Accelerating Digital Innovation in Schools through Regional Innovation Hubs and a Whole-School Mentoring Model

WP5/ D5.1
COMMUNICATION & DISSEMINATION STRATEGY

WP5 Leader: STEPS

I-HUB4SCHOOLS

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iHub4Schools - Accelerating Digital Innovation in Schools through Regional Innovation Hubs and a Whole-School Mentoring Model

D5.1: Communication and Dissemination Strategy

Project Acronym	iHub4Schools
Project Full Title	Accelerating Digital Innovation in Schools through Regional Innovation Hubs and a Whole-School Mentoring Model
Project Number	Grant Agreement: 101004676
Type of Action	Coordination and support action (CSA)
Topic	DT-TRANSFORMATIONS-21-2020
Project Coordinator	Tallinn University (TLU)
Project start date / duration	01.01.2021/30 months
WP/ Result	WP5/ D5.1 (v.5)
Title	Communication and Dissemination Strategy
Result Type	Final version of the Deliverable D5.1
Lead partner	Steps
Due date	M3 – revised after the review in March 2022 and finalized in June 2023
Author(s)	Marta Tybura, Roberto Righi
Reviewer	Harno
Dissemination level	Public

Revision History			
Revision	**Date**	**Comments**	**Author**
V1	25.03.2021	1st release of the Communication strategy – first draft	Roberto Righi (STEPS)
V1.1	12.04.2021	General revision and integration of comments – final version	Kairit Tammets (TLU)
V1.2	08.03.2022	Revision after reviewers' comments	Marta Tybura (STEPS)
V1.3	18.03.2022	Collection of comments from Consortium and integration	HARNO
V1.4	28.03.2022	Final version of the document and submission	Roberto Righi (STEPS) and Kairit Tammets (TLU)
V1.5	27.06.2023	Final version of the document and submission	Roberto Righi (STEPS)

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Executive Summary

This document presents the dissemination and communication plan of the iHub4Schools project, including the dissemination objectives and the identified stakeholders and users. The plan explains the communication strategy, providing a short summary of the project, with a list of partners. The document describes the visibility rules of the Horizon 2020 programme and lists all the target groups the project addresses, through its activities and outputs. For each of the group, their role within the project is detailed.

A project branding strategy was developed since the very beginning of the project: a project logo was created, together with promotional materials such as leaflets and a corporate identity brand. The Plan also defines the format for newsletters, press releases and articles. Another section describes the website structure, the use of social media channels and provides guidelines on how to make the better use out of them, for the project's benefit.

The dissemination impact is measured through a shared table, where all the social media and websites are defined, together with the number of followers, subscribers, etc. Then, a table with all the dissemination activities and related outputs is drafted, in order to measure the value and the impact of the undertaken actions, and to monitor each intervention.

To ensure that all dissemination activities have been registered, a dissemination table is uploaded on Google Drive, giving all partners the opportunity to share and exchange information about the undertaken initiatives.

Moreover, the internal communication tools and measures are outlined, that are mainly taking place via online tools and channels.

This document will serve as a "living document" throughout the project, guiding the communication and dissemination effort carried out by the consortium, providing tools and methods, as well as monitoring target groups and updating the dissemination strategy according to the upcoming needs.

A formal update of the deliverable was provided in March 2022, after the meeting with the project reviewers, and several modifications were adopted following their suggestions. At the end of the project, in June 2023, a final version was carried out, with some updates according to the last year developments.

The products and results of each dissemination activity, and their direct impact, is presented in the **Deliverable 5.2.**

1. The purpose of the communication & dissemination strategy

Communication & Disseminating activities are mandatory for all Horizon 2020 projects[1].

COMMUNICATION	DISSEMINATION
Covers the whole project (including results)	Covers project results only
Starts at the outset of the project	Happens only once results are available
Multiple audiences Beyond the project's own community, including the media and general public. Multiplier effect.	Specialist audiences Groups that may use the results in their own work, including peer groups, industry, professional organisations, policymakers
Informing and engaging with society, to show how it can benefit from research	Enabling the take-up and use of results
Legal reference: Grant Agreement Article 38.1	Legal reference: Grant Agreement Article 29

DISSEMINATION GOALS:

- to ensure the visibility and impact of the project results by coordinating all dissemination activities through supporting engagement events and initiatives
- to implement an effective impact strategy (communication and dissemination leading to impact)
- to translate the research findings into concrete policy guidance and recommendations on how to secure evidence-informed and sustainable adoption of digital innovation by following the whole-school approach and guarantee the needed training and peer-learning for the teachers
- to facilitate knowledge exchange between national stakeholders and the consortium
- to enhance cooperation between schools, industry, policy and teachers in ensuring effective ways of using digital technologies in teaching and learning process

The consortium disseminates the outputs of the project (including the WP1 publication, the model and guidelines generated in WP3, the localized supporting and feedback mechanisms developed in WP2), and communicates about the project outputs to the general public and other audience types. This includes not only communication to the general public, but also dissemination to stakeholders in each of the local educational ecosystems (from teachers and students, to school leaders and policy makers) and scientific dissemination (in the form of publications, etc.).

This **Plan** includes all the information needed to facilitate the communication efforts of the project partners, such as the review and mapping of stakeholders; communication and dissemination activities; media channels; project key message; logo and visual identity; target groups description; promotional methods and tools; communication materials.

[1] https://ec.europa.eu/research/participants/data/ref/h2020/other/grants_manual/amga/soc-med-guide_en.pdf

2. The iHub4Schools

The iHub4Schools will propose mechanisms to accelerate whole-school digital innovation in and across schools through establishment of Regional Innovation Hubs. Our aim is to support a minimum of 75 European schools and 600 teachers to implement project approaches by establishing regional innovation hubs as sites of establishing and multiplying school-to-school mentoring structures.

This will be achieved, firstly, through different support mechanisms that will focus on supporting the collaboration between digitally advanced and less advanced teachers and schools through a variety of peer learning approaches and engagement structures. Secondly, iHub4Schools will develop a whole-school mentoring model that is locally, methodologically and technologically adaptable. It embraces both inter- and intra-school levels, and integrates a continuous monitoring methodology by including novel evaluation approaches and the Learning Analytics Toolbox.

Long-term sustainability will be ensured by a systematic stakeholder engagement strategy that will integrate initiatives and partners on a local level, such as local municipalities, school boards, teacher associations and network, for these activities to be carried out on the long term. Regional impact will be sustained by the upskilling of the teachers to implement technologies meaningfully to teaching and school heads to scale and sustain the innovation in and across the schools.

(Project published on the CORDIS website: https://cordis.europa.eu/project/id/101004676)

OBJECTIVES

The overall specific objectives of the project are:

- to establish REGIONAL INNOVATION HUBS as sites of moderating and multiplying school-to-school mentoring structures (dyads or triads) to scale up the digital innovation on local, regional, and national level and across the countries.
- to establish co-creation teams and NATIONAL STAKEHOLDER NETWORKS to enhance the collaboration between the universities, schools, industry partners and policy stakeholders to address the challenge of bringing rapidly developing technologies to schools.
- to build a KNOWLEDGE BASE of evidence-informed pedagogy-grounded technology-enhanced learning (TEL) strategies and WHOLE-SCHOOL PEER-LEARNING METHODOLOGIES.
- to develop a locally, methodologically and technologically adaptable WHOLE-SCHOOL MENTORING MODEL that embraces both inter- and intra-school levels, and that integrates continuous monitoring methodology including NOVEL EVALUATION APPROACHES AND THE LEARNING ANALYTICS TOOLBOX.
- to co-create an INCENTIVE SCHEME as part of the model for schools and teachers to support them in acting as mentors and mentees.

- to integrate the results of the project into an elaborated POLICY RECOMMENDATIONS package that includes a handbook and a toolkit on how to establish Regional innovation hubs and implement school-to-school, whole-school mentoring model in other countries with different educational policy, socio-cultural and digital maturity contexts.

The main goal of the project is to coordinate and support the creation of sustainable multi-level Regional Innovation Hubs in local communities across Europe, each fostering the scaling of digital innovation. These partnerships will be based on existing (or currently emerging) school-university or school-university-industry initiatives and networks around educational and digital innovation. Such existing and emerging initiatives enhance the collaboration between digitally advanced and less advanced schools and digitally more competent and less competent teachers.

Embedding the partnership in this wider educational/institutional ecosystem will enable its sustainability and support further spreading similar partnerships. In collaboration with those partnerships, the project proposes an adaptive and flexible school-to school whole-school peer-learning mentoring model built on the innovation hubs. The model comprises several core components and auxiliary approaches selected by the schools based on their needs. The model will be used to enhance the teachers' knowledge of meaningful pedagogical strategies in technology-enriched learning scenarios and to raise the know-how of the school management teams on implementing and scaling the digital innovation.

