



Project No.: 618103-EPP-1-2020-1-PS-EPPKA2-CBHE-JP

## Edu4ALL

### Disability as diversity: The inclusion of students with disabilities in higher education

<b>Deliverable D4.1</b>	<b>Planning Dissemination Strategy</b>
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<b>WP members</b>	Palestine Technical University Kadoorie National & Kapodistrian University of Athens The University of the Basque Country Irbid National University Partners for Sustainable Development Al-Ummah University College Palestine Technical College Int@E UG
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## List of Acronyms

This table shows the acronyms used in this deliverable in alphabetical order.

<b>Acronym</b>	<b>Description</b>
EC	European Commission
EU	European Union
HE	Higher Education
HEI	Higher Education Institution
IE	Inclusive Education
IEU	Inclusive Education Unit
PC	Partner Country



## 1 Executive Summary

Dissemination refers to the process of making the results and deliverables of a project available to the stakeholders and the wider audience. Dissemination is essential for follow up which is crucial for the project success, and the sustainability in the long term. Similarly, Exploitation is necessary to widen and speed up scalability of project impact.

This delivery outlines the dissemination plan to be adopted by Erasmus+ project Edu4ALL as a guideline for organizing and implementing the dissemination and exploitation activities as provided in the description of the project work package WP4. Its objective is to raise the awareness about the outcomes of the project and the developments that have been achieved within the project. The document defines what dissemination is, what exactly needs to be disseminated, the target audience the dissemination channels and the dissemination materials that are going to be used in the project covering the written and visual identity of the project. The dissemination plan is elaborated in conformity with the Edu4ALL project provisions and taking into consideration the communication and visibility manual for European Union external actions elaborated by the European Commission.

Edu4ALL concentrate on building capacities of both students with disability and staff at HEIs. Considering students with disability, it aims to reach them and to build their capacity by including them in higher education programs and increasing the successful participation of them. Considering staff (Academic, Administrative, and technician) at HEIs, Edu4ALL aims to train them to be well equipped to teach and serve students with disability. Through Edu4ALL the rules and the regulation of the inclusive education in both partner countries, Palestine and Jordan, will be revised and modernized according to the current practices in Europe and worldwide. Further, a dedicated inclusive education unit (IEU) will be established in each HEIs at both partner countries. The key objective of the unit is to provide equality in education, activities, and services for students with disability. Additionally, the unit will serve as a model for other HEIs in Palestine and Jordan.

The expected impact of Edu4ALL project is to ensure that the HEIs and classrooms will operate on the premise that student with disability are as fundamentally competent as other students. Therefore, all students can be full participants in their classrooms, in local institution community, and further in their society at their career-life after being graduated.

According to the "Dissemination and Exploitation" work package, three main tasks have to be accomplished. First, Planning dissemination strategy, which covers developing a detailed plan to spread Edu4ALL project idea and outcomes. Plan will specifically define tools and channels (i.e., reports, newsletters, flyers, posters, press articles, social media posts, etc.) to be utilized to disseminate all expected actions and activities of Edu4ALL project, their purposes (i.e., awareness, engagement, etc.), and expected audience groups to be targeted and reached (i.e., students with disability, academic staff and administrative staff, public authorities, general unions of disabled people, companies, etc.), in an chronological ordering. Second, organizing a conference to launch the inclusive education units (IEUs) at the HEIs at both partner countries. Once the units are fully equipped and the required training is given, two conferences will be organized. One in Palestine, the other in Jordan. Third, developing Edu4ALL website, as the official mean to disseminate Edu4ALL outcomes in addition to all kind of the provided information by Edu4ALL partners. Website will serve as the fundamental channel to

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disseminate Edu4ALL outcomes on the global level. Besides, It will be a platform to reach and connect students with disability in Palestine and Jordan.

Edu4ALL will be disseminated in/via meetings, workshops, seminars, conferences, webinars, and newsletters. Due to Covid-19 pandemic, virtual alternatives of dissemination will be considered too. According to the Edu4ALL quality plan, all events and corresponding outcomes will be evaluated to ensure that it follows the stated plan and the actual needs of end users and target groups.

## 2 Introduction

Exploitation and Dissemination report elaborates the detailed process of announcing and advertising Edu4ALL project deliverables and outcomes. This deliverable is part of work package 4., namely Dissemination and exploitation, Which is lead by the University of Jordan (UJ). Meanwhile, all Edu4ALL project partners are participating in this work package. In order to organize all expected communication and efforts to be undertaken in dissemination and exploitation work package, dissemination committee including all participating partners is to be formed. Edu4ALL project consortium is elaborated first. Edu4ALL project work plan is summarized through planned work packages next. And, dissemination committee is formed finally.

### 2.1 Project Consortium

Edu4ALL project consortium is composed of nine partners, consisting of two HEIs from two EU member countries (Spain and Greece), One vocational training specialized firm from Germany, three HEIs from Palestine, one nonprofit organization partner for sustainability development from Palestine too, and two HEIs from Jordan. Information of participating partners are shown in Table 1. The consortium is lead by Palestine Technical University - Kadoorie (PTUK), a leading public HEI in Palestine. PTUK is one the most committed HEIs to provide quality higher education in the region. Also, it plays a key role in the development by serving as a hub for scientific research on both regional and global scales. PTUK has relevant skills in reforming and modernization of higher education according to the top international criteria. PTUK consolidate its experience through participation in a large number of international projects, particularly capacity building projects.

