



EYE•TEACH

**D5.1: EYE-TEACH
Dissemination and Communication Plan
Update**

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TABLE OF HISTORY OF CHANGES		
Version	Publication Date	Changes
1.0	30.04.2025	Initial, submitted version.
2.0	31.03.2026	Planned update to CDP as per DoA <ul style="list-style-type: none"> ● Section 4.2. KPIs: A KPI tracking system has been integrated into the communication and dissemination reporting spreadsheets; ● Section 5.2. Messaging Strategies and Tone: To ensure visibility and reach across countries, and facilitate smooth working operations, live editable visual templates are created whenever translated material is required. ● Section 6.6. The EYE-TEACH Mascot: Due to positive reception of the mascot, plans are integrated for future use of the character that enables a human angle to our messaging. ● Section 7.1. Website & Online Blog: A blog post calendar has been developed to ensure a regular posting schedule. ● Section 7.2. Social Media: the social media partner effort calendar has been created and is being implemented by all partners. ● Section 7.3.3. Newsletters: An adjustment is made to the newsletter schedule, with 3 newsletters planned for project Year 3 to exploit the upcoming ecosystem engagement opportunities planned for that period. ● Section 9.1. Reporting of Communication and Dissemination Activities: reporting spreadsheets have been created to keep track of partners' efforts.

1. Executive Summary

The EYE-TEACH Dissemination and Communication Plan outlines our strategic approach to raise awareness, engage stakeholders, and ensure the effective dissemination of project outcomes throughout the project's lifecycle. The plan serves as a roadmap to bridge the gap between educators, research, industry, civil society, and the wider public by promoting EYE-TEACH and the safe, ethical usage of Artificial Intelligence and Eye Tracking technologies in education.

This deliverable establishes the high-level objectives and granular KPIs EYE-TEACH is committed to reach, and contextualises them against the wider strategic direction and concerns that have been integrated into this strategy. We define our stakeholders and key audiences, and on a preliminary level identify key multiplier organisations, contacts, and entities that will enable us to start building the EYE-TEACH ecosystem. Tailored communication objectives and tools ensure that each group is effectively reached and engaged.

The plan makes use of a mix of digital, traditional, and face-to-face communication methodologies, supported by visually appealing and professionally designed brand identity and supporting communication materials to maintain a consistent and impactful project identity. The brand identity has been specifically designed for EYE-TEACH keeping in mind the importance of presenting on the one hand a professional, trustworthy brand whilst ensuring we as a project communicate on a mass level in a way that is relatable and eye-catching.

Key communication and dissemination activities include the launch of a dynamic project website, targeted social media campaigns, multimodal digital, physical and mass media outreach, the organisation of EYE-TEACH events, development of vignettes, policy briefs, scientific outreach, and the development of the EYE-TEACH ecosystem. These initiatives aim to highlight the project's innovations, ensuring maximum visibility and ultimate exploitation.

Clear lines of partner responsibilities, and evaluation and monitoring frameworks have been established to measure the effectiveness of these activities, using tools such as performance metrics for the website and social media analytics. These

assessments will guide iterative improvements, ensuring the communication strategy remains adaptive and impactful.

The first version of the EYE-TEACH DCP was submitted in April 2025 (M4). This update is being submitted to reflect changes to the planning and implementation of the project's Communication and Dissemination activities which have been undertaken over the past 10 months. This document is a living plan, with our activities continuously being reviewed and assessed, and any needed changes or pivots implemented with the continuous aim of achieving the best reach and engagement metrics possible. The purpose of this update is not to report on achievements and metrics reached so far, but rather to highlight any updates made to our planning and implementation procedures since the start of the project. Section 4 - Outline of M15 Updates summarises the changes made for ease of reference.



2. Abbreviations and definitions

2.1. Abbreviations

AI	Artificial Intelligence
CDP	Communication & Dissemination Plan
DoA	Description of Action
ET	Eye Tracking
Lols	Letters of Intent

2.2. Dissemination¹

What? Dissemination refers to targeted promotion activities that share various aspects of an EU funded project, including its aims, objectives, results and impact. It focuses on engaging stakeholders who are **the potential beneficiaries** of the project's results.

When? Dissemination is an ongoing process that maintains dialogue with these key users throughout the project's lifetime. However, its intensity typically increases as the project progresses and its results become available and ready for end users to learn and benefit from them.

Examples: Publishing results on scientific journals, magazines, or specialised media, publishing datasets, policy briefs, a dedicated section on the project website detailing key results, speaking or exhibiting in technical academic/scientific conferences and events (where you will be speaking to a specific target group and presenting the project), EYE-TEACH organised events engaging educators for the

¹ European Commission, European Research Executive Agency, Communication, dissemination & exploitation what is the difference and why they all matter, Publications Office of the European Union, 2023, <https://data.europa.eu/doi/10.2848/289075>

development and use of EYE-TEACH technologies, vignettes, collaboration with other projects, final conference.

2.3. Communication²

What? Communication involves strategic and targeted efforts to promote and share the project and its results with **a wide, broad audience**, including the media and general public. The goal is to ensure that the project's activities and impacts are widely recognised **beyond its core target audience**, increasing awareness and interest across different sectors.

When? Communication efforts should begin from the project's launch and continue throughout its duration to build engagement, visibility, and trust.

Examples: The project website, blog posts, newsletter, and social media, infographics, project videos, press releases announcing major milestones, coverage of the project on general, non-specialised media, brochures introducing the project, attending networking events with a wide range of stakeholders present, having an established project brand.

2.4. Exploitation³

What? Exploitation focuses on ensuring that **the results of the project are applied, used and sustained** beyond its lifetime. It involves integrating project outcomes into educational practices, influencing policy decisions, and collaborating with the industry to support the further development and commercialisation of AI-driven eye-tracking tools for education.

When? Exploitation takes place towards the end of the project when there are results that can be used, but also beyond project lifetime. It is up to the EYE-TEACH consortium to ensure exploitation continues after EYE-TEACH's end.

Examples: Adoption of EYE-TEACH methodologies by educational institutions

² *Ibid.*

³ *Ibid.*



(including Letters of Intent), industry partners using project insights to develop new edtech solutions, or policymakers incorporating findings into education strategies.



Dissemination

What

Targeted promotion activities about an EU funded project, including its:

Aims Objectives Results Impact



Focus on **stakeholders** who are the potential **beneficiaries** of the project's results

When



Ongoing throughout project lifetime, but increases in intensity as results become available for end users to benefit from

Examples

- ◊ Publishing results on scientific journals
- ◊ Publishing datasets
- ◊ Policy briefs
- ◊ Speaking or exhibiting at technical events
- ◊ EYE-TEACH's organised events
- ◊ Collaboration with other projects

Communication

What

General promotion of the project, its activities and results



Increasing **awareness** and interest across different sectors



Focus on reaching a **wide, broad audience**, including the media and general public

When



During entire project lifetime to build engagement, visibility, and trust

Examples

- ◊ Project website, blog posts, newsletter, and social media
- ◊ Infographics
- ◊ Project videos
- ◊ Press releases announcing major milestones
- ◊ Coverage of the project on mass media
- ◊ Brochures
- ◊ Project branding

Exploitation

What

Ensuring EYE-TEACH outcomes are applied, used and sustained beyond project lifetime in educational practices, influencing policy decisions, and through further commercialisation and development



When



Towards end of project when there are results that can be used, and beyond project lifetime

Examples

- ◊ Adoption of EYE-TEACH methodologies by educational institutions (including Letters of Intent)
- ◊ Industry partners using project insights to develop new edtech solutions
- ◊ Policymakers incorporating findings into education strategies

3. Introduction

EYE-TEACH is dedicated to enhancing educational methodologies by using AI and eye-tracking technologies to support teachers in assessing and improving student's reading comprehension skills. By integrating these innovative tools, the project aims to bridge the gap between technology and pedagogy, ultimately encouraging a more inclusive and effective learning environment.

As part of Work Package 5 (WP5) – Dissemination and Communication, the project focuses on raising awareness, engaging key stakeholders, and ensuring that the results reach educators, researchers, policymakers, industry players, and the wider public. The communication and dissemination activities will highlight the project's advancements, promote engagement, and encourage the adoption of AI-driven educational tools.

The insights and outcomes generated through EYE-TEACH will be integrated into a broader Exploitation and Sustainability Plan, ensuring that the project's innovative practices and solutions continue to benefit the education sector beyond its duration.

With a project timeline extending over three years, the EYE-TEACH consortium brings together partners with the necessary expertise to develop, implement and scale this initiative across Europe. By collaborating with key stakeholders, the project will contribute to strengthening the complementarity between human and technological capabilities in education.

The Communication and Dissemination Plan outlines the approach to sharing and promoting EYE-TEACH's objectives, progress, and results. Developed by AcrossLimits, this document serves as a strategic guide for all dissemination and communication activities. It will be reviewed and updated periodically to align with the project's evolving needs and ensure maximum outreach and impact. The plan will be coordinated in close collaboration with all WP leaders, integrating communication efforts with the overall project strategy.

4. Objectives and Targets

4.1. General objectives

EYE-TEACH aims to assess and enhance the potential and impact of new technological developments in eye-tracking and AI to support teachers' pedagogical skills in assessing and supporting reading comprehension skills in students. The development and deployment of new technologies by EYE-TEACH will directly contribute to this goal, however the intended scale of the project goes far beyond the roll-out of new solutions. The ultimate goal of strengthening social and economic resilience and inclusive growth through enhancing complementarity between technology and human skills impacts society as a whole and requires a societal shift in attitudes and behaviours that will be facilitated through the widespread uptake of the EYE-TEACH results.

To this end, the general objectives of this CDP are to:



Identify

The CDP builds upon the initial stakeholder mapping contained in the DoA to further identify our stakeholder groups across the quadruple helix, including industry, academia, policymakers, and civil society, in order to build an ecosystem of stakeholders around AI and eye-tracking in education.



Inform

The strategies, channels and actions outlined in the CDP will serve to inform the identified stakeholders not only of EYE-TEACH's activities and results, but also of the positive societal impact achieved through successful European scientific collaboration. We will also be raising awareness on the use of these technologies in education.



