SENSE.

SENSE. The New European Roadmap to STEAM Education

D2.2 – Dissemination, Exploitation, and Communication Plan

[March 2023]

Project information

Project acronym:	SENSE.
Full title:	The New European Roadmap to STEAM Education
Grant agreement:	101058507
Programme and call:	Horizon Europe, HORIZON-WIDERA-2021-ERA-01
Project coordinator:	Lydia Schulze Heuling, Western Norway University of Applied Sciences
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Project duration:	36 months (1 September 2022 – 31 August 2025)
Project website:	www.sense-steam.eu

Deliverable information

Deliverable number	2.2
Deliverable title:	Dissemination, Exploitation, and Communication Plan
Dissemination level:	PU
Deliverable type:	R
License:	CC BY-NC-SA 4.0-
Status:	Draft
Due date:	31/03/2023
Submission date:	22/03/2023
Work Package:	WP2: Uptake and Sustainability
Lead Beneficiary:	GEYC

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Revision History

Date	Version	Author	Comment
08/11/2022	V0.01	Raluca Dumitrescu, GEYC	Creation of the document outline, First draft
30/01/2023	V0.02	Diana Ionita, GEYC	First draft content
15/02/2023	V0.03	Raluca Dumitrescu	First revised version
20/02/2023	V0.04	Diana Ionita, GEYC	Second draft content
20/03/2022	V0.05	Schulze Heuling and Birkeland	Revised by RQM and coordinator
22/03/2023	V1.0	Lydia Schulze Heuling	Final check and submission to the granting authority

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Abbreviations and acronyms

Abbreviation or acronym used in this document	Explanation

R&I	Research & Innovation
STEAM	Science, Technology, Engineering, Arts and Mathematics
VET	Vocational, education and training
CSO	Chief strategy officer

Glossary

Term	Definition used or meaning in the SENSE. project	Reference or source for the definition if applicable
Communication	Informing on and promoting the project's activities and results among the citizens, media and stakeholders	*Horizon Europe – Dissemination and Exploitation*, n.d.
Dissemination	Sharing research results with the scientific community, commercial players, civil society and policymakers	*Horizon Europe – Dissemination and Exploitation*, n.d.
Exploitation	Taking action to use the project results for commercial purposes, to tackle societal problems or in policymaking	*Horizon Europe – Dissemination and Exploitation*, n.d.

The SENSE. project

There is a widespread understanding that the future of a prosperous and sustainable Europe depends to a large extent on the quality of science education of its citizens. A science-literate society and a skilled workforce are essential for successfully tackling global environmental challenges, making informed use of digital technologies, counteracting disinformation, and critically debunking fake news campaigns. A future-proof Europe needs more young people to take up careers in science related sectors.

Research shows that interest in STEM subjects declines with increasing age. This effect is particularly pronounced among girls and young women; even those of them who take up science studies gradually forfeit their motivation. But despite all image campaigns and efforts to remove the awe of science only "one in five young people graduates from STEM in tertiary education" and only half as many women as men, according to the European Skills Agenda.

The disinterest in science is striking and evokes the question of its causes. Stereotypes and lack of female role models seem to be only a part of the explanation. Nor is there a lack of career prospects that could explain a reorientation despite initial interest.

SENSE. has identified two major problems in current science education that need to be addressed: a) A distorted teaching logic that progresses from abstract models to procedural applications ("reverse ontology") and b) The inability to implement a learner-centred pedagogy linking students' everyday knowledge to science-based knowledge, thus promoting motivation, self-directed and life-long learning.

SENSE. advocates for the development of a high-quality future-making education that is equally accessible to all learners and promotes socially conscious and scientifically literate citizens and professionals. SENSE. aims at radically reshaping science education for a future-making society. By promoting the integration of all human senses into exploring and making sense of the world around us we will challenge conventional ideas of science and science education. Considering the pitfalls of current science education practices and the advantages of artistic and aesthetic activity, this innovative approach also considers social inclusion and spatial design as core components for a new STEAM education paradigm. With 'SENSE.STEAM' future science learning will be moving away from the standardised classroom shapes and furniture layout entering new learning landscapes.

The project seeks to develop an accessible educational roadmap promoting socially conscious and scientifically literate citizens and professionals. It addresses outdated perceptions of current science education as well as gender stereotypes by integrating the arts, social inclusion and spatial design as its core components. SENSE. will establish 13 'STEAM Labs' across Europe to develop and evaluate the

'SENSE. approach' to STEAM subjects alongside students, educators, teachers, businesses and other stakeholders.

The 'New European Roadmap to STEAM Education' will take the shape of a STEAM learning companion to support tomorrow's educators and learners – be it in the classroom, in a museum or on a drilling rig. A digital hub will be established, where practitioners from all ages and backgrounds across Europe will be able to access tried and tested educational practices to increase engagement within these subjects.

The SENSE. consortium

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Executive Summary

The Deliverable 2.2 - Communication, Exploitation and Dissemination Plan - is prepared in the context of Work Package 2 (Uptake and Sustainability) of the project. It outlines the guiding principles and the project KPIs, describes the target audiences and the framework for implementing communication, exploitation and dissemination activities to maximize the impact of the SENSE project.

The plan serves as a foundational document that provides a common understanding for partners and associated partners, establishes the framework for communication and dissemination efforts, and serves as an overview of the project's strategic and communicative direction for the European Commission.

The SENSE consortium aims to promote STEAM literacy among the general public as a key goal, believing that social issues can be addressed effectively by citizens who are knowledgeable and have a lifelong commitment to learning. The communication objectives for SENSE. are:

> O1: Raise public awareness and ensure that the project is understood by the target groups.
> O2: Ensure maximum visibility of SENSE. key objectives, activities and outcomes at a European and international level.
> O3: Ensure resources are available and provide correct and up-to-date information.
> O4: Announce and promote SENSE's events, contributing to upgrade its attendance and engagement potential.

The communication plan aims to raise awareness about key concepts such as STEAM, space, science inclusion, knowledge co-production, equity, inequalities reduction, participation, aesthetic inquiry, gender justice/equality, intersectionality, art intervention pedagogies, educational leadership, innovation, sustainability, and self-directed learning. Specific key messages are identified for the different target audiences. The communication activities include one-way exchange through online channels, publication of information packages, and communication campaigns, as well as two-way exchange through invitations to journalists and online discussions/debates.