Table 1. Edu4ALL project consortium partners

Number	Partner	Country
P1	Palestine Technical University - Kadoorie (PTUK)	Palestine
P2	National and Kapodistrian University of Athens (UoA)	Greece
P3	The University of the Basque Country (UPV/EHU)	Spain
P4	Irbid National University (INU)	Jordan
P5	The University of Jordan (UJ)	Jordan
P6	Al-Ummah University College (UUC)	Palestine
P7	Palestine Technical College (PTC) - Deir El-Balah	Palestine
P8	Partners for Sustainable Development (PSD)	Palestine
P9	Innovative Technologies and Education (INT@E)	Germany

## 2.2 Work packages

Edu4ALL projects aims to support disabled students at partner's HEIs through establishment of inclusive education unit (IEU) at each HEI partners in Palestine and Jordan. Further, it emphasize on the national-scale impact through modernization of disability statement in Palestine and Jordan. In order to increase the impact Edu4ALL project and raise the awareness of its values and expected outcomes, it evolve through multiple stages of collaboration. It starts with studying the current state and needs of students with disability in Palestine and Jordan and it also investigates good practices and disability policies in top HEIs around world, particularly European Union. Second, By aggregating the results of the two previous stages, Edu4ALL looks forward to improve services provided to the students with disability in Palestinian and Jordanian HEIs according to European standards. Meanwhile, Edu4ALL adhere to the regulations and guidelines provided by the European Commission for Erasmus+ projects by maintaining comprehensive quality control plan through all its stages. Edu4ALL work plan is composed of five work packages that cover all activities and events to be accomplished through the project lifecycle. Table 2 elaborates these work packages and the roles expected by project's partners in each work package.

Table 2. Edu4ALL Work packages

Number	Title	Participant Partners	
		Lead Organization	Other partners involved
WP1	Preparation	INU (P4)	P1-P9
WP2	Development	UoA (P2)	P1-P9
WP3	Quality plan	UPV/EHU (P3)	P1-P9
WP4	Dissemination and Exploitation	UJ (P5)	P1-P9
WP5	Management	PTUK (P1)	P1-P9

## 2.3 Dissemination Committee

Edu4ALL project dissemination committee is formed to follow the progress in the project with one representative of each partner. UJ (P5) representative is the coordinator of the committee as UJ is coordinating work package 4. Project partners can share/distribute any communication/material to be published through dissemination channels by their representative to the UJ (P5) representative. Such that UJ (P5) can make sure no redundant dissemination may happen. Also, Dissemination committee will be responsible for discussing relevant tasks and events (i.e., Newsletters frequency, Webinars subjects and participants, ...). Table 3 lists the members of the dissemination committee.



Table 3. Dissemination committee members

Partner	Representative
P1: Palestine Technical University - Kadoorie (PTUK)	Dr. Eman Daraghmi
P2: National and Kapodistrian University of Athens (UoA)	Dr. Georgios Kouroupetroglou
P3: The University of the Basque Country (UPV/EHU)	Dr. Nestor Garay Vitoria
P4: Irbid National University (INU)	Dr. Ahmad Al Odat
P5: The University of Jordan (UJ)	Dr. Ismail Altaharwa
P6: Al-Ummah University College (UUC)	Dr. Rola Harb
P7: Palestine Technical College (PTC) - Deir El-Balah	Dr. Ezzaldeen Edwan
P8: Partners for Sustainable Development (PSD)	Eng. Jawad AbuOwn
P9: Innovative Technologies and Education (INT@E)	Dr. Riyadh Qashi

### 3 Objectives of the Report

#### 3.1 Dissemination objectives

The general objectives of Edu4ALL dissemination plan is to raise the awareness about the outcomes of the project and the accomplishments that have been achieved within the project. All agreed dissemination tools and channels shall be exploited properly to increase project's impact and sustainability. In order to achieve aforementioned objectives, following means are proposed. Also, other means may be suggested and considered during project's lifecycle.

- Promote project's outcomes, spreading the information about the project within project partners, targeted groups, stakeholders, and local community.
- Share project's results, best practices, and lessons learned in a broader institutional, regional, and national context.
- Raise awareness of higher education opportunities and facilities provided to the students with disability. Similarly, raise awareness of students with disability needs among university/college community.
- Inform students with disability about the provided services by the inclusive education unit, and make the training and educational material easily available to them in an accessible format.
- Spread the word about the inclusive education unit among the academic and administrative staff. Prepare and share brochures about provided service and enabled opportunities.
- Inform Academic staff, and administrative staff about training courses and workshops to be held. Made material available to the target groups via proper dissemination tools and channels.
- Raise awareness among decision makers in HEIs about the need to modernize the statement of disability to attain European standards.
- Built good relationships with stakeholders, particularly general unions of disabled people, to promote project's objective among local community even before enrolling in higher education programs.
- Gain acceptance and interest from target groups, especially students with disability, instructors, and administrative staff.

