



Good Practice for  
Dissemination and  
Valorization of  
Educational Projects

# Catalogue of Best Practice Examples



Education and Culture DG  
Lifelong Learning Programme

The DiVa Catalogue of Best Practice Examples shows ideal candidates for transfer and further development. It complements the two other distinct products of the DiVa project to present European project results and good practice examples:  
a Handbook for Dissemination, Exploitation and Sustainability of Educational Projects, providing guidelines and practical examples of how to reach good dissemination, exploitation and sustainability results of educational projects and Recommendations to the EC and the National Agencies for Future Activities.

The DiVa consortium is composed by seven European organizations:

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AidLearn – Portugal  
Universita Degli Studi di Genova – Italy  
University of VAASA – Finland  
Sint-Lieven Hogeschool – Belgium  
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I. Introduction

In its policy the European Commission has always stressed the importance of dissemination and exploitation of all projects funded by the EU programmes. It states that “the results of activities and projects funded by the EU education and training programmes should be spread as widely as possible to potential users. Each project should take action to ensure this happens”.

A number of activities funded through the transversal part of the Lifelong Learning Programme contribute to more effective “dissemination and exploitation” and to the exchange of good practice. The Transversal Programme through Key Activity 4 (Dissemination and Exploitation of Results) in particular tends “to help create a framework for the effective exploitation of the results of the Lifelong Learning Programme and previous related programmes at sectoral, regional, national and European levels”.

Within the Lifelong Learning Programme hundreds of projects have been implemented during the past few years. All of them involved activities for dissemination and exploitation. Not all of them however have been equally successful in achieving their valorization goals. The questions that arise are:

- 1. How many of these projects have been **successful** in their dissemination and exploitation?
- 2. Can success be defined and what are the **criteria for “successful projects”**?
- 3. What makes some projects successful in reaching relevant stakeholders and others not, in other words, what are the **successful strategies** for dissemination and exploitation?

In order to investigate on the questions above, the DiVa project was founded. The project is an EU initiative funded under the LLP Transversal Program, Key Activity 4 (Dissemination and Exploitation of Results). It gathers the efforts of 7 organizations from 6 European countries specialized in the development of EU funded projects – FH Joanneum (Austria), MERIG (Austria), KaHo Sint-Lieven (Belgium), European Center for Quality (Bulgaria), University of Vaasa (Finland), University of Genova (Italy) and AidLearn (Portugal). The project started on 1<sup>st</sup> December 2009. Its end date is 30<sup>th</sup> November 2011.

The main aim of the DiVa project is to carry out European studies about **successful educational projects**, to evaluate them based on especially defined criteria and to elaborate a **best-practice catalogue** as well as recommendations. The most successful projects were selected and evaluated upon defined criteria. The consortium set a focus on educational projects within the triangle of **education, culture and Europe**.

The first step was to define criteria for successful projects. The DiVa self-rating tool was set up and project coordinators from all over Europe were asked to fill in a survey.

After having received and having validated the project descriptions of the selected “good practice projects” the project coordinators were invited to local roundtables in Portugal, Belgium, Italy, Austria, Finland and Bulgaria. In each of the six roundtables between ten and fourteen project coordinators discussed dissemination and exploitation strategies and exchanged knowledge. The workshops took place in September and October 2010.

The hereby developed “Catalogue” collects the most essential key characteristics and information of these “Best Practice Projects” and aims at providing hints to project coordinators when developing their dissemination & exploitation strategies.

## II. How to use the “Catalogue”

The projects presented in the “Catalogue” have been ordered alphabetically. The summary of each projects provides information about the essential project facts such as project number, funding programme/sub-programme, project duration, promoter and partners. Further a brief description of the projects’ content and its objectives as well as the target groups and the achieved results are presented in these summaries. The main emphasis is placed on dissemination and exploitation strategies including materials and resources used, the involvement of target groups and follow-up. At the end of each project you can find contact information with the contact details of the project promoter and the official project website.

In order to facilitate the search for good practice examples within a specific programme an annex is provided at the end of the “Catalogue”. Within this annex all the collected projects are clustered into 10 groups according to the relevant funding programme.

## III. Recommendations



**ADAM – Advanced Data Archive and Management System, the Projects and Products Portal for Leonardo da Vinci**  
**<http://www.adam-europe.eu>**

Programme/Sub-programme: **Lifelong Learning Programme, Leonardo da Vinci**  
Project Duration: **since Feb. 2008 ongoing**  
Project Contractor: **OeAD-GmbH/Austrian National Agency for Lifelong Learning**  
Project Partners: **German National Agency Education for Europe at Federal Institute for Vocational Education and Training and Education, Audiovisual and Culture Executive Agency as well as all national agencies.**

### Project description

For many years now the European Union is funding transnational projects and many projects deliver interesting outcomes, results and products. The availability of these outcomes and public access to the results are essential for their successful further use and for the transfer of innovation. The database ADAM (Advanced Data Archive and Management System) is a major contribution to this. It provides up-to-date information on innovative projects funded under the – now sectoral programme of the LLP – LEONARDO DA VINCI on a European scale. ADAM has grown from a bilateral German/Austrian initiative to a database that is used European wide. The European Commission encourages and supports its use by other National Agencies. This is a sign of trust in the value of ADAM and an invitation to all actors involved – National Agencies, project managers and potential new users – to make the best use of ADAM. ADAM went online February 18<sup>th</sup> 2008 following an extensive period of development and testing and has been universally accessible since that date.

### Challenge

- Having the necessary capacity to enable large amounts of data to be stored, thus securing the use of the database over an extended period of time. The opportunity to access information on “old” projects, even years after such projects have concluded, represents a significant added value for users. As the full name of ADAM implies – Advanced Data Archive and Management System – data archiving is an important aspect of the project alongside its data management function;
- Creating a web portal in the three main languages of the European Community and providing the possibility for every country participating in the Lifelong Learning Programme to have their own national ADAM homepage;
- To ensure interactivity. ADAM has been structured in such a way so as to permit EVE, the search platform of the European Commission, to access and incorporate data from ADAM. An open interface structure avoids unnecessary double input of data. This facilitates the work of the project contractors and saves time in a way which should not be underestimated;
- To minimise the amount of data entry and management work required. After registration, all project contractors have full access to their data at all times via their account. This enables project contractors to act independently. Uploading and updating data are input mask oriented and take place intuitively.

## Target group

- Project managers in the field of vocational education and training who are interested in making their project results accessible to a wider public;
- All users who are interested in innovative education and training products which feature customized solutions for direct use in companies and education and training institutions.

## Project objectives

- To enable everyone interested access to the outcomes and results of European Leonardo da Vinci projects;
- To provide a well functioning web portal with high usability and a flexible approach for further developments on contents and technics.

## Result

At the moment ADAM gives access to ca. 4,200 projects and 6,100 products.

With ADAM all Leonardo da Vinci project and product information is available from a single central web address source [www.adam-europe.eu](http://www.adam-europe.eu).

Year after year European Leonardo da Vinci projects develop a multitude of innovative education and training products featuring tailored solutions for direct use in companies and at vocational education and training institutions.

Entering the web portal ADAM, users can obtain a full picture of the many products and results produced by the Leonardo da Vinci Programme. There are two ways of doing so: either users enter a key word under “Search for Projects and Products” or they refine their search using the “Extended Search” function.

Project contractors have the opportunity of uploading documents to their projects in a wide variety of formats (Word, Excel, PowerPoint, PDF, picture and multimedia files etc.). This function enables users to disseminate results, products, participation conditions or other similar information extending beyond project and product descriptions.

Dissemination and exploitation of results are important aims in the Lifelong Learning Programme (LLP). By encouraging the best use of results, products and processes and by exchanging good practice in the fields covered by the Programme, the quality of the LLP in particular and education and training in general will be improved throughout Europe.

## Contact information

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## E.N.T.E.R. – European Network for Transfer and Exploitation of EU Project Results

Are you interested in EU funded projects, project activities and results, news concerning different EU topics and funding opportunities?

Then enter Europe's network for sharing project results and products and use the interactive platform to promote your products and activities not dependent upon a specific funding programme!

**E.N.T.E.R.** was founded to serve **four main purposes**:

- To support European Union strategies through **the dissemination and exploitation of project results** funded by European programmes for the benefit of all European citizens;
- To offer EU project coordinators the opportunity to disseminate information about their projects and their results to a **broad community** of interested organizations and bodies;
- To give European citizens and organizations the opportunity to **receive information** regularly about developments and results in the EU project community;
- To give interested organizations the opportunity to **find EU project groups and consortia** for exchanging knowledge and developing innovative project ideas.

In order to fulfil these purposes, E.N.T.E.R. connects a constantly growing number of **members from all over Europe** by virtual means. Hence, the entire European community is represented in its diversity in terms of nationalities, economic sectors and types of organizations.

The types of **member organizations include** ministries, chambers, social partners, associations, other networks, private organizations, SMEs, NGOs, universities, training organizations, schools, environmental organizations and social bodies, to mention but a few.

## Your benefits

- Find potential project partners in the **partner and project database**;
- Share your ideas and developments in the **members' news section**;
- Promote your activities in the **events calendar**;
- Disseminate your EU funded projects with the **Email Alert System** targeted to members who are interested in the same target groups and sectors of activities as your project;
- Participate in **dissemination conferences** organised by the network;
- Publish articles about your projects in the **European Magazine "Focus Europe"**;
- Collect **documentation** of your dissemination activities in form of statistical reports to add to your reports for funding bodies;
- Receive information on selected calls for proposals and events in the **network newsletter**;
- **Keep up to date** with information from the European Commission, different departments and funding programmes in the EU News section;
- **Get support** for your dissemination and exploitation by the E.N.T.E.R. as partner or external expert in your projects.

The **unlimited membership** of the network is **free of charge** and can be canceled at any time.

## Contact information

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[www.facebook.com/enternetwork](https://www.facebook.com/enternetwork)



## IV. Good practice examples



### **BABELWEB – Approche actionnelle et apprentissage en ligne de l'espagnol, du français et de l'italien**

Project Number: **135610-LLP-1-2007-1-AT-KA2-KA2MP**  
Programme/Sub-programme: **Lifelong Learning Program, Key Activity 2: Languages**  
Project Duration: **2 years: 1 January 2008 – 31 December 2009**  
Project Promoter: **Université de La Réunion (France)**  
Project Partners: **1er lycée expérimental Athènes (Greece), Difusión. Centro de Investigación y Publicaciones de Idomas, S.L. (Spain), Institut International d'Études Françaises (IIEF) Université Marc-Bloch/Strasbourg (France), Centre d'Approches Vivantes des Langues et des Médias CAVILAM, Vichy (France), Società Dante Alighieri, Sede Centrale, Roma (Italy), Società Dante Alighieri Salzburg (Austria), Fachhochschule Salzburg GmbH Salzburg University of Applied Sciences – AT FH Salzburg (Austria)**

### **Project description**

#### **Challenge**

To create websites for publication and interaction between learners and users of Romanic languages with special focus on Spanish, French and Italian:

- Using Web 2.0 technologies (blog, forum, wiki);
- Implementing the action-oriented approach (CEFR, Council of Europe);
- Promoting intercomprehension and receptive plurilingualism;
- Developing learning activities to acquire the competences needed to carry out the communicative tasks.

#### **Target group**

- Users and learners of Romanic languages;
- Learners of Spanish, French and Italian (A1 upwards) in the domains:  
School / University / Adults;
- Teachers of Spanish, French and Italian in the domains:  
School / University / Adults;
- Native Speakers.

#### **Project objectives**

- To promote the use of Romanic languages;
- To promote the learning of Spanish, French and Italian;
- Use of Web 2.0 resources for communication and cooperation between learners and native speakers;
- Implementation of the action-oriented approach (CEFR);
- To promote intercomprehension and receptive plurilingualism.

### **Results**

- 2 Internet Portals;
- Communication portal: <http://www.babel-web.eu>;
- 10 modules with blogs, forums or wikis for communication and interaction with online tasks;
- Educational Portal: <http://edu.babel-web.eu> with:
  - The same 10 modules (blogs, forums or wikis for communication and interaction with online tasks);
  - Interactive activities (learning activities + learning strategies + help to carry out the task);
  - Pedagogical guides for teachers.

### **Innovations**

- INTERAction-based approach;
- Invisible didactics;
- Help for linguistic and non-linguistic aspects of the task;
- Exploiting Resources of Web 2.0 for cooperation between learners;
- Intercomprehension.

### **Summary of the dissemination and exploitation strategy**

#### **Introduction to the strategy**

To reach specifically the three main target groups (school, university, adults)

1. Using the Web 2.0 resources
2. Using the specific networks of the partners
3. Involving important groups of opinion leaders and decision makers (workshops for teachers, trainers, experts)
4. Organising or participating in educational and scientific events

#### **Material and resources used for dissemination**

Postcards and bookmarks were designed and printed.

A paper was written together by several collaborators and disseminated by e-mail. This had many positive aspects: it ensured the coherence of the methodological approach of the project and was a good opportunity to promote the project in different key publications and websites.

The paper was also the base to produce leaflets, articles, or power-point presentations for congresses and was also adapted to other languages of the partner countries (e.g. German).

#### **Electronic media and events**

- **E-mails and newsletters** – e-mails and newsletters were a tremendous way of dissemination. The consortium could use the very large mailing lists of some key partners for dissemination: For French and Spanish the partners could / still can promote the project through the newsletters of the publishing house *Difusión* which produces textbooks for these two languages and has an international network of teachers with 60 000 contacts. In the new Textbook for French *Version originale* activities using Babelweb are systematically included in the lessons.

For Italy there was also a strong partner since the Head office of the *Società Dante Alighieri* has a newsletter mailing list with 14.000 contacts and a website with 2 million visits every month. This allowed reaching hundred thousands of learners, specially the teachers directly and indirectly their students;

- **Social networks** – since the project is a Web 2.0 project, it was decided to open Facebook accounts to create a kind of Babelweb community. This provides:
  - Basic information on the project;
  - A link to the project website;
  - Information on the different Babelweb blogs on a regular basis;
  - And – a very useful “tool” on Facebook – RSS-feeds which publish automatically on the wall all contributions being posted in Babelweb. It shows the Babelweb Facebook friends that Babelweb is an active platform.
- **Blog about the project** – at the beginning of the project a blog was opened which was a good opportunity to promote the project before the consortium could design the final website. Each blog was announced when it was launched: <http://projetbabelweb.wordpress.com>;
- **Websites with strong dissemination capacity** – interviews were given for websites/associations/newspapers which contributions are well disseminated on the web. A presentation of the project for a local partner of a national network which disseminates information on what is new on the Web 2.0 (Forum français pour les formations ouvertes et à distance, Observatoire des Territoires numériques) allowed having a link to the project from a large number of websites of other members of the network;
- **Web portals and databases for language teachers and learners** – the partners also tried to have presentations of the project in web portals and databases for language teachers and learners like [www.edufle.net](http://www.edufle.net) or [www.fle.fr](http://www.fle.fr). The Website [www.franccparler.org](http://www.franccparler.org) (international French teacher community) of the “*Organization internationale de la Francophonie*” which offers a lot of pedagogical resources for teachers of French as a foreign language asked even for a special paper;
- **Web 2.0 Resources** – links to the project were put on relevant pages in Wikipedia which deal with methodology of language teaching and learning.

Since the consortium had strong partners for dissemination, they could promote the project at big events organised by these partners. For example, a plenary conference and workshops in the teacher conferences were set up by Difusión in Spain and Germany. It was an opportunity to reach hundreds of teachers and decision makers.

As a result, an offer was received from the website managed by the French Embassy in Brazil and the Brazilian Ministry of education (<http://francoclic.mec.gov.br>) to adapt the project in Portuguese. A school in Catalonia (Escola Oficial de Lingua Barcelona) has also adapted the project in Catalan.

One of the partners CAVILAM organises each year hundreds of in-service training sessions for language teachers. The project could be presented at a conference but also in different training sessions. As a result, an institution was found which has adapted the project in Romanian.

The Società Dante Alighieri in Rome presents Babelweb in its sessions of in-service trainings for Italian teachers from the whole world.

The project was also presented at different academic conferences in different countries. It was an opportunity to reach the academic field and to make Babelweb known in universities. The French Open University (CNED) decided to integrate the project in a curriculum. The project is presented in different master courses in Europe, especially in France. Babelweb has been selected by the project ‘*Apprentissage des langues et médias sociaux: 6 dialogues clés* / Language learning and social media: 6 key dialogues’ for the booklet presenting new approaches. There is already quite a rich bibliography of articles about Babelweb in scientific reviews.

Papers were sent to newspapers and journals of teacher associations and interviews were given whenever it was possible (e.g. “Salzburger Nachrichten”: 300.000 readers).

## Target group involvement

The number of visitors shows the strong impact of Babelweb:

Period: 1 January – 31 October 2010

61.525 visitors

70.117 visits

160.502 page views

1.224 published contributions (all previously approved by the Babelweb-Team)

1.158 comments about the contributions (previously approved by the Babelweb-Team)

2.382 total participations

The content, the type and the time of the contributions, and their feedback as well, show that all three target groups are participating on Babelweb: many teachers are using Babelweb in their classes and also many groups of university students are posting their contributions. Adults participate individually or even in groups/courses.

Several teachers not only use but also disseminate themselves Babelweb in different countries at conferences and through publications or Web 2.0-strategies: for instance, a teacher in Romania even published a paper in a teacher journal. A colleague (who was not a collaborator of Babelweb) has presented the project at a big conference in Argentina.

The project has great impact since it offers a new way of teaching languages and a way to motivate students and offer them an authentic opportunity to use the Romanic languages and promote intercomprehension.

Babelweb has already reached a world-wide diffusion: the visitors are coming from over 100 countries, even far away from Europe, like: Ivory Coast, Iran, Uruguay, Lebanon, India, South Africa, Thailand, Paraguay, Afghanistan, China, Sierra Leone, Bolivia, Albania, Iraq, Indonesia, Saudi Arabia, Mauritius, Tonga, Macedonia, Sandwich Islands, United Arab Emirates, Ghana, Nepal, Qatar

## Follow-up

The websites are maintained by the project partners who moderate the contributions.

A KA4 project was planned but unfortunately not approved by the Commission. A revised application is to be submitted under a new Call.

Nevertheless, the dissemination is still going on through Facebook but also through papers in journals and newspapers and through in-service trainings and conferences.

Adaptations in Catalan are available. By the end of 2010 Babelweb was available in 6 languages instead of 3 as it was developed by the original Babelweb team.

New modules (blogs) are planned and will be designed and published on the project website.

Four collaborators of the projects are planning to open a community website dealing with the pedagogical use of the Internet. Articles and examples of good practice will be published there.

Two collaborators of the projects are writing a book on the pedagogical use of the Web 2.0 using the experience of Babelweb.

In Salzburg a series of workshops in secondary schools is planned with the support of the city administration and of the region.

## Contact information

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## Be Multilingual! – Raising motivation of foreign language learners by implementing modern ways of learning in the tourism sector

Project Number: **135390-2007-DE-KA2-KA2MP**  
 Programme/Sub-programme: **Lifelong Learning Program, Key Activity 2 Languages**  
 Project Duration: **25 months: 01/11/2007 – 30/11/2009**  
 Project Promoter: **Volkshochschule im Landkreis Cham e.V (Germany)**  
 Project Partners: **Akademia Humanistyczna – Ekonomiczna w Łodzi (Poland), BEST Institut für Berufsbezogene Weiterbildung und Personaltraining GmbH (Austria), Centro de Formação António Sérgio (Portugal), Fundación General de la Universidad de Valladolid (Spain), Instituto Municipal de Formación y Empleo (Spain), IRFA SUD (France), Repere Association – Bacau Branch (Romania), Stiftelsen Kursverksamhet Vid Lund Universitet, Folkuniversitetet (Sweden), Vytautas Magnus University (Lithuania)**

### Project description

#### Challenge

The ability of using foreign language is one of the crucial and essential factors of raising competitiveness and entrepreneurship in the tourism sector. This sector includes not only big chains of the hotel and services offered by travel agencies but also a great amount of small tourist pensions, hotels, agro tourist services, small restaurants etc. which are mostly provided by whole families as a “family business” including grandparents, parents, children and other employees.

#### Target group

Language course providers and their trainers and tutors as well as people working in the tourism sector.

#### Project objectives

- Development and promotion of methodologies to motivate language learners (people working in the tourism sector) and to enhance their capacity for language learning;
- Collection and adaptation of already existing materials for language learning in the tourism sector.

#### Results

- Handbook „Be multilingual!” and toolbox designed as a user-friendly manual for language trainers and teachers. It offers teaching methods and materials in three contents of learning: family learning, self-directed learning and content related learning;
- The project website [www.be-multilingual.com](http://www.be-multilingual.com) includes information about the project’s steps and outputs; it includes learning area for language trainers and learners with multiple choices of learning materials and internet links in content-related, family and self-directed learning.

### Summary of the dissemination and exploitation strategy

#### Introduction to the strategy

The strategy was developed carefully by the partnership on the basis of the dissemination and valorisation plans. These plans allowed the partnership to carry out the activities with high impact on the target groups.

#### Material and resources used for dissemination

- A project website [www.be-multilingual.com](http://www.be-multilingual.com) with a learning area;
- Flyers in the following languages: EN, DE, SV, ES; FR, LT, PL, also available on the project website [www.be-multilingual.com](http://www.be-multilingual.com);
- Posters, also available on the project website;
- A film about the project “Be Multilingual”: this short film is an additional instrument to sensitize learners (especially from the tourism sector) about the importance of knowing foreign languages.

#### Electronic resources

**The project website** includes information about the partnership, a description of their main activities with an analysis made within the project. There is also an interactive learning area being prepared for students, language teachers and trainers. This area includes exercises and tools.

#### Media and events

**Demonstration events:** Be Multilingual Demonstration Events have been attended by all partners of the project; a total of 23 events took place in 10 different countries and 13 875 people were targeted by those initiatives. Teachers, trainers, adult education centres, local authorities’ training organizations, rural tourism offices, bed and breakfast managers, hotel managers, and departmental authorities were present.

The main activities that the partners undertook – depending on the type of event – consisted in presenting the handbook and the learning platform, project presentations, a project video and the distribution of flyers and gadgets.

The methodology focused on a formal presentation of the project, methodologies and outcomes, a debate about the exploitation of the tools and methodologies presented, and a more hands-on session using the Be Multilingual platform and taking part in lively discussion rounds. The concept of demonstration events is available on the project website.

**Multiplier seminar:** the seminar took place in September 2009. 26 participants including project partners took part. Persons responsible for language teaching or working in tourism organizations were invited from partners’ countries as well as from Latvia and Norway.

The first part of the seminar was meant to present the project, its idea and main activities.

The film “Be Multilingual”, a product of the project, served as an introduction to the workshops on the three approaches implemented in the project: self-directed learning, content-related learning and family learning.

#### Expolingua Fair – 22nd International Fair for Languages and Cultures in Berlin.

In order to enhance the visibility of the project and to demonstrate the products, the VHS Cham, being the coordinating institution, took part in the Expolingua fair, where there were more than 10 000 visitors; during the fair also 180 exhibitors from more than 30 countries were present. During 3 days of fair the handbook was presented in all partners’ languages. Each visitor could practice with the learning platform exercises choosing a language or one of the concepts, e.g. self-directed or family learning. Additionally the handbooks were available for education providers. Participation in fairs was an opportunity to introduce the concepts implemented in the project to language teachers, language providers but also to learners (especially to increase interest in self-directed learning).



## Target group involvement

- Language course providers, trainers and tutors: they have free access to learning concepts and learning materials;
- Key actors for lifelong learning and language learning training policies: they had been involved in a continuous information process during the project and participated at the final multiplier seminar;
- National and European language learning programs, initiatives and networks: they have received the project materials to be inserted in their respective websites and data bases, in order to make them available to their users;
- Institutions/organizations acting in the tourism sector: the project partnerships included cooperation with regional and local tourist organizations from various European countries;
- Employees, owners of small pensions, hotels, restaurants, agro tourism pensions from rural areas in Europe: for this target group design materials for learning foreign languages were developed and disseminated too. These products were adapted to their professional needs and expectations in language learning, and are meant to enhance the target group's knowledge and skills in foreign languages.

## Follow-up

The key plans of the project "Be multilingual!" are to further disseminate and utilize the results. Within the project, all partner institutions have prepared an activity plan related to the project after the end of the funding period.

The plan included the implementation of the project's products, handbook, toolbox, and learning platform, into regular courses and activities of partner organizations.

All partners have contacted associated organizations or networks during the project in order to make use of the project after the funding period.

The results of the follow-up:

- Introduction of teaching/training materials (content-related learning, self-organised learning and family learning) in regular language courses;
- Introduction of teaching/training materials in courses for specified target groups (migrants, young people, seniors, unemployed);
- Cooperation with associated partners (network, e.g. network YELL – Young Europeans Love Languages, language project PrMaCLT).

Additionally, handbooks including toolbox and learning platform will continuously be disseminated on the occasion of various seminars, conferences and meetings related to the topic of foreign languages and raising motivation towards learning some of them.

## Contact information

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## Be Your Own Boss

Project Number:	<b>2006 – 162 – 569</b>
Programme/Sub-programme:	<b>Leonardo da Vinci Programme – Pilot Project</b>
Project Duration:	<b>24 months</b>
Project Promoter:	<b>North Staffordshire Chamber of Commerce Business Initiative (United Kingdom)</b>
Project Partners:	<b>Staffordshire University (United Kingdom), Euroface Consulting s.r.o. (Czech Republic), Euro Training (Bulgaria), Kaunas Regional Innovation Center (Lithuania)</b>

## Project description

The 'Be Your Own Boss' partners in 7 EU countries have developed a European-wide training framework for people who want to start their own business. They focussed upon the following disadvantaged groups: disabled, women, young people, ethnic minorities and people in rural areas. The training manual has been translated into partners' languages and produced in hard copy or loaded onto a USB stick to issue to clients.

The partnership, around which the BYOB Project has been built, has been stable with all partners maintaining involvement from start to completion. The effects of inevitable staff changes amongst partners have been minimised.

## Challenge

The main challenge was developing a framework that met all the needs of the different disadvantaged groups. Some groups needed more material on confidence building, whilst others needed additional financial help. This was overcome by creating an appendix and additional material for trainers to use with specific groups.

## Target group

Disabled, women, young people, ethnic minorities and people in rural areas

## Summary of the dissemination and exploitation strategy

Valorisation was viewed as a critical part of the project from the outset and this work package involved extensive work on the recording and dissemination of project outputs from the early stages of the project period. Templates for recording and monitoring valorisation progress were developed.

Each partner identified key target groups for dissemination of the project and the Polish partner collected both national and local contact details which were then used for press releases, bulletins and general information. A standard leaflet was developed and translated alongside pull-up banners. National conferences were identified where key contacts would be attending with the potential to exploit the materials with these groups. The Bulgarian partner appeared on local TV.

A final conference was held to promote the project in Brussels at the West Midlands Office with invitations to other member state representatives. Over 50 people attended and received a memory stick with the materials in PDF format.

## Contact information

<b>Coordinator:</b> North Staffordshire Chamber of Commerce Business Initiative (UK)	<b>Name:</b> Jill Levens, Director	<b>E-mail:</b> jill.l@business.org.uk	<b>Project website:</b> www.eu-byob.eu
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## Chance giving-Chance living!

Programme/Sub-programme: **PROGRESS, European Social Fund**  
Project Duration: **January 2010 – ongoing**  
Project Promoter: **GS gain&sustain OG (Austria)**  
Project Partners: **NEUSTART, NORIS, respACT, FA6a- Gesellschaft und Generationen, Der Standard (newspaper)**

### Project description

The project „Chance giving – Chance living!“ is on the one hand a Mentoring programme for socially underprivileged youngsters at the age between 15 and 25 years, and, on the other hand, a management training program for social competence. Corporate Social Responsibility is associated with the solution of concrete challenges in European society. The project itself aims at strengthening the soft skills and social competence of executives in European enterprises, and at improving the life perspectives of young people in critical situations. In particular the programme focuses on the fight against poverty and social exclusion experienced by discriminated, socially underprivileged youngsters by originating a new communication base between two social classes. More solidarity between “the poor and the rich” and a real WIN-WIN situation for all partners is the expected result. Longlasting jobs are created for the youngsters, so that as a consequence the poverty risk and the criminal activity rate is probably lowered. More tolerance and security is promoted in the European society by the social inclusion of youngsters at risk of poverty.

### Project-related results

- Job creation for the involved youngsters;
- Improved social competence of management executives;
- More tolerance and solidarity in European society to socially underprivileged people;
- Strengthening of the middle class by decreasing poverty.

### Tangible results

- Project booklet and accredited education programme for youngsters and executives in the European Union;
- Study about the applicability of this innovative experiment in other EU countries;
- Final documentation in form of the booklet “Stories written by life...” with experience reports of the participants which helps to convince more companies and social organizations to take part in the programme.

The results of the social-scientific experiment serve with positive evaluation as a base for the conversion of the training programme in other EU member states.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

During the whole project duration all partners are involved in the dissemination process. They promote the project face-to-face in events, conferences and within the scope of their working sphere. Representing the project in this way helps to increase the good reputation and to generate valuable feedback from different target groups of society. All partners were invited to put a link to the project-website on the bottom of their e-mail signature.

### Material and resources used for dissemination

Internet, Social Networks, Conferences, Social Marketplace, Newspapers, Flyers, Project Shirts

### Electronic resources

Homepage, online publications

### Media and events

Social marketplace, press conference, press releases, television

### Target group involvement

From the beginning on the project partners worked together with the target group to optimize the programme concerning the needs, demands and obstacles faced by the target groups. With the youngsters at the beginning there was no direct contact due to the fact that the partner organization NEUSTART was obliged by law to keep them anonymous.

### Follow-up

If granted by ESF Chance giving – Chance living! will be executed in Austria and Portugal as well in a 24 month-programme starting in January 2011.

### Contact information

**Coordinator:**  
GS gain&sustain OG

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## DAFFODIL – Dynamic Assessment of Functioning Oriented at Development and Inclusive Learning

Project Number: **142084-LLP-1-2008-1-BE-COMENIUS-CMP**  
 Programme/Sub-programme: **Comenius**  
 Project Duration: **1/11/2008 – 31/12/2010**  
 Project Promoter: **University of Antwerp (Belgium)**  
 Project Partners: **Szegedi Tudományegyetem (Hungary) Elevhalsan Ostersunds kommun (Student health services - Municipality of Ostersund) (Sweden) University of Evora (Portugal) Skolutveckla Sverige AB (Sweden) Universitatea Babes-Bolyai (Romania) Pedverket Kompetanse, Pedverket AS Pedagogisk verkstad (Norway) Ministry of Education (Virgin Islands, UK)**

### Project description

#### Challenge

Despite international developments towards inclusion, many children are excluded and deprived of adequate education because of impairment and functional difficulties. There is not enough support, teachers lack knowledge how to do it, and assessment systems are obsolete (too static, too much blaming the child; too much deficiency oriented). Assessment reports are rarely suitable for inclusive teaching. Particularly children from ethnic minorities or socio-economical less favourable circumstances are at risk. The present project focuses on assessment & coaching: assessing the child's functioning in a dynamic way, while at the same time assessing and coaching the school context towards accommodating and teaching all children, including the ones with difficulties. Assessment should be oriented at finding out a child's potential, rather than deficiencies. The objective of assessment should be to adequately plan and monitor a challenging educational intervention, allowing the child to be maximally included.

#### Project objectives

- To develop and try out a universally applicable model for functional and dynamic assessment and coaching of children with special educational needs and their environment (schools, families);
- To develop an assessment methodology leading to a more adequate individual educational programming (IEP);
- To develop an assessment methodology which is useful to facilitate development and participation in inclusive education;
- To develop and try out a coaching methodology "from assessment to inclusive practice", whereby the child as well as its context are the focus of intervention.

#### Target group

- Children and youth experiencing barriers of learning;
- Teachers and professionals dealing with assessment & counselling.

## Results

Activity	Purpose	Place & Dates	Results
Start-up seminar	Getting acquainted with each other and the project's objectives and structure; involve local organizations involved in assessment	Antwerp, BE 28-30/11/08	Cooperation obtained of associate partners: Belgian Steering Group of Action-Oriented Assessment VCLB, GO, Plantijn college
Research	Collect and exchange information regarding current assessment practice; best practices of dynamic and functional assessment and consultative models regarding inclusive learning	All partners  1/10/08-01/04/2010	Questionnaires answered by 140 people in 8 partner countries + beyond, focusgroups organised; inventory made of innovative assessment practices
Int. Summer School	Training in Cognitive Enrichment, Dynamic Assessment of Learning Potential, in collaboration with the International Centre for the Enhancement of Learning Potential (dir. Prof. Feuerstein, Jerusalem), a Comenius 2.2 course	Torino (IT) 5-17th July 2009  Cluj-Napoca (RO) 4-16th July 2010	150 participants from > 30 countries; of which 45 trained in dynamic assessment methodology 140 participants from >30 countries, 46 Comenius 2.2 grants
Research & Summer Confer.	Partner meeting + 1 day conference "Current Assessment of Pupil's Functioning in Europe" + meeting local disseminators	Cluj, RO 10-13/09/09	All partners + >60 people attended 1 day open conference; "Blackbook" Report published on <a href="http://www.daffodilproject.org">www.daffodilproject.org</a> , + article submitted
Autumn Conference	Partner meeting + 1 day conference "Good Practices of Dynamic, Inclusive & Functional Assessment of Pupils"	Szeged, HU 30/11 -2-12/2009	All partners attended development meeting+ 75 people attended 1 day conference in Budapest
Winter conference	Partner meeting + 1 day conference "Assessing the inclusiveness of schools; a consultative model" + meeting local experts	Ostersund, SE 3-5/2/2010	All but 1 partners attended + >80 participants to open day; successful meeting with local experts
Collecting examples of good practice	Do a field test of a pilot version of the model in each of the participating countries; prepare for content of Training Course, book and DVD	All partners Whole project duration	All partners started with implementation of this novel approach
Natl' Training courses	Try out various training models in dynamic & functional assessment	NO, BE, SE, RO, PT, BVI	
Intl' Summer school	Presenting the work developed during the project in research and various preparation conferences, in a 1 week Inter-professional Summer Course on the Subject of Dynamic, functional, contextual & inclusive assessment (a Comenius 2.2 course)	Evora, PT 5-11/9/ 2010	66 participants (teachers, psychologists, parents, administrators, doctors) from 12 countries attended; 40 came with a Comenius 2.2 grant.
Website	Project presentation, interactive forum, documents made available		<a href="http://www.daffodilproject.org">www.daffodilproject.org</a> ; all reports, presentations and articles available on website
Publication	A book and DVD describing a model of dynamic, functional, contextual & inclusive assessment	Publication date foreseen March 2011	
Publication	A series of articles, in a scientific and in a practitioners' journal		A list of articles + articles themselves can be downloaded at <a href="http://www.daffodilproject.org">www.daffodilproject.org</a>

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

The consortium wanted to involve key people in every partner country who had a potential to initiate change in the area of assessment, also those people who had a motivation and interest in change because they are dissatisfied with the current system. The idea was to involve people from various disciplines (psychologists, medical doctors, teachers) as well as the “end-users”, parents & teachers; people from training centres with a potential to train new young people; people in a decision role having influence over a region. The partners organised a series of partner meetings and each time they added a ½ day of 1 day conference. The consortium wanted to collaborate with well-established international associations who have lots of contacts to attend and present at international conferences; to deliver seminars and lectures at national and international courses, to publish in popular as well as scientific press.

### Material and resources used for dissemination

Presentations, articles, videofragments, leaflets, book and DVD.

### Electronic resources

Website, electronic newsletter, DVD.

### Media and events

The project had local newspaper coverage on 2 occasions (Ostersund & Evora meeting). The “backing up” of partner meetings with each time an “open day” also ensured local dissemination. The Daffodil project was presented in many national and international conferences which had impact within the partners’ countries and beyond. The publication of book and DVD is accompanied by a public presentation and a mailing campaign.

### Target group involvement

On the whole the consortium sufficiently reached the target group they wanted to reach: psychologists, special needs teachers and regular teachers, doctors involved in assessment, policy makers and parents. The most difficult part was to ensure enough collaboration from the “medical” assessment departments, i.e. those that make a diagnosis of developmental disturbance, make an official evaluation of disability. They proved to be the hardest to consider a change in policy.

### Follow-up

All partners have started ongoing follow-up discussion groups where the “daffodil” approach will be implemented and evaluated. The partners intend to present a new project focussed more on networking and dissemination in other countries. An ongoing repetition of the summer school is planned if evaluations prove to be positive.

### Contact information

<b>Coordinator:</b> University of Antwerp, Belgium	<b>Name:</b> Jo Lebeer	<b>E-mail:</b> jo.lebeer@ua.ac.be	<b>Project website:</b> www.Daffodilproject.org
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## EduJudge – Integrating Online Judge into effective e-learning

Project Number:	135221-LLP-1-2007-1-ES-KA3-KA3MP
Programme/Sub-programme:	Transversal Programme / Key Activity 3: ICT (Multilateral Project)
Project Duration:	29 months: 1 January 2008 – 31 May 2010
Project Promoter:	CEDETEL – Centro para el Desarrollo de las Telecomunicaciones de Castilla y León (CEDETEL – Centre for the Development of Telecommunications in Castilla y León) (Spain)
Project Partners:	Universidad de Valladolid (University of Valladolid) (Spain), Universidade do Porto (University of Porto), (Portugal), Kungliga Tekniska Högskolan (KTH Royal Institute of Technology), (Sweden), Matematikos ir Informatikos Institutas (Institute of Mathematics and Informatics), (Lithuania)

## Project description

### Challenge

The UVa Online Judge ([uva.onlinejudge.org](http://uva.onlinejudge.org)) is a successful online programming trainer created in 1995 with the aim of training users who participate in worldwide programming competitions. Users can submit solutions to the proposed problems and the judge automatically indicates if the code is correct. Many of these users were demanding a greater pedagogic character for this tool and from this necessity the EduJudge project was conceived.

The **main aim** of the EduJudge project is to integrate the UVa Online Judge into an effective educational environment in order to satisfy the users’ demand for a greater pedagogic character and, in this way, facilitate the use of this tool as another activity for official courses.

### Project objectives

- To improve the accessibility and use of algorithm problems creating a remote problem repository;
- To give Online Judge a greater pedagogic character designing an intelligent system and classifying problems into different levels of difficulty;
- To integrate Online Judge into QUESTOURnament and other communication and teaching mechanisms available in Moodle platform;
- To develop a distributed system for remote evaluation so that the application field of EduJudge can be extended.

### Target group

The **target groups** of EduJudge are students and teachers of the University sector and post degree, for several technical and science degrees, and of secondary schools, for the computing field.

### Results

The **main result** of the EduJudge project is the EduJudge system, a system to learn mathematics and programming with enjoyment participating in contests.

EduJudge is made up of three main components integrated into Moodle:



- The **UVa Online Judge** is an evaluation server that automatically evaluates the correctness of a computer code and provides students with its feedback. Currently this tool has more than 100,000 registered users and more than 2,700 problems;
- **QUESTOURnament** allows the development of contests in the Moodle platform. Students can compete among themselves trying to solve a set of timed quizzes;
- **CrimsonHex** is a specialized and interoperable repository of learning objects, providing content to several types of services.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

During the development of the EduJudge project, the partnership has paid special attention to the dissemination of the project. The final aim is to disseminate and promote the project and its results, and to promote the use of ICT-based tools for competitive learning.

