



LED
E D U C A T I O N

D6.1 Dissemination Plan Document and Report

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ABSTRACT

Deliverable 6.1 constitutes the Dissemination and Communication Plan of the LED Education project. It establishes a structured framework to guide communication and dissemination activities throughout the project lifecycle.

The document defines the dissemination objectives, key messages and target groups, as well as the tools and channels to be used for outreach at local, national and European levels. It supports partners in promoting the project's core results, including the digital well-being framework, digital literacy approaches and pilot outcomes.

In addition, the plan introduces mechanisms for monitoring and reporting dissemination activities, ensuring systematic tracking of outreach and engagement. This contributes to maximising the visibility, uptake and long-term sustainability of the project results.

KEYWORDS

LED Education, dissemination plan, communication strategy, project results, stakeholders, visibility, impact, sustainability, knowledge sharing, consortium coordination, public outreach, dissemination activities, project lifecycle, education innovation, European cooperation, target audience, dissemination tools, awareness raising.

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List of Abbreviations and Acronyms

D	Deliverable
WP	Work Package

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Executive Summary

This deliverable presents the Communication, Dissemination and Visibility Strategy for the LED Education project, developed under Work Package 6 – Impact and Dissemination. The strategy provides the operational framework for planning, coordinating, implementing and monitoring communication and dissemination activities across the consortium throughout the project duration.

The purpose of the plan is to ensure that project activities, opportunities, outputs and results are communicated effectively to relevant target groups, including students, parents, online and onsite schools, educators, support staff, school leaders, stakeholders, policy actors, researchers and the wider public. It defines the project's communication and dissemination objectives, target audiences, key messages, communication channels, planned activities and outreach formats.

The document also explains how dissemination is organised in practice, including the division of responsibilities among partners, procedures for collecting and validating communication inputs, indicative timing and frequency of activities, and the use of common communication materials and visual identity. This supports consistency, quality and coordination across digital platforms, events, publications, media communication and stakeholder engagement activities.

EU funding visibility is addressed as an integral part of the strategy. The plan explains how the EU emblem, Erasmus+ acknowledgement and required visibility wording will be applied across public-facing materials, presentations, online communication, events and reporting outputs, in line with Erasmus+ visibility requirements.

The deliverable defines the monitoring framework for WP6 activities, including indicators such as number of people reached, gender-disaggregated reach where available, student/university staff reach, event participation, website and social media engagement, school cooperation, stakeholder involvement, media visibility, partner dissemination inputs and feedback. Practical reporting templates are included to support partners in documenting activities and providing evidence in a consistent way.

The document also provides a brief initial overview of communication and dissemination activities implemented during the period March 2025 – May 2026. This overview is included to show how the plan is being applied in practice, while avoiding duplication with formal reporting tools. Detailed KPI values, reach data, gender-disaggregated breakdowns and supporting evidence will be consolidated through the EU Funding & Tenders Portal and the project's progress and periodic reports.

The strategy will be reviewed during project implementation and adjusted where necessary to reflect project progress, stakeholder feedback, partner inputs and emerging dissemination opportunities. Its overall aim is to strengthen the visibility, uptake, sustainability and long-term impact of the LED Education project.



1. Introduction

Dissemination and communication are essential components of the LED Education project, as they support the visibility, uptake and long-term impact of the project activities, outputs and results. Through Work Package 6 – Impact and Dissemination, the project aims to promote its objectives and outcomes among students, parents, online and onsite schools, educators, stakeholders, policy actors, researchers and the wider public.

LED Education – Supporting Learning Environments in Digital Education – is implemented under the Erasmus+ Policy Experimentation framework and contributes to European priorities in digital education, inclusion, learner wellbeing and innovation in learning environments. In this context, dissemination goes beyond general visibility. It is understood as a strategic process aimed at engaging relevant stakeholders, supporting pilot participation, informing educational practice, contributing to policy discussion and enabling the potential transfer and scaling of project results.

This deliverable, D6.1 Dissemination Plan Document and Report, defines the strategy, tools, responsibilities, timeline, monitoring approach and evidence collection procedures that will guide communication and dissemination activities throughout the project lifecycle. It serves as a structured roadmap and practical working document for project partners, supporting coordinated outreach, consistent messaging, EU visibility, stakeholder engagement, pilot recruitment and long-term sustainability.

The dissemination approach of LED Education is based on several core principles: alignment with EU digital education priorities, communication grounded in project implementation and pilot experience, engagement of stakeholders at local, national and European levels, and a focus on measurable outreach and impact through both quantitative and qualitative indicators. The approach also emphasises sustainability beyond the project duration, ensuring that the project's results, lessons learned and practical tools remain relevant and transferable.

The plan follows a phased approach aligned with the project implementation stages, covering awareness building, engagement and pilot visibility, and later dissemination of results, impact and uptake. It will be reviewed during project implementation and adjusted where necessary to reflect project progress, stakeholder feedback, partner inputs and emerging dissemination opportunities.

This document also provides a brief initial overview of communication and dissemination activities implemented during the period March 2025 – May 2026. This overview is included to show how the plan is being applied in practice. It is not intended to replace the formal periodic reporting process or continuous reporting in the EU Funding & Tenders Portal. Detailed activity records, KPI updates, gender-disaggregated reach data and supporting evidence will be consolidated through the project's progress and periodic reporting.

Through structured dissemination and targeted communication, LED Education aims not only to share project information, but also to contribute meaningfully to the European discussion on safe, inclusive, supportive and effective digital and hybrid education environments.

1.1 Purpose of the Document

The purpose of this deliverable is to define the communication, dissemination and visibility framework for the LED Education project. It sets out how project information, activities, opportunities, outputs and results will be communicated to relevant audiences, and how dissemination actions will support stakeholder engagement, school cooperation, pilot recruitment, evidence sharing, sustainability and long-term impact.

The document specifically supports the following objectives:

Development of a common dissemination and communication strategy.

D6.1 establishes the main communication and dissemination objectives, target audiences, key messages, communication channels, partner roles and monitoring approach for WP6. It provides a shared framework for all partners to communicate consistently about the project and to contribute to dissemination activities through their own networks and institutional channels.

Engagement of target groups and stakeholders.

A key purpose of the plan is to engage the groups most relevant to the LED Education model, including students, parents, online and onsite schools, educators, educational organisations, community stakeholders, policy actors, researchers and the wider public. Dissemination activities are used not only to raise awareness, but also to create cooperation opportunities, build trust with schools and families, and strengthen stakeholder involvement.

Support for pilot recruitment and participation.

Communication activities under WP6 directly support the recruitment and engagement of students for pilot activities. Outreach to schools, parent communication, open days, workshops, exhibitions and social media campaigns are used to inform families about the project and encourage participation. In this sense, WP6 contributes directly to the successful implementation of pilot activities planned under the project.

Visibility of project activities, outputs and results.

The plan ensures that the project's activities, progress, outputs and results are made visible to relevant audiences. This includes digital communication, media outreach, public events, articles, school engagement activities, workshops, conferences and future dissemination of project results. The plan also ensures that EU funding visibility is respected across public-facing activities and communication materials.

Monitoring, evidence collection and KPI reporting.

The deliverable defines how communication and dissemination activities will be monitored and documented. This includes collecting evidence such as attendance data, photos, screenshots, media confirmations, social media analytics, website statistics, partner inputs and participant feedback. These data will support KPI reporting and help assess the effectiveness of the project's outreach activities.



Promotion of inclusion and access for learners with fewer opportunities.

The communication approach pays particular attention to students who may face barriers in online or hybrid learning, including social isolation, language challenges, educational difficulties, health-related learning needs or reduced access to structured support. Dissemination activities aim to make the project visible and accessible to these learners and their families.

Wider uptake, transferability and sustainability.

Beyond the pilot phase, WP6 supports the long-term sustainability of the LED Education model by communicating lessons learned, building stakeholder interest, strengthening institutional cooperation and preparing the dissemination of results to wider education communities at local, national and European level.

1.2 Methodology and Coordination Approach

The dissemination and communication approach of the LED Education project is based on a structured and collaborative methodology, ensuring that activities are aligned with project objectives and implemented consistently across the consortium.

