 

Napoli, September 2021

PLAYING WITH PROTONS GOES DIGITAL

dissemination PLAN

AUTHORS

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This project has received funding from the European Union’s ERASMUS+ Programme under agreement No 2020-1-IT02-KA226-SCH-095525

The European Commission is not responsible for the content of this document.

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# INTRODUCTION

PLAYING WITH PROTONS GOES DIGITAL is an EU-funded Erasmus+ project answering to the call of the European Commission for digital education readiness through the enhancement of online, distance, and blended learning in school education by: (a) supporting teachers and educators to develop digital competences; and (b) safeguarding the inclusive nature of digital learning opportunities in order to respond to the circumstances created by the COVID-19 pandemic. The project is led by INFN and will be carried out for a two-year period (June 2021 to May 2023) by a network of five partners from four European countries (Italy, Greece, UK, Spain).

PLAYING WITH PROTONS GOES DIGITAL aims to address science teaching and learning by means of exciting digital technologies – specifically Augmented Reality (AR) tools and artefacts – by teachers working with hands-on and minds-on activities and experiments scaffolded by creativity-enhanced inquiry-based methodologies inspired by cutting-edge science in large research infrastructures (e.g., INFN, CERN) taking into consideration both remote support and working in the classroom.

Our approach aims to improve teacher digital skills, in particular content design and delivery skills, and their ability to respond to the demands for science teaching that not only enthuses young minds but also informs them about the inextricable relevance of science to society and encourages students to consider careers in STEM professions. The project places explicit emphasis on remote support by enabling all schools to: (a) work with engaging STEAM activities; (b) collaborate with universities, research centres and informal science organisations through the use of open digital tools; and (c) access exciting open content that can be delivered by teachers remotely during closures or outside teaching hours. In doing so, our approach fits the KA2 Erasmus+ *Horizontal Priority of Innovative Practices in the Digital Era* and the field-specific priorities of *Strengthening the Profiles of the Teaching Profession* and *Increasing the Level of Achievement and Interest in STEM.*

# Dissemination

* 1. AIM

The overall aim of dissemination activities is to accelerate and maximise the visibility and impact of the project. This aim is best served by: (a) meaningful and active engagement of well-identified target audiences; and (b) exploitation of project results at local, regional, national, and European levels through well-defined, coordinated, and integrated communication, awareness-raising, and network building activities. As described in the project proposal, our vision is to share the results and communicate effectively their impact to the widest possible audience, thus reaching beyond those directly involved in the consortium and contributing to the sustainability beyond the project’s lifetime.

Central to this are the teachers who will participate in the pilot implementation and activities. Recognising and celebrating the effort of those participating in the process is important, for it is the teachers who have strong potential to directly impact student learning as well as the ability to act as PLAYING WITH PROTONS GOES DIGITAL multiplicators willing to continue spreading the project’s results after the project’s completion by promoting and sharing good practices with new potential beneficiaries. An additional important parameter in contributing to the maximisation of dissemination efforts is the selection of the appropriate public copyright licence solution that will allow the sharing, use and re-use, adaptation and remix of the work created in the framework of the project. Consistent with the Erasmus+ Open Access requirement for all materials developed through its projects, all results and outputs will make use of CC BY licence and be made accessible free of charge through the project’s website and portal. They will also be uploaded onto open access portals such as the School Education Gateway, eTwinning, Open Schools for Open Societies, and Open Discovery Space.

* 1. GUIDING PRINCIPLES

Dissemination in the framework of PLAYING WITH PROTONS GOES DIGITAL is based on a set of five principles that will guide partners’ efforts to reach the dissemination aims throughout the duration of the project. These guiding principles are as follows:

*Openness and collaboration*

* We will carefully support and track partners’ dissemination and exploitation activities by establishing good working relationships with each partner organisation and the person responsible for dissemination within this organisation
* Regular two-way communication with this person will be maintained throughout the project lifetime and easy-to-access tools for reporting will be provided
* Partner tasks in respect to dissemination will be explicit, openly shared, and regularly reviewed with reference to their overall ambition and dissemination potential
* We will endeavour to talk and listen to our partners on a regular basis.

*Responsiveness*

* We plan to be as responsive as possible to all partners and will encourage them to reciprocate
* Not communicating is the surest way to undermine trust and effectiveness
* If communication is failing, we would like to address the issues quickly and either find alternatives or emphasise the need to communicate
* The need to answer e-mails promptly and attend meetings needs to be established at the very beginning of the project and sustained throughout its lifetime.

