



D1.3 Dissemination Report

(First Open Call)



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RE	Restricted to a group specified by the consortium (Including the Commission Services)
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Nature:	
PR	Prototype
RE	Report
SP	Specification
TO	Tool
OT	Other

Synopsis:	This report details all parts of the communication strategy for IMPACT EdTech, including discussing specific tools and channels, as well as addressing techniques and strategies employed. Results from the first open call are detailed and discussed.
List of keywords:	Dissemination strategy, communication plan, social media, press release, media, events, web

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¹

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1. Introduction

1.1 Overview

The IMPACT EdTech project is dedicated to finding, identifying, and **accelerating the top European start-ups and SMEs in the EdTech space**, as well as creating a **vibrant community of companies in the sector and strengthening the value chain**.

In order to carry out these activities, it is essential to **attract the attention of a large number of start-ups and SMEs**. With this in mind, we have developed a cohesive communication strategy designed to reach as many relevant projects as possible. This strategy has certain **peaks of intensity**, with the most intense moments coming **during the open calls**. “Open call” is the name given to the set period of time in which the project is accepting applications from start-ups and SMEs hoping to win equity free grants, incubation, acceleration, access to top mentors, international PR coverage, and more. Other key moments of communication include the launch of the project and throughout distribution of services to selected SMEs and start-ups.

The project launched on 1 April 2020, with the first open call kicking off on **6 April 2020** and running **until June 30th 2020**.

The primary goal of the open call was to achieve **300 started applications** and **105 submitted applications**. We ultimately achieved **942 started applications** and **308 submitted applications**.

The more important KPI is the number of submitted applications. In that, we managed to **achieve 293,33% above of our objective**, which we consider a key achievement.

This success is due in large part to the online dissemination actions **led by ISDI and participated in by all consortium partners**.

The specific dissemination objectives named by the DoA to be achieved during the 32 months of the IMPACT EdTech project are listed in the following table:

Table 1: Specific objectives relevant to the scope of this report

N° of events organised to disseminate the Open Calls	9
Webinars organized by partners	3
Info Days organized by partners	4
Events attended by partners where IMPACT EdTech was presented	2

This report is an in-depth analysis of all communication activities that took place during the first Open Call of the IMPACT EdTech project from 6 April 2020 to 30 June 2020. In this report, we will explain **the tools used and the channels selected to carry out its dissemination**. We will go into detail on the **objectives set** and we will examine the **results achieved**. We will describe exactly how we have worked and continue to work together as a consortium to achieve the goals set out for ourselves in the Specific Objectives of the DoA. The report includes a detailed examination of the website, social media channels used, Paid and organic, Media & PR, Events, including webinars Info Sessions and Info Days, the Partners' Ecosystem, the IMPACT EdTech Community or Network, Newsletters, email marketing and Content Creation.

This deliverable is designed and led by ISDI, with the participation and collaboration of all consortium partners.

1.2 Summary of results

The first open call has achieved widespread reach in all communication channels proposed. We attracted considerable traffic to the IMPACT EdTech website – more than 14,000 new users visited the website during the IMPACT EdTech first open call, while the expected KPI by the end of the project is 15,000 visitors. This means we are only 234 visitors away from the overall goal. By the time this document is submitted, the goal will have been reached.

Table 2: Results IMPACT EdTech website

KPI measured (impactedtech.eu)	Result (6 Apr – 30 Jun)
Sessions	21,486
Unique Users	14,798

KPI measured (impactedtech.eu)	Result (6 Apr – 30 Jun)
New Users	14,766
Page Views	29,471
N° of session per user	1.45
Average session duration	00:01:06
Pages/session per visit	1.37

Traffic to the website came from all channels, although foremost was **direct search**, followed by social and referral traffic.

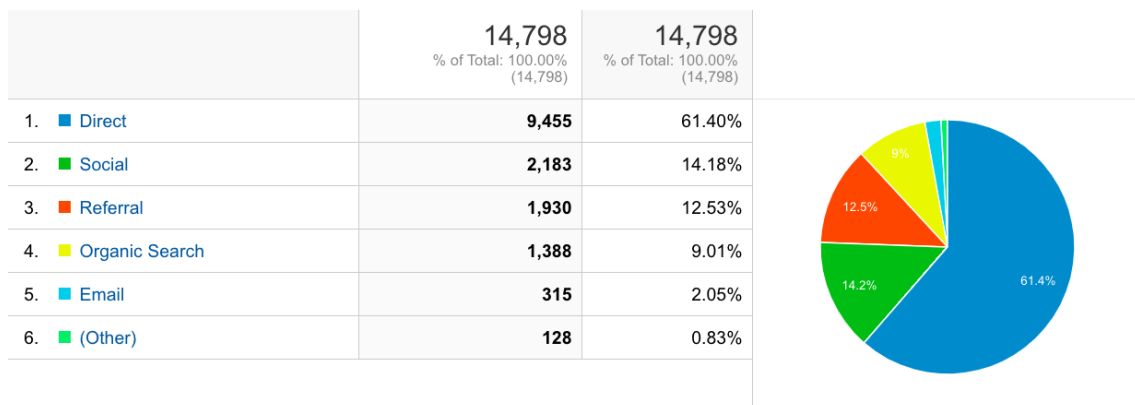


Figure 1: Traffic sources IMPACT EdTech page

Posts related to IMPACT EdTech achieved close to **3 Million impressions** on social media, between IMPACT EdTech’s own channels and paid advertising. IMPACT EdTech has posted **79 times** and achieved more than **600 clicks** on the page via paid campaigns.

Table 3: Results - Social media KPIs and results – summary

Media type	KPI – Social Media	Total
Owned	N° of posts on IMPACT’s accounts during open call	79
Owned	Organic engagement (clicks, likes, shares, etc.)	2,033
Owned	Organic impressions	58,803
Paid	Paid impressions	2,871,674
Paid	Paid clicks to the IMPACT EdTech page	607

This report contains a detailed analysis of these results and more.

2. Overview and communication channels

2.1 Overview

The main communication objective is to promote the IMPACT EdTech project and its results. This includes:

- To generate awareness on entrepreneurs, start-ups and SMEs developing of EdTech solutions about the support offered by IMPACT EdTech
- To widely disseminate IMPACT EdTech benefits among SMEs Intermediaries as well as innovative SMEs directly
- To engage EdTech experts & solutions providers from all around Europe with the project
- To showcase most promising IMPACT EdTech disruptors in an ecosystem of market players relevant within the value chain of Education & Training Markets
- To foster the uptake of inclusive and personalised EdTech companies by reaching out to potential end-users

EdTech innovators are the **main target audience** of IMPACT EdTech. They represent those who will disrupt the present and the future by developing personalised and interactive solutions contributing to extending new education models, in line with current socio-economic transformations and suitable for the challenges ahead.

This target population addresses, as specific target segments the following ones across Europe:

1. Education & Digital Learning Experts
2. National and regional educational authorities in charge of innovation and ICT in education
3. SMEs Intermediaries
4. EdTech disruptors (entrepreneurs, start-ups, innovative SMEs)

5. Investors & Corporates
6. Early Adopters - Education & Training Markets
7. General Public

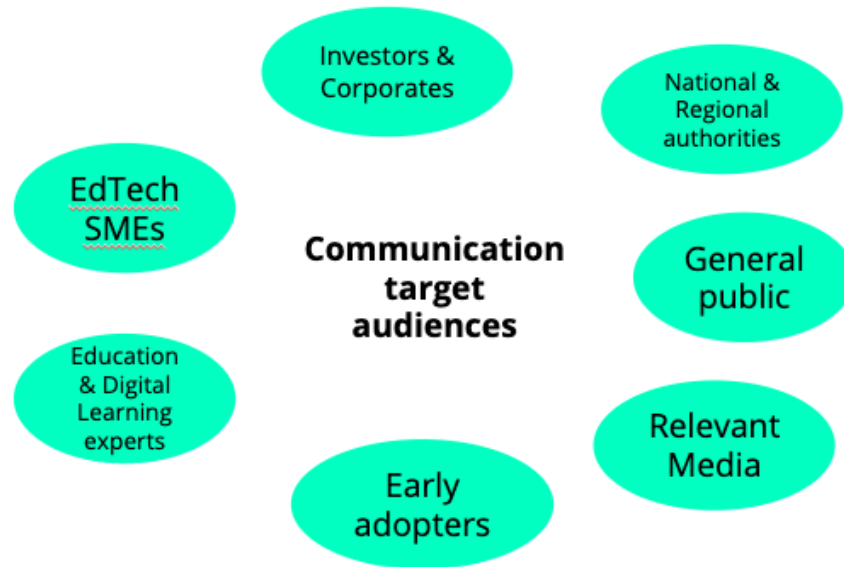


Figure 2: Target audiences for IMPACT EdTech communication

As discussed above, communication activities take place throughout the 32 months of the project, but they are focused on three crucial moments:

Table 4: The three crucial communication moments and related messages

Launching the project	IMPACT EdTech Objective	<ul style="list-style-type: none"> • IMPACT EdTech is all about the education industry • IMPACT EdTech will support selected start-ups and SMEs
Open Calls	Value proposition for SMEs	<ul style="list-style-type: none"> • Funding, world class business mentoring, piloting and testing in real education settings, access to top industry leaders, PR coverage, perks.
Project results	Supported SMEs results	<ul style="list-style-type: none"> • EdTech Hubs Storytelling • SMEs storytelling

2.2 Communication channels and dissemination actions

The overall IMPACT EdTech dissemination strategy is comprised of **six main parts**, which of all interact together to amplify the messages of the programme.

1. Website & social media
2. Media & PR
3. Events (including Info Days, Info Sessions and Webinars)
4. Partners' ecosystems
5. IMPACT EdTech open community or network
6. Newsletters, e-mail marketing and content creation

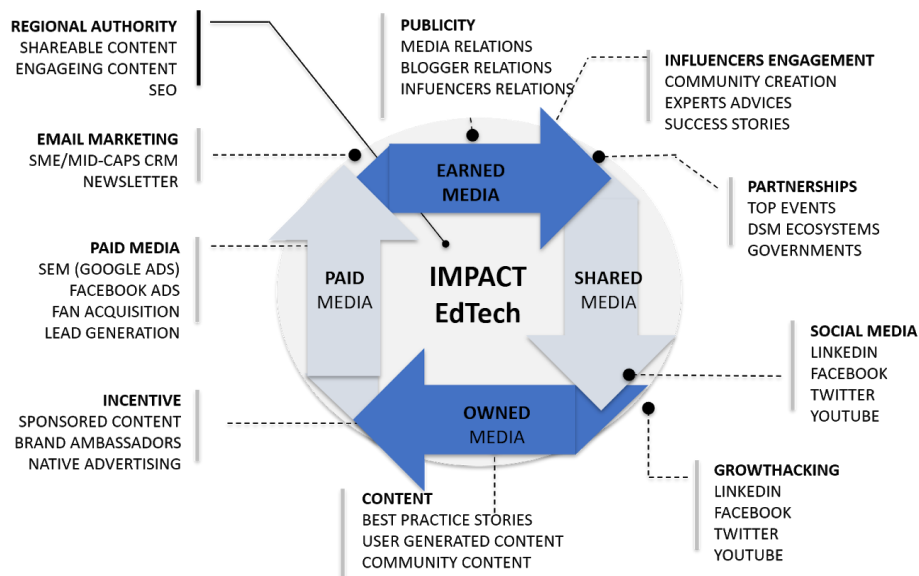


Figure 3: IMPACT EdTech Communication strategy

2.3 This report's focus

The channels to be examined in detail in this report are the following:

- **Website** (<https://www.impacttedtech.eu/>). This tool is the core of the IMPACT EdTech online communication strategy. Most efforts on social media are structured around bringing the community to this

website. Here interested parties (start-ups and SMEs) can learn what IMPACT EdTech has to offer, see if they are a good fit, and find the link to FundingBox, either to apply or to join the IMPACT EdTech community. IMPACT EdTech has significant additional web presence on the FundingBox website (<https://fundingbox.com/c/community-impact-edtech>), as well as on partners' websites¹ and third-party sites such as CORDIS², ISDI Accelerator³ and Ashoka's Creating For Humanity⁴.

- **Social Media.** Among the wide diversity of social networks that exist today, IMPACT EdTech is primarily focused on three. These networks are the following:
 - **Twitter:** The social network where most entrepreneurs are. (IMPACT EdTech's Twitter: <https://twitter.com/IMPACTEdTechEU>)
 - **Facebook:** The social network with more than 1 billion users worldwide. (IMPACT EdTech's Facebook: <https://facebook.com/impactedtech>)
 - **LinkedIn:** The social network for businesses. (IMPACT EdTech's LinkedIn: <https://linkedin.com/showcase/impactedtech>)
- **Newsletter:** This tool is used to inform subscribers about milestones in IMPACT EdTech, launching of open calls, important events or the beneficiaries of the acceleration programme.
- **Media & PR:** IMPACT EdTech launches press releases in countries across Europe at key moments of the project, to communicate milestones and achievements of interest, such as the start of an open call.

