

D6.2. Online communication tools: Website, Facebook, Twitter, LinkedIn, Instagram, Youtube



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Inclusion4Schools Project Summary

The emerging European context is to a large extent characterized by widening and deepening inequalities, the crisis of democracy, and the disintegration of communities. It is especially the case in the Central-Eastern European semiperipheral, post-socialist context, where there is a growing tendency of rearticulating authoritarian, nationalist, neoconservative discourses, which are increasingly infiltrating the political landscape within and beyond Europe. This „retrotopia“ is conducive to the hegemonic production of an imaginary social homogeneity, which consequently stirs up reactionary xenophobia, fear, and hatred through the construction of external intruders (e.g. the migrant) and enemies within (e.g. the Roma). Such a milieu steeped in fear tears up old wounds and produces new divisions as well, hence the construction of new walls – symbolically, as well as physically. Since the leitmotif of this programme is primarily educational, the proposed action targets such (imaginary, symbolic, and real) walls of exclusion which are intended to segregate children (based on class, ethnicity, gender, etc.), which are meant to divide and alienate the local communities to which those children nonetheless belong, thus actively (re)producing inequalities. **In contrast to the power-relations of exclusion, the culture of silence, and the reproduction of unjust structures, the project aims to foster and promote pedagogical relations of inclusion, a culture of dialogue, and the transformation of unjust structures through education.** Running in parallel to the research and innovation actions the central objectives of the proposed action are

- (1) to support and coordinate community schools (as being central to the constitution and maintenance of cohesive local communities) and their respective communities of practice, and
- (2) to create a place and culture of sharing (knowledge, praxis, solidarity) between such communities by initiating and coordinating the convergence and synergies of local, regional and transnational communities.

The expected impact of the proposed project is to contribute to the European initiatives and interventions that aim at reversing inequalities. Adopting a mission-oriented, impact-focused approach to address the specific challenges of the call, synergies will be enhanced between the relevant stakeholders through coordinating and supporting the cooperation between teachers, researchers, local communities and other relevant stakeholders (such as policy-makers), in order to generate networks of policy development and to promote the policy uptake of the project.

Partners:

Participant No	Participant organisation name	Country
1 (Coordinator)	John Wesley Theological College	Hungary
2	Regional Centre for Information and Scientific Development	Hungary
3	C.E.G.A. Foundation	Bulgaria
4	J. Selye University	Slovakia
5	Oltalom Charity Society	Hungary
6	Albanian National Orphans Association	Albania

Content

Inclusion4Schools Project Summary.....	2
Executive summary.....	5
1. Introduction	6
2. Communication tools.....	7
3. Aims and objectives	8
3.1. EU visibility	8
4. Target groups.....	8
5. Main concept.....	9
6. Online and offline communication.....	11
7. Content.....	11
7.1. Main messages	12
7.2. Website	12
7.3. News.....	15
7.4. Events	16
7.5. Discussion.....	17
7.6. Our Community.....	18
7.6. Content management and editorial roles.....	19
8. Social Media Channels.....	21
9. Facebook.....	21
10. Twitter.....	23
11. LinkedIn.....	24
12. Instagram.....	24
13. YouTube.....	25
14. Schedule.....	26
13. Expected outcome	26
14. Risk assessment.....	27



List of figures

1. Target groups of I4S	9
2. Puzzles – the main concept.....	10
3. Basic version of the website.....	13
4. The opening image of the final website	14
5. The news section of the website.....	15
6. The events section of the website	16
7. The discussion section of the website	17
8. Our community.....	18
9. The Bulgarian facebook page.....	20
10. Keywords	20
11. The central facebook page	22
12. Twitter profile	23
13. LinkedIn page	24
14. Instagram profile	24
15. YouTube channel.....	25

List of abbreviations

CSA	Coordination and Support Action
D	Deliverable
FB	Facebook
GA	Grant Agreement
I4S	Inclusion4Schools
NGO	Non-governmental organizations
RCISD	Regional Centre for Information and Scientific Development
RIA	Research and Innovations Actions
WP	Work Package



Executive summary

The deliverable “D6.2 Online communication tools: Website, Facebook, Twitter, LinkedIn, Instagram, YouTube” is addressing the online part of the communication strategy of the Inclusion4Schools project during its termination (48 month) and after, aiming to deliver the project strategy with an emphasis on external communication and various online web and social media platforms.

Online communication serves to deliver the project’s messages to the target groups, to reach a broad public audience to strive against segregation and share knowledge on best practices of inclusion, and offer a forum for discussion about reversing inequalities in education. In order to achieve the project’s objectives strategic, effective and organised communication are required.

As a comprehensive concept for the usage of online tools are vital for achieving the aforementioned aims and impact of the project, the present deliverable covers the following activities and tools:

- selection of online communication channels;
- identification of target groups;
- development of communication tools;
- website development;
- construction of the subpages, national pages;
- introduction of the social media pages;
- content management of the pages;
- schedule for the online communication;
- risks and risk assessment.

All communication and dissemination activities are based on an integrated concept of the communication and dissemination plan implemented by a directed joint effort of all the I4S consortium partners.