*Clarity and explicitness*

* Both in terms of our communication with partners and with the external world, we are mindful of the need to be clear, explicit, and concise. This is particularly important when dealing with European cross-border communications addressing multilingual targets with a wide variety of expectations and experiences
* We will strive for brevity where possible, ensuring all communications are carefully edited to ensure they are short and to the point.

*Quality-driven ambition*

* Communication activities will be based on high-quality materials and processes. All text-based resources and communication will be rigorously edited to ensure they meet the high standards expected in a project such as this
* When communicating with an audience, variety can go a long way. Many people comprehend new information better when visuals are being used. Accordingly, we will more effectively connect with our target audience by using compelling visuals to draw in our audience and explain our point in addition to just text.

*Responsibility*

* A certain amount of data in terms of contact names and information will be collected. The team will ensure that all such data collection and the eventual management of such data will conform with partners’ policy in relation to GDPR
* The team will ensure that they adhere to all relevant copyright restrictions in relation to the use and re-use of images, video materials, and text.
	1. STRATEGY AND OBJECTIVES

PLAYING WITH PROTONS GOES DIGITAL is a relatively small project with a limited two-year timeframe. The dissemination strategy is thus recommended to be as practical, swift and target-driven as possible. The strategy is also recommended to be structured into six main steps as follows:

1. Identification of clear objectives
2. Establishment of key target audiences
3. Selection of appropriate channels, materials, tools, and activities
4. Identification of key performance indicators (KPIs)
5. Execution of targeted actions aligned with KPIs and IOs
6. Monitoring and adaptation as the project evolves

This section outlines the objectives of the dissemination strategy (Table 1). Details on the target audiences are provided in Section 3 while the dissemination channels, materials, tools, and activities are presented in Section 5. In Section 6 we outline the Action Plan pertinent to the execution of dissemination actions. This is followed by Section 7 in which we define the organisational structure and the management tools to support the dissemination strategy and objectives.

|  |
| --- |
| * Provide an integrated, solid and common external image of the project, facilitating its recognition, raising awareness about it and attracting the relevant target groups
* Ensure the visibility of the project’s actions, activities and events
* Disseminate extensively the results of the project to target audiences using channels and messages appropriate to their needs
* Disseminate to a wide range of stakeholders the learnings and materials produced by the project
* Leverage the networks and relevant EU projects (e.g., CREATIONS, PLATON, FRONTIERS, Virtual Pathways, ESEA, Surrounded by Science) to which partners are connected
* Leverage partner networks formed around the 5 organisations working directly with schools (e.g., ScienzaPerTutti, network, Rural Wings Network, OSOS network) and teachers (e.g., European School Innovation Academy).
 |

Table 1: Objectives of dissemination strategy.

A key parameter in reaching the aforementioned objectives is to ensure that dissemination is always part of the agenda in project meetings and that simple tools are provided to the partners to assist them in documenting, communicating, and reviewing in a uniform and transparent way their dissemination work to the consortium.

* 1. KEY MESSAGES

The effective deployment of the dissemination strategy requires, amongst other factors, the formulation of a series of key messages commonly shared by the consortium that are able to communicate in a clear, concise, and accessible manner the vision, aims, results, and impact of the project.

Derived from consultation with the project partners, the consortium has come up with and agreed upon: (a) a small set of core messages; and (b) a larger set of complementary messages or mottos. These are shown in Table 2.

|  |
| --- |
| Core messages |
| [ADD HERE]  |
| complementary messages |
| [ADD HERE] |

Table 2: Key messages to guide the dissemination strategy.

# TARGET AUDIENCES

PLAYING WITH PROTONS GOES DIGITAL aims to attract the attention of science teachers and educators, policymakers, and other key stakeholders by communicating the power of the proposed methodology towards an innovative digitally enhanced approach to science teaching and learning. The results, materials, resources, and success stories will be disseminated principally to motivate teachers involved who can then serve as multipliers for sparking the interest and engagement of other targeted groups in formal, informal and non-formal sectors at local, regional, national, and international levels.

