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Project no. 619347

EAGLE- EnhAnced Government Learning

Objective ICT-2013.8.2 Technology-enhanced learning;
c) Holistic learning solutions for managing, reaching and engaging learners in the public administrations

Small-scale Collaborative Project (STREP)
FP7-ICT-2013-11

www.fp7-eagle.eu

Deliverable No 9.1, version 2 (September 2015) Outreach Plan

WP 9 – Dissemination and Exploitation
Lead Participant: ACCEL

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Note: This Outreach Plan is a completely new document. Based on the technical review feedback the WP9 team decided not only to revise the initially submitted version of October ` 2014 but to start from scratch again. This version now also includes a documentation of the achievements related to the dissemination activities as well as a status and future plans for the exploitation of results. The latter will feed into the Roadmap for Exploitation (D9.7).



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Purpose and structure of this Outreach Plan

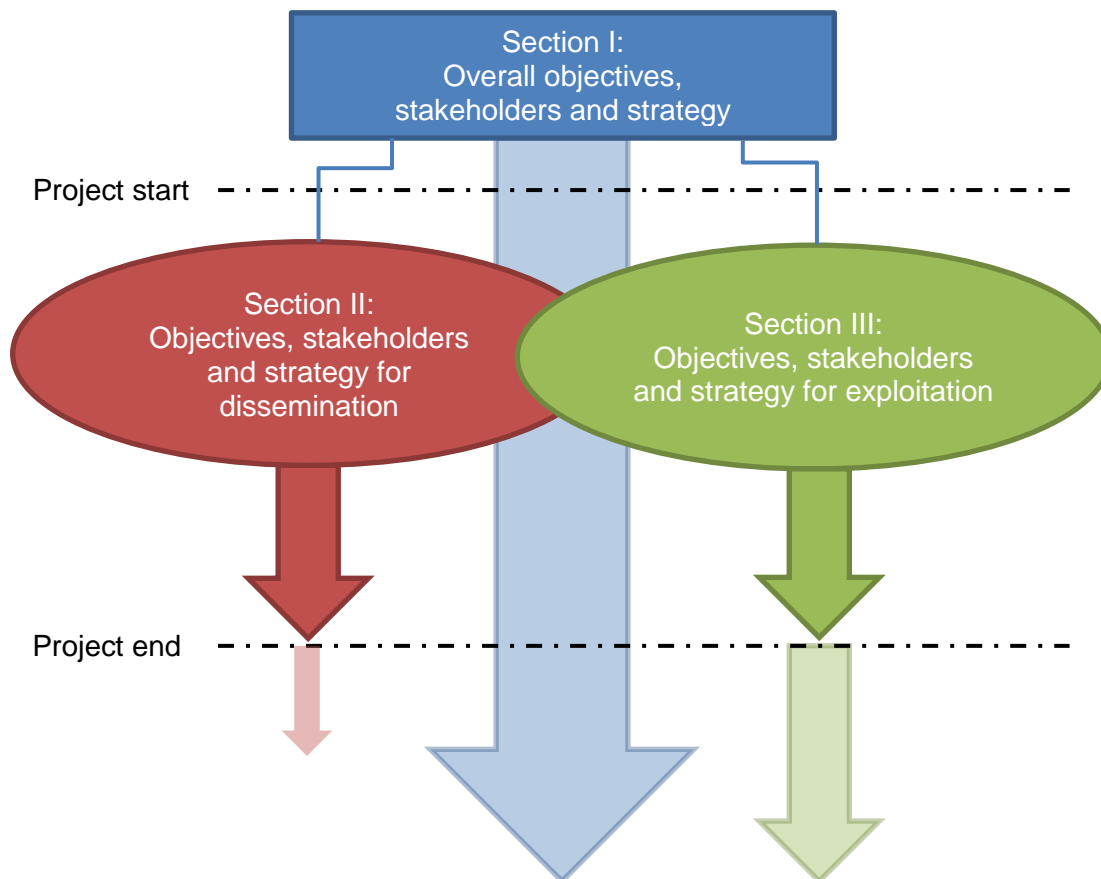



Figure 1. Structure and timeframe of this document.

This Outreach Plan aims to answer the following question: Who benefits from the project in the long term and what is done to make sure that these long-term benefits are realized? It does so by providing objectives, strategies, measures and evaluation (have the objectives been reached, were strategies and measures adequate?) to achieve the widest possible outreach.

The Outreach Plan is meant as a point of reference for the overall activities of the project: It is relevant not only for communication activities but also to the scientific work conducted within project.

