



Grant Agreement Number 2007-1961 / 001 – 001 LE3 MULPRO

QUALITY MANAGEMENT FOR PEER PRODUCTION ON E-LEARNING

Work Package	8 – Dissemination
Document Title	QMPP Dissemination Plan
Date:	25-11-08
Confidentiality status:	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Project partners only
Version:	0.8
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1. INTRODUCTION

The EU Project Handbook defines dissemination as “a planned process of providing information to key parties on the quality, relevance and effectiveness of the results of programmes and initiatives. It occurs as and when the results become available”. It further explains the purpose of valorisation (defined as the sum of the processes of dissemination and exploitation) as one of maximising the impact of project results by optimising their value, strengthening their impact, transferring them to different contexts, integrating them in a sustainable way and using them actively in systems and practices at local, regional, national and European levels. Thus, the results generated, the lessons learned and the experience gained can be made available to the widest possible audience.

The overall aim of the QMPP project is to accelerate the creation of peer-produced e-learning content by providing a methodology and a process to manage its quality. This overall aim also supports the empowerment of e-learners in vocational education and training in their development from passive receivers of e-learning content towards active producers of content of their specific knowledge areas. The essential public good of the project will however be realised only when the said methodologies and processes can be made available to a wider audience.

For this purpose, the project consortium was constituted keeping in mind not only technical expertise, but also the networking and dissemination potentials of each partner to be able to distribute the results of the project as widely as possible during and beyond the lifespan of the project.

Any good dissemination strategy must be by nature a dynamic document – responding to changes in the surrounding environment as well as adapting depending on the response to various dissemination activities. Thus, it is envisaged that this strategy will be revised at 9 month intervals to ensure that it stays relevant and current.

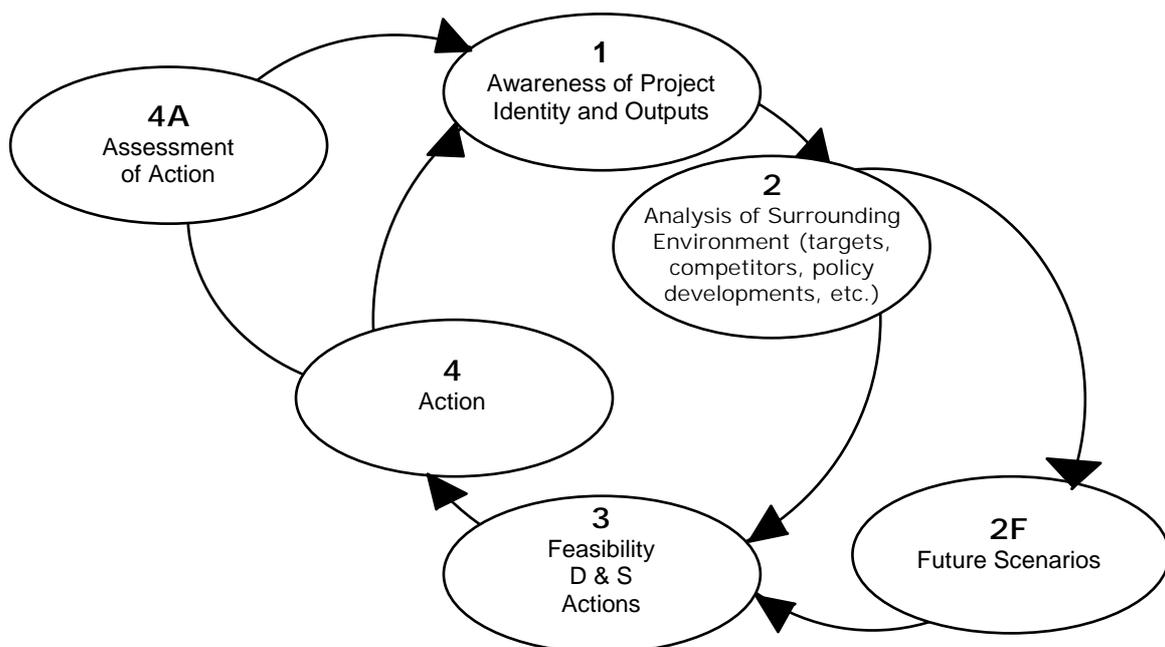
The initial part of the document concentrates on describing the strategy, and the theoretical considerations and actions being seen to, while the practical tools to implement the strategy are included in the Annexes. The strategy draws extensively upon the framework developed in the SUSTAIN Dissemination Guide produced by SCIENTER. This excellent resource is available from the website of the project at <http://www.sustain.odl.org>