The development of this Dissemination and Communication Plan builds on the project proposal, including its impact strategy, target groups, work package structure and expected outcomes. It is also informed by good practices for communication and dissemination in EU-funded projects, including the need for clear target groups, consistent messaging, EU visibility, evidence collection and measurable outreach.

The strategy has been developed through a collaborative process involving project partners. Each partner contributes knowledge of their national and local context, access to relevant stakeholders, educational institutions, professional networks and policy or practice communities. This supports the identification of appropriate audiences and the selection of communication channels adapted to different groups.

The dissemination approach is based on multi-level engagement, addressing stakeholders at school, local, national and European levels. Activities are designed to support both awareness-raising and the uptake of project results, with particular attention to pilot visibility, school cooperation, policy relevance, practical applicability and sustainability.

Implementation of the strategy is supported by continuous coordination among partners. Regular exchange of information ensures that dissemination activities are aligned, timely and based on up-to-date project developments. Partners contribute to both individual and joint dissemination actions, while following common key messages, visual identity, EU visibility requirements and evidence collection procedures.

Internal communication and coordination mechanisms are defined in the Project Management Plan. These mechanisms support efficient information flow across partners and help ensure the consistency, quality and timeliness of dissemination and communication activities.

The strategy will be reviewed during project implementation and adjusted where necessary based on monitoring results, stakeholder feedback, partner inputs and project progress, ensuring its continued relevance and effectiveness.

2. Target Audiences

The LED Education project addresses several target audiences, each with a specific role in the implementation, dissemination, uptake and sustainability of the project. The communication and dissemination strategy is therefore designed to reach not only the direct beneficiaries of the project, but also the stakeholders who can support participation, implementation, replication and long-term impact.

The main target audiences include students, parents, online and onsite schools, educators, educational institutions, relevant stakeholders, policymakers and the wider public. Each audience requires a tailored communication approach, using appropriate channels, language and formats.

2.1 Primary Target Groups

Primary target groups are those directly involved in, or directly benefiting from, the LED Education project activities and pilot implementation.

2.1.1 Students and Parents

Students and parents are the primary target audience of the LED Education project, as students are the main beneficiaries of the pilot activities and parents often play a key role in decisions related to participation in additional educational support.

The project primarily addresses students involved in online, distance, hybrid or home-based learning, as these learners may be more exposed to challenges such as reduced social interaction, lack of daily structure, limited emotional support, lower motivation, time-management difficulties and digital learning fatigue. For this group, LED Education provides a supportive learning environment combining academic assistance, digital literacy development, emotional support, social interaction and learner autonomy.

At the same time, the project is not limited only to online or homeschooled students. LED Education also reaches students from onsite and traditional schools, especially through open events, workshops, exhibitions, social media communication and public outreach activities. Many challenges addressed by the project – such as digital literacy, responsible technology use, time management, emotional well-being and independent learning skills – are relevant to all students, regardless of the school format.

In this context, the project's communication strategy targets families broadly, while giving particular attention to students who may benefit most from additional support in online or hybrid learning. Social media campaigns, for example, are addressed to parents and students more generally and do not separate audiences strictly by school type. Similarly, education exhibitions and public events reach a mixed audience, including both online and onsite school students.

From the later implementation stage, the project also plans to extend communication and dissemination activities towards onsite schools. This may include short digital literacy lectures or introductory sessions for school students, presenting selected engaging elements of the LED Education digital literacy course. These activities will help disseminate the project's approach, raise awareness of digital learning skills and introduce students and teachers to the wider project concept.

Parents are also a key audience because they often identify the need for additional academic, emotional or organisational support and decide whether their child participates in project activities. Communication with parents therefore focuses on explaining the value of the LED Education model in a clear and accessible way, including its support for digital literacy, time management, emotional well-being, learning motivation, social interaction and safe use of digital tools.

Main channels:

- Facebook and Instagram campaigns;
- YouTube videos;
- TV and radio communication;
- open days and weekend events;
- creative workshops and thematic activities;
- cooperation with online schools;
- short digital literacy lectures or introductory sessions;
- parent seminars;
- education exhibitions;
- direct emails and school communication platforms;
- website updates and project information materials.

Main purpose of communication: To inform and engage students and parents, support recruitment for pilot activities, raise awareness of digital literacy and well-being needs, and demonstrate how LED Education can support learners in online, hybrid and traditional educational contexts.

2.1.2 Online Schools and Educational Institutions

Online schools and educational institutions are a strategic target group for the project. They provide direct access to students and families who may benefit from the LED Education model and can support recruitment, cooperation and long-term sustainability.

The project aims to develop cooperation with online schools in Latvia by presenting LED Education as an additional support opportunity for students. This includes cooperation on pilot recruitment, open days, trial exams, thematic events, workshops and possible integration of support activities into the wider learning experience of online students.

Educational institutions are also important for future replication of the model. Through meetings, presentations, webinars and direct cooperation, the project will share its approach to hybrid learning, digital literacy, emotional support and learner autonomy.

Main channels:

- direct meetings with school management;
- email communication;
- online presentations;
- cooperation events;
- school information platforms;
- webinars;
- joint open days or workshops;
- exhibitions and education fairs.

Main purpose of communication: To establish cooperation with schools, reach students through trusted educational channels, promote participation in pilot activities, and create conditions for wider use of the LED Education approach.

While cooperation with online schools is the main focus during the first implementation period, onsite schools are also considered an important target group for the wider dissemination of digital literacy activities and future uptake of the LED Education model.

2.1.3 Educators, Tutors and Educational Professionals

Educators, tutors and educational professionals are important for the implementation and future uptake of the LED Education model. They are involved in supporting students, testing learning routines, and understanding how digital literacy, time management and emotional support can be integrated into hybrid education.

Communication with this group focuses on the pedagogical value of the project, including innovative teaching methods, tutor-supported learning, student-centred routines, emotional intelligence and digital well-being. Educators may be reached through open days, webinars, school meetings, training activities, conferences and professional platforms.

Where relevant, educators will also be offered opportunities to observe or test elements of the LED Education approach under supervision, supporting practical understanding and future replication.

Main channels:

- open days;
- professional meetings;
- school cooperation activities;
- conferences and webinars;
- LinkedIn;
- articles and professional publications;
- project website.

Main purpose of communication: To raise awareness among educational professionals, support understanding of the LED Education methodology, and encourage future use or adaptation of project results.

2.2 Secondary Target Groups and Multipliers

Secondary target groups serve as multipliers and professional amplifiers of project results. They may not all participate directly in the pilot, but they can support dissemination, replication, professional discussion, knowledge transfer and long-term sustainability.

2.2.1 Education Professionals, Digital Literacy Trainers and Experts

Education professionals, digital literacy trainers and experts are important multipliers for the LED Education project. This group may include trainers, digital literacy experts, educational consultants, psychological experts, wellbeing specialists and professionals active in educational innovation.

Their involvement can strengthen the quality, relevance and transferability of project results. Communication with these professionals focuses on methodologies, tools, pilot experience, digital literacy content, wellbeing-oriented support, emotional and mental wellbeing, and practical lessons learned from implementation.

Educational and psychological experts can also contribute to the interpretation of student needs in digital and hybrid learning environments, particularly in relation to motivation, wellbeing, emotional pressure, engagement and learner support.

Main channels: workshops, webinars, professional exchange, conferences, LinkedIn, publications, dissemination materials, reports and project website.

Main purpose of communication: to share methodologies and lessons learned, support professional uptake, strengthen the credibility and practical relevance of the project, and promote wider use of project tools and approaches.

2.2.2 Universities, Teacher Training Institutions and Research Communities

Universities, teacher training institutions and research communities are important for long-term sustainability and knowledge transfer. Integrating LED Education insights into teacher training, research discussions and academic dissemination can support the wider uptake of structured approaches to digital wellbeing, digital literacy and supportive hybrid learning environments.

This target group is particularly relevant for disseminating the project's evidence-based results, methodologies, pilot findings and lessons learned. Academic and professional dissemination can help position LED Education within broader discussions on digital education, learner wellbeing, digital competence and innovation in learning environments.

Teacher training institutions may also be interested in how the LED Education model can inform pre-service and in-service teacher development, especially in relation to hybrid pedagogy, student support, digital literacy and wellbeing-oriented education.

Main channels: academic seminars, conferences, professional events, institutional newsletters, research networks, publications, presentations and collaboration activities.

