eLEARNIG INITIATIVE

PRAISE:

Peer Review Network Applying Intelligence to Social Work Education

Grant agreement number: 2003 - 4724 / 001 - 001 EDU - ELEARN

Sustainability and Dissemination

Version number 2.0

30.10.2005

Executive summary

Name	Sustainability and Dissemination
Version	2.0
Date	30.10.2005
Status	Final
Confidentiality	
Participant Partner(s)	all
Author(s)	SFEP
Task	6
Distribution List	-
Abstract	
Keywords	
Previous Versions	1.0
Version Notes	-

Table of contents

Dissemination and sustainability strategies[1]

The PRAISE project will need, by its nature, to be strongly linked with the context, by collecting case studies, analyzing formative needs, and suggesting or presenting new educational material and "good practices".

In order to achieve this goal the project makes a particular emphasis on dissemination, involving all partners in the completion of this task. The dissemination work package is not an accessory package but it is a full relevance design phase. Without its contribution the definition of virtuous circles, of user needs, of courses' structure, and of the evaluation phase would not be possible.

The Sustainability Project and the Dissemination Plan are interdependent concepts and require joint activities.

The Dissemination Plan is composed of actions aiming at spreading knowledge about the project outputs to all those interested and all that may be involved.

These actions must be developed in **times**, **places** and **modalities** suitable to allow the broadest diffusion, and must therefore be part of a strategic project taking into account the following *strategic axes*:

- awareness of the project identity and of its outputs

- target users and project stakeholders

- analysis of current socio-cultural context

- available resources and existing constraints

- available tools and instruments

- priorities set out by project members, target users, and stakeholders

- critical factors in project development

- strengths and weaknesses

- hypothetical future scenarios and perspectives

- necessary verifications and changes.

In this view, the Sustainability Project concerns the strategies aiming at ensuring a good impact of project results and at guaranteeing a sufficient duration for their effects.

This Sustainability Project is an integral and fundamental part of the overall project, and has the goal of keeping all the planned actions in touch with the concrete and real environment, according to an accurate analysis.

Such criteria, that will be studied and developed in the project, are a fundamental element for a positive comparison and interchange among the actors in the different

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[1] We would like to acknowledge the members of the SUSTAIN project for the useful framework they set up in their guide to dissemination, that was partially used to inspire this section.

proposed learning paths, and, at the same time, represent a fertile ground for dissemination and enrichment of the project.

From the methodological point of view, we need to distinguish between objectives and instruments. The paragraphs above suggest the general objectives for Dissemination and Sustainability, and such notions are largely independent from the specific research project. On the other hand, specific actions need to be planned according to specific instruments, specially developed within each project.

In this plan, we distinguish two classes of instruments: "information collection instruments" and "analysis instruments". The first class of instruments is composed of methodologies and tables able to help the project partners to take and accurate picture of their environment, along all the mentioned strategic axes; these instruments act mainly at the local level of each partner's institution. On the other hand, the analysis instruments allow us to consolidate, compare, understand, and present the collected information in a comprehensive form, following detailed analysis and discussion between all project partners, at the International level.

To further identify the difference between collection and analysis instruments, in the following we use the term *factor* to refer to objective, bottom-up, information (the data, "what"), while we use *criterion* for the elaborated information, stemming from the comparison of situations in different territories (the interpretation, "how").

The plans for Sustainability and Dissemination activities in the PRAISE project are detailed as follows:

• this section of the workplan (in the following subsections) sets out the specific objectives, the overall activity flow, the general methodologies to be adopted on each step; the Dissemination activities are in fact seen as one of the steps in the more general Sustainability plans

• a detaild report will be done at the end of each publc event planned during the meetings

• according to the mentioned Sustainability Plan and Dissemination Plan, specific planned action will be undertaken by all involved partners, and the documentation specified in the Plans will be produced, analyzed and made available in the project reports.

We believe that such "step-by-step" approach is essential to be able to react and adapt to specific local constraints and opportunities, that cannot be fully taken into account at the time of writing this workplan.

Sustainability Plan

The Sustainability Project is developed according to a sequence of analysis steps that, starting from the awareness of project identity and its outputs, passing through the contexts, the perspectives, the feasibility study, the actions, the verifications, and the required changes, comes back to the starting point, to begin a new iteration with a view that, with respect to the first iteration, was modified by the experiences gathered in the meantime.

Time and space are the variables the define the horizons of these flows and that frame their progress, according to the general workplan of the project.

