



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

D8.18 – Periodic report on Communication, Dissemination and Engagement Activities

LEARN

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1. EXECUTIVE SUMMARY

1.1. Project details

Project Title	Development of Novel Assessments for indoor air quality monitoring and impact on children's health
Project Acronym	LEARN
Grant Agreement Number	101057510
Call	HORIZON-HLTH-2021-ENVHLTH-02
Starting date of the project	01/05/2022
Project Duration	48 months

1.2. The LEARN Consortium

Participants n°	Participant Organisation Name	Country
1 Coordinator	Laboratorio Iberico Internacional de Nanotecnología LIN (LINL)	PT
2	Vrije Universiteit Brussel (VUB)	BE
3	Envirometrics Teknikoi 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

1.3. Project's 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 characterise 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 mobilise 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.

1.4. Document details

Deliverable type	R - Report
Deliverable No	D8.18
Deliverable title	Periodic report on Communication, Dissemination and Engagement Activities
Lead partner(s)	FI Group
Version	V1.0
Contractual delivery date	M24 – 30 April 2024
Actual delivery date	03 May 2024
Dissemination level	PU - Public
Purpose	This document reports all communication, dissemination, and engagement activities implemented in the LEARN project from its start until M24. Moreover, it assesses the impact achieved by those activities, according to the objectives, target groups, and KPIs defined in LEARN's Communication and Dissemination Plan (D8.1).

1.5. Revision history

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

REVISION	DATE	DESCRIPTION	AUTHOR (ORGANISATION)
V0.1	26/04/2024	First draft	Marina Marcos Macarro (FI)
V0.2	26/04/2024	Review of the first draft	Cristina Nappi (FI)
V0.3	30/04/2024	Second draft	Marina Marcos Macarro (FI)
V0.4	02/05/2024	Internal review	Carina Veeckman (VUB)
V1.0	03/05/2024	Final version to be submitted	Marina Marcos Macarro (FI)

1.6. List of terms and acronyms

TERM/ACRONYM	DESCRIPTION
C&D	Communication and Dissemination
CTR	Click Through Rate
D[number]	Deliverable [number]
EC	European Commission

TERM/ACRONYM	DESCRIPTION
EU	European Union
GDPR	General Data Protection Regulation
HaDEA	European Health and Digital Executive Agency
KPI	Key Performance Indicator
M[number]	Month [number]
PPT	Power Point presentation
PR	Press release
R&I	Research and Innovation
SEO	Search Engine Optimisation
T[number]	Task [number]
TBD	To be determined
UI	User Interface
UX	User Experience
WG[number]	Working Group [number]
WP[number]	Work Package [number]

1.7. Disclaimer

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2. INTRODUCTION

The **LEARN project** aims to evaluate the status of indoor air quality at European schools and its impact on children's health and cognition. For that, the project is deploying **novel sensors** to detect the presence of possibly harmful air pollutants, such as volatile organic compounds and ultrafine particles. Moreover, it is evaluating the presence of biomarkers of exposure and their effect on children's cognition, using **in-vitro models and biosensors**, and it is developing **novel remediation strategies** to improve indoor air quality at schools.

WP8 Exploitation, Communication and Dissemination plays a crucial role in maximising the project's impact over its consortium and timeframe and engaging with its key stakeholders. This comprises the communication and dissemination activities, the exploitation pathways, participatory policymaking instruments, and policy recommendations, as well as the clustering activities with similar initiatives.

As a framework for the activities in task **T8.1**, the deliverable **D8.1 Communication and Dissemination Plan** drafted the strategy to follow, stipulating the C&D objectives, phases, and target groups; setting the different online and offline tools to be implemented, designing a time plan for the main actions, and establishing different KPIs to monitor their progress and impact.

According to this plan, the C&D activities should pursue 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 to influence the process of indoor air quality policies.
- Link with other national and international activities, in particular the IDEAL cluster.

The **target groups** for these actions were defined as follows:

- Primary targets: research community in health sciences, bioengineering and educational sciences; public administrations in pilot countries, and policymakers and regulators at the national and EU levels.
- Secondary targets: related projects and initiatives, standardisation groups, educational network organisations, and health organisations.
- Targets for pilot studies: children 9-12 years old, parents, teachers and school staff, and neighbouring organisations of the school.

The strategy also established a time plan with different **communication phases**, according to the specific needs and progress of the project throughout its lifetime: discover, observe, LEARN, and celebrate. The present report (**D8.18**), which covers the first half of the project, is set in the first and second phases: **discover**, meant to grow visibility for the project's scope and expected impacts, and start reaching the defined target groups and building their interest in the project; and **observe**, focused on supporting the cohorts at schools to reach their target groups, while also growing visibility for the research activities performed in them. The last communication phases, which will be covered in the next report (**D8.19**), will aim to disseminate the results of the project and celebrate them with its stakeholders, further engaging with them.

The present deliverable **D8.18** reports on all communication, dissemination and engagement activities implemented in the LEARN project from its start in M1 **until its midpoint in M24 (May 2022 - April 2024)**. Although the activities implemented until M18 are already informed in the technical report of the first reporting period, further details about them are provided in this document, as well as a timeframe extension that covers until M24. Moreover, a final report on LEARN's C&D activities will be provided in deliverable **D8.19**, covering until the end of the project in M48.

As stipulated in **D8.1**, although **VUB** has been responsible for drafting and overseeing the impact of the C&D strategy, as leader of **WP8** and **D8.1**; **FI Group** has been implementing the planned actions and managing the channels and tools, as leader of **T8.1**. Moreover, the other **consortium partners** have also been contributing to some of the C&D actions, especially regarding the information provided for content creation, and the dissemination of results in papers and conferences.

The regular coordination and monitoring of these activities has been centralised in the monthly meetings of **WP8**, planned through Teams call on Monday every third week of each month. The meetings are led by VUB and require the participation of at least one representative per partner. Minutes and recordings are then shared with the consortium in the project's internal SharePoint.

During these meetings, FI Group provides an overview of C&D communication actions performed during that month, as well as achieved KPIs and main milestones, together with the next foreseen actions. In addition, suggestions on potential conferences and events that might be of interest to the consortium are provided. Collaborations with partners for the development of specific content and activities where their technical expertise is needed are also discussed.

3. OVERVIEW OF PROGRESS AND IMPACT

The first half of the project has been very active in terms of communication and dissemination. First, by drafting the strategy (D8.1) and developing the required tools and materials (e.g. visual identity, website, social media channels, etc.); then, by releasing the first communications to start growing visibility for the project (**discover phase**); and finally, by promoting the first activities and results of the different work packages, supporting the school cohorts, and engaging with stakeholders (**observe phase**).

3.1. C&D deliverables and milestones

The following tables list the status of the deliverables and milestones that are part of task **T8.1 Development & implementation of the communication and dissemination strategy**. They also include the deliverables and milestones of **T8.5** that are related to the IDEAL cluster's **WG3 Communication and Dissemination**.

No	DELIVERABLE TITLE	LED BY	DUE	STATUS BY M24
D8.1	Communication, Dissemination and Exploitation Plan	VUB	M6	Submitted
D8.8	Project website launched	FI	M3	Submitted
D8.9	Common dissemination and communication strategy for the cluster	FI	M13	Submitted
D8.10	Cluster web portal and visual identity	FI	M13	Submitted
D8.11	Cluster brochure	FI	M16	Submitted
D8.12	Cluster newsletters	FI	M22	Submitted
D8.13	Shared stakeholder list	FI	M22	Submitted
D8.18	Periodic report on Communication, Dissemination and Engagement activities	FI	M24	Submitted
D8.19	Final report on Communication, Dissemination and Engagement activities	FI	M48	To do

Table 1. Overview of C&D deliverables

No	MILESTONE TITLE	LED BY	DUE	STATUS BY M24
13	LEARN Final Conference	VUB	M46	To do

Table 2. Overview of C&D milestones

3.2. C&D activities and impact

The following table summarises the activities that have been performed for each communication and dissemination tool from M1 until M24. Further details will be provided in the next sections of this deliverable.

C&D TOOL	ACTIVITIES	IMPACT
Visual identity	Project logo in 7 versions Project brandbook 5 project templates	The visual identity is being used in all the project communication materials
Project website	3 webpages (excluding legal pages) 13 web posts	3,778 visits (sessions) 2,353 users 40.1% engagement rate 11,146 impressions and 3.3% CTR on Google Search
Project newsletters	2 newsletters	96 subscribers 25.8% openings (1 st) 43.2% openings (2 nd)
LinkedIn	59 posts	452 followers 43,706 impressions 7% engagement rate
Twitter/X	85 tweets (including threads)	70 followers 10,743 impressions 9.3% engagement rate
Press releases	1 press release	Published and distributed by the consortium. Shared on the project website (154 visits), social media channels, and newsletter.
Project videos	1 video	84 website visits 7,148 LinkedIn impressions 9,950 Twitter/X impressions
Online and offline promotional materials	1 general overview PPT 1 project factsheet 2 infographics 1 brochure 1 poster 1 rollup	Materials shared on the project website and used in project communications and events
Toolkit for pilot schools	1 boardgame in 4 languages (200 units produced) 1 flyer for children recruitment in 3 languages 1 flyer for policy-making workshops in 2 languages	Boardgame and recruitment flyers successfully used in the pilot in Belgium for schools
Scientific publications	2 publications	Published in high-impact journals
Participation in third-party events	LEARN results presented in 6 conferences	Participation in relevant events that reach LEARN's target groups and stakeholders

C&D TOOL	ACTIVITIES	IMPACT
	LEARN presented or displayed in 2 events	
Partners' communication channels	8 web posts 5 social media posts 1 newsletter	Reaching the existing communities of followers, website visitors, and subscribers of the respective partners
IDEAL cluster communications	IDEAL visual identity (logo, brandbook, and 3 templates) (D8.10) 1 IDEAL newsletter (D8.12)	Visual identity used in all cluster communication materials 43 newsletter subscribers 59.4% newsletter openings

Table 3. Overview of C&D activities and impact

3.3. Communication and dissemination KPIs

The following table shows the M24 status of the different KPIs that were established in the project's Communication and Dissemination Plan (D8.1). Further details will be provided in the next sections of this deliverable.

C&D tool	KPI TARGET	KPI STATUS BY M24
Website	5,000 visits (sessions)	3,778 visits (sessions)
Newsletters	6 newsletters 100 subscribers	2 newsletters 96 subscribers
LinkedIn	300 followers	452 followers
Twitter/X	100 followers	70 followers
Press releases	3 press releases	1 press release
Videos	3 videos	1 video
Toolkit	450 downloads	200 boardgames produced
Scientific publications	14 publications	2 publications
Present results in conferences	8 conferences	6 conferences
Workshops for policymakers	1 workshop	0 workshops

Table 4. Overview of C&D KPIs

4. PROJECT'S VISUAL IDENTITY

The first step, before setting up the C&D materials and tools, was to define the project's visual identity as a means of summarising through the LEARN brand all those values encompassed within the project development.

FI Group has led this activity by setting up the LEARN **brandbook**, a manual to be used by project partners to pursue the objectives of the C&D strategy. The document includes the **project logo**, as well as instructions on how to use it. The brand colours, typographies and iconography are also defined. Moreover, instructions are provided on how to properly acknowledge European Union funding.

The brandbook is included in **D8.1**, as **Annex 1**. Also, it is available on [the project website](#). FI has also provided to the LEARN consortium different versions of the logo, in both pixel and vectorial formats, and the typographies to be downloaded and used.

Finally, project **templates** for deliverables or any required documents related to the project (such as signature sheets, meeting minutes, SOP, PPT presentations, etc.) have been also designed and provided to consortium members.

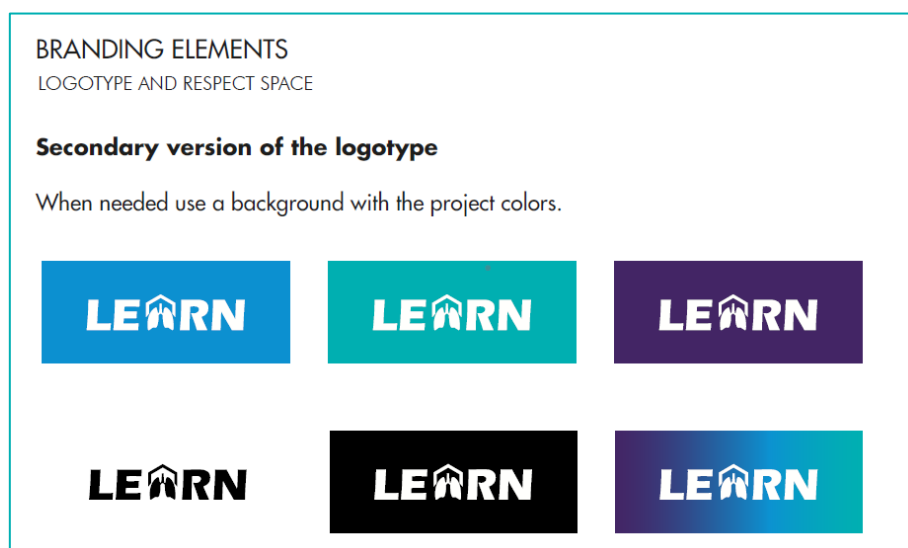


Figure 1. Different versions of LEARN's logotype from its brandbook.

5. ONLINE COMMUNICATION AND DISSEMINATION TOOLS

5.1. Project website (D8.8)

The [LEARN website](#) was developed by FI Group and is being managed and maintained by this partner. Initially, it was mainly composed of a landing page that caught the attention of the user on the project and provided highlights on its scope and consortium. Moreover, this landing page included a section for publications. More detailed information on its strategy, structure, and initial contents, were included in the deliverable **D8.8 Project website launched**.

5.1.1. Website optimisation

Since its launch in M5, different improvements have been implemented by FI Group on the website to boost its effectiveness, performance, and usability.

5.1.1.1. Improvements on the homepage contents

The initial landing page has now evolved into a [homepage](#) for the LEARN website, which is now composed of more pages, which will be explained afterwards. Content-wise, the main changes introduced on the homepage have been:

- The project logo in the header has been replaced by a negative version with a transparent background, more suitable to be placed over an image.
- The header menu now includes anchors to the [Work packages](#) and [Consortium](#) sections, an internal link to the [new Resources page](#), as well as an external link to the [IDEAL cluster website](#).
- A search tool has been included in the header, as well as icons that link to the project's social media channels.
- Background images on the top banner have been updated to include the children and health research perspective, fitting better with the project's scope.
- The partner logos on the top banner have been placed over a white background, improving their visualisation and ensuring an accurate display of the respective partner brandings.
- The texts on the top banner and the [About section](#) have been improved to be easily understandable and readable for the general public, and they have been optimised for specific keywords defined in the Search Engine Optimisation (SEO) analysis. Some concepts have also been highlighted in bold format to facilitate diagonal reading.

