



## SECTION 1 - IDENTIFICATION

### 1. Project/Network title

Please use a maximum of 12 words; start with an acronym or abbreviation, if applicable.

Sustainable Development of a European Blended Learning Experience Network "blinc"

If necessary, please provide a translation either in EN, FR or DE of the project/network title.

blinc-xnet

### 2. Summary of the project/network

Please identify clearly, in a maximum of 200 words, the following aspects of your project/network: Rationale, Objectives, Target groups, Main activities and Expected outputs.

If your application is successful, this summary will be used as the description of your project/network and will therefore be part of your contract.

#### **blinc-xnet**

Blended learning arrangements particularly allow an adjustment to the spatial and temporal conditions of learners and, as a consequence, always improve the participation of larger social groups in the educational process, taking into account their specific possibilities and needs.

Overall objective is the further development and differentiation of the "blended learning institutions' cooperative" blinc and the improvement of didactics in blended learning.

The main activities of the projects are:

- Enlarging the existing European network and regional institutional building
- Differentiation and development by integrating new sectors and target groups (youth and disadvantaged groups)
- Extension of existing pedagogical approaches concerning planning and evaluation
- Further development of ICT for members and content development
- Monitoring and evaluation

These activities will lead to regional networks with partners carrying out regular meetings to exchange experiences locally and check the demand of ICT-based education. Through these networks the experience, projects, products and services of the cooperative members (educators as well as learners) shall be valorised European-wide. blinc-xnet will deliver instruments like self-assessment tools, inventories and didactic planning tools. These tools will be offered to the blinc-members in a one year pre-test phase first and to the public afterwards.



## 2. Rationale, Objectives, Target Groups (maximum 2 pages)

### 2.1 Explain the **rationale** of and **background** to the project :

New media are the basis for extended ways and possibilities of learning. **Blended learning** arrangements particularly allow an **adjustment to the spatial and temporal conditions** of the learners and, as a consequence, always improve the **participation of larger social groups in the educational process** across different levels of qualification, subjects and phases. It is quite striking that these **potentials are not tapped** at the present stage of development, partly because of **technical implementation problems**, but generally because of **insufficient didactic preparations** and also partly because of **insufficient didactic competencies**.

Successful blended learning is based on **profound, adjusted didactic concepts**, which are **further developed** in a **process-related** way. The main **stakeholders** of these processes (and therefore the **multipliers** of a good didactic practice in blended learning) are, of course, **educationalists**, e.g. teachers, trainers, instructors, tutors, who are all working in blended learning environments and who are planning and realising training courses.

Especially for large parts of adult (and increasingly also for young people's) education, either formal or non-formal, it becomes more and more obvious that **combined teaching methodologies** containing **mixed systems** best take into account the possibilities and needs of the target groups. Especially those **population groups with educational deficiencies and/or greater distance to the basic phases of education** need **combined systems** with different methodologies, which also include a systematic introduction to learning. As shown in previous European and local partner projects blended learning demands new concepts and methodologies both **for educationalists and learners**.

Concerning new learning methodologies in **Romania and Bulgaria**, approaches for blended learning/eLearning are at the beginning – not only for learners and educational institutions but for the countries as a whole. In **Italy, Portugal and Poland**, distance learning methods haven't developed well yet: the prevailing systems are still traditional, face to face methods without a participatory approach. Nevertheless, things are rapidly changing, students and teachers point out the need to experiment flexible learning methods. At a regional level, the local government and authorities are encouraging innovative approaches based on ICT even regarding the citizens' services (eGovernment, eCitizenship). In **Germany, the Netherlands and France** there is an increasing amount eLearning and blended learning offers and also singular courses for eLearning-educationalists. For most teachers, trainers and learners blended learning still is **new territory** and **neither meets their previous education nor the reality of teaching**.

Against this background a European network dealing with blended learning was founded on 10.10.2005 in Goettingen, Germany. The "**blended learning institutions' cooperative**", **blinc**, was developed in the framework of a 2-year clustering-project called "eL3" which was funded by the *European eLearning Initiative*. The intention of **blinc** is to **disseminate and valorise** the activities and results of European projects in the field of blended learning and to create a platform and a living **market place** for suppliers and users. The idea of **blinc** is to create a **mutual and sustainable network** in which various suppliers can **valorise** and offer their products, namely educational concepts, projects, curricula, learning units, media and all kind of helpful materials. This may happen in a commercial way but can also be given for free.

Thus, **blinc** offers a **bottom-up valorisation strategy** that enables users and producers to identify available products, approaches and experiences, to exchange those products on a fair market, to chose relevant themes and approaches and to discuss them in a mutual framework and to actively include relevant stakeholders on the micro-and meso-level.

The new MINERVA project **blinc-xnet** proposed under **priority 4** intends to **enlarge the network**, including at least 12 new partners from 7 new European countries and to build up and realise a sustainable development strategy. For this purpose regional representatives will be appointed and trained. They shall carry out **regular meetings to exchange blended learning experience on a regional level** and check the demand of ICT-based education in their region, thus creating **regional sub-networks**. Through these networks the experience, projects and products of the cooperative members shall be disseminated and valorised actively on a regional level.

The project shall further develop the approach to **bridge the gap between educational science and practice** by giving concrete support and guidance to newcomers of blended learning arrangements, both educationalists and learners.

In the framework of the project **blinc-xnet** the **target member groups** of **blinc** shall be **extended** by **including the youth sector**. Especially blended learning approaches become more and more attractive for suppliers of non-formal learning offers for **young people**. In this respect we will actively **integrate the beneficiaries** (learners) in the events and into the network. Therefore we intend to further **develop** our **cooperative approach** in a **sustainable way** by creating a structure of regional meeting points of suppliers and users on the level of European partner regions and, parallel to that, to **promote sectoral dissemination approaches** by regular thematic conferences on a transnational level.

### 2.2 Define the **overall objective** and the **specific objectives** of the project.

**Overall objective** of the project is the **sustainable development of a European blended learning experience network** and the improvement of quality in blended learning, intensifying the European cooperation for producers, users and managers, promoting the further development for dissemination and valorisation of proven ("learning") practice and transferring it to new sectors (youth) and stakeholders.

**Five objectives on the operational level** lead to a sustainable extension of the original **blinc**-clustering approach:

**1. Enlarging the European network and regional institutional building:** Development of **blinc** to a European Cooperative, **Société Cooperative Européenne (SCE)** and promotion of **decentralised institutional building**. The regional networks shall create regular **exchange forums** and enable their partners to **develop valorisation approaches** for partners' products, thus establishing a decentralised **sustainability strategy** for the network.

**2. Foundation of sectoral clusters:** As we experienced in the course of the eL3-project it is evident to create **sectoral pools**. Therefore, we want to **integrate the youth segment** into the blinc-initiative and build up knowledge pools for the segments social services, culture, youth and science. This way we intend to have a pool of more than **100 member organisations** within the next 2 years and consequently a huge **enlargement of the offers** in the network.

**3. Pedagogical development and transfer:** Further development of the designed paper based instruments for a stakeholder analysis of educational processes to online surveys to develop a **quantitative analytical approach about blended learning in practice**. **Online courses** will be offered, both for instructors to use these planning tools and for educational stakeholders to valorise their educational offers and experiences.

**4. Underpinning these actions further developments of the employed ICT and the production and localisation of contents** will be carried out to enlarge and differentiate the instruments and offers for educationalists as well as for final beneficiaries (learners). Additional to the previous approach to offer a platform only to organisations, there will be another wing of the web-portal open for the exchange of ideas, experiences and services for individuals.

