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DigiSkills: Network for the
enhancement of digital
competence skills

DigiSkills

D7.1 Exploitation Plan

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1 Introduction

From the initial stages of the project, a detailed exploitation plan will be developed, in close coordination with the dissemination plan (WP6), as these two will reflect the valorisation strategy of the project. The valorisation strategy is integrated with the project's strong user-centred approach: as the project aims to introduce a new learning culture in secondary to higher education communities, special emphasis in the exploitation efforts will be given to the outreach to final users. The heavy involvement of users in the identification of needs requirements, options, design and redesign of the scenarios and services, is a positive asset that will expectedly lead to increased levels of user acceptance and commitment beyond the end of the project.

This document will be further updated summarizing the activities, synergies with other research initiatives and strategies that have been adopted with the view to reaching out the targeted users at the second year of the project (deliverable D7.2 Updated Exploitation Plan in month M24).

There will be a second updated version which will be the final version of the initial exploitation plan summarizing the activities, synergies with other research initiatives and strategies that have been adopted with the view to reaching out the targeted users after the funding period of the project (deliverable D7.3 Final Exploitation & Sustainability Plan at the end of the project, month M36). This will include also

- **established cooperation's** with related projects funded by LLP, FP7 and ICT PSP initiatives providing input to and taking into account relevant outcomes as well as collaboration with initiatives and projects beyond Europe,
- **further sustainability actions** for the DigiSkills project outcomes, by an assessment of the course of the affiliation programs and the success of each affiliate-partner network,
- **particularly explored options** for the way that the portal designed and launched by the project can be used and exploited in formal educational settings and
- **presentation of recommendations** as results and their analysis that have the potential, not only to improve the access to the best practices supported by DigiSkills, but also to enhance

the interaction between interested actors and the organizations that support the best practices themselves.

The exploitation plan of the DigiSkills project will describe the national exploitation potential of the partners along with some planned exploitation activities. Mutual cooperation between the strategic partners will be organised and potential strategic alliances will also be identified. The exploitation plan will include the identification of the project's audience and strategic objectives, as well as the project-level and partner-level implementation/exploitation/ sustainability objectives and activities.

In the projects approach of DigiSkills it is proposed that the following principles shall guarantee for a sustainable implementation of the project results:

- to build upon the past,

- to use resources efficiently in the present and

- to account and develop for the future.

2 The DigiSkills objectives and resources

The overall DigiSkills objective is to build upon the past experience of research & development projects in the field of learning resources, such as METASCHOOL, Open Science Resources, Open Discovery Space, eLene2learn in order to build up a sustainable network. The aim is to successfully implement the accumulated knowledge about digital skills into Europe's schools, sustained by the DigiSkills Best Practice Guidelines (deliverable D7.4 in month M36).

The major objectives of the DigiSkills exploitation strategy are:

- To clearly define the DigiSkills target groups

- To show the European exploitation potential of DigiSkills

- To develop a sustainable network with partners, stake-holders, networks and multipliers

- To set out the structure of a Partner Affiliation Programme

- To ensure a viable implementation by providing all interested individuals with the DigiSkills Best Practice Guidelines

2.1 Description of the DigiSkills project

The DigiSkills project aims to link available learning content by utilising a user-centered approach through a program of in-service training of school teachers and school ICT staff on topics related to the organisation, sharing, use and re-use of digital learning resources that can be accessed through online learning repositories.

Secondly, DigiSkills aims to develop Best Practice Guidelines in all project languages (i.e. English, Greek, German, Hungarian, Dutch, Polish, Spanish and Croatian). This set of guidelines will assist the development and assessment of teacher training programs in the use of digital content and online resources for teaching and learning. The Guide will be trialed, tested and validated through training programmes in other European schools from the participating networks.

The main focus of the DigiSkills project will be an innovative web inventory and training programme on the methodological approaches teachers can use to integrate web-based digital content with core academic content in lesson plans and increase student participation in the classroom. The programme will be based on techniques that teachers can utilise to motivate their students with real world learning activities that develop problem solving, collaboration, and effective communication skills. The web inventory includes good practices and cases which teachers can implement in their schools and teachers and experts are going to build a community using, rating this good practices and cases and get in contact with each other.

2.2   The DigiSkills consortium

The DigiSkills consortium brings together significant expertise from the fields of teacher training, curriculum development, content and web repositories organisation and teacher performance evaluation and assessment. The breadth of expertise will be used to develop a practical training framework and examples of good practice to improve the quality of teaching and learning in the classroom. Trainee teachers will have the opportunity, during the training process, to use the platform to create their own games and activities. The process, which has been assessed and confirmed, gives these teachers the opportunity to familiarize themselves with the concept of developing and sharing digital content and resources.

The DigiSkills programme will be implemented simultaneously across participating schools. The programme will target a range of schools from the most innovative schools in Europe (ENIS members), where the use of ICT and digital content supports the upgrade of quality teaching and learning, to the small rural schools of the Rural Wings network, where the use of digital resources is vital for the delivery of basic education.

2.2.1   P1 - Ellinogermaniki Agogi (EA)

Ellinogermaniki Agogi (EA) is an officially recognized state educational organization. It is an institutional member of EDEN (European Distance Education Network), of STEDE (Science

Teacher Education Development in Europe) network and of ECSITE (European Network of Science Centres and Museums) network. EA was the first Greek educational organization to apply ODL in secondary level education in the year of 1993. Since 1995, the organization has established a devoted department, the Research and Development (R&D) Department for the design, development and implementation of the research activities in education, expanding the collaboration with Universities and pedagogical Institutions across Europe, as it provides the best test bed for research applications. The data prove that the work of the R&D facilitates a shift in pedagogical practice among the staff, enabled by pervasive access to ICT throughout the school. The way science is taught has changed dramatically the last 10 years. The effectiveness of the approaches has been recognised by the Greek Ministry of Education who has assigned the EA team to prepare the Science Text Books for the Greek schools back in 2003. The work of the R&D Department which currently employs 15 full time researchers (7 PhD level, 8 MSc) focuses on the following areas: a) the development of methodologies and empirical research to investigate processes of learning and knowledge acquisition in various subject matter areas (physics, mathematics, biology, history, etc); b) the collaboration with computer science departments and artificial intelligence labs for the development of computational models and AI learning systems; c) the collaboration with Universities and private companies for the development and testing of educational software; and d) the design of technology supported learning environments. Under this approach, EA has taken up the challenge to embed pedagogical practice that effectively uses a range of ICTs in every classroom, as well as driving up student academic outcomes across the school. The emphasis of EA is to enhance teacher creativity, supporting staff through targeted professional development and opportunities.

During the last years the R&D department has coordinated and supported the participation of EA in more than 100 European (eContentPlus, ICT PSP, SiS in FP7 and FP6, IST in FP5 and ACT in FP6, LLP ACT, Socrates, Leonardo da Vinci) and National projects. In most of them, the main role of the research group is the design of the implementation of the proposed activities in real school environments. The research group of EA was actively involved in the "School of tomorrow" cluster of the IST programme (FP5&FP6). In the framework of this work the group is working on the reengineering of the science laboratory of the school of tomorrow and on the science teachers

training in the new era (www.schooloftomorrow.gr). EA is coordinating a large network of 130 rural schools in Greece, Spain, Finland, Sweden and Romania (Rural Wings Network - http://www.ruralwings-project.net) providing them with distance training and support through the implementation of innovative projects and activities. EA has very successfully coordinated the large scale implementation of innovative methodologies in school environments in Europe.