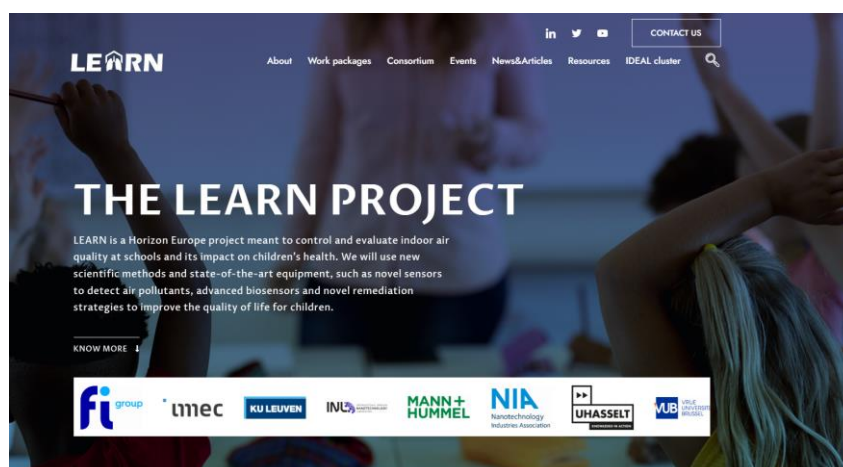
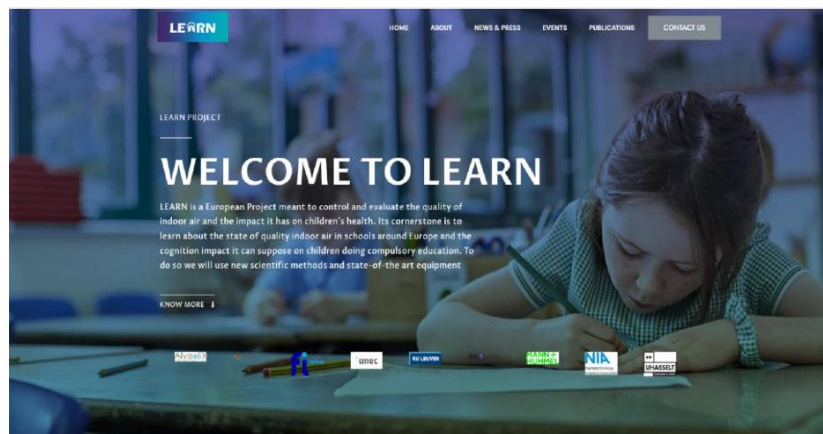


Figure 2. Evolution of the homepage's top banner

- A [Work packages](#) section has been included, providing an overview of each WP with its duration, lead partner and main objectives.

Our work packages

WP1 – Management & coordination WP2 – Cohorts in schools & biomarkers of exposure WP3 – Indoor & outdoor air quality monitoring WP4 – Novel sensors UFPs & VOCs WP5 – Advanced in vitro models & biosensors WP6 – Air remediation WP7 – FAIR Air quality and health data hub WP8 – Exploitation, communication and dissemination	DURATION: May 2022 (M1) – April 2026 (M48) LEADER: Vrije Universiteit Brussel (VUB) OBJECTIVES: The goal of this WP is to design and implement the communication, dissemination and exploitation strategy and activities of the LEARN project, as well as define policy recommendations for IAQ standards in a participatory way.
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Figure 3. New homepage section for work packages

- The [Consortium](#) section has been enriched with more detailed information about each partner. Also, the interactive map included in the first version has been replaced by an infographic map that is more aligned with the project's visual identity and permits a faster loading time for the homepage, thus improving also its SEO performance.

Map

Leverage the best widget for blogs and adorn your blog section beautifully

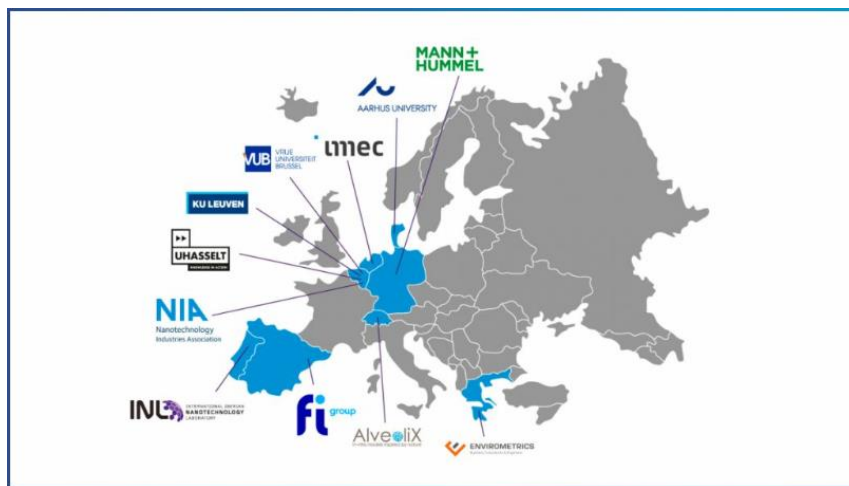
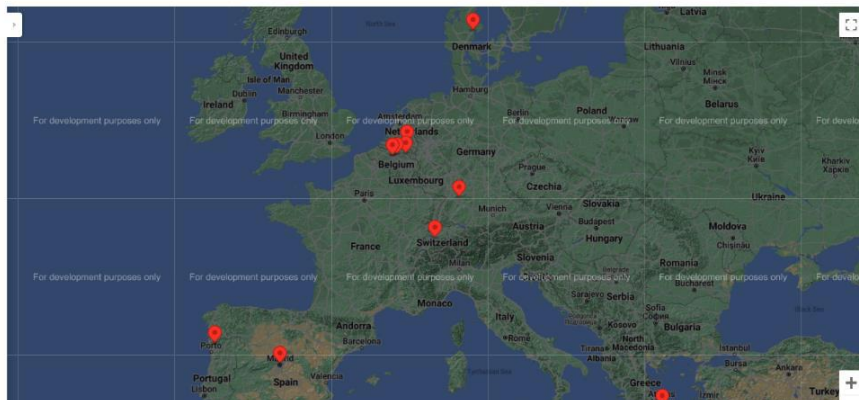


Figure 4. Evolution of the homepage's consortium map

- The Publications section has been split into: a [News & articles section](#), showing the three most recent blog posts of the website; and a [Resources section](#), displaying some of the project's public documents and materials. Both sections link to their respective webpages, where the user can access the full archive with all their items.
- A **subscription form** has been included to allow users to subscribe to the project's newsletters, complying with the European GDPR regulation.

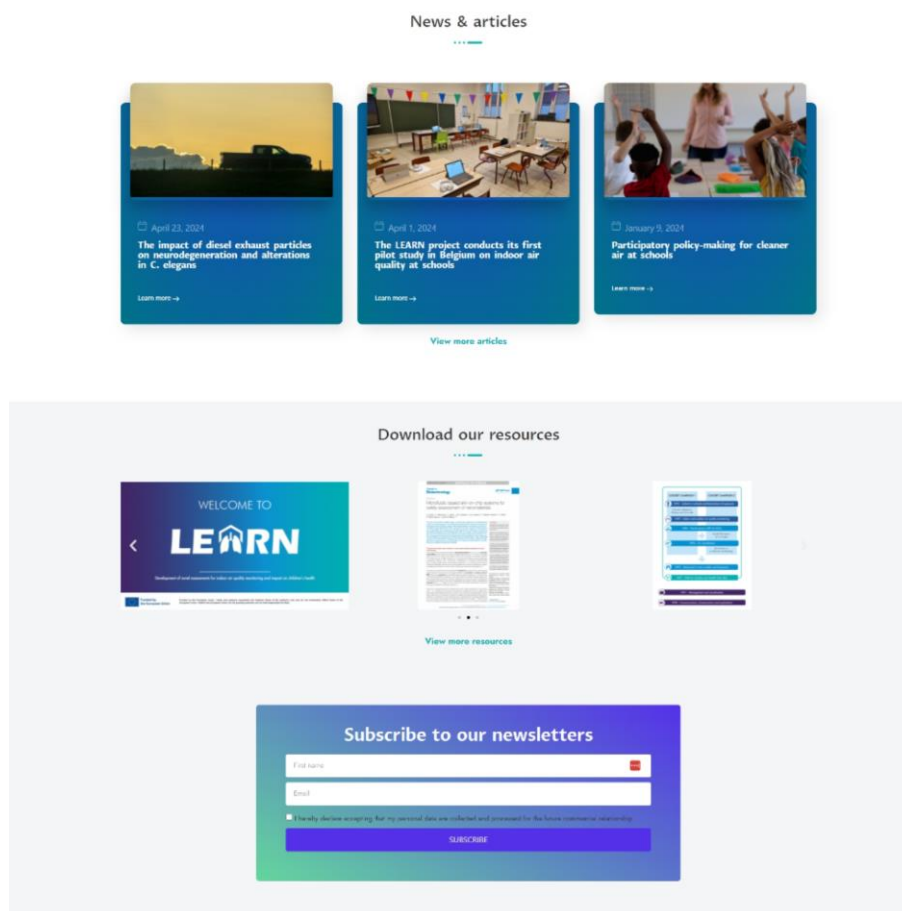


Figure 5. New homepage sections for News & articles, Resources, and subscription form for the newsletter

5.1.1.2. New webpages and pop-ups

Besides the improvements on the homepage, the following **pages and pop-ups** have been created:

- A new webpage has been included: [Resources](#), where users can access and download LEARN's promotional materials, scientific publications, public project deliverables, and newsletters. This page is updated with any new material that can be shared.
- A new webpage has been included: [News & articles](#), to access the full archive of blog posts on the website (previously, only the most recent ones were accessible through the homepage). This webpage is now frequently fed with new blog posts according to any relevant information and news that is arising through the project development.
- A new **pop-up** has been set up to promote the subscription to the newsletter, powered by the MailChimp tool. This pop-up is configured to only appear the first time a user visits the website, thus avoiding intrusiveness for the user.

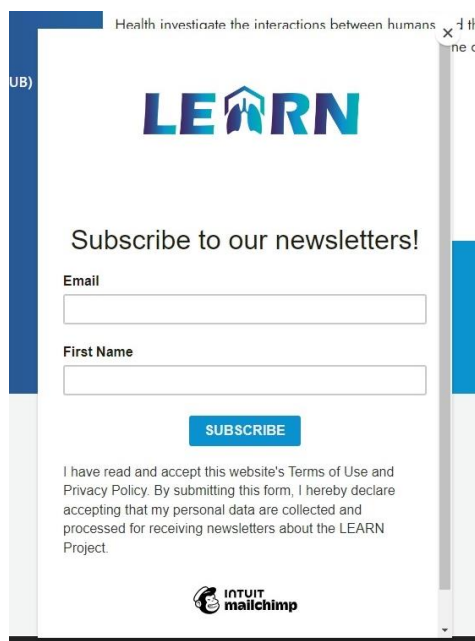


Figure 6. New newsletter subscription pop-up on the website

5.1.1.3. Search Engine Optimisation (SEO)

Search Engine Optimisation (SEO) techniques have also been implemented to improve the website's positioning in search engines, such as the Google Searcher.

First, a **keyword research** has been carried out to determine the keywords that can better position the project, considering factors like their volume of searches, the difficulty (competitiveness) to be positioned in that keyword, the search's tendency, and their degree of relation to the project. For that, the Google Keyword Planner and the Google Trends tools have been used. According to that, the following keywords have been chosen:

Topic	Keyword	Volume	Difficulty	Tendency	Relation
Air	Air pollution	1.000.000	low	same	medium
Air	Air quality	1.000.000	low	increasing	medium
Air	Air pollutants	1.000.000	low	same	medium
Engineering	Filtration	1.000.000	low	same	medium
LEARN	LEARN project	10.000	low	increasing	high
Air	Air quality in schools	1.000	low	same	high
Air	Indoor air quality	100.000	medium	increasing	high
Engineering	Biosensors	100.000	low	same	medium
Europe	EU-funded project	1.000	low	same	high
Europe	Horizon Europe	100.000	low	same	high
Health	Environmental health	100.000	low	same	high

Table 5. SEO keyword research

Then, the **website texts** have been optimised to increase the repetitions, density, and prominence of those keywords, focusing especially on the texts of the [homepage](#) and the posts on the [News & articles](#) page.

Topic	Keyword	Repetitions	Density	Prominar	Ranking
Air	Air quality	16	0,66%	4	2,62%
LEARN	LEARN project	10	0,41%	4	1,64%
Air	Indoor air	10	0,41%	4	1,64%
R&D&I	Research	38	1,56%	1	1,56%
Air	Indoor air quality	10	0,41%	4	1,64%
Air	Air quality in/at schools	7	0,29%	4	1,15%
Air	Environment	22	0,90%	1	0,90%
Air	Air pollution/pollutants	6	0,25%	2	0,49%
R&D&I	Development	10	0,41%	1	0,41%
Engineering	Biosensors	2	0,08%	3	0,25%
Air	Air quality monitoring	3	0,12%	2	0,25%

Table 6. Homepage texts SEO optimisation

Finally, a **SEO audit** has been performed, using free tools like SEOquake or Screaming Frog, to improve technical aspects that might affect on-page SEO. These include image size, image alternative (alt) text, headline tags, anchor texts for links, SEO titles and metadescrptions, URL slugs, redirections, non-follow links, and mobile usability, among others.

5.1.1.4. Improvements in User Experience (UX)

Other improvements have also been carried out to have a **better user experience (UX)**, through the design, interface, and accessibility. For example, the project's logo on the header is now displayed in a negative version for better contrast, the partner logos are showcased over a white background, links are displayed in a different colour, the style of buttons is improved, external links open in a new tab, the footer elements have a cleaner design, the website's loading time has been reduced by limiting the size of some images, etc. Other improvements have been made to avoid the overlapping of elements in the different screen sizes and devices, with a special focus on improving mobile usability.

5.1.2. News and articles published on the website

A total of **13 posts** have been published so far in the website section for [News & Articles](#), following the content plan (see **Section 5.2.1**). All of them are optimised for SEO and have been shared on the project's social media and newsletters.

FI Group has been the main author of most of the posts, except for the one on [participatory policy-making](#) (written by VUB) and the one on the [first pilot at Belgian schools](#) (written by University Hasselt with contributions from KU Leuven and MANN+HUMMEL).

