

# **Science Education for Action and engagement towards Sustainability (SEAS)**

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D7.2

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Communication and Dissemination  
Plan



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**Abbreviations used in this document:**

PC – Project Coordinator, Prof Erik Knain of University of Oslo

PST – Project Support Team, staff of University of Oslo supporting the PC

WPL – Work Package Leader (7 work packages in total)

TL – Task Leader, in charge of separate tasks outlined in work packages

NL – Network Leader, representatives of the six local open schooling networks

PMT – Project Management Team, includes Work Package Leaders, Network Leaders, and the Project Coordinator

**Partners named in this document:**

UiO – University of Oslo

UNIBO – University of Bologna, Alma Mater Studiorum

UU – Uppsala University

UG – Ghent University

Energy – Sihtasutus Tallinna Tehnika- ja Teaduskeskus (Energy Discovery Centre), also WP6 leader

EduQuality – EduQuality AB

# Summary

This document describes the communication and dissemination activities carried out by the SEAS consortium throughout the project lifetime in order to promote the project and to disseminate the project outcomes.

The document includes:

- The project's core idea and visual identity requirements
- EU funding visibility and disclaimer requirements
- Communication and dissemination activities by target groups and stakeholders
- Communication and dissemination activities by channels and means and by project activity levels (local open schooling networks versus the overall project)
- Consortium agreements on internal communication, approval procedures, and reporting on communication and dissemination activities
- Advice on organising communication and dissemination activities in local open schooling networks

The document is divided into three main sections, two accompanying tables and an appendix. The document will be referred to throughout the project lifetime and will be updated if necessary.

# Introduction

Communication and dissemination activities are an important part of every project supported by the European Commission. Beneficiaries are obliged to promote the project and its results throughout the project lifetime in a "strategic and effective manner"<sup>1</sup>.

This document outlines the specific actions the Horizon 2020 project Science Education for Action and Engagement Towards Sustainability (hereafter referred to as SEAS or 'the project') partners will carry out to promote the project and its activities and to disseminate the project outcomes to ensure the best possible visibility and engagement, and to meet the goals of the project.

*Note: The Communication & Dissemination Plan will be referred to throughout the project. If any relevant opportunities arise throughout the project lifetime, the plan will be updated accordingly.*

## 1. Project Background and Objectives

Technological, socio-economical, and environmental changes are rapidly transforming societies and presenting us with complex challenges. To address these challenges, citizens with high scientific literacy are required. It is therefore important to explore ways of expanding science education beyond traditional schooling models to support the transformative action necessary.

The main objective of SEAS is to establish, coordinate, and evaluate collaboration in six open schooling networks in Austria, Belgium, Estonia, Italy, Norway, and Sweden, led by universities and science centres with partners.

The open schooling networks consist of partners with extensive experience in cooperation across formal, non-formal, and informal science education, and include researchers, out-of-school centres, local schools, and civil society organizations (CSOs).

Students in these networks are given the opportunity to engage in real-life, complex sustainability challenges that are identified and dealt with together with participants and stakeholders in the local community, drawing from principles of inquiry-based science learning for transformative engagement.

In the course of the project, models for open-schooling implementation will be developed that will support schools and out-of-school institutions to collaborate in the promotion of 21<sup>st</sup> century scientific literacy and skills for responsible citizenship among students and, by effect, the wider community.

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<sup>1</sup> Horizon 2020 Annotated Model Agreement, article 38:  
[https://ec.europa.eu/research/participants/data/ref/h2020/grants\\_manual/amga/h2020-amga\\_en.pdf#page=280](https://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/amga/h2020-amga_en.pdf#page=280)

A set of concepts, tools, and assessment methods will be developed, explored, and adjusted to local needs in order to enable open-schooling collaborations across formal, non-formal, and informal settings.

These concepts, tools, and methods are made available for teachers, students, community members, and stakeholders through a shared digital platform as well as through local support and collaborative design workshops. Participants of the platform and workshops jointly identify and address sustainability challenges relevant to their communities and bring real-life problems to be addressed in the science classroom.

The project objectives are:

1. To create six open schooling networks that support engagement with science for action in real-life complex sustainability challenges.
2. To develop digital resources at the local community level and project level that support in-person meetings, collaboration, and exploration.
3. To broaden science education to increase its relevance for students and to enhance greater interest in science, and thereby also increase the chances that students choose future careers in science.
4. To develop an assessment framework across formal, informal and non-formal science education with an aim of providing quality assurance in future open schooling initiatives, and to assess the effects of such initiatives.
5. To implement and assess tools and resources that are differentiated according to institution, purpose, and users that support the development of scientific literacy.
6. To differentiate the tools, strategies and design principles taking into consideration gender differences and students' backgrounds, as well as geographical variation.
7. To develop a training program for teachers and teacher educators.
8. To provide a white paper on policy recommendations for open schooling in a European context.
9. To develop a platform for dissemination that opens for tools to be configured and adapted according to users' needs.

SEAS will run from September 2019 till August 2022.

## 1.1. Project Visual Identity

The project has a custom-designed logo, which is used in all communication and dissemination documents. The logo is available for partners in all necessary formats (e.g. PNG for web or MS Office use, EPS, PSD, AI or PDF for print) and is accompanied with specific colour codes to be used exclusively for SEAS (see [Appendix](#)).

The project logo should be used by all partners on all project-related documents without alteration or distortion. There should be sufficient room (clear white space) around the logo at all times. No elements may be added to the logo.

