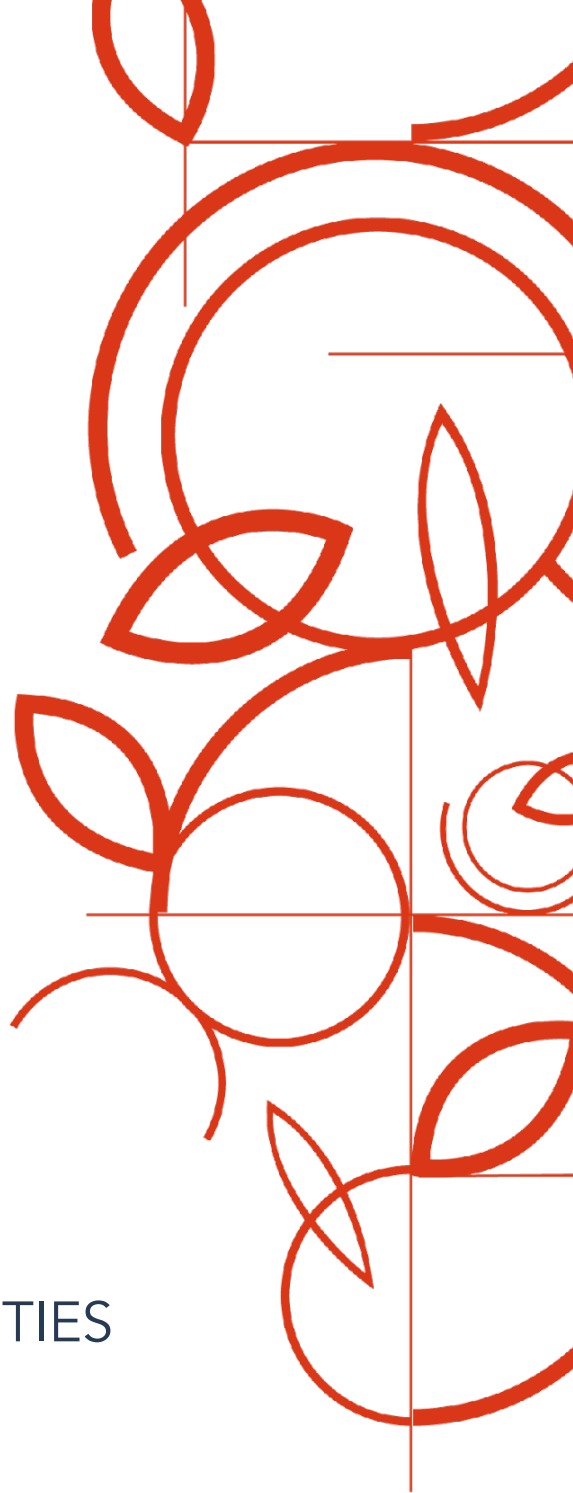




LEVERS



# LEVERS

COMMUNICATION,  
DISSEMINATION &  
EXPLOITATION ACTIVITIES

REPORT M12

Deliverable 5.3



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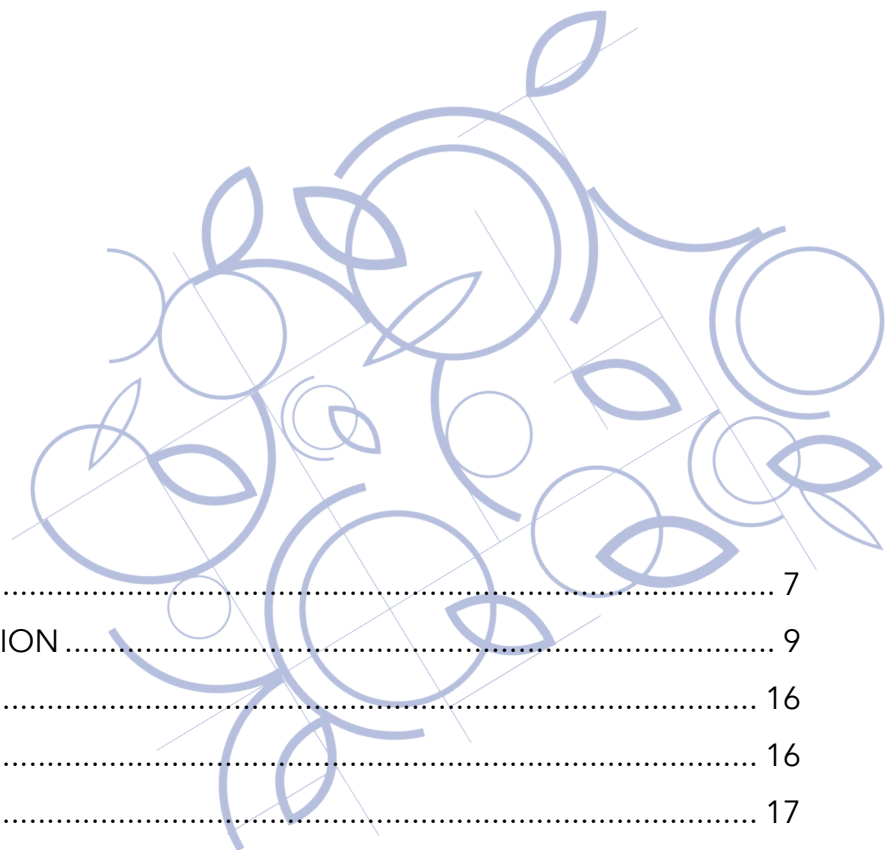
Consortium Members			
1	Trinity College Dublin (School of Education)	TCD	Ireland +
2	Stickydot Srl	SD	Belgium +
3	CSI Centre for Social Innovation Ltd	CSI	Cyprus +
4	Sociedade Afonso Chaves- Associação De Estudos Açoreanos (aka Expolab)	SAC	Portugal (Azores) +
5	Centar Za Promociju Nauke (aka Center for Promotion of Science)	CPN	Serbia +
6	Zavod Za kulturo, umetnost in izobrazevanje Kersnikova (aka Kersnikova)	KERSNIKOVA	Slovenia +
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10*	Forth Together CIC	FOR	UK+
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* Associated Partner			
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Abbreviations	
<i>Abbreviations</i>	<i>Description</i>
CD	Communication and dissemination
CDE	Communication, dissemination and exploitation
OS	Open Schooling
KPI	Key Performance Indicator
DMP	Data Management Plan
DPR	Data Protection Representative
DOI	Digital Object Identifier
D	Deliverable
M	Month
WP	Work Package
T	Task
IP	Intellectual Property
REA	European Research Executive Agency

