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KA220-SCH: COOPERATION PARTNERSHIPS IN SCHOOL EDUCATION

DISSEMINATION PLAN

2021-1-ES01-KA220-SCH-000034503

2022-2024



ACTIVE AND GREEN PEDAGOGIES THROUGH OUTDOOR LEARNING

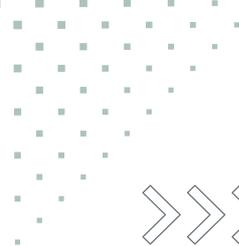


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"The "OUTLEARN IT!" project is co-funded by the Erasmus+ programme of the European Union. The content of (this press release/publication/etc.) is the sole responsibility of the (name of the educational establishment or education and training organisation) and neither the Servicio Europeo para la Internacionalización de la Educación(SEPIE) is responsible for any use that may be made of the information contained therein"





»»»» OBJECTIVES

Dissemination is a crucial part of the Erasmus + project. It is important to inform stakeholders and the general public about the progress, the implementation and the outcome of the project. Moreover, it raises awareness about the project and its objectives, during and after its execution, as well as producing an impact that will be significant for the future sustainability of the project.

The overall objectives of the dissemination activities are:

- raise awareness of the project
- engage interest of possible stakeholders and the general public.
- provide regular updates of the progress of the project.
- share the outcomes of the project (intellectual outputs, training activities...)
- extend the impact of the project
- develop new partnerships

»»»» WHAT CAN BE DISSEMINATED?

AREAS 1: INTRODUCE PARTNERS AND THEIR CONTEXT

- Fundación de la Comunitat Valenciana para una Economía Baja en Carbón (E10070819 - Spain).
- Lorenzo Filippi (E10261470 - Italy).
- Vsl Lauko darzelis (E10024055 - Lithuania).
- Amiga.eco (E10265796 - Spain).
- CEIP ELEUTERIO PÉREZ (E10135079 - Spain).
- IC Fregene Passoscuro (E10276831 - Italy).
- HOGSKULEN PA VESTLANDET (E10002190 - Norway).

AREA 2: QUOTES FROM THE EBOOK

With these posts we will lead audience to download the book

AREA 3: PRACTICAL IDEAS TO IMPLEMENT

Active pedagogies, learning in nature and emotional accompaniment

AREA 4: AGENDA

Sharing the agenda with the audience (Learning Teacher Training Activities, etc.)

AREA 5: FEEDBACK

Sharing feedback from participants, students, teachers, etc.



»»»» TARGET GROUPS

INSIDE THE PARTNERSHIP

It is important to mention the impact this project will have on the **students**, as it is the most important reason why we believe these pedagogies should be implemented in the schools at different levels of education. Using active and green pedagogies, as well as outdoor learning, will make it possible to experience different learning methods, that may focus better on the learners' needs as they will become the centre of the education strategies, giving them the opportunity to develop multiple intelligences, realising of how they prefer to learn and motivating them in staying in the school. Moreover, while working on different activities, it is more possible to develop different Key Competences while working on something they are interested in.

This project will also be used by the **associated partners** in order to increase their knowledge about green and active pedagogies included in the formal education level, encouraging other **teachers** in mandatory education to implement them. Moreover, it will also offer the opportunity to create debates with the partners about how to implement those pedagogies and include outdoor learning in formal education. It will also give them tools and more examples of how his pedagogies can be included and nurture the participation of the students and their learning processes.

OUTSIDE THE PARTNERSHIP

LOCAL

At the local level, the impact will affect mainly the localities where the schools are located, as the implementation of the project will be more visible there, involving the **schools, teachers, children and families**. This last part is important, as the desired impact is to work on the general acceptance by families and the society that children can also learn while working outdoors without a textbook. Moreover, it is expected to create a closer relationship with schools and the **public administration** to organise the possibility of creating spaces in which children can be outdoors, facilitating also the movement of children and allowing other schools to use those spaces and encouraging them to learn about outdoor learning. Finally, after the project is finished, it is also expected that the schools that have implemented the project will continue using outdoor learning and start working with innovative pedagogies in higher levels of education. By doing this, the other schools of the localities can also learn from the activities carried out and replicate completely the project in their schools, using all the results generated.