2.2.2 P2 - Maria Curie Sklodowska University – University Centre for Distance Learning (MCSU)

About 34 thousand students are currently enrolled on full time, extramural, and evening undergraduate, graduate and teacher training courses provided by ten faculties in 30 different study programs at Maria Curie Sklodowska University (MCSU). The university employs approximately 1800 staff members (academic teachers, researchers, professors). Postgraduate and doctoral study programs are increasingly popular.

UCDL (University Centre for Distance Learning) has been established in 2001 as a competency centre for methodology, technology and organisation of eLearning. It has the capacity to provide state-of-the-art information technologies and methodological support to all of our teachers and interested institutions. UCDL takes part in the biggest e-learning initiative in Poland: Polish Virtual University (www.puw.pl) and realizes two big internal projects: University Virtual Campus and University in Second Life. UCDL already participated in 10 international projects on e-learning, blended learning, electronic programmes, online trainings, virtual mobility and virtual entrepreneurship. UCDL cooperates also with the business, public sector and schools.

Previous international experiences: UCDL's international experience is very diverse. Projects could be organised as:

Projects on e-learning, online trainings, e-skills
-eLene2learn (Learning to learn) proposes a multi-stakeholder network, exploring and promoting the contribution of ICT and digital media in supporting the development of learning to learn competencies in lifelong learning transitions.
-SEVAQ+ (Self Evaluation of Quality in eLearning) is a European-wide initiative for the Self-evaluation of quality in technology-enhanced learning, based on an innovative combination of the Kirkpatrick evaluation model for learning and the EFQM excellence model.

-eLene Consortium projects (Teacher Training – Teacher Learning Centre – Economics E-learning) two of whose addressed to improve the ability of Higher Education teachers and to create a Europe-wide collaborative space on educational ICT use.
-STEP (Studies on Transitional Electronic Programs) - project aims to develop a validated framework for assessing and comparing (online) European transitional programs.
-Net-Trainers 2 - Net-Trainers is an Online Distance Learning Course which aims to equip tutors/trainers with the skills to teach online using online technologies
-CHLASTS (Chemical Laboratory Safety Training System) - the specific aims of the project are to develop an agreed set of good practices for safety in laboratories through training schemes and manuals.

Project on blended learning
-COMBLE (Community of Integrated Blended Learning in Europe) – the aim of the project is to improve the quality of Blended Learning in higher, further and business education.

Projects on virtual mobility and virtual entrepreneurship
-CSVM (Cross Sector Virtual Mobility) - objective of CSVM is to facilitate distance education students to enter into online working, stimulate their employability and provide distance educational systems with increased business and market connectivity.
-CBVE (Cross Border Virtual Entrepreneurship) - main objective of CBVE is to enhance the professional skills of students by lifelong open and flexible learning approaches, with a specific focus on the development, extension and expansion of entrepreneurial skills.
-CBVI (Cross Border Virtual Incubator) – main aim is to sustain a social and learner-centric entrepreneurship environment – a platform which is conductive to the training of non-traditional learners and the start-up of enterprises.
-OEII (Open Educational Innovation and Incubation) – aim of the project is to design organisational interface which will become an accelerator for the enhanced incubating of new educational initiatives.

MCSU has considerable experience in managing European projects. At the University there is also a special financial department which is responsible for projects' bank accounts, financial procedures and collecting all financial documents.

2.2.3 P3 - Computer Technology Institute and Press "Diophantus" (CTI)

Computer Technology Institute and Press "Diophantus" is a research and technology organization focusing on research and development in Information and Communication Technologies (ICT). Particular emphasis is placed on education, by developing and deploying conventional and digital

media in education and lifelong learning; publishing printed and electronic educational materials; administrating and managing the Greek School Network; and supporting the organization and operation of the electronic infrastructure of the Greek Ministry of Education, Lifelong Learning and Religious Affairs and all educational units. It has established in 1985, and it is supervised by the Greek Ministry of Education, Life Long Learning and Religious Affairs. Based on its fields of interest, CTI has participated within the last 20 years to a great number of European projects, such as: IST (more than 40 projects), Interreg, Innovative actions, Leonardo, LLP KA3/ICT, etc

The "Center of Telematics and Applications for regional development" (abbrev. "Telematics Center") of CTI "Diophantus" Computer Technology Institute & Press, was established with the basic objective to enhance regional development through the effective use of new ICT for the regions covered from the institute.

Basic aims of this department are:

- To operate as a lever for regional development and interregional collaboration;
- To carry out applied research for the development and support of specialized ICT applications for the public and private regional sectors (in Western Greece);
- To develop, support and operate information systems useful for the activities of education in Greece.

The main activities of the Telematics Center include:

- Design and implementation of regional development and interregional collaboration actions under the framework of several European and National initiatives and programs;
- Provision of advanced research telematics solutions;
- Design, develop, operate and support telematics services for the Greek Ministry of Education.

Apart from the repository of good practices the project is also important in order to provide feedback on how social networking can support education and lifelong learning.

2.2.4 P4 - European Federation for quality in e-learning (EFQUEL)

The European Federation for Quality in E-Learning (EFQUEL) is a Non-Profit Association which has its origins in three successful European eLearning projects, all in the field of quality in E-Learning in Europe. The Federation is today's largest network on quality in E-Learning in Europe and has members from all over Europe and even beyond Europe. The Federation serves as sustainable and proactive network by providing valuable services to the European e-Learning community. EFQUEL approaches quality in E-Learning from complementary perspectives and develops full-scale services for all educational fields, regional contexts and target groups. The Federation is providing support, transparency, open participation and leadership for a broad range of topics.

Over the years, EFQUEL has developed a quality portfolio that covers the quality of both products and programmes in the field of technology-enhanced learning The UNIQUe quality label focuses on the use of ICT to enhance educational provision and learning support, throughout the entire breadth of activity of the Higher Education Institution. This sophisticated approach demands an applicant to meet high quality standards for programme objectives, programme structure, content, resources and learning processes. Secondly EFQUEL hosts ECBCheck (http://www.ecb-check.org/) which is a new accreditation and quality improvement scheme for E-Learning programmes and institutions in international Capacity Building. It supports capacity building organisations to measure how successful their e-learning programmes are and allows for continuous improvement though peer collaboration and bench-learning.

2.2.5 P5 - European Distance and E-Learning Network (EDEN)

EDEN is the most comprehensive European association in the field of open, flexible, distance and e-learning. Its aim is to foster developments in distance and eLearning through the provision of a platform for collaboration between a wide range of institutions, networks and individuals concerned with ODL and e-learning in Europe. This is done by the information and networking activities in the membership, by the organisation of European conferences and publications. With more than 200 institutional members and over 1200 members representing 416 institutions from 57 countries, covering all Europe, EDEN's participation in EU programmes is focused on comprehensive

strategic projects, in quality development, observatory, networking and knowledge base building, further supporting the implementation through networking, evaluation and dissemination of results.

EDEN, based on its former experience and extensive professional network, will be responsible for the dissemination and exploitation of the project results and outputs both via the use of electronic information channels (web sites and electronic newsletters) and via face to face events – such as by providing visibility within the programme of the EDEN conferences; and consultation in formulation of key messages and of criteria for good practice. The EDEN Network of Academics and Professionals (NAP) supports networking of individual members of the Association and provides a highly effective meeting and communication forum. It enjoys a functional autonomy, is co-ordinated by its own Steering Committee. The Chair of the Steering Committee is traditionally an ex officio member of the EDEN Executive Committee. The Network of Academics and Professionals will provide a key exploitation community of the Digiskills results via both online networking as face-to-face events. Online networking will happen through the NAP Members' Area on the web (http://www.eden-online.org/nap_elgg/) via information exchange.