A first version of this document was submitted in month 9 (October 2014) in order to meet the requirement of the Description of Work and to make the initial plans for future dissemination activities. As not everything could be planned before work on specific part of

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the project had started, the Outreach Plan has been updated to incorporate new insights from various Work Packages and to also document what has happened in the first half of EAGLE's lifetime.


Sections I to III operate on different levels of detail and cover different time periods:

Section I covers long-term oriented objectives and activities, it will remain the same as the project progresses and continue to be effective after the project has ended. The section concerns the project as a whole by:

- Outlining the goals of EAGLE,
- Showing why these goals are relevant,
- Which groups have an interest in achieving these goals,
- How EAGLE aims to reach them and
- How EAGLE is going to evaluate whether or not it has reached its goals.

Section II covers the objectives and activities for EAGLE's three years of funding, and it is likely to be adapted in the course of the project. It covers **EAGLE's activities** for the **dissemination of results**. It builds upon the goals, target groups and strategy outlined in Section I and adds details on what they mean for dissemination activities during the project.

Section III, finally, outlines objectives and activities for the project duration which are planned to have an impact well after the project's end. It covers EAGLE's efforts to make the project sustainable and **exploit its results**. This section has to be updated as the project progresses and it will be supplemented by the Roadmap for Exploitation (Deliverable 9.7). Again, this section builds upon the goals, target groups and strategy outlined in Section II and adds details on what they mean for exploitation activities during the project.

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I The EAGLE project

1 Current situation

Rural local governments face challenges like an increasing demand for qualified specialists (a challenge that is going to increase in intensity through demographic changes in the near future) and continuous change of regulations and technology.

In order to remain efficient and reliable within this rapidly changing environment, employees of public administrations need to

- acquire knowledge fast and easily,
- share knowledge with new and younger colleagues and other communities,
- update their knowledge to adapt to the changing political, economic, social, technological, ecological and legal environment.

This is particularly challenging for employees of rural local governments, because access to training possibilities is far more time consuming and costly than it is in urban environments.

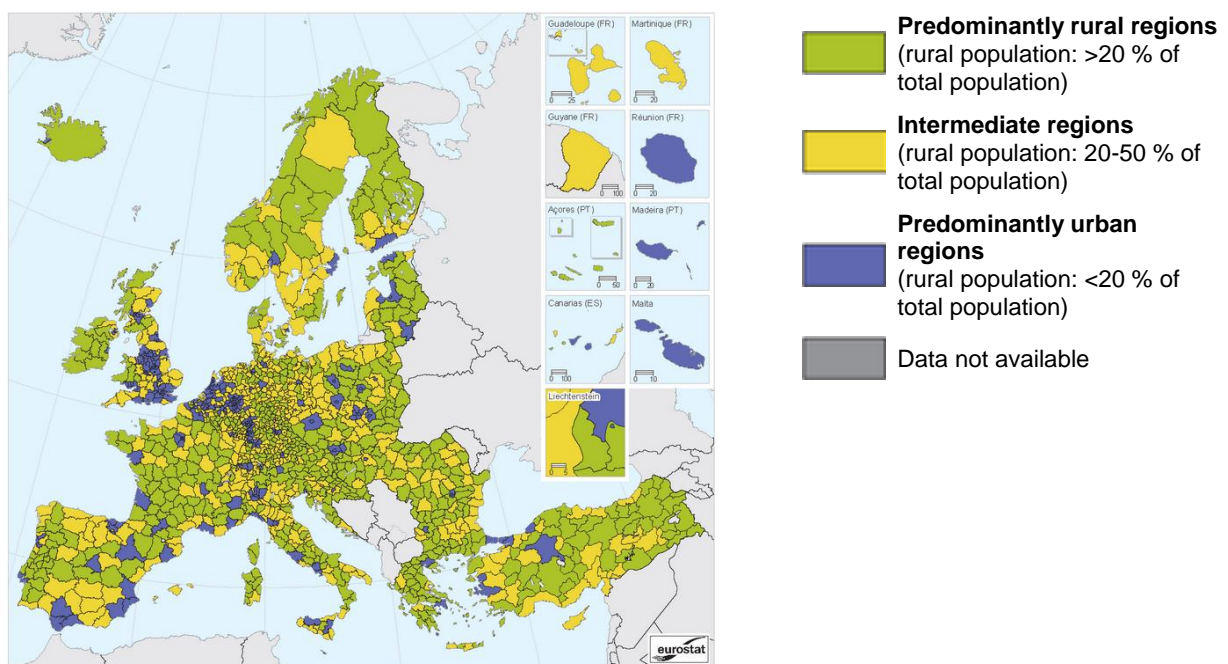



Figure 2. Urban-rural distribution of NUTS-3 regions (Eurostat 2013)

Rural local governments are highly relevant actors in the EU: According to the [EU Rural Development policy](#), over 56% of the population in the 28 Member States of the EU live in rural areas. Figure 2 shows the high amount of predominantly rural regions in Europe.