#### 3.2 Exploitation strategy

Exploitation strategy investigates all potential ways to maximize the benefit of the Edu4ALL. Two key factors are emphasized by the exploitation plan. First is to utilize modernized statement of student with disabilities at the universities in Palestine and Jordan. The key purpose is implementing the modernized disability statement utilizing clear action plan. Second is benefit from the accessibility (Inclusive education) unit to be established in the HEIs at partner countries. These Units are assumed to support students with disability at the first place. But it will be essential for academic staff, administrative staff, and other students who are collaborating and helping student with disability. Thereby, Accessibility units should be considered as a corner stone that enables the whole community of the university. Exploitation plan of accessibility units is emphasized from five perspectives: 1. Material adaptation, 2. Self learning, 3. Engagement, 4. Examination, and 5. Administrative tasks. Below a deliberate elaboration on each perspective.

### **3.2.1 Learning and training material adaptation**

One key benefit of establishing an accessible unit at each partner HEIs in Jordan and Palestine is to enable students with disability find accessible materials and curriculum that suits their needs. To properly achieve this goal, accessibility unit will collaborate with other administrative units at their institutes to accomplish all following material adaptation tasks:

- Prepare accessible material suitable for different types of disability (i.e., visual, hearing, mobility).
- Adaptation of hardcopy and softcopy materials.
- Deal with commonly used format (e.g., .docx, .pptx, .pdf, .xlsx,...).
- Adapt all possible subject materials including mathematics and Science.
- Concentrate on supporting adaptation of both Arabic and English language.
- Adapt mathematical equation and scientific notations

### **3.2.2 Self learning**

Self learning focus on enabling students with disability to study and prepare for classes by themselves utilizing the assistive technologies made available at the accessibility unit. Here are the key tasks to accomplish this goal:

- Preparing tutorial and manuals that illustrate operation and use of assistive technology tools. Such manuals should be accessible.
- Hire and train unit staff who are qualified to operate assistive technology tools. As will as trained to deal with students with disability in a professional way.
- [Optional] Make regulation that allow students with disability borrow tools of assistive technology to study and learn by themselves in a fair and equal manner.

### **3.2.3 Engagement in classroom and lab**

Practical and theoretical skills are the key competencies to differentiate among students. Usually, these competencies are built and gained in classroom. Also, in many cases laboratory practice is essential to gain practical skills. Utilizing these environments to achieve intended learning objectives is a hard target. However, adopting these environments to engage students with disability is even a harder target. Utilizing accessibility unit and assistive technology to achieve this target is utmost of exploitation plan. Here are some advised tasks to achieve this goal:

- Adaptation of lab and experiment manuals.
- Make rules and legalization that regulate use of assistive technology in classroom and laboratory environments.

### **3.2.4 Making Exams and Tests**

Fair and Equal evaluation of student with disability is demanded same as professional learning and training. Assistive Technology tools and accessibility units can be utilized to achieve this goal by adopting following tasks:

- Allocating the accessibility unit to run and administer school-level exams for students with disability, such as qualification exams, and acceptance exams.
- Train staff of accessibility unit to supervise and guide students with disability in exams.

### 3.2.5 Administrative tasks

Students are required to do a wide range of administrative tasks during their school-life. While some of these tasks are routine and simple, some tasks may be complicated and require a lot of efforts and time. Accessibility unit may play a key role in enabling students with disability to accomplish these tasks smoothly. Here are some suggested ideas:

- Reserve the accessibility unit during registration period to allow student with disability benefit from assistive technology to register their schedule.
- Develop an accessible and automated version of administrative tasks such as:
  - Library services
  - Financial affairs
  - Student affairs
  - Graduation procedure

### 3.3 Target groups and stakeholders

Edu4ALL project touches a humanity perspective, which makes it consider all society sectors for disseminating expected outcomes. In order to be able to evaluate the dissemination and exploitation plan, Edu4ALL consider reaching the following particular target groups and stakeholders by the dissemination and exploitation plan:

#### 3.3.1 Target groups

Target groups include groups of audience that are directly involved with Edu4ALL project. Those people are more concerned with project's main events and tasks includes but not limited to the preparation, development, training and dissemination.

- Academic staff: Both instructors with disability and other instructors are targeted. Special training will be made to improve their skills and capabilities to hold lectures and manage classroom leveraging the inclusive education units to be established.
- Technical and Administrative staff: they will be equipped with required training to deal with the different types of disability. Besides, they should be well informed about the details of disability statement and corresponding policies and regulations.
- Students with disability: as they are the main user of Edu4ALL outcomes, the project mainly focus on enrolled students with disability at participating HEIs in Palestine and Jordan. Similarly, students with disability at all other HEIs in partner countries. Additionally school-level students with disability are targeted through the general unions of disabled people.
- Student community: as they represents the wide majority of university society, Edu4ALL aims to raise their awareness of students with disability needs. Since they are the preferred choice for helping and supporting students with disability in school life, an adequate-levels of knowledge about the statement of disability in HEIs is necessary too.



### **3.3.2 Stakeholders**

Stakeholders includes groups of audience that are indirectly involved in the project. Stakeholders participate in Edu4ALL supporting activities, such as forming communities of practice and managing financial and managerial issues of the project

- General unions of people with disability: they are crucial to spread the word of the project, and project's objectives and values among local community, particularly potential beneficiary from the project. As they will be involved in the communities of practice, they will participate in establishing and revising the statement of disability at HEIs in partner countries.
- University administration: They should be aware of project progress as they plays a crucial role on monitoring and managing administrative and financial issues of Edu4ALL project.
- Advising and monitoring parties: Including National Erasmus Offices (NEOs) and Erasmus+ project officer for Edu4ALL project. They are playing a key rule on monitoring and giving instant advice, especially within the current state of Covid-19 pandemic.
- International community: The visibility of Edu4ALL project at European and international levels are very useful for two purposes. First, sharing experience and building capacities. Second, Enabling and fostering post-implementation sustainability through international collaboration.

