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## **E-LATIN AMERICAN DIGITAL HUB FOR OPEN GROWING COMMUNITIES IN PHYSICS - EL BONGO**



### **COMMUNICATION PLAN WORK PACKAGE 5: DISSEMINATION, AWARENESS, AND EXPLOITATION**

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## Introduction

This document summarises the suggested route of the Communication Plan for Erasmus E-Latin America Digital huB for Open Growing cOmunities in physics - EL-BONGO physics- project. Four aspects have been considered for the elaboration of this guide on the visibility and communication of the EL-BONGÓ physics project:

- The recommendations generated by the European Commission to enhance the visibility of projects.<sup>1</sup>
- The Erasmus guidelines for communicating projects funded by Programme.<sup>2</sup>
- The communication experience of the LA-CoNGA physics project as a predecessor initiative of EL-BONGÓ physics.<sup>3</sup>
- The nature of the EL-BONGÓ physics project, whose review has helped imagine the progressive communication needs and challenges, starting from: objectives, institutions involved, key actors and communities and the progressive stages for the design of the joint experience.

The design of this Communication Plan, as well as its respective follow-up, is the responsibility of WP5 of the Project, coordinated by the Universidad Autónoma de Bucaramanga (Colombia) together with the Universidad Francisco Gavidia (El Salvador). The communication of the project suggests a bifurcation of its objectives into: outreach strategies and dissemination strategies, although from an interdisciplinary perspective both aspirations are in dialogue to strengthen the visibility of the project. This Plan will focus on the dissemination of the project, a route

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<sup>1</sup> <https://data.europa.eu/doi/10.2766/328508>

<sup>2</sup> <https://erasmusplus.rs/dissemination-of-erasmus-projects-results/>

<sup>3</sup> <https://laconga.redclara.net/>



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that proposes communication strategies for broad audiences, based on the recognition of the sender-context-channel-receiver model. The design of strategies is suggested from a creative journalistic perspective and is supported by the work of a team of professionals and advanced students in communication. It is hoped that, in dialogue with the project participants, the strategies will manage to weave clear, comprehensive discourses for different audiences and coherent on management, results achieved, as well as the possible social impact of the areas of knowledge that occupy it.

The plan presents, as a guiding framework for communication, the following axes of work:

- Definition of the visual identity of the project.
- Definition of central discursive nuclei that allow for a coherent construction of the discourses derived from the project.
- Timely and effective information management, according to project development.
- Communication strategies distributed through the defined channels.
- Follow-up and respective adjustments.

## **1.- Determining factors in project communication**

The review of the EL-BONGÓ physics project allows to recognise some aspects that could enhance the communication of its progress, as well as others that could weaken the communicative intention. A scan of the environment in the key aspects of the project also helps to relate aspects that could become opportunities or threats. This overview helps to define a set of challenges that stimulate strategies to enhance the success of the project's communication.



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## **The project: weaknesses and strengths**

EL-BONGÓ physics is an Erasmus project that seeks to democratise education and research in physics. The main effort is focused on the digital transformation of higher education in Latin America, from the creation of virtual communities of scientific training, with a collaborative logic, open science and strengthening of practical skills in digital fabrication. The project covers four strategic areas: high-energy physics; space weather; seismology and terrestrial risks; artificial intelligence and computational physics tools. This experience involves the design of training modules, validated by different master's degrees in Latin America.

The main objectives of EL BONGÓ physics suggest:

- Fostering the digital transformation of Higher Education by promoting virtual communities for scientific training in Latin America.
- Promote research-based learning-by-doing in digital communities using the MiLAB professional platform and open methodologies.
- Foster digital fabrication skills to build scientific instruments in FABLab environments.
- Create flexible educational experiences based on mini training modules with institutional validation for university students in Latin America.
- Strengthen the capacities of Latin American higher education institutions for the internationalisation of experiences.







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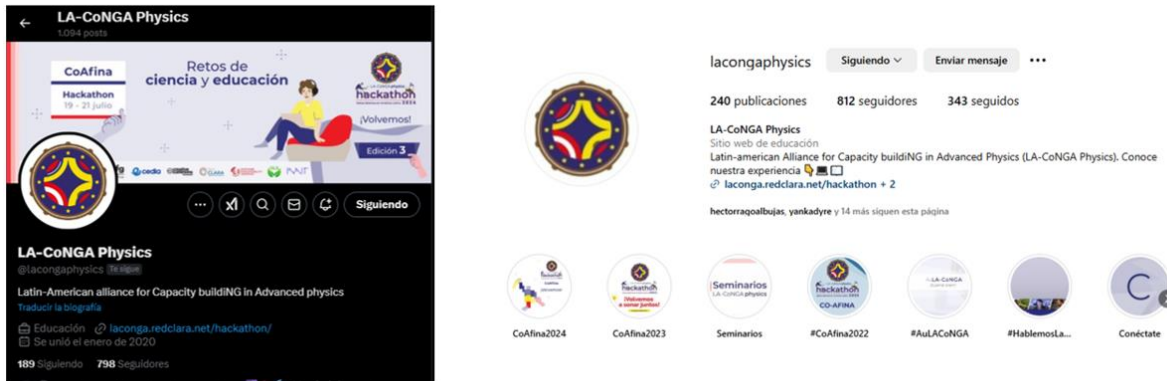


Figure 2: social media communication from the previous LA-CoNGA physics project

When considering a transition from LA-CoNGA to EL BONGÓ physics, there is an advantage in terms of location in the agenda of the environment: the name: both acronyms allow a metaphor with sound, with the musical instrument and with rhythm; this facilitates a creative work for the construction of the central discourse, slogan and ideas that connect the scientific activity with the musical experience as an everyday aspect of our lives mainly in the Latin American context.

The aim of EL BONGÓ physics is to extend the training experience with common innovative courses validated by different master's degrees to other Central American countries and in new areas of knowledge. This broadening of the network experience could enhance the visibility of the project and the scope of its results, but at the same time it makes it difficult to create a single, uniform message for the communication of its progress; the strategies must recognise this condition in order to effectively communicate the learning by community. The Communication Plan should thus foresee a flexible route for detecting opportunities, with different rhythms and experiences in each community, emphasising the transfer of knowledge for the construction of inter-university networks.