Engage

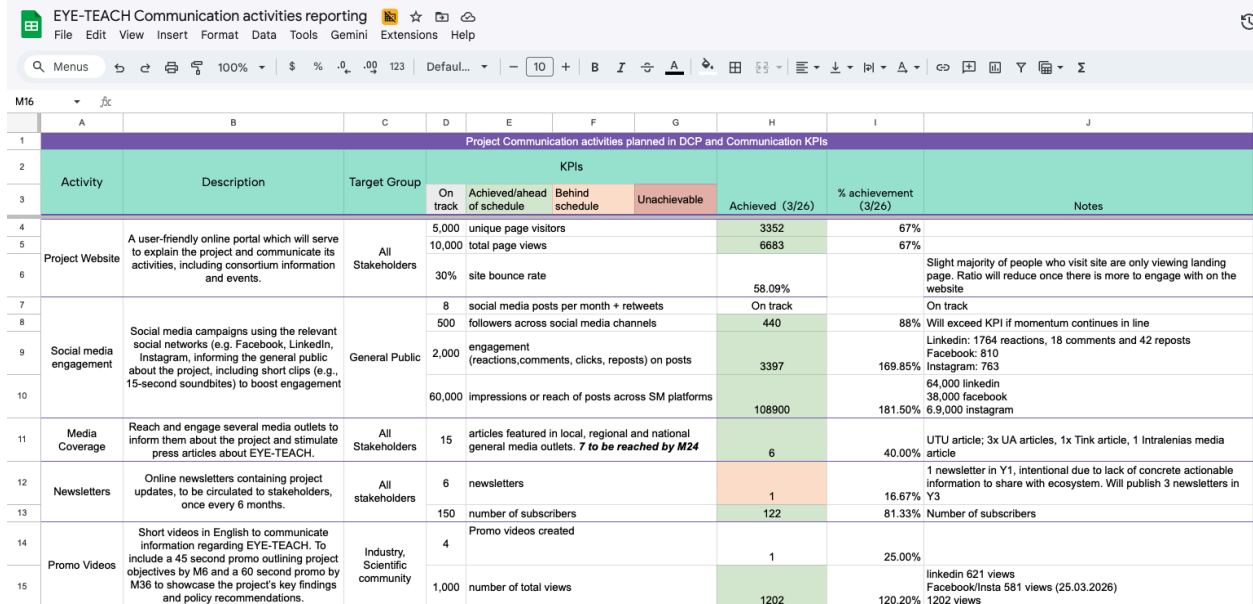
Our stakeholders must be actively engaged through a dynamic and wide-ranging strategy. The need to be not just informed about EYE-TEACH but more importantly, actively engaged in the co-creation process of the project outputs and empowered to use and benefit from the results, for the further advancement of European research and innovation.

These objectives will be achieved through the methodologies outlined in the following sections.

4.2. KPIs

To measure the success of communication and dissemination efforts, EYE-TEACH will track several KPIs. The following table gives details on all dissemination and communication target values that will need to be achieved during the project lifetime as a measure of the scale and significance of the impacts of the project.

As of M15, we have established a live KPI tracking system that has been integrated into the communication and dissemination reporting spreadsheets, which are internally kept and monitored by AcrossLimits to reflect the reporting needs required in SyGMA. This tracker ensures that we continuously assess communication and dissemination performance, are aware of where we are exceeding our goals and where we need further focus, and any subsequent corrective action can be taken.



Project Communication activities planned in DCP and Communication KPIs									
Activity	Description	Target Group	KPIs				Achieved (3/26)	% achievement (3/26)	Notes
			On track	Achieved/ahead of schedule	Behind schedule	Unachievable			
Project Website	A user-friendly online portal which will serve to explain the project and communicate its activities, including consortium information and events.	All Stakeholders	5,000	unique page visitors			3352	67%	
			10,000	total page views			6683	67%	
			30%	site bounce rate			58.09%		Slight majority of people who visit site are only viewing landing page. Ratio will reduce once there is more to engage with on the website
Social media engagement	Social media campaigns using the relevant social networks (e.g. Facebook, LinkedIn, Instagram, informing the general public about the project, including short clips (e.g., 15-second soundbites) to boost engagement	General Public	8	social media posts per month + retweets			On track		On track
			500	followers across social media channels			440	88%	Will exceed KPI if momentum continues in line
			2,000	engagement (reactions, comments, clicks, reposts) on posts			3397	169.85%	LinkedIn: 1764 reactions, 18 comments and 42 reposts Facebook: 810 Instagram: 763
Media Coverage	Reach and engage several media outlets to inform them about the project and stimulate press articles about EYE-TEACH.	All Stakeholders	60,000	impressions or reach of posts across SM platforms			108900	181.50%	64,000 linkedin 38,000 facebook 6,9,000 instagram
			15	articles featured in local, regional and national general media outlets. 7 to be reached by M24			6	40.00%	UTU article; 3x UA articles, 1x Tink article, 1 IntraLenas media article
Newsletters	Online newsletters containing project updates, to be circulated to stakeholders, once every 6 months.	All stakeholders	6	newsletters			1	16.67%	1 newsletter in Y1, intentional due to lack of concrete actionable information to share with ecosystem. Will publish 3 newsletters in Y3
			150	number of subscribers			122	81.33%	Number of subscribers
Promo Videos	Short videos in English to communicate information regarding EYE-TEACH. To include a 45 second promo outlining project objectives by M6 and a 60 second promo by M36 to showcase the project's key findings and policy recommendations.	Industry, Scientific community	4	Promo videos created			1	25.00%	
			1,000	number of total views			1202	120.20%	linkedin 621 views Facebook/Insta 581 views (25.03.2026) 1202 views

Screenshot from Internal Communications KPI Tracker



Project Dissemination activities planned in DCP and Dissemination KPIs										
Activity	Description	Target Group	KPIs				Achieved (3/26)	% achievement (3/26)	Notes	
			On track	Achieved/ahead of schedule	Behind schedule	Unachievable				
Press Releases	Through the project's blog platform on the project website, press releases will be published in relation to key project milestones, events or achievements to facilitate the dissemination of information by specialist media outlets.	Specialist media outlets	8	press releases included in the 18 blog posts			1	13%	An additional press release was issued by UTU at start of project. Timeline plan in place for further 7 PRs	
Codesign Workshop	Project partners and relevant stakeholders will convene to co-design and to evaluate the project outputs	Partners, stakeholders	1	workshop			0	0%	Not planned yet	
			20	total attendees			0	0%	Not planned yet	
Teacher workshops	Three workshops will be organised, targeting educators from primary to higher education level, to discuss the use of eye-tracking and AI in education, and better understand the needs of this target group. Workshops will be organised locally, in a hybrid format or online.	Teachers	3	Workshops organised			1	33%		
			120	total attendees			57	48%	On track to exceed target with 1/3 workshops organised	
Webinars	Webinars targeting both industry and educators, sharing the findings of EYE-TEACH with our ecosystem, helping to foster the uptake of this technology by educators and further development from industry.	Industry, educators,	2	webinars organised			0	0%	Not planned yet (Y3)	
			100	total attendees			0	0%	Not planned yet (Y3)	
Future Stories vignettes	A set of possible future scenarios will be developed, through the insights gained from teachers to scope ideas of how this technology can be applied in their profession. These vignettes will be shared with the EYE-TEACH ecosystem to gauge the reactions from stakeholders, to help guide the development of this technology in line with their needs.	Educators	18	Vignettes developed				0%	In progress	
Policy Briefs	Policy briefs will distill the insights of EYE-TEACH to policymakers in an accessible and easy to interpret format, to help guide the development of policies that support the use of eye-tracking and	Policymakers	4	technical policy briefs			0	0%	Not planned yet - 1 per WP (1-4) in Y3	

Screenshot from Internal Dissemination KPI Tracker

Activity	Description	Target Group	KPIs
Communication KPIs			
Project Website	A user-friendly online portal which will serve to explain the project and communicate its activities, including consortium information and events.	All Stakeholders	5,000 unique page visitors 10,000 total page views At least 30% site bounce rate
Newsletters	Online newsletters containing project updates, to be circulated to stakeholders, once every 6 months.	All stakeholders	6 newsletters 150 number of subscribers
Blog	An online blog will be made available on the project website, posting articles on relevant topics such as emergent research	All Stakeholders	18 blog posts by end of the project

	findings across the process, or short laymen translations of key findings from academic outputs.		
Social media engagement	Social media campaigns using the relevant social networks (e.g. Facebook, LinkedIn, Instagram, informing the general public about the project, including short clips (e.g., 15-second soundbites) to boost engagement	General Public	<p>8 social media posts per month + retweets</p> <p>500 followers across social media channels</p> <p>2,000 engagement (reactions, comments, clicks, reposts) on EYE-TEACH posts</p> <p>60,000 impressions or reach of EYE-TEACH posts across social media platforms</p>
Infographics	Digital Infographics will support social media campaigns and simplify information regarding EYE-TEACH outputs	All Stakeholders	6 infographics created
Promo Videos	Short videos in English to communicate information regarding EYE-TEACH. To include a 45 second promo outlining project objectives by M6 and a 60 second promo by M36 to showcase the project's key findings and policy recommendations.	Industry, Scientific community	<p>4 Promo videos created</p> <p>1000 number of total views</p>
Media Coverage	Reach and engage several media outlets to inform them about the project and stimulate press articles about EYE-TEACH.	All Stakeholders	15 articles featured in local, regional and national general media outlets

Dissemination KPIs			
Press Releases	Through the project's blog platform on the project website, press releases will be published in relation to key project milestones, events or achievements to facilitate the dissemination of information by specialist media outlets.	Specialist media outlets	8 press releases included in the 18 blog posts
Codesign Workshop	Project partners and relevant stakeholders will convene to co-design and to evaluate the project outputs	Partners, stakeholders	1 workshop 20 total attendees
Teacher workshops	Three workshops will be organised, targeting educators from primary to higher education level, to discuss the use of eye-tracking and AI in education, and better understand the needs of this target group. Workshops will be organised locally, in a hybrid format or online.	Teachers	3 Workshops organised 120 total attendees
Webinars	Webinars targeting both industry and educators, sharing the findings of EYE-TEACH with our ecosystem, helping to foster the uptake of this technology by educators and further development from industry.	Industry, educators,	2 webinars organised 100+total attendees
Future Stories vignettes	A set of possible future scenarios will be developed, through the insights gained from teachers to scope ideas of how this technology can be applied in their	Educators	18 Vignettes developed

	<p>profession. These vignettes will be shared with the EYE-TEACH ecosystem to gauge the reactions from stakeholders, to help guide the development of this technology in line with their needs.</p>		
Policy Briefs	<p>Policy briefs will distill the insights of EYE-TEACH to policymakers in an accessible and easy to interpret format, to help guide the development of policies that support the use of eye tracking and AI in education. Two policy briefs aimed at the EC will also be included in the dissemination and communication plan.</p>	Policymakers	<p>4 technical policy briefs</p> <p>2 EC policy briefs</p>
Peer-reviewed scientific publications	<p>Scientific publications or whitepapers surrounding EYE-TEACH outputs, published throughout the course of our project</p>	Scientific community, policymakers	<p>10 scientific publications submitted</p>
Outreach to educational institutions	<p>The project will actively reach out to universities and schools to become actively involved in integrating the results of EYE-TEACH in the activities of their institution. Letters of Intent (Lols) will be signed by 10 external academic entities/centres within the developed ecosystem who will commit to explore the possibility of integrating EYE-TEACH results into their activities.</p>	Educators	<p>500 educators reached by project</p> <p>10 Lols signed with external academic institutions by M32</p>

<p>Outreach and collaboration with other projects</p>	<p>The CDP will carry out a scoping in the first months of existing projects and EU initiatives working in similar areas as EYE-TEACH. These will be contacted and engaged to collaborate on joint promotions and to integrate outputs in each other's activities. In addition, a half-day cluster meeting / policy roundtable will be organised with research projects funded under the same topic or other projects in the field.</p>	<p>Other projects and initiatives</p>	<p>10 collaborations with other projects 1 cluster meeting / policy roundtable organised with research projects by month 26</p>
<p>Final Conference</p>	<p>A high-impact final conference at the end of the project, will bring all partners together to showcase all activities of the project including its successes and lessons learnt. High-level stakeholders from public institutions will be invited to be informed of the project's results.</p>	<p>Citizens, civil society, policymakers, assessment agencies</p>	<p>100+ attendees at final conference</p>

5. Overarching strategic dimensions

5.1. Stakeholders and target audiences

In keeping with the CDP's first general objective, "Identify", this sub-section builds on the initial stakeholder mapping as contained in the DoA.

