

Handbook

# Successfully disseminating and exploiting project results and products of strategic partnerships

[www.na-bibb.de](http://www.na-bibb.de)





The European Commission uses the Erasmus+ education programme (2014–2020) to foster exchange and cooperation across national borders. Key objectives in European educational policy up to 2020 are to strengthen the European education area, make training content with qualifications comparable across Europe and deepen mutual trust in the quality of training.

The Key Action 2 (KA2) strategic partnerships represent an effective tool for achieving this. For a duration of one to three years, they support cross-sectoral collaboration in education and training by organisations involved with general and vocational education and training, and youth work.

There are two types of strategic partnerships: In the strategic partnerships for the exchange of good practice, the focus is on the sharing of ideas, methods and practices and on the development and strengthening of networks. This means that while no products need to be developed, usable results still need to be disseminated.

However, in strategic partnerships for the support of innovation, the focus is primarily on the development of new products, and on the sustainable implementation and exploitation of these products.

The intention is that results from the strategic partnerships are disseminated by participants as widely as possible, that these have a sustained impact on the institutions involved, and ideally leave their mark over the long term at different levels of the education system.

This handbook is intended primarily for project coordinators and project partners of the strategic partnerships key action (KA2) as they hold key positions in terms of the dissemination and exploitation of product and project results. However, it might also be of interest and helpful to other project leaders in Erasmus+, e.g. those implementing mobility projects (KA1). It contains:

- the description of key elements of the dissemination process, consolidated with visual prompts;
- helpful recommendations and practical tips for designing and implementing effective dissemination and for
- ensuring the exploitation and sustainability of your projects, e.g. by conducting an impact assessment and creating OER licences;
- good practice examples to illustrate the information;
- an appendix containing templates and a glossary of key terms.

It is not essential to work through the chapters of the dissemination handbook in the order provided as each chapter is self-contained. The main chapters begin with a brief description of a target state in terms of successful dissemination and exploitation. The criteria for achieving this are then specified.

Please note that this English edition is a translation of the German dissemination handbook published in November 2017. Some of the information contained refers specifically to the situation in Germany. However, to increase the usefulness of this handbook to foreign readers, we have in some cases replaced links to German-language websites by English-language sites.

We wish you every success in implementing your dissemination activities and for the sustained impact of your products and project results. We are happy to support you in this.

National Agency Education for Europe at BIBB

## Contents

1. WHAT is meant by dissemination and exploitation in Erasmus+?	4
2. WHY are dissemination and exploitation important?	6
3. WHICH results can you disseminate?	9
4. WHICH target groups can you approach?	10
5. WHEN and HOW can you disseminate results?	16
6. HOW and BY WHAT MEANS can you reach your target groups?	23
7. HOW does dissemination ensure sustainability of your project?	27
8. How do the National Agency at the BIBB and the EU Commission support project dissemination?	30
<b>Appendices</b>	<b>36</b>
A1. Important questions about the project	39
A2. Dissemination plan template	40
A3. Instruction for Impact+ exercise	43
A4. What you need to know when using third-party logos	46
A5. How to prepare an effective press release	47
A6. How to disseminate project results on the internet	49
A7. How you can benefit from Open Educational Resources (OER)	53
A8. Multiplier events: 10 tips for planning and implementation	57
A9. How to avoid nasty surprises with photos	58
A10. When you need an ISBN for your publication	59
A11. Useful links	60
A12. Glossary	61



### User information:

We use embedded links in this handbook. These are blue and printed in bold. Unless the link is a URL, an arrow (→) is placed before the links to make them clearly identifiable. Clicking on one of these links in the online version of the handbook takes you to a website with more information about the topic concerned.



# 1. WHAT is meant by dissemination and exploitation in Erasmus+?

In the Erasmus+ programme dissemination refers to publicising the results and successes (from the strategic partnerships) as extensively as possible. The objectives are to: increase awareness of the Erasmus+ project in question and reach potential third-party users of the products and results from the project. In this way the results will impact on the future activities of other organisations. The profile and the reputation of the organisation implementing the project concerned will also be enhanced.

Exploitation refers to the use and application of content and results from the project. A well-developed dissemination and exploitation strategy comprises 30 per cent of the project application assessment. Measures to support dissemination during the project and relating to subsequent exploitation of results must therefore be scheduled before the project starts. For this purpose it is necessary to take the perspectives and requirements of the various actors and stakeholders into account:

1. Project participants
2. Your own organisation and for partner organisations
3. At national level
4. At European level

Please note that the meaning of dissemination varies for the different target groups (see Chapter 4). For example, dissemination and exploitation for the "project participant" target group primarily means:

- Conveying experiences
- Generating interest
- Applying solutions/results

Whereas, for the "political" target group, dissemination and exploitation refers to:

- "Brokering"/passing on information
- Knowledge management
- Switchboard/control centre

As project organiser, you are therefore encouraged to develop ideas for the dissemination and exploitation of your project and to prepare a dissemination plan which will be assessed in the application process according to the following criteria (see European Commission Programme Guide 2017):

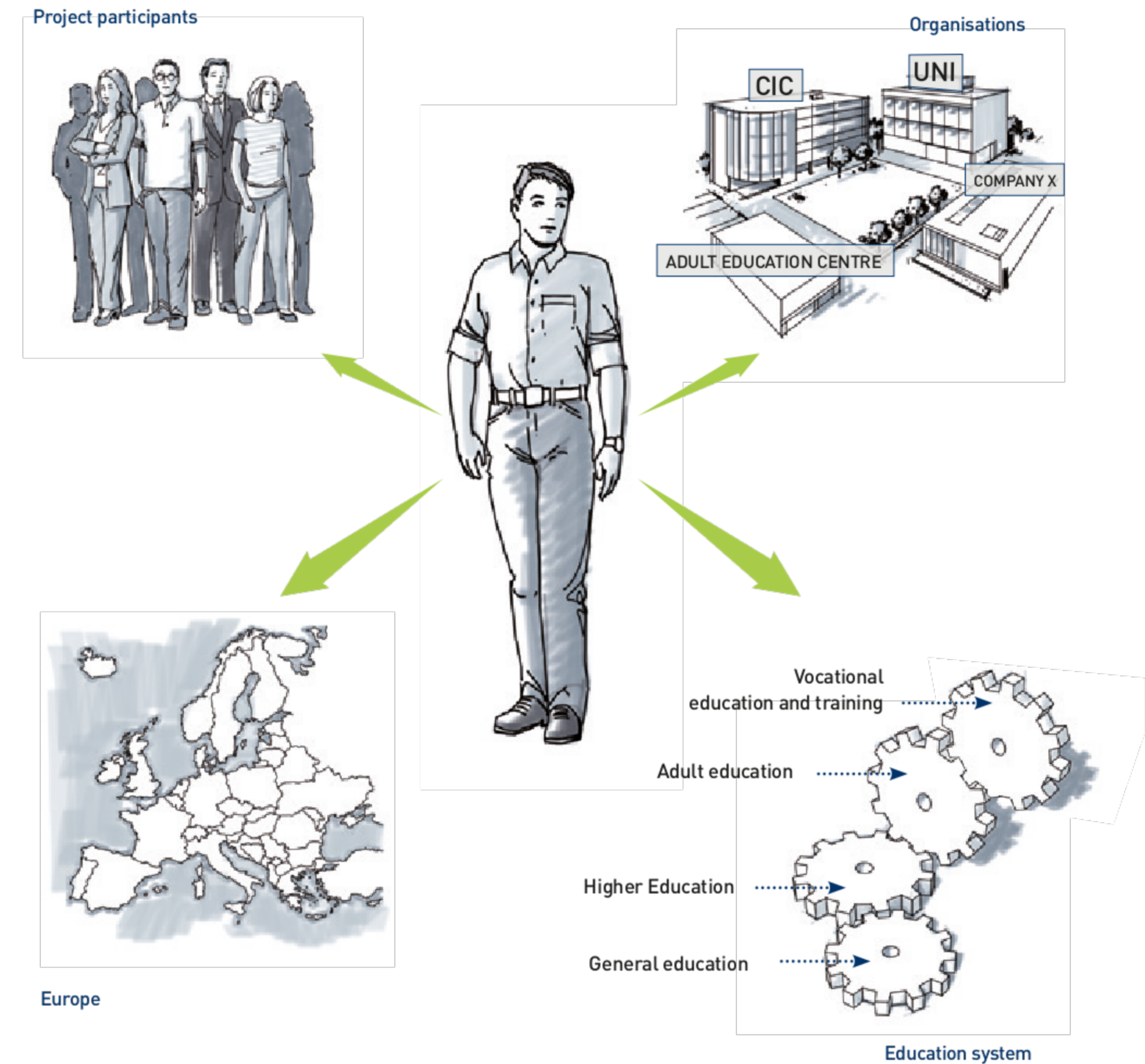
- The potential impact over the duration of the project and beyond, on persons and Organisations, as well as organisations participating at local, regional, national and/or European level is clearly presented.
- Opportunities for straightforward and unrestricted dissemination of results are highlighted both within and outside participating organisations, including licence-free use of materials, documents and media.
- Suitability and quality of measures are shown which ensure results orientation and sustainability of the project.



### Please note:

No funding will be provided without a convincing dissemination strategy!

Graphic 1: What is meant by dissemination and exploitation in Erasmus+?





## 2. WHY are dissemination and exploitation important?



### Target state

VET and adult education practitioners are aware of solutions developed and trialled in a specific institutional and personal context and can apply and transfer them to problems of a similar nature.

### Benefits of dissemination and exploitation

The professional dissemination of your project brings with it a range of benefits:

- It supports and raises awareness of your project goals and results within and outside your organisation.
- It brings your product or results to the attention of relevant decision-makers.
- It places the focus on project highlights; these might be, e.g. "good practices" or specific innovations.
- It encourages interested parties to use your product or results in their own or similar problematic situations. This use by third parties also increases the sustainability of your project.
- Successful exploitation is confirmation of the professionalism and quality standards of your institution.

**Key here is** that the contractual obligation to the dissemination as part of project funding should not be your only motivation for planning and implementing a good dissemination strategy. You are also contributing directly to expanding the reach of your project and to the success across Europe of the overall programme. Transnational learning occurs both at organisational as well as personal level as a result of increasing use. The project partners involved also gain in terms of enhanced image and are able to open up new markets both nationally and at a European level.

### Dimensions of dissemination

Project results can be exploited at a number of different levels – both within and outside the project consortium:

- within the project/organisation and among the partners themselves;
- by means of developing project results in different contexts and situations (e.g. sectors and regions);
- by means of identifying best practices and encouraging third parties to adopt these;
- by means of integrating project results in measures offered at the local, regional, national or European level.

Graphic 2: Why are dissemination and exploitation important?





### Good practice example: Online self-analysis tool provides new market opportunities and image enhancement

The project "Organisational Maturity Assessment Tool for the Europeanisation of Educational Institutions" (→ 2014-1-DE02-KA200-001539) was implemented under the leadership of emcra with seven partners from Bulgaria, Germany, Croatia, Hungary and Cyprus. The aim of the project was to create an online self-assessment tool that helps the organisation to answer the question: Is my organisation ready for Europe?

The online self-assessment tool helps organisations to recognise their own strengths and to identify areas in which further development might still be possible with respect to European work. Based on the results of the self-assessment, organisations receive specific recommendations in terms of the next steps to take towards working with Europe.

Why is the Europeanisation tool effective? It makes the complex issues of organisational development and change management easily accessible. An organisation

analyses approx. 40 of the most important challenges it faces on its road to Europe in just 30 to 45 minutes. The tool is logically structured in seven thematic areas, no preparation is required and everything is provided online in an easily accessible and visually appealing way. Almost without realising it, the user also completes a short course in organisational development.

The tool has been designed in such a way that it can be used across training sectors by all organisations and companies who are seeking to work successfully across borders in Europe.

Feedback was extremely positive throughout Europe both over the course of the project and even more so following its completion. European trade associations are also expressing keen interest in the free-of-charge online self-assessment tool and are disseminating it among their members. The EU Commission's description of the project as a "success story" has also helped to further increase the effectiveness of the project results.

#### Further information:

[www.europeanisation.eu](http://www.europeanisation.eu)  
<http://www.emcra.eu/>



Project manager **Heike Kraack-Tichy** in response to the question of, why are dissemination and exploitation important:

Only those project results which provide a really clear and defined benefit for the target group are of any use to emcra. Anything else is a waste of time. To achieve project results which meet this requirement, a good idea on its own is not sufficient. The subsequent users must be at the centre of deliberations from the very start, i.e. at the project development stage. How can this be achieved? Integrating representatives of the target group as project partners in the consortium is the most important thing. The sustained focus on the user can be ensured over the course of the project if an internationally recognised project management method is used. At emcra we've been using a version of PRINCE2 – optimised for the requirements of European projects – in which the user perspective plays a key role.

For us as a training and consultancy organisation, European projects are part of our strategic corporate development. The projects essentially form our innovation department. We learn as individuals and as an organisation and develop new internationally marketable training products. The project collaboration has also resulted in established cooperative arrangements with partners from other countries in Europe. Not only do we engage in professional discourse with our partners, but they also provide us with access to products which we are able to offer in Germany and beyond. The EU projects have enabled us to develop new market opportunities in Europe and to usefully supplement our core competencies of EU funding and international collaboration with additional provision. Innovative training provision such as our online assessment tool delivers a clear image enhancement for emcra.

## 3. WHICH results can you disseminate?



### Target state

Project partners have a shared understanding of what can and should be disseminated.

### Types of results

Project results or products may consist of both specific tangible results as well as intangible results.

**Tangible results** Results comprise, for example, new forms of collaboration and of networking, newly created learning units, handbooks or curricula, recently trialled instruments, models, methods or tools.

**Intangible results** Results comprise, for example, the acquisition of competencies and gaining of individual experience. This includes learning language skills or gaining intercultural competence as well as acquiring the ability to work in a European context.

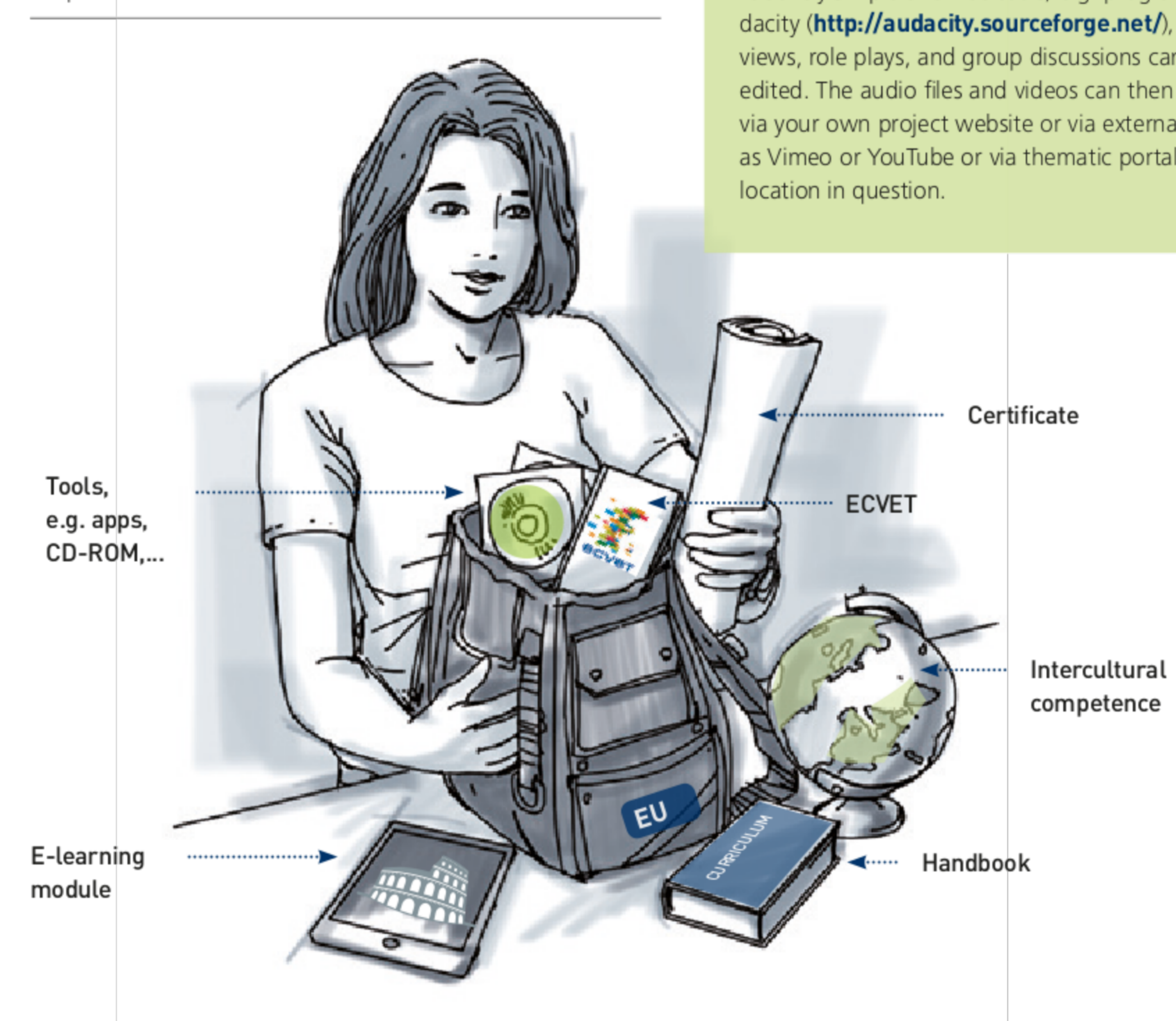
### Examples of tangible and intangible results from practice

- Measures which resolve or mitigate problems in education and training policy making, e.g. a project reduces the number of degree drop-outs by z in region xy. The approach can be transferred as "Good Practice" to other institutes of higher education/regions.

- Measures which foster identification with European thinking by means of concrete learning experiences and engagement, e.g. networking and specialist events, short mobility periods. The challenge for dissemination is that these types of intangible experiences can rarely be planned and also tend to occur in an unexpected and unpredictable manner. For example, the learning experience in a different educational culture in particular involves stepping outside your comfort zone, taking on new perspectives and integrating these in your own day-to-day training. Audio visual media might be used to effectively convey such experiences.

