



Key Activity 4

Dissemination and exploitation of results

Examples of good practice
2007 - 2011

From Lifelong Learning Programme...
...to Erasmus+

INTRODUCTION

Key activity 4 - Dissemination and Exploitation of Results

2007-2013

In this brochure you will find a selection of good practices for dissemination developed by the projects funded under the Lifelong Learning Programme, Key Activity 4 Action on Dissemination and Exploitation of results. **Only the projects with at a least progress or a final report (it means the projects from the years 2007-2011) were included in this brochure.**

The projects selected for this publication could be a reservoir of valuable experiences and practical project results that have the potential to inspire other organisations that will be involved in the new Erasmus+ Programme.

Main features of the action

The key activity "Dissemination and Exploitation of Results" ("KA-4") was an innovation in the Lifelong Learning Programme reflecting a growing awareness amongst both policy-makers and practitioners of the need to secure maximum impact from EU-funded projects and action in support of the revised Lisbon agenda, the Education and Training 2010, Education and Training 2020, the Bologna and Copenhagen processes and their successors. The prime objective was 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. Preference was given to projects which proposed an integrated approach across two or more different lifelong learning sectors and/or related activities; involved key decision-makers; and/or demonstrated potential for significant measurable impact at sectoral, regional, national and/or European level. The action funded under this key activity supplemented the action on dissemination and exploitation of specific results within the sub-programmes and other key activities.

Facts and figures

Year	2007	2008	2009	2010	2011	2012	2013	TOTAL
Selected applications	12	12	12	10	7	7	8	68

Type of projects funded

"Multilateral projects" aimed, inter alia, at:

- the development of a suitable framework (analysis, mechanisms, methodologies and practical tools) to facilitate the exploitation of project and programme results;
- cross-programme actions promoting the exploitation of results at European level (by sector, theme, user group etc.);
- the promotion of 'exploitation' activities by regional/European/sectoral networks with the aim of promoting a virtuous circle between policy development and practical experiences.

In the 2009 call, applicants could also submit "Reference material" which could include collections of relevant statistical data and studies in the field of dissemination and the exploitation of results.

Priorities, results and pedagogical approach

The number of priorities was reduced from 6 in the first 2 years to 3 in the following years, in order to better streamline the project content in light of the limited budget available. The priorities mainly called for actions in three areas: to improve access to results, to promote the transfer of results and mainstreaming into policy, and to promote networks/communities of practice for the dissemination of results, which were most commonly addressed by the projects in the period 2007-2013.

Most of the selected projects focused on the Education/training or Health care and social care sectors (many projects were transectoral). To a lesser extent they covered Culture, Media and the Communication sector as well as Science, Economy, IT industry, Engineering, Chemical industry, Environment, Maritime industry, Sport, and Agriculture.

The projects tackled issues highlighted in the EU strategic policy documents. The majority of selected projects chose "Integration and equal opportunities", "Use of ICT tools in education and training", "Capacity building helping to disseminate and exploit results of projects" or "Lifelong learning strategy/action plans, qualifications, transparency and validation of non-formal and informal learning" as a main focus. A few projects focussed on issues such as "key competences, language learning, drop outs, quality in education, citizenship, mobility, and educational standards".

The selected projects co-operated to produce mainly: 1. IT tools (Online observatory, portal, platform, database, IT testing tool, IT device, games with a clear tendency to have more such results in the calls 2012 and 2011 than in the previous calls) 2. Networking (Creating partnerships between educational institutions and world of work, learning communities involving in or creating European networks) 3. Best practice, success stories, case studies. 4. Handbooks, training materials, toolkit, DVD, CD ROM.

When selecting a pedagogical approach, projects in the last three calls (2011-2013) showed a tendency to prefer interactive, student centred approaches (web 2.0) and peer-learning methods. In general most used topics were linked to "Multi-stakeholder approach", "Self-learning via ICT", and "Standardisation, quality and certification". A number of projects also focussed on a "Holistic approach", the "Adaptation of education results", "Competence/evidence based training", and the "Validation of informal and non-formal learning".

Projects mainly disseminated the results from Leonardo da Vinci and Grundtvig whereas other programme results like Comenius, Erasmus, ESF, Minerva, E-learning, Socrates and Lingua were less disseminated.

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A European exchange network for media literacy – EuroMeduc

Aims of the project

Previous studies have revealed crucial issues which few grassroots actors are aware of. By bringing together the key actors working in the field of media education, EuroMeduc intended to create a synergy of thought on the implementation of this education, from primary school to the lifelong learning structures. The recommendations resulting from our seminars were aimed at the authorities, the grassroots actors and citizens. EuroMeduc shares the role played by the European Charter for Media Literacy, which brings together research organisations, institutions and centres, as well as experts with a common European vision of media literacy. One of the objectives of the project was to set up a structured system for the exchange and dissemination of the findings in the domain of media education. This system brings together various actors (researchers, experts, education officials, representatives of associations, practitioners and media literacy specialists, both in and outside Europe). The project was conducted in close collaboration with the existing European network EuroMediaLiteracy. Moreover, we managed to sustain the existing networks by helping in circulating and evaluating the results of research programs, best practices and tools developed. Moreover, we helped small educational structures developing expertise at the grassroots level to participate in exchange networks. This allows a better European integration of these structures and makes it possible to benefit from their specific potential for innovation. During the project more intensive, structured and transversal exchange and cooperation practices among all the actors concerned were initiated and developed, and thus made it possible for them to have an effective dialogue and elaborate a media literacy policy that is as close as possible to their specific needs and constraints. Thanks to identification of the obstacles, opportunities and actions to be undertaken we were able to produce recommendations with educational, scientific and political implications. Last, but not least we did not forget to ensure that the results of this project were disseminated through transversal publication (online and offline).

Tool box

The proceedings of the three EuroMeduc seminars dedicated to Media Literacy, held in July 2008 in Paris, November 2008 in Brussels and February 2009 in Faro, are available online. The presentations given at the seminars are included either in full, as Power Point presentations or as videos. The seminars also included workshops on specific questions relating to general themes; some of the results that were reached in the course of these workshops are included in the proceedings, in the form of written reports or as captured on film: 1. Media production by young people and media literacy. Paris, 30 June – 2 July 2008 <http://www.euromeduc.eu/spip.php?rubrique55&lang=en> 2. Lifelong Media Learning: innovative practices outside school. Brussels, 17-19 November 2008 <http://www.euromeduc.eu/spip.php?rubrique40&lang=en> 3. Media literacy and appropriation of Internet by young people. Faro, 16-18 February 2009 <http://www.euromeduc.eu/spip.php?rubrique48&lang=en>. A final publication, with the contributions of 15 experts, addresses the major themes at seminars and conferences and recommendations out of the process.



Media literacy in Europe: controversies, challenges and perspectives
http://www.euromeduc.eu/IMG/pdf/Euromeduc_ENG.pdf

Dissemination

The dissemination strategy was based on a combination of 3 thematic workshops and a final congress, collecting the results of the preparatory workshops. This method enabled a large range of organisations and participants to be reached and engaged in a sharing process throughout the duration of the project.

The geographical distribution of the 4 main events organised (Portugal, France, Belgium, Italy) covered the main educational, academic and cultural networks around Europe. The final publication "Media literacy in Europe: controversies, challenges and perspectives", published on-line and printed in 2 languages (English and French), was largely distributed among media educators, academics and stakeholders. A combination of online and printed versions covered a large range of dissemination channels.

Exploitation

In 2009, more than 350 practitioners, researchers, policymakers and media professionals from 30 countries gathered in Bellaria (Italy) to take stock of current research and practice. Their recommendations, together with a reference book, were made public and the congress drew the European project EuroMeduc to a close. Participants took up the main themes of media literacy in Europe at a time when this field had achieved genuine recognition. Following this congress, 350 participants met again and worked together at shaping a combination of more than 70 recommendations and steps to be taken. The resulting book carries the title "Media literacy in Europe: controversies, challenges and perspectives" and includes feature articles pertaining to the issues addressed by this project. Its content was recommended and copies were handed out to the European Commission, to the Lifelong Learning national agencies and to European project co-coordinators. The book's purpose was to help these bodies identify projects with the highest potential for further development and transfer of innovation as well as to see how projects of the same or a similar focus have disseminated and exploited their results.

Impact

EuroMeduc was set up in close cooperation with the existing media literacy network (<http://euromedialiteracy.eu/>). This integrative approach reinforced the network dynamic and the project development itself. Embedding a dissemination project into a permanent network dynamic creates greater impact, as distribution of results and outputs were largely spread and used, without having to build a network within the project's timeframe. This project contributed to the development of EU Media Literacy policy in the framework of MEDIA program (<http://ec.europa.eu/culture/media/media-literacy/>).

Testimonials

"I would like to commend all contributors to EuroMeduc on a job well done. They should rest assured that their voice will be heard and that the recommendations that came out of the Bellaria congress will not be left unattended." Viviane Reding, EU Commissioner for Information Society and Media (2009)

- **Beneficiary and contact person:** Service Media Animation asbl (Belgium), Patrick Verniers
- **Partner countries:** Belgium, France, Italy, Portugal
- **Duration:** 1/1/2008 – 31/12/2009
- **Grant:** 297 133 euro
- **Project's web page:** <http://www.euromeduc.eu/?lang=en>



E-Valorisation of Religious Diversity Training - E-VALORED

Aims of the project

Issues related to religious diversity are becoming increasingly important in European societies. Not only has Europe become more religiously diverse, providing a rich opportunity for intercultural understanding, but it is also an undeniable aspect in many modern-day conflicts in intercultural relations. For this reason, CEJI and the partnership of a previous Grundtvig 1 project have developed a new training module on Religious Diversity and Anti-Discrimination, with sub-modules on Anti-Semitism and Islamophobia.

The training approach is unique in that it is not another form of interfaith dialogue, but rather uses proven methods of anti-prejudice diversity education to open up new possibilities for addressing social issues related to a diversity of religious belief (or lack of). In June 2008, the Religious Diversity and Anti-Discrimination Training Programme was awarded the Gold Prize by the European Commission Lifelong Learning Programme in the Grundtvig category. EVALORED aimed to maximise the potential impact and dissemination of this new Religious Diversity and Anti-Discrimination training module trans-nationally, cross-sector, and inter-community. The project provided for a formal and formative evaluation which had a structured approach to creating sustainable mechanisms for long-term dissemination and social impact. Specifically, the project activities revolved around the following specific two-year objectives: 1. To evaluate the effectiveness and impact of a new training module on religious diversity and anti-discrimination. 2. To actively exploit users' (adult educators) experiences of the training programme by organising two European seminars. 3. To support local experiences with the delivery of the training. 4. To increase the number of users and languages involved in the dissemination. 5. To strengthen a developing network of adult educators and organisations committed to religious diversity and anti-discrimination by actively engaging them in the creation of sustainable mechanisms for the dissemination of the training programme.

The project was followed up by another project in the Grundtvig programme, called Belieforama: A Panoramic Approach to Issues of Religion and Belief. With a dynamic Community of Practice and new training modules including "Reconciling Religion, Gender and Sexual Orientation," "Taking Effective Action," and "Facilitation Skills for Religious Diversity", Belieforama was recognized in 2010 with the BMW Group Award for Intercultural Commitment.