¹ On European Schoolnet website: <http://www.eun.org/projects/detail?articleId=4863910>

On the Future Classroom Lab portal: <https://fcl.eun.org/impact-edtech>

² <https://cordis.europa.eu/project/id/871275>

³ <https://accelerator.isdi.education/acceleration-for-startups/>

⁴ <https://www.creatingforhumanity.org/>

- **Events:** IMPACT EdTech spreads the word by organising informative events, Info Days, and webinars. Additionally, consortium partners participate in third-party events in the EdTech sector.
- **Partners Ecosystems:** IMPACT EdTech uses the vast network of contacts of its partners and mentors to reach the desired audience.

Each of these channels will be examined in detail in sections 4 to 9 of this report.

The channels are used in such a way as to promote an optimal flow: the target’s attention is attracted by social media, the newsletter, media, events, or other external factors, such as an internet search or word of mouth referral. The target then visits the IMPACT EdTech website, where he or she is able to learn about the programme, the methodology, and the value that the programme offers.

Finally, from the IMPACT EdTech website, the user can navigate to FundingBox.com, either to apply for the programme or to join the IMPACT EdTech community.

This flow is illustrated in the following graphic.

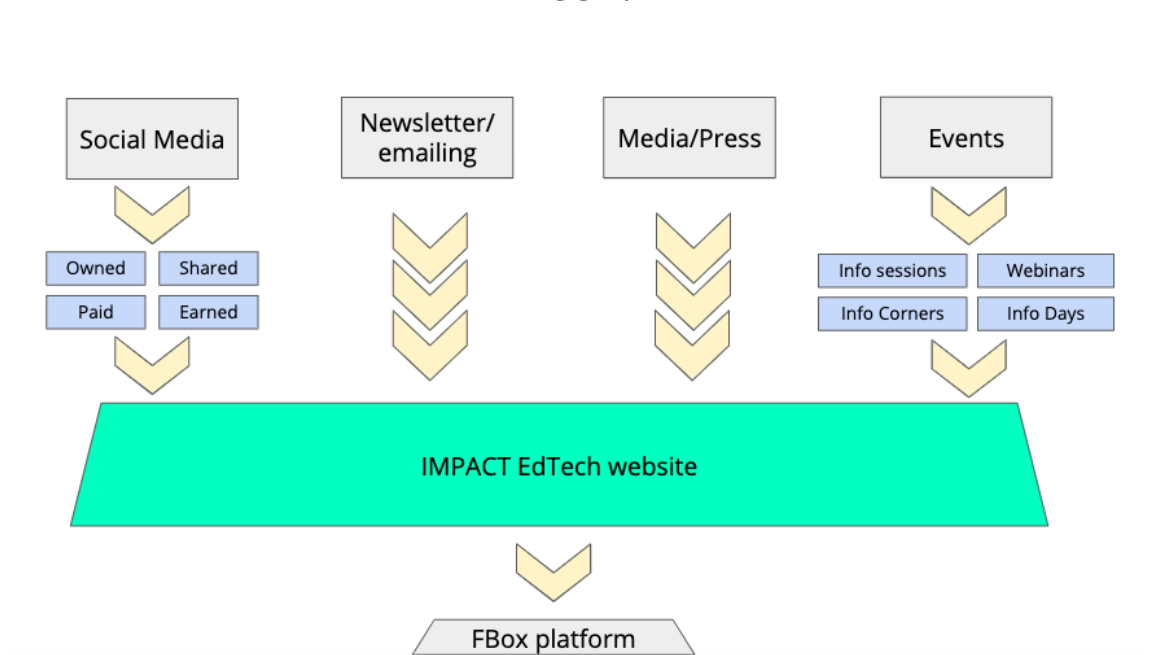


Figure 4: The flow of traffic through IMPACT EdTech’s communication channels

3. Tools used

In addition to the channels described above, IMPACT EdTech spreads the word using a number of tools, designed to amplify the message in a quick and easy way. The main objective is always to communicate the IMPACT EdTech value proposition and drive traffic to the website.

The primary tool used in this phase is a **communication toolkit**, designed with input from all project partners, which allows the consortium and external communication partners to easily and effectively spread the messages planned by the IMPACT EdTech team. The toolkit consists of:

- A **communication toolkit briefing**, to help IMPACT EdTech partners understand how to use the tools offered.
- The official IMPACT EdTech **press release** announcing the launch of the open call and details of the programme.
- Images and texts about IMPACT EdTech suggested for use on participating communities' **social media** accounts, including Twitter, Facebook and LinkedIn.
- **Email content** (text and images), to be distributed to partners' databases via mass emailing.
- Additionally, participants were made aware of the existence of **Info Days, Info Sessions and Webinars** in case any particularly enterprising communication partners wished to hold an informative event explaining IMPACT EdTech.
- A communication package including key messages specifically targeting educational stakeholders was shared by EUN with its ministry members and other relevant networks to announce the opening of the 1st IMPACT EdTech Open Call
- Finally, general communication activities carried out by the consortium are being collected in a **reporting spreadsheet** and the open call calendar, both of which are designed for internal use.

Additionally, consortium partners have access to a project management online space set up by EUN, where all partners are invited to upload

documentation and materials relevant to the consortium; Basecamp is used as a storage space for comms resources such as logos and flyer designs, in order to make them available to the consortium.

Below, one can see examples of the materials included in the **communication toolkit**, including the IMPACT EdTech press release, suggested images for social media, suggested texts for social media and content for the mass email.

GRAPHICS

All graphics will be sent in a zip folder to consortium members and dissemination partners. You can find here some examples of them:

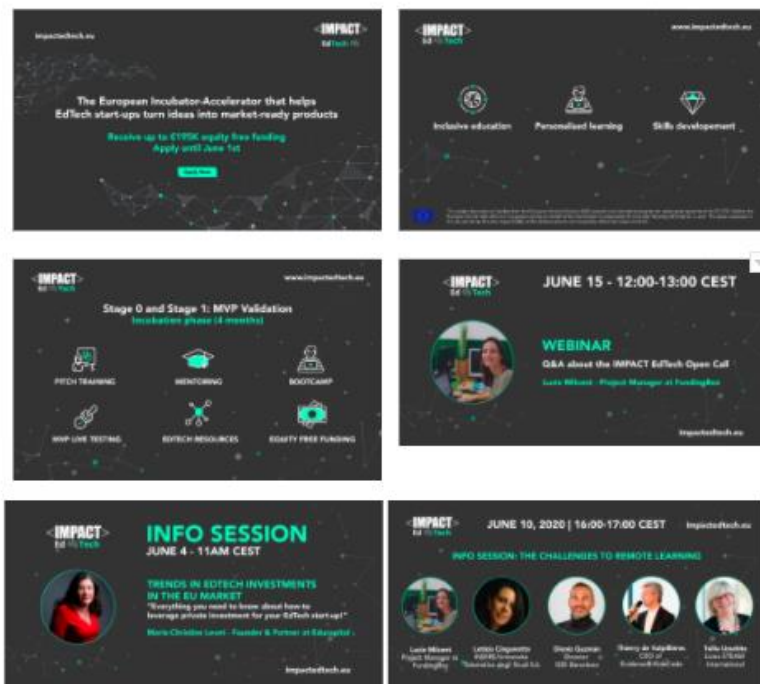


Figure 5: Open Call 1 Graphics

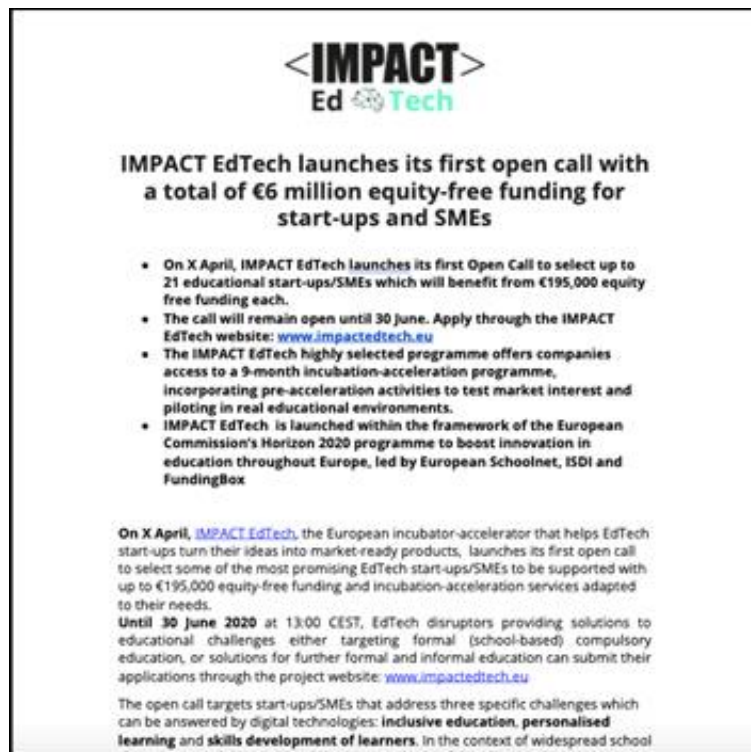


Figure 6: The first part of the IMPACT EdTech press release, shared by all partners

All of these materials are available online in a Google Drive folder.

Figure 7 illustrates the use of the IMPACT EdTech Basecamp group for storing communication materials at the consortium level. Resources stored on the group include IMPACT EdTech logos, partners' logos, branding guidelines, presentation templates, relevant documents, banners, posters, flyers & brochures, and a link to the communications toolkit.

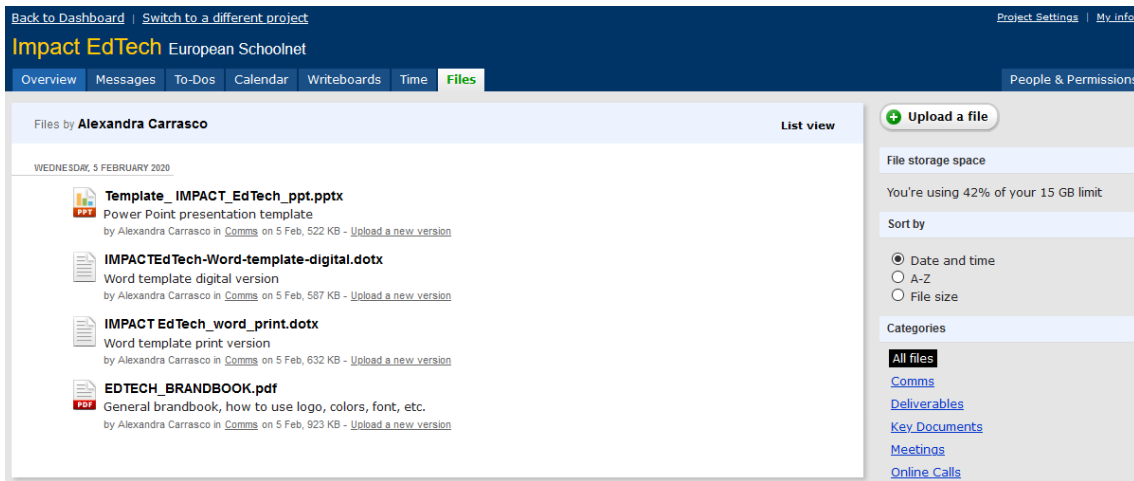


Figure 7: Comms materials shared via the IMPACT EdTech Basecamp group

4. Web Presence

4.1 IMPACT EdTech website

As mentioned previously, the IMPACT EdTech website is one of the focal points of the IMPACT EdTech communication strategy.

The IMPACT EdTech website can be found at <https://www.impacttedtech.eu/>. The IMPACT website is new and independent from the IMPACT Accelerator website. The project's identity, however, builds upon the IMPACT name, as the first programme was a start-up accelerator that gained significant brand reputation, being recognised as one of the top accelerators in Europe and being named as one of the Top Ten Seed Accelerators worldwide (by capital invested) in the Gust Global Accelerator Report.

The current IMPACT EdTech branding builds on the visual identity of the IMPACT Accelerator, maintaining the IMPACT colours, adjusting them in a more attractive and modern way.



