

# **Surrounded by Science**

## ***Learning Paths towards Science Proficiency***

*Research and Innovation Action in the European Union's Horizon 2020 Programme*

*Grant Agreement no. 101006349*

## **Deliverable 7.2**

### **Communication and Dissemination Materials**

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**The Surrounded by Science Consortium**

<b>Participant No. *</b>	<b>Participant organization name</b>	<b>Short name</b>	<b>Country</b>
1 (Coordinator)	Universiteit Twente	UT	Netherlands
2	Ellinogermaniki Agogi Scholi Panagea Savva AE	EA	Greece
3	European Physical Society Association	EPS	France
4	Nuclio-Núcleo Interactivo de Astronomia Associacao	NUCLIO	Portugal
5	Fondazione IDIS-Citta della Scienza	IDIS	Italy
6	The Lisbon Council for Economic Competitiveness and Social Renewal	LC	Belgium
7	Weizmann Institute of Science	WIS	Israel
8	Norges Teknisk-Naturvitenskapelige Universitet	NTNU	Norway

### Contributors

Name	Institution
Alice lordache	LC
Sara Anjos	NUCLIO

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## Executive Summary

As part of WP7, this document presents the communication and dissemination materials of the Surrounded by Science project. Specifically, this document describes:

- The branding identity for Surrounded by Science
- Communication materials developed and ready to be used by the consortium partners, including project factsheet, Word templates, PowerPoint templates and a newsletter template
- Surrounded by Science website design and roll-out
- Dissemination activities, including liaison activities with similar projects/organisations/initiatives, and the management of those activities
- External stakeholders' management

The communication and dissemination materials deliverable can be best viewed as a living document, which will be updated with new materials over the course of the project.

# Table of Contents

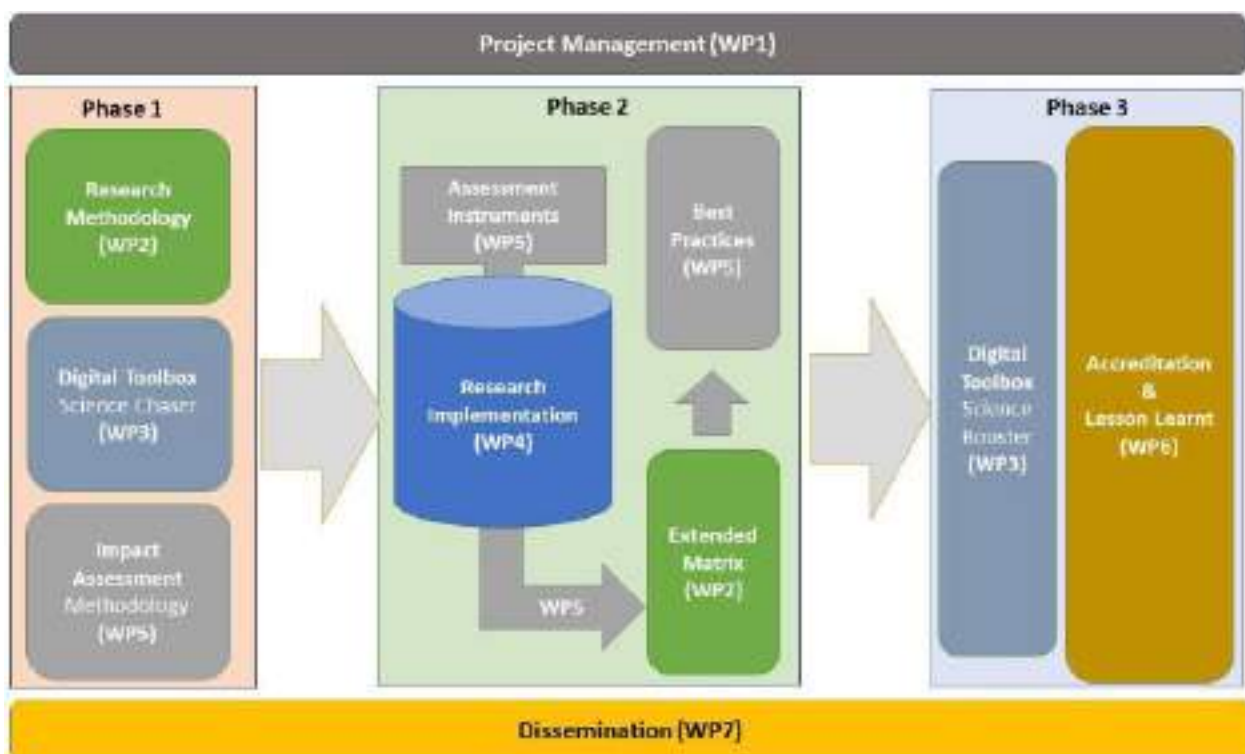
<b>1</b>	<b>Introduction .....</b>	<b>6</b>
<b>2</b>	<b>The branding identity for Surrounded by Science.....</b>	<b>8</b>
<b>2.1</b>	<b>Logo .....</b>	<b>8</b>
<b>2.2</b>	<b>Visual alphabet .....</b>	<b>9</b>
2.2.1	Corporate colours.....	9
2.2.2	Typography.....	9
2.2.3	Geometrical elements .....	10
2.2.4	Icons .....	10
2.2.5	Compositions and layouts.....	12
2.2.6	Photography .....	12
<b>2.3</b>	<b>Brand identity example: The ‘Learning Contexts’ visual map.....</b>	<b>13</b>
<b>3</b>	<b>Communication and dissemination materials.....</b>	<b>15</b>
<b>3.1</b>	<b>Project factsheet.....</b>	<b>15</b>
<b>3.2</b>	<b>Templates .....</b>	<b>15</b>
3.2.1	Newsletter template .....	15
3.2.2	Word templates .....	16
3.2.3	PowerPoint templates .....	16
3.2.4	Social media templates.....	16
<b>3.3</b>	<b>Website .....</b>	<b>17</b>
<b>4</b>	<b>Communication and dissemination management .....</b>	<b>20</b>
<b>4.1</b>	<b>Liaison activities management .....</b>	<b>20</b>
<b>4.2</b>	<b>External stakeholders’ management .....</b>	<b>27</b>
4.2.1	Stakeholders’ management .....	27
4.2.2	Audience.....	28
<b>5</b>	<b>Conclusions.....</b>	<b>30</b>
<b>6</b>	<b>List of appendices.....</b>	<b>31</b>

# 1 Introduction

Surrounded by Science is a Research and Innovation Action project funded under the EU Horizon 2020 programme. The project answers to the call of the European Commission for understanding better how science education outside the classroom influences today's citizens by identifying and evaluating the impact of good practices outside the classroom on both formal and informal science education for students and citizens. The project is coordinated by the University of Twente (UT) and will be carried out for a three-year period (October 2021 – September 2024) by a network of 8 partners from 8 countries (Belgium, France, Greece, Israel, Italy, Netherlands, Norway, and Portugal). The overarching objective of Surrounded by Science is to contribute to the exploration of the nature, effects, and the interrelationships of informal and formal science education contexts, which are considered the building blocks of the wider science learning ecosystem. The project will focus on the analysis and assessment of learners' development of Science Proficiency through personalized and dynamically evolving learning paths within diverse science learning contexts. These contexts include but are not limited to schools, museums, libraries, higher education institutions, businesses, and informal learning programmes.

As specified in the project proposal, a key objective of Surrounded by Science is to implement a systematic communication and awareness-raising strategy that will contribute to the effective dissemination of the project's results and outcomes and prepare the ground for the continuous monitoring and reviewing of the developed communication materials. In order to achieve this, the Communication and Dissemination work package (WP7) will be acting as a scaffold to support appropriately the dissemination of results of all work packages throughout the three phases of the project (see PERT chart in Figure 1).

**Figure 1.** PERT chart of the Surrounded by Science project



Following the *Plan for the Communication and Dissemination of Results* as documented in D7.1, this deliverable presents the first series of communication and dissemination materials that are ready to be used by the consortium over the course of the project. This set of materials has been

developed with the aim to serve best the objectives of Surrounded by Science communication and dissemination strategy (see Table 1).

**Table 1.** *Objectives of Surrounded by Science communication and dissemination strategy*

- Provide an integrated and solid external image of the project, facilitating its widest possible reach, raising awareness about it, and attracting the relevant target groups
- Ensure the maximisation of the visibility of the project's actions, activities, and events
- Disseminate extensively the results of the project to target audiences using diverse channels, materials, tools, and activities customised to their context
- Disseminate to a wide range of stakeholders the learnings and materials produced
- Tap into partners' networks and build synergies and joint actions with sister EU projects in which the partners are involved
- Leverage partners' local, national, and international networks formed with formal, non-formal, and informal educational institutions

As indicated in Table 1, the first objective concerns the design of the branding of the Surrounded by Science project, which is considered the cornerstone of the overall communication and dissemination strategic objectives. The brand identity of the project is essentially a genuine and distinct representation of what the Surrounded by Science project does and why. The design of the brand identity of the project will be the focus of Section 2.

Section 3 will present the first set of communication and dissemination materials developed and ready to be used by the consortium. Special emphasis will be given to the project's website for it is considered the core digital asset of the Surrounded by Science brand, enabling the project to attract and build lasting relationships with its key audiences.

Section 4 will shift attention to the management of communication and dissemination activities including liaison activities with similar projects/organisations/initiatives as well as the management of relationships with key external stakeholders.

In the final and concluding section, a summary of key aspects of the brand identity of the project will be outlined, followed by describing the ways in which the materials presented in this document can optimally support the project's communication and dissemination activities towards meeting successfully the respective key performance indicators of the project.

## 2 The branding identity for Surrounded by Science

This section provides an overview of the branding identity for the Surrounded by Science project. Specifically, it describes the brand identity rationale as reflected in the project's logo, followed by the components of its visual alphabet. It then provides a concrete example in which the components of the visual alphabet are integrated into a visually appealing and comprehensible representation of the Learning Contexts aimed at growing interest in, awareness and uptake of the concept of Learning Contexts by the project's target groups and more specifically by the informal and formal science education providers.

### 2.1 Logo

As mentioned in D7.1, 'the first and foremost association that people make with any project is its visual identity and more specifically its logo'. After presented with three proposals, the Surrounded by Science consortium reached a decision about the visual identity of the project, including its logo. Specifically, the main logo, as shown in Figure 2 is composed of two elements:

1. The text 'Surrounded by Science'
2. A blue geometrical symbol composed by a straight line rotated 20 degrees. This visual element is inscribed in a circle, resembling an asterisk or a sun. The guiding principle behind the visual element is to evoke the learning paths of individuals in the framework of both in- and out-of-school science learning activities, the interconnections between multitude learning contexts, and ultimately the key message that the project aspires to convey, which is 'We are surrounded by science!'.

**Figure 2.** *Surrounded by Science main logo*



A second horizontal version has also been designed. This is intended to be used when there is ample horizontal layout space (see Figure 3).

**Figure 3.** *Surrounded by Science horizontal logo*



The logo usage specifications, including exclusion zone, minimum width for printing, background, and display Do's and Don'ts are detailed in the Brand Identity Manual available in Appendix I.










## 2.2 Visual alphabet

The communication and dissemination materials developed for the Surrounded by Science project, as presented in Section 2 and Section 3, follow the rules and specifications of the project's visual identity system. Integral to this system is the definition of a visual alphabet, that is, a collection of visual elements and icons that, together with the chosen corporate colours and typography, constitute the building blocks from which all materials are created. The visual alphabet is not intended to be an end in itself, but is rather offering a common aesthetic design framework for working with and communicating the project's complex ideas, objectives and results in an informative and visually appealing way.

### 2.2.1 Corporate colours

Blue, white and black are the core corporate colours chosen for the visual elements and icons. Yet four additional colours (light blue, green, yellow and pink) complement the corporate colours palette with the aim to enrich the various compositions and layouts. These are shown in Figure 4.

**Figure 4.** *Surrounded by Science corporate colours*

			
<b>Blue</b> CMYK 100/87/0/0 RGB 14/44/226 HEX # 0E2CE2	<b>White</b> CMYK 0/0/0/0 RGB 255/255/255 HEX # FFFFFFFF	<b>Black</b> CMYK 0/0/0/100 RGB 0/0/0 HEX # 000000	
			
<b>Light Blue</b> CMYK 60/0/25/0 RGB 33/203/216 HEX # 21CB08	<b>Green</b> CMYK 60/0/49/0 RGB 90/200/158 HEX # 5AC79E	<b>Yellow</b> CMYK 0/18/91/0 RGB 255/209/20 HEX # FFD114	<b>Pink</b> CMYK 10/65/0/0 RGB 234/120/190 HEX # EF77BF

### 2.2.2 Typography

Concerning typography, two families of fonts are chosen as follows:

1. Poppins family used principally for titles
2. Source Sans Pro family used principally for text

The two families of fonts are shown in Figure 5, while an example of how these two families are placed in a document is shown in Figure 6.

**Figure 5.** *Surrounded by Science* typography

<b>Poppins Family</b>	<b>Source Sans Pro Family</b>
Poppins Light abcdefghijklmnopqrstuvwxyz ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890	Source Sans Pro Light abcdefghijklmnopqrstuvwxyz ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890
<b>Poppins Bold</b> <b>abcdefghijklmnopqrstuvwxyz</b> <b>ABCDEFGHIJKLMNOPQRSTUVWXYZ</b> <b>1234567890</b>	Source Sans Pro Regular abcdefghijklmnopqrstuvwxyz ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

**Figure 6.** *Example of fonts' placement on a page*

<b>Lorem ipsum dolor sit amet</b>	<b>Title</b> Poppins bold
<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p>	<b>Paragraph</b> Source Sans Pro Light

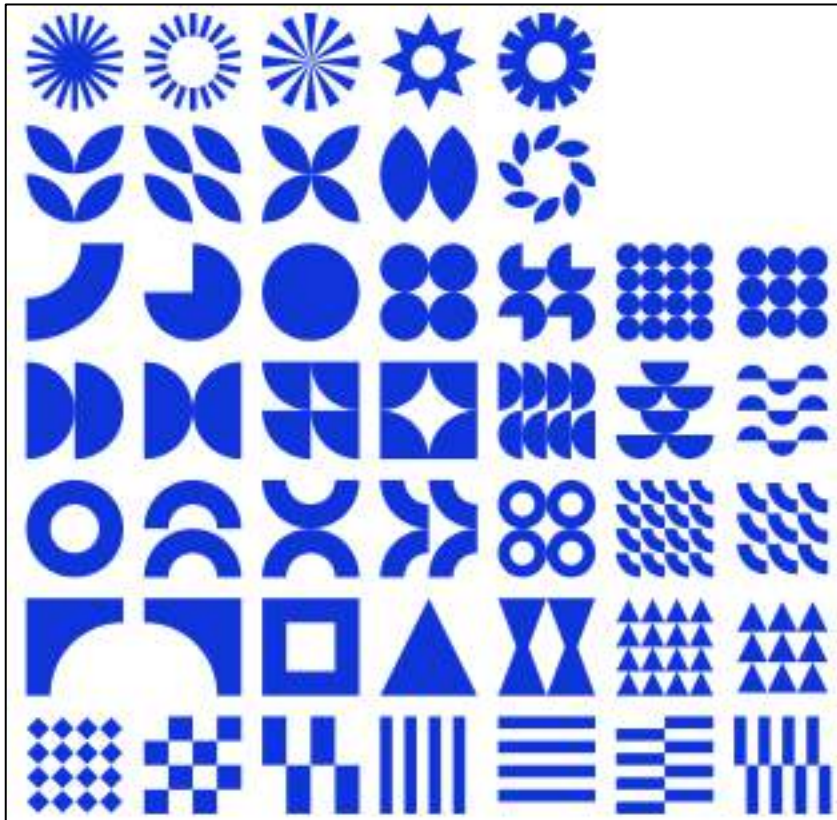
### 2.2.3 Geometrical elements

Inspired by the project's logo, a collection of abstract geometrical elements composes the first set of the visual alphabet. As shown in Figure 7, there are 45 elements that can be inscribed in a square. These visual elements are best viewed as a collection of 'tiles' in a tessellation. All these elements have been created in the seven corporate colours.

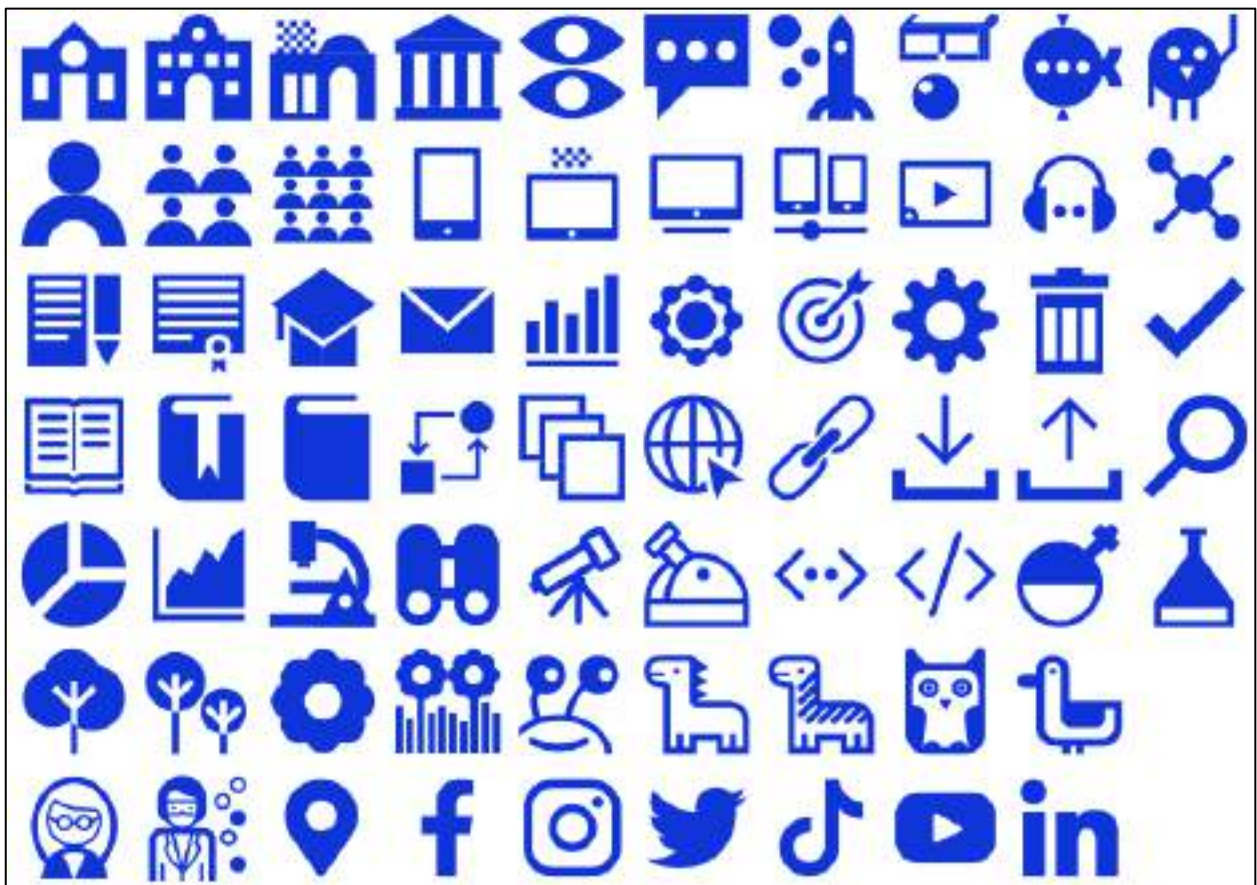
### 2.2.4 Icons

A second set of visual elements that complement the visual alphabet are icons. These pieces are less abstract than the geometrical elements. As shown in Figure 8, there are 68 icons that are intended to be used in various communication materials, including flyers, infographics, etc. All these icons have been created in the seven corporate colours.

**Figure 7.** Visual alphabet: geometrical elements



**Figure 8.** Visual alphabet: icons



### 2.2.5 Compositions and layouts

The project's logo along with the geometrical elements and icons provide the visual ingredients for creating compositions and layouts used in printed and digital communication materials.

First, as shown in Figure 9, the geometrical elements should be juxtaposed one with another resulting in balanced compositions. These compositions should be formed by same size tiles disposed in one or more lines and can be full or less dense of elements. Each composition can be monochrome (blue or black on a bright background or white on a dark background) or coloured. Even the choice of colour should be balanced, using all the colors of the palette, with a predominance of blue. More compositions are available in the Brand Identity Manual which can be found in Appendix I.

**Figure 9.** Example of a coloured and a monochrome composition of geometrical elements



### 2.2.6 Photography

Images are an integral part of the project's visual identity. Like all other graphic aspects, images reflect brand values. Therefore, the right choice of images is crucial for the communication. Images should have a good resolution and brightness. Every picture should create a suggestion or tell a little story.

For the purpose of the Surrounded by Science project, there are three categories of images to be used as follows:

1. Images extracted from Shutterstock which maintains a library of millions royalty-free stock photos (for an example see Figure 10)
2. Images extracted from other sources (e.g., websites)
3. Images taken by members of the consortium or externals such as professional photographers, provided that they give permission to use their work for the communication and dissemination purposes of the project.

All images used in printed and digital communication and dissemination materials should be credited according to the specific terms and conditions set for a given image. In other words, the policy used for the usage of images is the following: (1) follow the image crediting rules that apply for a given image, and (2) ask for the owner's permission and follow the image crediting rules they have set for the given work.