Tool box

Evaluation of impact of the Religious Diversity and Anti-Discrimination Training Programme: The evaluation was conducted by the International Centre for Guidance Studies (iCeGS) at the University of Derby. During the first year of the project, the evaluation methodology and instruments were designed and negotiated with the partners, tested, and communicated with the users for implementation during all upcoming local workshops. During the second year, the evaluation instruments were implemented for 16 different training events ranging from 2 – 5 days. Results were overall extremely positive with clear indicators of short and long-term (six months) impact. A complete evaluation report has been produced with an Executive Summary available: <http://www.belieforama.eu/sites/default/files/documents/Evaluation%20Report%20E-Valored%20EXEC%20SUM%2028.01.10.pdf>

Dissemination

The project uses a multiplier approach, by training trainers and supporting their local activities through the European network. Since 2006 (through to 2013), 275 people have followed 5-day training for trainers courses. In this two-year transversal project, we have gathered specific data from 30 trainers. These 30 trainers have led at least 44 training programmes reaching 630 people. It is important to note that this data comes from trainers who are working close to the partnership and does not include those additional people who may be working with the training programme in a more isolated way, such as teachers and social workers. During the consequent 3 years under the Grundtvig project "Belieforama," the partnership established a vibrant Community of Practice that manages to keep and sustain contact with as many users as possible across a variety of sectors. When thinking about dissemination and sustainability impact, it is important to note that one of the key objectives of the training programme is to inspire action in people's lives. So whether they followed a one-day or a five-day course, whether they are a primary school teacher, police officer, adult educator, public administrator, etc., the participants will become more responsible and effective in addressing conflicts and discrimination based on religion/belief and in creating more inclusive environments.

Exploitation

In order to fully exploit the potential results of the Religious Diversity and Anti-Discrimination Training Programme, it was important to ensure their relevance and effectiveness in a variety of local contexts. This project took a structured approach to the organisation of two-day seminars across the four corners of Europe (North-South-East-West) providing: 1) concrete experiences for the purpose of evaluation; 2) visibility that can help identify resources for local sustainability. The partnership took every opportunity to promote the training in order to influence public discourse and educational policy on religion and belief diversity. For example: a) EC Conference: Intercultural Dialogue-A Challenge for Faiths and Convictions (Nov 11, 2008). b) OSCE/ODHIR Conference on education to confront islamophobia (Dec 12-15, 2008). c) International Conference in Caux, Switzerland (July 9-10, 2009). d) Inter-religious Dialogue Conference of the University of Granada in Melilla (Sept 25, 09). e) Inter-religious Co-Existence seminar of the Anna Lindh Foundation in Tirana (Oct 26-29, 09). f) Lifelong Learning in Europe magazine (LLine), Dec 2007. g) Faithnews, Oct 2008. g) Mobility Creates Opportunities, June 2008. h) European Lifelong Learning Awards for Quality in Mobility in 2008. i) EMEA Diversity News 22, June 2008.

Impact

The evaluation report is a very useful reference for understanding the qualitative aspects of long-term impact. The evaluation methodology was based on post-workshop surveys with 125 participants of local workshops, taken approximately 6 months after the workshops in order to assess what impact, if any, the programmes had had on the personal and/or professional lives of the participants. The results are statistically and anecdotally interesting, and inspiring.

Testimonials

“Some specific examples of longer-term impact reported by participants are highlighted as follows. A teacher of multi-ethnic groups said the programme had helped them to facilitate issues between students: following a conflict between a Bulgarian and a Roma child, the teacher used a ‘Rights of Passage’ exercise to make all the class aware of different beliefs and rituals and how important it is to respect each other. A Catholic priest said that some of the activities and the emerging themes had informed his preaching to his congregation. One participant reported that the programme had helped resolve issues in relation to the baptism of a child in a family where the mother is Catholic and the father is Muslim. A medical doctor said that the programme had helped him in becoming more tolerant and understanding of people from different ethnic groups and religions. A human resource manager said that information gleaned from the course had proved useful in compiling fact sheets on granting time off to employees for significant religious events. “There is a YouTube video offering testimonials from those who participated in Evalored, which was created in November 2009 – just after the completion of Evalored, at the beginning of Belieforama. <https://www.youtube.com/watch?v=X-ilniqd-UA>

- **Beneficiary and contact person:** CEJI-A Jewish Contribution to an Inclusive Europe (Belgium), Robin Sclafani
- **Partner countries:** Belgium, Bulgaria, France, Germany and the United Kingdom
- **Duration:** 1/11/2007 – 31/10/2009
- **Grant:** 251 712 euro
- **Project's web page:** www.belieforama.eu



Improving Teacher Education in Mathematics and Science - ITEMS

Aims of the project

How can teachers upgrade to a more modern way of teaching? Where can they find the necessary support for this change?

The ITEMS central objective is the development of a framework aimed at improving the competences of science and mathematics teachers and, consequently, increasing student interest and achievement in these areas. In order to achieve this aim the following objectives were outlined. The first was to design and develop online modules for secondary school students in Science and Mathematics using the VLE Moodle. The second was to organise a set of Training Teachers Courses aimed at familiarising teachers in the management of the modules in a classroom environment. The third objective was to establish a joint infrastructure in order to facilitate sustainable access for schools to the ITEMS material through a mentorship program.

Tool box

ITEMS partners have developed six e-learning modules based on an innovative model of course production. They are founded on a learning thread built by embedding interactive simulations in a online learning environment (Moodle). These modules are a repository of exemplary material showing good practices with innovative methodologies and ICT tools. All the modules have been translated into the partners' languages and tested in different teaching environments. Materials are freely accessible under a Creative Commons licence at <http://itemspro.net/moodle/>.

Use of the modules allows teachers to explore new ways of engaging today's students and to use simulations and animations to develop their information processing, communication, creative and critical thinking skills. It is also designed to promote the development of other key skills of personal effectiveness and the ability to work with others that are now being promoted at all levels by the European Key Competences initiative.

Dissemination

Networking and partnership building is at the heart of the project. ITEMS central partnership is composed of European Schoolnet, an European organization which represents a network of 31 Ministries of Education in Europe; CEFIRE (Benidorm, Spain) and Secondary Level Support Service (Dublin, Ireland) - both teacher training institutions - at regional and national level respectively; and, Gymnasium Isernhagen (Hannover, Germany) and Gimnazija Poljane (Ljubljana, Slovenia), both secondary schools.

A set of partnerships between schools and project partner institutions were created in order to help teachers access the online Moodle materials.

ITEMS-schools partnerships have the objective of supporting teachers experimenting with ITEMS material in their own classroom, and of supporting teacher access to the online materials.

In Spain, ITEMS has been collaborating with UMH (University Miguel Hernandez) presenting the materials to teacher-students in the Masters Degree in Science Education. ITEMS materials have also been disseminated through the network of CEFIRE teacher training centres. In Slovenia, ITEMS has established a partnership with the main Slovenian Teacher Training institution, in the frame of the E-education (2009-13). In Ireland, ITEMS has collaborated with the Irish NCCA (National Council for Curriculum and Assessment). In Germany, ITEMS has collaborated with the Regio project ISATT (ICT in Schools, Administration and Teacher Training). Finally, European Schoolnet has facilitated the networking of ITEMS with other European projects focused on the area of Maths and Science education.

Exploitation

Exploitation activities consisted mainly of mentoring teachers using e-learning modules in the classroom. The mentoring program was organized by facilitating the installation and hosting of the school course in the project server and by helping teachers to get acquainted with using the ITEMS online modules. In this way,

a network of schools has been created, aimed at making it more feasible for schools to run the ITEMS project as well as facilitating the exchange of experience, good practice and mutual monitoring.

Impact

During the life span of the project 32 training courses have been performed (6 of European scope) reaching 787 teachers. From these, 89 have used the modules in their classroom with 1945 students. It should be emphasised the flexibility of the modules as teachers adopted different ways of planning their use. As a follow-up of the project, in September of 2013 a Comenius course http://itemspro.net/?page_id=411 was organised by ITEMS members. 18 teachers from different countries attended the course. It is envisaged that more courses will be organised in the years to come.

After the end of the project, ITEMS materials have been adopted as a regular way of teaching by more than 30 teachers, mainly in Spain and Slovenia. In order to support them, a spin-off company was created (<http://benedu.net/>), it is an ed-tech enterprise that is creating new ITEMS materials for most MST subjects by using background ones as a basis for expansion.

Testimonials

"I like the Moodle module very much - you can learn a lot from it. I like the quizzes. I think the learning is more interesting because we are exploring by ourselves - this method of learning motivates me, I understand math better."

"The materials in the course are very motivating for me, they illustrate the abstract math themes very well. It is a very good way of learning as it allows me to plan the time when I'm working on the tasks. Such modern ways of learning are much more interesting for me."

- **Beneficiary and contact person:** CEFIRE (Spain), Bernat Martínez
- **Partner countries:** Belgium, Ireland, Germany, Slovenia, Spain
- **Duration:** 1/01/2009 – 30/12/2010
- **Grant:** 281430 euro
- **Project's web page:** <http://itemspro.net/>



Soft Open Method of Coordination from Prevalet - SMOC

Aims of the project

The aims of the project were to reinforce mutual learning and also to ensure that Regional Governments benefit from each other's experience. This was the basis for fostering, developing and enhancing trans-regional cooperation in education, training and employment, as experimented with Prevalet. The defined field of valorisation has been identified by SMOC Regions as the following: interregional mobility, vocational training for workers, transition from education and training to work, integration of employment and skills services, guidance for adult education, apprenticeships, e-learning, and non-formal adult education.

The comparative analysis and policy measures assessment, undertaken in the SMOC project via the online support service and devices, outlined the mutual cooperative learning tools enabling us to:

1. *Reinforce the connection between lifelong learning regional policies, European benchmarks and priorities;*
2. *Foster trans-regional cooperation work in education, vocational education/training, and adult education;*
3. *Encourage the best use and exploitation of available measures in order to improve the quality of regional education/training strategies;*
4. *Develop a suitable and practical infrastructure to facilitate their exploitation and dissemination and to promote a connection between policy development and practical experience;*
5. *Support policy development* by means of direct involvement with Regional policy makers in the SMOC;
6. *Implement specific processes and tools which help Regions transfer VET and LLL policy and measures at a regional level.* Efforts were made to build partnerships and define territorial agreements that were carried out among the Regions involved.

Tool box

The project's Joint Progress Report is available, which describes, analyses and investigates regional policy with a comparative perspective. The SMOC Joint Report can be used by Regional and Local Governments that plan to enrich their policies by implementing specifically targeted and innovative measures (<http://www.mutual-learning.eu/publishedworks.php?lang=en>). For policy makers, the SMOC Joint Report is a good collection of quantitative and qualitative data on results, successful factors and aims achieved on a regional and local level in lifelong learning policies. The web's online service tool consists of a multilingual database that collects details on each of the SMOC measures that were investigated (<http://www.mutual-learning.eu/search.php?lang=en>). The Published Works Area (<http://www.mutual-learning.eu/publishedworks.php?lang=en>) offers updates on some of the research volumes carried out in relation to lifelong learning policies and issues. These products have been created for their usability amongst a wide audience (institutions, professionals, decision makers, users) and have been made available to anyone interested in being 'inspired' by what Regional Governments are doing to foster lifelong learning in Europe.

Dissemination

The dissemination strategy was constantly developed and enlarged due to the institutions involved. Their institutional priorities were considered in every dissemination and exploitation activity. Dissemination was planned and carried out taking into account the typology of partners involved (regional and local Governments, research organisations), their target audience and users, and the object of dissemination which changed and developed progressively while products and results were being produced.

Dissemination was carried out mainly via events, conferences, seminars, restricted workshops, local, national and international meetings, and expert groups, all of which were targeted to different audiences at different levels. This guaranteed a profound opportunity for dissemination and also exploitation since the SMOC database and the Joint Progress Report continued to be used by institutions and professionals.