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## **The environment: opportunities and threats**

EL-BONGÓ physics is made up of twelve Latin American universities: four universities located in three Central American countries (Guatemala, Honduras and El Salvador), and eight universities in the Andean region (Colombia, Ecuador, Peru and Venezuela). In addition, the project has the participation of four European universities: three located in France and one university in Spain. The Latin American university, as the central institution that weaves the formal experience, could also generate factors of opportunity and threat for the communication of the project: on the one hand, participation in an innovative international project could awaken a natural institutional pride capable of strengthening the identity with EL-BONGÓ physics and, therefore, facilitate the circulation of the message to each university-country; but on the other hand, the internal complexity of each institution constitutes a possible threat to the understanding of the project, something that is seen as an indicator for the development of strategies to lessen unfavourable impacts.

Finally, one aspect of the social environment vis-à-vis the perception of science is the need to activate ideas of connecting with broad audiences to enhance the impact of the project and generate possible recognition outside specialised audiences. Studies on the social perception of science, such as those conducted by the 3M organisation, have shown a progressive trend towards trust in scientific rationality, especially after the global pandemic of 2020-2021, which is encouraging news. The results presented in the SOSI survey report that 72% of the surveyed population is curious about science. Some 87% of the world's population has high expectations and hopes for the role of science in solving problems, but there is also a reported growth in scientific scepticism, a duality that promotes a threatening scenario that must be considered.





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In the reports derived from this global survey, a scenario of greater trust towards science in Latin America is highlighted, compared to previous years<sup>5</sup>. However, the consumption of content per individual suggests a dispersion in the attention of the population<sup>6</sup>, so that it becomes a challenge to take advantage of spaces to enter the agenda of Latin American society, from specialised scientific areas, with a precise but digestible discourse for broad audiences. Strategies must stimulate society's interest in the areas of knowledge that call for the project and offer discursive links that connect with the context.

Considering these internal and external aspects of the project, a SWOT matrix is summarised in Table 1, which summarises the possible factors influencing the communication of the project and which should be considered in the Plan.

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<sup>5</sup> <https://news.3m.com.mx/encuesta-ciencia-3M>; <https://www.eltiempo.com/vida/ciencia/creen-los-colombianos-en-la-ciencia-671029>; <https://www.el1digital.com.ar/ciencia/el-90-por-ciento-de-los-jovenes-latinoamericanos-confian-en-la-ciencia>

<sup>6</sup> Estudios recientes sobre economía de la atención y consumo digital de contenidos:  
<https://revistas.urosario.edu.co/index.php/disertaciones/issue/%20view/487>



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<b>FACTORS OF IMPORTANCE IN PROJECT COMMUNICATION</b>	
<b>POSITIVES</b>	<b>NEGATIVES</b>
<b>INTERNAL FACTORS</b>	
<b>STRENGTHS</b>	<b>WEAKNESSES</b>
. Strengthened prior experience (LA-CoNGA physics) facilitates clarity of message from the outset.	. The involvement of a broad community in different areas of knowledge could disperse the visibility of developments.
. Inheritance of a communication platform in social networks, with a captive audience.	. Communication of an innovative proposal, but with a model still under definition.
. Project name: attractive, sonorous, metaphorical.	. Disruptive model of university education that could disrupt classical teaching habits.
. Explicit communication component in work package.	. Communicating while learning.
. Clear definition of objectives and progressive stages projects communication needs.	. Specialised areas that are difficult to understand for a wide audience.
. Networking enhances the visibility of the project and broadens the scope of communication.	
. Recruitment of professionals with an active disposition in the areas of knowledge.	
. Explicit interest of the project in addressing citizen science experiences.	



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EXTERNAL FACTORS	
OPPORTUNITIES	THREATS
. Context pressure towards changes in the University.	. Diverse institutional expectations. Complex environments in the Latin American university.
. Potential interest and pride of universities for participation in innovative project.	. Difficulty in understanding specialised jargon in large audiences.
. Growth of technological opportunities for distributed communication.	. Dispersed attention of the public due to information overload.
. Growing interest in some of the areas covered by the project, specifically AI and Data Science.	
. Concern about natural hazards could boost interest in areas such as seismology.	
. Growing narrative possibilities for the construction of discourse related to science and university education.	

Table 1: SWOT Analysis of the EL-BONGÓ Project Communication



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## **2.- What to communicate?**

The axes derived from the base document of the EL BONGÓ physics project suggest concentrating organisational, technical and scientific efforts in four knowledge communities to promote an open and collaborative experience in Latin American universities. The main objectives of EL-BONGO include the creation of a network of virtual scientific training and learning communities using digital platforms to foster collaboration between students, educators, researchers and higher education institutions.

Thus, the progress of the project is proposed as potentially communicable:

- The idea of a new university model based on: open science and scientific collaboration with strengthening of digital environments.
- Experience focused on the creation of scientific training communities for the new university, in four areas: space weather, seismology and terrestrial hazards, and artificial intelligence and computational physics tools.
- The experience focused on the creation of an inter-university network for internationalisation.
- Digital infrastructure.
- Innovative digital pedagogical experience between master's degrees.
- The societal impact of the areas: space weather, seismology and terrestrial hazards, and artificial intelligence and computational physics tools.

In this sense, the following sections of the project are highlighted, from which the central aspects to be communicated will be obtained:



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**Creation of scientific training communities:** this effort involves the alignment of research and teaching interests in the areas of High Energy Physics, Space Weather, Seismology and Artificial Intelligence Tools, with the design of problems that can be solved under a collaborative logic and with open data. This is a collaborative and networking experience for students, university teachers, research staff and industry professionals.

*The key question in this area for communication is: what has the experience of forming scientific training communities been like?*

This learning strengthens the new university model in Latin America and the experience should be communicated according to the rhythm of each community, making visible the challenges and achievements. The communication of this aspect of the project must recognise the expectations of those who make up each community and permanently evaluate the sensitive information to be communicated, as long as it does not affect the internal agreement processes.

**Creation of a community for the internationalisation of universities:** this effort seeks dialogue and training to strengthen skills in the development of international projects, mainly from the logic of European funds. It is an experience of collaboration and networking with the technical and administrative staff of the participating universities involved in International Relations.

*The key question in this area for communication is: what has the experience of forming a community for the internationalization of universities been like?*

This learning is a plus that facilitates the institutional understanding of the new University model for Latin America and the experience should be communicated according to its progressive advances, with the challenges, difficulties and achievements. This axis should make the experience visible as part of an institutional strength of the universities involved, in such a way that it is suggested to involve the spokesperson of



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university authorities to the extent that they feel comfortable with the results of this learning.

**Digital infrastructure and open access resources:** each community will seek to generate learning designed in digital environments, with open databases and virtual laboratories. This infrastructure, which is expected to grow throughout the project, includes a repository of educational resources for training in the four areas of knowledge covered by the project. The effort culminates in a centre for digital science portals.

