



## **Promoting web 2.0 uptake for organisational and personnel development in VET and adult training**

Final Report

Public Part

## Project information

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## Executive Summary

This report is aimed at all people working in the Vocational Education Training and adult training field and who are interested in innovating their course strategies by integrating more collaborative social media tools within their course concepts.

The SVEA project aimed at increasing the social media uptake within organisational and educational structures within VET and adult training institutions throughout Europe and thus to strengthen the innovation of the VET and adult training sector in all European countries. It directly addressed trainers working in the VET and adult training sector and managers of those institutions interested in modernising their courses as well as their management structures through the use of web 2.0 tools.

The project consortium (MFG Baden-Württemberg (D), EuroPACE (BE), CSP Innovazione nelle ICT (I), Coleg Sir Gar (UK), FUNDECYT (ES)) consisted of three regional innovation agencies from Germany, Italy and Spain, one Welsh College, expert in setting up online learning courses as well as a Belgium network of higher education institution. They all worked very closely together with relevant stakeholders from the five different partner regions to set up a collaborative online platform throughout which the training courses and the training material on how to integrate web 2.0 tools within course concepts but also within the general management of VET and adult training institutions were delivered.

The SVEA platform was built using Open Atrium and was designed to be easy-to-use and intuitive. It is based on the open software Drupal and, as such, it is extensible and customizable. It offers functionalities such as a Wiki, Blog, Social Bookmarking system, micro blogging tool etc. Within the platform the new developed training modules on topics such as online learning, Facebook for Teachers, Blogging for Teachers, Document Sharing for Teachers, Web 2.0 for institutional managers etc. are integrated and can be used for self-paced learning or to train others in the use of social media in VET and adult training courses.

Basis of the training and platform development was a regional needs analysis conducted within all five partner regions during the first half year of the project. It identified the needs, trends and barriers on implementing web 2.0 in Vocational Education and Training (VET) and adult training institutions.

For the second half of the project the focus was on the proliferation of the blended learning trainings within the partner regions, organisation of two European webinars and on the finalisation of the SVEA platform as well as on the development of the SVEA Web 2.0 Guidelines summarising the main lessons learned from the SVEA project. In parallel a strong emphasis was put on the overall dissemination of the SVEA products and the project results throughout Europe by presenting it on different European conferences, by publishing articles within relevant journals and distributing press releases and newsletters. Finally, SVEA partners also organised the "Next Generation Learning conference" which took place in Brussels on 23<sup>rd</sup> November 2011. During this conference the main project results were presented to a large international audience.

To guarantee a sustainable follow-up and use of the developed products an exploitation plan has been developed and implemented by the whole consortium.

Relevant project links:

Project website: <http://www.svea-project.eu>

Twitter Channel: <http://twitter.com/SVEAproject>

SVEA on Slideshare: <http://www.slideshare.net/group/svea>

SVEA Platform: <http://svea.csp.it>

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# 1. Project Objectives

## Project objectives

SVEA's main objective was to provide Vocational Education and Training (VET) and adult education staffs with the skills that are needed to remain competitive, and increase visibility in the education market. SVEA meant to realize these goals by developing the web 2.0 networking practice in VET and adult training institutions. The following opportunities of using web 2.0 social business networks were identified at the beginning of the SVEA project:

- Upgrading collaboration competencies through co-development
- More efficient organisational processes
- Providing improved and cutting edge services
- Effective and target oriented communication
- Evolve from a hierarchical model, to complementary and self-organized teams
- Allow learner-centred and self paced learning and teaching methods

To realise these opportunities, SVEA developed the following tools:

1. A custom, blended learning training programme, to familiarise VET and adult education professionals with social business networks, and techniques for learning and teaching with wiki's, blogs and video- or photosharing tools
2. A custom online training programme consisting of ten training modules for the same target group
3. A collaborative online platform offering web 2.0 tools to facilitate virtual team management, collaboration, online learning and content sharing
4. A social media guideline to targeted support trainers in the use of social media within their training courses.