The project has identified the following target audiences that are classified in six clusters:

1. *Formal science education providers*: teachers, headteachers, and teacher trainers in primary and secondary education (including those in remote schools)
2. *Non-formal and informal science education providers*: science engagement organisations, science centres and museums, science camps and festivals, after-school STE(A)M programmes
3. *Research and scientific communities*:Universities, research institutes, researchers in the field of science pedagogy and particularly in digital learning
4. *Policymakers and other public sector actors*: Local/regional/national/European policymakers directly or indirectly involved in the science education sector, internal or external agencies/task forces/expert groups attached to Ministries of Education
5. *Parents of students and their local communities*
6. *External stakeholders:* Organisations, experts, and individuals active in STEAM teaching and learning through the use of digital technologies, and more generally those interested in digital learning.

# BRAND AND IDENTITY

In order to reach its dissemination objectives, the PLAYING WITH PROTONS GOES DIGITAL project needs to be visible and recognisable. Reaching out to the target groups described in Section 3, and establishing a steady and engaged audience of diverse individuals and organisations requires the development of the project brand and identity.

* 1. DEVELOPING THE BRAND IDENTITY

The development of PLAYING WITH PROTONS GOES DIGITAL brand identity is considered a dynamic and synergistic process influenced both by the identity of existing initiatives, such as Playing with Protons, Art & Science across Italy, and Exclusive Higgs that were developed jointly in the framework of the CREATIONS project, and by the shared expectations of the consortium partners concerning the extension and adaptation of these initiatives to address the digital readiness of schools as well as the inclusive nature of high-quality digital learning opportunities under the “new normal” mode of education following the COVID-19 pandemic.

The brand of PLAYING WITH PROTONS GOES DIGITAL is essentially the relationship that the consortium will cultivate and maintain with the target audiences. Central to this relationship-building process are the project dissemination activities described in this document.

The expected outcome of the project branding from the consortium’s perspective includes, but is not limited, to the following:

* A visible and recognisable identity that the project’s target audiences will associate with:
	+ innovative, creative, digitally ready, resilient, and inclusive science teaching and learning
	+ the transformative potential of new digital technologies such as AR tools for facilitating an inspiring and engaging science classroom
	+ the added educational and societal value accrued from knowledge sharing, collaboration and meaningful synergies between schools and external educational stakeholders such as research institutes, science centres and museums in the context of open schooling and community engagement.
	1. LOGO AND VISUAL IDENTITY

Perhaps the first and foremost association that people make with any project is its visual identity and more specifically its logo. The PLAYING WITH PROTONS GOES DIGITAL logo



The logo describes how the atom's nucleus, the constituents of the matter, are done. Nuclei are composed by protons and neutrons that are made by three quarks each (represented here by the three circles). According to the theory of quantum chromodynamics the quarks possess a property called colour charge. There are three types of colour charge, arbitrarily labelled blue, green and red (the three circles are coloured). The quarks are held together by the “strong force”, which is mediated by a particle called gluon (shaped bold lines represent the force).

The project logo is and should be treated as an indispensable visual element in all dissemination materials and actions. Specifically, the logo shall be used in the communication tools and activities presented in Section 5. It is also recommended strongly that the logo may be used in official mails sent to third parties and the public by placing it in the signature. In general, the logo should be present and visible in all events where the project is mentioned.

Besides the project logo, and in accordance with the Italian NA, INDIRE, each dissemination activity which promotes the project in any way (including conferences, seminars, informative or promo material such as leaflets, brochures, posters, presentations etc.), has to:

1. display the European Union emblem: <https://eacea.ec.europa.eu/about-eacea/visual-identity-and-logos-eacea/erasmus-visual-identity-and-logos_en>.
2. and indicate that the *action* has received funding from the European Union

When displayed in association with another logo, the European Union emblem must have appropriate prominence. The obligation to display the European Union emblem does not confer on the beneficiaries a right of exclusive use. The beneficiaries may not appropriate the European Union emblem or any similar trademark or logo, either by registration or by any other means.

Any communication or publication that relates to the action made by the beneficiaries jointly or individually in any form and using any means, must indicate that: (a) it reflects only the author’s view; and (b) the Commission is not responsible for any use that may be made of the information it contains. A sample sentence covering both points could be:

*“This output reflects the views only of the author(s), and the European Union cannot be held responsible for any use which may be made of the information contained therein.”*

These visuals are to be used in the aforementioned ways. They can also be found on the Dissemination folder in the Teams shared workspace.

