# DEMOCRAT Dissemination and Exploitation Strategy
## Deliverable 7.1

## Democrat

Education for Democracy

# Project factsheet

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**NOTUS**, Spain

**Tallinn University**, Estonia (TLU)

**Helsingin Yliopisto**, Finland (HY)

**Hochschule Dusseldorf**, Germany (HSD)

**Uniwersytet Jagiellonski**, Poland (UJ)

**Dublin City University**, Ireland (DCU)

**Foundation for Global Governance and Sustainability**, Belgium (FOGGS)

**Stichting International Parents Alliance**, Netherlands (IPA)

**European Universities Continuing Education Network**, Belgium (EUCEN)

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# Deliverable factsheet

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| 4 | 28/08/2024 | New Executive summary drafted, details on monitoring process, Agora as a dissemination tool, Sister Projects initiative, social media handles added | Emanuele Bertolani |

# Disclaimer of warranties

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# Abbreviations

EfD: Education for democracy

KPI: key performance indicator

RDC: responsible democratic competences

LLP: local pilot projects

R&I: research and innovation

# Executive Summary

The aim of the DEMOCRAT project is addressing the challenges facing liberal democracy in Europe. As a research and innovation initiative, the project fits the context of a response to a series of crises that involved the European and global political landscape: the Anthropocene crisis, the COVID-19 pandemic, and the ongoing conflict in Ukraine. The combination of these external shocks and series of internal threats, among which the rise of right-wing extremism, mistrust in scientific research, and the fragmentation of societal consensus, have demonstrated the need to reinforce democratic values and practices across Europe. In this context, the DEMOCRAT project's aim is in fostering democratic resilience by focusing on Education for Democracy (EfD) as a key area of intervention. The complexity of the project's purpose and the broad range of its implications require effective dissemination and exploitation, which is why special care will be devoted to ensuring they planned and executed properly.

One of the focuses of DEMOCRAT is developing and implementing a curriculum framework for responsible democratic competences (RDCs). These competences are essential to nurture informed, active, and responsible citizens, capable to offer their contribution to the preservation and advancement of democratic principles. By cultivating these competences, the project aims to address the root causes of democratic erosion: apathy, misinformation, and the inability to engage in public discourse in a constructive way. The curriculum framework is designed to be adaptable to different educational contexts across Europe, ensuring that it can be effectively integrated into various national education systems.

On a broader scale, the project aligns with Goal 4.7 of the United Nations' 2030 Agenda for Sustainable Development. This Goal emphasises promoting an education that fosters sustainable development, human rights, gender equality, and global citizenship. Project DEMOCRAT is rooted in the idea that education is not only a tool for personal development, but a critical mechanism to transform society, particularly in the context of democratic governance.

Among Project DEMOCRAT's key components is the implementation of local pilot projects. These projects are designed to test and refine the curriculum framework in an actual, real-world setting. A number of DEMOCRAT's project partners will conduct these pilots in their respective countries and collect a range of diverse data and insights. These will then be used to further develop the curriculum. The selection of pilot sites is strategic: regions that represent different educational challenges and opportunities have been especially selected for this purpose. The aim of these pilots is generating evidence-based practices that can be scaled up and replicated across the European Union and beyond. The insights collected during the Piloting phase will be used to ensure that the curriculum framework is effective and adaptable to different cultural and institutional contexts.

Effective implementation requires not only a robust theoretical framework but also practical resources that can be readily applied in educational settings. This is why, in addition to the curriculum framework and the Pilots, DEMOCRAT will develop a range of tools and resources to support the implementation of Education for Democracy practices. Educators, policymakers, and other stakeholders striving to integrate democratic competences into educational programmes and curricula will find these tools a useful source of support. Materials include training modules, guidelines, and best practice case studies. All of them will be made available to educators and institutions across Europe.

The DEMOCRAT project is led by a consortium of European universities and organisations. Each entity has been selected for its ability to contribute to the initiative with its own resources and expertise. In keeping with the spirit of Democracy, This collaborative approach allows for the pooling of knowledge, experience, and networks across different countries and regions, and it's therefore very important for the success of the Project. The DEMOCRAT Consortium is committed to fostering a culture of cooperation and mutual learning within the project, and to endeavour to do the same in its interactions with external stakeholders. By working together, the partners aim to create a lasting impact on the way democracy is taught and practised in Europe.

Within this Deliverable, readers will find a detailed description of the DEMOCRAT project's Dissemination and Communication Strategy. Specifically:

- An outline of the goals, target audiences, and key messages that the project intends to communicate throughout its lifespan.
- strategies and tools that will be employed to reach diverse stakeholders, ranging from policymakers and educators to the general public.
- roles and responsibilities of the consortium members in executing the communication plan, ensuring that efforts are coordinated and effective.
- a timeline of activities, key performance indicators (KPIs) to measure success, and contingency plans to address potential challenges.
- A visual guide detailing the project's visual identity

This approach is designed to maximise the impact of the project's findings and ensure that the knowledge generated is widely disseminated and utilized across Europe and beyond.
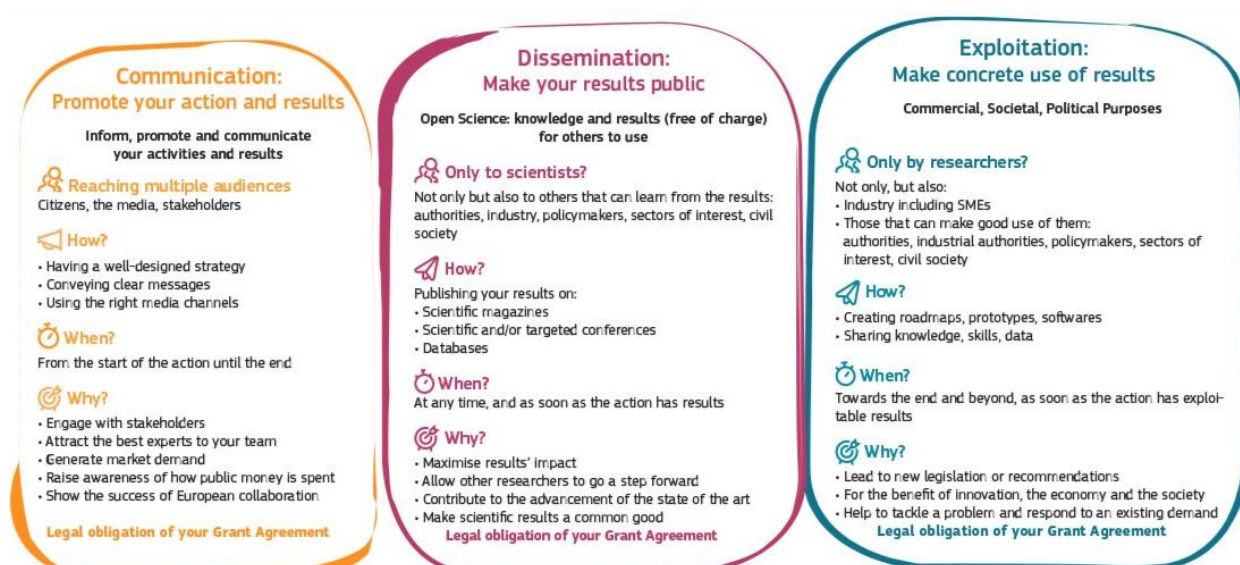
# Table of Contents

# 1 Introduction

## Project description

EU-society faces four major challenges: the Anthropocene crisis, the pandemic and the Ukraine war and its consequences. All these challenges put at risk the model of liberal democracy, which, of course, has faced similarly internal threats (e.g. political Anthropocene, right wing extremism, mistrust in scientific research and conspirational beliefs) and external critique (questioning whether plural democracy is the best model to affront societal challenges). Education, and especially Education for Democracy (EfD), shall contribute to the defence and enhancement of democracy. This includes the values and principles encompassed within the UN's 2030 Agenda and its Sustainable Development Goals. Goal 4.7, in particular, defines that education should promote sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity. To reinforce the resilience and sustainability of democracy, DEMOCRAT aims, through a participatory approach, to elaborate curricula for EfD based on a framework of responsible democratic competences (RDCs), to test them in open, local, innovative learning projects and to develop a toolbox to support the development of transformative EfD practices in the EU and beyond. DEMOCRAT's ambitious research and innovation programme will provide insights into the points of comparison and contrast in EfD in the EU-member states, and will develop an innovative curriculum framework linking RDCs with Anthropocene and sustainability. DEMOCRAT will test and analyse pedagogical practices and material considering its effectiveness for acquiring democratic competences and European identity. It will garner insights into the factors influencing the impact of EfD on public participation through the analysis of European datasets, with a particular focus on the relation between socio-economic and educational inequalities and political and social participation.

## Project partners

- *UNIVERSITAT DE BARCELONA ES (Coordinator)*
- *NOTUS ES*
- *TALLINN UNIVERSITY EE*
- *HELSINGIN YLIOPISTO FI*
- *HOCHSCHULE DUSSELDORF DE*
- *UNIWERSYTET JAGIELLONSKI PL*
- *DUBLIN CITY UNIVERSITY IE*
- *Foundation for Global Governance and Sustainability (FOGGS) BE*
- *STICHTING INTERNATIONAL PARENTS ALLIANCE NL*
- *EUROPEAN UNIVERSITIES CONTINUING EDUCATION NETWORK BE*

# 1. Objectives of dissemination



**Communication:**
Promote your action and results

Inform, promote and communicate your activities and results

**Reaching multiple audiences**
Citizens, the media, stakeholders

**How?**
• Having a well-designed strategy
• Conveying clear messages
• Using the right media channels

**When?**
From the start of the action until the end

**Why?**
• Engage with stakeholders
• Attract the best experts to your team
• Generate market demand
• Raise awareness of how public money is spent
• Show the success of European collaboration

**Legal obligation of your Grant Agreement**

**Dissemination:**
Make your results public

Open Science: knowledge and results (free of charge) for others to use

**Only to scientists?**
Not only but also to others that can learn from the results: authorities, industry, policymakers, sectors of interest, civil society

**How?**
Publishing your results on:
• Scientific magazines
• Scientific and/or targeted conferences
• Databases

**When?**
At any time, and as soon as the action has results

**Why?**
• Maximise results' impact
• Allow other researchers to go a step forward
• Contribute to the advancement of the state of the art
• Make scientific results a common good

**Legal obligation of your Grant Agreement**

**Exploitation:**
Make concrete use of results

Commercial, Societal, Political Purposes

**Only by researchers?**
Not only, but also:
• Industry including SMEs
• Those that can make good use of them: authorities, industrial authorities, policymakers, sectors of interest, civil society

**How?**
• Creating roadmaps, prototypes, softwares
• Sharing knowledge, skills, data

**When?**
Towards the end and beyond, as soon as the action has exploitable results

**Why?**
• Lead to new legislation or recommendations
• For the benefit of innovation, the economy and the society
• Help to tackle a problem and respond to an existing demand

**Legal obligation of your Grant Agreement**

*Source: European Commission*

# 2. Dissemination channels

## Website

The DEMOCRAT website serves as the official hub for the Project-related content and operations. It provides detailed information on the project's objectives, methodologies, consortium partners, and ongoing activities. It also features news updates, events, and resources to engage stakeholders and the broader public in its mission to become a contributing force to education for democracy.

## Social media

After initially agreeing to not create project social media accounts during the first stage of the project, opting instead to use the **#DemocratProject** hashtag when disseminating on their own channels to leverage the national languages represented by the consortium members to facilitate dissemination in languages other than English, the Consortium has determined to open dedicated social media handles to expand the outreach of dissemination activities, structuring them around a common editorial calendar to provide a constant influx of material to be shared and disseminated.

## Agora

Agora is an interactive platform developed as part of the Democrat project to facilitate collaboration, knowledge-sharing, and community engagement. It provides both participants and the broader community with access to a comprehensive range of materials, including videos, blogs, community forums, and a library

of resources. Additionally, the platform hosts the "Democracy Talks" series, featuring recorded lectures by established experts on critical issues related to democracy. Agora is designed to be a central hub for accessing content, connecting with others, and engaging with the ongoing discourse on democratic innovation.

## Scientific Journals and Conferences

Consortium members will collect all relevant scientific journals and upcoming academic conferences during the project timeframe in a dedicated table.

## DEMOCRAT Conferences

### 1st DEMOCRAT Conference

The 1st DEMOCRAT conference in Tallinn, held in Tallin on the 27th and 28th of February 2024, focused on enhancing democratic education across Europe. The event brought together educators, policymakers, and experts to discuss innovative approaches for embedding democratic principles in education, focussing on presenting the Project to a broader audience; introducing the preliminary RDC competence framework and outline of EfD curricula, and involving speakers from outside the project to debate learning programmes for democracy and learning approaches. Key highlights included the importance of critical thinking and media literacy, the role of educators in fostering democratic values, and the need for inclusive, participatory methods in teaching.

### Final DEMOCRAT Conference

Evaluation and lessons learnt. The final conference will be devoted to presenting the final RDC framework, the EfD curricula, its relation to national/ regional praxis, the potential impact on learners' competences and democratic processes, main lessons learnt and the toolbox as support for the implementation of transformative EfD in other education settings, including guidelines for embedding EfD in formal education and training systems at national/EU level, and local approaches for learning programmes for democracy.

Planned for M33

## Sister Projects

The DEMOCRAT project has established a joint strategy with two sister projects to enhance the communication and dissemination of their collective findings across Europe. Operating under the unified name and hashtag "Education4Democracy," these projects will collaborate closely on both communication efforts and, where applicable, content development. The two additional projects currently involved in the Sister Projects initiative were financed from the same budget as DEMOCRAT. The collaboration is intended a way to maximise reach. As such, it is open to other projects dealing with similar topics.

The "Sister Project" collaboration includes organising public inspiration sessions every 2-3 months. In these sessions, the projects will present their work and receive feedback from external experts. Regular

communication meetings have been scheduled to maintain momentum and coordination. Each project will take turns in managing the joint communication efforts.

To provide a unified platform for sharing information about the projects, a simple WordPress website and a joint logo are also in development. Social media presence will be bolstered through a dedicated LinkedIn page and Twitter/X handle, managed in rotation by the participating projects. The collaboration is open to other EU-funded projects with similar objectives, further broadening the reach and impact of their shared goals.