### Material and resources used for dissemination

At the beginning of the project a leaflet with information about the project was designed. Once the EduJudge system was available, a leaflet about this system was also designed. Some business cards with the EduJudge image were designed and some partners used them in some events, such as conferences and competitions. Some posters were also produced that have been also used in several conferences.

Two important outputs of the project, very useful for dissemination, are the following **books**: On the one hand, the book entitled “*A new learning paradigm: competition supported by technology*” is addressed to researchers interested in different learning strategies and ICT tools, as well as to teachers interested in applying competitive learning strategies into their courses. On the other hand, the book titled “*EduJudge system handbook: How to organize programming competitions in Moodle courses*” is addressed to the users of the EduJudge system, users of Moodle, teachers interested in organizing online contests as a pedagogic resource, etc.

### Electronic resources

The main electronic resource to disseminate the project is the **project website** for project presentation, [www.edujudge.eu](http://www.edujudge.eu), with continuously updated information about the project. The logo of the project linking to this website has been included in different websites of the partners. Besides, a **video about the EduJudge system** has been included into the YouTube channel.

### Media and events

The EduJudge project has been disseminated in **7 regional and international competitions**. It has also been disseminated in **international conferences** with communications and posters (ICEE 2008, ECEL 2008, ICALT 2009, EDEN 2010, etc), in **specialized journals and magazines** (*News in Education*-Magazine of the Ministry of Education and Science of Lithuania-, *Informatics in Education*, *Galactea-Plus...*), in different local and regional press media, etc.

### Target group involvement

In most dissemination activities, attendants were referred to the EduJudge website to be updated about the information for the project. From 14<sup>th</sup> October 2008 until 31<sup>th</sup> May 2010, 8,301 visits to the EduJudge website were registered using Google Analytics. Besides, some target users, mainly teachers of programming subjects, have contacted the consortium wishing to test the system into their classrooms.

### Follow-up

In order to ensure sustainability of the results of the project, an Intellectual Property Rights Agreement has been signed by the partnership. For the moment, the consortium is allowing the free use of the system by interested teachers with the aim of getting a track record of successful experiences and making the system known to the educational community.

Last, regarding the above-mentioned books, it is important to remark that a publishing company is interested in commercializing both books.

### Contact information

<b>Coordinator:</b> Centro para el Desarrollo de las Telecomunicaciones de Castilla y León (CEDETEL)	<b>Name:</b> Rubén M. Lorenzo Toledo	<b>E-mail:</b> edujudge@cedetel.es	<b>Project website:</b> <a href="http://www.edujudge.eu">www.edujudge.eu</a>
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## Energy Conversion Systems and Their Environmental Impact

Project Number: **I/05/B/F/PP-154181**  
Programme/Sub-programme: **Leonardo da Vinci, Development of Innovation**  
Project Duration: **2 years (1st October 2005, 30th September 2007)**  
Project Promoter: **Istituto Alfano I, Salerno, (Italy)**  
Project Partners: **Università di Salerno – Dipartimento di Ingegneria Meccanica, Fisciano (SA), (Italy), Ente Regionale Formazione Addestramento Professionale, Napoli (Italy), Elettro Sannio Ricerca srl, Pietrelcina (BN), (Italy), Budapest University of Technology and Economics – Dept.of Control and Transport Automation, Budapest (Hungary), Université de Haute Alsace, Mulhouse Cedex (France), Dunarea De Jos University of Galati (Romania), Istanbul Technical University – Faculty of Mechanical Engineering, Istanbul (Turkey), Parco Scientifico e Tecnologico di Salerno e A.I.C., Salerno (Italy), Auto-Consulting, Fasano (BR), (Italy), Università di Salerno – DIIIIE (Dipartimento di Ingegneria dell'Informazione e Ingegneria Elettrica), Fisciano (SA), (Italy)**

### Project description

#### Challenge

This project aims to promote the knowledge in the field of energy conversion and related environmental problems, with particular emphasis on sustainable transportation, by means of the active participation in a didactic project for the design and manufacturing of an innovative prototype of hybrid solar vehicle (HSV). The diffusion of this kind of vehicle could significantly contribute to reducing fossil fuel utilization and carbon dioxide emissions.

#### Target group

The main target group is composed of unskilled young undergraduates and university students. The project aims also to diffuse knowledge on sustainable mobility issues among the public.

#### Project objectives

- To involve the target group in the design and development of an innovative prototype of a hybrid solar vehicle, able to reduce fuel consumption and CO<sub>2</sub> emissions;
- To spread and diffuse knowledge around sustainable mobility issues;
- To assist and strengthen the research in the field of innovative vehicles.

#### Results

- A working prototype of hybrid solar vehicle with series structure has been designed and built. The vehicle has participated to numerous exhibits and competitions also after project completion;

- A website in eight European languages with many didactic contents has been implemented. The website and the project have gained wide popularity and visibility, during the period of the project and also afterward;
- Numerous videos, articles, interviews, pictures, seminars, software tools have been realized during the project;
- About 20 papers on hybrid solar vehicles have been published by the partners in scientific journals and presented at international conferences;
- The Project has been successfully evaluated by the ISFOL, the Italian Agency, obtaining the score 9/10.

### Summary of the dissemination and exploitation strategy

#### Introduction to the strategy

The project has been characterized by a synergetic interrelation between didactic aspect, research and communication, built around the development of a prototype of high symbolic impact. The dissemination actions have been undertaken since the start of the project, not just to diffuse its results, since a specific goal was the active involvement of users in the process of design and development of the prototype and of the website.

A wide and integrated recourse to web, newsletter, articles, papers, seminars, exhibits has been carried out.

#### Material and resources used for dissemination

A website in eight languages at the top position in search engines. About 90.000 contacts have been counted during the project life until September 2010; the visibility of the website has continued also after project end. ([http://web-stats.motigo.com/s?interval=day\\_peryear&tab=1&link=2&id=3703494#d](http://web-stats.motigo.com/s?interval=day_peryear&tab=1&link=2&id=3703494#d)).

13 issues of a newsletter in Italian and English have been sent to about 6500 users ([http://www.dimec.unisa.it/Leonardo\\_new/en/newsletter.php](http://www.dimec.unisa.it/Leonardo_new/en/newsletter.php)) also after the project end.

Several videos (in Italian and English) have been produced and published on the web ([http://www.dimec.unisa.it/leonardo\\_new/it/video.php](http://www.dimec.unisa.it/leonardo_new/it/video.php)).

Organization of stands, with Totems (in Italian and English), video projections, and distribution of brochures has been carried out ([http://www.dimec.unisa.it/Leonardo\\_new/it/materials.php](http://www.dimec.unisa.it/Leonardo_new/it/materials.php)).

Dissemination and valorization has been also achieved through the publication of over 20 articles and numerous interviews on newspapers, magazines, radio and TV ([http://www.dimec.unisa.it/leonardo\\_new/it/review.php](http://www.dimec.unisa.it/leonardo_new/it/review.php)).

A photo gallery has been published on the website with documentation on the development of prototype and on the most significant steps of the project ([http://www.dimec.unisa.it/leonardo\\_new/it/photo](http://www.dimec.unisa.it/leonardo_new/it/photo)).

The entire story of the project has been told in easy language in the “Road Map” of the project, accessible from all the pages of the website ([http://www.dimec.unisa.it/leonardo\\_new/en/road\\_map.php](http://www.dimec.unisa.it/leonardo_new/en/road_map.php)).

Interactive laboratories for the vehicle design have been developed and proposed at exhibits and in the seminars.

#### Electronic resources

- Website (<http://www.dimec.unisa.it/Leonardo>);
- Newsletters ([http://www.dimec.unisa.it/Leonardo\\_new/en/newsletter.php](http://www.dimec.unisa.it/Leonardo_new/en/newsletter.php));
- A CD with didactic contents has been produced by the scholars of Alfano I Institute under the coordination of their teachers;
- A DVD with video and interviews has been produced and diffused during the project.

### Media and events

Participation at seminars (University of Salerno, Université de Mulhouse, Istituto Alfano I, Istituto Galilei, Salerno, Municipality of Salerno) and at conferences, exhibits devoted to energy and environmental issues: Expo-Scuola, Baronissi (SA); EnergyMed, Napoli, 2006; Terrafutura, Firenze, 2006; RinEnergy, Salerno, 2007; First Solar Rally, Senigallia (AN), 2007; Ecotarga-Green Prix (Targa Florio), Palermo, 2007; Ecomondo/KeyEnergy, Rimini, 2007; Ambientarsi, Salerno; La notte dei ricercatori (Benevento 2009, Salerno 2010).

Organization of two international workshops on Hybrid and Solar Vehicles (14.11.2006; 14.09.2007), with participation of specialists from several countries (<http://www.dimec.unisa.it/whsv>).

Presentation of the research issues on hybrid solar vehicles at Toyota Laboratories, Japan (August 2009) and Tsinghua University, Beijing (July 2010).

Presentation of the results of research on hybrid solar vehicles at several international conferences (AVEC06 – Taiwan, AUTOCOM05 – Istanbul, ICAT06, Istanbul; ATI/SAE Perugia, Istituto Motori CNR Napoli; AAC07 – Monterey Bay, California; IV07, Istanbul; ICAT08, Istanbul; IFAC World Congress 2008, Seoul; AVEC 08, Kobe, Japan; AAC10, Munich, Germany; AVEC10, Loughborough, UK; Car testing China 2010, Beijing, China).

Review of the papers available at [http://www.dimec.unisa.it/leonardo\\_new/it/review.php](http://www.dimec.unisa.it/leonardo_new/it/review.php)

### Target group involvement

The involvement of target groups has been achieved through the integrated recourse to several initiatives and tools such as:

- Integrated use of website and newsletter;
- Interactive seminars delivered in the schools and universities (with competitions for virtual design of vehicles assisted by simulation programs);
- Online surveys ([http://www.dimec.unisa.it/leonardo\\_new/it/survey.php](http://www.dimec.unisa.it/leonardo_new/it/survey.php));
- Online tests ([http://www.dimec.unisa.it/leonardo\\_new/it/test.php](http://www.dimec.unisa.it/leonardo_new/it/test.php));
- Stands presented at exhibits;
- Participation in competitions (Targa Florio, Sicily, 2007);
- Papers presented at conferences and workshops (<http://publicationslist.org/grizzo>).

### Follow-up

This projects has continued its activities and visibility well after its official closing, being related to the research on hybrid solar vehicles performed by the coordinator and by partners. This research has become more and more actual in last years, as documented by the recent launch of a model of hybrid car with photovoltaic panels by Toyota.

The project website and newsletter continued to be active after project closing even with a slightly reduced frequency and visibility.

In 2008 the project has been considered as a best practice for the cooperation between school and university and presented in a video produced and diffused by CRUI (Conference of Italian Rectors) ([http://www.dimec.unisa.it/leonardo\\_new/video/Sinergie\\_innovazione.iso.AVI](http://www.dimec.unisa.it/leonardo_new/video/Sinergie_innovazione.iso.AVI)).

In 2010 this project has been illustrated and documented in a video produced by the Open University (<http://www8.open.ac.uk/europe/>), the United Kingdom's largest university and the only one dedicated to distance learning, and included in a course of Italian language for foreign, in course of publication.

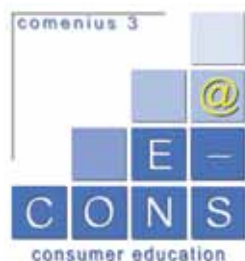
In 2009 (Benevento) and 2010 (Salerno), participation to “La notte dei ricercatori”, event promoted by UE FP7, with a stand and the prototype.

The research on hybrid solar vehicles, started within the Leonardo project, has successfully continued, within the framework of two consecutive projects financed by Italian Ministry of University and Research ([www.dimec.unisa.it/PRIN](http://www.dimec.unisa.it/PRIN)), in cooperation with University of Salerno, Catania and Benevento. In 2009, the research group at DIMEC patented a system to convert conventional vehicles in hybrid solar vehicles ([www.hysolarkit.com](http://www.hysolarkit.com)). The proposal was also presented at BIP Research in Milano (June 2010) and submitted to EPSS FP7 Ideas, receiving a positive evaluation (5.77/8).

In 2010 the coordinator was invited to hold plenary lectures in France, Germany and China about the use of photovoltaic panels in cars. A book chapter on “Hybrid Solar Vehicles” is in course of publication on the book “Solar Collectors and Panels, Theory and Applications” by sciyo.com.

### Contact information

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## ENFORMA EC – Trainers training meeting of the E-CONS network

Project Number: **142055-LLP-1-2008-1-ES-COMENIUS – CAM**  
 Programme/Sub-programme: **Lifelong Learning Programme, Accompanying measures**  
 Project Duration: **From 01/11/2008 to 31/10/2009**  
 Project Promoter: **RED E-CONS, (MAG Estudios de Consumo SL) para EEC**  
 Project Partners: **EEC (MAG) Escuela Europea de Consumidores del Gobierno de Cantabria (a través de MAG Estudios de Consumo) E-CONS, SKP – Stowarzyszenie Konsumentow Polskich, VENTOS – Mazeikiu Ventos vidurine mokykla, UEV – Ikonomicheski universitet Varna, INC – Institut National de la Consommation, EKPIZO – Enosi Katanaloton Piotita Zois, LNCF – Lietuvos Nacionaline Vartotoju Federacija, ZSPZS – Zdruzenie spotrebitelov Povazia a zapadneho Slovenska, MVET CENTRE – Marijampoles Profesinio Rengimo Centras, INSTITUTE SOS – Spotrebitelsky institut SOS, o.p.s, VPU – Vilniaus Pedagoginis Universitetas, ADICONSUM LAZIO- Associazione Difesa Consumatori e Ambiente Regionale Lazio Onlus, APC ROMANIA – Asociatia pentru Protectia Consumatorilor din Romania, PAC – Pateretaju atbalsta centrs, IFF – Institut für Finanzdienstleistungen e.V., CGJL – Conférence Générale de la Jeunesse Luxembourgeoise a.s.b.l., OIVO-CRIOC – Centre de Recherche et d'Information des Organizations des Consommateurs CRIOC, DGC – Direccao-Geral do Consumidor**

## Project description

### Challenge

The Comenius 3 E-CONS network, based on its long-established experience, aims with the ENFORMA EC to consolidate the progress achieved at the disposal of a crucial issue “Energy saving” using methodologies that revolve around the school ambit since everything shows that it is essential to educate for rational energy consumption, preventing wanton waste.

### Target group

The project has satisfied needs of information, training and education in the subject: saving energy. Through the teachers attending the Meeting and those who use the multimedia didactic material, the project reaches pupils, families and society as a whole. The project comes to cover a need asked for by the E-CONS members in terms of useful, educational and didactic resources that work in the classroom making pupils aware of the real need to save energy.

## Project objectives

- To develop a specific section in the Basic Manual published by the Network “Saving Energy and Energy efficiency” to educate young persons (3-18 years) as to the effects of energy waste;
- To boost trainers training involving 150 trainers maximising the snowball effect that has proved in the active participation of 1837 European centres comprising the network;
- To make pupils and citizens aware of the importance of taking correct decisions in terms of energy as their decisions are not neutral but rather have a positive or negative influence on personal health and the environment; on household economy, in micro economy and the macro economy in the short-, mid- and long-term; on the generation, creation and equal sharing of resources at a local and world level;
- To nurture education towards energy saving, to this way interiorise good practises;
- To boost the training of active, aware, critical and socially committed citizens, sensitive to the social environment, who know their rights, duties and carry them out in daily life;
- To create practical multimedia material for trainer training which can be used in the classroom, compiles good practices of E-CONS teachers and can be a useful and effective tool in training pupils and those in their sphere;
- To boost the implantation in classroom the methodology Travelling Notebook which has proven its effectiveness in the pilot experience.

## Results

- Creation of a special section about the project on the E-CONS website: [www.e-cons.net](http://www.e-cons.net);
- Inventory of useful links on saving energy in Europe and in each member country;
- Multimedia Didactic manual on DVD and online with the best ideas, proposals, material and practical workshops on saving energy carried out and to be carried out in the classroom for primary and secondary education in the different languages of the network’s members;
- European Meeting which will have a special section to display projects, didactic material, products, etc provided by those participating in the Meeting. It has produced a Meeting Report to capture all this with photographs, lectures, exhibitions, etc.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

- The spread of the website [www.e-cons.net](http://www.e-cons.net) on all servers which in the six years of life of the RED E-CONS turned the site into a well-known and visited place;
- The use of partner resources (websites, publications, activities) has been very effective in raising awareness of the project activities and materials to its recipients (the project partners, schools, teachers, students and people in general);
- The constant contact with teachers and partners. E-CONS NETWORK has large data bases through which partners of the project coordinators in each country have come into contact with them;
- The development of press releases, news and manifestations that could draw the attention of the media, ensuring their inclusion in newspapers and radio and television stations.



### Material and resources used for dissemination and electronic resources

- The following means were used: the website, own forums and chat;
- The forum is active only when the project partners have something important to discuss, then deactivate it. The chat is on permanently.

### Media and events

- Trainers training meeting ENFORMA EC, and exhibition. Valencia, March 2009. All information can be viewed on the website: [www.e-cons.net](http://www.e-cons.net);
- On the page 123 of the photo gallery (look on the web) television cameras can be seen in the foreground. Press, radio and television accompany the visit of Belén Juste Picón, Regional Minister for Industry, Trade and Innovation. Photo gallery: <http://www.e-cons.net/images/pdf1.gif>;
- The events appeared in the press, radio and television;
- Links on sustainable consumption. Keep updated and is available on the website. Click on each country to get access to links on Sustainable Consumption in their language. It is a frequently visited page: [http://www.e-cons.net/tools/ing/base\\_links\\_eng.htm](http://www.e-cons.net/tools/ing/base_links_eng.htm);
- DVD. In addition, CD-ROM was published that was distributed to members and teachers participating in the project. The DVD has the following contents: The papers of the Trainers Training Meeting; projects and on Sustainable Consumption; Link on Sustainable Consumption. The DVD contents are also available on the web: <http://www.e-cons.net/dvd/index.html>.

### Target group involvement

The main target group was teachers. They were kept informed at all times directly from the coordination of the project, through e-mail and web pages. Also information was provided through the local coordinators.

### Follow-up

E-CONS NETWORK continues to operate having become an organization of non-profit organizations. The website continues to be updated. The results of the ENFORMA EC project will continue to grow. New projects are to be developed related to two following issues of concern to the network: 1. The crisis and the domestic economy. 2. Art and climate change.

### Contact information

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### ENGAGE – European Network for Growing Activity in Game-based learning in Education

Project Number: **143881-LLP-1-2008-1-AT-KA4-KA4MP**  
Programme/Sub-programme: **Transversal Programme, Key Activity 4 (Dissemination and Exploitation of Results)**  
Project Duration: **01/01/2009 – 31/12/2010**  
Project Promoter: **FH JOANNEUM University of Applied Sciences (Austria)**  
Project Partners: **Florida Education Centre, Valencia (Spain), SCIENTER, Bologna, (Italy), DEIS, Cork Institute of Technology (Ireland), EFQUEL (Belgium) Middle East Technical University, Ankara (Turkey)**

### Project description

#### Challenge

The experiences in previous and ongoing projects show that there is: a high potential in the application of games for learning; a strong interest amongst an increasing group of practitioners in the introduction of new game-based approaches; a lack of awareness amongst other stakeholders of the potentials of games for learning and for curricular contents; a lack of information about where to obtain resources and good practice relevant for curricular contents; and a lack of awareness regarding quality issues in the context of games used for learning.

The ENGAGE activities are structured to have a wide-ranging impact: (i) the objective is to prove that game-based learning (GBL) is a method applicable for all five sectors of education, (ii) the ENGAGE tools will support adaptation of GBL regarding local and cultural issues, and (iii) the valorisation activities are defined to cover directly 12 EC countries and to initiate further dissemination and uptake of tools and methods in the rest of the countries.

### Project objectives

**The creation of a European Games-Based Learning (GBL) Portal** which is a central information resource for people interested in games for learning and using games for curricular contents. The promotion of the portal through social networking and professional groups on networks such as Facebook and LinkedIn, increases awareness of GBL and encourage practitioners, students, and the game development industry to become involved and utilise this resource. Using a combination of Web 2.0 technologies (forums, wikis, blogs, podcasts, webspaces) the portal provides:

- **Documented methodologies** for developing and implementing game-based learning for practitioners, developers, and other stakeholders of the learning community. These methodologies are in the form of publications, case studies, and forum discussions, and are fully searchable via an indexed online database;
- **A basis for a Europe-wide dialogue** on the role of games and game-based approaches in Education and training and their acceptance by and effects on society, focusing on localisation and cultural issues as well as safety and rating agendas. The portal forum and news blog allow interested parties and community groups to comment and discuss relevant GBL topics on a daily basis, increasing awareness and encouraging the formation of a network;
- **Dissemination for past and ongoing eLearning and LLP projects and their outcomes**, related to the application of games for learning and the valorisation of these. Through a link and document repository the outcomes and output of these projects can be shared not only with practitioners, but also with students interested in GBL;

- **Development and implementation of targeted workshops in 12 EC countries** thus:
  - **Supporting practitioners/teachers/tutors in developing a predictive and proactive capacity to select games.** Be it recreational games to teach with or educational games to utilise, these workshops provided information and methodologies to teachers in selecting what works in the domain of GBL and why;
  - **Assisting stakeholders in the adaptation and adoption of learning games in their teaching and learning processes,** thus increasing the pleasure of learning. Through examples and case studies, the workshops allowed teachers and tutors to utilise GBL as a tool to accelerate the learning of their students by developing documented approaches to implementation;
  - **Collaborating with game designers/producers in the development of new educational products.** The views, needs, and wants of teachers and tutors were discussed, analysed, and conveyed to the development community and ongoing dialogs were promoted between all stakeholders via the ENGAGE Portal.

**Increasing the monitoring capacity of policy makers on the development of GBL in Europe** and on the promotion of quality approaches to education and learning supporting the motivation to learn thus also the pleasure of learning. The ENGAGE Portal collates outputs from other eLearning and LLP projects, as well as ongoing initiatives within GBL, to aid practitioners and policy makers in school-based, adult and vocational education in their strategies for the implementation of Game-Based Learning.

## Summary of the dissemination and exploitation strategy

The **project methodology** utilised for the ENGAGE project in the implementation of the portal and workshop outputs, was the *Iterative and Incremental* approach. By having the ability to implement different phases of the project process iteratively, enabled the process to be executed successfully, by incrementally aligning the required output and resources with the end-user and stakeholders.

The **specific activities** to comply with the objectives of the project are ongoing and continually evolve with feedback from the project stakeholders in compliance with the adopted implementation methodology.

The predominant project outputs and specific activities are described as follows:

- The creation of a web based portal, adapted and extended from the collaborative tools developed within the project SIG-GLUE to the specificities of the ENGAGE project, including the refinement and maintenance of existing community tools, and the creation of frameworks based on Web 2.0 technologies and methodologies, allowing collaborative dialogue, networking, and interaction of participants and interested parties from all targeted sectors across Europe. The portal supports stakeholders at many different levels, providing for their needs and requirements, and soliciting input prior to and during the development of the following:
  - The set up of an interactive web-based users guide, (i.e. a toolkit for the application of game-based learning approaches, also covering quality issues relating to games and game-like learning materials);
  - The creation of decision-making tools for practitioners and support for a reduction of the learning curve on the basis of a roadmap for transferring and federating game-based learning into a range of learning contexts, taking into account cultural and localisation issues;
  - Organising a Europe-wide valorisation process using the twinning method (where each partner will find a strategic partner i.e. ENGAGE promoter in a neighbouring country, that will help in valorisation activities within this country) and involving national e-learning and/or teacher associations, including the promotion of forum discussions and content upload on the ENGAGE platform, evolving to a range of self-sustainable services for stakeholders;

- The documentation of the state of the art in game-based learning research, with a special focus on cultural and localisation issues, with the inclusion of this and previous project results, and the creation of online questionnaires and surveys to solicit feedback in order to support further valorisation of results;
- The creation and publication of a handbook of games for learning and good practices, and the issue of a yearly report on game-based learning.
- A structured set of valorisation activities based on targeted international workshops and a series of national seminars to promote GBL and the quality of learning games. Specific events:
  - Workshops offered to targeted groups: teachers, headmasters, university professors, students (Education sector), trainers, mentors, tutors (Training sector), offering highly relevant and ready-to-use resources by experienced practitioners and industry experts;
  - Seminars and presentations at targeted events involved with eLearning, teacher training, and Game-Based learning, promoting the ENGAGE portal and ongoing project activities.

## Dissemination activities

- Formation of **social network groups** on Facebook and LinkedIn, web links have been co-ordinated with sites such as [www.elearningeuropa.info](http://www.elearningeuropa.info) and RSS news feeds from the ENGAGE portal are supplied to sites such as [www.qualityfoundation.org](http://www.qualityfoundation.org) and [www.gamedesigncampus.com](http://www.gamedesigncampus.com);
- **Brochures, flyers,** and posters were also created and distributed at information stands, in conjunction with formal presentations at conferences such as GBL 2009 in London ([www.gamebasedlearning2009.com](http://www.gamebasedlearning2009.com)) and the Didactic day for Teacher Training in Austria ([www.fh-joanneum.at/aw/home/Die\\_FH/Fachhochschulkollegium/kollegium\\_news/~bsiv/News\\_aus\\_dem\\_FH-Kollegium/?lan=en](http://www.fh-joanneum.at/aw/home/Die_FH/Fachhochschulkollegium/kollegium_news/~bsiv/News_aus_dem_FH-Kollegium/?lan=en));
- A **printed book** (1000 copies) of game reviews summaries was produced and used for dissemination. A pdf version is available from the portal page for download;
- **Promotional videos** – for project, summer school, and other activities (e.g. workshops, useage of games for teaching) – were produced and are available from the video vault from the portal;
- The **keynote presentation** on day 2 at the European Conference for Game-Based Learning ([www.academic-conferences.org/ecgbl/ecgbl2009/ecgbl09-home.htm](http://www.academic-conferences.org/ecgbl/ecgbl2009/ecgbl09-home.htm)) focused on the ENGAGE learning project, presenting the Portal, the tools, and promoting the project goals. Three partner members of the project consortium each spoke to a full auditorium and answered questions following the session;
- The **ENGAGE portal** has also been referenced in major publications such as the Teacher's Handbook on how to use digital games in schools by the European Schoolnet, and in Becta, the UK Government agency promoting technology in schools.

## Contact information

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## EPS-BPP – The implementation of the Bologna Process into Physics Studies in Europe

Project Number: **138189-LLP--2-2008-1-FR-ASSOC-AOG**  
 Programme/Sub-programme: **Lifelong Learning Programme, Jean Monnet – Key activity 3 – Operating grants: European Associations**  
 Project Duration: **3 years (2008/10)**  
 Project Promoter: **European Physical Society (EPS)**  
 Project Partners: **European Physical Society (EPS), 26 Members Societies (i.e. National Physical Societies (NPS), INCHER (International Centre for Higher Education Research), Universität Kassel (Germany)**

### Project description

#### Challenge

To characterise how physics Ba, Ma & Doc studies have been reformed according to the 'Bologna' criteria, to collect curricula, to send out questionnaires and elaborate analysis of returns, status reports and specifications of programmes.

#### Target group

Physics Departments & National Physical Societies (NPS)

#### Project objectives

To provide – in each of the three years of activity – the physics departments in Europe in particular and the physics community at large, with (a) reliable status reports on the implementation of the Bologna reforms into physics studies at the Ba, Ma & Doc level in as many countries of Europe as possible; (b) guiding specification brochures for the physics Ba, Ma & Doc study programmes design & delivery (Ba part with indicative listing of contents benchmarks)

**Results:** after two years (& 1/2 year start delay) of activities both parts on the Ba as well as the Ma Level are fully accomplished

### Summary of the dissemination and exploitation strategy

#### Introduction to the strategy

- Starting the project with a large and broad support by several highly-successful European-wide partners in previous networks with a high-dissemination & valorisation capacity themselves;
- Thorough validation via peer review at all possible meetings with all stakeholders involved;
- Co-operation with strong & diversified networks e.g. 'Tuning Educational Structures in Europe', STEPS TWO.

#### Material and resources used for dissemination

- Printed & electronic forms of yearly Final Reports, being status reports on the subject;
- Printed & electronic forms of the resulting guiding brochures on 'European Specification for Physics Bachelor/Master/Doctoral Studies'.

#### Electronic resources

- Website of contractor (EPS) & of partners (National Physical Societies);
- Via co-operation on website of large Academic Network STEPS TWO.

#### Media and events

- (yearly) EPS Council Meetings (41 NPS represented);
- (yearly) Conferences of partner NPS;
- Conferences/seminars by associated organizations in other continents.

#### Target group involvement

- Delegates working in European and global Physics Departments;
- Delegates representing their NPS.

#### Follow-up

- Contractor intended to revise documents, if developments in discipline and/or experience by users requires such;
- Taking part in global events.

#### Contact information

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## EU-VIP – Enterprise – University Virtual Placement

Project Number: **504502-LLP-1-2009-BE-ERASMUS-ECUE**  
Programme/Sub-programme: **ERASMUS**  
Project Duration: **01/10/2009 – 30/09/2010**  
Project Promoter: **Katholieke Universiteit Leuven (Belgium)**  
Project Partners: **University of Bologna (Italy), Aalto University (Finland), West Pomerian Business School (Poland), FernUniversität Hagen (Germany), Laurea University of Applied Sciences (Finland), EAL, TietgenSkolen (Denmark), Katholieke Hogeschool Leuven (Belgium), University of Padova (Italy), University of Groningen (Netherlands), EADTU (Netherlands), Coimbra Group (Belgium), EuroPACE ivzw (Belgium), EFMD (Belgium), BEST (France), University of Turku (Finland)**

### Project description

Work placements are an important way of exposing college students to complex work problems that require analytical, technical and soft skills. They play an essential role in helping graduates obtain the competencies and skills that are necessary in a dynamic knowledge economy. In a context of increasing global economic connectivity and interdependence, gaining practical work experience in an international environment is also becoming more and more important. However, traditional international work placements, where the learner travels to the company abroad, require a high degree of flexibility and there are regularly financial, geographical, social and other barriers to such physical mobility.

For those physical placements abroad that do happen, there are also a number of difficulties to overcome, e.g. students receive insufficient and discontinuous feedback from their home institution, communication between the enterprise and the higher education institution is often lacking, feedback about a placement at an enterprise to the higher education institution and vice-versa is barely formalised, etc.

The EU-VIP project looks into the possibilities Virtual Mobility can offer in the area of international work placements, in answer to the issues raised above. The main target of the EU-VIP project is to increase the number of students that will undertake an international work placement and to enhance the quality of these work and learning experiences. Concretely the project will result in guidelines and online training material on how to organize virtual and virtually supported (or 'blended') international work placements. The project results are aimed at the three stakeholder groups with an interest in undertaking international work placements: higher education staff, representatives of businesses/organizations and students.

In first instance the partnership focused on establishing a state-of-the-art regarding virtual and blended placements. The methodologies used to this end were desktop research and an extensive partner survey. The state-of-the-art defined the starting points for further development of the project.

Based on the state-of-the-art and more desktop research the project partners put together a scenario for organizing virtual and blended work placements. This scenario serves as a general framework for designing and implementing in total 18 pilot projects: 9 fully virtual work placements and 9 blended work placements. After pilot execution, all participants contribute to the evaluation of the pilot, via surveys and/or interviews. The feedback from the pilot participants, but also from stakeholder groups (gathered during several stakeholder meetings) is used to further expand and fine-tune the scenario. The end result will be part of the guidelines for organizing a virtual or blended placement.

The added value of this approach is without a doubt the fact that the guidelines will be linked to concrete experiences of all stakeholder groups and focus on answering their real needs.

## Summary of the dissemination and exploitation strategy

### Dissemination

Dissemination activities are undertaken following a dissemination plan which was developed at the beginning of the project. Dissemination materials produced during the first project year include:

- A project website ([www.euvip.eu](http://www.euvip.eu)), which is updated regularly with project events and public project outcomes;
- A project logo;
- A flyer;
- A general project presentation.

Communication/dissemination is done mainly in English, but local (institutional) communication is also often done in the local language.

Inside the partnership all outcomes and updates are distributed via a mailing list with 60 members. Currently the higher education partners are mainly focusing on the set-up of the pilot projects. The numerous contacts within the institution that are made in preparation of these pilot projects prove to be an institution-wide dissemination activity on its own. The possibility to offer virtual or blended placements seems in a lot of cases a valid answer to long lingering problems regarding internationalization. In general the pilots generate a lot of interest from other programs or curricula in comparable situations.

Outside of the partnership the project is also disseminated via a number of different dissemination channels (e.g. newsletters, publications, Web 2.0, project partner websites, etc.) aiming at promoting the project (results) at a regional, national and international level. Project partners furthermore presented EU-VIP during several international conferences, workshop and symposia such as the BEST Symposium on Virtual Mobility (Ljubljana (SI), 5-7 July 2010), EduLEARN10 (Barcelona (ES), 5-7 July 2010), the ICL Conference (Hasselt (BE), 16 September 2010) and the EADTU Annual Conference (Zermatt (CH), 27-29 September 2010). Other events are a training workshop during the SPACE conference in Kavala (GR) on 7 October 2010 and a presentation at Online Educa Berlin (DE), 1-3 December 2010.

Where the dissemination activities were in first instance aimed at raising awareness, the focus is now shifting to communication about the state-of-the-art, the developed scenario, the concrete results of the first pilots (critical success factors) and the benefits of virtual and/or blended work placements for the different stakeholders. Towards the end of the project, the final event and final publication as well as the online training materials will equip interested people with the right skills and knowledge to be able to achieve real change in their own environment.

All results and products of the EU-VIP project are publicly available in the form of guidelines and online training material and are aimed at the three stakeholder groups involved. They are also widely distributed via the network partners.

### Exploitation

An exploitation strategy has been established by the partnership at the beginning of the project. The strategy started from the results of an explorative survey among the partnership and focuses on 1) identifying the needs and expected benefits of the target groups and 2) defining attributes of target users.

The exploitation strategy is revisited and updated on a regular basis. The intermediary exploitation report re-evaluated and amended the initial exploitation strategy. In preparation of the intermediary report an online questionnaire was distributed to a part of the EFMD company database. The results were completed with the collection of qualitative feedback by means of in-depth telephone interviews.

The first results of the project indicate that the project answers a real need within European higher education and is closely in line with institutional policies on internationalization. Successful pilots therefore stand a very high chance of future sustainable implementation. They can serve as inspirational best practices for mainstreaming virtual and blended placements in and outside of the pilot institutions.



While the benefits for higher education institutions and students seem to be widely recognized, the project partnership feels an extra investment needs to be made in explicating the possible benefits of virtual and blended placements for companies and organizations. To this end feedback will be collected from all companies / organizations involved in the pilot projects. Furthermore, two stakeholder meetings and a final event were planned. The first stakeholder meeting, organized in connection to the pre-conference event 'Home and Away Forum' at Online Educa Berlin (01/12/2010) was aimed at representatives of the business world. The second stakeholder meeting was organised alongside the SPACE conference, taking place 27-30 April 2011 in Mechelen (BE) and had the higher education stakeholders as main target.



**e-VITA European Life Experiences**

Project Number: **143526-LLP-1-2008-1-IT-KA3-KA3MP**  
Programme/Sub-programme: **Lifelong Learning Programme – Key Activity 3**  
Project Duration: **2 years: 01.11.2008 – 31.10.2010**  
Project Promoter: **imaginary srl (Italy)**  
Project Partners: **ILI Institute for Innovation in Learning (University Erlangen-Nuremberg), (Germany), Serious Game Institute (Coventry University), (United Kingdom), National Centre for Scientific Research “Demokritos” (Greece), Sociedade Portuguesa de Inovação (Portugal), Universitat Jaume I (Spain), Academy of Humanities and Economics Lodz (Poland)**

**Project description**

**Challenge**

The main challenge of the e-VITA project is to combine 2 methodological approaches like storytelling and serious games to promote and investigate pedagogy driven innovation by defining new approaches to problem-based and contextualized learning as well as knowledge transfer, integrating game-based learning with intergenerational learning concepts. Doing so, the project came up with a set of cultural serious games that aim to preserve historical knowledge about the time before the European Community.

**Target group**

The main target group are young adults between 14 and 20-22 years; providing a transversal activity the project targets also senior citizens, teachers and the general public of European citizens who might be interested in the contents.

**Project objectives**

By combining two methodological approaches, the e-VITA project promotes and investigates pedagogy driven innovation, defining new approaches to problem-based and contextualised learning as well as knowledge transfer through the integration of Game Based Learning (GBL) with intergenerational learning concepts.

A set of games increasing European cultural awareness by conveying the cross-border experiences of older Europeans was developed, allowing users to experience Europe in a time when strict travelling and migration rules, different economic and monetary systems, and intercultural uncertainty was commonplace in an innovative and engaging way. Thus, the games promote self-reflection upon the achievements of the European integration process outside of a formal instructional context. The key outcomes, which include innovative pedagogical models, GBL development and implementation processes, and intergenerational approaches, can be transferred to other learning scenarios in different organizations for different learners.

The project focuses on GBL in order to provide games that are deeply motivating, engaging and foster learning and training 21st century skills like adaptability, self-direction, risk taking, interactive communication, and prioritisation, that are difficult to teach with normal approaches.

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## Results

The main results of the project can be found on the project website and are:

- An innovative concept and pedagogical model for effective knowledge sharing and transfer of experience-based knowledge to strengthen the knowledge society of a Europe facing highly challenging demographic changes;
- An engaging and appealing informal learning environment based on storytelling and serious games, which inspires personal involvement and learning in a concrete, experienced and meaningful way;
- A set of 4 “European cultural games” in 7 languages;
- A guideline for the “storytellers” which will explain step by step how a storyboard for the development of a game must be created;
- A guideline for the “storyteller” mentors explaining in a step-by-step modus how to mentor the process of storyboard development;
- Set-up of seven “storytellers learning communities” of older people (Italy, Germany, Greece, Spain, Portugal, Poland and UK) who “produced” the content of the serious games, as if they were a cast producing a film;
- A virtual exchange board for players to comment and discuss the games in a formal or informal way and to exchange opinions and personal experiences;
- An implementation guide on how to use and implement the serious games, concepts and didactical models developed in e-VITA in other learning and training scenarios for knowledge transfer and management purposes;
- An evaluation report about the experiences of the project with an outlook to further projects dealing with the topic of Game based learning for knowledge management and transfer in different scenarios for consumption.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

The e-VITA dissemination and exploitation strategy was always based on involving stakeholders on different levels: the research community, other projects and consortia, schools and teachers, citizens, using a wide mix of resources and channels. The strategy includes many publications and presentations in different countries and on different levels.

### Material and resources used for dissemination

The e-VITA project used only a scientific flyer (can be downloaded from project website), a flyer for storytellers (“CoPs flyer”, can be downloaded from project website) and 2 posters (one for presenting the general concept of the project at the beginning and then a different one presenting the methodological approach and the games) as “materials”. The rest was all done online or in presence.

