EFFECTIVE DISSEMINATION

A GUIDE ON THE DISSEMINATION OF THE RESULTS OF INTERNATIONAL EDUCATIONAL PROJECTS

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Finnish Leonardo Centre

Finnish Leonardo Centre is the national coordination unit for the EU vocational training programme Leonardo da Vinci. Leonardo Centre aims at the development of vocational training in Finland by encouraging training organisations, enterprises and working life organisations in to transnational cooperation. Its activities include organisation of Calls for Proposals, supporting on-going projects and dissemination of their results. Leonardo Centre has also been active in developing different tools for transnational cooperation, comprising e.g. the internet based Partner Search Database and a copyright guide. The activities of the Finnish Leonardo Centre are funded by the Ministry of Education and the European Commission.

IACEE

The International Association for Continuing Engineering Education, IACEE, is a non-governmental, non-profit organization with the objective of supporting and enhancing lifelong technical education and training and advanced engineering education world-wide. IACEE's members—more then 550 organizations and individuals—represent providers and users of continuing engineering education in 72 countries. IACEE was recognized as an international NGO by Unesco in 1992. In addition IACEE has established good working relations with a number of other international intergovernmental organizations, such as UNIDO, OECD, ITU and ILO. The headquarters of IACEE are situated in Espoo, at the Lifelong Learning Institute Dipoli.
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Foreword

THE IMPORTANCE OF KNOWLEDGE AND KNOW-HOW to various social activities and to welfare resulting from them has become more and more emphasized. In their report *Finland: The Society of Knowledge and Know-how*, the State Council of Science and Technology considered success the basis of the production, dissemination and adoption of knowledge.

When this guide is being written, the first pilot projects of the Leonardo programme, approved for funding in 1995, are coming to an end, and the training products and results produced in them are nearly finished. Therefore, the dissemination and utilization of these results and experiences is of current interest.

According to estimates, the dissemination of the earlier EU training programmes has often been defective. Directorate General XXII of the European commission, responsible for the Leonardo programme, has paid special attention to dissemination and made it the main theme of the remaining period.

For these reasons, the Finnish Leonardo Centre together with the International Association for Continuing Engineering Education (IACEE) started the project called *The Good Practices of Dissemination*, which collected experiences and developed new methods to increase the effectiveness of dissemination. The project itself was carried out in 1998 mainly for Finnish purposes. This IACEE report is an abridged version of the original Finnish report – *A Guide on the Dissemination of the Results of International Educational Projects*.

The dissemination guide of the Leonardo programme outcome titled *Dissemination and Commercialization of Training Products, Guidelines for Promoters of Training Projects* and published by the European Commission in 1997, has helped in the composition of this guide.

The entire project is characterized by versatile and deep-going experience of learning together. We would like to thank all those who have participated in the project for their valuable contribution, which has made this guide possible and which, above all, has contributed to a fruitful learning process for all of us.

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Introduction

The results and experiences of development projects are meaningful only, if they are introduced into use and lead to functional changes. During the last few years in particular, the dissemination of results and experiences has grown in importance everywhere, but there is no relevant or demonstrative literature available in the educational field.

1.1 About the dissemination of innovation activities

Dissemination is generally seen as a measure, through which the results are brought into the awareness of certain target groups. In this case, dissemination (diffusion) refers to a special communication process which spreads information to the members of a community. Dissemination is expressly limited to concern those messages only which contain new ideas, whereas communication research concerns all kinds of communication.

The purpose of dissemination is to influence people’s behaviour, so that they will adopt or at least become aware of a new idea, product or service which is being disseminated. The use of various kinds of methods supporting each other is important when planning dissemination. Research results show, that although the communication media are the best channels to introduce innovations, the change of attitude required for their adoption is most effectively achieved through interaction between people (Rogers & Shoemaker, 1971).

Towards the end of the 1980s, the importance of disseminating the results of research and development activities rose to the foreground in OECD. The new politics pointed out that most of the financial advantages brought about by the new technology are due to technological diffusion, i.e. the adoption of the technology available, rather than to the development of technology itself.
In the early 1990s, EU evaluated the productivity of its research and training activities. The conclusions were explicit. In 1994, it was pointed out in the EU White Paper on Competition, that, compared with the United States and Japan, the principal weakness of the EU countries was the limited ability to turn the scientific breakthroughs and technological innovations into industrial and commercial achievements. It is a concrete sign of change that the dissemination of results is becoming one of the central criteria in the activity programmes financed by EU. New ways and means are being sought to utilize the European contribution in building general welfare and competitive ability.

In education and training, where knowledge rapidly becomes outdated, and where the development of teaching techniques and the change in the teacher's role have recently become more and more prominent, the necessity of dissemination has also become more urgent.

At the same time, dissemination is being viewed from a new angle. Traditionally, the dissemination of results has consisted of spreading information to a large audience in such a way that the information would also be available and comprehensible to other people than the professionals. Nowadays, the interest is more and more directed to disseminating the results in a way that would affect the development of individuals and communities. In the key role are especially the professionals who should learn to learn together with other professionals and use the results of thousands of development projects carried out in the field of education.
2
Theoretical starting points of dissemination

As we set out to write a guidebook on the dissemination of the results of educational development projects, we thought it expedient to describe dissemination in the light of the experiences gained in the innovation process and the theory concerning it. The innovation process as well as the other basic concepts and thoughts presented in this chapter in brief—the process-natured and interactive character of dissemination, the philosophy of learning throughout the process and the various levels of dissemination—have provided the framework and background in the workshops of our dissemination project, and in this guide.