The project's consortium has seen that the achievement of the above mentioned objectives will produce the following concrete results:

- Development of new forms of working, qualification and communication processes through the usage of innovative, collaborative, net-based technologies
- Upgrade of e-skills in VET and adult training institutions with regard to personnel and organisational development

## Community of users and their involvement in the project

SVEA addressed the collaboration and web 2.0 skills of teachers and trainers in VET and adult training institutions with a special focus on personnel and organisational development.

The offered trainings not only empowered teachers and trainers within their organisation to actively co-develop their organisational processes but also enabled them to use web 2.0 tools for more learner-centred teaching.

The involvement of the relevant stakeholders in SVEA started in the early stage of the project and followed the following processes:

1. The relevant stakeholders were identified through an accurate stakeholder's mapping conducted in each of the 5 partner regions (Baden-Württemberg, Flanders, Wales, Piedmont, Extremadura)

2. The selected stakeholders were invited to participate in the regional analysis phase to outline their needs, experiences and benefits in the use of social media applications in their training system.
3. In preparation for the round table workshop in each region preliminary interviews were conducted with the workshop participants to get an idea of their knowledge on web 2.0 and the actual integration of web 2.0 tools in their training institutions.
4. In each of the 5 partner regions, the stakeholders were invited to test the SVEA platform for three weeks and provide their feedback on the given functionalities and suggestions on functionalities that need to be modified or added.
5. The stakeholders participated in further project activities such as the evaluation of the pilot platform version, in blended learning training sessions developed by the SVEA consortium on how to use web 2.0 for organisational and personnel development as well as on how to integrate web 2.0 tools within their training courses. Those trainings were offered in each partner region.

### **Impact and benefits for the target users group**

The project had the following impact on three groups of stakeholders:

- Teachers and trainers: Upgrading web 2.0 and collaboration competences of teachers and trainers
- VET and adult training institutions: more efficient organisational processes and improved services which leads to visibility and greater competitiveness
- Educational system: further development towards design for all/co-develop approaches

SVEA's main user group strongly benefited from the offered blended learning trainings as well as from the development of the collaborative online platform which offered the user groups the opportunity to improve their e-skills in the use of social media tools within their training courses as well as getting to know how to work collaboratively online by using the different collaborative tools available on the SVEA platform. Additionally, the management was trained in how to use social media tools to improve organisational processes and services within their institutions.

The training institutions can easily download the SVEA platform for free on their own server and adapt it to their own needs and integrate it in their organisational but also training processes.

## 2. Project Approach

### Methodologies

The project focused on web 2.0 uptake in VET and adult training institutions. The main objectives were achieved by focusing on the following methodologies:

1. Conducting a needs analysis of the target group in the partner regions
2. Development of a target group oriented training concept
3. Offering blended learning trainings on the uptake and integration of social media in training organisations and courses
4. Offering a collaborative online platform corresponding to the needs identified in the regional needs analysis
5. Developing a guideline on the successful implementation of web 2.0 in training institutions
6. Strong and consequent stakeholder involvement within each project development phase to ensure target group oriented development

### Evaluation strategy

To ensure target oriented development of the products and the proliferation of high quality the following monitoring and evaluation strategy was put in place:

- Quality management plan:  
It outlined the mechanisms/tools to evaluate the outcomes of the project with the external end-users concerning the improvement of the outcomes (e.g. tools can be satisfaction questionnaires with participants at the training workshops, website user statistics). On the other hand the QM plan described the mechanisms to evaluate and constantly improve the project processes with the partners internally.
- Work package work plan:  
Within the work package work plan each WP leader outlined the main activities of each partner within the relevant work package. Additionally, each WP leader had the opportunity to describe potential inconsistencies and risks which have occurred.
- Regional needs analysis:  
To get to know the stakeholders' concrete needs a regional analysis was conducted within the first half year of the project. The regional analysis' results formed the basis for the development of the training concept, the training modules and the collaborative online platform.
- Regular exchange with / evaluation by regional stakeholders  
To have a close link to the stakeholders and to receive concrete feedback from them, regular evaluations on the so far developed products were set up such as the evaluation on the platform demo version in November 2010 and the evaluation of the blended learning trainings offered in the partner regions (Baden-Württemberg, Wales, Flanders) in May/June 2011. The evaluation results were summarised by an external independent evaluator and subsequently intensively discussed by the project partners during the 4<sup>th</sup> project meeting in July 2011 to see which further improvements had to be made on the collaborative SVEA platform but also as regards the training modules and the proliferation of the blended learning trainings.

- External evaluation of the overall project management  
The evaluation of the overall project management activities conducted by another independent external evaluator was concentrated on
  - the general project management structure, tools, communication
  - the achievement of the overall project goals, in terms of deliverables, milestones, partner satisfaction
  - the quality management strategy effectiveness
  - the task and project effectiveness and efficiency, in terms of respect of timing and deadlines
  - the participation, satisfaction and mutual learning of project partners
- Internal SWOT Analysis  
Within the last project meeting the project partners conducted a detailed SWOT Analysis to identify the strengths, weaknesses, opportunities and threats of each main product and process delivered during the project lifetime.

### **Dissemination and exploitation strategy**

The SVEA communication strategy comprehended two main activities:

1. Development of an internal communication strategy defining measures and activities which strengthened the cohesion between project partners in order to (a) build a lively and robust cooperation within the project consortium and (b) facilitate smooth and effective interaction patterns between the different work packages
2. Development of an external communication strategy in order to communicate the project's objectives and actions by promotion among the stakeholders and dissemination of the project outcomes towards stakeholders at EU level.

The following activities have been carried out within the framework of the external communication strategy:

- Development and continuous maintenance of the project's website: <http://www.svea-project.eu>
- Communication & dissemination of the project's products, e.g. training materials, training workshops and the web 2.0 platform for training institutions targeted on stakeholders through its own channels.
- Creation and continuous update of the SVEA Twitter channel (<http://twitter.com/SVEAproject>) and Slideshare channel (<http://www.slideshare.net/group/svea>)
- Development and broad dissemination of several press releases in different partner languages as well as development and design of three SVEA newsletters distributed via a large mailing list throughout Europe. Newsletters were both available in English and Spanish. An overview of press releases and newsletters is available at <http://svea-project.eu/4564.html>
- Development of a project flyer in 5 languages
- Presentation of the SVEA project at international and national conferences, (e.g. "SVEA, Developing Custom Tools to Promote Web 2.0 in VET and Adult Training", ICL Conference, Hasselt (B), 16 September 2010; "Trends beim digitalen Lernen", Stuttgart (D), 6 October 2010; SVEA demonstration @ EDEN conference, Dublin, 21 June 2011; SVEA Presentation @ ALT-C conference, Leeds, 7th September 2011; SVEA presentation @ Online Educa 2011, Berlin, 2 December 2011; AlpineDrupalCamp 2011, DrupalCampVerona2011, DrupalDayRoma2011 ).

A detailed list can be found on the SVEA website: <http://www.svea-project.eu/4564.html>

