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**(ERASMUS-EDU-2024-CBHE)**

**“Digital Transformation in Language Study and Education of the Western Balkans”**

**(101179642 - DiLanEdu-WB)**

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**Sustainability and Dissemination Strategy and Plan**

**University of Sarajevo – Faculty of Educational Sciences**

**WORK PACKAGE 6 “Dissemination, Exploitation & Sustainability”**

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EXECUTIVE SUMMARY

This document presents the dissemination strategy and sustainability plan for the project "Digital Transformation in Language Study and Education in the Western Balkans" ("DiLanEdu-WB"). The DiLanEdu-WB project strategy aims to ensure visibility, efficient dissemination, long-term exploitation, and sustainability of the project results. The focus is on the digital transformation of language education in the Western Balkans through innovation and cooperation between educational institutions and relevant factors. Raising awareness will ensure that the outcomes reach the wider public and target groups, including academia, decision makers, educational institutions, and local communities. By promoting digital tools and new courses in educational systems, innovation will be encouraged. Through the cooperation network, we can build and strengthen the network of institutions for the exchange of knowledge and best practices.

Activities will be carried out through the use of digital and traditional communication channels, including the project website, social networks, academic publications, and conferences. The activities will be executed through the communication with partner institutions, exchanging the feedback, project information and the acquisition the best practices for spreading the project information and promoting the outcomes of the project to wider target audiences. Sharing different project experiences among the partners, meetings, suggestions and overview of the activities and related reports and documents would help to improve the outcomes of the project, especially the ones related to the sustainability and application of the results after the closure of the project. These activities will be performed via different social media channels (Facebook, Instagram, WhatsApp, X.co, etc.) but the core dissemination flow would be through an official and specially designed web page. Aside from these tools, planned multiplier events would help partners to improve these dissemination activities and methods as well as to reevaluate the outcomes and present them to target audiences.

Also, the organization of workshops for teachers and students is an indispensable part of the activity, as well as promotion through the media.

The obtained results will be integrated by introducing project innovations into educational programs and ensuring access to digital tools.

This strategy ensures that the results of the project are recognized, integrated and beneficial in the long term for the development of language education in the Western Balkans, supporting the goals of the Erasmus+ program and the regional digital transformation.

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WORK PACKAGE 6

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The work group of the University of Sarajevo (UNSA) within the project "DiLanEdu-WB" is responsible for coordinating activities within Work Package 6 (WP-6), which refers to dissemination, exploitation, and sustainability. This includes developing a strategy for disseminating project outcomes and ensuring the long-term impact of the project on relevant stakeholders both within and outside the consortium. Aside from these team members, at least one member of our partners was assigned for the coordination with WP6 team.

# **Project description**

DiLanEdu-WB is an international project within the Erasmus+ program focused on the digital transformation of language learning and research in higher education in the Western Balkans. The aim of the project is to modernize and improve language teaching methods through the integration of digital technologies and tools.

The project will focus on improving the quality of language education in higher education institutions in the region. Special emphasis will be placed on training language teachers to use digital tools and methods in teaching as well as the development of innovative teaching approaches, such as computational linguistics.

It is crucial to update and improve teaching programs to include digital methods and tools in language instruction, establish specialized laboratories for digital methods and tools in language education, and create a network of institutions and individuals interested in the use and promotion of digital technologies in language education and linguistic research.

Throughout the project, we will actively work on the introduction of digital methods and tools into curricula, the education of language teachers for the integration of digital technologies, the procurement of equipment, the establishment of laboratories, the promotion of digital solutions, and the connection between experts and institutions to exchange experiences and knowledge.

The goal of the DiLanEdu project is to strengthen the capacity of higher education institutions in the region through innovative approaches to language education. The project serves as a platform for improving the education system through digitalization, increasing the competence of teachers, and ensuring the quality of language learning. The tasks of these project activities include:

1. Raising project publicity through a virtual demonstration of the advancements in modified curricula that introduce digital elements in language learning.

2. Promoting a learning environment equipped with hardware and digital platforms that enable innovative approaches through the design of specialized digital laboratories.

3. Reporting and evaluating the effects of digital tool applications in the educational process.

4. Establishing networks and dissemination through a dedicated project webpage and other media.

5. Spreading and disseminating results related to the effects of innovative approaches.

6. Raising awareness among stakeholders and other target audiences about the benefits of digital innovation.

7. Creating a cooperative and promotional network to disseminate project results and the effects of digital innovations in teaching and learning.

8. Gathering data and analyzing sustainability indicators during and after the project.

9. Organizing and holding multiplier events with a special focus on evaluating the completion of planned project phases, information exchange, and improvement strategies; presenting results of completed activities.

It is expected that the outcomes of this project will significantly contribute to the modernization of education in the Western Balkans and enable students to acquire the modern skills necessary for success in the digital age.

# **2. Communication strategy and channels-internal communication**

Communication strategy will be defined to facilitate communication, work task assignments, information exchange, meetings, and project activities coordination. This strategy will address communication both (1) within WP-6 teams and (2) among all project partners.

## 2.1. Communication goals

The communication goals are derived from the overall project objectives and the descriptions of each Work Package (WP) at different project stages. Generally, the communication goals are:

1) To facilitate the coordination of all project activities by the main coordinator and to establish clear information flow and feedback channels between partners and EU project officials.

2) To coordinate work assignments, information exchange, cross-evaluation, and decision-making among all project partners and WP coordinators.

3) To coordinate work and project assignments within each Work Package (WP).

## 2.2. Target groups

Work package leaders and coordinators will be the primary recipients of project results and outcomes through coordinated communication and cross-evaluation. This process will allow them to evaluate the effectiveness of dissemination and communication channels and media, as well as to consider the potential and limitations for disseminating results to a wider target audience. Their role in evaluating project documents, especially during critical stages of creation, is crucial. Information exchange facilitated through communication will also help to clarify the structure of WP networks and the assignment of subgroups to specific tasks in an efficient manner. In later phases of the project, communication will be used to send, receive, review, and upload project content to social media and the project webpage.

- Chief Project Coordinator and WP Coordinators

Description: This group includes the main project coordinator and the leaders responsible for each Work Package.

Communication Channels: Emails, Google Forms, Zoom meeting platform, Office 365 platforms (primarily team video and audio communication), Viber, Facebook, WhatsApp groups, shared drives, and multiplier events.

- Project Partners and WPs Teams

Description: This group comprises all project partners and the team members within each Work Package from the partner institutions.

Communication Channels: Emails, Google Forms, Zoom meeting platform, Viber, WhatsApp groups, shared drives, and multiplier events.

