



# Handbook for Dissemination, Exploitation and Sustainability of Educational Projects



The DiVa Handbook provides guidelines and practical examples of how to reach good dissemination, exploitation and sustainability results of educational projects.

It complements the two other distinct products of the DiVa project to present European project results and good practice examples:

a Catalogue of Best Practice Examples, showing ideal candidates for transfer and further development and Recommendations to the EC and the National Agencies for Future Activities.

The DiVa consortium is composed by seven European organisations:

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AidLearn – Portugal

Università Degli Studi di Genova - Italy

University of VAASA – Finland

Sint-Lieven Hogeschool – Belgium

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## Description

The Handbook is compiled using mainly two sources of information.

In the scope of the DiVa project<sup>1</sup>, the Handbook is getting-together the inputs from the six regional roundtables and the final workshop reports.

After validation of the project descriptions of the selected “*good practice projects*” from all EU countries, partnership invited the project coordinators to regional roundtables in Portugal, Belgium, Italy, Austria, Finland and Bulgaria. In each between ten and fourteen project coordinators discussed dissemination and exploitation strategies and exchanged knowledge and experiences. The roundtables took place in September and October 2010. In each of the roundtables two projects were chosen to participate at the final Workshop in Graz.

The DiVa final workshop was conducted in Graz on Nov. 23rd and 24th 2010. A total of 13 project’s representatives and the DiVa consortium formed a working group of about thirty people who were intensively working on the topic of dissemination, exploitation and sustainability of European educational projects.

The reports produced as a result of those events were crucial contributions for the present Handbook.

The existing guides and handbooks available from European and national agencies and other books, articles and papers, were a second source of information.

The Handbook provides guidelines of how to reach good dissemination, exploitation and sustainability results of educational projects. It complements the two other distinct products of the DiVa project to present European project results and good practice examples: *a Good Practice Catalogue*, showing ideal candidates for transfer and further development, and *Recommendations* to the EC and the national agencies for future activities.

AidLearn acts as editor for the Handbook from the sources available with feedback and contributions from all consortium members.

## Introduction

A major difficulty the promoters and coordinators of educational projects at European level are facing relates to the design and implementation of an effective valorisation strategy, able to adequately promote projects and their products and assure their sustainability. They do not feel sufficiently confident in this key activity. It is not yet available a platform for getting advice and exchanging information in a simple way, with strategies that have already proven their worth in the past, what would be very useful.

The difficulties often start out with the understanding of the specific terminology used in the European context and its purpose.

The coordinators of European projects, regarding these matters, have learned as they execute their plans in a predominantly casuistic and commonly isolated way. The learning done with their experience is not shared, or is in a very limited way. Also, the factors on what the Education, Audiovisual and Culture Executive Agency (EACEA) and the National Agencies (NAs) consider successful should also be more visible and clearly established, although they should probably be re-thought and based on more qualitative rather than quantitative factors.

The current DiVa Handbook is intended to be a useful and handy tool to face these difficulties.

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<sup>1</sup> For more details, please consult the DiVa website at <http://www.diva-project.eu/>

# About this Handbook

The DiVa Handbook is intended for projects' coordinators and promoters of European educational projects. They will find advice to design and implement effective dissemination and exploitation plans in order to ensure the sustainability of their projects.

The Handbook provides:

- A definition of the key concepts: dissemination, exploitation, valorisation and sustainability;
- A description of the various features of valorisation and sustainability to bear in mind when designing or managing an educational project;
- A presentation of the success factors of valorisation and sustainability to take into account in order to anticipate threats or opportunities for safeguarding project activities and/or outcomes;
- Useful recommendations for project leaders to design and implement their educational project with a view to enhancing its potential sustainability;
- Guidelines for branding a project;
- Tips and examples for different mechanisms for valorisation and sustainability;
- A glossary with a non-exhaustive list of terms which are recurrent while addressing dissemination, exploitation and sustainability issues inside European programmes.

## Key Concepts

### Dissemination

Dissemination is related to making the results / products of a project visible to others, specially the end-users, the target groups and the key-actors that can implement its use.

Dissemination means rendering comprehensible all the activities and main results associated with a project close to all interested key actors.

Dissemination is the process of promotion and awareness raising that should occur throughout the project. This process should be planned and organised in the beginning of the project through a methodological document (e.g. Dissemination Strategy) that orientates the whole consortium.

In any case we are speaking about a planned process that should be carefully considered all along project duration and assure its sustainability after its end.

### Exploitation

Exploitation is associated with the use of the project's results at different levels, during and after the implementation of the project. It is related with the necessary action that will bring visibility to the project in order to involve the target groups, end-users, stakeholders and transfer the results/products into their professionals' scope.

Exploitation is mostly related to the idea of convincing the key actors to use the main products of a project. Exploitation is closely associated with the sustainability of the project after its conclusion, since exploitation activities should ensure that the results of the project are used by its target groups and possibly are transferred to other contexts (e.g. other countries; other pedagogical areas, other sectors).

The exploitation is split in two components: *mainstreaming* and *multiplication*. Mainstreaming meaning to address the decision-makers in order to convincing them to introduce/take into account the results/products of a project, while multiplication is more focused on persuading individual end-users to adopt those products. This usage can be within partnership and outside, at local, regional, national or European level. As in the case of dissemination, the exploitation process should be planned and organised at the beginning of the project by a methodological document (e.g. Exploitation Strategy) that orientates the whole consortium.

## Valorisation

Valorisation is a term that includes dissemination and exploitation, and it aims to make the project result / product more valuable to everybody, meaning make “others” use the product. Valorisation is the sum of both dissemination and exploitation activities. The overall objective of valorisation activities is to promote the project and its results and foster their use by different individuals and organisations, with the attempt of constantly spread and improve the usage and the content of the results.

Valorisation involves not only the testing and dissemination of the results of the most innovative projects, but also the exploitation of these results and their development in new contexts and environments. It includes the sustainable application of these results over time in formal and informal systems, in the practices of organisations as well as in the personal learning goals of every individual.

The two main benefits of valorisation are the return enhancement on public and private investments in the area of training/education as well as innovation in training and educational systems. These benefits easily explain why it is recognised a clear and increased political importance of valorisation in Europe.

Valorisation means planning in such a way that the resources affected to a project generate results that can be used and exploited on a large scale, with the view of benefiting as many individuals and organisations as possible.

Valorisation must be based on a meticulous ex ante analysis of needs to be fulfilled by a project as well as on a clear identification of the results expected and this from the right beginning.

Effective valorisation requires the active involvement, at the project design stage, of the potential users and target groups who are to benefit from the project and who are ultimately expected to exploit the results.

## Sustainability

Sustainability is the capacity of the project to continue its existence and functioning beyond its end. The project results are used and exploited continuously. Sustainability of results implies use and exploitation of results in the long term.

A project can be considered as sustainable if its outcomes continue after the end of EU funding. As the sustainability of project outcomes may be difficult to anticipate and to describe – most are not tangible, this Handbook focuses on the sustainability of products and results.

Sustainability may not concern all the aspects of a project. In each project some results may be maintained, while others may not be so necessary to maintain.

A project can therefore be considered as sustainable if relevant results are pursued and products are maintained or developed after the end of the EU funding (i.e. duration of new courses, up-dating of new tools).

It is not easy to achieve a planning in order to generate the desired sustainability of the project and somehow ensure a return on investment at European level by multiplying the benefits that the assimilation of best practices can provide.

Hence, this is often one of the project weaknesses, and simultaneously one aspect that EU values most.

# Dissemination

## Critical factors / criteria for successful dissemination

There are some key factors that should be considered for achieving success in disseminating your project.

Creating a consortium with realistic capabilities to exploit the project results and that can easily reach the target audience; a good written plan should encompass a well-planned strategy, clear vision of purpose, goals in numbers, indicators, sharing responsibilities and assuring all partners' participation. The tools and channels selected should take into consideration the targets groups, their characteristics; a mailing list for the project must be created and a template for all partners to follow: e.g. dates, deadlines, responsible person.

The communication type must be appropriate to the target groups. A glossary also helps to clarify internal and external communication.

The promotional material should have a clear conception and consistency. Is highly desirable a professional design and marketing approach<sup>2</sup>. The project branding should be specialised, including cultural dimension and quality indicators. This implies a very clear definition of the target groups. It is indispensable to know how to reach and provide material understandable and wanted by the target groups. In fact, successful dissemination should start from the needs of the target groups. First, knowing the needs and then develop a strategy accordingly!

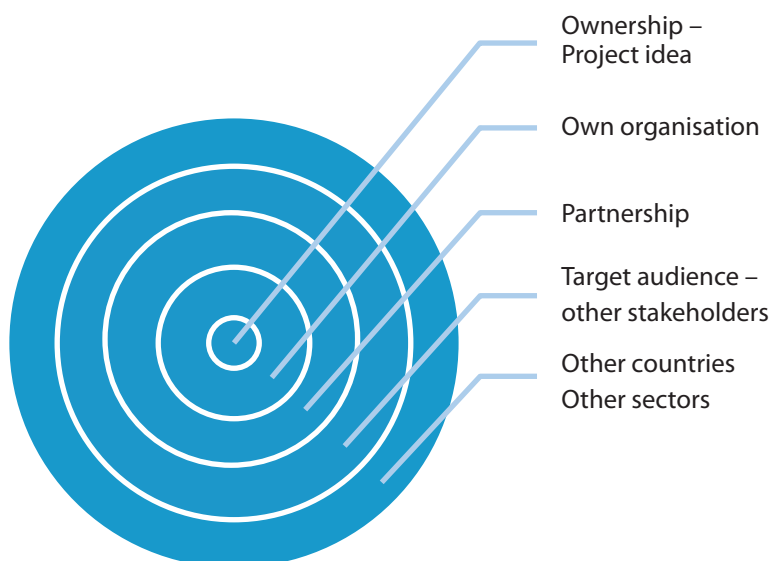
Target groups involvement. Whatever you do it should be done with the target groups in mind. Each dissemination material should be developed depending on the target group. For achieving this, project members should know very well their target group. The best strategy would be to involve the target groups' representatives in developing dissemination materials. They should be able to give hints about what would best catch the attention of the people for whom the respective project is developed.

Successful dissemination also frequently includes massive media diffusion – let the people know that your project is out there!

And do not forget that actions for dissemination have to create a close relationship with the local context and to keep it strong by the involvement of decision makers, social organisations and political institutions.

Dissemination should start as soon as possible, although the starting point can be different and depending on the nature and the desired results of the projects.

In fact, a first moment is transferring the initial idea of one person to all other circles of the picture on the right. Here, having good networks is important to start up a project. The internal dissemination (within own organisation) is also very significant and frequently forgotten. Then the partnership should have a common understanding about the project and agree on its main strategically activities.



Try to define your project dissemination objectives in 3 sentences and make sure your partnership shares and agrees upon them! This is important for involving all project partners that should be engaged in dissemination activities

<sup>2</sup> Given the degree of increasing demand on the strategy of the European educational projects, may want to consider, right on the constitution of the partnership, the presence of a partner, expert in the field, which may arise as a public relations and an expert for media.

throughout the whole project duration and beyond the project lifetime. Some coordinators use a kind of dissemination agreement – a document signed during a project’s kick-off meeting specifying the dissemination tasks of each member of the partnership along a timeline.

To reach a wider audience is essential to building up a community around a topic. Try to make links to other projects, networks, communities. This can be called an expertise *niche*: communicate your project to similar organisations with similar specialities. Moreover, the dissemination activity can reach good results if the partners are able to give a European value to the project, using their networks and contacts that could make the “voice of the project” grow up.

Depending on the subject of the project and the target group it is possible to use of different tools to get the project known and to spread the results. It is impossible to indicate a perfect tool, because the usefulness of a mechanism depends on the topic of the project, the target audience<sup>3</sup>, and the objectives of the project. Each project team has to find the right tools that suit their project in the best way!

Also relevant is the definition of the communication language to disseminate results. English, German and French are most commonly used communication languages in projects. However it is also interesting to have translations to less widely used languages, in order to reach a broader target audience. Do not forget to foresee a budget for translation in your project application and be aware that the amount of work this takes is often underestimated.

Finally, be original & creative, rather than sticking only to leaflets and posters; project managers should try to be more creative when elaborating dissemination strategies. Doing something unique will not only make your project stand out but will also get the attention of people.

## Dissemination plan and strategy

Dissemination questions: what, to whom, how and when to disseminate

Writing a good quality dissemination plan should be a key priority for anyone drawing up proposals for an Education EU-funded project. A good strategy, complete with measurable, realistic objectives, that adheres to a timetable and provides a complete budget will maximise the use of project results by target groups. It will also ensure that all project partners know what their roles and responsibilities are when it comes to those all-important valorisation activities.

A plan for dissemination indicates those activities that are going to be carried out during a project lifetime. The plan has to be drafted at the very beginning of a project (often at proposal stage) and must contain activities to be carried out continuously until the project’s end.

In order to develop a good dissemination plan the promoters should answer the following questions:

- What is the expected project result? (anticipation of the results)
- What kind of needs does the project respond to? (ex – ante needs analysis)

Additionally the dissemination plan has to indicate:

- Types of dissemination activities (*what?*)
- Who are the target groups for the dissemination activities? (*to whom?*).
- The most appropriate channels (*how to do it?*)
- The most efficient calendar (*when?*)
- The available resources – human and financial.

Any good dissemination plan must take into account the needs of project end users, the sector those users work in and all other interested stakeholders (including funding agencies and policy makers). Teams should take time to think carefully over who exactly is going to use their project findings and products.

<sup>3</sup> For example, if you have to involve aged people and to face informatics issues, you cannot use digital tools but you have to invent something different (e.g. bus driving around).



As far as possible, plans should be flexible enough to allow target groups and other stakeholders to become involved during the development of a project. This will help to ensure that the project remains on track in terms of their needs. Such participation will also draw attention to the potential value of a project, and even help to spread the news about the work to other interested parties throughout Europe.

Although it is required to describe your dissemination strategy and tools in detail as early as developing the project proposal, coordinators should still remain flexible and change things that do not work during project implementation. Participants told about their experience when things did not work out as planned and dissemination strategies had to be amended and new dissemination tools be deployed. Experiences plays big role in best strategies. Learning from own and others experience can give possibility to get better results.

Projects should get feedback from partners and end-users during the project and try to learn from this information no matter is it positive or negative. Also testing the product before its ready gives important inputs to project. Sometimes this is very difficult to do because project time (for instance, 2 years) is too short. Research groups, experts and previous projects have experience that it's important to use.

Also try to compare different projects to find the secret behind successful project is. Project leaders also learn from their previous projects, having a better knowledge how to do things right during second or subsequent projects.



The project *Haydn, the progressive*<sup>4</sup>, is an appealing example of the excellent results achieved by the intense involvement of the target group namely by demonstration events. At start this project was an Erasmus Intensive Programme, but by the dissemination strategy pursued led to the development of a set of concerts and follow – up projects.

Also the project *MarEng+*<sup>5</sup> developed a dissemination strategy for the project based on wide dissemination and marketing within the maritime and related fields (shipping related companies, ports and maritime educational institutions). The dissemination activities were listed and monitored by the project coordinator during the whole project.

The *Shoplant*<sup>6</sup> project created a Resource Centre used as a collection point for information and distribution of dissemination material, privileging this way the face-to-face contacts.

