



Towards Promoting an Inclusive Approach in Science Education

D5.5 –Final Report on Dissemination and Communication Events and Activities

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1.- C4S. The foreseen communication objectives

1.1. Objectives

The main objectives related with C4S Communication were:

1. Maximise the impact of the project results, especially in terms of:
 - a. Making available new knowledge
 - b. Making available new tools
 - c. Creating awareness through successful outputs from pilot programmes
2. Contribute to the aims of the project in terms of promoting awareness about stereotypes and discriminatory practices and beliefs in sciences and visualization of inclusive practices in science education.
3. Make visible the communities in vulnerability risk situation as agents of change in an inclusive science context.
4. Report the project progress in its different stages.

A set of activities will be organized to:

- Make accessible the project results to different targeted groups.
- Foster the social visibility of the project's development.
- Ensure its transparency (both in terms of management and achievements)
- Strengthen the awareness of unequal access to science education.

1.2. Target audiences

The project has impacted on different audiences, with specific messages.

- Media. Both general and specialized media have received information regularly about the different activities and achievements of the projects. The project has impacted on them through press releases and press conferences, articles and communication events.
- The European Commission. The EC was an essential agent of the project not only because it funds it but also because it helped to broaden the platform of dissemination of the activities and results. We have provided information about the development of the project through reports and deliverables.
- Policymakers and public administration staff at the different levels (local and national). Making them aware of the outputs of the project in its different stages of development has been essential to generate a real and lasting



change because their decisions can modify social structures causing most of the prejudices and attitudes related to non-inclusive science education.

- Teachers and educational professionals. Teachers and educators have an essential role in the transmission and adoption of social models, including science teachers/educators. Giving them the chance to take part in some of the project activities and encourage them to reflect and share their thoughts has been the central aims of the communication for this audience.
- Vulnerable communities and their leaders and public opinion-makers. Communication has focused on getting them involved in the project since the mainstream of the project is working with people with vulnerability risk and not just for them. The communication aim for this audience has been to involve it in the activities and invite their members to reflect on the C4S subjects and share their points of view to incorporate them into the project's results.
- Scientific community. Changing the role models in science to make them more inclusive cannot be achieved without scientists. The communication has focused on raising their awareness on the unequal conditions that vulnerable communities must face to become scientists. Besides, the complicity of scientists that are part of vulnerable communities will allow the project to create alternative models for future scientists' generations.
- Civil society and NGOs. Formal and informal groups, especially those who work in the field of children and young people education, have been involved in the project activities as well as in the dissemination of the generated knowledge.
- Other interested citizens. Activities and events have had a significant role in getting to know the project and its aims to the general population.
- Related industries. The industry has a central role in the process of providing positive role models of scientists to the members of the vulnerable communities. Professionals and managers have shared their point of view in the project events and, eventually, in other project communication channels like the newsletter.

1.3. Key messages

The communication of the project has not only focused on the dissemination of its activities and results but has also incorporated messages that reinforced its goal of changing perspectives regarding science education in terms of greater inclusiveness. Similarly, the language and communication resources used have been consistent with the project's objectives concerning inclusiveness.

The key messages that the project has transmitted to society are:



1. As a social practice, science can sometimes be used to consolidate stereotypes, beliefs, and discriminatory practices.
2. People with a disability, immigrants, LGBTQ+ people, Roma community members and women are relevant agents of positive change.
3. Having a scientific understanding of the world as well as post-industrial knowledge and skills has become essential for people in a situation of risk of vulnerability both in terms of their future employability and in making informed decisions about their personal and social future.
4. A social practice of science based on diversity and socially inclusive promotes social cohesion and the advancement of science from the diversity of experts and points of view.
5. Having the point of view of minorities is valuable and necessary for science as well as in other fields and an essential prerequisite for the social and intersectionality practice of science.

2.- Scientific communication

2.1. Workshops

Workshops were a multifaceted tool that can significantly enhance the effectiveness of communication and dissemination in project strategies by fostering engagement, understanding, and collaboration among participants. They allowed bringing together different stakeholders in an environment of open communication that enabled participants to share ideas and feedback.

Besides, by enabling face-to-face interactions, workshops helped build stronger relationships among team members, stakeholders, and partners. Strong relationships were key to effective communication, as they established trust and open lines of dialogue.

C4S workshops have used interactive methods like group activities, discussions, and hands-on demonstrations. These interactive elements have enhanced understanding and retention of information, making them more effective than one-way communication methods.

Also, workshops have helped to align everyone's understanding and expectations regarding the project. By discussing objectives, strategies, and roles, workshops have ensured that all participants were on the same page.



The collaborative environment of workshops has encouraged participants to think creatively and propose innovative solutions. Workshops have provided a wealth of information and ideas that has been documented and shared with a wider audience, extending its impact beyond its immediate participants.

Organiser	Title	Date	Venue	Audience
<u>FUB</u>	Workshop on ISE for Educators from School "Oms i de Prat"	February 2021	<u>FUB</u>	<u>7</u>
<u>FUB</u>	ExploraSteam Workshop event-"Claus per a una educació científica inclusiva per a totes i tots" https://blocs.xtec.cat/explorasteam/2021/06/25/ciencia-inclusiva/	<u>25/6/2021</u>	<u>Online</u>	<u>20</u>
<u>FUB</u>	"Ciència Inclusiva". ExploraSteam https://sites.google.com/xtec.cat/explorasteam2022/programa/tallers-franja-2	<u>02/7/2022</u>	<u>La Seu d'Urgell.</u>	<u>7</u>
<u>FUB</u>	1 st Workshop Educators Nana Family Space	June 2021	<u>FUB</u>	<u>5</u>
<u>FUB</u>	2 nd Workshop for Educators Nana Family Space	June 2021	<u>FUB</u>	<u>5</u>
<u>FUB</u>	Working Group on Inclusive Science Education (1st Edition - ONline)	2020-21	<u>Online</u>	<u>30</u>
<u>FUB</u>	Working Group "La Ciencia des de la Coparticipació i la Comunitat", Grup de treball emmarcat en la iniciativa Manresa2022	2021-22	<u>FUB</u>	<u>30</u>
<u>FUB</u>	Working Group on Inclusive Science Education (2nd Edition - ONline)	2021-22	<u>Online</u>	<u>30</u>
<u>FUB</u>	Working Group on Inclusive Science Education from a Research Action Approach	2022-23	<u>FUB</u>	<u>20</u>
<u>FUB</u>	E-Healthinking (1st Edition): Diversitat , igualtat i inclusió en projectes d'emprenedoria en salut i social	September 2021	<u>Online</u>	<u>20</u>
<u>FUB</u>	E-Healthinking (2nd Edition): Diversitat , igualtat i inclusió en projectes d'emprenedoria en salut i social	September 2022	<u>Online</u>	<u>20</u>
<u>FUB</u>	International Workshop on Inclusive Science Communication: "Critical analysis of the image of inclusive science education in the media" http://www.communities-for-sciences.eu/workshop-critical-image-analysis-of-inclusive-science-education-in-media/	8/11/2022	<u>Online</u>	<u>15</u>
<u>FUB</u>	Workshop addressed to Journalists on Inclusive Science Communication,	25/4/2023	<u>Online</u>	<u>10</u>
<u>FUB & UNIMIB</u>	C4S Workshop on Science	24/2/2021	Online	15
<u>UNIMIB</u>	Professional Development Action-Research on Dissemination of Scientific Culture - Project "Alla scoperta degli animali robotici" (MUR 2020), in collaboration with GiocheriaLaboratori	3 editions of 30 hours, from 19/2/2022 to 22/10/2022	University of Milano-Bicocca	
<u>UNIMIB</u>	Training Course on Inclusive Teaching, in collaboration with the Municipality of Sesto San Giovanni	9 meetings in total of 2 hours, 3 for each school order, from	University of Milano-Bicocca	191



