural contexts, by infusing digital innovation in customizable, user-centred learning environments and by employing the capabilities and facilities provided through accessible information technologies and gaming approaches, and thus construct novel approaches and experiences that engage, motivate and increase the performance of disadvantaged and disabled learners. The project advocates for an informed society, aiming to leverage access to information and knowledge, in order to support the initiation and consolidation of common inclusion values.

INCLUDEME focuses on disadvantaged learners and learners with disabilities in an effort to make mainstream learning content and applications accessible by providing alternative methods of access. Improving the accessibility to mainstream content to disadvantages and disabled learners requires the creation of separate channels of information, such as by creating Braille versions of print books. However, the result of this is that only a small fraction of the pool of available information is made accessible to persons with disabilities. Hence a more inclusive approach is required.

This document constitutes the INCLUDEME dissemination strategy. The document introduces a methodology for reaching broad audiences based on the analysis of interests of direct and indirect project stakeholders and the deployment of diverse media for better communication of project objectives, activities, and results.

## 2. DISSEMINATION STRATEGY

The INCLUDEME dissemination strategy aims to reach effectively the groups that stand to gain directly or indirectly from project objectives, activities, and results. It aims to promote project outcomes and to demonstrate the benefits to the higher education sector and beyond of the proposed inclusive educational practices that deploy digital technologies for providing alternative access to learning content for disadvantaged and disabled learners. To achieve this goal, INCLUDEME aims to target in a focused manner diverse target groups, each of which has different interests and stands to gain in a different way from project results. For example, students are the consumers of the digital learning content developed by educators and content creators; policy makers and educational authorities have a direct interest in the results of evaluation of the effectiveness of emerging pedagogical design supported by digital technologies.

On a high level, the INCLUDEME dissemination strategy is developed on 4 tangents:

- **Activities and content tailored to the needs and interests of target groups**, such as socio-economically disadvantaged students, including Roma, students with disabilities, school leaders and teaching staff in high-schools and universities, primary and secondary education organizations, families, NGOs, public authorities and policy makers. To effectively adapt dissemination content for the needs of each group, the dissemination strategy starts by analysing the foreseen benefits of project activities to each group. This analysis determines the channels to be deployed for reaching representatives of the groups. It further determines the focus and detail of dissemination information based on the familiarity level of each group with project methodologies and outcomes and their exposure to project results as users, researchers, industry experts, or policy makers.
- **Traditional media strategy**, namely the deployment of popular news channels such as the press, radio, and TV. Traditional media, while currently being complemented by the internet, are still widely popular channels for news access to broad audiences. This popularity will be exploited through articles and presentations at the regional and national level.
- **Internet strategy**, through which the project will establish a sound presence on the web and social media, both of which have recently gained traction and constitute a powerful dissemination channel. The internet strategy will deploy a number of tools including newsletters, informational material such as a leaflet, promotional videos, articles, and posts on a regular basis through which interest on project activities and outcomes will steadily grow.
- **Face-to-face dissemination strategy**, namely presentations to stakeholders such as educators, NGOs, policy makers, authorities, and more. Face-to-face presentations will allow a more personal communication with stakeholder groups, an opportunity for two-way discussions, as opposed to one-way information presentations, hands-on use of project outcomes, and direct feedback generation that will be integrated into project outcomes.

### 3. TARGET DISSEMINATION GROUPS

The INCLUDEME dissemination will target broad audiences through a blend of methods and tools that address the interest of each group. Dissemination groups may be divided into two broad categories:

- **Direct target groups**, namely individuals that will gain directly from the implement inclusive education practices across educational, economic, social, and cultural contexts. This includes socio-economically disadvantaged students, including Roma (aged 14-24), students with disabilities, and school leaders and teaching staff in high-schools and universities.
- **Indirect target groups**, namely groups that do not directly use INCLUDEME outcomes, but stand to benefit indirectly from project results. This includes primary and secondary education organizations, families, NGOs, public authorities and policy makers.

Following is an analysis of target groups and their interests, based on which targeted dissemination activities will be organized.

#### 3.1 Socio-economically disadvantaged students, including Roma (aged 14-24)

Students are tomorrow's active citizens and innovators. They need to build skills that enable them to synthesize solutions to real-life challenges addressing real-world needs. The INCLUDEME project aims to foster disabled and socio-economically disadvantaged learners to improve the quality of their lives through the provision of customizable digital learning environments available in both formal and informal settings. INCLUDEME will create gamified learning paths and collaborative spaces that enables the co-creativity, co-creation and co-design of engaging and motivating learning experiences. Such environments support personalized learning, include adequate technological support, and teachers are fully informed on the capabilities of available technologies and are equipped with the pedagogical resources to act as guides and facilitators.

