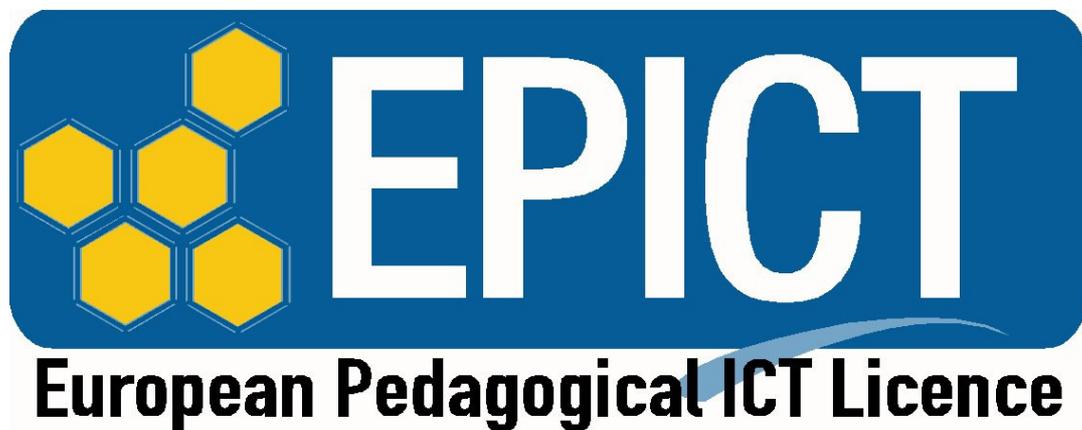


*eContent*

**Concept description**



[www.epict.org](http://www.epict.org)

**March 2006**

# 1 Table of content

1	Table of content.....	2
2	Concept description.....	4
2.1	The European Pedagogical ICT Licence.....	4
2.2	The EPICT project.....	4
2.3	EPICT and European added value.....	4
3	Summary of activities.....	6
4	EPICT – setting up an international business.....	8
4.1	The EPICT secretariat .....	8
4.1.1	The EPICT brand.....	8
4.2	Existing clients .....	8
4.3	Client base .....	8
4.4	Potential EPICT countries .....	9
4.5	Why EPICT? .....	9
5	EPICT - setting up a national business.....	11
5.1	National operational model .....	11
5.1.1	National steering board .....	11
5.1.2	National node and secretariat .....	12
5.1.3	National editorial boards .....	13
5.1.4	Course providers.....	14
5.1.5	National facilitators .....	14
5.2	National websites .....	15
5.3	EPICT Technology.....	16
5.4	Pilot tests .....	19
6	Want to join EPICT? .....	21
7	THE EPICT Product.....	23
7.1	Characteristics of a European Pedagogical ICT Licence .....	23
7.2	The EPICT syllabus.....	23
7.3	The EPICT course .....	23
7.3.1	Module structure.....	24
7.4	Content localisation .....	25
8	Exploitation and dissemination .....	26
8.1	International presentations .....	27
8.2	EPICT dissemination conference: the Open Classroom conference, 2005.....	28

9	Further information .....	29
9.1	Contact.....	29
10	Appendix I - Overview of available material .....	30
11	Appendix II – The EPICT Syllabus, condensed version.....	34
12	Appendix III, EPICT as a national business prospect .....	39
12.1	National money flow .....	41

## 2 Concept description

### 2.1 *The European Pedagogical ICT Licence*

The European Pedagogical ICT Licence is in-service training for teachers combining pedagogical knowledge of ICT integration with basic ICT skills training. The basic philosophy is that when upgrading teachers one without the other makes the training useless. The training course is realized through blended, flexible learning where the methodology applied is team-based and involves process-oriented learning, problem-based learning, collaboration activities and team-based assessment.

Thus the Pedagogical ICT Licence is a course concept that offers teachers basic ICT skills on a personal and a professional level through focusing on the pedagogical integration of ICT in the teaching practice.

### 2.2 *The EPICT project*

The objective of the EPICT project was to develop a European Pedagogical ICT Licence, a new standard for teachers' professional development in the pedagogical integration of computers, to be adopted by other countries and regions.

During the process EPICT has transformed and localised digital content and infrastructure, which have proven successful in the Danish national programme, into national manifestations in Hungary, Greece and Italy. The resulting materials and methodologies form the concept, EPICT - the European Pedagogical ICT Licence. Parallel to this activity a number of additional countries and regions have selected EPICT for national adaptation. For details, see below.

The EPICT product offers content, organisation, technical platform and certification of facilitators and national nodes. The EPICT product is available in a number of national adaptations and versions, and in a 'generic' version in English.

EPICT partners have formed the EPICT Group, which will market and establish the European Pedagogical ICT Licence in additional regions and countries.

The EPICT project contractors are UNI•C (coordinator), Denmark; Lambrakis Foundation, Greece; DIST – Università degli Studi de Genova, Italy; and Eötvös Lorand University, ELTE Művelődés, Hungary.

Eötvös Lorand University was invited to join the partnership as by January 2005. By June 2005 the Commission approved this.

### 2.3 *EPICT and European added value*

A European programme that is well-documented, tested, evaluated and in operation in seven European countries is without parallel in the area of in-service teachers' professional development in pedagogical ICT integration.

The partners expect that the prospect of being able to join a European Group and thus benefit from a fully operational, well-documented and evaluated conceptual framework complete with content, administrative tools etc. will be attractive to regions/countries not yet active in this field.

When a country/region selects EPICT as its approach to teachers' professional development (PD), it gets a well-documented and tested European and international

concept that has proven its efficiency in a number of European, African and Australian countries/regions.

EPICT is one of the very few – if not the only – trans-national approach to PD in the pedagogical application of ICT in teaching and learning. EPICT is not just about learning ICT skills; it is how to pedagogically apply those skills for student training.

Adding the fact that EPICT has been successfully applied in a number of countries as culturally diverse as Norway, Greece and Cameroon, makes EPICT not only a very attractive option but also a “safe bet” to new countries/regions.

EPICT is a combination of content, method, technology and processes, all of which are controlled internationally by the EPICT Group and nationally by the EPICT country following the procedures described by the EPICT Group. This allows for an even product and a possible certification. With EPICT the national environment can obtain both recognition and accreditation for its professional development.

#### ❖ EUROPEAN TEACHERS

EPICT provides a flexible, scalable and individualized solution to meet the training needs as regards the pedagogical use of ICT in school education. It is a cost effective, quality and mature programme of training combined with on-the-job practice and related school development priorities. Last but not least, EPICT constitutes a widely accepted and validated method and training practice in Europe, so that, eventually, a significant number of teaching professionals will acquire a common set of skills.

#### ❖ TEACHER TRAINING PROVIDERS

EPICT provides a sophisticated, flexible learning solution, customizable and scalable to meet the increasing needs of a demanding highly-skilled and stressed population of professionals. Providers can, at the same time, claim that they are providing a cost effective, on-the-job training programme which contributes to a common set of professional objectives among the European teachers (European added-value).

#### • NATIONAL/REGIONAL EDUCATION AUTHORITIES

EPICT provides a mature, validated and tested, cost-effective approach to a rather urgent problem, namely the acquisition of the “new” (ICT-related) competences by school teachers. The EPICT approach contributes to the formation of a common reference framework (a common set of skills that abide to the emerging pedagogical practice) that helps teachers face the changing and challenging conditions that affect European education systems concerning efficiency, competitiveness and quality.

### 3 Summary of activities

The EPICT project has localised an existing national programme (The Pedagogical ICT Licence) for the professional development of teachers in ICT into a flexible and open generic course concept that can be marketed in countries and regions worldwide.

The process of localising the existing material into a generic, English version also involved the development and collection of a complete export package to allow for the uptake in new countries to be as smooth as possible.

Parallel to the development of a generic version national versions of the course concept have been developed in Greece, Hungary and Italy, who in the process tested the viability of the export package and qualified it.

Greece, Italy and Hungary have conducted pilot tests of the EPICT course and are now in the process of establishing EPICT as a permanent offer of both in-service and pre-service teacher training. Websites of course content are published with both open, informational access and restricted-access areas for participants/facilitators only. Greece and Italy have decided not to apply the EPICT administration tool and have developed alternative administrative procedures and tools to support the national implementation. Hungary, however, has decided to use the EPICT administration tool along side with the open content VLE Moodle.

International interest in the EPICT project has been considerable. EPICT has entered into agreements with the following areas/countries about national implementation of pilots:

- Tasmania, contract with St. Patrick's College with a 2-year option to market in Australia
- The municipality of Reykjavik with an option to market in Iceland as a whole
- ICT in Developing countries, pilot tests in Ghana, Uganda and Cameroon
- Expertise about national implementation in the UK

Initial negotiations have been made with other countries.

