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# Dissemination and Exploitation Plan

## Work Package 5

University of Alicante, Spain

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## 1. Introduction

The present document introduces the dissemination and exploitation plan as a result of the Work Package 5 “Dissemination and Exploitation”. This work package aims to effectively disseminate the project, its activities, and results by means of different channels (Internet, conferences, papers, dissemination of articles on social media and news, etc.) and by organising project events at local, national and international levels during the entire lifecycle of the project to achieve high impact and future sustainability reaching heterogeneous audience. Moreover, this Work Package focuses on establishing and nurturing a Community of Practice, as well as producing this Dissemination Plan, creating and establishing the project’s website as a focal point for project information and offering recommendations for policy makers and educators.

- ▶ The first task of WP5 is to create and implement a tailor-made dissemination plan and a set of communicative materials that are able to reach the project target audience and increase the impact of the results attracting people to events, workshops, conferences, info-days, etc. at national and European levels
- ▶ The second task is to create and nurture a Community of Practice through which a community of stakeholders is established, especially from schools and unions of teachers.
- ▶ The third task is to generate and promote project recommendations, collecting the pilot results from the partners and distributing these suggestions to key stakeholders at national and EU levels.
- ▶ Last but not least, the fourth task will consist in the organisation of two National Info-Days per country and one Final Conference on STEAM in Special Education.

The objective of this document is to present the dissemination strategy plan that will be followed, the target groups to be addressed, different dissemination tools and events. All project partners will be actively involved in the fulfillment of the agreed objectives in this document.

- ▶ Raise awareness – let others know what you are doing
- ▶ Reach target audiences – involve relevant stakeholders to set up a network on sustainable campuses
- ▶ Inform – educate the community
- ▶ Engage – get input/feedback from stakeholders and target groups
- ▶ Promote – ‘sell’ your outputs and results
- ▶ Support exploitation of results both within and without the consortium

The first version of the Dissemination Plan was written in September 2022. The document is regularly updated during project implementation as appropriate and with the consent of the partners. Due to the importance of dissemination in the project, updating this document throughout the project’s implementation will be an important project activity.

## 2. Project presentation

- ▶ Contract number: 101056159
- ▶ Project acronym: SpicE
- ▶ Project name: “Special Education STEAM Academy”
- ▶ Project duration: 01/06/2022 - 01/06/202
- ▶ Programme: Erasmus
- ▶ Key Action 2: Cooperation among organisations and institutions - Teacher academies
- ▶ Project logo:



**Strategic objective:** to promote STEAM teaching among primary school teachers and supporting children with mild learning disabilities to pursue studies and careers in the STEAM domain and transform schools and classrooms into a more diverse, open and inclusive environment.

### Specific objectives:

**O1:** Develop a Competence and Education framework for STEAM in Special Education for identifying existing and emerging skills needs for teachers engaged in STEAM education of students with mild disabilities in Primary Education

**O2:** Design an innovative Joint STEAM Curriculum for Special Education focused on competencies and Primary Education Teacher job profiles to enable the rapid upskilling/reskilling of existing teachers and young people wishing to enter the realm of Special Needs Primary Education, fast-tracking candidates into specific job roles.

**O3:** Develop a STEAM Training Programme for Special Education and create all related learning materials and delivery methods for selected skills, with accredited training and qualifications.

**O4:** Pilot and evaluate the STEAM Training Programme for Special Education, a curriculum that facilitates cross-border certification and, therefore, contributes to the mobility of Primary Education Teachers across Europe.

**O5:** Create and nurture a sustainable Community of Practice composed of key European stakeholders to provide STEAM education to special groups in primary education, which will cooperate in developing and implementing new strategic approaches to address the current and future skills gap.

### 3. WP5 Dissemination and Exploitation

#### Objective:

The realization of a proper dissemination strategy is key to achieving the project objectives, providing a multiplier effect and creating sustainability. Dissemination begins at the start of the project and is an on-going activity throughout the project's lifespan.

A series of dissemination materials will be generated in order to create a unified project visual identity, and a targeted dissemination strategy will be developed to guide the consortium in:

- ▶ Informing and shaping public opinion about project activities.
- ▶ Promoting project results and informing stakeholders.
- ▶ Encouraging other HEIs and target groups to participate in project

Dissemination is a horizontal work package, with interdependencies with all other work packages that have dissemination components, in particular WP2: *Development of SpicE Strategy for STEAM in Special Education* and WP3: *Professional development of STEAM Special educators*.

The project will apply a focused awareness-raising, dissemination and communication strategy, targeting different outcomes and products to specific target groups. The strategy will focus on engaging all the different direct target groups and key stakeholders at the general level.

The main objective is to:

- ▶ Ensure project visibility following a successful dissemination plan with specific actions that reach the targeted audience through the creation of a website as a focal point for project information
- ▶ Guide the consortium in successful dissemination actions, including identifying target stakeholders and multipliers
- ▶ Generate dissemination materials and recommendations for policy makers and educators and the celebration of events at local, national and international level.



This will lead to an increased participation in and impact of project outputs, which will ease the establishment and nurturing of a Community of Practice in Special Education.

- ▼ Monitor the promotion by all partners of the project activities and results to both internal and external stakeholders and increase network possibilities at local, regional, national and international levels.

## Partners

- ▼ Ελληνικό Ανοικτό Πανεπιστήμιο (*Hellenic Open University*) (HOU) – Greece
- ▼ Research Innovation and Development Lab Private Company (ReadLab) – Greece
- ▼ Πανεπιστήμιο Μακεδονίας (*University of Macedonia*) (UoM) – Greece
- ▼ University of Alicante (UA) – Spain
- ▼ Sindicat de Treballadors i Treballadores Ensenyament del País Valencià Intersindical Valenciana (STEPV) – Spain
- ▼ Синдикат „Образование“ – към КТ "Подкрепа" (*Sindikata Obrazovanie Kam Kt Podkrepa*) (TUT) – Bulgaria
- ▼ Тракийски университет (*Trakiyski Universitet*) (TUNI) – Bulgaria
- ▼ основно училище христо смирненски (*Osnovno Uchilishte Hristo Smirneniski*) (OUHS) – Bulgaria
- ▼ Πανεπιστήμιο Κύπρου (*University of Cyprus*) (UCY) – Cyprus
- ▼ Υπουργείο Παιδείας, Αθλητισμού και Νεολαίας (*Ministry of Education, Sport and Youth*) (MOESY) – Cyprus
- ▼ Περιφερειακή Διεύθυνση Εκπαίδευσης Δυτικής Ελλάδας (*Perifereiaki Diefthynsi Dimotikis kai Deftrovathmias Ekpaidefsis Dytikis Elladas*) (RDEWG) – Greece

**Total cost of the project:** € 1 858 415.59

**Project coordinator contact details:** HELLENIC OPEN UNIVERSITY (HOU) Achilles Kameas, [kameas@eap.gr](mailto:kameas@eap.gr)

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## Tools mentioned in the proposal

- ▶ Online platforms and media
- ▶ Printed material
- ▶ Lectures, presentations
- ▶ Project website
- ▶ Leaflets and brochures
- ▶ Press releases

### Activities mentioned in the proposal

- ▶ Maintenance of the project website
- ▶ Social media posts
- ▶ Distribution of printed materials
- ▶ Events: national info-days in each country and final international conference

### Scope

The SpicE consortium will achieve wide dissemination of project results, by exploiting each partner's local, regional and European networks of stakeholders the broad networks where partners are member the networks of associated partners, which have been selected so as to complement those of project partners through targeted and extensive dissemination, awareness raising, communication, and exploitation activities with the support of STEAM and Special Education providers and training organisations, as well as public authorities, among others.

### Partner roles

- ▶ **WP leader UA:** Will lead SpicE dissemination efforts. UA will draft the Dissemination and Exploitation Plan, will coordinate the national info-days and the final international conference and will offer policy recommendations for decision-makers in the project sector as well as for STEAM and Special Education training organisations and practitioners, which will then be distributed to key stakeholders at national and EU levels.
- ▶ **WP co-leader ReadLab:** Will create SpicE's website and will create and distribute dissemination materials, such as leaflets, brochures and videos.
- ▶ **WP co-leader HOU:** Will exploit the structure of STEAM in Special Education to ensure the continuation and upscaling of the project.

## All partners

- ▶ Will contribute to dissemination and exploitation plan
- ▶ Will actively disseminate project objectives, activities and results, using their institutional channels and targeting internal and external stakeholders.
- ▶ Will contribute to SpicE dissemination channels.
- ▶ Will create additional dissemination materials specific to their own institution as needed, following approval on drafts from WP leaders and the coordinator.
- ▶ Will report on their dissemination actions.
- ▶ Will attend and contribute to the Final International Conference

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### 3.1. Dissemination strategy

The SpicE Dissemination Strategy is incorporated and inherent in all WPs and activities (many core activities are dissemination-oriented). It will ensure that the appropriate and most effective methods of dissemination and communication are used for each target group, considering their special characteristics and needs.

Dissemination will be carried out from the very beginning with the purpose of increasing the SpicE impact of intermediate and final results. They will be widely visible and exploited to be sustainable. There will be three dissemination packages:

- ▶ focused on general project dissemination
- ▶ focused on successful dissemination actions
- ▶ focused on monitoring promotion of dissemination actions

The SpicE consortium will achieve wide dissemination of project results, by exploiting (a) each partner's local, regional, national and European networks of stakeholders, (b) the broad networks where partners are members, and (c) the networks of associated partners, which have been selected so as to complement those of project partners, mainly at regional and national levels. The partners will realize targeted and extensive dissemination, awareness raising, communication, and exploitation activities. They will be supported by a number of associated partners including STEAM and Special Education providers and training organisations, and public authorities.

WP5 is in charge of dissemination, including the drafting of the SpicE visibility plan and the preparation of all tools (paper/electronic) for disseminating the project results.

The Dissemination Strategy will be implemented through a phased approach tailored to the specific requirements and characteristics of each identified category of the targeted audience.

The key benefit is that target groups, policy makers and stakeholders will contribute with their insight at a sufficiently early stage of the project.

**During phase A (M1-M12 - Stakeholders outreach),** we shall initiate networking and inform different stakeholders regarding the project's scope and objectives, using the project website, project leaflet, calendar of events, and initial network of key

stakeholders at local, national and European level. In WP5, external quality control procedures will be employed by the Advisory Committee of Sectorial Stakeholders providing valuable feedback regarding project achievements, and on the other hand, support the dissemination and exploitation of results.

**During phase B (M12-M26 - Targeted approach)**, we shall reach target groups and key stakeholders in the sector, using social media and more targeted channels, dissemination material and events etc. A first SpiceE Multiplier Event (National Infoday) will be organised in project piloting countries around M126.

**During phase C (M24-M36 - Public outreach)**, focus shifts on exploitation and uptake of project results by education and training organisations and policy-makers, social and sectoral partners and stakeholders. This phase entails the publication and dissemination of policy Influence Toolkit and policy recommendations and the organization of the second National Infoday in 4 project countries. The final international conference in Athens, Greece targets end-users, the general public, and policy-makers and other key stakeholders.

Finally, all project results will be public and open; therefore, target groups, stakeholders and other actions will be able to benefit from them.

The project and its contents will be free to use for any potential users and beneficiaries; it will also be open to new beneficiaries.

The project website will be publicly available, presenting the public project outcomes and progress.

The project training materials and the project website will be written under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 Unported Public license. This license: lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under identical terms. In essence, both licenses allow third parties to freely download, reuse and modify the licensed items, citing the source (in the case of CMS this happens automatically).

The project will collect relevant Open Educational Resources (OER) selected by all the partners in each national language and in English.

In terms of geographical coverage, dissemination strategy will take into account 3 different levels:

- ▶ **National level:** strong dissemination will be carried out to attract participants for the MOOC and national workshops, to join the networking activities (roundtables, national conferences and the Network) and exploit the project outcomes.
- ▶ **Regional level:** share good practices across the region and give visibility to the project results.
- ▶ **EU/ internationally:** beyond the consortium to give visibility to the MYSUN results and visibility to the ERASMUS+ programme and foster complementary initiatives.

SpicE partners will be responsible for dissemination at national and regional levels, but always supported by UUM & UA as Dissemination Work Package leaders.

### 3.2. Objectives of Dissemination Plan

The overall objectives of the dissemination strategy are to provide partners with guidelines to facilitate on-target and regular dissemination and ensure project visibility. This will be facilitated by the present SpicE Dissemination and Exploitation Plan, which has been created to outline the project's strategy for visibility and communication, define objectives and identify relevant targets and communication channels, as well as outlining SpicE most important dissemination events and activities.

In a nutshell, Dissemination objectives can be summarised as follows:

- ▶ to produce a comprehensive and viable Dissemination plan including visual identity;
- ▶ to create and maintain the project online platforms as a focal point for project information;
- ▶ to produce dissemination materials, such as leaflets, articles, papers, social media communications, etc.;
- ▶ to establish a Community of Practice;
- ▶ to produce recommendations for policy makers and educators;
- ▶ to organise events at a local, national and international level.

### 3.3. Target groups

In order to accomplish the above-mentioned objectives, this strategy proposes a series of activities specially designed for different target groups.

In terms of dissemination strategy, we will divide these target groups into:

**Direct:** including members of the consortium and stakeholders that belong to each partner institution. This includes Primary Education teachers and other training staff, researchers, students, HEI leaders, etc.

- ▶ School teachers in Primary Schools (in-service and pre-service)
- ▶ STEAM and Special Education in-service and pre-service education providers
- ▶ Key stakeholders and policymakers

**Indirect:** including stakeholders working outside HEIs, but with a strong connection with the project topic, including policy makers, staff and students from other non-partner HEIs, NGOs, media etc.

- ▶ Citizens/ general public
- ▶ Press and media
- ▶ Researchers in STEAM and/or Special Education



### 3.4. Channels and means of communication

Dissemination will be possible by using different approaches and means:

**On-site (offline):** network management, face-to-face events and meetings, congresses, seminars, press releases and media interviews, among others.

**On-line:** project website, project social media channels (as well as online channels available in each project partner institution), newsletters and audio-visual content generation, among others.

#### Online Platforms:

- ▶ **Social Media:** Facebook, Twitter, YouTube: @SpiceAcademyEU
- ▶ **CoP online platform:** Ad-hod development (using a Content Management System such as moodle) integrated with the project's website and the virtual learning environment (MOOC).
- ▶ **Website:** [spiceacademy.eu](http://spiceacademy.eu)

### 3.5. Dissemination clusters

All SpiceE partners have been structured in national clusters with the objective of maximizing the reach of the SpiceE project at national level. Each cluster is described below, presenting the vast dissemination experience and resources each partner has, as well as their links and other networks for dissemination purposes and institutional intercommunication.

