



## **6.1 Communication and Dissemination Plan**



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## 1. Introduction

### 1.1. About this document

This document aims to provide the NEMESIS consortium with an effective and efficient blueprint to follow in communicating and disseminating the work and results of NEMESIS (an exploitation plan will be made separately).

This document only covers external communication. For internal communication procedures and information about the board, please refer to the project's deliverable D7.4 Quality Assurance – Risk Management Plan.

The structure of this document is as follows:

1. Introduction: identification of target audiences and messages, outline of the strategy
2. Communication channels and tools
3. Dissemination and dissemination activities
4. Actions expected from the partners
5. Impact measurement
6. Planning
7. Annexes

This document refers to ILIAS as the platform for sharing internal work and documents amongst partners.

#### **Communication, dissemination and exploitation**

Please, bear in mind that -although sometimes used as synonyms- communication, dissemination, and exploitation have different meanings and aims. Terms in this document are used according to the following definitions<sup>1</sup>:

- Communication can be understood as raising awareness of the project to a multitude of audiences, including project's stakeholders but also society as a whole.
- Dissemination is the public disclosure of the results of the project, especially to stakeholder groups that might use the results in their own work.
- Exploitation refers to the use of the results during and after the project's implementation

### 1.2. About NEMESIS

The first step for a communication strategy is to define a clear and common narrative that can be used consistently throughout the project and can be adapted to different audiences. Part of that narrative is already conveyed through the project's claim (that goes together with the logo):

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<sup>1</sup> EC Research and Innovation Participant portal. Last retrieved 01-03-2018.  
<https://ec.europa.eu/research/participants/portal/desktop/en/support/faqs/faq-933.html>

“empowering the changemakers of tomorrow”. NEMESIS, then, is a project about change, about providing students with the tools and skills they need to become socially aware and improve society.

**Figure 1-1 NEMESIS logo**



The logo was created using project acronym as the main element, with an added caption to provide meaning. Since NEMESIS combines education and social innovation - two different conceptual universes– a clean and neat approach was preferred in order not to exclude any stakeholder a priori. Thus, a formal typography was selected and rounded for a softer effect. Grey was used as a base, with additional colours for a more dynamic feeling: yellow – associated with innovation-, red – dynamism-, and aquamarine for a fresh, younger touch.

More formally, NEMESIS is a European project bringing together education and social innovation. It brings together teachers, social entrepreneurs and educators to develop (and test) a new educational model that helps students to become more socially aware and innovative.

What makes NEMESIS different from other entrepreneurship programmes?

- The focus on the social component of innovation (thus, creating a strong link to the local context, since social innovation is about solving community problems)
- The focus on the co-creation of knowledge: the project proposes a model based on co-creation labs, spaces where different stakeholders get together (parents, students, teachers, innovators) and where knowledge emerges from the engagement with others, rather than being imposed or defined by experts. NEMESIS values students’ knowledges and abilities as much as those of the teachers and entrepreneurs.
- The creation of a European community of social innovators willing to interact with students

Keywords to have in mind: social innovation, education, social entrepreneurship, entrepreneurship education (#EntEd), education changemakers, co-creation of knowledge, open educational resources (#OER), #nemesischangemakers (our own HT, especially fitted for project activities with students)

### 1.3. Target audiences and key messages

Characterizing target audiences and the key messages to use with them is important in order to maximize the effectiveness of communications, and the target narrative. Audiences have been developed from within NEMESIS stakeholders' group. Stakeholders can be defined as "any group or individual who can affect or is affected by the achievement of an organization's purpose". These were already defined in the project proposal: primary and secondary schools, informal learning communities, social entrepreneurs, students, parents, researchers, policymakers...

In order to better disseminate the project, it is important to think about stakeholders as audiences: Who are they? Where are they? What can NEMESIS offer them? To answer these questions, during the second consortium meeting in Seville we collaboratively contributed to a methodology based on "user personas", fictional characters that represented different stakeholders. We used personas as an "exploratory" tool rather than a research one, so we used our own experience as members of different groups, combined with some public socio-demographic data. We regard the results a "photofit-portrait" to help us better understand our different audiences, although no doubt with imperfections. A summary of the characterisation can be found in annex2.

Educators and social innovators are considered to be primary audiences, whereas the rest are secondary stakeholders. Partners are encouraged to think about which groups they feel closer to and focus their dissemination effort on those groups.

#### 1.3.1. Teachers and head teachers

Our main audience is a very large but also diverse group, primarily due to the different countries involved. NEMESIS expects to enrol as many schools as possible in the pilots, or into using the project's co-creation resources in their classrooms. A specific campaign to target them will be developed by ESHA, whose members represent 66000 school leaders in Europe (Characteristics listed here can also be broadly applied to educators in informal learning communities, too).

- **Sociodemographics:** they hold university degrees. Some are civil servants, some are not; some can change the school curricula, others cannot - although the choice of teaching methods is left to the discretion of the teacher in almost all European countries. They tend to be involved in continuous professional development and additional training is needed to act as a school head in most countries. The salary tends to be in range within the GDP range (although it is often a bit lower in the early years of the career). Women account for the large majority of teachers in primary and lower secondary education. However, the proportion varies according to the level of education: the younger the children, the higher the percentage of female teachers. This is the same for management positions, so women are overrepresented in primary school management but not secondary<sup>2</sup>.
- **Motivations and concerns:** Mainly vocational, teachers tend to share a great concern for students' wellbeing, motivation and future employability. Lack of time can be a deterrent, together with not having a clear understanding of the project or the impression that there have been "too many innovations" in recent years. Some schools/teachers may not see the point in social innovation but for those who do, the

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<sup>2</sup> European Commission/EACEA/Eurydice, 2013. Key Data on Teachers and School Leaders in Europe. 2013 Edition. Eurydice Report. Luxembourg: Publications Office of the European Union. Retrieved from: [http://eacea.ec.europa.eu/education/eurydice/documents/key\\_data\\_series/151EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/151EN.pdf)

project is a perfect fit if we do place emphasis on the opportunities it provides for students to work in real life projects with real social entrepreneurs.

- Key messages: It is important to place emphasis on the benefits for the students (working in real projects, engaging with local entrepreneurs, being more socially aware) and on the fact that guidance and support would be offered to those who participate - practical examples and resources will be available in the online platform. It is also an opportunity for teachers themselves to join European networks and get to know about other interesting experiences that could apply in their schools.
- Channels: They are a very diverse community in terms of age range and class, and it is safe to assume their use of social media correlates to the average of their country. As members of general public, media can also be used to reach them. Still, best channel to get to them would be direct contact (word of mouth) and at specific events. Also, training and tutorials will function as a way of engagement. On top of that, a specific campaign will be developed to target them.

