



# **Towards Inclusive Education For Refugee Children (TIEREF)**

Call: EACEA/07/2017

Key Action 3: Support for policy reform - Social inclusion through education, training and youth

592142-EPP-1-2017-1-TR-EPPKA3-IPI-SOC-IN

## **WP9: Dissemination**

# **“Dissemination strategy and awareness-raising campaign”**

Version 2

(updated after changes in the partnership)

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## Table of contents

<b>2. The dissemination concept is built on two dimensions:</b> .....	7
<b>2.1 Horizontal dimension</b> .....	7
<b>2.1 Vertical dimension</b> .....	7
<b>3. General preconditions of successful dissemination of EU project results</b> .....	9
<b>4. Background, objectives and aims of the TIEREF project</b> .....	10
<b>4.1 Project objectives</b> .....	10
<b>5. Dissemination of TIEREF</b> .....	14
<b>5.1 Why to disseminate?</b> .....	14
<b>5.2 What to disseminate?</b> .....	14
<b>5.4 Who will do it?</b> .....	17
<b>5.5 When will it be done?</b> .....	18
<b>5.6 How will it be done?</b> .....	19
<b>5.7 How will it be reported, proved and evaluated?</b> .....	20
<b>6. Tools of dissemination in TIEREF project</b> .....	20
<b>7. Evaluation and Quality Assurance</b> .....	25
<b>7.1. Quantitative data</b> .....	25
<b>7.2. Qualitative data</b> .....	25
<b>8. Internal administrative deadlines</b> .....	26
<b>9. General recommendations and further steps in TIEREF project</b> .....	27
<b>III. CONCLUSION</b> .....	29
ANNEX I Stakeholder mapping .....	30
ANNEX II Dissemination monitoring form .....	31



## I. Partnership

The TIREF partnership includes the following organisations:

- P1: Istanbul Milli Egitim Mudurlugu, Turkey (Project Coordinator)
- P2: Ogretmen Akademisi Vakfi, Turkey
- P3: Center for information and vocational guidance "ZGURA-M", Bulgaria
- P4: STEFICON AE, Greece
- ~~P5: Baltic Countries International Education Foundation Academy, Latvia~~
- ~~P6: Istituto Comprensivo "Japigia1-Verga", Italy~~ Università della Studi de Catania, Italy
- P7: Directorate of secondary education of Thessaly, Greece
- P8: Inspectoratul Scolar Judetean Dolj, Romania



## II. Introduction

This document has been written to support the dissemination activities of Towards Inclusive Education For Refugee Children (Grant Agreement number: 2017-3621-001-001; Application reference:592142-EPP-1-2017-1-TR-EPPKA3-IPI-SOC-IN) project funded by Erasmus+ Programme of the European Commission. It presents the dissemination strategy for the 3-year TIREF project (15/01/2017 – 14/01/2020).

The dissemination strategy gives the general information, suggestions and guidelines to achieve best possible results. It concentrates specifically on the dissemination actions and procedures that partners should accomplish within the TIREF project. The dissemination strategy can be considered as a basis to build up the targeted campaigns to promote the project in the Bulgaria, Greece, Romania, Italy and Turkey.

While implementing the dissemination activities the partners should follow quality and quantity criteria to measure the success of the implemented dissemination activities. This paper also tries to give useful recommendations in the scope of dissemination. Some instruments to evaluate the dissemination activities are also presented.

The actual implementation of project deliverables also depends on the success of the dissemination activities within the project. A good dissemination strategy is the basis for successful exploitation of results. Both activities are closely related and dependent upon each other, hence the two processes should be considered as correlated.



## 1. General information about the dissemination of EU project deliverables

Promotion and awareness-raising are important parts of the dissemination process. These activities commence at the beginning of the project, or even before it starts, in order to inform the public about the project, its aims and objectives, and its planned outcomes.

