



# Strategic Project Management Tool-Kit for Creating Digital Literacy Initiatives

## Imprint

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# WELCOME MESSAGE

Europe's development into the world's most dynamic and knowledge based region is the vital key to success in the global competition in innovation and the number one goal of the European Union's Lisbon Strategy. To achieve this objective, it is important that the people of Europe should be suitably qualified. The efficient use of modern information and communication technologies (ICT) like the Internet and mobile media is a decisive factor. These pivotal technologies are progressively driving social innovation, growth and competitiveness. In 2007, the ICT sector accounted for almost 50% of the EU's total productivity upturn.

Active use of ICT is also increasingly widespread. Today, more than 250 million Europeans are regular visitors to the Internet. Yet despite this encouraging figure, large sections of the population continue to be barred from the multiple new opportunities, such as Web 2.0 or mobile learning.

Specially targeted courses to strengthen digital literacy can help bridge this gap. In the last few years, numerous initiatives throughout the entire continent have striven to promote Europe's position as a knowledge and information society and systematically communicate the requisite know-how to its citizens.

Against this background, the three project partners – MFG Baden-Württemberg (D), the Directorate General for the Modernisation of the Valencian Region (ES) and the Centre for the Innovation of Education and Training CINOP (NL) – have pooled their resources in the framework of the SPreaD initiative co-financed by the European Commission to exchange knowledge and experiences and collaborate on the development of this toolkit. Six best practice projects (start und klick!, klick – mach mit!, do.it regional, Internauta, compeTIC, Elektronisch Leerdossier) that have already been successfully realised in the partner regions served as the basis for the SPreaD toolkit. It describes innovative approaches for planning and implementing large-scale digital literacy programmes and provides a wealth of useful information.

Parallel to work on the toolkit, the project consortium has built up a European network of experts in the field of digital literacy. This network bundles European expertise and acts as a source of additional support by sharing its members deep knowledge and experience.

**We wish you every success with your plans for new digital literacy programmes!**

**Klaus Haasis**

Managing Director  
MFG Baden-Württemberg,  
Public Innovation Agency  
for Information Technology and Media

**Marcelino Alonso Robles**

Director General for Modernisation,  
Generalitat de la Comunitat  
Valenciana

**Herman van Holt**

Director Unit Branches &  
Companies,  
CINOP



# INTRODUCTION

This toolkit is the product of a unique exchange of knowledge and experience among leading institutions that perform digital literacy projects in Europe. The practical SPread Toolkit was developed by the three project partners - MFG Baden-Württemberg (D), the Directorate General for the Modernisation of the Valencian Region (ES) and the Centre for the Innovation of Education and Training CINOP (NL) between March 2007 and April 2008 as part of the SPread (Strategic Project Management Tool Kit for Creating Digital Literacy Initiatives) project co-financed by the EU. The toolkit is aimed at all regional, national and European institutions that finance, initiate or coordinate projects and initiatives to strengthen digital literacy \* and can be used by them to evaluate, plan and manage large-scale digital literacy programmes.

The toolkit is based on six best practice projects that have already been successfully realised by the three partner institutions. These best practice projects were used to analyse important factors for the success of digital literacy programmes and to integrate these and the lessons learned in this toolkit. The quality of the toolkit has been controlled by digital literacy experts from all over Europe.

The contents are divided into initiative, project and sustainability phases. Each tool is structured in the same way:

- Definition
- Techniques and instruments
- Recommendations

The tools have deliberately been kept brief in order to provide you with a quick overview of their important characteristics.

The key points are summarised again in a checklist at the end of the toolkit.

Further information, especially further references and links about each of the topics is available in the SPread wiki at <http://www.wiki.spread-digital-literacy.eu>. You can also contact experts from the SPread community of practice for help with any questions you may have about digital literacy. A list with the profiles of the experts can be found at the end of this toolkit.

\* Within the context of this toolkit digital literacy is seen as „the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process.“

(Definition by Allan Martin, [http://www.elearningeuropa.info/directory/index.php?page=doc&doc\\_id=6973&doclng=6](http://www.elearningeuropa.info/directory/index.php?page=doc&doc_id=6973&doclng=6))

3.





# INITIATIVE PHASE

At the outset of the digital literacy project it is important to be clear about the **target group** you wish to address, the **concept** you envisage using to reach and actively involve this target group and the procedure which promises to be most effective. A viable **financing strategy** which guarantees that a project - even a non-profit project - can be realised is also crucial to successful implementation. As digital literacy projects are usually of relevance to the public in general and are designed in the framework of broader education policy, it is worth making sure that the programme concept takes account of current **political strategies** at the regional, national and European levels. During the project development process it is consequently a good idea to consider which **interest group** might be able to help implement and publicise the project.

The following tools will provide valuable support during this project phase:

- 3.1. Target Groups by Stefanie Steiner
- 3.2. Conceptual Design by Stefanie Steiner
- 3.3. Benefit Analysis of Digital Literacy Projects by Dr. Claus Hoffmann
- 3.4. Financing Strategies by Petra Newrly
- 3.5. Political Strategy by Carolina Marco Bellver
- 3.6. Stakeholders by Petra Newrly



# TARGET GROUPS

## Introduction and Definition

Large scale digital literacy (DL) initiatives usually address all citizens in a region or country. They should however focus on those citizens who are most in need of digital inclusion. The basis for this is a neat analysis of potential target groups. It is part of the didactical strategy and essential for choosing a professional didactical approach for the specific target groups. The didactical setting may have a more formal or informal character, it may include conventional means and methods such as face-to-face trainings and printed instructional material. Depending on how apt the target group already is for self-paced and self-directed learning, learning technology and eContent come into the curriculum (blended approach).