EDEN's vision is to enable and enhance learning in the digital world on all levels and forms of education, thus results of the Digiskills project will be by nature part of all levels of activities in the Association.

2.2.6 P6 - Bundesministerium für Unterricht, Kunst und Kultur (BMUKK)

The Federal Ministry of Education, the Arts and Culture, Department IT/3 (IT-Systems for Educational purposes) participates in a number of international projects, which receive funding from the EU Commission. Furthermore a lot of national projects are supported by national funds via BMUKK. Within the scope of these projects it is necessary to make available eContent from Austria. The BMUKK explicitly contributes to the future education of Austrians by having open membership to its projects and utilising as many technologies as possible in its projects and allowing all interested users access to the created services.

Dep. IT/3 IT Systems for Educational Purposes of BMUKK is collaborating, organising, supporting and managing: soft- and hardware planning, support for classes and thematic educational issues,

change agent functions for IT, IT&Gender, new technologies and MM applications for the use in education, ergonomics, evaluation and documentation of professional literature, SW issue for humanities. The main platform is ViS:AT - Virtual School Austria: http://www.virtuelleschule.at, which ensures the quality of resources for kids, youngsters, teachers and adults on the Internet. BMUKK collaborates with: all types of schools in Austria and EU; universities; colleges; teacher training institutions; companies, museums, NGOs, NPOs, etc. The team has expertise in development of material for the practical application in the school environment on basis of curriculum material: LOs; Courses; cataloguing of eContent; etc. BMUKK is providing e-training services to teachers in formal, informal and nonformal self-regulated education with New Technologies. Evaluation with state of the art technologies are main issues: like interactive boards, mobile learning, etc.

Trainings, Pilots Implementation and Trials: BMUKK will be responsible for the organisation of face to face and Online-Training activities for schools in Austria and will involve relevant stakeholders in the training activities. BMUKK will support the designing and implementation of validation activities, will give input to user requirements for eTrainings and needs and will organise pilot trials.

Conferences: BMUKK organises many conferences regularly in different provinces, e.g. BildungOnline, eLearning Conference, FutureLearning, and Conference of the Subject Oriented Portals. These networking activities enable dissemination, focus groups for evaluation and validation and synergies to other projects. Results of former and existing ICT-projects will be a main focus for future recommendations.

eContent: According to the project criteria BMUKK invites schools and organisations (e.g. museums, NPOs, NGOs, ministries, universities, etc.) to provide existing eContent. With respect to quality criteria it will collect, categorize and publish this eContent to the ViS:EU exchange portal and will give recommendations to adapt the materials for repositories, further use and sustainability.

The BMUKK aims at a sustainable integration of the DigiSkills project results. The outcomes shall serve the following long-term implementation objectives:

♦ to (further) implement technology enhanced learning in schools

♦ to enrich the teaching and learning of teachers and students

♦ to foster feedback-base learning strategies

♦ to train and update teachers and students with innovative technical as well as pedagogical models

♦ to ease the implementation of digital literacy

2.2.7 P7 - Foundation Ynternet.org (Ynternet.org)

Ynternet.org Foundation was created in 1998 on the invitation of Swiss Confederation to facilitate, identify and promote responsible behaviours on the digital environments and the Internet. Its research and training programmes contribute in promoting entrepreneurial spirit and equity of chances within the new knowledge society. Ynternet.org cooperates with governments, public institutions, SMEs and NGOs, and coordinates various private/public partnerships. Its foundation council is composed of directors of superior school and universities of the occidental part of Switzerland. Its scientific committee is composed of some of the major international experts on digital inclusion and common good in information society. The institute is active in 3 continents (Europe, Africa and Americas) with trainers and consultants on "netizenship". Over 5'000 NGO leaders, trainers, entrepreneurs and unemployed have been trained in the period 2000-2010 under Ynternet.org responsibility, within various programmes for socio-digital inclusion under mandate of private and public institutions such as Agence Intergouvernementale de la Francophonie, Swiss Agency for Development and Cooperation, Interreg3 programme, regional state and various federation of teachers, lifelong learning and consumer's rights. Ynternet.org also leads the "eCulture conference", a network of delegates of the Swiss academic organizations, specialized in eLearning and ICT issues.

In 2012 Ynternet.org is leading coordinator of KA3 multilateral project Wiki-Skills (519291-LLP-2011-CH-KA3-KA3MP) to empower and foster social, professional, cultural and civic skills though pedagogical use of Wiki technologies and methodologies.

2.2.8 P8 - Confederación Española de Centros de Enseñanza (CECE)

The Spanish Confederation of Education and Training Centres (CECE) is a non-profit employers´ and professional organization founded in 1977. It represents a wide educational sector in Spain from nursery school to university level. It has more than 5.000 Education and training centres among its members.

CECE institutional roles are: the management of updating for educational agreements; the negotiation of the collective agreements for this sector; the representation of this sector in the collegiate boards with educational participation; institutional presence in the Spanish Employers Organisation (CEOE) and in some international organisations in which it takes an active role as well as the relationship and contacts with Education Public Authorities. CECE is member of the international organisations: EFVET (European Forum for Technical and Vocational Education and Training), ESHA (European School Headmaster Association) and ECNAIS (European Council of National Associations of Independent Schools).

CECE gives support to his members in 5 areas: (1) organization of LLL courses for teachers; (2) implementation of technological innovation in its members; (3) internationalization of the members; (4) Assistance in the implementation of the EFQM Excellence Model in its member institutions. (5) Legal consultancy for the member institutions.

CECE´s educational profile has widened with the constitution of its Foundation (Fundación Ángel Martínez Fuertes) in 1996 that centres its activities on social inclusion through training of unemployed persons, persons over 45, women, disabled persons, immigrants.

CECE has a large experience in LLL program, and it has participated in several projects, some of them related to Chemistry and Sciences, as coordinator and as partner.

2.2.9 P9 - University of Split, Faculty of Science (USP)

As a predominant scientific and teaching institution in the region, the University of Split (USP) has expanded during the course of the past 30 years to include nine Faculties, one Academy of Arts, two University colleges and two University Departments as well as several institutes and scientific units. The Faculty of Science is the first and the oldest faculty in South Croatia with a 50-year experience

in educating primary and secondary school teachers. Current undergraduate and graduate programs provide teaching profiles related to computer science, mathematics, physics, biology and chemistry. The scientific tradition of the Faculty in the area of natural sciences and computer science reflects itself through a long time research activities, collaboration and research projects supported by the Croatian Ministry of Science and Technology. The Faculty also actively collaborates in international bilateral and multilateral projects.

The research interests of the people from the Department of Computer Science are currently focused on both theoretical and application-oriented aspects of human-computer interaction (HCI), interaction design (ID), user sensitive design, system usability, accessibility and smartness, intelligent interaction and adaptive user interfaces, user/student models/modelling and user/student individual characteristics, concerning interactive systems in general and Technology-Enhanced Learning (TEL) systems in particular. The Department of Computer Science gained strong research experience and extensive expertise and skills in user modelling, personalization, development and evaluation of adaptive TEL interfaces according to the individual user/student characteristics by its involvement in EU-funded (e.g. FP6 project UNITE) and national projects (e.g. project UI4All).

