D8.2 Initial Plan for the Exploitation and Dissemination of Results

PEDR

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Deliverable Documentation Sheet

Title	Plan for the Exploitation and Dissemination of Results
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List of Abbreviation

COSMOS	Creating Organisational Structures for Meaningful science education through Open Schooling for all
PMT	Project Management Team
EB	Executive Board
WP	Work Package
CORPOS	Core ORganisational structures for Promoting Open Schooling
CoP	Communities of Practice
SSIBL	Socio-Scientific Inquiry-Based Learning

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1. Executive Summary

This plan for the exploitation and dissemination of results gives an overview of the main expected results of the COSMOS project and a plan for how the consortium partners intends to use these project results to make them available for future uptake and innovation. The COSMOS project dissemination, exploitation, and communication plan will be a living document, with regular updates until the end of the project, reflecting the progress of the different Work Packages in producing material and refining plans for disseminating and exploiting this material. During the Work Plan Implementation, we will continuously collect project results (based on the planned deliveries of the project) and further analyse them regarding their imminent potential to be exploited, consider the relevance of the different project results.

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2. Introduction

COSMOS: HORIZON 2020

Project No: 101005982 — COSMOS — H2020-SwafS-2018-2020 / H2020-SwafS-2020-2-two-stage

Project Start Date: 01.01.2022

Project End Date: 31.12.2024

The COSMOS CONSORTIUM is composed of 12 partners from 7 countries, consortium provides transdisciplinary cooperation and expertise in non-formal and formal science education, science teacher education, educational organization and leadership, and strong societal links within communities.

1. Utrecht University
1a. UU Freudenthal Insitute
1b. UU – University Museum Utrecht
The Netherlands
2. University of Southampton
UK
3. Karel do Grote Hogeschool
Belgium
4. Karlstads Universitet
Sweden
5. Instituto de Educação de Universidade de Lisboa
Portugal
6. Beit Berl College
Israel
7. Euroface Consulting
Czech Republic

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8. Djapo
Belgium
9. Winchester Science Centre
UK
10. Ciencia Viva
Portugal
11. Almla Löv Museum of Unexp. Art
Sweden
12. Ministry of Education
Israel

COSMOS (Creating Organisational Structures for Meaningful science education through Open Schooling for all) uses socio-scientific inquiry-based learning (SSIBL) as a pedagogical means for opening up schools to their communities through a transformation process, aiming to create new partnerships within communities that can foster science education for all citizens, irrespective of gender, ethnicity or cultural background. To transform and open schools from an 'inwards' to an 'outwards' mode of engagement in, with and for their communities, our open schooling approach is unique in combining key pivotal elements of innovative constructivist pedagogy, teacher education, and transforming school organisational culture. We will (a) establish Core ORganisational structures for Promoting Open Schooling (CORPOS) in primary and secondary schools to facilitate community engagement. CORPOS will (b) support the creation of Communities of Practice (CoP), which include non-formal and informal education providers, enterprises, families, other stakeholders.

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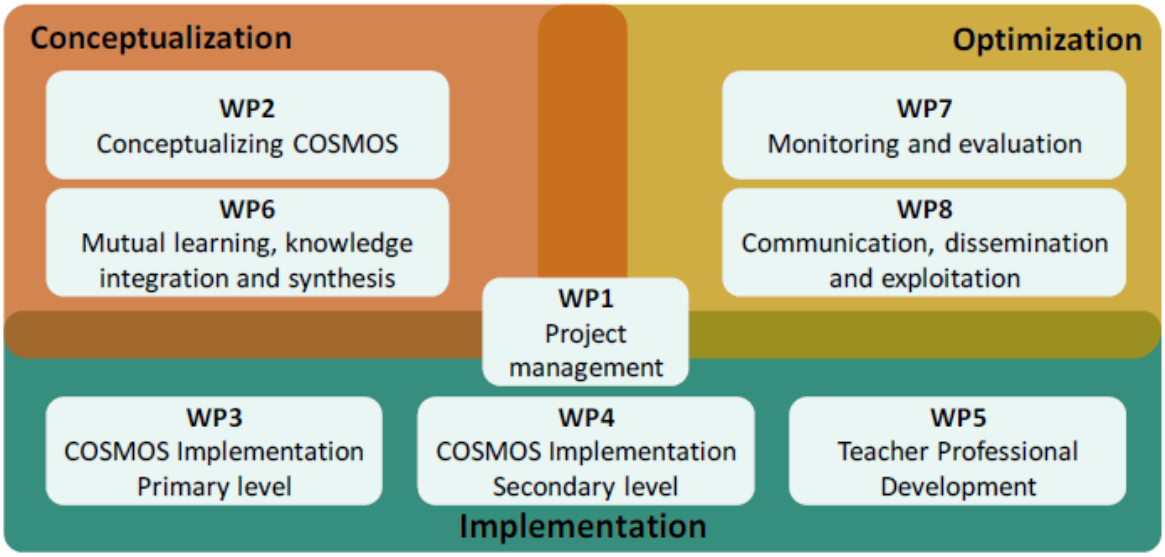
COSMOS Workplan



