



Development of novel assessments for indoor air quality monitoring and impact on children's health

D8.1 Communication and Dissemination Plan

LEARN

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Project Details

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The LEARN Consortium

Participants n°	Participant Organisation Name	Country
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2	Vrije Universiteit Brussel (VUB)	BE
3	Envirometrics Technikoï Symvouloi Etaireia Periorismenis Efthynis (ENV)	EL
4	Katholieke Universiteit Leuven (KUL)	BE
5	Universiteit Hasselt (UH)	BE
6	Mann+Hummel GMBH (M&H)	DE
7	Nanotechnology Industries Association (NIA)	BE
8	Stichting IMEC Nederland (IMEC-NL)	NL
9	Aarhus Universitet (AU)	DK
10	F. Iniciativas España Mas i Mas SLU (FI)	ES
11	AlveoliX (AL)	CH

Project aim

LEARNing about the status of air quality in schools and its impact on the cognition of children is a major cornerstone in LEARN. For that, we want to overcome the barriers of the currently existing technologies and take a bold step towards developing and deploying novel sensors to detect the presence of possibly harmful air pollutants such as volatile organic compounds and ultrafine particles.

We will measure and characterize indoor and outdoor air pollutants and evaluate the presence of biomarkers of exposure and their effect on children's cognition while trying to recapitulate those effects using *C.elegans* as a biosensor. Moreover, we will use advanced human-based in vitro models of lung and skin coupled with a revolutionary multi-sensing device to investigate their mechanisms of toxicity in real time.

Novel remediation strategies will be explored to improve air quality and promote children's quality of life and life expectancy. For that, we will mobilize a group of eleven leading research teams, unrivalled in their respective fields (environmental

epidemiologists, toxicologists, air quality specialists, systems biology, engineers, and citizen/social scientists).

The scientific achievements expected to result from LEARN will unlock a large technology potential in IAQ for decades to come, leading to disruptive societal and economic impacts steaming from a radical improvement in the quality of life of children in Europe.

Project LEARN is part of the European indoor air quality and health cluster.

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Revision History

The following table describes the main changes done in the document since it was created

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EXECUTIVE SUMMARY

The LEARN project will evaluate the status of air quality in schools in Denmark, Belgium and Greece, and its impact on the cognition of children. Therefore, indoor and outdoor air pollutants will be measured and characterized. LEARN will take a major leap forward in the development and deployment of novel sensors to detect volatile organic compounds (VOCs) and ultrafine particles. There will be advanced human-based in vitro models of lung and skin, coupled to revolutionary multi-sensing devices, to investigate the mechanisms of toxicity in real-time. Furthermore, novel remediation strategies will be explored to improve the indoor air quality and promote children's quality of life in school environments.

In support of these ambitious scientific and technological goals, a communication and dissemination strategy will be developed that will ensure the following objectives:

- The broad dissemination of results and activities of LEARN
- Building interest in the innovations and technological components of LEARN
- Raise awareness about the issue of indoor air quality in school environments and its impact on children
- Engage with key policy stakeholders for influencing the process on indoor air quality policies
- Link with other national and international activities, in particular the IDEAL cluster

The initial communication and dissemination strategy of the LEARN project is described in this document. It describes main communication phases, target groups, communication and dissemination materials, set-up of the toolkit and a set of KPIs to monitor its activities.

1. Introduction

This document describes an initial plan for the project's dissemination and communication activities. It defines the primary and secondary target groups of the project and its main communication and dissemination tools. The plan also describes the first ideation phase for the development of a LEARN toolkit, and a procedure for monitoring and evaluation the dissemination activities using key performance indicators.

The main communication and dissemination tools described in this document, being the project branding, project website, newsletter, and social media channels, have already been developed and launched. In parallel, a couple of database templates were created to identify the most significant journals, events, and conferences for the project.