Figure 8: Screenshot of the IMPACT EdTech homepage: [impacttedtech.eu](https://www.impacttedtech.eu)

The primary purposes of the IMPACT EdTech website are to communicate the programme's value proposition and convince relevant users to apply for the

programme and/or join the IMPACT EdTech community. Sections of the page include:

- **Home Page:**

- Banner with key message and immediate call to action (CTA) to join the IMPACT EdTech open call on the FundingBox platform
- A countdown letting know the interested applicants how much time left they have to apply to the open call
- IMPACT EdTech value proposition summary - to interest the user and invite him or her to learn more about the project
- A more detailed description of the project - to further interest the user
- A video (webinar recording) with extra information about the IMPACT EdTech open call
- Information about what the project is looking for in the start-up or SMEs concerning the challenges and the strand of solutions to be tackled with examples
- Perks - to show that IMPACT EdTech offers a myriad of benefits
- A brief summary of inspiration for both strands of solutions - to help the user understand whether this programme is relevant to his or her start-up or SME
- A call to action directing users to the 'Guide for applicants' and the 'Frequently asked question', that takes them to a different page where all specifications are answered
- A timeline of the programme and the journey of the start-up or SME
- A Call to Action (CTA) for visitors to sign up to the IMPACT EdTech Newsletter to keep up to date with the latest news
- The Horizon 2020 disclaimer text and EU flag
- Consortium partner logos - to make known who is participating in the project, and to convey credibility
- Links to the partners' websites - in case the user wishes to know more about a specific partner

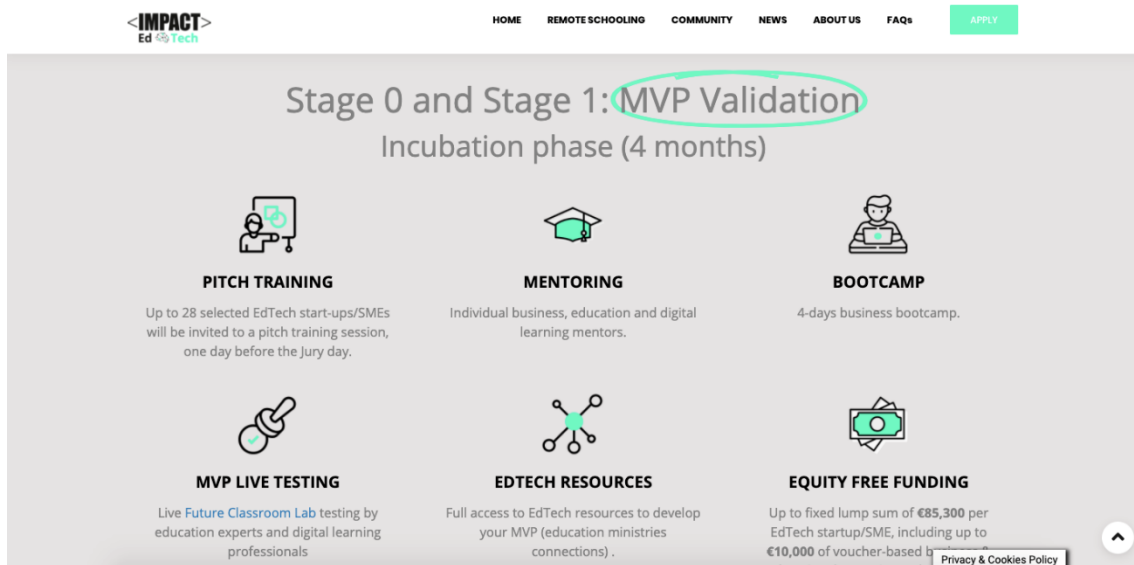


Figure 9: Screenshot of the IMPACT EdTech homepage: Offer for start-up and SMEs

- **Community:**

- Direct link to the external FundingBox community page

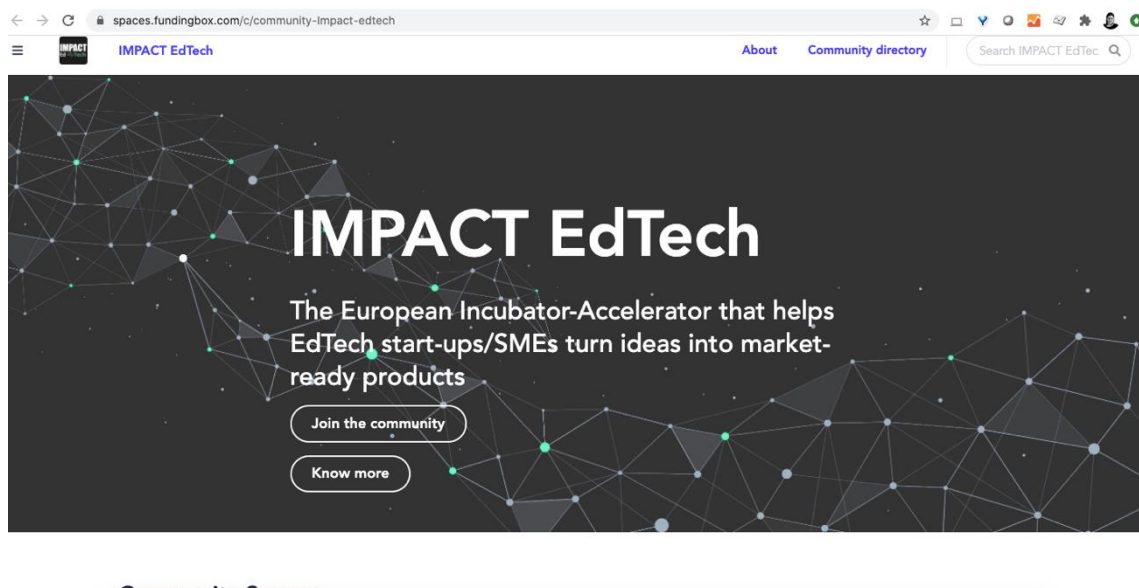


Figure 10: Screenshot of the FundingBox community page

- **News:**

- A space where visitors can see the blog posts related to the project

- Upcoming events organised by the partners or events they will be attending where a visitor can directly sign up

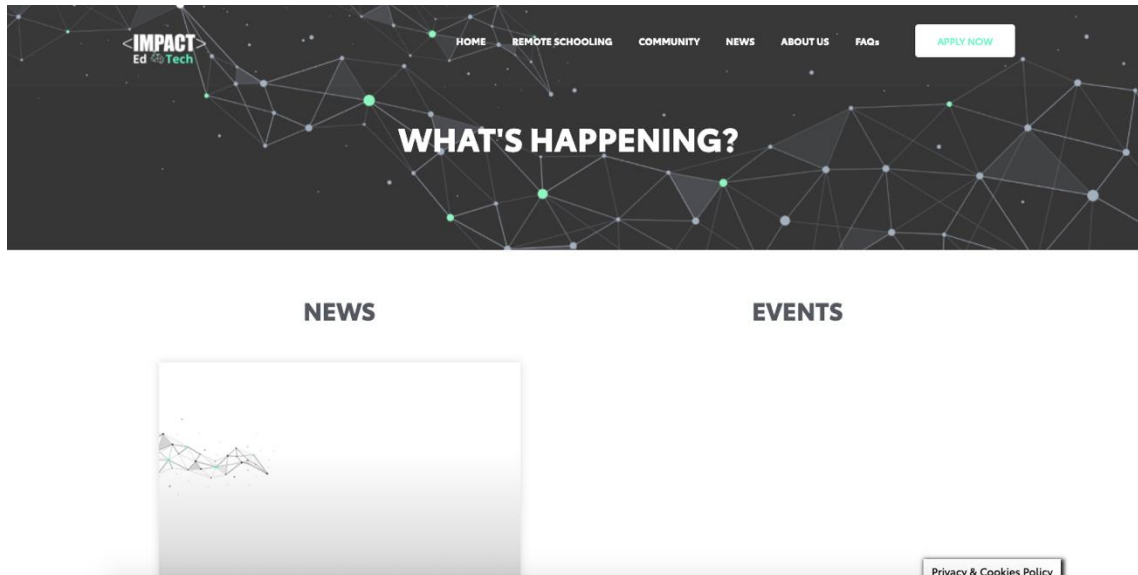


Figure 11: Screenshot of IMPACT EdTechs News page

- **About us:**
 - The list of the IMPACT EdTech partners - to show that the programme is a European initiative and is not limited to a specific country or region

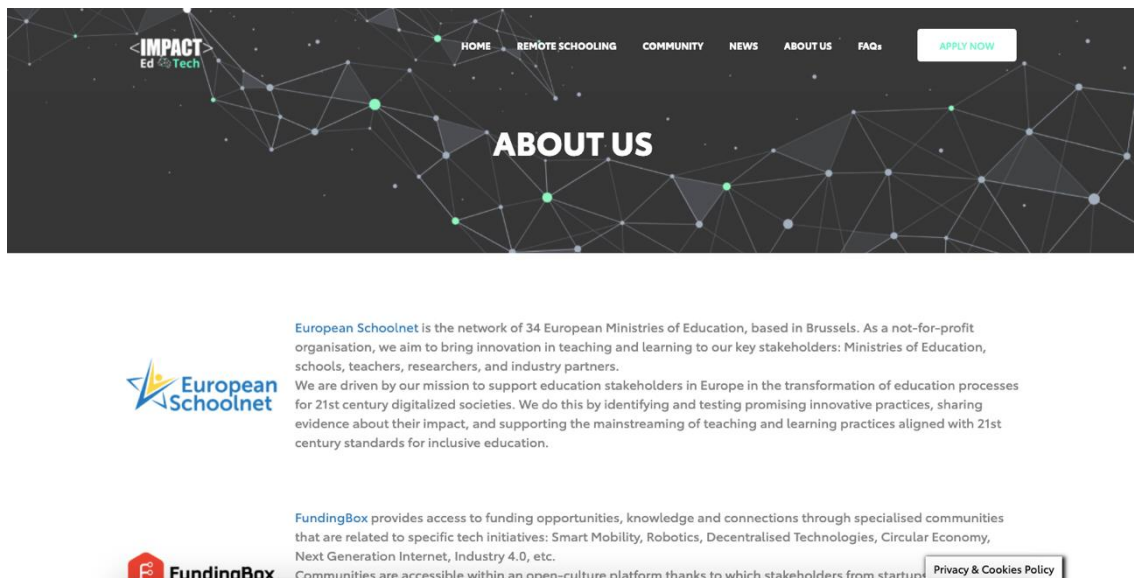


Figure 12: Screenshot of the IMPACT EdTech About Us page

- **Frequently Asked Questions (FAQs):**

- Page that is continuously updated with the most recurrent questions and doubts that start-ups and SMEs might encounter during the application process

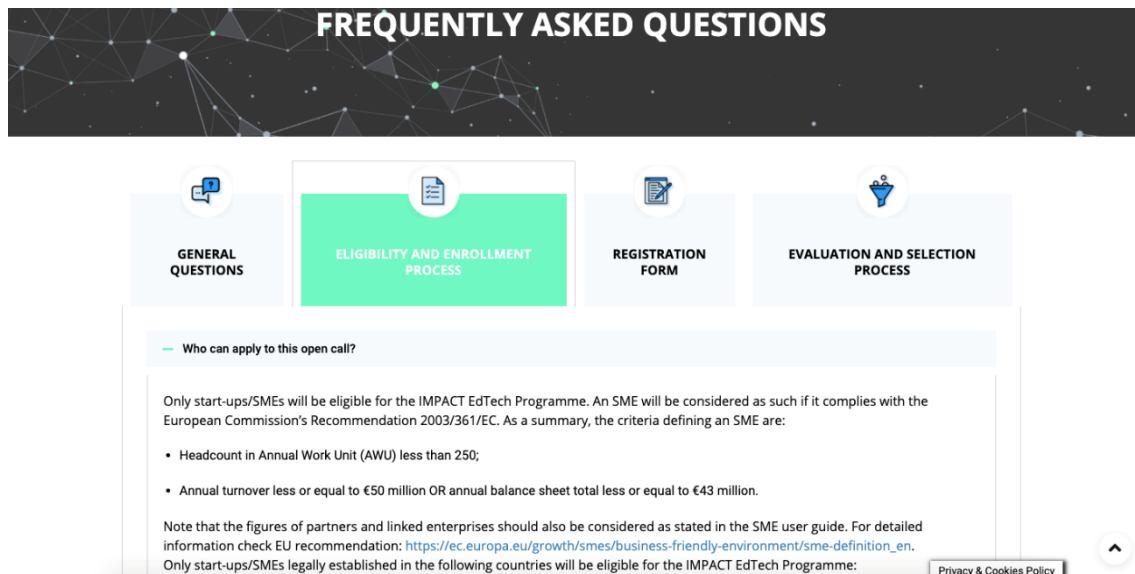


Figure 13: Screenshot of the IMPACT EdTech FAQs page

The website was designed to attract many interested and relevant users. Traffic to the website reached **more than 900 visitors per month during peak times**. The more website traffic is generated, the more visitors will be **sent to the IMPACT EdTech community and to the application form**.

4.1.1 Website Objectives

We have earmarked a number of Key Performance Indicators, or KPIs, to be measured at key moments – such as after open calls – as indicators of our progress in the project. The KPIs examined are:

- **Sessions** - the number of times the website was visited during a given time period
- **Unique users** - the number of users who visited the website during a given time period
- **New users** – the number of first-time users who visited the website during a given time period
- **Average session duration** - the average amount of time users stayed on the website

- **Pages per visit** - the average number of pages visited by website users
- **Traffic sources** - the websites or social media networks that directed users to our website
- **Geographic location** - the country in which users were located when they visited our website

4.1.2 Website results: IMPACT EdTech website overall

The total number of sessions on the impactedtech.eu website during the period of 1 April 2020 to 30 June 2020 was **21,486 sessions**. There were **14,798 unique users** who visited the site, of which **14,766 were new users**. The average session duration was **1:06 minutes** with an average of **1.37 pages per visit**. The percentage of new visitors and returning visitors is of 85% and 15% respectively. This means that the website had a total of 2,609 returning visitors.

