

Communication and Dissemination Plan



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1. Executive Summary

1.1 PROJECT IDENTIFICATION

Project ID	101196495
Project name	Democratic Citizenship Teaching and Learning
Acronym	DECITEL
Lead partner organisation (in English)	BOGAZICI UNIVERSITY
Call	ERASMUS-EDU-2024-PEX-TEACH-ACA
Project start date	April 2025
Project end date	March 2028
Duration	36 months

1.2 SHORT DESCRIPTION

Democratic Citizenship Teaching and Learning - DeCiTeL - addresses all 4 objectives of the ERASMUS+ TEACHER ACADEMY Action by choosing a thematic focus in Citizenship Education:

- 1) It contributes to the improvement of teacher education policies and practice in Europe, building on policy recommendations, competence frameworks and practical instruments developed in a previous KA3 concluded in November 23 and expands its reach to new ERASMUS Countries;
- 2) it will develop and test innovative forms of physical and virtual mobility to allow an authentic international learning experience to all teachers benefitting from the renewed training supply;
- 3) It will build develop further collaboration among teacher training providers, working on a multi- stakeholder transnational governance model, with a strong support of local governments;
- 4) It will enhance the EU dimension of teacher education by proposing common curriculum elements, learning modules and methodological resources designed and validated through international collaboration.

While the main ERASMUS horizontal priority addressed is N.4 “Common values, civic engagement and participation”, the proposal will affect priority N.1 by putting inclusion and valorisation of diversity at the centre of Citizenship Education, priority 2 by working on the concept of Global Citizenship and Sustainable Development Goals, and priority 3, by addressing the potential and the risks of digital technology at large and technology-enhanced learning in the provision of digital Citizenship Education.

The specific objectives of the project are: To create the conditions for a sustainable Teacher Academy Alliance; To develop a framework of teachers competences; To collaboratively develop learning modules and lessons plans; To develop and distribute a toolkit for the creation of Urban Learning Ecosystems; To study and test ways to quickly upscale good practice through existing teachers training networks; To document and systemically evaluate the innovative practice generated in partner schools.

1.3 PROJECT AIMS

The DECITEL project aims at:

Fostering teachers’ competences in teaching CE (Citizenship Education). This objective is linked to the need for teachers to have a high level of proficiency in facilitating discussions, fostering opinion formation, and possessing reflective competence, especially given the focus on reasoned viewpoints and analytical skills rather than absolutes

Involvement of the community in Citizenship Education teaching. This acknowledges that Citizenship Education should extend beyond the classroom and involve engaging with the community. It aligns with the "whole school approach" (WSA), which includes engaging the entire school community, like parents, community groups, and NGOs, and fostering a safe and inclusive school culture.

Inclusion of the digital dimension in Citizenship Education teaching. This objective highlights the importance of incorporating digital Citizenship Education into curricula from an early age using a flexible and dynamic approach. It means upskilling teachers to educate students on using technology critically for democratic participation and supporting students in navigating the social and interpersonal aspects of online technology use.

Creation of a Teachers Alliance Network. Recognizing that learning outcomes in Citizenship Education can differ, the exchange of good practices, methods, and tools are seen as enriching for teachers.

1.4 COMMUNICATION & DISSEMINATION-RELATED TASKS

According to the DECITEL project goals, the Communication and Dissemination objectives and tasks M1–M36 could be identified as following:

- Ensure continuous, **EU-compliant visibility** of DECITEL: guarantee project visibility from month 1 to month 36 by systematically applying EU/Erasmus+ branding on every output and by publishing all key results (Tasks 8.2–8.4).
- **Expand and animate local learning ecosystems** for Citizenship Education: engage and grow local “learning ecosystems” for Citizenship Education—teachers, school leaders, policy makers, students, parents, NGOs through targeted events, social media dialogues and press outreach (Tasks 8.4–8.6).
- Provide partners with a **shared valorisation and dissemination framework** (Task 8.1).
- Build and maintain a **strong online presence**: create and keep up-to-date the DECITEL online presence - dedicated webpages within the EIP Lab site plus linked social-media profiles (Task 8.3 & 8.4).
- Produce **high- quality, multilingual communication tools** (flyers, leaflets, booklets, newsletters, press kits) in English and partner languages (Task 8.2 & 8.5).
- **Disseminate project results** in scientific and professional arenas (Tasks 8.5–8.6).
- Maximise impact through **national and EU-level events** (Task 8.6, 8.6, 8.7).
- **Monitor communication performance** and feed evidence to WP 5 (Evaluation) (Tasks 8.1, 8.2, 8.4).
- Secure the **sustainability** of project outputs and communities (Sustainability Action Plan by M13 (Task 8.9).