TITLE AND LINK	DATE	VISITS
The LEARN project receives €7.5M from the EC to investigate indoor air quality at schools and its impact on children's health	31 May 2022	154
The IDEAL Cluster for indoor air quality celebrates its kick-off meeting in Athens	10 October 2022	19
LEARN is displayed at FILTECH 2023	17 February 2023	95
Spring allergies: how to prevent their symptoms at schools and other indoor environments	21 March 2023	77
The LEARN project celebrates its second General Assembly in Ludwigsburg, Germany	13 June 2023	125

TITLE AND LINK	DATE	VISITS
Microfluidic-based skin-on-chip models for safety assessment of nanomaterials	11 July 2023	114
Interview with Ernesto Alfaro-Moreno, the LEARN project's coordinator	13 September 2023	84
INL presents some LEARN project results at the EUROTOX Congress 2023	13 September 2023	46
The LEARN project, part of the IDEAL cluster for indoor air quality and health in Europe	05 October 2023	49
The LEARN project hosts its 3rd General Assembly online	12 December 2023	22
Participatory policy-making for cleaner air at schools	9 January 2024	75
The LEARN project conducts its first pilot study in Belgium on indoor air quality at schools	01 April 2024	164
The impact of diesel exhaust particles on neurodegeneration and alterations in C. elegans	23 April 2024	23

Table 7. Website posts

5.1.3. Website monitoring

By M24, the project's website has already achieved a total of **3,778 visits** (sessions), which is 75% of the KPI target for the whole project, in only half of its lifetime. Moreover, a total of **2,353 users** have visited the website during this period, with an average **interaction rate of 40.1%**.

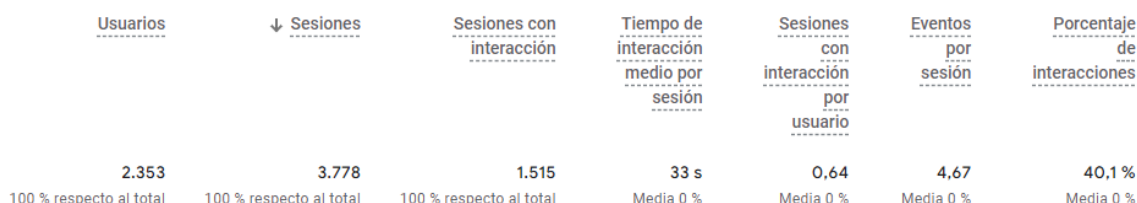


Figure 7. Website analytics by M24 (Google Analytics)

In the following screenshot from Google Analytics, the time evolution of the website visits/sessions can be observed, from its launch in September 2022 until the present April 2024 (filtered by the event "session_start").



Figure 8. Evolution in website visits/sessions (Google Analytics)

Moreover, the SEO improvements have led to a better performance of LEARN's website on Google Search, with a growth in impressions and clicks registered on Google Search Console. During the first 24 months, a total of **11,146 impressions** and 372 clicks were achieved, with an average click-through rate (CTR) of **3.3%** and being displayed in the **24th** position on average in result pages.

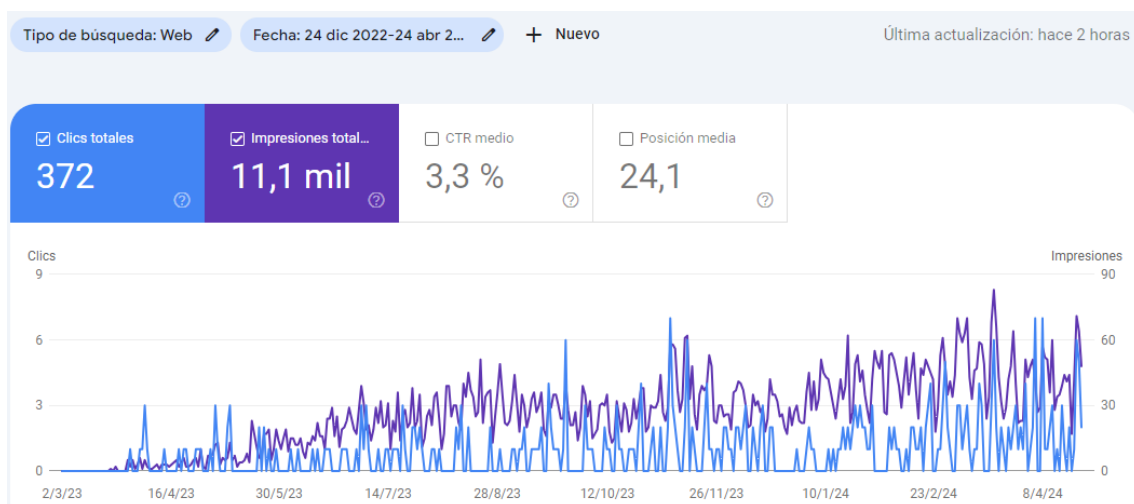


Figure 9. Evolution of website performance in Google Search (Google Search Console)

5.2. Social media channels

As foreseen in D8.1, three social media channels have been created for the LEARN project: a LinkedIn page, a Twitter/X profile and a YouTube channel. FI Group has been frequently feeding these channels with new posts and contents.

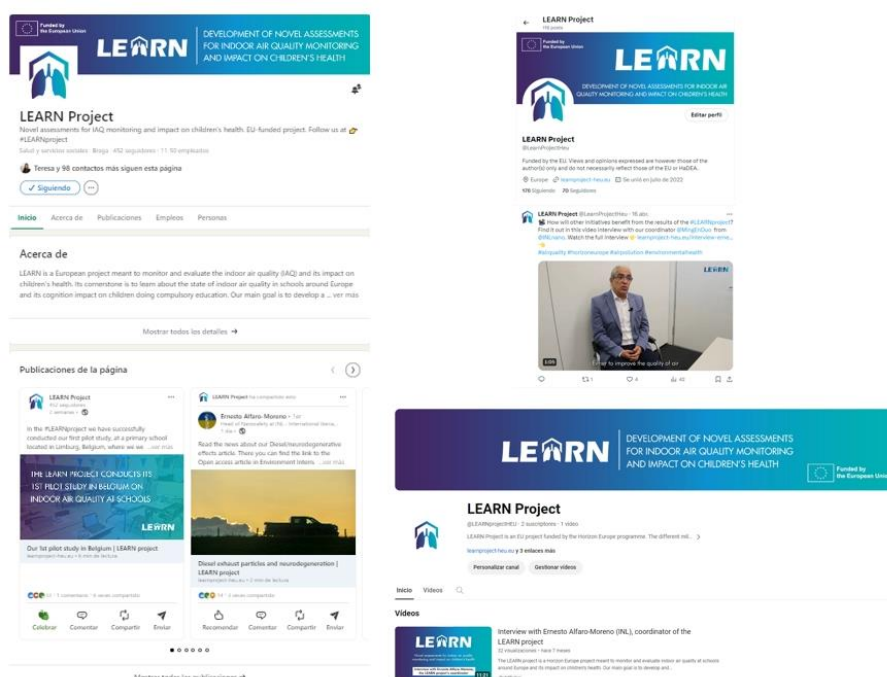


Figure 10. LEARN social media channels

5.2.1. Content plan for website and social media

In early 2023, FI Group developed a detailed **content strategy** to ensure that the website and social media channels of the project are frequently fed with new, valuable content, keeping the target groups informed and engaged, and improving the positioning for the project in web search engines and social media algorithms. This content strategy also considered releases of other communication materials, such as project videos, brochures, infographics, newsletters, or press releases.

At the beginning of the implementation of the C&D strategy, it was agreed to share three posts per month on social media. However, in January 2023, FI updated this strategy to publish ideally **one post per week** whenever possible, unless during holiday periods or specific dates when users have little activity, and the publications would have a lower impact.

The content strategy pivots around the **topics**, social media hashtags, and SEO keywords that can be observed in **Figure 11**. Content strategy for LEARN (topics, hashtags, and SEO keywords). The topics have been established to align with the Communication objectives set in **D8.1**, as well as to provide valuable content that can be of interest to the target groups and stakeholders. From there, an analysis has been carried out to identify the most convenient **hashtags** to be used on LinkedIn and Twitter, according to their relation to the project, with a focus on niche hashtags that have a sufficient volume of followers/posts but, at the same time, are accessible for the project to position its content in them.

A keyword research has also been performed to identify the most convenient **keywords** for the SEO optimisation of the website posts, which was explained in **Section 5.1.1.3** of this report, thus achieving a better positioning in search engines.

MAIN TOPICS	MAIN HASHTAGS	MAIN SEO KEYWORDS
✓ LEARN's general information and resources	#LEARNproject	LEARN Project
✓ LEARN's ongoing activities	#HorizonEurope / #HorizonEU	Air quality
✓ LEARN's results	#AirQuality	Air pollution / pollutants
✓ Dissemination on IAQ and health	#Air Pollution	Indoor air quality
✓ EU values and funding for R&D&I	#IndoorAirQuality / #IAQ	Air quality in schools
✓ Related projects and initiatives (such as the IDEAL cluster)	#filtration	Environmental health
	#EnvironmentalHealth	Biosensors Filtration
	#Euresearch	EU-funded Project
	#ResearchAndDevelopment	Horizon Europe

Figure 11. Content strategy for LEARN (topics, hashtags, and SEO keywords)

In terms of **format**, the most convenient options have been defined for social media posts to maximise their reach and engagement, considering the type of content, the user trends and the factors that are favoured by social media algorithms:

LINKEDIN FORMATS

Infographics (PDF carousel)
 Images + text
 Snippets from videos
 GIFs for downloadable resources
 Posts to disseminate about IAQ and the project
 Mention related projects and initiatives
 Repost/comment when LEARN is tagged
 Comment on post of stakeholders or similar projects

TWITTER FORMATS

Images and graphics
 Polls
 Share website content
 Tweet threads
 Snippets from videos
 GIFs for downloadable resources
 Tagging relevant organisations and networks
 RT relevant info for the project by stakeholders

Figure 12. Main formats on social media

Bearing in mind all this strategy, FI created a **content calendar** for the full year 2023, which continued also in 2024 (see **Figure 13**). For that, the dates for the most relevant project events, activities, results, or publications have been identified; together with international days related to LEARN's field of research and European Union values, as well as relevant happenings from related projects and initiatives. With those dates in mind and ensuring the presence of all the main topics defined in the strategy, different posts have been planned to be published on the project's website, LinkedIn, and Twitter/X accounts. The calendar is however flexible and is constantly adapted to fit the actual timing of the project activities and the new needs and opportunities that appear throughout the year.

Besides publishing the different posts, other techniques are being implemented to increase the **engagement of users** on social media, such as tagging related profiles, institutions, and projects, encouraging partners to interact with the posts to grow within their existing communities, responding to comments and mentions by followers, interacting with contents of related profiles, etc. Special attention is made to the IDEAL cluster channels and those of the projects involved in it.

		OCTOBER - M18					NOVEMBER - M19					DECEMBER - M20		
		2	9	16	23	30	6	13	20	27	4	11	18	
TRIGGER	Int. Day	5 teachers	10 mental health 11 girl child		24 United Nations	31 Cities	10 Science 12 Pneumonia	14 diabetes 16 COPD (pulmonary disease)	20 children	1 AIDS 3 disabilities	10 human rights	12 universal health		
.	LEARN event or publication				2nd newsletter							12 General Assembly online		
.	LEARN milestone or deliverable					Deliv. Participatory policy making, Expl, DMP V2	6 Start pilot Belgium							
.	Other	Webinar by EU Science Research and												Christm
WEBSITE	LEARN general info & resources													
.	LEARN events, activities & results												General Assembly online	
.	(I)AQ and Health													
.	Values													
.	Cluster or related projects		IDEAL cluster PR, brochure. SoMe											
LINKEDIN	LEARN general info & resources				2nd newsletter								1st video_03	
.	LEARN events, activities & results			1st video_04			6 Start pilot Belgium + infocraahics	1st video_02				12 General Assembly online		
.	(I)AQ and Health	Webinar by EU Science Research and	IDEAL cluster PR, brochure. SoMe							EEA new air quality assessment				
.	Values/Europe					World Cities Day			20 Children					Year reca
.	Cluster or related projects													
TWITTER	LEARN general info & resources				2nd newsletter								1st video_03	
.	LEARN events, activities & results			1st video_04			6 Start pilot Belgium + infocraahics	1st video_02				12 General Assembly online		
.	(I)AQ and Health	Webinar by EU Science Research and	IDEAL cluster PR, brochure. SoMe							EEA new air quality assessment				
.	Values/Europe					World Cities Day			20 Children					Year reca
.	Cluster or related projects													

Figure 13. Excerpt from the LEARN content calendar

5.2.2. LinkedIn page

5.2.2.1. LinkedIn posts

TITLE AND LINK	DATE	IMPRESSIONS
 Find us at #FILTECH2023! Today's the last day of... Find out everything about our attendance at #FILTE...	15 Feb. 2023	510
 Our 1st #newsletter just came out! If you didn't...	17 Feb. 2023	625
On the eve of #WorldEngineeringDay, we'd like to a...	02 March 2023	873
 Do you have an R&D&I project in mind that, like ... As an EU-funded R&D project, in LEARN we celebrate...	02 March 2023	553
 Our 1st #newsletter will be released soon. You d...	08 March 2023	646
 #Spring is finally here, but so is the #allergy ... On the eve of #WorldHealthDay, we'd like to put on...	08 March 2023	424
In the #LEARNproject we are committed to analysing...	13 March 2023	1,515
 Today we celebrate #innovation as the driver for...	21 March 2023	859
The latest data on #airpollution levels across Eur...	04 April 2023	428
On the #LEARNproject's website, a variety of graph...	12 April 2023	1,661
Happy #EuropeDay! Today we take the time to celebr...	19 April 2023	574
Did you know that the #LEARNproject is also on Twi...	25 April 2023	344
 Around 4% of global deaths are attributed to ind...	03 May 2023	491
Congratulations! The correct answer to this quiz i...	09 May 2023	258
Healthier environments could prevent almost 1/4 of...	10 May 2023	532
For the last two days, the #LEARNproject partners ...	26 May 2023	1,052
The #LEARNproject is only 1 year old and we are al...	02 June 2023	111
Two weeks ago, the #LEARNproject partners celebrat...	05 June 2023	415
 The World Health Organization's 7th Ministerial ...	13 June 2023	862
The #IDEALcluster, in which the #LEARNproject take...	19 June 2023	188
 Researchers from our coordinator INL - Internat...	28 June 2023	549
Summer is a time for relaxation and fun, but don't...	04 July 2023	446
Thank you INL - International Iberian Nanotechnol...	06 July 2023	535
 The #IDEALcluster's website is live now! Have yo...	12 July 2023	1,582
The consortium of the #LEARNproject currently gath...	01 Aug. 2023	372
Our first project video is out now https://lnkd.i...	11 Aug. 2023	305
 Did you know that around 25% of greenhouse gas (... Our coordinator's review article is highlighted on...	16 Aug. 2023	485
We are happy to share the brand new LinkedIn page ...	30 Aug. 2023	326
 Can environmental factors trigger #childcancer? ...	13 Sept. 2023	1,578
 Did you know that #LEARNproject is part of a lar...	19 Sept. 2023	573
 What have we accomplished so far in the #LEARNpr...	25 Sept. 2023	1,763
 Did you know that 97% of the urban population in...	27 Sept. 2023	485
 Today marks an important milestone for the #LE...	04 Oct. 2023	427
 Join the #CleanAirEU Forum organised by EU Env...	09 Oct. 2023	657
 Which new scientific methods or technologies a...	16 Oct. 2023	1,401
Happy #ChildrensDay! Children are a very importan...	31 Oct. 2023	1,072
 253k deaths could have been avoided in the EU ...	03 Nov. 2023	868
The #LEARNproject consortium gathered this mornin...	03 Nov. 2023	191
 Why is the #LEARNproject focused on indoor air...	13 Nov. 2023	853
The #LEARNproject's team hopes you had a pleasant...	17 Nov. 2023	191
	27 Nov. 2023	367
	12 Dec. 2023	793
	18 Dec. 2023	770
	21 Dec. 2023	680

TITLE AND LINK	DATE	IMPRESSIONS
Indoor #airpollution at #schools can negatively a...	10 Jan. 2024	1,609
🌿 Europe is currently facing a rise in respirato...	16 Jan. 2024	338
🎬 How does the #LEARNproject benefit from the di...	23 Jan. 2024	868
#DataProtection is a very important concern to th...	26 Jan. 2024	524
👤 Yesterday we celebrated the International D...	12 Feb. 2024	2,202
How can we improve #lunghealth in Europe? Discove...	16 Feb. 2024	222
The #LEARNproject is co-leader of the Communicati...	19 Feb. 2024	90
📢 The European Parliament and Council agree on n...	27 Feb. 2024	993
📊 Some #LEARNproject results were presented last...	5 March 2024	1,902
🤖 Which synergies are we forming with similar R&...	11 March 2024	1,102
🌸 #Spring is finally here! But for many people, ...	19 March 2024	683
💡 Did you know that the #LEARNproject is leading...	01 April 2024	233
In the #LEARNproject we have successfully conduct...	08 April 2024	1,568
🧠 How will other initiatives and organisations b...	15 April 2024	576
🔍 What are the main effects of #airquality on ch...	22 April 2024	606

Table 8. LinkedIn posts

Note: posts that are older than one year are automatically erased from the LinkedIn platform, both for the users and the page manager.