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Furthermore, solutions and knowledge that suits bigger communities do not necessarily suit the needs of rural local governments: They have specific socio-economic structures and a social way of living which is generally different to those of urban areas (EC 2008). Consequently, on an organisational level, they are likely to have problems and resources to solve these problems that are different from those of cities. On an individual level, the same is true for the employees of local rural governments: Their resources and problems are different from their colleagues in bigger communities. For example, employees of local rural governments might at the same time be working for the registry office, the land registry and for the secretariat of the mayor. This makes it difficult for them to visit a training course on, say, accounting: While they are away for training, civil weddings will just have to wait.

This shows that rural local governments are important actors and that their problems are different from bigger communities and significant for society. This is why EAGLE addresses their problem of efficient knowledge acquisition and sharing. EAGLE develops organisational concepts and a learning solution in order to:

- Enable rural local governments to gain access to relevant knowledge easily and fast and to
- Facilitate informal exchange of knowledge and experiences with colleagues.

2 Vision and objectives


EAGLE's vision is that employees of rural local governments:

- Acquire knowledge in a self-paced and autonomous manner,
- Have all the knowledge they need to fulfill their tasks and that
- They have access to the right kind of knowledge at the right time.

This is called a *vision* because these are ambitious and very long-term goals and because EAGLE cannot make this happen all by itself.

While such a vision is useful as a signpost, EAGLE also needs clear objectives against which it can measure its activities. These objectives are to:

1. Develop a learning solution that serves the needs of rural local governments.
2. Develop an adequate concept for learning that suits the needs of rural local governments.
3. Develop a change management concept to identify obstacles and ways to overcome obstacles to effective and efficient learning in rural local governments.
4. Develop a concept to introduce and implement the learning solution in individual rural local governments.
5. Develop a computer-aided learning platform that is put to use in rural local governments.
6. Provide a solution that supports increased use of holistic learning and knowledge solutions by the target group, as intended by the EU as outlined in the call.

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3 Stakeholders

One way of thinking about stakeholders of a project or an organisation is the power-interest matrix. “Power” is understood as the resources a stakeholder has to advance or hinder a project. “Interest” is broadly understood as the significance that stakeholders attribute to a project. The point of this matrix is not to argue whether stakeholders should be one notch more to the right or one notch to the left but to see in which sector of the matrix they are. Stakeholders with much power and high interest should be managed with great care and are primary stakeholders; stakeholders with high interest but low power should be kept informed and involved; stakeholders with low interest and low power should be monitored; stakeholders with high power but low interest should be kept satisfied.

Figure 3 shows the power-interest matrix for EAGLE during the development of the learning solution. Once the learning solution is more mature and EAGLE knows more about the interests of specific stakeholders, the matrix is likely to be adjusted, maybe even for each country/region individually, because the power of regional and national public administrations, for example, is not the same for every country and region.