The project *Change Giving, Chance Living*<sup>7</sup> designed and developed a very intense and useful contact with leading media institutions.

## Tip1!

To design a plan for dissemination take into consideration different levels and specify clearly the aims, methods and target audience to each one. Please see the example below:

Partner X will coordinate dissemination, but all partners are actively involved in disseminating the results. The first activity is making a dissemination plan, on the next levels:

### **Level 1:** Within partnership

Aims: inform on progress and results to staff sensitive to the topic

Methods/activities: informal/formal meetings, website, e-news and mailing, handing out dissemination material; inviting to the regional workshops

Target groups: LLL professionals (adult educators, teachers and trainers); project managers of EU LLL projects in the field, researchers and experts and other staff such as management, administration etc.~

4 <http://www.haydnkons.at/index.php?id=36>

5 <http://mareng.utu.fi/>

6 <http://www.shoplant.eu/>

7 <http://www.gainandsustain.eu/Pressespiegel2010.pdf>

**Level 2:** Core target groups, outside the partnership

Aims: ...

Methods/activities: ...

Target groups: ...

**Level 3:** Others stakeholders and decision makers in the field of the project

Aims: ...

Methods/activities: ...

Target groups: ...

**Level 4:** General public

Aims: ...

Methods/activities: ...

Target groups: ...

**Tools for dissemination:**

Web site: to be created at the begin, with relevant info on project

Flyers

Electronic Newsletters

## Tip2!

Register in a matrix all the dissemination activities that will be developed during the lifetime of your project and taking into account the following five aspects: *what, to whom, how to do it, when and resources*. See example below:

What	To Whom	How to do it?	When	Resources
<b>Project website</b>	Target audience Stakeholders General public Partnership	All partnership's languages. Reserved and public areas. Registered users Membership Topic (not only project) related materials/news Google analytics Downloadable documents Tools for fun (tests, games) Recommended by (important organisation/body) Linked to other websites (partners, networks, etc.) Virtual tools	Month/Year	Px (amount foreseen)

<b>Newsletters (Nex)</b>	Target audience Associations in the field Stakeholders; Supporters Partners' networks National agencies Local national media European organisations in the field	E-news Downloadable from the project website All partners' languages	1. At the end of Research (Month/Year) 2. Before Piloting (Month/Year) 3. After Piloting (Month/Year) 4. Before End (Month/Year)	All partners (2 working days by partner)
<b>Final Workshops</b>		Local workshops with similar structure and evaluation Presentation of final products The final products and flyer to be widely distributed Reporting	Until Month/ Year	All partners (Amount foressen)

## Branding a project

A detailed set of more specific recommendations related with branding is now presented and illustrated with examples gathered from the projects involved in the *DiVa* project.

### Project branding/ image

According to Mochal (2007)<sup>8</sup> there are three major categories of communication within a communication plan: mandatory, informational, and marketing. Marketing communication is designed to convince stakeholders on the value and benefits of the project.

Branding is a more sophisticated form of marketing communication. The purpose of branding a project is to establish an identity that conjures up a positive image. This is exactly what the marketing people try to do when they brand a product. For instance a company hopes that you feel good about their products and that you will choose their products from a crowded store shelf because you like the image and emotion associated with it.

Branding a project has the same connotation. The purpose is to associate a positive image and emotion when a person hears about the project.

Ask yourself some questions regarding the impact your project will have on the target groups:

Does it impact a large number of people or maybe the entire organisation?

Will it require a culture change or a change in the way people do their job?

Will your project make people nervous? For instance, will it result in efficiencies so that less people are required to do the same function?

These are the types of projects that would be candidates for branding.

<sup>8</sup> Mochal, T., 2007, Use branding techniques to build a positive image for your project, at <http://www.techrepublic.com/article/use-branding-techniques-to-build-a-positive-image-for-your-project/6162466>

Branding activities frequently include:

- Establishing a positive project name. For instance, a project called *Inclusion+*, probably gives more of a positive image than one called *Combating Social Exclusion Initiative*. You can build a positive image with an easy-to-remember *acronym* as well
- Establishing an image. The image must be positive and it should be included on all communication coming from the consortium. It can be build up through the association with the project of e.g.: (1) a logo; (2) an email signature; (3) a standard template and communication style (fonts, colours, type of language...); (4) a standard PowerPoint presentation or a (5) promotional video
- Distributing trinkets and gadgets. Put your project name and/or logo on pins, shopping coins, key rings, pens, notebooks, calendars, mouse carpets, bags, cups, umbrellas, t- shirts, pencils, E-cards, sweets, business cards, bookmarks, stickers, game cards, USB devices, etc. Reward people with a token that contains the project logo when they do something good. Many of the users like trinkets and gadgets and get reminded about the project
- Holding face-to-face meetings. Spend the time to see as many people as possible in person-to-person meetings or small group meetings, especially at the beginning of the project. No one wants to hear all the information about an important project on e-mail. Face to face meetings underline the importance of a project!
- Using consistently the image and all materials generated from outset. This reinforces the image of the project and the perception of a project that falls under professional quality standards.

Branding takes time, so you also need to have a project with a medium or long time horizon. A steady stream of positive communication, combined with the positive feeling of the project branding, will help the project be successful and should help overcome any negative perceptions about the project.



Project name, logos and acronyms



<http://www.efacilitator.eu>



<http://www.e-cons.net>



<http://www.lefis.org/>



<http://gilt.isep.ipp.pt/seleag/index.php?lang=en>



Animated logo

<http://www.beeldbibliotheek.nl/historiana>

Using consistently the image



Logo



Book

Flyer



Poster



Article

Project website <http://www.incaproject.eu/>

Supporting branding with trinkets and gadgets



Sticker







Business Cards



Bookmarks

#### Promotional Videos

VccSse project (Virtual Community Collaborating Space for Science Education)

Frequently available at

[http://www.vccsse.ssai.valahia.ro/main/dissemination?mv=Videoconference\\_clip.flv](http://www.vccsse.ssai.valahia.ro/main/dissemination?mv=Videoconference_clip.flv)

project website and on YouTube

DiVa project

<http://www.youtube.com/watch?v=4Mp0mZlI2SI>

Be Multilingual project

<http://www.be-multilingual.com/index.php?id=9>

## Mechanisms for dissemination

The promotion material should be created to cover more than one sense and also it should be barrier free. Important facts are: use humour; make something extraordinary; use easy language; interdisciplinary approach (e.g. include young artists), diversity and try to reach the target audience in everyday life.

It is vital to highlight that face to face communication is still a *must* for dissemination. Don't forget to socialise, not only on formal but also informal meetings. Furthermore it should be interactive, flexible and you can get direct feedback and react to scepticism and critics. And recall that dissemination depends also on the aim and nature of the product!

Yet in almost all cases the following can and should be used:

- networking;
- social media;
- newsletters and flyers;
- face to face;
- presentations at meetings and conferences;

- press conferences (make sure important organisations call for press conferences, otherwise nobody will show up);
- promotional material and products;
- presentations on exhibitions, fairs, etc.,
- project website and a
- dedicated workshop/conference as well.

Several channels (paper media; events; net-based & e-media; social media and general media) that can be used for dissemination of the projects are presented below. In each are listed different types of dissemination tools, provided useful guidelines for its use and illustrated with examples gathered from the projects involved in the project Diva.

## Paper media

In this category it is possible to assemble various paper-based tools for dissemination, like leaflets/flyers, brochures, posters, newsletters, certificates of attendance or books, articles and papers, etc.

The flyers, posters and leaflets are very useful for spread basic information on the projects and can also serve as an invitation to a particular event (e.g. workshop, conference).

The brochures, bigger than the leaflets, provide more detailed information on the project.

The printed newsletters keep target audience and other stakeholders informed about the progress of the project and should be issued at crucial milestones of its development.

The certificate of attendance is a kind of recognition for the participation of beneficiaries in pilot actions, etc.

Finally the books, articles and papers allows spreading relevant information and results to the interested public, reaching potentially a wider-scope of end-users and stakeholders.

*General remark: in this digital world it is surprising that still a lot of dissemination material is produced on paper and people like it!*



### Examples



<http://fiste.ssai.valahia.ro/>



<http://www.tacple.eu/>



[http://revica.europace.org/brochure\\_revica\\_website.pdf](http://revica.europace.org/brochure_revica_website.pdf)

Leaflet / Flyer



**ALUMNADO**  
**CEP 'Adriana E. el Sábado'**  
 Una interesante y divertida forma de aprender música con los clásicos a 3

**M/PADRES**  
**El Buen Compañero**  
 Conocer a otros y a partir de ellos de nuestra vida a 4

**CONCURSO**  
**'MISTRO FLAMENCO'**  
 Participa cumpliendo la letra de la canción y gana un gran premio a 5

# educación

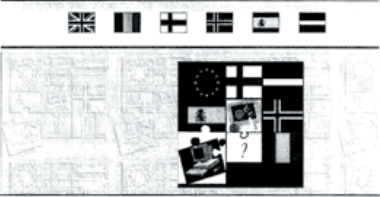
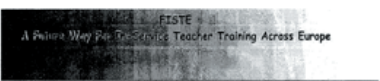
PREMIOS AL MÉRITO DE LA EDUCACIÓN DE LA COMUNITAT AUTÒNOMA DE VALENCIÀ 2006

MARTES, 24 DE OCTUBRE DE 2006

## PROYECTO EUROPEO

# Formación de formadores

Una sociedad que avanza decididamente hacia una nueva era en la comunicación debe estar al día de los avances técnicos y tener la posibilidad de formarse 'on-line'



**¿POR QUÉ FORMAR A LOS FORMADORES?**  
 La sociedad avanza decididamente hacia una nueva era en la comunicación. Los avances técnicos y tener la posibilidad de formarse 'on-line'.

**FORERIGHT ON INFORMATION SOCIETY TECHNOLOGIES IN EUROPE.** Los formadores acceden a Europa a través de la tecnología de la información y la comunicación en la formación de los formadores. El Proyecto europeo ETSTE (European Teacher Training Across Europe) que está dirigido por el profesor de la Universidad de Valencia, Juan Carlos Martínez, y que forma parte del Proyecto Europeo Foreright On Information Society Technologies in Europe.

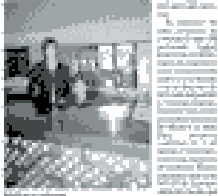
**OPINIÓN**  
**Pío Evaristo Llavorca**  
 (M. de Educación)

Una de las TIC (Tecnologías de la Información y Comunicación) es la formación de los formadores. El Proyecto europeo ETSTE (European Teacher Training Across Europe) que está dirigido por el profesor de la Universidad de Valencia, Juan Carlos Martínez, y que forma parte del Proyecto Europeo Foreright On Information Society Technologies in Europe.

## EXCELENTES RESULTADOS DEL PROGRAMA DE EXPERIENCIAS PROFESIONALES PARA EL EMPLEO

# Excelentes resultados del Programa de Experiencias Profesionales para el Empleo

El programa de Experiencias Profesionales para el Empleo ha alcanzado excelentes resultados en el primer semestre de 2006. Se han realizado más de 100 prácticas profesionales en diferentes sectores económicos, lo que ha permitido a los participantes adquirir experiencia y conocimientos prácticos en su campo de estudio.



El programa de Experiencias Profesionales para el Empleo ha alcanzado excelentes resultados en el primer semestre de 2006. Se han realizado más de 100 prácticas profesionales en diferentes sectores económicos, lo que ha permitido a los participantes adquirir experiencia y conocimientos prácticos en su campo de estudio.

## BE MULTILINGUAL. Un proyecto para el aprendizaje de las lenguas

El proyecto BE MULTILINGUAL tiene como objetivo promover el aprendizaje de las lenguas extranjeras entre los estudiantes de la Universidad de Valencia. A través de actividades prácticas y culturales, se busca mejorar las habilidades lingüísticas y fomentar el intercambio cultural.



### Marketa Tokova, 26: 'Erasmus is too vague' 25/01/10

According to the study conducted by ESN in 2009, less than two thirds of Erasmus students succeed in the academic value of their year of study abroad being sufficiently recognised. What is blocking this more than twenty years after the creation of the exchange programme?

Obviously, the recognition of Erasmus in an academic sense is not the only obstacle that prevents students from benefiting from their university exchange in Europe. For many students, the problem is also financial, or cultural. The student must feel ready to live in a country completely different to their own because sometimes the cultural shock is very difficult. This said the moment that a year abroad is considered in their 'home' university, there is often not enough information to guide them. There are many documents to be filled out, a learning agreement to be negotiated and it is easy to feel discouraged without the right guidance. On their return, it is common to have to recommence certain classes to have their degree recognised. Therefore the information being communicated to the students is an issue. Several people intervene in the process of the learning contract. Sometimes what is agreed before the arrival of the student with the international relations office of one university does not correspond with the expectations of the programme directors on the student's return. Sometimes the students do not follow instructions or respect deadlines for their work; this can also pose problems for those completing the programme.

Doesn't the European system of the transference of credits resolve the problem of finding equivalents of classes followed in the host university?

The European system of transference and of accumulation of credits does, of course, improve the recognition of marks obtained in their host university. But we have found that they are often very badly used and difficult to understand or to put into place. Many things are being considered as a remedy to that, and to make erasmus a little more user-friendly. We are recommending that universities focus less on the exact title of the course that has been followed and favour the competences, the tools and the skills that have been acquired. An exchange student can never be compared with a 'native' student. Generally speaking, the learning contract should be more detailed and a user's guide should be provided. Currently, everything is too vague. The European credit system should, itself, be explained better to the universities involved.

Is the Erasmus programme still a vital asset in a student's learning career and also in finding employment?

An Erasmus year is still something interesting to add to a CV, but we are seeing that at the moment this is more the case for students from the new member states of the European Union. In Bulgaria or in Romania, for example, it is seen as a great thing to have experienced studying abroad and as such, Erasmus is still something rather unique. On the other hand, in the older member states, as different types of study programmes and exchanges are multiplying, the choices available are larger and I think that this is playing a part in the decline of the Erasmus programme.

**Project "P.IN.O.K.I.O. Pupils for INnOvation as a Key to Intercultural and social inclusiOn" 2009-11**

**pinokio** Lifelong Learning Programme - COMENIUS MULTILATERAL PROJECTS

**SCHOOLS CHILDREN FAIRY TALES WEB NARRATION UNITE EXCHANGE**

www.pinokioproject.eu | PINOKIOproject@gmail.com

The project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which might be made of the contents contained therein.

