

Strategic Project Management Tool-Kit for Creating Digital Literacy Initiatives

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INDEX

1. Introduction

- 1.1. Background
- 1.2. Objective and Structure of this Report

2. Definition of Digital Literacy

- 2.1. Introduction
- 2.2. What is Digital Literacy?
- 2.3. Why is Digital Literacy of such Importance?

3. Status Quo of Digital Literacy in Europe and the Researched Regions

4. SPreaD Toolkit Development

- 4.1. About the Project
- 4.2. Analysis of the Best Practice Projects
- 4.3. Toolkit Conferences
- 4.4. SPreaD Wiki
- 4.5. Visual SPreaD
- 4.6. Characteristics of Digital Literacy Projects

5. SPreaD Community of Practice

6. SPreaD Toolkit

7. Dissemination

8. ANNEX

- 8.1. Literature and Links
- 8.2. SPreaD Community of Practice
- 8.3. Glossary



INTRODUCTION

1. 1. Background

Modern information and communication media have revolutionised our daily lives at work and at home. Only recently the World Wide Web celebrated its 15th anniversary. In the beginning, no-one could have imagined the key role it was going to play regarding the acquisition and distribution of knowledge. Nowadays, life without information and communication technology (ICT) is almost unthinkable for most European citizens. Digital information and communication technologies are continually making convenient access to information and maintenance of relationships faster, more extensive and more up to date. New Web 2.0 technologies provide extensive scope for virtual cooperation as well as for the formation of social interest groups. Thanks to the Internet, social contacts are maintained and active support is provided for shaping processes within society and the business world. Anyone who is excluded from these media is denied the option of participating in this rapid development. An up-to-the-minute and comprehensive knowledge of how to use digital media independently and responsibly is an essential prerequisite for personal success. This applies not only to young people but also to older citizens and those with disabilities. Even though more than 50% of all Europeans are meanwhile regularly online, over 40% remain barred.¹

It is true that socio-demographic and economic factors such as age, sex, income and the overall educational environment continue to have a major influence on whether, how and to what extent people make use of information and communication technology. If equality of opportunities is to be achieved, measures for the digital integration of disadvantaged groups must focus on promoting digital literacy: more and more, this is becoming the key qualification to equip a society for the future.

It is consequently all the more important to develop efficient methods and reliable standards to facilitate common development in the various regions and guarantee sustainable global competitiveness. With this aim in mind, a group of responsible education experts in several European countries have spent the last few years designing and implementing highly successful digital literacy programmes. The EU SPread project was initiated to qualify and bundle their experiences and professional expertise, and to leverage this know-how for future European programmes.

At the same time, by developing and disseminating a toolkit summarising all important know-how, SPread will promote – and permanently anchor – digital literacy among people all over Europe so that all citizens have an opportunity to benefit from this evolution.

As Viviane Reding, EU Commissioner for Information Society and Media, says, *“In today’s society, access to information by all citizens is a right as well as a condition for prosperity. It is neither morally acceptable nor economically sustainable to leave millions of people behind, unable to use information and communication technologies to their advantage”*.²

In this way, by offering a toolkit for strategic project management of digital literacy initiatives, SPread aims to encourage all institutions dealing with digital literacy to strengthen their commitment in realising inclusion and eAccessibility for all European citizens.

¹ <http://europa.eu/rapid/pressReleasesAction.do?reference=IP/08/605&format=HTML&aged=1&language=EN&guiLanguage=en>

² <http://europa.eu/rapid/pressReleasesAction.do?reference=IP/07/1804&format=HTML&aged=1&language=EN&guiLanguage=en>



INTRODUCTION

1.2. Objective and Structure of this Report

This report aims to provide an overview of SPreaD, the co-funded eLearning project, as well as the general situation regarding digital literacy in Europe. Before considering how to improve this situation, it is necessary to define first of all what digital literacy is all about and describe the status quo of digital literacy in Europe. Where are the main deficits and which regions specifically need further support to achieve full inclusion and high standards of digital literacy?

Following on from this, we would like to explain how we proceeded to develop the toolkit and its content collaboratively and how we worked together with European digital literacy experts to assure the toolkit's quality.

The report concludes with a series of useful tips, such as a list of profiles of the experts who supported us in connection with the toolkit's quality assurance and who can also be contacted with questions related to digital literacy. A glossary containing important digital literacy terms as well as a link and literature list arranged according to main topics affords further information and can likewise be found in the final section.

We hope that this report, together with the SPreaD toolkit, will inspire and encourage more institutions to develop digital literacy initiatives, especially in those regions where digital literacy is still very low, and help achieve more balanced competitive conditions all over Europe in the sense of the EU Lisbon Strategy³.

³ http://ec.europa.eu/growthandjobs/index_en.htm



DEFINITION OF DIGITAL LITERACY

“It isn’t just a matter of helping learners to surf the net but also to make waves”⁴

2.1. Introduction

That is a motor for modern society is for many people self-evident. The Internet, e-mail and chat rooms are no longer technologies for ‘early adopters’, but have grown to become a daily routine for the majority of the European populace⁵. There is nevertheless still a small group which does not participate in this modern information society⁶. One quick conclusion could be that this group comprises persons who do not have a computer with an Internet connection. This is only one side of the coin, however, because even if the entire populace had the requisite technology at its disposal, it would not be utilised by everyone. These persons lack digital literacy and the possibilities to productively and maximally utilise ICT within their work environments and private lives⁷. Without application, the benefit people derive from this competence will remain limited. In other words: surfing can be learned, but are there also waves that can be applied to what has been learned to enable its benefits to be experienced? With this in mind, Steyaert argues for a greater emphasis on digital literacy instead of technology in order to bring about a decrease in the number of persons who are blinded by digital science. What for that matter is digital literacy? And why is digital literacy of such importance? What are the consequences for those who are swamped by digital technology? Answers to these questions are sought in this paragraph.

⁴ Schneiderman, 1997, p.vii

⁵ van Ingen, de Haan and Duimel, 2007

⁶ Steyaert, 2000

⁷ Warschauer, 2003



DEFINITION OF DIGITAL LITERACY

2.2. What is Digital Literacy?

It is not an easy task to substantively define what digital literacy implies. Steyaert⁸ states that the concept seldom plays a principal role in research or policy. Not only is the concept consequently substituted by a large number of other terms, such as ICT skills, ICT competencies, eLiteracy, eSkills, etc, but also views as to its precise meaning diverge. In order to obtain a better grip on digital literacy, both Aviram⁹ and Steyaert refer to the author Gilster¹⁰, who elaborates this concept in his book entitled 'Literacy for the Internet age'.

In this work Gilster defines 'digital literacy' as:

*"... the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers."*¹¹

Aviram further expounds on this definition by stating that digital literacy can be deemed to be a combination of techno-procedural, cognitive and socio-emotional skills. Thus, the use of a computer requires techno-procedural skills, whilst the interpretation of visual information calls for cognitive skills in relation to the user interface.

Steyaert makes a similar distinction, based on the types of business process control in organisations, between instrumental, structural and strategic skills.

- Instrumental skills are required in order to deal with the technology. This concerns not only simple actions, such as using a mouse, but also more complex activities, such as searching on the Internet and subsequently installing new software. When applied to traditional media, on the other hand, it principally refers to reading proficiency.
- Structural skills are what are needed to substantively deal with the presented information. These skills are also linked to the new structure in which information is contained. Whereas in a book we refer to the table of contents or the index, new skills now have to be acquired in order to cope with hyperlinks or dynamic content as well as knowledge in forums.
- Instrumental and structural skills are especially directed towards the efficient handling of information. With strategic skills, on the other hand, the emphasis is more on the effectiveness, application and use of this information. Strategic skills allow a person to apply information within their own life situation and derive benefit from it. They are important for both traditional and new media. However, according to Steyaert, recent technical developments facilitate a more knowledge-intensive society. As a result of this, the ability to handle online information becomes increasingly important.