Evaluation reports from the pilots in Italy and Greece were published in November 2005 showing positive results about the EPICT content and methodology. Evaluators suggested EPICT as a valuable and very relevant approach to teachers' professional development. The evaluation stresses the innovativeness of the concept and establishes that teachers are open to the challenge and will benefit from the methodology. However, results from all three pilots also suggested changes both in EPICT content but also in the EPICT operational strategy and business model.

EPICT has had the opportunity to present papers at a number of international conferences as well as in major European events. See below for details.

Effort has been made to describe the future EPICT consortium (called the EPICT Group) and as part of this task a first-version business model for the future marketing of the product has been agreed upon, and procedures for the maintenance and update of both course content and export package have been established.

To ensure the continuation of EPICT, project partners have established the EPICT Management Group (EMG). The chairperson of the EMG for 2006 is Dr. Nikitas Kastis from Lambrakis Foundation. An EPICT secretariat has been established at UNI•C, Denmark, in operation from January 2006. The need for quality assurance and continued

development of the EPICT product and services led to the establishment of the European Editorial Board (EEB).

## 4 EPICT – setting up an international business

Four European institutions, UNI•C, Lambrakis Foundation (LF), DIST – University of Genoa (DIST) and Eötvös Lorand University's Centre for Multimedia and Educational Technology, Faculty of Science (MULTIPED), have founded the consortium The EPICT Group to exploit and market the teachers' professional development programme EPICT – the European Pedagogical Licence worldwide.

The EPICT Management Group governs the consortium, and the EPICT Editorial Board provides the quality assurance and update of the EPICT products.

### 4.1 The EPICT secretariat

The consortium's Secretariat at UNI•C in Denmark coordinates all EPICT activities based on consultancies from the four partners.

The EPICT secretariat serves as a business node and knowledge centre for the implementation of the EPICT model and creating national nodes in additional countries.

The EPICT secretariat thus serves as a one-stop-shop for:

- Information about the EPICT product
- Agreements with additional countries about the adoption of EPICT
- Consultancy services for new clients
- Dissemination and promotion activities in all relevant occasions and contexts
- Quality control and further development of the EPICT product

#### 4.1.1 The EPICT brand

UNI•C has registered the domains [www.epict.org](http://www.epict.org) and [www.epict.com](http://www.epict.com), and the trademark *EPICT* in Denmark, and has applied for the registered domain *epict.eu*.

EPICT has applied for a Community Trademark (*EPICT – European Pedagogical ICT Licence*) from the European agency, Office for Harmonization in the Internal Market (Trade Marks and Designs).

The EPICT Group Agreement deals with IPR and copyright related issues. The agreement describes issues like rights management and rights distribution among partners within the project, after the project, upon withdrawal of a partner and after termination of the Group. It also deals with the economical issues of EPICT client royalties and the distribution of these.

### 4.2 Existing clients

- The United Kingdom, Ghana, Cameroon, Uganda, Tasmania and Iceland.

### 4.3 Client base

The EPICT Group will identify clients in new countries and regions. The consortium may also associate partners to the group or eventually include new partners.

The profile of an EPICT client is an institution, organisation or company with a position and the competencies to act as a new national or regional node for EPICT in a given country/region. The client will sign an agreement with the EPICT Group licensing the

client to localise the EPICT concept and products and market it in the given country or region.

Following the agreement, the EPICT Group will guide the client in setting up a national business based on a well-proven and well-documented model. See Appendix National Business Model.

The EPICT Group also assists the client during the localisation process and conducts a seminar certifying the client's first group of facilitators.

The EPICT Group may also provide consultancy services on the design and implementation of large-scale national solutions to teachers' professional development to clients and countries that prefer to develop their own content, but e.g. inspired by the EPICT methodology and guided by the EPICT syllabus.

#### **EPICT partners or associate partners**

A new partner may enter the EPICT Group as a Partner or as an Associated Partner. The method and payment will depend on the new partner's situation, assets and market opportunities, and must be negotiated individually and decided upon by the EMG.

#### **4.4 Potential EPICT countries**

Teachers' professional development is one of the future focus areas of the European parliament. This will be an incentive for any country or region that has not already an established programme for in-service training of teachers in the pedagogical use of ICT in teaching and learning to look for possible options. Or for any country or region that may want to supplement existing ICT-skills based approaches with a pedagogically founded course to look for possible options.

Internationally EPICT has already received some acclaim. Many countries have become aware of the need to qualify and certify teachers in using ICT in education – and a number of these countries have turned to EPICT to become part of a well-documented, tested and assessed system. Also developing countries have taken up EPICT as an attempt to take a leap in the professional development of teachers supported by grants from national or international support programmes.

#### **4.5 Why EPICT?**

The EPICT approach to teachers' professional development has been recognized as a valid alternative to ICT-skills based courses by many countries. It offers a targeted alternative for teachers. A high-quality certificate for teachers in the pedagogical use of ICT in education that will not only result in a major change in the European approach to in-service teachers' professional development, but will also generally boost progress in the area.

EPICT sells the rights to localize (parts of) the EPICT product to additional countries or regions in the conviction that its blended approach is the best for teachers' professional development on the pedagogical use of ICT.

The EPICT product consists of both a methodology and its accompanying documents to constitute a learning programme, which follows a set of pre-defined quality criteria.

The EPICT product includes a built-in national business model that allows a speedy scalability across a national environment and that supports the forming of a national

secretariat and its funding for subsequent annual/semi-annual update of the course content.

In many potential client countries the ministries of education may have previous national programmes that a new national course needs to build upon. In addition to this, many political systems may be inclined to adopt 'their own concept and content'.

As a consequence EPICT will provide both

- Consultancy services on the design and implementation of large-scale national solutions to teachers' professional development to clients and countries that prefer to develop their own content, but e.g. following the EPICT methodology and guided by the EPICT syllabus, and
- Course content for national localization for clients and countries adopting the complete EPICT package

## 5 EPICT - setting up a national business

### 5.1 National operational model

The European Pedagogical ICT courses are delivered to teachers through a distributed course organisation with local/regional course provision. Each level and its actors have their well-defined roles, and detailed and in-depth descriptions regulate the practical implementation. Thus, educators perceive the courses to be local and flexible.

#### EPICT National Business Model

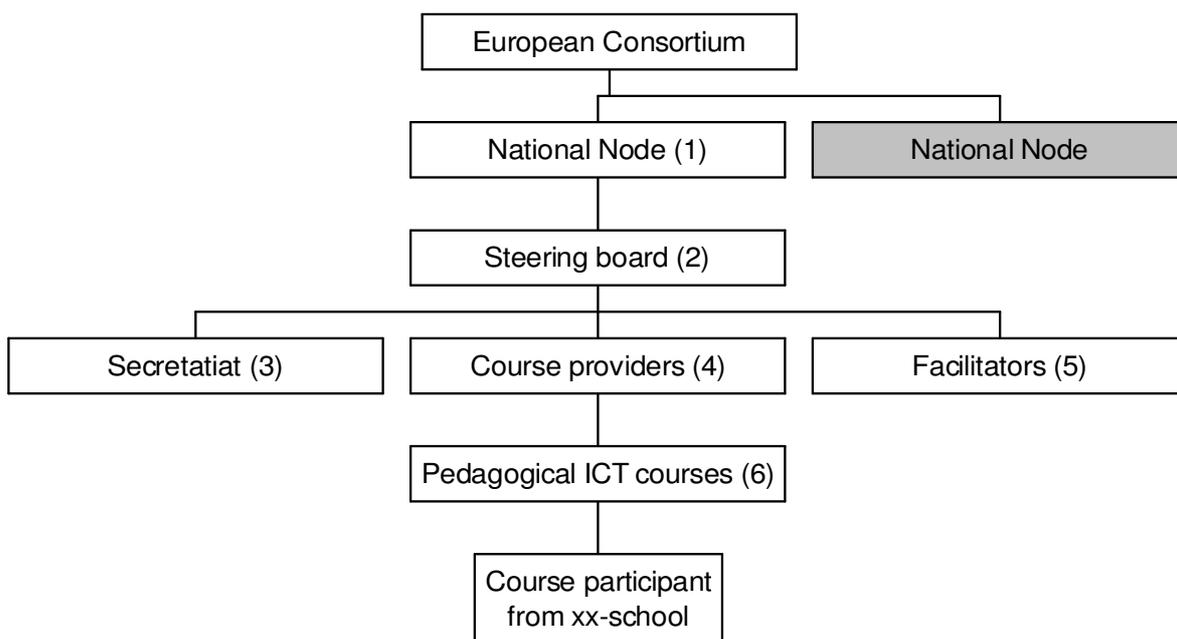


Figure 3: The distributed course organisation

The regional structure offers teachers to work together with present colleagues, and it allows for scalability and flexibility in the course provision.