Main purpose of communication: to disseminate project results and methodologies to academic and professional audiences, support knowledge transfer, contribute to research and practice discussions, and strengthen long-term sustainability.

2.2.3 Relevant Stakeholders and Potential Partners

Relevant stakeholders and potential partners include organisations and individuals who can support the project through cooperation, additional learning opportunities, community engagement or future sustainability. This may include NGOs, local education actors, community organisations, extracurricular activity providers, private education providers, youth organisations and local stakeholders.

The project will engage these stakeholders through social media, direct emails, meetings, workshops, networking events and cooperation discussions. The purpose is to identify possible synergies and additional activities that can enrich the student experience, such as extracurricular classes, creative workshops, social activities or specialised support.

Main channels:

- direct emails;
- stakeholder meetings;
- networking events;
- workshops;
- TV and radio communication;
- social media.

Main purpose of communication: To build partnerships, create additional opportunities for students, strengthen the local support network and support the sustainability of the project beyond the funded period.

2.3 Strategic Stakeholders and Wider Public Audiences

Strategic stakeholders include policy-level, institutional and public audiences that can support wider recognition, transferability, replication and sustainability of the LED Education model.

2.3.1 Policymakers, Public Authorities and Education Decision-Makers

Policymakers, public authorities and education decision-makers are important for the wider recognition and potential replication of the LED Education model. Although they may not be the primary audience during early implementation, they become increasingly important as the project generates evidence, lessons learned and results.

Communication with this group will focus on the project's contribution to digital education, inclusion, learner well-being, support for online students and innovative hybrid learning environments. These audiences will be reached through conferences, exhibitions, final dissemination activities, reports, policy-oriented communication and stakeholder meetings.

Main channels:

- conferences;
- education exhibitions;
- reports and publications;
- final conference;
- stakeholder meetings;
- press releases;
- LinkedIn;
- project website.

Main purpose of communication: To raise awareness of the project's outcomes, support policy-level discussion, and prepare the ground for possible replication or integration of project results into wider educational practice.

2.3.2 European-Level Networks and EU-Funded Projects

European-level networks, Erasmus+ communities and other EU-funded projects are important for knowledge exchange, clustering and wider European visibility. Cooperation with these audiences supports the European dimension of the project and helps situate LED Education within broader discussions on digital education, wellbeing, inclusion and innovation.

European-level dissemination can support exchange of experience across Member States and promote the transferability of project results beyond the local pilot context. Collaboration with other EU-funded projects can also create synergies, support policy-oriented outputs and increase the visibility of LED Education among relevant professional and institutional audiences.

Main channels: EU project collaboration, policy-oriented events, professional networks, conferences, LinkedIn, newsletters, EU-level dissemination platforms and final dissemination activities.

Main purpose of communication: to build synergies, exchange practices, increase European visibility and support the transferability and scalability of project results.

2.3.3 General Public

The general public is an important target audience for raising awareness about the challenges faced by online learners and the importance of digital literacy, emotional support and inclusive hybrid education. Public communication also contributes to the visibility of EU funding and demonstrates the social relevance of the project.

The general public will be reached through media communication, social media campaigns, TV and radio activities, press releases, project website updates and public events. Communication will highlight the project's goals, activities, achievements and benefits for students, families and the education sector.

Main channels:

- press releases;
- TV and radio communication;

- social media campaigns;
- local and national media;
- public events;
- project website;
- exhibitions.

Main purpose of communication: To raise public awareness of the LED Education project, increase recognition of EU-supported innovation in education, and promote the importance of digital and emotional literacy for young learners.

2.4 Summary of Target Audiences and Channels

An overview of the project's target audiences, their role in the project, communication objectives and planned communication channels is presented in Table 1.

Table 1: Overview of Target Audiences and Communication Channels

Target audience	Communication objective	Main channels
Primary target groups		
Students	Inform, motivate and engage students in pilot activities, digital literacy sessions, open days and project events	Open days, workshops, trial exams, social media, YouTube, school referrals, website, exhibitions
Parents and families	Build trust, explain project benefits, support student recruitment and participation, and provide information on learning support, wellbeing, exam preparation and digital habits	Facebook, Instagram, parent seminars, school communication platforms, open days, direct emails, website, TV/radio communication
Online and onsite schools / educational institutions	Establish cooperation, reach students through trusted educational channels, support pilot recruitment, disseminate digital literacy content and support future uptake	Direct meetings, emails, webinars, school platforms, online presentations, joint activities, open days, exhibitions
Educators, tutors and educational professionals	Share the LED Education methodology, support implementation, strengthen practical understanding and encourage future use or adaptation of project results	Webinars, open days, professional meetings, workshops, school cooperation activities, LinkedIn, articles, project website

Secondary target groups and multipliers		
Education professionals, digital literacy trainers and experts	Share methodologies, tools and lessons learned; support professional uptake and strengthen the practical relevance of the project	Workshops, webinars, professional exchange, conferences, LinkedIn, publications, dissemination materials
Universities, teacher training institutions and research communities	Disseminate project methodologies and results to academic and professional audiences, support knowledge transfer and strengthen sustainability	Academic seminars, conferences, publications, institutional newsletters, research networks, collaboration activities
Relevant stakeholders and potential partners	Build cooperation, create additional opportunities for students, strengthen the local support network and support sustainability beyond the funded period	Meetings, networking events, workshops, direct emails, social media, TV/radio communication, cooperation discussions
Strategic stakeholders and wider public audiences		
Policymakers, public authorities and education decision-makers	Support wider recognition, policy relevance, replication and possible integration of project results into wider educational practice	Conferences, reports, exhibitions, final conference, stakeholder meetings, press releases, LinkedIn, project website
European-level networks and EU-funded projects	Build synergies, exchange practices, increase European visibility and support transferability and scalability of project results	EU project collaboration, conferences, policy-oriented events, professional networks, LinkedIn, newsletters
General public	Raise public awareness of the project, increase visibility of EU-funded innovation in education and promote digital and emotional literacy	Social media, TV/radio, press releases, website, public events, exhibitions, local and national media

3. Key Messages

The communication of the LED Education project is built around a set of consistent key messages that explain why the project is needed, what value it brings to learners, families and schools, and how it contributes to innovation in digital and hybrid education. These messages are adapted in tone and format depending on the communication channel, but the core ideas remain consistent

across social media, school outreach, events, exhibitions, media communication and stakeholder engagement.

The overarching communication narrative of the project is that supportive hybrid learning environments can play an important role in the future development of education systems. LED Education demonstrates that education does not need to be divided strictly between online learning and traditional onsite schooling. Instead, it can combine the strongest elements of both: the flexibility and accessibility of digital education with the structure, social interaction, emotional safety and human support of physical learning environments.

At policy and institutional level, the project promotes the idea that such supportive hybrid spaces can have a meaningful place in modern education systems. By bringing together online and onsite educational structures, LED Education aims to show how learners can be supported more effectively, especially when they face challenges such as isolation, low motivation, lack of structure, digital fatigue, limited social interaction or insufficient individual support.

A central message of the project is that digital education should not mean isolation, lack of structure or emotional pressure. Many learners in online, hybrid and traditional education contexts need additional support to manage their time, stay focused, complete learning tasks on time, develop digital literacy and maintain motivation. LED Education responds to these needs by offering a safe, supportive and structured learning environment where students can receive academic, digital and emotional support.

The project promotes the idea of a balanced learning environment where screen time and green time are both considered important. Through the use of biophilic design principles, the LED Education space aims to reduce stress, support concentration and create a more emotionally comfortable setting for learning. The physical environment is therefore an important part of the project message: students learn better when they feel safe, calm and supported.

Another key message is the importance of digital literacy. LED Education does not only focus on using digital tools, but also on helping students become more independent, responsible and confident digital learners. This includes learning how to search for information, manage digital tasks, use technology ethically, avoid copying or cheating, stay safe online, and understand how digital tools can support learning rather than replace personal effort.

The project also communicates the importance of social and emotional well-being. Many students, especially those in online or hybrid education, may feel isolated, passive or afraid to ask questions. LED Education aims to create a safe, non-judgemental and supportive environment where students can be themselves, participate more actively, communicate with peers, ask for help and gradually build confidence in group and classroom situations.

