D6.1 DISSEMINATION PLAN AND VISUAL IDENTITY

Project acronym: OTTER

Project title: Outdoor Science Education for a Sustainable Future

Call: H2020-SwafS-2018-2020

Project no.	1010010082
Project acronym:	OTTER
Project title:	Outdoor Science Education for a Sustainable Future
Call:	H2020-SwafS-2018-2020
Start date of project:	01.09.2021
Duration:	30 months
Deliverable title:	D6.1 Dissemination Plan and Visual Identity
Dissemination level:	PU
Due date of deliverable:	30.11.2021
Actual date of submission:	30.11.2021
Deliverable Lead Partner:	GEO
Work Package:	WP6
Keywords:	Dissemination, communication, visual identity, brand identity, social media, channels and strategy, website

Name	Organization
Mariana Mata Lara	GEO

History			
Version	**Date**	**Reason**	**Revised by**
01	16.11.2021	First Draft	Jelena Kajganovic
02	29.11.2021	Final Draft	Ömer Ceylan

Table of Contents

OTTER project

Funder under the European Union's Horizon 2020 research and innovation programme, **OTTER** aims to **enhance the understanding of Education Outside the Classroom** (EOC) **methods and pedagogies** and how they can help **improve the acquisition of scientific knowledge and transferable skills in students**, **specifically in the field of environmental sustainability and the reduction of plastic waste**. It aims to increase interest in scientific topics among young people, while also contributing to the range of innovative educational projects and the increase of scientific citizenship within the EU.

OTTER aims to strengthen educational outside-the-classroom (EOC) **networks within Europe**, connecting experts from four different regions within the continent (**Finland, Hungary, Ireland and Spain**). The strengthening of these networks will be utilised to carry out a programme of EOC pilot schemes and analysis of the effect they have on the performance of participating students, including their levels of sophisticated consumption and scientific citizenship, to increase understanding of the effects of education outside the classroom on EU citizens. The pilot schemes will share a common theme revolving around issues of plastic waste and recycling in order to build upon recent momentum in tackling related global educational, social, and environmental issues and due to the close relationship between reducing plastic waste and the need for more sophisticated consumers.

Project Consortium

Geonardo Environmental Technologies **(GEO)**

European Science Foundation **(ESF)**

University of Groningen **(RUG)**

University of Limerick **(UL)**

Bridge Budapest **(BB)**

Learning Scoop - oppimisen osuuskunta **(LS)**

The Big Van Theory **(TBVT)**

Center for the Advancement of Research & Development in Educational Technology **(CARDET)**

1. Executive Summary

Objective:

The OTTER Dissemination, Communication Plan and Visual Identity (DISCOPVI) describes the activities to be performed and the means and methods to be used in order to raise awareness on OTTER and its activities, maximise the project's visibility, spread its results to the relevant target groups, and ensure the use and uptake of the project's outputs by the intended end-users. It also outlines strategies and provides guidelines to the project's partners in order that the dissemination activities are appropriately and effectively undertaken, and that the visual identity remains consistent along all activities and publications. It aims at:

a) Helping the partners better understand WP6 goals and their individual responsibilities;

b) Serving as an action plan for the consortium, establishing individual responsibilities and time-frame for implementation, reporting and update of the performed activities;

c) Giving the consortium members a clear idea on how to communicate about the project's goals, progress and results through the most appropriate tools to selected target audiences and in a timely manner.

Rationale:

The DISCOPVI identifies the target audiences and key stakeholders of the project, defines not only the dissemination objectives, but also what should be communicated and how it should be presented to ensure the users' uptake. Details on the means and channels to be used as well as the types of events and conferences in which the project can be promoted are also provided.

The DISCOPVI will thus serve as an action plan for the consortium, establishing individual responsibilities and a time-frame for implementation, and will further encourage partners to leverage their strong outreach capacity within their networks and beyond.

The DISCOPVI contains a set of protocols to ensure that all relevant knowledge coming out of the project is carefully managed and visually aligned with OTTER's identity.

The protocols are set up to:

- Maximise the OTTER project's visibility;

- Present the results of the project to the different target audiences in the best way possible, ensuring information provision and audience engagement;

- Convey the OTTER results to publication outlets and ensure all outputs and resources produced in the OTTER project are transferred to targeted users in a customised way;

- Foster the engagement of the target groups in OTTER's activities.

OTTER will develop and make use of the latest tools, resources and channels resulting in cost effectiveness and maximum impact.

The DISCOPVI has been developed by Geonardo, however, all project partners are involved in dissemination and communication in order to foster awareness and transfer results for impact, especially in their own countries and in their own communities.

The DISCOPVI will be a **living plan that will be regularly updated throughout the project's lifetime**, to actively address the needs of the project based on its interim results.

2. Purpose, Motives and Obligations

2.1 Introduction

This document has been produced with the objective of ensuring that the foreseen dissemination and communication activities in OTTER are appropriately and effectively undertaken by the OTTER partners during the project. Effective dissemination and communication is especially relevant for the OTTER project, given that a **primary project objective is to demonstrate that Education Outside the Classroom* (EOC) can help increase the science literacy and interest of students, as well as the transferability of behavioural, cognitive, affective and social skills**, complementing traditional education. Dissemination involves not only looking at where and when the information should be disseminated, but also what should be communicated and how it should be presented to ensure the users' uptake of OTTER's outputs.

To ensure effective dissemination, communication and visual identity of OTTER, a dedicated Work Package – WP6 –will have the general aim of maximising project's visibility, presenting the results to the target audiences and further developing the 'EOC programme exploitation plan' to set the groundwork for transitioning towards wide utilisation of the developed methodology and resources beyond the project lifetime.

Specific objectives:

- Create a distinct visual identity for the project.
- Spread information on OTTER's objectives, activities, and results to the relevant target audiences.
- Build communication channels with relevant target groups.
- Convey the OTTER results to relevant publication outlets.

WP6 - Dissemination & Communication and Exploitation runs in parallel with the other WPs over the project lifetime and focuses on defining a comprehensive and consistent project dissemination and communication strategy, which will ensure maximum project visibility and the sustainability of its results beyond the lifetime of the project.