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		07/3/2022 to 07/4/2022		
UNIMIB	Class on the C4S project during the Mediation and Group Strategies course.	25.10.2023	University of Milano-Bicocca	150
<u>Giocheria Sesto</u>	C4S workshop on Science: "Luce e ombre: alla scoperta della luce e i suoi fenomeni"	24/3/2022 & 29/3/2022	<u>Giocheria Laboratori</u>	<u>35</u>
<u>Giocheria Sesto</u>	C4S workshop on Science: "Forze ed equilibri".	12/04/2022	<u>Giocheria Laboratori</u>	<u>17</u>
<u>Giocheria Sesto</u>	Setting up a scientific workshop on "Forces and Balances" at the international conference "Cantieri aperti e scuola in costruzione"	11/11/2022	<u>Giocheria Laboratori</u>	<u>23</u>
<u>Giocheria Sesto</u>	Proposal for exploration in the "Pathways of Light" workshop	09/02/2023	<u>Giocheria Laboratori</u>	<u>12</u>
<u>Giocheria Sesto</u>	Proposal for exploration in the "Forces and balances" workshop	23/02/2023	<u>Giocheria Laboratori</u>	<u>6</u>
<u>Giocheria Sesto</u>	C4S Workshop on Science, in collaboration with FUB	24/2/2021	<u>Giocheria Laboratori</u>	<u>15</u>
<u>Giocheria Sesto</u>	Workshop "Curiosi di natura"	26/09/2023 28/09/2023 30/09/2023 12/10/2023	<u>Giocheria Laboratori</u>	<u>135</u>
<u>Giocheria Sesto</u>	Sharing and comparing between the different experiences of CLL	15/11/2021	<u>Università Milano Bicocca</u>	<u>20</u>
<u>EHB & FUB</u>	<u>International Days Event : Pedagogical workshops on Inclusive Science Education with teacher degree students from Erasmus Hogheschool Brussels</u>	<u>May 2022</u>	<u>Erasmus Hogheschool Brussel</u>	<u>15</u>
<u>EHB & FUB</u>	<u>International Days Event: Creativity and experimentation as co-creation and co-discovery - inclusive education through transversal activities. International Days event, Erasmus Hogeschool Brussels</u>	<u>4/12/2020</u>	<u>Erasmus Hogheschool Brussel</u>	<u>15</u>
<u>EHB</u>	Student-Play-workshops scientific phenomena: balance, stability and height (4 WS)	March-May 2021	<u>Erasmus Hogheschool Brussel</u>	<u>45</u>
<u>EHB</u>	Lecturers-Play-workshop scientific phenomena: balance, stability and height	December 2021	<u>Erasmus Hogheschool Brussel</u>	<u>20</u>
<u>EHB</u>	Student Peer teaching Play workshop scientific phenomena (2 WS)	Feb 22 - may 22	<u>Erasmus Hogheschool Brussel</u>	<u>60</u>
<u>EHB</u>	Play afternoon for children and their families	23/02/2022	<u>Erasmus Hogheschool Brussel</u>	<u>25</u>
<u>EHB</u>	Assembly How we steamify Brussel style	march 22	<u>Online</u>	<u>22</u>
<u>EHB</u>	Chit chat group: Sand!? Is that science? Let's play	11/05/2022	<u>Erasmus Hogheschool Brussel</u>	<u>12</u>
<u>EHB</u>	Play workshop at the Wonderlab	24/02/2023	<u>Erasmus Hogheschool Brussel</u>	<u>12</u>



<u>EHB</u>	Presentation C4S project + Exploring and play @ the wonderlab for STEAM+ PARTNERS (2020-1-HU01-KA227-SCH-094051)	27/03/2023	<u>Erasmus Hogheschool Brussel</u>	<u>18</u>
<u>RCE</u>	Guest lecture & creative workshop at the "Mental Health in Youth Transitions" project meeting	12/03/2023 & 13/03/2023	<u>Groningen</u>	<u>25</u>
<u>EUB/RCE</u>	Teacher training for STEAM and inclusion (2 sessions)	22/12/2021 & 17/02/2022	<u>Austria</u>	<u>12</u>
NBU	Training for the HESED teachers provided by FUB, UVic IB	29/06/2021	online	10
NBU	Training for the HESED teachers provided by UNIMIB	21/4/2022	online	
<u>ULUND</u>	Photovoice workshop; Pictures and stories of collaboration	02/09/2021	<u>Online</u>	<u>43</u>

2.2. Invited talks / Keynote speakers

Invited talks and keynote speakers have helped to enhance the visibility and reach of C4S project's results. By presenting at conferences and seminars, these talks have drawn a diverse audience, extending the project's exposure. The involvement of recognized experts as speakers have added credibility and authority, influencing the audience's perception of the project. Moreover, they have provided valuable networking opportunities, opening doors for potential collaborations and further dissemination of the project's findings.

Additionally, these talks have offered a platform for immediate feedback, allowing for improvement and new insights. They had an educational impact, making complex information more accessible and understandable. In today's digital age, the global reach of these presentations was amplified through live streams and recordings, extending the impact beyond the immediate audience. This extended reach can influence policy decisions, thereby fostering interdisciplinary dialogue and collaboration.

Lemkow, G (2022), Scuola e Cittadinza Democratica, Cantieri aperti e scuola in costruzione, Alla ricerca di nuovi modelli e pratiche di scuola democratica ...per non tornare in classe 'come prima della pandemia, 11-12 November 2022, Milano-UNIMIB

Lemkow, G. (2020). International Days Event: Creativity and experimentation as co-creation and co-discovery -inclusive education through transversal activities. International Days event, Erasmus Hogheschool Brussels,2020

Lemkow, G. (2022) International Days Event: Pedagogical workshops on Inclusive Science Education with teacher degree students from Erasmus Hogheschool Brussels



Lemkow, G. (2021) , “Communities for Sciences (C4S). Per un approccio inclusivo all’educazione scientifica”. Festival Generazioni – University of Milano Bicocca. 9 October 2021

Lemkow, G. (chair - 2021). “Inclusive Science Education with and for Society”. 2nd International conference scuola democratica : reinventing education. 2-5 june 2021. Associazione per Scuola Democratica

Lemkow, G. (2022). Pannel for C4S Project, Annual Conference and Winter School in Cognitive Science and Psychology, 17-19 February 2023, DCSP, NBU

Zecca L., Cotza V., Lefterov P. (2022) Inclusivity and involving families, International Days Event, Erasmus Hogheschool Brussels

Glockengiesser, I. (2022) International Days Event, Erasmus Hogheschool Brussels, 12/2022,

Glockengiesser, I. (2023). Guest lecture & creative workshop at the "Mental Health in Youth Transitions" project meeting, Organizer: Jongerenwerk Barkema en de Haan & project partners. Groningen

2.3. Scientific publications

Scientific publications have been an essential part of the C4S project dissemination strategy-. They have provided a platform for knowledge sharing, enhancing credibility through peer review, and contributing to an academic's professional record. They have helped to increase the visibility and impact of research and have facilitated collaborations and networking within the scientific community. Moreover, they have ensured the long-term archiving of research findings and indirectly support public education and engagement by informing broader discussions and media reports.

Zecca, L. & Datteri, E. (Eds.) (2022). Inclusive Science Education and Robotics. Studies and Experiences. Milano: Franco Angeli. <https://boa.unimib.it/retrieve/d128916d-8128-4f51-aae1-ddfc43bdd23a/Zecca-2022-Inclusive%20Sci%20Edu%20Robot-VoR.pdf>

Lemkow-Tovias, G. (2022). “Prologue: Robotics and Disability”. A: **Zecca, L. & Datteri, E. (Eds.) (2022).** Inclusive Science Education and Robotics. Studies and Experiences. Milano: Franco Angeli. <https://boa.unimib.it/retrieve/d128916d-8128-4f51-aae1-ddfc43bdd23a/Zecca-2022-Inclusive%20Sci%20Edu%20Robot-VoR.pdf>

Lemkow-Tovias, G. (Coord) (2022). Journal Monograph “Educació Científica Inclusiva”. *Guix d’infantil*. n. 114



Oliveros Masakoy, C. & **Lemkow-Tovias, G.** (2022). “Educació científica inclusiva des de la primera infància”. Monogràfic de Guix d’Infantil “Educació Científica Inclusiva”. *Guix d’infantil*, num 114

Navarro, M. & Rachdi Errachdi, M. “Amb les famílies: L’ experiència científica a les motxilles de les famílies immigrants” Monogràfic de Guix d’Infantil “Educació Científica Inclusiva”. *Guix d’infantil*. n. 114

Lemkow-Tovias, G. (Coord) (2022). Journal Monograph “Educació Científica Inclusiva”. *Aula de infantil*. n. 114

Lemkow-Tovias, G.; Lemkow, L., Teixidó, E., Cash-Gibson, L., Benach J. (2022) “Impact of COVID-19 Inequalities on Children: An Intersectional analysis”, *Journal of Sociology of health & Illness*. <http://doi.org/10.1111/1467-9566.13557>

Pedreira, M. & Lemkow-Tovias, G. (2022). “L’educazione scientifica di qualità nella prima infanzia: un cammino verso l’equità?” A: M. Piccoli (Coord.), *Qualità e equità nell’educazione 0-6*, FrancoAngeli, Milano. ISBN: 978-88-351-3531-9

Kárpava, A., Rosado, P & **Lemkow-Tovias-G.** (2022). “35 años tras la catástrofe de Chernóbyl. una mirada desde la educación para la paz y la práctica inclusiva y crítica”. *Revista Paz y Conflictos*, Vol. 15 (1). pp. 268-285. DOI: [10.30827/revpaz.v14i2.22869](https://doi.org/10.30827/revpaz.v14i2.22869)

Lemkow-Tovias, G. (ed.) (in Press). *Inclusive Science Education (Book Monograph)*. Barcelona: Ed. Graó

Biesmans A., Malisse B., Rosiers L. and Wastijn B. (in press). “Constructing an Educational Curriculum on Inclusive Science Education. In: **Lemkow-Tovias, G.** (ed.) (in Press). *Inclusive Science Education (Book Monograph)*. Barcelona: Ed. Graó

Lefterov, P., Cotza, V., Pezzotti, A. & Granata, M. (in press). “Inclusive science education in an infant school: obstacles and barriers to overcome. In: **Lemkow-Tovias, G.** (ed.) (in Press). *Inclusive Science Education (Book Monograph)*. Barcelona: Ed. Graó

Cotza, V., Porcheddu, A., Vimercati, S. & Zecca, L. (in press). Professional development research in childhood for the inclusiveness of school contexts In: **Lemkow-Tovias, G.** (ed.) (in Press). *Inclusive Science Education (Book Monograph)*. Barcelona: Ed. Graó

Darvay, S. & Nytrai, A. (in press). “Inclusive Science Education in the Early Years”. In: **Lemkow-Tovias, G.** (ed.) (in Press). *Inclusive Science Education (Book Monograph)*. Barcelona: Ed. Graó

Lefterov, P. , Granata, M., Pezzotti A., **Cotza, V.** (under review). “Inclusive science education in infant school: obstacles and barriers to overcome”, *Revista Didáctica de las Ciencias Experimentales y Sociales*



Pezzotti, A., Acquaviva, D., **Lefterov, P.** (under review) “Leaves-eating silkworms: an experience in ECEC”, *Revista Didáctica de las Ciencias Experimentales y Sociales*

Orban, K., Scheer, S., Cotza, V., Navarro-Rupérez, M., Sort-Garcia, M.L., & Lemkov-Tovias, G. (under review). “Inclusive Science Education for the Promotion of Community Health”. *International Journal of Inclusive Education*.