2. APPROACH

This strategy uses the SUSTAIN, dissemination approach: consisting of four distinct phases namely:

- ◆ Awareness of the project identity and its outputs
- ◆ Analysis of the surrounding environment
 - ◇ Including analysis of future scenarios
- ◆ Feasibility of Dissemination and Exploitation Actions
 - ◇ Including assessment of the actions

This approach is best visualised as following:



The first step of the approach involves elucidating the nature of the project, its outputs as well as target users and stakeholders. From here, the strengths and weaknesses of each part of the project are analysed, and possible future scenarios are extracted. Following this, the options for dissemination actions are considered, in line with the resources and priorities of the project. After this preparation phase, the actions themselves are held, also taking into account the opportunities which might be found by embedding them into already existing events.

The approach envisages that assessment activities will be carried out together with the actions, which in turn will feedback into the cycle, thus ensuring a continually current plan which is up to the needs of the project.

3. AWARENESS OF PROJECT IDENTITY AND OUTPUTS

3.1 IDENTIFICATION OF THE PROJECT

The overall aim of the project is to accelerate the creation of peer-produced e-learning content by providing a methodology to manage its quality. This overall aim also supports the empowerment of e-learners in vocational education and training in their development from passive receivers of e-learning content towards active producers of content of their specific knowledge areas.

The specific aim of the project is to develop a solid approach and methodology on how to organise and support the quality management process of peer-produced e-learning content. The project itself does not take a position of the e-learning tools (such as e-learning platforms or Learning Management Systems) used, but is developing and implementing a systematic process for the quality management of peer-produced e-learning content. The project will validate the developed methodology through three pilots in three different VET entities, and thus have the opportunity to consolidate the piloting experiences to the actual toolset developed and the training sessions organised.

The specific objectives of the project are as follows:

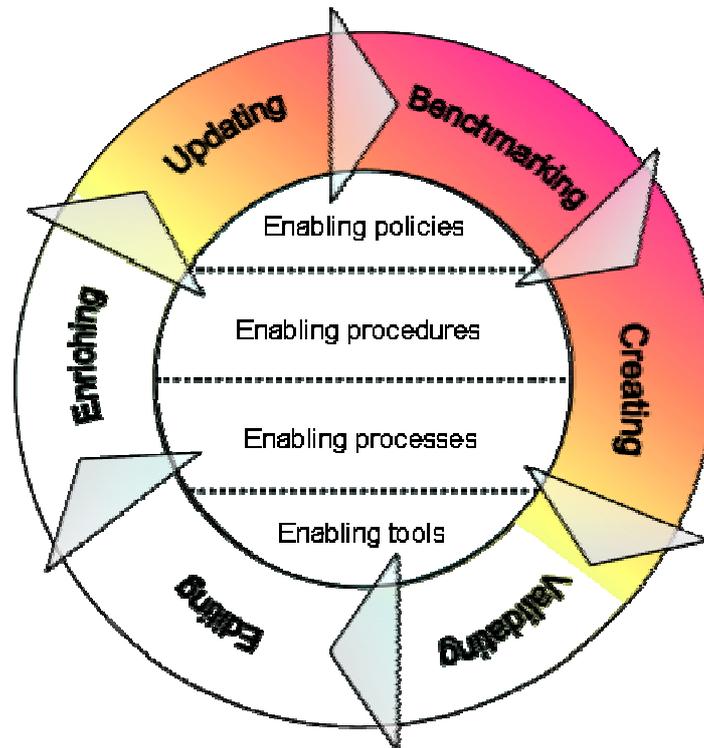
- ◆ to create a thorough understanding of the various useful methods and tools in peer production of e-learning
- ◆ to identify key approaches of quality management in peer production of e-learning content and to benchmark good practices in peer production of digital content (in other areas than e-learning)
- ◆ to define key processes to support peer production of e-learning content
- ◆ to produce the content for the quality management tools for the pilot projects
- ◆ to validate the approach through structured piloting of its quality management approach in three different VET entities
- ◆ to finalise the handbook and the other tools to support the quality management of peer-produced e-learning content
- ◆ to organize a set of training sessions and seminars to support the quality management of peer production of e-learning.