#### 5.1.1 National steering board

Due to national differences, the steering boards do not have the same mandate in all partner countries. A politically appointed steering board comprises members from all central actors and holds the overall responsibility or acts as a consultative entity - for the national or regional implementation. The steering board has its mandate in matters of course material, logistics, administration, course provision, facilitator certification, complaints etc.

The national steering body advises on the appointment of the editorial board.

#### Greece

The EPICT Steering Board in Greece consists of representatives of the Lambrakis Foundation, the University of Athens, the University of Ioannina, representatives of the Pedagogical Institute and experts in the field of teachers' training. The Steering Board

has met during the reporting period to discuss the evaluation of the pilot training course development, the future activities in Greece (see *Business Plan GR*) and the complementary actions between EPICT and similar training offerings.

### Italy

MIUR - Ministero per l'Istruzione, l'Università e la Ricerca Scientifica, Dott. Alessandro Musumeci

MIUR - Directorate of Veneto Region, Prof. Simonetta Bettiol

IRRE - Istituto Regionale per la Ricerca Educativa of Veneto Region, Prof. Maddalena Carraro

ANP - Associazione Nazionale Presidi (Union of Principles), Prof. Carmelo Ruggeri

SNALS - Sindacato Nazionale Lavoratori Scuola (Union of Teachers), Prof. Leopoldino Lago

Chair of Editorial Board, Prof. Franco Rebellato

Coordinator of ePict Italian Project, Prof. Giovanni Adorni

### Hungary

The Hungarian EPICT Steering Board was established in November 2005. A member of the Hungarian Academy of Sciences, a world-famous information technology expert, heads it. Members include the Head of the Innovations in Public Education department of the Ministry of Education, President of the National Textbooks Commission, senior researcher on ICT in education from the National Institute of Education and the head of the Department of Education of Szeged University – a major national teacher-training centre.

#### 5.1.2 National node and secretariat

In each country, a national node holds the overall contract with the EPICT group. The national node will buy or subscribe to the EPICT package, which enables them to develop and run a national secretariat. The national node (for instance a governmental institution) will invite partners to join the national steering body.

The national node holds the financial responsibility for the national version of the Pedagogical ICT Licence. Thus, the national node is responsible for financing the national localisation of the course and for setting up the secretariat.

The national node is responsible for setting up the secretariat – administrative set-up, editorial board, help desk etc.

The national node is responsible for course evaluation and general quality assurance. The national node conducts the Facilitators' Certification Course – participants pay a fee.

The national secretariat takes care of the everyday management and marketing of the national EPICT product. A full description of its activities and responsibilities has been produced to form a basis for the establishment of national secretariats with partners and future clients.

Secretariat activities involve pilot testing activities, the preparation of a course website, a help-desk, design and layout of information material, web and paper, clearance of intellectual property right and running the administrative tool and collaboration area.

### **Greece**

The National Secretariat is currently implemented by Lambrakis Foundation. The Secretariat has supported the pilot course application providing administration, guidance, coordination and technical support services. Apart from the pilot course application, the Secretariat has coordinated and facilitated the work of the Steering Board and the National Editorial Board in Greece.

### **Italy**

The National Secretariat is currently implemented by DIST – Dipartimento di Informatica Sistemistica e Telematica of the University of Genoa. The Secretariat has been supported by Liceo “Giorgione” of Castelfranco Veneto (Treviso) to organise and manage the pilot course application. DIST provide administrative, scientific and technological competencies to the project. Castelfranco Veneto provide support to manage the organizational part of the pilot and the coordination of Editorial Board.

Secretariat has organized and delivered the facilitators’ course and updating.

### **Hungary**

ELTE MULTIPED (Centre for Multimedia and Educational Technology) houses the National secretariat. At present, it has an ICT specialist in charge of EPICT - Moodle, a distance learning expert who coordinates talks with course providers and organises facilitators trainings, a senior researcher who provides quality control and organises activities of the Hungarian EPICT Steering and Editorial Boards and an EPICT Secretary. Two office spaces have been rearranged for the EPICT office (one for technical and one for organisational purposes). Facilitators’ trainings are carried out in the well-furnished training labs of MULTIPED.

## **5.1.3 National editorial boards**

The national editorial boards are responsible for the localisation of the modules and function as ambassadors for the project in the educational field.

### **Greece**

The National Editorial Board that consists of seven members (educators and researchers), has met to discuss the content evaluation process and further elaborate the EPICT modules (curriculum and content). External experts (academics, in-service teachers, researchers) in teachers’ training have occasionally participated in the meetings to help the improvement of the content. The Editorial Board will meet and reconsider the content after the completion of the pilot course evaluation. The evaluation findings will enable the Board to proceed with the necessary adjustments and content customisation.

Members of the Editorial Board will participate in the forthcoming meetings of the European Editorial Group.

### **Italy**

The National Editorial Board consists of ten members: educators, researchers and external consultant with matter expertise.

For the end of August all the 4 mandatory modules and the 12 optional one are ready. In October 2005 we expect to have the definitive 2005 version of EPICT Italian modules and by December 2005 some of them will be transformed in Learning Object according to SCORM model.

The Editorial Board meets each month by audio/video conference between Genoa and Castelfranco Veneto.

Members of the Editorial Board will participate in the forthcoming meetings of the European Editorial Group.

### **Hungary**

The National Editorial Board consists of eight members: educators, educational researchers and ICT specialists.

As of 1 September, 3 of the 4 mandatory modules (A, B, and C) and all the 12 optional one have been completed and reviewed, then rewritten and revised by mother tongue lecturers. In September 2006 we expect to have post-pilot corrections. A new module on Knowledge Repositories (including the Hungarian Schoolnet's Digital Knowledge database, will be completed by June 2006 and piloted in September 2006.

The Editorial Board meets once every three months in Budapest, at ELTE. A designated member of the Editorial Board has attended the Editorial Board Meeting in November 2005 in Aarhus and will also participate in the forthcoming meetings of the European Editorial Group.

#### **5.1.4 Course providers**

Course providers sign an agreement with the national node to be able to supply courses.

The course provider plans and implements the actual course delivery – and as part of that hires and pays facilitators.

Course participants (or their employer) pay a fee to the course provider. This fee covers administrative costs, overhead, subsistence during introductory workshop, facilitator's wages and user fee for the national node).

#### **5.1.5 National facilitators**

Facilitators in EPICT need to be certified and regularly updated. To launch a course in any given country you need to have a group of first facilitators certified by the EPICT Group. This was done for Greece and Italy in a cross-national certification seminar in May 2004 where 20 facilitator candidates met for a one-week session with experts from the project and for Hungary in June 2005. Many of these first facilitators are members of the national editorial board and will work as facilitators during the pilot testing. Now some of them are responsible for the national facilitator certification.

The course providers employ facilitators.



1) Facilitator certification, Prague, May 2004

## 5.2 National websites

Greece – [epict.lrf.gr](http://epict.lrf.gr)

EPICT web site (GR): updated, new information on current activities and events (pilot training, meetings with teachers, etc.).

The EPICT web site was launched last year in August 2004 providing access to information about the EPICT Licence characteristics and the EPICT project implementation activities in Greece:

- Informational material about the EPICT Licence: characteristics, basic concepts and methodological issues.
- (b) Informational material about the European EPICT project: goals and objectives, partners, national sites, support framework (e-Content Programme).
- (c) Informational and promotional material about the EPICT implementation activities in Greece: national set up, partners / collaborating organisations, editorial board, group of facilitators, training material (list modules) in greek, pilot training activities, etc.

The EPICT web site is also linked to the *online learning environment* (*online training* [epict.lrf.gr/eL](http://epict.lrf.gr/eL)) through which registered users (trainees) have access to the training modules, to communication facilities, online tutoring (facilitators) and other online services (submission of assignments, discussion groups, calendar, resources, etc).

The online modules are accessible only by registered users. However access to summary information is provided for all visitors and users through the introductory list of modules.

News and Announcements facilities, as well as Communication facilities implemented through the site have supported the development of the pilot phase training activities.

Updating the site is an ongoing process aiming to support the promotion and marketing of EPICT in Greece, and facilitate the second round of training in the forthcoming academic year (2005 – 2006).