For each stakeholder group, we have identified:

1. Local and/or regional and/or national and/or international entities and groupings that will be directly targeted as key multiplier groups (where and as relevant) – the consortium will reach out to the identified groups (among others that we will continue scoping out during project implementation) as

key stakeholders to encourage direct engagement by them/their members in EYE-TEACH activities.

2. The communication channels and tools that have been identified as most ideal for each.

As outlined in the DoA, the EYE-TEACH Target Groups are as follows:

EDUCATORS	
<p>Educators, teachers and educational institutions are the primary target group of the project and the ultimate end-users of the technologies developed and piloted by the project, which will aim to complement their skills. Teachers will be engaged throughout the project through workshops and consultations, and their involvement in the pilot roll-outs, and will also benefit from the training aimed at enhancing their pedagogical skills and competencies in the utilisation of such technology.</p>	
MULTIPLIER GROUPS	CHANNELS & TOOLS
<p>MT: State School Colleges; Secretariat for Catholic Education;</p> <p>FI: Teacher training schools in Turku/Rauma region: Rauman normaalikoulu (classes 1-9) Turun normaalikoulu (classes 1-12)</p> <p>SPN: Colegio Nuestra Señora del Pilar, Instituto Nacional de Evaluación Educativa; Science Bits project; International Science Teaching Foundation</p> <p>DE: Staatliche Realschule Regen; Teacher training schools (Uni Leipzig, TU Dresden)</p> <p>PL: The School of Education of the Polish-American Freedom Foundation and the University of Warsaw is a postgraduate teacher training institution offering innovative, tuition-free programs.</p> <p>BE: GO! Education of the Flemish Community; Katholiek Onderwijs Vlaanderen; Klasse (Flemish educational platform that provides resources, news, and support for teachers, students, and parents),</p>	<p>The majority of the activities foreseen in the CDP are primarily targeted towards educators, being as they are our primary end-users. In particular, the infographics, workshops, webinars, vignettes, and blog posts are geared towards them.</p> <p>Targeted outreach will be carried out with the mentioned groupings, in an attempt to have them circulate the EYE-TEACH message with their members or networks.</p> <p>Social media is an optimal tool to reach individual teachers, outside of the sometimes bureaucratic constraints of formal groupings like schools. Each consortium country varies in terms of where its population is most active, so we have tried to vary our presence across different platforms as much as possible, keeping in mind resource constraints and the developments in the current global online media sphere.</p>

<p>Vlaamse Vereniging voor Lerarenopleiders (professional association for teacher educators in Flanders)</p> <p>NL: Stichting Onderwijs Midden-Limburg: (secondary education); CPS: (primary + secondary education); CED-groep: (primary + secondary education) ThiemeMeulenhoff: (educational professionals in secondary education and higher vocational education)</p> <p>IT: Istituto Comprensivo "Giampaolo Gamerra", Pisa (four primary schools and two secondary schools)</p> <p>International: The Association for Teacher Education in Europe; European Digital Education Hub; Young Explorer's Club - international educational network that connects schools, teachers, and students. Coordinated by the Copernicus Science Centre (Klub Młodego Odkrywcy).</p>	
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STUDENTS	
Students from all educational levels will benefit from the project through the development of technologies that will enhance and support their reading comprehension skills.	
MULTIPLIER GROUPS	CHANNELS & TOOLS
<p>MT: KSU; KSJC; S.A.C. Sixth Form Students' Council; DLS</p> <p>EU: European Students' Union;</p> <p>BE: Vlaamse Vereniging van Studenten (VVS), Vlaamse Scholierenkoepel (VSK), Vlaamse Jeugdraad</p> <p>NL: Interstedelijk Studenten Overleg (ISO, https://iso.nl/); Landelijk Aktie Komitee Scholieren (https://www.laks.nl/laks/)</p> <p>IT: Istituto Comprensivo "Giampaolo</p>	<p>Ensuring our message is not targeted just towards educators is an important aspect of our approach. Ultimately, it is students who will be benefitting from the EYE-TEACH methodologies and who will need to understand how and why this is being used. To communicate better to students, we will:</p> <p>-Develop 1 primary-level student-friendly infographic that explains the process, which can be</p>

<p>Gamerra”, Pisa (four primary schools and two secondary schools)</p> <p>DE: University students (HU Berlin, FU Berlin)</p>	<p>distributed by teachers in classrooms and be viewed on our website;</p> <p>-Develop 1 secondary-level student-friendly video, as above.</p> <p>-Ensure an engaging presence on social media and layperson-friendly information on our website.</p>
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ACADEMIA & RESEARCH	
<p>Research institutions, universities and the scientific community as a whole will benefit from the knowledge gained by the project on the potential and impact of AI-assisted ET-analytics tools, including the datasets, publications and training materials produced as a result of EYE-TEACH.</p>	
MULTIPLIERS	CHANNELS & TOOLS
<p>MT: University of Malta; MCAST - in particular the faculties of education.</p> <p>SPN: Fundación Española para la Ciencia y Tecnología</p> <p>BE: Vlaamse Onderwijsraad, Vlaamse Hogescholenraad, Académie de Recherche et d'Enseignement Supérieur</p> <p>IT: CRUI – Conferenza dei Rettori delle Università Italiane (Conference of Italian University Rectors)</p> <p>NL: Universiteiten van Nederland; Vereniging Hogescholen</p> <p>DE: Fachgruppe Bildungstechnologien der Gesellschaft für Informatik; Leibniz Institute for Research & Information in Education; mmb Institute</p> <p>International:</p> <p>The European AI Forum</p> <p>Confederation of Laboratories for Artificial Intelligence Research in Europe (CAIRNE)</p> <p>European Association of Technology</p>	<p>For this target group, our CDP caters for a substantial scientific dissemination push, with a specific task (T5.4 Scientific Outreach and Dissemination) lead by UTU to focus on this target group alone. The task will see the production and submission of scientific publications surrounding EYE-TEACH research and its outputs. Additionally, as part of the networking activities of the project, members of the consortium will attend or participate in regional or international scientific conferences. See section 7.9 below for identification of potential journals and events that will be attended.</p>

Enhanced Learning European University Association European University Foundation	
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INDUSTRY	
<p>Edutech companies, technology developers and other innovators will benefit from the knowledge gained by the project on the potential and impact of eye-tracking and AI technologies and the results of the pilots, and can use the insights gained by EYE-TEACH to help guide the development of new technologies and commercialisable solutions in this domain, as well as address the potential risks of such technologies, thus strengthening their potential role in supporting education.</p>	
MULTIPLIERS	CHANNELS & TOOLS
<p>International: SustAIIn.brussels; EyeJustRead; Humy.ai; Craft AI; Education AI; SuperCharger Ventures; European EdTech Alliance; ODILO; BETT show (biggest edtech fair); Brighteye ventures</p> <p>BE: EdTech Station, Flanders AI Forum, AI4Belgium</p> <p>NL: Brighlands & AI Hub Brightlands; Nederlandse AI Coalitie; National Onderwijslab AI;</p> <p>DE: Cornelsen; Scheer IMC; NEOCOSMO</p>	<p>1 of the EYE-TEACH webinars will be aimed more towards industry, emphasising those outcomes of EYE-TEACH that have most potential to be of interest for industry. On the same line, a number of articles on the blogposts will seek to target industry stakeholders</p> <p>LinkedIn in particular is foreseen to be the best channel to reach industry, as it is here where we can find the largest concentration of professionals active on one platform.</p> <p>We will also be present at a number of relevant scientific conferences and networking events where we will be able to directly meet stakeholders from this target group.</p>

CIVIL SOCIETY

NGOs and civil society organisations promoting education and inclusivity, as well as parent groups, will benefit from the uptake of the EYE-TEACH outputs enabling them to better advocate the interests of citizens and understand the necessary social changes and how these can be enabled to facilitate greater inclusivity in education. Teacher associations and trade unions may also utilise the outputs of the project to advocate for policies that promote the deployment of new technologies that complement and enhance the skills of educators.

MULTIPLIERS	CHANNELS & TOOLS
<p>MT: Malta Union of Teachers</p> <p>FI: The Finnish Science Centre Association; The Finnish Education Evaluation Centre (FINEEC); an independent authority responsible for the national evaluation of education (early childhood – higher); Trade union of Education</p> <p>PL: SPIN – Science and Society Association (Stowarzyszenie Społeczeństwo i Nauka); A Polish network of science centers, museums, and institutions dedicated to promoting science and public engagement (Stowarzyszenie Społeczeństwo i Nauka SPIN).</p> <p>SPN: EduCaixa; Fundación Germán Sánchez Rui Pérez; Fundación ProMaestro,</p> <p>NL: Vereniging van wetenschapsmusea en science centers; Discovery Museum; Surf; De AOB</p> <p>DE: Deutsche Telekom Stiftung; Forum Bildung Digitalisierung; Hochschulforum Digitalisierung</p> <p>International: European Trade Union Committee for Education (ETUCE); Education Endowment Foundation</p>	<p>Civil society is a wide and dispersed group, and targeted communication is more difficult for this stakeholder group. Therefore, here the appropriate channels are our communication tools; our social media, blog posts, infographics, videos, and general mass media usage. As has been outlined before, our communication style for these platforms will be tailored to a layperson understanding and knowledge base, to ensure the project has meaningful societal impact beyond the education/edtech sphere.</p>

POLICYMAKERS

Local, regional, national and international authorities as well as educational agencies and public bodies will benefit from the policy outputs and guidelines provided by EYE-TEACH, which will help guide new policies that promote the deployment and development of new technologies in education that complement human skills, as well as gain deeper understanding of the associated potential risks of these technologies.

