



Project management for beginners

Section A

Theme: "Integration of the project in the organisation" and "Involving as many as possible"

Integration of the project in the organisation

In the planning of a Comenius or Grundtvig Partnership, the advice is always to make sure that the project is based on needs and priorities within your organisation and integrated in what you would normally do. This should be included already at the application stage! Take a thorough look at the contents of the partnership activities and try to make them fit into the actual curricula/activities of your organisation. There should definitely be coherence between the plans of your organisation and the Partnership activities, or else this Partnership will be a pain in the neck throughout the two years!

A major clue to succeed in integrating the project is that the Partnership involves the whole organisation, not just a contact person and the learners. Whoever takes the initiative to participate in a project should ensure that he/she has the support of management and colleagues, even those not directly involved in the project. Therefore an important step for integration is to involve as many as possible and/or as many as feasible and to make them regard project involvement as something positive. A major backlash is when colleagues are negative towards the project or even envious and jealous. Be aware of this and counteract it by keeping everybody continually informed of the progress of the project and try to involve the critics in the work. A good alternative is to involve the negative colleagues in a constructive way to make use of their energy in a more positive way.

Involving as many as possible and/or as many as feasible

A good project includes a balance of international and local activities. It is essential to be aware of how you can anchor the project in your own organisation. International cooperation requires time, commitment and resources, and must ultimately benefit the target groups and the learners. The way to do this is through colleagues in your own organisation.

International development projects are ultimately about achieving positive changes in terms of development. Change is often seen as something threatening. Real change cannot be achieved unless we share certain fundamental attitudes. A successful project requires convergence over the course of the project, but if everyone does not have the same framework or understanding of the project activities - what can you do?

Openness is the key word! Inform as many people about the project as possible, involve as many people as possible and be enthusiastic and open about your experiences. This will help your colleagues understand what the project is about and why your efforts are worthwhile.

As learners often are in focus in the Partnerships, it is essential to let them have the opportunity to participate in one way or another in the project activities. Ideally, they should participate actively in all phases of the project – even from the planning stage. If this has been neglected so far, it is never too late to let them in at a latter stage, meaning the on-going activities and the evaluations.

Important aspects

- ◆ The role of the project coordinator is to **formulate** his/her vision and perceived challenges, which colleagues can use as a basis for understanding the aims and strategies of the project
- ◆ The project leader makes **discoveries and experiences** possible, and helps colleagues interpret their experiences so they do not feel threatened by them
- ◆ The project leader cannot force his/her interpretation of the project on colleagues - **dialogue** encourages receptiveness to new ways of thinking and exposes people to alternative ideas
- ◆ Display **patience** along the way – have a long-term perspective with a balance between continuity (strengthening existing skills) and change (developing new skills)
- ◆ Strive for a **common understanding** of the work in a way that is qualitatively different

Ways to link people to the project

- ◆ Set up a project group that works with the project locally
- ◆ Involve as many colleagues as possible or as many as feasible and involve your manager/headmaster where and when it is possible
- ◆ Inform your colleagues through staff newsletters, leaflets or group mails
- ◆ Present the latest news on the project at each staff meeting and/or at meetings with the entire organisation
- ◆ Involve colleagues in the transnational meeting at your organisation by
 - ◆ Inviting them to the meeting
 - ◆ Letting them show the project partners around the organisation and their places of work
- ◆ Organise the participation at the transnational meetings in such a way that as many as possible can participate at least once and it is a true advantage to include the management during a meeting as well! Here you'll find two ways of organising such meetings:
 - ◆ One person from the organisation attends all the meetings together with a new person every time
 - ◆ There are always at least 2 persons attending the meetings - one person attends two meeting in a row but one person is new at every meeting. Example: A and B attends the first meeting. At the second meeting B and C attend. At the third meeting C and D attend etc. This way you obtain continuity and do not always have to start from scratch informing all participants about what was decided at the latest meeting!