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# Contents



1	INTRODUCTION .....	7
2	COMMUNICATION & DISSEMINATION .....	9
3	EXPLOITATION .....	16
3.1	Horizon Results Booster .....	16
4	LEARNING VENTURES CD PLANS .....	17
4.1	Local Key Messages .....	17
4.2	Action Plan .....	18
4.3	Risk Analysis .....	19
5	PERFORMANCE ANALYSIS .....	21
5.1	Monitoring the Action Plans .....	21
5.2	KPIs .....	24
6	CONCLUSION .....	25
7	ANNEX A .....	26
8	ANNEX B .....	32
8.1	TCD .....	32
8.2	SD .....	33
8.3	CSI .....	33
8.4	SAC .....	33
8.5	CPN .....	34
8.6	KERSNIKOVA .....	35
8.7	OLF .....	35
8.8	FOR .....	36
8.9	LAT .....	36

## List of Figures

Figure 1 Screenshot of the website homepage .....	11
Figure 2 Screenshot of the MIRO board about Learning Ventures messages .....	18
Figure 3 Screenshot of the Learning Ventures action plans .....	19

## List of Tables

Table 1 Website traffic analytics .....	12
Table 2 Partners' social media channels .....	13
Table 3 Social media reach per channel .....	14
Table 4 Risk analysis .....	20
Table 5 CDE plan .....	21
Table 6 CD actions .....	22
Table 7 Policy .....	23
Table 8 Exploitation actions .....	23
Table 9 KPIs .....	24

# EXECUTIVE SUMMARY

LEVERS develops lifelong learning ecosystems to raise awareness about climate justice, and to co-design educational interventions that support all persons to take meaningful climate action within their communities. Led by diverse and representative locally-organised networks in nine countries, informed by best practices in open schooling, we engage educators, learners, activists, professionals, and policymakers to work together towards a climate-just Europe. This document outlines the key communication, dissemination, and exploitation (CDE) activities undertaken in the first year of the LEVERS project. This report will be updated in month 24 and concluded in month 36.

This report is structured as follows:

- Introduction: This section describes the purpose of D5.3, the partners' responsibilities in terms of coordination, implementation, and reporting, and the contribution to other deliverables.
- Communication and Dissemination: This paragraph lists the communication and dissemination activities carried out at consortium and local levels by each partner.
- Exploitation: This paragraph describes the reflections and exchanges at the project level after 6 months from the beginning of the exploitation task.
- Learning Ventures CD Plan: As stated in D5.1, every Learning Venture adapted and developed a plan inspired by the global LEVERS CDE plan (D5.1). Some of the contents are therefore in the local language.
- Performance Analysis: The advancement of Key Performance Indicators (KPIs) is reported in this section, along with an assessment of the progress of the action plan described in D5.1 and risk monitoring.

# 1 INTRODUCTION

## 1.1 Purpose

The purpose of this document is to report the communication, dissemination and exploitation (CDE) work that has been implemented during the first year (01.03.23-29.02.24) of the LEVERS project. The report describes the CDE actions and plans at consortium and local level, via regional learning hubs known as Learning Venture (LV). LEVERS is a European-wide project and therefore the communication, and dissemination actions has to work at two levels: on the one hand at consortium-level about the project as a whole; and on the other hand, it is articulated at the local level reaching out to the local schools and communities that are implementing the LEVERS approach in nine different countries. The activities and plans at both levels enable the project to achieve the objectives set out in the D5.1 Communication, dissemination and exploitation plan. These objectives are to:

- Communicate and disseminate the project results, action and events to target groups and potentially interested parties
- Raise awareness of the benefits and potential of Open Schooling and cross-sectoral collaboration for improved science education and climate action
- Generate a suite of policy recommendations and advocate for the widespread uptake of the LEVERS approach to Open Schooling

## 1.2 Responsibilities

OLF leads the work package SHARE (WP5) and is in charge of the implementation of the communication, dissemination and exploitation plan. OLF is also responsible for setting up and maintaining the project website.



As participants in WP5, consortium members are responsible for providing regular and timely updates on their actions, events and publications for communication, dissemination and exploitation purposes. This primarily has been done using the dedicated LEVERS tools on the online project internal management portal, which consortium members update themselves.

Learning Ventures and consortium members are also responsible for appropriating the resources provided by OLF to customise their own communication and dissemination assets and to reach their specific communities as explained in Section 3 (page 15).

Therefore, effective development and implementation of the communication and dissemination activities requires and depends on the joint efforts of all eleven consortium members.

### 1.3 Contribution to Other Deliverables

This deliverable directly contributes to: D5.1 Communication, Dissemination & Exploitation Plan and to the communication and dissemination activities tracker in the Grant Management System.

## 2 COMMUNICATION & DISSEMINATION

### 2.1 Actions

The following actions are undertaken to ensure effective and efficient implementation of the communication, dissemination and exploitation strategy:

- Bi-weekly meetings with WP leaders to ensure up-to-date internal communication and external communication and dissemination.

Previously OLF has provided the following activities to support the consortium:

- Workshops dedicated to the CD Local Venture plans were organized on November the 7th. Short interventions to answer questions from the consortium members or clarify tasks and doubts are integrated in the bi-weekly all partners meetings.
- Project dissemination material, templates and brand guidelines have been made available throughout the project on a need basis. Learning Ventures are tasked with adapting them to their local needs, either using internal resources or the Canva platform, which facilitates easy modification of graphics.

### 2.2 Online Internal

Internal monitoring of the communication and dissemination strategy is undertaken by OLF in two spreadsheets (which is accessible to all partners) saved on the project's SharePoint and a Miro board.

- The communication and dissemination activities tracker is available as an online form and a spreadsheet. OLF will simplify the spreadsheet and eliminate the online form based on partners' feedbacks from the first year of use. This plan will be updated to reflect these changes.

- Communication and Dissemination (CD) plans for each Learning Venture, social media handles of consortium partners, and KPIs are recorded in a spreadsheet on the project's SharePoint and are updated regularly.
- A Miro board that helps the analysis of the target groups, including the objectives of the communication, the message, the style, etc.

Learning Ventures and consortium members use the spreadsheets and the MIRO board to input actions undertaken on the consortium and local level of the project.

## 2.3 Online External

### 2.3.1 Website

The [LEVERS project website](#) is the primary hub for project communication and a portal for the dissemination of key public project deliverables. It provides a pathway for stakeholders and consortium members to access project results in order to increase the reach of project dissemination and lasting impact of outputs and results. OLF is responsible for the management and monitoring of its content.

The website sections include the "About" section with generic information about LEVERS and the consortium members, "Resources", with public deliverables and relevant educational resources (not yet published), "News", with different entries about main themes and Learning Ventures, and "Contact" section to get in touch. A parallel menu includes "How we work" to describe the methodologies and systems that inform our activities and nine pages dedicated to Learning Ventures that include: "Context", "Mission & Vision" and "Why should people get involved" in English and national/regional languages.