**Italy** – [www.epict.it](http://www.epict.it)

The Epict Italian website is divided in four parts:

- I. public part with information on EPICT project
- II. participant part: were the courses are delivered. It is an open source SCORM compliant LCMS (EifFEL - [www.sourceforge.org](http://www.sourceforge.org))
- III. Epict Graduated community of practice: here who complete the EPICT courses have at disposal a database of the assignments (with the producers consensus) produced during Epict courses, and selected by facilitators. Here graduated can continue to keep in touch with co-Epict workers after the end of courses.
- IV. Facilitators' community of practice: here facilitators exchange and share ideas, materials, problems, questions,...

**Hungary** – [edutech.elte.hu/epict/](http://edutech.elte.hu/epict/)

The website is under construction currently becoming populated with the Hungarian localised course content and project information.

**5.3 EPICT Technology**

The technical set-up of a national implementation of the European Pedagogical ICT Licence involves the combination of three features:

- Access to course modules and additional content
- Access to an online communication and collaboration platform
- An administrative tool that will control access rights, a database of course participants and their progress, licences issued, facilitators and their competencies, course providers and their administration staff etc.

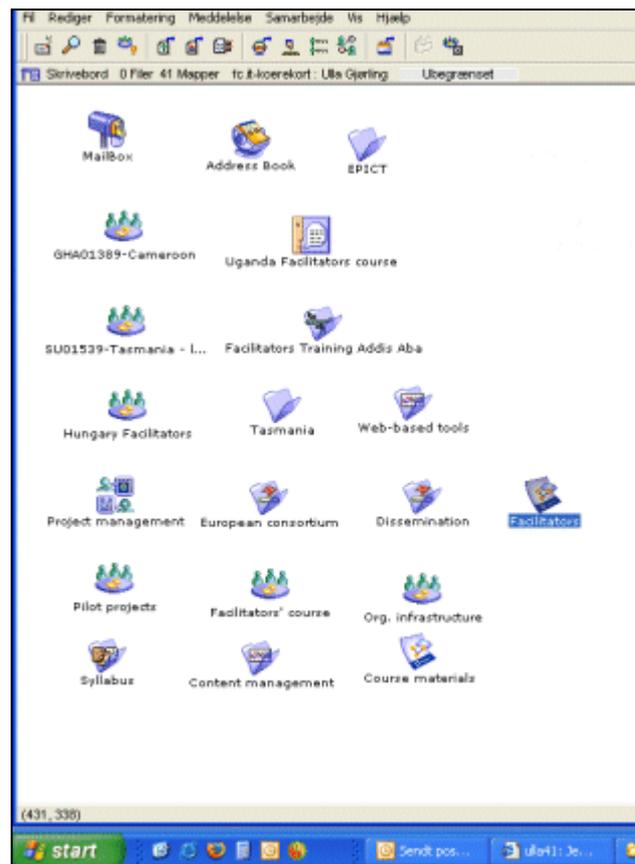


Figure 1: The FirstClass environment used for facilitator certifications and project management

The EPICT project has translated the custom-made administration tool into English to allow participants the use of it. In addition to this the EPICT project offers extensive documentation on these three items and is ready to support partners and new clients both if these decide to implement the existing EPICT tools or if they have alternative national priorities that need to be catered for.

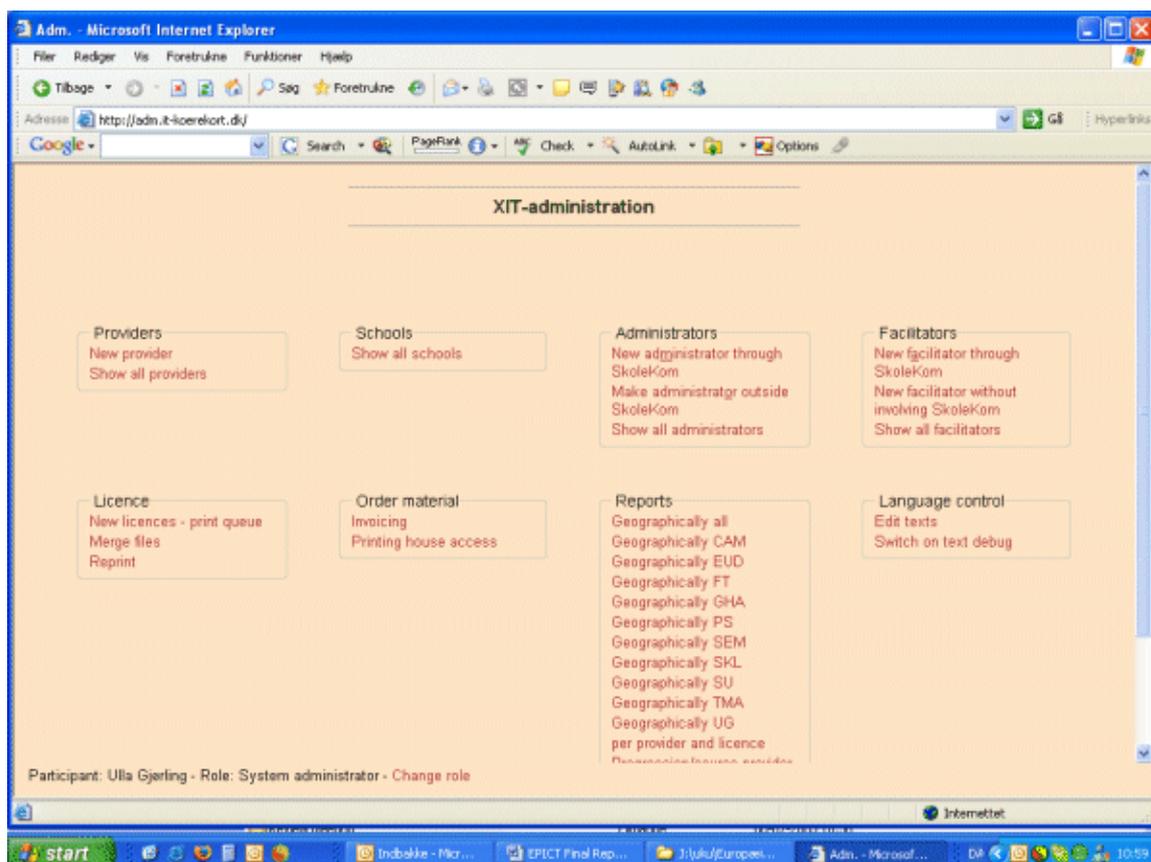


Figure 2: EPICT course administrative tool. Systems manager access

In the project both Greece and Italy have decided not to uptake the existing tool and are amending existing Learning Management Systems to meet the task. However, EPICT continues to specify and implement requested features and documents and tests the integration of the existing administrative tool with other communication platforms as part of the EPICT product package, as several potential clients have expressed an interest in applying it.

During the project period, technical adjustments and amendments to the EPICT course administration tool have evolved considerably to cater for new clients' needs. The trend seems to be moving towards increased use of open source VLEs, which the EPICT course administration system must be able to handle, e.g. Moodle.

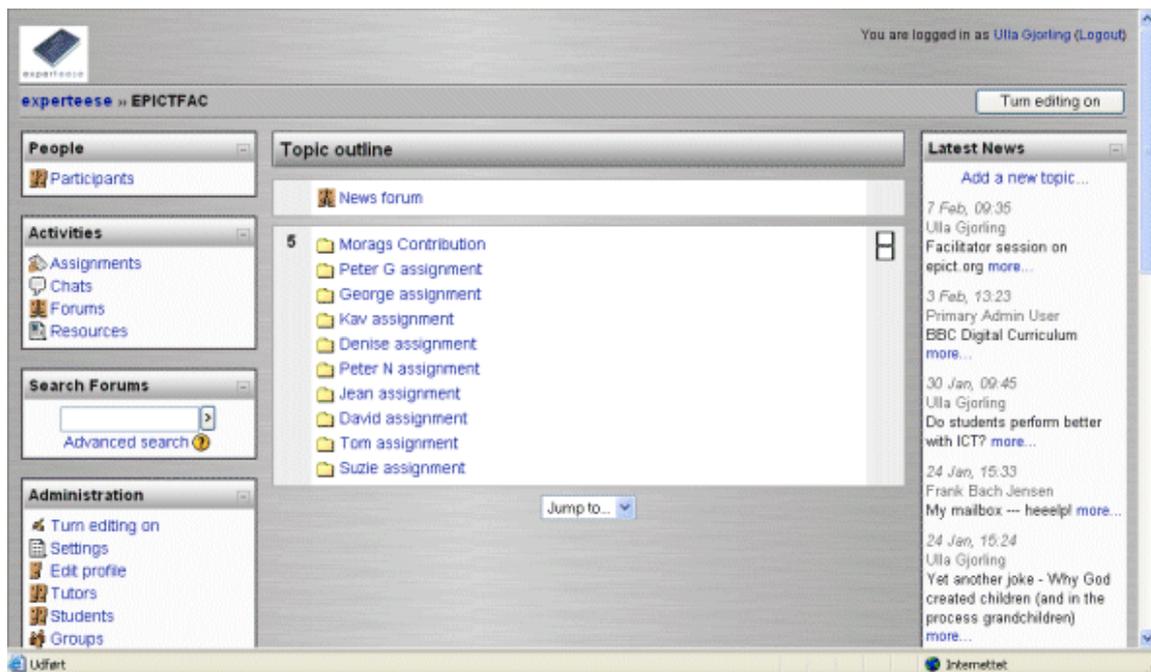


Figure 3: EPICT UK Moodle environment

#### 5.4 Pilot tests

The course concept, its course modules, methodology and assessment strategies need to be localised and thoroughly tested in each new country. Part of the EPICT project was the pilot testing of the EPICT package in Greece, Hungary and Italy.