All project partners are involved in dissemination and communication in order to maximise the visibility of OTTER and convey its findings and outputs to the relevant stakeholders relying on their strong outreach capacity, especially in their own countries and in their own communities

Many partners will also have communication and user engagement activities and sharing obligations within other work packages. Specifically, WP2 - Education Outside the Classroom (EOC) Hub and WP3 - Outdoor Labs, will be closely linked to WP6 to engage in a dialogue with specific user communities and engage them in the EOC communities, transfer created resources, and invite them to the implementation of Outdoor Labs. For each of the identified user communities, different tools and channels have been selected to interact with them (see Table 1 in section 3).

__ Education Outside the Classroom:__*

Out-of-school settings such as outdoor activities, fieldtrips, community and botanical gardens, museums, zoos, scientific centres, community settings, the internet, enhanced digital learning and media, that have proven to have cognitive, affective, social/interpersonal and physical/behavioural positive effects in students, enhancing their learning while keeping them healthy both physically and mentally.

2.2 Rights and Obligations Related to Results

2.2.1 Ownership of Results

Results are owned by the beneficiary that generates them, including joint ownership (See also Consortium Agreement – Section 8 and Grant Agreement Article 26.2). Unless otherwise agreed, each of the joint owners shall be entitled to use their jointly owned Results for non-commercial research activities on a royalty-free basis, and without requiring the prior consent of the other joint owner(s), and each of the joint owners shall be entitled to otherwise Exploit the jointly owned Results and to grant non-exclusive licenses to third parties (without any right to sub-license), if the other joint owners are given at least 45 calendar days advance notice; and Fair and Reasonable compensation.

2.2.2 Protection of Results

Each beneficiary has an **obligation** to protect its results and must adequately protect them — for an appropriate period and with appropriate territorial coverage — if the results can reasonably be expected to be commercially or industrially exploited, and any other possible, reasonable and justified

circumstance. When deciding on protection, the beneficiary must consider its own legitimate interests and the legitimate interests (especially commercial) of the other beneficiaries (See Article 27.1 of Grant Agreement -GA-).

If a beneficiary intends not to protect its results, to stop protecting them or not seek an extension of protection, the EU may under certain conditions (see Article 26.4 GA) assume ownership to ensure their (continued) protection. (GA Article 27).

2.2.3 Exploitation of Results

Each beneficiary has an obligation to exploit its results. Each beneficiary must – up to four years after the period set out in GA Article 3 - take measures aiming to ensure 'exploitation' of its results by: (a) using them in further research activities; (b) developing, creating or marketing a product or process; (c) creating and providing a service, or (d) using them in standardisation activities (See GA Article 28).

Consequences of non-compliance

If a beneficiary breach any of its obligations under this Article, the grant may be reduced in accordance with GA Article 43 (See GA 28.3).

2.2.4 Dissemination of Results

Cooperation obligations

"*Unless it goes against their legitimate interests each beneficiary must – as soon as possible – 'disseminate' their results by disclosing them to the public by appropriate means*" (See GA 29.1). However, no dissemination may take place before a decision is made regarding possible protection. Other participants may object if their legitimate interests in relation to their foreground or background could potentially suffer harm. The beneficiary that intends to disseminate must give the other beneficiaries advance notice (together with sufficient information on the dissemination) (OTTER CA Article 8.4.2.1).

PROTOCOL
OTTER REPORTING ON DISSEMINATION AND COMMUNICATION

Partners should keep track of all their dissemination and communication activities, all of which should be reported by each partner at EC reporting stages. Partners are required to report (ongoing) any publication and dissemination activities on the template provided by Geonardo and ESF.

OTTER SharePoint > WP6 > Dissemination-Log

Open Access to Scientific Publications

Each beneficiary must ensure open access (free of charge online access for any user) to all peer-reviewed scientific publications relating to its results (See GA 29.2).

In particular, it must:

a) as soon as possible and at the latest on publication, deposit a machine-readable electronic copy of the published version or final peer-reviewed manuscript accepted for publication in a repository for scientific publications;

Moreover, the beneficiary must aim to deposit at the same time the research data needed to validate the results presented in the deposited scientific publications.

b) ensure open access to the deposited publication — via the repository — at the latest:

i. on publication, if an electronic version is available for free via the publisher, or

ii. within six months of publication (twelve months for publications in the social sciences and humanities) in any other case.

c) ensure open access — via the repository — to the bibliographic metadata that identify the deposited publication.

The bibliographic metadata must be in a standard format and must include the terms "European Union (EU)" and "Horizon 2020"; the name of the action, acronym and grant number; the publication date, and length of embargo period if applicable, and a persistent identifier.

Open Access to Research Data

Regarding the digital research data generated in the action ('data'), the beneficiaries must:

a) deposit in a research data repository and take measures to make it possible for third parties to access, mine, exploit, reproduce and disseminate — free of charge for any user — the following:

i. the data, including associated metadata, needed to validate the results presented in scientific publications, as soon as possible

ii. not applicable

iii. other data, including associated metadata, as specified and within the deadlines laid down in the 'data management plan'

b) provide information — via the repository — about tools and instruments at the disposal of the beneficiaries and necessary for validating the results (and — where possible — provide the tools and instruments themselves).

This does not change the obligation to protect results in GA Article 27, the confidentiality obligations in Article 36, the security obligations in Article 37 or the obligations to protect personal data in Article 39, all of which still apply.

For more information on open access, please consult the Guidelines on Open Access to Scientific Publications and Research Data in Horizon 2020

http://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/oa_pilot/h2020-hi-oa-pilot-guide_en.pdf

2.2.5   Obligation and Right to use the EU Emblem

Any dissemination of results must display the EU emblem and include the following text:

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101006482.

