

EDULAB

European Youth in Transition to
Education and Labour



www.edu-lab-project.eu

Communication and Dissemination Plan

(CDP-2)

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Disclaimer:

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Purpose and scope of the deliverable

This document serves as a roadmap for all project communication and dissemination activities. It aims to ensure that the findings of EDU-LAB reach all relevant stakeholders effectively, promoting informed decision-making and fostering sustainable educational and employment strategies.

Document history

Version	Date	Description
0.1	03.02.2025	Initial CDP outline drafted; structure and main sections defined
0.2	24.02.2025	Sections expanded with new input
0.3	28.03.2025	Supplemental details added to main sections
0.4	18.04.2025	Additional subsections drafted and expanded
0.5	02.06.2026	First full draft of CDP II prepared for internal review
0.6	25.06.2026	<i>CDP II is reviewed and approved by PMB and finalized by the coordinator</i>
1.0 (final)		<i>Approved by PMB and the Coordinator</i>

Table of Abbreviations

Abbreviation	Full Term
CDP	Communication and Dissemination Plan
GE	General Education
PVET	Professional and Vocational Education and Training
ISCED	International Standard Classification of Education
KPI	Key Performance Indicator
KER	Key Exploitable Result
TRL	Technology Readiness Level
NGO	Non-Governmental Organization
WP	Work Package
ISAB	International Stakeholder Advisory Board
EEA	European Education Area
DMP	Data Management Plan

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1. Introduction

1.1. About this document

This document represents the Initial Communication and Dissemination Plan (CDP-1) for the EDU-LAB project, prepared as Deliverable D6.1, due at month 6 of the project's implementation.

The purpose of this document is to outline the strategic framework for all communication and dissemination (C&D) activities across the duration of the project. It provides a roadmap for raising awareness, engaging stakeholders, and preparing for the effective dissemination of project results as they become available.

As the project is still in its early stages, this document focuses on

- Establishing the objectives and guiding principles of communication and dissemination
- Mapping initial target groups and channels
- Detailing the setup and launch of key communication tools
- Providing an initial outline of dissemination milestones in line with the project timeline
- Defining the roles and responsibilities of project partners in WP6

The plan reflects the current state of project activities and will be further elaborated in the subsequent Final Communication and Dissemination Plan (D6.2) due at a later stage, once key project outputs are developed. This future deliverable will include a refined dissemination strategy, updated key messages, measurable impact indicators, and evidence of engagement with stakeholders and platforms.

This document has also been shaped with reference to the support framework offered through the Horizon Results Booster services, which will guide further refinement and execution of the communication strategy throughout the project lifecycle.

The Communication and Dissemination Plan of EDU-LAB project is subject to annual reviews and updates as needed.

1.2. Project overview

EDU-LAB is a Horizon Europe collaborative research project (Grant Agreement No. 101177428) running from January 2025 to December 2027. The project aims to address challenges related to the navigations of pathways in education and training (E&T) of young people (aged 15–30) as well as their transitions from E&T to the labour market, with a strong focus on equity, inclusion, and evidence-based policy reform.

EDU-LAB explores how policies, practices, and institutional arrangements across different E&T systems – particularly in general education (GE) and professional/vocational education and training (PVET) – can be optimized to better support youth in accessing quality learning pathways, completing education, and transitioning into employment.

Key project dimensions include:

- Modelling navigations of young people (aged 15-30) through their E&T pathways and transitions to the labour market
- Examining critical issues in E&T pathways and transitions such as, e.g., early school leaving, work-based learning, and regional disparities
- Assessing the policy and investment landscape with respect to E&T pathways and transitions to the labour market in the European Education Area (EEA)
- Identifying and promoting effective and inclusive practices with respect to E&T pathways and transitions to the labour market at the local, national, and EU levels

The project brings together a multidisciplinary consortium of universities, research institutions, and policy-oriented organisations from across Europe. Through its work packages, EDU-LAB will deliver a combination of theoretical modelling, empirical research, policy recommendations, and practical toolkits designed to inform and support stakeholders in education, governance, and labour market development.

The project's ambition is not only to generate knowledge, but also to facilitate its uptake through collaborative stakeholder engagement, strategic communication, and targeted dissemination, ensuring that its outputs are accessible, relevant, and impactful at all levels of policy and practice.

1.3. Purpose and scope of the deliverable

This deliverable provides the roadmap for how the EDU-LAB project will communicate its goals, engage stakeholders, and disseminate results throughout its lifecycle.

It defines how the project will raise awareness, engage with stakeholders and ensure that the project's messages, outputs and results effectively reach their intended audiences, supporting long-term uptake and policy impact.

This initial version reflects the early stage of project implementation. It focuses on

- Outlining objectives and guiding principles for communication and dissemination
- Mapping the stakeholder landscape and identifying key audiences
- Presenting the tools and channels set up or planned for project outreach
- Establishing a phased timeline for dissemination activities (setup, engagement, exploitation)
- Defining the roles and responsibilities of the project coordinator and partners under WP6

In this Communication and Dissemination Plan (CDP), dissemination refers to the targeted communication of research results to defined target groups, communication refers to the broader communication of the project and its societal relevance to the public, and exploitation refers to the uptake and use of results by policymakers, practitioners or other stakeholders. These three areas are interlinked to maximize the reach and impact of EDU-LAB.

1.4. Objectives of communication and dissemination in EDU-LAB project

Main objectives

The main objective of EDU-LAB's communication and dissemination activities is to ensure that the project's research results and innovations reach a wide audience – including but not limited to stakeholders from education and industry and thus influence the political and educational policy framework at the national and the European levels. The strategy places particular emphasis on raising awareness of the project's objectives and its achievements, initiating educational policy reforms and improving the employability of young people in the European labour market. At the same time, the research results are to be communicated in a comprehensive and convincing way to provide lasting impulses for political and educational policy changes.

Specific objectives

EDU-LAB pursues three interrelated objectives: First, to significantly increase the visibility of the research results among key stakeholders through targeted communication campaigns. Second, the establishment and maintenance of active engagement with educational institutions, industry representatives, and policymakers to promote the adoption of the project results. Third, the consortium will ensure that the tools and knowledge developed are easily accessible and implementable to effectively support educational and career pathways in Europe.

This dissemination strategy is closely linked to the expected impact of EDU-LAB: research results should inform policy and practice, stimulate future studies and contribute to improving transitions from education to employment, reducing early school leaving and creating more equal opportunities in European education systems.

2. Target groups research-related and outreach activities in EDU-LAB

2.1. Target groups of project's stakeholders and envisioned communication channels

For the various components of EDU-LAB research program, as well as for the outreach dissemination and communication activities, we have identified eight principal clusters of target stakeholders, namely:

- A. Governance and administration in the sphere of GE and PVET;
- B. Business actors and stakeholders engaged with GE and PVET;
- C. Teaching & administrative staff in the education and training institutions;
- D. Studying and working youth, as well as the civil society at large (at national, international and regional levels);
- E. Research and academia, consultancies;
- F. International coordination and development organizations.

Each of these clusters includes several professional and/or social categories of citizens that are engaged with various aspects of youth life in Europa, ranging from general and professional education and training to the employment and acting as practitioners, politicians, employers, researchers or educators. The list of these professional groups associated with individual clusters is shown in Table 1 below.

Table 1. Professional groups included into main clusters of project stakeholders

A: Governance and administration in the sphere of GE and PVET
1. National, regional (provincial) and municipal authorities, inclusive both legislative and executive branches, that govern, finance and administrate institutions of professional education
2. Labour market services and agencies (national and regional)
3. Accreditation and certification agencies in the sphere of GE and PVET
B: Business actors and stakeholders engaged with GE and PVET
4. Production sector chambers (industrial, service, agriculture)
5. Employers and their unions
6. Unions of employees, students and teachers
7. Private investors into the sphere of GE and PVET and the system sponsors and charities
C: Teaching & administrative staff in the education and training institutions
8. Teachers and trainers in GE and PVET
9. Administrators and technical personnel
D: Studying and working youth, as well as the civil society at large (at national, international and regional levels)
10. Young and adult learning people (students) or working youth aged 15-30
11. Parents and/or family members of young learning or working people
12. NGOs, grass-root organizations and other social partners that are active in the sphere of GE and PVET
13. Mass-media in a variety of channels and formats
14. Other involved and interested stakeholders
E: Research and academia, consultancies
15. Individual researchers and research networks in the field of GE and PVET (universities, research institutions, specialized committees in research associations, etc.)
16. Private head-hunting and HR companies, business consultancies
F: International coordination and development organizations
17. European Commission and its individual DG's, European Council, European Parliament etc.
18. UNESCO, OECD, World Bank, EBRD, etc.

For each cluster of stakeholders, we envision most suitable communication channels as summarized in Table 2.

Table 2. Principal groups of EDU-LAB stakeholders and envisioned communication channels

TARGET GROUPS of stakeholders, beneficiaries and end-users	Levels of operation and the related outreach strategy	Primary and additional communication channels			
		Project WEB space and social networks	Academic & research communications	Practical consultations, technical assistance, etc.	Publicist (journalist) contributions
Governance and administration in the sphere of GE and PVET	Global / international / EU	PRIMARY	mixed channels	PRIMARY	additional
	National (countrywide)	PRIMARY	mixed channels	PRIMARY	additional
	Regional and local	additional	mixed channels	PRIMARY	additional
Business actors and stakeholders engaged with GE and PVET	Global / international / EU	PRIMARY	mixed channels	PRIMARY	additional
	National (countrywide)	PRIMARY	mixed channels	PRIMARY	additional
	Regional and local	additional	mixed channels	PRIMARY	additional
Teaching & administrative staff in E&T institutions	National (countrywide)	PRIMARY	mixed channels	PRIMARY	additional
	Regional and local	PRIMARY	mixed channels	PRIMARY	additional
Studying and working youth, the civil society at large	Global / international / EU	PRIMARY	mixed channels	mixed channels	PRIMARY
	National (countrywide)	PRIMARY	mixed channels	mixed channels	PRIMARY
	Regional and local	additional	mixed channels	mixed channels	PRIMARY
Research and academia, consultancies	Global / international / EU	PRIMARY	PRIMARY	mixed channels	additional
	National (countrywide)	PRIMARY	PRIMARY	mixed channels	additional
	Regional and local	additional	PRIMARY	mixed channels	additional
International coordination and consultancy bodies and organizations	Global / international / EU	PRIMARY	mixed channels	PRIMARY	additional
	National (countrywide)	PRIMARY	mixed channels	PRIMARY	additional
	Regional and local	additional	mixed channels	mixed channels	additional

2.2. Explanation of the principal clusters of EDU-LAB stakeholders

Governance and administration in the sphere of GE and PVET

This group of stakeholders includes local, regional, and national authorities responsible for designing, regulating, financing, and managing systems of general and vocational education. It also encompasses employment agencies, certification and accreditation bodies, and ministries concerned with youth, employment, or education policy.

This group is one of the key target audiences for EDU-LAB's communication and dissemination strategy. Its ability to implement or influence education and labour-market policies is directly linked to the project's aim of supporting inclusive, evidence-based reforms.

Business actors and stakeholders engaged with GE and PVET

This group includes a wide range of private and semi-public sector stakeholders working with education and training systems. These include employers, chambers of commerce, labour market associations, workers' and employers' organizations, and private investors in skills development.

EDU-LAB will provide a dialogue with these stakeholders to better understand how well educational outcomes match the needs of the labour market, especially in terms of skills, employability and work-linked learning.

In the current phase, communication with this group will focus on raising awareness of EDU-LAB's objectives in the analysis of transition to employment; building networks so that subsequent results on vocational education and training (VET) and labour market matching can be widely disseminated; identifying appropriate channels (e.g., industry newsletters, professional associations, employers' roundtables) for future targeted dissemination.

Planned outputs – such as labour market briefings and skills-based recommendations for action – will be developed in a later phase of the project based on the findings.

Teaching and administrative staff in the E&T institutions

This target group includes teaching and training staff, school administrators and leaders at the secondary, post-secondary and tertiary levels – both in general education (GE) and in vocational education and training (VET).

These stakeholders are crucial in implementing changes in teaching methods, curriculum design and support services for learners. Their involvement is therefore central to EDU-LAB's goal of improving transitions and promoting inclusive education and labour market pathways.

In the current phase of the project, EDU-LAB aims to raise awareness among teachers and institutional staff about the key issues of the project (such as early school leaving, equal opportunities, work-based learning), to build a network of interested practitioners who can participate in future outreach activities or pilot projects, and to prepare the ground for disseminating practice-oriented results – such as toolkits or case-based findings – in later phases of the project.

Further communication with this group will aim to translate research findings into directly usable resources for everyday work: Teaching aids, examples of good practice and concise presentations of policy implications for learning environments.

Studying and working youth, the civil society at large

Ensure that the primary beneficiaries of educational policies – the students – understand the research findings and can advocate for their interests. Communication aims to empower and inform these groups about opportunities for skill development and employment.