2.1 Innovation process

In enterprises the innovation process (figure 1) in its most typical form is product planning, which is aimed at finding entirely new product ideas (inventions) and novelty products, or product improvements for the enterprise. Systematic innovation requires time, money, knowledge, know-how, ability to make decisions, and plenty of new ideas. A few ideas to be worked on are selected from a large number of ideas. At different stages of the process, the number of alternatives diminishes, and in the end one product is developed, manufactured and marketed. (Lampikoski et al., 1997.)

A Leonardo project, like other international educational projects, develops new products or services to be used in the field of education and training, and even though all development projects are not commercialized, the actual inno-
The innovation process is very similar to the process of product development in enterprises. In this guide we have applied and adapted the process of product development to the Leonardo projects, and the main phases are as follows (figure 2):

The survey of demand and generation of new ideas takes place before the project application is made. In earlier EU training programmes the dissemina-
tion and/or commercialization of results has mainly been done after the project is over. Nowadays, dissemination is a part of the project plan and is started during the project. The dissemination of a successful development project does not, however, end with the end of financial support from EU; the results live on even after that.

The productivity of international educational projects could be increased, if the results and their dissemination—and the advantages gained thereby—had a more prominent role in the evaluation of the project. Basically, the dissemination of results and experiences calls for a new kind of basic philosophy. We should move from the project-oriented international cooperation approach to process-, result- and dissemination-oriented way of thinking. As a result of this shift of emphasis, the end products and their impressiveness would come more to the foreground.

2.2. The process-like character and the different roles of dissemination

Marketing a new service or product, which is being developed, is always more difficult than marketing an existing product with a more or less established circle of customers. The end user of a novelty has to be a motivated, unprejudiced and quick adopter so that the results and resources invested in the development work will not remain unused. The development work always includes selling the idea, even if it were not considered a separate work task.

A novelty always includes a certain amount of uncertainty. Therefore it is important in the dissemination process that the communication takes place in an interactive process. One-way communication is not sufficient. Mechanic communication may turn into interaction, if at least one of the parties is familiar with the new product or service, has tested it or introduced it into use.

2.3 The definition of dissemination

Dissemination (diffusion) is an interactive process with the help of which the participants create and deliver information to each other about an innovation in order to reach mutual understanding. Successful dissemination of an innovation produces change in people’s thinking and actions. Dissemination always consists of four recognizable and definable elements: innovation, dissemination channels, time, and the people and communities which form the social system of the dissemination process. (Rogers 1983).

Consequently, dissemination is more than marketing, communicating or informing. A social change does not take place in a moment, and therefore it is important to be aware of the process-like character of dissemination. The idea has to be sold slowly so that the customers will have time to get used to the idea of accepting it. Dissemination is influencing. This is particularly important
According to research, the greatest part by far of an innovation causes only little change in total demand or in the behaviour of consumers. Habits, attitudes and values as well as financial and cultural factors all contribute to the willingness to adopt innovations. This can clearly be seen in learning, too. According to the innovative concept of learning, learning is not devoid of values, and values change very slowly. While this is an obstacle for progress, it also has a protective effect. Excessive enthusiasm for novelties can also lead to a development that is not desirable. (Rogers, 1983; Lampikoski et al., 1997; Botkin et al., 1979.)

2.4 The criteria of dissemination

Effective and successful dissemination requires an answer to the question why dissemination is important. The dissemination criteria presented in this guide furnish the basic philosophy, which can form the background of every educational development project.

Dissemination is well done when the benefit produced by good-quality results and good practices

1) helps and encourages people to develop themselves,
2) increases the understanding and execution of the idea of lifelong learning in working life,
3) changes the practices and patterns of thought in teaching and
4) promotes the adoption of the innovation in society.

Naturally, there are more criteria, but the concrete quality criteria can be derived from these four philosophical criteria of dissemination. These criteria also summarize the theory of dissemination.

1) No matter whether the benefit of dissemination is spiritual or financial, its basic value lies in the promotion of learning and consequently in the development of people in general. It also produces a deep and long-standing effect on the individual’s own professional development. It is a question of arousing enthusiasm. Therefore, it is equally important to spread information about the project to an individual person as to a large audience.

2) The idea of lifelong learning provides the basic framework both for the work and dissemination of the project, and is particularly aimed at changing the working communities into learning organizations. This kind of ideas cannot be disseminated unless those involved in the project have not adopted the ideas as themselves. Dissemination is closely connected with the learning process of the project group, and with their role in speeding up the process of functional changes in different communities. The interactivity and cooperation of the entire project present the greatest challenge for dissemination.

3) The teacher-centered method of listening and learning by reading is
changed into learning by doing and procuring information independently and together. The teacher has an important role as the initiator and supporter of the active learning process. The results of the work should be disseminated throughout the entire project to promote their deep impact on the development of education.

