SETCOM COMMUNICATION PLAN

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The SETCOM project is co-financed by Norway with funds from the Norwegian Financial Mechanism in the amount of €499,408.89. The aim of the project is to fill the gap between strategic documents and empirical research findings.

"Working together for a green, competitive and inclusive Europe"

Maribor, January 2023

»Working together for a green, competitive and inclusive Europe«

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Versioning the document

Version	Title	Authors	Date	Changes
1.0	Communication plan	Vesna Avgustinčič Petra Cajnko Jasmina Dolinšek Natalija Špur	August 2022	new logo of the ICRR, change of the person responsible for social networks, change of the coordinator, correction of minor grammatical errors (correction of the spelling of dates, spelling of months, addition of spaces in some titles etc.), change of the spelling of the SVRK to MKRR
2.0	Communication plan	Vesna Avgustinčič Jasmina Dolinšek Špela Rojs Natalija Špur Monika Šket	January 2023	

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Basic abbreviations used

SEC – social-emotional competences

AI – artificial intelligence

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1 INTRODUCTION

1.1. CONTENT DESCRIPTION OF THE PROJECT

Innovations in education systems can, by adopting new technologies (EU, 2021), help to increase equity and efficiency (European Commission, 2020b). Therefore, when selecting the content, we started from the Future of Jobs 2020 (WEF, 2020), the Development Strategy of Slovenia 2030 (SVRK, 2017), the priorities of S4 (SVRK, 2020) and recommendations in the analysis of DIH Slovenia (2020). The recommendations of the Council of Europe (2018) state that transversal competences are more important than ever, because with them we can achieve that the acquired knowledge will be effective and will contribute to the formation of new ideas, theories, new products, and new knowledge in society. UNICEF (2019) also emphasizes the importance of transversal competences but excludes digital competences from them and treats them as particularly important. In the action plan, the European Commission (2020b, 2021) focuses on the development of basic and advanced digital competences (which includes artificial intelligence literacy), which must be systematic and included in all levels of formal and informal education. The Future of Jobs report (WEF, 2020) predicts the required emerging competencies in the next five years and lists the bundles of competencies that the market will demand. Among the most important bundles are, apart from digital competences, also social-emotional competences - hereafter SEC (e.g., skills of self-awareness and self-regulation, social self-awareness, etc.). The importance of synergy between literacy in the field of artificial intelligence - hereafter AI and SEC (e.g., ethical aspects of AI) is emphasized. The development of AI literacy takes place in three areas: teaching using AI tools (e.g., intelligent responder systems), teaching about AI (e.g., building AI) and teaching for AI (e.g., communicating with AI in the future). In all three areas, SEC are urgently needed, e.g., when using AI, human judgment of AI recommendations is necessary, when building AI, an ethical approach to creating databases that are used for training is important, and in the communication of the future, awareness of the social nature of humans will be essential.

The SETCOM project will therefore address carefully selected areas that, according to research findings, are of key importance in teaching professions. The innovative contribution of the project is the synergy of two different areas of transversal competences (SEC and AI literacy), which must work mutually intertwined to achieve an inclusive learning environment. The selected areas of transversal competences go beyond existing practice because they will be developed systematically, professionally based and innovatively across the entire vertical in cooperation with educational institutions, which will transfer new knowledge into practice and at the same time provide feedback on project contents and results according to the principles of participatory project management. work and research.

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In cooperation with other interested groups (e.g., NGOs), new knowledge will be transferred to the wider society. In this way, they will go beyond the practice in which new knowledge is often given in a "top-down" manner. In this project, new knowledge for the field of SEC and AI literacy will be created closer to the "bottom-up" method. with mutual equal research and development of new knowledge among all stakeholders. SEC and AI literacy will represent the initial content, which will be developed according to identified needs with the aim of promoting a safe, creative, stimulating, innovative and user-friendly learning environment, which includes the modernization of teaching and learning approaches. With the project, we want to create new knowledge that will go beyond the current established pedagogical practice and create innovative learning opportunities and adaptations of education tailored to the individual by considering the principles of inclusive education. The redundant approach also includes long-term planning for the development of the competence center, which will provide support and the possibility of cooperation in an innovative way between different stakeholders in the coming years, which means that the effects of the project will remain and be upgraded even after the end of the project.