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

Download:

The EU emblem: https://europa.eu/european-union/about-eu/symbols/flag_en

Guidelines on the use of the EU emblem: https://ec.europa.eu/info/sites/info/files/use-emblem_en.pdf

This project has received funding from the European Union's Horizon 2020 research and innovation programme under Grant Agreement No 101006482

15

3. Dissemination and Communication Tools and Means

3.1 Dissemination and communication

Dissemination of results is a contractual obligation for projects funded under Horizon 2020. Beneficiaries, therefore, shall conduct various dissemination and communication activities through different means including electronic tools such as project website, e-publications, information platforms, and printed material such as leaflets, press releases, posters, as well as various events including stakeholder workshops, thematic meetings, and conferences at national and European level. At the same time, however, dissemination activities shall be compatible with the protection of intellectual property rights, confidentiality obligations and the legitimate interests of the owner(s) of the foreground.

To implement dissemination and communication activities effectively, it is important to have a good understanding of the definitions of the respective terms and concepts within the context of Horizon 2020 projects (Figure 1).

Communication

Communication on projects is a strategically planned process that starts at the outset of the action and continues throughout its entire lifetime, aimed at **promoting the action and its results**. It requires strategic and targeted measures for communicating about (i) the action and (ii) its results to a multitude of audiences, including the media and the public and possibly engaging in a two-way exchange.

- **Objective**: Reach out to society and show the impact and benefits of EU-funded R&I activities, e.g. by addressing and providing possible solutions to fundamental societal challenges.

- **Focus**: Inform about and promote the project AND its results/success.

- **Target audiences**: Multiple audiences beyond the project's own community including media and the broad public.

Dissemination

The public disclosure of the results by any appropriate means (other than resulting from protecting or exploiting the results), including by scientific publications in any medium.

- **Objective**: Transfer knowledge & results with the aim to enable others to use and take up results, thus maximising the impact of EU-funded research.

- **Focus**: Describe and ensure results available for others to **USE**→ focus on results only!

- **Target audiences**: Audiences that may take an interest in the potential **USE** of the results (e.g. scientific community, industrial partner, policymakers).

Figure 1. Difference between Communication, Dissemination and Exploitation

*Taken from European IPR Helpdesk.

For more on the differences between Communication, Dissemination and Exploitation, please see: https://ec.europa.eu/research/participants/docs/h2020-funding-guide/imgs/quick-guide_diss-expl_en.pdf and https://www.ecsel.eu/sites/default/files/2018-10/EU-IPR-Brochure-Boosting-Impact-C-D-E_0-1.pdf

** Disclaimer: The Exploitation Plan will be a separate document to be developed by Geonardo as a draft by M18 and a final version by M30.

3.2 OTTER's Target Groups

It is of strong interest to the project and its partners to disseminate its ideas and results to a community as wide as possible – although being focused on the identified main target groups in order to reach the objectives of dissemination and communication.

Table 1 shows the list of the most relevant target groups, how they will be approached and what type of message will be delivered.

Table 1 — OTTER's target groups

TARGET GROUPS	
TARGET AUDIENCE	**WHAT, HOW**
All	Website, brochure, social networks, conferences, EU events, newsletter
Relevant national authorities (Hungary, Spain, Finland and Ireland)	Direct contact
EOC practitioners	Direct contact
Schools, students and parents	Direct contact, teacher associations
Scientific community	Publications and conferences
General public	(*as in all*)

3.3 OTTER's Dissemination & Communication Plan

OTTER's Dissemination and Communication Plan will be tailored to each partner and they will develop their individual and collective activities efficiently and contribute to WP6 and to the global objective of the project. In the development of this Dissemination and Communication Plan, attention has been paid to the expertise and strengths of the project partners. Each partner is integrated into a specific geographic and social reality and has a deep understanding of the individuals and institutions that are part of their existing network and that should be targeted in the project and of the best way to do it.

Hence, each partner will be responsible for particular tasks within WP6. Although a meeting exclusively dedicated to Dissemination and Communication activities is not foreseen, partners will report on their performed actions every six months, following the pre-established template mentioned under protocol in section 2.

Table 2 shows the distribution of work among consortium members regarding dissemination and communication activities.

Table 2 — Distribution of tasks

DISTRIBUTION OF TASKS	
Partner in Charge	**Description**
Task 6.1 Dissemination, communication plan and visual identity	
GEO	Establishment of a Dissemination Plan; creation of a distinctive, original visual identity for the project; creation of a website.
Task 6.2 Dissemination material	
GEO	Design and production of the dissemination material for the different target audiences.
Task 6.3 Joint dissemination actions and scientific outreach	
ESF + All partners	Active promotion of the project and dissemination of results to a wide range of audiences; presentation of project (poster/presentation) at relevant national, European and international events; publication of articles in professional journals, newsletter and media; active presence in social media platforms; establishment of close ties with other relevant EU/national projects; publication of press releases; e-newsletter; targeted promotional campaigns.
*See table 3 for more details on joint dissemination actions	
Task 6.4 Communication and public outreach to all societal levels	
GEO + All partners	All project partners, led by GEO, will pursue any publicity opportunity to present OTTER's goals, actions and outcomes throughout its lifetime, by issuing press releases and articles for local / national or European broadcast media outlets, specialised Press and popular websites. Furthermore, a dedicated press kit will be developed for circulation to specialised journalists, including press releases, project information, article suggestions and contact points for interviews. The website will be the main reference point of the project towards the wider community. It will showcase the project's progress and milestones, through press releases, public deliverables, and other relevant documentation, such as the toolkit for practitioners and guidelines for accreditation. Additionally, by linking to the OTTER Learning Platform and the EOC Hub, it will introduce the EOC concept and generate interest and engagement. OTTER will also issue a 6-monthly electronic newsletter to feature the project's events and activities, news and reports, partners profiles as well as initiatives of relevant projects and organisations. Social media, such as Twitter and Instagram, will be used

to maximise visibility of the project to various target groups and directly engage with them, by sharing news, activities, EOC methods and lessons learned in an informative, triggering and tailored way for each medium. To scale outreach efforts, OTTER will generate a list of influencers and key contacts to follow and inform regularly. ESF will be responsible for the development and maintenance of the website, the social media management, and the newsletter dissemination, supported by all partners for news aggregation in a co-creation approach.

