

# Dissemination and Exploitation plan

D7.1

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# SEED

sustainable energy education



## Document history

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## Summary sheet

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## COVE SEED

COVE SEED (Centre of Vocational Excellence – Sustainable Energy Education) is focused on providing excellent and innovative vocational education to become a fossil free energy continent. While challenges on the energy transition develop rapidly and technologies are constantly evolving, well-equipped students, professionals and suitable labor capacity are needed. SEED sees vocational education as an important driver for innovation and growth, agile in adapting to the labor market. The objectives of the project are therefore focused on innovative energy education that meets the needs of the labor market: a) Preparing learners, students and professionals with skills and competences for the future; b) Empowering regional innovation based on regional needs; c) Upscaling and promote work-based education, and will lead to d) the establishment of an international learning community and e) establishment of Centres of Vocational Excellence (COVES) in five regions. SEED consists of educational VET providers (EQF level 2-7), working professionals and policymakers from The Netherlands, Finland, Spain, Germany and Greece. The result is an international community on vocational excellence dedicated to sustainable energy. During the project the partners will co-create and increase not only regional cooperation, but also transnational cooperation. Good practices and innovative approaches for learning with impact will be exchanged and developed.

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# 1. Introduction

## 1.1 Context

This plan will detail what dissemination and exploitation activities will be undertaken for the SEED project. Dissemination is the process of disclosing the project results with key actors and target groups. SEED will establish an international community on vocational excellence dedicated to sustainable energy. To be able to that, it is essential to involve and interact with stakeholders. In this way SEED will maximize its impact. This plan will therefore, elaborate on the activities undertaken including a timeline detailing when these activities take place. Essential for the success of this dissemination plan, is the involvement of our partners who will contribute to the dissemination of results by deploying their own communication channels.

## 1.2 Objectives

The SEED project wishes to maximize the knowledge transfer and the exchange/implementation of good practices. This should not only happen during the project, but also after its lifespan of four years. Dissemination within SEED is focused on informing its audience, raising awareness, creating visibility and engaging the community. The project plan identifies four objectives for dissemination and exploitation. Next to those objectives, the project team has added another objective concerning outreach:

- Foster and encourage the deployment of good practices from VET cooperation within regional innovation and skills ecosystems.
- Create a continuous and sustainable loop between skills development and regional needs.
- Ensure strong commitment of all regional stakeholders: governance, sector representatives, companies, and citizens.
- Spread the knowledge and experiences of the demonstration regions, the approaches, formats, and tools generated by the project.
- Monitor dissemination outreach (such as for example the amount of parties involved or participating in a specific event).

This dissemination plan distinguishes between broad and deep dissemination. In short, deep dissemination is focused on the involvement of stakeholders. Through workshops for example they give input for the project. Broad dissemination, however, will spread information about the project to a more general and external audience. Broad dissemination is, therefore, more focused on creating visibility whereas deep dissemination is aimed at gathering input. Different types of dissemination activities belong to each of those strategies. Both will be mentioned in this plan.

## 1.3 Outline

This first chapter is an introduction to the dissemination and exploitation plan. The second chapter is focused on the visual identity and includes a style guide. In the third chapter the target groups and their involvement are discussed. The fourth chapter details the broad dissemination, whereas the fifth chapter is concerned with deep dissemination activities. The last chapter, chapter six, will address the review process designed for the communication, dissemination and exploitation activities.



## 2. Visual identity

### 2.1 Introduction

A visual identity for the SEED project has been designed in the first six months of the project. This will help create a common identity and brand. The identity consists of a logo, font and design for reports and presentations. This will be used in all the communication material of the SEED project for example the newsletter, information leaflet and all the social media. All the materials make use of the SEED logo (and the variations developed) as well as the European Union logo and grant number (101056147). When used in a different context the style guide should be deployed.

### 2.2 Style guide

The style guide contains guidelines on how to use the SEED logo's, colours, formatting of texts, tables and references. It also displays the key communication tools and rules for spelling. You can find the style guide [here](#).





## 3. Target groups & stakeholders

### 3.1 Introduction

The SEED project has a broad audience. Stakeholders interested in the project (results) will contribute to the project through regional meetings and workshops or through participation in good practices. It is important to keep these stakeholders involved and use the appropriate dissemination channels to activate them. Five relevant target groups have been defined in the project plan:

- Educational staff
- Learners and students
- Regional stakeholders within the skills eco-system (five Coves)
- VET sector
- Regional stakeholders on skills eco-systems all over Europe

All the dissemination and exploitation activities will be tailored specifically to the needs of these target groups or stakeholders. This chapter will elaborate on these different stakeholders and their expectations. Added to this list of stakeholders is the EACEA.

### 3.2 Stakeholders

#### Educational staff (teachers)

SEED will foster innovation in education. Educational staff need support by implementing these innovative strategies in their programs. For example, by developing training courses or specific instructions or methods concerning new energy solutions. This will enable educational staff to teach students in more innovative way. Important for this group is to keep them interested in the project results and have them involved in regional meetings when applicable. In this way they are informed and involved.

#### Learners and students

The curriculum will be adjusted to a more innovative and future oriented education. Students will (or will not since they cannot compare) experience this slight change in their education. For SEED it is important to keep students informed about and involved in the project, but not to overload them with information. Their involvement will be kept to a minimum.

#### Regional stakeholders within the skills eco-systems (five Coves)

The five Coves consist of a wide variety of stakeholders such as (but not limited to) enterprises, industry or sector representative organizations and local governments. This makes this group very broad in its focus. The group relevant to SEED are the enterprises, organizations and institutions focused on energy education/transition. SEED will foster innovation within vocational energy education. An important element is to match industry needs and education. These organizations are therefore, not only interested in the project results but also important contributors. They will be actively involved, informed and engaged in the project.