1.5 LIST OF PARTNERS

No.	Role	Short name	Organisation	
1	COO	BU	BOGAZICI UNIVERSITESI	TR
2	BEN	DARE network	DEMOCRACY AND HUMAN RIGHTS EDUCATION IN EUROPE	BE
3	BEN	EIP Lab	LABORATORIO PER L'EDUCAZIONE CHE ISPIRA LA PACE	IT
4	BEN	EPA	EUROPEAN PARENTS ASSOCIATION	BE
5	BEN	HoGent	HOGESCHOOL GENT	BE
6	BEN	UOI	PANEPISTIMIO IOANNINON	EL
7	BEN	OBESSU	ORGANIZING BUREAU OF EUROPEAN SCHOOL STUDENT UNIONS	BE
8	BEN	UNICA	UNIVERSITE COTE D'AZUR	FR
9	BEN	UNIMORE	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA	IT
10	BEN	POLITEHNICA	UNIVERSITATEA NATIONALA DE STIINTASI TEHNOLOGIE POLITEHNICA BUCURESTI	RO
11	BEN	VIENNA FORUM	WIENER FORUM FUR DEMOKRATIE UND MENSCHENRECHTE	AT
12	BEN	ICMeP	Istituto comprensivo Molassana e Prato* Molassana and Prato Comprehensive Institute	IT

2. Communication Framework

This plan serves as a comprehensive roadmap for the project's outreach efforts: it articulates clear communication objectives, profiles target audiences, selects the most effective channels and tools, and establishes common rules and standard — empowering every partner to engage diverse stakeholder groups and maximise the visibility and impact of project results.

The communication and dissemination activities are conceived as continuous and integral elements throughout all phases of the project and build up on each other. These activities intensify notably at key project milestones, ensuring that progress and results are effectively shared at moments of highest impact. Dissemination is approached as an interactive dialogue that actively involves a broad range of stakeholders, inviting them to recognize their interests within DECITEL and to contribute ideas, resources, and synergies that reinforce the project's collaborative spirit. The plan employs a diverse mix of tools and channels—such as workshops, seminars, digital campaigns, publications, and events—to maximize reach and engagement with relevant audiences beyond policy-makers, including practitioners – teachers and students, academia, and the general public.

The activities and the products developed in the project should be thought of together in terms of **coherent and holistic communication**. It should be noted that the partners themselves follow different corporate communication frameworks.

On the one hand, the purpose of project communication is to communicate what has been achieved in the project in a clearly **visible and distinguishable** way from the core activities of the participating organisations.

On the other hand, the communication must be fitting and **compatible** with the regular training and communication activities of the partners. Breaks or disruptions must be avoided.

The partners understand communication as the interplay of communication, behavior and design and thus follow a holistic approach. In this sense, this plan is an important element. However, the other deliverables developed in the project and the way they are communicated in activities also contribute to project communication.

Communication	Behaviour	Design
Conscious selection of language style and choice Selection of communication style based on need and contextual factors Variation of communication format and media (online, offline) Targeted communication for different stakeholders Defining key/core messages	Forms of and formats for teaching, learning, participation, cooperation, and interaction Action related to social, environmental and other values Behaviour of partners and their internal stakeholders in conferences, trainings, advocacy... Identity as a social process.	Core elements of a sensory language, such as colours, typography, images, signs, and symbols Complementary to the existing corporate designs A design, which reflects the core mission and values.

2.1 FORMAL COMMUNICATION REQUIREMENTS

The project beneficiaries are required to promote the action and its results by providing targeted information to multiple audiences, including the media and the public. This must be done in a strategic, coherent, continuous and effective manner.

The communication and dissemination activities, products and deliverable will be **developed according to article 17 of the Partnership agreement** and related ANNEX 5.

Communication — Dissemination — Promoting the action:

Unless otherwise agreed with the granting authority, the beneficiaries must promote the action and its results by providing targeted information to multiple audiences (including the media and the public), in accordance with the description of the project actions (ANNEX 1 – partner agreement) and in a strategic, coherent and effective manner. Before engaging in a communication or dissemination activity expected to have a major media impact, the beneficiaries must inform the granting authority.

European flag and funding statement, disclaimer

Unless otherwise agreed with the granting authority, communication activities of the beneficiaries related to the action (including media relations, conferences, seminars, information material, such as brochures, leaflets, posters, presentations, etc., in electronic form, via traditional or social media, etc.), dissemination activities and any infrastructure, equipment, vehicles, supplies or major result funded by the grant must acknowledge the EU support and display the European flag (emblem) and funding statement (translated into local languages, where appropriate):
Associated with document Ref. Ares(2025)1718807 - 04/03/2025
Erasmus Lump Sum MGA — Multi & Mono: v1.0

- [Details](#) on the EU website



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

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

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Moreover, ANNEX 5 (related to Article 17) specifies how beneficiaries must engage in additional communication and dissemination activities:

- **present the project** (including project summary, coordinator contact details, list of participants, European flag and funding statement and project results) on the beneficiaries' **websites** or **social media accounts**
- for actions involving public **events**, display signs and posters mentioning the action and the European flag and funding statement
- upload the public **project results** to the Erasmus+ Project Results platform, available through the Funding & Tenders Portal.

2.2 LOGO & FONT

The coordinators created a logo for the project.

The logo files will be stored in the internal **file storage system**.

