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PROTEACH

Promoting teachers' success in their induction period

ERASMUS+ – EU programme for education, training, youth and sport

Capacity Building in Higher Education

Deliverable D4.1.2
Dissemination Plan

[Original document; see updates and supplements in http://proteach-project.org/, sharing area for WP4]

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Abstract	In this document we present the PROTEACH consortium members' approach to dissemination and exploitation planning, the dissemination activities that will be promoted and given priority, and a preliminary and partial exploitation strategy. For lists of the dissemination activities carried out so far and some of those planned to be accomplished in the near future see http://proteach-project.org/, or specifically: http://proteach-project.org/taxonomy/term/8 and docs linked from there. This document will be updated, as needed, in supplementary releases in the future, for the partners' guidance.
Keyword list	Dissemination, exploitation, planning, strategy, events, publications, workshops, policy-makers, brochure, website

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Besides doing, telling, and documenting

> "CBHE projects have the responsibility to put emphasis on dissemination and exploitation of results, as they directly contribute to the impact of the programme and to public awareness of their functioning and results." (Guidelines, 1.6.2).

Task description and rationale

In this document we present the consortium's approach to planning dissemination and exploitation, and the activities that will promote this important task. Making the project known from the beginning of its implementation, and creating the conditions for the wide adoption of its results is a vital component of the PROTEACH project.

Dissemination: activities intended to spread the project's goals, principles, working methods, and opportunities in order to address the rationale for the consortium's establishment.

Exploitation: activities intended to enable positive use of the project's results for the benefit of additional potential users or educational stakeholders – after the three-year project comes to an end – and not only for the 180 schools that will participate in it. We shall endeavour to enhance the broad and sustained adoption of the MIT model at the national level in Israel and Europe.

The broad purpose of the dissemination and exploitation activities is to make the project known to the wide educational community in Israel on the one hand, and to specific audiences – teachers, and beginning teachers in particular, school principals, practitioners, local authorities, policymakers, and higher education institutions (HEI) – on the other hand, all of which could benefit from the project's work and results. The purpose of our exploitation planning and efforts is for our results to be widely used in Europe and Israel, building on the project's work and results and, together with our dissemination efforts, state the basis for a sustainable impact.

In order to achieve the dissemination and exploitation goals we need to establish effective ways of collaboration and communication among the partners in Israel and Europe, and among Israeli schools and academic institutions. This will ensure that knowledge suitable for dissemination will reach the people who can use and spread it. For example, information on future events, opportunities for joint presentations or publications, dissemination materials, etc., will be passed on to the partners for their information and use.

To this end, suitable frameworks will be built (e.g., reciprocal visits, a website). Additionally, clear principles, work procedures, and rules of ethics need to be formulated to facilitate transfer and dissemination of the information in a way that clearly and accurately presents the project, respects all the partners and preserves their uniqueness, meets the standards required from a project of this kind and duly acknowledges the contribution of the Erasmus+ program of the EC/EACEA to make the project a reality.

We view dissemination planning and efforts as an ongoing, evolving process that may change over the years as the project grows, methods are developed, and the project's uniqueness is established.

Target audiences for dissemination

Teachers of all education levels, beginning and senior, academic institutions and faculty, policymakers of various ranks in the Ministry of Education who are involved in education and teacher training, as well as regional directors, inspectors, division directors at the Ministry, e.g., Teacher Education and Induction Division, local authorities' officers, school principals, administrators and other school staff, and other stakeholders in the community.

Aims

- To disseminate the project's objectives, principles, work and work methods, results, and potential impact for the teachers, HEIs, the education system and society as a whole.

- To ensure the project's results are received with interest and have long-term, ongoing, and even evolving effects after the project's conclusion as well, both in the processes of absorbing beginning teachers in the schools and in the methods of training teachers in the colleges and universities.

- To enable effective teamwork and successful collaborations between the project's partners, as a smooth and fruitful cooperation will result in more effective dissemination and in longer-term impact for the project.

Expected reporting and deliveries

- WP4 leader, Kaye College (P4) will request regular reporting from the partners on dissemination actions they were involved in, such as event attendance (and the characteristics of the event, participating audience, etc.), press releases, publications, etc., and will take appropriate steps to ensure maximal internal circulation of relevant information to promote those actions.