#### 3.5.1. Greek cluster description

##### **HOU:**

- ▶ Vast network of educators, students, authorities, businesses, NGOs, associations, chambers, networks, consultants, media enterprises and other stakeholders, which are regularly updated through HOU's:
  - Website.
  - Social media.
  - Press releases.
  - Articles.
  - Campaigns.
  - Targeted communications.
  - Monthly newsletters, re-published to the most popular Greek educational website reaching the whole educational community.
- ▶ Part of the Greek Universities Network, directly disseminating the results of the project to all Greek state Universities.
- ▶ Member of EADTU and ALL DIGITAL, two pan European networks with links to the industry and academia.

##### **UoM:**

- ▶ Massive network with schools in Greece cooperating in the framework of School Practice at national level.
- ▶ Social network channels of the University will be used for dissemination purposes.
- ▶ Access to more than 5000 teachers in service training (lifelong learning) .
- ▶ Alumni office website provides a great number of special and general education teachers.

## **RDEWG:**

- Support to more than 210 educational structures in the preparation, implementation and dissemination stages of Erasmus+ projects, maximising the reach of project results within the wider education community.
- Has a wide EU network reinforced by an active participation in EU granted projects.
- Acts like a large dissemination hub, in charge of 1135 schools of both primary and secondary levels of education.

### **3.5.2. Cyprus cluster description**

#### **UCY:**

- Organises an annual pedagogical conference and several open science days for local teachers, teacher educators, and policy makers, during which several face-to-face events are organised for disseminating work (e.g. frameworks, activities) that derives from activities accomplished in the context of projects it participates in.
- Outcomes of SpicE will be shared in UCY events in the context of presentations, workshops, poster presentations and round-table discussions.
- Participants will be given access to teaching and learning materials that will be developed and encouraged to adapt and implement in their everyday teaching practice.
- Essential research outcomes that would result in the context of SpicE will be presented in international educational conferences like ESERA, EARLI, NARST, AERA, etc.
- Additional communication channel that will be used for disseminating the activities and outcomes of SpicE: “Tesseract of knowledge” (<http://www.ucy.ac.cy/psifides-gnosis/en/general-information>), an ongoing research project that relates to learners with disabilities.
- An email list is often used to inform members about seminars, conferences, research activities, or other information related to disability and education.
- ResSciTEG will also contribute to the dissemination of project outcomes during the project lifetime through the following channels:

- ▶ The website: (<https://www.ucy.ac.cy/resciteg/el/>) – Presentation of general information about the project, learning episodes from implementation and training activities as well as regular updates about the progress and results.
- ▶ Dissemination of project in partners' websites and/or other related STEAM education projects.
- ▶ Social Media (Facebook page, Facebook group, Instagram, Twitter, YouTube, etc.).
- ▶ Partners Social media channels.

#### **MOESY:**

- ▶ Connects with all the primary schools in Cyprus (328 primary schools, 4453 teachers and additional administrative staff).
- ▶ Institutional communication with all the relevant Ministry officials (policy makers and administrative staff).
- ▶ Institutional communication with all the Primary School Inspectors.
- ▶ Connects with headteachers and teachers through the organization of various teacher networks (geographically or thematically organized).
- ▶ Connects with teachers through various circulars and announcements.
- ▶ Connects with parent associations through regular meetings and other events.
- ▶ Connects with the wider public and related stakeholders through specific events (e.g. press conferences), its website and social media (MoESY Facebook account, Twitter account).

### **3.5.3. Spanish cluster description**

#### **UA**

- ▶ UA will make use of their extensive links to regional and national school networks for disseminating project results.
- ▶ Institutional communication will address local/regional/national/European institutions and policy- makers. It will have the aim of conveying messages of strategic importance to improve public-private awareness.
- ▶ Its tools will be mainly:

- a press release at the start of the project at local/regional and National levels and at the end;
  - during the project lifetime, a dedicated space for Administrative Authorities and policy-makers (as speakers) in each of the two blended events held by UA at local/regional/national level in the first two years of the project;
  - at the end of the project a dedicated space for Administrative Authorities, policy-makers and Representatives of the EU Commission (as speakers) during the final conference held at international level.
- ▶ The institutional communication will be managed directly by the UA's liaison officer that will act as the official contact point for EU institutions, while the contents.

## STEPV

- ▶ STEPV will take advantage of its wide network to participate in conferences organized by other national and EU organisations to present the project results.

### 3.5.4. Bulgarian cluster

#### TUNI

- ▶ TUNI (DIITT) organizes an annual pedagogical conference – Pedagogical Forum, a recognizable place for educators and policy makers- on local, national and European levels. It serves as a national platform with international participation, where the topics of the project could be discussed and good practices can be shared.
- ▶ The Department publishes a quarterly e-journal with articles and reviews on topics in pedagogy and psychology. The E-journal is part of ERIH+ and the National centre for information and documentation (NACID). Allows for publication and results from the project's activities.
- ▶ The University would contribute actively to disseminating project activities and outcomes as it publishes it organizes different academic events throughout the year.
- ▶ DIITT can also act as a liaison between different local and national government institutions responsible for the implementation of new educational programs and ideas.

- ▶ Dissemination strategy includes working with the university PR to ensure all planned events, the project's progress, and its activities and outcomes are widely disseminated among the local community and on a national level.
- ▶ Webinars, interviews- radio, tv and newspapers on the topics pertaining to the project.

## TUT

- ▶ To disseminate project results and outcomes to the target group and wider audience and policy makers, the Union will utilize its vast network of stakeholders.
- ▶ The Union of Education is a national structure so it has contacts with organisations and media all over Bulgaria.
- ▶ 35 Regional offices, participation in different TV programmes weekly expressing opinion about the educational policy.
- ▶ The Union cooperates with its 20.000 members and works with all more than 100.000 teachers in Bulgaria, focusing on career development, the integration of innovative methodological and digital approaches in education, STEAM education and many more initiatives.
- ▶ The Union participates in the Annual conference of the Union of Education together with Ministry of Education and Science.
- ▶ It also organizes and/ or participates in various regional conferences of primary teachers as well as the World Educational forum Regional conference where project results will be shared.
- ▶ At the policy level, the Union works in close cooperation with the Ministry of Education and Science and the Ministry of Labour and Social Policy regarding changes in the current education policy and takes part in educational policy development through participation in thematic work groups and sessions.

## OUHS

- ▶ OUHS is very active on eTwinning. The key person in this project is eTwinning ambassador. This fact guarantees that the project will be well disseminated on the platform.
- ▶ After the completion of LTTA, the participating staff transfers their experiences and good practices to colleagues in their school with a detailed presentation. Thus,

other colleagues and students also benefit from the experiences and use them. Key staff encourages them to use the results by providing detailed information about the results and outcomes to the staff who will join the school in the future.

- ▶ School will design a project corner in a favourite place of the schools and always keep it updated. Students and visitors will be aware of our project.
- ▶ Local target audience are education inspectors, other schools, associations working with SEN students, local people, parents and experts who will support the project activities.
- ▶ The outputs will take place as open access sources on teacher networks during and after the project and will gain long-term visibility. Internet users can freely use these resources.
- ▶ Local media will be invited to the project activities, we will announce the project activities and results to the public through regional media news.
- ▶ Setting up an eTwinning group as a mean of experience sharing; it is a virtual place where eTwinners meet and discuss specific subjects regarding the project. The project activities, innovative practices and project results will be uploaded in the group in order to more institutions to benefit from our project. It will be always visible for all eTwinners.
- ▶ Publishing details about project activities in the school's social media, website, and school will always ensure project visibility and permanence by sharing the results and related links.
- ▶ Workshops with teachers in the municipality.

### 3.6. Dissemination stakeholders mapping

In order to operationalize all the dissemination channels, means and capabilities mentioned above, partners from the different dissemination clusters will carry out stakeholder mapping efforts organized as follows:

**Internal mapping:** including members of the consortium and stakeholders that belong to each partner institution. This includes academics, researchers, students, knowledge-based entrepreneurs, HEI staff, HEIs leaders, Ministries of Education and Sports, institutions providing special education and training, Primary Education teachers, etc.

**External mapping:** including stakeholders working outside HEIs, but with a strong connection with the project topic, including policy makers, NGOs, medias, teacher associations, HEI tutors, HEI curriculum designers, parents, institutions providing special education and training, student unions, teacher networks, parent associations, university networks, VET providers networks.

These matrices will make it easier for each partner institution to reach the targeted audience in each of the activities planned during the whole life of the project.

#### 3.6.1. Internal stakeholder matrix (one tab per partner institution)

This matrix aims to comprise basic data from every dissemination stakeholder identified inside each institution. The table includes the following information:

- ▶ Name of the institution (partner).
- ▶ Type of unit (faculty, department, support unit, center of excellence...).
- ▶ A different entry should be created for the University as a whole, and then for the various units involved in or targeted by the project.
- ▶ Social media profiles (e.g. Facebook ID, Twitter ID, etc. if any).
- ▶ Website.
- ▶ Hashtags that are frequently used.
- ▶ Comments (which can include a contact person if considered relevant).



- ▶ The SpiceE Internal Stakeholder Matrix can be found on Basecamp (in Folder **Dissemination, Other, Matrix**) as a Google Spreadsheet.

**Partners are responsible for keeping the information related to their institution up-to-date.**

### 3.6.2. External stakeholder matrix (one tab per partner country)

This matrix is created for dissemination at national, regional and local levels. This matrix will include all the relevant stakeholder that are key for successful dissemination of SpiceE activities and results:

- ▶ Name of the organization.
- ▶ Type of the organization (ministry, private, agency, NGO, business, media, influencer, etc.).
- ▶ Contact person.
- ▶ Contact details.
- ▶ Website.
- ▶ Social media profiles (if any).
- ▶ Level of interest for SpiceE (low, intermediate, high).
- ▶ Comments.

The SpiceE Internal Stakeholder Matrix can be found on Basecamp (in Folder **Dissemination, Other, Matrix**) as a Google Spreadsheet.

**Partners are responsible for keeping the information related to their city and region up-to-date. Project coordinator HOU and Dissemination leader UA are responsible for updating national-level contacts.**

### 3.7. Roles

The general roles regarding dissemination efforts are the following:

#### WP leader:

- Design and implementation of dissemination and exploitation strategy
- Creation and nurturing of a Community of Practice
- Organisation of National Infodays and Final Conference

#### WP co-leader:

- Creation of a project website
- Creation and promotion of dissemination material

#### Project coordinator:

- Policy recommendations and lobbying
- STEAM in Special Education Alliance

#### Partner universities

- Active participation in all dissemination activities
- Adaptation of dissemination and exploitation strategies to national context
- Design and approval of dissemination materials and resources
- Translation of project dissemination materials into national partner's language

#### Project collaborators:

- Endorse the project
- Underline the project benefit and impact

### 3.8. General success indicators

Visibility will be achieved through the extensive use of the SpicE dissemination channels and planned dissemination activities (see section 3.9).

Channel	Indicators/ Target values
<b>Visibility activities/ events:</b> <ul style="list-style-type: none"> <li>– National Info-Days</li> <li>– Final Conference</li> <li>– CoP posts</li> <li>– EU platforms and events (Erasmus+ project results platform, EPALE Platform...)</li> </ul>	<p>International Conference: 1 (M36)</p> <p>Infodays: 6</p> <p>30 CoP posts per week</p> <p>Minimum 5000 direct stakeholders identified</p> <p>Minimum 2000 indirect stakeholders identified</p>
<b>Digital channels:</b> <ul style="list-style-type: none"> <li>– Project web-portal</li> <li>– Newsletters</li> <li>– Social media (Facebook and Twitter)</li> <li>– Erasmus+ hashtags</li> </ul>	<p>2000 visits by M24 for the website (project activities and results sector)</p> <p>4000 visits by M36 for the website (project activities and results sector)</p> <p>Monthly newsletter</p> <p>1000 visits to the YouTube channel by M24</p> <p>2000 visits to the YouTube channel by M36</p> <p>500 likes on Spice Facebook page by M24</p> <p>1000 likes on Spice Facebook page by M36</p> <p>400 followers on Twitter by M24</p> <p>700 followers on Twitter by M36</p>
<b>Graphic identity:</b> <ul style="list-style-type: none"> <li>– Brand identity (logo)</li> </ul>	<p>1 Visual Identity Guide (including logo, visual guidelines and templates)</p> <p>European Commission logo &amp; disclaimer will be included in every project publication and results both confidential or public</p>

<p><b>Academy and Media:</b></p> <ul style="list-style-type: none"> <li>– Scientific papers</li> <li>– Participation in third party events</li> <li>– Press releases</li> </ul>	<p>Participation in six events that can promote SpicE: open days, career guidance, events, STEAM and Special Education (SE) events</p> <p>Participation in a min. of 20 networks related to STEAM and/or the SE sector</p> <p>Participation in a min. of 10 nets. related to the STEAM and/or the SE sector</p> <p>N. of academic publications &gt; 4</p> <p>N. of citations ( Google Scholar, Academia.edu, Researchgate)</p> <p>N. of press releases issued in the partner countries &gt; 3 per each country</p> <p>Minimum one publication in media related to Intercultural mediation in the Health and Social work sector</p> <p>Minimum one publication in media related to the STEAM and/or Special Education sector every three months.</p>
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### 3.9. List of dissemination activities

#### 3.9.1. TASK 5.1. Design and implementation of dissemination and exploitation strategy

##### Description of the activity:

Activities will include the design of a dissemination and exploitation plan, publication of press releases, articles and papers, postings in project social media and partners' websites, distribution of leaflets, promotion of the project in scientific conferences, info-days, workshops and other project-related events, etc.

Partners will participate in conferences, panels, committees and discussion forums at national and European levels.

A project website will be developed by Readlab. Special emphasis will be placed on the use of social media (i.e. Facebook, Twitter, etc.) to reach the academic community, in particular primary education teachers.

**Duration:** M1-M36

**Partners involved:** all partners.

▀ Lead partners: UA as work package leader

Participating organisations: UCY, HOU, TUT, STEPV, UoM, UCY, TUNI, RDEWG, OUHS, MOESY, Readlab.

##### Sub-tasks:

**5.1.1. Design and implementation of a dissemination and exploitation plan (M1-M7):** the present will serve a strategic document for ensuring the dissemination of project activities among internal and external target, as well as the exploitation of the project results via a successful sustainability strategy (see section 6).

