

TEMPUS

TOP Handbook
Sustainability through
Dissemination

Phare

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (<http://europa.eu.int>).

Cataloguing data can be found at the end of this publication

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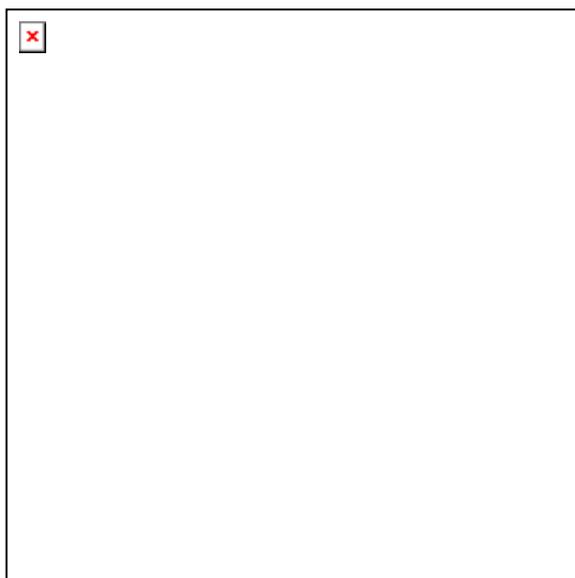
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INTRODUCTION

The present handbook is developed in the framework of the Tempus Output Promotion (TOP) Project to provide support to Tempus project promoters and other stakeholders interested in maximising the use and impact of Tempus output and their sustainability.

It has been developed in early 1997 by a work team coordinated by SCIENTER (Claudio Dondi, Franca Fiacco, Monica Monti) and also comprising:

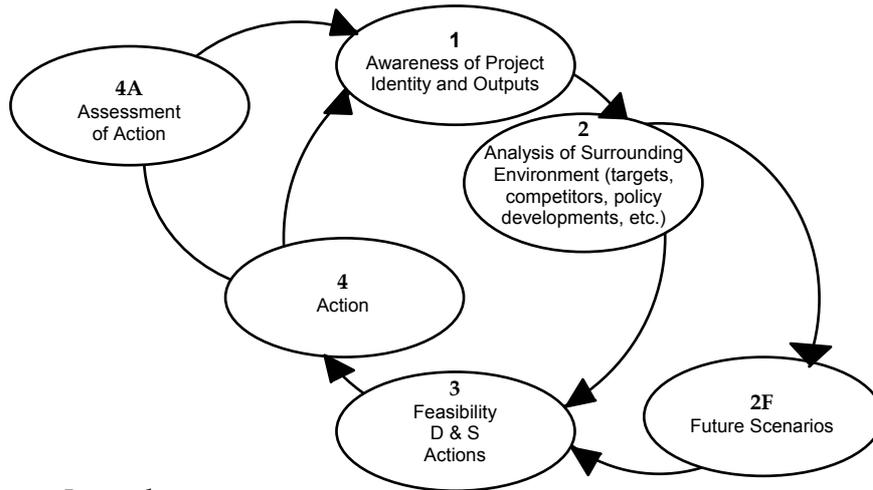
- ◆ Prof. Hans Henrik Knoop, Royal Danish School of Educational Studies;
- ◆ Prof. Dainuvite Blume, University of Latvia;
- ◆ Dr. Albert Prikulis, Director of Latvian National Tempus Office (NTO).

It is the result of the survey on Tempus Dissemination conducted on the basis of project report, desk research, visits to projects and interviews with national higher education authorities. Although attention is paid to both Phare and Tacis countries, field research only related to Phare countries, because no JEPs had finished by the time of publication of the handbook. The handbook aims to support both Phare and Tacis project actors and will be applicable to any goal-oriented project at international level. The structure of the handbook is as follows:

Part I is based on the implementation model for Dissemination and Sustainability actions. In its basic structure, the implementation model should allow project leaders to identify themselves and the characteristics of their environment, to develop the feasibility of actions oriented towards dissemination and sustainability, to utilise scenarios

on future developments and to implement and assess their actions. The following scheme is intended to give a preliminary idea of the implementation model that should be used to structure both the study and the handbook. The iterative nature of the scheme is intended to demonstrate that effective action would most probably modify the project identity and would require a new cycle of action.

Each of the ten short chapters is therefore related to one of the steps of the implementation model; in each chapter the diagram is reproduced showing where the chapter is positioned in the model.



Legend:

1. What is dissemination? What is sustainability?	GENERAL
2. Identify your project and its outputs	1
3. Target users and project stakeholders	1
4. What are your present strengths and weaknesses?	2
5. What about future scenarios?	2F
6. What are the options for D&S actions?	3

Legend (continued):

6. Resources and priorities	3
7. How to “embed” D&S in existing initiatives	4
8. How to assess D&S actions?	4A
9. D&S actions changed your project identity: what is the next step?	1

Part II contains six case studies of Dissemination and Sustainability Action chosen from projects which were visited and/or studied in more depth in the desk research. They represent a variety of approaches corresponding to the nature, life-cycle, and contexts of the different projects.

Part III contains practical information on support agencies, Tempus relevant initiatives existing networks, directories, databases, which may be of help in developing specific actions. This part is composed of two sections, covering the National Tempus Office in the Phare Partner States, in which can be found information on the institutional body or agency in charge of the Tempus project development, national initiatives supporting project outputs, directories and databases containing information on Tempus project outputs, etc.

The latter called “General Information”, is mainly devoted to provide Tempus project managers with information related to European programmes and/or initiatives.

Internet addresses are listed in order to stimulate new ideas for future project development, to find partners and to benefit from existing project outputs.

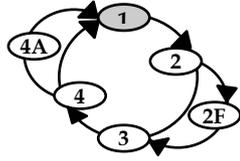
Characteristics of the handbook include:

- ◆ The handbook may be read sequentially, but does not need to be handled this way; it allows different points of entry according to the “life-cycle” phase of the reader’s project or according to specific needs;

- ◆ The handbook is not prescriptive: it does not tell the “one best way” to do, but suggests a context-based method of work, and stimulates the reader to work on her/his specific project and undertake some activities that, at the end of each chapter, correspond to the planning of the different phases of dissemination action in view of output sustainability;
- ◆ The handbook is intended to be easy to use and informal in its communication style: its main intended quality is usability, so readers should not expect here the originality of an academic survey.

Many of the considerations and suggestions may appear obvious if taken individually, but the systematisation of approach seems to be an important requirement in the current dissemination practice of Tempus and other programmes related to innovation in education and training. In fact, the “island” character of many Tempus projects, that is their modest capacity to diffuse the innovation that they generate, has been recognised as a weak element by the five evaluation studies carried out in the framework of TOP. The handbook intends to contribute to the solution of this problem, but it will only succeed if motivation to disseminate results is generated among project leaders and other project stakeholders. A broader availability of innovative results may generate competitors in the short term, but is the condition for long-term sustainability and a coherent approach to an open society. Higher education has a specific role in this process: it would very disappointing if it were not able to provide examples of good practice in the dissemination of outputs.

**PART I:
GUIDELINES FOR THE DESIGN OF
D&S ACTION IN TEMPUS**



1. WHAT IS DISSEMINATION? WHAT IS SUSTAINABILITY?

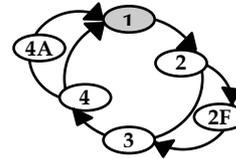
One of the fundamentals of the present handbook is to give a clear definition of “dissemination “ and “sustainability”. This is a “must” arising from the desk research carried out preliminary to the handbook writing, which identified the existence of various interpretations in the meaning of the two words.

Dissemination and Sustainability in general

The following definitions of the two concepts are for the specific purpose of the Handbook and are not necessarily the only possible definitions. The concept is clearly based on the point of view of the project promoters, who are the priority target public for the handbook and of the Tempus programme as a whole, even if the handbook is addressed also to other projects’ stakeholders.

DISSEMINATION

*is a **process** of making results of projects available for a target public, which has not been directly implicated in the project.*

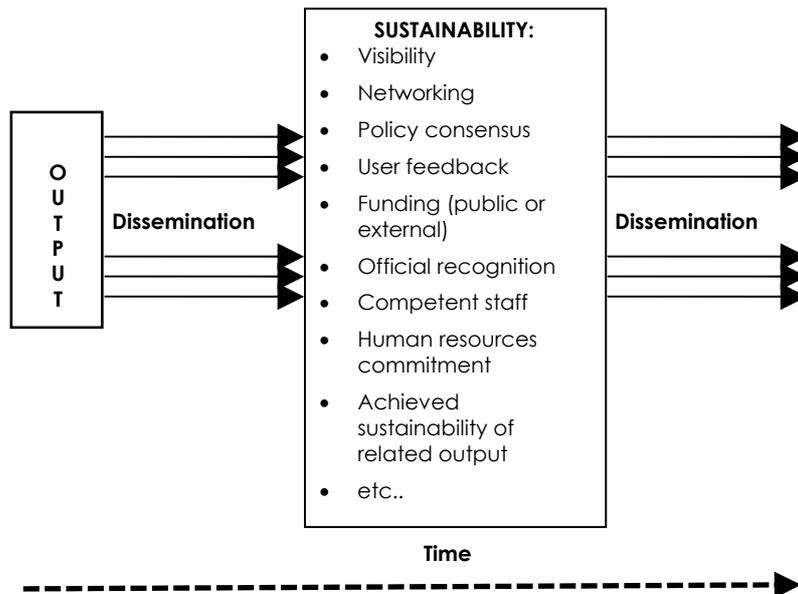


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SUSTAINABILITY

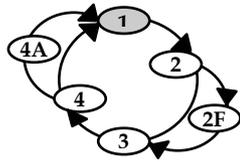
*of project results can be defined as **the result of a process** which ensures that the outputs of a project are maintained after project funding has stopped.*

The following graph visualises the concept:



Outputs

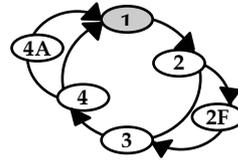
Dissemination results from a project, not necessarily of the entirety of a project but possibly of single outputs. The overall results of a project can thus be disseminated in part and be sustainable in



part. The outputs are defined by the individual project circumstances. In each individual project they will vary in nature, in possible target groups, in terms of dissemination and in necessary conditions for sustainability.

Sustainability

Sustainability can be envisaged as being composed of various elements or “ingredients”. They comprise visibility, networking, policy consensus, users’ feedback, funding (public or external), official recognition, competent staff, human resources commitment, achieved sustainability of related output. These elements are not independent of each other and are difficult to measure in precise terms. In fact the sustainability of a specific output may depend, to a large extent, on the achieved sustainability of a more general output such as a new institution; but a number of elements will need to be present if a given output is to be defined as sustainable. The type of necessary elements very much depends on the type of outcome. For example: the sustainability of a new curriculum can be measured in terms of official recognition, funding and users’ feedback (i.e. the presence of students), while cooperation structures with industry will depend more on networking and policy consensus than on official recognition. These elements are



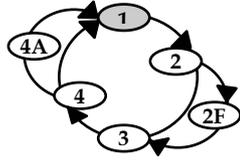
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also not static in their nature, i.e. sustainability is not an eternal state. This reflects the need for sustainable project outputs to continue developing and adapting. An institutional cooperation agreement between two universities which has some medium term funding will still depend on long-term policy consensus if it is to remain alive. In the same way a new curriculum will need visibility and networking if it is to be up-dated regularly instead of becoming obsolete after some years.

Dissemination Dissemination is described generally as the range of actions, which make project outputs available to persons who are not directly involved in a project. Availability of project results is understood to comprise a full range from pure information up to training exercises or involvement in decision-making.

The achievement of sustainability, as defined above, therefore presupposes dissemination.

Given that project outputs are variable, the target public will also be variable. It can vary from colleagues in the same department to persons in external organisations, e.g. international donor organisations. The main motivation for dissemination, from the point of view of a project, is the achievement of sustainability.



2. IDENTIFY YOUR PROJECT AND ITS OUTPUTS

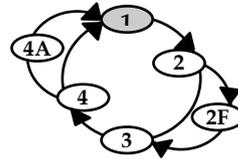
Tempus projects may have different aims, for example:

- ◆ development of new curricula;
- ◆ establishment of a network;
- ◆ institutional innovation;
- ◆ development of innovative learning resources.

The number and type of institutions involved are also elements of project differentiation. For instance, the involvement of only one or more Universities based in the same Phare country; the involvement of enterprises and other organisations belonging to the Public Administration. Also the different nature of the Tempus project influences the needs of dissemination and the actors' performance in dissemination.

