



ADEDU

Accessible Digital EDUcation - ADEDU

D4.1 Communication, Dissemination and Exploitation Plan

ALL DIGITAL

Version final



iasis



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LIST OF ABBREVIATIONS

Abbreviation	Description
DP	Dissemination Plan
EC	European Commission
EU	European Union
WP	Work Package

LIST OF PARTNERS

No	Partner	Country	Acronym
1	ALL DIGITAL	Belgium	AD
2	Hellenic Open University	Greece	HOU
3	IASIS	Greece	IA
4	EUROPEAN ASSOCIATION OF SERVICE PROVIDERS FOR PERSONS WITH DISABILITIES	Belgium	EASPD
5	MEDIA EDUCATION CENTRE	Serbia	MEC

EXECUTIVE SUMMARY

The Dissemination and Exploitation Plan frames the communication, dissemination and exploitation activities to raise the visibility and impact of the ADEDU project, to engage project stakeholders and to share the project results by defining target groups, key messages, communication tools and channels.

This document provides guidance for all project partners with a clear task division and activities. It also sets the activities and sets KPIs to monitor communication and dissemination activities and measure the impact.

1. Introduction

1.1. Description of the deliverable

This document is the official deliverable **D4.1 Communication, Dissemination and Exploitation Plan** of the **Accessible Digital EDUcation** (ADEDU) project funded by the European Union's Erasmus grant Partnerships for Cooperation in the fields of education and training and youth - European NGO (**Proposal number: 101133970 - ERASMUS-EDU-2023-PCOOP-ENGO**)

The plan will be updated as needed throughout the project duration based on the evaluation and analysis of the communication and dissemination activities, experiences with the various communication tools and channels, project needs, and partners' feedback. Communication, Dissemination and Exploitation Plan contains a detailed activity plan with the main messages, tools, and channels to be used, the communication milestones, and timing and main KPIs defined. The Plan will also explore synergies with other initiatives at European and national level. As part of the Plan, an attractive and recognisable project visual identity was designed. Additionally, this document puts emphasis on inclusivity and aims to be an inclusive communication strategy, setting the foundation for change and improvement and it is a drive to create a more inclusive communication culture.

1.2. Project summary

The ADEDU project aims at supporting educators, trainers and learning centres in upskilling and innovating their offers by including people with learning disabilities and facilitating digital transition and overall inclusion of excluded target audiences:

- Educators and trainers will benefit from tailored outputs: **training course; capacity building activities** to share, learn from peers, take inspiration and network; **guidelines** on inclusive communication and digital learning environments to facilitate innovation and inclusion at any stage of the learning process at all levels.
- Partners expect at least **600 educators from at least 10 European countries** registered in the training and at least **100 organisations, and learning centres**, to join the capacity building activities benefitting from the good practices, experts and organisations involved.
- At least **10 webinars** are foreseen to expand the learning effectiveness and raise awareness campaigns on learning disabilities and their impact

on education are planned to reach at least **8,000 engagements** among educators, learning centres, staff members of educational organisations and the general public for a more inclusive society.

- The consortium expects **200 organisations** to receive the Guidelines on inclusive communication and **100** on inclusive digital learning environments to drive change across Europe.

The expected results from the 12 deliverables planned (guidelines, content based and digital tools and reports), rely on:

- Trainers' and educators' skill-up, increasing their educational offers to people affected by learning disabilities, especially on digital competences, and skills relevant to other fields and sectors.
- Innovating education, networking, supporting, exchanging of processes, formats, solutions and needs to include Europeans with learning disabilities, forward looking innovation in social inclusion, education, and digital transformation diversifying education

2. Communication, Dissemination & Exploitation Plan

ALL DIGITAL has developed a Communication, Dissemination and Exploitation Plan containing a detailed activity plan with the target audience, key messages, tools, and channels to be used, the timing and main KPIs defined. As part of the plan, a website has been developed and technically maintained by HOU.

2.1. Description of the Work Package 4 (WP4)

Work Package 4: Communication, Dissemination & Exploitation is a transversal work package linked to all three main project specific objectives because the achievement of these objectives relies on the successful engagement of the key stakeholders contributing to inclusion of participants with learning disabilities in education across Europe. In this work package, partners will design and develop promotional materials, key messages, and visuals for the raising awareness campaign, promotion and recruitment of educators and trainers in the training course.

Specific objectives of this work package are to:

- Raising awareness of learning disabilities and their specific needs to be included in education.
- Promoting the training course to maximise outreach of educators and trainers and learning centres to take part and enrol.
- Engaging with experts and stakeholders to further promote the topic also at policy level and contribute to policies.
- Reaching out to, inform, and involve educators and learning centres to steer long-term change in organisational culture and promote innovation.

Deliverables of this work package are:

- D.4.1 Communication, Dissemination and Exploitation Plan
- D4.2 Campaign and Awards report

Communication, Dissemination & Exploitation Plan will guide partners' efforts to enhance all dissemination and exploitation actions within the framework of the project.

Dissemination materials include ADEDU branding, project website, news releases, newsletter, social media content published on partners' own social

media channels, videos with informative promotional content and testimonies to support project outputs, as well as other promotional materials (infographics, images, etc).

Dissemination Key Performance Indicators (KPIs):

- Outreach to at least 10,000 educators and trainers from at least 10. European countries (at least 600 enrolled in the training course).
- At least 600 learning centres reached (at least 100 will join the capacity building activities).
- 1 online and 1 hybrid international event with experts and stakeholders.