**Figure 10.** Selected images extracted from Shutterstock



### 2.3 Brand identity example: The 'Learning Contexts' visual map

The Surrounded by Science project defines out-of-school science learning as the outcome of individuals' interaction and engagement with three distinct but interconnected learning contexts: (1) designed environments, (2) scientific outreach programmes, and (3) technology and media products.

In order to provide a visual description for each of these three learning contexts, there are three compositions created (see Figure 11).

**Figure 11.** Visual compositions for the three learning contexts



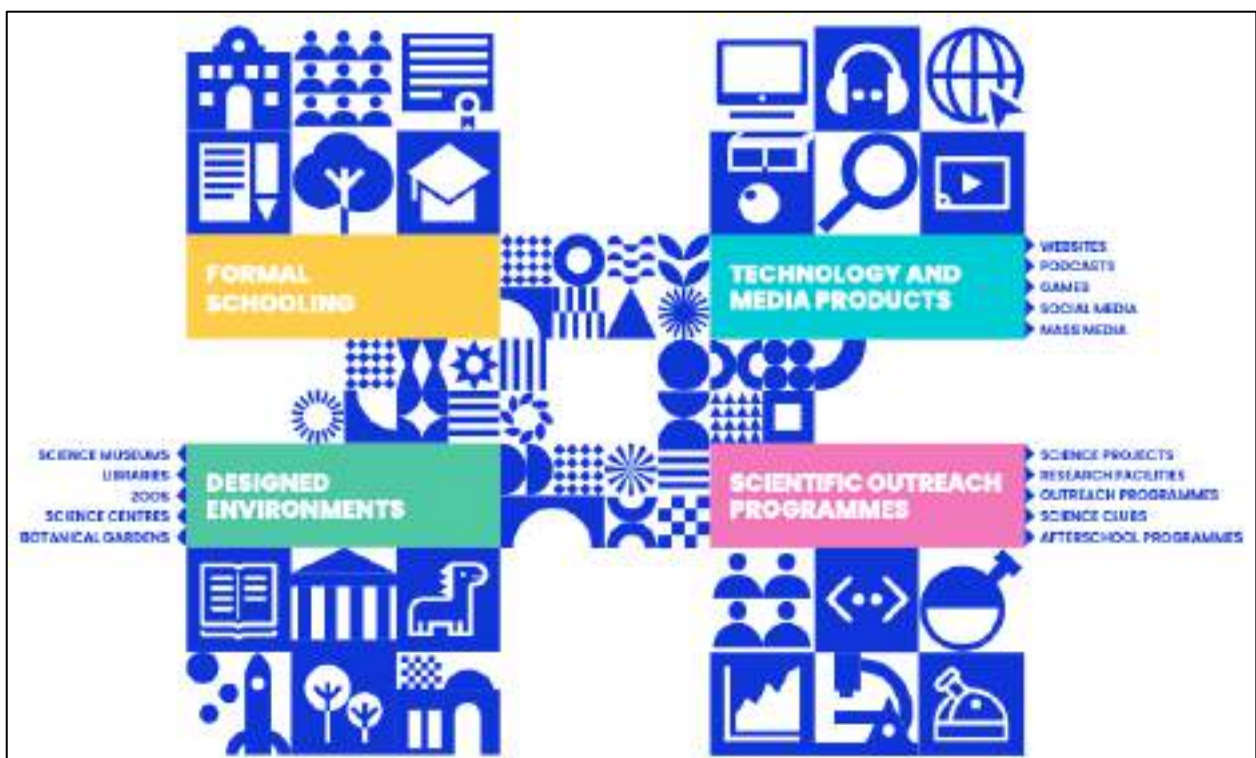
Each of the three learning contexts is a square-shaped visual element that is composed by:

1. The name of the learning context in a coloured rectangular shape
2. Six icons that describe visually the content (e.g., activities, programmes, products) of each learning context.

A second version of the three visual representations of the learning contexts is also available that includes supplementary text next to the rectangular shape.

The three learning contexts together with the formal schooling context are brought together in a visual map with the aim to provide a holistic picture of the physical, social, and cultural context in which science learning takes place. In addition, and more importantly, the visual map utilises abstract icons that serve as visual interconnectors between the learning contexts. The visual map is shown in Figure 12.

**Figure 12.** *Learning contexts visual map*



### 3 Communication and dissemination materials

The first set of communication and dissemination materials includes:

- Project factsheet
- Newsletter template
- Word and PowerPoint templates
- Social Media templates

These are presented in the following sub-sections.

#### 3.1 Project factsheet

Capturing the key aspects of the project in terms of context, objectives, expected results, consortium partners and contact information, the project factsheet has been designed mainly as a printed communication product. The factsheet is a two-fold A4-sized two-sided flyer (see Figure 13). The factsheet is intended to be distributed in dissemination events organised by the project or in events in which the partners take part, such as conferences, seminars, public events, etc.

Figure 13. Project factsheet



#### 3.2 Templates

##### 3.2.1 Newsletter template

Aimed at a general audience, the Surrounded by Science newsletter showcases project news, resources, the work of the partners and case studies, highlighting the results of their cooperation and the activities they are involved in. The newsletter is scheduled to be published every three months. It will be available on the project's website but also in a PDF format so that it can be

distributed by the project via its mailing list but also by the project partners through their own communication channels. The newsletter co-editors are Sara Anjos (NUCLIO) and Alice Lordache (LC). The first newsletter is scheduled to be published by the end of March 2022 and will include, amongst other topics, a 'Welcome Note' from the project coordinator, Tessa Eysink (UT), and an interview with Sherman Rosenfeld (WIS). Figure 14 shows the cover and back page of the newsletter template. The full newsletter template can be found in Appendix II.

**Figure 14.** Newsletter template (cover and back page)



### 3.2.2 Word templates

Word templates have been created and are ready to be used by the project partners according to their needs. Word templates will also be used for press releases and other written output. There are two versions created: a monochrome and a coloured one. Both versions can be found in Appendix III.

### 3.2.3 PowerPoint templates

PowerPoint templates have been created and are ready to be used by the project partners according to their needs. Similar to the Word templates, there are two versions created: a monochrome and a coloured one. Both versions can be found in Appendix IV.

### 3.2.4 Social media templates

Social media templates have been created and are ready to be used in the project's social channels. There are two basic types of social media templates: a template for images (square, vertical, horizontal), and a template for short texts (e.g., quotes) in a coloured and monochrome format (vertical and horizontal). The social media templates can be found in Appendix V.



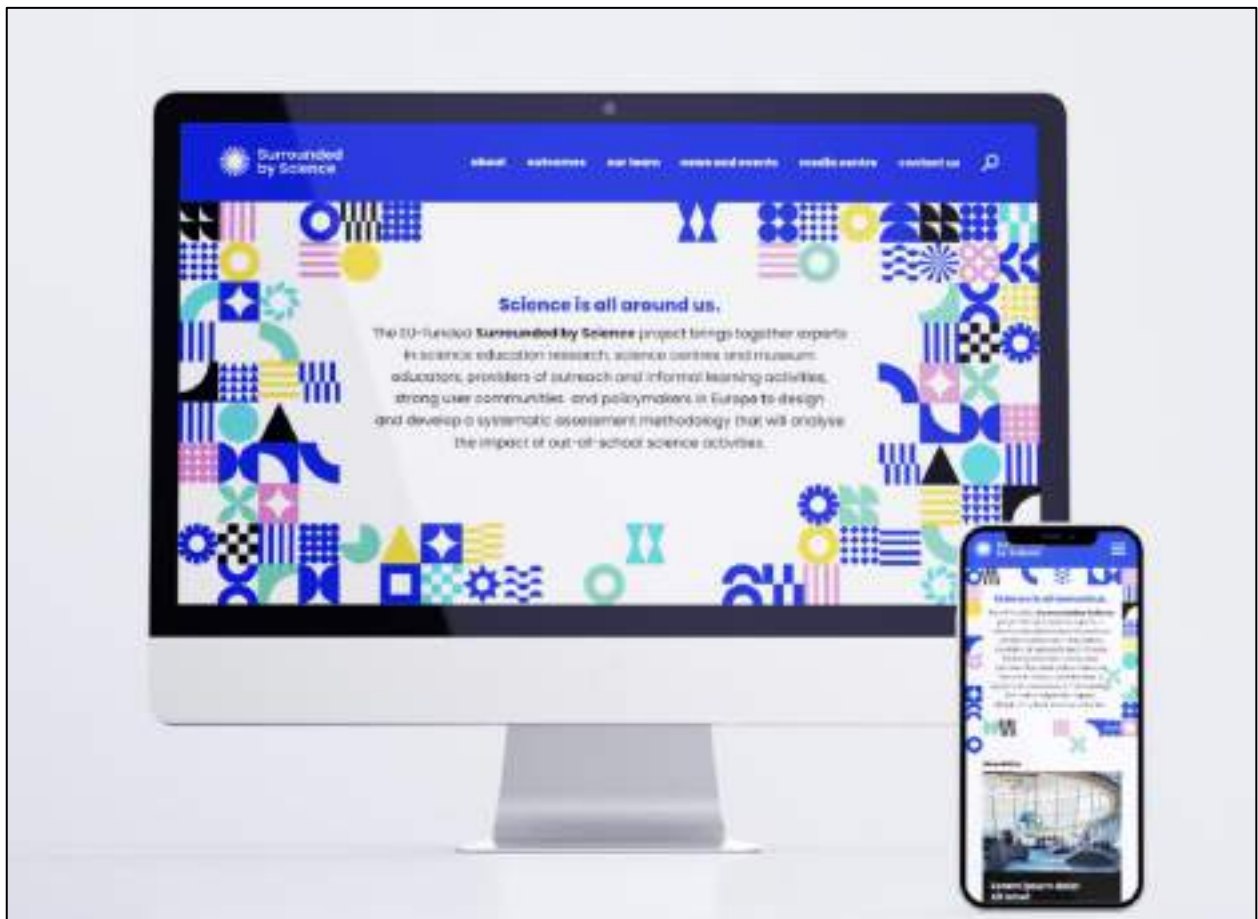
### 3.3 Website

The Surrounded by Science website is considered the central component that anchors external online communication actions and serves as the focus point for stakeholder engagement and interaction. It aims to:

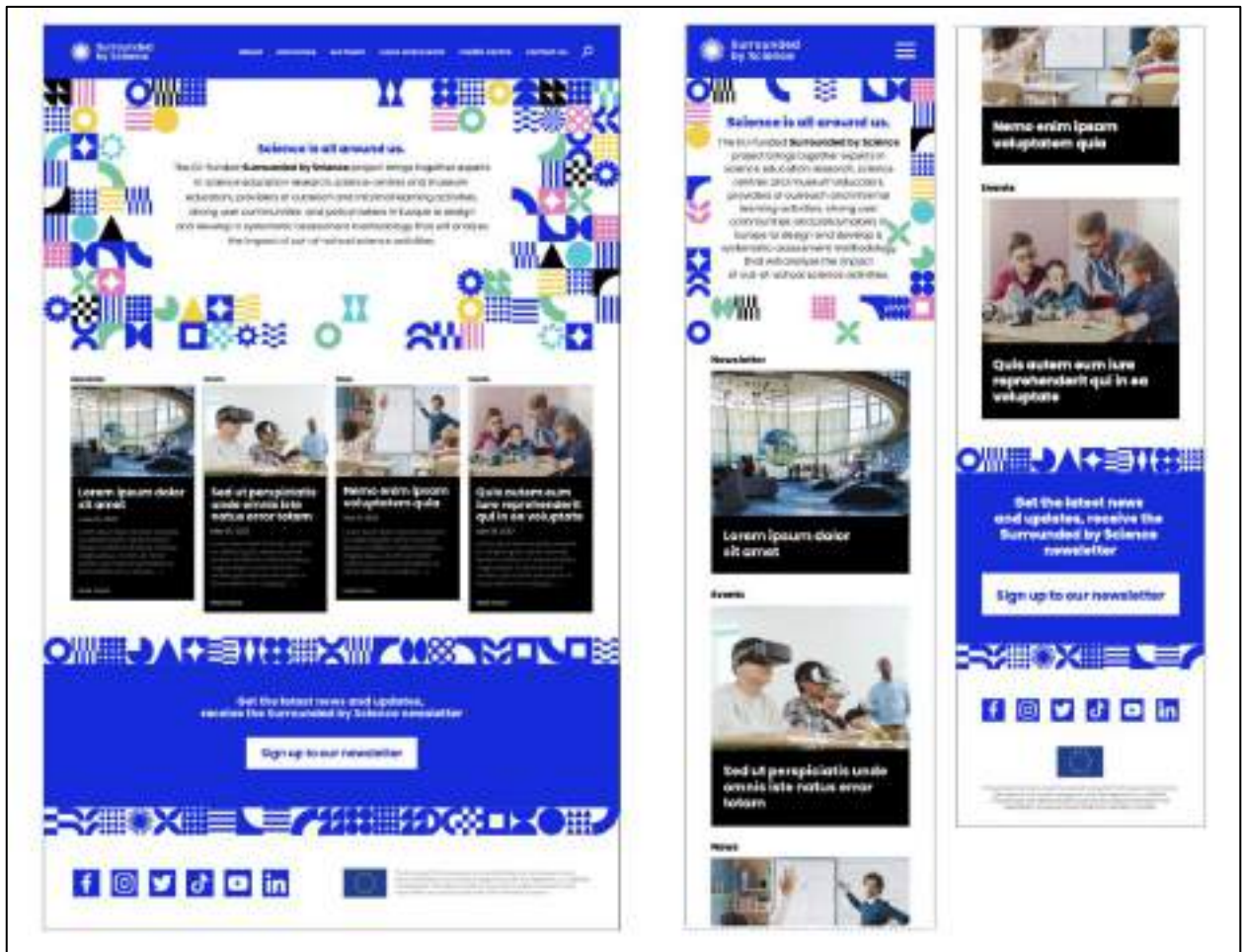
- Provide information targeted to the different types of stakeholders to help them understand why they should get involved and how they can participate in project activities (e.g., partner profiles, database of past and future events across Europe, etc.)
- Gather, manage and present the information and tools, such as the Digital Toolbox, in an easily searchable format, relevant information from the project as well as relevant external sources consulted throughout the projects' lifespan
- Host the project's outputs and deliverables
- Link and integrate social media tools.

Considering these aims, the design and development of the website aspires for a modern, freshly branded website with a colourful design that is consistent with the overall visual identity of the project. A creative landing page (see Figure 15) that conveys to the visitors the key messages of the project, such as 'Science is all around us' accompanied by a short description of the project, will act as an informative teaser that visitors can start exploring on-scroll the project's news and events, be invited to sign up to the project's newsletter and have instant access to the project's social channels (see Figure 16).

**Figure 15.** *Surrounded by Science landing page (desktop and mobile versions)*



**Figure 16.** *Surrounded by Science homepage (desktop and mobile versions)*



Concerning its structure and content, the website will have six main menus and a search facility. A summary of the above is shown in Figure 17.

**Figure 17.** *Surrounded by Science website structure and content*



The website URL will be <https://www.surroundedby.science>

The website will be hosted on a server provided by the UT. In terms of design, the website will use a responsive, dynamic and adaptable CMS to desktop, tablets, and mobiles. It will also follow

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guidelines for SEO success including the use of selected Google Search APIs such as the Google Site Verification API. All these tasks will be performed by the web development team of EA.

## 4 Communication and dissemination management

### 4.1 Liaison activities management

The management of communication and dissemination activities includes liaison activities with similar projects, organisations and/or initiatives as well as the management of relationships with key external stakeholders.

To achieve this, the WP7 team started mapping organisations and initiatives, and collecting information from partners and their networks through a survey, the results of which were presented in D7.1. Furthermore, based on information available on the European Union platform, several projects approved under the SwafS programme have been identified. These projects are considered compatible in terms of their objectives with the Surrounded by Science project.

Table 2 provides a list of relevant EU projects with which the Surrounded by Science consortium may form contact and, where possible, collaboration in order to promote, for example, joint events and activities, such as webinars, symposia etc. Steps are currently taken to establish relationships with these key actors through the partners involved and through the project channels.

**Table 2.** List of EU projects and initiatives of interest to the Surrounded by Science project

Project name	Short description / URL	Partners involved (if any)
<b>Schools as Living Labs</b>	EU-funded SALL project aims to introduce the living labs methodology in schools as a novel technique for the development of open schooling activities linked to science learning. The project engages in dialogue school communities, research institutions, science museums and centres and spaces of open learning; together they will construct the living labs schooling methodology. The new approach will be implemented and evaluated in the real-life system, demonstrating its ability to radically change the scene for science education programmes in European schools. <a href="https://www.schoolsaslivinglabs.eu">https://www.schoolsaslivinglabs.eu</a>	EA and LC
<b>Playing with Protons Goes Digital</b>	Erasmus Plus project aimed at teachers of all levels focusing on the theme of teaching of science through an engaging use of digital technologies by experimenting laboratory activities, scientific investigation with innovative methodological approaches based on art. <a href="https://playingwithprotons.infn.it">https://playingwithprotons.infn.it</a>	EA and IDIS

<b>POLAR STAR</b>	Erasmus Plus Strategic Partnership in the field of STEAM education. The project focuses on how we teach the science concepts and proposes a STEAM methodology that aims to serve the needs of students with different interests and learning styles. The two strands are presented below separately and come together again as a uniform methodology in the training materials section. In that section you will find training materials for our methodology which you can use on your own or in your school, collaboratively with your colleagues. In the Assessment toolkit section you will find tools that will help you assess your students progress. <a href="http://polar-star.ea.gr">http://polar-star.ea.gr</a>	EA, NUCLIO
<b>GOSTEAM</b>	Erasmus Plus Strategic Partnership in the field of school education, that aims to develop educational hands-on STEAM activities in the fields of Geographic Information Science and Technology, Cartography and Environmental Science for shaping the next generation of geospatially and environmentally aware citizens. <a href="https://www.gosteam.eu">https://www.gosteam.eu</a>	EA, IDIS
<b>REINFORCE</b>	EU funded project that aims to engage and support more than 100 000 citizens to increase their awareness of science and their attitude towards it, eliminating anti-intellectual beliefs in society and providing citizens with the intellectual ammunition needed to become critical consumers of scientific knowledge. This goal will be achieved through four Citizen Science projects in the field of frontier Physics, where citizen scientists will be able to take part in the process of scientific discovery producing high-quality data and adding to our scientific knowledge. <a href="https://www.reinforceeu.eu">https://www.reinforceeu.eu</a>	EA, LC
<b>LearML</b>	The “Learn to Machine Learn” (LearnML) project is a Erasmus Plus Strategic Partnership in the field of Education aiming to produce an innovative solution	NTNU

	<p>for the teaching and learning of crucial 21st century skills relating to digital literacy, computational thinking, Artificial Intelligence (AI) and Machine Learning (ML), so that Europe's children and teenagers can develop into responsible citizens and insightful thinkers able to navigate the complex digital space and effectively contribute to its design.</p> <p><a href="http://learnml.eu">http://learnml.eu</a></p>	
<b>Global Science Communication and Perception</b>	<p>EU-funded project that will contribute to a more comprehensive picture of science communication by focusing on science communication professionals working in non-Western countries and in regions where science communication can be challenging or under-valued. The project will implement a programme of electronically-facilitated diary studies to determine the challenges and opportunities faced by science communication professionals as they navigate a rapidly changing field.</p> <p><a href="https://global-scape.eu/">https://global-scape.eu/</a></p>	None
<b>COMMUNITIES FOR SCIENCES (C4S)</b>	<p>Towards promoting an inclusive approach in Science Education - the EU-funded C4S project aims to research the relationships between science and society by focusing on vulnerable communities to ensure their visibility and equal access in science and to improve the knowledge-base on inclusive science education.</p> <p><a href="http://www.communities-for-sciences.eu">http://www.communities-for-sciences.eu</a></p>	None
<b>Citizen Science as the new paradigm for Science Communication</b>	<p>The EU-funded NEWSERA project will analyse and evaluate the complex science communication strategies directed at the stakeholders in CS programmes all over Europe, creating a new paradigm in science communication.</p> <p><a href="https://newsera2020.eu">https://newsera2020.eu</a></p>	None
<b>ENgagement and JOurnalism Innovation for Outstanding Open Science Communication</b>	<p>EU-funded ENJOI project is investigating the potential of engagement as a crucial innovating factor in science communication distributed via media platforms. Through an intradisciplinary approach, ENJOI aims to co-create and</p>	None

	select a set of standards, principles and indicators to compose a manifesto for outstanding open science communication. <a href="https://enjoiscicomm.eu">https://enjoiscicomm.eu</a>	
<b>Science Transformation in EuroPe through Citizens involvement in HeAlth, coNservaion and enerGy rEsearch- The STEP CHANGE</b>	EU-funded project will highlight the broader societal and scientific role that citizen science can play in fields of research where human and non-human factors are deeply intertwined. To this aim, STEP CHANGE will implement five Citizen Science Initiatives in the areas of energy, environment, health and infectious diseases, including participatory and self-reflexive analysis and evaluation of the collaborative research processes, scientific outcomes and societal impacts. <a href="https://stepchangeproject.eu">https://stepchangeproject.eu</a>	None

The project also aims to establish links with the scientific community, networks and associations in the fields of formal and informal science education, outreach and communication. Table 3 provides an indicative list of such networks, associations, and communities of interest to the Surrounded by Science project. The same table also identifies the project partners with established links to these networks, envisaging that additional links may be established as the project evolves.

