



**Atollo
Project**

Breaking barriers
through education

D5.3 Case studies and good practices



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About the Atollo project

The Atollo project aims to empower learners with disabilities by creating inclusive digital materials. Through a consortium of partners from Croatia, Bulgaria, Austria, Germany, Iceland, Norway, Ireland and Australia, including an EdTech company, universities, schools for children with SEN, public authorities, and NGO, we will analyse and compare existing programs, develop innovative digital tools and create high-quality digital educational content. We will pilot and test the digital materials and evaluate their implementation and then focus on the improvement of developed digital materials based on the feedback from the learners, teachers and experts. The result of the scientific evaluation of the use of digital materials will be an inclusive digital education toolkit that will contain advice and instructions for everyone who works with it, and uses digital educational materials for children SEN. We will use a user-centred design approach to ensure that the materials are accessible and inclusive for learners with various types of disabilities. This iterative process of improvement will help us create digital materials that are effective and engaging. Furthermore, the project will provide capacity building for teachers to use developed digital materials effectively. The expected results include a cutting-edge set of digital learning materials, capacity building for teachers and an inclusive digital education toolkit for policymakers and education institutions. We will share our findings and outcomes through various channels to reach a wider audience, including policymakers and education institutions, and create awareness about the importance of inclusive digital materials for learners with disabilities. The project will have a direct impact on the involved schools and their learners as well as a broader impact on the underrepresented group of children with disabilities, their educators and wider academic community through research paper derived from this project.

The project has piloted and tested digital materials in real educational settings and refined them based on feedback from learners, teachers and experts. The result is an inclusive digital education toolkit and Resource Library that supports educators, parents, schools and education institutions to use digital educational materials with learners with special educational needs. The project adopts a user-centred and accessibility-focused approach, ensuring that materials are practical, engaging and adaptable for learners with different types of support needs.

Work Package 5 focuses on communication, dissemination, advocacy and the promotion of project results. Within this context, D5.3 documents how project outputs have been communicated and showcased through case studies, good practice examples, videos, partner activation materials, website content, social media, events and stakeholder outreach.

The Atollo Project Consortium

The Atollo project consortium is an Erasmus Partnerships, bringing together 14 partners.

	Partner	Acronym	Country
1	PROFIL KLETT D.O.O.	PK	HR
2	SVEUCILISTE U ZAGREBU	UNIZG ERF	HR
3	HOGSKOLEN I INNLANDET	INN UNI	NO
4	REGIONALEN TSENTAR ZA PODKREPA NA PROTSESA NA PRIOSHTAVASHTO OBRAZOVANIE SOFIA GRAD	RCSIE	BG
5	SKOLA ZA ODGOJ I OBRAZOVANJE PULA	STE PULA	HR
6	HASKOLI ISLANDS	UI	IS
7	MATRIX INTERNET APPLICATIONS LIMITED	MATRIX	IE
8	PADAGOGISCHE HOCHSCHULE OBEROSTERREICH	PH OOE	AT
9	MINISTARSTVO RADA, MIROVINSKOGA SUSTAVA, OBITELJI I SOCIJALNE POLITIKE	MROSP	HR
10	STADT FRANKFURT AM MAIN DER MAGISTRAT, CHARLES HALLGARTEN SCHULE IN GERMANY	CHS	DE

No	Associated Partner	Acronym	Country
11	CENTRAL QUEENSLAND UNIVERSITY	CQU	AU
12	NATSIONALNA ASOTSIATSIA NA RESURSNITE UCHITELI	NART	BG
13	DIGITAL TECHNOLOGY SKILLS LIMITED	DTSL	IE
14	TERAWE TECHNOLOGIES LIMITED	TERAWE	IE

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1. Introduction and Project Context

D5.3 is an advocacy and dissemination deliverable designed to showcase the successful implementation and promotion of the Atollo project results. It presents selected case study narratives, transferable good practice examples and communication materials that demonstrate the value of the project guidelines, Resource Library, and digital educational materials.

The deliverable is not intended to duplicate methodological detail from pilot evaluation reports. Instead, it brings together the most relevant evidence for public communication and awareness-raising, including examples from pilot implementation, stakeholder engagement, project events, multimedia materials, and partner dissemination activity.

The evidence base for this deliverable includes:

- Existing pilot implementation activity and project reporting.
- Observations and feedback already collected from learners, teachers, parents, and project partners.
- Available testimonial and promotional video material.
- The Atollo Resource Library and associated guidance videos.
- The April 2026 Partner Activation Guide for the Resource Library launch campaign.
- The Atollo final conference in Pula and related communications.
- Good practice examples from the Atollo website, including the Zagreb stakeholder presentation, ECER 2024 research dissemination, NERA2025 policy discussion, and Charles-Hallgarten-Schule school-level technology example.
- The project visibility tracker recording partner and external dissemination outputs.

Together, these materials show how the project moved from development and piloting to wider advocacy, supporting educators, policymakers, families and education stakeholders to understand and adopt inclusive digital resources for learners with special educational needs.



2. Case Studies: Implementation in Real Educational Settings

The following case studies present evidence from pilot implementation, stakeholder engagement, public communication and partner dissemination activity across the Atollo project. Each case study is grounded in real activity and reflects the experience of educators, learners, families and stakeholders who engaged with the project and its outputs. Together, they demonstrate how the Atollo project moved from development and piloting to wider advocacy, and how the Resource Library and associated materials are being used and promoted across the consortium countries and beyond.

Case Study 1: Pilot implementation of Atollo digital materials in classrooms

Element	Description
Context	The Atollo digital materials were tested in real classroom and specialist education settings during the pilot phase in Croatia, Bulgaria and Germany.
Target group	Learners with learning difficulties and intellectual disabilities, primarily aligned with the first four years of primary education, as well as older learners whose developmental level aligns with early primary learning objectives.
Resources used	Digital units hosted on the IZZI platform, focused on mathematics and digital competencies and organised across four differentiated learning levels.
Implementation approach	Teachers and support professionals used the materials flexibly, selecting activities based on learner support needs, available classroom technology and learning objectives.
Evidence available	Pilot activity, classroom observations, teacher feedback, and project reporting. Resources were tested with learners across 15 partner schools in Croatia, Bulgaria and Germany, supported by teachers, assistants and specialist staff.
Transferable value	The pilot shows the importance of testing inclusive digital resources with real users before public launch, then refining them based on practical classroom experience.