3 Defining the target groups

3.1 Target groups

Teachers from secondary education (SE), higher education (HE) and adult education (AE) are the most prominent target group. The DigiSkills network plans to deliver a training methodology and activities covering the examined thematic areas, in order to facilitate SE, HE and AE teachers – and through them students and the wider educational community – to become familiar with innovative teaching and learning practices. Such approach shall assist to connect schools and universities with the research world and promote learning to learn skills. This transformation will lead to a new conception of teaching that integrates moral obligation, one that works simultaneously on individual and institutional development. The consortium expects to train and directly engage around 3500 SE, HE and AE teachers in the educative actions to be organized.

3.2 Involvement of target groups

The involvement of the target groups is divided into two phases:

1. During Phase A, the participating SE, HE and AE teachers are expected to familiarise themselves with the concept of good practices and the suitable validation process. This way, they will be prepared to test and evaluate the collected good practices. Feedback on the good practices will be collected and shall lead in the selection of those practices that stand out.

2. Regarding implementation Phase B, the network of teachers that have participated in Phase A and more teachers from other partners and associated partners networks, will gather in a new round of activities to select the most outstanding best practices that will be circulated by DigiSkills at the end of the 3-year cycle of work.

In those two phases of implementation, a number of teachers and learning community representatives from Austria, Belgium, Croatia, Greece, Poland, Spain, Switzerland, and the UK (100 people per country per phase, 1800 in total) will be involved in the process of designing and evaluating the implementation programme.

Also the consortium aims to organise at least two users training summer schools during the life cycle of the project. The summer schools will be attended by the teachers and university students of

participating countries (about 7-10 expected from each user country). In each summer school about 50-60 teachers and school communities representatives are expected to participate. During the implementation more than 3500 users from the METASCHOOL (http://www.ea.gr/ep/metaschool/), Open Discovery Space (http://www.opendiscoveryspace.eu/), Open Science Resources (http://osrportal.eu/) and eLene2learn (http://www.elene2learn.eu/) teachers' communities will be involved in the process for providing international training seminars. The aim of the project team is to create a team of trainees that will support the co-design of the programme. These teachers will be involved in the project from the beginning in order to feed the requirements elicitation procedure. These teachers' communities involve more than 3500 teachers that have developed learning content using innovative teaching and learning practices approaches and therefore they will serve as the basis for evaluating and designing the implementation programme. The 85 Associated Partners will play a key role in providing greater (better?) involvement and include:

- 2 Ministries of Education
- 3 European school networks
- 6 schools/research centres
- 2 non-for-profit organisations that promote learning
- 12 education stakeholder organizations
- 9 other national / regional public or private bodies responsible for education
- 51 Higher Education Institutions / Universities

4 Strategy for reaching the target group objectives

In order to ensure a sustainable implementation of the DigiSkills project on the European level, the following strategies will be applied.

4.1 Organisation of training events, workshops and conferences

The DigiSkills project, during its life cycle will organise workshops, summer schools and other activities in order to present the project to the educational community and to reach potential multipliers and stakeholders.

Finally a special conference is planned to be organised, with EDEN's contributions, during the last six months of the project. A special session of this conference will be devoted on the presentation of the project results and recommendations, but another session will be focused on the presentation of results from other related initiatives (such as other LLP projects) developing, adapting and testing similar topics. Representatives from all types of interested areas will be invited to participate in this dissemination event.

4.2 Clustering activities and Networking

The partnership considers networking and clustering activities as major factors in the viability and effectiveness of the proposed research results. The proposed research needs the contribution of a large number of teachers, researchers, science teachers, educators, policy makers and curriculum developers from many different countries.

The following activities for the creation of a viable network will be carried out:

- Networking initiatives
- National/Local Clustering and Networking Activities

4.3 Guide of Good Practice

The final period of the DigiSkills project regards the Dissemination and Exploitation process. The formation of a set of recommendations to policy makers and regional authorities shall examine the ways European policy making specialists can use the DigiSkills Inventory and the collected and evaluated good practices in order to support the training of their citizens in taking advantage of ICT

services. Moreover, a concrete guide of good practices for teachers (DigiSkills Best Practice Guidelines), resulting from the overall work, will be disseminated through teacher communities across Europe, aiming to be used as a guide for European teachers' networks. Based on this, a final summer school will be organised, focusing on the most outstanding best practices collected.

The aim is to perform an extended dissemination and validation of the project outcomes in a wide network across Europe, and to circulate effective teaching methods through networking with relevant projects, networks and initiatives. This way, it will be certified that the collective knowledge on innovative teaching and learning practices will be used after the 3-year circle of DigiSkills. The "Guide of Good Practice", to be composed for this network, supports the deployment of ICT educational content through constantly increasing access and re-usability of related resources, tools and lessons (WP7). This will produce a set of policy recommendations, which will be deployed at regional, national and transnational level (i.e. EU agencies, National Governments and Administration).

4.4 National strategies per partners

In the following the exploitation strategies are described per partner, how they want to realise the goal to keep the DigiSkills approach alive …

4.4.1 What are your national/organizational implementation goals on the mid- and long-term?

What is your mission statement towards the use and share of digital content and support the improvement of digital skills for the target groups? Why do you participate in DigiSkills? How are you planning to integrate the outcomes of the DigiSkills project in your overall institutional exploitation strategy (e.g. do they fit in your goals of effectively using educational content? What are your strategies for a sustainable implementation of the DigiSkills results on national level?

P1 - Ellinogermaniki Agogi (EA)

EA will support together with CTI education and lifelong learning in Greece by developing and deploying innovative tools; administrating and managing the Greek School Network; supporting the organization and operation of the electronic infrastructure of the Greek Ministry of Educations. EA will also use the communities from other projects like the Open Discovery Space or the METASCHOOL project to expand the project result to bigger communities. Under this perspective,

EA will focus on exploiting the educational outcomes of the project as they will arise from the creation of the DigiSkills inventory and collection of good practices.

P2 - Maria Curie Sklodowska University – University Centre for Distance Learning (MCSU)

Our unit is responsible for preparing, organizing and running projects which involve broadly understood employment of the Internet in Higher Education.

DigiSkills project in in line with the mission that we have – both from research and training point of view.

As we are responsible for preparing teachers from our university (app. 1800 persons) to use new technologies in their lectures we are strongly interested in good practices and in community (WP3) which can be very helpful – for us (as teacher trainers) and for our teachers.

Once DigiSkills Inventory is open it can be very useful for us during trainings and it can be also a part of our training system at the university (which our teachers could use). We can be also (and our teachers) an active participants in community building process.

Once successful we can treat DigiSkills Environment as a support for our Virtual Campus project (http://uczniko.umcs.lublin.pl/proj.php?action=details&pID=21).

P3 - Computer Technology Institute and Press "Diophantus" (CTI)

One of the main priorities of CTI is to support education and lifelong learning in Greece by developing and deploying innovative tools; administrating and managing the Greek School Network; supporting the organization and operation of the electronic infrastructure of the Greek Ministry of Educations. DigiSkills will offer to CTI additional experience in the field of e-tools and applications for lifelong learning in all levels of education. Under this perspective, CTI will focus on exploiting the technological outcomes of the project as they will arise from the creation of the DigiSkills inventory.