**5. The processes and outcomes of work packages 1-4 shall be scientifically monitored and evaluated.** In this respect a **constant monitoring system (QM)** with an **elaborated evaluation strategy** shall be set up, existing **auto-evaluation-tools** shall be further developed and refined for regional activities.

2.3 Explain what you consider to be **innovative** about the project.

The **bottom-up valorisation approach** and the **mutual, self-administered organisational structure** including the concept of decentralised regional networks contributing to the first European blended learning cooperative. Furthermore, we will constantly develop the **multilingual catalogue of learning offers** including **LOM-compatible product descriptions** and attractive **showrooms** that exceed normal catalogue descriptions and try to attract learners by well presented products. Extending the approach of the clustering project eL3, blinc-xnet now also addresses the learners, enabling them to present their competencies and skills (ePortfolios) and to participate actively in the learning network blinc. **Educationalists will be supported** to plan their offers in a good didactic way either **online** or by local/European **blinc experts** and the "state of the art" concerning European blended learning will be **surveyed**. blinc-xnet will open up new opportunities for the **self-organisation** of disadvantaged groups who will benefit from the new media in blended learning environments such as victims of violence or disadvantaged youngsters.

2.4/2.5 Specific **pedagogical and didactical approaches** and **innovation** (new **organisation** of educational processes)

In the framework of blinc-xnet the pre-tested pedagogic evaluation instruments, namely inventories and learner style assessments will be transferred in a quantitative survey by introducing large scale, multilingual online tests. In this connection self-assessment tools for both instructors and learners and online planning tools will be newly developed.

The project wants to give support to those educationalists who are not familiar with blended teaching or learning arrangements. Awareness about teaching methods and capabilities of learning groups shall be created and modular planning instruments (blended learning matrix and catalogues of instructional design) shall be offered, translated and further developed by adjusting them to new target groups. These powerful instruments offer ways to redesign "traditional" learning offers in a process-orientated way, taking into account different ways of learning (e.g. sequential vs. holistic learning). In the course of the project we mainly apply a **blend of different methodologies** supporting especially **learning by doing**. Due to the various target groups **empowerment concepts** are also applicable, **open teaching** in the field of cognitive learning targets aiming at syntheses and/or transfer. Primarily **developing learning techniques** will be applied.

2.6 Specify the nature, the educational context and the sizes of the **groups involved** and/or the **end users**

**Producers of blended learning contents:** experts (who deliver the contents), training personnel, multipliers of NGO's, authors, tutors, content developers and managers, web designers, facilitators. For the first time we will also give the floor to **beneficiary target groups** in the blinc network like adults/youngsters attending non-formal education courses. Mainstream as well as "difficult" target groups will get a web-stage to present their learning products (e.g. via **ePortfolios**), leading to a higher **self-esteem** and a higher **motivation** to take part in learning. This concept is just about to be **tested in a model project** for unemployed persons in Lower Saxony.

2.7 Justify the **duration** of the Socrates support requested (one, two or three years).

As we are heading for 100 new members (participating partners) and networks either on the transnational and on the local level, there are **complex organisational building processes** that justify a duration of 2 years. The **integration of the Youth segment** and the establishment of Blended Learning in schools and non-formal networks can be implemented in year 1 and the results can be evaluated and presented in year 2. The envisaged **pedagogical online-surveys and didactic planning tools** will be available within 9 months and described in year 2. The **evaluation** needs a critical mass of participating members and questionnaires that will be established within two years.

### 3. Expected outputs (maximum 2 pages)

3.1 Describe precisely the envisaged **outputs** of the project both from the point of view of processes involved and of the products. **Specify** in each case the nature, volume, structure, content and language envisaged.

**Workpackage 1: Enlarging the European network and regional institutional building:** The existing cooperative, registered according to German law shall be developed to a **Société Coopérative Européenne**. **Statutes** and regulations will be drafted, checked and fixed by the responsible accreditation board(s).

New members from PL, RO, BG, PT, NL, AT and IT will be integrated **becoming national blinc-representatives** with fixed competencies and tasks. The valorisation approach will be translated in each partner language and customised to enable new local and regional partners to disseminate and valorise their products and services. **Regular blinc-workshops** (every 6-12 months) shall be carried out on a regional level; a minimum of two meetings per partner which will sum up to a total of 18 regional workshops. Following this approach **new associated regional project partners** (at least 5 per partner) will be attracted and integrated. **Guidelines and online courses** for the valorisation of new partners' products will be developed, translated and localised. The courses will be monitored by the local representatives (interface to WP2 and WP5), and internal feed-backs carried out with online questionnaires based on the existing learners' inventories will feed the evaluation process (WP5).

**Workpackage 2: Differentiation and development of the major sectors of the network:** There will be transnational **blinc "departments"** with representatives for the following new network sectors: social services, culture, youth and gender related issues. For the new blinc sector "Youth" at least 2 networks and 4 school projects will be integrated with their partners (NGO's and partner schools) by the partners from FR, PL, DE and IT. The partners from PT and RO will further develop the network activities concerning women's rights and combating domestic violence. The partners from PL and BG will concentrate on Blended Learning for visually impaired learners.

**Three transnational conferences** will be planned and carried out during the transnational meetings dealing with: blended learning in NGO's and non-formal and informal learning environments (under special respect to disadvantaged groups), blended learning for youngsters (formal and non-formal, including BL in European schools) and, during the final conference, a valorisation workshop focused on the presentation of the results of blinc-xnet. In the course of these events a minimum of **5 new partner countries** will be integrated in the cooperative, additional to the existing partners. The results of the conferences will be disseminated by **internal and external web-publishing**, newsletters and the other media. We will produce 3 video-documentations with an average length of 30 minutes based on the central topics of the conferences. The partners will get the storyboards in EN and will translate and speak the audio-track in their national language. This way we will produce a minimum of 50 copies of DVD's for each partner in the respective languages (DE, PL, RO, BG, PT, NL, AT, FR, IT and 100 copies in EN) to be distributed on local, regional, national and transnational levels. Multilingual podcasts (internet-radio) will be created to reach other target groups, especially youngsters and visually impaired persons (BG and PL). The radio broadcastings will be made available in European partner radio stations and can be downloaded on various websites (such as: Stadtradio Goettingen, DE, Meltingpod, Marseille, FR).

**Workpackage 3: Further development of pedagogical approaches concerning planning and evaluation:**

A. Analysis and self-assessment instruments: On the basis of the evaluation tools developed and pre-tested in the framework of the previous eLearning-project comprehensive online surveys shall be carried out to show the state of the development concerning blended learning in practice. The instruments of choice will be inventories (question-pools) serving as quantitative online surveys that will refer to 1) the learners disposition (learning styles, 2) the authors' (instructors') awareness and needs and 3) to the motivations of decision makers to introduce blended learning in different learning environments. Each inventory (equal to 20 pages hardcopy) will be having a fixed answering routine.

B. Didactical planning tools for educationalists: As modular planning instruments for blended learning a so called blended learning matrix and catalogues for instructional design shall be offered online in DE, PL, RO, BG, PT, NL, AT, FR, IT EN. These instruments offer ways to re-design "traditional" learning offers in a process-orientated way, taking into account different ways of learning (e.g. sequential vs. holistic learning).

At the moment the inventories and the blended learning matrix are available mainly for higher education training and partly for vocational training. In blinc-xnet, they shall be transferred to other learning environments and target groups, to youngsters in schools and informal learning environments, also for disadvantaged learners and "difficult" target groups. Against the background of learning difficulties of those groups an examination of learning styles and a creation of awareness both for instructors and for learners is of great importance. A special team of partners will concentrate on the transfer of the existing self-assessment tools both for authors and for learners to those target groups and settings.