**The pilot in Greece** was implemented by LF with the collaboration of the University of Athens and the University of Ioannina. Eighty one (81) teachers from Primary and Secondary Education participate in the pilot training courses which started in the middle of December 2004. The facilitators (9) certified by the EPICT project were assigned to the course providers (universities) and consequently to the groups of trainees. Two introductory seminars were organised at the beginning of the course to introduce trainees to the concept of EPICT, the training model and the mode of working on-line through the e-learning environment.

The pilot evaluation in Greece lasted until the end of June 05 (6-month training period, 100-120 hours per trainee).

**The Italian pilot** involved 100 teachers representing 57 schools in the range of primary, lower and upper secondary teachers. Participants were selected from a pool of interested teachers.

Selection criteria for pilot participants were:

- State or state school teachers
- Fair ict-skills
- Must be personally appointed by headmaster
- Must have attended an introductory ict-skills course
- Must be ready to work in groups and be prepare to collaborate with colleagues
- Must be ready to spread their knowledge inside the school where they work

- If possible 2-3 teachers from each school

The pilot ran from November 2004 to May 2005.

### **The Hungarian pilot**

**Evaluation Report:** the results of the pilot course evaluation will be prepared after the completion of the present project, due to delayed commencement of the course. (ELTE became a partner in Year 3.) The course is run as a full EPICT course, participants receive a licence in June 2006 and results (including learner and facilitator activities in the online learning environment as well as quality of tasks may be compared with those of project partners.

The **evaluation activities** include two PhD dissertations supervised by the project team leader of ELTE and carried out on the basis of data gathered from the EPICT pilot course: “The Role of the Facilitator in Online Learning Environments” written in English, and “E-mail Communication as an Effective Learning Tool”, written in Hungarian, with an extensive English summary. Both quantitative and qualitative evaluation methods are being used and results (due in the fall of 2006) will include suggestions for course improvement.

## 6 Want to join EPICT?

If you decide to join the EPICT network, you have a lot of work ahead of you setting up a national version of EPICT. The EPICT Group has put together an EPICT package of resources that, together with consultancy services from our EPICT secretariat, will guide and assist you through a national implementation.

### COURSE CONTENT

1. Syllabus  
The syllabus describes in detail the contents of the current set of modules with identified ICT-skills and pedagogical ICT competencies.
2. 16 EPICT modules  
Each EPICT module consists of an introduction, a module text, a set of exercises and suggested readings. The modules are under constant revision by the European Editorial Board.
3. Guidelines for management of course content on the web

### INFORMATION AND MARKETING MATERIAL

- International information leaflet
- Template for national information leaflet

### NATIONAL COURSE ORGANISATION

1. Certification of facilitators
2. First facilitators are certified by the EPICT secretariat
3. Full set of material for subsequent national facilitator certification available
4. Template for national EPICT licences
5. Specifications for a national technical solution
6. Template for national course provider agreement
7. Template for national business plan
8. Documentation and consultancy on how to set up a national node and implement the national business model with secretariat, steering board, regional course providers, editorial boards and facilitators

### TECHNICAL SET-UP

1. Guidelines for national technical implementation
2. Access to course administration tool
3. Operational model
4. A technical platform which may be substituted by the client's own platform or LMS

- a virtual learning environment to facilitate contact and communication among participants and between participants and facilitator
- an administrative backbone to support the relations/responsibilities and roles between national secretariat, course providers, facilitators and participants
- documentation on the integration of the elements in the technical platform in case a client wishes to use own platform or LMS
- a set of manuals describing the functionality of the administrative tool on each of the levels: national secretariat, course provider, facilitator
- descriptions of existing national instantiations of technical platform

### **HELP TO MAKE THE DECISION**

1. Localisation guide
2. Greek evaluation
3. Italian evaluation
4. Danish and Norwegian impact studies
5. Information about quality assurance measures at national and international level
6. What do I sign?

An agreement with the EPICT Group.

The agreement recognizes that you as a new national node will face localisation expenses and costs of setting up your business.

In the standard EPICT agreement the EPICT Group asks for a reasonably moderate up-front payment, and further payments relate to the success of your EPICT business

## 7 THE EPICT Product

EPICT is considered a mature and integrated answer to the need for in-service and on-the-job school-based teachers training on the pedagogical use of ICT.

The training model and the corresponding training objectives, accompanied by cases of reference, teachers' guidance and learning materials (further readings), constitute a consolidated set that abide to the increasing needs for teachers' continuous professional development in the years to come.

### 7.1 *Characteristics of a European Pedagogical ICT Licence*

- Holistic approach to the **contextualization of use of ICT** in school environments
- **Flexible training delivery model** with customization potential – meeting national/regional education priorities while keeping the “common” organizational and pedagogical parameters. The course is distributed with regional or local providers to allow for large-scale implementation.
- A **blended learning approach**
- The **duration** of the course is 6 – 12 months
- All themes of the course have a **pedagogical rationale**. Participants work with ICT-skills related to these themes. No ICT without a pedagogical rationale.
- Course material inspires and offers ideas of **how to teach about and with ICT**. Module elements are: pedagogical content, ICT-skills exercises, ICT manuals, supplementary articles
- **Team-based learning** that relates theory to practice in the educational environment and enhances communication and collaborative knowledge. Module assignment/assessment is the documentation of a learning scenario that integrates ICT in a learning situation. The team is challenged pedagogically and ICT-wise through an online dialogue with their facilitator
- **Certification** of facilitators
- Its “**European added-value**” corresponds to (a) the potential of customization to varying demands across European education systems while keeping a core set of characteristics which meet the emerging demands of teachers' training in Europe and (b) already proven customization and validation as an innovative approach, in a number of European countries

### 7.2 *The EPICT syllabus*

The EPICT syllabus is a competency chart of the course content. It includes both a generic syllabus and a number of national instantiations. See appendix for a condensed version of the syllabus.

### 7.3 *The EPICT course*

All existing course material has been translated into English to allow for national localisation. The course content consists of 16 modules, four are considered compulsory in the generic version and 12 are considered optional. A licence is given with eight module approvals.

Each national EPICT node can select which modules are compulsory and which ones are optional in their national context. They may add or remove modules.

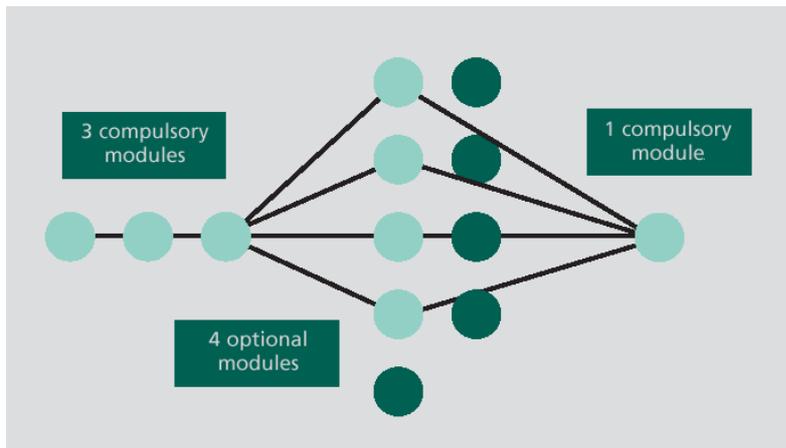


Figure 1: Model of content of the European Pedagogical ICT Licence course

Compulsory modules	Optional modules (select 4)
<ul style="list-style-type: none"> <li>• Using the Internet and Internet resources, search and evaluate data</li> <li>• Writing electronically</li> <li>• Communicating electronically</li> <li>• School innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Using digital images</li> <li>• Using spreadsheets</li> <li>• Using presentations</li> <li>• Producing educational websites</li> <li>• A head start with databases</li> <li>• Models and simulations</li> <li>• Layout and dtp</li> <li>• Educational software</li> <li>• ICT and learning styles</li> <li>• ICT and reading (special needs)</li> <li>• ICT as a compensatory tool (special needs)</li> <li>• Games and learning</li> </ul>

Figure 2: Overview of available modules

All generic module content is available behind login on the EPICT website.