P4 - European Federation for quality in e-learning (EFQUEL)

Will present the project results to the largest network on quality in E-Learning in Europe and has members from all over Europe and even beyond Europe. EFQUEL approaches quality in E-Learning from complementary perspectives and develops full-scale services for all educational fields, regional contexts and target groups,

P5 - European Distance and E-Learning Network (EDEN)

The exploitation of Digiskills results will be based on the deliverables and their qualities. As Dissemination, raising of public awareness starts during the project, besides the general dissemination activities (including presentations, demonstrations, face-to-face discussions with potential end-users, etc.), a significant number of end-users will be directly involved in the focus-group meetings, in the practice exchange forums and the online social collaborative environment. EDEN events organised every year will showcase these results and will offer the possibility to upscale the initiative on a European level.
On-line presence

EDEN will provide visibility and access to Digiskills results on the EDEN website:
http://www.eden-online.org/projects/current-involvement.html
http://www.eden-online.org/home/latest-project-developments.html

Other thematic websites will also be used for promotion with EDEN as a contacting partner:
elearningeuropa.info
Media&Learning

EDEN will also use its own social media channels for promoting the Application:
EDEN Annual Conference Group: http://www.facebook.com/groups/376204509134708/
EDEN Page: http://www.facebook.com/pages/European-Distance-and-E-learning-Network-EDEN/144392062298793?fref=ts

Similar initiatives for the exploitation of results
VIsion, Scenarios, Insights and Recommendations on how ICT may help making lifelong learning a reality for all – VISIR (LLP - Leonardo da Vinci): aims to contribute to the full exploitation of the potential of ICT to transform and innovate European lifelong learning and to equip European citizens with digital competencies and other key transversal competencies for life and employability in Europe.

ProM: Building skills for educational mobility (Lifelong Learning Programme - Leonardo da Vinci): ProM is a new European project aiming to provide a comprehensive professional training programme to European teachers by distance learning, to support the management, planning and implementation of mobility initiatives. It aims to provide the training, information and support required:
- to enable teachers to manage, plan and implement mobility initiatives in their educational institutions
- to enable teacher trainers to integrate this knowledge into their teacher training programmes.

I-TUTOR - Intelligent Tutoring for Life Long Learning (Lifelong Learning Programme - Key Activity 3; Multilateral projects)
The project aims at developing an intelligent tutoring system, to be applied in open source learning environments, able to monitor, track, analyze and give formative assessment and feedback loop to students within the learning environment, and give inputs to tutors and teachers involved in distance learning to better their role during the process of learning. The software will be developed in java thus could be easily implemented and re-used in most of the common free platforms for eLearning.

Open Discovery Space: A socially-powered and multilingual open learning infrastructure to boost the adoption of eLearning resources (ODS) (CIP-ICT PSP-2011-5, Pilot Type B, Objective 2.4: eLearning)
Open Discovery Space aims to serve as an accelerator of the sharing, adoption, usage, and re-purposing of the already rich existing educational content base. First of all, it will demonstrate ways to involve school communities in innovative teaching and learning practices through the effective use of eLearning resources. It will promote community building between numerous schools of Europe and empower them to use, share and exploit unique resources from a wealth of educational repositories, within meaningful educational activities. In addition, it will demonstrate the potential of eLearning resources to meet the educational needs of these communities, supported by European Web portal: a community-oriented social platform where teachers, pupils and parents will be able to discover, acquire, discuss and adapt eLearning resources on their

topics of interest. Finally, it will assess the impact and document the whole process into a roadmap that will include guidelines for the design and implementation of effective resource-based educational activities that could act as a reference to be adopted by stakeholders in school education.

eLene2learn (Lifelong Learning Programme - Key Activity 3 – ICT; Network)
The eLene2learn project proposes a multi-stakeholder network, exploring and promoting the contribution of ICT and digital media in supporting the development of learning to learn competencies in lifelong learning transitions. eLene2learn will involve schools, higher education institutions and other networks in the identification of current practice, in pilot implementation of a variety of approaches and in drawing out the lessons learnt.

Promotional materials
Project leaflets and **Project newsletters publications** will remain available for download and for promotional use in either online channels or face-to-face events and will be continued to be included in electronic newsletters where appropriate.

P6 - Bundesministerium für Unterricht, Kunst und Kultur (BMUKK)

The BMUKK is organising a Network of funded EU projects in Austria starting with projects from FFG, LLL and INTERREG (National Agencies for COMENIUS, FP7, eContent, etc.):
♦ to work out synergies of existing and arising materials
♦ use experience of available personnel
♦ utilise and disseminate this experience into effective practice
♦ training
♦ comparision and evaluation of materials
♦ benchmarking

Additionally, the BMUKK will communicate with all 5,800 schools in Austria via the schools' administrative e-mails. Bringing as many teachers and educators into the projects helps to ensure acceptance and future use of developed portals and therefore the success and sustainability of created e-Learning services. The BMUKK explicitly contributes to the future education of Austrians by having open membership to its projects and utilising as many technologies as possible in its projects and allowing all interested users access to the created services. The BMUKK helps their teachers and eContent authors to improve and disseminate their materials. This practice ensures that Austrian resources are available for as many schools throughout Austria as possible.

P7 - Foundation Ynternet.org (Ynternet.org)

Ynternet.org is an official Institute for eCulture who strongly cooperate on a formal basis with the HES-SO (University of Applied Sciences and Atrs Wertern Switzerland). The results of Digiskills project will be integrated into these four levels :

1. Diffusion of good practices and behaviors specially with the diffusion of "Netizenship" book : organization of seminars and conferences

a. The results of Digiskills project will enrich future editions of the book by adding a dedicated digiskills part in education.
   b. The conferences will be held with the partnerships forged during the project.
2. Organisation of an annual big event dedicated to digiskills and eCuture : TEDx Geneva.
   a. From 2014, TEDx Geneva will integrate the results of the project.
   b. National partners will largely invite to participate in the event.
3. Management of a francophone online observatory for eCulture and digiskills
   a. As soon as the Digiskills platform is operational, links will be established between the Observatory and the latter.
4. Organization of courses "Digiskills" within the HESSO.
   a. The results will be integrated into Digiskills DIDAC courses (training of trainers) provided by Ynternet.org with teachers HEG (Department of HES-SO)
   b. The teachers from HESSO will be directly invited to be part of the community "Digiskills"
5. Moreover, Digiskills project is a great opportunity for Ynternet.org to consolidate its European network of teachers and trainers.
   a. In link with the network of concultant within the Wikiskills project
   b. In link with the project "Prefercom"

P8 - Confederación Española de Centros de Enseñanza (CECE)

CECE, as federation of Educational centres, has a training department in charge of the organization of lifelong learning courses for teachers:

- Elaboration, development and delivery of **Lifelong learning courses** geared to the needs of staff in schools and other educational institutions
- Negotiation and evaluation of strategic lines and national projects of the lifelong learning, being member of Equal Commissions of **Fundación Tripartita of educational sectors** such as that for children, private education, special education, etc.
- National funds management (Fundación Tripartita, MECD, Education Advisory, and other organisms) to carry out training projects within the sector.

Nowadays one of the needs of the Spanish teachers is to acquire and to develop technological skills, as a tool to improve the teaching process in the ordinary life. They demand resources and how to develop themselves these resources in order to adapt to their needs.

The participation in DigiSkills for CECE supposes a big impact in our teachers, because it is very good tool for teachers. During the Spanish Focus Group it was pointed out that the need of the training courses focus more on the technical aspects of ICT but it is necessary to focus more in pedagogical aspects to incorporate ICT in the curriculum and in the classroom

Digiskills will be incorporate to the training courses for teachers, managed by CECE. These courses provide credits to teachers, as they are approved by the Ministry of Education.

P9 - University of Split, Faculty of Science (USP)

The Faculty of Science has a long tradition and experience in educating primary and secondary school teachers. Consequently, the aim is not only to combine their ICT skills with innovations in pedagogy, but to enhance their teaching in collaboration with other colleagues, raising the awareness of educational community across Europe.