An important message in the Latvian context is that some students face additional language and adaptation challenges due to changes in the education system. For example, Russian-speaking students who have transitioned into Latvian-language learning environments may experience difficulties with language, academic confidence and timely completion of tasks. LED Education

communicates that these students can receive practical support with learning, focus, planning, language-related challenges, preparation for exams and emotional stability.

The project also responds to the changing situation of online and distance education. As education formats and regulations continue to evolve, families may need softer transition spaces that help students adapt to new learning requirements. LED Education positions itself as a supportive bridge between home, online learning and formal school expectations, helping students remain engaged, active and prepared for future educational pathways.

In communication with schools, parents and stakeholders, the project highlights that LED Education can support student engagement and participation. Feedback from online schools indicates that student activity and motivation in online school communities have decreased in recent years. Therefore, one of the project's key messages is that students need safe and meaningful reasons to become active again – through workshops, group activities, digital literacy sessions, tutoring, trial exams, open days and social learning opportunities.

The project's communication also highlights practical outcomes. LED Education supports students in preparing for exams, planning their study time, completing assignments, improving concentration, developing responsible learning habits and strengthening self-confidence. These results are important not only for academic performance, but also for students' emotional state and long-term independence.

Across all communication activities, LED Education presents itself as a project that combines digital literacy, emotional well-being, learner autonomy, social interaction, biophilic design and structured support. The overall message is that students do not need only access to digital education; they also need guidance, safety, motivation, social connection and a learning environment that helps them grow.

The project also communicates a strong sustainability message. LED Education is designed not only as a temporary project activity, but as a model that can continue, be adapted and potentially replicated after the end of the Erasmus+ funding period. By engaging schools, parents, educators, stakeholders and policymakers throughout implementation, the project aims to build long-term interest in supportive hybrid learning spaces, digital literacy support, wellbeing-oriented education and practical cooperation between online and onsite learning structures. Sustainability is therefore communicated through the project's visibility activities, school partnerships, stakeholder engagement, evidence of student needs, and the dissemination of lessons learned and results.

All communication activities include, where relevant, the message that LED Education is co-funded by the European Union through the Erasmus+ programme and contributes to European priorities in digital education, inclusion, innovation, wellbeing and learner-centred educational environments.

4. Dissemination and Communication Strategy

The dissemination and communication strategy of the LED Education project is implemented throughout the full project lifecycle and follows the structure of WP6 – Impact and Dissemination.



The strategy is organised into three consecutive phases, aligned with the project implementation timeline and the maturity of project outputs: launch and visibility, engagement and pilot visibility, and results dissemination and sustainability.

This phased approach ensures that communication and dissemination activities support the project from initial awareness-building and stakeholder engagement to pilot recruitment, visibility of implementation, dissemination of results and long-term uptake.

4.1 Phase 1 – Launch, Awareness and Positioning (M1–M6)

The first phase focuses on establishing the project’s communication foundations, increasing initial visibility and positioning LED Education within the broader context of digital and hybrid education development.

During this phase, communication and dissemination activities aim to introduce the LED Education concept, present the challenges addressed by the project, and build credibility among relevant stakeholders, including students, parents, schools, educators and professional audiences. Particular attention is given to establishing a clear and consistent project identity and ensuring EU visibility across communication outputs.

Key activities during this phase include launching the project website as a central information hub, setting up social media channels, preparing basic communication and visual materials, developing key messages, initiating outreach to schools and stakeholders, and presenting the project through partner networks and relevant professional forums.

During this phase, ElizaBuild leads the operational communication setup, including the project website, initial social media communication, local visibility activities, school outreach and preparation of communication materials. HAW supports strategic alignment, EU visibility, quality assurance and coordinator-level communication. TLU contributes through institutional dissemination activities and academic visibility. AIEDU OY contributes to selected dissemination and visibility activities on a supportive basis.

4.2 Phase 2 – Engagement, Recruitment and Pilot Visibility (M7–M18)

The second phase focuses on active engagement with target groups and increased visibility of the pilot implementation. At this stage, communication activities move beyond general awareness and aim to demonstrate how the LED Education approach is applied in practice.

Communication and dissemination activities during this phase support pilot recruitment, cooperation with online schools, student participation, parent engagement, public visibility and media communication. The emphasis is placed on showcasing the LED learning environment, digital literacy activities, emotional wellbeing support, student engagement formats and practical value of the hybrid learning model.

Activities in this phase include open days, creative workshops, trial exams, parent seminars, school meetings, exhibitions, social media campaigns, media communication, webinars, stakeholder meetings and partner dissemination activities. These formats allow students,

parents, schools and stakeholders to experience or understand the project approach directly and provide feedback for further refinement.

During this phase, ElizaBuild leads local outreach, pilot recruitment communication, cooperation with online and onsite schools, open days, workshops, parent engagement, media communication and social media campaigns. HAW supports overall coordination, quality assurance, stakeholder communication and project-level visibility. TLU contributes through academic and professional dissemination, webinars, seminars and expert input where relevant. Aiedu OY contributes through digital education expertise, professional outreach and dissemination activities linked to digital literacy and educational innovation.

4.3 Phase 3 – Results Dissemination, Impact and Sustainability (M19–M30)

The third phase focuses on communicating project results, lessons learned and practical outputs, while supporting broader use, replication and sustainability of the LED Education model.

During this phase, dissemination activities will gradually shift towards sharing evidence and validated results from the pilot implementation. The project will communicate lessons learned, present results to educational and stakeholder audiences, continue cooperation with schools and partners, prepare sustainability-oriented communication, and support the final conference.

Key activities during this phase may include final dissemination events, presentations at national and European education events, articles or professional publications, policy-oriented communication, cooperation with other EU-funded projects, dissemination of practical materials, and communication of the project's contribution to digital literacy, learner wellbeing, biophilic design and supportive hybrid learning environments.

At this stage, the project will also focus on ensuring that results are accessible, understandable and relevant for different target groups, including schools, educators, policymakers, parents, researchers and other stakeholders. Dissemination at European level will support knowledge exchange and contribute to wider discussions on safe, inclusive and effective digital education environments.

During this phase, HAW and TLU take a stronger role in academic, professional and European-level dissemination, including conferences, seminars, publications, policy-oriented communication and knowledge transfer. ElizaBuild contributes by disseminating practical pilot experience, local stakeholder engagement results, school cooperation outcomes and public communication outputs. Aiedu OY supports dissemination of digital education outputs and contributes to professional uptake. All partners contribute to the final conference, sustainability-oriented dissemination, evidence collection and reporting inputs.

5. Dissemination Channels and Communication Tools

The dissemination and communication activities of the LED Education project are implemented through a combination of digital channels, direct stakeholder engagement, professional and academic dissemination, media outreach and partner communication. This multi-channel approach ensures that project information, activities and results are communicated effectively to

different target groups, while maintaining a strong focus on practical implementation, user engagement and long-term uptake.

Different communication and dissemination formats are used depending on the target audience, the communication objective and the expected outcome. Some formats are designed mainly for broad visibility and awareness-raising, while others are used for direct engagement, trust-building, pilot recruitment, stakeholder cooperation, professional dissemination and sustainability.

5.1 Digital Channels

Digital channels serve as the primary means of ensuring continuous visibility, accessibility and regular communication with different audiences.

Project website.

The project website functions as the central public information point for LED Education. It provides structured information about the project concept, partners, activities, contact details, registration opportunities, communication materials, pilot-related events, open days and selected results. The website also supports EU visibility by presenting the project as an Erasmus+ co-funded initiative. Website updates will be made when new activities, events, results or important project information become available.

Facebook, Instagram and TikTok

Facebook and Instagram are the main channels for reaching students, parents and the wider local community. Communication on these platforms will focus on accessible, visual and engaging content linked to project activities, student support, digital literacy, emotional wellbeing, open days and pilot participation opportunities.

Planned content includes event announcements and reminders, photos and short summaries from activities, reels and short videos showing the LED learning space and activities, parent-oriented posts explaining the benefits of the project, student-friendly content on time management, digital literacy and wellbeing, campaign posts for pilot recruitment and open days, testimonials or success stories where consent is available, and EU visibility messages.