- Paper submission to the eInclusion Digital Literacy Workshop on 12 October 2010 in Brussels
- Publication of an article within eLearning papers Nr 22., "How to promote social media uptake in VET and adult training systems in Europe – practical example of the "SVEA" European project"  
[http://www.elearningpapers.eu/index.php?page=doc&doc\\_id=17588&doclng=6](http://www.elearningpapers.eu/index.php?page=doc&doc_id=17588&doclng=6)
- Exhibition stand at the Media & Learning 2011 conference, Brussels, 24-25 November 2011.
- Organisation of a workshop on the basis of the SVEA lessons learned at CONCEDE conference, Oeiras, 14 September 2011
- Organisation of the SVEA final conference "Next Generation Learning - How to Integrate Social Media in Vocational and Adult Training", Brussels, 23 November 2011 to present the main SVEA outcomes on the one side but also to raise the peoples' awareness on the opportunities and new trends in e-learning 2.0  
A conference report summarising the main outcomes from the speakers' presentations can be found on the SVEA website: [http://www.svea-project.eu/fileadmin/svea/SVEA\\_Final\\_Conference\\_Report.pdf](http://www.svea-project.eu/fileadmin/svea/SVEA_Final_Conference_Report.pdf)
- Development of a SVEA roll-up to be used at fairs, conferences etc.

The internal communication was considered as a mean to assure an effective collaboration among the project partners and includes the following tools:

- An online project management platform where all the project documents were stored and offered additional functionalities such calendars, to do-lists, document sharing, poll system etc.
- Monthly Flashmeeting conference calls were set up to update each other on the further proceeding within the partner regions and within each work package.
- Minutes that summarised the main findings and new tasks resulting from the conference calls as well as from the face to face meetings which took place each 6 months.

To assure the sustainability of the project results the consortium has developed an exploitation plan focussing on mainstreaming, multiplication and follow up activities. Each project partner has started within the project to set up close relationship to specific training institutes which are interested to further use the SVEA platform as well as the developed training modules within their training organisation and to adapt them to their specific needs. A good example is MFG Akademie who is now using the SVEA platform as kind of a learning platform within its portfolio throughout which the trainers and the course participants have the opportunity to further exchange their knowledge, experiences also after a training has ended.

Besides, the partners have already started to integrate the SVEA project results into other project proposals to further exploit the results and also the transferability into other sectors and branches, e.g. the SVEA products will be integrated in the LdV-ToI Project Route 2.0 (<http://www.route-20.eu>) and will be adapted to the needs of the tourism industry in Europe to train them in the use of social media in their daily work.

Additionally, each training institution in Europe will be able to download the SVEA platform on their own server and adapt it to their needs and integrate it in their organisational but also

training processes. Also the training material and the Web 2.0 guidelines developed by the SVEA consortium are available on the website free of charge.

### 3. Project Outcomes & Results

Within the 24 project months the following outcomes were achieved:

#### 1. Regional Needs Analysis

In the period between March and June 2010 the SVEA consortium conducted a regional needs analysis on the needs, trends and barriers on implementing web 2.0 in Vocational Education and Training (VET) and adult training institutions in the five partner regions Baden-Württemberg, Wales, Piedmont, Flanders and Extremadura. The regional analysis formed the basis for the development of the collaborative online-platform as well as the web 2.0 training developed by the SVEA partners which will be offered to VET and adult training trainers from January 2011 onwards. The main results are summarised in the overall regional needs analysis report which can be downloaded from the SVEA website: [http://www.svea-project.eu/fileadmin/svea/downloads/SVEA\\_Regional\\_Needs\\_Analysis\\_01.pdf](http://www.svea-project.eu/fileadmin/svea/downloads/SVEA_Regional_Needs_Analysis_01.pdf)

#### 2. SVEA collaborative platform

In order to foster the use of web 2.0 tools for organisational and personnel development in VET and adult training, SVEA developed a collaborative platform which brings together, in a single environment, the benefits offered by different web 2.0 tools and social platforms. Built using Open Atrium, the SVEA platform has been designed to be easy-to-use and intuitive. It is based on the open software Drupal and, as such, it is extensible and customizable. The SVEA platform offers different functionalities, which are designed to support the learners in the overall management of their learning activities that can range from face-to-face to fully online. At the same time, through the use of a wiki and networking based system, it encourages the exchange of knowledge and information between learners and the collaborative development of documents and learning resources.