DEFINITION OF DIGITAL LITERACY

Van Ingen, de Haan and Duimel likewise cite this tripartite division. The same division of digital literacy can also be discerned in the definition by Martin¹². He sums up digital literacy as follows:

“Digital literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesise 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.”¹³

The concept is described more dynamically in Martin’s definition. Digital literacy is not static but subject to change. Reflecting on digital literacy leads to a honing or improvement of this literacy for the individual. Moreover, Martin indicates that digital literacy is dependent on a person’s life situation. Digital literacy changes in keeping with this personal context. At the same time, however, the question arises as to whether the learning process goes beyond this. Is the life situation only subject to individual change or is it also predisposed to a changed society with ever-advancing ICT as an important component? Does new technology not demand new or other skills of people? Does this not make digital literacy an even more dynamic concept in view of the continually changing personal, communicative and technical context in which it is applied?

In a literacy research project commissioned by the Australian government, Synder, Jones and Lo Bianco¹⁴ go into greater depth on the subject of ‘literacy’ dynamism. They are of the opinion that ICT-linked skills are especially subject to rapid change. People therefore adapt their existing literacy in different ways in order to respond to change in this manner. Digital literacy learning is therefore not a one-off process but a recurring one. Steyaert³ also asserts that a change of technology implicates a change in digital literacy.

Lankshear & Snyder¹⁵ even opine that the intensity and speed of ICT developments sometimes make it practically impossible to continue distinguishing the limits between ‘literacy’ and technology. They therefore connote the term “technoliteracy”.

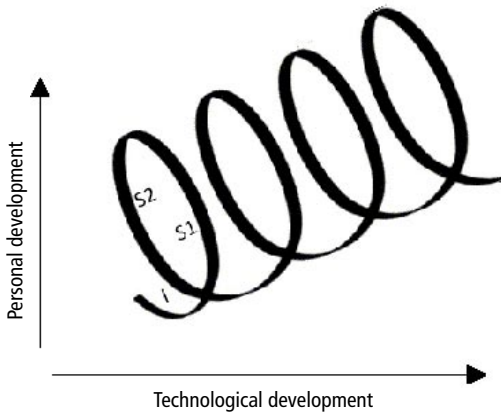
⁸Steyaert, 2000 ⁹Aviram, 2006 ¹⁰Gilster, 1997 ¹¹Gilster, 1997, p.1 ¹²Martin, 2006

¹³http://www.elearningeuropa.info/directory/index.php?page=doc&doc_id=6973&doclng=6

¹⁴Synder, Jones and Lo Bianco, 2005 ¹⁵Lankshear & Snyder, 2000

DEFINITION OF DIGITAL LITERACY

On the basis of the afore-mentioned, digital literacy learning can be regarded as a spiral – an ongoing process in which people become thoroughly familiar with instrumental (I), structural (S1) and strategic (S2) skills. These skills are not only honed but also subject to change on account of the constantly renewed personal, communicative and technological context in which they are applied. The entire learning process begins anew each time.



Digital literacy learning is an ongoing process



DEFINITION OF DIGITAL LITERACY

2.3. Why is Digital Literacy of such Importance?

The measure in which people have skills at their disposal varies. Some people are good at playing the piano, while others are adept at tennis or cooking. In general, no-one makes a fuss over these differences. Digital literacy, on the other hand, is of importance to everyone in the contemporary knowledge society. Why is this? How bad is it to be left out in the cold?

Digital literacy is essential from both an economic and a social viewpoint. The political scene has emphasised the importance of digital literacy for some time. The effective use of ICT is an essential competency in order to realise the principal aim of the European Lisbon strategy. This objective, namely to become the most dynamic knowledge-based region in the world, is underscored by the European Commission in its programme for 2007:

*"Information and Communication Technologies (ICTs) represent a major challenge in terms of productivity, growth and jobs. The EU and its Member States must quickly adopt rapidly developing ICT in order to bridge the eSkills gap and be in a position to create a real knowledge based economy."*¹⁶

Additionally, the OECD¹⁷ and van Ingen, de Haan and Duimel are of the opinion that digitally skilled workers are important for productivity, innovation and employment. Van Ingen, de Haan and Duimel supplement these aspects with the more favourable climate for foreign companies to establish a business and the better competitive position. At the macro level, digital literacy therefore stimulates economic growth.

In its plan of action for 2010, the European Commission elucidates the social importance over and above the economic interest. In this connection it refers to e-Inclusion, also known as

*"e-Inclusion is the use of Information and Communication Technology (ICT) to surmount social and economic deprivation and exclusion. Especially for already disadvantaged persons, e-Inclusion also means the ability to make optimal use of 'digital possibilities'."*¹⁸

In conclusion, De Haan and Huysmans¹⁹ claim that the use of the Internet also has a positive influence on social life. The social function of the Internet has grown significantly owing to the increase in e-mail communication, chat rooms, network sites and forums. A lack of digital literacy entails a risk of social exclusion and more social inequality²⁰. This inequality manifests itself in several areas. Steyaert and de Haan imply, for example, deprivation as an eSurfing, eWorking, eConsuming, eCommunicating and eDemocratic citizen.

¹⁶European Commission: <http://europa.eu/scadplus/leg/nl/vb/l24293.htm> ¹⁷OECD, 2006

¹⁸<http://www.vleva.eu/?q=nl/node/458> ¹⁹De Haan & Huysmans, 2006 ²⁰Steyaert, 2004; Steyaert, de Haan, 2001



STATUS QUO OF DIGITAL LITERACY IN EUROPE AND THE RESEARCHED REGIONS

As it has been shown in the previous chapter digital literacy and the effective use of ICT is elementary for the development of a knowledge based and competitive economy in Europe. What's the status quo of digital literacy in Europe and especially in the three partner regions of SPreadD?

Within the last decade the use of information and communication technologies (ICT) in business and everyday life has increased very rapidly throughout Europe. Owing to decreasing costs and the improved infrastructure, ICT has become accessible to a wide audience. Amongst other things, this is clearly reflected in the continuous increase in the number of Internet users in the EU27. According to the findings of the Commission's ICT Progress Report,²¹ as a result of the ICT policy strategy i2010, the figures for ICT are changing quickly and steadily. The report states that more than 250 million Europeans regularly use the Internet (over half the European population and 40 million more than last year). 80% of them have a broadband connection and 60% of all public services in the EU are fully available online.

Despite this increase, a large digital divide still exists within Europe. This is due to the lack of infrastructure, especially in remote regions, the lack of incentives to use ICTs and the lack of computer skills especially among the elderly generation. The highest Internet penetration can be found in Northern and Western European countries like Sweden (86%), Denmark (83%) and the Netherlands (80%). By contrast, it is relatively low in Southern and Eastern European countries such as Romania, Bulgaria and Greece.

A particularly large gap in Internet use exists across different generations. According to a survey by Eurostat²², only 20% of all people aged 55 to 74 use the Internet regularly as compared to 54% of those aged 25 to 54 and 73% of those aged 16 to 24. The younger generation, especially, uses the Internet more actively and more naturally. Young adults participate increasingly actively in Web 2.0 and produce articles of their own.

There is not only a divide between generations but also between genders²³. EU-wide, the Internet is used by 50% of women and 58% of men. Little or no difference exists in Scandinavian countries (Sweden: 88% of men, 84% of women) and in Eastern Europe (Estonia: 62% of men, 61% of women).

²¹<http://europa.eu/rapid/pressReleasesAction.do?reference=IP/08/605>

²²http://epp.eurostat.ec.europa.eu/pls/portal/docs/PAGE/PGP_PRD_CAT_PREREL/PGE_CAT_PREREL_YEAR_2006/PGE_CAT_PREREL_YEAR_2006_MONTH_11/4-10112006-EN-AP.PDF

²³<http://www.bmwi.de/BMWi/Redaktion/PDF/M-O/monitoring-informations-kommunikations-wirtschaft-2007-10-faktenbericht,property=pdf,bereich=bmwi,sprache=de,rwb=true.pdf>



STATUS QUO OF DIGITAL LITERACY IN EUROPE AND THE RESEARCHED REGIONS

The degree of formal education also has a major influence on Internet use. While 84%²⁴ of EU27 citizens with a higher level of formal education are online, this is only true for one third of the less well-educated population. In January 2007, 92% of all students in the EU27 were online according to Eurostat.