Lifelong Learning Programme

<http://www.pinokioproject.eu/node/2>

**RE VICA**

*Reviewing traces of European Virtual Campuses*

**Virtual campus - MELIs**

**A Major E-Learning Initiative (MELI):**

- Requires at least 1% of the institutional budget
- Affects or will affect at least 10% of students
- Is led by a person with rank and salary equivalent to a senior university professor
- Has a section of the institution to manage and deliver it, with autonomy within guidelines
- Is overseen by a Steering Group chaired by a senior manager in the institution
- Is part of the institution's business plan and is not totally dependent on externally grants
- Is guided by up to date strategy, planning and operational documents (including costs and benefits)
- Has a channel to the head of the institution for major issues and problems
- Ensures that the head of the institution can discuss the initiative with other heads

**Critical Success Factors**

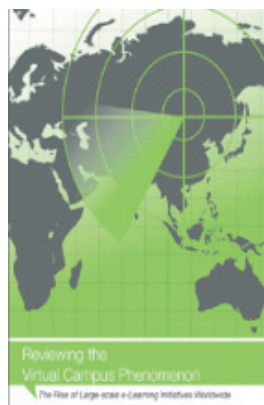
- Regularly updated e-Learning Strategy, integrated with related strategies
- Effective leadership capability to lead decisions regarding e-learning
- Effective decision-making for e-learning in departments and committees
- The e-learning IT service is easy to use and highly reliable
- All staff are trained in e-learning use, appropriate to job-type and retained when needed
- Staff workload planning system which effectively deals with e-learning courses
- Appropriate costing approach for e-learning
- Hub and spokes structure for management and support
- Adapts Quality Agency precepts for e-learning for institutional use
- Recognises and rewards e-learning experts
- Effective approach to collaboration in e-learning with other institutions
- Reasoned approach to managing brand values in respect of e-learning
- Reasoned approach to managing Unique Selling Proposition
- E-learning courses are developed quickly
- Students are recruited cost-effectively and quickly for e-learning courses
- Management style in respect of e-learning is fit for purpose and accepted by staff
- Choice of languages for teaching is evidence-based
- Service levels to all students are uniform across modes and locations of study
- Technology and pedagogic foresight is well developed
- Market research for e-learning is effective
- Skills in selling e-learning are effective

<http://revica.europace.org/revica2-1.pdf>

Posters



The SPRINGER ISEKI\_Food Series



The Re.ViCa Handbook: "Reviewing the Virtual Campus phenomenon: The Rise of Large-scale e-Learning Initiatives Worldwide": is now available: [Download pdf](#).



Invitation



Certificate



[https://www.iseki-food.eu/drupal/webfm\\_send/1013](https://www.iseki-food.eu/drupal/webfm_send/1013)



<http://gilt.isep.ipp.pt/seleag/>



[http://revica.europace.org/Re.ViCa\\_newsletter\\_1004.pdf](http://revica.europace.org/Re.ViCa_newsletter_1004.pdf)

## Newsletters

## Events

In this category are aggregated workshops, roundtables, conferences, seminars, meetings, exhibitions, fairs, campaigns and contests, etc.

Through events, covering the same or related topic of your project, a target group can be reached directly and the needs of your project/product can be addressed openly and in person to the desired people.

Frequently events are seen as the best way of communicating. This is because events promote a two way- communication with the target group, rather than only one-way information as it is the case for many other dissemination tools.

This personal interaction is possible not only with the desired target audience but also with other interested stakeholders, working in the same and/or complementary areas and thus enlarging significantly the possibilities for networking, lobbying and reaching a wider audience.

The participants of events are the best people to promote the projects. In fact word of mouth dissemination continues to be an excellent vehicle for projects and products gain visibility and recognition.

Presentations or participations at events involve preparation but can be rewarding in producing attention and feedback on your activities. They can also lead to spin-off dissemination opportunities such as publications or invitations to present at other events. Depending on your time and budget you will need to decide whether to organise your own and dedicated events or attend those run by other people and covering same or related topics. The dedicated events commonly introduce the potential end-users with the final products. At piloting stage these events frequently



ensure applicability and usability of the project products. This way, being a relevant instrument for quality assurance and back-stopping.

Several positive aspects can thus be named related with the events, as: (1) they “pay-back”; (2) they increase the impact; (3) they are a platform to leave and exchange personal impressions; (4) they allow you to personalise the message; (5) they provide the possibility to spread widely the project’s results; (6) they create conditions for networking and lobbying and (7) they can be a instrument for quality assurance.

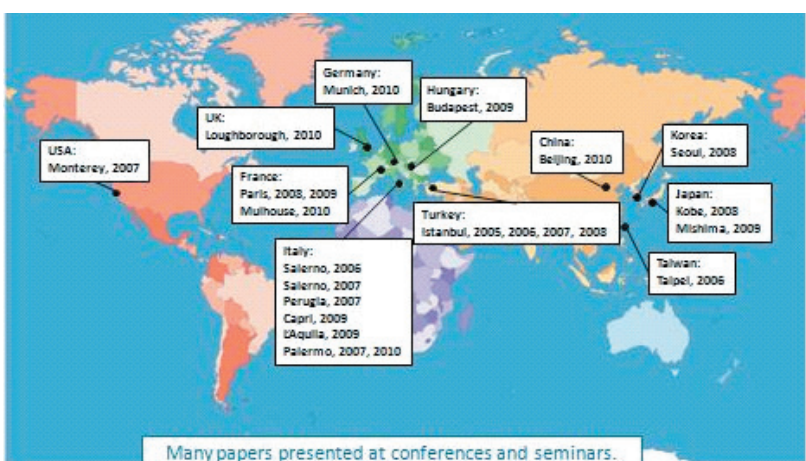
However, events also present some drawbacks that may hinder the desired success. There are too many events nowadays, being hard to catch attention of the interested audience. It is also difficult to mobilise people. There is a big risk of becoming invisible with your event, when other events are scheduled in the same/related topic and at close dates. It is important to do something unexpected to get attention and be remembered. If you do an event, make sure there is something special beyond the content what attendees remember (e.g. good food, special moderation).

At this point some general advises for organising, participating and generally attending events:

- Involve participants in the activities
- Make interactive events
- Identify the key person(s) and talk to them. Network with them
- Involve stakeholders and decision makers
- Try to influence decision makers, legislators and officials
- Choose the right events where your target audience is present
- Evaluate the impact of your event (feedback)
- Use the proper material and try new ways to animate people
- Make it simple!
- Be sure that your message is clear and understandable
- Identify participants and discover what they are doing
- Take advantage of the attendance of people in your events and collect their email addresses. You can create a mailing list where to send newsletters or even form a social network (such as Facebook or LinkedIn)
- Create a common mission and vision to ensure reliable presentations.



## Examples



USA: Monterey, 2007

UK: Loughborough, 2010

Germany: Munich, 2010

France: Paris, 2008, 2009; Mulhouse, 2010

Italy: Salerno, 2006; Salerno, 2007; Perugia, 2007; Capri, 2009; L'Aquila, 2009; Palermo, 2007, 2010

Hungary: Budapest, 2009

Turkey: Istanbul, 2005, 2006, 2007, 2008

China: Beijing, 2010

Korea: Seoul, 2008

Japan: Kobe, 2008; Mishima, 2009

Taiwan: Taipei, 2006

Many papers presented at conferences and seminars.  
Further info available at <http://publicationslist.org/grizzo>

The project “Energy Conversion Systems and Their Environmental Impact<sup>9</sup> assured presentation of papers in an impressive number of events, not only in Europe but all over the world and many of them after the ending of the project, which was developed between Oct. 2005 and Sep. 2007.

Two of these events were international dedicated workshops at University of Salerno (2006 and 2007) in connection with the partners’ meetings.

9 [http://www.dimec.unisa.it/leonardo\\_new/index.php](http://www.dimec.unisa.it/leonardo_new/index.php)

Dedicated workshops with end users, introducing and testing the products

Inca Project



In the scope of the project *Be Multilingual*, 23 demonstration events were implemented in 10 countries  
<http://www.be-multilingual.com/>



In order to enhance the visibility of the project and demonstrate the products the project took part in Expolingua fairs, in Berlin, with about 10.000 visitors.

Golden Pineapple Award™ is a yearly student contest for games with educational and learning topics, held at FH Joanneum in Austria, at the end of the winter semester.

Engage Learning Project



INCA project participated at Piccolingo Campaign for the promotion of Very Early Language Learning

[http://ec.europa.eu/education/languages/european-language-label/index\\_en.htm](http://ec.europa.eu/education/languages/european-language-label/index_en.htm)

[http://www.engagelearning.eu/students/?page\\_id=19](http://www.engagelearning.eu/students/?page_id=19)

## Awards and quality standards

Winning an award or the achievement of a quality label can be an influential dissemination tool. Recognition of your project by others is not only newsworthy but adds reputation to your project.

Attaining a quality standard such as the European Language Label demonstrates that your project meets a certain standard or is an example of best practice in its field.

For example, "The European Award for Languages" recognises original ways of improving the quality of language teaching, motivating students and effectively utilising available resources. This award is a Europe-wide initiative supported by the European Commission.

Prizes: In addition to the European Label, winners receive books, vouchers or teaching resources from a range of sponsors. All winners also receive a certificate signed by the European Commissioner for Education and Culture. The Awards are presented at a ceremony in the summer.

The project Mature@eu won the "Best Practice Award", 2009.



## Examples

The Re.ViCa project was selected as  
"European Success Story"<sup>10</sup>



## Award

### European Award

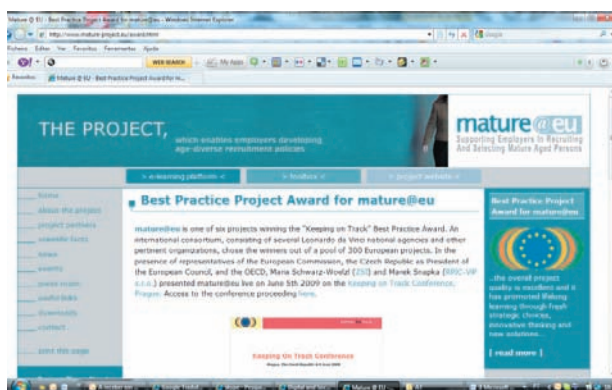
- **ProblemSolve** won the European Award for Languages 2006
- *Leonardo da Vinci* Transfer of Innovation **VOCAL 2007 - 2009**



The VOCAL project<sup>11</sup> followed the successful method and structure of the European Language Award 2006 winning PROBLEM SOLVE project with an added LSP (Language for a Specific Purpose) area and further languages.

Vocal Project

The overall project quality is excellent and it has promoted lifelong learning through fresh strategic choices, innovative thinking and new solutions. mature@eu is one of six projects winning the "Best Practice Award"<sup>12</sup>



10 Further reading: [http://ec.europa.eu/dgs/education\\_culture/publ/pdf/erasmus/success-stories\\_en.pdf](http://ec.europa.eu/dgs/education_culture/publ/pdf/erasmus/success-stories_en.pdf)

11 <http://www.vocalproject.eu/>

12 <http://www.mature-project.eu/award.html>

The European Awards for Lifelong Learning Programme<sup>13</sup>, which exist since 2007, highlights outstanding and special projects showing how many different partner organisations from across Europe can work together to develop creative and innovative approaches, tools and training materials in education and training. In doing so, they underline how the Programme works to inject innovation into education and training, being a source of inspiration, including for stakeholders around Europe, who can transfer these ideas and creativity to their own activities.

The awards are for projects in school education (funded by the EU 'Comenius programme'), higher education ('Erasmus' programme), adult education ('Grundtvig' programme) and vocational training ('Leonardo da Vinci'), as well as 'Languages' and 'Information and Communication Technologies'.

In the scope of Leonardo da Vinci, an international consortium, consisting of several Leonardo da Vinci national agencies and other pertinent organisations, chose the winners out of a large pool of European projects for attributing the best practice award.

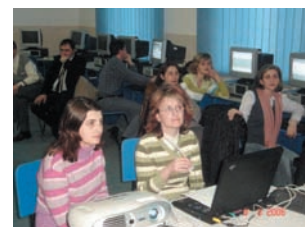
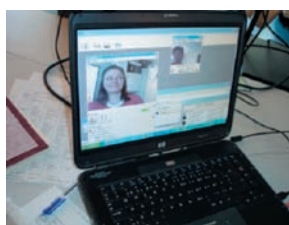
## Net-based & e-media

The internet is a powerful tool for promoting your project. Internet technology is fast-moving and offers new and innovative ways to disseminate your project. For example there are 'blogs', pod-casts or video-sharing sites such as YouTube. Networking projects use massively email for spreading information, having a high amount of contacts and mailing lists related to topic of interest.<sup>14</sup> The projects give priority internally to e-mail communication to exchange information almost daily and the use of internet calls and video conferencing namely by Skype is increasing. Chats by Skype can be copied and stored elsewhere. Much of the material for dissemination, such as newsletters, flyers, etc. are sent electronically to mailing lists created for the project. Virtual exhibitions allow presenting online the project's products.<sup>15</sup> E-journals can provide regular update of project's progress and collect original contributions relevant to the project topics. E-conference allows you to reach a wider number of stakeholders regardless of their location.<sup>16</sup> It is possible to use web banners for advertising a project and attract people to its website.



### Examples

Videoconferences in the scope of the *FISTE* project



13 [http://ec.europa.eu/education/news/news2308\\_en.htm](http://ec.europa.eu/education/news/news2308_en.htm)

14 <http://www.enter-network.eu/>

15 <http://www.vccsse.ssai.valahia.ro/main/exhibition?lang=en>

16 [http://www.vccsse.ssai.valahia.ro/main/dissemination?mv=Videoconference\\_clip.flv](http://www.vccsse.ssai.valahia.ro/main/dissemination?mv=Videoconference_clip.flv)





ISEKI\_Food E-Journal is an international peer-reviewed open-access journal featuring scientific articles describing the world of Food in Education, Research and Industry.

<http://www.iseki-food-ejournal.com/ojs/>

## Project website

A dedicated website is frequently the main dissemination channel for a project. If made attractive, interactive, easy-to-use and if in all partners' languages<sup>17</sup> it can have great impact on the target audience. It is important to keep information and news up-to-date and your website must be easy to navigate. It is useful to have links to and from other websites. These include European Commission thematic news or the websites of the partners' organisations, so that browsers can access your pages from other related sites. Make sure that your website is easily located by search engines. It is also important to promote your website and monitor its effectiveness so that you can make any necessary improvements. Dissemination activities, at least attracting people to the site, should start as soon as possible, so that visitors will start to book-mark, refer and link to your website. Analyse traffic behaviours, collect feedback emails for your newsletters, will help to increment interactions with a variety of stakeholders. Frequently a project website has a public area and a private area & the virtual network environment. Nevertheless, DiVa participants underlined that most cases the use of a forum did not work for dissemination, because it is expensive/time consuming to be managed and to be monitored (e.g. spam, overflow of information, slow answers) and it often is not clear who will maintain and moderate the forum after project conclusion. So aspects of moderation, maintenance and target user motivation and in general added value should be considered when taking the decision about running a discussion forum.



## Examples



Project with professional design and marketing. Very much information and good navigation Mature@eu<sup>18</sup>

<sup>17</sup> The translation of the contents in many languages should be done mainly on the core information related with the project and that will stay unchanged. Otherwise this choice can create confusion and difficulties in information.