## VET sector

The VET sector includes all organizations (both public and private) concerned with vocational education. SEED will foster innovation. Similar to educational staff, VET institutions need help to transform their educational programs and include the innovative elements from SEED to help prevent climate change. The VET sector will be actively involved in the project and contribute to its results through workshops and conferences. The sector will also benefit from the project results of which they will be continuously informed.

## Regional stakeholders on skills eco-systems all over Europe

This target group is the largest of all groups. These regional stakeholders are not involved in the Coves but will learn of the outcomes through various dissemination channels and activities. Examples of regional stakeholders are researchers from other organizations than the partner organizations or the wider Community of Practice etc. They can play an important role in sharing knowledge and enhancing SEED's visibility with an audience as broad as possible. These groups are therefore, not involved in the project but will interact with/make use of the good practices from SEED. This contributes to the establishment of a learning community (SEED objective). This group will be informed on a regular basis about the progress of the project results.

## Associate partners

In addition to the 14 SEED partners, there are 24 associated partners, companies and organisations that provide reflection, tools, expertise and a dissemination channel. They will be actively informed about SEED and participate in various activities. There are three types of associate partners. The first are the regional partners that play a key role in the regional skills ecosystem. Those partners are companies, regional councils and stakeholders that help establish the 5 Coves. There are also partners who are national agenda-setting stakeholders. They reinforce the position of the COVES and help with strategic choices and dissemination since they are actively involved with national strategies or important innovations. Lastly there are education providers (regional satellites) that are looking to learn from SEED's experiences. They provide expertise, tools and are essential for the dissemination of SEED's insights. These are the partners that adopt relevant lessons from SEED and thereby establishing an (international) learning platform.

## EACEA

EACEA is responsible for implementing projects in education, training, youth, sport, audiovisual, culture, citizenship and humanitarian aid. On behalf of the European Commission, EACEA encourages innovation in these areas. EACEA expects the SEED project to realize impact by providing excellent and innovative vocational education to become a fossil free energy continent. EACEA is highly interested in the results of the project (and sees to its progress) but has no influence on the actual project.

## 3.3 Conclusion

This chapter has described which stakeholders are involved and in which way they will be informed. Table 1 below gives a summary of the stakeholders, the level of communication, frequency and which means will be used.



Table 1: Overview of target groups and level of stakeholder involvement

<b>Stakeholder</b>	<b>Level of communication</b>	<b>Frequency</b>	<b>Means of communication</b>
EACEA	Inform about progress	Bi-annually or more frequent when necessary	EU funding and tenders portal
Educational staff	Inform about project results Keep their interest Involved in specific meetings	Regularly (at least once every 3 months)	Workshops Conferences Newsletter mailing
Learners and students	Inform about project results	Occasionally	Newsletter mailing Conferences
Regional stakeholders within the skills eco-systems (five Coves)	Inform about project results Involved in regional and transnational meetings Maintain collaboration	Regularly (at least once every 3 months)	Regional meetings Transnational meetings Workshops Conferences Newsletter mailing
VET sector	Inform about project results Involved in specific meetings Maintain collaboration	Regularly	Workshops Conferences Newsletter mailing
Regional stakeholders on skills eco-systems all over Europe	Inform about project results	Regularly	Newsletter mailing Conferences



## 4. Broad dissemination activities

Communication about SEED will take place through various channels. The goal of these outlets is amongst others to facilitate the dissemination of the project results, create visibility and spread information amongst an external audience. This is called broad dissemination. This chapter will explain which broad dissemination activities will be organized during the project duration. While dissemination is prepared by the project team (WP7 CLUBE), all the other project partners are responsible for sharing those results with their regional audiences. Thereby extending the reach of SEED.

### 4.1 SEED website

On this website, the consortium will produce an open and consolidated compilation of the deliverables and main outputs. This consists of a set of downloadable and freely available documents describing the main outputs of the project such as plans, tools, research reports, background articles, descriptions of the project activities, etc. Furthermore, the website will consist of an online facility to support the SEED learning community. Project materials relevant to the learning community will be uploaded here so any organization interested in developing a similar educational product/regional skills ecosystem can benefit from the existing knowledge. The main idea of creating the online facility to support the SEED learning community is to gather all usable outputs that can create added value to other stakeholders, rather than only the participating partners. The interactive website of SEED will serve four main purposes:

- Juridical purpose; official information on the project, partners, and sources of financing.
- Dissemination purpose, e.g., timetables for essential project events, descriptions of the methods, etc.
- Implementation purpose (intranet); there will be a restricted area with access only for the partners of the project. It will contain e.g., a discussion forum and drafts of dissemination materials.
- Learning platform with input from project partners and associate (satellite) partners, to get information, to share knowledge and experiences.

The website is due on month 10 (March 2023) of the project. The website will be linked to other websites of project partners and include shortcuts to the social media accounts available. The website will also include a contact form in order to get in touch with the consortium when needed and/or desired. Lastly, the website will be updated on a regular basis (at least every quarter).

*Project partners: Every partner should promote the SEED website and learning facility website throughout their own dissemination channels.*

### 4.2 Webpages on partner websites

Each project partner has their own website. These websites are visited by local target groups such as students, teachers and educational staff. To make SEED as visible as possible in each region, every project partner will dedicate a page to the SEED project. These pages will be in each of the partner countries own languages presenting an EU logo. The project text will be drafted and send to all the organizations to include on their own websites.