**5.1.2 Visual Identity and basic promo materials (M1-M9):** basic visual identity manual and promotional materials (see section 4.9) will be defined in order to ensure consistency in the branding of the project among all partners and relevant multipliers

involved in dissemination activities. These resources will be available in basecamp and will be consulted and used by all partners dealing with dissemination.

**5.1.3. Social Media Content Creation (M1-M36):** social media presence of the project will be ensured by implementing a consistent strategy for content creation & publication in selected social media platforms (see section 4.6 for details about methodology and roles of each partner).

**5.1.4. Publication of news about the project, newsletter and press releases (M1-M36):** this activity aims to keep SpicE target audiences periodically informed about activities, results and milestones of the project. WP leader (UA) will be responsible of 1) publishing periodical updated about the project in the project website, 2) selecting the most relevant ones for sending monthly newsletter to subscribers and 3) elaborating press releases for announcing main achievements of the project to media outlets. These press releases will be translated and adapted by the project partners in order to disseminate them among local and national media outlets.

▀ **Lead organisation:**

- UA will design a dissemination and exploitation plan, together with tools, techniques and other dissemination materials and lead the implementation of the dissemination plan.
- Design of logo, project templates, palettes and mission statements.
- Basic promo materials will be elaborated by ReadLab.

▀ **Participating organisations:**

- Adapt the dissemination and exploitation strategies to national context.
- Approval of logo, project templates, palettes and mission statements.

### 3.9.2. Task 5.2. Creation and nurturing of a Community of Practice

#### Description of the activity

Establish a community of relevant stakeholders and provide mechanisms for involving them in core project activities, focused on Special Education domain.

To do this, partner will benefit from already established networks of Special Education Teachers (originating primarily from partner networks) and STEAM stakeholders (originating from STEAM projects such as STEAMonEDU).

The SpiceE Community of Practice will be geographically diverse, encompassing actors from various fields (continuing professional development providers, teacher associations, schools, regional and national policy makers).

Knowledge and experience on policy formation will be accumulated to a policy influencer kit.

**Duration:** M1-M36

**Partners involved:** UA, UCY, HOU, TUT, STEPV, UoM, TUNI, RDEWG, OUHS, MOESY.

- ▀ **Lead Organisation:** UA will coordinate the task.
- ▀ **Participating Organisations:** especially those representing Schools and Unions of Teachers, will be involved in the establishment of this CoP.

**Subtasks:**

**5.2.1. Design and development of the IT infrastructure (M1-M10):** as explained above (section 3.4 ) the CoP online platform will be integrated with the project's website and the virtual learning environment. It has been conceived as a semi-open environment, in which every relevant stakeholder has the opportunity to apply for membership. However, the applications need to be validated by the administrator of the platform based on membership rules previously established.

**5.2.2. Definition of the CoP strategic plan (M1-M9):** the CoP strategic plan will be drafted by the WP5 leader and reviewed by all partners. This document will include:

- The mission and vision statement for the CoP.
- Description of main services, resources and benefits offered to the CoP members.
- Definition of specific strategic actions to promote reach and engagement of the CoP.

- Description of the methods to measure the short and long term impact for the CoP.

**5.2.3. Definition of CoP moderation guidelines and code of ethics (M1-M9):** these guidelines and code of ethics aim to provide a reference for the coordinator of the CoP as well as the national moderators (to be nominated by the partners) for the management of the community.

**5.2.4. Promotion of CoP among relevant stakeholders (M10-36):** specific promotion material will be developed in order to present the CoP to potential members (invitation letter and audiovisual promo material). These material will be disseminated among the external stakeholders identified by the consortium using the stakeholders matrix (see section 3.6).

### 3.9.3. Task 5.3. Policy recommendations and lobbying

#### Description of the activity:

Production and promotion of policy recommendations and policy influence toolkit: this task will collect the pilot results from partners and produce informed policy recommendations for decision makers in the project sector and recommendations for Education and training organisations and practitioners.

**Duration:** M12-M36

**Partners involved:** HOU, UoM, UA, UCY, TUNI, RDEWG, TUT, STEPV, OUHS, MOESY.

- ▢ Leading Organisation: HOU will coordinate the task and produce the recommendations based on the evaluation results from piloting activities in each country (from WP4) and the evaluation sessions with the CoP.
- ▢ Participating Organisations: Partners will contribute to the policy recommendation and will be responsible for the dissemination at national level.



## Subtasks:

### 5.3.1. Elaboration of policy recommendations and policy influence toolkit (M24):

HOU will coordinate the draft of policy recommendation, with the inputs from project partners.

**5.3.2. Dissemination of policy recommendations (M24):** the policy recommendations will be distributed to key stakeholders at local, national and EU levels, such as ministries of education, policy makers, research institutes, think tanks, etc.

## 3.9.4. Organisation of National Info-Days and Final Conference

### Description of the activity

Organisation of 2 infodays per country in M28 and M32 and a final 2-day international conference in Athens, Greece (International Conference on STEAM in Special Education) in M36.

**Duration:** M24-M36

**Partners involved:** UA, HOU UoM, UCY, TUNI, TUT, STEPV, RDEWG.

- ▀ Leading Organisation: UA will coordinate the task.
- ▀ Participating Organisations:
  - HOU will be responsible for organising the final conference.
  - RDEWG and UoM will organise the national infodays in Greece.
  - UA and STEPV will organise the national infodays in Spain.
  - TUNI and TUT will organise the national infodays in Bulgaria.

## Subtasks:

**5.4.1. Definition and implementation of specific dissemination plans for the national info days and international conference (M24-36):** strategic plan for event promotion will be drafted by the WP5 leader and reviewed by all partners. The

document will serve as a reference for all partners involved in the development of events at national level, as well as the international final conference.

This document will take into account the following main stages:

1) Before The Event:

- Promotion of the event via social media, media outlets, institutional platforms available to each partner and relevant multipliers and networks.
- Support to each national organizer in the development of promotional material in English or local language.
- Publication of promotional messages of each event via project communication channels.

2) During the event:

- Content generation plan for ensuring the generation of audiovisual material during the event (recorded sessions, pictures, interviews).
- Preparation of project materials to be used during the event with visual identity of the project and the EU.

3) After the event:

- Evaluation by the attendees (via satisfaction questionnaire translated to each project language).
- Dissemination of content generated during the event (results).
- News published on the project website and press release sent to local/national media.
- Elaboration of an assessment report, including number of attendees, media coverage and other relevant dissemination indicators (i.e. social media reach).

### 3.10. Deliverables WP5

Deliverable number	D5.1	Lead Beneficiary	4. UA
Deliverable name	Dissemination and Exploitation Plan		
Type	R- Document, report	Dissemination level	PU - Public
Due date (month)	4	WP n.	WP5
Description			
<p>The plan will contain strategies for disseminating and exploiting project outcomes, together with tools, techniques and material that can be used. Each partner will adapt the dissemination and exploitation strategies to its national context. As part of the strategy, project logo, project templates, palette and mission statements will be designed and approved by the partners. English and partner languages to be used.</p>			

Deliverable number	D5.2	Lead Beneficiary	2. ReadLab
Deliverable name	Project Website		
Type	DEC - Websites, patent filings, videos, etc.	Dissemination level	PU - Public

Due date (month)	3	WP n.	WP5
Description			
Project web site in English with some parts translated in partner languages by HOU, TUNI and UA.			

Deliverable number	D5.3	Lead Beneficiary	2. ReadLab
Deliverable name	Dissemination material		
Type	OTHER	Dissemination level	PU - Public
Due date (month)	34	WP n.	WP5
Description			
Project leaflet in English (to be translated to partners languages by HOU, TUNI and UA). 1 short promotion video for the project in English by Readlab (and subtitled in partner languages by HOU, TUNI and UA), 6 videos (teacher testimonials from their participation to the training programme, 2 per country) by HOU, TUNI and UA.			

Deliverable number	D5.4	Lead Beneficiary	4. UA
Deliverable name	National Infodays and International Conference		

Type	OTHER	Dissemination level	PU - Public
Due date (month)	32	WP n.	WP5
Description			
<p>2 infodays per country to promote the results of SpiceE in regional and national audiences.</p> <p>A 2-day international conference in Athens (M32) to promote research and theory of STEAM in Special Education along with the results of the project. National languages to be used.</p>			

Deliverable number	D5.5	Lead Beneficiary	1. HOU
Deliverable name	STEAM in Special Education Alliance		
Type	OTHER	Dissemination level	PU - Public
Due date (month)	36	WP n.	WP5
Description			
<p>Permanent exploitation structure to ensure the continuation and upscaling of the project. Inaugurated at the final conference. English language to be used.</p>			

Deliverable number	D5.6	Lead Beneficiary	4. UA
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Deliverable name	Policy recommendation toolkit		
Type	R - Document, report	Dissemination level	PU - Public
Due date (month)	32	WP n.	WP5
Description			
<p>Policy recommendations for decision-makers in the project sector as well as recommendations for STEAM and Special Education and training organisations and practitioners. The recommendations will be distributed to key stakeholders at national and EU levels, such as ministries of education, policymakers, research institutes, think tanks, etc.</p> <p>Preliminary version to be delivered in M24, final version in M32.</p>			

### 3.11. Dissemination Events

Several activities will be organised in the project SpiceE that involve the dissemination of the activities and their results. These activities are being researched and updated constantly, and are posted on the communication website in order to provide partners, members, and website visitors with the knowledge and opportunity to attend relevant events in appropriate fields and venues. The organization of events will be undertaken by every Consortium partner, but coordination with the partner responsible for dissemination activities is requested.

3.11.1. Table 2: Key SpiceE Events for Dissemination

Activity (associated task)	Details			
	Lead partner	Objective	Location	Duration (days)
Kick-off meeting	HOU	Presentation of goals and methodology, introduction to QA procedures, initiation of WP2 and 5. Budget and reporting issues	Athens, Greece	2
Project Meeting	UoM	Overview of WP2 activities. Design of competence framework, results of needs analysis	Thessaloniki, Greece	2
Project Meeting	UA	Overview of WP3 activities. Design of educational framework, CoP involvement. WP5 activities	Alicante, Spain	2

Project Meeting	UCY	Overview of WP3 activities. Design of training programme and VLE, CoP involvement. WP5 activities. Initiation of WP4	Nicosia, Cyprus	2
Project Meeting	TUNI	Overview of WP4 and evaluation of the pilot. WP5: evaluation of the CoP activities so far and discussion on dissemination and exploitation actions	Sofia, Bulgaria	2
Project Meeting	HOU	Preparation for the Conference. Review of the piloting results and optimisation of policy toolkit. Administrative and reporting issues	Athens, Greece	2
Blended Mobility Workshop	UoM	Blended workshop, part of the physical mobility action. Teachers will acquire knowledge relating to using UDL for STEAM in Special Education, instructional design and Greek best practices	Thessaloniki, Greece	3
Blended Mobility Workshop	TUNI	Blended workshop, part of the physical mobility action. Teachers will acquire knowledge relating to STEAM and Special Education pedagogy while working with children with learning disabilities and Bulgarian best practices	Sofia, Bulgaria	3
Blended Mobility Workshop	UA	Blended workshop, part of the physical mobility action. Teachers will acquire knowledge relating to assessment and optimisation of STEAM in Special Education practices and Spanish best practices	Alicante, Spain	3
Blended Mobility Workshop	UCY	Blended workshop, part of the physical mobility action. Teachers will acquire knowledge relating to	Nicosia, Cyprus	3



		curriculum design and evaluation with respect to inquiry-based learning, STEAM and Special Education and Cypriot best practices		
Greek Infoday 1	HOU	Event to disseminate SpiceE preliminary results (WP2) on a national level	Athens, Greece	1
Greek Infoday 2	UoM	Event to disseminate SpiceE final results (WP3, WP4) on a national level	Thessaloniki, Greece	1
Cyprus Infoday 1	UCY	Event to disseminate SpiceE preliminary results (WP2) on a national level	Nicosia, Cyprus	1
Cyprus Infoday 2	UCY	Event to disseminate SpiceE final results (WP3, WP4) on a national level	Nicosia, Cyprus	1
Bulgarian Infoday 1	TUNI	Event to disseminate SpiceE preliminary results (WP2) on a national level	Sofia, Bulgaria	1
Bulgarian Infoday 2	TUT	Event to disseminate SpiceE final results (WP3, WP4) on a national level	Sofia, Bulgaria	1
Spanish Infoday 1	UA	Event to disseminate SpiceE preliminary results (WP2) on a national level	Alicante, Spain	1
Spanish Infoday 2	STEPV	Event to disseminate SpiceE final results (WP3, WP4) on a national level	Valencia, Spain	1

Final Conference	HOU	Final conference to disseminate project results, present research in the STEAM in Special Education context and inaugurate the STEAM in Special Education Alliance	Athens, Greece	3
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**Note: It is crucial to always document ALL dissemination actions**

**3.11.2. Table 3: Main SpiceE deliverables for dissemination**

Del. #	Name	Objective	Dissemination level	Lead partner	Due date/delivered*
2.1	Gap analysis	Document presenting in a comprehensive way the STEAM in Special Education policies identified and/ or produced by the community members and the needs of the educators in order to implement them; policies, selection of good practices by the CoP	Public	UoM	M6
2.2	Competence framework for STEAM in Special Education	This document will describe a competence framework for STEAM in Special Education based on DigComp for Edu and SteamonEdu profiles as well as data from the gap analysis, and extending it possibly with non-digital competence: and describe the STEAM Special educator job role to be compatible with the ESCO framework.	Public	HOU	M10
2.3.	Education framework for	This document will summarise the STEAM in Special Education	Public	UoM	M12