As service to educationalists two different online courses will be offered on the blinc Learning Management System (LMS): The first one about the didactic planning of blended learning courses including 4 modules with approximately 20 learning objects and the second about the valorisation of educational services and products, consisting of 5 modules and 10 learning objects including a DVD about the first blinc valorisation conference on November 19<sup>th</sup> in Marseille, guidelines how to describe blended learning products (including a module about the optimisation of keywords for searching engines), value proposition, valorisation pathways. The local blinc representatives will act as tutors for the online courses

that will be offered for free in the test phase in the second year.

**Workpackage 4: Further development of web based ICT for members and content development:** On the basis of the existing web-portal the following **new web-based services** on the web-site (podcasts, ePortfolios) will be integrated and partly programmed for the members and their beneficiaries. For the scientific community in blinc a special **OSS tool to create inventories and questionnaires** will be programmed. This tool shall enable NGO's and training institutes to evaluate their courses or (non-formal) educational projects online. The contents of these online tools will be delivered from the existing inventories for learners, authors and decision makers developed in the framework of the previous eLearning cluster project.

In the course of the project at least **5 new languages** (PL, RO, BG, PT, NL) **will be introduced** on the website. The general parts of the website will be translated including text passages of flash animations, language databases for the interactive lexicon, partners' showroom tool as well as for the learning management system.

**Workpackage 5: Monitoring and evaluation:** First product in WP4 is a comprehensive **evaluation frame** building the backbone of the **evaluation strategy** concerning blinc-networking and the valorisation of educational products on the local level (WP1) as well as the usability of the Blended Learning-approaches (WP3).

Focal evaluation topics will be

A) Measurement of the consent of the local valorisation strategy on the basis of experience reports by the partners (WP1), delivered on the basis of standardised questions in EN; 5 pages minimum per partner. This also comprises questions about the success of the invention of Blended Learning in schools or for disadvantaged groups.

B) Quantitative evaluation of the developed inventories of educational stakeholders (via large scale online surveys (< 2.000 users; WP 3).

C) Measuring the consent of educationalists concerning the usability of the didactic planning tools (combined quantitative analysis with online questionnaires for users and qualitative evaluation of partners) about their experience in consulting other stakeholders (e.g. NGO's self-help organisations, school teachers etc.).

The results of the evaluation will be presented during the final conference; interim results will be discussed during the transnational meetings. There will be an evaluation report and a comprehensive evaluation compendium to be delivered to educational stakeholders during the conference (min. 200 pages, EN, 50 copies).

3.2 How and to what extent the organisations involved will **implement** the outputs of the project in their daily work.

The vision of blinc is the implementation of good didactic practice in different European blended lLearning environments. Following this central goal we will develop a strategy to attract both educators and learners who are not familiar with Blended Learning to discover "new" ways of learning and teaching. The applied instruments like online self-assessments will be offered with free access on the website. They will be designed as supportive tools in different learning situations. The adaptable learners' style inventories and the didactic planning tools are designed to support educationalists in their daily routine. They will be offered to the blinc-members first in a one year pre-test phase and to the public afterwards.

3.3 Connection to the previous project eL3, further development and differentiation

As blinc-xnet is the follow-up project of eL3 major preliminary works are already completed, no funding will be applied for in this project. This refers to the conception, development and pre-test of inventories for the educational stakeholders as well as for the didactic planning tools (Blended Learning-matrix and catalogues for instructional design). In blinc-xnet these products shall now be introduced to a large public for information purposes and be valorised in respect to the practical use for those educationalists not familiar with blended learning. To reach this aim the questions shall be transferred to new target groups and prepared in online surveys and additional languages.

In the framework of the previous project a powerful web-platform was established including a showroom concept enabling stakeholders to offer their products and services in several languages. At present the platform includes a LMS and a virtual lexicon as well as a blog as an article system. As the system is based on an open source software (OSS) Content Management System (CMS) new modules can easily be integrated in the web-portal. Therefore new programming works are only necessary for the integration of a web-based editor for online forms (to create the surveys) and new features like an ePortfolio. Even the animated flash files on the site are designed in such a way that administrators can easily change words and link-buttons for different languages and meanings.

It now pays that we decided to develop the blinc web-project on the basis of extendable open source software. We are now able to introduce every European language and new web-services to very reasonable costs and to allocate resources to the development of contents (either new contents or translations) and to valorisation activities to reach a larger public and stakeholders from new member countries.

blinc-xnet is grounded on the existing network and will be enlarged in respect of new countries and will now especially addresses stakeholders of non-formal and informal education and their beneficiaries (disadvantaged groups) and young learners as well as their teachers and instructors.

#### 4. Partnership composition and contribution

4.1 Provide for the **coordinating institution** and **each of the other partner institutions** in the project, the following information:

- **type** of institution (legal status, short description of main areas and types of activity);
- **size** of institution in terms of the total number of (a) personnel (absolute numbers and full-time equivalents) and (b) learners and the number of personnel directly involved in ICT for learning, ODL or in educational multimedia (use full-time equivalents) ;
- **expertise** of the institution in the field covered by the project and **experience** in cooperation at local, regional, national and trans-national level (Socrates and other). Indicate experience both in content and project organisation and a short bibliography of readings in the field. If possible, provide a short C.V. of core participants ;
- the **specific tasks** to be assigned to each partner within the project;
- number of **personnel** (in absolute numbers and as full-time equivalents) expected to be **involved in the project**.

**BUPNET GmbH**, Bildung und Projekt Netzwerk GmbH – Training and Project Network Ltd.: founded in 1985, stands for professional and innovative training projects in the health and social sector, environment, tourism, e-business and journalism. Since 1999, BUPNET has developed and realised eLearning courses, tools and platforms. Since 1997 BUPNET has been working on large scale European education and employment programmes such as ADAPT: introduction of environmental management in hospitals; NOW: special designed training course for unemployed women; Article 13: European network for the fight against discrimination, Leonardo da Vinci: development of training material and courses in quality and environmental management in hospitals; Grundtvig 1: *IT's Social!* Introduction of new technologies in social organisations in Europe (ICT), *INTEGRATION*: improvement of intercultural competencies in social organisations, and Grundtvig 2: *PARENT* informal parental education; Article 6 etc.

Currently BUPNET is develops and carries out regional and transnational courses for content managers and Blended Learning experts (Grundtvig 1.1., A-B-C-D) and works in the framework of a Socrates 6.1 (Analysis and Innovation) project called ACT!; Active Citizenship Training measuring the impact of non-formal education on Active Citizenship. BUPNET developed a multilingual eLearning platform which has been tested in a LIFE Environment project and in different EU-projects (objective 3) on the local and regional level as well as in the Grundtvig 1-project *IT's Social!*

The blended learning approaches are also applied in a Joint Actions project named JEM! for a non-formal training for students in environmental management.

BUPNET was one of the leading partners in the clustering project "eL3" in the framework of the European eLearning Initiative and founding member of the blended learning institutions' cooperative blinc (<http://www.blinc-eu.org>).

Based on the experience and the close co-operation with national and transnational partners BUPNET possesses well-founded knowledge about the strengths and weaknesses, chances and limits of these "new ways of learning" - especially regarding necessary specific blended learning didactics.

BUPNET has 5 branches in Northern Germany with 20 staff members and a large quantity of external expert teachers providing training for about 700 trainees a year in the framework of ESF- or EU-funded vocational training projects.