The most significant issue in this chapter is the nature of the project outputs to be developed, which may be classified as follows:

- ◆ hard outputs in terms of academic "products" from projects (curricula, courses, books, etc.);
- ◆ know-how in terms of expertise (project management, university management, etc.);
- ◆ national reform policy implementation (higher education with reform at national level).

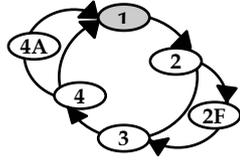


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Not all outputs are physical; when identifying project outputs, you have to think of them as elements of a continuum, ranging from totally tangible and “material” products, at one end, and totally “immaterial” results, at the other end. A long list may result from the project analysis, combining a few or many of the following categories of outputs:

- ◆ new textbooks developed;
- ◆ new computer laboratories;
- ◆ new library;
- ◆ organised and functioning working equipment;
- ◆ teaching materials;
- ◆ upgraded courses;
- ◆ curriculum concepts;
- ◆ publications;
- ◆ management experience developed;
- ◆ impact on national policy;
- ◆ seminars/workshops/conferences;
- ◆ research reports.

A common mistake is to assume that the only outputs which may have a potential of dissemination are **final outputs**. In fact, during the project life-cycle several products are developed as **intermediate or supporting outputs**. These have functions in relation to the project and its product development but may also have a potential for dissemination independently from the final outputs. Obviously some outputs may not be suitable for dissemination, either because they are intended for partners’ use only or because their quality or content makes them inappropriate for



dissemination. The “**potential**” for dissemination can be defined as a combination of three factors:

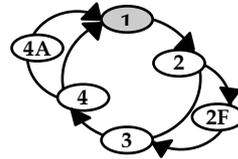
- ◆ intrinsic innovative value of the output;
- ◆ ease of dissemination;
- ◆ number of potential users.

A further important consideration is the differentiation of projects according to the phases of their life-cycle. An appropriate dissemination strategy can be designed from the beginning of the project, planning for dissemination actions related to the first intermediate results. Very frequently, however, dissemination is a concern of the later phases: if nothing has been done earlier, a “frenetic dissemination” tends to emerge when the final outputs are about to be produced.

It is important to understand that, although dissemination can be started in any phase of the project life-cycle, having a dissemination plan from the beginning helps considerably the shared and effective distribution of effort over time to guarantee sustainability of outputs.

Example The project, having as **final output** the establishment of a Centre for Innovative Specialised Studies, needs to be supported by several **intermediate outputs** such as:

- development of training of trainers courses on the studies’ subjects
- upgrading of electronic facilities (computer laboratories, software and specific tools)
- development of training courses to facilitate the use of new or upgraded tools
- development of a training course on foreign languages.



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These outputs are aimed at developing staff skills and improving working conditions in order to facilitate the Centre's establishment and its functionality. But they can also be designed and implemented in a way that makes some of them (e.g. the trainers' training course) relatively independent and potentially replicable and self-sustainable outputs.

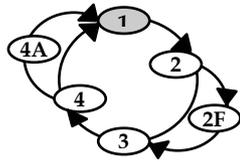
CHECKLIST

- ◆ Recall the main aims and structure of your project (in terms of organisational aspects, process development and timing)
- ◆ Identify the outputs of your project and place them into an ideal life-cycle
- ◆ Distinguish between final outputs and intermediate/supporting outputs

Once you have answered the previous checklist, please complete the following template:

2.1 *Please identify the 4 main characteristics of your project (in terms of: aims, partnership, outputs, innovation)*

1. _____
2. _____
3. _____
4. _____

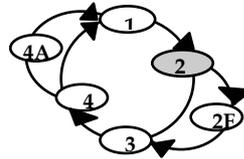


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2.2 Please write a long list of outputs of your Tempus project; write the date at which they are/were expected to be produced (if this exercise is applied to a new project this is particularly useful) and give a preliminary statement of their potential for dissemination.*

Output	Date	Potential for Dissemination				
		Low 1	2	3	4	High 5
A. _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. _____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* See definition of "potential for dissemination" above in this chapter



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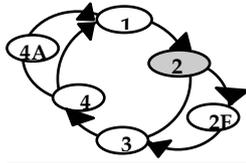
3. TARGET USERS AND PROJECT STAKEHOLDERS

Dissemination actions will always be unsatisfactory if their target audiences are not clearly defined. The process of identification of these targets, however, is not a “neutral” task: conflicts as well as synergies between the project leader and other “stakeholders” may arise from it, and these can affect dissemination results.

When identifying target groups for dissemination a preliminary distinction should be made between “*target users*” - who are those who should make direct use of your project outputs -, and “*project's stakeholders*” - who are those (local government, university rectorate and administrative staff, local companies, etc.) who, although not always directly involved in any of your project activities, share an interest in the success of the initiative. Stakeholders are particularly important in terms of sustainability because they can direct additional support towards your project or, if unsatisfied, can withdraw the support that they gave in earlier phases.

For the definition of more effective dissemination actions, “target users” can be divided into the following categories:

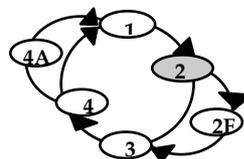
- a. **students** (and their families), who should be informed about new curricula, equipment, mobility opportunities available in a given beneficiary faculty of a CEE university. Students are at the same time targets for dissemination and for sustainability: in fact the number



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of students is often the key criterion used to allocate government funding to universities and, in some countries, through university taxes, it is a determinant of direct income.

- b. **other parts of the beneficiary university**, including university management; these could benefit from new equipment available, but also from the experience gained by running a transnational innovative project;
- c. **other universities in the country**, which might benefit from both experience gained and specific outputs of Tempus JEPs developed in the same country.
- d. **other universities in other Tempus beneficiary countries**; this is a target of potential interest for institutions in the most advanced partner countries (and their EU partners), particularly those which seek collaboration with Tempus Tacis beneficiary institutions. The transfer of successful curricula or learning materials to countries that have a shorter Tempus history is a promising area in which to capitalise the new experience gained;
- e. **other universities in the European Union**, which can be attracted to collaborate with institutions in partner countries through the presentation of successful projects and their outputs, especially in view of SOCRATES extension to at least some partner countries;
- f. **policy makers** in national and regional governments and in industry, who can provide additional support and follow-up opportunities to successful JEPs which can show specific outputs of their work and potential benefits of future developments;



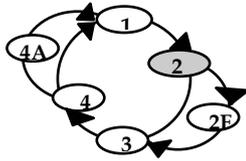
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- g. **public opinion** in partner countries and EU countries, which needs to be made aware of specific results in their academic collaboration in order to back up policy decisions for continued investment. This is obviously a target that cannot be addressed by individual JEPs, but rather at Programme level; however, it requires the mobilisation of JEPs and all their partners and beneficiaries if it is to be credible.

The importance of each target category in the definition of a dissemination plan varies from project to project. It is essential that your **primary target group** be identified as the most important beneficiary of your dissemination actions. The primary target group for each output is the category of users for which the output is designed and developed, hopefully on the basis of a needs analysis or an expressed demand. The primary group may be a 'closed' and known one (e.g. a specific group of university students who have registered to follow a new curriculum; a group of academics teaching a specific topic). In other cases, your primary target group may be an 'open' one (e.g. students who wish to follow an innovative course; academics who need re-training).

The concept of **secondary target groups** is also important to define those categories who could use part or all of the products/services originally designed for another group, therefore adding value to both your dissemination and sustainability plans.

Whilst the primary target group is usually clear from the start, often little attention is paid to identifying possible secondary target groups. For universities needing to justify a new curriculum, identifying secondary target groups is



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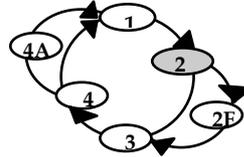
particularly valuable because, for example, new academic positions must be institutionally recognised, a wider group of students has to be attracted, new teaching materials may have a commercial potential.

Example The primary target group of a new curriculum is normally represented by a group of target students which intend to take a degree in innovative subjects. The academic staff are also generally involved in the development of a new curriculum but their interest is completely different from the students. They are interested in exploiting new opportunities offered by transnational cooperation as well as obtaining official recognition for their innovative studies and results. Finally, the University institution has its own interest in the development of a new curriculum, which may improve its image at local, national and international levels, as well as enlarging the existing number of students who are attracted by such an innovative course of study.

Stakeholders may belong to any of the categories already mentioned as examples of user groups, but, as previously stated, a stakeholder may or may not be a user of the main outputs of one project, but may have an interest in the success of the project itself (as a partner, a sponsor, a relevant authority, etc.).

CHECKLIST

- ◆ Recall your project results and try to identify those who could make a direct and/or an indirect use of each one of them.
- ◆ Identify elements/characteristics of your project that will help you assess whether a target group is primary or secondary.



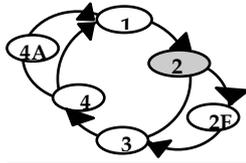
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◆ Identify potential synergies and/or conflicts that might arise among different target groups sharing interest in the same output(s).

Once you have answered the previous checklist, please complete the following template:

3.1 After transcribing from the previous chapter your project outputs with a potential for dissemination, please write down for each output primary or secondary target groups.

Outputs	Primary target users	Secondary target users
A _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
B _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
C _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
D _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

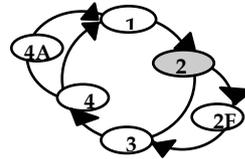


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Outputs	Primary target users	Secondary target users
E _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

3.2 Please try to analyse the relevance of project outputs to classes of stakeholders that you identify as appropriate to your project.

Output	Relevance to project stakeholders					Which stakeholders
	Low		High			
	1	2	3	4	5	
A. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
B. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
C. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
D. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____

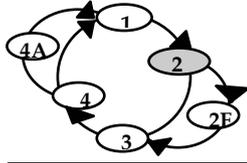


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Output	Relevance to project stakeholders					Which stakeholders
	Low		High			
	1	2	3	4	5	
E. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

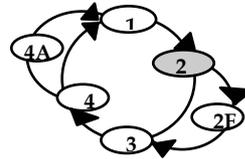
3.3 Please re-write the outputs already identified in activity 2.2 and indicate for each of them their potential for sustainability

Output	Potential for Sustainability				
	Low		High		
	1	2	3	4	5
A. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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I. _____	<input type="checkbox"/>				
J. _____	<input type="checkbox"/>				



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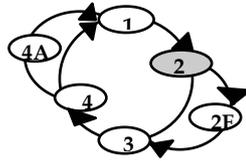
4. WHAT ARE YOUR PRESENT STRENGTHS AND WEAKNESSES?

When defining a dissemination plan, which is also a strategic plan for the achievement of sustainability (when results are maintained after project funding has stopped), you need to analyse your products/outputs in order to estimate their strengths and weaknesses for dissemination and sustainability. This follows a description of what your project outputs will be and which will be their identified target groups for dissemination.

Because of the likely scarcity of financial resources for dissemination it is imperative that all available resources be invested in outputs which have a high potential for dissemination and are more likely to be sustainable. These outputs should contain valuable elements or characteristics that can be easily disseminated and, through dissemination, may achieve sustainability. By identifying strengths and weaknesses of your project outputs, you will make an initial evaluation of the influence and transfer levels of your results, and will be able to define suitable intervention to counteract present weaknesses.

Strengths

This needs to be a list of strengths from the point of view of the 'customer', i.e. your target users and the project's stakeholders; it therefore should not include strengths such as 'expertise' or



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‘experience’ if they are not perceived as such by your target users.

The strengths considered here may refer both to intrinsic characteristics of your project’s outputs/products (quality, technology, image, etc.) and to other external factors that may depend on the context in which your project is being developed, but directly affect your project identity and its capacity to influence others.

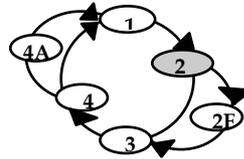
The “surrounding environment” as it is today, and its future development, as well as synergies between direct users and stakeholders, should always be taken into consideration when drawing up dissemination and sustainability plans.

An example of strength combined with synergy would be that of innovative and up-to-date teaching materials in a field of study which is becoming a priority for local government (e.g. environmental protection).

Weaknesses

These are characteristics or features the ‘customer’ wants, but you cannot provide at present or where your output is less successful than that of competitors. Weaknesses may refer both to intrinsic characteristics of your project outputs/products and to other factors in the surrounding environment which directly affect the likely success of the outputs.

Once you have identified weaknesses that might restrict dissemination of your results and undermine their sustainability, you must analyse the nature of these



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weaknesses and see whether it is possible to take action now to reduce their importance.