Task 6.5 OTTER EOC's programme exploitation plan	
ESF	In consistency with OTTER's expected impact directions, the exploitation plan that will be developed within this task, will set the groundwork for transitioning towards wide utilisation of the developed methodology and resources beyond the project lifetime. The plan will consider the linkages with other WPs, notably WP5 "Scattering knowledge and opportunities", the exploitation capacities of all partners and furthermore explore potential synergies with similar projects and initiatives funded by the EC. To support the dissemination and exploitation of these results, OTTER partners will organise a final conference in M30 in Brussels, addressing all stakeholders. In a non-conventional ("out of the classroom") environment, OTTER will invite students and teachers to share their stories from the Outdoor Labs, and encourage practitioners, authorities, and other educational actors to adopt OTTER's methods and programme.

Table 3 shows in detail the distribution of work among consortium members regarding joint dissemination actions (T6.3).

Table 3—Joint dissemination actions

JOINT DISSEMINATION ACTIONS		
Type	**Action**	**Partner in charge**
Participation in ongoing events	All partners will **present** the project's main results **in at least 10 events**. This may take place via moderation of workshops, participation in panels, poster presentation, etc.	**ALL partners**
Organisation of ad hoc meetings	School visits, direct contact (meetings, phone calls, etc.) + targeted brochure in native language (intro project, goal, their expected involvement, time required from them)	**LS, TBVT, BB and UL**
Publications, press releases and articles	😀 Partners will publish at least **4 scientific papers** in science education journals such as International Journal of Science Education, Journal of Outdoor and Environmental Education, Journal of Environmental Education, Journal of Experimental Education.	**RUG + UL**
	UL will focus on publishing quantitative results in leading scientific journals, including PLOS ONE, Science Education and Public Understanding of Science. RUG will lead on publications for top journals such as International Journal of Science Education and Journal of Research in Science Teaching)	
	😀 Partners will **publish at least 10 public reports and papers** (including conference proceedings) **in ResearchGate as a project**, providing professionally graphic designed reports with infographics and easy-to-understand diagrams.	**ALL partners**
Targeted promotional campaigns	**Four online promotional campaigns** will be launched throughout the duration of the project: project launch, OTTER outdoor labs, EOC network, results of the project.	**GEO**

Newsletter	A short, visually appealing newsletter will be sent out to all subscribers, partners' networks and participants **every 6 months**.	**GEO**
Networking and dissemination	Present OTTER's objectives, partnership, activities and expected results whenever possible: to their network, via their own websites, social media and newsletter; to new contacts.	**ALL partners**

**Remember to upload your dissemination activities in the '*Dissemination Log*' as indicated in the protocol in section 2.*

3.3.1.   Channels and strategies

The following tools have already been identified for disseminating and communication activities in OTTER:

OTTER website

The entry point to the project communication activities will be a website acting as a virtual dissemination vehicle, providing to the public and the specific target groups access to valuable information. The website is expected to be launched in December 2021. The website will be regularly updated to ensure the provision of most recent and relevant project information to the visitors.

Information on the project's objectives and results will be widely disseminated also in web campaigns as to have maximum sectoral and cross-sectoral impact. Focus will be given to the main contexts described previously in the work packages. The website will describe the project, its consortium, the Education Outside the Classroom Hub and its importance, the Outdoor Labs to be carried out, it will offer news, resources and a media section to access dissemination materials. Access to the website and the continuously updated information will be ensured by Geonardo.

OTTER website address: www.otter-project.eu

Figure 2. OTTER website's homepage

🦦 Partners' websites

The partners' own websites will be also used for promoting the project. Partners should make a reference to the project on their own websites. The screenshots shown below are example of this use.
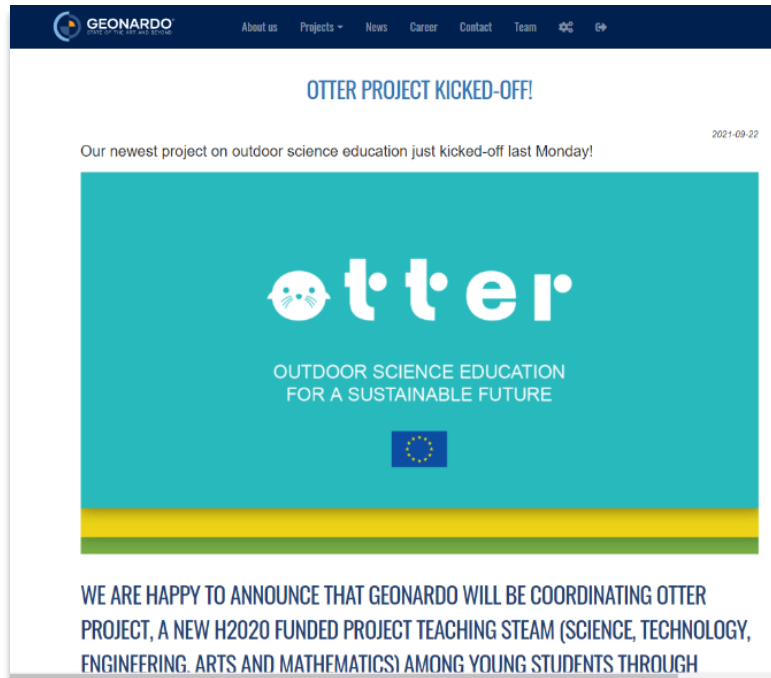
Figure 3. OTTER's launch news at Geonardo website
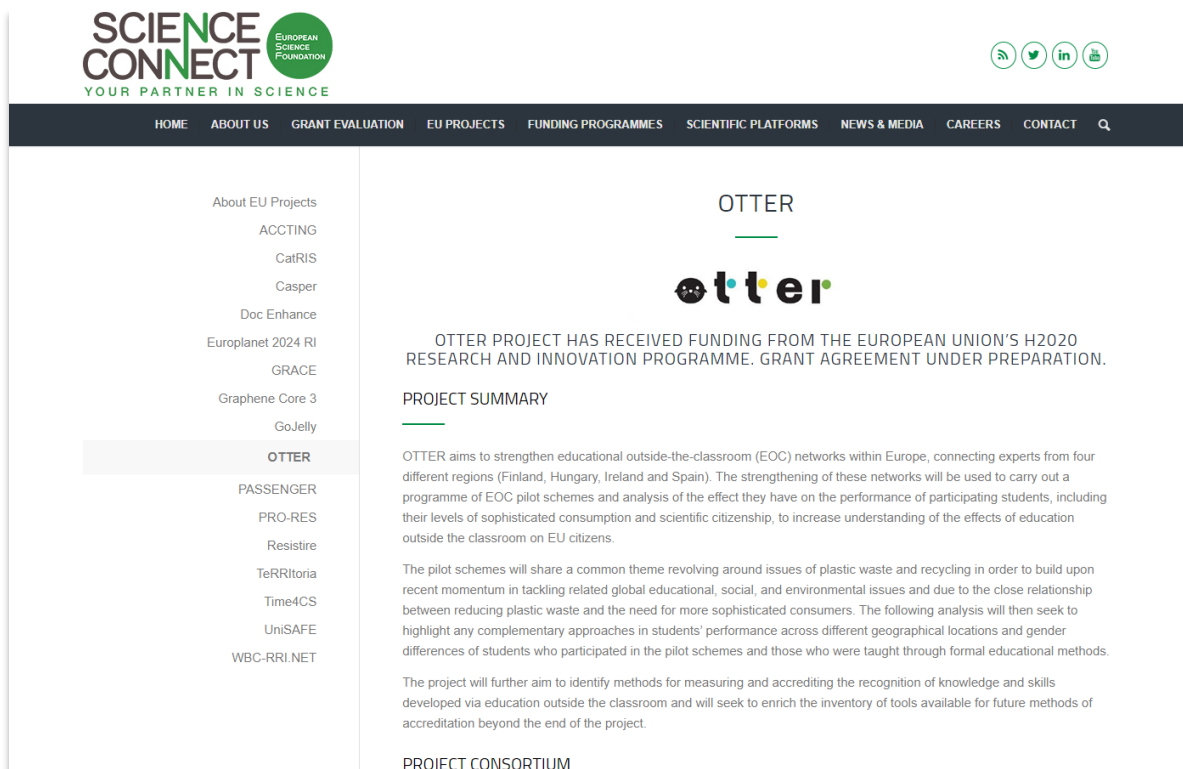
Figure 4. OTTER's launch news at European Science Foundation websiteTwitter