##### **Specific tasks in the project:**

- Project management and co-ordination of project activities, financial administration
- Controlling and monitoring
- Planning and preparation, realisation and documentation of workshops and transnational meetings
- Election/appointment of regional representatives
- Development and translation of guidelines
- Development of online courses for the representatives
- Organisation of local and regional blinc-events
- Integration of new stakeholders (mainly partner schools from a European project JEM! dealing with the introduction of an environmental management system in schools) and new segments
- Organisation of 4 transnational conferences for European blended learning in different thematic fields
- Campaigning for new partners from other European countries
- Development and integration of new web-based services in the existing blinc-portal
- Programming of an OSS-tool for the creation of scientific online questionnaires
- Set up of an evaluation frame, strategy and inventories
- Evaluation

**Personnel:** 3-4 staff members are expected to be involved in the project: 1 project manager/pedagogical expertise, 1 project assistant, 1 project secretary, if necessary 1 translator.

**Pädagogisches Seminar der Georg-August- Universität,** Pedagogical Seminary of the Georg-August-University is a foundation under public law. The university is a public body with the right for self-administration.

The Pedagogic Seminary has a wide range of didactic and methodical competencies in the professional training of teachers and lecturers in the adult education which is one of the main activities of the actual and future research and education profile. The Institute has a great interest in developing and testing innovative didactic instruments and tools.

The Institute has been participating in several European projects dealing with the design of blended learning courses and materials and their evaluation with national and international partners.

The head of the institute, Prof. Dr. H.-D. Haller has been working in the field of pedagogical research and teaching for more than 25 years. He developed the Goettingen Catalogue of Didactic Models and works in various projects with migrants and disadvantaged groups. As a co-evaluator of different Learn Management Systems (e.g. SAP L3-Plattform) he is an expert in Blended Learning.

The research and education activities of Prof. Dr. Haller focus on general and intercultural didactic and pedagogic, methods and history of pedagogical research, teaching strategies and models, evaluation of training institutes and computer-based and internet-based training and teaching.

The Pedagogic Seminary employs about 30 staff members, including 9 professors. The Pedagogical Seminary has been working as evaluator and pedagogical consultant for the L3-consortium in 1999 - 2003 (SAP et al.), in 2 Socrates projects (*INTEGRATION* and *JEMI*), the IWF Wissen und Medien gGmbH (Knowledge and Media Lt.) (DVD-Produktion "*Ökosystem Wald*" (DVD-production Ecosystem Forest)) and VIAMUS, the "*Virtuelle Antikenmuseum*" (Virtual Antiques' Museum). The Seminary was also responsible for the evaluation and pedagogical expertise in the project eL3 funded in the framework of the eLearning-programme. Prof. Dr. Haller is the coordinator of the project ACT!; (Active Citizenship Training) measuring the impact of non-formal education on Active Citizenship (Socrates 6.1 (Analysis and Innovation)).

#### **Specific tasks in the project:**

- Development of the online surveys and questionnaires
- Development of online courses
- Organisation of local and regional blinc-events
- Steering and major tasks in the whole WP Evaluation

**Personnel:** 2-3 staff members are expected to be involved in the project: 1 project manager/pedagogical expertise, 1 project assistant, 1 project secretary.

**Eurocircle** is a non-profit association which was founded in Berlin in 1993. The Eurocircle network is a European group of project managers in the social sectors of education and employment. In 1995, the network became a non-profit-making organisation under French law, and settled in Marseille. Ever since, Eurocircle has been endeavouring to support project managers in their implementation of a European approach by initiating European partnerships in order to set up transnational projects. The Eurocircle association underwent considerable developments within the last years, thanks to the creation of the first junior-employee in November 2000 but also due to its recognition acquired on the Marseilles territory because of its many partnerships. As Eurocircle initiated a partnership with the General Council of Bouche-du-Rhône in 2000, the association now receives many requests for advising and overseeing projects. In addition to exchanges of trainees, Eurocircle initiates now projects within the framework of European programs (programs LIFE, SOKRATES, PEAK EQUAL, Program Youth Activities etc.)

Since 1995, Eurocircle has developed a European database (EC-data - 350 organizations and 125 financing programmes) and has been publishing a monthly information bulletin in several languages, which is distributed around Europe aiming at initiatives and activities by communities and pointing out different opportunities to finance projects. Since 1999 Eurocircle operates a website which provides information about European programmes of financing and funding and which includes an interactive platform to search for partners in Europe. In the same time, Eurocircle was able to quadruple its employees and it currently counts three paid employees.

As an organization of transnational projects, Eurocircle develops and realises in co-operation with its partners of the ECC-network (European contact and communication network) projects in the sectors of:

- Information/multimedia
- Education and vocational training
- Youth/exchanges/training courses abroad

- Social economy/employment/third sector
- Management and environmental protection, health and culture.

**Specific tasks in the project:**

- Election/appointment of regional representatives
- Development and translation of guidelines
- Organisation of local and regional blinc-events
- Integration of new stakeholders and new segments (Youth)
- Campaigning for new partners from other European countries
- Evaluation

**Personnel:** 3 staff members will be involved in the project: 1 project coordinator, 1 project assistant, 1 junior-employee

**Imago Mundi** is non-profit association providing consulting services and support activities for pedagogic institutes aiming at sensitising young people for their cultural patrimony through illustrations of principle phenomena and direct knowledge of museums, collections and monuments with the help of appropriate documentation, graphics and audio-visual material and organises regularly cultural events in different regions of the island. The association offers services for the management, protection and maintenance of cultural or artistic centres. Imago Mundi realises didactical studies in schools and other training institutes, elaborates, co-ordinates, and realises theoretical research programmes of local, regional, national and international interest and co-operates with similar institutions in common studies or information exchange. Imago Mundi offers training courses and professional training specially designed for individuals or groups. Participation in various projects like Youthstart, CENSIL – Measure 3.4 POR 2000 – 2006; project for the constitution of a service centre for the employment of handicapped or foreign people; EQUAL, MONUMENTI APERTI, a project against the phenomena of school drop-out; IFTS “MEDEA”; *IT’S Social ! Grundtvig 1*.

Since 1997, Imago Mundi has been realising the cultural event “Monumenti Aperti” which means “open monuments” in several towns of Sardinia. The project has a very great success all over the Island and is attended by a rising number of people (in 2005: 150.000). The projects aims at strengthening a common perception of culture as a primary value, raising awareness among young citizens, public opinion, and local authorities of civic and social potentials of the cultural heritage and promoting, in particular among school students, the sense of belonging to a specific community. The project is supported by local partners, schools and universities in the respective towns. The pupils and students are working as volunteers in the organisation and realisation of the event. In the framework of this project, these partners will also be involved in order to reach a wide range of public and to extend the actual target member groups.

Imago Mundi has a staff of 10. The number of learners varies according to projects, but for Monumenti Aperti is about 2000 and another 40 learners in training courses IFTS.

**Specific tasks in the project:**

- Election/appointment of regional representatives
- Development and translation of guidelines
- Development of online courses
- Campaigning for new partners from other European countries
- Integration and consolidation of the culture segment in blinc
- Development and translation of online courses
- Organisation of local and regional blinc-events and integration in Monumenti Aperti
- Integration of blended learning approaches in schools and non-formal education for youngsters

**Personnel:** 3 staff members are expected to be involved in the project: 1 project manager, 1 project assistant, 1 project secretary

**Atrium Research & Innovatie BV**, Atrium Research & Innovation Ltd, is a private company with a large scale of experiences and expertise in using advanced telematics applications in work and training environments. This includes procedures and technologies for learning and working on distance. In this way the activities contribute to create additional means of employment for people with special needs. Atrium Research and Innovation provides adapted, individualised training programmes to unemployed disadvantaged people, including disabled, to help them become experienced users of telematics in business administration, general office work and commercial environments. With a staff of 5 experts Atrium provides specialised and adjusted individual training programmes to disadvantaged unemployed people, including people with disabilities.