In terms of dissemination, the project aims to disseminate its research findings to the scientific community, civil society, and policymakers. This will be done through various means, including open access scientific publications, with a focus on ensuring the project's results are accessible for others to use. The main outputs of the project that will be disseminated include a new European roadmap to STEAM education and its supporting tools, a digital hub (STEAM Academy), STEAM labs, and policy recommendations. A list of relevant scientific and media publications and conferences and/ or events was put together.

In what concerns the exploitation, major outputs of the project that will have the most value for exploitation include the STEAM Academy with its STEAM labs and national launch events, STEAM endurance, STEAM ateliers, and policy recommendations. To ensure exploitation, SENSE will provide open access to project results through scientific publications, digital tools, and repositories and its communication plan. Tutorials for digital tools will be included, and policy recommendations will be formulated at various levels.

A News Calendar for the creation of content on the website and a Social media Calendar were put together, outlining the topic, responsibilities and deadlines up to Month 20. These will be further updated in Month 15 and Month 25 of the project. GEYC will coordinate the framework and all partners will contribute, according to these documents.

Thus, with the Communication, Exploitation and Dissemination Plan, we emphasize the importance of effective communication and engagement with on one hand, all partners and associated partners from the consortium and on the other, all specific target audiences, in order to ensure the success and impact of the project. Based on the guiding principles, defined roles, methods, channels and measuring tools, GEYC commits to ensure a smooth process and a continuously monitored and, if needed, adapted strategy, to reach the objectives.

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1. Introduction

"Impact depends ultimately on the dissemination and exploitation of research and innovation data and results, and it needs to be effectively captured and communicated." European Commission, Directorate-General for Research and Innovation, *A new horizon for Europe: impact assessment of the 9th EU framework programme for research and innovation* (2018)

To maximize the effects of the SENSE. project, communication, dissemination, and exploitation activities are crucial components of our endeavors.

The present document constitutes the Deliverable D2.2 (Plans for Dissemination, Communication and Exploitation) of SENSE project. It is prepared in the context of Work Package 2 – (Uptake and Sustainability). The aim of WP2 is to design and implement the communication, engagement, dissemination and sustainability strategies and activities of SENSE., reaching out to various stakeholders such as schools (students, teachers, and parents), citizens and communities, policymakers, cultural institutions and scientific researchers, STEAM educators, science communicators and the mainstream media and ensuring the outcomes are widely adopted and used beyond the project.

The Dissemination, Exploitation, and Communication Plan provides a foundation and common understanding for the partner and the associated partners from the consortium outlining the strategic objectives of our campaign and the measures we will employ to attain these objectives. It provides rules and guiding principles for our communication, dissemination and exploitation efforts and outlines the tools and activities we will employ over the coming years.

The Dissemination, Exploitation, and Communication Plan contains vital information and guidance for all partners, and everyone involved in the planning, creating, designing and realizing communication measures for "SENSE". In their work for the campaign, all partners should build on the principles set in this document.

Furthermore, the plan serves the European Commission as an overview of the strategic and communicative direction of this project and the measures our consortium employs to allocate the resources granted to us in the most effective and target-oriented way.

1.1. Purpose of the document

The Dissemination, Exploitation, and Communication Plan outlines the strategic objectives of our campaign, as well as the communication strategy and tactics we will use to achieve these objectives, for the partners and the associated partners from the consortium. It explains the tools and actions we will use during the following years and offers guidelines and standards for our communication, dissemination, and exploitation initiatives.

1.2. Intended readership

This document will be the main point of reference for all the partners involved in the project, in what concerns the communication, exploitation and dissemination of results.

1.3. Structure of the document

The document defines the target audiences of the project, and includes concrete examples of the specific groups within the reach of the consortium, details about the KPIs of the project, defining what, when and how we are going to communicate, disseminate and exploit, as well as the roles of the partners and the reporting procedure.

1.4. Relationship with other deliverables

Deliverable 2.2. expands on details outlined in Deliverable 2.1 - Online outreach tools and visual identity, in terms of how social media and the website are used during the project for communication, dissemination and exploitation purposes.

2. Target audiences

Accurately identifying the correct target audience is key to successful uptake and sustainability of our project outputs. This section contains concrete examples of specific target audiences the consortium can reach based on what each of the partners shared in the preparation phase of this plan.

SENSE. addresses a wide array of target groups with specifically tailored tools and communications serving the interests, needs and ambitions of the general public, students aged 13-25 years, specifically girls, parents, private and public sector

employers and businesses, academic staff, schools, teachers, educators, in formal and non-formal settings as well as science museums, cultural and artistic institutions.

2.1. Students

Students target group is divided into two specific age groups:
A. Students aged 13-18 years, who need to make decisions on their future studies.
B. Students aged 19-25 years, who need to decide about further studies and/or choose a professional career.

The details regarding the students within the consortium reach in different contexts, which might help us better grasp the characteristics of this target group include, but are not limited to:

- Belgium: students from A. and B. from 27 European countries
- Estonia: University students, from B., without work experience, enrolling in the internship programme called Velvet Run
- Georgia: school youth, from A. age group participating via local partners to trainings and mentoring and students of journalism from B. age group, taking part in trainings.
- Greece: belonging mainly to vulnerable groups, locals or third countries' nationals, with a distant relation to the topics of the project with a very low engagement level in similar activities.
- Italy: students in secondary school, mostly from A. age group (formal education) and a few from B. age group (non-formal education)
- Ireland: students from A. age group reached through primary and secondary schools involved in STEAM Gardens projects and through student teachers involved in Initial Teacher Education Programmes
- Norway: from A. age group, science education students from primary and lower secondary education who are often looking for safe employment and low responsibility and pupils thinking about their future, their identity, both groups having no prior knowledge about STEAM.
- Romania: high-school students from A. age group and university students from B. age group, with no or basic knowledge on the topic
- Spain: Students from public high-schools (secondary school, A. age group) in specific sensitive neighborhoods in Barcelona and no previous knowledge. The interaction happens via Fundacio Bofill and through teachers and school directors.