The potential of peer production in e-learning content can be divided as follows:

- ◆ benchmarking – identifying of good cases and practices, identifying of good digital resources, sharing learning experiences by sharing learning (b)logs, social bookmarking etc.
- ◆ creating – (shared) authoring of courses, texts, resources; creating images, audio materials, video materials etc.
- ◆ validating – routing and commenting created learning content, rating various learning resources (such as web sites and their content etc.
- ◆ editing – sharing editing responsibilities (from proof-reading to translation), undertaking peer reviews, creating alternative navigational routes etc.
- ◆ enriching – creating additional content materials, publishing individual works and team works, sharing or learning (b)logs, adding library links, creating Wikis, social bookmarking etc.
- ◆ updating – monitoring existing content, updating existing content, adding specific area content etc.

It is obvious that entities favouring peer production must also have enabling and supporting structures. These should include the following:

- ◆ enabling policies – organisational opportunities for peer production of e-learning content (such as time resources allocated for peer production), management support for peer production, access to various digital resources to be used in e-learning content production etc.
- ◆ enabling procedures – organisational support for peer production, guidelines for peer production and peer reviews, guidelines of intellectual property rights, agreement on compensation policies etc.
- ◆ enabling processes – practical support of peer production, agreed and supported processes and workflows for peer production
- ◆ enabling tools – joint and shared tools to be used in peer production to provide effective and fluent collaborative work.



3.2 PROJECT OUTPUTS

State of the Art Report on Peer Production methods in e-learning content provision and on quality management approaches of peer produced content

The report will help create an understanding of the various useful methods and tools in peer production of e-learning, basing itself on desk research and collection of examples of good practice from the partners.

Benchmarking Report of Peer Production of Digital Content

Also containing a synthesis of the deliberations of experts panels from Germany, Italy and Spain, the report will benchmark peer production practices and processes in other areas (such as the creation of technical documentation, joint editing efforts etc).

Report of the key processes of quality management of peer production of e-learning content

This report describes the various key processes in the quality management of peer production and thus it also serves as an important resource the piloting preparation and pilot training.

Piloting Handbook and other Quality Management Content to support Peer Production for Piloting

The handbook which will be piloted is also the main deliverable of the project, bringing together all the work done before and turning it into a practical guide which can then be used to actually apply quality management principles to peer production activities in the field.

Quality Reports

Held during the project, these reports will analyse the internal quality of the project, from a qualitative and from a methodological viewpoint. They are in turn used to further improve the products listed above, as well as the working atmosphere within the partnership.

General Dissemination Tools

These include a project brochure, the project website and any other activity (such as press releases etc) that is conducted to further promote the project.

The conceptual framework behind the series of deliverables is that the benchmarking report will lead to a review of current practices in peer production of digital content, together with an identification of key practices. The report on key processes will in turn be used to identify the processes used in those same cases for quality management. The piloting handbook will take all of these into account to propose a model for implementation of the QMPP quality approach, which in turn will be tested and validated by the pilots. In the meantime, the project's internal quality processes will run transversally across all of this, together with general dissemination tools, thus ensuring coherence of mission and of outputs.