Atrium offers a long standing tradition in mixing open distant learning, computer based learning with centre based approaches, as well as formal and informal learning, in order to support the target groups (disabled and disadvantaged learners) and takes an active part in the development of a suitable e-portfolio for adult learners (with or without disability), promoting the equality of opportunities and life long learning at the same time (Pellea-project, Socrates G1).

Over the years Atrium has participated in and initiated various educational research and development projects which received financial support from the Education and Culture Directorate of the European Commission (formerly DG 22, including Leonardo da Vinci, Socrates and Connect): FLAIR (as project promoter/coordinator); DELFOS; MESTRE, ACTIVE, TELNET, SNOW (as a subcontractor to CESO-Maastricht), Digital Literacy. In 2005 Atrium is again involved in a number of European projects (Socrates, LdV, Joint Actions), financed by the EAC Directorate of the EC.

Atrium is cooperating closely with one of the largest regional centres for vocational education and training, Leeuwenborgh College in Maastricht (over 10.000 students) and with various local agencies of the National Social Insurance System, as well as the Social Service and Employment Agencies in our region (South Limburg, NL42). Furthermore the organisation cooperates closely with a number of specialised reintegration agencies and training institutes offering adjusted training programmes to disabled and generally disadvantaged people. In these programmes distant learning is perceived as an integral part of the learning process, for which specific methods and tools have been designed, developed and implemented. These methods and tools include the digital portfolio, web based groupware applications, blogs, video-conferencing and others.

In various projects Atrium has set up a firm cooperation with the national vocational training council for administration and informatics ECABO, a contact that will prove highly relevant in the blinc-network. Being involved in many European projects Atrium will connect to the corresponding partnerships and their networks for the purpose of valorisation and dissemination. Individual training and reintegration into work", "implementation and use of the digital portfolio in education", "using the mini-company and business simulation in educational settings". Atrium could take the lead in those issues.

#### **Specific tasks in the project:**

- Election/appointment of regional representatives
- Development and translation of guidelines
- Development of online courses
- Organisation of local and regional blinc-events (topics: "individual training and reintegration into work", "implementation and use of the digital portfolio in education", "using the mini-company and business simulation in educational settings")
- Integration of new stakeholders and new segments
- Campaigning for new partners from other European countries
- Co-work in Evaluation

**Personnel:** 2 staff members will be involved in the project (1,5 full time equivalent): 1 educational scientist experienced in coordinating European projects, 1 project manager experienced in educational research and training

**die Berater® – Röhnsner Unternehmensberatungs GmbH**, the Consultants Röhnsner Consulting Ltd. - are an Austrian private educational institute based in Vienna with around 30 branches in various Austrian regions. The current staff size is 270 employees, of which around 90 are permanently employed.

The company's core fields of business include:

- adult education seminars and training in soft skills (like communication, customer orientation, teambuilding, conflict management), languages and IT competencies. Both classroom teaching and eLearning are offered;
- in cooperation with the Austrian Labour Service vocational guidance, training and qualification programmes for unemployed people with the purpose of reintegration into the labour market and improvement of their social competences. Target groups include short- and long-term unemployed, women returnees, elderly people, young job-seekers.
- individual coaching of staff and executives;
- consultancy for companies and public organisations in fields like personnel development, outplacement, and organisational development.

At international level die Berater have co-operated with partners from different European countries in the EU programmes LEONARDO (several mobility and pilot projects, currently: EGEIS - European Guidance and evaluation of Informal Skills, CAPCUP - non-violence education, SME in Dialogue - innovative teaching materials in Czech and Polish for managers in SME, ADEC – Adult Educator in Company), EQUAL (fempowerment – qualification and motivation of women with a low level of education, HALE – Health and Languages for Europe, starting in autumn 2005), Youth (INTRA: Informal Training: Recognition and Accreditation) and SOCRATES/GRUNDTVIG (e-hospital - eLearning opportunities for adult patients during hospitalisation in health-care institutions, ACCED - Continuing Education Designed for Counsellors Working in Adult Education, METODA – Methodological Exchange between Trainers of Disadvantaged Adolescents, all three starting in autumn 2005).

Many of the education and training programmes of die Berater can be offered on-line as well as face to face.

Specific eLearning experience includes eLearning for people with a low level of education, closing the digital gap: In the framework of an EQUAL project a CD was developed which enables lowly qualified women access to eLearning. die Berater are currently involved in two EU projects on eLearning in the health sector: “e-hospital”, which delivers eLearning opportunities to adult patients during hospitalisation, and “HALE”, which develops an eLearning programme in languages for staff in the health sector.

As the contact person of die Berater, Holger Bienzle, has worked in adult education in Austria (EU programmes in education, training and applied research) for several years, contacts to Austrian stakeholders can be easily made: institutions of general education and VET: institutions of the official AE system KEBÖ, Universities and other higher education institutions, most importantly the department for Telecommunication, Information and Media at Danube University Krems.

#### **Specific tasks in the project:**

- Election/appointment of regional representatives
- Development and translation of guidelines and online courses
- Organisation of local and regional blinc-events
- Integration of eLearning/blended Learning for disadvantaged adolescents and
- Campaigning for new partners from other European countries
- Evaluation: Recognition and Accreditation issues

**Personnel:** 2 staff members will be involved in the project: 1 project manager experienced in European projects and blended learning training, 1 project assistant

**Associação de Mulheres Contra a Violência**, Association of Women Against Violence, is a non-profit organisation whose main aim is to contribute to breaking the cycle of violence against women and children. The association has 27 staff members.

AMCV was founded in 1992, as a direct response by civil society to the lack of services available to women and children who had been victims of rape, child abuse and domestic violence. Since then the work has focused on two main areas: Prevention and the creation of specialised services.

In 1994 - AMCV becomes part of the Consultative Council of the Commission for the Equality of Women's Rights. In 1996 - AMCV is one of the founders of the WAVE network - Women Against Violence Europe. In 1997 - The President of the Association is elected by the Portuguese NGO's to represent Portugal in the European Observatory of Violence Against Women of the European Women's Lobby. In 1998 - AMCV is recognised by the Government as an Institution of Public Interest and AMCV is given special Consultative Status within the Economic and Social Council of the United Nations - ECOSOC. In 1999 - AMCV becomes part of the NGO's who collaborates with UNESCO in the field of the promotion of the Status of Women and Gender Equality. Since being founded, AMCV has always given special attention to professional training and has collaborated with private and public institutions such as the Ministry of Internal Affairs, the Ministry of Health, the Ministry of Justice, Municipal Councils, the Order of Portuguese Advocates and University Institutes in the areas of Psychology, Law and Social Work.

AMCV offers specialised services to support Women and Children who had been victims of Rape, Child Abuse and Domestic Violence (legal, psychological support and self-help groups) and have developed an important work on the prevention of violence against women and children.

AMCV has experience in the area of cooperation at a local, regional and trans-national level. AMCV has been coordinator and partner of several European Projects (Socrates, Daphne and Equal), has promoted activities for adults, such as projects from the Equal initiative, has experience in adult learning and has formulated some lifelong learning initiatives in the field of re-qualifications of employed staff. AMCV is coordinating until September 2006 a European Project under Grundtvig 1 (Climbing Up).

**Specific tasks in the project:**

- Election/appointment of regional representatives
- Development and translation of guidelines and online courses
- Organisation of local and regional blinc-events
- Campaigning for new partners from other European countries
- Organisation of local and regional blinc-events related to violence against women, gender issues, equality of opportunities, active citizenship

**Personnel:** 3 staff members will be involved in the project: the president of the board 1 project manager/ economist and 1 project collaborator/ trainer/ psychologist

**Centrum Kształcenia Ustawicznego:** Centre of Continuing Education, Jednostka budżetowa (Budgetary Unit) is an adult education provider. The Centre was established in 1980 and educates and trains people 17+ providing vocational education in economy and ICT fields for those who failed to get secondary education on time, do not have any vocational training and those who want to update their qualifications. About to 90% of the students are women, many of them from socially disadvantaged groups and threatened from exclusion. All formal courses finish with exams and nationally recognised certificates and meet the needs of the regional economy. The centre has 115 staff members and train about 1500 learners per year + about 1000 third age students.