Any communication activities must also feature the EU emblem and a text stating that the project was funded by the EU (see [1.2 Visibility of EU Funding](#) for details). When the EU emblem and the SEAS logo are placed side by side, the logos should have equal prominence.

Project partners are strongly advised to use the dedicated colours in project documentation and not to stray away from the given colour palette.

The recommended fonts to be used in documents with the SEAS logo are Arial and Segoe UI Light (both available in Microsoft Office and elsewhere for free).

The PC will be in charge of creating project templates for all necessary documents, reports, etc. All official project documentation should be formatted to project templates. Templates and logo files will be made available via the Microsoft Teams communication and collaboration platform accessed by all partners (SEAS General -> Files -> folder Templates).

## 1.2. Visibility of EU Funding

SEAS is funded by the European Commission from the Horizon 2020 programme. Therefore, any communication and dissemination activities, results, infrastructure etc must display the EU emblem<sup>2</sup> and include the following text verbatim<sup>3</sup>:

For communication activities: This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 824522.

For infrastructure, equipment and major results: This [type of result, infrastructure etc] is part of a project that has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 824522.

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<sup>2</sup> Graphics guide to the European emblem: <http://publications.europa.eu/code/en/en-5000100.htm>; EU embleem for download: [https://europa.eu/european-union/about-eu/symbols/flag\\_en#download](https://europa.eu/european-union/about-eu/symbols/flag_en#download)

<sup>3</sup> Horizon 2020 Annotated Model Grant Agreement, article 38:  
[https://ec.europa.eu/research/participants/data/ref/h2020/grants\\_manual/amga/h2020-amga\\_en.pdf#page=280](https://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/amga/h2020-amga_en.pdf#page=280)

Communication activities must also include a disclaimer that the activity/document in question reflects only the author's view and that the European Commission is not responsible for any use that may be made of the information it contains.

Whenever applicable and possible, SEAS partners should make those references in the local language instead<sup>4</sup>.

The EU emblem must have appropriate prominence when displayed, depending on the scale of the communication activity or item<sup>5</sup>.

Project templates have been created bearing in mind all requirements above.

## 2. Communication and Dissemination

### 2.1 Core Principles

Communication and dissemination activities are crucial to the project's success and therefore need to be planned and carried out throughout the project lifetime.

**Communication activities** are aimed at promoting the agenda and results of SEAS project to gain wider visibility, to inform and target different audiences, and to keep partners included in the project's progress. One of the important gains of strategic communication (i.e. the planned and purposeful use of communication) is to turn outcomes into impact, and to motivate stakeholders to make use of the SEAS project's results in future open schooling networks.

**Dissemination activities** are targeted towards potential users of the project outcomes: fellow researchers, students, teachers, families and other relevant stakeholders, including the industry and policymakers. Dissemination is also about sharing project research results with the scientific community, thus contributing to the advancement of science in general.

Communication and dissemination activities are often intertwined and to some extent overlap in practical project managing. **All dissemination activities are essentially part of project communication as the aim is to inform a wide array of target groups and stakeholders of the project and to promote the concrete project outcomes.** In the outset of SEAS, information about the project in general, its background, objectives, and activities will be communicated and promoted. Dissemination activities become more relevant as the project activities and research progresses. This means that in time, the communication messages will focus more on research findings, events, local projects, experiences

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<sup>4</sup> Disclaimers in EU languages: [https://eacea.ec.europa.eu/sites/eacea-site/files/multilingual\\_disclaimers\\_for\\_beneficiaries.pdf](https://eacea.ec.europa.eu/sites/eacea-site/files/multilingual_disclaimers_for_beneficiaries.pdf)

<sup>5</sup> There is no general rule on how big an area the logo should cover. The H2020 online manual gives an example: if the funding has been used to create physical infrastructure, a plaque would be sufficient. For research results, a logo on the brochure. [https://ec.europa.eu/research/participants/docs/h2020-funding-guide/grants/grant-management/acknowledge-funding\\_en.htm](https://ec.europa.eu/research/participants/docs/h2020-funding-guide/grants/grant-management/acknowledge-funding_en.htm)

and case studies from different activities. Therefore, for clarity and practical use, in this document, the terms used are “communication activities” and “dissemination phase”.

Project communication activities therefore, progress over time from general project promotion towards more tangible dissemination of outcomes (or the dissemination phase). On the other hand, communication activities are also two-fold in a sense that the aims are to (a) promote the SEAS project’s agenda and results and engage with target groups and stakeholders, and (b) keep project partners informed, up-to-date, and engaged.

As SEAS is made up of six very different open-schooling networks with unique practices and backgrounds, this document does not seek to dictate in detail the activities to be carried out in each network. Rather, this document sets out to outline the planned overall communication activities for the project lifetime. Project partners will be presented with an array of communication activities to choose from in order to adapt to the local needs and practices, as well as give meaningful input for the PMT to communicate the aggregated information on a wider and international level.

General guidelines for good communication:

- Communication activities should be planned ahead and sustained throughout the project lifetime.
- All activities should have an objective.
- Thinking of the target audience, the message, and then an appropriate communication channel is a good order.
- Messages should be formed clearly and for relevant audiences.
- The scale of the communication activity should match the scale of the action/message.

## 2.2. Target Audiences and Stakeholders

The consortium has identified a number of target audiences and stakeholders for the SEAS activities. When planning communication activities, identifying and considering relevant audiences is the first step.