The following diagram reports the overall organization of the Plan, and the following subsections detail each of the points.
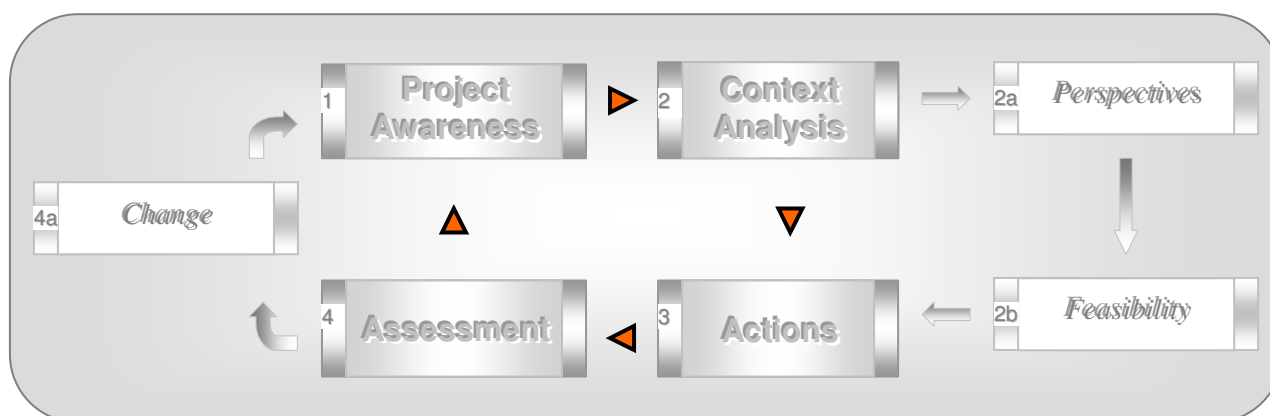
Phase "1": Awareness of project identity and its outputs

The awareness phase requires a careful identification and analysis of Actors, Objectives, Actions, and Outputs.

Actors

In this first phase of the Sustainability Project, it is necessary to know and understand the possibility, on the author's sides, to involve and work directly and effectively in the later Dissemination Plan.

We therefore need to evaluate:

- the relevance of individual curricula with goals, roles, actions and outputs
- the position within their representing institutions and the relationships with stakeholders
- the delegations (of powers and responsibilities) they received in the context of the project
- time, space, resources and tools available to everyone.

Such information are collected by a series of instruments (see table 1a, 1b, 1c) and will be organized around the following principles:

1. Identification of actors: name, institution, role in the project, specific objectives, actions, outputs

2. Curriculum: education (general, specific), work experiences (general, specific), experience at the European level (previous project, EU-funded activities), teaching experience (in presence, ODL), research activity, representation activity, institutional role

3. Involvement in PRAISE: delegations specific to the PRAISE project, involvement in the project (days), EU (PRAISE) resources, other resources (EU and non-EU), tools and instruments.

Name	
Institution	
Role in the project	
Specific objectives	
Actions	
Outputs	

Tab. 1 a

Education - in general - specific	
Work experiences - in general - specific	
European level experiences - previous EU projects - other activity financed by EU	
Teaching - in presence - ODL	
Research activities	
Representation activity	
Institutional role	

Tab. 1 b

Delegations specific to the PRAISE project	
Involvement in the project (days)	
EU (PRAISE) resources	
Other resources (EU and non-EU)	
Tools and instruments	

Tab. 1 c

Objectives

The objectives of the PRAISE project must be clear to all actors, and they must include the explicit willingness to diffuse the results and to collaborate in an open way.

Such objectives must be linked to specific sustainability criteria, and to the actions of the dissemination plan.

The analysis instruments will allow us to:

• set out the general and the specific objectives of PRAISE (analysis of the workplan and specific discussions among the partners)

• for each objective, give descriptors and indicators for its success and implementation degree

• for each objective, indicate the required sustainability criteria

• for each objective, specify the planned actions for dissemination.

Objective	Descriptors / Indicators	Sustainability Criteria	Diffusion Actions
1	...	...	...
1.1	...	...	...
2	...	...	...

Tab 1 d

Actions

The planned actions must be compatible, in space and time, with the Dissemination Plan and must be consistent with the objectives and with the Sustainability Project.

For all the actions that may be analyzed, we will specify:

• description of the action

• objective(s) of the project to which this action contributes, and how

• modalities for execution of the action

• times

• responsibilities

• envisaged outputs.

Referring objective	Action	Modality of execution	Times	responsibility	output
1	...	...	...	...	...
1.1	...	...	...	...	...
2	...	...	...	...	...

Tab 1 e

Outputs

The project outputs must be thoroughly integrated with the objectives, the aims and the actions of both the PRAISE project and of each partner institution.

Outputs will be classified as physical products, know-how, and ideas for policy making. Each output may be a final product or an intermediate product.

The analysis of the outputs will be conducted according to the following categories:

• identification of the output

• classification of the output

• relevance for the institution

• sustainability factors and relevance for the project

• relevance for dissemination.

|	Identification of the output	Classification of the output	Relevance for the institution	Sustainability factors and relevance for the project	Relevance for dissemination
Physical products					
Know-how					
Ideas for policy making					

Tab 1 f

Phase "2": Context analysis

The context must be analyzed on the basis of the local relationships and of the intended target users.