This document is aimed to be a practical tool for all project partners to efficiently develop and support the dissemination and communication activities of the project. The communication and dissemination strategy of the LEARN project is developed by the partners Vrije Universiteit Brussel (VUB) and F. Iniciativas España Mas i Mas SLU (FI). VUB is responsible for outlining and monitoring the strategy, while FI manages the LEARN communication and dissemination tools (website, newsletters, brochures, etc). VUB organises monthly work package calls to support the implementation of this plan. All partners of the LEARN consortium will deliver input on a regular basis to feed the communication and dissemination tools of the LEARN project. The communication and dissemination team will also work closely together with NIA for T8.3 'Exploitation and Sustainability planning' and T8.4 on policy recommendations.

2. Communication & Dissemination Strategy for the LEARN Project

This chapter outlines the strategy for the communication and dissemination plan for the LEARN project.

2.1. The communication objectives

The communication and dissemination plan will support the following objectives:

- **The broad dissemination of results and activities of LEARN**

The tangible and intangible results of the LEARN project, delivered throughout all work packages, will be widely disseminated. Examples of such results are the FAIR data hub, lessons learned about the deployment of IAQ monitoring technologies, lessons about the effect-based test systems (in vitro and in vivo), the LEARN toolkit, LEARN workshops and events, etc. The FAIR data hub will be a central component in these communication messages, as it will bundle all the data collected and created during the project.

The results and activities of LEARN will be disseminated through the deliverables, reports, scientific publications, training materials, guidelines, multimedia items, and news items or posts. The style and language will be different across these mediums. The deliverables, reports and the scientific publications will be addressing a professional audience and written in an academic language, while the other mediums will try to make the results accessible, in layman terms, to a broad audience.

Main target groups: research community, regulators and policy makers, health care professionals, school or educational networks, youth health networks, etc.

- **Building interest in the innovations and technological components of LEARN**

In support of the development of the exploitation and sustainability plan (T8.3), the communication and dissemination activities of the project will not only inform and share knowledge and results of the project but will also try to build interest. Target users and potential customers will be triggered to explore the innovations and technological components of LEARN. This interest will mostly be sparked through the knowledge outputs of the project, and the organisation of workshops and events with these stakeholders.

Main target groups: research community, regulators and policy makers, health care professionals, industry, etc.

- **Raise awareness about the issue of indoor air quality in school environments and its impact on children**

The LEARN project will also raise awareness about the issue of indoor air quality, trying to empower children, their parents, and caretakers to become more knowledgeable on the topic and providing them the tools to make their lives healthier (indoors). The dissemination of knowledge on the implications of the presence of pollutants will highlight potential mitigation strategies and protective behaviours one can adopt. Awareness raising will mostly occur through the preparation of guidelines, training materials for interventions, and the LEARN toolkit. More information about the LEARN toolkit is provided in chapter 4.

Main target groups: children, parents, teachers, and care takers.

- **Engage with key policy stakeholders for influencing the process on indoor air quality policies**

In the LEARN project, a deliberative policy making process will be set up in T8.2 and in T8.4 policy recommendations on IAQ monitoring and standards will be defined. In support of these tasks, the communication and dissemination activities of LEARN will engage with key policy stakeholders in the pilot countries and connect with European working groups on IAQ. To support this objective, (informal) meetings and workshops will be organised with stakeholders on the ground (T8.2) and dedicated workshops for policy makers at national and EU level (T8.3).

Main target groups: Policy makers at EU and national levels, stakeholders from the industrial and public body sectors, and standardization groups.

- **Link with other national and international activities, in particular the IDEAL cluster**

The project will collaborate and liaison and with the IDEAL cluster, and with other EC projects in the same domain.

Main target groups: the research community, IDEAL cluster, related projects and initiatives in the new H2020 framework.

2.2. Phases of communication

Along the lifetime of the project, the communication and dissemination strategy for the LEARN project will have four different stages. These phases of communication provide a high-level structure for the project team to plan and communicate from a receiver's point of view. These phases are linked with the project's activities and objectives, and describe the main touchpoints, messages, and type of interactions.