For example, the reactions, feelings, conflicts and images shown in a short film are effective at conveying this. With relatively simple and free tools, e.g. programmes such as Audacity (<http://audacity.sourceforge.net/>), podcasts of interviews, role plays, and group discussions can be prepared and edited. The audio files and videos can then be made available via your own project website or via external platforms such as Vimeo or YouTube or via thematic portals at the learning location in question.

Graphic 3: Which results can be disseminated?





## 4. WHICH target groups can you approach?



### Target state

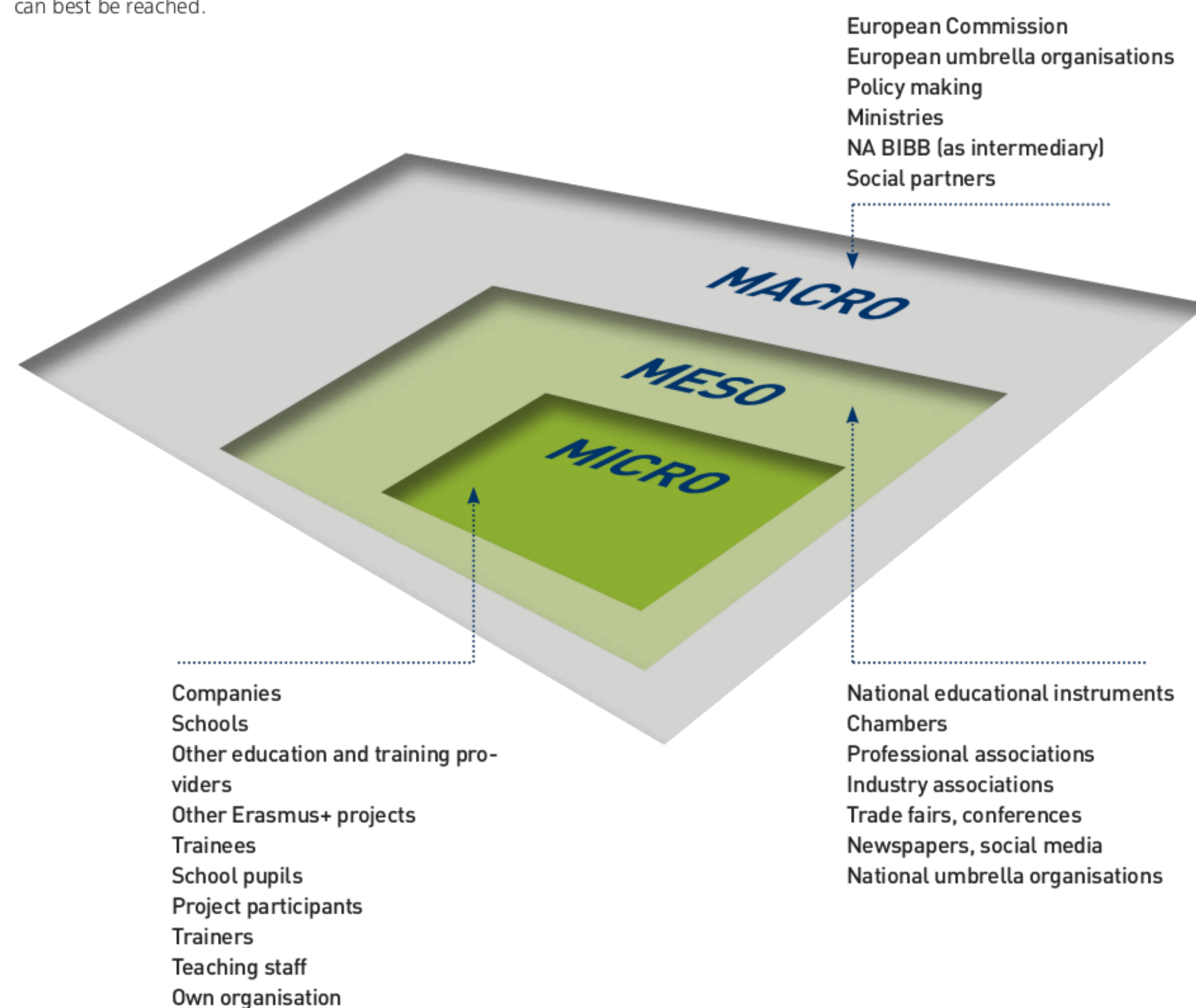
Target groups for dissemination and exploitation are defined and analysed in terms of their requirements.

### Possible target groups

When planning the dissemination and exploitation, ask yourself the question: "Who am I targeting my project/product at?" Possible target groups are companies, business associations, unions, chambers, vocational schools, continuing education and training providers, advocacy groups for persons with disability and the disadvantaged, adult education centres and providers of adult education. In order to ensure that your preparation subsequently addresses the needs of different target groups, it is important to analyse in what way these target groups make best use of information and how they can best be reached.

### Target groups at different levels

In order to cover all relevant interest groups in the target group analysis, it is advisable to systematically consider the different levels of the educational landscape – from the micro, and the meso to the macro level.



### TIP ✓

#### Planning the integration of, and networking with, your stakeholders

- Stakeholders are persons or institutions who are affected by your project activities. They must therefore be involved at an early stage in the communication strategy for your project – not least in order to ensure acceptance for your project.
- Identify relevant stakeholders. Use recognised methods such as brainstorming, address book and other lists to do this.
- Cluster stakeholders together in groups and give them titles, e.g. training and education, policy making, business, etc.
- For each stakeholder, decide how influential he or she is and what his or her attitude is to the project.
- In the project team, decide how you wish to manage the stakeholders before, during and after the project. It may be useful in this case to ask the individual directly who wants to be informed, asked, involved in decisions, persuaded or otherwise taken into account.
- Stakeholders might also be potential users of your project results and products. If they were already involved in developing results or products, then they are already known as target groups for the dissemination and exploitation.
- In this case we recommend, after the end of the project, taking a look again at the "stakeholder landscape" you developed and defining how information should be provided to the stakeholders in the role of users.

#### Embed your results by integrating stakeholders

Work on dissemination together with central bodies, stakeholders and institutions. Where required, organise dissemination in the form of a cascade and in accordance with the interests of these institutions.

Present the successes of your project or the solutions approaches provided by your products in terms of

- networking of the project organiser with key individuals,
- initial and continuing education and training centres of the social partners and chambers,
- embedding in the system,
- and similar.

Establish connections with centres of excellence in the sectors too.



### Good practice example: “Learning e-Mobility Plus”

The strategic partnership “Learning e-Mobility Plus” (→ [2014-1-DE02-KA202-001593](#)) used the example of electromobility to show how innovative technologies can be included in vocational education and training. It also showed how to build up practical learning environments in order to successfully convey these technology competencies, how vocational training can be more closely interlocked with higher education/research, how mutual learning can be promoted, and how the internationalisation of vocational training institutions can be advanced. The BGZ (Berliner Gesellschaft für internationale Zusammenarbeit mbH) – a Berlin-based organisation supporting international collaboration – used their extensive national and European networks as well as synergy effects between their other projects to support this.

As part of a German-Polish-Italian knowledge partnership, vocational education and training institutions, higher education institutions and business associations jointly developed the following products under the leadership of the BGZ:

- concept and quality indicators for innovative teaching systems and learning environments in the technology sector,

- three learning modules relating to the topic of electromobility with functional requirement sheets, product specification sheets, multimedia documentation and functioning prototypes (e-karts),
- gGuidelines for use of the models in education,
- recommendations for stakeholders from policy making, education and business with regard to the integration of the learning environments as well as EU-wide transfer and exploitation.

To support the dissemination and exploitation, all partners specifically targeted stakeholders with influence and involvement. Sponsors include, for example, the Berlin electromobility agency [eMO-Agentur], the Italian education ministry, German Central Association of Skilled Trades, the Polish motorisation chamber, Mercedes Benz Berlin, the Berlin senate department and the Poznan advisory board. PR and dissemination occur in line with a joint dissemination strategy. The cooperation is continuing beyond the conclusion of the project.

#### Further information:

<http://emoplus.bgz-berlin.de/116/nachhaltige-ergebnisse>

<http://www.emo-berlin.de/de/themen/urbane-mobilitaet/learning-e-mobility-plus/>

Model in DE / IT / PL

<https://www.youtube.com/watch?v=jjwu2YOefdE>

<https://www.youtube.com/watch?v=yvyuf33vTi0>

<https://www.youtube.com/watch?v=qyl182DVgFo>



Project coordinator **Grazyna Wittgen** on sustainable stakeholder integration:

“As soon as the project idea is in place, key actors – such as business associations, research institutions and authorities – should be approached and brought on board as sponsors. Their expertise lends the project additional substance. With each sponsor, it must be agreed in advance what he or she is able to do for the project. This should be recorded in writing. It is very helpful to involve sponsors throughout the entire project, to keep them informed on the progress of the project, to invite them to events or to use them as speakers and to obtain their feedback on the products. Prominent sponsors help greatly in increasing the visibility of the project, its activities and results. Decision-makers play a key role in this. A strategic advisory board is a good way of bringing together decision-makers and project partners at regular intervals. Mobility measures can be applied for alongside the strategic partnership. Project sponsors can also participate in this. The thematic connection with the project creates synergies. During the development work, sustainability aspects must be considered from the very start, such as embedding the results in programmes and structures. All partners must also ensure together that results are further disseminated via channels, networks and bodies following the end of the project.”



### Good practice example: Successful lobbying work

The project “QualiProSH Electro” (→ [2014-1-DE02-KA202-001455](#)) developed, trialled and implemented a European-wide qualification project entitled “Specialist for used electrical appliances” as well as additional products based on work process-related standards. The concept was developed and trialled in five European countries overall. The individual products were adapted to the general country-specific conditions in Finland, Germany, Austria, Slovenia and Bulgaria and then trialled and optimised in a test phase in which various stakeholders from the used electrical appliances sector participated. Contacts already established at the start of the projects, existing contacts, as well as relationships in the second-hand sector and in the continuing education and employment sector who were involved in this area, were

particularly helpful in supporting successful dissemination in the countries. This made it easier to acquire both employees and participants for the test phase as well as to find companies to use the qualification products. In addition to positive relationships with companies, project partners actively maintained contacts on an ongoing basis with other stakeholders such as authorities, labour administration, associations and political decision-makers. An additionally developed assessment tool and webinars on the ten qualification modules has ensured that the results will be disseminated within the sector and implemented in other companies in a sustainable manner. Dissemination in the network of the former project partners will continue following the end of the project and will therefore result in a sustained impact of the project.

#### Further information:

[www.qualiprosh.eu](http://www.qualiprosh.eu)

[www.inba-sh.de](http://www.inba-sh.de)



Project coordinator **Ralf Kaufmann** on the factors which contributed to the success of the project:

“QualiProSH Electro” was a successful project partnership in a very specific project environment. The fact that partners knew each other from various other projects and project contexts minimised the loss of information in communication and simplified the collaboration.

Transnational project meetings, at which not only project progress but also the level of dissemination and relevant dissemination activities were discussed and presented, meant that the multiplier events halfway through the project and at the end of the project were successful because the invitees already had basic knowledge of the project. The ongoing work with dissemination also meant that it was easier for national project coordinators to approach potential multipliers, to provide information about the project and to host multiplier events.

### Regional dissemination strategies

A regional dissemination strategy in conjunction with companies, chambers, higher education institutions, federal state (Länder) ministries and current local requirements may prove to be a promising means of leverage for making project findings generally available and for attracting new users. Therefore, check the extent to which you can establish connections regionally to your project topics. Involve relevant regional stakeholders for vocational education and training to establish your project results/products regionally in regulation procedures and to make products more effective for end users. The purpose of the following page is to provide examples of regional dissemination. The intention is that these are representative of possible local, regional, national, international or sectoral dissemination strategies. This is not a presentation of a comprehensive dissemination strategy; instead individual target groups or instruments are presented in order to illustrate the idea.



### Good practice example: Project to supplement the regional federal state (Land) network

The focus of the Erasmus+ strategic partnership BRIDGE (Building up Regional Initiatives to Develop Guidance for Low-skilled Adults in Europe, (→ 2014-1-DE02-KA204-001560) was a transnational sharing of experience and the investigation of advisory structures for low-skilled adults in participating regions. Guidance approaches and instruments were analysed, quality concepts investigated and a handbook created as the main product for training advisers and decision-makers in the area of education and training guidance. In order to embed and disseminate the project in participating regions, representatives of municipalities and regions were involved as partners. These included the Ministry of Education and Cultural Affairs in Baden-Würt-

temberg (DE), the region of Bretagne/France (FR) and Östergötland/Sweden (SE). In addition, the European network "European Association of Regional & Local Authorities for Lifelong Learning" (EARLALL) was involved in the project and set itself the target of consolidating the role and enhancing the visibility of regions, and of establishing effective collaboration between regions in the area of lifelong learning.

The project was implemented by German partners in parallel with the newly formed federal state network "Continuing Education and Training Advice in Baden-Württemberg" (LN WBB): It was anticipated that the sharing of ideas and experiences at a European level would continue as a stimulus for the network and for guidance. For example, advisers from the network were involved in transnational study visits and training.

#### Further information:

<https://www.vhs-bw.de/uebergreifendes/projekte/bridge.html>

### Good practice example: The regional conference as an instrument

As an instrument, regional conferences are effective in disseminating and exploiting project results and products. This is because solutions which are being developed, or which were developed, as part of a project are presented locally to a broad specialist audience and are immediately discussed against the backdrop of regional conditions. This increases the sustainability of the subsequent implementation or adaptation of a solution.

Please note the following when planning a regional conference: The conference should be organised in cooperation with the relevant federal state ministries or with their affiliated regional agencies. In order to align the content of the regional conference as closely as possible with the requirements of the regional training landscape, it is also recommended that further regional cooperation partners are involved, for example – in the case of adult education – the federal state association of adult education institutions or relevant research institutes.

When doing so, consider the national multi-level system (e.g. Federal Government, federal states and municipalities) as well as associations, social partners and other multipliers.

Positioning project results or products which you have already disseminated in your region at inter-regional, national or European level might also be interesting. This might enable you to support the project's sustainable dissemination strategy following the end of the project.

## TIP ✓

### The NA at BIBB recommends:

- Establish regional connections to your project topics. Focus on the impact of your products when doing so.
- Present your project results within the region or nationally in relation to current topics or requirements of federal state ministries. Demonstrate how your results deliver national or regional benefits.
- Encourage networking in the region and utilise pre-existing co-operations with regional stakeholders and multipliers, e.g. chambers, federal state institutes, etc.
- Results which are easy to communicate and which can be recognised.
- Use transparency instruments such as ECVET, EQF, Europass.
- Point out whenever your products are recognised or give rise to certified qualifications which are of significant benefit for participants and embed these in regional systems of vocational practice.

Graphic 4: WHICH target groups can you approach?





## 5. WHEN and HOW can you disseminate results?



### Target state

Activities for the dissemination and exploitation of results are considered and implemented – from the start to the finish – alongside the project. Dissemination therefore occurs before, during and following the project term.

### Methods of achieving the target state

Even before the project starts, develop a detailed and comprehensive dissemination and exploitation plan jointly with your project partners for the implementation of dissemination activities. When doing so, make sure that you include all project partners according to requirements and roles. The dissemination and exploitation plan forms part of the project application. The plan contains a description of the requirements and of the goals, instruments and envisaged outcomes or successes. Potential users can be determined on the basis of the anticipated results. Identify target groups based on this (see also Chapter 4) and define the dissemination strategy and channels (see also Chapter 6). Assign a time line, resources and responsibilities in order to make the dissemination plan operational. Also consider the extent to which measures involved have a more short-term or long-term impact; a long-term and sustained impact must always be given priority here (see also Chapter 7).

### The project summary – your electronic business card

Your project application must include a single page summary of your project in English and, where applicable, in the working language of the project. This is automatically transferred to the European dissemination platform (see Chapter 8) which then communicates the purpose of your project and the benefits it presents for the general public. The summary should be written in a clear and appealing manner so that the main content of the project can be quickly understood by a lay person.

Here are a few tips: Avoid sentences with more than 25 words. Use an active and verbal style. Use subtitles to structure the text.

The text should contain the following aspects:

- Context and background of the project
- Project goals
- Number and profile of participants
- Target groups for the dissemination and exploitation of results and products
- Description of the project and dissemination activities
- Methods for the implementation of the project
- Brief description of anticipated results and effects as well as long-term benefits.



### Dissemination process and recommendations for actions

As already explained, dissemination is a process which accompanies a project from start to finish.