In 1998, inside the Centre of Continuing Education the practice firm CKU Modex Ltd was established in order to provide practical training. The practice firm reflects the work of the real enterprise and as a trading company it “trades” with other practice Polish and foreign companies. Every course is preceded by the session with the psychologist to build self-esteem of ‘employees’. The practice firm is also a place where different local, national and international projects are carried out.

The centre takes part in civic activities i.e. name day of the street, clean the world etc. Non formal courses information are provided on human rights, tolerance and cultural differences in Europe and the world.

Since 2001, the centre has been taking part in or co-ordinating several projects under the Leonardo da Vinci and the SOCRATES programme such as Grundtvig, Accompanying Measures, Minerva and Youth and won a Grundtvig Award in 2003 (Socrates Grundtvig 1 – ‘Employing Women’s Potential’), e.g. 1st Summer School for Second Chance School in 2001/02; ‘Inclusive Practices for Learners with Disabilities in 2003-2005, ‘Developing Female Entrepreneurship’ in 2002 – 2004; ‘Conceptual Learning Environments for sensorial impaired Learners’ in 003 – 2005; Gender Specific Aspects of Violence Prevention in 2003 – 2005; ‘Youth Work in Progress in 2003 – 2005) etc.

In 2002 the project on Second Chance School passed the selection in the local town hall and disadvantaged youths, drop outs from all schools, drug and alcohol abusers. Started ICT sessions and sports, which some of them led to joining the mainstream education. The SCS has become very popular and more disadvantaged youths are attracted. To enrich and support work with disadvantaged youth the centre co-operates with local NGOs, local government and local welfare services. Internationally apart from Socrates it co-operates with the municipality of Copenhagen in relation to Second Chance School.

In the framework of this project, CKU will collaborate with the Gdańsk University – rector’s office for development which is involved in creating platform for on-line / blended learning and will ensure valorisation after ceasing financing

**Specific tasks in the project:**

- Election/appointment of regional representatives
- Development and translation of guidelines and online courses
- Organisation of local and regional blinc-events
- Integration of eLearning/blended Learning for visually impaired persons and disadvantaged youngsters in the Gdansk region
- Campaigning for new partners from other European countries

**Personnel:** 4 staff members will be involved in the project: 1 project coordinator, experienced coordinator and partner in many different European projects, 1 project assistant, 1 chief accountant experienced in servicing projects, 1 financial administrator

**Tehnicheski Universitet Gabrovo**, Technical University of Gabrovo is a higher education state institution with the Faculty of Electrical Engineering and Electronics, Faculty of Mechanical and Precision Engineering, Faculty of Economics, Technical College and a Centre of Postgraduate Qualification. The faculties provide bachelor, master and Ph.D. degree courses in electrical engineering, electronics, automation, computer science, mechanical engineering, environment, finances, commerce, marketing, public administration, social science, etc. The Centre of Postgraduate Qualification provides more than thirty training and retraining courses for students and adults in different areas according to the needs and interests of trainees and partners with local businesses and regional employment authorities.

The university has a staff of 550 and provides services for 4000 students.

The University academic staff is experienced in developing curricula, study programmes, and modules for adult learners. and worked out a variety of course materials and learning methodologies. The Departments of Computer Science and Communications are currently working in the area of ICT and eLearning as pedagogical approaches for adult learners. The Centre of Postgraduate Qualification provides training and retraining courses for adult learners in different areas according to the needs and interests of trainees and partners with local businesses and regional employment authorities.

The University cooperates with local businesses, government and non-government organisations (e.g. the Chamber of Commerce and Industry), local and regional authorities (e.g. Municipality, Department of Labour), social organisations, organisation of and supporting people with disabilities (e.g. The Union of the Blind in Bulgaria) on developing thematic research projects. It has initiated a number of projects financed by the Ministry of Education in the field of engineering, quality management, library management, etc.

The University also cooperates with several European universities on developing joint curricula projects, academic staff exchange programmes and student mobility projects. It has bilateral contracts for cooperation with 19 European universities. It has initiated and participated in SOCRATES (Erasmus, Grundtvig, etc.), LEONARDO DA VINCI, TEMPUS, COPERNICUS, CEEPUS and FIFTH FRAMEWORK Programme projects, and has partnered in projects under these European programmes.

#### **Specific tasks in the project:**

- Election/appointment of regional representatives
- Development and translation of guidelines
- Development of online courses for the representatives
- Organisation of local and regional blind-events related to the virtual measuring of physical quantities and would take the leadership in this scientific topic
- Integration of new stakeholders and new segments
- Campaigning for new partners from other European countries
- Evaluation

**Personnel:** 4 staff members will be involved in the project: 1 project manager, coordinator, 2 researchers, 1 financial professional.

**Asociatia pentru Promovarea Femeii din Romania**, Association for the Promotion of Women in Romania is non-governmental organisation founded in 1999 with the aim to educate the whole society by promoting affirmative and non-discriminatory policies in order to increase the quality of women's lives in Romania. The main target group are disadvantaged women, including victims of domestic violence and sexual abuse, unemployed women, women from rural areas and women in prison. Annually, the organisation has approximately 500 clients that benefit of the support provided by three autonomous centres included in the organisational structure.

**The Centre for Psychological Counselling, Social Assistance, and Intervention in Crisis Situations** provides psychological counselling, individual and group therapy, social work and telephone counselling in crisis situations. The centre has organised a package of training programmes regarding intervention in domestic violence cases for police officers, psychologists, social workers and phone counsellors. In 2004, it monitored domestic violence cases taken over by the Police and the local and county administrative institutions in Timis county, with a role in preventing and fighting this phenomenon.

**The Centre for Legislative Research and Defence of Women's Rights** provides legal counselling services and representation in the court, research, lobby and advocacy for the promotion of human/women's rights. In 2001, it drafted first legislation on domestic violence that was introduced in the Romanian Parliament and partially accepted as a law in August 2003.

**The Centre for Education, Advocacy and Economic Support for Women** provides educational programmes that aim to integrate women in the social life and labour market. In 2001, it coordinated the advocacy campaign to support legislation on domestic violence. In 2004 it became a consultant in advocacy for a European network working for people with

sensorial disabilities. It created a package of trainings for women that want to start a business, an European educational product including 14 courses for women victims of domestic abuse and a Best Practice Guide on domestic violence including 50 European institutions. APoWeR is member of national and international networks, and has coordinated over 25 projects at national and international level.

The staff is composed by different professionals, working in one of the three APoWeR's centres. The full-time staff is formed by an executive director, two project assistants, one psychologist and one social worker. The part-time staff comprises an executive director, a fundraising and marketing coordinator, an economist and a network administrator. Among the collaborators, there are three lawyers, a prosecutor, journalists, translators, as well as designers and professionals in the IT field. But APoWeR also benefits of the support of a big number of volunteers working in "Blue Line" – crisis line. Most of them are students of Psychology and Social Assistance, especially trained for this purpose; the team of the "Centre for Legislative Research and Defence of Women's Rights", consisting of 4 lawyers, and 3 volunteers from the Faculty of Law as well as 1 or 2 international volunteers, coming through the Peace Corps network or on their own.

The association developed, since its formal establishment in 1999, various types of courses, trainings, workshops, mostly addressing women victims of domestic abuse and staff working in the field.