Table 5: Results IMPACT EdTech website

KPI measured (impactedtech.eu)	Result (6 Apr - 30 Jun)
Sessions	21,486
Unique Users	14,798
New Users	14,766
Page Views	29,471
N° of session per user	1.45
Average session duration	00:01:06
Pages/session per visit	1.37

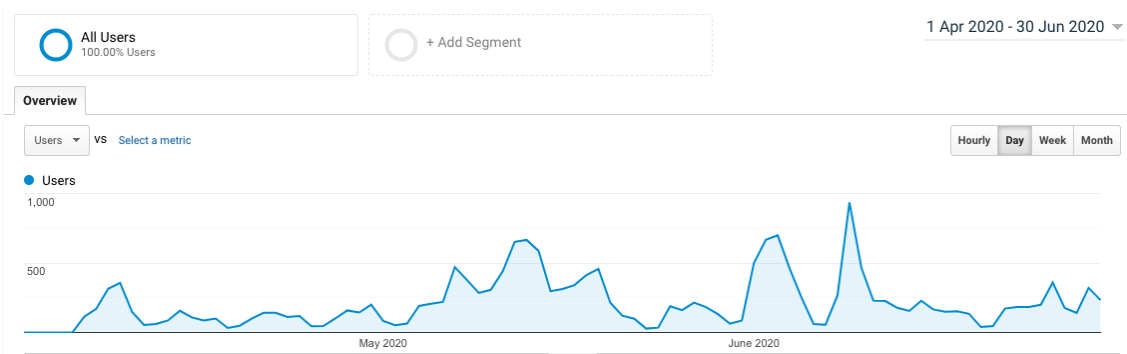


Figure 14: Users on the website broken down by day. We see a clear peaks of intensity that match with the different communication efforts and online events

Visitors can come to websites from many different sources. They can visit the website directly by entering the URL in their browser, or by using a bookmark or saved web browser elements, to name examples. They can find the website using an online search engine, such as Google or Yahoo. They can be diverted to the website from any form of social media when web links are shared using such channels. Similarly, they can use a reference link on another website that is not a search engine.

The ratio between visitors coming from those different sources, as described, is the following:

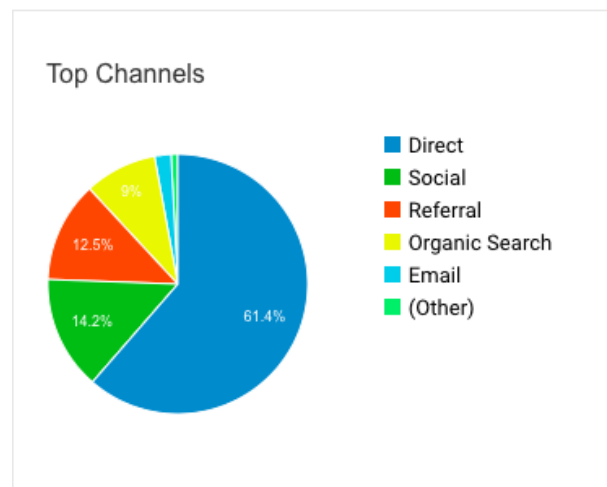


Figure 15: Channels directing traffic to impactedtech.eu

The vast majority of visitors, 61.4%, represent **direct traffic**, meaning that users navigated directly to the IMPACT EdTech website. This is probably the result of **our work on media, branding, name recognition and online events**. However, the online world is always changing, and this asks for early

experiments with Facebook, Twitter and LinkedIn advertising in order to bring even more traffic to the website. Therefore, the strategy is always evolving, also relying on Search Engine Marketing and display advertising. Our efforts in social media brought 14.2% of visitors to the website. Very nearly tied is referrals with a 12.5% of the traffic.

The rest of IMPACT EdTech’s traffic came from **other sources, email, and organic search.**

The following is a breakdown by user for all 14,798 users who visited the website in the specific period.

Acquisition			
	Users ↓	New Users ↓	Sessions ↓
	14,798	14,766	21,486
1 ■ Direct	9,455	<div style="width: 64%;"></div>	
2 ■ Social	2,183	<div style="width: 15%;"></div>	
3 ■ Referral	1,930	<div style="width: 13%;"></div>	
4 ■ Organic Search	1,388	<div style="width: 9%;"></div>	
5 ■ Email	315	<div style="width: 2%;"></div>	
6 ■ (Other)	128	<div style="width: 1%;"></div>	

Figure 16: Breakdown of acquisition channel by number of users – impactedtech.eu

Direct traffic can be defined as website visits that arrived on a site either by typing an URL into a browser, through browser bookmarks or from entering a website from email communications which means that these are visit from users that potentially already know the portal. As already seen in the above pie graph, a good three quarters of the traffic is almost distributed among organic direct, social and referral, with referrals from direct traffic being the clear winner.

Visitors to the IMPACT EdTech website came from all over the world, as seen in the following figure:

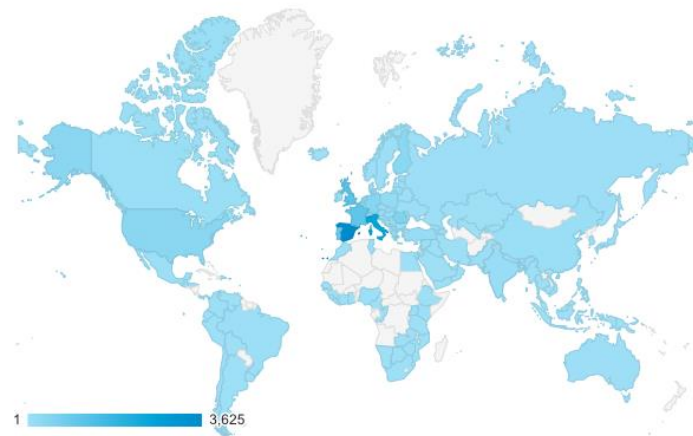


Figure 17: Map of the geographic location of visitors to the IMPACT EdTech website

A further breakdown of number of visitors from the top ten countries can be seen in the following figure.

Country ?	Acquisition		
	Users ? ↓	New Users ?	Sessions ?
	14,798 % of Total: 100.00% (14,798)	14,768 % of Total: 100.01% (14,766)	21,486 % of Total: 100.00% (21,486)
1. Spain	3,625 (24.48%)	3,619 (24.51%)	5,092 (23.70%)
2. Italy	2,429 (16.40%)	2,428 (16.44%)	3,251 (15.13%)
3. United Kingdom	1,213 (8.19%)	1,212 (8.21%)	1,583 (7.37%)
4. France	1,143 (7.72%)	1,141 (7.73%)	1,607 (7.48%)
5. Portugal	967 (6.53%)	965 (6.53%)	1,213 (5.65%)
6. Romania	556 (3.75%)	554 (3.75%)	767 (3.57%)
7. Germany	414 (2.80%)	412 (2.79%)	726 (3.38%)
8. United States	382 (2.58%)	381 (2.58%)	427 (1.99%)
9. Finland	375 (2.53%)	375 (2.54%)	603 (2.81%)
10. Netherlands	347 (2.34%)	346 (2.34%)	508 (2.36%)

Figure 18: Top ten countries of origin of visitors to the IMPACT EdTech website

Geographically, the primary sources of traffic are Spain, Italy, United Kingdom, France and Portugal.

4.2 FundingBox Platform

4.2.1 Platform Overview

[IMPACT EdTech COMMUNITY](#) is allocated on FundingBox Communities platform. This is a dynamic and interactive web-based platform that includes communication services fostering collaborative work, aiming at facilitating interaction among stakeholders.

FundingBox Communities is mostly a communication tool that offers information, inspiration, support, and networking. The IMPACT EdTech Community is mainly used for:

- Sharing information about the project's Open Calls
- Q&A that allow potential applicants to ask their questions publicly, which are then answered publicly by the IMPACT EdTech team as well.
- Networking between potential applicants and people interested in EdTech Solutions.

Communities on the FundingBox platform have two main features:

- Spaces, that are equivalent to feeds where different posts are published,
- Collections, that serve as repositories for the information that is published on the Spaces.

Below, we will provide more details about them in relation to IMPACT EdTech Community Platform.

IMPACT EdTech Community Platform

The IMPACT EdTech online community has its own Spaces and Collections.

A "Space" is a section where information related to a specific topic is posted. IMPACT EdTech decided to create the following "Spaces" that address its needs:

- [“IMPACT EdTech 1st Open Call Q&A”](#) & [“IMPACT EdTech Remote Schooling Q&A”](#): public spaces dedicated to questions from potential applicants and answers from the IMPACT EdTech team.
- [“IMPACT EdTech News and Events”](#): public space dedicated to the latest news and events from the project.
- [Digital Learning Stakeholder Group](#): private space (only accessible for invited members) which allows communications and file sharing between the members of the IMPACT EdTech DLSG.

A “Collection” is like a repository where specific information that is published on the Spaces can be stored and retrieved. IMPACT EdTech Community has the following ones:

- Articles
- Events

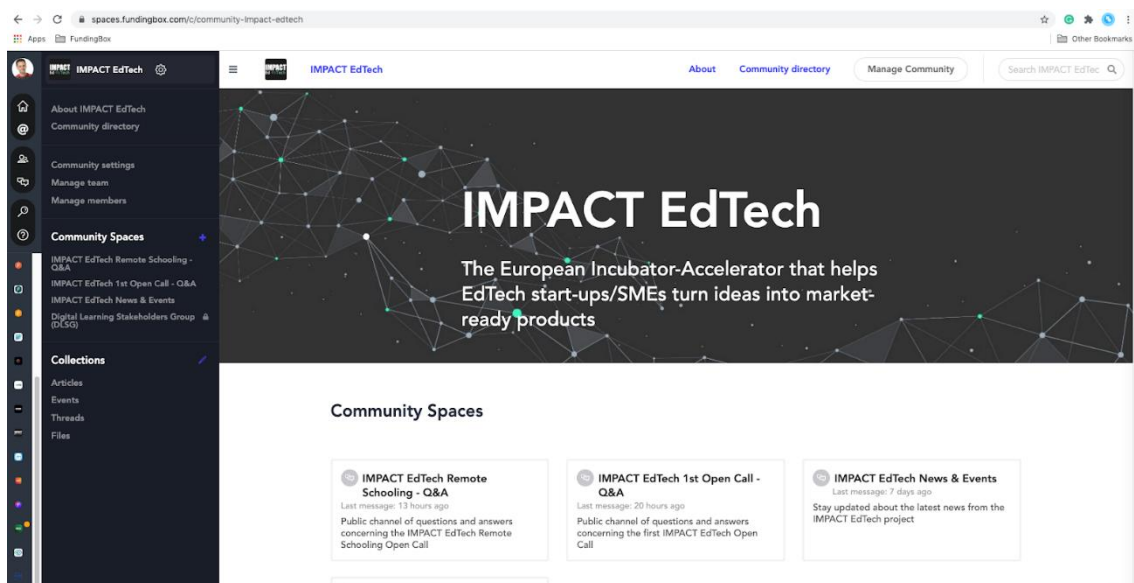


Table 6: Screenshot of IMPACT EdTech Community landing page

Other features available on IMPACT EdTech Community:

- Community directory: A directory to access all members of the community is available. There is the possibility to highlight certain profiles, for example, of the members of the consortium.

- One-to-one chat: Text conversations can be started in private by community members.
- One-to-many chat: Private groups / spaces can be created to communicate about a topic of interest.
- One-to-one and one-to-many video-calls: The latest release of the platform included this feature in order to make video calls directly in the platform.

4.2.2 Platform Statistics

IMPACT EdTech Community Main Analytics

Table 7: IMPACT EdTech Community main analytics

Feature	Value
Total members	143
Total views	224*
Total posts (messages)	65
Total comments	45
Total reactions	16

*Considering posts in the announcements, events, articles and questions collections in the community, which are the ones in which views per post are counted

- Average engagement rate: 0.66 (illustrated in Figure 19)

***Calculated as here:**
<https://metricool.com/es/que-es-el-engagement-en-twitter-y-como-puede-ayudarte/>
***Ranges explained here:**
<https://www.scrunch.com/blog/what-is-a-good-engagement-rate-on-twitter>

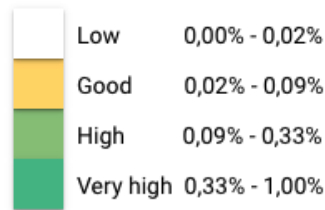


Figure 19: Average Engagement rate in the IMPACY EdTech Community

- Figure 20 illustrates the active users on the IMPACT EdTech Community

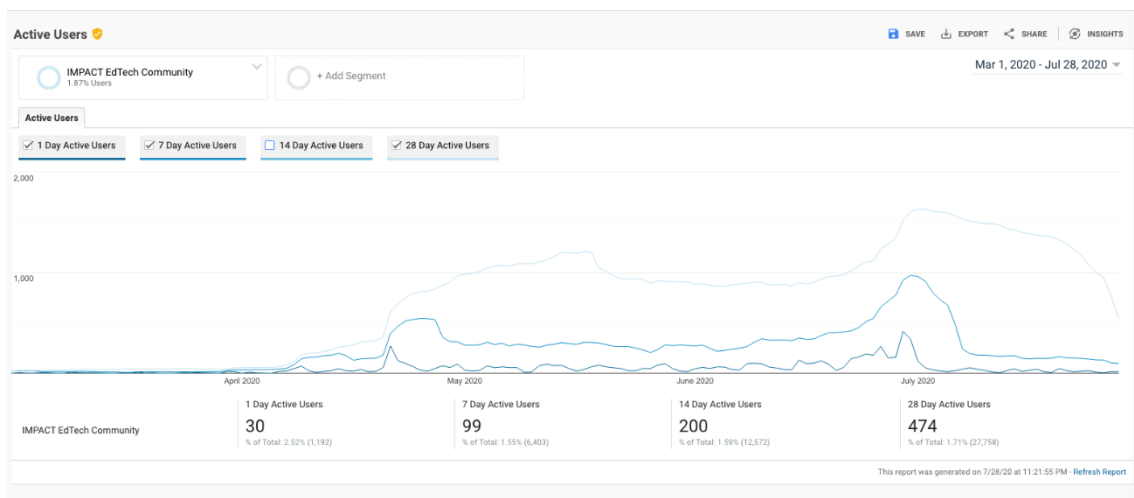


Figure 20: Graphic presenting active users on the IMPACT EdTech Community

5. Social Media

The 2013 report from Nielsen⁵ found that 30% of users were influenced by social media when making purchasing decisions. In the intervening seven years, social media networks have only grown massively - Twitter, for example, has jumped from 204 million users to 330 million⁶. Social media exerts a powerful influence over user behaviour by conveying status and communicating relevance, giving users an idea of what is really worth their while.