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3. Dissemination

3.1. Objectives

Subtitle (under Heading 2)

Workpackage 8 (Led by Euroface) will coordinate the communication, dissemination and exploitation of COSMOS activities and outcomes. To this end, it will establish a dissemination, exploitation and communication plan, which will be continuously evaluated and updated throughout the project. The specific objectives are:

O8.1 To raise awareness of COSMOS and communicate its ambition, aims, approaches and outcomes openly to relevant audiences and the general public so as to advocate open schooling as a means for promoting interest and science career uptake through science education.

O8.2 To disseminate and share project outcomes and results with various stakeholders (teachers, school leaders, Higher Education Institutions and teacher training institutes, local and European policy makers, SMEs) within and beyond the consortium regions so as to promote the uptake of COSMOS outcomes during and beyond the project lifecycle at three levels (school/local, national, European).

- Each partner will be responsible for dissemination in his/her region and country. The dissemination activities will be coordinated and monitored by Euroface Consulting, supported by continuously evidence in the **dissemination tracker** (shared document in MS Teams).
- Dissemination resources will be spread **offline** (e.g., presentations at seminars, workshops, final conference) and **online** (project website, social media channels etc.).
- All the materials produced by the project will be freely available online (COSMOS website).
- Developed outputs available at COSMOS website will remain available at least five years after the end of the project.

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3.2. Target groups and stakeholders

Dissemination activities aim at the following target groups and stakeholders:

- Primary schools
- Secondary schools
- Fablabs, Makerspaces, Science centers, Scientific communities
- Non formal education providers, NGOs, networking organizations
- Local communities, families,
- SMEs
- Higher education institutions, Teacher education institutions
- Policy makers, local and national governments
- General public
- International community
- Policymakers

3.3. Channels and tools

Communication between partners will be led regularly applying following tools:

- Emails; email to project coordinator: h2020-cosmos@uu.nl
- EB on-line meetings on monthly basis
- occasional on-line calls according to current needs in order to ensure that the project will fulfil its mission, solve ad hoc issues, problems etc.
- transnational partner meetings (5), kick- off was held on-line on 18-19th of January 2022 due to Covid travel restrictions
- Euroface set up in cooperation with Utrecht University an internal webspace a **COSMOS GROUP in TEAMS**. It will be used for all **internal project communication,** collaborative work, sharing and editing the documents e.g., workpackages - working papers, templates, reports on activities, finance, evaluation results, dissemination etc.

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To enhance the visibility of project activities and outcomes, COSMOS visual identity has been designed:

- COSMOS will be presented by the **project logo** agreed by partners

- **the design of templates for**:
    - project presentations (ppt)
    - newsletters
    - project documents (e.g. reports)
    - a poster
    - project leaflet/brochure

A wide range of tools will be used to reach the target groups:

- **Online channels and tools**
    - project website **www.cosmosproject.eu**

  The project website will serve as a main dissemination tool. It will provide comprehensive information on the goals and approach of the project, contact of the partners. The website will be available in all partner languages: English, Dutch, Sweden, Portugal, Israeli, Czech.

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Euroface will be responsible for maintaining the project website, monitoring and reporting on website´ visitors. All partners will deliver the news and information about project progress, actions and developed outcomes (especially WP leaders).

- social media channels

Each partner will actively use social media networks of their organisations to propagate the COSMOS project and its outcomes. On a three-monthly basis the partners will receive a query that they can fill in. This information will be used to fil in this table:

Partner organisation	Social media channels	Average number of views
Utrecht University		
University of Southampton		
KdG		
Karlstads University		
IE-UL		
BBC		
Euroface		
Djapo		
WSC		
Ciencia Viva		
AlmaLöv		
MoE		

Each partner will be responsible for feeding social media accounts of their organisations with ongoing actions and project outcomes.