With their contribution, from its beginning in 1999, APoWeR has assisted over 2500 persons, most of them women and girls victims of domestic violence or sexual abuse, or with a low economical status. The number of direct beneficiaries between January – December 2005 is 492 persons (new cases, without considering those continued from 2004). With public campaigns as well as radio marathons and radio talk-shows the association reaches a wide public.

#### **Specific tasks in the project:**

- Election/appointment of regional representatives
- Development and translation of guidelines and online courses
- Organisation of local and regional blinc-events
- Campaigning for new partners from other European countries
- Organisation of local and regional blinc-events related to violence against women, gender issues, equality of opportunities, active citizenship

**Personnel:** 4 staff members will be involved in the project: 1 project coordinator, 1 project assistant, 1 accountant, 1 IT-administrator

4.2 Specify how effective **cooperation and communication** will be ensured between the partner institutions, the main working language(s) to be used, and the specific arrangements envisaged for resolving any conflicts which may arise between the partners (e.g. contracts between partners).

The preparatory work for this application has been realised in collaboration with all partners which was facilitated by the fact that they all have been collaborating in various projects on local and transnational level in the framework of SOCRATES and LdV projects. Most of the partners are founding members of blinc, having attended the foundation conference in Marseille, FR in November 2005.

After the pre-proposal was selected, the partners from DE, IT, PT, PL, BG, RO and FR met in January and February in the course of two events in Goettingen to prepare the full proposal. At the same time the blinc-valorisation strategy to combine transnational and local projects and partners was successfully implemented during an ACT! meeting on Feb. 3<sup>rd</sup> 2006.

In the initial phase of the project, before signing the consortial contracts between the co-ordinating institute and each of the partner institutes, a memorandum dealing with the modalities and culture of collaboration will be elaborated stating common targets and internal quality criteria.

The communication between the partner institutions will be predominantly electronic, through e-mail, skype and via the eLearning platform. The approach has proved itself during the initial stages of the development of the project proposal. The language of communication will be predominantly English, as the main common language spoken by the representatives of the partner institutions. There will, however, be an explicit focus on the other languages of the network through the development of help-tools for trainers and a guidance for learners, inventories and glossaries. For all tasks the whole institution will be involved in providing and commenting on information, but with one key person taking the main responsibility of providing representation in the network

4.3 **In addition** to the formal partner institutions, list any **other institutions** which will participate actively in the project without receiving support from the Socrates grant (name, address, type of institution, contact person).

- TagesSatz e.V., ASS.1, Kassel – Goettingen, Westring 69; D - 34127 Kassel, Mrs. Ines van den Berg
- KONTAKT – Jugendhilfe Göttingen e.V., ASS.1, Rosdorfer Weg 76, D – 37081 Göttingen, Mr. Siegfried Löprick
- Pomeranian Branch of the Polish Union of Blind, ASS.1,
- FUNDAȚIA VEST PENTRU JURNALISM REGIONAL ȘI EUROREGIONAL, West Foundation for Regional

- and Euro-regional Journalism, ASS.1, BG – 300501 Timisoara, Mrs. Marian Odangiu
- Union of Blind in Bulgaria, branch Gabrovo; ASS.1, 19 P. Postompirov Street, 5300 Gabrovo, BG; Mrs. Stefka Pencheva.
  - Veda Consult Ltd; Stancionna Street, 5300 Gabrovo, BG; EDU.5; Mrs. Galina Bankovska.
  - Cooperativa Sociale Il Ghetto piccola Società Cooperativa arl
  - Camu' Centri d'arte e Musei , (Cultural Organization), Francesca Spissu Cultural management
  - ItinerArte Srl (Private Organization) Pierpaolo Muscas
  - IsforCoop, (Professional School) Name: Luisa Zedda
  - Università di Cagliari, Facoltà di Scienze Politiche Cattedra di Sociologia, Name: Prof.ssa Anna Oppo

## 5. Evaluation (maximum 1 page)

- 5.1 Describe the mechanisms foreseen to ensure the **coordination and follow-up** of the project and indicate when each of these mechanisms will be implemented.
- 5.2 Describe the **evaluation strategies** of the project itself and explain if this evaluation will be carried out internally by the partners or by an external evaluator. Indicate the means that the project intends to put in place to evaluate its results (notably from the point of view of the eLearning approach adopted) before proceeding to a broad dissemination.

### Evaluation of the PROJECT SUCCESSION

There will be a 2-wing evaluation/monitoring strategy consisting of the **project monitoring and controlling** on the one hand and the **process evaluation** on the other hand that gives partners the opportunity to express consent as well as wishes for improvement/modifications. Both approaches will be integrated from the beginning and introduced during the first transnational meeting (month 3).

**A Project monitoring:** Our experiences from previous projects have shown that **transnational meetings** are the best opportunity to carry out **project controlling activities** because on these occasions all partners are on the spot. According to the principle of mutual collaboration we will agree on a **common work plan** and fix it with **OVI (objectively verifiable indicators)**. These OVIs will be discussed in the group and set (adapted, modified) for each project phase. There will be **regular internet contacts** and monthly **presentations of intermediate results via internet** (internal project management system). This way we intend to secure that the partners stay "on track" during the whole project lifetime. The central project governance is with BUPNET.

Each coordinating partner responsible for a certain (sub-) work package and has to **monitor the activities and report about it at fixed dates**, 3 weeks before the transnational meetings to the central project management.

This seems to be a very bureaucratic approach but we have made the experience that partners feel better if they have clear goals, roles and tasks.

Elements of this report:

- **general progress** of the project; contribution of the partners
- **products** and interim **outcomes**
- **communication:** Consent with communication and exchange of products, blogging, content production
- **observation of participation:** who is doing what and how are the activities related to the overall time schedule? Do participants in this project show a difference in perceiving the project's goals? The role of monitoring will be to provide a set of descriptive data, enabling the project co-ordinator and the partnership to rearrange proceedings and restore the common focus on the project, if necessary.
- **comparison of achievements with the work plan and time schedule** (see also OVIs) to detect discrepancies and subsequently to notify the project co-ordinator and the partnership, obviously with the aim to solve these.

Two weeks before each transnational meeting the project management will hand over the reports to the **Pedagogical Seminar**. The results will be presented and discussed at the beginning of each following meeting and work-plans, targets and resources will be adapted accordingly from stage to stage. The **moderation** of the interim evaluation workshops will be done by the Pedagogical Seminar.

**B Process evaluation:** Parallel to the formal approach a so called process evaluation will be carried out by the Pedagogical Seminar Goettingen. The **feedback of the partners** will systematically be collected via **online questionnaires** on the LMS one week after the transnational meetings and will be used for the further planning and improvement of the project. The formative process evaluation will be introduced as an **early warning system** to evaluate the process of collaboration and the **degree of consent** among the partnership during the project lifetime.

The questionnaire was originally designed in the previous project eL3 to evaluate the satisfaction of the partners with the progression of the project. The questionnaire consists of 13 central questions which are the same at every single evaluation point in time. As this process evaluation was very successful we can use this tool without any development costs.

### Evaluation against envisaged PROJECT OUTCOMES

This part of the evaluation will focus on three topics, all evaluated by the Pedagogic Seminar:

#### A) Quantitative evaluation of the developed inventories of educational stakeholders (via online surveys)

This will happen from project month 3 onwards, starting with the learners' style inventory, followed by authors' and decision makers' inventories from month 6 onwards. The first transferred inventories (to other learning settings -> WP 3.2) shall be delivered in project month 12 and pre-tested until the 3<sup>rd</sup> meeting (project month 18). Experience reports shall be delivered until project month 21 and the results will be presented during the final conference

**B) The success of the valorisation strategy** and the respective online courses (WP 3.5) will be evaluated on the basis of experience reports by the partners. These reports will be delivered from project month 12 to 18 on the basis of questions developed in special work-groups during the 2<sup>nd</sup> transnational meeting.