»»»» TARGET GROUPS

Specifically, the **local impacts** described are:

- Regular implementation of outdoor activities in the primary schools that participate in the project at all levels of education.
- Creation of outdoor spaces in close collaboration with the City Hall.
- Transfer of knowledge from the participating organisation to encourage other primary/secondary schools in the area to introduce outdoor learning.

REGIONAL AND NATIONAL

At the regional/national level, thanks to the experts that work with different schools in the area (training about active pedagogy, teaching about the environment, taking part in seminars and performing their own projects related to children) the project results will also be shared in other schools, with other families interested in the topic or other organisations at the education level, creating a bigger interest of other schools and teachers on how can innovate their education centre and improve the learning of children. This can also increase the demand for the experts in training other centres and/or teachers about these pedagogies and experiences. Teachers who also take part in different education associations will be able to share the project and results promoting the use of the PRs and outdoor learning implementation.

Specifically, the **regional and national impacts** desired are:

- The general acceptance of outdoor learning in the education communities.
- The interest of schools in mandatory education for active and green pedagogies.

EUROPEAN AND INTERNATIONAL

Finally, at the European and/or international level, thanks to the participation of education centres and education-related organisations, the differences or similarities among the education systems and evaluation of the learning of students will be identified. This can create a debate on why some systems are so different, what are the best measures of each country and how it is possible to unify the education in Europe. In addition, it is also expected to create a shifting paradigm in the education systems in order to create more facilities for implementing non-traditional pedagogies more centred on the students and the inclusion of different types of learners.

Specifically, the **international and European impacts** desired are:

- Generate a debate about how the education system is currently working and what can be done in order to improve it.
- Introducing methods to include different types of learners in the pedagogic plan of the schools.



»»»» STRATEGY

The following paragraphs define the tone and language to be used in communication.

ARCHETYPE

A brand archetype is a way of presenting a brand, or in this case, the project. It makes it easier to make it more relatable and recognizable with external organizations, people or institutions that share the same values.

Brand archetypes instate human traits and behaviour into the values and priorities of the project, conveying truth and increasing the impact of the project. In the case of the project, the archetype is related to the concept of connection, as the main purpose of our project will be to create a connection with other possible users to replicate and use the material created during the project.

THE CAREGIVER (SUPPORT) ARCHETYPE

This archetype has a strategy to help those in need, often vulnerable and sensitive. The messages are warm and thoughtful and have a generous approach to life and the work we do. It is commonly used in Education, Hospitals, Non-profit and environmental organizations.

The voice is: warm, caring and reassuring and it offers help, service and support. As during this project, we will share the knowledge with others, and we will also focus on the emotional sides of education and the inclusivity of multiple intelligences with outdoor learning, using green and active pedagogies, this archetype fits the values, the audience and the purpose of the project.

In some cases, it can even be mixed with the Sage archetype, as we will be also professing knowledge and being informed, as well as guiding and sharing our expertise in the topics of the project.



»»»» ROLES AND RESPONSABILITIES

COORDINATOR

The coordinator of the dissemination actions will be Amiga.eco, through its department of communication. This partner has already experience in dissemination actions as they continuously promote their activities and create seminars related to the topic of the project.

ACTIVITIES

All partners will contribute to the activities, but there will be a leader for each activity.

DISSEMINATION PLAN

Amiga.eco will be creating the DP based on the information gathered in the initial proposal. The dissemination plan will be available in English.

WEBSITE

LCEF will be the leader of website creation. All the partners will contribute with the translation in their national languages, those being Italian, Spanish, Lithuanian and Norwegian. Of course, English will also be included.

SOCIAL NETWORKS

Instagram will be opened and registered by the LCEF, but all the partners will be updating information on the social network.