	STEAM in Special Education	framework produced in this WP. The framework will contain the instructional meta methodology and a summary of existing methodologies, the Body of Knowledge, the specification of the OERs with various examples, and a policy framework together with examples (summary of those presented in the Guide). Two versions will be delivered. The first version in M13 will serve as input to WP4 and WP5. The development language of the framework will be English; The executive summary will be described in partner languages as well.			
3.1	A document that describes major components of the curriculum and pedagogical tools and methodologies for its effective delivery. Electronic document in English, executive summary in Greek, Bulgarian and Spanish.	A document that describes major components of the curriculum and pedagogical tools and methodologies for its effective delivery. Electronic document in English, executive summary in Greek, Bulgarian and Spanish.	Public	UCY	M15
3.2	Training Programme for STEAM in Special Education	A document describing the contextual, educational, organisational and technical specifications to deliver the curriculum in any EU country by pre-service or in-service training organisations. The electronic document is in English, Greek, Bulgarian and Spanish.	Public	UCY	M19
3.3	Digital Learning Material for STEAM	Reusable educational material in electronic format to be structured to support the MOOC course throughout its duration, along	Public	HOU	M22

	in Special Education	with the peer learning activities. It includes text, images, powerpoint presentations, online quizzes, links to further reading, assessment projects in English, Greek, Spanish and Bulgarian. The material can be used standalone or may be embedded/indexed by popular LMS. Short videos (total duration: 32 hours) in English with subtitles in project partner languages will be included. Three videos will be produced directly to partner languages (one for Greek, Spanish and Bulgarian).			
3.4.	Virtual Learning Environment MOOC	This VLE will reflect the competences included in the STEAM Special educator profile. It includes a MOOC, an OER digital library and CoP management service along with peer learning services.	Public	ReadLab	M22
4.2.	Unified evaluation report	This report includes the results of all national evaluations of the training programme, evaluation of the frameworks (indirectly through the evaluation of the training), impact and sustainability assessment and educational intelligence analysis (recognition of patterns and data that may lead to optimisation).	Public	HOU	M32
4.3.	Upscaling guidelines	This report summarizes the propositions for optimizing the application of the training programme to existing contexts.	Public	UCY	M34

5.1.	Dissemination and Exploitation Plan	The plan will contain strategies for disseminating and exploiting project outcomes, together with tools, techniques and material that can be used. Each partner will adapt the dissemination and exploitation strategies to its national context. As part of the strategy, project logo, project templates, palette and mission statements will be designed and approved by the partners. English and partner languages to be used.	Public	UA	M4
5.2.	Project website	Project web site in English with some parts translated in partner languages by HOU, TUNI	Public	ReadLab	M3
5.3.	Dissemination material	<p>Project leaflet in English (to be translated to partners languages)</p> <p>1 short promotion video for the project</p> <p>Six videos (teacher testimonials from their participation to the training programme, 2 per country)</p>	Public	ReadLab	M6
5.4.	National Infodays and International Conference	<p>Two infodays to promote the results of SpiceE in regional and national audiences.</p> <p>A 2-day international conference to promote research and theory of STEAM in Special Education along with the results of the project. National languages to be used</p>	Public	UA	M32
5.5.	STEAM in Special Education Alliance	Permanent exploitation structure to ensure the continuation and upscaling of the project. Inaugurated at the final	Public	HOU	M36

		conference. English language to be used.			
5.6.	Policy recommendation toolkit	Policy recommendations for decision-makers in the project sector as well as recommendations for STEAM and Special Education and training organisations and practitioners. The recommendations will be distributed to key stakeholders at national and EU levels, such as ministries of education, policymakers, research institutes, think tanks, etc.	Public	UA	M32

**Note: It is crucial to always document ALL dissemination actions**

**Each dissemination action has to be reported by each partner continuously using the corresponding Google Form.**

## 4. Implementation & monitoring of dissemination activities (EN)

### 4.1. Social media platforms and targets

Social media marketing is a powerful method through which SpiceE can further increase its online reach and boost its visibility.

- Facebook @SpiceEAcademyEU will be the general channel of the project, targeting the main targets planned in the project: University managers, teachers and students, both within and without the consortium
- Twitter @SpiceEAcademyEU should be the platform of reference for institutional stakeholders and policy makers
- YouTube: Spice Academy EU: <https://www.youtube.com/channel/UC4zqFUtKG-fVPhP58dCjMEA>

**It is responsibility of each project partner:**

- To inform the SpiceE Social Media team, Mario Guilló and Alexandra Patrut (via Basecamp) about any information that they consider interesting to post/tweet on social media, as well as to provide information (for an original post short text & photos, or a link to a post on their own channels for SpiceE to share) about project activities developed in their institution.
- To follow the SpiceE social media accounts and share (re-post / re-tweet) project posts within their own networks.
- To participate in any social media campaigns organised.

### 4.2. Branding

All the Social Media Profiles will use the same avatar SpiceE logo and cover design adapted to the required ratio for each platform. This approach will provide a consistent project branding.

### 4.3. Publication languages and style

SpicE social media profiles are been defined as English-speaking profiles. However, some of the social publications can be posted in each institution's official language.

Engagement will be ensured through a direct writing style, encouraging the SpicE project's followers to engage with the content (i.e. questions are a very effective way to spark dialogue with followers).

### 4.4. Mentions and hashtags

The total number of Twitter publications per event should be a mix of tweets and retweets, creating social conversation with our internal and external stakeholders' social media profiles. In this sense, a good practice would be also the use of direct mentions to our stakeholders' social media profiles.

In each publication should appear at least one hashtag from each of the following groups:

1) Hashtags related with topics of interest for the SpicE audience in the field of STEAM and Special Education, such as:

- **#SpecialEducation**, **#PrimaryEducation**
- **#STEAM**, **#STEAMAcademy**, **#STEAMLearning**,
- **#STEM**, **#STEMEducation**, **#STEMStudies**
- **#ErasmusPlusTeacherAcademies** on LinkedIn
- **#ErasmusPlus** and/or **#EuropeanEducationArea** on Facebook and Twitter

2) Project hashtags, hashtags promoted by similar initiatives or hashtags connected with more global/general initiatives of interest for reaching our stakeholders, such as:

- **#ErasmusPlus**, **#EUproject**, **#ErasmusProject**

3) Hashtags / accounts to tag, specific to certain social media platforms:



- **Twitter:** @Erasmus\_Project, @ErasmusPlus\_pro, @EUErasmusPlus.
- **Facebook:** @EUErasmusPlusProgramme

**It is important to remember to consult the Internal & External Stakeholders' matrix compiled by the partners in order to properly tag their social media accounts and preferred hashtags.**

#### 4.5. Type of content

Written posts: a direct writing style will be used across platforms in order to increase engagement. In some cases, text will be combined with icons in order to make them more appealing to younger audiences.

Links to External Content: An alternative to original written content is to link to relevant and trusted articles, resources, and websites from other sources. External content from industry leaders is an excellent resource. Example is content from the United Nations relating to Sustainability. Such content can be linked to the social media page. Furthermore, external content can also be shared or retweeted from accounts of SpiceE stakeholders as long as they are relevant to the project.

Images: Every social post should be published in a graphic element that supports the written text. Every image will be adapted to the required ratio depending on the social platform.

Videos: Videos can be published on platforms like Facebook and Twitter to increase engagement. Videos can be used to share important resources that aims to be widely disseminated such as commemoration of a sustainable holiday or important announcements. The videos published in these platforms will be published as native videos (as opposed to posting a link to the video in YouTube) in order to improve the visualization of the content. Videos created in the framework of the project should also be uploaded to the SpiceE YouTube channel.

Infographics: Infographics use visuals to support explanations, statistics, and other written concepts. They are especially impactful for conveying complex ideas. This type

of content may be used to simply sustainable concepts or summarize SpicE's monthly or quarterly achievements or other relevant information possible.

Contests: Contests can be organised on social media platforms like Facebook, Twitter, and Instagram.

#### 4.6. Social media guidelines and publication frequency

All partners are expected to contribute content to SpicE's social media channels.

In order to do so in an orderly manner, an Excel spreadsheet has been created, available on Basecamp through this [link](#).

As seen in the spreadsheet, each week there will be a partner responsible for creating content on SpicE's social media. Partners have to select their institution and country they pertain to on the corresponding week they will be in charge of posting. Then, they will have to fill in the "Post" gap in both their local language and in English. Additionally, if there is any mention to another source or if images are uploaded, the link to these resources should be added in the field "Sources". Once these gaps have been filled, UA will publish the post on SpicE's social media, after reviewing the information, every Monday.

Links to images can be those uploaded to Basecamp for each event, for example.

Below you will find an example of how to carry this task out:

##### **WEEK 1**

##### **COUNTRY - SPAIN**

**POST IN LOCAL LANGUAGE** - ¡Acabamos de empezar! 🚀 La Universidad Abierta de Grecia celebra el Kick-off-Meeting de SpicE en Atenas, Grecia. La Academia STEAM de Educación Especial reunió a representantes de universidades, ministerios e instituciones de Grecia, España, Chipre y Bulgaria en un diálogo abierto para fortalecer el marco educativo de STEAM en la educación especial para estudiantes con discapacidad en educación primaria.

**POST IN ENGLISH:** We are just getting started! 🚀 Hellenic Open University hosts Kick-off-Meeting of Spice in Athens, Greece. Special Education STEAM Academy gathered representatives from universities, ministries and institutions from Greece, Spain, Cyprus and Bulgaria in an open dialogue to strengthen the Education Framework for STEAM in Special Education for students with mild disabilities in Primary Education.

**SOURCES:**

<https://3.basecamp.com/3963524/buckets/28046180/vaults/5394876152>

**LINK TO TWITTER:** Filled by UA afterwards

**LINK TO FACEBOOK:** Filled by UA afterwards

In the spreadsheet, there is a subsheet called “Hashtags”, on which you can add whichever hashtags you consider useful and catchy to use on social media, apart from those already mentioned in the previous section.

Once Spice’s social media profiles running the consortium will aim for a publication frequency of *at least*:

- 1 post per week will be published on Facebook.
- 1 tweet or retweet per week on Twitter.
- 1 YouTube video every time there is an event.

Depending on the evolution of social audience (growth and engagement rate) this minimum frequency may vary. It will be higher when events are being organised and implemented, as well as during targeted social media campaigns. Statistics on partner’s content contribution to Spice’s social media channels will be reported in Spice’s regular meetings.

#### 4.7. Social media events coverage and social media campaigns

The events organised by Spice’s team will have a special social coverage, including pre, during and post social publications.

Throughout the project's lifetime, it is recommended that social media campaigns be disseminated for events such as the National Info-Days and the International Conference, and even the MOOC, using specific hashtags on social media and the project's website. According to the project's needs, these campaigns will be decided upon unanimously among the partners.

#### 4.8. Media relations

Spinning out SpiceE activities and stories to media aim to encourage more coverage. Finding the local and international media contacts that could potentially be interested in covering the topics can be filter according by beat (angle/focus), locations, and outlets. Local and international media can be contacted through the media databases to get media coverage.

However, most media databases are not free. Besides, the current edge of media works at a fast pace with short but crisp information. Therefore, using two social media platforms, especially Twitter and Facebook, is suggested to attract key groups of the same interest as SpiceE. These two platforms provide a free list but are more time-consuming in finding the press contacts.

Alternatively, using Google News is suggested to find potential media outlets, whether local or international. Write the keyword of the preferred topic at the searching bar i.e. sustainability, campus network etc. and list of outlets, blogs, news sites, etc. that could be accessed.

A press kit is available in the project Dissemination folder at Basecamp, with templates and a visual identity guide for media dissemination purposes. In addition, in the Dissemination package partners have access to logo designs, maps and social media designs.

#### 4.9. Promotional materials



For an efficient promotion of SpicE, appropriate printed and electronic promotional materials will be developed throughout the project lifetime and distributed to wider target groups and the public at large.

The partners are free to use and adapt (if needed) these materials for their events and activities.

All documents are available in the **Dissemination folder at Basecamp**.

The following materials can be founded in the link above:

- ▢ Banner template (2 sizes)
- ▢ Presentation template (ppt.)
- ▢ Word template
- ▢ Agenda template
- ▢ Roll up template
- ▢ Visual Identity Guide
- ▢ Partner map
- ▢ Logo designs

#### 4.10. Additional content creation and promotional materials

Relevant guidelines to inform the creation of print, social media, and audiovisual promotional materials for the project have been given in SpicE's **Visual Identity Guide**.

## 5. Sustainability strategy

The sustainability of SpicE project strongly relies on the successful development of STEAM and Special Education Community specific structures that can both operate standalone and as a part of a system. These structures include:

- The STEAM in Special Education Alliance: The CoP members and the activity developed within the lifespan of the project (see section 3.9.2) will provide the basis for this alliance, which main aim is to ensure a sustainable and successful exploitation of SpicE results.
- The STEAM in Special Education Competence Framework: this framework will detail the necessary competences for implementing STEAM education policy and practice in general education.
- The STEAM in Special Education Educational Programme: the development of this output will serve to identify proper didactical approaches and map skills to educational goals of a curriculum.
- The STEAM in Special Education Training Programme: supported by a MOOC and Open Educational Resources (OERs) in English and in partner languages (Greek, Spanish and Bulgarian).
- The SpicE Virtual Learning Environment: a collaborative learning space that orchestrates MOOC, OER repository, virtual mobility and peer learning educational services.

In order to ensure the sustainability of these projects results, the Long Term Dissemination & Rollout Strategy of the project will focus on the following strategic lines:

- ▶ Create a strategy for the ongoing expansion and engagement of both SpicE and the European STEAM, Special Education and Skills Community post-project, developing both into self-sustaining volunteer communities motivated by personal and professional incentives.
- ▶ Create an educational incentive/imperative for relevant training providers and high education institutions to adopt and promote the STEAM in Special Education curriculum and the corresponding Training Programmes to their target students. The programme should become the 'must have' software skills training programme for Europe.
- ▶ Ensure adoption of the curriculum and training programmes by national Education and Employment Ministries / Agencies and commitment to progressively integrate

the training into their national skills strategies and STEAM and/or Special Education training programmes.

- ▶ Create a high level of demand for the skills identified in the STEAM in Special Education training programme from individuals who wish to train, upskill or reskill to access careers in Primary Education.
- ▶ Dovetail the project outputs into other EU-funded programmes and initiatives promoting digital upskilling, adult learning, youth education, training pathways for teachers, STEAM careers, gender equality, and diversity inclusion.
- ▶ Build in a continuous annual review and iterative improvement of the SpicE Strategy to keep up with current and emerging skills needs in the sector of STEAM in Special Education, along with the updating and scaling of the curriculum and the training programme.
- ▶ Develop an EU funding strategy to ensure financial sustainability through a process of EU policy and programme tracking, pipeline development, and identifying opportunities to directly target new EU grants and services contracts and / or build partnerships with a network of organisations to integrate elements of the SpicE project into new education, communication and capacity building programmes; provide part funding for the ongoing rollout of SpicE from multiple related EU projects.
- ▶ Create a national funding strategy that aims to integrate the Training Programme into national policy and training programmes and encourage adoption at regional and local levels by a wide range of training and educational institutions.

**Partners involved:** UA will coordinate the task of designing the Long Term and Rollout Strategy of the project, with the input of all partners (M30-36).

## 4. Ejecución y seguimiento de las actividades de difusión (ES)

### 4.1. Plataformas de redes sociales y públicos objetivo

El marketing en las redes sociales es un método eficaz para aumentar el alcance de SpiceE en Internet y potenciar su visibilidad.