PNG: JPG:

JPG with text on left: JPG with text on right:

The EU has a specific set of rules that all partners need to follow when communicating. The funding needs to be clearly indicated and the emblem and flag of the EU included. A checklist of the compulsory elements for all dissemination materials is provided in Annex 1.

The project follows a diversity and gender sensitive approach, and this has to be reflected in its dissemination and communication activities. The project will make sure that it uses an inclusive language and that communication materials do not exclude any group inadvertently. For more details see Annex 2.

* 1. TEMPLATES

Internal and external dissemination will be unified by the developed visual identity of the project. All templates for internal and external use will be placed in a dedicated folder in Teams, which is the shared workspace of the consortium. Specifically, templates for dissemination purposes will be developed for:

* internal and external reports (including agenda minutes)
* press releases and announcements
* e-newsletters and e-mailing campaigns
* posters, leaflets, and brochures
* PowerPoint presentations
* social media content.

# DISSEMNINATION CHANNELS, Materials, TOOLS AND ACTIVITIES

* 1. DISSEMINATION CHANNELS

The consortium will implement a dual approach to dissemination by relying on and exploiting two dissemination channels: those that are organised and managed centrally by the project (see Dissemination Taskforce in Section 7.1), and those that belong to the partners. Indicatively, these are shown in Table 3.

|  |  |
| --- | --- |
| **Project** | **Partners** |
| * Project website
* Project social media
* Project events including TPMs, MEs and other dissemination activities
 | * Partners’ websites
* Partners’ social media
* Partners’ channels including newsletters
* Conferences and events attended by partners
* Partners’ MEs
 |

Table 3: PLAYING WITH PROTONS GOES DIGITAL

Dissemination Channels.

* 1. DISSEMINATION MATERIALS, TOOLS AND ACTIVITIES

The project will use a range of tools to ensure effective dissemination, leveraging both online and offline tools and activities to project partners to go further in terms of reach and impact. These are described in terms of their objectives and design in the following subsections.

* + 1. COMMUNICATION AND DISSEMINATION MATERIALS

*Objectives:* To disseminate information about the project on local, national and European level, and promote the results on various internal and external events in the forms of project flyer, factsheet and PowerPoint presentation.

*Design:* Printed and digital materials in line with the project’s visual identity, delivered in and editable format to enable translation to local languages.

* + 1. WEBSITE

*Objectives:* To inform about the project’s aims, partners, and activities. It will also contain the project deliverables, outcomes, and publications. It will also include a ‘Portal’ functionality directing to the ‘PLAYING WITH PROTONS GOES DIGITAL Online Platform’ which will offer all the necessary tools, resources, and support mechanisms that will enable them to design and share their content, lessons, and activities.

*Design:* The website will use a commonly used Content Management System (e.g., WordPress) with a system of permissions that will allow all members of the Dissemination Taskforce to upload the content to the website. The website will be available in English. Social media feeds will be integrated into the home page. Social media sharing buttons and newsletter subscription will also be available on the relevant pages.

* + 1. SOCIAL MEDIA

*Objectives:* Social media accounts will be created and shared with internal and external stakeholders in order to reach the target audiences, and enhance the project’s visibility and impact.

*Design:* There will be three social media channels to narrate the life of the project in real time. The first will be Facebook, which is appreciated by school communities and in which the consortium partners and associated initiatives are active. For example, the ‘Playing with Protons’ Facebook page has more than 32,000 followers. The ‘Art & Science across Italy’ Facebook page is also a dynamic and engaging destination for teachers and students. The second channel, which mainly targets professional audiences and key stakeholders including policymakers and other public sector actors on a national and European level, will be Twitter. The aim here is to build up on the consortium partners’ existing networks, which exceed 150,000 followers. The third social media channel will be Instagram, which is highly appreciated by young people, and more recently by scientific and research organisations, art institutes and the digital industry.

Landmarks of the project will be the main anchors used to communicate. These social media accounts will also help engage diverse audiences with the topic of science teaching and learning through the use of exciting digital technologies and will raise awareness of good practices, success stories, and interesting resources.

Social media will be active all along the project and remain accessible for any other future open schooling initiatives.