1. Discover

During this phase, people discover and connect with the LEARN project. They can discover the project through its project website, the social media (LinkedIn and Twitter) and connect with the project by subscribing to the newsletter or following our pages.

The communication and dissemination messages during this phase should trigger the receiver and spark curiosity to seek out more information about the project. Therefore, regular updates about the project's status, outcomes and outputs will be shared to keep our target groups informed. These updates will be mainly shared through messages on social media, news articles and activities (such as events, workshops, or webinars) and a bi-yearly newsletter. To share more in-depth knowledge, scientific publications will be shared on the project website.

This phase will be always open throughout the lifetime of the project, meaning that anyone at any time can discover and connect with the LEARN project.

2. Observe

During the observe phase, the measurement campaigns in the pilots (cohorts) in Belgium, Denmark and Greece are being set up and running. The schools are enrolled into the program and the first cognition tests are set up. The first prototypes are in place to measure and evaluate the indoor and outdoor pollutants, and the first ventilation mechanisms are being set up.

During this phase, the pilots will have a close collaboration with the schools where the experiments are being set up. They act as the main principle point of contact to inform and support the schools in the set-up of the experiments. In turn, the communication and dissemination team will support the pilot coordinators in setting up the experiments by developing a toolkit. This toolkit targets children, parents, and caretakers. The aim of the toolkit is to raise awareness about indoor air quality in an accessible, and fun way. The toolkit will share information, guidelines and training materials about how indoor health and well-being can be protected and promoted.

Furthermore, during this phase, the communication and dissemination team will develop messages that inform the target groups mainly about the methodological set-up and the scientific and technological procedures. If possible, first results of the experiments are shared. These communication messages will be both targeting professional audiences and laymen.

3. LEARN

During the LEARN phase, the measurement campaigns in the pilots (cohorts) in Belgium, Denmark and Greece are being finalized. The results are collected and

being evaluated by the scientific team, and the schools will perform an end-evaluation in terms of policy impact.

During this phase, the communication and dissemination team will develop messages that help the target groups to understand the scientific results of the project. It is an output-oriented phase whereby the LEARN Fair Data Hub is being promoted and results are shared. The scientific results will be shared to (non-) professional audiences and translated into policy recommendations. The main communication channels of the project will be used to highlight the main results of the project (project website, newsletters, press releases, social media channels).

4. Celebrate

After learning, it is time for celebrating the gathered results in the LEARN project. A final one-day conference will be organised to showcase the project outcome. During the final event, some speakers will moderate sessions about the project topics and a networking session will be foreseen. Further, dedicated workshops for youngsters and children will be organised. These workshops include brainteasers, riddles and experiment focussing on indoor air pollution and the environment. A potential collaboration with the IDEAL cluster will be sought to organise and promote this event.

Final publications, press releases and reports are shared on the project website, which also detail further exploitation plans.

2.3.Target groups of the LEARN project

The following table lists the target groups at project and pilot level. The communication and dissemination team will mainly focus on developing messages for the primary and secondary target groups on project level, and will support the pilot coordinators in reaching out to their target groups with the necessary awareness raising materials.

	Stakeholders
Target groups on project level	<i>Primary target groups:</i> • Research community in health sciences, bio engineering, educational sciences, ... • Public administrations (cities & towns) in Belgium, Denmark and Greece • Policy makers and regulators (national and EU level) e.g., European Environment Agency; European Respiratory society, European Environment Agency, EUROTOX, NIH and networks European Human Exposome, Nanosafety Cluster <i>Secondary target groups:</i> • Related projects and initiatives in the domain of indoor and outdoor air pollution, e.g. IDEAL cluster • Standardisation groups, e.g. CEN/T53 • Educational network organisations, e.g. School Education Gateway, Klascement, Hellenic Society for the Protection of Nature, eco schools network, etc. • (Youth) health organisations, e.g. EFA, HEAL, etc.