When promoting the SEAS and/or the outcomes, consider:

- What is the intended message for the chosen audience?
- Does the message have practical use (or value) for the audience? E.g., does the message include a call to action (CTA), new information, access to tools and resources?

- Have all relevant terms (e.g. open schooling, transformative change etc<sup>6</sup>) been defined to the audience in an understandable and relevant way?
- Is the chosen communication channel appropriate and relevant for the audience?

In **Table 1**, communication and dissemination activities have been specified by target audiences and stakeholders identified within SEAS. Most of the activities are carried out both on the local open schooling network level and the general project level, bearing in mind that local communication benefits from more practical messages (CTAs, updates on activities in local communities, info about available resources and tools in the local language etc). The overall project communication and dissemination activities rely on more general information (in English), aggregated project results and case studies, and research findings.

*Table 1: Communication and Dissemination Activities by Target Groups and Stakeholders*

Target audience	What to focus on?	Local <sup>7</sup> or general level?	Method/channel
<b>EDUCATION SYSTEM</b>			
Teachers and teacher educators	<p>In communication:</p> <ul style="list-style-type: none"> <li>• The project goals, scope of the activities, and the desired outcomes</li> <li>• CTA: info about possible cooperation (if relevant to the local network)</li> </ul> <p>During the dissemination phase:</p> <ul style="list-style-type: none"> <li>• New insights into scientific literacy, sustainability education, and open schooling</li> <li>• Invitations to digital seminars</li> <li>• Access to quality-assured lessons and tools, and guidance on their use</li> </ul>	Local and general level	<ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Project brochure</li> <li>• Project website</li> <li>• Social media</li> <li>• Publications (popular &amp; specialist)</li> <li>• Conferences &amp; presentations</li> <li>• Acedu platform (educational materials &amp; tools)</li> <li>• Digital seminars</li> </ul>
Schools, science education management	<p>In communication:</p> <ul style="list-style-type: none"> <li>• The project goals, scope of the activities,</li> </ul>	Local and general level	<ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Project brochure</li> <li>• Project website</li> </ul>

<sup>6</sup> See **D2.2 Shared Pool of SEAS Analytical Concepts and Methods** for definitions of the main concepts used throughout the project (open schooling, scientific literacy etc)

<sup>7</sup> 'Local' in the sense of local open schooling network or Project partner country.

	<p>and the desired outcomes</p> <ul style="list-style-type: none"> <li>• CTA: info about possible cooperation (if relevant to the local network)</li> </ul> <p><b>During the dissemination phase:</b></p> <ul style="list-style-type: none"> <li>• New insights into scientific literacy, sustainability education, and open schooling</li> <li>• Available policy paper on improved curriculum development and assessment of open schooling implementation</li> </ul>		<ul style="list-style-type: none"> <li>• Publications (popular &amp; specialist)</li> <li>• Conferences &amp; presentations</li> <li>• Acedu platform</li> <li>• Policy paper</li> </ul>
Students, parents, families	<p><b>In communication:</b></p> <ul style="list-style-type: none"> <li>• The project goals, scope of the activities, and the desired outcomes</li> <li>• CTA: info about possible cooperation (if relevant to the local network)</li> </ul> <p><b>During the dissemination phase:</b></p> <ul style="list-style-type: none"> <li>• New insights into scientific literacy, sustainability education, and open schooling</li> <li>• Information on useful tools for open schooling</li> <li>• Invitation to open space exhibitions</li> </ul>	Local and general level	<ul style="list-style-type: none"> <li>• Project brochure</li> <li>• Project website</li> <li>• Social media</li> <li>• Local/National media</li> <li>• Publications (popular &amp; specialist)</li> <li>• Booklet</li> <li>• Open space exhibitions</li> </ul>
Private education providers	<p><b>In communication:</b></p> <ul style="list-style-type: none"> <li>• The project goals, scope of the activities, and the desired outcomes</li> <li>• CTA: info about possible cooperation (if relevant to the local network)</li> </ul> <p><b>During the dissemination phase:</b></p>	Local and general level	<ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Project brochure</li> <li>• Project website</li> <li>• Publications (popular &amp; specialist)</li> <li>• Conferences &amp; presentations</li> <li>• Acedu platform (educational materials &amp; tools)</li> <li>• Digital seminars</li> <li>• Policy paper</li> </ul>

	<ul style="list-style-type: none"> <li>• New insights into scientific literacy, sustainability education, and open schooling</li> <li>• Invitations to digital seminars</li> <li>• Access to quality-assured lessons and tools, and guidance on their use</li> <li>• Available policy paper on improved curriculum development and assessment of open schooling implementation</li> </ul>		
Educational tool providers	<p><b>In communication:</b></p> <ul style="list-style-type: none"> <li>• The project goals, scope of the activities, and the desired outcomes</li> </ul> <p><b>During the dissemination phase:</b></p> <ul style="list-style-type: none"> <li>• New insights into scientific literacy, sustainability education, and open schooling</li> <li>• Information on useful tools for open schooling</li> </ul>	Local and general level	<ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Project brochure</li> <li>• Project website</li> <li>• Publications (popular &amp; specialist)</li> <li>• Conferences &amp; presentations</li> <li>• Acedu platform (educational materials &amp; tools)</li> </ul>
<b>PUBLIC SECTOR</b>			
Local government, municipalities	<p><b>In communication:</b></p> <ul style="list-style-type: none"> <li>• The project goals, scope of the activities, and the desired outcomes</li> <li>• CTA: info about possible cooperation (if relevant to the local network)</li> </ul> <p><b>During the dissemination phase:</b></p> <ul style="list-style-type: none"> <li>• New insights into scientific literacy, sustainability education, and open schooling</li> <li>• Available policy paper on benefits of open</li> </ul>	Local level	<ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Project brochure</li> <li>• Project website</li> <li>• Open space exhibitions</li> <li>• Publications (popular &amp; specialist)</li> <li>• Conferences &amp; presentations</li> <li>• Policy paper</li> </ul>