4) The assimilation of an innovation entails a learning society. When innovations are adopted, the benefits will be both cultural and financial, provided the new product or service is of good quality and promotes responsible learning. Mere delivery of information does not guarantee the adoption of the innovation.

With these criteria, we wish to encourage the project developers to consider dissemination and its consequences profoundly. The core of dissemination lies in influencing and in being influenced, i.e. in learning.
A DEVELOPMENT PROJECT PRODUCES VARIOUS KINDS of results. In addition to the product, service or method that is being developed, the know-how produced during the project work can be disseminated to promote learning in general. The end result of interactive learning through a successful project can be different from and better suited to the target group than was originally planned.

Effective and productive dissemination is easier when it is carried out systematically. The planning of dissemination should be an essential part of the entire project plan. Before discussing various kinds of tools to facilitate the planning, we would like to introduce a few concepts that have come up in the work of our project:

- project effectiveness
- project quality
- dissemination of results
- dissemination of good practices
- transfer of results
- commercialization
- different levels of dissemination

3.1 Effectiveness, quality and evaluation

Dissemination is influencing

Successful dissemination produces change in people’s thoughts and actions. Influencing is the objective of dissemination. Although it is worth while to disseminate results and experiences extensively and abundantly, the number of
dissemination activities is not as essential as their end result. The dissemination measures should also be prioritized. A discussion with a key person, for example, may be more effective than an extensive communication campaign; it often takes only one enthusiastic person to spread a good message.

Pondering the effects of the project is of essential importance in planning dissemination measures. The additional value brought about by the project and its effectiveness can be surveyed, for example, by using the Key Tool and the Target Tool introduced later.

**Dissemination supports the work and quality of the project**

Dissemination is an essential part of the entire project. All measures which aim at promoting the functions of the project and reaching productive results, also support dissemination. A project cannot, for example, be set up with the intention to discuss at the close of the project whether the results can be sold or not. It should be made sure at the very beginning that the product or service will be valuable for the end users.

**A good-quality project produces new working and learning practices and extensive benefit**

**Figure 3: Different stages of the project, dissemination and working philosophy**

The above figure (fig. 3) outlines the dissemination and working philosophy of the different stages of a Leonardo project. We wish to point out that dissemination is an essential part of the entire project, and not a separate matter to be taken care of at the close of the project only. When looking at the procedure of
the development project and the implementation philosophy of the work only, one may be under the impression that dissemination measures are not taken until the close of the project. That is the reason why we have described the dissemination philosophy above the development process, which should make it clear that dissemination is started at the very beginning of the project and continues throughout the process, even if the results are not commercialized. Dissemination should support the work and quality of the project. This figure provides the basis for the Frame Tool introduced later.

Dissemination makes it possible to acquire feedback, and through feedback to evaluate the project continuously. For example, when the testing of an educational module is started, the end users are motivated to join in the development work and to give feedback on how the project functions. This entails learning from others and creating new skills and knowledge together.

**Dissemination is also evaluated in a good-quality project**

To ensure the quality and effectiveness, the project should have its own quality system. The functioning of the project can, for example, be evaluated by interviews and questionnaires initiated by the coordinator. The evaluation criteria are derived from the objectives of the project. The project can also select an evaluator from outside the project itself to follow the project work and give feedback to the group of partners.

The tools we have developed for the planning of dissemination also include evaluation of dissemination (e.g. Frame Tool). The recurrent use of tools guarantees that dissemination is evaluated at regular intervals. The Change Tool is used for evaluating the factors promoting or obstructing dissemination, and for making decisions of measures to be taken to remove the obstructing factors. Furthermore, defining the target state of dissemination and evaluating the means to reach it, should take place more than once during the project.

### 3.2 Dissemination, transfer and commercialization of results

**Dissemination of results**

By the end results of the projects we mean concrete products, such as a book, a CD-ROM or a video. Educational programmes and modules, which are developed in the project and which are often documented in a written form, are also results. On the other hand, methods, models and systems developed in the project can also be considered results of the project. At its most typical, a Leonardo Project produces several and different kinds of results.

The target group of the dissemination of results are the potential users, buyers, transmitters and adapters of the product or service, as well as authorities, the organization itself, the general public, etc. In case of each end result the primary target group has to be defined. The dissemination of results is facilitated by producing concrete products.
Dissemination of good practices

By the dissemination of the experiences and practices arising from the project itself, we mean the dissemination of the know-how (leading the project, international meetings, organization of workshops and conferences, work of the guidance group, financial administration, dissemination, marketing, learning, the processes of the project, working methods etc.), which are created during the project by all those involved in the project. The Leonardo Programme produces valuable experiences in international cooperation in particular.

The organization itself is the primary target group of the dissemination of good practices, but the results are also disseminated to other Leonardo projects, projects of other EU programmes, the educational sector, associations, unions etc. Project work is a general mode of activity in all organizations nowadays, and in that sense, the dissemination of the experiences in project control are of national importance as well.

The projects should also have the courage to report failures, problems and practices that have proved of little use. Dissemination and its effects cannot only be limited to concern the duration of one project only. If the organization itself is made aware of those practices that are less useful, they can be used to learn from and similar problems will be easier to avoid in new projects.

Information on good practices should be a continuous process throughout the entire project. Composing the application for the project is also a process which can be shared with others.