2.2. Girls and Women

The project aims at targeting girls and women who are afflicted by gender stereotypes limiting their access to science-related studies and professions.

Specific examples within the consortium reach in different environments include, but are not limited to:
- France: All categories, from traditional schoolgirls to young girls without academic background or with a low level of education.
- Greece: women participating in entrepreneurship - incubation programs.
- Georgia: rural women and girls, feminist activists, influencers and CSOs.
- Norway: Women's Museum Norway, high dedication to STEAM young women-to-be in the kindergarten age with high interest in science and technology
- Romania: 14 - 30 years old girls/woman from Romania, over 30 years old woman who are teachers or youth workers
- Spain: No previous knowledge but specific gender perspective will be given with specific groups. Again, through school, university and community center.
- UK: teachers, mothers

2.3. Policymakers

Within this target group, the consortium aims at reaching policymakers and decision makers who derive education policies and curricula embedding STEAM throughout the learning continuum.

Relevant examples within the consortium reach in various contexts comprise, but are not restricted to:
- Belgium: Ministries of Education, Higher Education Rector Conferences, Higher Education associations, as well as university professors from 27 European countries, policymakers and stakeholders from EU institutions such as the EU Parliament and EU Commission (especially DG EAC, DG EMPL)
- France: Ministry of Culture
- Estonia: Statistics Board, Health Research Institute, Forestry Research Council, a number of other public sector institutions
- Georgia: Permanent Parliamentary Gender Equality Council, Human rights and Civil Integration Committee, Public Defenders Office, the prime ministers' office, Regional gender councils on municipality level, Climate department within the Ministry of Environment and Agriculture, the Committee of Education and Science in parliament and the Ministry of Education
- Greece: Ministry of Migration and Asylum/ Special Secretary for UAMs, Ministry of Labour and Social Solidarity – Secretary General, Ministry of Justice – Secretary General

- Italy: Ufficio scolastico territoriale di Monza e della Brianza - Ministero dell'Istruzione - Ufficio scolastico regionale per la Lombardia - Direzione Generale Ambiente e Clima di Regione Lombardia
- Norway: Bergen Kommune, Vestlandet Fylkeskommune, Utdanningsdirektorated UDIR, Council of the universities and university colleges in Norway UHR, Kompetanse Vestland
- Romania: Policymakers in education
- Spain: Barcelona City Council (through Barcelona Citizen Science Office and other agencies), PEMB (Metropolitan Strategic Planners), Generalitat de Catalunya (CS and universities and R&I policy)
- UK: Education Scotland; Scottish Government; General Teaching Council of Scotland

2.4. Businesses (large companies & SMEs)

In concerns to this target group, the consortium aims at connecting with private and public sector employers and businesses, who need to have work ready and creative students matching new job profiles related to digital and green transitions.

Specific examples within the consortium reach in distinct contexts include, but are not limited to:
- Estonia: Omniva (Estonian post), Combiwood Group, Meta Advisory, Merko
- Georgia: small energy companies/ cooperatives, business associations
- Greece: SANI, ATLANTICA, ANDRONIS, ZEUS, SMY, VERNIKOS Yachts. Cospote, Pireos Bank,, Eurolife, Vodaphone, Chalcor, Coco-mat, Red Bull
- Italy: Pwc Italia, Cisco Italia, Brianzacque, Schneider Electric Italia, Quantyca
- Norway: Haukeland Sykehus, Equinor, Lerøy, Mediacity Bergen, GCE Ocean technology, NCE maritime clean tec
- Romania: Motum

2.5. Museums and science centers

Cultural and artistic institutions are seen by the consortium as spaces for the learning of science in relation to society. We want to bring to the fore and make explicit their role as legitimate and powerful informal learning spaces where science and the arts can productively meet.

Concrete examples within the consortium reach in different contexts include, but are not limited to:
- Estonia: Estonian National Museum, Estonian Natural History Museum, Estonian Healthcare Museum
- France: Musées de France (all, around 1000)

- Georgia: National Museum of Georgia, Experimentorium – Science Museum, Museum of illusions, Dighomi Environmental Museum, Ethnographic Museum National Art Gallery, Museum of Fine Arts, Regional innovation centres (under Georgia's Innovation & Technology Agency)
- Italy: Museo della Scienza e della Tecnica di Milano, Planetario of Milano
- Norway: VilVite, KODE, Univeristy Museum for natural history, Teknisk Museum Oslo
- Spain: Centre de Cultura Contemporània de Barcelona, Museu de Ciències Naturals de Barcelona
- UK: Glasgow Science Centre; Dynamic Earth

2.6. VET schools

This target group is composed by teachers and educators from VET schools, in formal settings, who need to be equipped with hands-on pedagogical tools to implement STEAM in curricula.

Specific examples within the consortium reach comprise, but are not restricted to:
- Estonia: Voco
- Greece: SVIE, ALBA , MEDITERRANEAN, DHMHTRA
- Italy: VET schools of Monza
- Norway: all VET schools in west Norway via Vestland Fylkeskommune
- Romania: Liceul Tehnologic Energetic Campina
- UK: Edinburgh College; Edinburgh College of Art; Gray's School of Art

2.7. Researchers and Higher-education sector

Within this target group, we aim at reaching out to academic staff in higher education and research, as well as independent researchers to promote and integrate STEAM inquiry and research methodologies in PhD programmes and research projects including Horizon Europe.

Concrete examples of higher-education entities within the consortium reach in different contexts include, but are not limited to:
- France: Science and Humanities Universities all over France
- Estonia: Estonian Rectors Council
- Georgia: University of Georgia Tbilisi State University (San Diego University) Ilia State University (Uni Lab) Free University, Tbilisi Technical University, five regional Universities and colleges
- Greece: University of West Attica NTUA / School of Architecture University of Patras

- Italy: Università Bicocca, Università Cattolica, Università degli studi di Bergamo, Università di Bologna
- Norway: University Bergen, NMBU in Ås
- Romania: Universitatea Transilvania din Brașov, Academia de Studii Economice din București
- Spain: Early career researchers, life-long learning programmes and training programmes with CSO from Universitat de Barcelona (UB), Barcelona municipality and its Science programme (community of practice of CS), also the equivalent with Generalitat de Catalunya but with RPO.
- UK: Initial Teacher Education Institution and Research Centres (e.g. Italian National Research Council)

Each partner has identified already some experts on complex systems science, urban science and data science, gender studies from the University of Cambridge, University of Edinburgh, The Open University, University of York, Canada, University of Lisbon, Women's fund in Georgia, as well as independent researchers from Germany, Norway, Romania, and Spain.

