VALORISATION CONCEPT

for the project
"Learning Community –
Immigrants as Educational Facilitators Pave the Way for Immigrants to Access Lifelong Learning"

Content

_____

Education and Culture DG

Lifelong Learning Programme

EACEA

Education, Audiovisual & Culture
Executive Agency

Local funding bodies:

WERTE VERBINDEN MENSCHEN
BILDUNG STEIERMARK

Das Land Steiermark
→ Wissenschaft und Forschung

bm:uk

1 Valorisation

1.1 What is valorisation?

The dissemination and exploitation of project results and outputs is often referred to in English using the French term *valorisation* which basically encompasses all activities that maximise the achievements of a project.

The following definition is used by the EU: "'Valorisation' can be described as a process of exploiting project learning and outcomes (training products and processes, methodology, course materials etc.) with a view to optimising their value and impact in existing and new contexts (target groups, companies, sectors, training institutions and systems etc). To be effective, the process requires:

- a focus on end user/target group needs from project inception;
- dissemination of innovative training products and results;
- selection and analysis of their suitability for transfer to meet identified new needs;
- translation and adaptation to targeted new contexts;
- piloting and experimentation;
- leading to full integration into the new context.

This process can take place at the micro project level or on a macro level, with the aim of achieving full and sustainable integration into local, regional, national and/or European training systems and practices, including through formal certification of qualifications." (Reference: http://ec.europa.eu/education/programmes/leonardo/new/valorisation/doc/definition_en.pdf, last access: 2011-02-11)

Two key terms and activities need to be considered and distinguished: **dissemination and exploitation.** The following definitions are used by the EU:
(Reference: http://ec.europa.eu/dgs/education_culture/valorisation/why_en.htm, last access: 2011-02-11):

- **"Dissemination**: Derived from the Latin for 'abroad' (*dis*) and 'seed' (*semin*), to disseminate simply means to 'spread widely'. And that is precisely what disseminating your project results is all about: spreading them far and wide. The European Commission defines dissemination as 'a planned process of providing information on the quality, relevance and effectiveness of the results of programmes and initiatives to key actors. It occurs as and when the results of programmes and initiatives become available.'

- **Exploitation:** 'To exploit' means 'make use of and derive benefit from (a resource)'. Although your project is an entity and product in its own right, it is also important to see it as a resource or a tool that you will put in the hands of others.

  The Commission divides exploitation into two distinct categories: mainstreaming and multiplication. **Mainstreaming** is 'the planned process of transferring the successful results of programmes and initiatives to appropriate decision-makers in regulated local, regional, national or European systems'. In contrast, **multiplication** is 'the planned process of convincing individual end-users to adopt and/or apply the results of programmes and initiatives.'"

The EU's five-stage model for dissemination and exploitation
(Reference: http://ec.europa.eu/dgs/education_culture/valorisation/process_en.htm, last access: 2011-02-11)
There are five strategic levels for dissemination and exploitation for EU education and culture programmes and initiatives:
- A clear rationale for and objectives of dissemination and exploitation
- A strategy to identify which results to disseminate and to which audiences – and designing programmes and initiatives accordingly
- Determining organisational approaches of the different stakeholders and allocating responsibilities and resources
- Implementing the strategy by identifying and gathering results and undertaking dissemination and exploitation activities
- Monitoring and evaluating the effects of the activity.

Further information on valorisation can be found under the following links:

http://ec.europa.eu/dgs/education_culture/valorisation/index_en.htm (English), last access: 2011-02-11

http://ec.europa.eu/dgs/education_culture/valorisation/index_de.htm (German), last access: 2011-02-11

1.2   Valorisation – why?

The aim of valorisation is to optimise the value of the project, strengthen its impact, transfer it to other contexts, and integrate it in a sustainable manner into the broader European context. It is all about thinking outside the box and continuing to build upon a project after its lifetime, by enabling others to apply it or take it to the next step.

Valorisation is hence essential for several reasons: to spread and distribute information about the project and in particular the project results. Thereby, the public and in particular stakeholders on various levels can benefit from it. This will lead to a high impact of the project. Furthermore it will make sure that the content of the project will be transferable to other contexts and conditions. After the completion of the project, the results will be available to other parties in a systematic way. Another aim is hence to motivate different stakeholders to actively implement the results and develop them further.

1.3   The valorisation process

The valorisation process takes place at all levels and all stages of the project's life. Therefore valorisation is an ongoing process throughout all phases of the project. Furthermore valorisation activities will make sure that the impact will go beyond the duration of the project. Valorisation is a dynamic process, where necessary it will be adapted to new target groups and if required new measures will be developed. It is a process that concerns all levels of the project. Therefore the involvement of all project partners is essential. The project partners will contribute their own knowledge and skills as well as project learning gained throughout the project.