This target group includes young people between the ages of 15 and 30 – whether they are currently in education, training, employment or none of these – as well as their families, youth-led organizations, NGOs, grassroots initiatives and other civil society actors involved in education, equal opportunities and access to the labour market.

Young people are at the heart of the EDU-LAB research, especially through the participatory case studies in WP4, but also by focusing on navigations of pathways in GE and PVET as well as transitions to the labour market on ISCED levels 3-8. Young people are therefore also a key target group for the future dissemination of project results and for more in-depth participation formats.

In this early phase of the project, EDU-LAB has three main objectives with this group:

- To raise awareness of the purpose and benefits of the project in relation to young people's E&T navigations and transitions to labour
- To establish communication formats that are easily accessible, inclusive and appropriate for young people
- To lay the groundwork for co-created outputs co-designed by young people in later phases
- Planned communication strategies include
- Visually appealing formats such as infographics, short videos and story-based social media posts
- The use of platforms popular with young audiences (e.g. Instagram, TikTok, YouTube)
- Opportunities for young people to actively participate or react to the results – for example, through surveys, polls or interactive content

All activities will strictly adhere to the ethical guidelines of the Data Management Plan and the EDU-LAB Ethical Framework, especially when minors or other vulnerable groups are involved.

Research and academia, consultancies

This group includes academic researchers, university faculties, research institutes, evaluation experts and consultancies with an educational focus who are active in general education (GE), vocational education and training (VET), youth policy or transitions to the labour market – often across sectors.

Throughout the project, EDU-LAB aims to contribute to the advancement of scientific knowledge and to strengthen the exchange with the research community. The involved stakeholders are also essential for

validating results, shaping methodological and policy debates, and increasing the visibility of the project in relevant professional circles.

At the outset, EDU-LAB has three main objectives regarding this group:

- Raise awareness of the scope of the research and the interdisciplinary and transdisciplinary approach of the project
- Create opportunities for scientific collaboration, peer feedback and joint publications
- Increase visibility in the research ecosystem through targeted academic dissemination

Planned communication and dissemination activities include

- Open access publications in peer-reviewed journals (from mid-project onwards)
- Participation in relevant conferences and research forums (e.g., WERA, EARA, ESA)
- Scientific outreach activities via platforms such as ResearchGate, Academia.edu and Google Scholar
- Preparation of thematic research briefs and working papers

International coordination and consultancy bodies and organizations

This stakeholder group includes institutions at EU level and international organizations that shape education, youth and labour market policies – such as the European Commission, UNESCO, OECD and others.

These institutions set policy agendas, fund reform processes and promote transnational transfer of knowledge and innovation. EDU-LAB's research on transitions and the resilience of education systems is directly relevant to their mandates, particularly in the areas of inclusion, skills development and youth employment.

In the current project phase, EDU-LAB has three objectives:

- Recognizing Relevance: Clearly identify the contribution of these stakeholders for long term impact
- Ensure awareness: Ensure that project objectives and thematic priorities are linked to EU policy frameworks
- Maintain flexibility: Leave open options for more in-depth cooperation to be defined as results and outputs become available

As the project progresses, tailor-made outputs will be produced for this group, such as policy briefs, synthesis reports and executive summaries (in cooperation with WP5).

Concrete dissemination formats and channels will be developed in the next phase of the project and anchored in the updated CDP (D6.2).

International Stakeholder Advisory Board (ISAB)

The International Stakeholder Advisory Board (ISAB) will play an important role within the EDU-LAB stakeholder landscape. Members of the ISAB will bring different expertise and perspectives to EDU-LAB, which will benefit the scientific, political and practical relevance of the project.

ISAB provides expert advice, contributes to ensuring the relevance and quality of the project outcomes and acts as a multiplier by disseminating the results of the project in its professional, national and European networks.

► CDP-2 change: New: ISAB review note and Table 1 correction plan added

Note for D6.2 revision Section 2: Target groups and stakeholder framework

Following the ISAB review of CDP-1, written feedback was received from ISAB member Prof. Michael Gebel identifying several corrections and additions to the stakeholder framework presented in this section. The following updates are to be incorporated into the revised Table 1 and cluster descriptions in D6.2:

Group 16 (Research networks) should be moved from Cluster E to Cluster B, as its function is primarily professional networking rather than academic research activity.

Cluster E should be renamed "Research and academia" and explicitly differentiated into two sub-groups: Researchers and research institutions (Group 15) and Research networks (Group 16, repositioned).

A new group — Youth associations and NGOs — should be added to Cluster D, reflecting their role as intermediaries in reaching young people.

Parents and guardians should be included as a distinct group within Cluster D. Parents are a critical influence on the educational and transition decisions of young people, particularly minors, and should not be subsumed into the general public category.

The ISAB should be added as a formal stakeholder cluster in Table 1. It is currently described in Section 2.2 as a principal stakeholder cluster but is absent from the table, which is inconsistent.

Related Horizon Europe projects and project clusters should be added as a new engagement group, reflecting the active inter-project communication established during M1–M18 through cluster events (online and Trento) and ongoing cross-project exchanges.

These corrections will be implemented in the updated Table 1 and the corresponding cluster descriptions in D6.2.

3. Key messages EDU-LAB communicates to and disseminates among the stakeholders

3.1. Relevance of research

► CDP-2 change: Rewritten with clearer EU policy alignment; key messages now listed as explicit bullets

EDU-LAB addresses challenges that lie at the heart of European education and employment policy. It focuses on why so many young people encounter barriers, delays, or failure when transitioning from education to the labour market, and which structural factors within education systems, labour markets, and societal contexts explain these patterns across countries.

The project generates cross-national, comparable, and evidence-based findings that are directly relevant to ongoing policy discussions at the EU level, particularly in connection with the European Education Area, the European Skills Agenda, and youth employment strategies. The project's mixed-methods design, which combines large-scale quantitative analyses, comparative policy analyses, and qualitative case studies across eight countries in the European Education Area, enables both comparative insights and locally grounded evidence. In doing so, it takes into account the diversity of national systems as well as the concrete experiences of young people in Europe.

Key messages of relevance communicated across all communication channels

- EDU-LAB fills a documented research gap in the field of comparative research on youth transitions within general education as well as vocational education and training and provides insights that can be directly utilized by policymakers at the European, national, and regional levels.
- From the outset, the research is designed to bridge the gap between scientific quality and policy relevance. The project results are developed in collaboration with stakeholders and specifically tailored for use beyond the academic community.
- EDU-LAB's work is directly aligned with the objectives of the European Education Area, the Horizon Europe Transformation Call, and key EU initiatives in the areas of skills development and youth employment.

3.2. Actionable insights

► CDP-2 change: Updated: KER3 toolkit explicitly named; dissemination linked to Section 6.1

A key objective of EDU-LAB is to ensure that research findings are translated into practical and actionable outputs that help stakeholders improve education and employment opportunities for young people. The findings are based on theoretical models, quantitative analyses of available datasets and qualitative field research, and take into account both structural mechanisms and the specific experiences of young people.

To strengthen knowledge transfer and achieve a tangible impact in practice, EDU-LAB is developing a multi-layered set of target-group-specific dissemination outputs:

- Policy briefs for policymakers at national and European level, presenting evidence in a concise and accessible form and formulating clear recommendations for action.
- Infographics and visual summaries that concisely communicate key findings and are particularly suitable for dissemination via digital platforms and for non-technical audiences.
- Practice-oriented materials, including the toolkit (KER3), for teachers, institutional staff and practitioners, which provide recommendations based on case studies.
- Peer-reviewed scientific publications for the research and academic community, which contribute to the scientific knowledge base in the field of youth transitions.

These outputs are specifically tailored to the needs of different stakeholder groups and place particular emphasis on transferability, accessibility and policy relevance. Dissemination takes place via the multi-channel dissemination approach described in Section 6.1.

3.3. Collaboration and consultations with stakeholders

EDU-LAB aims to emphasize the importance of multi-stakeholder collaboration, bringing together educators, policymakers, industry leaders, and community organizations and stress the importance of multi-stakeholder approaches in reforming education and labour markets. This collaborative approach is vital for holistic solutions that are sustainable and impactful, ensuring that all voices are heard and integrated into the development of educational and vocational training programmes.

Working with a wide range of stakeholders is a fundamental principle of EDU-LAB. The project brings together different actors – teachers, researchers, policymakers, employers, youth representatives and civil society organizations – to develop a common understanding of how to improve the transition from education to employment.

Throughout the project, this collaboration takes place across various formats:

- Expert interviews and consultations (WP1, WP2 and WP3B).
- Participatory case studies and workshops with young people and practitioners (WP4).
- Structured thematic discussions with key stakeholders, during which preliminary results are presented and further developed collaboratively (WP5).
- Dissemination and dialogue formats specifically tailored to the respective roles and expertise of the individual stakeholder groups (WP6).

This inclusive and consultative approach ensures that results are not merely communicated to stakeholders but developed together with them. This enhances their relevance, legitimacy, and potential for impact.

Specific co-creation mechanisms for the CDP-3 phase, including structured stakeholder discussions, contributions from ISAB members, and the proposed “Youth Voices” format, are described in Section 6.2.

4. Communication tools and channels

The objective of this chapter is to describe how to effectively disseminate EDU-LAB project findings and engage diverse stakeholders through tailored communication tools and channels, ensuring maximum reach and impact.

4.1. Digital tools

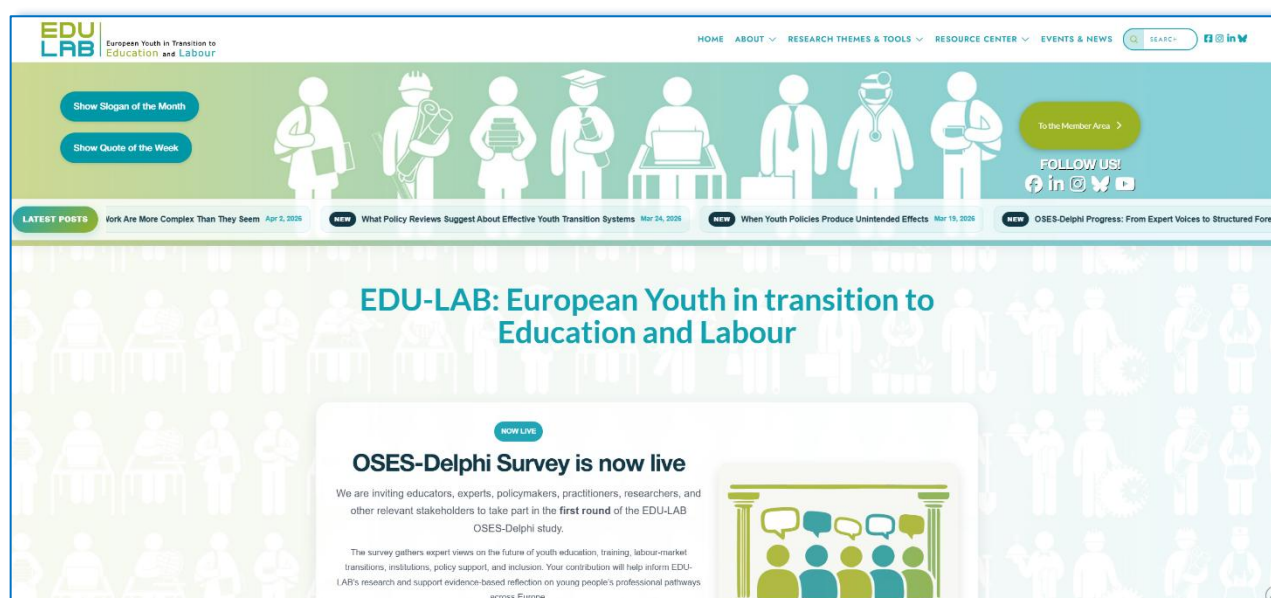
Website

► *CDP-2 change: Updated: website now fully operational with expanded content*

The project website (www.edu-lab-project.eu) serves as a central platform for all of EDU-LAB's communication and dissemination activities. It provides stakeholders – including researchers, policy-makers, practitioners and young people – with comprehensive and regularly updated information on the project's objectives, methodology, consortium and results.

The website is fully functional and is continuously evolving in line with the project's progress and the requirements of communication and dissemination work. Since the first version described in CDP-1, the website has been significantly expanded and now functions as a multifunctional dissemination platform.