- To facilitate the above, P4 has distributed to the partners templates for the internal reporting of the dissemination activities they took part in – see Annexes 1 and 2 - which will be sent to P4 on a current basis **after each event/action**. As well, the partners were requested to review their activities and condense them on **quarterly reports to WP4 leader**.

- **January 2017** – dissemination and exploitation plan (this deliverable)
- **September 2019** – the compiled report of the dissemination activities and exploitation planning.

Dissemination activities

The partners have proposed the following categories to constitute the basis of the consortium's dissemination and exploitation activities and reports.

Website preparation, launch, and maintenance

Building and ongoing operation of a website that will facilitate internal communication between the partners, and the creation of a public repository of the new knowledge that will be created. Ongoing work by means of the website will facilitate open communication between the partners, and activities for dissemination of the project's ideas. The website will be built and launched in the first weeks of the project.

The website will include public and private sections, and will be maintained and updated on a regular basis. In particular, we have devised a plan by which partners will assume responsibility for feeding the website with relevant and updated information in turns (e.g., partner X this month, partner Y next month, etc.). These partners will coordinate the production and reception of material from all the consortium and pass it on to the website manager (under partner P2, Mofet). Details will be arranged preliminarily in the scheduled PMB meeting in Bucharest, in March 2017, then to be monitored and adjusted regularly.

Various dissemination documents / official papers

Creating and updating the PROTEACH brochure and supplementary flyers – for the use of all partners. Partner P4 is preparing a first edition of the brochure that will be presented to all the partners for discussion and fine-tuning, with the possibility of further adapting to different partners, languages and dissemination opportunities.

Seminars, workshops

Seminars and workshops will be held in the academic institutions and schools that will contribute to dissemination by presenting the project and its unique model, discussing its implementation and outcomes, and disseminating information on it to the public. The workshops will be attended by faculty and staff from the academic institutions and schools, MIT group members who will share their personal experiences, approach mentors, staff members, policymakers, and others. Their participation will facilitate dissemination of the various ideas to new arenas. The workshops will facilitate an ongoing dialogue between the partners, exchange of ideas, and presentation of the model to different target audiences in Israel and Europe.

Two one-day dissemination events are planned for countries in Europe (in January 2018 and January 2019)**.**

Every meeting of all the partners in Israel or Europe will also be devoted to discussing and planning dissemination.

In each of the Israeli schools involved in the project (via all the Israeli partners) we plan to hold two workshops each year (in the first year only one workshop since we will be starting in February). Thus, a total of 30 workshops will be held throughout the project.

In these events, project teams will meet policymakers, teachers, HEIs and school representatives and stakeholders to present the MIT model and results. These events will be devised as true "multiplier events" intended to disseminate the project and create the proper climate for adoption and continuation of its results. These workshops will assist MIT members in their work, but since additional stakeholders will be invited, they will also serve for dissemination (suitable printed and audio-visual material will be prepared).

Some of the Israeli events will address specific target audiences (to which the participating HEIs have natural access channels), deepening their dissemination effect: Talpiot (Jewish-Orthodox populations), Sakhnin (Arab population), Kaye (Bedouin and Jewish populations), kibbutzim (special needs), Beit Berl (Jewish-Arab multicultural settings) – municipalities, training institutions for school principals and management staff, schools/school networks.

Moreover, each year one of the Israeli HEIs will host an international five-day workshop, which will serve as a forum for local and European partners, MIT participants, and others to share and discuss experiences. **A specific program in this regard will be added soon.**

Establishing and maintaining a community of beginning teachers

Establishing an MIT group and the activities of a community of beginning teachers will also facilitate dissemination – inviting different figures to the group, using websites, forums, presenting results, inviting schools to visit the school where the group operates, and so forth. An operational plan intended to guide the partners in actions aimed at creating, nurturing and expanding a community of beginning teachers and other stakeholders will be devised and brought to all the partners for approval in the next 6 months.

Scientific conferences in Israel, Europe, and around the world

Presentation of the project and its results in conferences in Israel and around the world can be carried out at the initiative of any partner, or in joint presentations by a number of partners (e.g., proposals for symposia at international conferences). The conferences can engage in education, teacher induction processes, or be associated with the project's unique aspects (e.g., a Self-Determination Theory-SDT conference including aspects of autonomy support and hearing the teachers' voices), and so forth.