The model combines the school's whole-school level improvement practices with the co-creation of technology-enhanced pedagogical practices in collaboration with the teachers. We argue that combining organisational level change and instructional practices will lead schools in evidence-informed scalable implementation of innovation. Organisational level affordances enhance the adoption of the innovation by supporting the teachers as change agents. The project is taking an evidence-informed approach to the mentoring model and uses a Learning Analytics Toolbox, which enables us to monitor digital innovation in the instructional and school level.

3. Dissemination working group

TALLINN UNIVERSITY	**Tallinn University** https://www.tlu.ee	TLU	Estonia
UNIVERSITY OF BERGEN	**University of Bergen** https://www.uib.no	UiB	Norway
UNIVERSITY OF HELSINKI	**University of Helsinki** https://www.helsinki.fi	UH	Finland
EPFL ÉCOLE POLYTECHNIQUE FÉDÉRALE DE LAUSANNE	**Swiss Federal Institute of Technology in Lausanne** https://www.epfl.ch/en/	EPFL	Switzerland
UCL Institute of Education	**University College London** https://www.ucl.ac.uk/	UCL	UK
Vilniaus universitetas	**Vilnius University** https://www.vu.lt/en/	VU	Lithuania
BSU	**Batumi Shota Rustaveli State University** https://www.bsu.edu.ge/	BSU	Georgia
HARIDUS- JA NOORTEAMET	**Education and Youth Board** https://harno.ee/en	HarNo	Estonia
STePS	**STEPS srl** https://www.stepseurope.it	STEPS	Italy

4. Horizon programme visibility rules

Acknowledging EU funding

All communication related to the project (including electronic communication, using social media, etc.) and all infrastructure, equipment or major results funded under the grant must:

(a) display the EU emblem[2]

and

(b) include the following text:

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004676.

Any dissemination of results must indicate that these *only reflect the author's view and that the European Commission is not responsible for any use that may be made of the information it contains*

Exceptions
In case it is not possible to apply the whole text indicated above, you should find alternative ways to mention the EU funding.

Thus, for instance, since Twitter has a 160-character limit for profile information, we recommend you use the following sentence as your bio or alternatively pinned tweet/post:

This project receives funding from the @EU_H2020 Research & Innovation Programme. Any related tweets reflect only the views of the project owner.

[2] http://europa.eu/about-eu/basic-information/symbols/flag/

5. Target groups

The aim of the iHub4Schools communication strategy is to turn the project into a continuous and inclusive process of mutual knowledge exchange and joint knowledge production between the stakeholders and our project. The foundations for active involvement of a variety of national stakeholders throughout the lifecycle of the project.

A **database of potential target groups** is created and updated throughout the project. Each partner is required to provide a contribution, and add references from existing mailing lists, key persons and organizations to whom the updates of our project will be sent. For each target group, the database includes information on type of organisation, website, contact point, email, etc.

Then a database of **national stakeholders' networks** is also available, in order to identify the existing networks, to find out ways to contact them and how to disseminate the project's results to them.

The database is available here:

https://docs.google.com/spreadsheets/d/1azRkRT8WqXuz5YHGTclz1DeEzruxQK8c/edit#gid=773520205

Teachers, school leaders, teacher trainers, researchers, policy makers, industry partners are the network members who are actively involved in iHub4Schools project. Stakeholders can be either individuals (teachers, leaders, trainers) or organisations (policy makers, industry partners, schools) who are interested in the project process or affected by the outcomes of the project. Engagement is the process of communicating to, learning from, and collaborating with local actors to acknowledge the unique needs and strengths of the local actors involved. Stakeholder engagement is seen in iHub4Schools as the process by which we bring stakeholders into the project and keep them engaged with our work to support the scaling up of digital innovation in schools. Stakeholder engagement events are emergent, which are being developed in collaboration with different stakeholders. In depth analysis of the stakeholders is included in the D2.2.

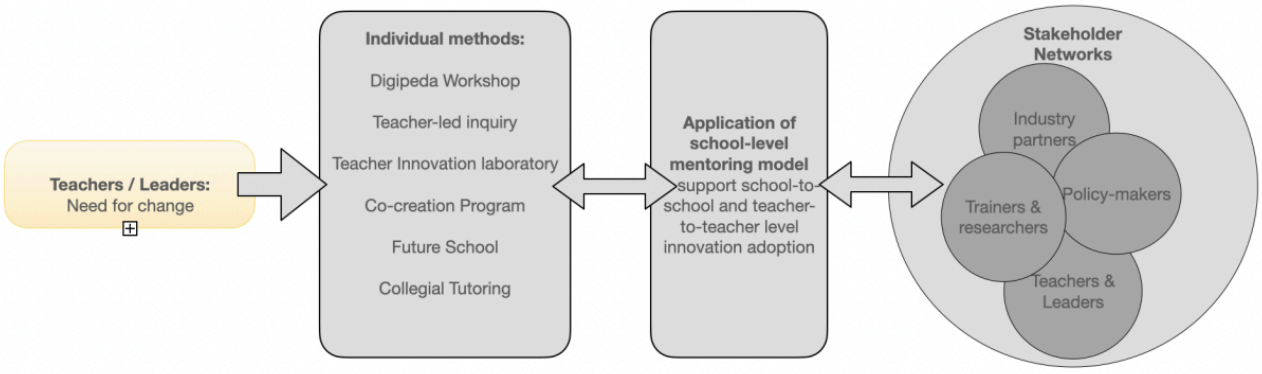


Figure: Stakeholder engagement and School mentoring model D2.2.

IHUB4SCHOOLS MAIN STAKEHOLDERS (according to their NEEDS and interests in the project) & TAILORED COMMUNICATION CHANNELS:

SCHOOLS piloting the innovation will be integrated to the Regional Innovation Hubs as innovation agents who are sharing their best practices through the local mechanisms proposed by national stakeholder networks (regional training events, national conferences, integration of the practices to the teacher education programs and involving practitioners to the teacher training etc). Schools will be contacted through meetings to be organised by partner universities; by the sharing of promotional tools such as newsletters, leaflets, website; and through the participation of specific events, such as conferences and webinars.

TEACHERS will be active stakeholders in the project, who will adapt their teaching to new approaches. Through participation in the partnerships the teachers will obtain evidence-based research-oriented training in a Regional Innovation Hub setting. Furthermore, they will be exposed to, and will share experience and resources with subject specific teacher networks through the online platform Graasp and networking events, in international group of peer teachers. Teachers will be mostly contacted thanks to the involvement of the schools, and they represent the main target of the project, as the models and methods will be drafted to support them in acting as mentors and mentees. The teachers are meant to be change agents in this project.

SCHOOL PRINCIPALS (SCHOOL MANAGEMENT) will be involved in the co-creation activities. The leadership needs to engage with research and innovation to be able to see the improved practice and systematically support the development of a new culture and evidence-informed whole-school level improvement practices. The principals and school managers will be involved in the piloting of the mentoring model at schools, and will be involved by partners through their existing networks and through contacts with local authorities. Engagement mechanisms to share experiences and motivate the managers will be activated.

STUDENTS will benefit from the novel educational practices. Through piloting the learning scenarios aimed to activate students, they will gain from more engaging learning experience. Students will be involved by the school teachers through the same dissemination activities as detailed above.

RESEARCHERS will develop a much closer relationship with the community of digital innovation in education. They will develop a better understanding of local needs, which is expected to have an influence in their future research. Participation in National Stakeholder Networks will be a channel to disseminate their work and share research-based novel approaches in the field of digital innovation and school improvement. Researchers will be involved and contacted through the promotional activities, including events and meetings, and in particular in the creation of papers and scientific publications.

NATIONAL STAKEHOLDER NETWORKS will be established to involve teacher trainers, companies, policy representatives, and researchers to the activities to propose local mechanisms for scaling the innovation. NSN will meet regularly to: advise on the development of the research and development; discuss the significance of emerging findings; advise on the production of Policy Briefs and Recommendations; facilitate the dissemination of research findings into policy arenas at the local, national and European levels.

WP5 is working in a tight collaboration with WP2 leader regarding the identification of stakeholders. WP2 aims to design and create a framework and a platform to engage stakeholder communities around school level adoption of digital innovation and to create sustainable participatory approaches and concepts. WP2 leader HarNO identified the characteristics of national stakeholder networks based on existing partnerships and pool of engagement events for different stakeholders, which can be found in Deliverables D2.1.

Main expected impacts to individual stakeholders

Different indicators will be used to track the progress of the project towards this direct impact on individuals.

1) the number of teachers, students, scientists, etc. involved in the partnerships, as well as the number of schools, teachers and students reached through the project dissemination.

2) the impact on perceptions, attitudes and intentions towards TEL practices (Technology-Enhanced Learning) in students and teachers will be assessed through frequent evaluation/feedback data gathering.

3) the learning scenarios, resources and inquiry practices developed by teachers will be analyzed, which will provide further insight about the changes in knowledge on how to integrate technology to pedagogical practices. It will indicate the engagement of the teachers in the peer learning situations and the trust relationships among them, as well as their professional development related to this new teaching methodology.