# 3. Dissemination target groups

## Education community

DEMOCRAT will develop high activities record in publication of non-academic works on EfD and on democracy in journals oriented to the educators, parents, and other non-academic stakeholders. This is accompanied by participating in events by stakeholders at national and local level. This allows to achieve notable impact in the national and local debate on democracy and EfD finding influential audiences and building up strategic alliances.

## Children and youth

DEMOCRAT will develop specific communication strategies for children and young people using graphic representation of the research and particularly young people views on democracy and democratic education, potentially in the style of a graphic novel. At the local level, the LPPs include dissemination event for children and young people.

## Policy makers

DEMOCRAT will pay special attention to another specific audience, the policy makers. This audience requires resumed information, e.g. one-page research overview (maybe an infographic, e.g. Canva) which identifies the policy implications for policy makers. DEMOCRAT will check the possibility to organize policy events at national/regional and transnational level, which includes the participation of children and young people giving them voice to be heard in matters that affect them (see Lundy 2007).

## Academia

DEMOCRAT will develop high activities record in publication academic work EfD and on democracy achieving notable achievements in science publications and impacts in the debate on democracy and EfD at national and international level. Democrat will put a special focus on publication in national languages to achieve all stakeholders especially teachers and social educators, considering that main part of education debates are hold in national languages. This publication activities include publication of peer-review articles in international and national journals, edited books with case studies from each context with contribution from researchers and practitioners; events (participating in and organizing); lectures; workshops. This guarantees the research outputs will find influential audiences and lead to R&I advances.

# 4. Dissemination Timeline

## I. LAUNCH, branding and promotion of DEMOCRAT (M1-M36)

Launch and continuous sponsorship of DEMOCRAT. Distinctive visual identity developed, website and Agora platform (M6). Living labs established with a relevant set of national and international stakeholders participating in the first round of workshops (M6). Promotion of DEMOCRAT through existing networks, events, and the 2 international conferences (M12 & M34). Synergies established with other running projects and initiatives. Awareness raising, and engagement of strategic stakeholders to enlarge participation in living labs create a strong community, and anchor DEMOCRAT in the field.

### Messages/results of interest

DEMOCRAT: an ambitious project focusing on education to address anthropogenic challenges, strengthen democracy and support sustainable development, in line with European identity Participatory approach as a precondition for effective and sustainable change in education systems

### Tools & channels by target groups
- Education community, policy makers and academy: participation in seminars, conferences; organisation of living lab workshops, international conferences, and other project's related events; continuous support to stakeholders' participation through Agora platform and social media
- Children and youth: tailored materials and audio-visuals; tailored support to active participation in project activities including distinct living lab initiatives

## II. BRIDGING EfD knowledge and practice (M6-M36)

Build DEMOCRAT knowledge foundations: RDC competence framework and EfD general curricula – through active involvement of strategic stakeholders, networks, other running projects and initiatives.

Co-design and implementation of locally embedded pilot projects linked to concrete democratic processes/challenges as well as an example of thematic learning unit – through active participation of stakeholders representing the education community in its broadest sense in living labs Adopting tailored participatory approaches (based on transformation learning approaches) to support children and young people's involvement in LLP design, implementation, and thus increasing pupils learning of democracy through the very involvement in such activities.

Refine project's outcomes based on critical reflection on competence assessment and evaluation results; based on living labs and wider participation of other strategic stakeholders, networks, running projects and initiatives.

### Messages/results of interest

RDC competence framework and EfD general curricula as pillars for effective EfD in diverse learning settings in EU and beyond

Transformation education approaches and participatory approaches targeting children and young people as a precondition for EfD

## Tools & channels by target groups

- Education community, policy makers and academy: involvement of stakeholders through living lab workshops, international conferences and other project's related events; 2 mutual learning seminars; continuous support to stakeholders' participation through Agora platform and social media; wide dissemination of 3 policy briefs and 10 research reports; wide dissemination of preliminary RCD competence framework, EfD general curricula and learning approaches; 5 scientific publications and 30 non-scientific publications; attendance and presentation of project results in scientific and non-scientific seminars and conferences
- Children and youth: tailored materials and audiovisuals; tailored support to active participation in LLP design and implementation; intergenerational debates on broader related aspects (anthropocene challenges, democracy challenges, sustainable development challenges)

## III. SCALING UP EfD (M28-M36 and beyond the end of the project)

- In-depth critical reflection of key lessons learned based on evaluation results and wide participation of strategic stakeholders, networks and other project and initiatives
- Multi-actor development of a strategy to scale up EfD in national educational systems

Design, translating and online publication of comprehensive EfD toolbox for practitioners, tested among wide range of diverse practitioners.

## Messages/results of interest

Need to scale up EfD in national education systems to strengthen democracy and face sustainable development challenges from a European identity.

## Tools & channels by target groups

- Education community, policy makers: 1 policy brief, 1 practitioners' brief, final toolbox in English and national languages; 1 final conference; participation in non-scientific seminars and conferences
- Academy: 1 edited volume building on project outcomes and new knowledge and practical insights; participation in scientific seminars and conferences
- Children and youth: final tailored materials and audio-visuals in English and national languages

# 5. Dissemination Tracking

Consortium partners in the DEMOCRAT project have agreed to regularly provide data on their dissemination activities using the project's dissemination tracker, accessible here. This tool is crucial for ensuring the widest possible reach of our efforts and allows us to monitor that each partner's activities contribute effectively to our overall KPIs. In keeping with the spirit of Democracy, each partner has developed a unique dissemination strategy, tailored to their social media presence, contacts, and established national or international reach. Consequently, each partner has also developed its own specific set of KPIs. While there is no unified control over these activities, partners have agreed to dedicate a portion of the monthly meetings to share their dissemination results. This collaborative approach not only keeps the Consortium informed but also facilitates the exchange of successful tactics and the identification of areas where support might be needed to enhance the impact of the Consortium's collective efforts.

# 6. Key Success Indicators

| Dissemination and Communication KPIs and Monitoring | | |
|---|---|---|
| Scientific publications and presentations | *1 Edited volume*<br><br>*5 peer-reviewed articles*<br>*Presentations in 20 scientific conferences* | *Available via open access;*<br><br>*Highly ranked editorial and*<br><br>*journals; High-level scientific conferences* |
| Non-scientific publications and presentations | *30 publications in journals/working paper series addressed to practitioners or policy makers*<br>*Presentations in 60 non academic events* | *Available in DEMOCRAT's website* |
| Policy briefs | *3 policy briefs*<br>*300 hits* | *Available in DEMOCRAT's website; Hits based on Google analytics* |
| Toolkit | *1 comprehensive online toolkit with several components:*<br><br>*Guide; Key lessons learned; RDC competence framework; EfD curricula and learning approaches; LLP good practices; EdF learning unit; additional educational material, including audiovisuals*<br><br>*English and 6 national languages*<br><br>*600 downloads of RDC competence framework and EfD curricula (preliminary and final versions)* | *Available in DEMOCRAT's website; Downloads based on Google analytics* |
| Practitioner' brief | *1 practitioners' brief* | *Available in DEMOCRAT's* |

| | | |
|---|---|---|
| | 400 hits | website; Hits based on Google analytics |
| **Other relevant public reports** | 1 comparative report (Handling fake news) <br><br> 1 comparative report (Social biases in digital learning) <br><br> 6 national reports (educational inequalities and <br><br> political participation) <br><br> 1 comparative report (educational inequalities and political participation) <br><br> 1 comparative report on evaluation of LLP implementation <br><br> 300 downloads | Available in DEMOCRAT's website <br><br> Downloads based on Google analytics |
| **National living lab workshops and LLPs** | 5 workshops per country <br><br> 200 attendants per country <br><br> LLP design and implementation: involvement of 120+ schools, 600+ pupils and families, 180+ teachers and social educators, 60+ NGOs, 24+ creative sector entities and 24+ local and regional/national public authorities | Living lab proceedings <br><br> LLP evaluation reports |
| **Transnational living lab workshops and other transnational events** | 5 workshops <br><br> 120 attendants <br><br> Additional participation in 6 transnational events | Living lab procedures <br><br> Dissemination reports |
| **Other measures targeting stakeholders** | 30 interviews <br><br> 800 consultations <br><br> Organisation of 24 local intergenerational events <br><br> Organisation of 4 transnational intergenerational events <br><br> At least 30 media productions targeting children and <br><br> young people – translated to national languages | Dissemination reports <br><br> Audiovisuals available in <br><br> project's website and toolbox |
| **Synergies with other projects & initiatives** | 2 mutual learning meetings <br><br> Engagement of 10 projects or initiatives <br><br> 10 attendants (at least one per project or initiative) | Dissemination reports |

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| Website and Agora platform | *10,000 website hits* <br> *1,000 downloads of Agora repository* | *Dissemination reports based on Google analytics* |
|---|---|---|
| Social media: LinkedIn, Twitter | *2,000 followers* | *Google analytics* |
| Media/Press visibility | *At least 10 appearances in relevant magazines,* <br> *newspapers TV, radio shows* | *Documented through pictures and videos available in project's website* |
| Conferences | *2 conferences* <br> *120 attendants* | *Attendee list in conference proceedings* |

# 7. Exploitation

| Exploitation results | Partner exploiting | Exploitation option Main user |
|---|---|---|
| Scientific publications and presentations | All | *Open access for scientific advancement* *Scientific community, NGOs, networks, other projects and initiatives* |
| Non-scientific publications and presentations | All | *Open access for informing and advancing practitioner/policy debate* *Education community and other projects and initiatives* |
| Policy briefs | All | *Open access for informing and advancing policy debate* *Policy makers* |
| Toolkit | All | *Open access for informing and advancing practitioner/policy debate* *Education community (focus on practitioners) and other projects and* *initiatives* |
| Practitioner' brief | All | *Open access for informing and advancing practitioner debate* *Practitioners* |
| Other relevant public reports and conference proceedings | All | *Open access for informing and advancing scientific, practitioner and policy* *debate* *Scientific community, education community, networks, other projects and* *initiatives* |
| Audiovisual material targeting children and young people | All | *Open access for supporting learning for democracy among children and young* *people* *Children and young people, parents, practitioners* |
| Website and Agora platform | All | *Open source for supporting scientific, practitioner and policy debate* *Scientific community, education community, networks, other projects and* *initiatives* |

# 8. Dissemination Plans of Partners

## UNIVERSITAT DE BARCELONA

- Partner name: UNIVERSITAT DE BARCELONA
- Responsible person for communication and their e-mail address
- Website
- Social media channels

| Output | Specific KPI measures | Dissemination Channel | Targeted stakeholders | Predicted outreach |
|---|---|---|---|---|
| **Scientific publications and presentations** | *1 Edited volume*<br><br>*5 peer-reviewed articles*<br><br>*Presentations in 20 scientific conferences* | *Springer Publ. (shared with all partners)*<br><br>*4 peer reviewed articles in English or Spanish (e.g. European Journal for Education; Revista de Educación; Bordón Revista de Pedagogía; Journal of Public Economics, Experimental Economics, Journal of Economic Psychology, JEBO, Economics of Education Review, Empirical Economics, Journal of Population Economics)*<br><br>*Identified conferences*<br>*- Annual Conference of the European Educational Research Association, 4 – 8/09/2023, Praga*<br>*- XXI Congreso Internacional de Investigación educativa. Barcelona. Junio de 2024*<br>*- ECER 2024, Nicosia*<br>*- EALE 2023, Praga* | *Education community (teachers, parents and pupils)*<br><br>*Academic community in the area of education and democracy*<br><br>*Policy Makers* | 1000 |
| **Non-scientific publications and presentations** | *30 publications in journals/working paper series addressed to practitioners or policy makers*<br>*Presentations in 60 non academic events* | *5 IEB working papers*<br><br>*Presentations at 10 non-academic events at national level* | *Education community (teachers, parents and pupils)* | 500 |
| **Policy briefs** | *3 policy briefs*<br>*300 hits* | *Policy brief published at the institutional webs (Fac. of Economy and IEB)*<br><br>*Searching for the possibility to published policy briefs at on a platform of the Dep. of Education of the Generalitat de Catalunya and platforms of ONGs* | *Education community (teachers, parents and pupils)* | *500* |

| | | | Academic community in the area of education and democracy | |
| --- | --- | --- | --- | --- |
| | | | Policy Makers | |
| **Toolkit** | *1 comprehensive online toolkit with several components:* <br> *Guide; Key lessons learned; RDC competence framework; EfD curricula and learning approaches;* <br> *LLP good practices; EdF learning unit; additional educational material, including audiovisuals* <br> *English and 6 national languages* <br> *600 downloads of RDC competence framework and* <br> *EfD curricula (preliminary and final versions)* | *Spanish /Catalan translation* | *Education community (teachers, parents and pupils)* <br><br> *Academic community in the area of education and democracy* <br> *Policy Makers* | *1000* |
| **Practitioner' brief** | *1 practitioners' brief* <br> *400 hits* | *Policy brief published at the institutional webs (University/Fac. of Economy and IEB)* <br> *Searching for the possibility to published policy briefs at on a platform of the Dep. of Education of the Generalitat de Catalunya* | *Education community (teachers, parents and pupils)* <br><br> *Academic community in the area of education and* | *500* |

| | | | democracy Policy Makers | |
|---|---|---|---|---|
| **Other relevant public reports** | *1 comparative report (Handling fake news)* <br><br> *1 comparative report (Social biases in digital learning)* <br><br> *6 national reports (educational inequalities and political participation)* <br><br> *1 comparative report (educational inequalities and political participation)* <br><br> *1 comparative report on evaluation of LLP implementation* <br><br> *300 downloads* | *Spanish /Catalan translation* | *Education community (teachers, parents and pupils)* <br><br><br> *Academic community in the area of education and democracy Policy Makers* | *500* |
| **National living lab workshops and LLPs** | *5 workshops per country* <br> *200 attendants per country* <br> *LLP design and implementation: involvement of* <br> *120+ schools, 600+ pupils and families, 180+ teachers and social educators, 60+ NGOs, 24+ creative sector entities and 24+ local and regional/national public authorities* | *5 workshops with 40 participants on average* <br><br> *LLP design and implementation with 20 schools involved with 100 pupils and families; 30 teachers and social educators; 10 NGOs (e.g. Neighbor Associations); 6 entities from the creative sector; and 6 local authorities (e.g. dep. of Education of the Generalitat de Catalunya; Spanish Ministry of Education; Municipalities etc.)* | *Education community (teachers, parents and pupils)* <br><br><br> *Academic community in the area of education and democracy* <br><br> *Policy Makers* | *1000* |
| **Transnational living lab workshops and** | *5 workshops* <br> *120 attendants* <br> *Additional participation in 6* | *Inviting minimum 4 persons on average to each transnational workshop* | *Education community (teachers, parents and pupils)* | *1000* |