The Nielsen study looked at purchasing decisions. Applying to IMPACT EdTech or joining the community, while not a purchasing decision, nevertheless represents an investment of time and energy on the user's part. Therefore, we can conclude that social media plays an important role in convincing start-ups and SMEs of the relevance of the programme and keeping it "top of mind".

5.1 Purpose of communication

All social media accounts have been used to communicate news that is timely, relevant, and interactive. The IMPACT EdTech social media presence was used to generate awareness of the programme and create the perception of IMPACT EdTech as an authority and leader in European accelerator programmes and the EdTech industry.

5.2 Social Media Strategy

Our social media strategy is divided into four blocks:

- **Owned social media.** These are the primary accounts belonging to IMPACT EdTech and the IMPACT Accelerator project. They include Facebook, Twitter, and LinkedIn. (More information in section 5.2 below)

⁵ <https://www.nielsen.com/us/en/insights/article/2013/digital-influence-how-the-internet-affects-new-product-purchase-decisions/>

⁶ <https://www.statista.com/statistics/282087/number-of-monthly-active-twitter-users/>

- **Shared social media.** This refers to social media accounts that do not have the IMPACT name on them, but that nevertheless will be used to share IMPACT EdTech content; namely, partners' owned social media.
- **Earned social media** refers to coverage achieved as a result of public, blogger and influencer relations efforts, for example online word of mouth, 'viral' tendencies, mentions, shares, reviews and reposts.
- **Paid social media** is the term used to describe coverage that is achieved by paying for ads on social networks.

5.3 Owned Social Media

As stated above, the project's social media strategy focuses on three primary channels: Twitter, Facebook, and LinkedIn.

5.3.1 Social Media Content and focus

The IMPACT EdTech content can be roughly divided into three different categories:

1. **IMPACT EdTech news** - which includes announcements about the programme, updates from events, open call news, honours, and so on.
2. **IMPACTers news** - once we have the first cohort of start-ups and SMEs, we will promote participants in the IMPACT EdTech programme by sharing announcements of awards, funding rounds, honours, company growth, and so on.
3. **Third party news** - which offers content from third parties that could be interesting and helpful to users, such as data reports about IMPACT EdTech start-ups or insights into start-up growth from established leaders in the start-up world.

Additionally, we have given each channel a slightly different focus.

Twitter: We use this channel to position IMPACT EdTech as an important hub in the European EdTech industry, increasing the project's online visibility and reaching out to end-users and communicating with them one to one. The

IMPACT EdTech Twitter content is designed to interact with start-ups, mentors, corporations, and other stakeholders in a visible way.

Facebook: We have created a community of fans which contributes to driving traffic to our EdTech community. Here, again the objective is to deliver interactive, engaging, visual posts geared towards start-ups, mentors, corporations, and other stakeholders.

LinkedIn: LinkedIn is a social network geared towards business and employment and as such, it is used to influence the whole market and attract industry leaders and decision makers. The content on this channel is designed to showcase IMPACT EdTech as a demanding and high performing accelerator programme, as well as to communicate the successes both of the programme and of IMPACTers, or start-ups and SMEs that will be accelerated by IMPACT EdTech.

5.3.2 IMPACT EdTech's social media accounts

As with the website, the project is leveraging the existing social media accounts and networks in order to achieve maximum diffusion for IMPACT EdTech.

The IMPACT EdTech Twitter account is: <https://twitter.com/IMPACTEdTechEU>



Figure 21: IMPACT EdTech's Twitter Account

The IMPACT EdTech Facebook account is:

<https://www.facebook.com/IMPACTEdTech/>

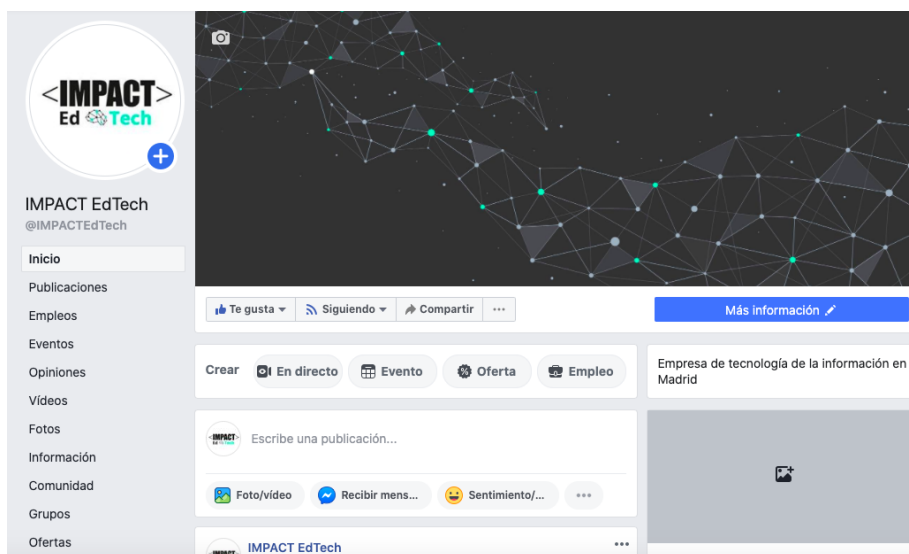


Figure 22: IMPACT EdTech's Facebook Account

The IMPACT EdTech LinkedIn account is:

<https://www.linkedin.com/showcase/impactedtech/>

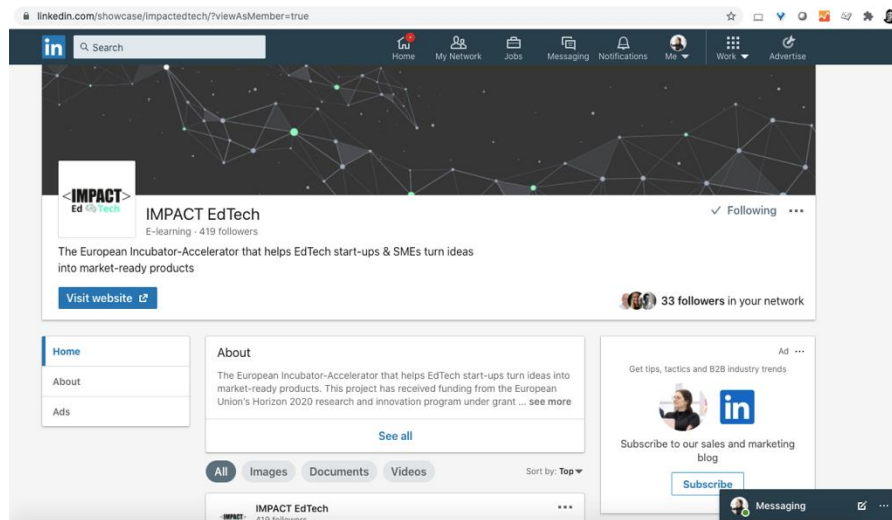


Figure 23: IMPACT EdTech's LinkedIn account

Additionally, IMPACT EdTech uses IMPACT Accelerator's YouTube channel, always naming correctly each video to differentiate itself from other IMPACT videos: <https://www.youtube.com/channel/UCIOQoA-ZfMxthBICl1hIDww>

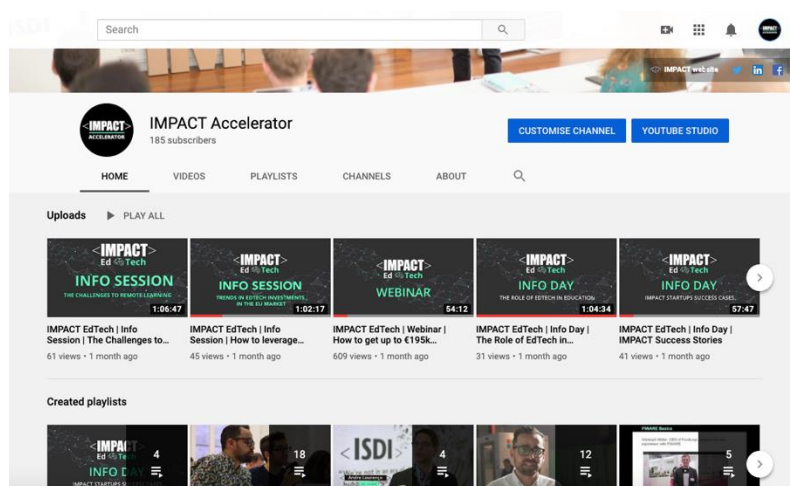


Figure 24: IMPACT's Youtube channel, where IMPACT EdTech videos are hosted

5.4 Shared Social Media

The more diffusion the IMPACT EdTech social media posts achieve, the wider the net casted and the more relevant and interested start-ups and SMEs are reached to join the IMPACT EdTech community and apply for our programmes. Therefore, consortium partners and diffusion partners are engaged and support the project's dissemination efforts.

Partners support the project dissemination via a total of 20 channels that include more than 153,000 users (the full list is included in Annex 1). Additionally, IMPACT EdTech has a list of diffusion partners who help share IMPACT EdTech’s posts. Diffusion partners include Martel Innovate (Switzerland), South Summit (Spain), European Digital SME Alliance (Belgium), Digital Learning EU (Luxembourg), VLC Tech City (Spain), WISE Accelerator (Qatar), Endeavour (Spain), Ashoka (USA) and Aticco (Spain).

5.5 Paid Social Media

As mentioned above, in the first open call, we relied heavily on paid social media as an effective way to attract start-ups and SMEs. The channels we used were Twitter, LinkedIn and Facebook advertising. This attracted a large number of start-ups and SMEs who applied for the open call.

On the three channels, relevant start-ups were reached by choosing the focus of the campaign (traffic, engagement, etc. - so as to optimise advertising toward the stated end goal) and segmenting the desired audience, thus focusing only on users most likely to be interested in the ad’s message.

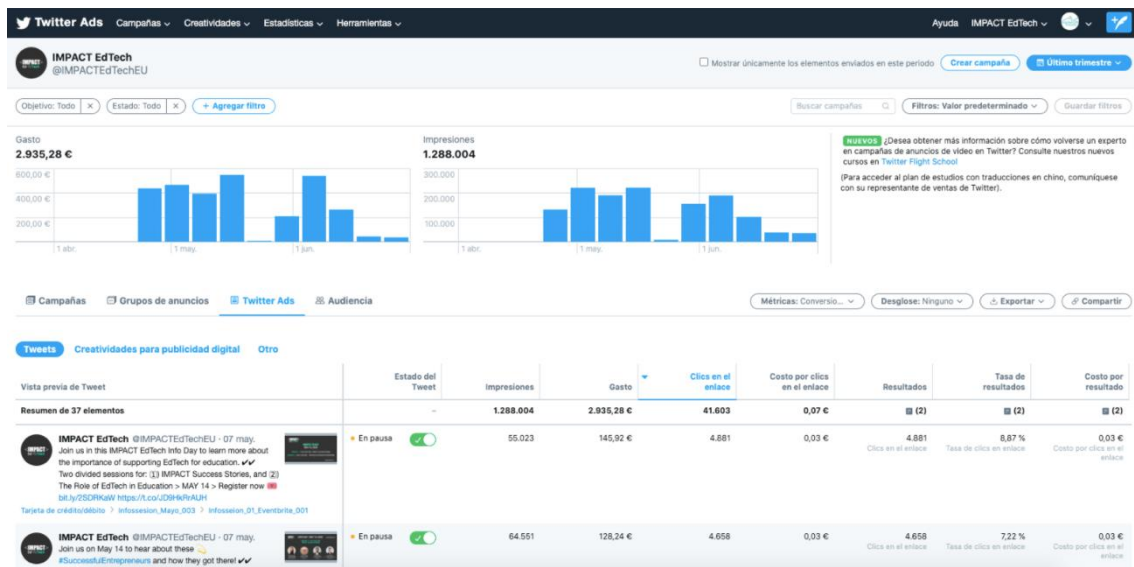


Figure 25: Example of choice that the Twitter advertising dashboard offers when setting up a campaign

5.6 Social Media Objectives

The best way to improve our performance is by measuring and analysing our results. With this in mind, we have identified the following KPIs for our social media accounts:

- Followers
- Posts
- Engagement
- Impressions

5.7 Social Media results

5.7.1 Owned Social Media

Results for actions taken during the open call and results achieved on IMPACT EdTech's three primary social media channels – Twitter, Facebook, and LinkedIn – are summarised in the table below. Please note that figures reported here include paid advertising actions or results.