Example

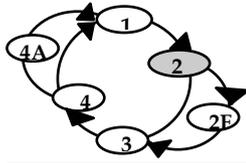
A project dealing with the development of rural communities may have as strengths a direct contact with the local community, support from local authorities, high level of teachers professionalism and involvement of European experts.

On the other hand, weaknesses are represented by the difficulties in enlarging the local network to other rural communities in the same country as well as in attracting interest of the national authorities.

CHECKLIST

- ◆ Identify all the intrinsic strengths and weaknesses of your outputs.
- ◆ Consider your project's "surrounding environment" (economic, political and social context) and reflect on the impact it has on the dissemination and sustainability of your results. Does it strengthen them? Does it weaken them?
- ◆ Recall previously identified conflicts and/or synergies that exist between the needs of your target users and the project's stakeholders and reflect on whether they act as strengths or weaknesses in the dissemination and sustainability of your project results.

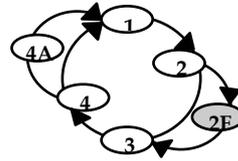
Once you have answered the previous checklist, please complete the following template:



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4.1 *Identify strengths and weaknesses of your project, both intrinsic and external, that can affect the dissemination and sustainability of its results.*

Outputs	Strengths		Weaknesses	
	<i>Intrinsic</i>	<i>Deriving from</i>	<i>Intrinsic</i>	<i>Deriving from</i>
A. _____	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
B. _____	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
C. _____	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
D. _____	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____



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5. WHAT ABOUT FUTURE SCENARIOS?

As we have seen in the previous chapter, dissemination and sustainability of your project outputs is, to some extent, influenced by external factors, i.e. the project's surrounding environment can facilitate or, on the contrary, hamper the level at which results can be transferred and become sustainable.

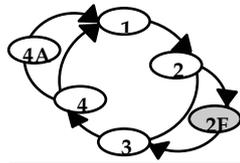
The surrounding environment is subject to continuing changes and can be classed as an unstable factor. Its changes can modify the conditions on which your project is based and can lead to changes in the dissemination and sustainability of your outputs.

Changes in the external conditions (economic, social and political context) may act either as an opportunity, if they provide your project outputs with positive benefit to their D&S, or as a threat/constraint if the effect is negative.

In a strategic approach to D&S, it is important that future developments in your project's surrounding environment are expected and their impact evaluated.

Opportunities

Opportunities are usually external factors, which may occur in the near future and provide you with new occasions to strengthen the dissemination and/or sustainability potential of your project output.



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What is a weakness at present (e.g. novelty of approach, not yet understood by target users) may become an element of strength in the future when new legislation or political strategies are adopted which favour your approach.

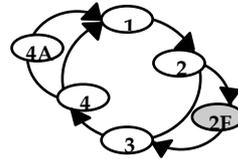
An example would be that of an open and distance learning programme in a country where there is no official recognition of this learning system yet but where it is likely to be a priority in a couple of years. Obviously your original strengths may also benefit from opportunities deriving from external change.

Threats

These are exogenous trends or developments which are likely to reduce dissemination and sustainability potential of your project outputs. As in the above mentioned case, both your original strengths and weaknesses may be affected by external threats.

Example

A distance learning scheme may be addressed not only to students and university management but also to private business and public management for their internal training and/or up-dating. In the surrounding environment both industries and government are struggling with scarce resources and a fall in production: at present these targets/stakeholders are not likely to back up your programme but, as soon as the local economy recovers, the government might recognise the importance of ODL and make it a priority for the national education system, bringing additional support to it.



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Scenarios of possible future developments can help you forecast the sustainability of your outputs; their sustainability factors (see chapter 1) need to be studied from an evolutionary point of view, to assess if they are more or less likely to be achieved in the near future.

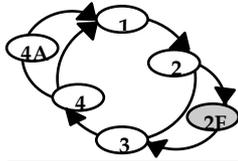
CHECKLIST

- ◆ Try to foresee what changes in your project's economic, social and political context might take place and which of them could be considered as an opportunity or as a threat to your project outputs dissemination and sustainability.
- ◆ The adoption of new legislation or political strategies, the emergence of new actors may represent Opportunities and Threats for your project's output D&S. Try to identify the phases of your project life-cycle in which they may damage or facilitate your D&S action.

Once you have answered the previous checklist, please complete the following template:

5.1 *Identify opportunities and threats to your project's results, dissemination and potential for sustainability.*

Outputs	Opportunities	Threats
A. _____	_____ _____ _____	_____ _____ _____
B. _____	_____ _____ _____	_____ _____ _____



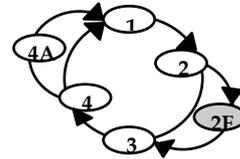
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Outputs	Opportunities	Threats
C. _____	_____ _____ _____	_____ _____ _____
D. _____	_____ _____ _____	_____ _____ _____

5.2 Please try to establish a connection between the identified Opportunities and Threats on one side and the points of Strength and Weakness that you recognised in chapter 4.

Opportunities/Threats	Strengths/Weaknesses

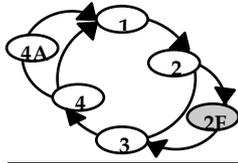
5.3 Please enter in the first column the full list of outputs and identify for each of them the factors which may guarantee their



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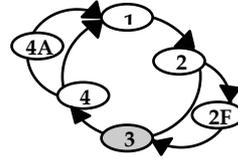
sustainability (please use the list of sustainability factors reported in chapter 1). Then try to assess if the future evolution (Opportunities and Threats) will, as a whole, have a positive (+), negative (-), neutral or minimal impact on the sustainability of the output.

Output	Factors of Sustainability	Future Perspective
A	A1 A2 A3 A4	
B	B1 B2 B3 B4	
C	C1 C2 C3 C4	
D	1D 2D 3D 4D	
E	E1 E2 E3 E4	
F	F1 F2 F3 F4	



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Output	Factors of Sustainability	Future Perspective
G	G1 G2 G3 G4	
H	H1 H2 H3 H4	
I	I1 I2 I3 I4	
J	J1 J2 J3 J4	



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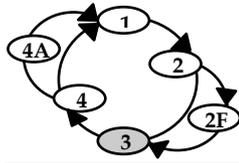
6. WHAT ARE THE OPTIONS FOR D&S ACTIONS?

In the first chapter Dissemination has been described as a process of making results of projects available for a target public; while Sustainability of project results has been defined as the result of a process which ensures that the outputs of a project are maintained after project funding has stopped.

The dissemination process consists of “actions for dissemination” which may be classified according to several criteria. The most obvious is the type of activities, but it is also possible to distinguish between “extensive” and “intensive” actions, as well as between “ad hoc” and “embedded”.

In general terms “extensive” actions refer to infrastructural actions supporting dissemination, while “intensive actions” include those which may produce specific dissemination results, such as influence on university management or dissemination of good practice in project management.

In our terminology, “ad-hoc” actions are those that are generated/ designed explicitly to promote one given output or series of outputs of the same project: e.g. a conference to present the project results, a publication summarising a completed survey, etc.; “embedded” actions include all those approaches which inject dissemination of a Tempus output into existing activities (e.g.: events, publications, networks, etc.) which are already addressing a given target. The latter

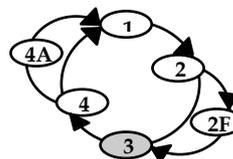


actions have the advantage of reducing dissemination costs, and capturing broader audiences, including those are not specific to the output subject area. To this end they are more suitable to non-material outputs rather than those based on materials.

As one of the aims of the present handbook is to be user-friendly, the classification based on the type of activities seems to be the most appropriate.

Possible activities are listed below, with a note on the advantages and disadvantages of each:

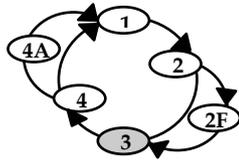
- ◆ **Conferences and Workshops;** they constitute the most traditional way to present results of an innovative projects. They have the big disadvantage of being organised in a definite place and at a definite time, so they are not sufficient to guarantee long term access if not accompanied by publications (proceedings). If well organised, they can be a “warm” and interactive way to discuss results and possible future developments; their cost may be reduced to very little when organised within an institution.
- ◆ **Publications** (reports, newsletters, printed directories of outputs, collection of case studies, etc.); they are another traditional way of disseminating results, usually integrated with workshops/conferences in order to cope with their main disadvantage: they are “cold”, not interactive, ways of presenting results, and can be ignored and forgotten if insufficient attention is attracted to the publication. An additional disadvantage is the time required to prepare effective publications.
- ◆ **Exhibitions;** they may be extremely effective for presenting certain kinds of “material” outputs and for



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establishing personal contacts, but are not appropriate for many categories of Tempus outputs. A “permanent” variant of the exhibitions are the “Programme Output Showcases” that can be organised at European or national level to attract the attention of target groups for the whole of “material” Programme outputs. Their cost can be very low if they are embedded in existing institutions, but they need to be known and attended by the relevant audience, and this requires some investment for promotion and local support.

- ◆ **Training Actions;** they can be intensive, spaced over time and eventually take the form of open and distance learning. Training is not often considered a dissemination measure, because it goes deeper in the transfer of know-how and experience than classical dissemination; however, it can be very appropriate when the “output” is immaterial or is a methodological tool of a degree of complexity. The big advantage of training and distance learning is that they can be contextualised to the specific needs and work environment of each user/learner and that they build relatively solid networks of people. The possible serious disadvantage of training actions is that they are time - and resource - consuming compared with other measures that can reach more people more quickly.
- ◆ **Public access databases of outputs projects and partner institutions;** they are a necessary resource for a dissemination activity at programme level, but do not guarantee a large uptake from potential users if not accompanied by other measures (network animation, workshops, etc.).
- ◆ **Innovation Networks;** they are a relatively new form of dissemination, based on the constitution of medium-long

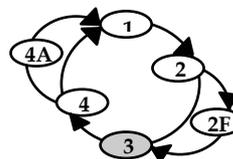


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term networks of people interested in a certain thematic area or horizontal policy. They usually integrate researchers, policy makers and practitioners in order to reduce the gap between policy definition, research and implementation of innovative practice. Innovative networks can work in traditional ways, through periodic seminars, but are more and more based on continuing electronic communication. Their big advantages are that they may be well-targeted and inexpensive. Their relative disadvantage is that they need professional and continuous animation to be really effective.

The following table summarises the general advantages and disadvantages of the most common dissemination actions:

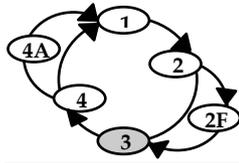
	ADVANTAGES	DISADVANTAGES
CONFERENCES AND WORKSHOPS	<p>They can be a “warm” and interactive way to discuss results and future perspectives</p> <p>Their cost may be reduced to very little when organised within an institution</p>	<p>They are not sufficient to guarantee long term access if not accompanied by publications</p>
PUBLICATIONS	<p>They are a familiar way to publicise dissemination results</p> <p>They can reach target audiences over a long time</p>	<p>They are not interactive ways of presenting results, can be ignored and forgotten if insufficient attention is attracted to the publication</p>



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	ADVANTAGES	DISADVANTAGES
EXHIBITIONS	They may be extremely effective to present certain kinds of “material” outputs and to establish personal contacts Their cost can be very low if they are embedded in existing institutions	They need to be known and attended by the relevant audience, and this requires some investment for promotional and local support activities
TRAINING ACTIONS	Training and distance learning can be contextualised to the specific needs and work environment of each user/learner, building relatively solid networks of people	They are time - and resource - consuming compared with other measures, that can reach more people in a shorter time
PUBLIC ACCESS DATABASES OF OUTPUTS PROJECTS AND PARTNER INSTITUTIONS	They are a necessary resource for a dissemination activity at programme level	They do not guarantee a large uptake from potential users if not accompanied by other measures (network animation, workshops, etc.)
INNOVATION NETWORKS	They may be well-targeted and inexpensive	They need professional and continuous animation to be really effective

Example In the framework of a Tempus project focused on environmental issues, a series of training courses was provided addressed to teachers belonging to all levels of the educational system (primary, secondary, university). These courses, having a clear dissemination purpose, aimed to make teachers sensitive to the importance and complexity



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of this subject and its impact on the daily life (air and water pollution, waste disposal, etc.). The importance of emphasising dissemination initiatives such as training actions is that they are not widely utilised by project managers. The most common are workshops, conferences, seminars and publications, that are mainly organised ad-hoc.

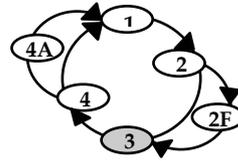
CHECKLIST

- ◆ Identify appropriate dissemination actions and place them into an ideal life-cycle
- ◆ Reflect on the impact on your project of the actions identified above.

