



Dissemination Report And Valorisation Plan

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Dissemination Report

1 Introduction

“Digital media are becoming the main mean of communication and participation in society. Because its benefits are not yet available to everyone, the people who facilitate digital competences are becoming increasingly important in today’s time and need our support to offer the best possible help.”

The whole dissemination and valorisation strategy of the project Trans e-facilitator aims to communicate the above mission statement as widely as possible and ensure to raise awareness for the profession of e-facilitators and exploit the curriculum innovated during the project’s lifetime and beyond.

Therefore the project consortium of Trans e-facilitator compiled a two level strategy in order to offer a permanent platform for contact and information and directly address the target audiences in key moments of the project. Dissemination was distinguished in passive and active dissemination: while passive dissemination offered all project products by publishing them in our own media such as website and flyer, active dissemination actively offered information to the defined target groups. The severity of the two approaches varied in different phases of project’s life cycle. To accomplish our goal of social recognition for the profession of e-facilitators and our curriculum the project partners addressed actively stakeholders in the field of education for adults and ICT. Additionally the training campaign of the project was promoted to acquire qualified participants. To offer a consistent space with information about the project, contact details for further questions and latest news and events in the field we created a project website. The developed curriculum is available on this website for further use after the project’s lifetime. The exploitation of results and further recognition of the profession are content of the valorisation plan (Milestone 4) which is part of this report.

In order to achieve the widest possible coverage for the results of the project following tasks have been set up by the project consortium in Work Package 9 in the project application:

- 9.1 Coordinate dissemination activities of partners
- 9.2 Develop and disseminate flyer and a website as the start page for the online platform
- 9.3 Disseminate curriculum in national and international media
- 9.4 Prepare and organise dissemination event in each country
- 9.5 Prepare and organise dissemination event in a European context
- 9.6 Write dissemination report
- 9.7 Develop valorisation plan (Milestone 4)



While Stiftung Digitale Chancen (SDC) was Work package 9 leader during the project's lifetime all partners as TU Dortmund, Fundación Esplai, FCT, LIKTA and D-O-T contributed and spread the objectives and products of the project in various and numerous occasions. As support the website and the flyer are translated into all partner native languages and in English.

In order to report all dissemination activities that were conducted during the project this report includes a description of the addressed target groups, a detailed illustration of the active and passive dissemination and a section about the assessment of dissemination in the project. Afterwards the consortium describes the plans for the future in the valorisation plan (Milestone 4).

2 Target Audiences

To ensure that the knowledge enhancement of the project find its way into the field of promoting digital literacy and formal recognition of trainings, it is necessary to reach the relevant players in this field. These relevant players were addressed at different times of the projects runtime and through different communication channels. In order to guarantee an overall coverage and to achieve the objectives of WP9 the consortium approached the target audiences either bottom-up or top-down.

- The user group **e-facilitator** is one of the main target audiences because of the objectives of this project. E-facilitators were addressed by the three transfer receiving partners Latvia, Portugal and Germany mainly in three phases: in order to receive the respective national framework conditions for transfer and adaptation of the curriculum these partners approached national e-facilitators for a context analyses (WP3). Afterwards the partners reached out to e-facilitators to inform about the pilot testing (WP6) and in the third phase e-facilitators were addressed in order to spread and exploit the curriculum (WP9). The transfer receiving partners reached out to e-facilitators through the **telecentres, libraries and ICT institution** the partners are connected to.
- **Education and training institutions** are one of the target groups that are addressed because they can validate and include the curriculum in their programme lists. The transfer receiving countries are connected to education and training institutions, especially LIKTA was able to integrate the Trans e-facilitator curriculum into Latvian Lifelong Learning centres and educational institutions. To archive the most possible impact LIKTA approached the institutions top-down by talking to the managers and thus make the curriculum an obligatory part of these institutions. After all the project coordinator TU Dortmund is an important education institution and thus not only



connected in the field but also able to implement the topic in their lectures with more than 130 students.

- In order to archive our goal of social recognition especially **civil society organisations** and **welfare organisations** are important target groups. The consortium reached out to this target group via a top-down approach when speaking to their representatives at events and meetings. The partner organisations of Trans e-facilitator are part of the third sector themselves and thus good connected to other organisations of the sector. SDC presented the project with great success at their advisory board meeting in 2013 with 30 representatives of the member organisations and was able to cooperate with LandFrauenverband¹ for the pilot testing of the project. Additionally SDC got in contact with the Federal Ministry of Economic Affairs and Energy to discuss further use of the curriculum in medium-sized companies.
- Next to social recognition the consortium aimed also at formal recognition and therefore addressed **policy makers** and **policy representatives**. Governmental entities are able to approve the training and in long term formally recognise the curriculum and profession of e-facilitators. LIKTA is in contact with several Ministries of Latvia to get an approval for the Trans e-facilitator curriculum. D-O-T is already a stakeholder in the field of policy making due for example to MIREIA² studies which results influence the policy making processes in the area of promoting ICT. All partner organisations are connected to policy representatives and will also be able in the future to raise awareness for the topic.
- **European organisations and networks** were addressed to raise awareness for the curriculum and the opportunity to transfer it into other European countries and use it to educate e-facilitators. Several international events offered the occasion to speak about the projects, its objectives and results.