Key communication and dissemination activities:

- Setting the communication strategy compliant with the Guidelines for inclusive communication.
- Design and development of the raising awareness campaign.
- Launch of the guidelines of inclusive communication and campaign roll-out.
- Launch of training course cycles.
- Promotion of project results and testimonies.
- Promotion of the Accessible Digital EDUcation Awards.
- Final event.

2.2. Target groups

The primary and secondary project target groups are:

- **Trainers and educators from learning centres** and/or working independently across Europe aimed at offering accessible educational activities to learners affected by learning disabilities.
- **Non-teaching staff within learning centres**, like managers, financial, communication and administrative staff.
- **Decision makers, policymakers, change makers and experts** across Europe focused on accessibility and inclusion, including digital transition.
- **Within the secondary target group there's the final beneficiary of educational activities learning centres can offer: European citizens affected by learning disabilities.**
- **General public**

The ADEDU project outputs, results and deliverables are tailored for the specific identified target audiences:

- The training course and handbooks are mainly for educators and trainers.
- Guidelines for inclusive communication and dissemination and platform accessibility, as well as capacity building activities are relevant for both educators and all the staff members within learning centres.
- The guidelines are relevant also to decision-makers, policymakers and experts, to further promote inclusion of disabled learners at all levels.
- The project website, the raising awareness campaign, events and the Accessible Digital EDUcation Award are relevant for all target groups, including European citizens who will be the end beneficiaries of the upskilling activities for educators.
- The project website and social media will also target general public raising-awareness on learning disabilities to facilitate inclusive communication and behaviour change at all levels of the society, including private life and working environments.

The dissemination and communication strategy of the ADEDU project will be divided into two **main activities**. On one hand, each of the above-mentioned components will be promoted **separately to the relevant target group** depending on the relevance these deliverables and activities have to them, due to the specific professionalism and role in society. On the other hand, **an overall promotion of inclusive and accessible communication will take place**. For example, the partnership will develop two deliverables to provide our audience with **guidelines for the development of inclusive communication** and dissemination strategies, as well as **inclusive digital education platforms** which will be the basis of the raising awareness campaign to kick-start after these deliverables are finalised. This approach would have the final aim in immediately translating into practice the principles and aspects included in the guidelines and provide an experience-based Good Practice.

2.3. Key messages

The project will approach its target audience with clear, simple and easy-to-understand key messages tailored for each group. The messages will include correct and realistic information in line with the project's objectives. The overall aim is to encourage the target audience for a long-term engagement.

The project will shape its communication and dissemination actions based on the following key messages:

Trainers and educators from learning centres

- Trainers and educators have a key role in integrating disadvantaged communities that are at the risk of digital exclusion and facilitating the digital transition for all.
- Digital technologies and digital learning environments have the potential to offer flexibility and opportunities for personalisation and removing barriers for learners.
- Universal Design for Learning can be used to design technology-rich learning environments that are flexible and meet the needs of diverse learners
- **ADEDU offers resources and capacity-building opportunities for educators and trainers** to upskill and innovate their training offers by including people affected by learning disabilities in digital educational activities.

Non-teaching staff within learning centres

- Learning centres have a key role in integrating disadvantaged communities that are at the risk of digital exclusion and facilitating the digital transition for all.
- **ADEDU offers guidelines and capacity-building opportunities** for training centres to empower them in inclusive communication and digital education.

Decision makers, policymakers, change makers and experts

- ADEDU acknowledges the Digital Education Action Plan (2021 – 2027) that sets a common vision of high-quality, inclusive, and accessible digital education across Europe, supporting the adaptation of education and training systems to the digital age, as well as the EU Directive on the accessibility of the websites and mobile applications of public sector bodies (2016) that concerns all websites, apps and files of the public administration or created with public money.
- **ADEDU calls policy and decision makers to implement transition to digital education catering the needs of all and to lead by example** by

using the inclusive communication and education guidelines and resources.

European citizens affected by learning disabilities

- Citizens with learning disabilities are at the risk of digital exclusion.
- Digital technologies have a great potential to create inclusive digital education environments and remove the barriers for disadvantaged learners.
- **ADEDU believes that all citizens should benefit from the digital transition and empowers educators, trainers and learning centres** to offer inclusive digital education activities for citizens with learning disabilities.

General public

- **ADEDU invites everyone to get involved in the debate on inclusive communication and education towards a digital transition for all.**

The key messages will be reviewed and adjusted whenever needed throughout the project.

3. Communication materials and tools

Various communication materials and tools will be used to promote and disseminate the ADEDU project activities, events and results based on a common visual identity and guidelines, as well as a consistent language and approach.

3.1. Logo

The project logo defining the visual identity of the ADEDU project was designed by ALL DIGITAL with the feedback from the project partners. In the development of the projects' visual identity, Web Content Accessibility Guidelines (WCAG) 2.0 were followed to ensure accessibility of the logo, colour-wise. The whole visual identity with the logo, selected fonts and colour palettes are available for the project partners via internal repository (Basecamp).

The visual guidelines including the project logo, fonts and colour palette will be followed by the consortium and project partners in all their communication and dissemination materials and activities to ensure the consistency of the project brand.

The project logo should always appear fully intact, the text or colours should never be amended, changed, or removed. Each element of the logo and its position in relation to each other have been carefully designed and must not be altered or distorted.