- Facebook @SpiceEAcademyEU será el canal general del proyecto, dirigido a los principales destinatarios previstos en el mismo: Responsables universitarios, profesores y estudiantes, tanto dentro como fuera del consorcio.
- Twitter @SpiceEAcademyEU será la plataforma de referencia para los actores institucionales y los responsables políticos
- YouTube: Spice Academy EU: <https://www.youtube.com/channel/UC4zqFUtKG-fVPhP58dCjMEA>

#### Es responsabilidad de cada socio del proyecto:

- Informar al equipo de Comunicación de SpiceE, Mario Guilló y Alexandra Patrut (a través de Basecamp) sobre cualquier información que consideren interesante para publicar en las redes sociales, así como proporcionar información (para un post original texto corto y fotos, o un enlace a un post en sus propias redes para que SpiceE lo comparta) sobre las actividades del proyecto desarrolladas en su institución.
- Seguir las redes sociales de SpiceE y compartir las publicaciones del proyecto en sus propias redes.
- Participar en cualquier campaña organizada en las redes sociales.

### 4.2. Marca

Todos los perfiles de las redes sociales utilizarán el mismo avatar, el logotipo de SpiceE y un diseño de portada adaptado a la proporción requerida para cada plataforma. Este enfoque proporcionará una imagen de marca coherente del proyecto.



### 4.3. Lengua de publicación y estilo

Las redes sociales de SpicE tendrán como lengua principal el inglés. Sin embargo, algunas de las publicaciones en redes sociales se pueden publicar en la lengua oficial de cada institución.

La participación se garantizará mediante un estilo de redacción directo, que anime a los seguidores del proyecto SpicE a participar en el contenido (por ejemplo, las preguntas son una forma muy eficaz de suscitar el diálogo con los seguidores).

### 4.4. Mentions and hashtags

El número total de publicaciones en Twitter por evento debe consistir en una combinación de tweets y retweets, creando una interacción social entre los perfiles de redes sociales de nuestros grupos de interés internos y externos. En este sentido, una buena práctica sería también el uso de menciones directas a los perfiles de redes sociales de nuestros grupos de interés.

En cada publicación debe aparecer al menos un hashtag de cada uno de los siguientes grupos:

1) Hashtags relacionados con temas de interés para los seguidores de SpicE en el ámbito de STEAM y la Educación Especial, tales como:

- **#EducaciónEspecial**, **#EducaciónPrimaria**
- **#STEAM**, **#AcademiaSTEAM**, **#AprendiendoSTEAM**,
- **#STEM**, **#EducaciónSTEAM**, **#EstudiosSTEAM**
- **#ErasmusPlusTeacherAcademies** en LinkedIn
- **#ErasmusPlus** y/o **#EuropeanEducationArea** en Facebook y Twitter

2) hashtags de proyectos, hashtags promovidos por iniciativas similares o hashtags relacionados con iniciativas más globales/generales de interés para llegar a nuestros grupos de interés, como, por ejemplo:

- **#ErasmusPlus**, #ProyectoEU, #ProyectoErasmus

4) Hashtags/ cuentas que etiquetar, específicos para determinadas plataformas de redes sociales:

- **Twitter:** @Erasmus\_Project, @ErasmusPlus\_pro, @EUErasmusPlus.
- **Facebook:** @EUErasmusPlusProgramme

**Es importante no olvidar consultar la matriz de partes interesadas internas y externas recopilada por los socios para etiquetar correctamente sus cuentas en las redes sociales y los hashtags preferidos.**

#### 4.5. Tipo de contenido

Publicaciones escritas: Se utilizará un estilo de redacción directo en todas las plataformas para aumentar la participación. En algunos casos, el texto se combinará con iconos para que resulte más atractivo para el público más joven.

Enlaces a contenido externo: Una alternativa al contenido escrito original es enlazar a artículos, recursos y sitios web relevantes y de confianza de otras fuentes. Los contenidos externos de líderes del sector son un recurso excelente. Un ejemplo es el contenido de las Naciones Unidas sobre sostenibilidad. Este tipo de material puede enlazarse a la página de las redes sociales. Además, los contenidos externos también pueden compartirse desde las cuentas de las personas interesadas en SpicE, siempre que sean relevantes para el proyecto.

Imágenes: Cada publicación debe tener un elemento gráfico que apoye el texto escrito. Cada imagen se adaptará a la proporción requerida en función de la red social.

Vídeos: Los vídeos pueden publicarse en plataformas como Facebook y Twitter para aumentar la participación. Se pueden utilizar vídeos para compartir recursos importantes que pretendan tener una amplia difusión, como la celebración de una jornada sostenible u otros anuncios importantes. Los vídeos publicados en estas plataformas se publicarán como vídeos originales (en lugar de publicar un enlace al

vídeo en YouTube) para mejorar la visualización del contenido. Los vídeos creados en el marco del proyecto también se subirán al canal de YouTube de SpicE.

Infográficos: Los infográficos utilizan elementos visuales para apoyar explicaciones, estadísticas y otros conceptos escritos. Son especialmente impactantes para transmitir ideas complejas. Este tipo de contenido puede utilizarse para conceptos sencillamente sostenibles o para resumir los logros mensuales o trimestrales de SpicE u otra información pertinente.

Concursos: Los concursos pueden organizarse en redes sociales como Facebook, Twitter e Instagram.

#### **4.6. Directrices sobre redes sociales y frecuencia de publicación**

Se espera que todos los socios aporten contenidos a los canales de redes sociales de SpicE.

Para hacerlo de forma ordenada, se ha creado una hoja de cálculo Excel, disponible en Basecamp a través de este [enlace](#).

Como puede verse en la hoja de cálculo, cada semana habrá un socio responsable de crear contenidos en las redes sociales de SpicE. Los socios tienen que seleccionar su institución y el país al que pertenecen en la semana correspondiente en la que se encargarán de publicar. A continuación, tendrán que rellenar el espacio "Publicar" tanto en su idioma local como en inglés. Además, si hay alguna mención a otra fuente o si se suben imágenes, deberá añadirse el enlace a estos recursos en el campo "Fuentes". Una vez rellenados estos huecos, la UA publicará el post en las redes sociales de SpicE, tras revisar la información, todos los lunes.

Los enlaces a las imágenes pueden ser los subidos a Basecamp para cada evento, por ejemplo.

A continuación, se presenta un ejemplo de cómo publicar según este plan:

## SEMANA 1

### PAÍS - ESPAÑA

**PUBLICACIÓN EN LENGUA NACIONAL** - ¡Acabamos de empezar! 🚀 La Universidad Abierta de Grecia celebra el Kick-off-Meeting de SpicE en Atenas, Grecia. La Academia STEAM de Educación Especial reunió a representantes de universidades, ministerios e instituciones de Grecia, España, Chipre y Bulgaria en un diálogo abierto para fortalecer el marco educativo de STEAM en la educación especial para estudiantes con discapacidad en educación primaria.

**PUBLICACIÓN EN INGLÉS:** We are just getting started! 🚀 Hellenic Open University hosts Kick-off-Meeting of SpicE in Athens, Greece. Special Education STEAM Academy gathered representatives from universities, ministries and institutions from Greece, Spain, Cyprus and Bulgaria in an open dialogue to strengthen the Education Framework for STEAM in Special Education for students with mild disabilities in Primary Education.

#### FUENTES:

<https://3.basecamp.com/3963524/buckets/28046180/vaults/5394876152>

**ENLACE A TWITTER:** Rellenado después por la UA.

**ENLACE A FACEBOOK:** Rellenado después por la UA.

En la hoja de cálculo hay una subhoja llamada "Hashtags", en la que puedes añadir los hashtags que sean útiles y pegadizos para utilizar en las redes sociales, aparte de los ya mencionados en el apartado anterior.

Una vez que los perfiles en redes sociales de SpicE estén en funcionamiento, el consorcio intentará que la frecuencia de publicación sea de al menos:

- 1 publicación a la semana en Facebook.
- 1 tweet o retweet a la semana en Twitter.
- 1 vídeo de YouTube video cada vez que haya un evento.

Dependiendo de la evolución de la participación en las redes sociales (teniendo en cuenta el crecimiento en redes y el compromiso de los socios), esta frecuencia mínima puede variar. Será mayor cuando se organicen y ejecuten eventos, así como durante

campañas específicas en las redes sociales. Las estadísticas sobre la contribución de contenidos de los socios a las redes sociales de SpicE se comunicarán en las reuniones periódicas de SpicE.

#### **4.7. Eventos y campañas en redes sociales**

Los eventos organizados por el consorcio de SpicE contarán con una difusión especial, con publicaciones antes, durante y después de los mismos.

A lo largo de la vida del proyecto, se recomienda difundir campañas en las redes sociales para eventos como los Info-Days Nacionales y la Conferencia Internacional, e incluso el MOOC, utilizando hashtags específicos en las redes sociales y en el sitio web del proyecto. En función de las necesidades del proyecto, estas campañas se decidirán por unanimidad entre los socios.

#### **4.8. Relaciones con los medios**

Es importante dar a conocer las actividades de SpicE a los medios de comunicación para fomentar una mayor difusión. Los contactos de los medios de comunicación locales e internacionales que podrían estar interesados en informar sobre los temas del proyecto pueden filtrarse por temas (ángulo/enfoque), lugares y medios de comunicación. A través de una bases de datos con medios de comunicación se puede contactar con los medios locales e internacionales para conseguir cobertura mediática.

Sin embargo, la mayoría de las bases de datos de medios de comunicación no son gratuitas. Además, la vanguardia actual de los medios de comunicación funciona a un ritmo rápido con información breve pero nítida. Por lo tanto, se sugiere utilizar dos plataformas de redes sociales, especialmente Twitter y Facebook, para atraer a grupos clave del mismo interés que SpicE. Estas dos plataformas proporcionan una lista gratuita pero requieren más tiempo para encontrar contactos de prensa.

Como alternativa, se sugiere utilizar Google News para encontrar posibles medios de comunicación, ya sean locales o internacionales. Se debe escribir la palabra clave del tema preferido en la barra de búsqueda, por ejemplo, sostenibilidad, red de campus, etc., y enumerar los medios de comunicación, blogs, sitios de noticias, etc. a los que se podría acceder.

En la carpeta de Difusión del proyecto en Basecamp hay disponible un dossier de prensa con plantillas y una guía de identidad visual para su difusión en los medios de comunicación. Además, en el paquete de Difusión los socios tienen acceso a diseños de logotipos, mapas y diseños para redes sociales.

#### 4.9. Materiales promocionales

Para una promoción eficaz de SpicE, se elaborará material promocional impreso y electrónico adecuado durante toda la duración del proyecto y se distribuirá a grupos destinatarios más amplios y al público en general.

Los socios son libres de utilizar y adaptar (si es necesario) estos materiales para sus actos y actividades.

Todos los documentos están disponibles en la **carpeta de Difusión en Basecamp**.

En el enlace anterior pueden encontrarse los siguientes materiales:

- ▶ Plantilla de pancarta (2 tamaños)
- ▶ Plantilla de presentación (ppt.)
- ▶ Plantilla de Word
- ▶ Plantilla de agenda
- ▶ Plantilla de roll-up
- ▶ Guía de identidad visual
- ▶ Mapa de socios
- ▶ Diseño de logotipos

#### 4.10. Creación de contenido adicional y material promocional

En la **Guía de identidad visual de SpicE** se ofrecen directrices pertinentes para la creación de material promocional impreso, audiovisual y para redes sociales.

### 5. Estrategia de sostenibilidad

La sostenibilidad del proyecto SpicE depende en gran medida de que se desarrollen con éxito estructuras específicas para la comunidad STEAM y de educación especial que puedan funcionar de forma independiente y como parte de un sistema. Estas estructuras incluyen:

- Alianza STEAM en Educación Especial: Los miembros de la CoP y la actividad desarrollada a lo largo del proyecto (véase la sección 3.9.2) sentarán las bases de esta alianza, cuyo principal objetivo es garantizar una explotación sostenible y satisfactoria de los resultados de SpicE.
- El marco de competencias STEAM en la educación especial: este marco detallará las competencias necesarias para aplicar la política y la práctica educativas STEAM en la educación general.
- Programa de Formación STEAM en Educación Especial: el desarrollo de este resultado servirá para identificar los enfoques didácticos adecuados y asignar habilidades a los objetivos educativos de un plan de estudios.
- Programa de Formación STEAM en Educación Especial: apoyado por un MOOC y Recursos Educativos Abiertos (REA) en inglés y en idiomas asociados (griego, español y búlgaro).
- Entorno Virtual de Aprendizaje SpicE: un espacio de aprendizaje colaborativo que gestiona el MOOC, repositorios de REA, movilidad virtual y servicios educativos de aprendizaje entre iguales.

Para garantizar la sostenibilidad de los resultados de este proyecto, la estrategia de difusión a largo plazo del proyecto se centrará en las siguientes líneas estratégicas:

- ▀ Crear una estrategia para la expansión y el compromiso continuos tanto de SpicE como de la Comunidad Europea de STEAM, Educación Especial y Competencias



después del proyecto, convirtiendo a ambas en comunidades de voluntarios autosuficientes motivados por incentivos personales y profesionales.

- ▶ Crear un incentivo/imperativo educativo para que los proveedores de formación pertinentes y las instituciones de educación superior adopten y promuevan el plan de estudios STEAM en Educación Especial y los correspondientes Programas de Formación entre sus alumnos destinatarios. El programa tiene por objetivo convertirse en el programa de formación en software "imprescindible" en Europa.
- ▶ Garantizar la aprobación del plan de estudios y los programas de formación por parte de los ministerios y organismos nacionales de educación y empleo, así como el compromiso de integrar progresivamente la formación en sus estrategias nacionales de capacitación y en sus programas de formación STEAM y/o de educación especial.
- ▶ Crear un alto nivel de demanda de las competencias identificadas en el programa de formación STEAM en Educación Especial por parte de personas que deseen formarse, perfeccionarse o recualificarse para acceder a carreras profesionales en Educación Primaria.
- ▶ Integrar los resultados del proyecto en otros programas e iniciativas financiados por la UE que promuevan la capacitación digital, el aprendizaje de adultos, la educación de los jóvenes, los itinerarios formativos para profesores, las carreras profesionales en STEAM, la igualdad de género y la inclusión de la diversidad.
- ▶ Construir una revisión anual continua y una mejora iterativa de la Estrategia SpicE para mantenerse al día con las necesidades de competencias actuales y emergentes en el sector de STEAM en Educación Especial, junto con la actualización y ampliación del plan de estudios y el programa de formación.
- ▶ Desarrollar una estrategia de financiación de la UE para garantizar la sostenibilidad financiera mediante un proceso de seguimiento de las políticas y programas de la UE, el desarrollo de una cartera de proyectos y la identificación de oportunidades para captar directamente nuevas subvenciones y contratos de



servicios de la UE y/o crear asociaciones con una red de organizaciones para integrar elementos del proyecto SpicE en nuevos programas de educación, comunicación y desarrollo de capacidades; proporcionar financiación parcial para el despliegue continuo de SpicE a partir de múltiples proyectos relacionados de la UE.