**Table 3.** *Networks, associations and communities of interest to the Surrounded by Science project*

Name	Acronym	URL	Project Partner(s) Involved
The European network of science centres and museums	ECSITE	Ecsite connects, inspires and empowers science engagement organisations and professionals, extending the reach and strengthening the impact of their work. <a href="https://www.ecsite.eu/">https://www.ecsite.eu/</a>	EA, IDIS
The Association of Science and Technology Centres	ASTC	ASTC is a professional membership organization with a vision of increased understanding of—and engagement with—science and technology among all people and a mission to champion and support	WIS

		<p>science and technology centers and museums.</p> <p><a href="https://www.astc.org/">https://www.astc.org/</a></p>	
European Science Education Research Association	ESERA	<p>ESERA aims to:</p> <p>Enhance the range and quality of research and research training in science education in Europe.</p> <p>Provide a forum for collaboration in science education research between European countries.</p> <p>Represent the professional interests of science education researchers in Europe.</p> <p>Seek to relate research to the policy and practice of science education in Europe.</p> <p>Foster links between science education researchers in Europe and similar communities elsewhere in the world.</p> <p><a href="https://www.esera.org/">https://www.esera.org/</a></p>	
European Physics Education Network	EUPEN	<p>The EPS studies issues of concern to all European countries relating to physics education, not only at the university level, but also at the primary and secondary level. It pilots activities through its Physics Education Division and participates in EU funded projects. EPS Member Societies exchange information on developments in their countries and share ideas and best practices.</p> <p><a href="https://www.eps.org/page/education">https://www.eps.org/page/education</a></p>	EPS
Euroscience Open Forum	ESOF	<p>The EuroScience Open Forum (ESOF) created by EuroScience in 2004, is the largest biennial interdisciplinary meeting on science and innovation in Europe, for and with society. Each conference aims to</p>	



		<p>deliver stimulating content and lively debate around the latest advancements and discoveries in the sciences, humanities and social sciences.</p> <p>ESOF brings together over 4,500 leading thinkers, innovators, policy makers, journalists and educators from more than 90 countries, to discuss current and future breakthroughs in contemporary science.</p> <p>ESOF is one of the best opportunities for everyone from leading scientists, early careers researchers, business people, policy makers, science and technology communicators to the general public to come together to find out more about how science is helping us advance today.</p> <p><a href="https://www.esof.eu/">https://www.esof.eu/</a></p>	
Public Communication of Science and Technology	PCST	<p>The PCST Network seeks to promote new ideas, methods, intellectual and practical questions, and perspectives on the communication of science and technology.</p> <p>Specifically, it aims to:</p> <ul style="list-style-type: none"> <li>improve the theoretical understanding of science communication by providing a forum to consider the latest developments</li> <li>improve the practice of science communication by providing a forum to consider strategies and methods</li> <li>promote an exchange between practitioners and theoreticians, to improve both the study and practice of science communication.</li> </ul> <p><a href="https://pcst.co/">https://pcst.co/</a></p>	Several partners

Galileo Teacher Training Program	GTTP	GTTP sessions aims to train teachers in the use of resources effectively in their astronomy curricula. Furthermore, GTTP will assist educators to inspire students to take up science careers and bring them to a new level of proficiency in science culture. <a href="http://galileoteachers.org/">http://galileoteachers.org/</a>	NUCLIO
Global Hands-on Universe	GHOU	The mission of GHOU is to train teachers on the use of modern tools and resources for science education and engage students in international scientific projects. We also aim to promote interactive science projects among HOU countries and engage educators and students in a truly global cooperation. <a href="https://handsonuniverse.org/">https://handsonuniverse.org/</a>	NUCLIO
European School Innovation Academy	ESIA	This is a hub to support and promote EU educational policies in regard to school education, teacher training, school curricula development, assessment of learning outcomes, offering international training activities and providing guidelines, support and qualifications for training providers to design the most effective CPD for teachers. <a href="https://esia.ea.gr/">https://esia.ea.gr/</a>	EA, NUCLIO
European Space Education Resource Office	ESERO	The European Space Agency (ESA) is addressing primary and secondary education in Europe through its European Space Education Resource Office (ESERO) network. <a href="https://www.esa.int/Education/Teachers_Corner/European_Space_Education_Resource_Office">https://www.esa.int/Education/Teachers_Corner/European_Space_Education_Resource_Office</a>	IDIS and Country local points
International Day of Light	IDL	The IDL aims to highlight the importance of light-based	EPS

		<p>sciences and technologies in the lives of citizens around the world. In celebrating this achievement, a call is made to strengthen scientific cooperation and harness its potential to promote peace and sustainable development. It is also a very important opportunity to create awareness about the growing problem of light pollution and its impact on society.</p> <p><a href="https://www.lightday.org/">https://www.lightday.org/</a></p>	
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## 4.2 External stakeholders' management

### 4.2.1 Stakeholders' management

In order to reinforce and establish the project's objectives, the WP7 team has envisaged a communication strategy tailored on the project's specifics. In particular, for what concerns the creation of synergies with external stakeholders engaged in other European projects and initiatives in the formal and mostly informal science education, the following action points have been devised:

1. The creation of a dedicated mailing list domain to facilitate the communication and material dissemination among relevant stakeholders and the flow of information among the Surrounded by Science community
2. Each organisation will additionally use their existing channels of communication where possible to reach out to their own stakeholders and create hype around the activities, as indicated by recipients of the survey administered at the beginning of the project, as per section 4.3 of D7.1. Starting from each partner in the Consortium's contact database, the creation of the Surrounded by Science community will be realised. The community building activity will unfold in two main steps, and each partner will contribute according to its capacity and expertise. Specifically:
  - 2.1 Each partner will map relevant stakeholders, particularly in the institutional field, in order to define clear target groups.
  - 2.2 Each partner will reach out bilaterally to relevant stakeholders and will keep a personal, internal database, monitoring interested stakeholders and contributing to the community building of the project.

This two-step approach is justified by the fact that each partner observes different levels of GDPR enforcement applied to their organisational contact databases. Harmonising them would require an excessive effort by the partners, falling outside the scope of the project.

As soon as the website will be active and the first materials (e.g., newsletter) will be available, the WP7 team will reach out to each partner of the Consortium and ask them to share documents with their contacts.

After the establishment of the first round of contacts, each partner will actively and continuously engage in reaching out to more stakeholders and expand the Surrounded by Science network,

fostering synergies with similar projects. This activity needs to be seen as ongoing for the whole project lifespan.

#### 4.2.2 Audience

In order to better define “relevant stakeholders” and given the operational nature of each of the partners, each will focus on different stakeholders, both in their nature and roles. In addition, this will help to identify the main target groups and to offer a personalised experience to interested parties. The target groups as defined in the Description of Action are presented in Table 4.

**Table 4.** *Target groups per partner(s)*

Target group	Partners
Providers of out-of-school science education	EPS, WIS, IDIS, NUCLIO
Formal science education providers	EPS, EA, IDIS, WIS, NUCLIO, NTNU
Research and scientific community	UT, WIS, NTNU
European policy makers and public sector actors	LC, EPS, UT, WIS
Broad public/citizens	All partners

Dissemination is instrumental to effectively promote the exploitation activities, while closely related to the communication activities pursued during the project. They also contribute to the overall success of the project. For this reason, it is essential to define a clear map of the audience the project wants to reach out to, in order to create high-level content and to raise interest in the activities carried out.

In order to make an example of how the activities will unfold and building on the strategic partnerships with relevant projects, networks, and communities as listed in section 4.1, LC has started mapping the SALL project community and is currently assessing a database of more than 500 stakeholders from different levels. Roles range from European commissioners to council members, directors, counsellors, specialists, CEOs and researchers. The list is by no means exhaustive and, as mentioned earlier, it is the partners’ responsibility to continuously engage with new stakeholders that might be interested in the activities of the Surrounded by Science, expanding the project’s community.

Moreover, when the mapping of the stakeholders will be at an advanced stage, the pool of experts and institutional key figures for the success of the project will be called upon to interact in different ways and at different levels with the outputs of the Communication and Dissemination activities, as specified in Table 5.

**Table 5.** *Surrounded by Science dual approach to communication and dissemination channels*

Project channels	Partners channels
<ul style="list-style-type: none"> <li>• Project website</li> <li>• Project social media</li> <li>• Project events (e.g., conferences, workshops, meetings, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Partners’ websites</li> <li>• Partners’ social media</li> <li>• Partners’ channels (e.g., newsletters, blogs, emailing lists, etc.)</li> <li>• Conferences, events, and workshops in which the project partners participate</li> </ul>

For example, stakeholders might be invited to events, conferences, high-level roundtables, and workshops in order to provide their expertise on the topic. In addition, the project communication strategy plans for several press releases through the website as the main point of contact. Stakeholders might be asked to participate in interviews for articles curated by the newsletter co-editors. Their involvement will be discussed and agreed among the Surrounded by Science partners, in coordination with the guidelines provided by the Communication and Dissemination Taskforce (CDT) and the WP7 leader.

## 5 Conclusions

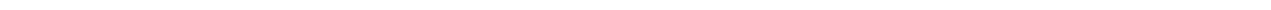
Consistent with the information provided in the Description of Action for Surrounded by Science, this document has presented the communication and dissemination materials developed by the M6 of the project's life span. All materials are stored and downloadable by the project partners in Teams under a dedicated folder named 'Communication and Dissemination Materials'. This folder will be enhanced with new materials (e.g., infographics, videos, etc.) as the progress evolves. By providing a comprehensive overview of the materials developed so far, this deliverable sets the basis for the communication and dissemination activities deployed by the Surrounded by Science partnership aiming in visible and outstanding results according to the respective KPIs as defined in the Description of Action of the project.

As a final note, it should be mentioned that this deliverable is and should be treated as a living document, for communication and dissemination is a continuous activity that starts at the beginning of the project and lasts to the end and beyond. The communication and dissemination materials presented in this document along with additional no classified materials that are planned to be developed (e.g., publications, newsletters, videos, etc.) will be available online for several years after the end of the project, constituting therefore the legacy of Surrounded by Science.

## **6 List of appendices**

Appendix I	Brand identity manual
Appendix II	Newsletter template
Appendix III	Word templates
Appendix IV	PowerPoint templates
Appendix V	Social media templates

**Appendix I**  
**Brand identity manual**





**Surrounded by Science**  
Brand Identity Manual

# Table of Contents

01. Introduction	03
02. Logo Surrounded by Science	04
03. Corporate Colors	06
04. Typography	07
05. Logo Usage	09
06. Visual alphabet	16

# 01. Introduction

This document is a toolkit to use the brand in the best way for each specific task.

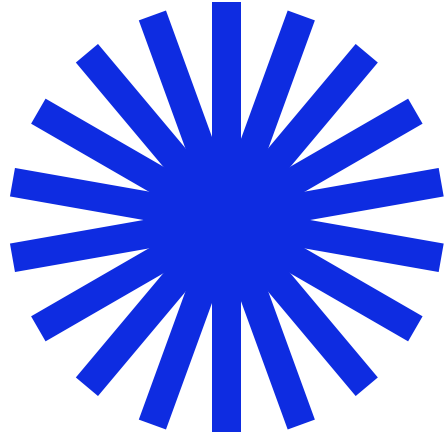
Every challenge is different, in this manual it is possible to find simply defined basic rules and notional examples to guide every project.

# 02. Logo

## Main Logo

Two elements compose the logo Surrounded by Science: the blue symbol and the text “Surrounded by Science”.

The geometrical symbol is composed by a straight line rotated 20 degrees; the visual element formed can be inscribed in a circle, a sort of asterisk or sun. It evokes the learning paths the project wants to structure, the connections that characterize science learning ecosystem and, of course, the concept that gives the name to the whole project: we are surrounded by science.



# Surrounded by Science

## 02. Logo



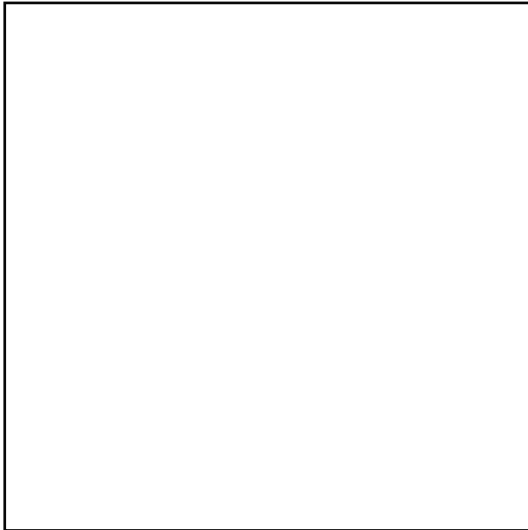
### Horizontal Logo

This version has been designed to be used when there is ample horizontal layout space.

# 03. Corporate Colors



**Blue**  
CMYK 100/87/0/0  
RGB 14/44/226  
HEX # 0E2CE2



**White**  
CMYK 0/0/0/0  
RGB 255/255/255  
HEX # FFFFFFFF



**Black**  
CMYK 0/0/0/100  
RGB 0/0/0  
HEX # 000000



**Light Blue**  
CMYK 60/0/25/0  
RGB 33/203/216  
HEX # 21CBD8



**Green**  
CMYK 60/0/49/0  
RGB 90/200/158  
HEX # 5AC79E



**Yellow**  
CMYK 0/18/91/0  
RGB 255/209/20  
HEX # FFD114



**Pink**  
CMYK 10/65/0/0  
RGB 234/120/190  
HEX # EF77BF

# 04. Typography

## Poppins Family

Poppins Light

abcdefghijklmnopqrstvwxyz  
ABCDEFGHIJKLMNOPQRSTUVWXYZ  
1234567890

**Poppins Bold**

**abcdefghijklmnopqrstvwxyz**  
**ABCDEFGHIJKLMNOPQRSTUVWXYZ**  
**1234567890**

## Source Sans Pro Family

Source Sans Pro Light

abcdefghijklmnopqrstvwxyz  
ABCDEFGHIJKLMNOPQRSTUVWXYZ  
1234567890

Source Sans Pro Regular

abcdefghijklmnopqrstvwxyz  
ABCDEFGHIJKLMNOPQRSTUVWXYZ  
1234567890

# 04. Typography

## Lorem ipsum dolor sit amet

**Title**

Poppins bold

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

**Paragraph**

Source Sans Pro Light

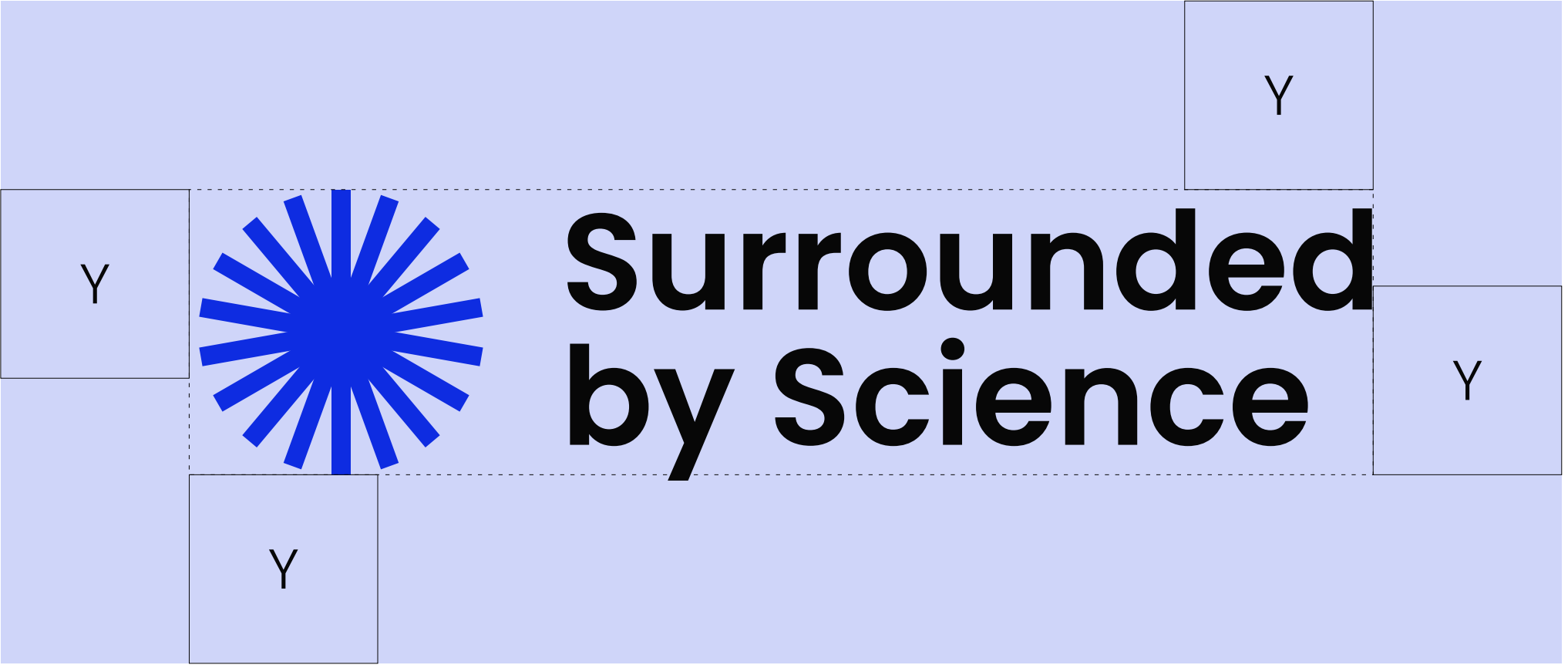


# 05. Logo Usage

### Exclusion Zone

Maintain a consistent exclusion zone around the logo, as shown. This space represents the minimum distance between the logo and any other design element or text.

The minimum distance to be maintained around the Logo measures Y around the logo whatever the size of the logo may be. Y is 2/3 of X and X is the diameter of the symbol.



# 05. Logo Usage



**Main Logo**  
Minimum size: 20 mm wide | 80 px wide



**Horizontal Logo**  
Minimum size: 35 mm wide | 100 px wide



**Icon**  
Minimum size: 16 x 16 px for Favicon

### Logo Size

For print, the minimum width of the logo is 20 mm.  
See recommended logo widths as shown.

# 05. Logo Usage

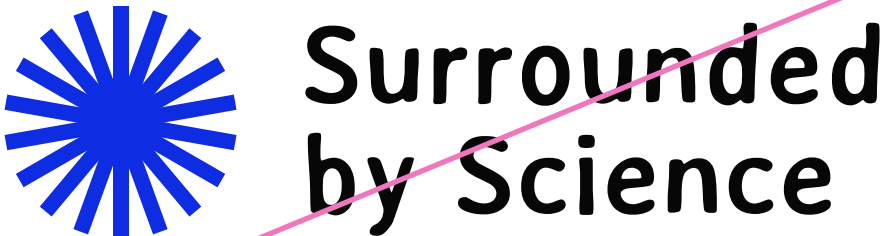
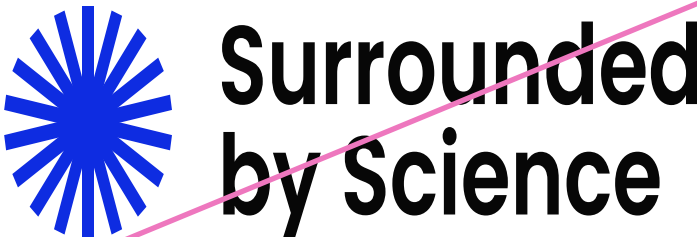
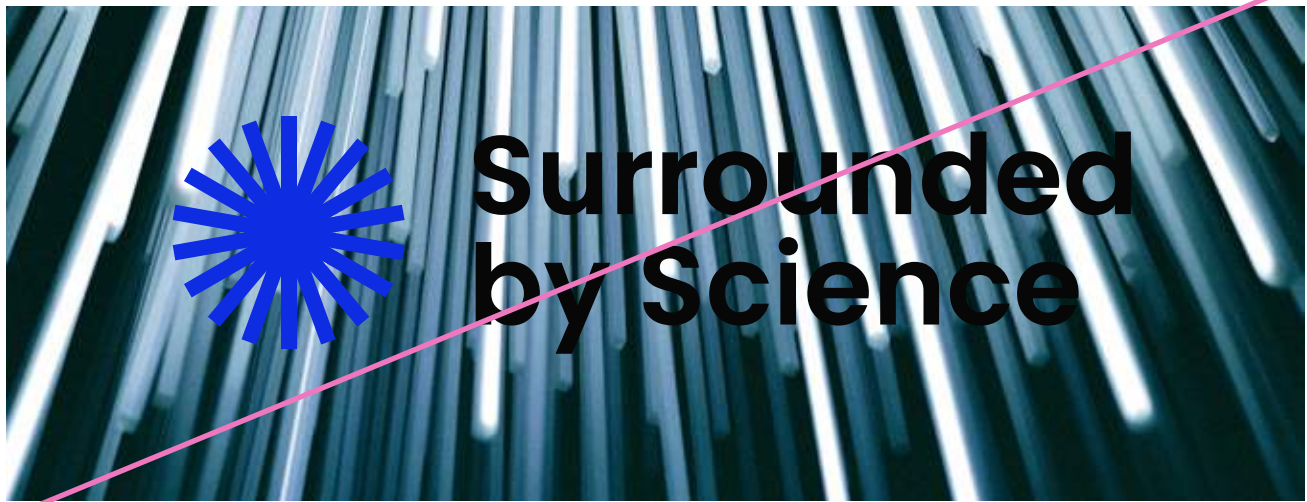


### Logo Background

The logo may be displayed in blue with black text on a white background or in white on a blue or dark background. The black and white version shown here is only to be used in black and white communications as an exception.