3.3 TARGET USERS AND PROJECT STAKEHOLDERS

These have been identified as consisting of the following groups:

- ◆ training professionals: people working as or with trainers
- ◆ peer producers: anyone collaborating to produce digital content for learning purposes. The nature of peer produced content means, that all peer producers effectively have the status of learners or students
- ◆ quality assurance specialists: it is envisaged that the results of this project would be particularly interesting to QA specialists working in the fields of VET and/or e-learning, and therefore they will be prioritised by the project
- ◆ training system managers in companies / public administration: this group includes anybody who is responsible for the purchasing decisions

regarding training systems, and those responsible for the day-to-day administration of the same systems

- ◆ policy makers: this includes policy makers at every level from European administration down to individual educational institutions which are in a position to make decisions as to policy priorities regarding VET and regarding peer production systems
- ◆ Media: including academic journals, mainstream media and specialised publications (whether on the web, print, or airwaves)

To maximise the effectiveness of the dissemination activities, a map has been created which analyses the level of interest each of these stakeholder groups might have in each of the outputs mentioned above. Furthermore, a single project partner has been given the responsibility to disseminate project results towards the particular target group. The grid is attached to this report as Annexe 1.

4. ANALYSIS OF SURROUNDING ENVIRONMENT

Peer production of e-learning content is a growing trend, which is playing an important role in creating, validating, enriching, editing, and updating of digital learning content.

The contemporary trend in digital content is that ordinary users are also becoming producers rather than mere consumers of digital content. A number of strong examples of peer production being used to create important pieces of work as well as social movements can already be found. Thus, the peer production mechanism has been central e.g. in the development of Linux software and the Wikipedia movement. Although peer production has been recognized as an important factor in e-learning content creation especially in regard with the new Web 2.0 tools (such as Wikipedia, social bookmarking, Slashdot.org etc.), the conceptualisation of how to manage and organise peer production has not been widely discussed. In such a context, discussing specifically quality management of the process is both innovative and timely. Thus, the basic understanding is that peer production can be assisted (and also managed) by utilising the various options of peer production potential as well as by providing efficient enabling structures and services.

The importance of peer production of e-learning content is growing especially in the sector of vocational education and training as well as in professional continuing education. Many organizations face challenges of a shortened life-cycle for learning content as well as operational challenges in providing the required learning content with short lead times and lower costs. However, it is also understood that the learning content produced by peers (based on professional experience) can be more accurate and attracting than “clinically produced” learning content by external e-learning experts. Today peer production already is important by different elements in e-learning content, e.g. shared team work results, shared learner-created reports etc. are an integral part of learning content.

Peer production has great potential in the area of vocational education and training. Peer production is not only a novel method to produce e-learning content, but it is also an approach to empower a wide variety of professionals to the learning content production. Thus it has also an important democratic element in bringing the work-related learning content production to the actual level of users, tutors and learning supporters.

4.1 STRENGTHS AND WEAKNESSES

Unit of Analysis	Strengths and Weaknesses
User Groups	Strengths: <ul style="list-style-type: none"> ▪ the identified target groups are ideally placed to put project outputs into practices ▪ perceived need for the outputs in target groups
	Weaknesses: <ul style="list-style-type: none"> ▪ tend to be resistant to change ▪ may be unfamiliar with current role of peer produced digital content within learning systems
Source	Strengths: <ul style="list-style-type: none"> ▪ project consortium has extensive experience in areas of ICT and Quality Assurance of e-learning activities ▪ methodology calls on experiences from other digital content projects ▪ methodology is being tested
	Weaknesses: <ul style="list-style-type: none"> ▪ pilot testing of methodology is limited ▪ good practice in the field is practically non-existence, meaning methodology is effectively designed from scratch ▪ consortium does not include partner with experience of running large scale peer production activities
Content	Strengths: <ul style="list-style-type: none"> ▪ the handbook is conceived as a toolbox, therefore allowing users to adapt to their needs ▪ content is completely new – does not replicate previous work ▪ open nature of results allows it to be used by anyone
	Weaknesses: <ul style="list-style-type: none"> ▪ may be too technical for certain target groups (especially peer producers) ▪ validation of practical applications is limited
Context	Strengths: <ul style="list-style-type: none"> ▪ presence of peer learning tools is growing faster than the methodologies to manage them ▪ need for academic validation of peer learning tools ▪ peer production is set to continue to expand for the foreseeable future
	Weaknesses: <ul style="list-style-type: none"> ▪ novelty of peer learning tools may prove hindrance to approaches for management ▪ questionable whether issue is best addressed at European level
Medium	Strengths: <ul style="list-style-type: none"> ▪ the medium is open and easily accessible ▪ allows for users to consider and adapt at their own leisure
	Weaknesses: <ul style="list-style-type: none"> ▪ no human interaction media (such as trainings, workshops) are foreseen ▪ may lead to misinterpretations/malimplementations

4.2 FUTURE SCENARIOS

It is suspected that the capacity of learners is still an underutilised force in the provision of learning materials. As the accessibility (in terms of physical access as well as in terms of ease of use) of ICT tools to enable peer production continues to increase, novel methods of learning will continue to be developed.