Scientific publications

We shall endeavour to publish the project's findings in professional journals, chapters in books, and so forth.

Participation in other events, including non-academic events

Giving plenary and smaller-group lectures at various opportunities, such as a meeting of all the school principals in one of the Israeli districts or municipalities.

Specific activities or even personal meetings with policymakers and other influential people.

Press releases, interviews, and similar activities

Marketing the project in the Israeli or European press, as well as in education-focused press in the colleges themselves and in Israel. Giving interviews to the local media following an impressive event that has taken place, and so forth.

Dissemination activities aimed at policymakers and other influential persons or organisations

Policymakers in the local authorities and the Ministry of Education influence the possibilities for implementing the project in additional institutions and schools. Therefore, it is important to take advantage of every opportunity to meet with them, present the project and market it and, in general, generate the most promising environment for the adoption of policies and strategies at all levels to promote and spread the lessons of PROTEACH. Partners are encouraged to think of and propose contacts with policymakers in their regions or countries, and discuss with P4 the best ways to bring these contacts to fruition for the benefit of the project.

Photographs and videos of various events

It is of great importance to take photographs and video films during regular activities and various events held in connection with the project, to post the photographs and videos on the website and incorporate them into the reporting documents.

Dissemination in the HEI

Dissemination activities in the HEIs are also required, especially including actions intended to prepare HEI principals to disseminate the project, independently, in events and other opportunities. Some suggestions: To meet the College's president and to think together about dissemination activities, transmit useful information and updates, etc. Associated efforts will include: Adding information about PROTEACH in the College website, including the international website, and presenting the project in various staff meetings at the HEI.

Case studies

In case of big event that require more information, such as a conference in which some participant presented – we will write a case description and the partners will be asked to send much more information.

The Erasmus+ logo and the PROTEACH logo – guidelines for their use
Several versions for our project's logo have been devised and proposed and the consortium chose the following:

The partners will use this logo in every opportunity of dissemination or in any written of audio-visual material prepared for outside use.

The partners are reminded of the stringent requirements of the Erasmus+ program regarding the due acknowledgment of its funding of our project and of the need to use also the European Union combined with the Erasmus+ logo. We quote below the relevant guidelines, requesting all partners to respect them and act accordingly in every relevant occasion, asking P4 or the project coordinator in case of any question.

The following excerpt is taken from the *Guidelines for the Use of the Grant*, section 1.7.1 Publicity:

CBHE beneficiaries must make themselves familiar with the publicity provisions stipulated in both the specific and the general conditions of the Agreement in conjunction with the guidelines for beneficiaries available on the following Agency website (please select the Erasmus+ tab): https://eacea.ec.europa.eu/about-eacea/visual-identity_en

Any communication, publication or output resulting from the project, made by the beneficiaries jointly or individually, including at conferences, seminars or in any information or promotional materials (such as brochures, leaflets, posters, presentations, etc.), must indicate that the project has received European Union funding. This means that all material produced for project activities, training material, projects websites, special events, posters, leaflets, press releases, CD ROMs, etc. must carry the Erasmus+ logo and mention: "Co-funded by the Erasmus+ Programme of the European Union"

Erasmus+ logo:
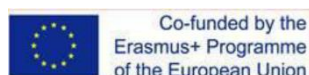
When displayed in association with another logo, the European Union emblem must have appropriate prominence.

Any publication should mention the following sentence:

"This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

For other official EU language versions, please consult the following website: http://ec.europa.eu/dgs/education_culture/publ/graphics/beneficiaries_all.pdf

As a rule, we should use both logos (the one of Proteach and the one of EU+Erasmus+ with the EC disclaimer) **in all outgoing documents or similar.**

<u>Exploitation activities</u>

Exploitation, in our context, means the broad and sustained adoption of the MIT model at the national level. We suggest the following:

- Establishing a special forum, with representatives of all the partners, of other HEIs, schools, policymakers and other stakeholders, intended to discuss and advise the partners on the best ways to approach sustainability and impact questions. This will contribute to integration of the MIT model at the national level.