Partners´ networks on social medial channels has local, regional, national and also international outreach.

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The COSMOS project will create also its own social media account, e.g. on Twitter**:** **retweet@COSMOSprojectEU;** Facebook: **https://www.facebook.com/cosmosprojecteu**

- **Off-line tools**
  - Project brochure – a digital brochure will be created, providing information about the project, its goals, COSMOS open schooling concept, contact to project partners. Euroface will be responsible for development of the design. Digital brochure will be available in all partner languages.
  - Newsletters - newsletters are a convenient way of conveying brief and structured information to stakeholders. The partners compile mailing lists including all main stakeholders, members of networks and cooperating organizations, other relevant recipients. *6 digital newsletters* will be published during project lifetime describing project progress.
  - Publicity in media newspapers, journals and magazines (digital or paper based), on *local, national and international level*

- **Face-to-face activities**
  - Partners 'access to existing networks at all levels (local, national, international)
  - Personal contact and networking
  - Workshops, face-to-face sessions and presentation at school events, local and national teacher conferences
  - Participating in science fairs and performances

- **Final international dissemination conference in Czech Republic** (month 35) in order to maximise the impact of project results. Euroface will be responsible for organizing this event with participants within and outside the COSMOS consortium. The final conference will target audiences from academic, professional, and policy groups at a transnational level.

Partners will use **existing networks, organizations and conferences** to communicate and disseminate COSMOS project and results:

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Partners are asked for editing/updating this table:

Country	Networks, organizations and conferences
Belgium	● School partnerships: ○ KdG partner school network of 100+ primary and secondary schools in teacher training; ○ Official and free schools' networks of the Flemish educational umbrella organisations. ● National associations/networks in education: ○ VFO – Vlaams Forum voor onderwijsonderzoek – Flemish Forum for Education Research: for teachers, coaches, university & university colleges interested in education research; ○ VELEWE – Vereniging Leraren Wetenschap – Science teacher association: yearly conference for 500+ science teachers, newsletter; ○ VELOV – Vereniging lerarenopleiders Vlaanderen – Teacher trainer association: biannual conference for 100+ teacher trainers; newsletter; ○ Kruit - Knowledge and network centre on global competence education: yearly conference for ~200 professionals in education (teachers, teacher trainers, pedagogical services, local policymakers). ● National science communication events: ○ DVDW – Dag Van de Wetenschap – Science day – A forum for families with children, 10.000+ families visit HEIs each year during this day; ○ WetenschapsEXPOscience – National science fair for schools – visited by 50+ schools and 1000+ families each year; ○ Sound of Science – National Science festival for families – visited by 1000+ families.

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Netherlands	● School partnerships: ○ UU-FI collaborates with 40+ schools in their pre-service science teacher track; ○ U-talent - regional school network of ~50 secondary schools associated to UU-FI; ○ VOHO netwerken - networks of secondary schools and higher education, focusing on science education. ● Science centre-university partnerships: UU-FI has 20+ partnerships with science centres as part of their internships in the Science Communication track. ● National STEM conferences: ○ Annual national biology education conference for 800+ teachers organized by the Professional society of biology (NIBI); ○ Annual national chemistry education conference for 600+ teachers; ○ Annual physics education conference for 600+ teachers (organised by UU-FI); ○ ECENT/Elwier: annual conference and support network for STEM teacher educators (200+ members). ● National associations/ networks in education and science communication: ○ NVON (Nederlandse Vereniging voor het Onderwijs in Natuurwetenschappen) – Dutch association for Science Education; ○ VOR Vereniging Onderwijs Research, National organisation for educational research; ○ VELON - Teacher trainer association: annual conference for 600+ teacher trainers; Journal for teacher trainers; ○ VSC: Dutch national organization of science museums and science centres. ● National science communication events: ○ WvdW Weekend van de Wetenschap – annual Weekend of Science, with science activities across the Netherlands for different ages (4-18 years) as well as parents and families; ○ WTC conference: national Communication in Science & Technology conference for professionals and researchers.

