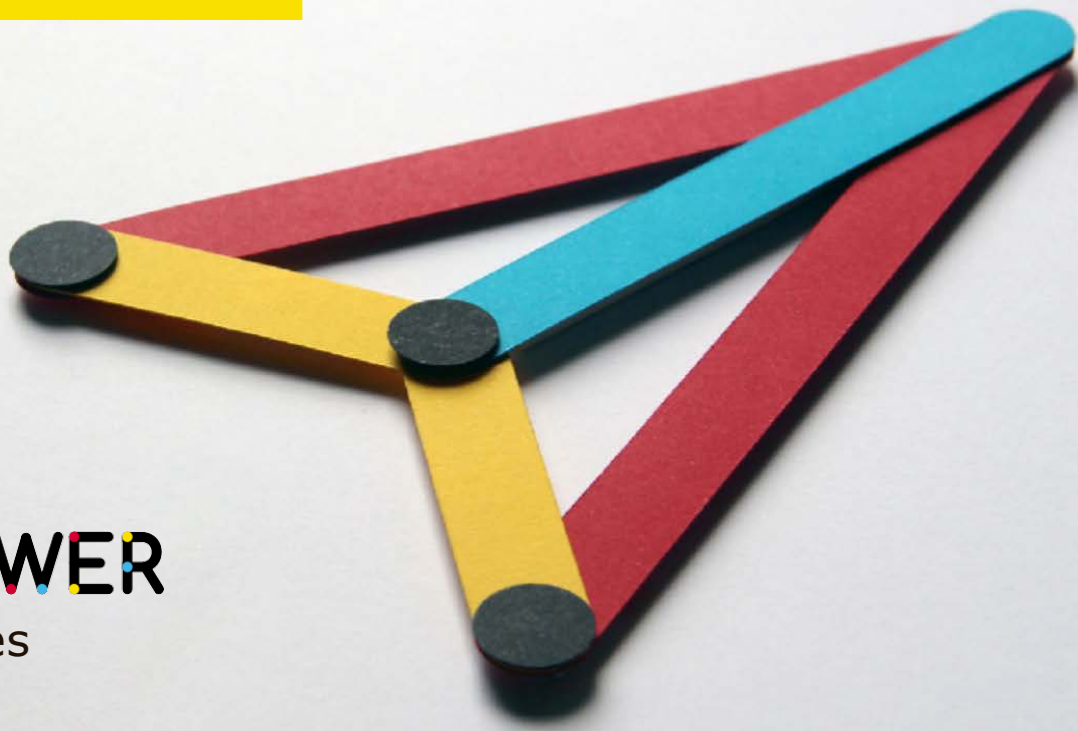# EMPOWER
deliverables

Deliverable name	D & E plan including communication activities, Scientific dissemination strategy, and clustering
Type	R — Document, report
Dissemination level	SEN - Sensitive
Date	6

Dissemination and exploitation plan including communication activities as well as dissemination strategies and clustering to create synergies with other EU projects.

Description

Autism Europe

Dissemination plan

This document describes the communication and dissemination strategy of EMPOWER project.

Date	Version	Description	Authors
03.2023	1	First release of the document	Carmen Clemente, Aurélie Baranger
01.2024	1.1	Update upon requirement from the EU	Aurélie Baranger

Table of Content

#1. Summary

This dissemination strategy provides a vision for the dissemination of information about the project and its resulting materials. This strategy outlines the key stakeholders and the specific activities that will be undertaken in order to effectively promote the EMPOWER project and the materials that it will create.

Dissemination activities will involve all the partners, each acting toward specific target groups according to their acquaintance with different sectors, it involves young people on the autism spectrum -specially students-, education professionals, families, NGOs, politicians, media and the general public.

While the activities listed herein are quite comprehensive, additional activities may be undertaken and listed activities may be altered, in order to take advantage of new dissemination opportunities that arise throughout the project's duration.

Indeed, dissemination actions will also be planned according to the opportunities identified by the partners both at national and international levels, in order to:

a)   Create awareness of the project and the EMPOWER learning platform as well as all the educational products that will be developed
b)   Promote the future use of the new digital material for the development of competent professionals and skills and potential of students with neurodevelopmental disorders (NDDs).

To reach this main objective and to communicate effectively on the actions and achievements of the EMPOWER project, partners should keep in mind the social context of the project and its final

aim.

#2. Introduction: Project overview

Digitalization and novel technologies have transformed society and the economy with an ever-deepening impact on everyday life in many sectors. Progress in education and training, however, has been more limited and it is still not fully understood how to best leverage the potential of technology in this domain while remaining mindful of its challenges and limitations. Therefore, the Digital Education Action Plan (2021-2027) – a policy initiative to support sustainable and effective adaptation of the education and training of EU Member states to the digital age– identifies an urgent need to develop high-quality learning content, user-friendly tools, and secure platforms which respect e-privacy rules and ethical standards in the educational system.

In this context, the project will empower children and teachers to be actively involved in shaping and codesigning technology-assisted education. We will also involve them in the design and evaluation of the new technological products and tools to be integrated in educational settings. Specifically, EMPOWER will focus on education for children with NDDs, who can experience difficulties with language and speech, motor skills, behavior, memory, learning, or other neurological functions.

#3. Core objectives of the project

The core objective of EMPOWER is to develop and deploy a unique learning platform for personalized education for children with NDDs that goes beyond current approaches and paradigms, and empowers teachers to support children with NDDs in reducing their emotional and behavioural problems. By using a game-based approach, children will improve their learning and emotional skills, better integrate into the educational system, and therefore improve their quality of life. All of this can lead to better inclusion in society and the job market.

This platform will, through the nature of the requirements of this use case, require the development of new educational tools that can be used in education more widely, thereby allowing the assessment of these tools to inform future endeavours in digitizing education, including identification of limitations and challenges, whether these are technological, ethical, or legal (e.g. concerning the proposed EU AI regulation).

CONCRETE OBJECTIVES

1. Support the integration of children with NDDs in educational settings.

2. Strengthen the educational system for children with NDD.

3. Open new paths for research in developing evidence-based technologies for

education.

4. Evaluate the impact of the educational devices and write policy recommendations

These 4 objectives contribute to the expected outcomes of the project:

• Increase the shared critical understanding of the potential, opportunities, barriers, accessibility issues and risks of using emerging technologies for teaching and learning, as well as considering the framework for sustainable digitization of education and learning in the future.

• Support education and training systems with research on the adaptation and mainstreaming of the use of digitally enhanced pedagogies, to augment and extend learning, while also maintaining its human dimension and social relevance

• Share evidence and good practice on equipping teachers, trainers, educational leaders and learners with the skills necessary for the use of technology in creative, critical, competent and inclusive ways.

• Analyse the needs for adequate teacher training concerning new educational technologies

3.1 CONCERS AND NEEDS

- Limited time available to (re)train teachers on new technologies while they are already very busy with their normal teaching and administrative workloads

- Technology apps and platforms are often designed for the general population without taking into account the needs of children with NDDs.

- Lack of skills for the use and management of digital technologies by the professionals who attend them, for which adapted training is also required.

- The pandemic situation has abruptly brought online education and therefore, the lack of adapted tools, materials, methodology and professional's specific training, makes that education professionals don't feel prepared for the adequate attention of autistic people, who have had a feeling of helplessness.

- Concerning data acquisition, primary ethical concerns will focus on safety, accessibility, control and accuracy.

#4. Objectives and situation analysis of the dissemination strategy

4.1 PERSPECTIVE

This dissemination strategy provides a vision for the dissemination of information about the project and its outcomes such as the learning platform. This strategy outlines the key stakeholders and the specific activities that will be undertaken in order to effectively promote the EMPOWER project and the tools that it will create.

Dissemination activities will involve all the partners, each acting towards specific target groups according to their acquaintance with different sectors, it involves autistic children, children with NDDs, education professionals, caregivers, families, multidisciplinary professionals, media, policy makers and the general public.

While the activities listed herein are quite comprehensive, additional activities may be undertaken and listed activities may be altered, in order to take advantage of new dissemination opportunities that arise throughout the project's duration.

Indeed, dissemination actions will also be planned according to the opportunities identified by the partners both at national and international level, in order to create awareness of the project and the EMPOWER materials among target audiences and promote the future use of those materials among them.

To reach this main objective and to communicate effectively on the actions and achievements of the EMPOWER project, partners should be kept in mind the social context of the project and its final aim.

Taking into account these facts, EMPOWER partners propose a dissemination strategy that will:

•	Effectively communicate the evidence-based model for digital technology developed in EMPOWER will be able to inform those developing digital supports for the educational setting about what the important steps and critical types of evidence are.

•	Raise awareness about the importance of teaching students with NDDs on executive functions and self-regulation and have an impact at local, regional, national, European and potentially international levels;

•	Establish a four-stroke strategy including an identification, initiation, maintenance and implementation phase.

• Turn EMPOWER partners and stakeholders into multifactor and multilevel communication partners to engage stakeholders in the development stages and tasks of the project.

4.2 SWOT ANALYSIS IN RELATION TO DISSEMINATION

Strengths	Weaknesses
● Autism-Europe is a European umbrella organisation gathering almost organisations from 38 countries, with active channels of dissemination and high visibility events ● High visibility and dissemination resources of the different partners ● The need for the project was identified through a policy initiative (the Digital Education Action Plan) and the need for a transnational approach is apparent ● Partners have different profiles and are active in dissemination. There are academics, education experts and professionals with different EU backgrounds	● Participants with fewer opportunities (disability, economic, social and geographical obstacles and cultural differences) ● Lower possible impact of the project in those European countries where the project has not been put in place ● Language barriers and cultural differences ● Different uses and understanding of information disseminated via social media, depending on the country
Opportunities	Threats
● Promotion of the project in the Autism-Europe International Congress 2025 (more than 2,000 participants expected) ● Participation in other international, national and local conferences ● The project has the potential to make a real difference and significantly improve the lives of a larger number of citizens across the whole of Europe	● Failure to reach teachers due to their limited time. Failure to reach stakeholders across Europe due to the specific geographical coverage of the project ● Failure to deliver dissemination materials that are accessible enough to persons with NDDs, autism, professionals, and organisations ● Failure to make the project outputs accessible to the general public- translate academic and technical terms ● Difficulty to ensure the sustainability of the

	project result beyond its completion

4.3 KEY SUCCESS FACTORS

- Searching for a convincing and catchy visual identity that reflects the objectives of the project to facilitate dissemination actions.

- Clearly identifying the key target audience and stakeholders as well as the best way to create interactive communication within them.

- Providing consistent and engaging dissemination contents for the public under the coordination of AE (AE to create content- such us press releases, posts or articles- and the other partners to translate and adapt them into the target languages).

- Partners are also free to create dissemination contents that match their target audience, while being careful to maintain the general identity of the project and mention the EU funding and disclaimers.

- Empower teachers, students/Families, education decision makers by bringing them the educational platform. Showing the increased efficiency of using digitally enhanced assessment and the intervention platform for children with NDDs and good results in the training of teachers will contribute to increasing awareness of behavioural and emotional problems. It will also promote the use of the technological tools on assessment and intervention, providing objective information so they can take adequate and effective decisions to promote, employ, make such technologies available and affordable in real-life scenarios.

- Empower researchers and decision makers by bringing them evidence-based knowledge about the implementation of emerging technologies in the educational setting.

- Empower general public with positive information about children with NDDs and the potential of innovative technologies to boost their learning and inclusion.

- Drafting a multilevel lobby strategy to impact at local, regional, national, European (with the support of JRC) and potentially international levels.

- Identifying key partners and contact groups to update/ address content on social media networks

- Mapping out formal online exhibitions, conferences, forums, etc. to participate and create dissemination opportunities at the national level that are identified as most relevant by each TGs.

● Updating dissemination materials and deliverables during the lifetime of the project

#5. Theme and objectives

The most relevant topics addressed by the EMPOWER project are:

● Inclusion - equity
● Accessible digital tools
● Disabilities – Neurodevelopmental disorders
● Education

The goals and objectives of the project are the following:

● To support the integration of children with NDDs in educational settings.
● To strengthen the educational system for children with NDD.
● To open new paths for research in developing evidence-based technologies for education.
● To evaluate the impact of the educational devices and write policy recommendations

#6. Target audience

6.1 OVERVIEW OF THE STRATEGY ADOPTED

The dissemination strategy is designed to ensure that the trainings and tools are shared with stakeholders across Europe. This strategy is differentiated and targeted towards a range of target audiences, including people with autism and their families, teachers working with people on the autism spectrum, autism professionals and practitioners, academics and research, policy- and decision makers at local, national, and European levels, NGOs, other interested companies, the media, and the general public. The planned dissemination and exploitation activities will ensure optimal use of the results beyond the participants of the proposal, during and beyond the lifetime of the project. The target audience includes the following actors:

a. Students with autism and other disabilities and their families

This target group are the people whose lives can be changed by the outputs of this project. This group includes students with NDDs (intellectual disability, communication disorders, autism, attention-deficit/hyperactivity disorder, motor disorders and specific learning disorders) as well as their families and the organisations representing them.

b. Teachers

This target group includes any teacher from any educational setting where a student with NDD is or can be schooled.

c. Researchers

This target group includes any researcher from any of the multiple research fields in which EMPOWER is aimed to progress from its current state-of-the-art.

d. Educational professional and decision makers within the educational system

This target group includes all the relevant persons with decision-making responsibilities in education, from educational advisors, to head of schools, to educational inspectors, to educational policy advisors, to policymakers.

e. Autism/Disability community

Within the field of disability dissemination at national and local levels. These are the people whose lives can be changed by the outputs of this project.

f. Associations.