*Project partners: Each partner should translate the project text handed to them to their regional language. This should be posted on a part of their website.*

#### **4.3 Newsletter and Final Magazine**

A newsletter will be spread amongst the stakeholders at least twice a year. The newsletter is intended for all target groups to keep them up to date with the progress of the project. The newsletter will be compiled with input from the project partners who will share newsworthy items. The design will be attractive and within the limits of the style guide to attract a high number of interested readers and to make the newsletter easily recognizable. The first newsletter is due in month 6 (November 2022). The recipients of the newsletter are compiled in a contact list.

The final magazine will be published in month 45 (February 2026). This magazine will summarize the results of SEED and give an overview of what has been done in the previous years. The magazine will be an attractive short booklet that will be spread amongst all project partners. The digital version will be uploaded to the website. A physical version will be available to all the project partners and their regional partners.

*Project partners: By the end of the project there will be 800 newsletter subscribers. This means every partner is responsible for adding partners to the contact list to extend the reach of the newsletter. Furthermore, when the institution makes use of their own newsletter, it is expected that references will be made to the SEED project (at least once a year). This could include links to the website of SEED or sharing information from the project. Please consult with work package 7 if you need any assistance in such cases.*

#### **4.4 Information leaflet**

The information leaflet is a document with general information on SEED. It will be designed once and can be used digitally or physically during the entire duration of the project. The leaflet will be a two page document in line with the design of the newsletter. It is meant to call for action and attract interested parties.

*Project partners: Every partner can make use of 1000 leaflets over 4 years. This means that the leaflets should be used by project partners during each workshop or conference organized with regional/international partners.*

#### **4.5 Project poster**

A project poster will be designed to use during conferences and events. The poster will be in line with the design of the information leaflet and newsletter. The project poster is not a deliverable for the SEED project, but a nice addition during public events. Also, it will be used in all offices of project partners to create more visibility.

#### **4.6 Social Media**

SEED will make use of its own Facebook, Instagram, LinkedIn and Twitter to disseminate project information and inform stakeholders. To keep the flow of information going, there will be a weekly update through either one of those channels. Project partners and work package leaders will be asked to deliver input for these news outlets. All these social media channels will be cross linked with the website. Besides using SEED media channels, project partners will be asked to share the news items



produced with their organization's social media accounts. Thereby extending the outreach of the SEED project.

*Project partners: Partners are expected to share SEED's social media content on their own webpages/social media. Since there will be traffic every week, please take care with sharing information.*

#### 4.7 (Scientific) publications

The insights of the project will be disseminated through publications. (Non-)scientific publications will be written by the project and spread in local news outlets/educational newsletters in the five regions. Also, these publications will be discussed during conferences organized by work package 5 during the project.

*Project partners: Whenever considering a (scientific) publication, please consult with the work package 7 and work package 5 team about the content and timeline.*

#### 4.8 Presentations

The project will be actively pursuing opportunities to present the project at (digital) events. These can be local events in one of our regions, or at European conferences. Existing networks of partners networks' will be used to connect and find new platforms and audiences to connect with. The project team will write proposals to become part of conferences or events to make SEED even more widely known to the public thereby encouraging the formation of the international learning community.

*Project partners: Use existing networks at your institution/organization to disseminate the project/project results and potential questions we have for audiences.*

#### 4.9 Conclusion

This chapter has described which broad dissemination activities are used to spread information on the SEED project. The table below/on the next page gives a summary of these activities, by whom they are done, purpose of the activity, deadline and the target audience.

Table 2: Overview of broad dissemination activities

Activity	Done by whom	Target audience	Purpose	Deadline
Website + website page of each partner	CLUBE	External audience - everyone interested in energy education	Making the project, its objectives, partners and results visible to a wide public. It is also aimed to be interactive including video's and learning materials.	1 March 2023
Newsletter and final magazine	CLUBE + project partner (provide newsworthy items and make contact list)	External audience - everyone interested in energy education (students, educational staff, companies, VET institutions etc.)	Making the project, its objectives, partners and results visible to a wide public.	First newsletter is due 1 November 2022 - from then on every 6 months (so twice a year)  Final magazine is due 1 February 2026



Information leaflet	Hogeschool Utrecht	External audience - everyone interested in energy education	Making the project, its objectives, partners and results visible to a wide public. The folder (used both digitally and physically) can be distributed to target groups during events.	1 November 2022
Project poster	Hogeschool Utrecht	External audience at a conference - everyone interested in energy education	The project poster sets the scene at a conference of event.	1 February 2024 (before the first public workshop)
Social media accounts	CLUBE	External audience - everyone interested in energy education	Making the project, its objectives, partners and results visible to a wide public. It is also aimed to be interactive including video's and providing regular updates.	Traffic should appear on a weekly basis
Publish (scientific) publications	All partners	Scientific audience (everyone at VET institutions)	Sharing results and insights with a professional community	
Presentations at local/international events or conferences	All partners	External/scientific audience - everyone interested in energy education	Making the project, its objectives, partners and results visible to a wide public.	At least one presentation by the consortium per year



## 5. Deep dissemination

This chapter will detail which deep dissemination activities are planned for the SEED project. Dissemination will not only focus on creating visibility, but also on stakeholders who can contribute to the project with their expertise. This is called deep dissemination.