<sup>18</sup> <http://www.mature-project.eu/award.html>

Visual impact. Attractive and easy-to-use  
Mission Possible: Chinese for Europeans

<http://www.chinese-for-eu.eu/#>



Very attractive image and adequate to end users:  
young learners

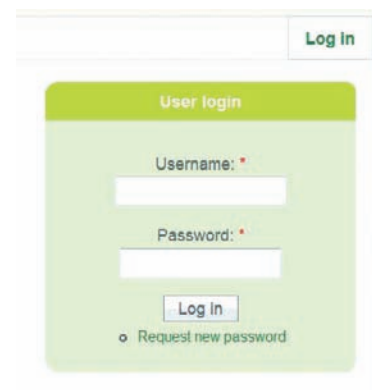
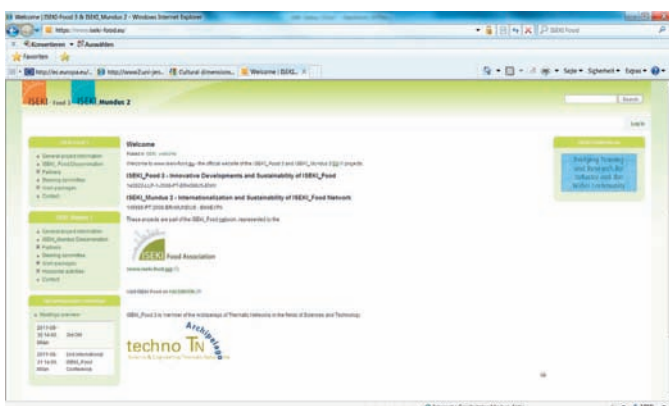
SELEAG

<http://gilt.isep.ipp.pt/seleag/index.php?lang=en>



The Inca Project posted news at the European Commission Multilingual website, and directing to the project website to know more

[http://ec.europa.eu/education/languages/news/index\\_en.htm](http://ec.europa.eu/education/languages/news/index_en.htm)



<https://www.iseki-food.eu/>

Public and private areas of the ISEKI - Food 3 project

[http://www.evita-project.eu/index.php?option=com\\_content&view=article&id=82&Itemid=126&lang=en](http://www.evita-project.eu/index.php?option=com_content&view=article&id=82&Itemid=126&lang=en)

A good example of interactivity is the e-VITA project website, where it is possible to try the 4 e-VITA games. Users are invited to improve these games by giving feedback to the consortium filling out the questionnaires that can be accessed through each of the games.



### European data basis

Other important existing resources for dissemination are the European databases, like ADAM, EVE, ENTER or ENEVA, where it is possible to make the results of your project available to a wide public.

ADAM<sup>19</sup> – the project and product portal for Leonardo da Vinci

Using ADAM, you can obtain a full picture of the many products and results produced within the Leonardo da Vinci Programme. If you are a project contractor in Leonardo da Vinci you can also make the results of your project available to a wide public.

EVE platform<sup>20</sup>

Eve is the single information point on European education, training, culture and youth projects. It showcases thousand of projects and their results, from the Culture, Youth and Lifelong Learning Programmes (Erasmus, Leonardo Da Vinci, Comenius, Grundtvig, etc). Eve is a tool for the dissemination and exploitation of results of projects supported by programmes managed by the European Commission.

E.N.T.E.R.<sup>21</sup> – European Network for Transfer and Exploitation of EU Project Results

If you are a member of this network you can:

- Disseminate your EU funded projects with the Email Alert System targeted to members who are interested in the same target groups and sectors of activities than your project
- Participate in dissemination conferences organised by the network
- Publish articles about your projects in the European Magazine “Focus Europe”
- Collect documentation of your dissemination activities.

ENEVA portal<sup>22</sup>

This portal is addressing specifically the promotion and dissemination of the results of projects concerning disabled people.

19 <http://www.adam-europe.eu/adam/homepageView.htm>

20 [http://ec.europa.eu/dgs/education\\_culture/eve/](http://ec.europa.eu/dgs/education_culture/eve/)

21 <http://www.enter-network.eu/>

22 <http://www.enevaproject.eu/>



## Examples

The outcomes of the project VM2 are available on ADAM database ([www.adam-europe.eu](http://www.adam-europe.eu)) and ENEVA portal ([www.enevaproject.eu](http://www.enevaproject.eu))

## Social media

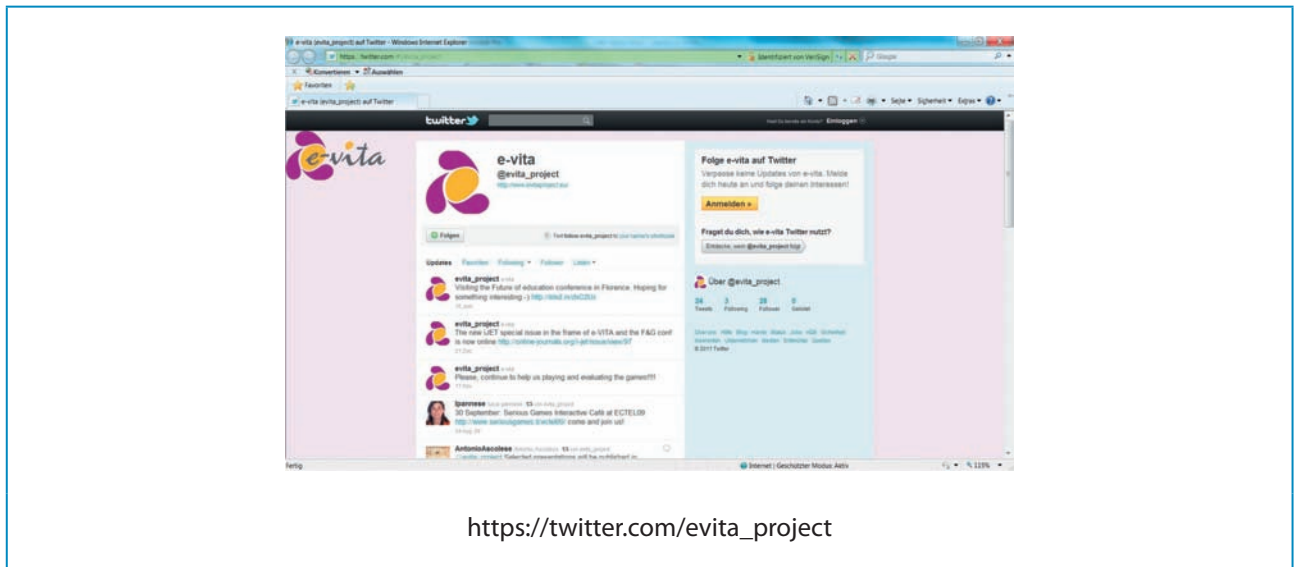
Social media is an important technological trend that has big implications for how we communicate and collaborate. Current trends in digital media focus upon crowd-sourcing, collaboration and bottom-up approaches to material. Projects can benefit from engaging with social media in various aspects of their work. Social media offers a range of tools which can facilitate finding, use and disseminate information. Social media can open up new forms of communication and dissemination. It has the power to enable to engage in a wide range of dissemination in a highly efficient way.

Regular users of social media, consider it a great place to find others working in the field, to share and build on information, rather than multiple users reinventing the wheel. With an increased focus on authenticity, trust and relationships are built through regular interaction, whether that is with new external contacts, or for internal communications, and users become adept at adapting to each new system.

*Twitter* is a form of microblogging that is useful for making and maintaining contacts with others projects/individuals with similar interests. Third party applications, especially via iPhones, expand the usability of Twitter.



## Examples



In *Facebook*, projects can create Group Pages, maintaining contacts with interested stakeholders and people most already known in the 'offline world', being possible to do successful dissemination campaigns.

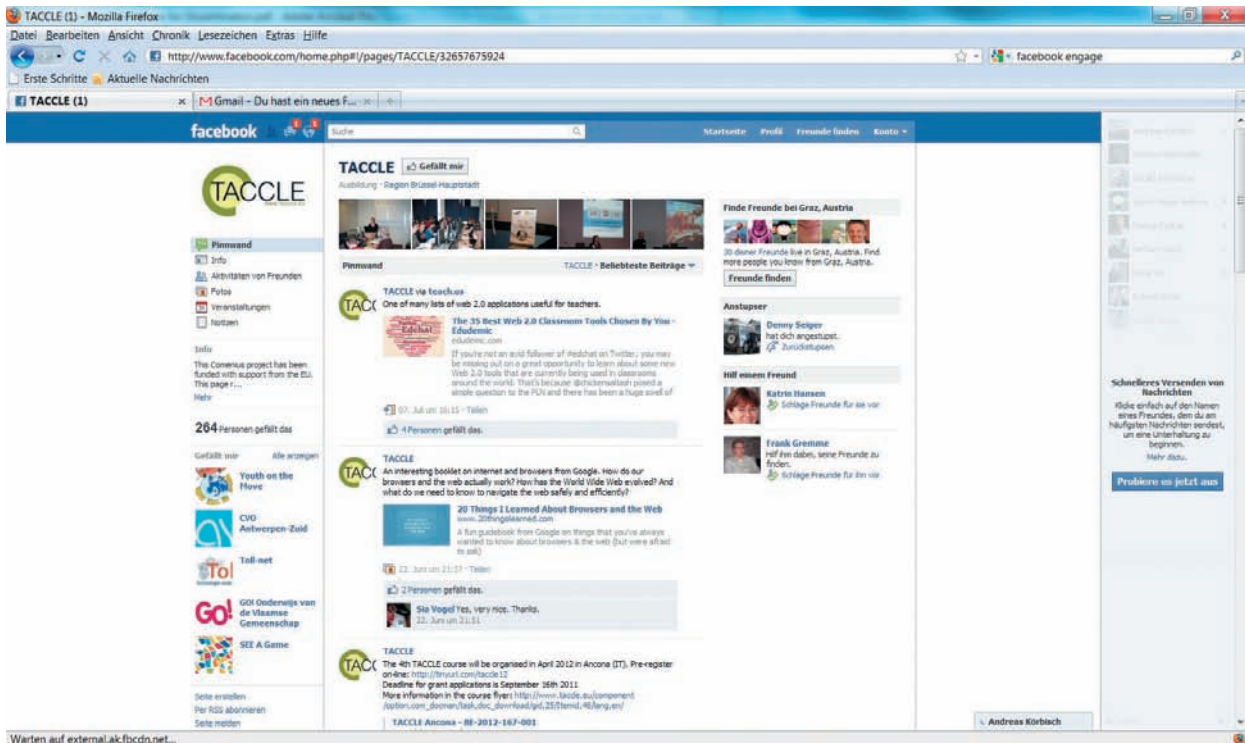
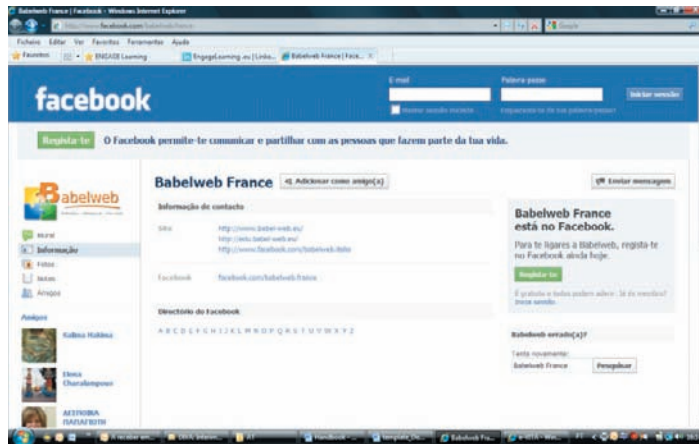
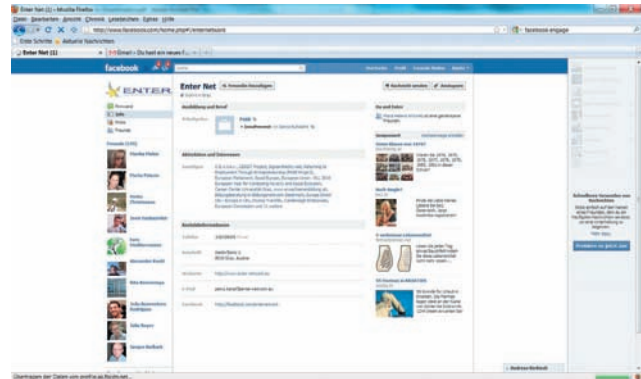
Please see the cases of the Engage, Babelweb, ENTER or TACCLE projects.<sup>23</sup>

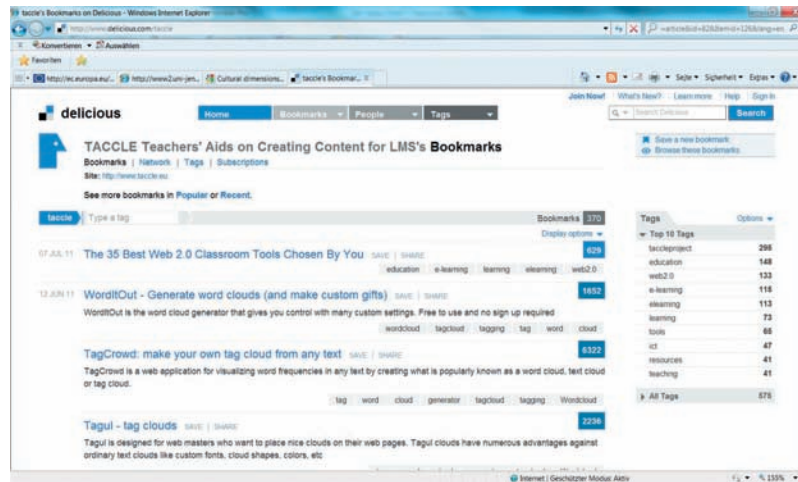
23 Engage: <http://www.facebook.com/pages/Engage-Learning/89145030866>  
ENTER: <http://www.facebook.com/enternetwork>  
Babelweb: <http://www.facebook.com/babelweb.france>  
TACCLE: <http://www.facebook.com/#!/pages/TACCLE/32657675924>





# Examples





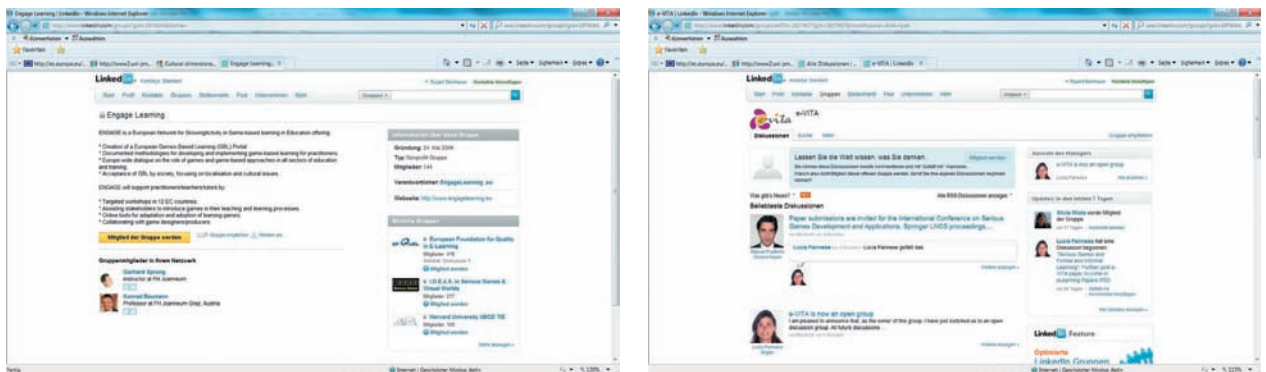
<http://www.delicious.com/taccle>

[LinkedIn](#) has the strongest reputation in the business world. Users can link to Twitter, blogs, and Slideshare. Users can host readings lists and join discussions groups with similar interests and can post recommendations on their connections as well. It is a privileged channel to disseminate products and methodologies and getting feedback especially from peers and experts all over Europe.