Local relationships require to describe each local situation in relation with the realized products, with the activated virtuous circles, with their relevance to the general project aims. Such relationships must explain, synthetically but completely, the individual points of view, and how these interact with each other, integrate each other, and reciprocally sustain each other in the project. The following picture suggests the dynamics of such relationships.
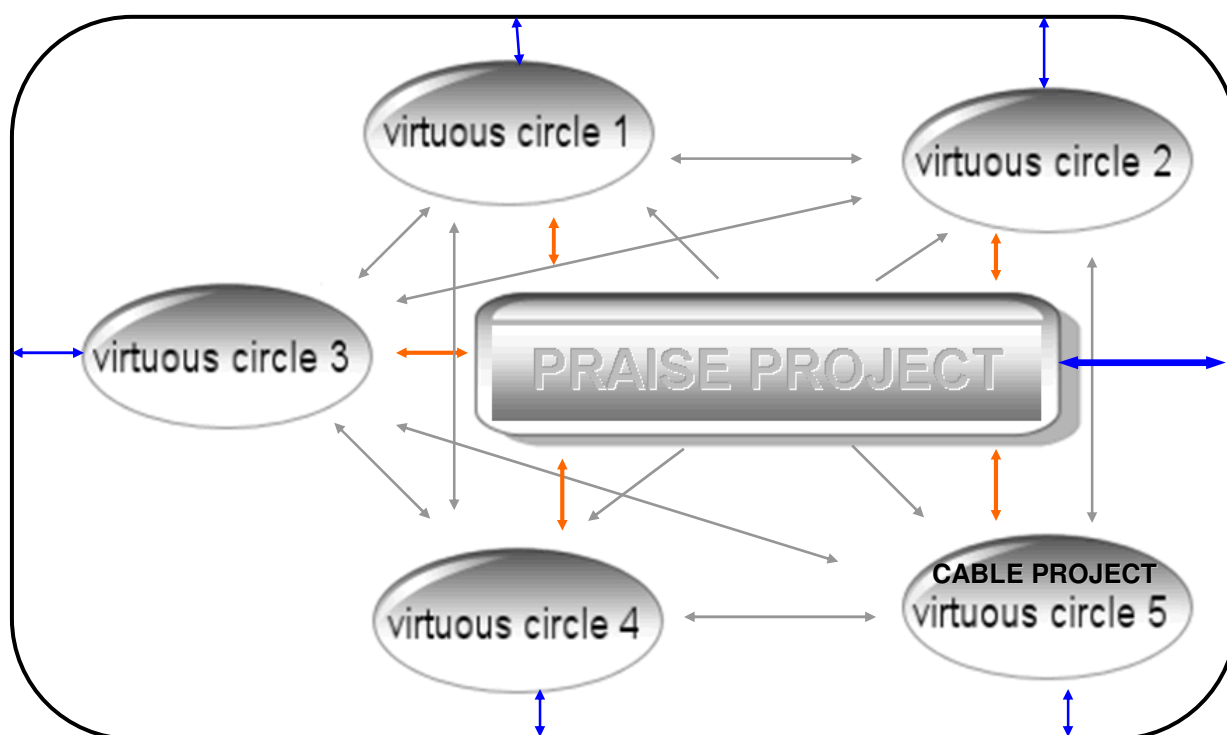
Concerning the **intended target users**, we need to devote a special attention to revise the needs that are satisfied by the project, and all the persons involved at all levels. Such data will be used in the analysis of future scenarios and in the feasibility analysis. In this phase, all outputs will be analyzed, and their relevance will be assessed in terms of: primary target users, secondary target users, other people involved.

Phase "2a": Perspectives

We cannot talk about sustainability without foreseeing an estimate balance concerning medium- and long-term likely scenarios (short-term scenarios are already taken into account in the project description).

The adaptability of the realized actions to new environments directly depends on what modifications were forecasted, what opportunities were suggested, how broad were the future hypothetic scenarios.

Also in this phase we need a synthetic report starting from the description of the local situations and relating the actors, the targets, the resources, the specific instruments

in the project with the ampler social, cultural and economical contexts in which the project will develop in the future.

For this phase, importance also lies in the reciprocal help and sustain actions, that must follow a phase of knowledge and comparison between partners.

In this phase, for each output we will therefore identify and analyze the sustainability factors, both in the medium period and in the long period.

The following factors will be considered as priorities in order to assess project sustainability:

• Cost-effectiveness of the system, from the point of views of implementation, maintainability, fruition, technological and pedagogical compatibility with respect to the context in which it is used (flexibility)

• Results validation.