Target groups on pilot level	• Children (9-12 years) • Parents • Teachers, principle, logistic staff of the school • Neighbouring organisations of the school
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Table 1: List of target groups of the LEARN project

3. Communication and dissemination tools of the LEARN project

3.1. Project identity

To transmit LEARN Project's values through the brand, and to do so in a homogeneous way as a team, a "Brand Book" has been created as well as a logo.

With this visual identity, all project dissemination materials have been generated, for example, the website, social media, document templates, or offline and online materials.

All publications, whether online or offline, related to LEARN should include the project logo.

3.1.1. Logo

To transmit the objective of the project, the LEARN logo will always be focused on the colors **purple, blue and green**. These colors that are always focused on health and science. In addition, blue and green are also closely related to R&D and technology.

Finally, we have played with the shape of the lungs and a very simple symbol of a roof to make the A of LEARN, which also conveys very well the goal of the project.

To cover as many possibilities as possible, the logo has been created in positive with the background in all the corporate colors of the project and in black and white negative.

On the other hand, the main logo and the one that the project should always opt for first is the one with a gradient background going from purple to blue. This version also has a reduced option with the lungs and the roof making a gradient A, perfect for social network profile images.



Figure 1: LEARN project logo

3.1.2 Visual Identity

To establish an identity for LEARN Project, a Brand book was created, to detailed:

- Brand colors
- Typography
- Iconography
- Brands mark and logo

- Horizon Europe Agreement book
- Templates

LEARN Project Brand book copy is in the Annex 1 of this document.

3.2. Online

3.2.1. Website

Internet is the main digital tool right now. This project website has born to be the “mother” of all the project’s communication. The main objective of the website is:

- Clear, easy to find and understandable content
- Coordinator and partners information must be included
- Last news, events, project infographics, photos, videos, brochures or deliverables must be on the website
- Newsletter subscription and direct contact form
- Social media profiles are included

The LEARN Project website was the first objective of the Communication and Dissemination team and has been active and open for the last 2 months. The design has followed the Brand book (Annex 1). The website has been created using WordPress CMS and to install Google Analytics is the next big project of the D&C Team.

When user lands in the [project's website](#), he/she will find the project's logo and a presentation text where basic information of the project is shared. Logos from the partners are being displayed just below.