A **three-stage approach** has been applied to the design of communication and dissemination activities focusing on stakeholder engagement throughout the iHub4Schools project implementation (reference document D.5.1 Communication and Dissemination Strategy), following thereby main phases of the project, as follows:

Timeframe	**M1 – M9**	**M10 – M24**	**M25 – M30**
Implementation actions	*State of art and co-creation of the methods for the mentoring model*	*Establishing national stakeholder networks and piloting of the model*	*Innovation Hubs and final version of the mentoring model*
Dissemination actions	*Awareness- raising creation and communication foundation*	*Engagement and community outreach*	*Global outreach*

6. Engagement of stakeholders across WPs

In the following section each WP leader identified main deliverables inside their working area and indicated the most relevant stakeholders.

WP1: Digital Innovation: Teacher Practice and School Adoption

D1.1 State of the Field in digital innovation in schools, aims to provide a review on the background concepts, models, and frameworks to inform the development of the iHubs4Schools whole-school mentoring model for digital innovation in schools. The review is based on EU- and national work related to policy, leadership, adoption, and evaluation models. The main audience of the State of the Field D.1.1 are **researchers** of the iHub4Schools and forms a basis for the work in WP3. Additionally, this deliverable provides relevant insights for those wishing to develop digital innovation frameworks for schools, as Deliverable summarises **the relevant theoretical background.**

D1.2 Identifying digital innovation practices in participating schools, aims to identify and analyse the digital innovation practices currently in place in the participating schools. This includes understanding school mentoring schemes, technology-enhanced pedagogical practices, and mechanisms supporting the adoption of digital innovation at a teacher, school leader and school owner level. The main audience of D.1.2 are **researchers** in iHub4Schools and forms a basis for the work in WP2. Additionally, this deliverable provides relevant insights for those wishing to promote digital innovation in schools as Deliverable **summarises the characteristics of digitally innovative schools,** which are important prerequisites for planning school interventions.

D1.3 Mapping the Teachers' digital competence and schools' digital maturity aimed to report the evaluation results of teachers' and school leaders' self-assessment. Due to the nature of school mentoring and national contextual aspects, this deliverable describes how self-assessment was conducted, how the assessment results were embedded into the school mentoring process, gives an overview of the instruments used, and highlights lessons learned. This deliverable provides valuable insights for **mentors, school leaders, and policy authorities**, emphasizing the importance of a meaningful self-assessment process that supports stakeholders' professional learning and school improvement. The selection of tools is made available with explanations on how the process can be meaningful for stakeholders.

WP2: Regional Innovation Hubs and engagement platform

D2.1. Initial report on support mechanisms for engagement and sustainability. The initial report of the support mechanisms presents the characteristics of regional innovation hubs and proposes scaling-up mechanisms for accelerating whole-school level adoption of digital innovation in and across schools by creating sustainable participatory partnerships. This report is targeted towards **policy-makers,** but that was still the early-stage report.

D.2.2. Final version of Support mechanisms is the result of the empirical study conducted among partner countries individual teachers to understand what are the support mechanisms of national stakeholder

networks, which teachers and mentors perceive and what value the participation in the networks create. Deliverable takes an individual teacher's glance for the support mechanisms. The report is targeted towards **policy-makers, school leaders, teachers and other stakeholders to foster collaboration within and between the schools**, also on a national level, to support efficient and meaningful implementation of new technology-enhanced learning practices (pedagogical practices, leadership practices, knowledge practices) through mentoring, peer learning and co-creation strategies.

D2.3 Regional Innovation Hubs. Deliverable describes the Regional Innovation Hubs established in the iHub4Schools with the analysis of motivation and incentive aspects, proposes design specifications and toolkit to support the development of Hubs, and defines the role of engagement platform for the mentoring activities. Deliverable is targeting **developers of the policy level measures** to scale up digital or any educational innovation and teacher trainers and mentors who act as initiators of the networks and hubs, because deliverable proposes the prerequisites of the sustainable development of the multi-stakeholder networks.

WP3: Evidence-informed whole-school mentoring model for scaling digital innovation

D3.1 Initial mentoring model. The School mentoring model is meant for **various experts (policy makers, researchers, teacher trainers, consultants, school mentors, school leaders, tutoring teachers** etc.) who work with issues related to supporting schools and teachers in adopting digital innovations. This first deliverable serves as a working document for sharing knowledge, supporting mentoring pilots and mediating further development actions between project partners and for informing various stakeholders about the work to be advanced in the project related to school mentoring.

D3.2 Updated model. This deliverable provides a more detailed model description and guidance about methods to be used by **various stakeholders**. Separate process models are described for **mentors who organize development actions in individual schools, and for mentors who focus on promoting collaboration between schools and school-to-school peer learning**. The deliverable is primarily used for supporting project partners in organizing second iteration of mentoring pilots in new partner countries, but it is also published to serve wider audience and to enable collection of feedback about the draft version of the School mentoring model from various stakeholders.

D3.3 Final model. This deliverable will be an extensive and detailed guidebook including detailed model and method descriptions for school mentoring and school-to-school peer learning, based on the mentoring pilots in the project. The practical instructions and suggestions are targeted for **mentors, teachers trainers, tutoring teachers, school leaders as well as other stakeholders whose task is to organize development and collaboration processes in schools to advance the adoption of digital innovations locally**.

WP4: Monitoring and evaluation

D4.1 Evaluation framework and feedback toolkit. Evaluation framework is targeted mainly to **policy makers, teacher trainers, school mentors and researchers** to understand how to monitor and evaluate the adoption of digital innovation in schools at different levels. Additionally, the feedback toolkit is also targeting **school**

leaders, because the tools and instruments made available can be used by the school teams to identify school improvement needs, monitor the change process, evaluate the changes in practices etc.

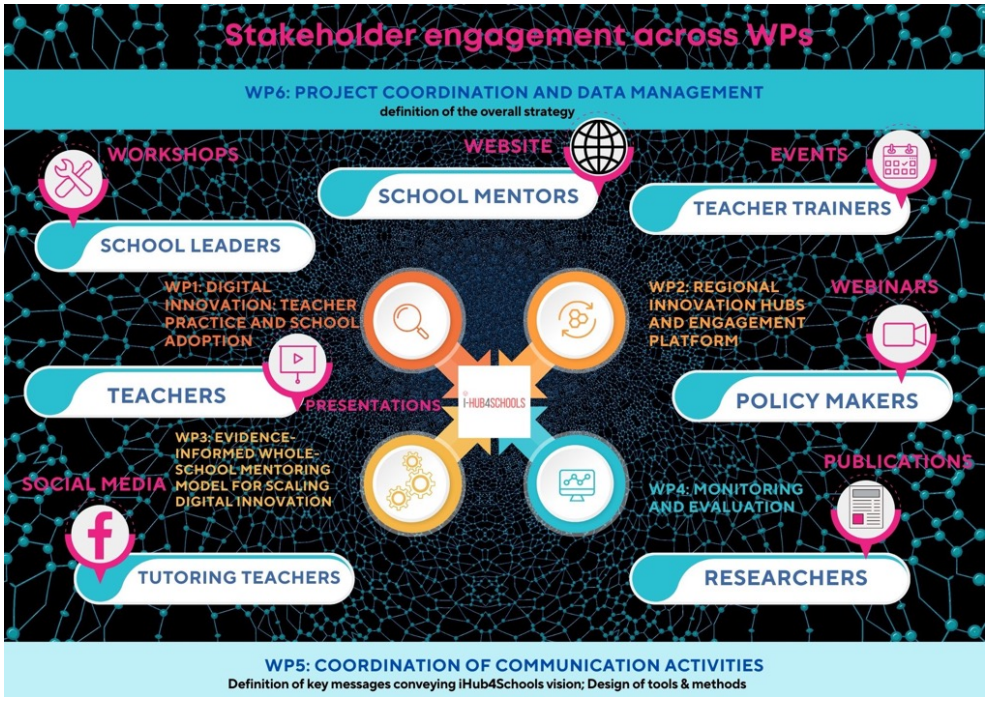
D4.2 Integrated evaluation Report. Reports will be targeting **school leaders, teacher trainers, school mentors and policy makers** to understand which mentoring schemes and approaches support adoption of digital innovation by the teachers and school leaders. Lessons from the cases, which have implemented different methods to adopt whole-school innovation enable teacher trainers, school mentors and researchers to plan interventions, development programs, allocation of resources to efficiently support school-to-school and teachers' peer learning to accelerate digital innovation. Additionally, toolkit is made available for different stakeholders to support the dissemination of evidence-informed practices among the community.

WP5: Coordination of communication Activities

D5.1 A Communication and Dissemination Plan. This report lays out the **main lines of action** to disseminate the project results (including the overall methodology) within and beyond the consortium and the local **partnerships and stakeholders** of the project. The document includes all the information needed to facilitate the communication efforts of the **project partners**.

D5.2 Report of the engagement events of the stakeholders. This Report demonstrates all the **dissemination activities carried out by partners** during the project, and was continuously updated until the end.