INFN and IDIS-CDS will be responsible to set up and manage the social media accounts. For the communication of the activities at the local level, partners will be encouraged to work with schools to produce material for the project’s social media channels and use their own local channels, empower teachers and other stakeholders to tell their story of PLAYING WITH PROTONS GOES DIGITAL and its impact on digital STEAM education readiness and inclusiveness.

* + 1. E-NEWSLETTER

*Objectives:* To raise awareness on the opportunities of digital STEAM and different initiatives to implement this concept (e.g., Art and Science across Italy). It will be a shared newsletter with different EU-funded projects. PLAYING WITH PROTONS GOES DIGITAL will share project news and resources, and put an emphasis on illustrating school projects.

*Design*: The design and topics of the newsletters are presented below, but will be updated after discussion within the consortium. The newsletter is recommended to be shared digitally using the Mailchimp platform.

A newsletter template for the project will be created it will contain the following elements:

* Logos and descriptions of all partners and associated projects brought into the project
* Calendar of next events
* Interview/in depth text about teachers’ digital competences, schools’ digital readiness, and more widely innovation STEAM teaching and learning
* A tool and/or methodology for co-creation action and/or public engagement/showcase/ example of a co-creation and/or public engagement in action
* The insights from the IOs produced throughout the duration of the project.

Partners drafting the newsletters (or sections of it) will be asked to send 2-3 high-resolution pictures to illustrate the newsletter. The newsletter will be published on a quarterly basis (starting with the 1st newsletter which will be published in M6) and the production of each of them will be coordinated by IDIS-CDS and INFN. An indicative list of newsletters and topics is presented in Table 4. This list will be a topic of discussion in the 2nd TPM scheduled to take place in November 2021.

|  |  |  |
| --- | --- | --- |
| **Newsletter** | **Date** | **Topics** |
| #1 | November 2021 (M6) | Welcome and introduction to the project and its aims; presentation of the consortium and its flagship initiatives |
| #2 | February 2022 (M9) | Presentation of AR demos; presentation and/or interview with INFN; interview with selected external stakeholder(s); Announcement of MEs |
| #3 | May 2022 (M12) | Presentation of IO3 (beta version of the Online Platform); presentation of Multiplier Events in the four countries; presentation and/or interview with CTIC; Interview with teacher(s); announcement of ESIA summer school and other training opportunities |
| #4 | August 2022 (M15) | Presentation of IO2 (Digital Handbook of Resources); presentation and/or interview with UB; Interview with selected external stakeholder(s); Interview with teacher(s) participating in summer school; |
| #5 | November 2022 (M18) | Presentation of final version of the Online Platform; presentation and/or interview with EA; Interview with teacher(s) and sharing of school success stories;  |
| #6 | February 2023 (M21) | Presentation of IO4 (eTwinning toolkit); presentation and/or interview with IDIS-CDS; Interview with teacher(s) and sharing of school success stories; Announcement of MEs |
| #7 | May 2023 (M24) | End of the project; Summary of outputs and achievements; final announcements; thank you and goodbye messages |

Table 5: List of Newsletters and Topics.

* + 1. PRESS RELEASES

*Objectives:* To inform on the project’s milestones and main results and to get press coverage of the project activities.

*Design*: The press releases will be made available to partners both in .pdf (English) and in a Word format to allow adaptations and translations (where necessary).

The list of milestones that are recommended to be the subject of press releases are:

* Project launch and website and present the objectives of the project throughout its duration (M6)
* Delivery of conceptual framework (IO1), beta version of the online platform, first round of multiplier events (M12)
* First set of activities, and evaluation and eTwinning Toolkit (M18)
* Final version of online platform, handbook of activities, eTwinning Toolkit, and recommendations (M24)
	+ 1. PROJECT EVENTS

*Objectives:* The project plans an extensive range of dissemination events, trainings and workshops to engage with its target audiences. There will be two major training events (M14 and M15) as well as national webinars on implementing the PLAYING WITH PROTONS GOES DIGITAL activities in schools (M12-24).

*Design:* The project will plan: i) conferences to showcase the work throughout the duration of the project. These will be planned internally and held for all relevant stakeholders to attend; ii) workshops, seminar, and meetings to communicate directly with key stakeholders in the STEAM domain; and iii) awareness events in the consortium countries and beyond aimed at informing and engaging the general public with the vision, objectives and results of the project.