Once you have answered to the previous checklist, please complete the following template:

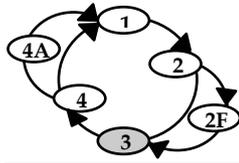
6.1 *Please write down the list of appropriate dissemination actions related to your project and try to identify the advantages and disadvantages of each of them, (maximum 3 dissemination actions per project output.)*

Outputs	Dissemination action	When	Advantages	Disadvantages
A. _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
B. _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____



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Outputs	Dissemination action	When	Advantages	Disadvantages
C. _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
D. _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
E. _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____



7. RESOURCES AND PRIORITIES

A reconsideration of chapters already studied and the scenarios relating to the context of your project should now enable you to design your dissemination and sustainability strategy.

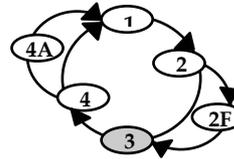
At this stage you should have identified:

- ◆ outputs;
- ◆ targets;
- ◆ sustainability factors;
- ◆ and a long list of possible dissemination actions related to your project.

You should also have assessed the degree of sustainability and dissemination potential for each output, identified strengths and weaknesses of your project; and also its opportunities and constraints.

In a nutshell, you have now collected all the relevant information to:

- ◆ *analyse resources already available and resources that can be activated (people, money, events, networks, institutional support, etc.)*
- ◆ *define your priorities*
- ◆ *prepare a mini-feasibility study*



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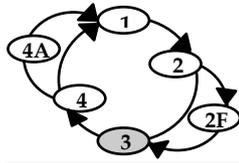
The definition of the criteria that may lead you to identify your priorities for dissemination and sustainability actions is the most important issue to be analysed in this chapter.

From a pragmatic view point, it is absolutely necessary for the future of your project's outputs to decide whether to consider the complete list of them or to concentrate your efforts only on one, or a few, of them. It is important also to consider that dissemination of some outputs can also be instrumental to the dissemination of others (e.g. you may decide to promote a new organisation through the dissemination of a specific new curriculum or learning materials, or vice-versa). In any case decision making depends on available resources in terms of:

- ◆ the possibility of using existing dissemination actions and infrastructures;
- ◆ the type of sustainability factors and their "achievability", which you may rely on;
- ◆ the degree of partnership consolidation, necessary to support your strategy;
- ◆ etc.

Criteria for selecting target audiences are also important. As it is often the case that resources allocated to dissemination actions are limited a prioritisation of possible target audiences is necessary to optimise their effectiveness.

Example The development of innovative outputs (such as CD-ROM, software and specialised electronic tools as well as training materials for new subject areas) imposes heavy burdens on the project manager, mainly in terms of resources. These outputs need to



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be regularly updated, monitored and tested in order to convince users about their usefulness.

In this perspective, the lack of support from the National Authorities (lack of relevant legislation or official recognition) may damage the good results obtained through Tempus project development because of the consequent lack of support and financial resources.

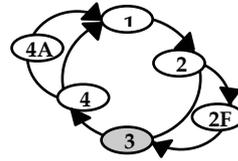
This is one of the most obvious situations in which the dissemination strategy is fundamental to sustainability. In fact, only the involvement of a wide range of targets guarantees the necessary revenues for updating the outputs, allowing them to be competitive.

CHECKLIST

- ◆ Are you aware of the different resources you can rely on?
- ◆ Considering the available resources and relating them to the information collected, are you able to state:
 - ◇ how would you choose among outputs?
 - ◇ how, within the chosen outputs, would you select target audiences and measures?

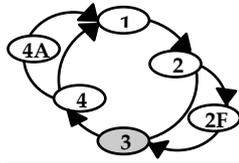
Once you have answered the previous checklist, please complete the following template:

7.1 *Please list below the most important criteria (e.g. the influence of strategies, sustainability potential, partners satisfaction, contractual obligations, etc.) you might adopt for defining your priorities in terms of outputs. Then try to define an "integrated" priority list in which you try to take account of all the main criteria.*



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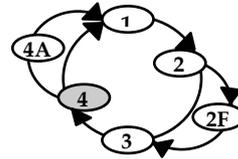
Criteria	Resulting priorities among outputs
A	A1 A2 A3 A4
B	B1 B2 B3 B4
C	C1 C2 C3 C4
D	D1 D2 D3 D4
Integrated priority list:	I1 I2 I3 I4



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7.2 *From the results of the previous activity and the resulting priority outputs, please choose the specific dissemination actions that you consider feasible after taking into account the availability of resources.*

Output	Feasible dissemination action
1. _____	_____ _____ _____ _____
2. _____	_____ _____ _____ _____
3. _____	_____ _____ _____ _____
4. _____	_____ _____ _____ _____



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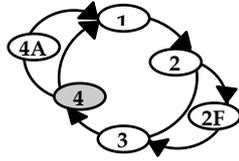
**8. HOW TO “EMBED” DISSEMINATION
& SUSTAINABILITY IN EXISTING
INITIATIVES**

The scarcity of funding typically encourages synergies among initiatives. Consequently the combination of specific Tempus dissemination initiatives with some others, which are developed and managed for different purposes and in different contexts, seems to be appropriate and is thoroughly recommended.

This approach requires a preliminary collection of information on all the events and actions, existing or scheduled, for which it would be possible to request time or space for presenting a project, objectives and outputs, and information on the partnership and how to get further details if required.

Obviously, this activity has to be accompanied by a careful selection of the most appropriate initiatives in terms of both contents and typology of measures. In summary, the initiatives selected have to be “suitable” for your dissemination strategy and consistent with the action field of the project.

When selecting these initiatives you should take into consideration, and assess the advantages and disadvantages of, each dissemination action (see chapter 2) and what can fit your specific needs. This will facilitate the identification of the



appropriate initiatives through which your dissemination strategy can be implemented.

For sustainability, the approach to be adopted is almost the same. A “systemic approach” aimed at the achievement of several goals, is, no doubt, the most appropriate. It allows a twofold level of analysis:

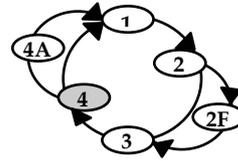
- ◆ a macro-analysis in which all the activities and initiatives are taken into consideration and placed in their specific context, as pieces of the same puzzle;
- ◆ a micro-analysis in which you consider the special features of your own project.

This activity also involves careful preliminary information capture, as well as a selection of those initiatives which help identify actions which may guarantee the sustainability of the project and its outputs.

For this you should consider not only the opportunities available at local level but also those available at national and European levels.

It may be useful to consider the sustainability “ingredients” set out in Chapter 1. They should lead you, in this working phase, to take account both of those indicators already achieved and of those needing to be achieved for the overall D&S strategy to be consolidated.

Example Annual meetings at academic level represent an opportunity to the project manager for the dissemination of his project outputs. They are mainly seminars or conferences in which all the invited lecturers may inform the audience about the final results they achieved. The aim is to reach a



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wider target audience for market purpose or to enlarge the existing project network.

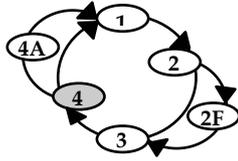
University publications are also an important means of dissemination even though the dimension of the target audience is not appropriate for market purposes.

CHECKLIST

- ◆ Which information channels give you information about all the initiatives and events which may represent opportunities for your dissemination actions?
- ◆ Have you taken into consideration the opportunity to exploit existing initiatives (at local, regional, national or international levels) to disseminate your project's outputs?
- ◆ What kind of constraints can you identify in the exploitation of existing initiatives?
- ◆ What kind of constraints can you identify in the adoption of a "systemic approach" to the sustainability of your project's outputs?

Once you have answered the previous checklist, please complete the following template:

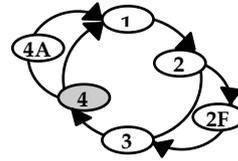
8.1 *Please list below the most important initiatives in which you might embed your dissemination actions and identify the influence on sustainability factors that the initiatives may guarantee you. Then describe the advantages and disadvantages the selected initiatives may have for your project.*



PART I

Output A			
Initiatives	Influence on Sustainability factors	Other Advantages	Possible Disadvantages
1)	_____	_____	_____
2)	_____	_____	_____
3	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____

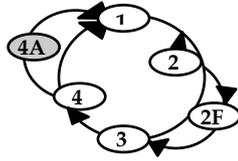
Output B			
Initiatives	Influence on Sustainability factors	Other Advantages	Possible Disadvantages
1)	_____	_____	_____
2)	_____	_____	_____
3	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____



PART I

Output C			
Initiatives	Influence on Sustainability factors	Other Advantages	Possible Disadvantages
1)	_____	_____	_____
2)	_____	_____	_____
3	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____

Output D			
Initiatives	Influence on Sustainability factors	Other Advantages	Possible Disadvantages
1)	_____	_____	_____
2)	_____	_____	_____
3	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____



9. HOW TO ASSESS D&S ACTIONS?

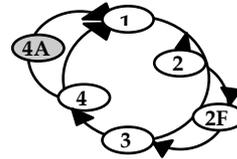
Assessing D&S actions is an extremely useful exercise for acquiring information and feedback which will help you to assess your strategy, and to understand which actions have been successful and which have not. But collection of evidence of intermediate results of Dissemination and Sustainability can also be a substantial support to project management in general and the management of Dissemination and Sustainability actions in particular. Finally, if assessment is implemented by the direct participation of all actors who are involved it can generate substantial learning and improvement to processes.

In the first chapter we identified Dissemination as a “process” and Sustainability as a “result” of the dissemination. In this perspective, therefore, assessment is aimed at measuring changes produced by the dissemination actions, but also can affect the dissemination process.

Assessment of Dissemination and Sustainability encompasses four main issues:

♦ *Target audience reached*

It is necessary to check whether target audiences have been reached by the dissemination actions, what kind of message they received, and if such message was exactly what you intended to them to learn. Finally, what is their perception and feedback?



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◆ ***Actors' performances in the dissemination process.***

We are concerned with all people who were directly involved in the dissemination and sustainability strategy, who played an operational role at different levels: from analysis to design, from implementation to collection of feedback.

◆ ***Direct outcome of dissemination measures.***

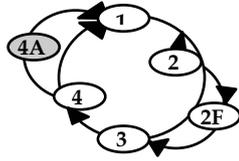
You should assess the impact produced by dissemination measures, and compare the results achieved against those expected or foreseen when defining the whole strategy.

◆ ***Impact on sustainability factors.***

The approach to sustainability has to be assessed. This can be done by either checking which of the planned indicators were actually relevant or by assessing which was the real impact of some specific indicators to which a particular sustainability potential had been attributed.

Discrepancy between expectations and results achieved may be positive or negative, as well as “divergent”. It may happen that the impact is much bigger than the one planned in the design and the implementation phases. This may happen because of political, economic and social changes or because of useful synergies among the different actions which are implemented or the highly skilled performance of actors. Alternatively, they may be negative if some of the above mentioned elements were not properly selected, monitored and oriented; if channels of communication were not appropriate; and if unexpected political, economic and social changes occurred.

Moreover, you might deal with “divergent” results if they are totally different from those expected.



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This danger of an unintended result means that you should develop carefully all the phases described in the previous chapters, channelling your efforts into the right direction.

When considering the assessment criteria the sustainability indicators acquired through dissemination actions, need to be mentioned. "Efficiency" and "effectiveness" are also important "summative" criteria which need to be taken into consideration.

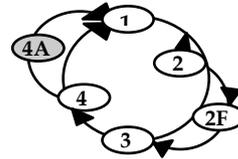
Efficiency refers to the relationship between results achieved and resources spent. When assessing dissemination actions you should consider whether the ratio between the type /amount of resources utilised and the final results obtained is coherent.

Effectiveness refers to the relation between expected results and results achieved. This comparison will indicate to you whether the final results are close, or not, to those foreseen.

Example Assessing dissemination actions related to the development of a new curriculum can be relatively easy. The users' feedback on their satisfaction is represented by the number of new enrolled students and by the real job opportunities they have on the labour market.
Positive impact may also come from the Government interest raised by your project results.

CHECKLIST

- ◆ Have you identified the reasons why you want to assess dissemination actions?
- ◆ Have you decided which aspects and objects are more relevant for your assessment?
- ◆ Have you decided who should be involved?
- ◆ Have you clear ideas on what would be acceptable dissemination results?