The pilot version of the SVEA platform has been tested twice (November 2010, June/October 2011) with relevant stakeholders in 5 European regions and has consequently been adapted and modified. A beta version was released for general use by mid February 2011. After the second evaluation in June 2011 further improvements have been made within summer/autumn 2011. The final platform version can now be accessed via <http://svea.csp.it>.

The platform offers the following functionalities to the user:

- Workspace based on groups
- Multilingual environment
- Personal and customizable dashboard
- Personal Profile
- Notifications
- Blog
- Micro blogging
- Wiki
- Homework
- Calendar
- File repository
- ToDo list
- OpenID & LDAP integration
- The ability to bookmark content inside the platform
- Quiz tool
- Questionnaire
- FAQ section
- Private message system

So far there are 387 members registered.

The final platform version together with all the training content integrated in the Wiki section of each group can be downloaded from the SVEA website for free and installed on a separate server via the following link: <http://www.svea-project.eu/4580.html>

### 3. SVEA Training Programme

Additional to the SVEA platform a training programme consisting of 10 different modules has been developed and integrated on the platform. The training courses are aimed at supporting trainers to understand how to use social media for learning purpose and get acquainted with them. The modules are covering the following topics:

- Online Learning (available in German, Italian, English, Spanish),
- Facebook for Teachers (available in German, Italian, English, Spanish),
- Blogging for Teachers,
- Document Sharing for Teachers,
- Photo Sharing for Teachers,
- Video Sharing for Teachers,
- Social Bookmarking for Teachers,
- Wikis for Teachers,
- Web 2.0 Communications for Teachers,
- Web 2.0 for Institutional Managers.

The training modules being developed for the SVEA online platform are being designed so they can be used for both self-paced learning and as part of a teacher-supported online or blended learning course. They are also designed for both individual learning and for group-based collaborative learning. The reason why the same modules can be effective in each of these delivery scenarios is because they are based on a common approach to pedagogic principles and application of learning theory.

The training modules are available for download on the SVEA website [http://www.svea-project.eu/svea\\_training.html](http://www.svea-project.eu/svea_training.html) or can also be found on the SVEA platform within each training group where the user also have the opportunity to share their experiences with other users within the blog section of each training group.

### 4. SVEA regional blended learning trainings

To deliver the SVEA training modules to the stakeholders in the partner regions the SVEA consortium has developed a blended learning training concept which can be used also by other institutions interested in offering blended learning courses on the use of Web 2.0 in VET and adult training.

In May/June 2011 a first round of the blended learning trainings was carried out in Baden-Württemberg (DE), Wales (UK) and Flanders (BE). A second round took place in Piemonte (IT) and Extremadura (ES) in September-October 2011 with the revised platform and updated training modules.