- The logo must not be changed by partners.
- The logo should not be built on, ezerized or squashed
- It can be used in a colour version (standard, right), in a positive one-colour version, grayscale (right), and in a negative black or white version.
- Colours:
 - light blue #acf3f7 | C 30%, M 2%, Y 0%, K 3%
 - light green #a9e899 | C 27%, M 0%, Y 34%, K 9%
 - dark blue #24365e | C 62%, M 43%, Y 0%, K 63%



Aptos

The font for DeCiTeL-branded products is Aptos, a sans serif font provided by Microsoft with many localisations, styles and weights. Download:

<https://learn.microsoft.com/de-de/typography/font-list/aptos>

2.3 DELIVERABLES OF WP 8 COMMUNICATION, DISSEMINATION & IMPACT

D8.1 – Sustainability action plan.

This document will describe the strategy for exploiting project results and building sustainability, identify key stakeholders and specific paths, address intellectual property rights, and outline exploitation paths at the partner level.

D8.2 – Website

This will consist of a section of the EIP Lab website managed by their team.

D8.3 – Communication and dissemination plan.

This document will include all the necessary measures for communication and dissemination

D8.4 – Journal of valorisation.

This will be established to keep track of the various dissemination actions implemented by the partners.

D8.5 – Report on the final conference.

The insights and documentation of the conference are published open and disseminated online.

Embed shared ownership and continuous improvement across partners

Every partner assumes specific communication tasks defined in a Responsibility Matrix (WP 1 -Management), and contributes lessons learned to an annual communication review feeding back into updated plans and tools (Tasks 8.1 & 8.2).

2.4 COMMUNICATION MANAGERS

Each partner organisation shall appoint a Communication Manager to coordinate the exchange of communication materials (articles, press releases, photographs, etc.). Each partner indicate and update the contact data of the responsible person in the **file Partners' contact details** (in the internal Google drive).

Online Meetings among Communication Managers

To ensure alignment between communication activities and the actual implementation of the project, it is proposed to hold **two online meetings per year** among the communication managers of the consortium. These meetings will serve a dual purpose:

- **Planning upcoming communication actions** in line with the project's progress and key milestones.
- **Reviewing the previous period** to assess the effectiveness of the dissemination efforts, identify what has worked well, and pinpoint areas for improvement.
- **Aligning** communication measures of the partnership

In addition to the meetings, additional online sessions may be scheduled as needed, either with the entire partnership or with individual partners, to address specific communication needs, coordinate joint actions, or respond to emerging opportunities.

The meetings are facilitated by DARE, EPA or OBESSU in an alternating rhythm.

2.5 EUROPEAN SCHOOL EDUCATION PLATFORM

The European School Education Platform/eTwinning community is an important hub for school education policy and practice in Europe. Therefore, the DeCiTeL partners aim to share materials via the platform, for instance through an article with references to the outputs produced by the project, such as the Prototypes core learning paths and the Competence Framework Explorer, which could be relevant for other institutions.

The existing activities that refer to the different areas of Citizenship Education and are taking place within the eTwinning Platform are currently reviewed to complete the overview of teachers training activities available in Europe (WP2), and when the project will be in the piloting phase (WP4) of the new courses and modules -

the project proposes feedback options to the relevant eTwinning transnational groups of schools.

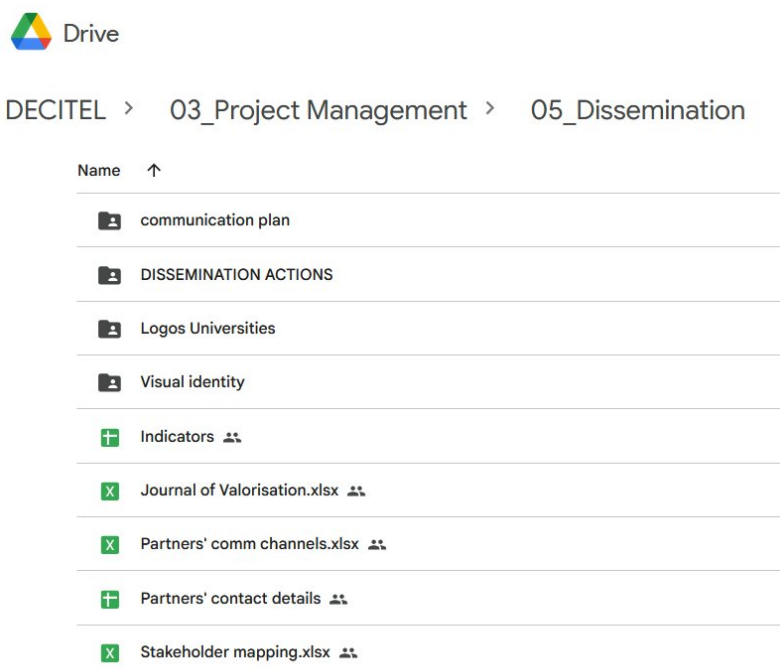
These interactions, although referring to other WPs, will affect WP8, especially T8.6, T8.7 and T8.9.

- <https://school-education.ec.europa.eu/en/etwinning>

2.6 STORAGE OF RELEVANT DOCUMENTS

The project coordinators created an internal **file storage system** for the project. All documents and in this report mentioned files are stored in the folder

DECITEL / 03 Project Management / 05_Dissemination



Overview over the relevant files:

- **Indicators:** Numbers and quantities related to the different working packages
- **Journal of Valorisation:** Reporting ongoing dissemination activities
- **Partners' comm channels:** Overview over the active channels used by each partner
- **Partners' contact details:** Contacts of key persons including the communication group members
- **Stakeholder mapping:** Mapping of key stakeholders by each partner

2.7 STANDARD TEXT

The partners use this standard text as a basis for communication in their language.