#### Before the project starts:

Preparation of a dissemination and exploitation plan (see also example grid completed on Pages 18–19)

- Which needs does the project address? (WHY, needs analysis)
- What results/products are expected from the project? (WHAT, assessment of results)
- Who will potentially use the project results? (FOR WHOM, users of the results)
- Which dissemination activities can be used to reach the target groups? (HOW, the steps to be taken)
- Which partners are suitable for this? (WHO, with whom?)
- Which channels are most appropriate for the dissemination? (BY WHAT MEANS, dissemination channels)
- When should the activities take place? (WHEN, timing)
- Which personnel and financial resources are available for the dissemination? (WHICH, resources)
- Who does what? (WHO, responsibility)

#### During the project:

- Ongoing product and results-related updating of the dissemination plan
- Preparation of target group-appropriate materials for the press and for multipliers (e.g. press releases)
- Relevant media, e.g. local and regional media, specialist journals etc. approached.
- Multipliers approached for the transferring of project results to end users and for the integration of project results in other measures
- Conception, scheduling and implementation of events for multipliers, e.g. information events, training, demonstrations or peer learning situations
- Effectiveness analysis, e.g. by means of self-assessment, feedback forms, surveys of different target groups
- Integration of third-party project results in order to generate synergies, e.g. at sector level
- Initiating contacts and generation of synergies with municipal, regional, national or European political decision-makers

#### After the project ends:

- Continuation and consolidation of dissemination measures, e.g. by means of OER (see Appendix A7)
- Maintain contact with NA at BIBB, relevant media, political decision-makers and stakeholders
- Update documentation relating to third-party exploitation activities
- Develop ideas for future collaboration with other stakeholders
- Evaluation and measurement of results and effectiveness by external parties
- Assessment of future exploitation of results in other education areas and sectors, etc.
- Sustainable embedding of project results and products in initial and continuing education and training (see also Chapter 7)

#### TIP ✓

**In order to create a sustained impact, schedule dissemination measures for each phase of the project:**

- |  |  |
|--|--|
| <input type="checkbox"/> for the start,      | <input type="checkbox"/> at the end of the project and                   |
| <input type="checkbox"/> during the project, | <input type="checkbox"/> following completion of all project activities! |



Example of a dissemination and exploitation plan: "Intercultural competence for trainers"

WHERE?	WHY?	WHAT?	FOR WHOM?	HOW / BY WHAT MEANS?	WHEN?	WHICH?	WHO?
Level of dissemination and exploitation	Which needs does the project address?	What results or products does the project have to offer?	For which target groups are the results of interest?	Which instruments, methods and channels are suitable for dissemination?	Time and period of dissemination	Which personnel and financial resources are available or required?	Who was responsible for the dissemination?
Project organisers, Own organisation				Assessment of dissemination levels	Before		All
Project partner (consortium)	Selecting the right partners						
Relevant training sector: ■ Regional ■ National ■ European	Strengthening the intercultural competence of teaching personnel	Participant documents, participant guides	<ul style="list-style-type: none"> <li>■ Organisers of advanced teacher training</li> <li>■ Education authorities</li> <li>■ Vocational or adult education and training specialists, authorities,</li> </ul>	<ul style="list-style-type: none"> <li>■ Free download from the German training server</li> <li>■ Flyer</li> <li>■ Project newsletter</li> <li>■ Consultation</li> </ul>	During and after (Transfer phase)	Graphic design of training documentation	All
Relevant business sector: ■ Regional ■ National ■ European		Standardised continuing training module		<ul style="list-style-type: none"> <li>■ Flyer</li> <li>■ Project newsletter</li> </ul>	During		Project coordinator
Multipliers (associations, chambers...) ■ Regional ■ National ■ EU			<ul style="list-style-type: none"> <li>■ Organisers of advanced teacher training</li> <li>■ Education authorities</li> <li>■ European journalists specialising in vocational or adult education and training</li> </ul>		During		Project coordinator
Stakeholders (policy makers...) ■ Regional ■ National ■ EU			European experts specialising in vocational or adult education and training	Presentation at conference	During/after	Conference fees, travel costs	Research assistant
Others: as required (media...)			Scientific community	Article in specialist journal, Social media	During/after		Research assistant

The appendix contains a blank template of the dissemination plan in different levels of detail.



### Good practice example: Dissemination activities in all project phases

Environmental issues are becoming increasingly relevant, such as scarcity of resources and growing mountains of rubbish. The Cradle to Cradle® concept offers a solution to this: Production with a 100 per cent recycling rate is commercially successful, environmentally friendly and also healthy for the consumer. This is not only of interest to major corporations, but – as established by the Hanseatic Parliament (an umbrella organisation of chambers of commerce, crafts and industry from all Baltic region countries) – also to small and medium-sized enterprises. Together with partners from Germany, Finland, Poland and Hungary, the Hanseatic Parliament has therefore developed a continuing training and guidance programme specifically for the SME target group to support the implementation of environmentally-friendly thinking and innovative commercial activities as part of the strategic partnership “Improvement of skills in the green economy through an advanced training programme Cradle to Cradle” (→ **C2C in SMEs, 2014-1-DE02-KA202-001425**).

The multi-stage SME-specific programme, which concludes with an official continuing education and training qualification, was trialled and evaluated in Germany, Poland and Hungary. In addition, prototypes were developed for the implementation of C2C in SMEs which made it easy to adapt training and coaching programmes to the conditions in the respective sector.

A Train-the-Trainer programme was also developed, trialled in practice and evaluated. This is targeted at universities and individuals who, as lecturers, deliver the relevant qualifications to the SMEs and who support the C2C application in SMEs on a consultancy basis.

The Hanseatic Parliament has implemented the continuing training provision which has been developed in Germany, Poland and Hungary and has transferred it to 50 chambers of commerce, crafts and industry, as well as to 18 universities in 13 countries who received implementation advice to support its sustainable application. All results are available in the form of a handbook which is distributed commercially.

The conditions were therefore created to ensure that in future, and on a very broad basis, SMEs in many countries are able to become qualified in the use of the C2C process.

**Further information:** <http://c2c-smes.eu/>



Project manager **Dr. Jürgen Hogeforster** describes the approach:



The role of the Hanseatic Parliament and the Baltic Sea Academy – an umbrella organisation of 18 higher education institutions and universities from nine countries – is concerned with all manner of support for SMEs, in particular via initial and continuing vocational education and training and dual courses of study. For us, the preparation of training and consultancy projects begins with the question: Which products are needed to support SMEs? Who should implement the products over the long term? What are the interests of the transfer recipients? Which stakeholders need to be brought on board to ensure sustainable exploitation?

Differentiated dissemination planning takes place before developing an application to ensure that, at this stage, all work steps are focused on the future exploitation of results and that the requirements of future users are factored in. The transfer recipients and implementation partners identified are involved in all work from the start of the project as associated partners, they contribute in terms of their expertise and requirements, and contribute to workshops and conferences. The dissemination of results therefore extends from the project application, over its entire term, through to the end of the project and beyond. This means that the products transferred are not unfamiliar; future users have instead played a role in the development of the results.

Our experience shows that written and electronic transfers are in no way adequate. Crucial for sustained exploitation are face-to-face transfers, workshops and conferences and, in particular, discussions on implementation at an individual level. It is important to us to ensure intensive and sustainable exploitation.



### TIP ✓

#### Advice from experienced project organisers:

- Agree on realistic targets and time frames.
- Organise dissemination and exploitation activities in line with the project phases.
- Select the right partner for the respective phase (is somebody able to make a specific contribution?).
- Involve individuals with access to political institutions.
- Consult experts who can help you with formulating political statements appropriate for the target group.
- Make sure your project focus is linked to the political agenda and check the policy-making priorities.
- Focus on relevant political decisions and develop a joint idea on what you are actively able/seeking to influence.
- Prepare the dissemination and exploitation plan in line with the project life cycle and in close collaboration with project partners.
- Urge project partners to make decisions and complete tasks.
- Incorporate a time buffer to provide flexibility in order to be able to respond to target group requirements and sudden developments in policy-making and practice.
- Be aware of specific national characteristics – countries have different political priorities.
- Adapt your dissemination and exploitation plan to changed underlying conditions. Consider what can be adopted by practice at all times and advise your users.
- Engage in active dissemination work within the project too.
- Keep your project partners up-to-date at all times as intermediate results and feedback contribute to the success.



Graphic 5: When and how can you disseminate results?



## 6. HOW and BY WHAT MEANS can you reach your target groups?



### Target state

Project results are disseminated and exploited in an innovative way and through many different channels.

### Key dissemination activities

The following dissemination channels are mandatory or recommended for strategic partnerships in the context of grant applications (see Erasmus+ Programme guide).

- Entry of project information onto E+PRP, the electronic Erasmus+ dissemination platform, is mandatory (See Chapter 8).

- Multiplier events have a particular role to play. These events (see also Appendix A8) disseminate the project results and products (intellectual output) to the relevant stakeholders.

Other communication measures such as the creation of the project website or print products (flyers) can be financed under the grant application item "Project management and implementation".

Other channels are also useful in addition to these key activities. Relevant suggestions are available in the checklist on page 25. Prior to this, however, it is also useful to be aware of the "How" for communication. Here are some suggestions to start with.

### TIP ✓

#### How you can successfully communicate and disseminate your product

- Approach the target groups in person, in a targeted manner and with a focus on outcomes.
- Maintain your contacts with a focus on provision.
- Generate a feeling of "being in it together", e.g. by involving potential customers in the project from the start.
- Make active use of social media, in particular if you are seeking to reach young target groups.
- Identify events to which you can "invite yourself" and introduce potential users to your project.
- Make use of existing contacts and network with "like-minded" people.
- Meet informally before making decisions in order to do any persuading necessary for your project.
- Be persistent – "stay on track".
- Translate your project documentation into as many European languages as possible.
- Pay attention to the quality of a professional translation. Funding required for this can be allowed for in the grant application. NA at BIBB can provide information on this.



### Good practice example: Radio campaign “Let’s talk about porno”

The Erasmus+ strategic partnership “Let’s talk about porno” (→ [2015-1-DE02-KA204-002427](#)) deals with raising awareness of an area which is frequently a taboo subject for many adolescents and parents: dealing with the issue of sexting and internet pornography. The project focuses on parental and family education.

In order to reach parents and other individuals involved in raising children at an early stage, a radio campaign was run nationally in all seven participating countries on “Safer Internet Day”: The project results were presented, listeners were able to get actively involved and at the same time were invited to become part of the project on a voluntary basis. As a result of the huge reach of the radio campaign, there was a high level of awareness of

the issue and the public response was very positive. As part of a range of different events, interested parents are involved directly in the development and trialling of products. The main output produced by the project partners comprised a range of teaching and learning materials on the topics of sexting and internet pornography as well as an interactive learning platform.

**Further information:**  
<http://ipus4family.eu/de>



Ms **Arnhild Zorr-Werner**  
on the effectiveness of the radio campaign:

Our European-wide radio campaign reached approximately 2 million parents. It proved successful in each of the partner countries in which it was run. **Why?**

1. Synergies were available to television broadcasters. In both Bulgaria and Germany, a television broadcaster approached the relevant institutions, leading to a transmission time on public television. This then had an impact at an institutional level and raised interest in subsequent projects.
2. Additional radio broadcasters from Germany, Bulgaria and Romania have requested that the broadcaster be changed for the next campaign. This increases the attractiveness of the individual partners.
3. In the follow-up project ‘Pornography expertise in everyday social work’, Radio Helsinki (AT) came up with the idea of airing a European radio broadcast with live links to all participating countries. Listeners ask questions – consortium responds.
4. The issue of internet pornography needs a political lobby. By reaching the target group nationally, political representatives were also reached as they are parents too.
5. Some of the parents were involved in the project themselves. They acted as multipliers.

The following checklist helps you to assess which dissemination channels are relevant and important for your project.

## CHECKLIST ✓

Dissemination channels	Very important	Important	Not so important
Direct application to a learning situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal approach (peers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting with and visiting key stakeholders, e.g. at annual conferences of associations, Prize-giving ceremonies; proactive advocacy in these cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project presentations at public events, conferences and seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project website, links to other websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audiovisual media and products (radio, TV, YouTube, Flickr, video clips, podcasts, apps, CDs, DVDs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EU dissemination platform (see Chapter 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media (see Appendix A6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printed materials (reports, scientific papers, newsletters, press releases, brochures, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible/specific methods of access (such as braille, so that the visually impaired have access, or other methods specifically tailored to meeting the requirements of other forms of disability)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add others as required.			
....			

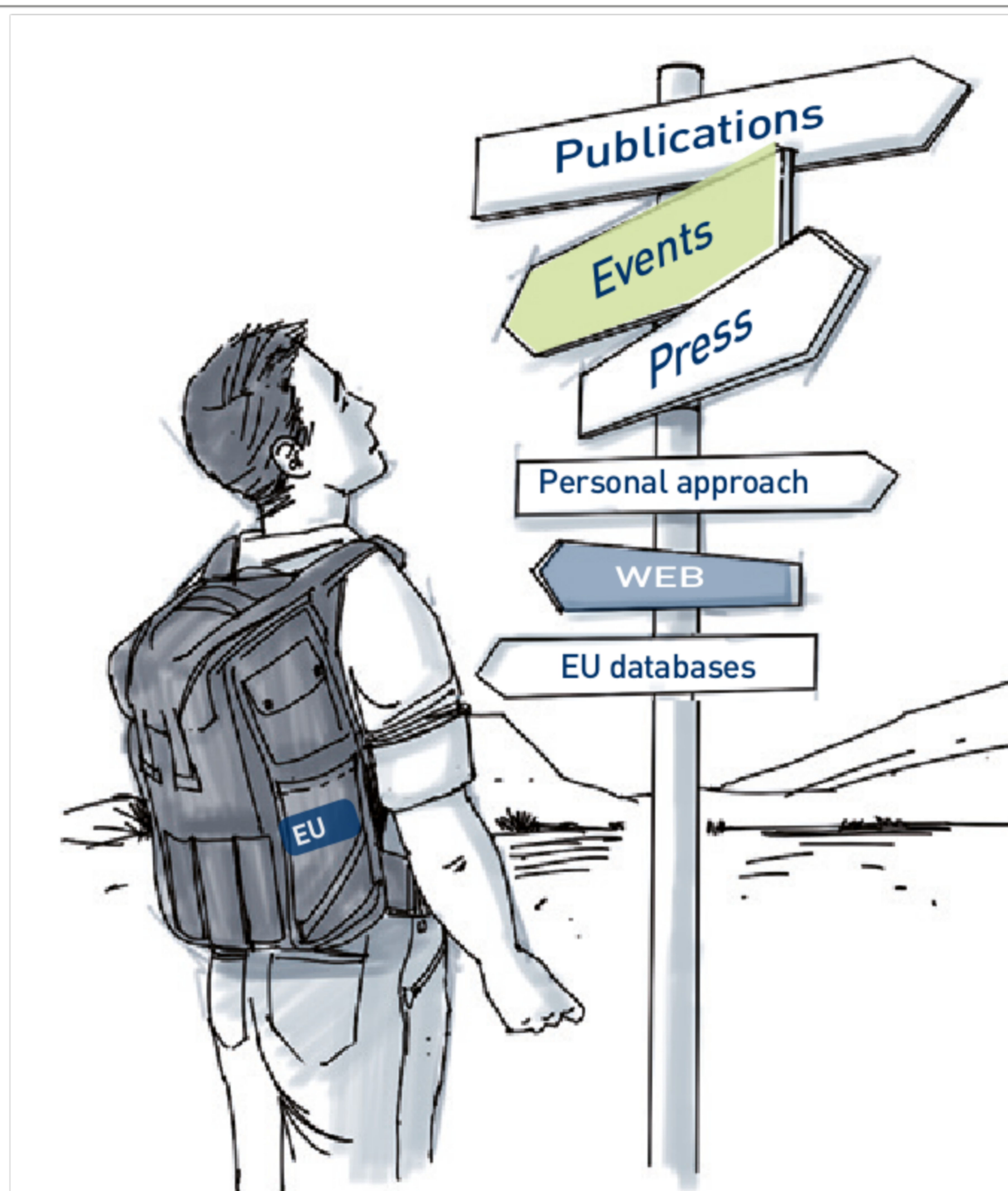


## TIP ✓

## What good dissemination work looks like

- Update your content on a regular basis.
  - Consider the local press.
  - Do not overestimate the internet ("Information overload").
  - Work out the legal aspects relating to intellectual property/ copyright at an early stage – also with respect to the obligation to open educational resources, open licenses, open source.
  - Be aware of corporate identity (CI) guidelines when using external logos, e.g. of Erasmus+ or NA at BIBB.
  - Always provide images in the best possible quality (different resolutions for internet and print)
- (Further information is available in the appendix)

Graphic 5: How and by what means can you reach your target groups?



## 7. How does dissemination ensure the sustainability of your project?



### Target state

In line with the principle of "it's the end but it's not over", sustainable dissemination and exploitation relates to the ongoing impact of the results even if the project has formally been completed. This means the results are made available, published under open licence and lead to actual and effective change.

### Sustained exploitation

Sustainability results from the interaction of exploitation and impact. A key factor in the success of sustainable exploitation is turning potential project "customers" into participants at an early stage. It is also pivotal for the credibility of the project that the sustained impact is also clear and measurable.

The project results and products should therefore be documented in a manner which is transparent and with a focus on the benefits. The greatest possible dissemination is achieved using open educational resources (OER, see Appendix A7). This enables potential user organisations to assess for themselves how they might be able to use the results or products themselves in the future.

### Significance of project documentation

Start project documentation as early as possible. On the one hand, this will save you work at the end of the project. On the other, you can identify at an early stage which project activities and results are relevant for dissemination and should be presented in detail in the documentation.

Highlight what the project result is comprised of to your target group, highlight what is innovative about this, how it benefits your own organisation and how it might benefit other organisations.

In order to improve comprehensibility, ask yourself the following questions:

- Which results has the project shown it has delivered? Subject to which precisely described conditions?
- Which resources (time, money, expertise, network contacts, etc.) have been used?
- Which products can be used by third parties? How are these accessible?
- Who are the potential users?

- What would be the specific realistic benefits of the transfer into other areas?

Ensure your language is understandable in this case. For example, replace or explain specialist terms and abbreviations.

### How you can check the impact of your project

Project reports frequently describe the products provided and activities for their dissemination as well as the number of participants at dissemination events. It is right and proper that these successes are addressed and communicated. However, this is only half the story. For the purpose of a sustained impact, you should also ask yourself these questions:

- What is the difference in the way we are working compared to before?
- What shows me whether my dissemination has been a lasting success?

You can provide positive responses to these questions for example by:

- naming a specific and, as far as possible, quantified change to practice.
- Naming stakeholders such as the BIBB or policy making levels who have embraced and used your results, e.g. by means of integrating them in curricula.

Impacts may occur at all system levels, from micro, meso and the macro level. These anticipated impacts can be structured using the *Impact+*-exercise and tools provided in Appendix A2. It therefore makes sense to check all these areas – in a similar way to when defining target groups – and to make the effects and successes transparent for the purpose of lifelong learning at both a personal and an institutional level. The following examples illustrate this.

**Micro level:** Testimonials from participants who have had a positive experience learning abroad and have increased their employability skills.

**Meso level:** Examples from practice which show how the methods developed in the project are being applied inside and outside the strategic partnership.



**Macro level:** A training module has been embedded, recognised and certified in a training regulation within the educational system.

### Good practice example: Training at the start – StartApp

#### Successfully finding trainees and retaining them as skilled workers

The optimisation of modernisation of trainee recruitment in companies has become vital. Small and medium-sized enterprises (SMEs) in particular are increasingly complaining about a lack of suitable applications or of unsuitable applications. However, what can companies do specifically in order to acquire trainees and retain the people they train as skilled workers in the long term?

This question was addressed by the project “Training at the Start” (→ **Starting with Apprenticeships – StartApp, 2014-1-DE02-KA202-001441**). The project supported SMEs in becoming (increasingly) involved in company-based training. To support this, it provided solutions for the recruitment of young people with an interest in training. It focused on planning, acquisition and selection processes as well as on the conclusion of a contract and the integration of new trainees in the company over the initial months. Among other things, the outcome of the project included information brochures and handbooks as well as workshops and conferences.