During standard periods, the project aims to maintain regular posting several times per week. During active recruitment periods, event promotion periods or campaign periods, the frequency may increase, including daily posts, stories and short-form content where relevant. Stories will be used especially before and during events, while reels and short videos will be published depending on available content and consent. Paid campaigns may be used strategically before open days, exhibitions, parent seminars and recruitment periods.

The project may also adapt relevant social media trends to LED Education themes, provided that the content remains consistent with the project's educational purpose, ethical communication principles and target audience. Social media communication is not limited to promotion; it is also used to explain why the project is needed, including topics such as digital literacy, time

management, student motivation, emotional wellbeing, safe learning environments, exam preparation and the role of supportive hybrid education.

LinkedIn.

LinkedIn is used mainly for professional and stakeholder communication. The channel targets educators, researchers, project partners, policymakers, education organisations and potential cooperation partners. Planned content includes project updates and milestones, partner activities, conference participation, cooperation with schools and stakeholders, posts on digital education, hybrid learning, biophilic design and student wellbeing, dissemination of results and lessons learned, and EU visibility updates.

The planned frequency for LinkedIn is approximately one to two posts per month, with additional posts after conferences, media activities, publications, partner events and major project milestones.

YouTube.

YouTube is used as a video repository for selected project-related content where suitable and GDPR-compliant material is available. This may include short project introduction videos, selected activity videos, videos explaining the LED Education concept, media appearances and interviews where permitted, and educational or awareness-raising content linked to digital literacy and wellbeing. Uploads will be activity-based and dependent on available video material and consent.

5.2 Direct Stakeholder Engagement

Direct stakeholder engagement represents a core element of the dissemination strategy and reflects the practical nature of the project. These activities provide opportunities for students, parents, schools, educators and stakeholders to observe, experience and understand the LED Education approach in practice.

Direct communication with schools.

Direct communication with schools is used to build cooperation, understand student needs and create practical engagement formats. This includes emails, calls, meetings, school visits and follow-up communication. During the initial implementation period, online schools are a priority because they provide direct access to students who may need additional structure, social interaction and learning support. Cooperation with onsite schools will be expanded in later phases, particularly through short digital literacy lectures, presentations and dissemination of project results.

Face-to-face engagement activities.

Face-to-face activities remain important for building trust with schools, families and stakeholders. The project will continue using open days, creative workshops, trial exams, parent seminars, exhibitions and stakeholder meetings to explain the LED Education model and engage target groups directly. These activities allow students, parents and schools to experience the

project concept in practice and understand the value of the supportive hybrid learning environment.

Open days and student engagement activities will be organised regularly, but the project will avoid relying on one repeated format only. Experience from early implementation indicates that students respond better when activities are renewed and adapted. Therefore, future open days and engagement events will use varied themes, such as creative workshops, gamified learning, digital literacy sessions, exam preparation, wellbeing activities and parent-oriented events.

5.3 Professional, Academic and Scientific Dissemination

Dissemination towards professional and academic audiences contributes to the credibility, transferability and future uptake of the project results.

Professional and academic dissemination may include research-based materials, reports, presentations, seminars, workshops, conference participation, articles, practice-oriented publications and collaboration with educational institutions. These activities will document and communicate the methodologies applied, pilot experience, emerging lessons learned and project outcomes where relevant.

Professional dissemination will target educators, educational institutions, researchers, teacher training institutions, policymakers, digital education professionals and other stakeholders interested in supportive digital and hybrid learning environments.

5.4 Media and Public Outreach

Media and public communication will be used to raise wider public awareness of LED Education and to present the project as an EU-supported initiative addressing relevant challenges in digital and hybrid education.

TV, radio, interviews, press releases, articles and public media activities may be used where relevant to reach families, schools and wider public audiences. Public communication will focus on the project's key messages: the need for supportive hybrid learning environments, digital literacy, emotional wellbeing, student engagement, biophilic design and the value of combining digital learning with human support and social interaction.

Additional outreach through educational networks, public events and local or national media will support broader dissemination and facilitate access to audiences interested in digital education and innovative learning environments.

5.5 Partner Dissemination

Partner dissemination is implemented through institutional and professional networks. Each partner contributes to communication and dissemination according to its role, expertise, audience access and institutional channels.

ElizaBuild leads local outreach, school cooperation, pilot recruitment and public engagement activities in Latvia. TLU contributes through academic dissemination, research seminars, conferences, newsletters and professional networks. HAW, as coordinator, contributes through

project-level communication, institutional dissemination, stakeholder engagement, reporting coordination and visibility through relevant academic and policy-oriented channels. Aiedu OY contributes through digital education expertise, professional networks and dissemination of relevant project outputs linked to digital literacy and educational innovation.

Partner dissemination activities may include presentations, seminars, articles, newsletters, conferences, policy-oriented events, cooperation with other EU-funded projects and dissemination through institutional websites or social media channels.

6. Detailed External Communication and Dissemination Plan

Due to the diverse nature of the LED Education target groups, a combination of communication and dissemination activities will be applied, including both digital (online) and face-to-face formats.

Different communication channels are used to reach specific stakeholder groups, taking into account their roles, needs and level of engagement with the project. This structured approach supports both visibility of the project and interaction with relevant audiences.

The alignment between target groups and communication channels is presented in Table 2, providing an overview of how different audiences are addressed through specific dissemination tools.

Table 2. Mapping of Communication Channels to Target Audience Groups

Communication Channel	Students & Parents	Educators	Support Staff	School Leaders	Researchers	Institutional stakeholders	General Public
Project Website	x	x	x	x	x	x	x
Social Media	x	x	x	x	x	x	x
YouTube / Video Content	x	x	x	x			x
Workshops / Trainings		x	x	x			
Open Days / School Visits	x	x	x	x			x
Webinars	x	x	x	x	x	x	
Scientific Publications					x	x	
Conferences		x		x	x	x	
Press Releases	x	x	x	x		x	x
Stakeholder meetings and cooperation calls		x		x	x	x	
Final conference	x	x	x	x	x	x	x

In addition, an indicative plan for the use of communication channels has been developed (Table 3), outlining how dissemination activities are implemented throughout the project. This approach supports consistency across partners and allows monitoring of dissemination efforts over time.

Table 3. Indicative Frequency of Dissemination Activities

Communication channel / activity	Indicative frequency
Project website updates	Continuous / as needed, especially after key activities, events, publications and project milestones
Instagram	Main social media channel; at least 1 post per week, increasing to 2–4 posts per week during campaigns, recruitment periods, events or other relevant information occasions
Facebook	Additional social media channel; content cross-posted from Instagram where relevant, especially for parent-oriented communication, events and local outreach
TikTok / short-form video content	Additional outreach channel; short videos published where the format and content are suitable, especially during campaigns, events and student engagement activities
YouTube Shorts / YouTube video content	Activity-based; used for short-form video content, selected project videos and awareness-raising materials where GDPR-compliant content is available
Social media stories, reels and short videos	Used regularly before and during events, campaigns and recruitment periods; frequency depends on available content and consent
Workshops / trainings	Several per year, linked to WP activities and target group needs
Open days / local engagement activities	Quarterly / according to implementation needs
Webinars	Periodic / based on project phases and stakeholder demand
Scientific and professional publications	2–3 over the project duration, where relevant
Conferences	1–2 per year, where relevant and feasible
Press releases	At key milestones and major public events
Stakeholder meetings and cooperation calls	Ongoing / according to cooperation opportunities and project needs
Printed and visual materials	Produced and updated according to activity, event and visibility needs
Final conference	Final phase of the project

6.1 Responsibilities of Partners in Dissemination Activities

The successful implementation of dissemination activities requires coordinated contributions from all consortium partners. While the coordinator ensures overall strategic alignment and monitoring, each partner contributes according to its expertise, role in the project, and access to specific stakeholder groups and networks.

ElizaBuild, as WP6 lead, coordinates the implementation of the dissemination and communication plan, supports local outreach, school cooperation, pilot recruitment, public engagement and evidence collection. HAW, as project coordinator, supports overall strategic alignment, project-level communication, institutional dissemination, quality assurance and reporting coordination. TLU contributes through academic dissemination, research seminars, conferences, professional networks and quality-related inputs. Aiedu OY contributes through its

digital education expertise, professional networks and dissemination of outputs linked to digital literacy and educational innovation.