Section B

Theme: "Collaboration within the Partnership"

Hints and advice on improving relations among the partners

- ◆ Develop a greater understanding for the conditions in your partner countries. Take time to learn e.g. about your partners' school system/adult education system and take notice of basic **facts** like e.g. holiday dates, exam schedules. With this knowledge, it is easier to set a joint calendar that will be applicable.
- ◆ Organise team building activities during the next project meeting, e.g.
 - ◆ Divide the group into transnational teams, setting them for a specific task like analysing a piece of art, drawing something together, listing what they know or may not know about a specific country or writer etc
 - ◆ Prepare dinner together in the kitchen of the organisation
 - ◆ Organise an outdoor activity like a bicycle ride or a soccer game
 - ◆ Organise a competition or a quiz, e.g. on European facts and figures
 - ◆ Discuss issues such as expectations, working procedures and problem solving
- ◆ Open your mind for new experiences and for cultural diversity by e.g.
 - ◆ Presenting your traditions to each other
 - ◆ Serving traditional dishes and drinks to each other
 - ◆ Respecting the diversity in cultures and customs
- ◆ Improve your communication by jointly setting some rules for communication, e.g.
 - ◆ One key person per organisation will be constantly involved in the project
 - ◆ All partners contribute to maintaining a good overall atmosphere
 - ◆ Be clear about expectations, especially towards the coordinator
 - ◆ Dead-lines are jointly set and thereafter respected
 - ◆ Be precise in giving information to the host organisation (like the number of participants, arrival time etc)
 - ◆ Agenda and minutes (and gladly photographs!) will be produced for every meeting. **N.B.** Although it's logical that the hosting partner together with the Partnership coordinator prepares the agenda, it's good to take turns in taking the responsibility to write the minutes!

- ◆ Contact lists of participants are produced with names and relevant data like e-mail addresses, telephone numbers, addresses, roles etc
- ◆ Communication between the meetings is crucial and will preferably take place on fixed days and through e.g.
 - ◆ A working platform via Internet
 - ◆ E-mails
 - ◆ Letters and faxes
 - ◆ Video-conferencing or video-phones
 - ◆ Telephone and/or Skype

Managing conflicts or misunderstandings within the Partnership

As it is people who work together in a project team there might also be misunderstandings and conflicts, arising from very different sources.

Conflicts are natural and not failures. They have important functions:

- ◆ They show up differences and can help to create a new common understanding
- ◆ They make complexity and variety possible but also help to establish common interests
- ◆ They make change possible but also help to preserve what already exists

To avoid all conflicts is not possible and not useful, but you can certainly prevent some of them!

It is always helpful to tackle conflicts on a rational level and to keep the person who is involved in high esteem as a person. Try to reach a common understanding of the problem and to create a win-win atmosphere. If somebody feels like a loser in a conflict this might result in the loss of the individual and his/her energy in the team. Conflicts are nearly always related to a failure of communication. Each person perceives the world with their own senses therefore perceives the world in a way different from other people and creates an individual map in their mind. This is one of the reasons why conflicts arise.

The following statements may help to understand some of the reasons.

It is not relevant	<i>Said is not heard!</i>
what someone says,	<i>Heard is not understood!</i>
how it is meant, and	<i>Understood is not accepted!</i>
how it will be understood!	<i>Accepted is not done!</i>
	<i>Done is not natural!</i>

Withdrawal of a partner

Even if the minimum requirement for a regular partnership is partners from three countries, it is always wise to start with four or five partners. In this case, if one of the partners withdraws from it, the project will remain viable. It is also advisable to actively involve several persons from each organisation. If one of the persons has to withdraw from the project, there will be others who are familiar with it and can proceed with the work. It is important to decide in advance who will take the role of coordinator in such case the coordinator has to withdraw from the Partnership.