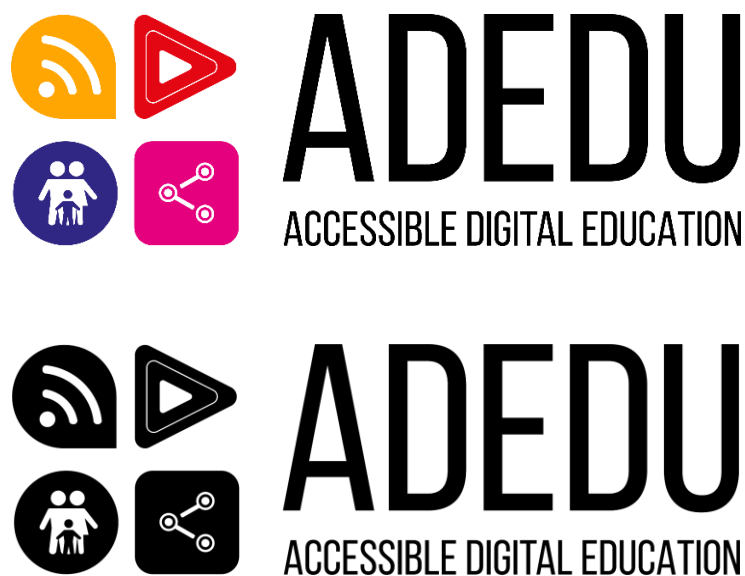


Figure 1 – logo

3.2. Promotional kit

ALL DIGITAL prepared a promotional kit to ensure a common project communication in line with the visual identity and guidelines including a PowerPoint template, document template, Agenda template and signature list template. All templates are available to the project partners through the internal repository.

Additionally, ALL DIGITAL prepared templates for social media posts, and it will be responsible for creation of other promotional digital materials, such as infographics, pictures and other relevant materials to facilitate communication depending on the target groups.

3.3. News articles in the News & Events section of the project website

The project partners will produce news articles to be spread at local, regional and national levels according to the dissemination and communication needs during the project duration.

News articles will be planned around the key moments of the project such as:

- Project meetings
- Delivery of project results
- National and EU events
- Launch of training course

Besides news articles, the project will explore opportunities for publication on online platforms at the European level and relevant to each partner's context.

3.4. Newsletter

The newsletters will provide the latest updates of the ongoing project progress and achievements of the ADEDU project, to promote accessible digital education. The newsletter will also promote the success stories and feedback from the participants and latest published news. The timing and frequency for the other newsletters will be adapted to the project's needs and results.

The newsletters will be created by ALL DIGITAL with the input of other partners, uploaded on the project website and disseminated to the project stakeholders on the mailing list. A subscription form is provided on the website to attract interested visitors to subscribe to the mailing list.

The project partners will also disseminate the newsletter in their own networks, websites, and social media channels in their national contexts - partners may choose to use the English version or translate the whole or a part of the content in their own language.

Besides the project newsletter, ALL DIGITAL will contribute to the dissemination of the project news by featuring highlights from the project in each issue of its newsletter reaching out to 1600+ readers.

4. Dissemination channels

4.1. Project website

The project website (<https://ad-edu.eu/>) was officially launched in May 2024 to serve as the main communication and dissemination channel of the project to share the project information as widely as possible. The design and technical maintenance of the website is done by HOU, while ALL DIGITAL is responsible for the content management and regular updates.

The project website contains:

- A presentation of the project
- Description of the project partners
- News & Events section
- Public deliverables in the 'Results' section
- Link to the ADA platform where training content will be available
- Newsletter

ALL DIGITAL will coordinate the contribution of partners for the project website, EASPD will contribute with related contents, HOU will support from the technological perspective, IASIS and MEC will contribute to dissemination efforts.

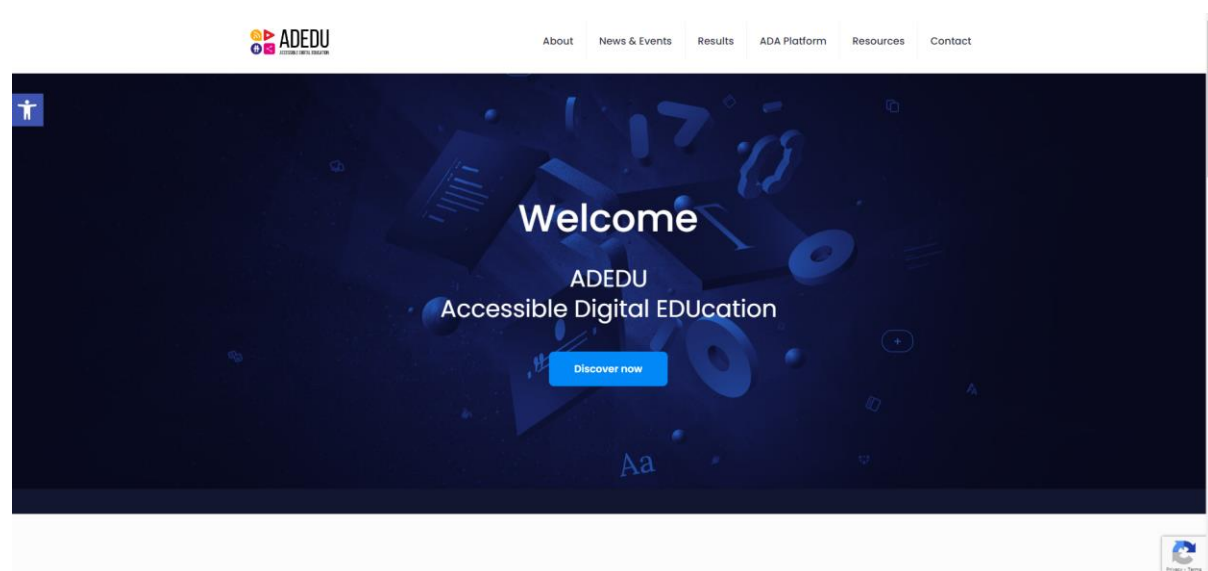


Figure 3 – screenshot of the project website

The project website will remain online for at least 5 years after the end of the project.