MULTIPLIERS	CHANNELS & TOOLS
<p>MT: Ministry for Education, Sport, Youth, Research and Innovation; XjenzaMalta</p> <p>FI: Ministry of Education and Culture; Finnish National Agency for Education's (EDUFI) and the National Literacy Programme coordinated by EDUFI; Working group on the national implementation of the EU AI Act led by the Ministry of Employment and the Economy</p> <p>SPN: INTEF; CEFIRE,</p> <p>PL: Centre for Education Development (Ośrodek Rozwoju Edukacji, Ośrodek Rozwoju Edukacji – Strona główna) – A national institution under the Polish Ministry of Education, supporting teachers, school administrators, and education professionals through training, research, and educational initiatives; WCIES (Warsaw Center for Educational and Social Initiatives and Training,) – A public institution under the Education Bureau of the City of Warsaw</p> <p>Mazovian Self-Government Teacher Development Center, MSCDN – MSCDN – A public institution covering the entire Mazovia region.</p> <p>IT: Ministero dell'Istruzione e del Merito (Ministry of Education and Merit); AgID – Agenzia per l'Italia Digitale (Agency for Digital Italy); SlpEIA – Italian Society for the Ethics of Artificial Intelligence.</p> <p>NL: Onderwijsraad</p> <p>DE: Federal Ministry of Education and Research; Kultusministerkonferenz</p> <p>EU: DG EAC; DG RTD</p>	<p>The most direct channel we will have to reach out to policy makers is the policy briefs, which we will publish on our website and communicate directly to the cabinets of relevant local, regional, national, and European policy makers and to public entities.</p> <p>We will also endeavor to invite them to pertinent events where policymakers would have a particular interest to attend, such as the policy roundtable with other projects and the final conference.</p>

Other EU, national or local projects and initiatives	
<p>These will be engaged through the project to facilitate collaboration of European efforts in facilitating sustainable development of new technologies in education. Furthermore, the exploitation strategy of the EYE-TEACH results will ensure widest possible uptake and integration of the EYE-TEACH outputs into future EU projects.</p>	
MULTIPLIERS	CHANNELS & TOOLS
<p>Sister projects: GenAI4ED; TAICo; TechConnect</p> <p>Other relevant EU projects identified at present: TAILOR; euROBIN; dAIEdge; Human-Centric Artificial Intelligence for Sustainable Future (HAIF)</p> <p>MultiPEYE; BRIDGE; NewWorkTech; AugMENTOR; DIGI-ME</p> <p>Future potential collaborators: Nordforsk Call for proposals: Responsible use of Artificial Intelligence (projects will start in 2026)</p>	<p>We will reach out to the projects outlined in the target list (which is not exhaustive and will continue growing and developing with the project). We will seek to establish cross-dissemination channels, explore possible joint-event organisation, and a cluster-meeting / policy roundtable will be organised in M26.</p>

5.2. Messaging Strategies and Tone

When communicating EYE-TEACH, AcrossLimits as Communication Lead will ensure a coherent overall brand voice, even as tone shall be adapted based on the communication channel being utilised.

Coherency will be ensured by:

- AcrossLimits as WP5 Lead will maintain centralised oversight of communication content, including by providing guidance, templates, and giving input on all partners' high-level communication related to the project.
- Having in place a coherent visual brand identity (Section 6 below) that will be fully adhered to in all content produced.
- Edit access to external communication channels (social media platforms, website) will be retained only by AcrossLimits to prevent any human error or deviations from EYE-TEACH's established brand. AcrossLimits will collate and request input from partners rather than provide direct edit access. Any visuals required for any EYE-TEACH content produced will also be created by AcrossLimits' graphic design for the same reasons. Partners can request

AcrossLimits to develop visuals or content (within agreed upon timeframes and avoiding short-notice time crunches).

- **As of M15**, To ensure visibility and reach, AcrossLimits will create live editable visual templates for the partners when translations of visual and digital materials are needed. Project researchers can either send the translated text of visual materials to the AcrossLimits design team, who will undertake the updates needed. Otherwise, the respective researcher can edit the live template themselves with the translated text, with a final quality check carried out by the AcrossLimits team before the partners publish any edited material.

Tone will vary depending on communication channel or method being used, and adapting to the target audience:

- Social media, infographics, and online videos will be more informal, avoid technical jargon and instead use language that laypersons would understand. It will include more calls for actions, colourful and creative visuals, and overall content that audiences will find relatable, comprehensible and engaging.
- Newsletters and blog posts will present information in a concise, factual manner, condensing the key findings and project developments into bite-sized communication pieces that remain understandable to laypersons but provide more information than social media.
- Scientific publications and policy briefs will be academic and formal;
- The project website will be informative and professional, yet presented in a visually engaging manner.
- All virtual and physical events to be organised within the EYE-TEACH project shall be organised in a professional, timely manner.

In the next sub-sections, we outline other considerations that will form the way we communicate with EYE-TEACH stakeholders.

5.2.1. Communicating AI

A key concern that has fed into the development of EYE-TEACH's brand identity and messaging strategy is the awareness that AI has somewhat of an 'image problem' with laypersons (here being understood as individuals who are not within the

scientific and academic bubble). Studies show that people can be apprehensive about the use of AI, understandably reluctant to fully embrace a technology which is still unknown to many, and that has been observed to be used by malicious agents in a way that is biased, discriminatory, manipulative, or fake. As highlighted by a global “Trust in Artificial Intelligence” study conducted by KPMG and the University of Queensland⁴ (which covered a number of European countries), “many people feel ambivalent about the use of AI, reporting optimism or excitement on the one hand, while simultaneously reporting worry or fear. Overall, two-thirds of people feel optimistic about the use of AI, while about half feel worried, and on average, only one in half of people surveyed believed that the benefits of AI outweigh its risk. The study did find that people’s trust in AI systems depend on the AI application, and that they are more readily accepting of AI applications where there is a direct benefit to them.

EYE-TEACH’s success depends on its uptake by teachers and parents across Europe. Our challenge is not only to reach them and convince them to take on this novel approach – as is the standard challenge of disseminating any innovation – but also to surmount this ‘image problem’ AI has amongst many people. We need to be able to explain what EY Teach is doing in a way that laypeople will be able to understand and relate to and prove and convince them that it is developed ethically.

To this end, the EYE-TEACH consortium has developed a three-fold approach that will be integrated within our dissemination and communication strategy:

1. **Making EYE-TEACH understandable to everyone:** When disseminating outside of the scientific and research community, we must ensure that we are creating resources and content that explain the EYE-TEACH methodology in a non-technical, relatable manner. This includes developing social media campaigns that seek to bring awareness on what we are doing, as well as ensuring that a number of the developed resources on our website break things down into easy-to-follow process for audiences such as teachers and parents.

⁴ <https://assets.kpmg.com/content/dam/kpmg/au/pdf/2023/trust-in-ai-global-insights-2023.pdf>



- 2. Ensuring that EYE-TEACH’s ethical approach is at the forefront of our D&C:**
Linked to (1), an important aspect we must emphasise and prove is that EYE-TEACH is being developed in an ethically grounded manner. This will involve actions such as having an “Ethics” tab on the project’s website, highlighting its importance, and ensuring that content developed as part of (1) above also cover ethical considerations.
- 3. Giving EYE-TEACH a relatable ‘face’:** Brand mascots are a powerful and common marketing strategy employed by countless brands. Having an anthropomorphic character to communicate one’s product is a tried-and-tested approach that increases brand recognition, help consumers identify, remember, and understand the brand, and – most importantly for our context – helps to elicits favourable emotions in consumers by representing the brand in a relatable, personified manner. We have taken this approach to make an additional push at making EYE-TEACH content not only appealing and attractive, but also relatable and less intimidating to engage with. The EYE-TEACH mascot is further presented in section 6.6. *As of M15*, The mascot has been well received by the consortium and public, and is therefore being integrated more and more in social media posts, presentations, newsletter, and other visual materials.

5.2.2. Integrating Inclusive Communication

Our D&C strategy must align with the principles and actions that will be established in D6.3–Gender Action Plan: the way we communicate EYE-TEACH shall reflect our project’s commitment to European values of inclusion, equality, and respect for diversity.

It shall be dually established both in this DCP and in D6.3 that any EYE-TEACH communication must not perpetuate any intentional or unintentional stereotypes, gendered norms, harmful or discriminatory language, or bias of any kind. EYE-TEACH will reach out to all, regardless of any personal characteristic such as gender, race, ethnic origin, disability, age, nationality, national origin, sexual orientation, religion or belief, gender identity, gender expression and sex characteristics, marital status and social class.

As both WP5 Leader and task leader of T6.5 Gender Action Planning, AcrossLimits will assume responsibility of (i) establishing guidelines for the consortium to follow [below]; (ii) monitoring all outwards communication to ensure compliance with best practice and relevant inclusion guidelines; and (iii) keep abreast of any developing best practices or changing guidelines on inclusive communication. The below inclusive messaging concerns are developed and adapted from:

- [Words Matter: Supporting Gender Equality Through Language and Communication](#), European Institute for Gender Equality, September 2024
- [Inclusive Communication Guidelines for DG COMM output](#), European Parliament Directorate-General for COMMUNICATION
- [Guidelines for the use of language as a driver of inclusivity](#), Council of Europe, February 2024
- ['Gendered Innovations'](#) (2013) and ['Gendered Innovations 2'](#) (2020)

Key inclusive messaging concerns include:

- Communication and dissemination will be either gender neutral (the do-no-harm approach), or gender positive in the aim of redressing the evident gender gap present in eye-tracking and AI-enhanced education. The Gender Action Plan will outline in more detail how this is to be enacted, as it is in the GAP that the analysis of the status quo will be carried out to better inform our approach. By way of example: do-no-harm communication would show men and women equally, avoiding stereotypical imagery and assumptions (e.g. photos of researchers depict only men but for teachers show only women). The positive gender approach would involve strategic messaging that acknowledges existing gendered gaps in research and innovation, and seeks to highlight measures EYE-TEACH is taking to address it (e.g. a social media post that acknowledges that, while AI systems are often biased towards gender, EYE-TEACH is integrating a holistic gender perspective).
- In non-scientific communication, avoid language that emphasises sex over gender: 'Women/men' is preferred over 'female/male', as the latter denote sex-based characteristics rather than gender-based characteristics. Denoting sex-based characteristics may be relevant in the scientific research to be

carried out. Outcomes from sex and/or gender analysis will be reported accordingly in our peer-reviewed publications.

- Using person-first, neutral language when referring to vulnerable or disadvantaged groups or persons with disabilities, so as to put the person before their impairment and avoiding using disabilities or disadvantages as a person's defining characteristic. Language that should be used for example is 'persons with a disability' and 'wheelchair user', not 'disabled individuals', or 'wheelchair bound'.
- Similarly, avoiding the use of unnecessarily gendered terms, e.g 'layperson/s' instead of 'laymen', 'school principal' instead of 'headmaster/headmistress', using the neutral 'they/them' pronouns rather than 'he or she'.
- Eliminating outdated terminology, e.g. 'transgender' instead of 'transexual'.
- Avoiding assumptions about a person's religious or other beliefs. Terms used will be 'first name', 'forename' or 'given name' rather than 'Christian name'
- Choosing images of people that are diverse in terms of gender, disability, age and ethnicity, ensuring specific groups feel visually represented. Images must not reinforce stereotypes.
- Favouring pictures of active behaviour (speaking, shaking hands, working, writing) as opposed to images that may perpetuate gendered norms.
- Images of persons with a disability should aim neither to hide a visible disability nor over-emphasise it. Persons with a disability should be portrayed with able-bodied persons, in a setting where they have equal value.

Further measures and examples will be outlined in D6.3-Gender Action Plan.