In order to make sure that all the partners know how to create content, the LCEF will create online training for the partners explaining the use of the social network, but also about free images and an online tool called Canva to design the images and create an attractive image of the account.

Moreover, tips about what to add or not to add in the description of part of the IG will also be discussed during this online training, including HIGHLIGHTS, IG STORIES, REELS, etc. This will contribute to the digital competencies of the partnership.

The official Instagram account will have the English version of the publications, but if partners share it in their social networks in their national languages, it can also be included.



»»»» ROLES AND RESPONSABILITIES

ACTIVITIES

PARTNER'S OFFICIAL COMMUNICATION CHANNELS

Each partner will have to repost or share the publications done in their official communication channels, as well as create an article, podcast or any type of press news in their localities. Moreover, the partners also attend their daily labour day to third-party events, seminars and conferences where they will also be disseminating the project. This communication will be done in their national/regional official languages.

CORPORATE IMAGE

The LCEF will be in charge of creating the logo and sharing it among the partners. Several options will be created and the partners will vote about the image and the colours. Moreover, a template for the documents shared among the partners will also be distributed with all the information regarding the Erasmus+ visual requirements.

BROCHURE

Treecanopy will be in charge of creating the brochure, thanks to the previous training in Canva. It will be done using the corporate image decided. They will provide the English and Italian versions, while the other partners will collaborate on translating the brochure into their national/regional languages.

ROLL-UP

HG will be in charge of creating a general roll-up for the ME thanks to the previous training in Canva. This poster will be translated into the national languages by each partner.

EXPERIENCES

Photos and pictures of the activities implemented will be done by the two primary schools, each one being responsible for its own activities. The LD school will also participate in this dissemination activity.

LEAFLET

One leaflet with general information about the project, the activities, the project results and the communication channels of the project. In charge of the leaflet will be the FP partner in English and their national language (Italian). The other partners will translate the leaflet into their national/regional languages.

PROGRAMME MULTIPLIER EVENTS

Each partner will be in charge of creating their own leaflet specific to their ME. All will be done in digital format, except the roll-up.

PLANNING

ACTIVITY	LEADER	TARGET GROUP	DATE	FREQUENCY
Dissemination plan	AE	Steering Committee	April '22	Once
Website's creation (in English)	LCEF	General public	May '22	Once
Website translation into Italian	TC	Italian gen. public	June '22	Once
Website translation into Lithuanian	LD	Lithuanian gen. public	June '22	Once
Website translation into Norwegian	HG	Norwegian gen. public	June '22	Once
Website translation into Spanish	AE	Spanish gen. public	June '22	Once
Creating Social Networks (Instagram)	LCEF	People related with the education sector	March '22	Once
Training on Canva, as our designing tool.	LCEF	Staff participating organizations	Mid May	Once
Training on how to use Instagram (reels, stories...)	LCEF	Staff participating organizations	Mid May	Once

PLANNING

ACTIVITY	LEADER	TARGET GROUP	DATE	FREQUENCY
Repost or share content in Partner's official Communication Channels	All partners	Contacts of the different project partners	Throughout the project	As often as possible
Create corporate image	LCEF	General public	April- May '22	Once
Visual Image Manual	LCEF	Project partners	April- May '22	Once
Share Erasmus+ visual requirements	LCEF	General public	April- May '22	Once
Create templates for Instagram (IG) stories and posts	LCEF	Project partners	April- May '22	Once
Brochure creation (in English)	TC	General public	Sept '22	Once
Brochure translation into Italian	TC	Italian gen. public	Sept '22	Once
Brochure translation into Norwegian	HG	Norwegian gen. public	Sept '22	Once
Brochure translation into Spanish	AE	Spanish gen. public	Sept '22	Once
Brochure translation into Lithuanian	LD	Lithuanian gen. public	Sept '22	Once