### 1.3.2. Social Entrepreneurs

Our core audience together with school teachers. Actually, contacts with SIPs are part of WP2, but the communication strategy should also support that work.

- Sociodemographics: usually with university education, and wide networks. Male dominated (although the difference is slightly smaller in social entrepreneurship than in entrepreneurial activity<sup>3</sup>).
- Motivations and concerns: They tend to be highly committed to improving society, and sharing their experience certainly falls within that category. Lack of time would be their largest deterrence, as could the fact that some social entrepreneurs might not consider themselves to be innovators. Still, the project can be an opportunity to broaden their network and raise their public profile.
- Key messages: The project is an opportunity to effect change by inspiring the next generation of social entrepreneurs: children need models to look up to. In the case of female entrepreneurs, it might be useful to remind them of the gender imbalance and the importance of having women as figures of reference.
- Channels: Social entrepreneurs tend to be very active on social media (Twitter and Instagram, especially), engage in discussions and tweet during events and conferences - they tend to be public personas. Besides going to specific social entrepreneurship conferences, keeping it local might work even better - going to local hubs and meetings to talk to local SIPs - plus it would give the students the opportunity to make acquaintances with someone from their area.

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<sup>3</sup> Ayala M. Pines, Miri Lerner and Dafna Schwartz (2012). Gender Differences Among Social vs. Business Entrepreneurs, Entrepreneurship - Gender, Geographies and Social Context, Prof. Thierry Burger-Helmchen (Ed.), InTech, DOI: 10.5772/38179. Available from: <https://www.intechopen.com/books/entrepreneurship-gender-geographies-and-social-context/gender-differences-among-social-vs-business-entrepreneurs>

### 1.3.3. Policymakers and government bodies

This is a very wide group encompassing local and regional authorities, associations with an interest in education, and public administrations at national and international level.

- Sociodemographic: too large of a group to specify. Unlike politicians whose work covers a broad range of areas, policymakers' work is more specific, meaning they might be more receptive.
- Motivation and concerns: For a policymaker or politician with an interest in education, supporting NEMESIS can be a good opportunity to raise their profile, enabling them to show themselves as connected to things like "knowledge economy" or "social innovation".
- Key messages: Education needs to adapt for the transformations that are coming. NEMESIS focuses on some of the current societal transformations (social innovation, knowledge and collaborative economy) in an attempt to propose an educational model that will ensure students will have the tools to navigate the changes that are coming.
- Channels: A half day roundtable meeting will be organized in Brussels between the project coordinator and interested Policy Officers from the EC to communicate policy related insights. Additionally, three policy brief deliverables will be created by the consortium. These will present a concise summary of policy implications of the NEMESIS project, the policy options to deal with it, and some recommendations on the best options. On month 39 of the project a deliverable called Policy Recommendations (D5.4) will provide an analysis of the potential of embedding SI skills to formal curricula and suggestions on policy measures that would boost the modernisation of educational systems in this respect. Partners are encouraged to use their networks to reach their local policymakers or associations.

### 1.3.4. Parents

Understanding from parents is important in this type of project, especially since they are going to be invited to take part in the co-creation labs.

- Sociodemographics: too a large and diverse group to characterize (will depend on country, school neighbourhood, etc.).
- Motivation and concerns: are as diverse as the socio demographic backgrounds. Parents motivations for their children to join NEMESIS would usually be on the basis of improving education. As for involving themselves in the project, motivations can go from giving back to the community (i.e. a retired professional) to integrating themselves in the community. Socioeconomic background plays a big role here.
- Key messages: To be adapted by the school depending on their context. Still, a general emphasis on the opportunities this kind of education can bring to their children is a must.
- Channels: The best way to communicate with parents is using the schools' tools (web, newsletter and parents meetings). This will ensure a smooth relationship and management of expectations. It should also turn the parents into ambassadors that will hopefully talk to

other parents about the project, spreading the word around. Additionally, the European Parents Association (EPA) will be contacted to communicate the project aims and outcomes to its members. EPA represents more than 150 million parents in Europe.

## 1.4. Strategy outline

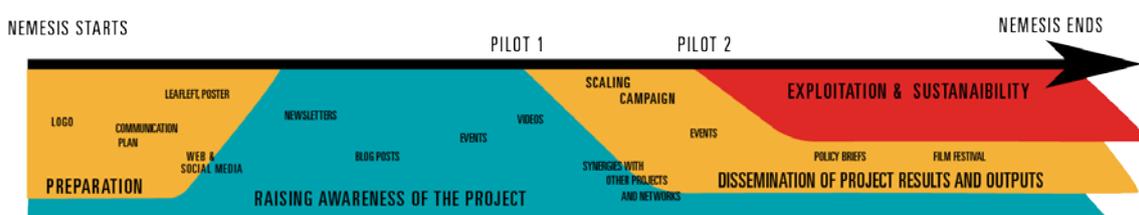
NEMESIS' communication and dissemination activities are regarded not only as a way of informing society and stakeholders about the project, but also as a way to support its development. Therefore, all members are expected to contribute to the communication and dissemination efforts according to their capability.

Three main objectives have been established by the consortium:

- to raise awareness of the project among education related stakeholders both in the project pilot countries and other locations around Europe, providing support to the work in other WPs
- to consolidate and extend the project's external network with the engagement of educational institutions and social innovators to support the replication and scaling up of the NEMESIS educational model
- to share experiences and results - especially on the impact of the educational model on students and teachers- with education leaders and policy makers around Europe.

With these in mind, communication and dissemination will be implemented from the offset of the project, and a preliminary strategy has been developed as follows. Different phases somehow overlap each other, since communication is a continuum.

**Figure 1-2 Communication and dissemination stages**



### 1.4.1. Preparation (M1-6)

Preparing the ground for the smooth implementation of the communication and dissemination activities. The project website will be created, along with the visual identity, the social media channels and the project's leaflet and poster. Different audiences will be identified and characterized in order to better target the communication and dissemination efforts, and the communication plan will be agreed upon. Templates for reporting on important contacts and events or other dissemination activities undertaken by the partners will also be created at this stage.

Created deliverables will be tested by a small number of people within our target audiences. Through the early involvement of these groups, the parties involved will be given the opportunity to influence the project and therefore gain commitment.

#### 1.4.2. Communication: Raising awareness of the NEMESIS project (M1-40)

Once the materials and communication plan are ready, members will start communicating project objectives among stakeholders at a regional, national and European level - mainly social innovators and the educational community.

This will be achieved by placing special emphasis on the communication channels and materials already developed -so information is easily available to those interested. Also, a dedicated strategy will be developed to ensure smooth synergies with other relevant networks and initiatives in the field of education.