	<p>schooling, curriculum design, and engaging schools in sustainability education for the local community</p>		
Universities, research centres, researchers	<p>In communication:</p> <ul style="list-style-type: none"> <li>The project goals, scope of the activities, and the desired outcomes</li> </ul> <p>During the dissemination phase:</p> <ul style="list-style-type: none"> <li>New insights into scientific literacy, sustainability education, and open schooling</li> <li>Implementation and assessment of open schooling to inform future research</li> </ul>	General level	<ul style="list-style-type: none"> <li>Project brochure</li> <li>Project website</li> <li>Academic publications</li> <li>Conferences &amp; presentations</li> <li>Policy paper</li> </ul>
National policy makers	<p>In communication:</p> <ul style="list-style-type: none"> <li>The project goals, scope of the activities, and the desired outcomes</li> </ul> <p>During the dissemination phase:</p> <ul style="list-style-type: none"> <li>New insights into scientific literacy, sustainability education, and open schooling</li> <li>Available policy paper on benefits of open schooling, curriculum design, and engaging schools in sustainability education</li> </ul>	Local level	<ul style="list-style-type: none"> <li>Newsletters</li> <li>Project brochure</li> <li>Project website</li> <li>Publications (academic, popular &amp; specialist)</li> <li>Conferences &amp; presentations</li> <li>Policy paper</li> <li>Open space exhibitions</li> </ul>
EU policy makers	<p>In communication:</p> <ul style="list-style-type: none"> <li>The project goals, scope of the activities, and the desired outcomes</li> </ul> <p>During the dissemination phase:</p> <ul style="list-style-type: none"> <li>New insights into scientific literacy, sustainability</li> </ul>	General level	<ul style="list-style-type: none"> <li>Project brochure</li> <li>Project website</li> <li>Publications (academic, popular &amp; specialist)</li> <li>Conferences &amp; presentations</li> <li>Policy paper</li> </ul>

	<p>education, and open schooling</p> <ul style="list-style-type: none"> <li>Available policy paper on benefits of open schooling, curriculum design, and engaging schools in sustainability education</li> </ul>		
<b>PRIVATE SECTOR</b>			
Industry, Small and Medium Enterprises (SMEs)	<p><b>In communication:</b></p> <ul style="list-style-type: none"> <li>The project goals, scope of the activities, and the desired outcomes</li> <li>CTA: info about possible cooperation (if relevant to the local network)</li> </ul> <p><b>During the dissemination phase:</b></p> <ul style="list-style-type: none"> <li>New insights into scientific literacy, sustainability education, and open schooling</li> <li>Invitation to open space exhibitions</li> <li>Available booklet and/or policy paper on cooperation in open schooling and its benefits</li> </ul>	<p>Local and general level</p>	<ul style="list-style-type: none"> <li>Newsletters</li> <li>Project brochure</li> <li>Project website</li> <li>Social media</li> <li>Local/National media</li> <li>Publications (popular &amp; specialist)</li> <li>Booklet</li> <li>Open space exhibitions</li> </ul>
<b>CIVIL SOCIETY (THIRD SECTOR)</b>			
Local communities	<p><b>In communication:</b></p> <ul style="list-style-type: none"> <li>The project goals, scope of the activities, and the desired outcomes</li> <li>CTA: info about possible cooperation (if relevant to the local network)</li> </ul> <p><b>During the dissemination phase:</b></p> <ul style="list-style-type: none"> <li>New insights into scientific literacy, sustainability education, and open schooling</li> <li>Invitation to open space exhibitions</li> </ul>	<p>Local level</p>	<ul style="list-style-type: none"> <li>Project brochure</li> <li>Project website</li> <li>Social media</li> <li>Local/National media</li> <li>Publications (popular &amp; specialist)</li> <li>Open space exhibitions</li> </ul>

NGOs, volunteer organisations	<p><b>In communication:</b></p> <ul style="list-style-type: none"> <li>The project goals, scope of the activities, and the desired outcomes</li> <li>CTA: info about possible cooperation (if relevant to the local network)</li> </ul> <p><b>During the dissemination phase:</b></p> <ul style="list-style-type: none"> <li>New insights into scientific literacy, sustainability education, and open schooling</li> <li>Available booklet on cooperation in open schooling on sustainability and its benefits</li> </ul>	Local and general level	<ul style="list-style-type: none"> <li>Newsletter</li> <li>Project brochure</li> <li>Project website</li> <li>Social media</li> <li>Local/National media</li> <li>Publications (popular &amp; specialist)</li> <li>Conferences &amp; presentations</li> <li>Open space exhibitions</li> <li>Booklet</li> </ul>
Journalists	<ul style="list-style-type: none"> <li>The project goals, scope of the activities, and the desired outcomes</li> </ul> <p><b>During the dissemination phase:</b></p> <ul style="list-style-type: none"> <li>Updates on activities, developments &amp; results</li> <li>New insights into scientific literacy, sustainability education, and open schooling</li> <li>Invitations to open space exhibitions &amp; other events</li> </ul>	Local and general level	<ul style="list-style-type: none"> <li>Press releases</li> <li>Newsletter</li> <li>Project brochure</li> <li>Project website</li> <li>Social media</li> <li>Publications (popular &amp; specialist)</li> <li>Conferences &amp; presentations</li> <li>Open space exhibitions</li> </ul>