Mateeva, A., Hristova, P. Koltcheva, N., Vasilev, B. Ivanova-Shindarska, T., Mikova, E. & Savova, S. (2023) An Educational Approach for Promoting Active Participation of 3-4-Year-Old Children from the Roma Community in Sofia in the Process of Learning Science in Kindergarten. *Psychological Research (in the Balkans)*, 26(2). DOI: <https://doi.org/10.7546/PsyRB.2023.26.02.02>

Hristova, P., Kolcheva, N., Mateeva, A. (under review). Promoting Relational Thinking in Preschoolers (Ages 3-5) through Participatory Science Learning: Insights from RMTS with Roma Children, *Frontiers in Education - STEM Education*. ISSN (online): 2504-284X

2.4. Conferences

The C4S project has organized different conferences all along its development as a means of dissemination of its aims, process and outputs and results. They have appeared to be a good strategy to reach a relevant and engaged audience. It is a way to create a positive environment to present direct and comprehensive presentations, enhancing understanding and appreciation of the project's scope and impact. Conferences have been also a melting pot for networking, bringing together education professionals and academics, fostering connections that can lead to collaborations and future projects. The interdisciplinary nature of these gatherings has encouraged the exchange of diverse perspectives, enriching the project's context and application.

Additionally, conferences have provided an invaluable opportunity for immediate feedback, enabling the project team to identify new research directions. Organizing such events has boosted the project's visibility and credibility, sometimes attracting media coverage and extending its reach. The digital participation (both through project own social media and participant's ones) has expanded this reach widely. Beyond sharing results, conferences have inspired innovation and collaboration, setting the stage for future projects.

C4S members have also taken part in conferences organized by other institutions looking to foster interdisciplinary insights and exposure and widen networking opportunities with potential collaborators. Such participation has been a way to get



valuable peer feedback and to build collective knowledge within the academical community.

2.4.1. Organisation of conferences by C4S consortium partners

UNIMIB: Conference IBR21 - Interazione Bambini-Robot, University of Milano Bicocca, organized with INDIRE, Università Politecnica delle Marche, Yunik aps Association.
<https://cri.unimib.it/home-page/>

UNIMIB: "Reinventing Education" - Second International Conference of the Journal "Scuola Democratica", University of Milano Bicocca. - Panel 7. Inclusive Science Education with and for Society. <https://www.scuolademocratica-conference.net/wp-content/uploads/2021/02/D.7-INCLUSIVE-SCIENCE-EDUCATION-WITH-AND-FOR-SOCIETY-59.pdf>

UNIMIB: Festival Generazioni – University of Milano Bicocca. 9 October 2021
<https://www.unimib.it/eventi/festival-generazioni>

FUB: Seminar with getp-GRAFO Research Group about Social Interventions in Contexts of Vulnerability (online). July 2022.

FUB: International conference in Early Childhood Education in Science. Science Since Birth. UManresa (UVic-UCC). Manresa. July 2023. <https://science-since-birth.umanresa.cat/en/science-since-birth/>

FUB: I Jornades d'Educació Científica Inclusiva (2021). Online. <http://www.communities-for-sciences.eu/jornada-deducacio-cientifica-inclusiva/>

FUB: II Jornades d'Educació Científica Inclusiva (2021). Museu Nacional de Tecnologia de Catalunya (MNACTEC). <http://www.communities-for-sciences.eu/ii-jornades-en-educacio-cientifica-inclusiva/>

NBU: Pannel for C4S Project, Annual Conference and Winter School in Cognitive Science and Psychology, 17-19 February 2023, DCSP, NBU

NBU: Annual Conference and Winter School in Cognitive Science and Psychology, 25-28 February 2021, DCSP, NBU, Sofia, Bulgaria, online

EHB: International Days Event, Erasmus Hogheschool Brussels 2021

EHB: International Days Event, Erasmus Hogheschool Brussels 2022

EHB: International Days Event, Erasmus Hogheschool Brussels 2023
<https://www.erasmushogheschool.be/nl/evenementen/international-days-2023>



2.4.2. Participation in international and national conferences

Lemkow Tovas, G. (2021) "C4S - Communities for Sciences – Project towards promoting an inclusive approach in science education" in: "Reinventing Education" - Second International Conference of the Journal "Scuola Democratica" - Panel 7. Inclusive Science Education with and for Society. <https://www.scuolademocratica-conference.net/wp-content/uploads/2021/02/D.7-INCLUSIVE-SCIENCE-EDUCATION-WITH-AND-FOR-SOCIETY-59.pdf>

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Navarro-Rupérez, M., Lemkow-Tovas, G. & Sort, L. (2023). The Riverside Community Living Lab as an experience of inclusion through science. A: Pedreira, M., Sabido, J., Quesada, C., Vázquez, L. (coordinadores). Science Since Birth. Actes del I Congrés Internacional de Ciència a l'Educació Infantil. Edicions FUB. Juliol de 2023. ISBN: 978-84-09-52813-4. https://science-since-birth.umanresa.cat/wp-content/uploads/2023/11/Science-Since-Birth_V5.pdf

Mateeva, A., Hristova, P., Koltcheva, N., Vasilev, B., Ivanova-Schindarska, T., Mikova, E. (2022). Educational Approach for Active Participation of 3-4 Years Old Children from Roma Community in Sofia in The Process of Science Learning in The Kindergarten, Interdisciplinary Scientific Hybrid Conference Migration, Cultural Diversity and Life Prospects Under Conditions of Global Crisis, November 24-25, 2022

Koltcheva, N., (2021) Presentation of C4S Project, Annual Conference and Winter School in Cognitive Science and Psychology, 25-28 February 2021, DCSP, NBU, Sofia, Bulgaria, online

Biesmans, A.; Laenen, I.; Malisse, B.; Rosiers, M. (2021) 2nd International Conference of the Journal "Scuola Democratica" - 'How to Steamify a Student; Brussels Style!'. Milano Bicocca Università. <https://inapp.infoteca.it/search/detail/proceedings-of-the-2nd-international-conference-of-the-journal-scuola-democratic/24235>

Zecca L. & Lefterov P. (2022). Nature and robotics: A comparative overview of play in kindergarten, EECERA, Glasgow.



<https://2022.eeceraconference.org/wp-content/uploads/sites/4/2022/08/Abstract-book-EECERA-2022-V190822.docx>

Cotza, V., (2021) Communities for Sciences. Verso la promozione di un approccio inclusivo nell'Educazione Scientifica, Summer School SIREM "Metodologia della ricerca. Traiettorie e strumenti per i giovani ricercatori

<https://sirem.org/summer-school-2021/>

Cotza, V., Porcheddu, A., Vimercati, S., Zecca, L. (2023). Professional development research in childhood for the inclusiveness of school contexts. *International conference in Early Childhood Education in Science. Science Since Birth*. UManresa (UVic-UCC). Manresa

https://science-since-birth.umanresa.cat/wp-content/uploads/2023/07/Science-Since-Birth_V3-2.pdf

Lefterov, P. V., Cotza, V., Pezzotti, A., Granata, M. (2023). Inclusive science education in infant school: obstacles and barriers to overcome. *International conference in Early Childhood Education in Science. Science Since Birth*. UManresa (UVic-UCC). Manresa

https://science-since-birth.umanresa.cat/wp-content/uploads/2023/07/Science-Since-Birth_V3-2.pdf

Pezzotti, A., Acquaviva, D., Lefterov, P.V. (2023). "Leafs-eating" silkworms: an experience in ECEC. *International conference in Early Childhood Education in Science. Science Since Birth*. UManresa (UVic-UCC). Manresa

https://science-since-birth.umanresa.cat/wp-content/uploads/2023/07/Science-Since-Birth_V3-2.pdf

2.4.3. Other dissemination events

Navarro, M. (2021). Communities for Sciences (C4S) European Project. European Research Night

Lemkow, G. (2022) Conference presentation about C4S. Seminari IHES Catalunya (Internacionalització de l'Educació Superior per a la Societat). organised by Genralitat de Catalunya (Catalan Government).