Transfer of results

By the transfer of results, we mean the dissemination of results into some other sector, industry or target group than was originally planned. In such a case, the results cannot be used as such, they need to be applied. The training programme of the personnel in the chemical industry, for example, is applied to suit a company in the metal industry. When the results are transferred to other sectors, it is mainly a question of disseminating models and methods; the contents will have to be adapted to answer the demand of the new target group.

Dissemination can also be targeted at enterprises with similar educational needs as the original partner group of the project. Various industries and authorities may also be in a key position in finding new customers for the products and services produced by the project.

Commercialization

By commercialization we mean that the target group pays for the results of the project they have procured. For example, an enterprise participating in training pays a course fee to the provider of the training, or a book is handed over to a commercial publisher to be marketed. Commercialization includes marketing plans, pricing and potential sales agreements.
3.3 Different levels of dissemination

When considering an appropriate target group for the project results, the three-level division, individual–community–society, helps to outline the essential target groups and individual groups within the different levels. The prioritization of dissemination is affected by the resources of the project and the characteristics of the product or service developed. On the basis of the three-level division, we developed a more accurate division, which has also been used as the basis of the Planning Tool intended for planning dissemination.

1. Dissemination within the organization itself
2. Dissemination within the partner group
3. Dissemination within a geographical region
4. Dissemination in educational and training sector
5. Dissemination in different business, economic and industrial sectors
6. Dissemination on national level
7. Dissemination on international level
4 Working methods for planning dissemination

SYSTEMATIC DISSEMINATION SUPPORTS THE DEVELOPMENT WORK of the project. The dissemination measures require a summary of the progress of the project at certain intervals. Composing a press bulletin, for example, forces to consider at what stage the project is, what the news is, and what is important at the moment. On the other hand, dissemination work sets intermediate objectives for the project. Stock is taken of what has been achieved, even though the product or service is still unfinished. If dissemination is real influencing and not only one-way communication, it increases the efficiency of acquiring feedback at different stages of the project and ensures that the project is progressing in the right direction.

Figure 4: The Wheel of Dissemination including the tools used for planning dissemination.
The five tools to be used in planning dissemination (figure 4), have been placed in a Wheel of Dissemination to point out the importance of continuous movement, change and progress. Along with movement, we want to emphasize the quality of work and the results. These can be attained only through a purposeful process. The tools facilitate the implementation of even complicated development work and ensure its productivity. A good system also ensures the quality of results—those who do learn. Dissemination is not a one-time process, it is a process that also continues after the Leonardo project is finished.

An example of the use of tools can be found at the end of this guide, where a project participating in our dissemination project is introduced. The frames of the tools and instructions for use are usually available on the home pages of the Leonardo projects.

**The Key Tool** (1) helps to crystallize the essential features of the project. It also helps to devise the initial material for brochures and the press, which can be then used to spread information about the project. **The Target Tool** (2) is used to build a matrix of objectives and to consider whether the project is useful and justified, and what additional value it produces.

**The Change Tool** (3) is used for analyzing the present and target state of dissemination and the necessary measures of change to reach the target state. Factors promoting or obstructing dissemination are scrutinized at the same time, to find out what the attitude towards dissemination is and what recourses are already available.

**The Frame Tool** (4) is used for analyzing the principal functions and philosophies of both the project work and dissemination in chronological order. With the help of **The Planning Tool** (5) the target groups are prioritized and a detailed dissemination plan worked out.

In the quick tempo of the development work prioritization is important. The tools provide an instrument for planning and implementation. If updated information about the benefits of the project is needed at various stages of the project, the Target Tool, for example, could be used as an instrument to consider whether the project has produced new ideas. The tools are also a quick way to produce material for dissemination.

The workshop activities of our project illustrated that the tools developed for dissemination can be of great help both in planning and implementing dissemination. Surprises always come up in long projects—deviations from good plans are allowed—but if there are no dissemination plans at all, all the work it requires is extra and increases the pressure.

During our project, several coordinators discovered that they would have prioritised their resources somewhat differently (e.g. copyright, selection of products, dissemination agreements with partners), if they had, at the planning stage of the project comprehended the importance of dissemination for the success of the project.
4.1 Frame Tool

In this IACEE report we describe in detail only the Frame Tool (figure 5). It is used for planning the project and the dissemination, and for evaluating the implementation. It helps to form an overall picture and philosophy of both development work and dissemination.

The main functions of the project at different stages are analyzed first (1). The tool divides the project into four main stages: starting (when a preliminary project plan—the application—is worked into a working plan), the development work proper, testing and feedback, and the elaboration and documentation of results. This division can naturally be altered to suit the needs of a particular project. These four stages can be complemented by the idea stage at the beginning (working out the application) and by dissemination activities after the project.

The implementation philosophy is summarized in one sentence under each main function in item 2. Consideration is given to what is essential at each working stage of the project. Item 3 analyses what measures should be taken at each stage.

The dissemination philosophy is worked out in item 4 above the main functions of the project; what is crucial at different stages of the project as regards dissemination. Dissemination measures are specified in item 5. The Frame Tool helps to outline the overall picture and to analyze the various functions of the project and dissemination. Finally, the questions which help to evaluate the success of the project (6) and dissemination (7) are documented.