The European Commission has published new figures on broadband access in Europe. Although there are significant differences in availability in different parts of Europe, the number of broadband accesses is increasing constantly. In January 2008, 99 million broadband lines were estimated in the EU. Thus, Europe's overall broadband penetration reached 20% in 2008. World leaders in the use of broadband with a penetration rate of over 30% are Denmark, Finland, the Netherlands and Sweden.

In the SPread partner regions digital literacy has developed as follows in the past few years:

Internet usage in Baden-Württemberg

For the first time, according to current information in the (N)ONLINER Atlas 2008²⁵, more than 65% of the German population over 14 years were online in 2008. At 67%, Baden-Württemberg exceeds the federal average for online usage. The same is true when it comes to the 50+ population. 42.7% are online in Baden-Württemberg compared to the federal average of 40.3%. A total of 86.7% in the age group from 14 to 49 are meanwhile online in Baden-Württemberg. Based on this calculation, Baden-Württemberg ranks in the top third among European regions. Only Scandinavia and the Netherlands can claim more than 80% Internet penetration (see above).

There is also a gender and generation gap. In Baden-Württemberg²⁶ 79% of the male population over 10 have already used the Internet whereas this only applies to 68% of women. The gap between those aged 14 to 49 and the 50+ generation is even larger. 86.4% of those under 50 are online but only 40.3% in the 50+ group.

In the same way as in the EU as a whole, the level of education influences Internet use in Baden-Württemberg. In 2005²⁷ only 45% of all those with a lower formal education admitted to using the Internet as compared to 70% of those who left school at 16. The highest score was achieved by people with a university entrance qualification, namely 85% in 2005.

²⁵<http://www.initiated21.de/N-ONLINER-Atlas.309.0.html>

²⁶<http://www.statistik.baden-wuerttemberg.de/Pressemit/2007083.asp?200703>

²⁷http://www.statistik-portal.de/Veroeffentl/Monatshefte/PDF/Beitrag06_03_08.pdf



STATUS QUO OF DIGITAL LITERACY IN EUROPE AND THE RESEARCHED REGIONS

One problem influencing the further growth of Internet use in Baden-Württemberg is the availability of broadband access in rural areas. In 2006 the Baden-Württemberg Ministry of Food and Rural Regions established the "broadband community in rural areas"²⁸ for this reason, to improve broadband access outside the big towns. This will bring together all companies working in the field of broadband supply, providing them with a platform for communication and strategic partnership that will accelerate the spread of broadband to all corners of Baden-Württemberg.

Internet usage in the Valencia Region

A modern and techno-active society approach prevails in the Valencia region; people, enterprises and local authorities are highly familiarised with computers and the Internet, conforming to national scores and even exceeding them. In 2007, one in every two people in the Valencia region used a computer (56.2%) and more than 50% of the Valencian population between 16 and 74 were online (50.4%) – almost double the figure for 2001 (25.4%)²⁹. Broadband access for onliners is widespread at 95.9%. People aged between 16 and 45 are above the overall average and men use the Internet more than women, but the gap is narrowing. Internet usage is also influenced by the level of education. In 2007, 37.1% of people with only basic education were online, while 74.6% of those with a secondary school leaving certificate and 88.0% with higher training claimed to use the Internet. Internet users in the Valencia region mainly access the web for communication purposes: 78.4% of all onliners use the Internet to send and receive emails. At the same time, the average number of Internet purchases has doubled: from 11.1% in 2001 to 24.4% in 2007. Valencian enterprises³⁰ score good marks regarding the use of ICT. Practically one hundred percent have computers (99.2% in 2007) and an Internet connection (97.6%), while 71.6% of these have a website. Micro-SMEs (less than ten employees) deserve particular mention due to the remarkable effort they make to incorporate the use of ICT into their businesses: 84.0% of them use computers and 87.9% have an Internet connection, while 42.8% also have a website – high figures for such small companies. The adoption of these technologies by municipalities is likewise very high; both computers and Internet penetration are nearly one hundred percent³¹: 99.6% have computers and 98.7% Internet access. The importance of the Internet for facilitating the relationship between local authorities and citizens is increasing. According to Cevalsi's eGovernment Infobarometer for 2007, 97.4% of all municipalities are making efforts to bring ICT to the people and installing public access points to enable the Internet to be used universally. 82.3% also have an active website.

²⁸<http://www.clearingstelle-bw.de/aktionsgemeinschaft.html>

²⁹Cevalsi, OVSI Foundation, Social Infobarometer 2007

³⁰Cevalsi, OVSI Foundation, Enterprises Infobarometer 2007; http://www.cevalsi.org/docs/documentos/resumen/resumen_ejectutivo_62.pdf



STATUS QUO OF DIGITAL LITERACY IN EUROPE AND THE RESEARCHED REGIONS

Internet usage in the Netherlands

	Europe	NL
Internet penetration	40%	83%
# unique users/month (x 1000)	221,463	11,292
# users per day (x 1.000)	121,774	7350
# days/user/month	16.5	19.5
# hours per user	24.1	27.0
# pages/month/user	2662	3131

Source: <http://www.mediaonderzoek.nl/949/nederland-loopt-online-voorop/>

The Dutch are front runners in the use of the Internet. 83% of all those aged 15 or older use the Internet at least once a month. The number of days the Dutch are active on the Internet is also extremely high at 19.5. In Europe only the British are more online with 21 days.

In 2005³² two out of three 50-plussers in the Netherlands had a computer at their disposal. 58% of them had an Internet connection. For people aged between 50 and 64 the figure was 84% for computer availability and 77% for Internet access, in other words they did not lag behind younger age groups. The corresponding figures for people aged 65 to 74 were 54% and 42%, while for the 75+ group they were 24% and 18%. Although men and people with a higher education were more likely to own a computer and have an Internet connection than women and the less well-educated, the difference has been declining over the last few years. Owning a computer is not the same as using it: the older people are, the less frequently they actually make use of their computer. The number of years of computer experience is more important for differences in computer usage and skills than gender, age or educational level. Less well-educated people and women are more likely to acquire their skills through a course. Knowledge of English is a problem, especially for less well-educated seniors.

³²http://www.scp.nl/publicaties/boeken/9789037703177/Verbinding_maken.pdf



STATUS QUO OF DIGITAL LITERACY IN EUROPE AND THE RESEARCHED REGIONS

The Dutch are also Europe's front runners for teleworking at approximately 20%³³. Average leisure-time usage of the Internet rose from 0.5 to 2.5 hours per week between 2000 and 2005. The importance of the Internet as an information source is growing. 38% of the Dutch population meanwhile use the Internet for information purposes. There is more governmental information online. In 2003, 28% of all municipalities offered a governmental information website, compared to 79% in 2005.

³³<http://www.scp.nl/publicaties/persberichten/9789047300243.shtml>

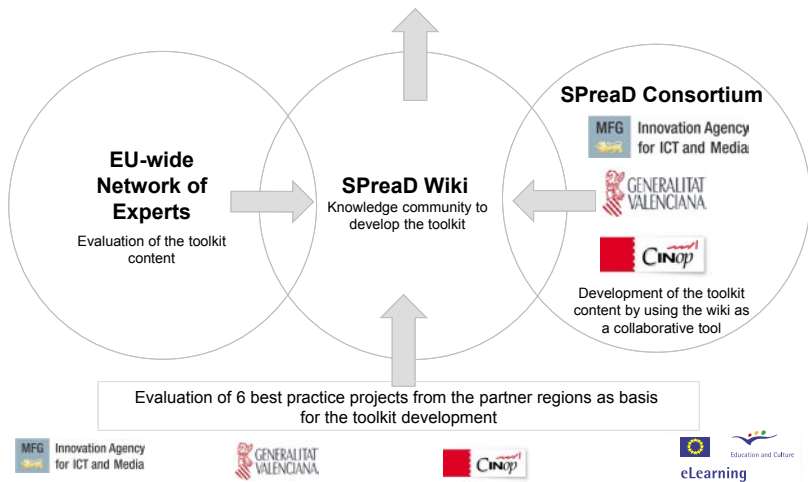


SPread TOOLKIT DEVELOPMENT

4.1. About the Project



Strategic Project Management Toolkit for Creating Digital Literacy Initiatives



SPread aimed to assist European public organisations with the development and management of large-scale digital literacy initiatives with a lasting impact. From March 2007 to October 2008 the consortium partners (MFG Baden-Württemberg, DGM and CINOP) created and disseminated a user-oriented toolkit for designing, financing, implementing, coordinating, marketing and evaluating digital literacy initiatives on a regional, national and European level. The toolkit serves as a project management instrument to support regional and national institutions in setting up and managing sustainable digital literacy initiatives.