Exploitation

The products developed were provided to the European Commission, to the European databases, and to some relevant national and international mailing lists (partners selected and identified). Following dissemination activities, the scope of SMOC results (products and service) was increased and they were used by a wider number of institutions, researchers and professionals. The SMOC model was also implemented in additional Regional and Local territories that were in contact with SMOC partners.

Impact

- Short, medium and long term target groups were identified thanks to the consortium composition and the role of Earllall - European Association of Regional and Local Authorities in Lifelong Learning. The role of Earllall in this matter was demonstrated by the SMOC results and products:

- Online support devices were consulted by SMOC members but also by those who were interested to know more about specific measures and practices included in the database and in some of the research/evaluation books. These are available in the "Published Section" of the SMOC service web site.

- Results of study visits were shared on a regular basis among SMOC partners but also during dissemination events to a wider audience. Visits were also attended by additional organisations (outside the partnership). Those involved acquired additional institutional knowledge that led, and will continue to lead in the long-term, to informed, strategic decisions relating to any transfer process and/or elements of innovation in the regional and local areas. In other words, knowledge acquired within SMOC was and still is the basis for any decision making process that SMOC actors are involved in.

Further enlargement of the SMOC model depended on the existence and role of Regional Governments within the various institutional settings around Europe. SMOC also had a relevant impact on final users (European citizens). Short and long-term impacts of the project were ensured by Earllall being an European Association where 22 EU regions are represented (out of around 100 with legislative and fiscal power existing in the EU). As SMOC partners are also Earllall members this gave evidence of the institutional willingness to cooperate and be involved in the innovative processes.

If we look at the strategy devoted to reaching more people, we must consider the typology of SMOC products and results that exist for various actors: institutions, stake holders, providers, and citizens. Some play a key role as specialised multipliers in managing international relations among Regions.

Impact and sustainability were also achieved by both "institutionalization" and "external support": on the one hand the institutional network SMOC was based on guaranteed dissemination, exploitation and enlargement of the process out of the SMOC members. On the other hand additional institutional members supported SMOC and spread its reach as widely as possible. Long term sustainability was then conceived in terms of institutions and stakeholders that were (and still are) actively involved in the process of introducing innovations within Regional lifelong learning systems (i.e. training organisations involved in education and training regional systems), number of final users (citizens of any age, sex, nationality) that got benefits from institutional agreements on regional lifelong learning measures as described and analysed within the SMOC. Regional Governments succeeded in signing bilateral agreements that are still in force and still represent a benefit for EU final users.

Testimonials

"The SMOC model was useful to get inspiration on how to reform our regional adult education law."

"SMOC visits were worth it to get information and data on successes related to certain measures in higher education and adult training that we planned to transfer into our region".

- **Beneficiary and contact person:** Earllall-European Association of Regional & Local Authorities in Lifelong Learning (Italy), Flavia Buiarelli
- **Partner countries:** Austria, Belgium, Bulgaria, Denmark, German, Italy, Spain, Sweden, United Kingdom,
- **Duration:** 1/12/2008 - 31/11/2010
- **Grant:** 256 427 euro
- **Project' s web page:** <http://www.mutual-learning.eu>



Strengthening the European Dimension of the MEDEA Awards - MEDEA

Aims of the project

The objective of MEDEA:EU was to support the expansion of the MEDEA Awards as a mechanism to encourage innovation and good practice in the use of media in education. This was to be achieved by recognising and promoting excellence in the production and pedagogical design of media-rich learning resources. Through the MEDEA:EU project, the consortium planned to make the MEDEA Awards more relevant to the European community as a whole and to create a stronger connection to the education and training community, targeting those involved in creating and stimulating more effective use of media for teaching and learning throughout Europe.

There were several specific aims related to this objective, the first being to promote European collaboration. One of the concrete results of this aim was the establishment of a specific award to promote European Collaboration in the production of media-enhanced educational and training materials. This award, named the MEDEA European Collaboration Award, has been one of the main awards in the awards scheme since 2009 and continues to attract a considerable amount of attention.

Furthermore, the consortium set up a network of national contact points which were useful in promoting the award to the relevant audience (those engaged in cross-border European collaboration projects likely to create media-based resources as part of their work).

The second main aim was to extract elements of good practice and lessons learned from successful examples of media-enhanced education and to present this information in an easy-to-access and attractive format to the European Education and Training community. This work began in 2009 by approaching those who had successfully submitted entries to the 2008 competition that were included in either the final six who took part in the 2008 awards ceremony, or who had scored particularly highly. By the end of the project, the team had gathered 41 such showcases. The media gallery has continued to grow since then and now contains over 70 showcases from amongst the winners, finalists and highly commended entries to the annual awards. These are available in the media gallery section of the MEDEA awards website, here: <http://www.medeasawards.com/media-gallery/showcases>.

Tool box

The direct result of the project was the *European Collaboration Award* which continues to feature in the annual MEDEA Awards. The impact of this award has been to highlight the particular role played by European collaboration activities in the education and training sector and to highlight the many high-quality media related products and results that emerge as a result of cross-border collaboration. A second clear outcome of the project was the *Best Practice Analyses* contained in the media gallery. Another direct result was the *Network of Contact Points* made up of organisations who agreed to promote the MEDEA Awards in various ways which includes, in some cases, the translation of MEDEA information into their national language, distribution of leaflets and posters as well as networking support by putting the MEDEA secretariat in contact with related schemes and initiatives. The team also created a useful *Evaluation and Quality Enhancement Framework* which was used by the partners to assess their progress in an objective and definable manner.



Dissemination

The project team managed to realise a significant multilingual dissemination action which included the distribution of over 4,000 leaflets and 400 posters in French and German as well as the promotion of the

awards in a variety of different contexts. The impact of this effort was to alert an ever-widening circle of people about the MEDEA Awards in general and the European Collaboration Award in particular. Dissemination worked on the basis of multipliers, identifying existing channels and active networks in different countries that were able to help spread information about the project. Information about these channels formed the basis of a database which the community linked to the awards scheme that was developed, over the following years, into a highly effective tool for dissemination. The MEDEA: EU project partners also began a newsletter which was useful in terms of dissemination, as well as video recordings showing samples of good practice, interviews with finalists and awards ceremonies.

Exploitation

MEDEA: EU was highly instrumental in ensuring the growth of the MEDEA Awards scheme which has grown significantly since 2008. In 2013, 342 entries from 37 countries were received which brought the number of entries received since the start to over 1000 entries. Two further LLP projects, [MEDEA2020](http://www.medea2020.eu/) (<http://www.medea2020.eu/>) and [MEDEAnet](http://www.medeaanet.eu/) (<http://www.medeaanet.eu/>) have helped support the development of a significant number of additional related activities all aimed at promoting and facilitating the effective use of media to support learning at all levels of education and training. This includes the [Media & Learning Newsletter](#) which now goes out on a monthly basis to over 12,000 email addresses, the annual [Media & Learning Conference](#), run with the Flemish Ministry of Education attracting about 300 people each year, a regular series of [webinars](#), each attracting between 20 and 40 participants, week-long [training courses](#) on media-supported learning attracting between 10 and 20 participants several times a year, a [database of resources](#) with over 700 separate entries and a series of [workshops](#) run in different countries on various related topics, attracting between 20 and 30 people each time.



Impact

These efforts, which began with the impetus provided by the MEDEA:EU project, culminated in a decision amongst several organisations active in this informal community to set up a formal not-for profit association called the [MEDEA – Media & Learning Association](http://association.media-and-learning.eu/portal/) (<http://association.media-and-learning.eu/portal/>) as an international association based in Belgium. This association was set up in 2012 and began to recruit members in Spring 2013. By Autumn 2013, 16 organisations in 9 countries had joined the association which is planning its first AGM in December 2013.

- **Beneficiary and contact person:** Audiovisual Technologies, Informatics and Telecommunications - ATiT (Belgium), Sally Reynolds
- **Partner countries:** Belgium, Denmark, Ireland,
- **Duration:** 1/11/2008 - 31/01/2011
- **Grant:** 95 033 euro
- **Project's web page:** <http://www.project-medea.eu/>



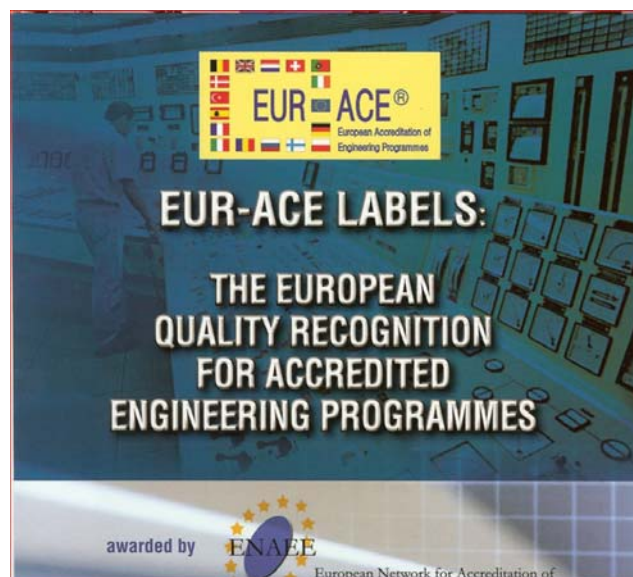
European Engineering Accreditation - EUR-ACE SPREAD

Aims of the project

The aims of the EUR-ACE projects arose from the fact that Europe lacked a generally accepted system of accreditation of engineering education. The EUR-ACE project (2004/06), the EUR-ACE IMPLEMENTATION (2006/08) and the Tempus PRO-EAST (2006/07) elaborated and implemented the “EUR-ACE Framework Standards for the Accreditation of Engineering Programmes” and proposed the “EUR-ACE Accreditation System”, in which national/regional Agencies accredit the programmes and the common European quality label “EUR-ACE” is added to the accreditation. A permanent not-for-profit International Association (European Network for Accreditation of Engineering Education - ENAEE) was established in 2006 for running the EUR-ACE system, and the EUR-ACE Label Committee was set up. In 2007 the EUR-ACE project was launched in France, Germany, UK, Ireland, Portugal and Russia. The EUR-ACE SPREAD project was designed to expand the EUR-ACE system to other European countries within the LLP area. The consortium was constituted by countries that were not yet a part of the EUR-ACE system (Italy, Turkey, Romania, Lithuania and Switzerland).

Tool box

The fixed objectives of the project have been fulfilled. In 2009 the Turkish “Association for Evaluation and Accreditation of Engineering Programs” MÜDEK was authorized to award the EUR-ACE Label. Other Associations/Agencies started their progress towards the EUR-ACE-authorization: the Lithuanian “Centre for Quality Assessment in Higher Education” SKVC, the “Romanian Agency for Quality Assurance in Higher Education” ARACIS, the Italian “Association for Quality Certification and Accreditation of Engineering Programmes” (QUACING), the Swiss National Quality Assurance Agency OAQ, the “Netherlands & Flanders Accreditation Organization” NVAO, the Polish Committee for Accreditation of Technical Universities KAUT. As follow-ups of the project, ARACIS and QUACING have been EUR-ACE-authorized in 2012 and KAUT in 2013; OAQ is likely to follow soon. The partnership achieved the objectives to submit the updated versions of many essential documents regarding the EUR-ACE system to ENAEE



Dissemination

The spreading of the EUR-ACE system is an on-going process. All partners of the project will continue to disseminate the “good practices” of the project since they all have a strong network of contacts in the engineering community.