Skills profiles and competences can be very different in different target groups. The most relevant socio-demographic and economical factors are:

- age
- gender
- income
- educational background / level of education
- ethnic and cultural background

These aspects also influence motivation and acceptance of educational measures and the target groups attitude towards technology. Sociologically speaking target groups also reflect a society's attitude towards technology and life long learning.

## Methods and Instruments

- Conduct a micro- and macro analysis of your target group.
- Conduct an analysis of the standard of knowledge of your target group:  
Do they dispose of the relevant knowledge and the required technical infrastructure?

## Recommendations

- Develop a target group oriented approach.
- Develop different didactical approaches according to the target group.
- Offer peer tutoring for special target groups.
- Address the different target groups according to their interests and motivation, e.g. teenagers and elderly people.
- Be close to your target group; talk to your target group's stakeholder; conduct customer relationship management.
- Consider studies and research results before choosing one target group.

by Stefanie Steiner



# CONCEPTUAL DESIGN

## Introduction and Definition

Conceptual Design is part of the overall strategy for large scale digital literacy projects (DLP). It means to decide on which general project outline and approach to choose in order to best meet the current local conditions and requirements in a given region or country. Conceptual design for sustainable development of digital literacy requires not only general knowledge of project management but good knowledge of the local education systems, the key players in the education sector and expertise in the field of education management, didactics and professional design of educational programs including modern learning technology. The biggest challenges for conceptual design are the complexity of the task and large number of people involved, professional analysis of target groups, finding an appropriate didactical approach and the right extent of the use of technology.

## Methods and Instruments

- Pedagogy, didactics and Learning Technology: DLP are not IT projects but education projects in the first place. General project management know how must be accompanied by sound knowledge and expertise in education management as well as didactical and pedagogical know how to design curricula that meet the target groups needs.
- Training Organisation and Continuity: The acquisition of literacy in the field of ICT is a continuous, evolutionary and lifelong learning process.
- Integration of stakeholders interest.

## Recommendation

- Careful analysis and sound definition of objectives.
- Try to get all parties actively involved in the development and implementation of the conceptual design, e.g. stakeholders, experts.
- Try to built in sustainability by defining elements of the conceptual design providing sustainability.
- Try to integrate innovation and learning technology as much as possible depending on the target group.
- Reduce complexity and achieve sustainability by breaking down complex programs into series of separate, more manageable subprojects building on each other (follow-up) or complement each other as collaborative education project to a model of stages or levels of digital literacy programs.
- Define meaningful didactical sub-goals.
- Think about how to motivate stakeholder and target groups.

by Stefanie Steiner



# BENEFIT ANALYSIS OF DIGITAL LITERACY PROJECTS

## **Definition**

Digital literacy projects are often financed with public funds. Their use requires a socio-political legitimacy which can be based on the multiple benefit of the project for different target groups.

## **Methods and Instruments**

The following examples of benefits can be used as argumentation aids against decision makers.

### **Benefit for individuals**

Digital literacy projects

- improve the population's communicative competence.
- contribute to the increase of people's social competence.
- create the basis for individual qualification of the population through the diffusion of new media based teaching and learning and teaching style.
- allow everybody to better fulfil its media needs like information, entertainment, social integration by the use of the new medium.
- contribute to the increase of the population's sovereignty and social emancipation. People can better participate in social discourses and form a wide range of interactions and their daily life by the use of media.

### **Benefit for groups and organisations**

Digital literacy projects

- enable the realisation of innovative communication- and information processes in groups and organisations.
- enable the formation and the exchange of social groups which have not been in relation to each other.
- lead to efficiency and effectiveness advantages in organisations and enterprises. Processes accelerate and the new media cause an enhanced knowledge exchange.



# BENEFIT ANALYSIS OF DIGITAL LITERACY PROJECTS

## **Benefit to the economy**

Digital literacy projects

- lead to efficiency and effectiveness in the economy by a variety of process innovations and by a better knowledge management.
- are vital for the realisation of the knowledge economy. Knowledge is increasingly becoming the key factor of production and digital technologies create the infrastructural conditions for economic success and innovation.
- create the conditions to develop new digital markets by the increasing diffusion of new media in the population and thus causing growth and wealth in the economy.

## **Benefit to the society**

Digital literacy projects

- contribute to the overcoming of digital divides in the society.
- are a central component to realise eGovernment and eDemocracy.
- provide the basis to integrate people into the society who are less educated and do not use the media regularly.
- enable a stronger pluralism and more open and broader social discourses.
- enable new forms of social-political control by the diffusion of new media. The political functions of a pluralistic and democratic society will be strengthened.

## **Recommendations**

- Identify the overall benefits to demonstrate the general value of the initiative.
- Realise the initiative's benefit / effect towards single groups, organisations, the economy, the society.
- Try to name concrete figures.
- Tell success stories.

by Dr. Claus Hoffmann



# FINANCING STRATEGIES

## **Definition**

As digital literacy projects are especially located in the non profit sector it is important to know which possibilities of additional funding exist and which ways are particularly effective and where institutions can ask for money.

Institutions asking for additional project funding by external investors have to be aware that this procedure as well as the following cooperation with external project investors requires not irrelevant resources.

## **Methods and Instruments**

### **1. Direct Public funding by regional, national government or the EU**

- **National and regional level**  
e.g. ministries of education, economy, different foundations commissioned by the government to strengthen digital literacy are the appropriate contact.
- **European level**  
European funding programmes are addressed to SMEs as well as to public entities. Projects cofinanced by the EU have to be multinational which means that the partners have to be from different member states.

### **2. Funding by foundations**

Foundations regularly tender new programmes which are supposed to promote the use of ICT in the broad society.