Twitter is a fast-paced platform that allows the user to **consume fast, concisely and to the point**. Furthermore, it allows to see the audience what's trending in their social world. Its demographics show that 23% of the users are between 30-49 years old, while 36% are between the ages of 18 and 29[1].

Twitter's advantage is that it **not only reaches out to the average consumer, but also to journalists, politicians and celebrities** (e.g. 83% of the world's leaders are on Twitter) that keep the platform ideal to find and consume the trending news.

Figure 5. OTTER's twitter

Therefore, OTTER's Twitter strategy will be more dynamic, sharing not only information from the project, but also information relevant to our target audience of researchers, authorities, and other relevant projects, topics related to OTTER's. More specifically:

- **TWEETS RELATED TO THE PROJECT** – This means news from OTTER and its activities.
- **TWEETS RELEVANT FOR THE PROJECT –** These are tweets of relevant news, events, trending topics, etc., that relate to OTTER's interests, but that are not an outcome of our project. For example, a new report on education outside the classroom practices, an event related to STEAM education from the European Commission, a piece of news of the benefits of outdoor education, etc.
- **RETWEETS FROM RELEVANT ACCOUNTS–** This will be used for bringing to our audience existing content that is relevant for them. It also helps build up our project's community as they can see we could be a good information provider on EOC methods and pedagogies.

---

[1] *Sprout Social, 2018*.

- **QUOTE RELEVANT ORIGINAL TWEETS–** When possible and relevant, quote the original tweet instead of retweeting it. This will be helpful when we want to add extra information on what is been already said or when we want to give an opinion on it.

Relevant accounts

It is key to tag relevant accounts in our tweets. For example, if a photo is published, tag the people/projects appearing in it. This will make them share our tweet and reach a broader audience. If not a photo, mention relevant accounts on the tweet. Accounts to keep in mind:

- *AGENCIES*

  @EU_Commission, @EUScienceInnov, @HorizonEU, @REA_research, @EU_ENV, @EUEnvironment, @EUClimateAction, @ERC_Research, @CORDIS_EU, @EU_ScienceHub.

- *CONSORTIUM*

  @GeoEnvTech, @univgroningen, @CardetNGO, @ESF_news, @BigVanCiencia, @BridgeBudapest, @LearningScoop, @UL.

- *CONSORTIUM PEOPLE*

  @omereuropamedia, @oemerceylan, @marianaml_mar, @catalina_vrabie, @lucyavraamidou, @NHelenaAzevedo, @Deirdremoneill, @HelenaArlequino, @PaiviOpinpaja, @ReginaMKelly

- *OTHER RELEVANT PEOPLE (to be constantly updated)*

  @GabrielMariya, @JEPaquetEU

- *OTHER RELEVANT ACCOUNTS*

  @ScienceChannel, @EUDigitalEdu, @NARSTorg, @yedu_eu

Relevant hashtags

It is also key to add hashtags relevant to the tweet content so more audience can find us through them when looking for relevant content. Below are laid out some of the most relevant for OTTER. The partners are free to use others that might be more fit for the occasion.

#STEAM   #EducationOutsidetheClassroom #H2020 #ScienceEducation #scienceed #STEM #ScienceLearning #ScienceTeaching #PlasticFree #EnvironmentalEducation #Sustainability #ScienceforKids #ScienceMadeEasy #OutdoorLearning #OutdoorEducation

Figure 6. Example of a tweet in OTER.

Instagram

Instagram is now a global platform that allows brands, organizations, projects to humanize their content, showcase products, and inspire audiences. It is said that Instagram's users are not just active, but also engaged. This is due to the highly visual content the platform is based on, and thus, OTTER's Instagram content will be carefully planned, so the feed at an individual level and at a profile mosaic level is harmonized and appealing for the target audience: schools, teachers, kids and other relevant projects.