* + 1. EXTERNAL EVENTS

*Objectives:* The presentations of PLAYING WITH PROTONS GOES DIGITAL at external events will contribute to raise the profile of the project. Each partner is expected to give a minimum of two presentations at external events (e.g., conferences, public engagement events, etc.).

*Design*: A mapping of opportunities available to partners will be formulated, shared, discussed and updated in project meetings. All partners are expected to contribute to this process by identifying and communicating in advance to the consortium opportunities pertinent to raising the profile of the project. A special tab named ‘External Events Calendar’ in the Events Planning Form (see section 7.2.2) will be used by the partners for adding external events of interest.

* + 1. PUBLICATIONS

*Objectives:* To publish insights and findings in scientific as well as non-scientific publications. Each partner is expected to make independently or in collaboration with other project partners at least two publications throughout the duration of the project. This will also include encouraging pilot schools to publish their experience with the project in the peer-reviewed Open Schools Journal for Open Science[[1]](#footnote-2).

# action plan

The effectiveness of the dissemination strategy of the project is to a large extent dependent upon the formulation of an action plan that is applicable to all partners and specifies:

* the key dissemination tasks to be completed
* when those tasks need to be completed
* the partner(s) responsible to complete the specified task(s)

The action plan is recommended to be ordered chronologically and based around the project’s key activities and outputs. The compilation, adjustment and update of the action plan will be under the coordination of IDIS-CDS with consultation and advise provided by the Dissemination Taskforce (see 7.1). A template of the action plan form has been created and placed in Teams (see Annex 3).

# DISSEMINATION MANAGEMENT

As specified in the project proposal (p.188), the partner leading the dissemination efforts will be IDIS-CDS, which will supervise all dissemination activities in the target countries and support the partners to build synergies and identify new networks. Yet it is expected that all partners will engage and support the various dissemination activities in their countries and beyond. The proposed organisational structure and the tools through which the dissemination management will be implemented are described below.

* 1. DISSEMINATION TASKFORCE

The main organisational structure set up to support dissemination is the Dissemination Taskforce (DT) made up of relevant representatives from the five partners comprising the project consortium. The DT will be responsible for: (a) ensuring the smooth organisation of all dissemination related activities; (b) making all key decisions in relation to dissemination; and (c) reporting directly to Città della Scienza and the project coordinator.

The proposed composition of the DT is shown in Table 5.

|  |  |
| --- | --- |
| **Partner** | **Representative** |
| INFN | ADD HERE |
| EA | Angelos Alexopoulos |
| UB | ADD HERE |
| IDIS-CDS | ADD HERE |
| CTIC | ADD HERE |

Table 5: PLAYING WITH PROTONS GOES DIGITAL

Dissemination Taskforce.

* 1. MANAGEMENT TOOLS

Three main tools for the management of the dissemination work of the project are foreseen as follows: the Dissemination Log, the Event Planning Form, and the Key Performance Indicator (KPI) Tracking Log.

* + 1. DISSEMINATION LOG

The first of the dissemination management tools is the ***Dissemination Log***. This is a simple Excel sheet which is posted on the shared workspace (Teams) of the consortium. This Excel sheet has a separate tab for each partner. Partners are requested to make an entry under their own tab every time they carry out a dissemination action and to define this action according to the following criteria:

* Dissemination activity: what type of dissemination activity was this? (e.g., posting on a website, presentation at an event)
* Focus of dissemination: what were you disseminating about? (e.g., multiplier event, pilot implementation activity, the project in general)
* When did the activity take place?
* Where did the activity take place? (If taking place in a specific place then add the location, otherwise online)
* Who was responsible for the activity?
* Web URL: online address if relevant
* Title: presentation or title of news story or announcement
* Description of the activity if required
* Language: In which language did the activity take place?
* Target: specific if relevant otherwise general
* Reach: how many people did this activity reach if known?
* Additional information if useful

At each of the face-to-face (or online) transnational project meetings partners will collectively review this Excel sheet to ensure enough effort is going into dissemination activities. This sheet is also a very useful tool for the coordinator when reporting to the NA. The Excel sheet of the Dissemination can be found in Teams (see Annex 4).