*The central questions in this axis for communication are: what are the characteristics of the digital environments suggested in each community for the exchange of resources, what does the experience of virtual laboratories consist of?*

This experience promises a communicable impact related to the possibility of overcoming geographical and socio-economic barriers by offering a digital environment with open resources and educational opportunities for other countries that demand them in Latin America, in the different areas of knowledge involved.

**Networked training modules:** the project promises to work together to create a formal learning network centred on common and community-specific training modules, with the participation of various master's degrees in Latin America. This initiative introduces a hands-on, research-focused teaching approach within a consortium of thirteen graduate programmes in Physics and Computer Science in Central America and the tropical Andes. The EL-BONGÓ learning environment will emphasise innovative digital learning methods with flexible curricula within creative ecosystems. The training experience proposes networked activities such as courses, workshops, seminars, tutorials and internships.





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This experience is a central part of the project and must be communicated to the different audiences involved, with a visible and coherent record of the networked educational ecosystem that will be progressively strengthened.

*The central questions for communication in this area are: what does the pedagogical proposal of each community consist of? what innovative aspects does it include? who is involved? how has it been developed?*

The communication of this axis should acknowledge the participation of the different master's degrees involved and explore the intention of promoting institutional pride from their participation in this international experience.

**The social impact of the areas of knowledge:** the Communication Plan must include dissemination and visibility efforts of the four areas involved in the project, with the aim of generating interest in specialised groups and, as far as possible, in society in general, to increase the possibilities of incorporating the subject matter in public opinion agendas.

*The central questions for communication in this area are: what does the pedagogical proposal of each community consist of? what innovative aspects does it include? who is involved? how has it been developed?*

In this way, the project must detect discursive opportunities in specialised topics, as well as the construction of friendly messages that allow the relationship between the specialised knowledge that the project occupies and its relationship with society to be drawn. For this, the project has possibilities that should be exploited:

- The participation of specialists (as potential spokespersons).
- The implementation of activities that express the relationship between science and society in the training experience, suggested in the project (hackathon activities, citizen science and internships).

This axis would promote a dissemination route, and the areas of knowledge derived from the project.

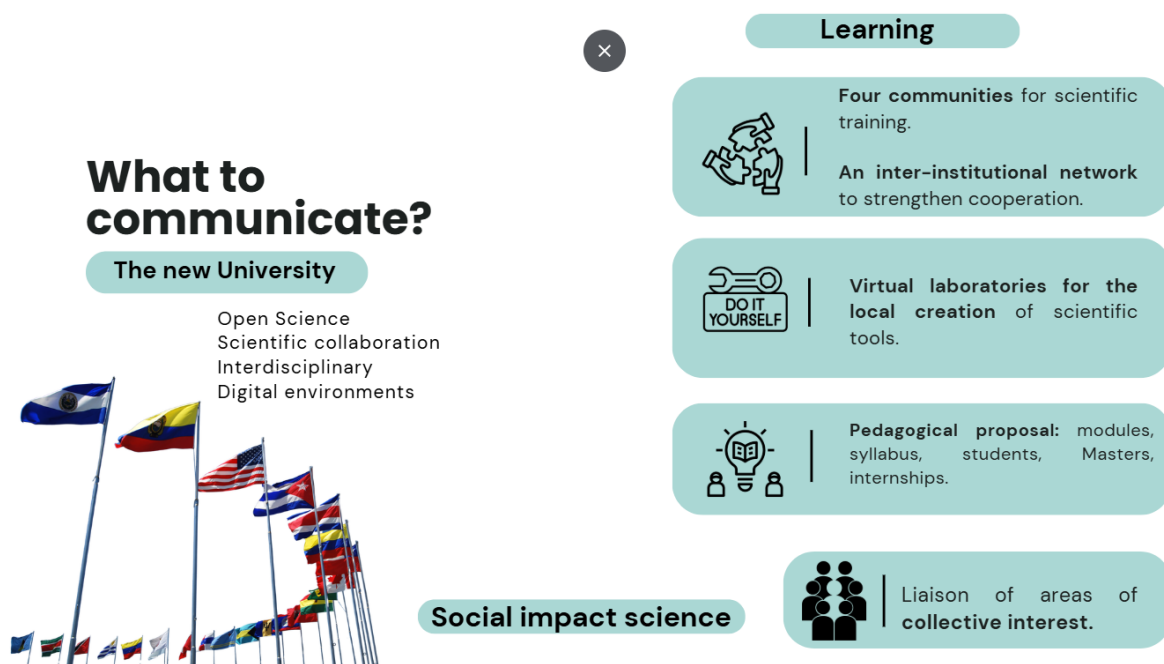


Figure 3: Three communicable axes in the EL BONGÓ physics project.

### 3.- Communication challenges

The nature of EL BONGÓ physics suggests some communicative challenges to make visible the different achievements and learning derived from the project:

- That both universities and the Latin American context understand the key concepts of the Project, presented as the core of a new University model.



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Open Science  
Collaboration  
Innovation in digital environments  
The new university

- That both universities and the Latin American context perceive the viability of a new teaching model in higher education.
- That Latin American universities recognise the impact of the learning experience on the creation of scientific training communities in the four areas covered by the project: space weather, seismology and terrestrial hazards, and artificial intelligence and computational physics tools.
- That Latin American universities recognise the importance of experiential learning in the creation of an inter-university community for the internationalisation of higher education.
- To understand the potential impact of scientific strengthening in Latin America in the different areas of knowledge involved in the project and its derived learning.
- Recognition of the international pedagogical experience derived from the project in the Latin American universities involved.
- That broad audiences understand the potential impact of scientific strengthening in Latin America in the different areas of knowledge involved in the project and their derived learning.



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## **4.- Objectives of the Communication Plan**

The Communication Plan proposes a route to make visible the advances of the EL-BONGÓ physics project and to connect with specific audiences during a Latin American experience to strengthen communities in the scientific training of four areas related to Physics.

The following objectives are proposed in the Communication Plan of the EL-BONGÓ physics project:

- To coherently showcase its objectives, processes and results throughout the project's duration.
- To connect with different audiences potentially interested in the innovation of collaborative university education in Latin America.
- To promote the recognition of the impact of innovative, open and collaborative methodologies for scientific training in the areas involved in the project, in the Latin American university.