Dissemination in general is a planned and structured process, providing information to the target groups and key actors with regard to the project progress, activities and results by the use of different dissemination channels at the local, regional, national, EU and international levels. The final goal of this process is to encourage the project target groups to use the project deliverables.

In brief dissemination and exploitation aim to achieve the following objectives:

- To promote and raise awareness with of the project contents and developments;
- To provide information on the quality, relevance and effectiveness of the results;
- To successfully transfer the deliverables to appropriate decision-makers in order to achieve their sustainable promotion and mainstreaming;
- To convince individual end-users to adopt and/or use the results/deliverables even after the end of the project.



## 2. The dissemination concept is built on two dimensions:

### 2.1 Horizontal dimension

The horizontal dimension contains all activities to strengthen the communication and dissemination among the participants. This includes all internal activities to provide information and instruments for further individual dissemination of each partner. IMEM (P2) as a Dissemination Leader bears the main responsibility for the horizontal dimension but also the project partners are entitled to actively take part and contribute to these processes.

### 2.1 Vertical dimension

The vertical dimension concentrates on all activities designed to reach and involve the target groups and final users. This includes all activities that will be carried out on organizational level by each partner such as the involvement of their own partners/members, networks and stakeholders. IMEM is also responsible for the vertical dimension in terms of providing concepts, encouraging and monitoring the activities, although the actual success is very much dependent upon the support and cooperation of all project partners.

Both the horizontal as well as the vertical dimension will be carried out using different approaches, channels, methods and instruments of dissemination, always dependent on the most appropriate means and possibilities of each project partner.

Basically, they can be structured as follows:

**Face-to-face activities** - Presentations, round tables, workshops, seminars, conferences, business fairs, information days, exhibitions, and other types of networking activities

**Media-based activities**

- Web-based – groups/blogs, e-newsletters, websites, e-documents, social media, information portals, web forums



- Paper-based – brochures, information sheets, posters, articles, activity reports, academic publications
- Mainstream media-based – articles, interviews, presentations, news bulletins, TV and radio announcements

**Performance activities** – activities closely related to project deliverables or processes such as the implementation of desk research, engagement events, seminars, workshops or pilot courses, and involvement in testing and evaluation activities.

The dissemination strategy runs in parallel with the phases of the work programme and is specifically adjusted according to the main activities of each phase.

The most important questions that should be answered by each dissemination strategy are:

- Why to disseminate?
- What to disseminate?
- Who to disseminate to?
- Who will do it?
- When will it be done?
- How will it be done?
- What is the impact of partners' dissemination activities?
- How do we prove the realized dissemination activities and their impact?

### 3. General preconditions of successful dissemination of EU project results

The successful dissemination of the project results/deliverables in terms of their sustainable use is related to a number of criteria, which should be presented at the first stage as a basis for the development of the project deliverables. The following key factors should be considered as relevant and applicable to this strategy:

- a) **Deliverables quality:** To achieve a high degree of dissemination and use, the produced deliverables need to be of a very high quality. It is important to pay attention to the output quality during the entire project development, and therefore it is always advisable to introduce procedures and responsibilities for quality management in project processes in order to guarantee a high quality final output that will reach the project target groups. Deliverables must be up to date and customized to the users' needs otherwise dissemination and further use will be hampered.
- b) **Adaptability of deliverables to country and organisation specific circumstances:** From our point of view it is an important precondition that the results and deliverables of the project are adapted to the circumstances of different countries and companies and meet the needs and peculiarities of TIEREF target groups identified. This is particularly important as the developed materials and approaches should be relevant to different types of organizations and target groups from the social and the education sectors.
- c) **Clear definition of advantages and benefits for users:** A high degree of use is, in our opinion, mainly dependent on the capacity of the project and the partnership to clearly show the advantages and benefits of using the outcomes and deliverables for the target groups and end users. For this reason all partner institutions should always try to make the advantages of the project and its results transparent and easily understood. In particular, the project website should make the added value of the results very clear, including how the users can benefit from

the results and under what conditions the stakeholders can use the outcomes.