5.2.2.2. LinkedIn monitoring

The LinkedIn page has a total of **452 followers**, already above the KPI for the whole project (300 followers), thanks to the frequent posts, content of higher quality to the target groups and efforts to foster user engagement. 59 posts have been published so far, achieving 43,706 impressions and an average engagement rate of 7%.

Datos de seguidores ?

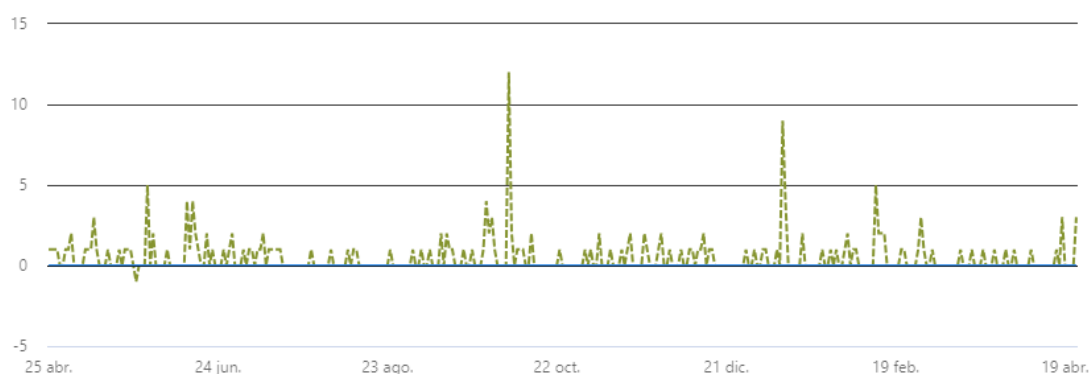


Figure 14. New LinkedIn followers over the last 12 months (LinkedIn Analytics)

5.2.3. Twitter/X profile

5.2.3.1. Twitter/X posts

TITLE AND LINK	DATE	IMPRESSIONS
 Our goal is to develop and deploy novel sensors ...	19 Oct. 2022	13
 For a 4-year period the air pollutants in enclos...	19 Oct. 2022	9
Welcome to the LEARN Project. A project funded by ...	19 Oct. 2022	70
 Do you want to keep learning about the state of ...	20 Oct. 2022	10
 Last Saturday was #WorldCancerDay. Are you aware...	06 Feb. 2023	23
 Today we celebrate the #InternationalDayofWome...	11 Feb. 2023	47
 Find us at #FILTECH2023, the largest #filtration...	16 Feb. 2023	282
Find out everything about our attendance at #FILTE...	20 Feb. 2023	163
 In the #LEARNproject, we count on a team of outs...	04 Mar. 2023	36
 Biomedical engineers can help to reduce #health ...	04 Mar. 2023	37
 #Airquality engineers focus on identifying air p...	04 Mar. 2023	8
On the #WorldEngineeringDay, we'd like to acknowle...	04 Mar. 2023	62
As an EU-funded R&D project, in LEARN we celeb...	08 Mar. 2023	160
 Do you have an R&I project in mind tha...	10 Mar. 2023	297
 Our 1st #newsletter will be released soon. You d...	14 Mar. 2023	1,438
Can you identify the main air #allergens present i...	21 Mar. 2023	48
 Keep the #humidity levels between 30-50% by usi...	21 Mar. 2023	63
 Use natural #cleaning products with reduced har...	21 Mar. 2023	13
 #Vacuum and #dust regularly. Use a vacuum with ...	21 Mar. 2023	14
 #Spring is finally here, but so is the #allergy ...	21 Mar. 2023	241
#SciComm is crucial in bringing science closer to ...	29 Mar. 2023	140
 Our 1st #newsletter just came out! If you didn't...	29 Mar. 2023	200
On #WorldHealthDay, we'd like to put on the spotli...	07 April 2023	22
Our scientific achievements will unlock the potent...	12 April 2023	34
 We will explore novel #AirRemediation strategies...	12 April 2023	28
 We will measure and characterize indoor and outd...	12 April 2023	28
The #LEARNproject is an #EUresearch project funded...	12 April 2023	22
In the #LEARNproject we are committed to analysing...	12 April 2023	292
 Today we celebrate #innovation as our driver for...	21 April 2023	105
We are appalled about the current #airpollution le...	25 April 2023	31
On the #LEARNproject's website, a variety of graph...	03 May 2023	139
Happy #EuropeDay! Today we take the time to celebr...	09 May 2023	363
Did you know that the #LEARNproject is also on Lin...	18 May 2023	30
 Around 4% of global deaths are attributed to ind...	26 May 2023	74
Congratulations! The correct answer to this quiz i...	02 June 2023	45
#EnvironmentalHealth can help prevent the almost 1...	05 June 2023	119
We are in #Ludwigsburg! Thank you @MANNHUM...	12 June 2023	356
@MANNHUMMELGroup @AarhusUni @FIGroupES...	13 June 2023	158
We have paid a visit to @MANNHUMMELGr...	13 June 2023	176
@MANNHUMMELGroup @AarhusUni @FIGro...	13 June 2023	60
Two weeks ago, the #LEARNproject partners celebrat...	28 June 2023	223

TITLE AND LINK	DATE	IMPRESSIONS
The @WHO's 7th Ministerial Conference on Environme...	04 July 2023	62
The #IDEALcluster, in which the #LEARNproject take...	06 July 2023	226
 Researchers from our coordinator @INLnano have...	12 July 2023	315
 Keeping windows open for the #summerbreeze can...	01 Aug. 2023	41
 Some #summertime activities lead to increased #p...	01 Aug. 2023	46
 Seaside holiday destinations have high #humidity...	01 Aug. 2023	18
 Extreme #heat and the absence of rain can raise ...	01 Aug. 2023	12
Summer is a time for relaxation and fun, but don't...	01 Aug. 2023	247
Thank you @INLnano for your coordination and contr...	11 Aug. 2023	229
The #IDEALcluster's website is live now! Discover ...	22 Aug. 2023	35
The consortium of the #LEARNproject currently gath...	05 Sep. 2023	66
 Our first project video is out now! Watch this i...	13 Sep. 2023	280
 Did you know that around 25% of greenhouse gas (...)	19 Sep. 2023	45
Our coordinator @INLnano's review article is highl...	25 Sep. 2023	142
We are happy to share the brand new Twitter profil...	27 Sep. 2023	32
Can environmental factors trigger #childcancer? Wh...	04 Oct. 2023	85
 Did you know that #LEARNproject is part of a lar...	10 Oct. 2023	173
 What have we accomplished so far in the ...	17 Oct. 2023	144
 Our second #newsletter is out! If you didn't rec...	26 Oct. 2023	142
Reducing #airpollution in urban areas is key to th...	31 Oct. 2023	211
Join the #CleanAirEU Forum on 23-24 November! Reg...	03 Nov. 2023	35
 The pilot studies of the #LEARNproject are sta...	06 Nov. 2023	119
 Which new scientific methods or technologies a...	14 Nov. 2023	133
Happy #ChildrensDay! Children are a very importan...	20 Nov. 2023	42
 253k deaths could have been avoided in the EU i...	27 Nov. 2023	39
 The #LEARNproject consortium gathered this mor...	12 Dec. 2023	146
 Why is the #LEARNproject focused on indoor #ai...	19 Dec. 2023	115
The #LEARNproject's team hopes you had a pleasant...	01 Jan. 2024	43
Indoor #airpollution at #schools can impact the h...	10 Jan. 2024	187
Europe is facing a rise in respiratory infections...	17 Jan. 2024	53
 How does the #LEARNproject benefit from the di...	24 Jan. 2024	142
#DataProtectionDay: #DataProtection is very impor...	28 Jan. 2024	39
The first newsletter of the #IDEALcluster just ca...	06 Feb. 2024	118
The #LEARNproject is co-leader of the Communicati...	08 Feb. 2024	156
 Yesterday we celebrated the #InternationalD...	12 Feb. 2024	186
How can we improve #lunghealth in Europe? Discove...	20 Feb. 2024	59
 The European Parliament and Council agree on n...	28 Feb. 2024	58
 Some #LEARNproject results were presented last...	06 Mar. 2024	118
 Which synergies are we forming with other EU-fu...	12 Mar. 2024	138
 #Spring is finally here! But for many people, t...	21 Mar. 2024	163
 Did you know that the #LEARNproject is leading...	02 April 2024	59
 In the #LEARNproject we have successfully condu...	09 April 2024	230
 How will other initiatives benefit from the re...	16 April 2024	43

TITLE AND LINK	DATE	IMPRESSIONS
 What are the main effects of #airquality on ch...	23 April 2024	92

Table 9. Twitter/X posts

5.2.3.2. Twitter/X monitoring

The **Twitter** profile has a total of **70 followers**, already 70% of the KPI for the whole project (100 followers). 85 tweets have been published so far (including threads), achieving 10,743 impressions and an average engagement rate of 9.3%. Therefore, although the number of followers is higher on LinkedIn, X tweets are achieving more impressions as a whole. Some marketing techniques will be considered to take advantage of those high impressions and convert them into more followers.

5.2.4. YouTube channel

The YouTube channel is used merely as a repository for all project videos, allowing us to share them or embed them from other communication channels. Currently, the **first video interview** has been uploaded, achieving 32 views on this platform, and more in other online channels of the project. Further details about this video are included in **Section** [Error! No se encuentra el origen de la referencia.](#) on project videos.

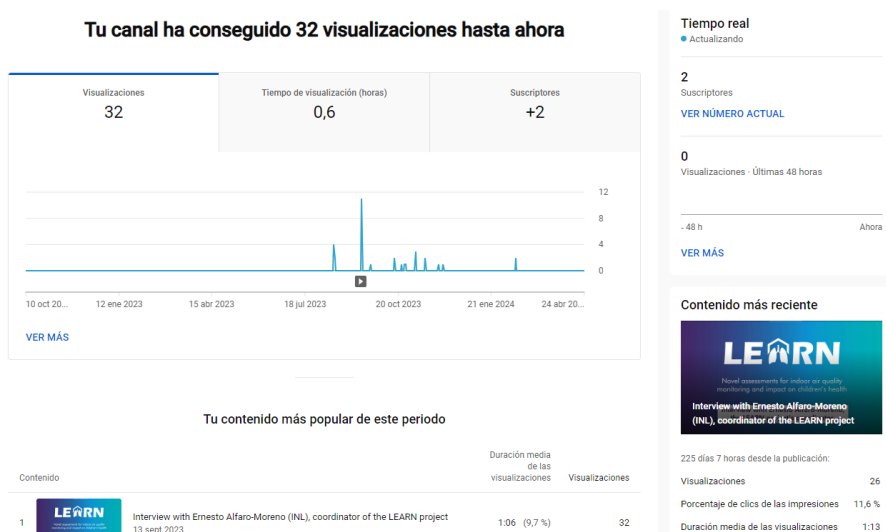


Figure 15. Performance of the YouTube channel (YouTube Analytics)

5.3. Press releases and media

The first press release, announcing the project's kick-off, was produced by FI Group and all consortium partners were encouraged to publish it on their corporate communication channels, and to distribute it among their media contacts and through their public relationship agencies, being able to adapt it when necessary to their local contexts and languages. Some examples of the publications presenting the project are:

- [Mexicano lidera mega investigación europea sobre contaminación del aire en espacios cerrados](#) (Crónica México, INL)
- [Proyecto LEARN](#) (FI Group)

- [FI Group's EU projects: LEARN](#) (FI Group)
- [Investigating Air Quality in Schools with Advanced Sensors and Innovative Strategies](#) (INL)
- [LEARN](#) (VUB)
- [LEARN](#) (INL)

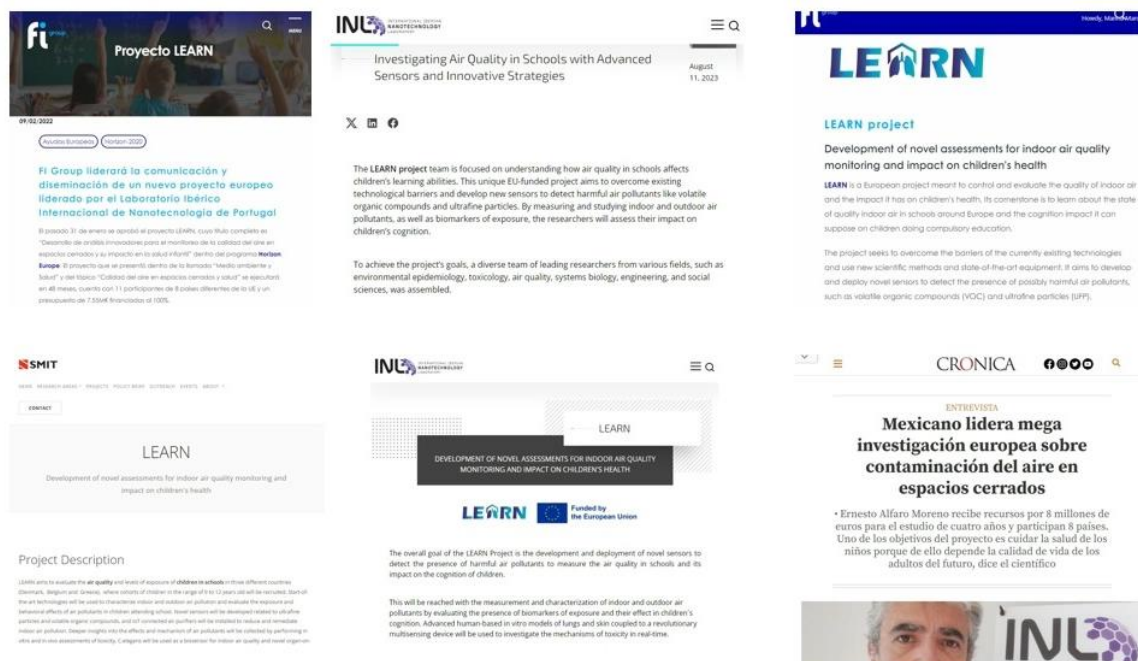


Figure 16. First press release published on different media

This press release was also [published on the project's website](#), in the form of a blog post in the section News & articles, adapting it to this format and carrying out SEO optimisation in the texts. This post has achieved 154 visits so far, being the second most successful web post.