## 2.3. Channels

The communication and dissemination channels used throughout the SEAS project lifetime will vary depending on the target audience segments and whether the messages are communicated at the project level or at a specific network level. It is important to keep all target groups and stakeholders informed about the project process, while making sure that relevant findings, tools and concepts developed throughout the project lifetime will be made available for them as soon as possible. Key performance indicators (KPIs) should be monitored with all communication and dissemination activities.

The full overview of communication and dissemination activities is provided in **Table 2** (p 21). The table includes:

- Communication and dissemination items/events by category,
- Target audiences for each item/category,
- Publishing frequency/deadline and/or timeframe for organising the event,
- Key performance indicators (KPIs) for impact assessment (see also **3.4 Reporting**),
- Partner responsible for item/event, its content and management,
- Authority to release – partner with the authority to review the item/event before publication/announcement and grant permission to make it public (see also **3.3. Approval Process and Procedures**).

### **2.3.1. Project websites & platforms**

The Project's main and prevailing source of information will be featured on the project website [www.seas.uio.no](http://www.seas.uio.no). The website offers a general overview of the Project (1), access to Tools and Resources (2), Publications (3), News (4), Events (5), and contact info. Updates will be published in a timely manner.

The publications section will include references to all popular, specialist, and academic articles published about SEAS, the project deliverables, and the project brochure and booklet for downloading. The publications section will be updated every three (3) months.

The project website also features a blog section – [www.seas.uio.no/blog](http://www.seas.uio.no/blog) – where short articles connected to the project will be published. The articles are written for a wide audience, and include background info on sustainability challenges and open schooling, as well as narratives about ongoing project activities in local networks, experiences of participants etc. Blog posts will be published twice a month. WP6 leader will be responsible for organising content and will share authority to publish with the PC. All project partners will contribute, individual agreements will be made with WP6 leader and the PC. A content calendar will be prepared as a separate document. Input from local networks (videos, photos etc) is encouraged, with due considerations to the consents involved.

The news section will feature timely information, press releases, short updates, and announcements. The project blog, on the other hand, will focus more on stories, insights, and experiences.

**Guidelines for submitting content:**

- Blog posts are more informal, opinionated and observational short texts, and can be more personal texts, ideal for testing new ideas or carrying out thought experiments.

- Blog posts may contain field notes or thoughts for an article or project connected to and relevant for the SEAS project.
- The blog is intended for a wide audience as it is connected to the Project's main website. The blog is in English and posts are written in a simple and accessible style.

#### Guidelines for submitting content:

- Blog posts should be about 700–2000 words in length.
- Necessary academic and specialist terms must be defined.
- References to other sources should be hyperlinked.
- Blog posts should contain a short and informative headline and have a lead paragraph of up to two sentences.
- Each post should have at least one image with a permission to publish it on the blog (royalty-free and Creative Commons licenced images are available, for example: colourbox.com, pixabay.com, unsplash.com, commons.wikimedia.org, pexels.com etc. Partners are required to make sure they have the right to use the media in this context.)

In the dissemination phase, the **Acedu platform ([www.acedu.se](http://www.acedu.se))** will be used to collect and make available teaching resources for teachers and teacher educators. Acedu provides the opportunity to share pre-reviewed quality assured resources (incl. lesson plans etc) that are commented on by researchers and revised by teachers. In the course of the SEAS project and lead by project partner EduQuality, Acedu will be developed from a Swedish-only demo platform into a multilanguage (available as well in English, Dutch, Estonian, German, Italian, and Norwegian) dissemination platform.

### 2.3.2. Newsletters

Information (news, events, publications, blog posts, tools & resources) collected on the SEAS website will be published as overall project newsletter updates six (6) times in the course of the project lifetime. The newsletters will be in English, in HTML format and will be distributed by email to a database of relevant contacts provided by each project partner. The contact database will be managed by the PC.

Local open schooling networks are encouraged to introduce similar newsletters in their respective local languages with a focus on information most beneficial to the local context.

The aim of the newsletters is to engage target groups and stakeholders in SEAS activities by keeping them informed of the project progress. Newsletters are generally a means of generating traffic to the Project website by linking news items to the SEAS website. They therefore act as reminders of updates and attempt to re-capture the attention of target audiences and stakeholders.

### 2.3.3. Press Releases & Media Relations

Sending out press releases is one way of attracting media attention to project activities. But as journalist inboxes are often overflowing with them, a better strategy might be to seek out interested journalists, whose area of interest and/or expertise is education, or who have shown interest in community and sustainability issues, and approach them directly.

Following media coverage on local schooling and educational issues to determine interested writers/broadcasters may be a way to proceed. Local project activities and events (e.g. open space exhibition openings, community gatherings etc) are usually most attractive to media when they provide photo and/or video opportunities.

Approached journalists should be kept updated about the project even after the actual media coverage to keep them engaged. All locally published media items should be reported regularly (see [3.4 Reporting](#)).