- d) **Early identification of stakeholders and potential users:** It is vital that relevant stakeholders and potential users of the project results are clearly identified and defined within the first two months of the project. In addition, each partner should regularly maintain activities that ensure stakeholders' involvement in the project. Identified stakeholders should be contacted and kept informed throughout the whole project process so as to ensure the sustainable use of results after the project ends. This process is called stakeholder mapping and it has two main aspects, namely effective involvement and availability of clear evidence that confirms reached stakeholders groups.

## 4. Background, objectives and aims of the TIREF project

### 4.1 Project objectives

Using a range of innovative tools, the project aims to strengthen schools in all partner countries and beyond in their education of migrant children (with a refugee background) by provision of:

- database of good/best practices in 3 domains (guidance, assessing, validation) in all partner languages + English: guidance towards good quality education with best practices models collected via European platform/study; assessing pupils' knowledge via non-intrusive yet efficient manner (guidance), validation of prior learning for pupils
- database of usable and shareable learning material to facilitate inclusive education for migrant children in all partner languages + English
- online collaborative exchange portal and resource repository concept towards inclusive education in all partner languages + English
- introducing peer support learning as innovative method to foster inclusive education

- online tool for assessment methodology for refugee students' prior knowledge & recognition and validation of the learning outcomes gained during the learning process
- white papers towards inclusive education for migrant children, based on the project's outcomes and results.

### **Direct target groups:**

- Pedagogical staff at primary and secondary school education: teachers, trainers, head teachers, principals, headmasters, resource tutors
- Policy makers – local educational authorities, municipality departments on inclusive education policies, dedicated departments at Ministry of education and science, Agencies of refugees and migrants etc.

### **Expected Project management and implementation deliverables:**

- 1.1 Project management handbook
- 1.2 Reporting forms
- 1.3 Report on factual findings - Type
- 2.1 Quality plan
- 2.2 Internal quality assurance reports
- 3.1 Internal evaluation plan and tools
- 3.2 External evaluation reports – progress and final stage
- 4.1 Exploitation strategy
- 4.2 Exploitation agreements
- 4.3 Exploitation multiplier event – Istanbul, Turkey
- 8.1 Pilot plan and impact gathering tool
- 9.1 Dissemination strategy and awareness-raising campaign
- 9.2 Dissemination promotional materials
- 9.3 Project website [www.teachref.eu](http://www.teachref.eu)



### **Expected training and inclusive education deliverables:**

- 5.1 Framework for collection and categorisation of inclusive refugee's teaching and learning resources, methods, tools and mechanisms
- 5.2 Online tool for assessment methodology for refugee students' prior knowledge & recognition and validation of the learning outcomes gained during the learning process
- 6.1 Peer supported learning intervention method
- 7.1 Online collaborative exchange portal and resource repository concept towards inclusive education
- 8.2 White papers towards inclusive education for refugee/migrant children, based on the project's outcomes and results
- 8.3 Case studies from implementers – pedagogical staff who used the inclusive learning resources

### **The project results will support teachers on the following topics:**

- Challenges/barriers in the education system
- Challenges due to the lack of language proficiency
- Challenges related to culture
- Challenges related to parents' mistrust of EU culture
- Discipline and changed family dynamics
- Student vulnerability in the face of antisocial practices that may besiege their community
- Challenges related to integration of refugee/migrant students at schools
- Isolation/loneliness because of a lack of social support
- Strategies where there is a lack of knowledge
- Challenges related to policing and to the judicial system
- Methods to prevent racism, discrimination/prejudice and stigma
- Shortcomings related to programming of curricula



