

# Go&Learn initiative

# Dissemination and Impact analysis report

Analysis of dissemination and implementation strategies of partners at European,  
national, regional or local level



The Go&Learn initiative is a multilateral network supported by the EU LLP funds. It is aimed to organize and manage an international catalogue of study visits to be carried out inside companies all around Europe. The visits have training and guidance aims and should be considered as Training Units that can be proposed to a vast range of users: students of vocational and secondary school, university, employed and unemployed people, teachers and trainers. The hosting companies are strongly committed in training and in knowledge propagation, allowing the visiting groups to learn directly from the source of knowledge, experience and innovation, which is the company itself. Detailed and updated information about the network members, the activities and services available are available in the official website of the project: [www.goandlearn.eu](http://www.goandlearn.eu) and in the national websites of the project partners.

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Lifelong  
Learning  
Programme

### LIFELONG LEARNING PROGRAMME 2011 - MULTILATERAL NETWORK 517780-LLP-1-2011-1-IT-LEONARDO-LNW

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# 1 Dissemination and Impact in the Go&Learn project

This report is developed by Voka Chamber of Commerce of East Flanders in the framework of the Go&Learn work packet on dissemination and impact. It contains an analysis of the dissemination and implementation strategies of partners at national, regional and organisational level.

The analysis is based on the results of a questionnaire, set up by the partners in the beginning of the go&learn project. The partners believe that a thorough communication is required to yield impact. Together with the other work packages (especially the one on valorisation) communication is therefore crucial for the sustainability of the project.

The purpose of this document was to track during the project partner meetings the dissemination activities per partner.

The analysis consists of the following parts:

Pt 1: relevance of the project for the partners

- Why is the project relevant for your organisation?
- What could be obstacles for implementation and might be possible solutions?

Pt 2: SWOT analysis for implementation and impact

- What are the strengths and opportunities to overcome the threats and weaknesses of the project in order to realise a successful implementation?

Pt 3: Communication and dissemination strategies of the partners

- Who are the target groups of the Go&Learn project in your context?
- How can these groups be approached in the best way?

Pt 4: Recommendations for sustainability

- What are the most important elements to create sustainability of the Go&Learn network?
- What are the concrete actions we can do in order to realize this?
- Opportunities for further collaboration
  - Why joining and staying in the network
  - What are the issues I would like to work on?
  - How are we going to collaborate?

Pt 5: analysis of the dissemination activities of partners

- What are the most targeted groups?
- What was the main purpose of the dissemination activities?
- What type of activities were carried out the most?
- What is the impact?

Annex: dissemination activities of the partners

## 2 Relevance of the project for the partners

The Go&Learn partnership agreed on the following general definition as partner credo:

The possibility to attend a standard catalogue of discovery and study seminars, able to foster a contact with economic fabrics and cultures of different European countries/regions, is a true added value for the professional growth of students and workers able to cope with the globalization processes.

## 3 SWOT Analysis for implementation and impact

The SWOT analysis made by the go&learn partnership covered following aspects: TRAINING LOCAL NET, STAKEHOLDERS LOCAL NET, COMPANIES LOCAL NET, EUROPEAN NET, G&L TRAINING UNITS, G&L SERVICES, MARKET NEEDS, LAWS/NORMS.

Following SWOT scheme was made by the partnership.

<b>Strenghts</b>	<b>Weaknesses</b>
<p>composition of the partnership representing both training institutions and enterprise representation</p> <p>involvement of regional authorities of FVG</p> <p>contacts of CCI with enterprises for enterprises a way to get access to potential employees</p> <p>for CCI an potentially new service</p> <p>share experience between international partners</p> <p>wide range of target groups</p> <p>several kind of trainings</p> <p>marketing tool for companies</p> <p>exchange of best practices</p>	<p>weak relationship of training institutions and schools and enterprises</p> <p>different approaches towards training role of companies, cost for training, ...</p> <p>maintain a go&amp;learn standard</p> <p>limited budget to involve enterprises</p> <p>local scope of some CCI</p> <p>enterprises are not always interested in the international dimension</p> <p>language barrier</p> <p>limited short term gain</p> <p>share experience between international partners</p> <p>use of several languages</p> <p>how to maintain same standard</p> <p>confusement between marketing and training aim</p> <p>differences between general and specific training</p> <p>limited resources in staff, logistics, ...</p> <p>different laws and norms per country</p>