## **4 Methodology**

This section investigates Edu4ALL dissemination and exploitation action plan. Motivation and objectives of action plan are presented first in section 4.1. Dissemination tools and channels are described in section 4.2. Further, exploitation plan of dissemination tools and channels is elaborated in section 4.3. Finally, Section 4.4 summaries the evaluation plan for all exploitation and dissemination activities.

### **4.1 Dissemination action plan**

The dissemination action plan of Edu4ALL project aims at defining and optimizing the dissemination strategy to maximize its impact. The focus will be set on project activities, objectives, communication tools, target audience, dissemination channels, and the means of delivery. Reporting and evaluation plan is summarized in section 4.4.

A multi-channel dissemination approach has been adopted to leverage the reachability to its possible maximum. Attaining the objectives of Edu4ALL project relies on the widespread of dissemination targets. Inclusive education of students with disability requires collective efforts at various levels; Starting from social awareness towards comprehensive means of facilitation. For instance, community acceptance and support comes from deep understanding of disabled needs and uncovered issues they face. The project outcomes and activities will be disseminated regularly to build up an incremental involvement of the stakeholders. On the other hand, disabled students will be prepared, motivated, and sense real interest in their inclusion. Dissemination and exploitation efforts consider almost all target groups and stakeholders with extra focus on the target groups.

Dissemination activities and outcomes will form some sort of guidance framework to be used by all stakeholders, and foster the attainment of project objectives. Therefore, international diversity is taken into consideration during the formation of the dissemination strategy. English and Arabic Language will be used to showcase the information to reach the local, regional, and global audience. However, the main priority is to foster the inclusion of the students with disability in the project partner countries. Due to the aforementioned insights, digital dissemination means are sought to be in English and Arabic, while locally-focused activities will be mainly in Arabic to ensure maximum possible retention. Nonetheless, translation into other languages or accessible means are taken into consideration and would be available as much as possible.

### **4.2 Dissemination tools and channels**

Several tools will be designed and used to perform dissemination activities and produce informative materials. The following tools will be used mainly as described:



- **Project logo:** Represents a conceptual and visual identity of the project and its aims. It consists of well known disability symbols, education metaphor, and the acronym of the project title (i.e. Edu4ALL). At first glance it is supposed to deliver the idea of inclusive education; All types of disability and formal education. In terms of the colors, it has been tested to be clearly visible for most common vision related issues. The logo will be visible on all dissemination materials and reports.
- **Templates and dissemination reporting form:** As part of the project quality requirements and professional practice, several templates will be made ready. The templates specify an agreed upon format for all the project documents. Each template is sought to resemble and present the identity of the project, where it includes the project logo and title. The basic templates are for communication of project results, power point presentations, deliverables, dissemination materials, training materials, and a new template will be made ready if there is need to include new one. The dissemination reports will follow the general template theme of the projects and will provide summarized and detailed dissemination data. The effectiveness of the dissemination plan will show up in the reports that will present several performance measures and metrics.
- **Project Website:** A user friendly and accessible website to present information about the project, partners, HEI's, activities, news, outreach materials, and communication. The website is considered the main dissemination tool and will be updated on a regular basis. Website content will be reviewed and standardized especially the periodic partner news and outcome reports. Website accessibility is one of the challenging issues to be handled in order to make it accessible to the maximum number of possible visitors and target groups.
- **Dissemination through partner's websites:** Having back-links from partner websites as one form of affiliate marketing to increase the reachability of the website. This will also improve the web search effectiveness and improve the pages credibility and value.
- **Internal specific workshops and presentations:** Workshops intend to deepen the practical aspects of project objectives. Mainly hands-on activities and presentations will raise the awareness and benefit the main project beneficiaries (i.e. Partner country HEIs in Jordan and Palestine).
- **Info days, workshops, Presentations on Edu4ALL project:** The target audience is expected to include direct and indirect stakeholders. These info days, general workshops, and presentations would tighten the relationships between the target groups and the stakeholders and exploit the potentials of the inclusion efforts.

- **Events:** Event participation is an opportunity to expand the impact of the dissemination activities and reach a wide segment of stakeholders. Also, it is essential to monitor and improve capacity building efforts.
- **Promotional material:** There will be basic promotional materials in digital and physical format. Such as flyers, leaflets, short videos, infographics, etc. These materials will be distributed or handled during face to face and virtual events. The promotional materials intend to spread the word in an attractive manner.
- **Multilingual/accessible multimedia (i.e., audio, video, accompanied with sign language translation):** Making every activity accessible to disabled students is one of the expected efforts of the project dissemination strategy. The inclusion of students would be manifested by making the dissemination accessible.
- **Social network sites:** Social networks nowadays cover a large segment of users that is representative to actual human communities. Moreover, social network sites and applications are fast and global reach medium. The main social website considered in this project is Facebook, in addition to secondary social platforms as YouTube, Twitter, LinkedIn, and whatsapp. A Facebook page will be the main social place for news, event notifications, and attention grabber. The hashtag #Edu4ALL is expected to accompany all social activities and hopefully it will increase the global and local reachability of the dissemination activities. Additionally, Social networks widgets will be linked to the Edu4ALL website, such that navigators of project's website still can follow up with social media updates.
- **Press dissemination:** This dissemination channel is still with value, and today's press agencies have strong virtual presence in social network sites. It is expected to participate in interviews, press releases, podcasts, and any possible press encounter. The impact of the press is sought to be credible and convincing to a large segment of target audience and stakeholders.
- **Training courses and material:** Training is supposed to prepare the lab supervisors and assistants in order to understand the various needs of disabled students and to provide the appropriate level of support. The courses and designed materials will provide the required skills and references for supervisors and students as well.
- **Inauguration of the Edu4ALL lab conferences:** As the establishment of the Inclusive Education Units (IEUs) at HEIs in PC is one of the main outcomes of Edu4ALL project, two conferences are expected to be held. One in Jordan and the other in Palestine. The conferences aim at presenting the role of Edu4ALL project in fostering the inclusive education. Two perspectives will be stressed. Fulfillment of technological needs of