The website was published in M7 and is updated at strategic moments in the project. As soon as the Learning Framework and the Field Guide have

been developed and validated, a conversation about the website was launched in M11.



Figure 1 Screenshot of the website homepage

The plan is to design 3 different ways of navigating the website based on needs and motivations of visitors to the LEVERS website, e.g. "I want to learn more about setting up a Learning Venture"; "I want to discover the LEVERS methodology and systems"; "I want to step into action and develop a climate activity". The content accessible to each journey will be the same but accessed differently and from different entry points.

The total number of unique visitors of the LEVERS website so far is 662.

Unique visitors LEVERS website	
<i>Month</i>	<i>n</i>
July 2023	100
August 2023	92
September 2023	88
October 2023	80
November 2023	67
December 2023	69
January 2024	71
February 2024	95

Table 1 Website traffic analytics

### 2.3.2 Social media channels

Mastodon, LinkedIn and Instagram are the social media channels used by the LEVERS project at consortium level. Peertube will be used to post and promote dynamic media content (videos) developed over the course of the project. These specific channels were selected to be as much as possible coherent with the ethics and sustainability of LEVERS.

Social media channels have been branded with the project look and feel following the design brand guidelines. The social media channels are managed by OLF on a strategic basis. The initial 6 months of the project were dedicated to building skills within the consortium partners, followed by 4 months focused on creating their Communication and Dissemination plans in collaboration with local Learning Ventures. Beginning in month 10, there has been a consistent presence on these channels, with a minimum of one post made weekly across them. These posts aim to promote: a) elements of the Learning Framework, b) initiatives from the Local Ventures, c) external resources aligned with LEVERS objectives or inspiring for consortium members and Local Ventures, and d) blog posts.

It should be noted that consortium members maintain their own selected channels, where they have built an audience with their target groups, through which they communicate LEVERS at the local level.

Partners' social media channels	
Social media channel	Partners
Instagram	SAC, CPN, KERSNIKOVA, OLF, UCL, LAT
X	TCD
Facebook	SAC, CPN, KERSNIKOVA, OLF, LAT
LinkedIn	SAC, CPN, OLF, UCL
Youtube	SAC, CPN, KERSNIKOVA, OLF

Table 2 Partners' social media channels

Consortium members and Learning Ventures are requested to always tag the LEVERS project across all platforms accompanying the mandatory #H2020 and #Leversforclimate hashtags. Other hashtags to include, space permitting, are:

- #ClimateJustice
- #OpenSchooling
- #ClimateAction
- #Sustainability
- #ClimateChange
- #HorizonEurope
- #ScienceEducation
- #Climateemergency
- #Climatecrisis
- #Environment
- #Ecotransition

Social media reach per channel	
Social media	Followers/Subscribers
Linkedin	88
Mastodon	10
Instagram	264

Table 3 Social media reach per channel

### 2.3.3 Blog posts

The blog functionality of the website under the section “news” is a dedicated space to explore specific topics linked to LEVERS. It highlights the experiences and knowledge learned through the development of the Learning Ventures. These are short form articles of 500 words. It includes tag categories by topics and location.

One blog post is published per month. All consortium members are responsible for providing regular content, when prompted, for the blog. OLF is responsible for the management and monitoring of its content. This is an ongoing process in line with the CDE plan.

Four blog posts have been published so far:

- How bees and butterflies are saving our planet
- LEVERS project showcased in the “Science Festival in Antonio Borges Garden”
- What will be eating in 2050?
- Maker education and sustainability

### 2.3.4 Newsletter

The monthly Open Schooling Together, a joint collaboration with 15+ European projects, newsletter was decided to be used by the LEVERS project to reach out to the Open Schooling and science education community and spread the word about how schools, local communities, policy-makers, museums, sciences centres and other local stakeholders can rethink learning boundaries.

OLF participates at monthly editorial meetings to organize the newsletter and has contributed with three articles and announcements in the first year of the LEVERS project.

The LEVERS website will soon contain a signup form where members of the public can sign up to the Open Schooling Together newsletter.

## 2.4 Online External

### 2.4.1 Printed material

OLF designed and printed a poster and a pop-up banner to be used at conferences and workshops increasing the awareness of LEVERS actions. The original template has been made available to members via SharePoint and Canva to facilitate the modification of the graphics and text according to punctual needs.

### 2.4.2 Local and European wide events and conferences

LEVERS has participated in both local events (events held in the Learning Ventures region or else) and European wide events.

LEVERS has been represented at the following events on a European level:

- ECSITE conference (15-17/06/2023)
- Innovating European Education: Open Schooling as a boost for Europe's skills (26/06/2023)
- CONNECT OS Conference (6-7/07/2023)

Led by OLF, the members of the consortium will continue monitoring forthcoming opportunities and are free to apply to dissemination opportunities. These will be applied to and participated in on an ad hoc basis.



## 3 EXPLOITATION

OLF participated in the Horizon Results Booster webinar on November the 14th supported by the European Commission. The webinar illustrated the various services available for dissemination and exploitation activities. LEVERS is mainly interested to the Exploitation Strategy of the exploitable results which will be identified over the next months. The results might encompass not only tangible products, processes or services, but also a new policies, standards, training courses, and inputs for future projects.

### 3.1 Horizon Results Booster

The free-of-charge services are provided by experts and cover several paths in Dissemination and Exploitation activities, notably 1) Clustering R&I projects, in a portfolio of similar/complementary project results 2) Development of exploitation potential and 3) Improving the access to market.

Among the services offered by the Horizon Results Booster, LEVERS is interested in Service 1 – Portfolio Dissemination & Exploitation Strategy, a coaching that includes 3 modules: identification and creation of the portfolio of R&I project results (Module A), portfolio dissemination plan – design & execution (Module B) and Assisting projects to improve existing strategy (Module C).

LEVERS is currently evaluating with the Open Schooling Together network whether to participate together to Horizon Results Booster to cement the existing network of Open Schooling EU funded projects. This joint collaboration would maximize the impact of exploitation actions and it's recommended by the European Commission. However it demands a higher level of coordination among partners and the need to align exploitation objectives.

## 4 LEARNING VENTURES CD PLANS

Learning Ventures have been asked to adapt the LEVERS CD plan to their local context guided by two templates:

- A Miro board about key messages including
  - local key messages in national language(s)
  - strategies to recruit participants for educator training
  - strategies to recruit learners to engage in the Learning Ventures
  - reflections on writing style guidelines in national language(s)
- An action plan spreadsheet including
  - target audiences to reach
  - an editorial plan for the Learning Venture social media
  - media identification for potential collaborations
  - national networks, conferences and events
- A risk analysis spreadsheet

### 4.1 Local Key Messages

Learning Ventures were asked to list three main target groups (consistently to the target groups identified in the consortium CDE plan). The partners were then asked to indicate the objective of the communication, the message to convey (in a detailed and resumed form) and the advantage of the recipient in engaging in the communication with the Learning Ventures for each of the three groups previously identified. They were also tasked with identifying the most suitable media for communication and the appropriate style to employ. This reflective exercise aimed to assist Learning

Ventures in adapting their communication strategies to maximize impact. This exercise recognized the necessity of not presuming that recipients are inherently ready to engage in discussions about LEVERS, but rather aims to discern their needs and motivations. This understanding guided efforts to invest time and resources in meaningful exchanges.