The **Democratic Citizenship Teaching and Learning (DeCiTeL)** project aims to improve teacher education policies and practices across Europe. A collaboration between higher education institutions, formal and non-formal citizenship education providers and European networks, it will develop and trial innovative teacher training methods and provide teachers with authentic international learning experiences.

The project will enhance the EU dimension of teacher education by proposing common curriculum elements, learning modules and methodological resources.

Particular focus will be given to strengthening teachers' ability to teach the civic dimension, participation, and democratic competence, which are important key competences in times of polarisation, global change, and the challenges facing democratic societies.

As sustainable civic learning should involve the entire school community, including parents, community groups, and NGOs, in the spirit of the 'whole school approach' (WSA), the partners also consider democracy-related learning to be a collaborative task for teachers.

To create the basis for sustainable change, the project will bridge the gap between teaching and policy at local and European levels. Through its initial work on establishing a Teachers Alliance Network, the project aims to contribute to a framework for the exchange of good practices, methods, and tools across national and curricular boundaries.

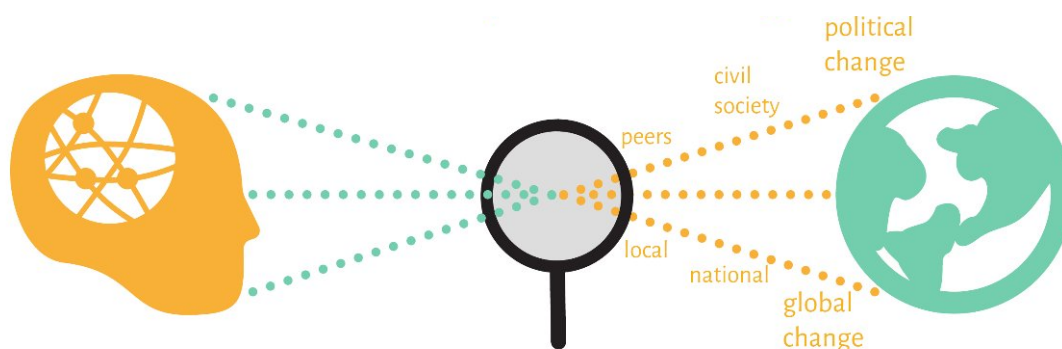
The project is coordinated by Boğaziçi University (TR) in cooperation with 11 partners.

- Boğaziçi University
- Democracy and Human Rights Education in Europe (DARE network)
- Laboratori per l'educazione che ispira la pace
- European Parents' Association EPA
- HoGent, Gent
- University of Ioannina
- Organising Bureau of European School Student Unions (OBESSU)
- Université Côte d'Azur
- University of Modena and Reggio Emilia
- University Politehnica of Bucharest
- Wiener Forum für Demokratie und Menschenrechte – Zentrum polis
- Molassana and Prato Comprehensive Institute

3. Stakeholders and Dialogue Groups

The project aims to have a substantial impact on various groups by addressing mainly the need to upskill teachers in Citizenship Education and developing a sustainable alliance of teacher training institutions. The communication objectives outlined in the previous chapter should always aim to drive a specific change within a clearly defined audience. Therefore, analysing the potential dialogue groups and their interests in the DECITEL project is fundamental to shaping an effective communication strategy. We use the term “dialogue groups” instead of “target groups” to emphasise the two-way nature of communication: not only do we convey information to stakeholders, but we also actively listen to their needs, proposals, and ideas.

Impact-oriented communication is multiple dialogue. If the project itself is understood as an impact-oriented communicative activity that has the goal of directly reaching teachers in education and indirectly providing an impulse for change in education and political framework conditions as well as for recognising the contribution of civic competences, then it becomes clear that this change arises above all in exchange, discussion and action with others.



Impact chain for a project



Resources: Starting point	Output: Services & products	Outcome: Individual or local change	Impact: General social effect
What the partners and dialogue groups bring to the table: Despite funding and staff, this can also be other material and immaterial resources like time, voluntary work, in-kind contributions.	What partners or the people actively involved do or what they offer. Deliverables, meetings, events, services, products, activities for maintenance/ management.	Results at the level of the target/ dialogue groups and people involved. Changed perspective on the topic or the project in general. Change in people's motivation or behaviour	Results at the social level, long-term change instigated by the activities. The higher common social good The impact of the activities on education, policy, recognition of civic competences in education. Impact on a secondary and tertiary public that did not participate in the activities directly.

3.1 DIALOGUE GROUPS

The dialogue groups, as identified in the DECITEL project application, are listed below. It will be crucial to prioritise those stakeholders who hold both influence and a vested interest in the project's outcomes.

The identified **dialogue groups** of the Communication and Dissemination Plan of DECITEL project are:

Higher Education and Teachers' Training Institutions

Providing initial education and continuing professional development for in-service teachers. This group of organisations is central to the project and seeks to expand its network to include at least one-member organisation in each EU Member State, as well as establishing international collaboration. They are expected to be supported in the creation of learning ecosystems involving local context actors.