2.8. Families and communities

The consortium will also consider reaching out to parents, caregivers, and communities, who are involved in supporting the education and decision-making processes of their children at various stages of the educational life-course.

When referring to this specific target group in the various contexts of the consortium, we refer but not limit to:
- France: French families and communities involved in programmes focused on access to art and culture.
- Estonia: age group 20-40, more likely to be urban, with higher education, work in the creative and IT sectors
- Greece: directly, serving 41 migrant communities in Greece through the cooperation with the Greek Migrant forum and indirectly, through the Greek civil society ecosystem, receiving referrals from more than 25 NGOs in order to provide training and employability services to their beneficiaries.
- Georgia: rural communities and towns mostly through partner organisations. There is a growing sensitivity to gender equality, and a consent to pursue European values. Although there is a growing counter movement with more 'traditional values'. In general, education is deemed important. STEAM is not yet widely known.
- Italy: communities from the municipalities of Milan and Monza provinces.
- Norway: well-situated families, with both parents working and kids in education system during day; academics, some do have prior knowledge, some do not. Some have high engagement with STEAM, some not. Most of them are open but commitment must fit in their daily routines.

- Romania: communities of young people aged 14-30
- Spain: Communities from specific difficult neighborhood in the Barcelona Metropolitan Area, reached out via the community center of the neighborhoods, particularly focusing on social issues, they may have first-hand experience.
- UK: communities with various levels of socio-economic deprivation

2.9. General public

Reaching out to the general public in order to develop a scientific literate citizenry is a fundamental goal of SENSE. The consortium believes that social challenges are best dealt with by informed and scientifically literate citizens who have made lifelong learning their way of life.

3. Project KPIs

A preliminary series of key performance indicators (KPI) has been defined to measure the success of the dissemination and communication activities carried out by the project consortium in Table 1 below.

Table 1: Project KPIs

Objective	KPI
Raise public awareness and ensure maximum visibility of SENSE key objectives, activities and outcomes at a European and international level.	KPI 1.1. 1.000 individual visitors on project website in first 6 months after project initiation KPI 1.2. 15.000 for the project duration
Raise public awareness and ensure maximum visibility of SENSE key objectives, activities and outcomes at a European and international level.	KPI 2. 1000 followers on each of our social media accounts
Announce and promote SENSE's events, contributing to upgrade its attendance and engagement potential.	KPI 3. 3 Press releases distributed to national media houses in all partner countries.
Raise public awareness and ensure maximum visibility of SENSE key	KPI 4.1. SENSE. promoted in at least 12 large general media outlets for the project duration.

objectives, activities and outcomes at a European and international level.	KPI 4.1.2. SENSE. Promoted in at least 3 major events (scientific and/or targeted conferences) for the project duration
Announce and promote SENSE's events, contributing to upgrade its attendance and engagement potential.	KPI 5.1. 3 newsletters for the project duration KPI 5.2. 4 blog articles per year
Announce and promote SENSE's events, contributing to upgrade its attendance and engagement potential.	KPI 6.1. At least 1 Policy recommendation at European/ international level 6.2. at least 3 at national/ regional/ local level
Raise public awareness and ensure maximum visibility of SENSE key objectives, activities and outcomes at a European and international level.	KPI 7. 5 joint communication activities with other EU projects

4. Dissemination strategy

4.1. Definitions and objectives

Dissemination efforts entail communicating research findings to the scientific community, civil society, and policymakers, including by scientific publications in any medium. Thus, the focus of dissemination is ensuring the project's results are available for others to use. In order to achieve that, we will ensure open access to scientific publications.

The major project outputs that will be disseminated are:
- New European Roadmap to STEAM Education and its supporting tools
- Digital hub (STEAM Academy)
- STEAM Labs
- Policy recommendations

- New European Roadmap to STEAM Education and its supporting tools

Building on extensive background research conducted by lead members of the project team, the SENSE.STEAM educational model and pedagogy will deliver a change-making approach to both STEM and current STEAM education.

We will disseminate:
- ○ SENSE.STEAM Educational model across Europe, focusing on the applicability, replicability and transferability of the model which are informed and shaped by:
  - ▪ A collection of at least 28 existing practice examples from second and third education level curricula
  - ▪ At least 10 existing practice examples from citizen science
  - ▪ At least 10 existing practice examples from community art interventions will be reviewed, documented as learning sequences and piloted during the second

- Digital hub (STEAM Academy)

The Digital hub (STEAM Academy) includes a repository of tools and reports, a STEAM Wiki, and interactive spaces with a sustainability plan in place for at least five years after the project.

We will disseminate:
- ○ The results of the two STEAM Academies physically implemented in NO and IT.
- ○ STEAM Wiki.
- ○ 40 initiatives derived from synergies with Erasmus+ and Horizon Europe project.

- STEAM Labs

We will disseminate:
- ○ The follow-up study with a minimum of 100 documented implementation activities for evaluation: 40% of the data collected in a post-test design, 40% in a pre-post-test design and 20% in a pre-post-test design. The study will show the impact of our educational model through formal and informal educational practices with students, educators, teachers, businesses, etc. in four specific areas of major societal and scientific importance for the future of Europe: The European Green Deal, Digitisation, Health and Work-readiness.

- Policy recommendations

We will disseminate:
- ▪ A minimum of 12 identified and approved inclusion strategies for SENSE.STEAM learning and SENSE.STEAM citizen science.

4.2. Target groups

We aim for the Roadmap and supporting tools to be open access and freely available to use for our stakeholders as well as any other interested party.

Dissemination targets all categories that can learn from the results, with a focus on 2.7, 2.3, 2.5 and 2.6.