Channels and tools to be used: web, leaflet, social media, blog posts, newsletter, synergies with other networks and projects, traditional media, presentation of the project at third party events.

Important communicative milestones to watch: the beginning of each pilot, the scaling campaign (to be developed as part of stage 3), the online platform launch, and the publication of the replication handbook.

#### 1.4.3. Dissemination: Promoting project results and outputs for a wider uptake (M20-40)

The objective is to promote results among selected stakeholders to support the adoption and replication of the NEMESIS model. Main target audiences are the educational community (teachers, school dheads, educators), policymakers, and researchers. This stage begins with the first pilot, since it is the moment the project will start to generate materials and concrete examples that can be uptaken. It relies heavily on partner's networks. Additionally, academic publications in peer reviewed conferences and journals will be targeted and the consortium is committed to widely disseminate its results to those channels.

Channels and tools to be used: event attendance, scaling campaign strategy to target schools (month 20 onwards), film festival, policy recommendations (and policy briefings), partners' networks, third-party events, own events. Additionally, academic conferences with focus on Education, Innovation and Technology Enhanced Learning will be targeted together with relevant academic journals.

#### 1.4.4. Exploitation and sustainability (M25-40)

A dedicated exploitation and sustainability plan will be prepared and made available to the partners as a separate plan by month 24 (September 2019). Partners are advised to identify key results and deliverables with a high potential for exploitation and report to the responsible partner (SEI).

## 2. Communication channels and tools

### 2.1. Project contacts' database

A contact database has been created to store the contacts partner's will make during the project, so to that we have a list of interested stakeholders (it can be used to email them the newsletter, deliverables, and so on). The file can be found on [LIAS](#) (Internal area / Dissemination). Partners are encouraged to fill the database in themselves.

### 2.2. Web

A web page is already developed and online at [www.nemesis-edu.eu](http://www.nemesis-edu.eu). It is intended to be the main point of information for anybody interested in the project, and will publish up-to-date information about the project and its activities, along with the deliverables.

It will display a link to the open learning platform and from month 16 onwards it will also accommodate the blogs of schools participating in pilot phase 1 (the format of this is yet to be decided).

- **Home:** main entry point. It has a short description of the project, along with the latest news and a call to join the newsletter.
- **About:** main information about the project, its vision and objectives and partners
- **Educational model:** information about the model itself, the learning outcomes and the co-creation methodologies
- **Community:** a page with targeted content for the different project's different stakeholders: educators, social innovation practitioners, policymakers and researchers.
- **Resources:** good practices, project's deliverables and related projects
- **News:** news and articles related to the project and written by the members of the consortium. This section will fulfil a double function: providing updates on the project, publishing interesting and relevant content to generate engagement and, accordingly, helping to boost the SEO in relation to certain terms.
- **Contact:** a contact form for those interested in receiving more information.

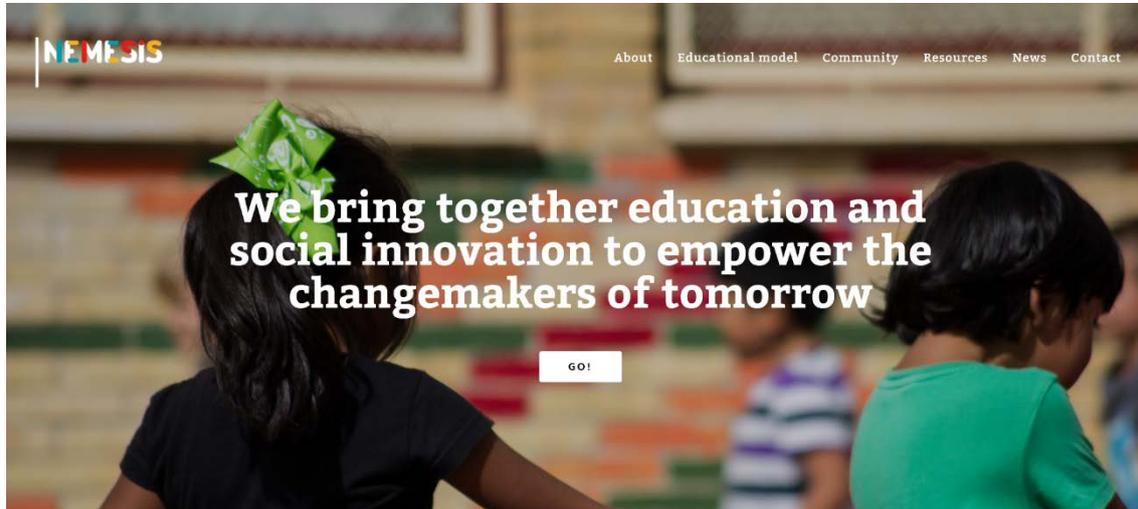
### 2.3. Blog/News

Part of the web, it will host publications on project deliverables and meetings, and important milestones. Events attended will also be displayed in the blog, provided that the responsible partners write a short post for themselves or provide ASOCCE with a detailed account of the events and some good pictures.

Partners are invited to contribute to the blog with post updating on their current work or any issues concerning/related to the project. A proposed calendar can be found in section 4.3 in this document.

Post will also be shared on social media.

Figure 2-1 Website [www.nemesis-edu.eu](http://www.nemesis-edu.eu)



## 2.4. Social media

Twitter and Facebook accounts have been set up ([@nemesis\\_edu](https://twitter.com/nemesis_edu) on twitter, and “[NEMESIS Project](https://www.facebook.com/nemesisproject)” on facebook- with @futurechangemakers as a username) for the project. They are intended to communicate information on the project activities and development. An Instagram account has also been set-up following partners suggestions ([@nemesischangemakers](https://www.instagram.com/nemesischangemakers)). All channels will be monitored regularly, so strategy can be updated during the project.

In order to engage audiences, the idea is for the accounts to not only publish institutional information, but interesting news, articles and initiatives related to the project. In this way, we expect to boost the interest of the social innovation and education communities. All partners are expected to suggest interesting accounts to follow and send interesting links or articles to the communication manager.

The social media accounts will also be used to support the efforts of engaging social innovation practitioners, and a special campaign with messages inviting them to join will be launched around month 20 (which will also support the scaling campaign for schools starting that month).

Communication on social media will try to adapt as much as possible to the language of social media. Try to use the hashtags associated with this theme, like #EntEd (for entrepreneurship education) or #OER (Open Educational Resources). A special hashtag has been proposed to use at our own events: #nemesischangemakers

## 2.5. Newsletter

Newsletters will be issued every six months to inform on the development of the project and retain the interest of stakeholders. It will always follow this same structure:

- Introduction: quick recap of the past six months
- Upcoming events (in case we are attending some conferences)

- Interview with someone related to the project whose views can be interesting in relation to innovative education, ICT and education, social innovation, etc...
- Deliverables published (if any).
- A couple of news articles published on the web (or a good practice published).