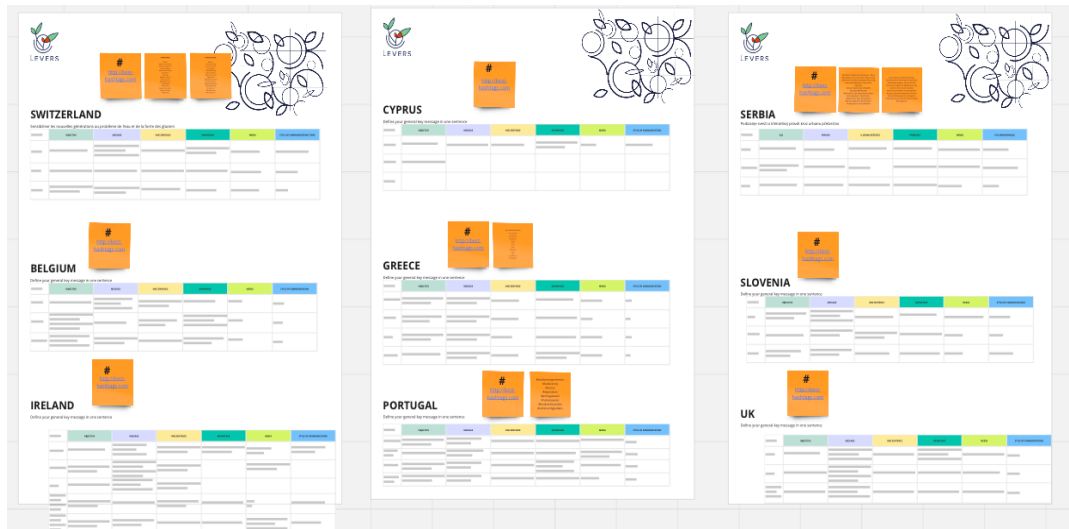


Figure 2 Screenshot of the MIRO board about Learning Ventures messages

The Learning Ventures message analysis are reported in Annex A.

## 4.2 Action Plan

Consortium members were asked to make a CD action plan to be updated regularly. They were asked to include the following in their plan:

- The description of the audience (e.g. Société du logement de la région de Bruxelles-Capital) and the type (e.g. Government and policymakers) of their Learning Venture
- The description of the media (e.g. TV – RTP Açores Hoje Program) and the kind of media (e.g. TV)
- The conferences (e.g. ESOF), events (e.g. Food Waste Action Week) and networks (e.g. B.Creative) that each consortium member plans to attend and reach

- An editorial plan for the social media publication

The action plans are live documents. These are used as a reference and a tool to plan the actions and resources that each consortium member and Learning Venture is investing in communication and dissemination actions.

TCO	AUDIENCE (EVENTS & MEDIA)	DESCRIPTION	SD	AUDIENCE (EVENTS & MEDIA)	DESCRIPTION	CS	AUDIENCE (EVENTS & MEDIA)	DESCRIPTION	ISC	AUDIENCE (EVENTS & MEDIA)	DESCRIPTION	CPN	AUDIENCE (EVENTS)
	Citizens		Formal education	SRLB		Formal education	University of Cyprus, University of Nicosia		Citizens	2023-08-11 Festival de Ciências no Jardim António Borges		Formal education	
	Citizens	Sharing Open Call workshop	Non-formal/Informal education	CIMA		Formal education			Citizens	Citizens & Civil Society - 2023-09-29 European Researchers Night of Maracanejo		Formal education	
	Formal education		Citizens	SOP		Formal education			Citizens	Citizens & Civil Society - 2023-08-09 Ciências Viva no Verão - A passo de dança!		Formal education	
	Formal education		Research organisations			Formal education			Citizens	Citizens & Civil Society - 2023-09-02 Ciências Viva no Verão - Plantar refloresta de biodiversidade		Formal education	
	Formal education		Government and policymakers	SOCIÉTÉ DU LOGEMENT DE LA REGION DE BRUXELLES-CAPITALE		Formal education				Civil society & Business and industry & Research organisations & Government and policymakers - 2024/24 Awareness Event on the Portuguese IV - What is LEVERS and How can you join it?		Formal education	
	Formal education		Formal education			Formal education			Formal education	Formal education - 2024 - Accredited Course for Teachers on Biodiversity Protection (12 hours)		Formal education	
									Formal education	Formal education - 2025 - Accredited Course for Teachers on Biodiversity Protection (12 hours)			
									Citizens	Citizens - Movie Session and Debate on Climate Justice: The Endangered Generation?			
									Non-formal/Informal education	Non-formal/Informal education - LEVERS Young Ambassadors Science & Technology Club: Examples			
									Citizens	Citizens - CineClã - Sema da Escola International Environmental Film Festival & Debates			
									Citizens	2023 - TV - RTP Açores - Açores Hoje Program			
	Radio	RTE News	Radio	RTBF TV and radio		Radio	2024 - sigma tv		TV	2023 - TV - RTP Açores - News			Radio
	TV	Meyers Radio	Radio	Rizz (online magazine)		Radio	2024 - Radio press		TV	2023 - Radio - RSP Açores - Jorنال			Radio
	TV	Nation wide	Radio			Radio			Radio				Radio

Figure 3 Screenshot of the Learning Ventures action plans

The Learning Ventures action plans are reported in Annex B.

### 4.3 Risk Analysis

Consortium partners responsible for delivering Learning Ventures created a risk analysis of their communication and dissemination strategy. The aim of this exercise is to prepare for responding effectively to lower responses in Communication and Dissemination actions.

Risk	Response
<b>TCD</b>	
Competing community/ climate stories	Work with TCD comms office
Low participation at events	Brought on Comms support within team
<b>CSI</b>	
Low participation from stakeholders	Targeted messaging; already contacted networks to increase our reach
<b>SAC</b>	
Low participation at an event	Increase dissemination through mailing lists, social networks,
Local media do not promote submitted press releases	Increase direct contacts with journalists, who are more effective
<b>KERSNIKOVA</b>	
Low engagement	Targeted messaging; collaboration with local NGOs and experts; storytelling
Low reach of girls	Develop content that is engaging to girls aspirations, use inclusive language, using the feminine form of gender in communication
<b>OLF</b>	
Media are not interested to publish news about LEVERS	Consult ASAP journalists to understand their publication policies
<b>LAT</b>	
Booking venues for theatre play is a competitive process	Arrange meetings with different venues at least 12 months prior to production
In the event of working with small venues, LV has to carry the burden of promoting events	Try and work with venues with established audience and reach

Table 4 Risk analysis

# 5 PERFORMANCE ANALYSIS

## 5.1 Monitoring the Action Plans

The CD action plan is being followed quite accurately, while the exploitation actions have been delayed to follow the setup of the Learning Ventures and a realistic evaluation of the assets to exploit.