4.2. Social media

The ADEDU project will use social media to raise awareness and visibility of the project activities and share project results and deliverables with a wider audience.

The table below shows the social media channels from all project partners. The project will make use of this already established online community.

Table 1 – Social media channels of project partners

Partner	Social media platform		Followers
AD	Facebook	https://www.facebook.com/AllDigitalEU	4.7K
AD	LinkedIn	https://www.linkedin.com/company/alldigital-aisbl	3087
AD	X	https://twitter.com/AllDigitalEU	3821
AD	YouTube	https://www.youtube.com/user/Telecentres	381
AD	Instagram	https://www.instagram.com/alldigitaleu/	224
IASIS	Facebook	https://www.facebook.com/iasis.ngo	17K
IASIS	LinkedIn	https://www.linkedin.com/company/iasis-ngo/	2K
IASIS	YouTube	https://www.youtube.com/@iasisngoathens1983	91
IASIS	Instagram	https://www.instagram.com/iasis_gr/	2848
EASPD	Facebook	Facebook	6.2K
EASPD	LinkedIn	EASPD - European Association of Service providers for Persons with Disabilities: Company Page Admin LinkedIn	3610
EASPD	X	(20) EASPD (@EASPD_Brussels) / X (twitter.com)	4315
EASPD	YouTube	EASPD - YouTube	332
DAISSy-HOU	Facebook	https://www.facebook.com/DAISSyResearchGroup	1.648
DAISSy-HOU	LinkedIn	https://www.linkedin.com/in/daissyresearchgroup/	294
DAISSy-HOU	X	https://twitter.com/daissy_research	262
DAISSy-HOU	YouTube	https://www.youtube.com/@daissyresearchgroup5709	339
DAISSy-HOU	Instagram	https://www.instagram.com/daissy_researchgroup/	169
MEC	YouTube	MEC-YouTube	61

MEC	Facebook	MEC Facebook 1	4.8K
MEC	Facebook 2	MEC Facebook 2	745
MEC	LinkedIn	MEC LinkedIn	3.6K
MEC	X	MEC X	4.7K

The posts will contain the following criteria:

- A link to the content if the post promotes content from the project website or other source related to the ADEDU project
- Appropriate hashtags to target easier the audience to find our content: main hashtag is **#ADEDU** and secondary hashtags **#accessibledigitaleducation**, **#accessiblelearning**, or if relevant, **@EU_Commission**, **@EUErasmusPlus**.
- Photos, picture attachments when possible or needed.
- An Alternative Text to describe any visual content
- Tagging of relevant project partners' accounts.

4.3. Awareness-raising campaign

The awareness-raising campaign on learning disabilities will be designed, developed and rolled-out by the two network organisations involved in the project, ALL DIGITAL and EASPD. They will first identify **the specific topics and messages to spread, multimedia contents, channels and editorial plan to reach both the ADEDU target audience and the general public**. ALL DIGITAL and EASPD will jointly design and develop it and take advantage of their communication outreach and events to guaranteeing effectiveness, like the ALL DIGITAL Weeks (annual pan-European digital empowerment campaign coordinated by ALL DIGITAL targeted to digital competence centres, libraries, community centres and non-for-profits across Europe to stimulate active actions towards digital inclusion and digital transformation and benefit by learning new digital skills and developing an adaptive mindset).

As reference, the #RightToConnectNow campaign run within the Entelis+ project will be one of the models of the campaign, exploring the synergies, opportunities and engagement with the contents developed and people involved. The campaign will be organised in phases and sessions to be able to evaluate its effectiveness and adjust accordingly.

4.4.1 Action plan

Creating an awareness-raising campaign on accessible digital education for learners with learning disabilities aims to educate the public, highlight the importance of inclusivity in digital education, and provide actionable steps for educators, institutions, and technology developers. This European awareness raising campaign will be linked to the ALL DIGITAL Weeks and EASPD annual activities jointly, and will also look for synergies with other existing projects and initiatives working for similar objectives in order to increase the overall impact.

General aims of the campaign:

- Increase awareness: highlight the stories and challenges faced by learners with learning disabilities and their educators in digital education
- Promote inclusivity: accessible digital education tools and resources
- Provide resources: sharing ADEDU results and training, but also results from other projects and inspiring practices
- Engage stakeholders: involve educators, learning centres and general public in the conversation through organisation of different events (such as online events during the ALL DIGITAL Weeks, capacity building webinars)

Awareness raising campaign plan

First phase: Awareness-raising - The perspective of learners

Aim: Increase general awareness: highlight the stories and challenges faced by learners with learning disabilities in digital education

Duration: 6 months

Target groups:

- Trainers and educators from learning centres and/or working independently across Europe aimed at offering accessible educational activities to learners affected by learning disabilities.
- Non-teaching staff within learning centres, like managers, financial, communication and administrative staff.
- Decision makers, policymakers, change makers and experts across Europe focused on accessibility and inclusion, especially including digital education and transition.
- European citizens affected by learning disabilities.
- General public

Actions:

- Sharing the stories of learners with learning disabilities based on their experience in digital education settings and online learning activities
- Stories will be shared on social media and ADEDU project website; ALL DIGITAL will prepare templates that will be used

Second phase: Awareness-raising - The perspective teachers and educators

Aim:

- To highlight the difficulties faced by trainers and educators from learning centres when providing training to learners with learning disabilities in digital education (based on the WP2 scientific and desk research)
- To share the key messages of ADEDU's needs analysis (data collected, conclusions, etc).
- Engage with stakeholders to contribute to the ADEDU resources.