Ideally, the contents on the newsletter will link back to content on our website, driving traffic. Interviews will be assigned to different partners (see calendar), who will also be responsible for providing pictures. Interviews will be sent to the ASOCCE team at least 1 week before the launching date (ideally two weeks before), so everything can be reviewed and placed into a proper template.

ASOCCE will send the newsletter to the partners so they can send them to their contacts (please, send proof of dissemination to ASOCCE). The newsletter will also be sent by ASOCCE to the contacts in the project database.

## **2.6. Leaflet and poster**

A project brochure will be developed with key points about the project and relevant information (targeted to the main audiences - educators and social innovation practitioners). A poster will also be created for displaying at events and conferences.

## **2.7. Videos**

Five videos will be made during the project. Videos will combine recorded footage from the project and archive images. Roughly, the themes for the five videos will be as follows: introduction to the project, explanation of the educational model, teacher's training, pilots and summary of the project. The videos will be shared via our social media channels.

## **3. Communication and dissemination activities**

The communication and dissemination activities that will be implemented over the project's lifespan aim to inform and raise the awareness of the target audiences, engaging them and motivating them to participate in the project's activities and encouraging stakeholders from other regions and elsewhere in Europe as to participate in the pilots and, as a result, adopt and replicate the educational model in their respective locations. Communication channels will be used to support these dissemination efforts, placing special emphasis on highlighting the dissemination activities carried out the partners and supporting the scaling campaign via social media, web and newsletter.

In particular the following communication and dissemination activities will be executed:

### **3.1. Dialogues, face-to-face conversation, round tables, group discussion**

Personal discussions prior to and during relevant events is a critical way to reach out to stakeholders, as well as during the training needs analysis survey (targeted at teachers) and the organisational change interventions. This then provides an important ad hoc mechanism for partners to continue dissemination and promotion activities as the project develops. In turn, this will create additional content and newsworthy items for the project website and blogs. Such engagement will be reported on a regular basis throughout the project.

### **3.2. Policy Roundtable**

A half day roundtable meeting in Brussels between the project coordinator and interested Policy Officers from the European Commission to communicate insights related to policy.

### **3.3. Relationship with media (press releases, media visits, etc)**

#### **3.3.1. Press releases**

Three press releases will be written during the project: one at the beginning, announcing the project itself; another during the first pilot (this will also mention the possibility for other schools to join) and a third one towards the end of the project, summarising the results.

Press releases will be written in English, but partners are expected to translate them into their own language. They can also add local details if they think this could make them more attractive to journalists. Each partner will send the press release to their media contacts.

Partners are invited to write more press releases if they wish/consider it a good strategy to boost their actions. Please, remember they should include NEMESIS logo (and website) and the acknowledgment of EU funding. A good starting guide on how to write press releases can be found [here](#).

#### **3.3.2. Media visits**

For schools, it might be more useful to try to organise a visit from a local journalist while the pilot is being developed or an entrepreneur is working with the students. Teachers can brief the journalists on the project and allow them to talk to children and parents (provided consent has been obtained).

#### **3.3.3. Using the EC opportunities**

We will make use of the dissemination opportunities offered by the European Commission: Horizon magazine, Research\*EU and Cordis website.

### 3.4. Presentation of the project at third party events

Consortium partners will give presentations at selected European and, if needed, international conferences and events in the field of education and social innovation. Partners will report on the events they attend by using the template in annex 3. They are also encouraged to include the conferences they plan to attend in the “event list” file created in [LIAS](#) (Internal/Dissemination).

A preliminary, however, non-exhaustive list of such candidate events

- Annual conference organised by EERA (ECER conference)
- The European School Heads Association (ESHA) Biennial Conference in M36
- European social business forum
- National School heads associations events in the countries of the consortium partners
- ESHA review meetings (twice a year)
- EMES International Research Conference on Social Enterprise
- Social Innovation Forum by Red CreActiva
- Social innovation forum
- New Economy & Social Innovation (NESI) Global Forum
- ICSEI: International Conference on Social Enterprise & Innovation
- Global Education Forum
- Annual International Conference on Education from the Athens Institute for Education and Research
- The European Conference on Education from IAFOR (The International Academic Forum)
- International Teacher Education Conference (ITE-C) of the Association of Science, Education and Technology (TASET) and Sakarya University
- London International Conference on Education (LICE)
- ERPA – International Congresses on Education
- Ireland International Conference on Education (IICE)

### 3.5. Film Festival

A Film Festival to celebrate the Social Innovation skills learnt and promoting the videos developed by students. This event will take place in the context of an existing Film Festival with an already established and large audience and will include: a screening of the digital stories produced by the students during pilots 1 and 2, and an audio-visual Source Code about NEMESIS, a presentation format developed by ASOCCE in which video, image and narrative are combined to tell a story.

Potential existing film festivals to consider participating in include: the International Documentary Film Festival Amsterdam, the Future Film Festival of the British Film Institute (UK), the Barcelona Creative Commons Film Festival, and the Evens Foundation (which organizes the Media Literacy Conference). The leader of this task, ASOCCE, already collaborates with the organisers of these festivals.

### 3.6. Scaling Campaign

After the first pilot implementation period, a pan-European campaign will be organised and the project will invite schools and informal education communities to participate in pilot period 2, which will run during the third year of the project. In particular, there will be a European wide

communication campaign promoting Social Innovation education in schools and raising awareness about the project activities and opportunities. ESHA will coordinate this campaign sharing this information with its members (representing 66000 school leaders in Europe), so as to get maximum engagement results.

### **3.7. Synergies with relevant initiatives, networks and projects**

Developing synergies and links with relevant initiatives and networks is a key dissemination option strategy that will enable us to reach different target audiences more effectively. Therefore, a precise strategy will be developed (Task 6.3) whereby all opportunities for sharing and exchanging outcomes, resources and knowledge will be identified and documented. The strategy will also include a detailed plan of events at which the project's activities and outcomes will be disseminated. An initial plan to target relevant initiatives and networks includes:

- SCIENTIX: the community for science education in Europe, bringing together teachers, policy makers, researchers.
- EERA: European Educational Research Association
- Teachers4Europe: Greek initiative supporting the professional development of teachers in innovative teaching.
- European Schoolnet: network of 30 European Ministries of Education, based in Brussels aiming to bring innovation into teaching. Through this network we will reach out to Ministries of Education, schools, teachers, researchers.
- European Schoolnet Academy: a platform to learn about innovation in the school and classroom through online professional development courses for teachers in primary and secondary schools.
- eTwinning: the community for schools in Europe. eTwinning promotes school collaboration in Europe through the use of ICT by providing support, tools and services for schools.
- CO-LAB: an EU project that supports the mainstreaming of Collaborative Teaching and Learning through recommending what works based on an evidence-informed dialogue between practitioners and policy makers
- I-LINC community: open membership platform that enables you to connect with any stakeholder interested in improving youth employability and entrepreneurship.
- KeyCoNet: an Erasmus+ funded network of more than 100 organisations representing educational stakeholder groups from 30 European countries, focused on improving the implementation of key competences in school.
- School Education Gateway: information point for teachers, school leaders, policy makers, experts and other professionals in the school education field.
- Open Education Europa: Its Europe's community for innovative education. This will be used as a key dissemination channel to publish the project's news and outputs.
- European Parents Association: EPA gathers the parents' associations in Europe which together represent more than 150 million parents. EPA works in partnership both to represent and give to parents a powerful voice in the development of education policies and decisions at European level.
- European entrepreneurship education network: is a focal point for entrepreneurship education in Europe bringing together organisations and individuals with records of accomplishment in entrepreneurship education.
- BRITISH COUNCIL: social enterprise in schools' programme - a resource pack for teachers.

- SIC Europe: and EU project aiming to create a ‘network of networks’ of social innovation actors
- CAPSSI.EU : a project featuring collective awareness platform for sustainability and social innovation (NEMESIS is not exactly a CAPS project, but maybe the open platform could be listed here)

## 4. Actions expected from the partners

All partners are expected to contribute to the communication and dissemination efforts. Most of the activities that are planned have been outlined in the previous pages, but it is in this section the work distribution is outlined.

Before going into details, it is good to remember that all actions should refer to or include:

- The common graphic identity developed by the project: logo and common scheme (files can be found in the [internal/dissemination](#) section of the NEMESIS ILIAS platform)
- The project url: [nemesis-edu.eu](http://nemesis-edu.eu)
- acknowledgement of EU public funds: “This project has received funding from the European Union’s H2020 research and innovation programme under grant agreement No 770348”
- the official EU logo (EU emblem can be found [here](#). Rules on how to use it, [here](#)).

### 4.1. Display NEMESIS on your web

Please, write a text about the NEMESIS project and include it on your own website (and share it on your social media). Send proof of this to ASOCCE. You are also encouraged to write about relevant deliverables or milestones in your news section.

### 4.2. Stakeholders database

Whenever partners make new contacts interested in being part of the project, they should fill in the excel document created for that purpose. Document can be found on the [ILIAS platform](#).

### 4.3. Contribution to the newsletter

Most content of the newsletter will already be online at the moment of publication, except for the interviews. Different partners will be responsible for drafting an interview with a relevant figure (teacher, researcher, social innovator, student...) that somehow refers to the project. Responsible partners are expected to send the interview to the ASOCCE team ideally two weeks before the launch date, so everything can be reviewed and placed into a proper template before sending.

**Table 4-1 Contribution to the newsletter**

Newsletter issue	Responsible partner for the interview	Due date for interview to be sent to ASOCCE	Date for the newsletter to be sent to all the partners	Date for the newsletter to be sent
#1 (March 2018)	ASSOCE	NA	NA	NA
#2 (September 2018)	ESHA	September 10th	September 17th	September 24th
#3 (March 2019)	STIMMULI	March 11th	March 18th	March 25th
#4 (September 2019)	SEI	September 9th	September 16th	September 23rd
#5 (March 2020)	VALNALON	March 9th	March 16th	March 23rd
#6 (September 2020)	FAU	September 14th	September 21th	September 28th
#7 (March 2021)	ASSOCE/FAU	March 15th	March 22nd	March 29th

Newsletter will be sent by ASOCCE to the contacts in the project database.

ASOCCE will sent the completed newsletter to the partners. All partners are expected to send it on to their contacts and send them to their contacts (please, send proof of dissemination to ASOCCE).

#### **4.4. Contribution to the blog**

In addition to the news on the deliverables, project meetings and milestones that will be published by ASOCCE, each partner is expected to contribute with at least one post to the project blog. The post could be about their work to that point or an aspect of the project they find particularly interesting.

Schools and social innovators are not included in the blog calendar, but they are invited to contribute at their wish. In the case of schools, the posts uploaded to their own blogs or websites would be replicated in the project’s blog.

A (tentative) blog calendar has been developed as follows. Please, keep in mind this accounts for the minimal contribution expected. Should any partner wish to write more often, please contact the ASOCCE team to schedule your contribution.

**Table 4-2 Blog calendar**

Month	Partner
March 2018	ASOCCE
April 2018	STIMMULI
May 2018	FAU

June 2018	VALNALON
September 2018	ESHA
October 2018	SEI
November 2018	ASOCCE
December 2018	STIMMULI
January 2019	FAU
February 2019	VALNALON
March 2019	ESHA
April 2019	SEI
May 2019	ASOCCE
June 2019	STIMMULI
September 2019	FAU
October 2019	VALNALON
November 2019	ESHA
December 2019	SEI
January 2020	ASOCCE
February 2020	STIMMULI
March 2020	FAU
April 2020	VALNALON
May 2020	ESHA
June 2020	SEI
September 2020	ASOCCE
November 2020	STIMMULI
December 2020	FAU
January 2021	VALNALON
February 2021	FAU
March 2021	ALL

#### 4.5. Partners' Facebook accounts

Partners should post on their Facebook accounts whenever there is any news on the project or a relevant milestone has been reached. They are expected to share the project's press releases, videos, good practices, policy recommendations, deliverables, ect. Also, the are expected to share any news on the project on local media.

Partners are also encouraged to post articles on topics they consider to be related the project (social innovation, education, entrepreneurship, etc.).

Each Facebook post should consist of a short text plus a relevant photo.

Please, tag all partners' accounts and [NEMESIS facebook](#) page. Partners are expected to follow/like the project page.

All partners' social media accounts can be found at annex 4.

#### **4.6. Partners' Twitter accounts**

As with the Facebook accounts, partners are expected to share information related to the project, and retweet important information from the NEMESIS account. They are also encouraged to post articles on topics they consider to be related the project.

Please, follow all partners' accounts and tag [@nemesis\\_edu](#) in related tweets from your account.

Consider the use of hashtags when appropriate: #EntEd (entrepreneurship education) or #OER (open educational resources), #nemesischangemakers (when talking about project activities, meetings, activities with kids, etc.).

All partners' social media accounts can be found at annex 4.

#### **4.7. Press releases and media contacts**

Partners are expected to translate the press releases to their own language (when needed) and send them to their contacts in the media. This is especially important as there are very few European outlets out there and local content (and languages) are always prioritized by the media. Proof of this should be sent to ASOCCE.