| other transnational events | *transnational events* | | *Academic community in the area of education and democracy*<br><br>*Policy Makers* | |
|---|---|---|---|---|
| **Other measures targeting stakeholders** | *30 interviews*<br><br>*800 consultations*<br><br>*Organisation of 24 local intergenerational events*<br><br>*Organisation of 4 transnational intergenerational events*<br><br>*At least 30 media productions targeting children and*<br><br>*young people – translated to national languages* | *5 Interviews; 133 consultations; organization of 6 local intergenerational events*<br><br>*5 media productions targeting children and young people* | *Education community (teachers, parents and pupils)*<br><br>*Academic community in the area of education and democracy*<br><br>*Policy Makers* | *1000* |
| **Synergies with other projects & initiatives** | *2 mutual learning meetings*<br><br>*Engagement of 10 projects or initiatives*<br><br>*10 attendants (at least one per project or initiative)* | *Engagement of 2 projects*<br><br>*Identifying of similar projects at Catalan level as:* | *Education community (teachers, parents and pupils)*<br><br>*Academic community in the area of education and democracy*<br><br>*Policy Makers* | *100* |
| **Website and Agora platform** | *10,000 website hits*<br><br>*1,000 downloads of Agora repository* | *Making promotion at the web of the Fac. and the IEB*<br><br>*Searching for the possibility to announce the web at the platforms of the Generalitat d'Catalunya, the Spanish Ministry of Education and other platforms* | *Education community (teachers, parents and pupils)* | *1000* |

| | | | Academic community in the area of education and democracy Policy Makers | |
|---|---|---|---|---|
| **Social media:** LinkedIn, Twitter | *2,000 followers* | 333 followers<br><br>Twitter / Facebook / Instagram: @ubfacecoiempres / @ubeconomics / @unibarcelona/Twitter @FundacioIE<br><br>Linkedin: https://www.linkedin.com/company/facultat-economia-i-empresa-universitat-de-barcelona<br><br>https://www.linkedin.com/showcase/universitat-de-barcelona-school-of-economics<br><br>https://www.linkedin.com/school/university-of-barcelona/ | *Education community (teachers, parents and pupils)*<br><br>*Academic community in the area of education and democracy Policy Makers* | *5000* |
| **Media/Press visibility** | *At least 10 appearances in relevant magazines, newspapers TV, radio shows* | *2 appearances in mass media: Tv3. Local television, in which the local pilots will be carried out (e.g. Canal blau del Garraf)*<br><br>*Catalan Radio station and local radio (e.g. Canal blau del Garraf)* | *Education community (teachers, parents and pupils)*<br><br>*Academic community in the area of education and democracy*<br><br>*Policy Makers* | *1000* |
| **Conferences** | *2 conferences*<br>*120 attendants* | *Own conferences in Tallinn and Barcelona; Inviting 6 persons per country* | *Education community (teachers, parents and pupils)*<br><br>*Academic community in the area of education* | *600* |

| | | | *and democracy* | |
| --- | --- | --- | --- | --- |
| | | | *Policy Makers* | |

## NOTUS

- Partner name: NOTUS
- Responsible person for communication and their e-mail address
- Website
- Social media channels

| Output | Specific KPI measures | *Dissemination Channel* | *Targeted stakeholders* | *Predicted outreach* |
| --- | --- | --- | --- | --- |
| **Scientific publications and presentations** | *1 Edited volume*<br><br>*5 peer-reviewed articles*<br>*Presentations in 20 scientific conferences* | *Academic peer-reviewed journals and conferences, website* | *Education community, Academia, Policy Makers* | 500 |
| **Non-scientific publications and presentations** | *30 publications in journals/working paper series addressed to practitioners or policy makers*<br>*Presentations in 60 non academic events* | *website, social media channels* | *Education community, Academia, Policy Makers* | 500 |
| **Policy briefs** | *3 policy briefs*<br><br>*300 hits* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |
| **Toolkit** | *1 comprehensive online toolkit with several components:*<br><br>*Guide; Key lessons learned; RDC competence framework; EfD curricula and learning approaches;* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |

| | | | | |
|---|---|---|---|---|
| | *LLP good practices; EdF learning unit; additional*<br><br>*educational material, including audiovisuals*<br><br>*English and 6 national languages*<br><br>*600 downloads of RDC competence framework and EfD curricula (preliminary and final versions)* | | | |
| **Practitioner' brief** | *1 practitioners' brief*<br><br>*400 hits* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |
| **Other relevant public reports** | *1 comparative report (Handling fake news)*<br><br>*1 comparative report (Social biases in digital learning)*<br><br>*6 national reports (educational inequalities and political participation)*<br><br>*1 comparative report (educational inequalities and political participation)*<br><br>*1 comparative report on evaluation of LLP implementation*<br><br>*300 downloads* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |
| **National living lab**<br><br>**workshops and LLPs** | *5 workshops per country*<br><br>*200 attendants per country*<br><br>*LLP design and implementation: involvement of* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |

| | | | | |
|---|---|---|---|---|
| | *120+ schools, 600+ pupils and families, 180+ teachers and social educators, 60+ NGOs, 24+ creative sector entities and 24+ local and regional/national public authorities* | | | |
| **Transnational living lab workshops and other transnational events** | *5 workshops*<br><br>*120 attendants*<br><br>*Additional participation in 6 transnational events* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |
| **Other measures targeting stakeholders** | *30 interviews*<br><br>*800 consultations*<br><br>*Organisation of 24 local intergenerational events*<br><br>*Organisation of 4 transnational intergenerational Events*<br><br>*At least 30 media productions targeting children and*<br><br>*young people – translated to national languages* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |
| **Synergies with other projects & initiatives** | *2 mutual learning meetings*<br><br>*Engagement of 10 projects or initiatives*<br><br>*10 attendants (at least one per project or initiative)* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |
| **Website and Agora platform** | *10,000 website hits*<br><br>*1,000 downloads of Agora repository* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |

| | | | | |
|---|---|---|---|---|
| **Social media:** LinkedIn, Twitter | *2,000 followers* | *@NOTUSasr (214 followers)* https://www.linkedin.com/company/notus-asr/ *(205 followers)* | *Education community, Academia, Policy Makers* | *500* |
| **Media/Press visibility** | *At least 10 appearances in relevant magazines, newspapers TV, radio shows* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |
| **Conferences** | *2 conferences 120 attendants* | *website, social media channels* | *Education community, Academia, Policy Makers* | *500* |

## TALLINN UNIVERSITY

- Partner name: TALLINN UNIVERSITY
- Responsible person for communication and their e-mail address: Maarja Hallik, maarjah@tlu.ee
- Website: https://www.tlu.ee/yti/teadusprojektid/democrat
- Social media channels:
    - https://www.facebook.com/TLUyhiskonnateadused
    - https://www.facebook.com/TUSOGOLAS
    - https://www.facebook.com/haridusinnovatsioon
    - https://www.facebook.com/groups/784069378335826
    - https://www.instagram.com/sogolas_tlu/

| Output | Specific KPI measures | *Dissemination Channel* | *Targeted stakeholders* | *Predicted outreach* |
|---|---|---|---|---|
| **Scientific publications and presentations** | *4 peer-reviewed articles* <br><br> *Presentations or panels in 3 scientific conferences* | The Journal of Innovation and Knowledge (JIK) Journal of Democracy and others… | Education experts Governance and democracy experts Policy makers Teacher trainers Researchers | 2000 people? |
| **Non-scientific publications and** | *3 publications in journals/working paper series* | Õpetajate Leht Postimees ERR Novaator | Teacher trainers Teachers & youth workers Youth experts Policy makers | 5000 people? via the national papers, but it's very hard to predict, |

| presentations | *Presentations in 3 non academic events* | *addressed to practitioners or policy makers, but also other stakeholders* *EAÜS annual summer schools and meetings* *Others TBC* | Public servants NGOs Parents | could be much more and we may not have access to the data |
|---|---|---|---|---|
| **Policy briefs** | *3 policy brie* | *Directly addressed to target groups in person via email; Our university website and newsletter; via our partners such as EAÜS, Ministry of Interior, Ministry of Education, union of local governments, school leaders* | *Policy makers* *Public servants* *Local governments* | *100+ people?* |
| **Toolkit** | *1 comprehensive online toolkit with several components (see above)* *If we can upload it somewhere where we could count downloads, then we could also give some indicators, but likely it will be hard to know… we can count at how many places it was published or introduced* | *We can distribute via:* <br>• *Living Lab events, especially the final event* <br>• *Via newsletters* <br>(iv). *Our webpage* <br>• *Our social media channels (see above)* <br>• *Article directed at Teachers on Õpetajate Leht* <br>• *Via our partners' channels, including via EAÜS, Mondo, Ministry of Education and Ministry of Interior, DD Democracy Centre* <br>• *E-koolikott website for teachers* | *Teachers, youth workers, local government officials* | *1000* |
| **Practitioner' brief** | *1 practitioners' brief* *400 hits* | • *Living Lab events, especially the final event* | *Teachers, youth workers, school leaders,* | *400* |

| | | | | |
|---|---|---|---|---|
| | | • Via newsletters<br>• Our webpage<br>• Our social media channels (see above) | local government officials | |
| **Other relevant public reports** | 1 comparative report (Handling fake news)<br><br>1 comparative report (Social biases in digital learning)<br><br>6 national reports (educational inequalities and political participation)<br><br>1 comparative report (educational inequalities and political participation)<br><br>1 comparative report on evaluation of LLP implementation<br><br>300 downloads | • Living Lab events, especially the final event<br>• Via newsletters<br>• Our webpage<br>• Our social media channels (see above)<br>• Direct communication with stakeholders via email | Education experts<br><br>Governance and democracy experts<br><br>Policy makers<br><br>Teacher trainers Researchers<br><br>Teacher trainers<br><br>Teachers & youth workers<br><br>Youth experts<br><br>Policy makers<br><br>Public servants<br><br>NGOs<br><br>Parents | 500 |
| **National living lab workshops and LLPs** | 5 workshops per country<br><br>200 attendants per country<br><br>LLP design and implementation: involvement of<br><br>10+ schools, 200+ pupils and families, 25+ teachers and social educators, 5+ NGOs, 2+ creative sector entities and 3+ local and regional/national public authorities | • Living Lab events<br>• Via newsletters<br>• Our webpage<br>• Our social media channels (see above)<br>• Direct communication with stakeholders via email | Education experts<br><br>Governance and democracy experts<br><br>Policy makers<br><br>Teacher trainers Researchers<br><br>Teacher trainers<br><br>Teachers & youth workers<br><br>Youth experts<br><br>Policy makers<br><br>Public servants<br><br>NGOs<br><br>Parents | 200 |

| | | | | |
|---|---|---|---|---|
| **Transnational living lab workshops and other transnational events** | *5 workshops*<br>*120 attendants*<br>*Additional participation in 6 transnational events* | • *Living Lab events*<br>• *Via newsletters*<br>• *Our webpage*<br>• *Our social media channels (see above)*<br>• *Direct communication with stakeholders via email* | *Education experts*<br><br>*Governance and democracy experts*<br><br>*Teachers & youth workers*<br><br>*Youth experts*<br><br>*Policy makers*<br><br>*Public servants*<br><br>*NGOs* | *10* |
| **Other measures targeting stakeholders** | *20 interviews*<br>*10 consultations*<br>*Organisation of 2 local intergenerational events*<br>*Organisation of 0 transnational intergenerational events*<br>*At least 1 media productions targeting children and young people – translated to national languages* | • *living Lab events, especially the final event*<br>• *Via newsletters*<br>• *Our webpage*<br>• *Our social media channels (see above)*<br>• *Article directed at Teachers on Õpetajate Leht*<br>• *Via our partners' channels, including via EAÜS, Mondo, Ministry of Education and Ministry of Interior, DD Democracy Centre*<br>• *E-koolikott website for teachers*<br>• *Proovikivi website* | *Education experts*<br><br>*Governance and democracy experts*<br><br>*Policy makers*<br><br>*Teacher trainers Researchers*<br><br>*Teacher trainers*<br><br>*Teachers & youth workers*<br><br>*Youth experts*<br><br>*Policy makers*<br><br>*Public servants*<br><br>*NGOs*<br><br>*Parents*<br><br>*Youth* | *500* |
| **Synergies with other projects & initiatives** | *2 mutual learning meetings*<br>*Engagement of 10 projects or initiatives*<br>*3 attendants (at least one per project or initiative)* | • *We have already spoken with https://incite-dem.eu/ and possibly participating at their meetings* | *Researchers & experts*<br><br>*Youth*<br><br>*Teachers*<br><br>*NGOs* | *20* |

| | | | | |
|---|---|---|---|---|
| | | ● *synergy and cooperation with DD Democracy Centre and NGOMondo's initiatives, Cooperation Assembly and also CitizenOS*<br>● *synergy with Proovikivi and "Koos suudame" competition* | | |
| **Website and Agora platform** | *10,000 website hits*<br>*1,000 downloads of Agora repository* | *It's hard to say right now we could measure anything on Agora, but we will try to use it* | | |
| **Social media: LinkedIn, Twitter** | *2,000 followers* | *Followers all together around 7000*<br>*https//www.facebook.com/TLUyhiskonnateadused*<br>*https//www.facebook.com/TUSOGOLAS*<br>*https//www.facebook.com/haridusinnovatsioon*<br>*https://www.instagram.com/sogolas_tlu/* | Education and democracy experts<br>Teacher trainers<br>Researchers<br>Teachers & youth workers<br>Policy makers<br>Students | *3000 people* |
| **Media/Press visibility** | *At least 3 appearances in relevant magazines, newspapers TV, radio shows* | ● *ERR Novaator*<br>● *ERR morning show*<br>● *Õpetajate Lehta and other relevant newspapers*<br>● *Various radio shows* | *All stakeholders* | *3000 people?* |
| **Conferences** | *2 conferences*<br>*120 attendants* | *Are these the conferences we organise as a consortium? Are the attendees the same for all partners or should we only count attendees from our country here?* | *All stakeholders* | *120 people?* |