The project has indeed addressed the interests of several target stakeholders groups, in particular employers, Higher Education institutions, engineering and technology students, and engineers’ professional organisations.

A substantial part of the project objectives was represented by the organization of conferences (e.g. the Mid-Term conference in Istanbul on March 1st, 2010, the Final Conference in Brussels on October 25th, 2010). Additional information on these events is also available on the EUR-ACE SPREAD website (through the www.enaee.eu).

Exploitation

The project has successfully promoted the exploitation of results through the implementation of the EUR-ACE system and the organization of conferences. The “spreading effect” has been assured through (i) the European “academia”, thanks to the contribution of SEFI, IGIP, students’ organisations etc. (ii) the mobility of teachers and trainers within the LLP.

It can be said that EUR-ACE is already well known the world over, as several instances prove: e.g. the invitation of Prof. Augusti to present EUR-ACE at the General Assembly of the “Institute of Engineering Education Taiwan” in May 2010, and an article published in the Engineers Australia magazine (EUR-ACE described under the title “Accreditation reaches milestone in Europe”).

Impact

EUR-ACE SPREAD has succeeded in starting to widely spread the EUR-ACE engineering accreditation system. At the time of writing (October 2013), the EUR-ACE system is systematically applied in 10 EHEA countries (8 in the EU: Italy, Poland, Romania, Portugal, Ireland, UK, France, Germany; 2 outside: TR and RU).

To these, Belgium can be added, thanks to an agreement between the French CTI and the French-Belgian AEQES. More than 1200 “EUR-ACE labels” have been awarded throughout the EHEA.

Testimonials

"While the Swiss OAQ is close to being authorized to award the EUR-ACE label, a few more Agencies have submitted their application and are now defined "Candidate Agencies": the Finnish FINHEEC and the Spanish ANECA. It is interesting to note that ANECA, that has accredited HE programmes in all fields for several years, has decided to accredit jointly with the Engineers' Association "IIE – Instituto de la Ingeniería de España": this underlines the significance of the EUR-ACE label as a guarantee of both the academic quality of an engineering programme and its suitability as an "entry route to the engineering profession".

Last but not least, the Contracting Institution is looking forward on how to promote the initiative of a European "discussion group" which could lead a study of compatibility of the EUR-ACE system vs. other major worldwide recognised accreditation systems, such as the International Engineering Alliance (IEA) and the so-called "Washington Accord".

- **Beneficiary and contact person:** University of Florence-School of Engineering (Italy), Giuliano Augusti
- **Partner countries:** Belgium, Germany, Italy, Lithuania, Turkey, Romania, Switzerland,
- **Duration:** 1/11/2
- 008-31/10/2010
- **Grant:** 285 940 euro
- **Project's web page:** <http://www.enaee.eu/eur-ace-system>



Learning Cities for Migrant Inclusion - LECIM

Aims of the project

The LeCiM project is interesting for you if:

You are a Public Authority, a NGO or a researcher interested in migrants' social inclusion, but you also need suggestions about policies and measures to facilitate migrants' inclusion, or if the migration phenomenon is just beginning in your city and you want to prevent exclusion and racism. It could also attract your attention if you need tips about specific issues on migrants, such as social housing, training programs, Roma inclusions, job placement, and so on, or if you are a migrant organisation seeking for higher visibility.

Why?

Because LeCiM is a mainstreaming project aimed at involving policy makers, local authorities, and public and private stakeholders on transfer of good practices at European level, for the inclusion of migrant people.

The project provides 3 good practices in 3 target cities according to their expressed needs.

Following research activities and a focused Contact seminar, the matching results between good practices and target cities were: from Berlin to Catania, from Dunkerque to Santander, from Bologna to Budapest.

Tool box

The project provided several products including the need-analysis of target cities and the research on good practices.

One milestone was the Position paper with recommendations for policy makers which covers the following issues:

- ✓ The importance of sensibilization and cultural activities to remove racism, stereotypes and prejudices on migration issues;
- ✓ The combination of VET measures with an individualised approach for the successful inclusion of migrants into the labour market;
- ✓ Integration strategies as a holistic governance approach;
- ✓ Participation in terms of citizenship and equal opportunities: respectable access to the labour market, local services and VET.

The results of the transfer of good practices at a local level were the following:

In Budapest: a) Co-operation between public and private sector. b) Networking activities involving Roma and NGOs.

In Catania: a) Establishment of a Migrants' Association for Business Creation b) Dialogue between migrant communities and Public authorities and definition of future perspectives of development.

In Santander: a) Networking between migrants' Organizations. b) Dialogue among migrant Organizations to define future perspectives on Development.



Local workshops and study visits were effective in building systems of dialogue among stakeholders, and also in implementing concrete actions toward final beneficiaries:

- In Catania these actions are to highlight the new establishment of a migrants' association for the promotion of women's entrepreneurship; the co-financing by the Province of Catania;

- In Budapest these actions are to highlight the coordination of NGOs leading to a formal request of collaboration to the Municipality; the establishment of a consulting board on the integration of migrants and Roma people;
- In Santander the first steps to overcome the difficulty of networking between migrants associations have been completed.

Dissemination

Dissemination strategies have been developed for the life-cycle of the project and beyond, in each Country involved and at European level, through participations in round tables, workshops, seminars, using posters, brochures, PPT and direct commentaries of beneficiaries. In the middle term, a European Seminar was arranged where experts and stakeholders from different Countries were invited to talk about subjects related to migrants' social inclusion. LeCiM also took part in the Employment Forum 2011 in Brussels, and at the end of the project a public event was arranged in Berlin involving many policy makers and public authorities.

An electronic publication, titled *“Three European stories to be told”*, was also provided with interviews of stakeholders involved and participants to the study visits.

Exploitation

LeCiM involved 110 stakeholders from 74 different public and private organisations from 9 different countries. The project also launched a call for the involvement of interested European networks, to closely observe the results of the process of transfer of good practices. At the end of the project a European Conference in Brussels was organised involving policy makers, experts, public authorities, local stakeholders, and representatives from EACEA and other EU Agencies to broaden the debate relating to LeCiM, LLP and social inclusion.

Impact

Many LeCiM products are exploited and developed within MiStra, another KA4 project <http://www.mistraproject.eu> born from the experiences of LeCiM. Several key considerations regarding good practices and their transfer, mainstreaming and networking activities were discovered from experiences of LeCiM, and were exploited to the advantage of other projects. Here are some listed examples: 1. Close comparability of two places is not a necessary pre-requisite for successfully transferring good practice. 2. The comparability of the problem situation only has an influence on the transfer process if the whole proposed model has been transferred from another situation. In cases when only part of a model is to be transferred to meet local needs, and a certain attention is given to the specificities, no disturbing effects were observed. 3. The willingness of the target city's institutions to adapt to “importing” successful models from other locations was found to be the most important underlying factor for the success of the transfer process.

Testimonials

“LeCiM project revealed more than expected; it taught more than it was to be understood”

“LeCiM showed that each transfer process is always a round trip”

- **Beneficiary and contact person:** CIOFS-Formazione Professionale (Italy), Angela Elicio
- **Partner countries:** Austria, France, Germany, Hungary Italy, Spain
- **Duration:** 1/01/2010 – 31/12/2011
- **Grant:** 297 604 euro
- **Project's web page:** <http://www.ciofs-fp.org/lecim>

Good Practice for Dissemination and Valorization of Educational Projects - DiVa

Aims of the project

How many successful educational projects do you know? How do you know that a project is successful at all? What are the best ways to spread the results of successful projects? How can we reach our target groups and stakeholders, for example the village teachers in rural areas and the decision makers in the European institutions in Brussels?

The need to answer questions like these was the beginning of DiVa project. Many innovative and successful educational projects have been initiated in Europe in recent years: European organisations have invested a lot of effort, time and money in developing these projects, and many could be used as good practice examples and would be ideal candidates for further development and transfer.

Considering the huge number of projects involved, even the most dedicated individual alone has no chance of identifying the projects with the greatest potential for continuous development. The DiVa project was started with the aim of providing an overview of the best valorisation methods involved and to present good practices found all over Europe to a larger audience.

The project partnership focused on valorisation strategies for educational projects (Lifelong learning projects, 2004-2010) within the triangle of education, culture and Europe.

Tool box

The project offers a practical handbook that can be used by organisations planning to submit a project "A handbook for dissemination, valorization and sustainability of educational projects" (ENG)(http://www.diva-project.eu/images/stories/Public_Downloads/dhandbook.pdf). For managers involved in running projects, the report titled "A good practice catalogue showing some of the most successful projects which might be ideal candidates for transfer and further development (ENG) (http://www.diva-project.eu/images/stories/Public_Downloads/dcatalogue.pdf)" will be of great value. In addition, the decision makers on different levels (including DG EAC) and organisations managing programmes (e.g. EACEA) could benefit from this project and mainly from the report titled "Recommendations to the EC and the national agencies for future activities" (ENG) (http://www.diva-project.eu/images/stories/Public_Downloads/drecommendations.pdf).

The products mentioned above have been created with usability in mind. They are full of practical advice and examples, aim to cover as much of the field as possible without going into too much detail, and most importantly they explain the topic in an easily understandable way.



Dissemination

The dissemination strategy was updated several times as progressively the partnership learned more about good practice examples. Much of the strategy was discussed in the project meetings and tasks were distributed according to the decisions made in these meetings. Using opportunities and distributing dissemination tasks from meeting to meeting according to the strengths and weaknesses of the partners was the key to success. The most effective strategy was visiting large events and distributing and/or presenting the material directly.

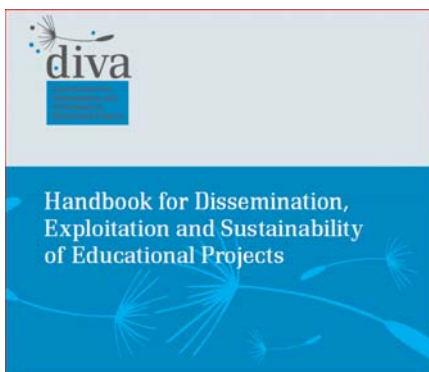
Exploitation

The products developed were made available to the European Commission, to the Lifelong Learning national agencies and to European project co-coordinators in order to help them identify projects with the highest potential for further development. They also facilitated these organisations to examine the transfer of innovation, and to see how projects in the same or a similar area have disseminated and exploited their results.

A follow up project “VALO – Valorisation Expert Training and Certification” (<http://valo.it.teithe.gr/>) has already started, operating with a largely different consortium within ENQA, on developing a profession of a valorization expert. This is both based on and adds to the original DiVa material, Currently the partners of the project are considering updating the material and selling the products for their self-cost price via the website, and perhaps using one of the big platforms for on-line sales.

Impact

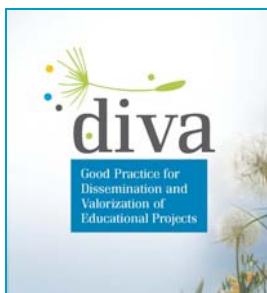
DiVa has been very successfully spread to a large number of project co-ordinators and partners in EU projects. It has been distributed to about 2900 project co-ordinators directly. It is difficult to say how many institutions have finally been reached and actually use the results, but they have been recommended in several kick-off meetings of the LLP and are still linked as main recommendations for designing valorisation strategies on different websites including a number of LLP national agencies.



Testimonials

"The DiVa project is a really rare thing: It worked as intended without any big delay or problems. It produced good results and it was immensely valuable for getting into contact with some of the best project coordinators out there. One of the best projects we have been involved in."