### 5.1 Meetings

Internal meetings will be organized to discuss progress and difficulties within the work packages. There will be special attention for upcoming project deliverables. There are several types of meetings to be distinguished; project events, transnational project management meetings, steering committee meetings and regional meetings. On top of that, there are meetings for work package leaders and their team and meetings to discuss the progress made with the lead partner. These last meetings are no requirement from the project plan but are necessary to facilitate good project management and in time delivery of project results. These meetings will be planned in accordance with the work package leaders. Project events and transnational project management meetings will whenever possible, be combined with other events such as workshops or conferences. An overview of the aforementioned meetings can be found in the table 3 below:

Table 3: Overview of different meetings within the SEED project

Type of meeting	Organized by	Target audience	Purpose	Timing
Official meetings (from the project plan)				
Transnational meetings	TUAS	Project management team, the WP leaders/regional coordinators. Depending on the subject, institutional coordinators or task leaders are invited.	To discuss and explain the aim of the work packages in detail, to monitor and to report on the progress of the project.	12 <a href="#">times</a> (3 each year)
Regional meetings	TUAS + regional coordinator	COVE stakeholders	To involve all regional partners/stakeholders and share the results, outcomes, and good practices with them. Development of regional COVES.	12 <a href="#">times</a> per project partner (3 each year)
Project management meetings				
Meeting work package leaders	HU	All work package leaders	To inform each other about the developments in each work package	Monthly (digital)
Meeting work package leader and lead partner	HU	All work package leaders	To discuss progress and support where necessary	Monthly (digital)
Work package meetings	Each work package leader	All people working on the work package	To discuss the work done by the project team in a work package	At least every month

*Project partners: All work package leaders are expected to schedule their own monthly meetings with their project teams. The other meetings (between work package leader and lead partner and the meeting with all work package leaders) are scheduled by work package 1.*





## 5.2 Workshops

Workshops with experts and project partners will be organized on a frequent basis. The purpose of these workshops is manifold. Some will be focused on sharing and transferring knowledge between partners and stakeholders. Others are designed to receive feedback on project results. There will also be workshops facilitating co-design, in other words working together with project partners and stakeholders towards a project result. Workshops can be held on the regional level, but also on an international level. Both forms will reoccur during the project. The different types of workshops are mentioned in table 4.

*Project partners: Besides the official workshops mentioned in table 4, workshops can be organised to discuss project outcomes. For example, work package 2 will organise a workshop to discuss which technical skills will be used throughout the project. It is up to the project partners and work package leaders to use this method when appropriate.*

## 5.3 Conferences

Three conferences will be held during the SEED project. The first conference in March 2024 will be about regional and transnational learning on fossil free energy. This conference is intended to share knowledge so far and will be used to receive feedback and develop the project further. The other two conferences are aimed at sharing knowledge and are timed more at the end of the project. The second conference will share the good practices of the different regions on sustainable energy. It will be an international conference to share knowledge gained during the project. The last conference is about presenting the outcomes of the SEED project and lessons learned. This conference will mark the end of the project. These conferences will be organized by work package 5.

## 5.4 Surveys and questionnaires

Surveys and questionnaires will be used if specific information from a certain group of stakeholders is required. For example, to get a better understanding of the different types of good practices and skills necessary a questionnaire will be conducted. Also, surveys and questionnaires will be used for impact measurement in work package 6.

## 5.5 Learning community (e.g. summer school)

The website of SEED will provide an online learning community. Platforms such as eTwinning and EPAL will be used. On those platforms support materials that facilitate the exchange of effective educational practices and policies on environmental and sustainability matters are available. Furthermore, SEED will organize a summer school. The summer school is one of the good practices from work package 4 and will be used as a learning opportunity for both learners participating as well as for the project. It will be hosted once (summer 2024).

## 5.6 Conclusion

This chapter has described which deep dissemination activities there are within the SEED project. The table below gives an overview of the activities planned, by whom they are done, purpose of the activity, deadline and the target audience.



Table 4: Overview of deep dissemination activities

Activity	Done by whom	Target audience	Purpose	Deadline
Project event: kick off meeting (work package 1)	Hogeschool Utrecht (HU)	All project partners	To collect input, to discuss developed formats, to share opinions. To inform about the project and the project progress.	1 November 2022
Transnational meetings (work package 1)	Turku University of Applied Sciences (TUAS)	Project management team, the WP leaders/regional coordinators. Depending on the subject, institutional coordinators or task leaders are invited.	To discuss and explain the aim of the work packages in detail, to monitor and to report on the progress of the project.	12 <a href="#">times</a> (3 each year)
Steering group meetings (work package 1)	HU	Region representatives (another person than WP leader)	Every region has a representative in the steering committee, and the steering committee reflects on the results of the project.	Once a year (when necessary, an extra meeting/discussion can be hosted)
Regional meetings (work package 1)	TUAS + regional coordinator	COVE stakeholders	To involve all regional partners/stakeholders and share the results, outcomes, and good practices with them. Development of regional COVES.	12 <a href="#">times</a> per project partner (3 each year)
Skills development workshops (work package 2)	TUAS	All the partners involved in SEED (especially teaching staff of VET), including Associate Partners	To present the outcomes of the skills approach/development: to learn and receive feedback	2 times: 1 November 2022 1 July 2023
Workshop on co-design methodology (work package 3)	HU	All the partners involved in SEED (especially teaching staff of VET), including Associate Partners	To present the outcomes of the methodology: to learn and receive feedback	1 November 2023
Workshop regional learning vs. transnational learning (work package 3)	HU	Partners of SEED	To present learning insights: to learn and receive feedback	1 March 2024
Workshop adopting good practices to another region (work package 4)	Hochschule Bochum (HBO)	All the partners involved in SEED (especially teaching staff of VET), including Associate Partners	To learn from good practices and how to adopt these to a specific region	1 July 2025