* + 1. EVENT PLANNING FORM

The second tool used for the support of the dissemination activities is the ***Event Planning Form***. This is again a simple Excel sheet where all partners insert upcoming relevant events, whether these are local, national or international. It allows partners to see what plans each has in terms of participation and possible promotion of the project at relevant events. Like the Dissemination Log form, it will be kept in the project’s shared workspace (Teams), and updated and discussed regularly. Where possible it will also be used to discuss the type of intervention best suited to specific events and whether or not there are opportunities for the partners to collaborate. The Excel sheet of the Event Planning Form can be found in Teams (see Annex 5).

* + 1. KEY PERFORMANCE INDICATOR TRACKING LOG

The third tool used to facilitate dissemination management and planning is the ***Key Performance Indicator (KPI) Tracking Log***. This includes all the targets for dissemination agreed within the partnership as specified in the project proposal. This log is further discussed in Section 8(Monitoring and Evaluation) and a template of the log is included in Annex 6. The values included in this form will be a subject for discussion at the next Transnational Project Meeting that is planned to be held in November 2021.

# MONITORING AND EVALUATION

Monitoring and evaluating the success of the PLAYING WITH PROTONS GOES DIGITAL dissemination effort will follow a pragmatic approach that, in turn, relies on two factors: (a) the list of dissemination related performance indicators included in the project proposal; and (b) the success parameters that the partners themselves set according to the standards, aims and expectations of their respective dissemination and communication strategies, some of which may be quantitative and other qualitative.

Concerning the performance indicators for the project as a whole, the KPI Tracking Log as described in 7.2.3 has incorporated the dissemination related indicators specified in the project proposal and will be thus used by the DT, IDIS-CDS and the coordinator as a reference for the project’s evaluation of dissemination activities carried out throughout its duration. Specifically, the following project indicators directly related to the dissemination activities will be monitored to ensure that the project reaches its expected impact:

* Dissemination events (two per country) carried out by the partnership collectively: 8
* Number of teachers reached through 8 multiplier events (MEs): 160
* Number of teachers/educators and other individuals reached through dissemination events: 2,000
* Number of educational policy stakeholders reached out through dissemination events: 20
* Number of publications (scientific and non-scientific papers, articles in magazines, science education newsletters, blog entries, etc.): 10

Complementary management tools to support the monitoring and evaluation process are the Dissemination Log and the Event Planning Form that have already been developed together with the KPI Tracking Log. Further, the action plan described in Section 6 will be used as an additional management tool for ensuring that the dissemination indicators are fully met.

To ensure reaching the desired impact, all dissemination tools and activities described in Section 5.2 will be applied and the potential of all consortium partners will be exploited.
All partners will have to report twice a year on their dissemination activities to IDIS-CDS. The Dissemination Log (Annex 4) will be used for reporting purposes. IDIS-CDS will set up a system of reminders for the members of the DT to share information about their events on time. IDIS-CDS will also send a reminder every second month to partners for them to inform about upcoming events by filling out the Event Planning Form (Annex 5).

Finally. it is recommended that the results of the dissemination process will be compiled as a dissemination report, which will describe all dissemination activities that have taken place throughout the project, as well as containing feedback from the evaluation process. To be prepared by IDIS-CDS and signed off by all partners before being uploaded to Teams for internal use.

# ANNEXES

ANNEX 1: CHECKLIST OF MANDATORY ELEMENTS

The checklist of compulsory elements aims to remind all partners of the mandatory elements that must be present in dissemination materials. The following elements must be included:

* **Acknowledgement phrase**: The PLAYING WITH PROTONS GOES DIGITAL project has received funding from the European Union’s ERASMUS+ Programme under agreement No. 2020-1-IT02-KA226-SCH-095525
* **EU emblem**: Do not forget to include the EU flag in all of your communications
* **Link to the website:** Please include the link to the website in all of your communications
* **Link to social media:** As much as possible refer to our social media accounts in your communications

ANNEX 2: INCLUSIVE COMMUNICATION

The attached documents function as reference for all patterns when producing communication materials with the aim of assuring inclusiveness in the dissemination efforts of PLAYING WITH PROTONS GOES DIGITAL.

**Inclusive communication module**

You can download an interesting resource from UNICEF using this [link](https://www.unicef.org/disabilities/index_90418.html)

**Principles of inclusive communication**

The ‘Social Inclusion and Engagement in Mobility’ EU project has produced a practical guideline on how to communicate inclusively with international youth for spoken, written, and visual communication. You can download the manual [here](https://siem-project.eu/documents/ESN_Inclusive_Communication_Manual.pdf)

**Guidelines for using gender sensitive language in communication, research and administration**

Reutlingen University has produced a set of guidelines for using gender sensitive language. You can check them [here](https://eige.europa.eu/sites/default/files/reutlingen_university_guidelines_for_using_gender-sensitive_language.pdf).