# 05. Logo Usage



**Don'ts**

Do not display the logo with alternative colours, additional borders, distorted text or other fonts. Logos must be taken from the original image file provided. Only the size of the logo may be changed while maintaining the proper proportions.

# 05. Logo Usage



### Lorem ipsum

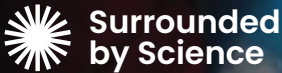
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dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt.



### Logo Placement

The logo should be displayed prominently. The logo can be positioned on the bottom right, on the bottom left or on the top left. It can be also positioned in the middle of a page if no other design elements appear.

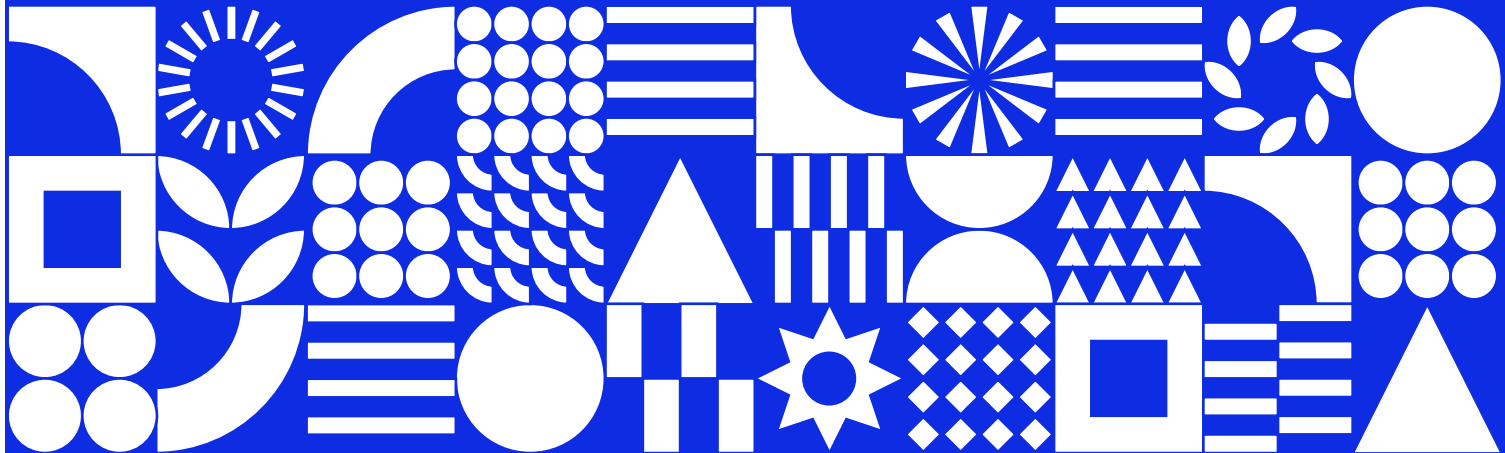


# 05. Logo Usage

## Lorem ipsum

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 Surrounded by Science

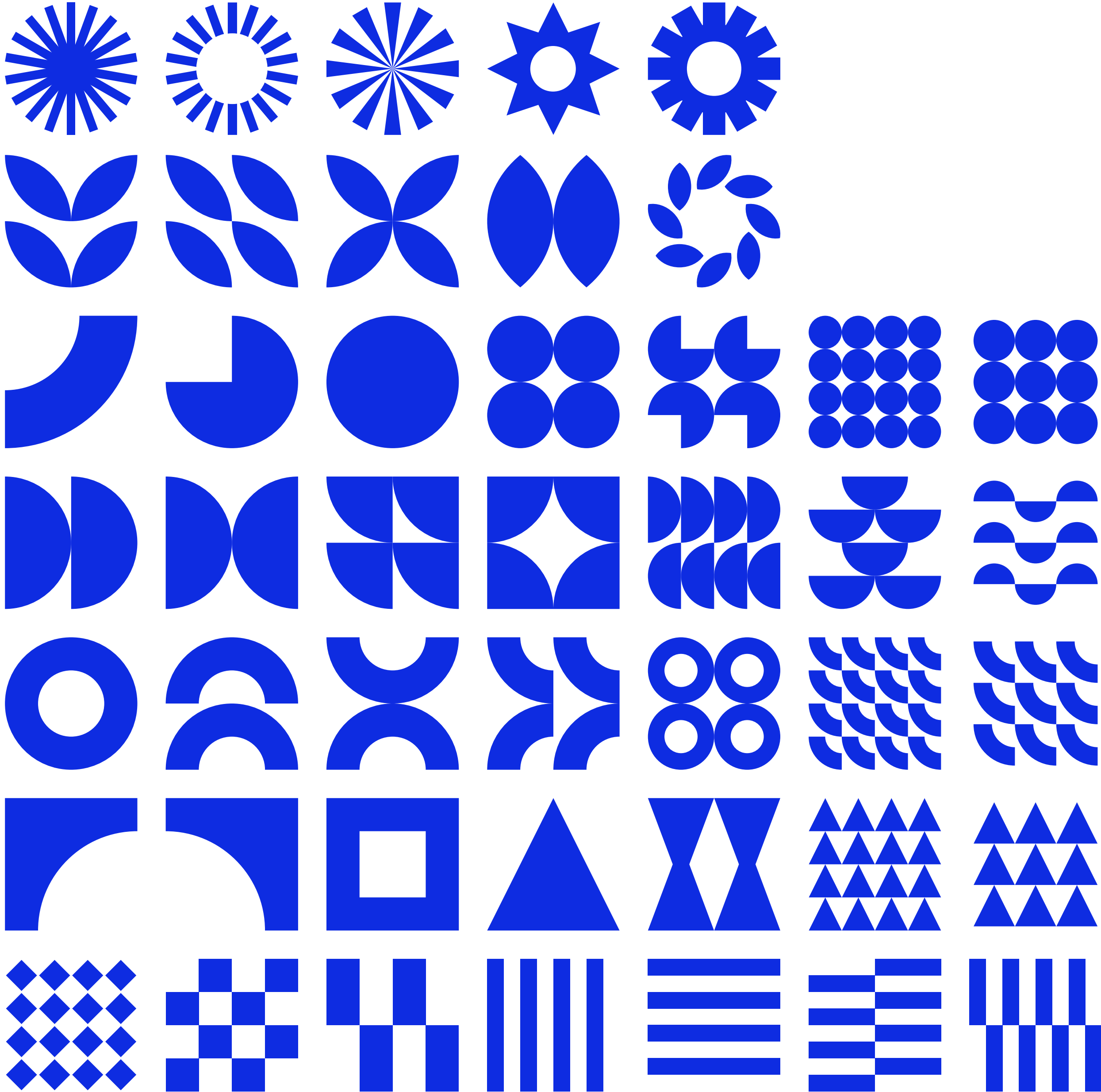
 Surrounded by Science



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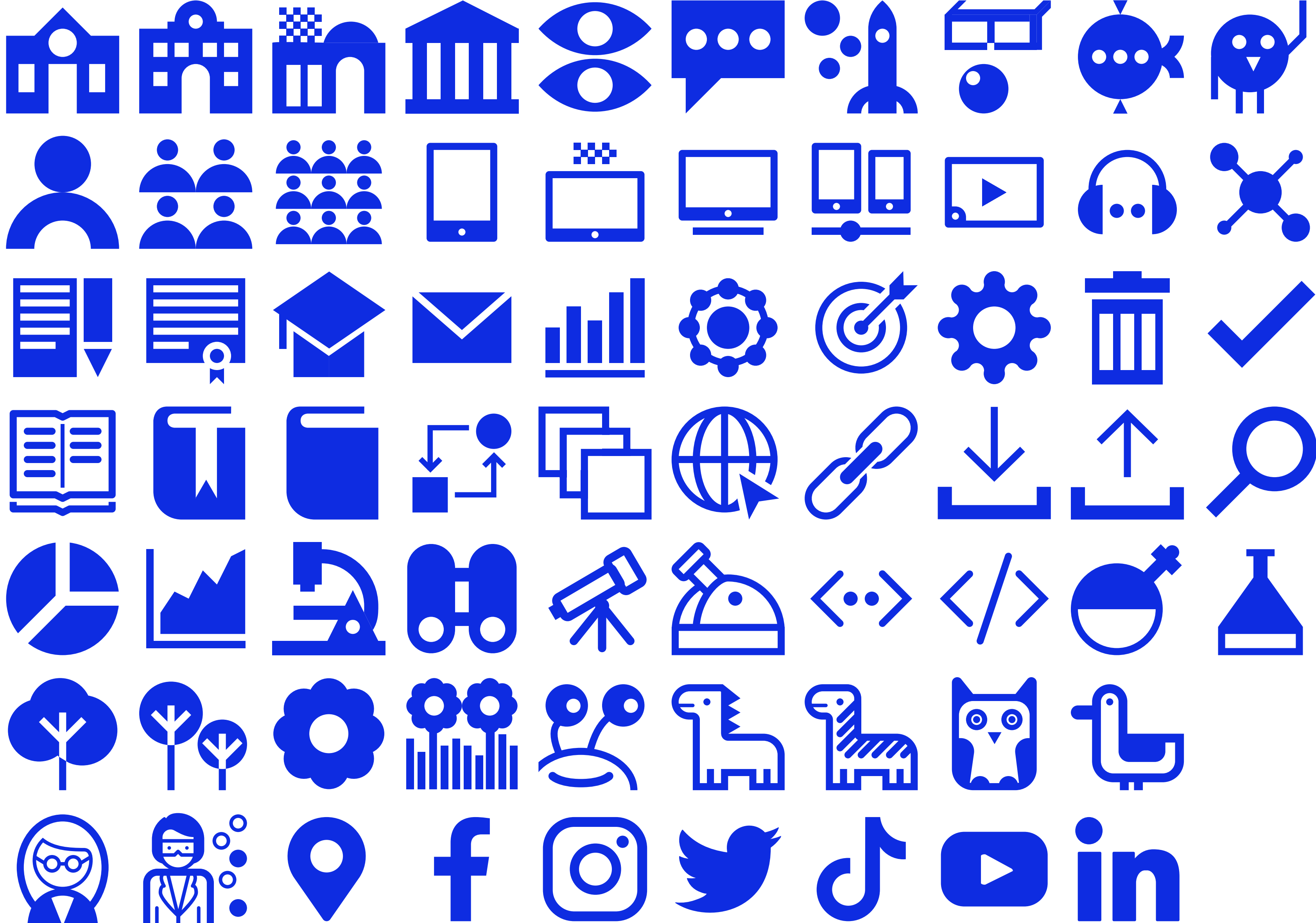
# 06. Visual alphabet



### Geometrical elements

The project's visual identity system is characterized by compositions, or tessellation, of elements. All these elements can be inscribed in a square and have a geometrical construction.

# 06. Visual alphabet

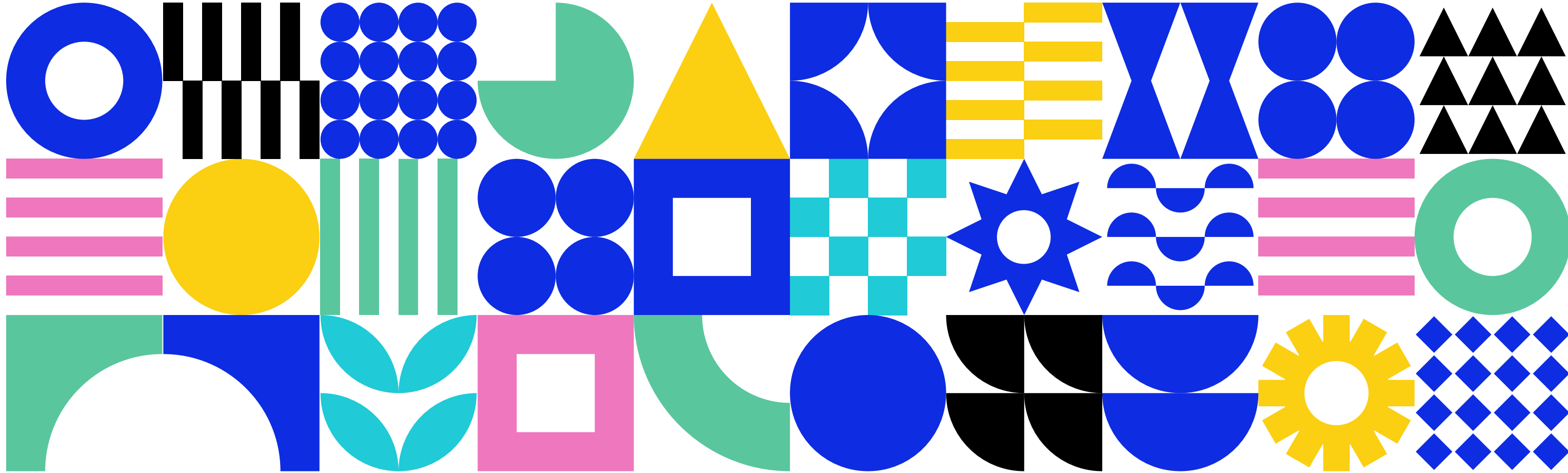


### Icons

The pieces can be abstract and geometrical, as in the previous slide, or more figurative. Icons are designed in two versions: positive (on a white background), as shown in this page, and negative (on a squared colored background), as in the next slide.



# 06. Visual alphabet

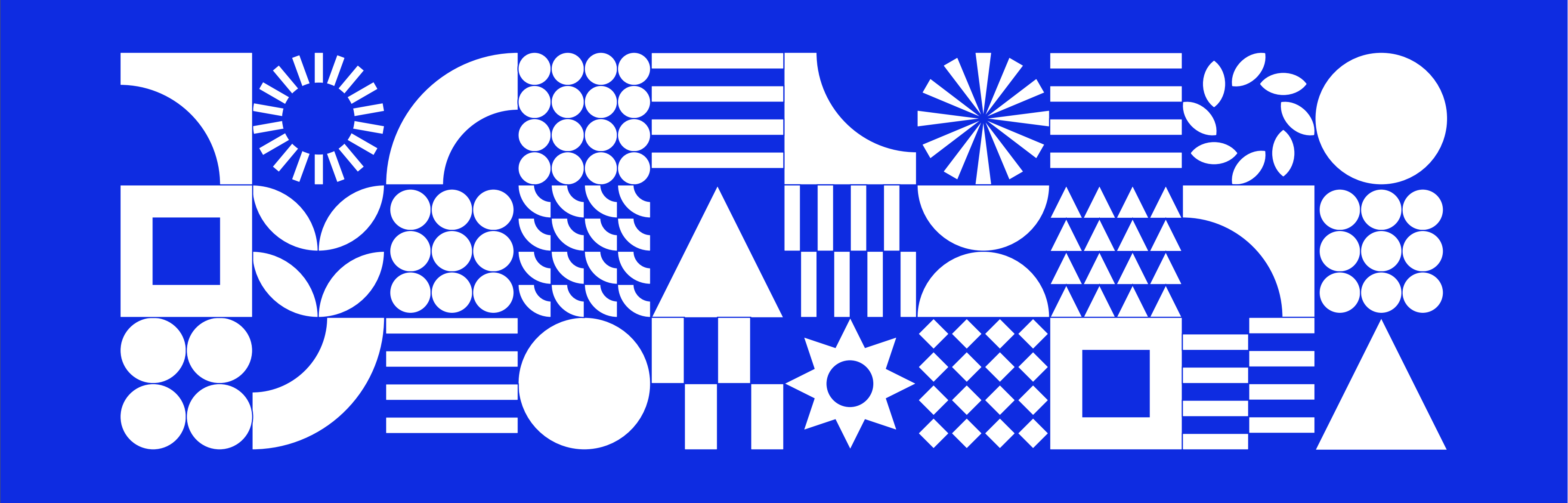


## Visual element's compositions

Geometrical elements should be juxtaposed one with another creating a balanced composition.

Compositions should be formed by same size tiles disposed in one or more lines and can be full or less dense of elements.

Each composition can be monochrome (blue or black on a bright background or white on a dark background) or colored. Even the choice of color should be balanced, using all the colors of the palette, with a predominance of blue.





# 06. Visual alphabet



**Sed ut perspic unde omnis iste.**



### Layout

Some examples of how images, titles, paragraphs, logo and visual compositions can be composed in white or blue background and on a vertical or horizontal support.

**Lorem ipsum**

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Surrounded by Science

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Surrounded by Science

# 06. Visual alphabet



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 **Surrounded by Science**



 **Surrounded by Science**

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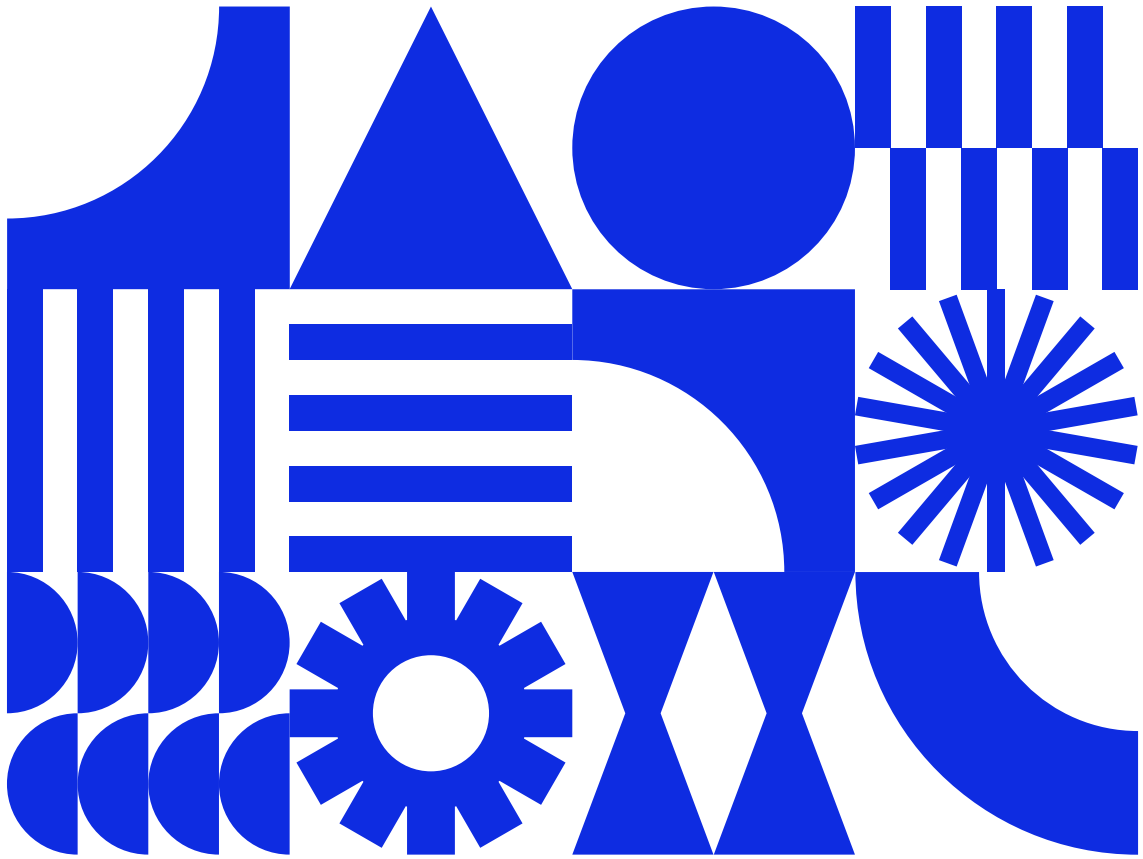
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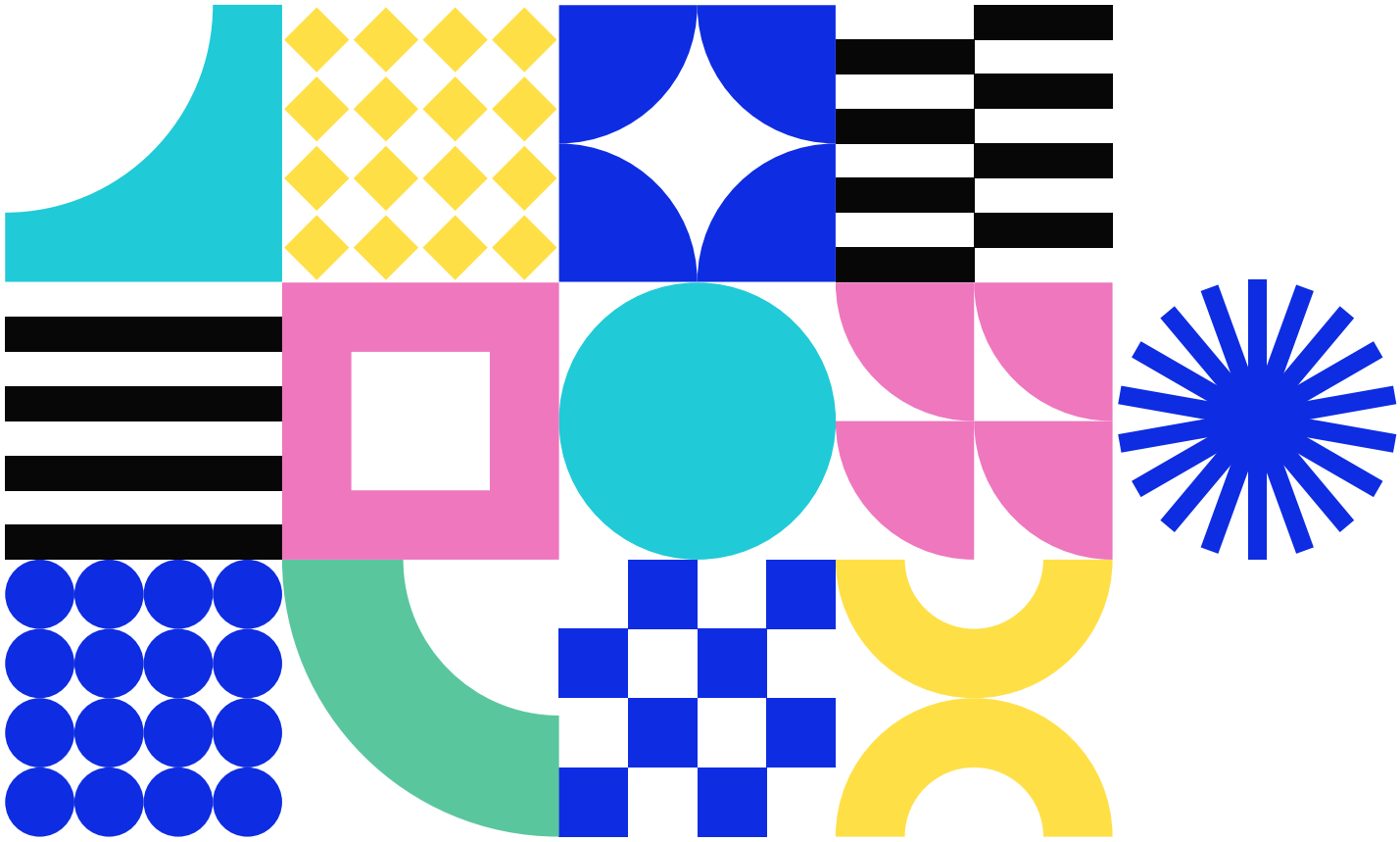
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 **Surrounded by Science**