### Electronic resources

- Website with a blog [www.evita-project.eu](http://www.evita-project.eu);
- LinkedIn group “e-VITA”;
- Twitter account “evita\_project”;
- Facebook group “e-VITA” and Serious games playable via Facebook;
- Press releases in several languages;
- Clustering with other projects and publishing project info in their websites, e.g: <http://www.imaginegames.eu/eng/Case-Studies/e-VITA/>;
- Publishing dedicated workshop programmes in conference websites, e.g: <http://www.i-maginary.it/fng2010/> or [http://pretoria.uoc.es/wpmu/ectel\\_ws\\_games/](http://pretoria.uoc.es/wpmu/ectel_ws_games/);
- Several on line publications; e.g. on Checkpoint e-Learning and eLearning Papers (will appear July 2011).

## Media and events

- EDEN and EDEN Open Classroom, 2009;
- ECGBL 2009;
- Online EDUCA Berlin, 2009 podcast: <http://www.online-educa.com/audio-video-302>;
- EDEN, 2010;
- Prolearn Summer School 2010;
- Fun&Games 2010;
- EC-TEL 2010;
- An interview in the German radio “Bayerischer Rundfunk” in October 2009;
- Book chapter “Game-based learning for knowledge sharing and transfer: the e-VITA approach for intergenerational learning” in “Handbook of Research on Improving Learning and Motivation through Educational Games: Multidisciplinary Approaches” (chapter 45, Vol II pp. 974-1003, IGI Global);
- Book chapter about e-VITA (results, innovation, methodology) from the point of view of Seniors in a book published by the Jaume I University;
- A special “e-VITA” issue “Creative Learning with Serious Games” of the International Journal of Emerging Technologies in Learning – iJET after the F&G workshop (iJET No. S3/2010);
- Many other publications in specialized magazines.

## Target group involvement

The target groups were involved since the beginning and continuously: a participatory design approach was used, therefore students were interviewed with several focus groups to define their expectations and preferences. Senior citizens were involved directly in storytellers’ activities in groups (CoPs, communities of practice) to tell their stories. Stories could also ongoingly be put in the blog or in the LinkedIn group. Both target groups as well as teachers and learning experts were involved in the piloting and first testing phase with one prototype and are again currently involved in the evaluation phase. Moreover, a couple of cluster actions were organized together with the LUDUS project inviting school classes to find out what serious games are and how these could be designed, using e-VITA topics and prototypes.

The project has reached very many people and was shaped according to their inputs and expectations. A school class in Italy and their teacher used the prototypes already in class and the feedback was extremely positive both by the teacher and by the students. Some interviews are online on the project website.

## Follow-up

- Schools will be encouraged to continue using the games in classrooms and ideas for a follow-up project are under discussions;
- The most important results are the methodology and the frame of the game and both will be continuously used by at least 3 of the 7 partners;
- An exploitation network is being set up.

## Contact information

<b>Coordinator:</b> Imaginary srl	<b>Name:</b> Lucia Pannese	<b>E-mail:</b> <a href="mailto:lucia.pannese@i-maginary.it">lucia.pannese@i-maginary.it</a>	<b>Project website:</b> <a href="http://www.evita-project.eu">www.evita-project.eu</a>
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## FISTE – A Future Way for In-Service Teacher Training Across Europe

Project Number: **118766-CP-1-2004-1-RO-COMENIUS-C21**  
 Programme/Sub-programme: **COMENIUS**  
 Project Duration: **October 2004 – December 2007**  
 Project Promoter: **Valahia University Târgoviște (Romania)**  
 Project Partners: **University of Oulu (Finland), Iceland University of Education (Iceland), In-Service Teacher Training Centre in Jerez (Spain), Babes-Bolyai University Cluj Napoca (Romania), University of Latvia (Latvia), National Academy of Physical Education and Sport Bucharest (Romania)**

### Project description

#### Challenge

The project is based on the need for innovative and effective ideas for in-service teacher education. The first idea of the proposal was born in Sinaia, Romania, in a contact seminar Comenius (autumn 2001) where some of the partners discovered that there is a common interest and a need in their countries for new ways to provide in-service teacher education.

#### Target group

- 245 initial and in-service teachers from the partner countries who discovered new ways of working and using ICT with the view of integrating the presented technologies in traditional training (cooperative platforms, Multimedia techniques, Virtual Reality, videoconference);
- 57 European Educators from different countries of Europe (Bulgaria, Estonia, Finland, Iceland, Italy, France, Hungary, Latvia, Malta, Poland, Portugal, Romania, Spain, Sweden, Turkey) – who benefited from this experience by following the In-service Teacher Education Course for European Educators;
- Over 2000 pupils from the partners countries as principal beneficiaries of implementing the new methods and technologies in the classroom.

#### Project objectives

- To develop methods for integrating face-to-face and web-based learning (ODL) in meaningful ways according to the everyday work of in-service teacher;
- To apply the methods for teaching in various learning environments in the work of joined partners;
- To improve teacher education possibilities to use new types of technology for in-service teacher education;
- To improve in-service teachers' use and understanding of ICT to support their own work in meaningful ways;
- To develop European cooperation and awareness;
- To improve the research base of knowledge of how to integrate and best combine face-to-face learning and web-based learning in European in-service teacher education;
- To disseminate the results of the European in-service teacher education project (FISTE) at local, national and European level.

### Results

- Online course presenting methods for integrating face-to-face and web-based learning tools;
- Databases and teaching materials for web-based learning;
- Materials used in in-service education;
- Project web-site;
- In-service teacher education course for educators;
- Dissemination seminar.

### Summary of the dissemination and exploitation strategy

#### Introduction to the strategy

Innovation and quality in terms of process, products or both are seen as supportive for the achievement of an overall improvement in the respective field only if the outcomes are effectively disseminated. This was one reason why during all FISTE project period was committed to the dissemination. The other reason for the serious consideration of dissemination was that 6 from the 7 partners were universities. Even if the project was a kind of a curriculum development project in in-service teacher training, the partners shared the research based attitude to be able to understand the work done and the results gained.

The partnership of the project used the initially proposed dissemination channels and tried to increase their number and types permanently. In this way, the dissemination strategy was developed and adapted continuously. Thus, at the end of the project, the dissemination of the project results was much wider than planned in the application.

#### Material and resources used for dissemination

- **Newspaper articles:** several information notes were published in local and national journals/magazines/newspapers at different moments of the project;
- **Scientific articles** (papers presented at conferences, articles published in scientific journals or conference proceedings): a great number of research studies and articles/papers were presented/published into national and international scientific journals;
- **Conferences and poster presentations:** a wide dissemination of the project results was made by sustaining a high number of presentations or posters (98) in different conferences at national and international levels;
- **Books:** A volume of 298 pages, entitled "ICT in Education – Reflections and perspectives", was published as Special Number/2007 of "Educatia 21" Journal and contained the collection of 40 papers related to the presentations sustained by all the FISTE partners during the Dissemination Seminar held in Bucharest;
- **Leaflets & posters & bookmarks:** three FISTE project leaflets were designed by the partnership for announcing the stage of the project activities and results. They were spread not only in the partners' countries but also to different European educators from all over Europe. Beside these leaflets, one FISTE poster and one FISTE bookmark containing the most important things concerning the FISTE project were designed and spread on different occasions;
- **External dissemination:** numerous presentations about FISTE project objectives and activities were introduced to national/international meetings/workshops/seminars/ open discussions held not only in partner countries but also in other countries of Europe (United Kingdom, Sweden, the Netherlands, Lithuania, Hungary, Turkey, Bulgaria);
- **Mentions in annual report:** a short presentation and dissemination of FISTE project activities and results was published in the annual report of the Romanian National Agency for Communities and Lifelong Learning Programmes presented at the National Conference of Valorization of Centralized Projects Socrates and Individual

Grundtvig Mobilities organized by the agency during 1-3 November 2007 in Pitesti, Romania. A CD-ROM with the presentations of all projects developed by the Romanian institutions at that time was given to all the participants at the conference;

- **FISTE webpage, web disseminations, cross-dissemination, e-mail announcements:** The main channel of web dissemination was and still is the FISTE Project Webpage (<http://FISTE.ssai.valahia.ro>). The web dissemination of the FISTE project has been assured by short notes related to the project development – presented in the webpages of the partner institutions and links from their webpages to the FISTE Webpage. A cross dissemination of the project have been realized by creating links to other projects (see VccSse Project webpage, <http://vccsse.ssai.valahia.ro> – Section Useful Links);
- Another channel used for dissemination of the project activities was the **e-mail**. Announcements related to the starting of different activities organized in the frame of the project were sent to in-service teachers, teacher-students and European educators;
- **Web guideline for best practices:** As a final output of the project, a web-guideline entitled “Best Practices Guideline for Educational Use of ICT Tools” was designed as a result of the experience gained by the partnership through the process of producing the training materials and of training the teachers in educational use of the ICT tools. It was created on the base of different examples of good practices, implementation experiences, teachers’ opinions and pupils’ feedback. The guideline contains the lessons learned from the classroom implementation of the new technologies by the teachers who achieved the mentioned online courses;
- **Dissemination seminar:** one of the outputs of the FISTE project was the organizing of a dissemination seminar in the final year of the project. The seminar was entitled “ICT in Education – Reflections and perspectives” and was organized in Bucharest, Romania. The dissemination seminar was held like a special section of the International Conference organized with the occasion of the 80<sup>th</sup> anniversary of ANEFS Bucharest. It offered a forum for all the participants to join and become familiar with the FISTE project and its results. Dissemination was also made via educational authorities who joined the project at the local/national level. **A CD-ROM** with the collection of all the abstracts of the papers presented during the dissemination seminar was given to every participant at the seminar;
- **Radio and television broadcasts:** the project coordinator was invited to participate and present the FISTE project activities and results during three interviews to radio (2) and TV (1) shows at different stages of the project (start of the project, start of the online courses, end of the project).

## Target group involvement

The people who gained benefits at the end of the project are the following stakeholders: project coordinator, 7 local coordinators (educators), 7 assistant teacher educators, 6 researchers, more than 20 local educational authorities, 245 initial and in-service teachers from partners countries and 57 in-service teacher educators from different countries of Europe. Also over 2000 pupils from the partner countries were the principal beneficiaries of implementation of the new methods and technologies in the classroom. In addition, through dissemination activities other categories of beneficiaries were identified: students, teachers, head teachers, researchers, universities academic staff, inspectors from pre-university level, local and national education decision makers, users of other Community programmes and even the general public.

The partnership of the project was interested to know the in-service teachers’ and European educators’ opinions related to the content of the courses organized in the frame of the project and the quality of additional materials prepared by the partner institutions in order to help the participants during the learning process. Inside the partnership an evaluation group was set up who was responsible to design and apply different questionnaires for obtaining the participants opinions about the project activities and outputs. On the base of the evaluation group analysis different materials, course contents or activities organization were improved.

## Follow-up

The products of FISTE project are still representing a collection of valuable training and research products that have been exploited after the end of the project by the partners during their initial and continuing training programmes. Dynamic dissemination and valorization actions undertaken both internationally and within the partner countries had the potential to ensure the sustainability of the FISTE project. Some of the products have been transferred into national/regional systems and are included in different other projects developed at national levels.

Some partners have introduced parts of the training materials developed in the frame of the FISTE project in their regular courses or in the teacher training activities. In this sense, the ESCUT course became a basic material for developing activities related to teacher training.

## Contact information

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## GetSet – Be Ready to Go

Project Number: **LLP-LdV-TOI-2007-FI-160808**  
Programme/Sub-programme: **Leonardo da Vinci/Transfer of Innovation**  
Project Duration: **01.01.2007 – 31.10.2009**  
Project Promoter: **Turun ammatti-instituutti – Turku Vocational Institute (Finland)**  
Project Partners: **Turku University of Applied Sciences (Finland), Royal Borough Of Kingston upon Thames, Kingston Adult Education (United Kingdom), Kuressaare Ametikool (Estonia), Handwerkskammer Münster (HWK), (Germany)**

## Project description

### Challenge

The aim of the project was to develop a social skills training programme for adult learners. It is targeted for adult learners whose everyday skills must be practiced. The challenge was and is how to get the target group to use the workbook.

### Target group

Teachers of adult learners, social authorities, employment administrations, and adult learners themselves.

### Project objectives

The aim of the GetSet project was to develop a model of co-operative learning for adult people, whose social and everyday and learning skills are poor and whose educational motivation is weak. The key idea of this project was to develop a model and workbook for guiding adults in finding the right education for them. This developed concept aimed at people, who have no education or who are outside of the working life.

Themes of the GetSet workbook:

- Work, Studying and Family Life;
- Planning my vocational career;
- Finding a job;
- Drafting an employment agreement;
- Workplace rules and characteristics;
- Positive Steps in Everyday Life;
- Feel good in everyday life;
- Money and savings;
- Citizens' advice services.

## Results

GetSet workbook and training model, [www.getset.fi](http://www.getset.fi)

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

The main aims of valorisation:

- The project product and results are known and taken into use in all project partner organizations;
- To support the training organizations' implementation of the new guiding model and for using the workbook.

### Material and resources used for dissemination

Poster, leaflets, homepage, articles, seminar presentations, workbook, study works

### Electronic resources

Homepage, Moodle platform

### Media and events

Taking part in conferences, final seminar

### Target group involvement

Sociology students of TUASS had an active role in GetSet project and in the development of the actual GetSet workbook as a part of their thesis work. In Finland there were student groups to work and create GetSet workbook material. There were students from Turku Vocational Institute (TAI) and students from Turku University of Applied Sciences and one student from Turku University in the group. During the meetings they created tasks for the GetSet workbook. The adult learners of TAI took part in planning the programme, ideating, testing and evaluating the project action and the new tasks of the workbook.

### Follow-up

The use of GetSet workbook by generator of the workbook, in Finland use of workbook, planned to make a straw poll of use of the workbook.

## Contact information

### Coordinator:

Turun ammatti-instituutti –  
Turku Vocational Institute

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### Project website:

[www.getset.fi](http://www.getset.fi)

## Haydn the Progressive

Project Number:	LLP/AT – 230/20/08; LLP/AT – 230/8/09; LLP/AT-230/19/10
Programme/Sub-programme:	An Erasmus Intensive Programme
Project Duration:	27.4.-8.5.2009; 26.4.-7.5.2010; 10.5.-21.5.2011
Project Promoter:	Joseph Haydn Conservatoire (Austria)
Project Partners:	<p><b>2009:</b> Conservatoire à rayonnement régional Boulogne-Billancourt (Boulogne-Billancourt /France); Vysoká Skola Muzických Umení (Bratislava/Slowakia); Conservatorio Superior de Música de Málaga (Málaga/Spain); Conservatorio di musica “Arrigo Boito” (Parma/Italy)</p> <p><b>2010:</b> Conservatoire à rayonnement régional Boulogne-Billancourt (Boulogne-Billancourt /France); Vysoká Skola Muzických Umení (Bratislava/Slowakia); Conservatorio Superior de Música de Málaga (Málaga/Spain); Conservatorio di musica “Arrigo Boito” (Parma/Italy); Nyugat-Magyarország Egyetem (Szombathely/Hungary); ArtEZ Conservatorium (Arnhem – Enschede – Zwolle/The Netherlands)</p> <p><b>2011:</b> Conservatoire à rayonnement régional Boulogne-Billancourt (Boulogne-Billancourt/France); Vysoká Skola Muzických Umení (Bratislava/Slowakia); Conservatorio Superior de Música de Málaga (Málaga/Spain); Conservatorio di musica “Arrigo Boito” (Parma/Italy); Hochschule für Musik Franz Liszt Weimar (Weimar/Germany); Musikhochschule Lübeck (Lübeck/Germany)</p>

## Project description

### Challenge

With the project “Haydn, the Progressive” the Joseph Haydn Conservatory wants to make a sustainable contribution to the dismantling of the stubbornly persistent image of Haydn as this father-like figure and to gain a proper standing for the entirely new and particularly unique way of composing.

### “Haydn, the Progressive”, 2009: “Perceptions”

In the second half of the 20th century Arnold Schoenberg’s famous essay “Brahms, the Progressive” showed Brahms’ creative work in a new light.

With the project “Haydn, the Progressive” the Joseph Haydn Conservatory wants to make a sustainable contribution to the dismantling of the stubbornly persistent image of Haydn as this father-like figure and to gain a proper standing for the entirely new and particularly unique way of composing.

In fact Haydn developed a grammar of music as a world language, due to his new handling of musical material, which was deeply rooted in the spirit of the enlightenment. This also formed the basis of the development of the so-called “absolute music”. This far-reaching influence appears, not only in the following generations (Beethoven, Brahms), but is even still effective in contemporary modern music.

The knowledge of this art of composing and special musical way of thinking opens up a whole new spectrum of unforeseen possibilities in interpreting and adopting the work of Haydn, as well as contemporary music, in a totally new way.

The special concept of “Haydn, the Progressive” consists of a theoretical and aesthetical examination of Haydn’s composition with a direct and immediate reference to a practical tonal realisation, but also of a confrontation with works of the 20th and 21st century. The artificial differentiation between theory and practice will thus be removed. Historic distances will be recognized as insignificant on an intellectual, artistic level.

Questions of progress in art will consequently also become an issue. The humanist status of music, which puts ethical significance on a par with aesthetic significance, will be discussed. This was a matter of course for Haydn, but is a necessary step for the contemporary world of art.

### Events

Haydn – explained: Analysis and discussion of works

Haydn – in dialogue: Comparison and confrontation (“Haydn and...”)

Haydn – in context: Historical surrounding, cultural atmosphere, daily life in the time of Haydn

Haydn – in progress: Workshops and rehearsals (realizing one’s understanding)

Haydn – in concert: Concerts

Haydn – tracked down: Study tours to the sites where Haydn lived and worked (Eisenstadt, Wien, Rohrau, Fertöd,...)

Experts on music theory and history of music, composers, and musicians work on different aspects and music programmes in lectures, workshops and rehearsals. The results are then presented during various concerts.

### 2010: “The Next Generation”

2010 lies the focus on Haydn’s successors and heirs: Hummel, Pleyel, Beethoven, on Haydn’s influence on their compositional grammar. Around the Austrian premiere (!) of Hummel’s oratorio “The passage through the Red Sea” in the Esterhazy Palace in Eisenstadt, new compositions with an emphasis on vocal music respectively traditional Austrian folk music will be created and presented

### 2011: “Liszt, the Progressive”

The main focus of the third year i.e. 2011, which is in keeping with the overarching theme of the Erasmus Intensive Programme, is “Liszt, the Progressive” (200th anniversary).

As is the case with Haydn, the general reaction shows a lack of awareness for the innovative significance of his work. “The renewed study of Liszt (...) led me initially to some less pleasant outward appearances but finally to the root of the matter: the true meaning of this artist was revealed to me; I saw a far greater genius in him than in Wagner and Strauss.” “I believe that Liszt is of far greater importance for the development of music than Wagner.” (B. Bartók)

His daring harmonic experiments influenced verifiably not only R. Wagner, but some of his compositions already anticipated the world of sounds of impressionism. (In 1859, Wagner confessed: “There are many things we willingly concede amongst ourselves, for example, that since my acquaintance with Liszt’s compositions I have become a very different fellow as harmonist, than I was previously” and let him “plunder Liszt’s work as a quarry of useful motifs” (see, for example, Tristan, Parsifal, Tannhäuser). “I do not begrudge you this music, my dear Franz. It is so far ahead of us that no one in this time will understand it. But I have understood it. I tell you that it will influence all future music. (...) I’m angry that you have composed this: You go beyond all that is in me...!” (R. Wagner)

The use of “folk music” as composition material (such as the “gypsy scale”) and the resulting expansion of the melodic and harmonic system lead directly to B. Bartók and beyond: “By the way, let’s forget the Hungarian [scale] – it too will soon be exhausted. We cannot count on the Western system any more. I am convinced that it is the turn of the quarter tone – a quarter tone system – you can count on that!” “Soon one will have to complete the [musical] system with the acceptance of quarter and half quarter tones.” (F. Liszt)

The (now poetically and ideologically charged) mono thematic and motivic work (Liszt receives unconsciously “Haydn’s spirit from Beethoven’s hands”) leads Liszt to novel consequences in the formal disposition.

The examination of those innovative impulses of Liszt’s “language of music”, their ambivalent implementation in his works and its influence on the development of new methods of composition (Scriabin, Debussy, Schoenberg, Bartók) are the focus of this year’s Erasmus Intensive Programme.

## Topics and areas of focus 2011

- Folk Music as composition material (piano and chamber music and songs): Haydn – Liszt – Bartók – New Music;
- Piano Laboratory (the piano piece as an experimental field);
- Word and sound (songs and melodramas);
- Structure and colour (organ works).

## Target group

Deepened knowledge on the above mentioned topics for students, teachers and music lovers

## Project objectives

- Deepened knowledge on the above topics (for students, but also for teachers “learning organization”);
- Connecting passage to contemporary music creation;
- Positioning the Joseph Haydn Conservatoire in highly competitive surroundings (3 public and 2 private Austrian music universities);
- Quality assurance through opening to projects with leading European music institutions;
- Introducing team teaching instead of masterclasses on a wider level;
- Introducing latest researches of musicology in creative interpretation.

## Results

- Deepened knowledge on the above topics;
- Tightened cooperation between several partner institutions.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

By means of the IP the Joseph Haydn Conservatoire is setting up the brand “Haydn, the Progressive” within its strategic planning which will be used for future annual core projects. Moreover, with the slogan “Without music life would be a mistake” (Nietzsche) a mission statement was found, which expresses not only the basic attitude towards the IP, but also the self-concept of the Conservatoire.

With the project a series of publications has been started which should be continued even after the IP at irregular intervals. The publication, which also includes a CD, should also be a reference for the participating students (a total of about 200 incoming and local students within the three years) when applying for a position.

And as music lives in time, the Joseph Haydn Conservatoire is also trying to keep the acoustic results alive. On the website [www.haydntheprogressive.at](http://www.haydntheprogressive.at) all concerts can be heard. Facebook was used as a communication tool when preparing the project; excerpts of concerts can be found on YouTube.

Additionally the project contributes to an undergoing construction of a self-concept of the Joseph Haydn Conservatoire, leading to a common understanding that “without music, life would be a mistake” (Friedrich Nietzsche).

## Material and resources used for dissemination

- Website (all concerts can be listened online);
- Book with including CD.

## Electronic resources

- Website;
- CD.

## Media and events

- 2009 3 concerts;
- 2010 5 organized, 2 spontaneous concerts;
- 2011 6 organized, 2 spontaneous concerts.

## Target group involvement

- Preparatory meetings with teachers, coordination of contents;
- Bringing together students of different background in ensembles.

## Follow-up

- “Haydn, the Progressive” – yearly flagship project on a smaller range;
- Break out projects on smaller, definitive projects;
- Participation in other IPs organized by the partners (“Opus Erasmus”, Boulogne-Billancourt).

## Contact information

<b>Coordinator:</b> Joseph Haydn Conservatoire	<b>Name:</b> Regina Himmelbauer	<b>E-mail:</b> erasmus@haydnkons.at	<b>Project website:</b> <a href="http://www.haydntheprogressive.at">www.haydntheprogressive.at</a> <a href="http://www.liszttheprogressive.at">www.liszttheprogressive.at</a>
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## HIS&HER: Exploring European history and heritage: Helping educators in secondary schools to teach about European history and heritage from multiple perspectives

Project Number: **503143-LLP-1-2009-1-NL-COMENIUS-CMD**  
 Programme/Sub-programme: **Lifelong Learning Programme**  
 Project Duration: **01-10-2009 to 30-09-2012**  
 Contractor: **EUROCLIO – European Association of History Educators**  
 Partners: **Netherlands Institute for Heritage (NIH), Erfgoed (Netherlands); Blueprint Research Center, University of Edinburgh (United Kingdom); Center for Historical Culture (CHC), (Netherlands); Georg Eckert Institute for International Textbook Research (GEI), (Germany); Digital Film Center Europe BV, (Netherlands); Network of European Museum Organizations (NE-MO); Europa Nostra – The pan-European Federation for Heritage; History Network for Young Europeans (EUSTORY); European Network of Geography Teachers' Associations (EURO-GEO)**

## Project description

### Challenge

At present, most nations in Europe count large numbers of students whose immigrant or minority families do not share a common historical experience. History teachers have to deal with the heterogeneous historical understanding their pupils bring to school. They cannot simply create 'more inclusive' historical narratives as the diverse student population also introduces different and frequently conflicting perspectives to give meaning to the 'same' events.

The HIS&HER project aims to help secondary educators to deal with this increasing diversity by developing an educational practitioner resource on common themes in Europe's past. It will provide a framework for constructing common historical knowledge about Europe without losing a plurality of perspectives and inter- and intra-state diversity. In order to achieve this ambitious goal, there is a strong emphasis on multiperspectivity in the collection of the sources and case studies which will help youngsters comprehend their common European past by making comparisons and by examining the multiple interpretations of the past.

### Target groups

The main target group of this project are educators and students of history, heritage and citizenship education. In addition, the educational website will be used by casual users who inform themselves. In the project the consortium works together with a variety of archives, museums and heritage institutions that have digitized their sources and are interested to have their material re-used in an educational setting.

### Project objectives

- To motivate the new generation of Europeans to learn about Europe's history and heritage and thus to help them understand their common historical past;

- To raise awareness among young Europeans about the significance of learning Europe's history and heritage while creating opportunities for mutual understanding;
- To contribute to the transformation of history into a workshop of cross-cultural dialogue and to help youngsters understand the value of multiperspectivity in history and heritage education;
- To stimulate the examination of multiple interpretations of the past through the development of lessons facilitating inter and intra state comparisons;
- To give access to a wealth of resources on local, national and transnational history;
- To stimulate the use of ICT in the classroom and the learning of English as a foreign language.

### Project results

- An educational practitioner tool available online that offers an alternative to a European Textbook which can be used to teach about history and heritage in an inclusive, multiperspective and transnational way;
- Enrichment of digitized heritage and historical sources because of added educational value;
- Availability of innovative teaching and learning ideas that develop students' historical skills and critical and creative thinking;
- A proven methodology on history and heritage education resulting in awareness that many historical experiences are shared;
- Students to see connections in history and between history and the present day.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

The most important element of dissemination and exploitation strategy is that the vision of the project goes beyond the project duration and is targeted to involve and inform as many people and organizations throughout Europe. This is reflected in the creation of Project Advisory Group of key stakeholders who are active on a European Level and the development of a project acquisition strategy that will allow EUROCLIO and partners to continue to improve the educational website in stages.



The **logo and name** of the end product (Historiana) have been chosen because it is recognizable, noticeable, timeless, flexible, unbiased, the same for all languages, and representative for various themes in Europe's past. The animated logo can be seen in high definition on [www.beeldbibliotheek.nl/historiana](http://www.beeldbibliotheek.nl/historiana) and gives a good first impression. In order to make sure that searches for the name immediately result in our website as search results, the project partners have registered several domains (.org, .com, .int that re-direct to [www.historiana.eu](http://www.historiana.eu)).

As the educational website is still under development, the website [www.historiana.eu](http://www.historiana.eu) now contains information about the project and suggestions for visitors on how they can contribute. In addition to the website, the project is promoted via Information booklets, Flyers, Handouts, PowerPoint/Keynote Presentations, Workshops and Lectures.



## Media and events

The project has been presented during international events where the target audience and/or possible partners are present in large numbers. Within the first year, the project was presented during meetings organized by the Anna Lindh Foundation, EUROGEO, EUSTORY and EUROCLIO itself. In addition, presentations are planned for events organized by Europeana, Europa Nostra and NEMO.

To influence stakeholders on a **policy level**, the project has also been presented during meetings where many representatives of Ministries of Education and or Culture are present. So far, presentations have been given at the Council of Europe, and during meetings of the Spanish Presidency of the European Council. EUROCLIO is also invited to participate in an expert meeting organized by the Belgium presidency of the European Council and a plenary meeting of the European Parliament in 2011. To further impact policy, EUROCLIO is an active member of the European civil society platform on lifelong learning, so that the consortium can voice themselves in official consultations between the EU and civil society.

## Target group involvement

In order to reach out to as many people and organizations as possible, EUROCLIO has the advantage that it can involve its members (40.000) in the development, testing and implementation process. At the moment 20 members organizations are actively involved in the project, and several more signalled interest to cooperate. At the same time, key actors in the field of History, Heritage and Education have been involved in the initiative from the very start through representation in the Project Advisory Group.

## Follow-up

The project will continue to have an impact also beyond the project duration because the material will be disseminated through training activities offered by EUROCLIO; because teaching and learning activities will be made available through the eTwinning environment (including suggestions to start school partnerships). Also the website is designed in such a way that more historical sources, more teaching and learning ideas, more case studies and more themes can be added in follow-up projects.



## i2i – Internship to Industry

Project Number: **LLP-LdV/TOI/2007/SE/1291**  
Programme/Sub-programme: **Leonardo Da Vinci/ Transfer of innovation**  
Project Duration: **24 months, from 01.11.2007 to 31.10.2009**  
Project Promoter: **Swedish Programming Office, EU**  
Project Partners: **Coordinating Organization: Gothenburg Technical College IFA (Sweden), HTL Voecklabruck (Austria), VTI Waregem (Austria), Volvo Cars Gent (Belgium), Generalitat de Catalunya (Spain)**

## Project description

### Challenge

- The lack of transparency of competences has been an obstacle in the placing process of the student, i.e. to match the student with an appropriate work placement. Sometimes students/ apprentices don't get workplace training that is relevant for his/her training program;
- There is also a need for quality assurance of the actual workplace training, i.e. safety routines, assessment, student counselling. The supervising methods and procedures vary too much and need to be synchronized;
- It was also found that students/apprentices participating in mobility projects lack cultural preparation, which sometimes results in wrong expectations, disappointments and difficulties in adjusting to the workplace.

### Target groups

- **Enterprises** within the industrial/technical trade: People responsible for work practice and supervisors at companies;
- **VET**: Co-ordinators for internationalisation and internship at schools and training centres;
- **Intermediary organizations** which supply and mediate internship to industry;
- **Students, apprentices and young workers** who will do internship in companies within the industrial/technical trade.

### Project objectives

Improving the quality of workplace training in enterprises in the industrial sector in Europe.

### Results

Within the project three online manuals were developed that provide assistance in the preparation and implementation of stays abroad. The ONLINE available manuals support

→ internship COORDINATORS

How to organise an internship? Within this manual the internship procedure is presented step by step and different tools are supportive.

## Contact information

**Coordinator:**  
European Association of History  
Educators – EUROCLIO

**Name:**  
Steven Stegers

**E-mail:**  
steven@euroclio.nl

**Project website:**  
www.euroclio.eu  
www.historiana.eu

→ internship SUPERVISORS

How to mentor a trainee? This set of information supports the supervisor at the workplace by giving him/her a range of practical tools for mentoring the trainee.

→ internship TRAINEES

How to prepare an internship abroad? The manual helps the trainee to prepare for a successful internship abroad. It contains a lot of documents and personal tips from experienced trainees via videocasts.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

One of the work packages in the project concerned dissemination. IFA, the leader of this WP, made a dissemination and valorisation plan. All project partners were told to follow this plan and IFA was in charge to see to that this plan was followed. Grids for dissemination and for reference groups were made by IFA and all partners were told to fill them in. IFA was a suitable partner to lead this WP since they constantly are in contact with partners all over Austria and Europe. The project results were spread among schools, companies, multipliers and stakeholders in all partner countries and others.

### Material and resources used for dissemination

First, a brochure about the project was written in English translated to the languages of the partner countries. All partners were told to disseminate it. One year later a bureau was consulted to produce posters and brochures of the product in the languages of the project partners.

### Electronic resources

Web page was developed at an early stage where the project was presented in brief. All partners have linked this webpage to the website of their own organization. The final product resulted in a webpage made by a bureau.

### Media and events

Project and the products of i2i was presented at an international conference in Barcelona in May 2009 by IFA. This conference was arranged by GenCat. the ENQA-VET conference in Stockholm in December 2009, the i2i project was presented in a case study. Many decision makers from European countries were gathered to discuss quality in VET. In Belgium the project was drawn attention to in several articles in the local newspapers. The partners there also made a final conference inviting important actors and stakeholders in the area. In Sweden the project results were presented for target groups at conferences arranged by the Swedish Programming Office.

### Target group involvement

Reference groups were set up as quality indicators during the project. They secured that the product was in coherence with the needs of the target groups. In each of the partner countries a network of schools, companies, trade associations and placement organizers were gathered. The reference groups were consulted throughout the project. The most positive aspect of a reference group was the quality assurance feedback that they gave on the final products.

## Follow-up

An implementation plan of activities was presented at a project meeting May 27 2009. After the web page was published, June 30, 2009, the partner organizations started to implement the i2i website in their work. Teachers, tutors or coordinators have asked students attending internship projects to use the web page to prepare themselves for the internship period. Coordinators sent the link to the i2i web page by mail to supervisors involved before the internship. The manual was used as a learning material in courses for supervisors about how to supervise a trainee. Coordinators used the manuals as a help to organize internships. Supervisors used the manual in one of the phases while supervising trainees. Google analytics was used as a tool, to count the number of hits on the web page and analyze its usage. A questionnaire concerning the evaluation of the implementation of the manuals was developed and sent to all partners at the end of the project. The result was presented at the final project meeting in Barcelona on 29th October. Further implementation activities among partners after project closure was also discussed at the final meeting. A new Project PPI was started as a way to keep the i2i-website updated and partners connected.

## Contact information

<b>Coordinator:</b> Gothenburg Technical College	<b>Name:</b> Gisela Bohlin	<b>E-mail:</b> gisela.bohlin@gtg.se	<b>Project website:</b> www.internship2industry.eu
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## IGNATIUS – Induction and Guidance of Newly Appointed Teachers in European Schools

Project Number: **134014-2007-NL-COMENIUS-CMP**  
Programme/Sub-programme: **Lifelong Learning Programme: COMENIUS**  
Project Duration: **2 years**  
Project Promoter: **Universiteit van Amsterdam (Netherlands)**  
Project Partners: **Instituut voor de Lerarenopleiding Universiteit van Amsterdam (Netherlands); Regionale Opleidingsschool Westfriesland (Netherlands), Landesinstitut für schule – LIS Bremen (Germany); Kippenberg Gymnasium Bremen (Germany); Københavns Dag – og Aftenseminarium (KDAS) Copenhagen (Denmark); Rosenlundskolen Copenhagen (Denmark); Eötvös Loránd Tudományegyetem Budapest (Hungary); Madách Imre Gimnázium Budapest (Hungary); Universidade do Algarve Faro (Portugal); Escola Básica de 1.º Ciclo do Ensino Básico de Faro N.º 1 (Portugal); Università di Torino Department of Literature and Philology (Italy); UTS Unità Territoriale di Servizi Professionali per i Docenti-Inserimento Scolastico Allievi Stranieri – Torino (Italy)**

### Project description

#### Challenge

The continuous professional development of teaching staff, especially of novice teachers as part of in-service training, is a concern for all European countries. In a number of European countries where it is difficult to recruit and to retain qualified teachers it is urgent to address the gap between initial teacher training and the workplace.

#### Target group

Target groups are (novice) teachers and those involved in their guidance and induction.

#### Project objectives

The overall aim of this project is to improve the continuous professional development of teaching staff, with a special focus on novice teachers

#### Results

- Model of guidance and induction (7 versions: 6 in national languages, 1 in English);
- In-service training course (7 versions: 6 in national languages, 1 in English);
- Papers at national and international conferences;
- Project conference.

### Summary of the dissemination and exploitation strategy

#### Introduction to the strategy

In the set-up of the project the consortium tried to make sure that the target group (teachers in primary and secondary schools) were involved. Therefore the partnership did not only consist of a teacher education institute per country but also of a school with which this institute cooperated.

The project distinguishes between dissemination, exploitation and sustainability at four levels: local, national, European and beyond.

#### Material and resources used for dissemination

In the first stage of the project it was necessary to alert potential users to project activities; this was done through papers read at national and international conferences; each national tandem was supposed to read one paper at a national conference per year and in addition the coordinator was supposed to deliver one paper at an international conference per year. Finally the coordinator was supposed to deliver a paper at a world conference

When the completion of the project was in sight our efforts focused on attracting participants to the resulting in-service teacher training course (Comenius/Grundtvig)

#### Electronic resources

In addition to the project virtual office the project website was used

#### Media and events

Each year there were two project meetings. The final project meeting had the character of a conference; therefore each partner had to invite a guest, who was supposed to assist in disseminating the project and promote

#### Target group involvement

In order to reach teachers who would not be reached by the website, teacher organizations and organizations of teacher educators were approached, who allowed the consortium to use their mailing lists.

#### Follow-up

From the start the consortium knew that the project product would have to be profitable. The resulting course would need to create sufficient income for the project to continue after the funding period. Therefore, the consortium worked with the Amsterdam Maastricht Summer University, which has considerable expertise in offering courses to an international audience. The partners were able to use the PR effort of the AMSU in promoting the course, which was delivered for the first time three months after the ending of the project and which yielded a small profit (unusual for the first time!). In view of the positive evaluations the partners expect this course to run for at least another 5 years. Also they have contacted other projects on similar subjects, hoping the start a project aimed at dissemination and exploitation of the results of our project (K4).

#### Contact information

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## INCA – Intercultural Calendar For Early Language Learning

Project Number: **135560-2007-GR-KA2**  
Programme/Sub-programme: **Transversal Programme / Key Activity 2: Languages**  
Project Duration: **1 November 2007 – 30 October 2009**  
Project Promoter: **MEANDROS LTD (Greece)**  
Project Partners: **Iberika Sprachschule (Germany) Supeuropa (France), North Ayrshire Council (United Kingdom), ENAE SA – Institucion Pau Casals (Spain), Libatse Kindergarten-Elementary School (Estonia), Univerzita Hradec Kralove – Pedagogicka Fakulta (Czech Republic)**

### Project description

#### Challenge

INCA – Intercultural Calendar for Early Multilingual Learning aims to develop innovative materials for teaching languages to pre-primary and primary learners (ages 5 to 7), to motivate early learners to foreign language learning and to improve intercultural understanding and multilingual comprehension.

The project aims to introduce early learners from seven participating countries (EL, FR, ES, UK, DE, EE, CZ) to seven languages (EL, FR, ES, EN, DE, ET, CZ) originating from five different language groups (Greek, Romance, Germanic, Slavic and Uralic language groups).

#### Target group

The project's target groups are: a) pre-primary (ages 5-6 years old) and b) primary learners (ages 6-7 years old) from seven European countries (EL, FR, ES, UK, DE, EE, CZ), and c) teachers from the following countries EL, FR, ES, UK, DE, EE, CZ. The above-mentioned groups of children will benefit from the project as they will make an early start in foreign language learning by using modern technology in a motivating way. They will have the opportunity to acquire listening, responding, speaking and writing skills in any of the seven foreign languages offered. At the same time, learners will become familiar with ICT, and will develop intercultural sensitivity. The teachers will obtain a useful multimedia tool for introducing any of the above languages to children of their kindergartens or primary schools.