### **3. Sponsoring**

Sponsoring is suitable for institutions, persons or events but it is also possible to sponsor only parts of a project e.g. a brochure. To persuade a company to sponsor a project it is essential to point out its advantages.

### **4. Public Private Partnership (PPP)**

PPP represents a possible way to involve private capital and know-how in the project realisation. Projects can thus be realised which could not be borne by educational institutions themselves.

### **5. Course fees**

Charging course fees for the courses offered is a possibility of refinancing part of the project. Course fees are also a sign of quality.

### **6. Membership in associations or networks**

Being part of an association or a network can be useful regarding getting support by offering courses or getting interesting information from other institutions.



# FINANCING STRATEGIES

## **Recommendations**

- Verifying tendering procedures continuously on European and/or national level or by foundations.
- Looking for companies/institutions interested in sponsoring your product/project.
- Looking for long term Public Private Partnerships.
- Looking for experienced partners in tendering procedures.
- Network and get in touch with stakeholders, educational clusters, financial institutions.
- Be aware funding is often only available for a set-up stage.

More detailed information can be found in the SPreaD Wiki:  
[www.wiki.spread-digital-literacy.eu/Financing\\_strategies](http://www.wiki.spread-digital-literacy.eu/Financing_strategies)

by Petra Newrly



# POLITICAL STRATEGY

The rapid development of ICT necessitates permanent offerings of digital literacy initiatives by political institutions to assure e-inclusion. The following political methods are very helpful for strengthening and achieving an inclusive society.

## Methods and Instruments

Facilitating accessibility throughout the territory entails actions in several areas:

- **Awareness**  
Raise awareness in society regarding the potentials for using the new technologies.  
Try to formulate the message as clearly as possible so that no-one will be excluded from the outset and everyone has an opportunity to participate in the technology and knowledge society.
- **Comfort and easy access and use**  
Increase the use of ICT by offering public facilities (public Internet access points, accessible websites, telephone helpline platforms, mobile Internet, offices and citizen attention points, etc.) and allowing the deployment of different technological solutions to help ensure accessibility for all citizens.
- **Learning**  
Foster the necessary training policies for personal and professional development in the knowledge society. This means not only understanding and correctly using the technologies but also improving information creation, sharing and seeking skills, and fully exercising the right to technological communication at any time over all existing channels (personal, telematic or mobile).
- **Promoting of participation**  
Encourage the development of contents as well as attractive public and private services that motivate citizens to participate in this new technology, leading to social dynamism, the extension of virtual communities and the inclusion of change-dynamising promoters in this process.

## Recommendations

- Raise awareness.
- Communicate the topic "digital literacy" to policy makers; practise customer relationship management.
- Facilitate accessibility for all citizens.
- Provide education offers to all citizens.
- Identify the benefits.

by Carolina Marco Bellver



# STAKEHOLDERS

## Definition

Stakeholders comprise individuals, groups or organisations which have an interest in the project and can mobilise resources to affect its outcome in some way. Stakeholders who actively participate can be especially helpful regarding the project's marketing, financing and implementation as well as its sustainability.

## Methods and Instruments

Most projects have more than just one stakeholder\*. It is therefore important to define the stakeholders who could have an interest in supporting the project in the different project stages. The following stakeholder groups can be differentiated:

- **Funders**  
Those organisations who provide financing. In some projects there are several funders involved in others there is only one.
- **Customers**  
Those who will use the product.
- **Sustainers**  
Groups that are responsible for supporting the product after the project has ended.
- **Organisations, governmental entity**  
Groups that influence the legal framework in which the project or product will be realised.

Furthermore the project manager has to decide in which way and in which project phase the stakeholder participate in the realisation of the project. It is important to contact them at an early stage and propose them possibilities how to support the project.

## Recommendations

- Encourage your network.
- Identify stakeholders at the beginning of a project.
- Establish early contact with the stakeholders/supporters.
- Integrate the stakeholders at an early stage.
- Define the activities with which stakeholders can support the project.
- Involve the stakeholders in the product/project development.
- Treat the stakeholders as partners.
- Engage the stakeholders in decision making and communication processes.

by Petra Newrly

\* Project Clarity Through Stakeholder Analysis, Larry W. Smith, Software Technology Support Center, [www.stsc.hill.af.mil/crosstalk/2000/12/smith.html](http://www.stsc.hill.af.mil/crosstalk/2000/12/smith.html)



# PROJECT PHASE

The objectives of the project and the envisaged target group should be defined before the project phase starts. The next step is to develop didactically and technically appropriate **instruments** for training and development purposes as well as for **publicising the project** and project successes. At the same time, it is important not to lose sight of the peculiarities of the target group and project team. In this respect it may be helpful to define **monitoring and management instruments** and to plan **change processes** that enable you to respond flexibly to developments in the target group. **Communication** is a critical success factor in the project phase.

The following tools will provide valuable support during this project phase:

- 4.1. Didactical Design by Stefanie Steiner
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- 4.5. Human Factors and Change Management by Beatrix Lang
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- 4.7 Monitoring and Quality Management Tools by Dr. Claus Hoffmann
- 4.8 Innovation by Peter van Deursen
- 4.9 Culture of Communication by Petra Newrly



# DIDACTICAL DESIGN

## Introduction and Definition

DL initiatives are about people learning how to use computers and internet by using computers and internet. But learning by doing and eLearning are basically but not solely the key to ICT knowledge acquisition. Didactical approaches in the last years have largely focused on computer based learning and the technical side of this process.

It is important however to note that DL initiatives are education initiatives in the first place and sound didactical design a most critical factor of success. Learning by doing and computer based scenarios are not the appropriate method for every learner. Didactical design therefore has to take into account the existing knowledge, particular living circumstances and special educational needs of different Target Groups as well as motivational aspects.