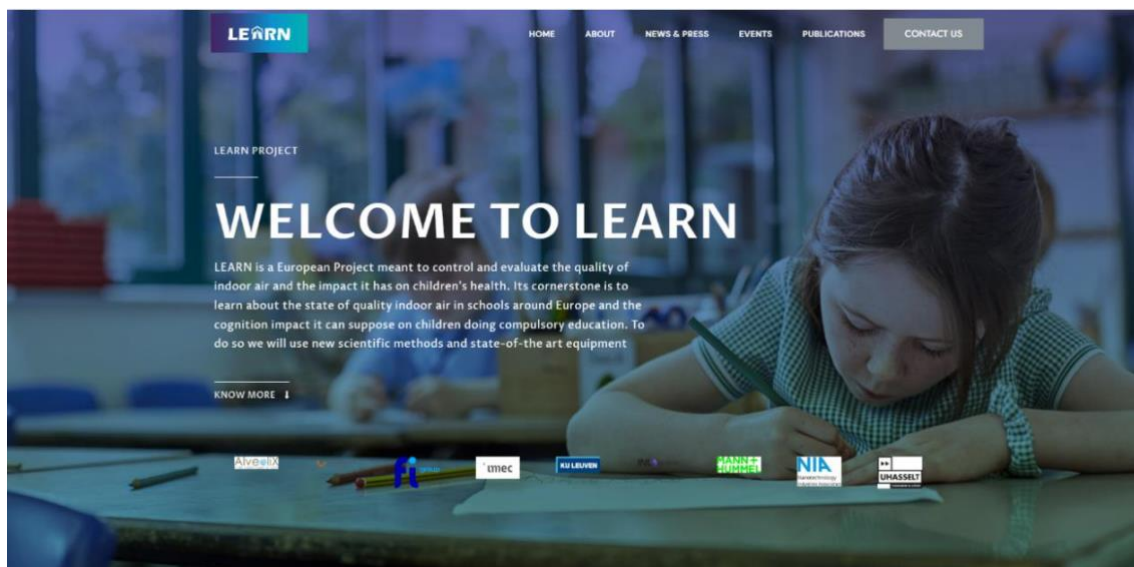


Figure 2: LEARN Project Website

Right below the landing page, there is an abstract of the project, where the philosophy and main objectives of the endeavour are mentioned together with the most relevant concepts of it, concepts such as Air Pollutants, Biomarkers of exposure, C.elegans, Indoor Air Quality (IAQ).

The information can be accessed by scrolling down and clicking the “The project” button on top of the website.



Figure 3: Project Post example

3.2.2. Social Media

The Social Media Strategy explains the use of social media channels and develops a structured plan where the members of the LEARN project and the stakeholders, European Institutions, health experts in this sector communicate.

Social media channels will be used to enhance the communication actions related to the project. Our objective is to feed the accounts. We believe that by posting three posts per month we will engage more the social media community and contribute to achieving the objectives of the LEARN project.

Social Media accounts will be used in the following manner:

- Create visibility and reputation of the project.
- Increase the website's traffic.
- Disseminate information about results, etc.
- Promote the positive impact of the project in society by sharing success stories, testimonials.
- Encourage people, schools, and organizations to get involved in the project.

Finally, taking into account the reality of Facebook today, in the end there will not be an exclusive Facebook page, as LEARN's partners' pages will be used.

3.2.2.1. LinkedIn

The LinkedIn account will be the principal link to the main source of information which is the website.

The first step is to create a community, then to keep it engaged and keep a high interest in the project's work done. This will be achieved through different style of interactive posts.

To maintain high engagement and grow organically, the content strategy will focus on:

- The creation of eye-catching infographics (combining text and visual material).
- Sharing visual material to announce events, or activities related to the project.
- Sharing quotes from the members, stakeholders or people involved in the project.
- Sharing success stories.
- Sharing #learnproject information and goals.
- Repost relevant information when project LEARN is tagged on a post.
- Share European initiatives focused on environment, health, indoor air quality or air pollutants.
- Share synergies with other projects and programs to liaise activities.

3.2.2.2. Twitter

Project LEARN will have its own Twitter account. General information will be posted with the hashtags **#ProjectLEARN** and **#HorizonEurope**. Key information about the project (like news and information about the pilots) will be delivered through the Twitter account.

To grow an audience and raise awareness, the content will focus on:

- Engaging with relevant organizations and networks by using tags.
- Creating colorful graphics.
- Sharing quotes.
- Retweet relevant information for the project.

3.2.2.3. YouTube

The use of YouTube is set to create relevant videos like an interview format with the coordinator of the project where information about the project will be delivered. These videos are set to create a different impact for different targets:

- Citizens: Create consciousness about the issue.
- Media: Increment the project's impact
- Experts: Involve the interested parties and target groups
- Public entities to Health, Youth, and Infant Education: Influence public policies.

3.2.3. Press releases and publications

Press Release: A press release has been created and shared. It's also public on the website's project.



Figure 4: LEARN Project Press Release on the website

Also, a yearly press release will be produced for the project dissemination purposes. Press releases will target, especially, local and European specialized media. For easier distribution, partners will be asked to distribute to the relevant median in their own regions and countries.

On the other hand, all partners will work to submit different scientific papers, articles, and other publications.

The main goal of D&C team is to appear in the European Commission's Research Results Portal (CORDIS), the Commission's Research & Innovation website, research EU, or Horizon magazine. Other relevant scientific journals might be:

Relevant scientific journals	
Horizon Magazine	Research EU
Futuris	Ocean
Urban Studies Journal	The Urban Institute
Ecology & Society	Climate and Development
Carbon Brief	Nature.com

Table 2: relevant scientific journals

3.2.4. Newsletters

The newsletter will be created to increase the impact of the project. This newsletter will be produced on a six-monthly basis. The structure of the newsletter will be defined among all members and approved by the coordinator of the project.