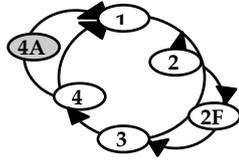


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Once you have answered the previous checklist, please complete the following template:

9.1 *Please try to answer the following questions related to assessment of D&S actions for the four key outputs of your project. If you can answer, please specify on which sources/elements you base your judgement. If you cannot answer, try to define an approach that might help you to answer.*

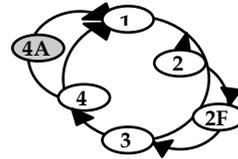
Output A	Questions	Yes/ No	Sources/Elements of Information
	1. Do you know how many target users your dissemination actions have reached?		
	2. Do you know if those involved in the dissemination process have worked well?		
	3. Do you know the direct outcomes of your dissemination actions on the target audiences?		
	4. Do you know how dissemination has contributed to the sustainability of this output?		
	5. Are you aware of any unexpected positive or negative outcome of your dissemination actions?		



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Output A	Questions	Yes/No	Sources/Elements of Information
	6. Can you express an overall effectiveness judgement on the D&S actions related to this output?		
	7. Can you express on overall efficiency judgement on the D&S actions related to this output?		

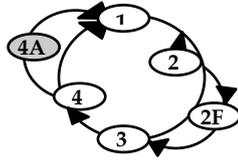
Output B	Questions	Yes/No	Sources/Elements of Information
	1. Do you know how many target users your dissemination actions have reached?		
	2. Do you know if those involved in the dissemination process have worked well?		
	3. Do you know the direct outcomes of your dissemination actions on the target audiences?		
	4. Do you know how dissemination has contributed to the sustainability of this output?		



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Output B	Questions	Yes/No	Sources/Elements of Information
	5. Are you aware of any unexpected positive or negative outcome of your dissemination actions?		
	6. Can you express an overall effectiveness judgement on the D&S actions related to this output?		
	7. Can you express on overall efficiency judgement on the D&S actions related to this output?		

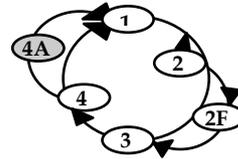
Output C	Questions	Yes/No	Sources/Elements of Information
	1. Do you know how many target users your dissemination actions have reached?		
	2. Do you know if those involved in the dissemination process have worked well?		
	3. Do you know the direct outcomes of your dissemination actions on the target audiences?		



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Output C	Questions	Yes/No	Sources/Elements of Information
	4. Do you know how dissemination has contributed to the sustainability of this output?		
	5. Are you aware of any unexpected positive or negative outcome of your dissemination actions?		
	6. Can you express an overall effectiveness judgement on the D&S actions related to this output?		
	7. Can you express on overall efficiency judgement on the D&S actions related to this output?		

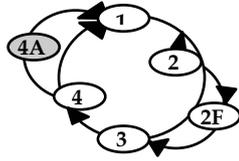
Output D	Questions	Yes/No	Sources/Elements of Information
	1. Do you know how many target users your dissemination actions have reached?		
	2. Do you know if those involved in the dissemination process have worked well?		



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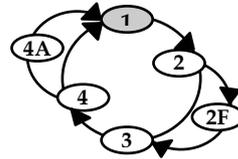
Output D	Questions	Yes/No	Sources/Elements of Information
	3. Do you know the direct outcomes of your dissemination actions on the target audiences?		
	4. Do you know how dissemination has contributed to the sustainability of this output?		
	5. Are you aware of any unexpected positive or negative outcome of your dissemination actions?		
	6. Can you express an overall effectiveness judgement on the D&S actions related to this output?		
	7. Can you express on overall efficiency judgement on the D&S actions related to this output?		

9.2 *If you were able to answer at least one of the questions in the previous activity, please point out the most significant assessment results and try to provide an explanation, this will certainly contribute to the improvement of future actions.*



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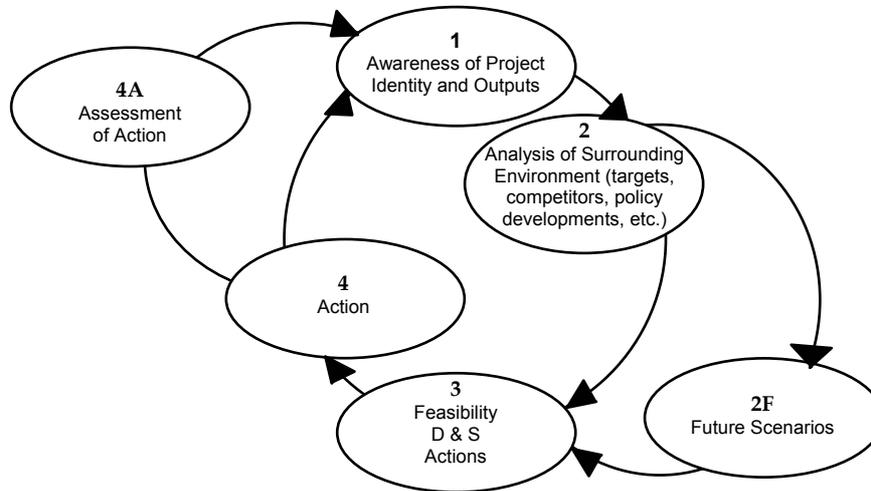
Main Assessment Results	Possible Explanations	Implications for future actions
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

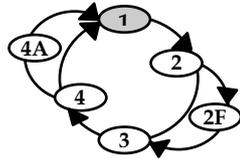


PART I

10. D&S ACTIONS CHANGED YOUR PROJECT IDENTITY: WHAT IS THE NEXT STEP?

The iterative implementation model underlying the present handbook implies that the effective action would probably modify the project identity and require a new cycle of action. For this reason the first step and the last one coincide as shown in the diagram below: **1- Awareness of Project Identity and Outputs.**





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This coincidence is not casual but has the aim of emphasising that after the first round you should have sufficient information to look at your project with a different perspective.

In fact, all the phases which the implementation model is composed of (from the research and analysis of each project component to the surrounding scenario; from the definition of a feasibility study to the design and implementation of a D&S strategy; from the assessment of the impact produced to the feedback collected) should help you become more and more aware of your project.

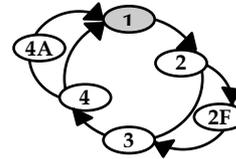
While you are carrying out and completing the first cycle, the overall context is subject to continuing changes, being an unstable factor.

Moreover, developing each of the phases and reflecting on the single elements leads you to look at your project through a virtual “magnifying glass”. In this way you can enlarge your perspective and evaluate the cause and effect relationship of each action you adopted.

To this end, you should be able to attribute a new identity to your project. Therefore, the dynamics of the implementation model suggests that you go round the circle again, introducing the necessary modifications.

CHECKLIST

- ◆ Thinking about the analyses and scenarios which you have undertaken, can you confirm what you stated in the previous chapters with regard to outputs, targets, strengths and weaknesses, D&S actions, etc.?

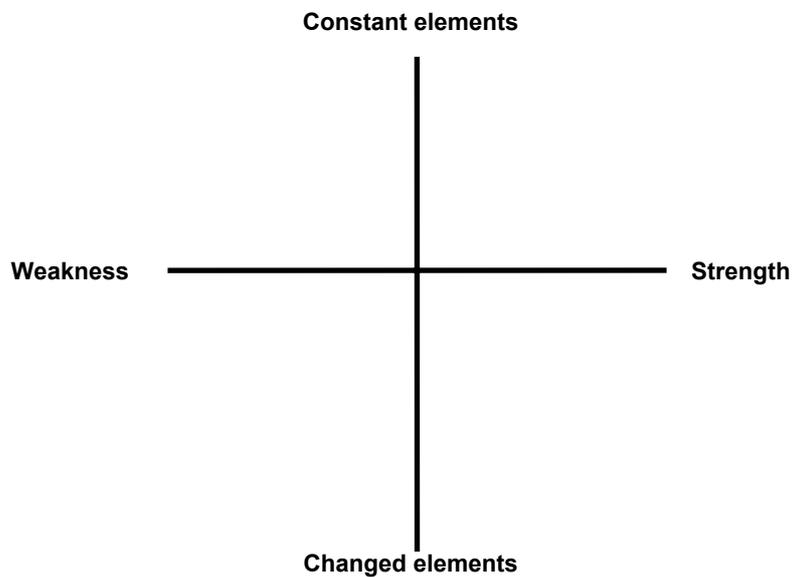


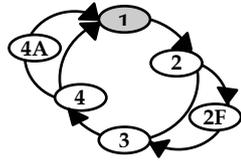
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- ◆ Do you consider amendments to your previous statements are necessary?
- ◆ If yes, what kind of changes would you introduce?
- ◆ To what extent are these changes due to external factors?

Once you have the answered the previous checklist, please complete the following template:

10.1 Please indicate below the “constant elements” and “changed elements” you identify in your project. At the same time, indicate whether they are a Weakness or a Strength





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10.2 *If you have observed positive changes in your project, please list below new opportunities and threats*

New Opportunities	New Threats
A	
B	
C	
D	
E	
F	
G	

10.3 *Please list below the actions you should undertake to guarantee "long term" sustainability for your Tempus outputs*

Actions to be undertaken
1.
2.
3.
4.
5.
6.
7.
8.

**PART II:
SHORT CASE STUDIES**

**JEP 7614 CEMS - CBK:
COMMUNITY OF EUROPEAN MANAGEMENT
SCHOOLS - COMMON BODY OF KNOWLEDGE**

Organisation: University of Economics - Prague -
Czech Republic

EU Projektpartner: Wirtschaftsuniversität Wien (A)
University of Stirling (UK)
Denmark's International Study
Program, København (DK)
Handelshøskolen København (DK)
Universidad de Granada (E)
University of Uppsala (S)

Project Manager: I. Durcakova

Project description

Objectives	<ul style="list-style-type: none">▫ To create all necessary conditions for the integration of the University of Economics - Prague (UEP) into the Community of European Management Schools (CEMS)▫ To implement a credit transfer system.
Outputs	<ul style="list-style-type: none">▫ Six new international intensive courses in English and Spanish languages for students of bachelor's and master's degrees▫ "Courses development" training for 12 teacher team via Internet and at partners' EU universities▫ International Workshop on a Credit Transfer System (ECTS)

The key characteristic of the project was the close collaboration between the University of Economics and other Czech educational institutions that joined the project later on, therefore creating the base for wide dissemination of outputs in the Czech educational system.

The project made a significant contribution to the upgrading of the post-graduate educational system in the country setting new quality standards at international levels.

Strengths

The most important strength directly derives from the main JEP output, which was acceptance of the University into the European network of Business Schools. This is very important because it means that University has reached international standards and has been invited to join the network as the sole representative of the Czech Republic's educational system.

After the first year, as outputs started to be disseminated and interest towards them raised, new institutions joined the project. There is a strong wish to continue cooperation when the project is over. To this end, bilateral and other agreements have been concluded. This is an important factor for creating nation-wide outputs, which at the same time are sustainability factors.

The co-ordinator has dedicated lot of work to networking and has managed to win institutional support from the University, which has facilitated the obtaining of academic recognition for the Master's Degree programme. Local enterprises have been difficult to involve but the co-ordinator is working in this direction. The focus of the JEP has mainly been on the development of people who are the most strategic resource in every process of change: they are the ones who can make a significant difference.

Weaknesses

The project co-ordinator did not find it easy to involve people and keep them on task. People are difficult to motivate and not willing to adopt changes. There is a strong necessity to change attitudes and values that have been affected by previous system.

Dissemination and Sustainability actions

Dissemination was started and developed during the life-span of the project.

It was started by the co-ordinator creating relationships involving both top-management and academic staff.

Generally speaking the co-ordinator is in the position to make decisions on the strategies which have to be adopted; in this case such a role has been successful.

Most successful results of the project(s)

Relevant results have been achieved through project activities. An infrastructure has been created inside the university to co-ordinate relations with other countries.

Within the project framework a common body of knowledge and materials with partner countries has been developed. This has led to the development of a master's degree programme which obtained the recognition by international business schools, of new courses and of special intensive courses in foreign languages such as the "Professional English Course". Intensive distance learning via Internet was provided for Czech teachers on "Course development".

**JEP 4797 - CESAMS:
CENTRE FOR ENVIRONMENTAL SCIENCE AND
MANAGEMENT STUDIES**

Organisation:	University of Latvia, Riga (LV), Centre for Environmental and Management Studies
EU Project Partners:	Roskilde Universitetscenter, Roskilde (DK) Freie Universität Berlin (D) Storstroems County, Nykøbing Falster (DK) University of Lund (S)
Project Manager:	Valdis Bisters

Project description

Objectives	<ul style="list-style-type: none"> ▫ To establish a Centre for Environmental Science and Management Studies (CESAMS) ▫ To deliver, through the Centre, courses for university staff, non-university specialists and school teachers
Outputs	<ul style="list-style-type: none"> ▫ M.Sc. degree course in Environmental Science and Management. ▫ Environmental Training Course for University Teachers and the Environmental Education Training Course for School Teachers ▫ New modular teaching materials delivered through seminars ▫ Intensive language course for M.Sc. course participants.