1. Introduction

Inclusion4Schools is a 4 years long Coordination and Support Action (CSA) aiming to foster and promote pedagogical relations of inclusion, a culture of dialogue, and the transformation of unjust structures through education. The project strives against the logic of exclusion in education and against the systemic (re)production of inequalities – insisting on a bottom-up strategy – in the context of segregated schools and communities.

Delivering the project's messages, objectives and aims, generating awareness, attracting the target audience's (teachers, children, students, policy makers, stakeholders, general public) a massive and strategic online and offline communication is essential.

Therefore, this activity focuses on the development of a strong brand and all the materials necessary for an efficient communication and dissemination of the project. Particular attention is given to create an appealing communication for the target groups.

It is very important that schools, experts and disadvantaged students can read and hear about our activities, that they can be connected to the project using IT in order to support them accurately. To reach this, online platforms have been created for the purpose of sharing the pedagogical experiences of schools with a majority of underprivileged students. Interaction between these schools makes it possible to exchange locally developed techniques and methods which are successful in improving the students' educational progress. The online platforms offer opportunities for informal discussions, formal meetings, as well as sharing case studies and good practices among news, events and further useful materials.

As a first step, a unified and colorful visual identity was created for the project with the lead of RCISD. We have launched the official website and social network pages of the project on Facebook, Twitter, and LinkedIn. A YouTube channel has also been established. The overall objective of social media is to increase awareness and engage the target audience. However, according to the audience targeted, the use of social media will specifically focus on a two-fold scope: on one hand, on targeting multipliers (e.g. schools, local governments, municipalities, etc.) to increase the overall visibility and impact area of the project; on the other hand, it will focus on engaging the audience in a cost and time efficient way, regardless of geographic and time factors. Last but not least it is also taken into consideration that different age groups are active on different platforms; that is why a further Instagram page was also created to reach the youngest.



2. Communication tools

Setting up communication tools is crucial for achieving the goals of the project, namely to reach the target audience and the general public with our messages, raise awareness to our activities and achievements, and offer a platform for scientific discussion. The main dissemination channel is the Inclusion4Schools website (www.inclusion4schools.eu), which also includes tools for social media sharing (Facebook, LinkedIn, Twitter etc.) It also provides a large and heterogeneous space with user-friendly access to information. The web-based online tool offers information about project activities as well as relevant external information through the news channel, event channel, event calendar (project events/external events).

Besides the website, the main channels for online communication are the social media pages: Facebook, Twitter, YouTube, Instagram, LinkedIn. These are selected in order to reach different target groups, as different age groups and target groups use different social media platforms.

To ensure smooth cooperation, internal and external, online and offline tools for communication are developed with project partners, by RCISD as the leader of this task. For internal communication, different email lists have been created, for external communication the above-mentioned sites, contact e-mail address and direct mailing.

Inclusion4Schools set up a focus-group in M1 that will meet online in order to measure the attractiveness, usability, ergonomics and functionality of the project and to early identify the target users. Inclusion4Schools will establish online communication platforms to make it possible to liaise with partners, including school teachers in the respective communities and tutors in the universities participating in the collaboration projects. Exchange of ideas and actual, on the spot experiences can be shared easily, also problem solving, decision making challenges can be discussed. Once the communication habits are established the online communication can also contribute to dealing with “emergencies”, when supervision, advice or just moral support is needed.



3. Aims and objectives

The Online and Social Media Communication Strategy aims to fulfil 5 objectives, respectively focused on:

- Disseminating project outcomes, results;
- Raising awareness about the project;
- Promoting project's events and lessons learnt;
- Bringing together professional community around the project;
- Bringing together citizens around the project.

The overall objective of social media is to increase awareness and engage the target audience.

3.1. EU visibility

In line with the DOA, all the online tools like banners, the website, the Facebook page/group etc. will show clear that the Inclusion4Schools project is funded by the European Commission. The official EU logo and the following sentence is shown with the GA number.