4.4.2 What are your general target groups you will address? Which potential partners and networks could be involved in DigiSkills?

e.g. stake-holders, ministries, potential multipliers, teaching- & training- institutions, teachers, training staff.

P1 - Ellinogermaniki Agogi (EA)

Our general target groups: Teachers, training staff, instructional designers
Potential partners and networks:
- Project eLene2learn (http://www.elene2learn.eu/)
- Open Discovery Space Project (http://portal.opendiscoveryspace.eu)
- METASCHOOL: Towards Teacher Competence on Metadata and Online Resources (http://www.ea.gr/ep/metaschool)
- Open Science Resources (http://www.ea.gr/ep/osr/)

P2 - Maria Curie Sklodowska University – University Centre for Distance Learning (MCSU)

Our general target groups: Teachers, training staff, instructional designers, students
Potential partners and networks:
- Project eLene2learn (http://www.elene2learn.eu/)
- Association of Academic E-learning (http://www.sea.edu.pl/tasksgoals.php)
- Consortium of Higher Education Schools for Information Society in Lublin Region (http://uczniko.umcs.lublin.pl/proj.php?action=details&pID=17)

P3 - Computer Technology Institute and Press "Diophantus" (CTI)

- The Greek Ministry of Education (http://www.minedu.gov.gr/),
- University of Patras (http://www.upatras.gr/),
- Hellenic Open University (Ελληνικό Ανοιχτό Πανεπιστήμιο, http://www.eap.gr/),
- Region of Western Greece,

- local VETs (Vocational Educational Trainings),
- Association of Adult Educators

P4 - European Federation for quality in e-learning (EFQUEL)

- UNIQUe - Quality Use of ICT in Higher Education (http://unique.efquel.org/)
- SEVAQ+ (http://www.sevaq.eu)

P5 - European Distance and E-Learning Network (EDEN)

The following stakeholders will be addressed:
- Project consortia listed in 4.4
- EDEN members (see list: http://www.eden-online.org/membership.html)
- EDEN Conference participants
- Former teacher-trainer related project consortia, such as http://www.teachus.eu/,
- UK teacher associations
- UK Department of Education
- Hungarian teacher-training institutions

P6 - Bundesministerium für Unterricht, Kunst und Kultur (BMUKK)

The following networks and multipliers will be addressed through the BMUKK channels:

- e-Teaching-Austria (http://www.e-teaching-austria.org/)
- schule.at – Österreichisches Schulportal (http://www.schule.at)
- eLISA Academy (http://www.e-lisa-academy.at/)
- ViS:AT and ViS:EU (Virtual School Austria – Subject Oriented Portals) (http://www.virtuelleschule.at/)
- ENIS – European Network of Innovative Schools in Austria (http://www.enis.at/)
- eLSA – eLearning im Schulalltag (http://elsa20.schule.at/)
- eLC – eLearningCluster (http://www.elc20.com/)
- IMST - Innovationen Machen Schulen Top! (https://www.imst.ac.at/)
- plusLUCIS (http://pluslucis.univie.ac.at/PlusLucis/)
- Science Center Netzwerk (http://www.science-center-net.at/)
- ARGE (ArbeitsgemeinschaftsleiterInnen) Physik, Chemie, Biologie, Mathematik, Informatik

P7 - Foundation Ynternet.org (Ynternet.org)

General target group :

- Teachers of the HES-SO (University of Applied Sciences and Atrs Wertern Switzerland)
- Network of consultants on collaborative webculture, working for Ynternet.org

Potential partners

- Agence Intergouvernementale de la Francophonie
- Swiss Agency for Development and Cooperation
- Various federation of teachers and trainers
- Network of delegates of the Swiss academic organizations
- Framasoft (Network in free software)
- Université de Bordeaux
- Université de Lausanne
- Unidistance
- Thot Cursus

P8 - Confederación Española de Centros de Enseñanza (CECE)

The target group will be teachers. Then, as CECE is represented in the Ministry of Education, and has federation in each Spanish Autonomous Region, they will also receive the information and result of the project, in order to use them for training teachers.

P9 - University of Split, Faculty of Science (USP)

- Collaboration with a head of the Split-Dalmatia Professional County (Županijsko stručno vijeće Splitsko-Dalmatinske županije) under the umbrella of the Education and Teacher Training Agency (Agencija za odgoj i obrazovanje)
- Collaboration with a representative from the Project ICTEdu, coordinated by Croatian Academic and Research Network, CARNet (Hrvatska akademska i istraživačka mreža), http://www.carnet.hr/ictedu

4.4.3 Which exploitation activities/events do you plan?

Here you could mention international and national events stake-holder events or conferences.

P1 - Ellinogermaniki Agogi (EA)

- Local workshops with teachers (in frame of our unit activities we conduct trainings for teachers on how to use ICT in education).
- EA will exploit DigiSkills's produced ICT results within the framework of the participation in new calls for EU programs ;
- Inclusion of DigiSkills's produced results in scientific papers conducted by EA

P2 - Maria Curie Sklodowska University – University Centre for Distance Learning (MCSU)

- Local workshops with teachers (in frame of our unit activities we conduct trainings for teachers on how to use ICT in education).
- National conference "e-education" (The development of e-learning in higher education of economics) – it take place once a year in autumn (http://www.e-edukacja.net/)
- International conference (eg. EDEN, Educa Online, EADTU Conference etc.) – it will depend on budget, time schedule and outputs which we will have to present.

P3 - Computer Technology Institute and Press "Diophantus" (CTI)

- Presentation of DigiSkills produced outcomes in the seminars and conferences of related EU projects in which CTI is participating
- CTI will exploit DigiSkills's produced ICT results within the framework of the participation in new calls for EU programs ;
- Inclusion of DigiSkills's produced results in scientific papers conducted by CTI
- Constantly continue hosting and supporting the digiskilles environment after the project period
- Exploring the possibilities for interconnection with other educational repositories

P4 - European Federation for quality in e-learning (EFQUEL)

- Local workshops with teachers (in frame of our unit activities we conduct trainings for teachers on how to use ICT in education).
- National/International conferences

P5 - European Distance and E-Learning Network (EDEN)

EDEN organises conferences on regular basis for the European community of open and distance and e-learning. These events, which by character are annual or thematic ones (research, project synergies, etc.), have developed to the main academic and professional European ODL conferences and are serving as effective and efficient networking places. EDEN Conferences will remain the major networking events for Digiskills consortia and developed stakeholder community.
Apart from including Digiskills into the regular EDEN Conferences such as the 2014 EDEN Annual Conference in Zagreb, EDEN participates at events such as:
- Online Educa, Berlin,
- National Lifelong Learning Conference, (MeLLearn), Hungary (http://www.mellearn.hu/)
- Project-related events
- Research-related events

P6 - Bundesministerium für Unterricht, Kunst und Kultur (BMUKK)

In order to maximize the impact of the DigiSkills training and validation activities in Austria, they will be incorporated into annual BMUKK events:

- ♦ BildungOnline, Hall in Tirol (June each year)
- ♦ eLearning Conference, Eisenstadt (October each year)
- ♦ Conference of the Subject Oriented Portals, Bad Hofgastein (each year in April)
- ♦ Networking with the Austrian Educational Servers (in each province)
- ♦ FutureLearning (October each year)

P7 - Foundation Ynternet.org (Ynternet.org)

- DIDAC (didactic training) : Adult education, Teachers HES-SO with HEG-GE : October 7 and November 25, 2013 (http://didac.hes-so.ch/fr/formations-1452.html)
- TEDxGeneva 2013 and 2014 and 2015 : April of each year
- Short conferences for presenting the book "Netizenship"
- University courses in Certificates of HES-SO (CAS)
- Launch of the network of experts of Wikiskills (wikiangels Network)
- Prefercom
- Management of the French Observatory of digital culture.