### **Expected impact in figures:**

- Minimum number of involved representatives of the pedagogical staff > 500 per country (>4 000 for the project).
- Minimum number of registered users of the portal > 500 per country + minimum 1 000 on EU level (> 4 000 in total)
- Minimum number of educational institutions which are using the portal resources to support the process of implementation of inclusive learning at their agenda > 200 institutions in total for the project.
- Minimum number of involved representatives of policy makers and systematic level gatekeepers > 20 per country + minimum 20 on EU level.
- Percentage of the increased number of refugee students at the school year at the end of the testing phase – 50%
- Percentage of the increased number of stakeholders who have been attracted to use the portal resources by the end of the piloting phase influenced by the results of their colleagues who have participated

## 5. Dissemination of TIEREF

The dissemination strategy of the TIEREF project follows the general principles of successful dissemination as explained above, as well as the details described in the project proposal.

The strategy was developed by IMEM (Istanbul İl Milli Eğitim Müdürlüğü) as Dissemination Leader with contributions by all other project partners. The dissemination strategy of the project itself will be adjusted when necessary in order to reflect and follow the project progress.

### 5.1 Why to disseminate?

- To get the users and stakeholders familiar with the project
- To contribute to the sustainable development of effective strategies
- To inform and advocate on the need of a targeted materials
- To increase the impact of the project by using various channels and tools
- To ensure that all project deliverables are visible, recognizable and easy to reach by the stakeholders

### 5.2 What to disseminate?

- The project mission and the key message
- The process of development of project deliverables with special emphasis on the involvement of TIEREF project target groups in creation of the teachers' supporting materials and identification of good practices
- The project deliverables with a view for sustainable implementation into practice
- The innovative assessment methodology of aggression and coping approaches that are developed within this project
- The capacity of the project consortium and the results achieved through their mutual cooperation
- The added value of TIEREF project and its influence on school practices towards the inclusive education



- The activities and the efforts of all project partners to ensure the ongoing use of the project deliverables even after the official end of the project
- The effective utility of the European funding allocated to TIREF project



### 5.3 Who to disseminate to?

- The project's target groups
- The project's beneficiaries
- The project's end-users
- The project's stakeholders on a national and European level

#### National and EU level

Teachers, principals, educations, psychologists	≥ 2000 in total for the project
National educational and social authorities/ policy makers	≥ 2 per country
National umbrella associations /unions of teachers	≥ 100 representatives
Relevant NGOs	≥ 10 per country
EU umbrella associations in the field of school education and psychology	≥ 5 on EU level

## 5.4 Who will do it?

Activity	Lead partner (LP)	LP activities	Contributing partners (CP)	CP activities
Project website	P4	Setting up and technical maintenance	All partners	Website content provision
			All partners	Update of national versions
Leaflets	P3	English, Bulgarian, Romanian, Italian, Greek and Turkish versions	All partners	Their national language versions
Project branding (logo, ppt templates, etc.)	P3	Design	All partners	Feedback and implementation
Social media profiles	P3	Launch	All partners	Feedback and updates
News releases	All partners	Text creation and distribution	All partners	Translation and adaptation

The partner organisations possess networks and contacts and have rich experience in the field of European project management and implementation. IMEM as a Dissemination Leader is responsible for the overall dissemination and as such will guide, coordinate and monitor the activities.



Additionally the partners from will launch specific awareness-campaigns on the topic of inclusive education for refugee and migrant students. All partners will also run various activities to promote the project on European level either through participation in thematic events, or through publications on EU web portals, scientific magazines etc.

### 5.5 When will it be done?

<b>Activity</b>	<b>Period</b>
<b>Project's website</b>	By the end of the 2 <sup>nd</sup> month
<b>Project's branding</b>	By the end of the 1 <sup>st</sup> month
<b>Articles in newspapers / magazines / newsletters (≥ 7 per country)</b>	When it is relevant
<b>Social media profiles</b>	By the end of the 2 <sup>nd</sup> month
<b>News releases (≥ 6 per country)</b>	In 6 <sup>th</sup> , 12 <sup>th</sup> ,18 <sup>th</sup> ,24 <sup>th</sup>
<b>Press conferences (≥ 2 per country)</b>	When it is relevant
<b>TV and radio announcements (≥ 2 per country)</b>	When it is relevant
<b>PPT presentations within events (≥ 10 in each country and 5 on EU level)</b>	When it is relevant
<b>Social media campaigns</b>	Ongoing
<b>Participation in thematically related events</b>	Ongoing

The project proposal presents an initial framework with regards to the project's deliverables and the respective dissemination instruments which are also described in the Dissemination Strategy. A timetable for all activities is provided in the table above.