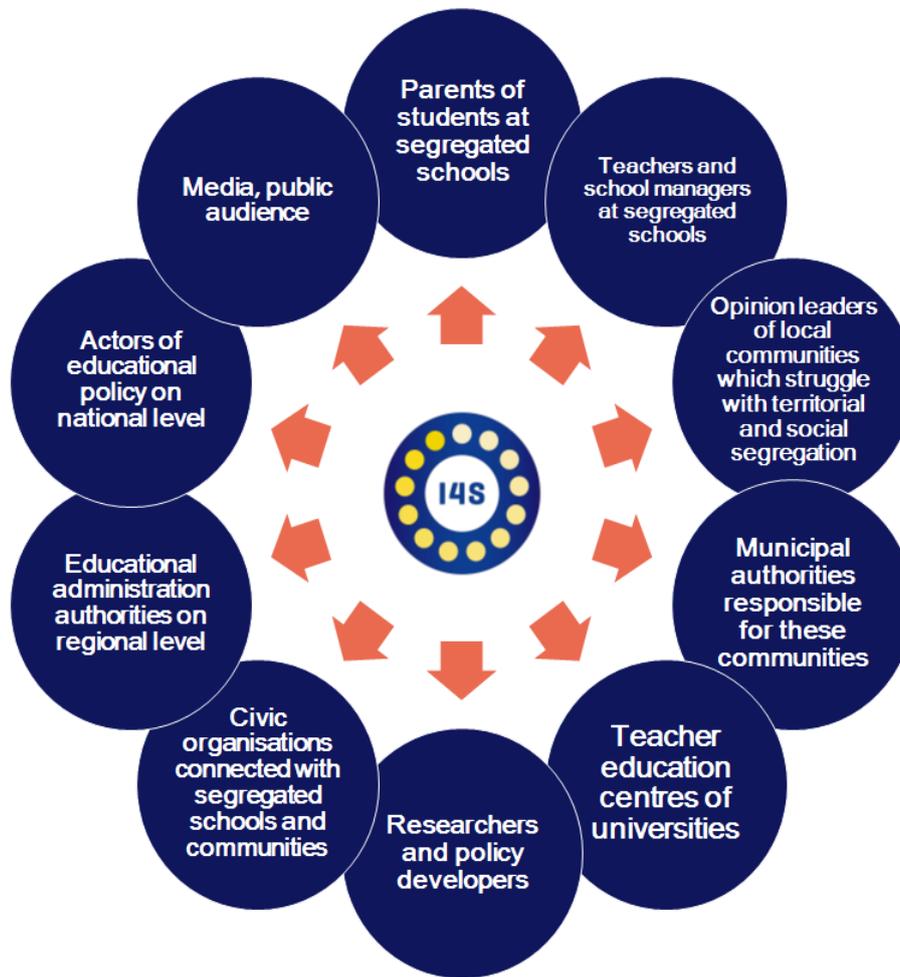
This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004653

4. Target groups

The project identify the following target groups:

- Parents of students at segregated schools;
- Teachers and school managers at segregated schools;
- Opinion leaders of local communities which struggle with territorial and social segregation;
- Municipal authorities responsible for these communities;
- Civic organisations connected with segregated schools and communities;
- Researchers and policy developers;
- Teacher education centres of universities;
- Educational administration authorities on regional level;
- Actors of educational policy on national level; and
- Media, public audience.





1. TARGET GROUPS OF I4S

We intend to address various target groups with different tools and messages; a tailor-made project-related information will be provided to the identified target audience.

Feedback will be gathered on an ongoing basis (through website and social media), or at such stages of the project when launching a particular campaign or when marked events take place.

5. Main concept

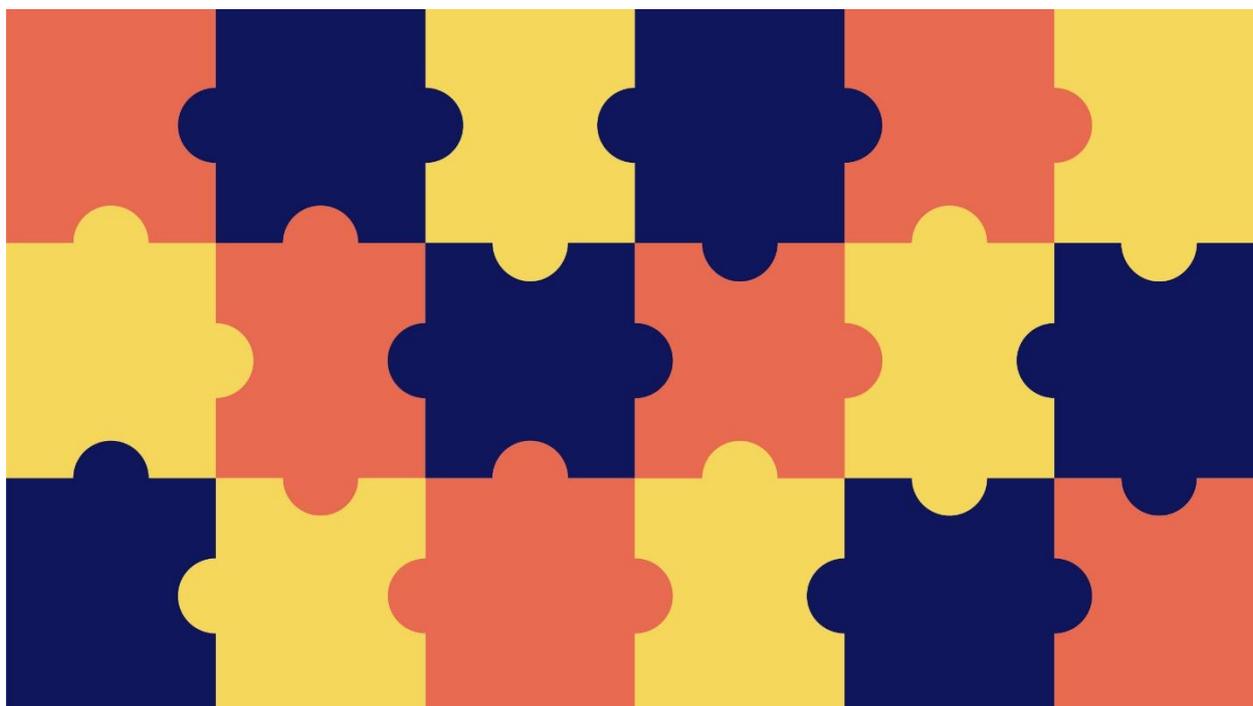
At the beginning of the project, and to ensure a wide awareness about I4S brand, a corporate visual identity was designed to reflect the branding elements to be considered for any communication from the project. The logo, colors and uniform visual elements are an essential part of a demanding and eye-catching brand. The



specific elements related to the brand are described in D6.1. Dissemination and Exploitation Plan.