ANNEX 3: ACTION PLAN FORM

The Action Plan Form is placed in Teams under the folder:

Dissemination Management -> Management Tools -> [Dissemination\_Action\_Plan.docx](https://teams.microsoft.com/l/file/A6BEC0E0-4F40-4C5F-BAC7-EA58616CD65E?tenantId=2e10e44d-c7b9-43e3-b020-1292482e504a&fileType=docx&objectUrl=https%3A%2F%2Fistnazfisnucl.sharepoint.com%2Fsites%2FPlayingwithProtonsgoesdigital%2FShared%20Documents%2FDissemination%2FDissemination%20Management%2FManagement%20Tools%2FDissemination_Action_Plan.docx&baseUrl=https%3A%2F%2Fistnazfisnucl.sharepoint.com%2Fsites%2FPlayingwithProtonsgoesdigital&serviceName=teams&threadId=19:d57f5f68581f4cb7a4615ff8aad5ce5f@thread.tacv2&groupId=b6f95dd5-2444-4b6f-a450-50bf8f34ca85)

ANNEX 4: DISSEMINATION LOG

The Dissemination Log Excel sheet is placed in Teams under the folder:

Dissemination Management -> Management Tools -> [Dissemination\_Log.xlsx](https://teams.microsoft.com/_#/files/Dissemination?threadId=19%3Ad57f5f68581f4cb7a4615ff8aad5ce5f%40thread.tacv2&ctx=channel&context=Management%2520Tools&rootfolder=%252Fsites%252FPlayingwithProtonsgoesdigital%252FShared%2520Documents%252FDissemination%252FDissemination%2520Management%252FManagement%2520Tools)

ANNEX 5: EVENT PLANNING FORM

The Event Planning Form is placed in Teams under the folder:

Dissemination Management -> Management Tools -> [Event\_Planning\_Form.xlsx](https://teams.microsoft.com/l/file/4198B378-3CB5-4425-842A-D3B937CD11C8?tenantId=2e10e44d-c7b9-43e3-b020-1292482e504a&fileType=xlsx&objectUrl=https%3A%2F%2Fistnazfisnucl.sharepoint.com%2Fsites%2FPlayingwithProtonsgoesdigital%2FShared%20Documents%2FDissemination%2FDissemination%20Management%2FManagement%20Tools%2FEvent_Planning_Form.xlsx&baseUrl=https%3A%2F%2Fistnazfisnucl.sharepoint.com%2Fsites%2FPlayingwithProtonsgoesdigital&serviceName=teams&threadId=19:d57f5f68581f4cb7a4615ff8aad5ce5f@thread.tacv2&groupId=b6f95dd5-2444-4b6f-a450-50bf8f34ca85)

ANNEX 6: KEY PERFORMANCE INDICATOR (KPI) TRACKING LOG

**KPI Tracking Log**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Description** | **Year 1** | **Year 2** |
| 1 | Dissemination events (two per country) carried out by the partnership collectively (These events include: project presentations, round table discussions and hands-on workshops in international conferences, science days and similar events) | 4 | 4 |
| 1.1 | Dissemination events carried out by INFN | 1 |  |
| 1.2 | Dissemination events carried out by EA | 1 | 1 |
| 1.3 | Dissemination events carried out by UB | 1 | 2 |
| 1.4 | Dissemination events carried out by IDIS-CDS |  | 1 |
| 1.5 | Dissemination events carried out by CTIC | 1 | 1 |
| 2 | Number of teachers reached through multiplier events (MEs) (20 in each of the 8 MEs) | 80 | 80 |
| 3 | Number of teachers/educators and other individuals reached through dissemination events (as per Indicator 1) | 700 | 1300 |
| 4 | Number of educational policy stakeholders reached out through dissemination events (as per Indicator 1) | 5 | 15 |
| 5 | Number of publications (scientific and non-scientific papers, articles in magazines, science education newsletters, blog entries, etc.) | 4 | 6 |

1. <https://ejournals.epublishing.ekt.gr/index.php/openschoolsjournal/index> [↑](#footnote-ref-2)