Our partners in the SETCOM project are: UM (Faculty of Pedagogy, Faculty of Arts, Faculty of Natural Sciences and Mathematics, Career Center, Center for Teaching Support), Municipality of Maribor, Primary School Drago Kobal Maribor, Secondary School of Economics and Gymnasium Maribor, Andragoški zavod Maribor - Ljudska Maribor University, Dušan Flis Hoče Elementary School (Hoče and Rogoza Kindergarten), Association of Friends of Maribor Youth and NORD University, Faculty of Education and Arts (UNORD). UM and UNORD are fundamental institutions for teacher education with an established infrastructure to ensure sustainability.

1.2 OBJECTIVE OF THE PROJECT

The main goal of the project is to reduce the gap between strategic documents and empirical research findings, and it will be achieved by raising the competencies of pedagogical workers, which will enable the realization of commitments from strategic documents. Through mutual learning in the framework of pedagogical meetings, new contents and practices of teaching and learning will be developed in educational modules that will be inclusive, **innovative,** and interdisciplinary. The environments that will be created during the project will encourage the safe testing abroad of already known teaching practices also in the Slovenian educational environment. Through pedagogical meetings and the Competence Center, inter-institutional cooperation will also improve. Due to closer inter-institutional cooperation, there will be regular presentations of developed good practices in various environments at pedagogical meetings. Partner institutions will test and adapt these practices in their specific environments, which represent different target groups (faculties, primary and secondary schools, kindergartens, NGOs, local administrative authority).

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The main goal of the project will thus indirectly contribute to the result of the program, as both formal and informal institutions will be connected at all levels **to** achieve the goal. We envisage the development of an interdisciplinary professional learning community of pedagogic workers and students, which will connect all levels of the educational system **and** raise it from local levels to the national level, since national institutions in the field of education will also be indirectly involved.

After the completion of the project, the function of inter-institutional integration will be implemented by the Competence Center, which will provide support and the possibility of cooperation in an innovative way between different stakeholders in the coming years. **Finally**, the goal will also be achieved by deepening cooperation and further joint project activities with the Norwegian partner.

1.3 RESULTS OF THE PROJECT

The key results of the project are Result 1: Improving the SEC and AI literacy of various stakeholders in the field of education through the development of new models and practices. Result 2: Improved cooperation between institutions at different levels and types of education Result 1 will contribute to the indicator Number of intellectual effects created within the framework of institutional cooperation (indicator base 0, target value 29).

In the work group Analysis of the results of implementation (WP T1) they will prepare 3 scientific contributions, in the work group Preparation of educational modules (WP T2) a plan for 4 educational modules for the development of new models and practices of teaching and learning of selected transversal competencies, in the work group Implementation (WP T3) materials for 10 lectures, 10 seminars with workshops and a collection of performances, and in the working part of the Pedagogical Meeting (WP T4) a Catalogue of innovative pedagogical approaches in the development of transversal competences SEL and AI will be created.

Within the framework of the Pedagogical Meetings (WP T4) work group, within the framework of establishing a learning community (mutual learning), indicator I.1.2.1 will also increase to 8 (base 0) and indicator I.1.2.2 to 40 (base 0). Result 2 will be linked to the indicators by increasing the indicator I.1.1.1 (base 0) by 8 in the work group Preparation of educational modules (WP T2), and by an additional 16 in the work group Implementation (WP T3), for a total of 24. the Implementation work group (WP T3) will increase the indicator Number of institutions using new models, methods, and strategies to 7 (base 2), and the indicator I.1.1.2 (multipliers) to 8 (base 0). In the work group Pedagogical meetings (WP T4), indicator I.1.2.1 will be increased to 8 (base 0).

In the Quality Assurance work group (WP T5), the performance of the group will be monitored by determining the level of satisfaction with the quality of inter-institutional

cooperation (the average value on the questionnaire with a scale of 1-5 is expected to be 4) and by increasing the share of participating institutions that use new teaching and learning practices to 87.5% (initial value 12.5%). The results will be measured mostly by quantitative methodology such as e.g., the number of issued materials, evidence of the involvement of institutions, participating staff members, participants in mutual learning, multipliers (e.g., signature sheets), survey questionnaires and various evidence of the activities carried out.