D5.3. Informing national level policies based on project results. Report aligns the project results with national level policy goals and provide recommendations on policy level how to support students' regulative use of technology, addressing **national stakeholder network groups and national and regional governments**.



7. Internal Communication

The internal communication took place mostly via online tools and channels. Circulation of documents were agreed as part of the management plans. Individual exchanges between partners takes place by using individual email addresses. **A mailing list** was created for written communication of the members of the consortium: **ihubproject@googlegroups.com**

The following communication tools were adopted:

- **Zoom** for live project meetings: video conferencing meetings takes place every month under the direction and leadership of the project manager. Each WP leader organises operational calls with directly involved representatives of responsible partners at least once per month (according to the needs).
- **Google Docs** were used to create and share all project documents that are created collaboratively. This allows the documents to be edited in real time during the video conferencing meeting but also helps to overcome problems with document duplication.
- **Google Drive** for saving all project documents and resources. This cloud-based file hosting service allows all partners to have an unlimited access to the most important documents: https://drive.google.com/drive/folders/1AvZbyGzCr7KTQrwY4F_5Y9LgDXBmk2iG?usp=sharing
- **Google Slides** for collaboratively creating the conference presentations.
- **Doodle Polls** were used to schedule meetings/ gather opinions.
- **Google Forms** for planning and booking attendance at meetings, learning, teaching and training activities and multiplier events.
- **Slack/mailing list** for internal online communication: https://app.slack.com/client/T01HUCHPNA3/C01J9BX0NLT (used in the first year of the project)

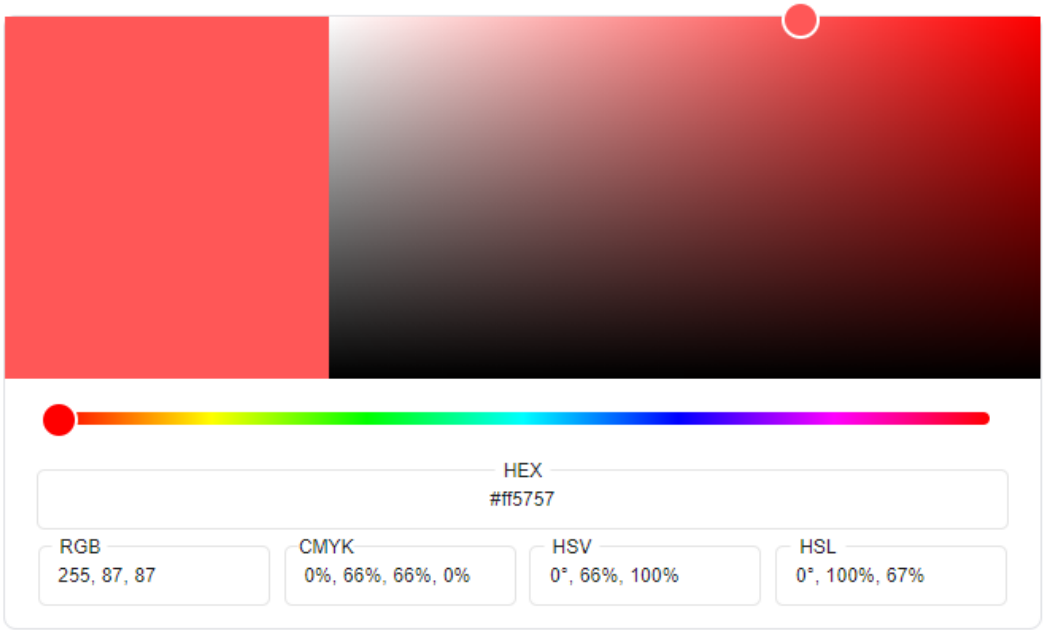
The consortium was expected to run **6 co-ordination face-to-face meetings** over the lifetime of the project. Actually, due to the difficult situation of the first year, caused by the pandemic of Covid-19, the total number of the meetings was reduced: in total 4 of them were developed (in Bergen, in Helsinki, in Bologna, in Tallinn). On the other hand, a number of online meetings were run all along the project duration, and in particular a monthly call was organised in order to update on the project's development, each second Wednesday of each month

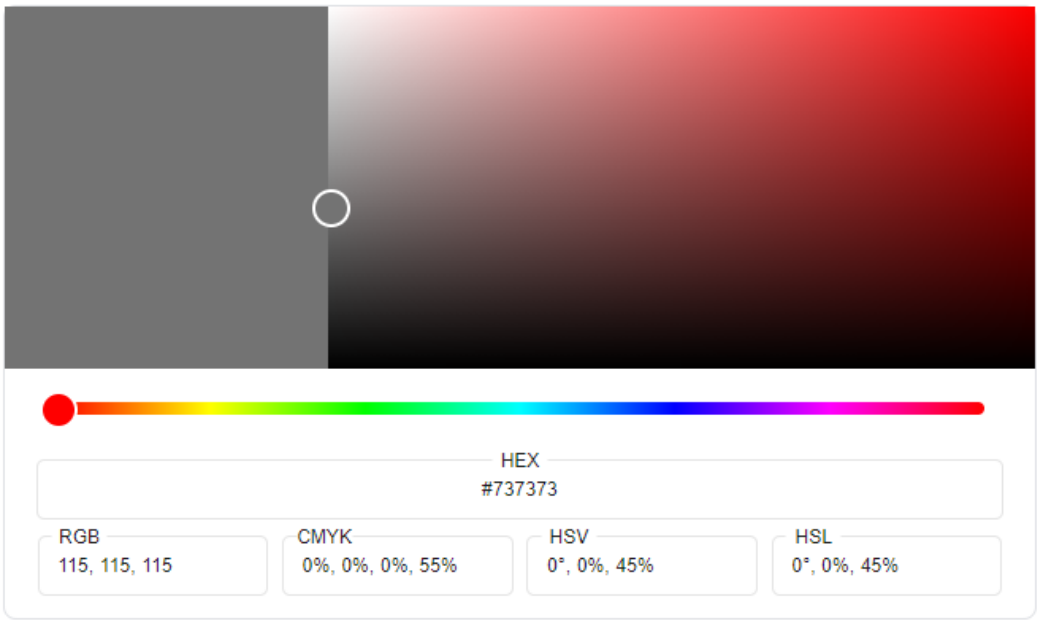
The working language of the consortium is **English**.

8. Project Branding Strategy and promotion tools

Project LOGO - For the best visibility possible, all partners are encouraged to include the project logo on their own websites and use the logo on all occasions, events and publications.

During the project, for a better visibility, the partnership decided to adopt also this version of the logo:





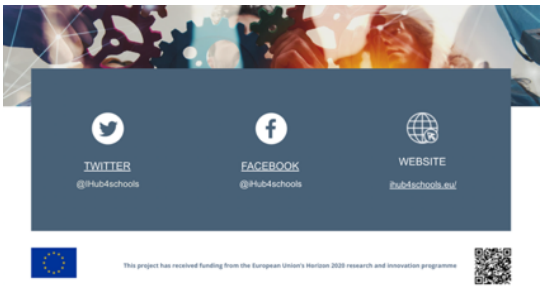
	Colour	Colour meaning
RGB: 255, 87, 87		Attention-grabbing Energetic Determination
RGB: 115, 115, 115	Grey	Authority Strenght Class

***NOTE**: A combination mark has been chosen for the project. The logo is a combination of a letter and pictorial mark to reinforce our brand. Our logotype is a font-based logo that focuses on the main message of the project. For graphic reasons, the logo and other communication visuals will represent the name of the project with a hyphen: i-Hub4Schools, whereas all the texts in documents will maintain the proposed abbreviation of the full title without hyphen: iHub4Schools.*

The graphic representation of the acronym will be used by all partners during all the project duration.

Promotional tools

PowerPoint Presentation - a standard PowerPoint presentation was developed and made available on Google Drive. The presentation includes the project's rationale, objectives, outcomes, activities and partners. It was also updated continuously during the project's implementation with respect to the actual project phase.



Promotional materials - Steps developed promotional leaflets and graphics, to be used during events organised within the project framework but also at other events related to the topic of the project.

a. **Multimedia video presentation for the project** was developed aiming at introducing the objectives, the phases, the partners to the public audience.

b. Video presentation for the promotional events aimed at engaging stakeholders

c. Social media promotional advertisement

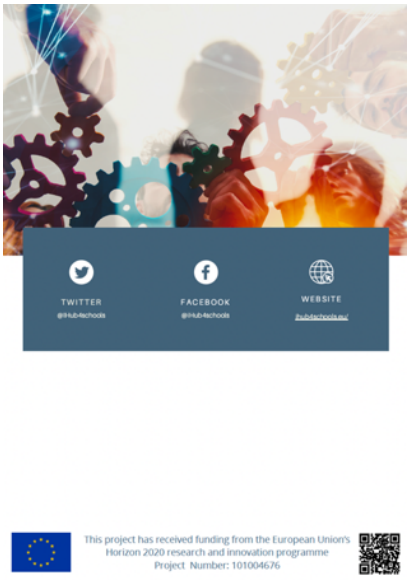
Press releases and articles - press releases (announcing the start of the project and key achievements, etc.), were produced and distributed through the partner countries to increase the project visibility to a wider audience.