6. Visual Identity

AcrossLimits leads the crafting of the visual identity for the EYE-TEACH project. A comprehensive and distinctive visual identity for the project has been developed, which includes the creation of a responsive logo, colour palette, and templates. These have been designed for versatility, allowing for their application across both online and printed media, ensuring a unified and professional presentation of the EYE-TEACH project. All partners will utilise the logo pack, document templates and

visual identity guidelines created for the project. These will be **accessible through the project repository (EMDESK)**.

A Visual Identity Guidelines document has been produced with the aim of guiding the production of dissemination and communication materials related to EYE-TEACH from all partners such that visual consistency may be maintained. This document will be **accessible at EMDESK**, and is annexed to this document for reference. Below is an overview of the main guidelines provided in the document:

6.1. Brand Personality

Considering the ethical concerns and general public's apprehension that arise when it comes to the use of AI in education, especially in the context of minors, the EYE-TEACH brand was designed with the intention of the project being perceived as approachable (trustworthy, friendly, well-intentioned, digestible), enthusiastic (positive, inspiring, motivating) and cutting-edge (innovative, tech-centric). Elements of the brand, such as the colour palette, and communication materials have been and will continue to be crafted with this brand personality in mind.

6.2. Logo

Since the logo is the primary element associated with the EYE-TEACH brand, it is important that its usage is consistent and honours the overall brand identity. The logo for EYE-TEACH was designed with adaptability in mind. That is, different variants of the logo are available for different visual contexts. These variants vary in structure (vertical, horizontal, logomark-only), colour space (RGB, CMYK), and colour (full colour/positive, inverted/negative, white, black). Each of these variants and how it should be used is explained in detail on page 4 of the Visual Identity Guidelines document, as well as the Logo Files Guide, both of which are included in the brand kit (**available at EMDESK**).

As explained more visually in the Visual Identity Guidelines document, the following are some common examples of improper usage of the logo and corresponding guidelines for proper usage to keep in mind:

- Do not change the logo colour. Only use the colour variants available in the Logo Pack (see page 4 of the Visual Identity Guidelines document).
- Do not stretch the logo disproportionately in any direction. Also do not scale up a logo file unless it is a vector format (see the Logo Files Guide (PDF) included in the Logo Pack for info on how to choose the right file).
- Do not rotate the logo.
- Do not move around elements of the logo.
- Do not use an outline of the logo.
- Do not use any element within the logo design by itself.
- Do not use the logo on busy backgrounds. Ensure that the logo is distinguishable from the background.
- Do not cramp the logo alongside other text or graphics. Ensure the logo has enough breathing room (see page 6 of the Visual Identity Guidelines document).

Moreover, it is crucial to remember that **any use of the EYE-TEACH logo should be accompanied by an acknowledgement of EU funding**. The next section covers this requirement in more detail.

6.3. EU Funding Acknowledgment

Because EYE-TEACH is fully funded by the European Research Executive Agency (REA), the EU emblem and funding statement must be displayed (in an easily readable and prominent manner) in all communication materials as well as any deliverables and major results funded by the grant. This includes press releases, online material such as the project website, presentations and social media posts, and printed material such as brochures. Moreover, **wherever the EYE-TEACH logo is present, so should be the EU emblem and the funding statement**. For ease of use, the European Commission has prepared a number of ready-to-use images containing both the EU emblem and the funding statement (available in English and other languages), which are what we use. While this is not an official term used in the EU guidelines, for ease of communication, we will at times throughout the project refer to the two elements combined as the 'EU funding logo'.

There is technically no maximum distance required between the EU emblem and funding statement and the EYE-TEACH logo however, at a minimum, the protection space of both the EU emblem (demonstrated on page 9 of the [official EU guidelines](#)) and the EYE-TEACH logo (demonstrated on pages 6 and 17 of our Visual Identity Guidelines document) should be respected. Moreover, the EYE-TEACH and the EU emblem and funding statement should ideally be displayed along the same axis (invisible straight line) as each other, be it vertical or horizontal. Moreover, the EU emblem should be the same size (in height or width) as the EYE-TEACH logo. The only exception is when the EYE-TEACH logo is being used as the main title (large, eye-catching) within a material, such as in the front page of a report, for instance. In such a case it is acceptable for the EU emblem and funding statement to be smaller to avoid overcrowding the design, as long as the EU emblem and funding statement are still easily readable and prominently displayed. In cases where other logos (e.g., partner logos) are displayed within the same material, one should ensure that the EYE-TEACH logo, EU emblem and funding statement are sized such that the EU emblem is as at least as big as the largest of the other logos (in one of the dimensions).

For convenience, some standard image files of the EU emblem in conjunction with the funding statement in English, [as made available by the European Commission](#), as well as some standard images of the EYE-TEACH logo combined with both of these required EU elements have all been included **in the brand kit available on EMDESK**.

In addition to featuring the EU emblem and funding statement, **any information-based or text-heavy communication and dissemination materials must also provide the following disclaimer** (translated into local languages where appropriate):

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 Executive Agency (REA). Neither the European Union nor the granting authority can be held responsible for them.

More details and visual examples of how these guidelines on EU funding acknowledgement (involving the EU emblem, funding statement, and disclaimer)

are to be applied across EYE-TEACH materials are provided in pages 13–18 of the Visual Identity Guidelines document available at EMDESK.

Moreover, standardised **templates** will be created for the consortium’s use which ensure the appropriate use of the EU emblem and funding statement, and disclaimer as appropriate. Consortium members are urged to use these templates, rather than create their own project designs, because our templates have been designed and checked by AcrossLimits for full adherence to EU visual requirements. Should you require another template or project design specific to your needs to be created, or any clarification on the use of the EU emblem and funding please contact elizabeth@acrosslimits.com while keeping rebecca@acrosslimits.com and senay@acrosslimits.com in copy.

Further details, guidelines and translated versions for both the EU emblem/funding statement image and the disclaimer may be found at the following links:

<https://eurireland.ie/assets/uploads/2022/02/Operational-Guidelines-for-Recipients-of-EU-Funding.pdf>

https://ec.europa.eu/regional_policy/information-sources/logo-download-center_en

6.4. Colours

A **Core Palette** of colours has been selected to constitute the main set of colours used in the design of the vast majority of communication and dissemination materials for the project.

Royal Purple (#805fb6), as used in the project logo, has been selected as the primary brand colour. That is, it is intended to be the colour that our audience most immediately associates with the project. To complement this colour, a couple more shades of purple have been included (one lighter, one darker), together with a pair of blue-ish greens which are also present in the logo. Additionally, a dark blue was chosen as an accent colour to complement both the purple and blue-ish green hues. Standard white and black may also be used with the palette colours. The palette is colour-blind safe (tested for Deuteranopia, Protanopia and Tritanopia). More details

on each of the colours and their intended usage are provided in pages 7–8 of the Visual Identity Guidelines document.

The core colour palette has been designed to ensure that all of the colours mesh harmoniously together in terms of hues. However, when choosing colours to use on top of or beside each other, one should take care to ensure that sufficient **contrast** exists between the chosen colours (higher contrast between the colours maximises readability). Page 9 of the Visual Identity Guidelines document displays a set of suggested colour combinations for optimal contrast.

In addition to the Core Palette, a number of **extra colours** have been selected for use in cases which call for a more varied feel, such as in the promotional videos that will be produced. These vibrant colours were inspired by elements commonly associated with the classroom—an environment that is highly relevant to this project—such as green chalkboards, orange desks, yellow pencils, and a red apple. Care must be taken to ensure that this palette is not overused, so as not to jeopardise the project’s brand identity by having too vast a range of colours associated with it. Therefore, use of these colours should generally be **avoided** in more standard project documents and materials. For the vast majority of materials, **we recommend sticking to using only the Core Palette**.

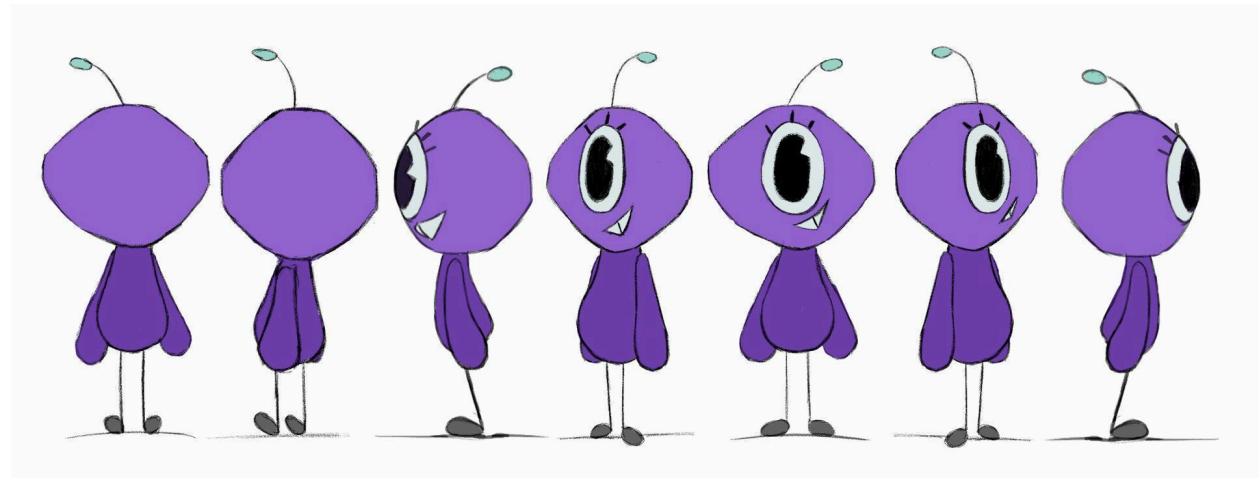
6.5. Typography

The following typefaces have been chosen for use throughout EYE-TEACH dissemination and communication materials:

- **Saira** – Similar to the logotype, this is a sans serif with rectangular letter forms. This ensures that the same futuristic, tech-like feel is maintained throughout the project. The slightly larger letter width and thicker line weight options in Saira however allow for increased readability as well as a strong presence. These features render Saira, especially in its thicker variants (e.g. Bold), **ideal for headings, other large text, and text that needs to stand out**.
- **Albert Sans** – this is a similarly wide geometric sans serif typeface. However, its letter forms are overall more round than Saira’s, making text feel looser, lighter and more inviting, thus enhancing readability, and at the same time complementing both Saira and the logotype. These features render Albert

Sans, especially in its Regular or lighter weights, **ideal for smaller and/or more dense chunks of text (e.g., body copy), and to maximise readability.**

Saira and Albert Sans are highly accessible and variable typefaces. They are licensed under the open-source format and are therefore free for both commercial and non-commercial use. They support a wide variety of languages and line weights are easy to download and install. The fonts may be downloaded via the Google Fonts platform [here \(Saira\)](#) and [here \(Albert Sans\)](#). For guidance on how to install this font on your system, see [here](#). Should Saira or Albert Sans not be available or working, we will default to **Arial**, which should be available on most systems and platforms.



6.6. The EYE-TEACH Mascot

To support the overarching communication goals of the EYE-TEACH project, a character mascot was developed. The primary aim of this design is to make the subject matter, particularly the use of AI with data sensitive applications amongst minors, more approachable and less intimidating to the public.