Figure 17. First press release on the LEARN website

The second press release is planned to be published during 2024, covering the pilot studies that are being conducted to assess indoor air quality in schools. The third one is expected to be published by the end of the project, communicating its main achievements, results, and impacts.

5.4. Scientific publications

Researchers from INL have published two scientific papers so far. The first one is a review article in the high-impact journal Trends in Biotechnology (Cell Press), under the title **“Microfluidic-based skin-on-chip systems for safety assessment of nanomaterials”**. This open-access article explores the progress made in skin-on-chip models and their ability to uncover biological mechanisms. The conclusions will be key to the development of in vitro models in LEARN’s WP5. The article is available at the following DOI: <https://doi.org/10.1016/j.tibtech.2023.05.009>

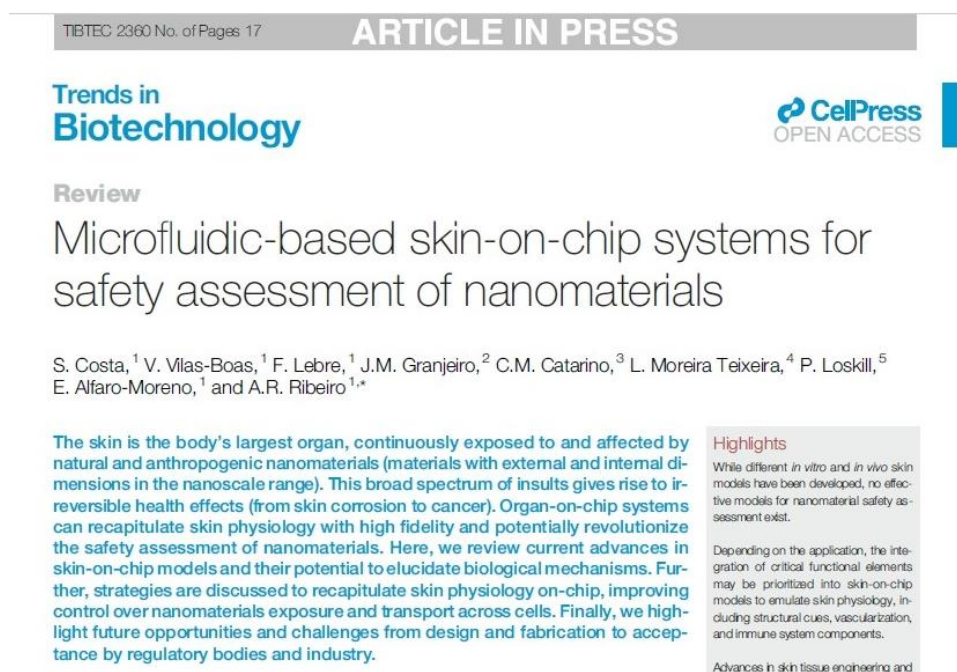


Figure 18. Review article on the safety assessment of nanomaterials

The second one is an article published in the top journal Environment International, under the title **“Differential impact of diesel exhaust particles on glutamatergic and dopaminergic neurons in *Caenorhabditis elegans*: A neurodegenerative perspective”**. This open-access article shows that diesel particles are capable of triggering degenerative processes in neurons and proposes which components could be responsible for this effect. Alterations in the behaviour of *C. elegans* are also observed, and behavioural alterations are an important point to evaluate in LEARN. The method was standardised to assess particulate matter in this study and will be the model used to assess particulate matter collected in schools. The article is available at the following DOI: <https://doi.org/10.1016/j.envint.2024.108597>

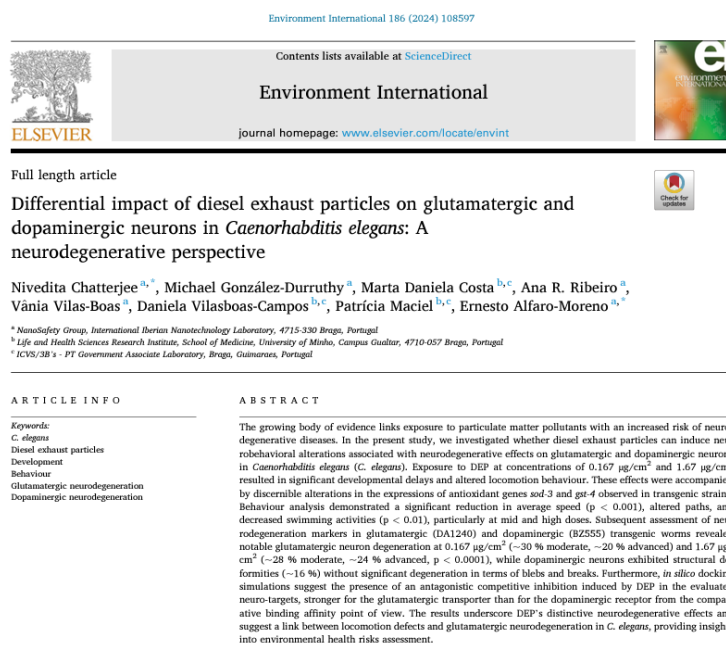


Figure 19. Article on the impact of diesel exhaust particles on neurons in *C. elegans*

5.5. Project new sletters

It has been established to publish a total of 6 newsletters in the project. During the first 24 months, FI Group has produced the first 2 newsletters, including developing the layout, writing the full texts, designing all visuals, linking to the respective website contents, and managing its delivery to all newsletter subscribers. In both cases, the newsletters were validated by the coordinator, and the full consortium could make any comments they considered:

- [First newsletter, issued in March 2023](#)
- [Second newsletter, issued in October 2023](#)

The newsletters were delivered by email to the subscribers through the MailChimp email marketing tool, and are also available through the project website ([Resources section](#)) and in **Figure 20** of this report.

The newsletters have achieved **96 subscribers** so far, only 4 away from the KPI for the whole project (100 subscribers). The first newsletter was sent to 64 subscribers, 25.8% of whom opened the email and 9.7% of whom clicked on links, which represent good rates by market standards for email newsletters. The second newsletter was sent to 88 subscribers, 43.2% of whom opened the email (almost duplicating the previous opening rate) and 8.0% of whom clicked on links.



Figure 20. First and second project newsletters

Audience

LEARN

Your audience has **96** contacts. **96** of these are subscribed.



Second newsletter

Regular · LEARN

Sent

New Builder

43.2%

Opens

8.0%

Clicks

Sent jue., octubre 26th, 2023 3:08 a. m. to 88 recipients by you.

Edited jue., octubre 26th, 2023 3:08 a. m. by you



Our first newsletter is out! - LEARN project

Regular · LEARN

Sent

New Builder

25.8%

Opens

9.7%

Clicks

Sent mié., marzo 29th, 2023 4:04 a. m. to 64 recipients by you.

Edited mié., marzo 29th, 2023 4:04 a. m. by you

Figure 21. Performance of the first two newsletters (MailChimp Analytics)

Before and during their delivery, a social media campaign was implemented to promote newsletter subscriptions, and all partners were encouraged to contribute to this action.

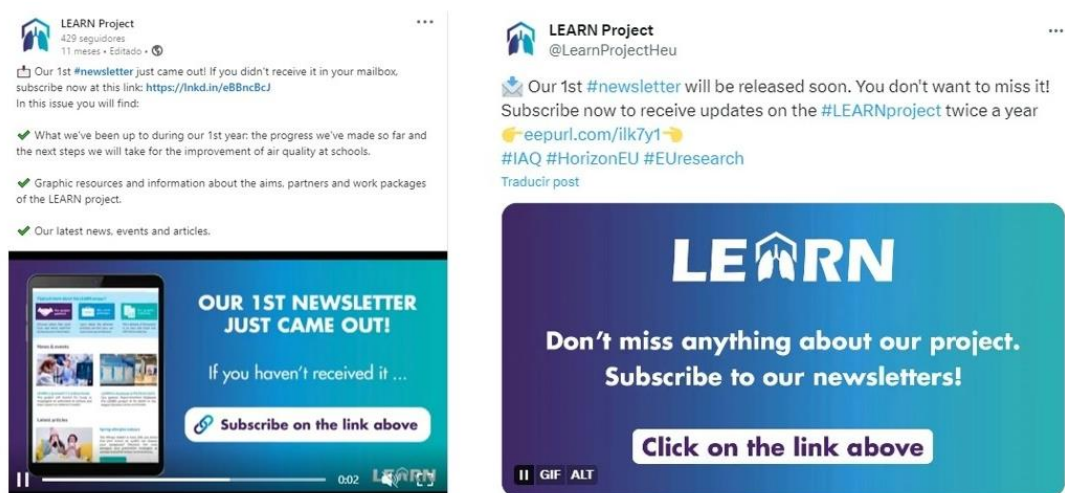


Figure 22. Social media campaign for newsletter subscription

5.6. First project video

The first project video is conceived as an **interview with the coordinator partner** (INL-Mr. Ernesto Alfaro Moreno) who explains the main objective of the project, activities, partners etc.

The interview dives around **the following questions**, which were defined to describe the project's scope, main tasks, expected results, and overall contribution to the European research landscape and European society:

- What is the LEARN project about?
- Which new scientific methods, technologies or equipment are being developed?
- Why focus on indoor air quality at schools?
- What has been achieved so far and which challenges are you facing?
- How does the project benefit from the diversity and expertise of its 11 partners?
- Which synergies are you forming with other European projects?
- How will other projects and organisations benefit from your results?
- What will be the LEARN project's overall contribution to society?
- How important is EU funding for that?

FI Group has been in charge of developing these questions, recording the interview during LEARN's first General Assembly, and **editing** it afterwards, by adding different titles, graphics, music, and stock videos for a better understanding of the concepts and a better visual experience. The video was also subtitled to be **accessible** to deaf and hard-of-hearing individuals.

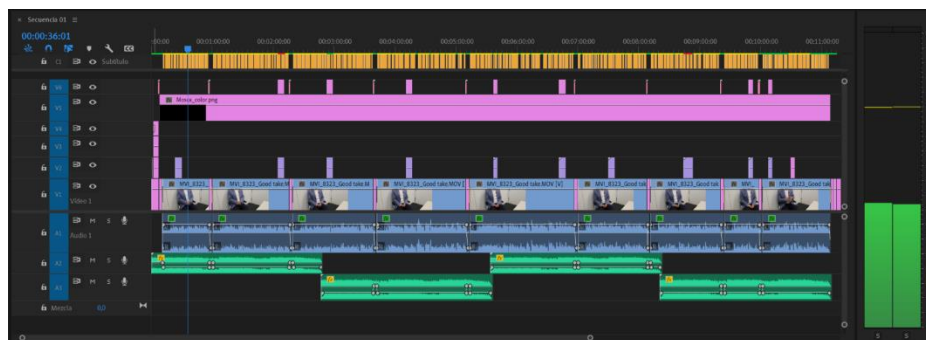


Figure 23. Editing timeline of LEARN's first video

This first video has been published as a [website post](#), including the full transcription of the interview for good positioning of the content on Google Search, achieving 84 visits so far. The web post has achieved 84 visits so far and was featured in the [second project newsletter](#).

Moreover, snippets of the different interview questions are being shared on the project's **social media channels** in a native format (directly uploaded to the respective platforms), which allows for a bigger reach and serves as a hook to access the full interview on the website. So far, the social media posts containing snippets of the video interview have achieved a total of 7,148 impressions on LinkedIn and 9,950 impressions on Twitter/X.

The full video interview is available on the [project's YouTube channel](#), which is being used as a repository for all project videos (see [Section 5.2.4](#)).

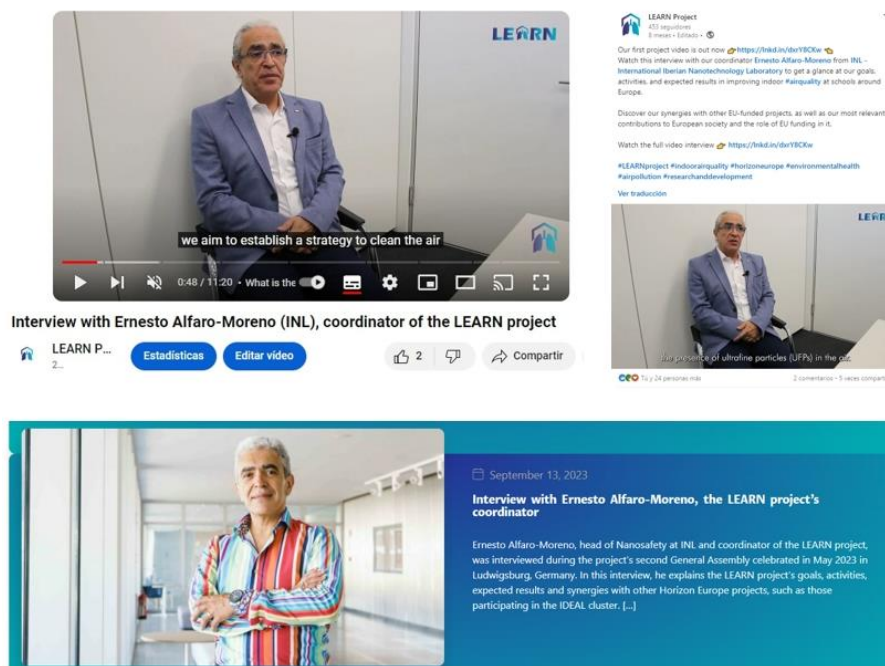


Figure 24. LEARN's first video on YouTube, LinkedIn and the website

Two more videos are to be published later on in the project, ideally covering the cohorts at schools and the project's final event in Brussels, respectively.