Table 4. Responsibilities of Partners in Dissemination Activities

Communication Channels	HAW	TLU	Aiedu OY	ElizaBuild
Project Website	*	*	*	X
Social media channels	X	x	x	X
Video / YouTube Content	x	x	*	X
Press Releases	x	x	*	X
Scientific Publications	X	X	*	x
Conferences & Workshops	X	X	*	x
Webinars	x	x	*	X
Workshops / Trainings	X	X	*	X
Open Days / Local Events	*	*	*	X
Stakeholder Engagement	x	x	*	X
Final conference	X	X	x	X

Legend:

X – Lead responsibility

x – Strong contribution

* – General contribution

6.2 Planned Communication Activities

Communication activities are used to raise awareness about the project, inform target groups about opportunities to participate, increase visibility of the LED Education model and communicate project progress to wider audiences. These activities are addressed to students, parents, schools, educators, stakeholders, media audiences and the general public.

Table 5. Planned Communication Activities

Communication activity	Type / format	Target audience	Planned purpose	Lead / main responsible partner(s)
Project website	Website	Students, parents, schools, stakeholders, general public	Provide central project information, partner information, activity updates, contact details, registration opportunities and EU visibility	ElizaBuild
Instagram, Facebook and TikTok communication	Social media	Students, parents, families, local community	Promote activities, open days, pilot participation, digital literacy, wellbeing and student engagement opportunities	ElizaBuild
Stories, Reels and short-form social media content	Social media / short-form content	Students, parents, families, local community	Support active campaign communication, event visibility, recruitment, reminders and accessible explanation of project activities	ElizaBuild
LinkedIn communication	Social media / professional communication	Educators, researchers, policymakers,	Share project updates, partner activities, conferences, results, professional dissemination and EU visibility	HAW, TLU, ElizaBuild and Aiedu OY

		stakeholders, project partners		
YouTube channel	Social media / video platform	Students, parents, wider public, stakeholders	Host selected project videos, activity summaries, media clips and awareness-raising content	ElizaBuild
Email campaigns and direct calls to schools	Direct communication	School leaders, educators, online and onsite schools, stakeholders	Promote cooperation, pilot engagement, webinars, open days and project activities	ElizaBuild
Parent-oriented communication	Social media, emails, seminars, school channels	Parents and families	Explain project benefits, build trust, support recruitment and provide guidance on online learning, wellbeing and exam preparation	ElizaBuild
Promotion of workshops, trainings and local engagement activities	Social media, website, emails, school communication and printed materials	Students, parents, schools, educators and stakeholders	Inform target groups about upcoming workshops, trainings, open days and thematic activities and encourage participation	All partners promoting relevant activities through their own channels
Media communication	TV/radio campaign, interviews, media materials	General public, families, local stakeholders	Raise wider public awareness of LED Education and attract interest from families and partners	ElizaBuild
Press releases and public announcements	Press release / public communication	Media, public authorities, stakeholders, general public	Communicate project milestones, major results and public relevance	All Partners
Printed and visual materials	Posters, flyers, banners, brochures	Students, parents, schools, event visitors, stakeholders	Support local promotion, event visibility, project explanation and EU visibility	All Partners
Event banners and EU visibility materials	Print materials / event visibility	All audiences	Ensure visibility of EU support and consistent project branding at events	All Partners

6.3 Planned Dissemination Activities

Dissemination activities are used to share the project's approach, outputs, lessons learned and results with target groups that can support implementation, replication, policy relevance and long-term sustainability. These activities are addressed to schools, educators, researchers, policymakers, stakeholders, EU-funded projects and professional communities.

Table 6. Planned Dissemination Activities

Dissemination activity	Type / format	Target audience	Planned purpose	Lead / main responsible partner(s)
Cooperation with online schools	Meetings / cooperation activities	Online schools, students, parents, educators	Offer LED Education as a complementary pilot experience and support student engagement	ElizaBuild
Cooperation with onsite schools	Meetings / education activities	Onsite schools, students, educators	Disseminate digital literacy content and promote wider uptake of project results	ElizaBuild

Open days	Education and training events	Students, parents, educators, stakeholders	Showcase the LED learning environment and project approach to digital wellbeing, digital literacy and emotional support	ElizaBuild
Workshops and trainings	Education and training events / meetings	Students, parents, educators, support staff, school leaders and stakeholders	Disseminate project methods, digital literacy content, wellbeing-related approaches and practical learning support activities	All Partners
Creative workshops and thematic engagement events	Education and training events / meetings	Students, parents, online school communities	Support student engagement, social interaction and pilot recruitment through accessible activities	ElizaBuild
Parent seminars	Education and training events	Parents, families, school communities	Share guidance on online learning, exam preparation, motivation, wellbeing and parental support	ElizaBuild
Trial exams and school cooperation events	Education and training events	Students, online schools, parents	Strengthen school cooperation and support students' preparation for exams	ElizaBuild
Webinars for educators	Education and training events	Educators, tutors, educational institutions	Introduce the LED Education methodology and possible use of project results in practice	HAW, TLU, and ElizaBuild
Stakeholder meetings and cooperation calls	Meetings	Local authorities, NGOs, education providers, potential partners	Build partnerships and identify additional opportunities for students	ElizaBuild
Academic and professional seminars	Education and training events / other scientific collaboration	Researchers, educators, academic staff, professional audiences	Disseminate the LED Education concept, biophilic design approach and digital education model	HAW, TLU
National and European education conferences	Conferences	Educators, researchers, policymakers, innovators	Present project approach, emerging findings and results to wider professional audiences	HAW, TLU, ElizaBuild
Articles and professional publications	Media article / scientific dissemination	Educators, researchers, policy and practice stakeholders	Disseminate insights on hybrid learning, biophilic design, digital literacy and wellbeing	TLU, HAW and ElizaBuild
Collaboration with other EU-funded projects	Collaboration with EU-funded projects / clustering	EU-funded projects, stakeholders, policymakers	Build synergies, contribute to policy-oriented outputs and support wider uptake	All Partners
Final conference	Conference	Partners, schools, policymakers, educators, stakeholders, general public	Present final results, lessons learned, impact and replication potential	All Partners

6.4 Initial Communication and Dissemination Activities

The communication and dissemination plan has been developed not only on the basis of the project proposal, but also taking into account the first outreach experience with schools,



students, parents and stakeholders. These initial activities helped the consortium test which formats are most relevant for the target groups and refine the practical implementation of WP6.

During the first implementation period, the project started using several planned communication and dissemination formats, including digital communication, social media, school outreach, open days, creative workshops, parent-oriented activities, media communication, exhibitions, academic dissemination and stakeholder cooperation. These activities are used as examples to validate the planned approach and to inform future communication and dissemination actions.

The initial experience showed that direct cooperation with schools is essential for reaching students and families. Outreach to online schools helped identify common needs, including low participation in optional activities, reduced student motivation, the need for exam preparation support, digital literacy development, time management and emotional wellbeing. These findings confirm the importance of combining information-sharing with practical engagement formats.

The project also tested student and parent engagement formats such as open days, creative workshops, trial exams and parent seminars. These activities showed that students are more likely to participate when events are practical, social, thematic and varied. Therefore, future communication and dissemination activities will continue to use changing themes and accessible formats rather than repeating identical open-day models.

Digital and media communication has also been used to support visibility and recruitment. Social media, website communication, TV/radio activities and public promotion help make the project visible beyond direct school contacts. These channels are important for reaching parents, who often play a key role in deciding whether students participate in additional support activities.

Academic and professional dissemination has started through partner networks, seminars, conferences and institutional communication. These activities support awareness of the LED Education approach among educators, researchers and professional audiences and will become more important in later phases when project results and lessons learned are available.

6.5. Next Steps

During initial outreach and meetings with online schools in Latvia, school representatives confirmed that the LED Education approach is relevant and timely. At the same time, several schools highlighted a common challenge: student activity and participation in online school life have decreased significantly during the last two years. This includes lower attendance at optional activities, reduced engagement in school events, and difficulties motivating students to participate outside compulsory learning tasks. These findings further confirm the need for the LED Education model, which combines academic support, digital literacy, emotional well-being and social interaction in a structured hybrid environment.