This in turn will lead to increased adoption of such systems and technologies within education institutions, and will likely also vastly increase the role of non-formal learning within a lifelong learning environment. As these changes occur, further demands will come from higher and/or vocational education institutions as well as from employers for methods to verify the quality and scope of such learning. Thus, the demand for the methodologies being developed in this project is considered to be high moving into the future.

Furthermore, it is recognised that this project is a first step, both in terms of development of such methodologies as well as in the implementation of them in learning environments. It is therefore envisaged that:

- ◆ there will be scope to conduct further research and testing in these types of learning environments
- ◆ the demand for such types of quality management will also lead to a demand for training in quality management techniques
- ◆ the entire field of collaborative learning is a growing academic field, and there will be a hunger for more academic materials
- ◆ there will be demand for consultancy services to implement such systems in already present peer learning systems
- ◆ there will be an increased demand from educational institutions (whether public, private or in continuing education) to incorporate peer learning activities in their curricula

Together, these projections present significant opportunities for future work in this topic by the consortium, both from an academic and a financial viewpoint. So as to be able to quantify this and decide on steps forward, a commercialisation/sustainability plan will be developed in the final 6 months of the project.

5. FEASIBILITY OF DISSEMINATION ACTIONS

Dissemination activities within this project may be divided into two main categories:

- ◆ centralised dissemination activities, organised by the contractor and coordinator and supported by the other WP leaders, as part of the general dissemination workpackage of the project
- ◆ individual dissemination activities, organised by individual partners and targeting specific groups

5.1 INDICATORS FOR DISSEMINATION

So as to be able to appropriately target dissemination activities, it is necessary to establish some targets against which progress can be measured. The benefits of the project are long term, and cannot be accurately measured during the lifetime of the project. Therefore, such impact can only be estimated by the number of people the project manages to reach during its' lifetime.

Project-level Targets

These targets are mainly concerned with the visibility of the project and its aims. As such, some of the subsidiary delivery-level targets can also be counted towards these targets:

- ◆ mention of the project, its aims, deliverables or conclusions should be made in a variety of media (publications, journals, newspapers etc) with a compound minimum circulation of 50,000 people. Where these are general interest media (such as a newspaper as compared to a sector/industry journal or publication) the subscription should be counted at x0.25 for the purposes of this target.
- ◆ 2,000 people should have direct contact with the project or one of its deliverables (by visiting the website, receiving a brochure or a target mailing, receiving a copy of the publication, attending a workshop where it is presented etc
- ◆ A contact list of 250 people or institutions interested in further news and results from the project in the future should be produced

Deliverable level Targets (minor deliverables)

These targets are concerned with dissemination of the various conclusions of the project, rather than visibility of the deliverables and the work packages themselves. Minor deliverables are defined as all deliverables in this document, with the exception of the final handbook:

- ◆ The deliverable should be received in its full form by a minimum of 50 people
- ◆ The deliverable should lead to a minimum of one academic article or paper in a journal or in a conference publication, or on a specialist website such as elearningeuropa.info
- ◆ The conclusions of the deliverable should be read in some form or other (including mention in an article, distribution of papers mentioned above etc), hits on a website with a description of the results by a minimum of 500 people.

Project targets (main deliverable)

These targets are concerned with dissemination of the various conclusions of the project, rather than visibility of the deliverables and the work packages themselves. Minor deliverables are defined as all deliverables in this document, with the exception of the final handbook:

- ◆ The deliverable should be received in its full form by a minimum of 500 people
- ◆ The deliverable should lead to a minimum of two academic articles or paper in a journal or in a conference publication, or on a specialist website such as elearningeuropa.info
- ◆ The conclusions of the deliverable should be read in some form or other (including mention in an article, distribution of papers mentioned above etc), hits on a website with a description of the results by a minimum of 3000 people.