Learning technology must not dominate the knowledge transfer.

## Methods and Instruments

Blended learning approaches have proven to work nicely with most of the target groups according to the best practice examples.

## „Lessons Learned“

In countries, where DL and the use of ICT is relatively low, broad effects can be achieved by implementing low-threshold curricula for beginners. Starting point should be a classical classroom setting introducing eLearning gradually (blended approach). These scenarios should also be accompanied with the availability of printed instructional material. The more developed DL is in a certain population the more sophisticated and innovative didactical concepts can be employed.

Innovation in educational programs may also derive from innovative didactical concepts employing mobile Learning, Microlearning or the use of web 2.0 applications for teaching and learning (learning in networks). These however require advanced ICT skills and competences (advanced knowledge requirements).

## Recommendations

- Speak to experts working in the field of education, build a expert group / advisory board.
- Speak to trainer and analyse good and best practice examples before and during the project.
- Didactical design depends on the concrete situation. Analyze accurately the conditions and the requirements of the target groups.
- Try to include support regarding active and self-organised learning.
- Include blended learning approaches in your course concept.

by Stefanie Steiner



# TECHNICAL INFRASTRUCTURE

## **Definition**

The use of ICT and the availability of an appropriate technical infrastructure are essential for the success of digital literacy (DL) initiatives. Technical infrastructure includes hardware, software and internet connectivity (broadband). Hard- and software standards should not be too high in order to enable as many training institutions in a region as possible to participate in a DL project. On the other hand they should be high enough to suit the curriculum and provide appropriate internet performance.

## **Methods and Instruments**

Either centralised or decentralised technical solutions are implemented, depending on the overall strategy of the digital literacy project (Conceptual Design). The more local educational partners and institutions are involved and the higher the number of target groups that have to be taken into account, the more complex the technical solutions tend to be. We differentiate between three fields in which ICT is used in digital literacy projects:

- **Project Management Tools**

The use of a standard project management tool is advisable, particularly for DL initiatives involving larger project teams. There are a number of standard applications (e. g. Microsoft Project) available on the market which are suitable for large-scale educational programmes. Customised solutions are not necessary.

- **Administration Platforms**

Tools or platforms for project administration and controlling should also include functionality for statistics and evaluation. Support for non technical administrators should be ensured (see also Control and Evaluation).

- **Learning Management Systems (LMS):**

Tools and applications which support and organise computer-based or computer-assisted knowledge acquisition and transfer such as Learning Management Systems (LMS).



# TECHNICAL INFRASTRUCTURE

## **Critical Success Factors and Lessons Learned**

- Technology is vital for DL projects and a strong enabler. Method resolutions for teaching ICT skills in the past years have largely prioritised technical solutions (eLearning) and neglected sound digital design and implementation. Technology however is only the medium and not the message itself.
- Programmes aimed at strengthening DL in rural areas can only be successful if high-speed Internet access is available. Decision makers should check the distribution of broadband and Internet accessibility in their region. Where the high-speed broadband penetration rate is low, wireless and mobile learning solutions in combination with organisational forms can be a good alternative.
- Powerful technical infrastructure is both a prerequisite for the development of DL in the local rural population and generally a strong location factor. It makes a region more attractive for enterprises when it comes to choosing where to install their business.

## **Recommendations**

- Consider using an adequate, but not excessively high, standard of technical infrastructure for your target group.
- Include technical infrastructure for the project management, i.e. the administration platform.
- Try to include innovative web based tools, e.g. user generated content. Examine the possibilities for user generated content.
- Keep in mind that the infrastructure should be accessible for everyone and not exclude anyone from using it.
- Offer technical support to your target group if necessary.
- Disperse people's fear of using new technologies.
- Develop user friendly technological infrastructure and test the usability of websites and learning management systems. Make web content accessible to people with disabilities.
- Initiators of DL initiatives should cooperate with and support local initiatives that aim at reinforcing high-speed digital infrastructure.
- Use a not-too-complex technical infrastructure for your administration platform. If possible, use standard software.
- Think about open source software to save money.
- Use common IT service standards like ITIL to run and control your IT infrastructure.

by Stefanie Steiner



# PUBLIC RELATIONS AND INNOVATIVE COMMUNICATIONS

## **Definition**

Communication with a broad impact is a critical success factor in digital literacy projects. The achievement of the project objectives depends on how well it succeeds in informing the population about possible further education offers and to motivate them to participate. Public relations and innovative communications can be understood as all processes in digital literacy projects which serve to inform and mediate the importance between project actors and groups of population. Often innovative ways of communication are necessary in digital literacy projects which can be successfully realised cost-efficiently and with a small budget.

## **Methods and Instruments**

The management of PR and communication comprises the phases analyses, planning, implementation and control.

In the **analysis phase** the communicative starting situation of a digital literacy project has to be measured:

- Determine the common project objectives.
- Analysis of the population groups that shall be communicatively addressed.
- Analysis which communication measures have been carried out so far e.g. in earlier projects and which experiences exist.
- Clarifying of the basic understanding of communication and public relations between the project partners.
- Analysis of the socio-political environment in which the project acts and the topics and opinions which are relevant for the project.
- Analysis of the existing communications network, for example, contacts with the media, multipliers or training facilities.



# PUBLIC RELATIONS AND INNOVATIVE COMMUNICATIONS

In the **planning phase** communication programmes will be developed and a communication plan for digital literacy projects will be set up:

- Definition of the communication objectives and communication target groups.
- Development of a communication strategy which comprises e.g.
  - campaigns referring the course launch
  - inclusion of a high level authority which actively supports, promotes the project
  - project presentation at well known events related to ICT, eLearning etc.
  - awareness raising by e.g. delivery diploma events, competitions regarding the most innovative course concept.
- Establishment of a communication budget.
- Choice of communication tools, planning of the use of media (media planning).