This group can improve the quality of life for people with autism and their families by promoting and disseminating projects' activity as well as engaging practitioners and academics. Most of the autism organizations in Europe had to stop their face-to-face activity during confinement. The project will come to reinforce autistic people´s associations' activity guaranteeing people in the autism spectrum education continuity through technology resources.

g. Local, national and European policy makers.

This group includes those developing educational and social care policy; those responsible for services for individuals with disabilities and their parents and carers, as well as those responsible for decisions regarding funding. The project will extract the lessons learnt and recommendations that together with the Project Results dissemination will pave the way for a positive awareness among policy makers and administrations on the advantages of emerging technologies to foster learning and inclusion of students with NDDs.

h. Autism/ Disability media.

This group can enlighten research, disseminate the results of the project and feed the debate around the topic.

i. Mass media.

This group can promote training as a tool for better inclusion of people with autism as well as the importance of developing training for professionals.

j. General public.

It can raise awareness about autism and the benefits of emerging technologies to foster learning and inclusion of students with NDDs.
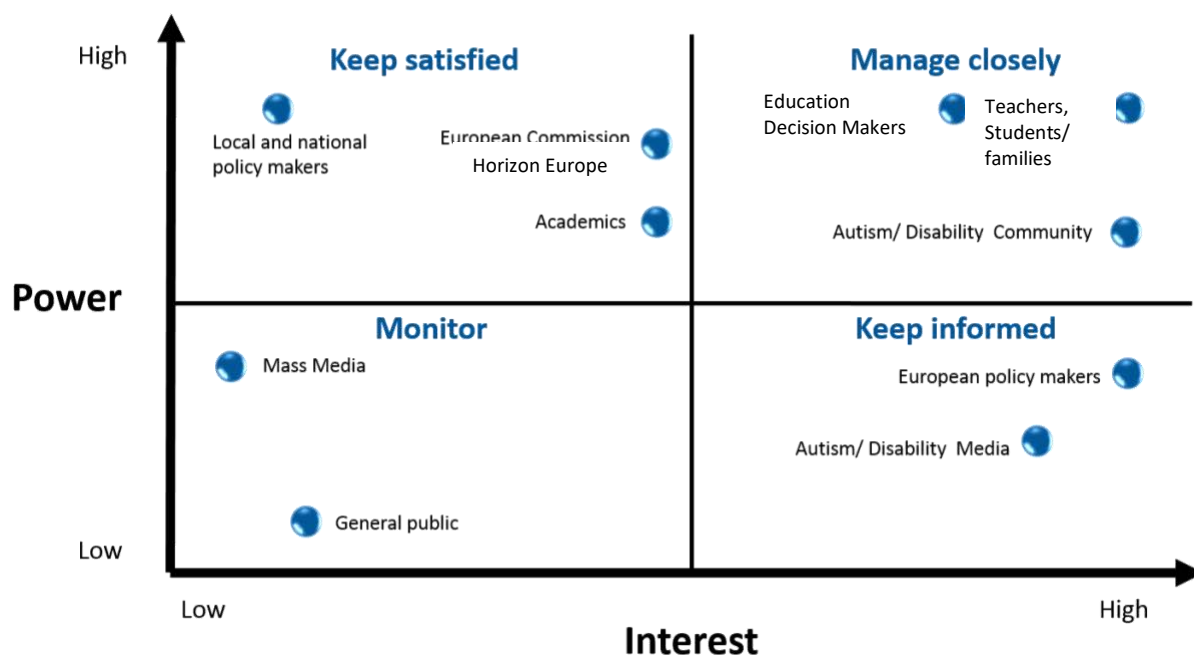
6.2 STAKEHOLDERS

Each partner of the consortium, since the beginning of the project, will identify relevant stakeholders with potential interest in the project activities, results, and products at their local, regional and national contexts and also at the international level by exploiting existing contacts and by forging new ones. Thus, EMPOWER will build and depend on a database of dedicated stakeholders in order to monitor different stakeholders, target communications and better evaluate the impact of the dissemination of the project.

Below is a map of stakeholders relevant to the EMPOWER project. The map explains where stakeholders fit in relation to each other.

The sections on the top take into account whom we need to keep satisfied with the progress of the project, as well as those stakeholders who have an interest in being kept up to date with EMPOWER's progress.

The sections on the bottom outline the stakeholders whose activities the dissemination partner needs to monitor, as well as those with whom it needs to carefully manage communications.

In each of the squares stakeholders are placed in relation to their likely interest in the topic of technology and digital tools for inclusion of children with NDDs and the level of power they have in helping spread the word about EMPOWER.

High — Keep satisfied — Manage closely

- Local and national policy makers
- European Commission / Horizon Europe
- Academics
- Education Decision Makers
- Teachers, Students/families
- Autism/ Disability Community

Power

Monitor — Keep informed

- Mass Media
- General public
- European policy makers
- Autism/ Disability Media

Low

Low — Interest — High

#7. Channels and tools

Dissemination will be carried out via project-specific channels (e.g., website, e-newsletters) as well as the associated partners' own channels, and other European networks in which partners participate. These channels are the following:

● Project Website

ITData Telecom will set up a website with a *.eu* domain name as a dissemination tool, which will be maintained during the project and beyond by AE with the partners' support. It contains general information about the project, the consortium, the objectives and expected results, up-to-date news about project progress, testimonials, outreach for the general public, information about project presence in conferences, seminars, meetings with public bodies, campaigns, and the partners own professional networks, etc.

It facilitates the subscription to announcements of project news and events, the downloading of public deliverables, and the downloading of publications related to the project, etc. The official language of the website will be English. will coordinate the partners' contributions and translations to make sure that all content is available in the different languages.

- Partners' websites

Similarly, the partners should include updates on the EMPOWER project on their own websites, always including the link towards the EMPOWER's official website. Autism-Europe's website includes an accessible easy-to-read parallel website which will be including news about the project also in this format.

- Project newsletter

A dedicated biannual newsletter will be created as a project-specific channel. All the partners will be involved. An online email marketing solution such as MailChimp will be used to send the newsletter. The content structure of each issue will be adapted to each targeted audience to reach the greatest impact. Previous issues could be found in the project website.

- Partner's newsletters and communications

News on the EMPOWER project should also be disseminated using the individual partner's newsletter (if they have one). This will make it possible to exploit the existing contact lists established by the partners.

- Printed materials

Printed materials will be produced for dissemination within the EU. These materials include leaflets with general information about the project and its objectives, brochures with information about the results, including the learning platform and educational materials, posters for exhibitions, etc. and the project presentation with general data on the project. All the materials will be translated into multiple languages, as mentioned above.

- Autism-Europe Website, LINK Magazine and e-newsletter

Autism-Europe will publicise the project within its publications, on its website, and inform national autism organisations, stakeholders, policy makers and national and international agencies and governments.

- Social Media (Facebook, Instagram, Twitter, LinkedIn)

Specific Social Media networks will be created for the project and will be used, together with the existing partners' networks, to update news about the project and develop links with stakeholders. AE will share a guide to all partners indicating the protocol to be followed in order to share a social media publication.

- Partners social media accounts

Partners can disseminate any updates on the project and information relevant to the project via their existing social media accounts. The advantage of this is that the project can therefore benefit from the existing base of followers each partner currently has.

- ● Multiplier events and conferences

Four multiplier events will be held during the course of the project. These will facilitate the sharing of the project's findings and developing practice both within the six partner countries and at an international level (final international conference in Brussels).

- ● Submission of an abstract for presentation of the results at the XIV Autism-Europe's International Congress in 2025 as well as any other event or conference relevant for the project.

- ● Meetings and targeted communications towards policy makers, including bilateral meetings. The aim here is to demonstrate to public authorities and policy makers the prospective benefits of EMPOWER to develop and present a strategy for the successful development, sustainability, and possible commercialisation of the EMPOWER outcomes upon completion of the project. AE will use its network to inform policymakers at the national and European level about the benefits of EMPOWER for people with autism and their families and its socio-economic impact. AE will also inform partners about adequate ways to inform policymakers about the project and advocate for parent training availability.

- ● Reports and academic journal articles

Academic articles regarding the project will be submitted to peer-reviewed academic journals. These articles, like all other outputs, will be publicised through social and general media.

- ● Mass media coverage

#8. Communication mix

Dissemination will be carried out via project-specific channels (e.g. website, newsletters) as well as the associated partners' own channels, and other European networks in which partners participate. This multi-channel dissemination strategy will be developed in order to engage a wide range of stakeholders/audiences which this project addresses.

Audiences	Tactics (channels & tools)	Objectives
Students with neurodevelopmental disorders	●9 Games under the topic "Building an eco-farm" and the learning platform ●Other project materials ●Multiplier events and conferences ●Project and partners' websites ●Project and partners' social media channels ●Project and partners' e-newsletters and communications ●Partners' publications ●AE website, LINK Magazine, newsletter, and other communications ●Publications ●Printed materials	●Foster inclusion through digital education ●Improve their quality of life ●Increase and improve digital skills ●Share dissemination material ●Engaging with national disability/autism organisations ●Promoting the website ●Engage the autism community in the project (as well as developing media interest) through project activities
Teachers	●Learning platform ●LinkedIn and other comms channels ●Other project materials ●Multiplier events and conferences ●Project and partners' websites ●Project and partners' social media channels ●Project and partners' e-newsletters and communications ●Partners' publications ●Presentation of the project in different conferences and workshops ●Printed materials	●Participants to improve their skills, knowledge, and expertise with regard to NDDs ●Increase and improve digital skills ●Publicising lifelong education events through national and local professional groups, disability organisations, etc. and via local media ●Share information at professional/stakeholder forums about the programme ●Share dissemination material ●Engaging with national disability/autism organisations ●Promoting the website
Relatives of children with NDDs	●Focus groups ●Project and partners' websites ●Project and partners' social media channels ●Partners' publications	●Participants to improve their skills, knowledge, and expertise with regard to NDDs ●Support their children with

	●Presentation of the project in different conferences and workshops ●Printed materials	digital education ●To get their feedback on each phase of the project ●Share dissemination material ●Improve quality of life for these families
Trainers and care professionals	●Project and partners' websites ●Project and partners' social media channels ●Project and partners' e-newsletters and communications ●Project and partners' press releases ●Partners' publications ●Presentation of the project in different conferences and workshops ●Printed materials	●To get their feedback on each phase of the project ●Increased social inclusion ●Improved quality of life of autistic people
Autism/Disability community	●Project materials ●Project and partners' websites ●Project and partners' social media channels ●Project and partners' e-newsletters and communications ●Project and partners' press releases ●Partners' publications ●Presentation of the project in different conferences and workshops ●Publications ●Printed materials	●Improved digital' skills ●Increased social inclusion through the digital education ●Improved quality of life of autistic people ●Share dissemination material
Academics and research	●Multiplier events and conferences ●Project and partners' websites ●Project and partners' e-newsletters and communications ●LinkedIn ●Partners' publications ●Presentation of the project in different conferences and workshops ●Reports and academic journal	●Promote and disseminate projects' activity ●Engage other practitioners, academics and research ●Producing accessible, engaging information in relevant languages ●Inform them about the project, its impact and its relevance to promote its

	articles ●Printed materials	sustainability
NGOs	●Outcomes of the project ●Project and partners' websites ●Project and partners' social media channels ●Project and partners' e-newsletters and communications ●Project and partners' press releases ●Partners' publications ●AE website, LINK Magazine, newsletter and other communications ●Presentation of the project in different conferences and workshops	●Publicising lifelong education events through national and local professional groups, disability organisations, relevant venues, etc. and via local media ●Share information at professional/stakeholder forums about the programme ●Share dissemination material ●Engaging with national disability/autism organisations ●Promoting the website ●Engage the autism community in the project (as well as developing media interest) through project activities
Local, national, and European policy makers	●Project materials ●Project and partners' websites and social media ●Multiplier events and conferences ●Evaluation reports and results ●Meetings and targeted communications toward policy makers, including bilateral meetings	●Inform them about the project, its impact and its relevance to promote its sustainability
Autism/ Disability media	●Multiplier events and conferences ●Project and partners' websites ●Project and partners' social media channels ●Project and partners' e-newsletters and communications ●Project and partners' press releases	●Promote and disseminate projects' activity ●Engage other practitioners, schools, academics and research ●Producing accessible, engaging information in relevant languages

	●Partners' publications ●AE website, LINK Magazine, newsletter, and other communications ●Presentation of the project in different conferences and workshops	
Mass media	●Project and partners' websites ●Project and partners' social media channels ●Project and partners' press releases	●Promote and disseminate project's activity ●Keep the project of interest (including "human interest" and "fun interest")
General Public	●Project and partners' websites ●Project and partners' social media channels ●Publications	●Raise awareness ●Increase understanding Reduce fear and exclusion

#9. Resources and timeline

EVERY PARTNER WILL BE INCLUDED IN THE DISSEMINATION OF THE RESULTS, AND DISSEMINATION ACTIVITIES WILL BE COORDINATED BY AE, WITH THE SUPPORT OF PROJECT´S COORDINATOR, UNIVERSITAT DE VALENCIA.