1.4 SUSTAINABILITY OF THE PROJECT

The establishment of the Competence Center is one of the key activities of the project, all project partners will be actively involved. Even after the completion of the project, the competence center will be an information and advisory center for teachers' lifelong learning and for the further development of new practices in the field of AI literacy and SEC. In this way, they will take care of inter-institutional cooperation at all levels of education even after the completion of the project.

In the first phase, the Competence Center will operate at the level of teacher education and training programs. The sustainability of the Competence Center will be ensured with internal resources. To permanently achieve changes in the field of project content, it is necessary to introduce changes at different levels, and they are key not only in knowledge, but also in values. Next, it is necessary to introduce changes at the level of education of higher education teachers. Trained and competent teachers transfer these contents to lower levels of education and thus complete the educational cycle. AI literacy and the development of SEC among teaching staff are still largely unknown areas.

The intertwining of the development of the two areas of transversal competences is possible only based on the exchange of knowledge and good practices in the field of promoting skills and competences in education, which is also important after the completion of the project. Pedagogical workers, who are already involved as implementers in the educational process, receive continuous education and training.

The professional training programs for the development of AI and SEC literacy that will be developed will be published on the project's website and in this way, even after the completion of the project, will enable the upgrading and transfer of new teaching and learning practices for work and life, as well as the exchange of knowledge and good practices between teaching staff. All project partners, primarily the applicant, will be responsible for the above.

1.5 TRANSPORTABILITY OF PROJECT EFFECTS AND RESULTS

The transferability of SETCOM effects and results to other organizations/regions/countries (even outside the field of education) is ensured by the choice of content, as the definition of transversal competences emphasizes transferability (it concerns competences that are not typically tied to a single workplace, activity, academic discipline, or field of knowledge, but are transferable to a wider range of life situations (UNESCO, 2014). Relational and digital competence are also key competences in work environments outside of education, so we assume that the developed education models will also be interesting for employers in all sectors. International transferability will also be ensured by using the UDL methodology (Universal Design for Learning), which enables direct transfer to the international community.

1.5.1 METHODS OF TRANSMISSION

The key carrier of the transferability and generalizability of the effects and results of the project will be the Competence Center. Transferability to other organizations will therefore also be ensured by the organization of the project implementation itself, as it foresees the sustainable active involvement of other institutions through the planned operation of the Competence Center. The Competence Center will provide support to other educational institutions across the entire vertical in establishing their own strategies for developing SEC and AI literacy. He will also perform a consultative function.

The results of the project will be available as an open source of education to other institutions in the field of education and beyond. Since the project will be managed according to the principles of scientific evaluation, this will also be followed by typical dissemination activities such as scientific publications in foreign journals, presentations at international conferences, final conference, and other intellectual outputs (e.g., scientific monograph, manual of good practices). Additionally, portability will be provided through the website and social networks.

2 COMMUNICATION PLAN

2.1. PURPOSE OF COMMUNICATION AND COMMUNICATION OBJECTIVES

In our project, the communication approach is like the project approach itself, so that the project goals and communication goals will be achieved as best as possible. The approach is comprehensive, as it uses various activities and tools to convey key information to target groups about the project; inclusive, as it monitors communication

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about the project, which is also co-created by the general public; innovative because it uses elements of modern technology as key communication tools; and sustainable, since after the establishment of the website and the Competence Center, it will remain a key place for informing about the project even after its completion, and our model will be promoted abroad, in order to expand it and thereby create an exchange of good practices.

In our project:
- communication will be effective and transparent, and clear, simple, and easy, as well as neutral and objective.
- information will play a key role in presenting the project, because the information will be accurate and timely.
- data sources will be verifiable, which means that it will be possible to verify all conclusions.
- the material and contents will be informative and comprehensive and simple and easy to understand (also available in e-version, in Slovenian and, if necessary, in English).
- communication will encourage all target groups to participate.
- communication will actively involve target groups.

Project team members will use various internal communication tools (weekly meetings, monthly meetings, e-mail, Internet) to promote two-way communication, improve the flow of information between project team members, and encourage teamwork and collaboration. They will adapt to the conditions of COVID 19, because they will be able to implement all the listed tools also remotely.