## 5.6 How will it be done?

The project proposal provides specific instruments to be used for dissemination activities such as the project website, project leaflets, news releases, PowerPoint presentations with a common design, project branding, i.e. unique logo, common design of project materials, etc. and engaging events in each partner country.

Furthermore, the project includes specific activities targeted to raise awareness and to involve and engage the target groups and stakeholders such as: press conferences, thematic radio and TV announcements, social media campaigns, and participation in thematically related events either organized by project partners or by external organizations.

Each partner also presents plans for the dissemination of the project in the format of slides included in the dissemination PPTs presented at each transnational partners meeting.

<b>Activity</b>	<b>Involved partners</b>
Multiplier event	Coordinated by P1
Press conferences	All partners
Thematic radio and TV announcements	All partners
Social media campaigns	All partners
Participation in thematically related events	All partners

## 5.7 How will it be reported, proved and evaluated?

A very useful way of evaluating the dissemination activities is the documenting of all activities by each partner. The evidences of the reported dissemination activity may include: lists of participants, presentations, agendas, meeting minutes, photos and screenshots/copies of documents such as emails, articles or videos. The documentation should include the use of quantitative and qualitative indicators and figures. In addition to the documentation of each partner's activities the Dissemination Leader IMEM will also use an internal instrument, i.e. six-month dissemination reports in order to monitor dissemination activities of each partner regularly.

## 6. Tools of dissemination in TIEREF project

The dissemination instruments of this project are designed to publicise the project progress and its deliverables. They should all follow a common design and reflect the rules for proper visualisation of EU funded projects set by the European Commission. The key dissemination instruments within the project will be:

- Project flyer – available in all partners' languages ;
- Project website – launched and maintained by Steficon and all partners. The national language versions of the project website should be regularly updated by all partners with relevant news, articles and materials, related to the project's development, its implementation in the partners' countries etc.
- TIEREF project profiles on social media – the project updates will be released through the popular social media Facebook. The partners will be also responsible to put hashtags to the important project publications.
- Publications and news releases aiming at provision of up-to-date information about TIEREF project progress. Each partner should



release such materials on regular basis published on news portals, magazines, newsletters, scientific journals;

- Other dissemination materials to be decided by the project consortium within the course of TIEREF project and in accordance with the approved project's budget.

The produced materials should follow the criteria below:

- To meet the needs of the project target groups
- To reflect the TIEREF project concept
- To contain the key features indicating that this is an EU funded project
- To present the project in an attractive and accessible way
- The allocated budget for the production of the materials should follow the principle of cost-efficiency

## Overview of planned partners' dissemination activities and instruments

### Face-to-face activities

#### Internal activities

#### External activities

Staff meetings within the partners' organizations.	Conferences and seminars
Meetings with team leaders aiming at tasks' distribution and allocation of roles related to dissemination and mainstreaming of the project.	Workshops
Workshops/In-house training aiming at increasing the level of understanding of project's deliverables.	Interviews/Case studies, learners experiences
Presentations aiming at achieving of ultimate involvement of the staff members.	Presentations
Pilot training aiming at initial testing of the project's results	Pilot training
Meetings with associate partners and experts in the field of education, training and international affairs.	Dedicated events in each partners' country.
	Networking/Lobbying
	Multiplier events
	Meetings with stakeholders
	Round tables/Thematic forums