AS FOR THE STAFF INVOLVED IN THE DISSEMINATION STRATEGY, AE'S PARTICIPATION WILL BE PROVIDED BY ITS DIRECTOR SUPPORTED BY A COMMUNICATION AND CAMPAIGNS MANAGER.

AUTISM-EUROPE HAS SIGNIFICANT EXPERIENCE AND EXPERTISE IN THIS AREA AND HAS CARRIED OUT THIS ROLE SUCCESSFULLY IN A NUMBER OF OTHER EU PROJECTS (LEONARDO DA VINCI, LLP, DAPHNE, ERASMUS+, HORIZON 2020).

THIS ACTIVITY WOULD BE TOO COMPLEX FOR THE PARTNERS THEMSELVES AND OUTSOURCING WILL ENABLE PARTNERS TO CONCENTRATE ON DEVELOPING, TESTING AND EVALUATING THE PLATFORM AND EDUCATIONAL MATERIAL.

9.1 INITIAL PHASE (04.2021 – 10.2022)

Timeline	Action	Place	Aims	Tools	Partner in charge
10.2022	Project start	Offline	NA	A	NA
18/19.10.2022	Partner meeting	Valencia	● Kick-off meeting	● AE website ● AE newsletter ● AE and partners Social Media	Partners channels
11.2022 – 12.2022	Visual identity	Online	● To develop the EMPOWER visual identity (logo, typography, etc)	● Design tools	ITData Telecom
11.2022 – 02.2023	Creation social media calendar	Online	● To create Facebook page, Instagram and Mailchimp	● Social media channels	AE
11.2022 – 02.2023	Creation website	Online	● To develop the project´s website	● Wordpress	ITData Telecom
11.2022 – 02.2023	Creation dissemination strategy	Online	● Dissemination plan including DAFO, social media accounts, actions, etc	● Report and annexes	AE

9.2 IMPLEMENTATION PHASE (10.2022 – 04.2025)

Timeline	Action	Place	Aims	Tools	Partner in charge
October 2022	Kick off meeting	Valencia, Spain	● Have a shared understanding of the purpose of the project ● Ensure project's viability and success	Press release	Universidad de Valencia and all
02.2023	Regular posts on social media channels to launch the project: visual	Online	● Inform about the project basics	● Project website ● Social Media	AE

	identity, infographic with aims and description of the project				
02.2023	Launch of the project website	Online	● Publicise ● Inform	● Project website ● Project e-newsletter ● Social Media	ITData Telecom and AE
03.2022	1st Project e-newsletter	Online	● Inform about the latest updates	● Email ● Project website ● Social Media	AE
04.2023	National multiplier event	Netherlands	● Raise awareness ● Share the work of the project ● Share expertise	● Project website ● Project newsletter ● Social Media ● Partners' channels	STICHTING RADBOUD UNIVERSITEIT and ALL
09.2023	2nd Project e-newsletter	Online	● Inform about the latest updates	● Email ● Project website ● Social Media	AE
10.2023	Creation of dissemination tools (see annex 1)	Online/offline	● Publicize ● Inform	● Business card ● Promotional video ● Online banner	AE
10.2023	National multiplier event	Romania	● Raise awareness ● Share the work of the project ● Share expertise	● Project website ● Project newsletter ● Press release (national level) ● Social Media ● Partners' channels	UBB and ALL
03.2024	3rd Project e-newsletter	Online	● Inform about the latest updates	● Email ● Project website ● Social Media	AE

				● Project website ● Project newsletter ● Press release (national level) ● Social Media ● Partners' channels	
04.2024	National multiplier event	Portugal	● Raise awareness ● Share the work of the project ● Share expertise	● Project website ● Project newsletter ● Press release (national level) ● Social Media ● Partners' channels	INESC-ID and ALL
01.2024	Brochure	Online/offline	● Publicize ● Inform	● Project website ● Events ● Partners' channels	AE
09.2024	4th Project e-newsletter	Online	● Inform about the latest updates	● Email ● Project website ● Social Media	AE
10.2024	National multiplier event	Norway	● Raise awareness ● Share the work of the project Share expertise	● Project website ● Project newsletter ● Press release (national level) ● Social Media Partners' channels	HVL and ALL
03.2025	5th project e-newsletter	Online	● Inform about the latest updates	● Email ● Project website ● Social Media	AE
09.2025	Final and 6th project e-newsletter	Online	● Inform about the latest updates ● Closing of the project	● Email ● Project website ● Social Media	AE
09.2025	AE International Congress	Dublin, Ireland	● Stakeholders to learn about and benefit from the project ● Dissemination	● Project presentation ● Press release ● Project website ● ALL Partners'	AE

Timeline	Action	Place	Aims	Tools	Partner in charge
				of knowledge developed within the project	websites ● AE newsletter ● Project newsletter ● Social Media	
10.2025	TPM Final event	Brussels	● Raise awareness ● Share the work of the project Share expertise	● Project website ● Project newsletter ● Press release (national level) ● Social Media ● Partners' channels	AE
02.2023 - 10.2025 (end of project)	Maintaining media output via social media	Online	● Publicise	● Social Media	AE
02.2023 – 10.2025	Developing/ supporting development of content for project website and other media	Online	● Publicise ● Inform ● Share findings of the project and developing practice	● Project website ● Social Media	AE-ITData Telecom and ALL

Communication materials are available on the project website and in this Drive folder:

https://drive.google.com/drive/folders/1RGCZGi5J-zvzPbOuNAZR4nU-jj19PaFM?usp=sharing

9.3 EVALUATION PHASE (03.2025 – 04-2025 AND BEYOND)

Timeline	Action	Place	Aims	Tools	Partner in charge
Annually	Internal reporting	Online	● Internal evaluation of the project	● Email and online meetings	ALL
03.2025-04.2025	Final report dissemination	Online	● Release final outputs and conclusions ● Monitoring,	● Dissemination platform ● Project website	ALL

			evaluation, reporting	● All partners' websites ● Press release ● AE newsletter ● AE LINK magazine ● Social Media	

#10. Visual identity

10.1 LOGO AND GUIDELINES

Visual identity plays a significant role in the way the project presents itself to both partners and external stakeholders. In general terms, it expresses the values and ambitions of the project, its activities, and its characteristics. Four functions of project's visual identity are aimed at external stakeholders:

a) Provide the project with visibility and "recognizability"

b) Contribution to the image and reputation of the project, as the visual identity expresses the structure of the project to its external stakeholders

c) Express the structure of the project to its external stakeholders, visualizing its coherence as well as the relationships between partners

d) Create and raise awareness

See Annex 1: Empower logo guidelines

10.2 ACKNOWLEDGMENT OF THE EUROPEAN COMMISSION FUNDING

Together with this logo, for any publication, poster, presentation, etc. produced, partners have the obligation to use the official logo and graphic identity related to the European Union.

Thus, both logos and, occasionally, the identity colours of the project (derived from the colours of the project logo) and partners' logo must be present in all the communication channels and tools of the project, such as the project and partners websites and social media networks, publications, (Ex. LINK Magazine), project outputs, academic articles, presentations, final report, etc.

Furthermore, the preferred option to communicate about the EU funding using a written mention is to write "Funded by the European Union" as appropriate next to the EU emblem on the communication material where the EU emblem is used. The positioning of the text in relation with the EU emblem is not prescribed in any particular way but the text should not interfere with the emblem in any way.

When displayed together with another logo, the EU emblem must have appropriate prominence. For the purposes of their obligations under this Article, the beneficiaries may use the EU emblem without first obtaining approval from the Commission. This does not however give them the right to exclusive use. Moreover, they may not appropriate the EU emblem or any similar trademark or logo, either by registration or by any other means.

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

See Annex 2: Different versions of funder acknowledgement

#11. Words to describe autism

It is important that we use a terminology that is respectful of people on the autism spectrum.

What words do people prefer to use to describe people on the autism spectrum? 'Autistic'?, 'with autism'?, 'has autism'? The language we use is important because it embodies and can therefore help change attitudes towards autism.

A piece of research published in the Autism journal in 2015 looked at the preferences of people on the autism spectrum, their families, friends, and professionals around the language used to describe autism. The research was conducted by The National Autistic Society (NAS), the Royal College of GPs and the UCL Institute of Education.

The findings confirmed that there is no single term that everyone prefers. However, they suggest a shift towards more positive and assertive language, particularly among autistic communities where autism is seen as integral to the person.

Survey responses from 3,470 people were analysed, including 502 autistic adults, 2,207 parents of children and adults on the autism spectrum, 1,109 professionals, and 380 extended family members and friends.

The research found that all groups like the terms 'on the autism spectrum' and 'Asperger syndrome'. Autistic adults like the identity-first terms 'autistic' and 'Aspie', whereas families didn't like 'Aspie'. Professionals also like the term 'autism spectrum disorder (ASD)'.

Some terms were strongly disliked or no longer used, particularly 'low functioning', 'Kanner's autism' and 'classic autism'.

To reflect the findings of this research, the NAS has begun to gradually increase the use of the term 'autistic' – particularly when talking about and to adults in that group. We will also use 'on the autism spectrum' as the default way of describing people on the autism spectrum.

More information available here:
http://www.autismeurope.org/about-autism/acceptable-language/

#12. Social Media strategy

Nowadays, social media is an established tool for popularising programmes, projects, and campaigns within the framework of the European Union, due to its capacity for increasing engagement exponentially and quickly. Social Media helps reach a new audience and establish strong communities, as well to build and strengthen relationships.

The goals of this strategy are to develop link with stakeholders and to inform them and general public about the latest news from the project. This strategy will be implemented via the Facebook accounts or pages of all of the partners, their Twitter accounts, LinkedIn, Instagram, etc. Despite AE having the leading role in disseminating contents via social media, all partners should contribute to increasing impact at local and national levels.

Taking into account that the whole dissemination strategy aims to impact in a local, national and European level, different channels and tools will be put in place in order to focus communication efforts effectively on the different social media networks.

Specific Social Media networks (Facebook page, Twitter, LinkedIn and Instagram accounts) will be created for the project and will be used, together with the partners' existing networks. Key partners and contact groups will be identifying to update and address content.

Each partner should identify what media their followers frequent and what kind of information they seek. Partners should address their messages in the language of the target countries of the project. Plus, these messages should be adapted to the necessities and to the idiosyncrasy of their followers in each country. Autism-Europe will communicate both in English and in French, as an exception.

Furthermore, social media networks become more or less useful depending on the type of followers. It is important for partners to focus on three aspects – information, content provided,

and the use of hashtags. Partners should take into account the following aspects to implement the social media strategy:

● Take into account possible implications of the language used (paying attention to terminology)

● Never use ALL CAPS when writing a post

● Use proper names- keep the visual identity of the project when posting

● Share information from the stakeholders' channels in order to build stronger ties with this community

● Use social media to share links from the project channels (for instance the project website)

● Use hashtags wisely- never more than 3; relevant; and adding the hashtag of the project #EMPOWERhorizon (versions such as #empowerproject are very used)

12.1 SOCIAL MEDIA CHANNELS

All the social networking accounts will be managed by AE. Nevertheless, AE requires the support of partner organisations to post some content regarding the project, especially with regards to the live broadcasting of events, conferences, or training sessions for example.

AE provides a guidelines document to all partners in which they can find the steps to follow when posting on social media and/or the website´s blog. All partners are encouraged to regularly check the guidelines to know how to proceed and make the process easy.

See Annex 3: Guidelines external comms – EMPOWER

12.1.1 FACEBOOK

Facebook is an online social networking service where, after registering to use the site, users can create a user profile, add other users as "friends", exchange messages, post status updates and photos, share videos, use various apps and receive notifications when others update their profiles.

Facebook Pages are used by businesses, brands, and organisations to share their stories and connect with people. It is possible to customise Pages by publishing stories, hosting events, adding apps and more. People who like your Page and their friends can get updates via the News Feed. It is possible to create and manage a Page from a personal account.

Key social media persons from each partner organisation can manage and post content on the Page as Editors. AE partners can modify the content as Administrators of the Page.

AE have provided partners with some **tips** to harmonise and optimise the performance of their posts:

1. Use link posts to drive people to EMPOWER or partners' websites

   a. Link posts now have a larger, clickable area that helps drive people to your website.
   b. In your Page's sharing tool, enter the offsite URL, then hit Enter.
   c. The title, description and image are taken from your URL, but you can still customise the text and image of the post.
   d. We have increased the size of the image for these types of posts, so ensure you select compelling imagery that will blend into the News Feed experience.

2. Use engaging content, images and videos

   a. Rich media like photos and videos get more attention and help your message stand out in News Feed.
   b. Lifestyle images like the ones you see from your friends on Facebook are always engaging. Try sharing images of your trainings, multiplier events or any other activity related with the project.
   c. Try to keep your posts between 100 and 250 characters to get more engagement. Shorter, succinct posts are better received.

3. Provide access to exclusive information

   a. Reward people who are connected to your Page and drive loyalty sales by providing them with exclusive information. Make them feel special by sharing exclusive news.