#### Recruitment handbook for SMEs

One particular success of the StartApp was its SME recruitment handbook entitled “Recruiting and retaining trainees”. The handbook helps companies to successfully overcome current challenges in the training market. It provides a practical illustration of the demands of modern trainee recruitment and explains how companies respond accordingly. A large number of tools are available to them as well as a broad range of potential courses of action.

The handbook provides a step-by-step guide to the individual phases of recruitment. Numerous tips and guidance ensure that the recruitment measures can be successfully implemented in practice in a commercial enterprise. New ways are revealed for attracting young people to an occupation and for retaining them as

trainees. At the heart of this there is an innovative trainee recruitment model involving 5 phases, 7 foundations, 20 golden rules and 46 instruments for trainee recruitment. The handbook is very practice oriented and is aimed at guiding SMEs successfully through the entire recruitment process.

#### Positive response across Europe

To date, the sophistication of the StartApp portal is unique in relation to the trainee recruitment. The model can be used both in countries with a long tradition of training as well as in those which so far have little experience of company-based training. Both companies with established training provision as well as newcomers to training are able to benefit.

“Recruiting and retaining trainees” has so far been adopted by 4,500 SMEs and multipliers throughout Europe. The start-up recruitment model has also been approved by central European organisations promoting company-based training and was supported amongst others by the European Alliance for Apprenticeships, CEDEFOP, NetWBL and EQAVET.

The StartApp solutions are more important today than ever before. The StartApp team therefore remains active following completion of the project and is ensuring its experience and knowledge is disseminated in workshops, conferences and by participating in interviews. For example, as part of the project “Berliner AusbildungsQualität”, k.o.s GmbH is offering workshops on trainee recruitment in which the handbook is presented and publicised. Guilds and professional associations have also been made aware of the handbook. At a European level, the results are currently being incorporated in the consulting provision of the Erasmus+ project “SERFA- Services for Apprenticeships” ([www.serfa-project.eu](http://www.serfa-project.eu)).

**Further information:**  
<http://startapp-project.eu/de/>



**Cornelia Höfner** of Korsch AG Berlin on her experiences with the handbook:

“ The content of the handbook ‘Recruiting and retaining trainees’ is brilliant. The basic information is good for getting you to think about your own plans and for intensifying current activities and is also good for encouraging you into the unknown and towards ‘newfangled’ things such as Facebook. It helps you to seize the initiative, for example regarding cooperation with schools, or internal mentoring programmes for trainees. ”

#### TIP ✓

##### Impacts at system level become more apparent in the long term. It is therefore important

- to involve implementation partners at an early stage and to develop a shared understanding of project goals and the intended impact;
- to secure ongoing support at an early stage and throughout;
- to specifically run your own project activities in parallel with existing or planned restructuring processes, e.g. in vocational education and training.

#### TIP ✓

##### Establish an advisory board!

It may be beneficial in terms of networking to set up an advisory board which can provide support for the project which is both critical and constructive, as well as for the purpose of sustainability.

##### The work of the advisory board includes for example:

- Facilitating contacts;
- Bringing project work and results to the attention of practice, official bodies, policy-makers and the general public;
- Broadening the discussion, providing new impetus; advising on strategy or approaching specific interest groups;
- Support in continually bringing the project and its results to the attention of recipients and potential users via a range of different channels.

##### Appointing advisory board members:

Advisory board members should be respected authorities within the strategic environment of the project. In order to identify appropriate advisory board members, ask yourself beforehand:

- What exactly is the aim of the advisory panel?
- What specifically are its members expected to do?
- What amount of work can they expect?
- At what intervals should the advisory board meet?
- What are the benefits of involvement for the individual advisory board member?
- Which individuals or experts have I already met and did I find them impressive?
- Which direct contact can I approach?
- Is there an opportunity to meet members personally and to invite them on to the advisory board, for example at an event?



### Good practice example: Consistency and staying with it Sustainability in mobility

Since 1997, the trade and technical school for social education of the Pestalozzi-Fröbel-Haus in Berlin (PFH) has been organising foreign placements in Europe for educators of the future, and from the outset for their teaching staff and practise supervisors. Each year more than 30 PFH learners now complete overseas placements which last for up to 20 weeks. The school network has expanded to more than 180 institutions in 30 countries and, for a long time now, collaboration with partners has included coordination of curricula and methods. The more mobility has become an established component of the training provision, the more the PFH has developed its overall international profile. Foreign learners are of course admitted, the mission and the school programme clearly committed to European training collaboration, and since 2010 the PFH has been a "School with a European profile". The training provision includes specific profile courses which provide an introduction to the training education systems of selected countries and provide specific preparation for foreign placements; in addition to this, European content is an established part of the curriculum in virtually all subjects. The PFH was also heavily involved in embedding the opportunity of a foreign placement in the new Berlin Training and Examination Regulation for Educators.

The Pestalozzi-Fröbel-Haus received a mobility certificate for good quality and project implementation in 2009 and with it the opportunity to implement its project over several years in the same form. VET Mobility Charter accreditation followed in 2015. This is awarded to vocational education and training institutions which have experience in mobility and which submit a strategy for its future internationalisation. For the PFH, the key focus over the coming years is to ensure good quality in mobility projects and to develop this further. Additional priorities exist in the area of curricular work (European content in curricula, learning outcome orientation, recognition regulations and certificates) and in personnel development (provision of resources, training personnel mobility, recruitment policy). European work at an international level clearly shows a sustained impact. In order to also record this impact on mobility participants, the PFH will regularly conduct surveys on the destinations and careers of foreign graduates. The intention is that these supplement the quantitative and qualitative evaluation which takes place directly following the foreign placement.

**Further information:**  
[www.pfh-berlin.de](http://www.pfh-berlin.de)



**Heidrun Schmidt** has played a significant role from the start in shaping the European activities of the Pestalozzi-Fröbel-Haus (PFH).

“ The PFH already had a wide range of international contacts. However, the European education and training programmes then enabled us to address our ideas systemically and to use mobility specifically for educational goals. The developments at organisational and even at regulatory level are part of a gradual and ongoing process. Much could not have been implemented without the school leadership’s commitment to mobility and international collaboration in regards to content. ”

Graphic 7: How does dissemination ensure the sustainability of your project?





## 8. HOW do the National Agency at BIBB and the EU Commission support project dissemination?



### Target state

Your project is visible. You share your results with others and utilise provision developed for this purpose. You open up new perspectives and effect change.

### Dissemination activities of the NA at BIBB

The National Agency supports strategic partnerships in the systematic dissemination of their project results. The goal is to make project results visible in an attractive and recognisable manner, to present them in the context of the Erasmus+ programme and to disseminate them for specific target groups. In this context, important NA at BIBB media are the website, social media and publications; important formats are authentic stories, good practice, testimonials and other peer-to-peer activities.

### Journal and annual report

NA at BIBB publications which appear on a regular basis are the journal "Bildung für Europa" and the annual report. The journal is published twice a year with a circulation of 9000, 80 per cent of which is distributed to subscribers. This results in a broad reach. Its distribution is also targeted at specialist trade fairs and events. This enables it to reach those with responsibility for education and training and multipliers in the training sector. While each issue of the journal is devoted to a thematic focus, the annual report covers a wider variety of topics. In the journal, priority is given to presenting project results – where these are appropriate for the relevant thematic focus – which are examples of good practices.

Printed versions of both publications are available and can be ordered free of charge via the NA website or can be downloaded as a PDF. Additional print formats can be prepared where required, e.g. thematic brochures, such as the 2017 bilingual brochure on work-based learning.

### Website

Since the start of Erasmus+, the NA has increasingly used online channels for the dissemination of project results. For example, the homepage of the NA website [www.na-bibb.de](http://www.na-bibb.de) includes

the navigation category "Stories". These have an emotional appeal and discuss the added value from the participants' perspective, among other things, of experience abroad and European cooperation projects. They are written by external journalists on behalf of the NA at BIBB. The journalists are selected by the NA at BIBB.

The website also contains traditional good practice case studies. These are more structured and focus on the description of the project and the presentation of the results and contain related links to databases and project websites. The thematic pages are a potential place for good practice. However, for the dissemination of project results unrelated to current educational policy priorities, there is also a position for unspecified topics under the respective training areas and key actions. Recently uploaded stories or good practice examples are promoted in the NA newsletter and, where appropriate, also disseminated via NA's social media channels.

### Social media channels

The NA at BIBB is active on Twitter [https://twitter.com/na-bibb\\_de](https://twitter.com/na-bibb_de) (general account) and [https://twitter.com/eueb\\_de](https://twitter.com/eueb_de) (European Adult Learning in Europe) as well as on Facebook <https://www.facebook.com/EU.Erwachsenenbildung> in order to reach the core target group of skilled workers, those active in policy making and practice as well as stakeholders and people supported by the Erasmus+ programme. The focuses here are on the training area of Germany as well as on Europe. Project owners can also publicise their adult education and continuing vocational training content across Europe via the central EPALE account [https://twitter.com/EPALE\\_EU](https://twitter.com/EPALE_EU).

For communicating with the younger target group, the NA at BIBB also has the YouTube channel <https://www.youtube.com/channel/UCrPja604vmauBi-TTloASUg> as well as an Instagram presence <https://www.instagram.com/meinauslandspraktikum/>. Both these forms of web content provide information on foreign placements and rely on multimedia presentation of provision, e.g. experience reports are published as videos, pictorial diaries or short stories. Other social media channels focusing on vocational education and training are planned in the future for the NA at BIBB umbrella brand. All European Commission social media content can be found at [https://europa.eu/european-union/contact/social-networks\\_de](https://europa.eu/european-union/contact/social-networks_de).

When selecting the topic for its examples, the NA at BIBB draws on database research or contacts the projects it is aware of directly. But this is not a one-way street. If you also become active as a project manager, contact us at an early stage so that your project can also be presented in these formats. We are happy to attend your multiplier and final events, engage in discussion with you and raise the profile of your results.

Also, make sure that your project information is always up to date and complete in the relevant EU databases. The more specific you are in your project report, the easier it is for the NA at BIBB to decide on the extent to which your project is suited to the different dissemination activities and which formats and channels are appropriate. For example, ask yourself the following questions when specifying the details of your report: What are the results like? Where can they be used? What are the advantages for the users? Specifying an informative project website which can be linked to is particularly beneficial if you are intending to disseminate it via an online medium.

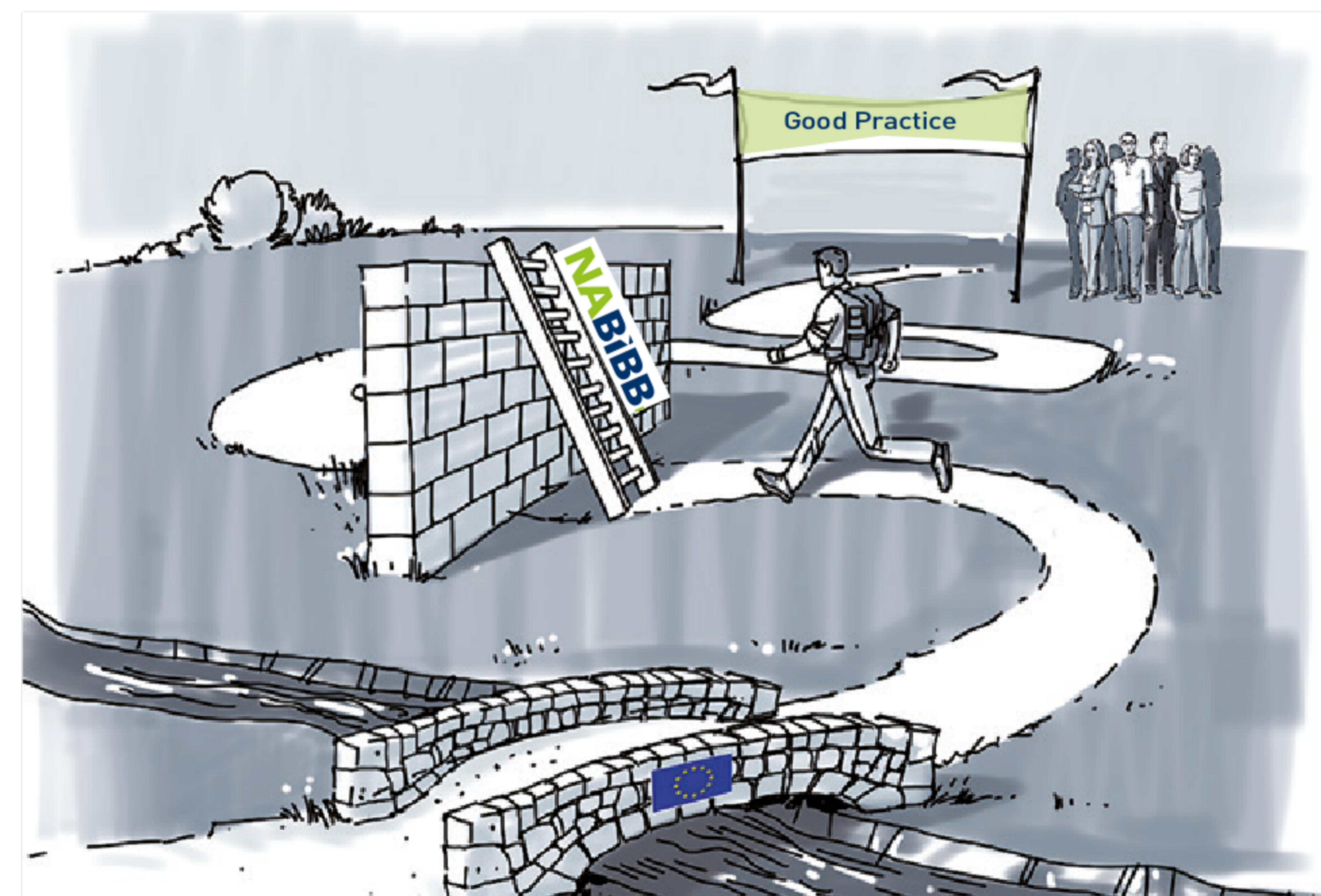
Besides their own online and print channels, the NA at BIBB also offers additional dissemination possibilities such as press reports, articles for the specialist press, films, mailings and events. The NA at BIBB also acts as a multiplier at European

level. For example, on request it will specify suitable projects for European dissemination activities to the EU commission.

### TIP ✓

Keep a photographic record of your activities and results and prepare a photo archive at an early stage. For the NA at BIBB, appropriate image material is essential for its publications. When publishing photos please also remember to make sure of legal aspects in advance (see also Appendix A9).

Graphic 8: How do the National Agency at the BIBB and the EU Commission support the project dissemination?





## European databases and portals

### European dissemination platform E+PRP

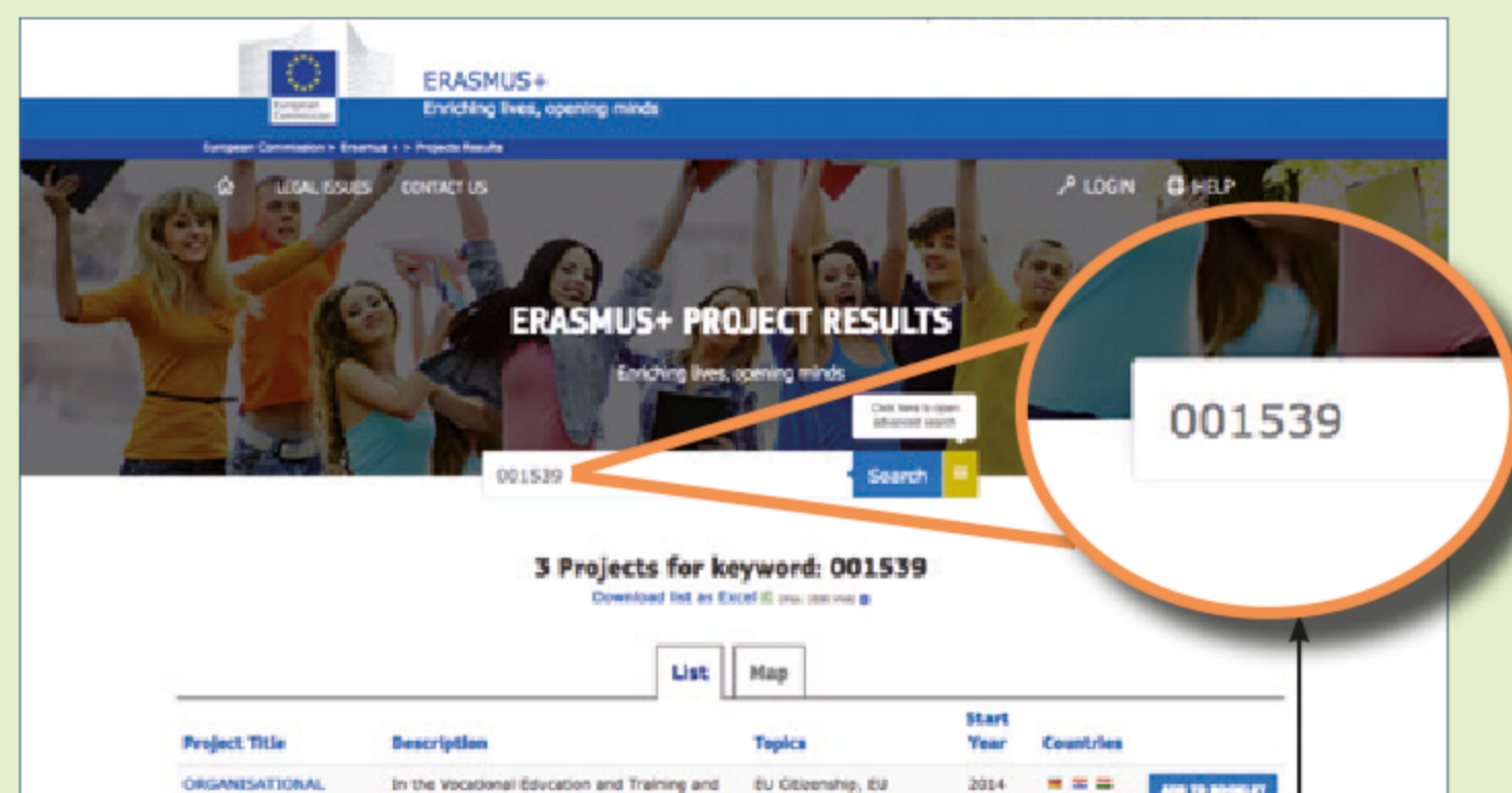
The European dissemination platform E+PRP (Erasmus+ Project Results Platform) is the central project database and provides an extensive overview of the project aims, results and contact information. Using the search function it is also possible to search quickly and effectively for specific topics, target groups, results or institutions. Outstanding projects are highlighted by the EU Commission as projects of good practice and/or success stories. E+PRP enables you to make your project work and results visible to the specialist European public and wider general public throughout the entire term of the project and beyond.