This case study demonstrates that the Atollo materials are not theoretical resources only. Their structure, accessibility features, and classroom usability were shaped through direct use with learners and educators. The feedback collected during piloting provides the foundation for the final Resource Library and supports the advocacy message that inclusive digital materials must be practical, adaptable, and grounded in real educational contexts.

The pilot was conducted across five countries – Croatia, Bulgaria, Germany, Iceland and Norway – involving 16 specialist teachers and speech therapists at Škola za odgoj i obrazovaje Pula (STE Pula) alone, alongside teachers, assistants and researchers across the wider consortium. Pilot implementation took place in specialist schools, centres for education and upbringing, and mainstream classroom settings with co-teaching arrangements, giving the project a breadth of real educational context. Learners ranged in age from 7 to 21 years and included those with mild, moderate and profound intellectual disabilities, as well as learners with multiple and additional disabilities.

Classroom observations were conducted by university researchers and partners in Croatia, Bulgaria and Germany. In Croatia, five centres for education and upbringing were visited across May and June 2025. Observations recorded high levels of student engagement, with learners described as curious, motivated and actively solving tasks. Teachers provided individualised support, simplified instructions and adjusted pace to meet the needs of each learner. Students with milder support needs were frequently observed working successfully on devices at their desks, while those with greater support needs benefited from smart board delivery, where content was visible to the whole group. In Bulgaria, observations took place in both a mainstream secondary school and a specialist centre for educational support. In both settings, learners showed strong interest in the digital content. In the mainstream setting, students competed to approach the screen and solve tasks, including the learner with special educational needs who participated enthusiastically alongside classmates.

Focus group interviews with teachers across Croatia, Bulgaria and Germany generated rich qualitative data on usability, pedagogy, engagement and the conditions needed for effective implementation. A structured analysis framework covering technical aspects, pedagogical use, student engagement, inclusion and development suggestions was applied to ensure comparability across countries. Questionnaire data completed by 106 teachers across participating countries confirmed that the large majority found navigation intuitive, that the materials complemented existing teaching practice and that they encouraged student participation. Pilot activity at STE Pula alone involved 95 learners, supported by 16 teachers and 13 families across the piloting period.

Teachers across the pilot countries reflected positively on their experience of using the materials. A speech therapist at STE Pula described how the digital content created opportunities for interactive, motivating teaching: “The digital content from this project gave me the opportunity to make teaching fun and interactive. It also fostered a stimulating and motivating atmosphere, which is very important for students with special educational needs. The content was appropriate and intuitive.” A teacher at the same school noted the practical value of ready-to-use, curriculum-aligned content: “Here, for the first time in my life, something that I received helped me instead of complications. I was honestly happy – this is good.” A SEN teacher observed that group work with the materials strengthened peer learning: “The digital units were very interesting, stimulating and accessible to students. We often solved tasks in groups and developed a competitive spirit and mutual support.”

Parent and family feedback collected at STE Pula showed that learners continued to engage with the materials at home independently. One parent noted that her son would open the Atollo platform on an iPad himself without prompting, preferring to work through tasks independently. Another family reported working through mathematics and geometry tasks together for 20-minute sessions as part of their regular routine, with the learner demonstrating clear familiarity from using the materials at school. A third family described the content as useful not only for the learner with special educational needs but also for a sibling in mainstream primary education, reflecting the accessible design of the resources across a range of learner profiles.

Observations across countries also recorded how teachers adapted the materials to individual learner needs in practice. In Croatia, teachers were observed selecting Level 1 mathematics units focused on number sequences, counting and comparison, adjusting verbal explanations and vocabulary to match each learner’s level of understanding. In Bulgaria, a teacher working with a learner in a specialist centre guided the student to read instructions before attempting tasks, adapting the pace and language of the lesson in real time while the digital content provided the structural framework. These examples illustrate the flexibility of the four-level resource structure, which allowed teachers to select appropriate starting points for individual learners without requiring the preparation of entirely separate materials.

Case Study 2: Launching the Atollo Resource Library as an open, multilingual output

The public launch of the Atollo Resource Library is a central example of project results being translated into an accessible resource for educators, schools, parents and support professionals. The library provides direct access to localised materials in Bulgarian, Croatian, English, German, Icelandic and Norwegian, with no registration or payment required.

Element	Description
Resources available	Interactive digital learning materials, guidance for teachers and parents, and support videos showing how to access and use Atollo IZZI Digital Units.
Pedagogical structure	Resources are organised across four learning levels and focus on mathematical and digital competencies.
Accessibility approach	Materials and platform features include adaptable font size, dyslexia-friendly text, colour and contrast settings, audio narration, subtitles, note-taking support and multimedia formats.
Implementation relevance	Teachers can use the same core learning module at different levels, enabling learners in the same class to work on related concepts with different degrees of support.
Transferable value	Open access, multilingual availability and differentiated structure increase the potential for adoption beyond the initial pilot schools.

This case study shows how the final project output supports practical uptake. By making the materials freely available and easy to access, Atollo reduces barriers for teachers and families who may not have specialist software budgets or formal project involvement.

Case Study 3: Final Conference in Pula as a platform for advocacy and stakeholder exchange

On 14 May 2026, the Atollo Project held its Final Conference in Pula, Croatia. The hybrid event brought together project partners, educators, researchers, policy stakeholders and representatives from the wider education community to reflect on the project journey, share results and explore the future of inclusive digital education.

Element	Description
Event format	Hybrid final conference hosted at the Coworking Centre Pula.
Purpose	To showcase the Resource Library, share lessons from development and piloting, and create space for discussion on inclusive digital learning.
Good practice demonstrated	The conference combined presentation of outputs with stakeholder discussion, including opportunities for attendees to ask questions and share perspectives.
Materials promoted	Atollo Resource Library, digital learning materials, project video, partner insights, case study themes and communication outputs.
Transferable value	A hybrid final event can extend participation, strengthen visibility and turn project outputs into a shared advocacy message for future use.

The conference was also an important communication milestone. It provided new photo and video material, created a clear moment for partner promotion and gave the consortium a public opportunity to frame the Resource Library as a practical, tested and adaptable tool for inclusive education.

Case Study 4: Video storytelling to communicate the project journey and impact

The project advocacy video, published on YouTube as "Atollo Project: Building Inclusive Digital Learning Resources for Every Learner", brings together the story of why the project was developed, the journey towards the Resource Library and feedback from students, families and teachers who used the resources.