In the case partners decide to write their own press releases - if they wish to do so/consider it a good strategy to boost their actions- please remember to include the NEMESIS logo (and website) and the acknowledgment of EU funding. A good starting guide on how to write press releases can be found [here](#).

They are also expected to share any media features or articles on their social media accounts and send them to ASOCCE for press clipping.

#### **4.8. Events**

For each event a partner organises or attends, they should use the project's materials (i.e leaflets) and branding (project logo, colour scheme).

Events should be announced on the partners' website and social media (remember! Tag NEMESIS). Whenever possible/appropriate, please tweet during the event you are attending.

A template has been created to report events (it can be found in the ILIAS platform. Path: [Internal/Dissemination](#)). It can be also found at the end of this document as annex 3. Please, send the event report to ASOCCE within two weeks of the event. Please, also attach at least two pictures of the event.

There is also a [file](#) where you can list the events you are planning to attend.

## 5. Impact measurement

The communication and dissemination efforts support the overall goals of the project. We expect the project to affect at least 400 students directly and over 5000 students and 2000 teachers indirectly. For pilot 2, 20 schools are needed. As such, the consortium aims to have generated at least 130 projects developed by students and involve at least 200 social innovation practitioners (SIPs) in the SIP community by the end of the project. Furthermore, the project aims to engage at least 150 stakeholders in the co-creation labs. In order to facilitate the attainment of social innovation skills, the project aims to create 50 educational resources during co-creation labs and 80 digital stories that will be uploaded and shared via the project platform.

Communication and dissemination activities should help to achieve these goals, especially the involvement of schools and social innovation practitioners. Therefore, metrics and indications have been developed for the communication activities:

### 5.1. Metrics and indicators

**Table 5-1 Metrics and indicators for communication and dissemination**

Activity	Metrics to be monitored	Expected objectives
Twitter	<ul style="list-style-type: none"> <li>followers</li> <li>impressions</li> <li>engagement (interaction)</li> </ul>	Between 500 and 1000 followers
Facebook	<ul style="list-style-type: none"> <li>likes/followers (for the page)</li> <li>number of publications</li> <li>reach</li> </ul>	Between 500 and 100 followers
Website /blog	<ul style="list-style-type: none"> <li>number of visits</li> <li>posts published</li> </ul>	
Newsletter	<ul style="list-style-type: none"> <li>number of subscribers</li> </ul>	

## 6. Planning

Table 6-1 Planning first semester

Planning first semester (October 2017- March 2018)			
Activity	Deadline	Partner	Notes
NEMESIS graphic identity	January 2018	ASOCCE	Initial deadline: December 2017
Project website v1	January 2018	ASOCCE	Initial deadline: December 2017
Setting of social media accounts (twitter and facebook)	January 2018	ASOCCE	Initial deadline: December 2017
D6.1. Communication and dissemination plan	March 2018	ASOCCE	
Project newsletter 1	March 2018	ASOCCE	
Synergies with relevant initiatives, networks and projects: plan	March 2018	ESHA	

Table 6-2 Planning second semester

Planning second semester (April 2018- September 2019)			
Activity	Deadline	Partner	Notes
Identify most relevant stakeholders - database	April 2018	All partners	First database
Leaflet and poster	April 2018	ASOCCE/ESHA/SEI	
First video	April 2018	ASOCCE	
First press release	April 2018	ASOCCE	Contributions from all partners
Contributed post 1	April 2018	STIMMULI	
Contributed post 2	May 2018	FAU	
Contributed post 3	June 2018	VALNALON	
Contributed post 4	September 2018	ESHA	
Project newsletter 2	September 2018	ASOCCE / ESHA	

Table 6-3 Planning third semester

Planning third semester (October 2018 – March 2019)			
Activity	Deadline	Partner	Notes

Contributed post 5	October 2018	SEI	
Contributed post 6	November 2018	ASOCCE	
Contributed post 7	December 2018	STIMMULI	
Contributed post 8	January 2019	FAU	
Contributed post 9	February 2019	VALNALON	
Contributed post 10	March 2019	ESHA	
Project newsletter 3	March 2019	ASOCCE/ STIMMULI	
Scaling campaign: plan	March 2019	ESHA	

**Table 6-4 Planning fourth semester**

<b>Planning fourth semester (April 2019- September 2019)</b>			
<i>Activity</i>	<i>Deadline</i>	<i>Partner</i>	<i>Notes</i>
Contributed post 11	April 2019	SEI	
Contributed post 12	May 2019	ASOCCE	
Contributed post 13	June 2019	STIMMULI	
Contributed post 14	September 2019	FAU	
Project newsletter 4	September 2019	ASOCCE	
D6.2 Communication and dissemination report	September 2019	ASOCCE	With partner contributions
D6.3 Communication and dissemination plan update	September 2019	ASOCCE	
D6.4 Exploitation and sustainability plan	September 2019	SEI	
D6.7 Scaling progress report	September 2019	ESHA	
Contributed post 14	September 2019	FAU	

**Table 6-5 Planning fifth semester**

<b>Planning fifth semester (October 2019 – March 2020)</b>			
<i>Activity</i>	<i>Deadline</i>	<i>Partner</i>	<i>Notes</i>
Contributed post 15	October 2019	VALNALON	
Contributed post 16	November 2019	ESHA	
Contributed post 17	December 2019	SEI	
Contributed post 18	January 2020	ASOCCE	

Contributed post 19	February 2020	STIMMULI	
Contributed post 20	March 2020	FAU	

**Table 6-6 Planning sixth semester**

<b>Planning sixth semester (April 2020 – September 2020)</b>			
<i>Activity</i>	<i>Deadline</i>	<i>Partner</i>	<i>Notes</i>
Contributed post 21	April 2020	VALNALON	
Contributed post 22	May 2020	ASOCCE	
Contributed post 23	June 2020	ESHA	
Contributed post 24	September 2020	SEI	
Project newsletter 6	September 2020	ASOCCE	

**Table 6-7 Planning seventh semester**

<b>Planning seventh semester (October 2020- March 2021)</b>			
<i>Activity</i>	<i>Deadline</i>	<i>Partner</i>	<i>Notes</i>
Contributed post 25	October 2020	ASOCCE	
Contributed post 26	November 2020	STIMMULI	
D6.6 Replication handbook	November 2020	SEI	
Contributed post 27	December 2020	FAU	
Contributed post 28	January 2021	VALNALON	
Film festival	January 2021	ASOCCE	
D6.5 Communication, dissemination and exploitation report	January 2021	ASOCCE	
Contributed post 29	February 2021	ESHA	
Contributed post 20	March 2021	ALL PARTNERS	
Final newsletter	March 2021	ALL PARTNERS	

## ANNEX 1: NEMESIS LOGO AND GRAPHIC IDENTITY

The main logo to be used for NEMESIS is the one including the project claim/motto. There are two other variations, one including web url and another with just the project acronym. Image files for the logos have been uploaded to the [LIAS platform](#), together with the manual with recommendations on how to use the logo.