Teachers and future teachers

Of all orders and kinds of schools. These are considered the main direct beneficiaries. They will gain new competences and potentially receive credit recognition through the adoption of the proposed competence framework and learning paths.

School leaders

They will be supported in creating learning ecosystems that involve local context actors.

Policy makers at the local and national level.

They will be able to utilize the positive bottom-up dynamics generated by the project to potentially innovate curricula and regulations at their respective levels.

Academics and researchers in the field of education and social science.

They will have access to well-documented processes of experimentation and upscaling of innovative education practices.

Parents and students

Are the project's ultimate beneficiaries. Bringing them into the communication loop gives DECITEL first-hand feedback on how the resources work in real classrooms, strengthens school-community buy-in, and turns families into informal ambassadors for Citizenship Education.

Civil-society organisations that promote Global Citizenship Education, Democratic and Human Rights Education.

They offer expertise, credibility, and extensive networks. When they relay project messages to their own memberships and policy contacts, the project's reach multiplies well beyond the consortium.

3.2 EXPECTED OUTREACH TO EXTERNAL STAKEHOLDERS

Quantitatively, the project plans to reach targets both during its lifespan (short term) and in the three years following its conclusion (long term). These figures form the framework that the project aims to fill with the sum of the individual measures and activities and describe the impact that is aimed for beyond the end of the project.

Target Group	Number for the short term	Number for the long term (after the project)
Higher Education and Teachers' Training Institutions	20	60
Teachers and future teachers	800	2400
Children and adolescents	16000 (indirectly)	48000 (indirectly)
School leaders	100	300
Policy makers	40	120
Researchers	40	120
New potential partners expressing interest to join the Teacher Academy	10	30
Organisations getting information on the activities and training opportunities offered by the consortium	500	600

Work-package-related aspects of communication

Each package contains specific tasks that are relevant to this plan. Keeping an eye on these and ensuring that they are communicated coherently is the task of the respective work package owners.

The **working package owners** are responsible

- to indicate early if changes to the communication and sustainability plans are necessary – WP 8 lead and in the communication group
- to indicate if the coordinators need to negotiate with all partners or the EAC
- to propose alternatives if goals cannot be reached in the agreed way

The **partners** are responsible for checking, updating and finalising the indicators and descriptions for their work package. The concrete numbers and descriptions are part of the **file Indicators** (in the internal Google drive) and of the section “indicator” in **file Project Time Plan**.

WP 1: Project Management:

Seven transnational project meetings

Monthly online meetings

...

WP 2: Design and Roadmapping

WS 1 and report

WS 2 and PM 3(Berlin, March 26)

Long-term roadmap for the development
of the Teacher Academy Alliance

...

WP 3: Competence Frameworks and Reference Paths

D3.1 Competence Framework Explorer

D3.2 Prototypes core learning paths

D3.3 Observatory Implementation Plan

...

WP 4: Review and development of innovative learning paths

Design and testing of new curriculum elements and specialised learning paths

Mobility schemes for student teachers

Six updating and upgrading plans

Curricula elements developed at EU level for ITE including face-to-face and transnational student groups activities; virtual and physical mobility
Guidelines for integrated mobility of students teachers
General report on piloting
...

WP 5: Toolkit for Local Learning Ecosystem

Stakeholders Engagement Plan
Toolkit for Local Learning Ecosystem
Toolkit that provides resources, guidelines, and best practices for creating and maintaining Local Learning Ecosystems.
Testing of the toolkit in pilot environments and feedback
Final Report on the Development of Local Learning Ecosystem
...

WP 6: Labs

Report on participatory labs
Participatory Labs for technology-enhanced learning and virtual exchange
Online platform designed to support various aspects of teachers' professional development.

WP 7: Network

Network development: planning and implementation
Governance model.
Network Development Report
...

WP 8: Communication

Organisation of the final conference with around 30 participants at the end of the project in order to promote the project results and outcomes.
Teacher Academy exchange 2025
Teacher Academy exchange 2026
Teacher Academy exchange 2027
Other presentation and exchange activities by the partners
...

3.3 KEY STAKEHOLDER MAPPING

The following table provides a detailed overview of the key stakeholder groups involved in the DECITEL project, along with the most appropriate management strategies and engagement methods for each. To ensure effective communication and lasting impact, it is essential to adopt tailored approaches based on each group’s level of interest and influence.

<i>High Power</i>	
<i>High Interest</i>	Manage Closely (active, intensive management for stakeholders with high power and high interest),
	Keep Satisfied (maintaining satisfaction for stakeholders with high power but lower interest)
	Keep Informed (keeping stakeholders informed who have interest but varying levels of power
	Monitor (light monitoring for stakeholders with low power and low interest).

Alongside this, the **approach column** outlines the engagement methods that could be employed, while **activities** list concrete actions designed to foster active participation.

The **Communication Channels** column identifies the platforms and tools used to maintain continuous, two-way dialogue with each group.

This structured framework enables the planning and implementation of targeted communication and dissemination activities that address the diverse needs and potentials of stakeholders, thereby contributing to the overall success of the project. The plan foresees common tools, activities, and communication and dissemination channels; however, each partner is encouraged to enrich and adapt these elements according to their specific context, network, and responsibilities within the framework of the project.