Unclear division of tasks

The tasks of the participating organisations should be clearly defined in advance. Each organisation should be aware of its role and the tasks that it is expected to carry out. Therefore you could write a light form of agreement between the partners where everybody confirms their interest and involvement in the partnership. This is often a good thing to do before applying for funding (see Letter of Intent e.g. in Grundtvig Navigator).

Sometimes, one of the partners acts as a “**sleeping partner**”, i.e. a partner on paper only. Agree a strategy in advance for dealing with such situations. In this case, the remaining partners can proceed without this partner – if you cannot persuade the passive partner to play an active role as required.

Language problems in communication

It is important to ensure that you and your partners have a common working language. Interpretation is not recommended because it slows work down, does not allow such personal contact as with direct communication and is not always available. During the course of the project you will find that both learners and staff will improve existing language skills and even learn new languages. But if you encounter difficulties at the beginning you can consider these two pieces of advice:

- ◆ Make sure that your partners are aware of the level of competence in their language which you can manage on a day-to-day basis. That way, you can find an effective basis for communication between you. Remember that it is easier to read or listen to a foreign language than to write or speak it!
- ◆ The conversation could very well be conducted in a different language in each direction if you understand a certain language but have a hard time expressing yourself in it – and the same goes for your partners. Also remember that the right vocabulary is more important for effective communication than impeccable grammar!

Section C

Theme: "External partners and cooperation"

Anyone embarking on a partnership has in mind that it should ultimately benefit a certain target group. The partnership should also affect you, personally, and other colleagues, as well as others not considered part of the primary target group. This means that you will need to identify who these groups are in the preliminary project planning phase and, if possible, **involve them in the dissemination process**. They should be people in your own organisation or others involved in similar partnerships. Try to identify the **key groups** locally; they can give the dissemination process impetus.

Below are some possible questions you can ask yourself:

- ◆ How do we **secure the support** of management in our own organisation for the project and how we can try to make use of the insight they gain of the partnership in the dissemination process?
- ◆ Are there any **forums** where we can present the project to more than one target group?
- ◆ Do we have a **plan** for keeping our project partners in other countries updated?
- ◆ What other **players** in the local communities, e.g. the employment office and social services, could be interested in the same end target groups and how should we work with them?

Associated partners - can be very beneficial to the partnership by providing resources and/or additional funding support. Their input might be educational or business related work experience opportunities. They might support the partnership by providing equipment and/or training in various forms. They might also attend partnership meetings across Europe to help, train or guide the partnerships staff and learners in specific areas of relevance to the project.

- ◆ Which local, regional, national or international colleagues, associations, organisations or other players could possibly be interested?
- ◆ What does my **network** look like – can I get support elsewhere?

Parents and community groups — can be of much assistance during the lifetime of the partnership. They may help with partnership related tasks due to individual experience or through group activities. They may assist during project meetings abroad or within their own country which might raise their own self-confidence and the learners by showing support to the organisations and commitment to learning overall. Parent and child collaboration might raise overall closer ties amongst families who might not otherwise spend much time together for various reasons. Parents are also likely to inform other parents and their local community of the on-going activities and spread the partnership and the organisations activities further.

Section D

Theme: "Realistic aims, objectives and outcomes"

It is possible that your initial objectives are not achievable or realistic. This is the reason why it's important to revert to the definition of your objectives as your partnership evolves.

The objectives must be **specific, measurable, acceptable, realistic and timelined (SMART)**.

Check with time if you are following your initial aims and try to adapt the project accordingly.

Break down the process in a succession of milestones.

Ensure that tasks are delegated among the staff in the organisation.