## 2.3. Key channels of communication

Digital Channels:

- Email

- Shared Drive

- Viber and WhatsApp

- Social networks (Facebook, Instagram, X.com, LinkedIn)

- Zoom or other online meeting platforms (Office 365)

Events:

- Multiplier events

- Official GMC and QMC meetings (mainly online)

### 2.3.1. Email

Mailing is a mandatory communication process among project partners, participants, and coordinators, used for coordinating and evaluating project activities, sharing work materials, data, and information at all project stages. This communication channel may also be extended to the wider target audiences and other interested parties as necessary. The emails of the project partners are officially defined and shared (see Annex 1a). The email channel will be used for announcements of important project-related meetings and for sending links to meetings. Voting processes, exchange of official documents, and drafts will primarily be initiated via email. The email channel is especially important for delivering sensitive documents and sharing them among the project partners and different WPs members.

### 2.3.2. Shared Drive

A shared drive will be primarily used for sharing and distributing project materials and data among team members, coordinators, and project partners (see Annex 1b).

### 2.3.3. Viber and WhatsApp

These communication channels are designed to coordinate, facilitate, and improve communication among partners and work package teams. The use of these channels may be extended to parties involved in subcontracting activities and service providers.

### 2.3.4. Social media

Social media will be used both for communication among partners and with target audiences. Pages on social networks (Instagram, Facebook, and X.com) will be created to gather the partners in one place. As communication channels, social media will be used to establish pathways for content exchange and review among the partners before content is edited, uploaded, and published. It must be emphasized that media tools have a secondary role in communication. Their primary role is to reach out to other interested parties and target audiences since the project content and info will be presented through these media. Their informative nature will aid directing the wider audiences to the official website where the project outcomes are presented.

### 2.3.5. Online meeting platforms – ZOOM and Office 365 Teams

These platforms, intended to serve as communication tools, will be used for official and other work-related and project-related meetings such as:

(1) GMC and QMC meetings,

(2) Meetings and discussions among partners and WP team members.

### 2.3.6. Multiplier events

Although the main purpose of multiplier events is disseminating project outcomes, their role in communication among partners and WPs members is also important. They will provide opportunities for evaluating project outcomes, information exchange, planning, proposing further strategies, presenting reports by partners, documentation overviews, and voting.

## 2.4. Visual identity

The visual identity of the project is expressed by its distinctive logo.

Obligatory elements of the project visual identity, as stated in the GA, are (1) Logo of the project, (2) EU funding and/or confounding logo, (3) logos of the partners institutions and (4) disclaimer;

### 2.4.1. Logo of the project

The recognizable and striking logo of the DiLanEdu-WB project is the original work of members of Work Group 6. It was professionally designed to visually represent the synergy of the language learning process and digital technologies. Due to its adaptability for different platforms and promotional materials, the logo will serve as a strong symbol of the project's identity. Five logo options were submitted to the consortium for voting, and the mostly voted logo became the official DiLanEdu-WB logo used throughout the project's duration.

A logo for a book

AI-generated content may be incorrect.

***Picture 1: Final logo chosen for the project on the account of the vote among consortium members.***

Aside from this logo, the logo of EU funding and disclaimer as well of the consortium members and partners are important part of the project visual identity and as such are incorporated in all relevant documentation and media. The web page, after its creation will contain all the visual identity elements as stated above. This rule applies on social media as well (e.g. Instagram, Facebook and their posting templates, see Annex 4).

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***Picture 2: EU logo (in this case “confounded by” version)***



***Picture 3: EU disclaimer***

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***Picture 4: Partners Logos***

The templates of the project official documentation (at different sensitivity/dissemination levels) contain the same elements of this visual identity (see Annex 4a).

# **3. Dissemination strategy**

The dissemination strategy is defined and determined by its core element and they are goals, target groups, dissemination and communication channels.

## 3.1. Dissemination goals

Dissemination is crucial for increasing the visibility and impact of the project. It facilitates the sharing of information about project results among interested parties and encourages their involvement in project activities.

Through the objectives of dissemination, we will ensure that the project results are published, visible and accessible. It is essential to inform relevant stakeholders about the benefits and innovations that the project introduces. Increasing the visibility and credibility of the project is one of our most important goals.

The goals will be fulfilled through the following activities:

1) Increasing awareness of the project and its outcomes among relevant stakeholders.

2) Promoting innovation in the digital transformation of language education.

3) Encouraging cooperation and knowledge exchange between institutions.

The ways and methods through which the goals will be pursued are:

1) Holding multiplier events: They are the crucial events where there will be the direct, live opportunity to present and advertise the project results in a systematic way through presentations and discussions. The reach and visibility of in site multiplier events will be enhanced through online communication platforms for wider audience and other interested parties.

2) Organizing workshops, seminars and webinars: These events will serve as platforms for presenting project results, demonstrating innovative practices, and engaging stakeholders directly. Workshops facilitate hands-on learning and foster active participation, which enhances understanding and retention of the project's benefits.

3) Publishing articles, reports, and open-access materials: Disseminating findings through partner institutions official websites, and official project websites ensures wider accessibility. Open-access publications allow stakeholders from various sectors to benefit from the research without financial barriers, increasing the project's credibility and reach. A centralized online platform (project official DiLanEdu website) will provide up-to-date information, resources, and updates about the project. Social media channels will enable real-time engagement, promote dissemination activities, and reach a broader audience, including younger demographics and international stakeholders.

4) Engaging in presentations at conferences and networking events: Participation in relevant conferences and events will enhance visibility among the academic and professional communities, facilitate partnerships, and promote the project's innovations.

5) Establishing partnerships with relevant institutions and organizations: Collaborating with universities, language schools, and industry partners will facilitate dissemination through their established networks, maximize outreach, and promote the adoption of innovative practices.

Each of these methods is selected based on their proven effectiveness in maximizing dissemination impact. Organizing interactive events like workshops ensures active engagement; publishing accessible materials broadens reach; online platforms provide continuous updates and engagement; conference presentations foster professional networking; and institutional partnerships leverage existing networks for wider dissemination.

This multifaceted approach will ensure that the project's results are widely disseminated, leading to increased visibility, credibility, and eventual integration into practice and policy.

## 3.2. Target groups

The target groups of the project include all key participants who can contribute to the implementation and dissemination of its results, as well as those who can benefit from the project activities and innovations:

- **Academic Community:** This includes students, teachers, and professors. They will be a secondary audience primarily from the faculties and universities where project partners are employed. However, the dissemination process is planned to spread to other universities as well.

***Dissemination channels and tools*:** Trainings, seminars and webinars, online education, and webpage content (uploaded tutorials, lectures, newsletters, comment and mail entries, online forums, and evaluation survey forms).