Workshop set up regional learning strategy and action plan (work package 5)	Universitat Polytechnica Valencia (UPV)	Partners of SEED		1 October 2024
Workshop transnational learning strategy and action plan (work package 5)	UPV	Partners of SEED		1 July 2025
Regional workshops to set outline of learning strategy and action plan (work package 5)	All project partners in each region	COVE stakeholders	To co-design with regional stakeholders	Depending on timeline regional meetings, but before 1 March 2024
Conference on regional and transnational learning - fossil free energy (work package 5)	UPV	All the partners involved in SEED (especially teaching staff of VET), including Associate Partners	Disseminate project outcomes on regional and transnational learning	1 March 2024
Conference with presentations of good practices in SEED (work package 5)	UPV	External audience - everyone interested in the project and its results	Disseminate project results and outcomes	1 November 2025
Conference on fossil free energy (work package 7)	HU	External audience - everyone interested in the project and its results	Disseminate project results and outcomes	1 February 2026
Summer school (work package 4)	University of West Macedonia (UOWM)	Learners	Experience strengths and weaknesses of the summer school to apply to good practice	1 October 2024



## 6. Dissemination log

All the dissemination activities should be recorded in the dissemination [log](#). The dissemination log is split into four categories. On the first page dissemination activities such as conferences and public meetings are mentioned. The second page details the communication activities such as articles on social media and newsletter communication. The third page states the events (for example workshops) and trainings held throughout the project. The last page records all internal meetings the project organizes. An example of the tables from the dissemination log is displayed below (for a better view, please check the dissemination log through the aforementioned link):

### Dissemination

Partner	Dissemination activity name	What: type of dissemination activity (Please choose one option from the drop-down list)	Who: target audience reached (Please choose one option from the drop-down list)	Why: description of the objective(s) with reference to a specific project output (max. 200 characters)	Status (Please choose one option from the drop-down list)
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Instructions: dissemination activities involve actions through: Conferences, Education and training events, Meetings, Clustering Activities, Collaboration with EU-funded projects, Other scientific collaboration, Other scientific cooperation, Other

### Communication

Partner	Communication activity name (Short label, as described in the Communication, Dissemination, Exploitation plan)	Description	Who: target audience reached (Please choose one option from the drop-down list)	How? Communication Channel (Please choose one option from the drop-down list)	Status (Please choose one option from the drop-down list)	Date	Outcome (It would be very specific Key Performance indicators)	Link (use hyper-links)* (if there is no link, please provide supporting documents.)
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Instructions: communication activities involve actions through a(n): Event (conference/meeting/workshop/etc.), Exhibition, Interview, Media article, Newsletter, Other, Press Release, Print Materials (brochure/leaflet/posters/stickers/banners/etc.), Social media, TV/Radio Campaign, Videos, Website. For the communication activities it is important to include a link to the documents on Sharepoint/Teams belonging to this activity.

### Events and trainings

Participant name	Name	Type	Area	City, Country	Duration (days)	Male	Female	Non-binary	Total Attendees
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### Internal meetings

Partner	Meeting name	Audience	Description	Date	Total Attendees	Link (use hyper-links)* (if there is no link, please provide supporting documents.)
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#### 6.1 GDPR

All outreach, especially stakeholder management, must be subject to the European Union's General Data Protection Regulation (GDPR). Stakeholders must consent to being part of the stakeholder list, or receiving newsletters. Opt out choices are present in all such communication activities. Questionnaires, surveys, and event registrations with external individuals or organizations will include a GDPR statement at the beginning of the form, which indicates what information will be collected, stored, and how it will be used. All online tools and databases will be designed to comply with GDPR. All partners are expected to be aware of and comply with GDPR in sharing their networks,



contacts, stakeholders, etc. with the project partners to aid in knowledge transfer, event planning, or other project activities.



## 7. Monitoring

To decide on the success (or necessary adjustments) of the dissemination strategy, monitoring criteria have been developed. These criteria will be closely monitored to decide whether the dissemination plan needs to be updated and different kinds of activities have to be undertaken. Furthermore, for the transnational meetings all project partners participating will be asked to fill out a short survey on their experiences (both practical and on the content). These experiences will be used to design the next transnational meeting. In this way the project ensures that each meeting has high quality.

Some of the deliverables have no outcome specified. This will be done throughout the project by means of self-assessment forms. More information about this can be found in the quality assurance [plan](#) of work package 6.