opportunities	threats
<p>potentially great number of different stakeholders can be involved</p> <p>the g&amp;l concept can be complementary to existing services</p> <p>concept fits in EU mobility plans</p> <p>innovative way to regional tourism offer</p> <p>innovative way to promote regional economic potential</p> <p>erasmus + potential</p> <p>EU drive for uniformity, standardisation of training processes</p>	<p>competition between training providers</p> <p>bureaucracy</p> <p>limited belief of companies in benefits of international mobility</p> <p>skilled trainees often have limited interest to work crossborder</p> <p>differences between training companies</p> <p>how to maintain g&amp;l network after project</p> <p>logistic challenge</p> <p>training in accordance with production process</p> <p>current economic crisis</p> <p>national implementation of EU regulations and best practices</p>

The SWOT analysis led to following conclusion:

- The role of chambers of commerce will be very important to face the problem of the dialogue with enterprises.
- The dissemination function will be very important (strategic), also in a vertical direction
- To support the maintenance of the net, of the services, of funding, we have to move very soon and begin to involve stakeholders interested to start up the mobility services valorizing and usign the results of the project
- A first initiative to build up the mobility process could begin next months and we can consider to talk wih our national agencies and begin to submit for funding to Leonardo Programme some pilot experiences to be realized in 2013 during the first pilot visit.

## 4 Communication and dissemination strategies of the partners

The target group defined by the Go&Learn partnership where defined as companies, VET centers, schools and universities, public authorities, policy makers.

### communication matrix

Target group	Their role	Their gain	How to approach them
companies	<p>to offer visits</p> <p>to provide thematic guide</p> <p>to build a local network of hosting companies</p> <p>to contribute to the quality of work placements</p>	<p>involvement in training of regional workforce</p> <p>participation in a local, regional and national network organised format of thematic company visits</p> <p>contribution to CSR policy</p> <p>marketing potential to participate themselves in the provided offer of circuits</p>	<p>company meetings</p> <p>infosessions</p> <p>network activities</p> <p>personal contacts</p>
VET centers, schools universities	<p>apply a common approach to mobility organisation and management</p> <p>safeguard quality of mobility</p>	<p>close cooperation with (network of) companies</p> <p>to participate in an international network of training providers and companies alike</p> <p>to improve the curriculum with a real life working place experience</p>	<p>information meetings</p> <p>workshops</p> <p>personal contacts</p>
students trainees	<p>contribution to a qualitative offer of thematic circuits as part of their training</p>	<p>a qualitative thematic company visit</p> <p>an enhancement of their training with practical real life working place experience</p>	<p>via offered training formats</p> <p>via info sessions</p>

public authorities	relay information of the go&learn concept into the local/regional/international society	qualitatively upgraded training offer in their region	organising stakeholder meetings at policy level
policy makers	embed the good practice in the training offer	promotion of their region in international context	
other international future project partners	enlarge the G&L network	participate in an existing G&L network	meetings

Final conclusion led to following defined target group.

Any potential client of the proposals of the Go&Learn catalogues of study visits. The European circuits of the G&L Catalogue are offered to schools, VET centres, universities, companies and training providers of any kind as a structured training period abroad which lasts from 5 to 7 days. The activities are real training units, which will usually fit in the standard curricula of the visiting groups. Thus the request for enrollment to a circuit should be submitted by the training provider for a group of students. Small groups could be joined if necessary, but individual enrollment is not yet supported. If the study visits are inscribed within tourism proposals, the individual enrollment could be possible.