WP6 leader is responsible for project-wide press releases, to be authorised by the PC. Local networks are encouraged to produce press releases relevant to the local context and activities, and have the authority to decide on the content and timing of the press releases.

All press releases should include an introduction to the SEAS project ('the elevator pitch') in English or in the local language:

*The SEAS project (Science education for action and engagement towards sustainability) is a three-year multinational research project focusing on open schooling approaches and methods in science education.*

*The aims of SEAS are to identify core principles and best practices required for creating and sustaining open schooling collaborations, and promote scientific literacy and skills needed to address real-life sustainability challenges.*

*The project consists of six open schooling networks in Austria, Belgium, Estonia, Italy, Norway, and Sweden. Partners include schools, informal learning centres, and non-profit organisations.*

*The project coordinator is Prof Erik Knain of University of Oslo, Department of Teacher Education and School Research. The project is active from September 2019 till August 2022.*

*The SEAS project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 824522. See more: [www.seas.uio.no](http://www.seas.uio.no)*

### 2.3.4. Social Media Strategy and Channels

Social media is an important part of promoting the project. However, different social media channels require different approaches and can be time-consuming for creating quality content. The focus should therefore be on 'more quality, less frequency'.

- Twitter

A profile will be set up for the project (@SEAS\_SciEdu). When creating content for Twitter, the 80/20 approach should be followed – meaning 20% of the content is about directly promoting the Project, whereas 80% of the content is dedicated to the audience's interest and engagement (retweets, links to news items and videos, inspirational quotes with photos, statistics, questions etc). The content will be in English as it is targeted towards a more international audience, including international and national organisations, NGOs and industry, researchers, think tanks, and journalists.

The project Twitter profile should follow a number of relevant profiles, including organisations, think tanks, experts, specialists, scientists etc. A list of relevant hashtags (#) to add to posts will be made available in a separate work document.

- Facebook

This social media site is used for different activities, but recent developments suggest that project pages might not do well engagement-wise. **It is therefore recommended to share info about SEAS via partners' existing Facebook pages.** Reposting news items or blog posts from the project website might be some of the content shared this way. Although hashtags can be used on Facebook, and do link post together, they are not often used on the platform.

Instead, local networks might choose to set up Facebook groups (public or private) for local activities and audiences. Facebook groups have generally a higher engagement rate and might be more effective in the dissemination phase than a somewhat anonymous project page. The frequency of posting should be decided by the partner.

Recommendations and tips about using Facebook in an effective way will be published in a separate work document for partners by WP6 leader.

- Youtube

In the course of the project, partners are asked to produce short video interviews with participants of the local networks. The videos are to be made available through video streaming platforms such as Youtube, Vimeo etc, but via partners' existing profiles and channels, and will be collected together on the project website (seas.uio.no). The videos must include project visual identity and refer to the European Union's support (see **2.2 Visibility of EU Funding**).

Recommendations and tips about using Youtube and/or other video streaming platforms in an effective way will be published in a separate work document for partners by the WP6 leader.

### **2.3.5. Print Materials**

In the course of the project, several print materials will be published:

- Project brochure (overall project description, aims, and other general info for general distribution)

- Project poster and banner (overall project description for conferences and other events)
- Booklet (in dissemination phase: engaging in open schooling, methods and case studies)
- White paper (in dissemination phase: policy recommendations for open schooling)

The materials will be available in both hard copy and digital versions (via the project website [www.seas.uio.no](http://www.seas.uio.no) and disseminated via other channels as well). Partners are encouraged to translate and publish some materials (e.g. the project brochure) in the local language as well, using the design created by the respective task leader (see Table 2 -> Responsible partner).

### **2.3.6. Open Space Exhibitions**

Each local open schooling network will feature unique activities and practices of open schooling collaboration. Exhibitions – public displays of poster, items etc – are means of communicating project activities and disseminating research findings and results in a generally engaging way. A dedicated exhibition space will invite the viewer to consider the main concepts of SEAS (open schooling, transformative action, sustainability issues) from a novel angle.

In the course of the project, each local network will arrange four open space exhibitions that showcase different sustainability projects by network participants, local environmental initiatives, and introduce and promote SEAS in general. The exhibitions may open in different locations or feature different initiatives within each network, and partners are encouraged to make a public event of each exhibition opening (press releases, sending invitations to target groups and stakeholders, promoting the events on social media etc).

### **2.3.7. Conferences, Workshops and Seminars**

Conferences, seminars, and different multiplier events will play an important role in promoting the Project and disseminating the research findings. The selected project results will be presented at various conferences, seminars and workshops targeting the scientific communities, teachers, and education professionals. These include major educational conference venues like the European Association for Research on Learning and Instruction (EARLI) Conference, the conference of the European Science Education Research Association (ESERA), the European Educational Research Association's (EERA) European Conference of Education Research (ECER), and the American Educational Research Association (AERA) Conference, as well as conferences targeting larger audiences with an interest in science, like the Euroscience Open Forum, Transformations conferences and the Future Earth network. The Association for Science Education's (ASE) annual conference is the largest science education conference in Europe with approximately 3000 science educators, including teachers, school leaders, teacher educators, education researchers, advisors, inspectors, and policy makers.

A separate work document about relevant conferences and events will be published and kept up to date within the consortium. Overall, project partners are encouraged to promote the SEAS project as much as possible.