• Usability

• Accessibility

• Effectiveness with respect to the needs of user groups (gathered through practice examples, learning monitoring and external contributes such those defined in the previous section).

Output	Primary target user	Secondary target user	Others persons involved

Tab 2 a

Phase "2b": Feasibility

Feasibility analysis directly follows the hypotheses of future scenarios and forces to *select*, among the many perspectives, the only ones that may offer higher guarantees of successful realization.

In this Sustainability Project, this phase is centered on the decisional and organizational aspects of the priorities, in relation to the available resources, that will likely be very limited.

We will then discuss sustainability criteria according to various outputs and to identified target users.

Sustainability criteria will also include all the analysis and the results elaborated in previous phases (including synergies among partners, and synergies with other projects, such as CABLE).

All outputs will therefore be analyzed according to the intended (direct and indirect) targets, and of the specific sustainability criteria.

Output	Target	Sustainability criteria	Priority

Tab 2 b

Results

Filling the tables has created a lot of troubles among the partnership due to interpretation and time difficulties. To face these problems, during the extra-meeting in Torino, a special session has devoted to solve difficulties and to collect the data.

In the following tables are summarized the results

1.1 Actors / institutions

In the following table are shown the data collected subdivided in 3 main areas

The indicated numbers are about the persons directly involved in the project with a institutional role.

The first area (grey) shows the number of people involved in the meetings or only in the local institutions.

The second area (blue) is a subdivision by kind of competence (technical/computer – pedagogical/didactic – administrative – other)

The third area (yellow) the role in each organization – All curricula has been subdivided in three main category (docents – with senior experience, experts – with not docent role but senior experience in research and/or management, trainers – with low experience in research and/or management).

Partner	Tot.	Meetings	Locally	Technical	Pedagogical	Administrative	Oth	Docents	Experts	Trainers
PdT	9	5	4	8	0	1	0	3	2	4
SFEP	16	4	12	2	10	2	2	8	8	0
UHI	11	3	8	8	0	1	2	8	3	0
THC	7	3	4	3	0	3	1	2	4	1
UP	14	3	11	1	9	2	2	6	6	2
UB	15	5	10	2	9	2	2	6	5	4
Bethel	12	4	8	1	8	2	1	6	4	2
INFOP	10	4	6	1	6	1	2	6	2	2
UA	10	6	4	1	5	2	2	4	4	2
Tot col.	104	38	66	27	47	16	14	49	38	17
Tot/area	104	104		104				104		

Tab. 1 a – Workgroup component Identification

The green area shows the international previous experiences and the last (orange) the kind of didactical approach.

Partner		European previous experiences		Didactical / research previous experiences		
		Low	High	Face to face	ODL	Research
PdT			X	X	X	X
SFEP			X	X	X	X
UHI			X	X	X	X
THC		X*		X	-	X
UP			X	X	X	X
UB			X	X	X	X
Bethel			X	X	-	X
INFOP			X	X	-	X
UA		X**		X	X	X

Tab. 1 b – Previous experiences of each institution

* THC has a lot of previous experiences but not in the training sector
** UA has a lot of previous experiences but not with European Commission

Partner	N° of persons	Involvement	
		Partner role	Main activities
PdT	9	Leader of task 5 / technical partner	Interaction with semantic network Internal technical training
SFEP	16	Coordinator / pedagogical partner / task 6 - 7	Diffusion / methodological approach Project management
UHI	11	Monitoring partner / task 7	Monitoring / evaluation
THC	7	Pedagogical partner	Virtuous circles, formation plans
UP	14	External pedagogical partner	Virtuous circles, formation plans
UB	15	Leader of task 1 / pedagogical partner	Virtuous circles, formation plans, Interaction with semantic network
Bethel	12	Leader of task 4 / pedagogical partner	Virtuous circles, formation plans
INFOP	10	Leader of task 2 / pedagogical partner	Virtuous circles, formation plans
UA	10	Leader of task 3 / pedagogical partner	Virtuous circles, formation plans