Video link here: https://youtu.be/WeiO7_bmzr0?si=vsXgK8f_GygnEOuM

Element	Description
Purpose	To translate project results into an accessible story for educators, families, policymakers and wider stakeholders.
Content focus	Project rationale, development journey, demonstration of the learning materials and feedback from those involved in testing and using the resources.
Use cases	Website embedding, partner websites, stakeholder presentations, newsletters, events, social media and direct outreach.
Advocacy value	Video helps communicate the human impact of inclusive digital learning more effectively than technical documentation alone.
Transferable value	A long-form project story can be repurposed into shorter clips, quote posts and event materials, extending the life of the project outputs.

This video serves as one of the core public-facing materials linked from this deliverable. Shorter social versions will direct audiences to the Resource Library and to the full project video, extending reach across partner channels throughout the post-project period.



3. Good Practice Examples

The following good practice examples summarise transferable approaches identified through the project implementation, stakeholder engagement, academic dissemination and school-level communication activity. They are intended to be practical, easy to understand and relevant for replication by educators, schools, policymakers and other projects.

3.1 Selected Good Practice Examples

Good Practice Example 1: Supporting national adoption through the Zagreb stakeholder presentation

On 24 January 2025, the Atollo Project was presented in Zagreb, Croatia, under the auspices of the Ministry of Labour, Pension System, Family and Social Policy. The event took place at the International Hotel and brought together education experts, school principals, educational policymakers and representatives working in inclusive education.

The presentation provided a national platform for raising awareness of the Atollo Project and its contribution to inclusive digital education for children with developmental and learning difficulties. It introduced the project aims, the European partnership, the development of accessible digital educational content and the planned approach to piloting and implementation in schools.

Element	Description
Context	National stakeholder engagement event in Zagreb, Croatia, organised before the full pilot implementation and Resource Library launch.
Stakeholders involved	Education experts, school principals, educational policymakers, representatives of the Ministry of Labour, Pension System, Family and Social Policy, Profil Klett d.o.o., the Deputy Ombudsman for Persons with Disabilities and the Institute for Social Welfare.
Purpose	To present the Atollo Project, explain its inclusive digital education framework and outline how schools could participate in the pilot process.
Good practice demonstrated	The event connected policy-level awareness with practical implementation planning. It provided information on the project framework, digital education strategies, expectations for schools and the support structure available for teachers and guardians.
Transferable value	Early engagement with policymakers, education leaders and school representatives helps build trust, strengthen institutional buy-in and prepare the ground for the adoption of new digital educational materials.

The event included contributions from Zvonimir Stanic, Executive Director of the Modernization of Education and Training Division at Profil Klett d.o.o.; Anica Jezic, Deputy Ombudsman for Persons with Disabilities; and Tatjana Katkic Stanic, Director of the Institute for Social Welfare. Kristina Ferara Blaskovic, Head of the EU Projects Department at Profil Klett d.o.o., presented the project framework, including Atollo work to analyse and adapt curricula from partner countries and develop accessible digital educational content for children with a range of developmental and learning needs.

The event also included presentations from Ministry representatives Lejla Osmancevic Katkic and Katarina Spehar Fiskus, who focused on the integration of digital tools into everyday teaching and the role of personalised learning in supporting student engagement. A key part of the presentation focused on practical implementation in schools, including how schools could join the pilot project, what would be expected from participating schools and what support would be available.

This example is relevant to D5.3 because it demonstrates how advocacy, dissemination, and implementation planning were connected from an early stage. Rather than focusing only on end-of-project communication, Atollo used national stakeholder engagement to build awareness, prepare schools for participation and position the project within wider inclusive education priorities in Croatia.

Good Practice Example 2: Sharing Atollo evaluation work with the European research community at ECER 2024

In September 2024, Lillian Gran, Associate Professor at the Department of Education at Inland Norway University of Applied Sciences, represented the Atollo Project at the European Conference on Educational Research, ECER 2024, in Nicosia, Cyprus. She presented alongside Anne Mette Bjorgen and Yvonne Fritze in a session entitled Digital Education Resource Evaluation Instrument, linked to WP4 evaluation work within Atollo.

This activity shows how Atollo results were shared beyond the consortium and positioned within a wider European research discussion on digital education resource quality, usability, accessibility and pedagogical value.

Element	Description
Context	Academic dissemination at ECER 2024 in Nicosia, one of the major European conferences for educational research.
Stakeholders involved	Education researchers, practitioners, policy stakeholders and Atollo partner representatives from Inland Norway University of Applied Sciences.
Purpose	To present the Digital Education Resource Evaluation Instrument and share insights from Atollo WP4 on evaluating digital education resources.
Good practice demonstrated	The project communicated not only its learning materials, but also the quality and evaluation thinking behind them. The presentation addressed pedagogical effectiveness, usability, accessibility, technical quality, and alignment with educational standards.
Transferable value	Research dissemination strengthens the credibility of project outputs and supports transferability by showing how tools and frameworks can be discussed, tested, and adapted by the wider education community.

Good Practice Example 3: Linking inclusive digital education policy and practice through NERA2025

In March 2025, Atollo consortium partners from the University of Iceland presented research at NERA2025, the Nordic Educational Research Association conference in Helsinki. Anna Magnea Hreinsdottir and Skulina Hlif Kjartansdottir presented the collaborative research Inclusive Digital Education for All? A Comparative Policy Analysis across Global, European, and National Levels.

The study drew on contributions from partners in Austria, Bulgaria, Croatia, Iceland and Norway and examined how inclusive digital education is addressed across global, European and national policy contexts. The presentation highlighted the importance of ensuring that digital education policies are not only high-level commitments but are actionable and relevant for learners with special educational needs.

Element	Description
Context	Research presentation at NERA2025 in Helsinki, focused on inclusive digital education policy.
Stakeholders involved	University of Iceland representatives, Atollo research partners and the wider Nordic educational research community.
Purpose	To share comparative policy analysis on inclusive digital education and connect Atollo with wider policy and research debates.
Good practice demonstrated	The project linked practical digital learning materials with policy-level reflection on inclusion, access, and implementation.
Transferable value	Policy-focused dissemination helps position project outputs within longer-term education priorities and supports advocacy with institutions, authorities and decision-makers.

This example is valuable for D5.3 because it shows how Atollo dissemination was not limited to promotional activity. It also contributed to discussion on the policy conditions needed for inclusive digital education to become embedded in practice.

Good Practice Example 4: Creating enabling conditions for inclusive digital learning at Charles-Hallgarten-Schule

In June 2025, the Atollo website shared the example of Charles-Hallgarten-Schule in Frankfurt, which introduced 20 new iPads for daily teaching and learning use. The school also functions as a regional counselling and support centre for the east of Frankfurt and is committed to supporting high-quality, inclusive education for all learners.