#### 3.2 Students with disabilities (health-related needs)

Learners with disabilities want access to the same digital information, at the same time, and at the same cost as the general population. They also want the convenience to engage in the same digital learning experiences as other learners through the same user-friendly devices and applications. Thus, the quest for equal access applies to web pages, e-books, operating systems, software applications, smartphones, and other types of digital information or electronic devices. The seamless integration of accessibility options in all these resources is imperative in order to enable truly inclusive learning spaces.

#### 3.3 School leaders and teaching staff in high-schools and universities

Higher education instructors need to develop their skills and competences in teaching students with special needs. This includes active, game-based learning methodologies that are the focus of INCLUDEME. The INCLUDEME learning design will help teachers to achieve professional development on the use of information and communication technology (ICT) for teaching. Instructors can benefit from training on facing the social and technological challenges they are confronted with. INCLUDEME aims to invest in the school leaders and teaching staff in high-schools and universities by developing their skills for optimizing their capacity to effectively deploy supporting technologies that foster inclusive education. Through the establishment of appropriate curricula and governance targeting disadvantaged and disabled students, educators will be able to inspire and guide students, and to develop student self-confidence in their ability to tackle modern challenges.

### 3.4 Primary and secondary education organizations

Primary and secondary education organizations are in need of modernizing practices to adapt in an evolving world. This can be achieved by accessing information and resources concerning inclusive education and practices and bring education into the digital age through ICT-supported learning services. Primary and secondary education organizations can benefit from the INCLUDEME paradigm that involves curriculum changes and cross-institutional collaborations that target joint access to inclusive education practices and resources.

### 3.5 Families

Families benefit from digital monitoring and evaluation tools that target disadvantaged and disabled learners. Furthermore, by increasing awareness and equipping the relevant stakeholders with the knowledge, methodologies and tools needed to address social exclusion and equality issues, communities will be supported to be more inclusive. For this reason, it is important for families to actively involve and engage in the educational process, by raising awareness campaigns and providing financial resources.

### 3.6 NGOs

NGOs can help raise awareness in society, including at the family level, concerning people with disabilities and to promote respect for their rights and dignity by supporting events and information programs that increase the degree of understanding of the problems of people with disabilities and of their rights, supporting the recognition of their qualifications, merits and abilities and of their contribution to the workplace and the labor market. This aim will be achieved by informing families about the inclusive education opportunities, the long-term advantages and opportunities offered by the project. We aim to reduce discrimination based on disability by any person, organization or private enterprise. Related information from INCLUDEME piloting will be publicly available for interested parties.

### 3.7 Public authorities

While they are not directly engaged in the educational process, public authorities play an important role in supporting learning. They can benefit from in-depth collaborations with educational organizations concerning the provision of financial support for disadvantaged and disabled students. They can benefit from a better understanding of the importance of learner support and other education enablers in encouraging participation and retention among various disadvantaged groups, including views on financial incentives and willingness to fund education. For these reasons, public authorities, similar to educators, can benefit from INCLUDEME.

### 3.8 Policy makers

Educational and development policy makers are interested in understanding the benefits of inclusive education targeting disadvantaged and disabled students. In this context, they can benefit from the review of analysis, research results, and evaluation reports stemming from piloting processes on inclusive education that is student-centred and personalized. Research shows that early school leavers and migrants are the main target groups in the policies, leaving many other groups at risk of being excluded from learning opportunities, so they may be further interested how the INCLUDEME proposed learning design may be adapted for addressing the needs of additional sectors.



## 4. PROJECT OUTCOMES TO BE DISSEMINATED

The main aim of the INCLUDEME project is to increase the awareness about the inclusion and accessibility issues and challenges affecting the European society and how it can positively cope with the integration of different disadvantaged learners and individuals with disabilities. Following is an analysis of project outcomes that will be promoted in dissemination activities.

### 4.1 Guidelines, principles and lessons

The proposed INCLUDEME design will generate guidelines, principles, and lessons that can shape and guide inclusion and accessibility practice. The project will document the proposed methods via case studies and will explore best inclusion and accessibility methods and practices to facilitate the creation of flexible learning environments for disadvantaged learners and disabled learners. These will increase awareness on the needs of disadvantaged and disabled learners with diverse needs. The INCLUDEME guidelines will provide valuable insights on methods to be applied for the selection of pilot groups and on the entire setup process of pilots targeting disadvantaged and disabled students. These pilots will leverage knowledge transfer, as well as uptake of the project outcomes.