Table 8: Social Media Followers KPIs

Social Account	Followers KPI (at the end of project)	Followers at end of Open Call	How far away from meeting KPI (%)
Facebook	500	3,077	+615,4%
Twitter	2,000	1,272	-36,7%
LinkedIn	500	393	-21,04%
Youtube	500	183	-63,4%

Table 8 shows the KPIs set by the time the project has ended. The numbers show that IMPACT EdTech has nearly met all KPIs following the first Open Call, and even already exceeded the targets for Facebook. Meaning that in following open calls, our focus can centralise on messages about the project and getting the best start-ups and SMEs to join the programme.

Table 9: Actions taken and results obtained on IMPACT EdTech's social media channels during the open call

KPI	By channel	Individual result (organic)	Individual result (paid)	Total
Number of posts on IMPACT EdTech's accounts during open call	Twitter	32	23	161
	Facebook	25	42	
	LinkedIn	19	20	
Engagement (clicks, likes, shares, etc)	Twitter	1,303	49,417	58,242
	Facebook	26	5,433	
	LinkedIn	704	1,359	
Impressions	Twitter	50,449	1,831,646	2,930,477
	Facebook	1,200	887,631	
	LinkedIn	7,154	152,397	



Figure 26: An example of a tweet with a high engagement rate

5.7.2 Shared Social Media

IMPACT EdTech's networks are large and growing rapidly. Nevertheless, the participation of all consortium partners is crucial in order to achieve maximum diffusion, as the partners have very strong networks of relevant targets.

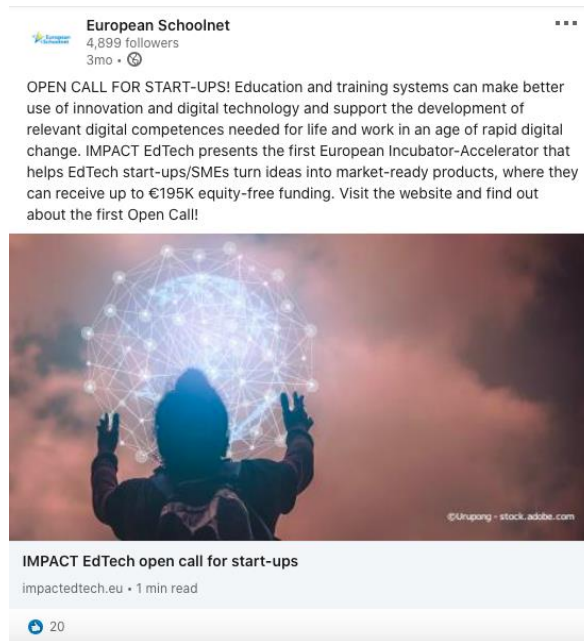


Figure 27: Example of social media from consortium partners – LinkedIn post from EUN

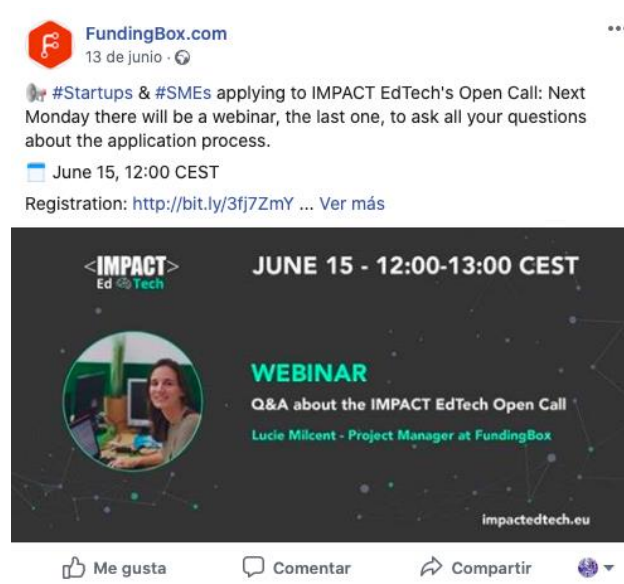


Figure 28: Example of social media from consortium partners – Facebook post from FBA

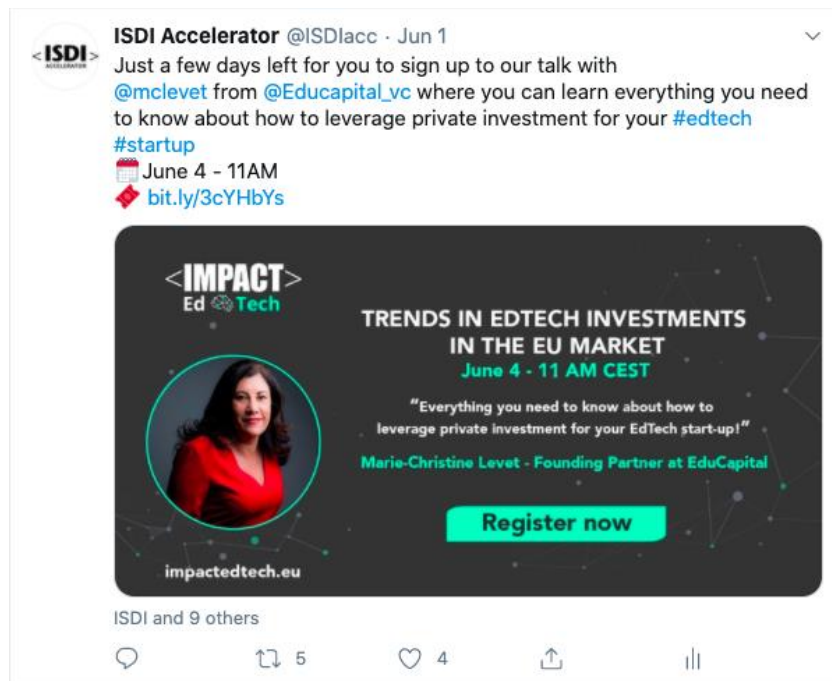


Figure 29: Example of social media from consortium partners – Twitter post from ISDI Acc

Altogether, the partners had a significant impact in spreading the project on social media, as can be seen in the following tables.

Table 10: Table of partners' engagement on Twitter. All figures are self-reported and may not include all relevant data

Partners Twitter Use				
Partner Name	Posts	Reach	Impressions	Engagement
ISDI Accelerator	9	N.A	57,503	476
EUN	32	1,500,398	78,690	1,256
FBA	13	N.A	16,196	2.98%

Table 11: Table of partners' engagement on LinkedIn. All figures are self-reported and may not include all relevant data

Partners LinkedIn Use				
Partner Name	Posts	Reach	Impressions	Engagement
ISDI Accelerator	18	N.A	2,296	120
EUN	3	N.A	3,829	185
FBA	13	N.A	4,571	4.46%

Table 12: Table of partners' engagement on Facebook. All figures are self-reported and may not include all relevant data

Partners Facebook Use				
Partner Name	Posts	Reach	Impressions	Engagement
ISDI Accelerator	13	N.A	1,200	26
EUN	5	4,724	5,086	149
FBA	13	1,269	1,919	1,25%

Partners have a very strong network on social media, reaching upwards of 171,000 people. More information can be seen in Annex I.

5.7.3 Paid Social Media

More and more, organic (unpaid) social media is not enough to achieve any reasonable reach⁷. The only way to make an effect on social media is by putting money behind the actions, whether by boosting posts or by creating ad campaigns from scratch.

On past IMPACT programmes, we saw the usefulness of spending money on social media marketing. We analysed the market and decided to focus on three channels:

- **Twitter.** The social network where most entrepreneurs are. It is a space where we can have laid-back conversations about different topics and at the same time position ourselves as industry leaders.
- **Facebook.** A huge slice of the market is on Facebook. By targeting this channel, we are able to reach a large number of people, and, potentially, a large number of relevant users.
- **LinkedIn.** If Facebook is where people are, LinkedIn is where professionals congregate. We wanted to reach working professionals and entrepreneurs in the education sector, so we decided to experiment with advertising on LinkedIn.

In this first open call, we contracted the external company [Marketinghouse](#), the same one used at other IMPACT Programmes, to manage the day-to-day

⁷ <https://www.emarketer.com/content/is-organic-social-media-marketing-still-relevant>

details of our campaigns, while we would manage the campaigns at a high level. We kicked off with them around the time of the open call launch, and we ended our paid campaigns the last day of the open call.

The end goal of our campaigns was to acquire a “lead.” This meant that the user clicked through the IMPACT EdTech site to the FundingBox application page, signed up to any of our online events (webinars, info session or info days) or followers were acquired to make our community bigger.

After three months of open call, the results were as can be seen in the following table.

Table 13: Paid social media expenditure and results

Channel	Expenditure	Conversions	Impressions	Clicks	CTR
Twitter	3,257.01€	4.453 (Eventbrite + Web) 1.138 followers	1,831,646	41,612	2,27%
LinkedIn	2,353.91€	424 (web) 67 (followers)	152,397	1,692	1,11%
Facebook	1,104.95€	155 (Eventbrite) 3141 (followers)	887,631	11,861	1,33%
TOTAL	6715,88€	9,378	2.871.674	55,165	1,92%

In total, ISDI dedicated a budget of 7,895.88€ for paid media for this first open call. We have nearly managed to achieve our followers goal for the whole project and over 2.8 Million impressions, in other words, how many times users viewed and engaged in content published by IMPACT EdTech.

A revised summary of all expenditures can be seen below.

Channel	Expenditure
Twitter	3,257.01€
LinkedIn	2,353.91€
Facebook	1,104.95€
Agency	1,180€
TOTAL	7,895.88€

In conclusion, paid social campaigns were a great driver of traffic to the IMPACT EdTech website, as seen above in section 4. We achieved more than nine thousand conversions (followers, registered to Eventbrite and leads to the IMPACT EdTech website), nearly three million impressions, and more than 55,000 clicks on our links.

6. Newsletter

One crucial way in which we leverage IMPACT EdTech's existing accounts in order to generate more deal flow for IMPACT EdTech is through the use of email newsletters and other special emails.

We plan to continue this list's growth through the following actions:

- Website permanent footer (in every page of the website)
- Other lead generation

6.1 Newsletter subscribers

IMPACT EdTech has grown a mailing list including mostly founders of start-ups and SMEs and other relevant stakeholders in the ecosystem. This group receives a newsletter when there is a milestone to announce, which in this specific case was at the beginning of the open call, containing information about new or ongoing IMPACT EdTech programmes, partners news, events and more. These emails also serve to foster two-way interaction with our community and bring "top of mind" awareness to the project.

Continuing to build this database is a vital part of our communication strategy.

6.2 Newsletter subscription permanently on footer

Our current strategy is to leave available on all pages of the website, at the bottom of the page, a direct Call To Action (CTA) to invite users to subscribe. This lets users know that we have a mailing list and offers them an easy way to subscribe, if they wish, with no hassle.

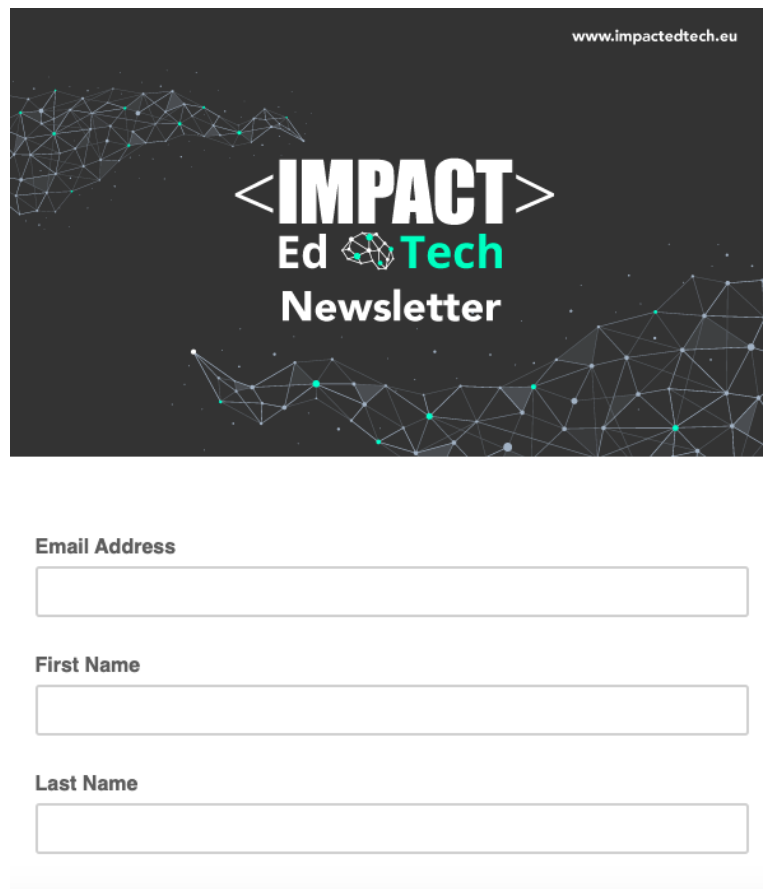


Figure 30: The footer which is consistent on every page in the IMPACT EdTech website

6.3 Other Lead Generation

The subscription to the IMPACT EdTech newsletter is being promoted in a variety of other ways, including:

- At events, participants are invited to subscribe to the newsletter
- A newsletter subscription form is included on the project's website
- Reminders through social media, showcasing the released newsletter and inviting the audience to sign up to our mailing list
- Press releases and other media coverage , where interested start-ups or SMEs can find about the project, go to the website and sign up to the newsletter.