The E+PRP dissemination platform is intended for all project coordinators who are operating projects and networks as part of Erasmus+; however, it also contains projects from other European training programmes such as the Lifelong Learning Programme (LLP), Youth in Action (YiA), Erasmus Mundus, Tempus, Sports and Cooperation with industrialised countries. For example, projects from the **web portal ADAM** (Advanced Data Archive Management) were transferred into the E+PRP dissemination platform.

Further easy-to-access and interesting provision can also be used via the dissemination platform, e.g. summaries of projects and statistics on funded programmes can be printed out and European Commission reports, studies and programme flyers are available to view and download. Information relating to European funding programmes with links to the relevant European Commission pages are provided. The addresses of all National Agencies are easy to find.

### EST database

The **EST database** – European Shared Treasure – is a shared database for the COMENIUS, GRUNDTVIG and LEONARDO DA VINCI partnerships. Its purpose is to support the visibility of projects and access to their results at European level. All completed partnerships are represented with a project description in the working language of the partnership and in the national languages of the partners involved in each case. The project results are also shown. The intention is also to migrate the content of the EST into the E+PRP. The idea behind it is that results achieved with European funding and which contribute to improved training provision can be found in a single portal.



Access the home page of the European dissemination platform (see link below) if you need information on an Erasmus+ project. It is easiest to search if you know the grant number. Enter at least the last six digits. Clicking on the search result will take you to the detailed database entry. It is also possible, for example, to search by project name.

### Further information:

About the EST portal:  
<http://www.europeansharedtreasure.eu>

About the Erasmus+ dissemination platform:  
<http://ec.europa.eu/programmes/erasmus-plus/projects/>

### EPALE – the Electronic Platform for Adult Learning in Europe –

is a multilingual virtual meeting place for those with a professional role in general, political and cultural adult further education and work-based learning and training across Europe. The platform welcomes (inter)active participation across a range of topics such as participation in continuing training, provision for particular target groups, digitalisation and much more in order to create a European adult learning community.

For example, registered users are able to

- Register or search in the event calendar for continued adult education training and conferences (across Europe)
- Search and identify organisations with similar concerns in the project partners search,
- Publish their own texts and news items in the blog and news section or read texts,
- Publish and search for OER and other project results in the resources centre,
- Disseminate and receive focused specialist information in open thematic groups and
- Plan and implement projects in closed groups.



The social media accounts “Europäische Erwachsenenbildung in Deutschland” (<https://www.facebook.com/EU.Erwachsenenbildung>; [https://twitter.com/eueb\\_de](https://twitter.com/eueb_de)) ensure that EPALe content is further disseminated. The long-term aim is that the virtual discussion of practice and research in adult education will further establish and improve professional standards for adult learning and continuing education and training.

EPALe also draws attention to current European policy-making initiatives relating to adult learning and continuing education and training and supports the Erasmus+ programme. This purpose is served by the project partners search function and specialist information from other European countries.

The focus topics which change on a monthly basis and which all participating countries contribute to on the platform as well as on social media channels provide a thematic means of becoming active on EPALe.

EPALe is financed by the European Commission. 36 national support services work together continuously on updating the project both from a technical perspective and in terms of content. The German EPALe national support service is based at the National Agency Education for Europe at the Federal Institute for Vocational Education and Training. For editorial and translation enquiries, please contact [EPALe@bibb.de](mailto:EPALe@bibb.de), and for technical enquiries, please contact [helpdesk@epale-support.eu](mailto:helpdesk@epale-support.eu).

### Further information:

<http://ec.europa.eu/epale>

The quick links to the functions referred to above can be selected directly underneath the front article. The slider shows the pan-European thematic focus which changes on a monthly basis, in this case it is health education. Possible links to other content can be found under “Themen [topics]”

Once a year, all European National Agencies select a specified number of best-practice examples on the basis of quality criteria issued by the European Commission. These are incorporated as good examples within the European project databases. The process takes into account, for example, impact, transferability, degree of innovation and sustainability. In addition to the National Agencies, the EU Commission also supports the dissemination of these projects as well as the success stories – which the Commission singles out – in the context of events, meetings, publications and websites, or it uses these as outstanding examples in policy-making submissions and other documents.

### TIP ✓

Use the European dissemination platforms to make your results visible and available for others to use over the long term and network with like-minded people. The quality and completeness of your posts will ensure success.

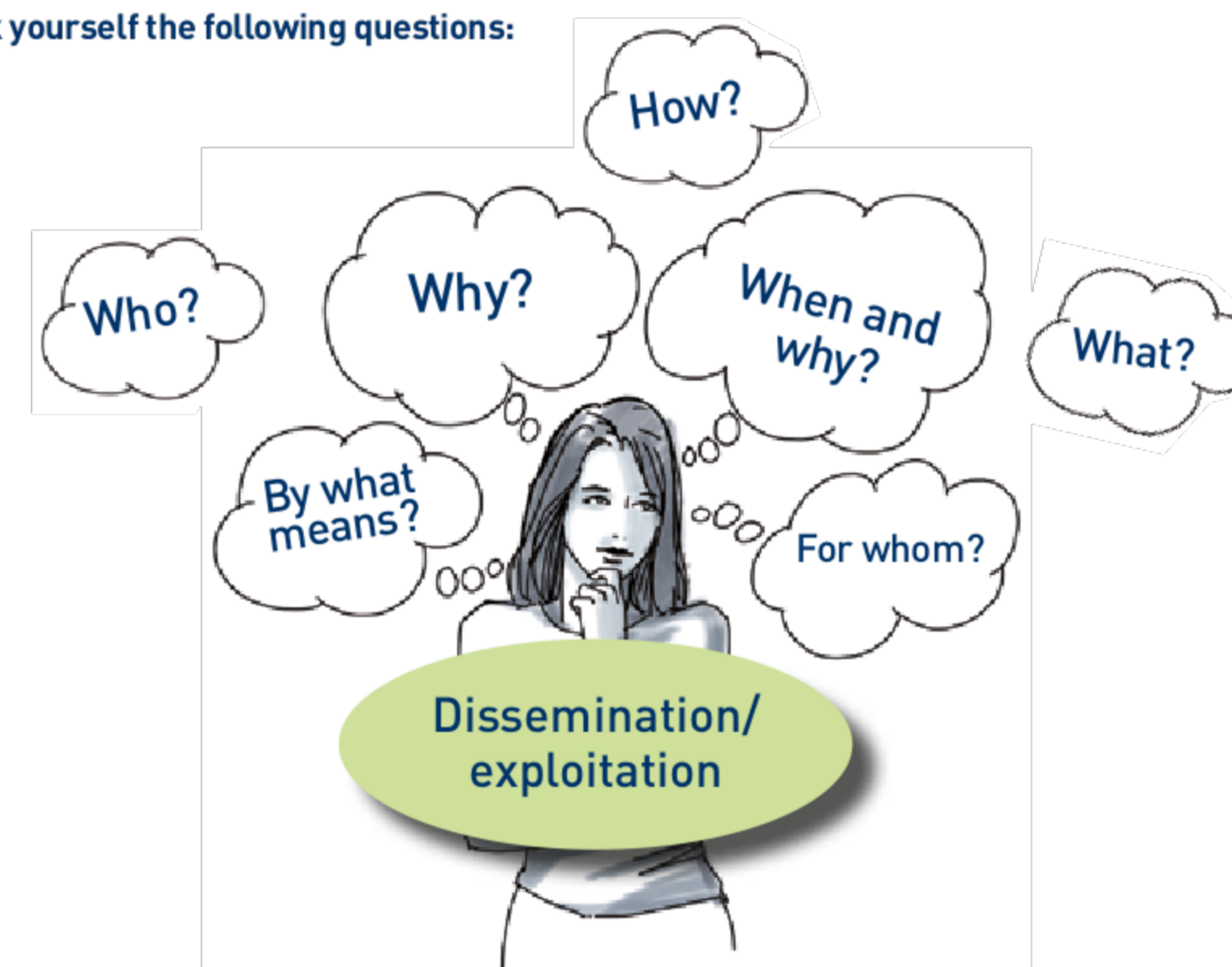


## Appendices

A1. Important questions about the project	39
A2. Dissemination plan template	40
A3. Instruction for <i>Impact+exercise</i>	43
A4. What you need to know when using third-party logos	46
A5. How to prepare an effective press release	47
A6. How to disseminate project results on the internet	49
A7. How you can benefit from Open Educational Resources (OER)	53
A8. Multiplier events: 10 tips for planning and implementation	57
A9. How to avoid nasty surprises with photos	58
A10. When you need an ISBN for your publication	59
A11. Useful links	60
A12. Glossary	61

## A1 Important questions about the project

Always ask yourself the following questions:



When preparing the dissemination plan, these include:

- What end results do we expect?
- Which training learning requirements do they serve?
- Who are the users and who ultimately benefits from the project results?
- Which activities should we carry out in order to disseminate the project results and to ensure they can be used?
- What does the schedule look like and what resources are available to us?
- Which forums exist in which we can present our project to more than one target group?
- What does our plan for keeping project partners up to date in other countries look like?
- Which other stakeholders in the local community, e.g. employment agencies or social services, are interested in the same target groups and how can we work together with them?

### Self-assessment

The following includes some questions which you might ask yourself when planning your dissemination activities:

- How do we secure management support in our own organisation for the project and how can we ensure that the insight into the partnership gained by management can be used in the dissemination process?
- Which local, regional national or international colleagues, associations organisations or other stakeholders might be interested?
- What does my network look like and how can I engage it in the dissemination? Where else might I be able to receive further support?



## A2 Dissemination plan template

WHERE?	WHY?	WHAT?	FOR WHOM?	HOW / BY WHAT MEANS?	WHEN?	WHICH?	WHO?
Level of dissemination and exploitation	Which needs does the project address?	What results or products does the project have to offer?	For which target groups are the results of interest?	Which instruments, methods and channels are suitable for dissemination?	Time and period of dissemination	Which personnel and financial resources are available or required?	Who is responsible for the dissemination?
Project organisers, Own organisation							
Project partner (consortium)							
Relevant training sector: <ul style="list-style-type: none"> <li>■ Regional</li> <li>■ National</li> <li>■ European</li> </ul>							
Relevant business sector: <ul style="list-style-type: none"> <li>■ Regional</li> <li>■ National</li> <li>■ European</li> </ul>							
Multipliers (associations, chambers...) <ul style="list-style-type: none"> <li>■ Regional</li> <li>■ National</li> <li>■ EU</li> </ul>							
Stakeholders (policy-makers...) <ul style="list-style-type: none"> <li>■ Regional</li> <li>■ National</li> <li>■ EU</li> </ul>							
Others: as required (media...)							

**TIP**

Expand the grid as required. For example, you can further differentiate dissemination of information (WHY?) according to type of activity (WHAT?) and target group (FOR WHOM?) and add indicators for achievement of objectives. (See page 40)



### Dissemination of information

Type of activity	Target groups	Indicator (number of institutions)	Indicator (number of people)	Date	Comments (Impact, observations, problems, etc.)	Responsible
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### Project presentations

Type of Presentation	Target groups	Indicator (institutions)	Indicator (people)	Date	Comments (Impact, observations, problems etc.)	Responsible
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### Articles and postings (websites, blogs newspapers, journals, books, etc.)

Type of medium	Target group	Date	Comments (Impact, observations, problems etc.)	Responsible
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## A3 Impact+ exercise guide

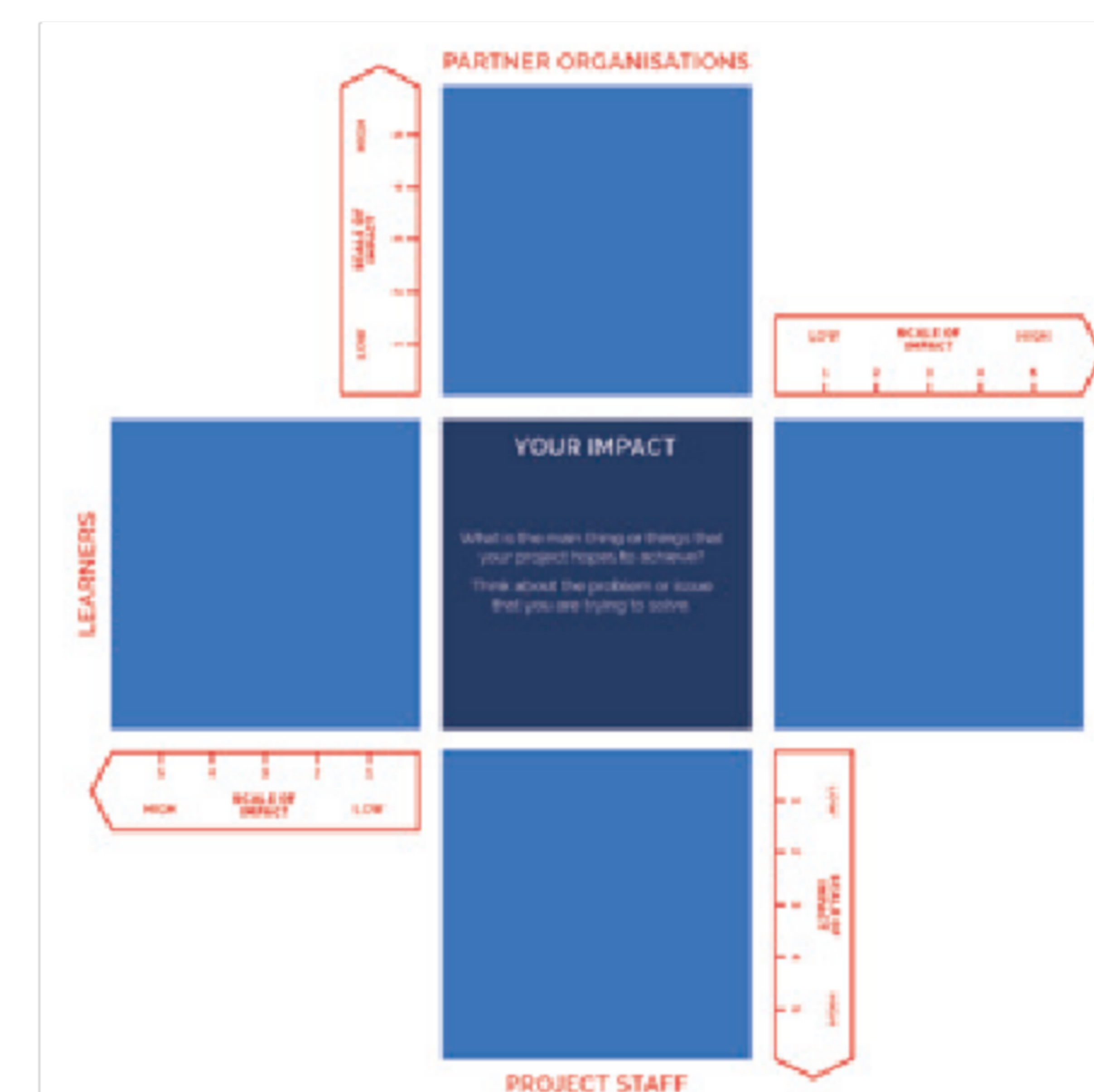
The → **Impact+ tool** presented over the following two pages was created by the English National Agency ECORYS/British Council and helps you to record the impact of your project. The following explains how this is used:

### Step 1

Use Post-it notes to complete the blank template for the → **Impact+ tool** with your project partners:

- In the centre: What are your project goals? What are you seeking to achieve with the project?
- In the outside squares: What results and impacts would you like to achieve at the different levels or for the various target groups?

You can use as many Post-it notes as you like for each level or target group. You can also select other levels/ target groups.

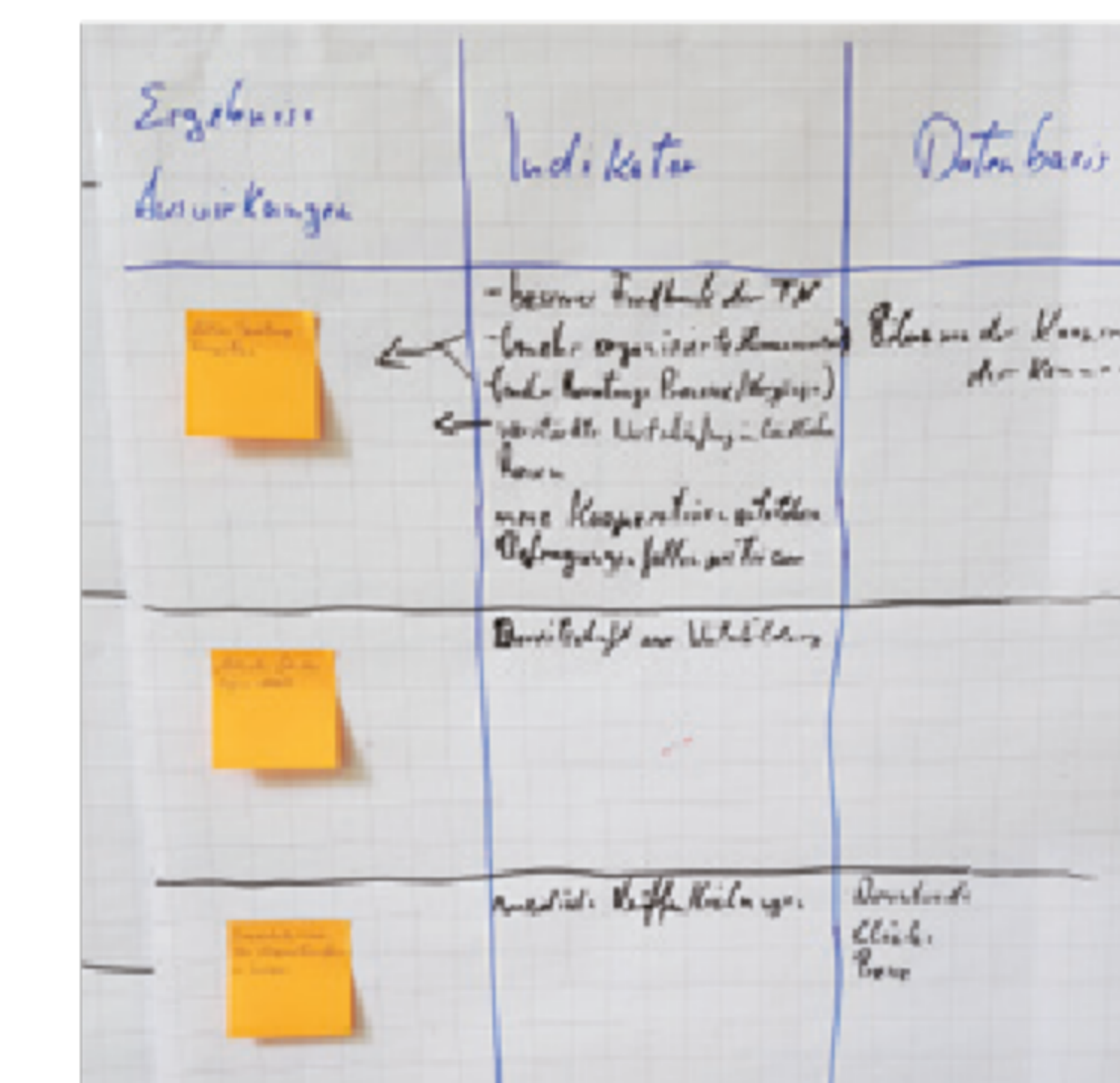


### Step 2

In the group, decide on the level at which the most important impacts will be achieved. Concentrate on the area with the key impacts for the remaining steps.