The whole visual identity is created in a way that all posts, materials shared content have the same visual identity, in this way a strong brand is created. Whenever a post appears on a social media channel or in a mailbox, the receiver identifies that it is about the I4S project.

The main idea is the puzzle - with different colours, identities we form the picture - the messages of the project are mirrored in this way in the visuals.



2. PUZZLES – THE MAIN CONCEPT

With various colorful pictures, videos, interesting content we aim to reach out to the broadest audience possible.

As our partners represent four European countries, the concept is to focus on them in the online space with separate subpages on the website together with separate facebook pages. The global news, achievements and content is published in English. Local events and relevant posts are translated into the language of the countries.

6. Online and offline communication

The main dissemination channel will be the Inclusion4Schools online platform, which will also include tools for social media sharing (Facebook, LinkedIn, Twitter etc.) It provides a large and heterogeneous public with user-friendly access to information. The web-based online tool will include information about project activities well as relevant external information through news channels, event channel, event calendar (project events/external events).

We intend to address various target groups with different tools and messages (Facebook, YouTube, Twitter, Instagram, informal content, webpage, blogs and, direct mailings). All the online tools like banners, the website, the Facebook page/group etc. will show clearly that the Inclusion4Schools project is funded by the European Commission. Taking into consideration the interest of elderly people too besides the online tools; the importance of printed info-materials (offline tools) should not be neglected, therefore flyers, brochures, roll-ups, info materials will be designed.

7. Content

As it was already stated, we intend to address various target groups with different tools and messages (Facebook, YouTube, Twitter, Instagram, informal content, webpage, blogs and, direct mailings).

Educational professionals should encourage the extension of education beyond the “school walls” and participate in community activities, so as to improve public relations, in order to make a joint effort to fight early dropout and to cooperate with experts and volunteers who help students with special needs within the school-community network. The “outreach” process also opens schools to the community and cultivates formal and informal interaction and exchange of social-cultural resources between schools and communities to jointly accumulate clearly identifiable social and cultural capital, by making use of the multiplication effect generated within the network. Activities in the community also include “open school” classes for adults with contents covering human rights education, developing social competencies and strategies and means of asserting their own interests. Activities in the school-community network include at least a series of three discussion sessions to identify with precision further local educational issues.

Content development, preparation, writing, editing, formatting and sharing is a common task for all consortium partners, joint effort is needed to ensure the quality and the quantity of the content. The process is lead by RCISD within WP6.



7.1. Main messages

The Communication and Exploitation Plan ensures that agreed and benefit-orientated content and key messages will be shared with the appropriate group of the target audiences. These shall be able to follow the progress of the project – in case of highest success an output of the project becomes viral in the stakeholder communities and, consequently, causes a multiplier effect. The following types of information are of major importance:

- General information on the project including its objectives and partners, facts and results;
- Project results like analytical output, publications, public deliverables
- Policy dialogue analytical input for the discussions, general information on and outcomes of the discussions as well as conclusions;
- Any other information which might be interesting for stakeholders like events of partner organisations, mobility schemes, funding schemes, etc.

The main messages of the project to be delivered through online communication are the following:

- strive against the logic of exclusion in education;
- by best practices of inclusion pedagogical practices can be transformed;
- reversing inequalities in education can be done by professional knowledge-sharing.

7.2. Website

A public website (www.inclusion4schools.eu) dedicated to the Inclusion4Schools project is under development. It will contain the materials and reports collected and prepared during the course of the project that are authorised for public dissemination and will enable all external parties to express their interest in Inclusion4Schools. The website will allow world-wide access to all dissemination documents and presentations.

Furthermore, in addition to the shared portal for the project, the design of individual pages per country is also considered, in order to allow for the display of contents relevant at national level (i.e. language, local achievements, events. etc.).

The website will be updated on a regular basis; periodic maintenance of the website will be performed after the termination of the project.

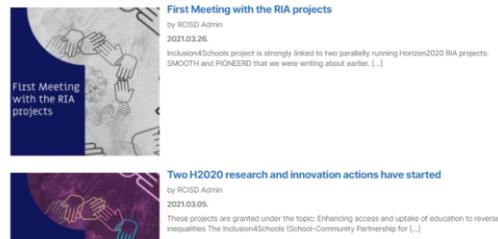


In M1, available already by the kick-off meeting, a first version was launched with basic information on the project:

- logo;
- acronym, title;
- consortium;
- objectives of the project;
- news section;
- social media channels;
- footer with EU visibility, GA number.



News



3. BASIC VERSION OF THE WEBSITE

By the end of M4 an update was conducted, led by RCISD with the support of partners. The new surface contains the following sections, some of which (news, events, discussions are discussed in detail below):

- Subpages of the national sites;
- Our mission;
- Our partners (Project partners and our consortium);
- Our community;
- Our achievements;
- News;
- Events;
- Discussion;
- Social media channels;
- EU visibility;
- Contact.