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UK	● School Partnerships: SOTON has excellent, long-standing partnerships with 100+ primary, secondary, and post-16 education schools and colleges in the south-east region of England. ● Regional and National STEM conferences: ○ Association of Science Education (ASE) regional and national conferences for primary, secondary, and higher education teacher educators in STEM subjects; ○ Mathematics and Science Learning Centre (MSLC), part of Southampton Education School provides a range of professional development programmes and courses in STEM education for teachers and support staff in schools and colleges across the South of England. ● National associations/ networks in science communication: ○ STEM Ambassadors Hub is a network of STEM volunteers who receive training and then work with schools across the country helping to bring a new and inspiring perspective to STEM lessons and career opportunities. WSC is leading and coordinating this Hub in the south-east area of England; ○ STEM Now network, part of WSC, works with four key stakeholders; STEM industry, STEM academia, educators (from both formal and informal education) and young people to support schools and community groups with long-term planning for STEM enrichment. ○ UK Biology Education Research Group (BERG), a Royal Society of Biology special interest group, who works with science teachers and teacher educators.
Portugal	● School partnerships: ○ IE-UL has a strong connection with many organization through REDESCOLA, a collaborative platform with dozens of organizations and their professionals who intervene in the field of education and training, at national, regional, and local level (e.g. Municipalities; School clusters - around 140 schools; School Training Centres; Ministry of Education; Educational Territories for Priority Intervention), aimed at the emergence and consolidation of innovative practices in the education system; ○ The National Network of Ciência Viva Schools constituted by 11 schools at national level located at science centres, parks and university. ● National conferences: ○ Encontro Nacional de Educação em Ciências (National Meeting of Science Education);

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	○ Seminário Ibero-Americano Ciência-Tecnologia-Sociedade no Ensino das Ciências (Ibero- American Seminar of Science-Technology-Society on Science Teaching); ○ Encontro da Academia Ciência Viva para professores (National Meeting of Ciência Viva Academy for Teachers). ● National associations/networks in education: ○ Associação Ibero-Americana de Ciência-Tecnologia-Sociedade (AIA-CTS) (Ibero-American Association of Science-Technology-Society); ○ Associação Portuguesa de Educação em Ciências (APEduC) (Portuguese Association of Science Education); ○ Sociedade Portuguesa de Ciências da Educação (SPCE) (Portuguese Society of Education Sciences); ○ The Order of Biologists (Portuguese Biologists Association). ● National associations/ networks in science communication: ○ The National Network of Ciência Viva Centres constituted by 21 Ciência Viva Centres throughout the national territory.
Israel	● School partnerships: ○ Beit Berl College has an extensive and strong network of ~ 100 schools that the college collaborates with in our pre-service teacher training tracks for preschool, primary and high school teachers in Jewish and Arab schools, Master programs (including STEM related programs) and second career clinical programs (in STEM subjects). BBC's collaborative network includes various organizations and educational stakeholders (e.g., municipalities, NGOs, farm-schools, local government, and industry); ○ MoE R&D federation of schools and schools working with R&D school network. ● National conferences: ○ Annual National Conference on Environmental Education; ○ The Science Education Conference; ○ National Conference of Biology Teachers;

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	National association in education: ○ Teacher forums within the Science Division in The Ministry of Education: e.g. Forum of Environmental Education Teachers; ○ National Teacher Centres in science education - biology and environmental science, chemistry, science and technology; ○ Israel STEM Ecosystems.
Sweden	● School partnerships: ○ Regional Centre for development. (A regional centre for teachers and principals and other school staff in the region of Värmland. The centre is located at KU. In Swedish: Regionalt Utvecklings Centrum, RUC); ○ School network Pedagog Värmland and the Teknikerjakten project. In total 108 primary and 33 secondary schools participate in the network. ● National associations/networks in education: ○ National Centre for science and technology education (in Swedish: Nationellt centrum för naturvetenskapernas och teknikens didaktik); ○ National centre for biology and biotechnology. (A national centre for biology teachers, in Swedish: Nationellt centrum för biologi och bioteknik); ○ National centre for chemistry. (A national centre for chemistry teachers, in Swedish: Kemilärarnas resurscentrum); ○ National centre for physics. (A national centre for physics teachers, in Swedish: Nationellt resurscentrum för fysik).
Czech Republic	● National events in science communication: ○ Science Fair by Science Academy of the Czech Republic. ● National associations/networks in education: ○ KVIC - Centre for further teachers training; ○ IT Teachers Union (JSI); ○ Media education group (national association of teachers).

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3.4. Waves of dissemination

To achieve and sustain the project objectives, the consortium will put forward an **'inside-out' approach** to selecting target groups and conducting our communication, dissemination and exploitation activities.