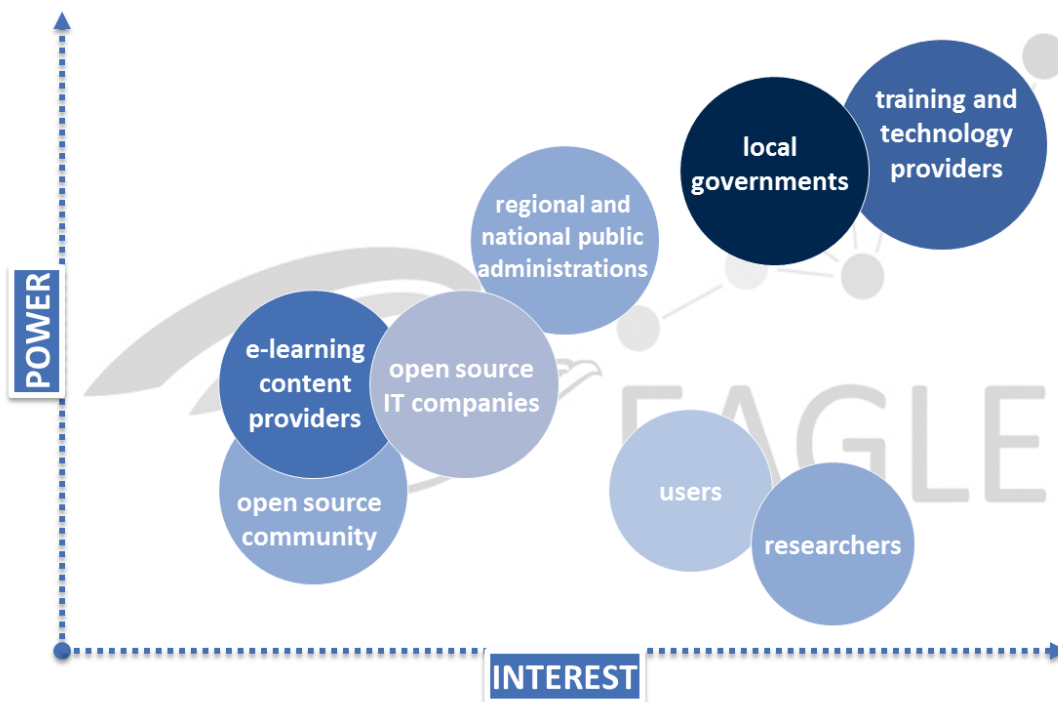



Figure 3. Power-interest matrix of EAGLE’s stakeholders.

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As Figure 3 shows, the primary stakeholders (because they have most interest and most power to hinder or advance the project) of EAGLE are:

- Local government bodies/local authorities: EAGLE’s learning solution is developed for the individuals in mind who are working in rural local governments. However, they do not have the authority to decide for themselves what kind of training they use, what software runs on their computers or in which area they have to deepen their expertise. This is why one of the primary stakeholders of EAGLE are not the individual users but the local government bodies/local authorities who do have the power to decide on training, software and other aspects of working conditions. EAGLE’s focus lies on rural local governments (around 5,000 inhabitants); however, this focus does not exclude communities that are slightly bigger but nonetheless relevant to the project.
- Regional technology providers for public administration: They may have an interest in using the learning solution as part of their services, because it is better, cheaper or more convenient for them to use than what they have had on offer so far.
- Regional training providers for public administration: They may have an interest in the learning solution to promote their content and their company through the learning solution.


4 Strategy to reach the objectives

All five objectives outlined in Section 1 are aimed at the needs of rural local governments. Therefore, EAGLE *involves* them from the start of the project to investigate their needs, learn from their experiences and to continuously evaluate EAGLE’s work. Objective 5 (developing a learning platform that is put to use in rural local governments) entails that the platform has to *enable* the other two main stakeholders, namely technology providers and training providers, to offer and use the platform as part of their services. And finally, Objective 5 also means that stakeholders have to be *informed* about the existence and the performance of the learning solution.

In sum, therefore, EAGLE’s strategy can be summarized as:

- *Informing* stakeholders about the learning solution.
- *Involving* stakeholders from the start.
- *Enabling* stakeholders to use EAGLE’s results as easily and profitably as possible.

This is the overarching project strategy and, as such, is quite abstract. The more specific strategies outlined in Sections 2 and 3 for dissemination and for exploitation need to be in line with this strategy and add detail to it.

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4.1 Informing stakeholders

Making stakeholders aware of the EAGLE learning solution, telling them how it can benefit them and keeping them informed is the first step when EAGLE wants its results to be put to use. Informing people is a precondition for involving and enabling stakeholders, but it is more one-way than involving and enabling: Once stakeholders are aware of the learning solution, they might decide to become involved, but they might as well decide to remain inactive for the time being, until the project reaches a stage where they decide to become partners, users or customers. This is why Section II on Dissemination lists possibilities to reach as many potentially interested stakeholders.

4.2 Involving stakeholders


Involving stakeholders from the start of the project increases the probability that the learning solution suits their needs and, therefore, that they can and want to use it after EAGLE has ended as a project. Furthermore, as the individuals and organisations involved have made first-hand experiences and belong to the most important stakeholders, they can also act as advocates and promoters by recommending the solution to others. Thus, involving stakeholders is vital for the exploitation of EAGLE's results. The following four points represent key ideas for involvement (details are given in Section III).

- In a pilot study, the needs and problems of rural local governments are investigated (Deliverable 2.1).
- To always keep in mind for whom the learning solution is to be constructed, so-called personas have been created in the first half year of the project: they are portraits of invented people who *could* typically work for rural local governments (see Annex 4).
- In summer 2014, interviews were conducted to collect further details on what they expect from an effective learning solution.
- Starting in late 2015, a first version of the learning solution will be shown to real employees of rural local governments, representing the personas created before. They test the learning solution and give feedback that guides the further development of the learning solution.