#### Project objectives

- The project aims to promote early language learning to primary and pre-primary learners and at the same time help to develop the multilingual potential of every child by activating the language acquisition mechanisms that young children still possess. In order to take advantage of the child's early age, it is necessary to provide a supportive environment and continuity from one year to the next. That means that the learning method (levels 0-1) should give emphasis on covering the existing gap among pre-primary and primary language education, taking into serious consideration the national education systems of the countries involved;
- The project's objective is to provide multilingual education to the target groups. Therefore, seven EC official languages have been selected as target languages that originate from five completely different language groups, aiming to give the option to the learners to select a language that belongs to a completely different language group from theirs. The learners have the benefit of understanding the diversity of human cultures, identifying similarities and differences and developing underlying qualities such as meta-linguistic awareness and intercultural sensitivity;

- The target countries that have access to the learning method have in total very low language skills according to the Eurobarometer, Feb.2006. In UK, ES, FR, EL, CZ, DE a large percentage of the population indicates that they do not know any foreign languages. In EE, 66% of the population speaks Russian, and 46% speaks English, but they have very low language skills in other languages. The INCA project tries to motivate the learners from these countries to multilingual comprehension and to enhance their capacity in language learning;
- The project's other main objective is to develop an innovative learning method that is based on the "cooperation of cultures" and the interaction between education and culture. By developing an interactive intercultural calendar for language learning, the children are provided with the opportunity to understand some differences among people that are result of their culture, to compare family customs and traditions among cultures, to discuss with teachers different cultures and human patterns of places and regions during their language lesson. In this way, a motivating language environment is created that gives children opportunities to investigate a real event or object and at the same time strengthen emerging listening, speaking and writing skills and acquire new words, as they share their findings with others;
- The project uses ICT and specifically multimedia techniques, 3D graphics etc. aiming to allow educators to capture the attention of students through interactive instructional activities. Using technology is a motivational way for the students to interact with the subject area over and over again in unique and exiting ways and helps to enhance and increase learning potential.

### Results

INCA project in order to meet its objectives has developed the following autonomous packages of teaching materials:

- 1) A **DVD** elaborating an interactive intercultural Calendar containing 60 three-dimensional videos including representations of customs, traditions and celebrations from all participating countries (EL, FR, ES, EN, DE, EE, CZ). These videos are used to introduce early learners to language learning and are promoting interaction between education and culture. The project is using modern ICT technology, Multimedia applications, 3D graphic design, video animation and audio techniques.
- 2) **Printing materials** (specifically two supporting books) for teachers and pupils have also been developed to elaborate the language material and evaluate the pupils' progress.
- 3) A **Website ([www.incaproject.eu](http://www.incaproject.eu))** in 7 language versions including a Forum has been constructed to promote the project and disseminate its results around Europe.

### Summary of the dissemination and exploitation strategy

#### Electronic resources

The project's website [www.incaproject.eu](http://www.incaproject.eu) was included to the most important search engines. Also, there are links on the project website to all partners' and to cooperating partners' websites. The website includes a Forum. Electronic Newsletters have been sent concerning the project through emails to a significant number of recipients.

#### Media and events

- Articles on a regional Newspaper for Inca Project in Greece;
- Exhibitions of INCA products at Greek kindergartens;
- Presentation of INCA project on Primary school pupils of Arsakeio School as an extra curriculum activity;
- Presentation of INCA project to English teachers;
- Public presentation of INCA in a school in Charlottenburg;
- Presentation of the material to the primary schools that participated in the pilot application;



- INCA Teacher training for Spanish teachers;
- INCA Teacher training for English teachers;
- An article about the project was published in a local newspaper (EL FAR). It reached over 800.000 people (L'Hospitalet and the metropolitan area of Barcelona);
- A press article was disseminated to several Media (To 2.481 journalist and 377 media like TV, radio, newspaper) by BEMAR;
- National Teacher training, Institut Français de Prague Presentation;
- National symposium Association des professeurs de français en République tchèque Hosts from France (Embassy, Institut Français – further dissemination), Belgium (Association belge des professeurs de français – further dissemination), Germany (Institut für Sprachen, Französisch) and Slovakia (Association slovaque des professeurs de français – further dissemination);
- National conference in Prague Association des départements universitaires de français en République tchèque;
- Competition European Language Label 2010 Evropská jazyková cena Label Application suggested by Mr. Jan Trnka, representative of the National Agency for European Educational Programmes NAEP;
- National Konferenz der tschechischen Deutschlehrer, in Prague;
- Pedagogical days at the Pedagogical Faculty Presentation in French, English, German and Czech;
- eLearning conference 2010, Faculty of Informatics and Management, Hradec Králové;
- eLearning competition 2010 Creation of multimedia material organized by University Hradec Králové.

### Target group involvement

#### Short-term impact targets (dissemination)

The short-term impact targets of the project are a) pre-primary and primary pupils (5 to 7 years old) from seven European Countries (EL, DE, FR, UK, ES, EE, CZ). It is estimated that around 1730 pupils from 87 institutions (partner institutions and supporting institutions) have tested the project's outcomes. It was calculated that around 20 pupils from each institution have participated to the pilot application of the outcomes and are introduced to early foreign language learning of their choice.

Also, around 40 teachers from these institutions have participated to the evaluation of the pupils' progress and have used the project's outcomes in classroom during the pilot application process. Each teacher has used the materials either individually (one child per PC or TV set), or in small groups of 2-4 children in front of a PC or TV set or in class presentations using wall projectors.

#### Long term targets (dissemination and sustainability)

The partners have estimated that around 3200 teachers from all around Europe will benefit from the project's outcomes in the long-term, since the project has produced 3500 packages of autonomous language learning (Containing our DVDs and books). As already mentioned, around 210 of these packages have been used for the pilot application of our outcomes to 87 institutions from seven countries. Therefore, around 3200 packages will be available to be distributed or sold to kindergartens, primary schools and language schools around Europe. We have estimated that around 30.000 pupils from all European countries will benefit from the project's outcomes, if every teacher uses the teaching materials in small groups of 10 pupils.

### Follow-up

The Partnership ensures that the activities conducted and the results achieved by the project will be continued and sustained after the end of the selection period and the funding period through mainly two resources: a) through the partner institution's own financing and b) through the commercialization of the project's outputs.

All partner institutions are working with the target groups of pupils and have a great interest in continuing the activities related to the project as well as the dissemination of its results after the selection period. The partner institutions will use their own financing for continuing the project's activities and will also request financing from public or private resources.

Also the commercialization of the project's products that has already started will help the partners finance the continuation of the activities.

The marketing plan helps the partners distribute the project's outputs to the market and advertise them across Europe. All partners have signed copyright agreements and agreed to a common marketing strategy for promoting the project's products. The coordinating Institution, as a publishing house, with great experience in promoting innovative language material and links with International wholesalers, supervises all marketing activities.

The products of INCA project were piloted to around 1730 pupils from 87 institutions (partner institutions and supporting institutions). Also, around 90 teachers have participated to the pilot application process.

The main dissemination activities of the project were:

- Development of an **evaluation report** including the results from the pilot application of the projects' outcomes;
- Flyers in EN, FR, DE, ES, EL, EE, CZ languages;
- Posters in EN, FR, DE, ES, EL, EE, CZ languages;
- Organization of **presentations** and **events** in all participating countries for promoting the project's products;
- Articles in local and national Newspapers, magazines of the countries involved;
- Newsletters sent by email to kindergartens and primary schools all over Europe.

### Contact information

<b>Coordinator:</b> MEANDROS LTD	<b>Name:</b> Despoina Vallidis	<b>E-mail:</b> vallidis@hotmail.com	<b>Project website:</b> www.incaproject.eu
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Project Number: **LLP-LDV-TOI-09-AT-0016**  
 Programme/Sub-programme: **Leonardo da Vinci TOI**  
 Project Duration: **2 years**  
 Project Promoter: **bit management Beratung GmbH (Austria)**  
 Project Partners: **FH JOANNEUM Gesellschaft mbH (Austria)**  
**Kadis, kadrovsko izobraževalni inženiring, d.o.o. (Slovenia), CRM Consulting (Turkey), Confederación de empresarios de Aragon (Spain), Länsirannikon Koulutus oy Winnova (Finland)**

## Project description

### Challenge

INCO II is based on the former LdV project InCo (Internationalisation Consulting). During the InCo project a highly sophisticated blended learning curriculum for internationalisation consultants focused on SMEs was developed and successfully piloted. The existing InCo curriculum shall now be transferred and adapted to additional countries. The importance of internationalisation consulting is obvious if you consider that SMEs make up 99% of all businesses in the EU which means that they provide 75 million jobs. On the other hand they lag behind in another very important factor of the European economy: in exports, i.e. EU internal and external trade. Nevertheless SMEs are aware of the importance to take part in international markets to survive, to create jobs and, what is most important, to grow and expand. Taking part in the transferred INCO II curriculum allows the participants to acquire up-to-date knowledge about the main factors of internationalisation. With this additional qualification individuals and SMEs upgrade their profiles in a highly relevant and expanding field.

### Project objectives

Specific aims of the project are (1) to update the existing curriculum and to adapt it to the needs of the participating countries (2) to test the adapted curriculum through pilot trainings in three countries (3) to set up a certification board for further dissemination and valorisation of the InCo II curriculum.

In the short term the results of the project particularly increase the know-how of consultants to further upgrade their own competences and the competences of their clients (SMEs) for their internationalisation activities. In the long run added value will occur for the European economy, as INCO II will contribute to increase the competitiveness of enterprises, communities and regions in an international context.

### Results

Questionnaire and report concerning the internationalisation of SME's in the partner countries; adapted and modernized INCO2 curriculum; INCO2 learning platform; INCO2 CD ROM; book about the project.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

The valorisation plan is of significant importance during the entire duration of the project and beyond. It assures that potential beneficiaries are not only made aware of, but are actively integrated into the development and – later on – in the effective use of the training course. The primary goal is the development and implementation of the training course into the continuous education and training centers of participating project partners and various education and training institutions.

As a very important part of valorisation as one of the first steps in the project, the consortium did set up an intellectual property rights (IPR) agreement; this agreement regulates the rights of each partner concerning the various products of the project.

The valorization plan itself was set up in the beginning of the project and was discussed in detail at the kick-off meeting. The inclusion of all project partners and the target group from the very beginning of the project is considered to be a major success factor of the project. It includes a set of activities which should be done by all project partners (e.g. linking the INCO2 website with the website of the partner institution), while other activities are specific to the one or other partner (e.g. presentation at conferences).

The resulting project newsletters and media clips concerned with the project are included at the INCO2 website, which is – as in most projects – one of the central elements of the dissemination strategy

### Main elements of the valorization strategy are

- Printing an information brochure in all project languages (EN, DE, ES, SI, FI, TK), which is distributed to foreign trade institutions, universities, international consulting companies and institutions which represent the interests of companies and consultants in the countries of the project partners;
- Conducting a large scale survey for consultants and small and medium companies which directly involves several hundred persons from the target group by first asking for their input and then by sending them the results;
- Sending invitations to participate at prototype courses to a large number of interested persons (consultants and managers of SMEs) again directly involving them;
- Development of a web portal with a newsletter service and links to relevant sites;
- Press conference at the end of the project at the final conference in Zaragoza;
- Acquisition of a partner network to carry out the trainings in Europe;
- Conception of a certification board to multiply the training, the material and the methods used.

### Contact information

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## ISEKI\_Food 3. Innovative Developments and Sustainability of ISEKI Food

Project Number: **142822 – 2008 – PT – ERASMUS – ENW**  
Programme/Sub-programme: **Lifelong Learning Programme Sub-programme Academic Networks**  
Project Duration: **3 years, 1<sup>st</sup> Oct 2008 – 30<sup>th</sup> Sept 2011**  
Project Promoter: **Escola Superior de Biotecnologia, Universidade Católica Portuguesa, Porto (Portugal)**  
Project Partners: **95 institutions (74 universities, 11 industrial and research partners and 10 Associations). This project is structured into 8 working groups (WG), each with several coordinators coming from different institutions and countries**

### Project description

#### Challenge

To contribute to the realization of the European Higher Education Area (EHEA) in the field of food studies

#### Target group

The network of the partners of the ISEKI\_Food 3 is composed of a diverse mix of universities, research institutions, professional associations, industrial partners and students associations to foster collaboration on a variety of joint interest projects related to education/training, research, industry and governmental legislation.

#### Project objectives

The main objectives of the ongoing and past ISEKI\_Food projects (ISEKI\_Food 2002-2005; ISEKI\_Food 2, 2005-2008) are to contribute to the European Higher Education Area (EHEA) in the field of Food Studies by promoting the integration of science and engineering knowledge into the food chain, tuning curricula and working towards the quality assurance of European food studies; developing teaching materials and teaching methods; promoting synergies between research, education and industry; developing a virtual community of experts with communication to the general public, fostering the mobility of students and staff.

More specific objectives of the ISEKI\_Food 3 project are: 1) Creation of a Virtual Networking Environment (VNE) for International Cooperation and Mobility; 2) The European Quality Assurance System for Food Study Programmes (EQAS\_Food); 3) Facilitating/ Promoting/ Fostering Lifelong Learning in Higher Education (APEL); 4) Innovation in Food Study materials;

#### Results

The main outputs of ISEKI-Food 3 are: Guidelines for Quality Assurance of Food studies, Workshops, Web databases, teaching materials and methods (including books, e-learning courses and a training network), an e-journal, a "Virtual" community of actors in the food field, and an International conference.

### Summary of the dissemination and exploitation strategy

Two specific working packages were planned in the project proposal: WP2 and WP3 focusing, respectively, on the dissemination and exploitation.

#### Dissemination activities

They were planned and organised taking into account the different target groups to whom the project is addressed as well as the contents and information that need to be disseminated. Due to the large number of partners and the limited general assemblies, dissemination strategies were developed also to keep informed the partners in between the general assemblies.

The dissemination activities are traced and counted: each partner that is willing to play a role as disseminator is invited to fill in a form with the description of the activity that is willing to perform (hang on a poster of the project or of its WP activities in a conference, distribution of leaflets...) that has to be sent 1 month in advance to the WP coordinators for its approval and/or avoid overlapping (if the case).

#### Exploitation

WP3 of the project is running activities to sustain the ISEKI\_Food network and the ISEKI\_Food Association (IFA – <http://www.iseki-food.net/>). IFA is an outcome of the ISEKI\_Food projects, founded in 2005 to guarantee the sustainability of all the results obtained in the past ISEKI projects after the end of the financial support of the European Commission. The organization currently counts more than 130 individual and 18 company members from 45 countries, and focuses on promoting synergy between research, education/teaching and industry with respect to Food Science and Food Technology. WP3 of the ongoing ISEKI\_Food 3 project is focused to develop outputs that could favour the running of the IFA according to the main aims of the association.

The more important exploitation activities of the project are:

- The ISEKI\_Food conference series that under the ISEKI\_Food 3 will be at its second event;
- The ISEKI\_Food e-journal that is under development and editing; at least 1 issue is planned under the ongoing project.

### Material and resources used for dissemination

#### General dissemination material of the project

These include:

- **General material:** a poster, a booklet, a notebook, the logo;
- **Newsletter:** in collaboration with the IFA, a quarterly newsletter is edited and joined with the ISEKI\_Mundus 2 project (see below) newsletter (<https://www.iseki-food.eu/drupal/node/277>), reaching more than 4000 stakeholders worldwide thanks to the dissemination activity of the partners. All partners could contribute to the preparation of the newsletter (several sessions, between 5-7 pages) with news of interest for the partners of the network and the wide community on food science and engineering. An editorial board is managing the collection of the news and their final edition.

#### Electronic resources

- **Project public website** and general dissemination materials, that are being used to disseminate the project worldwide (<http://www.iseki-food.eu>);
- **Virtual network environment** to manage the project activities within the network (private area of <http://www.iseki-food.eu>), that is being crucial for the good progress of activities (via Forums and tickets);

- **Social networks:** Facebook page ([www.facebook.com/home.php?#!/pages/ISEKI\\_Food/305788830479?ref=ts](http://www.facebook.com/home.php?#!/pages/ISEKI_Food/305788830479?ref=ts)) with more than 250 friends and an increasing trend of contacts;
- **Webseminar setup system** to facilitate the communication among the partners as well as promoting training activities.

## Media and events

- **Articles** published at no-ISEKI\_Food newsletters, technical journals and e-journals, upon request and invitation (11, at Sept 2010);
- **Books** (Springer ISEKI Books series, 6 published, 3 under publication, 3 under editing) with the contribution of the partners or colleagues of the project institutions;
- **Workshops** organized by the project partners at national and international level (3, Oct. 2010);
- An International **conference** in collaboration with IFA (2<sup>nd</sup> ISEKI\_Food conference, Milan 2011, [www.isekiconferences.com/milan2011/](http://www.isekiconferences.com/milan2011/)).

## Target group involvement

All partners are involved in the activities of the project as well as in the dissemination and exploitation ones.

An Erasmus Mundus project (ISEKI\_Mundus 2, 145585-PT-2008-ERA MUNDUS – EM4EATN) (2008-2011) is running in parallel to the ISEKI\_Food 3 to foster the internationalization of the EHEA in Food studies. Thus, the ISEKI\_Food projects comprise a network of 148 partner institutions, 53 out of them worldwide located. The expansion of the ISEKI network to include non-EU countries (ISEKI\_Mundus projects) demonstrates the significant international contribution of food engineering, science and technology to the global economy as well as to individual governments, food industries and academics pursuits.

Today the ISEKI\_Food network is one of the most successful EU networks, achieving significant impact through its internationalisation and communication with the rest of the world.

## Follow-up

- Involvement in the archipelago TechnoTN (<http://www.sefi.be/technotn/>);
- Collaboration with EFFoST (European Federation of Food Science and Technology);
- Promotion and participation in other projects;
- Track\_Fast ([www.trackfast.eu/](http://www.trackfast.eu/)) a 7 FWP on "Training Requirements and Careers for Knowledge-based Food Science and Technology in Europe";
- Invitation to the project coordinator to organise/chair conference session on education and training in the food sector in collaboration with WP coordinators (IUFOST, Cape Town August 2010; FoodInnova, Valencia, September 2010).

## Contact information

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## LAW&ICT Shared Virtual Campus

Project Number:	<b>133837-LLP-1-2007- ES-ERASMUS-EVC</b>
Programme/Sub-programme:	<b>ERASMUS Multilateral Projects Virtual Campuses</b>
Project Duration:	<b>from 01/10/2007 to 30/09/2009</b>
Project Promoter:	<b>University of Zaragoza (Spain)</b>
Project Partners:	<b>Queen's University (Belfast, United Kingdom), Mykolas Romeris University (Vilnius, Lithuania), University of Münster (Germany), University of Lapland (Rovaniemi, Finland), University of La Laguna (Spain), Nicolas Copernicus University (Torun, Poland), Polytechnic Institute of Beja (Portugal), University of Vaasa (Finland), Bahcesehir University (Turkey) and FASE, S.L. (Spain)</b>

## Project description

### Challenge

The construction of a virtual campus on law & information and communication technologies.

### Target group

Teachers, students, universities organizations and industries.

## Project objectives

- The development of courses;
- The creation of a shared virtual campus on LAW&ICT;
- The identification of good practice;
- The creation of a network of experts in LAW&ICT.

## Results

- Creation of a European Shared Virtual Campus on LAW&ICT to be:
  - A developer publishing new studies and initiatives;
  - A promoter of investigation, research, innovation and dissemination of results;
  - An Information exchange between experts as well as policy makers and students;
  - A campus administrator;
  - A promoter of new online courses and seminars to help decision makers to know about LAW&ICT;
  - A virtual location for debate and European policy making;
  - A home for editions of newsletters to exchange knowledge and good practice;
  - Support of an international LAW&ICT library and an online LAW&ICT;
  - Encyclopaedia.



- Development of:
  - An international Bachelor Degree in Law: 180-240 ECTS;
  - An international Masters Degree in ICT and Law (Law&ICT Master): 60-120 ECTS;
  - An international Lifelong Learning Program in ICT and Law: 2 to 4 ECTS Modules;
  - Education system: blended learning with e-learning and on site courses and seminars;
  - Learning materials: multilingual International Law&ICT Library and online Law&ICT Encyclopaedia;
  - Quality: the objective is excellence in all the project outputs.
- Identification of good practices:
  - In the teaching of the legal framework for ICT issues in Europe through the exchange of national and particular experiences;
  - In the teaching of the application of ICT to juridical aspects of society.
- Creation of a network of experts in Law&ICT all over Europe to share the knowledge and disseminate the results and experiences. The network is envisaged to become bigger and to be periodically updated and improved. It is devised to be a meeting place and a resource centre for experts. This network is the motor of the LEFIS Network ([www.lefis.org](http://www.lefis.org)).

## Summary of the dissemination and exploitation strategy

### Material and resources used for dissemination

Primarily the web pages of the Virtual Campus were used to disseminate information. However, there were also posters displayed by all Lefis partners. A logo was utilized to tie the dissemination materials together for branding purposes.

The most relevant resources are:

- The materials produced from joint initiatives such as the content of the courses from the Virtual Campus programmes, offered by each partner in both full and blended e-learning format. There are 58 courses linked with the project, offered in full e-learning format (4 courses) and 54 in blended e-learning format;
- English is the language of 18 courses; Portuguese in 17 courses; Spanish in 10 courses; Finnish for 5 courses; three courses are offered in Swedish; two in Lithuanian and another two in Polish. One course is in German;
- A joint programme at the the Masters level and several specializations courses and courses for continuing education have been also produced and offered;
- Materials used to publish the activities of the Virtual Campus programme such as a monthly Newsletter which was emailed to partners and potential students of the course.

### Electronic resources

- Web page of the programme itself: [www.lawict.eu](http://www.lawict.eu);
- Links from the related web pages: [www.lefis.org](http://www.lefis.org), [www.egobs.org](http://www.egobs.org) and in the Web pages of the participant organizations in the project: the University of Zaragoza (coord.) (Spain), Queen's University (Belfast, United Kingdom), Mykolas Romeris University (Vilnius, Lithuania), University of Münster (Germany), University of Lapland (Rovaniemi, Finland), University of La Laguna (Spain), Nicolas Copernicus University (Torun, Poland), Polytechnic Institute of Beja (Portugal), University of Vaasa (Finland), Bahcesehir University (Turkey) and FASE, S.L. (Spain);

- The LEFISpedia wiki: <http://www.lefis.org/wiki/index.php5/Conceptos>;
- The final report web page: [http://www.lawict.eu/Management/Draft/2007\\_2614\\_fr\\_law&ict.pdf](http://www.lawict.eu/Management/Draft/2007_2614_fr_law&ict.pdf);
- The EVE platform from the European Commission: [http://ec.europa.eu/dgs/education\\_culture/eve/](http://ec.europa.eu/dgs/education_culture/eve/). EVE (Espace Virtuel d'Echanges) is the electronic platform for the dissemination and exploitation of projects funded by the Directorate General for Education and Culture.

### Media and events

- There is a video on the activities and offer of the Virtual Campus in: [http://www.lawict.eu/index.php?option=com\\_wrapper&view=wrapper&Itemid=446](http://www.lawict.eu/index.php?option=com_wrapper&view=wrapper&Itemid=446);
- The offer from each partner is located in the general Web page of the learning offer of each partner;
- The project team has been interviewed by various media outlets (TV, print journalism) in various countries – e.g. Spain, Poland, Brazil etc.

### Target group involvement

The target groups were targeted via the web and also through a monthly emailed Newsletter. The Newsletters are located in: <http://www.lefis.org/News/newsletter.htm>. The Newsletters are sent today to 437 persons coming from 127 institutions and firms from 44 countries: [http://www.lefis.org/index.php?option=com\\_wrapper&Itemid=320](http://www.lefis.org/index.php?option=com_wrapper&Itemid=320). Feedback from the target group demonstrated that the courses were used and enabled access to specialized courses that would not have otherwise been available.

### Follow-up

The activities of the Virtual Campus are part of the general activities of the thematic, Network Legal Framework for the information society (LEFIS). Several other projects, new conferences and the use of LEFIS as a European trademark (number 005625132, published the 10<sup>th</sup> of December of 2007) have taken place after the project end (30.9.2009). These developments are outlined in, for example, the LEFIS web page ([www.lefis.org](http://www.lefis.org)) and the E-Gov observatory web page ([www.egobs.org](http://www.egobs.org)).

### Contact information

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## LEFIS – APTICE: Legal Framework for the Information Society II

Project Number: **225990 – CP -1 – 2005 – 1 – ERASMUS – TN**  
 Programme/Sub-programme: **ERASMUS Thematic Network Projects**  
 Project Duration: **from 01/10/2005 to 30/09/2007**  
 Project Promoter: **University of Zaragoza (Spain)**  
 Project Partners: **Johannes-Kepler-Universität Linz (AT), Universität Wien (AT), Donau-Universität – Krems (AT), Katholieke Universiteit Leuven (BE), Facultes Universitaires Notre-Dame De La Paix (BE), Lex BG (BG), Law And Internet Foundation (CLICT) (BG), Panepistimio Kyprou (CY), Univerzita Hradec Králové (CZ), Univerzita Tomáše Bati Ve Zline (CZ), Westfälische Wilhelms-Universität Münster (DE), Universität Des Saarlandes (DE), Handelshøjskolen I København (DK), Tallinna Tehnikaülikool (EE), Tartu Ülikooli (EE), Fundación San Jorge (ES), Parque Tecnológico Walqa, SA (ES), Universitat De Les Illes Balears (ES), Universidad De Burgos (ES), Universidad De La Laguna (ES), Universidad De Valladolid (ES), Asociación Para La Promoción De Las Tecnologías De La Información Y El Comercio Electrónico (ES), FASE – Formacion Y Asesores En Selecccion Y Empleo (ES), Web Dreams (ES), Cuatrecasas (ES), Universidad De Deusto (ES), Cristina Malo Navarro. Abogada (ES), Lexland Abogados (ES), Fundación San Valero (ES), Universidad Politécnica De Valencia (ES), Universitat Autònoma De Barcelona (ES), Asociacion Impulsan (ES), Universidad Del Pais Vasco (ES), Lapin Yliopisto (FI), Vaasan Yliopisto (FI), Universite Panthéon-Assas Paris Ii (FR), Maria Niovi Angelidi. Dikigoros (GR), Eurotechniki (GR), Mindwell S.A (GR), Eötvös Loránd Tudományegyetem (HU), Corvinus University Of Budapest (HU), Mcinerney Solicitors (IE), Háskóli Íslands (IS), Università Degli Studi Di Camerino (IT), Istituto Di Teoria e Tecnica Dell'informazione Giuridica Del Consiglio (IT), Università Di Bologna (IT), Insynergy Consulting Italia SRL (IT), Centro Interuniversitario Di Sociologia Politica (IT), Liechtensteinische Landesverwaltung (LI), Mykolo Romeiro Universitetas (LT), Vilniaus Universitetas (LT), Centre De Recherche Public – Gabriel Lippmann (LU), Rigas Juridisk Augstskola (LV), Università Tà Malta (MT), Universiteit Van Amsterdam (NL), Erasmus Universiteit Rotterdam (NL), Universiteit Van Tilburg (NL), Universitetet I Oslo (NO), Uniwersytet Wroclawski (PL), Uniwersytet Mikolaja Kopernika W Toruniu (PL), Instituto Politécnico De Beja (PT), Universitatea Politehnica Din Bucuresti (RO), Örebro Universitet (SE), Blekinge Tekniska Högskola (SE), Univerza Na Primorskem (SI), Univerzita Komenskeho V Bratislave (SK), Fmv Isik University (TR), Queen's University of Belfast (UK), University of Warwick (UK), Thomson Legal & Regulatory Europe (UK)**

## Project description

### Challenge

Development and implementation of a cross-national teaching and research infrastructure in the legal field which adequately responds to the needs raised by the information and knowledge society

### Target group

Teaching staff and students; public and private third parties; academic and professional associations; and policy-makers at all levels.

### Project objectives

- Coherent training and study programmes, providing for a teaching offer in Information Society Law which effectively matches the social needs and expectations in accordance with the Tuning methodology;
- A certification and implementation system which assures the consolidation, exploitation and dissemination of those programmes;
- An educational, research and policy-making infrastructure capable of carrying out studies and regulative proposals on the governance of the information society.

### Results

- The building and maintenance of the basic infrastructure of the Network, adequate to the establishment and consolidation of the Legal Framework for the Information Society (LEFIS);
- The finding of competences as reference for the learning-teaching processes according with the reform of the European High Education Space;
- The construction of several learning and teaching models adequate to the competences;
- The initial proof of the models in concrete contexts;
- The building and proof of the LEFIS accreditation system;
- The creation of learning material:
  - online publication of learning material;
  - learning models of courses;
  - initial e learning model-modules;
  - the publication in paper format and online format of eleven volumes of the LEFIS Series.
- The proof of the evaluation mechanism by reviews and the study of the consistence of the LEFIS code;
- The building of joint knowledge;
- The review and consolidation of the learning and teaching models;
- The guarantee of the continuation of the LEFIS Network activities by the realization of new coherent activities.

## Summary of the dissemination and exploitation strategy

### Material and resources used for dissemination

Thematic network activities are documented and act as the basic materials used by the network to disseminate information on the project activities. These pages are mostly public.

The most relevant resources are,

- The development of joint initiatives such as the organization of representatives for network initiatives who coordinate projects in each country and/or partner's institution;
- Projects cover topics such as:
  - joint teaching and learning (usually e-learning) initiatives;
  - a transnational Observatory on the development of electronic Government;
  - a Shared Virtual Campus on Law and Information and Communication Technologies (ICT) offering e-learning courses to the public;
  - International and national joint research and development activities;
  - joint international intensive courses.
- The use of various dissemination channels to publish network activities such as:
  - The organization and promotion of national and international Conferences on Law and ICT;
  - Organization of Workshops dealing with specific issues in Law and ICT;
  - Publication of:
    - a Book Series;
    - a monthly newsletter;
    - active support for journals in the field of Law and ICT.

### Electronic resources

- The Web pages: [www.lefis.org](http://www.lefis.org), [www.egobs.org](http://www.egobs.org), [www.lawict.eu](http://www.lawict.eu);
- The LEFISpedia wiki: <http://www.lefis.org/wiki/index.php5/Conceptos>;
- The workshops on electronic government and digital inclusion: <http://www.infojur.ufsc.br/aires.rover/egov/index.html>.

### Media and events

Project activities have been promoted in

- Journals such as Journal of Information and Law Technology, now published as European journal of Law and Technology: <http://ejlt.org/>;  
Revista Democracia Digital e Governo Eletrônico: <http://www.buscalegis.ufsc.br/revistas/index.php/observatoriodoegov/login>;
- The LEFIS Series: 11 volumes are published until today in paper and digital format: [http://puz.unizar.es/catalogo/colecciones\\_libros.php?coleccion=40](http://puz.unizar.es/catalogo/colecciones_libros.php?coleccion=40);

The project team has been interviewed by various media outlets (TV, print journalism) in various countries – e.g. Spain, Poland, Brazil etc.

### Target group involvement

The target group involved most of the active researchers in the field of law and ICT. The project offered them a communication with other researchers, and the opportunity to develop joint projects. It also offered a means to make links with institutions and firms who would be interested in using developments from the field.

The participants in the Network receive a monthly Newsletter. The Newsletters are located in: <http://www.lefis.org/News/newsletter.htm>. The newsletters are sent today to 437 persons coming from 127 institutions and firms from 44 countries: [http://www.lefis.org/index.php?option=com\\_wrapper&Itemid=320](http://www.lefis.org/index.php?option=com_wrapper&Itemid=320)

### Follow-up

Several other projects are on the way or being discussed, new conferences have been arranged (e.g. Subtech 2010). To help promote the network, LEFIS was registered as a European trade mark (number 005625132, published the 10<sup>th</sup> of December of 2007). All of these activities have taken place after the project ended (30.9.2009). These are outlined in the LEFIS web pages ([www.lefis.org](http://www.lefis.org)).

### Contact information

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## Light Me Up! – Language Lessons for Abroad

Project Number: **143445-LLP-1-2008-1-BG-KA2-KA2MP**  
 Programme/Sub-programme: **Lifelong Learning Program, Key Activity 2: Languages**  
 Project Duration: **01.01.2009 – 31.12.2010**  
 Project Promoter: **KU TU Ltd. (Bulgaria)**  
 Project Partners: **SEDUKON, o. p. s. (Czech Republic) , Université de Reims Champagne-Ardenne (URCA), France), SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LTD (Cyprus), Soros International House (Lithuania), Pressure Line (Netherlands), Znanie Association – Sofia (Bulgaria), Stichting Rotterdamse Volksuniversiteit (Netherlands)**

### Project description

#### Challenge

The aim of the project “Light Me Up!” is to use the objectives of the LLP in order to promote the benefits of language learning among pupils, students and adults and accommodate 5 less widely used and taught European languages in the context of travelling abroad. The project takes into consideration the dynamic growth of the European travel and tourism sector, the open borders, the internationalization of the business and the labour market, the increased number of pupil and student mobility programmes, the rising interest in higher education abroad, and the increase in property purchase in other countries.

#### Target group

Pupils, students, adults who travel abroad.

#### Project objectives

- To raise awareness of 5 less widely used and taught European languages – Bulgarian, Czech, Dutch, Greek, Lithuanian;
- To promote the advantages of language learning in general and to motivate people to take up further learning of the target languages in particular;
- To create a friendly language learning environment by developing a methodology and learning-oriented products for providing basic language information;
- To create and upgrade basic skills in the target languages in the beneficiaries;
- To provide information about the language, history, culture and current status of the partner countries;
- To promote access to language learning resources.

### Results

- The language sets were developed in 20 language versions (BG-NL, LT-CZ, GR-BG, etc.) in order to cover the specifics of the target groups more accurately. The sets are being distributed through the dissemination channels of the project;
- 20 language events were organised at 5 Tourism Fairs in the partner countries;
- About 2,600 people were directly involved in the language games and activities;
- 10 language games were developed which create basic skills in the target languages and test already acquired knowledge – “Language puzzle”, “Darts”, “Dices” (2 versions), “Bingo”, “Numbers” (2 versions), etc.;
- A network of 25 travel agencies was established in the 5 promoting countries. They were involved in the project activities and ensured feedback from the end-users;
- Some travel agencies expressed interest in adapting the language sets into other languages – Polish, Russian, Spanish;
- A Slovak company expressed interest in producing 100,000 copies of the sets in Slovak-English and Slovak-German in order to distribute them during the World Ice Hockey Championship 2011 which will take place in Slovakia;
- 8 open language courses were organised and about 60 people went through non-traditional lessons in the target languages;
- The Bulgarian national air carrier Bulgaria Air expressed interest to participate in the project activities. Language sets were distributed at airplanes of Bulgaria Air flying to Holland and Cyprus. The carrier also provided 2 flight tickets as a prize for the project beneficiaries;
- A language demonstration in Bulgarian was requested and performed at the US Embassy in Bulgaria in front of 20 diplomats studying Bulgarian;
- As a result of the success of the demonstration, the Language Office at the Embassy requested the adaptation of 3 “Light Me Up!” products (darts, dices, language puzzle) into Bulgarian-English which to be used as helpful materials during the course of study of the diplomats;
- A “Memorandum of Understanding” was signed with the Czech company “TEMPO TRAINING & CONSULTING, Ltd.” for sharing digital mobile training content and training activities with the aim to create synergies in the field of Technology-Enhanced Language Learning. The products developed under “Light Me Up!” will enrich the portal of the MW-TELL Project;
- Over 10 sponsors and social partners supported the project activities;
- The dissemination activities under the project reached a high number of people and they included seminars, publications, interviews, distribution of leaflets and posters, participation in national and international conferences and meetings, etc.;
- “Light Me Up!” was awarded with the EU initiative “European Language Label” for 2010.

### Summary of the dissemination and exploitation strategy

- **Network of travel agencies** – a network of travel agencies was established in the 5 promoting countries as a channel for reaching the target groups. It was expanded during the entire project;
- **Project products** – all project products were developed to be used also for dissemination purposes. They were produced with attractive design and included the project website;
- **Promotional materials** – dissemination materials (leaflets, posters, business cards, postcards, etc.) were distributed during different project events; Recognition materials (T-shirts, cups, compasses, pens, etc.) were given away to the participants in the language activities;



- **Website** – the project website ([www.light-me-up.eu](http://www.light-me-up.eu)) was produced among other as a dissemination tool for providing information on the upcoming events and the already completed activities;
- **Media** – TV/radio interviews, press releases, articles, etc. Publications on the project were released in all promoting countries in travel catalogues, boarding magazines, thematic newspapers, etc.;
- **Events** – 20 language events were organised at 5 Tourism Fairs in the partner countries which are being visited by hundreds of thousands of people annually. Dissemination seminars were organised in each promoting country presenting the project to travel agencies, interested organizations and potential beneficiaries.

## Target group involvement

- The project target groups were involved in all stages of project development – surveys for determining the profile of the target groups; product development; pilot groups for product testing; applying the products into practice; feedback;
- About 2,600 people were directly involved at the tourism fairs in the 5 promoting countries;
- 8 open language courses were organised and about 60 people went through non-traditional lessons in the target languages;
- A network of 25 travel agencies was established; Over 8,000 sets have been distributed so far;
- Several organizations expressed interest in the project's language products and methods.

## Follow-up

- A solid foundation was laid for continuation of the project after its end;
- The network of travel agencies will continue to exist allowing natural project dissemination in the sector;
- Some travel agencies expressed interest in adapting the language sets into other languages – Polish, Russian and Spanish;
- A Slovak company expressed interest in producing 100,000 copies of the sets in Slovak-English and Slovak-German in order to distribute them during the World Ice Hockey Championship 2011 which will take place in Slovakia;
- A language demonstration in Bulgarian was requested and performed at the US Embassy in Bulgaria. As a result, the Language Office at the Embassy requested the adaptation of 3 "Light Me Up!" products into Bulgarian-English which to be used as helpful materials during the course of study of the diplomats;
- A "Memorandum of Understanding" was signed with a Czech company for sharing digital mobile training content and training activities with the aim to create synergies in the field of Technology-Enhanced Language Learning.

## Contact information

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## Maritime English Learning Tool – MarEng Plus

Project Number: **2008-1-FI1-LEO05-00459**  
 Programme/Sub-programme: **Leonardo da Vinci**  
 Project Duration: **1/10/2008 to 30/09/2010**  
 Project Promoter: **University of Turku, Centre for Maritime Studies (Finland)**  
 Project Partners: **University of Antwerp, Institute of Transport and Maritime Management (Belgium), University of La Laguna (Spain), Shipping and Transport College Rotterdam (Netherlands), Åland University of Applied Sciences (Finland), Cork Institute of Technology – National Maritime College of Ireland (Ireland), Lingonet Oy (Finland), Latvian Maritime Academy (Latvia), Gdynia Maritime University (Poland), Kymenlaakso University of Applied Sciences (Finland)**

## Project description

### Challenge

The aim of the MarEng Plus project is to create new material for the Maritime English Learning Tool MarEng in order to widen the user base of the tool. The selected actions are mostly based on the feedback obtained from MarEng Learning Tool users all over the world. The MarEng Plus project aims at developing products that will meet the needs of several different target groups.

### Target group

Students/learners and teachers/trainers in maritime training institutes both at vocational and further education, as well as university level; seafarers, maritime personnel both ashore and afloat in need of upgrading their maritime English proficiency; the employees of maritime related companies (stevedores, shipping agents, shipping companies, port authorities, port operators, etc.).

### Project objectives

The previously created MarEng learning tool as an innovative, encouraging new kind of learning tool in the maritime field is definitively supporting the participants and target groups in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development. There has been an obvious, largely experienced need within the maritime English teachers for new kind of teaching materials, which is the reason that the MarEng learning tool has been welcomed with great pleasure among the teachers and learners around the world. The new MarEng learning material is intended to give the teachers better chances to motivate learners with different levels of knowledge and language competencies, and widens the variety of topics to be learned.