**- Decision and education policy makers:** These are institutions legally entitled to control, coordinate, and evaluate the education system, practices, and processes within the public sector and educational institutions. This group includes the institutes and agencies for education, and ministries specifically related to formal education (preschool, primary school, high school and university education).

***Dissemination channels and tools*:** Educational and promotional project materials, meeting calls, media channels, emails, and the project webpage.

**- Private Sector:** Companies and organizations involved in educational technologies.

***Dissemination channels and tools*:** Emails for interested parties, webpage, social media channels, and promotional materials, DiLanEdu project multiplier events.

**- NGOs-** All non-governmental organizations dealing directly or indirectly with education with different target groups at all social strata.

***Dissemination channels and tools*:** DiLanEdu project multiplier events, web page contents, emails, eventual appointed online or in vivo meetings for the interested parties, social media pages and their contents.

**- Experts in the fields of preschool education and primary school education and special education institutions:** All institutions with whom the project partners institutions (HEIs and others) have partnerships and broader, primary schools, preschools and kindergartner institutions.

***Dissemination channels and tools*:** DiLanEdu project multiplier events, web page content, social media pages and contents, emails, seminars and educational meetings***;***

**- General Public:** Parents, students, local communities.

***Dissemination channels and tools*:** DiLanEdu project multiplier events, webpage, social media pages, emails, forums, seminars, and promotional materials.

## 3.3. Key channels of dissemination

Effective dissemination requires the use of different communication channels to ensure that project results reach the widest possible audience. The focus will be on a combination of digital and traditional media, as well as live events.

Events:

- Multiplier events.

- Presentations at meetings with decision makers.

- Conferences and seminars related to education and digitalization, with the focus on digital language learning and literacy.

Traditional Media:

- Publication of articles, newsletters along with project brochures.

Digital Channels:

- Project website.

- Social networks (Facebook, Instagram, Twitter, LinkedIn).

- Online webinars and workshops.

### 3.3.1. Multiplier events

Four multiplier events will be held as planned and stated in the Grant Agreement document. Accordingly, as outlined in the GA, these events will be organized and aim to disseminate and multiply the impact and outcomes of the project. These events will enable project partners to share the best practices with a wider audience, such as stakeholders, professionals, policymakers, or the general public. The purpose of events is to maximize the project's reach and influence by creating awareness, promoting knowledge transfer, and fostering collaboration and engagement among various stakeholders. These events play a crucial role in the dissemination of the project results to the targeted audience and are defined in GA as the core tools of dissemination. But their capacities will be used for the evaluation and reassessment of the project's outcomes, deliverables, and planning of future activities related to every aspect and phase of the project and work packages. Since the hosts and guests will be also project partners or their representatives, data exchange, reports, further activities, and strategies for modification and improvement will be also presented and discussed at these events but as a side/secondary activity. The primary goal will be the dissemination of the project outcomes to the target audience.

### 3.3.2. Project Website

The website will serve as a central platform for information, resource sharing, and promotion of project activities and results. Information about the project's goals, partner institutions, planned activities, research results, and educational materials will be available on the website.

The website will include interactive modules, blogs, discussion forums, and customized learning tools to facilitate collaboration and knowledge sharing among participants. To ensure wider accessibility and inclusiveness, content will be available in English. The website will be regularly updated to provide visitors with the latest information about project progress and future events. The website should reach as diverse as possible audience.

1. The website will play a key role in promoting the project through integration with social networks and search engine optimization. Consortium members will periodically publish and upload newsletters related to the project and its activities and outcomes. The threshold we are aiming at will be at least two newsletters by the partners within a period of six months. The newsletter will be related to the project activities completed or in progress, project results, announcements of upcoming activities and events, especially multiplier events. The content of these newsletters will inform the audience of (1) multiplier events, (2) news about deliverables within some WPs (e.g. pics of new lab equipment, text and pics of courses, important meetings…), (3) digital language learning courses and their outcomes (4) results of data analytics and conclusions approved by the coordinator, QMC and GCM (5) reactions by third parties interested in the project etc.; These also include some other materials addressed by newsletters such as tutorials, picture galleries, presentations and conference materials, training materials, relevant links and so on. The newsletters will not necessarily contain all these elements and contents but rather the information on them and will refer the interested parties to these contents. But these materials will be uploaded as well.
2. All the materials provided by the partners will be sent to a person in charge for editing and uploading the content on the project website. The project partners assigned for WP6 will decide who will be the person in charge for all these activities. That person will be one of WP6 teammates. Another decision of the WP6 partners has to be reached as well-what materials and in which procedural way is going to be edited and uploaded with all the specifications (from templates to size and form). These also require the approval of the chief project coordinator and the committees in order to follow the standards of sensitivity/dissemination levels and confidentiality. The deadlines and the time for uploads will be defined as well (e.g. at least fifteen days for upcoming activities/events and seven days for the content of the activities completed and the related content gathered). The person in charge should follow the timeline table, deadlines and milestones defined to call the partners for providing the contents that is to be uploaded.
3. The defined KPIs will be the base for the metrics of the activity outcomes and success.They include the number of visits, rating clicks, link shares on other web sites, number of contributions (uploads of documents or posts), number of newsletters uploaded and the number of rating forms submitted. The other crucial KPIs include the number of pages published on the webpage, number of months / days that pass without an update and the number of newsletters uploaded within a period of 6 months. The threshold criterion of success is established as well (See **Table 1**).
4. The development and maintenance of the website will be carried out through subcontracting an external company. Partners within WP-6 will define the technical and content-related requirements, while the selection process for the contractor will be conducted transparently, in accordance with Erasmus+ procurement rules. Special attention will be given to the contractor’s experience in developing educational platforms. The tender procedure will be carried out in accordance with the rules and standards approved by EACEA. The tender committee, consisting of two members from Logos and one from UNSA, will be involved in the process, but the lead activities and decision-making will be conducted by LOGOS. Partners from WP6 will provide the specifications and website conception documents, which are to be approved by both committees and then incorporated into the tender documents titled “Call for Offers” and “Terms of Reference.” The second document will serve as a framework that will be finalized and signed by the best offeror and partners from LOGOS and UNSA, forming the final Terms of Reference document.

The website will be developed in accordance with accessibility standards to ensure that its content is available to all users, including persons with disabilities. These includes text alternatives for images, adaptable colors and contrast, keyboard navigation access, and a responsive design for all devices.