4. Schedule your posts

   a. To better manage your time, you can schedule your posts in advance and plan for upcoming holidays, events and specials.
   b. To schedule your posts, simply click the clock icon on the lower left-hand corner of your Page's sharing tool.
   c. Schedule your posts when most of your fans are online. You can find out when your fans are online by visiting your Page Insights and going to the posts tab.
   d. After you've scheduled a post, you can manage your scheduled posts by going to the top of your Page and choosing Edit Page and then selecting Use Activity Log.

5. Review the performance of your posts

a. Check your Page Insights regularly to understand what's working and to keep your posts relevant and engaging. Page Insights will help you understand your audience and what types of content interests them.

12.1.2 TWITTER

Twitter is an online social networking service that enables users to send and read short 140-character messages called "tweets", although this has been made more flexible over time.

AE have provided partners with some tips to harmonise and optimise the performance of their posts:

● Include hashtags (no more than 3) in your tweets;

● Whenever possible, mention people rather than just writing the name of the company/association, etc.;

● Shortened links take up the same number of characters as normal ones and don't contain the names of the source on it, but they are less attractive;

● Hashtag #EMPOWERhorizon, EMPOWER should be written in capital letters to keep coherence

● Use verbs in imperative form (as "call for action messages") in order to ask people to interact with your content;

● If you tweet any news from the media, do not forget to add the source. E.g.: Understanding Autism, + article link + via @BBCWorld;

● Whenever possible, include a picture in your tweet (it takes 20/140 characters). Tweets that include an image are "94% more likely to be retweeted";

● Tag people in pictures where appropriate (it is a way to mention at least 10 people saving characters. E.g.: if you post a picture of the partners during a meeting, tag their Twitter accounts. If you post a picture regarding the EU, tag the Commission or the HorizonEU account on it);

● Build a strong connection with followers. (Add value: Only tweet content that is interesting to your followers and make sure it has context and relevance. In other words, don't just tweet for the sake of tweeting. Rather, make every tweet count);

- Keep the most important, relevant or eye-catching tweet at the top of your Twitter page by clicking 'pin to your profile page' from the drop down menu;

- If you want to tweet something and you see that there are already a lot of tweets published that day, schedule your tweet for another day using tools like TweetDeck.

12.1.3 INSTAGRAM

Instagram is a free photo and video sharing app. People can upload photos or videos and share them with their followers or with a select group of friends. They can also view, comment and like posts shared by their friends on Instagram. Similar to Facebook or Twitter, everyone who creates an Instagram account has a profile and a news feed.

Across the globe, there are over 800 million Instagrammers — more than 500 million of whom use Instagram every single day, sharing more than 250 million piece of content each day. Instagram has continued to expand in 2018, with 11% of everyone on Earth now using the platform. It's safe to say that Instagram in 2018 is too big to ignore.

AE provides partners with some **tips** to harmonise and optimise the performance of their posts:

- Choose the correct image. Try to capture the culture of your cause with lifestyle shots and behind-the-scenes looks. Avoid posting too many photos of the same element. Try adding additional Instagram filters - but don't go too crazy.

- Know how often to post and when. According to studies, the sweet spot is a consistent 1-2 posts a day.

- Don't preach, tell a story instead. To increase engagement rates, become a storyteller instead, offering 'micro-stories' via your captions, videos, Instagram Stories and profile. Or try sharing user-generated content that resonates with your cause.

- Give GIFs a chance. Using Instagram Stories GIFs is a great way to grab your viewer's attention and highlight certain elements in your story.

- Choose the right hashtags**.** Make your hashtags too generic – think #EMPOWERhorizon, #autism, #inclusion or #education – and your post will face competition from potentially millions of others. Instead, use a mix of trending and industry-specific hashtags to find the best hashtag to connect with your targeted followers.

- Use emojis effectively. The power of images over words extends to emojis—especially on

Instagram. With over 2,623 emojis available (and climbing), it is essential to create a strategy on how to use emojis that captures your assotiation without looking too informal.

12.1.4 LINKEDIN

This channel will be mainly use to target researchers, universities and organisations that may be potentially interested in the project. AE provides some tips to make the best use of the publications:

● To include personalised picture (or more than one) in all posts. It is proven that illustrated posts get twice as many comments.
● Boost posts: take into account the paid option to promote posts. For example, when sharing EMPOWER outcomes.
● To replicate articles of the website in the Blog section of LinkedIn
● All partners must invite relevant stakeholders within their networks to follow the page

#13. Impact assessment

An impact assessment is the process of examining the effect of a programme or activity on individuals, organisations, or society. It could be positive or negative, intentional, or accidental and short or long- term effects. The aim is to judge whether the project has been successful, to what extend and in what way.

Impact will be assessed in a number of ways, depending on the type of performance indicator or channel/ communication tool:

Performance Indicator	Evaluation methods
Project Website	Sessions, Users, Page views, Page/session, average session duration, Bounce rate and % of new sessions
Project e-newsletter	Number of people to whom it is sent vs. number of people who have viewed it
Autism-Europe Website	Sessions, Users, Page views, Page/session, average session duration, Bounce rate and % of new sessions
Autism-Europe's LINK Magazine	Number of subscribers, Surveys and interviews
Autism-Europe e-newsletter	Number of subscribers, number of viewers
Social Media (Facebook, Twitter)	Applause, success and share ratio
	Volume and frequency of information

Events/Conferences	Number of participants
	Standard questionnaire gathering both quantitative and qualitative data about delegates (parents and professionals) views about the quality and benefit of the event.
Reports and academic journal articles Mass media coverage	Academic media follow-up
	Press follow-up (special attention to PR and Newsletter impact)

In order to keep track of the impact on social media and other communication channels, all partners commit to keep updated the <u>shared document "EMPOWER Dissemination reporting"</u>.

#14. Performance indicators

A number of activities and indicators of achievement will be put in place to assess the level to which the project reaches its objectives and results.

Thanks to these indicators, partners could ask these questions during the lifetime of the project to ensure the project is on track, as well as in during the evaluation phase to ensure accurate monitoring, evaluation, and reporting:

- What lessons we have we learned?
- What should we continue doing?
- What should we stop doing?
- What should we adjust?

The results of the project may be of a diverse nature and consist of both concrete (tangible) results as well as skills and personal experiences that both project organisers and participants have acquired (intangible results).

Performance Indicator	Indicators of achievement	
	Tangible	Intangible
Project Website	● More than 300 sessions per year	● Feedback from end-users, other stakeholders, peers, policy-makers ● Attractiveness of website
Project e-newsletter	● More than 200 newsletter viewers per issue	● Links with existing networks and national partners; transfer of information and know-how ● Feedback from end-users, other stakeholders, peers, policy-

		makers
Autism-Europe Website	● Facts and figures related to the project on the website (updates, visits, consultation, cross referencing)	● Feedback from end-users, other stakeholders, peers, policy-makers
Autism-Europe's LINK Magazine	● Published articles	● Feedback from end-users, other stakeholders, peers, policymakers
Autism-Europe e-newsletter	● More than 1K newsletter viewers in total	● Participation of AE members in events
Social Media (Facebook, Twitter, Instagram)	● More than 500 people reached in total	● Feedback from end-users, other stakeholders, peers, policymakers ● Visibility in the social media
National multiplier event	● All stakeholder conferences take place ● Approximately 30 attendees per event	● Developing relationships among stakeholders ● New members coming on-board ● Links with existing networks and national partners; transfer of information and know-how
International multiplier event	● Approximately 50 attendees	● Developing relationships among stakeholders ● New members coming on-board ● Links with existing networks and national partners; transfer of information and know-how ● Feed-back from EU policy- and decision-makers
Partners meeting	● Partners' attendance at meetings ● Minutes of the meetings ● Action plans and agreed activity identified	● Developing stakeholders' relationships
Reports and academic journal articles	● Published articles	● Developing stakeholders' relationships ● Impact on regional, national, EU policy measures
Project materials	● Digital platform	● Feedback from end-users, other stakeholders, peers, policymakers ● Impact on regional, national,

		EU policy measures
		● Associations and education centres delivering the training
		● New projects/ initiatives to foster inclusion through digital education
		● Improving the quality of life of persons with autism
Mass media coverage	● Published articles	● Impact and awareness created among the general public

#15. Sustainability statement

Sustainability is the capacity of the project to continue and use its results beyond the end of the funding period. The project results can then be used and exploited in the long-term, perhaps via commercialisation, accreditation, or mainstreaming. Not all parts of the project or results may be sustainable, and it is important to view dissemination and exploitation as a progression that extends beyond the duration of the project, and into the future.

#16. Ethical statement

All the activities and materials produced and disseminated on the framework of the EMPOWER project must meet the ethics codes and procedures required not only by the partner organisations, but also by those of the events in which the EMPOWER will participate.

#17. General principles of GDPR and its relevance for dissemination purposes

Data collection is now governed by strict EU law, the General Data Protection Regulation (EU) 2016/679 ("GDPR"). The aim of the GDPR is to protect all EU citizens from privacy and data breaches in today's data-driven world.

As foreseen by the GDPR, part of the expanded rights of data subjects outlined by the GDPR is the right for data subjects to obtain confirmation from the data controller as to whether or not personal data concerning them is being processed, where and for what purpose. Further, the controller shall provide a copy of the personal data, free of charge, in an electronic format. It means that EMPOWER should be able to locate easily all data processed during the implementation of the project (and beyond) within the organisation in charge of dissemination (Autism-Europe).

In order to do so, this section provides a clear vision about:

1. What kind of data EMPOWER stores for dissemination purposes;
2. Where AE (partner in charge of dissemination) stores the data related to the project;
3. How do we use the data of the project;
4. Consents (in case we have some data and/or images of children).

Also, the request for consent must be given in an intelligible and easily accessible form, with the purpose for data processing attached to that consent. Consent must be clear and distinguishable from other matters and provided in an intelligible and easily accessible form, using clear and plain language. It must be as easy to withdraw consent as it is to give it.
The beneficiaries must process personal data under the Agreement in compliance with applicable EU and national law on data protection (including authorisations or notification requirements).

17.1 KIND OF DATA STORED

In order to achieve the dissemination objectives of the EMPOWER project, partners will conduct several kinds of activities that will involve the collection of data in various ways for dissemination purposes:

1) Website

> The information gathered during general browsing of the "www.project-empower.eu/" domain is used to analyse trends and usage of the EMPOWER site and to improve its usefulness. It is not connected with any personal information.

> The site uses cookies – small text files that are placed on your machine to help the site provide a better user experience. In general, cookies are used to retain user preferences, store information for things like shopping carts, and provide anonymised tracking data to third party applications like Google Analytics. As a rule, cookies will make users browsing experience better. EMPOWER will not use cookies to collect personally identifiable information about users. EMPOWER uses strictly necessary cookies; these are needed to make the website work.

2) Newsletter

> AE works with the email marketing service MailChimp for sending the project biannual newsletter. When people subscribe via the online form appearing on the dedicated project website, they agree that EMPOWER project will use their information they provide on this form to be in touch with them and to provide updates and marketing just via email. By clicking on the subscribe button, they also acknowledge that their information (First name, last name, and email address) will be transferred to MailChimp for processing. MailChimp privacy practices can be consulted in the following link: https://mailchimp.com/legal/
> In addition, AE exports this data from MailChimp from time to time and stores it in their

database.

3) Stakeholders database

Each partner of the consortium will identify relevant stakeholders with potential interest in the project activities, results, and products at their local, regional and national contexts and also at the international level by exploiting existing contacts and by forging new ones (see 6.2 (n) above). Thus, EMPOWER will build and depend on a database of dedicated stakeholders.

The master database is a password protect document and is stored in the AE's database. This database will be deleted 1 year after the project's lifespan.

That database includes information of the stakeholders such us: first name, surname, position, linguistic aspects, organisation, address, country, telephone, e-mail, organisation website, social media addresses, professional or personal profile, type of stakeholder, current relationship, future relationship, preferred communication interface (Facebook, Twitter, LinkedIn, Instagram, email/e-newsletter, traditional (paper), website only, face to face, telephone, other), influence on project outcome, strategic impact value, who made the contact, follow up actions needed, experience in EU projects.

4) Images

AE will collect images from partners' meetings, project events, project presentations in different conferences and events, awareness raising activities, etc. EMPOWER will make sure that each person appearing in each picture has explicitly expressed their consent to be photographed (see 17.4 (n) below).

These can be disseminated via the website, newsletters, printed materials, presentations, and social media channels.

5) Data regarding the impact of dissemination activities (press coverage, analytics, emails, feedback from stakeholders, academic journal articles, conferences presentations, etc.).

EMPOWER will be disseminated through different communication channels and formats (see 7 (n) above- Channels and tools). These collaborative documents (which will be filled with the input of all the partners involved) are aiming at providing an accurate overview of the communication activities and coverage undertaken during the project lifespan classified by the type of format (online, offline, events, and external .and internal communication).

8) Demographic data and qualitative feedback via project social media channels (comments, reactions, analytics, etc.).

17.2. WHERE DATA IS STORED

AE stores on its password protected database information about relevant individual stakeholders collected by partners at the beginning of the project. It includes first name, surname, organisation, position, language, address, and email addresses. This document is password protected.