- **Beneficiary and contact person:** FH JOANNEUM Gesellschaft GmbH (Austria), Rupert Beinhauer
- **Partner countries:** Austria, Belgium, Bulgaria, Finland, Italy, Portugal
- **Duration:** 1/12/2009 – 30/11/2011
- **Grant:** 297 471 euro
- **Project's web page:** <http://www.diva-project.eu/>



Competence, Cooperation, Communication in the C-E.N.T.E.R. of Dissemination and Exploitation of EU Project Results - C-E.N.T.E.R.

Aims of the project

When it comes to the promotion and sustainable use of EU project results, a range of different tools and instruments are available. In the field of LLP, however, most people have no specific education in marketing or product placement in order to plan, implement and monitor dissemination activities. It is consequently difficult to use the tools in the most appropriate way. C-E.N.T.E.R. had the aim of developing tools and instruments in order to support EU project consortia in the implementation of dissemination and exploitation activities by providing guidelines, good practice examples and by offering activities for active dissemination and European exchange at transversal level.

Tool box

The report "**European State-of-the-Art Collection**" was produced, offering information on instruments, methods and mechanisms for dissemination. It is used by project teams and offered by the European Commission and National Agencies. In total 27 funding bodies from 21 countries and 337 practitioners from 30 countries participated in the survey on methods, means and instruments used for dissemination and exploitation, giving feedback on dissemination seen as easy or difficult task, best practice examples, general satisfaction level with activities, available support, future needs, and wishes, demands and suggestions. The **C-E.N.T.E.R. course** was introduced as a 5 day session (working language English) with a focus on interactive participation in the form of smaller working groups, presentations of good practice examples and discussions. The course also included thematic input from experts as well as excursions to companies (C-E.N.T.E.R. Trainer Manual and Guidelines and Toolkit for participants). C-E.N.T.E.R. Course modules: 1. Introduction to Dissemination and Exploitation 2. Communication and Networking. 3. ICT and Dissemination. 4. Print and Mass Media 5. Production of Dissemination material/instruments.

C-E.N.T.E.R. Toolkit

The toolkit responds to a number of crucial issues on the topic of dissemination, exploitation and project results marketing in general. The toolkit is divided into a theoretical section and practical tools. A **Certification framework and criteria for the identification of good practices** in the field of dissemination and exploitation of EU projects results were realised in form of the C-E.N.T.E.R. Award 2012. The concept of the **C-E.N.T.E.R Case** was a collection of up to date EU project products about a specific thematic topic that could be sent to organisations interested in this particular field. The first edition of the C-E.N.T.E.R. Case was about ACTIVE AGEING and LEARNING IN LATER LIFE. The case could be ordered online and after receiving the case people could take a look at the different project products and receive contact details for further information. If products were available for free in greater quantity you could also keep one example or a set of promotion material. After two weeks the Case was returned to its home base post-free. There it was replenished and sent to the next person that had ordered it. The **European magazine "Focus Europe: Spotlighting European developments and projects"** aims to enlarge the platform of media for EU project teams. All C-E.N.T.E.R. outcomes are available for free in the download area at <http://c.enter-network.eu>.

Dissemination

A dissemination strategy was set out at the start of the project and took into account the instruments and actions already foreseen at proposal stage as well as national dissemination plans by each partner. Each project partner performed national dissemination activities on a regular basis. A detailed analysis on dissemination activities and their short and long term impact was undertaken for the progress report and final report, including all documentation material of dissemination activities. **Dissemination conferences** took place in Graz, Florence, Istanbul, Varberg, in Bilbao and in Brussels. All conferences presented interesting key note speakers related to various topics of dissemination and provided the opportunity for discussion, exchange of experience and the establishment of new networks and cooperation. **General dissemination instruments in the C-E.N.T.E.R. project were:** the Project website, Project newsletters, Project leaflet, Conference package (pen, folder, notepad), Project roll-up, Promotion material (stickers,

metal pill boxes, paper bags), Cooperation with TV channel, regular press coverage. **Additional dissemination instruments during the project:** Project summary, Project ppt presentation, "Benefits at a glance" document. C-E.N.T.E.R. Facebook page <http://facebook.com/Centerproject> Youtube Video "Dissemination is..." <http://www.youtube.com/watch?v=K5NcQNPOsSw>

Exploitation

All partners were certified as **C-E.N.T.E.R. promoters** in order to represent support points in their own countries. The partners agreed on the following tasks and responsibilities: Providing support and guidance in the field of dissemination and exploitation for organisations dealing with EU projects in the own country; Promoting C-E.N.T.E.R. outcomes after the funding period; Promoting transnational C-E.N.T.E.R. activities organised after the funding period; Promoting E.N.T.E.R. network at national and international level to enlarge the network and improve exchange and dissemination opportunities at European level. An document called "**Impact strategy**" was determined, summarising the plans of all project partners and their future use of the project outcomes, including a SWOT analysis for the main products. An **IPR Agreement** was signed by all partners for the use of products within the partnership and by third parties. Main products were integrated within **E.N.T.E.R. network** services.

Impact

C-E.N.T.E.R. Course content was used in different workshops such as: dissemination workshops at LLP coordinators meeting in Brussels; dissemination workshops for project managers in Europe for Citizens and Culture Programmes at the Austrian Ministry for Education and Culture; partly integrated in formal education offers in Sweden at the national and regional level; National lectures: Vocational training of EU project coordinators, lectures for future EU project coordinators in Sweden; Regional lectures: in the Skåne region with target groups of EU project leaders in 33 municipalities. The C-E.N.T.E.R. course and toolkit were nominated by the Austrian National Agency for the **Lifelong Learning Awards 2013** in the category "products and results". **Two additional dissemination conferences and project fairs** were organised by the E.N.T.E.R. network in June 2012 and 2013 (next conference in Oct 2014). **Two further editions of European Magazine Focus Europe** were published in Sep 2012 and 2013 (two issues planned for 2014). Results of the European survey are used as a **reference** in various project applications. New projects use the toolkit as well as the results of the European survey **to build up their dissemination strategies**.

Testimonials

"The C-E.N.T.E.R. material is excellent and very pedagogical. Clear content and useful! The book is excellent for all levels and to all organisations when it comes to the challenging action of dissemination on EU level!" (Ellinor Wallin, EU Project Consultant, Sweden). "Results of my C-E.N.T.E.R. Course experience: new dissemination skills acquired, exchange of best practice, language skills improved, new friends and possible project partners acquired, intercultural experience. Thank you for this opportunity!" (Nicoleta Susanu, C-E.N.T.E.R. Grundtvig Course participant, Italy)

- **Beneficiary and contact person:** E.N.T.E.R. – European Network for Transfer and Exploitation of EU Project Results (Austria), Petra Kampf
- **Partner countries:** Austria, Belgium, Estonia, Finland, Germany, Italy, Poland, Portugal, Romania, Spain, Sweden, United Kingdom, Turkey
- **Duration:** 1/1/2010 – 31/12/2012
- **Grant:** 297 973 euro
- **Project's web page:** <http://c.enter-network.eu>



Dissemination of European certification schema ECQA - dEUcert

Aims of the project

The dEUcert - Dissemination of ECQA certification schema project - aimed to promote and enhance the European Certification and Qualification Association (ECQA) and its certification schema across Europe. ECQA itself is still a success story as it was generated out of an initiative of several European projects and is still in operation (already worldwide). The European Certification and Qualification Association (ECQA) is a non-profit association, joining institutions and thousands of job roles all over Europe and world-wide. The ECQA offers the certification of participants for numerous job roles. Currently, 30 job roles are active and some new job roles are currently being developed. ECQA services are being offered in 24 countries across Europe by 60 ECQA members. The ECQA is also enhancing its activities by expanding to countries all over the world (e.g. USA, Thailand, India, Japan etc.). The ECQA ensures that the same knowledge is presented to participants across Europe and that all participants are tested according to the same requirements (quality criteria). Knowledge to be provided and tested for certain job roles is defined by experts from the relevant industry and from the field of research expertise.

Tool box

The structure and content of the ECQA portal (www.ecqa.org) was improved. The ECQA website became multilingual, translated into 13 languages, and was also improved by a redesign of its structure and content. Furthermore, the ECQA exam and learning portal were improved. (The self-assessment and exam guide were refined and simplified. The ECQA exam and learning support are now available in all languages worldwide, including special characters. The skills card for job roles was imported, updated, and exported in Microsoft Excel. Exam questions were also imported, updated and exported (multiple choice questions) using Microsoft Excel. A test question evaluation function has been developed. Another function was developed which allows exam statistics to be generated. The browsing tree for researching the learning objectives of each ECQA job role has been improved.)

The consortium produced unified dissemination material packages which were translated into the local languages of partners (13 languages): More ECQA Ambassadors were established as regional contact centres (currently 27 Ambassadors in 19 countries world-wide). Promotion of the ECQA in all participating countries (involving dissemination to more than 100.000 people in 2010 and 100.000 people in 2011) was increased. The number of ECQA members has increased from 27 members in 2009 to 60 members in 24 countries in 2011 and 68 members from all over the world in 2013. The number of job roles within the ECQA has increased from 18 in 2009 to 30 in 2011.

The number of ECQA certificates awarded between 2001 and 2009 was 4900. In 2010 and 2011 more than 750 new certificates were issued: between 2001 and 2011 5650 ECQA certificates in total were issued and 6200 people participated in exams. ECQA has also enhanced its services outside Europe (USA, Thailand, India etc.). Social media has been fully introduced as valuable dissemination and communication tools (Facebook, Blog, LinkedIn, Wikipedia, RSS Feed).

Thirdly, the partners disseminated information about the ECQA to all of the project partners' countries for benefit of the existing community and to spark interest from potential ECQA members. The next task was to activate local ECQA contact centres in each participating country, offering information to the local environment. Market research on the level of interest in membership with ECQA was conducted and a database of identified interested parties (at least 320 identified) was produced. According to the results of the market survey there are over 617 new potential partners interested in cooperating with ECQA as members, trainers, training organizations, job role developers, training and exam participants etc. In total 33 new ECQA members have already started to cooperate with the ECQA within the last year of the project.

Dissemination

The Dissemination plans changed several times due to new ideas and necessary reactions to developments in the market, as well as the loss of one of our partners (Italy). Consequently we had to reallocate part of the budget to other existing partners to compensate the loss of the Italian partner and to maintain successful dissemination in Italy. We did not expect the high number of people interested and willing to enter themselves into our online database, so this clearly showed the impact and interest that ECQA already generates. The database since then has grown constantly. The ECQA newsletter currently

reaches more than 3000 people within the ECQA community and is recognised not only in Europe but also worldwide. The dEUcert webpage is still online, and is currently being redesigned for a “new” ECQA webpage, as surveys revealed that the existing website no longer adequately responded to user demands.

Exploitation

The idea and setup of the ECQA Ambassadors as regional promoting centers received very good feedback from different people around Europe: they are currently the first to be consulted regarding ECQA and its services. We are currently planning to expand this idea to worldwide Ambassadors as we think there are always interested and ambitious partners that want to contribute to the project. In addition, Ambassadors benefit from the recognition gained from this title with ECQA.

Impact

Information about ECQA has been distributed to more than 200, 000 individuals; more than 20,000 of these individuals have actually participated in events where ECQA presented. For these dissemination activities all partners used the dissemination packages described in section 3.3.

6,600 participants were invited to be part of the ECQA community (available at <http://www.ecqa.org>) and to date more than 600 people have shown interest in becoming or being part of ECQA.