Figure 1. Screenshot of the start page of EDU-LAB website

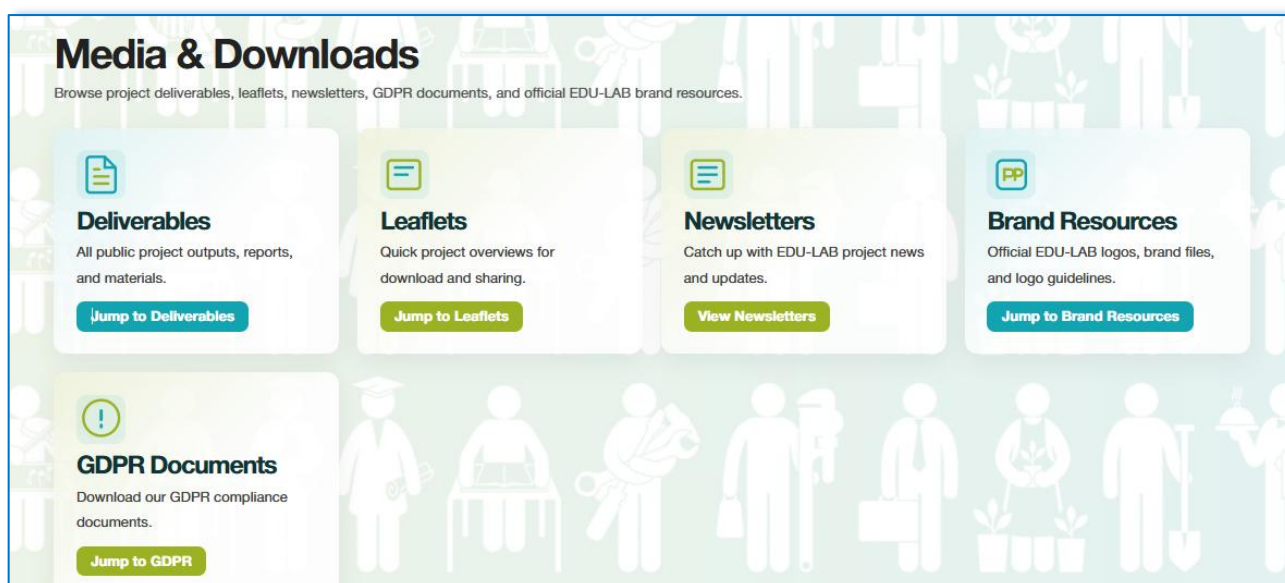


Current Features and Content:

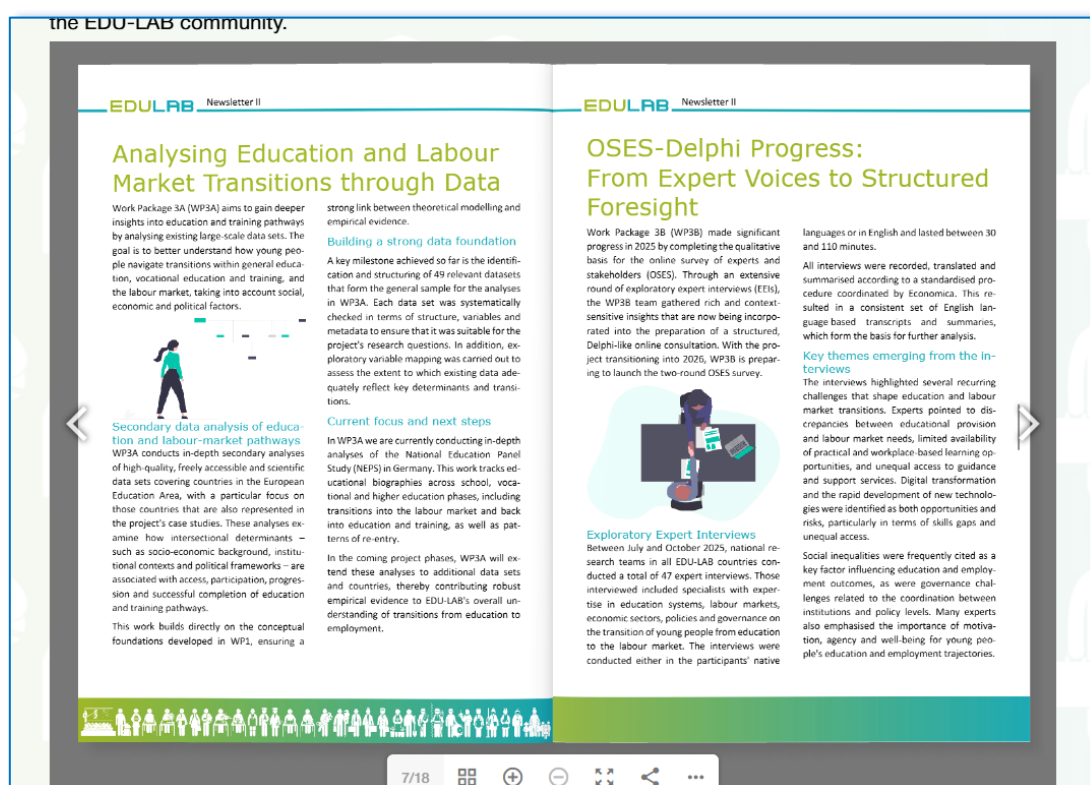
The website currently includes the following sections:

► *CDP-2 change: New: documents all website sections added since CDP-1*

- **Homepage:** A clear project tagline, rotating news carousel, and a brief abstract introducing EDU-LAB's core objectives.
- **News and publications:** A regularly updated section featuring project news, research updates, preliminary results and links to published outputs. This section has been actively maintained since the establishment of a near-weekly publication schedule in February 2026.
- **Deliverables and resources:** A dedicated download section making all project deliverables and public documents available for open access download.



- **Events calendar:** A regularly updated calendar covering EDU-LAB events including webinars, workshops, and consortium meetings, as well as relevant external events in the field.
- **Newsletter archive:** All published newsletter editions are accessible in both PDF and online e-newsletter formats directly from the website.

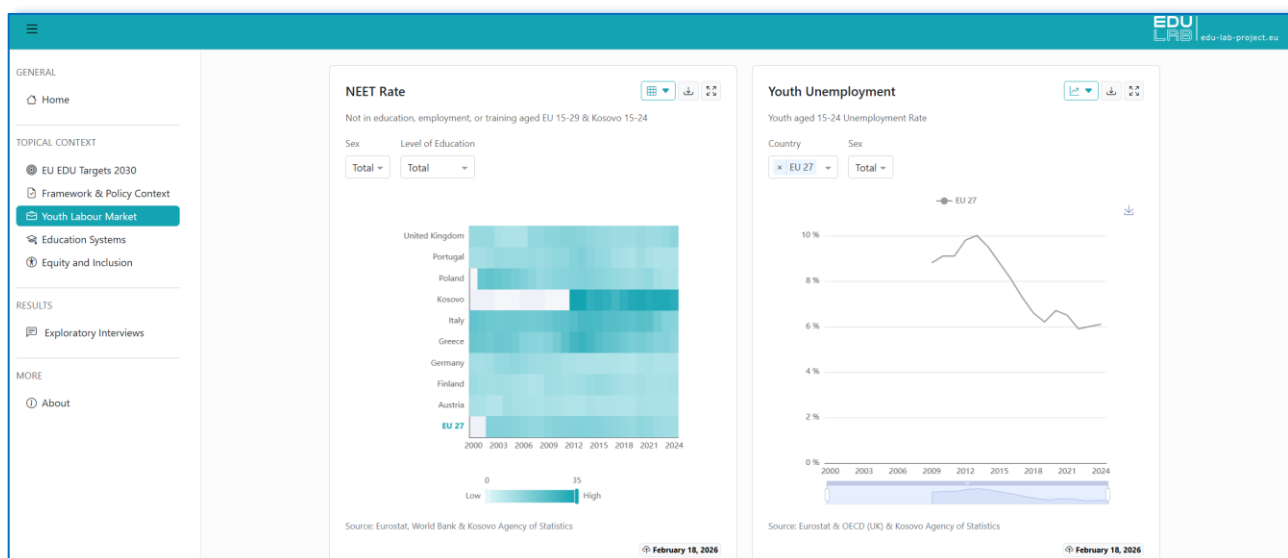


- **Infographics gallery:** An expanding visual library of project infographics available for viewing, sharing, and download.

- **Quote of the Day archive:** A growing collection of curated quotes from researchers, policymakers, and practitioners in the field of youth transitions, published as part of the project's recurring weekly content series.

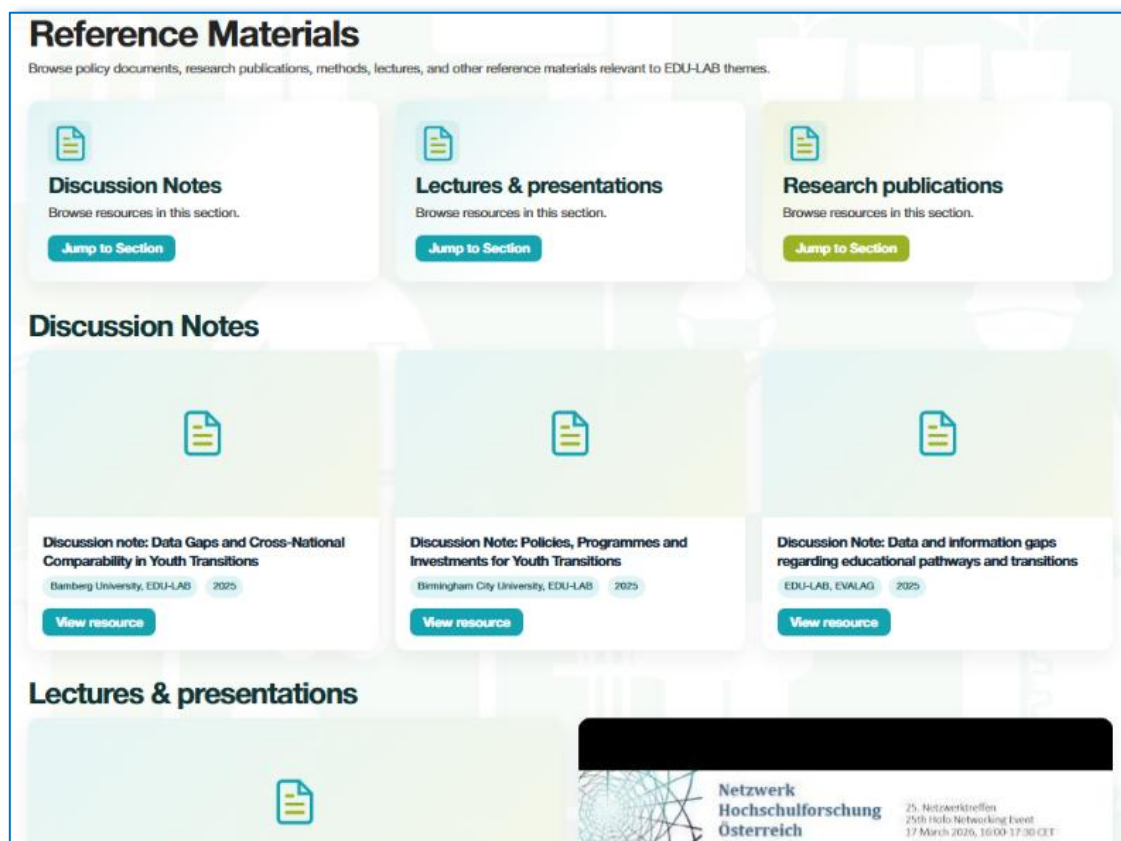


- **Interactive data dashboard:** A new section providing interactive data visualisations based on publicly available data from Cedefop, Eurostat, and related sources, contextualising EDU-LAB's research themes for a wider audience. Integration of project outputs into this dashboard is planned for the CDP-3 phase.