### Step 3

Transfer all aspects of the area identified (Post-it notes) to the first column of a flip chart sheet and attach this to a pinboard.



### Step 4

Take each point in order and discuss the following questions in the group. Add further information to the flip chart (using Post-it notes or directly onto the flip chart itself):

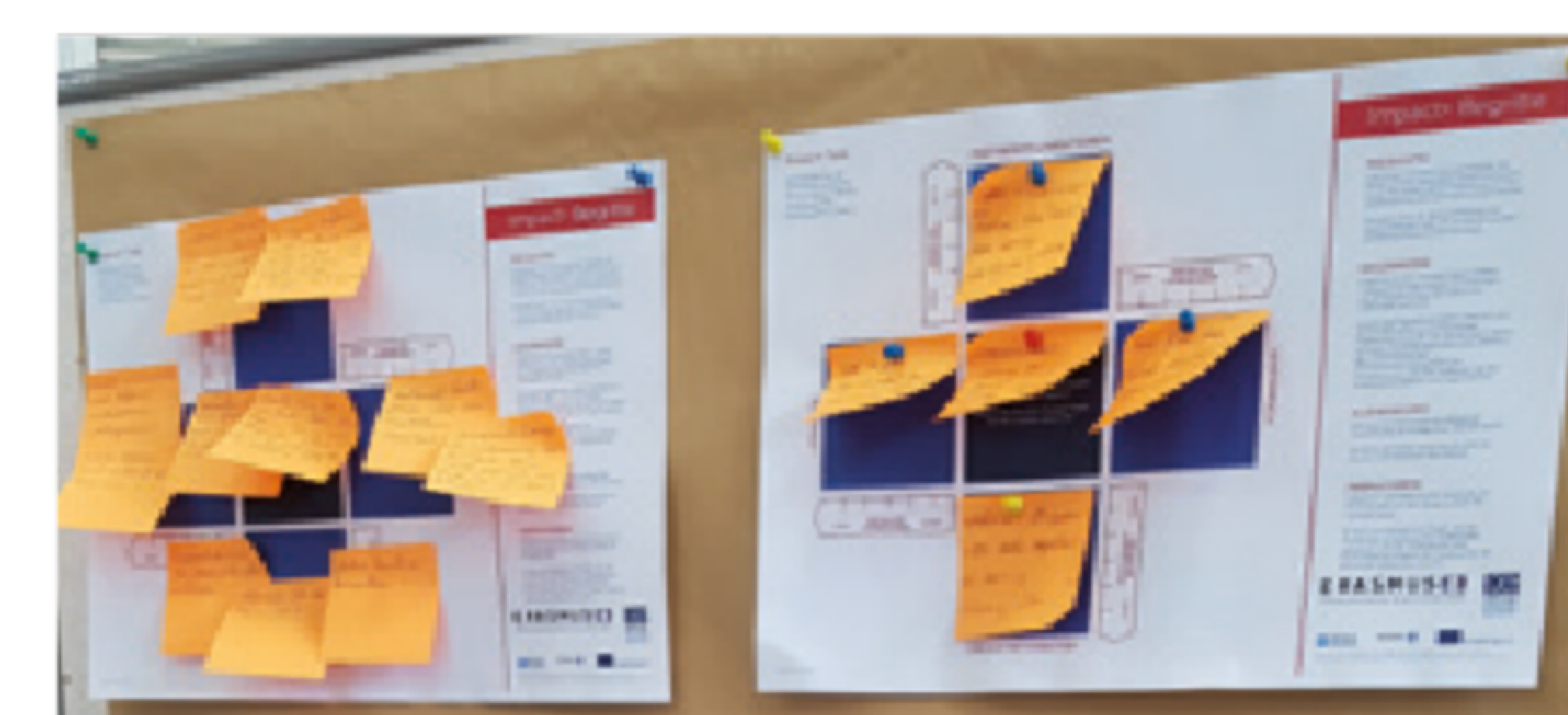
- In the second column: What can the anticipated changes be linked to? What are the appropriate indicators?
- In the third column: What are the options for measuring the indicators? What are the appropriate tools and data sources?

### Step 5

Discuss the following questions together with your project partners:

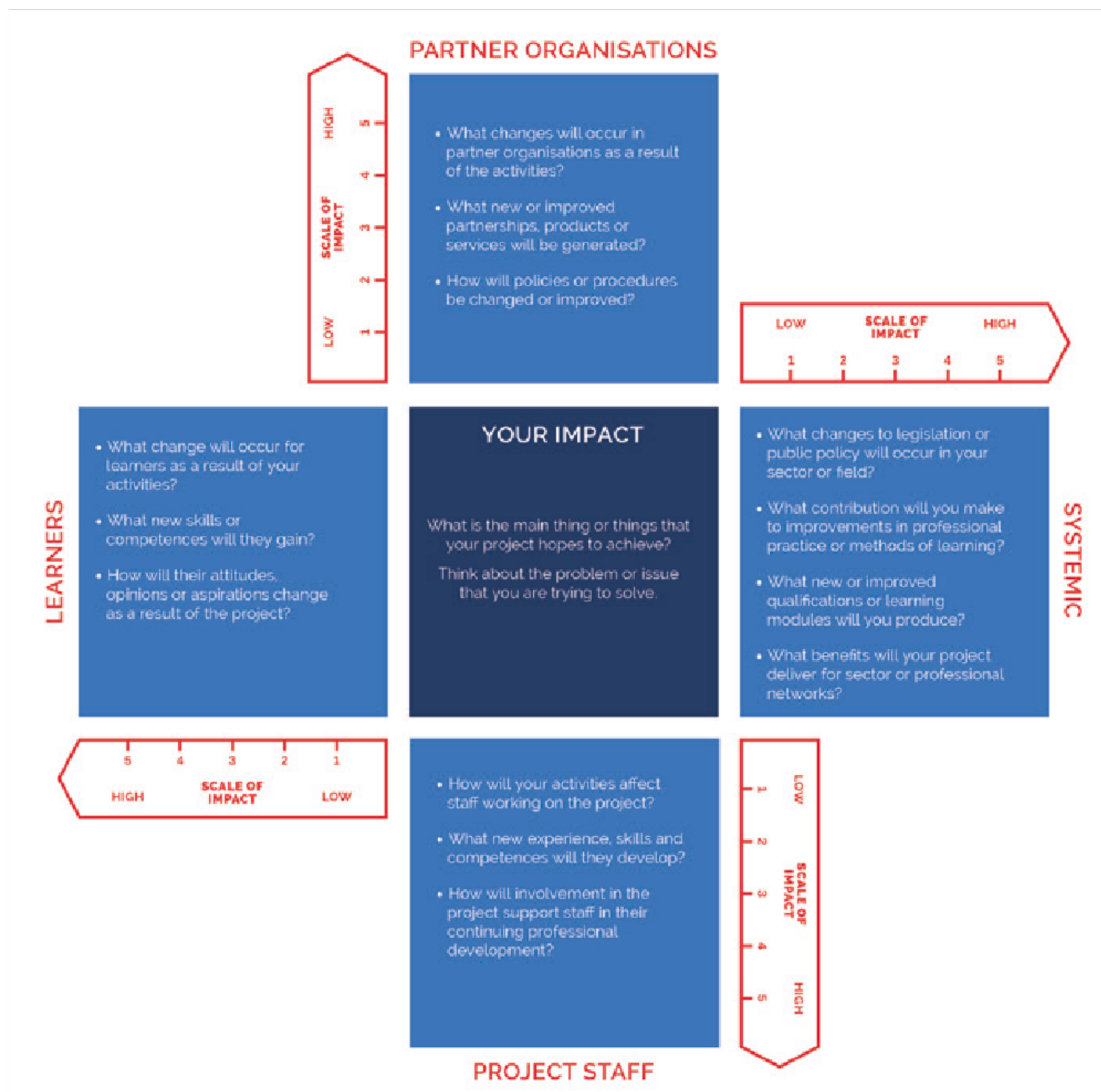
- How do you transfer what was developed in the workshop to your project?
- What or which tools do you need in order to actually measure an *impact*?
- When is it a good time to measure an *impact*?

Full information about the tool and the *impact assessment* is available on the website of the English National Agency: [www.erasmusplus.org.uk/impact-assessment-resources](http://www.erasmusplus.org.uk/impact-assessment-resources)





The Impact+ tool



**Terminology:**

**OUTPUTS**

Outputs are the direct products of your activities. Counting them helps quantify your results and impact.

Examples include the running of events or the number of people undertaking a training course.

**RESULTS**

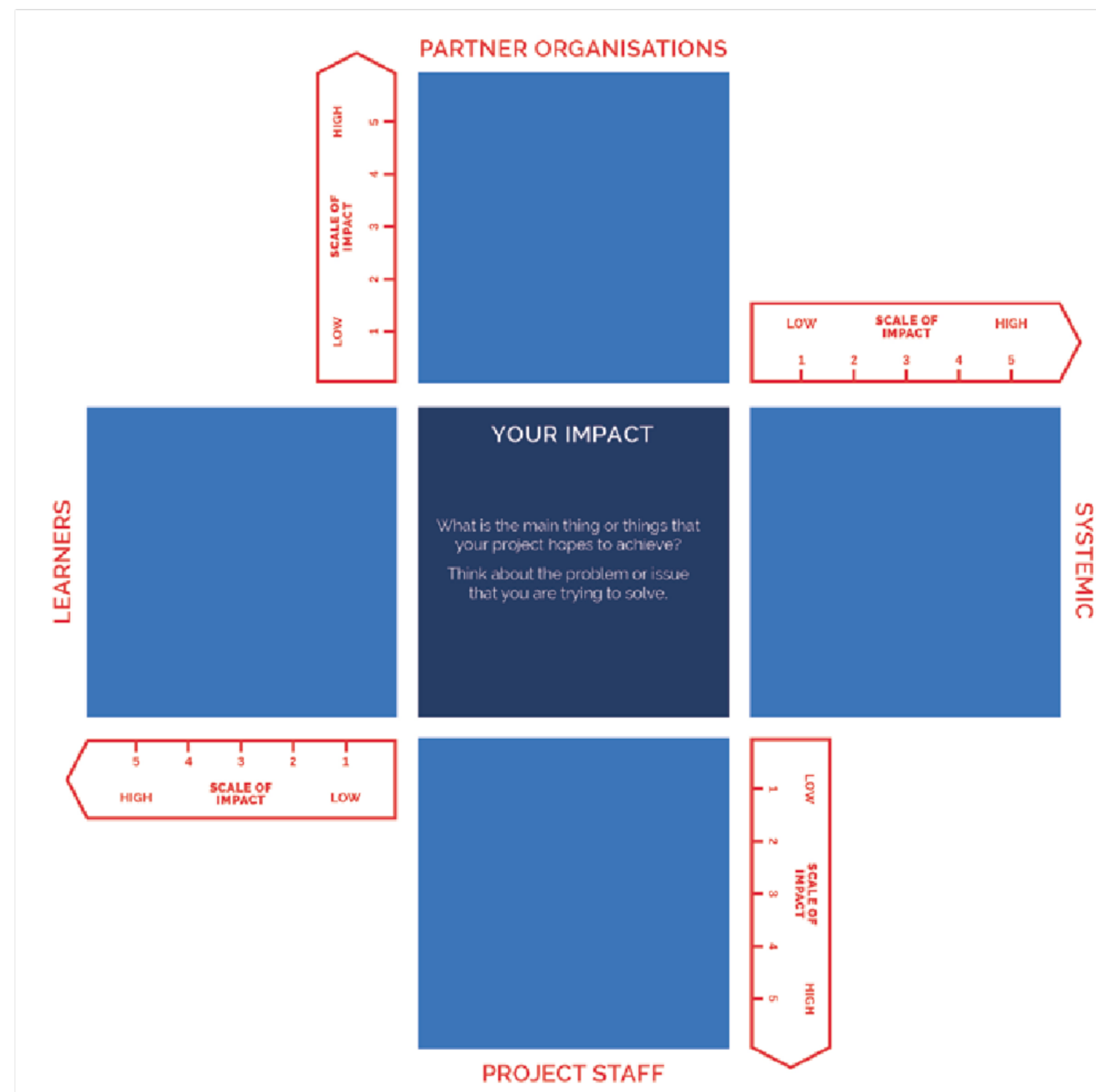
Results are the changes, benefits, learning or other impacts that occur as a result of your activities and outputs.

Short-term results should occur within one to three years and longer-term results in four to six years. Examples include people improving communication skills of individuals or improving the training provision of organisations.

**IMPACT**

Impact is the fundamental change that happens as a result of an activity.

Work template



It will generally occur in the long term, often after the activity has finished.

**INDICATORS**

Indicators are measures that allow progress towards a goal to be tracked.

For example, a project seeking to improve the quality of their training may measure student satisfaction or student employment as potential indicators.



## A4 What you need to know when using third-party logos

When designing the visual appearance of your project website or print products related to the project, no standards are imposed by the NA at BIBB or the European Commission.

### EU requirement to refer to funding

However, as a beneficiary of EU funding, your project is required to make the funding visible to the outside world. You should therefore make the Erasmus+ programme logo clearly visible on all types of publications – usually on the title page or home page (see below). The logo consists of the EU emblem (flag) and the name of the programme along with the reference to funding, as part of which the European Union must be explicitly named.



The Erasmus+ programme logo can be downloaded from the NA website. Go to [www.na-bibb.de](http://www.na-bibb.de) and first select the training sector in the horizontal navigation bar at the top, hover on the key action and then click "Durchführung [Implementation]". Download links for the logo together with documents containing instructions for use are available here under the heading "Projekterfolge verbreiten [Disseminating project successes]". Various formats of the German language logo are available for different purposes (four colour process printing = CMYK, Internet, etc.). (→ [www.na-bibb.de/erasmus-berufsbildung/strategische-partnerschaften/durchfuehrung/](http://www.na-bibb.de/erasmus-berufsbildung/strategische-partnerschaften/durchfuehrung/))

Is it mandatory that you add the following **disclaimer** to publications:

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

General information on the use of the logo and the logo with funding information in English is available on the Commission website at:

[https://eacea.ec.europa.eu/about-eacea/visual-identity\\_en](https://eacea.ec.europa.eu/about-eacea/visual-identity_en)

### Typical graphic formats

■ **EPS (Encapsulated PostScript)** – This is a PostScript image format which is ideal for printing graphics but which tends to be rarely used for presentation on the internet. The image information is vector based – i.e. stored as a type of mathematical formula. This means that the size of the graphic can be changed without any loss of quality. The accuracy of colour reproduction is also ensured. An EPS file can therefore be used in any size for four colour process printing without any loss. An EPS file can be opened using established graphics programmes such as Illustrator and Photoshop. EPS files can be imported/located using publishing programmes such as InDesign or Xpress. Professional graphic designers generally work with programmes such as these.

■ **JPG (Joint Photographic Experts Group)** – This is a graphics format that is most widely used on the web. The pixel or raster graphic format is made up of pixels and is ideal for displaying photos. It must be available in high quality and resolution for it also to be used in print. JPG files are comparatively small because they are compressed, and the data compression leads to a loss of quality.

■ **PNG (Portable Networks Graphics)** – PNG files also involve raster graphics. However, in contrast to the JPG file, images are compressed in this case without loss. The compression rate is generally also lower which is evident in the size of the file. The format is popular on the web, particularly as it also supports transparent images. It can also be used in print.

### Limited use of the NA at BIBB logo for projects

Please note: The Erasmus+ logo is sufficient for highlighting that your project is one funded by the EU. The NA at BIBB logo is not used for your own publications. It is only placed on publications for which NA at BIBB itself is responsible. This logo may only be shown on your invitation letters, conference programmes or mailings if these involve a joint activity with the NA at BIBB.

## A5 How to prepare an effective press release

This appendix provides you with all you need to know about preparing a professional press release, from researching beforehand, to the actual writing of the press release through to sending.

### 1. Researching beforehand

#### a. Creating a distribution list

- Think about the media for which the project results will be newsworthy. Ideally you will have already identified relevant media as part of the target group analysis at the start of the project. These are usually
  - Local press
  - Regional press (where applicable)
  - Industry-specific publications for the business sector for which you may have developed solutions (these also include journals of associations, unions and the chambers in your region),
  - Specialist education sector journals,
  - News agencies.
  - If your project is targeted at young people and young adults it may also be helpful to include publications and online portals which are aimed at this target group (e.g. with a focus on vocational education and training).
- Prepare a distribution list which includes:
  - Name of the media,
  - Name of the manager of the department for which your topic is appropriate,
  - Phone number of the relevant department (if this cannot be found, then the phone number of the editorial team),
  - Email address of the relevant department (if this cannot be found, then the phone number of the editorial team).