The consortium of Trans e-facilitator itself guarantees a wide range of dissemination by its geographical distribution. The project consortium consist of organisations covering one northern European country with Latvia, two southern European countries with Portugal and Spain and one central European country with Germany. Added value lies in the types and role of institutions that were involved:

- **TU Dortmund** as the project coordinator and as an application-oriented research institute has the dissemination focus on civil society organisations, policy

¹ LandFrauenverband is an association of women in rural areas who organize trainings and initiatives for those women, read more only in German: <http://www.landfrauen.info/>

² MIREIA - Measuring the Impact of *eInclusion* Actors, research of the European Commission, URL: <http://is.jrc.ec.europa.eu/pages/EAP/eInclusion/MIREIA.html>



representatives and academic lessons for students. The first two target groups were addressed through stakeholder's conferences (see Berlin, Malta, Granada, Paris, Zagreb events). For the third target group an academic course and a "project market" were conceptualised and implemented at Dortmund Technical University.

- **Stiftung Digitale Chancen** as a transfer receiving partner disseminated the project to target audiences for whom the curriculum was transferred and who are likely to use the curriculum in the future. The e-facilitators were contacted in two phases via their working places such as telecentres, youth clubs and libraries. SDC administrates a data base with around 8.000 internet access points of which qualified institutions were contacted firstly for the context analyses and secondly to spread the pilot training and gather participants. An additional target audience is the advisory board of SDC which contains welfare organisations as well as policy makers. In annual meetings the project was presented and was able to raise attraction for further use of the curriculum.
- **Fundación Esplai** has a broad network and therefore addressed during the project third sector organisations who work in the field, public administration and education, the network of telecentres, representatives of social organisations, representatives of public administration, primary schools, secondary schools, colleges, Esplai centres, facilitators, social workers, the board and advisory board of FCE, FCE workers, stakeholders, telecentres from all over the world, facilitators at international level, managers of social organisations. Additionally Fundación Esplai reaches a wide public that is interested in third sector activities and e-inclusion aspects via their social networks.
- **D-O-T** as coordinator of the original project whose innovation was transferred in this project, and as partner responsible in this new project of creating bridges with European and International policy and stakeholders, practitioners and researchers, has disseminated the project primarily to policy makers and policy researchers, telecentre networks. On the first, the advocacy work on telecentres and their staff started by Gabriel Rissola years ago has led to generate policy research interest at the Institute for Prospective Technological Studies of the EC to the point that there is a research line devoted to e-Inclusion intermediary organisations working on this topic, with MIREIA studies working as a corpus of knowledge that influences policy. This led for example to the invitation received by Gabriel Rissola from DG EMPL to attend a Social Policy Innovation event where there was explicit reference to "social intermediaries" like e-Facilitators and a parallel session debating the role of digital initiatives in modernising the social services provision in Europe. On the second one, the interest generated inside the telecentre community has crystallized this year on a whole day of Telecentre Europe Annual Conference devoted to the topic of this project, while through Spark (the International Telecentre Forum) and the



international Telecentre Academy, the capacity building work developed in Europe reaches new audiences worldwide.

- **LIKTA** as a transfer receiving partner addressed promoters of media literacy who participated in the pilot testing of the curriculum but who will also spread information about the training forward and thus strengthen the bottom-up approach. Due to LIKTA's previous experience working with telecentres and e-facilitators, trainers and end users and developing new courseware, they addressed educational institutions and library networks in order to implement the curriculum. LIKTA is one of the leading e-skills and e-inclusion stakeholders in Latvia and has a large network of lifelong learning centres to which they presented the Trans e-facilitator training concept for implementing the training for their staff. On the other hand LIKTA focused in social and formal recognition in their dissemination strategy. So LIKTA had ministries of the Latvian government (Ministry of Economy, Ministry of Education and Science, Ministry of Welfare, etc.) and the state agencies approve the Trans e-facilitator training as standard program and profession standard. That will conclude in a formally recognized training for e-facilitators that will be implemented by agencies.
- **FCT** as a transfer receiving partner has disseminated the project within a broad audience. The first target group was defined during the WP3 and it was composed by Telecentres. In Portugal, these are known as "Espaços Internet" (Internet Spaces Network) and they are located in public libraries, youth centres, adult centres, and civic/cultural centres. FCT, through the Department of Information Society (DSI - Departamento da Sociedade da Informação), has around 1.200 telecentres listed on its database. All of them have been contacted for the context analyses (WP 3). The second target group, social education academic students, was addressed for the "Train-the trainer" workshop in Barcelona (WP 5) and the piloting of the modules (WP 6). The third target group are civil society and welfare organisations and were contacted during the ongoing process of dissemination of the project. FCT is preparing a campaign on the core curriculum of the project and will include the three defined target groups. This campaign plans to be fostered through FCT's new initiative "ICT and Society Network". The general idea is to make both curriculum and e-learning online environment available to the target groups and trainers from partners who joined the ICT Society Network. This approach will start before December 2014.