- ◆ Maintain clear, realistic aims and expected impact across the partnership and the lifetime of the project;
- ◆ Continue demonstrating how aims will be achieved through concrete, collaborative partnership activities (which, in the case of partnerships which focus on learner involvement, are cross-curricular and embedded into the curriculum of the whole organisation);
- ◆ Maintain a clear overview of partnership activities for the whole duration of the partnership;
- ◆ Maintain plans for ongoing partnership monitoring and evaluation relative to the aims, activities and expected impact of the partnership;
- ◆ Keep up with plans for dissemination of partnership outcomes at local/regional/national level as applicable;
- ◆ Continue to demonstrate a balanced involvement of all partners in the partnership and effective partnership co-operation and co-ordination between the partners;
- ◆ Follow and amend/update the partnership's activity calendar if possible to show general dates for local activities and mobility activities for each of the organisations in the partnership as well as indicate when evaluation and monitoring will take place;
- ◆ Refer to your Grant Request which relates to the plans in the partnership activity calendar if any doubts occur relating to requested mobilities and partnership activities.

A good partnership should throughout the length of the project:

- ◆ Focus on learning and development
- ◆ Be appropriate to the age group of learners / type of organisation
- ◆ Focus on communication and cooperation
- ◆ Be organised around collaborative work (i.e. opportunities for learners, staff, organisations and partnerships to reflect upon and respond to each others' experiences)
- ◆ Show progression throughout the year and from the first year to the second

A good partnership should contain:

- ◆ Opportunities for a wide range of learners to participate, e.g. across thematic/ curriculum areas/levels of ability (exception for partnerships which deal mainly with pedagogical or management issues)
- ◆ Opportunities for developing friendships and understanding across cultures

Section E

Theme: "Documentation"

It's not only important to collect a substantial amount of data but to plan what you want to do with it.

- ◆ Record events, expenditure, data, successes and concerns, preferably in a log book
- ◆ The process of recording must be monitored afterwards by means of reporting, self-evaluation and dissemination
- ◆ Consider using final reports models
- ◆ Make sure you take copies of invoices, boarding cards etc. so as to keep track of all expenses. Print and put all essential correspondence, including e-mails in a folder accessible to all
- ◆ Compile records which could be used to illustrate non material results (pictures, videos, etc...)
- ◆ It's important to define the process for collecting information necessary for the evaluation and dissemination at the project planning stage
- ◆ Both quantitative and qualitative information should be included in the documentation
- ◆ Decide the process for collecting information. Be clear from the outset what information you require from partners, in what format and when. Think ahead to your reporting requirements and use the same formats
- ◆ Be aware of national regulations concerning use of pictures of people and use of copyright materials
- ◆ It's really important to set rules for creating evaluation forms. Self-evaluation is also encouraged.
- ◆ Arrange for a meeting where partners analyse data and decide how to use it.

To find out which information is useful to collect, you can refer to the [AFCOM guide](#) and find out for each stage of your project (from project launch through to the final stages and beyond) what the main tasks and outcomes are. Also look at the Grundtvig Navigator.

Sources: Survival Kit for European Project Management, AFCOM, Navigator

Section F

Theme: "Integration in the curriculum"

To succeed in your European project, your project should be directly linked to the values, objectives and activities of your organisation. It should also concern the curriculum of the organization (what a learner has to learn). Participants will have the possibility to gain new insights and experiences, to reflect upon their own practices, to develop something new and innovative. Finally, the project can be used to raise the profile of your own organisation at the local or national level.

Use the following concrete actions to integrate your project into your organisation. Each partner should check these suggestions:

- ◆ Research the methodology in the organisation and look for good practice that can be used in the project.
- ◆ Research the methodology in the organisation and look what needs to be changed and improved by the project.
- ◆ Check the curriculum and look for potential project topics
- ◆ Check the curriculum and see if the project can add to it or enhance it
- ◆ Look for foreign language speakers (learners, staff, others partners)

As soon as some activities have been completed:

Selection and integration of the improvement stemming from the project

Select and integrate:

- ◆ contents and products resulting from the project that can be integrated into the partner organizations
- ◆ factors related to the skills acquired by learners during the course of the project; this means new fields of competences and abilities.
- ◆ methodological components that have allowed students to acquire new skills.
- ◆ products arising from the project that can be used for new learning material for students,
- ◆ knowledge, values and attitudes that can be introduced into the curriculum to ensure the integration of the European dimension. This includes knowledge about Europe and encouraging a feeling of belonging to Europe.