## Examples

<http://www.linkedin.com/groups?gid=1974044>



[http://www.linkedin.com/groups?newItemsAbbr=&gid=1827907&goback=%2Egmp\\_1827907%2Egfl\\_1827907](http://www.linkedin.com/groups?newItemsAbbr=&gid=1827907&goback=%2Egmp_1827907%2Egfl_1827907)



## Examples

[YouTube](#) is increasingly used by the projects to upload and share videos, most for dissemination purpose and aiming to reach a wider audience.

Examples

[http://www.youtube.com/results?search\\_query=haydntheprogressive&aq=f](http://www.youtube.com/results?search_query=haydntheprogressive&aq=f)  
Haydn, the progressive project

<http://www.youtube.com/watch?v=TaF31c8PVKw>  
SignOnOne project<sup>24</sup> – English language course for deaf people

<http://www.youtube.com/watch?v=QnOUnaQpcz4>  
<http://www.youtube.com/watch?v=4Am4bNjHbNk>  
Interviews of Prof. Rizzo, Energy Conversion System project

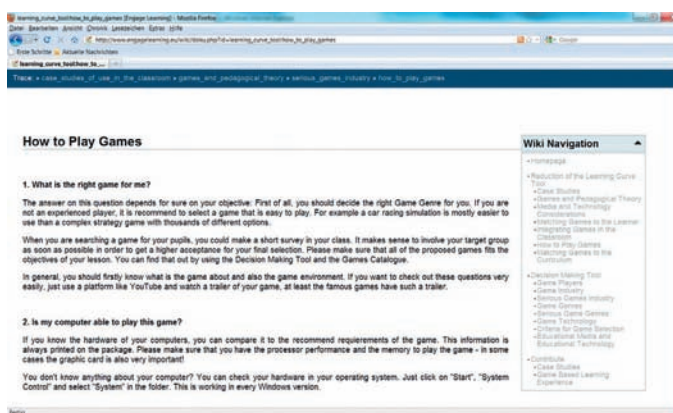
<http://www.youtube.com/watch?v=HPsQbPptP4o&feature=related>  
EduJUDGE project

Wikis tend to be used to create collaborative websites. Wikis do not offer static content, but actively seek to involve the visitor in an ongoing process of creation and collaboration. Changes can usually be made without review, although entries can be post-moderated, with a record kept of page changes. A wiki invites all users to edit any page or to create new pages within the wiki Web site. This way it is possible to promote meaningful topic associations between different pages by making page link creation almost intuitively easy and showing whether an intended target page exists or not. A wiki is not a carefully crafted site for casual visitors. Instead, it seeks to involve the visitor in an ongoing process of creation and collaboration that constantly changes the Web site landscape.

A wiki enables communities to write documents collaboratively, using a simple markup language and a web browser. A single page in a wiki website is referred to as a “wiki page”; while the entire collection of pages, which are usually well interconnected by [hyperlinks](#), is “the wiki”. A wiki is essentially a database for creating, browsing, and searching through information. A wiki allows for non-linear, evolving, complex and networked text, argument and interaction.



## Examples



<http://www.engagelarning.eu/wiki/doku.php?id=engagewiki>

The information contained in the help tool on the ENGAGE Learning portal can be found in a wiki. It is possible to use the menu on the right hand side of each page to navigate through out different information topics, relevant to key end-users. The topics were created in an effort to support educators in introducing or adapting Game Based Learning in the classroom.

24 <http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=175>

## Some possible difficulties

The dangers of social media however are often cited, and there are legal issues, including the risk of harassment, cyberbullying, defamation, information leaks, misinformation and loss of intellectual property. There are concerns about security, privacy, stolen IDs, the permanency of information on the web (if you don't want to see it on the front page of a newspaper, don't post it). Companies are concerned about the spread of malware, time-wasting and the dilution of brand reputation.

Although the potential scope of social media is very broad, it is nevertheless true that it is often difficult to reach the desired target audience. It is worthwhile to look at the invested time and effort and the possible results you may achieve with social media and web2.0 tools. Yet, the vast majority of the participants in the DiVa project considered social networks, namely the biggest social network *Facebook*, as advisable to use for the future.

By another hand, a defining characteristic of wiki technology is the ease with which pages can be created and updated. Generally, there is no review before modifications are accepted. Many wikis are open to alteration by the general public without requiring them to register [user](#) accounts. Sometimes logging in for a session is recommended, to create a "wiki-signature" cookie for signing edits automatically. Many edits, however, can be made in real-time and appear almost instantly online. This can facilitate abuse of the system. Private Wiki servers require [user authentication](#) to edit pages, and sometimes even to read them.

The LinkedIn groups as well as Twitter are tools to look at, both for communicating and for opening conversations around your project topics, as well as in relation to specific events and activities. Given the pace of change in relation to social media, the dissemination team should follow developments in this area and be ready to use new tools or opportunities as they arise.

The importance of these tools and when they should be used in which way and to which extend are important aspects to be considered.

The usage and linkages of and to the project website is one of the most important dissemination tools. Further, E-Mail usage is crucial for both internal as well as external communication and dissemination. Here also a special signature for your project (maybe with a link to the project webpage) is frequently very effective.

Next some general ideas and advises:

- Use the right tool for the right purpose
- Use links from as many websites as possible to your project website
- Combine the usage of Facebook, Twitter and so on with events, meetings or similar activities
- Ensure up to date information
- The internet is the broadest channel; try to narrow it down to really reach your target group
- Make downloadable material available
- Willingness and readiness to communicate
- Create communities with your target group, whenever possible
- Ensure corporate design of all used tools to ensure recognition
- Create a forum to share ideas
- Ensure that there is no too much of information



## General media

Under this subtitle it was brought together the tools that can be used for dissemination and related to general media, as, particularly the press, the radio and TV.

### Press

Newspaper items can be an effective means of reaching a wide audience to promote your project's news and achievements.

Industry journals can also inform specific audiences about more detailed project information.

Press releases are helpful for generating interest in your project and can easily be put together with other project documents such as leaflets and newsletters. Press releases should be brief (usually one page is the maximum) and you will need to make sure that they are easy for journalists to use.

If possible use a punchy title and then cover the following five key questions 'Who? What? Where? When? and Why?'

Your press release should be easy to read, avoid jargon and have a clear message for the audience.

Don't forget to include contact details so that readers can obtain further information. If you are sending you press release to different organisations then tailor the document to the particular media. For example, local press will be concerned with a neighbourhood interest angle and you could also offer them a photo opportunity.

And don't forget to follow-up your press release with a call to the journalists to encourage them to publish your news.

Stated that it is very important to first look at your project and its products and produce clear, short statements that not only describe your project/product but also describe the added value your project/product brings and to which target group it does so. Also, this short statement should be mutually agreed upon by the entire partnership in order to ensure confidence and willingness to disseminate.

To the media this statement should be given in different lengths. The media may at first need only a very short statement (1-3 sentences), and the possibility to easily access more detailed information (max 1 page summary) up to very detailed information (which should be given on the project-website anyhow).

It is crucial for the success of dissemination via general media that the target group and the target media are correlating. Further the unique selling value of the project/product at hand needs to be identified very clearly and a marketing/media strategy should be developed.

While communicating with the media, it is very important to tell the media representatives a story in order for them to clearly understand the aim and objective of a specific project. The risk of errors is always present and they may have fatal consequences, especially when it comes to printed media (paper never forgets!).

Another issue is the form of the information. At best, the information to the journalist should be given in a form, where he/ she don't need to adapt too much. The better the information is already structured, the more chances you have to actually reach the journalist and with that the desired article/contribution.

Further, the branding design of projects' appearance in different media is very important. People need to recognise that the printed article is about the same project like the website just visited or the YouTube video just seen.

The personal and ongoing contact with the media is very important too. The ongoing information is crucial!

With regards to press conferences and similar events, it is very significant to contact journalists upfront with way enough time for them to plan the participation at a press conference. Further, reminding invitations and finally a reminding call (two days before) has been stated as success factor. To the general contact with journalists the importance of being nice while still insisting on the importance of the given information is crucial.

Further, the involvement of stakeholders, politicians and local prominence is very helpful in order to increase general attention what frequently also means the interest of media representatives!

The involvement of predefined media by both the co-coordinator and the partners is a very important element for dissemination. Moreover press folders are important to support also the journalists in their work, as source of informa-

tion. While being in contact with the media and journalists a defined timeline should be designed beforehand. So, for example, it is useful to check whether in the area an important press conference for a similar or related topic is being held, which might interfere with the participation of journalists at your very own press conference. Then, once the date is set, an invitation should go out to journalists no later than two weeks before the press conference, followed by a follow-up call two days prior the press conference. This gives the journalists on the one hand enough time to actually plan the participation but also ensures that a reminder is taken care of.



### Examples

Massive amount of press contact in different meanings	Project Change Giving, Chance Living <a href="http://www.gainandsustain.eu/Pressespiegel2010.pdf">http://www.gainandsustain.eu/Pressespiegel2010.pdf</a> Project INCO2 <a href="http://www.inco2.at">www.inco2.at</a>
Well structured press releases and press conferences available online	INCO2.at <a href="http://mature-project.eu">mature-project.eu</a>

### Radio and TV

Radio or TV interviews and news have the potential to reach a large audience. Gives voice and/or image to the project for the general public. If you plan to use these types of media you will need to focus on a few key points and take time to prepare so that you are able to get your point across effectively. It is essential to speak slowly and clearly. If you are going to be interviewed then be prepared for any questions. You could also use sound bites to capture the essence of your message.

Invitations should be sent out to local and national media before events or when there is a product developed.



### Examples

New on a national TV station- TVI with interview with project coordinator	Project Seleag <a href="http://gilt.isep.ipp.pt/seleag/index.php?option=com_content&amp;view=article&amp;id=46&amp;Itemid=54&amp;lang=pt">http://gilt.isep.ipp.pt/seleag/index.php?option=com_content&amp;view=article&amp;id=46&amp;Itemid=54&amp;lang=pt</a>
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In short, it is advisable:

- To use the potential of the media (local press, radio, TV)
- Focus on the target group(s)
- Your press releases should be easy to read, avoid jargon and have a clear message for the audience
- To tell the media representatives a story
- Prepare yourself carefully for radio or TV interviews. Speak slowly and clearly!

### Criteria for successful dissemination:

- **Involve and connect the target group**
- **Create dissemination channels and exploit the products through them. Establish channels for feedback with impacts on the project**
- **Clear tasks to project partners and division of labour**
- **Dissemination should be: For awareness; For understanding; For action**
- **Dissemination timeline with a different focus on different times**
- **Creativity in introducing your project to the target groups. Make them use their imagination, not read texts!**
- **At dissemination plans, the structure is very important**
- **Dissemination should not only cover the product but also try to “spread the fire” and enthusiasm**
- **For each target group (if there is more than one) a different strategy should be used**
- **Disseminate methodologies as well as final products, not only the products!**
- **Adapt the strategy to the current needs**
- **Ensure that information is accurate**
- **Be patient and enduring**
- **In-depth dissemination not just on scratching on the surface is important. Do not be too superficial, focus on quality**
- **Try to reach more people, not only the target group, if possible**
- **Involve policy makers**
- **Ensure that you know your subject very well**
- **Make use of face to face dissemination in combination with other media**
- **Use and combine different tools. Most of the tools are not very effective for dissemination if they are used alone. Reinforce final products, as Books or Compendiums, with CD/DVD**
- **Use and combine different dissemination channels**

# Exploitation

## Critical factors / criteria for successful exploitation

For a successful exploitation you should have thought-about some key factors, bearing in mind the importance of creating outputs that can survive after the end of the project (e.g. prototypes or innovative services) as witnesses of the project itself.

If you want to “sell” something that was created within a project or to open the door to new courses of actions, you need to create concrete objects which can survive after the end of the project!

For this, you should have involved partners with high level of expertise as well as making agreement of collaboration with specialised groups of decision makers, associations, institutions of the sector so that results (or a part of them) could be applied to institutional policies.

Furthermore it is fundamental to create a close relationship with research centres such as universities and public and private agencies. A strong relationship is also a good way to make scientists aware of the importance of adding empirical and experimental work to the traditional pure research. Topics where there is an active research activity are often of relevant interests. Research results are often not enough disseminated and exploited since researchers do not pay sufficient attention to dissemination beyond the academic community. The integration with an educational project may be very useful for both fields.

It is essential involving into the process (need analysis, research, piloting, feedback, meetings, etc) the relevant target groups and stakeholders right from the beginning. A good way for exploitation could be to let beneficiaries use the results of the project as an instrument for further developments so that they could become “new beginners” and involve new beneficiaries. When the project starts to be planned, key managers should also think of a larger target group than the real one which has been already selected for the project. They must include future beneficiaries and stakeholders which could be reached even after the end of the project time. From this point of view a context analysis is strongly recommended before starting the project planning so that it can be easier to find sources and to multiply exploitation effects.

Also central is supplying the final product for the people concerned and the development of new projects/improvement as well. The accreditation of courses is also important and building/joining networks/associations (thematic, EU databases, etc.) is advisable, for continuing the valorisation’ work after the end of the projects.

The project web site<sup>25</sup> has to be updated and partners should visit social networks even after the end of the project. If project money is over, it is much more important to be a “community” so that partners tend to go on because of their affection towards the project itself. And all this maintaining the project brand for info/products can be easily recognised and linked with the project.

It is also recommendable for exploitation purposes to do a business plan, taking into consideration the product description, the target groups, the maintenance of product and price. Into a first stage there may be a free trial, followed by a second stage of paid version and a third stage of paid product upgrading. This implies the involvement of all partners to clearly set rules for commercialisation of a product and a general agreement on the terms of who may use which product.

The partners’ commitment not only during the project but also towards the projects’ results is vital. Desirably a project should create a need in the target group for a follow-up, or an enhancement of the products, this way a possible follow-up project may be done in order to exploit the results of a current project.

Another interesting point is to learn from other successful exploitations and exploited projects, which comes back to a reasonable catalogue of good practice examples, such as the DiVa project.

The own usage of the product is also important. If you try to convince everybody else to use your product, you first need to start with yourself/your organisation and use the product!

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25 Currently the project website shall remain online for more five years after the end of the European funding

## Exploitation plan and strategy

To design an exploitation plan you should be aware that it consists of the determination of the processes of multiplication and generalisation of the results achieved in the project, either by widening the geographic scope of project, expanding to other knowledge/professional areas and its possible commercial exploration. Exploitation seeks to make the 'others' use the project results at various levels, during and after the implementation of the project. It aims at the appropriation of the product by its end-users through promotion measures that will enhance the product advantages. Exploitation is closely related to the sustainability of the project; since its activities should ensure that its results are used by the target groups and possibly are transferred to other contexts. The main strategy is to involve the stakeholders, key-persons; end-users in the exploitation activities in order to them experiment and incorporate the products in their professional activities.

The exploitation plan should describe the activities to undertake in order to guarantee the continuation of your project after the end of the European grant. Based on the outcomes of your project, a comprehensive exploitation strategy should be anticipated on how main results, tools or products can best be used and exploited within the field to which your project is intended.

Synergies with other related projects should also be explored. Further, the importance and possibilities of your main products and results should be highlighted, as well its exploitation potential. If appropriate, the exploitation plan can include specific recommendations and guidelines about how the outputs and results of your project could be used by interested stakeholders and how you are planning to involve your project specific target groups in the project's development.