Stakeholder Group	Strategy Stakeholder Management Approach	Approach Engagement Methods	Activities Concrete Actions	Communication Channels Platforms & Tools
Higher-Education & Teacher-Training Institutions	Manage closely high influence and interest; active collaboration needed	Strategic partnerships and Memoranda of Understanding (MoUs); Co-design of learning eco-systems with local actors	Joint curriculum design workshops; staff exchange weeks; quarterly partner webinars and newsletters	Project website, LinkedIn groups; academic mailing lists, tool for online meeting, seminar and training
Teachers & Future Teachers	Keep Informed manage closely; varied influence; strong interest in professional growth	Participatory professional development pathways; communities of practice and peer mentoring	Online and blended courses with micro-credentials; classroom pilot trials; teacher blog and vlog series	LMS platform; Facebook; teacher groups; Instagram; school newsletters
School Leaders	Manage closely High influence in school-level decisions; key for local eco-system facilitation	- Facilitation of local learning ecosystems	- Leadership webinars and toolkits - Regional roundtables - Policy dialogue sessions	Project web portal · LinkedIn · Email briefings via national heads' associations
Local & National Policy Makers	Keep satisfied High influence but sometimes lower direct interest in project details	- Evidence-informed policy roundtables - Issue-specific policy briefs	- High-level forums (live and online) - Targeted brief distribution Study visits to pilot schools	Direct email · Policy newsletters · Conferences · LinkedIn/Twitter (X)

Stakeholder Group	Strategy Stakeholder Management Approach	Approach Engagement Methods	Activities Concrete Actions	Communication Channels Platforms & Tools
Academics & Researchers (Education & Social Science)	Keep Informed Moderate influence; high interest in research outputs	Research collaboration agreements Open data and open access commitments	Calls for papers and special issues Joint publications; research seminars and webinars	Academic journals; Research Gate; international conferences; Zenodo/ project repository
Parents & Students	Monitor/Keep informed Lower influence but important for feedback and community engagement	User-centred feedback loops	- Online surveys and focus groups - Storytelling and video contests	School apps · Instagram; TikTok; Parent association emails; classroom displays
Civil Society Organisations (GCE / DHRE)	Manage closely High interest and potential influence through advocacy and campaigns	Advocacy alliances and joint campaigns; thematic task forces	Co-hosted webinars and multiplier events; co-branded social media content; contributions to policy briefs	NGO mailing lists, Twitter (X); Facebook pages; event platforms

The partners develop individual stakeholder strategies. They describe these in the **file Stakeholder mapping** in the internal Google drive. They review the strategies in month 18 and, if necessary, they align them (discussion in the respective partner meeting).

The stakeholder mapping and the communication and dissemination strategy are intrinsically linked to other work packages within the DECITEL project. Ensuring **coherence and integration between these WPs** is crucial when developing tools, activities, and communication channels tailored to local, national, and European stakeholders. This alignment allows the project to address the specific needs and contexts of diverse stakeholder groups effectively, while fostering collaboration and maximizing the impact of dissemination efforts across all levels. By maintaining a consistent and coordinated approach between work packages, DECITEL can enhance synergy and ensure that communication and engagement activities support the overall project objectives.

3.4 INVOLVEMENT OF EXTERNAL STAKEHOLDERS

Validation of the long-term roadmap in WP2 (Task 2.2, D2.2)

Within Work Package 2, **led by EIP Lab**, the development of the "*Long-term Roadmap for the Development of the Teacher Academy Alliance*" (Deliverable D2.2) is specifically designed to incorporate validation by relevant stakeholders. This roadmap outlines the strategic direction and timeline for the Teacher Academy's growth. It is expected to demonstrate how the initial proposals generated during the first workshop have been refined and validated by key stakeholders in each participating country. The deliverable is scheduled for submission in **month 12**. More broadly, WP2 focuses on designing the conditions necessary for the Teacher Academy to achieve the project's objectives and to evolve as a driver of innovation.

Stakeholder engagement within WP5 (Task 5.1, D5.1)

Work Package 5, **coordinated by UNICA**, centres on the creation of the "*Toolkit for Local Learning Ecosystems*." A critical component of this WP is Task 5.1: Stakeholder Mapping and Engagement, which runs from month 4 to **month 12**. This task involves identifying and mapping relevant stakeholders—including schools, teachers, local administrations, civil society organizations, parents, and students—within the Local Learning Ecosystems. The partnership will engage with these groups to understand their needs, collect input, and foster collaborative relationships. Effective stakeholder engagement is considered essential to ensure the toolkit's relevance, comprehensiveness, and broad support. The corresponding deliverable, the "*Stakeholders Engagement Plan*" (D5.1), is due in **month 6**. This plan will define the principles and procedures for identifying and involving local stakeholders in each country's Teacher Academy activities,

particularly to activate collaborative local contexts for the out-of-school dimension of Citizenship Education. A potential risk identified for WP5 is a low level of stakeholder engagement; the mitigation strategy relies on the fact that targeted stakeholders share common goals and values, which should foster their active involvement.