Figure 5: Frame Tool

The dissemination philosophy is worked out in item 4 above the main functions of the project; what is crucial at different stages of the project as regards dissemination. Dissemination measures are specified in item 5. The Frame Tool helps to outline the overall picture and to analyze the various functions of the project and dissemination. Finally, the questions which help to evaluate the success of the project (6) and dissemination (7) are documented.
When the Frame Tool is reused in the middle or at the end of the project, the evaluation questions that have been documented are answered and possible corrections made both in the plan and in the measures. A plan that is up to date also works as dissemination of the know-how of process work. When using this tool, as well as the other tools, it is essential to remember that dissemination is viewed from two angles: influencing and being influenced.

**Starting the project**

At the starting stage of the project, the work packages, staging, timetables and resources of the project worked out in the application are specified, a dissemination plan is made up and the dissemination of the finished product is anticipated. When the partners involved come to an agreement on how the work should be divided, the roles and contribution in the implementation of dissemination are also defined. Preliminary copyright agreements are also made.

At the beginning of the project, the target and participant groups have to be committed to cooperation. It has been a problem in several projects to maintain interest and motivation of partners that are distant and participate only in one sector of the development work. At the beginning, naturally, everybody is eager to produce something new, but in three years' time the enthusiasm dies down and genuine interest is tested. That is why it is important to involve all parties in the dissemination activities from the very beginning; later on it will be more difficult.

As regards dissemination, it is of crucial importance to arouse attention and the interest of people in the new idea at the initial stages of the project. Starting a new development is news. External communication is initiated as soon as possible after starting the project to arouse wider interest. Relations with the media are created, and channels opened for future dissemination work. Consideration is given to what is new in this development and how the general public and the potential target group can be made aware of it. A brochure and a project description are worked out to spread interesting information about the idea and benefits of the product or service. The material is handed out to partners and others participating in the dissemination.

The extensive support of the project organization is of great advantage to the project work. A summary is worked out on what the project includes and what kind of benefit it produces. Partners are encouraged to cooperation and openness.

Internal communication is used to build a functioning network between the domestic and foreign partners so that everybody is aware of what is going on in the project at every stage. If, for example, the project includes the development of one module for a training programme in each partner country, every partner has to know what the others are doing, what kind of results are produced by testing, what the timetable is, what results are disseminated and
when, and what kind of measures of external communication have been taken etc.

In external communication, there are, of course, differences between a commercialized and non-commercialized product or service. Some project leaders think that the development work should be done quietly to prevent the competitors from stealing a good idea. Others are of the opinion that the dissemination of the idea promotes the marketing of the product in the future, provided an unfinished product is not brought into market. "One should be so good and a step ahead of the others so that copying is not a real danger" (Kari Lampikoski).

**Development work**

Cooperation increases at the stage of development work. Together with other mutual contacts, meetings of the project group are necessary. Personal relationships and the networks formed by key persons are an indispensable help in the work. Functioning relationships help to overcome difficulties, provide resources for generating new ideas and offer real assistance in the dissemination work. Internal communication between the partners about the progress of the project, and the continuous motivation of the test group belong to this stage.

During the development work of the project, dissemination is a means of increasing the interest among the target and interest groups. It is of special significance to keep up to date and to involve such key persons and interest groups whose support is needed at the stage of dissemination. The interest groups, other training organizations, labour unions, authorities, other actors of the development project, the general public etc. are convinced. In this way, an extensive adoption and utilization of the finished product can be anticipated.

The project organization itself is kept informed of the progress of the project. Experiences are shared. The leaders are kept committed to the project and the utilization of the results is ensured.

**Testing**

At the testing stage, it is important to get feedback from the users. At this point, the abilities of the coordinator to receive new stimuli and evaluation are put to test. If we want to influence others, we must be willing to be influenced and to receive feedback from others. This demands flexibility and broad-mindedness. Courage to see the facts helps to proceed.

The function of the dissemination at this stage is to convince the representatives of the testing target groups of the practicality of the product or service and involve future users. External communication is a means to arouse new interest of in the innovation. The communication material is updated at the testing stage. For example, when results are beginning to appear, the project has something concrete to introduce in fairs, exhibitions and conferences.
The actual dissemination work is prepared at the testing stage, and the dissemination plan is given its finishing touches. If necessary, the earlier roles and agreements of what each partner will do or produce, are specified. It needs to be remembered that the disseminator of the product may be someone other than the developer. Copyright agreements have to be finished. If the product or service is commercialized, precise marketing plans have to be worked out and resources ensured.

**Final stage of the project**

The end results are given their finishing touches and made user-friendly and attractive. The brochures are revised and the presentation material elaborated. Since there are no large dissemination resources available, the parties committed to the development process have to be used in spreading the information further. The reliability of those involved in the project is now put to test. If the end result is of high quality and useful for the cooperation partners, they will be willing to share their experiences. Satisfied users are the best advertisers of a good product or service.

User-friendliness, availability of the product, as well as updating and maintenance of the materials are characteristics of a high-quality product and in key position in dissemination.