SPread ensures that future digital literacy initiatives in Europe will be based on sound management skills and on an understanding of the key factors that influence their success and sustainability. Digital literacy will thus be strengthened Europe-wide.



SPreaD TOOLKIT DEVELOPMENT

The toolkit development was based on six best practice projects (start und klick!, klick - mach mit!³⁴, do-it.regional, compeTIC, Internauta, Electronisch Leerdossier) already successfully realised within the partner regions. Important factors for the success and implementation of digital literacy programmes as well as lessons learned were analysed and integrated in the toolkit.

Parallel to the development of the toolkit the SPreaD consortium set up a European network of experienced education partners to evaluate the pilot toolkit version and disseminate it later throughout their region.

eLearning

SPreaD was co-funded by the eLearning programme. The overall objective of this programme is to support and further develop the effective use of ICT in European education and training systems, as a contribution to quality education and an essential element of its adaptation to the needs of the knowledge society in a lifelong learning context.³⁵ The eLearning programme (2004-2006) focused on a set of actions in high-priority areas, chosen for their strategic relevance to the modernisation of Europe's education and training systems.

The four action lines of the eLearning programme were promoting digital literacy, setting up European virtual campuses, eTwinning of Schools in Europe and promoting teacher training and transversal actions to support eLearning in Europe.³⁶

³⁴start und klick! and klick – mach mit! are programmes initiated by the non-profitmaking Landesstiftung Baden-Württemberg and managed by MFG Baden-Württemberg. Landesstiftung Baden-Württemberg – a foundation run by the state government – aims to foster a vital and livable Baden-Württemberg. It promotes cutting-edge research, supports many different educational and vocational measures and encourages responsible interaction among citizens. It is one of the largest operative foundations in Germany and the only one which invests exclusively on a non-party basis in the future of Baden-Württemberg's citizens.

³⁵DECISION No. 2318/2003/EC BY THE EUROPEAN PARLIAMENT AND THE COUNCIL of December 5, 2003 concerning the adoption of a multi-annual programme (2004 to 2006) for the effective integration of information and communication technologies (ICT) in education and training systems in Europe (eLearning programme), http://europa.eu/eur-lex/pri/en/oj/dat/2003/l_345/l_34520031231en00090016.pdf

³⁶http://ec.europa.eu/education/archive/elearning/programme_en.html



SPreaD TOOLKIT DEVELOPMENT

4.2. Analysis of the Best Practice Projects

In the early stages of SPreaD, within the so called study phase, the three project partners evaluated their best practice projects. Strengths and weaknesses were analysed and submitted. These findings formed the basis for the subsequent toolkit development.

The project consortium took account of the results when deciding on the different toolkit focuses. In the interests of collaborative working, each consortium member was responsible for the development of at least two toolkit topics.

The following six best practice projects already successfully realised in the partner regions provided a starting point for the SPreaD toolkit.

1. **start und klick!**

start und klick! was a large-scale digital literacy initiative which promoted computer and Internet skills among Baden-Württemberg's citizens from 2001 to 2004. 15.4 million euros were invested in comprehensive computer and Internet training courses with approximately 300,000 successful participants and 26,000 training sessions. start und klick! was initiated by the non-profitmaking Landesstiftung Baden-Württemberg and managed by MFG Baden-Württemberg.

2. **klick – mach mit!**³⁷

klick – mach mit! is the follow-up programme to start und klick!. It was initiated in 2006 by the non-profitmaking Landesstiftung Baden-Württemberg and is managed by MFG Baden-Württemberg. This digital literacy initiative teaches Baden-Württemberg's citizens the use of the Internet for everyday activities, such as job hunting, voluntary work in society and administration. The programme was launched in autumn 2006 and will run until September 2009.

3. **do-it.regional**³⁸

do-it.regional was a framework programme to initiate and support innovative IT and media projects in rural areas. From 2004 to 2007 these projects contributed actively to the attractiveness and competitiveness of rural areas and thus to their structural improvement.

4. **Internauta**³⁹

Internauta is the largest digital literacy project planned and developed in the framework of the Strategic Plan to Consolidate Advanced Telecommunications and the Technological and Knowledge Society in the Valencia region (AVANTIC 2004-2010, www.avantic.es). The initiative promotes the integration of Valencia's citizens in the knowledge and technological society, facilitates access to advanced telecommunications services networks and supports the universal use of the Internet.

³⁷<http://www.klick-mach-mit.de>

³⁸<http://www.doit-regional.de>

³⁹<http://www.internauta.gva.es>



SPread TOOLKIT DEVELOPMENT

5. **compeTIC**⁴⁰

compeTIC is a programme set up by the Valencian regional government to promote the use of ICT by SMEs, self-employees, business associations and federations as well as other communities in the Valencia region. It was specifically designed to facilitate their universal access to the Internet and improve innovation and competition both in individual productive sectors and in the Valencian economy as a whole.

6. **ELD – Electronisch Leerdossier (Learner Information Package)**⁴¹

The ELD programme started in 2004. The project has developed a standard for the exchange of digital information and a technical infrastructure to facilitate the secure, digital exchange of Learner Information Packages.

Within the evaluation of our best practice projects we discovered that in regions where digital literacy and the use of ICT is relatively low, especially among adults, broad effects can be achieved by implementing low-threshold curricula for beginners in a classroom setting to enable blended learning approaches to be introduced gradually.

In regions like Netherlands, where digital literacy is widely developed, more innovative technologies such as Web 2.0 or mobile learning can be integrated into the curricula. There is no longer such a great need for basic digital literacy projects. Educational ICT projects in these areas tend to be specialised, addressing a specific target group. One example is CINOP's ELD project, which aims to develop a standard for the exchange of digital information and a technical infrastructure to facilitate the secure, digital exchange of Learner Information Packages in the Dutch education sector.

Generally, it was revealed that blended learning approaches and the use of innovative tools such as Web 2.0 increase the incentive to use digital media more regularly in daily life.

Not surprisingly, younger people adopt the use of ICT for learning faster than the elderly. The use of ICT within class lessons often even encourages them to learn more enthusiastically and to be more creative and innovative by working with digital media.

In connection with start und klick! and klick – mach mit! in Baden-Württemberg it was also confirmed that the availability of course material in both printed and online versions and the supply of binding teaching and learning targets created an innovative boost for educational institutions. This was especially true with regard to the opportunity to offer a wider variety of digital literacy courses. Furthermore, by providing learning material that includes detailed learning instructions for educational institutions, a certain minimum standard is assured for the courses offered.

⁴⁰<http://www.competic.es>

⁴¹<http://www.eldvo.nl>



SPreaD TOOLKIT DEVELOPMENT

In addition to this, participants can benefit from the additional training and exercise materials that can be downloaded from the Internet. These materials enable them to systematically apply and deepen their knowledge after the course has finished. This supports learning flexibility in space and time and promotes the independent consolidation of acquired skills. It creates added value for all students and makes a vital contribution to quality assurance and sustainable knowledge teaching.

Within compeTIC and Internauta it was shown that the integration of a forum is a very useful tool for beginners to stay in touch with the project management and obtain helpful information beyond the scope of the offered offline courses. A forum can also be set up by tutors to support new ICT users and encourage them to continue using ICT. At the same time, it strengthens the overall feeling of security among beginners. The tutor must be constantly aware of the need to encourage students by sending messages and inviting them to participate in the Virtual Campus as a way to prevent them from giving up.

The realisation of a successful project always implicates the establishment of a large and active network. Without the support of other institutions acting in the same field it is difficult to reach the target group and achieve project sustainability. Since the stakeholders are most familiar with the needs of the target group, it is important to integrate them early in the project development. They can provide useful hints and support the project management in promoting and disseminating the project. Open communication between the project team and the stakeholders is therefore important for the project's successful implementation.