### Results

Web-based maritime English learning material for the themes *The environment* and *Transport security* in three different levels (Elementary, Intermediate, Advanced); Elementary level learning material on nine different topics (*Cargo Operations, The Engine Room, The Navigation Bridge, Radio Communications, The Weather, First Aid, Severe Weather Conditions, The Marine Environment, Maritime Security*); Glossary; Teacher's Manual; A mobile phone application of the glossary

Summary of the dissemination and exploitation strategy

Introduction to the strategy

The dissemination strategy of the project and the final product is based on wide dissemination and marketing within the maritime and related fields (shipping related companies, ports and maritime educational institutions). The dissemination and marketing activities involve organizations (enterprises, associations, authorities, schools and universities) as well as persons working for them (maritime English teachers, employees in the maritime and related fields). The dissemination activities have been started since the planning of the project by inviting new organizations to join the MarEng team, and starting the dissemination activities right from the beginning of the project. The dissemination involves not only the participating partner countries, but also other countries around Europe and the rest of the world. Because of the international character of the maritime field, there are already existing international contacts and networks, through which information about the project can be spread also outside the partner countries and outside Europe.

Material and resources used for dissemination

Project homepage, brochure, posters, dissemination seminar, participation in various events, project name cards/ business cards, information transfer through existing networks, CD-Rom

Electronic resources

Project homepage (<http://mareng.utu.fi/>)

Media and events

The project partners are actively disseminating the project and its products by presenting papers and having personal discussions with several target groups in different seminars and other events. The seminars attended include the major maritime English teachers’ seminars, as well as maritime, shipping and logistics related events. The partners are also disseminating the project and its products within their own and partner organizations, and in educational and other events organised by themselves.

Target group involvement

The produced learning material is widely tested and piloted by the target group representatives. The dissemination seminar is addressed to the target group.

Follow-up

The dissemination activities are listed and followed by the project coordinator during the whole project. A systematic, detailed follow-up is recorded in the project internal reports, interim and final reports.

Contact information

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**Project website:**  
<http://mareng.utu.fi/>



mature@eu – Supporting Employers Recruiting and Selecting Mature Aged Persons

Project Number:	A/06/B/PP-158.303 + LLP-LDV-TOI-08-AT-008
Programme/Sub-programme:	Leonardo da Vinci, Phase 1: Development of Innovation, Phase 2: Transfer of Innovation
Project Duration:	08/2006 to 07/2008; 10/2008 to 03/2010
Project Promoter:	Zentrum fuer Soziale Innnovation / ZSI
Project Partners:	<p><b>Austria:</b> Software AG, Wirtschaftskammer (WIFI IKT), Arbeitsmarktservice (AMS)</p> <p><b>Belgium:</b> European Older People’s Platform (AGE)</p> <p><b>Bulgaria:</b> New Bulgarian University (NBU)</p> <p><b>Czech Republic:</b> RPIC-VIP.s.r.o.</p> <p><b>Germany:</b> Technologie – und Innovationsberatungsagentur in Bayern beim DGB e.V. (TIBAY) DEKRA Akademie GmbH</p> <p><b>Greece:</b> Greek Research &amp; Technology Network (GRNET)</p> <p><b>Great Britain:</b> University of Westminster (BIOPoM) Employers Forum on Age (EFA)</p> <p><b>Hungary:</b> Information Society Research &amp; Teaching Group (INSREG)</p> <p><b>Italy:</b> Comitato Regionale dell’ENFAP del Friuli Venezia Giulia</p> <p><b>Lithuania:</b> Vytautas Magnus University</p> <p><b>Latvia:</b> Latvian Adult Education Association</p> <p><b>Poland:</b> University of Science and Technology (AGH)</p> <p><b>Netherlands:</b> The Netherlands Platform Older People and Europe (NPOE)</p> <p><b>Slovakia:</b> Forum for assistance to older people</p>

**Spain:**  
**Consejería de Trabajo Xunta de Galicia**

**Slovenia:**  
**Security Technology Competence Centre (SETCCE)**

**Switzerland:**  
**Union Network International (UNI)**

**Swiss:**  
**Occidental Leonardo (SOL)**

**Turkey:**  
**EU Business Centre Training and Consultancy Corp**

## Project description

### Challenge

Despite all predictions of a tightened labour market in the near future, the recruitment policies of enterprises remain predominantly youth oriented. The hiring rate of older workers varies considerably across the EU member states, but it is in all countries much lower than for younger workers. However, age-diverse recruitment is a challenge, as many standard recruitment practices and selection criteria are age-related.

### Target group

HR managers, Recruiters, Equal Opportunities Representatives, Trade Union Officers and Worker Representatives, with other words: all those who have an influence on recruitment decision in organizations.

### Project objectives

mature@eu aims to enable the target group to introduce age-diverse recruitment policies and practices.

### Results

Main results are:

- A toolbox with over 400 materials all related to the age bias in recruitment policies. See: <http://www.mature-project.eu/toolbox/advsearch/>;
- An e-learning platform in 16 languages, consisting of 3 Modules and 17 Units; realised by the free, open source CMS MOODLE, free of charge for every user and ready for the export to the server of interested parties. See: <http://www.mature-project.eu/e-learning/>;

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

Each project partner had to:

- Distribute project materials at at least 8 events /workshops, conferences/ and to report these activities quarterly;
- Translate the (three per project) press releases and distribute within her/his communication channels;
- Identify media coverage;

- Organise one workshop or give one oral presentation at a public conference/ event/ workshop about the project;
- Organise at least four links leading to mature@eu;
- Sign an agreement of the sustainable use of the e-learning platform with one host organization at least (indicator: export to the host's server).

### Material and resources used for dissemination

- Each project had two flyers:
  - 1st edition: to make the project visible;
  - 2nd edition: to promote the e-learning platforms.
- Brochure 'Become an employer of choice. Take age out of recruitment decisions' (32 pages);
- Poster;
- Online social networks & blogs;
- Resource par excellence: to have key players and multiplier organizations as project partners involved.

### Electronic resources

- From 124 websites, a link leads to [www.mature-project.eu](http://www.mature-project.eu) (every partner had to contribute with 4 links at least);
- Several partners took use of social network technologies for dissemination activities;
- Del.ici.ous: Mature@EU are currently 48 websites tagged;
- The project is presented in around 8 blogs;
- 365.267 visitors were on the project website <http://www.mature-project.eu/index.html>.

### Media and events

- 74 media coverage; see: <http://www.mature-project.eu/pressclipping/list> (e.g. 5x derStandard, 2x Presse, 2x Computerwoche (AT), 2x Computerwelt (G);
- Three video presentations (English, French and Hungarian) on youtube.com:
  - [http://www.youtube.com/watch?v=K7ni-abJkIU&feature=channel\\_page](http://www.youtube.com/watch?v=K7ni-abJkIU&feature=channel_page);
  - <http://www.youtube.com/watch?v=dALcutSeYdE&feature=channel>;
  - [http://www.youtube.com/watch?v=0tapOdGLm\\_s](http://www.youtube.com/watch?v=0tapOdGLm_s).
- Oral presentation of the project on 36 public occasions; see: <http://www.mature-project.eu/activities/list>;
- mature@eu Conference in Geneva; see the video tabbed proceeding: [http://www.mature-project.eu/attach/Movie\\_Conference\\_Geneva2008.wmv](http://www.mature-project.eu/attach/Movie_Conference_Geneva2008.wmv);
- Joint conference with the Silver project in Lausanne; see the video tabbed proceeding: [http://www.klewel.com/unil\\_hec\\_juin2009.php](http://www.klewel.com/unil_hec_juin2009.php);
- Project presentation in the European Parliament;
- An article was published in: LLinE, Lifelong Learning in Europe. Vol XIV, Issue 4/2009, page 240-245. Published by the KVS Foundation in co-operation with the Finish Adult Education Research Society. Helsinki. ISSN 1239-6826;
- Reception of the "Keeping on Track Best Project Practice" Award in June 2009 <http://www.mature-project.eu/award.html>.

## Target group involvement

The project benefited substantially from the contributions of the so-called silent partners:

- Union Network International / UNI (umbrella organization of 900 trade unions) as powerful strategic partner, supported the dissemination of the outcomes in several ways: continuous press releases about the project intermediate results on the UNI website, introduction of the project to a range of important stakeholders (such as KIBNET) and to those trade unions under the umbrella of UNI;
- Also AGE Platform Europe (European network of around 150 organizations of and for people aged 50+) supported the project in many ways: linking it to Ms. Belinda Pyke, Director of DG Employment, Social Affairs and Equal Opportunities at the EC which resulted in a foreword for the brochure, and connected the consortium with Chris Ball, Chief Executive of the Age and Employment Network, his statement for the brochure was a great asset;
- Software AG Austria organised via the “Verband Österreichischer Software Industrie” a press conference about the project, which found around 10 media coverage in the Austrian print media;
- Further partners such as WIFI IKT, AMS, FORUM (a Slovakian NGO for the aging issue), Employer Forum on Age (UK), all representing the target groups, were of great asset too for the visibility of the project;
- Additional, the e-learning platform was tested by 18 people representing the target groups. Examples here: <http://www.mature-project.eu/e-learning/reviews.html>.

## Follow-up

The platform is available to third parties such as vocational and educational training institutions, CSOs in the field of ageing/discrimination, employers’ or HRM associations, trade unions etc. to be exported to their servers free of charge. After this export, it may be adapted by third parties and used for commercial and non-commercial training purposes. Currently, the e-learning platform is exported to 36 host organizations, which use it for non- and/or commercial purposes.



## MEDEA: EU – Extending the European identity of the MEDEA Awards

Project Number:	143388-LLP-1-2008-1-BE-KA4-KA4MP
Programme/Sub-programme:	Transverasal program, KA4
Project Duration:	1/11/2008 – 31/1/2011
Project Promoter:	ATiT (Belgium)
Project Partners:	IADT (Ireland) and UNI-C (Denmark)

## Project description

### Challenge

MEDEA:EU is a European Commission supported project that aims at enhancing, strengthening and complementing the European dimension of the MEDEA Awards. The MEDEA Awards is a competition that was launched in November 2007 with the aim to encourage innovation and good practice in the use of media (audio, video, graphics and animation) in education. The awards also recognise and promote excellence in the production and pedagogical design of media-rich learning resources.

### Target group

All those interested and engaged in using and promoting media to enhance learning opportunities in all sectors.

### Project objectives

- To establish a European network of national contact points, consisting of a local agent or “national contact point” (NCP) in each European member state who will help to promote the MEDEA Awards in their country by establishing links with other related national, sectoral and regional initiatives including those responsible for related awards and prizes;
- To make available dissemination materials related to the MEDEA Awards in French and German to augment the English materials available and foreseen so the MEDEA Awards and its European identity is enhanced by this multilinguality. This has meant that the MEDEA leaflets, posters, press releases, website and submission form have been available in French and German since 2009 and are renewed for 2010;
- To disseminate information about the MEDEA Awards to those involved in the Lifelong Learning Community to ensure that those people involved directly or indirectly in this programme are fully aware of the MEDEA Awards and can participate. This involves the project’s direct contacts and extended network, including related projects such as EduTubePlus, EUScreen, Viducate, DIVIS, ... and other projects within relevant EU Programmes;
- Establish a specific European Collaboration Award for the 2009 and 2010 MEDEA Awards to recognize best examples of European collaboration in relation to media-enhanced learning;
- To set up a process whereby those submissions that are short-listed for awards in 2008 and 2009 will be investigated and analysed to identify best practice and to be promoted as case examples of how high-quality media-enhanced learning comes about. This work can be used to further encourage others in their efforts towards improving the quality of their work in this area.

## Contact information

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## Results

- Operational network of contact points responsible for local dissemination in 28 countries;
- Realisation of the MEDEA Awards in 2009 and 2010 as a competition attracting a total of more than 400 entries with submissions in French, English and German;
- Monthly newsletter sent to almost 3000 email addresses on the topic of media and learning;
- Two iterations of the European Collaboration Award;
- Established and growing community of practice on the topic, to include the realisation of the Media and Learning conference in Brussels on 25-26 November;
- Online media gallery with interviews and samples from 27 winning entries in 2008 and 2009.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

The MEDEA:EU is in essence a dissemination project and so no separate dissemination strategy is available.

### Material and resources used for dissemination

Leaflets and posters.

### Electronic resources

Websites, see: <http://www.medeo-awards.com>, <http://www.project-medeo.eu/>, <http://www.media-and-learning.eu> and <http://www.media-in-education.net>

### Media and events

The MEDEA award event was held in OEB in 2009 and at the Media and Learning conference in 2010, presentations and workshops at a variety of other relevant events and conference throughout Europe with national follow-up in several countries.

### Target group involvement

The community of practice around MEDEA is generally quite involved, they can follow the progress of their entries online, they can and do contribute to the newsletter and can and will take part in the Media and Learning conference.

### Contact information

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ATIT

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<http://www.project-medeo.eu>



## MPCE – Mission Possible: Chinese for Europeans

Project Number:	<b>505314-LLP-1-2009-1-BG-KA2-KA2MP</b>
Programme/Sub-programme:	<b>Lifelong Learning Program, Key Activity 2: Languages</b>
Project Duration:	<b>1 December 2009 – 30 November 2011</b>
Project Promoter:	<b>ZNANIE Association – Sofia (Bulgaria)</b>
Project Coordinator:	<b>KU TU Ltd. (Bulgaria)</b>
Project Partners:	<b>Soros International House (SIH), (Lithuania), Amitié (Italy), F.L.E.P. (Portugal), Pressure Line (Netherland)</b>

## Project description

### Challenge

The project “Mission Possible: Chinese for Europeans” is aimed at promoting the benefits of language learning by raising awareness of and bringing the entirely distant Chinese language closer to Europeans. The dissemination strategy of the project is focused on establishing channels for disseminating the project, reaching the target groups and applying the developed products with them. Given the nature of the project idea, the general target is to carry out the dissemination activities at two main levels – via the potential beneficiaries themselves and via advertising/PR campaigns.

### Target group

The target group of the project is formed out of people who have direct or indirect relations with China. It covers three main units:

- Companies which import their merchandise from China and their work is thus closely connected to their Chinese business partners;
- Organizations which support cultural relations with China;
- Educational institutions with students studying business administration and management. Those three units are overlapping in the clear need to overcome the language and cultural barriers between the potential beneficiaries and their Chinese partners and enhance the mutual understanding.

### Project objectives

- To raise awareness of Chinese among Europeans;
- To provide language information in Chinese related to the needs of the target group in an easily accessible way;
- To introduce the target group to about 200 hieroglyphs;
- To overcome language and cultural barriers between Europe and China;
- To facilitate the everyday activities of the project beneficiaries;
- To promote cultural diversity.

Results (so far)

- **Dissemination channel** of 44 business companies, cultural organizations and educational institutions which support relations with China:
  - **Business companies** – 27 units, including trading companies, wine exporters, Chinese restaurants, financial companies, travel agencies, associations of commerce and industry, governmental institutes for external markets, etc.;
  - **Cultural organizations** – 5 units, including scientific and cultural centres, European-China cultural centres, embassies, etc.;
  - **Educational institutions** – 12 units, including public universities of economics and management, business schools, educational institutions working with Chinese universities for exchange of students, institutions involved in teaching Chinese, organizations for quality certifications, etc.
- **Methodology**
  - Focused on providing a view of the specifics of the Chinese language (initials, finals, tones, pinyin system and its adaptation to the source languages, basic Chinese radicals, etc.);
  - Language information in Chinese is provided through associative hieroglyph chains which include Chinese characters, their pinyin pronunciation, pronunciation in the source language, word meaning and a breakdown of the meaning;
  - “Do’s and don’t’s” – provides tips of what should and shouldn’t be done while communicating with Chinese people.
- **Conversational sets**
  - The purpose is to develop basic skills in Chinese in the target group representatives from the 5 partner countries;
  - Produced in 5 language versions (ZHO-BG, ZHO-LT, ZHO-IT, ZHO-PT, ZHO-NL);
  - Contain 6 sections – introduction into the Chinese language, Pinyin, Chinese radicals, Associative Hieroglyph chains, Phrases, “Dos and Don’ts”;
  - The language information in Chinese is adapted to the source languages.

**Website** – The project website ([www.chinese-for-eu.eu](http://www.chinese-for-eu.eu)) is still in development but it currently provides information about China and the Chinese language. At a later stage the language information in Chinese from the conversational sets will be video recorded and uploaded on the website.

Summary of the dissemination and exploitation strategy

Creating dissemination channels

- Forming groups of potential beneficiaries representing the first dissemination channel and continuously expanding it;
- Releasing publications and TV/radio announcements in the partner countries and thus creating a second dissemination channel of interested companies and organizations. Each partner will release publications in business and/or cultural newspapers/magazines giving information on the project and its upcoming activities;
- Contacting educational language centres and institutions, training organizations, schools and universities and introducing them with the project idea and the developed methodology;
- Using the website ([www.chinese-for-eu.eu](http://www.chinese-for-eu.eu)) as an Internet-based dissemination tool;
- Using the informational channels and business networks of the partners for project dissemination;

- Disseminating the project and its outcomes at international conferences;
- Attracting social partners.

Exploiting the established dissemination channels

- Distributing the main project product – conversational sets in Chinese-Bulgarian, Chinese-Lithuanian, Chinese-Italian, Chinese-Portuguese, Chinese-Dutch, among groups of beneficiaries through the dissemination channels;
- Organising practical workshops with beneficiaries and involving them in blitz-courses in Chinese;
- Organising contact seminars with real beneficiaries – the contact seminars will be aimed at gathering first-hand feedback from the project beneficiaries, on one hand, and at expanding the dissemination channels, on another. The events will present the project idea and give the opportunity for real beneficiaries to share their practical experience with the project products.

Follow-up

The expected impact will be ensured through the created channels which will provide an opportunity for involving the beneficiaries in the project development at all stages. Even though those channels have enormous potential for reaching high numbers of people, the focus here will be on quality and not on quantity. In this respect it is expected that the products will show good results with a certain number of people which will be considered very successful impact and allow the number of future beneficiaries to increase.

Contact information

<b>Coordinator:</b> KU TU Ltd. (Bulgaria)	<b>Name:</b> Raya Stanachkova	<b>E-mail:</b> q2_limani@fastbg.net	<b>Project website:</b> <a href="http://www.chinese-for-eu.eu">www.chinese-for-eu.eu</a>
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Project Number: **504693-LLP-1-2009-1-BE-ERASMUS-EAM**  
 Programme/Sub-programme: **Lifelong Learning Programme, ERASMUS – Accompanying Measures**  
 Project Duration: **1 November 2009 – 31 December 2010**  
 Project Promoter: **EuroPACE ivzw, (Belgium)**  
 Project Partners: **Katholieke Universiteit Leuven (Belgium); Coimbra Group (Belgium)**

## Project description

### Challenge

Higher education in the past decade has become increasingly international. More and more students choose to study abroad or do an international work placement. This has revealed a new need for students to get more and better guidance and support before, during and after their international experience. Virtual Mobility, enabled by the use of educational technologies, and e-coaching methodologies, therefore are becoming popular as a complement to the traditional mobility programmes in order to prepare, support and follow-up students who go physically abroad for a placement or study experience.

By promoting and increasing the visibility of (former and current) projects and initiatives on blended mobility and e-coaching Move-IT aims to maximise the impact of physical mobility of students, teachers and staff. Through the Move-IT website and through the organization of events Move-IT disseminates these innovative projects and initiatives and brings together potential users thereby emphasizing the transfer and take-up of project results by new users and mainstreaming them into higher education practices.

Seminars on blended mobility and webinars on the topic of e-coaching inform interested parties about the support of exams at a distance through ICT, selection of students through web conferencing tools, preparation and coaching of exchange students through new educational technologies like Web 2.0 and social software tools, etc. Also “e-coaching” is promoted as a new way of instructing and training, thereby broadening the e-competences of teachers, tutors, International Relation Officers, ... by training them in the use of the most innovative ICT tools. Through the events, the Move-IT project wants to trigger the discussion and keep blended and virtual mobility high on the agenda of the different European stakeholders.

### Project objectives

- Raise awareness about the benefits of virtual mobility and e-coaching in order to improve and optimize the preparation, support and follow up of the mobile student of tomorrow;
- Spread know-how in blended mobility and e-coaching from successful former projects and initiatives;
- Provide a theoretical background as well as practical models in order to stimulate higher education institutions to engage in initiatives on blended mobility and e-coaching.

The main **outcomes** that need to be promoted are:

- **Portal on blended mobility.** The website introduces the activities of the project and presents best-practice projects, initiatives and resources on blended mobility and e-coaching. Furthermore, on the website, the events were announced and all related materials (such as the recordings of the webinars, presentations, etc.) were collected;

- **Two ‘face-to-face’ seminars on blended mobility.** The seminars took place on 10<sup>th</sup> of June 2010 (Coimbra conference, Iasi (RO)) and on 14<sup>th</sup> of October 2010 (Leuven (BE)) and aimed to raise awareness on the opportunities and challenges of virtual/blended mobility and to exchange good-practices;
- **Two webinars on e-coaching.** The webinars, that took place the 7<sup>th</sup> and 27<sup>th</sup> of May 2010, specifically addressed the topic of e-coaching and demonstrated several technical, pedagogical and organizational aspects related to e-coaching of mobile students from a distance;
- **Move-IT Home and Away Forum – “Coaching Exchange Students from a Distance”.** A final Move-IT Forum was organised December 1<sup>st</sup>, 2010 as a pre-conference event of the Online Educa Berlin conference. The aim of the Forum was to demonstrate good practices and to exchange information, stimulate discussions between the various stakeholders involved in organising mobility programmes;
- **Forum Proceedings.** As a result of the final Forum, a publication was put together which serves as Forum proceedings but also collects papers and/or descriptions from projects or initiatives presented at other Move-IT events or at the project website.

### Target groups

- Higher education institutions, and especially those people within the institutions who are involved in student mobility, such as teachers, staff of international relations offices, student mobility coordinators and coordinators of work placements. But it is also important to try and reach the management of these institutions in order that the people directly involved get the necessary support from their superiors in implementing virtual solutions for mobile students;
- Students and student networks, which can be considered as the most important stakeholders, as ultimately it is the student who will benefit from virtual mobility support tools and e-coaching methods.

The dissemination potential of Move-IT was considered extremely broad in the sense that the disseminated information is useful throughout Europe and beyond. Other target groups such as the e-learning community in general, policy makers or other stakeholders in student mobility have therefore also benefited from the project.

## Summary of the dissemination and exploitation strategy

The Move-IT project was submitted under the Lifelong Learning Programme action “ERASMUS – Accompanying Measures”. This type of project is aimed to help ensure that the results of ERASMUS-supported activities are brought to the attention of a wider public. The purpose of Move-IT is indeed to look at what other projects working in the same subject area or around the same topics are doing and then approaching them with a view to collaborating. The Move-IT project therefore built further on already existing best-practices, projects and initiatives and gave them a platform for further promoting their outcomes to a wider audience.

The project network partners EuroPACE (with its strong interest in virtual mobility and new e-learning technologies) and Coimbra Group (with its strong ‘physical’ mobility tradition) in this respect were not only well placed to identify good practices within their own network, but also to disseminate project results to their members and contacts. Through these networks alone the partners had direct access to and could address the main **target groups** and stakeholders of Move-IT: students, traditional universities, the e-learning community and HEIs more in general.

In the beginning of the project, both a dissemination and exploitation plans were developed.

The **dissemination plan** defined what exactly needed to be disseminated to which target audience, described the possible dissemination channels and materials to be used, and included a planning of the dissemination activities. The strategy ensured that project partners were not using a single or limited approach and that different forms and media were used for different target groups and different project outcomes. The dissemination plan was revisited and updated on a regular basis.

As can be noted from the project description above, the main project outcomes of Move-IT (the portal on blended mobility, the two 'face-to-face' seminars on blended mobility, the two webinars on e-coaching, the Home & Away Forum and the proceedings) are dissemination activities in itself.

These project outcomes/activities were promoted by a variety of other dissemination activities and following **materials and (electronic) resources**:

- Mailings: Move-IT news and information was published in relevant newsletters (e.g. in the newsletters of the Coimbra and EuroPACE networks) but also personal invitations were sent to stakeholders to invite them to Move-IT events;
- Leaflet: distributed at numerous events, conferences, meetings;
- Conference presentations (e.g. at EDULEARN, EADTU, ICL);
- Publications: conference papers, articles;
- Web 2.0 tools;
- Press releases.

To ensure that the planned dissemination activities reached their target audiences and were helping to achieve the dissemination objectives, both qualitative and quantitative evaluation methods were put in place. It is indeed not only important to just disseminate and promote the project ideas and outcomes. One should also think of measuring and recording the *effectiveness* of the dissemination efforts and the impact on the targeted end-users.

Next to a dissemination strategy, also an **exploitation strategy** was set up by the project partnership. The strategy first of all focused on establishing links with similar initiatives (EU-funded projects as well as individual best-practices of HEIs) on the topic of blended mobility and e-coaching. To this end a call for cases was launched at the start of the project. Project coordinators or leaders of the identified innovative initiatives were invited to contribute to the Move-IT web portal (where short descriptions and results of those projects were collected) and/or to be a speaker or participant at one of the organised events.

In a second phase the exploitation was aimed to make available the outcomes of the Move-IT project to an as wide audience as possible during but also after the project duration. This was done by making available the recordings of the webinars and seminars online in an easy-to-access format for other people not directly involved in any of the project's events and activities and by creating and distributing the Forum proceedings to stakeholders.

Finally, at the end of the project the commitment of each Move-IT project partner was formalised in a final exploitation agreement in order to continue promoting the outcomes after the project in their regular activities.

## Contact information

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## P.I.N.O.K.I.O. – Pupils for INnovation as a Key to Intercultural and social inclusiOn

Project Number:	<b>503349-LLP-1-2009-1- IT- Comenius – CMP</b>
Programme/Sub-programme:	<b>Lifelong Learning Programme 2007-2013 / COMENIUS</b>
Project Duration:	<b>2 years: 1.10.2009-30.09.2011</b>
Project Promoter:	<b>Fondazione Nazionale Carlo Collodi (FNCC), (Italy)</b>
Project Partners:	<b>University of Madeira (Portugal), Aristotle University of Thessaloniki (Greece), University Cà Foscari -Centro Interateneo per la Ricerca Didattica e la Formazione Avanzata (Italy), International Yehudi Menuhin Foundation (Belgium), The Mosaic Art And Sound Ltd (United Kingdom), SEED – silent partner (Switzerland), Officina Creativa Interculturale – associated partner (Italy)</b>

## Project description

### Challenge

Promoting intercultural dialogue and social inclusion among children, migrant children and parents, through the development of some 'key competences' using fairy tales and children literature's characters and situations.

### Target group

Children aged 3 to 11 years and their families, pre-school and primary school teachers.

### Project objectives

The P.I.N.O.K.I.O. project focused on the development of some key competences of children (Rec.2006/962/EC), through the use of fairy tales and children literature, supported by a Web 2.0 approach. The development of such key competences is aimed at a wider promotion of intercultural dialogue and social inclusion among children, migrant children and their parents.

The specific objectives are:

- To achieve Lisbon goals through the development of educational programmes focused on key competences for lifelong learning;
- To introduce in educational policies new methodologies in order to support children's development of key competences, necessary for their future personal and professional development and for active Europeans;
- To improve and develop transversal key competences in children, towards the promotion of intercultural dialogue and social inclusion;
- To provide pre-school and primary school teachers with competences to face the development of the key competences in children;
- To develop innovative and pedagogic methodologies for the development of key competences in children-students.



## Results

The main results foreseen by the project can be classified under two different categories:

**Products**, as tangible and durable outputs that include learning methodologies and a set of tools to promote innovation and creativity to foster social inclusion and intercultural dialogue, videos, reports, online education and training material, best practice catalogue, workshops, conferences and other events etc.

**Methods**, which include increased knowledge of participants within a certain field and topic; exchange of ideas and good practice; cooperation processes and methodologies etc.

P.IN.O.K.I.O.'s tangible results are:

- Project website 2.0 [www.pinokioproject.eu](http://www.pinokioproject.eu) and online tools as blog, podcast, movies, e-book audio;
- A methodological framework for teachers' training: at least 45 teachers to be trained in four different European countries;
- A blended method to test teachers' training with more than 15 schools and 500 students and their parents involved in project activities such as Intercultural Workshops and Creativity Labs;
- A teachers training package useful for the transferability of the training activities will be produced after the testing phases;
- A best practice catalogue will be produced after comparison of the different local activities and outputs to circulate the developed tools and the lessons learnt;
- An International conference and other national events organized during the project implementation period.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

P.IN.O.K.I.O. project's dissemination is based on three main pillars: the three themes of the European Years 2008-2009-2010: Intercultural dialogue – Creativity and Innovation and Poverty and Social Exclusion. This fact along with an excellent project valorisation plan has made possible a promising starting point for dissemination and exploitation activities from the very early beginning of project implementation and it has allowed the presentation of P.IN.O.K.I.O. project in already planned international and national events. Dissemination and exploitation activities are defined by a Dissemination Strategic Guideline and an Exploitation Plan which include the vision, mission, goal and strategic thrusts that are based on the main objectives of the project along a list of target groups/stakeholders and dedicated resources for each project's phase.

### Material and resources used for dissemination

Project graphic guide and logo, Web 2.0 project website that has been visited more than 120.000 times in a year [www.pinokioproject.eu](http://www.pinokioproject.eu) including an 'educational environment' targeted at teachers, blogs and social networks share button. Leaflets, poster, advertising material, national and European dissemination plans, dissemination strategic guideline, exploitation guideline, PINOKIO project's electronic bimonthly newsletters, awareness and educational sessions in partners countries, writing and distribution of press releases/packs, articles, papers in relevant journals and TV channel, etc. clustering activities with other European projects, participation and organization of conferences, seminars, workshops and meetings.

## Electronic resources

The web tools: blogs, podcasts and movies have been selected as a strategy to access and work on children literature contents and as support to teachers' experimentation for P.IN.O.K.I.O. educational innovation framework. These tools will be used for planning, producing and sharing stories. Some productions will be shared among the schools through the use of the central blog. The project website foresees a video repositories for movies, photo repositories, blogs, and podcasts while in the first page of the project website the share button allows to share the project among the most popular social networks.

## Media and events

Anna Lindh Forum 2010 in Barcelona (ES), Biennial Conference in Florence (IT) (Education To Combat Social Exclusion organized by the European Economic and Social Committee (EESC), Three days of Words and Art for Multiculturalism and Against Racism" Seminar organized at Kodra Camp at Thessaloniki (GR), 13<sup>th</sup> Festival against Racism at Thessaloniki (GR), Links-up project meeting and learning coffee at the EDEN 2010 Annual Conference "Media inspiration for Learning", Colloque TIC et Formation du CTIE 2010 – UniS Berne CH Stories, Drawings and Digital Storytelling for education, The Second International Conference on Linguistic and Intercultural Education (CLIE2) Montenegro. Publication of more than 30 articles and papers on specialised press, newspaper, TV and Radio Interviews.

## Target group involvement

Due to the high interest expressed by different target groups and stakeholders during the presentation of P.IN.O.K.I.O.'s activities specific target groups for each project dissemination step are identified following the indication provided by the partners into the national and European dissemination plans.

## Follow-up

The main goals are oriented towards a National recognition from the Regional Secretary of Education of Madeira (PT) and the establishment of an International Master Course at the University of Venice with a Summer School to be held at the premise of Fondazione Nazionale Carlo Collodi. ECTS recognition has been defined and available for teachers following the project training course. The clustering activities already underway will promote synergies with other EU funded projects and the strong partnership already established will be an excellent starting point for future projects.

## Contact information

<b>Coordinator:</b> Fondazione Nazionale Carlo Collodi (FNCC)	<b>Name:</b> Pier Francesco Bernacchi	<b>E-mail:</b> <a href="mailto:fondazione@pinocchio.it">fondazione@pinocchio.it</a> ; <a href="mailto:cinzia.laurelli@pinocchio.it">cinzia.laurelli@pinocchio.it</a>	<b>Project website:</b> <a href="http://www.pinokioproject.eu/">http://www.pinokioproject.eu/</a>
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## PaperTrain

Project Number: **NL/06/B/F/PP/157643**  
 Programme/Sub-programme: **Leonardo da Vinci Pilot projects**  
 Project Duration: **2 years (1.10.2006 to 30.11.2008)**  
 Project Promoter: **VAPA (Netherlands)**  
 Project Partners: **9 countries: VAPA (Netherlands), Gernsbach (Germany), Styermuhl (Austria), CEPI Europe (Belgium), Fefco Europe (Belgium), SCA Europe, StoraEnso (Germany), Sappi (Benelux), Mondi (Hungary), Papirnica Vevce (Czech Republic), IRFIP (France), Mondi (Slovenia), Smurfit Kappa Europe, Employers association (Switzerland), IPE (Spain), Copacel (Belgium), VNP & VG (Netherlands)**

## Project description

### Challenge

To develop and disseminate a new way of learning for operators working in shifts in the paper-, board- and packaging industry. These operators have limited opportunities to learn through classroom training because of their shifts. The Papertrain project was set up to develop a blended learning system that can be planned very flexible as an in-mill training.

The FOCUS blended learning system provides:

- Short instruction sessions for shifts;
- Training on the job during their shift;
- Self study on the basis of multi media e-learning material (FOCUS modules).

The most important aspect was the development of 40 multi media FOCUS modules. All modules consist of 60 to 100 videoclips and animations, questions and a selftest.

### Target group

Operators in the paper-, board- and packaging industry.

### Project objectives

- Develop blended learning concept;
- Develop competence profiles for operators;
- Develop 40 FOCUS modules in 4 languages (English, German, French and Dutch);
- Develop a dedicated website to support the distribution of the FOCUS modules;
- Set up a new organization for implementation and distribution (worldwide in the Paper & packaging industry). This organization is called TDC-bv and the shareholders are VAPA Holland, Gernsbach Germany and Styermuhl Austria.

Results: A network of TDC agents worldwide to distribute the FOCUS modules and support the paper mills in their lifelong learning programs for operators.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

Within the PaperTrain project the consortium has founded a new organization (TDC-bv) for the support and distribution of the FOCUS blended learning concept in general and the 40 FOCUS modules more specifically.

The modules are sold on the basis of a license fee. With the money new updates of the FOCUS modules are made. TDC-bv works with local agents that have a long history in their country regarding training for the paper or packaging industry, so they can provide the additional training in-mill. The FOCUS modules are used by the trainers during the group instructions and by the operators for self study. The agents can provide the group instructions and when needed the training on the job.

To support the agents TDC provides them with:

- A website: [www.focustraining.eu](http://www.focustraining.eu);
- Several DEMO DVD's;
- A FOCUS brochure;
- A train the trainer course for the teachers of the agents (within a Partnership LdV project);
- A platform for discussion about needed updates;
- A technical helpdesk;
- TDC supports all the agents during local events (conferences, seminars etc.).

### Electronic resources

FOCUS modules, DEMO's and a website.

### Media and events

Brochures and "life" support during several events in Germany, Austria, Holland, France, Sweden and the USA.

### Target group involvement

Four big multinationals are involved in the distribution: SmurfitKappa, SCA, StoraEnso and Mondi. Also training institutes of several countries are involved as TDC agents: The Netherlands, Germany, Austria, Sweden, France, England and the USA.

### Follow-up

After the Papertrain project all TDC agents have applied for a partnership LdV project to execute a train-the-trainer course and to share experiences (pilot project in every country) in the use of the FOCUS system and the FOCUS modules.

The Swedish partner invests in a translation of the FOCUS modules to Swedish. The Swedish version will be available in summer 2011.

For the near future the FOCUS modules will also be available via internet. TDC invests in the transfer of the content from the existing FOCUS platform for local installation to the internet.

At the moment (October 2010) there are more than 45 mills or educational institutes (also Universities with faculties for Forest based technology) active in 10 countries that have a FOCUS license.

### Contact information

<b>Coordinator:</b> VAPA Anklaarseweg 95 7317 AS Apeldoorn The Netherlands	<b>Name:</b> Peter Lokhorst Tel: 0031 (0)55 578 69 60)	<b>E-mail:</b> peterlokhorst@vapa.nl	<b>Project website:</b> <a href="http://www.focustraining.eu">www.focustraining.eu</a>
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## PEIIT – Professionals Experience Integration In Turkey

Project Number: **05-NID02-S2G01-00005-1**  
Programme/Sub-programme: **Grundtvig/ Partnership**  
Project Duration: **two years**  
Project Promoter: **Noureddine Erradi**  
Project Partners: **Italy; Finland, Iceland; Sweden; Turkey; Spain; The Netherlands x2; Norway**

### Project description

#### Challenge

The project "Professionals Experience Integration In Turkey" has chosen a fresh and important approach: it challenges the knowledge, understanding, attitudes and expectations of the actors behind the migration adaptation programs and policies. It has taken a deep look to the other side of the medal to detect what is also missing to have a successful integration policy in practice.

This project has given the opportunity to many people involved directly and indirectly in making policies or working on the work floor with the immigrants to feel, understand and experience what it is like to be an immigrant in a new world.

The challenge was enormous and confronting. This new concept has helped the participants to reflect on their experience and decide to change many aspects in the integration programs. This challenge has reached its aim.

#### Target group

Policy makers, professionals in the integration studies, researchers, directors, coordinators, teachers, journalists and adult educators who work with immigrants, rather than immigrants themselves. The project impacts have been wide in all the partner countries (Italy; Finland, Iceland; Sweden; Turkey; Spain; The Netherlands x 2; Norway). The pedagogical choice to use first-hand experiential learning has resulted in powerful learning effects and radically new understanding, both in regards meta-reflection of their own professional practice and the experiences of their target groups in learning and more generally in the process of cultural adaptation.

#### Project objectives

The project aimed to promote integration and cross-cultural understanding through sensitizing the professionals and policy makers who work with integration of migrants. To this end focus was set on promoting intercultural education, communication and competence.

To a high extent the competence of these actors tends to be taken for granted: it has had high transferability across target groups. However, the skills of the immigrants are constantly under discussion.

#### Results

The aims are reached because of the nature of the project. Its concept is practice into practice. The people responsible in this field were challenged to experience and go through all the obstacles, miscommunications; difficulties to learn a new language and to feel sometimes that you are losing your identity.

This experience in an other world, other culture and other environment for one week was a real eye opening and deep self-reflection on (who am I? How do I work/ and what I am going to change now?). This result has helped them to change many programs and courses in their work space.

The main result of this concept and project is its implementation within the educational programs of adult education schools in The Netherlands, Norway, Belgium, Sweden, Denmark, Italy, Germany and Finland.

The Norwegian Policy has decided to implement the concept in its departments all over the country after the participation of Ms Hege Gro Hoiland chief of police and director of Security department at the Norwegian Airport of Oslo in this concept of the other side of the medal.