Sources: AFCOM, Navigator

In order to achieve this selection and integration, you could set up a local expert group; let your management participate in this group from time to time.

To go further, you can check the Guide "What happens at school after Comenius 1?", pages 82-87

Section G

Theme: "Finances"

Here you can find general advices on how to manage the grant once you are approved. The following text does not deal with technical aspects of financing in detail. For practical information on managing and accounting for the grant, please contact your National Agency.

A partnership receives financing from different National Agencies, through their contracts with individual partner institutions. The allocations procedure and amounts may vary from country to country, which means that partners in the same project will have to reckon with slightly different conditions and different accounting procedures. Although this is not a problem usually, it is still a good idea to be open about the grants you have received. Therefore it is recommended that the partners inform each other about the financial conditions for participation in the partnership and discuss what possible implication this might have for the project as a whole.

Financial issues to consider together with your partners could include:

- ◆ **Travel costs** will vary per partner according to the number of participants and the distances they travel. Some countries' national laws require receipts for all expenses, whereas you will be asked to report only on using the lump sum, in keeping with European guidelines.
- ◆ The objective should be to spend the grant amount in full, by **undertaking at least the minimum number of mobilities** applied for, as well as reaching the project objectives. If on the other hand you manage to organise more transnational meetings or exchanges than foreseen in the application by being more economical in your expenditure, this is perfectly acceptable.
- ◆ When **hosting a meeting**, you will have to consider payment for joint activities. If you organise a joint dinner, will all participants pay individually for the meal that they have ordered ('going Dutch'), or do you pay the entire bill and divide the costs equally, by sending an invoice to your partners afterwards?
- ◆ **Costs for the running of the project**, extra costs your organisation will have in connection with the participation could be office costs, printing costs, books and other material, language courses for participants etc. If you decide to produce a joint product, you should discuss prices and set your ambitions so all participants can pay their share.

Read the whole grant contract carefully, including the annexes. It is important to know what your National Agency will require from you at the end of project. Please consider the fact that in the new educational program, LLP, a budget is not included in the application and you will receive a lump sum for your project. However, it is still important to make a project budget to keep track of the expenses and see to it that the granted lump sum will cover both requested mobilities and other project cost.

It is recommended to keep a record of expenses for the project during the contract period, so that you have an up-to-date and accurate overview of the expenditure. As the coordinator of the project at your institution, you should be in the position to compare the grant awarded with the actual expenses. Try to balance these at different moments during the project period, so that you know whether you are over or under spending.

The interim financial report after the first year of project will make your life easier.

Be aware of the fact that you have received the first instalment of 80 % of the approved grant. That means that you will have to be able to **pre-finance** 20 % of the grant. You will receive the balance payment of 20 % after the approval of your final reports (e.g. number of mobilities and joint product). Also think of activities that your organisation/sponsor could pre-finance during the project.

Finally you may look for other granting possibilities; other bodies may have **additional funds** you can apply for, once you have received the EU money. These funds could come from your local community, the regional authorities or national government, private enterprises etc.

Enclosure:

Example of excel sheet where you can control your project expenditures continuously. Saving this record will easier your work in the future when dealing with the same activities.

Overview of all project expenditures for period ... (currency)

NR.	Date	Nr. Of record	Items	Deposit	Debits	Balance
1						0,00
2						0,00
3						0,00
						0,00
						0,00
...55						0,00
56						0,00
57						0,00
58						0,00
TOTAL:				0,00	0,00	currency

Section H

Theme: "Evaluation"

To make certain of keeping the project on track, it is important to **reflect** continuously on processes and outcomes, and monitor and integrate project activities. Continuous evaluation helps to identify weak points in time, so when the same problem occurs, it is easier to deal with it. It is important to start with evaluation from the very beginning of the project. It is important to include into evaluation all project actors. The first partner meeting is the right time to elaborate evaluation plan in details. This allows you to adapt the project objectives and activities to new or changing needs and ensure that the project gives maximum added value to the organisations directly involved and other potential beneficiaries.