- ▶ Crear una estrategia nacional de financiación cuyo objetivo sea integrar el Programa de Formación en la política y los programas de formación nacionales y fomentar su adopción a escala regional y local por parte de un amplio abanico de instituciones educativas y de formación.

**Socios implicados:** UA coordinará la tarea de diseñar la estrategia a largo plazo y de expansión del proyecto, con la aportación de todos los socios (M30-36).

## 4. Изпълнение и наблюдение на дейностите по разпространение (BG)

### 4.1. Платформи в социалните медии и цели

Маркетингът в социалните медии е мощен метод, чрез който SpicE може допълнително да увеличи онлайн достига и видимостта.

- Facebook @SpicEAcademyEU е общият канал на проекта, насочен към основните целеви групи в проекта: ръководство на университети, преподаватели и студенти както в консорциума, така и извън него.
- Twitter @SpicEAcademyEU е платформата, към която да се обръщат институционалните заинтересовани страни и тези, които изграждат политиките
- YouTube: Spice Academy EU: <https://www.youtube.com/channel/UC4zqFUtKG-fVPhP58dCjMEa>

**Всяка от партньорските организации има отговорността:**

- Да информира екипа за социалните медии на SpicE, Марио Гийо и Александра Патрут (чрез Basecamp) за всяка информация, която счита за интересна за публикуване в социалните медии, както и да предостави информация (за оригинален кратък текст и снимки или връзка към публикация в собствените си канали, които SpicE да сподели) относно дейностите по проекта, развиващи се в техните институции.
- Да следват социалните медии на SpicE и да споделят (публикуват повторно/публикуват повторно в Tweeter) публикации от проекта в своите собствени мрежи.
- Да участват в кампании в социалните медии, организирани от проекта.

### 4.2. Брандиране

Всички профили в социалните медии ще използват едно и също аватар SpicE лого и обложка, адаптирани към изискванията на всяка платформа. Този подход ще осигури последователен брандинг на проекта.

#### 4.3. Езици и стил на публикации

Профилите в социалните медии на SpicE са дефинирани като профили на английски. Въпреки това някои от социалните публикации могат да бъдат публикувани на официалния език на всяка институция.

Участието ще бъде осигурено чрез директен стил на писане, който ще насърчава последователите на проекта SpicE да се включат в съдържанието (например въпросите са много ефективен начин за започване на диалог с последователите).

#### 4.4. Споменавания и хаштагове

Общият брой на публикациите в Twitter за всяко събитие трябва да включва комбинация от туитове (постове) и ретуитове (повторни постове), създавайки социален диалог с нашите вътрешни и външни заинтересовани страни в социалните медии. В този смисъл добра практика би било и използването на директни посочвания към социалните медии профили на нашите заинтересовани страни.

Във всяка публикация трябва да се включи поне един хаштаг от всяка от следните групи:

1) Хаштагове, свързани с теми, интересни за аудиторията на SpicE в областта на STEAM и специалното образование, като:

- **#SpecialEducation**, **#PrimaryEducation**
- **#STEAM**, **#STEAMAcademy**, **#STEAMLearning**,
- **#STEM**, **#STEMEducation**, **#STEMStudies**
- **#ErasmusPlusTeacherAcademies** в LinkedIn
- **#ErasmusPlus** and/or **#EuropeanEducationArea** във Facebook и Twitter

2) Хаштагове на проекта, хаштагове, подкрепяни от подобни инициативи или хаштагове, свързани с по-обща инициативи, обхващащи интереса за нашите заинтересовани страни, като

- **#ErasmusPlus**, #EUproject, #ErasmusProject

5) 3. Хаштагове / профили, които да бъдат тагнати, специфични за определени социални медии:

- **Twitter:** @Erasmus\_Project, @ErasmusPlus\_pro, @EUErasmusPlus.
- **Facebook:** @EUErasmusPlusProgramme

**Важно е да се обърне внимание и да се консултира матрицата със заинтересованите вътрешни и външни страни, съставена от партньорите, за да се осигури правилното тагване на техните социални медии профили и предпочитани хаштагове.**

#### 4.5. Типове съдържание

Писмени публикации: На всички платформи ще се използва директен стил на писане, за да се насърчи участието. В някои случаи текстът ще бъде комбиниран с икони, за да станат по-привлекателни за по-младата аудитория.

Връзки към външно съдържание: Алтернатива на оригиналното писмено съдържание е връзка към надеждни и свързани по съдържание статии, ресурси и уебсайтове от други източници. Външното съдържание от лидери в индустрията е отличен ресурс. Такова съдържание може да бъде свързано със страницата в социалните медии. Освен това, външното съдържание може също да се споделя или ретуитва от профилите на заинтересованите страни в SpicE, когато са свързани с проекта и са актуални за него.

Изображения: Всяка социална публикация трябва да бъде публикувана като графичен елемент, който подкрепя писмения текст. Всяко изображение ще бъде адаптирано към изискванията за съотношение, зависещи от социалната платформа.

**Видеа:** Видеоклипове могат да бъдат публикувани на платформи като Facebook и Twitter, за да се увеличи участието. Видеоклиповете могат да се използват за споделяне на важни ресурси, които целят широко разпространение, като например отбелязване на празник или важни съобщения. Видеоклиповете, публикувани на тези платформи, ще бъдат публикувани като оригинални видеоклипове (вместо публикуване на връзка към видеоклип в YouTube), за да се подобри визуализацията на съдържанието. Видеоклиповете, създадени в рамките на проекта, също трябва да бъдат качвани в YouTube канала на SpicE.

**Инфо графики:** Инфо графиките използват визуални елементи, за да подкрепят обяснения, статистика и други писмени концепции. Те са особено впечатляващи за предаване на сложни идеи. Този тип съдържание може да се използва за представяне на устойчиви концепции или обобщаване на месечните или тримесечни постижения на SpicE или друга съответна информация.

**Конкурси:** Конкурси могат да се организират на платформи като Facebook, Twitter и Instagram.

#### **4.6. Настройки за социални медии и честота на публикации**

От всички партньори се очаква да предоставят съдържание за социалните медии на SpicE.

За да се направи това по организиран начин, е създадена електронна таблица в Excel, която е налична в Basecamp на следния [адрес](#).

Както се вижда в таблицата, всеки уикенд ще има партньор, отговорен за създаването на съдържание за социалните медии на SpicE.

Партньорите трябва да изберат своя институция и държава, към която принадлежат, в съответната седмица, за която ще бъдат отговорни за публикуване. След това трябва да попълнят полето "Публикация" както на своя собствен език, така и на английски. Освен това, ако има спомен за друг източник или ако са качени изображения, трябва да се добави линк към тези ресурси в

полето "Източници". След като тези полета са попълнени, UA ще публикува публикацията в социалните медии на SpicE, след преглед на информацията, всеки понеделник.

Линковете към изображения могат да бъдат тези, качени в Basecamp за всяко събитие, например.

По-долу ще намерите пример за изпълнение на тази задача:

## **СЕДМИЦА 1**

### **ДЪРЖАВА - ИСПАНИЯ**

**ПОСТ НА СОБСТВЕН/МЕСТЕН ЕЗИК** - ¡Acabamos de empezar! 🚀 La Universidad Abierta de Grecia celebra el Kick-off-Meeting de SpicE en Atenas, Grecia. La Academia STEAM de Educación Especial reunió a representantes de universidades, ministerios e instituciones de Grecia, España, Chipre y Bulgaria en un diálogo abierto para fortalecer el marco educativo de STEAM en la educación especial para estudiantes con discapacidad en educación primaria.

**ПОСТ НА АНГЛИЙСКИ:** We are just getting started! 🚀 Hellenic Open University hosts Kick-off-Meeting of SpicE in Athens, Greece. Special Education STEAM Academy gathered representatives from universities, ministries and institutions from Greece, Spain, Cyprus and Bulgaria in an open dialogue to strengthen the Education Framework for STEAM in Special Education for students with mild disabilities in Primary Education.

### **ИЗТОЧНИК:**

<https://3.basecamp.com/3963524/buckets/28046180/vaults/5394876152>

**ЛИНК КЪМ TWITTER:** Попълва се от UA на по-късен етап

**ЛИНК КЪМ FACEBOOK:** Попълва се от UA на по-късен етап

В таблицата има подтаблица с хаштагове, в която можете да добавяте всички хаштагове, които считате за полезни и забележителни за използване в социалните медии, освен тези, вече споменати в предходния раздел.

След началото на проекта социалните медии на SpicE ще цели на следната честота на публикации *поне*:

- 1 публикация седмично на Facebook.
- 1 туит или ретуит седмично в Twitter.
- 1 видеоклип на YouTube всеки път, когато има събитие.

В зависимост от развитието на аудиторията в социалните медии (растеж и ниво на участие), тази минимална честота може да варира. Тя ще бъде по-висока, когато се организират и провеждат събития, както и по време на целевите кампании в социалните медии. Статистиката за приноса на съдържанието на партньорите в социалните медии на SpicE ще бъде докладвана на редовни срещи на SpicE.

#### **4.7. Покритие на събития в социалните медии и кампании в социалните медии**

Събитията, организирани от екипа на SpicE, ще са със специално покритие в социалните медии, включително публикации преди, по време и след събитията.

През целия живот на проекта се препоръчва да се разпространяват кампании в социалните медии за събития като Националните информационни дни и Международната конференция, и дори МООС, използвайки специфични хаштагове в социалните медии и уебсайта на проекта. Според нуждите на проекта тези кампании ще бъдат решавани съвместно сред партньорите.

#### **4.8. Медийни отношения**

Разпространението на активностите и новините на SpicE към медиите има за цел да насърчи по-голямо осветление. Намирането на контакти на местни и международни медии, които потенциално може да се заинтересоват от темите, може да се филтрира според тематиката, местоположението и изданията. Местните и международните медии могат да бъдат достигнати чрез базите данни за медии, за да се получи медийно покритие. Повечето медийни бази данни не са безплатни. Освен това сегашното предимство на медиите работи с бързи темпове с кратка, но ясна информация. Поради тази причина се препоръчва използването на две социални медийни платформи, особено Twitter и Facebook,

за да се привличат ключови групи със същия интерес като SpicE. Тези две платформи предоставят безплатен списък, но изискват повече време за намиране на контакти към медиите.

Като алтернатива се препоръчва използването на Google News, за да се намерят потенциални медийни източници, както локални, така и международни. Въведете ключовата дума за предпочитаната тема в търсачката, например "устойчивост", "мрежа университетска общност" и т.н., и получите списък с издания, блогове, новинарски сайтове и други източници, които могат да бъдат достъпни.

В папката за разпространение на проекта в Basecamp има наличен пресцентър с шаблони и ръководство за визуален стил за цели на разпространение в медиите. Освен това, в пакета за разпространение партньорите имат достъп до дизайни на лога, карти и дизайни за социални медии.

#### 4.9. Рекламни материали

За ефективната реклама на SpicE ще се разработят подходящи печатни и електронни рекламни материали през целия живот на проекта и ще се разпространяват към по-широка целева аудитория и публиката като цяло.

Партньорите са свободни да използват и адаптират (ако е необходимо) тези материали за своите събития и дейности.

Всички документи са налични в [Папката за разпространение в Basecamp.](#)

Следните материали могат да бъдат намерени на посочения линк:

- ▶ Шаблон за банер (2 размера)
- ▶ Шаблон за презентация (ppt.)
- ▶ Шаблон за документ в Word
- ▶ Шаблон за дневен ред
- ▶ Шаблон за ролъп
- ▶ Ръководство за визуален стил
- ▶ Карта на партньорите



## Дизайни на лого

### 4.10. Създаване на допълнително съдържание и рекламни материали

**Визуалното ръководство** на SpicE предоставя съответните насоки за създаване на печатни, публикации в социални медийни и аудиовизуални рекламни материали за проекта.

## 5. Стратегия за устойчивост

Устойчивостта на проекта SpicE силно зависи от успешното развитие на структурите, специфични за STEAM и специално образование, които могат да функционират както самостоятелно, така и като част от система. Тези структури включват:

- Алиансът за STEAM в специалното образование: членовете на общността и дейностите, разработени по време на живота на проекта (вижте раздел 3.9.2), ще служат като основа за този алианс, чиято основна цел е да осигури устойчиво и успешно използване на резултатите на SpicE.
- Компетентността рамка за STEAM в специалното образование: тази рамка ще представи в детайли необходимите компетенции за прилагане на политиката и практиката на STEAM образованието в общото образование.
- Образователната програма за STEAM в специалното образование: разработката на този продукт ще помогне за идентифициране на подходящи дидактически методи и съотнасяне на умения към образователните цели на учебния план.
- Програма за обучение по STEAM в специалното образование: подкрепена от МООС и отворени образователни ресурси (OER) на английски и на езиците на партньорите (гръцки, испански и български).

- Виртуалната образователна среда на SpicE: колаборативно пространство за учене, което организира MOOC, хранилище за OER, виртуална мобилност и услуги за образователно учене със съучастие.

За да се гарантира устойчивостта на резултатите на тези проекти, Стратегията за дългосрочно разпространение и внедряване на проекта ще се фокусира върху следните стратегически насоки:

- Създаване на стратегия за непрекъснато разширяване и ангажиране както на SpicE, така и на общността за STEAM, специално образование и умения след проекта, като ги развива като samozахранващи се общности, мотивирани от лични и професионални стимули.
- Създаване на образователни стимули и задължителни обучителни програми за съответни доставчици на обучение и висши учебни заведения, за да приемат и насърчават учебния план на STEAM в специалното образование и съответните обучителни програми към целевите си студенти. Програмата трябва да стане "необходима" програма за обучение по софтуерни умения за Европа.
- Уверява, че националните министерства по образование и заетост са приели учебния план и образователните програми и са ангажирани постепенно да интегрират обучението в националните си стратегии за умения и образователни програми в областта на STEAM и/или специалното образование.
- Създава високо ниво на търсене на уменията, определени в програмата за STEAM в специалното образование, сред лицата, които желаят обучение, усъвършенстване или преквалификация, за да се предостави възможност за кариера в началното образование.
- Вгражда резултатите от проекта в други програми и инициативи, финансирани от ЕС, които насърчават цифровото усъвършенстване, обучението на възрастни, образованието на младежи, обучителните пътища

за учители, кариерите в областта на STEAM, равенството между половете и включването на разнообразие.