# 06. Visual alphabet



**Surrounded  
by Science**

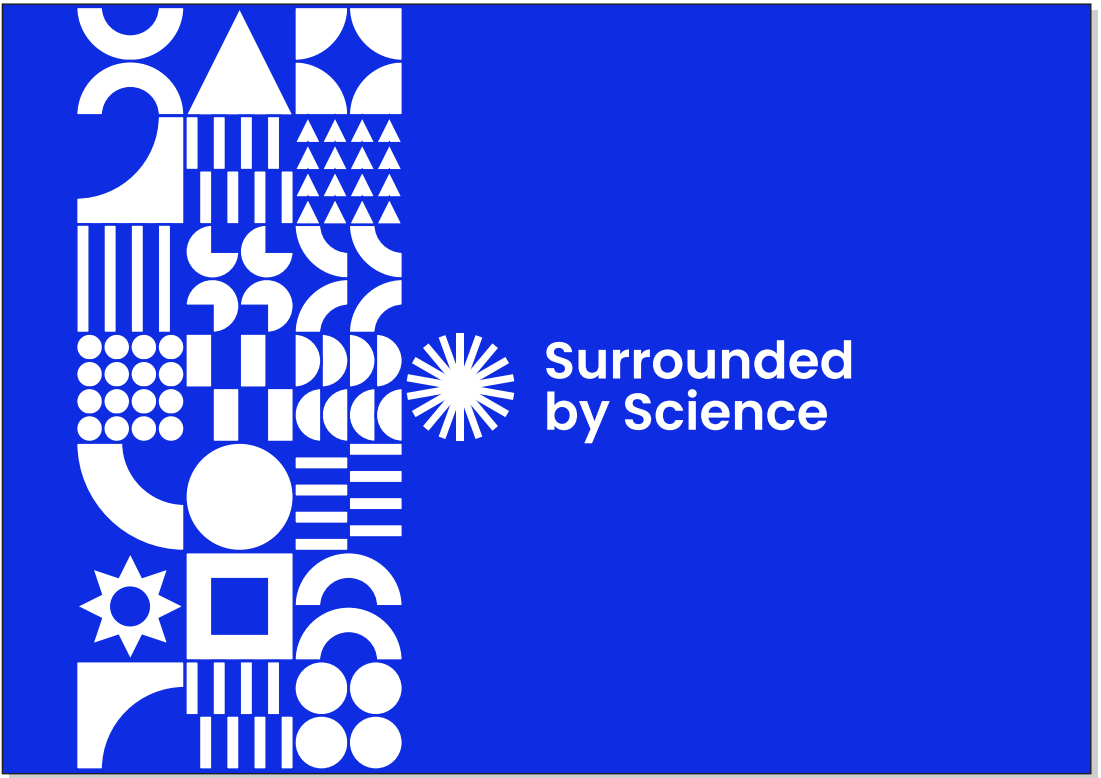
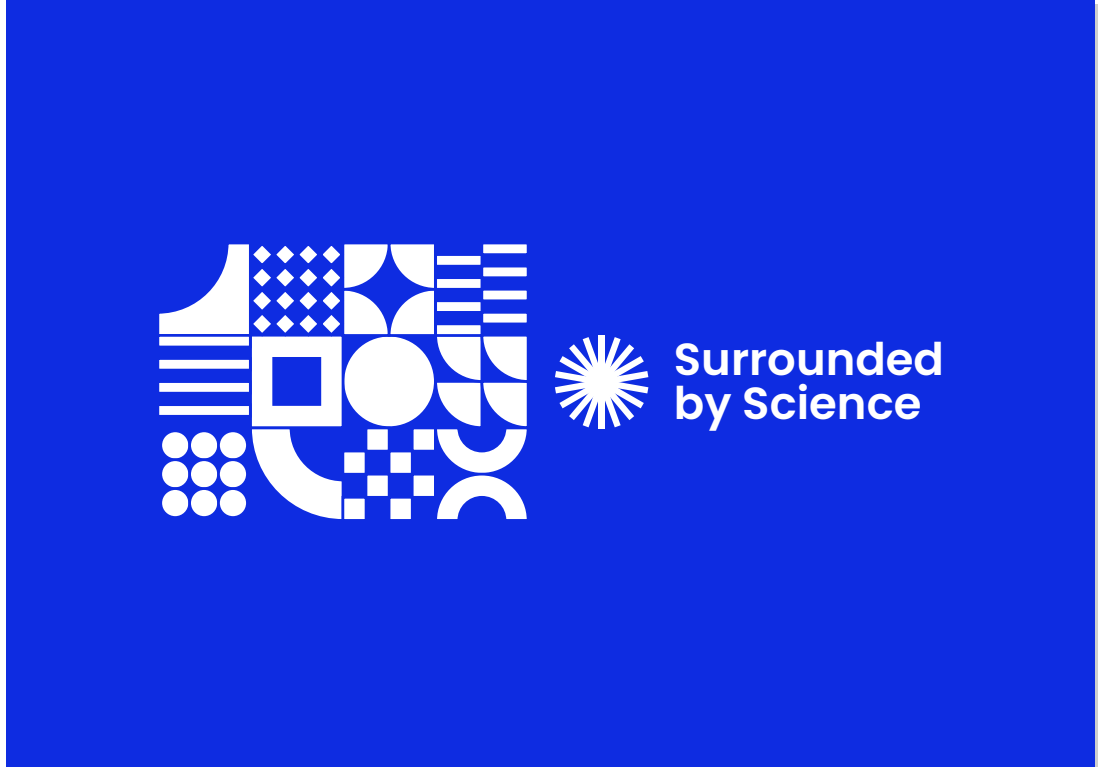
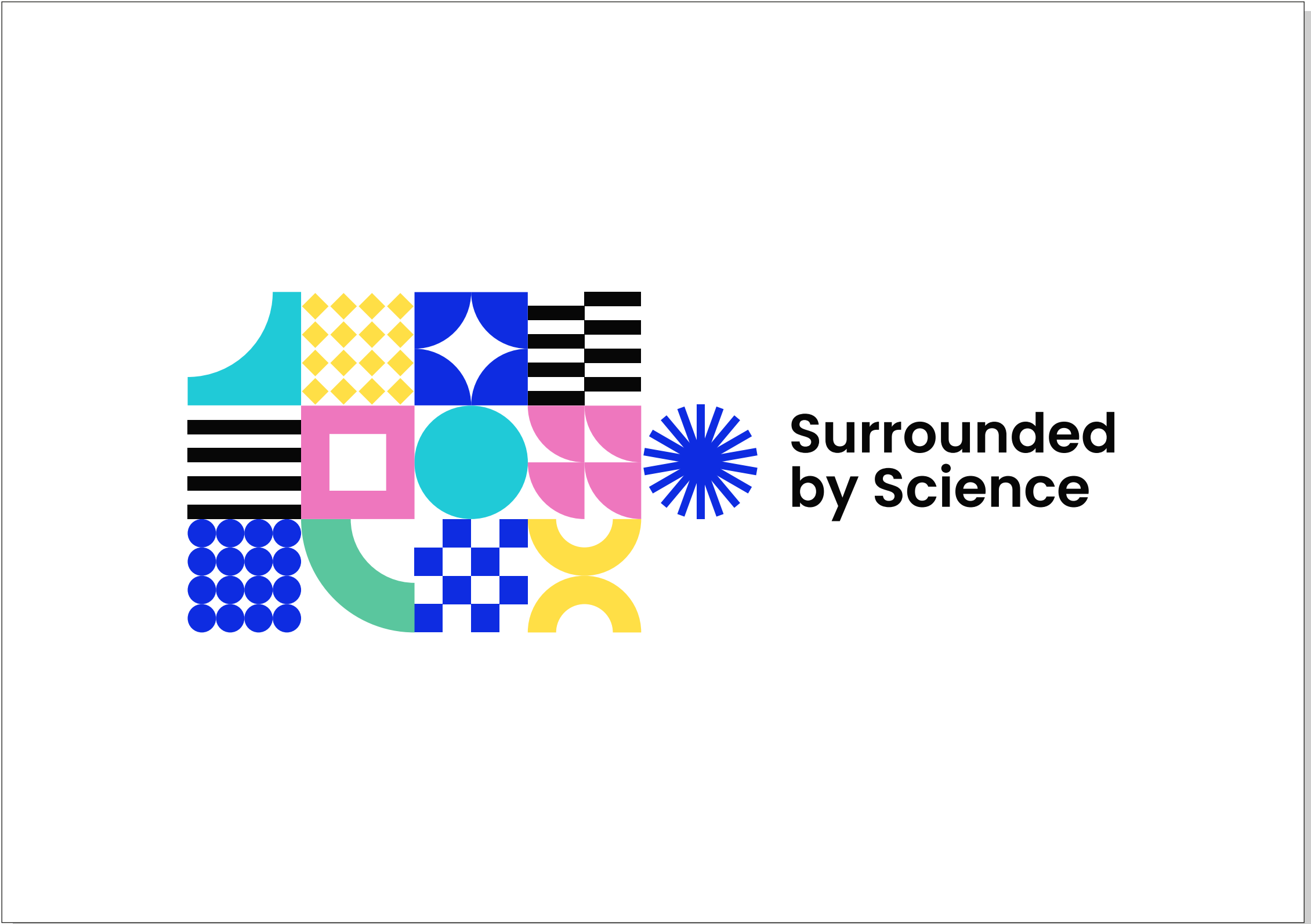


**Surrounded  
by Science**

**Composition combined with logo**

Compositions can also be combined with the logo, paying attention to display it prominently.

# 06. Visual alphabet



### Cover examples

The logo combined with visual compositions can be positioned in the middle of a page if no other design elements appear.

# 06. Visual alphabet



### Cover examples

The logo combined with visual compositions can be positioned in the middle of a page if no other design elements appear.

# 06. Visual alphabet

The project Surrounded by Science identifies out-of-school learning as the outcome of the individual's engagement with three learning contexts: Technology and media products, Designed environments and Scientific outreach programs.

In order to better identify each contexts, there are compositions of seven elements, one for each.

The three learning contexts are identified by a color and are identified by a square with the name of the section and six icons that describe the ecosystem.

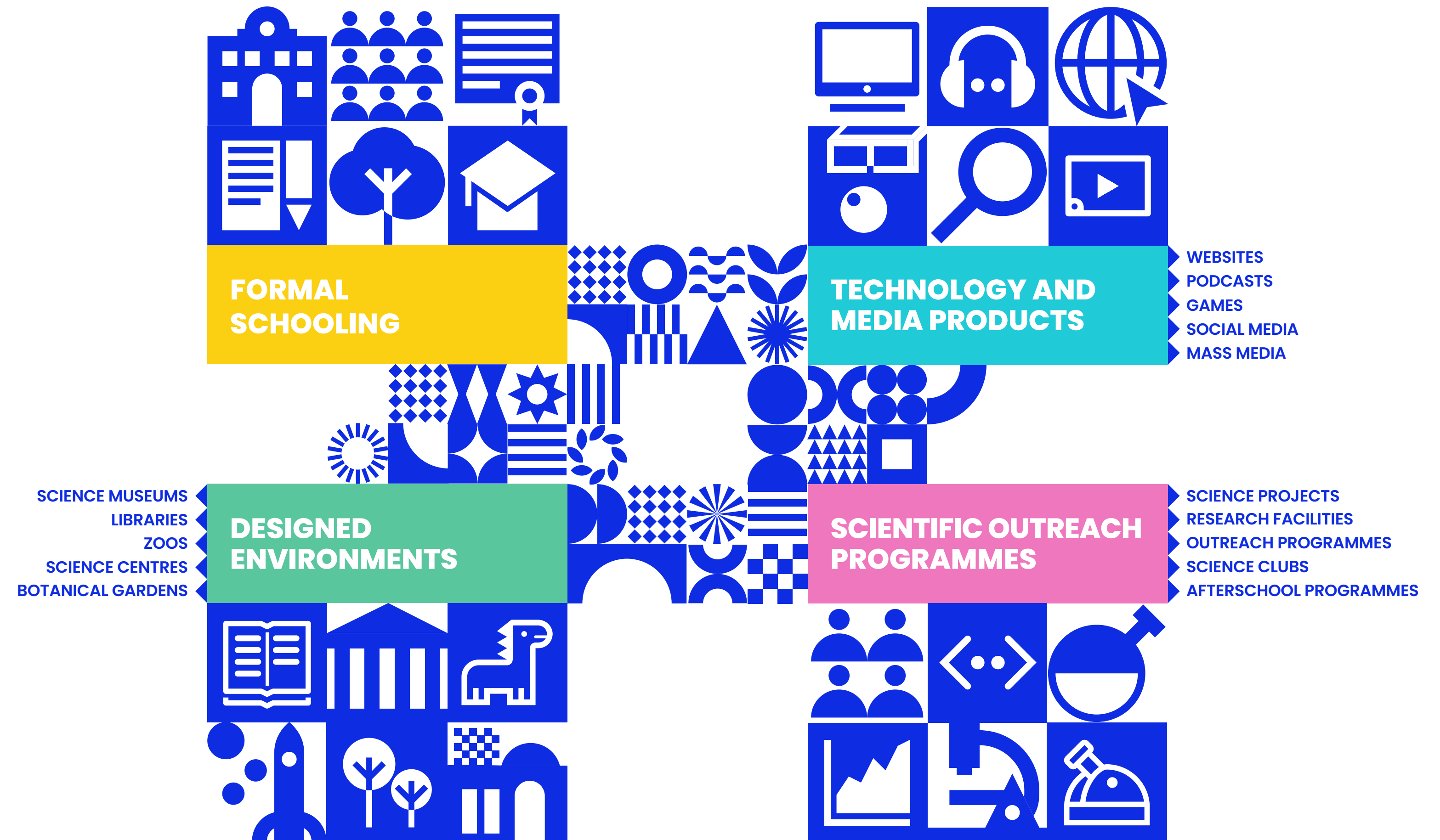




# 06. Visual alphabet

This map is a representation of the physical, social, and cultural context in which learning takes place.

It express the relationship between the parts of the learning process identified in the three learning contexts (Technology and media products, Designed environments and Scientific outreach programs).



# 06. Visual alphabet

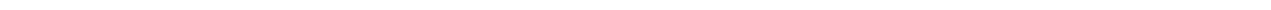


## Photography

Images are an integral part of the project's identity. Like all other graphic aspects, images reflect brand values. Therefore, the right choice of images is crucial for the communication. Images should have a good resolution and brightness. Every picture should should create a suggestion or tell a little story.

# **Appendix II**

## **Newsletter template**





**Surrounded  
by Science**

# Newsletter #1

March 2022

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think tank for the 21<sup>st</sup> century

מרכז המחקר והייעוץ  
למדע וטכנולוגיה

**NTNU**



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# Table of Contents

<b>1. HEADING 1</b>	3
<b>1.1.</b>	<b>Heading 2</b>
3	
1.1.1. Heading 3	3
<b>2. HEADING 1</b>	4





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# Contact

[www.surroundedby.science](http://www.surroundedby.science)

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[@SurroundedbyScience](https://www.instagram.com/SurroundedbyScience)

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## Our Team

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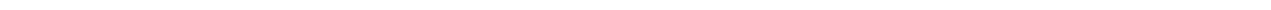
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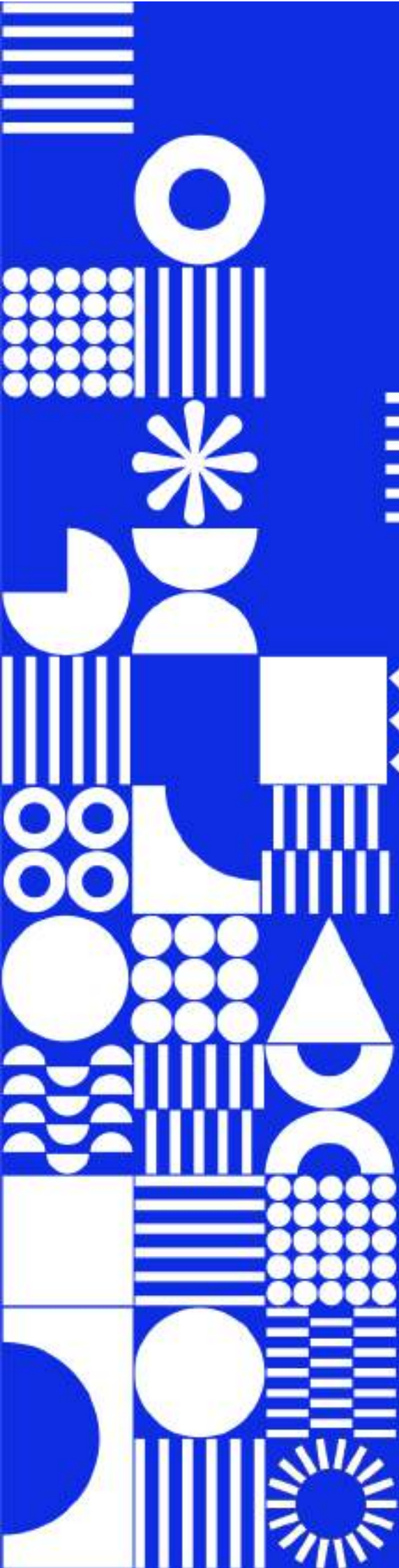


# **Appendix III**

## **Word templates**







# LOREM IPSUM

LOREM IPSUM DOLOR SIT AMET, CONSECTETUR





# LOREM IPSUM



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# Table of Contents

<b>1. Heading 1</b>	3
1.1. Heading 2	3
1.1.1. Heading 3	3
<b>2. Heading 1</b>	4
<b>3. Tables</b>	5
3.1. Table 1	5
3.2. Table 2	5
3.3. Table 3	6
3.4. Table 4	6

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row 1	row 1	row 1
row 2	row 2	row 2
row 3	row 3	row 3
row 4	row 4	row 4
row 5	row 5	row 5