4.3. Dissemination methods and channels

Dissemination endeavors will be carried out through publishing in scientific magazines and media outputs at European/ international and national/ local levels and presentations during scientific and/ or targeted conferences.

The examples of channels include, but are not limited to:

Table 2: Dissemination channels and methods

Method	Channels	
Articles	**Level**	**Examples**
Publishing in scientific/ media publications	European/ international	• The EU Research and Innovation Magazine: https://ec.europa.eu/research-and-innovation/en/horizon-magazine • ENCATC European Network: https://www.encatc.org/ • NEMO: https://www.ne-mo.org/ • ICOM: https://icom.museum/fr/ • Research EU Results: www.cordis.europa.eu/research-eu/magazine_en.html • Research EU focus: www.cordis.europa.eu/research-eu/research-focus_en.html • Project stories: https://ec.europa.eu/programmes/horizon2020/en/newsroom/551
	National/ local	• https://lab.cccb.org/ca/ciencia-ciutadana-coneixement-al-poder/ (In 3 languages)

		• https://lab.cccb.org/ca/ciencia-ciutadana-i-les-arts/ (In 3 languages) • https://lab.cccb.org/ca/ciencia-ciutadana-i-canvi-social/ (In 3 languages) • https://lab.cccb.org/ca/ciencia-ciutadana-i-biblioteques-publiques/ (In 3 languages) • https://www.etaloni.ge/ – a portal around news on schools • https://mshoblebi.ge/ – an internet magazine targeted to parents • https://www.sulakauri.ge/ – a publisher that has implemented many interesting and important projects, introduced many technological innovations, and provides most of the schoolbooks in the country. • https://www.forbeswoman.ge/ • https://womenofgeorgia.ge/ • Khrono
Presentations	**Level**	**Examples**
Presenting at scientific and/or targeted conferences	European/ international	• EDYS https://www.edys.eu • ICEDYS https://www.edys.eu • ESRC Festival of Social Science; ESERA; • ICOM / NEMO / ENCATC annual conferences. • ESERA european science education research norwegian meeting of science educatiors: HELL seminar NeMo network, european museums (next conference Helsinki Nov. 2023) • ECSITE science center network, yearly conference • European Year of Skills 2023 interactive map: https://year-of-skills.europa.eu/index_en
	National/ local	• https://fieradidacta.indire.it/it/ • https://www.sfide-lascuoladitutti.it/ • https://www.svilupposostenibile.regione.lombardia.it/it/educazione-ambientale/fiera-2022 • ECSA Conference, I ENCUENTRO NACIONAL DE CIENCIA CIUDADANA, CIENCIAS SOCIALES Y HUMANIDADES, Barcelona Science Festival, SONAR+D • University annual conferences Professional orientation week(s) at schools • Open University door days

		- Grace Hopper Award Program (https://www.ictwomen.ge/) - Society for artistic research conferences (next conference in Stavanger)

All conferences will be listed in the SENSE. Conferences overview document from WP2.

4.4. Dissemination measuring tools

According to KPIs 4, we will be looking at:
– the number of outputs in which the work of the consortium has been published, aiming to reach a minimum of 12 media outlets for the project duration;
– the number of the events where the work of the consortium has been presented, aiming to reach at least 3 scientific and/ or targeted conferences for the project duration.

The number will be calculated based on the links that can be provided to prove the articles published and the presentations held.

4.5. Roles of the partners

To successfully disseminate the project, partners' contribution is key. Therefore, each partner will do that by:
– Participating in minimum one (1) presentation at the identified targeted events/ conferences and/or the creation of minimum one (1) article, to be published in the identified scientific/ media outlets
– Checking the SENSE. Social Media Calendar and respecting the time frame for contributing to the creation of materials, keeping a constant communication with the partner collecting and posting.

5. Exploitation strategy

5.1. Definitions and objectives

Exploitation activities encompass the use of findings in additional research and innovation endeavors not already covered by the action in question, such as the development, creation, manufacturing, and marketing of a product or process, the creation and provision of a service, or standardization initiatives. Thus, the focus of exploitation is making concrete use of the project's results.

The project consortium is well-aware of the importance of ensuring a sustainable anchoring of the project results. The main tangible key exploitable asset is the digital hub, an online platform offering the project outputs free for use, as an upgrade of the project website. All our exploitable results will be also uploaded onto the EU Horizon Results Platform. Beyond the project's funded period we aspire to keep all materials free at the point of access. However, we also recognize the need to create a self-sustaining model, where upgrading, hosting and maintenance costs can be covered. The consortium will guarantee continuous availability, but we will need extra sponsors that could cover costs for the digital hub growth for a period of minimum five years after completion.

The major project outputs that will have the most value for exploitation are:
- New European Roadmap to STEAM Education
- Digital hub (STEAM Academy)
- STEAM Lab Launch Event
- STEAM Endurance
- STEAM Ateliers
- Policy recommendations

New European Roadmap to STEAM Education

We will exploit:
- o The accessible educational roadmap promoting socially conscious and scientifically literate citizens and professionals, valid across different contexts and scales.

Digital hub (STEAM Academy)

We will exploit:
- o The open repository of tools and reports
- o STEAM Wiki
- o Digital interactive spaces.

STEAM Lab Launch Event

We will exploit:

- o In each country involved, an opening event will take place in the partners' site bringing together key stakeholders sharing their needs and challenges in terms of science education and uptake of science careers.

STEAM Endurance

We will exploit:

- o The results of testing the endurance of SENSE.STEAM, where we will focus on four specific areas: Digitization, Health, The European Green Deal and Work readiness.

STEAM Ateliers

We will exploit:

- o Each STEAM Lab will draw up a calendar of local venture events to galvanize interest and harness creative energies from participants as the new entrepreneurial nuclei advocating STEAM. SENSE.STEAM's educational tools will be tried in practice and put to use; new activities will be initiated.

Policymakers

We will exploit:

- o The recommendations for stakeholders, in terms of implementing the new pedagogy.