4.3 Enabling stakeholders

Enabling stakeholders means to remove any obstacles that may stop them from using the learning solution. Such obstacles are costs, copyright, missing content or the perceived time commitment to work through a course. The next few points briefly show how the EAGLE learning solution addresses these points, more details are given in Section III.


- EAGLE is not a course management platform, but rather focuses on knowledge exchange and thus supports an increase of knowledge of the individual user. This exchange is facilitated by collaborative work spaces such as blog, wiki and forum, but also by putting experiences into Open Educational Resources, which may be audio, video or illustrated text and which, in combination, could be presented in a course-like structure.

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- All Software developed by EAGLE will be Open Source. This allows for an early adoption of the developed technologies by a broad community of users, developers and researchers. This will also allow for external developers to participate in the development of the project.
- The learning platform will integrate Open Educational Resources. On the one hand, Open Educational Resources are already available, especially in the area of IT technologies and general skills such as project management, communication etc. These resources can be integrated into the learning solution with no cost for the content itself. On the other hand, the users of the learning platform can themselves create Open Educational Resources that others then can reuse for their purposes.
- For the software to be developed, licences are used that best enable the use (be it for profit or non-profit) of the learning solution. What licences best suit this purpose is to be determined during the project with all project stakeholders, including existing IT and training providers for the target group.
- EAGLE applies standards that facilitates integration of the learning solution in different contexts (cultures, languages, operating systems, etc.) and also enables easy integration of material into the learning solution.

5 Evaluation

ACCEL in its role of WP9 leader will coordinate the outreach activities at the project level, and will be supported mainly by DCU, DHBW, Fraunhofer, and TUDOR in the execution of the actual communication activities. Together, they have developed this stakeholder-group oriented Outreach Plan (Deliverable 9.1) – including all related activities as outlined in WP9. Advice on the dissemination and exploitation of the EAGLE results will be sought from the Advisory Board. The EAGLE`'s survival and sustainability will be facilitated by innovative and dedicated dissemination and exploitation activities that will have a lasting impact of this novel solution on learners and facilitators that goes beyond technological advances.

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II EAGLE Dissemination: How to communicate results to key stakeholders

1 Dissemination objectives

The dissemination activities outlined in this section are in line with and add more detail to the overarching strategy outlined in Section I. EAGLE has planned a variety of dissemination activities planned with the aim of:

- Informing local governments, communities, policymakers and learners on EAGLE.
- Raising awareness for the EAGLE project at all stakeholder groups;
- Spreading scientific validation results to the scientific community.

As a result of the dissemination activities listed in Table 9 of the Description of Work, EAGLE is expected to have a direct impact on stakeholders from different countries, such as those engaging in the requirements definition and UX-based validation processes (Work Packages 2 and 8). Using digital media, direct impact interactions, connections and collaborations will additionally be made through social media and Open Educational Resources. The indirect impact of EAGLE will materialize through its website, presentation of results at scientific conferences, presentations to public authorities, and policymakers as described in Section III.


2 Key target groups

Based on the objectives outlined above, we have identified the following three main target groups to be addressed by the EAGLE dissemination activities (in order of importance):

1. Local governments and public administrations
2. General public, incl. EAGLE users
3. Scientific community

3 Multi-channel and cross-media communications dissemination strategy

The goal of EAGLE is to deliver a novel (approach to) learning in rural local governments, and in so doing fill a critical gap in the promotion of change management and e-learning. We will employ a stakeholder-driven, multi-channel and cross-media communication strategy, seeking to maintain high levels of information dissemination among key stakeholders.

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3.1 Multi-channel and cross-media communications

In order to achieve the widest possible outreach of EAGLE, we have decided to follow a multi-channel and cross-media communications for the simple reason: We need to be where our users are (e.g. communities and end-users). And they are everywhere.

- Multi-channel marketing refers to the practice that allows us to interact with our different target groups via multiple channels, both direct and indirect, in order to raise awareness and make them (want to) use the EAGLE digital learning solution. On one side, we have been using direct channels, or ones in which we proactively reach the users (e.g. participation in fairs for local administrations). On the other side, we have also been using indirect channels through which we push content via websites or social media, also known as inbound marketing.
- Cross-media communications refers to the parallel use of different measures and channels for similar contents, ideally of synergistic media, to enhance the effect of the dissemination activities and their impact.