This example demonstrates that adoption of inclusive digital education depends not only on access to resources, but also on the conditions that allow teachers and learners to use digital tools effectively. The new devices enabled teachers to integrate interactive learning platforms, personalised educational tools, and adaptive content into classroom practice.

Element	Description
Context	School-level technology investment in Frankfurt, Germany, aligned with inclusive education and the wider goals of Atollo.
Stakeholders involved	Charles-Hallgarten-Schule, school leadership, teachers, students and the regional counselling and support centre.
Purpose	To strengthen the school environment for inclusive, personalised and digitally supported learning.
Good practice demonstrated	Technology was introduced as part of a wider inclusion strategy, supporting differentiated teaching, assistive tools, student confidence and digital literacy.
Transferable value	Schools adopting digital learning resources need appropriate devices, teacher confidence, inclusive planning and leadership support. This example illustrates the enabling conditions that can support the use of resources such as the Atollo Resource Library.

This example is relevant to D5.3 because it shows how a school can create the practical conditions for inclusive digital education. It complements the Resource Library by highlighting the infrastructure, planning and leadership needed to turn digital materials into meaningful classroom practice.

3.2 Transferable Practices Identified Across the Examples

Good practice	Why it matters
1. Build advocacy on real implementation evidence	Atollo's strongest dissemination messages are grounded in classroom testing, teacher feedback, observations and the experience of learners and families. This makes the advocacy campaign credible and practical.
2. Use differentiated learning levels	Organising resources across four learning levels helps teachers select suitable activities for individual learners while keeping a shared learning focus across the class.
3. Design accessibility into the resource, not as an add-on	Accessibility features such as audio, subtitles, adaptable text, colour and contrast settings and dyslexia-friendly display options make the resources more usable in varied learning contexts.
4. Make localised resources easy to find	Providing direct language-specific resource links helps partners promote the materials in their own country and makes it easier for teachers and parents to begin using them.
5. Support partners with ready-to-localise materials	The Partner Activation Guide, social media templates, press release text and Canva templates reduce the workload for partners and help maintain consistent project messaging.
6. Combine outputs with storytelling	Case studies, testimonials, photos and videos help show why the resources matter, not just what they contain.
7. Track visibility in a shared system	The visibility tracker gives the consortium a single place to record social media posts, website articles, press coverage, newsletters and event activity. This supports monitoring, reporting and accountability.
8. Use events as dissemination anchors	The Zagreb presentation, pilot-related activity and Pula final conference created clear moments for stakeholder engagement, media activity and partner communications.
9. Engage national stakeholders before launch	The Zagreb presentation shows the value of involving policymakers, school leaders and education experts early, before materials are fully launched.
10. Share research outputs with specialist audiences	ECER 2024 and NERA2025 demonstrate how academic dissemination can build credibility, invite expert discussion and connect project results to wider research and policy debates.
11. Connect policy, evidence and practical implementation	Atollo examples show that advocacy is stronger when practical resources are supported by policy analysis, evaluation thinking and real implementation planning.
12. Highlight enabling conditions in schools	The Charles-Hallgarten-Schule example shows that devices, leadership support and teacher confidence are important conditions for effective use of inclusive digital materials.



4. Dissemination and Communication Materials

This section documents the main dissemination of outputs and materials available for the D5.3 advocacy campaign. The materials are designed to help the project reach educators, parents, schools, policymakers, inclusion organisations and the wider public.

Material	Purpose	Primary channels	Link/status
Project advocacy video	Long-form video telling the Atollo project story and showcasing the Resource Library and user feedback.	YouTube and Atollo/partner channels	https://www.youtube.com/@TheAtolloProject
Short promotional video	Shorter social version to introduce the Resource Library and direct viewers to the project outputs.	LinkedIn, Facebook, partner channels, newsletters	https://www.youtube.com/@TheAtolloProject
Atollo Resource Library	Free multilingual digital learning materials in six languages, hosted on the IZZI platform.	Atollo website and language-specific IZZI links	https://atolloproject.eu/resource-library/
Resource Library support videos	Guides showing how to access the Atollo IZZI materials and how to support learners using a digital unit.	Resource Library page	https://atolloproject.eu/resource-library/
Partner Activation Guide	Internal guide for partners with press release, social templates, localisation tips, conference promotion and	SharePoint/internal partner distribution	Atollo_Partner_Activation_Guide_April2026.docx (annex 1)

	visibility tracker guidance.		
Canva templates	Editable campaign visuals for partners to localise and use across social media and communications.	SharePoint/Canva	Included in Partner Activation Guide
Press release template	Ready-to-localise launch announcement for the Resource Library.	Partner websites, local media and networks	Included in Partner Activation Guide
Social media templates	Suggested LinkedIn, Facebook, Instagram and X posts for Resource Library launch and conference promotion.	Partner social channels	Included in Partner Activation Guide
Final Conference article	Recap of the Pula conference and the role of the event in showcasing project results.	Atollo website	https://atolloproject.eu/atollo-conference-inclusive-digital-education/
EU Code Week article	External article promoting the Atollo resources to a digital education audience.	EU Code Week website	https://codeweek.eu/blog/atollo-inclusive-digital-learning-resources-sen-teachers/
Zagreb stakeholder presentation article	Website article documenting national stakeholder engagement and school pilot preparation in Croatia.	Atollo website, partner channels, stakeholder outreach	https://atolloproject.eu/atollo-project-presentation-in-zagreb/
ECER 2024 article	Website article documenting dissemination of the WP4 Digital Education Resource Evaluation Instrument to the European research community.	Atollo website, academic dissemination, partner channels	https://atolloproject.eu/ecer-2024-nicosi/
NERA2025 article	Website article documenting Atollo partner research on inclusive digital education policy across global, European and national levels.	Atollo website, academic dissemination, policy outreach	https://atolloproject.eu/nera2025-conference/

Charles-Hallgarten-Schule article	Website article showing enabling conditions for inclusive digital learning through school-level investment in devices and adaptive teaching tools.	Atollo website, partner channels, school networks	https://atolloproject.eu/inclusive-learning-charles-hallgarten-schule/
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4.1 Partner Activation Guide and Canva templates

The Partner Activation Guide is a key communication asset because it gives partners a structured, low-effort way to promote the Resource Library in their own countries and languages. It includes a ready-to-localise press release, social media templates, localisation guidance, conference promotion content, campaign hashtags and instructions for updating the visibility tracker.