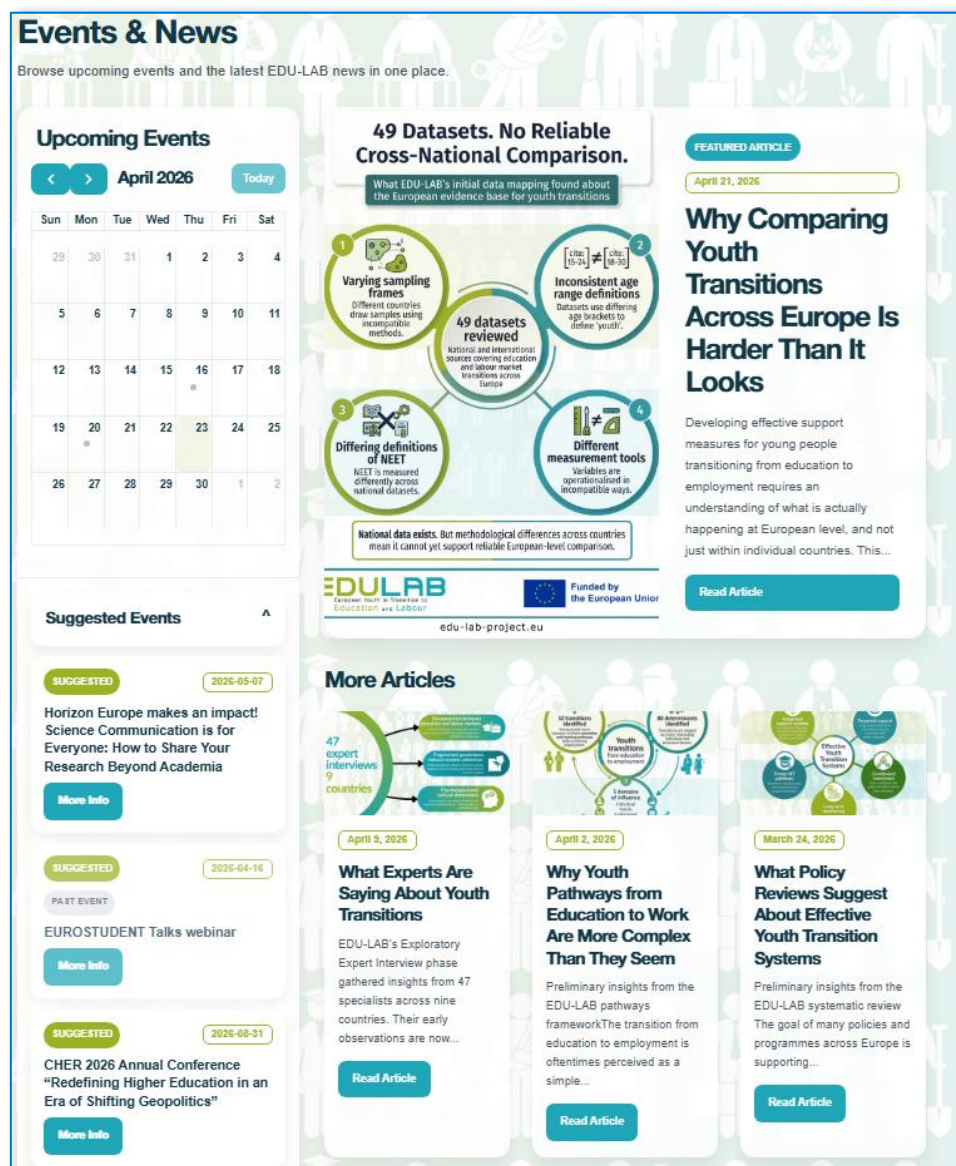
- **Case studies:** A section highlighting the twelve qualitative case study locations across seven countries, with introductory notes on each site.
- **Consortium:** An interactive display of all 11 partner organisations with logos, institutional descriptions, and WP roles.
- **Work packages:** An overview of the project's structure with descriptions of WPs 1–7, their objectives, and expected outputs.

- **Reference Materials:** policy documents, research publications, methods, lectures, and other reference materials relevant to EDU-LAB themes



- **Newsletter sign-up:** Integrated via the Keila platform, allowing visitors to subscribe directly for regular updates.

A section designed specifically for young people, featuring easily accessible content formats and navigation tailored to this audience, is currently under development and is due to be published around M18.



Website performance is monitored continuously through Metricool and Keila analytics, tracking visitor numbers, page views, downloads, and newsletter engagement.

The following developments are planned for M19–M36:

- Activation of audience-specific content navigation ("For young people" / "For policymakers" / "For researchers"), directing different visitor groups to content relevant to their needs.
- Integration of project outputs from WP1–WP5 into the interactive data dashboard as results become available.
- A project results showcase presenting the three Key Exploitable Results (KER1, KER2, KER3) in accessible formats.
- Sustained maintenance and accessibility of all website content for a reasonable period beyond the formal project end date.

Electronic EDU-LAB Newsletter

► CDP-2 change: Updated: NL1 and NL2 published; dual-format standard adopted

The EDU-LAB newsletter is a key communication tool for keeping stakeholders regularly informed about project progress, milestones and results. It is aimed at policy-makers, researchers, teachers, labour market stakeholders and youth organisations, whilst also serving as an important tool for building and maintaining a project-related community within the EDU-LAB network.

The newsletter system is fully operational. Subscriptions are collected via a form on the project website and sent out via the locally hosted, GDPR-compliant Keila platform.

Two editions have been published to date:

- **Newsletter I:** Published in the second half of 2025, covering the project launch, consortium introduction, research agenda, and initial activities.
- **Newsletter II:** Published in early 2026. From this issue onwards, the newsletter will be published in a dual-format format as standard, consisting of a downloadable PDF version for print-friendly use and an online e-newsletter version, which is accessible via the project website and can be shared via social media or via a link. Newsletter II featured project updates, partner highlights, initial research developments and articles on related Horizon Europe projects.

Figure 2. first issue of EDU-LAB Newsletter



Figure 3 E-Newsletter frames (HTML)



Dual-format standard

► CDP-2 change: New: dual-format (PDF + online) adopted as standard from NL2

The dual-format approach, first introduced with Newsletter II, has been adopted as the standard for all future issues. This approach enhances the newsletter's accessibility and reach across different usage contexts and devices, as subscribers can read the content online, download it for offline use, or share the web version directly.

Forward plan

► CDP-2 change: New: NL3-NL6 forward plan added

Four further editions are planned for the CDP-3 phase (NL3–NL6), with a publication cadence of approximately one edition every six months. Future newsletters will increasingly feature:

- Summaries and accessible versions of research results as WP1–WP5 outputs become available.
- Stakeholder voices and expert perspectives, demonstrating the collaborative character of the project.
- Features on related Horizon Europe projects and cluster activities.

Newsletter performance, including subscriber growth and engagement data, is continuously monitored via Keila, and results feed into ongoing adjustments to the content strategy.

Social media platforms

► CDP-2 change: Updated: near-daily publishing rhythm, Quote of the Day, 4 content pillars

Social media are a central component of EDU-LAB's communication and dissemination strategy, providing fast, dynamic channels for raising awareness, promoting outputs and events, and engaging with younger audiences and civil society.

The project maintains active profiles on three platforms, all consistently branded according to EDU-LAB's visual identity and maintained by the WP6 team:

- **Facebook:** Targets a wide audience including youth organisations, teachers, and the general public.

- **Instagram:** Visual storytelling with images and infographics to engage younger audiences and highlight project milestones.
- **BlueSky:** Expanding outreach to emerging digital communities and open social web users in the research and policy space.

X (formerly Twitter) was considered during the project's initial planning but was not adopted as an active EDU-LAB channel; BlueSky was selected instead as the project's emerging/open social platform.

From February 2026, the social media publishing rhythm was intensified to two to three weekly posts and structured around four content pillars:

1. **Research and results:** accessible summaries of emerging findings from WP1–WP5 as outputs become available.
2. **Engagement content:** the recurring Quote of the Day series and question-based posts inviting audience interaction.
3. **Visibility:** announcements of publications, deliverables, events, and partnerships.
4. **Community building:** cross-tagging of related Horizon Europe projects, EU institutions, and ISAB members to extend reach.

A recurring “**Quote of the Day**” series, which has been established as a permanent feature, is published weekly across all platforms and is also archived on the project website. It features relevant quotes from researchers, policymakers and practitioners in the field of youth transitions and has proven to be an effective tool for maintaining ongoing engagement with the target audience.

The question of **paid social media promotion** is currently under active discussion within the consortium and is on the agenda for the Communication and Dissemination Group meeting in June 2026. A decision and rationale will be documented in this section before final submission.

Performance across all platforms is monitored continuously through Metricool, tracking follower growth, engagement rates, and reach

Role in the Dissemination Strategy

The social media platforms complement EDU-LAB's broad dissemination approach by providing fast, dynamic communication channels, raising awareness among young stakeholders and civil society, supporting the promotion of events and participation opportunities, and consolidating EDU-LAB's presence in EU-wide education, youth and labour market discussions. Key metrics such as follower growth, engagement rates and reach will be continuously monitored, and results will feed into the update of the CDP.

Professional and academic networks

Professional and academic networks complement EDU-LAB's broader dissemination activities, reaching researchers, education professionals, and evaluation experts in the fields of general and vocational education, youth transitions, and labour market integration.

► *CDP-2 change: Updated: LinkedIn integrated into publishing workflow; ResearchGate/Academia.edu planned*

LinkedIn is currently integrated into the project's social media publishing workflow, with all content published across the other platforms also distributed via LinkedIn. This ensures that the same research updates, infographics, event announcements, and engagement content reach the professional and institutional audiences active on that platform, in addition to the broader audiences targeted through Facebook, Instagram and BlueSky.

As research outputs from WP1–WP5 become available in the coming months, EDU-LAB will extend its academic dissemination presence to ResearchGate and Academia.edu, where open-access publications and working papers will be shared to maximise visibility within the research community.

Conference participation by consortium members at relevant national and international academic and policy-oriented events is ongoing. A forward-looking list of targeted conferences is maintained in the EDU-LAB Publication and Social Media Plan, which is kept as a living document in the project shared workspace.

Activities:

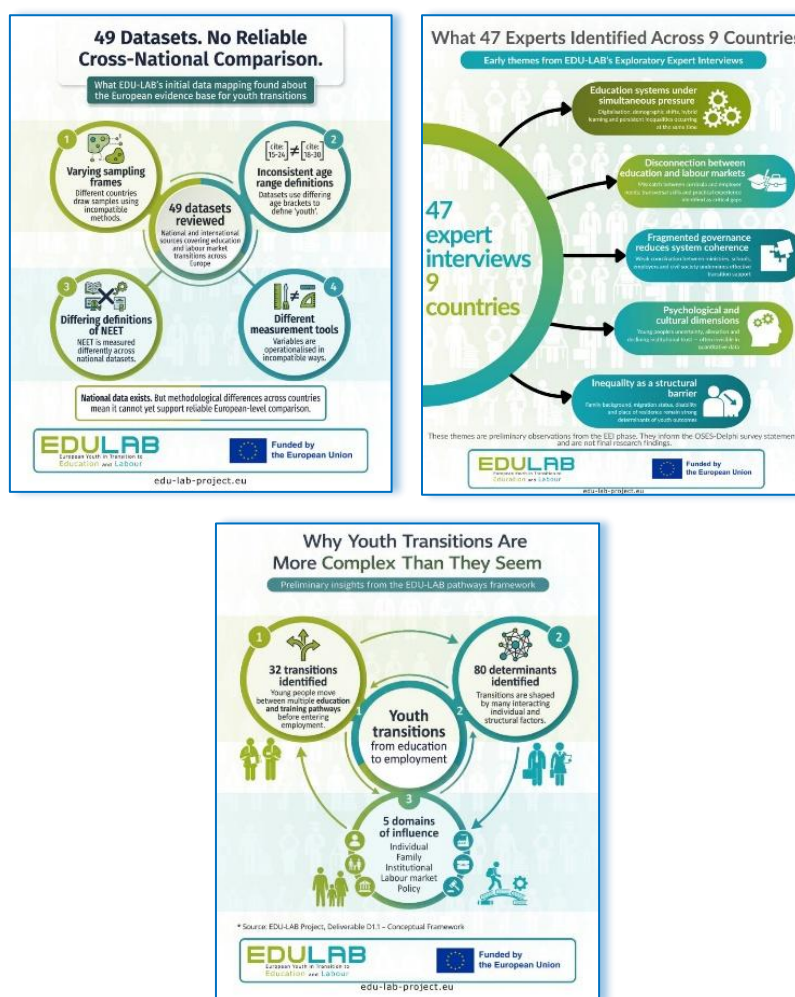
- Publication and sharing of research papers and findings.
- Engage with academic and professional communities through discussions and content sharing.
- Networking events and collaborative opportunities.

Infographics and visual content

Visual communication is an integral part of EDU-LAB's dissemination strategy, ensuring that research findings are accessible to non-technical audiences and shareable across digital platforms.

An infographics production programme is now active. A series of project infographics has been produced and is published on the project website (infographics gallery) and across social media channels. Topics covered to date include research theme introductions, project methodology summaries, and country-comparison visuals. Production continues in parallel with research output publication.

Figure 4 EDU-LAB Infographics



The visual content is developed in accordance with EDU-LAB's established branding guidelines, including a consistent colour palette, typography and standardised logo placement. All materials comply with the European Commission's requirements regarding accessibility and visibility.

In addition to the infographics, the following visual and adapted content formats are currently being actively used:

- The **Quote of the Day** series (described under Section 4.1.3), with a distinctive branded design.
- **Dual-format newsletter** design (PDF and online e-newsletter(HTML)).
- Presentation templates for internal and external use.

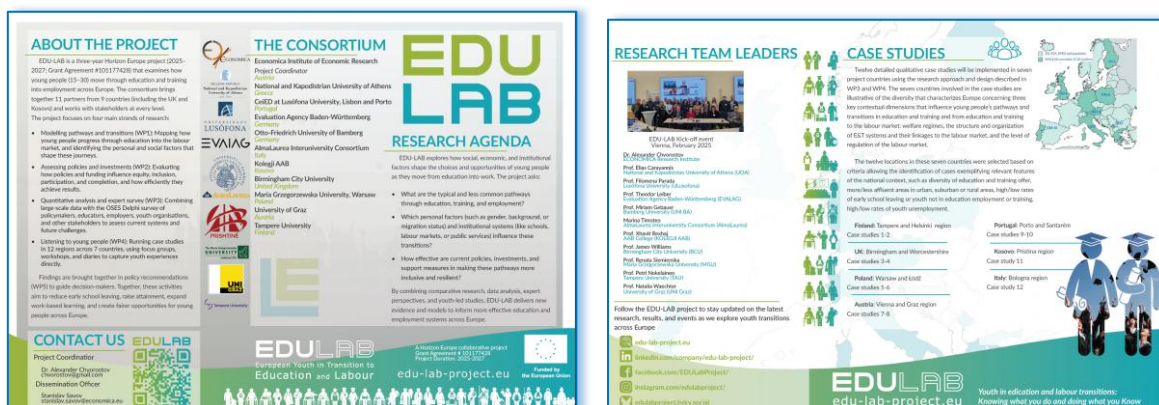
- One-page project overviews and simplified abstracts for non-technical audiences.