Peer-reviewed scientific publications about project findings and one special issue of a **journal** were produced. Partners publish online journals, ensuring they are freely available to an international audience. They were shared through professional networking sites, such as Academia.edu and ResearchGate.

Newsletters – 5 issues of the Newsletter were published, to convey the most relevant information to stakeholders including teachers, teachers' networks, schools, academic audiences, European and national institutions. The graphic design of the newsletter was developed by STePS, who is coordinating the collection of the content and final editing of the newsletter. The newsletter was diffused through the iHub4Schools website, social media, iHub4Schools mailing link and internal communication channels of each partner institution. Rough number of recipients: 900.

Templates for project's deliverables – coherent graphic layout for all iHub4Schools materials and final deliverables were developed

a. Design of the Cover and final page of deliverables – all iHub4Schools deliverables have a coherent visual design.



b. Graphic layout for the WP3 School mentoring model and methods

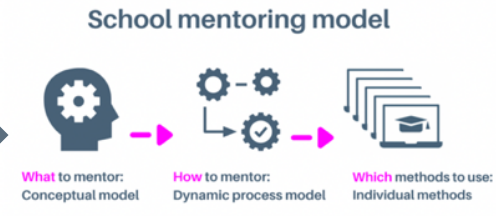
STePS is supporting partners in the preparation of graphic layouts for iHub4Schools materials addressed to the wider public. Thanks to this tight transversal cooperation with different WP leaders the coherent visual identity of the project can be guaranteed (e.g. STePS works together with WP3 leaders on the design of the graphic representation of the School mentoring model, preparation of the final materials and upload on the website). Below example of how the text is translated into visual presentation.

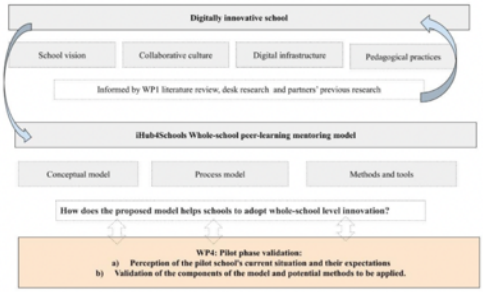
The overall mentoring model

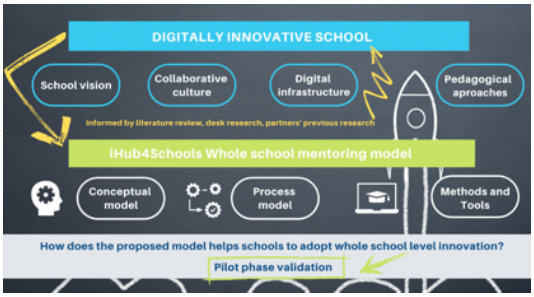
The overall mentoring model, the key outcome of WP3, includes the following elements:

1) what to mentor ("conceptual model")
2) how to mentor ("dynamic process model")
3) descriptions about individual methods (such as DigiPeda workshop and Teacher Inquiry into Student Learning (TISL)

This is a presentation about the **overall Mentoring model**





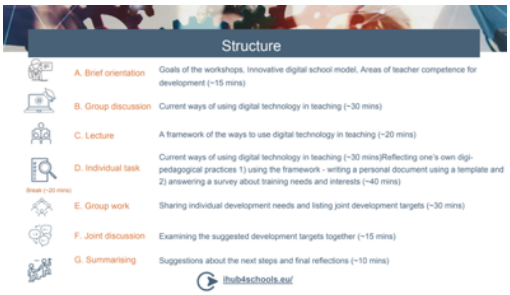


Overall structure: Schedule of the workshop

A. *Brief orientation*: Goals of the workshops, Innovative digital school model, Areas of teacher competence for development (~15 mins)
B. *Group discussion*: Current ways of using digital technology in teaching (~30 mins)
C. *Lecture*: A framework of the ways to use digital technology in teaching (~20 mins)
D. *Individual task*: Reflecting one's own digipedagogical practices 1) using the framework - writing a personal document using a template and 2) answering a survey about training needs and interests (~40 mins)

Break (~20 mins)

E. *Group work*: Sharing individual development needs and listing joint development targets (~30 mins)
F. *Joint discussion*: Examining the suggested development targets together (~15 mins)
G. *Summarising*: Suggestions about the next steps and final reflections (~10 mins)



Introduction

Aims: The aim of the *Future School program* is to help schools to implement positive changes in their teaching so that they are broad-based, sustainable and effective

Description: Through a 9-month long program, school teams will implement their change project and monitor its implementation and impact to school development

Context: The workshop is designed to be as a starting point for long-term development actions, but the subsequent actions may vary. It is suitable for all school levels, different type of schools, and teachers with varying level of digital competence.

Recommendations: All participants need to have a laptop or tablet for individual work.

Synergies with other projects – iHub4schools aims at establishing connections with other projects and initiatives, in particular with EU-level research projects and networks around educational and digital innovation. The list has been updated throughout project duration and is available in D5.2.

All the outcomes were created under a **Creative Commons** license. This will enable end-users to use materials freely, and where it is appropriate, to adapt and modify them for their own contexts. All artefacts and resources used in the outputs will be produced by the project team so that copyright is not infringed. In rare cases where this cannot be achieved the project partners will undertake to clear copyright in order that the final artefacts meet the requirements of open access.

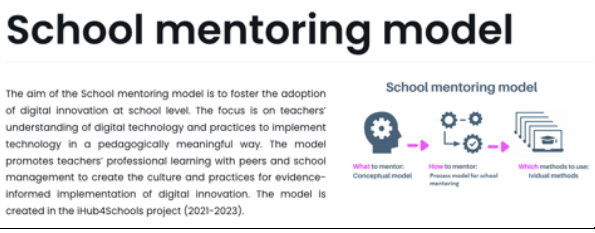
9. Project Website

A website plays a crucial role in the dissemination of information, ideas, products, and services. It serves as a central hub where all the project actors can share and distribute content to a global audience. The iHUB4Schools website was implemented by **STEPS** at Month 3 of the project and made available at https://www.ihub4schools.eu/ to be the main gateway to the project.

The website was structured in order to present the main objectives, the partners, the target groups and the phases, together with the promotional tools that have been implemented all along the project, such as videos, leaflets, newsletters, etc. One of the key outputs, the School Mentoring Model, has a dedicated section that includes the Conceptual model, the Process model and the Individual methods providing descriptions of practical methods that can be used to implement school-level digital innovation through peer learning. The individual methods are presented with a short summary and with the downloadable PDF. A separate section with the Regional Innovation Hubs describes the singles cases, and the section on Evaluation Toolbox explains the scenarios to use the different instruments for data collection and reflection.

The project deliverables are stored in a web page and are available for downloading, and a specific section is dedicated to the **Engagement of stakeholders**, collecting all the events and meetings that were organised to involve key actors and communities around school level adoption of digital innovation and to create sustainable participatory approaches and concepts. The iHub4Schools school mentoring model has been validated during the piloting sessions with school teachers and principals in Georgia, Lithuania, Estonia and Finland, and these experiences were described in several website pages.

Project objectives and results, description of partners, target groups	
News about upcoming events	
Deliverables – both as downloadable PDF files, and visible on the web page	

Promotional tools, such as newsletters, videos, leaflets	
Mentoring models, piloting results	
Events to engage the stakeholders' community	
News section by posting 'live' tweets and Facebook posts on the project website	

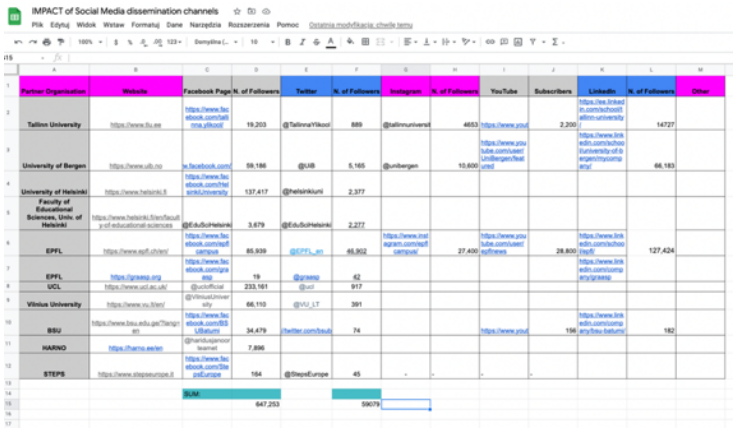
The website design is adaptable to multiple devices so that it is possible to view using tablets and smartphones. The website also includes links to the partners' corresponding websites. The website aims at reaching all target groups.

10. Social Media

Social media allows the project reach an extremely wide — but also targeted — audience, maximising the impact and successful exploitation of research results.
Social Media are a great tool for promotion and an effective way to increase the visibility of the project for different target groups. All partners were asked to contribute to generating postings about iHubs4Schools through multiple distribution channels, thus extending the audience reach. Turn-key information were also provided via the website for use in social media by consortium members, stakeholders and users.