In the **implementation phase** communication programmes and plans will be implemented.

- Development and design of communication tools.
- Operational control of the communication process.

In the **control phase** the obtained results and the course of the processes will be controlled.

- Determining in which way the formulated objectives are achieved by the realised communication activities.
- The process control investigates the quality of the planning and implementation process.

## **Recommendations**

- Less is more: Messages and topics shall be consciously reduced.
- Build up long lasting contacts towards media and journalists to develop trust and credibility.
- Communicate continuously.
- Consider possible communication crises and develop an emergency communication plan.

by Dr. Claus Hoffmann



# COMMUNICATION TOOLS

The following are typical and suitable PR and communication tools for digital literacy projects:

## **Personal communication**

- Public relations
- Speeches
- Talks

## **Press-/media relations**

- Press conferences
- Press talks
- Press releases
- Press photos
- Interviews
- Media appearance
- Background talks
- Press kit
- Press review
- Journal articles
- Case studies
- Issue-management
- Lobbying

## **Advertising**

- Image, PR ads
- Radio spots
- Banner advertising in the internet
- Billboard advertising, outdoor advertising on buses, trains etc
- Testimonials (use of celebrities)
- In classrooms where courses will take place. This represents a good opportunity to distribute information leaflets, etc to citizens.

## **Print communication**

- Information-, image- and project brochures
- Print newsletter
- Scientific / professional publications
- Posters
- Postcards



# COMMUNICATION TOOLS

## **Electronic Communication**

- Internet appearance
- Viral communication on the internet
- Web 2.0 instruments: weblogs, podcasts, Wikis
- E-Mail newsletter

## **Event communications**

- Conferences, symposiums
- Discussion events
- Open days
- Fair appearances

## **Other innovative communication tools**

- Lotteries, contests:  
To draw attention to the start und klick! initiative in the daily press, a contest in the form of an Internet rally was launched together with selected Baden-Württemberg publishers. The daily news papers reported extensively on the contest and the digital literacy initiative.
- Competitions, awards:  
Within start und klick! an innovation competition was held to find the best course concept. An award for the most innovative training concept was presented at a special ceremony. The competition and the award ceremony were backed up by intensive press and media activities.
- „Virtual teachers“  
Within Internauta well-known people from the region allowed their positive image to be used for the project, making it more attractive to citizens.
- Public information telephone number  
Within Internauta people were able to enrol for and obtain information on the programme via a public information number.
- Direct mailings, letters, addressed multipliers
- Give-aways
- Hotlines
- Sponsoring, media partnerships

## **Recommendations**

- Develop a communication plan and determine which media you want to use to disseminate which message.
- Prefer personal communication measures the more complex your messages are.
- Evaluate the success of the communication instruments.

by Dr. Claus Hoffmann and Arantxa Calafat Patiño



# HUMAN FACTORS AND CHANGE MANAGEMENT

## **Definition**

Digital literacy projects are also change projects. Basic changes are triggered for the society, its population and the vivid communication- and learning culture. It is therefore important to know the psychological, and emotional procedures of the people concerned acquiring and using new media. Change management comprises all actions which effect changes at people with the use of new media.

## **Methods and Instruments**

The emotional process of a typical change process illustrates a phase model which describes seven chronological courses.

### **1. Announcement**

People find out that there are new media technologies which are very strange and need new competences for their use. They feel a threat of the status quo and experience loss of control.

#### **Recommendations:**

- Open, clear and direct communication.
- Information on vision, targets and measures of a planned project.
- Announcing the possibilities of collaboration for the people.

### **2. Shock**

The concerned people feel confused, lamed and rigid. Many project participants experience frustration because people do not immediately share the enthusiasm for the new medium.

#### **Recommendations:**

- Demonstrate the positive effects of digital literacy.
- Communicate to these people that they are valued participants and not simply a disruptive factor.

### **3. Defence**

The persons concerned try to deny the necessary dimension of change. People grow angry with the responsible persons in business, politics and society, who from their point of view make decisions over their heads. Many doubt the real benefit of the new technology and become upset.

#### **Recommendations:**

- Offer personal communication.
- Make upcoming changes clearer by explaining in detail which specific changes and opportunities will be generated for the persons concerned by the new media.



# HUMAN FACTORS AND CHANGE MANAGEMENT

## 4. Rational acceptance

People slowly recognise that the existence of the new medium is justified and that they have to come to terms with it. People attempt to tolerate minor changes. However, they hope that the revolution will soon pass and that they will remain relatively unaffected by it.

### **Recommendations:**

- Clearly link the upcoming changes to the persons concerned and break them down into manageable units.
- Put an end to the discussion whether the changes are even necessary at all.
- Point out the benefits for society and for each individual.

## 5. Emotional acceptance

The persons concerned feel depressed. They realise that they will be forced to abandon old habits. Elderly people in particular risk giving up during this phase.

### **Recommendations:**

- Slow down the speed of change and do not lapse into actionism. Listen to negative feelings expressed by the persons concerned.
- Show appreciation of tradition and take conscious leave of it.

## 6. Opening

People start to be interested in the new and unknown thing. New strategies will be tested and people are interested increasingly in the new medium and adopt independently digital literacy.

### **Recommendations:**

- Create a mistake friendly learning culture and support experimentation.
- Offer information sources and possibilities for experimentations.
- Create opportunities for the mutual exchange of experience and learning.