5.7. Other online promotional materials

FI Group has developed some other promotional materials for the project, to be shared in the project's communication channels and used by partners in any communication or event about the project. All of them are also available on the [Resources section of the website](#).

Different versions have been developed by FI and shared among partners before reaching the current ones, which will be updated when necessary.

5.7.1. General overview PPT presentation

It provides detailed information regarding the project. This document is being used by the partners for conference/event speeches where they present the project, usually accompanied by extra slides about their specific progress and contributions.



Figure 25. LEARN project General Overview PPT

5.7.2. Project factsheet

It is a PPT presentation that provides useful and essential information and facts about the project and the funding received from the EU.



Figure 26. LEARN factsheet

5.7.3. Project infographics

Infographics are useful to represent complex information visually, thus facilitating comprehension and memory. They can be used in different project communication channels, such as the website and social media. So far, two of them have been produced, to represent the work packages interaction and the map of LEARN partners.

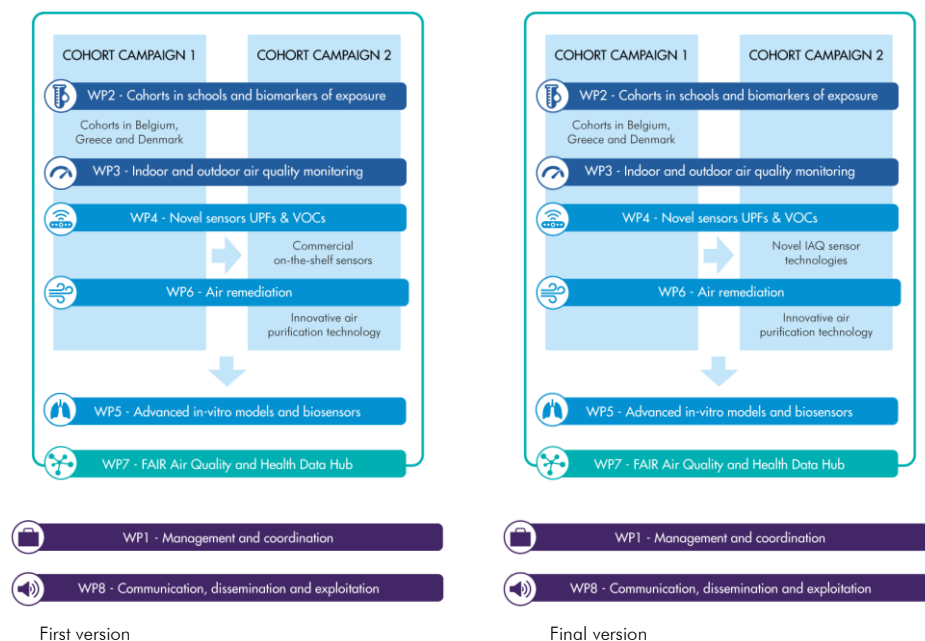


Figure 27. LEARN work packages infographic versions

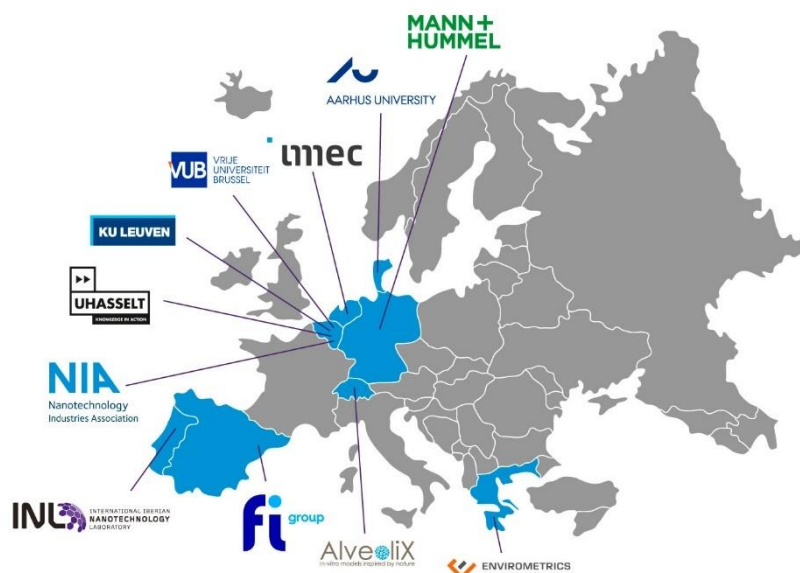


Figure 28. LEARN map of partners infographic

6. OFFLINE COMMUNICATION AND DISSEMINATION TOOLS

6.1. Offline promotional materials

FI Group has been working on the design of promotional materials, available for partners as a digital file to be printed at any event that might come up. They are also free to be downloaded on the [Resources page](#) of the project website.

Several versions of each material have been designed and shared among partners to get their feedback and insights. Below, it's provided the final version per material. It is worth underlining that once the new partner is officially part of the project, all materials as well as the website will be updated to include the partner logo.

6.1.1. Printable brochure

To be delivered in hand to target groups and stakeholders, at any onsite visits or events.

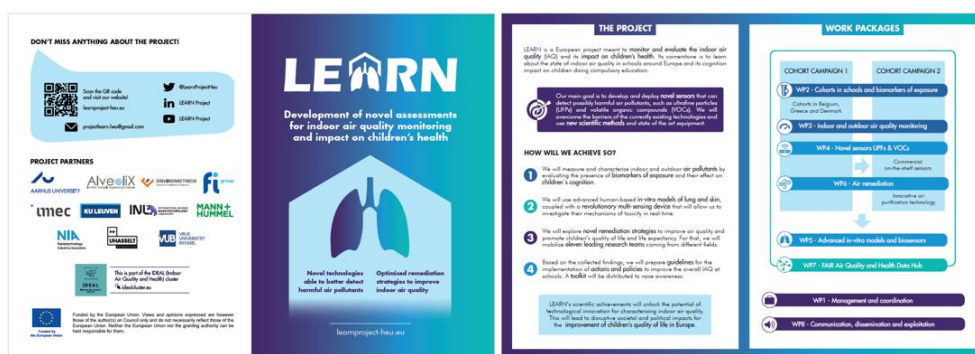


Figure 29. Printable brochure

6.1.2. Printable poster

To showcase the project at onsite events.



Figure 30. Printable poster versions

6.1.3. Printable roll-up

To accompany the project presentations at events and conferences.



Figure 31. Printable roll-up versions

6.2. Participation in third-party events

6.2.1. Results presented at conferences

6.2.1.1. EUROTOX 2023

Some LEARN project results were presented by INL at the 57th Congress of the European Societies of Toxicology, held on September 12-13 in Ljubljana, Slovenia, targeting especially research communities. INL presented the following two posters:

1. "Towards mimicking the human alveolus with co-cultures of epithelial types I and II and endothelial cells", presenting advances in the lung cell culture system developed for LEARN.
2. "The Impact of Diesel Exhaust Particles on Neurodegeneration: Differential Effects on Glutamatergic and Dopaminergic Neurons in *C. elegans*", related to the *C. elegans* model developed for LEARN: [https://doi.org/10.1016/S0378-4274\(23\)00824-X](https://doi.org/10.1016/S0378-4274(23)00824-X)

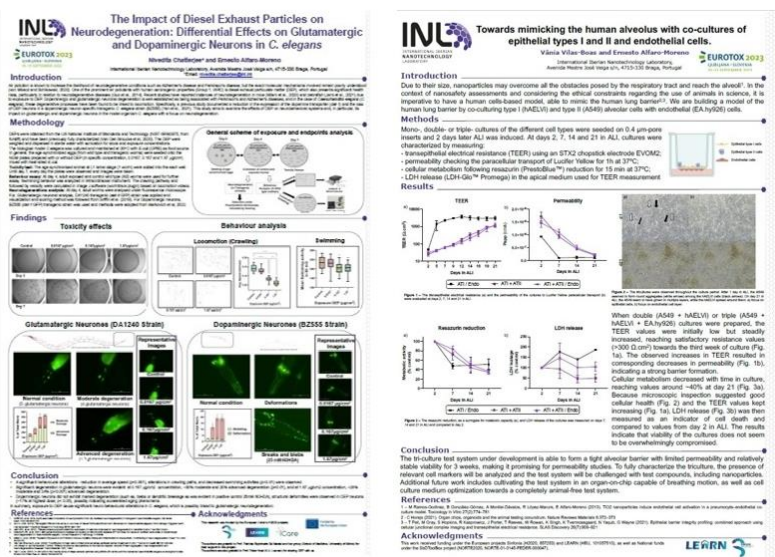


Figure 32. Posters on LEARN results at EUROTOX 2023

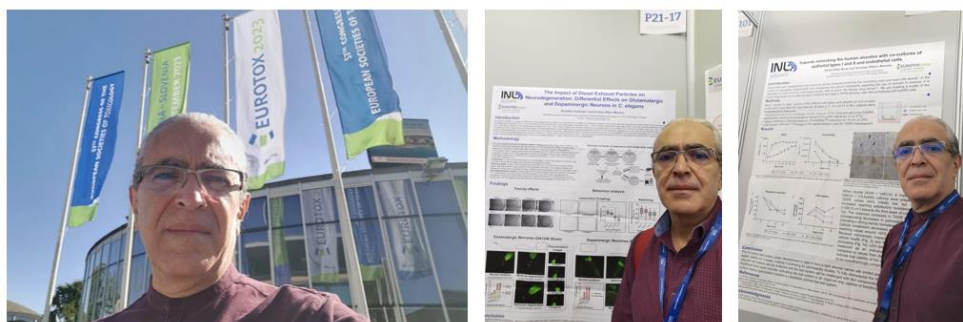


Figure 33. INL's coordinator at EUROTOX 2023

6.2.1.2. ESB 2023

Some LEARN results were presented by INL in the poster **"Epidermis-on-a-chip for toxicological evaluation of cosmetic nanoformulations"** at the 33rd Annual Conference of the European Society for Biomaterials, held on September 4-8th 2023 in Davos, Switzerland. This conference targets EU institutions, international organisations, and research communities.

6.2.1.3. MPS World Summit 2023

The poster **"Development of epidermis-on-a-chip for toxicological evaluation of nanomaterials"** was presented by INL at the Microphysiological Systems World Summit 2023, held on June 26-30th 2023 in Berlin, Germany. This conference targets industry and business partners, innovators, EU institutions, research communities and international organisations.

6.2.1.4. SBDToolbox Conference 2023

The poster **"Establishment of an Epidermis-on-Chip Model for Nanocosmetics Toxicity Evaluation"** was presented at the SBDToolbox Conference 2023, the Conference on Tools and Tests for Safer-by-Design Nanomaterials, organized by the SBDToolbox project. The event, held on September 18-20th 2023 in Braga, Portugal, was targeted at research communities, EU institutions, as well as national, regional and local authorities.

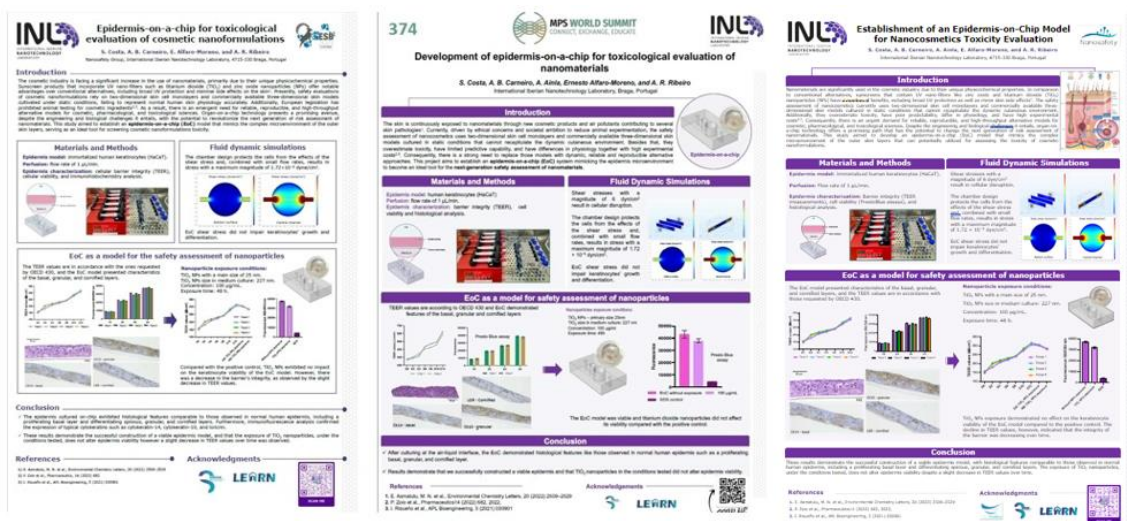


Figure 34. Posters on LEARN results at ESB, MPW World Summit and SBDToolbox 2023

6.2.1.5. INL's Annual Research Symposium 2023

INL organizes an Annual Research Symposium in Braga, Portugal, mainly targeted at research communities. In the 2023 edition, held on April 19-21, the poster "Development of full-thickness skin-on-a-chip device for toxicological evaluation of nanocosmetics" was presented. A total of 390 researchers attended this event and at least 10 of them approached the poster.

6.2.1.6. INL's Annual Research Symposium 2024

The poster "Integrated graphene-based biosensors on immune skin-on-chip models for nanocosmetic" was presented at INL's Annual Research Symposium 2024, held also in Braga, Portugal and targeted at research communities.

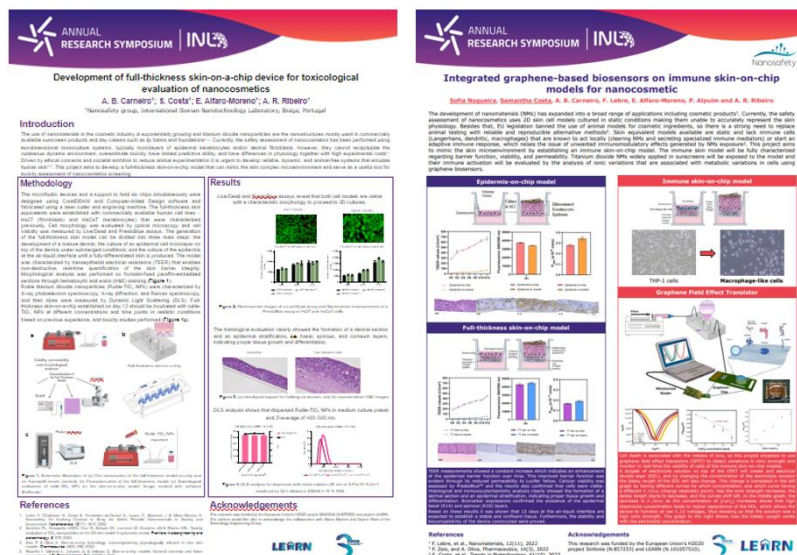


Figure 35. Posters on LEARN results at INL's Annual Research Symposiums 2023 and 2024



Figure 36. INL's Nanosafety Group at INL's Annual Research Symposium 2023

6.2.2. Other presentations and displays in events

6.2.2.1. FILTECH 2023

The LEARN project was displayed at the booth of its partner MANN+HUMMEL during FILTECH 2023, an international filtration conference and exhibition which was celebrated from February 14th to 16th in Cologne, Germany. The main target reached was industry and business partners. LEARN was displayed together with the other EU-funded projects in which MANN+HUMMEL takes part: AeroSolfd and K-HealthInAir, the second of which belongs to the IDEAL cluster as LEARN does.