3 waves of dissemination and exploitation activities in order to spread outwards and expand the potential impact of COSMOS to wider audiences are being applied:

DISSEMINATION AND EXPLOITATION WAVE 1			
Major goal: engaging schools, non-formal education partners, SMEs and local communities to participate in CORPOS and CoPs			
Stakeholders	**Main purpose/impact**	**Specific dissemination & exploitation activities**	**WPs**
Schools: teachers and school leaders	Engage schools in participating, initiating CORPOS and first CoPs	● Access existing networks ● Personal communication ● Workshops ● Sharing tools and guidelines	WP2 WP3 WP4 WP5 WP8
Non-formal education providers, NGOs	Align to take part in CORPOS; make aware of potential roles in CoP	● Access existing networks ● Personal communication ● Social media	WP3 WP4 WP8
Local communities, SMEs, and families	Motivate local stakeholders to participate in open schooling projects; raise awareness of the benefits of open schooling	● Sharing first results of CORPOS/CoP through newsletters, websites and school events.	WP3 WP4 WP8

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DISSEMINATION AND EXPLOITATION WAVE 2			
Major goals: create interest in a larger number of schools, attract more local partners for setting up new CoPs, gaining access to teacher training, teacher professional development and school support structures to start embedding further COSMOS' main ideas into education			
Stakeholders	**Main purpose/impact**	**Specific dissemination & exploitation activities**	**WPs**
Schools: teachers and school leaders	Engage more schools in establishing CORPOSs and new CoPs. Raise impact to regional level and support implementation	• Workshops and presentations at local and national teacher conferences. • Participating in local science fairs and performances • Sharing examples, case studies and educational materials • Interactive online platform for schools embedded in project website	WP2 WP3 WP4 WP5 WP6 WP8
Non-formal education providers, NGOs, networking organizations	Increasing participation in existing and new CORPOSs and CoPs. Engaging to become ambassadors of COSMOS in peer communities.	• Presentation at local network meetings and conferences. • Personal communication with specific organisations	WP6 WP8
Local communities, families, SMEs	Attract new partners and increase participation in open schooling projects	• Local science fairs, science cafés and/or performances • Social media • Engaging parents in participating in CoPs • Invite local government to attend	WP6 WP8

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		open schooling activities.	
Higher Education Institutions, including Teacher education institutions	Advocate open schooling in teacher education and professional development programs and engage with them in ways of adopting the Open School framework	• Presentations and workshops at teacher educator conferences, workshops and meetings • Sharing TPD guidelines and evaluation toolbox • Networks and personal contact • Communication to HEI presidents	WP2 WP5 WP8
Educational and pedagogical services and support structures	Creating awareness about the COSMOS approach. Engage in participation in CORPOS and/or CoPs.	• Personal contact and networking • Sharing of educational materials • Discuss potential roles in taking future ownership of COSMOS approach	WP2 WP6 WP8

DISSEMINATION AND EXPLOITATION WAVE 3			
Major goals: reach local and national governments and educational institutions to prepare for further implementation and extension; transfer ownership of CORPOSs to permanent bodies, supported by existing educational infrastructures			
Stakeholders	**Main purpose/impact**	**Specific dissemination & exploitation activities**	**WPs**
Schools: teachers and school leaders	Encourage schools to make CORPOS and CoPs a permanent part of their organizational structure and work.	• Workshops and presentations at teacher conferences.	WP5 WP6 WP8

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	Encourage more schools to join	• Participating in local science fairs, cafés and performances • Sharing of examples, case studies and educational materials • Publications in practitioner journals • Elaborate long-term implementation plans together with schools and non-formal education providers. • Incorporate in TPD programs • Interactive online platform for schools embedded in project website	
Non-formal education providers, NGOs, networking organizations	Dedicate to permanent involvement in CORPOSs Become co-owner of local CORPOS	• Workshops and personal contacts • Elaborate long-term implementation plans together with schools and non-formal education providers.	WP6 WP8
Local communities, families, SMEs, local governments	Motivate local stakeholders in participating in open schooling projects. Motivate local government to support community stakeholders' engagement in CoPs	• Local science fairs and performances • Roadmaps • Social media • CoPs	WP6 WP8