17.3. HOW DO WE USE DATA FOR THE PROJECT

AE may use the personal information provided in the framework of the project to:

- Contact the data owner – either in response to a query or suggestion or to mail newsletters, documents, publications etc.;
- Confirm a registration on the site;
- Remember online profiles and preferences;
- Help people quickly find information that is relevant to you based on your interests, and help us create site content most relevant to them;
- Statistical analysis.

17.4. CONSENTS

Consent to participate in research activities involved in the project, including e.g. being interviewed as part of evaluation processes, does not imply consent for data to be used in dissemination.

Consent for e.g. photographs or quotes to be used in dissemination and publication materials or on the website will be specifically obtained. Such consent will be in writing and will indicate the level of consent (e.g. unlimited use, use in other countries only, etc.).

#18. Clustering

The EMPOWER project will explore possible clustering activities with related ICT research Horizon-Europe projects, notably:

- **Integrating Adaptive Learning in Maritime Simulator-Based Education and Training with Intelligent Learning System** (i-Master). The primary objective of i-MASTER is to study and develop an Intelligent Learning System (ILS) with maritime learning analytics and adaptive learning function for students engaged in both remote and on-site maritime simulator-

based education and training.
- **Extending design thinking with emerging digital technologies** (Extend-D.T.2). The Exten.D.T.2 project will use emerging technologies to enhance the pedagogical value, sustainable digitization and potential for wide deployment of design thinking (DT).
- **Electronic, Didactive and Innovative PLatform based On Multimedia Assets** (e-Diploma). The electronic, Didactive and Innovative PLatform based On Multimedia Assets will use techniques and technologies previously proven successfully in the broadcasting, gaming, and eSports industries. They will be adapted to the educational world developing innovative learning practices.

Cooperation with other relevant projects such as NOLAI, a large national project on AI in education from the Netherlands will also be fostered.

The EMPOWER project will benefit from this clustering by exploring possible research cooperation as well as cross-dissemination activities to avoid duplication and enhance the use of resources.

Possible cooperation through dissemination activities will include:

- **E-newsletters** – projects may benefit from common contents and cross-references.
- **Exchange sessions at partners meeting** where relevant areas will be introduced
- **Conferences and workshops** : the possibility to organize joint events will be explored
- **Cross-dissemination on websites and Social media**

#19. Exploitation

The exploitation activities are not only targeted to researchers but also, potentially, to industry (including SMEs) and those actors that can make good use of the EMPOWER results: authorities, industrial authorities, policymakers, sectors of interest, civil society. It is important to differentiate dissemination and communication activities from exploitations activities. In this regards, exploitation actions are implement towards the end of the project and beyond in order to promote and make practical use of the results through tools such as roadmaps, prototypes, softwares, etc to share knowledge, skills and data.

The EMPOWER projects will potentially implement the following exploitation activities:

- The **educational platform**, whose innovation point is based on its educational objectives: executive-functions and self-regulation combined with augmented information about the arousal status of the student; and also in the underlying technologies that will allow such functionality to work efficiently. This exploitation

result will be used by teachers, students, family, decision makers on education and general public. All partners´ websites as well as their newsletters will be a key distribution channel. Also, the platform will be presented at the final conference of EMPOWER, where potential users will be participating. This activity will also include the exploitation of **9 online games**, so teachers learn how to make the best use of them working with students with NDDs and autism.

● Field-leading researchers involved in EMPOWER will **publish the findings in well-ranked journals**. The scientific publications will make the results of the project available to technical scientists and academic stakeholders as well as also with external European technological centres and in this way encourage collaborations to contribute to the generation of new innovative technologies and research activities. The objective is to publish in major journals in assistive technologies, human cognitive/behavioral modelling, ethics and education, psychology, and special education and IT, including journals on cognitive communications and networking, cognitive and developmental systems, cognitive sciences, Big Data and AI, applied psychology, autism, learning sciences, computers and education and IT technical fields among others.

● The **white papers** produced as a result of EMPOWER will cover new kinds of interventions with the support of emerging technologies that are not reflected in previous white papers. Innovative and evidence-based solutions are highly demanded by educational departments of European regions when defining their regional plans for improving technology use at school and when they look for opportunities for improving the learning and inclusion of students with NDDs, as they have to cope with an increasing prevalence of students with NDDs having limited resources to tackle this important responsibility.

● The consortium will publish **online teacher training courses**, which will include educational contents for teachers to exploit both the educational platforms and the training modules.
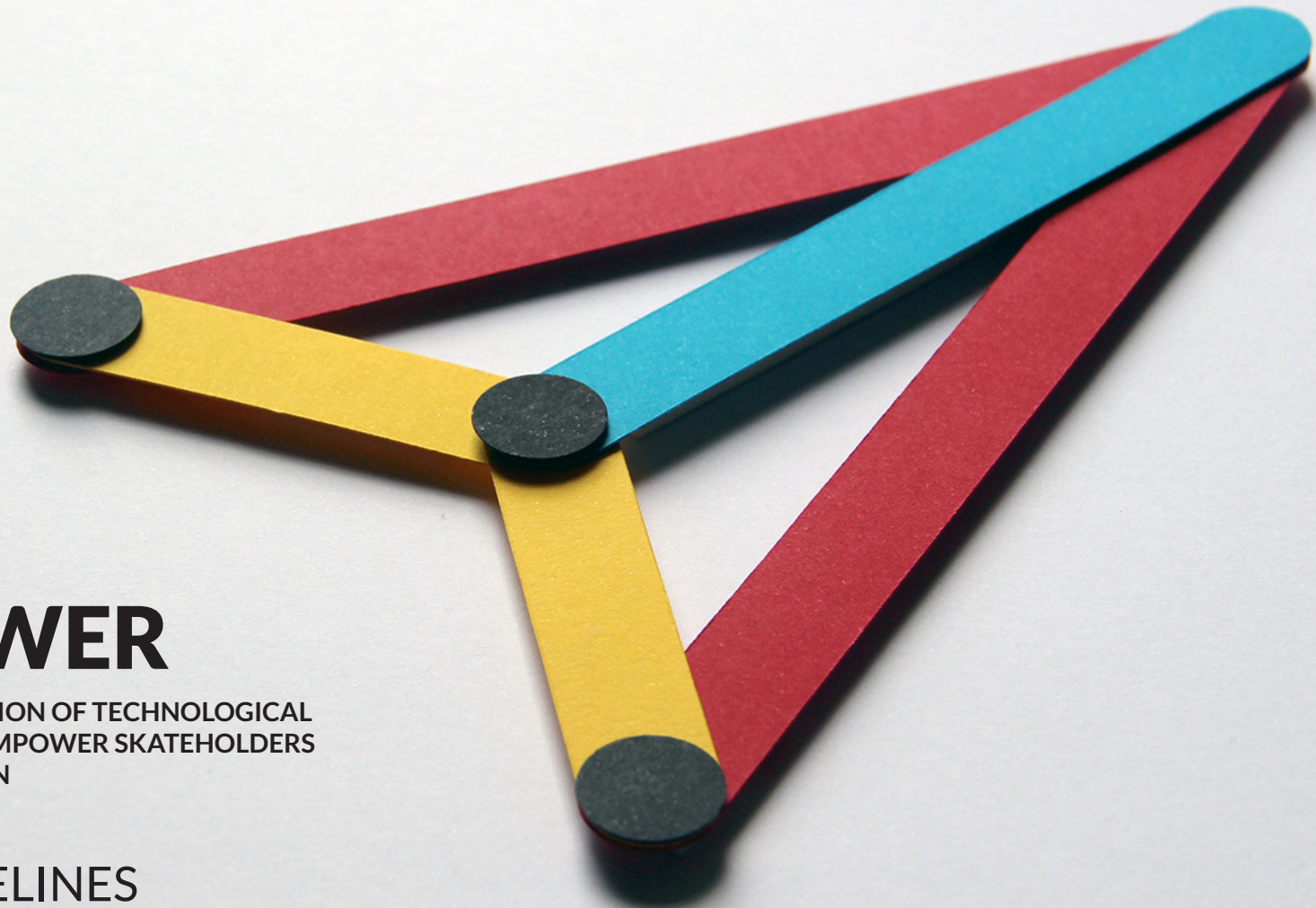
EMPOWER

**DESIGN AND EVALUATION OF TECHNOLOGICAL
SUPPORT TOOLS TO EMPOWER SKATEHOLDERS
IN DIGITAL EDUCATION**

LOGO GUIDELINES

OCTOBER 22

This is a set of guidelines for logo usage to ensure a consistent and appropiate visual identity. Using the logo in a consistent manner across all applications help to both established and reinforced the recognition of the *EMPOWER* project. The provided artwork must be used at all times.

01
LOGO

MAIN LOGO

The logo is an integral part of the visual identity and should be used thoughtfully and consistently.

Most often the logo will be presented in its main version.
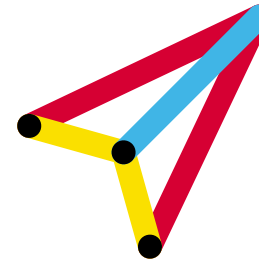
EXCLUSION ZONE

To protect the clarity and visual integrity of the logo it has an exclusion zone.
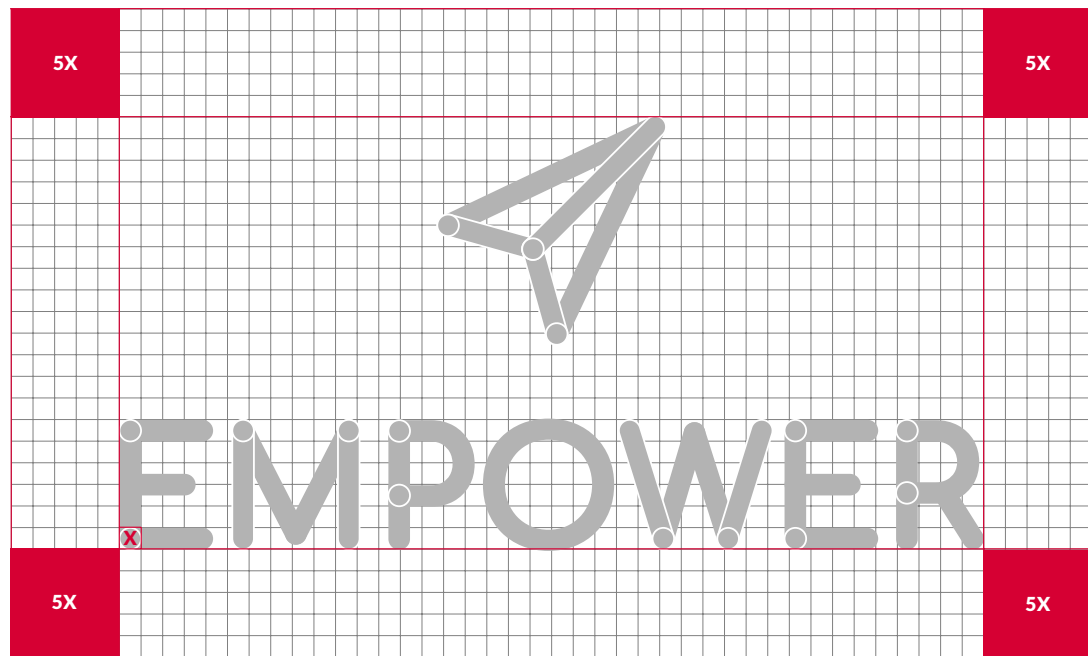
BACKGROUND