The information presented in the newsletter, which could interest the social media community (such as statistics, success stories, call for proposals, etc.) will be published before on LinkedIn, Twitter and on the Website.

3.2.5. Videos

The first video to be created is an interview format with the coordinator in INL facilities (Braga). The voice and image will be of Ernesto Alfaro-Moreno and the questions will

appear visually with animated text. Also, a video-interview of each partner will be made. Finally, the project will have an explanatory video of the project and a final video.

3.3 Off-line

For environmental reasons, the print material will be reduced to the essentials:

3.3.1 Leaflets

Even the digital side of the project will be the mail tool, off-line leaflets and brochures are taken in account as support materials for events or other presential opportunities. This graphic material will be used on the pilots to provide general information about the project on the spot. The first version of the leaflet will be produced, since the development of the dissemination material are ongoing processes. The digital version of the LEARN Project Leaflet and Brochure will be online at the website.

3.3.2. Roll-ups

Roll-ups are intended to fulfil the same D&C requirements as the brochures. Also, the digital version will be available at the website. Each partner will print the roll up is needed to attend to an event.

3.3.3 Posters

Posters, a large and more detailed version of the brochure will be also available in off-line and digital version for the use of the partners in case they need to attend an event.

3.3.4 Final conference

The project will only organise one final conference to showcase the outcomes of the project as well as a dedicated workshop focusing on children and youngsters and which include activities such as brainteasers, riddles, and experiments focusing on pollution and the environment.

3.3.5 Third-party party events

Third-party events will be more recurrent for the project since it allows to grow its audience and interest inside the sector.

The main tool we will use to search for relevant external events will be the European Commission Event searcher within the topics: Environment; Research and Innovation; Climate Action or Public Health.

Furthermore, periodically the members of LEARN project will be asked to provide information about relevant external events that may be beneficial to the project.

4. The LEARN toolkit

The LEARN project foresees the development and dissemination of a **toolkit**, which supports health promotion and disease prevention for school environments. The toolkit is targeted at **children, parents** and **caretakers** (teachers, headmaster, supporting staff, etc.). The toolkit will be disseminated in schools in the consortium countries and will raise awareness on children directly, and indirectly on their parents and caretakers.

The aim of the toolkit is to raise awareness about indoor air quality in an accessible, and fun way. The toolkit shares information, guidelines and training materials about how indoor health and well-being can be protected and promoted. The toolkit will support wide-audience knowledge on air contaminants frequently present at schools and how these may or may not harm the health and safety of children (in the long-term). It will propose targeted strategies to surpass and minimize children's exposure to these pollutants in school and home environments. The LEARN toolkit has thus a clear educational goal and will be part of broader awareness raising campaigns on IAQ and health within schools.

The consortium is currently exploring the option of introducing an **educational game** which helps children to familiarize with basic concepts and air pollution vocabulary. The educational game could be played in a school set-up, or at home.

Therefore, a scan and exploratory mapping was performed to see what is already available on the market. The mapping exercise looked for educational games (board games, and video games), quizzes and educational packages. During the mapping, the language, the conditions for re-use, the target population, etc. were investigated. From the results, it became clear that most educational games focus on outdoor air pollution, and not on indoor air pollution. Some of the materials that are already available can be reused for educational activities in the classroom.