## **5.- Project Communication Style**

Taking the communicative experience of the LA-CoNGA physics project as a precedent, it is suggested to continue to monitor the communication of the EL-BONGÓ physics project:

**COHERENT:** a permanent relationship must be promoted between the discourse units (graphic, textual, audiovisual) that make up the messages. The communicative pieces must express a relationship between them at specific times and respond to clear objectives, according to the communication needs detected, in some of the declared axes.

**OPPORTUNE:** the project must be attentive to the communication opportunities that the management of its processes suggests in order to make progress visible. The



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internal dynamics must be permanently monitored to detect key moments of communication with different audiences and organise response routes at the appropriate time.

**CREATIVE:** it is a challenge for the project to transform the input derived from the management into a friendly and attractive message for both specialised audiences and wider groups. The use of creative resources associated with the discourse must be an explicit and constant effort.

**SINCERE:** understanding that the project intends to extend a pilot experience to a wider scope, with more countries and institutions, it must be assumed with transparency not only those aspects of communication that are favourable, but also those that imply mistakes. In this sense, the communication of the project must continue to stimulate an integral visibility of the process and not only of the concrete results, with a permanent reflection on learning, in order to continue building references in the Latin American university.

**RELEVANT:** the expectations of the project, centred on scientific knowledge, must take into account that the construction of the message derived from its management is aligned with the needs derived from a social context that constructs imaginaries about science. The discursive contributions in this sense should transcend the mere message derived from the management of the project, in terms of global social responsibility.

**FLEXIBLE:** the route suggested in this plan may be subject to constant feeding and strategies may need to be changed if required by the development of the project in the face of unforeseen scenarios.

**INCLUSIVE:** the project is attentive to promoting gender equality and the willingness to recognise diversity (religious, sexual, ideological, cultural) in the actors potentially involved with its objectives.



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SAFE: at no time should project representatives feel threatened by the private status of the information that involves them, and the universities should be encouraged to gain from this experience. In this sense, communication must have the consent of their internal spokespersons in cases where this is required; permanent negotiation with them must be promoted in order to maintain discursive strategies that do not affect their security or that of the institutions.

## **6.- Discursive stamp of the project and visual identity**

- The communication of the project must consider the adaptation of the discourse according to the target audiences, respecting the nature of the channels.
- The discursive constructions, centred on the slogan and key sentences, should exploit the relationship between the name of the project and its possible metaphorical derivations, to connect with the central discursive axes. As possible metaphorical relations of EL-BONGÓ physics are suggested:
  - The BONGÓ is a musical percussion instrument related to Latin America.
  - When EL BONGÓ is played, a rhythm is set.
  - From LA-CoNGA to EL BONGÓ suggests a transition of rhythm to improve the proposal.
  - Like an orchestra: different areas of knowledge come together to sound better.

As a connected creative idea, a summary presentation of EL-BONGÓ could be suggested as follows:

*Science can be a great orchestra. It is made by human beings and, although each area of knowledge goes through a long search to find its best sound, when it collaborates and shares resources it can sound better and get more people to*





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*listen to it. Thanks to great technical advances, digital environments offer opportunities for science to grow stronger, especially if it is open, collaborative and innovative. Are we training for this new rhythm? In Latin America, we are building networked capacities so that our universities can respond to the pace set by science.*

The concept of visibility that is proposed, starts from the central ideas shown in the previous paragraph: a metaphor will link the musical sound of an instrument that sets the rhythm, with the new demands of science and the skills that are required to dance in this new environment. The dance floor is the Latin American university. Animations with the rhythm of EL BONGÓ are suggested, as well as exploring narrative formats related to: EL-BONGÓ as a project, the bongo as an instrument and the Latin American university as an environment or orchestra.

Derived from these ideas, the following presentation is suggested as a short idea or slogan:

### **EL-BONGÓ physics**

#### **The University at the pace of science**

The idea could be shortened: in rhythm with science, adapting to specific narratives.

- For communication to broad audiences, it is suggested to prioritise a narrative style over an informative one, as far as the communicative intention allows, with the aim of exploring connections with the human experience derived from the project. The project's official channels should prioritise a discourse in the first-person plural to emphasise a Latin American experience involving several universities. In the case of selected project spokespersons, collective testimonies and reflecting community learning will be recommended. Some suggested examples:



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### **Community researcher testimonial message**

I am XXX and I belong to the XXX community of the EL-BONGÓ project... We train at the pace set by science.

### **Promotional message from the universities that make up EL-BONGÓ:**

The X-university sounds at the pace of science: open and collaborative.

- As far as possible, discursive constructions should tend to manage an inclusive discourse, with linguistic choices that avoid gender bias.
- The official channels of the project will offer a central discourse in Spanish, given that it is the language that brings together most of the countries involved in the project. A minimum English version of the project communication should be considered, given the potential interest of its progress in the European context.
- Dissemination will respect the codes required by the academic communities.

### **Visual identity strategies**

These discursive guidelines will be translated into a creative concept for the visual identity of the Project, with the use of resources and colours that take into account:

- The diversity of countries.
- The Bongo as the centre.
- The four scientific training communities

As a strategy, the Project will hire a human resource with the profile of a designer, who will form the creative team for the design of the visual identity generated jointly and by consensus with the different WPs. During the first quarter of the Project, the designer will prepare a proposed route for the use of graphic resources, with the following work route:



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1. Visual Identity Report. Document that establishes the graphic identity of the project, with the guidelines of the Communication Plan.

2. Definition of Basic Graphic Resources. Logo (colour and monochrome versions, with and without tagline, horizontal and vertical versions, favicon). Colour palette (primary, secondary and accent colours, with HEX, RGB and CMYK codes). Fonts (for titles, subtitles and general texts, with specifications for use). Graphic style (illustrations, patterns, icons and other representative visual elements).

3. Basic Templates for the Graphic Communication of the Project:

Templates for sending electronic communication.

Templates for presentations (PowerPoint, Google Slides or Canva).

Templates for social networks (Instagram, Facebook, Twitter, LinkedIn posts and stories).

Templates for banners and headers (website, YouTube, social networks).

Templates for videos (titles, subtitles, lower thirds, intertitles, credits).

Background to identify interviewees in videos (with space for name and position).

4. Design of the first graphic pieces for visual communication in its first stage:

Banners and headers for the website and social networks.

Graphic pieces for the first stage of visual communication (digital flyers, posts, stories).

Thumbnails for YouTube videos (design consistent with the visual identity).

Infographics or key informative pieces according to the needs of the project.



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## **7.- Key persons and institutions involved in the communication of the project**

The international nature of the project involves a complexity of people who could influence its communicative intentions. In this sense, it is useful to disaggregate the different layers of participation in the project, with their respective possibilities. We will first try to describe who is being communicated (senders and potential distributors of the message) and then who is being communicated to (potential receivers).