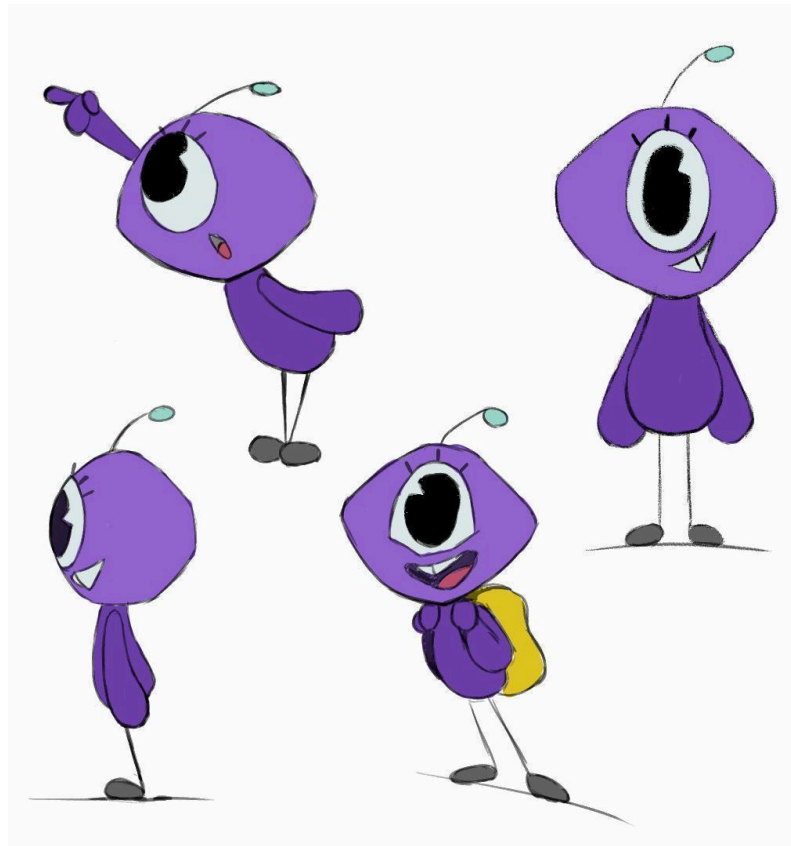


AI, as a topic, can often feel abstract or overwhelming. The mascot serves to soften this view by introducing a relatable, friendly figure that brings accessibility to the project. Designed with soft, rounded

features, including a large expressive eye, rounded arms and a cartoon-style mouth, the character demonstrates a sense of playfulness. These elements are intended to humanise the subject matter.

Visually, the mascot was designed based on the EYE-TEACH logo. The eye and technology elements were carried into the design. The character's form and motion are intentionally fluid, supporting a sense of movement and playfulness.

The mascot will be integrated across a range of project outputs, including the website and video content, and the Infographic tailored towards students. Its fluid design supports smooth animation, making content delivery more dynamic and engaging. The mascot sets a friendly tone, and encourages positive interactions with the project's core mission.



As of M15, we can assess that the mascot is received well by the consortium and public. The mascot has been appearing in the newsletter, social media posts where emphasis is needed, as well as project flyers. An animated gif and animated scenes were created for the first project video and are planned for future social media content.

7. Actions under the communication and dissemination strategy

This section is the core operational part of the CDP, where we detailed how each communication and dissemination activity/action detailed in the DoA will be actioned as part of WP5. Actions have been grouped where necessary in order to streamline.

7.1. Website & Online Blog

The project website will be a key tool for reaching audiences, with a focus on accessibility, frequent updates and a user friendly design. The website's structure will facilitate navigation and include dedicated sections for news, resources, and the project's blogposts, making it an essential resource for all stakeholders. The project website will be launched by Month 4, on www.eyeteach.eu, primarily in English, and will be regularly updated to reflect the project's progress. It will serve as one of the major communication tools and a key sharing instrument for the project.

The website will be a central hub for enhancing project visibility and trust, offering comprehensive information about its objectives and team. It will serve as a key platform for disseminating project results and progress updates, while promoting upcoming events and activities to encourage wider participation. The site will engage with target audiences, inviting them to interact, provide feedback, and take part in project initiatives. It will also facilitate connections with stakeholders, expanding the project's network through direct contact options and by collecting contact details for ongoing communication. The website's design and content will aim to create a positive and trustworthy impression, reinforcing the credibility of EYE-TEACH among its diverse audience.

In line with the focus of the project, the website will include the main pages:

- Landing page (Home)
- About the project
 - Problem and Goals

- Workplan
- Downloadable resources about the project (e.g infographics)
- About Us
- Resources & results
 - Guidelines and Training Resource
 - Publications
 - Project reports & deliverables
- Ethics
- Blog
- Get involved

An email address for the project will be created and will be diverted to AcrossLimits as the dissemination leader to enable timely addressing of questions and queries. The project website will be equipped with an embedded sign-up form to enable visitors to subscribe to the project newsletters.

As of M15, we have established an internal plan and roster to publish the blog posts, whilst keeping the plan flexible so as to adapt to project activities that have not been set in stone yet (e.g. timings of events). This highlights the overall topic plan for each blog post, ensuring that the minimum KPI for articles is reached. A screenshot is provided below of the plan.

Article no.	Title (<i>potential</i>)	Contributors	Due date (content contribution submitted to AL) by last working day of the month	Upload target date (1st week of the month)	Press release
1	The potential of AI-powered Eye-Tracking in the Classroom: Exploring Teachers' Perspectives	BUSEYNE Siem; ZERMIANI Francesca	September 2025	October 2025	
2	Press Release: EYE-TEACH's European Teacher Research Survey	AL; UA	October 2025	November 2025	1
3	WP1 progress summary article (e.g. what have we done so far and what's next)	UA	April 2026	May 2026	
4	WP4 progress summary article (e.g. what have we done and what's next)	CNR	May 2026	June 2026	
5	EYE-TEACH at the half way point: outline of where we are (summing the EC brief)	WP1-4 Leads	June 2026	July 2026	2
6	WP2 progress summary article (e.g. what have we done and what's next)	UVEG	July 2026	August 2026	
7	Press release: the EYE-TEACH symposium	UVEG	August 2026	September 2026	3
8	WP3 progress summary article (e.g. what have we done and what's next)	DFKI	October 2026	November 2026	
9	Online workshop press release (Date TBD)		November 2026	November 2026	4
10	Webinars press release (Date TBD)		January 2027	January 2027	5
11	Cluster meeting press release (Date TBD)		February 2027	February 2027	6
12	TBC - tentatively re. D2.2	UVEG	March 2027	April 2027	
13	TBC - tentatively re. D3.2	DFKI	April 2027	May 2027	
14	TBC - tentatively re. D1.3	UA	May 2027	June 2027	
15	TBC - tentatively re. potential impact of EYE-TEACH	AL	June 2027	July 2027	
16	Training toolkit for teachers	AL	Q4 2027	Q4 2027	
17	The EYE-TEACH results package - press release	WP1-4 Leads	Q4 2027	Q4 2027	7
18	Final conference & end of EYE-TEACH - press release	AL	Q4 2027	Q4 2027	8

7.2. Social Media

EYE-TEACH's social media strategy aims to increase visibility, build a community of followers, and encourage engagement through content sharing. Relevant hashtags such as #EYETEACH, #AILearning, #AI, #eyetracking, #edtech, #education and #innovation will be used to connect with sector-specific conversations. Shareable content will be posted regularly to grow and maintain an audience.

Due to the project area of focus, the following social media platforms will be used:

- LinkedIn: popular among industry professionals and the European research and innovation ecosystem, this is an excellent platform to connect with these stakeholders;
- Facebook: Has a vast, diverse user base, making it ideal for reaching a wide audience.
- Instagram: Has a wide user base like Facebook, frequented more by young professionals and students.
- Bluesky: A growing platform, EYE-TEACH will explore the use of this platform given that users are increasingly migrating to it from other platforms.

All platforms support various content types, such as text, images, videos, articles, and allow for versatile and engaging communication strategies. Furthermore, all of these platforms facilitate direct communication with followers, enabling community building and valuable feedback. Through leveraging these platforms, EYE-TEACH will effectively reach and engage with educators, industry, academics, students, policy makers and the general public.

A focused social media strategy will be implemented, with a high impact schedule of 8 posts per month. As the leader of WP5, AcrossLimits will take a lead on the social media presence on these platforms, aiming to boost the project's visibility and engage a broad audience. In order to reach the KPI of 8 posts per month, each partner will have the responsibility of contributing to the social media presence of EYE-TEACH. A posting calendar will be developed by AcrossLimits, outlining a schedule for contributions by the partners throughout the project. Each partner will be assigned specific dates to provide content for social media, aligned with the

person/month effort allocated to their entity. *As of M15*, this plan is in place, with each partner being assigned content provision updates linked to their calendars to remind the responsible partner to send any communication material to WP5. However, all partners are proactive in this regard and communicate any additional material that can be communicated *ad hoc*.

The posting schedule will allow the consortium to utilise different methods of growing the pages in an organic manner. Posts can be:

- Introducing project objectives, actions and the consortium;
- Promoting project events organised by EYE-TEACH to drum up audience participation;
- Photos, videos and updates on project activities, such as meetings, research being undertaken, development of content;
- Sharing of EYE-TEACH digital media such as videos and infographics;
- Sharing interesting external developments in AI, eye-tracking, and innovative pedagogical approaches being developed by the consortium or the wider ecosystem, via sharing of relevant articles, posts from other platforms, events, useful websites, studies, reports and the like.

Best practice marketing strategies for social media use will be used, including, but not limited to:

- Concise and direct captions that clearly outline what the post is about;
- Caption is correct and free from errors;
- Visuals designed specifically for the posts will be appealing and utilising the EYE-TEACH branding to continue increasing brand awareness;
- Any photos used will be of good quality;
- If sharing external posts, articles or material, this will be fact checked to ensure accuracy and ensure they are coming from reputable sources;
- Posts promoting audience engagement and participation in project activities will have a clear call to action;
- Posts will be tailored to the relevant social media platform where necessary, including graphic dimensions and format of the accompanying text post;

-
- Wherever relevant, tagging involved partner organisations or external stakeholders to maximise reach.

The social media activities will be closely integrated with the EYE-TEACH website, featuring a reciprocal flow of information between these platforms to create a synergistic communication impact. The effectiveness of this approach will be monitored and evaluated according to the established KPIs aligning with our overarching communication and dissemination objectives.

In order to maximise our social media presence, consortium partners are encouraged to look at different methods of growing the pages organically across platforms. This includes sharing interesting articles related to the aims of the project. Captions should be posted in English, and partners can also decide to include their language as a secondary language if needed.