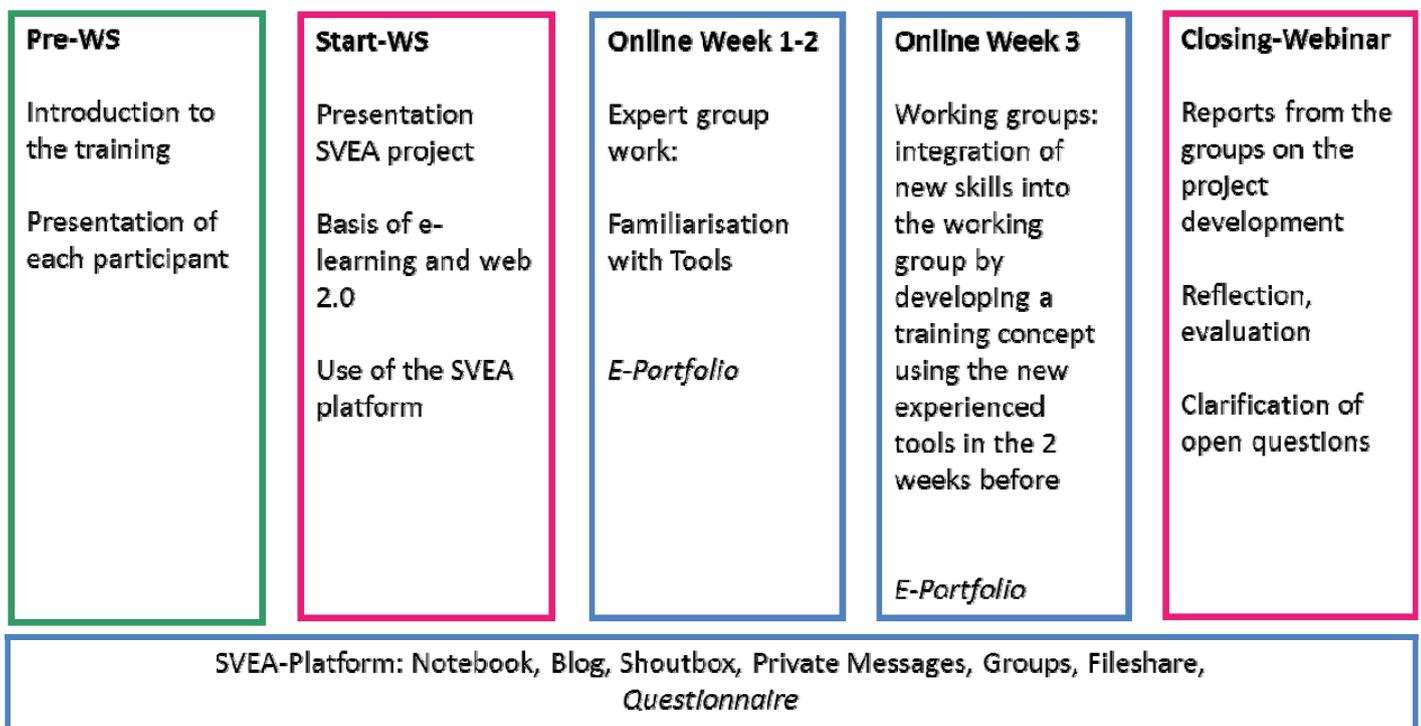
The blended learning trainings targeted trainers from the VET and adult training sector to strengthen them in the use of Web 2.0 in their trainings. Besides introducing to the general use of web 2.0 tools within educational settings the participants have actively used the web 2.0 tools offered by the SVEA platform during the on- and offline phase of the blended learning training as follows:

- A Blog has been used
  - a) during the preparation phase of the presence workshop as a presentation and introduction tool,

- b) during the online phase as a discussion forum to exchange information and knowledge about elearning 2.0 and to organise the collaborative group work.
- A Wiki has been used
  - a) during the presence phase to summarise the main results,
  - b) during the online phase to develop projects collaboratively.
- A microblogging tool has been used for the communication to the whole group.
- A common calendar has been used to structure the different phases of the online learning course.
- A to-do list has been used to allocate different tasks to the participants to better structure the collaborative work.
- A questionnaire has been used to receive feedback on the training delivery.
- A webinar at the end of the online phase has been organised to offer again a direct platform to exchange knowledge and experiences and to receive feedback on the results of the online phase.

Altogether the trainings were followed by 70 people from the partner regions.

The following chart gives an overview on how the three weeks of blended learning trainings were organized in the partner regions:



## 5. SVEA Webinars

Additionally to the regional blended learning trainings two international webinars were organized by the SVEA consortium to further sensibilise trainers and managers from VET and adult training institutions in e-learning 2.0. It also contributed to a larger visibility of the SVEA project as such.

The first webinar took place on 3<sup>rd</sup> November 2011 and was led by Prof. Steve Wheeler of Plymouth University (UK) with a talk on „Learning support with Social Media“.