The Go&Learn partnership agreed on the following report grid for each LNMB, to be filled in during the whole project lifespan.

State	Start date	End date	Performed by	Activity	Influence	Level	Target group	Tool	Impact	Purpose	Result
Planned											
Done											
etc..											

## 5 Recommendations for sustainability of the Go&Learn project

Based on the SWOT analysis and the input of the partners in the previous chapters, the Go&Learn partnership agreed on following conclusion as the basis for sustainability of the Go&Learn project.

Vocational education and training has a key role in supporting the aims of the Europe 2020 strategy. This strategy makes clear that it's fundamental to encourage more workplace learning experiences, a closer collaboration and partnerships between public services, education and training providers and employers, at several levels

and a greater validation of skills and competences acquired in non-formal and informal contexts.

The Go&Learn initiative offers the chance to access an international catalogue of training seminars and/or guidance visits aimed to the discovery of local economic fabrics and to the propagation of knowledge. It is aimed to build a local and international frame that can help to solve some of the following essential problems:

- Mobility programs foresee long periods of permanence
- Standardization of the mobility experience is quite low
- Inadequate support given to education and training providers: missing transnational mobility as a standard part of their curricula
- No evident training role of companies: particularly SMEs not able to create a learning environment combining formal and non formal learning
- Low level of mutual interest in and understanding of a neighbouring country's economic fabric and history
- Lack of information about all the opportunities related to mobility addressed both to workers and to students

Out of this conclusion, the partnership explored 2 recommended pathways for sustainability, that were tested and proved adequate during the project. The first and most substantial financial source are public means both EU and local. The second, mostly focused on companies, relies on private means. The combination of both provide a mix for partners to meet in ENMG meetings, to grow the local networks locally, crossborder and internationally and maintain local, crossborder and international mobility.

## **EU Projects**

The partnership pointed out in its SWOT analysis the importance of align with Erasmus+ projects to foster mobility. Definitely with regards to the target group of trainers and students, these financial resources are ideally positioned.

The partnership has also submitted other project proposals linked to the integration of the project: Life Long Learning Programme, Leonardo da Vinci, Mobility projects weren't approved. One project received approval and is meanwhile successfully operating:

GO&LearNET for Teachers and Trainers - [www.goandlearnet.eu](http://www.goandlearnet.eu)  
LLP 2013 - TOI ITALY 2013-1-IT1- LEO05- 03971

The partnership agreed to explore within the framework of the LNMG the possibilities to submit joint EC or other projects in function of mobilities. Erasmus+ seems here for all partners the most relevant. Also with regards to the further growth of local and crossborder network Interreg or other EU or local funding seem applicable. Definitely for partners (e.g. Voka, Translake, ...) with crossborder cooperation at the heart of their organization activities these project formats are looked after.