P8 - Confederación Española de Centros de Enseñanza (CECE)

- ♦ CECE organises an annual conference. 2013 will be in October in Pamplona. All the delegates will receive information. In the conference also participate some of the Director General of Education from the different Autonomous Region.
- ♦ CECE is member of ESHA (www.esha.org) and of EfVET (www.efvet.org) and participate in their conference. This is a good opportunity to disseminate the project, organising or participating in the round tables.

P9 - University of Split, Faculty of Science (USP)

- ♦ International Convention on Information and Communication Technology, Electronics and Microelectronics, MIPRO, Conference 'Computers in Education', Opatija, Croatia; http://www.mipro.hr/_Events_/tabid/110/event/MIPRO2013/language/en-US/Default.aspx
- ♦ International Conference on Information Technology Interfaces, ITI, Topic of Interest 'Technology Enhanced Education', Cavtat, Croatia; http://iti.srce.unizg.hr/index.php/ITI/index/pages/view/confprogram

- ♦ Croatian Society for Promotion of ICT Education (Hrvatsko društvo za promicanje informatičkog obrazovanja, HDPIO), Symposia 'Computers in Schools', Šibenik, Croatia; http://www.hdpio.hr/
- ♦ Education and Teacher Training Agency (Agencija za odgoj i obrazovanje), meetings related to the ICT and Education; http://www.ettaedu.eu/

4.5 Partner affiliation program

The aim is to create a European-wide network of interested organisations/individuals to be regularly informed about project developments, invited to share project results and to participate in dissemination events. The project information, its objectives and outcomes will be made available to the network. The partner affiliation program will outline the benefits of the project and the terms for joining the network.

The Austrian BMUKK is affiliated with numerous educational institutions in formal and informal learning sectors. The focus of the partnerships is innovative teaching with new and existing technologies. The broad strategy is to examine the suitability of current resources, communicating resource and teaching strategies to schools, developing new materials to engage students and mentoring teachers to integrate technology in their teaching.

The purpose of collaborating with educational institutions in other countries is to gain access to the best expertise possible, thereby enhancing the learning process in schools. Utilising current and developing technologies ensures that BMUKK provides relevant and viable education practices for students and teachers in Austrian schools.

A network of affiliated partners is planned that attempts to connect with schools as well as schools that are involved in other projects. These schools can be a part of a greater effort coordinated by the responsible partner, to set up user networks of schools.

DigiSkills will sign partner affiliation agreements with interested institutions and initiatives to become an affiliated partner of this European-wide initiative. The template can be found in Annex 1.

5   Schedule of major exploitation activities

In general following exploitation activities and events are planned

- National workshops as dissemination/dexploitation events for schools (teachers/experts) and local authorities / policy makers.

- Summer schools: in for dissemination and exploitation purposes.

- Involving similar projects in the field in order to create .

Planning and Reporting of E-STEP dissemination activities and events will be done within the Google Doc under the link
https://docs.google.com/spreadsheet/ccc?key=0Aokjye6m7UNIdEVBYjZyeHM0TUNPNVZPUllrR01tcXc&usp=drive_web#gid=0

Reported should be:

- Date of the activity or event

- Location

- Organised by … (partner)

- Short description of activity or event

- Purpose

- Used promotional products or dissemination channels

- (estimated) target audience – type and number (if available)

Annex

PARTNER AFFILIATION AGREEMENT

This document describes an agreement between the Affiliate institution/organisation and the
<… Name of DigiSkills Partner…>
----
to work cooperatively in strategic alliance to achieve mutual benefits.

1. Objective of the Partner Agreement

The purpose of this Agreement between the Affiliate institution/organisation and the

<…Name of DigiSkills Partner…>
_____
is to create a European-wide network of interested organisations/individuals to be regularly informed about project developments, invited to share project results and to participate in dissemination events. The second aim is to enable long-term cooperation on a European scale.

2. Description of the DigiSkills Project, < URL >/

The DigiSkills Project aims at linking and structuring available learning contents by finding a user-centered approach through the development of an in-service training of school teachers and school ICT staff on topics related to organisation, sharing, use and re-use of digital learning resources.

Secondly, DigiSkills aims to deliver a structured & reusable set of guidelines and recommendations in all project languages (i.e. English, Greek, German, Dutch, Polish, Spanish, and Croatian), DigiSkills "Guide of Good Practice".

The main output of the DigiSkills project will be an innovative training programme on the methodological approaches on how teachers can integrate digital content available on the web with core academic content in lesson plans and increase student participation in classroom activities.

< … Short Description of your organisation …>

3. Utilising Current Resources

3.1. Online resources that were developed from previous projects;

* _____
* _____
* _____

These resources need to be evaluated in accordance with the existing tagging and database policies (see below) to enable efficient searching.

1.   Collecting Links on searching systematically the internet
2.   integrate them on educational servers
3.   divide them into subjects
4.   search their websites for existing eContent
5.   metadata-tag them and put them to different educational servers

3.2. Planning of Projects

The planning for these projects across different countries requires that the needs of teachers and schools are met as well as adhering to the regulatory requirements of the respective education authorities.

Once teacher and other stakeholder opinions are communicated to the project leaders from the various countries to co-ordinate a common approach fort he implementation and carriage of the project. There should also be approaches made to the private sector to seek sponsorship to deliver some of the proposed projects.

The stimulus for projects must also be considered as budget constraint is a necessary parameter. In the plethora of technical developments it is a matter of selecting resources that would impact significantly. The following are just some examples;

- Selfregulated Learning
- Whiteboard Evaluation
- NetBook Evaluation
- WEB 2.0
- Second Life

The selection of project subjects should be based on available training expertise, access to resources as well as impact area.

2. Mutual Benefits of this Partner Affiliation Programme

2.1 What can the DigiSkills Project specifically offer to the Affiliate Partner?
The Affiliate institution/organisation undertakes to:

- Publicise the Affiliate institution/organisation on the DigiSkills web portal
- Publicise a short description of the Affiliate Partner
- Integrate the Affiliate Partner in a strong and sustainable European network
- Provide a link to a relevant project in the Affiliate institution/organisation Web site
- Make the Affiliate Partner with the DigiSkills Guide of Good Practice available
- Provide a systematic validation methodolgy which ensures the high quality and unified standard of the digital learning ressources
- Inform the Affiliate Partner about the major DigiSkills project outcomes
- Create a partner webspace for its Affiliate Partners

2.2. What do we in the DigiSkills Project expect from the Affiliated Partner?
The Affiliate institution/organisation undertakes to:

- Provide a short description of the DigiSkills Project on their website and on their paper and electronic dissemination material
- Provide the DigiSkills and the EU logo and link to the DigiSkills portal from its home page
- Communicate information on the DigiSkills Project to the Affiliate Partners' network
- Support major DigiSkills events and activities
- Provide and communicate the DigiSkills Guide of Good Practice to the Affiliate Partners' network
- To communicate major project outcomes to the Affiliate Partners' network

2.3. Dissemination
One of the crucial aspects of any project is to communicate to the participants and the wider community about project implementation, events, outcome and evaluation. This can be accomplished via the system and the individual. The following list are a series of existing practices;

- Interchange of information on the internet
- Articles in newsletters
- Blogging and Twitter sites
- Encouraging teachers to organise workshops with schools in their location
- Inviting teachers to present their products during conferences
- Provide teachers with material for use within their schools
- Encourage teachers to work collaboratively with eContent in a cluster of schools
- Encourage corporations to place material on their own websites

2.4. Duration of agreement

This Partner Affiliation Agreement is valid in the course of the ==DigiSkills (details, project no, EU Programme)== for the period from __/__/20__ to __/__/20__.