5.2 RESOURCES AVAILABLE FOR DISSEMINATION

The project budget does not provide an extensive budget for dedicated dissemination activities, aside for some support for development of materials. It is therefore mainly up to the partners to disseminate materials to their own target groups. It is important to note that every partner bears the responsibility to disseminate all materials to their responsible target groups, and not only disseminate their own materials.

It is not envisaged that the dissemination activities will require large financial resources, but will rather pull on the extensive networking capabilities of the consortium members. Thus, resources such as newsletters, participation in events, websites, mailings to members, academic networks and so on should be extensively leveraged to achieve the goals outlined above.

The responsibility for producing the academic articles based on the deliverables lies with the partners who produced the deliverables. The process will however be coordinated and supported by EFQUEL.

It will be up to each partner to decide how they allocate their resources – however, the template attached in Annexe 2 will be filled in by each partner at 4-monthly intervals, and will be collected by the Coordinator. The Annexe provides a structured way into which plan potential dissemination activities, and prioritise the same activities. The coordinator will then inform partners as to possible synergies between dissemination activities, and will consult partners if certain activities seem to be lacking. The intention of the form is to list all possibilities for dissemination and indicate the ones which will be actually performed. This allows the coordinator and other partners to allocate more resources to non-chosen activities if they feel it worth it.

From a centralised perspective, use of free resources should also be made use of where possible. This includes making publications available from sources such as Google Books, seeding articles on topics developed (together with references to the publications) in Wikipedia and so on.

6. ACTIONS

6.1 MONITORING AND ASSESSMENT OF DISSEMINATION ACTIONS

The dissemination activities carried out will be assessed all through the project lifecycle, in order to check their coherence with the main dissemination objectives.

As such, it will be interesting to assess the following dimensions¹:

- ◆ Target audience reached: it is necessary to check whether target audiences have been reached by the dissemination actions, what kind of messages they received, and if the message was exactly as foreseen. Finally, what is their perception and feedback?
- ◆ Actors' performance in the dissemination process: the concern is on those who were directly involved in the dissemination and sustainability strategy, who played an operational role at different levels: from analysis to design, from implementation to collection of feedback.
- ◆ Impact of the implemented actions on the sustainability factors: the approach to sustainability has to be assessed. This can be done either by checking which of the planned indicators were actually relevant or by assessing what was the real impact on some specific indicators to which a particular sustainability potential had been attributed.

A list will be maintained by the project coordinator of all dissemination actions being conducted by all partners. Partners will report back to the coordinator using Annexe 3 to describe their actions.

In these respects, it will be useful to use the following checklist to clearly assess the success of the dissemination actions carried out (for each project outcome) and their consistency with the planned outcomes:

Output A	Questions	Yes/No	Sources/Elements of information
	1. Do you know how many target users your dissemination actions have reached?		
	2. Do you know if those involved in the dissemination process have worked well?		

¹ SUSTAIN Dissemination Guide, 2000

Output A	Questions	Yes/No	Sources/Elements of information
	3. Do you know the direct outcomes of your dissemination actions on the target audience?		
	4. Do you know how dissemination has contributed to the sustainability of the output?		
	5. Are you aware of any unexpected positive or negative outcome of your dissemination actions?		
	6. Can you express an overall effectiveness judgement on the D&S actions related to this output?		
	7. Can you express an overall efficiency judgement on the D&S actions related to this output?		