- Endeavouring to implement the MIT model in the "Academy-Classroom Partnership" jointly run by the Ministry of Education and the teacher-training HEIs in Israel. The core idea of this programme is to allow third-year students to work three days a week as co-teachers in schools. These teachers are accompanied by mentors assigned from the school staff. The above has implications for PROTEACH's post-project continuation. This idea refers to the creation of MIT groups in Israeli schools that will include student teachers, HEI faculty, school principals, mentors, and so forth.

- **Building and leading a course at the MOFET Institute** that will be attended by HEI representatives interested in leading the MIT model in collaboration with schools. For example, an instructors course. **This idea needs to be discussed by the partners.**

- At the project's conclusion, **building an instruction manual** containing aims, principles, and a repository of activities representing the spirit of the MIT groups (i.e., facilitating autonomy support and developing the identity of beginning teachers, demonstrating proactiveness and initiatives, and so forth). The materials will be documented on the project's website, and the manual will be disseminated to various target audiences, e.g., people who attend the course at the MOFET Institute. **This idea needs to be discussed by the partners.**

- Additional factors will contribute to exploitation in the HEIs, e.g., accreditation, since through it beginning teachers will perceive appreciation for their efforts and capabilities, facilitating their initiation and retention at work. The project also focuses at the necessary "academization" of its subject, introducing it into the HEI's curricula, and enabling students to study and major in it. These factors will act as an engine to perpetuate the approach, and position it at the centre of research and attention. As an outcome of this process, we may expect the HEIs – and not only the Ministry of Education – to become a stakeholder in ensuring the sustainability of the MIT idea, since it will constitute a growing area of their academic activity.

Core principles of dissemination and exploitation efforts

The dissemination and exploitation goals and activities need to be in the consciousness of all the partners involved in the project. These activities need to be a routine that follows day-to-day work and activities. Since many partners are involved in the project, **ethical rules must be strictly maintained**. The following are some suggestions regarding dissemination and exploitation efforts:

- Regard *all project activities* as opportunities for dissemination.

- *A "fan" approach* via participating teachers and other players can be used. The means of presentation and the concepts repeatedly employed influence the project's dissemination. What is said or presented is likely to be passed on. A presentation may appear on the internet, a document may be passed on to other people, or someone in the audience may be a key figure that can aid exploitation.

- It is important *to document every event* in the tables in Annexes 1 and 2 below. If it is not documented – it is not kept and not disseminated.

- It is important to maintain *rules of ethics* and respect for the partners in every dissemination activity. In every presentation or statement concerning the project the partners must be presented respectfully and equally. Do not take exclusive credit for leading the project or a given task if other were involved as well. The partnership is central. It is important to remember that the project is the product of new knowledge created by all the partners. Each partner has its own unique place, and together we are striving to create something new.

- The project's logo should appear in every visual presentation of the project (presentations, documents, reports), as well as the Erasmus+ logo and disclaimer according to the guidelines.

- We need to strive for *diverse channels of dissemination and exploitation* activities.

Annexes 1+2

Annex 1: Reporting on dissemination

The following is a reporting table. Please note that reference should be made to the different categories presented in the document:

website; various dissemination documents and papers; seminars, workshops; establishing and maintaining a community of beginning teachers; scientific conferences; scientific publications; photographs and videos of various events; press releases, interviews, and similar activities; dissemination activities aimed at policymakers and other influential persons or organisations; participation in events, including non-academic events and more.

Annex 2: Planed dissemination activities

Please refer to dissemination actions you plan to be involved in in the next quarter. Please note that reference should be made to the different categories presented above.

Table of achieved / planned results

Annex 1: Reporting on dissemination

Title and reference number of the work package (WP)	

Reporting partner: _____

Category: _____

Note: Please refer to the various categories specifically.

Activity N°	Activity Title / Event	Start date	End date	Place	Partners responsible or involved	Description of the activity carried out (*)	Specific and measurable indicators of achievement

(*) Refer to the importance and relevance to the project, attendance (who, how many), specific persons met, etc.

Annex 2: Planed dissemination activities

Title and reference number of the work package (WP)	

Reporting partner: _____

Category: _____

Note: Please refer to the various categories specifically.

Activities to be carried out to achieve this outcome (before the end of the project)

Activity N°	Activity Title / Event	Start date	End date	Place	Partners responsible or involved	Description of the activity carried out (*)	Specific and measurable indicators of achievement

(*) Refer to the importance and relevance to the project, attendance (who, how many), specific persons met, etc.