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students with disability and announcement of revised statement of disability. Representatives of students with disability, university academic and administrative staff, university/collage administration, and media will be invited to join and to participate in the conferences.

- **Webinars:** A global dissemination opportunity to present, discuss, share and gain feedback at large scale. It becomes an urgent demand due to Covid-19 pandemic in order to reach wide spectrum of target audience and stakeholders. Also, it remains a tool to empower Edu4ALL sustainability even after project ending.
- **Newsletters:** A bi-annual newsletter will be distributed via all the dissemination channels to stress and present an attractive activities summary. It will include as well promotional content regarding the project partners and potential stakeholders.

### 4.3 Events and responsibilities

Events are categorized into two groups. First group cover all Edu4ALL events and deliverable. Second group includes dissemination and exploitation activities and expected outcomes.

Table 4. Project-level events and deliverable

#	WP and Outcome Ref.nr	Title	Deliverable type	Lead Organisation	Due Date	Target Groups	Dissemination Level
1	1.1	Investigating the rules and regulations of IE for students with disabilities in PCs	Report	INU (P4)	15-3-2021	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Administrative staff</li> <li>● Technical Staff</li> <li>● Associations for people with disability</li> <li>● Ministry of education</li> </ul>	<ul style="list-style-type: none"> <li>● Regional</li> <li>● International</li> </ul>
2	1.2	Analysing the current practices of inclusive education for students with disabilities in the EU.	Report	INU (P4)	31-3-2021	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Administrative staff</li> <li>● Technical Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Regional</li> <li>● International</li> </ul>



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3	1.3	Forming the committee of practice in each institution at PCs	<ul style="list-style-type: none"> <li>● Report</li> <li>● Service/Product</li> </ul>	INU (P4)	1-5-2021	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Administrative staff</li> <li>● Technical Staff</li> <li>● Association of people with disability</li> </ul>	● Regional
4	1.4	Organising awareness raising workshop on “Inclusive Education in HEIs”	<ul style="list-style-type: none"> <li>● Event (workshop)</li> <li>● Report</li> </ul>	INU (P4)	31-5-2021	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical Staff</li> <li>● Librarians</li> <li>● Industry</li> <li>● Association of people with disability</li> </ul>	● Regional
5	2.1	Defining and Setting the Inclusive Education Unit Vision, Mission, Tasks, Members, Location, Objectives, and Goals	Report	UoA (P2)	31-1-2022	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical Staff</li> <li>● Industry</li> <li>● Association of people with disability</li> </ul>	<ul style="list-style-type: none"> <li>● Regional</li> <li>● International</li> </ul>
6	2.2	Modernising a 'disability statement' for PC HEIs	Report	UoA (P2)	30-11-2022	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical Staff</li> <li>● Industry</li> <li>● Association of people with disability</li> </ul>	<ul style="list-style-type: none"> <li>● Regional</li> <li>● International</li> </ul>
7	2.3	Professional	Event	UoA (P2)	30-09-202	<ul style="list-style-type: none"> <li>● Teaching Staff</li> </ul>	● Regional

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		Development and Capacity building of partner country staff	(Training and workshops )		3	<ul style="list-style-type: none"> <li>● Trainees</li> <li>● Administrative staff</li> </ul>	
8	2.4	Lab modernisation with the needed assistive technologies at partner country HEIs	Service/Product (Inclusive Education Unit will be equipped: Hardware & software )	UoA (P2)	31-1-2022	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Administrative staff</li> <li>● Technical Staff</li> <li>● Industry</li> </ul>	● Regional
9	2.5	Developing training tutorials	<ul style="list-style-type: none"> <li>● Teaching Material</li> <li>● Training Material</li> </ul>	UoA (P2)	31-5-2022	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical Staff</li> <li>● Industry</li> <li>● Association of people with disability</li> </ul>	<ul style="list-style-type: none"> <li>● Regional</li> <li>● International</li> </ul>
10	2.6	Defining delivery approaches and assessment	Report	UoA (P2)	31-12-2021	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> </ul>	<ul style="list-style-type: none"> <li>● Regional</li> <li>● International</li> </ul>
11	3.1	Defining the quality framework for the project	<ul style="list-style-type: none"> <li>● Report</li> <li>● Service/Product: Templates and procedures</li> </ul>	UPV/EHU (P3)	1-3-2021	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical Staff</li> </ul>	● Regional
12	3.2	Implementing project quality assurance control process	Service/Product: Quality review process	UPV/EHU (P3)	30-9-2023	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical</li> </ul>	● Regional