### **Who communicates?**

From a journalistic perspective, the needs of message construction imply not only what to say, but also who is going to say it. The representatives of each of the partner institutions, selected by each country, are the main spokespersons in the intended communication. In particular, a permanent internal communication between those responsible for the work packages is suggested in order to detect the communication needs, according to the progress made. A spokesperson implies generating testimony from the individual experience in the participation of the project, according to the assigned functions, but which constitutes an official version, according to defined questions for the construction of the message. Some types of spokespersons are identified, suggested for the communication of the project.

### **Permanent spokesperson on the progress of the project:**

A distributed voice among the different representatives generates processes of identity towards the project, related to the institutions they represent, and reflects a discourse of participation in an international collaborative environment.



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However, the spokesperson is suggested, not compulsory. The project representatives must feel comfortable with them, either in the proposed theme or in the selected communication channel. In this sense, each discursive axis and communication opportunity must permanently propose a reflection on the potential spokespersons, according to the theme, the type of message (audiovisual or written) and the strengths of each representative, according to their contributions to the project, always thinking of the equity of the countries and the naturalness with which the suggestion of spokesperson is received.

### **Exceptional spokesperson:**

Eventually, the project could consider the participation of a guest speaker in very specific activities, whose testimony could give an account of issues related to some specific advances. These are examples of specific spokespersons:

**Institutional authorities:** given the internal complexity of the project's partner institutions, it might sometimes be considered to have an institutional spokesperson, whose testimony would communicate the integration of expectations between the internal ecosystem of the organisation and the progress of the project.

**Students:** the student community involved in the learning experience of the project could be a potential voice to generate direct testimonies of the pedagogical progress.

**Experts with specific knowledge:** the project can call on expert spokespersons suggested by the communities when it wants to generate discourse in the areas covered by the project, mainly for dissemination purposes to improve its understanding by a wide audience.



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**Social spokesperson:** the project cannot miss the opportunity to include in the spokespersonship members of society who could at some point be related to its objectives, as beneficiaries of citizen science activities. This would enhance the visibility of experiences that emphasise the relationship between scientific activity and the social context.

In any of the types of spokespersonship, the proposal must be previously agreed upon by WP5 and the team of project coordinators. In any case, the options should be discussed in due time with the potential spokesperson.

### **Who to communicate to?**

The key target audience of the EL BONGÓ physics Communication Plan continues the line of the predecessor project LA-CoNGA physics, although extended to more countries and communities.

### **Internal public**

**Project members**, coordinators or representatives of higher education institutions who are responsible for defining agreements, according to the expectations of the project and those of their respective university contexts.

This group, being internal, will eventually communicate the project, but will also periodically receive the messages that have been constructed, thus strengthening the trust in what is being constructed, based on the defined discourse. It is therefore essential to align the communication expectations of the project with those of this group.





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### **Intermediate audience**

**Authorities, administrative bodies and the scientific community of the project's partner higher education institutions** in Latin America: these are groups with particular contexts, whose recognition would allow them to strengthen aspects of institutional identity by linking them to the project's experience. The more visible the message is to this type of public, the more likely it is that they will identify with EL BONGÓ physics as an initiative in which they can feel proud to participate.

This group requires direct communication strategies at different stages to guarantee a greater understanding of the institutional impact of the project's progress, as well as the exploitation of the communication resources of each of the universities. The project should consider the relevance of spaces such as focus groups or thematic meetings, in order to promote specific approaches to the actors that make up this intermediate space, with agendas closer to the interest of these audiences. The representatives of the institutional communication offices with whom it is necessary to develop links based on common activities, to broaden the possibilities of expanding the message constructed, from the channels that are proper to the universities, are then highlighted as strategic personnel.

### **Final public:**

- **Research centres and public institutions** of regional organisations that stimulate educational, scientific and technological activity.
- **National public authorities** associated with science and technology, national authorities of higher education institutions, as public policy makers.

- **Students of the Universidad Latinoamericana:** some stages of the project suggest messages aimed directly at master's students and interns, potential participants in the pedagogical experience.
- **Broad audiences:** this is society in general, with different particularities and interests, towards which it is worthwhile to insert scientific topics in their thematic agenda, as a social contribution of the project.

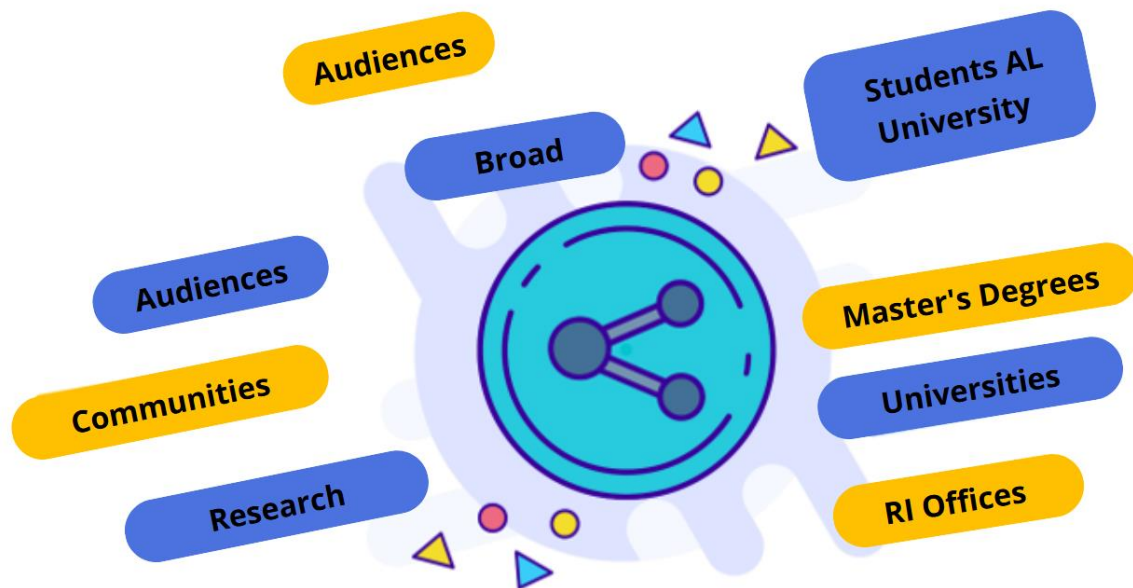


Figure 4: Audiences to whom the project communicates.