3.- Communication and engagement actions

3.1. Branding

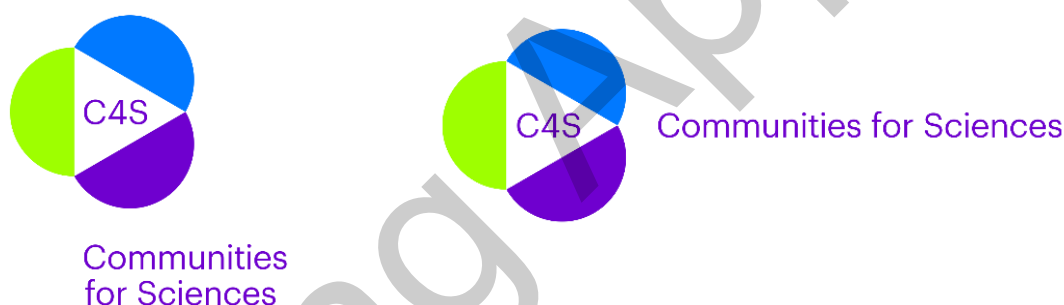
Branding plays a pivotal role in the communication and dissemination of a project's outputs and results. It helps to set a distinctive identity and ensure recognition



among the target audience. The main benefits of having a distinctive brand for the C4S project had been:

- The creation of a unique identity for the project. This encompasses elements like logos, colour schemes, and overall design, which had become synonymous with the project. The brand identity had aided in making the project easily recognizable and memorable.
- To enhance visibility and recognition. Using consistent branding across various platforms and materials, the C4S project had enhanced its visibility.
- To facilitate communication. Branding provides a framework for communication and ensures that all messaging is aligned with the core values and objectives of the project, thereby creating a coherent narrative.
- Cultivating engagement to sustain interest and support for the project, its goals, and its outcomes.

C4S has developed this logo, in different applications:



The corporate colours were detailed as follows:

Colour	RGB	HEX	CMYK
Green	158 – 255 – 0	#9EFF00	38 – 0 – 100 – 0
Blue	1 – 122 – 255	#017AFF	100 – 52 – 0 – 0
Purple	112 – 0 – 207	#7000CF	46 – 100 – 0 – 19

The programme logo has been used in all associated documentation and in the different communication channels.

One of the main C4S outputs, the International Observatory on Inclusive Science Education (IOISE), due in M38, has adopted a logo that follows the graphic line and colour palette of the C4S brand. Given that the IOISE will be launched and that its main functionalities will be progressively deployed after M38 (and thus, after the project C4S has been wrapped up) using a logo inspired upon the C4S from which it



was originated is a way to link this product to the project from which it has emerged, without compromising its distinct personality.



International Observatory in Inclusive Science Education

3.2. Printed materials

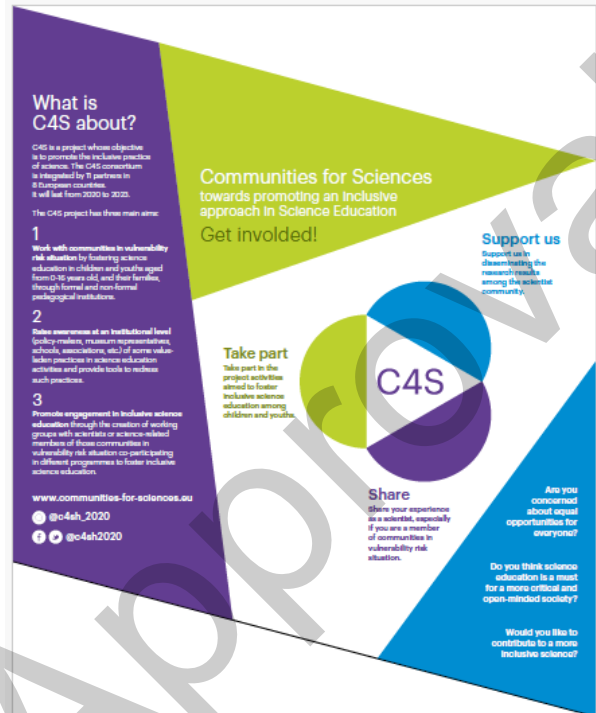
Leaflets and brochures are valuable tools for the effective dissemination of a project's outputs and results. Their tangible nature, visual appeal, and ease of distribution make them a versatile and impactful component of a broader communication strategy.

C4S has used them as a physical form of communication to create a more memorable interaction with the project's content complementary to those in digital formats. Two leaflets have been printed and distributed:

- C4S project presentation



D5.5 Final Report on Dissemination and Communication Events and Activities



- “Guide to Cardener Riverside Trees”, a postal card [with a QR code](#) that gives access to an output of the C4S project, a book written by the children of a primary school in collaboration with the members of the C4S project within the activities of the Manresa’s Hub. The leaflets facilitate dissemination of the book and thus more possibilities of Manresa citizens or tourists to visit this



natural space where children conducted their own Community Living Lab (CLL)

Guia de camp Arbres de la ribera del riu Cardener



Guia de camp Arbres de la ribera del riu Cardener

Aquesta guia de camp recull informació sobre els arbres que hi ha a la ribera del riu Cardener.

Ha estat elaborada pels infants del cicle d'infantil de l'Escola Valldaura de Manresa, a partir de l'observació dels arbres i del seu dibuix al natural, i vol compartir amb les famílies i amb altres infants uns coneixements que no només alimenten la curiositat, sinó que fan que la visita al riu sigui més plaent i satisfactòria.

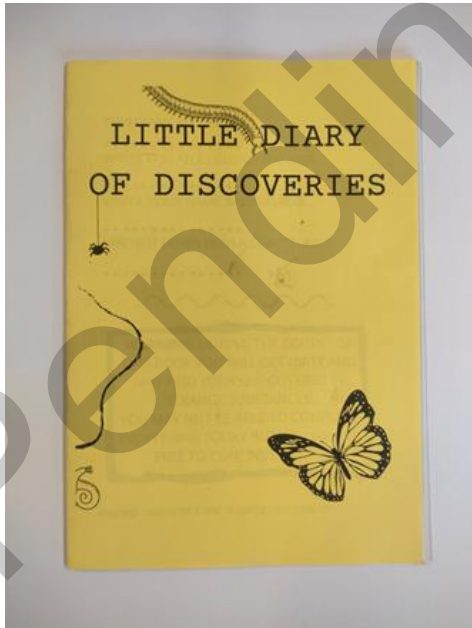
"Quan coneixes la natura, comences a estimar-te-la; i quan te l'estimes, comences a sentir que en formes part i la vols protegir".

Pol Huguet i Estrada
Geògraf i pare de l'Escola Valldaura

Pots descarregar-te la guia aquí:



Aquest projecte ha rebut finançament del programa de recerca i innovació de la Unió Europea Horizon 2020 en el marc del conveni de subvenció núm. 872104.



Fieldwork Booklet designed by Giocheria Laboratori (GiocheriaSesto)



Leaflet/Flyer designed by RCE Vienna about the local CLL



Promotion / merchandising material by NBU for children and families linked to HESED

The C4S project has chosen the printed materials to make the information more attractive and easier to digest. Good design can help in highlighting key information and making complex data more accessible. It has been distributed in various settings such as conferences, meetings, community centres, or public places, reaching a wide and diverse audience. This flexibility in distribution has enhanced the outreach of the project.

In a comprehensive communication strategy, leaflets and brochures have been used to complement digital tools such as social media and websites since they can direct readers to online resources for more detailed information, creating a synergistic effect.

3.3. Audiovisual materials

The C4S project has used video recordings of meetings and testimonials as a means of spreading its progress and key messages to reach a global audience that extends beyond the constraints of time and location. The enduring nature of video content ensures that the information remains accessible and shareable long after the initial presentation, broadening the project's impact over time. This format also enhances engagement, as videos offer a dynamic and comprehensive way to

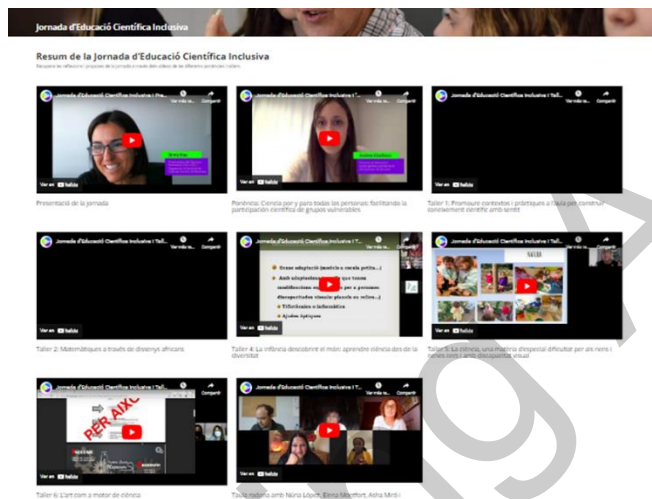


convey complex ideas, making them more understandable and memorable to a diverse audience.