The exploitation plan organises the exploitation process, gives orientation to the whole consortium, and will be the first activity to be elaborate within the work package dedicated to this topic. This plan should be consequently updated during the project and can be structured by levels, establishing clearly the aims, methods/activities and target groups to be addressed. The plan should clarify and detail the activities to be performed, responsibilities and key dates in order to assure the appropriation and sustainability of your project's products. A responsibility matrix frequently makes sense, at which each partner is shown its responsibility and its duties on how, when and to which degree exploitation is to be done.

And remember that the complexity of an exploitation plan should be kept reasonable!



In the *Inca* project all exploitation activities were agreed on at a very early stage of the project. It was always clear to each project partner what was expected from them.

The project *i2i*<sup>26</sup> included industry representatives into exploitation strategy and actions. There existed a focus on the target group from the beginning.

The project *Energy Conversion System* was able to create a tangible product (the prototype of a hybrid vehicle) and to exploit results using several face-to-face and electronic tools also after the end of the project. The project is a good practice of combining academic scientific research, didactic elements and public communication

26 <http://www.i2i-project.net/>

### Tip3!

To design a plan for exploitation take into consideration different levels and specify clearly the aims, methods and target audience to each one. Please see the example below:

Partner X will lead exploitation, but all partners are actively involved in exploiting the results.

The first activity is making an exploitation plan, on the next levels:

**Level 1: Mainstreaming**

Aims: convincing relevant stakeholders to introduce/take into account the products of the project

Methods/activities: European Conference in Belgium (Brussels) with detailed presentation and discussion on project's results

Target groups: relevant decision-makers, SMEs representatives and stakeholders, funding agencies; governmental business entities; SMEs' managers, chambers of commerce, business innovation centres; VET specialists and training providers

**Level 2: Multiplication**

Aims: ...

Methods/activities: ...

Target groups: ...

**Level 3: Sustainability**

Aims: Enhancing the sustainability of the project

Methods/activities: ...

Target groups: ...

## Mechanisms for exploitation

According to the EU<sup>27</sup> "the results of a project can bring about real change at both micro level – in the lives of individuals and groups – and at macro level by influencing systems and policy. But such change is only possible if the results are adopted. The means of exploiting results so that they are taken up are varied and differ in complexity, tending to be simpler at end-user level and more complicated at policy level".

There are no best tools for exploitation per se! The success depends in selecting those tools that are appropriate to the type of result and the end users envisaged. Where the project produces a new method or a new product, for example, then transfer, commercialisation and sustainability could be adequate tools. If the project involves less tangible results as, for example, experience gained through mobility, then accreditation, recognition and certification of the competencies, is more suitable.

## Transfer and follow-up projects

Transfer enhances good practice by spreading results. The transfer can take place at all levels and the results can be used into new contexts or other organisations can customise the results to suit their conditions. Thus, for example, a

27 [http://ec.europa.eu/dgs/education\\_culture/valorisation/expl-mechanisms\\_en.htm](http://ec.europa.eu/dgs/education_culture/valorisation/expl-mechanisms_en.htm)

project that takes place in a university context in one country could yield results that would benefit a rural community in another.

And don't forget, submitting a proposal to a call for an exploitation project, for instance in the scope of a transversal programme, can be a smart way of attracting more funding and a wider audience for your hard work.

Follow-up projects – after a project is finalised its results would be best sustained if partnership find a way to build upon the results and expand the scope of what has already been achieved. Possibilities for doing this would be transfers of innovation or another form of continuation of completed projects.



## Examples

The *Vocal* Project is a Leonardo da Vinci, Transfer of Innovation Project<sup>28</sup> that enlarged the European dimension and languages covered by an earlier successful EU project entitled *ProblemSOLVE*<sup>29</sup> where some of the Vocal partners were involved in. The European dimension to this project was based around the size of the partnership, a combination of Western and Eastern European partners – 10 countries, 12 partners and 11 languages with a student body from technology to tourism. The geographic spread of this partnership greatly facilitated the valorisation process.

*INCO 2* is a follow-up project of *INCO*, and has been already transferred to Romania<sup>30</sup> and Lithuania<sup>31</sup>, although not having ended

## Commercialisation

After the end of the project the consortium may consider either the free availability or the commercialisation of the products. The best choice depends strongly on the intentions of the project consortium as well as the product results itself and the main target groups' characteristics.

For commercialisation purposes, a marketing plan should be developed. Usually it is agreed that each partner is responsible for commercialisation in their own countries and in the neighbouring countries.

Commercialisation is especially appropriate to tangible products and is suitable for the end users. Project managers will need to persuade manufacturers, publishers or other commercial concerns to take up the product. But beware! There can be complication for results that involve complex intellectual property rights or where a lack of clarity in product ownership exists.

## Intellectual Property Rights (IPR)

An IPR agreement aims to establish a multilateral agreement by all partners on intellectual property clarifying the rights of use of the products originated from the project and covering any commercial utilisation of products after the end of the project.

It needs to be defined what each partner gets out of the project and how products may be used after the project end. This should be written down in a consortium agreement, where also the rights and duties are defined clearly. These agreements are frequently the first step towards a possible and constructive exploitation of both the project and the project's results.

28 <http://www.vocalproject.eu/>

29 <http://www.problemsolve.org>

30 <http://www.icic.or>

31 <http://www.inconext.lt>

For the purposes of clarification, IPR shall include all patents, designs, copyright and any other category of Intellectual Property Rights capable of protection under a specific law.

The IPR agreement can be the basis for establishing a business plan, taking into consideration: 1) product description, 2) target groups; 3) maintenance of product and 4) price and to be accomplished in stages, for example:

First Stage – free trial (during the lifetime of the project); Second Stage – paid version and Third Stage – paid product upgrading (second and third stages after the end of the project).

The business plan establishes then the conditions for the sustainability of the project results and approach after the project lifetime. It will include the definition of the licensing scheme, the conditions (fees, if any, for instance) for use and replication of contents, the time that is expected that the project environment will be active, the role of the partners from the end of the project on, etc.



## Examples

The *INCA* project stipulates the exploitation of the final product by an IPR agreement at a very early stage.

The project *INCO2* has already established an IPR agreement, when the work is still in progress!

A patent to convert to vehicles into hybrid has been registered in 2009 by the University of Salerno and presented at BIP research in Milan (Project *Energy Conversion System*)

Note:

The project *LEFIS*<sup>32</sup>

offers an online course on “Intellectual property Law”, where you can look into this further!



## Sustainability

Just because a project is completed does not mean its results disappear. It is important to keep them visible and available, especially through websites<sup>33</sup>, so that target audiences can access them, learn from them, adapt them to their own needs and even build on them and take them to the next level. And of course both transfer and commercialisation aid sustainability.

The continuity of the project starts very early, when you create a structure that will ensure sustainability, this is to say, when you choose the partnership!

If what you want to achieve, who you want to reach and the stakeholders are clearly defined and established from the right beginning and if the target groups want and need your product, then your project will have a greater chance of survival after the end of the funding period!

Where possible collect *sustainable declarations*, written and signed statements in which individuals/organisations explain how they intend to use / are using your products. If the declarations are obtained during the project lifetime, the number can be an interesting indicator to anticipate the project's sustainability and are simultaneously clear exploitation evidence!

<sup>32</sup> [http://www.lawict.eu/index.php?option=com\\_content&task=view&id=181](http://www.lawict.eu/index.php?option=com_content&task=view&id=181)

<sup>33</sup> The website of the FISTE project is maintained and results available and accessible long after the official project end (<http://edutic.ssai.valahia.ro>)



## Tip4!

### Sustainability Declaration

Establish in your exploitation plan that by the end of the project each partner must identify at least X interested organisations which agree (in written form) to take sustainable use of the project products. Make available a template for use by all partners.

See an example of declaration related with learning material targeted to SMEs managers produced into an EU funded project:

**[Name], the Coordinator of a [Country] Training Programme targeted to managers in the scope of [VET provider organisation], that he has advised and gave the link to the [project] learning material to the 30 managers as well as to trainers involved with. He adds that he and the trainers consider the material educationally very interesting and enriching and that it will be used during the individual counseling phase of the programme.**

Date and local  
Signature  
and Stamp

## Accreditation and formal recognition

The experience people gain through mobility is often the result of informal learning and can be difficult to quantify. Accreditation of such experience is increasingly being incorporated into programmes – notably Grundtvig (adult education), Leonardo da Vinci (vocational education and training), and Erasmus (higher education) – using tools such as **Europass** (for the transparency of qualifications), the **European Credits Transfer System** and the validation of informal and non-formal learning.

Also some courses produced at European EU funded projects are submitted to approval by national or European responsible organisations so that they can integrate a certified offer in their respective countries.

By another hand some projects' networks at the end of the project are formally registered, start having a legal status. They continue operating and became frequently non-profit associations.



### Examples

The network of the *VM2* project has functioning as an informal association of employers who share the principles of corporate social responsibility. At the end of the project, the network was registered in the Bulgarian Patent Office as a collective trademark and a new association was created (European Social Employers Network – <http://www.disadvantaged-employment.eu>)

*E-CONS NETWORK*<sup>34</sup> continues to operate and has become an association of non-profit organisations. The website continues to be updated.

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

*ENTER* was a network project that now is an own association (<http://www.enter-network.eu/index.php?id=105>)

34 European Network for Consumer Education: <http://www.e-cons.net/home.htm>

## Networking / Lobbying

Influencing high-level change in policy and systems is a real possibility if project managers learn how to co-operate effectively and at the right levels. This is essentially a process of networking with all relevant stakeholders, so building contacts and attending meetings is vital – which is hard work but the only way. The European Commission, European and National Agencies, National Committees and Programme Committees organise events to facilitate such co-operation.

Attending events, such as conferences, seminars and debates, provides an ideal opportunity to showcase your results and also leads to fruitful contacts to enhance networking & lobbying.

Some projects choose to hold some kind of European dedicated events (seminar, conference, workshop...), preferably in central EU venues, and with the involvement of relevant decision-makers, stakeholders and funding entities. The events aim to convincing the participants to introduce/take into accounts the products and approach of the project, which might be considered in policy formulation.



### Examples

ENTER organises many different conferences with a high amount of participants (<http://www.enter-network.eu/>)

The 2nd ISEKI\_Food conference will be held 31 August-2 September 2011 at Milan (IT)

### Tip5!

#### **Keep regular contact with stakeholders!**

Organise focus groups, workshops or informal meetings with your stakeholders at a regular basis.

Try to get them involved from the start in your project development.

It will make the implementation and the commercialisation of the products a lot easier!

But there also some difficulties that may hinder the work for exploitation, as:

- 1) lack of time;
- 2) deficient information or bad strategies of communication;
- 3) identification of wrong key actors or decision makers;
- 4) too complex products or context;
- 5) presence of too many constraints (e.g. integration projects);
- 6) use of too complex or too theoretic methodologies;
- 7) lack of vision (not having the capacity to see project products from users' point of view);
- 8) trend to centralize project management;
- 9) missing of forces to go on with the project even after its end;
- 10) not up-dated web sites lose their interest in users.

### *Keep in mind!*

#### Criteria for successful exploitation:

- Create an action phased plan for exploitation. Have a vision but don't forget the main-stream!
- The products and information need to be in the right place but the usefulness of the product is key!
- Use the appropriate exploitation mechanisms
- Incentives are important!
- Don't forget to measure the success of exploitation: use qualitative and quantitative indicators:
  - Qualitative: in depth interviews; focus groups, etc.
  - Quantitative: number of visitors on your website; number of products distributed/sold/downloaded, etc
- Distribute the products to decision makers, opinion leaders and significant stakeholders
- The deliverable message needs to fit the needs of the target groups
- Be proud of the results and "keep the light burning", also after the end of the project!
- In order to get better, never be satisfied!
- Keep the website up to date at least five years after the end of the project
- Mutually and contractually agree on the copyright and how incomes of product commercialisation are shared
- Create a business plan with defined goals. Keep IPR in mind!
- It is important to keep yourself motivated and to network for your project/product even after its end. A very important success factor is the mindset of the project team!
- Try to expand the target group. There is always the possibility for beneficiaries to become "new starters"
- Successful exploitation needs to be supported by successful dissemination. The impact of the project needs to be described. And don't forget to ensure effective testing of the products, before exploiting them!
- Exploitation needs to be customised, according to the nature of the project (e.g. size and nature of target groups, product...). But, in general, it is recommendable (1) to obtain and utilise end-user validation e.g. questionnaire analysis; evidence of effective use of outputs; (2) maintain product updated, upgrade based on ongoing feedback; (3) keep regular networking and lobbying activities; (4) to update website' news constantly; (5) assure appropriate exploitation mechanisms; (6) keep regular contact with the relevant stakeholders; (7) engage in transfer and follow-up projects

## Success factors and challenges for internal dissemination and exploitation strategies

In the previous points it were referred various issues and success factors for valorisation most related with external activity, that is, beyond the partnership and/or organisations involved with. But also relevant is the internal valorisation process, often ignored and may have a significant importance in the sustainability of the projects' results.

In case the project involves multiple departments/units, a mandatory, regular meeting is advised to be set up in order to keep all participants informed and on track. Further an internal newsletter or some kind of internal journal should be produced in order for everybody to be able to access information in the first place.

What is critical for the success of internal dissemination is the culture of the organisation. There should be a both-way-approach (top down and bottom up) to develop a organisational culture where people actually want to get information about what colleagues are doing and which projects the organisation itself is doing.

But both dissemination and exploitation depends strongly on the project's content, the topic of the project, the consortium that does the project and each organisational culture.

1. A project fact sheet is necessary for people to get information in a comprehensive way
2. Go around and talk to people. Face-to-face communication is still the best way to inform people!
3. Positive feedback from outside helps
4. Use experience from successful projects of the past
5. Team building is necessary to disseminate projects
6. Give information on the organisation/department website
7. Make information interesting, comprehensive and clear
8. Use official and unofficial events (e.g. Christmas party) for (internal-) networking activities
9. Make people come to you
10. Connect the project to actual needs of the organisation
11. Be specific in terms of the quality of the products, its innovativeness and its usefulness for the person you want to address
12. The biggest issue is that everybody is busy!
13. Dissemination and exploitation strategies are different from public to private companies – be aware of that!
14. Money distribution increases effectiveness of valorisation. So in case you can involve other departments into the project – also monetary – this is most likely to increase its effect
15. Try to distribute tasks and make colleagues and other departments feel responsible
16. Try to personally address people in order for them to feel important
17. A crucial factor is the involvement of administrative departments and the departments and organisational leaders. If they want everybody to be informed it will most likely be easier enforced than if they do not care after all.
18. In the following, further remarks will be listed as bullet points:

## Success factors for dissemination and exploitation strategies planned and executed in the projects. The relevant actors

The DiVa internal discussion about that question has led to three main outputs: How they are planned and executed, who is a key or relevant actor and some key factors of success for the specific persons and their strategy.

Multiple times, the key players and relevant characters have been named as being the Partners in the project and all associates to the project. Also, successful dissemination and exploitation should be done not only by the project coordinator or the one responsible for the specific dissemination/exploitation work package but the entire consortium. Here it has been stated that it is useful to actually plan the dissemination right at the start in a very concrete manner, with numbers and desired reach. Also, every project partner should present a minimum number of activities, events, press releases etc.

Whilst one partner, according to the general tenor, should be responsible for texting and creation of the main dissemination material, this material should then locally be adapted to the necessary national specific needs. Also, the first thoughts about dissemination should already be included into the project application.