6.2 INTELLECTUAL PROPERTY

The exact methodology of the sharing of intellectual property between the partners will need to be determined in future plans. Generally, the principle that the contractor is primarily responsible for the management of intellectual property rights, and that all partners should be compensated according to the level of their contribution should be maintained. The exact methodologies will be determined in a future commercialisation plan. In the meantime, all project materials will be released under a Creative Commons Attribution-NonCommercial-No Derivative Works 1.0 Finland License. While the full text of the license can be found at: <http://creativecommons.org/licenses/by-nd-nc/1.0/fi/legalcode>, the license allows users to:

- ◆ Share – to copy, distribute and transmit the work
Under the following conditions:
 - ◇ Attribution- they must attribute the work in the manner specified by the contractor (but not in a way that suggests that the contractor endorses the user or their use of the work)
 - ◇ No Derivative Works – They may not alter, transform or build upon the work
 - ◇ NonCommercial – The work may not be used for commercial purposes

6.3 BRANDING & USAGE RULES

- ◆ The handbook shall be licensed with its own International Standard Book Number
- ◆ All documents are only considered final after having been approved by the consortium, or by the contractor and coordinator on behalf of the consortium
- ◆ All documents produced (whether internal or external) should include mention of the support of the European Commission, and the disclaimer: "The content of this document does not necessarily reflect the view or legislation of the European Commission. Neither the European Commission nor the project partners or any person acting on behalf of the Commission is responsible for the use that might be made of the information in this document"
- ◆ All documents released publicly should contain a recognition that the document or outputs were produced within the framework of the QMPP project, and of the partners making up the project consortium
- ◆ All project documents should contain the QMPP logo:



The logo should be in no way modified, when used in documents

- ◆ all deliverables should be attached the appropriate template (attached as Annexe 4)
- ◆ Wherever possible, the project website at <http://asp.hci.fi/qmpp/website.nsf> should be advertised

ANNEXE 1: DISSEMINATION GRID

Target Group/Outcomes	Partner Responsible for TG Diss	State of the Art Reports	Experts Workshop	Handbook & Training Sessions	Benchmarking Indicators System	Evaluation Report	Awareness building / website
Dissemination level		European	National	European & National	European & National	European	European & National
Training professionals	IAVANTE (main) EFQUEL	X		XXX	X	X	X
Peer Producers / learners	UniMC			?			X
VET QA Specialists	EFQUEL	XX	XX		XXX	XXX	X
e-learning Quality specialists	EFQUEL	XXX	XX		XXX	XXX	X
Training system managers in companies/public administration	HCI IAVANTE	XX	XX		XXX	XXX	X
Policy Makers	SCIIT	XX	XX		XXX	XX	X
Media	FIM	XX				X	X

x = low level of interest
= interested
xxx = high level of interest

ANNEXE 2: DISSEMINATION PLANNING TABLE

Outputs	Potential Dissemination action	When	ADVANTAGES	Disadvantages	Priority	Status (planned / dismissed / undecided)
<i>List each of the project outputs you are involved in disseminating as per Annexe 1</i>	<i>List all potential dissemination actions, even if you may not have time do them all</i>	<i>Period the action would take place</i>	<i>Advantages of this action</i>	<i>Disadvantages of this action</i>	<i>List the dissemination actions by priority based on the analysis in previous columns</i>	<i>Planned actions will take place. Dismissed actions are low priority/high resource actions which will not take place. Undecided is for medium priority actions which will be done if time and resources allow</i>

ANNEXE 3: DISSEMINATION REPORTING TABLE

Name of Activity	Type of Activity	Target Group	Impact
<i>Presentation at EDEN Seminar</i>	<i>Meeting</i>	<i>Experts in HE</i>	<i>30 experts discussed for 4 hours</i>
<i>Newsletter Mention</i>	<i>Publicity</i>	<i>E-learning practitioners</i>	<i>Feature article in e-newsletter with circulation of 5000</i>

**ANNEXE 4:
DELIVERABLES TEMPLATE**



Grant Agreement Number 2007-1961 / 001 – 001 LE3 MULPRO

QUALITY MANAGEMENT FOR PEER PRODUCTION ON E-LEARNING

Work Package	xxxx
Document Title	xxxxx
Date:	xxx
Confidentiality status:	<input type="checkbox"/> Public <input type="checkbox"/> Project partners only
Version:	xxx
Editor:	xxxx
Contributors	
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1. TITLE OF THE CHAPTER

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XXXXXXXXXXXXXXXXX
(Normal: Verdatna 11pt)

TITLE 2

(Title 2: Verdana 14pt, bold, small capitals, indent at 1 cm)

1.1.1 Title 3

(Title 3: Verdana 14pt, bold, italic, indent at 1 cm)



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