## HELSINGIN YLIOPISTO

- Partner name: HELSINGIN YLIOPISTO
- Responsible person for communication and their e-mail address
- Website
- Social media channels

| Output | Specific KPI measures | Dissemination Channel | Targeted stakeholders | Predicted outreach |
|---|---|---|---|---|
| Scientific publications and presentations | *1 Edited volume*<br><br>*5 peer-reviewed articles*<br>*Presentations in 20 scientific conferences* | high-level international publications in international journals (e.g. Teaching and Teacher Education; Studies in Higher Education; Curriculum Studies; Frontiers in Learning Sciences)<br><br>*- EARLI biennial learning science conference*<br><br>*- EARLI SIG symposia (content-specific meetings)*<br><br>*- Finnish educational science days (FERA conference)* | *Education community (teachers, parents and pupils)*<br><br>*Academic community in the area of education and democracy, Teacher training, Policy Makers* | 2500 attendees<br><br>50-150 attendees/SIG<br><br>600+ attendeed annually |
| Non-scientific publications and presentations | *30 publications in journals/working paper series addressed to practitioners or policy makers*<br>*Presentations in 60 non academic events* | Presentations in national level events | *Education community (teachers, parents and students)*<br><br>*Academic community in* | *Education community (teachers, parents and pupils)*<br><br>*Academic community in the area of education* |

| | | | *the area of education and democracy,* *Teacher training* *Policy Makers* | *and democracy* *Policy Makers* |
|---|---|---|---|---|
| Policy briefs | *3 policy briefs* *300 hits* | *Policy briefs for the next government progra , for the new national core curriculum working committee, Ministry of education and culture* | *Education community (teachers, parents and students)* *Academic community in the area of education and democracy, Teacher training* *Policy Makers* | Policy makers, Practitioners, Researchers and Educationalists |
| Toolkit | *1 comprehensive online toolkit with several components:* *Guide; Key lessons learned; RDC competence framework; EfD curricula and learning approaches;* *LLP good practices; EdF learning unit; additional educational material, including audiovisuals* *English and 6 national languages* *600 downloads of RDC competence framework and EfD curricula (preliminary and final versions)* | *RDC competence framework, evaluation, EfD curricula and learning approaches, educational material, development materials for national core curriculum* *English, Finnish* | Primarily *Education community (teachers, parents and students)* *Academic community in the area of education and democracy, Teacher training* *Policy Makers* | |
| Practitioner' brief | *1 practitioners' brief* *400 hits* | Teachers and teacher educators | Basic education teachers, secondary high teachers | Lecture and course material for teachers at UH |
| Other relevant public reports | *1 comparative report (Handling fake news)* *1 comparative report (Social biases in digital learning)* *6 national reports (educational inequalities and political participation)* *1 comparative report (educational inequalities and political participation)* *1 comparative report on evaluation of LLP implementation* | *Reports for the working committee for developing the next national core curriculum,* *3 national reports* | *Education community (teachers, parents and students)* *Academic community in the area of education and* | Academic community, educational communities |

| | | | | |
|---|---|---|---|---|
| | *300 downloads* | | *democracy, Teacher training*<br><br>*Policy Makers* | |
| National living lab workshops and LLPs | *5 workshops per country*<br>*200 attendants per country*<br>*LLP design and implementation: involvement of*<br>*120+ schools, 600+ pupils and families, 180+ teachers and social educators, 60+ NGOs, 24+ creative sector entities and 24+ local and regional/national public authorities* | *Living labs in Helsinki region schools: 5+ teachers, principles, 200+ students,*<br>*National level living labs in teacher training, reaching 25+ teachers*<br>*Workshops in Caledonia HUB*<br>*-teachers*<br>*-researchers*<br>*-teacher trainers*<br>*NGOs*<br>*Entrepreneurs in educational sector* | *Education community (teachers, parents and students)*<br><br>*Academic community in the area of education and democracy, Teacher training*<br><br>*Policy Makers* | *120+ schools, 600+ pupils and families, 180+ teachers and social educators, 60+ NGOs, 24+ creative sector entities and 24+ local and regional/national public authorities* |
| Transnational living lab workshops and other transnational events | *5 workshops*<br>*120 attendants*<br>*Additional participation in 6 transnational events* | *Inviting minimum of 4 people as experts* | *Education community (teachers, parents and students)*<br><br>*Academic community in the area of education and democracy, Teacher training*<br><br>*Policy Makers* | *200+* |
| Other measures targeting stakeholders | *30 interviews*<br>*800 consultations*<br>*Organisation of 24 local intergenerational events*<br>*Organisation of 4 transnational intergenerational events* | *10 interviews in Helsinki region schools*<br>*Integrating EfD in other national projects local, national and* | *Education community (teachers, parents and students)*<br><br>*Academic community in* | *30+ informants*<br><br>*50+*<br><br>*1000+* |

| | | transnational level | the area of education and democracy, Teacher training<br><br>Policy Makers | |
|---|---|---|---|---|
| | At least 30 media productions targeting children and young people – translated to national languages | | | |
| Synergies with other<br><br>projects & initiatives | 2 mutual learning meetings<br><br>Engagement of 10 projects or initiatives<br><br>10 attendants (at least one per project or initiative) | Mutual meetings, collaboration in peer-reviewed articles<br><br>Sister EU Horizon projects in EfD<br><br>Learning and innovation environment development (1,8 MEUR, European Regional Development Scheme EAKR - funded project Resourceful Sharing)<br><br>Erasmus+ Forward-Looking project (FACTS, FACilitating Teaching skills for disinformation literacy with a Simulation-based learning environment), disinformation and democratic competences, development of digital simulation-based learning environment | Education community (teachers, parents and students)<br><br><br>Academic community in the area of education and democracy, Teacher training<br><br>Policy Makers | 100+ |
| Website and Agora platform | 10,000 website hits<br><br>1,000 downloads of Agora repository | | | |
| Social media:<br><br>LinkedIn, Twitter | 2,000 followers | Twitter: | Education community (teachers, | |

| | | @EduSciHelsinki | *parents and students)* | |
|---|---|---|---|---|
| | | Faculty of Educational Sciences | | |
| | | 3036 followers | *Academic community in the area of education and democracy, Teacher training* | |
| | | Facebook: University of Helsinki | *Policy Makers* | |
| | | **Kasvatustieteellinen tiedekunta 4000+ followers** | | |
| | | University of Helsinki, Helsinki. 141587 likes · 4764 talking about this · 27472 were here. | | |
| Media/Press visibility | *At least 10 appearances in relevant magazines, newspapers TV, radio shows* | *2 relevant media appearances* | | |
| Conferences | *2 conferences* <br> *120 attendants* | *2 conferences of the project in Tallinn and Barcelona, and then papers for EARLI, ICM or similar conferences.* | *Academic community in the area of education and democracy, Teacher training* | |

# HOCHSCHULE DUSSELDORF

- Partner name: HOCHSCHULE DÜSSELDORF
- Responsible person for communication and their e-mail address
- Website
- Social media channels

| Output | Specific KPI measures | Dissemination Channel | Targeted stakeholders | Predicted outreach |
|---|---|---|---|---|
| Scientific publications and presentations | *1 Edited volume*<br><br>*5 peer-reviewed articles*<br><br>*Presentations in 20 scientific conferences* | Springer Publ. (shared with all partners)<br>Three peer-reviewed articles in German or English (e.g. comparative education research; Empirische Pädagogik; Journal für Bildungsforschung Online; Gemeinsam Lernen - Zeitschrift für Schule, Pädagogik und Gesellschaft)<br><br>Identified conferences<br># 16th ESA Conference 27-30.08.2024 Porto<br># BMBF-Bildungsforschungstagung<br># Tagung der Deutschen Gesellschaft für Demokratiepädagogik<br># to be updated | Academic community in the area of education and democracy<br><br>Policy Makers<br><br>Education community | 1,000 |
| Non-scientific publications and presentations | *30 publications in journals/working paper series*<br><br>*addressed to practitioners or policy makers*<br><br>*Presentations in 60 non academic events* | Three Working Papers targeting different groups (parents, teachers, pupils)<br><br>Article in journal "Demokratie gegen Menschenfeindlichkeit" | Education community (teachers, parents and pupils) practitioners | 1,500 |

| | | Presentations at 10 non-academic events at national /regional/local level | | |
|---|---|---|---|---|
| Policy briefs | *3 policy briefs*<br><br>*300 hits* | Policy brief published at the university's webside and FORENA | Academic community in the area of education and democracy<br><br>Policy Makers<br><br>Education community | *1,200* |
| Toolkit | *1 comprehensive online toolkit with several*<br><br>*components:*<br><br>*Guide; Key lessons learned; RDC competence*<br><br>*framework; EfD curricula and learning approaches;*<br><br>*LLP good practices; EdF learning unit; additional*<br><br>*educational material, including audiovisuals*<br><br>*English and 6 national languages*<br><br>*600 downloads of RDC competence framework and*<br><br>*EfD curricula (preliminary and final versions)* | German Translation<br><br>Workbook<br><br>Seminar Material | Academic community in the area of education and democracy<br><br>Policy Makers<br><br>Education community | *500* |
| Practitioner' brief | *1 practitioners' brief*<br><br>*400 hits* | Practicioners' brief published in cooperation with the Education and Science Workers' Union | Education community | *2,000* |
| Other relevant public reports | *1 comparative report (Handling fake news)*<br><br>*1 comparative report (Social biases in digital*<br><br>*learning)*<br><br>*6 national reports (educational inequalities and*<br><br>*political participation)* | German translations<br><br><br><br><br>National report | Academic community in the area of education and democracy<br><br>Policy Makers<br><br>Education community | 300 |

| | | | | |
|---|---|---|---|---|
| | *1 comparative report (educational inequalities and*<br><br>*political participation)*<br><br>*1 comparative report on evaluation of LLP*<br><br>*implementation*<br><br>*300 downloads* | HSD Annual Report on Research and Transfer | | |
| National living lab workshops and LLPs | *5 workshops per country*<br><br>*200 attendants per country*<br><br>*LLP design and implementation: involvement of*<br><br>*120+ schools, 600+ pupils and families, 180+*<br><br>*teachers and social educators, 60+ NGOs, 24+*<br><br>*creative sector entities and 24+ local and*<br><br>*regional/national public authorities* | 5 workshops with 20 participants on average<br><br>LLP design and implementation with 20 schools involved with 100 pupils and families; 20 teachers and social educators; 3 NGOs (e.g. Neighbor Associations); Unions | Academic community in the area of education and democracy<br><br>Policy Makers<br><br>Education community | *400* |
| Transnational living lab workshops and other transnational events | *5 workshops*<br><br>*120 attendants*<br><br>*Additional participation in 6 transnational events* | *Inviting minimum 2 persons on average to each transnational workshop* | Academic community in the area of education and democracy<br><br>Policy Makers<br><br>Education community | *10* |
| Other measures targeting stakeholders | *30 interviews*<br><br>*800 consultations*<br><br>*Organisation of 24 local intergenerational events*<br><br>*Organisation of 4 transnational intergenerational*<br><br>*events*<br><br>*At least 30 media productions targeting children and*<br><br>*young people – translated to national languages* | 5 Interviews<br><br>133 consultations<br><br>organization of 6 local intergenerational events<br><br>3 media productions targeting children and young people | Academic community in the area of education and democracy<br><br>Policy Makers<br><br>Education community | *400* |
| Synergies with other | *2 mutual learning meetings* | Dr. Gabi Elverich (Fritz-Karsen Schule, Berlin) in the | Academic community in the | *30* |

| projects & initiatives | *Engagement of 10 projects or initiatives* <br><br> *10 attendants (at least one per project or initiative)* | series „Vom Klassenrat zum zivilen Ungehorsam" | area of education and democracy <br><br> Education community | |
|---|---|---|---|---|
| Website and Agora platform | *10,000 website hits* <br><br> *1,000 downloads of Agora repository* | Making promotion at the web of the HSD, Faculty of Social Sciences and Cultural Studies, and FORENA <br><br> Agora repository | Academic community in the area of education and democracy <br><br> Policy Makers <br><br> Education community | *500* |
| Social media: LinkedIn, Twitter | *2,000 followers* | Make use of existing twitter account from involved academics (ca 1000 followers to date) | General public <br><br> academia | *1,000* |
| Media/Press visibility | *At least 10 appearances in relevant magazines,* <br><br> *newspapers TV, radio shows* | Two appearances in local newspapers <br><br> (section on education) | *General public* | 40,000 |
| Conferences | *2 conferences* <br><br> *120 attendants* | *conference* | Academic community in the area of education and democracy | *70* |