Duration: 6 months

Target Groups:

- Trainers and educators from learning centres and/or working independently across Europe aimed at offering accessible educational activities to learners affected by learning disabilities.
- Non-teaching staff within learning centres, like managers, financial, communication and administrative staff.

Actions:

- Sharing results from the desk research done in WP2
- Concrete call for action
- ADEDU capacity building activities

Third phase: Empowerment - Tools and resources

Aim: Promote accessible digital education tools and resources.

Timeline: 6 months

Target groups:

- Trainers and educators from learning centres and/or working independently across Europe aimed at offering accessible educational activities to learners affected by learning disabilities.
- Non-teaching staff within learning centres, like managers, financial, communication and administrative staff.

Activities:

- ADEDU capacity building activities
- Launch of ADEDU training
- Releasing the guidelines for inclusive communication
- Social media sharing of the key resources
- Direct mails to those who registered to the training
- Promotion of Accessible Digital EDUcation Award.

Overall campaign components

Educational content:

1. Informative news articles on the project website focused on learning disabilities, digital accessibility and inclusion in digital education
2. Infographics - visual content to simplify information about learning disabilities and digital accessibility, based on the project deliverables and partners' experiences
3. Webinars - as a part of the capacity building activities, at least 10 webinars are foreseen to expand the learning effectiveness and raise awareness on learning disabilities and their impact on education.
4. Promotional videos

Social media campaign

1. Project resources
2. Tips and facts about digital accessibility and digital inclusion
3. Testimonials, good practices and success stories

4.4. Accessible Digital EDUcation Award

The ALL DIGITAL Summit will be the perfect occasion to introduce the Accessible Digital EDUcation Award to reward learning centres innovating their work towards a more accessible and inclusive education offer. The ALL DIGITAL Summit provides a unique platform where trainers and educators working in

digital learning centres, ICT learning centres, and adult education centres are joined with education and employability experts, private and public stakeholders, including policymakers, to exchange experiences and share knowledge, reflect together on strategies to expand the number of digitally literate citizens (last year more than 250 participants were involved). Within the ALL DIGITAL Summit, ALL DIGITAL hosts an awarding ceremony, the “**ALL DIGITAL Awards**”, to recognise the work of individuals and organisations across Europe who enable citizens to transform their lives, through the benefits and opportunities created by digital technologies.

So far, the categories of the ALL DIGITAL Awards are:

- Best e-facilitator
- Best digital changemaker
- Best digital resource

The aim of the introduction of the Award is focused on stimulating best practices and role modelling to other learning centres and educators in introducing change and innovation towards a more inclusive education.

4.5. Synergies with existing networks, platforms, initiatives, and campaigns

In order to guarantee the project's visibility, various national and international online blogs and news portals and other communities e.g. EPALÉ will be used to disseminate key news and results. EPALÉ would constitute one of the channels where to further promote the discussion among educators and learning centres through the ALL DIGITAL account and active members from the ALL DIGITAL membership at national levels.

Moreover, the project will benefit from ALL DIGITAL's mutual memberships with other networks. The project benefits also from the membership, network and initiatives from EASPD, like ENTELIS and EURECO networks which would bring the topic and ADEDU results also outside Europe showing the added value of the Union. Finally, ALL DIGITAL will also assure a connection with the EAEA network to push the project outputs towards adult education providers. ADEDU will also explore and exploit synergies with other relevant initiatives, projects and programs of varying sizes and address similar issues, like liaising with the European Disability Forum.

All project's educational materials and tools will be published in terms of open educational resources so that accessibility is shared openly and maintained after

the project ends through the presence of the project's tools on diverse online networks and e-learning platforms.

4.6. Project events

Series of events are foreseen as well as the participation in well-established events regularly organised by other stakeholders, especially those related to European skills, inclusion, disabilities, and digital initiatives, apart from the annual occasions promoted and organised by project partners.

The methodology of the events' organisation will be set in three stages:

1. Communication preparing;
2. Setting up and running of the event;
3. Event Report with recommendations development for further occasions and growth

Capacity building activities (as a part of the Work Package 3) like webinars are foreseen to expand the learning effectiveness and raise awareness on learning disabilities and their impact on education. These webinars will involve experts and stakeholders within digital education to share good practices, get inspired and network for international cooperation on the topic and policy making. At least 10 webinars will be organised and reach 100 organisations from at least 10 European countries.

The final project international event will be organised in M28 (April 2026) in Brussels by ALL DIGITAL. Its aim is to promote the main achievements and success stories from the project and exploit the training course and capacity building within the ADA platform to continue engaging educators and learning centres willing to include participants with learning disabilities in education.

The final event will bring together educators, managers of adult learning centres, as well as other European networks in the field of education and training, and policy makers and experts from the main EU institutions.

5. Communication, dissemination & exploitation plan

5.1 Communication vs. dissemination strategy: What is the difference?

Dissemination activities, outputs are making sure that the project results are available to scientific community, academia, policy makers and other relevant stakeholders that are working, “making” business in the project areas of interest. Dissemination predominantly used scientific language.

On the other hand, **communication** is using non-scientific language, it is focusing on increasing the public visibility of the project and its results (this could include coverage in TV, print, radio, and online media, see closer Table 3 for comparison).