#### 3.3. Table 3

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## 4. Figures



Figure 1: Title 1

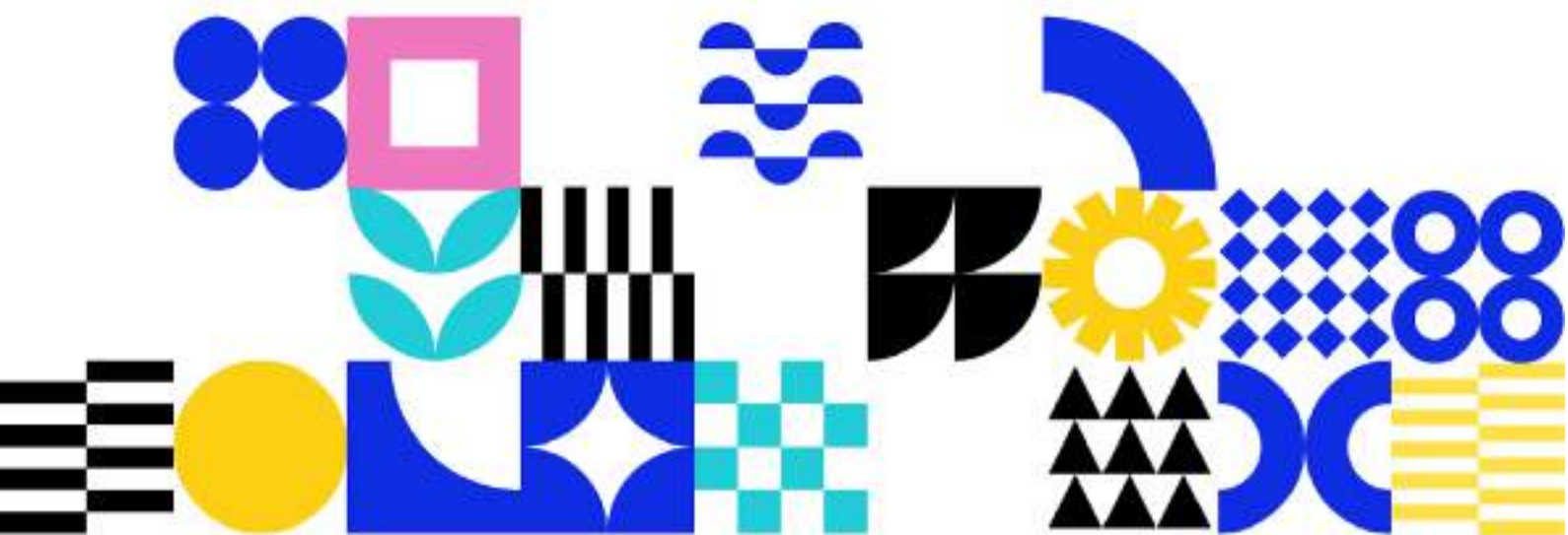


Figure 2: Title 2



# LOREM IPSUM

LOREM IPSUM DOLOR SIT AMET, CONSECTETUR



# Table of Contents

<b>1. Heading 1</b>	3
1.1. Heading 2	3
1.1.1. Heading 3	3
<b>2. Heading 1</b>	4
<b>3. Tables</b>	5
3.1. Table 1	5
3.2. Table 2	5
3.3. Table 3	6
3.4. Table 4	6

## 1. Heading 1

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## 3. Tables

### 3.1. Table 1

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### 3.2. Table 2

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<b>LOREM IPSUM</b>		
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row 1	row 1	row 1
row 2	row 2	row 2
row 3	row 3	row 3
row 4	row 4	row 4
row 5	row 5	row 5

### 3.3. Table 3

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<b>LOREM IPSUM</b>		
	<b>ITEM No</b>	<b>ITEM No</b>
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### 3.4. Table 4

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<b>LOREM IPSUM</b>			
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<b>ITEM No</b>	Lorem ipsum	Lorem ipsum	Lorem ipsum
<b>ITEM No</b>	Lorem ipsum	Lorem ipsum	Lorem ipsum

ITEM No	Lorem ipsum	Lorem ipsum	Lorem ipsum
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## 4. Figures

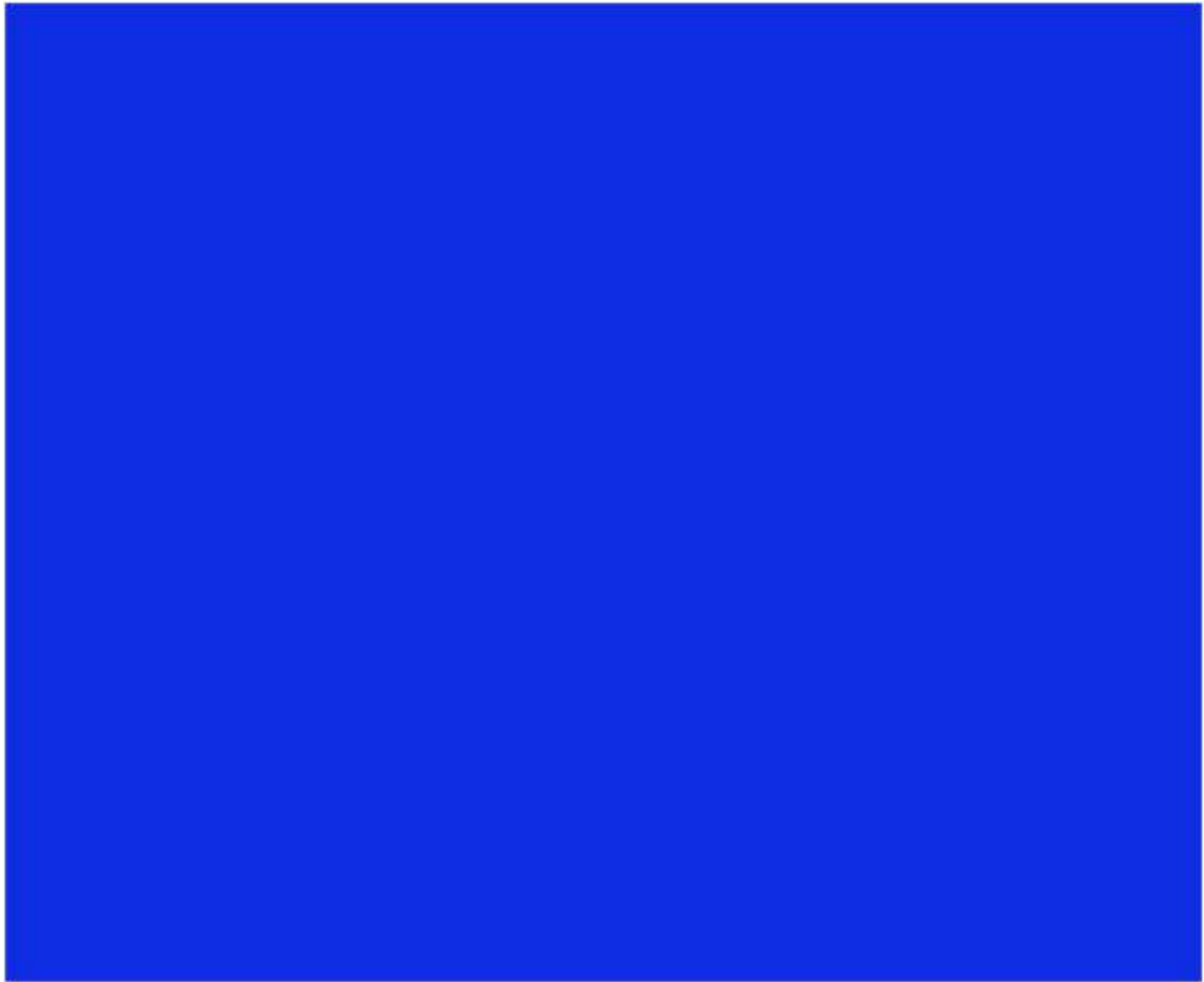


Figure 1: Title 1



Figure 2: Title 2



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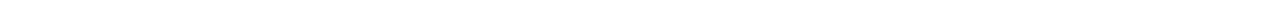


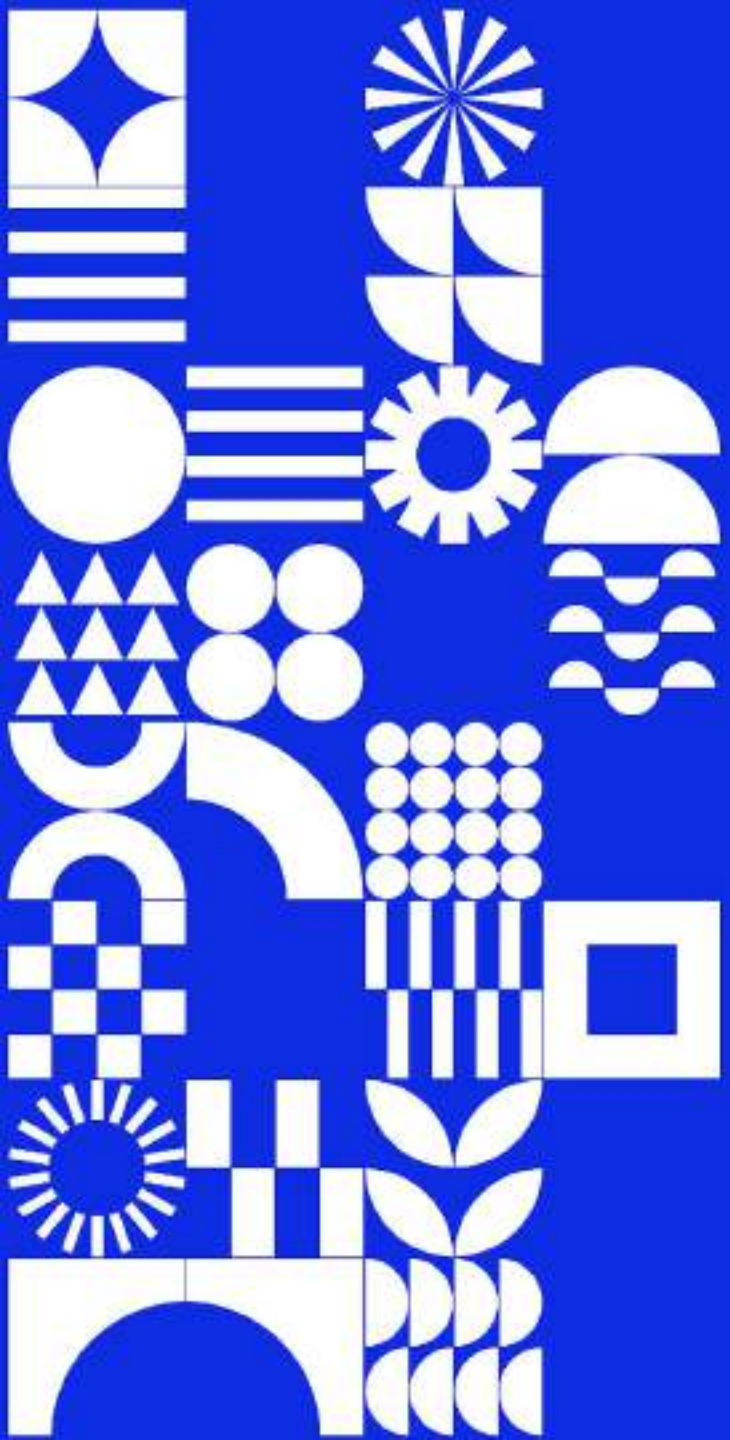
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# **Appendix IV**

## **PowerPoint templates**





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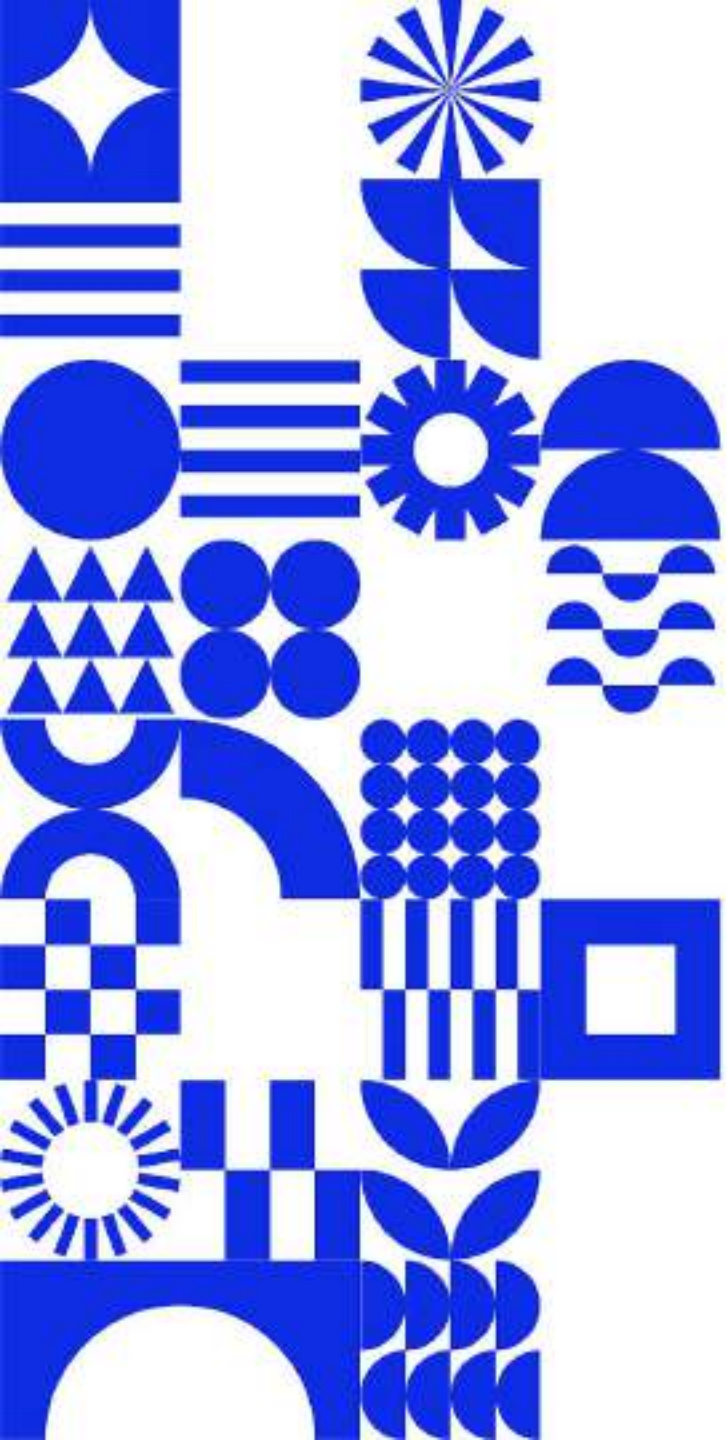
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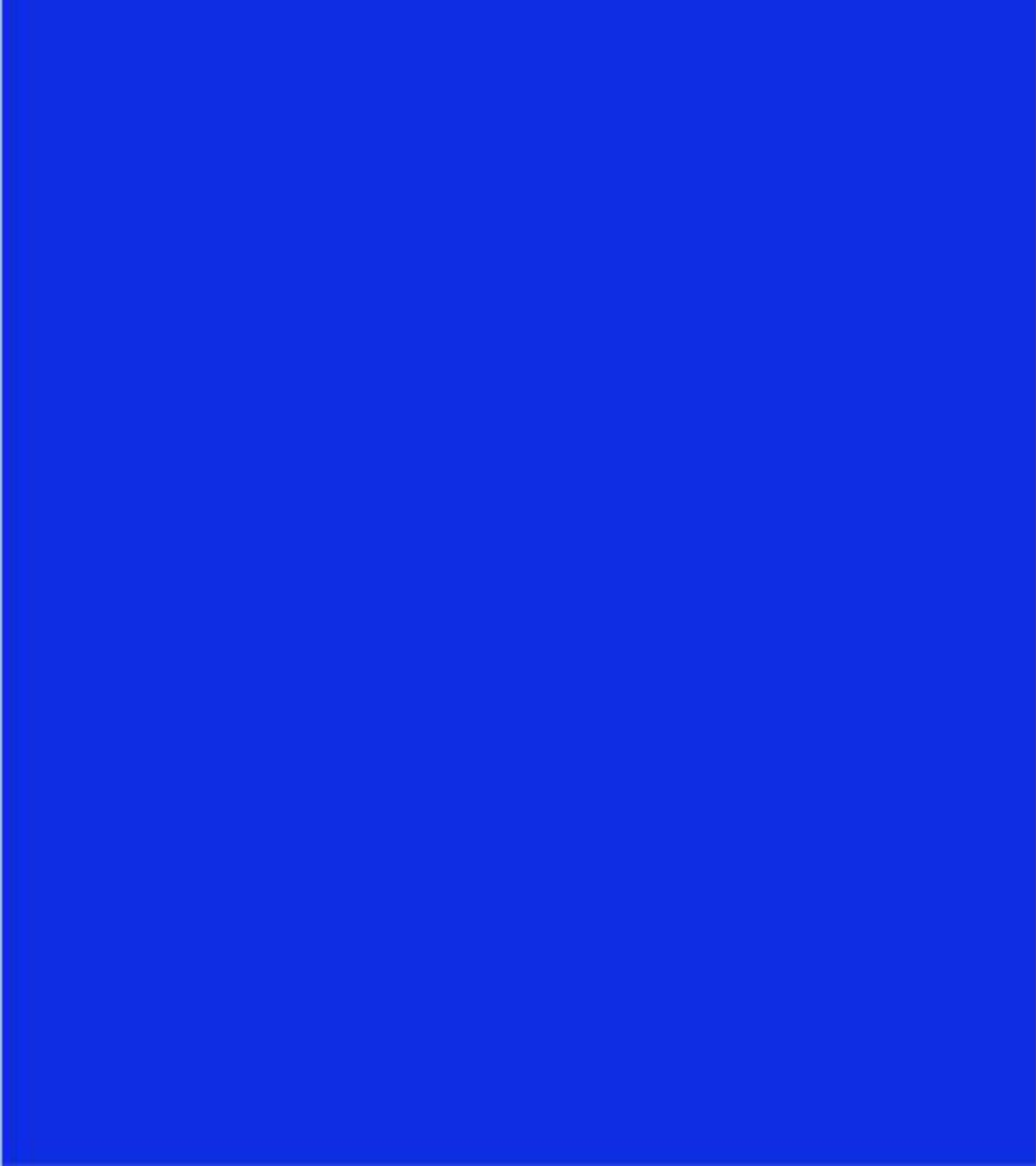


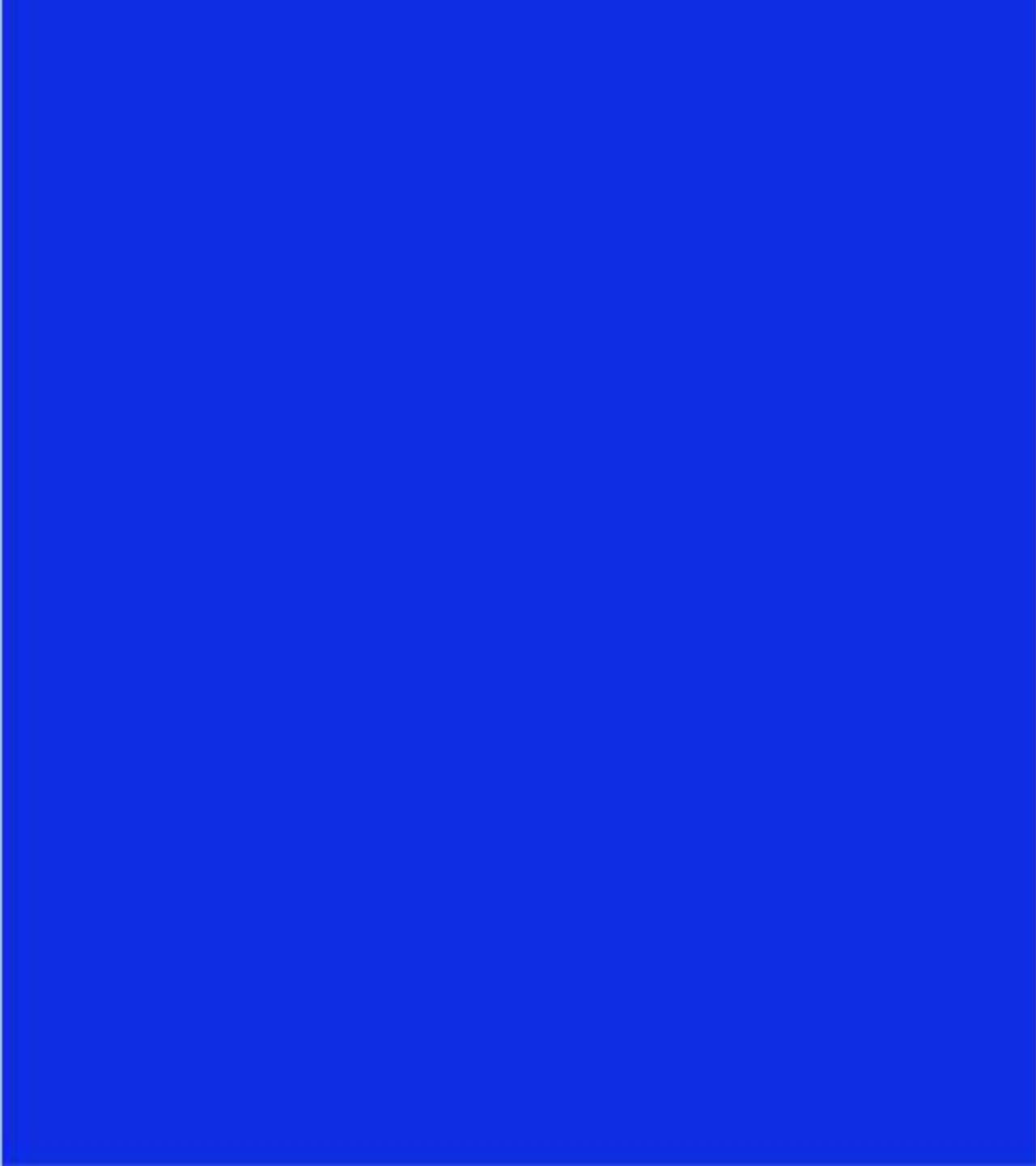
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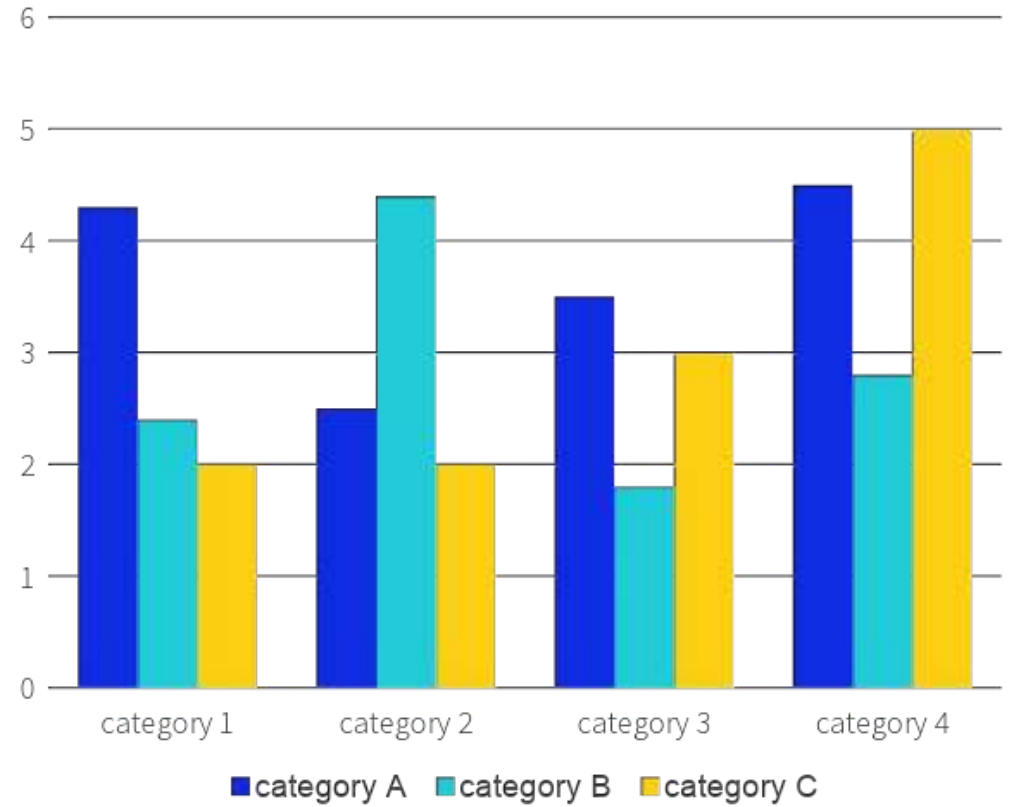