Testimonials add a layer of personal credibility and real-world relevance to the project's findings, showcasing their impact through individual experiences and endorsements. These recordings can be effectively utilized across multiple platforms, including social media, websites, and email campaigns, significantly increasing their visibility.

- Video recordings from sessions of the the *1 Jornades en Educació Científica Inclusiva* (online activity)

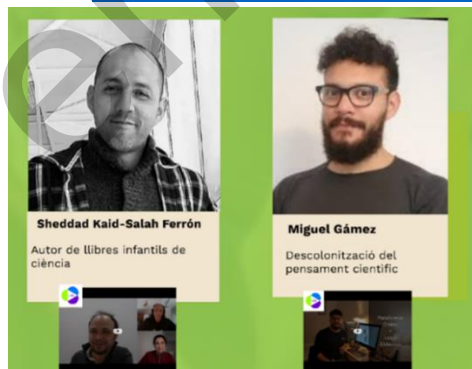
<http://www.communities-for-sciences.eu/jornada-deducacio-cientifica-inclusiva/>



- Interviews of Science Experts

<https://prezi.com/view/aUggsXMNXZcYdrACfIJ2/>

- Interviews online & video dissemination (Miguel Gamez -Researcher)
- Interviews online & video dissemination (Sheddad Khaid Salah Ferron-[scientist and author about science books for children](#))

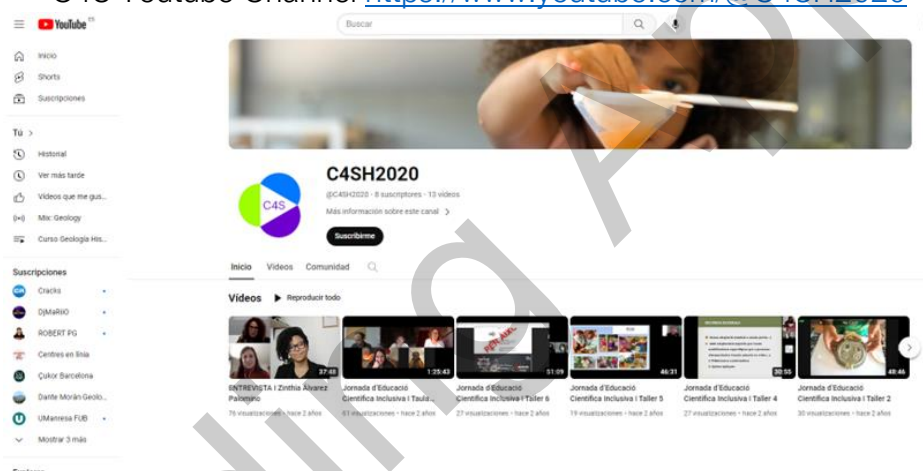




- Interview online & video dissemination (Zinthia Alvarez Palomino – Journalist and author of the Book "[Black women in Science](#)")

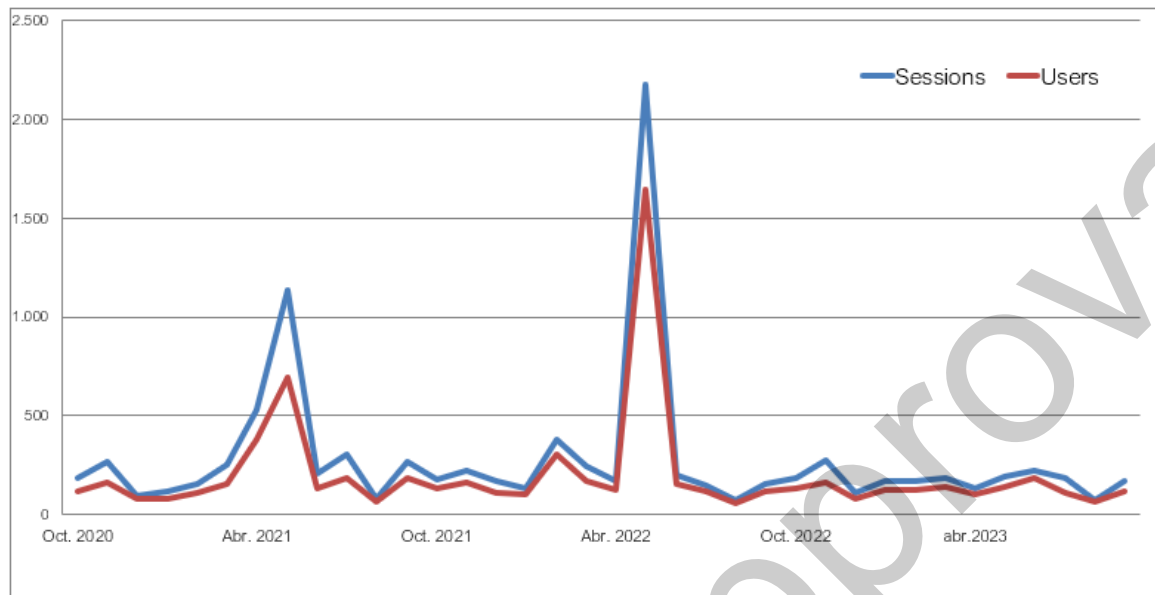


- C4S Youtube Channel <https://www.youtube.com/@C4SH2020>



3.4. Website

The C4S project has used its website (www.communities-for-sciences.eu) as a primary communication and dissemination channel for its activities and results. On the one side, the site provides static information about the project, its objectives, promoters, and, on the other side, periodically updated sections detailing ongoing activities and C4S news. Using the website as a management tool for project development has proven to be a beneficial practice, enhancing overall performance. A notable increase in site visits occurred in May 2021 and May 2022, coinciding with two workshops. The website served as a means of enrolment in the days leading up to these workshops and subsequently acted as a repository for the results.



Some good practices regarding the use of the website as a means of communication and dissemination include:

- Website as a repository of outcomes: documents and workshops conclusions.
- Using infographics to explain some complex data or concepts.
- Including testimonials
 - Kristina Orban: <http://www.communities-for-sciences.eu/2022/11/10/kristina-orban-having-an-intense-focus-on-justice-for-minorities-is-valuable-and-an-essential-prerequisite-for-the-social-practice-of-science/>
 - Lyudmyla Kokorina: <http://www.communities-for-sciences.eu/2022/06/29/lyudmyla-kokorina-the-best-way-to-contribute-to-enhancing-of-inclusive-education-is-to-continue-to-roll-out-inclusive-education-at-all-stages-of-education-and-involve-more-people-in-its-impl/>
 - Jullieth Suárez: <http://www.communities-for-sciences.eu/2022/03/03/jullieth-suarez-guevara-when-i-was-at-school-i-missed-working-on-project-basis/>
 - Quinndy Akeju: <http://www.communities-for-sciences.eu/2021/11/30/quinndy-akeju-putting-care-in-the-centre-of-our-lives-could-result-in-an-incredible-social-change/>



- Kaysara Khatun: <http://www.communities-for-sciences.eu/2021/03/25/kaysara-khatun-expert-in-land-use-answers-some-questions-to-c4s/>
 - Terry Tchadie: <http://www.communities-for-sciences.eu/2021/01/18/terry-tchadie-chemist-and-science-educator-answers-some-questions-to-c4s/>
- Using multimedia Content that diversifies content and engages users differently.
 - Regular Updates with the latest activities, developments, or follow-up studies related to the project.
 - Creating a blog updated periodically with articles and news.
 - Sharing the blog posts and articles through the newsletter and the social media.

3.5. Social media

Social media platforms have offered a dynamic and versatile means of communication and dissemination during the C4S project's development. Their utilization has enhanced its reach, engagement, and impact by:

- Broadening reach and providing the chance to get in touch with a wide and diverse audience globally. It helped to spread awareness about the project far beyond traditional channels.
- Engaging with stakeholders, including partners, beneficiaries, and the public.
- Publishing real-time updates on progress, milestones, and developments to keep the audience informed and engaged.
- Sharing multimedia content for creative and impactful ways to present information.
- Encouraging community building around the project
- Gathering feedback and insights
- Creating shareable content to reach a wider audience.
- Driving more traffic to the project's website.
- Leveraging hashtags and trends to attract a larger audience and generate more engagement such as: #H2020, #inclusivescience, #scienceeducation, #SwafS, #SDG, #RRI, #MORRI, #openaccess, #inclusion, #STEM, #STEAM, #GirlsInScience, #GirlsInSTEM, #WomenInScience, #WomenInSTEM and #communitydevelopment.



- Acting as a platform to share news and events regarding inclusive science education from other institutions, science experts or media channels (to help making visible a plurality of experts, research undertaken by experts on inclusion or exclusion in science, share pedagogical materials for educators, etc.).





Communities for Sciences (C4S) @C4SH2020 · Jul 26

...

Replying to [@C4SH2020](#)

and families. The Upetita kindergarten is also a university nursery school that functions as a school and training space for future teachers." (2/2)
[#sciencesincebirth](#) [#h2020c4s](#) [#inclusive](#) [#Science](#) [#education](#)



UManresa and 3 others



↻ 2

♥ 3

📊 319



Communities for Sciences (C4S) @C4SH2020 · Feb 2, 2022

...