Tab. 1 c – Involvement in the project

1.2 Objectives

Objective	Descriptors / Indicators	Sustainability Criteria	Diffusion Actions
1 Collecting and sharing good practices	N. of shared narrations N. of accesses to the system Amount of communication	Compatibility and diffusion of the global methodology in the organizations Positive acceptance and sustain by the workers and the stakeholders	Public events Specific reports Meetings with all actors involved in / yet to be involved Informal communication / moments Net relevance
1.1 Local establishment and management of virtuous circles	Specific acts and official documentation Planned agenda Presence of specific local instruments Periodic reports Presence of helpers	Connection between organizational and formative levels	Public events Specific reports Meetings with all actors involved / to be involved Informal communications / moments Net relevance
1.2 local sharing of narrations and synthesis	N. of local meetings N. of documents Use of instruments	Compatibility and diffusion of the global methodology in the organization Positive acceptance and sustain by the workers and the stakeholders	Specific reports Meetings with all actors involved / to be involved Informal communications / moments Net relevance
1.3 network sharing	Use of shared instruments Local evidence in the documents	Maintenance of the present international network or use of a new similar one	Specific reports Net relevance
2 preparation of a formative plan	Presence of local documentation Detailed project	Connection between new and old methodologies Presence of a global plan Multi-years prospective	Public events Specific reports Meetings with all actors involved / to be involved Net relevance
2.1 local analysis of formative needs from case studies	Presence of specific report N. of specific meetings	Efficacy and effectiveness of the studies (times, costs…)	Specific reports Meetings with all actors involved / to be involved Net relevance
2.2 design of the model and connection with experimentation	Presence of methodological notes Evidence of the rapports with CABLE's modules	Analysis costs – benefits Prevision of the follow up	Specific reports Net relevance
3 interaction with semantic network	Evidence during international meetings Specific studies and reports	Evidence of the interactions between technical and pedagogical aspects Evidence of the results	Public events Specific reports Informal communications / moments Net relevance
4 dissemination of methodology and results	N. of public events and n. of participants The book N. of formal and informal documented events	Self-increasing circulation Real transference of practices	Public events Specific reports Meetings with all actors involved / to be involved Informal communications / moments Net relevance
5 Management	Realization of outputs Subdivision of works and budget partner's satisfaction	Analysis budget – work – goals Partner's satisfaction	Sharing and clarify the methodology among partners Specific reports

Tab 1 d – Shared general and specific objectives (ex post analysis).

1.3 Actions

Referring objective	Action	Modality of execution	Times Planned / experimented	Responsibility Main / shared	Output
1	Local introduction / information / discussion Collection of the documents Shared analysis of the documents	Participative planning involving of all actors subdivided in: • Social Workers • Stakeholders • Helpers • Analysts Technical and logistic support by SFEP Focused discussion groups and brain storming Qualitative and quantitative analysis Accompaniment to the use of the technical and pedagogical instruments	0 – 18 3 – 22 (Expressed in month)	Pedagogical / all	Case studies Locals set of reports both on methodology and on management
1.1	VC's definition VC's activation VC's experimentation		0 – 18 3 – 22	Pedagogical / all	Official documentation attesting the establishment and management of virtuous circles Agenda of the meetings reports of the local meetings
1.2	Focus groups agenda Meetings Documents		6 – 18 6 – 22	Pedagogical /all	Agenda of the meetings reports of the local meetings reports of the analysis
1.3	Instructing and sustaining the operators in using the software Internal monitoring		6 – 18 12 – 22	All	Agenda and report of the works
2	drawing up of the project and study of the strategies	Specific work group Qualitative and quantitative analysis	6 – 18 6 – 18	Pedagogical / all	The local projects
2.1	Shared reading of case studies and analysis Synthesis document elaboration	Focused discussion groups and brain storming Qualitative and quantitative analysis	12 – 18 12 – 22	Pedagogical / all	Report on analysis Synthesis document
2.2	drawing up of the formative plan	Specific work group Shared evaluation	12 – 18 12 – 18	All	The formative plan
3	Participation to the specific work group Study and analysis of pedagogical aspects	On distance and in presence meetings Focused discussion groups and brain storming	12 – 18 12 – 22	Pdt / all	Shared documents on local experiences
4	drawing up dissemination plan Planning and making local events Collecting documents Contributing to the book	Specific work group	0 – 18 0 – 22	SFEP, UHI / all	Dissemination plan Events themselves Report on events The book and his diffusion
5	Monitoring outputs Proposal of subdivision of works and budget Survey of partner's satisfaction	Participative planning involving of all actors Focused discussion groups (brain storming) Qualitative and quantitative analysis	0 – 18 0 – 22	UHI, SFEP / all	Report