## UNIWERSYTET JAGIELLONSKI

- Partner name: UNIWERSYTET JAGIELLONSKI
- Responsible person for communication and their e-mail address
- Website
- Social media channels

| Output | Specific KPI measures | *Dissemination Channel* | *Targeted stakeholders* | *Predicted outreach* |
|---|---|---|---|---|
| **Scientific publications and presentations** | *1 Edited volume* <br><br> *5 peer-reviewed articles* <br> *Presentations in 20 scientific conferences* | *Springer Publ. (shared with all partners)* <br><br> *4 peer-reviewed articles in English or Polish (e.g. European Journal for Education, Journal of* | *Education community, academics* <br><br><br> *Academics* | 2500 |

| | | *Education Policy, Kultura – Społeczeństwo – Edukacja, Studia Socjologiczne)* *Academic conferences (e.g. European Sociological Association, Polish Sociologial Congress, Konferencja Diagnostyczna, Polish Pedagogigal Association conference, WERA Conference)* | *Academics* | |
|---|---|---|---|---|
| **Non-scientific publications and presentations** | *30 publications in journals/working paper series addressed to practitioners or policy makers* *Presentations in 60 non academic events* | *Presentations in non-academic events or/and in Participation Practitioners' Forum* *2 working-papers* | *Education community, NGOs* | 700 |
| **Policy briefs** | *3 policy briefs* *300 hits* | *Project website / social media and institutional website/social media; sent by email* | *Decision-makers – national and regional, education community, NGOs* | *500* |
| **Toolkit** | *1 comprehensive online toolkit with several components:* *Guide; Key lessons learned; RDC competence framework; EfD curricula and learning approaches; LLP good practices; EdF learning unit; additional educational material, including audiovisuals* *English and 6 national languages* *600 downloads of RDC competence framework and* *EfD curricula (preliminary and final versions)* | *Project website and institutional website (in English and Polish) and social media* | *Education community, pedagogy students, centres for teachers learning, decision-makers, NGOs* | *1000* |
| **Practitioner' brief** | *1 practitioners' brief* *400 hits* | *Project website and institutional website* | *Education community, pedagogy* | *1000* |

| | | | | |
|---|---|---|---|---|
| | | | *students, academics, NGOs* | |
| **Other relevant public reports** | *1 comparative report (Handling fake news)*<br><br>*1 comparative report (Social biases in digital learning)*<br><br>*6 national reports (educational inequalities and political participation)*<br><br>*1 comparative report (educational inequalities and political participation)*<br><br>*1 comparative report on evaluation of LLP implementation*<br><br>*300 downloads* | *Project website and institutional website* | *Education community, academics, policy-makers, NGOs* | *600* |
| **National living lab workshops and LLPs** | *5 workshops per country*<br><br>*200 attendants per country*<br><br>*LLP design and implementation: involvement of 120+ schools, 600+ pupils and families, 180+ teachers and social educators, 60+ NGOs, 24+ creative sector entities and 24+ local and regional/national public authorities* | *5 face-to-face and online national living lab workshops, AGORA* | *Education community, academics, NGOs, policy-makers* | *200* |
| **Transnational living lab workshops and other transnational events** | *5 workshops*<br><br>*120 attendants*<br><br>*Additional participation in 6 transnational events* | *Meetings, inviting up to 4 persons to transnational living lab workshop* | *Education community, academics, NGOs, policy-makers* | *As indicated for the entire project* |
| **Other measures targeting stakeholders** | *30 interviews*<br><br>*800 consultations*<br><br>*Organisation of 24 local intergenerational events*<br><br>*Organisation of 4 transnational intergenerational events*<br><br>*At least 30 media productions targeting children and*<br><br>*young people – translated to national languages* | *Project website and social media Institutional website and social media* | *Education community, academics, NGOs, policy-makers* | *500* |
| **Synergies with other** | *2 mutual learning meetings*<br><br>*Engagement of 10 projects or initiatives* | *Project website and social media* | *Education community, academics,* | *20* |

| | | | | |
|---|---|---|---|---|
| projects & initiatives | 10 attendants (at least one per project or initiative) | Institutional website and social media | NGOs, policy-makers | |
| Website and Agora platform | 10,000 website hits<br><br>1,000 downloads of Agora repository | Project website and social media Institutional website and social media | Education community, academics, NGOs, policy-makers | As indicated for the entire project |
| Social media: LinkedIn, Twitter | 2,000 followers | Project website and social media Institutional website and social media | Education community, academics, NGOs, policy-makers | As indicated for the entire project |
| Media/Press visibility | At least 10 appearances in relevant magazines,<br><br>newspapers TV, radio shows | Radio Krakow, non-academic newspaper | Education community, academics, NGOs, policy-makers | 200 |
| Conferences | 2 conferences<br><br>120 attendants | Project website and social media Institutional website and social media | Education community, academics, NGOs, policy-makers | As indicated for the entire project |

## DUBLIN CITY UNIVERSITY

- Partner name: DUBLIN CITY UNIVERSITY
- Responsible person for communication and their e-mail address
- Website: www.dcu.ie
- Social media channels

| Output | Specific KPI measures | Dissemination Channel | Targeted stakeholders | Predicted outreach |
|---|---|---|---|---|
| Scientific publications and presentations | 1 Edited volume<br><br>5 peer-reviewed articles<br>Presentations in 20 scientific conferences | ECER (European Conference on Educational Research) annual Conference. | European Educationalists and Researchers. | ECER (5000+ attending scholars annually) |
| | | IES (Irish Educational Studies Journal) 1.4 Scopus | Irish and International Educationalists and Sociologists. | 219K annual downloads/views |
| | | ESAI (Educational Studies of Ireland Association) Annual Conference | Irish & International teachers, teacher educators and researchers. | ESAI (1000+ attending scholars annually) |

| | | Academic Network for Global Education (ANGEL) Conference | International researchers | +200 |
|---|---|---|---|---|
| | | ANGEL Special Interest Group in Teacher Education | International teacher education researchers | |
| **Non-scientific publications and presentations** | *30 publications in journals/working paper series addressed to practitioners or policy makers*<br><br>*Presentations in 60 non academic events* | FETRC (further Education & Training Research Centre) working paper series. DCU/IoE Research centres working group seminars. CHRCE (Centre for Human Rights and Citizenship Education) seminars, knowledge sharing events & working paper series. Irish Development Education Association (IDEA) knowledge sharing events | Policy makers, Practitioners, Researchers and Educationalists | 1000 |
| **Policy briefs** | *3 policy briefs*<br><br>*300 hits* | FETRC news section (website)<br><br>CHRCE news section (website)<br><br>FETRC & CHRCE social media channels | Policy makers, Practitioners, Researchers and Educationalists | *Reach 5000+* |
| **Toolkit** | *1 comprehensive online toolkit with several components:*<br><br>*Guide; Key lessons learned; RDC competence framework; EfD curricula and learning approaches; LLP good practices; EdF learning unit; additional educational material, including audiovisuals* | FETRC news section (website)<br><br>CHRCE news section (website)<br><br>FETRC & CHRCE social media channels | Policy makers, Practitioners, Researchers and Educationalists | *1000* |
| | *English and 6 national languages*<br><br>*600 downloads of RDC competence framework and* | Lectures and course material for Pre-Service Teachers in DCU | Pre-Service Teachers | *100* |

| | | | | |
|---|---|---|---|---|
| | *EfD curricula (preliminary and final versions)* | | | |
| **Practitioner' brief** | *1 practitioners' brief*<br><br>*400 hits* | FETRC news section (website)<br><br>CHRCE news section (website)<br><br>FETRC & CHRCE social media channels | Policy makers, Practitioners, Researchers and Educationalists | *1000* |
| | | Lectures and course material for Pre-Service Teachers in DCU | Pre-Service Teachers | *100* |
| **Other relevant public reports** | *1 comparative report (Handling fake news)*<br><br>*1 comparative report (Social biases in digital learning)*<br><br>*6 national reports (educational inequalities and political participation)*<br><br>*1 comparative report (educational inequalities and political participation)*<br><br>*1 comparative report on evaluation of LLP implementation*<br><br>*300 downloads* | FETRC news section (website)<br><br>CHRCE news section (website)<br><br>FETRC & CHRCE social media channels | Policy makers, Practitioners, Researchers and Educationalists<br><br>Pre-Service Teachers | *600* |
| **National living lab workshops and LLPs** | *5 workshops per country*<br><br>*200 attendants per country*<br><br>*LLP design and implementation: involvement of 120+ schools, 600+ pupils and families, 180+ teachers and social educators, 60+ NGOs, 24+ creative sector entities and 24+ local and regional/national public authorities* | FETRC news section (website)<br><br>CHRCE news section (website)<br><br>Democracy-related networks in Ireland<br><br>FETRC & CHRCE social media channels | Practitioners, Researchers, Educationalists Teacher Tutors, Mentors, Facilitators, Youth workers Advocacy groups/networks | *400* |
| **Transnational living lab workshops and other transnational events** | *5 workshops*<br><br>*120 attendants*<br><br>*Additional participation in 6 transnational events* | FETRC news section (website)<br><br>CHRCE news section (website)<br><br>Democracy-related networks in Ireland | Policy makers, Practitioners, Researchers and Educationalists Pre-Service Teachers Government | *1000* |

| | | FETRC & CHRCE social media channels | Curriculum national bodies | |
|---|---|---|---|---|
| **Other measures targeting stakeholders** | *30 interviews* <br><br> *800 consultations* <br><br> *Organisation of 24 local intergenerational events* <br><br> *Organisation of 4 transnational intergenerational events* <br><br> *At least 30 media productions targeting children and* <br><br> *young people – translated to national languages* | FETRC news section (website) <br><br> CHRCE news section (website) <br><br> Democracy-related networks in Ireland (e.g. IDEA) <br><br> *FETRC & CHRCE social media channels* <br><br> *Age-Friendly University (AFU) media channels* | Policy makers, <br><br> Practitioners, <br><br> Researchers and Educationalists | *1000* |
| **Synergies with other projects & initiatives** | *2 mutual learning meetings* <br><br> *Engagement of 10 projects or initiatives* <br><br> *10 attendants (at least one per project or initiative)* | FETRC news section (website) <br><br> CHRCE news section (website) <br><br> Democracy-related networks in Ireland (e.g. IDEA) <br><br> FETRC & CHRCE social media channels | Policy makers, Practitioners, Researchers and Educationalists <br><br> Other governmental departments/ networks | *200* |
| **Website and Agora platform** | *10,000 website hits* <br><br> *1,000 downloads of Agora repository* | FETRC news section (website) <br><br> CHRCE news section (website) <br><br> Democracy-related networks in Ireland (e.g. IDEA) <br><br> FETRC & CHRCE social media channels | Policy makers, Practitioners, Researchers and Educationalists | *1000* |
| **Social media: LinkedIn, Twitter** | *2,000 followers* | FETRC news section (website) <br><br> CHRCE news section (website) <br><br> FETRC & CHRCE social media channels | Policy makers, Practitioners, Researchers and Educationalists <br><br> General public | *5000+* |

| | | School, of Policy & Practice (DCU) social media Channels | | |
|---|---|---|---|---|
| | | School of STEM Education, Innovation & Global Studies (DCU) social media channels | | |
| | | IoE (Institute of Education DCU) social media channels | | |
| **Media/Press visibility** | *At least 10 appearances in relevant magazines,* <br><br> *newspapers TV, radio shows* | FETRC news section (website) <br><br> CHRCE news section (website) <br><br> FETRC & CHRCE social media channels <br><br> School, of Policy & Practice (DCU) social media Channels <br><br> School of STEM Education, Innovation & Global Studies (DCU) social media channels <br><br> IoE (Institute of Education DCU) social media channels <br><br> RTÉ (National Broadcaster) <br><br> Local and national newspapers <br><br> Local and national radio | Policy makers, Practitioners, Researchers and Educationalists, General public. | *1000* |
| **Conferences** | *2 conferences* <br> *120 attendants* | FETRC news section (website) <br><br> CHRCE news section (website) <br><br> FETRC & CHRCE social media channels <br><br> School, of Policy & Practice (DCU) social media Channels | Policy makers, Practitioners, Researchers and Educationalists, General public. | *600* |

| | | School of STEM Education, Innovation & Global Studies (DCU) social media channels | | |
|---|---|---|---|---|

## Foundation for Global Governance and Sustainability

- Partner name: Foundation for Global Governance and Sustainability
- Responsible person for communication and their e-mail address
- Website
- Social media channels

| Output | Specific KPI measures | *Dissemination Channel* | *Targeted stakeholders* | *Predicted outreach* |
|---|---|---|---|---|
| **Scientific publications and presentations** | *1 Edited volume*<br><br>*5 peer-reviewed articles*<br><br>*Presentations in 20 scientific conferences* | Presentations at annual meetings of the European Consortium on Political Research (ECPR), Academic Council on the UN System (ACUNS), annual Digital with Purpose Summit; article on digital citizenship; chapter for edited volume | Researchers, policy makers, business leaders and civil society activists focusing on global governance, global sustainability, global citizenship and the use of digital tools to advance education and the UN Sustainable Development Goals (SDGs) | >4000 |
| **Non-scientific publications and presentations** | *30 publications in journals/working paper series addressed to practitioners or policy makers*<br><br>*Presentations in 60 non academic events* | FOGGS Update (newsletter issued every 4 to 8 weeks), website, social media channels, online events, article(s) and podcast(s) posted on FOGGS' online magazine Katoikos.eu | Researchers, policy makers and civil society activists focusing on global governance, global sustainability and global citizenship | >2500 |
| **Policy briefs** | *3 policy briefs*<br><br>*300 hits* | FOGGS Update, website, social media channels, online events | Researchers, policy makers and civil society activists focusing on global governance, global | >2500 |

| | | | sustainability and global citizenship | |
|---|---|---|---|---|
| **Toolkit** | *1 comprehensive online toolkit with several components:* <br><br>*Guide; Key lessons learned; RDC competence framework; EfD curricula and learning approaches; LLP good practices; EdF learning unit; additional educational material, including audiovisuals* <br><br>*English and 6 national languages* <br><br>*600 downloads of RDC competence framework and* <br><br>*EfD curricula (preliminary and final versions)* | Annual Digital with Purpose Summit, as well as FOGGS Update (newsletter issued every 4 to 8 weeks), website, social media channels, online events | Researchers, policy makers, business leaders and civil society activists focusing on global governance, global sustainability, global citizenship and the use of digital tools to advance education and the UN Sustainable Development Goals (SDGs) | >4000 |
| **Practitioner' brief** | *1 practitioners' brief* <br><br>*400 hits* | FOGGS Update, website, social media channels, online events | Researchers, policy makers and civil society activists focusing on global governance, global sustainability and global citizenship | >2500 |
| **Other relevant public reports** | *1 comparative report (Handling fake news)* <br><br>*1 comparative report (Social biases in digital learning)* <br><br>*6 national reports (educational inequalities and political participation)* <br><br>*1 comparative report (educational inequalities and political participation)* <br><br>*1 comparative report on evaluation of LLP implementation* <br><br>*300 downloads* | FOGGS Update, website, social media channels, online events | Researchers, policy makers and civil society activists focusing on global governance, global sustainability and global citizenship | >2500 |
| **National living lab workshops and LLPs** | *5 workshops per country* <br><br>*200 attendants per country* <br><br>*LLP design and implementation: involvement of 120+ schools, 600+ pupils and families, 180+ teachers and social educators, 60+ NGOs, 24+ creative sector entities and 24+ local and* | *n.a.* | *n.a.* | |