Stakeholder contributions to Long-term Development Plan (WP7, M.stone 2)

Work Package 7, **led by BU**, is responsible for the "Alliance Setup and Governance Model." A key output is the long-term development plan for the Teacher Academy's governance, sustainability, and impact, identified as Milestone 2: TA Long-Term Development Plan. This milestone will be developed collaboratively by all partners, incorporating contributions from local stakeholders. It will synthesize the outcomes of sustainability analyses, governance modelling, and networking development activities conducted during the project's second and third years. The resulting document will serve as a comprehensive long-term roadmap for the DECITEL Teacher Academy. The "Means of Verification" for this milestone includes feedback from partners and stakeholders.

4. Activities and Tools

Communication and dissemination will be pursued **both collectively and individually**, ensuring every partner plays an active role while benefitting from joint visibility. Each organisation is therefore accountable for:

- disseminating project news and results through its own networks;
- feeding material to the shared channels managed at consortium level;
- supporting the long-term exploitation of outputs.

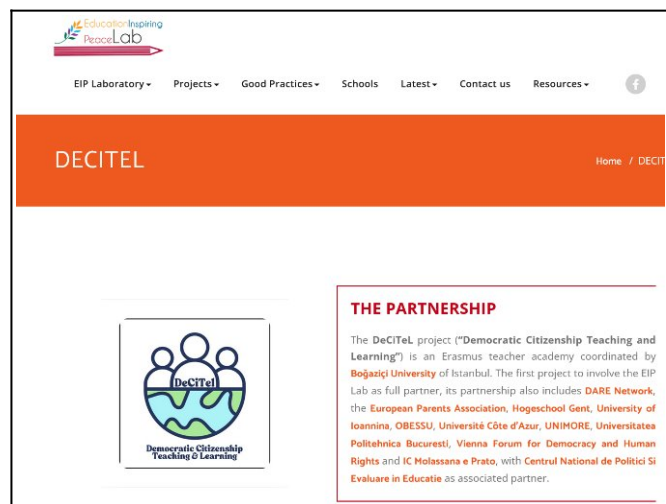
Development of Corporate Design (CD)

Responsibility: Coordinators (BU)

- **Instructions for different formats if necessary:** In example flyers, leaflets, slide decks, press kits, infographics, newsletters...
- **Design rules:** Project CI including typo, logo, colour palette; Erasmus+ visual-identity guidelines and disclaimers.
- **Timing:** assets released in sync with major milestones
- **Basic presentation** (Power Point in standard design provided by coordinators)

DECITEL Web Hub

- **Purpose:** single entry-point for news, events, resources, partner profiles and social-media feeds:
<https://eiplab.eu/decitel>
- **Language:** English (downloadable key pages in partner languages).
- **Governance:** content calendar and updates coordinated by the EIP LAB, with each partner contribution.
- In case that partners create project subpages they are encouraged to include:
 - The project logo,
 - clearly showing the financial support received
 - A brief description of the project, outlining its goals and expected results
 - A link to **the project's landing page** <https://eiplab.eu/decitel>



Social-Media Outreach

- **Core channels:** The project will rely on the partners' social media channels and feed DECITEL content into the communication with established audiences.
- **Hashtags:** #DECITEL #TeacherAcademy #CitizenshipEducation
- Publish at least **two branded posts per month**, amplify partner posts (or posts from persons in the partnership relating to the project), live-tweet flagship events, and encourage practitioners' stories. Partners cross-post via their institutional accounts in English and national languages.

Editorial Outputs

- **Press-related actions:** partners commit to at least one press-related action in national or sector media and include DECITEL content in their regular PR activities.
- **Consortium newsletter:** bi-annual consortium newsletter plus mentions in partners' own newsletters; mailing list managed via the web hub.
- **Newsletters of partners:** Partners are encouraged to introduce the project through their own newsletters and regularly share project updates. The newsletter of relevant network (Life Long Learning, Salto, etc.) could be also served as a key platform to disseminate project news to the wider community.

Milestone and Events (described in other Wps)

- **Multiplier events & pilot showcases:** organised locally by each partner, minimum one per country, embedding hands-on demonstrations and stakeholder dialogues.
- **High-level round tables:** We connect to existing discourse spaces and relevant policy events and present the DECITEL project in at least five targeted sessions for policy makers to discuss findings and uptake pathways.
- **Final conference:** large-scale event (M30–M36) focused on exploitation and sustainability.
- **Participatory Labs** assigned to the university partners.

Partner Websites and Social Media Accounts

A table listing all project partners and their respective websites and social media account appears below. Each partner fills out the **File Partners' comm channels** in the internal Google drive and updates it accordingly.