Tab 1 e – Actions to be performed to reach each objective listed in tab. 1d

1.4 Outputs

	Identification of the output (referred to tab. 1e and reported into monitoring & management reports)	Classification of the output	Relevance for the institution	Sustainability factors and relevance for the project	Relevance for dissemination
Physical products	12. The book (CD and on line edition)	A 3 – E-Book	Medium (Significance in terms of image and prestige Instrument for training activities)	Usability Durability View impact Low Cost	High
Know-how	5. Case studies	A 4	High	Relevance globally High Factors: Compatibility and diffusion of the global methodology in the organizations Positive acceptance and sustain by the workers and the stakeholders Correct use and diffusion of the documentation Availability of qualified computer experts Availability of both technical and pedagogical experts Evidence of the interactions between technical and pedagogical aspects Provoked interest by the reports	Medium
	6. Reports on local Experiences	A 2	High		High
	8. Formative plans guidelines	A 10	Medium		High
	7. Local formative plans*	A 3	High		Medium
	10. Technical reports (ontology and technical aspects)	A 2	Medium		High
	9. Training documentation (report on semantic network interaction, slides) and workshops	A 4 (A1 – A2)	Medium		High
	1. Report on VC's definition	A 2	Low		High
	2. Description of local VC's In itinere Implementation	A 3	Medium		Low
	3. Report on VC's activation	A 2	High		High
	4. Monitoring feed back (slides and minutes)	A3	High		Low
Ideas for policy making	14. Interviews (Analysis included into Dissemination & Sustainability plan)	A 3	High	Relevance globally High Factors: Compatibility with the time table of the actors Presence of measures to reduce the impact of the operator turnover (formation, documentation…) Connection between organizational and formative levels Maintenance of instruments Compatibility of logistic aspects provoked interest by the publications and the events	High
	11. Public events	A 12 (P. event)	Medium		High
	13. Monitoring plan**	A 3	High		Low
	15. Monitoring report	A 2	High		Medium
	16. Meetings organization***	A 3	Medium		Low
	17. Public events coordination***	A 3	High		Medium
	18. Management report	A 2	High		Medium
	* outputs included in "local experiences" deliverables ** outputs included in monitoring report *** outputs included in management report and meeting minutes				

Tab 1 f – Descriptions of the outputs mentioned in tab. 1e.

2 CONTEXT ANALYSIS

2.1 Target - persons involved

Output	Primary target user	Secondary target user	Others persons involved
1	E2	E1	E4
2	E1	E4	E7
3	E4	E1	E14, E15
4	E2	E1	E4
5	E4	E1	E2
6	E1	E8	E14, E15, E9
7	E4	E1	E9, E10, E11, E2
8	E4	E1	E9, E10, E11, E2
9	E1	E2	E10
10	E1	E2	E10, E9
11	E7	E8	E1, E2, E4, E10, E11, E12, E13, E14, E15
12	E8	E7	E1, E2, E4, E10, E11, E12, E13, E14, E15
13	E2	E1	E11
14	E2	E1	E11
15	E2	E1	E11
16	E10	E11	E1
17	E10	E11	E1
18	E10	E11	E1

Tab 2 a – Perspectives (identify and describe the target groups/users for each output)

2.2 Feasibility Analysis

Output	Language	Countries	Priority
1	EN, FR	DE, ES, FR, IS, IT, RO, UK	High
2	EN, FR	DE, ES, FR, IS, IT, RO, UK	low
3	EN, FR	DE, ES, FR, IS, IT, RO, UK	High
4	EN, FR	DE, ES, FR, IS, IT, FI, RO, UK	Medium
5	EN, local	DE, ES, FR, IS, IT, FI, RO, UK	High
6	EN, FR, local	DE, ES, FR, IS, IT, RO, UK	Medium
7	EN, FR, local	DE, ES, FR, IS, IT, RO, UK	High
8	EN, FR	DE, ES, FR, IS, IT, RO, UK	High
9	EN, FR	DE, ES, FR, IS, IT, FI, RO, UK	Low
10	EN, FR	DE, ES, FR, IS, IT, FI, RO, UK	Medium
11	EN, FR, local	DE, ES, FR, IS, IT, RO, UK	High
12	EN, FR	DE, ES, FR, IS, IT, FI, RO, UK	High
13	EN, FR	DE, ES, FR, IS, IT, RO, UK	High
14	EN	DE, ES, FR, IS, IT, RO, UK	low
15	EN	DE, ES, FR, IS, IT, RO, UK	Medium
16	EN, FR, local	DE, ES, FR, IS, IT, RO, UK	Medium
17	EN, FR	DE, ES, FR, IS, IT, RO, UK	Medium
18	EN	DE, ES, FR, IS, IT, RO, UK	Low

Tab 2 b – Feasibility

Phase "3": Actions

Dissemination Plan

This phase involves all the specific actions, duly planned according to the project workplan and to their potential impact, sustainability potential, and priorities, that constitute the dissemination activities in the project.

In this sense, the Dissemination Plan becomes an integral part of the Sustainability Project.

Specific dissemination activities will be planned and organized according to the analysis conducted in the previous phases. However, we already can imagine two different phases:

1. describing all the various types of actions, and the associated advantages and disadvantages for the project and for the partners

	Advantages	Disadvantages
Conferences and workshop		
Publications		
Exhibitions		
Training actions		
Shared databases		
Innovation networks		
Web sites		

Tab 3 a

2. building a detailed planning for actions. In this planning we need to specify actions, actors, responsibilities, times, places.

Priority/ Output (From tab 2 b)	Dissemination Actions	Actors	Responsibilities	Times	Places	Advantages	Disadvantages

Tab 3 b

To build a detailed Dissemination Plan: following this document, all specific dissemination actions will be undertaken by the partner, they will be detailed in the project reports, and their impact and effectiveness will be analyzed.