Examples for conferences and events which are organized and/or attended by the dEUcert partners are: EuroSPI 2010 and 2011, EUCert (EU Certificates) Days 2010 and 2011, Professional Learning Fair 2011, Ignite Conference 2010, IFIP Conference 2011, SPICE Conference 2010, IQNITE Conference 2010 and 2011 and many more. More information can be found [here](#). Web 2.0 has been one of the major trends during the last few years. Due to this fact, the ECQA decided to use Web 2.0 to their advantage. To ensure that ECQA would benefit from this trend, we used social media platforms like Facebook, a Blog, Wiki, LinkedIn and an RSS Feed for dissemination. On Facebook, ECQA generated a group where interested people can join conversations about the ECQA, find out about specific job roles and find interesting information about current projects. This communication tool is still growing and today we count 58 members. With these members the ECQA manages to socialize with highly interested people from all over the world (e.g. India, China or Mexico). With the help of Facebook, the ECQA tries to widen and address a new network of professionals and win potential partners. In addition to the Facebook group, the ECQA created a Blog where interested people can find more detailed articles about meetings, conferences and workshops. People who read this Blog can leave comments on the articles and can utilize RSS Feed, used to publish frequently updated works. Other communication tools that are already used by the ECQA are Wiki, where information about the organization is spread through the internet, and ECQA's LinkedIn page. LinkedIn enables us to reach professionals and, also, to encourage interaction between different groups of personnel with different job roles. The plan for the future is to extend the usage of social media communication tools, namely with Youtube and Twitter. The ECQA also aims to link the already mentioned communication tools with each other (link building). ECQA would like to have a cross-media campaign formed of different platforms to guarantee the highest possible coverage and audience reach.

- **Beneficiary and contact person:** IMC University of applied sciences Krems (Austria), Ulrike Prommer
- **Partner countries:** Austria, Bulgaria, Germany, Denmark, Spain, Finland, France, Greece, Hungary, Ireland, Italy, Poland, Romania, Slovenia, the United Kingdom
- **Duration:** 1/01/2010 – 31/12/2012
- **Grant:** 299 260 euro
- **Project's web page:** <http://new.eu-certificates.org/>



Media and Learning: Exploiting European Know-how - MEDEA2020

Aims of the project

The main aims of MEDEA2020 were to promote the use of media to support learning and to provide mechanisms and resources for sharing and supporting best practice. In practical terms this meant the putting in place of a multilingual resources database made up of searchable resources and a community of practice representing a network of experienced practitioners and promoting these services to the target audience.

The partners aimed to promote the results of related projects and initiatives including those that have come about as a result of LLP funding to the target audience via multilingual newsletters, the website and viral networks as well as by including outputs from these projects in the multilingual knowledge resource. The partnership planned to also provide training to practitioners in specific countries and languages and make this training available to the wider community by capturing it for publication on the MEDEA2020 project website.

A further practical manifestation related to the overall aims of the project was to reward best practice related specifically to European collaboration in the area of media use in education and training as well as to organise awards related to specific topics in 2011 and 2012 as part of the annual MEDEA Awards and to embed these awards in an annual high-level conference aimed at practitioners and policy makers.

Finally, the partnership aimed to ensure the sustainability of the valuable experiences, networks and expertise that are emerging related to the specific use of media in education and training by setting up the Media & Learning Foundation (now an association) which was intended as a permanent structure to serve those interested in the use of media in education and training in Europe.

Tool box

The direct outcomes of the project included an extensive dissemination campaign using leaflets in 6 languages, a multilingual newsletter and social networks including LinkedIn, Twitter and Facebook.

It also involved organising 7 hands-on workshops and putting in place a searchable resource repository of over 650 useful materials, both of which are closely linked to the MEDEA Awards as well as the annual high-level Media & Learning Conference organised in collaboration with the Flemish Ministry of Education and Training.

Furthermore the Media & Learning Association was successfully launched in 2012. This is a not-for-profit international organisation that began to recruit members from 2013 onwards and which aims to ensure the on-going sustainability and exploitation of this network.

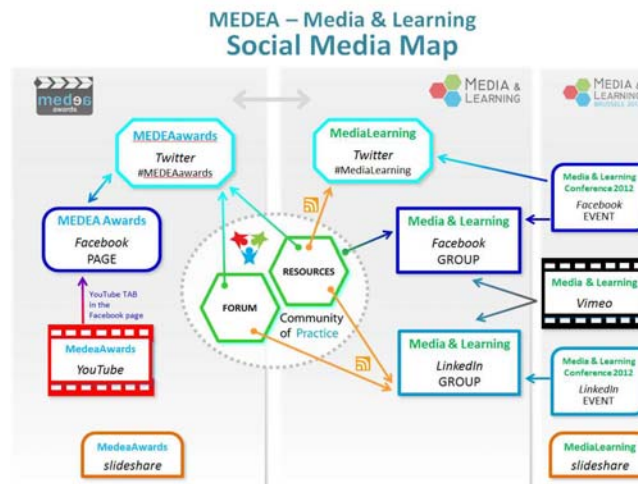
Dissemination

Given the fact that MEDEA2020 is essentially a dissemination action it is hardly surprising that a significant amount of effort went into the creation and delivery of an extensive dissemination campaign. This involved the use of traditional dissemination channels and approaches including an extensive leafleting campaign in 6 languages, the establishment of a news-driven website and the establishment of a highly successful annual conference along with participation in a range of other dissemination events and channels.

Furthermore, while the project partners had originally foreseen the establishment of a community of practice aimed at bringing together those interested in sharing and discussing common areas of interest, the explosion of interest in social media led them to revise their plans and to switch to the use of social media instead as a way to bring communities of interest together. This strategy paid off and MEDEA2020 was one of the first LLP projects to really use social media in an effective manner. The following diagram shows how the strategy was first launched and highlights the different channels which continue to be actively used

Exploitation

MEDEA2020 continued the work initiated in the earlier MEDEA:EU project by ensuring the growth of the MEDEA Awards scheme. In 2013, 342 entries from 37 countries were received which brought the number of entries which have been received since the start to over 1000 entries. A further LLP network project, [MEDEAnet](#) has helped to support the development of a significant number of additional networking activities all aimed at promoting and supporting the effective use of media to support learning at all levels of education and training. This includes the [Media & Learning Newsletter](#) which now goes out on a monthly basis to over 12,000 email addresses, the annual [Media & Learning Conference](#) run with the Flemish Ministry of Education attracting about 300 people each year, a regular series of [webinars](#) each attracting between 20 and 40 participants, week-long [training courses](#) on media-supported learning attracting between 10 and 20 participants several times a year, a [database of resources](#) with over 700 separate entries and a series of [workshops](#) run in different countries on various related topics attracting between 20 and 30 people each time.



Impact

It is clear from the growth of the Media & Learning network that MEDEA2020 has had a considerable impact of the creating on a vibrant and growing community of practitioners interested in exploiting media as a tool to enhance learning at all levels of society. The partners in MEDEA2020 took the decision to work as far as possible in the 6 main languages with the largest reach in Europe, French, German, English, Polish, Italian and Spanish and this has ensured a significant take up by practitioners in the countries targeted. By putting an emphasis on training and support they were in a position to provide real support to targeted teachers and trainers ensuring the wider community that this network can provide practical help and is worth taking an effort to get involved. The Media & Learning Association which will carry on the work of the project is now in a good position to take this work further and by November 2013, 18 organisations in 9 countries have joined and are preparing their collaboration for 2014.

- **Beneficiary and contact person:** ATiT (Belgium), Sally Reynolds,
- **Partner countries:** Italy, Poland, Spain, France, Belgium, Ireland
- **Duration:** 1/11/2010 to 31/12/2012
- **Grant:** 299 993 euro
- **Project's web page:** <http://www.medea2020.eu/>



European clusters to fight early school leaving through promoting the exchange of knowledge and best practices in fighting IT - IT-CLEX

Aims of the project

IT-CLEX provides a holistic solution to fight early school leaving. It helps education professionals (counsellors, teachers, trainers, tutors, etc.) to identify and transfer best practices and provides resources, focused in particular on active co-operation, between educational and non-educational actors.

In this sense, IT-CLEX offers education professionals and professionals related to the topic (from Education Departments, Social Services, Health Services, Police, etc.) with a set of tools and solution-focused methodologies with which to face the early school leaving issue.

Tool box

The **ICT platform** (www.itclex.eu/itc) is an online system which serves education professionals (especially those who are directly working with the target group and students at risk), as well as the early school leavers themselves and their families. Professionals benefit from its use as a meeting point to share experiences, and at the same time as a source of **inspiring best practices** and previous project results.

The collection of best practices were duly categorised into detection, prevention and intervention practices (i.e. methodologies, resources, tools, etc.) for different types of beneficiaries: those at lower secondary education, upper secondary or youth in general.

These best practices have also been analysed from the point of view of their **transferability potential**, i.e. the potential of being implemented in another context

(<http://www.itclex.eu/images/Publications/report%20bp%20transferabilitypotential.pdf>).

The **local clusters** are a result of the adaptation of the Flexible Prevention and Support System model to the IT-CLEX project. A cluster is a group of professionals from the **educational** (teachers, counsellors, etc.) and **non-educational** (social services, health services, police, etc.) fields who are to some extent related to fighting early school leaving. The clusters work together to fight this problem at local level: sharing resources, establishing common goals, providing holistic solutions, etc. The clusters benefit from the ICT platform as a support tool to further develop collaborative working and sharing resources, beyond face-to-face interaction.

The **User Guide** (http://www.itclex.eu/images/Publications/User_Guide/itclex%20userguide%20en.pdf) enables systematic use of the two products described before. It includes key information about the main project results, such as where to find them, how to use the results, etc.



This guide includes a step-by-step description of how to implement the collaborative working methodology to create a local cluster. It also provides tips for professionals, which will guide any person interested in transferring one of the best practices published on the ICT platform to their own context.

Dissemination

A Dissemination Plan was prepared for the project from the very beginning. The plan was regularly reviewed by the whole partnership in order to adapt it to the envisaged needs. Various dissemination materials were prepared and adapted for the different dissemination events: power point presentations, newsletters, leaflets, info-sheets, videos, TV spots ([http://www.itclex.eu/index.php/en/multimedia?view=ver&nombre=Europa%20al%20dia%20-%20Subtitulos%20EN&ext=flv&dirname=tvitemvalenciantelevisioncanal9](http://www.itclex.eu/index.php/en/multimedia?view=ver&nombre=Europa%20al%20dia%20-%20Subtitulos%20EN&ext=flv&dirname=tvitemvalenciantelelevisioncanal9)), press articles, local meetings, posters for conferences, etc. An international conference was organised to present the project results and to create a network of professionals interested in the project topic. Attractive dissemination materials are just as important as an interesting project!

The project website (www.itclex.eu) will be available for a minimum of 5 years after the project end, so you will have plenty of time to benefit from it!

Exploitation

An Intellectual Property Rights Agreement was signed between all project partners to establish the legal framework for further use and development of the project outcomes. The project planned and executed Valorisation workshops organised by the project partners for different stakeholders and professionals working in the education field, especially with early school leavers. The workshops were designed to make participants aware of the different project outputs and were very successful as a dissemination and exploitation tool. The partner organisations that have tested the collaborative working methodology (local clusters) are still using it and will continue using it in the future. This shows that the methodology used in the project (local clusters) is of great value when fighting early school leaving, which is the main aim of the project!

Impact

The project results, as far as it has been possible to determine, have been integrated in the curriculum of Florida Centre de Formació, C.V., in its Degree in Primary Education Teaching, in its Degree in Early Education Teaching and its VET qualification in Early Education Teaching. About 350 students on each course are receiving training on the IT-CLEX project results. Within the project lifetime, the partners contacted different associations to present the different tools the IT-CLEX project was offering them. As a result, the Valencian Union of Education Cooperatives (UCEV), involving 75 education centres in the Valencia Region (Spain), are using the ICT platform as a repository of best practices, tools and methodologies to be shared amongst the schools.