Table 2 – Definitions

COMMUNICATION	DISSEMINATION	EXPLOITATION	
<p>"Communication on projects is a strategically planned process that starts at the outset of the action and continues throughout its entire lifetime, aimed at promoting the action and its results. It requires strategic and targeted measures for communicating about (i) the action and (ii) its results to a multitude of audiences, including the media and the public and possibly engaging in a two-way exchange."</p> <p><i>(Source: EC Research & Innovation Participant Portal Glossary/Reference Terms)</i></p>	<p>"The public disclosure of the results by any appropriate means (other than resulting from protecting or exploiting the results), including by scientific publications in any medium."</p> <p><i>(Source: EC Research & Innovation Participant Portal Glossary/Reference Terms)</i></p>	<p>"The utilisation of results in further research activities other than those covered by the action concerned, or in developing, creating and marketing a product or process, or in creating and providing a service, or in standardisation activities."</p> <p><i>(Source: EC Research & Innovation Participant Portal Glossary/Reference Terms)</i></p>	D E F I N I T I O N
<p>Reach out to society and show the impact and benefits of EU-funded R&I activities, e.g. by addressing and providing possible solutions to fundamental societal challenges.</p>	<p>Transfer knowledge & results with the aim to enable others to use and take up results, thus maximising the impact of EU-funded research.</p>	<p>Effectively use project results through scientific, economic, political or societal exploitation routes aiming to turn R&I actions into concrete value and impact for society</p>	O B J E C T I V E
<p>Inform about and promote the project AND its results/success.</p>	<p>Describe and ensure results available for</p>	<p>Make concrete use of research results (not</p>	F O C

	others to USE - focus on results only.	restricted to commercial use.)	U S
Multiple audiences beyond the project's own community incl. media and the broad public.	Audiences that may take an interest in the potential USE of the results (e.g. scientific community, industrial partner, policymakers).	People/organisations, including project partners, use project results, as well as user groups outside the project.	T A R G E T A U D I E N C E
Rules for Participants RIA & IA Proposal Template 2.2 b) Grant Agreement Art. 38.1	Rules for Participants RIA & IA Proposal template 2.2 a) Grant Agreement Art. 29	Rules for Participants RIA & IA Proposal Template 1.1, 2.1, 2.2 a) Grant Agreement Art. 28	F O R M A L O B L I G A T I O N S

The main aim of dissemination is to maximise the impact of research results in the public sphere, and therefore the target audience of dissemination activities are all potential users of the project results (as policy makers, investors, civic society organisations, scientific and professional communities, stakeholders, industry, and many more that are working in the project area of interest). Vice versa, the communication activities differ and go beyond dissemination activities. Communication activities use less technical language because of their wider audience.

Table 3 – List of various types of communication and dissemination activities

	ACTIVITIES		CHANNELS	
	COMMUNICATION	DISSEMINATION	COMMUNICATION	DISSEMINATION
PUBLICATION	Non-scientific publications	Scientific publications	Press release e-Newsletter News sites articles Blogs	Articles in scientific magazines and blogs
EVENTS	Events for the general public	Stakeholders' events	Open Door Webinars Public talks	Market showcase B2B networking
ONLINE	Online promotion	Online disclosure of results	Generalist website Social media	Online repository of results Social media
MEETINGS	Two-way exchanges with citizens	Stakeholders' engagement	Citizens Blog and prices Photo contest Surveys Interviews	Feedback sessions Industrial events Training sessions
MEDIA	Mass media campaign	Presentations in scientific conferences	Newspapers Local TVs Radios	Scientific conferences, workshops, and seminars
MATERIALS	Promotional material	Conferences proceeding	Leaflet Brochure Poster	Publication of proceedings

For more information and for clarification, the European Commission published various types of guidelines on difference between communication and dissemination of EU project, such as:

- Making the Most of Your Horizon 2020 project:
https://www.iprhelppdesk.eu/sites/default/files/EU-IPR-Brochure-Boosting-Impact-C-D-E_0.pdf
- Communicating EU research and innovation guidance for project participants:
https://ec.europa.eu/research/participants/data/ref/h2020/other/gm/h2020-guide-comm_en.pdf

This document should be seen as a living document that will react to main requests from the project partners and project phases. Moreover, the document will be regularly reviewed and updated to ensure it remains effective and inclusive.

5.2 Exploitation

Dedicated exploitation strategy will be drafted towards the final stage of the project to present coherent and realistic plans to ensure the ongoing use, development and implementation of the ADEDU project approach on a sustainable basis.

Additionally, a wide exploitation of projects results consider:

- **Scalability of the training modules. The use of learning outcomes in the design of training** modules ensures that more or better content modules can be developed in the future. The use of ready-made templates and guidelines ensures that every new module will be of high quality. The use of standardised meta-data to describe each module ensures that it will be easy to upload these modules in the platform and retrieve them from inside or outside the platform. A mechanism for updating the content will be embedded in the platform to include the feedback to be collected by participants of the 4 cycles.
- **Continuous Capacity Building activities.** Capacity building efforts in combination with communication and outreach activities, based on well-defined key messages and beneficial value proposition, delivered through catchy branded content promoted in a variety of amplifying channels will ensure the maximum outreach to the stakeholder community. Engagement methodology and actions, based on face-to-face and online communication, provision of high-quality services, attractive overall value proposition, as well as further sustainability of actions through the capacity building events and activities (WP3).
- **Raising Awareness through campaigns.** The communication efforts focused to overall raise awareness on learning disabilities envisages that the products of the project shall gain optimum exploitation and usability beyond the project if they are integrated within existing European and international initiatives, especially those promoted by the networks involved and partners to complement and enrich the already existing initiatives.