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	Raising awareness of benefits of open schooling		
Higher Education Institutions, including Teacher education institutions	Integrate open schooling in teacher education and professional development (PD) programs	• Collaboration on new PD approaches involving open schooling • Publications in professional journals • Workshops and presentations at teacher educators' conferences	WP5 WP6 WP8
Educational and pedagogical services and support structures	Creating awareness of COSMOS approach. Engage in integrating and participating in CORPOS	• Personal contact and networking • Sharing of educational materials • Discuss potential roles in taking future ownership of COSMOS approach	WP6 WP8
Policy makers, local and national governments	Raising awareness of open schooling benefits e.g. engage support of local governments in supporting open schooling. Relating open schooling to policy goals (e.g. inclusion, green society)	• Policy briefs and workshops with all stakeholders and societal partners • Negotiating funding for continued implementation of CORPOS, as part of educational policy	WP7 WP8
Scientific community	Report on design and effects of open schooling Raising interest in open schooling worldwide	• Scientific publications • Presentations at scientific conferences	WP6 WP8

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General public	Raising awareness of the project results, and the benefits of open schooling	• Local and national news channels • Social media • General newsletter and website	WP6 WP8
International community	Share the results of the project with international educational communities	• Final European-level conference	WP8

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3.5. Dissemination Indicators

The dissemination activities will be constantly monitored and evaluated throughout the project implementation, with the main indicators, being the one's below:

Indicator No.	Promotion tool	Expected Progress (Partnership, in total)
1	Dissemination and Exploitation Plan (PEDR)	**1**
2	Project Logo	**1** ✓
3	Project Website	**1** ✓
4	Project Brochure	**1** x partner languages
5	Newsletters	**6** x partner languages
6	Press Releases	**x**
7	Dissemination workshops led by partners	***x***
8	Attendance at conferences (national, international)	**x**
9	Final Multiplier Events in Kromeriz	**1**

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4. Acknowledgement of EU funding

Beneficiaries of the EU's Horizon 2020 research and innovation programme have the obligation to explicitly acknowledge that their action has received EU funding. This must be done in all communications, dissemination and on all major results funded by the grant:

Standard (see Visual Identity Guidelines pack for more details and logo)

"This project received funding from the European Union's Horizon 2020 Research and Innovation programme under grant agreement No 101005982."

4.1. Fig 1: EU emblem

When communicating on Twitter or other social media about project activities, #H2020COSMOSprojectEU and #Openschoolingforall will be included together with @EU_H2020 and @COSMOSprojectEU.

5. Social media strategy

5.1. Introduction

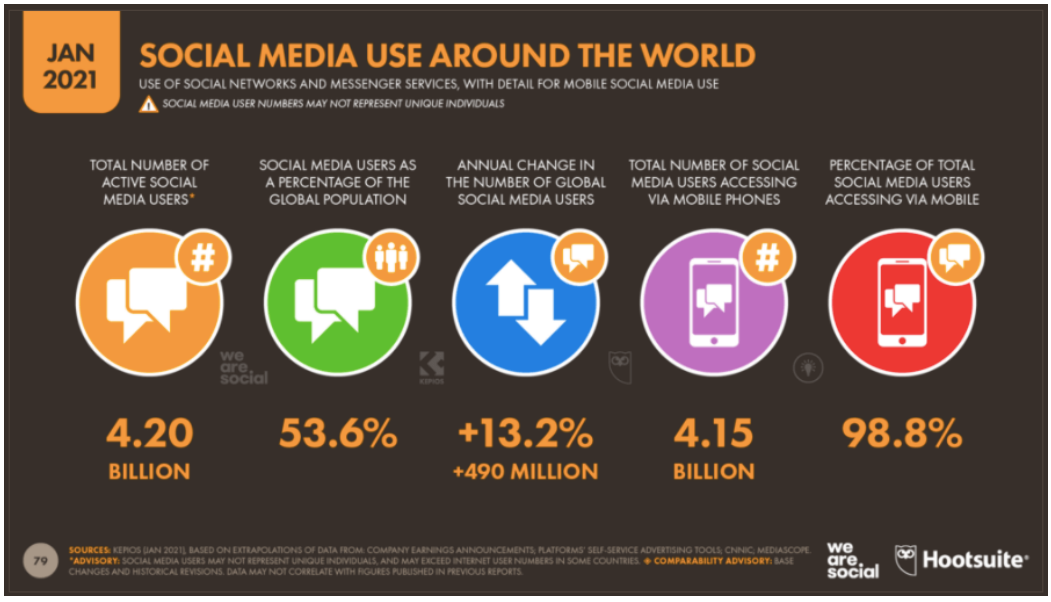
This Social Media Strategy supports the main Plan for the exploitation and dissemination of results of the COSMOS project. Social Media goals align with the broader project dissemination objectives.

The Strategy is a living document, with regular updates until the end of the project. The Strategy is a summary of everything the partnership plans to do on social media.

5.2. Social network

What is social network?