Table 5: Monitoring criteria for dissemination activities

Deliverable	Quantitative indicator	Qualitative indicator	Monitoring tool	Outcome
7.1 Dissemination and exploitation plan	<ul style="list-style-type: none"> <li>The completion of the Dissemination and exploitation plan (style book, report, database with relevant contacts)</li> </ul>	<ul style="list-style-type: none"> <li>Satisfaction rate/relevance of the dissemination and exploitation plan</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation form</li> <li>Cross assessment</li> </ul>	TBD
7.2 Website on SEED	<ul style="list-style-type: none"> <li>2.500 total visitors</li> <li>Year 1: 200</li> <li>Year 2: 500</li> <li>Year 3: 800</li> <li>Year 4: 1000</li> </ul>	<ul style="list-style-type: none"> <li>Website online and fully functional (March 2023)</li> <li>Satisfaction rate/relevance of the website</li> </ul>	<ul style="list-style-type: none"> <li>Google Analytics</li> <li>Evaluation form</li> </ul>	TBD
7.3 Online facility to support the learning community	<ul style="list-style-type: none"> <li># Trainees sign in the online facility</li> <li>2.500 total visitors</li> <li>Year 1: 200</li> <li>Year 2: 500</li> <li>Year 3: 800</li> <li>Year 4: 1000</li> </ul>	<ul style="list-style-type: none"> <li>Online facility online and fully functional</li> <li>Satisfaction rate/relevance of the online facility</li> </ul>	<ul style="list-style-type: none"> <li>Online platform monitoring statistics</li> <li>Evaluation form</li> </ul>	TBD
7.4 Newsletter and final magazine	<ul style="list-style-type: none"> <li>800 total newsletter subscribers</li> <li>Year 1: 100</li> <li>Year 2: 200</li> <li>Year 3: 250</li> <li>Year 4: 250</li> <li>Final magazine: completion of the final magazine</li> <li>Opening rate: <ul style="list-style-type: none"> <li>Year 1: 25%</li> <li>Year 2: 25%</li> <li>Year 3: 30%</li> <li>Year 4: 40%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Final magazine: diversity in information that will be included in the final magazine</li> <li>For newsletter and final magazine: satisfaction rate/relevance for partners</li> </ul>	<ul style="list-style-type: none"> <li>Mailchimp/Google analytics</li> <li>Evaluation form</li> </ul>	TBD
7.5 Information leaflet	<ul style="list-style-type: none"> <li># 1000 leaflets/each partner for 4 years</li> <li>Year 1: 150</li> <li>Year 2: 250</li> </ul>	<ul style="list-style-type: none"> <li>Diversity in information that will be included in the Information leaflets of each Year of SEED</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation form</li> </ul>	TBD



	Year 3: 250 Year 4: 350 14.000 total for all the partners in 4 years span	<ul style="list-style-type: none"> <li>• Satisfaction rate/relevance of information leaflet</li> </ul>		
7.6 Conference on fossil free energy	<ul style="list-style-type: none"> <li>• 100 attendees and 50 participants</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative questions that will be included in a questionnaire at the end of the conference</li> </ul>	<ul style="list-style-type: none"> <li>• Online and printed participation list</li> <li>• Evaluation form</li> <li>• Evaluation report</li> </ul>	TBD
1.1 Transnational meetings	<ul style="list-style-type: none"> <li>• # Attendees</li> <li>• # Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction rate/relevance</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance list</li> <li>• Evaluation form</li> </ul>	TBD
1.2 Regional meetings	<ul style="list-style-type: none"> <li>• # Attendees</li> <li>• # Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction rate/relevance</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance list</li> <li>• Evaluation form</li> </ul>	TBD
2.3 Two workshops on skills development	<ul style="list-style-type: none"> <li>• # Workshop participants</li> <li>• # Training materials</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction rate</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation form</li> </ul>	TBD
3.2 Workshop on co-design methodology	<ul style="list-style-type: none"> <li>• Workshop on co-design methodology is developed</li> <li>• Workshop on co-design methodology is conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction rate/relevance (after the workshops the participants feel equipped to guide the process of cocreating a learning environment)</li> </ul>	<ul style="list-style-type: none"> <li>• Training materials</li> <li>• Evaluation form</li> </ul>	
3.4 Workshop on regional learning vs. transnational learning	<ul style="list-style-type: none"> <li>• Workshop on regional learning vs. transnational learning is developed</li> <li>• Workshop on regional learning vs. transnational learning is conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction rate/relevance (after the workshops the participants gained knowledge on regional and transnational learning and can apply this knowledge in favour of their own COVE)</li> </ul>	<ul style="list-style-type: none"> <li>• Training materials</li> <li>• Evaluation form</li> </ul>	<ul style="list-style-type: none"> <li>• Training materials for (1) cocreation of learning environments and (2) regional versus transnational learning</li> <li>• Two workshops to train the trainers on (1) cocreation of learning environments and (2) regional versus transnational learning</li> </ul>
4.5 Workshops on adapting good practices to another region	<ul style="list-style-type: none"> <li>• Realization of implementing good practices from one region to another</li> <li>• # Participants (at least one from each region)</li> <li>• # Material</li> <li>• # Results of previous deliverables summarized and evaluated</li> </ul>	<ul style="list-style-type: none"> <li>• Deepened knowledge of participants of the topic of practice implementation in the international context</li> </ul>	<ul style="list-style-type: none"> <li>• Signed participation list</li> <li>• Summary of most relevant information/ Guidelines for practical use</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of the pilot/ demonstrator and the established guideline on the respective implementations create the roadmap to a realization of a full-sized project</li> </ul>



				or even the implementation to another region <ul style="list-style-type: none"> <li>• Stating out of similarities and deductions for future projects</li> <li>• Create practical long-term knowledge that can be further used (in this and other projects)</li> </ul>
5.1 Conference on regional and transnational learning - fossil free energy	<ul style="list-style-type: none"> <li>• # Presentations</li> <li>• # Participants</li> <li>• # Entities participating (diversity)</li> <li>• # Keynote guests</li> </ul>	<ul style="list-style-type: none"> <li>• # of entities participating (measuring diversity)</li> <li>• # regions/countries of origin of participants,</li> <li>• Satisfaction rate/relevance</li> </ul>	<ul style="list-style-type: none"> <li>• Registration database</li> <li>• Evaluation form</li> <li>• Expert review</li> </ul>	TBD
5.2 Workshop on set up regional learning strategy and action plan	<ul style="list-style-type: none"> <li>• # Participants</li> <li>• # Sessions</li> <li>• # Presentations/ modules presented</li> </ul>	<ul style="list-style-type: none"> <li>• # Regions represented (diversity)</li> <li>• Satisfaction rate/relevance participants</li> <li>• Quality of material presented</li> </ul>	<ul style="list-style-type: none"> <li>• Participants list</li> <li>• Evaluation form</li> <li>• Expert review</li> </ul>	TBD
5.3 Workshop on transnational learning strategy and action plan	<ul style="list-style-type: none"> <li>• # Participants</li> <li>• # Sessions</li> <li>• # Presentations/ modules presented</li> </ul>	<ul style="list-style-type: none"> <li>• # Regions represented</li> <li>• Satisfaction rate/relevance participants</li> <li>• Quality of material presented</li> </ul>	<ul style="list-style-type: none"> <li>-Participants list</li> <li>-Feedback questionnaire from participants</li> <li>-Expert review</li> </ul>	TBD
5.4 Learning community (long term development)	<ul style="list-style-type: none"> <li>• # Entities contacted</li> <li>• # People contacted</li> <li>• # Participants</li> <li>• # Events organized in community</li> <li>• # People informed about SEED</li> </ul>	<ul style="list-style-type: none"> <li>• # Entities answering (interested)</li> <li>• # Different Countries</li> <li>• Level of interest on SEED information (community)</li> </ul>	<ul style="list-style-type: none"> <li>• Database of emails/interactions (internet calls)</li> <li>• Evaluation form entities/people</li> <li>• Interviews/formal or informal events attended spreading sharing the news</li> </ul>	TBD