### 3.3.3. Social networks

1. Pages on social networks (Instagram, Facebook, and Twitter) will be of great importance for this project. Regular maintenance of the profile and cover photos will keep the identity fresh and cohesive across all platforms. Eventual cover page or photo would be refreshed within a year and in accordance to project stages. A well-designed content calendar will ensure interactions, updates, news, and content that inform and engage the audience. The KPIs are Facebook Likes and posts, number of Linkedin followers and Linkedin Group members (See **Table 1** and **Annex 2**).
2. Content development for social media follows a pre-agreed workflow. Team members responsible for dissemination (WP-6) as well as their assigned partners prepare draft posts based on project activities and planned events. The content proposals are then submitted to the WP6 coordinator and/or the project coordinator for approval. After validation, the final content is published by the technical or communication staff member in charge of social media administration. This process ensures message consistency, timeliness, and alignment with the project’s visibility strategy. Person in charge for editing and the upload of the content for social media will be chosen among WP6 team members. Basically, the person in charge will have the duty of (1) sending calls and request to the partners and wider audience (2) providing links and sending membership/friendship requests to the partners and wider audience, (3) selecting the content created by the partners for the upload, (4) editing and uploading the selected and approved project content in order to inform the interested parties and target groups (5) evidencing the visits, comments and membership/fellowship and requests on monthly basis. The expected number of followers or member in a one-year period is (1) at least 300 members/followers on the Facebook and (2) 300 followers on the Instagram; The X.com platform is not as popular as the first two platforms so it is impossible to assess the thresholds in the same way.
3. Persons in charge will also have the duty to overview other metrics on social media such as the number of contents uploaded within a six-months period (at least two newsletters), number of other informative posts and announcements (past and upcoming events, conferences, workshops and trainings), number of “likes” for the contents uploaded, comments. These metrics as well and memberships will be evidenced in a special tabular form (arranged and organized for further analytics) in accordance with the partners agreement (voting process on the form and the structure of the data base and/or table)

Aside from assigned persons in charge for the editing and administration of social media content the partners and other WPs members will be assigned as well to upload and publish the content on the media in order to facilitate and speed the process of publishing and informing the audience. If the thresholds of the above listed metrics are not reached the WP6 members and their partners will periodically (1) organize online meetings and (2) address the problems on their defined communication channels in order to seek out the possible remedies for weak public reactions. So, basically, within the period of one year, some shorter time periods should be defined by the teams’ members and partners and specially defined minor thresholds that should be reached within these periods (one month, three month or six months periods).

Although a communication tool, these media will help the partners to reach out wider audience within which target groups could be reached and alerted as well.

### 3.3.4. Traditional media

Traditional media encompasses hard and printed materials, such as promotional and informative brochures, reports, pamphlets, as well as publications such as conference articles, reports, bulletins, abstracts, and presentations, banners. These materials will target all defined audiences (or their representatives) involved in the project (see **Table 1).** The project materials (brochures, reports, and other material listed above) will be sent by partners and other WPs members to WP6 team member assigned to edit and process materials. This person in charge will scrutinize materials and then process in a way of achieving acceptable form, template and defined project visual identity before sending for voting and final acceptance. This is especially important for the materials designed for the multiplier events. Final decision for accepting/rejecting materials is on the chief coordinator, GMC and QMC.

### 3.3.5. Conferences and seminars related to education and digitalization

Conferences and seminars will be planned within assigned work teams (related to specific work packages) to present innovative approaches in educational processes with the promotion and application of digital tools to facilitate educational processes. Additionally, specific skill-sharing events can be held for target audiences and stakeholders to introduce them to the functioning of the digital lab. These communication channels can be conducted in a classroom setting for local university audiences but with options to include other demographics via online communication (e.g., Teams or Zoom). This includes not only multiplier events but also specific event organized by partners in their own institutions if feasible (at least one conference a year aside from multiplier events and at least one conference within one of the four multiplier events).

### 3.3.6. Presentation at meetings with decision makers

Meetings, whether in-person or online, with stakeholders will have an informative and somewhat educational character. The advancements and benefits of innovative approaches to digital learning environments will be presented to influence possible changes in education policies and encourage investments in these new methodologies. Meetings may be organized at local levels within the partner countries. The effectiveness of the meetings should be evaluated using evaluation tools applied to attendees, such as questionnaire forms.

## 3.4. Key activities

Within the dissemination strategy, the activities are designed to ensure the widest possible reach and impact of the project outcomes. These activities include a combination of training, promotion, and cooperation with key participants. The key activities are planned in accordance with GA objectives and activities description (GA, .p12):

1. Organization of workshops for teacher training on digital tools.

2. Creation of promotional materials (brochures, videos, infographics) and sharing them among target audiences.

3. Development and application of the official project webpage.

4. Establishment and application of social media channels for the dissemination of project outcomes among target audiences.

5. Uploading properly edited materials on the website as well on social media and newsletters.

6. Evaluation of the dissemination process through analysis of public responses to Google Forms, comments and recommendations from the audience regarding project outcome-related content, evidence of participation in important events—especially multiplier events—and rating scale forms for evaluation (see Table 1). The analysis will be conducted and reported after each dissemination event and six months after the project's completion. Additionally, analytic reports will be prepared within fifteen days after each event and on a six-month basis for website analytics. In case remedial actions are needed, a one-month period will be allocated for improvement measures and effectiveness assessments. If positive effects are identified, subsequent evaluations will be conducted at the regular six-month intervals. The duration of these checkups may be adjusted if necessary, following the best methodology determined during the process.

7. Regular publication of results on the project website.

8. Collaboration with the media to spread information about the project.

9. Reporting on results from different stages of the project at multiplier events.

## 3.5. Monitoring and evaluation

Monitoring and evaluation are crucial to measuring the success of dissemination and communication activities. The results will be analyzed to identify areas for improvement.

1) Number of posts on social networks and their reach. This includes the analytics related to the number of visits per month, memberships and following, comments, questions sent and discussions. This also includes the ratings of the content by the audience through the assessment forms (see table 1).

2) Number of participants in workshops and conferences (evidence and attendance lists and assessment scales will be applied-see table 1).

3) Number of published articles and research papers. Here, the number of published newsletters and reports are also included.

4) Number of visits to the official project web site and its contents. Aside from the numbers of visits, questions, comments and followships online evaluation forms would be included to see the visitors’ ratings of the contents uploaded on the webpage. Number of addressed mails and messages will be analyzed as well (see table 1).

5) Average grades by the audience on the forms designed for the events and online web content assessments (see table 1 and subsection 3.4., list item 6).

It must be emphasized these criteria of success are more based on arbitrary predictions (data and the project outcomes predictions could tend to random guessing), meaning that the numbers and values of indicators below defined threshold do not necessarily mean that the strategies were not successful. The lack of experience with this specific type of project does not allow more explicit statements related to the metrics values and the level to which the objectives are achieved.