| | | | | |
|---|---|---|---|---|
| | *regional/national public authorities* | | | |
| **Transnational living lab workshops and other transnational events** | *5 workshops*<br><br>*120 attendants*<br><br>*Additional participation in 6 transnational events* | FOGGS Update (newsletter issued every 4 to 8 weeks), website, social media channels, online events | Researchers, policy makers and civil society activists focusing on global governance, global sustainability and global citizenship | >2500 |
| **Other measures targeting stakeholders** | *30 interviews*<br><br>*800 consultations*<br><br>*Organisation of 24 local intergenerational events*<br><br>*Organisation of 4 transnational intergenerational events*<br><br>*At least 30 media productions targeting children and*<br><br>*young people – translated to national languages* | FOGGS Update, website, social media channels, online events | Researchers, policy makers and civil society activists focusing on global governance, global sustainability and global citizenship | >2500 |
| **Synergies with other projects & initiatives** | *2 mutual learning meetings*<br><br>*Engagement of 10 projects or initiatives*<br><br>*10 attendants (at least one per project or initiative)* | FOGGS Update, website, social media channels, online events | Researchers, policy makers and civil society activists focusing on global governance, global sustainability and global citizenship | >2500 |
| **Website and Agora platform** | *10,000 website hits*<br><br>*1,000 downloads of Agora repository* | Links via FOGGS Update, website, social media channels | Researchers, policy makers and civil society activists focusing on global governance, global sustainability and global citizenship | >2500 |
| **Social media: LinkedIn, Twitter** | *2,000 followers* | FOGGS Update, website, social media channels, online events | Researchers, policy makers and civil society activists focusing on global governance, global sustainability and global citizenship | >2500 |

| Media/Press visibility | At least 10 appearances in relevant magazines, newspapers TV, radio shows | Presentation of the Agora in specialized magazines and podcasts | ICT and education practitioners and policy-makers | 1000 |
|---|---|---|---|---|
| Conferences | 2 conferences<br><br>120 attendants | FOGGS Update, website, social media channels, online events | Researchers, policy makers and civil society activists focusing on global governance, global sustainability and global citizenship | >2500 |

## STICHTING INTERNATIONAL PARENTS ALLIANCE

- Partner name: STICHTING INTERNATIONAL PARENTS ALLIANCE
- Responsible person for communication and their e-mail address
- Website
- Social media channels

| Output | Specific KPI measures | Dissemination Channel | Targeted stakeholders | Predicted outreach |
|---|---|---|---|---|
| Scientific publications and presentations | 1 Edited volume<br><br>5 peer-reviewed articles<br><br>Presentations in 20 scientific conferences | Parent Summit, ParentHelp Library | Parents, education researchers, policy makers | 1000 |
| Non-scientific publications and presentations | 30 publications in journals/working paper series addressed to practitioners or policy makers<br><br>Presentations in 60 non academic events | IPA newsletter, website, social media channels, Parent Summit, ParentHelp Library | Parents, education researchers, policy makers | 1000 |
| Policy briefs | 3 policy briefs<br><br>300 hits | IPA newsletter, website, social media channels | Parents, education researchers, policy makers | 1000 |
| Toolkit | 1 comprehensive online toolkit with several components:<br><br>Guide; Key lessons learned; RDC competence framework; EfD curricula and learning approaches; LLP good practices; EdF learning unit; additional educational material, including audiovisuals<br><br>English and 6 national languages | IPA newsletter, website, social media channels, Parent Summit, ParentHelp Library | Parents, education researchers, policy makers | 1000 |

| | *600 downloads of RDC competence framework and*<br><br>*EfD curricula (preliminary and final versions)* | | | |
|---|---|---|---|---|
| **Practitioner' brief** | *1 practitioners' brief*<br><br>*400 hits* | *IPA newsletter, website, social media channels, Parent Summit,* ParentHelp Library | Parents, education researchers, policy makers | *1000* |
| **Other relevant public reports** | *1 comparative report (Handling fake news)*<br><br>*1 comparative report (Social biases in digital learning)*<br><br>*6 national reports (educational inequalities and political participation)*<br><br>*1 comparative report (educational inequalities and political participation)*<br><br>*1 comparative report on evaluation of LLP implementation*<br><br>*300 downloads* | *IPA newsletter, website, social media channels, Parent Summit,* ParentHelp Library | Parents, education researchers, policy makers | *1000* |
| **National living lab workshops and LLPs** | *5 workshops per country*<br><br>*200 attendants per country*<br><br>*LLP design and implementation: involvement of 120+ schools, 600+ pupils and families, 180+ teachers and social educators, 60+ NGOs, 24+ creative sector entities and 24+ local and regional/national public authorities* | *IPA newsletter, website, social media channels* | Parents, education researchers, policy makers | *1000* |
| **Transnational living lab workshops and other transnational events** | *5 workshops*<br><br>*120 attendants*<br><br>*Additional participation in 6 transnational events* | *IPA newsletter, website, social media channels* | Parents, education researchers, policy makers | *1000* |
| **Other measures targeting stakeholders** | *30 interviews*<br><br>*800 consultations*<br><br>*Organisation of 24 local intergenerational events*<br><br>*Organisation of 4 transnational intergenerational events* | *IPA newsletter, website, social media channels* | Parents, education researchers, policy makers | *1000* |

| Output | Specific KPI measures | Dissemination Channel | Targeted stakeholders | Predicted outreach |
|--------|----------------------|----------------------|----------------------|-------------------|
| | *At least 30 media productions targeting children and* *young people – translated to national languages* | | | |
| **Synergies with other** **projects & initiatives** | *2 mutual learning meetings* *Engagement of 10 projects or initiatives* *10 attendants (at least one per project or initiative)* | *IPA newsletter, website, social media channels* | Parents, education researchers, policy makers | *1000* |
| **Website and Agora** **platform** | *10,000 website hits* *1,000 downloads of Agora repository* | *IPA newsletter, website, social media channels* | Parents, education researchers, policy makers | *1000* |
| **Social media:** **LinkedIn, Twitter** | *2,000 followers* | *IPA newsletter, website, social media channels* | Parents, education researchers, policy makers | *1000* |
| **Media/Press visibility** | *At least 10 appearances in relevant magazines,* *newspapers TV, radio shows* | *IPA newsletter, website, social media channels* | Parents, education researchers, policy makers | *1000* |
| **Conferences** | *2 conferences* *120 attendants* | *IPA newsletter, website, social media channels* | Parents, education researchers, policy makers | *1000* |

## EUROPEAN UNIVERSITIES CONTINUING EDUCATION NETWORK

- Partner name: EUROPEAN UNIVERSITIES CONTINUING EDUCATION NETWORK
- Responsible person for communication and their e-mail address
- Website
- Social media channels

| Output | Specific KPI measures | Dissemination Channel | Targeted stakeholders | Predicted outreach |
|--------|----------------------|----------------------|----------------------|-------------------|
| **Scientific publications and presentations** | *1 Edited volume* *5 peer-reviewed articles* *Presentations in 20 scientific conferences* | eucen website eucen conferences and seminars eucen newsletters and social media dedicated groups | HEIs Researchers Practitioners | 1000 |
| **Non-scientific publications and presentations** | *30 publications in journals/working paper series addressed to practitioners or policy makers* *Presentations in 60 non academic events* | eucen website eucen seminars eucen newsletters and social media dedicated groups | HEIs Policy makers Civil society | 500 |

| Policy briefs | 3 policy briefs<br><br>300 hits | eucen newsletters and social media dedicated groups | Policy makers<br>Civil society | 50 |
|---|---|---|---|---|
| Toolkit | 1 comprehensive online toolkit with several components:<br><br>Guide; Key lessons learned; RDC competence framework; EfD curricula and learning approaches; LLP good practices; EdF learning unit; additional educational material, including audiovisuals<br><br>English and 6 national languages<br><br>600 downloads of RDC competence framework and<br><br>EfD curricula (preliminary and final versions) | eucen website<br>eucen conferences and seminars<br>eucen newsletters and social media dedicated groups | HEIs<br>Researchers<br>Practitioners<br>Policy makers<br>Civil society | 1200 |
| Practitioner' brief | 1 practitioners' brief<br><br>400 hits | eucen newsletters and social media dedicated groups | HEIs<br>Practitioners<br>Researchers | 1000 |
| Other relevant public reports | 1 comparative report (Handling fake news)<br><br>1 comparative report (Social biases in digital learning)<br><br>6 national reports (educational inequalities and political participation)<br><br>1 comparative report (educational inequalities and political participation)<br><br>1 comparative report on evaluation of LLP implementation<br><br>300 downloads | eucen website<br>eucen newsletters and social media dedicated groups | HEIs<br>Researchers<br>Practitioners<br>Policy makers<br>Civil society | 1200 |
| National living lab workshops and LLPs | 5 workshops per country<br><br>200 attendants per country<br><br>LLP design and implementation: involvement of 120+ schools, 600+ pupils and families, 180+ teachers and social educators, 60+ NGOs, 24+ creative sector entities and 24+ local and regional/national public authorities | social media dedicated groups | Researchers<br>Practitioners<br>ULLL directors | 250 |
| Transnational living lab workshops and | 5 workshops<br><br>120 attendants<br><br>Additional participation in 6 transnational events | social media dedicated groups | Researchers<br>Practitioners<br>ULLL directors | 250 |

| | | | | |
|---|---|---|---|---|
| **other transnational events** | | | | |
| **Other measures targeting stakeholders** | *30 interviews*<br>*800 consultations*<br>*Organisation of 24 local intergenerational events*<br>*Organisation of 4 transnational intergenerational events*<br>*At least 30 media productions targeting children and*<br>*young people – translated to national languages* | Emails<br>Direct phone calls | Civil society | 250 |
| **Synergies with other projects & initiatives** | *2 mutual learning meetings*<br>*Engagement of 10 projects or initiatives*<br>*10 attendants (at least one per project or initiative)* | social media dedicated groups | Researchers<br>Practitioners<br>ULLL directors | 250 |
| **Website and Agora platform** | *10,000 website hits*<br>*1,000 downloads of Agora repository* | eucen website<br>eucen conferences and seminars<br>eucen newsletters and social media dedicated groups | HEIs<br>Researchers<br>Practitioners<br>Policy makers<br>Civil society | 1200 |
| **Social media: LinkedIn, Twitter** | *2,000 followers* | eucen website<br>eucen newsletters and social media dedicated groups | HEIs<br>Researchers<br>Practitioners<br>Policy makers<br>Civil society | 900 |
| **Media/Press visibility** | *At least 10 appearances in relevant magazines,*<br>*newspapers TV, radio shows* | eucen website<br>eucen newsletters and social media dedicated groups | HEIs<br>Researchers<br>Practitioners<br>Policy makers<br>Civil society | 900 |
| **Conferences** | *2 conferences*<br>*120 attendants* | eucen website<br>eucen newsletters and social media dedicated groups | HEIs<br>Researchers<br>Practitioners<br>Policy makers<br>Civil society | 900 |

# 9. Exploitation Plans of Partners

## UNIVERSITAT DE BARCELONA

| Exploitation results | Exploitation option Main user | Exploitation channel | Predicted outcomes |
|---|---|---|---|
| **Scientific publications and presentations** | *Open access for scientific advancement* <br> *Scientific community, NGOs, networks, other projects and initiatives* | Academic conferences <br> Peer review articles | Arising awareness of project research results, innovative EfD in the academic community <br> Increasing networking <br> Contributing to scientific debates at regional, national and European leavel |
| **Non-scientific publications and presentations** | *Open access for informing and advancing practitioner/policy debate* <br> *Education community and other projects and initiatives* | working papers addressed to practitioners or policy makers <br><br> Presentations in 10 non-academic events at regional and national level | Arising awareness of project research results, innovative EfD in the education community <br> Increasing networking <br> Contributing to European, national and regional policy debates |
| **Policy briefs** | *Open access for informing and advancing policy debate* <br> *Policy makers* | *Published at web of the Faculty of Economics and IEB* <br> *Checking the use of platforms managed by the Dep. of Education of the Generalitat de Catalunya and stakeholders platforms* | Arising awareness of project research results, innovative EfD among policy makers <br> Increasing networking <br> Contributing to European, national & regional policy debates |
| **Toolkit** | *Open access for informing and advancing practitioner/policy debate* | *Announcement at web of the Faculty of Economics and IEB* | Arising awareness of project research results, innovative EfD in the education community and among policy makers |

| | | | |
|---|---|---|---|
| | *Education community (focus on practitioners) and other projects and initiatives* | *Checking the use of platforms managed by the Dep. of Education of the Generalitat de Catalunya and stakeholders platforms* | Contributing to European, national & regional policy debates |
| **Practitioner' brief** | *Open access for informing and advancing practitioner debate Practitioners* | *Announcement at web of the Faculty of Economics and IEB Checking the use of platforms managed by the Dep. of Education of the Generalitat de Catalunya and stakeholders platforms* | Arising awareness of project research results, innovative EfD in the education community and among policy makers Increasing networking Contributing to European, national & regional policy debates |
| **Other relevant public reports and conference proceedings** | *Open access for informing and advancing scientific, practitioner and policy debate Scientific community, education community, networks, other projects and initiatives* | *Announcement at web of the Faculty of Economics and IEB Checking the use of platforms managed by the Dep. of Education of the Generalitat de Catalunya and stakeholders platforms* | Arising awareness of project research results, innovative EfD in the education community and among policy makers Increasing networking Contributing to European, national & regional policy debates |
| **Audiovisual material targeting children and young people** | *Open access for supporting learning for democracy among children and Young People, Children and young people, parents, practitioners* | *Uploading to the national AGORA and optional transnational Agora Announcement at web of the Faculty of Economics and IEB* | Arising awareness of project research results, innovative EfD in the education community and among policy makers Increasing networking Contributing to European, national & regional policy debates |

| | | Checking the use of platforms managed by the Dep. of Education of the Generalitat de Catalunya and stakeholders platforms | |
|---|---|---|---|
| **Website and Agora platform** | *Open source for supporting scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | *Announcement at web of the Faculty of Economics and IEB*<br><br>*Checking the use of platforms managed by the Dep. of Education of the Generalitat de Catalunya and stakeholders platforms* | Arising awareness of project research results, innovative EfD in the education community and among policy makers<br><br>Increasing networking<br><br>Contributing to European, national & regional policy debates |