Our Mission



Vivamus id quam eget est iaculis faucibus ut a tellus. Proin a rhoncus ex, ac porttitor purus. Proin ac tellus est. Mauris ornare ante sit amet ligula aliquam, eget pretium mauris sollicitudin. Aliquam ultrices massa non quam rutrum rutrum. Cras eget sagittis odio, ut pellentesque lectus. Fusce dignissim non arcu quis elementum. Vestibulum metus nisi, ullamcorper a eros vel, auctor sagittis ex. Cras sit amet nulla at arcu sodales elementum ut et risus. Proin lobortis libero nec ligula auctor, vel vulputate neque porttitor.

Proin lobortis libero nec ligula auctor, vel vulputate neque porttitor. Vestibulum vel neque ultrices, condimentum orci ut, suscipit ipsum. Donec aliquam convallis justo quis sodales.

4. THE OPENING IMAGE OF THE FINAL WEBSITE

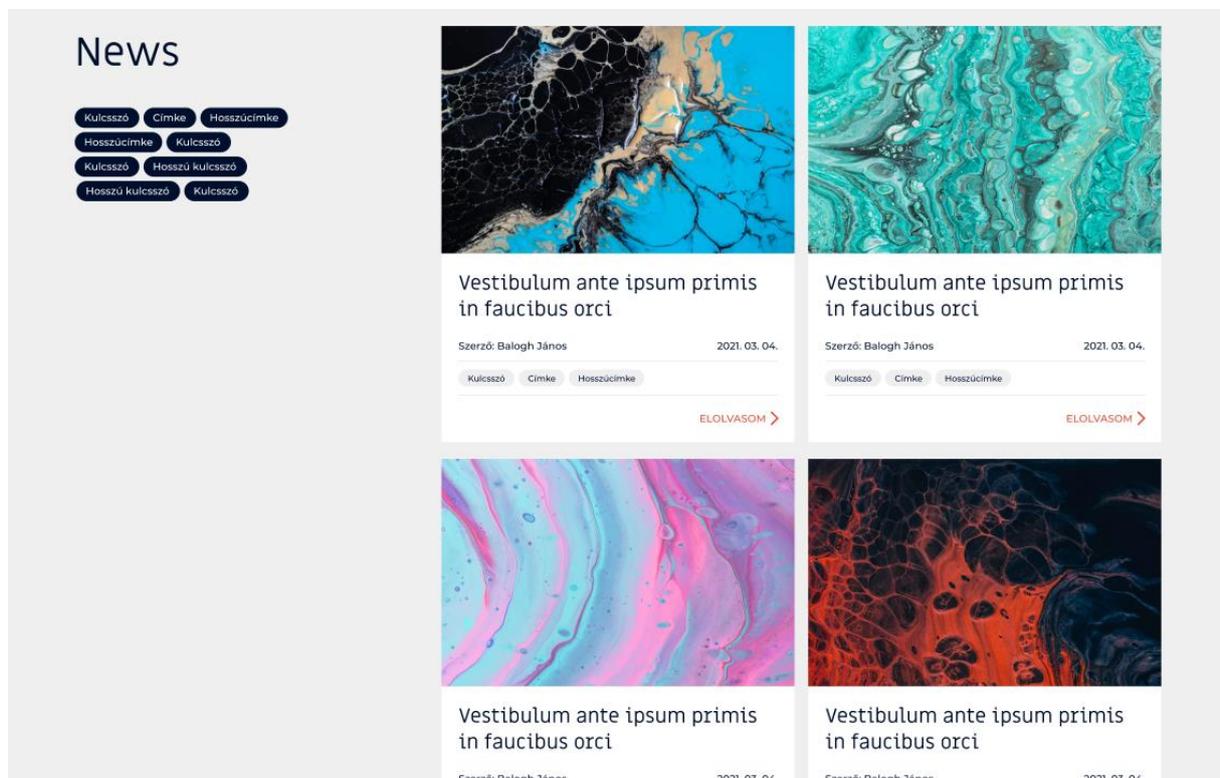


7.3. News

The first type of our contents are news related to our project or project news.

We are continuously publishing news from external sources having related content, similar messages, topics, lessons learnt, best practices, etc. to the website and social media pages. Having achieved an objective, the news of it will continually appear under the news section of the website and then shared to our other channels.

So far several related news and project news have been shared, these focused on: education and the coronavirus, schools, learning, parallel projects, cooperation with RIA projects, etc.



The screenshot shows a 'News' section with a sidebar on the left containing filter buttons: 'Kulcsszó', 'Címke', 'Hosszú címke', 'Hosszú címke', 'Kulcsszó', 'Kulcsszó', 'Hosszú kulcsszó', and 'Kulcsszó'. The main content area displays four news cards, each with a microscopic image, the title 'Vestibulum ante ipsum primis in faucibus orci', the author 'Szerző: Balogh János', the date '2021. 03. 04.', and a 'Kulcsszó', 'Címke', 'Hosszú címke' filter bar. Each card also features an 'ELOLVASOM >' button.

5. THE NEWS SECTION OF THE WEBSITE



7.4. Events

The second category of our content is events. The project will organise 120 events. To show presence, to maximise impact and to be cost effective most of the events are connected to other project meetings. Furthermore; to increase the prominence of the project, its results and findings, partners will be encouraged to participate in external conferences in their countries of residence to create awareness about the project, to find synergies and cooperation with other initiatives or stakeholders, to engage stakeholders in the project activities, and to ensure the project's results reach the target groups.