The multi-disciplinary EAGLE consortium is ideally suited to follow this strategy as e.g. FOKUS is well established and very well networked in the print media for public administrations, HRW provides access to the digital world of OER specialists and ACCEL has a vast experience in the organisation of fairs and exhibitions. We strongly believe that this approach is also key and will facilitate the plans for exploitation (see Section III).


3.2 Branding

The branding of EAGLE plays an important role for both the project identification and the future product resulting from this collaborative R&D project. The name and logo are also an essential component of the external communication to enhance visibility and raise awareness for the project.

Table 1. EAGLE branding facts

EAGLE	The name stands for the newly developed eLearning Solution
Brand identity	EAGLE stands for a learning solution that makes it easy for employees of local rural governments to acquire and exchange knowledge. EAGLE primarily serves the needs of local rural governments, however it can be used by other organisations as well.
Brand architecture	Whether EAGLE is to be divided into sub-brands (for example for specific parts of the learning solution) and whether these brands make a link to the overarching EAGLE brand is to be decided once the learning solution is more mature, i.e. nearer to the end of the project.


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Logo	 The logo symbolises i) a bird flying in new directions and ii) the different components of the new digital learning solution and/or a network and hence collaboration and knowledge exchange between communities.
Colour	A colour code scheme has been developed to visualise the different components mentioned above (please see also the CD Manual, Annex 1)
Owner	The logo was created by ACCEL and can be used by all partners for project related purposes and during the project implementation (please see Consortium Agreement)

Planned activities during EAGLE:

Possible future activities related to the branding have been discussed by the key Exploitation partners (ACCEL as WP9 leader, DCU and DHBW as the Coordinators, FOKUS and LIST as the key software developers and licencing specialists, and HRW as Task 9.3.3 leader for standardisation):

- ACCEL will enquire about and register the EAGLE logo as a trademark (name/visual).
- The branding of the different components of the EAGLE eLearning Solutions, e.g. the automatic item generator, needs to be further discussed and decided by M30.
- In early 2016, EAGLE needs to decide who can use the EAGLE brand under which circumstances. EAGLE has to find a balance between being open to those who want to use EAGLE for their own business and between restricting the use of the EAGLE brand to those people and companies who can guarantee certain quality standards connected.

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4 Measures and expected impact

4.1 Project website (all target groups)

The main purpose of the EAGLE website is to provide information on the project progress and available results to the general public. ACCEL has set up a user-group targeted website containing user-group specific content and a variety of functionalities such as a blog and cross-links to social media (see Annex, section 2)V2. Its maintenance is jointly implemented by ACCEL and DHBW with the input from all project partners.


Table 2. EAGLE website facts

URLs	www.fp7-eagle.eu ; www.eaglelearning.eu (owner: ACCEL)
Content	Content Management System “Drupal”
Structure	Target group oriented with a section addressed to communities and one to the scientific community (at present)
Key features	Blog, Wiki (no public yet)
Languages	Multi-lingual set-up; currently available: English, German and Serbian
Editors	ACCEL and DHBW staff with admin and editor rights; other project partners contribute to the website contents
Hosting	ACCEL
Updates	News are continuously updated by ACCEL; new sections or additional pages are proposed at the monthly WP leader meetings
Analysis	The Google Analytics tool has been installed and an analysis template is available. A report with all relevant statistics on the use of the website is generated on a 6-monthly basis.

Planned activities during EAGLE:

The following future development of the EAGLE website is foreseen and some of the potential key activities are:

- Responsive design might be implemented to make the website more user-friendly for tablets and smart phones (responsible: ACCEL).
- The community and end user sections will be expanded to increase the outreach (Validation partners and ACCEL).
- The website will be listed and linked on European Network for Innovation and Quality in Education (EFQUEL) as well as European Association of Technology Enhanced Learning (EATEL) websites (DHBW).
- Align EAGLE digital learning solution and website design (FOKUS, DHBW, ACCEL).
- Host some interactive elements (e.g. HTML5 based user guide for EAGLE) for the different user groups (FOKUS, ACCEL)

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Impact: On the website, those who are interested in the EAGLE learning solution find everything they need to know about the project, its progress and outcomes, as well as the benefits and use of the actual learning solution. This might motivate them to become involved as validation partners, pilot partners or, later, users of the learning solution.

4.2 Project animation

In many projects the target audience is faced with abstract and very scientific expressions and explanations that hinder the end-user to exactly understand what the project is about and what it means for them. To overcome this challenge, a simple animation of the EAGLE project has been created. The video is permanently displayed in the media section of the website (<http://www.eagle-learning.eu/en/media/photos-videos>). Additionally, it is used during workshops and conferences to show a quick and simple summary of the EAGLE project. This animation helps to raise visibility and increases interest in the project.