## 7. Integration

The persons concerned find their way in the „new world“ and perceive it as a challenge. The use of the medium increases. People come to appreciate the advantages.

### **Recommendations:**

- Reflect on what went well/wrong during the digital literacy project. What lessons can be learned for future change processes? How was the change itself perceived by the persons concerned? Which aspects of digital literacy were successfully acquired and which are still lacking?
- Celebrate the success.

by Beatrix Lang



# FEASIBILITY

## Definition

The feasibility of a project is its suitability for being effected or accomplished. It is based on an evaluation or analysis of the potential impact of a proposed project or programme and determines whether or not it should be implemented. It is closely linked to the development of the project's conceptual design. The feasibility study is the outcome of extensive research.

- On the target group.
- On the contents and scope necessary for the project to be a success.
- On the telecommunications and informatics infrastructure.
- On the information systems (functionality, interrelationships and feedback elements) used to control the management and design of development and evolution strategies.
- On the available human resources: possibility and feasibility of contracting, management of own resources, involvement of other external resources or resources funded by other institutions or departments.
- On the media: formulation of the appropriate message to communicate as well as public objectives, communications channels and the strength of the activities required to reach the objective.

It includes the advantages and disadvantages of both the current situation and the proposed plan. Feasibility has to be guaranteed not only at the beginning of the project but also during it and when it ends.

## Methods and Instruments

I. Constitution of a **permanent working team** which has to specify

- The target group at which the initiative should be aimed.
- The widespread diffusion to be achieved by the project through different kinds of courses.
- The practical and informative aspects of the project's formation.
- The establishment of contents by including multimedia solutions and using e-learning platforms.

II. Constitution of further **working teams** is recommended to guarantee a project's feasibility:

- **Content Team:** Its mission is to design and produce the content in line with the specifications. This team adapts the content to the e-learning platform.
- **Infrastructure Team:** Its mission is to establish the feasibility of a network of classrooms capable of disseminating the project throughout the region and to prepare the classrooms accordingly.
- **System Team:** Its mission is to design and elaborate the project's information systems (project website, control board, enrolment system, classroom booking system) and to develop tools for measuring citizen satisfaction.
- **Human Resources Team:** This team is responsible for the project's public relations.
- **Coordination Team:** Its mission is to ensure the feasibility of the proposals drawn up by each working group and fit all the pieces together. It is also responsible for finding partners to collaborate on the project.

The project content must be specified in a **document that summarises all aspects of the work** carried out in each working group.



# FEASIBILITY

III. A **control panel** is a useful tool for daily control and monitoring of the project's success and deliverables (see also "Control and Evaluation", "Monitoring and Quality Management Tools").

## **Recommendations**

- Define reachable, realistic goals.
- Pursue a realistic financing strategy.
- Build up an adequate network of resources and skills in your project team.
- Try to secure the support of the stakeholders.

by Arantxa Calafat Patiño



# MONITORING AND QUALITY MANAGEMENT TOOLS

## Definition

It is important to measure the achieved effects and results of digital literacy projects continuously both for project management and to assure political legitimacy. Quality management methods can be helpful when it comes to optimising the various processes in the project.

## Methods and Instruments

Several methods can be used for the identification of the success of a digital literacy programme:

### Content analysis

- Continuous statistical evaluation, e.g. for the internet use, diffusion of computers, acceptance of eGovernment.
- Continuous evaluation of the media reporting of the programme.
- Continuous evaluation of the project's key figures, e.g. number of seminar participants, distributed financial amount, number of the involved further education institution, regional distribution.

### Interviews

- Interviews with seminar participants during training courses, e.g. using a standardised questionnaire.
- Interviews with seminar participants after the training courses, e.g. 800 randomly selected participants were interviewed by telephone after completing start und klick! training courses to determine firstly the success of the training and secondly their media usage behaviour.

### Monitoring

- Observation of participants during training courses to estimate their learning success.

Quality management methods can be adopted to achieve a continuous improvement of the processes within a digital literacy programme.

**Quality management** comprises quality planning, control, assurance and improvement.

### Recommendations

- Evaluate the quality of your processes and results regularly.
- Draw the right conclusions from the outcomes to enable the project to be further optimised.
- Assess the evaluation methods for future processes to assure sustainability.
- Learn from your mistakes.
- Motivate all project stakeholders to pay attention to quality.

by Dr. Claus Hoffmann



# INNOVATION

## Definition

Innovation developments can be predicted by diffusion models. One generally accepted model is derived from E.M. Rogers\* diffusion of innovations theory. The innovation adoption curve is a model that classifies adopters of innovations into various categories, based on the idea that certain individuals are inevitably more open to adoption than others. The five categories are:

**Innovators:** Brave people, pulling the change. Innovators are very important in communication.

**Early adopters:** Respectable people, opinion leaders, try out new ideas, but in a careful way.

**Early majority:** Thoughtful people, careful but accepting change more quickly than the average .

**Late majority:** Sceptical people, will use new ideas or products only when the majority is using them.

**Traditional people:** Caring for the 'old' ways, are critical towards new ideas and will only accept them if the new idea has become mainstream or even tradition.

The diffusion of innovations curve is useful to remember that trying to quickly and massively convince the mass of a new controversial idea is useless. It makes more sense to start with convincing innovators and early adopters first. Also the categories and percentages can be used as a first draft to estimate target groups for communication purposes.

## Methods and Instruments

In the case of access to technology this means that it is eventually extended to the vast majority of people, but with a different timeframe for different 'groups'.