In conclusion, the target audiences were addressed by the whole consortium. Each partner emphasised a specific target group and concentrate on their network and strength. Future exploitation will and can build on the results of the dissemination during the project.



3 Passive Dissemination

The dissemination strategy of a passive and an active approach contains the advantage that the project and its results reach not only the identified target audience but also offers information and outcomes to those who are interested in the ideas of the project. The website (Result number 13, WP 9.2) as a measure of passive dissemination is the first address for people who want to learn more about the training and curriculum for instance. The flyer (Result number 12, WP 9.2) in contrast gives a short and compact overview and contains the contact details. Both means complement one another and result in a high coverage and a stable contact point.

The **website** provides all information about the project (background, aims and procedure), short descriptions of the partners, news and events that are related to the project's topic and one contact for each partner in their national languages as well one for visitors of the website that want more information in English. The website is generally in English because of the internationality of the project but important information are translated into the partner languages to provide the best possible understanding of the project's content and objectives on national level. The website was the first address for future e-facilitators who attended the piloting; therefore the website leads directly to the e-learning platform Moodle and contains information about the trained module in the respective countries as well as profiles of the trainers³. On the website the curriculum is available and therefore the website is always in progress. The curriculum was downloaded **27 times** between the 22nd and the 30th of September 2014. The website offers news and events in the field and is connected to the sister project RAISE4e-Inclusion⁴. The website is designed according to the W3C Web Accessibility Guidelines. Visit the website: www.trans-efacilitator.eu (Annex 24).

Statistics of the Trans e-facilitator website (Status 30th September 2014):

	Hits	Page views	Visits
Average per month	15.082	8.959	3.851
Total	271.489	161.271	69.321

The **flyer** (Annex 1) of the project has the form of a postcard and contains the mission statement and short and important information on the project. The design is highly connected to the project's logo and its colours, so that the project is easy to recognise. The

³ Profiles of the trainers, URL: <http://trans-efacilitator.eu/content/sections/index.cfm/secid.10>, (01.08.2014)

⁴ Information about RAISE on website: <http://trans-efacilitator.eu/content/sections/index.cfm/secid.9>, (01.08.2014)



flyer exists in **five languages** (Annex 1 –Annex 5) in English to be present on an international level, in Spanish, Portuguese, Latvian and German to disseminate the project on a national level in the partner countries. Each language version provides the respective contact and the link to the website of the project. In addition to the flyer a **factsheet** (Annex 6) was handed out. The factsheet provides more detailed information on the project, such as the modules of the curriculum and the procedure of the project. The factsheet exists in English so the partners could translate and adapt it into their languages for national use. Pdfs of both dissemination tools can also be found in the internal private area in Moodle within the file "WP9 - Dissemination and valorisation". The flyer and the factsheet are tools that contribute to the dissemination and recognition of the project. Both were used for international and national events, either as an addition to a presentation of the project to remind of the information and contact or as a first clue to the content of the project that leads to the project's website and thus to more and deeper information. Therefore, the flyer reached the target groups of the project, such as stakeholders and end-users but also people that were not initially addressed. Because of its clarity the flyer gives the most important information to gain attention of the project and the professional career "e-facilitator".

A big part of the passive dissemination strategy is the **corporate design** of all products of the project. The Trans e-facilitator consortium opted for the colours blue (R=0, G=94, B=168) and orange (R=236, G=116, B=4) as the official project colours and designed the **logo** of the project close to the design of the logo of the predecessor project VET4e-I⁵. The website, the flyer and the LMS platform are designed in the colours of the project and supplied with the logo. Additionally the consortium took care that all public correspondence, the certificates for trainers and trainees and the curriculum have the project design. The logo was placed on all partner websites with a description of the project:

- P0 – Technische Universität, Sozialforschungsstelle: http://www.sfs.tu-dortmund.de/cms/de/Aktuelles/Aktuelle_Projekte/Trans_e_Facilitator/index.html
- P1 – Stiftung Digitale Chancen: <http://digitale-chancen.de/>
- P2 – Fundación Esplai: http://www.fundacionesplai.org/default.asp?option=com_content&task=view&id=12&Itemid=6&lang=spanish
- P3 – Dynamic Organisation Thinking: <http://www.d-o-t.eu/es/>