Ways of addressing the needs of target audiences:

#### Internal public:

Email remains the strong mechanism for day-to-day communication, but consideration should be given to the separation of key sub-groups that serve



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different project strategies and will be coordinated by different people, who are responsible for the flow of information.

The project has also selected, since its inception, the Mattermost platform for internal follow-up communication in the different work packages of the project. This environment makes the material available and hosted as a repository that will show the progress of the activities. It is recommended to evaluate the details of this internal communication and adjust where necessary.

It is suggested that information be sent to all members of the project at those stages that are significant for its progress, in accordance with the recommendations made for the stages of project communication.

#### **Intermediate audience:**

Public authorities of regional and national organisations that stimulate educational, scientific and technological activity and national authorities of higher education institutions form an intermediate audience because they tend to be needed in decision-making that could affect the future sustainability of initiatives such as BONGÓ physics.

Permanent information on social media can help to stimulate this type of public to be attentive to the progress of the project; but it is the official website that is the clearest and most permanent means of reflecting concrete results, sensitive to this type of public.

It is highlighted that the communication offices of each partner institution could be key actors that would help to expand the communication of the project in national contexts and strengthen the message in this type of public,



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from an alliance of shared distribution of the message derived from the project in social networks.

### **Final public:**

This group constitutes the most heterogeneous group. Whenever messages related to the project are generated, mainly on social media, some of these recipients should be considered:

**Scientific actors:** since the project aims to become a reference for scientific training, the discourse must sometimes emphasise the advantages of the innovative trends proposed.

**Physics students:** the message should be clear and attractive to the community of students who would potentially be part of the project or would inspire part of the proposed codes for scientific activity.

On specific occasions, the project will require specific campaigns for the cohorts. Once integrated into the learning community, the project must open spaces for its own interrelation with the students, with messages that generate identity.

**Broad audiences:** science outreach should accompany the EL BONGÓ project as part of a commitment to make the relationship between science and society understandable. In addition to the clear and transparent message that the project should have in its various channels, it is recommended to open narrative spaces on the importance of the scientific areas covered by the project and, on occasion, to develop special journalistic works that allow understanding its impact.



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## **8.- How will we do it?**

The guarantees of success in the communication of any organisation or project are generally supported by the participation of a team of professionals with specific knowledge in discourse, communicative environments and graphic and audiovisual skills. A creative group with these specific skills could guarantee the natural identification of project communication opportunities, as well as the resolution of problems arising in this scenario at critical moments and the transformation of the project's progress into accurate, friendly and attractive discursive records for the different types of audiences that are made visible through different channels in a timely manner.

WP5 defines the conditions to form a creative team to support the communication of the project. With the participation of the Social Communication Programme of the Universidad Autónoma de Bucaramanga (Colombia) at the head of this process, a route is drawn up to recruit professionals in graphic design, audiovisual production and journalism, according to the stages of the project. Likewise, the participation of social communication practitioners is promoted for the development of dissemination experiences, according to the communication needs of the project, which promotes an interdisciplinary experience, not only for the visibility of the project, but also for science communication.

As a guiding framework for communication, the WP 5 working mechanisms for:

- Define the visual identity (including visibility of funding bodies and participating institutions).
- Define thematic lines, which allow for a coherent construction of the derived discourses.
- Spokesperson's role guide.
- Manage timely and effective reporting on progress.



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- Define communication strategies distributed through the project's defined channels.
- Follow-up and adjustments in project communication.

The working route of WP5 is as follows:

**Connection of the different work packages:** engage in ongoing discussions with a project liaison group to discuss specific communication ideas.

**Detection of opportunities:** the key moments of the project are monitored for the construction of the discourse and the communication of the message to different audiences.

**Concept:** the plan suggests the design of campaigns that require defining the concept (objectives, strategy, resources, channels, spokespersons). WP5 will present these ideas in a timely manner with the rest of the project to exchange and nurture the strategies designed.

**Information gathering and message construction:** once the concept has been socialised, WP5 will compile the relevant information, address specific spokespersons, if applicable, and construct the message with the selected resources. If there are spokespersons, they will be notified of the final message before publishing the content.

**Publication of the message:** depending on the concept, the message will be published on the official website and/or on the respective social media, with necessary adaptations. If deemed appropriate, the content will be sent to the communication offices of the partner institutions (by email) and/or linked to the accounts of other project members to promote the (re)distribution of messages in local and national contexts.



**Monitoring:** The communication team will monitor interaction on social media and the website, generating messages or adjusting communication as needed.

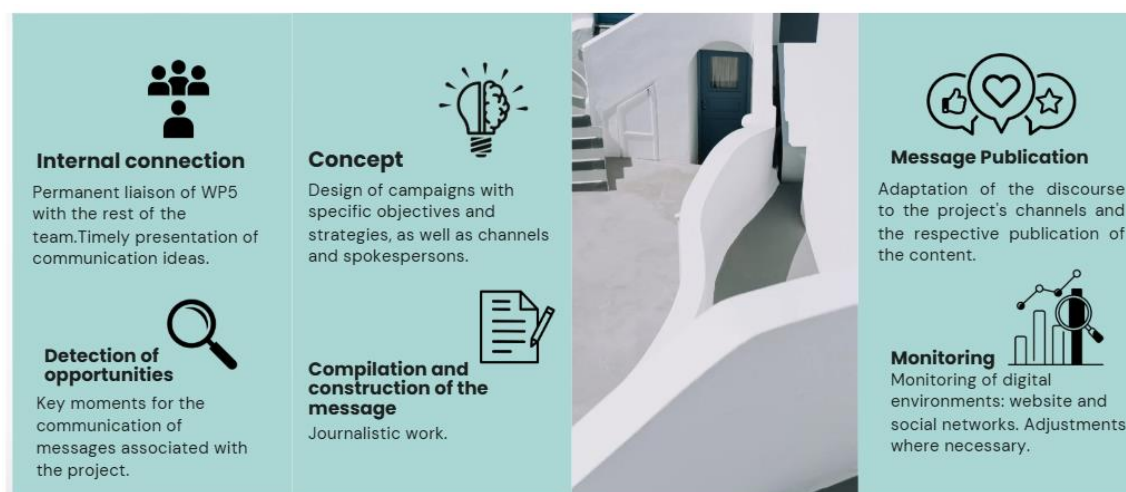


Figure 5: Working route for communicating the project.

## 9.- How is the message distributed?

As channels of the project, we suggest first of all an official website that serves as the main front page of the project's guiding discourse and serves as a window to all those interested in finding out what we are? what institutions are involved? what do we want? who are the communities? what is the innovative proposal and how is it progressing over time? In a coherent setting of discursive material, this space will allow us to trace a friendly route to detect what EL BONGÓ physics is. This site should link to platforms and digital environments derived from the project.