One statement which is easily remembered was “think about partners as fuel”. Interpreting it, the dissemination and exploitation strategies are dependent on the commitment and the abilities of the partners. Without partners, no widespread, qualitative and quantitative dissemination and exploitation is possible!

Relevant actors are all those organisations and individuals that are interested in the project’s results. To consider:

Direct beneficiaries: individuals or organisations (users at any level, intermediaries/ multipliers, agents such as associations, regional authorities) benefiting in various ways from the implementation of the project, and including the entities receiving financial grants;

Final beneficiary/Target group: is an individual or an organisation directly positively influenced by the project outcome. Not necessarily receiving a financial grant and even not directly involved in the project, the beneficiary may exploit project outcomes for its own purposes;

End-users are individuals or organisations which can make use /exploit or be inspired for further activities by project results;

Stakeholders: Individuals or institutions that may, directly or indirectly, positively or negatively, affect or be affected by a project and/or a programme. Examples of stakeholders in the activity field of education and culture: decision makers, funding entities, social partners, sectoral organisations, etc.

It is very important to keep all these different categories of relevant actors informed and involved with!

Further, planning a realistic valorisation budget into the application is crucial for the development of a strategy able to reach efficiently those different groups. The resources need to be planned and provided right from the start of the project (or even at application stage) to have them available during the project and in the valorisation stages in especially.

A successful valorisation must involve the design of a marketing strategy, since the beginning of the project, with different mechanisms in order to give visibility but also taking into the consideration the specificities of the relevant actors to be addressed.

In the following, the points that came out during the discussion within the DiVa project at this regard:

- Involvement of the entire organisation
- Creativity: Small Ideas lead to big output
- Involve the NA/EACEA (funding agency)– a very important actor
- All partners should execute the strategy with the same quality
- Use subcontractors, if necessary
- Include your own network as project partners for dissemination and exploitation
- Try to build communities
- Make marketing research for future exploitation
- identify most suitable persons and stakeholders to be addressed
- All topics are easy in any follow-up project and difficult in your first project!
- Exploitation depends on the final products
- Periodically share performed dissemination activities with others in order to get new fresh ideas
- Both, dissemination and exploitation should start at the beginning of the project
- Think about dissemination and exploitation before choosing the project partners
- Use every opportunity to disseminate that you can get
- Share ideas among partners
- Be flexible
- Always take leaflets to meetings, events etc. you go to
- Link the project topic to official days of existing events in all partner countries
- Respect the success factors when designing the strategies
- Prepare a commercialization plan if suitable products are available
- Collaboration with all actors right from the start of the strategy design stage is vital to the success
- Strategies should be tailored to the different target groups and stakeholders
- A successful valorisation must involve the design of a marketing strategy, since the beginning of the project, with different mechanisms and taking into account the specificities of the relevant actors, in order to give visibility and involve them in different phases of the project life.





**WHAT OBJECTIVES IN OUR DEMONSTRATION EVENTS?**

- 1. Informing an interested public about the outcomes of our project.
- 2. Making use of the inherent attractiveness of the project in order to produce the highest possible media reaction and publicity.
- 3. Raising, among education policy makers, their motivation to promote and support our platform and to integrate it into existing initiatives (mainstreaming).
- 4. Raising, among the target groups, their interest in making use of the project's products, which will be available free of charge, and to incorporate them into their concepts.
- 5. Arousing, among the final target group who will receive information about this event through the media, their curiosity to contribute to the platform and to participate in the training experience.

Be multilingual!! – Raising motivation of foreign language learners by implementing modern ways of learning in tourist sector  
Project number 135390 – LLP – 1 – 2007 – 1 – DE – KA2HP

## Pathways for sustainability

1. It is crucial to control a set of factors in order to assure sustainability. First, to consider the quality of the project design, this should meet specific needs and constraints within the partnership. Projects that match the real needs of target groups, relevant actors and the labour market are more likely to be sustainable!
2. Then, the involvement of all the consortium members is one of the most decisive sustainability factors. Close collaboration amongst members induces opportunities to launch new projects in the future. Ensure continuous and well-balanced involvement of each partner throughout the project's life! Introduce participative management with clear decision-making procedures and regular reporting!
3. Thirdly, an effective management and leadership are critical. This relates to the project leaders and to their professional motivations, competences and ability to manage the whole project. Effective management favours the involvement of partners, fundraising, and the ability to anticipate sustainability. Adequate leadership is facilitated by the previous transnational experience and by the proper use of advice from skilled colleagues or professionals. A clear distribution of rights and responsibilities, which develops confidence amongst the partners, also contributes to effective leadership!
4. Fourthly, it is to highlight the requirement for active participation of the target audience, not only to ensure that the results meet their needs but also for valorisation and lobbying purposes, building up a sense of ownership and encouraging this way the sustainability of the results. Organise symbolic rewards to the most committed ones (e.g. a testimony in a newsletter, an article on the webpage)!
5. Fifth, a sustainable project should secure appropriate resources in order to be maintained: financial resources (internal or external to partners) as well as human resources and material equipment. The project managers should anticipate the end of the project funding by seeking alternative sources of finance or making the project self-sufficient. The establishment of an Intellectual Property Agreement (IPR), clarifying the rights of use and commercial utilisation of the products originated can support this! As well as the identification of interested organisations that are committed to make sustainable use of the products!

6. Finally don't forget the decision-makers, notably the national and European responsible organisations, in the educational field where you are operating that can play an important role since their acceptance or neutrality towards the project can influence decisively its exploitation and further sustainability! Just remember that it is in their hands the accreditation and formal recognition of the courses!

These are key factors with the most decisive influence on sustainability! Gaining confidence among the central authorities, relevant actors and target audience can ensure sustainability! And for such a partnership pulling together the required expertise is indispensable.

## Concluding Remarks

This Handbook systematises the experience and conjoint reflection of some 80 promoters and coordinators of successful European educational projects, hoping in this way it can contribute to fulfil existing difficulties related to the design and implementation of effective valorisation strategies in order to ensure projects sustainability.

The current trend is towards an increasing professionalism at all levels of management of European educational projects, which requires business management competences and clear strategies for fulfilling the objectives.

European Commission funded European educational programmes driven by the objective of integrating excellent and innovative learning approaches and relevant experiences in Europe by using public funding to gain momentum and sustainability. But still there is often a lack of business management competences (even if a project is not business oriented) in the project consortia and also a lack of clear criteria for sustainability. As a consequence, rational, clear planned strategy is frequently missing in most educational projects. Instead, sustainability strategies appear to be ad hoc driven, orchestrated by the project monitoring events (reviewers, evaluators and project officers), rather than built proactively in the consortia management structure.

There is great diversity regarding the kind of management, dissemination, exploitation, transfer, integration, mobility, and collaboration activities undertaken in the European educational projects. This may be explained by a lack of marketing and business skills in the management of the consortiums and networks. It appears that the standard answer to integration and sustainability demands is to build yet another website or another digital portal. Clearly, the use of such mechanisms is necessary to make the activities visible, but the dynamics and the nature of integration in daily use of products and outcomes appears to be in need of rethinking.

Thus, it is important that project coordination and management teams start by asking themselves what is your management model. We need to focus not only on positioning the project and arguing which objectives and products will be reached by the efforts in the projects, and what value this brings at short and long term. We also need to start focusing more on the mechanisms and strategies used in our projects and networks management, for creating the conditions during the project period for its sustainability; for instance, by incorporating the products into the regular work of the project partners.

Some specific measures and mechanisms are suggested in this Handbook.

To achieve the desired results requires a clear and detailed strategy within a project management model that cares about these issues in a mindful and proactive way which is perhaps the next quantitative jump that has to be given.

## Glossary

This glossary consists of a non-exhaustive list of terms which are recurrent while addressing dissemination and exploitation issues inside European programmes. The glossary is intended as a tool which helps EU actors to better understand the terminology linked to this subject.<sup>35</sup>

Term	Short definition
Accreditation	Accreditation is a process in which <u>certification</u> of competency, authority, or credibility is presented. Organisations that issue <u>credentials</u> or certify third parties against official standards are themselves formally accredited by accreditation bodies; hence they are sometimes known as "accredited certification bodies". The accreditation process ensures that their certification practices are acceptable, typically meaning that they are competent to test and certify third parties, behave ethically and employ suitable <u>quality assurance</u> .
Awards and quality standards	Winning an award or the achievement of a quality label can be an influential dissemination tool. Recognition of a project by others is not only newsworthy but adds reputation to a project.  Attaining a quality standard demonstrates that a project meets a certain standard or is an example of best practice in its field.
Beneficiary	The beneficiaries are the individuals or organisations (users at any level, intermediaries/multipliers, agents such as associations, regional authorities) benefiting in various ways from the implementation of the projects. In the European programmes they are also often understood as the entities receiving financial grants.
Branding a project	The purpose of branding a project is to establish an identity that conjures up a positive image.
Comenius programme	Sub-programme of the Lifelong Learning Programme that has a specific focus on the development of school education for children, young people and staff.
Commercialisation	Commercialisation is a process of marketing the project outcome after having it transformed or not. This operation may be oriented at <ul style="list-style-type: none"> <li>• Regaining the cost of the product's development</li> <li>• Making a profit out of the project's products.</li> </ul> Commercialisation serves as a tool to make the results sustainable after the project ends.
Dissemination and exploitation of results	The manner in which the results of an exchange, partnership or project are exploited or continued after the funding period ends.

<sup>35</sup> One of the sources for the construction of this Glossary is available at: [http://ec.europa.eu/dgs/education\\_culture/valorisation/glossary\\_en.htm](http://ec.europa.eu/dgs/education_culture/valorisation/glossary_en.htm)

<p>Dissemination and exploitation plan</p>	<p>A plan for dissemination and exploitation indicates those activities that are going to be carried out during a project's lifetime. The plan has to be drafted at the very beginning of a project (often at proposal stage) and must contain activities to be carried out continuously until the project's end (and possibly afterwards).</p> <p>In order to develop a good dissemination and exploitation plan the promoters (or coordinators) should answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the expected project result? (anticipation of the results)</li> <li>• What kind of needs does the project respond to? (ex – ante needs analysis)</li> <li>• Who are the final or potential users or beneficiaries of the project's outcomes? (exploitation and sustainability of results).</li> </ul> <p>Additionally the dissemination and exploitation plan has to indicate:</p> <ul style="list-style-type: none"> <li>• Types of dissemination and exploitation activities (<i>what?</i>)</li> <li>• The most appropriate means (<i>how to do it?</i>)</li> <li>• The most appropriate and efficient calendar (<i>when?</i>)</li> <li>• The available resources – human and financial.</li> </ul>
<p>Dissemination mechanisms</p>	<p>Dissemination relates to make the project and its results / products visible to others, specially the end-users, the target groups and the key-actors that can implement the use of it. Dissemination needs appropriate mechanisms for achieving success, being advisable to use and combine different tools and channels, the most appropriate to the target groups</p>
<p>Erasmus programme</p>	<p>Sub-programme of the Lifelong Learning Programme that has a specific focus on the development of teaching and learning experiences for students and staff in Higher Education</p>
<p>European data basis</p>	<p>Important existing resources for dissemination, like ADAM, EVE, ENTER or ENEVA, where is possible to making the results of a EU project available to a wide public</p>
<p>Events</p>	<p>Aggregates events like workshops, roundtables, conferences, seminars, meetings, exhibitions, fairs, campaigns and contests...</p>
<p>Ex-ante dissemination and exploitation</p>	<p>Ex-ante dissemination and exploitation involves planning, dissemination and exploitation of results from the beginning of a project. It is based on an ex-ante needs analysis of target group towards which the project is addressed and involves interaction between the stakeholders and promoters (or coordinators) during the project. This process ensures more impact and sustainability of a project</p>
<p>Exploitation mechanisms</p>	<p>Exploitation embodies the act of employing results to the greatest possible advantage. Exploitation needs appropriate mechanisms to make results more attractive for use to the target group; tailor the results to the needs of specific target groups, sectors or organisations; transfer results that could be used by new target groups or sectors; sustain results and keep them in use and existence; influence and change mainstream practice and policy.</p>
<p>Ex-post dissemination and exploitation</p>	<p>Ex-post dissemination and exploitation is connected with the linear model of innovation*. It involves dissemination and exploitation after the project has finished, when the results have been developed and are ready to be used. In general late dissemination and exploitation of results reduces the chances for the project to have real impact. One of the forms of ex-post dissemination and exploitation is the transfer of innovation.</p> <p>* In the <i>linear model</i> the dissemination and exploitation of results follow a more chorological pattern and takes place only at the end of a project or even after it has been completed.</p>

Final beneficiary (end beneficiary)	A final beneficiary is an individual or an organisation directly positively influenced by the project outcome. Not necessarily receiving a financial grant and even not directly involved in the project, the beneficiary may exploit project outcomes for its own purposes.
Follow-up activities	In general the follow-up activities take place when the project is finished in administrative terms. Their aim is to keep results alive and sustainable. The activities could imply <ul style="list-style-type: none"> <li>• updating the results after the project has been completed</li> <li>• recognising/certifying the result</li> <li>• involvement of policy – makers taking up results</li> <li>• transfer and exploitation of results by other sectors/target groups/environments</li> <li>• commercialisation of a project results</li> </ul>
Follow-up projects	Follow-up projects – after a project is finalised its results would be best sustained if partnership find a way to build upon the results and expand the scope of what has already been achieved. Possibilities for doing this would be transfers of innovation or another form of continuation of completed projects.
Formal recognition	Some projects' networks at the end of the project are formally registered, start having a legal status. They continue operating and became frequently non-profit associations.
General media	Brings together the tools that can be used for dissemination and related to general media, as, particularly the press, the radio and TV.
Good practice	A good practice is an exemplary project (including results or processes) which has positively influenced systems and practices throughout its activities and results. Consequently, good practices are worth transferring and exploiting in different contexts and environments by new users or entities.
Grundtvig programme	Sub-programme of the Lifelong Learning Programme that has a specific focus on the development of teaching and learning for adults and young people not involved in tertiary education.
Impact	Impact is the effect that the project and its results have on various systems and practices. A project with impact contributes to the objectives of programmes and to the development of different European Union policies. The effective transfer and exploitation of results, together with the improvement of systems by innovation, produces positive impact.
Information and communication	At project level, information and communication concern collecting and presenting project activities, experiences, results to potentially interested users. They are aimed at increasing knowledge of the projects. In the process, various tools are used: publications, press releases, documentation, websites, expositions, conferences, videos, Video News Releases.
Innovation	Innovative results are those which represent some new and distinctive features, distinguishing them from others with similar characteristic, and adding value in relation to conventional solutions.
Intellectual Property Rights (IPR)	An IPR agreement aims to establish a multilateral agreement by all partners on intellectual property clarifying the rights of use of the products originated from the project and covering any commercial utilisation of products after the end of the project.
Leonardo da Vinci programme	Sub-programme of the Lifelong Learning Programme that has a specific focus on the development of vocational education and training for employees, students and educational staff.
Lifelong learning programme	European programme designed to promote exchange, co-operation and mobility between education and training systems within eligible countries.