With tools (Facebook, Instagram, Twitter, website, mailing list, dissemination event, conference, Scientific monograph, Catalogue of innovative pedagogical approaches or handbook of good practices, media), which will be used for external communication for the wider and general public, the members of the research teams increased awareness of the project, increased awareness of the importance of digital competences for vulnerable groups and improved the flow of information between project team members and target groups and interest groups.

They will communicate with the media through press releases, social networks and directly with individual journalists.

2.2 TARGET GROUPS (RELEVANT STAKEHOLDERS)

The target groups in the SETCOM project will be:
- university teachers on pedagogical study programs.

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- pedagogical workers in the field of preschool, primary and secondary education, adult education, and non-formal education; as well as
- pupils and students, students (especially in pedagogic fields), administrative staff in local communities in the fields of upbringing and education.
- the public in the regions in which UM is involved.
- other private and public institutes, institutions that regulate or operate in the field of schooling and education (formal and informal).
- non-governmental sector and
- associations.

2.3 COMMUNICATION PLAN

In the Communication work group, we want to achieve the widest possible awareness of the importance of sustainable development of SEC and AI literacy of all citizens. They will pursue the following goals: Inform and communicate a) with the lay and professional public about the planned and implemented activities, goals and results of the project and the impact of financial mechanism assistance; b) on the importance of the content of the project for sustainable development; c) about educational materials developed in the project in the field of SEC and AI literacy and d) about education with the contents of the project. With this aim, they will prepare a Communication Plan, several public events (press conference, round table and closing conference), one additional scientific publication (several scientific and professional publications will be created as achievements in other work groups), a website and profiles on social networks (Facebook, Instagram, Twitter) and more promotional material (e.g., leaflets, posters, pens, pads, t-shirts...).

As part of communication, all project partners will participate under the guidance and coordination of the applicant. Within the UM, the Promotion Service at the University of Maribor, the UM Career Center, and the Center for Learning and Teaching Support at the UM will actively participate. In addition, the corresponding services of the Municipality of Maribor will play a slightly more active role in this group.

2.4. STRATEGY AND CONTENT OF INFORMATION MEASURES

 The specific objectives of the project are:
1. Developing social and emotional competences.
2. Developing literacy in the field of artificial intelligence.
3. Establishment of a competent centre.

To achieve the first specific objective, two approaches will be taken. The first approach will be to raise awareness of the NOR and the EEA FM. This strand will produce a

deliverable: a Guide to produce promotional (and other communication) materials for SETCOM. Within a holistic, inclusive, innovative, and sustainable approach, they will highlight the fact that funding under the Financial Mechanism has made a key contribution to the development of socio-emotional competences for sustainable development. They will communicate with the media through press releases, social media and directly with individual journalists. Each project partner will designate a person responsible for the implementation and coordination of this strand. Relevant photos (while protecting personal data) will also be uploaded to the Financial Mechanisms Media Library.

The second approach will be to raise awareness about the implementation and achievements of projects. In this part, the lay and professional public will be introduced to the development of transversal competences and the need for education in the field of social-emotional competences and for sustainable development. The communication approach will be like the project approach to achieve the project objectives and communication objectives as best as possible. The approach is comprehensive, as it uses various activities and tools to convey information to key target groups about the project; inclusive, as it monitors communication about the project, which is also co-created by the general public; innovative because they use elements of modern technology as key communication tools; and sustainable, because after the establishment of the website, the post office will be a key place for informing about the project even after its completion, and our model will also be promoted in the handbook in order to expand it and thereby create an exchange of good practices.

To achieve the second specific goal, they will approach it in two ways. The first step will be to raise awareness about the implementation and achievements of the projects. With the tools (Facebook, Instagram, Twitter, website, mailing list, conference, scientific monograph) that will be used for external communication for the wider and public, members of the project group will increase awareness of the project, increase awareness of the importance of transversal competences for vulnerable groups and improved the flow of information between project team members and target groups and interest groups. The project team members will use various communication tools (weekly meetings, monthly meetings, e-mail, internet, working lunch) to promote communication, improve the flow of information and encourage teamwork and cooperation. The second approach will be to raise awareness of NOR and EGP FM. Within a comprehensive, inclusive, innovative, and sustainable approach, they will point out the fact that the development of digital competences for sustainable development is crucially helped by financing within the framework of the financial mechanism. They will communicate with the media through press releases, social networks and directly with individual journalists. Finally, the project applicant, who will

cooperate with the Public Relations Office, is responsible for the implementation of advertising.