5.2. Target groups

Exploitation mainly targets 2.3, 2.4, 2.5 and 2.7 for societal and political purposes in order to make good use of the results: lead to new legislation or recommendations, for the benefit of innovation, the economy and the society, and support to tackle a problem and respond to an existing demand.

5.3. Exploitation methods and channels

Exploitation will be ensured through:
- Open access to the project results: While SENSE. is largely a knowledge-exchange project, our work has the capacity to generate scientific publications i.e., to document the co-creation of SENSE.STEAM. We will publish all our findings, contingent upon safeguards to protect Intellectual Property Rights,

in full open access (OA) identified via the DOAJ or venues such as research catalogue. The project will make use of the Open Research Europe publishing platform. The digital tools (e.g., STEAM Wiki) developed in the project will be made available to the public through repositories such as GitHub. Results will be published and made available through the Horizon Results Platform with clear referencing to the supporting material from the project.

- Including tutorials for the digital tools, in addition to the project online digital platform.
- Formulating policy recommendations at national/ regional/local levels
- Formulating policy recommendations at European/ international level
- 40 initiatives derived from synergies with Erasmus+ and Horizon Europe projects.

5.4. Exploitation measuring tools

According to KPIs 6, we will be looking at:
– the number of policy recommendation at European/ international level, aiming a minimum of 1 for the project duration.
– the number of policy recommendations at national/ regional/ local level, aiming a minimum of 3 for the project duration.
The number will be calculated based on the links that can be provided to prove the policy papers created.

According to KPI 7, we will be looking at:
– the number of initiatives derived from synergies with Erasmus+ and Horizon Europe projects, aiming at a total of 40 for the project duration

5.5. Roles of the partners

Project partners will strive to identify the strongest project exploitation potential at the level of each partner and of the project partnership as a whole, in order to support the development of their current activities, and to possibly enable the launch of new ones.

Each partner will take steps to ensure the sustainability of the project by:
- Identifying minimum three (3) stakeholders at local/ regional/ national levels, to be included on the list of stakeholders to be contacted by the coordinator.
- Identifying at least three (3) stakeholders at European/ international levels, to be included on the list of stakeholders to be contacted by the coordinator.
- Taking note of local preferences along with contributing at developing a central pool of knowledge of good practice.

- Initiating and/or supporting the creation of minimum four (4) relevant related initiatives, derived from synergies with Erasmus+ and Horizon Europe projects, aiming at a total of 40 for the project duration

6. Communication plan

6.1. Definitions and objectives

Communication activities are an ongoing process aiming to inform on and promote the project's activities and results among the citizens, media, and stakeholders.

Throughout the whole duration of SENSE. project, the communication activities will increase public knowledge of the public, reach out to the community, highlight the work done as well as the uses and advantages the project will provide for its users and showcase the effectiveness of European cooperation.

The key communication objectives and general activities are listed below. We will capitalize on events, publications, and activities by ensuring the partners who are involved in them communicate the relevant aspects of the project.

Communication Objectives

O1: Raise public awareness and ensure that the project is understood by the target groups.
O2: Ensure maximum visibility of SENSE. key objectives, activities, and outcomes at a European and international level.
O3: Ensure resources are available and provide correct and up-to-date information.
O4: Announce and promote SENSE's events, contributing to upgrade its attendance and engagement potential.

Communication will be constant throughout and creation of content will align to information of the research results, technology breakthroughs and deliverables for targeted audiences. Ongoing communication will involve explanation about the context in which SENSE. is situated, the gaps in training, the importance of preparedness setting the scene for project results when they come to fruition for dissemination.

6.2. Target groups

Communication targets all groups, as defined in Chapter 2.
Although the communication objectives will remain the same throughout the project for all target groups, the channels and tone and choice of words might differ from to another.
In addition, the project will develop a common vocabulary of key concepts to ensure coherent communication and stringent co-creation endavours. The most important key concepts are highlighted in the following chapter.

6.3. Key messages

Key concepts we will raise awareness on throughout the communication process include (but are not limited to):
- STEAM
- Space
- Science inclusion
- Knowledge coproduction
- Equity
- Inequalities reduction
- Participation
- Aesthetic Inquiry
- Gender justice / equality
- Intersectionality
- Art intervention pedagogies
- Educational leadership
- Innovation
- Sustainability – connection with nature
- Self-directed learning

Specific key messages for the identified target groups

Students
Key messages:
  o As a learner, you are actively creating your own knowledge.
  o The learning process is (should be) a multisensory exploration.
  o You can experience in practice the importance of Green Deal and Digitisation.
  o STEAM education prepares you to become active citizens and ready for the world of work.

Girls and Women

Key messages:
- o Scientific learning is (should be) for all.
- o Community-based STEAM activities are (should be) meaningful and accessible to all.

Policymakers
Key messages:
- o Science-literate society is critical for the future of a prosperous and sustainable planet.
- o Europe needs more scientists.
- o Social inclusion and STEAM education interact and influence each other.
- o The integration of the Arts and spatial literacy will develop new professional figures at the interface between scientific research to science communication and public engagement.
- o The support of school communities – encouraging in school stakeholders/actors to take leadership in STEAM Education
- o Trainings for teachers on STEAM – mandatory for teachers in schools
- o Integrating STEAM in the educational curriculum

Businesses (large companies & SMEs)
Key messages:
- o The integrated inquiry provides a methodological background for a learning continuum, and is responsive to societal and business needs.
- o Mapping the current business needs and linking them to education supports the development of work ready students and graduates.
- o The integration of the Arts and spatial literacy will develop new professional figures at the interface between scientific research to science communication and public engagement.

Museums and science centers
Key messages:
- o An Art-based Citizen science approach facilitates engagement of citizens with both, scientists and artists, science labs and art places to explore.
- o Community-based STEAM activities are (should be) meaningful and accessible to all.

VET schools
Key messages:
- o The renewal of science teaching can be achieved by integrating the Arts into STEM.
- o STEAM education is (should be) a learning continuum.

o The new SENSE.STEAM educational model and pedagogy adheres to learner centered approach.
o The learning process is (should be) a multisensory exploration and it is necessary to challenge conventional ideas of educational space towards a model that supports sensory diversity.
o What students are taught in science class should be put in relation to their personal lives.
o The science teaching should value of students' sensory experiences, creativity, emotions, values and attitudes towards STEM.
o It is important to take into account the needs of industry in education and to develop work ready students and graduates.