### 4.2 Digital learning platform and accessibility tool

INCLUDEME will build game-based learning contexts to create inclusive environments for disadvantaged learners, with a focus on disabled students, which enable them to acquire skills that facilitate their inclusion in learning flows, in the labour market, and in society. Since game-based teaching methods are suitable for teaching tolerance, diversity, and empathy the project will blend cardboard and digital games in an effort to explore the opportunities and benefits of not only technology enriched learning environments, but also of collaboration opportunities and of social contexts, thus mediating integration of disadvantaged and disabled learners in learning contexts. By using learning-by-doing methods teachers can encourage participation of disadvantaged learners and increase group cohesion.

Furthermore, the project aims to construct personalized assessment capabilities to identify the motivations and barriers to participating in education among different disadvantaged and disabled groups. This will enable the review of the experiences of disadvantaged and disabled learners, providing insights on the barriers encountered during their study. By developing a segmentation typology of the disadvantaged and disabled learners based on their attitudes and barriers to participating in education, will enable us to review the extent to which various learner support enablers would encourage each of the segments to participate in education.

### 4.3 Piloting activities

A dedicated work package will carry out the setup of the INCLUDEME pilots that will target disabled and disadvantaged students, teachers, and other stakeholders, including educational leaders, NGOs, policy makers, and other social actors in an effort to maximize adoption of the INCLUDEME best practices and technologies.

The main objectives of piloting are:

- Carry out the selection of the target groups, namely primary and secondary stakeholders, and to set up specific pilot events.
- Define the piloting guidelines and programme for each target group that may include disabled and disadvantaged students, students, teachers, and other stakeholders as well as for mixed groups.
- Provide a pilot plan that will support piloting activities. The plan will include templates for specific user group activities: focus groups, workshops, training sessions.

- Establish effective metrics for evaluating the performance of the piloting program. SMART performance goals will be defined to align project-piloting activities with its objectives, and collect data on indicators that have been defined as attainable during the project timeframe.

Pilot studies will be conducted through qualitative, quantitative, and even mixed methods research, to not only provide a comprehensive overview of the INCLUDEME adoption incentives, barriers, and impact, but also inform exploitation.

#### 4.4 Instructor training and community building events

INCLUDEME events, including instructor training and community building, will be promoted through the internet and press releases that will target broad audiences, including the higher education sector, academia, NGOs, and the general public. The INCLUDEME project aims to train teachers and secondary stakeholders by providing insights and guidance on how to apply inclusion and accessibility methods and tools that target and enable locally-led approaches and practices on inclusive education, driven by personalized assessment and learning that occurs in customizable contexts. Teachers will:

- Consolidate their knowledge on how to apply game-based and learning-by-doing methodologies with disadvantaged and disabled learners.
- Become familiar with the advantages of cooperative game-based techniques that increase group cohesion and prevent exclusion of disadvantages and disabled learners.
- Learn how to deliver game-based exercises that help learners reflect on discrimination, racism and class segregation.
- Exchange best practices with other teachers on how to handle difficult situations with learners from vulnerable backgrounds.
- Get inspired on how to encourage a stimulating and open learning environment and foster collective learning.

## 5. DISSEMINATION CHANNELS

### 5.1 Project portal

#### 5.1.1 Description

A project portal has already been developed early in the implementation period, at the following URL: <https://includeme-project.eu/>.

#### 5.1.2 Purpose

The project portal disseminates information on project objectives, activities, and outcomes. More specifically, it promotes:

- The what: Project goals on addressing core challenges associated with inclusive and accessible education and technology-enriched interventions that target the specifics of disadvantaged and disabled learners that are directly enabled by teacher and stakeholder training initiatives to equip them with knowledge and skills.
- The who: Results from needs analysis of direct target groups, namely disadvantaged and disabled learners, school leaders and teaching staff in high schools and universities.
- The how: Interim and final versions of project outcomes, including:
  - Educational content and services.
  - Supporting material.
  - Instructor training events.
  - Community building events.
  - Project reports.
  - Scientific articles.
  - Dissemination material such as media articles, internet articles, social media articles, newsletters, informational material, information on presentations, and more.