## 7.1 Risks and mitigation

The targets and indicators mentioned in table 5 are guidelines for the project to adhere to. When assessing these targets, one of the outcomes could be that these targets are not being met. To tackle such risks, the project has come up with mitigation measures. The three biggest risks have been mentioned here including mitigation activities.

### Low number of website visitors and low reach of communication channels





Amplify dissemination activities (number and frequency), promoting the website in the existing dissemination channels trying to reach new audiences. Statistics on the usage of the website and social media accounts will be regularly reviewed to monitor the flow of visitors and increase communication efforts and dissemination of results over time. Linking SEED to existing newsworthy challenges will be used as a strategy to receive attention from new audiences for example.

**Low number of participants in the project's events**

The action would be to broaden the number of stakeholders involved in the activities. We will do so by asking partners to commit to sharing information about events on a frequent basis through all available channels. This means that information will not only be shared through the SEED official channels, but also through networks and channels of each partner thereby extending SEED's reach. E

**Low reach of communication channels and low relevance to target audiences**

The dissemination plan is developed at an early stage. Therefore, it could be evaluated on a regular basis, in order to ensure that all channels and media developed are relevant to the specificities of the target audience. Furthermore, specific KPIs are foreseen to monitor the success of the plan.



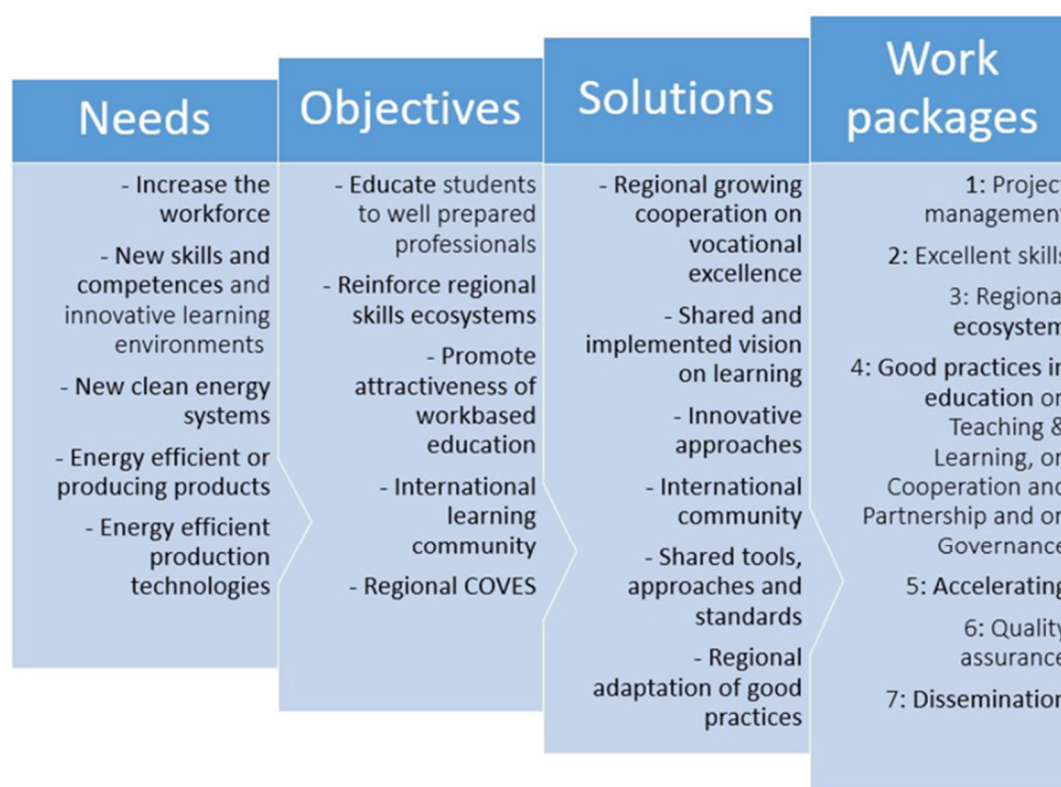
## 8. Exploitation of results

This last chapter will focus on the exploitation of results. The first part will consider the results of the SEED project connecting those to the needs of our partners and stakeholders. Then the potential risks for exploiting those results will be discussed including how to counter this. Lastly there will be a paragraph about roles and responsibilities in exploiting results.