The measurement of related activities will be conducted by way of the application of rating (assessment scales), as well as monitoring feedback mechanisms and assessing feedback quality gathered from the audience. In this regard, certain corrective and preventive actions might be taken into account in order to improve processes by reducing the risks of undesirable events and non-conformities (e.g. to ensure the envisaged thresholds in minimal number of visits, rating clicks, and number of contributions on our project website, all participants and relevant stakeholders will be animated constantly to visit the site and publish content regularly; to ensure the popularity of our social media, all relevant links will be regularly shared and posted through all channels of communication and at all relevant gatherings and events; if event participation falls below 30%, additional outreach will be initiated; etc.). The data collected in this way will be analyzed by WP6 team members and presented to the coordinator and partners and discuss the best options for remedies and strategy change.

As a summary the outcomes, key indicators and evaluation criteria are listed in the table below

Table 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument/**  **Activity** | **What is**  **Measured?** | **Key product indicators** | **Thresholds** |
| 1. **Project Website** | Interest  of the target audiences | 1. Number of visits; 2. Rating clicks; 3. Link share on other web sites. 4. Number of contributions (uploads of documents or posts);   Number of newsletters uploaded; | ≥ 100 unique visits  (monthly)  ≥ 50 references  (other sites)  ≥ 2 newsletters in 6 months |
| 1. **Project Website** | Content | 1. Number of pages published on the website; 2. Number of months / days that pass without an update; 3. Number of newsletters uploaded within a period of 6 months; 4. Number of Rating forms submitted and their average grades (related to the content); | > 10 pages  ≤ 45 days threshold without an update  ≤2 newsletters  ≥ 3 on a scale of 1 to  5 (with 1 as a  minimum & 5 as the  maximum) |
| 1. **Project brochure** | Reaching  contacts | 1. Number of brochures created 2. Numbers of fliers 3. Number of contacts to which the brochure has been disseminated 4. Request for additional project information due to brochure | 900 fliers  > 60 brochures  provided to contacts |
| 1. **Social Media** | Popularity | 1. Facebook Likes and posts 2. Linkedin followers 3. Linkedin Group members 4. X.com | Over 500 in total |
| 1. **Events** | Interest  generated | 1. Number of participants to the events 2. Number of requests for participation in the event. | > 30 participants per  event  > 50 requests for  participation |
| 1. **Events** | Event  quality | Satisfaction survey addressing:   1. Quality of speakers/content; 2. Quality of organization | ≥ 3 on a scale of 1 to  5 (with 1 as a  minimum & 5 as the  maximum) |

# **4. Sustainability plan**

At the beginning stages of the project, sustainability plan could be only a rough prediction subject to modification and changes, depending on the project results and outcomes at its different stages. But, this first step within this plan document is important for choosing indicators and methodology of measurement related to its sustainability after completion the project and its activities.

## 4.1. Key project outcomes

The project results are the foundation for improving language education and driving digital transformation. The focus is on creating permanent resources that will remain available even after the project's completion. Curricular changes and adjustments created within the frame of the project could be reviewed by official institutions (e.g. Partners HEIs). Specific methodology of curricular digital transformation in language learning can be presented to official institutions (universities and rectorates, institutes…) as a methodological frame for their curricular transformation during the project activities and after the closure of the project. At least one study program innovation based on the project results at some of the interested target institutions will be an indicator of project s further effect continuation. Further, educated participants involved in micro credential training programs within WP3, who will acquire the digital competences will maintain other students’ digital learning in future teaching. They will be tracked down within one year period after the end of the project training in order to obtain the data where and how they employed their acquired competences. Specific follow up methodology can be designed and approved by all WPs teams. These data can imply that the new acquired competences will be applied in future lecturing and educational processes in other institutions.

So, as results we should have:

- Digital tools for language learning;

- Improved curricula;

- Laboratories for digital language transformation-their further popularity, evaluation within partners institutions and wider popularity within partners universities and further. These laboratories will be certainly utilized in regular study programs within at least some of the partners HEIs;

- Official project webpage will continue to function at least one year after the project closure;

- Commercial offers from the public and private sectors for spreading or maintaining similar educational programs to the micro credential training program.

## 4.2. Integration of outcomes in the educational system

A key aspect of sustainability is ensuring that project results are integrated into the education system. This involves close cooperation with educational institutions and ongoing support for users.

The important elements of sustainability will be:

1. Introduction of improved curricula into university programs. Concrete results will be demonstrated if at least one official institution (1) expresses interest in applying the project results in the creation or modification of study programs for language learning, (2) proposes a study program for language learning referencing our project results before official institutions and boards, and (3) responds to a conference call where the promotional activities (such as presenting the research data) of the project results will take place (See GA p 12 and 25).

2. Providing access to laboratories for students and teachers. Beyond the project, the digital lab will continue to be utilized within the partner HEIs even after the project's completion for language learning purposes (especially for study programs in foreign and partners' native languages). The labs will be open and introduced to visiting teachers, students from host and other partner universities, and schools, both domestic and international. This also serves as a promotional activity, enabling the further dissemination of the project results.

3. Developing manuals and guides for the application of digital tools.

4. Organizing seminars and webinars for all interested parties.

5. Offering educational programs (non-cyclical courses) for institutions and educators interested in acquiring digital competences in language learning and instruction within their own HEIs.

## 4.3. Cooperation network

Building a cooperation network contributes to the long-term sustainability of project results. This network will facilitate knowledge exchange, resource sharing, and best practices among participants.

Creation of a regional network of institutions for exchanging knowledge and resources. The primary network will consist of the project partners' HEIs. Further activities within the partners, such as organizing additional meetings, seminars, and conferences, are largely dependent on the goodwill and established capacities of these institutions (GA, p12 and 25).

Regular organization of meetings and workshops for all interested parties (namely from the corresponding partner universities but also from other local institutions interested in digital competences and curricular transformation in language learning).

4.4. Financial sustainability

Financial sustainability ensures continuity of activities and the application of project results. The emphasis will be on expanding funding sources and cooperation with partners from the public and private sectors.

- Applying for new projects and grants.

- Collaborating with companies for additional funding.

- Seeking contributions from the public sector.

## 4.5. Long-term evaluation

While short-term evaluation will be conducted during the project (e.g., evaluation of digital competences after the training), sustainability relies more on long-term evaluation. Evaluation enables continuous monitoring and improvement of project outcomes. User feedback is crucial for ensuring the relevance and quality of activities. These effects can be evaluated over a period of at least a year after the project closure.

The important elements of long-term evaluation will be:

-Annual analyses of the success of integrating project results (e.g., reports on project outcomes, implementation of project-related proposals and methodology in curricular transformation by other institutions, seminar or training requests, etc.).