Partners are asked to use project templates (incl. Microsoft Power Point presentations) and project visual identity when promoting SEAS (see [1.1 Project Visual Identity](#)).

*Table 2: Communication and Dissemination Activities by Items and Events*

Channel/Item/Event	Target Audience	Frequency/Deadline (M= project month)	Key Performance Indicators (KPI)	Content creator	Authority to Release <sup>8</sup>
<b>ONLINE PLATFORMS</b>					
Project website <a href="http://www.seas.uio.no">www.seas.uio.no</a>	General	<ul style="list-style-type: none"> <li>• Online from M1</li> <li>• Regular updates throughout the project lifetime</li> </ul>	<ul style="list-style-type: none"> <li>• Visits to the website</li> </ul>	WP6 leader, PST	WP6 leader, PST
Project blog <a href="http://www.seas.uio.no/blog">www.seas.uio.no/blog</a>	General	<ul style="list-style-type: none"> <li>• 2 times a month, total of 72 posts</li> </ul>	<ul style="list-style-type: none"> <li>• Visits to blog</li> <li>• Number of posts</li> </ul>	WP6 leader, PST, input from partners	WP6 leader, PST
Acedu <a href="http://www.acedu.se">www.acedu.se</a>	Teachers, science educators & professionals	<ul style="list-style-type: none"> <li>• Active use from M22–M36</li> <li>• Updated regularly</li> </ul>	<ul style="list-style-type: none"> <li>• 30 lesson plans &amp; educational materials</li> <li>• Number of downloads/views</li> </ul>	EduQuality	WP6 leader, EduQuality
		•	•		
<b>SOCIAL MEDIA</b>					
Twitter General project account in English	Organisations and industry, researchers, think tanks, journalists, other	<ul style="list-style-type: none"> <li>• Account active from M1</li> <li>• Updates at least 6 times a month</li> </ul>	<ul style="list-style-type: none"> <li>• Number of followers</li> <li>• Tweet impressions</li> </ul>	WP6, PST	WP6 leader, PST
Facebook Partners' existing pages and/or Facebook Groups	Local communities, families, students	<ul style="list-style-type: none"> <li>• M1–M36</li> <li>• Frequency decided by partner</li> </ul>	<ul style="list-style-type: none"> <li>• People reached</li> <li>• Post engagement</li> </ul>	All partners individually	All partners individually
Video interviews (uploaded to Youtube, collected on project website) 5–10 min in length, local languages with English subtitles	Teachers, students, parents, and local stakeholders	<ul style="list-style-type: none"> <li>• 10 interviews in total</li> <li>• M11 (3 interviews), M22 (3 interviews), M35 (4 interviews)</li> </ul>	<ul style="list-style-type: none"> <li>• Views</li> </ul>	NLs	WP6 leader
<b>PRINT/PUBLICATIONS</b>					
Project brochure (hard copy + PDF on project website)	All relevant stakeholders	<ul style="list-style-type: none"> <li>• 1 brochure in English</li> <li>• M3</li> </ul>	<ul style="list-style-type: none"> <li>• Number of hard copies</li> <li>• Number of downloads</li> </ul>	UiO	PC, WP6 leader

<sup>8</sup> Partner with the authority to review the item/event before publication/announcement and grant permission to make it public.

<b>Booklet</b> (hard copy + PDF on project website)	SMEs, NGOs, and community well-being organizations	<ul style="list-style-type: none"> <li>• 1 booklet in English</li> <li>• M32</li> </ul>	<ul style="list-style-type: none"> <li>• Number of hard copies</li> <li>• Number of downloads</li> </ul>	WP6 leader, input from partners	PMT
<b>Poster and banner design</b>	Conference attendees, science and education community	<ul style="list-style-type: none"> <li>• M3</li> </ul>	<ul style="list-style-type: none"> <li>• Poster presentation visitors / conference attendees</li> </ul>	UiO	UiO
<b>Publications</b> (academic, specialist, popular science)	Scientific community, teachers, education professionals, general public	<ul style="list-style-type: none"> <li>• 7 academic articles (topics: science learning, interest in science, sustainability education, curricular innovations)</li> <li>• 7 specialist articles (practitioners in formal/non-formal/informal education, focus on sustainability)</li> <li>• 5 popular science articles</li> <li>• M1 – M36</li> </ul>	<ul style="list-style-type: none"> <li>• Number of readers/views</li> </ul>	UNIBO	PMT
<b>White Paper</b> (digital)	Curriculum designers, school owners, policy makers	<ul style="list-style-type: none"> <li>• 1 document in English</li> <li>• M33</li> </ul>	<ul style="list-style-type: none"> <li>• Number of downloads</li> </ul>	UNIBO	PMT
<b>DIRECT &amp; MEDIA RELATIONS</b>					
<b>General newsletters</b> (via newsletter list, also available on project website)	Teachers and educators, education providers, national policy makers, industry and enterprises, NGOs and other organisations, journalists	<ul style="list-style-type: none"> <li>• 6 times per project lifetime</li> <li>• In English</li> <li>• M6, M12, M18, M24, M30, M36</li> </ul>	<ul style="list-style-type: none"> <li>• Number of recipients</li> <li>• Number of views/downloads</li> </ul>	UiO, input from partners	PC
<b>Local newsletters</b> (in local languages)	Teachers and educators, education providers, local policy makers, industry and	<ul style="list-style-type: none"> <li>• Frequency to be decided by partner and/or local network</li> <li>• In relevant local language</li> </ul>	<ul style="list-style-type: none"> <li>• Number of recipients</li> <li>• Number of views/downloads</li> </ul>	NLs	NLs