A list of the educational materials is listed below:

Name	Type	Link
The Clean Air Game / Government of Canada	board game	https://ec.gc.ca/gge-ftg/default.asp?lang=En&xml=44E7B9C6-BFEB-46D6-9EF9-2EDEF8C8FC0F
SMOG	board game	https://boardgamegeek.com/boardgame/3709/smog
Air Quality Board game / Universidade Federal de Uberlândia	board game	https://repositorio.ufu.br/handle/123456789/24391
CleanAirs / the Naturgy Foundation	board game	https://www.fundacionnaturgy.org/en/education-and-dissemination/travelling-exhibitions/educational-activities/cleanairs-the-air-quality-game/
Bad Air Day / University of Utah	video game	https://badairday.org/
Clean Air Quest	video game	https://www.vmm.be/tips/spelen-en-leren/clean-air-quest
Interactive Tour of the Indoor Air Quality Demo House / EPA	clickable demo	https://www.epa.gov/indoor-air-quality-iaq/text-version-indoor-air-quality-house-tour
Clean Air Detectives	Quiz	http://children.scottishairquality.scot/suspects

Lucht voor kinderen	Quiz	https://airvisor.be/lvk/quiz/
Binnenluchtbrigade	board game	https://www.zorg-en-gezondheid.be/sites/default/files/2022-04/Handleiding%20Binnenluchtbrigade.pdf
luchtreiniging in de klas	Reading, assignments, experiments	https://www.luchtreinigingindeklas.be
Lekker fris	language games, experiments, puzzles, drawings, crosswords, a song, rebus, play role, etc	https://www.gezondleven.be/projecten/lekker-fris
Healthier air for Lancaster	experiments	https://schools.leicester.gov.uk/media/6203/air-quality-experiments-and-activities-for-home-and-school-v6.pdf

Table 3: List of potential educational materials for the LEARN toolkit.

5. Synergies with the IDEAL cluster

The LEARN project will actively participate in the IDEAL cluster with its five sister projects Inchildhealth, Inquire, K-HHEALTinAIR, SynAIR-G and TwinAIR. The communication and dissemination team took part in the IDEAL cluster kick-off meeting at 10/10/2022 in Athens.

The objectives to create synergies with other projects are to harmonise approaches, increase every project's impact, avoid overlaps and optimize the workflow by learning different techniques.

The following actions were decided out of this meeting:

- The LEARN project will actively participate and contribute to the **working group** "Communication & Dissemination", co-led by Inchildhealth and LEARN
 - Potential identified activities are the writing of newsletters, publications, and the development of training materials (as part of the toolkit, cfr. Chapter 4 of this deliverable)
- The LEARN project will prepare the **joint visual identity** (cluster name, acronym and logo, templates for documents and presentations) (*Deliverable M9*) –in cooperation with the Communication and Dissemination WG

6. Time plan

The table below lists the main activities and milestones along the communication phases of the LEARN project. This table will be regularly updated with new activities after the conclusion of each phase:

Discover	• M3: website launch • M6: social media launch • M6: first press release • M6: Communication and dissemination plan available • M7: project brochure / leaflet • M8: first newsletter and video • M13: second newsletter • Development of the first release of the LEARN toolkit
Observe	• M18: 3rd newsletter • M24: 4th newsletter • Second press release • Awareness raising campaigns in the schools, with validation of the LEARN toolkit • Regular posts on the LEARN social media channels and project website • Participation in scientific and popular conferences, workshops and side events
LEARN	• M28: 5th newsletter • M33: 6th newsletter • Third press release • Awareness raising campaigns in the schools, with validation of the LEARN toolkit • Regular posts on the LEARN social media channels and project website • Participation in scientific and popular conferences, workshops and side events
Celebrate	• M38: 7th newsletter • M43: 8th newsletter • Regular posts on the LEARN social media channels and project website • Participation in scientific and popular conferences, workshops and side events • Final version of the LEARN toolkit • M46: Final conference • M48: final newsletter

Table 4: Main communication & dissemination activities and milestones

7. Monitoring and evaluation

The effectiveness of the communication and dissemination plan will be measured against a set of key performance indicators (KPIs). The KPIs for this project will be measured for the whole duration of the project and the progress will be monitored each year:

Activity	Target value	Methodology
Number of visits to the project website by the end of the project (not unique)	Min 5.000	Google Analytics
LinkedIn: number of followers by the end of the project	Min. 300	Social media analytics
Newsletters: number of subscribers by the end of the project	Min. 100	Newsletter analytics
Number of newsletters by the end of the project	Min. 6	Regular reporting
Number of press releases or news releases online targeting local and European electronic media	Min. 3	Regular reporting
Twitter: number of followers by the end of the project	Min. 100	Social media analytics
Scientific publications by the end of the project	14	Regular reporting
LEARN toolkit (children, parents, teachers): number of downloads by the end of the project	450	Google Analytics
Participation in conferences to present the scientific results (by the end of the project)	8	Regular reporting
Number of videos produced by the end of the project	3	Regular reporting
Number of workshops aimed specifically at policy makers to disseminate policy recommendations on IAQ	1	Regular reporting
Final conference in the field of IAQ	1	Regular reporting

Table 5: Key performance indicators for the communication and dissemination plan.

8. Conclusions

This is the first release of the communication and dissemination plan for the LEARN project. The first communication and dissemination materials and tools were developed and launched during summer 2022. There is a project branding, project website, social media accounts, newsletters, etc. From now onwards, these communication and dissemination materials will bring regular updates about the progress of the LEARN project and spark interest and curiosity among its target groups.

The LEARN toolkit will be further elaborated through a concept design, and first materials will be developed for the start of the measurement campaigns in the pilot countries.

Finally, progress will be monitored through a collective set of defined KPIS. The outcomes of the communication and dissemination activities will be reported in the following deliverables of WP8.

Annex 1 – Branding book

BRANDING ELEMENTS

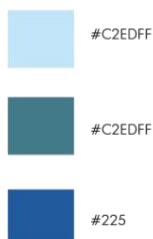
BRAND COLOURS

BRANDBOOK
version 1
08. 06. 2022

PRIMARY COLOURS



SECONDARY COLOURS



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BRANDING ELEMENTS

TYPOGRAPHY

BRANDBOOK
version 1
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HEADLINES	FUTURA Regular (30)	AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz 0123456789
ALTERNATIVE FOR HEADLINES	FUTURA Bold (28)	AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVv WwXxYyZz0123456789
TEXTS	FUTURA Regular (12)	AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVv WwXxYyZz0123456789□
ALTERNATIVE FOR TEXTS	<i>FUTURA Italic (12)</i>	<i>AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVv WwXxYyZz0123456789□</i>



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BRANDING ELEMENTS

LOGOTYPE AND RESPECT SPACE

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Main version of the logotype

Ideally, the logotype will be used above white or transparent background.



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BRANDING ELEMENTS

LOGOTYPE AND RESPECT SPACE

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Secondary version of the logotype

When needed use a background with the project colors.



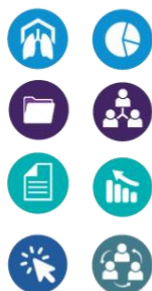
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BRANDING ELEMENTS

GOOD USE OF ICONOGRAPHY

BRANDBOOK
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Examples of iconography



Purpose of iconography

- Attract attention
- Understand the meaning
- Make a connection with the user
- Save visual space

Graphic guidelines

- Solid shapes (filled)
- Rounded elements
- Monocolor (+ background color)



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BRANDING ELEMENTS

BRAND MARK AND LOGO

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Main Brandmark



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BRADMARK AND LOGO

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Monochrome Brandmark



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BRANDING ELEMENTS

HORIZON EUROPE AGREEMENT BLOCK

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08. 06. 2022



The Horizon Europe Grant Agreement includes the EU flag and information on EU funding. It is mandatory on every public communication material produced by LEARN project.

- Same place on every page
- Ideally as part of the frame which appears on all sections of a website



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BRANDING ELEMENTS

HORIZON EUROPE AGREEMENT BLOCK

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For projects funded under Horizon Europe, include the following text, e.g. for scientific publications, website, brochures, videos, equipment (soon available in all official EU languages): "Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Research Council. Neither the European Union nor the granting authority can be held responsible for them."



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