Web-based activities	
Internal activities	External activities
<b>e-Newsletters</b>	Emails
Project e-newsletters	E-newsletters
Organisation Website	Website of third parties
Organisation social media	Social media
Mailing lists	Online forums
Organizational profiles in social media	Webinars
Intranet exchange of information	-

Paper-based activities	
Internal activities	External activities
Formal letters	Articles in mainstream press
Info sheets	Leaflets
Representative reports	Posters
Progress reports	News releases
	Presentations/Handouts
	Conference proceedings
Radio/TV	
Internal activities	External activities
	Radio announcements
	Press conference
	TV announcements
	Interviews and reports

Most internet activities (networks, website visitors, etc.) show very high amount of recipients. There is no doubt that the dissemination activities and number of persons will change during the project period when it comes to reporting on activities that have been really implemented. IMEM will monitor the implementation of the dissemination activities until the end of the project. The planned activities are concentrated mainly at local, regional and national level. As the partnership does not include an organization working on European level,



all partners are responsible to make efforts to disseminate the project during the events and activities with international scope.



## 7. Evaluation and Quality Assurance

To guarantee good quality and achieve the best possible results it is suggested to use different tools to measure the impact of the activities carried out. There are two main types of quality indicators - quantitative and qualitative data.

### 7.1. Quantitative data

Quantitative data that will be monitored is:

- number of enquiries about the output
- number of downloads of the project's deliverables
- number of distributed e-flyers and other dissemination materials.
- number of visitors to the website
- number of visitors attending conferences, seminars, workshops
- amount of press coverage (number of articles and items on radio or TV)
- audience reached through dissemination activities
- number of likes and followers in the social media networks

The national dissemination plans already include information about quantitative data. It should be an objective of the partnership to try to enlarge the activities implemented, meaning that it is possible to change the dissemination plans for each partner at any time.

### 7.2. Qualitative data

These indicators are less specific and not so easy to be measured. They can be in the form of observations included in the dissemination reports as evidence.

Qualitative indicators are useful:

- to obtain detailed, subjective feedback
- to create awareness of the topic
- to offer specific ideas about what has been successful, how to do things differently next time or new ideas for future projects



## 8. Internal administrative deadlines

Each dissemination activity which is listed in the respective dissemination report should be proved accordingly with reliable evidence. On the one hand the documentation serves to keep an overview about the realized dissemination activities and on the other hand it provides quantitative and also qualitative data to measure impact and ensure quality and transparency. Each partner is expected to prove their dissemination activities. The form of documentation can vary depending on the type of the dissemination activity and its way of implementation, e.g. photos, presentations, handouts, list of participants, agendas, meeting minutes, notes, copies of emails, newsletters, press articles, screenshots etc.

IMEM will provide the templates for the dissemination reporting purposes. Each partner should complete them with correct information when required. The reports should be made available on the internal communication platform so that the external evaluators can reach them when necessary. The evidences associated with the reported activities also should be stored on the platform. Each project partner is responsible to arrange and upload the supporting documents in the respective folder which is clearly designated by the project coordinator. The dissemination activities and the achieved results will be visible and both the internal and external partners/evaluators will be able to access them. The reporting templates can be found in Annex II.

## 9. General recommendations and further steps in TIEREF project

As a Dissemination Leader, IMEM gives recommendations to all partners for boosting the effects of dissemination through the project lifetime. These are suggestions that should be taken into account over the course of the project and should be regularly discussed during the transnational partners' meetings.