#### 5.1.3 Groups targeted and focus of dissemination

The project portal addresses all stakeholder groups of the INCLUDEME project and will help reach wide audiences, including:

- Disadvantaged learners and learners with disabilities.
- High schools and universities.
- Primary and secondary education organizations.
- Families.
- NGOs.
- Public authorities.
- Policy makers.

Information will be presented in a manner that is easily understood by broad audiences.

#### 5.1.4 Language

The project portal will be available in English, which is an international language, and also in the consortium national languages (Romanian, German, Greek, Bulgarian).

#### 5.1.5 Lifecycle

The project portal will be updated and enriched throughout the project implementation period and will be maintained post project completion indefinitely by the project coordinator.

## 5.2 Informational material

### 5.2.1 Description

A leaflet will be developed that presents the project objectives, target groups, innovative character, and key activities and outcomes. An early version will be designed at the beginning of the project implementation period. Another version will be design towards the project completion, with updated information on project achievements.

### 5.2.2 Purpose

The informational leaflet will allow readers to understand the project objectives. It will be a short document in which information will be presented in a concise manner.

### 5.2.3 Target groups and focus of dissemination

The leaflet addresses all stakeholder groups of the INCLUDEME project and will help reach wide audiences, including:

- High schools and universities.
- Primary and secondary education organizations.
- Families.
- NGOs.
- Public authorities.
- Policy makers.

Information will be presented in a manner that is easily understood by broad audiences.

### 5.2.4 Language

The leaflet will be available in English and the national languages of project partners.

### 5.2.5 Lifecycle

The leaflet will be available throughout the implementation period and post project completion indefinitely through the project portal.

## 5.3 Periodic newsletter

### 5.3.1 Description

A periodic newsletter will be produced that provides updates on the evolution of the project implementation activities, including methodological design, technical implementation, piloting, and community building. Seven (7) issues of the newsletter will be produced.

### 5.3.2 Purpose

The newsletter will provide insight on project objectives, activities, and outcomes, both interim and final. Depending on the date of publication in relation to the proposal work plan the newsletter may present information related to:

- The project overall goals.
- The project partners.
- The state-of-the art analysis.
- Results of country report analyses on the current situation related to the deployment at the regional or institutional level of inclusive environments for disadvantaged learners, with focus on disabled students.
- Piloting activities with students and educators and results.

- Community building events.
- Dissemination activities.

### 5.3.3 Target groups and focus of dissemination

The newsletter addresses all stakeholder groups of the ICT-INOV project and will help reach wide audiences, including:

- High schools and universities.
- Primary and secondary education organizations.
- Families.
- NGOs.
- Public authorities.
- Policy makers.

Information will be presented in a manner that is easily understood by broad audiences.

### 5.3.4 Language

The newsletter will be available in English, with the possibility to be translated in the other national languages of the project partners.

### 5.3.5 Lifecycle

The newsletter will be available throughout the implementation period and post project completion indefinitely through the project portal.

## 5.4 Scientific articles

### 5.4.1 Description

Scientific articles will be submitted for publication to academic conferences and journals as opportunity arises.

### 5.4.2 Purpose

Scientific articles will provide scientific insight on the methodological and technical aspects of the proposed inclusive environments for disadvantaged and disabled learners. Scientific articles will target experts in the field of digital learning design and delivery. More specifically, the target groups of this activity are:

- High schools and universities.
- Primary and secondary education organizations.
- Families.
- NGOs.
- Public authorities.
- Policy makers.

Information in scientific articles will include highly technical information and will target experts in the area of digital learning design and delivery describing the design of the proposed learning intervention, the technical implementation, and evaluation results.

### 5.4.4 Language

Scientific publications will be purposed mostly in English. However, it is possible that scientific articles will also be developed in the national languages of project partners. The language of each publication will depend on the accepted languages at the conference or in the journal that it will be published in.

### 5.4.5 Lifecycle

Scientific research will take place throughout the implementation period and post project completion indefinitely through the project portal.

## 5.5 Internet presence

### 5.5.1 Description

Consortium members will ensure that project activities are promoted to the internet. This will include publications to the portals and web pages of university partners as well as publications to external thematic internet portals related to project activities.

### 5.5.2 Purpose

The internet is one of the more popular media for access to news. For this reason, it is important for the project to have internet presence reaching broad audiences.

### 5.5.3 Target group and focus of dissemination

The internet is an effective medium for reaching broad audiences. It will be used for reaching:

- High schools and universities.
- Primary and secondary education organizations.
- Families.
- NGOs.
- Public authorities.
- Policy makers.