On 16 December 2011 (10h00-11h30 CET) a second webinar on „Ensuring high-quality in e-Learning 2.0 trainings“ was organised and led by Prof. Dr. Ulf Ehlers (Baden-Württemberg Cooperative State University (DE) & EFQUEL).

Each webinar was attended by around 25 participants from all over the world.

The recorded sessions can be viewed again by clicking on the following link:

<https://videolab.avnet.kuleuven.be/jukebox/?album=6b625922b9043ae047a7340512980de8>

## 6. SVEA Web 2.0 Guidelines

In November 2011 the SVEA consortium published the SVEA Web 2.0 Guidelines which offers trainers and managers from training institution short tips and hints on how to implement social media within their organization as well as within their training structures. The Guidelines are based on the lessons learned which the SVEA consortium made during the organisation of the blended learning trainings in the partner regions. The Web 2.0 Guidelines are available in English, German, Italian, Dutch and Spanish and can be downloaded from the SVEA website: [http://www.svea-project.eu/svea\\_guidelines.html](http://www.svea-project.eu/svea_guidelines.html)

## 7. Final Conference

The Next Generation Learning Conference was organised on 23 November 2011 as the final event of the SVEA project and as pre-conference event of the Media & Learning 2011 Conference (<http://www.media-and-learning.eu>).

The Next Generation Learning Conference was open to all learning practitioners, trainers, curriculum designers, directors and managers of training institutions and offered a unique opportunity to discuss the benefits arising from the growing use of social media in vocational and adult training.

The conference involved about 65 participants from all over Europe and offered them a unique opportunity to discuss the benefits arising from the growing use of social media in vocational and adult training

Key note speakers Godelieve Van den Brande (European Commission), Gráinne Conole (University of Leicester, UK) and Helen Keegan (University of Salford, UK) presented their view on the „Future of Learning“.

Two parallel workshops explored on the one hand what managers of vocational and adult training institutions have to change to optimise their organisational processes with the use of social media and on the other hand how trainers can overcome resistance and benefit from the integration of social media.

The conference was closed with an interactive fishbowl discussion allowing all participants to discuss whether social media are a new hype or a revolution that will shape the way we learn.

A detailed conference report outlining the main conference outcomes more into detail can be found on the SVEA website: [http://www.svea-project.eu/fileadmin/\\_svea/SVEA\\_Final\\_Conference\\_Report.pdf](http://www.svea-project.eu/fileadmin/_svea/SVEA_Final_Conference_Report.pdf)

## 4. Partnerships

Within SVEA, the consortium largely benefited of the European partnership as each partner brought different strengths and experiences into the consortium. Due to the fact that the consortium consisted of different kind of organisations e.g. innovation agencies, a higher education institute, one higher European education network the consortium perfectly complemented each other. Additionally to the different experiences each partner brought into the consortium each partner was also able to contribute the different knowledge he was confronted with within its country. This offered the consortium the possibility to develop a training programme as well as a collaborative platform taking into account different needs and requirements from the partner regions. This ensured that the project results are of real benefit to whole Europe.

From the project management point of view efficient project management tools such as a collaborative online platform, e.g. [www.wiggio.com](http://www.wiggio.com) to establish a good working basis within the consortium as well as setting up regular monthly online meetings besides the face to face meetings taking place each six months was extremely important to deepen the real cooperation within the transnational consortium. This also contributed to high quality of the project results and ensured a stable and effective partnership.

## 5. Plans for the Future

During the second project year all partners already put a very strong focus on ensuring sustainability, continuing visibility, accessibility and use of the project results not only during the project lifetime but also afterwards within other contexts and by a larger audience.