Researchers and Higher-education sector
Key messages:
o The renewal of science teaching can be achieved by integrating the Arts into STEM.
o The integrated inquiry approach incorporates methods from Science, Technology, Engineering, the Arts, Artistic research, and Aesthetic education, as well as Mathematics, creating a truly transdisciplinary starting point for a highly adaptive pedagogy.
o The new SENSE.STEAM educational model and pedagogy makes a radical shift from viewing learners as knowledge receivers to active creators of their own knowledge, promoting self-directed learning and empathy with others.
o Social inclusion and STEAM education interact and influence each other.
o It is important to take into account the needs of industry in education and to develop work ready students and graduates.
o The integration of the Arts and spatial literacy will develop new professional figures at the interface between scientific research to science communication and public engagement.

Families and communities
Key messages:
o Social inclusion and STEAM education interact and influence each other.
o STEAM education prepares students to become active citizens and ready for the world of work.

General public

The key general messages we will communicate to the target groups are:
o Scientific learning is (should be) for all.
o Science-literate society is critical for the future of a prosperous and sustainable planet.

o   The learning process is a whole process.

6.4. Visual identity

All the materials will align with the pdf document [Steam SENSE. CVI](#) which gives an overview of the SENSE. Consortium's *Corporate Visual Identity* and follow the guidelines from the WP2- Deliverable 2.1.

6.5. Communication methods and channels

We will conduct the following communication activities:

One-way communication:
- Regular online communication on the project through online channels, website and social media, using a strong visual identity and branding approach;
- Publication of information packages at key milestones of the project, tailored to different stakeholders groups;
- Communication campaigns for the press and general media via press releases
- Publication of posts, blog articles, etc. targeting all STEAM beneficiaries groups.

Two-way communication:
- Invitations to journalists during the implementation activities and the two pilot projects
- Online discussions/ debates

6.6. Website

As outlined in D2.1. Online outreach tools and visual identity, the menu includes the:
- Landing page with an attractive visual, a short description of the project and an introduction to the Roadmap
- About page with basic background information on the project such as the objectives, timeline, and consortium members
- Results page with seven sub-pages (Glossary, Practices, Roadmap, Publications, Policy recommendations, and Deliverables)
- STEAM Labs page with a short introduction into the purpose and practice of the labs and four thematic areas (The European Greed Deal, Digitisation, Work Readiness, and Health)
- News and events page with posts with regular updates on the project

6.7. Social media

SENSE' official social media pages have already been created. They include Twitter, Instagram and LinkedIn accounts.

50% of the monthly posts will serve to promote the project itself and redirect the audience to the website and the roadmap of STEAM Education. The other 50% will be dedicated to sharing relevant content regarding the STEAM labs, or other related projects and activities.

6.7.1. Twitter

As of December 2022, this 'micro-blogging and social networking' platform has over 368 million monthly active users worldwide and over 500 million tweets sent daily. It is preferred by users for quick interactions with an entity - in this case, our consortium - and latest news, as the limit of characters (280 characters as of January 2023) brings an appealing, succinct and straightforward communication.

Thus, Twitter will be used for quick and straightforward interactions with various target groups, especially 2.3, 2.4, 2.5, 2.6, and 2.7.

In the early stages of the communication process, Twitter could be a useful tool in reaching out to and raising awareness of the project among its main target audiences and connecting with relevant influencers and experts.
We will do so by:
- Tweeting (posting short description of the project, and updates)
- Re-tweeting (re-sharing relevant content produced by other Twitter users)
- Answering questions of stakeholders

Later on, as the project unfolds, the focus of our Twitter account will turn more towards informing the audiences and increasing engagement.
We will do so by:
- Linking our tweets to project's outputs (news updates, images, videos, other relevant materials).
- Re-tweeting (re-sharing relevant content produced by other Twitter users)
- Asking questions to and/or inviting stakeholders to state their opinion on various matters, relevant for our project

6.7.2. Instagram

As per December 2022, this online photo and video sharing social networking platform ranks fourth among the most popular social media networks with over 2 billion users worldwide and half a billion people reached by Instagram stories daily. This site is unique in that users are unable to publish text-only messages because it is

entirely focused on images and videos. The more engagement the content gets, the more likely it will be featured within the 'explore' tab (a collection of popular content based on a user's individual interests, based on similar accounts or content interacted with, including photos, videos, Reels and Stories).

Instagram will be mainly used to publish inspiring and engaging content through images and videos, mainly targeting 2.1, 2.2, 2.8 and 2.9.
We will do so by:
- Sharing constantly high quality, inspiring and engaging photos and videos
- Streaming live or posting stories from the various events
- Resharing follower's stories
- Creating different Highlights collections of stories, related to various project outputs

6.7.3. LinkedIn

As of December 2022, this online business and employment-focused social media platform has over 875 million members worldwide. The potential of LinkedIn is to connect with key professional stakeholders, share informative content (e.g.: articles, researches, news, etc.) to become a trusted source and cultivate an actively participating network. This platform also allows users to select filters for sharing content with specific target audiences (e.g.: by industry, location, demographics).

LinkedIn will be mainly used to offer resources, reach and connect to various key professionals in the field, mainly targeting 2.3, 2.4, 2.6, 2.7, and 2.5.
We will do so by:
- Connecting with professional stakeholders
- Sharing informative content (e.g.: articles, research, news, etc.) to become a trusted source
- Cultivating an actively participating network by starting various discussions on relevant topics.
- Resharing other credible user's articles from Linked In Pulse (an internal blog, gathering a collection of content – posts, news stories and insights – from people in relevant networks on LinkedIn)

6.8. Communication measuring tools

According to the KPIs 3, 5 and 7, for the general media outlets, we will consider:
- the number of press releases distributed to national media houses in all partner countries, aiming at least 3
- the number of newsletters for the project duration, aiming at least 3
- the number of blog articles on the website per year, aiming at least 12

According to the KPIs 1 and 2, for the social media we will consider:
- the number of individual visitors on the project website in the first 6 month after project initiation, aiming for at least 1.000
- the number of individual visitors on the project website for the project duration, aiming for at least 15.000
- the number of followers on each of our social media accounts, aiming for at least 1.000 each

The number will be calculated based on the data from Google Analytics and the links or data that can be provided to prove them.