Social networks are currently still very trendy thing and they are a relatively new type of web applications. They evolved in the first decade of the 21st century from their predecessors who served Internet users before them. These include, for example, discussion servers, online photo galleries, weblogs, file storage, servers on which photos can be evaluated, and many others. The creators of these services have noticed over time that users not only want to publish content, but also communicate with other users, in as many different ways as possible.



Source: https://datareportal.com/reports/digital-2020-global-digital-overview

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Division of social networks

Social media is structured in different ways and it must be emphasized that any classification is misleading. Many services overlap with their functions and possibilities. For example, many experts state that blogs fall under social networks, others say a written blog and a video blog are something completely different.

They are most often used two criteria: breakdown by marketing tactics or by theme.

According to the focus, they are divided into:

- Social networks - blogs, videos, audios, photos, chats, discussions, etc.
- Business networks - for connecting people from business, rather from senior management
- Social bookmarking systems - sharing information, mainly articles, in the form of public bookmarks
- Content quality voting sites - voting puts articles at the forefront, so more people read and vote for them
- News - sites where messages are displayed and people can not only share content but also add comments

The division according to marketing tactics is considered to be clearer and according to this division, surveys of the use of social media are also most often conducted:

- Social networks (Facebook, MySpace, LinkedIn, Google+)
- Photo Sharing (Instagram, Snapchat, Pinterest)
- Blogs, videoblogs, microblogs (Twitter, Tumblr)
- Discussion fair, Q&A portals (Yahoo! Answers)
- Wikis (Wikipedia, Google Knol)
- Social bookmarking systems (Digg, Delicious, Jagg)
- Shared multimedia (YouTube, Flickr, Vimeo)
- Virtual Worlds (Second Life, The Sims)

Optimizing social media

The term Social Media Optimization (SMO) first appeared on August 10, 2006, when Rohit Bhargava used it on his blog. He defined 5 basic rules for optimization on social media, which

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were later extended to 17. It is a set of procedures and methods that are used to increase awareness of articles or websites and their traffic

SMO rules

1.Increase likability

2. Make it easy to insert tags and bookmark

3. Reward backlinks to your site

4. Support content cycling

5. Support enlargement, expansion

6. Be a source of users, even if it doesn't help you

7. Reward helpful and valuable customers

8. Participate in conversations

9. Find out how to target customers

10. Create content / satisfaction

11. Be real

12. Do not forget your roots, be humble

13. Don't be afraid of new things

14. Build an SMO strategy

15. Create SMO tactics wisely

16. Make SMO part of your processes

17. Don't be afraid to drop messages and thoughts

What is advertising on social networks?

Through social networks, we can reach the right target groups with interesting and creative content. At the same time, we are raising awareness of the project and information about the project can spread faster and reach more people.

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Social media marketing goals

Social networking must fit into the overall strategy of the project and SMART will help us with that.

SMART is a mnemonic acronym used in project management to guide us in the setting of goals and objectives.

S – What is your goal?

M – How will you measure your success?

A – Is your goal achievable?

R – Is the goal relevant to your company?

T – How long will it take you to complete your goal?

S.M.A.R.T. goals

Choose suitable platforms: Choose based on your target group. Only select as many platforms as you can actively work on. It is better to start expanding the platforms once and gradually.

Specific	•Create interest in a larger number of schools •Attract more local partners for setting up new CoPs •Engaging schools, non-formal education partners, SMEs and local communities to participate in CORPOS and CoPs •Reach local and national governments and educatonal institutions
Measurable	•Use analytics and measurements on individual social platforms. Increase followers
Attainable	•Set up the accounts in Social Media •Create 1-2 high quality content every month
Relevant	•Make post directly related to the project
Time-Bound	•Will achieve our objectives within 31.12.2024.

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Set goals and objectives: Goals should be simple at first, such as posting once a day for one month. Once you learn this, you'll be able to set more specific and strategic goals, such as a 10% increase of followers.

Report regularly: Use platform analyzes to find out which posts are most successful. See if you're gaining more followers and find out demographic information about your audience. Extend what works and remove what doesn't.