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						<ul style="list-style-type: none"> <li>● Staff</li> <li>● Librarians</li> </ul>	
13	3.3	Generation of project quality reports	Report	UPV/EHU (P3)	30-9-2023	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical Staff</li> <li>● Librarians</li> </ul>	● Regional
14	4.1	Planning dissemination strategy	Report	UJ (P5)	31-5-2021	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical Staff</li> </ul>	● Regional
15	4.2	Organising a conference for opening the Edu4ALL to students with disabilities and launching the Inclusive Education Unit at both PC HEIs	<ul style="list-style-type: none"> <li>● Event (Conference)</li> <li>● Service/Product: talks, round tables, success stories,...</li> </ul>	UJ (P5)	1-12-2022	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical Staff</li> <li>● Librarians</li> <li>● All stakeholders including association of people with disability</li> <li>● Researchers</li> </ul>	● Regional
16	4.3	Developing project website to disseminate the project results	Service/Product (Website)	UJ (P5)	15-2-2021	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Students</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical Staff</li> <li>● Industry</li> <li>● Association of people with disability</li> </ul>	<ul style="list-style-type: none"> <li>● Regional</li> <li>● International</li> </ul>



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17	5.1	Project Coordination Meetings	Event (Kick-off meeting + five management meetings)	PTUK(P1)	30-6-2023	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Trainees</li> <li>● Administrative staff</li> <li>● Technical Staff</li> </ul>	● International
18	5.2	Formation of the project management committees	Service/Product: Project management committees	PTUK(P1)	30-11-2020	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Administrative staff</li> <li>● Technical Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Regional</li> <li>● International</li> </ul>
19	5.3	Project Financial administration and reports	Report	PTUK(P1)	30-9-2023	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Administrative staff</li> <li>● Technical Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Regional</li> <li>● International</li> </ul>
20	5.4	Development of a collaboration platform	<ul style="list-style-type: none"> <li>● Event</li> <li>● Service/Product: Web-based collaboration platform</li> </ul>	PTUK(P1)	15-2-2021	<ul style="list-style-type: none"> <li>● Teaching Staff</li> <li>● Administrative staff</li> <li>● Technical Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Regional</li> <li>● International</li> </ul>

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Table 5. Dissemination-level events

Dissemination Action	Target Group	Description and Objective/s	Expected Number of Dissemination Action	Number of Expected Visitors/Receivers	Planned Date (deadline)	Accomplishment level (Fully, Ongoing)
<b>Project logo</b>	-Teaching Staff -Students -Trainees -Administrative Staff -Technical Staff -Liberarian -Industry -Associations of people with disability -Stakeholders	Represents a conceptual and visual identity of the project and its aims. At first glance it is supposed to deliver the idea of inclusive education; all types of disability and formal education. The logo will be visible on all dissemination materials and reports.	-	-	Jan, 2021	Fully completed
<b>Project Website</b>	-Teaching Staff -Students -Trainees -Administrative Staff -Technical Staff -Librarian -Industry -Associations of people with disability -Stakeholders	A user friendly and accessible website to present information about the project, partners, HEI's, activities, news, outreach materials, and communication. The website is considered the main dissemination channel where all reports and materials will be published. It will also be used to disseminate the project results	Ongoing updates as events and outcomes are collected	1000+	Feb, 2021	Fully completed: <a href="https://www.ptuk.edu.ps/projects/edu4all/">https://www.ptuk.edu.ps/projects/edu4all/</a>

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		and the modernized statement of disability.				
<b>Workshops</b>	-Teaching Staff -Students -Trainees -Administrative Staff -Technical Staff -Librarians -Industry -Associations of people with disability	Face-2-face workshops with all partners for including students with disabilities in university programs will be organized. The workshop aims at raising the awareness and illustrating the role of inclusive education and its impact for building the capacity of students with disabilities. The workshop aims at clarifying the basic concept, purpose, challenges and strategies of implementing inclusive education in higher education. Two workshops will be organized and hosted: one by PTUK and the other by INU.	2	500+	INU: 31/07/2021 PTUK: 15/09/2021	Ongoing: Preparation for the 1st awareness raising workshop started.
<b>Newsletters</b>	-Teaching Staff -Students -Trainees -Administrative Staff -Technical Staff -Librarians -Researchers	A bi-annual newsletter will be distributed via all the dissemination channels to stress and present an attractive activities summary. It will include promotional	6 issues: Each HEI at PCs should coordinate producing one issue at least.	1000+	New issue to be produced on biannual basis	Ongoing: 1st issue is in production, is managed by the UJ (P5)

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		content regarding the project events, activities and outcomes.				
<b>Conference</b>	-Teaching Staff -Students -Trainees -Administrative Staff -Technical Staff -Librarians -Stakeholders -associations of people with disability -Researchers	Two conferences are expected to be held, one in Jordan and one in Palestine. Accompanied by an official opening of Edu4ALL labs. The conferences aim at presenting the role of Edu4ALL project in fostering the inclusive education.	2	100+	01/12/2022	Ongoing: all partners prepared list of equipment and sent prepared lists for approval. Once approval obtained, HEIs at PCs can start issuing tender for equipment purchase
<b>Info Days</b>	-Teaching Staff -Students -Trainees -Administrative Staff -Technical Staff -Librarians -Associations of people with disability -Stakeholders	These info days, general workshops, and presentations would tighten the relationships between the stakeholders and exploit the potentials of the inclusion efforts.	Minimum one for each partner university	300+	2021 2022 2023	Preparation is ongoing. However, holding info days is subject to the look-down status due to the Covid-19 pandemic
<b>Promotional material</b>	-Teaching Staff -Students -Trainees -Administrative Staff -Technical Staff -Librarians -Stakeholders -Researchers	There will be basic promotional materials in digital and physical format. Such as flyers, leaflets, short videos, infographics, etc. These materials will be distributed or handled during face to face and virtual events. The promotional materials intend to spread the word in an attractive manner.	Minimum one for each partner university	1000+	2021 2022 2023	Ongoing: Some infographics related to WP1. already produced leveraging information gathering and needs analysis results.