To this section of the webpage we publish the announcement of the events, related external events and also the report of the held events with photos, outcomes, material.

The screenshot shows a webpage with a yellow background. On the right side, there is a decorative graphic of interlocking puzzle pieces in red, yellow, and dark blue. The main content area is white. At the top left, the word "Events" is written in a large, bold, black font. Below it, there is a paragraph of placeholder text: "Curabitur ut metus vel velit vestibulum gravida. Phasellus vel sem a neque aliquam aliquam our events...". Further down, there is a calendar icon followed by the text "Budapest", "2021. 02. 03.", and "18:00 — 21:00". Below this, it says "Szervező: WIGNER Fizikai Kutatóközpont". To the right of this text is a small image of a desk with various office supplies like pens, pencils, and a stapler. To the right of the image is a title in red: "Vestibulum ante ipsum primis in faucibus orci". Below the title is a paragraph of placeholder text: "Nulla in posuere leo, eu feugiat quam. Sed molestie elit at nunc lobortis, quis mollis est luctus. Proin blandit mi eu pretium consequat. Aenean dapibus varius magna, in tristique lacus porta quis." At the bottom right of this section, there is a red button with the text "MEGNÉZEM" and a right-pointing arrow.

6. THE EVENTS SECTION OF THE WEBSITE

7.5. Discussion

One of the most important part of the website is the discussion part, where longer, in-depth professional articles, essays, theories, concepts, strategies on the topic of the project will be continuously published. The content will be mostly written by the consortium partners but external authors are also welcomed to send content here. The idea is that after the publication of each discussion type of element, a forum discussion is offered on Facebook for the target audience, partners to reflect, comment on the materials. The project hopes that many key figures, professionals, policy-makers, teachers, parents will join to this online forum.

A screenshot of a website's discussion section. The background is red. On the right side, there is a decorative graphic of interlocking puzzle pieces in dark blue, yellow, and red. The word "Discussion" is written in large, bold, dark blue letters. Below it, there is a block of placeholder text in white: "Curabitur ut metus vel velit vestibulum gravida. Phasellus vel sem a neque aliquam aliquam our discussion...". On the left, there is a small circular profile picture of a woman and the text "Szerző: Kovács Abigél". In the center, there is a white-bordered box containing a photograph of a desk with various office supplies like pens, pencils, and a stapler. To the right of the photo, there is a title "Vestibulum ante ipsum primis in faucibus orci" and a paragraph of placeholder text. At the bottom right of this box, there is a red link "ELOLVASOM" with a right-pointing arrow.

7. THE DISCUSSION SECTION OF THE WEBSITE

7.6. Our Community

Our community

Curabitur ut metus vel velit vestibulum gravida. Phasellus vel sem a neque aliquam aliquam our community worldwide...



- Hátrányos térségek iskolái
- Fejlesztő műhelyek
- Hátrányos térségek önkormányzatai
- Think tank
- Civil szervezetek
- Egyéb
- Kutatóintézetek



8. OUR COMMUNITY



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004653

Besides the communication pages of our site, we allocated 'Our Mission' section to it with our mission, 'Our Partners' section where we link to the connected RIA projects and to our consortium members. Under 'Our Achievements' the outcomes of the project will be uploaded continuously.

As the project works with a great amount of schools, segregated shooul, local authorities, research centres, etc, we have developed a section for a map where all these further partners can be found with their names, logos, websites. The organisations can be filtered by their type (e.g. school, local authority, etc.) and the map shows the country they are located.

In M8 we will upload all the schools we have contacted with our survey under WP1 and are ready for cooperation.

7.6. Content management and editorial roles

The whole Communication and dissemination of the project is led by RCISD in the frame of WP6. The responsible task leader for the implementation of the web platform is also RCISD. The further regular update as regards changes to the website structure, which might become necessary over the course of the project but could not be anticipated at the start of it, that will be managed also by RCISD in close collaboration with Wesley. Regarding the regular input to keep the website running with latest news elements and so to avoid it becoming outdated is a common task for all consortium members, but the feed of the English pages ultimately belongs to RCISD.

Feeding the national subpages of the website together with the national facebook pages is the responsibility of 'local' partners, each responsible for their own country's pages:

Pages	Responsible partner
Albanian pages	ANOA
Bulgarian pages	C.E.G.A.
ungarian pages	Wesley, Oltalom
Slovakian pages	Selye



9. THE BULGARIAN FACEBOOK PAGE

Therefore, all remaining project partners from the consortium will get individual login credentials for the platform, so to allow them direct dissemination of project relevant news/events. The login data will be provided by RCISD after the launch of the website. After the first login to the website, each partner might change his or her personal settings in the user section individually. It was agreed and is expected that all project partners contribute to the updating of the web platform with sufficient inputs. The task leader RCISD will take over the monitoring, moderation and quality assurance of the information disseminated. After the project has ended, the publicly accessible parts of the platform will remain online for 3 more years.