Figure 37. LEARN at FILTECH 2023

6.2.2.2. AFS FiltCon 2024

The scope of the LEARN project and, particularly, of WP6 on Air Remediation, was explained in a presentation at the FiltCon 2024, an event organised by the American Filtration & Separations Society. The conference was mainly targeted at industry and research communities. The presentation was fruitful in giving visibility to leading European research on indoor air quality, like LEARN, in overseas areas.



Figure 38. LEARN at AFS FiltCon 2024

7. THE LEARN TOOLKIT

As planned in **D8.1**, a toolkit has been developed in WP8 composed of different educational and communication materials addressed to the schools that are participating in the cohorts foreseen in WP2 and WP3. The main purpose of this toolkit is to encourage participation in the pilots and raise awareness of indoor air quality in school environments. So far, an educational boardgame and different informative flyers have been produced and translated into the different pilot languages: Dutch, Danish and Greek – and also available in English.

The toolkit is expected to have an impact on the 330 children who will be recruited for the cohorts, as well as their parents and the school staff, especially teachers of the classrooms involved. Some parts of it will also be distributed through LEARN's events and communications.

7.1. Educational boardgame

The main purpose of the educational boardgame is to be played in the classrooms of the schools participating in the cohorts, with the teacher's guidance, so that children can playfully learn about the project's field: indoor air quality at schools and its impact on children's health. It focuses on three educational contents: (i) which air pollutants are present in the classroom, (ii) which effects they have on health and cognition, and (iii) which remediation strategies can be implemented to mitigate them. This way, children understand what the cohort is about, why it is important, and their willingness to participate in it increases. Moreover, children can bring some boardgames home and play them with their friends, broadening the project's reach.

No such boardgame was found in the market that could play this role. Thus, an experienced boardgame provider, PinBro Games, was selected by FI Group and VUB to develop it *ad hoc* for the LEARN project, and the costs have been split between these two partners. FI Group has been following up the entire development process with this provider, including delivering the briefing, following up on the different versions of the preliminary development plan, coordinating with the partners for the educational content to be included in the game cards (VUB, MANN+HUMMEL, and KU Leuven, Figure 41), testing the preliminary design-less game, supervising the illustration process (Figure 39), and overseeing the production and delivery. As part of this process, FI has been ensuring quality and compliance with the LEARN brandbook, the requirements related to C&D under the Horizon Europe programme.

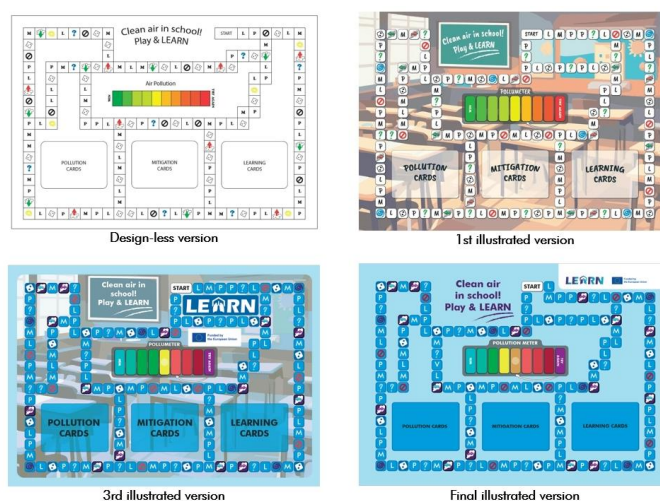


Figure 39. Evolution of the board illustration

The boardgame is composed of the following elements (Figure 40):

- A box (packaging), to contain the game and present it appealingly.
- An instructions booklet, with the project's description and all the rules to play the game.
- Three decks of cards: POLLUTION, MITIGATION and LEARNING.
- Two dice and two pawns.

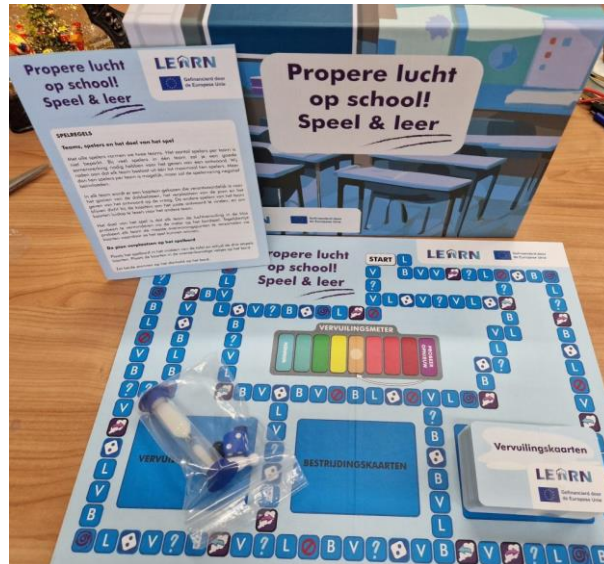


Figure 40. Dutch version of the board game

Each team must answer correctly to the questions included in the cards and follow the instructions on the board. The game ends when the pollution meter reaches zero (i.e. if one of the teams accumulates ten cards). At the end of the game, the team with the most victory points wins. An example of questions included in the cards is provided in figure below.

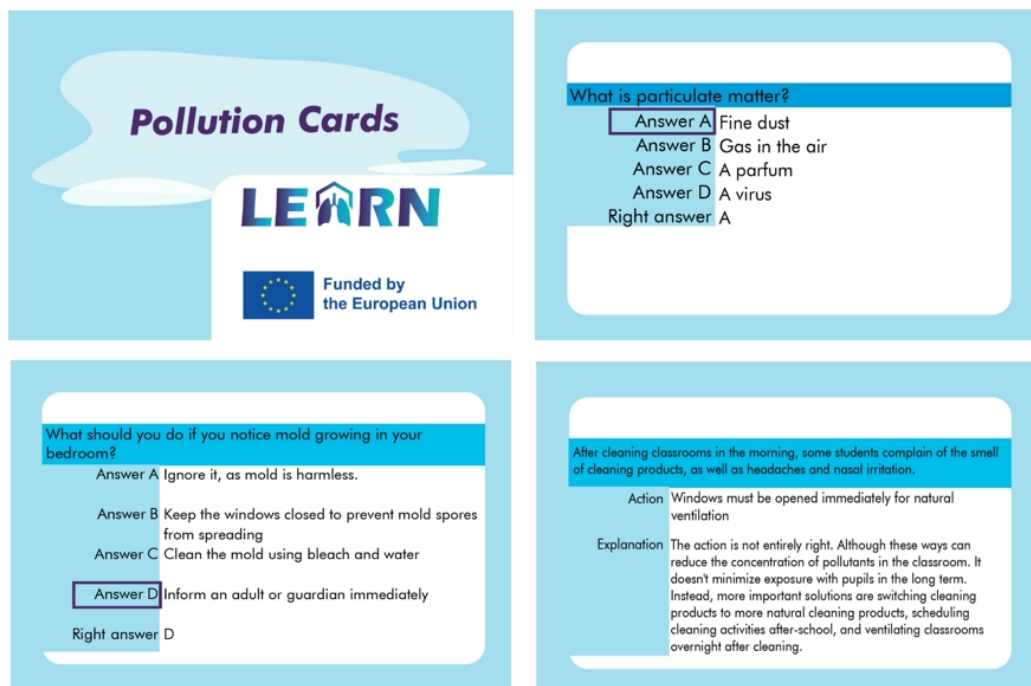


Figure 41. Examples of cards and questions

200 units of the boardgame have already been produced in the following versions:

- The 3 pilot languages (Dutch, Danish and Greek), to be used during the pilot studies conducted at schools in Belgium, Denmark and Greece. The partners leading the cohorts in each country have been in charge of translating the texts into their own language.
- Some additional games in the English language, aimed to be distributed among the consortium and delivered in any onsite visits or events in which they might participate.

So far, the games have been delivered to the partners leading pilots in the different countries, which have covered only the delivery costs. University Hasselt has already used the Dutch version in the first pilot school in Belgium (Figure 40), which involved 18 children distributed across two classes. Furthermore, some of the Dutch versions are also distributed to local policy makers in context of T8.2. In the next few months, Aarhus University and Envirometrics will also use the Danish and Greek versions in the pilots that they will kick off in Denmark and Greece. Moreover, the English version will be distributed among all the consortium partners during the upcoming General Assembly in June 2024, and a few copies will be allocated for the final event in Brussels.

7.2. Flyers for children recruitment

Some flyers have been produced with information about the pilot study for the children and parents of the participating schools, to encourage them to participate in the cohorts. VUB has written the texts and FI Group has been in charge of developing the design and layout. After agreeing on the initial version in Dutch for the Belgian pilot with VUB and University Hasselt, FI has adapted the layout to the specific language and ethical committee requirements of the Danish and Greek pilots, informed by Aarhus University and Envirometrics, respectively. Several versions have been developed for each language until agreeing on the final ones.

The next figures show the final version of the Danish and Dutch flyers:



Figure 42. Danish flyer for children



Figure 43. Danish flyer for parents



Figure 44. Dutch version for parents and children

The Greek version is also under preparation, with only a few details to be confirmed by Envirometrics (highlighted in yellow):



Figure 45. Greek version for parents and children

7.3. Flyers for workshops

Some flyers are also being produced to promote the participatory policy-making workshops that are planned for the pilot countries as part of task **T8.2**. These flyers will be distributed in the schools participating in the cohorts, encouraging different stakeholders (parents, teachers, other school staff, etc.) to join the workshops, to which local policymakers and researchers will also be invited.

VUB has provided the texts, while FI Group has been in charge of the design and layout, delivering different versions according to the feedback received. So far, a template has been agreed on in English and a few versions have been produced in Dutch for University Hasselt, to be used when the workshop is hosted. In the next few months, versions in Danish and Greek are also foreseen.



Figure 46. Flyer for workshops in Dutch

8. ACTIVITIES BY CONSORTIUM PARTNERS

Summing up to the communication and dissemination actions implemented through the channels and tools of the LEARN project (mainly developed by FI Group with punctual contributions from the partners), the consortium partners have also implemented some actions to communicate and disseminate their participation in the project through the corporate channels and tools of their organisations.

FI has been in charge of collecting the information on those activities. For that, FI has developed the following online form for partners: <https://forms.office.com/e/05FqS8FRrV>; accompanied by the following infographics as guidance on the activities that can be reported:

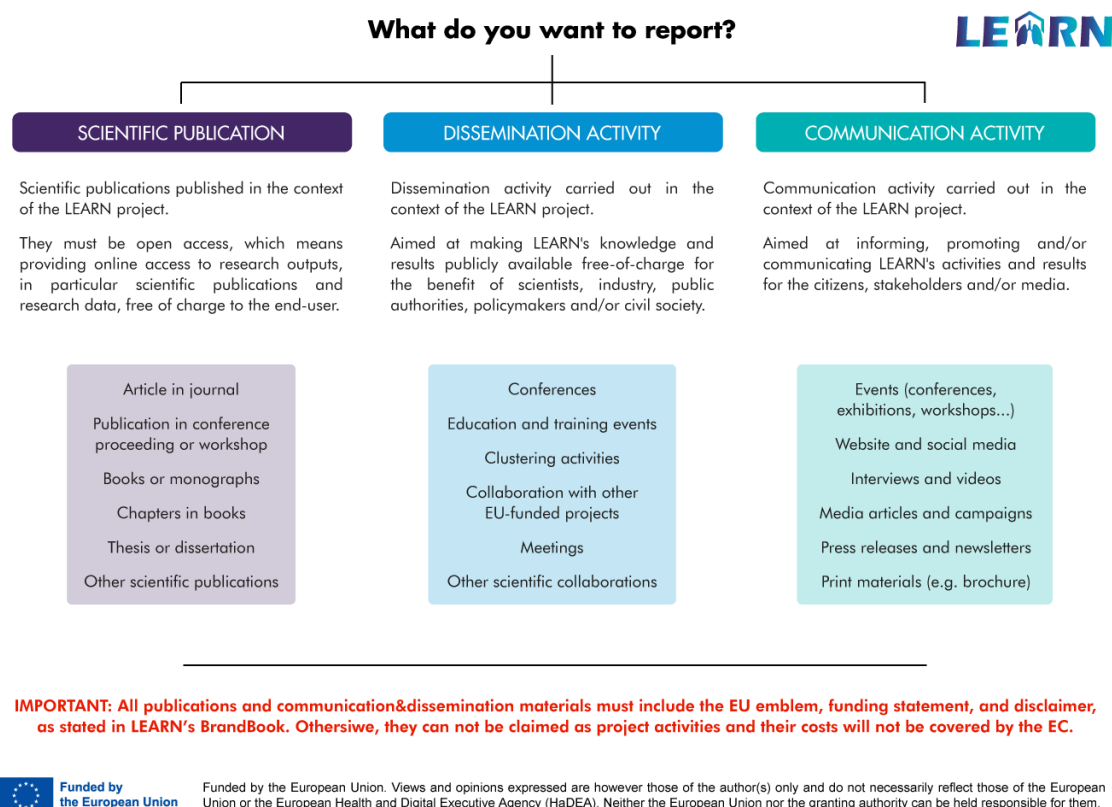


Figure 47. Form for partners to report their C&D activities

The main activities performed by the LEARN partners on their own communication and dissemination channels are listed in the following table:

TYPE	ACTION	PARTNER
Event	LEARN displayed at MANN+HUMMEL's booth in FILTECH 2023	MANN+HUMMEL
Event	LEARN presented at AFS FiltCon 2024	MANN+HUMMEL
Event	Two posters on LEARN results presented at EUROTOX 2023	INL
Event	Poster on LEARN results presented at ESB 2023	INL
Event	Poster on LEARN results presented at MPS World Summit 2023	INL

TYPE	ACTION	PARTNER
Event	Two posters on LEARN results presented at INL's Annual Research Symposium 2023 and 2024, respectively (390 attendants)	INL
Event	Poster on LEARN results presented at the SBDToolbox Conference 2023	INL
Event	LEARN research disseminated through brochures and one-to-one talks during the 'Day of Science' event at Hasselt University (3,300 attendants)	Hasselt University
Scientific publication	"Microfluidic-based skin-on-chip systems for safety assessment of nanomaterials"	INL
Scientific publication	"Differential impact of diesel exhaust particles on glutamatergic and dopaminergic neurons in Caenorhabditis elegans: A neurodegenerative perspective"	INL
Media interview	"Mexicano lidera mega investigación europea sobre contaminación del aire en espacios cerrados"	INL
Website post	"Investigating Air Quality in Schools with Advanced Sensors and Innovative Strategies" (45 visits)	INL
Website post	"LEARN: Development of novel assessments for indoor air quality monitoring and impact on children's health"	INL
Website post	"INL hosted LEARN Kick-off meeting"	INL
Website post	"New projects at SMIT (May 2022 – September 2022)" (18 clicks from the newsletter)	VUB
Website post	"LEARN"	VUB
Website post	"LEARN: Development of novel assessments for indoor air quality monitoring and impact on children's health"	VUB
Website post	"Proyecto LEARN" (39 visits)	FI Group
Website post	"FI Group's EU projects" (35 visits)	FI Group
Social media post	Three LinkedIn posts by Daphne Berden (U. Hasselt) referencing LEARN posts (487 impressions)	Hasselt University
Social media post	"Maak kennis met het LEARN project! In het LEARN project zal..." (Instagram) (108 followers)	Hasselt University
Social media post	"The LEARN Project team is focused on understanding how air quality in schools..." (LinkedIn) (2,960 impressions)	INL
Newsletter	"New report: Participatory policy-making for cleaner air at schools" (LEARN article shared on VUB-SMIT newsletter) (2 clicks from the newsletter)	VUB

Table 10. C&D activities performed by partners

The scientific publications and events mentioned in the table are covered in **Section 5.4** and **Section 6.2** of this document, respectively. The website and social media posts, and newsletter, can be accessed through the hyperlinks. Moreover, further details are provided in the continuous report of LEARN, registered in the Funding & Tenders portal.