Although not printed here, *negative* versions of the logo have been developed to be used over coloured backgrounds.

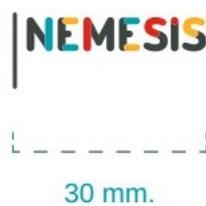
**Figure 0-1 NEMESIS preferred version of the logo (with claim) and security area**



**Figure 0-2 NEMESIS colour scheme**

	RGB: 0 171 174 CMYK: 95 0 25 0 Pantone 7467 C #00A1AE		RGB 223 41 39 CMYK 0 95 100 0 Pantone 485 C #DF2927
	RGB: 244 178 56 CMYK: 0 30 95 0 Pantone 7409 C #F4B238		RGB 61 69 67 CMYK 21 0 23 75 Pantone 446 C #3D4543

Figure 0-3 Minimum size for the logos (in mm)



## ANNEX 2: SUMMARY OF PERSONAS

This is a summary of the findings and conclusions obtained using the “personas” approach we put in place at the second project meeting (Sevilla, January, 30-31, 2018). It can also be found on the [ILIAS platform](#), together with the *personas* developed.

Type of stakeholder	Social environment	Reasons to engage	Reasons not to engage
RESEARCHER		<ul style="list-style-type: none"> <li>▸ bring knowledge</li> <li>▸ use it in their own research (i.e. case studies)</li> <li>▸ personal interest in social motivation</li> </ul>	<ul style="list-style-type: none"> <li>▸ no time</li> <li>▸ <b>mismatch of expectations</b></li> <li>▸ ethics?</li> </ul>
SIP	<ul style="list-style-type: none"> <li>▸ he/she is usually a public persona</li> <li>▸ belongs to social enterprise communities</li> </ul>	<ul style="list-style-type: none"> <li>▸ engage and inspire students</li> <li>▸ gain knowledge of SI trends</li> <li>▸ broaden the network of social entrepreneurs</li> </ul>	<ul style="list-style-type: none"> <li>▸ no time</li> <li>▸ not interested in education</li> <li>▸ what is in it for me?</li> <li>▸ <b>does not perceive what she/he does as a business or innovation</b></li> </ul>
POLICY MAKERS		<ul style="list-style-type: none"> <li>▸ strengthen my visibility in my local community</li> <li>▸ career progression (raise his/her profile)</li> <li>▸ interest in education</li> <li>▸ get in touch with creative and dynamic people</li> </ul>	<ul style="list-style-type: none"> <li>▸ What benefits can I get from the project?</li> <li>▸ I do not think SI is for children</li> <li>▸ <b>I do not understand the project</b></li> <li>▸ no time: I am busy</li> <li>▸ it might create conflict with other colleagues</li> </ul>
TEACHERS AND SCHOOL HEADS	<ul style="list-style-type: none"> <li>▸ school heads are especially busy: lots of paperwork</li> <li>▸ differences across countries: some are civil servants, some are not; some can change the school curricula, other cannot</li> </ul>	<ul style="list-style-type: none"> <li>▸ improve the profile of my school</li> <li>▸ increase my students motivation, their welfare and future employability</li> <li>▸ engage with my local community</li> <li>▸ <b>the opportunity to develop European networks</b></li> </ul>	<ul style="list-style-type: none"> <li>▸ takes too much time</li> <li>▸ <b>not having a clear understanding about the project</b></li> <li>▸ does not fit the profile of my school (more traditionally oriented)</li> <li>▸ too many innovations in recent years</li> </ul>

		<ul style="list-style-type: none"> <li>▶ excitement about the project</li> </ul>	<ul style="list-style-type: none"> <li>▶ more focused on academic results</li> <li>▶ meetings for coordination are expensive</li> </ul>
EDUCATORS FROM INFORMAL COMMUNITIES	<ul style="list-style-type: none"> <li>▶ usually have a education background (degree, teaching experience...)</li> </ul>	<ul style="list-style-type: none"> <li>▶ bring their experiences into schools</li> <li>▶ be part of a community of like-minded people</li> <li>▶ help children</li> <li>▶ I believe in social responsibility and the impact of our actions to our surroundings</li> </ul>	<ul style="list-style-type: none"> <li>▶ blurred lines between educators and informal communities?</li> <li>▶ no time</li> <li>▶ what is expected from me?</li> <li>▶ <b>am I up to the challenge?</b></li> </ul>
PARENTS	<ul style="list-style-type: none"> <li>▶ socioeconomic situation has an impact on their possibility of implication</li> </ul>	<ul style="list-style-type: none"> <li>▶ the opportunity to contribute /use their skills to help the school</li> <li>▶ use NEMESIS as a way to integrate in the local community</li> <li>▶ eager to contribute to any initiative that can help their children to do well</li> <li>▶ use NEMESIS as a a contact network</li> </ul>	<ul style="list-style-type: none"> <li>▶ being busy with work or family issues</li> <li>▶ no financial stability (no time to think about school)</li> <li>▶ for some fathers this might be a role for their wives (<b>gender roles</b>)</li> <li>▶ connotations of “collective” approaches</li> </ul>
STUDENTS	<ul style="list-style-type: none"> <li>▶ they are a “guaranteed audience”</li> <li>▶ as with parents, different socioeconomic backgrounds make a difference</li> </ul>	<ul style="list-style-type: none"> <li>▶ novelty, excitement</li> <li>▶ make new friends</li> <li>▶ be inspired about what I can be when I grow up</li> <li>▶ “social” approach: I can help people</li> </ul>	<ul style="list-style-type: none"> <li>▶ another boring project</li> <li>▶ not inspiring, not equal, not interested</li> <li>▶ it is too technical, not flexible</li> <li>▶ takes time form other hobbies or commitments</li> </ul>

## ANNEX 3: TEMPLATE FOR REPORTING EVENTS

- This is to be sent to ASOCCE after attending/organizing/speaking at any event, so dissemination efforts can be tracked.
- Still, it is advisable to forewarn us whenever you are attending any event, so we can promote it on our website and social media channels.
- Please, take at least two pictures of the event (preferably landscape/horizontal) so we can display the information in our website.

This template can also be found on the [LIAS platform](#).