#### b. Specifying the sender

Work out in advance,

- under which name the press release is to be sent - whether the name of your project or the name of your organisation is to be used – and which person is to be specified in the press release as the contact partner for the press;
- who else must or should also be named and/or represented by a logo (e.g. Erasmus+, Partners in the strategic partnership). Ensure that the partner logos are made available to you in good time and at the level of quality required.

#### c. Determining the time of dispatch

- Think about when you will inform the press. This should be at the point when you have something to say – in other words when you have results – or at the time of a specific event, e.g. the project launch, the concluding event or similar.
- If you are running an event to which it makes sense to invite the press, then approach this in two stages: Prepare and send out a press invitation with a reply option approximately two weeks before the date of the event. Immediately after the event, you can send a follow-up report with a photo, where appropriate, to journalists who are not present at the event.
- Agree the following with your project partners and the NA at the BIBB: How they can support your work with the press e.g. by sending the press release via their own distribution list.

#### d. Finding a "hook"

You are enthusiastic about your topic. However, that is not enough on its own to ensure your topic is also of interest to the press.

For example, you consider that the fact you have introduced a new method into the education training landscape as a newsworthy topic. However, this is likely to be relatively uninteresting for others. The topic becomes more interesting if the new method increases the competitiveness of a sector, gets more young people into training, or solves the problem of the skilled worker shortage.

Therefore, think carefully about which aspect of your topic could be an interesting hook, e.g. by

- placing it in the context of a social or economic trend or by linking it to a current study;
- making local references (your contribution to improvements in your location, in the city, in the region);
- emphasising what is new (e.g. a new training component which will now be introduced nationally);
- giving the press a reason to "engage" with the topic themselves e.g. with a press event in a partner company, by inviting the press to a podium event run by you with interesting guests such as partners from abroad or business representatives;
- by getting a (local) prominent individual to endorse your project or by inviting them as a guest to your event.



## e. Defining the core message of the press article

Before you set to work on writing the press briefing, make a brief summary of the facts relating to your topic.

For example, you have reached the end of the project and want to inform others about your results.

Compile the following information:

- Who is the initiator? Who are the local and international project partners? Also make reference to the EU-funded project status and to the Erasmus+ programme.
- When was the project started and when did it end?
- What was done in the project? Tend to focus here more on the key activities and the core products and less on the chronological order of events.
- And what were the results? Provide evidence of the results:
  - using figures,
  - using “quotes”, i.e. statements from project participants on individual learning successes.
- Why was it possible for the project to be successful? Briefly specify what made the project successful e.g. an innovative approach, cooperation between partners who otherwise do not collaborate, or similar

## 2. Preparing the press release

### a. Layout of a press release

- Allow yourself time to think of a catchy title. This must be brief and communicate the core message of the press release.
- Take care with the first paragraph. This determines whether the journalist finds your topic interesting and reads on. In the first paragraph, briefly summarise the point of the project and what it is about. You should certainly use keywords relating to your project at this point. The first paragraph should be no longer than 200 characters (including spaces).
- Include information in line with the key topic you defined in 1. e) (see above)
  - Cover the 5 Ws (who, what, when, where, how). It is important to place the key content at the start because, if they are doubtful, journalists will shorten your text at the end.
  - Incorporate specific data and facts.
  - If possible add one or two quotes to your text. However, a verbatim quote should not involve more than three (brief) sentences. Do not forget to specify the role of the person providing the quote
- Think about a good finish. For example, you could again refer to the possibilities of how the project results or subject matter could be used in the future.
- State the contact information of your project’s contact partner for the press.

- As part of a so-called “boilerplate” at the end of the press release you can briefly describe what your organisation does. You do not need to include this detailed information in the actual press release. At this point, also specify the most important websites where a journalist is able to find further information about the organisation and about the project.

### b. Pay attention to readability and understanding when writing

- Write in short sentences. Use a full stop, wherever a full stop is possible.
- Ensure relevance: Pay attention to the key topic. Avoid repetition and filling. Less is more.
- Write in the third person apart from when using verbatim quotes.
- Use the proper names of individuals without saying “Ms” or “Mr”.
- Write in a verbal style rather than a nominal style.
 

**Example:** “The organisation of the multipliers event in Berlin was carried out in cooperation with association XY.”

**Improvement:** “The project and association XY invited their key multipliers to an event in Berlin.”
- Use the active instead of the passive.
 

**Example:** “Participants were shown...”

**Improvement:** “The participants learnt ...”
- Use as few specialist terms as possible, if this is unavoidable they must be explained when first used.
- Avoid adjectives and superlatives. (No advertising speak!)
- If some terms constantly reoccur, check whether the content really needs to be repeated and if necessary look for synonyms.
- Introduce abbreviations by initially using them in the full form.
- Think about how you want to deal with English terms in advance. Use German if a German translation is already in use.

## 3. Laying out the press release

- Create a header including the term “Press release” (alternatively, “Press Statement”) and the logo of your project and or your institution.
- Order the information in terms of importance in paragraphs. Also add in subtitles for long texts.
- At the end of the press release, include the logos of the key project partners, the Erasmus+ logo and the Erasmus disclaimer at the bottom (see 2.2 What you need to know when using third-party logos in the Appendix).

- Choose line spacing of either 1.5 or 2. Also leave a broad margin on the right or the left.
- At the end of the press release, include the logos of the key project partners as well as the Erasmus+ logo and the Erasmus disclaimer at the bottom (See Appendix A3).

## 4. Selecting a photo

- Supply a photo as a separate file. This should show people who are actively involved (e.g. a work situation of the company or school, the podium at an event), it should also be taken in good light conditions and be in focus. Think about printability, i.e. a high resolution (approx. 1 MB depending on image size).
- Provide a succinct and informative caption for the photo in your press release. Also name the photographer or, if your institution owns the image rights, your institution as the image source.
- See also Appendix A9.

## 5. Sending

- Proofread the press release again before sending. Apply the dual control principle when doing so.
- Send your press release via email as a PDF and as a Word document. Always complete the subject line (e.g. “Press Release: How to make lifelong learning successful. EU wind power project adopts new training methods”). Provide your press release in abbreviated form as a “teaser” in your email text, for example, the first paragraph.
- If possible send a personalised email to the relevant journalists of the media involved. Create a bcc group distribution list if you are sending in the form of a group email.
- Attach the photo as a separate file. Do not include a photo in your press release document as this makes the work more difficult for the layout department of the relevant media.

# A6 How to disseminate project results on the internet

Check whether you can use websites which already exist to disseminate your project results, e.g. Commission databases or your company, school or organisation website. If this is not the case, additional measures may be available as an in-house online presence (website, blog, or similar).

## Own website

### 1. Ensuring technical requirements are in place

#### a. Creating a free-of-charge website yourself

- There are many providers of free-of-charge content management systems to choose from on the internet (web editors) such as ypo3, Joomla, Drupal, Wordpress, etc. These are ideal if you have no or hardly any HTML knowledge.
- Secure a URL (web address) for yourself from a provider. To find out which registry is responsible for your preferred generic or country code top level domain (e.g. .org or .de)

go to [www.iana.org](http://www.iana.org). Consult the registry website for more information.

- Think about the concept: Who is your target group? What are you seeking to offer it? How should the navigation look? Take a look at other websites for this.
- Be aware of legislation which applies, such as copyright law and do not forget to prepare a legal notice. Laws vary from country to country. The WiPo (World International Property Organisation) Lex database provides access to legal information on intellectual property worldwide: [www.wipo.int/portal/en/index.html](http://www.wipo.int/portal/en/index.html)
- Search engine optimisation: To ensure that your website can be found and that you are therefore able to disseminate your project results, inform yourself of the key basic rules relating to search engine optimisation (such as inputting metadata, use of the internet address and of page titles, and creating links). Also create links to other, thematically similar pages.
- Publicise your website via social networks – if you use these. You also need your own strategy for this.



## b. Using a service provider to create the web presence for you.

- Think about the concept; this will also form the basis of the briefing for the service provider: Who is your target group? What are you seeking to offer it? How should the navigation look? Take a look at other websites for this.
- Calculate the budget for creating a website and for its operation. At this point think about who will subsequently maintain the website and update it on a regular basis. The person responsible for this may need training. If this is to be done by the external service provider, ongoing costs will be incurred.
- For public sector organisations: Create a performance description for the award of contract, and find out about procurement law. Put out the service to tender.
- Secure a URL (web address) for yourself from a provider. Choose a URL which is easy to remember.
- Choose a service provider to implement your project.
- Be aware of legislation which applies, such as copyright, also remember to prepare a legal notice.

### Reference

Jacobsen, Jens: Website-Konzeption: Erfolgreiche Websites planen, umsetzen und betreiben [Website design: planning, implementing and running successful websites] Heidelberg 2013

## TIP ✓

### Digital dissemination

- Write internet texts using clear, simple and short sentences.
- Use images but be aware of image rights.
- Refer to your website in your other products, for example in brochures or on your business card.
- Make sure files stored on the website are as small as possible to speed up loading times. Clarify whether it is better to upload documents as PDFs or as open files (see also Appendix A7).
- Remember to specify possible contacts and the legal notice.
- Many people use the internet via tablets and smart phones. Make sure that your website is also adapted for these mobile devices. (Responsive design).

## 2. Adjusting design and content for online use

### a. Use image material correctly.

- Make sure that image files are not too large to keep loading times short.
- Be aware of copyright and the personality rights of the individuals shown (see Appendix A9).
- Make sure the subjects are informative when selecting images. The photo should illustrate the content and not just be decorative.

### b. Text for the internet: The 10 most important rules

- Write for your target group. Clarify in advance who your target group is and what they need to know about your project. Think about how to strike the right tone for your target group.
- Formulate one or more core messages. Why should your target group read your text? Consider: What is your core message? In a short sentence, make it clear what your article is about.
- Choose titles which are short, clear and easy to understand. The reader should be able to identify immediately whether the article is of interest to him or her.
- Write a succinct teaser. A teaser is a short text which is placed before the actual text. The teaser is intended to generate curiosity in the text which follows. Make your readers want to read more. For example, you could include something in your teaser which will be explained in more detail in the article. You might also announce the key content of your article in the teaser without giving too much away. Or you could formulate your teaser as a question. Your article will then provide the answer to this.
- Structure your text. Always begin by writing the most important thing first. Online readers generally "scan" the website. To help them orientate themselves, make use of layout tools when preparing the text such as
  - Lists,
  - Bold type and/or
  - Links.

Every new idea deserves its own paragraph. Add subtitles to make it easier to guide your readers through the text.

- Less is more. This applies in particular to web texts. Only write what is of interest to your target group. Relevance takes priority over completeness. Choose short succinct sentences. Keep to the point.
- Write in a straightforward manner. Avoid awkward sentence structures, abstract terms and empty phrases. Do not create linguistic barriers.
- Write in a lively manner. Use verbs to achieve this and avoid nominalisation. Where appropriate, you can spice up your article with quotes or use examples to make what you have to say clearer. If you use image material, think up meaningful captions.
- Do not be afraid to step away from superfluous content. If your text is complete - leave it for a while. It is then time for the fine polishing. Revise your text, edit it and calmly proofread it through.
- Apply the dual control principle. Give your article to somebody to read who is not familiar with the topic. Does your reader understand the text? Are there still any typing errors? Do the subtitles correspond to the ideas in the relevant paragraphs?

### Reference

Heijnk, Stefan: Texten fürs Web: Planen, schreiben, multimedial erzählen Heidelberg 2011. [Texts for the web: Planning, writing and multimedia-based communication].



## Social media

The website gives you the opportunity to present your project in great detail and to make it accessible to a large group of people. If interactive exchange is particularly important to you, then social media can also be considered.

- Plan your presence. Do not join a social network simply because that is what everybody else is doing. Think about the following beforehand: Who is your target group? What do you wish to communicate with and what are your objectives?
- Select the appropriate social media channel based on these considerations. There is no point in selecting a well-known social network if your target group is not active on this network.
- Schedule sufficient time and resources. A social media presence can be created quickly and in most cases free of charge. However, the planning and updating takes time and persistence. A “dead” social media channel makes a bad impression on the social group.
- Establish responsibilities and rules. Who posts and how often? How do you talk to your users? How do you deal with criticism?
- Observe data protection, copyrights and personality rights. Find out, just as you would for setting up a website, which content you are permitted to post or share without concern.

### Example of a European project with a strong social media presence

#### deutsch.info

As part of two project partnerships, “deutsch.info” has developed an online platform for people learning German, such as employees, students or refugees. It has been repeatedly extended and now operates with 19 source languages. In addition to the website, the project is very active on Facebook and Twitter where it has specifically prepared posts on topics such as expanding

- Measure successes. Regularly monitor how often your channels are clicked on, and the change in the number of your likes, fans or followers. Remain realistic. It takes time to build up a large number of followers.
- Use the opportunity for dialogue. The difference compared to a website is that users and social networks can leave comments or create content themselves. Use this option to enter into discussion with your target group. Take enquiries seriously and respond promptly.
- Connect with the NA at BIBB or your National Agency. Please connect with the NA at BIBB via the social networks, for example by following us on Facebook, by retweeting messages on Twitter, by commenting or liking. Social networks also play a key role when promoting your own events or other interesting events.
- Use hashtags. Hashtags are a popular tool for networking with other institutions or persons using keywords, for raising issues or for participating in public discussion. #OERup can be used as a good example of the successful use of a hashtag. An active exchange via open educational resources takes place on the internet under this hashtag (see also Appendix A7).

### Reference

Weinberg, Tamar: Social Media Marketing - Strategien für Twitter, Facebook & Co. [Social Media Marketing – Strategies for Twitter, Facebook & Co], Cologne 2014.

vocabulary and on particular cultural features. The social media activities not only support the structured learning of German on the website over the long term, but they also increase the profile of deutsch.info overall and generate new users for the language platform.

### Further information:

[www.deutsch.info/de](http://www.deutsch.info/de)  
<https://www.facebook.com/deutsch.info>  
[https://twitter.com/deutsch\\_info](https://twitter.com/deutsch_info)

## A7 How you can benefit from Open Educational Resources (OER)

### What are Open Educational Resources (OER)?

OER are teaching and learning materials, generally in digital form (e.g. documents, videos, MOOCs), which are available free of charge to everybody. The open licensing of this content e.g. using the → **Creative Commons licensing models CC-BY 4.0 International** and → **CC-BY-SA 4.0 International** (see “Modular system of Creative Commons licenses” p. 54) means that the author allows the user to adapt the content to their own requirements. Open licensed content from different authors can also be linked and processed. The copyright is unaffected by this.

### Which forms of OER exist?

OER may assume a wide variety of forms depending on the respective target group and the envisaged learning scenarios, from image and text, to audio/video files through to learning modules which build on one another, or entire e-books. Web 2.0 applications such as social media, wikis and blogs are becoming increasingly popular.

### What are the technical requirements for OER in practice?

In addition to closed formats such as PDF files, also disseminate your products (intellectual outputs, IO) as open formats, i.e. modifiable formats such as doc files or HTML which enable content to actually be adapted in practice. On open source learning platforms such as Moodle or ILIAS, content can be integrated on your own websites. When doing so, do not forget to specify → **machine-readable data** in order to make your materials easier to find. You can also link your materials, for example on [www.edutags.de](http://www.edutags.de) via social bookmarking or map your project using the OER World Map <https://oerworldmap.org>. This also makes your results easier to find.

### What about software?

Open source licensing models are specifically adapted to the requirements of software-adapted open use licences. They permit everybody to further develop applications and generally require the author to publish the program code. The potential involvement of volunteers in the further development and maintenance of the application can increase its sustainability and generate scope for innovations. This does not preclude the parallel publishing of the software under a commercial license (*dual-licensing*). The following website provides a decision-making tool for developers and project managers

<https://choosealicense.com/>.

### OER and accessibility

The use of podcasts in place of written records or interviews means that the blind as well as functional illiterates can also be reached. This helps to overcome barriers to access. It also increases the variety of materials in terms of media. Text recognition is largely impossible using closed or analogue formats. Variations in simplified language or the use of magnifying tools can also make it easier to access written content.

### OER and Erasmus+

As a beneficiary of financial support, you are contractually required to make the products (IO) you have created accessible to the general public in compliance with copyright legislation. A minimum requirement in this respect is the right to use and disseminate. In addition to this, you might ideally disseminate your materials with the right to adaptation and sharing. This does not preclude the additional commercial exploitation of your products. Free access enables you to increase the profile of your products. These may also be of interest to potential users as print publications subject to charge or in another form of physical media.



### How does OER benefit dissemination and the project partners involved?

- The right to further dissemination significantly supports the level of dissemination of your products.
- Open licensing means that users are able to specifically search for your content, for example via Google's extended search function and other search machines based on this function.
- The right to free-of-charge use of your content helps to increase the awareness of your project. This also influences the reputation and level of awareness of all participants.
- Agreement on an open licensing model gives all project partners involved equal rights to the use of all jointly developed content.
- The option to modify content increases the sustainability of results because the content, for example, can be continually updated.
- The possibility of modification also makes it easier to transfer content into other training sectors.

### Examples of OER in Erasmus+ projects in VET and adult education

#### EU-Store

#### OER rating database and OER platform

The project has developed guidelines and standards to assess existing projects, and create future projects, for publication as OER. A position paper on the inclusion of ministries, the EU Commission and education training experts in the implementation of standards is also available.

<http://eustore.eduproject.eu/de/>

#### OERup!

#### Online training: OER

The strategic partnership has developed an online course on OER for practitioners and managers in adult education. The aim of this is to enable participants to use OER for their own work and to create their own materials as OER.

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

### The OER information office / OERinfo

In order to make it easier to access knowledge about open educational resources, the German Federal Ministry of Education and Science is funding the project OERinfo, which is conceived as a central web portal under the funding guideline for open educational resources. At [www.o-e-r.de](http://www.o-e-r.de) extensive cross-sectoral as well as sector-specific information is available on the current level of knowledge and good practice examples as well as on the range of existing initiatives relating to the topic of OER.

The Federal Institute for Vocational Education and Training (BIBB) is involved with OER info for the transfer area of vocational education and training. For general as well as specific questions relating to OER, please contact Susanne Grimm at [grimm@bibb.de](mailto:grimm@bibb.de).