Task 5.1 CDE PLAN			
5.1.1	Preparation of the CDE plan	M1-M4	Delivered
5.1.2	Presentation of the CDE plan to the consortium members	M4	Delivered
5.1.3	Workshop with the consortium members based on the CDE content	M5	Delivered
5.1.4	Diffusion of templates	M4	Delivered
5.1.5	Publication of the website	M5	Delivered
5.1.6	Set up of social media channels	M4	Delivered
5.1.7	Regularly update the Gitbook version of the CDE	M4-M36	On-going
5.1.8	Update of the CDE plan	M18	

Table 5 CDE plan

Task 5.2 CD ACTIONS			
5.2.1	Definition of a local key messages	M4	Delivered
5.2.2	Participate in Open School Together group and contribution to the newsletter	M1-M36	On-going
5.2.3	Publish stories on website	M5-M36	On-going
5.2.4	Publish news on social media	M4-M36	On-going
5.2.5	Production of multimedia support materia	M8-M36	
5.2.6	Learning Ventures adapt the CD plan to local context	M5-M6	Delivered
5.2.7	Participations in conferences	M1-M36	On-going
5.2.8	Produce sustainable goodies (stamps & postmarks)	M8	
5.2.9	Produce template for poster	M10	Delivered
5.2.10	Publication of scientific articles (interested partners	M12-M36	
5.2.11	Publish on local or national media (Learning Ventures)	M10-M36	
5.2.12	Publish resources on the website	M6-M36	On-going
5.2.13	Publish resources on other platforms	M6-M36	
5.2.14	Alignment with FOR and T1.2 to ensure that the Learning Ventures Field Guide published in M12 and M32 will reach the expected number of readers and users	M7	

Table 6 CD actions

Task 5.3 POLICY			
5.3.1	Co-creation session about policy	M13	
5.3.2	Policy brief	M16	
5.3.3	Policy local actions	M18, M22	

Table 7 Policy

Task 5.4 EXPLOITATION ACTIONS			
5.4.1	Alignment with LAT and T2.3	M5	Delivered
5.4.2	Discussion on how each participant is hoping to use the results of the project to pave the ground for a coherent exploitation	M8, M12	
5.4.3	Introductory workshop with the Learning Ventures	M8	
5.4.4	Workshops with experts and WP leaders dedicated to identified exploitable assets	M17-M25	
5.4.5	Meetings about exploitation	M12, M15, M18	
5.4.6	Learning Ventures longevity and exploitation roadmap	M12-M24	
5.4.7	Production of a context-specific business model	M12-M18	
5.4.8	Identification of exploitable assets	M17	
5.4.9	Final presentation of business models	M20	
5.4.10	Participate in EC Horizon Results Booster programme	M18-M25	
5.4.11	Workshop with TCD consultant	M18	
5.4.12	Connecting with industry stakeholders	M26-M36	

Table 8 Exploitation actions



## 5.2 KPIs

Target performance indicators were set in order to measure the success of the project's communication, dissemination and exploitations activities.

KPIs	Target Value	Objective	Status
Traffic towards the website	Unique visitors	5000	662
Social media accounts	Followers across platforms Instagram, LinkedIn, Mastodon and Peertube	3000	362
Newsletters	Subscribers	1000	n/a
Events	Presentations	30	4
	Researchers reach	250	5
	Industry reach	180	13
	Policymaker reach	150	5
Publications	Scientific	4	
	Non-scientific	3	1
Video diaries and blog posts	Stories/blogs published on the LEVERS website	20	1
Clustering with other EU projects	Networking meetings	20	1
Promotion of Learning Framework and Field Guide	Reach of educators through project network	7500	
Presentation of Policy LEVERS recommendations	Reach of policymakers	150	
Climate Justice for Educators training	Reach of educators	260	

Table 9 KPIs

## 6 CONCLUSION

The ongoing implementation of communication, dissemination, and exploitation actions aligns with the established plans. Consortium members are expected to augment resources in the project's 2nd and 3rd years as Learning Ventures become fully established and operational.

Specifically, they will prioritize actions aimed at recruiting learners for Learning Ventures and the trainings, engaging target audiences and enhancing visibility through media channels, while consortium-wide efforts will focus on extensive website updates, participation in the Horizon Booster Programme (application until May 7<sup>th</sup>), and video production initiatives.

In the coming months, LEVERS will generate a suite of policy recommendations. The CDE actions in the project will be crucial to sharing this information to relevant stakeholders.

Ultimately, these endeavors seek to optimize LEVERS' impact and outreach.



# 7 ANNEX A

Learning Ventures Key Messages analysis

# SWITZERLAND

Sensibiliser les nouvelles générations au problème de l'eau et de la fonte des glaciers

TARGET GROUP	OBJECTIVE	MESSAGE	ONE SENTENCE	ADVANTAGE	MEDIA	STYLE OF COMMUNICATION/ TONE
<b>ENRÊTIMENTS</b>	Les faire participer avec leurs collègues aux workshops organisés par l'ONG.	Avec les ateliers de sensibilisation de l'ONG, nous pouvons sensibiliser nos élèves aux problèmes de l'eau et de la fonte des glaciers et les rendre plus conscients de leur rôle dans le programme scolaire. Ils recevront également des ateliers sur le thème.	Sensibilisation des élèves de manière innovante à la destination des ateliers de leur programme de l'école.	Des ateliers interactifs, des ateliers dans lesquels les élèves apprennent par la pratique. Ces ateliers peuvent facilement s'intégrer au programme scolaire.	Facebook, newsletters, mail personnalisé	Direct, joyeux, donner des exemples d'activités
<b>PROFESSEURS</b>	Construire la confiance des enseignants à l'égard de l'ONG et leur faire connaître les ateliers de l'ONG.	L'ONG propose des programmes de développement des connaissances, des ateliers et des ateliers culturels et récréatifs.	L'ONG propose des programmes de développement des connaissances adaptés à la fois à leur niveau scolaire et à leur âge.	Nos ateliers sont adaptés et nous pouvons organiser des ateliers qui s'intègrent à leur programme.	Workshops, mail, communication de presse	Formel, collaboratif, organisé
<b>ASSOCIATIONS</b>	Les impliquer dans la création de workshops en partenariat avec les ONG locales et nationales afin de leur offrir un soutien et de leur offrir un soutien financier.	Nous avons vu nos ateliers et sommes intéressés pour créer un programme avec des ateliers connectés à votre offre et augmenter le soutien de la part de vos collègues.	Ces ateliers sont adaptés pour être plus grands.	Ces ateliers sont adaptés pour être plus grands.	Workshops, ateliers, conférences physiques	Engagé, informel