Informing the organization itself, the interest groups and the outsiders of the end products through the press, data networks, workshops and various kinds of networks creates a future and appreciation for the product or service. It helps future customers to adopt new practices in training. At the same time, dissemination gives challenges to the workers themselves. An average or poor result is not worth disseminating.

**Dissemination after the project**

The dissemination activities do not end when the financing of the project ends. Successful results and products continue their lives afterwards. The networks that have been built during the project are involved in the dissemination of the project results also after the close of the project. The results are integrated into the activities of the partner organizations. At its best, the cooperation of the target and interest groups may result in a new development project.

As far as the product is concerned, the following are important aspects at this stage: delivery, maintenance, updating and further development. The possibility of further development should be paid particular attention to when the project is started and when the copyrights are being agreed on.
Additional advantage produced by a systematic dissemination process

One of our tasks was to find out, together with the project leaders, what the advantages of dissemination may be to the leaders themselves and their organizations. Real motivation for dissemination activities is not awakened until their importance for the project work is realized. The more the matter was discussed, the more advantages were found. When dissemination takes place with the help of the systematic learning process of this guide, the advantages (figure 6) are considerably greater, to which cooperation in the dissemination work brings additional value and effectiveness.

Figure 6: Advantages of systematic cooperation in dissemination
With the implementation process of our dissemination project we tried to find dimension and depth for the effectiveness of dissemination that would differ from conventional thinking. Workshops were organized and these strengthened the commitment of the people involved to dissemination, and emphasized the continuous process-like character of dissemination. To several persons who attended the workshops the most useful information was that it is worth while to dedicate more time to dissemination than was originally planned. It also became clear what advantages systematic planning of dissemination has, and what dissemination means for the productivity of the project at all stages.

Effective dissemination produces additional advantages (see table 1). Furthermore, customers are more satisfied than usual, and willing to use the new products or service concepts either as they are or, most often, adapting them to suit their particular needs.

<table>
<thead>
<tr>
<th></th>
<th>Gain an overall picture of the project</th>
<th>Working out the dissemination plan at the beginning of the project provides a perspective for the work and for the product or service to be developed. The following questions are answered: why is the work important and why should others be made aware of it. The effects of the project on individuals, communities and society become clear.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Involvement of different target and interest groups</td>
<td>The involvement of the right target and interest groups in the project facilitates the testing of the training product or service and helps in the dissemination of the results. Cooperation with partners becomes more flexible.</td>
</tr>
<tr>
<td>3</td>
<td>Learning from one’s own and others’ experiences</td>
<td>Sharing the experiences of the work process during the project provides a chance to learn from one’s own and others’ work practices and dissemination. Sharing one’s own experiences helps to cope. Helping other coordinators.</td>
</tr>
<tr>
<td>4</td>
<td>Networking to create the image</td>
<td>Networking is successful only if those involved are able interactively to share knowledge, experiences, and working methods. Learning to operate in the international network. The image cannot be created alone, it requires recognition and contribution from outside.</td>
</tr>
<tr>
<td>5</td>
<td>New projects are created</td>
<td>Making the work and results of the project known teaches marketing new ideas. The non-commercial development projects can also create new projects and new opportunities for extensive utilization of the product or service.</td>
</tr>
<tr>
<td>6</td>
<td>Learning to learn together</td>
<td>Genuine learning together helps the project group as well as the target and interest groups to develop, adopt and utilize innovations. New learning practices are created. The project influences the system of education and the whole of society.</td>
</tr>
</tbody>
</table>

Table 1: Dissemination is interaction and interactive learning

Interactivity is important in the dissemination of the results. Dissemination is not a one-way process. It creates the conditions for getting feedback and, as a result, for evaluating the quality of the project continuously. Other projects of similar type may be found, which makes networking possible.
Dissemination of results and experiences is also always advantageous for those involved in the project. Everyone is keen to see the results of their own work producing benefit for others. Raising the effectiveness of the project by learning new methods, for example, marketing and selling, is certainly a challenge for everyone. Dissemination is lifelong learning.
Quality Guide Project
Developing quality in hotel industry

Advantages offered by the project

The Quality Guide Project produces for hotels and H&R colleges a framework and tools for evaluation and developing quality.

Quality development managers and experts, quality teams in hotels and naturally the customers, will particularly benefit from the project.

Three key factors of the project

• Systematic and comprehensive assessment and development of quality, using printed, web-based and interactive software tools
• Innovative learning and training material of quality development issues.
• New insights and methods for quality team’s work.

The project in a nutshell

**Name:** Quality Guide  
**Duration:** 1995-1998

The Quality Guide Project aims at producing a systematic quality development procedure for the management of hotels, and at providing the computerized tools needed. The project produced a "Quality Guide for Management" as a web book available on the home page of the project, a "Quality Guide for
Teams” and a PC-based software programme titled ”Quality Matters” for the self-assessment of quality, and a ”Multimedia Presentation of Quality” as a CD-ROM version.

To promote quality studies the project produced a plan of multi-media teaching programme ”Learning Excellence of Quality in Hotel Organizations”. All products have been produced in English.

**The most important target groups:**
- Management of hotels
- Trainers and learners at the hotel and restaurant colleges and institutes
- Quality teams and quality managers
- Quality experts, trainers and consultants

The partners involved in the project were the Institute of Marketing, as co-ordinator and partner, Jollas-Institute and Sokos Hotels, all three from Finland, Dirksen Opleidingen and Golden Tulip International B.V. both from the Netherlands, Multi-media Laboratory in the Athens University and Aldemar Hotels from Greece.