The guide also reinforces core campaign facts, including that the Resource Library is free to access, requires no registration, is available in six languages and contains differentiated resources for students with special educational needs. The accompanying Canva templates allow partners to adapt visual assets quickly while keeping a consistent project identity.

4.2 Website, newsletter and social media content

Website articles provide a permanent record of the project journey and results. Key examples include the Resource Library launch, the Zagreb presentation, ECER 2024 research dissemination, the NERA2025 policy discussion, the Charles-Hallgarten-Schule school-level technology example, the final conference and the EU Code Week article promoting Atollo resources to teachers. These articles are available through the Atollo project News and Events section: <https://atolloproject.eu/news-events/>

Social media content supports repeated visibility, using launch announcements, resource highlights, pilot proof points, conference posts, quote-led posts and video clips. Newsletter and email content can be used to reach stakeholders who may not follow project social channels, including schools, teacher networks, educational institutions and policy contacts. The project newsletters are also available on the Atollo website: <https://atolloproject.eu/newsletter/>



5. Dissemination Impact and Outreach

This section presents the full picture of Atollo’s dissemination reach, combining partner-channel activity recorded in the visibility tracker with website analytics data and external press coverage. Together, these sources show that Atollo has built a sustained and multi-channel communications presence across the project lifetime, with a measurable impact in the lead-up to and following the final conference and Resource Library launch.

5.1 Website analytics overview

The Atollo Project website, atolloproject.eu, has acted as the central online hub for project information, dissemination outputs, event promotion and access to project results. Across the project period, the website recorded strong engagement, with a notable increase in activity during the final dissemination phase, particularly around the Resource Library launch and the final conference.

Analytics data has been reviewed across two periods: the wider project period from 17 May 2024 to 15 June 2026, and the most recent 90-day period from 19 March 2026 to 16 June 2026. This makes it possible to show both the overall visibility achieved by the website and the impact of recent advocacy and dissemination activity.

Website metrics, 17 May 2024 to 15 June 2026

Website metric	Value
Total visits	12,197
Total pageviews	27,406
Unique pageviews	18,227
Average visit duration	2 minutes 18 seconds
Bounce rate	55%
Downloads	602
Unique downloads	529
Outlinks, clicks to external sites	908
Unique outlinks	740
Actions per visit	2.4

Table 1: Website metrics, 17 May 2024 to 15 June 2026

The website metrics show that users did not only arrive on the site but actively engaged with the available content. The average visit duration of 2 minutes 18 seconds and 2.4 actions per visit suggest that visitors explored multiple

pages, downloads and links. The 602 downloads and 908 outlinks are particularly important from an advocacy perspective, as they indicate that users moved from general project information towards practical project materials, external resources and follow-on actions.

The most recent 90-day period shows a clear increase in activity during the final dissemination phase.

Website metrics, 19 March 2026 to 16 June 2026

Website metric	Value
Total visits	3,359
Total pageviews	6,675
Unique pageviews	4,514
Average visit duration	1 minute 32 seconds
Bounce rate	46%
Downloads	341
Unique downloads	307
Outlinks, clicks to external sites	697
Unique outlinks	549
Actions per visit	2.3

Table 2: Website metrics, 19 March 2026 to 16 June 2026

This 90-day period accounted for a significant proportion of total website activity. It recorded 3,359 visits, 6,675 pageviews, 341 downloads and 697 outlinks. This demonstrates the value of the final-stage communications campaign, including promotion of the Resource Library, final conference, online joining information and related project content.

The most visited pages during this period also reflect the project’s dissemination priorities. The final conference page recorded 1,187 unique pageviews, making it the highest-performing page. The homepage recorded 860 unique pageviews, followed by the Resource Library page with 770 unique pageviews and the conference registration page with 614 unique pageviews. The online conference joining page also recorded 178 unique pageviews.

Additional pages, including the About Atollo Project page, Partners page, AI for Special Educational Needs Teaching article, News and Events page and Meet the Speakers page, also attracted engagement. This indicates that visitors used the website not only for event information, but also to learn more about the project, its partners, its outputs and its wider relevance to inclusive digital education.

Overall, the analytics show that the website functioned effectively as a gateway to the project’s results. The high number of downloads and external link clicks demonstrates that visitors were taking meaningful actions beyond reading website content. This supports the aims of D5.3 by showing that dissemination activities helped drive awareness, engagement and access to the Atollo Project outputs.

5.2 Visibility tracker summary

Partner dissemination activity has been sustained across the full project lifetime, spanning social media, partner websites, newsletters, press coverage and events. The strongest cluster of activity relates to the final conference and its promotion, followed by project promotion, pilot launch communications, news updates and Resource Library

launch activity. Dissemination was carried out in Croatian, English, Bulgarian, Norwegian and Icelandic, reflecting the multilingual reach of the consortium across its partner countries.

Metric	Summary
Project lifetime covered	September 2023 to June 2026
Most active phase	Final conference promotion and Resource Library launch (February – June 2026)
Key contributing partners	PK (45), MROSP (19), UNIZG ERF (9), Matrix (9), RCSIE (2), DTSL (2), NART (2), STE Pula (2)
Languages	Croatian (63), English (24), Bulgarian (4), Norwegian (1), Icelandic (1)
Main channels	Partner website (23), Facebook (21), LinkedIn (16), Instagram (10)
Main topics	Conference (30), Project promotion (12), Think tank workshop (10), Pilot launch (10), News update (10)
External press and media entries	5 confirmed Atollo entries including Croatian national television, Croatian news media and EU Code Week

5.3 External visibility and press coverage

Beyond partner-channel activity, the Atollo Project received external media and press coverage across the project lifetime. Key coverage included a feature on Croatian national television (HRT), a Croatian news article following the Zagreb stakeholder presentation, a further Croatian digital education news feature following the pilot launch, and an article on the EU Code Week website promoting the Atollo Resource Library to a European digital education audience. An academic round table presentation on the implementation of digital technology in special education also contributed to external dissemination in an expert context.