In order to maximise subscribers/followers/engagement:

- Partners should share the social media pages of the project online, and encourage people to like and follow the pages
- The pages will need to be updated regularly with content, and the social media calendar utilised to ensure that each month different scheduled material are published
- Partners should share EYE-TEACH posts onto personal/other accounts in order to grow the audience even further
- Partners should tag entities/people that are involved in the materials they are posting when relevant

7.3. Digital Media

For the purposes of the CDP, digital media is understood as any material developed primarily for digital use, as distinguished from physical media. This will include:

7.3.1. Infographics

The creation of at least 6 infographics throughout the project lifetime that succinctly communicate EYE-TEACH in laypersons' terms. Infographics will make use of engaging, attractive visual design concepts. Infographics will be posted on our social media, on our website, and can be printed if need be, such as by teachers for use in their classrooms. Tentatively (pending further developments during the project), these infographics will cover the following topics:

- 1 primary-level student-friendly infographic that explains the EYE-TEACH process.
- 1 secondary-level student-friendly video, as above.
- 2 on the ethical considerations and risk mitigation measures integrated within EYE-TEACH through the WP4 framework.
- 1 infographic summarising the EYE-TEACH scientific process of EYE-TEACH
- 1 infographic on EYE-TEACH results

7.3.2. Videos

- 1 by M6 (June 2025): a 45 second promo outlining project objectives
- 1 by M36: a 60 second promo to showcase the project's key findings and policy recommendations.
- 2 in between M6-M36.

More videos will be developed if time and resource constraints allow.

Keeping in mind that the videos are a very key tool in our outreach towards the public, to convince them of EYE-TEACH's benefit, usability, and contribution towards innovation in education, we need to ensure that the videos are as engaging as possible. Videos will be simple and straightforward, condensing EYE-TEACH's technical work into laypersons' terms. We will take inspiration from the TEDx format and classroom elements and aesthetics. Along with the use of vibrant, bold colour choices, the project mascot where appropriate, ensuring that the content and by extension, the project, is approachable.

Potential content ideas for the 2 un-defined videos are as follows. Content is subject to project needs and our observation from ongoing communication what stakeholders are engaging with or asking about most.

- Benefits of the project
- Addressing data safety and privacy concerns
- AI Eye-Tracking: Myths vs. Facts
- Improving Reading Skills with AI
- Meet the consortium/teams/locations, showing clips of the R&D being made
- EYE-TEACH explainer for students

7.3.3. Newsletters

Online newsletters containing project updates will be circulated to stakeholders, once every 6 months (6 in total). The first newsletter will be due in M6 (June 2025). Each newsletter will share with the subscribers interesting updates from the previous 6 months, focusing on key project developments, as well as any upcoming plans (especially events where stakeholder input will be required). The newsletters will be designed, edited and distributed by AcrossLimits, with input on content from all the consortium. The newsletter will be distributed via Mailchimp.

M15 Update: it was decided that the first newsletter was pushed back to give the consortium time to develop and share the teacher survey link, and therefore give something tangible and actionable to be promoted in the first newsletter. 3 Newsletters will be issued in Y3 to communicate the findings of the project to the stakeholders to make up the 6 total newsletters schedule.

7.3.4. Ancillary digital media resources for consortium use

AcrossLimits is responsible for developing any other digital media resource or template for consortium use when communicating externally. This will include, but is not limited to, templates (word document, slide deck, press release), communication resources (a 3-5 slide deck about the project that can be used for physical or online presentations), virtual backgrounds for use during online project events.

Any other digital media resource required during the project will be designed by AcrossLimits as the need arises.

7.4. Physical Media

Physical media items *may* be developed and distributed during physical events organised or attended by the EYE-TEACH consortium members, on a case-by-case basis and after careful consideration of budget and cost-effectiveness. Such branded items may include notepads, pens, tote bags, concise brochures, and flyers, or adapted versions of digital media items for printing such the infographics. These items will help reinforce project visibility, create a lasting impression on attendees, and disseminate the project's results.

A project roll-up will be designed for use in physical events.

7.5. Physical and Virtual Events

Throughout the lifespan of EYE-TEACH, there will be a strong focus on direct communication with stakeholders via the organisation of and participation at events. The DoA foresees the following events taking place within WP5:

- 1 codesign workshop (20 stakeholders)
- 3 teacher workshops for needs identification (120 attendees total)
- 2 webinars for sharing of findings with industry and teachers (100+ attendees)
- 1 final conference (100 attendees)
- 1 cluster meeting / policy roundtable organised with research projects

For events necessary to the technical development process within EYE-TEACH, full collaboration will be sought between AcrossLimits as the WP Lead with the responsible WP leaders and technical partners. The aim of the codesign workshops and teacher workshops is to integrate co-design and end-user feedback into the overall development, and therefore we shall need to tailor the event – both in terms of organisation, logistics, and content – to the needs of the technical partners.

With regards to the dissemination events (webinars, final conference), we seek to use these activities as a way to engage educators, students, industry, policy makers, and other stakeholders to directly disseminate the project's results. The final conference in particular will not only highlight the technical and scientific achievements and insights gained within EYE-TEACH but also provide an opportunity for reflection, discussion, and envisioning future EdTech directions based on the project's outcomes. This final gathering will be a pivotal moment for the project, bringing together all stakeholders to celebrate the successes and contemplate the lasting impact of EYE-TEACH.

When organising EYE-TEACH events, care will be taken to ensure only the highest levels of quality in terms of organisation, content, and value provided to participants. Logistical arrangements will be in place well in advance, and AcrossLimits will ensure the utmost professionalism of activities.

However, it is important that EYE-TEACH maintains a further presence in events that are not directly organised by ourselves but which are attended by our team as a further push in our dissemination and communication efforts. The DoA foresees that, as part of the networking activities of the project, members of the consortium will attend or participate in regional or international scientific conferences such as:

- On eye tracking: European Conference on Eye Movements (ECEM), Eye Tracking in Research and Applications (ETRA);
- On education: European Conference on Research on Learning and Instruction (EARLI);
- On AI: International Conference on Artificial Intelligence in Education (AIED), European Conference on Technology Enhanced Learning (ECTEL), ACM Conference on User Modeling, Adaptation and Personalization (UMAP), International Conference on Learning Analytics & Knowledge (LAK))
- General R&I: The EU R&I Week

AcrossLimits and UTU will work together to monitor such events and list them on Emdesk, and look into which partners can attend where possible. Any partner who comes across or is invited to a particular event that would be relevant for EYE-TEACH is to list the event on the events spreadsheet. All such events will need to be documented as dissemination evidence. All partners attending these events

must take photos during the event and provide them to the AcrossLimits team with details and text to include in the social media post about the event. AcrossLimits will compile the post and publish on the relevant platforms including the project website.

7.6. Media outreach

An important KPI of the EYE-TEACH project is to reach 15 articles about EYETEACH project or outputs featured in local, regional and national general media outlets (with a Milestone for 7 articles to be reached by M24). These articles need to feature in local, regional, and national media outlets. As a consortium, we have implemented an initial mapping of media houses that can be contacted to feature the EYE-TEACH project (presented below by country).

Finland	Helsingin Sanomat (largest paper and digital news media in Finland) Turun Sanoma Aamuset Yle (Finnish Public Service Media Company) Turku Yle News (all regions) Yle Science, Health and Lifestyle Aamulehti
Spain	Las Provincias (regional newspaper). El Periódico (regional newspaper), Grupo Vocento (a group of 18 regional newspapers)
Belgium	The media listed below can be contacted through the press office of UAntwerp. <u>local/regional</u> De Gazet van Antwerpen Antwerpse Televisie The Brussels Times (also national) Bruzz <u>national</u> VRT NWS De Morgen Het Laatste Nieuws / HLN.be

	<p>Trends (Knack) Het Nieuwsblad / De Gentenaar De Standaard De Tijd Kanaal Z</p>
Netherlands	<p>Our communication office works with smart.pr which is a database including all national journalists. On the basis of key words a press release is send out to the relevant journalists/media.</p> <p>National: Algemeen Nederlands Persbureau (https://www.anp.nl/) NOS (https://nos.nl/) RTL (https://www.rtl.nl/)</p> <p>Regional: L1 (https://www.l1.nl/) De Limburger (https://www.limburger.nl/)</p>
Malta	<p>Times of Malta; Malta Today; TVM News; The Malta Independent; Free Hour; Malta Daily; LovinMalta;</p>
Italy	<p>ANSA.it; La Repubblica; Corriere della Sera; La Stampa; Il Giornale, Il Messaggero; Avvenire; Il Fatto Quotidiano; Il Resto del Carlino; Il Sole 24 ore; Italia Oggi, Fanpage.it.</p>
Germany	<p>DFKI Communications & Media RBB (https://www.rbb24.de/) WDR (https://www1.wdr.de) 3sat (https://www.3sat.de/)</p>
Poland	<p>Centrum Nauki Kopernik own channels</p> <ul style="list-style-type: none"> • www.kopernik.org.pl – 1 million users annually • General newsletter – 40,000 recipients • Educational newsletters – 4,500 recipients • LinkedIn – 6,000 followers, Facebook – 289,000 followers <p>General Media</p> <ul style="list-style-type: none"> • <i>Gazeta Wyborcza</i> – 8,000,000 unique users (UU) • Regional media (<i>Polska Press</i>) – portal reach of 4,000,000 unique users (UU)

Additionally, specialist media will be targeted via at least 8 press releases being issued on the EYE-TEACH website. The press releases will be communicated to at least the following specialist media outlets, which are presented below by country and with an extra tab for internationally-based outlets:

Finland	<p><u>Opettaja</u>: The official print magazine of the Trade Union of Education in Finland (OAJ), addressing topics relevant to teachers and educational professionals</p> <p><u>Pisamat</u>: Print magazine about children’s health and development distributed in hospitals and health centers, kindergartens, some schools, pharmacies and libraries</p> <p><u>Tekniikka&Talous</u>: A Finnish-language magazine focusing on technology and economy, providing news on innovations and scientific developments.</p> <p><u>ITInsider</u></p>
Spain	<p>El Español (national online newspaper). El País (national newspaper). ABC (national newspaper). Radion Nacional (national radio). Cadena SER (national radio), Onda cero (national radio) TVE (national tv). Magisterio (national education journal), Educación 3.0- Wide teacher outreach. Usually paid media. https://www.educaciontrespuntocero.com Agencia SINC – Science and technology news https://www.agenciasinc.es Éxito educativo – for school management teams https://exitoeducativo.net Agencia EFE News agency https://efe.com</p>
Netherlands	<p>De wereld van het jonge kind (https://www.hjk-online.nl/) De basis voor het basisonderwijs (https://www.jsw.nl/) Het Onderwijsblad Didactief (https://didactiefonline.nl/) Surf magazine (https://www.surf.nl/magazine)</p>

Malta	Malta Business Weekly; Business Today
Italy	Italian Magazines (mostly online) focused on Digital Culture, Education, Science, Technology and Innovation: Le Scienze Focus MicroMega SapereScienza Scienza in rete Tuttoscienze Naturalmente Scienza Il Sole24ore (sez. Cultura/Scienza) Popular Science Newton #DiCultHer MagIA
Germany	DFKI Communications & Media RBB (https://www.rbb24.de/) WDR (https://www1.wdr.de) 3sat (https://www.3sat.de/)
Poland	Portal Oświatowy – 8,000,000 unique users (UU) Głos Nauczycielski – 200,000 users
International	Cordis magazine, Science Business Magazine

For all media outreach, AcrossLimits will coordinate and lead efforts to reach our media outreach KPIs by assigning and distributing content writing, or gathering the necessary technical input for articles where necessary, editing, and providing any necessary visuals as well as overall guidance on content. Partners will reach out to their respective local media houses to facilitate the process.