### 8.1 Results and value

The project plan has made an overview of the needs, objectives and results of SEED. A summary of the approach is listed below. The solutions mentioned here are the proposed results of the project.

Figure 1: Overview of needs, objectives, solutions and work packages from the project plan



SEED results in an international learning community, with shared standards, approaches, tools, experiences and lessons learned to achieve excellence in vocational education on sustainable energy. The project establishes five centers of vocational excellence, one in each region (The Netherlands, Finland, Spain, Germany and Greece). SEED will have an impact on the organization of VET schools and programs. Learning environments will be transformed due to intense collaboration with industry partners and local governments. Thereby creating a regional network that boosts regional innovation and the development of new products, approaches and tools for clean energy systems/products using less energy/producing energy. Furthermore, the adoption of good practices from other regions will have an effect on the organization of VET institutions. Skills and knowledge needed for future challenges will be included in curricula and due to close collaboration with partners, these will be constantly renewed. Better tailored educational programs will lead to an increase in the workforce for the energy sector which is one of the most highly anticipated needs of this project.



In other words the results are:

- Regional growing cooperation on vocational excellence (EQF4-7) in five regions.
- A shared implemented vision on regional learning, transnational learning and adapting to the labour market, propagated by, and with broad acceptance within, the SEED consortium.
- Transnational development and exchange of good practices and tools.
- Innovative approaches for learning with impact.
- Adopted good practices and innovations from other regions.
- An international community on vocational excellence dedicated to Sustainable Energy

### **Long term effects**

Societal impact will be reached where five regions will develop their practices, deploying innovative and locally attuned excellent VET on fossil free energy in co-development. Furthermore, those good practices could be (although partly) adapted and adopted in other regions. Regions will identify the most effective means to proactively enhance the fossil freeness of these areas, so that they will better cope with future energy transition related problems. The skills and knowledge about sustainable energy will be transmitted to future generations. The five COVES, well connected in the regional innovation skills ecosystem, will perform actively in a quadruple helix, aiming to be part of regional development strategies. The project will set up and run the "Learning community SEED," congregating regional skills ecosystems from across Europe, with the specific purpose of handling impacts of energy transition to become a carbon free region and identifying ways to cope with them, fostering transnational learning. Different regions across Europe will benefit directly as partner or associate partner, and new institutions are welcomed to the learning community. This approach ensures system development in both the partner regions as in other regions over Europe, with impact on vocational education and on the complex transition to fossil free energy, that no region could realize on their own.

## **8.2 Exploiting results & risks**

The results of the project will be exploited by all the 14 project partners. This paragraph will outline how the different partners will use the results during but also after the project has finished.

### **Application of skills/learning strategies in VET schools**

The VET partners in this project are Hogeschool Utrecht (HU), Universitat Politècnica de València (UPV), Turku AMK, University of Western Macedonia (UOWM) and Hochschule Bochum (HBO). These institutions will make use of the results of the project by applying this to their curricula. This means that curricula will be adjusted and project outcomes will be implemented for the longer term. A potential risk could be that skills that were implemented during and directly after the project, will not be updated. To prevent this from happening, regional networks are established during the project life span. While collaboration efforts are already implemented during the project, it will be less likely that these will stop functioning after the project has finished thereby enabling the process of working together on future proof curricula.

### **Application of good practices by regions**

There are several types (teaching and learning; governance; cooperation and partnership) of good practices in the project. Good practices such as for example the minor Smart Sustainable Cities from the HU will be implemented in other regions during the project. Similar exchanges will follow for the



governance and cooperation and partnership good practices. As mentioned in the previous paragraph, implementing these practices during the course of the project provides a good basis for long term exploitation.

### **Development of regional plans**

Each region will have their own regional plan on learning strategies and action. This will enable regions to focus on their own specific needs and circumstances. While the results mentioned here are overall results from the project, these plans will detail more specifically how regions can make use of the project results. This will enable local exploitation of the results. Due to regional differences, local stakeholders will have different needs during or after the project. The project will therefore encourage spin off projects based on specific regional interests/challenges to. Using the network of SEED to develop these spin off project, will contribute to the exploitation of results even further.

### **Long term development of the SEED community**

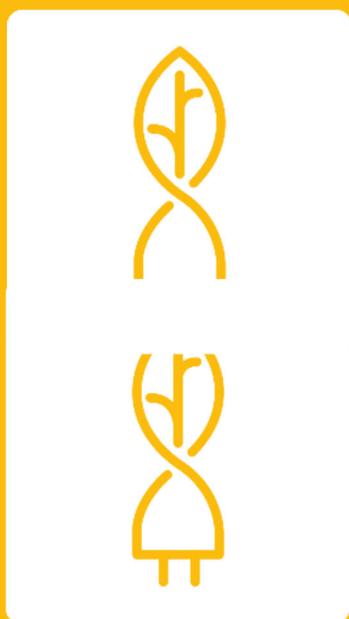
One of the tasks from work package 5 is the development of a SEED community beyond the project end. A partnering strategy will be developed as well as opportunities for expanding SEED into new projects after the project has finished. Project partners will be advised and trained how to continue and expand SEED.

### **Potential commercialization of products/technologies**

SEED gives a boost to the development of new technologies, products and innovative approaches. During the project this could lead to products that can be commercialized through direct sale or by offering services to the energy market. While this is not the main goal of the project, this will be used as an exploitation method when applicable.

### **Additional exploitation risks**

While the project tries to mitigate the risk of losing relevance by implementing its results in existing curricula and processes, there are other potential exploitation threats. For example, after the project has finished it can be difficult to access the online learning community. To prevent this from happening, the online learning community will be tested and could form a starting point for future research on innovative energy education.



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