- Surveys among users (students, teachers) to collect feedback;

- Securing new funding from interested parties and stakeholders;

# **5. Conclusion**

This document serves as a guide for efficient dissemination and ensuring the sustainability of the "DiLanEdu-WB" project. The activities outlined in the strategy will ensure that the project's results are accessible, relevant, and long-term beneficial for the educational system of the Western Balkans.

# **Annexes**

## Annex

1. The official email address managed by a person in charge, assigned by partners an/or coordinator will be used exclusively for the purpose of carrying out tasks defined within the work package: [dilanedu.wb@gmail.com](mailto:dilanedu.wb@gmail.com)
2. All documentation related to the DiLanedu Project is stored on SharePoint, with access and document management regulated according to predefined user roles and responsibilities within the project team: [DiLanEdu-WB\_Project\_Files](https://kulogos.sharepoint.com/:f:/s/DiLanEdu-WB/Er3mPgbYiI1MrCTSAoKDupwBr8Qp8qlnYO9iuTiM1114oQ?e=XQkaBX).

## Annex

1. *Facebook*: <https://www.facebook.com/profile.php?id=61575892982971>
2. *Instagram*: <https://www.instagram.com/dilanedu_wb/>
3. *Linkedin*: <https://www.linkedin.com/company/106273764/admin/inbox/>
4. X.com: <https://x.com/DilaneduWB>