PLANNING

ACTIVITY	LEADER	TARGET GROUP	DATE	FREQUENCY
Roll-up creation (in English)	HG	Multiplier Event participants	Sept '22	As often as possible
Roll-up translation into Italian	TC	Multiplier Event participants	Sept '22	Once
Roll-up translation into Norwegian	HG	Multiplier Event participants	Sept '22	Once
Roll-up translation into Spanish	AE	Multiplier Event participants	Sept '22	Once
Roll-up translation into Lithuanian	LD	Multiplier Event participants	Sept '22	Once
Sharing experiences of the schools through photos	FP EP LD	General public, families and teachers	Sept '22	Once
Each partner will create a programme for the multiplying events (based on the brochure)	Each partner	Multiplier Event participants	Ready for the multiplying events dates	Once
Adding a project tab in our website, creating HIGHLIGHTS in IG specific for the project or posting the dissemination materials in our walls	Each partner	General public	During the project	Once

PLANNING

ACTIVITY	LEADER	TARGET GROUP	DATE	FREQUENCY
Other communication channels should be used to help disseminate the project beyond the partnership; such as local newspapers, local radios, groups such as "teachers for future" and other network connections of the partners.	All partners	Local people	At our own discretion	As often as possible
Sending direct emails to our contacts inviting them to the Multiplier events (partners of the same country will support the leader on this task)	Multiplier event organisers and partners from the same country	Relevant stakeholders	Before the multiplier event	Once
Sending emails to all our contacts when the ebook is finished inviting our contacts to download it.	All partners	Relevant stakeholders, schools, educators, etc.	When the book is uploaded into the website	Once
Post in Instagram	All partners	General public	Check timeline on page 9	Check timeline on page 9



OTHER REQUIREMENTS OF THE ERASMUS + PROGRAMME



VISIBILITY OF THE EUROPEAN UNION AND ERASMUS+ PROGRAMME

The name of the European Union and the European emblem (EU flag) shall always be used in all

communication and promotional material related to the project. The preferred option is to write

“Co-funded by” or “With the support of” followed by “the Erasmus+ programme of the European Union”.

For projects funded by the Erasmus+ programme alone, you can find the logo on the following

website:

https://eacea.ec.europa.eu/about-eacea/visual-identity-and-logos-eacea/erasmus-visual-identity-and-logos_en

ERASMUS+ PROJECT RESULTS

During and at the completion of the project, the link to the project, the project results and updates on the project should be uploaded to the Erasmus+ Platform. A project summary is also important, as it provides a description for the general public. This should be written in plain language and clear style, in order to be easily understood by outsiders.

This serves multiple purposes:

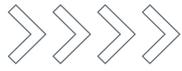
- o Transparency
- o Accountability
- o Inspiration

The Erasmus+ Project Results Platform can be consulted at:

<http://ec.europa.eu/programmes/erasmus-plus/projects>

DISCLAIMER

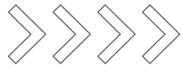
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CALENDAR OF RRSS

2022 April/May LCEF	June Amiga	July Amiga
August Treecanopy	September Treecanopy	October Eleuterio Pérez
November Eleuterio Pérez	December Lauke	2023 January Lauke
February HVL	March HVL	April IC Fregene Passoscuro

Minimum: 4 posts/stories per month



CALENDAR OF RRSS

2023		
May IC Fregene Passoscuro	June LCEF	July Amiga
August Trecanopy	September Eleuterio Pérez	October Lauke
November HVL	December IC Fregene Passoscuro	

Minimum: 4 posts/stories per month

The leader of each dissemination activity must gather all the relevant information about the activity carried out. For that, they will have to ask the other partners for all the needed information to create a Dissemination report for the activity, which will be later sent to the coordinator of the dissemination activities to create a joint report.

DISSEMINATION REPORT

The report should contain the following information:

- year
- month
- day
- weekday
- hour
- channel
- type
- target
- purpose
- hashtags
- evidence / comments
- reach

The following table has been created by Lucía to register the dissemination activities of April and May '22. It is important that we all use the same fields.