Various social media platforms (e.g. in particular Facebook, Twitter, YouTube) were used to disseminate the results. In summary the partnership will:

a) Create social media profiles dedicated to the project
b) Use already existing social media channels of the beneficiary organisations to increase the impact of communication & dissemination activities (benefitting and extending existing networks). A database of consortium SM channels is available at: https://docs.google.com/spreadsheets/d/17eP4oVCHFHCcqWSmL6zmVsPsVVAfziVYJVntuGsyBFs/edit#gid=0



Twitter

A Twitter account was created in order to promote and disseminate project results. Unique user name used to identify the project's account is: **@IHub4schools**

How to use handles @:

- To send a direct reply to someone, by starting your message with their handle.
- To link to someone else's account (known as a 'mention') by using their handle elsewhere in your post. This will link your post to the mentioned user's account.

Why it's important to use hashtag #

The hashtag (#) to be used in tweets: **#IHUB4SCHOOLS**

Used in front of any word or phrase in a post, makes it easier for users to locate specific content or themes. Examples: #innovation, #OpenScience, #H2020

Using a hashtag makes the keyword or phrase in the post searchable. It is like a label that clusters and links similar content, the same way keywords do when scientific papers are published.

What can you post on **Twitter**:

- Text of up to 280 characters. This excludes media attachments (photos, images, videos, etc.) and quoted tweets (displaying someone else's tweet within your own) but includes links (a URL is always altered to 23 characters).

How to use it:

- To share short comments, make announcements that can instantaneously reach a large audience, or retweet relevant content.
- Twitter groups to cluster a group of projects on a similar topic should be used.

To expand your audience:

- Add #H2020 to your tweets; be part of the online conversation about Horizon 2020 and your tweets become searchable.
- Tag @EU_H2020 in your tweets; relevant posts are sometimes shared on EU social media accounts.

Facebook (@ihub4schools)

A Facebook page was created: https://www.facebook.com/ihub4schools to engage with external stakeholders, share project results, find synergies, disseminate project's results and events.

What to post:

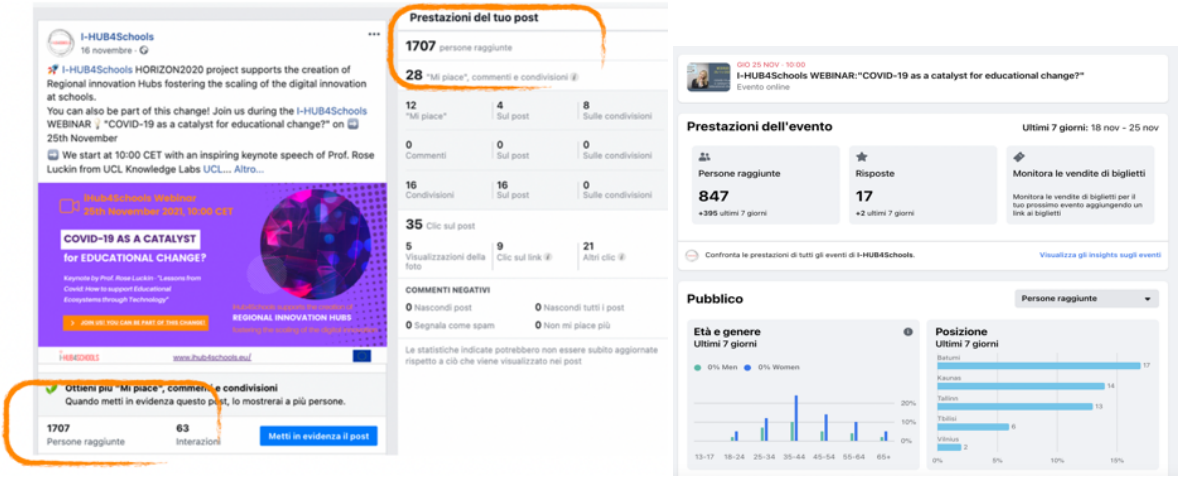
- Text (no character limit), photos, GIFs, videos, links, etc.

How to use it:

- To showcase the project and results in an informal, highly accessible way. Instead of using an individual account, Facebook profile, to share project information, use one of these 2 options:

1) Facebook page: The most convenient way to promote iHub4Schools on Facebook, allowing the posting of a variety of content including pictures, videos, event invitations or reports, as well as links to presentations or available multimedia material. Facebook pages have fans who like the page, not friends. A page has also the advantage to allow for several nominated users under different types of profiles (admin, editor, reviewer).
2) Facebook group: Mostly used for exchanges among members (individuals). Unlike Facebook pages, where only the page administrator can post, anybody previously approved can share content with the group.

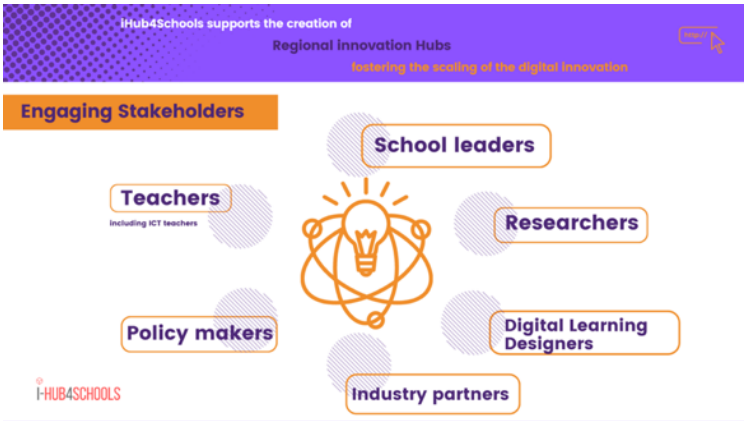
Publication of the post and re-sharing actions followed by all partners help to reach a very high number of audiences interested in the topic. Example: Insights from the Facebook page on the promotion of the iHub4Schools webinar (25.11.2021).



11. Events

Final Conference in Tallinn (April 2023).
Invitees included leading academics, technology-enhanced learning, educational and ICT policy, teachers' professional development, members of NGOs, policy makers and practitioners. NSN members were invited to act as rapporteurs, discussants and chairs of sessions. The policy-related impact was maximised by holding the conference in Tallinn in collaboration with annual international level educational conference and including a dedicated policy forum. **Detailed description of the event in D5.2.**

Events – Engagement of Stakeholders
As iHub4Schools is a project focusing on multi-stakeholder engagement, we believe in the importance of connecting and collaborating with other similar initiatives so as to multiply the impact of the project findings. To do so, the project was identifying synergies and seeks collaboration with other research/EU/multi-stakeholder/ initiatives with similar objectives, target audiences and goals in the dimension of digitalisation in teaching and learning. These connections were reinforced through existing connections or memberships of the consortium partner. To support these synergies, the project partners have participated in many relevant events and the entire consortium was mobilized to activate their existing connections.

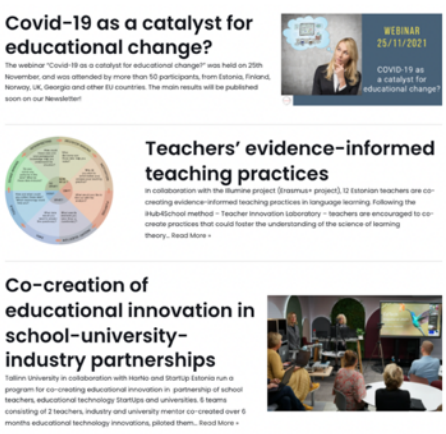


Research findings were presented by all consortium partners at a wide range of conferences, meetings and workshops.






A specific section of the website "engaging stakeholders" is dedicated to showcase the events to engage stakeholders: https://www.ihub4schools.eu/engaging/ This section is constantly being updated.



Evaluation survey of the online events (webinar, workshop)

Thank you for attending the thematic webinar (title) We'd like to receive your feedback about the experience you had during the meeting!
Overall, how satisfied are you with the organisation of the event? (from 1 *not at all* to 5 *absolutely*)
Will you use ideas shared in the event for your work?
Will you share the information after the event?
Overall, was the content discussed relevant for achieving objectives of the event?
How do you evaluate the informative material (e.g. welcome kit) provided for the virtual meeting?
How do you evaluate the platform used for the virtual meeting?
How do you evaluate the overall experience during the virtual meeting?
Please share any additional comments or suggestions you might have that can help us to improve the organization of future events

12. Dissemination Impact & Monitoring

The evaluation of impact reflects on the relative effectiveness of various dissemination tools used by project partners and inform the further, post-project, dissemination of outputs.