To achieve the third specific goal of the project, they will tackle it again with two approaches. The first touch will represent other specific communication goals. As a specific communication goal, we have set ourselves: by informing and communicating about the SETCOM project, to increase awareness of the necessity of education in the field of the project. In the framework of WP T3/ WP T4 and D WP T4/ WP T5, SETCOM will prepare trainings for the professional development of teachers and administrative staff, which will also be offered to the public. Since adult education will also take place at the Andragogy Institute, within the framework of the project activities, education will also be prepared for the adult population and thus follow the EU goals of lifelong education. The second approach will be to raise awareness of NOR and EGP FM. Within a comprehensive, inclusive, innovative, and sustainable approach, they will point out the fact that the development and establishment of the Competence Center for Sustainable Development was crucially helped by financing within the framework of the financial mechanism. They will communicate with the media through press releases, social networks and directly with individual journalists.

2.5 INFORMATION ACTIVITIES

1. Activity: Direct communication (Performance period: 1.7.2022 – 30.4.2024)

Apart from project meetings and the use of a mailing list, direct communication will take place in various forms, which are specific to the type of partner institution. At university institutions, it will be academic assemblies, meetings of departments, colleges, etc., in kindergartens and schools, direct communication will take place at conferences, active meetings and parent meetings, and at the Municipality of Maribor at the strategic council and meetings of education services and project activities. The Association of Friends of Youth and the Institute of Andragogy will carry out direct communication outside of partner meetings at specific events (e.g., meetings with project activity providers who are not involved in the project, such as student volunteers).

The achievement of this activity will be:

a) List of addressees/addressee (mailing list) (1.7.2022 – 30.4.2024) → Addressee will be formed during the project. With its help, they will communicate sets of news to interested stakeholders. The mailing list will be fully automated using special mailing list software and a reflector address set up on the server.

2. Activity: Online communication (Performance period: 1.7.2022 – 30.4.2024)

With online tools (website, Facebook, Instagram, Twitter, press release...) that will be used to communicate with the external public, members of the research group will

increase awareness of the project, increase awareness of the importance of social-emotional and digital competences for the entire population and specifically for vulnerable groups and improved the flow of information between project team members and target groups. Social networks will be used to raise awareness of the project, to generate discussion or drive web traffic to the project website. They will prepare an e-newsletter.

Achievements, as part of this activity:

a) Website subpage (created on July 1, 2022) → The website will be set up centrally as a subpage at the Faculty of Education of the University of Maribor, but all partners will take care of its operation and additions. On the website, a short questionnaire will be prepared for each visitor, from which they will get an answer, which institution they come from, what kind of institution they come from (public, private), from which field, whether the information they found on the website was important to them, and whether he is familiar with the Norwegian Financial Mechanism. The questionnaire will be activated when the visitor wants to leave the website. A visitor counter will also be installed on the website.

b) Profiles on social networks (created July 2022) → For each social network (Facebook, Instagram, Twitter) a responsible person (Monika Šket, UM) will be appointed, who will manage it and inform about the project in accordance with the Communication Plan, goals, contents, events, and results of the project with special attention to the recognition of the financial mechanism.

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Posts on social networks will be tagged:

– @EEANorwayGrantsSlovenia,

– @EEANorwayGrants

and used appropriate labels:

#EEANorwayGrantsSlovenia

#EEANorwayGrants

#EEAGrants

#NorwayGrants

#EEAGrantsSlovenia

#NorwayGrantsSlovenia

#ClimateProgramme

#EducationProgramme.

c) public statement - 3 times (1st statement was forwarded in July 2022, 2nd statement will be forwarded in November 2023, 2nd statement will be forwarded in March 2024)

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→ We anticipate a public statement at the start of the project, at the opening of the Competence Center and at the final conference.

d) E-newsletter – 4 times (1st e-newsletter will be sent in Jan 2023, 2nd e-newsletter will be sent in June 2023, 3rd e-newsletter will be sent in Dec 2023 and 4th e-newsletter will be sent in April 2024) → During the duration of the project, e-news will be prepared 4 times, which I will publish on the website of the project holder and send to e-mail addresses from the created list of addressees/addresses (mailing list).