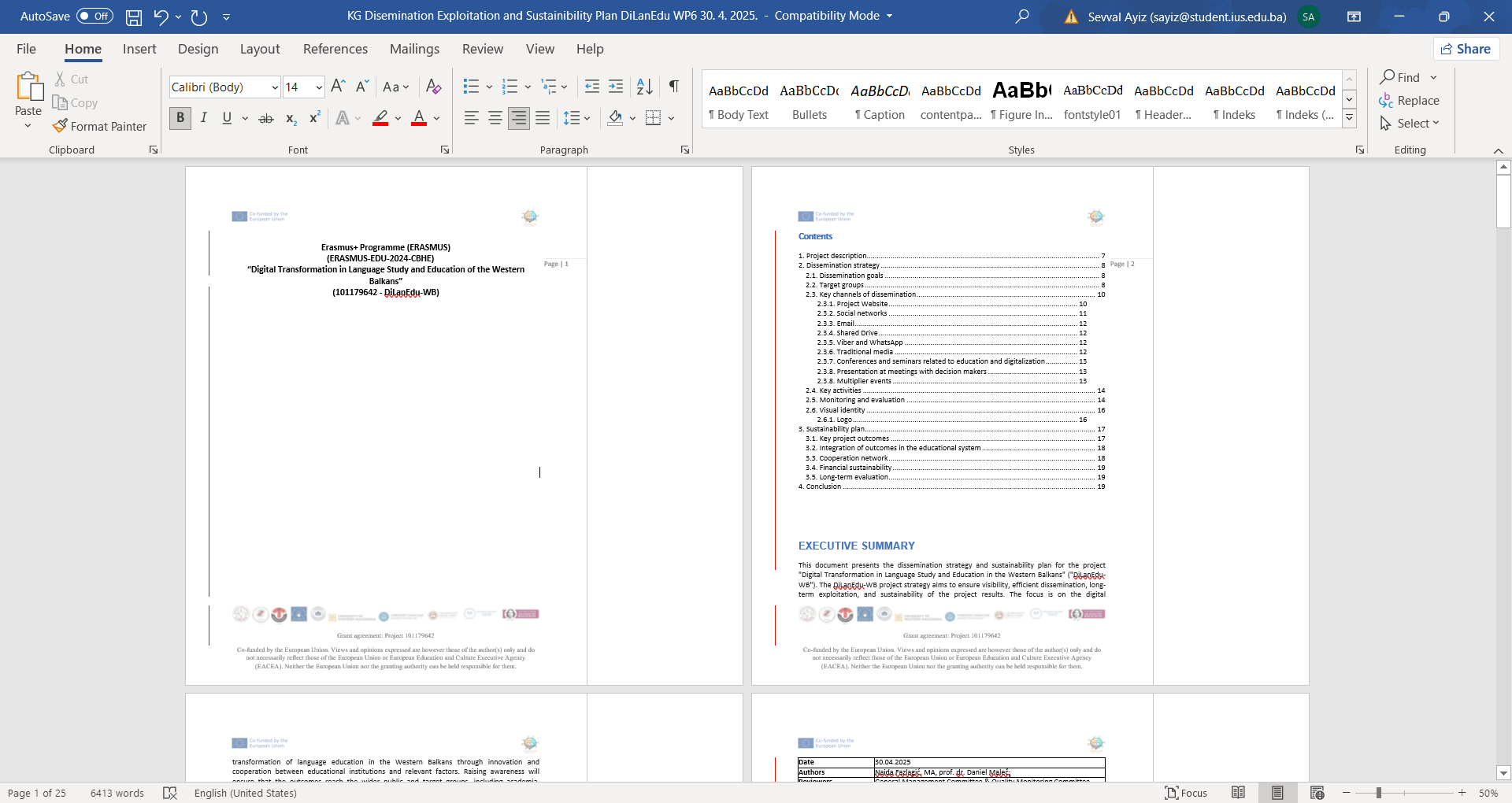
## Annex

Print Media

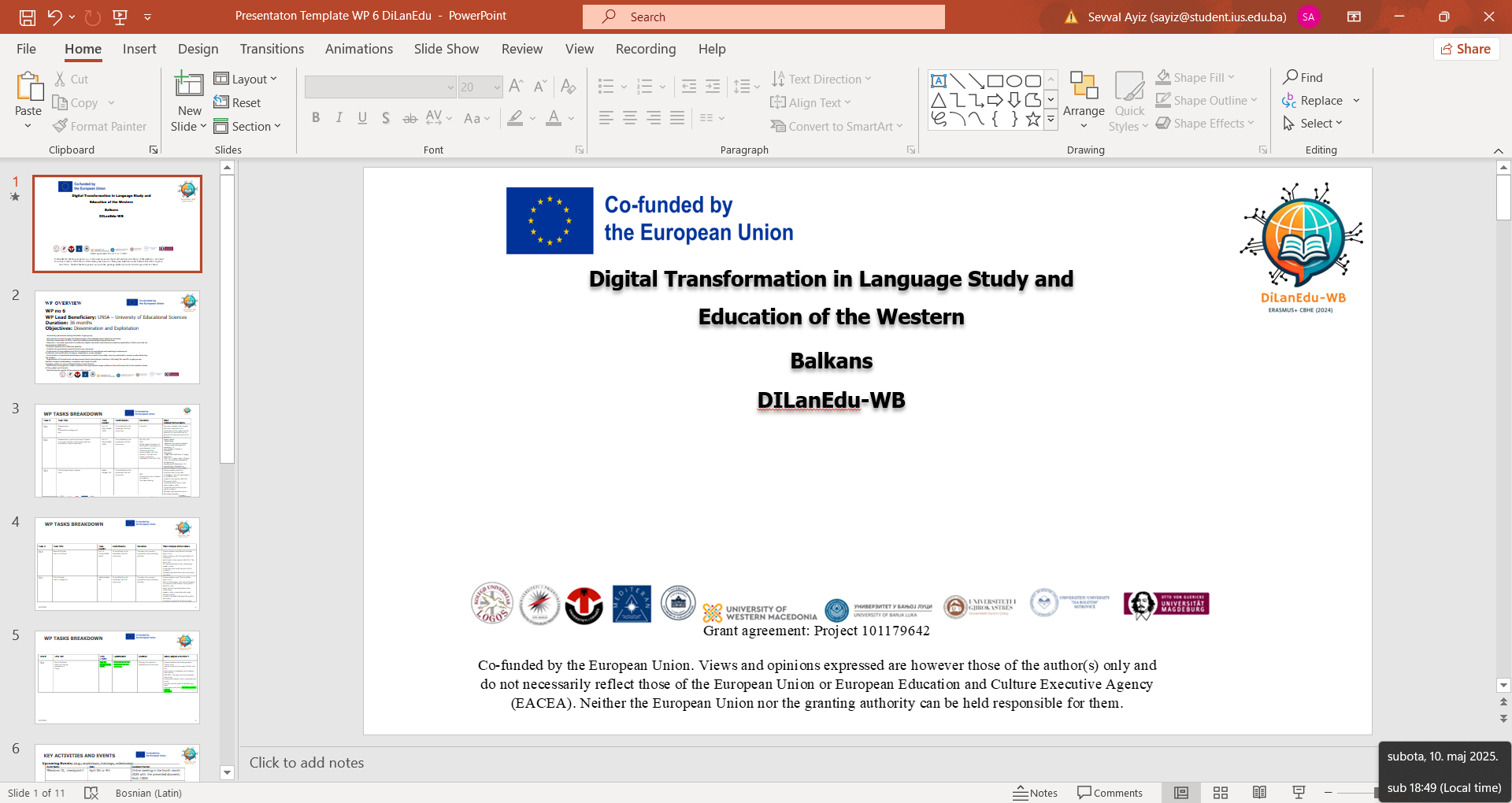
|  |  |  |  |
| --- | --- | --- | --- |
| **Material** | **Pages** | **Number of Copies** | **Partners Responsible** |
| Brochure | 10 | 100 | All partners |
| Flyer | 2 | 100 | WP6 team + partners |
| Poster (A2 or A3) | 1 | 30 | Work group leader |
| Participant Guide | 8 | 50 | Coordinator and event organizers |
| Newsletter (printed) | 4 | 75 | WP6 team + partners |