- ▼ Вгражда в стратегията на проекта годишно преразглеждане и усъвършенстване на стратегията SpicE, за да се поддържат текущите и настъпващи нужди от умения в областта на STEAM в специалното образование, наред с актуализирането и разширяването на учебния план и образователната програма.
- ▼ Разработва стратегия за финансиране от страна на ЕС, за да се осигури финансова устойчивост чрез процес на проследяване на политиките и програмите на ЕС, разработване на проекти и идентифициране на възможности за директно насочване към нови грантове на ЕС и договори за услуги или създаване на партньорства с мрежа от организации, за да се интегрират елементи на проекта SpicE в нови образователни, комуникационни и капацитетни програми; предоставяне на частично финансиране за непрекъснатото развитие на SpicE чрез няколко свързани проекта на ЕС.
- ▼ Създава национална стратегия за финансиране, която цели да интегрира Обучителната програма в националните политики и образователни програми и да насърчи приемането ѝ на регионално и местно ниво от разнообразни образователни и обучителни институции.

**Участващи партньори:** UA ще координира задачата по изготвянето на Дългосрочната и Разгърната стратегия на проекта, с участието на всички партньори (M30-36).

## 4. Υλοποίηση και παρακολούθηση δραστηριοτήτων διάδοσης (GR)

### 4.1. Πλατφόρμες και στόχοι μέσω κοινωνικής δικτύωσης

Το μάρκετινγκ μέσω των μέσων κοινωνικής δικτύωσης είναι μια ισχυρή μέθοδος μέσω της οποίας το SpiceE μπορεί να αυξήσει περαιτέρω τη διαδικτυακή του απήχηση και να ενισχύσει την προβολή του.

- ▶ Η σελίδα του Facebook @SpiceEAcademyEU θα αποτελέσει το γενικό κανάλι του έργου, στοχεύοντας στις κύριες ομάδες/ στόχους του έργου: Διευθυντές/τριες Πανεπιστημίου, καθηγητές/τριες και φοιτητές/τριες, τόσο εντός όσο και εκτός κοινοπραξίας.
- ▶ Η σελίδα του Twitter @SpiceEAcademyEU θα αποτελέσει την πλατφόρμα αναφοράς για τους θεσμικούς φορείς και τους υπευθύνους χάραξης πολιτικής.
- ▶ Το κανάλι του YouTube, θα είναι το Spice Academy EU: <https://www.youtube.com/channel/UC4zqFUtKG-fVPhP58dCjMEA>

#### Είναι ευθύνη του κάθε εταίρου του έργου:

- ▶ Να ενημερώσει την ομάδα για τα μέσα κοινωνικής δικτύωσης του SpiceE και συγκεκριμένα τον Mario Guilló και την Alexandra Patrut (μέσω του Basecamp) σχετικά με οποιεσδήποτε πληροφορίες θεωρεί ενδιαφέρουσες για ανάρτηση ή για tweet στα κοινωνικά δίκτυα, καθώς και για την παροχή πληροφοριών (για μια πρωτότυπη ανάρτηση, ένα σύντομο κείμενο και φωτογραφίες ή έναν σύνδεσμο προς μια ανάρτηση στα δικά τους κανάλια για κοινοποίηση από το SpiceE) σχετικά με τις δραστηριότητες του έργου που έχουν αναπτυχθεί από τον φορέα τους.
- ▶ Να ακολουθεί τους λογαριασμούς του SpiceE στα μέσα κοινωνικής δικτύωσης και να κοινοποιεί (αναδημοσιεύει/ κάνει retweet) τις δημοσιεύσεις του έργου μέσω των δικών του δικτύων
- ▶ Να συμμετέχει σε οποιαδήποτε καμπάνια οργανωθεί μέσω των μέσων κοινωνικής δικτύωσης

## 4.2. Επωνυμία

Όλα τα προφίλ στα μέσα κοινωνικής δικτύωσης θα χρησιμοποιούν την ίδια εικόνα που θα είναι το λογότυπο του SpiceE και το εξώφυλλο που έχει σχεδιαστεί και θα είναι αναπροσαρμοσμένο στην απαιτούμενη αναλογία για την κάθε πλατφόρμα. Αυτή η προσέγγιση θα παρέχει μια συνεπή επωνυμία στο έργο.

## 4.3. Γλώσσες και στυλ δημοσίευσης

Τα προφίλ του SpiceE στα μέσα κοινωνικής δικτύωσης ορίζονται ως αγγλόφωνα προφίλ. Παρ' όλα αυτά, κάποιες δημοσιεύσεις μπορούν να αναρτηθούν στην επίσημη γλώσσα του κάθε ιδρύματος.

Η δέσμευση θα διασφαλιστεί μέσω ενός άμεσου στυλ γραφής, που θα ενθαρρύνει τους χρήστες που ακολουθούν τις σελίδες του έργου στα μέσα κοινωνικής δικτύωσης να ασχοληθούν με το περιεχόμενο (π.χ. οι ερωτήσεις είναι ένας πολύ αποτελεσματικός τρόπος που μπορεί να πυροδοτήσει τον διάλογο με τους ακόλουθους).

## 4.4. Αναφορές και hashtags

Ο συνολικός αριθμός δημοσιεύσεων στο Twitter ανά εκδήλωση θα πρέπει να είναι ένας συνδυασμός tweets και retweets, δημιουργώντας έναν κοινωνικό διάλογο με τα προφίλ των μέσων κοινωνικής δικτύωσης των εσωτερικών και εξωτερικών ενδιαφερομένων. Υπό αυτή την έννοια, μια καλή πρακτική θα ήταν επίσης η χρήση άμεσων αναφορών στα προφίλ των μέσων κοινωνικής δικτύωσης των ενδιαφερομένων μας.

Σε κάθε ανάρτηση, θα πρέπει να εμφανίζεται τουλάχιστον ένα hashtag από κάθε μια από τις επόμενες ομάδες:

1) Hashtags που σχετίζονται με θέματα ενδιαφέροντος του κοινού του Spice και αφορούν τον τομέα του STEAM και της Ειδικής Αγωγής, όπως:

- **#SpecialEducation**, **#PrimaryEducation**
- **#STEAM**, **#STEAMAcademy**, **#STEAMLearning**,
- **#STEM**, **#STEMEducation**, **#STEMStudies**
- **#ErasmusPlusTeacherAcademies** στο LinkedIn
- **#ErasmusPlus** και/ ή **#EuropeanEducationArea** στο Facebook και το Twitter

2) Hashtags έργων, hashtags που προωθούνται από παρόμοιες πρωτοβουλίες ή hashtags που συνδέονται με πιο παγκόσμιες/ γενικές πρωτοβουλίες ενδιαφέροντος για την προσέγγιση των ενδιαφερόμενων μας, όπως:

- **#ErasmusPlus**, #EUproject, #ErasmusProject

6) Hashtags/ λογαριασμοί για επισήμανση, ειδικοί για συγκεκριμένες πλατφόρμες μέσων κοινωνικής δικτύωσης:

- **Για το Twitter:** @Erasmus\_Project, @ErasmusPlus\_pro, @EUErasmusPlus.
- **Για το Facebook:** @EUErasmusPlusProgramme

**Είναι σημαντικό να θυμάστε να συμβουλευέστε τον πίνακα Εσωτερικών και Εξωτερικών ενδιαφερόμενων που έχει συνταχθεί από τους εταίρους, προκειμένου να προσθέσετε σωστά ετικέτες στους λογαριασμούς των μέσων κοινωνικής δικτύωσης και στα προτιμώμενα hashtags τους.**

#### 4.5. Τύπος περιεχομένου

Γραπτές αναρτήσεις: θα χρησιμοποιηθεί ένα στυλ άμεσης γραφής σε όλες τις πλατφόρμες προκειμένου να αυξηθεί η αλληλεπίδραση. Σε κάποιες περιπτώσεις, το κείμενο θα συνδυάζεται με εικονίδια, προκειμένου να γίνει πιο ελκυστικό στο νεότερο ακροατήριο.

Σύνδεσμοι (links) σε εξωτερικό περιεχόμενο: Μια εναλλακτική λύση του πρωτότυπου γραπτού περιεχομένου θα είναι η σύνδεση με σχετικά και αξιόπιστα άρθρα, πόρους και ιστοτόπους από άλλες πηγές. Το εξωτερικό περιεχόμενο από τους ηγέτες του κλάδου είναι μια εξαιρετική πηγή. Παράδειγμα σε αυτό, αποτελεί το περιεχόμενο από τα Ηνωμένα Έθνη σχετικά με την Αειφορία. Ένα τέτοιο περιεχόμενο μπορεί να συνδεθεί με τη σελίδα των μέσων κοινωνικής δικτύωσης. Επιπλέον, το εξωτερικό περιεχόμενο μπορεί, επίσης, να κοινοποιηθεί ή να γίνει retweet από τους λογαριασμούς των ενδιαφερομένων του SpicE, εφόσον είναι σχετικοί με το έργο.

Εικόνες: Κάθε ανάρτηση στα μέσα κοινωνικής δικτύωσης θα πρέπει να δημοσιεύεται με ένα γραφικό στοιχείο που θα υποστηρίζει το γραπτό κείμενο. Κάθε εικόνα θα προσαρμοστεί στην απαιτούμενη αναλογία που απαιτεί η εκάστοτε κοινωνική πλατφόρμα.

**Βίντεο:** Τα βίντεο μπορούν να δημοσιευτούν σε πλατφόρμες όπως το Facebook και το Twitter για να αυξηθεί η αλληλεπίδραση. Τα βίντεο μπορούν να χρησιμοποιηθούν για την κοινή χρήση σημαντικών πόρων που έχουν στόχο να διαδοθούν ευρέως, όπως ο εορτασμός μιας δημόσιας αργίας ή σημαντικές ανακοινώσεις. Τα βίντεο που θα δημοσιεύονται σε αυτές τις πλατφόρμες θα δημοσιεύονται ως εγγενή βίντεο (σε αντίθεση με τη δημοσίευση συνδέσμου προς το βίντεο στο YouTube), προκειμένου να βελτιωθεί η οπτικοποίηση του περιεχομένου. Τα βίντεο που δημιουργούνται στο πλαίσιο του έργου θα πρέπει, επίσης, να ανεβαίνουν στο κανάλι του SpicE στο YouTube.

**Γραφήματα:** Τα γραφήματα χρησιμοποιούν γραφικά για να υποστηρίξουν επεξηγήσεις, στατιστικά στοιχεία και άλλες γραπτές έννοιες. Έχουν ιδιαίτερη επίδραση στη μετάδοση σύνθετων ιδεών. Αυτός ο τύπος περιεχομένου μπορεί να χρησιμοποιηθεί για απλώς βιώσιμες έννοιες ή για τη σύνοψη των μηνιαίων ή τριμηνιαίων επιτευγμάτων του SpicE ή για άλλες πιθανές σχετικές πληροφορίες.

**Διαγωνισμοί:** Οι διαγωνισμοί μπορούν να οργανωθούν στις πλατφόρμες των μέσων κοινωνικής δικτύωσης όπως το Facebook, το Twitter και το Instagram.

#### **4.6. Οδηγίες μέσω κοινωνικής δικτύωσης και συχνότητα δημοσίευσης**

Όλο οι εταίροι αναμένεται να συνεισφέρουν περιεχόμενο στα κανάλια των μέσων κοινωνικής δικτύωσης του SpicE.

Για να γίνει αυτό με τακτικό τρόπο, έχει δημιουργηθεί ένα υπολογιστικό φύλλο Excel, το οποίο είναι διαθέσιμο στο Basecamp μέσω αυτού του [συνδέσμου](#).

Όπως φαίνεται στο υπολογιστικό φύλλο, κάθε εβδομάδα θα υπάρχει ένας εταίρος υπευθυνός για τη δημιουργία περιεχομένου στα μέσα κοινωνικής δικτύωσης του SpicE. Οι εταίροι θα πρέπει να επιλέξουν το ίδρυμά τους και τη χώρα στην οποία ανήκουν την αντίστοιχη εβδομάδα που θα είναι υπεύθυνοι για την ανάρτηση. Στη συνέχεια, θα πρέπει να συμπληρώσουν το κενό πεδίο της «Ανάρτησης» («Post») τόσο στην τοπική τους γλώσσα όσο και στα Αγγλικά. Επιπλέον, εάν υπάρχει αναφορά σε άλλη πηγή ή αν εικόνες έχουν ανεβεί, ο σύνδεσμος προς αυτές τις πηγές θα πρέπει να προστεθεί στο πεδίο των «Πηγών» («Sources»). Μόλις συμπληρωθούν αυτά τα



κενά, το Πανεπιστήμιο του Alicante θα δημοσιεύσει την ανάρτηση στα μέσα κοινωνικής δικτύωσης του SpicE, αφού εξετάσει τις πληροφορίες, κάθε Δευτέρα.

Οι σύνδεσμοι προς τις εικόνες, μπορούν να είναι αυτοί που έχουν ήδη ανέβει στο Basecamp για κάθε εκδήλωση, για παράδειγμα.

Παρακάτω, θα βρείτε ένα παράδειγμα για τον τρόπο εκτέλεσης αυτής της εργασίας:

## **ΕΒΔΟΜΑΔΑ 1**

### **ΧΩΡΑ - ΙΣΠΑΝΙΑ**

**ΑΝΑΡΤΗΣΗ ΣΤΗΝ ΤΟΠΙΚΗ ΓΛΩΣΣΑ** - ¡Acabamos de empezar! 🚀 La Universidad Abierta de Grecia celebra el Kick-off-Meeting de SpicE en Atenas, Grecia. La Academia STEAM de Educación Especial reunió a representantes de universidades, ministerios e instituciones de Grecia, España, Chipre y Bulgaria en un diálogo abierto para fortalecer el marco educativo de STEAM en la educación especial para estudiantes con discapacidad en educación primaria.

**ΑΝΑΡΤΗΣΗ ΣΤΑ ΑΓΓΛΙΚΑ:** We are just getting started! 🚀 Hellenic Open University hosts Kick-off-Meeting of SpicE in Athens, Greece. Special Education STEAM Academy gathered representatives from universities, ministries and institutions from Greece, Spain, Cyprus and Bulgaria in an open dialogue to strengthen the Education Framework for STEAM in Special Education for students with mild disabilities in Primary Education.