The image shows a newsletter sign-up form with a dark background and a network-like pattern of white and teal dots. The URL 'www.impactdtech.eu' is in the top right. The central text reads '<IMPACT> Ed  Tech Newsletter'. Below this are three input fields: 'Email Address', 'First Name', and 'Last Name', each with a white border and a light grey shadow.

Figure 31: The way users can sign up for the newsletter is through this online form

6.4 Newsletter objectives and results

6.4.1 IMPACT EdTech Mailing list

The following parameters were measured to assess the impact of the newsletter:

- Number of new subscribers and % growth
- Number of newsletters sent
- Open rate
- Click rate

Number of new subscribers and % growth

At the start of the IMPACT EdTech project, IMPACT EdTech had a database of 0 emails. At the end of the open call, the database had grown to 101 subscribers.

Number of newsletters sent

1 IMPACT EdTech newsletter was issued and sent to the whole database during this first open call.

Open rate and click rate

The engagement rates of IMPACT EdTech relevant emails sent during the open call are summarised in the following table.

Type of email	Average Open Rate	Average Click Rate
Newsletter 1	42%	30%

Table 14: Engagement rates of emails sent to the IMPACT EdTech newsletter subscribers list during the open call

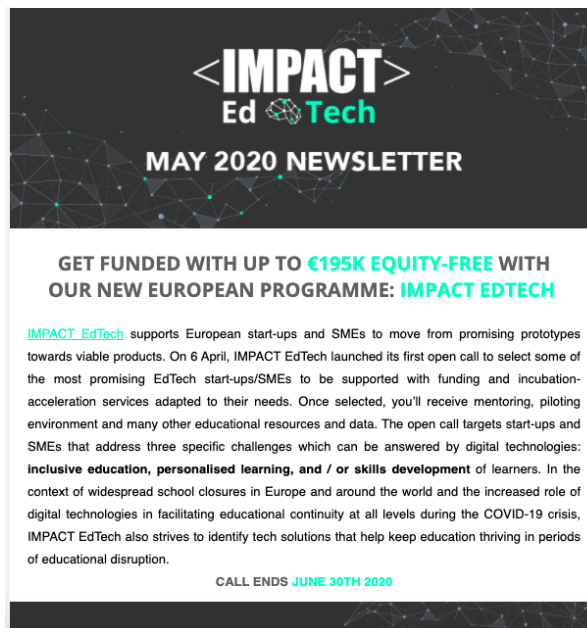


Figure 32: Example of newsletter sent to subscribers of the IMPACT EdTech list

6.4.2 Consortium Partner's Efforts

The partners in the consortium have strong, relevant databases of subscribers. They leveraged this by including project news and other relevant information about the IMPACT EdTech project in their corporate newsletters. Contributing partners were ISDI, ISDI Accelerator, European Schoolnet and

FundingBox. A combined total of 246 emails were sent out with including newsletters and direct emailing.

Partner	Type of email	Average Open Rate	Average Click Rate
ISDI Acc	Newsletter April	42.9%	11.1%
ISDI Acc	Direct Emailing (35)	-	-
IMPACT Acc	Newsletter May	17,7%	3%
ISDI	Newsletter April	39%	8.44%
ISDI	Newsletter May	44%	3.30%
ISDI	Newsletter June	42%	6.73%
EUN	Newsletter April	48,1%	34,80%
EUN	Newsletter May	54,40%	34,80%
EUN	Newsletter June	49,40%	34,80%
EUN	FCL April newsletter	23,60%	7,80%
EUN	Direct Emailing to EUN Steering Committee (34 members)	-	-
EUN	Direct Emailing to the FCL Partners (31 companies / 61 contacts)	-	-
EUN	Direct Emailing to the FCL regions (7 regions / 20 contacts)	-	-
EUN	Direct Emailing to 17 STEM Alliance partners	-	-
EUN	Direct Emailing to the 27 DLSG members	-	-
FBA	Newsletter April	33.96%	3.29%
FBA	Newsletter May	27.80%	2.19%
FBA	Newsletter June 1	24.74%	1.39%
FBA	Newsletter June 2	20.94%	1.00%

Table 15: N° of newsletters and reach performed by consortium partners

7. Media

In addition to its actions on social media, IMPACT EdTech also relies heavily on traditional media as one of its main channels to communicate and disseminate the project in general and, in particular, the open calls for SMEs and start-ups. One press release was prepared by ISDI and the consortium partners for the dissemination of the 1st IMPACT EdTech Open call. This press release was issued on 6 April (the day of the call's opening) and shared with ISDI's PR agency; project partners have also disseminated it through their press lists.

The project will issue additional press releases at key milestones during the project (e.g. before the launch of each open call, after the selection of successful applicants to each open call, or on other key occasions, as deemed necessary).

As stated before in this report, **the press release about the launch of the first open call was added to the communication toolkit**. The consortium partners have translated the press release to additional languages where relevant.

The Press Release of the 1st IMPACT EdTech Open Call has been shared by at least twelve important media publishers:

- Capital Riesgo: <http://capital-riesgo.es/es/articles/impact-edtech-liderada-por-isdi-financia-con-seis-millones-de-euros-a-fondo-perdido-a-startups-y-pymes-europeas/>
- EUN Press mailing list: <https://mailchi.mp/eun/press-release-impactedtech-opencall>
- Mujer emprendedora: <https://www.mujeremprededora.net/impact-edtech-financia-seis-millones-euros-fondo-perdido-startups-pymes-europeas-solucionen-retos-educativos/>
- Web Capital Riesgo: <https://www.webcapitalriesgo.com/impact-edtech-financia-con-e6-millones-a-fondo-perdido-a-startups-y-pymes-europeas-que-solucionen-retos-educativos/>

- Valencia Plaza: <https://valenciaplaza.com/impact-edtech-financia-con-seis-millones-de-euros-a-fondo-perdido-a-startups-y-pymes-de-educacion>
- Castellon Plaza: <https://castellonplaza.com/ImpactEdTechfinanciaconseismillonesdeeurossafondoperdidoastartupsypymesdeeducacin1>
- Alicante Plaza: <https://alicantep plaza.es/ImpactEdTechfinanciaconseismillonesdeeurossafondoperdidoastartupsypymesdeeducacin>
- El Candelero Tecnológico: <https://elcandelerotecnologico.com/2020/04/07/impact-edtech-financia-con-seis-millones-de-euros-a-fondo-perdido-a-startups-y-pymes-europeas-que-solucionen-retos-educativos/>
- El Referente: <https://www.elreferente.es/tecnologicos/isdi-accelerator-lanza-un-programa-apoyara-con-6-millones-a-startups-edtech-34963>
- Adigital: <https://www.adigital.org/impact-edtech-liderada-por-isdi-financia-con-6m-de-euros-a-startups-y-pymes-europeas/>
- Muy PYMES: <https://www.muypymes.com/2020/04/12/impact-edtech-financia-con-seis-millones-de-euros-a-fondo-perdido-a-startups-y-pymes-europeas>
- Soros Gabinete: <https://sorosgabinete.com/impact-edtech-financia-con-seis-millones-de-euros-a-fondo-perdido-a-startups%E2%80%8B-y-pymes-europeas-que-solucionen-retos-educativos/>
- IT User: <https://www.ituser.es/actualidad/2020/04/impact-edtech-financiara-proyectos-de-tecnologia-educativa-con-6-millones>
-

8. Events

Due to the Coronavirus crisis, previously planned face-to-face events for the dissemination of the 1st IMPACT EdTech Open call have been converted to online events, whenever possible.

Thus, efforts have been centred in online activities, promoting the open call, having round tables with key players in the EdTech industry and positioning IMPACT EdTech as one of the most active advocates in the EdTech sector.

The IMPACT EdTech consortium partners also have significant experience in this area, which means that a branch of our communication strategy is based on event attendance and organisation as means of spreading the word, increasing our geographical outreach and boosting the EdTech ecosystem.

Our events strategy can be divided into the following areas:

- Info Days/Sessions
- Webinars
- Top events & other third-party events

The specific objectives for IMPACT EdTech events, as laid out by the DoA, are the following:

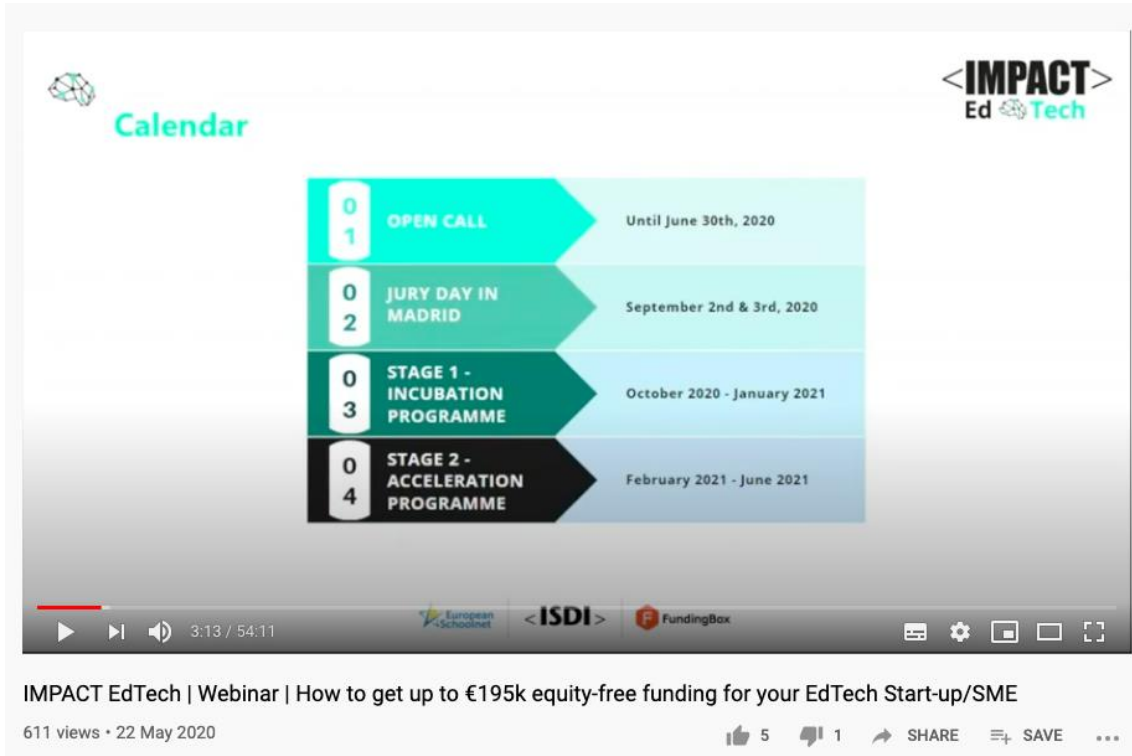
Nº of events organized to disseminate the Open Calls	9
Info Days/Sessions	4
Webinars	3
Top Events & other-third party events	2

Table 16: Specific objectives relevant to events

8.1 Webinars

These live online events are organised by IMPACT EdTech partners and led by FundingBox to encourage interested start-ups and SMEs to apply to the programme and join the EdTech community. More specifically, Webinars communicate the project's value proposition and answer any questions interested start-ups or SMEs may have about the programme.

Figure 33: 2nd webinar of the IMPACT EdTech Project



IMPACT EdTech | Webinar | How to get up to €195k equity-free funding for your EdTech Start-up/SME
611 views • 22 May 2020

The sessions are always recorded and posted on the different Social Media channels as well as uploaded to the main page of the website for easy access to any interested innovator that may need guidance while applying to the IMPACT EdTech project. During the duration of the first open call, three webinars were held:

- IMPACT EdTech 1st webinar on April 28th
- IMPACT EdTech 2nd webinar on May 20th
- IMPACT EdTech 3rd webinar on June 15th

8.2 Info Days/Sessions

A total of four on-site Info Days were foreseen by consortium partners for the promotion of the 1st IMPACT EdTech Open Call. Originally planned as face to face events, they were eventually organised online due to travel restrictions imposed following the COVID-19 outbreak. Also called “Info Sessions”, these live events were organised by IMPACT EdTech partners, just like the Webinars, to encourage interested start-ups and SMEs to apply to the

programme and join the EdTech community. More specifically, Info Days are online events **aiming at informing IMPACT EdTech stakeholders**, mainly policy-makers, investors, innovation hubs but also practitioners and other compatible initiatives and organisations, **about the importance of supporting educational technologies, both from a pedagogical and business perspective**. It was expected that that in particular secondary audiences (Ministries of Education, Digital innovation Hubs and other potential investors in the project activities) will be attracted by being presented with topics of discussions adapted to their interest. If the three webinars organised under Task 3.1 directly targeted potential open call applicants, the online Info Days focused more on attracting these intermediary audiences who would further the open call's dissemination.