9. IDEAL CLUSTER COMMUNICATION AND DISSEMINATION

FI Group has been the main LEARN representative in the IDEAL cluster's Working Group 3 (WG3) for Communication and Dissemination, including performing its co-leader duties and attending cluster meetings. FI has also been in charge of performing all the cluster communication and dissemination activities that were either led by the LEARN project or for which LEARN's contribution or supervision was required, which are described below.

Moreover, LEARN has contributed to broadening the cluster's reach through LEARN's communication channels, including:

- [A website post about the cluster and LEARN's contribution to it](#)
- [A website post about IDEAL's kick-off meeting](#)
- Different social media posts about the cluster's scope, website, newsletter, etc.
- Promoting subscription to the IDEAL newsletter within [LEARN's 2nd newsletter](#)

More information about these publications can be found in the respective sections above.

9.1. Co-leading WG3 on Communication and Dissemination

The LEARN project, together with the InChildHealth project, are co-leaders of WG3 for Communication and Dissemination under the IDEAL cluster. Up to now, FI Group has been the main representative of the LEARN project as co-leader of IDEAL's WG3.

From their kick-off in July 2023, FI has been representing LEARN in all monthly meetings of WG3, according to its co-leader responsibilities. Coordination of WG3 meetings shifts every three months between InChildHealth and LEARN, which also implies the duty of reporting of all WG3 updates in IDEAL's general progress meetings. In addition, FI participated onsite in the kick-off meeting held in Greece in October 2022, and will also be attending the first onsite annual meeting in Finland in May 2024.

9.2. Communication activities performed by LEARN

9.2.1. IDEAL Communication and Dissemination strategy (D8.9)

As the first step to set up WG3, LEARN had different meetings with the InChildHealth project to discuss and develop jointly the Communication and Dissemination strategy for the IDEAL cluster (deliverable **D8.9**). In this process, not only FI Group was involved as LEARN's C&D leader, but also INL and VUB as LEARN's coordinator and WP8 leader, respectively.

As a result, deliverable **D8.9** was developed and submitted as a joint work of LEARN and InChildHealth, describing the main objectives and target groups for the cluster communications, setting the different tools and actions to be implemented, and establishing the WG3 coordination and responsibilities of each project involved in the cluster, among other issues.

9.2.2. IDEAL visual identity (D8.10)

FI Group has developed the cluster's visual identity as part of deliverable **D8.10**, including:

- **IDEAL logo:** ten different versions of the logo were designed, the first one was the final selected by the cluster's members.



Figure 48. IDEAL cluster logo versions

- **IDEAL brandbook:** establishing the logos, typographies, colours, icons and other elements of the cluster's visual identity, as well as the requirements for EU funding acknowledgement. The brandbook is freely downloadable on the cluster website at the following link <https://www.idealcluster.eu/communication-kit/>
- A **set of templates** for different documents, including deliverables (Word documents), PPT presentations and Excel sheets.



Figure 49. IDEAL cluster templates

Further information on the cluster's visual identity can be found in deliverable **D8.10**.

9.2.3. IDEAL new sletter strategy and first new sletter (D8.12)

In deliverable **D8.12 Cluster newsletters**, LEARN (FI Group) shaped the strategy and procedures to follow for all the newsletters that will be distributed throughout the cluster's

lifetime. First, the deliverable defines the scope, target audience, and specific objectives of the newsletters. Then, it describes its main contents, structure, design, and user interface. After this, it sets the action plan to follow, procedures, responsibilities of the different projects involved, as well as the tools that will be used and the ways to guarantee compliance with the European GDPR. Finally, the deliverable presents the first cluster newsletter, describing its development process, its different contents as well as its subscription campaign and the impact achieved.

So far, a total of **43 users have voluntarily subscribed** to receive the IDEAL cluster newsletters, thanks to the social media campaign that was implemented by the cluster and its projects to promote subscriptions.

The **first cluster newsletter** was developed by LEARN and initially distributed on February 6th 2024 to the 32 users that were subscribed at that moment, 59.4% of whom opened the email and 25% of whom clicked on links. Later, the newsletter was sent to the 7 new users who subscribed during the following days, 2 of whom opened the email, although none of them clicked on any links. Therefore, a total of 39 subscribers have received the first cluster newsletter so far.

The first cluster newsletter is displayed in the screenshot below and is available [at this direct link](#), which is also referenced on the [newsletter page of the cluster website](#). More information on the cluster newsletters can be found in the deliverable **D8.12**.



Figure 50. First cluster newsletter

Audience

IDEAL-CLUSTER

Your audience has **43** contacts. **43** of these are subscribers.

☐		IDEAL Cluster news February 2024	Sent	59.4%	25.0%
		Regular · IDEAL-CLUSTER	New Builder	Opens	Clicks
		Sent mar., febrero 6th 11:36 a. m. to 32 recipients by you.			
		Edited mar., febrero 6th 11:36 a. m. by you			

Figure 51. Performance of the cluster newsletters (MailChimp Analytics)

9.3. C&D activities supervised by LEARN

As co-leader of WG3, LEARN (FI Group) also took part in the discussions and played a key role in reviewing different WG3 activities and materials that other projects were in charge of developing, including:

- [IDEAL's website](#), developed by the project K-HealthInAIR as part of the deliverable D8.10. FI provided feedback on its planned structure, initial contents, visuals, etc., ensuring its alignment with the C&D strategy for the cluster.

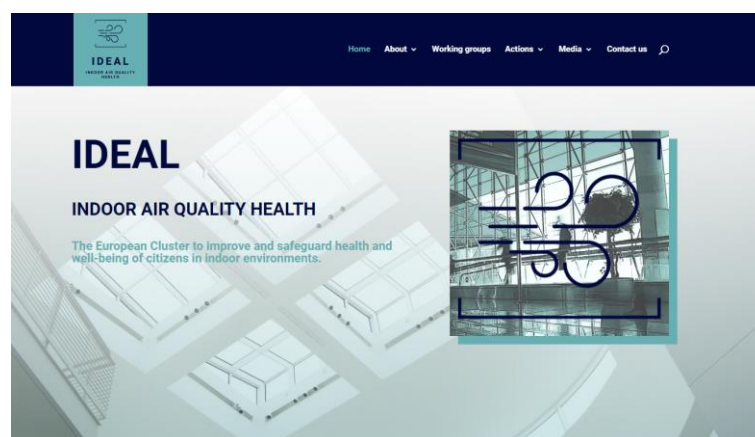


Figure 52. IDEAL cluster website

- [IDEAL's first press release](#), developed by the project InChildHealth. FI suggested some revisions to better fit the press release format and make it more appealing to the media.
- [IDEAL's LinkedIn](#) and [Twitter](#) profiles, managed by the projects TwinAIR, INQUIRE and SynAir-G. FI supervised the set-up, content calendar, and analytics provided by the leading projects.

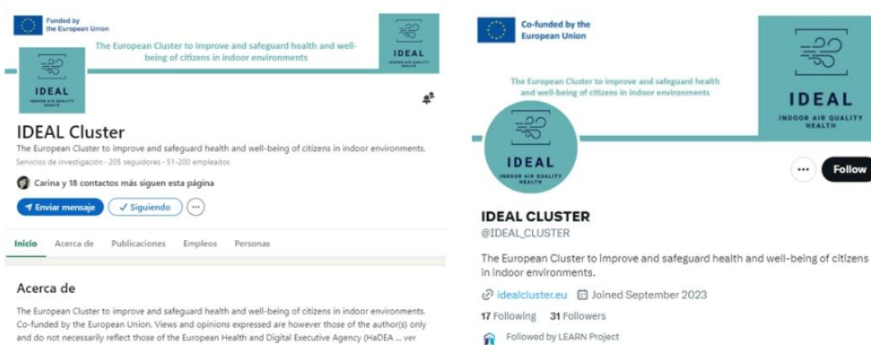


Figure 53. IDEAL cluster social media

- **IDEAL's brochure and roll-up**, developed by the project INQUIRE for deliverable D8.11. FI provided feedback on the contents and the design, ensuring its alignment with the cluster's brandbook.



Figure 54. IDEAL cluster brochure

- **IDEAL joint stakeholders list**, developed by the project TwinAir. LEARN has contributed to it by identifying some of the stakeholders that are listed in the document.
- **Horizon Results Booster services**: for Module A on the portfolio of R&I project results, LEARN has provided information on its own dissemination. For Module B, LEARN is currently coordinating the interactions with the Horizon Results Booster and its services provided, which have been then appointed to the respective projects leading each of the related materials or actions.

10. CONCLUSIONS

The first half of the project's lifetime (M1-M24) has been fruitful in terms of communication and dissemination activities. The **actions** have been properly implemented according to the strategy drafted in deliverable **D8.1**, sometimes even surpassing what had been planned or required. This has been the case of more frequent social media posts, a bigger number of promotional materials designed, and additional flyers for pilot schools that had not been overseen, among other actions.

Most **KPI targets** established in **D8.1** are progressing properly according to the current point in the project's lifetime. One of them has already been surpassed, like the number of LinkedIn followers; while others are nearly reaching their target, like the number of newsletter subscribers, results presented in conferences, or even website visits. Although the number of scientific publications is still low, it is expected to increase as the consortium produces a higher number of results towards the last phase of the project.

As the basis for the communication and dissemination activities, an entire **visual identity** was created *ad hoc* for the project to convey accurately its focus on indoor air quality and children, in a unified and recognizable manner. This identity was reflected in the project's logo, brandbook, and templates provided to the entire consortium.

After this, the **official website** was developed to centralise all the communications of the project in the online environment. While it initially included a presentation of the project's scope and consortium (as observed in deliverable **D8.8**), it has been amplified and optimized later on to maximise its performance and increase its appeal. A total of 3 pages and 13 posts have been published so far, achieving 3,778 visits so far (75% of the KPI target for the whole project).

Then, the project's **social media accounts** were created on LinkedIn, Twitter/X and YouTube, with the aim of generating a community of followers and keeping it engaged and informed on the project's activities. For this purpose, a content plan was drafted to ensure frequent feeding them with quality content, ideally one post per week. As a result, the LinkedIn page now has 59 posts and 452 followers (152 over the 300 target), whereas the Twitter/X profile has 85 tweets and 70 followers so far (70% of the 100 target).

To announce the launch of LEARN, a **press release** was published and distributed by the project and its consortium. Two email **newsletters** have also been released so far, gathering a community of 96 subscribers (only 4 away from the 100 target). In addition, different promotional materials have been produced to communicate the project through online and offline channels or actions, including a PPT presentation, factsheet, brochure, roll-up, and poster, as well as some infographics. A **video interview** has also been recorded with the LEARN coordinator, who explains the project's scope and expected outcomes and impacts.

Although there are still few results produced in the project in this initial stage, the LEARN consortium has already disseminated them in two **scientific publications** in high-impact journals and has presented them through posters at six **conferences**. The project's scope has also been presented or displayed in two more **events**. Moreover, the consortium has contributed to increasing the visibility of the project through different web posts, social media posts, and newsletters of their organisations.

Different communication materials have also been produced to accompany the cohorts in WP2. The **toolkit for pilot schools** is currently composed of a boardgame for children to learn

about indoor air quality in the classroom, some recruitment flyers to promote their participation in the cohorts, and some promotional flyers for the upcoming participatory policy-making workshops.

LEARN has also played a key role in the **IDEAL cluster communications**, by both co-leading the dedicated working group (WG3) and producing some of its tasks and deliverables, especially the visual identity, communication and dissemination strategy, and first newsletter, with 43 subscribers so far. LEARN has also supervised the production of other materials as WG3 co-leader, including the website, social media, first press release, and brochure, among others.

Overall, this first half of the project has been dedicated to growing visibility for the project (**discover phase**), and promoting the first activities and results of the different work packages, supporting the school cohorts, and engaging with stakeholders (**observe phase**). Whereas the second half of the project, which will be covered in the next report (**D8.19**), will aim to disseminate the results of the project and celebrate them with its stakeholders, further engaging with them (**LEARN and celebrate phases**).

As such, those last communication phases will encompass the release of the four remaining newsletters, two last press releases, and two last videos, with a focus on LEARN's relevant activities, results, and impacts. New promotional materials or updates of the existing ones might be produced if necessary for the project or the pilots at schools, and the boardgame will be further distributed. Frequent updates and posts on the website and social media channels will continue, according to the content plan, keeping audiences informed and engaged on the project's progress.

The LEARN consortium will produce most of the project results in this upcoming period, and it will disseminate them accordingly in scientific publications and conferences. For this same purpose, LEARN will also organise two workshops and a final event in Brussels. Moreover, LEARN will continue to co-lead IDEAL's WG3 and contribute to different communication actions of the cluster.