3. Activity: Promotional material (Implementation time: 1.7.2022 – 30.4.2024)

They will prepare a variety of promotional material: informative material (folders and brochures), posters, infographics, roll-up stands, pens, USB keys, T-shirts, ... The project will be presented in leaflets, which will be forwarded to primary and/or secondary schools after each individual work phase (separate SEC and AI envisaged). On the leaflets and brochures that will be distributed to students at the information day, they will point out that the SETCOM project is operating within the UM and that knowledge in the field of transversal competences is financed by the financial mechanism.

When all the tools and models for the synergy of SEC and AI literacy are in place, a brochure will be produced that will present the importance of knowing transversal competences for sustainable development. Brochures will also be distributed to all (potential) business partners. All informative material or promotional material will also be available in digital form on the website of the project applicant. There will be educational posters on the content and development of SEC and AI literacy in the premises where pedagogical meetings will be held (probably at the Secondary School of Economics and Gymnasium, the Faculty of Natural Sciences and Mathematics, the Faculty of Pedagogy, and the Faculty of Arts). At all partners, an infographic will be prominently displayed on a roll-up stand (in physical or digital form - e.g., on promotional screens) showing the contributions of financial mechanisms.

Promotional material such as bags, pens, folders, pads will be available at public events and on information days, which will be visually equipped accordingly. At the final conference, the collection of papers will also be available on a corresponding USB stick. Project implementers will receive project t-shirts.

Achievement in this activity:

a) Promotional material for SETCOM (starting in Dec 2022) → Roll-up stand (10 pcs), posters (approx. 50 pcs), bags (approx. 30 pcs), pens (approx. 50 pcs), folders (approx. 50 pcs), pads (approx. 50 pcs), t-shirts (approx. 60 pcs), folder 1, 1/3, A4 in 200 copies, brochure 1 in 50 copies and USB (approx. 100 pcs).

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4. Activity: Publication (e) (Performance period: 1.5.2023 – 30.4.2024)

As part of the publication's activities, they will acquire a Scientific Monograph (within the Communication work group), a Handbook of Good Practices (within WP T4) and a set of four modules for education with the aim of raising social-emotional competences and AI literacy for various target groups (within WP T4). Here, we only list the scientific monograph as an achievement, because the other publications are listed in other working groups. The scientific monograph will include an overview of existing research on the topic of transversal competences from the perspective of SEC and AI literacy, as well as proposals for measures to improve knowledge of this topic. All publications will be available in e-version as OER (Open Educational Resource). With the help of the described publications, they will ensure the sustainability of the results obtained in the project.

Achievement in this activity:

a) Scientific monograph (end date 30/4/2024) →The scientific monograph will enrich the field of educational sciences with content and strategies for teaching and learning social-emotional competences and literacy in the field of artificial intelligence. It will be prepared based on the results of the project and the findings of the final conference, where the scientific and professional public will add their contribution. The monograph is expected to be published in open access and will be available on the project's website. It will follow the principles of a scientific publication, it will be properly peer-reviewed and submitted to the relevant databases. The scientific monograph will include an overview of existing research on the topic of transversal competences from the perspective of SEC and AI literacy, as well as proposals for measures to improve knowledge of this topic.

5. Activity: Public events (Performance period: 1.7.2022 – 30.4.2024)

As part of this activity, at least three major public events will be held. At one of the major events, a press conference will be organized where the public will be informed about the results of the project that have been achieved up to that time (presumably for a period of one year). The press conference is expected to be called after they have prepared a round table to which they will invite all interested members of the public. One of the major public events, which will receive intensive media support, will be the opening of the Competence Center at the Maribor Secondary School of Economics and Gymnasium. A final conference will also be prepared (via the promotion service at UM and MOM (live or remotely), where the achieved results will be presented to the public. The goal of the conference is to achieve media responsiveness. The opening of the project will be marked with an intensive campaign of press releases (press- release), in which the Promotion Department at the University of Maribor and the Municipality of Maribor will participate.