### 7.3.1 Module structure

We acknowledge that in any given group of teachers the individuals will not have equal ICT competencies or ICT skills. Thus to allow for differentiation and flexible use the modules are structured so that teachers can select the elements that are most relevant for them.

Each module is divided into the following elements:

- Pedagogical introductions and articles
- Best practice articles
- ICT-skills exercises

- ICT manuals
- Inspirational links and examples

#### **7.4 Content localisation**

Partner countries have localised module content as well as accompanying documents. This process is described in a number of deliverables that deal with localisation potential and potential “problem” areas.

Quality assurance measures are initiated both at EPICT Group level and at national EPICT level.

## 8 Exploitation and dissemination

The project's website, [www.epict.org](http://www.epict.org) contains project information and dissemination materials, e.g. EPICT brochures and posters for download and a restricted member zone.



Figure 4: The EPICT project website

Partners maintain national websites with general information for the public and restricted access areas for course participants: [www.epict.it](http://www.epict.it), [edutech.elte.hu/epict/](http://edutech.elte.hu/epict/) and [epict.lrf.gr](http://epict.lrf.gr).

An information brochure in English and parallel national versions have been published.



Figure 5: International brochure, Greek, Italian and Hungarian brochures

To support presentations [a set of posters](#) has been produced.

Especially the final semester of the EPICT project has focused on the dissemination of project results, which has been carried out in different ways.

Because of positive interest in EPICT both in Europe and internationally, EPICT has had the opportunity to present papers at a number of international conferences during the project period.

The UK client Experteese has presented EPICT with stands at Online Educa 2005 and BETT 2006.

### **8.1 International presentations**

- LEARNTEC 2004, Germany
- European 'ICT in education and training' Expert Group meeting, Bruxelles, February, organised by DEAC, 2004
- Interview to BECTA-representatives for a British audience; February, [ferl.becta.org.uk/display.cfm?resID=6704](http://ferl.becta.org.uk/display.cfm?resID=6704).
- Study visit to UNI•C by the Arion network (Socrates programme), April 2004
- Annual ICT League meeting, June, 2004, Copenhagen, hosted by the Danish Ministry of Education and UNI•C. Members: The Netherlands, Canada and the five Nordic countries.
- European Seminar, June, 2004 France. The French Ministry of Education hosted, 54 European and French delegates.
- EDEN-EENet Open Classroom Workshop "Schooling in the 21st Century – Teacher Education in Focus", Budapest, June 2004
- Presentation for European and Russian delegates at the Commission's K-2 Event, Amsterdam, September 2004
- Discussion with Microsoft representative who will be head of the UNESCO Task Force for syllabus for teachers' continued professional development in ICT, October 2004
- Presentation, negotiation and certification of facilitators, Australian clients, Tasmania, November 2004
- Presentation for Yugoslavian delegation, at UNI•C, Copenhagen, October 2004
- Presentation and negotiations, Icelandic delegation, at UNI•C, Copenhagen, November 2004
- Presentation and discussion, Danish Ministry of Foreign Affairs, Copenhagen, December 2004
- Ulla Gjørting gave a paper session on EPICT at the World Conference on Computers in Education, Stellenbosch, South Africa, July 2005
- Leo Højsholt-Poulsen gave a paper session on EPICT at the IESTA 2005 Conference in Orland, Florida, July 2005
- John Rawson and Andrew Naylor presented AUSIPICT (EPICT Australia) at the ISATT Conference, Sydney, Australia, July 2005
- July 2005, UNI•C hosted a study visit from Experteese, UK prior to the EPICT UK contract.

- Andrea Karpati and Ulla Gjølring gave a paper session on EPICT at the Online Educa conference, Berlin, Germany, December 2005
- EPICT UK hosted an EPICT stand at the Online Educa exhibition in Berlin, Germany, December 2005
- UNESCO International Institute for Capacity Building in Africa (UNESCO-IICBA) invited EPICT to give an EPICT workshop and facilitator certification in Addis Ababa, Ethiopia in December 2005.
- Lars Ingesmann, UNI•C, gave an invited presentation at the DIDACTA Bildungsmesse 2005 in Stuttgart, March 2005.
- IFIP TC+ (Education) World Conference on Computers in Education 4-7 June 2005, Stellenbosch, South Africa, Paper presentation on EPICT and its potential use for teacher training in socially disadvantaged areas by ELTE team leader

## **8.2 EPICT dissemination conference: the Open Classroom conference, 2005**

EPICT actively supported the EDEN Open Classroom conference in October 2005 in Poitiers, France as a means to disseminate project results to European decision makers.

EPICT gave a keynote address and hosted a strand on teachers' professional development.

- Leo Højsholt-Poulsen, UNI•C gave a keynote speech, “Multifaceted roles of Teachers: Learners and Facilitators in the EPICT school-based training model”
- Gergely Hanczar, Eötvös Lorand University, paper, “EPICT and the Educational Psychology of Distance Learning”
- George Tsakarissianos, Lambrakis Foundation, paper, “Teachers’ Training on the Pedagogical Integration of ICT”
- Andrea Karpati, Eötvös Lorand University, paper, “Mentored Innovation Model in Teacher Training – A Successful Method for Promoting Equity through ICT in Education

## 9 Further information

### 9.1 Contact

- The EPICT website for project information, project presentation, national and international brochures for download, product information etc. – [www.epict.org](http://www.epict.org). The EPICT website will be launched in a “post-project” version focussing on the EPICT product and the EPICT Group.
- E-mail contact point [info@epict.org](mailto:info@epict.org)
- The Greek national EPICT website – [epict.lrf.gr](http://epict.lrf.gr)
- The Italian national EPICT website – [www.epict.it](http://www.epict.it)
- The Hungarian national EPICT website – [edutech.elte.hu/epict/](http://edutech.elte.hu/epict/)
- The Australian national website – [www.ausipict.com/](http://www.ausipict.com/)
- The UK national website – [www.epict.info](http://www.epict.info)

INCLUDED IN THE PUBLIC PART

## 10 Appendix I - Overview of available material

### Course content

#### The modules

##### Compulsory A

- Module introduction = 1 page
- Module text = 13 pages
- Module exercises = 24 pages

##### Compulsory B

- Module introduction = 1 page
- Module text = 15 pages
- Module exercises = 12 pages

##### Compulsory C

- Module introduction = 1 page
- Module text = 11 pages
- Module exercises = 15 pages

##### Optional 1

- Module intro = 1 page
- Module text = 16 pages
- Module exercises = 6 pages
- Article on scanning = 4 pages

##### Optional 2

- Module intro = 1 page
- Module text = 11 pages
- Module exercises = 19 pages

##### Optional 3

- Module intro = 1 page
- Module text = 18 pages
- Module exercises = 15 pages

##### Optional 4

- Module intro = 1 page
- Module text = 13 pages
- Module exercises = 11 pages

##### Optional 5

- Module intro = 1 page
- Module text = 15 pages
- Module exercises = 7 pages

**Optional 6**

- Module intro = 1 page
- Module text = 9 pages
- Module exercises = 11 pages

**Optional 7**

- Module intro = 1 page
- Module text = 17 pages
- Module exercises = 11 pages

**Optional 8**

- Module intro = 1 page
- Module text = 12 pages
- Evaluation software = 3 pages
- Evaluation of software = 2 pages
- Evaluation framework = 5 pages

**Optional 9**

- Module intro = 1 page
- Module text = 15 pages
- Module exercises = 5 pages
- Intro on websites = 2 pages

**Optional 10**

- Module intro = 1 page
- Module text = 19 pages
- Module exercises = 95 pages (adjustments and settings in Word and Windows)

**Optional 11**

- Module intro = 1 page
- Module text = 20 pages
- Module exercises = 4 pages

**Optional 12**

- Module intro = 1 page
- Module text = 13 pages
- No exercises – a number of games “walk-throughs”, not translated into English.