Virtuous circles will carry out the first and most important task, by activating local networks of contacts in order to:

• Acquire sufficient skill on PRAISE / CABLE system use.

• Produce documentation following specified guidelines.

• Use formative paths developed in the project.

• Collaboratively build new methodologies.

• Involve other local realities / entities in the project.

• Increase the exchange of expertise, skill and information.

• Improve the quality of service for every participating institution.

To reach this level of interaction the partners will build real and virtual spaces on a truly open system. In order to achieve dissemination goals special relevance in the project is devoted to the study of the criteria for successful transmission of practice experiences to other partners, and the criteria for reproducibility of the proposed models, both practices and course modules and structures.

Many other kinds of information diffusion and dissemination will be provided, such as:

• Workshops at users' sites, with the participation of local policy makers;

• Conferences on the results achieved during the project development phase. Contribution to the state-of-the-art both in the technological and pedagogical fields will be presented in occasion of national and international conferences;

• Dissemination to non-participating countries through International Conferences;

• Dissemination through the project web site;

• Dissemination through advertising and preview of results on European union websites;

• Dissemination through advertising and preview of results on topic related web sites;

• Production of deliverables, papers, guidelines, both on-line and off-line.

Type of event	
Date	
Place	
Authors	
Target	
Short description	
Attach	

A priority goal of the work group will be to involve the highest possible number of persons in the experiment, for instance by means of:

- The network of international contacts that each partner already developed in the past years of activity.

- A suitable design of web pages to obtain positioning in search engines.

- A specific dissemination and awareness campaign of the project intermediate and final results.

All documentation, including learning materials and project documents, will be available on the official web site. The most important technical results and social achievements will also be submitted for publication to the most relevant journals or conferences.

Local dissemination activities will mainly use the local language, while international dissemination activities will use English as the common language.

Results

3 Events

Type	Advantages	Disadvantages
Conferences and workshop	To do in October 2005 / estimated advantages: Direct involvement of people who don't use new technologies, discussion and synthesis, emotive involvement.	Estimated: Isolated event, difficulty to involve people in a long time network, logistic difficulties, high costs.
Publications	Can be used without computers or aids and respecting the times of the readers, complete	Not interactive, difficulty to update, high costs.
Training actions ODL	Interactive. Can be utilized respecting user's times, not depending by the distance and the weather. Can be analyzed with computer support. Easily to update and store.	Requires a lot of time, specific resources and skills. Requires a client computer, access to internet and skill for the use. Low emotive involvement and feed back. Difficulty to involve people in work groups.
Training actions in presence	Interactive. High emotive involvement. Immediate not verbal communications and clear feed back.	Logistic aspects as transports, bad weather, spaces… especially for big groups. Difficulty to store and share all documentation. Difficulty to analyze a big amount of not digital documents.
Mixed training actions	Interactive. Can be utilized respecting user's times, only partially depending by the distance and the weather. Can be analyzed with computer support. Easily to update and store. High emotive involvement. Immediate not verbal communications and clear feed back. Reduces logistic aspects impact.	Requires both technical and emotive skills and resources.
Shared databases	Offers the possibility to store, analyze and compare a lot of documents. Saves the sequence of updates and modifications, creating a historical process. Can be read and update from different places 24 hour on 24. It's real time.	Requires a lot of skills and resources to be constructed and for the maintenance.
Innovation networks	Can improve the single performances by involving people in a virtuous circle. Can reduce the times of tests and analysis utilizing shared experiences and ideas. Can facilitate the learning and the adoption of successfully tested new methodologies.	Requires time and specific resources. Require specific skills and mentality.
Web site	Immediate, complete, interactive	Requires long times to prepare the pages and people experts in html. Requires a client computer, access to internet and specific skills to use properly.