Testimonials

“The IT-CLEX project offers a wide range of resources which are very useful to my daily work. The fact that it is accessible on-line, free of charge and available without needing an account is just great!”

- **Beneficiary and contact person:** Florida Centre de Formació C.V., (Spain), Laura Uixera
- **Partner countries:** Iceland, Lithuania, Romania, Norway, Spain
- **Duration:** 1/11/2010 – 31/10/2012
- **Grant:** 299 923 euro
- **Project's web page:** <http://www.itclex.eu>

Improving web strategies and maximizing the social media presence of LLP projects – Web2LLP

Aims of the project

Web2LLP aims to boost dissemination strategies of LLP projects through providing personalised support and training on the integration of social media, as well as through identifying best practices and sharing resources.

Social media (or web 2.0 tools) are instruments allowing people to build social and professional connections, share information and collaborate on projects online, empowering a variety of human activity involving learning, interaction, collaboration, knowledge building and economic growth.

Web2LLP addresses this need by: a) providing customised [training](#), both face-to-face and online, in English, French and Italian and sharing recordings of training sessions for future use; b) providing downloadable training materials in English, Italian and French free of charge. This helps to raise the visibility of innovative [good practice](#) in the use of social media practices and creates a common understanding as to how social media can be used as part of an effective dissemination strategy amongst LLP projects

Tool box

1. Face-to-face and online seminars, video recordings and sharable slides on our website. A 10 hour [online training course](#) in [English](#), [French](#) and [Italian](#) was organised between June and October 2013. For each language the course was delivered via videoconference over 5 sessions of 1 hour each to groups of participants located in different countries, with 1 hour of online work and a 1-hour webinar.

The [face-to-face training](#) took place on 18-23 February 2013 in Leuven, Belgium, where highly motivated LLP project managers from several European countries worked together in groups to create dissemination strategies and action plans to improve the dissemination and reach of lifelong learning projects.

A workshop in Coventry, November 7-8 November 2013 brought together 40 European stakeholders for a two day workshop entitled "Using Social Media to Foster Collaborative Work in Multi-Disciplinary Cross-Border Projects".

2. Training materials. These were created to cater to training needs identified through a two-step needs analysis. It was based on the results of desktop research on 150 projects funded by the European Commission's Lifelong Learning Programme (LLP), and an online survey for project managers. These two methods identified a low uptake of social media and revealed the need to upgrade skills and improve practices in this area.

3. A [Video Showcase](#) including interviews with 15 experienced project managers who have used social media in their LLP projects.



4. Three downloadable [Handbooks](#) on “Improving web strategies of LLP projects”, “Maximising the social media presence of LLP projects”, and “Tools for self-assessment”.

5. Nine [Video tutorials](#) with more technical guidelines and support provided with actual LLP examples. A range of topics are covered (each topic addressed in a different video to ensure that users easily spot the information most useful to them)

- a. Social Networking Sites (SNS)
- b. Social Media Monitoring Tools
- c. Media sharing
- d. Social bookmarking
- e. Web Analytics
- f. Social media editors
- g. Online Curation tools
- h. Integrating networks
- i. Blogs and microblogging

Dissemination

The project team invested a lot in engaging with the target group through social networking technologies and face-to-face events, such as: a) A [Diigo group](#), an open social bookmarking group where members can share useful links and add descriptions. B) [Twitter](#), [Vimeo](#) and [Slideshare](#) accounts, the latter two for sharing slides and recordings of the courses, and a [blog](#). C) Various face-to-face dissemination activities (participation at events, conference presentation, EACEA meetings, etc.)

Exploitation

A [helpdesk](#) service was set up to answer questions from LLP project teams about how to promote their project through social media or how to set up a web strategy. Answers to the queries (sent through a simple e-form) are presented on the website as Frequently Asked Questions (FAQs) allowing other users to benefit from the exchange.

Impact

The online courses attracted many participants (73 participants have registered for the Italian course, 373 for the French and 634 for the English course, run across 10 sessions of 1 hour).

Testimonials

“The course is very interesting and updated”

“I find the information provided very useful and hope to start using it. I want also to highlight the role of the moderator. Well done!”

- **Beneficiary and contact person:** University of Luxembourg (Luxembourg), Charles Max
- **Partner countries:** Luxembourg, Greece, Belgium, UK, Italy, Spain
- **Duration:** 1/1/2012– 30/1/2014
- **Grant:** 299 964 euro
- **Project's web page:** <http://www.web2llp.eu/>



Linking the worlds of Education and Employment – V SPORT

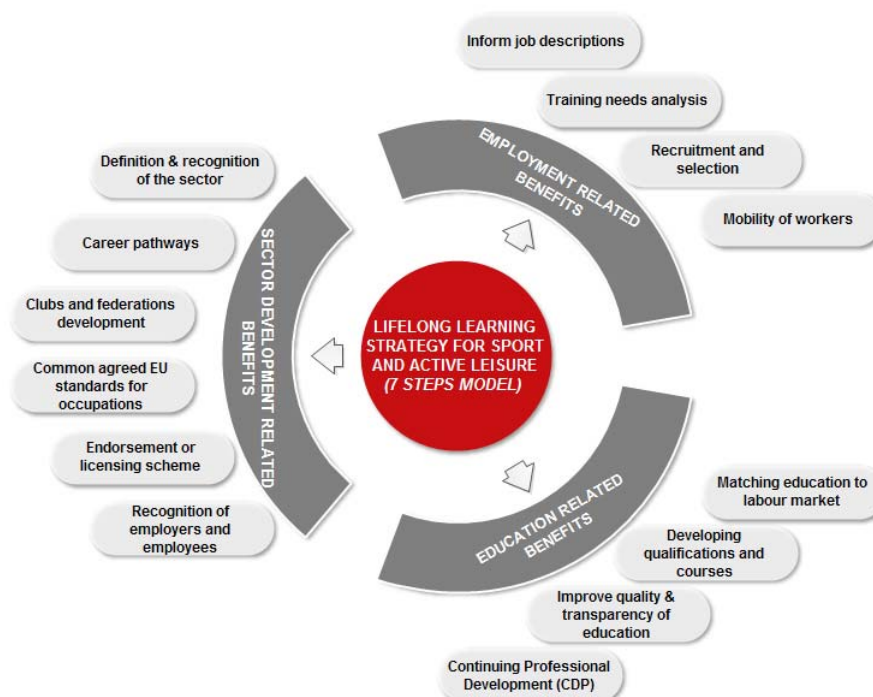
Aims of the project

Sport and Active Leisure is a people-facing sector, where a skilled and qualified workforce, whether at the grass roots or high performance end of the spectrum, is paramount to its success. The sector is growing and has huge potential to address wider EU and Government agendas including, health, social inclusion, education, and economic growth (figure 1). *Figure 1: The Sport and Active Leisure sector and its potential (EOSE, 2012)*. If the sector is to meet its potential, it is vital that it evolves and that those working or volunteering are equipped with the necessary skills and competences to perform changing roles.

It has become apparent that there is a gap between the worlds of education and employment. Aligned with EU policies and strategic VET initiatives, the “Lifelong Learning Strategy for Sport and Active Leisure” (or 7 Steps Model) was developed by EOSE (2009) to provide a co-ordinated response to the main education and employment challenges facing the sector. The Model is composed of 7 Steps (figure 2) based on occupational standards, specifying the standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively. *Figure 2: The 7 Steps Model (EOSE, 2012)*. The aim of VSPORT+ is to carry out a series of valorisation activities to: a) Raise awareness and ensure a successful dissemination of the 7 Steps Model at the International, EU, national, regional and local levels. b) Encourage and support the implementation of the Model. c) Stimulate and introduce changes within VET systems. d) Ensure VET systems and qualifications are fit for purpose and aid employability, transparency and mobility.

Tool box

The following valorisation tools were developed during the first part of the project, firstly to provide it with an identity but also to reach the widest number of target groups and to increase the project's impact: 1. A project website (www.vsportplus.eu). 2. A project Flyer easy to read and widely distributed. 3. A National Leaflet underlining the benefits of the 7 Steps Model. 4. A Brochure summarising the 7 Step Model and the expected benefits. *Electronic versions in several languages: <http://www.vsportplus.eu/wp/downloads/>. Hard copies can be requested from eosesec@eose.org*. A catalogue of PowerPoint slides has been designed for National Ambassadors to make sure they can present the project and the Model in a consistent way all over the EU. Following the implementation of their valorisation activities, each Ambassador will develop a detailed national report from which a Cross Sectoral Valorisation Framework will be produced. A Final Conference was organised and took place in February 2014.



Dissemination

VSPORT+ is using an innovative approach to raise awareness and increase exploitation through the involvement of National Ambassadors from 12 EU countries. Ambassadors have been trained in the 7 Steps Model and their role is crucial to raise awareness, present and encourage the use of the Model.

The success of the project depends on the quality of the dissemination and exploitation activities. We are delighted to mention the high level contribution and quality of activities carried out so far (figure 3) with the support of Ambassadors and third country partners, and to underline the positive feedback received from main stakeholders. We believe the project has the potential to facilitate the changes the sector needs to be better organised and to be successful in becoming a sector of significance.

Exploitation

Concerning the exploitation activities, the innovative approach described above is being implemented through the use of trained National Ambassadors. Indeed, concrete exploitation activities have been and are still being carried out with the goal of convincing targeted stakeholders to have a role in the Education and Training sector by using the 7 Steps Model.

The ultimate goal of the project is to lead to the modernisation of sport training systems, in line with EQF, and to support the concept of a qualified and competent workforce.

Impact

The 7 Steps Model has been produced to: 1. Understand current situation and future skills needs. 2. Promote a transparent education system with clear career pathways. 3. Facilitate the link between education and employment 4. Equip the workforce with the right skills. 5. Improve recognition of competences and qualifications. 6. Support mobility, transparency and mutual trust of qualifications. 7. The goal of VSPORT+ is to help stakeholders to better align with EQF and to introduce changes into national VET systems by transferring the 7 Steps Model.

Testimonials

“VSPORT+ is a real opportunity to contact national stakeholders and make them aware about the main European challenges.” *Jean-Louis Gouju, CAFEMAS 2013*

“The alignment of sport activities to the National Qualifications Framework and the European Qualifications Framework is an important step in the right direction if the sector is to achieve greater parity of esteem with comparable qualifications and training programmes.” *Dr James Calleja, 2011 as former CEO of the Malta Qualifications Council, at present Director of CEDEFOP*

“VSPORT+ is a unique opportunity to share experiences and learn from other Ambassadors how sport and education is organised in their countries.” *Ben Gittus, EOSE 2013*

- **Beneficiary and contact person:** EOSE – European Observatoire of Sport and Employment (France), Aurélien Favre
- **Partner countries:** Belgium, Bulgaria, Cyprus, Finland, France, Hungary, Italy, Latvia, Malta, Slovakia, Spain, the United Kingdom, Australia and New-Zealand
- **Duration:** 1/11/2011 - 31/03/2014
- **Grant:** 319 241 euro
- **Project's web page:** www.vsportplus.eu

ENGAGE stands for European Network for Growing Activity in Game-based learning in Education - Engage

Aims of the project

Experience from previous and on-going projects shows that there is high potential in the application of games for learning since there exists; 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 potential of games for learning and for curricular contexts; 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 were structured to have a wide-ranging impact: (i) the objective was to prove that game-based learning (GBL) is a method applicable for all five sectors of education, (ii) the ENGAGE tools support adaptation of GBL regarding local and cultural issues, and (iii) the valorisation activities are to cover directly 12 EU countries.