The logo must always appear legibly on a white blackground as big as the exclusion zone.
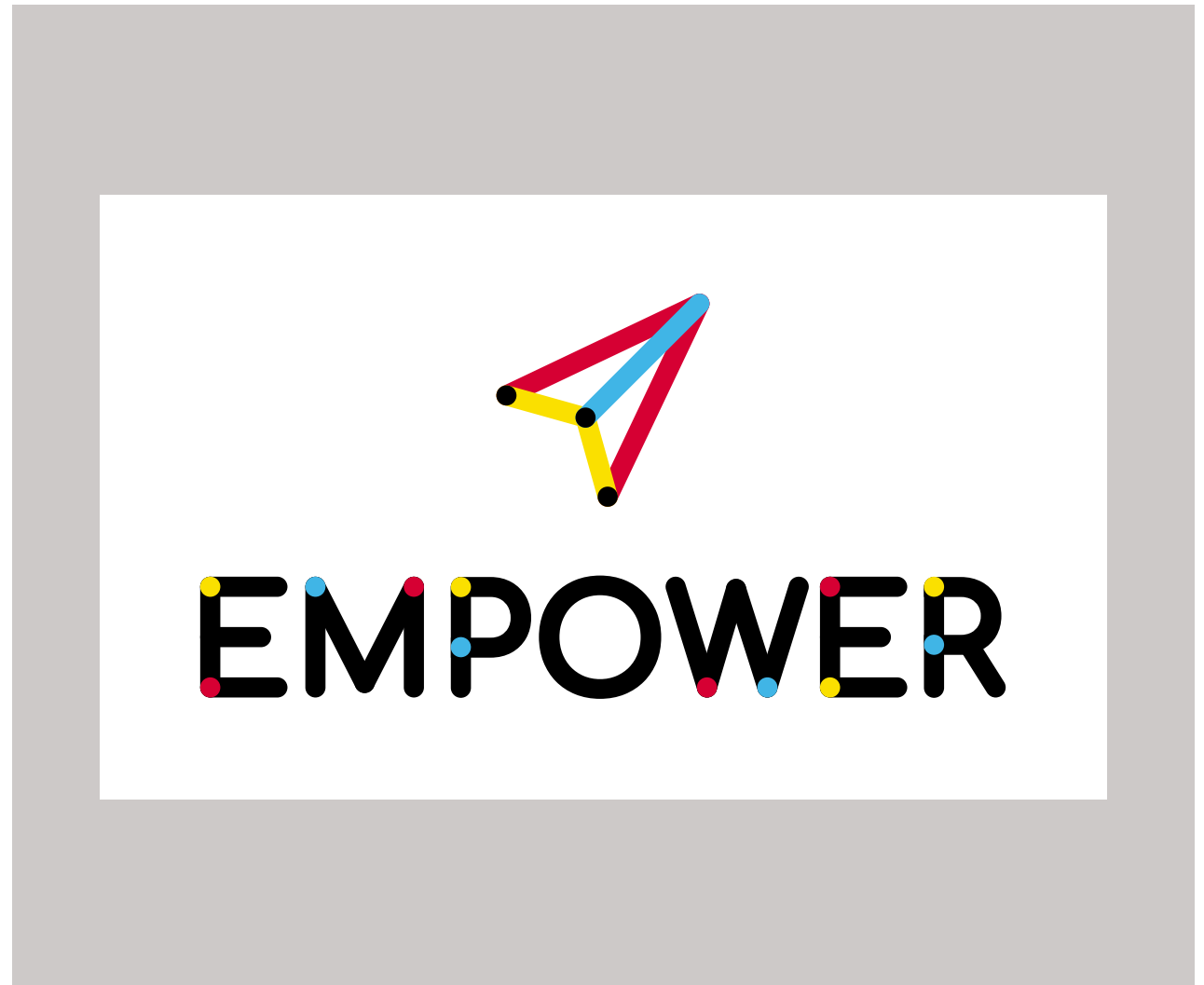
MONOCHROME
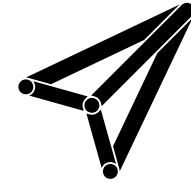
There is also a monochrome
version of the logo (Positive and
negative) but it should only be
used in special cases (i.e. specific
print process).

LOGO VARIATIONS

Most often the logo will be displayed in its main version but can also be adapted for use on a vertical format or can be placed in combination with the text *"DESIGN AND EVALUATION OF TECHNOLOGICAL SUPPORT TOOLS TO EMPOWER SKATEHOLDERS IN DIGITAL EDUCATION"* in capital letters.

00_MAIN LOGO
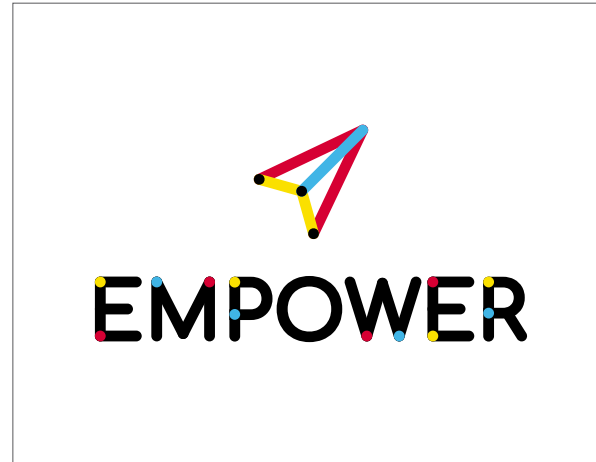
01_LOGO + TEXT

02_VERTICAL LOGO
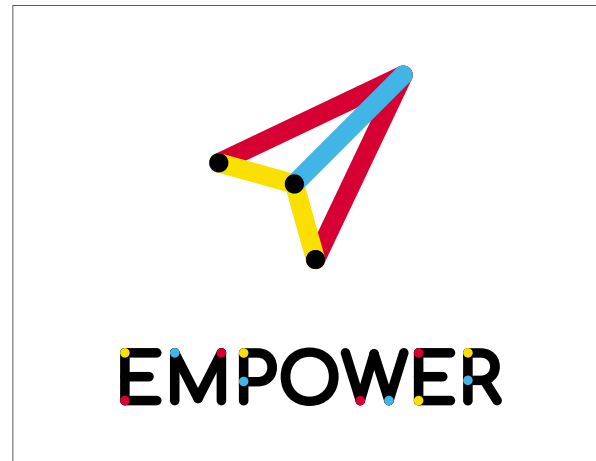
03_VERTICAL LOGO + TEXT

LOGO VARIATIONS

01_Logo + text
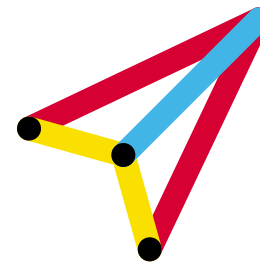
DESIGN AND EVALUATION OF TECHNOLOGICAL SUPPORT TOOLS
TO EMPOWER SKATEHOLDERS IN DIGITAL EDUCATION

LOGO VARIATIONS

01_Logo + text

EXCLUSION ZONE
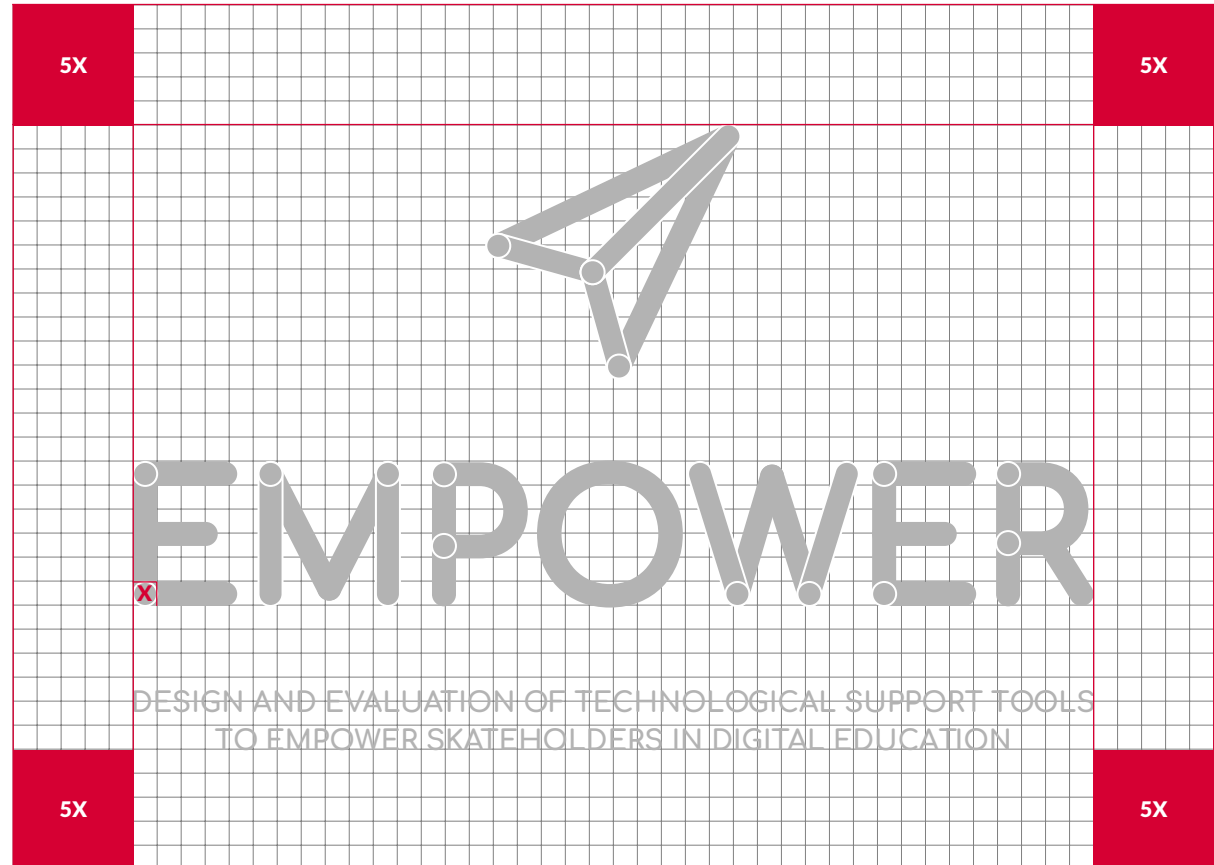
LOGO VARIATIONS

01_Logo + text

MONOCHROME

EMPOWER

DESIGN AND EVALUATION OF TECHNOLOGICAL SUPPORT TOOLS
TO EMPOWER SKATEHOLDERS IN DIGITAL EDUCATION

EMPOWER

DESIGN AND EVALUATION OF TECHNOLOGICAL SUPPORT TOOLS
TO EMPOWER SKATEHOLDERS IN DIGITAL EDUCATION
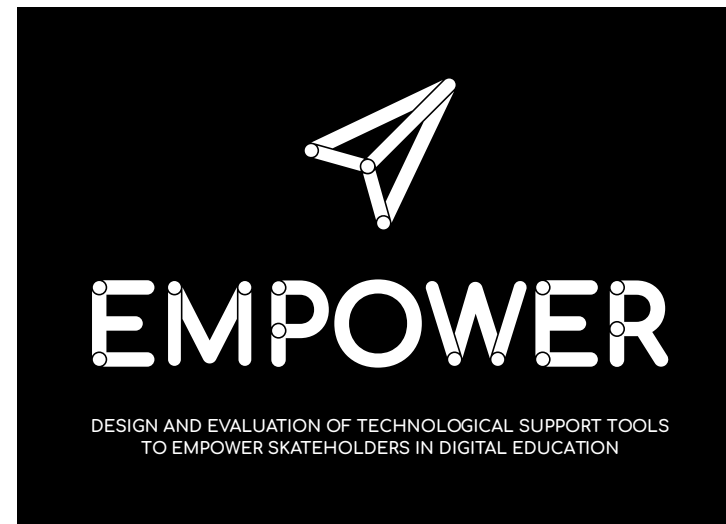
LOGO VARIATIONS

02_Vertical logo

LOGO VARIATIONS

02_Vertical logo

EXCLUSION ZONE
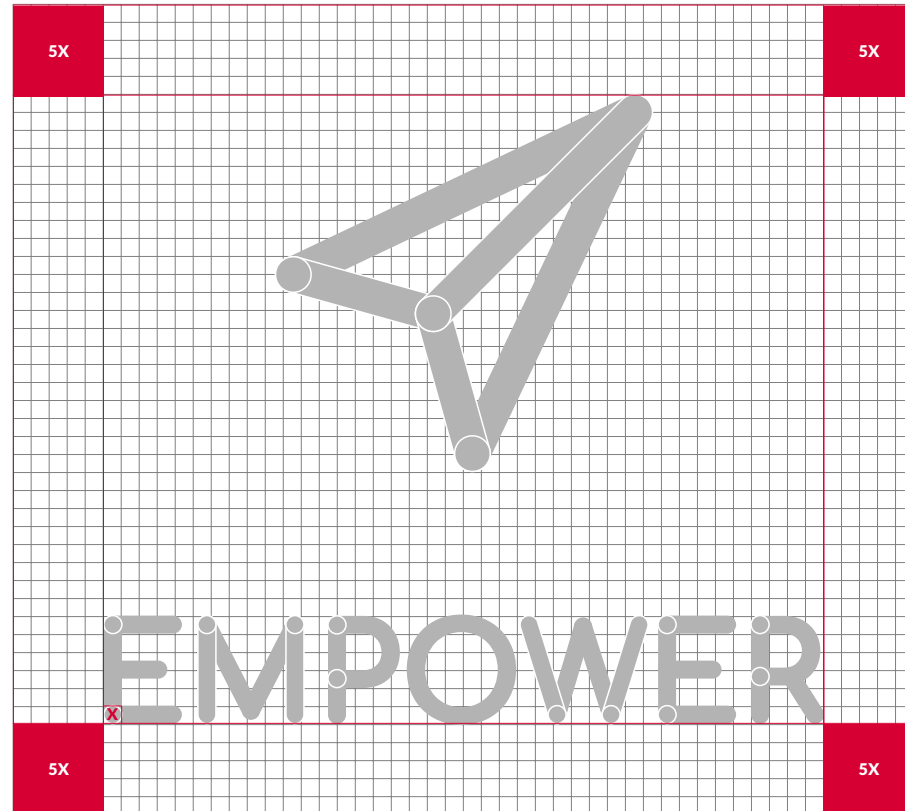
LOGO VARIATIONS

02_Vertical logo

MONOCHROME
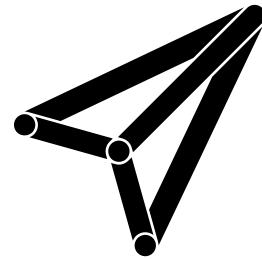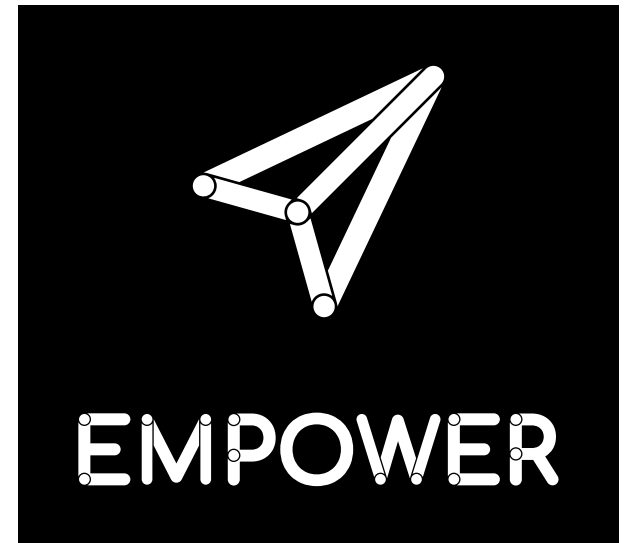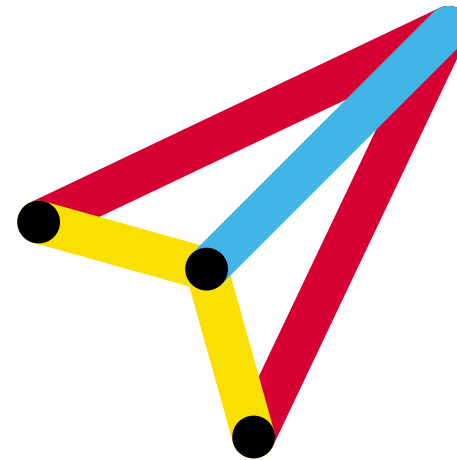
LOGO VARIATIONS