Date	Title	Type	Language	Channel	Link
24/03/2025	Atollo Project on Croatian National Television	video	Croatian	HRT	https://magazin.hrt.hr/mladi/projekt-za-osnazivanje-djece-s-intelektualnim-teskocama-12075767
29/01/2025	Presentation of the Atollo Project	news	Croatian	VCZ	https://www.vcz.hr/2025/01/predstavljenerasmus-atollo-projekt-stvaranje-digitalnog-obrazovnog-okruzenja-za-djecu-s-posebnim-odgojno-obrazov
24/4/2025	Digital Education for Students with Developmental Difficulties	news	Croatian	In-Portal	https://in-portal.hr/digitalno-obrazovno-okruzenje-za-djecu-s-teskocama-u-razvoju/
04.07.2026	Digital technology in special education and research: What have we learned from the implementation into practice	video	English	Presentation on round table	
05.04.2026	Digital skills are for every learner: Explore new inclusive resources from the Atollo Project	news	English	EU Code Week	https://codeweek.eu/blog/atollo-inclusive-digital-learning-resources-sen-teachers/

5.4 How dissemination activity supports project uptake

The dissemination data presented in this section shows that the Atollo Project has built a multi-channel, multilingual communications presence with measurable reach across partner countries and beyond. The combination of partner-led social media and website activity, national media coverage, academic conference dissemination, external article placements and strong website engagement during the Resource Library launch and final conference period demonstrates a coordinated and sustained approach to advocacy.

For teachers and schools, the case studies, website content and video materials make it easier to understand how the Resource Library can be used in practice. For parents and families, they show that the resources are freely accessible and available without a paywall or registration barrier. For policymakers and education organisations, they demonstrate that the outputs are grounded in partnership, classroom testing, real feedback and rigorous evaluation. The national television coverage in Croatia and external article placements on platforms such as EU Code Week extend the project's reach to audiences beyond the immediate consortium, supporting wider adoption and awareness of the Resource Library and its value for inclusive digital education.



6. Conclusions and Recommendations

D5.3 demonstrates that the Atollo Project has produced not only a set of digital educational materials, but also a structured advocacy and dissemination approach to support their wider use. The Resource Library, pilot implementation, video materials, partner activation tools, final conference and recorded dissemination activity all contribute to making the project results visible, accessible and transferable.

The case study narratives show that successful inclusive digital education depends on more than content development. It requires classroom testing, accessible design, teacher support, localised communication, stakeholder engagement, and clear routes for adoption.

Recommendations for replication and scaling:

- Continue promoting the Resource Library through partner websites, newsletters, social channels and education networks beyond the end of the funded project period.
- Use short, consented testimonials from teachers, learners, and families to strengthen the human impact of the advocacy campaign.
- Repurpose the long project video into shorter clips for social media, stakeholder presentations, and conference follow-up.
- Ensure all photos, video clips and quotes used in public dissemination have the necessary permissions and consent.
- Keep the visibility tracker updated until final reporting, including late conference promotion, post-conference articles, video posts and Resource Library launch activities.



Annex 1: Partner Activation Guide

The Partner Activation Guided were developed throughout the duration of the project to support project partners in promoting Atollo resources, activities and results through their own communication channels. The full guide for the 'Resource Library Launch Campaign' is included as an annex to this deliverable.



PARTNER ACTIVATION GUIDE

Resource Library Launch Campaign

April 2026

For partner use only — not for external distribution

atolloproject.eu

1. Introduction

Welcome to the Atollo Project Partner Activation Guide. This document gives you everything you need to promote the launch of the Atollo Resource Library in your country, from a ready-to-issue press release to social media post templates and localisation guidance.

The Atollo Resource Library is now publicly available and free to access. It offers rigorously tested digital learning materials in six languages, designed specifically for students with special educational needs (SEN). This is a significant milestone, and your voice as a partner is essential in making sure it reaches the teachers, parents, and learners who need it most.

✿ What is the Atollo Resource Library?

- ☐ Free, no-registration digital learning materials on the IZZI platform
- ☐ Available in Bulgarian, Croatian, English, German, Icelandic, and Norwegian
- ☐ Four differentiated learning levels for students with a range of needs
- ☐ Pilot tested with 430 students, 100+ teachers, and 200+ parents across 15 schools
- ☐ Covers mathematics and digital competencies
- ☐ Accessible on laptops, tablets, and desktops — with built-in accessibility tools

2. Your Campaign Toolkit: At a Glance

This guide contains the following assets for you to localise and share:

Asset	Purpose
 Press Release	Issue to local media, education networks, and sector press
 Social Media Posts	Share on LinkedIn, Facebook, Instagram, and X
 Localisation Tips	Guidance on adapting content for your country and language
 Conference Promotion	Posts and language to promote Breaking Barriers through Education, Pula 2026
 Visibility Tracker	Log all activity in the shared SharePoint tracker

Suggested Timeline

- ☐ 15 April 2026 — Issue press release and publish launch social media posts
- ☐ Week of 24 April — Share follow-up posts (teacher spotlight, resource highlight)
- ☐ Late April / early May — Promote the Pula conference online attendance
- ☐ Ongoing — Log all activity in the SharePoint visibility tracker

3. Press Release Template

The press release below is ready to adapt and issue. Instructions for localisation appear in [square brackets]. Please issue it dated 15 April 2026 for immediate release.

FOR IMMEDIATE RELEASE

15 April 2026

Free Digital Learning Resources for Students with Special Educational Needs Now Available in Six Languages

The Atollo Project, co-funded by the European Union's Erasmus+ programme, launches its Resource Library — rigorously tested, free-to-access digital learning materials for students with learning difficulties across Europe.

[CITY, COUNTRY], 15 April 2026 — [YOUR ORGANISATION NAME], a partner in the Atollo Project, today joins partners across Europe in announcing the full public launch of the Atollo Resource Library, a comprehensive suite of free, multilingual digital learning materials designed to support students with special educational needs (SEN).

Available at atolloproject.eu/resource-library, the library provides interactive, curriculum-aligned digital resources in six languages: Bulgarian, Croatian, English, German, Icelandic, and Norwegian. Hosted on the IZZI platform, the materials require no registration or payment and can be accessed instantly on any standard device.

Designed for Every Learner

The Atollo Resource Library provides differentiated digital resources organised across four learning levels, from students with profound and multiple learning difficulties through to those with specific learning difficulties working close to lower primary outcomes. The materials cover mathematical and digital competencies, and are suitable for use in inclusive classrooms, special education settings, and at home with adult support.

Each resource incorporates Universal Design for Learning principles, with built-in accessibility tools including adjustable font size, dyslexia-friendly text, colour and contrast settings, audio narration, and subtitles.

Tested in Real Classrooms

The materials are not simply theoretical. During an extensive pilot phase spanning Germany, Bulgaria, and Croatia, the Atollo resources were tested with 430 students, more than 100 teachers, and over 200 parents across 15 schools. Classroom observations, teacher questionnaires, and focus groups all confirmed the materials' effectiveness in promoting student engagement and enabling differentiated learning. The final library has been refined based directly on that real-world feedback.