In four out of the six best practice examples innovative project management and evaluation platforms were used to manage the overall project. All administrative processes stipulated by the project management and the training institutions could be carried out online. Furthermore, the platform was used as a simultaneous evaluation tool. This enabled the project management to react directly to evaluation results and improve the project systematically and steadily, thus additionally strengthening the project's sustainability and lasting efficiency.

4.3. Toolkit Conferences

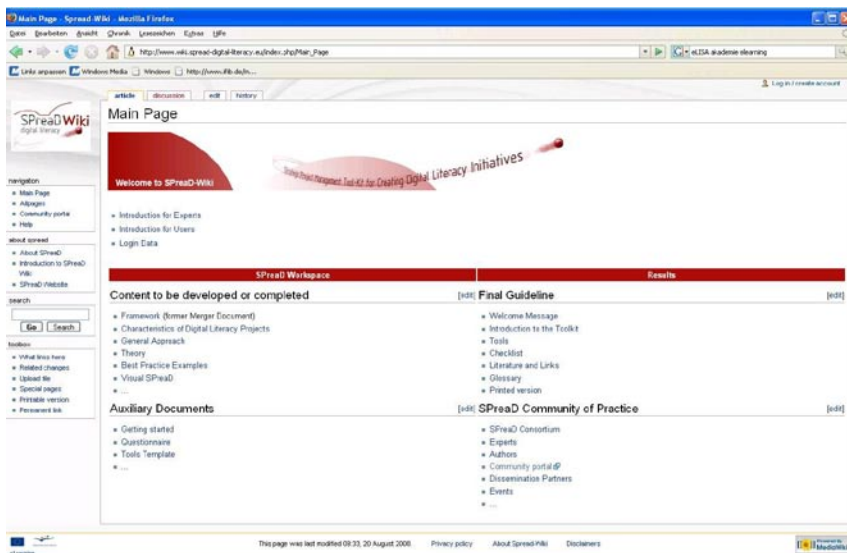
The SPreaD consortium developed and intensively discussed the toolkit framework and its future content at two so-called toolkit conferences in Utrecht and Brussels in the summer and autumn of 2007. During these conferences a concept was discussed for the toolkit's development in form of a SPreaD wiki⁴² and a visual SPreaD, so that all partners and experts were able to work together collaboratively. In the interests of collaborative working, each consortium member was responsible for the development of at least two toolkit topics. In addition, a strategy was developed by the experts for the toolkit's quality assurance and for setting up a community of practice.

⁴² <http://wiki.spread-digital-literacy.eu>

SPread TOOLKIT DEVELOPMENT

4.4. SPread Wiki

To develop the toolkit and assure the ability to work collaboratively on its development, the consortium set up a wiki which can be reached at <http://wiki.spread-digital-literacy.eu>.



SPread Workspace	Results
Content to be developed or completed <ul style="list-style-type: none"> Framework (former Merger Document) Characteristics of Digital Literacy Projects General Approach Theory Best Practice Examples Visual SPread 	Final Guideline <ul style="list-style-type: none"> Welcome Message Introduction to the Toolkit Tools Checklist Literature and Links Glossary Printed version
Auxiliary Documents <ul style="list-style-type: none"> Getting started Questionnaire Tools Template 	SPread Community of Practice <ul style="list-style-type: none"> SPread Consortium Experts Authors Community portal@ Dissemination Partners Events ...

The wiki facilitated remote access and active collaborative participation in the growing community of practice. Furthermore, it offered – and continues to offer – a chance to update the content dynamically, even after the project has finished and the printed version of the toolkit has been published. An open knowledge process for the development of the toolkit is thus guaranteed. A wiki also creates opportunities for sustainability, as it has a longer lifespan than the project and the toolkit can be regularly brought up to date.

On the one hand, the SPread wiki was used as a tool in which toolkit content could be developed collaboratively by the project partners. On the other hand, the SPread consortium used it as a platform to build the community of practice. From the point of view of the community (see also 4.6) the wiki served as a platform for assuring the quality of the toolkit content. A questionnaire integrated in the wiki was employed by the experts as an evaluation tool.



SPreaD TOOLKIT DEVELOPMENT

The wiki is subdivided into four main categories.

- **Content to be developed or completed:**
This section contains all the issues that still have to be developed or completed. People also have an opportunity to suggest further interesting digital literacy issues.
- **Final guideline:**
The final guideline contains all topics that will ultimately be covered by the SPreaD toolkit. The only difference compared to the printed toolkit version is that the texts in the SPreaD wiki are sometimes longer and enter into greater detail.
- **Auxiliary documents:**
This part contains supplementary documents such as the questionnaire for evaluating the toolkit and instructions for working with / in a wiki.
- **SPreaD community of practice:**
The SPreaD community of practice provides users with more information about all the institutions and experts who have contributed their knowledge to the development of the SPreaD toolkit. They also have an opportunity to discuss digital literacy topics with SPreaD experts in the section's "Community Portal".

During the development of the toolkit content only the project consortium and the experts had access to the wiki and were allowed to change and read the texts. Since May 2008 the entire content has been accessible to the general public. Anyone wishing to add comments or articles to the wiki still needs a login. This helps ensure the content's quality.

Parallel to the toolkit content the SPreaD wiki offers additional information such as best practice examples from other European digital literacy initiatives. These examples reveal to interested institutions how such projects can be implemented. In another instance, a long list of funding opportunities on a regional, national and European level shows where prospective parties can apply for subsidies.

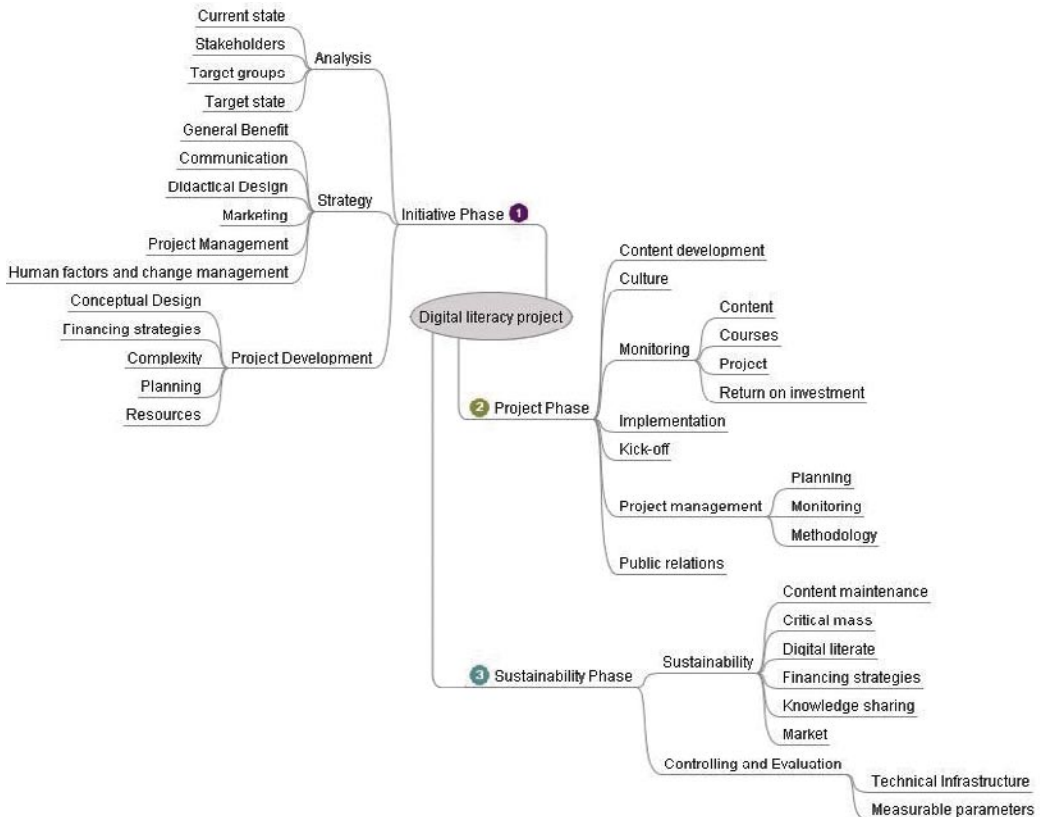
What were the positive effects of the wiki?