All the posts are marked with predefined keywords set for the project. When necessary, further keywords can be added, but the fix keywords serves as a pool with the following items:



10. KEYWORDS

8. Social Media Channels

The overall objective of social media is to increase awareness and engage the target audience. However, according to the audience targeted, the use of social media will specifically focus on a two-fold scope: on one hand, on targeting multipliers to increase the overall visibility and impact area of the project; on the other hand, it will focus on engaging the audience in a cost and time efficient way, regardless of geographic and time factors.

We launched the official social network pages of the project on Facebook, Instagram, Twitter, and LinkedIn. A YouTube channel was established as well for video sharing. The different channels were carefully selected to reach different age groups, different communities: students, professionals, teachers, decision-makers, policy-makers, etc.

9. Facebook

Target groups of the page are primarily: general public, schools, NGO-s, parents, teachers. Secondly: scientists, professionals.

Facebook being popular in the partners' countries was selected out of the social media channels to have national versions. So, besides the English main facebook page, where a great variety of posts will be shared, 4 national pages were created where local news, events can appear in the local languages.

- Hungary - <https://www.facebook.com/Inclusion4Schools-Magyarorsz%C3%A1g-111585751010683>
- Slovakia - <https://www.facebook.com/Inclusion4Schools-Slovakia-101443458668563/>
- Albania - <https://www.facebook.com/Inclusion4Schools-Albania-103880958420840/>
- Bulgaria - <https://www.facebook.com/Inclusion4Schools-Bulgaria-109025811232563/>

The aim of the posts is to notify the target audience that our project is on-going and short information can be found on our website (link). Furthermore, to let people know that it is worth liking our page, following the project as they will receive notifications of the events, updates, news of our activities. The content besides these types will be supplemented with articles and press releases relevant to our topic, which are partly written by us and partly collected from around the world. Sourcing will be adequately followed up. A forum discussion possibility will also be offered for our followers to engage with the professional materials shared on the website under the 'Discussion' part.



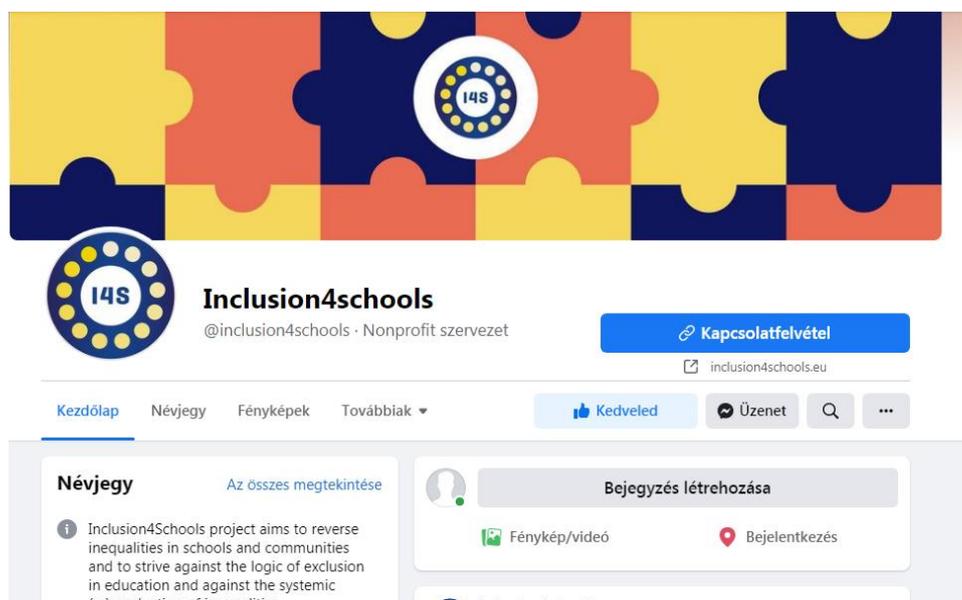
Content for the first posts are the following:

1. news about the launch of the project
2. news about the start of linked RIA projects
3. news about the cooperation with the RIA projects
4. objectives of Inclusion4Schools
5. series of consortium partner introductions (6 posts)
6. topic-relevant articles and comments (5 posts)
7. news about our current activities

General frequency of posts, shared content: Whenever project outcomes, events, videos, significant news, articles, blogs, documents etc. appear on the website, youtube channel or on other mediums (for example an article is written by the project, or an interview was made by one of the partners), a post is shared on our facebook page. A minimum of 10 posts should be created and shared each month.

Cooperation: One person from each organization is involved in finding resources, FB groups, relevant content to feed the English page. At the same time, the national pages are maintained by the local partners. The main page is edited by RCISD.

Posts in English should be translated into other languages if relevant. The content of national level FB pages may vary. If there is national news that is featured (result, milestone, publicity), it should also be posted on the English FB page. The translation of English-language materials into the languages of the four countries is the responsibility of the respective organizations.



11. THE CENTRAL FACEBOOK PAGE

10. Twitter

The **target group** of the page is mainly people from foreign countries, similar organizations and initiatives. In Central Europe "twitter culture" is yet undeveloped due to the language features.

Aim of the posts: Since the maximum characters which can be used on twitter is 140, we will mostly share small, one sentence information, whether about an update or link, or status of an ongoing task in the project. It is relevant to create the profile professionally. Hashtags will always be used when posting: #inclusiveeducation; #H2020; #inclusion; #inclusion4schools, etc.