At the moment, the EAGLE explainer video is available in English and German. The Montenegrin/Serbian version will be released in fall 2015.

The animation tells the story of Dr. Biljana Djuric, a close-to-60 year old public official, who represents a group of small communities that developed a new ecological waste water system. In order to share this idea with other communities, Biljana uses the EAGLE learning solution. The animation lasts for about 2,30 minutes.

Impact: The animation shows EAGLE's purpose and objectives in a captivating manner by combining storytelling, text, sound and pictures. This draws the attention of potential users of the EAGLE learning solution, makes the project concrete for stakeholders, is attractive to be shared via social-media and, finally, brings people to the EAGLE website if they want to find more in-depth information.


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Figure 4. Video animation explaining what the EAGLE learning solution can be used for.

4.3 News-Blog

To increase the interest of the EAGLE project a “News-Blog” has been set up on the website. It unites the advantages of a “News” and a “Blog” section meaning that any news-related topics will be uploaded in this section and will be categorized accordingly. Besides this feature, the users are able to comment on each article published. This should further the exchange of opinions and ideas. With emphasis on the social media aspect, all articles can be shared or tweeted if the reader deems important.

Impact: Continuously updated content increases the ranking of the EAGLE website in Google search and other search engines, it is attractive to be shared via social media and can therefore draw the attention of potential users to the project, and finally, it can be used to show to stakeholders who are already involved in the project that the learning solution makes progress, thus keeping them interested.

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4.4 Social media and multi-media EAGLE programme (all target groups)

The following future development of the EAGLE programme is planned for year 3 of the project to support the community building as described in Section III:

- Twitter has been used to distribute news and ongoing activities through dedicated EAGLE posts (@eagle-learning) or automatic retweets from EAGLE team members through a dedicated hashtag (#eagle_open). This concept of creating larger authoring base using the hashtag can include relevant tweets from other stakeholders of the project.
- For the last year of the project, the construction of a social media marketing plan is envisaged. Such a plan would cover the question of who posts what and when on what social media. Social media might be particularly useful for reaching IT providers and e-learning providers in different regions of Europe.
- An EAGLE multi-media programme will present the functionalities of the EAGLE learning solution.

Impact: Social media draw the attention of potentially interested people and organisations to the EAGLE learning solution and in particular to the website with more information. Social media can also be used to elicit feedback from key stakeholders to further improve the learning solution.


4.5 Target-group specific factsheets, brochures and flyers

A general project factsheet (see Annex 4) has been produced in order to inform the public and different stakeholders about key project information. The factsheet includes the following:

- Background information
- Project objectives
- Work plan
- Project impact
- Information about the Consortium
- Project length and budget

More factsheets, posters, roll-ups, brochures and flyers have been produced (see Annex, section 4) for events and communication activities that contain information specifically for the respective target group. More will be produced for other communication activities and possibly events.

Impact: Well-designed and stakeholder-specific print material serves to draw attention to the project during events and they tell stakeholders very quickly what they need or may want to know about the learning solution or other aspects of the project at a certain moment.

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4.6 Press activities (local administrations)

The three main objectives of our press activities are to i) raise awareness for the novel digital learning solution, ii) attract communities for the use of EAGLE and iii) support “community building” (see Section III).

Table 3. EAGLE press activities to date

Title	Media Name	Publication Date
So tauschen Kommunen Erfahrungen	eGovernment Computing also appeared in: Deutsche Handwerks-Zeitung	June 2015
Lösung für ländliche Gemeinden	Kommune21 - die Fachzeitschrift für E-Government, Internet und Informationstechnik für Verwaltungsspitzen, Amtsleiter, Dezernenten und IT-Entscheider in Städten, Gemeinden und Kreisen	May 2015
Kommunen wollen Wissen und Erfahrungen austauschen	Press release for the 16. Congress "neueVerwaltung" in Leipzig	May 2015
Ein Ort der Vernetzung - erster DHBW Forschungstag	DHBW Heidenheim	February 2015
Projekt EAGLE: Open Learning Platform für die Verwaltung	Fraunhofer FOKUS eGovernment Newsletter	June 2014
EU-Forschungsprojekt EAGLE gestartet	Update (SRFG Newsletter)	March 2014
La science informatique au service de l'apprentissage	Letzebuerger Gemengen	March 2014
Die Netz-Pionierin	Heidenheimer Zeitung	October 2013

Impact: Press activities aim to draw the attention of a specialised audience, i.e. decision-makers in communities, to the EAGLE learning solution. These will also serve as multipliers and hence help reach many people who then might visit the website or contact one of the EAGLE partners to know more about the solution.