Thanks to the wiki, all project partners have a chance to read the tools developed by other consortium partners in the context of other texts. Developing a document collaboratively with a wiki is extremely convenient for a European project, as all partners are able to work on the same text without having to send it back and forth by e-mail whenever they want to make changes. In the early stages it was possible to restrict access to those members of the knowledge community who were interested in evaluating or contributing their knowledge to the SPreaD community of practice.

SPreaD TOOLKIT DEVELOPMENT

4.5. Visual SPreaD

The visual SPreaD in the form of a mindmap is integrated in the SPreaD wiki to permit the visualisation, and provide an overview, of the SPreaD toolkit's structure. This mindmap represents a growing collection of basic principles and key concepts considered to be intrinsic and particularly significant for digital literacy programmes. Within the SPreaD wiki mindmap all the topics examined are linked to the articles discussed in the toolkit. When developing the mindmap, the SPreaD consortium decided to use freemind, the open source software, to enable it to be accessed by all users.





SPreaD TOOLKIT DEVELOPMENT

4.6. Characteristics of Digital Literacy Projects

According to the best practice projects analysis and the external evaluation by the community of practice, the following characteristics are typical of digital literacy projects:

- Different target groups are addressed and motivated
- Individual competitiveness is strengthened
- Most of the projects are non-profitmaking and need public funding
- Government/stakeholder support is important for the successful realisation of the project
- Sustainability is essential for a digital literacy project to be successful and effective
- A network comprising stakeholders and interest groups is helpful for the sustainable realisation of the project
- The digital gap between different regions, social groups and generations is reduced



SPreaD COMMUNITY OF PRACTICE

Community of Practice

Parallel to the toolkit development the consortium built up a European community of practice comprised of experts working in the field of digital literacy. Contributors willing to participate in the community presented their profiles in the SPreaD wiki, including their work focuses and contact data. In addition to the opportunity to communicate with one another, these experts can be contacted by people/institutions interested in obtaining more detailed information about a specific topic. Meanwhile the network comprises 32 experts from seven European countries.

Together with the SPreaD consortium, it forms an extensive European knowledge community specialised in digital literacy.

Evaluation of the SPreaD Toolkit

From January to March 2008 the community of practice also assisted the SPreaD consortium with the evaluation of the toolkit's pilot version. A questionnaire integrated in the SPreaD wiki was available to the experts to support the evaluation. The evaluation results and comments were integrated in the final toolkit version.

The SPreaD consortium additionally presented the pilot toolkit version directly to regional experts involved in the klick - mach mit! best practice project. Each tool was briefly outlined to these experts, who provided immediate feedback regarding the content developed so far. The SPreaD consortium profited from these lively discussions through many useful comments, criticisms and suggestions from the digital literacy experts. All these results were likewise integrated in the final toolkit version.

The overall evaluation results showed that all digital literacy experts asked to assess the toolkit found it extremely helpful in practice. This encouraged the SPreaD consortium to finalise the toolkit in the designated way.



SPread TOOLKIT

The SPread toolkit is the final result of a long evaluation process characterised by collaborative working. It gives institutions aiming to set up digital literacy initiatives new innovative inspiration regarding the planning and implementing of such projects.

The toolkit is subdivided into three phases:

- Initiative phase
- Project phase
- Sustainability phase

Based on the best practice project analyses, the SPread consortium chose the following subjects:

- Target Groups
- Conceptual Design
- Benefit Analysis of Digital Literacy Projects
- Financing Strategies
- Political Strategy
- Stakeholders
- Didactical Design
- Technical Infrastructure
- Public Relations and Innovative Communications
- Communication Tools
- Monitoring and Quality Management Tools
- Human Factors and Change Management
- Feasibility
- Innovation
- Culture of Communication
- Sustainability
- Control and Evaluation

The 17 developed topics are designed according to the three phases mentioned above. Each topic is structured in the same way:

- Definition
- Methods and instruments
- Recommendation

The tools are kept brief to provide readers with a quick overview of their most important characteristics. Users interested in obtaining a more detailed insight can take a look at the toolkit version in the SPread wiki, where they will find additional information and further links.



SPreaD TOOLKIT

A checklist summarises all the key points of the different aspects. Toolkit users can thus acquire a brief outline of the main aspects involved in realising digital literacy projects.

The toolkit concludes with a list of short profiles of the experts, to enable them to be contacted directly with enquiries related to digital literacy.

In July 2008, 10,000 copies were printed in four languages – Dutch, English, German and Spanish - for dissemination all over Europe. The toolkit can be downloaded in all four languages from the SPreaD website (<http://www.spread-digital-literacy.eu>) or a printed version ordered directly by sending an e-mail⁴³ to one of the three project partners. Until September 2008 around 400 users have directly downloaded the toolkit from the SPreaD website.

⁴³newrly@MFG.de;

⁴³marco_carbell@gva.es;

⁴³tonneman@cinop.nl



DISSEMINATION

Once the toolkit had been finalised, project activities centred on its dissemination. A particular focus was placed on disseminating the results throughout Europe and calling attention to the issue of Europe-wide digital literacy.

Conferences

To disseminate the results and objectives of SPread, the project has been presented at several conferences and seminars all over Europe. The audience structure has proved to be extremely varied, ensuring that dissemination is wide and differentiated.

At the web4seniors conference in Ulm (D) in October 2007 the target group were experts working in the field of eInclusion of elderly people. At the other three conferences (eInclusion 2008: Improving Sustainability for all in Europe, Milan, April 8, 2008; SPread Final Conference in Stuttgart, July 10, 2008; eLearning for All: an open opportunity shown by i-AFIEL Brussels, July 17, 2008) the audience was drawn from people from all backgrounds: public administration, education and industry.

Initially, the main purpose served by the presentation was to make the project more visible and win experts for the SPread community of practice. The focus later shifted to the results and to the desire to strengthen SPread's sustainability throughout Europe. In addition to presenting the toolkit outcomes, the objective of the SPread final conference on July 10, 2008 was to describe the latest developments and opportunities for fostering digital literacy in order to implement a European knowledge society. 80 participants from different European countries attended the conference. Together with the other three conferences mentioned above over 300 people from all over Europe could be reached directly.

Direct mailing

To encourage the toolkit's spread all over Europe and persuade more institutions to develop new digital literacy initiatives, several hundred copies were disseminated throughout Europe as part of a direct mailing campaign. They were sent not only to people working in the field of digital literacy but also to larger regional, national and European networks dealing with regional ICT development as well as educational networks willing to assist in the toolkit's spread. So far 2,000 copies were spread throughout Europe. These activities have further strengthened the project's sustainability.



DISSEMINATION

Online platform and e-zines

Online platforms such as [epractice](#) and [elearningeuropainfo.eu](#) or e-zines related to European and/or educational policy have also provided a good opportunity to disseminate the project's results not only on a regional but also on a European level. Nevertheless, there is still scope to broaden this range. By disseminating information about the SPreaD toolkit via these online tools, people have been made aware of its existence (e.g. by the [elearningeuropainfo.eu](#) platform over 7,000 people read the article on SPreaD) and as a result have contacted the SPreaD consortium directly to receive a personal copy or more detailed information on digital literacy.

European programmes

As digital literacy is intertwined with two European programmes, namely eLearning and e-Skills, the SPreaD Consortium, which will be transformed in the SPreaD Community of Practice, contacted these programmes to make the results of the SPreaD project available on a large scale and to strengthen the community for the future.

SPreaD wiki

Since everyone has access to the SPreaD wiki, the sustainability of the results collected is guaranteed. They will remain available after the project has finished. A login is not normally required unless a person wishes to contribute something to the knowledge community in the wiki. In this case, it can be requested from the SPreaD secretary's office.



ANNEX

8.1. Literature and Links

Benefit Analysis of Digital Literacy Projects

- Bentele, Günter; Brosius, Hans-Bernd; Jarren, Otfried (2003): Öffentliche Kommunikation, Wiesbaden.
- Burkart, Roland (2002): Kommunikationswissenschaft, Stuttgart.
- Jarren, Otfried; Donges, Patrick (2006): Politische Kommunikation in der Mediengesellschaft, Wiesbaden.
- Schulz, Winfried (2008): Politische Kommunikation, Wiesbaden.