Fabulous science education activities proposed by our "Communities for Sciences – Project towards promoting an inclusive approach in science education" (C4S) partners GiocheriaLaboratori 🍪🍪! [#c4sh2020](#)
[#inclusive](#) [#Science](#) [#education](#)

•• bit.ly/3uAijSz



↻ 1

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3.6. Newsletters

The newsletter has resulted an effective tool for the communication and dissemination of the C4S project's outputs and results. Mainly, it has served as a method of staying connected with individuals interested in the project's topics by sending regular and consistent information. This consistency has helped to keep the project top-of-mind for recipients and ensure a steady stream of information about the project's progress and achievements.

Besides, these Newsletters have been a way to build and maintain ongoing relationships with stakeholders, including partners, beneficiaries, and the general public. We have included in every issue calls-to-action, such as invitations to events, requests for feedback, or prompts to visit the project's website to encourage more direct and immediate engagement from the audience.



Communities for Sciences



Towards promoting an inclusive approach in Science Education
Newsletter, Number 5 - July 2022

Lyudmyla Kokorina answers some questions to C4S



Since last June, Lyudmyla Kokorina is part of the "Communities for Sciences – Towards promoting an inclusive approach in science education" (C4S) project as a research assistant through the European Commission's Horizon for Ukraine programme. Kokorina has a PhD in "General Pedagogy and History of Pedagogy" and worked in Horlivka Institute for Foreign Languages of State Higher Educational Institution Donbas State Pedagogical University since 2007.

How and why were you incorporated in the "Communities for Sciences – Towards promoting an inclusive approach in science education" (C4S) project?



A world in images



Science makes us connect without prejudice and allows us to share questions and make discoveries altogether.

Miryam Navarro, C4S researcher

C4S news



Students from the Erasmushogeschool Brussel visit UManresa, attracted by the University's scientific educational programmes



[Read more >](#)

[MORE NEWS IN C4S WEB SITE](#)

 Share this newsletter and invite others to sign up to receive it

 Tweet it


[Sign up to receive the newsletter](#)



Towards promoting an Inclusive approach In Science Education
Newsletter, Number 3 - December 2021

Quinndy Akeju

answers some questions to C4S



Quinndy Akeju is a health expert, Afroactivist and coordinator of the community of black-African and afro-descendant people in the Basque Country (Spain). Nowadays, she is about to finish her Nursing studies.

1.- In your LinkedIn profile you define yourself as a Nursing student, Lecturer, Afro-activist, Dancer, Choreographer and Content Creator. As a profession you have chosen the science of care and being a nurse, something that you had clear since childhood. Could you tell us a little about it?

Yes, I chose care, the science of care, which is nursing. Something that was clear to me since I was little and, also, it was clear throughout my adolescence. Now I do realize that it arose from a need to put care at the center. I feel that, many times, in the society in which we grow up (I grew up in the context of the Spanish State) I feel that these issues have always been addressed, not only on health, but also extrapolating to other vital areas, from treatment and not from the care. If we look at the health system we see that it is built on the treatment of diseases. If your head hurts, I give you a paracetamol instead of, for example, prevent that headache (to know how to take care of ourselves to stop, so to not somatize the stresses and anxieties, for example with self-care), for example, if it comes from stress. We also see it in our interpersonal relationships. A very clear example is in the care of our interpersonal relationships, which is often overlooked. And speaking of, for example, a friendship, if something happens we always solve it. But have we ever considered how to take care of all the processes in which we are (with this friend or the person with whom we have woven a friendship) so as not to reach conflictive situations? Situations that are unavoidable but in which that conflict can have less intensity or impact.



Total number of issues: 7
Total number of subscribers: 118
Open rate: 48%
Click rate: 8,1%
Unsubscribe rate: 0%

3.7. Press Releases

Press releases are a traditional yet highly effective tool in the communication and dissemination strategy of a project. They provide an official statement from the project, ensuring that information is communicated accurately and authoritatively that helps in maintaining control over the message and how it is presented. Being featured in reputable news outlets, the press releases add credibility to the project. This perceived credibility is essential for building trust with the audience.

Besides, when published online, press releases can improve the project's online visibility and search engine ranking. By including relevant keywords and links to the project's website, a press release can drive more traffic to the project website or social media profiles. Thus, the information in press releases often remains accessible and searchable online for a long time, providing a lasting record of the project's milestones and achievements.

In C4S development, press releases have been used to provide timely updates about the project's progress, project's activities (both internal such as partnership's assemblies of external as open workshops) and project's results. A timely dissemination of information has been crucial in maintaining interest and momentum.

List of press releases sent to the media:

Partner	Subject	Date
Giocheria Sesto	C4S press release: "Giocheria, un progetto europeo per promuovere l'educazione scientifica inclusiva" https://sestosg.net/notizie/giocheria-un-progetto-europeo-per-promuovere-leducazione-scientifica-inclusiva/	15/10/2020
Giocheria Sesto	C4S press release: "Giocheria Laboratori parteciperà ad un progetto europeo per promuovere l'educazione scientifica inclusiva" www.sestonotizie.it	15/10/2020
Giocheria Sesto	C4S – Communities for Sciences – Educazione scientifica e inclusione a Sesto. "Notizie in Comune" City newspaper	20/10/2020



Partner	Subject	Date
UNIMIB	Scienza per tutti: così abbattiamo le barriere https://www.ilgiorno.it/milano/cronaca/scienza-per-tutti-cos%C3%AC-abbattiamo-le-barriere-1.5870250	02/01/ 2021
UNIMIB	Talking with the C4S team in Milan. http://www.communities-for-sciences.eu/2021/07/26/talking-with-the-c4s-team-in-milan/	28/07/ 2021
Giocheria Sesto	C4S press release: "Sesto, arrivano i laboratori del festival Generazioni per i piccoli scienziati" https://mailserver.sestosg.net/sandbox/?tp=1&em=giocherialaboratori@sestosg.net&dm=sestosg.net&ln=https%3A%2F%2Fwww.ilgazzettinometropolitano.it%2F2021%2F10%2F05%2Ffestival-generazioni%2F	05/10/ 2021
Giocheria Sesto	C4S press release: "Giocheria e Bicocca al Festival GenerAzioni: sabato 9 ottobre laboratori a Spazio Mil" https://mailserver.sestosg.net/sandbox/?tp=1&em=giocherialaboratori@sestosg.net&dm=sestosg.net&ln=https%3A%2F%2Fsestosg.net%2Fnotizie%2Fgiocheria-e-universita-bicocca-al-festival-generazioni-sabato-9-ottobre-laboratori-scientifici-a-spazio-mil%2F	05/10/ 2021
Giocheria Sesto	C4S press release: "Sesto protagonista al 'Festival GenerAzioni': laboratori scientifici per bambini e famiglie" https://www.sestonotizie.it/sesto-protagonista-al-festival-generazioni-laboratori-scientifici-per-bambini-e-famiglie/	06/10/ 2021
Giocheria Sesto	C4S press release: "Scienza e tecnica con i robot. Che gioco il festival GenerAzioni" https://www.ilgiorno.it/milano/cronaca/scienza-e-tecnica-con-i-robot-che-gioco-il-festival-generazioni-1.6888917	07/10/ 2021
Giocheria Sesto	Talking with/about Giocheria Laboratori	14/02/ 2022
UNIMIB	C4S - Promuovere un approccio inclusivo all'educazione scientifica https://www.unimib.it/ricerca/bicocca-research-magazine	11/ 2020
Giocheria Sesto	C4S – Communities for Sciences – Educazione scientifica e inclusione a Sesto	
UNIMIB	Sara Rebosio, Master's degree in primary education placed in the C4S project. Title of the thesis: "P romuovere educazione scientifica inclusiva alla scuola dell'infanzia - Il caso di Sesto San Giovanni"	
FUB	Press release about the 1st online C4S General meeting https://www.manresadiari.cat/noticies/detail.php?id=61990 https://www.manresadiari.cat/noticies/detail.php?id=61990	11/ 2020



Partner	Subject	Date
FUB	Press Release about 1st National Conference Event On Inclusive Science Education (1a Jornada d'Educació Científica Inclusiva) https://www.naciodigital.cat/manresa/noticia/97149/umanresa-acull-primera-jornada-educacio-cientifica-inclusiva-marc-projecte-europeu-c4s https://www.regio7.cat/umanresa-fub/2021/05/04/umanresa-acull-primera-jornada-d-51539674.html https://www.regio7.cat/umanresa-fub/2021/05/04/umanresa-acull-primera-jornada-d-51539674.html	05/ 2021
FUB	Press Release about 2nd National Conference Event On Inclusive Science Education (2a Jornada d'Educació Científica Inclusiva) https://m.manresadiari.cat/noticies/detail.php?id=68880 https://m.manresadiari.cat/noticies/detail.php?id=68880	05/ 2022
FUB	Press release about the official presentation of the Field Guide made by the Children from Valldaura School (Manresa) https://m.manresadiari.cat/noticies/detail.php?id=73923 https://www.naciodigital.cat/manresa/noticia/110287/guia-arbres-ribera-cardener-manresa-umanresa-escola-valldaura-c4s https://www.umanresa.cat/ca/comunicacio/noticies/umanresa-i-lescola-valldaura-presenten-la-guia-de-camp-arbres-de-la-ribera-del https://www.umanresa.cat/ca/comunicacio/noticies/umanresa-i-lescola-valldaura-presenten-la-guia-de-camp-arbres-de-la-ribera-del	06/ 2023
FUB	Press release about General Assembly Milano https://www.umanresa.cat/ca/comunicacio/noticies/exit-de-participacio-en-la-tercera-assemblea-general-del-projecte-communities https://www.umanresa.cat/ca/comunicacio/noticies/exit-de-participacio-en-la-tercera-assemblea-general-del-projecte-communities	06/ 2023