You can find this example in our Outlearn it folder in Trello (Library column). Here you also have a direct link: shorturl.at/jtuvj

OUTLEARN IT! - Active and green pedagogies through outdoor learning												
2021-1-ES01-KA220-SCH-000034483												
#	YEAR	MONTH	DAY	WEEK DAY	HOUR	CHANNEL	TYPE	TARGET	PURPOSE	HASHTAGS	EVIDENCE/COMMENTS	REACH
1	2022	March	28	Monday	20:30	Instagram	Post	General public	Agenda or activities		https://www.instagram.com/p/CbqjHCr4taq/?utm_source=ig_web_copy_link	9 likes; 2 comments
2	2022	April	13	Wednesday	10:00	Instagram	Photo	Schools	Agenda or activities		https://www.instagram.com/p/Cc5JK4w2tw/?utm_source=ig_web_copy_link	3 likes
3	2022	April	20	Wednesday	14:30	Instagram	Post	Educators	Practical Tools	#outdoors #outdoorlearning #greenpedagogies #activepedagogies #forestschool	https://www.instagram.com/p/CcklslLPRy/?utm_source=ig_web_copy_link	4 likes; 2 comments
4	2022	April	21	Thursday	10:00	Instagram	Photo	General public	Agenda or activities	#yurta #workmeeting #sustainablebuildings	https://www.instagram.com/p/Ccmtf13Mmxx/?utm_source=ig_web_copy_link	5 likes
5	2022	April	22	Friday	15:00	Instagram	Post	General public	Context	#environment #projectmanagement #outdoorlearning #greenpedagogies	https://www.instagram.com/p/CcpUJ7EruQ5/?utm_source=ig_web_copy_link	4 Likes
6	2022	April	26	Tuesday	14:15	Instagram	Photo	General public	Context	#nature #outdoorlearning #greenpedagogies #activepedagogies	https://www.instagram.com/p/Cc0F2xwMU2k/?utm_source=ig_web_copy_link	
7	2022	April										
8												
9												
10												
11												
12												