Best Practice Projects

SPread Consortium

- MFG Baden-Württemberg
do-it.regional
- Programmes initiated by Landesstiftung Baden-Württemberg and managed by MFG Baden-Württemberg
start und klick! - final report start und klick!
klick mach mit!
- Directorate General for Modernisation (Generalitat de la Comunitat Valenciana)
compeTIC
Internauta
- CINOP
Elektronisch Leerdossier

Other Interesting projects

eLiLL - eLearning in Later Life
www.uni-ulm.de/uni/fak/zawiw/elill/?home.en

AstonPride
www.astonpride.com

DfA@eInclusion
<http://www.dfaei.org>



ANNEX

E-LANE

<http://e-lane.org>

ELDORADO

www.eldorado-project.eu

Europe for Kids

www.europe4kids.it

HSH@Network

<http://hsh.istruzione.it/portal/home.jsp>

IALL Internet for Autonomous Lifelong Learning

<http://www.sec.ro/iall>

i-AFIEL

www.iafiel.gva.es

IDENTITY

<http://iesc.unitbv.ro/identity>

M@THONLINE

www.mathonline.it

REFOCUS

<http://refocus.liuc.it>

The Art of Publishing

<http://aop.operamultimedia.it/siteEng.html>

Conceptual Design

- Study of Current Trends and Approaches to Media Literacy in Europe.
 - Final Report: http://ec.europa.eu/avpolicy/media_literacy/docs/studies/study.pdf
 - Country Profiles: http://ec.europa.eu/avpolicy/media_literacy/studies/index_en.htm
- Geissler, Harald (1997). Weiterbildungsmarketing.
- HMD Praxis der Wirtschaftsinformatik (1999). Multimediale Bildungssysteme.
- Kerres, M. (1998): Multimediale und telemediale Lernumgebungen. Konzeption und Entwicklung, Oldenburg



ANNEX

- Bullinger, Hans-Jörg / Hermann, Sibylle (Eds.) (2000). Wettbewerbsfaktor Kreativität. Strategien, Konzepte und Werkzeuge zur Steigerung der Dienstleistungsperformance.
- Bruck, P., Buchholz, A., Karssen, Z., Zeffass, A. (2005). E-Content. Technologies and Perspectives for the European Market.
- Schulmeister, Rolf (2007): Grundlagen hypermedialer Lernsysteme. Theorie - Didaktik – Design, Oldenburg.
- Schulmeister, Rolf: eLearning (2006). Einsichten und Aussichten, Oldenburg.
- Schulmeister, Rolf (2005): Lernplattformen für das virtuelle Lernen. Evaluation und Didaktik, Oldenburg.
- Jonassen, David H. (Ed.) Handbook of Research on Educational Communications and Technology: A Project of the Association for Educational Communications and Technology.

Definition of Digital Literacy

- Aviram, A. (2006). http://www.eurodl.org/materials/contrib/2006/Aharon_Aviram.htm
- European Commission (2003) eLearning: Better eLearning for Europe. Directorate-General for Education and Culture. Luxembourg. Office for Official Publications of the European Communities. http://www.elearningeuropa.info/directory/index.php?page=doc&doc_id=7641&doclng=6
- De Haan, J., Huysmans, F., Steyaert, J. (2002). Van huis uit digitaal. Verwerving van digitale vaardigheden tussen thuismilieu en school. The Hague: Sociaal en Cultureel Planbureau.
- Martin, A. (2006). http://www.elearningeuropa.info/directory/index.php?page=doc&doc_id=6973&doclng=6
- Steyaert, J. (2000). Digitale vaardigheden: geletterdheid in de informatiesamenleving. The Hague: Rathenau Instituut
- Synder, L., Jones, A., Lo Bianco, J. (2005) Using information and communication technologies in adult literacy education: new practices, new challenges. Adelaide: National Centre for Vocational Education Research.
- Van Ingen, E., De Haan, J. Duimel, M. (2007). Achterstand en Afstand: Digitale vaardigheden van lager opgeleiden, ouderen, allochtonen en inactieven. The Hague: Sociaal en Cultureel Planbureau.

eInclusion

- AbilityNet <http://www.abilitynet.org.uk/>
- on-line – Life Long Learning and Vocational Training for People with Special Educational Needs (SEN) <http://www.on-line-on.eu/>

European Union

- Europe's Information Society Portal
- http://ec.europa.eu/information_society/index_en.htm



ANNEX

- Audiovisual and Media Policies
http://ec.europa.eu/avpolicy/media_literacy/index_en.htm
- elearningeuropa.info
<http://eacea.ec.europa.eu/index.htm>
- Education, Audiovisual & Culture Executive Agency
<http://eacea.ec.europa.eu/static/en/elearning/index.htm>

Financing Strategies

- Bertelsmann Stiftung / Clifford Chance Pünder / Initiative D21 (2003). Prozessleitfaden Public Private Partnership – Eine Publikation aus der Reihe PPP für die Praxis, Berlin.

Foundations

- Landesstiftung Baden-Württemberg
www.landesstiftung-bw.de
- Stiftung Digital Chancen
www.digitale-chancen.de/index.cfm

Human Factors and Change Management

- Doppler, Klaus; Lauterburg, Christoph (2005). Change Management, Frankfurt/Main.
- Glasl, Friedrich (1997). Konfliktmanagement, Berne.
- Klein, Uwe (2002). „Das haben wir schon immer so gemacht...“, Landsberg/Lech.
- Lindinger, Christoph; Goller, Ina (2004). Change Management leicht gemacht, Frankfurt/Main.
- Rohm, Armin (2006). Change Tools, Bonn.

Political Strategy

- Lisbon Strategy for growth and jobs:
http://ec.europa.eu/growthandjobs/index_en.htm
- i2010 - A European information society for growth and employment:
http://ec.europa.eu/information_society/europe/i2010/index_en.htm



ANNEX

Project Management

- A Guide to the Project Management Body of Knowledge (PMBOK® Guide)
<http://www.pmi.org/PMIEF/learningzone/PMMM.swf>
- PRINCE2 - PROjects IN Controlled Environments
<http://www.prince2.com/whatisp2.html>
- Valorisation down to earth - Guidance through the obstinate context of LEONARDO DA VINCI projects
http://www.leonardodavinci.nl/vault_public/cms/?ID=178

Stakeholders

- Freeman, R. Edward, Reed, David L., (1983). Stockholders and Stakeholders: A New Perspective on Corporate Governance, California Management Review; Spring 83, Vol. 25 Issue 3, p. 88
- Larry W. Smith (2000), Project Clarity Through Stakeholder Analysis, in: CROSSTALK, The Journal of Defense Software Engineering, December 2000, Vol. 13 No. 12, p. 4

Sustainability

- Educational Technology Expertise Center (2005). Determinants for Failure and Success of Innovation Projects. The Road to Sustainable Educational Innovation. Heerlen : Open Universiteit
http://e-learning.surf.nl/docs/e-learning/determinants_for_failure_and_success_2005.pdf
- Feijen, T. & Reubsæet, T. (2003). Handbook Dissemination Strategies for Leonardo da Vinci Pilot Projects. Information, theory and practical tips. Nijmegen : REVICE
- Reubsæet, T. (2005). Valorisation down to earth. Guidance through the obstinate context of Leonardo da Vinci projects. Experiences and tips from the working practice. Nijmegen : REVICE



ANNEX

8.2. SPreaD Community of Practice

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.