# UK

Define your general key message in one sentence

TARGET GROUP	OBJECTIVE	MESSAGE	ONE SENTENCE	ADVANTAGE	MEDIA	STYLE OF COMMUNICATION
<b>BUSINESS &amp; INDUSTRIES</b>	Make awareness of UK and its products to support local jobs and skills development.	No business can get to market without partnership working. No business can get to market without support from government. We are working with industry and supply chain. Share L2C2B approach.	A good business decision is a good (climate) decision (and vice versa).	From effective and efficient about the current situation, we can move to a more sustainable future. We can move to a more sustainable future by using a lot of local.	Events, LinkedIn, Facebook, Twitter, YouTube (YouTube)	Direct & Informal
<b>EDUCATION</b>	Make awareness about UK's future (water and green skills) and its importance to local climate-related agency in students.	Building green skills is critical to climate progress but they are overlooked in favor of hard technical or digital green skills. We are working with industry and supply chain to build green skills. We are working with industry and supply chain to build green skills. We are working with industry and supply chain to build green skills.	Green skills supported through Open Learning which is climate-related agency in part of any job role.	Can be tailored to specific needs and interests for digital and web-skills.	Events, Talks & Forums, LinkedIn, Articles in various webinars, TV webinars (YouTube)	Direct & Informal
<b>NON-FORMAL EDUCATION (INCLUDING POLICY MAKERS I.E. LOCAL GOVERNMENT)</b>	Make awareness about the benefits of green skills being taught in schools and colleges to help build a green economy.	Climate education supports local business ecosystems - the settings in which we encourage local business and innovation. In community groups, in schools and colleges. Share L2C2B approach.	Local climate-related agency in part of any job role.	Local climate-related agency in part of any job role.	Events, Talks & Forums, LinkedIn, Newsletters, TV webinars (YouTube)	Direct & Informal

# SLOVENIA

Define your general key message in one sentence

TRAJNA DOKAJ	OBJEKTIVE	MESSAGE	ONE SENTENCE	ADVANTAGE	MEDIA	STYLE OF COMMUNICATION
<b>NEKAKRNI</b> 1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	Nei vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	poravnava, nova strategija in novi načini komunikacije	izključno avdiovizualni, tekst, video, socialni mediji, različne platforme	Mikrosocialni mediji, družabni mediji
<b>POLITIČNA</b> 1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	raznoličnost, vključuje vsaj dva ključna sporočila in različne načine komunikacije	izključno avdiovizualni, tekst, video, socialni mediji, platforme	komunikacijski mediji, družabni mediji
<b>ASOCIATIVNO</b> 1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	medija, vsebinsko, različni načini komunikacije	Družabni mediji, socialni mediji, platforme	komunikacijski mediji, družabni mediji



# SERBIA

Podizanje svesti o klimatskoj pravdi kroz urbano pčelarstvo

TRAJNA DOKAJ	OBJEKTIVE	MESSAGE	ONE SENTENCE	ADVANTAGE	MEDIA	STYLE OF COMMUNICATION
<b>NEKAKRNI</b> 1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	raznoličnost, vključuje vsaj dva ključna sporočila in različne načine komunikacije	Družabni mediji, socialni mediji, platforme	komunikacijski mediji, družabni mediji
<b>POLITIČNA</b> 1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	raznoličnost, vključuje vsaj dva ključna sporočila in različne načine komunikacije	Družabni mediji, socialni mediji, platforme	komunikacijski mediji, družabni mediji
<b>ASOCIATIVNO</b> 1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	1) vključuje vsaj dva ključna sporočila 2) vključuje aktivnosti, povezane s podnebno spremembo, oprijemljive za različne skupine ciljne publike 3) vključuje predložilo in vsebinsko vsestvarno slovo	medija, vsebinsko, različni načini komunikacije	Družabni mediji, socialni mediji, platforme	komunikacijski mediji, družabni mediji

Send feedback



# PORTUGAL

Define your general key message in one sentence

	OBJECTIVE	MESSAGE	ONE SENTENCE	ADVANTAGE	MEDIA	STYLE OF COMMUNICATION
<b>TABLET GROUP</b>						
<b>FORMAL EDUCATION: Teachers</b>	Deixar de ser apenas uma presença na aula e tornar-se um parceiro ativo no processo de aprendizagem. Verificar a compreensão dos alunos (check for understanding).	Projetos LEVERs ajudam a desenvolver a aprendizagem. Como se podem desenvolver os conteúdos curriculares? Que atividades podem desenvolver os conteúdos curriculares?	A presença da aprendizagem ocorre antes da produção da aprendizagem e depois da avaliação.	Os professores estão melhor informados e capacitados para promover o conhecimento parte do aluno.	Online: LinkedIn, Facebook, Newsletter, e-mail, Twitter, EdU, Ofertas, Conversas presenciais, reuniões por videoconferência.	Directo, formal.
<b>CITIZENS: Citizens and Parents</b>	Projetos LEVERs ajudam a desenvolver a aprendizagem. Como se podem desenvolver os conteúdos curriculares? Que atividades podem desenvolver os conteúdos curriculares?	Projetos LEVERs ajudam a desenvolver a aprendizagem. Como se podem desenvolver os conteúdos curriculares? Que atividades podem desenvolver os conteúdos curriculares?	A participação da aprendizagem ocorre antes da produção da aprendizagem e depois da avaliação.	Os pais participam e ajudam a dar suporte aos seus filhos. Os professores estão melhor informados e capacitados para promover o conhecimento parte do aluno.	Online: Facebook, Instagram, Newsletter, Ofertas, Local message, local bulletins, Local TV programs, reuniões com associações locais.	Directo, informal.
<b>CITIZENS: citizens (12 years old)</b>	Projetos LEVERs ajudam a desenvolver a aprendizagem. Como se podem desenvolver os conteúdos curriculares? Que atividades podem desenvolver os conteúdos curriculares?	Projetos LEVERs ajudam a desenvolver a aprendizagem. Como se podem desenvolver os conteúdos curriculares? Que atividades podem desenvolver os conteúdos curriculares?	A participação da aprendizagem ocorre antes da produção da aprendizagem e depois da avaliação.	São capazes de estabelecer parcerias com os professores e pais. São capazes de estabelecer parcerias com os professores e pais.	Ofertas, Cartazes, livros com os professores, e-mail, impressões, livros de Ofertas de Cursos, Escolas, Escolas.	Directo, informal.
<b>Governance &amp; development: local entrepreneurs</b>	Projetos LEVERs ajudam a desenvolver a aprendizagem. Como se podem desenvolver os conteúdos curriculares? Que atividades podem desenvolver os conteúdos curriculares?	Projetos LEVERs ajudam a desenvolver a aprendizagem. Como se podem desenvolver os conteúdos curriculares? Que atividades podem desenvolver os conteúdos curriculares?	A participação da aprendizagem ocorre antes da produção da aprendizagem e depois da avaliação.	Mais recursos para a implementação dos projetos.	Online: e-mail, vídeos, Ofertas, reuniões, eventos.	Directo, formal.