On the other hand, it is suggested to migrate the social media channels of the LA CoNGA physics project to an identity of EL BONGÓ physics, with a change of name and user, maintaining the system of followers. To do this, a transition strategy must be drawn up, according to what each of the social networks allows: Youtube, Instagram and Facebook and design the first guiding pieces that make this transition transparent, for which an initial campaign is suggested. Additionally, the project



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incorporates the strategy of distributing the message through more personalised channels such as WhatsApp.

On the other hand, the relationship with some layers of distribution of the message, made up of people and organisations that could enhance the distribution of the message derived from the project, must be stimulated. Some of these potential distribution layers of the message are:

**Communication offices in partner universities:** The communication plan should include activities that create a sense of community with the journalists who team up with the communication offices of the partner universities. By opening small spaces of identity around science communication, on the website, where journalists feel that they gain from learning, it will be easier and more natural to expand the distribution efforts of the message promoted by BONGÓ physics to each institution, each city, each member country, either by adapting the discourse or by creating new ones.

**The representatives of the partners (consortium):** each of the project members could enhance the visibility of the project if a community of science communicators is also generated that allows converting the official discourse of the project into personalised narratives, adapted to the personal characteristics that they may have in different social media accounts. To this end, it is also recommended to carry out learning activities with the members of the project for the narration of the scientific discourse in social networks.

**Students:** naturally, this community related to the project is a potential distributor of the message derived from the project. For this reason, the plan could consider generating spaces of interrelation in the social networks and emphasising at certain times scientific dissemination activities with the



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students, in order to improve the ecosystem distributed in the areas occupied by the project.

**Erasmus:** the funder has social media channels that could help spread the project's message.

It is recommended to design tagging strategies, appeals and agreements on shared publications in networks to enhance the distribution of the message. To this end, it is useful to maintain a database of information on the social media accounts of the people and institutions involved in the project.

## **10.- Stages of communication**

According to the planned project activities, major communication stages are identified for the life of the project.

**Stage 1: presentation of the project.** In this stage, the first general discursive axes (graphic, textual and audiovisual) of the project are defined and the initial spaces of familiarisation with the different target audiences are activated, in order to allow a first recognition of EL BONGÓ physics with an associated concept of identity.

### **Objectives stage 1 of the communication:**

- Define the visual identity of the project (slogan, keywords, graphic resources, colours, trends in the management of the graphic image, respecting the group of institutions involved).
- To develop the first thematic emphases and central discursive axes of the project.
- Develop a migration strategy for the various social media channels of LA-CoNGA physics to EL BONGÓ physics.
- Develop the first contents to be published.



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- Design and build the project's official website.
- Activate a campaign to launch the project.

**Goals:**

- The project has a Visual Identity Manual.
- The project activates an official website.
- The identity of the social media accounts (Facebook, Twitter, Instagram and YouTube) of LA-CoNGA physics is transferred to the EL BONGÓ project.
- The project publishes the first speeches and related content on the various communication channels.
- The project is developing an initial publicity campaign to present its central proposals.

**Stage 2: Visibility of processes:** It suggests a progressive and permanent record, communicated in a timely manner, of the agreement-building experience, according to the stated deliverables, for each community's experience: organisational, technical and pedagogical. The following axes are suggested:

- Testimonial emphasis on the challenges involved in agreeing and making decisions to strengthen the experience.
- Objectives of each community and strategies defined for the innovative experience.
- Decisions in the design of the pedagogical offer.

**Objectives stage 2 of the communication:**

- Detect information opportunities in the process of formal agreements and construction of the pedagogical platform.
- Develop content in the project's channels, according to the information opportunities detected.



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- Strengthen the project's image, based on an informative campaign with themes related to the organisational, technical and pedagogical challenges in the process of building the platform.

#### **Goals:**

- The project maintains an official website.
- The project maintains official accounts on Facebook, Twitter, Instagram, YouTube.
- The project develops at least one information campaign on technical and organisational developments.
- The project integrates spokespersons from the partner countries equally in the construction of the discourse.
- The project develops at least one dissemination campaign on the agreement process and the construction of the pedagogical platform.
- The project increases the minimum community of followers by 15% and at least maintains the basic interaction on social networks (likes, comments, distribution of the message).

**Stage 3: Visibility of the pedagogical experience.** It suggests a visible recognition of the training in the five areas related to each community, from the experience achieved with students and teachers.

#### **Objectives stage 3 of the communication:**

- Detect communicative opportunities in the collaborative experience of training in the four areas of knowledge, from the different aspects: organisation, technical aspects, pedagogy.
- Develop content in the project's channels, according to the information opportunities detected.



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- Strengthen the project's image, based on at least one publicity campaign with themes related to the collaborative experience of scientific training.
- To strengthen the project's image, based on an informative campaign with scientific themes of social impact derived from a community.
- To build community with the intermediary communication actors who are part of the press offices of the partner institutions in Latin America.
- Encourage communication practices distributed through social networks, among the project partners.

**Goals:**

- The project maintains an official website.
- The project maintains official accounts on Facebook, Twitter, Instagram, YouTube.
- The project develops at least one dissemination campaign on the collaborative experience of advanced physics training.
- The project develops at least one citizen science outreach campaign on advanced physics.
- The project develops identity among the community of participating teachers and students (cohort 1 / cohort 2).
- The project expands the spokespersons of the partner countries in the construction of the discourse.
- The project carries out two science communication training activities with journalists and project members.
- The project increases the minimum community of followers by 15% and at least maintains the base interaction (likes, comments, distribution of the message).
- The project develops a joint science outreach initiative with journalists from the partner institutions.



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**Stage 4: visibility of the results.** Suggests a communicative route for the final balance of the project experience with progress and failures.

**Objectives stage 4 of the communication:**

- Develop content in the project's channels, according to the information opportunities detected.
- Strengthen the project's image, based on at least one dissemination campaign with themes related to the results of the collaborative experience of training in advanced physics, in the communities involved.

**Goals:**

- The project publishes the latest content on the official website.
- The project publishes the latest content on the official accounts on Facebook, Twitter, Instagram, YouTube.
- The project develops a dissemination campaign on the results of the collaborative experience of training in advanced physics.
- The project closes with at least a community of 1500 followers on the social media accounts.
- The project designs and develops a final dissemination campaign to communicate the results, with strategies to reach a wide audience.