⁵ See the project website <http://www.efacilitator.eu/wordpress/>



- P4 – Latvian Information and Communications Technology Association:
<http://www.likta.lv/LV/Aktivitates/Lapas/Trans-eFacilitator.aspx>
- P5 – Fundacao para a Ciencia e a Tecnologia: Newsletter:
<http://newsletter.fct.pt/fct-associa-se-a-projeto-europeu-para-criacao-de-curriculo-nacional-de-facilitador-em-tic/>, Facebook:
<https://www.facebook.com/ticsociedade/photos/a.453452088003451.126514.453412061340787/733482593333731/?type=1&theater>

4 Active Dissemination

Active dissemination was regarded very highly of the project consortium especially to achieve the goal of social recognition. This dissemination approach aims to address the identified target audiences directly and thus archive not just awareness but impact. The project was presented on various events, conferences, meetings, and summits. We can differentiate the **dissemination activities in three levels**: (1) attend context related event, inform about project and hand out flyer and factsheet; (2) timeslot on event in which the project is presented; (3) meetings with stakeholders such as policy makers and civil society organisations to discuss exploitation and recognition. Below are some examples of the three levels⁶.

Level 1 – Inform about project and spread flyer

- Internet Governance Forum 2013 on 22nd to 25th of October 2013 in Bali, Indonesia. Jutta Croll, Managing Director of SDC, attended the forum and spread 300 Trans e-facilitator flyers and factsheets.
<http://www.intgovforum.org/cms/component/content/article?id=1261:igf-2013>
- Pre-conference of the European Commission at Online Educa on 4th of October 2013 in Berlin, Germany. <http://www.online-educa.com/>
- Future Summit SocialWeb-SocialWork on 08th of April 2014 in Berlin, Germany.
<http://www.socialweb-socialwork.eu/content/sections/apply.cfm>

Level 2 – Presentation of project

- Online Educa Berlin at 4th and 5th of December 2012 in Berlin, Germany. Dr. Bastian Pelka presented – together with Gabriel Rissola - the e-facilitator profile on Online

⁶ All events and conferences that were attended and used for dissemination are stated in the respective dissemination reporting sheets of all partners: TU Dortmund (Annex 7), SDC (Annex 8), FCT (Annex 9), LIKTA (Annex 10), D-O-T (Annex 11) und Fundación Esplai (Annex 12).



Educa in Berlin in a session facilitated by Peter Birch. Dr. Pelka presented “Professional Structures for Intergenerational Learning: Learning Spaces and Professional Profiles”. An interview is available at EAECA ICT community: <http://eacea-llp-ict.ning.com/video/escouts-at-online-educa-bastian-pelka>

- Gemeinsam durchs Netz (Together through the net) at 21th of March 2013 in Berlin, Germany. During Get Online Week 2013 Dr. Christoph Kaletka introduced the Trans e-facilitator project to 150 e-inclusion stakeholders and multipliers in Berlin, announcing the upcoming curriculum for e-facilitators (Annex 22). <http://internet-erfahren.de/gow2013/>
- SPARK – 4th Global Forum on Telecentres at 29th of May 2013 in Granada, Spain. On the basis of the MIREIA study’s interim results Dr. Christoph Kaletka discussed the e-inclusion impact of telecentres and its relation to social innovation. Special attention was drawn to the professionalization of staff through the Trans e-facilitator curriculum (Annex 21). On MIREIA: <http://is.jrc.ec.europa.eu/pages/EAP/eInclusion/MIREIA.html> On SPARK: <http://spark.telecentre.org/>
- Local seminar for LIKTA’s Latvia@World training centres on 12th of June 2013 in Riga, Latvia. The project was represented to 20 facilitators and coordinators of training centres.
- Advisory board meeting 2013 of Stiftung Digitale Chancen on 09th of October 2013 in Berlin, Germany. Nenja Wolbers presented the project and the profession of e-facilitators to 25 representatives of third sector organisations and policy makers (Annex 20). (<http://www.digitale-chancen.de/content/sections/static.cfm/key.68>)
- Telecentre Europe Summit 2013 on 23rd to 25th of October in Malta. Dr. Bastian Pelka presented – together with Natacha Moquet – the e-facilitator profile on the annual conference of the telecentre network “Telecentre Europe” (http://www.telecentre-europe.org/?page_id=7547) the paper was discussed with around 100 participants (http://de.slideshare.net/tc_europe/te-summit-2324102013natacha-moquet-dr-bastian-pelkaefacilitator) (Annex 26).
- LIKTA Annual Conference on 5th of December in Riga, Latvia. Mara Jakobsone and Zane Pizele presented the project to 200 representatives of ministries, state agencies, universities as well as industry and social partners.
- Final Conference of the European project “Digital Literacy 2.0” on 22nd of January 2014 in Berlin, Germany. Nenja Wolbers presented the project with a poster presentation (Annex 19) to 100 representatives of governmental and non-governmental organisations, multipliers and end users. <http://trans-facilitator.eu/content/news/index.cfm/ndc.3473/ndcdc.3/key.635>.
- 8th Seminar - "Digital Exclusion in the Information Society" on January 31st and February 1st, 2014, Lisbon Portugal. Fabio Ericsson Mortari presented the project in a