	enterprises, NGOs and other organisations, journalists				
Press releases (general and local)	Journalists	<ul style="list-style-type: none"> <li>Frequency to be decided by PMT or local network</li> <li>General press releases in English, local press releases in relevant local language</li> </ul>	<ul style="list-style-type: none"> <li>Number of recipients</li> <li>Amount of media coverage</li> </ul>	General: WP 6 leader Local: NLs	General: PC Local: NLs
<b>EVENTS</b>					
National & International Conferences	Scientific community, teachers, education professionals, policy makers	<ul style="list-style-type: none"> <li>30 presentations</li> <li>M1 – M36</li> </ul>	<ul style="list-style-type: none"> <li>Number of conference attendees</li> </ul>	UNIBO	PC
Local and National Seminars	Citizens in local communities, science educators in formal, informal, and non-formal settings	<ul style="list-style-type: none"> <li>6 seminars (one in each network in the local language)</li> <li>M24–M36</li> </ul>	<ul style="list-style-type: none"> <li>Number of seminar attendees</li> </ul>	NLs	NLs, TLs
Digital Seminars (via project platforms)	Science educators in formal, informal, and non-formal settings	<ul style="list-style-type: none"> <li>4 seminars</li> <li>M24–M36</li> </ul>	<ul style="list-style-type: none"> <li>Number of participants</li> <li>Feedback from attendees</li> </ul>	UiO, in cooperation with EduQuality, UU, UG	PMT
Open space exhibitions	Local communities, students, families	<ul style="list-style-type: none"> <li>4 open space exhibitions per network</li> <li>M10, M16, M22, M28</li> </ul>	<ul style="list-style-type: none"> <li>Number of participants</li> <li>Number of attendees</li> <li>Public feedback</li> </ul>	NLs	NLs

### 3. Internal Communication

In order to achieve the project aims, communication and information flow between partners is very important. Effective internal communication also fosters a feeling of unity and engagement.

## 3.2. Channels

Project partners will communicate via the following channels.

### 3.2.1. Microsoft Teams

The Microsoft Teams platform is the main communication channel for project partners. The platform is intended for file exchange, discussions, and quick chats, and it also features video and/or audio conferences. There are different 'teams' for each work package and management body of the project. There is a general 'team' that includes the project documents and templates repository as well as key project information.

Work package 'teams' are accessed by all partners, whereas management 'teams' are accessed by the members of those bodies only, as a general rule. Within work package 'teams', there are channels that follow the tasks and deliverables according to the project description. As a general policy, document development and exchange as well as messaging should take place in the relevant 'team' and channel (based on task or deliverable).

The PC will provide partners with a separate work document about the practical use and functionality of the Microsoft Teams platform.

### 3.2.2. Email correspondence

The Microsoft Teams platform team SEAS - General includes a list of email addresses of project members. Although MS Teams is the main channel of communication for the SEAS consortium, email can be used for contacting partners with urgent queries. If a partner has problems accessing MS Teams or is not sure about which 'team' or channel to use, they are welcome to request assistance via email from PST. For internal email correspondence, the following email groups are established for all participants in SEAS, Project Management Team (PMT) and for administrative purposes, respectively:

- [seas-project@seas.uio.no](mailto:seas-project@seas.uio.no)
- [seas-pmt@seas.uio.no](mailto:seas-pmt@seas.uio.no)
- [seas-admin@seas.uio.no](mailto:seas-admin@seas.uio.no)

## 3.3. Approval Process & Procedures

Table 2 outlines the responsibility for and authority to release all main communication and dissemination activities, items, and events. A general policy to follow is that partners should allow a reasonable time for other partners to respond. All public messages that need to be approved by

another partner must be prepared at least two working days prior to publishing date and, if relevant, to be translated. Partners shall not issue public statements in the name of the PC or the consortium as a whole. Suggestions for such public statements may be made to the PC and WP6 leader, who will then discuss the suggestion with relevant partners. The PC and WP6 leader should in any case be informed regarding public messages at the general project level.

### **3.4. Reporting**

All project partners are asked to not only carry out relevant communication and dissemination activities, but also keep track of them as they occur. Partners are required to send information about those activities three times a year to the WP6 leader, following a separate template made available through the MS Teams files repository. Reports on general project communication & dissemination activities and on communication and dissemination activities carried out in local open schooling networks are scheduled once a year throughout the project lifetime (2020 September, 2021 August, and 2022 August).

The report template will ask for:

- Type of activity (item/event)
- Title of the item/event
- Date
- Location (if applicable)
- Audience numbers per target group and/or stakeholder
- Amount of project funding used for the activity
- Link to item/event/etc

## Appendix

### Project logo



### Colour codes:

#### SEAS TEAL

#3aa187  
RGB 58 161 135  
CMYK 75 15 57 1

#### SEAS BLUE

#00a5d9  
RGB 0 165 217  
CMYK 75 17 3 0

#### SEAS YELLOW

#ffc72b  
RGB 255 199 43  
CMYK 0 22 92 0

#### SEAS DARK GREEN

#1e8482  
RGB 30 132 130  
CMYK 83 30 49 7

EU emblem:



## **S**cience **E**ducation for **A**ction and engagement towards **S**ustainability

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