Use the following questions to make regular checks on the progress of the project:

- ◆ Have the **plans** been followed and if not why not?
- ◆ Are the **goals appropriate** and **clearly formulated**?
- ◆ Should any of the project targets and methods be **modified**? Which and how?
- ◆ Is the project helping to **raise the achievement** or competence levels of the learners?
- ◆ What are the **benefits** of the different activities for the **learners** and the **staff** involved?
- ◆ What skills have been developed and can they be demonstrated?
- ◆ Are the means of **communication** used appropriate and **efficient**?
- ◆ Are you keeping our **websites up-to-date**?
- ◆ Are you succeeding in **involving local and regional bodies** in the way you intended?
- ◆ Have the participants' **skills in foreign languages** and motivation to learn them increased?
- ◆ Have you managed to make the participants more aware of the different **European cultures**?
- ◆ Have you succeeded in creating and/or introducing and establishing a **European dimension** in learning?
- ◆ Has the **planned end product**/end result been **achieved**?

Good project evaluation requires clear and agreed objectives for the project, appropriate evaluation instruments and well trained evaluators. Every project is unique and an evaluation is efficient only if it is adapted to the project and its aims.

In case you are not satisfied with your answers to questions above please consult the following websites, where you can find more detailed materials and tools:

- ◆ A checklist to help with your self-evaluation on the European Commission's website http://ec.europa.eu/education/programmes/llp/comenius/tools_en.html
- ◆ A manual and evaluation tool on <http://www.MICE-T.net> (© MICE)

It is often useful to have an **independent assessor** associated with the partnership or to have one partner continuously responsible for project evaluation. Too much responsibility could otherwise rest with the coordinator who, rightly, has a greater responsibility for the continuous monitoring of the project than the other partners.

Section I

Theme: "Dissemination and use of results"

The LLP Glossary: http://ec.europa.eu/education/programmes/llp/glossary_en.html gives you this definition: "Activities designed to ensure that the results of the LLP and its predecessors are appropriately recognised, demonstrated and implemented on a wide scale". Dissemination is also often described as a process that involves a sharing of results and experiences with the aim of influencing the way other people think and act, or of making them aware of a new idea, product or service.

In partnerships you focus on the process rather than on the product, and on experiences rather than results, and of course that affects your dissemination activities and strategies.

You should not wait until the project has been completed to **share** your experiences and your results. There is a link between information, communication and dissemination. If you think of information and communication as parts of the dissemination process you will be open for useful input from your target group from the very beginning of the process. Many useful tips from experienced project participants have been compiled on the European Commission's website, http://ec.europa.eu/dgs/education_culture/valorisation/index_en.html

EST database – European Shared Treasure is a virtual space where you can input your projects' results and a short description of your project. This database is useful not only as a tool for dissemination but also as an inspiration for everyone who wants to enrich his/her educational methods. Each year the best partnerships are marked as „star projects“; <http://www.europeansharedtreasure.eu/>.

What would you like to achieve?

- ◆ **Raise awareness** in the intended target group.
- ◆ Generate **understanding** and obtain the **support** of others in disseminating information.
- ◆ **Involve** others outside your own organisation.
- ◆ Bring about a **change in attitudes** and **ways of thinking**.
- ◆ Bring about a **change in attitudes for target groups**.
- ◆ **New patterns of conduct** in the target group – the end users of the project results.

There are many more ways to describe the aims of the dissemination process - motivate, inspire, suggest, call attention to, arouse curiosity, enlighten, encourage, make visible, channel, sum up, concentrate, caution, prevent, introduce...The main thing is that you are **aware of your aims** and that you select an appropriate method.

Why is dissemination important and for whom?