David Banes

Institution: AbilityNet

Position: Director of Development for AbilityNet, UK

Focus on: Digital inclusion for people with disabilities

Contact: david.Banes@abilitynet.org.uk, <http://www.abilitynettraining.org/>

Gilberto Collinassi

Institution: ENAIP Friuli Venezia Giulia, Italy

Position: Director of Development, Innovation and Design

Focus on: Adult educational and vocational fields, development of training activities, development of systems/models for evaluating competencies and qualifications, methodological innovation in the interdisciplinary use of ICT

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Peter van Deursen

Institution: NA Leonardo da Vinci, c/o CINOP, Netherlands

Position: Information Specialist

Focus on: Project management, database and information systems development in the fields of education and training/e-learning

Contact: deursen@leonardodavinci.nl, www.cinop.nl

Cordula Edler

Institution: inbut – integrative Beratung und Unterstützung, Germany

Position: Consultant for new learning technologies and pedagogical analysis systems

Focus on: eInclusion for people with learning disabilities, integrative support and advice, development of online learning modules for disabled people

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Ilias Hatzakis

Institution: Greek Research & Technology Network, Athens, Greece

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ANNEX

Frans van Hoek

Institution: CINOP – Centrum voor Innovatie van Opleidingen, Netherlands
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Contact: fhoek@cinop.nl; www.cinop.nl

Dr. Claus Hoffmann

Institution: Dr. Claus Hoffmann – Beratung, Projekte, Kommunikation, Stuttgart/Weinstadt, Germany
Position: Managing Director
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Contact: info@claus-hoffmann.de, www.claus-hoffmann.de

Alexander Kesselring

Institution: Centre for Social Innovation (ZSI), Vienna, Austria
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Beatrix Lang

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Carolina Marco Bellver

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Elvis Mazzoni

Institution: University of Bologna, Faculty of Psychology and Department of Educational Science, Italy
Position: Researcher
Focus on: Research on web activities of individuals and web groups in educational and vocational online contexts, social network analysis of web groups for collaborative learning
Membership: Italian Collaborative Knowledge Building Group (CKBG), the eLearning Italian Society (Sie-L), International Society for Cultural and Activity Research (ISCAR)
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ANNEX

Pepe Monfort Miralles

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Petra Newrly

Institution: MFG Baden-Württemberg mbH,
Public Innovation Agency for Information Technology and Media, Germany
Position: Project Manager
Focus on: Management of European projects in the field of digital literacy and regional development
Contact: newrly@mfg.de, www.mfg-innovation.eu

Eleonora Panto

Institution: CSP – Innovazione nelle ICT, Italy
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Contact: eleonora.panto@csp.it, www.csp.it

Maria Sánchez Ruiz

Institution: Directorate General for Modernisation, Generalitat de la Comunitat Valenciana, Spain
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Focus on: Elaboration, management and coordination of the Internauta programme
Contact: sanchez_marrui@gva.es, www.gva.es

Ralph Schneider

Institution: Centre for General Scientific Continuing Education at Ulm University (ZAWIW), Germany
Position: Research Assistant
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Contact: ralph.schneider@uni-ulm.de, www.uni-ulm.de/uni/fak/zawiw/

Carmen Stadelhofer

Institution: Centre for General Scientific Continuing Education at Ulm University (ZAWIW), Germany
Position: Academic Director
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ANNEX

Stefanie Steiner

Institution: Integral consultant and author in the field of knowledge and educational management, Germany
Position: Consultant
Focus on: Knowledge management, media education and special educational needs
Contact: stefanie-steiner@web.de

Tony Toole

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ANNEX

8.3. Glossary

Technical terms and abbreviations

- **Blended Learning**
Blended learning is a learning concept which combines in-class lectures and virtual learning with the use of new information and communication media.
- **Blog**
A blog is a net diary integrated on a website which can be read by everyone. In a typical blog the author publishes information that seems to be important to him or her. The reader can normally comment the texts and discusses the content with the author or with other readers. An interactive forum is created. <http://en.wikipedia.org/wiki/Blog>
- **Digital Literacy (DL)**
Digital literacy is "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)
- **Digital Divide**
Digital divide refers to the gap between those people with effective access to digital and information technology and those without such access. It includes the imbalances in physical access to technology as well as the imbalances in resources and skills needed to effectively participate as a digital citizen. http://en.wikipedia.org/wiki/Digital_divide
- **eInclusion or Digital Inclusion**
The term eInclusion is a concept that describes the disparities in terms of citizens' participation in the information society. It reflects the „e“-component in processes of social integration. The eEurope Advisory Group has defined eInclusion as follows: "eInclusion refers to the effective participation of individuals and communities in all dimensions of the knowledge based society and economy through their access to ICT. ... Further, eInclusion refers to the degree to which ICTs contribute to equalising and promoting participation in society at all levels. ... The digital divide measures the gap between those who are empowered to substantially participate in an information and knowledge-based society, and those who are not."
Kaplan, Daniel (2005): eInclusion. New Challenges and Policy Recommendations. eEurope Advisory Group.
- **eLearning**
eLearning (electronic learning) is a term which refers to computer and net based learning. It encompasses all forms of learning which use the computer as media support for learning. http://en.wikipedia.org/wiki/Electronic_learning



ANNEX

- Learning Management System (LMS)
A learning management system is the technical core of a complex, web based eLearning infrastructure. It is an application that creates a virtual learning environment in which students can study and teachers can provide their input, administer personal data and measure learning results.
<http://www.e-teaching.org/glossar/lernplattform>
http://en.wikipedia.org/wiki/Learning_Management_System
- Mobile Learning
Mobile learning or mLearning is learning with mobile devices such as PDAs or laptops. The learning content and the subject matter learned can be distributed and exchanged using these mobile devices. Learning is rendered more flexible as a result.
- Stakeholder
The term stakeholder comprises individuals, groups or organisations which have an interest in the project and can mobilise resources to affect its outcome in some way. To receive the desired support by stakeholders, it is important to identify the group of stakeholders who might have an interest in supporting the project. Furthermore, the project manager has to decide how the stakeholder can participate in the realisation of the project and in which project phase.
See also: Project Clarity Through Stakeholder Analysis by Larry W. Smith, Software Technology Support Center
- Telelearning
Telelearning is where teaching and studying are spatially and temporally separate. The Internet can be used on the one hand as a distribution medium to disseminate learning materials and information and on the other hand as a communication and cooperation instrument. Telelearning is a form of coached online learning.
- Web 2.0
The buzzword Web 2.0 was created by Tim O'Reilly in 2005. It stands for a series of interactive and collaborative elements of the World Wide Web such as weblogs, wikis and social networks. The fact that users generate the content of its platforms is specific to Web 2.0. What is Web 2.0 by Tim O'Reilly



ANNEX

SPread Consortium

The SPread consortium consists of three partners – one lead partner (MFG Baden-Württemberg) and two project partners (DGM and CINOP):

MFG Baden-Württemberg

MFG Baden-Württemberg is the Public Innovation Agency for Information Technology and Media in the South-West of Germany, located in Stuttgart. More than 50 employees are continuously engaged in networking the creative industries with the technology branches. Around 100 projects are managed per year in the fields of innovation promotion and technology transfer, cluster and network management as well as location development and marketing. Among MFG's clients and partners are companies, associations, universities, ministries and public institutions from all over Europe. With its internationally certified innovation management system (ISO 9001) and over 100,000 documented technology partnerships, MFG acts as a pioneer for systemic innovation management in the context of public-private partnerships.
www.mfg-innovation.eu

Directorate General for Modernisation – DGM - (Generalitat de la Comunitat Valenciana)

DGM depends on the regional Ministry for Justice and Public Administration of the Valencia region and is responsible for developing a strategy for advanced telecommunications as well as implementing the knowledge and technological society. These competencies are performed by launching initiatives in the field of regional and public administration modernisation policies; guaranteeing the rights of citizens concerning access to quality eServices provided by the public administration; evolving schemes, services and advanced multi-platform systems for the provision of eServices to citizens; promoting and developing eGovernment in the Valencia public administrations; building infrastructures and the telecommunications networks related to the Generalitat and its public sector; developing quality services policies and promoting and participating in ICT projects at European and international level.
www.gva.es

CINOP

CINOP is the national Centre for the Innovation of Education and Training in the Netherlands. It is an expertise centre employing over 130 academically trained professionals in the General and Further Education, Vocational Education and Training, (VET), Education and VET research, ICT and Business Management Training and Capacity Building sectors.

It focuses on learning inside the education structure, learning on the job and a combination of the two as provided through the apprenticeship system. In addition to the formal system, CINOP devotes attention to the value and recognition of qualifications obtained outside the traditional educational context, i.e. the accreditation of prior learning (APL).

CINOP offers its services to Regional Training Centres for Vocational and Adult Education, branch organisations and companies, intermediary organisations on the labour market, city councils, Ministries (Education, Economics and Labour) and national authorities.

www.cinop.nl