Printed materials and leaflets

► CDP-2 change: New section: two leaflets produced (project-wide and WP3B)

Two leaflets have been produced as part of EDU-LAB's communication materials:

- **Project-wide leaflet:** An introductory leaflet presenting the EDU-LAB project, its objectives, key research areas, the consortium and key contact details. It is designed to be used at events, stakeholder meetings and as part of the partners' outreach activities.



- **WP3B-specific leaflet:** A leaflet dedicated to the WP3B component of the project's research activities, providing more targeted information for relevant stakeholder and research audiences.



Both leaflets are produced in accordance with EDU-LAB's visual identity guidelines and include the mandatory EU funding acknowledgement and Horizon Europe branding.

Both leaflets are also available digitally on the project website in the deliverables and resources section.

All visual and adapted materials are designed in accordance with the European Commission's guidelines on visibility and accessibility. This includes a high-contrast structure, clearly legible text and, where appropriate, alternative text (alt-text) for images. These measures ensure compliance with EU accessibility standards and ensure that publicly available communication materials can be used by a wide audience.

Video contents

► CDP-2 change: Updated: status confirmed as not yet commenced

At the time of CDP-2, EDU-LAB has not yet produced video content. The feasibility and strategic added value of video production is being assessed as the project progresses, with a decision to be confirmed based on available resources and CDG discussion. If videos are developed, they will comply with Horizon Europe communication requirements including correct EU funding acknowledgement and branding standards.

Possible future video formats

- Short project explanatory videos presenting the objectives and approach of EDU-LAB
- Explainer videos to simplify complex research findings and/or recommendations
- Event footage capturing key moments from stakeholder workshops or webinars
- Interviews with project stakeholders and researchers
- Webinars and video tutorials on research methodologies and findings

The feasibility and strategic added value of video productions will be evaluated in more detail as the project progresses. Influencing factors will include available resources, communication requirements from WP5 and WP6, and target audience preferences.

If videos are developed, they will meet the communication requirements of Horizon Europe, including correct information on EU funding and branding standards.

A binding decision on video production will be recorded in the updated Communication and Dissemination Plan (D6.2), depending on project development and available resources.

Envisioned distribution channels: YouTube, project website, social media.

4.2. Open Science practices deployed in the project

Scientific journals

► CDP-2 change: Updated: publication pipeline described

Scientific publications are a central component of EDU-LAB's long-term dissemination strategy. The project aims to contribute evidence-based, high-quality studies to the ongoing research debates on educational pathways, youth transitions, and labour market integration — in both academic and policy-facing outlets.

Three articles published so far in Open Access in peer-reviewed journals so far:

- [The impact of higher education on youth employability in Kosovo: Key determinants affecting the interface between higher education provision and labor market needs](#) (Kosovo team);
- [Higher Education Determinants and Graduate Employability: Evidence on Structural and Practical \(mis\)Match](#) (Kosovo team);
- [Rapid expansion of tertiary education and regional labour market equilibrium in the EHEA and its major European regions: Graduates and their tentative jobs \(observation of trends 1970s to 2010s\)](#) (Dr. Alexander Chvorostov, Prof. Natalia Waechter, ECONOMICA & UniGraz).

The plan is to publish articles in peer-reviewed journals in the fields of education, labour market research, and youth studies, with preference for open access formats to maximise reach and impact within the academic community and beyond. Preference will be given to journals with wide reach that are relevant to policymakers as well as researchers.

At the time of D6.2, initial research outputs from WP1–WP4 are available or in preparation, and publication opportunities will be pursued progressively as results from the analytical work packages mature. All scientific outputs will be published as open access, with acknowledgement of EU funding, in accordance with Horizon Europe requirements

In addition to specialist articles, WP5 is producing two key synthesis publications: a monograph and an edited volume, both of which are based on the integrated findings of all work packages. The public presentation of these publications is scheduled to take place at the project's Final Conference in Vienna (November 2027). WP6 will support the dissemination of these outputs via the project website, articles in the newsletter, social media campaigns and targeted communication to the scientific and political communities. Potential publication venues are currently being reviewed by the consortium in coordination with WP5.

Conferences, seminars, and public events

► CDP-2 change: New: four documented events during M1-M18 (AAB College)

Conference and event participation has been an active component of EDU-LAB's dissemination activities since the early stages of the project. Consortium partners have presented and introduced the project at a range of academic, policy, and institutional events during M1–M18. The following events have been documented on the project website:

- **EU Information Session on Culture and Inclusive Society Programs** (Pristina, June 2025): Prof. Xhavit Rexhaj (AAB College) participated in an information session co-organised by the French Institute in Pristina, the NIPAC-ZKM Office, and the Ministries of Culture and Education, presenting EDU-LAB as a good practice example for EU-funded research collaboration.
- **International Scientific Conference on Lifelong Learning** (Pristina, September 2025): Prof. Xhavit Rexhaj (AAB College) delivered a keynote lecture introducing the EDU-LAB project — its methodology, objectives, and early findings on barriers and enablers in youth educational pathways — to an audience including the Acting Minister of Education of Kosovo. The conference was organised by the Kosovo Pedagogic Institute.
- **11th International Workshop** (Budapest, October 2025): AAB College represented EDU-LAB at an international workshop, showcasing the project's research activities.
- **MESTI Scientific Roundtable: "Interdisciplinary Sciences in Kosovo: Challenges, Strategies, and International Integration"** (Pristina, September 2025): Prof. Xhavit Rexhaj (AAB College) presented AAB's experience in scientific research and international collaboration through the EDU-LAB project at a roundtable held at the Ministry of Education, Science, Technology and Innovation.
- **Erasmus+ & Horizon Europe Day / European Higher Education Week 2025** (Ho Chi Minh City and Hanoi, Vietnam, November 2025): Dr Dorel Manitiu (AlmaLaurea International Relations Office) contributed to the "Erasmus+ & Horizon Europe Day" session, presenting AlmaLaurea's experience in European projects and showcasing the EDU-LAB consortium's contribution to evidence-based education policy, with particular reference to youth transitions and employability strategies. The event was organised by the EU Delegation to Vietnam in partnership with the Ministry of Education and Training (MOET), the Ministry of Science and Technology (MST), and EU Member State Embassies in Vietnam.
- [Modelling Pathways in GE and PVET and to the Labour Market: Intersectional Determinants, Transitions and Dataset Gaps](#) (Prof. Theodor Leiber, EVALAG)
- [Higher Education Determinants of Personality Development, Knowledge, and Employability Across Political Regimes: An Integrative Review](#) (Prof. Theodor Leiber, EVALAG)

Freely available EDU-LAB research outputs and deliverables

Many project research pieces and thematic summaries are freely accessible on EDU-LAB web-space, In particular, in the parent section "[RESOURCE CENTER](#)" and its sub-sections:

- [Reference materials](#);
- [Media and downloads](#);
- [Newsletters](#);
- [EDU-LAB Dashboard](#).

Measures to ensure the reproducibility of the results

These measures include the following:

- Detailed research reports of public nature freely available on [EDU-LAB website](#);
- Publishable results on [CORDIS platform](#);
- Series of project publications (journal articles, monographs, thematic edited volumes, individual research reports, etc) – the related links will be available on [EDU-LAB website](#);
- Research pieces and data collections uploaded to various recommended repositories (e.g. [ZENODO](#), [OpenAIRE](#), and the similar).

In addition, EDU-LAB was presented as part of the consortium meeting in Athens (February 2026), which included a dedicated WP6 session on communication and dissemination progress, and the project participated in inter-project cluster events online and in Trento as described in Section 4.6.

The goal of achieving participation in major European education and vocational guidance conferences — including those hosted by WERA, EARA, and AEA — remains a priority for the CDP-3 phase as results become available. At least one concluding open project conference will be organised as stipulated in the grant agreement.

Workshops and webinars

► CDP-2 change: Updated: none yet; webinar planned M22

A structured series of five thematic webinars, culminating in the Final Conference, is planned for the concluding phase of project implementation (September 2026 to December 2027), led by WP5 with WP6 assisting for invitations, communications, logistics, media engagement, and post-event dissemination for all events. The series is designed as a cumulative programme, with each event building on the previous one.

Webinar 1 (September–October 2026): WP4 preliminary findings webinar. An online event presenting early results from the WP4 participatory case studies, with WP6 responsible for invitations, communications, and post-event dissemination.

Webinar 2 (mid-November 2026): WP5 first integrative webinar. An online event designed as part of the WP5 synthesis process, with WP6 responsible for invitations, communications, and post-event dissemination.

Webinars 3 and 4 (2027): Two further webinars forming part of the WP5 synthesis process, with dates and thematic scope to be confirmed in coordination with WP5. WP6 is responsible for invitations, communications, and post-event dissemination for both events.

Webinar 5 (2027): A fifth thematic webinar forming part of the WP5 synthesis process, with date and thematic scope to be confirmed in coordination with WP5, ahead of the Final Conference. WP6 is responsible for invitations, communications, and post-event dissemination.

Final Conference (November 2027, Vienna): A one-day hybrid event - the primary public dissemination milestone of the project - presenting the consolidated EDU-LAB synthesis including the edited volume, the full policy brief series, and a live demonstration of the EDU-LAB toolkits. Includes a policy roundtable, a youth voices segment, and a consortium-endorsed policy statement ('Vienna Statement') circulated to all participants and dissemination channels.

Recordings of Webinars 1–5 will be made available on the project website following each event.

Potential webinar themes may include preliminary findings emerging from the WP4 participatory case studies and discussions on youth transitions across different national contexts. The final project conference will incorporate workshop elements for stakeholder interaction and feedback.

Topics, formats, and audiences for workshops and webinars will be determined in coordination with WP5, based on dissemination priorities and the availability of consolidated findings. All events will follow Horizon Europe visibility and acknowledgement rules

Media outreach

► CDP-2 change: Updated: national-level media engagement approach described

As results-based content becomes available, targeted media outreach will be pursued to increase the visibility of the project and its findings beyond the immediate stakeholder network. This includes engagement with education, policy, and youth-focused journalists and media outlets, particularly around key dissemination moments such as the publication of policy briefs, the final conference, and the release of the toolkit.

Media engagement is pursued primarily at national level by consortium partners in their respective countries, in coordination with their institutional communication offices and with WP6. This distributed approach allows EDU-LAB's findings to reach national policy and public audiences in the languages and through the media channels most relevant to each country context.

All future media activities are coordinated by WP6 and follow the Horizon Europe guidelines for public relations, including correct acknowledgement of EU funding and use of project branding

Press releases

► CDP-2 change: Clarified: press release workflows established

Press releases serve as a communication tool to bring EDU-LAB's key milestones and findings to the attention of a wider public, particularly when research findings, events or project developments warrant greater media coverage. They are written in clear and accessible language, designed in line with EDU-LAB's visual identity, and distributed via appropriate media and stakeholder channels.

WP6 coordinates the drafting of press releases and manages the relevant templates and internal workflows for their production. The publication of initial research findings, the organisation of the final conference, and the publication of key outputs such as policy briefs and the toolkit are among the events that will trigger press release activities during the CDP-3 phase.

Journalist engagements

As the project progresses and high-profile outputs emerge – particularly policy-relevant findings or youth-oriented materials – targeted media outreach may be considered to increase the visibility of the project.

The plans are to engage and cultivate relationships with journalists and influencers who have an interest in education, education-to-labour market transitions, and youth employment to ensure regular media reporting to provide in-depth coverage of the research findings and their implications.

Such media outreach would be carefully planned to ensure that the communication is accurate, relevant and appropriate to the scope of the project.

Depending on the national context, partners may seek to engage with education or policy journalists, particularly around key events or publications.

All future media activities will be coordinated by WP6 and will follow the Horizon Europe guidelines for public relations, including the correct acknowledgment of EU funding and the use of project branding.

4.3. Targeted communications

Stakeholder specific content

► CDP-2 change: Updated: layered content approach formalised

Tailoring communication materials to the needs and expectations of different stakeholder groups is a key component of EDU-LAB's dissemination strategy. As outlined in Section 2, the project is aimed at a wide variety of target groups, including policy-makers, teachers, employers, researchers, young people and civil society organisations. These groups differ in terms of their information needs, their preferred communication formats and their professional backgrounds.