Mainstreaming	Mainstreaming is a process which enables activities to impact on policy and practice. This process includes identifying lessons, clarifying the innovative element and approach that produced the results, their dissemination, validation and transfer. More specifically, mainstreaming also defines the phase of transfer and the way in which other actors take account of the elaborated results, approaches and key elements.
Mobility activities	Activities which involve staff, students or employees travelling to a host organisation within an eligible country to participate in an exchange, visit or project meeting.
Monitoring	Monitoring (at project level) involves a continuous and systematic control process of the project's progress. The intention is to correct any deviation from the operational objectives and thus improve the performance. Every project should be monitored throughout its duration in order to ensure its success. Monitoring consists of supervision of activities, comparison with the work plan and using the information obtained for the improvement of the project*. During the monitoring process dissemination and exploitation activities must be carefully checked, verified and, if necessary – reoriented and adapted.
Needs analysis	Needs analysis is a fundamental starting point in the process of dissemination and exploitation of results. Ideally, it takes place at the planning stage, before starting a project ( <i>ex-ante needs analysis</i> ). The aim is to define the needs of a target group (future beneficiaries and users of the project results) and to better orientate the project's activities, with the objective to effectively answer these needs. The project designed and planned on the basis of needs analysis <ul style="list-style-type: none"> <li>• brings more added value to the project itself</li> <li>• is more likely to produce useful and sustainable results which may have positive impact.</li> </ul>
Net-based & e-media	Dissemination mechanisms mediated by the internet, like blogs, video-sharing, emailing, e-journals or virtual exhibitions
Networking & lobbying	Influencing high-level change in policy and systems by a process of networking with all relevant stakeholders. Attending events, such as conferences, seminars and debates, provides an ideal opportunity and also leads to fruitful contacts to enhance networking & lobbying.
Paper media	Assembles various paper-based tools for dissemination, like leaflets/flyers, brochures, posters, newsletters, certificates of attendance or books, articles and papers...
Project coordinator	The organisation responsible for submitting an application on behalf of a transnational partnership. In some cases (Leonardo Mobility and transfer of Innovation projects) this also means holding the contract and budget for the whole project, managing the project and reporting on progress.
Project outcomes	Qualitative indicators of a project's progress, success or impact (e.g. people having become more employable as a result of being able to converse in a second language).
Project outputs	Quantitative indicators of a project's progress, success or impact (e.g. the number of people participating in language skills training as a result of the activity).
Project partner	Organisation responsible for working collaboratively with other organisations in eligible countries.
Project website	A dedicated website is frequently the main dissemination mechanism for a project. If made attractive, interactive, easy-to-use and if in all partners' languages it can have great impact on the target audience. It is important to keep information and news up-to-date and the website must be easy to navigate. It is useful to have links to and from other websites.



## Re-invent the wheel

Effective dissemination and exploitation of results prevent project promoters (or coordinators) from “re-inventing the wheel”. This means that having the possibility to know, re-use, transfer and adapt the results of different finalised projects, the promoters of new ventures may perfect and develop the existing outcomes ensuring at the same time, their sustainability.

## Result (or project outcome)

Project results can be tangible and intangible: this affects the tools used to collect, disseminate and exploit them

- *'Products'* are tangible and durable outputs in the form of new learning products, new curricula, new qualifications, videos, etc.; they include:
  - reports and (comparative) studies;
  - traditional education and training modules like handbooks and other training tools;
  - innovative education and training modules;
  - new curricula and qualifications;
  - guidance material to new approaches and methodologies;
  - online education and training material (e-learning) and;
  - events such as conferences, cultural events, youth gatherings, public awareness campaigns, seminars, debates and symposia.
- *'Methods'* include:
  - increased knowledge of the participants within a certain field and topic;
  - cooperation processes and methodologies;
  - managerial lessons learned and know-how and;
  - exchange of ideas and good practice.
- *'Experiences'* are intangible and perhaps even less durable than products and methods. They include:
  - experience gained by the project partners in the management and undertaking of (transnational) partnerships;
  - experience gained by individuals, for example, experience gained from mobility periods within Erasmus or Leonardo or from the exchanges or the voluntary scheme of the Youth programme;
  - exchange of experience and best practice through the establishment of networks, such as
    - thematic Networking in Leonardo or Comenius Networks;
    - experience gained from town-twinning, cultural events, etc.
- *'Policy Lessons'* usually emerge from the overall experience of projects within a programme or initiative (or group of programmes or initiatives) or from individual projects that are particularly innovative or effective. They are applied more widely at 'systems' level by multiplier agents. The generation of policy lessons is unlikely to be the primary consideration of project promoters or coordinators (and partners) and their reason for participating in an EU programme or initiative.
- *'European Co-operation'* as a means, in part, to increase awareness about the EU and improve its visibility but also to reinforce actions at EU level. It includes:
  - new or extended European partnerships;
  - transnational sharing of experience and best practice;
  - cross-cultural dialogue and co-operation and;
  - new dialogue and partnerships between EU and non-EU countries.

## Social media

Projects can benefit from engaging with social media in various aspects of their work. Social media offers a range of tools which can facilitate finding, use and disseminate information. Social media can open up new forms of communication and dissemination. It has the power to enable to engage in a wide range of dissemination in a highly efficient way.

Spin-off effects	Spin off effects are unexpected effects happening along the project life and that are normally considered in the ex-post evaluations.
Stakeholders	Individuals or institutions that may, directly or indirectly, positively or negatively, affect or be affected by a project and/or a programme. Examples of stakeholders in the activity field of education and culture: decision makers, social partners, sectoral organisations etc.
Sustainability	Sustainability is the capacity of the project to continue its existence and functioning beyond its end. The project results are used and exploited continuously. Sustainability of results implies use and exploitation of results in the long term.
Target group	The target group concerns those who will be directly, positively affected by the project by its activities and its results. (See also <a href="#">FINAL BENEFICIARY</a> )
Thematic workshops/ thematic monitoring	Thematic workshops (or thematic monitoring of projects) aim at creating an exchange forum for project coordinators working on the same topic. Exchange of knowledge and experience among actors involved in European cooperation projects on a specific theme is important for effective transfer of innovation and for building synergies. National agencies, experts and stakeholders/potential users of results are often associated to this kind of thematic activities in order to have a more interactive exchange among the providers of results (the projects) and those who could potentially benefit and take up such results (the users/stakeholders).
Transfer of innovation	<p>The aim of the innovation transfer process is the adaptation and/or further development of innovative results of a project, their transfer, piloting and integration into public and/or private systems, companies, organisations at local, regional, national and/or Community level. The process has the objective of answering the needs of new target groups and users. The actors who can take part in transfer of innovations are: users at any level, intermediaries/multipliers, decision makers, etc.</p> <p>The process for transferring innovative content ideally has a number of steps which go beyond simple dissemination, and which are described below:</p> <ul style="list-style-type: none"> <li>• identifying and analysing targeted user requirements;</li> <li>• selecting and analysing innovative content to meet these requirements and analysing its transferability;</li> <li>• adapting it to the culture, needs and requirements of potential users (updating the product, translations, etc.);</li> <li>• transferring it to new socio-cultural and linguistic contexts (target groups, sectors, etc.);</li> <li>• using it in new sectors, with new target groups, including piloting it in public or private structures;</li> <li>• integrating (or certifying) it in regional, national, European and/or sectoral systems and practices.</li> </ul>
Transnational partnerships	Groups of organisations from eligible countries who agree to work together on a specific piece of work, research, project or exchange.
Transversal programme	Sub-programme of the Lifelong Learning Programme which includes 4 Key Activities (KA): Policy cooperation and innovation in Lifelong Learning (KA1); Languages (KA2), Information and Communications Technologies – ICT (KA3); Dissemination and Exploitation of results (KA4).
User	The User is an individual or organisation which can make use /exploit or be inspired for further activities by project results.
Valorisation	Valorisation is the sum of both dissemination and exploitation activities. The overall objective of valorisation activities is to promote the project and its results and foster their use by different individuals and organisations, with the attempt of constantly spread and improve the usage and the content of the results.

## Further Reading

In addition of the information in this Handbook you can find further details at the following references and links:

### Dissemination

#### Guides

Sustain project (2000), *Socrates ODL/Minerva Dissemination Guide*: <http://www.sustain.odl.org/Guide-Gen2000.pdf>

*Dissemination Guidance Note for Leonardo Projects* available at:

[www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance](http://www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance)

#### Dissemination plan

<http://www.jisc.ac.uk/fundingopportunities/projectmanagement/planning/dissemination.aspx>

#### Dissemination mechanisms

<http://www.jisc.ac.uk/fundingopportunities/projectmanagement/planning/dissemination/methods.aspx>

QaS – Quality and Sustainability, Project Support Quality and Sustainability: <http://qas.programkontoret.se>

Theo Reubsaet (2005), *Valorisation Down to Earth – Guidance Through the Obstinate Context of Leonardo da Vinci Projects. Experiences and Tips from the Working Practice*:

[http://ec.europa.eu/education/programmes/leonardo/new/valorisation/doc/dutchhandbook\\_en.pdf](http://ec.europa.eu/education/programmes/leonardo/new/valorisation/doc/dutchhandbook_en.pdf)

Riitta Suurla, Markku Marttila (1998), *Methods and Tools for Effective Dissemination. A Guide to the Dissemination of Results of International Educational Projects*: <http://www.leonardodavinci.fi/dissemination/disse-guide.html>

#### Events

GUEST, Paul; VECCHIA Michela; MERTENS Alfons *Organisation of events (conferences, seminars and exhibitions) for the exploitation of innovation results from the Leonardo da Vinci programme* – 146 pp.

The *Event Management Guidance Note for Leonardo Projects* provides practical advice on organising events. It is available at:

[www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance](http://www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance)

#### Public Relations and Publicity

The EQUAL guide *Getting Your Message Out: a PR and Publicity Guide for Development Partnerships* provides useful information about using the media: [www.equal.ecotec.co.uk/resources/gpg/](http://www.equal.ecotec.co.uk/resources/gpg/)

#### Press Releases

You can find further information about press releases and public relations activities in the *Dissemination Guidance Note for Leonardo Projects* available at:

[www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance](http://www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance)

## Exploitation

More information about exploitation is available on the European Commission's Dissemination and Exploitation web-pages at: [http://ec.europa.eu/dgs/education\\_culture/valorisation](http://ec.europa.eu/dgs/education_culture/valorisation)

## Intellectual Property Rights (IPR)

You can find further information about IPR in the 'Guide to Intellectual Property Rights for EQUAL Development Partnerships': [www.equal.ecotec.co.uk/resources/gpg/](http://www.equal.ecotec.co.uk/resources/gpg/)

The European Commission also have an IPR Helpdesk with a wide range of resources at: [www.ipr-helpdesk.org/](http://www.ipr-helpdesk.org/)

## Mainstreaming

More information about mainstreaming is detailed in the EQUAL guide *Mainstreaming and Creating Impact – A Guide for Development Partnerships* at: [www.equal.ecotec.co.uk/resources/gpg/](http://www.equal.ecotec.co.uk/resources/gpg/)

DOLOWITZ, David; MARSCH, David (1996) – 'Who Learns What from Whom: A Review of the Policy Transfer Literature', in *Political Studies*, 1996, v. 44(2) – pp.343-357

Economic and Social Committee (1997) – *Education and training: the transfer of knowledge* – Brussels, ESC, 1997 – 34pp.

O'DELL, Carla; GRAYSON, Jackson; ESSAIDES, Nilly (1998) – *If Only We Knew What We Know: the Transfer of Internal Knowledge and Best Practice* – New York, Free Press, – 238 pp.

SCHAETTGEN, Martin; WERP, Rüdiger (1996) – Good practice in the transfer of university technology to industry – *EIMS Publication*, 26 – EC – 179 pp.

## Valorisation

The *Valorisation Guidance Note* provides information about exploiting the results of your project and building on your projects achievements, it is available at:

[www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance](http://www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance)

ADNOT, Philippe (2006) – *Rapport d'information sur la valorisation de la recherche dans les universités* – Paris, Sénat – 79 p.

ÁLVAREZ LAFUENTE Alfonso; CAMACHO SÁNCHEZ, Amparo, MARTINEZ BONAFÉ, Empar (2006) – *Leonardo Da Vinci Valorisation Conference: the Promotion of the Entrepreneur Spirit to Boost Local Development – Methodological guide*, Valencia, Florida Edición

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<http://www.leonardo.org.uk/page.asp?section=0001000100230004&sectionTitle=Disseminate+and+Exploit+Results>

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European Commission (2006), *Sustainability of International Cooperation Projects in the Field of Higher Education and Vocational Training. Handbook on Sustainability*: <http://eacea.ec.europa.eu/tempus/doc/sustainhandbook.pdf>

European Commission, DG for Education and Culture: Valorisation webpage:

[http://ec.europa.eu/dgs/education\\_culture/valorisation/](http://ec.europa.eu/dgs/education_culture/valorisation/)

## Europass

You can find more information about Europass at: [www.uknec.org.uk/](http://www.uknec.org.uk/)

## **European Credit Transfer System**

Details of the European Credit Transfer System are available at:

<http://ec.europa.eu/education/programmes/socrates/ects/>

## **Partnership Work**

*Learning Together* is a Guidance Note focusing on how you can work effectively with partners and get the best out of your European project:

[www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance](http://www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance)

The *Transnational Partnership Guidance Note* also provides useful information about working with your partners:

[www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance](http://www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance)

## **Project Management**

The *Survival Kit for European Project Management* provides information about managing your European partnership:

[www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance](http://www.leonardo.org.uk/page.asp?section=0001000100230002&sectionTitle=Information+and+Guidance)

## **Intellectual Property Rights (IPR) or Personal Data Protection.**

[http://ec.europa.eu/dgs/education\\_culture/valorisation/ipr\\_en.htm#Introduction](http://ec.europa.eu/dgs/education_culture/valorisation/ipr_en.htm#Introduction)

Useful links:

[WIPO, World Intellectual Property Organisation](#)

[EU Intellectual Property Rights Helpdesk](#)

[Survival Kit for European project management](#)

[UNESCO's Copyright Laws Database](#)

[Intellectual Property Institute](#)

[The Copyright website](#) (commercial site)

Short notes on some above-mentioned websites:

[WIPO, World Intellectual Property Organisation](#) – It is a specialized agency of the United Nations in the area of intellectual property law.

See also:

The [WIPO Intellectual Property Handbook](#) offers a comprehensive introduction to the policy, law and use of IP. A summary of intellectual property legislation in member States, as well as contact information, etc., is available in the [WIPO Guide to Intellectual Property Worldwide](#).

[IPR Helpdesk](#) – Information on IPR issues as related to European projects and several links. However this information is mainly addressing the needs of projects under the EU Research Framework Programme, which are much more complex.

Legal aspects:

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[www.fh-joanneum.at](http://www.fh-joanneum.at)

**Multidisciplinary European Research Institute Graz – MERIG (Graz, Austria)**  
[www.merig.org](http://www.merig.org)

**AidLearn (Lisbon, Portugal)**  
[www.aidlearn.com](http://www.aidlearn.com)

**Catholic University College Ghent – Sint-Lieven (Ghent, Belgium)**  
[www.kahosl.be](http://www.kahosl.be)

**University of Vaasa (Vaasa, Finland)**  
[www.uvasa.fi](http://www.uvasa.fi)

**European Center for Quality (Sofia, Bulgaria)**  
[www.ecq-bg.com](http://www.ecq-bg.com)

**University of Genova (Genova, Italy)**  
[www.unige.it](http://www.unige.it)



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