To provide some specific actions to enhance the further exploitation of the project beyond its lifetime are:

- Implementing follow-up proposal based on the project results to be submitted to relevant Funding Programmes e.g. H2020, Erasmus + and others. Partners will identify potential areas for further research and will prepare and submit proposals for the development of new curricula and the transfer of know-how to other countries.
- Integrating the ADEDU training course in the partner organisation's training offer in formal and non-formal educational settings. Further adapting it to address different specific target groups. Designing of and offering focused training courses exploiting and upscaling specific topics within disabilities affecting adult education and capacity building contents.
- Promoting the translation of the training course and contents in different languages to increase its accessibility.
- Continuing the promotion process of the two Guidelines on Inclusive Communication and Inclusive digital learning platforms addressed to adult learning centres across Europe.
- Provide policy makers with evidence-based conclusions and recommendations in the project field contributing to policy implementation and future.

ADEDU: Online Communication and dissemination monitoring and reporting

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Alt+J ONLINE PUBLICATIONS: Your publications on your websites, newsletters, emails, external websites and online platforms

	A	B	C	D	E	F	G	H	I	J
1	ONLINE PUBLICATIONS: Your publications on your websites, newsletters, emails, external websites and online platforms									
2	Unique visits/views (for partner)									
3	Partner	Channel	Date dd/mm/yyyy	Topic - short de websites	Opens/Clicks (For	Target audience (1)	Target audience (2)	Target audience (3)	Link URL to the online publication	Comments
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SOCIAL MEDIA ONLINE PUBLICATIONS EVENTS MEDIA AND PRINT PUBLICATIONS

Figure 4 – Reporting table: online publications

AEDU: Online Communication and dissemination monitoring and reporting

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Menus

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	A	B	C	D	E	F	G	H	I	J	K	L	M
1	EVENTS: Projects events you organised, as well as your participation and presentations in other internal/external events												
2	Partner	Type of event	Scope	Format	Other partners involved	Location (if in person) City/Country	Date dd/mm/yyyy	Title of the event	Short description o	Target audience (1)	Target audience (2)	Target audience (3)	Participants - male
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SOCIAL MEDIA ONLINE PUBLICATIONS EVENTS MEDIA AND PRINT PUBLICATIONS

Figure 5 – Reporting table: events

ADEDU: Online Communication and dissemination monitoring and reporting

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Q Menus 100% Default 14 B I A

ATJ1 MEDIA AND PRINT PUBLICATIONS: Media materials and coverage, print publications

	A	B	C	D	E	F	G	H	I	J
1	MEDIA AND PRINT PUBLICATIONS: Media materials and coverage, print publications									
2	Partner	Type of media or publication activity	Date dd/mm/yyyy	Topic - short description	Number of audience/readers/copies (if	Target audience (1)	Target audience (2)	Target audience (3)	Link URL to the online publication	Comments
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+ SOCIAL MEDIA ONLINE PUBLICATIONS EVENTS MEDIA AND PRINT PUBLICATIONS

Figure 6 – Reporting table: media and print publications

7. Obligations and rights

Obligation to disseminate the results

Each partner of the project consortium is responsible for the dissemination of project results and deliverables. Partners are committed to disseminate the results as soon as possible in an appropriate form carrying the visual identity of the ADEDU project.

Information on EU funding (European flag and funding statement)

One of the fundamental principles in the dissemination and communication of activities is the obligation on EU funding. Of course, there are also basic principles and rules that need to be fulfilled when this obligation is realised. Depending on the kind of activity (see the GA) this shall be done in various ways.

Here below more information on communication and dissemination extracted from the GA n. 101133970.

Art. 17.1 Communication — Dissemination — Promoting the action

Unless otherwise agreed with the granting authority, the beneficiaries must promote the action and its results by providing targeted information to multiple audiences (including the media and the public), in accordance with Annex 1 and in a strategic, coherent, and effective manner.

Before engaging in a communication or dissemination activity expected to have a major media impact, the beneficiaries must inform the granting authority.

Art. 17.2 Visibility — European flag and funding statement

Unless otherwise agreed with the granting authority, communication activities of the beneficiaries related to the action (including media relations, conferences, seminars, information material, such as brochures, leaflets, posters, presentations, etc., in electronic form, via traditional or social media, etc.), dissemination activities and any infrastructure, equipment, vehicles, supplies or major result funded by the grant must acknowledge the EU support and display the European flag (emblem) and funding statement (translated into local languages, where appropriate)



**Co-funded by
the European Union**



**Co-funded by
the European Union**

Figure 7 – EU emblem

The emblem must remain distinct and separate and cannot be modified by adding other visual marks, brands, or text.

Apart from the emblem, no other visual identity or logo may be used to highlight the EU support.

When displayed in association with other logos (e.g. of beneficiaries or sponsors), the emblem must be displayed at least as prominently and visibly as the other logos.

For the purposes of their obligations under this Article, the beneficiaries may use the emblem without first obtaining approval from the granting authority. This does not, however, give them the right to exclusive use. Moreover, they may not appropriate the emblem or any similar trademark or logo, either by registration or by any other means.

Art. 17.3 Quality of information — Disclaimer

Any communication or dissemination activity related to the action must use factually accurate information. Moreover, it must indicate the following disclaimer (translated into local languages where appropriate):

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Proposal number: 101133970.