Social Media statistics of the three Social Media Channels of choice will be closely and regularly monitored and analyzed, to identify the needs of our target audience and to adjust the strategy of implementation.
- **Twitter**: The key meters to assess the performance of the communication on Twitter will be: followers (the number of users following the account), reach (how many users saw the content in a given timeframe), engagements (how many users clicked, re-tweeted or commented on the content) and Click-through (how many users visited the website following a link on Twitter).
- **Instagram**: Learning monthly what works by looking into metrics such as favorites, comments, followers, reach, story views, reels engagement, etc. is key to measuring performance on Instagram. This will reveal what content the target audiences are connecting with, in order to guide future content planning.
- **LinkedIn**: The Analytics tab helps to check various metrics such as: impressions (the number of times each update was shown to LinkedIn members), clicks (the number of clicks on the content), interactions (the number of times users have liked, commented on or shared each update), and followers acquired (how many followers you gained by promoting each update). Moreover, by checking the followers' demographics and trends, the content can be adjusted accordingly, monthly.
- Hashtags will be used to increase exposure and generate awareness on social media. These are easy to track and will show the number of posts mentioning the project, giving us an estimate overview of who we reached monthly. The general official hashtag is #SENSESTEAM, which will be used for ALL posts. Besides it, other relevant hashtags (e.g.: #steameducation #artinSTEAM, etc.) will be used for posts related to the project and its results, and content will also relate to trending topics (filtered internationally or locally, they reflect the most popular heated discussions at a given time) in order to offer meaningful posts to the targeted audiences. **#SENSESTEAM** general hashtag of the project will be tracked along all social media platforms.

6.9. Timeframe and milestones

Communication starts at the outset of the action and continues throughout its entire lifetime.

In order to effectively manage the communication on the social media channels of choice, we will set a calendar (Annex 1), which will guarantee that the material is coherent, ready for publication on time, and planned to coincide with major project events and other significant global, European, and national dates.

Therefore, starting on M7, all social media pages will be updated on a bi-weekly basis with posts that cover the project's latest updates, related events, activities or materials, as well as other relevant news or articles that are of interest to the project, following the SENSE. Social Media Calendar.

6.10. Roles of the partners

To successfully communicate the project, partners' contribution is key. Therefore, they will:
- co-create materials to achieve a common understanding of the key concepts with which the SENSE project will operate, to be posted on social media, following SENSE. Social Media Calendar
- will write blog articles, following the SENSE. News calendar and the deadline for submission, by submitting a link in the dedicated column
- has the responsibility to check the above-mentioned calendars and respect the time frames, keeping a constant communication with the partner collecting and posting the articles and social media materials;
- will receive a reminder 10 days prior to the deadline for the above-mentioned contributions.
- the partners responsible with other WPs will constantly inform the partner posting on social media on the activities progress and results.
- will find opportunities to integrate in their own communication strategies the resharing/ reposting of the materials published on the website and Social Media channels, reaching their own specific target groups, as described in Chapter 2.

For sharing the materials from the official SENSE. accounts, each partner, depending on their organizational communication strategy, can choose minimum one of the following per month:
- Share the LinkedIn posts on their organizational LinkedIn accounts.
- Share the Instagram posts/reels on their own organizational Instagram accounts.
- Share Tweets on their own organizational Twitter accounts.
- Share Instagram reels on their organizational TikTok accounts.

- Share the links to the articles on the website on their organizational Facebook accounts and/ or websites.

The materials will contain the relevant hashtags as detailed in the SENSE. Social Media Calendar.

The links will be included in the Dissemination, Exploitation and Communication Report.

7. Internal reporting

Monthly, all the consortium partners will complete the Dissemination, Exploitation and Communication Report that is found in teams in the WP2, in the Deliverable 2.2. The report includes newsletters, press releases, news on the organization website, internal communication, promotion on social media channels, conferences, interviews.

The reporting procedure will be the following:
- The monthly report is to be submitted by each partner within 5 days of the following month (e.g.: for January, the monthly report can be filled in until February the 5th)
- GEYC will remind all partners of the consortium about the reporting by email, in the last day of the month to be reported on (e.g.: for January, the reminder will be received on January 31st)

8. Conclusions

The Communication, exploitation and dissemination plan, coordinated by GEYC, envisions a strong collaboration and co-creation process with all the partners involved in order to reach all the target groups.

The plan unfolds according to the timeline of the project, starting with raising awareness among the audiences on the key concepts with which we will operate and the rationale of the project, and continuing with presenting the concrete results to the public, as well as encouraging their use in various contexts and creating synergies with other initiatives.

In the next 6 months, the DECP will be updated. Thus, until M12 of the project, changes will be made to ensure the following:
- The development of tailored information packages for the different stakeholders
- Provide concrete examples of how partners are disseminating and communicating the project

- The uptake and sustainability beyond the project
- Updates on KPI 1.1.
- Further development of possible outreach and interaction events and stakeholders

In order to do that, monthly WP2 meetings with all partners as well as bilateral meetings with partners on all activities and promotional activities will be set. These will have a standard agenda, focusing on identifying the actions for the next months and assessing the status of the KPIs, and actions undertaken. Minutes of these meetings will be actively shared with all partners.

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10. Annexes

10.1. Social Media Calendar

SENSE. Social Media Calendar includes special columns for: the social media channels used, the descriptions of the posts, the topic of the month, the dates of publishing, relevant dates to consider, hashtags to be included, partners involved in the creation of materials, and link.

At this point, the calendar is updated until month 20 (M20).

In months 15 (M15) and 25 (M25), the calendar will be completed for the following months.

It can be accessed here.

10.2. News Calendar

SENSE. News Calendar includes special columns for: the topic, responsible partner, deadline, link.

At this point, the calendar is updated until month 20 (M20).

In months 15 (M15) and 25 (M25), the calendar will be completed for the following months.

It can be accessed here.