03_Vertical logo + text

EMPOWER

DESIGN AND EVALUATION OF TECHNOLOGICAL SUPPORT TOOLS
TO EMPOWER SKATEHOLDERS IN DIGITAL EDUCATION

LOGO VARIATIONS

03_Vertical logo + text

EXCLUSION ZONE
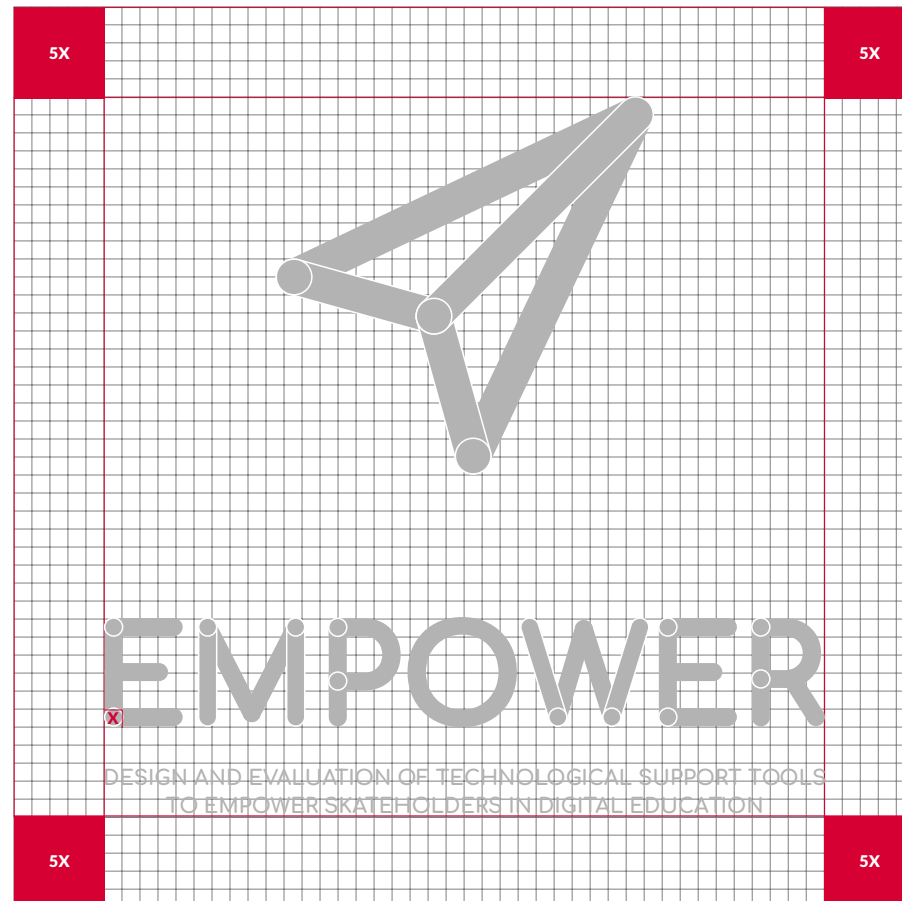
LOGO VARIATIONS

03_Vertical logo + text

MONOCHROME
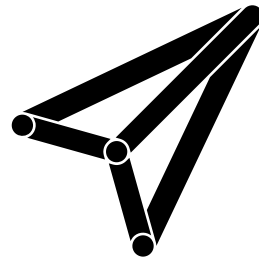
EMPOWER

DESIGN AND EVALUATION OF TECHNOLOGICAL SUPPORT TOOLS
TO EMPOWER SKATEHOLDERS IN DIGITAL EDUCATION

EMPOWER

DESIGN AND EVALUATION OF TECHNICOLOGICAL SUPPORT TOOLS
TO EMPOWER SKATESHOLDERS IN DIGITAL EDUCATION
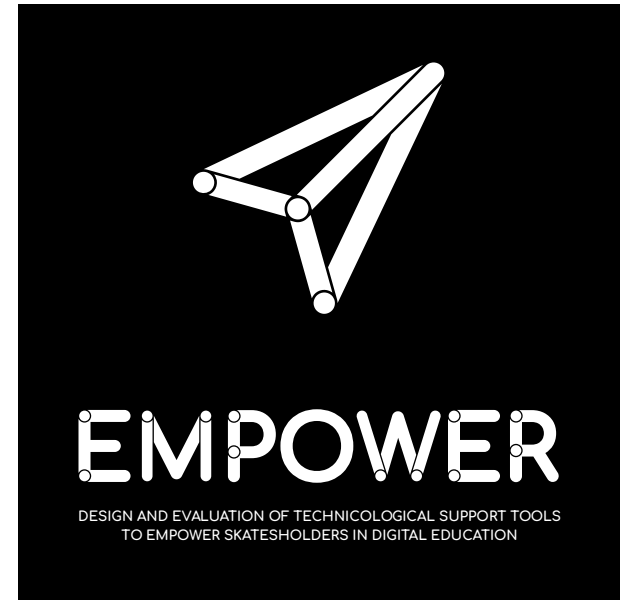
SYMBOL

The symbol is an essential element in the composition of the logo. This component serves as an icon, which can be used when the space is too small to display the main logo (i.e profile image for social media).
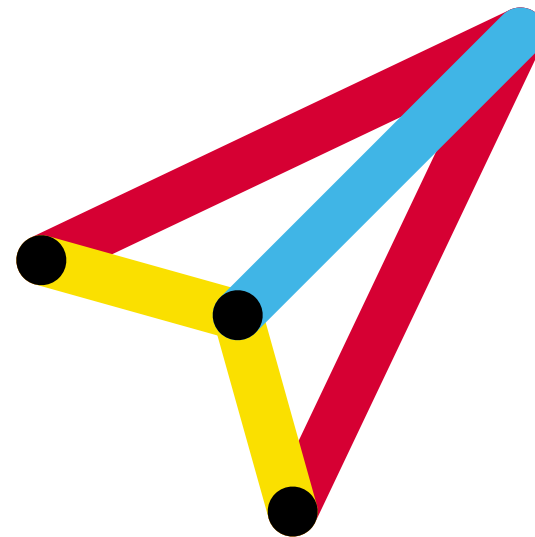
02
COLOR PALETTE

PRIMARY

The primary colors included in the logo are key indicators of the visual identity of the project. White color shoud be predominating in the designs, combinating with typography in black to create contrast.

The CMYK colors should be used for all printed publications.
The RGB colours should be used in screen work, including banners and presentations.
The colors named as "#" are elegible for websites.
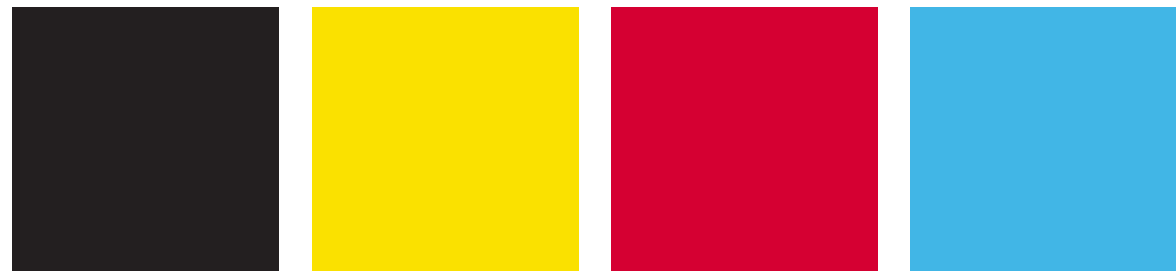
CMYK 0 0 0 100
RGB 0 0 0
 # 000000

CMYK 0 0 100 0
RGB 250 225 0
 # FAE100

CMYK 0 100 72 0
RGB 213 0 50
 # D500032

CMYK 67 2 0 0
RGB 65 182 230
 # 41B6E6

CMYK 0 0 0 100   **RGB 255 255 255**   **# 000000**

03
TYPOGRAPHY

COMFORTAA

The Empower logo typeface is Comfortaa. It´s clean, distinctive, and it is available in a variety of weights, eventhough should be used in the bold variation in the logo.

COMFORTAA

ABCDEFGHIJKLMNOP
QRSTUVWXYZ
abcdefghijklmnop
qrstuvwxyz
0123456789

04
LOGO USAGE DON´TS

DON´TS (1/2)

To ensure a consistent and appropiate visual identity, follow the guidelines for logo usage. All logo artwork is provided as Adobe Illustrator based EPS. EPS files are vector artwork and are infinitely scalable (not as PNG. or JPG. files), so they must be used to change the size to ensure proper resolution for the purpose of reproduction.

DON´T CHANGE THE SIZE OR PLACEMENT OF ANY LOGO ELEMENT

DON´T CHANGE THE LOGO COLORS

DON´T PRESENT THE LOGO ON COLORED BACKGROUNDS

DON´T OULINE THE LOGO
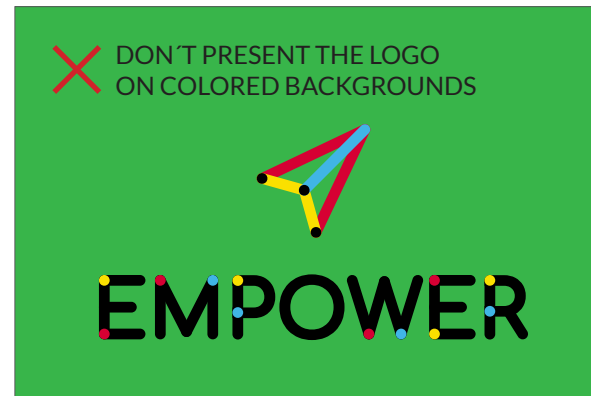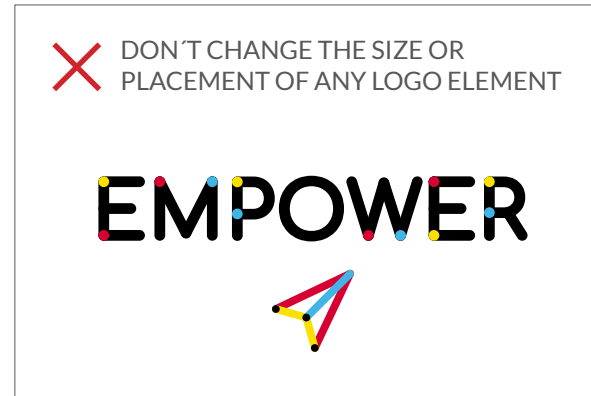
DON´TS (2/2)

✕ DON´T STRETCH OR SQUEEZE THE LOGO TO DISTORT PROPORTIONS

✕ DON´T CHANGE THE ORIENTATION
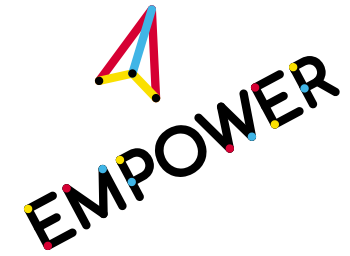
✕ DON´T RECREATE THE LOGO IN A DIFFERENT TYPEFACE