In addition to this, the following media formats were used to disseminate the C4S project and the Inclusive Science Education activities undertaken or reflections in relation to this topic:

- **FUB:** Radio interview to talk about the 1st national Workshop day about Inclusive Science Education (11/05/2021) https://www.ivoox.com/entrevista-a-gabriel-lemkow-jornada-educacio-cientifica-a-audios-mp3_rf_69830912_1.html
- **FUB:** Video Interview about the impact of COVID-19 in children members of communities in vulnerability risk situation.
<https://www.youtube.com/watch?v=2zxVkJtmZo>



- **FUB:** Instagram Video (uploaded in YouTube): Interview about Science and vulnerable communities in Times of Covid-19.
<https://www.youtube.com/watch?v=STaL2M8fthg>
- **FUB-UVic:** Interview about the SDG 4 – Quality Education, in relation to C4S initiatives and viewpoints (18/10/2023).
<https://mon.uvic.cat/nitrecerca/2023/10/18/gabriel-lemkow-una-educacio-amb-desigualtats-no-pot-ser-una-educacio-de-qualitat-la-desigualtat-empitjora-enormement-les-nostres-societats/>

3.8. Exhibitons

C4S project has organized several exhibitions to explain its development and results. Visual and interactive presentations have made complex information accessible and engaging. They have allowed to showcase outcomes in a tangible way, enhancing understanding and interest among the audience. Furthermore, exhibitions have provided a direct platform for engagement and feedback from visitors, offering valuable insights for refining the project or informing about future initiatives. Exhibitions have resulted excellent venues for networking, allowing project team to connect with other experts and organizations, potentially leading to new partnerships opportunities.

Hub Vienna:

- C4S Exhibition. Site. Educational Districts Network Day (Bildungsgrätzl-Netzwerktag) Veranstaltungszentrum 1060, Königsegggasse 10, 1060 Vienna Organizer: City of Vienna – Projektleitung Bildungsgrätzl). 19.10.2022
- C4S Exhibition for European Day, Organsition: VIENNA goes EUROPE. Site: Mariahilferstrasse, 6th district. Verein zur Förderung des europäischen Bewusstseins. 06.05.2023

Hub Milano:

- C4S Exhibition. Site: Giocheria Laboratori. 20-26 May 2023

Hub Bulgaria:

- Exhibition of the C4S Project and Sofia Hub. Site: NBU. 4 - 14.07.2023
- Exhibition of the C4S Project and Sofia Hub. Site: HESED, Kindergarten, Center MIR. 7 - 30.09.2023
- Exhibition of the C4S Project and Sofia Hub. Site: HESED, Kindergarten Center Papanchev. 8 - 30.09.2023

HUB Brussels:



- Ceremonial opening of the Wonderlab. Site: Erasmus Hogheschool Brussels.
16/11/2021

International final exhibition

- Final C4S global exhibition- closure project. Site: Erasmus Hogheschool Brussels.
27/10/2023

3.9. Non-scientific and non-peer reviewed publications

The C4S communication strategy has used, as well, non-scientific and non-peer reviewed publications to reach wider audiences, including industry professionals, policymakers, and the general public. They facilitate the dissemination of research findings in a more accessible language, allowing for immediate and widespread communication. These publications can influence real-world applications and policy decisions, promoting public engagement and education on scientific issues, and fostering interdisciplinary collaboration. While not replacing the depth of peer-reviewed journals, they complement academic dissemination by highlighting practical implications and engaging a wider spectrum of readers.

NBU (2023) Publication of a short information about C4S project at the Technical University-Sofia Newsletter.

NBU (2021) Publication of a short information about C4S project at the Technical University-Sofia Newsletter, NBU

EUB & RCE (2022) Release Workshop Posters HUB, available for download on EUB website.
<https://europabuero.wien/materialien?id=127>

Felip-Peig, E., Llobet-Gras, M., Navarro-upérez, M. Lemkow-Tovias, G. & Sort-García, M. Ll. (2023). Guia de Camp – Arbres de la Ribera del riu Cardener. Ed. FUB.

Lemkow-Tovias, G. (Coord) (2022). Journal Monograph “Educació Científica Inclusiva”. Guix d’infantil. n. 114

Lemkow-Tovias, G. (Coord) (2022). Journal Monograph “Educació Científica Inclusiva”. Aula de infantil. n. 114

Oliveros Masakoy, C. & Lemkow-Tovias, G. (2022). “Educació científica inclusiva des de la primera infància”. Monogràfic de Guix d’Infantil “Educació Científica Inclusiva”. Guix d’infantil, num 114



Navarro, M & Rachdi Errachdi, M. “Amb les famílies: L’ experiència científica a les motxilles de les famílies immigrants” Monogràfic de Guix d’ Infantil “Educatió Científica Inclusiva”. Guix d’ infantil. num. 114

Egea Atienza, P. Oliveros Masakoy, C. & Lemkow-Tovias, G. (2022). “Per arrodonir”. Monogràfic de Guix d’ Infantil “Educatió Científica Inclusiva”. Guix d’ infantil. num. 114

Lemkow-Tovias, G. & Egea, P. (2023). “Exigències pròpies” (article d’ opinió). Social.cat. Recuperat de: <https://www.social.cat/opinio/19460/exigencies-propies>

Lemkow-Tovias, G. & Egea, P. (2023). “Paisatges i més paisatges” (article d’ opinió). Social.cat. Recuperat de: <https://www.social.cat/opinio/18957/paisatges-i-mes-paisatges>

Lemkow-Tovias, G. & Egea, P. (2023). “Cultura i accessibilitat” (article d’ opinió). Social.cat. Recuperat de: <https://www.social.cat/opinio/18367/cultura-i-accessibilitat>

Lemkow-Tovias, G. & Egea, P. (2022). “El valor de la cultura en la infància” (article d’ opinió). Social.cat. Recuperat de: <https://www.social.cat/opinio/17819/el-valor-de-la-cultura-a-la-infancia>

Lemkow-Tovias, G. & Egea, P. (2022). “Temps de vacances, temps sense deures?” (article d’ opinió). Social.cat. Recuperat de: <https://www.social.cat/opinio/17307/temps-de-vacances-temps-sense-deures>

Lemkow-Tovias, G. & Egea, P. (2022). “Tempus Fugit” (article d’ opinió). Social.cat. Recuperat de: <https://www.social.cat/opinio/16806/tempus-fugit>

Lemkow-Tovias, G. & Egea, P. (2022). “D’efemèrides i recordatoris”. (article d’ opinió). Social.cat. Recuperat de: <https://www.social.cat/opinio/16222/defemerides-recordatoris>

Lemkow-Tovias, G. & Egea, P. (2021). “Criatures de la tecnologia: el dilema de Mary Shelley ” (article d’ opinió). Social.cat. Recuperat de: <https://www.social.cat/opinio/15630/criatures-de-la-tecnologia-el-dilema-de-mary-shelley>

Lemkow-Tovias, G. & Egea, P. (2021). “ Estiu de descoberta i creació: camins on es retroben art i ciència ” (article d’ opinió). Social.cat. Recuperat de: <https://www.social.cat/opinio/15019/estiu-de-descoberta-i-creacio-camins-on-es-retroben-art-i-ciencia>

Lemkow-Tovias, G. & Egea, P. (2021). “Amistat (i Esfera pública) en temps digitals” (article d’ opinió). Social.cat. Recuperat de: <https://www.social.cat/opinio/14520/amistat-i-esfera-publica-en-temps-digitals>



OUTPUTS FOR PUBLICATION:

Also, among the material to disseminate, we include 2 of the main C4S Outputs that will have a professional edition after the approval from the EC. These documents are addressed to different audiences specialised in policies, communication, scientific or pedagogical institutions, etc:

C4Sa. *Style Guide on Inclusive Science Communication*. C4S. European Commission & ed. FUB

C4Sb. *White Book on Inclusive Science Education*. C4S. European Commission

4.- Communication indicators

The expected/final results

The final results have been unequal: while the website has reached the expected results in terms of visits and average session length, those related to the social media haven't quite. Since audiences need time to consider and engage new accounts, probably the C4S has not had time enough to reach the foreseen challenging aims. More time and probably adopting some inbound marketing strategies like using influencers or creating more engaging content (like polls, for instance) could help to a better performance in social media.