**Basic philosophy of the project**

The hotel industry in Europe is one of the few industries with growing employment, but there is heavy competition in the field. In the global hotel business, the maintenance and continuous improvement of quality for customer satisfaction is a significant competitive factor.

The traditional way of quality management in the European hotel business are quality control, assurance and customer surveys. Quality training has mostly been carried out using traditional methods of training. This project offers the hotel management a comprehensive approach to assessing, improving and developing quality by utilizing modern technological tools. Training quality teams and developing working methods are of particular significance.

**Preliminary dissemination plan of the project**

The dissemination and commercialization plan of the project was developed in 1998. Here are some viewpoints:

Extensive dissemination of results and commercialization of suitable products as innovations in the hotel and catering industry are the objectives of the project. At the beginning the partner organizations of the project, i.e. Sokos hotels in Finland, Golden Tulip International B.V. in Europe and Aldemar hotels in Greece, constitute the primary target groups. These partners and Jollas Institute in Finland have the right to use the products of the project, i.e. to copy and disseminate them in their own organizations for their own use.
Secondary target groups:
• other hotel chains in the partner countries
• hotel chains in other European countries (and perhaps in other continents)
• training institutions of the hotel industry in Europe
• consulting agencies of the hotel industry

Commercialization entails a written agreement with the European Commission. An agreement between the partners involved is also necessary. Preliminary negotiations have already taken place.

Dissemination channels
• The main channel will be the home pages of the project: www.markinst.fi/leonardo. Those interested have free access to the "Quality Guide for Management", to descriptions of important results and products of the project and information on their availability.
• Writing articles for publications of the partner hotels.
• Writing articles for domestic and international publications of the hotel industry (e.g. International Journal of Contemporary Hospitality Management; Cornell Hotel & Restaurant Administration Quarterly; FIU Hospitality Review).
• Informing hotel organizations (Hotelli ja Ravintolaneuvosto; International Hotel and Restaurant Association IHRA; Council of Hotel, Restaurant and Institutional Education CHRIE) about the results and products of the project.
• Participating in the exhibition organised by the International Hotel and Restaurant Association in Vienna, February 1999; a display with product demonstrations.

Products
The products are elaborated into practical "product packages". A Quality Guide logo and brochures of the products have been designed by professionals.

Preliminary dissemination strategy

Development and strategy of dissemination
The preliminary dissemination plan has been expanded with the help of the Change Tool (see table 2).

The strategy of dissemination gives more detailed information on the EU level, other European countries and the global level. (see table 3).
A model implementation and dissemination process of a commercialized product

The Quality Guide project emphasizes the interaction between partners and the dissemination of the feedback (see table 4). As the project deals with a product which is to be commercialized, the principle has been “never release a product until it is completely finished”. The end user will not be able to understand that at the development stage a product may work only partially. The end user will draw conclusions from his or her own experiences and will not buy a product that does not work impeccably.

The agreements on partner rights are made at the initial stages of the project in the dissemination plan of a product to be commercialized. The dissemination and commercialization plan is worked out in cooperation with the partners during the middle stages of the project, to commit each partner into the project. Next the questions of resources and responsibilities of each partner are settled through written agreements. Campaigning will be started when the products are finished and elaborated.

Contact Information

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E-mail: kari.lampikoski@markinst.fi
Internet: http://site.inert.fi/markkinointi-instituutti/leonardo/
<table>
<thead>
<tr>
<th><strong>The target state of the dissemination of the Leonardo project</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The partner hotels are acquainted with the results and products of the project.</td>
</tr>
<tr>
<td>• The partner hotels and the European hotel industry utilize the results and put the products into use.</td>
</tr>
<tr>
<td>• The results improve the overall quality of the hotel industry and the competitiveness of the hotel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How do we know that we are reaching the target state</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communication is effective and economical.</td>
</tr>
<tr>
<td>• Products are well-known by the hotel and catering sector.</td>
</tr>
<tr>
<td>• Demand of the products is sufficient.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Factors promoting development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sound dissemination and commercialization strategy</td>
</tr>
<tr>
<td>• Informed and interested target groups.</td>
</tr>
<tr>
<td>• Distinct product entity and adaptable products.</td>
</tr>
<tr>
<td>• Well designed product package.</td>
</tr>
<tr>
<td>• Rich informative material for dissemination.</td>
</tr>
<tr>
<td>• Diverse and effective dissemination channels.</td>
</tr>
<tr>
<td>• Cooperative partnership continues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Factors obstructing development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of time and regular work commitments of the partners.</td>
</tr>
<tr>
<td>• Responsibility easily pushed over to coordinator.</td>
</tr>
<tr>
<td>• Defective dissemination resources.</td>
</tr>
<tr>
<td>• Effective adaptation of products to different hotels necessary.</td>
</tr>
<tr>
<td>• Lack of English language competence in target countries.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Concrete proposals for changes to reach the target state</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dissemination strategy is elaborated and implementation secured.</td>
</tr>
<tr>
<td>• Commercialization strategy is elaborated and the rights (commission/partners) secured.</td>
</tr>
<tr>
<td>• Implements of dissemination are elaborated: demonstrations of products, brochures, series of articles, final report.</td>
</tr>
<tr>
<td>• Products are delivered as adaptable versions: software programmes of open environment, potential translations into other languages.</td>
</tr>
</tbody>
</table>

**Present state of the dissemination of the Leonardo project**
- Dissemination strategy has been prepared and dealt with in the partner workshop.
- Commercialization strategy has been confirmed and dealt with in the partner workshop - elaboration is being completed.
- Partners have been informed of the results and the present state of the project.