	<ul style="list-style-type: none">▫ Upgrading of facilities to support the development of CESAMS▫ Workshops aimed to demonstrate different types of teaching/learning methodologies.
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The key characteristic of the project is the wide networking at political and economic level which has provided it with strong support from the very beginning. The strategic role played by Environment Protection and Management and its repercussions on the economic activities have increased potential for dissemination of the project outputs.

This Joint European Project has significantly contributed to the development of environmental education in Latvia. Within its structure the Centre for Environmental Science and Management Studies (CESAMS) was established at the University of Latvia.

Strengths

One of the identified points of strength of the project has been the establishment of CESAMS as an independent body, although physically located within the University of Latvia. The University provides it with free rooms and institutional support but does not play an active role in the management of its activities.

The decision to act separately from University was taken by the partners in the hope to avoid excessive bureaucracy and make the Centre more flexible and reactive to changes in the surrounding environment. Facts have proved them right.

Today CESAMS employees 28 people full-time, including academic, administrative and management staff and can

count on the very active co-ordinator of the initial JEP as its director.

Good networking, and policy consensus, have helped the Centre to achieve early sustainability, thanks also to taxes on environmental protection and to government loans directly allocated to students. These loans may be turn into grants if the students decide to continue their work activities in the environmental field.

Also due to the commitment of the co-ordinator and support of the partner organisations, CESAMS has managed to establish a wide network at institutional, national and European level. The Centre co-operates with several Faculties of the University of Latvia, other universities in the Baltic Region and universities/organisations in different European countries. The governments of Norway, Finland and Sweden also financially support the Centre.

Weaknesses

The main point of weakness was related to the non-official recognition of Environmental Science as a field of study in Latvia. In fact, however, Environmental issues have been considered a strategic priority of the Latvian Government, but the University has not yet introduced this subject area into its degree programme.

Dissemination and Sustainability actions

From the very beginning the JEP could count on good networking for D&S achieving effective dissemination and sustainability of project outputs. All partners supported dissemination actions although the main role was, once more, played by the project co-ordinator.

The main actions carried out included participation in discussion groups and seminars, the publication of articles in local and foreign magazines, and the promotion of project outputs inside the Latvian Government in order to obtain additional funding.

Most successful results of the project(s)

The most significant result achieved by CESAMS was the development of the first Master's level programme in Latvia on "Environmental Science and Management." The academic aspects of Environmental Science and practical aspects of Environment Protection and Management are emphasised at the Centre.

The study programme is implemented in cooperation with the Geography and Earth Science faculty whose Council has adopted the programme and has taken the responsibility for awarding MA Degrees: this was necessary because Environmental Science is not yet an official field of study in Latvia, although it is attracting recognition at academic level.

The program was established to prepare qualified Environment Management specialists, who are able to use an interdisciplinary approach and able to work in project teams, solving problems of quality of the environment.

Through the training of schools teachers, CESAMS is giving a meaningful contribution to the changing of Latvian education system, starting from the teachers' attitude towards current and relevant national issues. These training courses are aimed at raising teachers' awareness about environmental protection in Latvia, in accordance with another activity/output of the JEP.

**CME 2003 RELATED TO JEP 4341:
STRENGTHENING RURAL COMMUNITY
ECONOMIC DEVELOPMENT**

Organisation: University of Agriculture, Jelgava (LV)
EU Project Partners: IAMO - Institut für Agrarentwicklung
in Mittel- und Osteuropa Halle (D)
University College Cork (IRL)
Project Manager: Baiba Rivza, Dean of the Faculty of
Economics

Project description

Objective	<ul style="list-style-type: none"> ▫ To assist rural communities prepare for economic development by creating case studies and disseminating methodologies for planning economic development ▫ To consolidate the Rural Development specialisation in the Economics Faculty by reviewing the curriculum and courses ▫ To strength ties between university, rural communities and government
Outputs	<ul style="list-style-type: none"> ▫ New teaching material addressed to the specialisation topics ▫ Upgraded existing courses and curricula on "Rural Community Development" ▫ Publication of case study: "Analysis of development opportunities for rural firms in Jaunsvirlaukas community". ▫ Handbook describing the methodology for approaching the economic development of rural communities

The Compact Measure presented here is related to JEP 4341 where the aim was the development of special courses for agronomists in order to prepare them for work in the new economic conditions. In fact, the disappearance of collective farms, after independence, raised the importance of training of new farmers in entrepreneurship, as many owners regained their land and started farming without any business training.

Within the project framework, BA programmes in the theory of organisation, marketing, agribusiness organisation, international trade and other disciplines have been developed.

MA programmes have also been developed in agribusiness, agromarketing, agribusiness strategy, and other significant areas of agricultural entrepreneurship.

The currently running CME is successfully disseminating the outputs achieved with former JEP offering assistance to rural communities to prepare them for economic development.

Strengths

The main points of strength of CME are good networking and good impact on rural communities development. While the former JEP was developed inside the local rural community, CME has managed to involve three Latvian rural communities by creating case studies and disseminating methodology for planning economic development. Students of the MA programme at the Faculty of Economics, Agricultural University of Jelgava, carry out on-site research in the three partner communities, developing case studies that are said to be useful also for Latvian agricultural authorities in their definition of new policies. The Ministry of Environmental Protection and Regional Planning, as well as the local Council of Jelgava, are partners in the CME and this has brought it recognition at political level. Other rural communities in

Latvia are now asking the Agricultural University of Jelgava for support in the planning of their economic development. The project co-ordinator has been very active and successful in drawing attention towards its outputs. She has been supported in this by a motivated academic staff and by former students who, after completing their MA studies in Rural Development, have been offered excellent jobs in the field. The World Bank has asked the project co-ordinator for the documentation describing the methodology developed by CME and used for the analysis of problems in rural development. The documentation might be adopted by the World Bank in its programme for assistance to rural development in Central and Eastern European Countries.

The main points of strength identified are, therefore, the good networking at all levels (social, political and economic) both in Latvia and the Baltic Region, and the strategic issue which the project deals with.

Weaknesses

The future updating of courses and new curricula by foreign experts is considered essential, but the university cannot afford to pay for further consultancy. They risk international isolation by being too focused on local issues and realities. In fact, the network established by JEP and developed by CME is mainly national and regional (Estonia and Lithuania).

Dissemination and Sustainability actions

Dissemination came as a natural effect of activities carried out in the project framework. The co-ordinator was very active and successful in drawing attention towards the project but she was also backed up by academic staff and local authorities.

The actions foreseen in the dissemination plan included the organisation of one seminar/conference to present the result of case study and create a scenario to stimulate debate on the impact of the methodology, the publication of articles in specialised and non-specialised local and foreign journals, the publication of research results in university books, and the translation of teaching material in Latvian for dissemination purposes. Sustainability is not recognised as a major problem at the present stage. Thanks to good networking and recognition as a priority field of specialisation, both, the former JEP and CME benefit from sufficient institutional financial support.

Most successful results of the project(s)

The most significant results achieved by CME relate to effective dissemination of former JEP outputs in terms of training of experts on Rural Development who assist the economic development of Latvian rural communities. The production of case studies is an useful means to assess present economic and social conditions of communities and to plan their development. Decisions at political level can also be taken on the basis of analysis carried out within CME.

**JEN 2719 RELATED TO JEP 2719:
“EUROHOT - EUROPEAN
HIGHWAYS OPEN TECH”**

Organisation:	Technical University of Civil Engineering, Bucharest - Romania
EU Project Partners:	Bath College of Higher Education (UK) FAS Training and Employment Authority (IRL) West Sussex County Council, Chichester (UK)
Project Manager:	Prof. Iordan PETRESCU

Project description

Objectives	<ul style="list-style-type: none"> ▫ To enable Romanian organisations to participate effectively as partners in the existing 17 partner COMETT EUROHOT project, which aim was the “Design, development and evaluation of an open, flexible and distance learning scheme of advanced technical training for the European highways construction and maintenance industry”. (JEP) ▫ To maintain the work project in providing open/flexible courses. (JEN)
Outputs	<ul style="list-style-type: none"> ▫ Romanian partners have become expert in various aspects of Information technology by means of training courses in both UK and Romania ▫ Text based courseware production on target and on the use of multimedia systems

	<ul style="list-style-type: none">▫ Full training in all aspects of open/distance learning▫ Data ease, database software and configuration supplied with adapted version of CoBOLD management and administration system▫ Delivery of Computer Aided Design training courses and distance learning courses to support the Highways Industry. (JEN)
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The key characteristic of the project is represented by the fact that “dissemination” is intrinsic to the nature of distance learning methodology. As a result, the concepts of D&S have been integrated into the project from the very beginning, in so far as the project deals with nation-wide distance learning.

Also the project’s objectives and outputs were perceived as “means of dissemination”, since they are open to all relevant partners. For their dissemination a distance learning scheme has been established based on a computer and video laboratory.

The broad demand for distance learning in Romania played a key role in actors’ motivation. They had to recognise the importance of such a strategy for the project objectives and outputs.

Strengths

The valuable collaboration with “The National Road Administration” may be considered an important strength. This institution looks at the project through a long-term perspective linking its development to further cooperation with the national authorities. Such a collaborative approach

gave a strong support to the dissemination initiatives and created solid basis for outputs sustainability. The feedback from students, teachers, and national authorities demonstrated the success of the project development, as well as of the dissemination actions.

Weaknesses

From the management point of view the project has been developed very successfully. But, although dissemination was a concept considered intrinsic to the project objectives, understanding the most useful and appropriate dissemination activities took a long time. In fact, only after the project manager organised some dissemination initiatives (brochures, newsletters, and web-sites), did the National Tempus Office (NTO) become aware of the projects potential. According to the project manager, a possible solution for such a problem could be the organisation of brochures and updated web-sites via Internet by the National Tempus Office. This institution should organise dissemination support services at national level to be available to all national projects.

Most successful results of the project(s)

Important results have been achieved when considering the project as a whole. Groups of students from all over the country have been able to experiment with distance learning, often as an alternative for students 'evening courses. Students were guaranteed tutors' support in order to help them to be familiar with the learning process. Three different courses were developed, and 50 "high-level technicians" graduated through these courses. Thanks to such positive feedback, sustainability will not represent a problem for the future development and updating of project outputs.

Most critical elements of the project(s)

One of the most critical aspect was represented by the development process of distance learning material. To this purpose some unskilled writers were devoted to such a delicate activity, without receiving any previous training. Romania has almost no highways, so knowledge had to be imported. It seems, therefore, that a successful transfer of key concepts and courseware has been accomplished by the project partnership. Another critical element was represented by the Ministry of Education which at that time (1992) was not informed enough about Tempus projects developed in Romania.

**JEN 3077 RELATED TO JEP 3077:
“COMPUTER AIDED ENGINEERING AND
ROBOTICS CENTRE NETWORK”**

Organisation:	University of Transylvania, Brasov - Romania
EU Project Partners:	Heriot-Watt University, Canterbury (UK) Institut National des Sciences et Techniques Nucléaires, Saclay (F)
Project Manager:	Prof. Ioan VISA

Project description

Objectives	<ul style="list-style-type: none"> ▫ To create a Computer Aided Engineering and Robotics Centre Network. ▫ To train the staff in the Department of Machine Elements, Mechanism and Robotics at the University of Transylvania, Brasov. ▫ To develop new undergraduate, post graduate, and industrial courses and course material in the areas of Computer Aided Engineering, Robotics, Design and Manufacturing ▫ To educate industrial partner employees on new technology systems and techniques
Outputs	<ul style="list-style-type: none"> ▫ Resource Centre with high technological tools for students, industrial employees, consultants and researchers. ▫ New curricula on two main subjects: Robotics and Design of mechanical systems

	<p>for IR addressed to undergraduate, postgraduate and industrial target audiences.</p> <ul style="list-style-type: none">▫ Design and development of 8 course materials and textbooks related to the curricula subject areas for staff and students
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The key characteristic of the project is represented by the close collaboration between the university and local enterprises. The specific subject area, on which the project objectives, are focused, represent one of the most innovative and interesting from the enterprises' point of view. They need to adapt their standards to European ones, and this may be a sustainable potential of the project outputs. In fact, on creating the Centre, the project manager and the other stakeholders, aimed to provide students with updated and high quality learning tools and, at the same time, to provide enterprises with consultancy services.