**ΠΗΓΕΣ:** <https://3.basecamp.com/3963524/buckets/28046180/vaults/5394876152>

**ΣΥΝΔΕΣΜΟΣ ΣΤΟ TWITTER:** Συμπληρώθηκε από το Πανεπιστήμιο του Alicante σε δεύτερο χρόνο

**ΣΥΝΔΕΣΜΟΣ ΣΤΟ FACEBOOK:** Συμπληρώθηκε από το Πανεπιστήμιο του Alicante σε δεύτερο χρόνο

Στο υπολογιστικό φύλλο, υπάρχει ένα υποφύλλο που ονομάζεται "Hashtags", στο οποίο μπορείτε να προσθέσετε οποιοδήποτε hashtag θεωρείτε χρήσιμο και «πιασάρικο» γαι χρήση στα μέσα κοινωνικής δικτύωσης, εκτός από αυτά που αναφέρθηκαν ήδη στην προηγούμενη ενότητα.



Μόλις τα προφίλ των μέσων κοινωνικής δικτύωσης του SpiceE αρχίσουν να τρέχουν, η κοινοπραξία θα συνεισφέρει στην συχνότητα δημοσίευσης *τουλάχιστον*:

- Μιας (1) ανάρτησης ανά εβδομάδα που θα δημοσιεύεται στο Facebook.
- Ενός (1) tweet ή retweet ανά εβδομάδα στο Twitter.
- Ενός (1) βιντέο στο YouTube κάθε φορά που θα υπάρχει κάποια εκδήλωση.

Ανάλογα με την εξέλιξη του κοινού στα μέσα κοινωνικής δικτύωσης (αύξηση και ποσοστό αφοσίωσης), αυτή η συχνότητα μπορεί να διαφέρει. Θα είναι υψηλότερη όταν θα διοργανώνονται και θα υλοποιούνται εκδηλώσεις, καθώς και κατά τη διάρκεια στοχευμένων εκστρατειών στα μέσα κοινωνικής δικτύωσης. Στατιστικά στοιχεία με τη συνεισφορά περιεχομένου του κάθε εταίρου στα κανάλια των μέσων κοινωνικής δικτύωσης του SpiceE θα αναφέρονται στις τακτικές συναντήσεις.

#### **4.7. Κάλυψη εκδηλώσεων και καμπάνιες μέσω των μέσων κοινωνικής δικτύωσης**

Οι εκδηλώσεις που θα διοργανώνονται από την ομάδα του SpiceE θα έχουν μια ειδική κάλυψη στα μέσα κοινωνικής δικτύωσης, συμπεριλαμβανομένων των δημοσιεύσεων πριν, κατά τη διάρκεια και μετά το τέλος της εκδήλωσης.

Καθ' όλη τη διάρκεια ζωής του έργου, συνίσταται η διάδοση εκστρατειών στα μέσα κοινωνικής δικτύωσης για εκδηλώσεις όπως οι Εθνικές Ημέρες Πληροφόρησης και το Διεθνές Συνέδριο και ακόμα και το MOOC, χρησιμοποιώντας συγκεκριμένα hashtags στα μέσα κοινωνικής δικτύωσης και στον ιστότοπο του έργου. Σύμφωνα με τις ανάγκες του έργου, αυτές οι εκστρατείες θα αποφασιστούν ομόφωνα μεταξύ των εταίρων.

#### **4.8. Σχέσεις με τα μέσα**

Η διοχέτευση των δραστηριοτήτων και των ιστοριών του SpiceE στα μέσα έχουν ως στόχο να ενθαρρύνουν την μεγαλύτερη κάλυψη του έργου. Η εύρεση τοπικών και διεθνών επαφών με τα μέσα ενημέρωσης που θα μπορούσαν, ενδεχομένως, να ενδιαφέρονται για την κάλυψη των θεμάτων, μπορεί να φιλτραριστεί κατά ρυθμό (γωνία/ εστίαση), τοποθεσίες και εξόδους. Μπορείτε να επικοινωνήσετε με τα τοπικά

και διεθνή μέσα ενημέρωσης μέσω των βάσεων δεδομένων τους, για να λάβετε κάλυψη από αυτά.

Ωστόσο, οι περισσότερες βάσεις δεδομένων των μέσων ενημέρωσης δεν είναι δωρεάν. Επιπλέον, το τρέχον πλεονέκτημα των μέσων είναι ότι λειτουργούν με γρήγορο ρυθμό και με σύντομες αλλά ευκρινείς πληροφορίες. Ως εκ τούτου, η χρήση δυο πλατφορμών μέσων κοινωνικής δικτύωσης, ιδιαίτερα του Twitter και του Facebook, προτείνεται για την προσέλκυση βασικών ομάδων του ιδίου ενδιαφέροντος με το SpicE. Αυτές οι δυο πλατφόρμες παρέχουν μια δωρεάν λίστα, αλλά είναι πιο χρονοβόρες ως προς την εύρεση επαφών με τον τύπο.

Εναλλακτικά, προτείνεται η χρήση των Ειδήσεων της Google για την εύρεση πιθανών μέσων ενημέρωσης, είτε τοπικών είτε διεθνών. Γράψτε τη λέξη-κλειδί του προτεινόμενου θέματος στην γραμμή αναζήτησης, π.χ. βιωσιμότητα, δίκτυο πανεπιστημιούπολης κ.λπ. και λίστα με καταστήματα, ιστολόγια, ιστοτόπους ειδήσεων κ.λπ. στα οποία θα μπορούσατε να έχετε πρόσβαση.

Ένα κιτ τύπου είναι διαθέσιμο στον φάκελο Διάδοσης (Dissemination) του έργου στο Basecamp, με πρότυπα και έναν οδηγό οπτικής ταυτότητας για σκοπούς διάδοσης μέσω μέσων. Επιπλέον, στον ίδιο φάκελο οι εταίροι έχουν πρόσβαση σε σχέδια λογοτύπων, χάρτες και σχέδια μέσων κοινωνικής δικτύωσης.

#### 4.9. Προωθητικά υλικά

Για την αποτελεσματική προώθηση του SpicE, θα αναπτυχθεί κατάλληλο έντυπο και ηλεκτρονικό υλικό καθ' όλη τη διάρκεια του έργου και θα διανεμηθεί σε ευρύτερες ομάδες- στόχους και στο ευρύτερο κοινό.

Οι εταίροι είναι ελεύθεροι να χρησιμοποιούν και να προσαρμόζουν (εάν χρειάζεται) αυτά τα υλικά για τις εκδηλώσεις και τις δραστηριότητές τους.

Όλα τα έγγραφα είναι διαθέσιμα στο φάκελο [Διάδοσης \(Dissemination\) στο Basecamp](#).

Τα παρακάτω υλικά μπορούν να βρεθούν στον παραπάνω σύνδεσμο:

- ▶ Πρότυπο banner (2 μεγέθη)
- ▶ Πρότυπο παρουσίασης (ppt.)

- ▶ Πρότυπο Κειμενογράφου (Word)
- ▶ Πρότυπο ατζέντας
- ▶ Πρότυπο Roll up
- ▶ Οδηγός οπτικής ταυτότητας
- ▶ Χάρτης εταίρων
- ▶ Σχέδια λογότυπων

#### 4.10. Πρόσθετο υλικό δημιουργίας περιεχομένου και προώθησης

Σχετικές κατευθυντήριες γραμμές για τη δημιουργία έντυπου, μέων κοινωνικής δικτύωσης και οπτικοακουστικού προωθητικού υλικού για το έργο, έχουν δοθεί στον **Οδηγό οπτικής ταυτότητας του SpicE**.

### 5. Στρατηγική βιωσιμότητας

Η βιωσιμότητα του έργου SpicE εξαρτάται σε μεγάλο βαθμό από την επιτυχή ανάπτυξη συγκεκριμένων στρατηγικών για την Κοινότητα STEAM και την Ειδική Αγωγή, οι οποίες μπορούν να λειτουργούν τόσο αυτόνομα όσο και ως μέρος ενός συστήματος. Οι στρατηγικές αυτές περιλαμβάνουν:

- Η Συμμαχία STEAM στην Ειδική Εκπαίδευση (The STEAM in Special Education Alliance): Τα μέλη της Κοινότητας Πρακτικής και η δραστηριότητα που αναπτύχθηκε κατά τη διάρκεια του έργου (βλ. ενότητα 3.9.2) θα αποτελέσουν τη βάση για αυτή τη συμμαχία, της οποίας κύριος στόχος είναι να διασφαλίσει τη βιώσιμη και επιτυχή αξιοποίηση των αποτελεσμάτων του SpicE.
- Το Πλαίσιο Ικανοτήτων STEAM στην Ειδική Εκπαίδευση: Το πλαίσιο αυτό θα περιγράφει λεπτομερώς τις απαραίτητες ικανότητες για την εφαρμογή της εκπαιδευτικής πολιτικής και πρακτικής STEAM στη γενική εκπαίδευση.
- Το εκπαιδευτικό πρόγραμμα STEAM στην Ειδική Αγωγή: η ανάπτυξη αυτού του προγράμματος θα χρησιμεύσει για τον προσδιορισμό των κατάλληλων διδακτικών

προσεγγίσεων και την αντιστοίχιση των δεξιοτήτων με τους εκπαιδευτικούς στόχους ενός προγράμματος σπουδών.

- Το εκπαιδευτικό πρόγραμμα STEAM στην Ειδική Αγωγή: υποστηρίζεται από ένα MOOC και ανοικτούς εκπαιδευτικούς πόρους (OERs) στα αγγλικά και στις γλώσσες των εταίρων (ελληνικά, ισπανικά και βουλγαρικά).

- Το εικονικό μαθησιακό περιβάλλον SpicE: ένας συνεργατικός μαθησιακός χώρος που εννοχηστρώνει MOOC, αποθετήριο OER, εικονική κινητικότητα και εκπαιδευτικές υπηρεσίες ομότιμης μάθησης.

Προκειμένου να διασφαλιστεί η βιωσιμότητα των αποτελεσμάτων αυτών των στρατηγικών, η μακροπρόθεσμη στρατηγική διάδοσης και εξάπλωσης του έργου θα επικεντρωθεί στους ακόλουθους στρατηγικούς άξονες:

- ▶ Δημιουργία μιας στρατηγικής για τη συνεχή επέκταση και δέσμευση τόσο του SpicE όσο και της Ευρωπαϊκής Κοινότητας STEAM, Ειδικής Εκπαίδευσης και Δεξιοτήτων μετά την ολοκλήρωση του έργου, αναπτύσσοντας και τις δύο σε αυτοσυντηρούμενες κοινότητες εθελοντών με κίνητρα προσωπικών και επαγγελματικών κινήτρων.
- ▶ Δημιουργία ενός εκπαιδευτικού κινήτρου για σχετικούς παρόχους κατάρτισης και ιδρυμάτων τριτοβάθμιας εκπαίδευσης προκειμένου να υιοθετήσουν και να προωθήσουν το πρόγραμμα σπουδών STEAM στην Ειδική Αγωγή και τα αντίστοιχα προγράμματα κατάρτισης στους μαθητές-στόχους τους.
- ▶ Διασφάλιση της υιοθέτησης του προγράμματος σπουδών και των προγραμμάτων κατάρτισης από τα εθνικά υπουργεία/φορείς εκπαίδευσης και απασχόλησης και δέσμευση για την προοδευτική ενσωμάτωση της κατάρτισης στις εθνικές στρατηγικές δεξιοτήτων και στα προγράμματα κατάρτισης STEAM ή/και στην Ειδική Εκπαίδευση.
- ▶ Δημιουργία υψηλού επιπέδου ζήτησης για τις δεξιότητες που προσδιορίζονται στο πρόγραμμα κατάρτισης STEAM στην Ειδική Αγωγή από άτομα που επιθυμούν να εκπαιδευτούν, να αναβαθμίσουν ή να επανεκπαιδευτούν για να αποκτήσουν πρόσβαση σε σταδιοδρομία στην Πρωτοβάθμια Εκπαίδευση.
- ▶ Σύνδεση με τα αποτελέσματα του έργου με άλλα χρηματοδοτούμενα από την ΕΕ προγράμματα και πρωτοβουλίες που προωθούν την ψηφιακή αναβάθμιση των

δεξιοτήτων, την εκπαίδευση ενηλίκων, την εκπαίδευση των νέων, τις εκπαιδευτικές διαδρομές για τους εκπαιδευτικούς, τις σταδιοδρομίες STEAM, την ισότητα των φύλων και την ένταξη στην πολυμορφία.

- ▶ Συνεχής ετήσια επανεξέταση και επαναληπτική βελτίωση της στρατηγικής SpicE, ώστε να συμβαδίζει με τις τρέχουσες και αναδυόμενες ανάγκες δεξιοτήτων στον τομέα των STEAM στην Ειδική Αγωγή, παράλληλα με την επικαιροποίηση και κλιμάκωση του προγράμματος σπουδών και του προγράμματος κατάρτισης.
- ▶ Ανάπτυξη μιας στρατηγικής χρηματοδότησης της ΕΕ για τη διασφάλιση της οικονομικής βιωσιμότητας μέσω μιας διαδικασίας παρακολούθησης της πολιτικής και των προγραμμάτων της ΕΕ, ανάπτυξης αγωγών και εντοπισμού ευκαιριών για την άμεση στόχευση νέων συμβάσεων επιχορηγήσεων και υπηρεσιών της ΕΕ ή/και τη δημιουργία εταιρικών σχέσεων με ένα δίκτυο οργανισμών για την ενσωμάτωση στοιχείων του έργου SpicE σε νέα προγράμματα εκπαίδευσης, επικοινωνίας και ανάπτυξης ικανοτήτων- παροχή μερικής χρηματοδότησης για τη συνεχή ανάπτυξη του SpicE από πολλαπλά συναφή έργα της ΕΕ.
- ▶ Δημιουργία μιας εθνικής στρατηγικής χρηματοδότησης που στοχεύει στην ενσωμάτωση του προγράμματος κατάρτισης στην εθνική πολιτική και τα προγράμματα κατάρτισης και στην ενθάρρυνση της υιοθέτησης σε περιφερειακό και τοπικό επίπεδο από ένα ευρύ φάσμα εκπαιδευτικών και επιμορφωτικών ιδρυμάτων.

**Εμπλεκόμενοι εταίροι:** Το UA θα συντονίσει το έργο του σχεδιασμού της μακροπρόθεσμης στρατηγικής και της στρατηγικής ανάπτυξης του προγράμματος, με τη συμβολή όλων των εταίρων (M30-36).