Achievements within this activity:

a) Press conference (November 2023) → The press conference will be organized at one of the major project events (presumably an open table at the opening of the Competence Center) and will mark the opening of the project. It will be organized with the support of the Promotion Department at the University of Maribor, the Career Center of the University of Maribor, the Center for Learning and Teaching Support at the University of Maribor and relevant services at the Municipality of Maribor. Since all the services carry out such activities professionally and regularly, representatives of the media, which rank high and have a wide reach, will be present at the press conference. The press conference will be aimed at informing the public about the content and planned activities.

b) Opening of the Competence Center (November 2023) → The Competence Center represents one of the achievements of the Pedagogical Meetings work group. It is intended to have a sustainable effect, as it will work even after the completion of the project. The competence center will be physically located at the Secondary School of Economics and Gymnasium Maribor and will represent a meeting place of a professional learning community that will be formed in pedagogical meetings. At the same time, after the completion of the project, he will take care of communication and substantive activities in the field of cross-cutting competencies. At the beginning of its operation, it will mainly cover social-emotional competences and AI literacy, but later it will also represent a supporting environment for the other three areas of transverse competences, which are not explicitly addressed by SETCOM. It is about critical and innovative thinking, global citizenship, and broader media and information literacy (UNESCO, 2014). The competence center will cooperate with similar institutions that address different areas of transversal competences and will try to create a hub (association) of all those who work in these areas.

c) Closing conference (March 2024) → The closing conference is expected in the last quarter of project implementation and its main purpose is to present the results and main effects of the project. The goal of the conference is to reach both a scientific audience in the field of SEC and AI literacy, as well as media responsiveness. The conference will also be accompanied by a press release campaign. the public (press release).

6. Activity: Other activities (Implementation time: 1.7.2022 – 31.12.2022)

As part of the initial activities, they will define a communication strategy in which they will define the methods and tools of communication with target groups and prepare a list of media that will serve the needs of information dissemination during the implementation of the project (they will adapt to the conditions of COVID-19). The achievement of these activities will be the Communication Plan.

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Achievement in this activity:

a) Communication plan (September 1, 2022) → As part of the communication strategy, a matrix of communication activities will be prepared by phases with a definition of deadlines, target groups, planned approaches and expected results.

3 MATRIX/PLAN FOR THE EVALUATION OF INFORMATION AND COMMUNICATION MEASURES/ACTIVITIES

The communication matrix is developed to support the achievement of the project objectives and consequently to increase the impact of the project. At the same time, communication also supports the transfer of results to target groups that are not directly involved in the project. Through communication, they will optimize the results of the project.

Project communication activities are considered essential for project success, as they help build strong relationships with target groups and stakeholders; as well as supporting the realization of project goals.

This document is designed to support the general and specific goals of communication and visibility of the project, as we know that the success and sustainability of the project also depends on wide awareness and dissemination of results - e.g., activities that inform target groups. Communication must be strong between stakeholders and target groups.

Communication activities are aimed at the detailed structure and objectives of the two main levels of the project communication strategy: with interested project target groups, stakeholders, end users and the public to promote effective dissemination of results and information related to project development among all target groups, to encourage active engagement of stakeholders, policy makers and other parties and to support and expand the network of end users. The matrix below shows the communication activities with the indicators and the expected term implementation.

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Table 1: Communication matrix

ACTIVITY	ACHIEVEMENT/INDICATOR	NUMBER	TARGET GROUP	IMPLEMENTATION DEADLINE
Direct communication	Mailing List	2	internal and external public	Page created – 4 April 2024
Online communication	Online subpage with questionnaire and visit counter	1	external public	Page created – 4 July 2022
	Social media profiles (Facebook, Instagram, Twitter)	3	external public	Page created – 4 July 2022
	Publicity	3	external public	July 2022, November 2023, and March 2024
	Newsletter	4	internal and external public	January 2023, June 2023, December 2023, and April 2024
Promotional material	Stand roll-up (10 com), posters (approx. 50 com), bags (approx. 30 com), pens (approx. 50 com), folders (approx. 50 com), blocks (approx. 50 com), t-shirts (approx. 60 com), leaflet 1, 1/3, A4 in 200 copies, brochure 1 in 50 copies and USB (approx. 100 com).	400 com and 250 copies	internal and external public	Page created – 4 April 2024
Publication(s)	Scientific monograph	1	external public	Page created – 4 April 2024
	To the catalogue of innovative pedagogical approaches or Handbook of Good Practices	1	internal and external public	March 3, 2023

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	Press conference and round table	1	internal and external public	Page created – 15 November 2023
Events	Opening of the Competent Centre	1	internal and external public	Page created – 15 November 2023
	Closing conference	1	internal and external public	March 3, 2024
Other activities	Communication plan	1	internal and external public	Page created – 4 August 2022

Source: own

The communication matrix was prepared **to** facilitate the planning and monitoring of activities related to communication about the project. It is prepared in accordance with the project application and covers all the achievements foreseen in the application, related to the work section Communication.