# IRELAND

Define your general key message in one sentence

	OBJECTIVE	MESSAGE	ONE SENTENCE	ADVANTAGE	MEDIA	STYLE OF COMMUNICATION
<b>TABLET GROUP</b>						
<b>Formal education:</b>	Get teachers and students (or all well) involved in a learning activity for a year.	get involved LEVERs - share learning - get support through professional learning series - several classes - all to get done, just as normal - all to get done, just as normal	LEVERs advocate an alternative educational approach which allows educators to use an alternative approach to provide people with the skills to take classes online in your area.	See examples of reviews, materials and case studies from the team. LEVERs community to support you and your school. LEVERs and support for your school in your area.	Through teacher networks online. Direct to schools - teachers. Social media: Instagram.	Formal (collaborative not competitive), formal, supportive (not administrative), informal (supporting) (how good is this? WP?)
<b>Non-formal/Informal education:</b>	Many good activities around classes (such as the space for students to work with their group to connect events to their own interests, interests and skills) and it is up to the teachers to make it happen.	Share learning - support through professional learning series - all to get done, just as normal - all to get done, just as normal	How you're connecting an idea for a lifetime action project in your area. LEVERs and support for your school in your area.	See examples of reviews, materials and case studies from the team. LEVERs community to support you and your school. LEVERs and support for your school in your area.	Through Community networks (in PNL, GEDs, etc.) meetings. LEVERs, E. books (Y, LinkedIn and Social)	Formal (collaborative not competitive), formal, supportive (not administrative), informal (supporting) (how good is this? WP?)
<b>Gifted ability:</b>	Get people to take classes for you (such as learning) because of their ability to help.	get involved LEVERs - share learning - get support through professional learning series - all to get done, just as normal - all to get done, just as normal	How you're connecting an idea for a lifetime action project in your area. LEVERs and support for your school in your area.	See examples of reviews, materials and case studies from the team. LEVERs community to support you and your school. LEVERs and support for your school in your area.	Through Community networks (in PNL, GEDs, etc.) meetings. LEVERs, E. books (Y, LinkedIn and Social)	Formal (collaborative not competitive), formal, supportive (not administrative), informal (supporting) (how good is this? WP?)
<b>Entrepreneurs, community leaders, business, training, professional, NGOs, businesses:</b>	LEVERs share examples and inspire from different types of activities, events and types of experiences to include content.	LEVERs will share experiences from Irish, LEVERs and other case studies from water, adult.	The work is hard, and often only make a small impact. LEVERs and support for your school in your area.	LEVERs has a monthly newsletter for members and social media channels (Y, LinkedIn and Facebook).	Newsletter. LinkedIn.	Informal - Supporting (how good is this? WP?) - sharing experiences, vulnerability.
<b>Entrepreneurs, community leaders, business, training, professional, NGOs, businesses:</b>	LEVERs suggest people to read books on individual and professional members to have a better approach and build collaboration advantage.	LEVERs will support others to have better approaches through networking and supporting opportunities and will be able to provide support through professional learning series.	Classroom action is essential in making the change from the current state to the future - providing support for others to make the change.	LEVERs will provide a 2 year plan a year for members and social media channels (Y, LinkedIn and Facebook).	Newsletter. LinkedIn. Social media: Instagram, Facebook, Twitter, YouTube, etc.	Formal (collaborative not competitive), formal, supportive (not administrative)
<b>Regional alliances of schools, community networks, NGOs, businesses, etc.</b>	LEVERs work with networks of schools, communities in one area to research the technology and implementation of the technology and implementation of the technology.	LEVERs will work with teachers to create plans to support the change in their schools.	There are few funding opportunities for schools and other water companies to work together towards climate action with other schools.	LEVERs will share with teachers on behalf of LEVERs members and social media channels (Y, LinkedIn and Facebook).	Newsletter. LinkedIn. Social media: Instagram, Facebook, Twitter, YouTube, etc.	Formal - community project outcomes to educators, academics and policymakers. Informal - supporting (how good is this? WP?) - sharing experiences, vulnerability.

# CYPRUS

Define your general key message in one sentence

TARGET GROUP	OBJECTIVE	MESSAGE	ONE SENTENCE	ADVANTAGE	MEDIA	STYLE OF COMMUNICATION
YOUNG ADULTS	Inform about the importance of supporting initiatives in the intersection of climate justice and green economy	Climate justice is compatible with green entrepreneurship	Climate justice meet green entrepreneurship	Young adults equipped with the knowledge to build an economy that takes into account the principles of climate justice	Instagram/ Facebook	Balance between formal and informal
POLICY MAKERS	Inform about the importance of supporting initiatives in the intersection of entrepreneurship and climate justice					
ASSOCIATIONS						

# BELGIUM

Define your general key message in one sentence

TARGET GROUP	OBJECTIVE	MESSAGE	ONE SENTENCE	ADVANTAGE	MEDIA	STYLE OF COMMUNICATION
MEMBERS OF QUARTERS	Impliquer les habitants du quartier dans la définition d'un programme pour le Q4Q4	<ul style="list-style-type: none"> <li>Participer à leur initiative</li> <li>Être à l'écoute d'histoire et de solutions pour notre environnement, un lieu plus viable</li> </ul>	Vous souhaitez améliorer vos conditions de vie et de quartier ? Un tel espace existe ? Participez à nos ateliers pour le construire ensemble.	Activités pour vous et vos enfants Faire découvrir le projet aux membres du quartier	Partir à pied Facebook et LIJSL	Direct, Informel
POLICY MAKERS	Les impliquer pour qu'ils soient acteurs à travers un lieu où les habitants comprennent les implications de leurs politiques des Quartiers Partir de choisir un lieu Histoires et enjeux. Avenir à ce que le Q4Q4 mette un plan à son échelle dans le développement du quartier	Il y a des implications pour la santé publique	Les implications les plus subtilement sont celles qui se trouvent le plus en regard de l'air. Il s'agit d'un véritable problème auquel il faut répondre.	Faire un plan pour agir sur les lieux de travail urbain que nous nous soucions Participer à nos ateliers par département Mettre à disposition des membres du quartier Programme de la Belgique de quartier	Relevés Mails personnalisés	Direct, formel
ASSOCIATIONS (DIP et CSMA)	Impliquer les Q4Q4 dans la participation de quartier Impliquer le Q4Q4 dans la LIJ Participer à nos ateliers pour le quartier Partir de choisir un lieu Histoires et enjeux. Avenir à ce que le Q4Q4 mette un plan à son échelle dans le développement du quartier	Impliquer nos membres Nous soutenons votre population vivante qui nous implique dans les décisions de quartier et de quartier	Engager votre public, agir sur le changement climatique et à regarder les nouvelles compétences en cours de route.	Sensibiliser au changement climatique De nouvelles approches et compétences pour nos publics Un changement tangible	Ateliers Mails personnalisés	Direct, formel