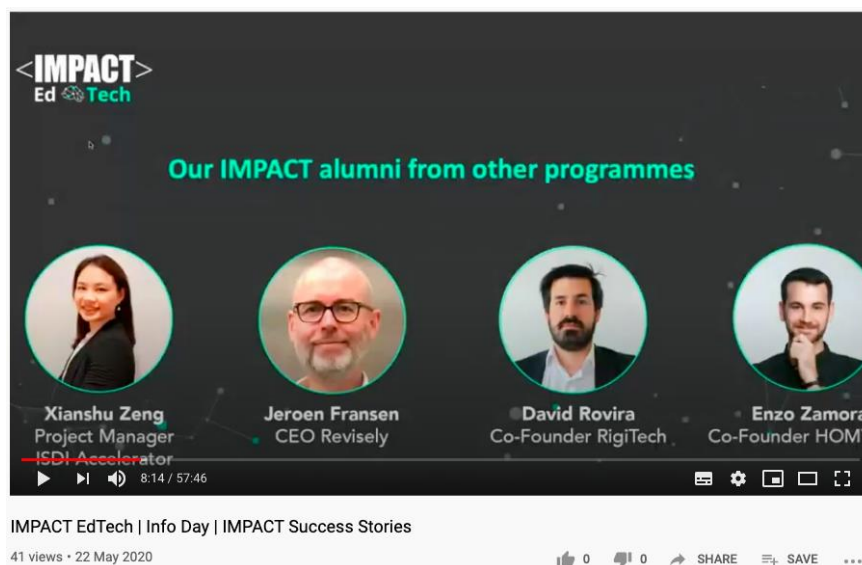
In total, four such online events were organised between April and June 2020:

- **Impact EdTech Info Day (14 May 2020):** started with a pre-lunch session, lead by ISDI (11:00-12:00 CEST) on the aims and benefits of the IMPACT EdTech project, during which the audience was introduced to success stories coming from companies (start-ups) who have already benefited from previous IMPACT Accelerator programmes. The event continued with an afternoon session (15:00-16:00 CEST), lead by EUN, which opened the floor to a wider discussion about the role of EdTech in education.
- **IMPACT EdTech Info Day/Session (4 June):** lead by FBA, featured Marie-Christine Levet, a French internet pioneer with 23 years of experience in new technology who presented how EdTech start-ups can leverage private investments and took questions from the audience during this one hour session.
- **IMPACT EdTech Info Day/Session (10 June):** lead by FBA, was organised as an one-hour online panel discussion bringing together company representatives, practitioners and other stakeholders to discuss about how technology can respond to remote learning challenges, how to better engage learners when teaching online and pedagogical approaches to online education.

Whenever possible, **SMEs or #IMPACTer** will be invited to future Info Days. In the case of IMPACTers, those SMEs that have previously gone through an IMPACT acceleration programme, the participating company will serve the primary function of sharing its experience in the IMPACT programme and giving start-ups and entrepreneurs advice and tips about how to apply and what to expect. During the second main open call of IMPACT EdTech, SMEs who have been selected in the first open call or in the ‘Remote Schooling’ one will also be invited to provide these testimonials during the info days. Previous experience in the IMPACT projects has clearly shown that this approach helps in making the info days more dynamic and personal.

For all Info Days organised for the promotion of the 1st Open Call, IMPACT EdTech provided **thorough dissemination for each event, creating promotional materials** (including a tailored press release, when appropriate, and social media banners) and spreading them through Owned and Shared Social Media and other channels.

Figure 34: Info Day with previews of IMPACTers sharing their experience



Type of event	Registered	Attendees
Webinar (I), 28.04: Open Call launch announcement	107	94
Webinar (II), 20.05: Open Call launch announcement	150	95

Type of event	Registered	Attendees
Webinar (III), 15.06: Q&A about OC	61	36
Info Day, 14.05 (I): IMPACT Success Stories	174	69
Info Day, 14.05 (II): The Role of EdTech in Education	166	74
Info Session 04.06: How to leverage private investment for your EdTech start-up with Marie Christine Levet from Educapital	156	89
Info Session 10.06: The Challenges to remote learning	214	108
TOTAL	1028	565

Table 17: Registration and attendance of all events organised by IMPACT EdTech Partners

8.3 Top events & other third-party events

As stated before, event participation is one of the cornerstones of IMPACT EdTech’s dissemination and communication strategy. Thus, IMPACT EdTech leverages its presence in events to communicate the project during the open calls period. Attendance to events helps us raise general awareness of IMPACT EdTech, disseminate the benefits of the project, promote each of the two open calls and generate leads towards each call.

For this purpose, the IMPACT EdTech partners devised an event plan at the beginning of the project that would guarantee IMPACT EdTech’s presence in renowned national and international events. For the promotion of the 1st Open Call, ISDI planned to attend at least two EU world-class events; however, due to travel and large gathering restrictions imposed by the COVID-19 outbreak in most European countries, these events were either postponed or cancelled. To ensure the open call still received sufficient visibility despite the cancellation of face-to-face events, ISDI’s online dissemination efforts were intensified during the period when the 1st Open Call accepted applications. ISDI ensured that additional personnel from ISDI’s marketing team was available to intensify the communication activities in order to increase the online visibility of the open call. This entailed an increased HR effort from the intensive monitoring of the online impressions,

mentions, closer follow up to the posts, more intensified engagement with social media followers and higher frequency post of social media content, etc. These measures ensured that the lack of participation to on-site events did not impact negatively on the overall visibility of the Open Call.

In addition, whenever possible, project partners took the opportunity to present the IMPACT EdTech project and its 1st open call at online organised events:

- EUN presented the project during [EdTech Evolution's](#) Demo Day on 19 June 2020, to an audience formed by EdTech start-ups and business mentors present at the event.
- As part of the Continuity Day organised by Funding Box on 25 June 2020, ISDI and EUN participated in an IMPACT EdTech panel discussion on how schools can be better prepared for remote schooling thanks to EdTech solutions.

9. Partners' Ecosystem

An important way we amplify the IMPACT EdTech messages is by tapping into partners' networks and ecosystems. Achieving diffusion among third party channels means that the number of relevant start-ups and SMEs reached is multiplied exponentially.

In order to take full advantage of partners' ecosystems, we are adopting a four-part approach:

- Maintain an **up-to-date existing database** of organisations in the ecosystem, including the size of each community
- Work to **expand** the number of organisations in the database
- Ask participating organisations to **communicate our messages** at strategic moments
- **Record and report** the resulting effect

9.1 Expanding the IMPACT EdTech outreach

We have learned from prior experience in the IMPACT programmes that one of the most effective methods for achieving new contacts for our diffusion is **email**. Each partner regularly reached out to and contacted leaders, managers and directors of large, relevant start-up communities, as well as other key stakeholders (such as policy makers and ministry of education representatives) with whom IMPACT EdTech did not previously have contact, but who would potentially be interested in spreading the word among start-ups in their communities.

The purpose of these emails is to communicate IMPACT EdTech's value proposition and to ask the community leaders to spread the word to as many start-ups and SMEs as possible, thereby increasing the number of start-ups reached. The ultimate goal is to increase the number of start-ups joining the EdTech community and applying during our open calls.

10. Reporting

“If you cannot measure it, you cannot improve it,” as physicist and engineer Lord Kelvin said, or, along the same vein but more concisely, “To measure is to know.”

This aphorism is still as true as ever. The only way we can really know what effect our communication actions are having, and whether or not we are reaching our objectives, is through constant measurement.

To this end, we have created an internal reporting tool, using a shared Google spreadsheet, set up by EUN and regularly updated by all project partners. Each partner is responsible for keeping it up to date, filling in their own contributions to the communication efforts at least once a week. The spreadsheet is used for reporting the following:

- Social media actions and results, including impressions, reach, and engagement,
- Events and Info Days, including number of registrations and attendees,
- Media actions and results, including press releases distributed and media impressions;
- Email newsletter actions and results, including size of database contacted;
- Other, for reporting actions not covered by these categories.

Through this record of actions taken by consortium partners, we are able to see which actions have the greatest effect, so we can make adjustments and allocate our time and resources even more efficiently in the future.

11. Conclusion

The period between 6 April and 30 June 2020 has been accompanied by intense dissemination activities for the promotion of the 1st IMPACT EdTech Open Call. The results reflect the consortium efforts: the 308 submitted applications received to this call, well over our initial goal, demonstrate that the IMPACT EdTech message has reached relevant audiences from across Europe and beyond.

In addition, the end-of-project KPI of 15,000 users on the IMPACT EdTech website, has been achieved in the first three months of the project and the end-of-project social media targets are also very close to having been achieved within less than one year from the project's launch. This shows how the 1st Open Call has provided an excellent communication opportunity for setting up a solid base of stakeholders which will be further grown over the course of the project and its subsequent open calls.

The consortium partners are communicating constantly to keep the communications consistent and effective. They have formed a strong team that share the same goals and expectations and they support one another.

It is fair to say that with the challenges that the consortium partners have overcome giving the current COVID-19 situation, they have adapted quickly and effectively being able to deliver good results keeping a united front.

ANNEX 1. Partners' social media networks

Group/Distribution List	Link	Users
ISDI Accelerator Twitter	https://twitter.com/ISDIacc	547
ISDI Accelerator LinkedIn	https://www.linkedin.com/company/isdi-accelerator/	1,047
ISDI Accelerator Facebook	https://www.facebook.com/ISDIacc/	39
ISDI Twitter	https://twitter.com/ISDI_edu	10,200
ISDI LinkedIn	https://www.linkedin.com/school/isdi/	32,260
ISDI Facebook	https://www.facebook.com/isdi.education/	13,494
ISDI Instagram	https://www.instagram.com/isdi_edu/?hl=en	4,108
ISDI Youtube	https://www.youtube.com/user/ISDItv	2,750
IMPACT Accelerator Twitter	https://twitter.com/IMPACT_acc	4,796
IMPACT Accelerator LinkedIn	https://www.linkedin.com/company/impact-accelerator/	3,385
IMPACT Accelerator Facebook	https://www.facebook.com/IMPACTAcc/	5,326
IMPACT Accelerator Youtube	https://www.youtube.com/channel/UCIOQoA-ZfMxthBICI1hIDww	186
EUN Twitter	https://twitter.com/eu_schoolnet	23,900 followers
EUN LinkedIn	https://www.linkedin.com/company/29661/	4,926 followers
EUN Facebook	https://www.facebook.com/european.schoolnet/	23,421 likes
EUN FCL Twitter	https://twitter.com/fcl_euschoolnet	3,773 followers
EUN FCL Facebook	https://www.facebook.com/futureclassroomlab	7,809 likes
FBA Twitter	https://twitter.com/FundingBox	3,274

Group/Distribution List	Link	Users
FBA LinkedIn	https://www.linkedin.com/company/the-funding-box-group-s-l-/	3,362
FBA Facebook	https://www.facebook.com/FundingBoxAccelerator/	4,484

ANNEX 2. Partners' network of stakeholders

Partners / Stakeholders / Network Name	Link	Country	N° of contacts
4YFN	https://www.4yfn.com/barcelona/	-	-
A-DIGITAL	https://www.adigital.org/	Spain	-
Valencia Activa	http://valenciactiva.valencia.es/	Spain	-
Barcelona Activa Bstartup	https://www.barcelonactiva.cat/barcelonactiva/cat/	Spain	-
Spain Startup	https://southsummit.co/en/home/	Spain	-
Ashoka	https://www.ashoka.org/en	-	-
Aticco	https://aticco.com/coworking-madrid?gclid=Cj0KCOjwgo_5BRDuARIsADDEntTYjxyBZagE7_BpGgHyalWWwkdyMxOhkcCr36NnJ0-PI_aYjw5Wx-8aAupIEALw_wcB	-	-
EUN's network of Ministries of Education representatives	http://www.eun.org/about	-	34
FCL network	https://fcl.eun.org/partners	-	31
STEM Alliance	http://www.stemalliance.eu/partners	-	17
European Digital SME Alliance	https://www.digitalsme.eu/about/membership/?lang=fr	-	30

ANNEX 3. Dissemination list of communication actions

Type of event	Name / link
Project presentation	Stakeholder workshop on Digital Education
Article	IMPACT EdTech: tackling gender inequality in education
Article	The IMPACT EdTech first open call is live!
Email	Open Call launch announcement

Type of event	Name / link
Email	Open Call launch announcement
Email	Open Call launch announcement
Webinar	Consecuencias del COVID-19 en el ecosistema emprendedor español
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Blog Post	Open Call launch announcement
Blog Post	Open Call launch announcement
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Press Release	Open Call launch announcement
Blog Post	Open Call launch announcement
Webinar	Open Call launch announcement
Newsletter	April update from the Science Education Department
Newsletter	April Newsletter entrepreneurship
Email	Info days and Open Call
Newsletter	Promotion of OC webinar
Newsletter	Promotion of OC
Blog Post	Promotion of OC webinar
Blog Post	Promotion of OC webinar
Blog Post	Promotion of OC webinar
Newsletter	May official IMPACT EdTech NL
Info Day	IMPACT Success Stories
Info Day	The Role of EdTech in Education
Webinar	Open Call launch announcement
Article	IMPACT EdTech: la gran oportunidad para las startups educativas

Type of event	Name / link
Info Session	How to leverage private investment for your EdTech start-up with Marie Christine LEvet from Educapital
Newsletter	Promotion of Info Session
Info session	The Challenges to remote learning
Webinar	Q&A about OC
Newsletter	Promotion of OC webinar
Blog Post	Promotion of Info Day
Newsletter	Promotion of Info Session
Info session	How could schools be better prepared for remote schooling thanks to EdTech solutions?