**Background**

- A complete syllabus of all ICT-competencies (pedagogical aspects) and ICT-skills aspects of the course = 17 pages.
- Introduction to the course, for participant = 7 pages
- Mandate for steering board = 1 page
- Two evaluation forms: overall and module
- Guidelines for evaluation method = 2 pages

## Webtools

- Responsibilities and technical requirements, for participant = 4 pages
- Guidelines for web course content = 8 pages
- Integration; administration tool and communication platform = 4 pages
- Manual facilitators = 6 pages
- Manual administrators = 16 pages
- Manual systems manager/secretariat = 16 pages

## Facilitator certification

- Facilitator manual with appendices = 50 pages
- A complete facilitator training material with examples, draft assignments, etc. appr. 100 pages

## Course provision

- Course provider agreement with appendices = 10 pages

## Facilitators

### **Facilitators' Manual**

- Facilitators' Manual = 36 pages
- Appendices to Facilitators' Manual:
  - Checklist (for introductory day)
  - Draft program for introductory day
  - Course concept – PowerPoint presentation to be used for information purposes and for introductory day
  - Working papers – exercises for introductory day to introduce website, the computer and the conferencing tool
  - Working method – Power point presentation of the learning method of the course
  - Team agreement template
  - About response – article on how to write response to module assignments

### **Facilitator certification course**

- Overview
- Material for the course (presentations, assignments, article)
- Draft module assignments for training the facilitators

## Technical issues

### **Administrative tool**

A complete, dedicated administrative tool is available in English. Future partners can easily translate it into other languages themselves. The administrative tool is in its present version connected to a First Class communication platform. It takes additional

programming to connect it to other learning platforms, as has been done for the targeted Norwegian platform for the SchoolNet.

Current developments include integration with open source platform Moodle.

- Guidelines for the technical infrastructure = 29 pages
- Manual for Facilitator's use of the administrative tool = 6 pages
- Manual for course provider's use of the administrative tool = 15 pages

## Distributed course organisation

### **Course providers**

- Course provider agreement = 9 pages
- Procedures for the provision of EPICT courses = 5 pages

### **Steering board**

- Mandate for the steering board = 1 page

### **Project presentation**

- PowerPoint presentation = 20 slides

### **Project brochure**

- Printed and pdf

## 11 Appendix II – The EPICT Syllabus, condensed version

EPICT follows a syllabus of five compulsory themes and ten optional themes.

In the present version of the EPICT content, this is divided into four compulsory modules and twelve optional ones.

This document is a condensed version of the full EPICT syllabus.

### Compulsory themes

#### 1. ICT in teaching and learning

ICT in teaching and learning are at least three different things:

- ICT as a compensatory and/or supporting tool where ICT supports the functions, skills, competencies that the student does not fully command. For instance digital and synthetic speech, reading tools, speech recognition tools, scanner pens, prediction tools.
- ICT as a teaching tool, using ICT in the learning process – digital educational resources, presentation tools, generic software tools, Internet as a collaboration tool (for instance via VLEs), as a resource and as a publication tool.
- ICT as an object for learning. Teaching students appropriate use of ICT tools.

The teacher needs competencies and skills across three different levels:

- Handling the technology
- Understanding the technology
- Reflecting upon technology

*Handling the technology* means being able to perform functions on the computer and in the ICT and media tools.

*Understanding the technology* is the ability to use ICT and media tools to their full potential. This includes being able to select the right tool in any given context. It also means understanding and applying the working methods and processes to which the tools are relevant.

*Reflecting upon technology* is the ability to assess and put into perspective the consequences of using ICT and media tools both for you as a person and for teaching and learning. This also means reflecting upon personal, educational and societal consequences of the application of ICT and media tools.

The teacher needs to acquire ICT skills on all three levels to be able to use ICT in teaching and learning to its full potential – and to be able to teach the students adequate and relevant ICT skills. Thus the material will cover two different perspectives:

1. Using the computer as the teacher's personal tool, including how to use the computer when preparing for teaching and learning activities.
1. Using the computer integrated into teaching and learning activities. This includes looking at the influence of the computer on working processes but also

acknowledging and integrating the new media competencies that children acquire through the use of computers, media and personal devices.

## **2. The computer**

Teachers need a set of basic computer skills in order to be able to confidently apply the computer both as a personal tool and as a pedagogical tool. The objective is to make the teacher able to operate the computer on his or her own.

Being digitally fluent also means being able to maintain your personal computer. This includes general computer maintenance, the installation of new software and necessary plug-ins etc, and general computer security, virus control and data security and the understanding of networks and file handling.

- Start and navigate the computer
- Login on a school's local network
- The most commonly used computer terms
- File management and file formats
- Taking and using screen dumps
- Computer settings and adjustments to fit special needs
- Download and install software

## **3. Search and communication using the Internet**

The Internet holds a wealth of information relevant not only to the teacher herself in terms of preparing teaching and learning but also for the students during their learning activities. However, the Internet is not just a source of information, it is also a publication platform and a communication channel which also needs to be addressed.

- The evaluation of websites
- Searching the internet in an educational context, search engines, strategies etc.
- Collaborative learning and collaboration on the net
- Pedagogical possibilities in using chat and net meeting at various educational levels
- Net etiquette, intellectual property rights
- The browser and external databases
- Educational portals and other free resources
- E-mail and conference systems
- Student collaboration

## **4. Word processing and the writing process**

The use of texts and expression in writing continues to be increasingly important. With the use of computers the process of editing, commenting and amending texts has become so much simpler. Thus for the teacher it is important to both command a word processor as his or her own personal tool for text production, and, perhaps more importantly, to be able to apply the word processor as a pedagogical tool in teaching and learning activities.

- The writing process
- Facilitating and guiding students in process oriented writing
- Evaluating texts and identifying factors that influence readability

- Understanding and applying different methods to correct and comment on document contents
- Using sound and images with text documents

## 5. ICT and school innovation

ICT is often seen as an agent of change. In this theme ICT is analysed within the context of school innovation and the new demands that arise for transparency in school management

- School innovation, software policies, development plans and in-service training
- External demands upon school development
- Digital initiatives, resources and services available for schools, teachers and students in the area of school development

## Optional themes

### 1. Layout

Here, teachers are required to produce their own learning resources. The candidate will guide students in their own production processes and evaluate the subsequent student outputs.

- Layout and learning (for print, for screen, for web)
- Presentations and layout
- Web-page design
- Word processor and desk top publishing tools

### 2. Digital images

The teacher uses images in his/her own production, students use images in their productions and images are the object of teaching and learning in media-oriented subjects.

- The student's use of digital images
- Evaluating images, including manipulation
- Students' understanding of pictures, including using images aesthetically
- The use of digital images in a learning scenario
- Students' use of pictures as a media
- Use of software for image processing
- Image file formats

### 3. Presentations

Using digital presentations and associated technologies provides a new genre that combines oral and written/image presentation. Teachers use presentations for teaching, learning and communication, assist their students in their production of presentations and evaluate the resultant student presentations.

- Presentations in teaching and learning
- Simple, branched and time-operated presentations
- Possible processes and work flow when the class produces a joint presentation

- Presentations and layout
- The presentation designer and simple presentations
- The presentation designer and multiple presentations
- The distribution of presentations

#### **4. The production of web pages**

Teachers will produce their own web resources, assist their students in the production and publication of web resources and evaluate the resultant productions.

- The production of web pages for teaching and learning
- The design of a web site
- Websites and responsibility
- Publishing a web site

#### **5. Spreadsheets**

Spreadsheets can be used in a vast number of contexts – to calculate, to model, to simulate, to illustrate through graphs and to provide a glossary.

- Spreadsheets in teaching and learning
- The dynamic potential of a spreadsheet
- Dynamic models
- Research uses of the spreadsheet- for instance questionnaires and surveys
- Basic examples of games that can be simulated in a spreadsheet
- Spreadsheet and figures
- Graphics in a spreadsheet
- Models and spreadsheets
- Templates for games and spreadsheets

#### **6. Internal databases**

Different uses of internal databases in teaching and learning, including differing views on how databases can be integrated into teaching and learning practice.

- Steps taken when building an internal database with students
- The elements of a database
- Database tools
- Constructing and producing reports

#### **7. Using digital learning resources**

Sources of digital learning resources, their use within various learning scenarios and their evaluation by the teacher in terms of relevance and application within a given context.

- Digital learning resources in teaching and learning
- Different genres of digital learning resources
- Evaluating digital learning resources
- Evaluation criteria for web sites

#### **8. ICT and working methods**

Applying new working methods and tools.

- Using digital mind maps in teaching and learning
- Using digital logbooks in teaching and learning
- Using digital portfolios in teaching and learning
- Web resources for teaching and learning
- Searching, evaluating, processing and dissemination of information
- Software for mind mapping
- Software for digital logbooks
- Formative assessment

## **9. IT as a compensatory and supportive tool**

ICT in special needs education both to compensate and to support.