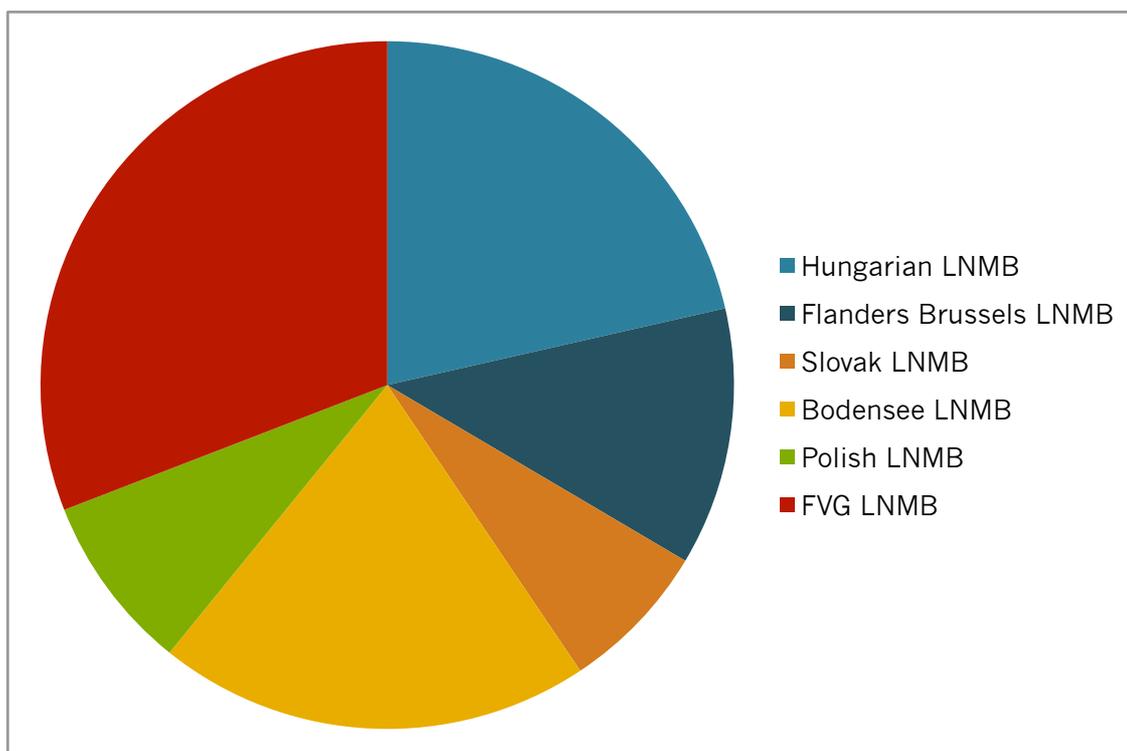
## **Other forms of valorisation**

Another path for sustainability explored within the SWOT analysis was a valorization, where companies and company staff finance participation by own means. The cost calculation of this was worked out in the valorization package and has been tested during the project. Several of this thematic visits are explored now within the partnership (e.g. March 2015 to Gdansk region, September 2015 to Hungary/Slovakia).

## 6 Analysis of the dissemination activities

The dissemination activities of the project partners can be analyzed, clustered and visualized in different ways, due to the dissemination GRID format used. In general the dissemination GRID format categories proved to be very sophisticated, most important categories are the following: type dissemination activities of the partners, the purpose of the dissemination activities of the partners and targeted stakeholders.

### Amount and Type of dissemination activities



In total the vast amount 495 registered dissemination activities were registered. Despite the grid interpretations on definitions per category varied.

In general we can say that there are 4 main types of activities were carried out, covering both internal and external communication:

- Development of promotional material: online, hard copy documents, promotional gadgets,...
- Promotion during events: workshops, learning distribution of flyers,
- Stakeholder meetings: meetings to expand the network or to involve stakeholders actively
- Capacity building: LNMB coordination meetings, meetings with companies, meetings with training providers, ...

There is a wide range of dissemination activities developed, due to the project concept and the varied project partnership.

## Purpose of the dissemination activities of the partners

Once more the diversity of the partnership is reflected in the purpose of the dissemination activities. However 4 main purpose categories can be singled out:

- Awareness rising in general, to a broad audience of potential users, stakeholders, ...
- Capacity building focused on companies and training providers, ...
- Sustainability looking for synergies with existing networks, crossborder opportunities, project formats, ...

## Targeted stakeholders

Five main categories of targeted stakeholders are defined:

- Training companies: to participate in the learning circuits as host and as participant
- Training providers: to participate in the learning circuits
- Stakeholders: often regional authorities, ...
- General public: raising public awareness via broad dissemination campaigns
- Internal LNMB partners meetings

## Conclusion

A large number of registered dissemination activities were carried out by all partners. Due to the nature of the partner composition the diversity was wide. Some of the activities proved to be original and innovative and picked up as a best practice by other partners during the project. Although all dissemination has an external effect, some of the activities were more targeted specific and inwards towards participating companies and training providers, others targeted outwards and more general to a wide audience.