The European flag and guidelines can be downloaded [here](#).

7.1. Use of common graphic identity

A common graphic identity in all dissemination tasks allows for better visibility and recognition of the project. The project partners will refer to the following information in all their dissemination tools, materials, and activities must refer to the following:

- Name and acronym of the project: Accessible Digital EDUcation - ADEDU
- Project's website URL: <https://ad-edu.eu/project>
- Project number: 101133970
- Project graphic elements, i.e. project logo, layouts, font, etc.
- EU emblem and disclaimer

7.2. Data protection compliance

The Consortium commits to comply with the General Data Protection Regulation (GDPR), which came into effect on 25 April 2018. All contacts will be handled solely by those project partners that are leading the communication and dissemination activities of the whole consortium.

7.3. Open access

The Consortium will offer all project products in an open and free way for all potential users and beneficiaries. The Consortium will provide open access to all the resources created within the project. All project content will be shared under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 international licence and will be available on the project website.

This licence allows others to remix, modify, and develop the work non-commercially, provided they cite the author and licence their derivative creations under the exact same conditions. This licence allows third parties to freely download, reuse and modify licensed articles, citing the original source.

8. Guidelines on inclusive communication and content creation in digital learning environments

This section is based on the initial scientific review providing an overview and understanding of learning disabilities, as well as on the data gathered from surveys and focus groups for the training needs analysis implemented in the Work Package 2 **Learning disability mapping, guidelines and training development** and detailed in the Deliverable 2.3

The following paragraphs offer practical advice on adaptation of the written content and activities, to make them more inclusive and accessible in line with well-established guidelines and standards.

Most e-learning platforms typically adopt a "one-size-fits-all" approach and are not equipped to handle complex user profiles. The Web Content Accessibility Guidelines (WCAG) outline four guiding principles: perceivable, operable, understandable, and robust, to ensure accessibility.

Regarding the elements on the websites (also applicable to other digital environments), several considerations are important:

- **Logical content structure:** Use headings, lists, and other structural elements to organise content, aiding screen readers in providing an overview of the page.
- **Forms:** Ensure online forms are logically organised, easy to complete, and clearly labelled. Provide intuitive instructions and navigation order.
- **Simple language:** Use clear, everyday language with active verb forms, avoiding jargon and slang, and focusing on a single main idea per paragraph.
- **Readability:** Choose clear, easy-to-read fonts with adequate size, typically at least 11pt, to enhance readability. Avoid fonts smaller than 9pt (12px), with 11pt (15px) being a recommended standard according to WCAG.
- **Provide alternative text (Alt Text)** for the images and other visual objects such as infographics or maps used in the development of project results, dissemination of results and overall communication activities. Alternative text is a textual substitute for non-text content in web pages and using it is a principle of web accessibility. Web Accessibility Initiative provides Tips and Tricks for Alt Text here:

<https://www.w3.org/WAI/tutorials/images/tips/>

Visual communication

- Visuals should reflect the diversity of population: choose images of individuals that are diverse in terms of gender, disability, age and ethnicity and represented in various roles and functions
- Challenge stereotypes in visuals (such as stereotypes about people with learning disabilities or gender stereotypes)

Inclusive language

Inclusive visuals need to be accompanied with the use of inclusive language to achieve their full impact. Language reflects and influences attitudes, behaviour and perceptions, making it a crucial tool in challenging stereotypes, and fostering inclusive societies and environments. In addition, as language changes over time, it is crucial to stay open and ready to update language use as appropriate.

- **Use gender-sensitive language:** using inclusive language which promotes gender equality and fair visibility of all genders
 - Avoid nouns that appear to assume gender roles
 - Avoid gender-specific pronouns
 - Useful resource: [Beyond pronouns: How languages are reshaping to include nonbinary and gender-nonconforming people](#) (Reuters, 2022)
- **Communicating about disabilities:** European Commission's Style Guide recommends using person-first language, emphasising the person rather than the disability (e.g. a person with a disability).
 - Emphasise individuality and capabilities rather than defining people by the condition
 - Avoid passive 'victim' words
 - Remember that a large majority of disabilities are invisible
- **Easy-to-read format:** Easy-to-read refers to the presentation of written information in an accessible, easy to understand format. It is often useful for people with learning disabilities, and it may also be beneficial for individuals with other conditions affecting their way of processing information.
 - Inclusion Europe provides guidelines for creating Easy-to-read (ETR) versions: <https://www.inclusion-europe.eu/easy-to-read>

Quick guidelines for the adaptation of the written content

- When creating written content, use Sans Serif fonts (like Arial, Century Gothic, OpenDys, Open Sans)
- Use left alignment (left-aligned text facilitates easier text scanning)
- Avoid italics, and underlining, bold what is important
- Use paragraphs, subtitles, and clear, short sentences
- Use visual elements to illustrate the content but make sure that they match the text and are not used simply for decoration
- Adapt the text into small, easily readable pieces of information
- Clear structure with titles, subtitles, etc
- Use short sentences and avoid words with double meaning, jargon and abbreviations
- Present the important items in bullet points
- The use of colour codes is recommended, but be consistent with their usage and presentation
- Make sure the colours used are accessible and that graphics/text colours and backgrounds have sufficient contrast. This can be done by using colour contrast checker such as [WebAIM: Contrast Checker](#) or [Coolers Color Contrast Checked](#)
- Avoid columns (like in the newspapers)
- Add page numbers
- If material is printed, print only on one side to avoid having to turn the pages
- Be consistent with the language, presentation style, and format