The Partnership's impact is reinforced through existing social media channels, networks, websites. The partnership's **potential is summarised in a shared table**, where all the social media and websites are listed, together with the number of followers, subscribers, etc.:

https://docs.google.com/spreadsheets/d/17eP4oVCHFHCcqWSmL6zmVsPsVVAfziVYJVntuGsyBFs/edit#gid=0

Moreover, the WP5 Leader created individual spreadsheets allowing partners to describe in detail about any communication & dissemination activities undertaken on national level. Partners notify STePS about any updates on ongoing basis, which are immediately published on the website. STePS collects and reports all data during project's meetings.

iHub4Schools has the aim to establish **National Stakeholder Networks (NSN)** in the 5 piloting countries and each of them engaged policy stakeholders, teacher trainers, educational technology industry representatives, teachers' networks and associations. In addition to the efforts of the academic partners, HarNo made connections with the policy representatives in Finland, Lithuania, Georgia and UK. The National Stakeholders Networks are responsible for formulating localised and adapted guidelines and recommendations for each country on how to sustain and scale the evidence-informed implementation at a whole school level. More specifically, the **NSN** had the aim to:

1. advise on the development of the research and development,
2. discuss the significance of emerging findings,
3. advise on the production of Policy Briefs and Recommendations,
4. facilitate the dissemination of research findings into policy arenas at the local, national and European levels.

In the table below, the **dissemination impacts** are summarised:

Activity	**Target audience**	**Output measures**	**Impact monitoring**
Project website	Schools, policy and stakeholder community, scientific community and the wider public	Launched in M3, updated throughout the project	No. of visitors (1.500 expected); engagement with content; No. of external websites linking to project website and resources (20 expected)

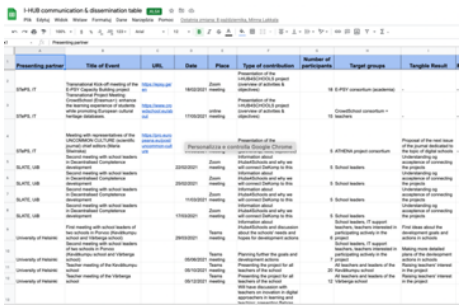
Synergies with other platforms	Teachers' networks, schools, academics, policy bodies and other stakeholders	Published learning scenarios, mentoring schemes, tools	No. of new users; No. of visitors; No. of clicks on resources.
Social media accounts	Teachers' networks, schools, academics, policy bodies and other stakeholders	2 postings on social media per month	No. of followers; no. of posts reaching 100 people; engagement with content
Newsletters	Teachers' networks, schools, academics, policy bodies and other stakeholders	Every 6 months, throughout the project	No. of people reached by the newsletter (at least 500); no. and variety of institutions subscribing; engagement and responses to the newsletter.
Policy briefs	Policymakers, practitioner and academic stakeholders, public, organizations	Policy briefs on key issues for policy, practitioner and general audiences	No. of downloads; no. of times cited; media coverage; No. and range of events shared at.
NSN meetings	Stakeholders	At least annually in each country	Feedback provided; Follow up communication
Educational materials focusing on best practices	Teachers, teachers' networks, policy/ practitioner stakeholders, academic programmes training teachers	Mentoring model toolkit; pilot in 5 countries and evaluation; the launch of online version of toolkit	No. of schools disseminated to; No. of teachers using the materials after the end of the project (150)
Institutionalized training programs	Teachers, teachers' networks, policy/ practitioner stakeholders, academic programmes training teachers	National training programs established, components of the iHub4Schools integrated to the teacher training	No. of institutions adopted the outcomes of the model and engagement strategies to their initiatives (ca. 30)
Peer-reviewed scientific publications	Academics, stakeholders, policy-makers	1 special issue; 3-5 articles from WP1-WP4	Number of downloads; No. of times cited; reputation and international scope of publisher; open access to articles.

Scientific, public and stakeholder presentations	Academics, stakeholders, policy-makers, teachers, public	Average of 8 presentations per team, 40 attendees per academic, 20 per stakeholder event.	No. of people attending; feedback provided; follow-up communication; No. of spinoff research projects, networks and publication ideas; No. of individuals joining mailing list; No. of invited and keynote presentations.
TV and radio, press conferences	Public, teachers	Throughout the project, as applicable	No. of requests for TV/radio contributions; No. of viewers; a variety of media invitations; No. of quotes and links to programmes in other (social) media.
Final conference including a policy forum	School, teachers, Academics, policymakers, civic organisation and community stakeholders.	Approx. 200 participants (M29 30). Reported in the final reports	Evaluation forms; No. of downloads of conference documents; No. of people/range of institutions represented; No. of follow up meetings.

To ensure that all dissemination activities have been registered, a **Dissemination Table** is uploaded on Google Drive, giving all partners the opportunity to share and exchange information about undertaken initiatives. The Dissemination Table is structured as follows:

- **Events** that partners organised or took part in (title, date, place, target group, number of participants, web address);
- **Publications** (channel of distribution, date of publication, target group);
- **Synergies** with other organisations and projects (name, contact person, topic and relevance, expected output).
- **Web links** (name of website, date of publication, content, etc.)

The Dissemination table is stored as a Spreadsheet, allowing all the partners to fill it in, and use a unique file: https://docs.google.com/spreadsheets/d/1UoyClH_KO4lZs5ROWoZmRY2q1V6oeK_L/edit#gid=1270606597



13. Continuation Plan

The aim of the continuation plan is to propose the mechanisms to sustain the research and development activities developed in iHub4Schools project. The aim of the iHub4Schools was to establish Regional Innovation Hubs to accelerate digital innovation through whole-school level mentoring. Our goal is to sustain and scale up developed Regional Innovation Hubs and integrate more schools into our activities after the end of the project. Next, we will present key activities planned to sustain our project activities and results.

Our continuation plan mainly targets project consortium for follow-up activities, teacher educators, mentors, school leaders and teacher teams to sustain the usage of developed School mentoring model, to understand the mechanisms for sustainable adoption of digital innovation and policy authorities to understand their role in the planning and supporting of the policy measures. These are the main stakeholders who will be involved in the follow-up processes.

I. Regional Innovation Hubs integrated into future teacher training activities of the partner countries
Each country is responsible for integrating the results of the project activities into the teacher in- and pre-service activities.

- **Finland** aims to enhance the collaboration with the national DigiErko network and with the Päijät-Häme Digitalization guidelines development project (Digitalisaation suuntaviivat) by training mentors, and with the University of Helsinki Centre for Continuing Education HY+ by applying funding for long-term mentor training program from the Finnish National Agency for Education. Developed mentoring materials will be translated, localized and further developed in teacher training interventions. The four schools that participated in the mentoring cases will continue their collaboration and implementation of the DigiPath framework in the autumn. The researchers have shown commitment to continue collaboration and support actions with them and with the city-level experts. In addition, some collaboration will very probably continue with the researchers and the local school administration, e.g. in the form of discussions of the mentoring experiences.
- **Lithuania**, the Vilnius University team will continue to run workshops for teachers in schools to promote digital competences and computational thinking. The iHub4schools project school mentors will also support their neighboring schools, in particular by teaching them how to use the ViLLE platform to develop students' computational thinking. We hope to involve an additional 10 schools per year. We will also translate the material we have developed - tasks to develop computational thinking - into Lithuanian (about 50 tasks with didactic material).
- **Georgia**, BSU Team will continue collaboration with schools. Translate the materials to Georgian language to disseminate results to more schools and support them through the collaboration with the Ministry of Education, Culture and Sport of Ajara. The BSU team will carry on holding meetings, workshops and training. More schools will be involved in the mentoring and dissemination of the

results. Especially the schools from the municipality where the quality of teaching is low. The five iHUB project schools will also participate in this process.

- **Estonia**, both Tallinn University and Harno, will continue working with the schools. Harno has national support measures in place to carry out a digital accelerator training programme, which will contribute to the inclusion of schools in the established regional innovation hub, and disseminate good practices. Cooperation with Tallinn University will allow further exploration of how to support mentoring, which will contribute to the uptake of innovation and the perceived effectiveness of the actors involved. Tallinn University will continue to further develop the concept of the Teacher Innovation Lab and apply the School mentoring model in a research direction to further understand what factors influence teachers' adoption of innovation and how to better understand these processes. A number of locally-funded projects exist for this purpose led by K. Tammets and additional project applications are prepared or under the preparation.

II. Connection with other European initiatives

iHub4Schools consortium has seeked the collaboration with different European level initiatives during the project lifetime.