WP6 coordinates the creation of target-group-specific communication outputs in close collaboration with WP5 and ensures that each product is tailored to the respective target group, whilst maintaining EDU-LAB's consistent message and visual identity. The format, tone and level of detail are tailored to the specific communication objectives of the respective stakeholder group.

In practice, this means that the same research findings can be communicated in different formats, for example as a peer-reviewed academic article for the scientific community, as a concise policy brief for

policyholders, as an infographic for social media audiences, or as an easy-to-understand summary for practitioners and young people. This multi-layered approach ensures that outputs are not only widely disseminated but can also be effectively utilised by the respective target groups.

The target-group-specific navigation planned for the project website ('For young people' / 'For policyholders' / 'For researchers') will further support this approach in the CDP-3 phase by directing visitors straight to content relevant to them as soon as they arrive on the site.

Policy Briefs

► CDP-2 change: Updated: D5.1B status noted; distribution channels described

Policy briefs are a central dissemination instrument of EDU-LAB. They translate the project's research findings into practical, evidence-based recommendations for policy and institutional decision-makers at local, national, and EU levels, and form part of the project's first Key Exploitable Result (KER1).

Six WP1-based policy briefs were produced and circulated in May 2026, constituting the first output of the policy brief pipeline. The first annual set of policy briefs and practice recommendations (D5.1B) has been produced.

WP5 has developed a formalised seven-step methodological pipeline for the production of policy briefs. This comprises evidence extraction, policy analysis, drafting, internal review, the design phase (in coordination with WP6) and dissemination. The D5.2B brief set (M24) will be organised on a cross-WP, anchor-based approach; the thematic scope and anchors will be confirmed by WP5 in advance of that deliverable. A further policy brief set is planned at M36 (D5.3B), building on the consolidated research outputs available at that stage.

The role of WP6 within this pipeline encompasses the design and formatting phase, including visual design, infographics and branding in line with EDU-LAB's visual identity, as well as the entire dissemination phase. This includes publication on the project website, articles in the newsletter, social media campaigns and targeted dissemination to policy audiences.

Policy briefs are distributed through multiple channels: published on the project website in the deliverables and resources section; featured in the newsletter; shared via social media; and distributed directly to targeted stakeholder groups — including ministries, EU agencies, and national contact points — through the ISAB network and partner institutional channels.

4.4. Engagement with and feedback from stakeholders

Interactive elements and digital engagement

► CDP-2 change: Updated: dashboard, newsletter, social media interaction documented

Interactive elements form part of EDU-LAB's broader strategy to engage stakeholders, promote dialogue and enhance the relevance and uptake of the project's results. The following interactive features are currently active or under development:

- **Interactive data dashboard:** A dedicated section of the project website provides access to dynamic data visualisations based on publicly available data from Cedefop, Eurostat and related sources. This dashboard enables stakeholders to explore data on EDU-LAB's research topics directly and will be gradually expanded to include project-related outputs during the CDP-3 phase.
- **Newsletter sign-up and subscriber engagement:** Subscriptions are collected via an integrated form on the project website and managed via our self-hosted Keila platform. The newsletter serves as a regular touchpoint for two-way communication. Readers are invited to interact with content, follow up on research findings and participate in events.
- **Social media interaction:** Engagement-focused content published through the project's social media channels invite responses from followers and the wider public, particularly on topics relevant to young people and civil society audiences.

- **Feedback mechanisms at events:** Feedback collection from participants at EDU-LAB-organised and partner-attended events will be formalised as part of the project's engagement approach in the CDP-3 phase, providing qualitative input to supplement the quantitative KPI monitoring described in Section 7.

Further interactive tools, including online feedback forms and surveys on specific project outputs, will be developed as research findings mature and the need for participatory formats grows. All interactive elements comply with the communication requirements of Horizon Europe and the obligations under the GDPR.

Mailing lists

► CDP-2 change: Updated: Keila platform confirmed; segmentation planned

Mailing lists form part of EDU-LAB's outreach infrastructure, enabling regular updates and direct communication with stakeholders. The project maintains a central subscription-based mailing list managed through the Keila platform and integrated into the project website.

The mailing list serves as the primary distribution channel for the EDU-LAB newsletter and is also used for targeted announcements including event invitations, publication releases, and calls for participation. Internal mailing lists support consortium coordination across partners.

All mailings comply with GDPR and Horizon Europe communication guidelines, including correct acknowledgement of EU funding. As the project progresses and the subscriber base grows, the mailing list will be segmented by stakeholder type to enable more targeted communication - for example, directing policy brief releases primarily to policymaker subscribers and academic outputs to the research community segment.

4.5. Event participation

Participation in external events is an important part of the EDU-LAB dissemination strategy. It provides an opportunity to present project objectives, progress and results to a wider audience and to network with related initiatives and stakeholder networks.

The plan is to participate in relevant conferences, workshops and policy dialogues as research results become available. In addition to external appearances, EDU-LAB is planning on organizing its own participation formats, including possibly stakeholder workshops and webinars, as well as at least one concluding open project conference to present the final results and recommendations, as foreseen in the grant agreement.

Planned events for the next phase

► CDP-2 change: New: M19-M36 event plan including webinar and final conference

The following events and event types are planned for M19–M36:

At least one thematic stakeholder webinar for external policy and practitioner audiences (planned for M22), presenting preliminary research findings and inviting structured feedback.

Continued participation in academic and policy conferences at European and national levels, intensifying as WP1–WP5 outputs become available.

Potential webinar themes may include preliminary findings emerging from the WP4 participatory case studies and discussions on youth transitions across different national contexts.

Final project conference (planned for M34): an open public event to present the consolidated project results and recommendations, deepen dialogue with stakeholders, and discuss pathways for the exploitation and continued use of EDU-LAB outputs. This event is stipulated in the grant agreement and represents the primary large-scale public dissemination moment of the project.

The conference will produce a 'Vienna Statement' – a short document endorsed by the consortium that summarises EDU-LAB's key policy messages. This document will be distributed to all participants and disseminated via WP6's communication channels, including the project website, the newsletter and targeted policy outreach activities.

4.6. International platforms and results portals

EDU-LAB utilises dissemination platforms supported by the European Commission to increase the visibility and impact of its research results and to ensure their long-term accessibility beyond the formal project lifetime.

Horizon Results Platform

► CDP-2 change: New section: KER registration on HRP as M19 priority action

The Horizon Results Platform (HRP) is the European Commission's dedicated platform for beneficiaries to share their Key Exploitable Results with potential users, policymakers, investors, and other interested parties. It provides institutional-level visibility and discoverability for project outputs within the broader European research and innovation ecosystem.

Following the formal definition of EDU-LAB's three Key Exploitable Results through the Horizon Results Booster Go-to-Market service, the registration of all three KERs on the HRP is identified as a priority action for the CDP-3 phase:

- **KER1 — Series of Research Publications and Policy Briefs:** to be registered on the HRP as open-access outputs become available, enabling discovery by policymakers, researchers, and institutional actors seeking comparative evidence on youth educational transitions.
- **KER2 — Stakeholder Engagement and Knowledge Dissemination Platform:** to be registered as the project's primary digital engagement infrastructure, supporting ongoing discoverability of EDU-LAB's outputs beyond the project end date.
- **KER3 — Toolkit for Improving Educational Policies:** to be registered on the HRP as a practical policy support instrument, targeting institutional and governmental actors with responsibility for education and training system design.

The EDU-LAB Toolkit (KER3) is a set of practitioner-oriented tools translating EDU-LAB findings into actionable guidance for specific stakeholder audiences. The detailed design and scope of the toolkit are currently under review by the consortium and will be confirmed following PMB endorsement. The KER3 description will be updated accordingly in CDP-3.

HRP registration of all three KERs is planned for M19, coordinated by WP6. Once registered, the HRP profiles will be maintained and updated as further outputs become available.

Through the HRP, EDU-LAB will:

- Reach a wider policy, business, and research audience beyond the project's immediate network.
- Highlight the project's key results and their potential for uptake and scaling.
- Ensure long-term visibility of EDU-LAB outputs beyond the official end of the project.

Open access repositories

► CDP-2 change: New: Zenodo and institutional repository strategy described

Relevant project results are published in open access repositories in line with the FAIR Data Principles and the EDU-LAB Data Management Plan (D7.2). **Zenodo** is the primary repository for EDU-LAB's open access outputs, including deliverables, working papers, datasets, and publications. Outputs deposited on Zenodo are assigned persistent identifiers and made freely accessible under Creative Commons licences allowing reuse with attribution.

In addition, peer-reviewed publications are deposited in institutional repositories of the authoring partner institutions in line with Horizon Europe open access obligations. As research outputs from WP1–WP5 become available, ResearchGate and Academia.edu will serve as complementary channels for sharing publications within the academic and research community.

Innovation Radar

► CDP-2 change: New: Innovation Radar assessment planned for CDP-3

Where applicable, EDU-LAB will consider submitting relevant outputs to the Innovation Radar, the European Commission's tool for identifying and profiling innovations emerging from EU-funded research projects. The applicability of this platform will be assessed in the CDP-3 phase once the toolkit (KER3) and platform (KER2) are sufficiently developed

5. EDU-LAB identity and visibility

5.1. Visual identity, logo, and templates

► CDP-2 change: Updated: new visual outputs listed (infographics, Quote of the Day, leaflets)

EDU-LAB has developed a clear and consistent visual identity that ensures the project is instantly recognisable across all communication and dissemination activities. This identity reflects the project's focus on inclusion, education and youth transitions, and features a clear and accessible design that appeals to a variety of target groups whilst ensuring a professional and credible public image.

The project logo was developed at an early stage of the project and is used consistently across all communication materials, from the project website and social media profiles to document templates, presentation slides and printed materials. As part of the visual identity, a series of pictograms and illustrations was also developed, depicting young people in various educational and professional contexts. These graphics illustrate the diversity of young people's experiences addressed by EDU-LAB and are carefully aligned with the colour palette and design guidelines, with particular emphasis placed on inclusivity and the avoidance of stereotypical representations.

Figure 5. Main elements of project's visual identity



Standard templates for various EDU-LAB documents and outputs are also available for the sake of consistency. Inter alia, these are:

- Presentation slides for internal and external meetings
- Document templates for reports, deliverables, and policy briefs
- Visual guidelines for fonts, colour palettes, and layout rules

Two illustrative examples are displayed in Figure 6 below and must These templates ensure that the project identity is consistent across all partner institutions and publications. These templates ensure that the project identity is consistent across all partner institutions and publications.

Figure 6. Examples of templates for EDU-LAB products

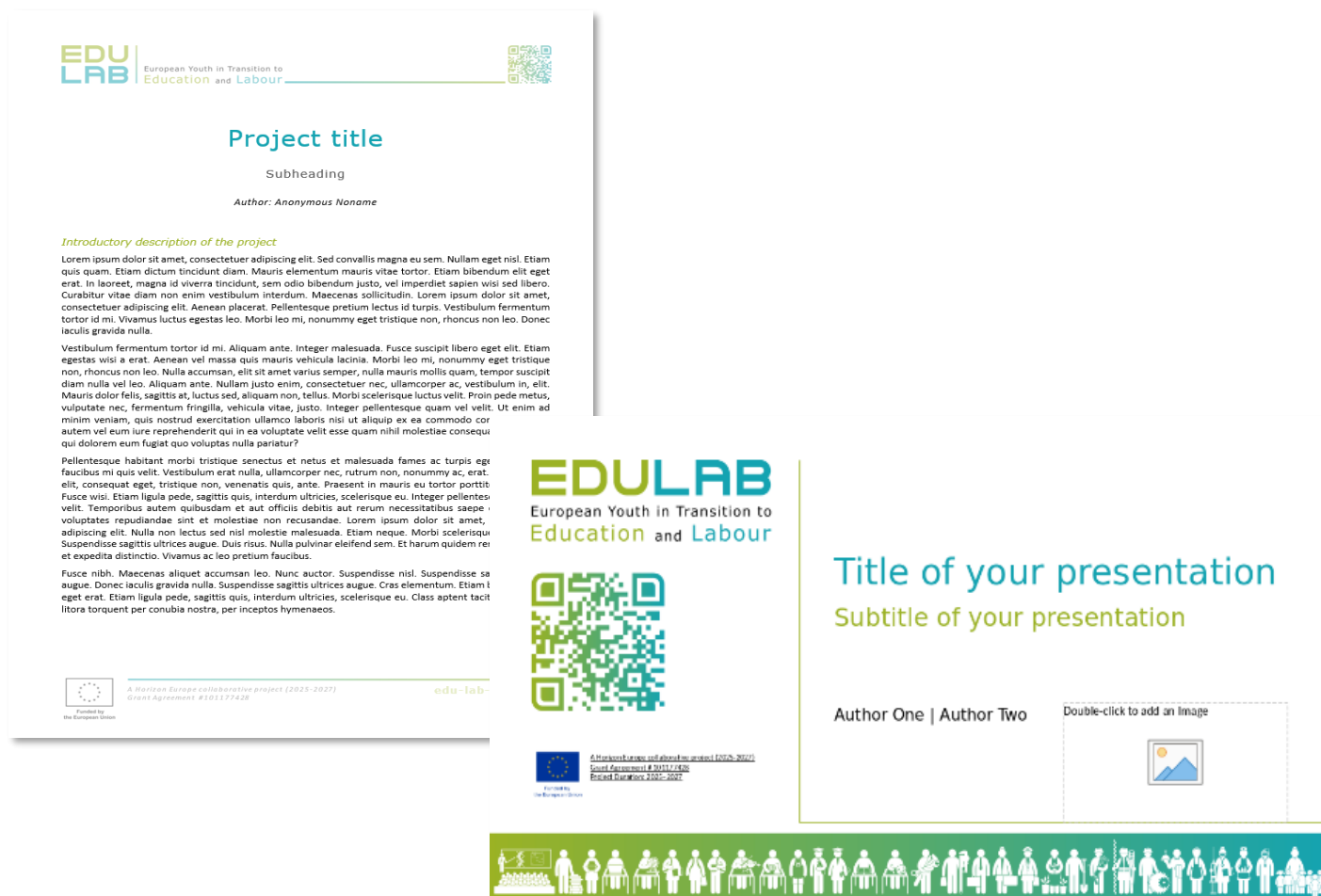


Figure 7. Conference Banner from the EDU-LAB Kick-off Event



EDU LAB | European Youth in Transition to Education and Labour

EDU-LAB is a European study examining factors influencing young people's (aged 15–30) education and training choices, pathways, and transitions into the labour market. The projects focuses on equity and inclusion, youth participation, progression, and completion of upper secondary and tertiary general, professional and vocational education and training, as well as at higher levels. The consortium includes partners from (alphabetically) Austria, Finland, Germany, Greece, Italy, Kosovo, Poland, Portugal and the UK.