12. TWITTER PROFILE

11. LinkedIn

LinkedIn proves to be a more professional platform, in this way the **target groups** are here professionals, teachers, policy-makers.

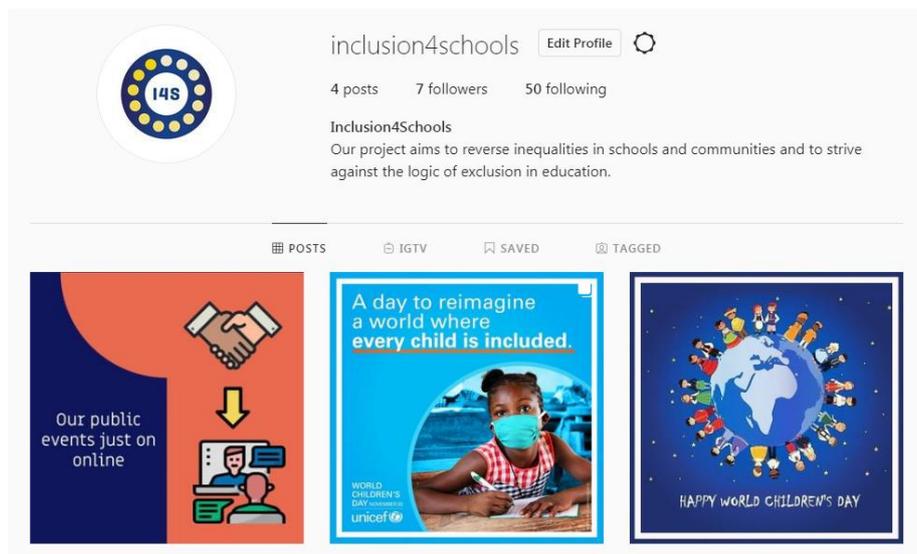
Content: More professional, longer posts, articles will be continually shared to LinkedIn to address the target groups.

Language: only English content is published.



13. LINKEDIN PAGE

12. Instagram



14. INSTAGRAM PROFILE

The **target group** of the page is mainly youngsters, students and the general public.

Aim of the posts: To provide information about our project, share related articles, news on the topic. For most of the posts we need visual appearance, e.g.: Pictures, videos of events, flyers of upcoming events, graphic design strongly related to the mentioned info. Instagram can be a tool to build our visual identity-branding throughout the project.

Content of the posts may vary from the content of the facebook page as Instagram addresses different age and target groups.

General frequency of posts, shared content: In line with the other channels, but on the basis of "less is more", targeted posts for younger generations.

Ads, shares: We should communicate on all our social media platforms (FB, Twitter, Youtube and website) that there are "benefits" of following us on Instagram.

Languages: Instagram is a worldwide used social network with similar on-going projects and interested audiences. Therefore to reach these followers, the used language is English.

13. YouTube



15. YOUTUBE CHANNEL

The YouTube channels serves to share videos of our messages, partners, mission. We believe that today a short video does more than long articles, so the project will create as many as possible to gram even more attention.

Tagret group: all mentioned targets.

Language: mostly English videos will be made. If an interview/local event is recorded, subtitles will be later added to the videos.



14. Schedule

The first version of the website was launched in M1, the update is finished by M5. The next step is to upload content - at least 2 per week.

On Social media we publish at least 2 news / posts a week, at the beginning we try to bring out as glowing, interesting, eye-catching content as possible. These are all important elements in building a community foundation. As the project progresses, we strive for a continuous online presence.

Other ways of communication (e.g. invitation to an event, to take part in our survey, etc) are used adequately, before the actual happening.

13. Expected outcome

Tools & channels	Metrics method	Expected results
Website	Number of visits, time spent on the website and returning visitors Number of countries	<ul style="list-style-type: none"> - 300 visits per month - more than 80% of visitors spending 1 minutes or more in the website - more than 50% of returning visitors - 50 different countries
Digital material	Number of downloads	1000 downloads
Press releases	Clipping/publications coverage	at least 10 publications per year
Social media	Number of members and engagement	<ul style="list-style-type: none"> - 1000 members on LinkedIn - 400 members on YouTube channel - 300 followers on Twitter - 4000 followers on Facebook page

14. Risk assessment

The following risks may appear during the project's lifetime, after them the level of the risk is marked together with the mitigation measures that the project will implement if the risk occurs:

Risk	Level	Mitigation measures
Not interested citizens	high	<ul style="list-style-type: none"> - Targeted communication/campaigns. - Special efforts in direct marketing. - Changes in communication strategy where appropriate.
Low level of stakeholder engagement	medium	<ul style="list-style-type: none"> - Targeted communication is planned towards key stakeholders. - If needed not only personalised emails but physically meetings too; each partner in their own countries.
Regional language barriers hindering the analytical work of the project	medium	<ul style="list-style-type: none"> - English as the working language, use of translated (into English) materials - Communication & training materials prepared at first in English then translated to the languages of the participating countries.
Coronavirus continues or a similar epidemic appears. Meetings have to be cancelled	medium	<ul style="list-style-type: none"> - Project activities will be postponed. - The events take place online in the virtual space with the help of digital technology.