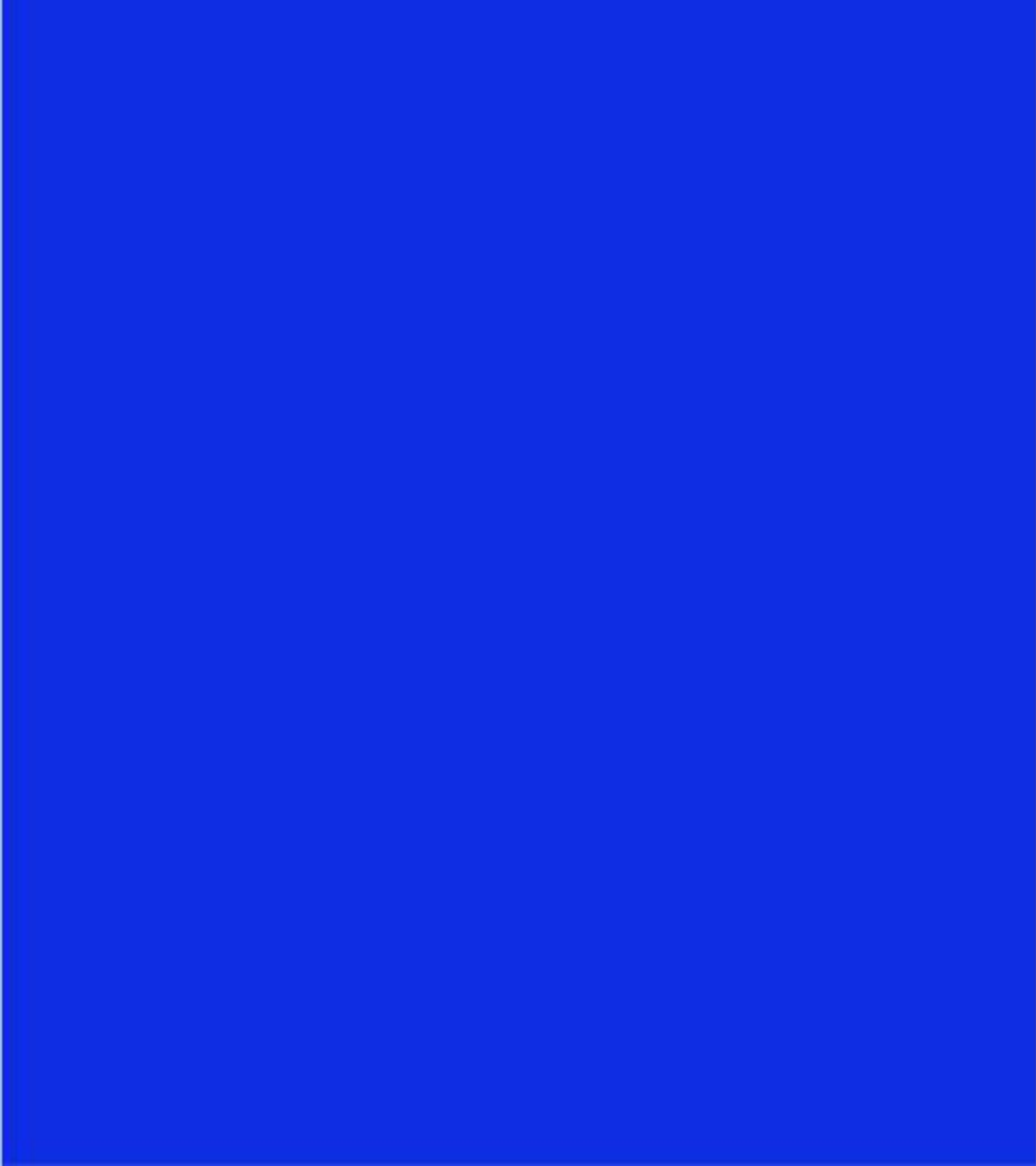




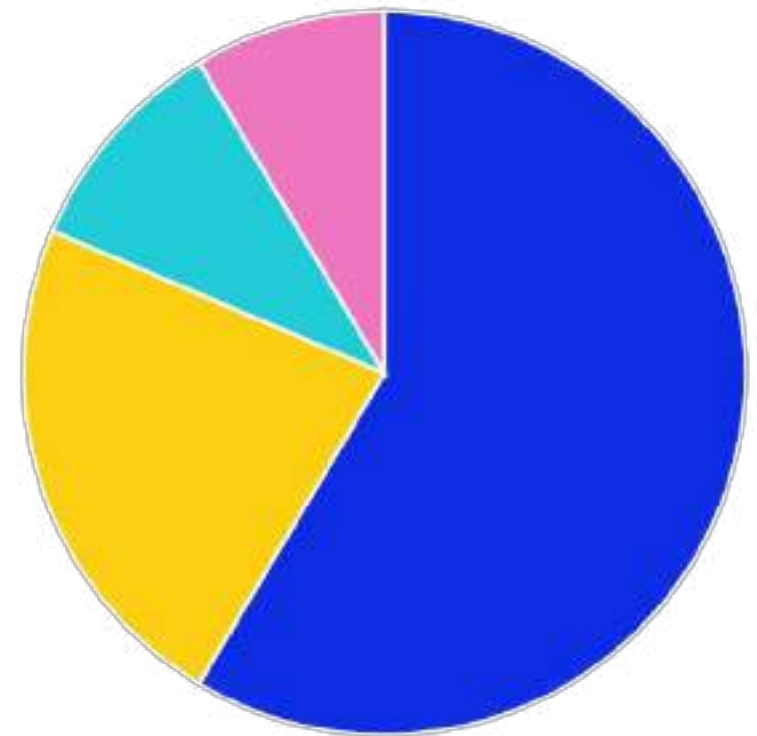



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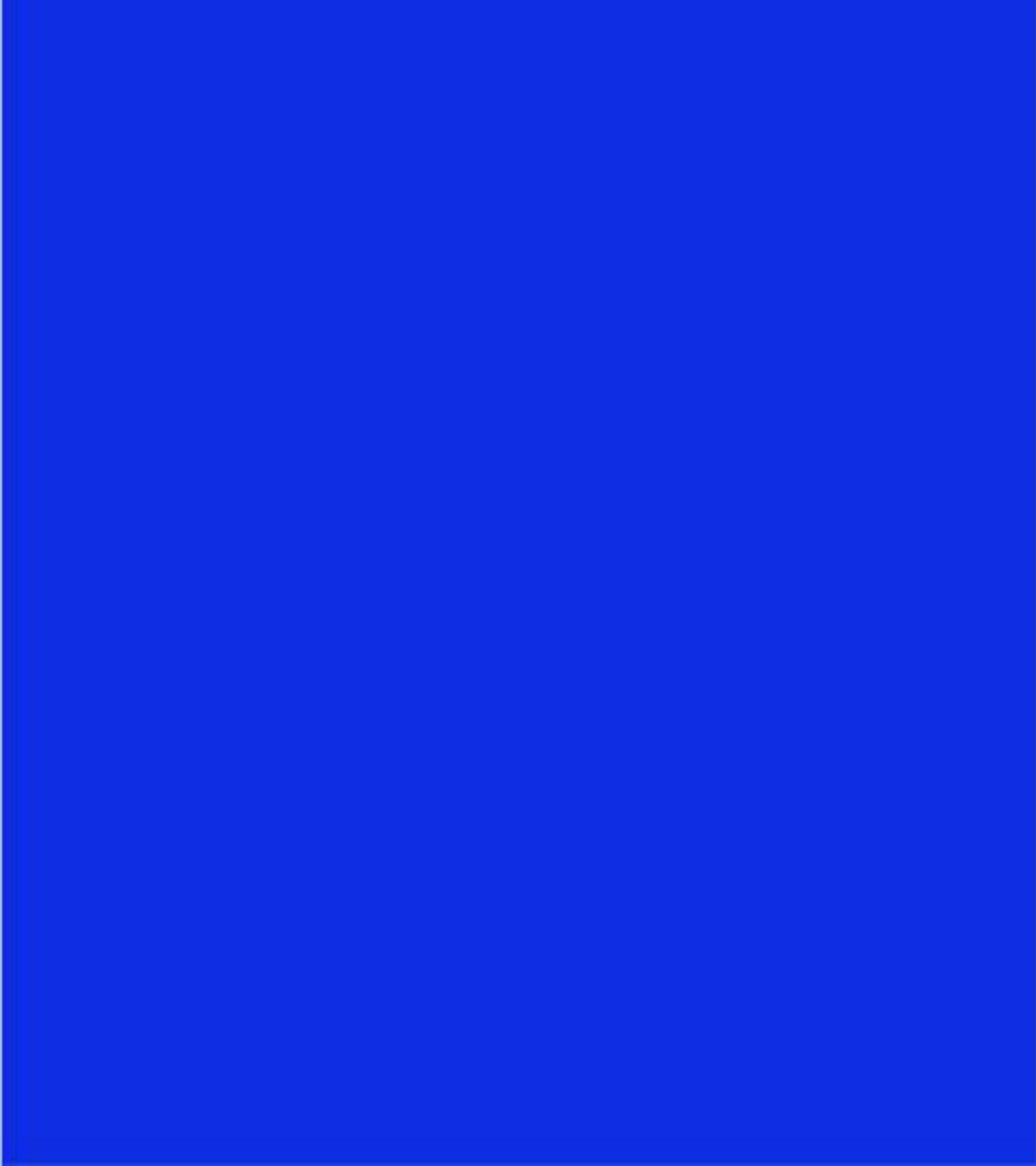




**Title**



■ 1° category ■ 2° category ■ 3° category ■ 4° category





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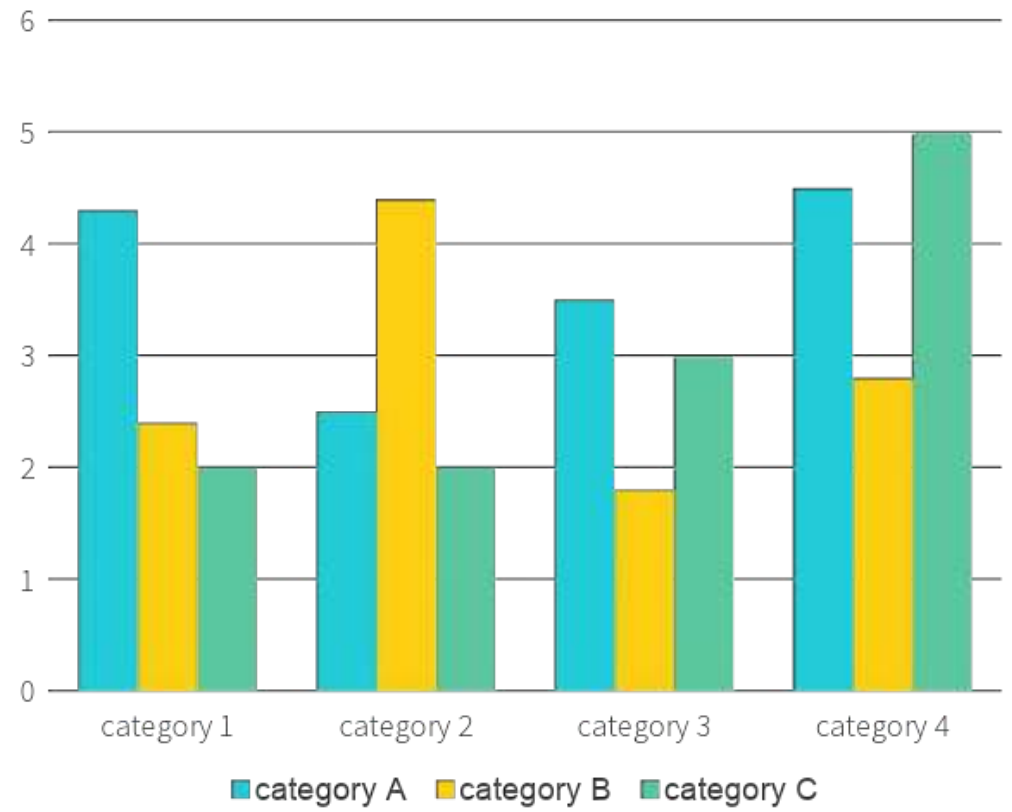
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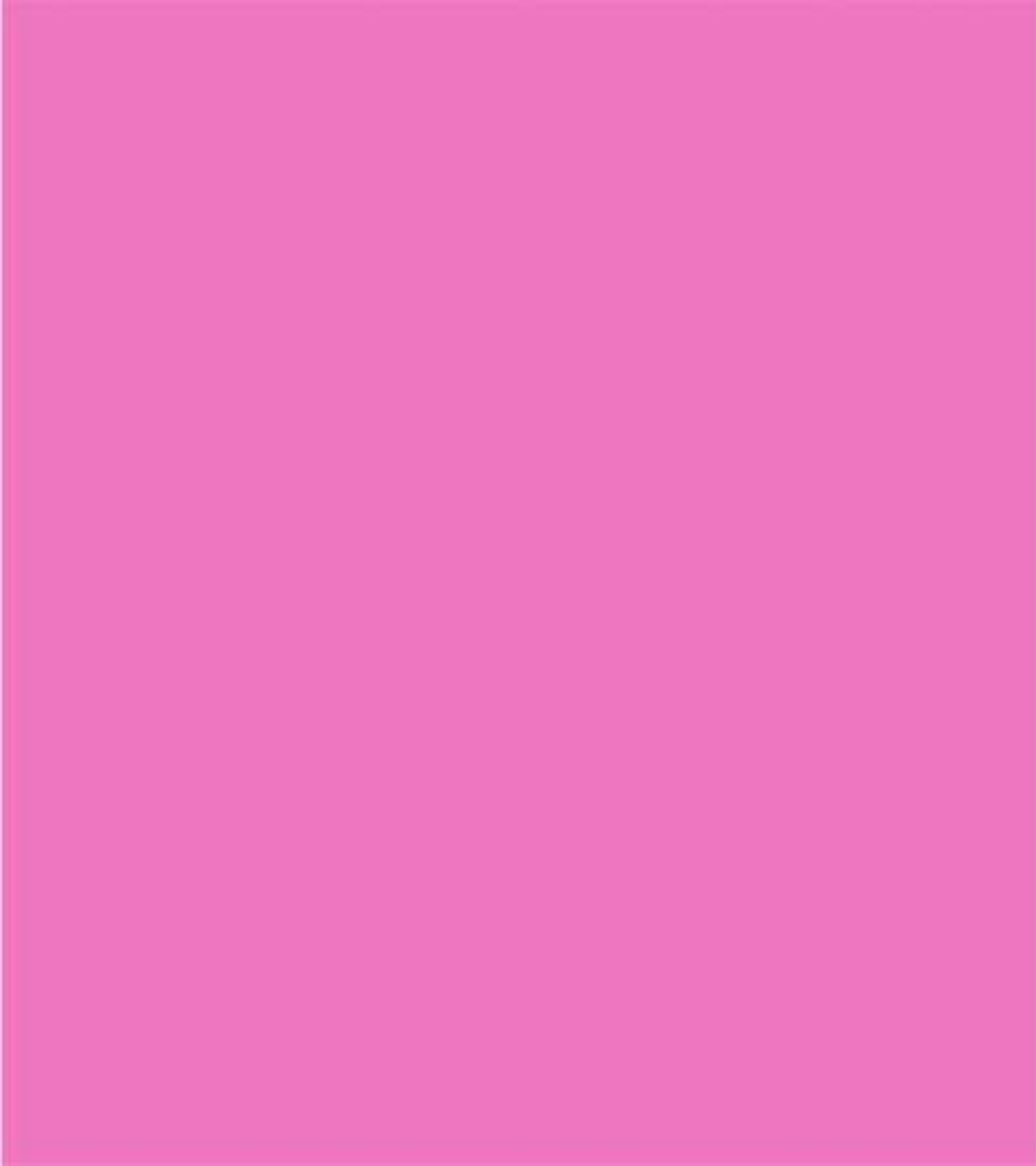






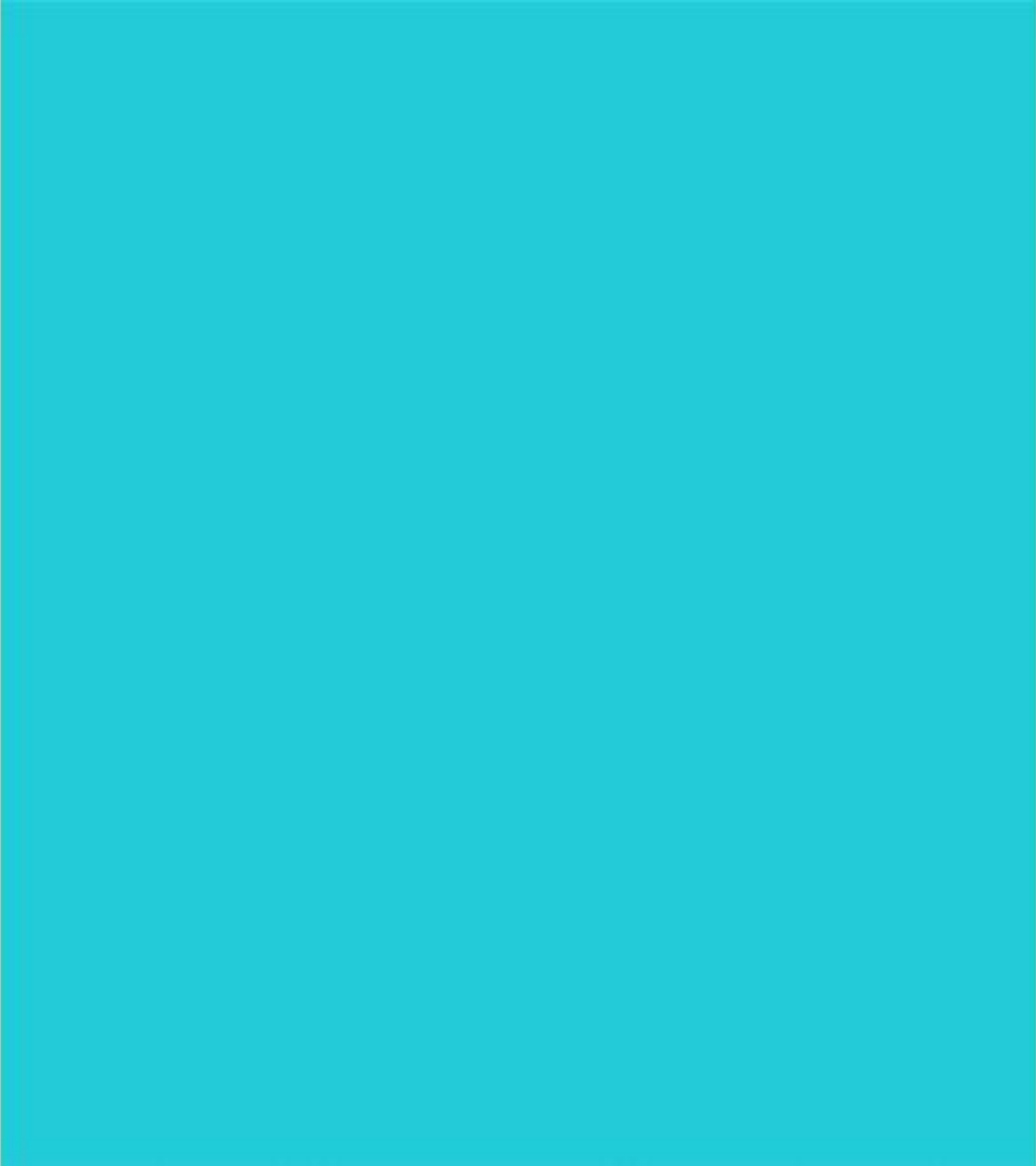
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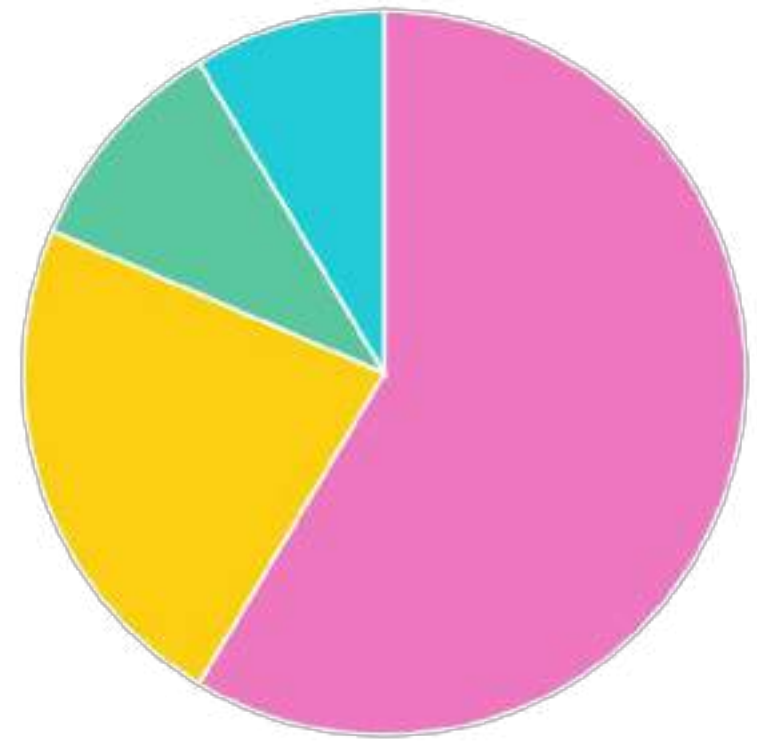