**C) The didactical planning tools** and the respective online courses (WP 3.4) delivered in project month 12 and pre-tested by different stakeholders in the following 6 months will be evaluated by experience reports, too.

All reports about the courses will be delivered during meeting 3 (month 18), evaluated by the Pedagogic Seminar and presented during the final conference (month 23).

## 6. Dissemination and sustainability strategies (maximum 2 pages)

6.1 Describe the plans made for **dissemination** of the results achieved and experience gained during the course of the project (translations, websites, conferences, brochures etc.). Describe in particular how the coordinating institution and the project partners will contribute to disseminating the results (and in which languages), both within and outside the partner countries.

6.2 Indicate your intentions for **exploiting** the results of the project in the long term

**blinc-xnet** is in fact a **dissemination and valorisation project** for learning providers (training institutes, authors, decision makers etc.) and users (beneficiaries, learners, students, non-formal learners etc.).

The project outcomes and interim results will be disseminated by **internal and external web-publishing, newsletters and other media**. Our dissemination and valorisation concept consists of the following elements:

### Contents:

We will produce dissemination materials about the main topics of blinc-xnet:

- Blended learning in NGO's and **non-formal and informal learning environments** with special respect to **disadvantaged groups** (victims of violence, disabled and marginalized groups),
- Blended learning for **youngsters** (formal and non-formal, including European schools),
- **European valorisation issues** following the blinc approach from November 2005 (blinc conference on dissemination and valorisation in Marseille),
- **Good didactic practice in blended learning** following the idea of bridging the gap between science and practice.

### Products:

- **Brochures and flyers** (long and short versions) based on the existing materials and adapted to the new target groups, translated in EN, DE, PL, RO, BG, PT, NL, AT, FR, IT,
- **Articles (external)** in EN and in the respective languages. If the blinc-xnet partners publish on the national level, summaries in EN will be supplied together with a digital form to publish it on the (**internal**) website (<http://www.blinc-eu.org/blog/index.php>).
- **Partner profiles and showrooms**: New partners and members will get an editable access to the blinc-eu.org website to create their own showrooms (e.g. <http://www.blinc-eu.org/index.php?id=25&lang=2>). The CMS allows to present projects and products in a multilingual way and to add audiovisual materials..
- **Video-documentations** with an average length of 30 minutes based on the central topics of the conferences in DE, PL, RO, BG, PT, NL, AT, FR, IT and 100 copies in EN) to be distributed on local, regional, national and transnational levels.
- Multilingual **podcasts (internet-radio)** will be created (<http://www.meltingtalks.com>).

## Dissemination and Valorisation strategy

### Publications

The project partners agree on a common dissemination strategy and on a defined number and content of articles to be established within fixed deadlines (OVIs).

### Dissemination pathways

The extended article system of blinc will be a source of dissemination itself. At the moment there are already 75 articles and 2 newsletters, distributed to approximately 100 European organisations in 12 countries.

blinc-xnet issues will be published through other networks like elearningeuropa.info

([http://www.elearningeuropa.info/index.php?page=doc&doc\\_id=5992&doclng=6&menuzone=1](http://www.elearningeuropa.info/index.php?page=doc&doc_id=5992&doclng=6&menuzone=1)) and

www.ec-network.net. Articles shall be translated in EN, DE, PL, RO, BG, PT, NL, AT, FR, IT, scientific

pedagogical reports (master thesis/dissertations) will be published in content related sites or newspapers.

### Internal training

- Concerning blogging: Each new editor will get guidelines, a checklist and online courses for IPR-issues. They are already available on paper in DE and will be further developed to online courses and translated in blinc-xnet.
- Concerning the optimisation of keywords for searching engines. Existing training concepts will be translated in EN, PL, RO, BG, PT, NL, AT, FR, IT.
- Training concepts, online courses and guidelines concerning the valorisation of educational products and services will be developed and translated in EN, PL, RO, BG, PT, NL, AT, FR, IT.

### Including key-persons and dissemination and valorisation experts

We will include stakeholders from various educational backgrounds from micro and meso-level backgrounds

and we will also invite and collaborate with the Commission's D&V-department what was already done preparing the conference in Marseille in Nov. 2005. Additionally we will constantly presented blinc-xnet in the course of various conferences in four countries.

Getting only poor results by disseminating via professional networks we realised that campaigning via personal collaboration is more effective. Other project networks are integrated in blinc-xnet and new projects based on the eL3 findings and collaborations on new projects with new (grassroot) projects will be developed.

#### *Conferences/Workshops*

The **concept of regional and sectoral workshops** and yearly transnational blended learning meetings will become the backbone of the dissemination concept of blinc-xnet.

Experiences from model projects (e.g. "IEM in hospitals" and "IT's Social"; Grundtvig 1, 2001) show, that **blended learning solutions are not necessarily expensive**. Especially for small and medium enterprises and NGO's with limited financial resources this is good news because it offers a way for lifelong learning for these organisations and their beneficiaries.

The final conference is planned to take place in Brussels to achieve a large audience on the part of educational experts from the Commission.

#### *Bringing together local and transnational stakeholders*

Additional to these envisaged dissemination pathways new activities have been successfully tested and will be followed in the future. Following a bottom-up approach, blinc-xnet will give a European stage for projects and activities conducted by small local initiatives and NGOs working with youngsters and disadvantaged beneficiary groups. This valorisation model proved successful during recent workshops and conferences such as Marseille (Nov. 2005) and Goettingen (Feb 2006) combining both transnational and local NGO-projects.

Due to the transnational audience it is much easier to activate the local press for events and to disseminate the local projects in the region. Similar experiences were made during conferences in Bordeaux and Hanover in autumn 2005 where we actively presented blinc and our local projects at the same time.

Vice versa there is a high added value in valorising local initiatives on a transnational level. Therefore new local partners are actively integrated by the blinc community in new transnational project proposals.

#### *Enabling the learners to articulate themselves and to contribute to LLL*

In blinc-xnet we will create opportunities for (young as well as disadvantaged) learners to become active participants. They can express themselves via ePortfolios and other instruments and participatory learning approaches, becoming creative, being able to articulate themselves and to reach their target groups.

- 6.3 Indicate how, if at all, you intend to extend the project partnership / network during and beyond the period of support from Minerva, for example in terms of the participating institutions and countries, the themes and target groups addressed, links with other projects and/or networks, within the context of the Socrates programme or outside, etc. (**development strategy**).

Apart from the focal point of embedding local projects blinc-xnet will have strong links to the SOCRATES Innovation and Analysis project ACT! concerning the evaluation of non-formal learning on active citizenship and various GRUNDTVIG (1 and 1.1) projects from 2004 and 2005 concerning non-formal learning for marginalised and disadvantaged groups. Each partner is part of at least 2 large transnational projects or networks. The other network partners will be invited to take part in local or transnational workshops and conferences like we already successfully did in the past.

- 6.4 Set out any strategy you may have for seeking to ensure that the activities conducted by the network can be continued when the financial support from Minerva is reduced or phased out completely (**sustainability strategy**).

The blended learning institutions' cooperative was founded to become a sustainable organisation for its members.

It already has a stable organisation that shall be transferred to a first EUROPEAN cooperative.

A fully fledged business plan already exists, including a vision, mission and a development plan containing a 2-years income expenditure estimation. The business plan passed the assessment by a German auditor for cooperatives and the cooperative was registered in February 2006.