»»»» RESOURCES AVAILABLE

LOGOS OF ALL PARTNERS

shorturl.at/emqP8

EU LOGOS

shorturl.at/drR0z

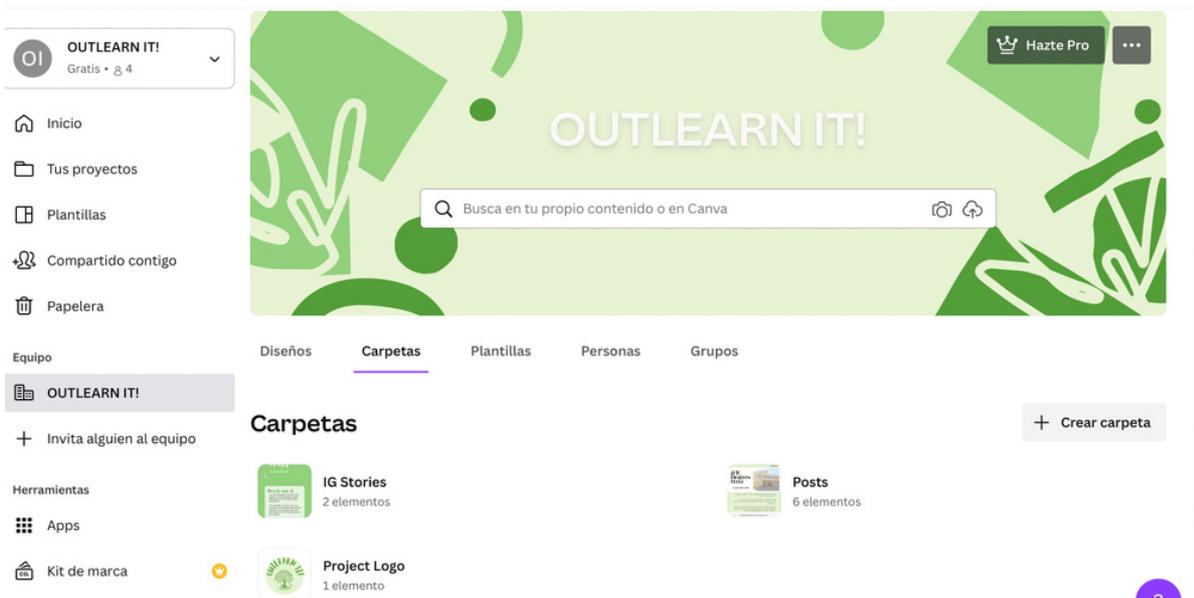
OUTLEARNING LOGO

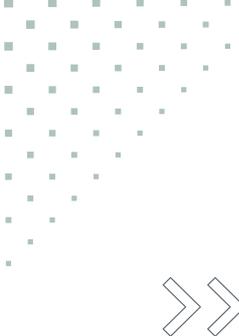
shorturl.at/uyBGM

TEMPLATES FOR IG

Go to Canva.com > register with the email you provided Lucia with > click on 'Outlearn it' team > click on 'folders'

There you will find different templates for IG.





INDICATORS AND EVALUATION (I)

FOR MEASURING IMPACT. TO BE USED BY LUCIA IN REPORTS

- At the end of the project, 40 people from outside the partnership know about the advantages of outdoor education.

[Source: surveys, questionnaires, participant list of ME, dissemination report...]

- At M20 of the project, there has been one activity carried out by the primary schools with the support of the project partners that has involved another school of the area.

[Source: dissemination report (including the name of the school and pictures)]

- At M15 of the project, the project result 1 has received at least 50 downloads.

[Source: website statistics]

- At the end of the project, the project results have more than 75 downloads.

[Source: website statistics]

- At the end of the project, 4 other schools in the close localities have implemented at least 1 outdoor activity.

[Source: surveys, questionnaires]

- At the month 16 of the project, 45% of the families whose children are involved in the outdoor activities have a better understanding on how outdoor education can be favorable for their children.

[Source: questionnaires, surveys, parents' meeting]

- Between month 10 and 24 of the project, the use of hashtags or debates with outdoor education has increased by 10% (outside the partnership).

[Source: social networks, report analysis of current debates on the internet...]

- At the end of the project, Instagram has more than 200 followers.

[Source: Instagram]

- At the end of the project, Instagram had an impact in more than 1000 people.

[Source: Instagram statistics and followers]

- At the end of the project, the website has more than 1.500 visitors.

[Source: website statistics]



INDICATORS AND EVALUATION (II)

FOR MEASURING THE ACHIEVEMENT OF THE DISSEMINATION TASKS.
FOR MEASURING IMPACT. TO BE USED BY LUCIA IN REPORTS

Instagram

- At M6, an IG for the project has been created.
- Each month, Instagram is being updated at least 4 times since the creation of the social networks.
- Each month, Instagram has posted 4 own stories since the creation of the social networks.

Website

- At M15, the website of the project has been created.
- At M20, the website has been translated into the national languages.
- At the end of the project, 2 project results has been completed and updated in the website of the project.
- At M24, the project website has been updated with all the activities performed during the project lifecycle.

PARTNERS ABBREVIATIONS

- LCEF = Fundación de la Comunitat Valenciana para una Economía Baja en Carbón (E10070819 - Spain).
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- FP = IC Fregene Passoscuro (E10276831 - Italy).
- HG = HOGSKULEN PA VESTLANDET (E10002190 - Norway).

SPECIFIC TARGET GROUPS TO USE ON TABLES

- Inside partnership
 - students
 - associated partners
 - teachers
 - school community
- Outside partnership
 - local schools
 - local teachers
 - local children
 - local families
 - local school community
 - local public administration
 - regional and national schools
 - regional and national teachers
 - general public



Western Norway
University of
Applied Sciences