- During the project, STEPS (Italy) facilitated the creation of the joint initiatives and synergies between existing and emerging ETF (European Training Foundation) activities, fostering the collaboration between digitally advanced and less advanced schools and digitally more competent and less competent teachers coming from ETF partner countries. The ETF's Network for Excellence (ENE) is unique in being an international network of Centres of Vocational Excellence (CoVEs). It has 258 COVEs, and more than 40 countries worldwide (16 ETF Partner Countries; 10 EU Member States; 14 African (sub-Saharan countries), 3 from Switzerland, 1 Asian country, Philippines). The network is intended to encourage the sharing of ideas, practices and experience in the thematic domain "digitalization". Synergies have been created with the **ETF DIGI ENE Initiative**: "Developing and Sharing Excellence on digitalisation of teaching and learning", which created a platform for joint activities with iHub4Schools during the project duration. In total 3 webinars and 1 international workshop have been organized with the participation of the iHub4Schools consortium representatives. Together the events reached the audience of about 6000 educators, gathered **over 300 attendees** from all over the world (EU countries & the Southern and Eastern Mediterranean region, Central Asia, Sub-Saharian Africa, Balkans, Turkey etc.). Again after the end of the project, the iHUB4Schools partnership will continue the collaboration with the ETF and propose topics for webinars, share materials and resources, thus ensuring its wider exploitation, and future sustainability.
- The **Mentoring for School Improvement (MenSI)** project was a 28-month Coordination and Support Action (from November 2020 to February 2023) funded by the European Commission H2020 programme coordinated by European Schoolnet. The project had similar kinds of aims, e.g., to support mentors. For this aim, they created a MOOC in which The School mentoring model and iHub-project was introduced. This collaboration continued while the Guidelines were created; the

document was evaluated by a person from MenSI, and there might come some more collaboration when finalizing the e-book.

- Policy recommendations (D5.3) will be further elaborated and disseminated to inform policy representatives on research-based knowledge developed in the project. The policy document serves as a strategic tool that guides policymakers, facilitates advocacy and stakeholder engagement, informs policy adoption and implementation, supports long-term planning and enables knowledge dissemination.

III. Connection with local initiatives

Each of the piloting countries have their local initiatives, which will be used for further dissemination and exploitation of the project results and scaling up the Regional Innovation Hubs.

- Georgia will participate in local and international conferences. Annual educational events are constantly organised in Georgia to support research and teacher development. Depending on the circumstances and financial support BSU team can organise conferences or summer school on enhancing teachers digital skills.
- In Estonia several educational events take place in Estonia every year, which target the school leaders and teachers interested in digital innovation in schools. For instance, the annual Modern Learning Festival IduEdu takes place every year, where tens of workshops are conducted and where the results of iHUb4Schools can be disseminated and schools to be engaged in the activities of Regional Innovation Hubs. Tallinn University is organising every autumn more research oriented conference on educational innovation, which also provides additional possibilities to engage stakeholders into the activities of iHub4Schools.
- The Vilnius University team will organise at least 10 workshops for teachers from different schools on computational thinking education during the next academic year. They will present a paper on teaching with the ViLLE platform at a conference (ISSEP, Budapest, 2024).
- The Finnish partners will submit a presentation proposal for presenting the outcomes and research results in the Interactive Technology in Education conference 2024. The conference is the largest conference in this field in Finland, catering together a wide audience of stakeholders: teachers and leaders from all educational levels, trainers and tutors, administration, companies as well as researchers.

IV. Other activities

All resources (School mentoring model, descriptions of individual methods, toolkit, guidelines to establish Regional Innovation Hubs etc.) will be **made available online in the project website** and will remain available for a period of 4 years after the end of the project. iHub4Schools project team will seek the collaboration with **EU level Learning Lab** to contribute to the improvement of evidence and identification of the ways to invest in education policies. The iHub4Schools website will be hosted and maintained by TLU, in

their research centre domain, and the project results will be integrated into the existing ecosystem. TLU with the other partners will keep on updating the website, when other actions and initiatives will be developed.

Local engagement platforms

Local engagement platforms will be further exploited to keep the content dynamically updated and localized in the local communities. More specifically:

- In **Estonia**, local engagement platform Digipädevus.ee and Digital Accelerator compendium will be updated with the good examples and practices developed in the iHub4Schools project through the mentoring programmes. The platform includes handy tools and assessment instruments, as well as school testimonials and good practices to accelerate schools' digital transformation.
- **Finland**: The best pedagogical ideas and scenarios created and documented by the teachers from the four mentored schools schools will be integrated in the DigiPath framework materials (DigiPath is available in MIRO in Finnish and Swedish: https://miro.com/app/board/uXjVOMhV3CM=/). The Guidelines for school mentoring, produced as part of D3.3 will be further modified and published as an eBook in HELDA - Digital Repository of the University of Helsinki. Materials about the School Mentoring Model (both in English and translated and localized in Finnish for teacher training purposes) will be published openly in the Finnish national Library of Open Educational Resources (https://aoe.fi/).
- **Georgian** community network will continue disseminating practices created in the project in two main platforms targeting teachers and leaders: pedagogi.ge, aris.ge
- The **Lithuania** network will continue disseminating practices created in the project. For instance, the localized self-assessment tool "SELFIE mokytojams" is available here: https://www.liks.lt/aktualijos/digcompedu-selfie-mokytojams/ We promote it to tachers and discuss their digital competences. Materials about the School Mentoring Model will be published in eMokykla: https://www.emokykla.lt/ and connected to teachers digital competences development. Resources for teaching computational thinking in schools will be published in ViLLE platform with open access (in Lithuanian language): https://ville.utu.fi/
- Selection of good practices will be made available on the Pan-European platform Graasp.org. The engagement and learning experience platform will be further developed and disseminated in Switzerland, Europe and beyond as an open source and open access fast implementation platform for digital education. A strong emphasis is put on sharing open educational resources on its open library: library.graasp.org with co-funding of swissuniversities. The nonprofit Graasp Association was created in November 2019 and registered in December 2020. The State of Geneva is using the platform for primary schools teachers and the Helvetas NGO has mandated the Association to offer digital training content to children and adolescents on the migration routes of West and North Africa. We will continue analysing the usage of iHub4Schools materials on the platform to investigate the adoption of innovation, following the approach of de Jong et al (2021).

Promotional materials

The promotional leaflets and graphics, developed by Steps during the project, will be used also after the end of the financing period. For instance, they can be adopted during events organised within the project framework but also at other events related to the topic of the project. If needed, Steps will update the promotional leaflets and brochures to possible new aspects of the project. The promotional materials will be available on the project website.

Also the work on Social Media will go on thanks to the commitment of all the partners, to increase the visibility of the project for different target groups. All partners will contribute to generating postings about iHubs4Schools through multiple distribution channels, thus extending the audience reach: both in the official channel of the project (mainly Facebook and Twitter, that will be kept up to date also after the end of the project), and also on the institutions' channels.

Research activities

Although iHub4Schools is CSA action where the research and development component is not the central, quite a lot of **research was done in the project, which will be further elaborated** in the future. PhD students were involved in the activities of the project, based on the work done in WP2 (understanding support mechanisms of multi-stakeholder networks through value-creation framework) one of the PhD work will be further developed at the Tallinn University. Related to that work, a joint effort of various consortium researchers was a poster paper (titled Support Mechanisms and Value Creation in Multi-Stakeholder Networks for Digital Innovation in Education: A Cross-Country Study) accepted in the ECTEL 2023 conference. Additional research was carried out in one of the case studies to understand the teachers' trust and adoption of intelligent learning technologies through the co-creation practices. Therefore, the project has also contributed to capacity building through integrating early-stage researchers into the project and building synergies between iHub4Schools and PhD research. The researchers from the University of Helsinki aim at preparing a research article about the Finnish mentoring cases to be published in an international peer-reviewed scientific journal.

One of the most effective measures is to embed project **follow-up activities in new project proposals.** TLU submitted the proposal in March 2023 to the EU of Call Inclusiveness in times of change (HORIZON-CL2-2023-TRANSFORMATIONS-01), which aims to go beyond iHub4Schools project and evaluate the efficiency and effectiveness of training for teachers' pedagogical digital competence and student learning. Collaboration with Regional Innovation Hubs established in Estonia is designed into this project, not to mention the re-use of project-generated resources in project training activities.

V. Follow-up communication of the consortium

The project team has agreed to meet regularly twice a year. There is also a strong interest and willingness to continue to meet with the advisory committee. Several members of the project team are working together on new project proposals and will continue to conduct joint research and write articles based on the results of the iHub4Schools project.

Very concrete follow up activity is related to the joint research articles based on the data collected in the project:

- Researchers from University of Helsinki, will write a research article which is based on the data collected during the project but also about 8 months after the project, focusing on the sustainable results of the mentoring process in the four participating schools.
- Researchers from Tallinn University will coordinate the follow-up research paper based on the data collected in WP2 to describe the value creation practices in multi-stakeholder networks. Initial results are introduced in the poster paper accepted for ECTEL 2023.
- UCL and TLU will jointly coordinate the research paper based on the evaluation studies carried out in the WP4 across the cases to describe how our mentoring promoted the adoption of innovative practices in schools.
- Furthermore, several case coordinators will contribute to the academic discourse by authoring research papers on their respective local cases. Eg. Tallinn University in collaboration with University College London will submit the research paper about the Teacher Innovation Laboratory and how teachers adopted innovative teaching practices enriched with AI, the study is tightly related to the PhD research carried out at the Tallinn University. The Georgian team plans to publish at least two research articles about applying individual methods for enhancing teachers' digital competence and how Creating Innovative Regional Hubs supported local schools to enhance digital competences. Aslo, the team plans to participate in at least two conference.

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