Figure 7. OTTER's Instagram
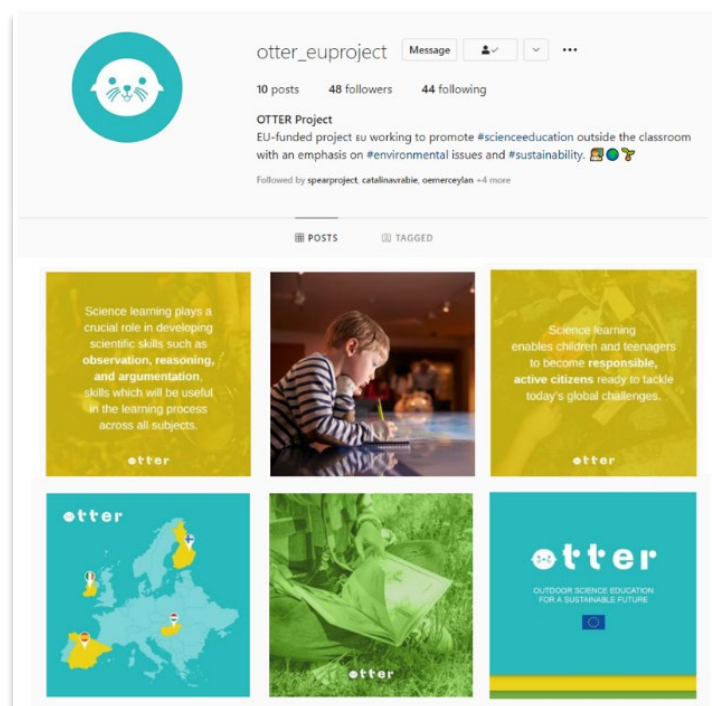
POSTS

The posts that will go to the feed will be four-fold:

1) **Images that explain the aim and specific objectives of the project**. It is important to note here that these images need to be accompanied by relevant captions that explain further the visuals. For example:

2) **Photos that raise awareness on the issue**. Accompanying the visuals made by us, we should use high quality photos that are relevant for OTTER (e.g. education outside the classroom, science learning, outdoor activities, plastic reduction). It is important to note that images should be accompanied with relevant captions that deliver a message as well as relevant hashtags. For example:

3) **Facts that justify our activities**. These will be short concise facts that are relevant to our aims, activities, impact we want to reach. Different to the first two, captions do not need to be so long but they have to be linked to OTTER. If not possible, at least hashtags should be used. For example:
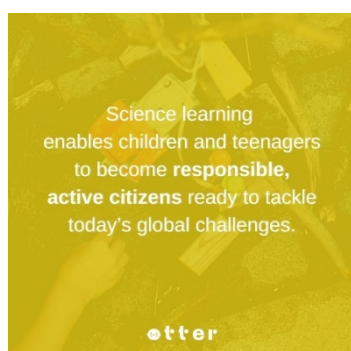
4) **Memes related to the aims of the project**. Since a big part of our target audience are kids, we want to communicate in their language. Therefore, even if unconventional in a traditional project sense, memes can be a way of getting younger audiences' attention regarding the topics we would like to pass to them. Captions do not need to be long in this case. For example:
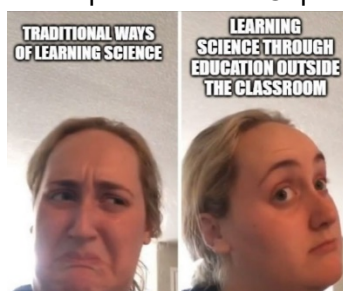
otter_euproject Because outdoor activities rock! 😎

#EducationOutsidetheClassroom #EOC #nonformalteaching #nonformallearning #learningmethods #educationoutside #environmentaleducation #scienceed #scienceeducation #moderneducation #scienceteaching

5w

5) **Photos of events and activities that we have participated in**. The caption should explain the event and OTTER's involvement. This also applies to digital events. For example:

otter_euproject 🎉 It's official: OTTER has launched this week! 🔍

We can say that we've started our week on a very high note, with the kick-off of the project with all partners! 🙌 We discussed roles and responsibilities within the team, as well as timelines and objectives, and we got to know each other better. One thing is for sure: we couldn't be more excited to work on making science education more attractive for youngsters! 🤩

Make sure to follow our adventures in the upcoming months! 😎

#kickoffmeeting #projectteam #OTTERproject #scienceeducation #learningscience #nonformaleducation #nonformallearning

> The above posts are examples of single posts. However, it is important to keep an integral visual identity at a mosaic level by alternating between the above five categories.

🦦 Tik Tok

TikTok is a mobile app which enables the user to create a small clip. Music is played in the background and the creator can act to that music and later speed up, slow, or add filters to you're the video to make it attractive and good so that other TikTok users can watch your videos and like. This characteristic of the platform originates challenges that get viral making it easy to engage people. We will make use of this to make STEAM challenges among the participating schools, aiming at making STEAM fun. Furthermore, we will upload some engaging educational metrial, like the one our partner TBVT already creates in its TikTok account. Considering that TikTok has 1 billion monthly active users and 60% are between 10-29 years old, TikTok will be an important platform to reach our target audience: kids from across Europe.

OTTER's TikTok will be launched once we start engaging schools.

4. Visual Identity

A clear visual identity is key to convey a strong, consistent and unique image of the OTTER project, increasing the partners' ability to communicate our mission, objectives and achievements.

Such a visual identity connects all of the project's partners together and makes the project more recognizable and understandable by the wider public. A proper use of the OTTER logo, wordmark typefaces and colour palette contributes to creating a familiar look of the project on all means of communication, reinforcing its quality image at the same time.

This section is intended to provide the partners with guidelines for using the OTTER visual identity system easily and accurately. The following pages explain more about our visual elements and how to use them consistently across all media and communication channels. Following these guidelines is crucial for ensuring a good reputation of the OTTER project.

1. Logo

The logo is the cornerstone of the visual identity. It is the signature of our partnership and of the OTTER project as a whole (Figure #).