A European Partnership, A Local Impact

"[INSERT QUOTE FROM LOCAL PARTNER REPRESENTATIVE HERE. Keep to 2–3 sentences. Reflect the local context, your organisation's involvement in the project, and the benefit to students and teachers in [COUNTRY/CITY]. Example: 'We are proud to have been part of a project that puts inclusive education at the forefront. The Atollo Resource Library gives teachers in [CITY] practical, freely available tools that can make a real difference in the classroom.']"

— [Name, Job Title, Organisation]

Join the Conversation in Pula

Partners and educators are also invited to attend the Atollo Project's final conference, Breaking Barriers through Education, taking place on 14 May 2026 at the Coworking Center Pula, Croatia (11:00 – 16:00). The event will bring together educators, researchers, and policymakers to share insights from the Atollo Project and explore the future of inclusive digital education. Both in-person and online attendance options are available. Registration is open at atolloproject.eu/register-for-the-2026-conference.

Access the Library

The Atollo Resource Library is available now, free of charge and without registration, at: atolloproject.eu/resource-library

Notes to Editors

- **The Atollo Project** is co-funded by the European Union through the Erasmus+ programme. The project brings together partners from Bulgaria, Croatia, Germany, Iceland, Ireland, and Norway.
- **The IZZI platform** was developed by Profil Klett and hosts structured, curriculum-aligned resources in mathematics and ICT.

- **The pedagogical framework** was designed by the University of Iceland and the University of Education Upper Austria, with contributions from all project partners.
- For media enquiries, please contact: [LOCAL PARTNER PRESS CONTACT NAME], [EMAIL ADDRESS], [PHONE NUMBER].
- High-resolution images and the Atollo Project logo are available on request.

About the Atollo Project

The Atollo Project is a European partnership co-funded by the Erasmus+ programme of the European Union. It was established to develop and pilot innovative digital learning materials for students with learning difficulties and intellectual disabilities in the first years of primary education. Partners include institutions and schools in Australia, Austria, Bulgaria, Croatia, Germany, Iceland, Ireland, and Norway. More information: atolloproject.eu

4. Social Media Posts

Below are ready-to-use social media posts for the Resource Library launch campaign. Each post is labelled by platform. Adapt the copy to your local language, add your partner handle, and use the Canva graphic templates provided.

Always use the campaign hashtags: #AtolloProject #InclusiveEducation #SpecialEducation #DigitalLearning

4.1 LinkedIn

Post 1 — Launch Announcement

The Atollo Resource Library is now live!

We are delighted to share that the Atollo Project Resource Library is now publicly available — completely free and without registration.

The library offers rigorously tested digital learning materials for students with special educational needs, available in six languages: Bulgarian, Croatian, English, German, Icelandic, and Norwegian.

Resources are organised across four learning levels and cover mathematical and digital competencies. They were piloted with 430 students, 100+ teachers, and 200+ parents across 15 schools in three countries — refined based on real classroom experience.

As a proud [country] partner in the Atollo Project, we invite teachers, parents, and special education professionals to explore the library today.

 **Access now: atolloproject.eu/resource-library**

#AtolloProject #InclusiveEducation #SpecialEducation #DigitalLearning #SEN #Erasmus

[**CANVA GRAPHIC** [Template link](#) and [assets in English](#)] Stock image used under licence.



Post 2 — What's Inside the Library (Educational / Evergreen)

Did you know? The Atollo Resource Library offers four levels of differentiated learning ensuring every student can access content at the right level for them.

From students with profound and multiple learning difficulties through to those working close to lower primary outcomes, the materials adapt to meet learners where they are.

Interactive activities, educational videos, quizzes, and multimedia content are all available — free, in six languages, no login required.

Explore the library: atolloproject.eu/resource-library

#AtolloProject #InclusiveEducation #SEN #Teachers #DigitalLearning

[CANVA GRAPHIC [Template Link](#) and [assets in English](#)] Stock image used under licence.



4.2 Facebook & Instagram

Post 1 — Launch

🌟 Big news! The Atollo Resource Library is now open to everyone — and it's completely free.

We're excited to share that the Atollo Project has officially launched its Resource Library, offering digital learning materials for students with special educational needs. Available in six languages. No sign-up needed.

Whether you're a teacher, a parent, or a learning support specialist — this library is for you.

🔗 **Visit:** <https://atolloproject.eu/resource-library/>

#AtolloProject #InclusiveEducation #SEN #FreeResources #DigitalLearning

[CANVA GRAPHIC [template link](#) and [graphic in English](#)] Stock image used under licence.



Post 2 — Pilot Testing Proof Point

 These resources were tested in real classrooms.

Before going live, the Atollo digital materials were piloted across 15 schools in Germany, Bulgaria, and Croatia — reaching 430 students, 100+ teachers, and 200+ parents.

Teachers and specialists confirmed their practical value. The final library has been shaped by that real experience.

Try them yourself — free, in six languages, no login required: <https://atolloproject.eu/resource-library/>

#AtolloProject #SEN #InclusiveEducation #EvidenceBased

[CANVA GRAPHIC [template link](#) and [graphic in English](#)]



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4.3 X (Formerly Twitter)

Post 1

 The Atollo Resource Library is now live! Free digital learning materials for students with #SEN — in 6 languages, no login needed. Tested in 15 schools across Europe.  atolloproject.eu/resource-library #AtolloProject #InclusiveEducation

Post 2

Teachers: looking for differentiated digital resources for students with learning difficulties? The @AtolloProject Resource Library is free, in 6 languages, and ready to use.  atolloproject.eu/resource-library #InclusiveEducation #SEN #DigitalLearning

Post 3 — Conference Teaser

Joining us in Pula? The @AtolloProject final conference “Breaking Barriers through Education” is on 14 May 2026. In-person & online. Register: atolloproject.eu/register-for-the-2026-conference #AtolloProject #InclusiveEducation #Pula2026

5. How to Localise This Content

All materials in this guide are designed to be adapted for your local context. Here is how to get the most from them.

5.1 Language

1. **Translate with purpose, not word for word.** The aim is to sound natural and credible to a local audience. A direct translation may not always achieve that. Focus on conveying the same meaning, tone, and key messages.
2. **Use locally appropriate terminology.** Terms such as ‘special educational needs’, ‘learning difficulties’, and ‘inclusive education’ vary in usage and connotation across countries. Use the terminology that is standard and sensitive in your local education system.
3. **Keep key facts consistent.** The core project facts — number of students reached, pilot countries, languages, etc. — should remain accurate in all versions. Do not alter or approximate these figures.
4. **Use the correct language-specific resource link.** When directing your local audience to the library, point them directly to the version in their language where possible.