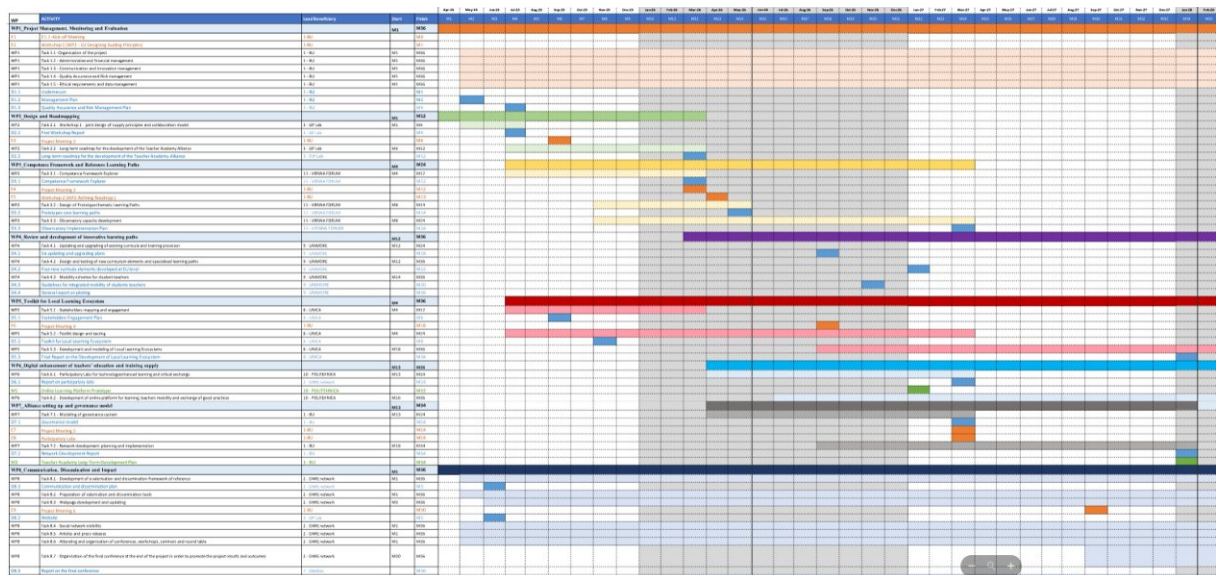
- Websites, Facebook, Instagram, LinkedIn, YouTube, other (X, Bluesky, TikTok...)

The main activities are also documented in the **valorisation journal**

Collective responsibility keeps messaging coherent; **decentralised action** ensures reach into diverse contexts. By combining the power of shared channels with the credibility of partners' own platforms, DECITEL maximises visibility, engagement, and the sustained use of its results.

5. Communication Timetable

The communication activities accompany the project development, how it is elaborated in the **file Project Time Plan** in the internal Google drive.



Time Plan in the Google drive: Describes the flow of activities

This chapter outlines the planned timeline for communication and dissemination activities throughout the duration of the DECITEL project. It includes key milestones, strategic moments for outreach, and the alignment of communication efforts with project phases and deliverables. The timetable ensures that visibility actions are well-distributed and intensified during peak phases, such as pilot implementations and the final conference. It also facilitates coordination among partners by providing a shared reference point for when and how different activities should occur.

The communication schedule is harmonised with the project planning. The communication group and the coordinators are responsible for this. The place for this coordination is the project meetings provided for in the plan

5. 1 DISSEMINATION TRACKER AND REPORTING FORMATS

This section outlines the tools and templates developed to support partners in systematically tracking, documenting, and reporting dissemination and communication activities across the project lifecycle. The aim is to ensure consistency, transparency, and alignment with the project's overall dissemination strategy as defined in WP8.

Journal of Valorisation (D8.4)

This deliverable, developed within WP8 and coordinated by the DARE network (Beneficiary 2), is specifically designed to document the communication and dissemination efforts carried out by the project partners. As explicitly stated, its primary objective is “to keep track of the various dissemination actions implemented by the partners.” Therefore, it serves as a structured record and reporting tool for all communication and dissemination activities undertaken throughout the project.

The information about the communication and dissemination activities will be integrated in the general reports foresee in the WP1 and under the coordination of the **DECITEL project Coordinator**.

6. Risk Management in Communication

This section identifies potential risks that may affect the effectiveness, accuracy, or reach of DECITEL's communication and dissemination efforts. It also proposes mitigation strategies to address these risks proactively. Risks may include reputational issues, inconsistent messaging, low engagement from stakeholders, or delays in dissemination deliverables. By integrating communication risk management into the overall project strategy, DECITEL ensures resilience and responsiveness in how information is shared with the public and stakeholders.

Key roles for the risk management have the leaders of the communication working package and the responsible persons in the partner organisations.

Risk	Mitigation measures
Inconsistent messaging	Since information comes from consortium partners with different missions, there is a risk that the information provided is inconsistent for different target groups. To mitigate this, partners will hold coordination meetings to align on communication priorities and tailor messaging appropriately for each audience.
Low engagement from stakeholders	Stakeholder engagement may fluctuate over the course of the project. To address this, partners have developed a stakeholder mapping to identify and prioritise the most relevant stakeholders. These stakeholders will be engaged regularly to maintain their interest and commitment throughout the project lifecycle.
Lack of coordination in communication team	Six-monthly regular meetings will be held with project and communication managers from all partner organisations to coordinate the implementation of communication tasks and ensure progress toward meeting agreed indicators. The regular partner meetings are further spaces to coordinate.
Low share of information in	Part of the communication group work is the regular stock taking on the entries in the valorisation journal and its

social media or on websites	subsequent improvement.
Lack of effectiveness and quality of communication actions, including workshops, other events	Clear guidelines and CI, valorisation journal, indicator and impact-oriented planning of communication activities. The concept is flexible and open enough for partners to implement it in their specific organisational contexts