panel discussion to discuss the framework of digital inclusion. The audience was composed by master and doctoral students, academic teachers, and researchers from Europe and Latin America.

https://dl.dropboxusercontent.com/u/9402636/semime/comunicacoes_2014/Semime%202014%20-%20Trans%20e-facilitator.pdf (in Portuguese)

- European Dialogue in Internet Governance – EuroDIG 2014 on 12th of June 2014 in Berlin, Germany. The trainings approach of Trans e-facilitator was presented by Katrin Schuberth (SDC) in a panel discussion with the title “The Three musketeers of ICT for development: Access, inclusion and empowerment”.
<http://www.eurodig.org/eurodig-2014/programme-overview/workshop-2>.
- 14th International Conference on Computers Helping People with Special Needs on 8th to 11th of July 2014 in Paris, France. Dr. Bastian Pelka introduced – in a session with Prof. Christian Bühler - the e-facilitator profile for e-Inclusion for disabled people as one dimension of support for eInclusion (Annex 25).
(<http://registration.icchp.org/Programme/ShowAbstract?submission=357>). The presentation was also accepted for publishing in a book by Springer. It will be published by early 2015.
- Baltic-Nordic e-Skill cluster meeting on 8th and 9th of September 2014 in Copenhagen. LIKTA introduced the curriculum and pilot experience to stakeholders from Estonia, Lithuania, Denmark, Finland, Sweden and Norway (Annex 23).

Level 3 – Meetings with stakeholders

- Manager meeting of LandFrauenverband (Association of women from rural areas) on 28th of November 2013 in Berlin, Germany. Nenja Wolbers presented to 20 managers of the federal associations of the LandFrauenverband the project and the pilot training. The association was interested to cooperate with SDC so that finally one of the supertrainers and the three trainees were qualified members of the association. The latter received after completing the pilot training an intern certification of the association (IT-LandFrau).
- Education Committee of the Ministry of Welfare on 14th of May 2014 in Riga, Latvia. Mara Jakobson presented the project and the curriculum to the state employment agency, Ministry of Welfare, Ministry of Education, Ministry of Economy and other sector organisation.

Project inherent dissemination events

From the beginning the consortium defined in the application that dissemination events organised by the project partners will be an important part of the dissemination strategy.



Therefore in Work Package 9 there are two points regarding project inherent dissemination events: 9.4 Prepare and organise dissemination event in each country⁷ and 9.5 Prepare and organise dissemination event in a European context.

The national dissemination event in **Germany** was organised by SDC on 22nd of September 2014 as a workshop with experts in the field of adult education. Berlin as the host city offered the opportunity to invite stakeholders that will be able to exploit the project's result, the modular training curriculum. Five experts came together for a fruitful brain storming after representatives of SDC and TU Dortmund presented the project and the modular training curriculum. The project coordinators of a social project that employs people with cognitive disabilities to train senior citizens in digital literacy lack at the moment a systematic qualification and see the modular training curriculum as a good chance to implement the qualification. The institution of education in the information society of the TU Berlin stated interest in implement the curriculum and / or the adapted and localised modules for trainings of senior citizens and migrants. In general the experts agreed that a scaling of the trainings with the curriculum is necessary and can be conducted by integrating the curriculum in formal vocational trainings for educators and social workers. SDC and TU Dortmund agreed to work on the integration in the future. Documents and picture are in Annex 13.

LIKTA organised the national dissemination event in **Latvia** on 18th of September 2014 in Riga. Stakeholders from the Ministry of Welfare, State Employment agency; Ministry of Regional Development, State Culture Information systems as well as Education and training coordinators and senior experts from 12 regional municipalities took part in the seminar. The main goal of the seminar was to introduce participants to training methodology, online training platform and materials, as well as project piloting results in Latvia. LIKTA vice-president Mara Jakobsons introduced audience with the project overall goals and outputs, as well about how the project results can be shared. Latvian "supertrainers" presented the piloting results and explained in details the module content and training path. A live discussion was raised about the benefits and challenges of e-learning. At the end of the seminar, different networks (teachers, Librarians, State employment agency consultants) expressed interest to join the Trans e-facilitator online platform for trainings. At the event LIKTA handed out pens with the logo of Trans e-facilitator that can be also used as tablet pens. Documents and picture are in Annex 14.