The result of this project has led to organizing a workshop where 15 professionals from eight European countries (Norway, Italy, Spain, Hungary, Malta, Austria, Ireland, Belgium) followed an integration program of one week in a Turkish mosque in Tilburg in The Netherlands. This workshop has been filmed by the WDR German channel see link:

[www.wdr.de/tv/weltweit/sendungsbeitraege/2010/0518/index.jsp](http://www.wdr.de/tv/weltweit/sendungsbeitraege/2010/0518/index.jsp)

(link to the webpage of WDR)

[www.youtube.com/watch?v=Ck7VouMvQ9w](http://www.youtube.com/watch?v=Ck7VouMvQ9w) (Link to the film)

<http://www.vimeo.com/15365811> (Link to the experience in Norway)

[www.newcomersinturkey.com](http://www.newcomersinturkey.com) (Link to the project web page and to the film)

[http://ec.europa.eu/dgs/education\\_culture/valorisation/docs/bp-euprogrammes\\_en.pdf](http://ec.europa.eu/dgs/education_culture/valorisation/docs/bp-euprogrammes_en.pdf) (Link to the best practice price by the EC)

These changes have been awarded many times:

1. The European Quality Label Price
2. Grundtvig Award 2008
3. Best European project (Year of Innovation and Creativity by EC)
4. Best Practice project given by Keeping on Track project jury
5. Best Concept 2009 by International school in Leiden

### Summary of the dissemination and exploitation strategy

#### Material and resources used for dissemination

The final product of this project was: A DVD/Film/handbook with evaluations, tips and recommendations of the participants/ website: [www.newcomersinturkey.com](http://www.newcomersinturkey.com)

For dissemination it was not only the material that has been used but also the participants -everyone in his/her town introducing the material and talking about own experience and its results.

#### Electronic resources

Website has also played an enormous role to allow millions of people to read about the project, watch fragments of the film and download the evaluation book.

#### Media and events

The media has spent much time and reserved many articles and interviews for this project. Thereinafter some examples can be found through the mentioned links:

<http://www.keepingontrack.net/Apps/WebObjects/Hl.woa/swdocument/1015381/The+full+evaluation+report+.pdf>

<http://www.eaea.org/index.php?k=15315>

After the production of the final product the coordinator and Promoter Nouredine Erradi has showed the film in 350 conferences; to 250 organizations in Europe; to the future teachers of English as a second language at the Virginia University in USA; and to the policy makers in Norway, The Netherlands, Belgium, Italy and Malte.

## Target group involvement

The target group in this project has been involved before, during and after the end of the project. They are still involved by working on the implementation and its methodology in their countries. They were involved with a clear aim in their minds that the materials of this project and their own evaluations, experience will be not only disseminated but also implemented/embedded in the educational program. This has occurred. The concept is now used in many cities in their countries.

## Follow-up

As a follow-up many organizations and ministries wanted to give their workers this opportunity to experience the other side of the medal of Integration. As a result a workshop (Grundtvig) helped 15 professionals from 8 European countries to follow a one week integration program in a Turkish Mosque. This experience has been filmed by the WDR German channel that was very interested in filming it and presenting it to the German audience. The interest of the channel is the result of the contacts of a journalist who participated in the Turkey project.

After the success of this workshop as a follow-up of the project of Turkey a partnership (Grundtvig) was accepted: this project gives policy makers and professionals the opportunity to experience a one-day integration program in a non-European organization in their city. There are 8 European countries participating. Each country will deliver a tape of one hour on the one day integration event. The final product will be this film over the experience of all the participants in the eight countries. A book over their evaluations, tips and recommendations and a website will be further available.

Therefore, the project "Professional Experience Integration In Turkey" is far from being finished...its impact and results are still the topics of thousands of organizations.



## pErGER – A Guidebook for Interschoolers

Project Number: **LLP/AT-130/082/09**  
 Programme/Sub-programme: **Life Long Learning / COMENIUS Bilateral School Partnership**  
 Project Duration: **08/2009 – 06/2011**  
 Project Partners: **HTBLA Perg (Austria), Machlandstraße 48 A-4320 Perg (Vocational High School for IT and Business Organization) Jenő Wigner Secondary School of Technical Skills and Information Technology (Hungary) 2 Rakoczki Street, H-3300 Eger**

## Project description

### Challenge

Creating an IT based product. Programming the necessary software infrastructure. Working in binational teams. Gaining interpersonal skills by taking on responsibilities as e.g. team leaders. Cultural exchange, discovering the respective neighbouring country. A first contact with each other's languages.

### Target group

Austrian and Hungarian students attending the 12<sup>th</sup> and 13<sup>th</sup> form, aged 18-19 years.

## Project objectives

Developing the pErGER – A Guidebook for InterSchoolers' for Austrian/Hungarian students with the following topics:

- Collecting and **structuring general information** about **the school systems** in Austria and Hungary;
- Collecting **basic information** about **HTBLA Perg** and **Wigner Jenő** Secondary School:
  - Curriculum;
  - IT-Focus;
  - Infrastructure;
  - **VIDEO**: Daily life in our school.
- Collecting information about **cultural aspects** in Perg and Eger (sights, history, leisure, culinary aspects, etc.);
- **AUDIO-DICTIONARY**: Hungarian – English – German.

## Results

- Project logo;
- pErGER slogan: **pErGER – Together for one Goal**;
- A lot of project videos (10 videos of the first visit);

## Contact information

**Coordinator:**  
Nouredine Erradi  
(Chairman of IFA)

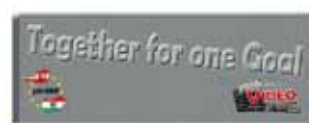
**Name:**  
Nouredine Erradi

**E-mail:**  
nouredine.erradi@telenet.be

**Project website:**  
www.newcomersinturkey.com



- Web representation of the “**pErGER**” (<http://perger.htl-perg.ac.at>) with:
  - Cultural information about Austria / Hungary;
  - Information about the school systems of Austria / Hungary;
  - Audio Dictionary (German – English – Hungarian);
  - Videos: Daily life at our school (Austria / Hungary).
- Evaluation of the first and second visit (statistics);
- 3 visits to the partner schools.



## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

The strategy is to use social networks and the face-to-face communication first in order to be known by the local people. Using Lifelong Learning platforms and participating in competitions should obtain a broader awareness of the project.

### Material and resources used for dissemination

- Letters to the parents of the students;
- Newspaper articles about the project;
- Our internet/web platform;
- eTwinning Web platform TwinSpace;
- Version control system SVN for storing/sharing all documents;
- Meetings/conferences in school – information to the colleagues;
- Presentations at exhibitions (open day in the school, eTwinning Conference Sevilla, etc.);
- Presentations to other classes.

### Electronic resources

- Project result “**pErGER**” on the web: <http://perger.htl-perg.ac.at>  
(note: please use Mozilla Firefox – by using MS Internet Explorer an error occurs currently on page “videos”);
- Results on **TwinSpace** (contains only a short part of the project documentation)  
<http://new-twinspace.etwinning.net> --> pErGER -A Guidebook for Interschollers  
guest account: qualitaet  
password: Wu5sH4
- **Blog** on <http://perger.htl-perg.ac.at>: The Blog was used to document activities and special events during the project (a kind of project diary);
- **Social networks / communication: skype / MSN Messenger**

The partners used skype / MSN Messenger for the communication between the project members from Hungary and the other school (students and teachers). These techniques were used during lessons at school (in English, Project Development, History) and after school for private communication between the students and during project presentations for video conferences.

### Media and events

- 1<sup>st</sup> visit: Perg meets Eger :
  - Different sport events (football, ...);
  - Cultural events and sightseeing (Budapest, ...).
- 2<sup>nd</sup> visit: Eger meets Perg:
  - Different sport events (orienteering, ...);
  - Collective cooking;
  - Final presentations;
  - Cultural events, sightseeing (Salzburg, ...).
- A hand-written feedback letter of a Hungarian teacher to me;
- eTwinning Quality Label ceremony in Vienna;
- Some articles in Austrian newspapers;
- pErGER: Webblog.

### Target group involvement

The project is made for students who want to stay and study in a foreign country (Austria and Hungary) for a short time. Therefore all students of the project are part of the target group and were involved in producing the project results.

The project has the following impact for the students:

- Insight in new cultural aspects;
- Building up friendships in foreign countries;
- Insight in new technical and organizational aspects by working on such a great international project (80 students);
- More mobility (one Hungarian student said that he will move to Austria after school).

### Follow-up

- 3<sup>rd</sup> visit: Perg meets Eger:
  - Improvements of the project results;
  - Evaluation of the project results.
- Project results are available on the Web and can be used by anyone;
- The partners are staying in contact.

### Planned follow-up activities are

- Using the experiences and results for further partnerships or events in the schools (e.g. the concept for the orienteering was used for a teachers’ running event and the rally/guided city walk through Linz is also being reused in English and History);
- Attending a Comenius and eTwinning contact seminar in order to:
  - Initiate a new Comenius Project (probably with a new partnerschool);
  - Initiate a new eTwinning Project.

### Contact information

<b>Coordinator:</b> HTBLA Perg, Machlandstraße 48, A-4320 Perg	<b>Name:</b> DI Christian Reisinger	<b>E-mail:</b> <a href="mailto:c.reisinger@htl-perg.ac.at">c.reisinger@htl-perg.ac.at</a>	<b>Project website:</b> <a href="http://perger.htl-perg.ac.at">http://perger.htl-perg.ac.at</a> <a href="http://new-twinspace.etwinning.net">http://new-twinspace.etwinning.net</a>
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## PRIME – Problems of Recognition In Making Erasmus

Project Number: **142469-2008-BE-ERASMUS-EAM**  
Programme/Sub-programme: **Erasmus Accompanying Measures**  
Project Duration: **From 01/11/2008 To 31/01/2010**  
Project Promoter: **Erasmus Student Network – ESN AISBL**

### Project description

#### Challenge

Despite a rapid growth in the past 20 years, the Erasmus programme is still facing several challenges, the recognition of courses studied and competencies gained abroad being among the main obstacles. As a Europe-wide student voice for mobility in international higher education, the Erasmus Student Network carried out research to investigate the most common practices at different universities and faculties in Europe, from information provision to prospective exchange students and negotiation of Learning Agreements until students' actual return and recognition of the competencies gained abroad.

#### Target group

100 higher education institutions from 24 countries and nearly 2400 former exchange students from 52 countries were surveyed in the PRIME study.

#### Project objectives

The aim of the present study was to investigate practices at different universities and faculties throughout Europe regarding:

- The information provision about Erasmus and other exchanges;
- The course credit calculation and usage of the European Credit Transfer and Accumulation System at European universities;
- The negotiation and signing of the Learning Agreement;
- The recognition of courses studied abroad, the validity of the Learning Agreement in recognition, the involved parties and common problems.

#### Results

The PRIME study showed that only 2/3 of the Erasmus students (with a valid Learning Agreement signed prior to their stay abroad) had their courses fully recognized afterwards. Almost 30% received partial recognition, leaving a minority of about 4% with no recognition at all. Five main obstacles for full recognition were identified:

- individual problems of students;
- incompatibility of study programmes;
- problems with the calculation of course credits;

- organizational issues;
- problems to recognize certain courses.

ESN calls upon the European Commission, actors in the Bologna process, higher education institutions and all other stakeholders to consider and act upon recommendations and suggestions from the PRIME research to reduce obstacles and improve the quality and accessibility of student mobility in higher education.

### Summary of the dissemination and exploitation strategy

#### Introduction to the strategy

The final phase of the project focused mainly on the dissemination and exploitation of the results – even though these activities were taking place throughout the whole lifetime of the project.

In order to foster the dissemination of the results and recommendations of the project, 10 local conferences were organised in November and December 2009 in 9 countries (Bulgaria, Czech Republic, Estonia, Germany, Italy, Latvia, Lithuania, Spain and Sweden). Most of them were prepared by the local PRIME coordinators from the previous phases of the project.

The local conferences proved to be a very useful tool for strengthening the existing partnerships and cooperation (with universities, with National Agencies and other organizations active in the field of international higher education).

The whole project ended with the final dissemination conference held in Brussels in January 2010 where the results of the report were officially released, the recommendations presented and discussed with various stakeholders. There were approximately 120 participants to the conference.

#### Material and resources used for dissemination

##### Final report

The final report presents the qualitative and quantitative analysis of the collected data from universities and students. It clearly depicts the practices and procedures applied when students take part in the Erasmus programme, with a special attention to the provision of information, usage of the ECTS and learning agreement negotiations.

The number of respondents from universities, however, prevents the consortium from generalising the results for all the higher education institutions in the European Higher Education Area. Furthermore, taking into consideration that the existence of an ESN section at the university (and its cooperation with the International Relations Office) is rather a good sign for the students' mobility, it is more likely that the universities from the PRIME sample belong to a group of European universities with fewer recognition problems than an average university.

The most important part of the report are the recommendations addressed to the European Commission, actors of the Bologna process, higher education institutions and all other stakeholders. The recommendations aim at reducing the obstacles and improving the quality and accessibility of student mobility in higher education:

- Universities should recognize competencies rather than equal course names and descriptions;
- Universities are encouraged to build more flexible programmes with a higher number of elective courses in order to allow students to take courses other than those in their major when they go abroad;
- There should be clear guidelines for using the Learning Agreements at the international level;
- There should be specific guidelines on how to implement successful course recognition systems in universities;
- Universities are encouraged to use ECTS credits only in order to facilitate course recognition procedures and avoid conversions from one system to another. If the university uses a national credit system, a good explanation of the transfer system must be provided to the students in advance;

- Both home and host universities should provide sufficient information to the students in advance so that they are fully prepared for their exchange period and aware of all their responsibilities;
- ESN calls for and commits itself to further investigation in the topic of recognition in order to understand better different realities of recognition in the EHEA and improve the Erasmus and exchange programmes;

The whole report is available for downloading at the website of ESN.

## Electronic resources

Final report – [http://www.esn.org/sites/default/files/PRIME%20Booklet%20WEB\\_0.pdf](http://www.esn.org/sites/default/files/PRIME%20Booklet%20WEB_0.pdf)

Conference Presentations – <http://www.esn.org/content/final-prime-conference>.

## Media and events

### Local conferences

The main objective of the local conferences was to present the results of the research and launch a discussion at the university and/or national level on the findings and recommendations.

The local conferences gathered students, representatives of the universities, National Agencies and other national education organizations. Throughout the debates, many ideas for solutions and improvements to the recognition and exchange programmes came up. They represent an important source of information for the advocacy work of the ESN International, concerning the field of recognition.

The local conferences took place from November to December 2009:

- Local conference in Stockholm (SE), 5 November 2009:
  - Organiser: ESN KTU Stockholm;
  - Number of participants: 64.
- Local conference in Rome (IT), 13 November 2009:
  - Organiser: ESN Italy;
  - Number of participants: 60.
- Local conference in Sofia (BG), 20 November 2009:
  - Organiser: ESN Bulgaria;
  - Number of participants: 32.
- Local conference in Bonn (DE), 21 November 2009:
  - Organiser: ESN Germany;
  - Number of participants: 31.
- Local conference in Kaunas (LT), 25 November 2009:
  - Organisers: ESN KK, ESN KTU, ESN VMU;
  - Number of participants: 55.
- Local conference in Madrid (SP), 27 November 2009:
  - Organiser: ESN UAM Madrid;
  - Number of participants: 55.

- Local conference in Prague (CZ), 1 December 2009:
  - Organiser: ESN VSE Prague;
  - Number of participants: 35.
- Local conference in Tallinn (EE), 11 December 2009:
  - Organiser: ESN Tallinn;
  - Number of participants: 42.
- Local conference in Parma (IT), 18 December 2009:
  - Organiser: ESN Italy;
  - Number of participants: 45.
- Local conference in Riga (LV), 18 December 2009:
  - Organiser: ESN Riga;
  - Number of participants: 35.

The local conferences were very successful. In many situations, the participants from the universities and National Agencies were very interested in the results and in participating in the next editions of the project. Especially the National Agencies representatives promised their support in promoting the PRIME survey among universities in order to collect a sufficient and relevant number of responses and to be able to assess the real situation of recognition in their countries.

One local conference was organised after the end of the eligibility period in Padova (IT), at the beginning of March 2010, in cooperation between the local ESN section and the University of Padova.

### Final dissemination conference in Brussels

The final dissemination PRIME conference was organised at the end of January 2010 in Brussels to officially release the results of the project, raise awareness of sources for these problems and involve all the stakeholders in the European Higher Education Area in the discussion on improving the exchange experience for students.

The conference took place on 22 January 2010 in Brussels and was attended by approximately 115 participants. About 100 members were welcomed of ESN who were involved or interested in PRIME, representatives of the European Commission, European Youth Forum, other students organizations (ESU, AEGEE, ELSA etc.) and other educational organizations (UNICA, EUA etc.).

There were several journalists attending the PRIME conference, resulting into two newspaper articles about the current state of art of the Erasmus programme and about the recognition:

- Cafebabel.com, 25 January 2010: Marketa Tokova, 26: 'erasmus is too vague';
- European Voice, 4 February 2010: A lack of recognition for studying abroad.

## Involvement of target groups

The outcomes of the PRIME project have a direct impact on each target group:

- Universities:
  - The PRIME project offers a clear overview of the current situation of recognition and enables the universities to compare their own procedures with the others;
  - Universities are proposed a number of recommendations in order to make their procedures more transparent and friendly towards the students and to ensure improvements and decrease in the number of problems of recognition.

- Students:
  - Students who decide to go on exchange usually have very little knowledge of the recognition procedure and of all that is expected from their side. The PRIME report could help them understand the whole process and avoid possible problems later on.
- ESN and the project sections:
  - For the ESN sections, the PRIME project often represents a tool to strengthen their cooperation with the university. They are bringing to the university a high quality research about the problems of recognition and they can position themselves better as the true representatives of the international students;
  - In addition, it is also a great motivation tool for the ESN members as they see directly the results of their work and they can assess in which way ESN helps and improves the situation of the international students.



## Re.ViCa – Reviewing (traces of) European Virtual Campuses

Project Number:	<b>133960-LLP-1-2007-1-BE-ERASMUS-EVC</b>
Programme/Sub-programme:	<b>Lifelong Learning Programme – ERASMUS – Multilateral Projects – Virtual Campuses</b>
Project Duration:	<b>1 October 2007 – 30 September 2009</b>
Project Promoter:	<b>EuroPACE ivzw (Belgium)</b>
Contractor:	<b>Katholieke Universiteit Leuven (Belgium)</b>
Project Partners:	<b>ATiT (Audiovisual Technologies, Informatics and Telecommunications bvba), (Belgium); FernUniversität in Hagen (Germany); Teknillinen korkeakoulu, Koulutuskeskus Dipoli (Finland); Université de Strasbourg (France); Nyugat-Magyarországi Egyetem (Hungary); Università Telematica Internazionale UNINET-TUNO (Italy); Matic Media Ltd (United Kingdom)</b>

## Project description

The Re.ViCa project aimed at providing insight into the complex landscape of ICT in higher education and to illustrate how institutions are increasingly making use of what is referred to as *virtual campuses* – managed initiatives in technology-enhanced learning, for students on and off campus – within the framework of their lifelong learning and skills agendas.

## Objectives

- To make an inventory and to carry out a systematic review of cross-institutional virtual campus initiatives of the past decade within higher education at European, national and regional levels;
- To look not only at currently operational virtual campuses, but also at the legacy and impact within higher education generally of those virtual campus initiatives that have ceased activities;
- To identify relevant parameters and success factors for evaluating and comparing virtual campuses, based on thorough research and expert input;
- To organise in-depth discussions at various stages of the project, to incorporate the input of different interest groups, including virtual campus management bodies, relevant networks, students, policy makers and a range of experts at a global as well as European level;
- To compare in-depth studies of European cases to selected non-European initiatives in order to refine and elaborate parameters and success factors and;
- To formulate a set of action points that can be applied to ensure the realisation of successful European virtual campus initiatives.

In order to gather in-depth, high-quality information on past and present virtual campus initiatives special care was taken in the selection of the Re.ViCa partnership in order to ensure the consortium had available appropriate virtual campus and project experience and knowledge. Furthermore, the consortium was complemented through the establishment of an International Advisory Committee (IAC) made up of about 25 European and non-European renowned experts in the field of virtual campuses. Members of the Committee were invited to give advice and share their expertise during (and in between) three International Advisory Committee meetings.

## Contact information

<b>Coordinator:</b> Erasmus Student Network – ESN AISBL	<b>Name:</b> Emanuela Ascoli Marketa Tokova	<b>E-mail:</b> prime-coordinator@esn.org	<b>Project website:</b> <a href="http://esn.org/content/prime-research">http://esn.org/content/prime-research</a>
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All project **results** are available on the Re.ViCa wiki (<http://www.virtualcampuses.eu>), which is probably one of the largest repositories on the topic of virtual campus (and e-learning) available today. In addition to the impressive inventory of notable e-learning initiatives all over the globe, it contains information about interesting programmes, projects and leading institutions, as well as a series of country reports describing the context for (and examples of) virtual campuses around the world. Each type of virtual campus initiative in the wiki is categorised according to different criteria. Also to be found on the wiki is a historical overview and a definition of “virtual campus” and the many intercultural interpretations of this term. Finally, Re.ViCa came up with a list of Critical Success Factors, relevant to success of e-learning in different types of virtual campuses.

A summary of the main research findings was also published in the Re.ViCa handbook, “Reviewing the Virtual Campus Phenomenon. The Rise of Large-scale e-Learning Initiatives Worldwide”.

The outcomes and results of the Re.ViCa project can be beneficial for and have an impact on different stakeholders and **target groups** at local, regional, national and international level. Policy-makers as well as project managers, researchers, education authorities, practitioners, learners, etc. can all gain insight into what has been done in the virtual campus (and e-learning) area, along with the trends that were identified, opportunities, barriers and Critical Success Factors.

Summary of the dissemination and exploitation strategy

A **dissemination plan**, defining what exactly needed to be disseminated to which target audience, and describing the possible dissemination channels and materials to be used, was developed in the beginning and adapted during the project.

Dissemination used a layered approach, involving first the partners within the project, then the institutions and organizations with which the partners have direct links, and – through publications, presentations, participation to EC initiated activities, etc. – the broader university and educational world inside and outside Europe.

A variety of dissemination activities took place and following **materials and (electronic) resources** were used for dissemination:

- Website;
- Newsletter: a Re.ViCa newsletter was sent out to about 450 people on a monthly basis and was made available on both the project website and wiki;
- Leaflet, distributed at numerous events, conferences, meetings, ...;
- Poster;
- Conference presentations (e.g. at EDEN, OEB, ICDE/EADTU, ICL, ...);
- Publications: conference papers, articles, book chapters;
- Web 2.0 tools: Re.ViCa Facebook page, Netvibes page, articles on blogs, ...;
- Press releases;
- Virtual Campus Handbook: “Reviewing the Virtual Campus Phenomenon. The Rise of Large-scale e-Learning Initiatives Worldwide” (print and online version);
- Re.ViCa wiki: <http://www.virtualcampuses.eu>

The main **target groups and stakeholders** were involved from the beginning of the project. This was mainly done through the set-up of an International Advisory Committee (IAC). The target group has also been reached through directly contacting virtual campus/e-learning experts asking them to evaluate, validate and update information on the Re.ViCa wiki. Furthermore, the monthly Re.ViCa newsletter was sent to more than 450 other experts/policy-makers in the field of virtual campuses.

Through all these activities a community of experts who support the wiki by commenting and adding valuable content was built throughout the project.

An important achievement to note is that the Re.ViCa partners have succeeded in adopting a worldwide approach for dissemination, a feature not always common in EU projects. Several partners used other resources to disseminate the project outside Europe. The project was for example presented in Hawaii and Brazil. Re.ViCa also realised a worldwide impact through the IAC meetings. To increase the dissemination effect the organization of the IAC Key Meetings was closely linked to three different global e-learning conferences: the EDEN conference, Online Educa Berlin and the ICDE-EADTU M-2009 Conference. Furthermore, not only were the members of the IAC from both EU and non-EU countries, several of them mentioned the Re.ViCa project on their personal blogs or websites, creating particular visibility for the project in the region/country of origin of the expert.

The project team considers Re.ViCa also as a best-practice example of collaboration with and dissemination of other projects and networks in the field of virtual campuses. Re.ViCa worked further on results of projects such UNIQUE, MegaTrends, BENVIC, E-xcellence, PBP-VC, HEXTLEARN, etc. The strength of this collaboration is that the Re.ViCa consortium managed to build good relations with these projects, collected and disseminated all their important outputs (on the wiki) and at the same time, reached through these projects the own main target group of stakeholders and policy makers in the field of e-learning and virtual campuses.

Next to a dissemination strategy, also an **exploitation strategy** was established which prepared and structured the exploitable aspects of the research and development to be conducted throughout the project. At the end of the project, the partners re-evaluated and updated the initial exploitation strategy and signed a partner agreement which set down the principles in relation to the further exploitation and commercialisation of the Re.ViCa results (in particular the Re.ViCa wiki).

This resulted in a continued dissemination of the project after the project’s ending, on the one hand through conference presentations, distribution of leaflets and handbooks, and on the other hand through the Re.ViCa newsletter which was sent out on a bi-monthly basis. Furthermore, the Re.ViCa wiki is still updated on a regular basis. Last but not least, partners continue to use and build upon the developed experience in virtual mobility/virtual campuses in other projects and activities and also continue to search for additional funding and new projects and partnerships.

Note: the Re.ViCa project was recently selected as “European Success Story” and was included in a publication of the European Commission on “Erasmus Higher Education – Fostering Internationalisation at European Universities”.

Contact information

<b>Coordinator:</b> EuroPACE ivzw	<b>Name:</b> Ilse Op de Beeck	<b>E-mail:</b> ilse.opdebeeck@dml.kuleuven.be	<b>Project website:</b> <a href="http://revica.europace.org">http://revica.europace.org</a> <a href="http://www.virtualcampuses.eu">http://www.virtualcampuses.eu</a>
<b>Contractor:</b> Katholieke Universiteit Leuven			



## SEES – SME's e-learning to e-work Efficiently

Project Number: **503208-LLP-1-2009-1-HU-LEONARDO-LMP**  
Programme/Sub-programme: **Leonardo Da Vinci – Development of Innovation**  
Project Duration: **2 years: November 2009 to October 2011**  
Project Promoter: **Inno-Motive Nonprofit Ltd. (Hungary)**  
Project Partners: **Inovaformação – Prestação de Serviços de Formação Profissional, Lda. (Portugal); Bit media e-Learning solution GmbH & Co KG (Austria); Vakarų Lietuvos verslo kolegija (Lithuania)**

### Project description

Nowadays business becomes global and competition worldwide is increasing. Companies have to compete not only for the market share but also for their employees. Sometimes a company can become less attractive for the professional workers because of the long commuting time to the workplace, parking space availability problems, and crowded workplaces where it is impossible to concentrate, etc.

Not only the employees, but also more and more clients are also searching for new solutions in order to communicate with their suppliers in a more effective way (using ICT: videoconferencing, e-mail, Management Systems, etc.), saving money, time and raising effectiveness.

Companies have to start using their resources efficiently to become competitive on the market. One of the possibilities to reorganize business and become more efficient and attractive for the clients and workers is to start implementing e-work in the company.

Introducing e-work gives another vision on work and another vision on leadership. Preparing the staff for “virtual working environment” and implementing e-work in a company is not an easy task. There are many barriers that need to be considered. There are still many limitations and constraints to be resolved, not only on a technological level, but also from a social perspective. Therefore, training is an urgent need to develop the necessary skills to assist workers in becoming successful, future potential e-workers.

This project under the Leonardo da Vinci programme, “**SME's e-learning to e-work efficiently**”, aims at **providing practical and useful support for preparation of e-managers and e-workers** of SMEs for working in a “virtual environment”. The SEES project aims at **analyzing, identifying** the necessary **competencies** required for “e-work” and also to **develop and pilot-test online tools and e-learning material** for e-managers and e-workers to support their preparation for “telework”.

### Results

- **Sectorial Survey Report** to analyze and identify the key competencies the SMEs find the most important for e-work in 4 EU countries (Hungary, Portugal, Austria and Lithuania);
- Based on the findings of the analysis, to develop an **Online Competency Tool-KIT** for SMEs to support the self-assessment of E-managers and e-workers;
- **To develop and pilot test** new innovative **e-learning** curriculum material for two target groups: *E-managers and e-workers*, including 12 key e-worker competencies.

### Summary of the dissemination and exploitation strategy

At the kick-off meeting, all partners presented their local dissemination plans. In these plans, all countries listed the dissemination activities they will conduct, including the indicators of the target groups reached. According to these local plans, a consortium level dissemination plan was built. The monthly dissemination activities are logged on the “Dissemination Record Template” and sent to Inovafor every month.

The dissemination and utilization of the project results and its uses will happen on different levels. Traditional promotion material like announcements and newsletters, flyers will be designed, printed and distributed to all stakeholders that have been targeted such as training and educational institutions, companies employing e-workers, and local, regional and national government agencies and ministries.

A project website was constructed to not only provide information on the project, but will also act as a communication portal for the partners. Initially, the training material is being developed in English, but then translated into the languages of the project partners. The consortium also plans to disseminate information related to the project in the following ways: Chambers of Commerce, National Professional Associations, the European Relay Centre (IRC), local unemployment agencies and local councils.

Dissemination seminars will be organized by the partners in their countries across all administrative levels and through the associated partners; and within the partnership, by holding workshops by teleconferencing. The project partners plan to participate in fairs, conferences and in events organized by the EU Lifelong Learning Programme. In order to build the consortium level dissemination plan, all partners are asked to present a national dissemination strategy, using the indicator table provided by the coordinator. By providing the national indicator tables, the European level strategy can be implemented. To harmonize all dissemination activities within the consortium, all partners will have access to the sample documents prepared (downloadable from website) to allow easy and fast dissemination to the target groups.

Although Portugal is responsible for the dissemination activities included in work package “Dissemination and Exploitation”, all project partners are responsible for disseminating the project whenever relevant and for following the activities described in the dissemination plan.

All members of the consortium contribute to the dissemination for instance by designing brochures and providing information for posting on website, writing press releases, presenting the results in conferences, and promoting the benefits of the results within the community, e-work forums, email newsletters will be distributed to all concerned actors to ensure high visibility of the project progress.

### Contact information

<b>Coordinator:</b> Inno-Motive Nonprofit Ltd. – Hungary	<b>Name:</b> Mrs. Kinga Dancsházy	<b>E-mail:</b> sees@innomotive.hu	<b>Project website:</b> www.elearn-ework.eu
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Project Number: **503900-LLP-1-2009-1-PT-COMENIUS-CMP**  
 Programme/Sub-programme: **Lifelong Learning Programme/Comenius**  
 Project Duration: **2 years: October 2009 – September 2011**  
 Project Promoter: **Instituto Superior de Engenharia do Porto (Portugal)**  
 Project Partners: **Universidad de Zaragoza (Spain), University of Central Lancashire (United Kingdom), Katholieke Hogeschool St. Lieven (Belgium), Tallinn University, (Estonia) Ljubljana University (Slovenia), APEL School (Portugal)**

## Project description

### Challenge

The use of serious educational games can introduce a new relation between young learners and learning and promote their interest in their education. The children will become more motivated to learn and to go to school as they will be able to relate their game experience with curricular contents and subjects. At the same time they will be developing abilities and transversal competencies like decision making, leadership, etc. At the same time, the project approach is also conducive to improve the digital literacy of the target audiences.

### Target group

Secondary school students and teachers.

### Project objectives

The objective of the project SELEAG is to develop an online, multi-language, multi-player, collaborative and social game platform for sharing and acquiring knowledge of the history of European regions.

Initially this platform will present 3 different scenarios that replicate three key moments of the European evolution. Students will assume roles of characters that have had relevant positions in that evolution.

An evaluation methodology will be developed to assess the multidisciplinary learning (history, geography, economics, etc.), the social awareness and changes in attitudes towards learning and towards a European identity. The assessment will take place in many European countries with children aged 11-16 and will determine the value of serious games for this age group and context.

## Results

The main expected results are:

- Game specification;
- Online game platform;
- Game evaluation report.

## Other results include

- Electronic communication platform;
- External evaluation interim report;
- Interim project report;
- External evaluation final report;
- Final project report.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

Dissemination in SELEAG aims to spread out information on the project and its results. The main project target groups are direct stakeholders in secondary education. To achieve a greater impact it was decided to address also entities that might have a decision role on the implementation and replication of the learning methodology, environment and activities. Therefore most dissemination actions are addressed at teachers, school managers and education related authorities. However it has also been promoted through media so that other individuals or organizations can become interested. In fact, in the first year, most dissemination actions were broad-scoped to ensure maximum impact.

Dissemination has two levels of coverage: at local/national level and at European level. Partners have mostly local/national dissemination activities and the coordinator will be responsible for European level activities.

A major milestone was the delivery of the dissemination plan which organized the activities into clear objectives and target groups. This document has an annex, where partners register their dissemination activities, so it is a dynamic, growing document.

### Material and resources used for dissemination

Project flyers were produced and delivered in several events like the Comenius coordinators' meeting, the IMAGINE workshop, the CATE 2010, DEIT 2011, SIRIKT 2011, E-VENT 2011 and MIPRO 2011 conferences. Four numbers of the newsletter are available directly from the website. They were also sent directly to a mailing list of teachers, teachers' associations and individuals that registered in the project's website. Caps and t-shirts were produced for the final event, the GameFest in Madeira, in June.

### Electronic resources

The project website at <http://www.seleag.eu>, got translated in all the partner languages, provides information on the project objectives, tasks and deliverables. It also delivers information on serious and learning games events, project, stakeholders, etc. The private part (not open yet) of the website will be used to register learners/gamers, to organize teams and to support games between players/students from different schools.

The project has also a dedicated Facebook group and is registered in the EVE and E.N.T.E.R. project databases.

A new website will be created for the game itself. The idea is to get a more dynamic and game-oriented website without the formalities and "squared" project information. The address of the new website is <http://www.timemesh.eu>

### Media and events

The project was presented in the following conferences: IMAGINE Workshop, CATE 2010. The project was also presented at the DiVA Workshop and during the ECEL 2010 conference. An article on SELEAG and serious gaming was included in the January's edition of the Learning Technology Newsletter of the IEEE Technical Committee on learning Technology

SELEAG has been presented in the Portuguese National TV Broadcast channel, TVI, the Portuguese National Radio Broadcast, Antena 1, the local TV Broadcast channel, Porto Canal, the local Radio Broadcast channel, Antena 1 Madeira and the newspapers Destak and Metro.

SELEAG has been presented locally, in Preston, Ljubljana and Gent.

The preparation of the major SELEAG dissemination event, the Game Fest, has started already to ensure that an event with a large impact will happen.

Target group involvement

- 9 Concerning dissemination actions, the impact has exceeded by far all the expectations. Currently the project has conducted over 27 dissemination activities (besides the website and the Facebook group):9 media events (TV, radio, newspapers);
- 1 national university event;
- 6 online local events;
- 5 events for teachers;
- 6 events with other projects.

The number of people reached are: several millions (general public in PT), several thousands (university students and teachers) and several hundred (secondary education teachers). It is possible to get a more detailed view of the impact of the dissemination activities impact in the “P16. Dissemination activities” document.

In terms of dissemination the project expects to achieve a similar order of impact for the general public and university audience. However in the second year the main target group will be secondary teachers. The final Game Fest will be a major event to ensure increased impact.

Follow-up

In terms of copyright, in view of the final product that is expected from the project, a clear approach has been assumed. In the agreement between the coordinator and partners it is established that:

“Article 8. – Ownership and copyright

Subject to constraints imposed by national legislation, the deliverables of the Project, patents, copyrights and Intellectual Property Rights, as well as reports and other documentation resulting from the present agreement, shall be the property of the Contractor and all the Partners of the Project, apportioned between the Contractor and each Partner pro rata to their shares of the total of all the financial institutional contributions made by the Contractor and the Partners together.

No partner shall undertake any commercial activity regarding any of the products resulting from this project without the prior written permission of the whole consortium.”

This aspect has also been approached at meetings. It has been decided but still not formally acknowledged that the specific game scenarios developed during the project will be available on a Creative Commons license. However, the game platform could also support a few scenarios which are license-based.

Contact information

**Coordinator:**  
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SHOPLANG – The Shopping Language Game

Project Number:

229839-CP-1-2006–1-BG-LINGUA-L1

Programme/Sub-programme:

Socrates / Lingua 1 programme

Project Duration:

01.10.2006 -30.09.2008

Project Promoter:

Ku Tu Ltd. (Bulgaria)

Project Partners:

Pressureline, Rotterdam (Netherlands), MALGREX S.A., Athens (Greece), Foundation for Women Entrepreneurs (Malta), Hamrun (Malta), Soros International House, Vilnius (Lithuania), Earton Media AB, Köping (Sweden), University of Reims Champagne – Ardenne, Reims (France), Znanie Association, Sofia (Bulgaria)

Project description

Challenge

SHOPLANG is an awareness-raising project aimed at encouraging people of all age to learn less widely used and taught European languages (LWUTL). The project used the informal environment of the supermarkets in order to focus the people’s attention on the benefits of learning languages. In this respect SHOPLANG was set to also reach people who have not been involved in any language learning before and include them in the process of lifelong learning.

SHOPLANG was targeted at the general public and mostly at the customers of the identified supermarkets where the main project activities took place. The project was implemented in 7 European countries through informational and promotional campaigns in 6 LWUTL – Bulgarian, Greek, Dutch, Lithuanian, Maltese and Swedish. The events took place in supermarkets and were based on language games and activities providing language information through the products available there. The goal was to help people develop some partial language skills in understanding basic information in the target languages and encourage them to take up further language learning. In addition, each partner established a resource centre in its country where interested people were able to find materials about the target languages and countries as well as information about language courses, self-study material providers, online language resources, etc.

During its lifetime SHOPLANG managed to directly reach over 1,300 people who participated in 30 language campaigns. As a result of the events 8 people signed up for language courses and hundreds of people asked for more information about the project and its activities. The project methods were recognized as a successful tool for language promotion and further on used by several organizations with different target groups. Over 35 sponsors and social partners supported the project activities.

Target group

- General Public – people of all age, interests, educational level, etc.;
- Supermarket Customers – the main uniting feature of those people is the fact that they regularly go shopping in the basic supermarkets;
- Specifics – a survey has determined the needs of the target group related to a non-formal language learning process.



Project objectives

- To raise awareness of 6 less used languages (BG, NL, GR, LT, MT, SE);
- To use the informal environment of supermarkets to provoke interest in learning foreign languages;
- To create basic skills in the target languages;
- To facilitate access to language-learning resources;
- To raise intercultural awareness.

Results

- Over 1,300 people were directly reached;
- 8 people signed up for language courses in the target languages;
- Hundreds of people requested additional information on the project as well as support for language courses in the TL;
- 30 language campaigns were organised in supermarkets – 5 for each target language;
- This method was recognised as a successful tool for language promotion;
- Language information was provided through more than 20 language games, related to the theme of shopping and based on the product labels;
- Native speakers made the participants familiar with the alphabets, basic numbers and about 20 words in each language;
- 6 resource centres were established, representing a database of materials about the target languages and countries;
- The partner countries were widely promoted through dissemination materials, brochures, albums, etc. as well as through quizzes at the language campaigns;
- SHOPLANG was awarded with the EU initiative “European Language Label” for 2008.