Tool box

The ENGAGE Portal <http://www.ENGAGElearning.eu/> : This European Game Based Learning Portal is the main source of dissemination for the project. The Online Catalogue of Games for Learning: Showing how to use games in the classroom with Sample Games and Good Practice Examples will assist stakeholders to introduce games into their teaching and learning processes http://www.ENGAGElearning.eu/teachers/?page_id=26. National and International Workshops for Teachers, Promoters: ENGAGE valorisation methodology was divided between workshops and follow up activities http://www.ENGAGElearning.eu/teachers/?page_id=30. ENGAGE hosted a successful international workshop at Online Educa 2009 in Berlin (<http://www.ENGAGElearning.eu/?p=580>). GBL Uptake Methodological Guidelines were compiled and include complete documentation of the valorisation methodology, the process followed, and the lessons learned. The Summer school on game design was held in Tampere, Finland, from 30th of August till 3rd of September in 2010. An international student contest for the Golden Pineapple Awards™ for GBL game concepts was realised in the second half of 2010 and finished with an online awarding event. In total, 20 entries were selected for review from over 70 submissions from 10 European countries http://www.engagelearning.eu/students/?page_id=19. Ratings and awards of learning games. The ENGAGE Quality Awards recognise excellent contributions to the quality of game-based learning http://www.engagelearning.eu/teachers/?page_id=24. At the Quality award ceremony on 3rd December 2010 at the Online EDUCA Berlin, winning games in the categories of Best Practice, Best Learning Game and Inclusion were awarded from amongst submissions from 11 countries,.

Dissemination

To reach the broad range of ENGAGE stakeholders the dissemination strategy combined classical approaches with Web 2.0 tools and videos. Videos (http://www.engagelearning.eu/?page_id=891) were published either on the ENGAGE portal video vault to increase the information value of the portal, or on YouTube. Brochures and flyers were created. Press releases were compiled and distributed to the relevant media in partner countries. The ENGAGE portal has been referenced in major publications such as the Teacher's Handbook on how to use digital games in schools by the European Schoolnet, in a report from Becta, the UK Government agency promoting technology in schools, and in Imagine's recommendations for policy makers, distributed throughout EUN to education ministries, EC Design and Learning Conference 2010 amongst others. Lessons learned from valorisation activities and good practice examples were presented (e.g. EDEN 2010, Design and Learning Conference, Eminent conference, Online Educa 2010,) in parallel sessions or on central stage as key note e.g. at the 2nd day of the 2010 European Conference on Game-Based Learning.

Exploitation

Sustainability activities and commitments that allow projects continued success after the EC financial period have been directed by the partnership, inviting prominent actors in the GBL field as members of the Advisory Board. At the same time there was an intensive focus on getting the corresponding industry support. There is a strong commitment from the partnership to further sustain project results, and to

continue to support the GBL community including informal and formal networks that have been established. With the help of industry sponsors, the ENGAGE portal is still maintained. The game-development industry also increased its involvement in the form of expert input at the Serious Game Development Summer School in 2013 <http://summerschool.engagelearning.eu/>. ENGAGE game assessment methodology was further developed and used to elaborate on game assessments and game catalogues for learning of sport competences (Serious Sports Catalogue (2012) and for identifying project management competences GREAT Catalogue (2013).

Impact

The ENGAGE project results have succeeded in providing a long term impact. The project received 43,606 unique visits to the portal in 2009 and 2010, with 36 066 unique visits in 2010 alone; it received 766,550 hits in 2009, and in 2010 that almost doubled to 1 350 090 hits. The portal was also promoted over Facebook (400 members) and the LinkedIn (100 members). Based on the game assessment methodology developed for the ENGAGE catalogue of games 2009/2010, two further game catalogues were prepared and published. Serious Sports Catalogue (2012) is designed to be a Bank of Resources for *Sports Trainers and Educators*, providing an overview of available Digital Sports and Fitness Games and Educational Sports Games, the Competencies – the skills and knowledge – available through sports/ fitness games, and how these can be applied inside of and outside of the classroom. The catalogue is available for download from <http://serious-sports.org/>. The GREAT Catalogue (2013) is focused on game-based learning in the broad area of *Management Competences* (<http://www.engagelearning.eu/?p=1548>). The GREAT project (<http://www.projectgreat.eu/>), Game-Based Research in Education and Action Training, is targeted towards training the trainers to utilise digital games and game-based learning resources for management competences and it was a Leonardo da Vinci transfer of innovation project. For the GREAT project the ENGAGE valorisation concept, containing learning material and selected games, workshops for practitioners, and guidelines for game-based learning, was successfully used in the field of vocational training. For more information see also <http://www.greatconference.eu/>. The 2013 Serious Game Design Summer School (SGDSS) 18-31 August 2013, Tampere FI was a two week intensive workshop focusing on games of e-Health, e-Inclusion and sustainability. Its pedagogical concept was based on the ENGAGE summer school held in 2010 and was further developed to reach specific learning objectives within a longer time frame. The SGDSS 2013 participants in total numbered: 41 Students, 9 Professors, 9 Universities, 11 Companies, and 10 Industry Experts. Some of the students, onsite lecturers, and international industry experts were from outside Europe from countries such as: Brazil, Denmark, Kyrgyzstan, New Zealand, South Africa, and the USA. SGDSS 2013 results are available via the Mobile App for iOS and Android (for iOS they are downloadable from the App Store, and from Amazon Appstore for Android 4+). Published on 19th of October 2013, the App had 186 downloads worldwide within in the first week. <http://summerschool.engagelearning.eu/>

Testimonials

“ENGAGE was an extremely productive project. We achieved excellent results, and reached a very broad European and sectorial audience. It is unique how well we managed to spark industry interest and active industry involvement in project activities. It is good to see that ENGAGE results are being useful, further developed and utilised by so many people!”

- **Beneficiary and contact person:** FH JOANNEUM Gesellschaft GmbH (Austria), Maja Pivec
- **Partner countries:** Austria, Belgium, Ireland, Italy, Spain, Turkey
- **Duration:** 1/1/2009 – 31/12/2010
- **Grant:** 286 446 euro
- **Project's web page:** <http://www.engagelearning.eu/>



Self-evaluation of Quality in Technology-enhanced Learning - SEVAQ +

Aims of the project

The main objective of SEVAQ+ was to gain widespread recognition and use of the SEVAQ+ tool and its approach to the self-evaluation of quality in technology-enhanced learning. The tool and methodology were both developed within a previous Leonardo da Vinci pilot project (SEVAQ: 2005-2007). In proposing the use of this innovative and powerful tool to individual teachers, trainers, and to institutions in both Higher Education and Vocational Education and Training, the projects supported the Lifelong Learning Programme objectives of improving the quality and attractiveness of opportunities for lifelong learning. The projects contributed to the development of quality lifelong learning as well as the KA4 objective of encouraging the best use of results, innovative products and processes. SEVAQ+ thus provides institutions in HE and VET with a recognised and validated tool and concept for the self-evaluation of quality in technology-enhanced learning, enabling them to pinpoint areas for improvement, to track progress and to benchmark.

Tool box

One of the first objectives of SEVAQ+ was to adapt the tool to new stakeholder groups. This was achieved in the form of the **extended SEVAQ+ tool** which included new content, a new interface and the aforementioned 'selector' functionality guiding questionnaire designers through the process and proposing relevant criteria and sub-criteria according to their context. The extended tool was made available in 6 languages: English, French, Italian, Polish, Lithuanian and German. The final version of **SEVAQ+ V3.0** was produced, making the necessary adjustments for it to be fully operational according to the usage scenarios developed for individual teachers and trainers, as well as for educational organisations.

In order to support the use of SEVAQ+, the project produced a **handbook** in 6 languages (EN, FR, IT, DE, PL and LT), extracts of which can be consulted online in a concise graphic form alongside the complete downloadable versions. Policy issues were addressed through the production of a **white paper** on quality evaluation for technology-enhanced learning, bringing in input from the Delphi expert group and the policy circles organised at the EFQUEL Innovation Forum 2011, with three main **policy recommendations** being presented in the closing plenary.

Dissemination

During the project, widespread promotion of the tool has been done at both national and international conferences, in social media (Facebook and LinkedIn) and through the organisation of specific seminars to explore advanced needs of organisations such as international corporations (TOTAL, EDF) and national associations of HEI's such as the FIED, the French inter-university federation of distance teaching universities. This, combined with market research in each of the partner countries, enabled the partnership to define a business plan in line with the needs and potential of the market.

Exploitation



The business plan included exploitation of the tool by EFQUEL, and the partnership obtained approval from EFQM with respect to the reference SEVAQ+ makes to the copyrighted EFQM model. Resulting from that approval the tool was made available and is currently under exploitation on the website. Access to the tool and account creation via the website is possible according to the business model.

Handbooks and videos tutorials are also available.

Impact

During the project an evaluation phase was undertaken. The main aim was to engage the highest possible number of stakeholders from HE and VET in testing the tool and in providing valuable feedback on content, functionalities and scenarios for future use. In the first year of the project, the initial stated goal of 5000 users was reached and even surpassed, thanks to a targeted dissemination and exploitation plan involving a series of widely publicised workshops and presentations at high profile international events, combined with focused national and local seminars mobilising partner institutions and contacts.

By the end of October 2010, over 7000 potential testers were identified thanks to responses to the call for testers, with 55% coming from HE and 45% VET.

SEVAQ+ in brief...		
SEVAQ+ as...		
an online tool	IS NOT simply for producing questionnaires. <i>There are many 'empty boxes' on the market for designing questionnaires, but none with a validated database of over 700 evaluation statements!</i>	IS for implementing a structured survey. <i>This is based on customised questionnaires, drawing on the structured database of questions and a configuration tool which helps you select those most relevant to your context.</i>
an evaluation model	IS NOT prescriptive. <i>SEVAQ+ does not tell you what is good or if you're compliant to a particular standard.</i>	IS diagnostic and descriptive. <i>it highlights the strengths and weaknesses, discrepancies and concordances in your learning experience. From here on, any solution can be chosen to improve the whole system.</i>
a method	DOES NOT refer to a specific educational model. <i>its aim IS NOT to tell you which model is right for a particular learning context or target.</i>	IS applicable to different educational models. <i>Any context has its own peculiarity. It might be that different models or a mix of them could be the best solution to foster learning.</i>
a shared evaluation process	DOES NOT limit itself to the design, implementation and delivery of a particular course. <i>A training course should not be seen as a standalone system with a finite lifecycle.</i>	IS open to all internal and external quality processes. <i>Training is a living system and integrated in an open environment. There are internal stakeholders and beneficiaries (teachers, managers, learners) and also external stakeholders and indirect beneficiaries (organisations which fund training, policy makers).</i>
a monitoring tool	IS NOT purely quantitative. <i>Although indicators and specific thresholds give an indication of areas for improvement, quality is much more than just number crunching.</i>	IS definitely qualitative. <i>Critical areas are defined as compound result of 2 typologies of answers from respondents:</i> a) Agreement (Likert scale) b) Importance (Likert scale)
an approach	IS NOT a once-way process <i>Even if SEVAQ+ enables questionnaires to be created by a single designer for a single target group, this is not its sole aim.</i>	IS based on agreement and sharing. <i>The strength of SEVAQ+ is to support multiple perspectives on the overall training process.</i>

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