Affiliated institution/organisation   DigiSkills Partner

_____   _____

List of Associated Partners

These organisations may provide the consortium with facilities or assistance that enhances the quality of work, but they may not be responsible for core activities of the project (e.g. management, coordination, leader of a work group etc.). No financial contribution from EU resources will be allocated to these organisations.

Nr	Name of organisation	Type of institution	City	Country
1.	Rural Wings Network of Schools	Network	Athens	11 countries
2.	ODS Network of Schools	Network	Athens	20 countries
3.	Bildungsnetzwerk Steiermark	Non profit	Graz	Austria
4.	eLSA and eLSA Advanced School Networks	Network	Vienna	Austria
5.	Technische Universität Wien	University	Wien	Austria
6.	European Forum for Technical and Vocational Education and Training (EFVET)	European VET providers association	Brussels	Belgium
7.	ESU - European Students Union	Unions of Students (38 countries)	Brussels	Belgium
8.	K.U. Leuven	University	Leuven	Belgium
9.	MENON Network EEIG	EU Network	Brussels	Belgium
10.	Shumen University	Higher Education Institution	Shumen	Bulgaria
11.	Center for Creative Training Association	Training Association	Sofia	Bulgaria
12.	National Centre of Distance Education, Bulgaria	University	Sofia	Bulgaria
13.	University of Zagreb	University	Zagreb	Croatia
14.	Zagreb School of Economics and Management	University	Zagreb	Croatia
15.	Open University of Cyprus	University	Nicosia	Cyprus
16.	Brno University of Technology	University	Brno	Czech Republic
17.	Centre for Higher Education Study	University	Prague	Czech Republic
18.	Aarhus School of Business	University	Aarhus	Denmark
19.	University College Lillebalt	University	Vejle	Denmark
20.	University of Copenhagen	University	Copenhagen	Denmark
21.	Estonian University of Life Science	Higher Education Institution	Tartu	Estonia

22.	Eurouniversity	Public	Tallinn	Estonia
23.	The Estonian Information Technology Foundation	non-profit organisation	Tallinn	Estonia
24.	University of Tartu	University	Tartu	Estonia
25.	HCI Productions OY	Private company	Helsinki	Finland
26.	University of Turku	University	Turku	Finland
27.	Centre National d'Enseignement a Distance - CNED	University	Cned	France
28.	ENACO	University	Lille	France
29.	forum francais pour la formation Ouverte et a Distance - fffOD	Association	Vanves	France
30.	UNT-AUNEGE	Association	Paris	France
31.	Vidéoscop - Université Nancy 2	University	Nancy	France
32.	Carl von Ossietzky University of Oldenburg	University	Oldenburg	Germany
33.	Dresden University of Technology	University	Dresden	Germany
34.	Virtuelle Hochschule Bayern	University	Bayern	Germany
35.	West Saxon University of Zwickau	University	Zwickau	Germany
36.	Greek Ministry of Education, Life Long Learning and Religious Affairs	Public Body	Athens	Greece
37.	Hellenic Open University	Higher education institution	Patras	Greece
38.	Hellenic Adult Education Association	Scientific non-profit association	Athens	Greece
39.	Lambrakis Foundation	Research institution	Athens	Greece
40.	University of the Aegean	University	Rhodes	Greece
41.	Budapest Business School	University	Budapest	Hungary
42.	Budapest University of Technology and Economics	University	Budapest	Hungary
43.	Corvinus University of Budapest	University	Budapest	Hungary
44.	Dennis Gabor College	University	Budapest	Hungary
45.	Eötvös Loránd University - ELTE	University	Budapest	Hungary
46.	University of Iceland	University	Reykjavík	Iceland
47.	National University of Ireland	Higher Education Institution	Derry	Ireland
48.	Dun Laoghaire Institute of Art, Design and Technology	Research Institution	Dublin	Ireland
49.	FÁS eCollege	Training center	Dublin	Ireland
50.	National Distance Education Centre - Oscail	University	Dublin	Ireland
51.	Universal Learning Systems	Company	Dublin	Ireland
52.	Continuing Education Office Bolzano	Public association	Bolzano	Italy
53.	SCIENTER	Non profit organisation	Bologna	Italy

54.	Universita degli Studi di Genova	University	Genova	Italy
55.	Universita degli Studi di Roma Tor Vergata	University	Vergata	Italy
56.	Kaunas University of Technology	University	Kaunas	Lithuania
57.	Vytautas Magnus University	University	Kaunas	Lithuania
58.	Open Universiteit Nederland	University	Heelen	Netherlands
59.	Norway Opening Universities	University	Tromsø	Norway
60.	Norwegian Association for Distance and Flexible Education - NADE	National Association	Oslo	Norway
61.	Norwegian Institute for Adult Learning - VOX	Agency for Lifelong Learning	Oslo	Norway
62.	Norwegian Ministry of Education and Research	Public Body	Oslo	Norway
63.	Unia Lubelska Secondary School	Secondary School	Lublin	Poland
64.	Paderewski Secondary School	Secondary School	Lublin	Poland
65.	Universidade Aberta	Higher Education Institution	Lisboa	Portugal
66.	Universidade do Minho	Higher Education Institution	Azurém	Portugal
67.	University of Porto	Higher Education Institution	Porto	Portugal
68.	CODECS - Centre for Open Distance Education	Private company with close ties with the higher education sector	Bucharest	Romania
69.	Politehnica University of Timisoara	Higher Education Institution	Timisoara	Romania
70.	University Politechnica of Bucharest	Higher Education Institution	Bucharest	Romania
71.	Sinergija Development Agency	Non Profit Ltd	Moravske Toplice	Slovenia
72.	DOBA Faculty of Applied Business and Social Studies Maribor	College	Maribor	Slovenia
73.	University of Alcala	Higher Education Institution	Alcala de Henares	Spain
74.	AMEPE - Asociación Madrileña de Empresas Privadas de Enseñanza	Regional School Association	Madrid	Spain
75.	Escuelas del Ave Maria	General secondary/ Vocational or technical secondary school	Malaga	Spain
76.	Colegio Besana	Vocational training	Madrid	Spain
77.	Linnaeus University	Higher Education	Växjö	Sweden

			Institution		
78.	University of Lugano	Higher Education Institution	Lugano	Switzerland
79.	University of Zürich	Higher Education Institution	Zürich	Switzerland
80.	ESHA - European School Headmaster Association	European schools association	Utrecht	The Netherlands
81.	EADL – European Association for Distance Learning	Association of schools (20 countries)	Grootebroek	The Netherlands
82.	Dokuz Eylul University	Higher Education Institution	Izmir	Turkey
83.	Anadolu University	Higher Education Institution	ESKİŞEHİR	Turkey
84.	Dundee University	Higher Education Institution	Dundee	United Kingdom
85.	The Open University	Higher Education Institution	Milton Keynes	United Kingdom

Typology of Associated Partners:

2 Ministries of Education
3 European school networks
6 schools/research centres
2 non-for-profit organisations that promote learning
12 education stakeholder organisations
9 other national / regional public or private bodies responsible for education
51 Higher Education Institutions / Universities