In **Portugal**, the national dissemination event was divided in five separate events. All of them were organised by FCT during the month of September 2014. Three were composed by different workshops (2 in Lisbon and 1 in Oporto) and counted with an audience of 100

⁷ According to the budget "each country" means the transfer receiving countries Latvia, Portugal and Germany and thus the partners that are responsible for the transfer P1, P4, P5. Application Form p. 72

people from Information Society sector, such as libraries, academic institutions, civil society organisations, and enterprises. The two last events were composed by webinars attended by a large audience mainly made up of librarians and teachers. In all events the topic was related to the role of the project in supporting e-facilitator in promote digital literacy to the disadvantaged people and include them into society. Documents and picture are in Annex 15.

The dissemination event in a **European context** was, according to the application form, organised by Fundación Esplai. To make the most possible outcome and dissemination of this event the consortium decided to integrate the event into the Telecentre Europe Annual Conference 2014 (<http://teannualconference2014.info/>) which took place from 24th till 26th of September 2014. In the host city Zagreb, Croatia, more than 100 participants and speakers from European institutions, foundations and associations, partner organisations, NGOs, universities, and ICT industry came together this event. On three conference days the participants were able to follow exciting panel discussion, attend group discussions and networking sessions.

The project **Trans e-facilitator** had a time slot on the second day of the conference (Sept. 25th) after the lunch break. The whole conference day was devoted to the question: "How can people be introduced to digital media and how can they be enabled to benefit from the Internet?" and thus the participants heard stimulating presentations about the importance of telecentres for this task and the importance of staff of telecentres when it comes to the promotion of digital competences to EU citizens. Predrag Pale, Professor at University of Zagreb, Faculty of Electrical Engineering and Computing spoke about telecentres as spaces of learning and exchange. In two panel discussions it was emphasized that with qualification of e-facilitators all benefit. Therefore, the project Trans e-facilitator was presented in the second part of the day with three presentations that showed the modular training curriculum, the 2-step qualification approach and the pilots of the project. Already after the presentation of the curriculum questions related to the implementation of the curriculum arose in the



audience. The presenters were happy to answer them and point to the freely available curriculum in English as download on the project website. After the presentations a networking session took place in the concept of a fair, in which the participants can get informed and exchange about certain topics at "stands" with specific topics. The participants



were able to attend all stands and ask questions to the topics “Telecentre Europe: future projects and interests in partnerships”, “Trans e-facilitator project: further exploitation of the curriculum and formal recognition of the profile”, “YouRock.Jobs: Information and dissemination of the platform” and “Digital Skills for Digital Jobs”. During the session many participants showed interest in the curriculum of Trans e-facilitator, got printed editions and exchanged contacts with the consortium members for further support. The event was disseminated through the media channels of the project and the consortium members. Documents and picture are in Annex 16.

This dissemination event was the starting point for the valorisation plan. In many discussion opportunities and ideas to exploit the curriculum were mentioned and the participants took them home into their countries.

Media Coverage

A second pillar of active dissemination during the project was to publish articles in magazines and on websites. In addition to the website of the project the consortium pursued a wider online and offline strategy in which articles of the project were published in related media. Some selected examples can be seen below⁸:

- Annual report of Stiftung Digitale Chancen 2012 – 2013, <http://www.digitale-chancen.de/content/prospekte/> (22.01.2014), coverage 5000 readers, pp. 26;
- Dario de la Fundación Esplai, number 43, http://issuu.com/fundacioesplai/docs/diario_43 (January 2013), coverage 6000, p. 7;
- Dario de la Fundación Esplai, number 44, <http://diario.esplai.org/arxiu/044/diari.pdf>, (July 2013), coverage 6000, pp. 13 ;
- Dario de la Fundación Esplai, number 45, <http://diario.esplai.org/arxiu/045/diari.pdf> (January 2014), coverage 6000, p. 6;
- Bühler, Christian/ Bastian Pelka (2014): Empowerment by Digital Media of People with Disabilities. Three levels of support. In: Klaus Miesenberger, Deborah Fels, Dominique Archambault, Petr Peňáz, Wolfgang Zagler (Hrsg.): Computers Helping People with Special Needs. 14th International Conference, ICCHP 2014, Paris, France, July 9-11, 2014, Proceedings, Part I. ISBN: 978-3-319-08595-1 (Print) 978-3-319-08596-8 (Online): Springer: pp 17-24
<http://www.springer.com/computer/hci/book/978-3-319-08595-1>
The article: http://link.springer.com/chapter/10.1007/978-3-319-08596-8_4

⁸ All media appearances are stated in the dissemination reporting sheets: TU Dortmund (Annex 7), SDC (Annex 8), FCT (Annex 9), LIKTA (Annex 10), D-O-T (Annex 11) und Fundación Esplai (Annex 12).