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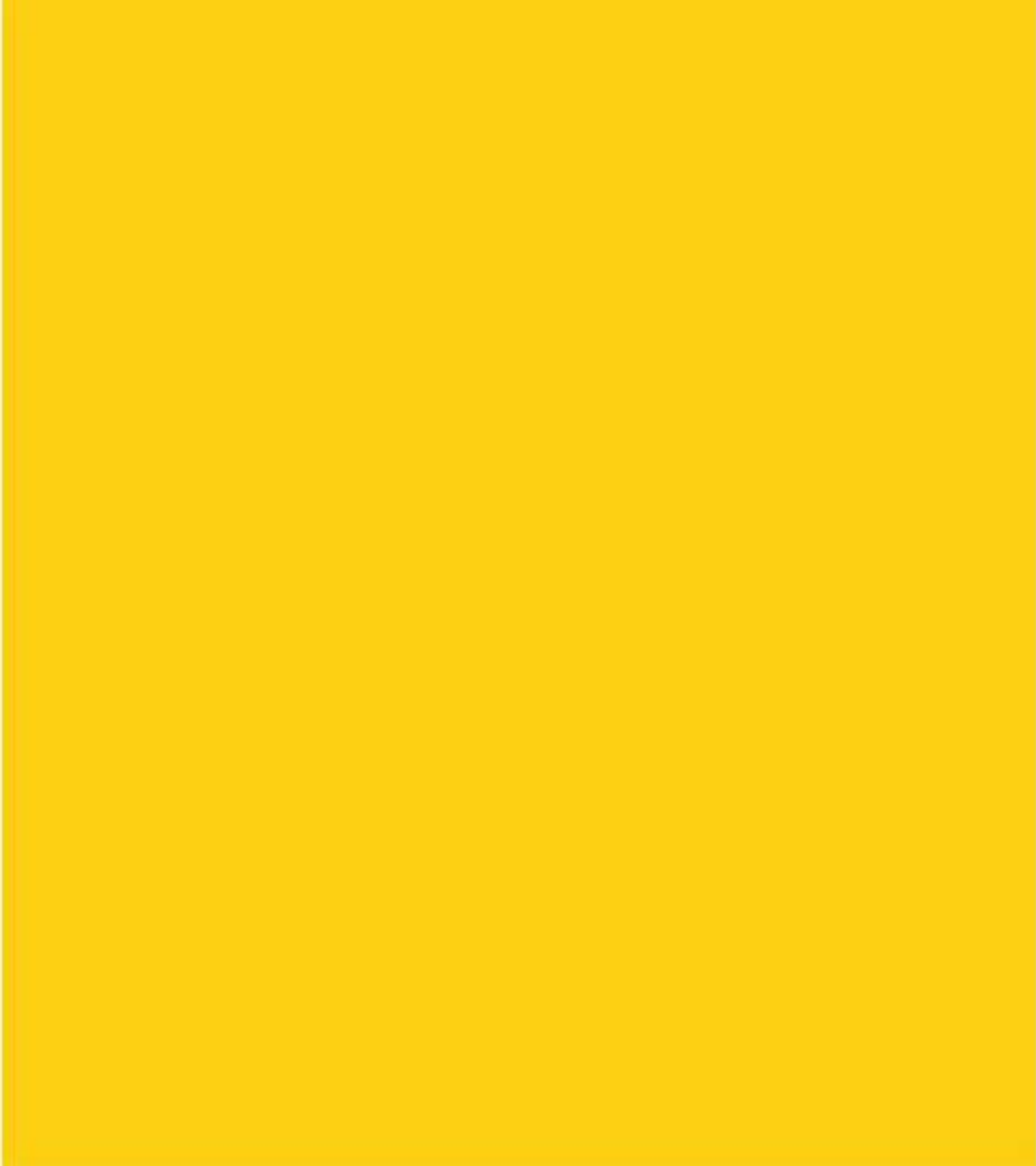


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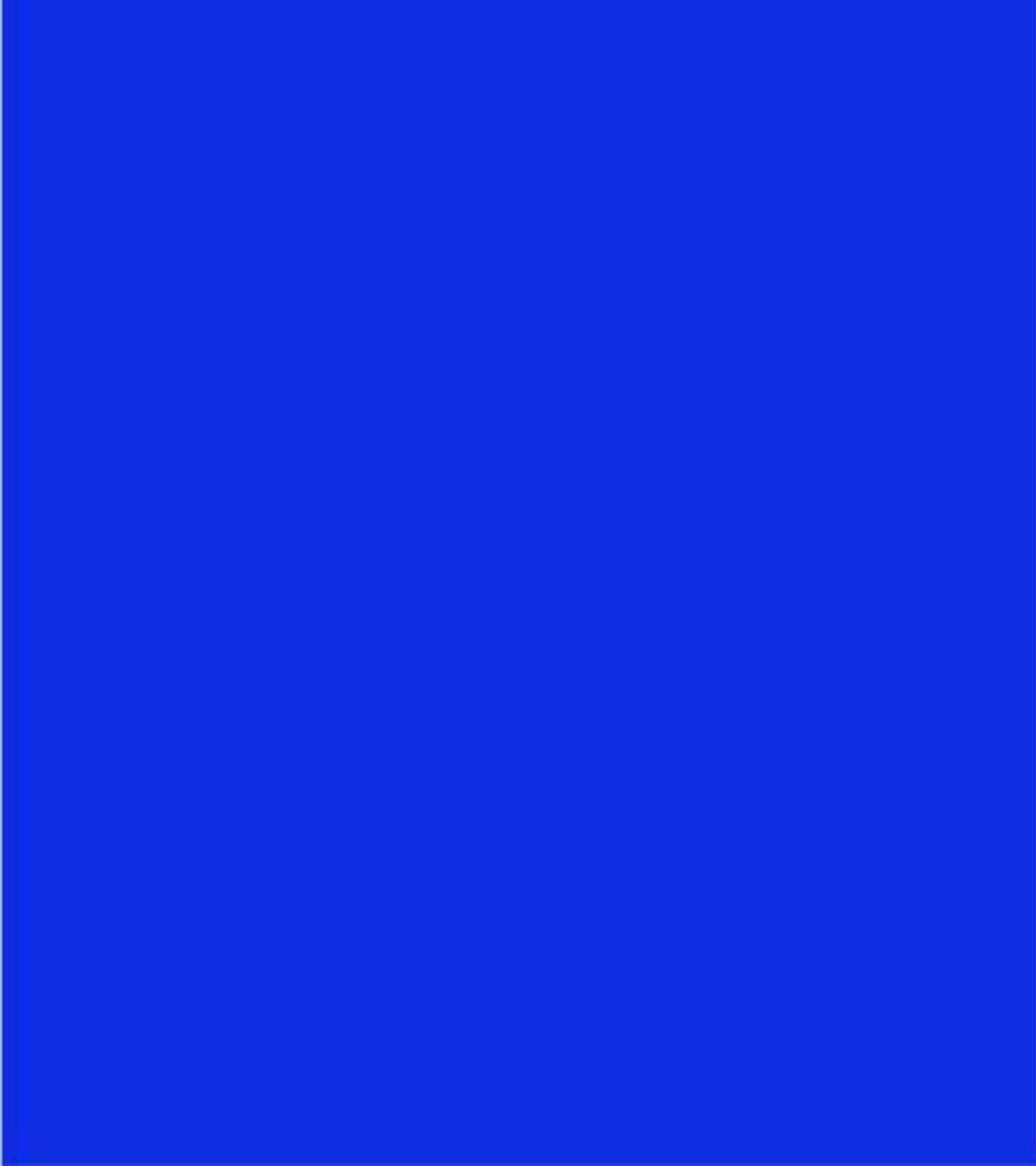


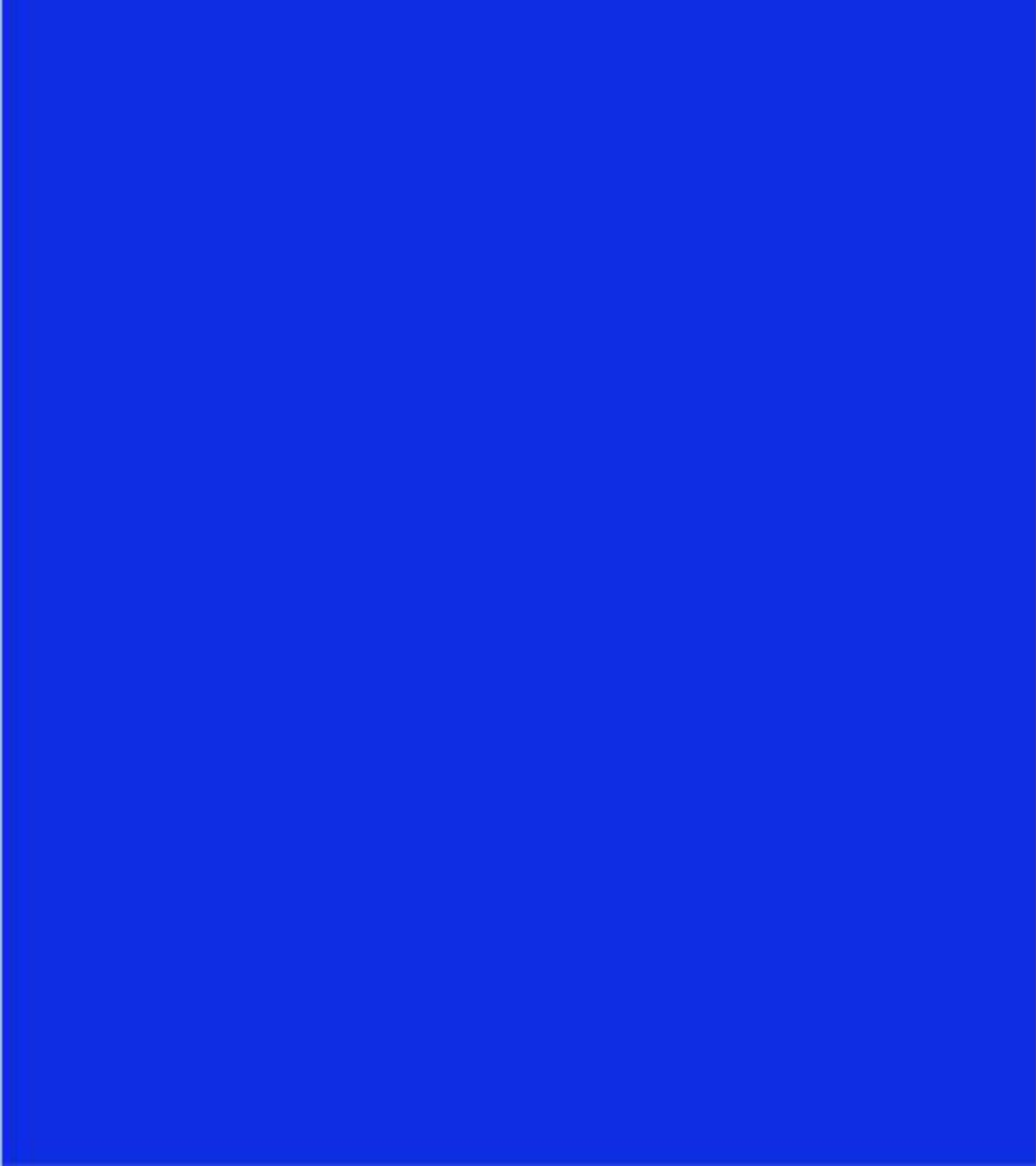












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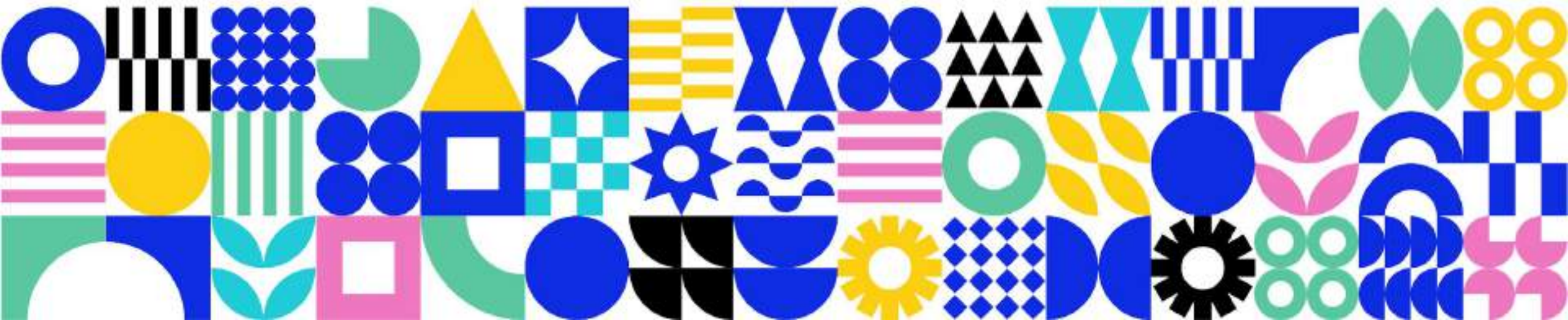
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**Appendix V**  
**Social media templates**

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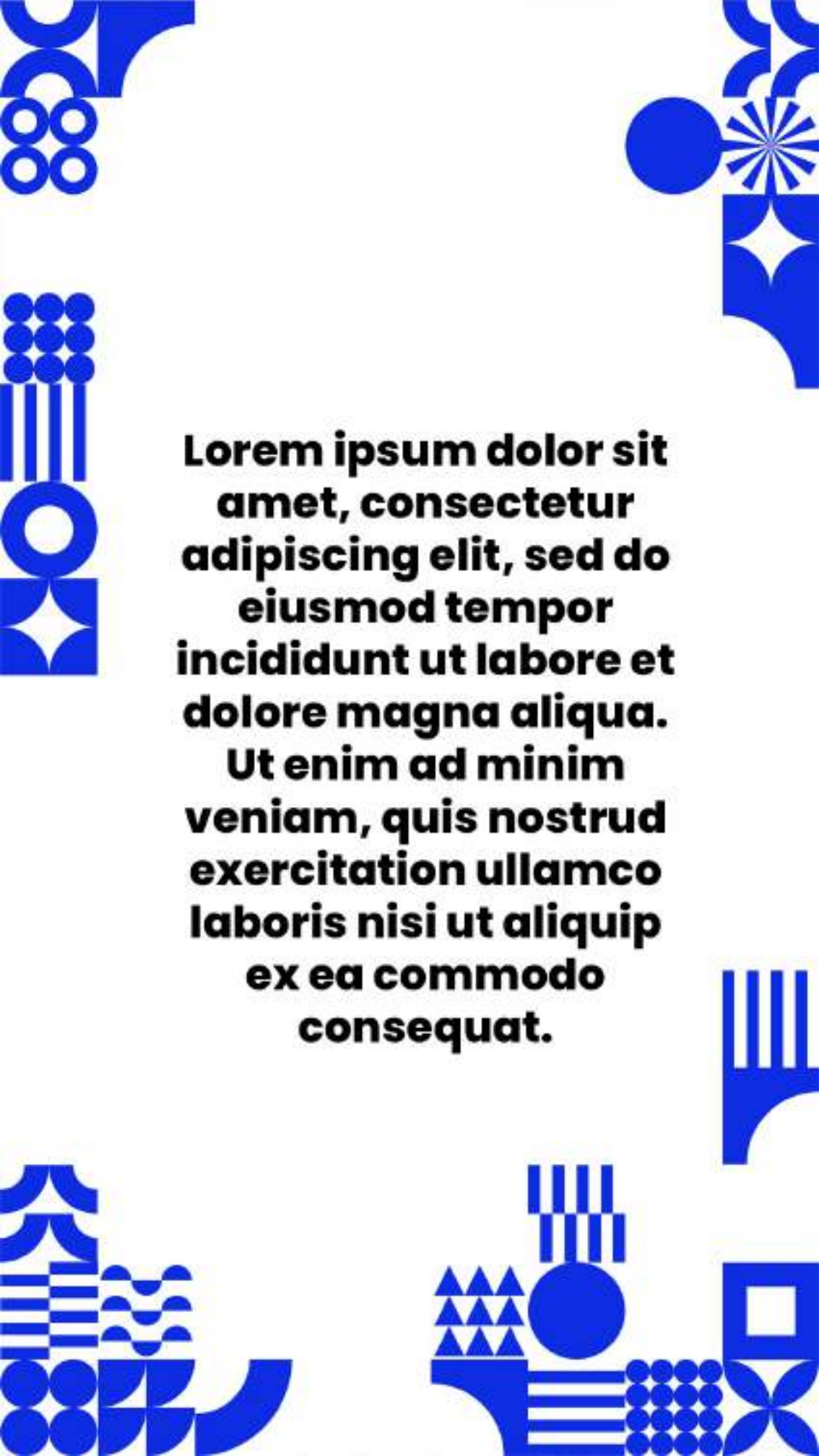
**Surrounded by Science**



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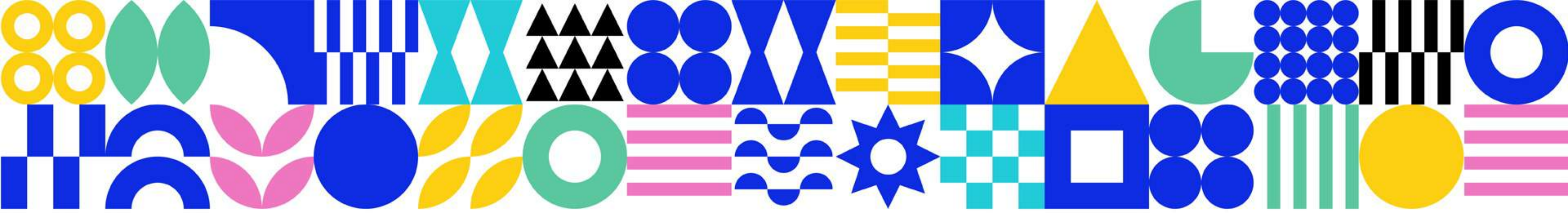


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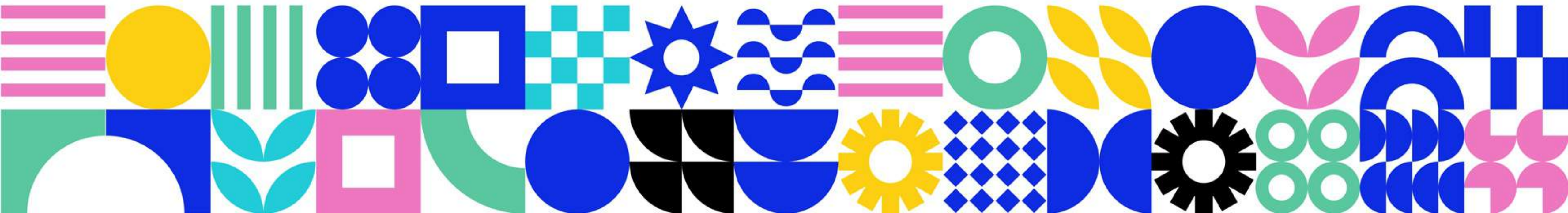


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