Dissemination has been integrated into the project from the beginning. This activity has been facilitated by the fact that the project, in each of its developmental phases, was based on the collaborative approach between universities and local enterprises. All of the outputs mentioned above had a twofold high potential of sustainability: one related to the University courses, i.e. the use of the Centre for training purposes; the other related to the enterprises' needs for consultancy, in particular to their need to be supported by a specific research centre capable of providing them with updated and just-in-time information and data.

Strengths

The main strength of the project was the clear idea about "how the Centre would become self-sustainable". The source

of funding identified was twofold: first the increased number of students who would matriculate in the specific subject area; secondly the yearly service contract that each interested enterprise would take out in order to receive consultancy.

In order to support this sustainability process, the project manager maintained and enlarged existing international collaborations and organised dissemination through different media and conferences in order to promote the main project outputs.

Weaknesses

The weakest element of the project was represented by the lack of long-term planning, due to the fact that for many of the enterprises the future is extremely unpredictable. This means that any established educational structure or activity might be out-of-date shortly after implemented.

Also the general lack of project management competencies did not allow an in-depth exploitation of the project potential. This was mainly due to the fact that no attention was paid to train project managers in project development. Those who were more sensitive to the potential offered by Tempus had to act in “new” roles.

Most successful results of the project(s)

A large number of enterprises actively collaborated with the universities during the project development. This might be classed as “integrated” or “embedded” dissemination actions.

Large conferences around Romania were organised to present and discuss the future of the project outputs. Seven textbooks were produced for wider application.

Successful relationships were established among International buyers, Romanian producers and the University.

Most critical elements of the project(s)

The main concerns of the project manager was the scarce money available for Romanian enterprises to support research. In fact it was extremely difficult to approach them. A concentrated effort was needed to confirm their involvement. There was a lack of skilled project actors, mainly in understanding and undertaking high quality project management. To this end, appropriate training initiatives should be undertaken in order to train project managers and other stakeholders.

TEMPUS TACIS JEP - 8547/94
“MODERNISATION OF CURRICULA IN
ECONOMICS AT DNEPROPETROVSK STATE
UNIVERSITY (UKRAINE)”

- Organisation:** Dnepropetrovsk State University,
Dnepropetrovsk, Ukraine
- EU Project Partners:** Universiteit van Amsterdam,
Amsterdam (NL), coordinators
Katholieke Universiteit Leuven,
Leuven (B)
- Project manager:** Henk van Erde (Amsterdam),
A. Ermakov (Dnepropetrovsk)

Project Description:

Objective	<ul style="list-style-type: none"> ▫ develop and implement a new curriculum and new courses in Economics ▫ restructure the existing courses in Economics for Engineers ▫ establish a Centre for Continuing Education for Economists
Outputs	<ul style="list-style-type: none"> ▫ A new curriculum and new courses in Economics as well as revised courses in Economics for Engineers. ▫ A newly created Centre for Continuing Education for Economists. ▫ An updated economics library at the Institute of Applied Physics and Technology. ▫ Upgraded and computerised teaching and learning facilities

The project is located in the Institute of Applied Physics and Technology (IAPT) at Dnepropetrovsk State University, the breeding ground for rocket specialists in former times and in a town which was closed for foreigners until 1991. Although there is also a Faculty of Economics at the Dnepropetrovsk State University, it was decided not to locate the JEP there since the bulk of the staff were old and had no knowledge of foreign languages. The main objective of the project is to modernise the existing Economics curricula in IAPT by modernising the Economics degree (started in 1993) and the Economics courses for Engineers. Allied to this main objective was the idea to provide access to actual practices in the West through visits to banks, industrial companies etc.

The university has now moved ahead and created a new Institute of International Economics which became fully operational in 1997 and is based on the work of the JEP. The institute and its teaching programme has been approved by the Ministry of Education. The new Institute will comprise five departments/chairs in Accounting, Law, Information, Science and Human Resource Management.

Two curricula have been completed and 26 out of 45 courses have been newly created or modernised.

Strengths

One of the strengths of the project was its professional management. While the contractual issues were handled by the EU contractor, both the EU and the Ukrainian coordinator had an equally important role in shaping the implementation of the project. Tasks and responsibilities of the project participants for achieving specific project outputs were clearly defined.

Another strength was the strong commitment and support of the partner state institution, Dnepropetrovsk State University, which included the top and middle university management.

A third strength was that the project concentrated on the achievable, i.e. modernising an existing curriculum with a high chance of acceptance by the Ministry of Education rather than on the creation of a totally new curriculum with unsure chances of continuation.

Weaknesses

A difficulty was the establishment of links between the university and the industrial and commercial reality, due to the lack of communication and reciprocal knowledge. Another difficulty was to ensure the desired level of East-West staff mobility, due to the large academic commitments of the Dnepropetrovsk staff. Also problems for the project were caused through the delays in local salary payments for Dnepropetrovsk staff which caused some important members of staff to leave the university.

Dissemination and sustainability action

The consortium of Tempus JEP 8547 had the idea of a Ukraine-wide Tempus network of projects in the field of economics. The first meeting of this project network took place in Odessa from 28-30 September 1996. Around 35 people participated, including representatives from the EU Delegation Kiev, the Tacis Co-ordinating Unit, the Ministry of Education, the Civil Education Project (Soros funded) and of course Western and Ukrainian representatives of all Tempus projects running at the time in Ukraine in the field of Economics. The conference received media coverage by central Ukrainian TV (short report in the news of 29 September) and Odessa newspapers.

Most successful results of the project(s)

In addition to the outputs scheduled in the project, which were all realised, the most successful result of the project from the dissemination and sustainability view point is, without any doubt for the writer, the idea of establishing a Ukraine-wide Tempus Network in the field of Economics.

The idea was born after the Tempus project managers involved in Economics projects realised that little effort had been made to enhance inter-project communication, although they would mutually benefit from exchanging experiences and sharing resources. In addition, maintaining and enhancing the future level of knowledge in the participating Ukraine institutions was another key issue.

The first meeting focused on questions such as how information could be shared, what is the right approach in order to achieve a lasting impact at the university, what is the potential for change and what are the obstacles to change within the current education system.

The table below synthesis the final results agreed:

Main areas of cooperation	Concrete Actions agreed:
<ul style="list-style-type: none">▫ Dissemination of project outputs within the network▫ Network support for the formulation of new project proposals (especially JEP)▫ Using joint facility for publishing newly	<ul style="list-style-type: none">▫ The network will publish a frequent newsletter (hardcopy and on Internet).▫ Every project will produce a short presentation detailing: main objective and outputs in terms of courses developed and teaching material (possibly on WWW)▫ A list of teaching material

<p>developed teaching material</p> <ul style="list-style-type: none"> ▫ Work on a glossary of project management vocabulary ▫ Exchange between Ukrainian universities of those Ukrainian teachers who were trained within the Tempus projects. 	<p>produced by the network participants will be compiled and distributed within the network</p> <ul style="list-style-type: none"> ▫ 'Relevant Outsiders' such as the Ministry of Education, the British Council, the Soros Foundation etc., as well as enterprises, will be contacted in order to get involved in the network ▫ Where possible, Internet and WWW will be used as medium of networking.
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Most critical elements of the project(s)

One risk is that the network will remain purely within the "Tempus family" if not enough effort is made to attract relevant outsiders as permanent members of the network. To avoid this the network should include on-going as well as finished Tempus projects, other institutions involved in the reform of economics teaching, and other international donors.

Also, in order to have an impact on higher education reform in the economics field, the network needs to involve influential actors on the national level such as the Ministry of Education and the national accreditation committee.

At the beginning the EU coordinator had a very prominent role in establishing the network. However, a lasting network can only be created if the responsibilities move to the Ukrainian side.

A crucial point is the means of financing such network. At the time of writing, different options for further financing were discussed but no final solution had been found.

**PART III:
USEFUL INFORMATION**

NATIONAL TEMPUS OFFICES INFORMATION

BULGARIA

National Support Agencies supporting Tempus projects and dissemination of outputs:

The BG Tempus Office as a part of the Ministry of Education are closely working with the National Agency for Accreditation and Validation.

The National Socrates Agency is being established. The results of the projects related to quality assurance of HE in Bulgaria, evaluation, self- assessment and accreditation of the existing specialities and universities will be directly implemented and used for the development of the activities of two Agencies.

The main Tempus actors are the universities and their academic staff.

NTO initiatives supporting Tempus projects and outputs:

The Bulgarian Tempus Office has initiated a number of activities directed to the dissemination of the project results:

- ◆ 3 regional conferences (in Plovdiv, Rouse and Varna) in April and May 1997 presenting and disseminating Tempus projects results. All the universities in the given region will present the Tempus projects and their main achievements.
Outputs: 3 bulletins.
- ◆ National Poster Seminar in June 1997 to present, disseminate and promote the results achieved by the

Bulgarian Tempus Programme. All the BG actors, organisations and institutions working in the field of HE in Bulgaria, etc. will be invited to participated and share their experience. **Output: A Tempus book'97.**

- ◆ National Seminar on University Management in September 1997 to discuss, share and implement the existing EU and Partner states experience in this field. BG Universities representatives, Ministry officials, leading EU experts, other National Tempus offices staff will be invited to take part in it. **Output: Guidelines for university management.**
- ◆ participation of the BG TO staff to several activities (seminars, workshops) under the TOP project and to the working team in TOP 1-4 addressed to prepare Handbooks, on university management (Budapest), quality assurance (Warsaw), dissemination (Riga), etc. **Output: Dissemination and sharing of experiences.**

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

Contacts and relations with other EU programmes/projects have been established in order to disseminate Tempus and other programmes results (e.g. Phare Management Training Programme) by using existing Networks and Training Centres.

Directories and databases that could contain Tempus outputs:

- ◆ Publication and dissemination of a Tempus book'96 and '97 containing important information on the Tempus programme, projects and results in Bulgaria. They will be

sent to Universities, Ministry of Education, relevant public organisations and institutions in HE, EU partners, ETF, European Commission, etc.

- ◆ Publication of periodical leaflets and bulletins with relevant information on the Tempus projects results
- ◆ Homepage on INTERNET presenting Tempus projects, results and regular updating of the relevant project information (participants, objectives, activities, main outputs)
- ◆ Development and regular updating of a Tempus database with relevant information on the Bulgarian Tempus projects:

CZECH REPUBLIC

National Support Agencies supporting Tempus projects and dissemination of outputs:

The University is playing that role also through some specific projects (e.g. CME 1036/95)

NTO initiatives supporting Tempus projects and outputs:

- ◆ Yearly Publication, in Czech and English, containing the JEPs results
- ◆ Establishment of Tempus Web page for the dissemination of the project results
- ◆ Publication, in Czech, Spanish, Swedish French and Portuguese, on Tempus initiatives for students fairs
- ◆ Broadcasting via radio twice a year
- ◆ Organisation of seminars to which are invited to participate the JEPs partners

- ◆ 1993: the first Czech Tempus Workshop was organised and the JEPs results disseminated through proceedings distributed to all universities and relevant institutions.

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

Directories and databases that could contain Tempus outputs:

Web page: www.csvs.cz

Tempus Office in Brussels: database till 1993

ESTONIA

National Support Agencies supporting Tempus projects and dissemination of outputs:

Estonian Tempus Office is the only organisation/institution supporting Tempus projects.

NTO initiatives supporting Tempus projects and outputs:

Baltic JEP Seminar (September 1996) and its proceedings. It is an important "joint event" organised in Jurmala (Latvia) by joint efforts of Estonian, Latvian and Lithuanian NTOs and ETF.

Validation Seminar in Jurmala May 1997, aimed to assess and improve the present Handbook.

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

Directories and databases that could contain Tempus outputs:

The small amount of information provided by this Phare country needs some explanation.

Estonia is a very small country and normally information circulates rapidly. Estonian Universities are deeply involved in the Tempus programme and they are always involved in the framework of the several initiatives developed in the Baltic area. The main characteristic is the good communication among project actors, who normally exchange their experiences and are able to find solutions that sometimes are better than those suggested by the NTO.

In this scenario the use of e-mail and Internet will play a fundamental role, even though, up to now, they still do not have their own Homepage.