- Outstanding: Article in the DIE magazine for adult education (DIE Zeitschrift für Erwachsenenbildung): „Vocational further education to moderator of digital inclusion“. Abbreviated version of the article will be published in DIE Zeitschrift and Long version will be published in DIE Aktuell.

5 Assessment of Dissemination Activities

In order to measure the impact of the project and to evaluate the accomplishment of the dissemination activities indicators were counted continuously in reporting sheets: TU Dortmund (Annex 7), SDC (Annex 8), FCT (Annex 9), LIKTA (Annex 10), D-O-T (Annex 11) und Fundación Esplai (Annex 12). There were **two dissemination reporting sheets**, one for the first year of the project (Annex 17) and an extended one (Annex 18) for the second year for the project. The latter asked not only about the partner’s dissemination activities but also about the impact of the project and their further exploitation of the curriculum. The results will be also discussed in the following valorisation plan.

Chart for dissemination activities on events:

Date	Place, Country	Title/Topic	Number of participants/Type of audience

In the end it is not possible to state the coverage in exact numbers. In general all project partners contributed to a far and wide dissemination of the project and the results on a European level and on national levels. Many third sector organisations, educational entities and policy makers were reached not only in quantity but more important on a qualitative level. Through the efforts of all project partners the project made an impact which can be clearly seen in the recognition report (Result number 10).

The dissemination and exploitation results are a strong basis to build on the projects valorisation strategy. There are two pillars of Trans e-facilitator that the consortium will emphasise in the future: the exploitation and transfer of the reworked curriculum with 11 modules, and the informal and formal recognition of the education and the profession of e-facilitators.



Valorisation Plan

6 Introduction

Why a valorisation plan? The consortium of the project Trans e-facilitator considers sustainability of project results very important and is aware of the meaning that this results have for the future. The valorisation plan (Milestone 4) serves not only to keep the further dissemination and exploitation of project results in mind beyond the funding of the project but also to develop a strategy on which the partners can build further activities and projects.

What is a valorisation plan? The following definition is used by the European Commission: "Valorisation' can be described as a process of exploiting project learning and outcomes (training products and processes, methodology, course materials etc.) with a view to optimising their value and impact in existing and new contexts (target groups, companies, sectors, training institutions and systems etc). To be effective, the process requires:

- a focus on end user/target group needs from project inception;
- dissemination of innovative training products and results;
- selection and analysis of their suitability for transfer to meet identified new needs;
- translation and adaptation to targeted new contexts;
- piloting and experimentation;
- Leading to full integration into the new context.

This process can take place at the micro project level or on a macro level, with the aim of achieving full and sustainable integration into local, regional, national and/or European training systems and practices, including through formal certification of qualifications."⁹

7 Project results

As stated before the consortium will emphasise on (1) **exploiting the curriculum** and (2) on the **formal and informal recognition** of education and professionalization of e-facilitators. Both pillars intertwine and enhance each other and a likewise important. There is a high need of qualification and professionalization for staff of telecentres.

The EU project MIREIA shows that 150.000 organisations of EU27 deal with digital inclusion and need staff to be qualified¹⁰.

⁹ See URL: http://ec.europa.eu/education/programmes/leonardo/new/valorisation/doc/definition_en.pdf, last access: 2011-02-11

¹⁰ See URL: <http://is.jrc.ec.europa.eu/pages/EAP/eInclusion/MIREIA.html>



Therefore, the promotion of the curriculum will lead to better qualified e-facilitators and enhance recognition of this profession. The curriculum contains eleven modules and recommendations of the consortium to future users.

The target groups that were addressed during the projects lifetime apply as well for the valorisation plan with a strong focus on educational organisations and institutions.

8 Resources and mechanisms

In order to overview all resources and mechanisms that play a part in valorising the project results, a national and a trans-national exploitation level must be distinguished: On the one hand, a key objective of the project and its consortium is an ongoing, systematic and increasing use of the curricula in the three transfer-receiving countries of Trans e-facilitator (Latvia, Germany, Portugal). On the other hand, the project has the clear intention to spread the curriculum also to other countries of the EU27. Below, these two levels will be explained in more detail.

Trans-national exploitation

The project Trans e-facilitator is not a solitary project but one component of a project family which is supporting the qualification and professionalization of educational staff in digital learning centres (telecentres). The curriculum of the project is one big part of this initiative and will be forwarded and expanded to more networks directly or indirectly involved in staff professionalization for digital inclusion. This can be achieved through the member organisations of the European network Telecenter Europe and bilateral contacts. In order to enable third-party organisations and networks to better use the Trans e-facilitator results, a **generic version of the curriculum** has been produced and has been made available on the project website and the partners' websites after the project has ended. This generic curriculum provides all eleven modules in a framework which has not yet been adapted to specific national needs.