For this reason, communication with online schools is not limited to information sharing. It also aims to co-create practical engagement formats, such as open days, creative workshops, trial exams, digital literacy sessions and parent-oriented activities, which can help schools reconnect with students and provide additional support beyond the standard online curriculum.



In the next reporting period, WP6 activities will focus on strengthening cooperation with online schools and expanding practical engagement opportunities for students, parents, educators and stakeholders. The project will continue direct communication with online schools in Latvia, including follow-up meetings, joint event planning and tailored cooperation formats based on the specific needs of each school community.

A key priority will be the organisation of further open days and student engagement activities. Experience from the first activities showed that repeated formats are less effective if they are not renewed or adapted. Therefore, future open days will be developed around new themes, creative workshops, gamified activities, digital literacy topics, trial exams, wellbeing sessions and social learning opportunities. This approach will help maintain student interest and avoid repetition.

The project will also continue cooperation with onsite schools. In the next period, the consortium plans to promote LED Education results, courses and digital literacy content through cooperation with onsite schools, including short digital literacy lectures of approximately 1.5 hours. These lectures will help introduce students and teachers to the project's approach and support wider dissemination beyond online school communities.

Parent engagement will also be expanded. Based on the interest shown in parent-oriented activities, the project will continue developing seminars and information sessions on topics such as exam preparation, student motivation, emotional wellbeing, digital habits, online learning routines and parental burnout prevention. These activities will support families and strengthen the link between the project, students and parents.

The project also plans to continue participation in education fairs and public dissemination events, including future participation in Skola 2027, where relevant. Such events are important for reaching students, parents, schools, education providers and stakeholders at national level and for increasing the visibility of LED Education as an EU-funded initiative.

Digital communication will remain an important part of WP6. The project will continue publishing content on Facebook, Instagram, LinkedIn, YouTube and the project website. Social media campaigns will be used to promote events, workshops, pilot participation opportunities, digital literacy activities, parent seminars and project results. Campaign performance will continue to be monitored through platform analytics.

In parallel, the project will continue collecting evidence systematically. This includes participant numbers, photos, screenshots, media links, social media analytics, broadcaster estimates, partner reports, school communication records, event documentation and feedback where available. Evidence will be stored in the project archive and used for continuous reporting, future deliverable updates and final impact assessment.

The next steps will therefore focus on:

- continuing cooperation with online schools and developing joint student engagement formats;
- expanding cooperation with onsite schools through digital literacy lectures and result dissemination;



- organising new themed open days, creative workshops and student activities;
- expanding parent seminars and family-oriented communication;
- maintaining active social media and digital communication campaigns;
- participating in relevant education fairs and stakeholder events;
- strengthening cooperation with other EU-funded projects and educational partners;
- collecting evidence systematically for KPI monitoring and reporting.

7. EU Visibility

EU visibility is ensured across the communication and dissemination activities of the LED Education project. All public communication materials produced under the project include appropriate reference to the support of the European Union and the Erasmus+ programme where applicable.

The EU emblem and Erasmus+ co-funding acknowledgement are included in the deliverable cover page and are used in public-facing project materials, presentations, posters, banners, event materials, website content, social media communication and reporting documents. During public events, workshops, open days, presentations, media activities and stakeholder meetings, the project is presented as an EU-co-funded initiative, and the role of Erasmus+ support is acknowledged where relevant.

EU funding visibility is applied across both online and offline communication channels, including the project website, social media, printed materials, presentations, public events, exhibitions, newsletters and media-related communication. This ensures that students, parents, educators, schools, stakeholders and the wider public are informed about the European support behind the project.

The project uses the required EU funding acknowledgement in public communication materials where relevant. The standard visibility wording is applied in line with Erasmus+ requirements, including references such as: co-Funded by the European Union.

Where longer explanatory text is needed, the project also refers to Erasmus+ support and the European dimension of the project, particularly in presentations, reports, stakeholder communication and dissemination materials.

Partners are reminded to ensure that EU visibility is respected when preparing public-facing materials, event presentations, social media posts, publications or communication outputs related to the project. This supports consistent project branding and compliance with Erasmus+ visibility obligations.

Evidence of EU visibility is collected as part of the WP6 documentation process. This includes photos of banners and event materials, screenshots of digital communication, copies of presentations, posters, social media posts, website screenshots, media materials and other relevant documentation. Examples of printed materials, banners, posters, event visuals and digital communication outputs showing EU visibility are included in the annexes where relevant. Additional visibility evidence is maintained in the project evidence archive for reporting and verification purposes.

EU visibility activities also contribute to the wider communication objective of showing how European cooperation supports innovation in digital education, inclusion, wellbeing and learner-centred learning environments.

8. Data Protection and Ethical Communication

As the LED Education project works with children and young people, data protection, safeguarding and ethical communication are treated as important parts of all dissemination and communication activities. The project follows a careful approach when collecting, storing and using photos, videos, screenshots, participant information and other evidence from project activities.

Communication and dissemination activities are implemented in line with the project's data protection requirements and the Child Protection Policy developed under the project's legal and safeguarding framework, including Deliverable D2.3. This ensures that the visibility and reporting needs of the project are balanced with the rights, safety and privacy of minors and their families.

Children's faces and other clearly identifiable personal data are not used publicly without appropriate consent. Where possible, dissemination materials use selected photos showing tutors, project staff, learning spaces, materials, group settings from a distance, or anonymised activity situations. Screenshots from videos or online materials may be used only where they are GDPR-safe and do not disclose personal data without consent.

Personal information about students, parents, families or school representatives is not shared in public dissemination outputs. Participant numbers, reach data and activity descriptions are reported in aggregated form. All photos included in the annex are selected for reporting purposes and are used in line with GDPR, consent and ethical communication principles.

9. Communication Challenges and Mitigation Measures

During the implementation of Dissemination plan, the project team identified several practical challenges related to communication, dissemination, evidence collection and target group engagement. These challenges are operational issues that may affect the effectiveness of outreach activities. The project monitors these issues and applies mitigation measures where needed. See Table 7.

Table 7. Communication Challenges and Mitigation Measures

Communication dissemination challenge /	Possible impact	Mitigation measure
Low attendance at open days, workshops or pilot recruitment events	Medium	Earlier promotion of activities, use of paid social media campaigns, direct communication with schools, clearer event descriptions and reminders to parents/students.
Low student engagement or motivation	High	Organisation of themed and creative activities, gamified workshops, trial exams, wellbeing-oriented events, tutoring support, parent seminars and cooperation with online schools to encourage participation.

Limited response from online schools or educational institutions	Medium	Follow-up emails and meetings, tailored cooperation offers, direct contact with school management, flexible event formats and clear explanation of benefits for students.
Difficulty reaching parents and families	Medium	Use of Facebook, Instagram, school communication platforms, parent seminars, media communication and clear family-oriented messages about wellbeing, exam preparation and digital literacy.
Lack of gender-disaggregated data from TV, radio, exhibitions or some digital channels	Low	Use total reach figures from broadcasters, organisers or platform analytics and clearly note where gender breakdown is not available or where a 50/50 reporting assumption is applied.
GDPR and consent restrictions for photos or videos involving minors	High	Use consent-based photos only, avoid public use of children's faces without permission, use tutor-only images, learning-space photos, group photos from a distance or GDPR-safe screenshots.
Limited availability of precise participant data for some activities	Medium	Keep internal participant notes, photos, registration data where available, partner reports and event documentation; update figures when more precise evidence is available.
Audience overlap between communication channels	Low	Report direct participation separately from media and digital reach; explain that cross-channel overlap cannot be fully excluded.
Delay in receiving partner dissemination data	Medium	Send structured partner requests, use a common reporting template, follow up regularly and include partner data updates in future reporting versions.
Misunderstanding of project messages by external audiences	Medium	Use consistent key messages, explain the LED model clearly, adapt communication to parents, schools and stakeholders, and ensure EU funding visibility in public communication.

These mitigation measures will be updated during the next reporting periods based on implementation experience, partner inputs and the evidence collected through WP6 activities.

10. Monitoring, KPIs and Reporting

Monitoring of communication and dissemination activities is an essential part of WP6, as it allows the project team to track progress, assess the effectiveness of outreach activities and provide evidence for continuous and periodic reporting. The project monitors both quantitative and qualitative indicators, including reach, participation, engagement, cooperation with schools, media visibility, stakeholder involvement and feedback from participants and partners.