## NOTUS

| Exploitation results | Exploitation option<br>Main user | Exploitation channel | Predicted outcomes |
|---|---|---|---|
| **Scientific publications and presentations** | *Open access for scientific advancement*<br>*Scientific community, NGOs, networks, other projects and initiatives* | *Academic peer-reviewed journals and conferences*<br><br>*Published at web of Notus* | *Increased knowledge about project findings; collaboration with other academics interested in the topic* |
| **Non-scientific publications and presentations** | *Open access for informing and advancing practitioner/policy debate*<br><br>*Education community and other projects and initiatives* | *Published at web of Notus*<br><br>*Published at national Agora* | *Arising awareness of project research results, innovative EfD* |

| | | *Working papers addressed to practitioners or policy makers* | *in the education community Increasing networking Contributing to European, national and regional policy debates* |
|---|---|---|---|
| | | *Presentations in 10 non-academic events at regional and national level News at local newspapers* | |
| **Policy briefs** | *Open access for informing and advancing policy debate* <br> *Policy makers* | *Published at web of Notus* <br> *Published at national Agora* | *Raising awareness of EfD and the project's findings, policy change* |
| **Toolkit** | *Open access for informing and advancing practitioner/policy debate* <br> *Education community (focus on practitioners) and other projects and initiatives* | *Published at web of Notus* <br> *Published at national Agora and open to* | *Transfer of knowledge for the development of new activities or implementation of new initiatives, in Catalonia and other Spanish Regions* |
| **Practitioner' brief** | *Open access for informing and advancing practitioner debate Practitioners* | *Published at national Agora* | *Awareness of project research findings, further activities developed for school stakeholders* |
| **Other relevant public reports and conference proceedings** | *Open access for informing and advancing scientific, practitioner and policy debate* <br> *Scientific community, education community, networks, other projects and initiatives* | *Published at web of Notus* <br> *Published at national Agora* | *Schools and teachers implementing the programme using the material* |
| **Audiovisual material targeting children and young people** | *Open access for supporting learning for democracy among children and Young People, Children and young people, parents, practitioners* | *Teacher training, Departament d'Educació de Cataluya, Schools network* <br> *Published at national Agora* | *Schools and teachers implementing the programme using the materia l* |
| **Website and Agora** | *Open source for supporting scientific, practitioner and policy debate* | *Published at web of Notus* | *Awareness of project research* |

| platform | *Scientific community, education community, networks, other projects and initiatives* | *Stakeholders network* | *findings, further activities developed for schools in Catalonia and other Spanish Regions* |

## TALLINN UNIVERSITY

| Exploitation results | Exploitation option Main user | Exploitation channel | Predicted outcomes |
|---|---|---|---|
| **Scientific publications and presentations** | *Open access for scientific advancement* <br> *Scientific community, NGOs, networks, other projects and initiatives* | We still need to look into which journals we could use… <br> One conference for sure would be ECPR https://ecpr.eu/Events/Event/Content?ID=1250&EventID=214 | Greater awareness of our research outcomes and increased dialogue with researchers and practitioners |
| **Non-scientific publications and presentations** | *Open access for informing and advancing practitioner/policy debate* <br> *Education community and other projects and initiatives* | *synergy and cooperation with DD Democracy Centre and NGOMondo's initiatives, Estonian Cooperation Assembly and also CitizenOS* <br> *synergy with Proovikivi and "Koos suudame" competition* <br> *Ministry of Interior and Ministry of Education contacts* <br> *Annual event for public debate "Arvamusfestival"* | Our practitioners' community, teacher trainers, researchers and public servants will be engaged with the topic of EfD more, there will be more awareness; all the organisations relevant in Estonia will have heard about out project and its outcomes |
| **Policy briefs** | *Open access for informing and advancing policy debate* <br> *Policy makers* | *University website, newsletters, Estonian Ministry of Interior* <br> *Ministry of Education* | *Relevant policy makers and public servants will be informed about the* |

| | | | *project and its outcomes* |
|---|---|---|---|
| **Toolkit** | *Open access for informing and advancing practitioner/policy debate*<br><br>*Education community (focus on practitioners) and other projects and initiatives* | *Conferences on education at TLU, TU*<br><br>*Centre for Education in Innovation - we can organise an event and in-service teacher training together*<br><br>*Annual event for public debate "Arvamusfestival"*<br><br>*We can distribute the toolkit vaia various official channels*<br><br>*E-koolikott (portal for teaching materials all teacher in Estonia know about)*<br><br>*Proovikivi website - we can use it for teacher innovation lab and distributing materials*<br><br>*Eesti Noorsootöötajate Kogu email list*<br><br>*TLU blog, newsletters etc* | *All Estonian teachers (and youth workers) will be aware and can download the toolkit* |
| **Practitioner' brief** | *Open access for informing and advancing practitioner debate Practitioners* | *We think this is something we will do through general communication in LLs and via our newsletters… Also, our partners can help distribute this information.* | *Our practitioners are informed and can give input to DEMOCRAT project* |
| **Other relevant public reports and conference proceedings** | *Open access for informing and advancing scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | *See under "non-scientific publications and presentations", but we will certainly keep thinking what these other conferences and reports could be other than what we already wrote* | Our practitioners' community, teacher trainers, researchers and public servants will be engaged with the topic of EfD more, there will be more awareness |
| **Audiovisual material targeting children and young people** | *Open access for supporting learning for democracy among children and Young People,* | *We have an idea of creating materials on Proovikivi (proovikivi.ee) website, including videos* | *Teachers have more materials to use and hence teaching* |

| | Children and young people, parents, practitioners | about methods, e.g. dialogue and debate on sensitive topics; also children make videos of their projects | will be easier, youth will have better learning outcomes re. democratic competencies |
|---|---|---|---|
| **Website and Agora platform** | *Open source for supporting scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | *We will distribute this info on all our channels; upload all relevant info there, so everything related to the project can be found in one place* | *People know where to find information about DEMOCRAT, where to engage and participate in LLs* |

## HELSINGIN YLIOPISTO

| Exploitation results | Exploitation option Main user | Exploitation channel | Predicted outcomes |
|---|---|---|---|
| **Scientific publications and presentations** | *Open access for scientific advancement*<br>*Scientific community, NGOs, networks, other projects and initiatives* | EARLI biennial learning science conference Finnish educational science days (FERA conference) SureFire (Finnish Principals' Journal), scientific conferences and proceedings, EARLI pertinent special interest groups, yearly Nordic-Baltic network yearly meeting Other projects, intertwined & joint presentations (e.g. ERDF | Contributing to Scientific Conferences, Papers and presentations in EARLI biennial learning science conference EARLI SIG Symposia (content specific meetings) Finnish educational science days (FERA conference) Journal articles in peer-reviewed journals (Teaching and Teacher Education, |

| | | funding 2023-2026) | Kasvatus, Frontline Learning Science etc.) Enhancing connectivity and promoting the dissemination of project research outcomes are crucial for fostering innovative Education for Development (EfD) within the education community and among policymakers |
|---|---|---|---|
| **Non-scientific publications and presentations** | *Open access for informing and advancing practitioner/policy debate* <br><br> *Education community and other projects and initiatives* | KASKO – The City of Helsinki Education Division Rauhankasvatu sinstituutti – The Peace Education Institute Knowledge sharing events, collaboration, seminars, living labs University Teacher Trainings (University of Helsinki etc.) | Knowledge sharing events, collaboration, seminars, living labs Collaboration and publications with KASKO and Helsinki school network Rauhankasvat usinsituutti, Teacher training departments Enhancing connectivity and promoting the dissemination of project research outcomes are crucial for fostering |

| | | | |
|---|---|---|---|
| | | | innovative Education for Development (EfD) within the education community and among policymakers |
| **Policy briefs** | *Open access for informing and advancing policy debate*<br><br>*Policy makers* | Ministry of Education Finnish National Agency for Education | Policy briefs for Ministry of Education, National Agency Dissemination through networks & contacts in the Finnish Parliament Increasing networking, and awareness of project research results, innovative EfD in the education community and among policy makers |
| **Toolkit** | *Open access for informing and advancing practitioner/policy debate*<br><br>*Education community (focus on practitioners) and other projects and initiatives* | Teacher Training departments in Finnish universities<br><br>Website, Conferences, workshops, Living labs | Teacher Education Dpts at universities, local authorities and NGOs Enhancing connectivity and promoting the dissemination of project research outcomes are crucial for fostering innovative |

| | | | Education for Development (EfD) within the education community and among policymakers Teaching material for teachers |
|---|---|---|---|
| **Practitioner' brief** | *Open access for informing and advancing practitioner debate Practitioners* | Teacher education, dpts and networks (Nordic, European, global) Training material, pedagogical content, ready-to-use course material Learning material for teachers, pre-service and in-service training Volunteers and support groups in youth work, drama education, simulation pedagogy etc. | Teacher education, dpts and networks (Nordic, European, global) Training material, pedagogical content, ready-to-use course material Volunteers and support groups in youth work, drama education, simulation pedagogy etc. Learning material for teachers, pre-service and in-service training, contacts for continuing professional development (CPD) |
| **Other relevant public reports and conference proceedings** | *Open access for informing and advancing scientific, practitioner and policy debate* <br><br> *Scientific community, education community, networks, other projects and initiatives* | Democracy-related networks in Finland Enhancing connectivity and promoting | Democracy-related networks in Finland Enhancing connectivity and |

| | | | |
|---|---|---|---|
| | | the dissemination of project research outcomes are crucial for fostering innovative Education for Development (EfD) within the education community and among policymakers | promoting the dissemination of project research outcomes are crucial for fostering innovative Education for Development (EfD) within the education community and among policymakers |
| **Audiovisual material targeting children and young people** | *Open access for supporting learning for democracy among children and Young People, Children and young people, parents, practitioners* | Content and support material in (print and) digitised form | Material on project platform, organisational homepages (university), social media linked "bites for thought", partnerships with educational institutions, community organizations, and relevant stakeholders, encouraging parental involvement Enhancing connectivity and promoting the dissemination of project research outcomes are crucial for fostering innovative Education for Development (EfD) within the education community |

| | | | and among policymakers |
|---|---|---|---|
| **Website and Agora platform** | *Open source for supporting scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | Local and national newspaper, Social media | Increasing networking, and awareness of project research results, innovative EfD in the education community and among policy makers<br><br>Local and national newspaper, Social media |

# HOCHSCHULE DUSSELDORF

| Exploitation results | Exploitation option<br>Main user | Exploitation channel | Predicted outcomes |
|---|---|---|---|
| **Scientific publications and presentations** | *Open access for scientific advancement*<br>*Scientific community, NGOs, networks, other projects and initiatives* | Academic conferences; peer-reviewed journals | Awareness of project research findings, further activities developed for school stakeholders<br><br>Collaboration and further exchange |
| **Non-scientific publications and presentations** | *Open access for informing and advancing practitioner/policy debate*<br><br>*Education community and other projects and initiatives* | Policy briefs; conferences | Practitioners updating their activities |

| | | | |
|---|---|---|---|
| **Policy briefs** | *Open access for informing and advancing policy debate*<br><br>*Policy makers* | Using stakeholders networks<br><br>Platform *Bildungsland NRW* | Raising awareness of EfD and the project's findings, policy change |
| **Toolkit** | *Open access for informing and advancing practitioner/policy debate*<br><br>*Education community (focus on practitioners) and other projects and initiatives* | Using stakeholders networks<br><br>Platform *Bildungsland NRW* | Awareness of project research findings, further activities developed for school stakeholders |
| **Practitioner' brief** | *Open access for informing and advancing practitioner debate*<br>*Practitioners* | stakeholders networks<br><br>Platform *Bildungsland NRW* | Awareness of project research findings, further activities developed for school stakeholders |
| **Other relevant public reports and conference proceedings** | *Open access for informing and advancing scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | stakeholders networks<br><br>Platform *Bildungsland NRW* | Schools and teachers implementing the programme using the material |
| **Audiovisual material targeting children and young people** | *Open access for supporting learning for democracy among children and Young People, Children and young people, parents, practitioners* | stakeholders networks<br><br>Platform *Bildungsland NRW* | Schools and teachers implementing the programme using the material |
| **Website and Agora platform** | *Open source for supporting scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | stakeholders networks<br><br>Platform *Bildungsland NRW* | Awareness of project research findings, further activities developed for school stakeholders |

# UNIWERSYTET JAGIELLONSKI

| Exploitation results | Exploitation option Main user | Exploitation channel | Predicted outcomes |
|---|---|---|---|
| **Scientific publications and presentations** | *Open access for scientific advancement* *Scientific community, NGOs, networks, other projects and initiatives* | *Academic peer-reviewed journals and conferences* | *Increased knowledge about project findings; collaboration with other academics interested in the topic* |
| **Non-scientific publications and presentations** | *Open access for informing and advancing practitioner/policy debate* *Education community and other projects and initiatives* | *Non-academic journals and newsletters* | *Greater awareness about project findings* |
| **Policy briefs** | *Open access for informing and advancing policy debate* *Policy makers* | *Website; policy briefs available to decision-makers (at tthe national and European level)* | *Greater knowledge about project findings; raising awareness among policy-makers; supporting policy change* |
| **Toolkit** | *Open access for informing and advancing practitioner/policy debate* *Education community (focus on practitioners) and other projects and initiatives* | *Website, conferences* | *Usage of toolkit by teachers and practitioners; awareness of the project and its findings; teaching materials available to teachers* |
| **Practitioner' brief** | *Open access for informing and advancing practitioner debate* *Practitioners* | *Website, conferences* | *Usage of toolkit by teachers and practitioners' awareness of the project and its findings; teaching materials available to* |

| | | | *teachers and practitioners* |
|---|---|---|---|
| **Other relevant public reports and conference proceedings** | *Open access for informing and advancing scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | *Website, newsletters; networks, academic ceonferences* | *Greater awareness of the project findings* |
| **Audiovisual material targeting children and young people** | *Open access for supporting learning for democracy among children and Young People, Children and young people, parents, practitioners* | *NA* | *NA* |
| **Website and Agora platform** | *Open source for supporting scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | *Website* | *Networking; practical usage of project findings* |