Visualization of the “project family”:

2009.....2010.....2011.....2012.....2013.....2014.....

<p>Telecentre learning Content Job skills ICT Skills Source: „KC4all“, Grundtvig</p>	<p>Job profile: eFacilitator Job skills ICT Skills Source: „vet4e-l“, LdV</p>	<p>Community management Elderly Youth ICT skills recognition Source: „eScouts“, LdV</p>	<p>Transfer Sustainability Transfer to other countries Sources: „Trans eFacilitator“, LdV „Raise4el“ LdV</p>	<p>Professionalisation HR Knowledge Management recognition Source: „...“</p>
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An important platform to provide the curriculum for further usage is the projects website. Because it is hosted by one of the project partners, SDC, it will be maintained after the project ended. The curriculum is already available as a download. Further information about the project, the pilots and the content of the modules that is already on the website will help future users to classify the curriculum. The international dissemination event served as a forum to disseminate the curriculum, its use and where it is to find.

National exploitation

Already throughout the project’s lifetime, valorisation of project results had started since the piloted and finalised curriculum became part of the training offers of the partner organisations and their cooperating partners. The Moodle platform is therefore going to stay active until September 2015 thus partner organisations will still use the transferred modules for trainings and trainees can exploit the content of the modules for their own trainings (e.g. videos, charts). Additionally, all project partners are connected to or responsible for a great amount of telecentres. Thus it is in the own interests of the partner that the curriculum will be a solid component of their **organisational and national portfolio**. Furthermore, it is very important to draw attention on a policy level.

D-O-T is starting to participate in Spanish regional projects to deploy the Digital Competences Framework of the EC in the territory, and plans to promote the uptake and use of the curriculum among ICT educators. Direct beneficiaries of these measures will be ICT educators working in non-formal education. Indirect beneficiaries are specially unemployed young people who can get new opportunities if they learn to make good use of their immanent digital capacities.



LIKTA will offer the in Latvia credited curriculum to training organisations so that they can include it in their training program lists. Thus e-facilitators from different educational backgrounds will be able to attend the modular training and raise the level of their professionalism. Additionally public agencies benefit by receiving an up-to-date curriculum and training material. LIKTA will spread the curriculum via their regular yearly conferences, social media appearances and target PR strategies.

TU Dortmund will promote the topic of digital inclusion, telecentres, and staff professionalization both on the civil society and the policy level, with the intention of raising awareness for the topic and promote the uptake and use of the curriculum. Experiences from the Trans e-facilitator and other projects on telecentres staff will be used for the 7th framework project “Social Innovation – Driving Force of Social Change (SI-Drive)”. This FP7 project, started in 2014, will analyse and map social innovations in distinct policy fields. Trans e-facilitator results will be addressed in the policy field “Education”. In general, TU Dortmund will involve civil society, policy and educational stakeholders as well as researchers who also work on the topic. Since TU Dortmund is not actively using the curriculum itself but rather doing research and promoting the underlying agenda, the concrete occasions remain to be identified.

Stiftung Digitale Chancen and the Federal Ministry of Economic Affairs and Energy are working together on a project that will exploit the modular curriculum in order to qualify staff of medium sized companies in using digital media, especially collaboration tools, for the purposes of the company. Additionally SDC will collaborate with LandFrauenverband so that the transferred modules will be used to educate members of the association. Furthermore SDC will ensure that the curriculum will be available in the future both for national and international use. Partner organisations, training facilities and internet access point will benefit from the curriculum as it is available for them to download on the Trans e-facilitator website. SDC is going to spread the project results on their advisory board meeting in October 2014 where representatives from important German welfare organisations and policy makers will be attending. After the big success of last year’s advisory board meeting regarding Trans e-facilitator SDC expects also this time results.

FCT’s TeF campaign will begin right after the project ends and it plans to be developed in different stages. The first phase will involve the curriculum review followed by an e-learning platform that will be made available on ICT Society and Network website. The 2nd tier trainers will be invited to take part in the curriculum training as they play an essential role regarding dissemination throughout their associations.



9 Impact

The valorisation plan shows strategies of the project partners to further exploit the attested curriculum. These strategies will have influence on national VET systems and policy making processes. The inclusion of the curriculum into national VET systems started already during the project and will continue beyond. Further dissemination will be embedded in continued advocating efforts for the professionalization of e-facilitators. On a short term perspective the formal implementation of a new vocational training for e-facilitators or the integration of the curriculum in an existing training will encounter not vincible obstacles so that the consortium will raise more awareness for the profile of e-facilitators and implement the curriculum in non-formal trainings as much as we can so that on a long term perspective the demand for a formal recognised training will rise and finally be implemented.