Owing to the specificity of these media, the way ICT penetrates society is different from the patterns followed by other technologies. Above all, ICTs represent an essential resource for individual and social development in the knowledge based society. As ICT diffusion progresses along existing socio-economic and demographic breaklines, exclusion from access and use can reinforce the relative disadvantage which originally caused the exclusion itself. Conversely, the fact of taking advantage of the opportunities offered by ICT based contents and services can enhance the potential for social participation and „empowerment“.

## Recommendations

- Different groups may undergo a different evolution.
- The gender divide can be considered a temporary issue.
- Older population seems to catch up, albeit at a slower pace.
- However, the very slow development in low-income and less well-educated groups may correspond to a history of ever evolving delays and/or permanent exclusion.

by Peter van Deursen

\* Rogers, M.E. (1995). Diffusion of Innovations. New York : The Free Press



# CULTURE OF COMMUNICATION

## **Definition**

The culture of communication which predominates in a project but also in the project environment is an essential element for the successful realisation of a project. This relates as well to the members of the project team as to the population in the region where digital literacy has to be strengthened as well as to the stakeholders who support the project.

## **Methods and Instruments**

- **Is there open communication between project management and other actors in digital literacy project?**

Communication has a large influence on the project's culture. The flow of information from the project manager to the project partners and the members of the project team should be fluent. The project manager has to be aware of the fact that all project members are informed regularly and contemporary about new developments. Similar applies for stakeholders which are important for the realisation of the project. Only if those players have access to the most relevant project information they can support the project goals.

- **Is project information available for all parties involved?**

The availability and accessibility to information is particularly important for carrying out the process of coordination efficiently, that decisions can be made rapidly and consultations will be led results-oriented. Helpful for assuring a common accessibility to important information within a large project team is the development of a platform to which all partners can have access to (wiki or website). To guarantee the accessibility only current programmes should be used respectively open source software.

- **Is the information understandable for non ICT actors in the digital literacy project?**

The project has to be communicated to the target group in a way that is understandable. People who are not yet ICT experts must also comprehend what the project is all about. It is essential to spark their interest in the project and the topic, show them the benefits and raise their awareness. To allow the target group to communicate easily with the project team, it can be an asset to install a weblog on the project website where interested persons can post comments, questions, etc. or contact the project team directly to clarify any uncertainties.



# CULTURE OF COMMUNICATION

## **Recommendations**

- Ensure a constant information flow between all partners and stakeholders.
- Start off early with information & communication, being careful not to neglect informal methods and personal communication.
- Ensure common accessibility to important information by developing a platform such as a wiki or website.
- Ensure that the project is also understood by people who are not yet digitally literate.
- Install weblogs, online conferences (telephone, video) or chat sessions to gain a valuable insight into the interests of your target group and to enable any questions that may arise to be clarified directly.

by Petra Newrly

5.





# SUSTAINABILITY PHASE

This phase is about **sustaining** and building on results, such as the online course modules that have been developed and launched, the new expertise and knowledge acquired by participants or the technical infrastructures developed for the project.

This depends essentially on an **evaluation** of project deliverables that delivers meaningful information as well as on the sustainable implementation of findings by the target groups and by participating project and school partners. This evaluation will enable the project designers to learn appropriate lessons from the successful and less successful aspects of the project.

5.1. Sustainability by Peter van Deursen

5.2. Control and Evaluation by Carolina Marco Bellver



# SUSTAINABILITY

## **Definition**

Sustainability is one of the main critical success factors of digital literacy projects. It means the durable continuation of the achieved results and benefit and the project's effect also after its completion. Sustainability can also be seen as the successful implementation of innovation.

## **Methods and Instruments**

Research on sustainability in educational ICT projects (Educational Technology Expertise Center, 2005) delivered a number of lessons that were and should be learned:

### **1. Project success is not innovation success**

There are two types of 'success', namely the success of the innovation project itself and the success of the innovation for education (its ultimate implementation). These two 'successes' are completely different and neither is a requirement or a guarantee for the other.

### **2. An organisational manager is not a project manager**

There is also a major difference between being a competent project manager and a competent organisational manager. The goal of organisational management is to plan, guide and help the organisation work well; in other words achieve continuity. The goal of project management, on the other hand, is to actively plan the end of a project; in other words to break with continuity and achieve change. A project must end in order to be successful whereas an organisation must survive in order to be successful.

### **3. Sustainability should be a planned strategy for maintaining change and not some kind of afterthought**

- Making the applicants/project managers aware of the success factors imperative to sustainable innovations.
- Familiarizing project managers and team members with methodologies that can be used to attain sustainable innovations.
- Using (financial) incentives to challenge the project team and the institution to maintain the innovation and diffuse it to other institutes.
- Making part of the funding conditional on the realization of the plan for sustaining the innovation.

### **4. Avoid the six sure-fire failure causers**

- Lack of balance between investments and output.
- Information politics: power is abused and information is not transmitted.
- Lack of responsibility: who is responsible inside and outside of the project?
- Culture gap: the gap between ICTers and the rest of the organization and between those planning education and those administering education.
- Over-commitment: not knowing when to cut your losses and stop a project.
- All-in-one solutions: instead of using multiple projects, steps, and phases.



# SUSTAINABILITY

## **5. Embrace the four critical 'win drivers':**

- Define and anchor the project objectives early to involve the stakeholders and anchor a common understanding and commitment.
- Determine the roles and responsibilities of all actors.
- Innovative projects involve changes and adequate change management is required.
- Systematically and thoroughly monitor and measure control and performance.

## **6. Small changes are often larger than we think**

The greater the number of changes, the more factors that influence the chances of success with a resulting increase in the risks of the project.

## **7. Innovation is like a nuclear reaction: Small is beautiful**

Mass Diffusion theory argues that for most members of a social system, the innovation-decision depends heavily on the innovation-decisions of other members of the system. When about 10-25% of the system members adopts the innovation, relatively fast adoption by remaining members will follow. Initial full-scale implementation is detrimental.