## Annex 4

* 1. **Templates of project documents**



***Picture 5: Template of word documents and pdf documents***

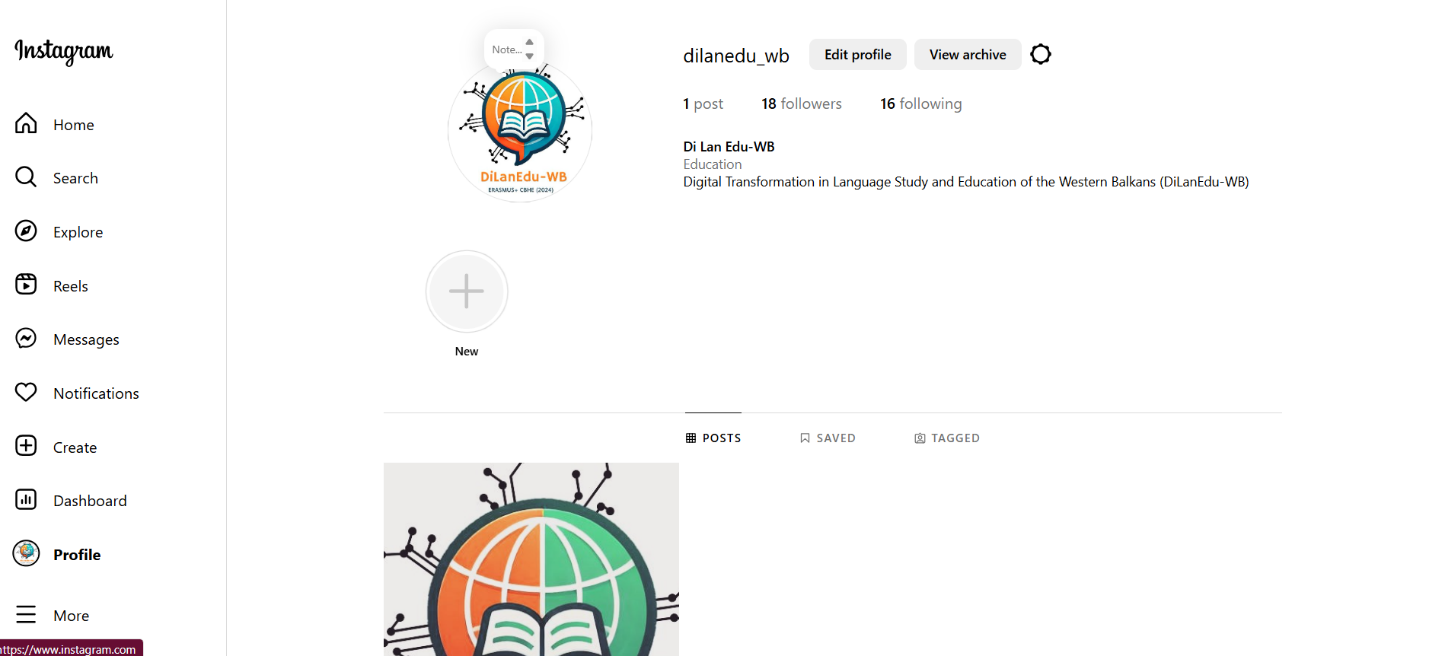


***Picture 6: Template of Power Point presentation documents***

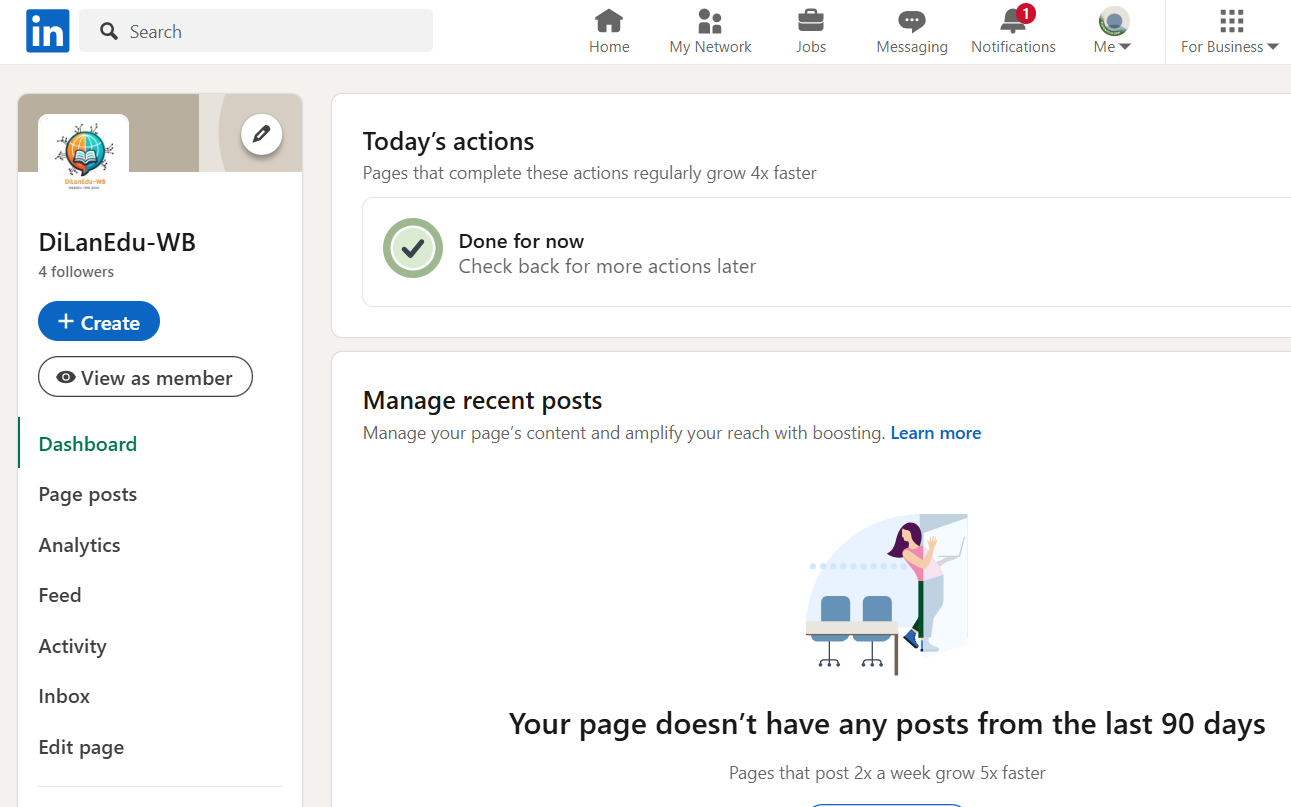
* 1. **Templates of social media**

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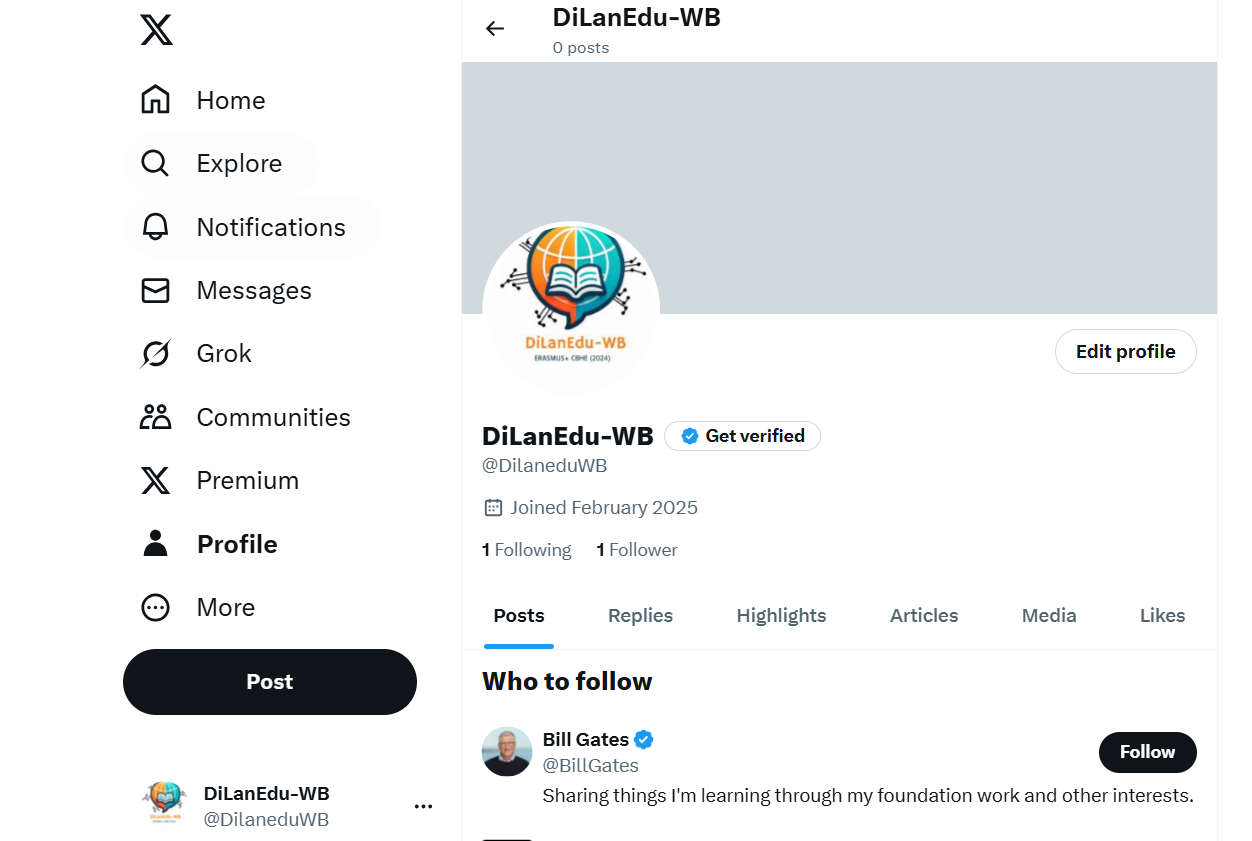
***Picture 7: Facebook page***

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***Picture 8: Instagram page***

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***Picture 9: LinkedIn page***

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***Picture 10: X.com page***