4 VISUAL IDENTITY

Any information and communication about the project will also include explicit and clearly visible information about the support of the financial mechanism. All material related to information and communication activities that will be prepared will be in accordance with the instructions and provisions of the Handbook for Beneficiaries, Part 6: Information and Communication. The manual specifies detailed technical requirements regarding the use of logos, billboards, panels, posters, and printed matter, as well as technical requirements regarding online presence and the use of audio-video material.

4.1 LOGO

The logo is the most important and mandatory element of the visual identity of financial mechanisms, which will be used on all information and communication materials.

Any printed (e.g., brochures, invitations, studies, manuals, press releases) or electronic material within the scope of the project will include the following mandatory logos:

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- the logo of the Norwegian Financial Mechanism for projects co-financed by means of this financial mechanism and
- logo of the Program Holder (MKRR) in the appropriate language.

4.2 SLOGAN

The slogan "Working together for a green, competitive and inclusive Europe" ("Working together for a green, competitive and inclusive Europe") is the fundamental message of the financial mechanisms, which will be used by everyone involved in communication and information about the financial mechanisms. The tagline will be used along with logos, online, social media, videos, publications, etc. They will also use it in oral communication, such as in speeches and presentations and in communication with journalists. We also included the slogan in the communication plan.

Since the slogan is flexible, it will sometimes be adapted:
- We work together for a green Europe.
- We work together for a competitive Europe.
- We work together for an inclusive Europe.
- We work together for a green and competitive Europe.

The slogan will be used in black or white or in combinations with green, red, and blue colours as specified in the Beneficiary Manual, Part 6: Information and Communication.

5 USES OF STANDARD WORDING AND STATEMENT OF SUPPORT AND DISCLAIMER

The below standard text and statement of support will be used on the project's website or social media profile, in various publications or other informational materials, on the back cover, at the end of press releases in the "Note to Editors" section or anywhere else were stated contribution of donor countries through financial mechanisms.

Standard Text - Norwegian Financial Mechanism

The Norwegian Financial Mechanism and the EEA Financial Mechanism represent Norway's contribution to a green, competitive, and inclusive Europe. Through the Norwegian Financial Mechanism and the EEA Financial Mechanism, Norway contributes to the reduction of social and economic differences in Europe and to the strengthening of bilateral relations with the beneficiary countries in Central and Southern Europe and along the Baltic. Norway cooperates closely with the European Union based on the Agreement on the European Economic Area (EEA). Together with

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two other donor countries, in five consecutive financing periods between 1994 and 2014, it provided funds in the amount of EUR 3.3 billion through financial mechanisms.

The Norwegian Financial Mechanism, which is financed only by Norway, is intended for countries that joined the European Union after 2003. The total amount of resources within the framework of the Norwegian Financial Mechanism in the period 2014-2021 amounts to EUR 1.25 billion.

Priority areas in this period are as follows:

#1 innovation, research, education, and competitiveness.

#2 social inclusion, youth employment and poverty reduction.

#3 environment, energy, climate change and low carbon economy.

#4 culture, civil society, good governance and fundamental rights and freedoms.

#5 Justice and Home Affairs.

Indication of support

It is listed on the first page of this document. We also mention it here:

The SETCOM project is co-financed by Norway with funds from the Norwegian Financial Mechanism in the amount of €500,000.00. The aim of the project is to fill the gap between strategic documents and empirical research findings.

Disclaimer

All documents/materials will also have a disclaimer stating that the contents of the document/website do not necessarily reflect the views of the Program Holder: "This document was created with the financial support of the Norwegian Financial Mechanism. The University of Maribor is solely responsible for the content of this document and in no case is it considered to reflect the views of the Program Holder Education - Strengthening of Human Resources." In this document, we have a statement on the first page.

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