Figure 8. OTTER's logo

However, there are different versions of the logo that can be used when the main version does not fit well with different backgrounds, as shown in Figure ##.

OTTER'S logo location

The logo and its different versions can be downloaded from:

OTTER SharePoint > Documents > WP6 > OTTER logos

Figure 9. Other versions of OTTER's logo

Protection of logo integrity

The logo should never be altered in any way. Avoid all of the following when using the OTTER logo.
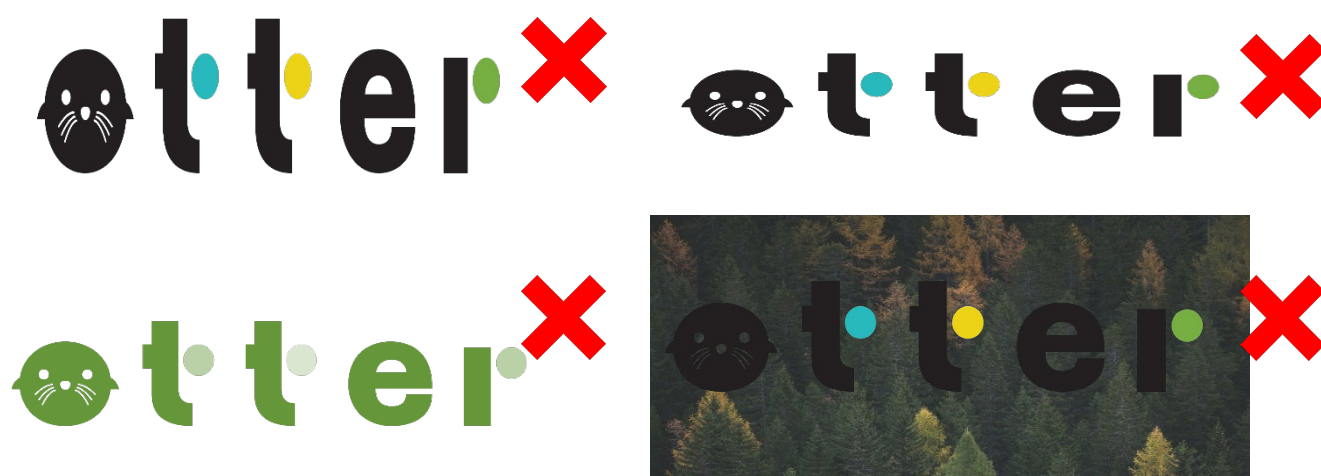
2. Font

The font chosen for OTTER is Arial in different versions.

Arial Headings

· *Use for headlines and titles*

Arial

· *Use for body text*

3. Colour palette

Primary colours

- RGB colours are preferably used on digital media

- # codes are indicated for web uses.

	R: 40 **G**: 196 **B**: 190 **#28BABE**
	R: 118 **G**: 176 **B:** 67 **#76B043**
	R: 237 **G**: 212 **B:** 23 **#EDD417**

4. PowerPoint template

Please use the colour palette and font of the template.

Cover page
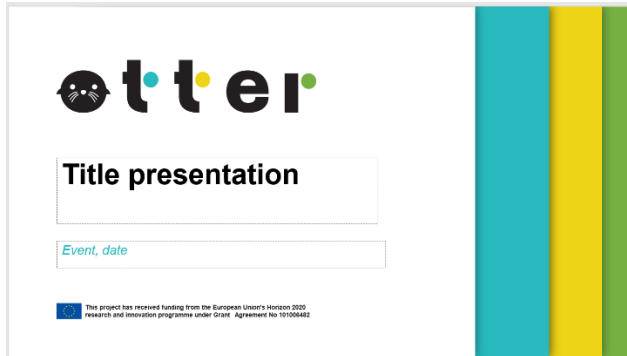
Section Divider

Plain pages

This project has received funding from the European Union's Horizon 2020 research and innovation programme under Grant Agreement No 101006482