**Table 2: The Quality Guide Project from the present state of dissemination to target state.**
Table 3: Dissemination plan of the Quality Guide project: EU level, other European countries, global level.

<table>
<thead>
<tr>
<th>Level of dissemination</th>
<th>2 To whom</th>
<th>3 What</th>
<th>4 How</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU</td>
<td>• Hotel and restaurant industry of partner countries, educational institutions of hotel and restaurant industry.</td>
<td>• Dissemination plans made by partner organizations and accepted by coordinator.</td>
<td>• Outline of commercialization plan drafted by coordinator, commercialization strategy, copyrights and division principles of returns agreed upon.</td>
</tr>
<tr>
<td>Other European countries</td>
<td>• Other EU countries</td>
<td>• Dissemination and commercialization of the project results.</td>
<td>• Activity in accordance with the previously mentioned strategy</td>
</tr>
<tr>
<td>Global level: other countries</td>
<td>• International organizations and networks of the hotel industry</td>
<td>• Information on the results, products and practices of the project.</td>
<td>• Project catalogues of the Leonardo programme, project database, participation in workshops.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of dissemination</th>
<th>5 When</th>
<th>6 Who</th>
<th>7 Time resources</th>
<th>8 Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU</td>
<td>• By June 1998</td>
<td>• Partner countries together</td>
<td>• Preparation of draft, 10 h.</td>
<td>• Internal resources, 20 h.</td>
</tr>
<tr>
<td></td>
<td>• June 4-6, 1998</td>
<td>• Coordinator</td>
<td>• Preparation of agreement draft, 20 h.</td>
<td>• Internal resources, 15 h.</td>
</tr>
<tr>
<td></td>
<td>• By May 20.</td>
<td></td>
<td></td>
<td>• Juristic consultation, 5 h.</td>
</tr>
<tr>
<td>Other European countries</td>
<td>• As above.</td>
<td>• In accordance with copyright agreement and dissemination plan.</td>
<td>• Separate budgeting</td>
<td>• Separate budgeting.</td>
</tr>
<tr>
<td></td>
<td>• Continuous communication through the Internet.</td>
<td>• Retailers</td>
<td></td>
<td>• No costs for the project.</td>
</tr>
<tr>
<td></td>
<td>• Newsletter twice a year.</td>
<td>• Commission/Leonardo Centre responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continuous / if situation requires (during the project).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global level: other countries</td>
<td>• Newsletters, Internet once a year, participation in conferences, software products into network.</td>
<td>• Division of responsibility to partners.</td>
<td>• As before</td>
<td>• Separate budget.</td>
</tr>
</tbody>
</table>
### Table 4: Procedure and dissemination of Quality Guide project by stages.

<table>
<thead>
<tr>
<th>Dissemination philosophy</th>
<th>Arousing interest</th>
<th>Utilizing partners and interest groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of project</td>
<td>Utilizing partners and end users</td>
<td>Utilizing partners and end user organizations</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal activities of project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation philosophy</td>
<td>Commitment of dissemination partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Define the roles of partners in dissemination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Testing task performances, getting feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elaboration and documentation of results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secure reaching of dissemination aims</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final report. Updating and maintenance of materials</td>
<td></td>
</tr>
</tbody>
</table>

**4. Definition of Dissemination Aims**
- Implements and training of quality control in hotels.
- Description of target groups: hotel chains and training institutions of the industry.
- Preliminary definition of project results.
- Preparation of preliminary dissemination plan.
- Preliminary agreement on commercialization: partner rights.

**5. Arousing Interest**
- Preparation of concise information packages.
- Dissemination of project reports.
- Mutual partner workshops.
- Partners: hotel chains and training institutions of the industry.
- End users: hotel chains.

**6. Utilizing Partners and End Users**
- Pilot of products in partner and end user organizations.
- Handling and elaboration of dissemination and commercialization plan in partner workshops.
- Agreement on resources and responsibility.

**7. Secure Reaching of Dissemination Aims**
- Demo package of products.
- Web information on the project.
- Preparation of brochures.
- Series of articles on project results.
- Preparation of final report/web.
- Campaigning November 15 through December 15, 1998.

**8. Final Project**
- Elaboration of products on the basis of pilots.
- Preparation of user guides.
- Delivery of products to partners.
- Workshop of project leaders on implementation of dissemination and commercialization strategies, and further measures (e.g. product transfer to other service industries).
Sources and Literature


Ikävalko E: Käytännön tiedottaminen, yhteisöviestinnän käsikirja; [Practical Communication, A Handbook of Community Communication]. Inforviestintä Oy, Jyväskylä, 1995


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