DESIGN AND EVALUATION OF TECHNOLOGICAL SUPPORT TOOLS TO EMPOWER STAKEHOLDERS IN DIGITAL EDUCATION

✕ DON´T RECREATE ELEMENTS OR REPLACE WITH SOMTHING ELSE

05
PAPER LOGO IMAGE

AN EXCEPTION: PAPER LOGO

Additinoaly to the different versions of the logo in vector format, a unique paper artwork has been created representing the Empower logo.
This paperartwork was hand made, then photographed, and it is provided as a high quality image.
It can be used exceptionally as long as the quality of the image is not altered in its reproduction. The use of this image is reserved for specific occasions in which it is required to represent the logo in a special way (preferably in print work and avoiding using it in web and digital applications)
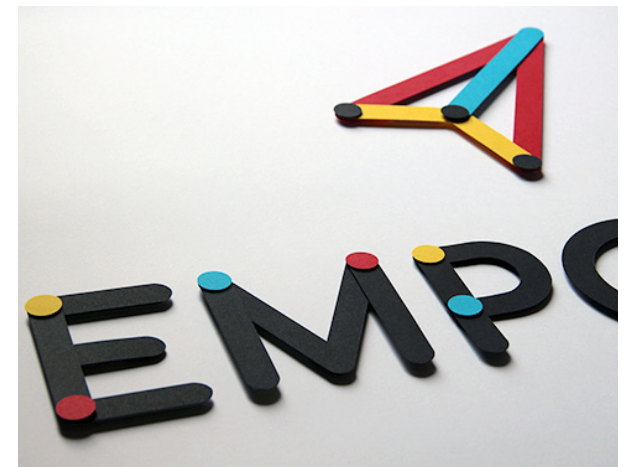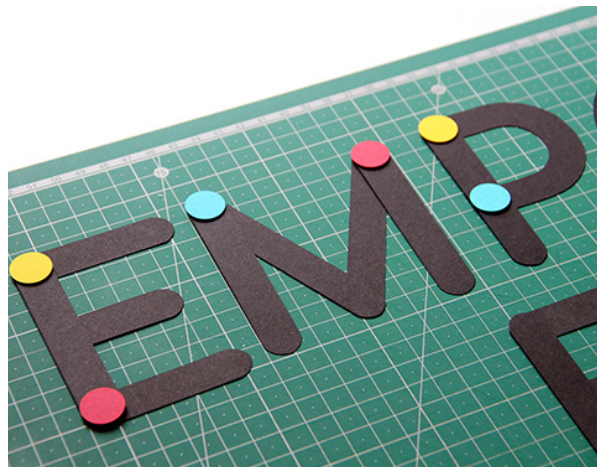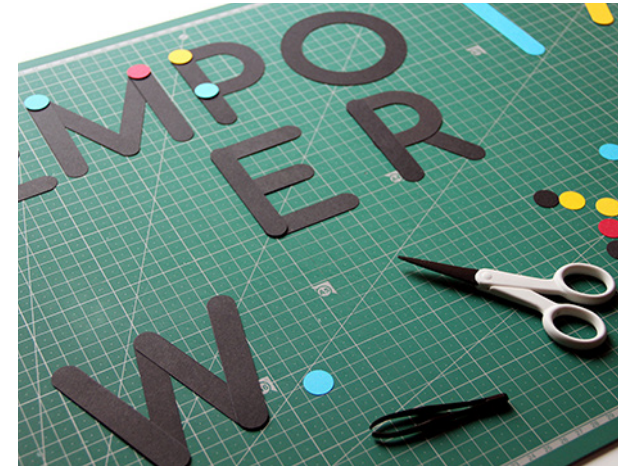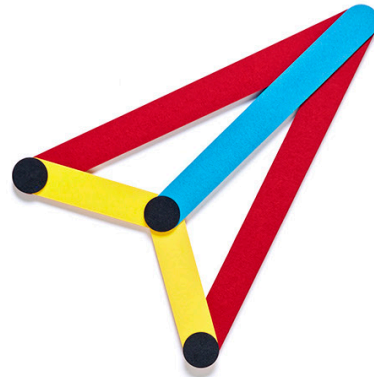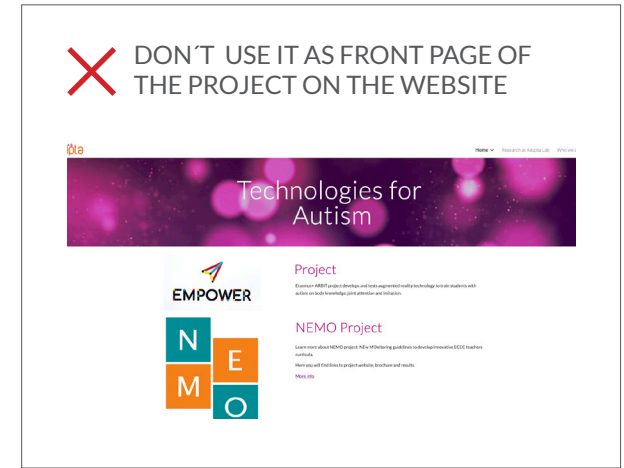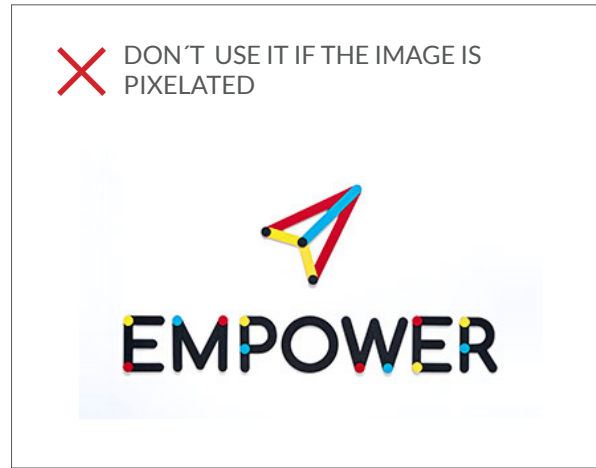
DON´TS

The paper logo image should be used thoughtfully and only when needed.
These examples that are explicitly described are considered incorrect applications and must be avoided.

✗ DON´T USE IT IF THE IMAGE IS PIXELATED

✗ DON´T USE IT AS FRONT PAGE OF THE PROJECT ON THE WEBSITE

✗ DON´T USE IT AS A STANDARD LOGO IN THE SLIDES OF PRESENTATIONS

✗ DON´T USE IT AT SMALL SIZES
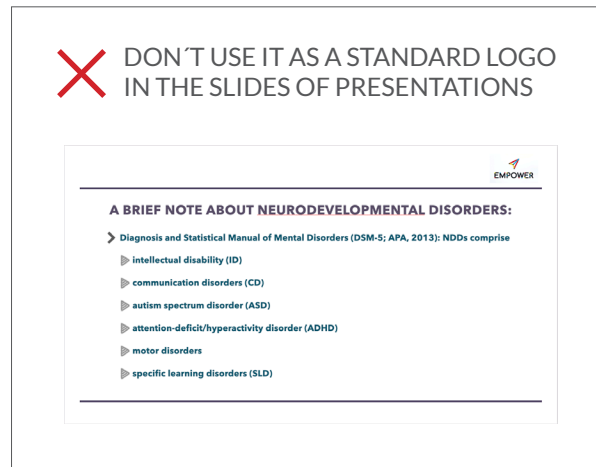
EXTRA PERSPECTIVE IMAGES

A couple of additional images of the paper artwork in perspective are provided as well (Both logo and symbol) . These images should never replace the logo but can be used exceptionally to represent the project with a photograph (for example, as a cover image in this manual)
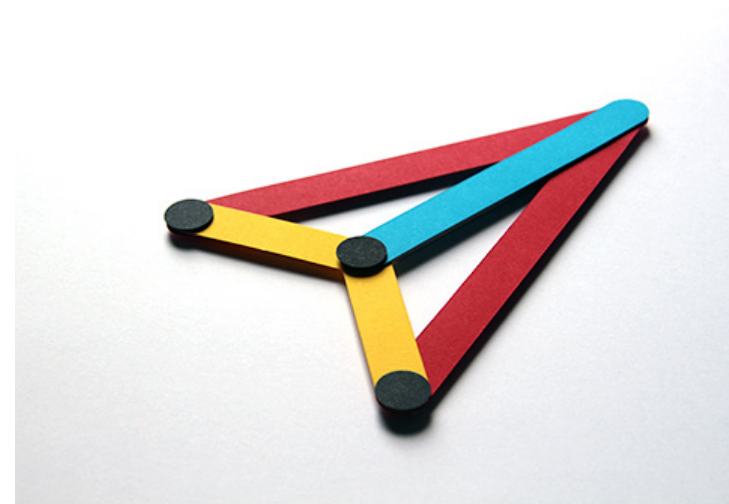
BEATRIZ COSTO

/

(+34) 639545440
info@beatrizcosto.com
www.beatrizcosto.com

Annex 2: Different versions of funder acknowledgement
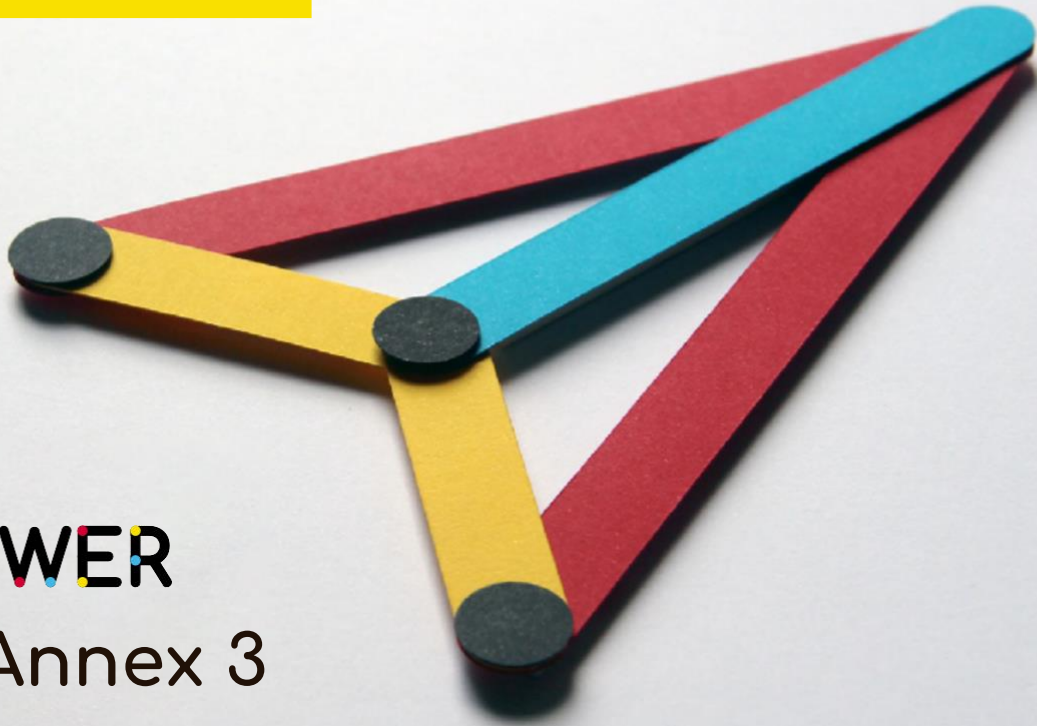
Figure 1

Figure 2

Figure 3

Figure 4

[All different versions can be found here](#)
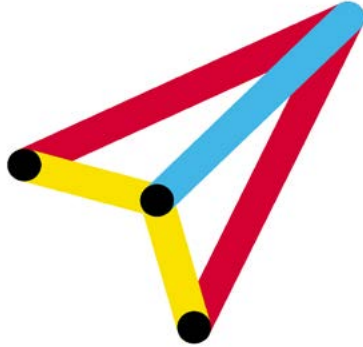
EMPOWER

D7.2 – Annex 3

- Business card sample

- Online banner

- Promotional video

EMPOWER - Design and evaluation of technological support tools to empower stakeholders in digital education

Started in October 2022, EMPOWER is a European interdisciplinary research project that will develop a unique technological learning platform to enhance personalised education of children with neurodevelopmental conditions.

Neurodevelopmental conditions affect approximately 15% of children aged 3 to 17 years. These children can have difficulties with language and speech, motor skills, behaviour, memory, learning, or other neurological functions. These challenges can have a significant impact on their learning process, access to education, and consequently social inclusion. Children with neurodevelopmental conditions can thus greatly benefit from education support tailored to their needs.

Co-funded by
the European Union

What are the objectives of EMPOWER?

The main objective is to empower teachers to better support children in schools regarding their emotional and behavioural difficulties to ultimately improve their quality of life.

Our education platform will be co-created with relevant stakeholders. It will focus on supporting executive function and emotional self-regulation. Those are indeed two key sets of skills to target in the educational support for neurodiverse students, as evidenced by research.

It is expected that by using a game-based approach, children will improve their learning and emotional skills, better integrate into the educational system, and improve their quality of life. The platform efficacy will be tested and evaluated in school settings according to the strict standards of a randomized clinical trial.

EMPOWER results will provide insights into the possibilities for training teachers in the use of these new technologies. It will also inform future policies governing technology in education, including refined ethical frameworks.

The EMPOWER consortium

Leading the EMPOWER consortium, the University of Valencia (Spain) will coordinates the transnational team made of a range of leading experts in their respective fields including from Radboud University (The Netherlands), Babeş-Bolyai University, the Technical University of Cluj-Napoca and the company ITDATA TELECOM (Romania), the Western Norway University of Applied Sciences, INESC-ID and ISCTE – University Institute of Lisbon (Portugal), as well as Autism-Europe (Belgium).

The work of the consortium is co-funded by the Horizon Europe programme of the European Union.

Visit the project's dedicated website : https://project-empower.eu/