- ◆ **The project comes to an end – but the results live on and are only meaningful if they are put to good use and result in functional changes.**
- ◆ **Concluded – but not finished.** The project contributes to lifelong learning and personal development, both with respect to those undertaking the project and those whom the project aims to support.
- ◆ Make staff and learners **aware of what a good job they have done.**
- ◆ **Make all interested parties** and a wider public aware of what you have accomplished.
- ◆ **Influence decision-makers** – important to them, too, as a basis for decisions.
- ◆ Generate general **interest** in transnational cooperation.
- ◆ Generate interest in **language learning.**
- ◆ Raise **awareness** of European cultural diversity and similarity.

What needs disseminating?

It is vital that the participants in the project have a shared vision and understanding of what needs to be disseminated. Not only will this provide a common framework but will also enable the participants to describe the project and the planned dissemination in an informed manner.

Your choice of tool will depend on your understanding of the target group as well as on your aims. Are you aiming to raise **awareness, change attitudes** or create **new patterns of conduct** in your target group?

The aim can also vary depending where in the process you find yourself, and this calls for a deliberate, planned variation of methods. **Methods you can use in the dissemination process include:**

- ◆ **Informal person-to-person meetings** – unrivalled as a way of persuading.
- ◆ **Briefings**, seminars, workshops, conferences, exhibitions – provide opportunities to inform and discuss
- ◆ Printed materials, e.g. **reports**
- ◆ **Websites** – but don't forget to update them!
- ◆ **Links** to and from websites
- ◆ Videos, CDs, DVDs or other audiovisual materials
- ◆ **Massmedia** – have a strategy for attracting their attention!
- ◆ E-mail lists for mass mailing a **newsletter** – continuous dissemination of process results
- ◆ **Direct** application in a learning situation – the original aim of dissemination activities
- ◆ **Information officers**
- ◆ **Press releases**
- ◆ **Braille** to give access to the partially sighted or other methods specially adapted to cater for various other types of disability.

What needs to be avoided in your dissemination activities?

When you are totally immersed in an activity, it is easy to lose sight of who the recipients are. It is useful to bear the following points in mind when disseminating your results and experiences:

- ◆ **Refrain from showing a lot of photographs** of the project meetings you have had – how much fun is it looking at a family album when you do not know anyone?
- ◆ Avoid giving detailed accounts of every meeting – **get to the point!**
- ◆ Share the **experiences** as well as the **results – meta-learning** is just as important!
- ◆ **Written information** can be given out **in advance** – personal meetings provide the opportunity to talk about things in more depth (in the form of seminars) and create a basis for influencing attitudes and changing future patterns of behaviour.
- ◆ Try not to give everyone the same information but **tailor** it to the target group.
- ◆ Do not fall into the trap of saving the dissemination activities until the end of the project – you will then miss the opportunity to get **feedback** and **support** from other interested players
- ◆ **Think in terms of quality, not quantity** – you are better off choosing few words that generates interest
- ◆ Be clear right from the start who “owns” the project results so that discussions about **copyright**, for example, do not mar the end of the cooperation process.

What other effects does dissemination have besides the sharing of results?

All project activities have positive as well as negative side effects. Some of the most obvious positive side effects are listed below:

- ◆ Feedback during the project
 - ◇ change of direction
 - ◇ better quality
- ◆ **Strengthened cooperation and the feeling of solidarity within your own organisation** – if responsibility and authority are shared and the project has support from the start
- ◆ Increased **visibility** of the organisation in the local community
- ◆ Promotion of **innovation** in society.
- ◆ New **energy** and **ideas**
- ◆ **New contacts and new projects – contagious!**
- ◆ **Awareness** of other cultures and readiness to take on cultural differences
- ◆ **Foreign-language competence** and better communication skills
- ◆ **ICT skills**
- ◆ An understanding of your own culture when faced with others
- ◆ **Personal development** and development of your own capabilities.