- Scanning paper-based material
- Editing text
- Synthetic and digital speech
- Prediction tools
- Support for the dyslexic user
- In-built Software Settings
- Scanning paper-based material
- Alternative pointing devices

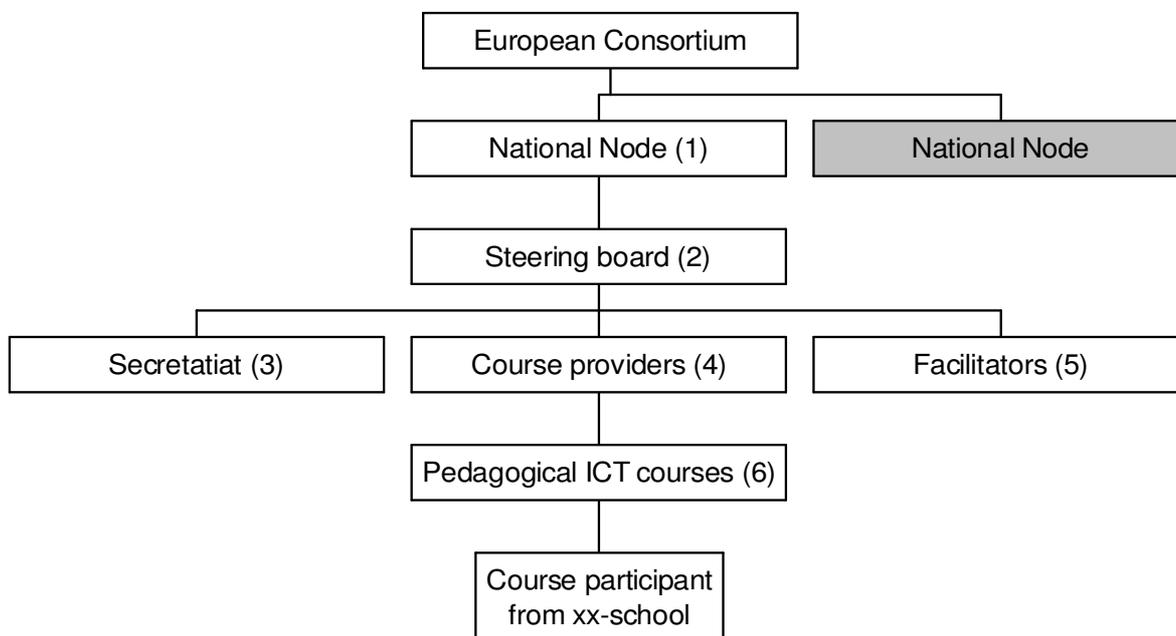
## **10. The use of computer games in teaching and learning**

Capitalising on the interactive nature of computer games and the popularity of this genre with students.

- Computer games
- Game consoles
- Gender differences in the selection of games
- Game genres
- The installation and development of computer games

## 12 Appendix III, EPICT as a national business prospect

### EPICT National Business Model



The European Group will have the EPICT package (the full description of all elements of the Pedagogical ICT Licence including course material) as its key intellectual property.

National nodes will pay a fee to the European Group for the use of the Pedagogical ICT Licence nationally.

**The national nodes (1)** will buy or subscribe to the EPICT package, which enables them to develop and run a national secretariat. The national node (for instance a governmental institution) will invite partners to join the national steering body.

The national node holds the financial responsibility for the national version of the Pedagogical ICT Licence. Thus the national node is responsible for financing the national localisation of the course and for setting up the secretariat.

The national node is responsible for setting up the secretariat – administrative set-up, editorial board, help desk etc.

The national node is responsible for course evaluation and general quality assurance.

The national node conducts the Facilitators' Certification Course – participants pay a fee.

**The national steering body (2)** will consist of representatives of interest organisations in the national environment. Interest organisations may be ministries of education, associations of regional and local authorities, teachers' unions, headmasters' unions etc. The steering body will not be paid for their services – in return the interest organisations are responsible for the national version of the Pedagogical ICT Licence (with the conceptual framework) without being economically responsible for the development and implementation.

The national steering body will advise on the appointment of the editorial board (but not pay for its services).

**The national secretariat (3)** (may be integrated into and run by the national node) is responsible for the everyday administration of the national Pedagogical ICT Licence. This includes the technical maintenance of the administrative backbone, the conferencing system and the content servers.

The secretariat will issue the Pedagogical ICT Licence, it will run the help desk (for course participants) and it will support course providers.

The secretariat will support the editorial board, implement annual changes to the course content, and conduct the annual facilitators' update.

The secretariat invoices course providers a fee per course participant. This fee will cover all secretariat costs including the payment to the EPICT Group. A factor that influences the user fee invoiced by the secretariat is whether the National Node has received public funding for the localisation of the Pedagogical ICT Licence or whether that, too, has to be covered by the user fee.

**Course providers (4)** sign an agreement with the national node to be able to supply courses.

Any organisation, company, institution or school that sees itself as a relevant actor on the stage in question can enter an agreement with the national node. No money is charged for signing the agreement.

The course provider plans and implements the actual course delivery – and as part of that hires and pays facilitators.

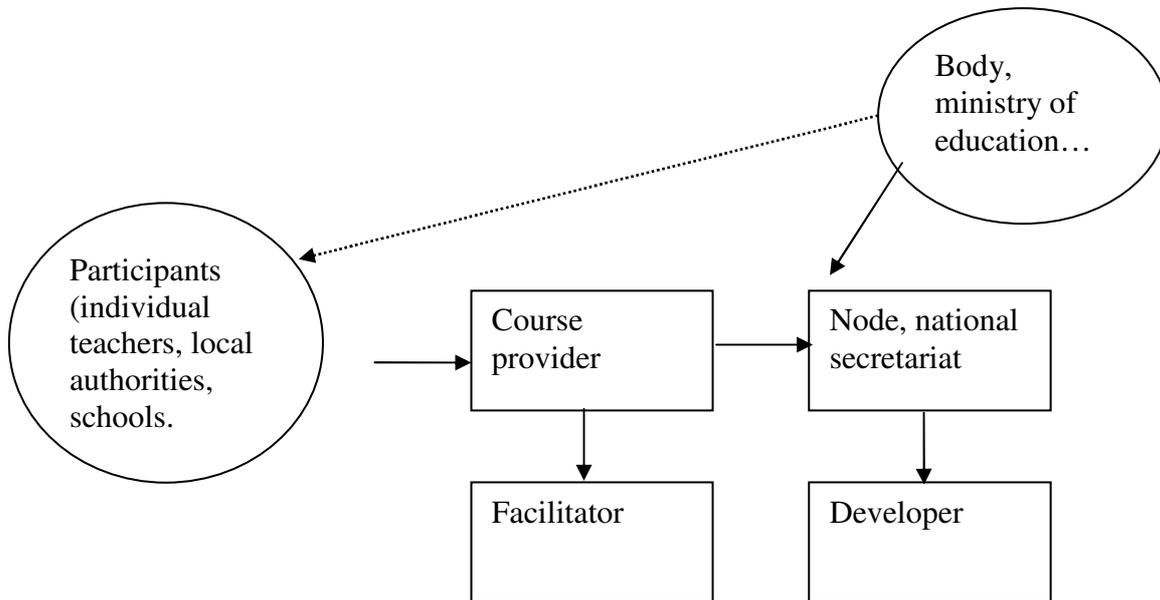
Course participants (or their employer) pay a fee to the course provider. This fee covers administrative costs, overhead, subsistence during introductory workshop, facilitator's wages and user fee for the national node).

**Facilitators (5)** are employed by the course providers but certified and updated by the national node (quality assurance reasons). The national node has no saying in the payment of the facilitator – that is the result of a negotiation between employer (course provider) and employee (facilitator).

**Pedagogical ICT Courses (6)** – participants are practising teachers from relevant school types. Teachers' motivation for attending the course may vary. Some participate out of interest, some because the ICT strategy of the school states that all teachers must attend this course, some participate out of mobility issues, some to be able to apply for higher wages etc. Teachers often receive a reduction in teaching hours in return for the time they put into the course. In addition some receive a hardware-compensation as part of the deal.

Schools/regional authorities pay a fee to the course provider for each teacher, who participates in the course.

## 12.1 National money flow



### Participants:

Teachers often receive a reduction in teaching hours/confrontation hours to participate in the course. Alternatively the teacher may receive hardware compensation.

The most widely used reduction in teaching hours per teacher is 60-100 hours.

### Local authority – course provider:

The local authority, the school or the teacher herself pays a course fee to the course provider.

### Body – Node/secretariat

A national body (public or private) may pay for the initial investment in course material, development costs, technical backbone etc.

National authorities may offer a grant to local authorities to stimulate participation.

### Course provider – Node/secretariat:

The course provider pays a fixed sum per participant to the national node for the course package.

### Course provider – Facilitator:

The course provider pays the facilitator's wages.

### National node – Developer:

The national node uses innovative teachers as content developers/localisers. The national node pays these.