The information to be presented through internet articles will be easy to understand and will target wide audiences. While the internet is a good medium for reaching all the target groups mentioned above, the focus will be to address the interests of the general public.

### 5.5.4 Language

Internet articles will be developed in English or the national languages of the project partners depending on the target audience.

### 5.5.5 Lifecycle

The internet is a dynamic medium with articles and pages being often added and removed. Given that internet articles will be managed by bodies external to the consortium, such as internet news outlets, the consortium will not be able to control their continued presence. However, the internet is still considered a very good channel for reaching broad audiences and lifelong internet access will be provided through the official project portal.

## 5.6 Social media presence

### 5.6.1 Description

Consortium members will ensure that project activities are promoted on social media. This includes the organizational social media pages of project partners, a dedicated social media page for the project, and social media pages of external organizations when this is considered beneficial.

### 5.6.2 Purpose

Social media are popular among broad audiences, making them a good channel for broad dissemination. The deployment of social media will allow reaching the general public through short and targeted articles related to project objectives, activities, events, and more.

### 5.6.3 Target group and focus of dissemination

Social media are an effective medium for reaching broad audiences. They will be used for reaching:

- High schools and universities.
- Primary and secondary education organizations.
- Families.
- NGOs.
- Public authorities.
- Policy makers.

The information to be presented through social media posts will be easy to understand and will target wide audiences. While the internet is a good medium for reaching all the target groups mentioned above, the focus will be to address the interests of the general public.

### 5.6.4 Language

Social media posts will be developed in English or the national languages of the project partners depending on the target audience.

### 5.6.5 Lifecycle

Social media accounts will be maintained after the completion of the project. The partners will continue to post on future activities related to the deployment of gamification in courses, events, and more.

## 5.7 Media articles

### 5.7.1 Description

Consortium members will publish articles on project objectives, activities, outcomes, and events to traditional media, such as newspapers, TV, radio, and their internet outlets.

### 5.7.2 Purpose

Traditional media articles will promote project objectives, activities, and results. Traditional media will allow the consortium to reach wide audiences and the general public.

### 5.7.3 Target group and focus of dissemination

The information to be published through traditional media articles will be easy to understand by broad audiences. Several media press releases may be issued throughout the project implementation period highlighting activities as the project evolves. Examples of activities to be promoted through press releases include the deployment of project outcomes in courses, the benefits to the higher education sector, events, software releases, educational content, and more.

The groups targeted through press releases will be:

- High schools and universities.
- Primary and secondary education organizations.
- Families.

- NGOs.
- Public authorities.
- Policy makers.

#### **5.7.4 Language**

Press releases will be developed in English or the national languages of the project partners depending on the target audience.

#### **5.7.5 Lifecycle**

Press release will continue until the end of the project implementation period. They will be accessible through the internet post project completion as media outlets typically also offer internet channels.



## 6. DISSEMINATION IMPACT INDICATORS

The success of the INCLUDEME dissemination strategy will be measured through a number of indicators that demonstrate how effectively activities reach target audiences. According to the project proposal, these indicators are:

Impact objective/month	6	18	24	32	36	Beyond
<b>Dissemination tools</b>						
Newsletters	1	3	4	6	7	10
No. of people receiving the newsletter	100	150	200	250	400	1000
Brochures distributed				500	1000	
Flyers, leaflets, pamphlets distributed		150		500		1200
Promotional videos (short clips)	1	2		10		10
<b>Publications</b>						
Conference papers		6	10	14	18	
Journal papers				2	4	
Newspaper articles	1		3			
Book					1	
<b>On-line presence</b>						
Portal	1	1	1	1	1	1
Countries made aware	5		8		15	30
Portal page hits	500	1000	5000	10000	15000	30000
No. of unique visitors	30	80	150	500	1000	2000
No. of return visitors	20	40	50	250	500	1000
No. of links to the INCLUDEME portal	14	20	25	35	45	65
No. of video/audio podcats and tutorials		4		8	12	
<b>Social media</b>						
No. of posts in social networks	20	50	100	150	200	300
No. of supporters/subscribers	28	50	80	100	120	180
<b>Dissemination events</b>						
No. of workshops		6		10		
No. of attendants to workshops (each region)		25		50		
<b>Stakeholders - consortium + associates</b>						

No. of public institutes, NGOs contacted		20		25	48	
No. of increase collaboration		15				30
No. of interviews (industry level)		10				
No. of focus groups	14	20	30			

Table 1. Indicators of achievement of INCLUDEME dissemination activities.