35
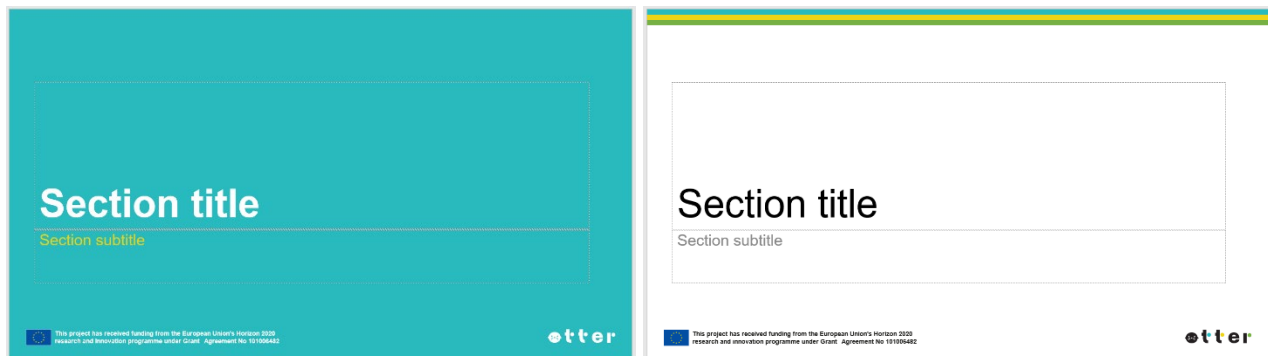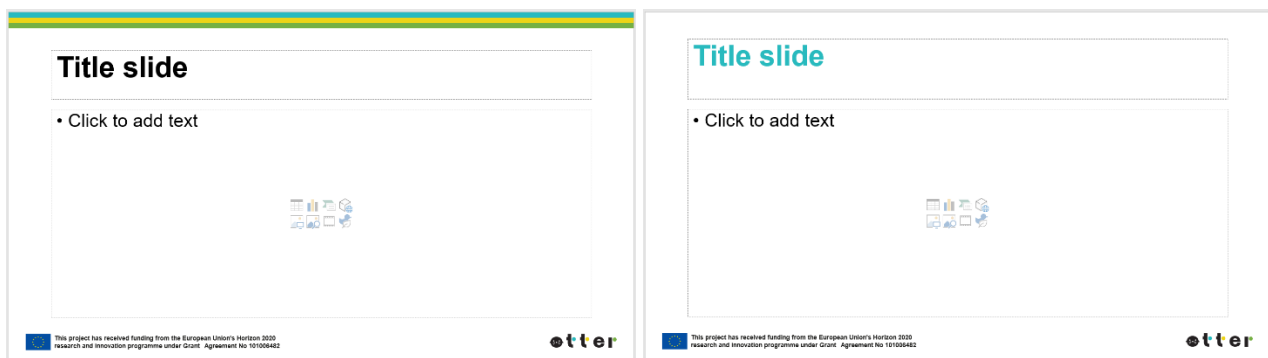
Content Highlight
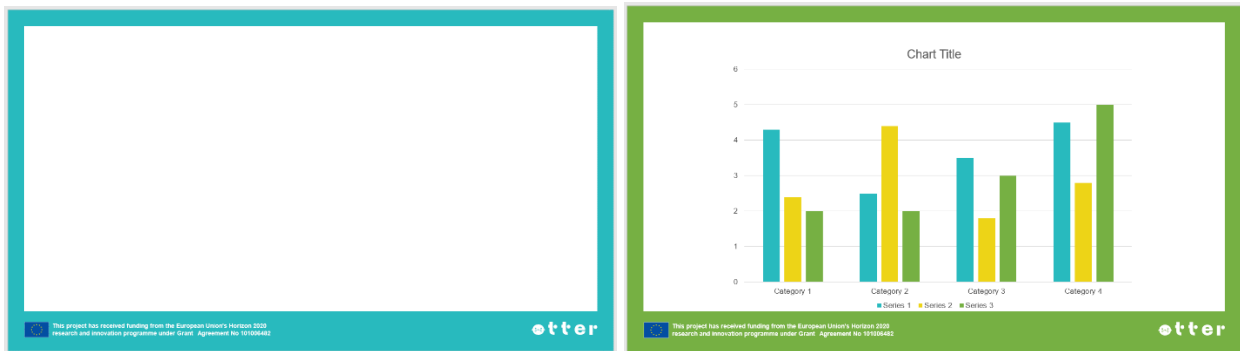
Closing slide
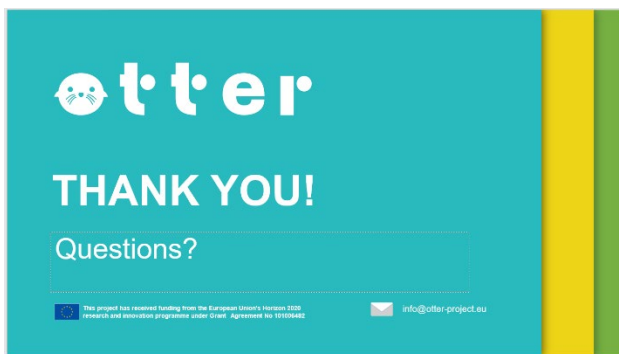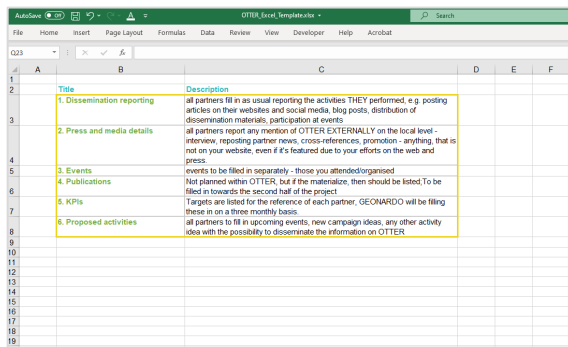
5. Excel Template

Cover

Excel sheet

6. Word template

Cover page

This project has received funding from the European Union's Horizon 2020
research and innovation programme under Grant Agreement No 101006482

37

Inside pages

Project no.   ##
Project acronym: OTTER
Project title: Outdoor Science Education for a Sustainable Future
Call: H2020-SwafS-2018-2020
Start date of project: September 1st, 2021
Duration:
Deliverable title:
Due date of deliverable:
Actual date of submission:
Deliverable Lead Partner :
Work Package:
No of Pages:
Keywords:

Please cite as:
Last name, Initial of name (year). Title. Place, # pages

OTTER project

OTTER is a H2020 funded project that aims to **enhance the understanding of Education Outside the Classroom (EOC) methods and pedagogies** and how they can help **improve the acquisition of scientific knowledge and transferable skills in students, specifically in the field of environmental sustainability and the reduction of plastic waste**. It aims to increase interest in scientific topics among young people, while also contributing to the range of innovative educational projects and the increase of scientific citizenship within the EU.

OTTER aims to strengthen educational outside-the-classroom (EOC) **networks within Europe**, connecting experts from four different regions within the continent (**Finland, Hungary, Ireland and Spain**). The strengthening of these networks will be utilised to carry out a programme of EOC pilot schemes and analysis of the effect they have on the performance of participating students, including their levels of sophisticated consumption and scientific citizenship, to increase understanding of the effects of education outside the classroom on EU citizens. The pilot schemes will share a common theme revolving around issues of plastic waste and recycling in order to build upon recent momentum in tackling related global educational, social, and environmental issues and due to the close relationship between reducing plastic waste and the need for more sophisticated consumers.

Content

SECTION TITLE

© Rachel Claire

Title (Titles Level 1)

Subtitle (Subtitles Level 2)

1.1.1. Subtitle (Subtitles Level 3)

Content Text

NOTE: Main Title and Content text are not linked to Table of content

PROTOCOL
USAGE OF IMAGES IN DELIVERABLES, PRESENTATIONS, AND ANY OTHER DISSEMIANTION MATERIAL

If you use images for your deliverables, ppts, or any other dissemination material, please make sure that you give credit to the photographer in the bottom right corner for consistency.

© Cottonbro

Contact

🌐 www.otter-project.eu

📷 @otter_euproject

🐦 @OTTER_EU