The original KPI framework includes a planned total reach of 100,000 persons, with gender-disaggregated planned values of 28,000 male, 70,000 female and 2,000 non-binary persons, as well as a target of 25 students/university staff reached. These KPI targets provide the overall reference point for monitoring WP6 communication and dissemination progress.

Different types of communication and dissemination activities require different monitoring methods. For direct activities, such as workshops, open days, seminars, trial exams, school meetings, exhibitions and stakeholder meetings, the project will record participant numbers



where available and maintain supporting evidence such as attendance information, participant notes, photos, event descriptions, partner reports, meeting notes and feedback.

For digital communication activities, such as social media campaigns, website communication, LinkedIn activity, YouTube content and newsletters, reach and engagement will be monitored through available platform analytics and screenshots. For traditional media activities, such as TV and radio, reach will be reported based on broadcaster estimates, organiser information or media confirmations where available.

Gender-disaggregated data will be collected and reported where available. However, for some communication channels, such as TV, radio, exhibitions, newsletters or general media reach, demographic data may not be available from the source. In such cases, the project will report the available total reach and clearly indicate any limitations or assumptions used for reporting purposes.

The main monitoring indicators and evidence sources are presented in Table 8. The table defines the monitoring framework used for WP6 activities and will guide evidence collection throughout the project. Detailed KPI values, gender-disaggregated breakdowns, reach figures and supporting evidence will be consolidated in the EU Funding & Tenders Portal and the project's progress and periodic reports after partner validation.

10.1 Monitoring Framework and Evidence Sources

The main monitoring indicators and evidence sources are presented in Table 8. The table defines the monitoring framework used for WP6 activities and will guide evidence collection throughout the project.

Table 8. Monitoring Framework and Evidence Sources

Indicator	Monitoring approach	Evidence sources
Number of people reached	Tracked through direct activities, digital communication, media campaigns, exhibitions and partner dissemination	Event records, platform analytics, broadcaster/organiser estimates
Gender-disaggregated reach	Reported where available; assumptions used only where necessary and clearly indicated	Registration data, platform analytics, reporting assumptions where applicable
Students/university staff reached	Tracked through pilot activities, workshops, school cooperation, trial exams and academic dissemination	Participant records
Event participation	Recorded for open days, workshops, parent seminars, school meetings, trial exams, exhibitions and stakeholder events	Attendance data where available, internal notes, photos, event descriptions

Social media and website engagement	Monitored through platform analytics and website statistics	Meta analytics, LinkedIn analytics, YouTube statistics, Google Analytics, screenshots
Media reach	Based on broadcaster or media estimates where available	TV/radio confirmations, media links, recordings, campaign evidence
Stakeholder and school engagement	Tracked through cooperation activities, emails, calls, meetings and follow-up actions	Meeting notes, emails, partner inputs, cooperation records
EU visibility evidence	Checked across public-facing materials and outputs	Posters, banners, screenshots, presentations, website evidence, photos
Feedback collected	Collected where relevant to improve communication and engagement formats	Surveys, feedback forms, informal feedback

Supporting evidence, including photos, screenshots of digital analytics, media links, event documentation, partner reports and communication materials, will be maintained in the project evidence archive and used for formal reporting and verification purposes.

10.2 Quantitative Monitoring Indicators

The effectiveness of dissemination and communication activities will be monitored through a combination of quantitative and qualitative indicators. Quantitative indicators help assess the reach, visibility and level of engagement generated by dissemination activities.

The indicators below are operational monitoring indicators. They support day-to-day tracking of WP6 activities and do not replace the official KPI framework. Targets may be reviewed during implementation depending on project progress, partner inputs, stakeholder opportunities and reporting requirements.

Table 9. Dissemination Monitoring Indicators (Quantitative)

Indicator	Baseline	Target / expected value
Persons reached through social media campaigns and digital communication	0	100,000+
Persons reached through media communication, including TV/radio and public campaigns	0	100,000+
Website visits / users	0	500+
Direct participants in open days, workshops, parent seminars and student engagement activities	0	50+
Students / university staff reached	0	25+
Schools engaged through communication or cooperation activities	0	10+
Stakeholders and potential partners engaged	0	15+
Publications and dissemination outputs	0	2–3

10.3 Qualitative Monitoring Indicators

Qualitative indicators will be used to assess the relevance, effectiveness and perceived value of project activities and results. These indicators help the consortium understand whether communication and dissemination activities are reaching the right audiences, whether the content is understandable and useful, and whether engagement formats respond to the needs of students, parents, schools and stakeholders.

Qualitative monitoring will include participant feedback and satisfaction, stakeholder feedback, partner observations, feedback from schools and parents, and improvements observed during pilot implementation. Indicators such as participant satisfaction, perceived relevance of activities, changes in perceived wellbeing, and improvements in digital literacy will be assessed through surveys, feedback forms and evaluation activities conducted during the project.

The evaluation of the pilot framework will also consider stakeholder feedback and practical applicability in real learning environments. This will support the refinement of dissemination activities and help ensure that the project's results are presented in a way that is useful for future uptake and replication.

10.4 Partner Reporting Procedure

To ensure consistent and structured reporting of dissemination and communication activities across the consortium, standardised templates will be used by all partners. These templates support systematic documentation of dissemination actions, alignment with project objectives and outputs, monitoring of progress and impact, and consolidation of reporting for internal and external purposes.

All partners are expected to report their dissemination and communication activities on a regular basis using the templates provided below. The templates follow standard reporting formats used in EU-funded projects and ensure consistency with project-level monitoring requirements.

Partner reporting should include both activity information and supporting evidence where available. Supporting evidence may include screenshots, links, photos, agendas, attendance lists, presentations, media proof, social media analytics, website analytics, meeting notes, feedback forms or other relevant documentation.

10.5 Dissemination and Communication Reporting Templates

To ensure consistent and structured reporting of dissemination and communication activities across the consortium, standardised templates will be used by all partners.

These templates support:

- systematic documentation of dissemination actions;
- alignment with project objectives and outputs;
- monitoring of progress and impact;
- consolidation of reporting for internal and external purposes.

All partners are required to report their dissemination and communication activities on a regular basis using the templates provided below (Tables 10 and 11). The templates follow standard reporting formats used in EU-funded projects and ensure consistency with project-level monitoring requirements.



Table10. Template 1 – Dissemination Activities Reporting

Dissemination activity name	What? Type of dissemination activity: - Clustering of activities, - Collaboration with EU-funded projects; - Conferences; - Education and training events; - Meetings; - Other; - Other scientific collaboration	Who? Target audience Reached: - Industry, business partners; - Innovators; - EU Institutions; - National authorities; - Regional authorities; - Local authorities; - Civil society; - Citizens; - Research communities; - Specific end user communities; - International organisation (UN body, OECD, etc.); - Other; - Investors	Why? Description of the objective(s) with reference to a specific project output (max 200 characters)	Status of the dissemination activity: - Cancelled; - Delivered; - Ongoing; - Postponed

Table 11. Template 2 – Communication Activities Reporting

Communication Activity Name	Description	Who? Target audience: - Industry, business partners; - Innovators; - EU Institutions; - National authorities; - Regional authorities; - Local authorities; - Civil society; - Citizens; - Research communities; - Specific end user communities; - International organisation (UN body, OECD, etc.); - Other; - Investors	How? Communication channel	Outcome	Status

11. Conclusion

The dissemination and communication strategy of the LED Education project provides a structured and practical framework to ensure effective outreach, stakeholder engagement, and visibility of project results.

The strategy is designed to support the full project lifecycle, from awareness raising and pilot visibility to impact and scalability. It combines targeted communication channels, clearly defined stakeholder groups, and measurable indicators to ensure that dissemination activities are both relevant and effective.

All consortium partners contribute to the implementation of this strategy according to their roles and expertise. Regular monitoring and reporting mechanisms ensure that dissemination activities remain aligned with project objectives and can be adjusted where necessary.

The strategy remains flexible and responsive, allowing for adaptation based on feedback, stakeholder engagement, and emerging opportunities. This ensures that LED Education not only communicates its results but also maximises its impact and supports the uptake of its outcomes beyond the project duration.