EDU-LAB: Components & Features

- ✓ **Modeling of pathways for young people in education and the labor market.**
- ✓ **Assessment of the efficiency of policy measures facilitating youth transitions.**
- ✓ **International online survey of experts and stakeholders.**
- ✓ **12 qualitative and quantitative case studies in 7 European countries.**
- ✓ **Research integration and dissemination programs.**
- ✓ **11 project partners in the consortium.**

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A Horizon Europe collaborative project (2025-2027)
 Grant Agreement # 101177426
 Project Duration: 2025-2027


edu-lab-project.eu

5.2. EU visibility and funding acknowledgement

As an EU-funded Horizon Europe project, EDU-LAB fully complies with the visibility and funding labelling requirements of the European Commission, according to Article 17.2 of the Grant Agreement and the official EU guidelines for communication and visibility.

All communication materials of the project – whether digital, printed or multimedia – contain the mandatory elements:

- The emblem of the European Union (EU flag) in a clearly visible position.
- The funding statement: *"This project has received funding from the European Union's Horizon Europe research and innovation programme under grant agreement No 101177428."*

These elements are being integrated into:

- The project website
- Social media banners and profiles
- Presentation templates
- Policy briefs, reports and deliverables
- All public press releases, media documents and external communications

The EDU-LAB project ensures that all partners are aware of these obligations; templates provided will include the required branding and funding acknowledgement as standard.

In addition, at all high visibility events – such as workshops, webinars and the final project conference – appropriate EU visibility will be ensured with banners, logos and slides in accordance with Horizon Europe rules.

6. Dissemination strategy

6.1. Content strategy

► CDP-2 change: Updated: publishing rhythm, content calendar, multi-channel distribution logic

EDU-LAB's content strategy ensures that messages, results, and outputs are communicated clearly, consistently, and in a manner appropriate to each target audience. As the project moves from its foundational phase into active results communication, the content strategy has evolved from general awareness-raising to a structured, output-driven approach directly linked to the project's Key Exploitable Results and research milestones.

The strategy is built around three operational elements: a documented publishing rhythm, a content calendar linked to research milestones, and a coherent multi-channel distribution logic.

Publishing rhythm

► CDP-2 change: New: weekly rhythm formalised from February 2026

A weekly content publishing rhythm across all WP6 channels has been in operation since February 2026. This rhythm ensures consistent project visibility between major milestones and maintains audience engagement across social media, the website, and newsletters. Content is structured around four pillars: research and results, engagement, visibility, and community building. The recurring Quote of the Day series contributes to the engagement pillar on a weekly basis.

During the active fieldwork phase of WP4, the consortium partners will also provide brief country-specific or case-study-related communication inputs, which WP6 will then adapt and incorporate into coordinated dissemination materials for social media, website news articles and newsletters.

Content calendar and Publication and Social Media Plan

► CDP-2 change: New: Publication and Social Media Plan introduced as operational planning tool

The operational content calendar is maintained in the EDU-LAB Publication and Social Media Plan, a living document kept in the project shared workspace and updated on a rolling basis by the WP6 team. It is reviewed at each CDG meeting and serves as the primary tool through which the strategies described in this section are translated into day-to-day communication activities.

Multi-channel distribution logic

► CDP-2 change: New: 5-step distribution sequence formalised

Each significant content output — a policy brief, a new publication, a research finding, a newsletter edition — is distributed across all relevant channels in a coordinated sequence:

1. Website publication: the primary version of the content is published on the project website.
2. Newsletter feature: significant outputs are summarised and featured in the next newsletter edition.
3. Social media campaign: a coordinated set of posts across all platforms accompanies each output release, using visual formats where possible.
4. Targeted distribution: policy briefs and major outputs are distributed directly to the relevant stakeholder groups identified in Section 2, via direct email and through ISAB networks.
5. Academic network sharing: publications are shared on ResearchGate, Academia.edu, and Zenodo as these channels are activated in line with research output availability.

Content differentiation by audience

► CDP-2 change: New: layered audience-specific content approach described

Different target groups require different content formats. For policymakers and researchers, EDU-LAB provides robust, evidence-based formats such as policy briefs, working papers, and academic articles. For young people, teachers, and the general public, the project relies on accessible, engaging formats such as infographics, the Quote of the Day series, social media posts, and website news updates. For practitioners and institutional actors, the toolkit and practice-oriented resources translate research findings into directly usable guidance.

This multi-layered approach ensures that each audience receives content that is relevant, usable, and communicated through the channels they are most likely to engage with.

All communication activities follow Horizon Europe guidelines, including clear reference to EU funding, visible EU logo, and compliance with open access and accessibility requirements

6.2. Engagement strategy

► CDP-2 change: Updated: five concrete engagement mechanisms introduced

EDU-LAB's engagement strategy goes beyond one-way communication and aims to actively and systematically involve stakeholders. As the project moves into the dissemination phase, the focus shifts from mere reach to the active participation of the target groups. Stakeholders should not only receive information, but also contribute to the relevance, quality and wider dissemination of the results.

The engagement strategy is built around five mechanisms:

Structured stakeholder discussions

► CDP-2 change: New: WP5 stakeholder discussion support mechanism described

WP5 is mandated to organise structured thematic discussions with EDU-LAB key stakeholders, at which preliminary findings are presented and discussed to ensure they reflect real-world practitioner and policy perspectives. WP6 supports these events through communication — promoting them beforehand, documenting outcomes, and producing content for newsletters and social media afterwards.

These structured discussions take the form of the four-event webinar series described in Section 4.5, which serves the dual function of research synthesis integration and external stakeholder dissemination

The insights gathered through these discussions feed back into the project's synthesis work, strengthening the practical relevance of EDU-LAB's final outputs.

ISAB engagement

► CDP-2 change: New: ISAB as newsletter contributor from NL3 onwards

The members of the ISAB act not only as a quality assurance body for the research, but also as a network of experts with considerable influence within the political and professional communities that the project aims to engage. From Newsletter III onwards, ISAB members will be invited to contribute perspectives and comments for newsletter articles and to disseminate project results through their own professional networks. This will operationalise the ISAB's role as a multiplier, as described in Section 2.2.

Partner-led local engagement

► CDP-2 change: New: partner amplification role formalised

The consortium partners engage with national stakeholders in their respective countries, including ministries, educational institutions, employer organisations and NGOs. WP6 supports the partners through standardised communication materials and coordinates dissemination activities within the Communication and Dissemination Group (CDG). Partners are encouraged to disseminate project content further via their institutional channels and networks, and to provide feedback on local dissemination activities for consolidated KPI reporting.

Youth-facing content and participation

► CDP-2 change: New: youth voices format proposal noted

Young people, who are at the heart of EDU-LAB's research, are involved in communication not only as a target group but, where possible, also as active participants. The youth section of the website, currently under development, the visual and social media-oriented content strategy, and a proposal under discussion within the consortium to incorporate 'Youth Voices' and testimonials from young people – developed in collaboration with WP4 and subject to the relevant ethical approvals – all contribute to this objective.

Cross-project engagement

► CDP-2 change: New: cluster events and inter-project communication documented

EDU-LAB engages actively with related Horizon Europe projects through cluster events and ongoing inter-project communication. This cross-project engagement extends the reach of EDU-LAB's outputs into

adjacent networks, creates opportunities for joint visibility, and contributes to building a broader community of practice around evidence-based youth transition policy in Europe.

Inclusivity remains a guiding principle across all engagement activities. Participation actively seeks voices from underserved regions and communities, ensuring that findings resonate beyond the usual networks and reflect the diversity of European educational experiences.

The insights gathered through all stakeholder engagement activities feed back into the project's synthesis work in WP5, strengthening the quality and practical relevance of EDU-LAB's final outputs

7. Evaluation and impact assessment

7.1. Metrics and KPIs

The EDU-LAB project monitors and evaluates the effectiveness of its communication and dissemination activities using a combination of quantitative and qualitative indicators. These indicators make it possible to track progress, identify areas for improvement, and adapt the strategy based on evidence.

► *CDP-2 change: Overhauled: full KPI table with baselines, targets, tools and responsibilities*

Monitoring is coordinated by WP6 using two primary tools: **Metricool**, which tracks social media performance and website traffic across all platforms, and **Keila**, which provides newsletter analytics including subscriber numbers and engagement data. All partners contribute data from their local and international dissemination activities on a regular basis to allow for comprehensive analysis.

The table below presents the full KPI framework as formalised in D6.2. Baseline values reflect the M18 data snapshot compiled in June 2026. Targets for M36 will be set by the consortium based on M18 baseline performance and project milestones.

At the time of this M18 snapshot, a technical issue with the Metricool integration limited access to several website analytics indicators (visitor numbers, page views, deliverables downloads). Where Metricool data was unavailable, manually retrieved platform-level figures (e.g. social media impressions/views) were used instead. The affected indicators will be backfilled once the Metricool connection is restored. Activity and reach across all channels are expected to increase over the coming months as WP1–WP5 outputs begin to be published and disseminated.

Table 3. Matrix of EDU-LAB's KPIs

Indicator	Source	M18 baseline	M36 target	Responsible
Website unique visitors (monthly average)	Metricool	[unavailable — Metricool integration disrupted at time of snapshot; to be backfilled]	[TBD]	WP6
Website page views (monthly average)	Metricool	[unavailable — Metricool integration disrupted at time of snapshot; to be backfilled]	[TBD]	WP6
Deliverables and resources downloads	Website analytics	[unavailable — Metricool integration disrupted at time of snapshot; to be backfilled]	[TBD]	WP6
Social media followers — total, all platforms	Metricool	176	500	WP6
Social media followers — Facebook	Metricool	20	60	WP6
Social media followers — Instagram	Metricool	29	100	WP6
Social media followers — BlueSky	Metricool	5	30	WP6
Social media followers — LinkedIn	Metricool	122	320	WP6
Social media impressions/views (monthly average)	Metricool	LinkedIn: c. 1,200; Instagram: c. 100; Facebook: c. 100 (platform-reported impressions/views; not yet differentiated by metric type pending Metricool reconnection)	LinkedIn: c. 3,000; Instagram: c. 250; Facebook: c. 250 (indicative, 2–3x growth from baseline)	WP6

Indicator	Source	M18 baseline	M36 target	Responsible
Newsletter subscribers	Keila	123	250	WP6
Newsletter editions published	WP6 records	2	6	WP6
Printed leaflets produced	WP6 records	2	[TBD]	WP6
Conference and event participations	WP6 / all partners	7	14	All partners
Open access publications	WP5 / WP6	[pending — open access outputs in preparation; to be updated]	[TBD]	WP5 + WP6
HRP KER registrations	Horizon Results Platform	0	3	WP6
Stakeholder consultation and feedback events	WP5 / WP6	[planned for CDP-3 phase]	6 (webinar series)	WP5 + WP6
Media mentions and press coverage	WP6 / partner monitoring	[planned for CDP-3 phase]	7 (at least one per participating country)	WP6 + partners

Targets for the M36 column will be confirmed following the CDG meeting in June 2026, once baseline data is available and the consortium has agreed on realistic but ambitious benchmarks for the final project phase.