# GREECE

Define your general key message in one sentence

TARGET GROUP	OBJECTIVE	MESSAGE	ONE SENTENCE	ADVANTAGE	MEDIA	STYLE OF COMMUNICATION
<b>Non-formal/informal education:</b>	Collaborate to provide programmes that support schools and students in implementing climate neutral school programmes.	Collaborate to form a united advocacy front for raising awareness on climate neutrality and harness the benefits of the European Green Deal.	Partner up for climate neutral learning	Group most likely to adopt and mainstream LEVDS practices	Invites to events, social media	Informal
<b>POLICY MAKERS</b>	Encourage their commitment to publicly support the awareness of climate neutral school in order to increase awareness and	Aligning policies and messages with the European Green Deal will have social and economic benefits for citizens and youth.	Climate neutral schools for Greece 2.0	Public support from policymakers drives in support from sponsors, donors and funders both at local and EU levels	Invites to events	Formal
<b>Civil Society</b>	Collaborate to provide programmes that support schools and students in implementing climate neutral school programmes.	Collaborate to form a united advocacy front for raising awareness on climate neutrality and harness the benefits of the European Green Deal.	Partner up for climate justice	Group most likely to join the LV and help raise its profile	Invites to events, social media	Informal
<b>Formal education:</b>	Grow the momentum of advocacy for climate neutral schools through teachers and school administrators	Collaborate to form a united advocacy front for raising awareness on climate neutrality and harness the benefits of the European Green Deal.	Partner up for climate neutral schools	Information of the programme in schools demonstrate proclivity to join the activity and also acts as a case study for presenting to prospective donors and funders	Invites to events, social media	Formal

Send feedback



## 8 ANNEX B

### Learning Ventures Communication & Dissemination Plan

#### 8.1 TCD

Conferences	List the conferences that you plan to attend
Ecsite 2024	
Events	List the events that you plan to attend
LEVERS LV Tour Feb 2024	
LEVERS LV Open Night 2024	
Networks	List the network that you plan to contact
ESD Stustainability Launch	
Board na mona go green converence 2023	
Ubuntu	
Irish Sustainability Schools Network	
Media	List the name of the media you plan to contact and its kind (TV, radio...)
Radio	RTE News
TV	Midwest Radio
TV	Nation wide
TV	News2Day (kids news)
Radio	RTE Radio 1 (Claire Byrne/ Morning Ireland)
Newspaper and magazines	Irish Times
Newspaper and magazines	Regional Mayo
Newspaper and magazines	
Newspaper and magazines	

## 8.2 SD

Conferences	List the conferences that you plan to attend
Ecsite 2024	
Events	List the events that you plan to attend
Midi du logement	
Networks	List the network that you plan to contact
Good wave	
Media	List the name of the media you plan to contact and its kind (TV, radio...)
TV	RTBF
Magazine	Bruzz

## 8.3 CSI

Media	List the name of the media you plan to contact and its kind (TV, radio...)
Tv	2024- sigma-tv
Radio	2024- Radio proto

## 8.4 SAC

Conferences	List the conferences that you plan to attend
2024-MAR Encontro Regional de Educação Ambiental	
2024-MAY SciComPT 2024	
2025-JUN Escite 2025	
Networks	List the network that you plan to contact
2024-MAR 22° Encontro Rede de Centros Ciência Viva	

2024-MAY Encontro Anual Centros de Ciência dos Açores	
Media	List the name of the media you plan to contact and its kind (TV, radio...)
TV	2023 - TV - RTP Açores - Açores Hoje Program
TV	2023 - TV - RTP Açores - News
Radio	2023 - Radio - RDP Açores - Interllhas
Radio	2023 - Radio - RDP Açores - Perto de Si
Web	2023 - web - Festival de Ciência no Jardim Jul
Web	2023 - web - Festival de Ciência no Jardim Ago
TV	2024 - TV -RTP Açores - Açores Hoje (Portuguese LV public presentation)

## 8.5 CPN

Conferences	List the conferences that you plan to attend
ESOF 2024	
Ecsite 2024	
Events	List the events that you plan to attend
Sajam nauke	
Dan pcela	
Media	List the name of the media you plan to contact and its kind (TV, radio...)
Radio	CPN Radio Aparat
TV	Brains TV
Radio	Radio Beograd
Radio	RTS nauka

## 8.6 KERSNIKOVA

Conferences	List the conferences that you plan to attend
Edu tech 2024 (if it will take place)	
Ecsite 2024	
Events	List the events that you plan to attend
Kulturni bazar 2025	
Media	List the name of the media you plan to contact and its kind (TV, radio...)
TV	RTV Slovenija
Radio	DELO
Radio	Dnevnik
Radio	Mladina
Radio	Večer
Radio	Planet Siol.net
Radio	N1 info
Radio	Časoris
Web	Rdesa pesa (YT, FB)

## 8.7 OLF

Conferences	List the conferences that you plan to attend
Scicomm CH 2024	
Ecsite 2024	
Networks	List the network that you plan to contact
Fab Lab International	
Science et cité	

Media	List the name of the media you plan to contact and its kind (TV, radio...)
Newspaper and magazines	Le Courrier
TV	Leman Bleu
Radio	RTS
Radio	Radio Lac
Radio	Radio Cité Genève

## 8.8 FOR

Events	List the events that you plan to attend
Sharing sessions (Jan 2024)	
Food Waste Action Week (18 Mar 24)	
Net Zero Festival (Oct 24)	
Networks	List the network that you plan to contact
Sustainability Live (Mar 24)	

## 8.9 LAT

Conferences	List the conferenecs that you plan to attend
Ecsite 2024	
Food Waste Action Week (18 Mar 24)	
Net Zero Festival (Oct 24)	
Events	List the events that you plan to contact
CLICA local and EU labs (Jan-Apr 2024)	
BlueTour (May 2024)	
PREPARE (June 2024)	
Networks	List the networks that you plan to contact
B.Creative	

GCLP	
FundAction	
Media	List the name of the media you plan to contact and its kind (TV, radio...)
Radio	Aeolos
Radio	Nisi
Newspaper and magazines	Nisi
Newspaper and magazines	Efsyn