- Presentation of TIEREF project at conferences/seminars/project fairs/events etc.
- Connecting with other European projects working in the same thematic or related fields as well as with project teams within other funding programmes
- Project dissemination materials to be used by all partners to promote the project and to inform the community members about benefits of TIEREF project's mobile games and teachers' supporting materials
- Link between the project's website and the partners' organizational websites
- Actions by all partners in the social media
- Dissemination including updates, next steps and reporting of each partner should be scheduled with sufficient time in all meeting agendas
- Close cooperation among all partners to ensure utilization of the effects from the dissemination activities
- Common understanding about the purpose of dissemination and the way it should be realized
- Links between TIEREF project's website and other websites (other projects, organisations, networks etc.)
- Ultimate involvement of stakeholders during the entire project period and gathering feedback
- Plan all activities well in advance, especially those requiring the involvement of participants (workshops, events)



- Active and continuous involvement of all project partners in the dissemination activities
- Attempts for finding of cooperation with other humanitarian networks/associations to enlarge the quantitative but also geographical dimension of TIREF project's dissemination
- Continuous communication within the project partnership
- Continuous updates of activities in national dissemination plans
- Reporting of activities in clear and transparent manner
- Follow rules of corporate design and graphic identity from TIREF project and Erasmus+ Programme
- Continuous documenting of all dissemination activities by each partner
- Collecting feedback related to dissemination activities

### III. Conclusion

Project results/deliverables can only be of sustainable value and use if the dissemination of them is well planned and implemented at different levels. The strategy aims to support all activities in the fields of dissemination and sustainability by presenting general aspects as well as specific information to be used by each project partner according to the national dissemination plans. Furthermore, the strategy tries to highlight specific indicators for achieving high impact as well as for how high quality can be assured in the implementation of the dissemination process.

As a result of IMEM's experience in the field of dissemination and sustainability the communication within the partnership is considered as essential for achieving the very best results. Even if all partners are not equally involved in the development of the project's deliverables they must be keep up to date.

In general, dissemination and sustainability can only be successful through close cooperation among all partners. Not only the communication but also the individual use of national dissemination channels, contacts and networks has great influence on the impact of the project.

It will be important for the partnership to start with the first phase of the dissemination concept as planned in the proposal – public campaign – as soon as possible to have sufficient time and resources to convince the audience of the benefits and the applicability of the outcomes. The national dissemination plans will outline the most important events and activities where TIREF project will be promoted and thus the community will be aware of benefits and potential opportunities given by the project.



## IV. Annexes

### ANNEX I Stakeholder mapping

Type of stakeholder	Name of the stakeholder	Initiator	How
Ministry	Ministry of Education	Figen Sekin, P1	Via formal letter
School	Kartal Tepe MTAL	Figen Sekin, P1	Bilateral meeting

## ANNEX II Dissemination monitoring form

<b>Organisation:</b>	
<b>Country:</b>	
<b>Reporting period:</b>	

Activities/method / tools <sup>1</sup>	Brief description of the dissemination activity and its aims	Date/s Duration Frequency	Place/s	Dissemination of the project results		Location <sup>2</sup>					Characteristics of target group /s <sup>3</sup>	Size / number of organisations / persons reached / persons involved (approximately)	Results/impact	Evidence available	
				In side partnership	Out side partnership	L	R	N	E	I					
	<i>EXAMPLE:</i>														
<i>Present ation and Networ king</i>	<i>Presentation of the project and networking with stakeholders during the VII Fair of social inclusion</i>	<i>16.04.2018</i>	<i>Istanbul, TR</i>		<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>trainers principals students Parents Wider community Policy makers</i>	<i>Approx. 200</i>	<i>Present ation of the project Networ king</i>	<i>Photos</i>	

<sup>1</sup>Academic conferences and publications, academic contacts, articles, contact with schools, training organisations, universities/colleges, contact with educational inspectorates, education authorities, Ministry of education, discussions (public, scientific), informational meetings, interviews, online news and publications, press conferences, promotional activities, training workshops, workshops; other.

<sup>2</sup> L =local, R = regional, N = national, E – European Union level, I = international.

<sup>3</sup> Vocational teachers, school principals, trainers working with unemployed young people or young people with disabilities, Students from VET schools, individual young people involved in VET or post VET routes eager to gain work experience both nationally or internationally, other.