The following activities are planned for the future:

- a) MFG Baden-Württemberg  
MFG continues to use the SVEA platform as a collaborative online platform within the framework of the trainings from the MFG Akademie. Besides, MFG has integrated the SVEA results in other project proposals funded by the Federal ministries or by the European Commission to transfer the SVEA results into other fields.  
The German Bundesverband für Online-Bildung (Federal Association for Online Education) is continuing using SVEA's main results and SVEA's project results as best practice cases in presentations and trainings to train other trainers.  
MFG is also going to present the SVEA results at Learntec 2012 where MFG will have a separate stand and will present the SVEA platform within a workshop of the German Bundesverband für Online-Bildung.
- b) CSP Innovazione nelle ICT  
CSP already started to integrate the SVEA platform into other regional project which will guarantee sustainability of the SVEA products, e.g. the SVEA platform is now used by a project which involves the high schools of Piedmont Region  
<http://scuola.csp.it>.  
Furthermore, CSP received a proposal for the integration of the platform in an online environment developed for two prestigious Italian universities (University of Genova and Pavia). Specifically it would be used within the classroom to stimulate the exchange of experiences and knowledge between students and teachers.  
CSP is also focusing on integrating and transferring the SVEA results into other European, national and regional proposals and areas to further exploit the results.
- c) EuroPACE  
The use of new educational technologies in general and social media in particular in a context of higher, adult, or vocational education is of great interest to EuroPACE and it close member the Media and Learning Unit of KU Leuven. Both organisations have a long-standing tradition of involvement in international collaboration and EU-funded and other projects and plan to integrate the SVEA project results into other project proposals to further exploit the results and contribute as such also to the transferability of SVEA results into other sectors and branches  
The end products of the SVEA project will also continue to be offered through the organisation's website to members and partners of EuroPACE.
- d) FUNDECYT  
FUNDECYT is working on adapting the SVEA collaborative platform to the internal needs of the organization to be used as one tool for the internal training plan for workers of the foundation for 2012 and beyond, which will include the educational content tailored to the needs of knowledge of the FUNDECYT's staff.  
Additionally, FUNDECYT supported the Cámara de Comercio de Badajoz in applying for the LdV-Tol project Route 2.0 (<http://www.route-20.eu>) which started in October 2011. Route 2.0 aims to promote the use of web 2.0 tools among SMEs belonging to tourism sector. FUNDECYT will work on the development of the training platform, having into account the positive results and guidelines of the SVEA experience.

To continue exploiting the training modules in the Spanish context, FUNDECYT is translating the rest of the training modules (Wiki for teachers, Document Sharing, Blogging, Photo Sharing, Social Bookmarking, Video Sharing and web 2.0) into Spanish and has decided to maintain the Spanish version of the SVEA collaborative platform on its own server.

e) Coleg Sir Gâr

To further exploit the SVEA results also in a commercial way CSG will put a strong effort on accredit new training units on the basis of the SVEA training material which will then be made available to the VET institutions and the school sector. A starting point is the successful accreditation of the SVEA Facebook module which has already been delivered as a pilot with lecturers across the UK and New Zealand (see also [www.virtualcollege.ac.uk](http://www.virtualcollege.ac.uk)).

Besides, CSG is also focusing on further exploiting the SVEA results within the framework of other EU funded project proposals such as LLL programme.

## **6. Contribution to EU policies**

E-skills are a key competence to make lifelong learning a reality. The Lisbon Strategy has enhanced efforts to mobilise active economic and social forces around education, innovation and knowledge intensive sectors and activities such as information and communications technologies. SVEA has been actively supporting training organisations to learn more on the effective use of ICT with special focus on web 2.0. This will make them more efficient and provide better services and thus to become more competitive in the large education and training market in Europe.

It furthermore also corresponds to the new EU initiative Agenda for new skills and jobs launched on 23 November 2010 in which the EU proposes concrete actions related to enhance the ICT skills in Europe to strengthen the people's employability skills. By enhancing the ICT skills within adult training institutions which are consequently able to offer more courses integrating ICT in the training system those institutions will contribute to the overall improvement of the people's skills corresponding to the market's needs.