Summary of the dissemination and exploitation strategy

- Identifying supermarkets in the 6 promoting countries and organising in them informational and promotional language campaigns. This was also the main channel for reaching the project target group (general public, supermarket customers). The partners organised 30 campaigns in Bulgaria, Greece, Malta, Lithuania, Sweden and The Netherlands;
- Releasing publications in free newspapers/magazines distributed in the basic supermarkets and the neighbourhood area. About 55 publications were released on the project and the target languages and the achieved results showed the effectiveness of this informational channel;
- Distributing announcing materials (posters, leaflets, etc.) in the identified supermarkets (at the cash-desks) and the area;
- Massive media inclusion – press releases, media coverage of the language campaigns, project conferences and major events, TV/radio interviews, etc.;
- Recognition materials with the project website – distributed during the campaigns with dissemination purposes (shopping bags, T-shirts, magnets, etc.);
- Website ([www.shoplang.eu](http://www.shoplang.eu)) – used as an online dissemination tool;
- Contacting embassies, educational institutions, language centres, etc.;

- Disseminating through the informational and business channels of the partner organizations;
- Disseminating at national and international conferences and events;
- Attracting sponsors and social partners.

Target group involvement

The project target group was included in a non-formal language learning process which resulted in a very successful promotion of the 6 less widely used and taught target languages.

- Over 1,300 people were directly reached;
- 8 people signed up for language courses in the target languages;
- Hundreds of people requested additional information on the project as well as support for language courses in the target languages;
- 30 language campaigns were organised in supermarkets – 5 for each target language;
- 6 resource centres were established, representing a database of materials about the target languages and countries.

Follow-up

The project attracted over 35 sponsors and social partners who supported its activities (including big names like Radisson SAS Grand Hotel, IKEA Barendrecht, PHILIPS Bulgaria, ING Group, etc.). This created a favourable environment for commercialisation of the project products after its end. As a result of the project activities several organizations expressed interest in project products:

- US Embassy in Bulgaria – 4,000 visual learning cards were produced for the Embassy to apply them with its language students;
- IKEA Barendrecht – requested offer for 500 sets of the “Go Shopping” card game;
- US Peace Corps in Bulgaria – promotional campaigns.

SHOPLANG was awarded with the EU initiative “European Language Label” for 2008.

As a continuation of the project, SHOPLANG 2.0 was launched on November 1<sup>st</sup>, 2010.

Contact information

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## SignOn – Beginners' English for the Deaf

Project Number:	<b>141761-2008-LLP-AT-GRUNDTVIG-GMP</b>
Programme/Sub-programme:	<b>Lifelong Learning: Grundtvig / Multilateral project</b>
Project Duration:	<b>01/10/2008 (starting one month later: 01/11/2008) – 31/10/2010 (24 months)</b>
Project Promoter:	<b>Alpen-Adria-Universität Klagenfurt / University of Klagenfurt (Zentrum für Gebärdensprache und Hörbehindertenkommunikation / Center for Sign Language and Deaf Communication), (Austria)</b>
Project Partners:	<b>Masarykova univerzita (Masaryk University, Support Centre for Students with Special Needs) (Czech Republic), Universitat de Barcelona (University of Barcelona, Department of Developmental and Educational Psychology – Faculty of Teacher Training), (Spain), Samskiptamiðstöð heyrnarlausra og heyrnarskertra (The Communication Centre for The Deaf and Hard of Hearing) (Iceland), Nyugat-magyarországi Egyetem Benedek Elek Pedagógiai Kar (University of West Hungary, Pedagogical Faculty), (Hungary), Møller kompetansesenter (Møller Resource Centre), (Norway)</b>
Associated partners:	<b>ILLESCAT, Catalan Deaf Association, (Spain) Lepkeszárny Alapítvány (Butterflywings Foundation), (Hungary)</b>

## Project description

### Challenge

In many European countries deaf education is still more focused on spoken language than on sign language and bilingual instruction. As the written language of their home country is a second language for many deaf people, foreign languages are even harder to learn. Simply presenting the content in written form instead of audio files which are often used with modern language courses (in the form of audio CDs or MP3 files) is not enough. Therefore "SignOnOne" and its predecessor "SignOn!" (Internet English for the deaf; [www.sign-on.eu](http://www.sign-on.eu)) use the national sign languages of the partner countries as languages of instruction. Moreover, the project "SignOnOne" was submitted due to the feedback for "SignOn!" as an intermediate course where many deaf people expressed the need for a similar course for complete beginners.

### Target group

- The deaf community (deaf and hard-of-hearing people who use a national sign language as their first or preferred language);
- Deaf and hearing (English) teachers of the deaf;
- Researchers (sign language, EFL, ICT);
- Educational authorities (ministries for education, schools, etc.).

### Project objectives

To develop a beginners' course in English for adult deaf users with no previous knowledge of English. "SignOnOne" again demonstrates the 'sign bilingual' way to teach foreign written/spoken languages to deaf sign language users. The products and insights from the previous "SignOn!" project were used to introduce the target group to the use of

English for basic communicative purposes. "SignOnOne" is meant to be used by teachers in presence courses but also to encourage deaf users to explore English on their own and to practise English in a self-determined way.

## Results

"SignOnOne" is one of the very few language courses geared directly towards the needs of deaf and hard-of-hearing people who use sign language as their first or preferred language. As far as the mid-term evaluation and the reaction of the conference audiences showed, there was a positive reaction to "SignOnOne" both from the deaf themselves and from teachers teaching English to the deaf who welcomed new deaf-specific material for their courses as there is a lack of such materials.

"SignOnOne" can be used directly via the website; there is no download, log-in, etc. necessary in order to facilitate the use of the program. Respecting the negative experiences of many deaf people in school, there are also no entrance exams, tests, keeping track of and counting mistakes, etc.

The contents include ten lessons (English texts for basic topics) with translations into the six national sign languages of the partner countries (sentences, words and phrases). There are also signed grammar explanations and interactive exercises as well as a word list of the complete vocabulary of the course. Optional features include animations to visualize the contents of the English sentences and videos with sound to help with the pronunciation (hard-of-hearing users may listen to the audio files, while the deaf can use them for lip-reading).

As added value, "SignOnOne" can also be used to compare and/or learn signs from different sign languages or even for teaching the national sign languages of the partners.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

Although the partners tried to use diverse dissemination channels, two of the most promising approaches were presentations at conferences (also leaving promotion materials) and publishing papers. Especially the latter has a long-term effect as these (both in paper and online form) will be available long after the conference and thus can still generate interest in "SignOnOne". Also, the audiences at deaf, EFL and ICT conferences can spread the word among the target group(s) if they are impressed by what they have seen.

It is also very effective to present the program to a deaf audience (including a hands-on session) as was done during the mid-term evaluations and a workshop. As the deaf are a very close-knit community, the information will spread very quickly, especially if multipliers like the presidents of the deaf associations are involved. The project partners will be asked to carry out such presentations on a smaller scale and also to have their deaf collaborators inform other deaf people. In order to reach more deaf people, videos in the national languages of the partner countries will be produced, giving an introduction to "SignOnOne" and the web address, and put on the home pages of the partners as well as on YouTube.

A really effective dissemination can only start after the program is completely finished, however; although a demo website may serve to give a first impression of what the finished product is going to look like, the users will quickly lose interest if not all the features are working correctly.

### Material and resources used for dissemination

Materials used for dissemination were mainly the demo website (<http://www.acm1.no/signonone/index.html>) as well as PowerPoint presentations (including screenshots from the demo website), especially for presentations at conferences. The Icelandic partner designed a draft for a "postcard" which can be distributed at conferences, etc. The Austrian partner designed a double-sided A4 flyer giving some basic information about "SignOnOne" as well as two screenshots.

Electronic resources

The project is mentioned on the homepages of the partners (more about the partners can be found in “About the project” on the demo website: <http://www.acm1.no/signonone/About%20SignOnOne.pdf>). The partners also entered “SignOnOne” for inclusion on database websites like the IEA project (UNESCO), as an example on an accessible website that aims to support policy makers to design and develop inclusive policy, and the network E.N.T.E.R. from the LLP/KA4 project C-E.N.T.E.R. ([www.c.enter-network.eu](http://www.c.enter-network.eu)).

Media and events

“SignOnOne” was presented at national and international conferences. Where possible, partners also published articles describing this multimedia English course for deaf beginners. Conferences include e.g. “2nd edition: ICT for language learning”, November 6-7, 2009, Florence; “Austrian Linguistics Conference”, December 5-7, 2009, Salzburg; “12th International Conference on Computers Helping People with Special Needs” (ICCHP), July 14-16, 2010, Vienna; “10th Conference of the European Society for the Study of English” (ESSE), August 24-28, 2010, Turin. The program was also presented at the DiVa Round Table on September 7-8, Graz, Austria.

The Spanish project partners gave a lecture on “SignOnOne” during the Workshop Jornades Internacionals APRELS’10, March 25-26, 2010. There were also smaller presentations, e.g. the Icelandic partner gave two presentations on “SignOnOne” to parents and teachers of deaf children.

During the final project meeting (September 27-29, 2010), an international workshop took place on September 28, in Sopron, Hungary. There was no fee, and all interested parties (especially all the deaf associations, schools as well as the respective ministries and other government bodies, etc. of all the partner countries) were invited to watch a presentation on “SignOnOne” in International Sign / English followed by a hands-on session and an open discussion on “Teaching English to the Deaf”. Due to the geographical closeness, the audience was mainly comprised of deaf people and deaf teachers from Hungary and the neighbouring countries (especially the Czech Republic). A Hungarian TV station sent a camera crew to cover the workshop and to interview the project managers.

Up till now, there was only one newspaper article published about “SignOnOne” in an Icelandic newspaper for deaf people (September 25, 2009). As the program is fully functional now, the partners will try to get more national coverage.

Target group involvement

The target group was fully involved in the design of the course as all of the project partners have deaf collaborators. These were included in all the project meetings as well as the day-to-day work and had the final say in design decisions, e.g. the choice and order of the ten lesson topics, the contents (e.g. a loose connection via the same family with deaf family members instead of a consecutive storyline), the layout of buttons, etc. From the beginning, “SignOnOne” was intended to be a course from deaf people for deaf people, not what hearing people thought would be good for them.

Deaf people and deaf teachers – as well as a deaf external evaluator – were asked to evaluate the first five lessons of “SignOnOne” (mid-term evaluation) and will be asked again to do a final evaluation of all ten lessons.

As far as dissemination goes, at some conferences a deaf audience was present (e.g. at the Austrian Linguistic Conference), while at others (e.g. ICCHP) all the presentations were interpreted by International Sign interpreters and filmed so that they will be available for the deaf.

Follow-up

“SignOnOne” was programmed in a way to allow for adding new material (new texts and/or sign language videos for other national sign languages). The presentations have already generated some interest in this direction – two countries have expressed their interest in adding their national sign language, and one university is thinking about using the “SignOn” model with sign language translations/explanations for making scientific texts more accessible to deaf students.

The consortium would like to expand the “SignOn” model which couples written texts with different sign language translations (including sentences, words and phrases) to other topics and sign languages. The specifics will have to be discussed with the current (and possibly also with new) partners. During the final meeting, the partners of “SignOnOne” expressed interest in adding new lessons to the existing product and also in designing another program for English for children.

Contact information

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## Small Heroes in Trouble. Boys searching for their identities

Project Number: **128865-CP-1-2006-1-BE-COMENIUS-C21**  
Programme/Sub-programme: **SOCRATES II/ COMENIUS 2.1**  
Project Duration: **1/10/2006 – 30/09/2009**  
Project Promoter: **EHSAL Europese Hogeschool Brussel (Belgium)**  
Project Partners: **Europahaus Burgenland (Austria), University of Usti nad Labem (Czech Republic), Mannigfaltig – Institut für Jungen – und Männerarbeit (Germany); Münchner Waisenhaus (Germany), University of Tartu (Estonia), Universidad de Alcalá (Spain), University of Szeged (Hungary), Pädagogische Akademie Slupsk (Poland), University of Derby (United Kingdom)**

### Project description

It is clear from social developments in recent years that boys are increasingly a in the focus of critical attention and of concern to educationalists. Through the project *Kleine Helden in Not – Jungen auf der Suche nach ihren Identitäten*, the partner institutions address what is currently a theme of growing importance, namely the gender-specific dimension in children's education and upbringing. The project is concerned with boys in the 6-11 age group. In all European countries involved in the project, boys of this age attend primary school. The project therefore targets students training to become primary-school teachers as well as practising teachers in the primary school sector.

The partner institutions aim to develop a research-based body of study material, as well as a series of modules on both the practice and the educational methodology of teachers' work, that add a gender-specific dimension to co-educational schooling in Europe. The intended outcomes are course texts and a comparative study in both web-based and published form. The educational-methodology modules cover both theory and practical approaches and are available in web-based form for direct and long-term use.

It is also intended that the materials developed are tested, evaluated, disseminated and utilised in a Comenius 2.2.c course, which run in the project's final year and provide a platform for long-term use and continuous updating of the material.

### Summary of the dissemination and exploitation strategy

#### The dissemination of results was realized in the following ways

- Use of the developed material during selected lectures in most partner institutions
- Intensive inclusion of the national agencies
- Provision of the material in local, regional and national school authorities
- Distribution and evaluation of the developed material in primary schools in the participating countries
- Provision of project information for teacher associations
- Information in print media
- Use of the material in continuous education offers of participating institutions

- Broad dissemination through mannigfaltig München
- Dissemination through flyers and folders
- Publications published by Waxmann Münster
- Project website including database and links on partner websites

Dissemination and valorization of the results was stimulated by publishing the study-texts in English and German. The summary of the comparison analysis concerning the gender specific situation in the participating countries is additionally available in all project languages. Activities for dissemination of results of each partner have been collected in reports.

### Contact information

<b>Coordinator:</b> EHSAL Europese Hogeschool Brussel	<b>Name:</b> Dr. Oliver Holz	<b>E-mail:</b> oliver.holz@hubrussel.be	<b>Project website:</b> <a href="http://www.grimus.or.at/helden/">http://www.grimus.or.at/helden/</a>
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## Stories Enhancing Skills – Transfer of the Knowledgeing Work-Shop Model

Project Number: **NO/08/LLP-LdV/TOI/131005**  
Programme/Sub-programme: **Lifelong Learning Program, Leonardo da Vinci, Transfer of Innovation**  
Project Duration: **24 months, 1st November 2008 to 31st January 2011**  
Project Promoter: **The University of Tromsø (Norway)**  
Project Partners: **The University of Aarhus (Denmark), The University of Agder, Kristiansand (Norway), AMT Service & Consulting, Alfaz Del Pi (Spain), Colegio Oficial De Diplomadas En Trabajo, Alicante (Spain), The University of Alicante (Spain), Bufetat region Nord, Alta (Norway), WGCC / The council of the Baltic Sea States, Stockholm (Sweden), Tartu Child support Centre for abused children (Estonia), NAZARET, Alicante (Spain), The University of Valencia (Spain)**

### Project description

#### Challenge

The project is carried out to contribute to the process of creating, modernising and adjusting the European education and training system for social workers. It addresses the problem of both being dependent on standardized problem solving, to secure best practice, and the need to adjust the methods according to regional, economical and cultural surroundings. It conveys best practice as well as providing room for stated variation. Best practice is necessary in order to reach the qualitative standard of giving adequate and effective help for clients. Methods used in social works need to include room for stated variation because the cases in social work are unpredictable, contain dilemmas, and have ethical aspects without unilateral solutions.

The project is based on the pilot project “Stories Enhancing Skills” (SES 1) where the KWS model (Knowledgeing Work-Shop) has been tested in five pilot groups in the Nordic countries, Estonia and Spain with good results. The educational program developed is ready for further expansion, but needs to be established in a regulated pedagogic form, to make it qualified for a European transference.

#### Target group

Universities, university colleges, field organizations, social workers.

#### Project objectives

The objective of the project is to strengthen the KWS model, further transfer of innovation, dissemination and exploitation. The further development of the model involves effort and focus on 1) establishing KWS as a regular educational model / master module within practical knowledge, 2) developing KWS as a method of strengthening the praxis and 3) establishing pedagogical material to secure quality of the program.

#### Results

Articles in periodicals (published and in progress). Workbook for the knowledgeing workshop finished (English, Norwegian, Spanish and Estonian version). Guide for trainers and collection of articles in progress. Most of the partners have incorporated the model in their programs/organization.

### Summary of the dissemination and exploitation strategy

#### Introduction to the strategy

The strategy for dissemination and exploitation has a specific as well as a wide perspective. A successful dissemination and implementation of results requires the consortium's attention throughout the project period. The key words are information, attention and availability. First of all one has to make sure that the information becomes widespread, and websites and mailing lists within various networks are invaluable in this respect. Contributions at international conferences, articles (national and international), relevant literature and seminars led by the project, will further contribute to positive information and attention from relevant recipients. In today's struggle for attention, the way in which the message is formulated, to what degree the model answers to real needs and whether the documentation is reliable will be decisive. Also the availability of products, language versions and the possibility of dialogue and continuous observation are important.

The consortium has through the pilot project gained experience from trans-national work and has shown its capacity to handle the problems that have arisen, it has recruited new partners who have strengthened the project and carried out tasks according to plans. These are valuable experiences to bring into a new project. The partners are strong actors within their networks, which means realistic possibilities for further recruitment of partners or potential partners who can contribute to the development of a European dimension and spread the model in a way that can win sympathy and be implemented.

#### Material and resources used for dissemination

Brochures, articles, paper on congresses, network seminars, partner's mailings lists etc.

#### Electronic resources

Website: [www.sesproject.eu](http://www.sesproject.eu) mailing lists

#### Media and events

Local television at some events, meetings with politicians, administrators to make decisions about incorporation of the KWS model in their organizations (Spain). Network meetings for trainers and partners.

#### Target group involvement

The social workers who have completed the KWS program are very good ambassadors for the project and model. The same for the field organizations involved.

#### Follow-up

There will be following up after the project by several partners; educational programs, practice development / action research, articles and papers on congresses.

#### Contact information

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## TACCLE Teachers' Aids on Creating Content for Learning Environments

Project Number: **133863-LLP-1-2007-1-BE-COMENIUS-CMP**  
Programme/Sub-programme: **LLP Comenius multilateral project**  
Project Duration: **2007-2009**  
Project Promoter: **GO! Onderwijs van de Vlaamse Gemeenschap (Belgium)**  
Project Partners: **Training2000 (Italy); Via-media (Austria); Università degli Studi di Urbino "Carlo Bo" CRISEL – Centro di Ricerca e Sviluppo E-learning (Italy); Junta de Andalucía Dirección General de Formación Profesional y Educación Permanente (Spain); Pontydysgu (United Kingdom); University of Applied Sciences of Southern Switzerland (Switzerland)**

### Project description

#### Challenge

Information and Communication Technologies are increasingly used to create richer learning environments. In all sectors of education from primary schools to adult education, in schools for pupils with special education needs and in colleges and universities, technologies are being used across the curriculum to enhance students' experiences. However, technology is not enough. The creation of high quality content is essential if the potential of 'e-learning' is to be realised in a way that stimulates and fosters Lifelong Learning.

It is important to train teachers how to design and develop their own content and generate learning materials that can help their own students and can also be freely exchanged with others.

This is the aim of the TACCLE project.

#### Target group

The TACCLE project is designed by teachers for teachers and caters for those with only basic computer skills and limited technical support. The handbook and the training are geared to the needs of the classroom teacher but teacher trainers, ICT support staff and resource centre staff may find them useful too. It provides both practical support for teachers who want a 'hands on experience' and also help and provide information for teachers who just want to find out about e-learning.

#### Project objectives

- Train teachers to create content for electronic learning environments in the context of an e-learning course;
- Enable teachers to identify and decide which ICT tools and content are most useful for particular purposes;
- Teach teachers how to create learning objects taking into account information design, web standards, usability criteria and reusability (text, images, animations, audio, video) and which enable active, interactive and cooperative learning processes;
- Enhance the quality of e-learning environments in education by training teachers how to use them effectively and by creating resources to help them do so;
- Stimulate new approaches in teacher training related to the concept of lifelong learning, knowledge sharing and peer learning;
- Encourage teachers to share the developed content with their using existing repositories.

### Results

The TACCLE project helps teachers to develop their own e-learning materials. It provides:

- step by step guidance in a teacher friendly 'how-to-do-it' handbook;
- practical training to develop skills you can use in your own classrooms;
- a website packed with information [www.tacCLE.eu](http://www.tacCLE.eu);
- international in-service training once a year.

### Summary of the dissemination and exploitation strategy

#### Introduction to the strategy

The strategy is based on spreading the TACCLE handbook as the basic output of the project and its most tangible product for the target group of teachers. Everyone who received a free copy (more than 2000 people) has been registered as a user of the website. They can be easily reached by e-mail to spread information. The online documents on the website are free for download if you are registered on the site.

The project is kept alive after the end of the funding period by organising regular IST courses. So far 3 courses have been organised and there are more to come.

#### Material and resources used for dissemination

Flyers in all project languages.

#### Electronic resources

A Facebook group, a delicious page for the project, a flickr page for sharing pictures

<http://www.delicious.com/tacCLE>

<http://www.facebook.com/pages/Brussels-Belgium/TACCLE/32657675924>

<http://www.flickr.com/groups/672130@N20/>

The partners use a Yahoo group to communicate and keep in touch with the partners even after the funding period of the project.

Everyone who ordered a book did so via a google form enabling the consortium to keep all data in an easy accessible way for all partners.

Several partners used blogs and electronic newsletters of their own organization to promote the product. The blog of Graham Attwell of Pontydysgu was especially successful in terms of reactions of the target group.

#### Media and events

The partners organised a launch conference at Hogeschool Gent attended by over 200 participants. Every partner organised a launch event in their own country.

#### Target group involvement

The project had a huge response from teachers from all partner countries but also from all over the world. For example, the book has been ordered even from New Zealand.

#### Follow-up

The partners provided a spreadsheet on google docs to list all dissemination activities of all partners.

Google analytics is used to make a very detailed report of the use of the website and to monitor the way it is used.

#### Contact information

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GO!

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[www.tacCLE.eu](http://www.tacCLE.eu)



## The garden, a living monument. Heritage education to the gardens in Europe

Project Number: **135499-LLP-1-2007-1-IT**  
Programme/Sub-programme: **Accompanying measures**  
Project Duration: **The project “The garden, a living monument. Heritage education to the gardens in Europe” is a transnational project of cooperation that dates back to 1998 and joins, today, partners from Belgium, Greece, Italy, Rumania, Spain, Portugal and France. It is part of the lifelong educational and training program aimed to strengthen the European nature of school teaching and to improve its quality through inter-cultural dialogue.**  
**2007-2008: Accompanying measures – A new consortium of 7 EU countries has been created with a new candidate to its managing: the ONLUS Association “Laboratorio del cittadino”**  
Project Promoter: **Italy – Laboratorio del cittadino**  
Project Partners: **Belgium, Greece, Italy, Rumania, Spain, Portugal and France**

## Project description

### Challenge

- Making relevant, communicating and spreading the positive practices and the instruments of Comenius 3.1 while researching innovation, quality and competence in order to promote an image of quality of this educational project;
- Adapting the multimedia instruments of Comenius 3.1 to improve them: the oldest educational texts adapted to the new teaching courses, as well as the difficult and outdated surfing;
- Going on to promote future European partnerships within the topic of the education to the garden heritage.

The project is also defined by the national and international policies that encourage the establishment and the development of a common cultural ground to fight social inequalities, xenophobia.

### Target group

Teachers, adults, educators and trainers in the field of education.

### Project objectives

Developing and improving the training of teachers, adults, educators and trainers in the field of education to the garden heritage, whose courses, listed in the European catalogue, have always been followed by extremely positive reports and statements sent to the national agencies.

### Results

This project produced results validated by hundreds of schools all over Europe, an international training offer, an international exhibition, the quality of the site, the tools online.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

- Conferences: San Quirico (IT), Spain in Andalusia, Barcelona Cataluna, Faro Portugal;
- Workshop “A garden for the Earth”, Ischia, October 2009;
- Training courses;
- Comenius-Gundtvig training programme: “The garden, living monument. Pedagogy heritage gardens”, Palermo (IT), S. Quirico d’Orcia (IT), Granada (ES, Pratolino (Firenze) (IT), Chaumont sur Loire (FR), Versailles (FR), Menton (FR), Roma (IT);
- Meetings, September 2008 in St Germain en Laye FR, Avril 2009 Castiglione del Lago (IT);
- Exhibition: “Cultivons notre jardin en Europe” “Let us cultivate our garden in Europe” in addition to 80 images illustrating the achievements of the 8 partners simultaneously in their respective countries.

### Material and resources used for dissemination

- Electronic resources: a three-language DVD that collects a number of teaching and cultural instruments, site web;
- Media and Events: journal articles, reports;
- Newsletters;
- Training courses (Granada, Lisbona, Barcellona, Bruxelles, Roma, Firenze, Menton, Paris, Palermo, Venezia, Berlino, Tours, Rouen, Castiglione del Lago, Siena);
- Website [www.laboratoriodelcittadino.org](http://www.laboratoriodelcittadino.org) (work in progress), dedicated to education and training of the educational resources.

### Follow-up

Dissemination as a necessary part of a successful proposed scope of work.

### Contact information

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## To-Gather – European Multiple Choice Identity Project

Project Number:	<b>505353-LLP-1-2009-1-NL-KA4-KA4MP</b>
Programme/Sub-programme:	<b>Lifelong Learning Programme / KA4 Dissemination and exploitation of results</b>
Project Duration:	<b>2009-2011 (MCI-Project 2006-2009)</b>
Project Promoter:	<b>Hanze University Groningen (Netherlands)</b>
Project Partners:	<b>Hanzehogeschool Groningen (Netherlands); Jurmala State Gymnasium (Latvia); ESEC, Coimbra (Portugal); Liverpool Hope (England); University of Presov (Slovakia); University of Ljubljana (Slovenia); Social Academy Haslev (Denmark); University of Miskolc (Hungary); TIA, Bodrum (Turkey); Koning Willem I College, Den Bosch (Netherlands); KATHO, Kortrijk (Belgium) (coordinator: Hugo Verkest)</b>
Associated partners:	<b>International Arab University (Syria); University of Malmo (Sweden); EMUNI-network (Joseph Mifsud); CiCe-network (Peter Cunningham)</b>

## Project description

### Challenge

Creating a learning arrangement to let young people develop a multiple choice identity for the future. The project partners aim at learning how learners are learning to learn in an innovative and sustainable way, balancing knowledge and creativity, learner and teacher-centered education, digital reality and hypereality, the self and the other.

### Target group

Young people from 3 till 25 years and their teachers in pre-primary, primary, secondary and higher education in Europe, Northern Africa and the Arab world.

### Project objectives

- To be sense opened by using aesthetics such as music, art, drama, design, photography and film;
- To gather basic knowledge by using multiple perspectives, multiple disciplines (philosophy, history, sociology, pedagogy, economy, music and psychology) and multiple intelligences;
- To activate and balance the five minds for the future: real life learning;
- To think out of the box and to meet the other in an intercultural dialogue;
- To relate the past, present and the future: 'the past that's no history';
- To look at Europe from the inside (the four quadrants) and from the outside (Northern Africa and the Arab world);
- To implement the project in schools for learners from 3 years to 25 years.

The starting point and the source of inspiration for the international project To-Gather are young people, learning them to develop an identity in Europe or outside of Europe. That is why the partners designed a complete learning arrangement with five special learning routes for the age-groups between 3-6 years, 7-11 years, 12-16 years and 17-25 years. All groups work on the five core themes of To-Gather: identity, family and friends, good work (ecological identity), migration and mobility, and the other. The learning routes comprise of seven unique steps and every step is an important phase for the learning process towards active and democratic citizenship in Europe. New learning styles, such as multiple intelligences, systems thinking, digital learning, lateral thinking and creative learning are activated.

## Results

- Learning arrangement of 10 learning routes with educational material;
- The book: It's hard to become who you are (2012) with co-writers from all over Europe (Fred Korthagen), Northern Africa, the Arab world (Kinda Tabbah) and USA (Howard Gardner);
- The booklet A story of Europe (history of Europe as a young woman);
- Essays about the project such as Why is the project called To-Gather?, Good practice in real life learning and Theoretical concepts;
- Two music CDs: Musical History Tour and Sound for Europe;
- Music collages: The Table talk, The story of Europe and the Mu-mix;
- Songs: I am a landscape and Mu-song;
- Clips: Dragon Mu visits Europe and Come to gather;
- The script of the film: It's hard to become who you are;
- The mask-film: The family (about a conflict in a family);
- Theatre-play To-Gatherland (learning process of children in To-Gather);
- Organizers: Field of View, The Butterfly Touch and The Blue Bubble.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

- The festivals are the energizer by sharing the products from practice, motivating teachers and learners and celebrating the result;
- For new users a whole package of materials is available;
- Music is the energizer of the project as a sense-opener, source of knowledge, problem-solver and a way of communication, presentation and reflection;
- On the website teachers and students can share products and communicate about their experiences and introduce new options;
- The national coordinator spreads the good news by giving training courses, organising seminars and by involving the government;
- Activating networks such as CiCe, ETEN and EMUNI in newsletters, conferences and project groups;
- Transferring the concept in the international minor 'Create your future' (February – July 2012) and the summerschool Come to Gather in (August 2011) in Groningen;
- Using the To-Gather-Toolkit to implement the project in education.

### Material and resources used for dissemination

- Innovative books of Howard Gardner (five minds for the future), Edward de Bono (the six hats), Michael Gelb (think as da Vinci), Jeremy Rifkin (The European Dream) and Peter Sloterdijk (bubbles and spheres);
- Websites: [www.to-gather.org](http://www.to-gather.org), CiCe, EMUNI, linked projects and the partners;
- Powerpoint: Come to gather;
- See above: Results.



### Electronic resources

[www.to-gather.org](http://www.to-gather.org) and the website of CiCe, EMUNI, associated projects and To-Gather-partners. Links to websites of related music-groups (Audiofeel, Vanderlinde, Muse, Radiohead, Sigur Ros), art-exhibitions, films and theatre-performances. Creating a To-Gather-Community/Family through the website.

Making links to Facebook, YouTube and using tweets during festivals and practice.

### Media and events

To-Gather Tour from partner to partner by organising festivals. Giving training for teachers and presentations during conferences of the networks of CiCe, ETEN and EMUNI.

### Target group involvement

Involvement of teachers and students in the practicing and fine tuning of the material. Different options will be designed to implement the To-Gather in schools with different learning styles.

Organization of an own festival and visiting the festivals of other partners. Cooperation between partners in sister-schools.

### Follow-up

- Making the film and writing the book 'It's hard to become who you are' with Howard Gardner and Fred Korthagenas as co-writers. The book will be published in the beginning of 2012 and the premiere of the film is planned on 1-11-2013;
- The in-service course for teachers 'Teaching for the future' (5 days) at different places. The first course will be in Torhout from 21-25 November 2011 and furthermore in Riga, Istanbul, Coimbra and Groningen;
- The workshop 'Let's do it to gather' (1 day) for students and teachers at the spot;
- The To-Gather Festival (1 day) at the spot with a symposium, workshops and performances. Go to the website <http://www.to-gather.org/> NEWS section and look at the clips of the festivals in Jurmala and Torhout;
- The Intensive Programme 'Create your future' for students (10 days) in Torhout, Groningen, Riga, Istanbul, Koper and Coimbra.

### Contact information

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### VALIDATING MENTORING 2 (VM2)

Project Number:	<b>LLP-LDV-TOI-07-BG-166007</b>
Programme/Sub-programme:	<b>Leonardo da Vinci/ Transfer of Innovation</b>
Project Duration:	<b>01 October 2007 – 30 September 2009</b>
Project Promoter:	<b>Marie Curie Association (Bulgaria)</b>
Project Partners:	<b>PhoenixKM (Belgium); Workability Europe (Belgium); BOLU RAM (Turkey); Edinburgh Chamber of Commerce (United Kingdom); The University of Worcester (United Kingdom)</b>

### Project description

#### Challenge

VM2 aimed to provide active support for disabled and disadvantaged people through the provision of an enhanced Code of Practice for mentoring. VM2 built upon the achievements of three previously funded and successful European projects each of which aimed at the development and introduction of mentoring schemes to support people with disabilities and/or other disadvantages in accessing employment, education or training. VM2 aimed to update, revise and extend a range of existing tools and instruments, centered on a Code of Practice for Mentoring, in order to more actively support the planning, implementation and evaluation of mentoring schemes. As a transfer of innovation project, VM2 tested mentoring approaches across three new regions and countries (in Bulgaria, Turkey and the UK) and within three new sectors. In addition to extending and piloting existing tools and instruments, VM2 actively considered approaches towards the recognition of knowledge and skills acquired through participation in mentoring programmes.

#### Target group

- Disabled people;
- Young people at risk of unemployment or social exclusion;
- Older people disadvantaged in the job market or in danger of social exclusion;
- Enterprises and other bodies, positive towards disabled and disadvantaged people;
- Training providers, public bodies and other social organizations that organise mentoring programmes;
- Organizations seeking accreditation of prior experience or learning (APEL).

#### Project objectives

VM2 had the following ambitious objectives:

- To establish new mentoring programmes in 3 countries (Bulgaria, Turkey and the United Kingdom) for new target groups (older people and young people at risk);
- To adapt and transfer the Code of Practice as the basis for these new programmes;
- To refine the Code of Practice, using the evaluation of the pilots and data from other programmes;
- To develop a precise and sustainable self-assessment system completing the Code of Practice;

- To monitor, test and review the mentoring programmes within VM2;
- To develop and promote the self-sustained continuation of the overall validation process.

### Results

VM2 partners worked extensively upon extending the previously developed Code of Practice for Mentoring (developed within the original Validation of Mentoring project). Added value to CoP gave the online tool for external verification. The other outcomes of VM2 were:

- the extension and adaptation of guides for mentoring promoters, mentors and mentees to support extended piloting schemes across the UK, Bulgaria and Turkey
- further investigation into the possibility of creating a European Quality Mark in Mentoring
- drawing the attention of employers to the work potential of people with disabilities and/or other disadvantages through active marketing of the Social Employers Network (SEN) – a common European platform ([www.disadvantaged-employment.eu](http://www.disadvantaged-employment.eu))

The VM2 results were defined as very helpful and supportive for boosting of employment opportunities for disabled people. Therefore the project received a kind of continuation in a new ToI initiative led by Turkish Coordinator, namely Kocaeli Metropolitan Municipality. The new project is entitled Mentoring Network for Equal Employment Opportunities (M-NET EOP). Those who are interested can find everything regarding the project progress and its outcomes at [www.mneteop.eu](http://www.mneteop.eu)

### Summary of the dissemination and exploitation strategy

The strategy of VM2 project consisted of the following important items:

- Purpose of the strategy – namely to ensure ultimate involvement of project target groups and good dissemination and exploitation of the achieved results;
- Setting up of National Valorization Consultancy Committees (NVCCs) – the goal of the Committee was to support the implementation of the valorization strategy by provision of guidance, counseling, and suitable contacts with stakeholders;
- Tools for valorization – the strategy identified the main tools for valorization such as leaflets, posters, stickers, radio and TV announcements, news releases, press conferences, ppt-s, publications in Internet portals, etc.;
- Valorization channels – the key channels used for valorization were Internet, daily press, electronic mass media, face-to-face contacts, and thematically related events;
- Target groups and levels of valorization – the strategy distinguished four levels of valorization and carried out relevant activities to achieve proper effects on each level of valorization

### Dissemination for awareness

- PR campaign for public attitudes changing through the logo “Positive towards people with disabilities”;
- Five press conferences given within the project;
- Radio announcements – 8 in number, broadcasted on regular basis;
- TV interviews – 3 reports broadcasted on national televisions;
- 7 articles published in mainstream press – a magazine, newspapers, a newsletter;
- News releases published on web portals accessible search engines as well as spread to the Bulgarian mass media;

### Dissemination for understanding

- Delivery of project presentations within 24 thematically related events at national level and 8 at European level;
- News about the project published on other projects websites maintained by MCA or other partners.

### Dissemination for involvement

- Promotional workshops organized by MCA in Plovdiv, Pazardzhik, Sliven, Panagyurishte, Sofia, Ruse, Hisar, Velingrad, Varna and Smolyan;
- Consecution of 3 national conferences entitled: “Creativity and Innovation in Education and Training of People with Disabilities” held in Plovdiv, Sofia, and Smolyan respectively;
- Final valorisation conference on EU level entitled: “Creativity and Innovation in Education, Training, and Employment of People with Disabilities”.
- The targeted people were people with disabilities, other disadvantaged groups, HR Managers and employers, training service providers, teaching facilitators, other professionals working in social affairs sector.

**Dissemination for Impact and Sustainability** – the dissemination on that level is focused upon the ensuring of continuous implementation of project achievements.

- Stakeholders management – the stakeholders were targeted within the project lifetime. The levels of involvement of stakeholders were assessed by the External Evaluator of VM 2. They were involved and gave contributions in terms of quality and applicability of project outcomes, possibilities for embedding of VM2 results into the practices of the organizations outside of the partnership, continuing exploitation of a mentoring programme. List of reached stakeholders and their contacts are included into the project database;
- Further steps for continuation and exploitation of results – one of the unexpected results of VM2 project is the European Social Employers Network ([www.disadvantaged-employment.eu](http://www.disadvantaged-employment.eu)). The network is functioning as an informal association of employers who share the principles of Corporate Social Responsibility. At the end of the project the network was registered in the Bulgarian Patent Office as a collective trademark. It means that each member could identify themselves as a socially active employer using the requisites of the network. For more information about SEN services please visit its website that is mentioned above;
- Mechanisms for sharing of good practices among partners – the internal communication and file exchange among partners ran through ATutor internal communication platform. It provides options for file storage, chat between partners, and confidentiality is ensured.

### Material and resources used for dissemination

- Initial and final project leaflet;
- Leaflet describing SEN;
- Pocket calendars;
- Desk calendars;
- Business card holders;
- Pens;
- Promotional business bags;
- Transparent;
- Project promotional DVD;
- CoP
- Sticker “Positive towards people with disabilities”

### Contact information

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## VccSSe – Virtual Community Collaborating Space for Science Education

Project Number: **128989-CP-1-2006-1-RO-COMENIUS-C21**  
 Programme/Sub-programme: **Socrates – Comenius 2.1 (Call for proposals 2006)**  
 Project Duration: **1st October 2006 – 30th September 2009**  
 Project Promoter: **Valahia University Târgoviște (Romania)**  
 Project Partners: **Teacher Training and Educational Innovation Centre Valladolid II (Spain), Teachers Training Centre of Gijon (Spain), Teachers Training Centre Of Zaragoza 1 (Spain), Warsaw University of Technology (Poland), Regional In-Service Teacher Training Centre “WOM” in Bielsko-Biala (Poland), University of Joensuu (Finland), Babes-Bolyai University Cluj Napoca (Romania), University of Patras (Greece)**

### Project description

#### Challenge

The project is aimed at adapting, developing, testing, implementing and disseminating training modules, teaching methodologies and pedagogical strategies based on the use of virtual instruments, with the view of their implementation in the classroom, through Information and Communication Technology tools. In this sense, the partnership assumes to build various pedagogical approaches in a virtual space able to offer efficient ways of using specific tools for logical understanding of the fundamental concepts in sciences.

#### Target group

The initial target groups are formed by approximately 180 in-service teachers from primary and secondary schools involved in Sciences teaching areas in the partner countries. The other target groups consist of: 9 local co-ordinators (as tutors also), 9 tutors, 9 researchers, 18 local educational authorities and over 3500 pupils. In addition, teachers/professors/trainers from Europe benefit from the project outputs in the frame of the online simulating laboratories.