HUNGARY

National Support Agencies supporting Tempus projects and dissemination of outputs:

Rectors' Conference

NTO initiatives supporting Tempus projects and outputs:

- ◆ Tempus Network
- ◆ Tempus Regional Info Points
- ◆ Newsletter/Handbook
- ◆ Other Publications

◆ Tempus Alumni

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

- ◆ Tempus Network
- ◆ Meeting workshop for co-ordinators

Directories and databases that could contain Tempus outputs:

- ◆ Publications, Internet
- ◆ Homepage Facilities

LATVIA

National Support Agencies supporting Tempus projects and dissemination of outputs:

Academic Information Centre, Valnu 2, LV-1098 (ENIC-NARIC activities)

NTO initiatives supporting Tempus projects and outputs:

- ◆ Brochure: "Tempus in Latvia" containing analysis of all the projects (including the main outputs)
- ◆ Baltic JEP Seminar (September 1996) and its proceedings. It is an important "joint event" organised in Jurmala (Latvia) by joint efforts of Estonian, Latvian and Lithuanian NTOs and ETF

- ◆ Home page in Internet, with short information on each project

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

- ◆ Thematic networks in ERASMUS
- ◆ EAIE (Annual Conferences)
- ◆ Association by subject/professional areas

Directories and databases that could contain Tempus outputs:

Home page on the Internet, with short information on each project.

LITHUANIA

National Support Agencies supporting Tempus projects and dissemination of outputs:

Lithuanian Tempus Office is the official institution which can facilitate the dissemination of Tempus project outputs.

At present National Support Agencies dealing with higher education do not exist.

A relevant role on this issue would be played by networking Lithuanian institutions.

NTO initiatives supporting Tempus projects and outputs:

Lithuanian institutions of higher education are used to organise internal events to share experiences and results of running Tempus projects.

NTO provides general information on higher education to national institutions.

Baltic JEP Seminar (September 1996) and its proceedings. It is an important "joint event" organised in Jurmala (Latvia) by joint efforts of Estonian, Latvian and Lithuanian NTOs and ETF.

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

Directories and databases that could contain Tempus outputs:

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

General remark:

Tempus activities have been started in the second half of 1996 and we have joined the normal Tempus scheme in 1997. Up to the moment of publishing this handbook, only 30 Individual Mobility Grants have been approved. From the very beginning of the activities within the first Compact Measures and the Joint European Projects (that will be started in the second half of 1997), attention will be paid to the aspects of dissemination and sustainability. Having in view the limited Tempus budget and the late opening of the Tempus Programme for the country, dissemination and

sustainability activities are becoming particularly important.

National Support Agencies supporting Tempus projects and dissemination of outputs:

- ◆ At the beginning, the National Tempus Office will have the key role.
- ◆ The Ministry of Education and Sport and the Ministry of Science will support the dissemination of Tempus results and the sustainability of the outcomes at national level.
- ◆ The two universities of the Former Yugoslav Republic of Macedonia and their academic staff, as well as the other organisations and enterprises involved in Tempus projects will be promoters and actors of the dissemination and sustainability activities.
- ◆ At present, there are no National Support Agencies dealing with Higher Education.

NTO initiatives supporting Tempus projects and outputs:

- ◆ Organisation of project management training seminars in JEP and CME management.
- ◆ Preparation, co-ordination and participation of information events (seminars, conferences, exhibitions) aimed at information exchange and dissemination of the results of Tempus projects. It is essential to start dissemination and sustainability activities at the early stage of each Tempus project.
- ◆ Preparation of a brochure for Higher Education in the Former Yugoslav Republic of Macedonia.
- ◆ Organisation and development of a directory containing information about Tempus projects with participation of

partners from the Former Yugoslav Republic of Macedonia.

- ◆ Participation of academic experts, university/government administration staff, and the NTO staff to TOP seminars and other activities carried out in other Phare and EU countries.
- ◆ Preparation and distribution of information leaflets concerning the Tempus activities.
- ◆ Preparation and distribution of a Tempus Newsletter.

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

- ◆ At national level: National Conference of Rectors.
- ◆ International networks:
 - EAIE - European Association for International Education
 - Networks for the European Programmes in education, research and development.

Directories and databases that could contain Tempus outputs:

- ◆ Organisation, development and maintenance of the Tempus Web Site in the Former Yugoslav Republic of Macedonia with relevant information.
- ◆ Publication and dissemination of Tempus books with information about Tempus as a programme, about projects with participation of partners from the Former Yugoslav Republic of Macedonia and the results of the projects.

POLAND

National Support Agencies supporting Tempus projects and dissemination of outputs:

NTO is the only institution in Poland playing the role of supporting dissemination of Tempus outputs at national level

NTO initiatives supporting Tempus projects and outputs:

- ◆ Co-funding JEPs in their first year of life to facilitate the start-up
- ◆ Training of Polish project manager in JEP management
- ◆ Organisation of conferences to exchange information and disseminate projects' results
- ◆ Establishment of JEP directories containing information on all projects which boast on the participation of Polish partners

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

None

Directories and databases that could contain Tempus outputs:

- ◆ NTO have organised and developed a directory containing the information related to the Tempus JEPs

- ◆ The University has its own database which is not used for Tempus purposes
- ◆ A general database is used by the NTO for statistical and reporting purposes.

ROMANIA

National Support Agencies supporting Tempus projects and dissemination of outputs:

- ◆ SOCRATES National Agency
- ◆ LEONARDO National Coordination Unit
- ◆ Ministry of Education - Department for European Integration
- ◆ National Council for Academic Evaluation and Accreditation
- ◆ National Council for Funding the Higher Education
- ◆ National Council for University Research

NTO initiatives supporting Tempus projects and outputs:

- ◆ Tempus National Conference - University - Enterprise Cooperation - 15-16 November 1996
- ◆ SEMINAR ON UNIVERSITY MANAGEMENT 29-30 November 1996, Bucharest
- ◆ Yearly Seminar (usually every October) on Tempus JEP Management which includes aspects related to dissemination and sustainability - practical advice and answers to questions

- ◆ Tempus I (1991-1994) ROMANIA - An Internal Overview - a report on Tempus I outputs, publication distributed to universities and other actors
- ◆ National Compendium 1993-1994
- ◆ National Compendium 1994-1997
- ◆ Short Term Higher Education - brochure - 1993
- ◆ RO NTO Newsletters - No 1 to 8
- ◆ National Tempus I Exhibition, University of Bucharest, 3-21 October 1994

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

- ◆ CRE - European Rectors' Conference;
- ◆ ESMU - Centre for Strategic Management of universities
- ◆ EAIE - European Association for International Education
- ◆ CNR - National Council of Rectors - Romania

Directories and databases that could contain Tempus outputs:

Directories	Databases
RO NTO Web-Site - www.tempus.kappa.ro ◆ information on RO NTO publications (also downloadable); ◆ information on ongoing projects;	RO NTO Database (Oracle)

◆ ECTS related information	
RO NTO internal computer network: ◆ Monitoring directory including: ◇ desk and field monitoring reports (for internal use), ◇ Winword files containing for each project a list of publications; ◆ Tempus I (1991-1994) ROMANIA - An Internal Overview, a report on Tempus I outputs.	ETF Database (Oracle)

SLOVAK REPUBLIC

National Support Agencies supporting Tempus projects and dissemination of outputs:

Slovak Academic Association for International Cooperation (SAAIC) - NGO of which:

- ◆ Tempus Office
- ◆ Socrates National Agency
- ◆ Leonardo da Vinci National Coordination Unit

NTO initiatives supporting Tempus projects and outputs:

Through the above mentioned SAAIC the following national initiatives are organised:

- ◆ General Information Assembly
- ◆ Permanent contacts and visits to universities

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

- ◆ Publishing Tempus News (in Slovak language)
- ◆ National Compendium (list of running projects in with Slovak partners)
- ◆ National Reports on results
- ◆ All project is used to publish their results and disseminate them

Directories and databases that could contain Tempus outputs:

All the above listed information are published.
All running projects are included in a database.

SLOVENIA

National Support Agencies supporting Tempus projects and outputs dissemination:

- ◆ Ministry of Education and Sport of Slovenia
- ◆ Technological Development Agency of Slovenia
- ◆ Technological Development Fund of the Ministry of Science
- ◆ Technological Parks in Ljubljana and Maribor

NTO initiatives supporting Tempus projects and outputs:

- ◆ Awarded Support to 13 projects as JENs 94-96
- ◆ All new Tempus courses are receiving national funding

National/International networks providing project managers with useful information for the D&S of Tempus projects and outputs:

None

Directories and databases that could be used for containing Tempus outputs:

- ◆ NTO have organised and developed two directories one containing the information related to the Tempus JEPs 1991-1996 and the other related to Tempus JENs 1994-1996

The same kind of information are also available on the NTO home page: WWW.MZT.SI

NATIONAL TEMPUS OFFICES IN THE PHARE PARTNER STATES

Albania

Albanian Tempus Office
Ministry of Higher Education and
Scientific Research
Boulevard Zhan D'Ark
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Bosnia and Herzegovina

At the date of printing, this address
is not yet available. Please refer to
the European Training Foundation,
Tempus Department (see address on
page 39).

Bulgaria

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Former Yugoslav Republic of Macedonia

National Tempus Office - Ministry
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Hungarian Tempus Office
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H - 1146 Budapest
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2515647
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Poland

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Slovenia

Slovenian Tempus Office
Slovenska 50 - SLO - 1000 Ljubljana
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1310212
Fax: (386)61-1324140
E-mail: albin.babic@mzt.si

TEMPUS INFORMATION POINTS IN THE NEW INDEPENDENT STATES & MONGOLIA

Armenia

Tempus Information Point
Nalbandyan Street, 34/5
ARM 375010 Yerevan
Tel.: (374) 2 56 51 82
Fax: (374) 2 151 916
E-mail: root@dakor.arminco.com

Azerbaijan

Tempus Information Point
Tacis Coordinating Unit
Government House, 8th Floor,
Room 844
AZB 370016 Baku
Tel.: (99) 412 939 514
Fax: (99) 412 937 638
E-mail: jkasimov@eccu.baku.az

Belarus

Tempus Information Point
Republican Institute of Higher
Education
Maskouskaya str. 15
BR 220001 Minsk
Tel.: (375) 172 228 310
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Georgia

Tempus Information Point
Tacis Coordinating Unit
State Committee for Science and
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Chanturia str. 12
GEO 380004 Tbilisi
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GENERAL INFORMATION

This paragraph has been devoted to provide Tempus project managers with general information related to European Programme and/or initiatives. The opportunity of gathering information through the Internet may be exploited by Phare countries to stimulate new ideas for future project development, to find partners and to exploit existing project outputs.

The European Training Foundation's Web site contains a link to its Tempus Joint European Projects database. The system makes it possible to search for details on all projects (past and present), to get lists of projects by subject area or by country, or country participation statistics. Another option allows a search for higher education institutions eligible under the Tempus programme, in any EU or Phare country. The Web site of the ETF can be found at the following address:

◆ <http://www.etf.it/>

Here is a list of interesting web pages providing useful information on some European Programmes. The web pages include databases on the supporting agency, contact point, partnerships, project details, new calls for proposals, etc.

- ◆ <http://www2.echo.lu/info2000/infohome.html>
- ◆ <http://www2.echo.lu/telematics/home.html>
- ◆ <http://www2.echo.lu/tentelecom/en/tthome.html>
- ◆ <http://europa.eu.int/en/comm/dg22/leonardo.html>
- ◆ <http://europa.eu.int/en/comm/dg22/socrates.html>
- ◆ <http://europa.eu.int/en/comm/dg22/tempus.html>
- ◆ <http://europa.eu.int/en/comm/dg22/youth/youth.html>

◆ <http://www.cordis.lu>

The following web page refers to the 4th Framework Programme dealing with the following issues:

Research, technological development and demonstration programmes; Information Technologies; Telematics Communication; Technologies Industrial and material; Technologies Standards measurements and testing; Environment and climate; Marine sciences et technologies; Biotechnologies; Biomedicine and health; Agriculture and fisheries; Non-nuclear energy; Nuclear fission safety; Controlled thermonuclear Fusion; Transport; Targeted socio-economic research (TSER).

◆ <http://europa.eu.int/en/comm/dg12/fp4.html>

The web page reported below contains information on the Education Multimedia Task force

◆ <http://www2.echo.lu/mes/en/home.html>

The following web page contains information on the Multilingual Information Society Programme

◆ <http://www2.echo.lu/mlis/mlishome.html>

Eurydice is a network of organisations related to Education

◆ <http://europa.eu.int/en/comm/dg22/eurydice.html>

The following web page refers to databases of information related to several European Universities. Its includes University courses, subject matters of each course, pre-requisite, duration of courses, grants. etc.

◆ <http://www.csc.fi/forum/EAIE/ortelius.html>

European Commission

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