<b>Title of the event</b>	
<b>Date</b>	DD/MM/YYYY
<b>Location</b>	city, country
<b>Partner attending</b>	
<b>Description</b>	include information on type of event, objectives, scope, structure and organizers - as applicable
<b>Type of participation</b>	Organiser/ Speaker / Attendant
<b>Main audience</b>	SIPs, teachers, policymakers, others
<b>Results/outcomes</b>	What is the impact of the event on the project? Did it create awareness, encourage involvement, create synergies, strengthen links with public bodies, consolidate exploitation...?
<b>Documents or links for further information</b>	agenda, web, presentation, etc.
<b>Other comments</b>	

## ANNEX 4: PARTNERS' SOCIAL MEDIA ACCOUNTS AND COMMUNICATION CHANNELS

ASOCCE	
Web / Blog	<a href="http://www.zemos98.org/">http://www.zemos98.org/</a>
Twitter	<a href="#">@ZEMOS98</a>
Facebook	<a href="#">ZEMOS98</a>
Instagram	<a href="#">zemos98</a>
Vimeo	<a href="#">ZEMOS98</a>
Youtube	<a href="#">ZEMOS98</a>
Flickr	<a href="#">ZEMOS98</a>
Linkedin	-
Newsletter?	Yes. Monthly
Magazine?	No

SEI	
Web / Blog	<a href="http://www.sei.coop">http://www.sei.coop</a>
Twitter	<a href="#">@SocEntEurope</a>
Facebook	<a href="https://www.facebook.com/Socenteuro/">https://www.facebook.com/Socenteuro/</a>
Instagram	-
Vimeo	-
Youtube	-
Flickr	-
Linkedin	Social Enterprise International
Newsletter?	No
Magazine?	No

VALNALON	
Web / Blog	<a href="http://www.valnalon.com">www.valnalon.com</a>
Twitter	<a href="#">@valnalon</a>
Facebook	<a href="#">Valnalon</a>
Instagram	-
Vimeo	-
Youtube	<a href="#">Valnalon Educa</a>
Flickr	-
Linkedin	<a href="#">Social Enterprise International</a>

Newsletter?	No
Magazine?	No

ESHA	
Web / Blog	<a href="http://www.esha.org">www.esha.org</a>
Twitter	<a href="https://twitter.com/schoolheadsESHA">@schoolheadsESHA</a>
Facebook	-
Instagram	-
Vimeo	-
Youtube	-
Flickr	-
Linkedin	-
Newsletter?	No
Magazine?	Yes. 10 times a year ( <a href="http://www.esha.org/eshamagazine/">http://www.esha.org/eshamagazine/</a> )

STIMMULI	
Web / Blog	<a href="https://stimmuli.eu/">https://stimmuli.eu/</a>
Twitter	<a href="https://twitter.com/StimmuliFChange">@StimmuliFChange</a>
Facebook	<a href="#">Stimmuli for Social Change</a>
Instagram	-
vimeo	-
Youtube	-
Flickr	-
Linkedin	<a href="#">STIMMULI</a>
Newsletter?	No
Magazine?	No

FAU	
Web / Blog	<a href="http://www.ili.fau.de/">http://www.ili.fau.de/</a>
Twitter	<a href="https://twitter.com/learninnovation">@learninnovation</a>
Facebook	<a href="#">Institut für Lern-Innovation</a>
Instagram	-
vimeo	-
Youtube	<a href="#">ILLerninnovation</a>

Flickr	-
Linkedin	-
Newsletter?	Yes. Every two weeks on the web
Magazine?	-

<b>KMAKEDPE</b>	
Web / Blog	<a href="http://kmaked.pde.sch.gr/site">http://kmaked.pde.sch.gr/site</a>
Twitter	-
Facebook	<a href="#">kmakedpde</a>
Instagram	-
vimeo	-
Youtube	<a href="#">Draseis Kmade</a>
Flickr	-
Linkedin	-
Newsletter?	No
Magazine?	-

<b>LOS ALBARES</b>	
Web / Blog	<a href="http://ceiplosalbares.catedu.es">http://ceiplosalbares.catedu.es</a>
Twitter	<a href="#">@AlbaresColegio</a>
Facebook	<a href="#">Colegio Los Albares</a>
Instagram	-
vimeo	-
Youtube	<a href="#">CEIP Los Albares</a>
Flickr	-
Linkedin	-
Newsletter?	Emails to school community
Magazine?	No

<b>AEMAIA</b>	
Web / Blog	<a href="http://www.aemaia.pt/">http://www.aemaia.pt/</a>
Twitter	-
Facebook	<a href="#">Projeto NEMESIS</a>
Instagram	-
vimeo	-

Youtube	
Flickr	-
Linkedin	-
Newsletter?	Yes (Pedagogical Council Newsletter). Bimonthly
Magazine?	Yes. Once a year to students and parents

HJS	
Web / Blog	-
Twitter	<a href="#">@RockinghamJI</a>
Facebook	-
Instagram	-
vimeo	-
Youtube	-
Flickr	-
Linkedin	-
Newsletter?	-
Magazine?	-

GENERATION GENEROUS	
Web / Blog	<a href="http://www.generationgenerous.com">http://www.generationgenerous.com</a>
Twitter	<a href="#">@GenGenerous</a>
Facebook	<a href="#">GenerationGenerous</a>
Instagram	-
vimeo	-
Youtube	-
Flickr	-
Linkedin	-
Newsletter?	Yes
Magazine?	No

BOROUME	
Web / Blog	<a href="http://www.boroume.gr">www.boroume.gr</a>
Twitter	<a href="#">@Boroume</a>
Facebook	<a href="#">Boroume</a>

Instagram	<a href="#">boroume_gr</a>
vimeo	-
Youtube	<a href="#">boroume</a>
Flickr	-
Linkedin	<a href="#">Bouroume</a>
Newsletter?	Yes. Monthly
Magazine?	No

HEALTHAPP	
Web / Blog	<a href="http://www.bcnhealthapp.com">www.bcnhealthapp.com</a>
Twitter	<a href="#">@BcnHealthApp</a>
Facebook	<a href="#">HealthApp</a>
Instagram	<a href="#">bcnhealthapp</a>
vimeo	-
Youtube	<a href="#">Bcn HealthApp</a>
Flickr	-
Linkedin	<a href="#">HealthApp</a>
Newsletter?	No
Magazine?	No

LES TÊTES DE L'ART	
Web / Blog	<a href="http://www.lestetesdelart.fr/">http://www.lestetesdelart.fr/</a>
Twitter	<a href="#">@tetesdelart</a>
Facebook	<a href="#">Les Têtes de l'Art</a>
Instagram	-
vimeo	-
Youtube	<a href="#">Les Têtes de l'Art</a>
Flickr	-
Linkedin	<a href="#">Les Têtes de l'Art</a>
Newsletter?	Yes. (Monthly national and quarterly international)
Magazine?	No