## DUBLIN CITY UNIVERSITY

| Exploitation results | Exploitation option Main user | Exploitation channel | Predicted outcomes |
|---|---|---|---|
| **Scientific publications and presentations** | *Open access for scientific advancement*<br>*Scientific community, NGOs, networks, other projects and initiatives* | ESAI, ECER and other conferences, future relevant projects, Journal of Social Education. Academic Network for Global Education (ANGEL) Conference ANGEL Special Interest Group in Teacher Education | ESAI, ECER and other conferences, future relevant projects, Journal of Social Education. Academic Network for Global Education (ANGEL) Conference ANGEL Special Interest Group in Teacher Education |
| **Non-scientific publications and presentations** | *Open access for informing and advancing practitioner/policy debate*<br><br>*Education community and other projects and initiatives* | FETRC (further Education & Training Research Centre) working paper series. | FETRC (further Education & Training Research Centre) working paper series. |

| | | DCU/IoE Research centres working group seminars. CHRCE (Centre for Human Rights and Citizenship Education) seminars, knowledge sharing events & working paper series. Irish Development Education Association (IDEA) knowledge sharing events | DCU/IoE Research centres working group seminars. CHRCE (Centre for Human Rights and Citizenship Education) seminars, knowledge sharing events & working paper series. Irish Development Education Association (IDEA) knowledge sharing events |
|---|---|---|---|
| **Policy briefs** | *Open access for informing and advancing policy debate*  *Policy makers* | NCCA (National Council for Curriculum & Assessment) DES (Department of Education). DEFHERIS (Department of Further, Higher Education and Innovation) | NCCA (National Council for Curriculum & Assessment) DES (Department of Education). DEFHERIS (Department of Further, Higher Education and Innovation) |
| **Toolkit** | *Open access for informing and advancing practitioner/policy debate*  *Education community (focus on practitioners) and other projects and initiatives* | Teacher Educator Networks – Universities | Teacher Educator Networks – Universities |
| **Practitioner' brief** | *Open access for informing and advancing practitioner debate*  *Practitioners* | Teacher Educator Networks – Universities  Volunteers & Tutors in Community &, Youth and Adult Education  Lectures and course material | Teacher Educator Networks – Universities  Volunteers & Tutors in Community &, Youth and Adult Education  Lectures and course material |

| | | for Pre-Service Teachers in DCU | for Pre-Service Teachers in DCU |
|---|---|---|---|
| **Other relevant public reports and conference proceedings** | *Open access for informing and advancing scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | ESAI, ECER and other conferences, future relevant projects, Journal of Social Education, Academic Network for Global Education (ANGEL) Conference<br><br>ANGEL Special Interest Group (SIG)  in Teacher Education<br><br>Democracy-related networks in Ireland | ESAI, ECER and other conferences, future relevant projects, Journal of Social Education, Academic Network for Global Education (ANGEL) Conference<br><br>ANGEL Special Interest Group (SIG)  in Teacher Education<br><br>Democracy-related networks in Ireland |
| **Audiovisual material targeting children and young people** | *Open access for supporting learning for democracy among children and Young People, Children and young people, parents, practitioners* | Teacher Educatiomn programmes, , National & European Education Platforms, National member organisations. | Teacher Educatiomn programmes, , National & European Education Platforms, National member organisations. |
| **Website and Agora platform** | *Open source for supporting scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | FETRC news section (website)<br><br>CHRCE news section (website)<br><br>FETRC & CHRCE social media channels<br><br>School, of Policy & Practice (DCU) social media Channels<br><br>School of STEM Education, Innovation & Global Studies | FETRC news section (website)<br><br>CHRCE news section (website)<br><br>FETRC & CHRCE social media channels<br><br>School, of Policy & Practice (DCU) social media Channels<br><br>School of STEM Education, |

| | | (DCU) social media channels<br><br>IoE (Institute of Education DCU) social media channels<br><br>RTÉ (National Broadcaster)<br><br>Local and national newspapers<br><br>Local and national radio<br><br>IoE (Institute of Education DCU) Podcast, DCU, IE | Innovation & Global Studies (DCU) social media channels<br><br>IoE (Institute of Education DCU) social media channels<br><br>RTÉ (National Broadcaster)<br><br>Local and national newspapers<br><br>Local and national radio<br><br>IoE (Institute of Education DCU) Podcast, DCU, IE |

## Foundation for Global Governance and Sustainability

| Exploitation results | Exploitation option<br>Main user | Exploitation channel | Predicted outcomes |
|---|---|---|---|
| **Scientific publications and presentations** | *Open access for scientific advancement*<br>*Scientific community, NGOs, networks, other projects and initiatives* | Continuation of FOGGS' COVIDEA initiative, enriched with DEMOCRAT outcomes and promoted through relevant expert networks and other education-related initiatives | Influence on education decision-makers and practitioners around the world |
| **Non-scientific publications and presentations** | *Open access for informing and advancing practitioner/policy debate*<br><br>*Education community and other projects and initiatives* | Continuation of FOGGS' COVIDEA initiative, enriched with DEMOCRAT outcomes and promoted via the 2024 "Summit of | ditto |

| | | the Future", the annual "Digital with Purpose" summits, and other such events | |
|---|---|---|---|
| **Policy briefs** | *Open access for informing and advancing policy debate*<br><br>*Policy makers* | ditto | ditto |
| **Toolkit** | *Open access for informing and advancing practitioner/policy debate*<br><br>*Education community (focus on practitioners) and other projects and initiatives* | To the extent that the toolkit is available on the Agora, the above remain valid | ditto |
| **Practitioner' brief** | *Open access for informing and advancing practitioner debate*<br>*Practitioners* | To the extent that the Practitioners' Brief is available on the Agora, the above remain valid | ditto |
| **Other relevant public reports and conference proceedings** | *Open access for informing and advancing scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | To the extent that these reports and conference proceedings are available on the Agora, the above remain valid | ditto |
| **Audiovisual material targeting children and young people** | *Open access for supporting learning for democracy among children and Young People, Children and young people, parents, practitioners* | As part of the Agora – see below | Awareness of project research findings, further activities developed for education stakeholders |
| **Website and Agora platform** | *Open source for supporting scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | Maintain the Agora for use for teacher training, visits by students, education policy-makers and other relevant stakeholders from the EU, as well as other parts of Europe and the world; replicate Agora model for | ditto |

| | | teaching other subjects and/or online teaching | |
|---|---|---|---|

## STICHTING INTERNATIONAL PARENTS ALLIANCE

| | | | |
|---|---|---|---|
| **Exploitation results** | **Exploitation option Main user** | **Exploitation channel** | **Predicted outcomes** |
| **Scientific publications and presentations** | *Open access for scientific advancement* *Scientific community, NGOs, networks, other projects and initiatives* | ERNAPE, ECER and other conferences, future relevant projects, Journal of Social Education | Awareness of project research findings, further activities developed for school stakeholders |
| **Non-scientific publications and presentations** | *Open access for informing and advancing practitioner/policy debate* *Education community and other projects and initiatives* | Teacher trainings, European School Education Platform | Practitioners updating their activities |
| **Policy briefs** | *Open access for informing and advancing policy debate* *Policy makers* | *Council of Europe, European Commission, member organisations, European School Heads Association* | *Raising awareness of EfD and the project's findings, policy change* |
| **Toolkit** | *Open access for informing and advancing practitioner/policy debate* *Education community (focus on practitioners) and other projects and initiatives* | Teacher trainings, European School Education Platform | *Schools and teachers beyond the project's scope implementing the methodology* |
| **Practitioner' brief** | *Open access for informing and advancing practitioner debate* *Practitioners* | Teacher trainings, European School Education Platform | Awareness of project research findings, further activities developed for school stakeholders |

| Other relevant public reports and conference proceedings | *Open access for informing and advancing scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | ERNAPE, ECER and other conferences, future relevant projects, Journal of Social Education, Teacher trainings, European School Education Platform | Awareness of project research findings, further activities developed for school stakeholders |
|---|---|---|---|
| Audiovisual material targeting children and young people | *Open access for supporting learning for democracy among children and Young People, Children and young people, parents, practitioners* | Teacher trainings, European School Education Platform, member organisations, *European School Heads Association* | *Schools and teachers implementing the programme using the material* |
| Website and Agora platform | *Open source for supporting scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | Teacher trainings, European School Education Platform, member organisations, *European School Heads Association* | Awareness of project research findings, further activities developed for school stakeholders |

## EUROPEAN UNIVERSITIES CONTINUING EDUCATION NETWORK

| Exploitation results | Exploitation option Main user | Exploitation channel | Predicted outcomes |
|---|---|---|---|
| Scientific publications and presentations | *Open access for scientific advancement*<br>*Scientific community, NGOs, networks, other projects and initiatives* | European Journal of ULLL eucen conferences | Awareness of project research findings and activities developed for HEI stakeholders |
| Non-scientific publications and presentations | *Open access for informing and advancing practitioner/policy debate* | Social media | Awareness of the work ongoing and |

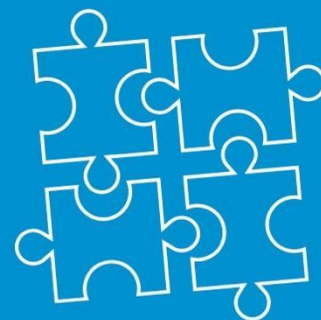| | Education community and other projects and initiatives | | engegement to the project |
|---|---|---|---|
| **Policy briefs** | *Open access for informing and advancing policy debate*<br><br>*Policy makers* | Position paper | Awareness of the project work that encourage debate |
| **Toolkit** | *Open access for informing and advancing practitioner/policy debate*<br><br>*Education community (focus on practitioners) and other projects and initiatives* | LinkedIn article from eucen | Awareness of the tool |
| **Practitioner' brief** | *Open access for informing and advancing practitioner debate*<br>*Practitioners* | Session during eucen Autumn seminar | Awareness of project tools to HEI practitioners |
| **Other relevant public reports and conference proceedings** | *Open access for informing and advancing scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | LinkedIn article from eucen | Awareness of the tool |
| **Audiovisual material targeting children and young people** | *Open access for supporting learning for democracy among children and Young People, Children and young people, parents, practitioners* | n/a | n/a |
| **Website and Agora platform** | *Open source for supporting scientific, practitioner and policy debate*<br><br>*Scientific community, education community, networks, other projects and initiatives* | eucen's website<br><br>eucen's membership | Visit and use of the project website and the Agora |

## 10. Visual Identity of the Project

**BRAND GUIDELINES**

DEMOCRAT // EDUCATION FOR DEMOCRACY

| R:0 G:142 B:207 | R:118 G:184 B:42 | R:204 G:105 B:166 | R:255 G:204 B:0 | R:125 G:131 B:134 | R:14 G:32 B:80 |
|---|---|---|---|---|---|
| #008ecf | #76b82a | #cc69a6 | #ffcc00 | #7d8386 | #0e2050 |
| C:80 M:30 Y:0 K:0 | C:60 M:0 Y:100 K:0 | C:20 M:70 Y:0 K:0 | C:0 M:20 Y:100 K:0 | C:10 M:0 Y:0 K:60 | C:100 M:80 Y:0 K:60 |

# What are brand guidelines?

Brand guidelines provide the established official policies and standards for the project's visual identity. It is applied to all materials, whether print or digital. It includes guidelines on the proper use of the project's logo, colors, fonts, and official messaging.

Brand guidelines ensure that all marketing and communications for the project are accurate and stays on-brand.

**Democrat**
EDUCATION FOR DEMOCRACY

# What are brand colors?

Brand guidelines provide the established official policies and standards for the project's visual identity. It is applied to all materials, whether print or digital. It includes guidelines on the proper use of the project's logo, colors, fonts, and official messaging.

Brand guidelines ensure that all marketing and communications for the project are accurate and stays on-brand.

**Democrat**
EDUCATION FOR DEMOCRACY

**Democrat**
EDUCATION FOR DEMOCRACY

# What are brand colors?

Brand guidelines provide the established official policies and standards for the project's visual identity. It is applied to all materials, whether print or digital. It includes guidelines on the proper use of the project's logo, colors, fonts, and official messaging.

Brand guidelines ensure that all marketing and communications for the project are accurate and stays on-brand.

01

**Democrat**
EDUCATION FOR DEMOCRACY

# Headline // Inter

**Inter ExtraBold** // **Inter Bold** // **Inter SemiBold** // Inter Regular

**Google Fonts** // https://fonts.google.com/specimen/Inter // https://fonts.google.com/specimen/Open+Sans

**Body** // **Open Sans Bold** // **Open Sans Semibold** // Open Sans Regular

- The project logo should be prominent and visible in all visual communications.
- It should not be placed with another graphic or edited to create a new image.
- For legibility, keep the area around the logo clear.
- The project logo colors can not be changed or modified. Use only the provided official images.

02

# Illustrations

The color palette sets a visual tone for the project's brand. Colors can also create a strong brand recall when it is associated with your brand.

**Color palette guidelines**

- Create a primary palette and limit it to up to four colors.
- Note which is the main color.
- A secondary color palette may be used to complement the primary palette but never to substitute.
- Consistent use is important.

03

# Typography

Having a signature font contributes to a strong brand. It is considered as a visual component and should be consistent throughout.

**Typography guidelines**

- Select a font for the logo and heading
- Select a font each for subheadings and body font. Note that these fonts can be the same, but can vary in size or style.
- Assign a standard size for the use of each
- Keep fonts simple and clean

# Heading

Please type here the font size & style (italics, bold, etc) you used

## Subheading

Please type here the font size & style (italics, bold, etc) you used

### Inter Headline

OpenSans Body Text