#### Project objectives

- Offering in-service teachers a particular technology (based on virtual instruments) that will enhance learning in specific laboratories;
- Applying the developed teaching methodologies and pedagogical strategies to the teaching process and sharing them in an easy-accessed learning environment (the virtual cooperative space);
- Improving the research base of knowledge and its implementation to other training areas;
- Developing European cooperation and awareness;
- Disseminating all the results at local, national and European level.

### Results

- Virtual instrumentation e-space – a web-space which contains specific instruments and experiments (55) – used in the training process (Maths, Physics, Chemistry);
- Training modules – “Virtual Instrumentation in Science Education” seminars and labs (6 versions: EN, RO, ES, PL, FI, GR);
- Training materials – online materials (6 versions: EN, RO, ES, PL, FI, GR);
- 363 teachers were enrolled in the training process organized in the frame of the project;
- As a result of the training 206 teachers created 218 learning objects and 146 of them implemented the created virtual experiments in the classrooms;
- As indirect beneficiaries, 2860 pupils expressed their feedback during the implementation process;
- Database for virtual experiments (teachers’ products matrix);
- Guidelines for best practices in educational use of virtual instrumentation.

### Summary of the dissemination and exploitation strategy

#### Material and resources used for dissemination

The VccSSe project partnership used several dissemination channels. In addition, their number and types were increased permanently. Thus, the dissemination strategy (which started from the beginning of the project) was developed and adapted continuously. At the end of the project, the dissemination of the results was much wider than planned in the application and it was made through the following traditional modalities:

- **Newspaper articles** – these published in local newspapers and referred to the presentation of the VccSSe project, partnership, specific activities and results. 9 newspaper articles were published in RO (8), and PL (1);
- **Scientific articles** (papers presented at conferences, articles published in scientific journals or conference proceedings). The scientific articles were produced and presented at national/international conferences and/or published in the conferences proceedings or scientific journals. 55 scientific articles were presented at Conferences/published in conferences proceedings or journals, including the **Project Dissemination Volume**. There are also articles published in: RO, EL, ES, FI, PL. At this point, there can be mentioned three important journals where articles related to VccSSe project were published: (a) Education 21, Cluj Napoca, Romania (in EN); (b) Fizyka w Szkole, Warsaw, Poland (in PL); (c) WSEAS Transactions on Advances in Engineering Education (in EN);
- **Conferences and presentation posters** – Fourth International Conference on Multimedia & ICT’s in Education, Seville, Spain, 22-25 November 2006; Fifth Mediterranean Conference on Mathematics Education, Rhodes, Greece, 13-15 April 2007; VII Konferencja Uniwersytet Wirtualny, Warsaw, Poland, 20-23 June 2007; VIII Konferencja Uniwersytet Wirtualny, Warsaw, Poland, 18-20 June 2008; 20th annual World Conference on Educational Multimedia, Hypermedia & Telecommunications, Vienna, Austria, 30 June – 4 July 2008; First World Conference on Educational Sciences, Nicosia, Cyprus, 4-7 February 2009; First International Conference on Computer Supported Education, Lisbon, Portugal, 23-26 March 2009; Fifth International Conference on Multimedia & ICT’s in Education, Lisbon, Portugal, 22-24 April 2009; Ninth WSEAS International Conference on Distance Learning & Web Engineering, Budapest, Hungary, 3-5 September 2009. Other two Conferences were attended also with the view of joining the VccSSe project with 2 European Networks: PARSEL (a 6<sup>th</sup> Framework Programme Consortium) and EDM Reporter Comenius 3 Network;
- **Books – a dissemination bilingual book** (in EN and RO) was produced and published at the end of the Creation Stage of the VccSSe Project, in October 2007: Gorghiu G. (coordinator) – “Applications of Virtual Instrumentation in Education/Aplicații ale Instrumentației Virtuale în Educație”, Bibliotheca Publishing House, Targoviste, 2007, ISBN 978-973-712-292-6. A **project dissemination volume** was produced and published at the end of the VccSSe Project, in August 2009: “Virtual Instruments and Tools in Sciences Education – Experiences and Perspectives”;



- **Leaflets & posters & bookmarks** – the VccSSe project leaflet is provided in six versions (EN, RO, EL, ES, FI, PL). Other leaflets were produced as calling for participation to the training modules organised in the Spanish partner institutions. 2 VccSSe posters were designed in EN. VccSSe Bookmarks (in EN and RO) were printed, as well as a VccSSe calendar (in RO);
- **Television broadcast** – the television broadcast (Columna TV Targoviste, December 2007) was an important dissemination channel where the objectives and activities of the VccSSe project have been presented, at a high audience time. Organizational aspects, content and agenda of the training modules (in Targoviste) were exposed;
- **External dissemination** – a special external dissemination is represented by a VccSSe project summary which was presented and included in the CD-ROM Edition CentROPro – a collection of the centralized projects coordinated by Romanian institutions (2000–2006), published by ANPCDEFP Romania (National Agency for Community Programmes in the Field of Education and Vocational Training), in 2007. The VccSSe project was highlighted as a multinational collaborative project presented at m-ICTE 2009 conference. The information was published in the volume “Research, Reflections and Innovations in Integrating ICT in Education (2009)” – proceedings of the Fifth International Conference on Multimedia & ICT’s in Education, Lisbon, Portugal, 22-24 April 2009. **Mentions in annual reports** – The mentions of the VccSSe project in annual reports were made by the Dean of the Faculty of Physics, Warsaw University of Technology, Poland, in the reports presented for 2006, 2007 and 2008;
- **Sample demonstrative lesson** – the sample demonstrative lesson was presented on June, the 18<sup>th</sup> 2009, at Miedźna Lower-Secondary School (PL), during the Bielsko-Biala transnational coordination meeting.

### Other dissemination activities

- **Virtual experiments exhibition** – this represents a web interface which contains the best virtual experiments produced by the teachers who attended the training modules organized in the project training stage. 50 representative experiments were selected and presented as educational video files together with 9 online/ remote simulating laboratories that allow teachers and students to work directly inside the experiment. The exhibition (and some experiments included in it) was presented during the meeting with European science teachers – using sharing and videoconference tools, on March, the 11<sup>th</sup> 2009;
- **Guidelines for best practices in educational use of virtual instrumentation** – the guidelines for best practices in educational use of virtual instrumentation was designed and developed in order to reflect the large expertise and practical experience acquired by the partnership during different stages of the project;
- **The project DVD edition** – it includes all the materials developed in the frame of the VccSSe project, till May, the 15<sup>th</sup> 2009. It is qualified as “a media” product through which is possible to make the project and its results known in each partner country and in other European countries.

### Electronic resources

- **Web dissemination** – the webpage (<http://www.vccsse.ssai.valahia.ro>) was launched in early January 2007. Versions in six different languages are available (EN, RO, ES, PL, EL and FI). The web dissemination was assured by including the information related to the VccSSe project into the project partners institutions web pages;
- **Online conference** with European science teachers – the meeting with European science teachers represented an important dissemination activity, held on the 11<sup>th</sup> of March 2009. 100 participants took part in this meeting where each project partner had an intervention for presenting aspects related with the VccSSe project.

### Media and events

The transnational coordination meetings represented the key moments where the partners assessed the work done in the project and established the next steps. They were illustrated in local mass media. 9 newspaper articles were published in local newspapers and referred to the presentation of the VccSSe project, specific activities and results.

A TV broadcasting (Columna TV Targoviste, December 2007) presented the objectives and activities of the project together with some organizational aspects and agenda of the training modules.

### Target group involvement

The main target group that the project addressed was represented by 363 teachers enrolled in the training process. As a result of the training, 206 teachers created 218 learning objects and 146 of them implemented the created virtual experiments in the classrooms.

Specific questionnaires for the target group were produced by the project evaluation group for evaluating the teachers’ understanding and attitude towards the use and efficacy of ICT, specific software and virtual instrumentation tools in Science education, as well as on their appreciations related to the training programme and aspects that made it effective.

As indirect beneficiaries, 2860 pupils expressed their feedback during the implementation process. The training and dissemination processes had the full support of the project partner institutions and benefited of the real help from the local and regional educational decision makers. Apart from them, the beneficiaries included the project coordinator, 9 local coordinators (teachers), tutors, researchers and local educational authorities. Moreover, as a result of dissemination activities, other beneficiaries were identified: students, teachers, researchers, academic staff, inspectors, local and national education decision makers, users of other community programmes and general public.

Project results are uploaded on the project website and present free access to the general public. This means that the target group (composed by teachers) is an extensible one.

### Follow-up

One of the main objectives of the VccSSe project was to identify the suitable and up-to-date tools that offer to the science from different European countries the possibility to effectively meet national curriculum requirements while proposing dynamic and relevant learning situations based on the scientific reality experimentation through electronic means and into a virtual learning space. As the project results are uploaded on the project website and present free access to general public, the virtual experiments included in the project e-space and the teachers’ products matrix can be used by the teachers. As a precaution, the most interesting and well done virtual experiments are offered also as video clips in the project exhibition, presented in the project website. Several project activities and results were or will be included in different academic and in-service teacher training courses. For example, some project activities and results were already used in the frame of the Master programme “Advanced Automatic Control, Products Development and Industrial Informatics”, at the Valahia University of Targoviste, Romania, for the course: Information Systems for Industry. Chapters developed for the virtual instrumentation in science education training modules are included in the national teacher training programmes developed under various projects (like EDUTIC project – <http://edutic.ssai.valahia.ro/>)

Another example comes from the University of Patras, Greece: some project outcomes were used by the teacher and students in the course entitled: Educational Technology and Computer Science Education, where virtual experiments prepared with Cabri Geometry and online teaching communities were introduced.

The Spanish teacher training centers use the training materials developed in the frame of the project to design specific training activities in Crocodile Clips (Yenka, in present) and GeoGebra as a continuation of the process started in the training stage of the project. Valorization aspects are also on the way regarding the research results obtained during the project which are still presented in scientific articles and conference contributions.

Beyond those aspects, the project team succeeded to obtain a good image of professional experience, research, didactic interests and working style. Consequently, there are all the premises for future cooperative actions as a team.

### Contact information

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## VET4e-I – Vocational Education and Training Solutions for e-Facilitators for Social Inclusion

Project Number: **504584-LLP-1-2009-ES-LEONARDO-LMP**  
 Programme/Sub-programme: **Leonardo da Vinci/ Development of Innovation**  
 Project Duration: **2 years – from November 2009 to September 2011**  
 Project promoter: **ESPLAI (Spain)**  
 Coordinator: **D-O-T**  
 Partners: **INFREP (France), ARCI (Italy), ICTD Bulgaria (Bulgaria), La Ligue de l'enseignement (France), Sfs TU DO (Germany), L'APIS (Italy)**

## Project description

### Challenge

VET4e-I project merged with the idea to reduce the digital gap and empower people – especially people at risk – accessing ICTs and e-services. There should be a recognition of the existing professional profile whose competences are specifically answering these needs. Indeed, such professionals already exist in Europe – the e-Facilitators – but they are not recognized enough as professionals of social inclusion.

### Target group

The project focuses on the e-Facilitators. They have been identified in each of the partner countries and have contributed to a survey which has enabled to define a professional profile of eFacilitator first at national and then at a European scope.

### Project objectives

- The project's first objective is to define the eFacilitator professional profile;
- The second objective is to create a training curriculum of e-Facilitators for Social Inclusion, adaptable to each of the 4 partners' countries participating in their experimentation.

These two objectives, developed under a Quality Assurance control, will be assured by an experimentation phase where the courses will be tested on volunteer trainees.

- The third objective is to enable the recognition of the competence of "eFacilitator for social inclusion" as a competence which can be part of the existing eFacilitator professional or vocational profile or standard at national or regional level.

### Results (expected)

The results expected are first to obtain a training curriculum which construction and test processes will be assessed under a quality assurance control.

Second result expected is to reach all the actors – e-Facilitators and their online centres, but also education and training bodies – and to enhance the number of e-Facilitators following this training curriculum. Finally, the project consortium expects to contribute to ease conditions of recognition of the competence of eFacilitator for Social Inclusion as a specific competence merging from the eFacilitator profiles' standards.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

The dissemination and exploitation strategy is essential within the VET4e-I project since its objectives mainly rely on the way the professional profile and the training curriculum of eFacilitator for Social Inclusion will be seen and evaluated by the target group of e-Facilitators, and by the education and training actors. The consortium also direct their strategy towards the European officials and civil society representatives, and towards the general public.

### Material and resources

VET4e-I project possesses a logo and a graphic charter used for the public document and the power point presentations. The partners developed a public Internet website (see the link at the end of this page) with regularly updated information on the project, photos and downloadable documents. A 'Focus-on Letter', which features one main issue on the project is being developed, so as notably to provide the identified e-Facilitators with specific information.

### Media and events

VET4e-I project benefited from various publications on the consortium networks' communication tools, such as newsletters, newspapers and websites. The partners are publishing information on the project on specific online communities specialized in training and education and also ICTs.

The partners are taking part in several European and national events, such as the DiVa round table, but also, ICTs conferences, e-Inclusion workshop, and Education Fair. They aim to give the project activities as much visibility as possible.

### Target group involvement

The e-Facilitators and their online and training centres have been identified in each of the partners' countries participating in the experiments.

The e-Facilitators are strongly mobilized on the issue of recognizing their professional profile since it aims at improving their status of professionals. That is why the e-Facilitators are widely involved in the project: they participated in the definition of their professional profile and in the design of the training curriculum by answering the survey. They also get specific information by receiving the VET4e-I "Focus-On" paper. They participate in the pilot courses test by enrolling voluntarily.

### Follow-up

The project's team is developing the idea of a 2<sup>nd</sup> Leonardo project that would develop the training curriculum of the e-Facilitators for Social Inclusion and reach other key partners, such as networks of e-Facilitators, to create a European academy of e-Facilitators.

### Contact information

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## VOCAL – Vocationally Oriented Culture and Language: online language learning for work placement abroad

Project Number: **LLP/LdV/TOI/2007/IRL-501**  
Programme/Sub-programme: **LdV LLL Transfer of Innovation**  
Project Duration: **01/11/2007 – 31/12/2009**  
Project Promoter: **Institute of Technology Tralee, Ireland**  
Project Partners: **Institutes of Technology Tralee, Blanchardstown, Tallaght Dublin (Ireland), Plovdiv University (Bulgaria), Omnia (Finland), Leonardo-Office Saxony-Anhalt (Germany); University of Miskolc (Hungary); SINTESI (Italy); Kaunas University of Technology (Lithuania), TecMinho (Portugal); Slovak University of Technology (Slovakia) and Swiss Occidental Leonardo.**

### Project description

#### Challenge

Research in the area of study and work placement abroad has consistently concluded that pre-departure preparation is essential to the success of a residence abroad period. Deficiencies in language skills relating to practical issues and culturally-oriented problem solving abilities have been identified as key areas for further development. A means of autonomous learning is therefore needed and the VOCAL project is a practical and innovative pedagogic response to this need for language and cultural preparation in advance of placement abroad.

Socio-economic, linguistic and practical difficulties hamper the transnational mobility of students. Lack of knowledge of a foreign language and of certain cultural aspects remain two of the main obstacles to mobility. Language skills must not only include the ability to interact with members of other language communities but also skills that enable employees/interns to understand practices and behaviours of people in other cultures. Mobility beneficiaries at every level can gain from the VOCAL website and therefore the results of this project could be incorporated into national systems, institutional language programmes and models of good practice.

The knowledge of modern languages contributes to greater mobility, one of the key concepts of the European Commission. Multilingualism is also a core value in Europe: it is one of its unique qualities and contributes to its richness.

#### Target group

Learners preparing for mobility placement in vocational settings are the main target group addressed. The VOCAL project is based on preparation for student mobility placement abroad. The preparation offered is on the level of both practical language skills and cultural awareness related to vocational training settings. This linguistic and cultural preparation is achieved by means of a virtual journey which can be undertaken by prospective mobility students accessing the materials on the user-friendly website. The web-based packages take cognisance of the various learning styles and the interactive materials provide an autonomous learning environment incorporating authentic contemporary situations in an outside classroom environment.

Also, mobility coordinators, companies who deal with international students on work placement, career guidance teachers and language teachers at secondary schools.

### Project objectives

The primary objective of VOCAL is to encourage students to engage with the process of language and cultural learning in advance of mobility and work placement departure. In addition to improved language skills for students who complete the various modules, they will also have an increased cultural and practical knowledge of their host country.

VOCAL addresses the mobility preparation needs described above through a virtual journey developed on a user-friendly website for easy access. Users are led through a variety of real life problematic situations relating to: *Travel, Accommodation, Socialising, Working and Emergencies*. The LSP area relate to *Business, Tourism, Banking & Services and Engineering*. The programme is interactive as the student is required to employ and develop problem-solving skills relating to each category. The product also provides technical language relating to the virtual situations as well as useful logistical and cultural information for each host country.

The aims of this project are:

- To provide mobility beneficiaries with a practical and useful preparation tool for their placements;
- To increase autonomous innovative learning by providing a website;
- To increase language skills, including LSP, which is often neglected;
- Give students an opportunity to experience the working environment and corporate cultures of companies located in other European countries;
- To heighten cultural awareness and prepare for differences;
- To increase the ability of placement beneficiaries to successfully adjust to their environment abroad and therefore perform better in their placements;
- To exercise problem solving skills in another cultural context – to improve these skills and their application;
- To provide Mobility Co-ordinators and language teachers/lecturers with a learning tool for their students;
- To increase labour market mobility through successful placements.

### Results

**Website** – [www.vocalproject.eu](http://www.vocalproject.eu) provides online learning modules in 11 different languages covering the sub-topics of Travel, Accommodation, Socialising, at Work, and Emergencies plus LSP areas in Business, Tourism, Banking & Services and Engineering. Each of the selected topics is presented according to the same structure:

- An Introduction page with **General Information**;
- **Key words & Key phrases** in the target language accompanied by **audio** in the language of the host country and a written English translation;
- Animated **virtual tours** of typical scenarios with text files of **dialogues** in the target language and accompanied by the English translation and audio;
- A mix of **exercises** (e.g. multiple choice, drag/drop; true/false) with instant feedback;
- Recommended **Do's and Don'ts** based on practical advice from former work placement students;
- A **Cultural** Information section;
- A **final self assessment**.

**Brochures** – All VOCAL partners generated brochures and flyers for dissemination purposes. In addition, power point presentations and posters were used at national and international conferences; workshops were organised; articles were written for newsletters and academic journals.

**Surveys** (online and word document) were designed at the beginning of the project and issued to prospective mobility students and returnees requesting their input in terms of language and cultural needs before, during and after their work placement abroad. Their input was integrated into the VOCAL materials. Feedback questionnaires were designed towards the end of the project and issued to mobility students, language specialists, mobility co-ordinators, and relevant commercial and industrial bodies in order to obtain views, opinions in relation to the quality and content of the product before finalising.

Summary of the dissemination and exploitation strategy

Introduction to the strategy

Objective for each partner country is to reach as wide an audience as possible via local ‘in-house’, national and international events e.g.

- National language association meetings/workshops;
- National networks;
- National conferences;
- Use national platforms and learning networks, blogs, communities of practice;
- Workshops run by national agency;
- Use non-language specific platforms e.g. e-learning.

Material and resources used for dissemination

- Generic brochure available in English and language of each partner country;
- Generic flyer available in English and language of each partner country;
- Generic poster in English available for conference.

Electronic resources

- PowerPoint presentations;
- Prototype versions of the VOCAL product for demonstration purposes at workshops, conferences;
- Links to the project and/or summary of the project available on the website of every partner institution;
- ADAM: <http://www.adam-europe.eu/adam/homepageView.htm>

Media and events

- Any relevant in-house events e.g. innovation showcases, Open Days, Continuous Professional Development events;
- Coverage on the Bulgarian TV news and on Slovakian radio;
- Presentations at DAAD annual Erasmus conferences in Germany for national coordinators of mobility EU programmes;
- Article published on the Space network website [http://www.space-eu.info/space\\_projects.aspx?artikelId=152](http://www.space-eu.info/space_projects.aspx?artikelId=152)

Target group involvement

The target group (students in third level institutions availing of mobility programmes abroad) were involved at the very start and the very end of the project phase. The students were requested to complete surveys (hard copy & on-line version) in order to give feedback on the content of the website. The feedback had a direct impact on the material that was produced. And in this way the target group was also involved in the testing process which ensured a high quality in return.

Follow-up

All 12 partners are still busy with ongoing dissemination activities and are also in contact with their international offices in order to inform new incoming/outgoing students about the website. Every partner has a summary of the VOCAL project in their national language and English on the website of their institution. Some institutions have integrated the VOCAL product as a learning resource via Moodle. The Irish coordinator will give a presentation about the project at an event for third level mobility administration staff which is organized by the “Higher Education Authority” of Ireland.

Contact information

<b>Coordinator:</b> Kristin Brogan, Institute of Technology Tralee, Ireland.	<b>Name:</b> Kristin Brogan	<b>E-mail:</b> <a href="mailto:kristin.brogan@staff.ittralee.ie">kristin.brogan@staff.ittralee.ie</a>	<b>Project website:</b> <a href="http://www.vocalproject.eu">www.vocalproject.eu</a>
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## VOGS+ Vocational Guidance Standard Model for Deaf people in Europe

Project Number: **LLP-LdV/TOI/2007/EE/003**  
Programme/Sub-programme: **Transfer of Innovation, Leonardo da Vinci**  
Project Duration: **20 months – 01.11.2007 – 30.06.2009**  
Project Promoter: **SALO Baltic International OÜ (Estonia)**  
Project Partners: **Berufsförderungsinstitut Steiermark (Austria), Estonian Association of Parents with Hearing Impaired Children (Estonia), REFRISK (Netherlands), Uludag University (Turkey)**

### Project description

#### Challenge

The situation with no vocational rehabilitation system and/or vocational guidance accepted the different linguistic and cultural background of the Deaf, makes it complicated for the Deaf to use mainstream offers of vocational guidance. The dilemma is that without adequate professional counseling deaf people are hardly able to choose from the wide range of educational offers for lifelong learning. Consequently they are also excluded from education and vocational trainings and have even more difficulties in employment. For the process of integration into society, such as lifelong learning, the deaf need an adequate educational guidance adapted for their special needs.

#### Target group

The immediate target group are the educational and vocational guidance counsellors and teachers working with deaf clients primarily in the project partner states Estonia, the Netherlands, Turkey and Austria but through the Valorisation Strategy also in others EU Member states and in the world.

#### Project objectives

The essence of the project was to consider the special needs in vocational guidance and fulfil the gap of adequate guidance for the deaf by establishing vocational guidance standards based on the "Vocational Guidance Standard for Deaf People" created by the Austrian partner institute within the scope of LEONARDO Pilot Project VOGS. For this purpose, the European vocational guidance model for the deaf has been created, tested and approved in three partner states during the same period. The resulting establishment process and experiences in different backgrounds tested the basic VOGS in new circumstances, disseminated and completed it with national requirements. The completed VOGS model has been integrated into existing vocational guidance systems through the training of practicing counselors and the validation of VOGS+ by national authorities.

#### Results

The partner countries have a complete toolbox for the vocational guidance of the deaf developed, discussed and complemented in close exchange to the partners: the general description of the innovative model with video components, selected tests appropriate for the deaf, including evaluation and interpretation schemes and guidelines for counselors, vocational guidance specialists in tandem (hearing and deaf or trustee counselor by deaf community) of every partner country trained to work with VOGS+ and the VOGS+ training program for further training of counselors.

## Summary of the dissemination and exploitation strategy

### Introduction to the strategy

There were two main goals in the valorisation strategy:

- 1) The dissemination of project activities (DIS) by leaflets with information about project and program contents, project homepage, press releases and articles in national professional magazines on certain project occasions: start, partner meetings, piloting of project products, publication of project bulletin, promotional project material (stickers), participants of the project piloting activities, round table discussion and TV release to present the work version of national VOGS models and plans about the pilot testing.
- 2) The exploitation of project results (EXPL): Ensuring the launch of project products by means of the validation of the VOGS+ model and the Curriculum for counsellor's training was achieved by:
  - Structure of the project partnership: after the end of the project and already during the project the partners used the interim and final project outcomes actively in their daily work;
  - Validation of the VOGS+ test procedures by National Authorities who are actively involved in project activities through presentations, discussion and evaluation;
  - VOGS+ pilot training of specialists (hearing and deaf) already working in the sphere of vocational guidance to counsel deaf people in using VOGS+ and continued training of colleagues;
  - VOGS+ training program approved by national authorities for continuing training for vocational guidance specialists.

### Electronic resources

DVD, CD, Website

### Media and events

Different events, organised by partners or/and the target groups

### Target group involvement

Meetings, round-table discussions, presentation, evaluation

### Follow-up

Exploitation in different projects for deaf, Preparation of a follow-up-project with partners from other EU countries

### Contact information

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V. Final words

The DiVa project team would like to express their sincere “Thank you” to all project coordinators who joined in the initiative and shared their experience with us during the DiVa regional round tables and the final workshop in Graz.

Together we managed to collect nearly 50 examples for EU-funded projects successful in their dissemination and exploitation. We believe that the project coordinators’ hints and insight presented herein shall be a source of both inspiration and guidance for all project managers willing to compose projects of good value and sustainable results.

Thank you for your enthusiasm and for sharing with Europe your knowledge and good practice in disseminating successfully EU-funded projects!



Annex

Programme	Project name	Coordinator	Website	Contact details
Comenius	<b>DAFFODIL</b> Dynamic Assessment oF Functioning Oriented at Development and Inclusive Learning	University of Antwerp, <b>BELGIUM</b>	<a href="http://www.Daffodilproject.org">www.Daffodilproject.org</a>	Jo Lebeer jo.lebeer@ua.ac.be
	<b>FISTE</b> A Future Way for In-Service Teacher Training Across Europe	Valahia University <b>ROMANIA</b>	<a href="http://FISTE.ssai.valahia.ro">http://FISTE.ssai.valahia.ro</a>	Gabriel Gorghiu ggorghiu@yahoo.com
	<b>SELEAG</b> Serious Learning Games	Instituto Superior de Engenharia do Porto <b>PORTUGAL</b>	<a href="http://www.timemesh.eu">http://www.timemesh.eu</a> <a href="http://www.seleag.eu">http://www.seleag.eu</a>	Carlos Vaz de Carvalho cmc@isep.ipp.pt
	<b>pErGER</b> A Guidebook for Interscholars	HTBLA Perg <b>AUSTRIA</b>	<a href="http://perger.htl-perg.ac.at">http://perger.htl-perg.ac.at</a>	DI Christian Reisinger c.reisinger@htl-perg.ac.at
	<b>ENFORMA EC</b> Trainers training meeting of the E-CONS network	RED E-CONS <b>EU</b>	<a href="http://www.e-cons.net">www.e-cons.net</a>	Nieves Álvarez Martín nievesalma1@gmail.com
	<b>HIS&amp;HER</b> Exploring European history and heritage: Helping educators in secondary schools to teach about European history and heritage from multiple perspectives.	EUROCLIO – European Association of History Educators <b>EU</b>	<a href="http://www.euroclio.eu">www.euroclio.eu</a>	Mr Steven Stegers steven@euroclio.nl
	<b>IGNATIUS</b> Induction and Guidance of Newly Appointed Teachers in eUropean Schools	Universiteit van Amsterdam <b>THE NETHERLANDS</b>	<a href="http://www.ignatiusproject.eu/">http://www.ignatiusproject.eu/</a>	Ton Koet a.g.m.koet@uva.nl
	<b>TACCLE</b> Teachers' Aids on Creating Content for Learning Environments	GO! Onderwijs van de Vlaamse Gemeenschap <b>BELGIUM</b>	<a href="http://www.taccle.eu">www.taccle.eu</a>	Jens Vermeersch jens.vermeersch@g-o.be
	<b>P.IN.O.K.I.O</b> Pupils for INnOvation as a Key to Intercultural and social includiOn	Fondazione Nazionale Carlo Collodi (FNCC) <b>ITALY</b>	<a href="http://www.pinokioproject.eu">www.pinokioproject.eu</a>	Pier Francesco Bernacchi fondazione@pinocchio.it
	<b>VccSse</b> Virtual Community Collaborating Space for Science Education	Valahia University <b>ROMANIA</b>	<a href="http://www.vccsse.ssai.valahia.ro">www.vccsse.ssai.valahia.ro</a>	Gabriel Gorghiu ggorghiu@yahoo.com
	Small Heroes in Trouble. Boys searching for their identities	BE – EHSAL Europese Hogeschool Brussel <b>BELGIUM</b>	<a href="http://www.grimus.or.at/helden">http://www.grimus.or.at/helden</a>	Dr. Oliver Holz oliver.holz@hubrussel.be

Erasmus	<b>EU-VIP</b> Enterprise – University Virtual Placement	K.U.Leuven <b>BELGIUM</b>	<a href="http://www.euvip.eu">www.euvip.eu</a>	Mariet Vriens mariet.vriens@avnet. kuleuven.be
	<b>PRIME</b> Problems of Recognition In Making Erasmus	Erasmus Student Network – ESN AISBL <b>EU</b>	<a href="http://esn.org/content/prime-research">http://esn.org/content/ prime-research</a>	Emanuela Ascoli & Marketa Tokova prime-coordinator@esn. org
	Haydn the progressive	Joseph Haydn Conservatoire <b>AUSTRIA</b>	<a href="http://www.haydntheprogressive.at">www. haydntheprogressive.at</a>	Regina Himmelbauer erasmus@haydnkons.at
	<b>LAW&amp;ICT</b> Shared Virtual Campus	University of Zaragoza <b>SPAIN</b>	<a href="http://www.lawict.eu">www.lawict.eu</a>	Prof. Fernando Galindo cfa@unizar.es
	<b>LEFIS – APTICE</b> Legal Framework for the Information Society II	University of Zaragoza <b>SPAIN</b>	<a href="http://www.lefis.org">www.lefis.org</a> <a href="http://www.egobs.org">www.egobs.org</a>	Prof. Fernando Galindo cfa@unizar.es
	<b>ISEKI_Food 3</b> Innovative Developments and Sustainability of ISEKI Food	Universidade Católica Portuguesa <b>PORTUGAL</b>	<a href="http://www.iseki-food.eu/">http://www.iseki-food. eu/</a>	Cristina L.M. Silva clsilva@esb.ucp.pt
	<b>Re.ViCa</b> Reviewing (traces of) European Virtual Campuses	EuroPACE ivzw <b>BELGIUM</b>	<a href="http://revica.europace.org">http://revica.europace. org</a> <a href="http://www.virtualcampuses.eu">http://www. virtualcampuses.eu</a>	Ilse Op de Beeck opdebeeck@avnet. kuleuven.be
	<b>Move-IT</b> Seminars Promoting Virtual Support for Mobile Students	EuroPACE ivzw <b>BELGIUM</b>	<a href="http://move-it.europace.org">http://move-it. europace.org</a>	Mart Achten mart.achten@avnet. kuleuven.be
	<b>SignOn</b> Beginners' English for the Deaf (SignOnOne)	University of Kla- genfurt Zentrum für Gebärdenspra- che und Hörbehin- dertenkommuni- kation <b>AUSTRIA</b>	<a href="http://www.sign-on.eu">www.sign-on.eu</a>	Ao. Univ.-Prof. Dr. Franz Dotter franz.dotter@uni-klu.ac.at
Grundtvig	<b>PEIIT</b> Professionals Experience Integration In Turkey	Noureddine Erradi (Chairman of IFA)	<a href="http://www.newcomersinturkey.com">www. newcomersinturkey. com</a>	Noureddine Erradi noureddine.erradi@ telenet.be

Leonardo da Vinci	<b>MarEng Plus</b> Maritime English Learning Tool	University of Turku, Centre for Maritime Studies <b>FINLAND</b>	<a href="http://mareng.utu.fi/">http://mareng.utu.fi/</a>	Ms. Sari Nyroos Schwarz@zsi.at
	PaperTrain	VAPA <b>THE NETHERLANDS</b>	<a href="http://www.focustraining.eu">www.focustraining.eu</a>	Peter Lokhorst peterlokhurst@vapa.nl
	Energy Conversion Systems and Their Environmental Impact	Istituto Alfano I, Salerno <b>ITALY</b>	<a href="http://www.dimec.unisa.it/Leonardo">http://www.dimec. unisa.it/Leonardo</a>	Gianfranco Rizzo grizzo@unisa.it
	<b>BYOB</b> Be Your Own Boss	Business Initiative <b>EU</b>	<a href="http://www.eu.byob.eu">www.eu.byob.eu</a>	Jill Levens jill.l@business.org.uk
	<b>SEES</b> SME's e-learning to e-work Efficiently	Inno-Motive Nonprofit Ltd. <b>HUNGARY</b>	<a href="http://www.elearn-ework.eu">www.elearn-ework.eu</a>	Mrs. Kinga Dancsházy sees@innomotive.hu
	<b>VET4e-I</b> Vocational Education and Training Solutions for e-Facilitators for Social Inclusion	D-O-T <b>EU</b>	<a href="http://www.efacilitator.eu/wordpress">www.efacilitator.eu/ wordpress</a>	Natacha Moquet nmoquet@infrep.org
	<b>GetSet</b> Be Ready to Go, GetSet	Turun ammatti- instituutti – Turku Vocational Institute <b>FINLAND</b>	<a href="http://www.getset.fi">www.getset.fi</a>	Teija Suominen teija.suominen@turkuai.fi
	<b>i2i</b> Internship to Industry	Gothenburg Technical College <b>SWEDEN</b>	<a href="http://www.internship2industry.eu">www. internship2industry.eu</a>	Gisela Bohlin gisela.bohlin@gtg.se
	Stories Enhancing Skills – Transfer of the Knowledgeing Work- Shop Model	The University of Tromsø <b>NORWAY</b>	<a href="http://www.sesproject.eu">www.sesproject.eu</a>	Inger Helen Erstad inger.erstad@uit.no
	<b>VM2</b> Validating Mentoring 2	Marie Curie Association <b>BULGARIA</b>	<a href="http://www.vm2-project.eu">www.vm2-project.eu</a>	Mariya Goranova-Valkova info@marie-curie-bg.org
	<b>VOCAL</b> Vocationally Oriented Culture and Language	Institute of Technology Tralee <b>IRELAND</b>	<a href="http://www.vocalproject.eu">www.vocalproject.eu</a>	Kristin Brogan kristin.brogan@staff. ittralee.ie
	<b>VOGS+</b> Vocational Guidance Standard Model for Deaf people in Europe	SALO Baltic International OÜ/ EE <b>ESTONIA</b>	<a href="http://www.vogsplus.eu">www.vogsplus.eu</a>	Kati Loo katiloo@salo-baltic.eu
	<b>INCO 2</b> Internationalisation Consulting	bit management Beratung GmbH <b>AUSTRIA</b>	<a href="http://www.bitonline.com">www.bitonline.com</a>	Manuela Ortner-Arch, manuela.ortner@bit.at

Transversal, KA 2: Languages	<b>BABELWEB</b> Approche actionnelle et apprentissage en ligne de l'espagnol, du français et de l'italien	Université de La Réunion <b>FRANCE</b>	<a href="http://www.babel-web.eu">http://www.babel-web.eu</a>	Christian Ollivier babelweb.info@gmail.com
	<b>Be Multilingual!</b> Raising motivation of foreign language learners by implementing modern ways of learning in the tourism sector	Volkshochschule im Landkreis Cham e.V <b>GERMANY</b>	<a href="http://www.be-multilingual.com">www.be-multilingual.com</a>	Aleksandra Sikorska asikorska@vhs-cham.de
	<b>INCA</b> Intercultural Calendar For Early Language Learning	MEANDROS LTD <b>GREECE</b>	<a href="http://www.incaproject.eu">www.incaproject.eu</a>	Despoina Vallidis vallidis@hotmail.com
	<b>Light Me Up!</b> Language Lessons for Abroad	Ku Tu <b>BULGARIA</b>	<a href="http://www.light-me-up.eu">www.light-me-up.eu</a>	Raya Stanachkova q2_liman@fastbg.net
	<b>MPCE</b> Mission Possible: Chinese for Europeans	Ku Tu <b>BULGARIA</b>	<a href="http://www.chinese-for-eu.eu">www.chinese-for-eu.eu</a>	Raya Stanachkova q2_liman@fastbg.net
	<b>SHOPLANG</b> The Shopping Language Game	Ku Tu <b>BULGARIA</b>	<a href="http://www.shoplang.eu">www.shoplang.eu</a>	Raya Stanachkova q2_liman@fastbg.net
Transversal, KA 3: ICT	<b>EduJudge</b> Integrating Online Judge into effective e-learning	CEDETEL – Centre for the Development of Telecommunications in Castilla y León) <b>SPAIN</b>	<a href="http://www.edujudge.eu">www.edujudge.eu</a>	Rubén M. Lorenzo Toledo edujudge@cedetel.es
	<b>e-VITA</b> European Life Experiences	imaginary srl <b>ITALY</b>	<a href="http://www.evitaproject.eu">www.evitaproject.eu</a>	Lucia Pannese lucia.pannese@i-maginary.it
Transversal, KA 4: Valorization	<b>ENGAGE</b> European Network for Growing Activity in Game-based learning in Education	FH JOANNEUM University of Applied Sciences <b>AUSTRIA</b>	<a href="http://www.ENGAGElearning.eu">http://www.ENGAGElearning.eu</a>	FH Prof. DI Dr. Maja Pivec maja.pivec@fh-joanneum.at
	<b>MEDEA:EU</b> Extending the European identity of the MEDEA Awards	AtiT <b>BELGIUM</b>	<a href="http://www.medeawards.com">http://www.medeawards.com</a>	Sally Reynolds sally.reynolds@atit.be
	<b>To-Gather</b> European Multiple Choice Identity Project	Hanze University Groningen <b>THE NETHERLANDS</b>	<a href="http://www.to-gather.org">www.to-gather.org</a>	Wim Kratsborn w.m.l.kratsborn@pl.hanze.nl
PROGRESS, European Social Fund	Chance giving-Chance living!	GS gain&sustain OG <b>AUSTRIA</b>	<a href="http://www.gainandsustain.eu/projects">www.gainandsustain.eu/projects</a>	Martina Maria Linzer office@gainandsustain.eu
Jean Monnet – Key activity 3 – Operating grants: European Associations	<b>EPS-BPP</b> The implementation of the Bologna Process into Physics Studies in Europe	European Physical Society <b>EU</b>	<a href="http://www.eps.org/activities/education/eps-physics-education-study">http://www.eps.org/activities/education/eps-physics-education-study</a>	Hendrik FERDINANDE Hendrik.Ferdinande@UGent.be
Accompanying measures	The garden, a living monument. Heritage education to the gardens in Europe	Laboratorio del cittadino Onlus	<a href="http://www.laboratoriodelcittadino.org">www.laboratoriodelcittadino.org</a>	Mariella Morbidelli labdelcittadino@libero.it

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**Multidisciplinary European Research Institute Graz – MERIG (Graz, Austria)**  
[www.merig.org](http://www.merig.org)

**AidLearn (Lisbon, Portugal)**  
[www.aidlearn.com](http://www.aidlearn.com)

**Catholic University College Ghent – Sint-Lieven (Ghent, Belgium)**  
[www.kahosl.be](http://www.kahosl.be)

**University of Vaasa (Vaasa, Finland)**  
[www.uvasa.fi](http://www.uvasa.fi)

**European Center for Quality (Sofia, Bulgaria)**  
[www.ecq-bg.com](http://www.ecq-bg.com)

**University of Genova (Genova, Italy)**  
[www.unige.it](http://www.unige.it)



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