	Expected results	Final results	Comments
Website	300 monthly visits 3,000 users Average session length: > 1:30 minutes	172 monthly visits 6.991 total users (123 monthly users during the last year) Average session length: 1:29 minutes	The visits to the website have fluctuated throughout the development of the C4S project. In general, it has proven to be a useful and efficient tool for giving it visibility. The peaks of activity have coincided with intensive use of the website as a space for dissemination and registration for project activities. The average duration of the visits has almost reached the anticipated goal.
Social Networks	Twitter: 700 followers 500 tweets	X (Twitter): 452 followers 878 tweets	The C4S project has not reached the expected 700 followers on X (Twitter) nor the 500 on Facebook, even



	Expected results	Final results	Comments
	Facebook: 500 followers 125 posts LinkedIn: 50 members in the group	Facebook: 176 followers 285 posts LinkedIn: _____	though an intense activity on both social platforms (much more than initially foreseen). A LinkedIn group was created to discuss about inclusive science education but there was no significant activity in it.
Media	Impacts on the media: 50	Impacts on the media: 30	The project has not reached the foreseen impact on media. However different impacts have appeared in journals (both online and printed) all along the development of the project.
Newsletter	Number of subscribers: 300	Number of subscribers: 118	The newsletter reached only 118 subscribers, less than the 300 initially expected.

Web site performance

	Sessions	Users	Page views	Average session duration	Bounce rate	% New visitors
Oct. 2020	187	114	459	0:02:41	61,50%	77,40%
Nov. 2020	266	163	742	0:02:41	54,51%	73,40%
Dec. 2020	97	76	217	0:03:13	55,67%	75,90%
Jan. 2021	120	77	308	0:02:36	59,17%	69,80%
Feb. 2021	152	106	345	0:01:52	66,45%	73,30%
Mar. 2021	250	156	592	0:02:49	61,60%	78,30%
Abr. 2021	526	382	1.061	0:02:33	63,50%	84,30%
Mai. 2021	1.132	692	1.798	0:02:04	72,35%	75,00%
Jun. 2021	207	129	482	0:02:02	60,87%	71,30%
Jul. 2021	305	183	610	0:02:12	56,72%	80,00%
Ago. 2021	83	66	174	0:01:47	72,29%	79,50%
Set. 2021	265	182	525	0:01:42	67,55%	76,20%
Oct. 2021	176	134	384	0:01:38	62,50%	79,90%
Nov. 2021	223	164	474	0:01:54	68,61%	76,20%
Des. 2021	168	106	346	0:01:41	66,90%	69,90%
Gen. 2022	128	100	267	0:01:02	68,0%	83,5%
Feb. 2022	375	306	614	0:01:21	76,53%	85,50%



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Mar. 2022	242	172	492	0:01:51	64,05%	77,70%
Abr. 2022	168	121	415	0:02:03	61,90%	79,90%
Mai. 2022	2.174	1.640	2.962	0:01:15	83,44%	86,60%
Jun. 2022	197	154	401	0:01:55	72,59%	78,60%
Jul. 2022	146	116	334	0:02:31	64,38%	75,80%
Ago. 2022	71	59	150	0:01:26	70,42%	78,80%
Set. 2022	156	116	309	0:00:50	67,31%	76,30%
Oct. 2022	184	130	423	0:01:50	61,96%	75,20%
Nov. 2022	273	159	599	0:02:47	59,34%	69,80%
Des. 2022	109	82	185	0:01:33	67,89%	75,30%
Gen. 2023	172	122	328	0:01:15	65,12%	77,60%
Feb. 2023	167	122	326	0:01:05	68,26%	74,60%
mar. 2023	183	136	332	0:01:13	69,95%	80,60%
abr.2023	133	105	191	0:01:17	81,95%	86,70%
mai. 2023	195	142	407	0:01:18	61,03%	77,80%
jun. 2023	220	184	369	0:00:46	75,45%	85,50%
Jul. 2023	186	110	410	0:02:26	61,83%	74,60%
Ago. 2023	70	65	115	0:00:46	71,43%	85,30%
Set. 2023	170	120	310	0:01:29	65,29%	80,20%

X (Twitter) performance

	Followers	Monthly tweets	Total tweets
Oct. 2020	204	51	51
Nov. 2020	224	48	99
Des. 2020	241	64	163
Gen. 2021	266	51	214
Feb. 2021	280	38	252
Mar. 2021	296	28	280
Abr. 2021	303	34	314
Mai. 2021	321	47	361
Jun. 2021	324	18	379
Jul. / Ago. 2021	333	26	405
Set. 2021	341	37	442
Oct. 2021	346	22	464
Nov. 2021	351	45	509
Des. 2021	357	19	528
Gen. 2022	359	7	535
Feb. 2022	366	21	556
Mar. 2022	376	12	568
Abr. 2022	383	9	577
Mai. 2022	403	35	612
Jun. 2022	409	12	624
Jul. / Ago. 2022	414	35	659
Set. 2022	424	32	691
Oct. 2022	433	35	726



Nov. 2022	439	31	757
Des. 2022	440	15	772
Gen. 2023	442	4	776
Feb. 2023	442	10	786
Mar. 2023	440	1	787
Abr. 2023	442	3	790
Mai. 2023	444	22	812
Jun. 2023	446	16	828
Jul/Ago 2023	448	35	863
Set. 2023	449	8	871
Oct. 2023	452	7	878

Facebook performance

Total posts	285
Impressions	3.214
People reached	2.368
Interactions	153
Times shared	16
Likes	144
Comments	1
Total Clicks	265
Clicks to link	139

Total posts	285	100%
Links	90	32%
Pictures	165	58%
Text	3	1%
Video	12	4%
Reel	1	0%
Other kind of content	14	5%

5.- Conclusions

The C4S project has created a multifaceted, engaging, and inclusive platform for disseminating its findings and goals. This approach has enhanced the project's visibility and impact and has ensured that it reached a diverse range of stakeholders, from academic peers to the general public. The main conclusions of its implementation are:



1. **Diverse audiences, different channels, the same content for a wider impact.** The C4S communication strategy has taken in consideration in each step of the project both academic and non-academic audiences, adapting the dissemination materials and activities to people with different interests and backgrounds. The use of diverse communication tools, including audiovisual materials and non-scientific publications, ensured that the project's outputs were accessible to a non-specialist audience. This aligns well with the project's focus on inclusivity, as it demonstrates a commitment to making science education accessible to all. Besides, the comprehensive and multi-faceted approach to communication gives the project the potential to influence educational policy regarding inclusive science education. The combination of academic rigor and public engagement made the C4S project a significant contributor to discussions around future education policies.
2. **Face to face interaction to engage directly with the audiences.** Interactive activities such as workshops, exhibitions and invited talks helped to engage with different audiences. This not only helped in disseminating information effectively but also allowed for meaningful exchanges and feedback, which could inform future projects or refinements to the current project development.
3. **Using branding to create a memorable image of the project in audiences.** The use of branding and printed materials, along with a strong online presence through a dedicated website and social media, helped in establishing a recognizable identity for the project. This consistent branding across various platforms enhanced the project's credibility and made it more memorable to the audiences.
4. **Communication has been used to spread new academic knowledge and debate.** Scientific publications and conference presentations contributed to spread valuable knowledge to the field of inclusive science education. Peer-reviewed materials not only added to the academic discourse but also provided a solid foundation for future research in the field.
5. **The project shared topics on inclusive science education even with those not especially interested in it.** Activities such as press releases and social media played a crucial role in keeping the public informed and engaged. These tools helped in building a community of interest around the project and in raising general awareness about the importance of inclusive science education, even among not especially committed audiences.
6. **The project's communication started from the very beginning of the project and maintained all along its development.** The use of newsletters and regular updates likely helped in maintaining interest in your project over its three-year span. This sustained engagement has been essential for long-term impact, as it kept the conversation going and encouraged ongoing dialogue around the topic.

The C4S project communication has implemented some good practices in its development:

1.- Tailoring the messages to meet the needs and understanding levels of different audiences. This included children, educators, parents, policymakers, and the general public. Understanding their backgrounds, interests, and knowledge levels have been crucial for an effective and significant communication. A special effort has been made to make comprehensible and inclusive the "Guide to Cardener Riverside Trees" by using easy reading techniques.



2.- Paying special attention to make diversity visible and to create an inclusive environment. All materials developed within the project have been created considering the importance of reflecting diversity in terms of culture, gender, age and abilities. It includes using diverse imagery, case studies, and examples that resonate with a wide range of individuals.

3.- Collaboration with Community and Educational Partners has widened the impact of the project. Working with schools, universities, community groups, and educational organizations has broadened the project's reach. These partnerships have also provided valuable feedback and insights into the communication strategy.

4.- Using storytelling and personal narratives has been a great resource for the purpose of breaking stereotypes about who can be a scientist and for promoting models of under-represented groups in the science world. Personal stories or narratives helped in making complex ideas more tangible and easier to understand.

5.- Empowering and educating the participants. The C4S communication not just to conducted to inform or reflect about inclusive science education but also to support empowering processes of people and groups with the knowledge and tools they needed to further explore and understand science.