Social media marketing requires an evolving strategy with measurable goals and includes:

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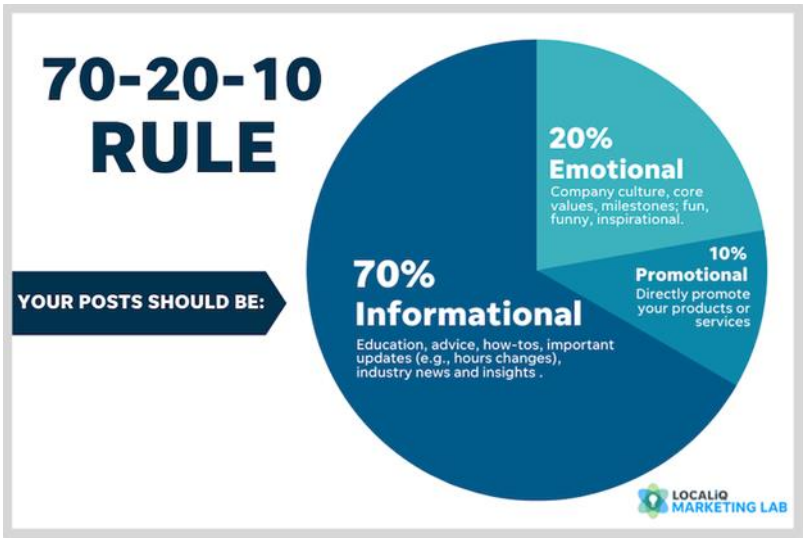

Source: https://www.wordstream.com/social-media-marketing

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5.3. Social media marketing platforms

Source: https://www.wordstream.com/social-media-marketing

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Social Media Marketing Platforms Plan

	Posting Frequency	Best Content	Ideal Video Length	Content Tips
	1-4x per month	• Photos • Videos • Questions • Survey • Pool • Competitions	1 Minute for video 5 mins for live video	Tag others. Share content on regular basis.
	1-4x per month	• Photos • Short videos	30 Second	Ask users to engage. Use hashtags. Direct messages to story. Live video. Reels
	2-10x per day, including retweets and replies	• Questions • Multimedia	45 Second	Include images, videos, and Gifs in your tweet. Use Hashtags. Retweet users, ask questions. Use power words.
	When applicable	• Product Re-views • Video Guides • Educational videos • Video feed with short de-scription	2 Minutes	Optimize your videos for mobile devices and for search. Create effective description. Don't overlook the video quality
	1-7x per month	• News • Updates • Articles	1-2 Minutes	Create an inspirational post. Add contacts to your network.

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5.4. Measurement, monitoring, analysis on social media

Is it possible to measure the benefits of social media activities? In a way, yes, but you can't imagine simply taking the amount of money spent on social media activities and calculate the revenue that it brought.

Before you measure the effectiveness of social media, set your goals first. However, some of the goals will be very difficult to measure and perhaps even immeasurable.

What can be measured on social media (selection of the most used indicators):

Direct

- Number of community members
- Number of RSS feed subscribers
- Number of newsletter subscriptions
- Number of views of the article
- Number of comments
- Number of leads
- Number of completed actions
- Number of links
- Number of visits came from links
- The number of brand names, companies appearing on social media

Indirectly

- Quality leads
- Quality of other information
- The ratio of positive and negative comments in connection with the brand, the company
- Awareness raising (more search queries, increasing web traffic, etc.)
- Increasing market share
- Entry into new segments

Measuring Social Media Exposure

One of the most important measurements shows how many people were really interested in our contribution, our division of what we wanted to say.

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- **Twitter:** Monitor the number of followers, quantify how many times your links have been clicked, how many times your message has been tweeted and how many times your hashtag has been used. A great free measurement tool on Twitter is Tweet Reach.

- **Facebook:** Track the total number of fans of your site. In addition, check the number of friends from those who became fans during the promotion of the post. Specify how many times your links have been clicked and how many times your messages have been liked or commented on. You can also track wall posts and private messages. *Face-book* Audience *Insights* gives you aggregate information about two groups of people—people connected to your Page and people on *Facebook*

- **YouTube:** Measure views of videos associated with a promotion or specific time period. Evaluate the number of comments on your video, the number of times it was rated, the number of times it was shared, and the number of new subscribers

- **LinkedIn:** The number of people who viewed your profile. This is an important number that needs to be tracked over time. Track followers, connections, views, confirmations and endorsements.

S.M.A.R.T. Social Media Goals:

Objectives	Specific Goal	Measurable Goal	Attainable Goal	Relevant Goal	Time-Specific
Facebook					
**Example*	Search for new followers	Like or follow of project page	Create 1-2 high quality content every month on Facebook	Make post directly related to the project	Increase my Facebook followers by end of the project
Twitter					
LinkedIn					
Youtube					
Instagram					

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