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## STAGES

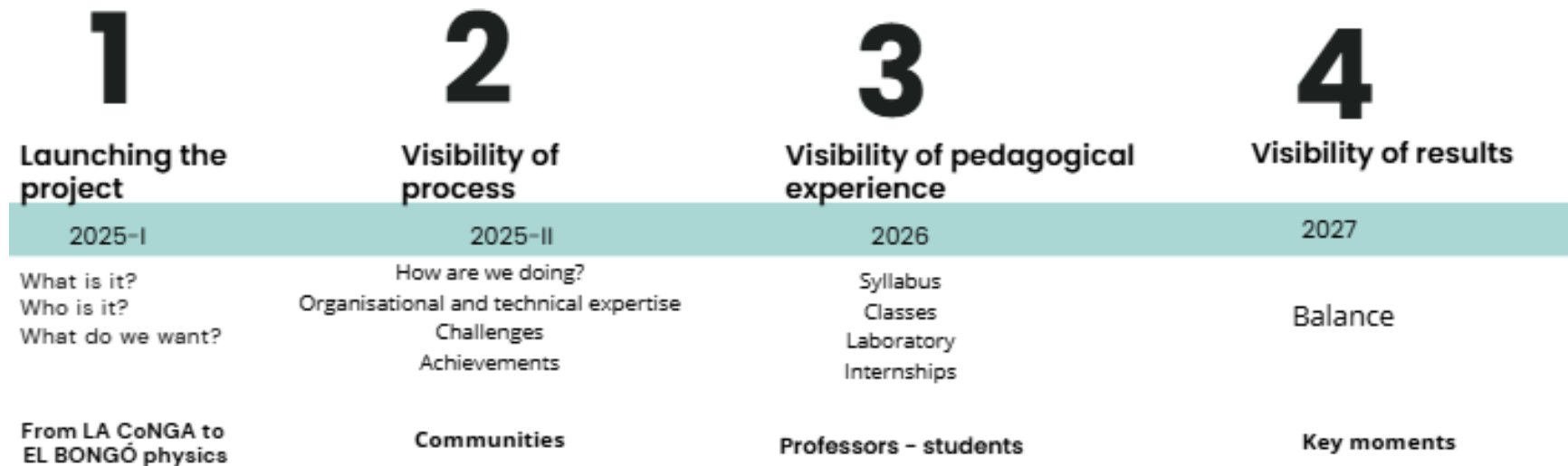


Figure 6: Stages of work to communicate the project.





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## 11.- Timeline

Stage	Activity	Products	Period (semester)					
			1	2	3	4	5	6
			2025		2026		2027	
1. Launching the project	Visual identity design of the project.	Guidance Document Identity Manual						
	Concept and discursive graphic development.	First graphic pieces						
	Definition and discursive development for the website.	First version of the Project's website						
	Operational technical decisions: content manager, platform, server.							
	Organisation of information on the website.							
Transition and adaptation of discourse in social networks.	New presentation of accounts in social networks, from LA-CoNGA to EL BONGÓ physics							



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	Campaign to publicise the launch of the project.	Expectation campaign on social networks						
	Development of content for networks about the project.	Post on social networks, about EL BONGó physics						
	Design of journalistic work: concept, spokesperson, interviews.	Press releases Reportages						
	Collect information about the Communication Units of the partner universities of the project.	First list of contact information related to the Communication Offices of the partner institutions						
<b>2. Visibility of processes</b>	Updating of the project's website and social networks.	Posts on website and social networks according to the communication needs of the project						
	Concept and development of an informative campaign on learning in network formation: progress, difficulties, achievements, expectations.	Interviews Press releases Derived content on social networks						
	Definition of spokespersons.							



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	Collection and recording of audiovisual material of project partners in face-to-face meetings.	Recording of teamwork material Interviews Videos						
	Design meeting with Communication Units of the partner institutions.	Meeting with Communications Offices of partner institutions						
	Monitoring of social networks.	Review of behaviour and interaction in social networks.  Report with strategies and adjustments.						
<b>3. Visibility of pedagogical experience</b>	Updating of the project's website and social networks.	Publications on website and social networks according to the communication needs of the project.						



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	<p>Concept and development of an informative campaign on the pedagogical offer by communities.</p> <p>Definition of spokespersons.</p>	<p>Interviews</p> <p>Press releases</p> <p>Graphic material</p>							
	<p>Concept and development of an informative campaign on pedagogical experience.</p> <p>Definition of spokespersons.</p>	<p>Interviews with teachers / students</p> <p>Audiovisual material</p> <p>Content in networks</p>							
	<p>Monitoring of social networks.</p>	<p>Review of behaviour and interaction in social networks.</p> <p>Report with strategies and adjustments</p>							
	<p>Design of journalistic work: concept, spokespersons, interviews with areas of greatest social impact among the communities.</p>	<p>Interviews</p> <p>Press releases</p> <p>Reports</p>							



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<b>4. Visibility of results</b>	Updating of the project's website and social networks.	Publications on website and social networks according to project communication needs.						
	Concept and development of an informative campaign on the project's balance: results, trajectory, learning.  Definition of spokespersons.	Teacher/student interviews  Audiovisual material  Press releases  Content on social networks						
	Monitoring of social networks.	Review of behaviour and interaction in social networks  Final report on the communication of the project on social networks and highlights						

## 12. Expected impacts and benefits

Stage	Results	Achievement indicators
<b>1. Launching the project</b>	Planned registration and visibility of the project on the Web.	Website
	Discursive clarity.	Transition from LA-CoNGA social networks to EL BONGÓ physics.
	Knowledge of the project and its objectives by intermediate and external audiences.	Level of interaction of external audiences in digital environments.
	Visibility in digital environments.	Recruitment of community members
	Learning experience of social communication students.	Internship for Social Communication students.
<b>2. Visibility of processes</b>	Visibility in digital environments	Interaction on the website and social networks.
	Awareness of the project's progress among external audiences.	Inclusion in the agenda of the central thematic axes of the project:  The new university Communities for scientific training Latin American experience
<b>3. Visibility of pedagogical experience</b>	Recognition of pedagogical expertise by intermediate and external audiences.	Inclusión en agenda de los ejes temáticos centrales del proyecto:
	Creation of a joint working community with the communication offices.	The new university Communities for scientific training Latin American experience



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<b>4. Visibility of results</b>	<p>Knowledge by external audiences of the social impact of the scientific areas covered by the project.</p> <p>Recognition of the importance of the project.</p>	<p>Visibility of the project.</p> <p>Interaction on website and social networks.</p>
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