2 Valorisation plan for „Learning Community"

2.1 Introduction

The project "Learning Community" follows two targets: first to develop tailor-made solutions to meet the specific problems in the participating countries and second to formulate generally applicable policy recommendations to design a Europe-wide strategy of improved access to lifelong learning for migrants. Fundament of the transfer is the specification of content and results, which are gained in the participating countries but have also relevance for a European context. In the valorisation plan the approaches for the dissemination and exploitation activities of the project results and the knowledge and learning we gained throughout the realisation of the project is outlined. Within the plan the five strategic levels for dissemination and exploitation for EU education and culture programmes and initiatives (see chapter 1.1) are covered.

2.2 Project objectives

The overall aim of the project is to improve access to lifelong learning opportunities for migrants. This will be reached through the empowerment of the target group and the dismantling of structural barriers.

The focus of the project is to train migrants to act as educational facilitators, helping members of migrant communities to utilize offers of lifelong learning and to understand why such programmes are important concerning their personal development as well as their professional career. With our approach "Migrants as advisors and trainers for migrants" respectively "Migrants as educational facilitators", we are not only transferring good practices of participation to the field of lifelong learning but also supporting civil engagement. Within our project, three countries will apply the model of educational facilitators, including training of migrants as well as the design of curricula, training/instruction materials and manuals.

Central to the Grundtvig programme is to offer different ways of vocational education to individuals from marginalized social groups. In line with this objective, our project develops an innovative approach of advising migrants, fostering their empowerment, designing new materials for adult learners and training multipliers – thus contributing to European dimension of adult

education. In this respect, "Learning Community" has an education policy dimension (anchoring lifelong learning and awareness-raising at migrants' level), a social dimension (social integration and intercultural dialogue) as well as an economic dimension (support of knowledge and competences of migrants as valuable labour resources).

How does the valorisation contribute to the overall aims of the project?
The main objective of the project is to improve the access to lifelong learning for migrants. This will be reached through the empowerment of the target group and the dismantling of structural barriers. The contribution of valorisation to the project objectives is located in several areas and levels. The focus of the valorisation activities is on the macro level regarding structures, as well as on the micro level and individual end users.

Dissemination
The activities regarding providing and disseminating information to key actors are primarily located in WP2 and WP7 (see chapter 4).

Exploitation
Mainstreaming - the transfer of the results to appropriate decision-makers – and **multiplication** - the process of convincing end users to apply the results - is conceptualised and organised in WP6.
Core measures:
- Analysis and documentation of the achieved results, standardisation, transferability to other contexts.
- Production of manuals and other materials for the educational facilitators, multipliers and stakeholders.
- Development of political recommendations of the overall project for the European level.

2.3   Results

Types of results and valorisation mechanisms

Measures for dissemination and exploitation of results are complex. The selection of specific measures depends on the target groups (see chapter 2.4) and the types of results. Regarding the results, two types of project results can be distinguished. Therefore diverse strategies are needed. For more details on the applied strategies in the project see chapter 3.

Tangible results: they can consist for example of a new tool, a document, a curriculum, or a training package. They can be easily demonstrated with a sample or pictures. They can be presented to the general public, e.g. with the help of a sample in the course of an official event, put on the website, etc.

In the case of the project "Learning Community" the expected tangible results are:
- Analysis Papers of the local situations regarding access to lifelong learning
- innovative methodological consulting approach for the empowerment of migrants
- Trained multipliers
- Curriculum and teaching materials for the training of educational facilitators and handouts for their work
- Information (website, leaflets, flyers, publications, etc.)
- Policy recommendations for transfer and utilization
- a guideline "educational facilitators"

Intangible results: e.g. a change of attitude or new approaches. Intangible results may require subtler methods for dissemination and exploitation. For intangible results like experience or informal learning processes, the accreditation of these experiences is one possible strategy.

In the case of the project "Learning Community" the expected intangible results are:
- Innovative Approach: Trained multipliers with migration background act as educational facilitators for lifelong learning
- Better knowledge about the utilization of opportunities of lifelong learning by migrants;
- Better knowledge and awareness about barriers to lifelong learning opportunities and needs of migrants by adult education providers, other decision makers and stakeholders
- Policy makers and educational institutions are familiar with the approach of educational facilitators and consider it as an worthwhile tool they will apply in the future

Levels of valorisation of results

The project results will potentially have an impact on two levels:
- **Micro level**: individuals or groups of individuals.
- **Macro level**: influence on (adult education) systems and policy.