Tab 3 a – Planned events and dissemination strategy

Priority	Output (From tab 2 b)	Dissemination Actions	Actors	Responsibilities	Times (project month)	Places
High	1	Project public events Publication on web sites VC's action Book diffusion	Pedagogical partners	UdB	0 – 6 Over	Meeting sites Web sites Local territories
	3	Project public events Publication on web sites VC's action Book diffusion Local authorities diffusion	All partners	INFOP	6 – 22	Meeting sites Web sites Local territories
	5	Project public events Publication on web sites VC's action Book diffusion	All partners	SFEP	6 – 22	Meeting sites Web sites Local territories European network
	7	Project public events Publication on web sites VC's action Book diffusion	Pedagogical partners	Bethel	12 – 18	Meeting sites Web sites Local territories
	8	Project public events Publication on web sites VC's action Book diffusion	All partners	Bethel	12 – 18	Meeting sites Web sites Local territories European network
	11	Project public events Publication on web sites VC's action	All partners	THC (SFEP)	0 – 22	Meeting sites Web sites Local territories European network
	12	Project public events Publication on web sites VC's action	All partners	SFEP	12 – 22	Meeting sites Web sites Local territories European network
	13	Project public events Project meetings Publication on web sites VC's action	All partners	UHI	0 – 6	Meeting sites Web sites Local territories
Medium	4	Project meetings On line communications	UHI, SFEP	UHI	0 – 22	Meeting sites
	6	Project public events Publication on web sites VC's action Book diffusion	All partners	UoA	6 – 22	Meeting sites Web sites Local territories European network
	10	Project public events Publication on web sites VC's action Book diffusion	All partners	PdT	0 – 18	Meeting sites Web sites Local territories European network
	15	Publication on web sites VC's action	All partners	UHI	6 – 22	Meeting sites Web sites Local territories
	16	Project meetings	All partners	SFEP	0 – 22	Meeting sites
	17	Project public events	All partners	SFEP	0 – 22	Public events sites
Low	2	Project meetings Local authorities diffusion	Pedagogical partners	INFOP	6 – 18	Meeting sites Local territories
	9	Project meetings Publication on web sites	All partners	PdT	0 – 18	Meeting sites Local territories
	14	Project meetings	All partners	UHI	0 – 18	Meeting sites
	18	Project meetings Publication on web sites	All partners	SFEP	0 – 22	Meeting sites Local territories

Tab 3 b – Detailed planning and relevance to the outputs

Phase "4": Assessment

The project, to reach its goals, will necessarily have to consider constraints and opportunities imposed by time, space, tools and modalities for action.

The series of actions described in the previous phases, is not sufficient, and will not be sufficient. Actions must be considered in the light of the relevant strategies and priorities (that were analyzed in the previous phase, too). Priorities and strategies are based on the analysis of strengths and weaknesses of the overall project and of each of the partners.

This issue was already taken into account when selecting the suitable partners for the project, but must be better structured especially according to the continuously changing future scenarios already analyzed.

The role of the Sustainability Project is to constantly interact with actions in the project, and specially actions in the Dissemination Plan, trying to adapt and mold their reciprocal modifications.

This path is far from linear, and we can't therefore define *a priori* all the analyzed variables and the analysis modalities, but we already may declare the guidelines for that process.

Such guidelines are:

- joint declaration and analysis of strengths and weaknesses of the project in general (including roles and relationships between partners) and of the specific components (objectives, actions, actors, resources, instruments and tools, verification and validation, ...), classified as internal or external to the project (as individuated during the context analysis phase)

- analysis of deviations from the aimed targets and the attained targets (this implies adopting and using specific collection and analysis instruments)

- analysis of the impact of outcomes and outputs (modifications realized by the dissemination phase to the project context, and possible follow-ups)

- analysis of the follow-up of the project on the actors.

The proper evaluation phase is organized in two separate phases:

- relation between quantitative and qualitative variables (with suitable methodology for each of the two categories) looking for causal links, inferences, similarities, motivated perceptions, ...

- study of strategies able to improve the performance according to the priorities set out in the previous phases.

The strategy adopted in order to grant external accessibility to module material will ensure that:

- all modules material will be available on the web for free

- a user guide will be written and published on the web

- all design criteria will be clarified

- references and links to EU sites will be provided

- new software created will be made available under an open source license.

To ensure the availability of the materials in Europe and in the world the PRAISE system will be easily accessible also from the authors' point of view. Interested educational institution, with the coordination of the PRAISE partnership, will be allowed to insert new case studies, new theoretical material, and contribute to the dynamic development of the domain specific ontology.

The network of international contacts that each partner already developed in the past years of activity will be the starting point for this long-term dissemination and exploitation activities.

The development strategy of PRAISE will be strictly related to the production of real and usable material. The developed material will be available on a web site after twelve months from the actual start date of the project. The enlargement of the project workgroup will start only from that date, in order to limit confusion and limit the complexity of coordination. However, project partners will seek synergies from the outset of the project, using virtuous circles, EU institutional networks and local networks. Such synergies will become operative in the second phase of PRAISE. The task 6 of PRAISE will address the definition of a strategy of enlargement to partners with proved expertise.

The initial workgroup enlargement will interact in all work packages. A report will be produced.

Finally (Phase 4a), some actions will follow the evaluation path, and will impact future development of the project and the proper conception an planning of future activities:

• reformulation of the Dissemination Plan

• experimentation of alternative modalities

full implementation of the new Dissemination Plan.

Acronyms and Abbreviations

Acronym	Description
SFEP	Scuola Formazione Educatori Professionali
ODL	On line Distance Learning
PRAISE	Peer Review network Applying Intelligence to Social work Education
EU	European Union
CABLE	CAse Based e-Learning for Educators