## **8. Opinion leaders - Know your enemies and make them allies:**

Mass Diffusion theory also argues that certain group members (opinion-leaders in which the other group members have great trust) directly affect the innovation decision of other members. Opinion-leaders need not necessarily be the hierarchical leaders. Getting an acknowledged sceptic on board could be more important than getting a boss on board.

## **Recommendations**

- Make the added value visible.
- Make the benefit of a product clear (new is not always better).
- Choose a competent project chair.
- Celebrate your successes.
- Management must be involved and competent.
- The project chair must be completely dedicated.
- Ambition counts!
- Form an expert and professional team.
- Involve all stakeholders (teachers, students, administrators, directors).
- Keep the culture open.
- Cooperate with reliable partners.

by Peter van Deursen



# CONTROL AND EVALUATION

## Definition

A key element for the achievement of a sustainable digital literacy initiative is the creation and deployment of competent and specialised organisational path structures with sufficient resources as well as the implementation of a series of continuous follow-up, evaluative and control procedures.

The essential purpose of these management tools resides in the need to guarantee their efficient implementation, while at the same time constituting a real advisory, supportive and motivating force for all initiatives, based on the criteria of strictness and quality.

All this must be ensured without neglecting another of its aims, namely to become the strategic hub or key axis for the management and transfer of knowledge generated by any of the entities or organs carrying out the digital literacy initiative, as well as for positive feedback both from them and from the agents of various singular actions.

The main aims of these tools are thus to ensure the control, efficient management, diffusion and communication of the activities triggered by the initiative. With regard to communication, the control and evaluation tools provide access to up-to-date information about the initiative's progress. They are a very useful instrument for policy makers and stakeholders wishing to disseminate statistics about the good progress of the project. Furthermore, statistical evaluation can be used to detect possible weaknesses or deficiencies and then redesign and enhance the problematic aspects.

## Methods and Instruments / Recommendations

Various actions are necessary to set up a control and evaluation structure:

- **Define the underlying structure for the control and evaluation:** Determine the organisational chart, identify the profiles outlining defined functions, add shape to resources and assigning areas of responsibility and specialisation.
- **Define the strategy for the actions that make up the initiative:** Assign optimal external and internal resources, both economic and human; define stages of execution for actions and establish the overall calendar for follow-up activities.
- **Define management and supervisory actions:** Determine control and follow-up mechanisms to facilitate standardised supervision of actions.
- **Design useful, quick and tailored ICT tools** to allow access to up-to-date and cross-functional data (control panel), e.g. klick - mach mit! and Internauta.



# CONTROL AND EVALUATION

**Recommendations**

- Define clear goals.
- Use measurable parameters, e.g. participant figures, questionnaire feedback.
- Make use of these parameters to assure the further development and sustainability of the project.
- Communicate the existence of control and evaluation to all project participants.

by Carolina Marco Bellver





# CHECKLIST

## Initiative Phase

### • Target Groups

- Have you carried out a reliable target group analysis and are you familiar with the needs of your target groups?

### • Conceptual Design

- Have all important decision-makers been involved in developing the concept?
- Have you included elements to ensure that the outcomes are sustainable?
- Have you checked that the concept is adapted to the needs of target groups and is not too complex?

### • Benefit Analysis of Digital Literacy Projects

- Have you demonstrated the general benefits of your digital literacy programme in a way which will convince target and interest groups of its value?

### • Financing Strategies

- Have you planned project financing appropriately?
- Have you checked whether financial support may be available through sponsorship programmes?
- Have you taken potential sponsors into account?
- Have you involved experienced project partners?

### • Political Strategy

- Have you assessed the current political strategy of your region and taken it into account during planning?

### • Stakeholders

- Have you identified important stakeholders at the beginning of the project?
- Have you defined the activities with which your stakeholders can support your project?

# CHECKLIST

## Project Phase

### • Didactical Design

- Did you draw on expert advice during the development phase?
- Are the study forms aimed at specific target groups and have you used both traditional and innovative forms of digital learning?

### • Technical Infrastructure

- Does your target group have the technical means at its disposal to meet requirements relating to technical infrastructure?
- Have you used both innovative and traditional applications?
- Have you also provided optimum technical support for your project management processes?

### • Public Relations and Innovative Communications

- Does your communication plan take account of different types of communication channel for each target group and project phase?
- Have you developed strategies and measures to communicate the outcomes of your projects/success stories?

### • Human Factors and Change Management

- Have you determined the willingness and ability of your target group to embrace change?
- Does your concept take sufficient account of the need to support and manage change processes in the target group?

### • Feasibility

- Are your objectives realistic?
- Do you have sufficient resources to manage the project successfully?

### • Monitoring and Quality Management Tools

- Have you developed a system for the regular evaluation of project progress and project deliverables?

### • Innovation

- Have you taken into account the different evolution the different target groups may undergo?

### • Culture of Communication

- Are there clear lines of communication between all those taking part?
- Do you use both traditional and innovative forms of communication to ensure that outstanding issues can be clarified directly and quickly?



# CHECKLIST

## Sustainability Phase

### • Sustainability

- Have you developed strategies to ensure that the outcomes are sustainable?

### • Control and Evaluation

- Will the project be evaluated to determine the extent to which its objectives were achieved, and will successes and failures be illustrated to ensure that lessons can be learned for any subsequent projects?



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The following experts have contributed their knowledge to the development of the SPreaD Toolkit. If you are interested in receiving further information about a specific topic, please feel free to contact the person concerned directly at the specified email address.

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Education and Culture

**eLearning**

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