7.7. Policy Briefs

Two types of policy briefs are envisaged under this CDP.

The first type are 4 technical policy briefs. At key points in the project, as guided by

the technical research and development work being done, we will compile this information into technical policy briefs, intended to shed light on the R&I elements of EYE-TEACH and the use of ET and AI in education for local, regional, and national policy makers but also stakeholders such as educators.

A further 2 policy briefs will be developed, this time explicitly for EU policy makers. These briefs will focus on the implications and recommendations coming out of the project pertinent for EU-level action. The policy briefs will have an accessible and easy to interpret format, to help guide the development of policies that support the use of ET and AI in education. This will be presented to the the bureau of Commissioners Mînzatu, Zaharieva, and Micallef, and also to the European Parliament.

7.8. Vignettes

The vignettes will be developed with full collaboration of WP1. It is difficult at this initial stage at time of writing to determine how the vignettes will look, because they will necessarily be determined and developed from stakeholder (especially teacher) input during the teacher workshops (see 7.5) and through careful consideration of what is needed for WP1 to progress. AcrossLimits will ensure the visual nature of the vignettes as developed reflects the overall brand efforts of developing engaging content. This may, if deemed necessary by WP1 developments, include the use of visual or digital elements such as comic strips, animated videos, and gamification.

7.9. Scientific Outreach

The nature of EYE-TEACH necessitates active outreach to the scientific, research and academic community, for research collaboration as well as to foster the integration of the EYE-TEACH outputs into wider European research and activities. Our scientific outreach efforts will consist of a number of parallel actions.

First, UTU will oversee the production and submission of at least 10 scientific publications/white papers surrounding EYE-TEACH research and its outputs:

- 4 publications relating to EYE-TEACH Objective 1, “deepening the understanding of the potential and impact of new technological developments in AI and eye tracking to complement teachers’ pedagogical skills and support the development of reading comprehension skills in students”;
- 2 publications relating to EYE-TEACH Objective 2, “to develop and deploy an AI-assisted ET-analytics tool that complements and enhances teachers’ pedagogical skills in supporting students’ reading comprehension”;
- 4 publications relating to EYE-TEACH Objective 3, “to develop the necessary skills of teachers and education professionals to understand and make use of AI-assisted ET-analytics tools in supporting student’s reading comprehension”.

At time of writing, the following scientific journals have been identified as potential publications, however this will be reviewed at the time of publication based on the exigencies of the project and the authors:

- Journal of Educational Psychology
- International Journal of Artificial Intelligence in Education <https://link.springer.com/journal/40593>
- AI & Society <https://link.springer.com/journal/146>
- Digital Society <https://link.springer.com/journal/44206>
- Ethics and Information Technology <https://link.springer.com/journal/10676>
- AI and Ethics <https://link.springer.com/journal/43681>

Secondly, our scientific outreach requires us to attend a number of academic and scientific conferences and events. This has already been covered under section 7.5.

Lastly, scientific outreach will allow us to reach our KPIs to (i) reach 500 educators by the end of the project and (ii) sign at least 10 Letters of Intent (Lols) with external academic entities/centres within the developed ecosystem who will commit to explore the possibility of integrating EYE-TEACH results into their activities. The Lols will be similar to MoUs with external entities, who commit to exploring the potential of EYE-TEACH outputs and their integration into their day-to-day work. The idea is to have a pool of at least 10 educational entities who wish to at least assess whether and how they can take up the EYE-TEACH methodologies by the end of project.

7.10. Ecosystem building & management

The project aims to reach a broad spectrum of stakeholders and foster a community around the work of EYE-TEACH that bridges higher and secondary education, industry, civil society, and policy makers to ensure the maximum uptake and exploitation of the project outputs. The development of an ecosystem is doubly important in EYE-TEACH, beyond the typical imperative of any EU-funded project to reach out to end-users, because we need the direct and continuous involvement of a number of key stakeholders in the actual development and testing of our AI and ET innovations. This involvement is necessary at every stage of the project and across all the technical WPs, and it is the responsibility of this WP and CDP to ensure that the necessary ecosystem is developed and fostered throughout the entire lifetime of the project and beyond.

The first step will be to ensure the development of a database of stakeholder contacts, who willingly give their informed consent to sign up to join the EYE-TEACH community. This sign-up option will be available through the EYE-TEACH website, with the invitation link shared consistently in EYE-TEACH communications. This will allow us to build a database of interested and engaged members who can be contacted via the newsletter and be invited to participate in activities such as project events or to answer the project survey.

However, we will go beyond 'passive' ecosystem building. As outlined in section 5.1 "Stakeholders and Target Audiences", the consortium has implemented an initial stakeholder mapping exercise, indicating a list of stakeholders from all levels and across all target categories that would be ideal to contact. This list includes a mix of warm but also cold contacts, and we will endeavor to reach out to these stakeholders to invite them to engage with the project as pertinent for them.

Our networking endeavors will further feed into this active approach towards building our ecosystem. We will seek to attend a number of networking events (see 7.5), where consortium partners can meet peers and interested stakeholders and promote the project, inviting them to join the ecosystem.

The EYE-TEACH ecosystem will be sustained through various activities, as outlined in the DoA under T5.3 – activities which have been further expanded upon in their respective sections; teacher workshops, vignettes, webinars, policy briefs, synergies with other projects, and the final conference.

8. Implementation and Responsibilities

The largest share of tasks under this DCP fall under the responsibility of AcrossLimits as WP5 leader. AcrossLimits will be responsible for ‘centralised’ EYE-TEACH communication, i.e. all communication that comes through the official channels of EYE-TEACH. AcrossLimits’ role includes, but is not limited to:

- EYE-TEACH brand development and ensuring adherence to it in all communications;
- All visual and graphic design, as well as audi-visual content to be developed in EYE-TEACH. AcrossLimits will take the initiative in developing such content, however partners are free to request any templates or content as they require, with due consideration to giving adequate notice to AcrossLimits’ design team;
- Social media platforms management and overseeing the regular posting of EYE-TEACH content across platforms, including via establishing and monitoring a post calendar that distributes the effort of post creation equitably throughout the consortium;
- Developing and maintaining the project website;
- Providing policy expertise and input in terms of reaching out to policymakers and writing policy briefs;
- Managing the stakeholder database and spearheading stakeholder outreach efforts;
- Content writing and editing of partners’ communication and dissemination content, such as for articles and press releases;
- Event logistical organisation;

- Centralised communication and dissemination reporting, which includes facilitating the partners' individual reporting efforts via spreadsheets on Emdesk which AcrossLimits will then compile onto SyGMa;
- Ensuring the adherence to EU funding acknowledgement practices across all communication and dissemination activities.

Despite AcrossLimits taking a lead role, all partners nonetheless have a vital role to play in the implementation of the actions outlined in this CDP. Every partner has a key role in ensuring that the project reaches the right audiences across different countries, sectors, and stakeholder groups.

One of the expected contributions of each partner is providing scientific and technical content for dissemination. As the project progresses, partners will generate insights, research findings, and developments that need to be communicated to stakeholders. This includes contributing to newsletters, blog posts, social media updates, and other outreach activities. AcrossLimits will determine and assign what content is required and when, using the partner effort distribution assigned under WP5 as a base but also taking into consideration which partners are most actively participating in an activity that needs to be communicated and disseminated, such as WP Leaders.

Participation in technical events is another essential responsibility of the partners. Partners are expected to attend and participate in conferences, workshops, and expositions, and where possible, present EYE-TEACH and its findings.

Beyond formal dissemination channels, partners play a crucial role in expanding the project's reach through their own networks. Each partner has access to unique communities, and their involvement is essential to ensuring that EYE-TEACH's work resonates beyond the immediate consortium.

Translations may be required for key materials in order to improve engagement with diverse audiences. While the primary communication language for EYE-TEACH is English, certain documents, press releases, social media posts, or infographics may need to be adapted to local languages to improve accessibility. Partners are expected to support these efforts when necessary, ensuring that translations remain accurate while being culturally relevant to their respective audiences.

Finally, reporting on dissemination activities is essential for monitoring the project’s impact. Each partner is responsible for documenting their individual contributions, including participation in events, media coverage, outreach efforts, and any other relevant dissemination efforts. AcrossLimits will provide templates and guidance to facilitate this process, ensuring that all activities align with the project’s KPIs and overall communication strategy.

8.1. Partner effort distribution

Partner name	Short name	WP5 Person Months
Turun Yliopisto	UTU	5
Universitat de Valencia	UVEG	2
Universiteit Antwerpen	UANTWERPEN	3
Open Universiteit Nederland	OUNL	2
AcrossLimits	AL	30
Consiglio Nazionale Delle Ricerche	CNR	1
Deutsches Forschungszentrum Fur Kunstliche Intelligenz GMBH	DFKI	1
Centrum Nauki Kopernik	CNK	2
Intralineas Educacion SL	IL	2
BLICKSHIFT GMBH	Blickshift	/
Lexplore AB	Lexplore	1

9. Evaluation, Monitoring, and Reporting

Effective evaluation and monitoring are essential to ensuring that the communication and dissemination activities of the project achieve their intended

impact. The dissemination strategy will evolve based on ongoing assessments of outreach effectiveness, stakeholder engagement and KPIs.

AcrossLimits, as the leader of WP5, will oversee the monitoring process, ensuring that all activities align with the objectives set out in this CDP. This review process will help identify successful approaches while addressing any gaps in dissemination efforts.

KPIs will be used to assess the effectiveness of the project's outreach activities. Metrics including website traffic, social media engagement, media coverage, event participation have been integrated into our KPIs, as outlined in section 4.2. These metrics will provide insights into the impact of dissemination efforts. Monitoring these indicators will help identify the most effective strategies and guide necessary adjustments to improve the project's reach and engagement.

9.1. Reporting of Communication and Dissemination Activities

This plan will be updated yearly (and re-submitted at M15 and M36), in alignment with the project's progress and reflecting the key activities undertaken, to assess completion of KPIs.

As outlined above, each partner is responsible for documenting their individual contributions, including participation in events, media coverage, outreach efforts, and any other relevant dissemination efforts. AcrossLimits will provide templates and guidance to facilitate this process, ensuring that all activities align with the project's KPIs and overall communication strategy. AcrossLimits will then be responsible for centrally reporting this compiled consortium-wide data on SyGMA on behalf of all the consortium, as well as to report on the overall WP5 progress for the project technical reports.

As of M15, we have created two separate reporting spreadsheets for communication and dissemination reporting, which are monitored continuously by AcrossLimits. The spreadsheets reflect the same criteria required in SyGMA's continuous reporting platform, and have been translated into a shared spreadsheet format for ease of use, shared discussion, and collaboration. Moreover, To minimise the amount of back and forth between the consortium and multiplication of reporting documents, we



Annex: EYE-TEACH Internal Visual Identity Guidelines