7.2. Review and adaptation

► CDP-2 change: Expanded: monitoring cycle and adaptation process formalised

EDU-LAB recognises that a communication and dissemination strategy can only remain effective if it is regularly reviewed against concrete evidence and adapted on the basis of the findings. A continuous evaluation process is therefore firmly integrated into the project's operational working methods.

Reviews take place at regular intervals under the coordination of WP6, with the participation of all consortium partners via the Communication and Dissemination Group (CDG). Each review cycle comprises:

- The ongoing monitoring of the quantitative KPIs described in Section 7.1, which are continuously collected from Metricool and Keila and formally reviewed during CDG meetings.
- A qualitative assessment of the quality of stakeholder engagement, including feedback from event participants, ISAB interactions and direct feedback from partners.
- An assessment of the reach and usability of specific outputs, including website content, social media posts, newsletters and publications, including whether these are reaching the intended target groups and eliciting the intended responses.
- A review of the Publication and Social Media Plan to determine whether the content calendar and publication frequency remain aligned with the progress of the research and the needs of stakeholders.

Based on the results of each review, the communication and dissemination strategy will be adjusted in an evidence-based manner. Possible adjustments include changes to the format or frequency of content, a shift in focus between platforms, refining the approach to target audiences, or accelerating specific dissemination activities in response to new findings from the research work packages.

The results of any paid social media promotion, provided this is approved at the CDG meeting in June 2026, will be monitored as part of the regular Metricool reporting and evaluated in terms of their effectiveness and added value before further investment decisions are made.

Formal updates to the strategy will be documented in the relevant CDP deliverables. CDP-3 (D6.3, due in M36) will contain the final monitoring report, including a full account of the results achieved in relation to

the target values defined in this document, as well as an assessment of the overall communication and dissemination impact of the EDU-LAB project.

The results of any paid social media promotion, provided it is approved at the CDG meeting in June 2026, will be monitored as part of the regular Metricool reporting process and assessed for effectiveness and added value before any further investment decisions are made.

Formal updates to the strategy will be documented in the relevant CDP deliverables. CDP-3 (D6.3, due in M36) will contain the final monitoring report, including a full presentation of the results achieved in relation to the target values defined in this document, as well as an assessment of the overall communication and dissemination impact of the EDU-LAB project.

8. Timeline and milestones

8.1. Launch phase – setup and strategy (M1–M6)

► CDP-2 change: Updated: completed activities listed in past tense

The first phase of EDU-LAB's communication and dissemination work focused on establishing the strategic and operational foundations for all future outreach activities. During this phase, the following activities were completed:

The Communication and Dissemination Plan (CDP-1, D6.1) was developed and successfully submitted in M6. The project website (edu-lab-project.eu) was launched and made fully functional. At the same time, the first posts were published via the project's social media profiles on Facebook, Instagram and BlueSky. In addition, a newsletter system was set up via the GDPR-compliant Keila platform, enabling visitors to subscribe directly via the project website.

In parallel, the consortium developed a consistent visual identity, including a logo, colour palette, set of pictograms, and document and presentation templates, to ensure that all materials can be clearly and consistently attributed to the project. An initial stakeholder mapping exercise identified priority target groups, whilst WP6 established internal reporting templates and workflows to efficiently coordinate dissemination activities within the consortium.

In addition, a Communication and Dissemination Working Group comprising representatives from all partners was set up to coordinate outreach activities and ensure alignment within the consortium.

During this phase, EDU-LAB also began participating in the Horizon Europe Results Booster Dissemination Service, thereby initiating a structured capacity-building process for dissemination and exploitation planning.

8.2. Mid-project phase – active dissemination (M7–M24)

► CDP-2 change: New: M7-M18 activities documented

The second phase marked the transition from establishing basic structures to active and regular dissemination. During the period M7–M18, the following activities were carried out:

Newsletter I was published and sent to the existing subscriber list. This was followed in early 2026 by Newsletter II, which introduced the dual-format approach comprising PDF and online e-newsletter versions, a practice that has since become standard. Since February 2026, a near-weekly publication schedule via social media channels has been formalised and gradually expanded to an almost daily frequency. The content was structured around four pillars: research and results, engagement content, visibility and community building. The recurring "Quote of the Day" series was introduced as a permanent feature.

The project website has been significantly expanded and now includes a section for news and publications, a download section for deliverables, an events calendar, a newsletter archive, an infographics gallery, a 'Quote of the Day' archive, and an interactive data dashboard based on data from Cedefop and Eurostat. In addition, two printed leaflets were produced: a project-wide introductory leaflet and a specific leaflet for WP3B. Furthermore, a programme for the creation of infographics was established and is being continued on an ongoing basis.

EDU-LAB took part in the second consortium meeting in Athens in February 2026, at which WP6 presented the progress of communication and dissemination activities, as well as outstanding strategic issues, to all partners. The project also participated in cluster events, including an online cluster event and an in-person event in Trento alongside related Horizon Europe projects, thereby establishing an active cross-project communication network.

The Horizon Results Booster Go-to-Market (G2M) Service was successfully completed. This resulted in the formal definition of three Key Exploitable Results (KERs): the Series of Research Publications and Policy Briefs (KER1), the Stakeholder Engagement and Knowledge Dissemination Platform (KER2) and the Toolkit for Improving Educational Policies (KER3). In addition, an ISAB review of D6.1 was carried out. Written feedback was obtained and integrated into this updated version.

Furthermore, the Publication and Social Media Plan was developed as an operational planning tool, providing a continuously updated content calendar and a planning framework for all WP6 outputs, maintained as a living document in the project shared workspace.

It is recognised that activities and the timetable may still be subject to adjustments as the project continues to evolve. Corresponding updates will be documented in CDP-3.3.

8.3. Final phase – synthesis, exploitation, and final dissemination (M25–M36)

► CDP-2 change: Updated: M19-M36 milestone list added

In the final phase, EDU-LAB will focus on communicating and disseminating the project's consolidated research results in formats that are accessible, practice-oriented, and targeted to each stakeholder group. The aim is to maximise the uptake and impact of the project's outputs and to ensure their continued use beyond the formal project end date.

Key activities planned for this phase include:

- Communication of WP1–WP4 analysis results through coordinated social media campaigns, website features, newsletter content and webinars (M19).
- Registration of all three KERs on the Horizon Results Platform (M19).
- Publication of Newsletter III with a results focus (M20).
- Dissemination of WP5 policy briefs (D5.2B) through targeted outreach to policymakers and practitioners, coordinated with WP5 [timeline subject to WP5 output schedule].
- Organisation of at least one thematic stakeholder webinar for external policy and practitioner audiences (M22).
- Publication of Newsletter IV (M24).
- Communication of monograph working drafts (D5.2A) through website, academic networks, and newsletters (M26).
- Publication of Newsletter V with a results synthesis and policy implications focus (M28).
- Intensified targeted outreach to Cluster A stakeholders (M30).
- Preparation and organisation of the final project conference — the primary public results dissemination event — as stipulated in the grant agreement (M32–M34).
- Publication of Newsletter VI and submission of CDP-3 (D6.3) covering the full dissemination record and sustainability planning (M36).

The website, social media channels, newsletters, and professional networks will be used intensively throughout this phase to reinforce the final messages, promote results, and consolidate long-term visibility.

As with the previous phases, the timeline may be adjusted if necessary, and all updates will be documented in CDP-3.

8.4. Long-term sustainability and visibility

To guarantee the sustainability of EDU-LAB's results, the consortium will ensure that key deliverables — including reports, policy briefs, and toolkits — remain openly accessible after the end of the project. Public outputs will be made available through the project website, the Zenodo repository, and EU dissemination platforms such as the Horizon Results Platform, ensuring long-term visibility and the possibility of adoption by relevant stakeholders.

► CDP-2 change: Expanded: platform sustainability risk and mitigation noted

The long-term sustainability of the project's digital presence, in particular the website and the interactive dashboard (KER2), is a specific priority identified as part of the Horizon Results Booster process. The consortium will explore mechanisms to ensure the platform's accessibility and the relevance of its content

beyond M36. This includes, amongst other things, identifying institutional partners or networks with a long-term interest in continuing to provide or reference the project's evidence base. Opportunities for spin-off projects, follow-up funding and the continuation of activities via the ISAB network and the partners' institutional contacts will be explored during the final year of the project.

All open-access publications will remain permanently accessible via Zenodo, institutional repositories and the Horizon Results Platform, and will be published under Creative Commons licences that permit free reuse provided the source is cited. This is in line with the open-access requirements of Horizon Europe and the EDU-LAB Data Management Plan.

9. Project bodies and responsibilities

9.1. Project coordinator

► CDP-2 change: Expanded: full list of WP6 coordinator responsibilities

The communication, dissemination, and exploitation activities of EDU-LAB are organised under Work Package 6, led by the project coordinator, **ECONOMICA Institute of Economic Research** (Vienna, Austria). WP6 provides the overall framework for all outreach activities across the consortium and coordinates the implementation of the Communication and Dissemination Plan throughout the project lifecycle.

ECONOMICA's responsibilities under WP6 include:

- Development, maintenance, and regular updating of the project website (edu-lab-project.eu), including all content sections, the interactive dashboard, and the resources library.
- Management of official project communications, including the project email account and social media profiles on Facebook, Instagram, BlueSky, and LinkedIn.
- Production and distribution of the bi-annual EDU-LAB newsletter in dual format (PDF and online e-newsletter) via the Keila platform.
- Development and maintenance of the Publication and Social Media Plan, coordinating the content calendar and publishing rhythm across all WP6 channels.
- Design and production of printed and digital communication materials, including leaflets, infographics, the Quote of the Day series, presentation templates, and branded visual outputs.
- Coordination of the Communication and Dissemination Group (CDG), including scheduling and chairing meetings, consolidating partner dissemination reports, and managing the KPI monitoring cycle.
- Planning and organisation of WP6-led dissemination events, including stakeholder webinars and the final project conference.
- Coordination with WP5 on the communication and dissemination of policy briefs, toolkit outputs, and synthesis results.
- Oversight of the exploitation strategy, including the registration of Key Exploitable Results on the Horizon Results Platform and the management of open access deposition obligations.
- Submission of formal WP6 deliverables: D6.1 (CDP-1, delivered M6), D6.2 (CDP-2, due M18), and D6.3 (CDP-3, due M36)

Communication and Dissemination Working Group

► CDP-2 change: New section: CDG role, membership and agenda formalised

The Communication and Dissemination Group (CDG) is the operational body for implementing and coordinating dissemination activities across the EDU-LAB consortium. It comprises one nominated contact person from each partner institution, coordinated by WP6.

The CDG meets regularly — at minimum bi-quarterly — and serves as the forum for:

- Reviewing and aligning communication and dissemination activities across all partners.
- Collecting and compiling partner dissemination data for consolidated KPI reporting.
- Making operational decisions on content strategy, paid promotion, new communication initiatives, and event participation.
- Ensuring compliance with EU visibility, open access, and GDPR requirements across all partner institutions.
- Reviewing and updating the Publication and Social Media Plan in line with project progress.

Between meetings, CDG members are the primary points of contact for WP6 within each partner institution, responsible for channelling research updates, event reports, and local dissemination activities to WP6 for integration into the project's communication outputs

Partners

► CDP-2 change: Updated: partner responsibilities listed; effort table included

Each partner in the EDU-LAB consortium contributes to communication and dissemination activities in line with their role and the effort allocation set out in the grant agreement, as reflected in Table 3. Partner contributions take place both through the CDG coordination structure and through the direct integration of research outputs into WP6 communication products.

Table 4. Distribution of staff effort per institutional partner in total person-months for dissemination, communication, and exploitation activities in EDU-LAB (WP6) (subject to ongoing revisions)

ECONOMICA	UOA	ULusofona	EVALA G	UNI BA	ALMALAURE A	KOLEG JI AAB	BCU	MGU	UNI GRAZ	TAU
21.90	3.00	2.00	2.00	2.00	2.00	5.00	4.00	2.00	1.00	1.00

As the WP5 (Research synthesis, integration and recommendations for policies and practice) Lead, UOA supports WP6 with the project's digital presence, including regular updates to the website and social media. They also help produce and distribute promotional materials like posters, leaflets, banners, and infographics in various formats. Additionally, UOA contributes to the bi-quarterly newsletter and other key project deliverables, ensuring effective and cohesive dissemination efforts.

Each partner organization participates in the communication tasks according to its role and national and technical expertise. This includes providing content and progress reports from the respective work packages, disseminating the project through institutional networks, and – where necessary – translating and adapting materials for local audiences.

The scientific work packages provide the material for dissemination products such as policy briefs, toolkits and technical publications. WP6 works closely with these work packages to prepare research results in a way that is understandable and accessible to different stakeholder groups.

A communication and dissemination working group coordinated by WP6 has been set up to facilitate collaboration within the consortium, monitor progress and ensure synergies between all partners. Each member has nominated a contact person for this purpose, and the group meets regularly to coordinate activities, exchange information and jointly plan outreach activities.

The ISAB, described in Section 3.8, complements the consortium's dissemination efforts by providing expert input and helping amplify project outreach through its networks.