For details see chapter 2.4

2.4 Target groups of the valorisation activities

Regarding the dissemination and exploitation activities the following questions need to be kept in mind:

Who will use the results?

What are the interests and needs of the users?

How can we fulfil the needs of the users during the whole project life time?

In the case of the project "Learning Community" the target groups are located on two levels:
- **Migrants**
  - as educational facilitators and potential multipliers for lifelong learning
  - the participants in the pilot actions of the project
  - other migrants as users of offers in the field of lifelong learning

- **Stakeholder:**
  - representatives of educational institutions
  - policy-makers
  - actors of communities

  In our project we concentrate on systems and institutions in adult education and focus on their awareness and openness towards the needs of migrants. Regarding policy, our aim is to raise awareness among political decision maker concerning access to adult education for disadvantages groups and here in particular for migrants.

2.5 Responsibilities

The responsibilities for the different activities and measures as well as the timetable are set out in the project management plans (WP8). On a project management level, valorisation activities are located in Work package 6. Here the core valorisation activities are located. Nevertheless, activities located in other work packages are essential contributions for the successful valorisation (see chapter 4).

The conceptual framework is developed by Zebra in Austria, with the contribution and discussion of the strategies by all project partners. The valorisation concept and process will be discussed on a general basis during the transnational meetings. During the transnational meeting in Austria, a special emphasis in the agenda will be put on valorisation (see chapter 3.5). Furthermore the project platform is used as a mean of communication and exchange during the duration of the project.

3 Core valorisation activities of the project

3.1 Valorisation concept (R16)

The valorisation concept (this paper) describes how the results achieved in the partner countries may be generalized and made available to a larger public. The concept is presented and discussed with all project partners. Their feedbacks and recommendations are integrated. The basis for the dissemination and exploitation activities is the list of stakeholders/multipliers (R5) developed in WP2. Intermediary and final results will be disseminated to the relevant stakeholders according to the list. For this, all partners regularly provide contacts for a continuous enlargement of the multipliers group.

3.2 Analysis and compilation of the country reports (R17)

In the initial stage of the project the situation regarding access of immigrants to adult education will be analysed in Austria, Germany, Greece and the Netherlands, with a particular focus on the region where the project will be implemented (R1). In the compilation (R17), the four reports are analysed and a summary of the results is given. It will make it possible to compare the situation in the different regions and to find similarities and differences.

3.3 Guidebook for multipliers adult education institutions (R18)

A guidebook will be developed regarding the educational facilitators approach. It can be used as a tool for working with the innovative methods and approaches developed by the project for increasing the participation of migrants in lifelong learning. It is targeted to multipliers, in particular institutions of the adult education systems, but as well as policy makers in the field.
The guideline consists of statements about demand, access barriers, and potentials of migrants. It will contain a description of the methodological approach to empower migrants and to strengthen the participation and utilization of adult education provision. The guidebook will offer useful information for the practical implementation of the work with facilitators. It will contain guide and assistance of how the educational facilitator approach may be transferred, applied and integrated in different contexts.

3.4 Political recommendations for the EU level (R19)

In the general political recommendations preconditions for the implementation of the facilitators' approach in different regional and national contexts will be presented. The aim is to integrate the various experiences of the partners from different countries (mainly Germany, Greece and the Netherlands) and the results of the valorisation process (led by Austria). The recommendation paper provides statements and conclusions with regard to structural pre-requirements necessary for a successful implementation of the approach and explanations regarding the participation of different target groups in learning processes in view of different regional contexts and settings.

3.5 Transnational Workshop in AT (R20)

The transnational workshop is used to discuss the guidebook, the draft of the policy recommendations, the experiences and conclusions from the pilot actions and the exploitation concepts.

4 Other project activities relevant for valorisation

For a successful valorisation of the project, it is essential to link and see the activities in WP6 in connection with the measures of the other work packages (WP); in particular WP2 (Awareness-raising, motivation and networking), WP 5 (Institutional anchoring in the national/local contexts) and WP 7 (Dissemination and public relations).

The following activities and results are planned:
- Awareness-raising & activation concept (WP1 - R2)
- List of stakeholders (decision-makers, opinion leaders, actors) (WP2 – R5)
- Exploitation concept for local level (Germany, Greece, Netherlands) (WP5 - R14)
- Political recommendations for local level (Germany, Greece, Netherlands) (WP5 - R15)
- Dissemination strategy (WP7 – R21)
- Information material for dissemination (WP7 – R22)
- Project Presentations, Press Releases (WP7 – R23)

Responsibilities / timetable of activities
For the timetable and concrete implementation steps, see the project management plan (WP8).