Language	Direct Resource Link
BG Bulgarian	atollo-bg.izzi.digital
HR Croatian	atollo-hr.izzi.digital
IE English	atollo-en.izzi.digital
DE German	atollo-de.izzi.digital
IS Icelandic	atollo-is.izzi.digital
NO Norwegian	atollo-no.izzi.digital

5.2 Adding Local Context

1. **Reference your city or country in the press release dateline and opening paragraph.**
This grounds the story locally and increases media pickup.
2. **Mention your organisation's specific role in the project.** Were you involved in developing materials, conducting pilot testing, or hosting workshops for parents? Highlight that contribution.
3. **Name your local contact for media enquiries.** Replace the placeholder at the foot of the press release with a named person from your organisation who can respond to press queries.
4. **Add locally relevant statistics where available.** If you have data on the number of SEN students in your region or country, adding this can make the story more compelling for local journalists and stakeholders.
5. **Tag local education bodies, school networks, and media.** When posting on social media, tag relevant local organisations — your national ministry of education, disability organisations, teacher unions — to extend your reach.

5.3 Tone and Style Guidance

1. **Accessible and human.** Write as though you are speaking to a teacher or a parent, not issuing a policy document. Avoid jargon. If in doubt, read the text aloud — if it sounds unnatural, simplify it.
2. **Positive and empowering.** Focus on what learners can do and achieve with these resources. Avoid language that inadvertently positions students with SEN as passive recipients.
3. **Accurate.** Never alter the project's core facts or figures. If you are unsure about any detail, check with the project communications lead before publishing.
4. **Partner-branded, not project-only.** You are free to share content on your own channels under your organisation's brand. The Atollo Project logo and the Erasmus+ co-funded emblem should both appear on any formal materials you produce.

A note on imagery

When selecting images to accompany your posts or press materials, ensure you have the rights to use them and that they represent inclusive education authentically. Avoid stereotypical or deficit-based imagery of disability. Focus on agency, engagement, and interaction. Always obtain consent before using images of real students.

6. Breaking Barriers through Education

The Atollo Project Final Conference — Pula, Croatia

 **14 May 2026 | 11:00 – 16:00**

 Coworking Center Pula, Ul. Marka Marulića 5, 52100, Pula, Croatia

 Also available online

 Register: atolloproject.eu/register-for-the-2026-conference

The Breaking Barriers through Education conference is the Atollo Project's flagship final event, bringing together educators, researchers, policymakers, and partners to reflect on the project's impact and explore the future of inclusive digital education in Europe.

In-person attendance is limited to 100 places. Online attendance is also available for those unable to travel. All partners are encouraged to register and to promote the event within their professional networks.

Conference Social Media Posts

LinkedIn — Conference Promotion

 **Join us in Pula for the Atollo Project's final conference: Breaking Barriers through Education.**

On 14 May 2026, educators, researchers, and policymakers from across Europe will gather in Pula, Croatia, to share insights from the Atollo Project and look ahead to the future of inclusive digital learning.

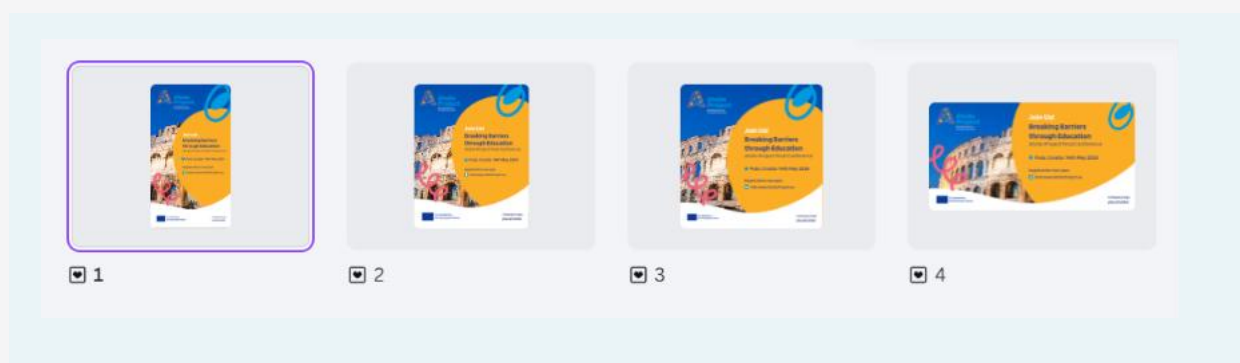
In-person and online attendance are both available. Places are limited.

Register now: atolloproject.eu/register-for-the-2026-conference

#AtolloProject #BreakingBarriers #InclusiveEducation #SEN #Pula2026 #Erasmus

[CANVA GRAPHIC [template link](#)]

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Facebook / Instagram — Conference Post

✦ We're heading to Pula! The @AtolloProject final conference is coming up on 14 May 2026 — and you're invited.

Breaking Barriers through Education will bring together people who care about making learning work for every student. Join us in person in beautiful Pula, Croatia, or online from wherever you are.

🔗 **Register here: atolloproject.eu/register-for-the-2026-conference**

#AtolloProject #BreakingBarriers #InclusiveEducation #Pula #Erasmus

7. Tracking Your Activity: Visibility Tracker

It is important that all partner communications activity for this campaign is recorded in the Atollo Project Visibility Tracker, held in the shared SharePoint workspace. This ensures we can report collectively on our dissemination reach and demonstrate the project's communication impact to funders.

Visibility Tracker

Please log all activities as soon as they are completed. - [Project visibility tracking Atollo Project.xlsx](#). If you have any questions about logging your activity, please contact aoife@matrixinternet.ie

8. Key Links & Contacts

Resource	Link
Atollo Project Website	atolloproject.eu
Resource Library	atolloproject.eu/resource-library
Pilot Testing Information	atolloproject.eu/pilot-testing-phase

Conference Registration	atolloproject.eu/register-for-the-2026-conference
Atollo Newsletter	atolloproject.eu/newsletter
Project Partners	atolloproject.eu/partners

Campaign Hashtags

#AtolloProject | #InclusiveEducation | #SpecialEducation | #SEN | #DigitalLearning |
#BreakingBarriers | #Pula2026 | #Erasmus

Thank you for your support!



Atollo Project

Breaking barriers
through education

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