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<b>Training courses and material</b>	<ul style="list-style-type: none"> <li>-Teaching Staff</li> <li>-Trainees</li> <li>-Administrative Staff</li> </ul>	<p>Training is supposed to prepare the lab supervisors and assistants in order to understand the various needs of disabled students and to provide the appropriate level of support. The courses and designed materials will provide the required skills and references for supervisors and students as well. This will also cover the psychological, mental, and physiological needs.</p>	<p>Minimum one for each partner university</p>	<p>100+</p>	<p>2021 2022 2023</p>	<p>Ongoing: Studying needs of students with disability at PC is almost done. Meanwhile, EU partners studied modernized approaches of Inclusive learning around world. The next step is to prepare proper training courses depending on the needs at PC and utilizing best practices of inclusive education around world.</p>
<b>Social network sites</b>	<ul style="list-style-type: none"> <li>-Teaching Staff</li> <li>-Students</li> <li>-Trainees</li> <li>-Administrative Staff</li> <li>-Technical Staff</li> <li>-Librarians</li> <li>-Stakeholders</li> <li>-Researchers</li> </ul>	<p>Social networks nowadays cover a large segment of users that is representative to actual human communities. Moreover, social network sites and applications are fast and global reach medium. A Facebook page will be the main social place for news, event notifications, and attention grabber. The hashtag #Edu4ALL is expected to accompany all social activities and hopefully it</p>	<p>Ongoing updates</p>	<p>3,000+</p>	<p>2021 2022 2023</p>	<p>Ongoing: Edu4ALL Facebook page already released. <a href="https://web.facebook.com/Edu4ALL-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85-%D9%84%D9%84%D8%AC%D9%85%D9%8A%D8%B9-105694318185282/">https://web.facebook.com/Edu4ALL-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85-%D9%84%D9%84%D8%AC%D9%85%D9%8A%D8%B9-105694318185282/</a></p>

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		will increase the global and local reachability of the dissemination activities.				
<b>Press dissemination</b>	-Teaching Staff -Students -Trainees -Administrative Staff -Technical Staff -Librarians -Stakeholders -Researchers	Press agencies have a strong virtual presence in social network sites. It is expected to participate in interviews, press releases, podcasts, and any possible press encounter. The impact of the press is sought to be credible and convincing to a large segment of target audience.	Minimum one for each partner university	+100	2021 2022 2023	Ongoing: 1. <a href="http://ujnews2.ju.edu.jo/Lists/News/Disp_FormNews1.aspx?ID=11213">http://ujnews2.ju.edu.jo/Lists/News/Disp_FormNews1.aspx?ID=11213</a> 2. <a href="https://www.ammonnews.net/article/554408">https://www.ammonnews.net/article/554408</a>
<b>Webinars</b>	-Teaching Staff -Students -Trainees -Administrative Staff -Technical Staff -Librarians -Stakeholders -Researchers	A global dissemination opportunity to present, discuss, share and gain feedback at large scale.	Three Webinars are planned. One at the end of each year of project life cycle. Two Webinars will be organized by PC. One by partners in Palestine. The other by partners in Jordan. The Third Webinar will be Organized by the EU partners (Focusing on technical issues).	+50	2021 2022 2023	Ongoing: Planning and preparing for the first Webinar to be hold on Nov. 2021
<b>Dissemination through</b>	-Teaching Staff -Students -Trainees	It remains an institutional mean to insure	All Edu4ALL participants are supposed	+300	2021 2022 2023	Ongoing: • UP V/EHU(P3): <a href="http://www.egokituz.org/en/proyect">http://www.egokituz.org/en/proyect</a>

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<b>partner's Websites</b>	-Administrative Staff -Technical Staff -Librarians -Researchers	sustainability of the project within each partner HEIs.	to create a web-page on their domains describes the project and made links to the project Website			os/disability-as-diversity-the-inclusion-of-students-with-disabilities-in-higher-education-edu4all/pr-6-32-0-126/UJ(P5): • <a href="http://offices.iu.edu.io/en/oir/Lists/EUProjects/DispFormNew.aspx?ID=30">http://offices.iu.edu.io/en/oir/Lists/EUProjects/DispFormNew.aspx?ID=30</a> • NKUA(P2): <a href="https://speech.di.uoa.gr/edu4all/">https://speech.di.uoa.gr/edu4all/</a>
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### 4.3.1 Events action plan

Dissemination is a joint activity of the project, where all partners participate in this activity. Accordingly, dissemination committee agreed on the arrangement of newsletter editing and webinar holding in advance. Both activities are illustrated below:

Table 6. Newsletters action plan

Issue	Editor	Expected release date
Issue1	UJ (P5) + Int@E (P9)	May.-Jun. 2021
Issue2	UJ (P5) + Int@E (P9)	Nov.-Dec. 2021
Issue3	PTUK (P1)	Apr. 2022
Issue4	INU (P4)	Oct. 2022
Issue5	UUC (P6)	Apr. 2023
Issue6	PTC (P7)	Oct. 2023

Table 6. Webinar action plan

Edition	Organizer	Expected date	Platform
1st Edition	UJ (P5)	15th Feb 2022	Zoom
2nd Edition	INU (P4)	Dec. 2022	Zoom
3rd Edition	PTUK (P1)	Aug. 2023	Zoom



#### ***4.4 Dissemination activity evaluation and reporting***

The dissemination activities and its outcomes (i.e., Info days, Newsletter, Press dissemination, etc.) shall be collected by all project partners and submitted to the WP4 leader (UJ) for further processing. The dissemination related information is analyzed by the WP4 Leader in order to document project dissemination progress. The outcomes of the assessment exercise shall be used to enhance the dissemination materials and activities.

The WP4 leader (UJ) will develop a template for reporting the dissemination actions and it will be provided to all project partners. Each project partner needs to submit the report using the developed report. The WP4 leader will collect and organize the information on the dissemination events and will share it among all project partners and other interested stakeholders.



## 5 Supplementary documents

Multiple documents will be attached to the Dissemination and exploitation plan as needed during Edu4ALL project life cycle. Here a brief summary of those document in addition to an adaptive naming procedure to align them to the main plan.

### 5.1 Dissemination Supplementary documents

- Dissemination and exploitation form template: the purpose of this template to submit any content/communication to be disseminated from Edu4ALL partners to the WP4.0 coordinator. All communication go through the dissemination committee defined earlier. Regardless of content/communication type, disseminating party is responsible for the accuracy, reliability, appropriateness, and any copyright issue related to it. Further, they are responsible for providing accessibility enabling content (e.g., alternative text, and textual description of audio/video media). Each content/communication should be accompanied with a title and a short description (i.e., compulsory fields in the form). Photos and other multimedia contents are optional. If there is any multimedia content, it has to be comprised and attached with the form. All communication should be done through email, and should be send to Dr. Ismail Al-Taharwa , P5- coordinator. Also, Dr. Eman Draghmi, Edu4ALL project coordinator, and dissemination committee coordinator should be CCed in all communications.
- Newsletter template: As each HEIs at PCs supposed to edit one newsletter at least. A newsletter template is provided. While the template format and layout are a must to follow, suggested outlines to fill each issue are not compulsory. Once a news letter draft is prepared, it has to be submitted for review by dissemination committee. Comments and suggestions are assumed to be received within one week. If there is any, Editing institution is supposed to consider all comments seriously. Updated version goes for a second round of review. if there is no further comments and suggest, issue disseminated through all possible channels and tools. Otherwise, the coordinator of dissemination committee, Dr. Eman Draghmi, provides her opinion about the controversial content (i.e., either to keep or to remove). The first issue of newsletters will be edited by the UJ (P5). About editing the remaining issues, it will be discussed and confirmed in the next management meeting.

### 5.2 Naming procedures

Naming procedure for dissemination content/communication complies with the naming procedures approved in Edu4ALL quality plan. Any content/communication prepared for dissemination will be treated as deliverable type. Also, it will be considered as a dissemination and exploitation work package resource. It should be given a descriptive title. For newsletter, title should indicate issue number as illustrated next:

- General naming procedure for any dissemination and exploitation content/communication should look like:  
Edu4ALL\_WP4\_D\_TITLE\_version.extention

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- o For example, assuming that PTUK arrange an info day and willing to report the event through Edu4ALL website. They have to fill dissemination and exploitation form and name it as Edu4ALL\_WP4\_D\_PTUK\_InfoDay\_version.extention
- o It is preferred to have deliverables in Microsoft .doc, or .docx format
- o In order to share content/communication with UJ(P5) for dissemination purposes, Edu4ALL partners are prompted to use "Edu4ALL\_WP4\_D\_DisseminationFormTemplate.docx", which is a modified version of consolidated deliverable form.
- Particular naming procedures for Edu4ALL newsletters:  
Edu4ALL\_WP4\_D\_Newsletter\_IssueNumber\_version.extention
  - o It is preferred to have final release of newsletters in .pdf format
- All deliverables are assumed to go through approval procedures. Only approved releases are submitted for dissemination through dissemination channels.

## 6 Conclusion

The dissemination and exploitation plan provides the Edu4ALL project with a solid framework, roadmap that will help to disseminate project results and activities. Edu4ALL partners will use this document as an initial strategy, it is expected as the project progresses all the partners will participate in the dissemination activities targeting particular audience in alignment with Edu4ALL objectives. In the first year, dissemination activities will focus on raising awareness about needs of students with disability and the urgent need for IE at HEIs in PCs. Second year will focus on identifying interested stakeholders and spreading the word of IE and the expected opportunities among them. The third year will focus on promoting training and educational material through the IEU, both students with disability and instructors at HEIs in PC are targeted. Dissemination plan goes beyond Edu4ALL project development, project sustainability is emphasized too. This dissemination plan will be evaluated, revised and updated in month 18 of the project life as a preparation for Edu4ALL project's second phase.