The German Institute for Adult Education [Deutsches Institut für Erwachsenenbildung (DIE)] – Leibniz Centre for Lifelong Learning is involved with OERinfo for the transfer area of adult education and continuing vocational training. Jan Koschorreck is available at [koschorreck@die-bonn.de](mailto:koschorreck@die-bonn.de) to answer any questions relating to OER.

#### Related links:

Various licences and licence agreements:  
<https://creativecommons.org/licenses/?lang=en>  
(Choose other language at bottom of page.)

Metadata in the context of Creative Commons  
<https://creativecommons.org/choose/?lang=en#metadata>

Presentation on OER with information about open licensing of software  
[www.na-bibb.de/praesentation-oer](http://www.na-bibb.de/praesentation-oer)

Info, positions and tools relating to OER - Federal Centre for Political Education:  
<http://bpb.de/lernen/digitale-bildung/werkstatt>

wb-web: Open Educational Resources (OER):  
<https://wb-web.de/dossiers/Digitalisierung-in-der-Erwachsenenbildung-1/open-educational-resources.html>

WIKIMEDIA: Open Content – A Practical Guide to the use of creative Commons licences:  
[https://meta.wikimedia.org/wiki/Open\\_Content\\_-\\_A\\_Practical\\_Guide\\_to\\_Using\\_Creative\\_Commons\\_Licences/The\\_Creative\\_Commons\\_Licensing\\_scheme/en](https://meta.wikimedia.org/wiki/Open_Content_-_A_Practical_Guide_to_Using_Creative_Commons_Licences/The_Creative_Commons_Licensing_scheme/en)

### TIP ✓

#### Creating open products in terms of open educational resources

- The exploitation and further dissemination of your work is permitted.
- The modification of your work is permitted.
- Exploitation is also permitted in a commercial context.
- All partners have agreed to open licensing models
- Your works are also offered in the form of open, i.e. editable formats.
- Provision of software is based on open source.
- The content/your work are designed to be accessible.
- Use of metadata, for example, means that your work can be retrieved.
- You have the rights to all parts of the content/software.

### OER helps to disseminate your results to third parties





## The modular system of creative commons licenses



BY

**Attribution** – You must **provide appropriate creator and rights information**, enclose a link to the license and specify whether **changes have been made**. This information may be provided in any reasonable manner, however not in any way as to give the impression that the licensor is supporting you or your exploitation in particular.



SA

**ShareAlike** – If you remix, transform or and build upon the material for any purpose, you are only permitted to disseminate your contributions **under the same license** as the original.



NC

**NonCommercial** – You may not **use the material for commercial purposes**.



ND

**NoDerivatives** – if you remix, transform or and build upon the material for any purpose, you may not distribute the modified material.

## Which license permits which form of use?

This summary shows which conditions creators impose on use when issuing the respective licence.

CC licenses		Conditions of further							
		Attributions	Reproduction	Disseminations	Make available to the public	Adaptation	Derivatives	Commercial use	Sharing
	<b>CC BY</b> Attribution	!	+	+	+	+	+	+	Generally permitted
	<b>CC BY-ND</b> Attribution – NoDerivs	!	+	+	+	-	-	+	Generally permitted
	<b>CC BY-NC</b> Attribution – Non-Commercial	!	+	+	+	+	+	-	Generally permitted
	<b>CC BY-NC-ND</b> Attribution-NonCommercial-NoDerivs	!	+	+	+	-	-	-	Generally permitted
	<b>CC BY-NC-SA</b> Attribution-NonCommercial-ShareAlike	!	+	+	+	+	+	-	Non Commercial-Share Alike
	<b>CC BY-SA</b> Attribution-ShareAlike	!	+	+	+	+	+	+	Non Commercial-Share Alike

Explanation of symbols: ! Must occur in every case + is permitted - is prohibited  
 Source : Open Learn Ware Team of Darmstadt University of Technology  
[http://www.e-learning.tu-darmstadt.de/werkzeuge/openlearnware/lehmaterial\\_veroeffentlichen/cc\\_lizenzen/index.de.jsp](http://www.e-learning.tu-darmstadt.de/werkzeuge/openlearnware/lehmaterial_veroeffentlichen/cc_lizenzen/index.de.jsp) (German original)  
<https://creativecommons.org/licenses/by-sa/3.0/de/>

## A8 Multitplier events: 10 tips for planning and implementation

1. Work out what your objectives are for the event and record the most important ones in writing. This is not only important for establishing a framework data but also for the final evaluation.
2. The content contributes significantly to the event's success. Remember that good preparation in terms of organisation and smooth running of the event are critical.
3. Decide whether you want to, or need to, make use of service providers (e.g. for premises, catering, technical aspects). Use of external providers can save you work but on the other hand requires additional coordination. Be aware of procurement law and obtain offers for comparison. Think about the fact that calls for tender take time and plan early.
4. Establish clear responsibilities for the organisation and implementation of the event within your project and prepare a binding schedule. Schedule in time buffers and stand-in solutions.
5. Determine the budget. As you know from experience, not all desires can be met. If you determine, when budgeting, that the event will have to be carried out at a smaller scale than initially intended, then particular importance should be attached to the selection and personal canvassing of guests. You can make up for a lack of numbers if the quality is right. Take all items into account when costing. The following list is not exhaustive but may serve as a guide:
  - Travel costs for the organising team, speakers, other guests ( travel, accommodation)
  - Room rental
  - Catering (welcome drinks, coffee breaks, lunch and evening meals)
  - Supporting programme
  - Particular requirements for the set-up of the venue (wardrobe, signage, registration, stage, etc.)
  - Technical aspects (internet access, hall microphone, Meta plan boards, presenter's case, etc.)
  - Service providers (external presenter, photographer, interpreter, etc.)
  - "Promotional material" (dispatch of invitation letters with useful information, event programme, participant lists, documents, pads and pens, press release, etc.)
6. Which target group do you want to reach? Create a distribution list for the invite. What is the rate of positive responses you are expecting? When you are writing the invitation, remember to emphasize the objective of the event and its added value to the addressee.
7. Select an appropriate location (accessibility, closeness to target group) and date (bear in mind times of trade fairs, holidays and "competing events").
8. Prepare a programme that is of interest professionally and which allows sufficient time for discussion. Agree on presentations and products with speakers. Think about whether you want to use social media. Create your own event hashtag if appropriate.
9. Deploy an organisation team on the day of the event to check everything in advance and to act as a contact partner for service personnel and guests during the conference.
10. Think about the follow-up in the planning stage. Ask the participants to complete an evaluation sheet. Is documentation of the event useful? If participants are to receive documentation following the event, then this should preferably be sent within two weeks of the date of the event. Also make use of multipliers who were not able to come.



## A9 How to avoid nasty surprises with photos

This check list tells you all you need to know when using photos both in print as well as online. Always ask yourself the following three questions before using photos, but also before sharing image material, e.g. with the NA at BIBB. You will ideally consider this information in advance as this will enable you to plan in photo opportunities in good time. Being well prepared and having everything well documented is “half the battle”. Press announcements and other publications are generally prepared under time pressure. At this point it is helpful if all photo credits have been worked out and you do not have to laboriously track down the authors after the event.

### 1. Is the subject appropriate?

How relevant is the photograph? People sitting around a conference table convey activity but do not highlight the particular aspect of a project. A work situation which shows a newly developed product being used is more appropriate as a topic if you are seeking to disseminate the results of your project. Put together a collection of a range of photos so that you have a choice later on, e.g. portrait vs landscape or tight focus. Use authentic photos. However, if necessary you can reconstruct situations (showing the product in use).

### 2. Is the resolution sufficient for the intended use?

For print, photos need a resolution of at least 300 dpi or ppi. (dot/pixel per inch), the resolution required for web use is lower. The reference value for the resolution is always the size of the image desired. In other words, for small photos such as author portraits, the quality requirements are lower than for photos covering an entire side of A4. In order to leave yourself with as many options as possible, you should make use of the “raw files” on your camera and always store images in PNG or TIF format. Data has been compressed if the photo is in JPEG format. In this case, therefore, avoid further editing involving intermediate storage and do not compress the image before sending it to the graphics department or other users.

### 3. Are all property rights protected?

#### a. Copyright

As with the results of other intellectual work, photographs are protected (Section 2 and Section 72 of the German Copyright Law). The protection applies automatically and is not dependent on the quality of the images, although a distinction is made between different levels of protection depending on the artistic output. The consent of the photographer or the holder of the rights of use must therefore be obtained prior to use.

Always specify the image source. Close to the picture is ideal, however the legal notice is also acceptable in certain cases.

Even with images which are freely accessible over the internet, there is no guarantee that copyrights and rights of use are protected. You are on safe ground with photo databases provided you comply with the GTCs and conditions of use. There are generally charges for use in this case. Take care with terminology. “Licence free” or “royalty free” does not mean that the images are free of charge, but instead that they can be used without restriction in accordance with the GTCs following payment of a fee.

#### b. Personality right: The right to your own image

The dissemination and display of photos on which individuals are recognisable is essentially only permitted with their approval (Section 22 Copyright for Works of Art (KUG)). Approval from persons with parental authority is required for persons aged under 18. Approval maybe verbal, in writing, explicit or by implication (by means of conduct implied intent). Exceptions include (Section 23,24 Copyright for Works of Art):

- Likenesses from contemporary history
- Persons as accessories. e.g. next to a landscape
- Images of gatherings or similar instances
- Likenesses in the interest of art
- Public security

## A10 When you need an ISBN for your publication

If you are publishing your project results in the form of a book or similar product, you are able to apply for an ISBN or International Standard Book Number. It is valid globally and serves as a unique identification number. It makes books easy to find, including those which are not sold. An ISBN consists of 13 digits and contains – separated by a hyphen in each case – a group number (3 for Germany which comes in second position) and a publication and title number (in 3rd and 4th position). In Germany, the ISBN is issued upon application by the Agency for Book Market Standards in the MVB (marketing and publishing service of Buchhandels GmbH) – the leading service provider of the German book industry. This is a requirement for inclusion in the Verzeichnis lieferbarer Bücher (VLB) – the German listing of available books – which is the reference system of the German book trade and libraries. The majority of e-book stores also require an ISBN number for titles sold by them. Please note that separate ISBN numbers are needed for different forms of media and formats of a publication. If you use an ISBN, you must observe the guidelines relating to its positioning.

### Does your organisation regularly release publications?

If yes, then it is likely to already have a publishing number and an allocation of ISBN numbers which are freely available. If the publication is to be associated with your organisation and therefore not receive its own publishing number as a project publication, then there is no need to apply to the MVB or an issuing agency in your country. Instead, contact the press and public relations department in your organisation and request an ISBN number.

### Are you publishing a book or product similar to a book for the first time?

For a fee, an individual ISBN number can be requested from the MVB for first-time or one-off publications. The application process is web-based. Details are available at [www.german-isbn.de](http://www.german-isbn.de). This process is ideal if you want to clearly associate the publication with the partnership via its own publishing number. To find out the name of the agency that issues ISBN numbers in your country, please consult [www.isbn-international.org](http://www.isbn-international.org).

### What else should you consider with publications?

Remember, following release of your publication, to send two copies for archiving to the German National Library and, where applicable, to the relevant central library for the Land. Further information and a list of exceptions is available on the German National Library website ([www.dnb.de](http://www.dnb.de)) using the keyword Pflichtablieferungsverordnung [Legal deposit regulation].

When issuing e-publications you should consider whether also applying for a Uniform Resource Name (URN) might also be useful. This is provided free of charge by the German national library and is used for the permanent identification of objects regardless of location. A URN ensures that online resources can be retrieved and cited reliably and over the long term. Further information is available under the category of Online publications on [www.dnb.de](http://www.dnb.de).



## A11 Useful links

### Vocational training and adult education institutions

Federal Institute for Vocational Education and Training (BIBB)  
[www.bibb.de](http://www.bibb.de)

European Centre for the Development of Vocational Training  
<http://www.cedefop.europa.eu/en>

Vocational education and training – European Commission  
[http://ec.europa.eu/education/policy/vocational-policy/index\\_de.htm](http://ec.europa.eu/education/policy/vocational-policy/index_de.htm)

Information and Advisory Centre for periods of vocational education and training spent abroad (ibs)  
<https://www.go-ibs.de/>

European Agenda for Adult Education  
<https://www.agenda-erwachsenenbildung.de/>

The European Associations for the Educations of Adults (EAEA)  
<http://www.eaea.org/>

### Transparency instruments in practice

HR across Europe. Modern HR Management with ECVET and European Transparency Instruments. A Handbook.  
[http://www.ecvetgoesbusiness.eu/wp-content/uploads/2017/04/ECVET\\_EN\\_FINAL\\_web.pdf](http://www.ecvetgoesbusiness.eu/wp-content/uploads/2017/04/ECVET_EN_FINAL_web.pdf)

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

ECVET roadmap (German and English version)  
<https://www.na-bibb.de/service/publikationen/publikationsdetails/wk/anzeigen/artikel/ecvet-roadmap/>

Europass  
<https://www.europass-info.de/>

[https://www.na-bibb.de/fileadmin/user\\_upload/na-bibb.de/Dokumente/06\\_Metavigation/02\\_Service/Publikationen\\_Warenkorb/Broschueren/ECVET\\_Roadmap\\_DE\\_akt\\_web.pdf](https://www.na-bibb.de/fileadmin/user_upload/na-bibb.de/Dokumente/06_Metavigation/02_Service/Publikationen_Warenkorb/Broschueren/ECVET_Roadmap_DE_akt_web.pdf)

The ECVET experts

<https://www.na-bibb.de/erasmus-berufsbildung/mobilitaet/ecvet-und-qualitaet/ecvet-expertinnen-und-experten/>

### Databases and platforms

Erasmus+ Project Results Platform (E+PRP)  
<http://ec.europa.eu/programmes/erasmus-plus/projects>

EST European Shared Treasure – Database for Partnerships PLL  
[www.europeansharedtreasure.eu](http://www.europeansharedtreasure.eu)

Monitor for general and vocational education and training  
[https://ec.europa.eu/education/policy/strategic-framework/et-monitor\\_de](https://ec.europa.eu/education/policy/strategic-framework/et-monitor_de)

Electronic Platform for Adult Learning in Europe (EPALE)  
<http://ec.europa.eu/epale/de/home-page>

### Other

The dissemination handbook in French  
[https://www.erasmusplus.fr/docs/tous/documentation/fiche\\_preparation/guide-daide-a-la-dissemination-des-resultats.pdf](https://www.erasmusplus.fr/docs/tous/documentation/fiche_preparation/guide-daide-a-la-dissemination-des-resultats.pdf)

Impact of innovation transfer projects:  
NA at BIBB studies  
<https://www.na-bibb.de/service/publikationen/publikationsdetails/wk/anzeigen/artikel/nutzung-und-nachhaltigkeit-von-leonardo-da-vinci-innovationstransferprojekten-aus-den-jahren-2008-2010-ergebnisse-einer-studie/>

Info on open licenses  
[http://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/Infomaterialien/IN\\_Freie\\_Lizenzen\\_-\\_einfach\\_erklaert\\_Broschuere\\_2017\\_07\\_20.pdf](http://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/Infomaterialien/IN_Freie_Lizenzen_-_einfach_erklaert_Broschuere_2017_07_20.pdf)

Info film on strategic partnerships  
[www.na-bibb.de/service/mediathek](http://www.na-bibb.de/service/mediathek)

## A12 Glossary

### Dissemination

refers to publicising the results and successes of the project as extensively as possible. This involves the planned transfer of information regarding the quality, relevance and effectiveness of activities and results to key stakeholders. It brings the project to the attention of third parties. This impacts on the future conduct of organisations and raises the profile of organisations who are implementing or have implemented the project. A dissemination plan and an appropriate implementation process must be developed at the start of a project in order to effectively disseminate results. The dissemination plan specifies how the project results will be disseminated both during and after the funding period (Why, what, how, when, for whom and where?).

### Exploitation

Relates to the use and application of content. In the context of EU programmes, this means that the potential of funded activities must be effectively exhausted as far as possible in order that results continue to be used beyond the duration of a project. Exploitation encompasses mainstreaming and multiplication. Mainstreaming is the planned process of transferring the successful results of programmes and initiatives to appropriate decision-makers in legally regulated systems at local, regional, national European levels. Multiplication is the planned process of convincing individual end users to adopt and/or apply the results of programs and initiatives. The results should be structured such that they can be adapted to third-party requirements, maintained following expiry of the funding and included when future measures and procedures are being created (see Chapter 7 "Sustainability").

### Impact

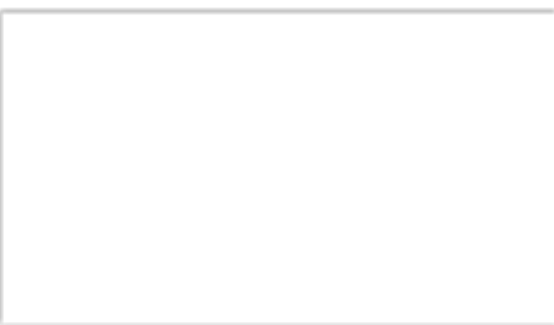
Describes the effects of a completed activity and its results on people, processes, organisations and systems. Plans for dissemination and exploitation of results contribute to achieving the greatest possible impact on those immediately involved and on partners over future years. Benefits of other stakeholders should also be taken into account in order to maximise the impact and exhaust the potential of a project as effectively as possible.

### Sustainability

relates to the potential to preserve and exploit the results beyond the relevant funding period. The project results can be exploited and applied over the longer term for example through commercial application, accreditation or integration (mainstreaming). It is possible that not all components of a project or results achieved are sustainable.

(cf. EU Commission Programme guide, 2017)





The National Agency Education for Europe at the German Federal Institute for Vocational Education and Training (NA at BIBB) has been in existence since 2000 and works on behalf of and with financial support of the Federal Ministry of Education and Research (BMBF). It is the National Agency for the EU education programme Erasmus+ in the fields of vocational education and training (VET) and adult education

in Germany. It also carries out numerous Europe-related and international tasks in the area of VET and adult education. The NA at BIBB works closely with the EU Commission and at national level with ministries, federal states, social partners, associations, Chambers, companies, universities, and education and training organisations.

[www.na-bibb.de](http://www.na-bibb.de)



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