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4.7 Scientific publications and presentations (scientific community)


The overarching aim of the science related dissemination activities are to spread the scientific project results to the scientific community. DHBW in its role of Task 9.2.2 leader monitors the partner activities and achievements continuously. All partners follow the rules and the publication related defined process as laid down in the Consortium Agreement, including 30 days prior notice to other partners.

Although scientific publishing and reviewing cycles take their time, several scientific publications of posters and papers have been published in the context of EAGLE. These publications are listed on the EAGLE website and permanently updated at <http://www.eagle-learning.eu/node/144> (see also Annex 5).

Impact: Scientific publications and presentations help to spark scientific discussions around the chosen methodology and developed technologies and generate future research and development projects with other research groups.

Table 4: Upcoming opportunities for scientific dissemination:


Conference	Location	Date
UIST - ACM User Interface Software and Technology Symposium	Charlotte, USA	8–11 November 2015
Universal Design in Education	Dublin, Ireland	12–13 November 2015
Communities & Technologies 2016	Troyes, France	not announced yet
ICETI 2016 - The 7th International Conference on Education, Training and Informatics	Orlando, Florida	8–11 March 2016
Multikonferenz Wirtschaftsinformatik (MKWI)	Ilmenau, Germany	9–11 March 2016

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5 Evaluation and impact

EAGLE monitors the effects of its dissemination activities with the following means.

Dissemination measure	Assessment criteria	Tool	Who/When
Website	<ul style="list-style-type: none"> • growth of unique visitors • session length • duration of visit on specific pages • traffic coming from other sites (e.g. social media) 	Google Analytics	ACCEL Bi-annually
Press	<ul style="list-style-type: none"> • take-up of media releases by the media 	Google Alerts or direct contact to targeted media	ACCEL continuously
Project animation	<ul style="list-style-type: none"> • views on YouTube • unique visitors of corresponding page on website 	Google Analytics	ACCEL Bi-annually
News-blog	<ul style="list-style-type: none"> • number of comments • unique visitors 	Google Analytics	ACCEL Bi-annually
Social media	<ul style="list-style-type: none"> • number of tweets • number of posts • number of likes • number of questions 	Individual analysis	ACCEL Annually
Factsheets, brochures, flyers	<ul style="list-style-type: none"> • comprehensibility • answers stakeholders' questions • number of distributed flyers and brochures 	Observation	Organisers of respective events
Scientific publications and presentations	<ul style="list-style-type: none"> • citations by other authors 	Observation	Authors of respective papers

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III EAGLE Exploitation: Making EAGLE sustainable

1 EAGLE market environment

1.1 Market and demand

1.1.1 Market size and potential

As outlined in Section I, there are many local rural governments in Europe that may profit from EAGLE's learning solution. Among other things, the consortium was built to represent different settings for these many local governments:

- Luxembourg represents one of the most well-off European countries, but also one of the small countries.
- Similarly, Ireland is a small country, but particularly at the time of proposal writing in a much less favourable economic situation than Luxembourg.
- Montenegro is a small country as well, not yet an EU member state and in a much more challenging economic and infrastructural situation.
- Federalism is a decisive feature of the administrative system in Germany, it is not so in Luxembourg and Montenegro.
- Both Luxembourg and Montenegro bring the challenges of multi-language use into the project; a challenge typical for any solution at least feasible for European use.


The consortium members contacted municipalities in their respective countries and involved those interested in a pre-study to identify the needs the project should target. Therefore, EAGLE is testing and validating its platform in a selection of countries: Luxembourg, Ireland, Montenegro and Germany.

Relevance for EAGLE: The high number of municipalities and districts in Germany, Luxembourg, Ireland and Montenegro, combined with the high share of predominantly rural or intermediate regions, as shown in Figure 2, illustrate that there are many local rural Governments in the EU which are potential users of the EAGLE learning platform in the long run. The different settings within which these local governments are acting are taken into account by validating the EAGLE learning solution in different regions.

1.1.2 Demand for e-learning solutions

European Governments and public administrations

In some countries there are governmental bodies and public administrations which are using e-learning solutions. **State, provincial, and local governments** are **avid buyers**, primarily for employee training, but they also purchase products for their constituents. Also federal government agencies across the planet are buyers of self-paced e-learning products.

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For example, The National Health Service (NHS) in the UK purchases a significant amount of custom development services for courses used to train their employees and to educate the public on healthcare issues (Ambient Insight 2013: 28f).

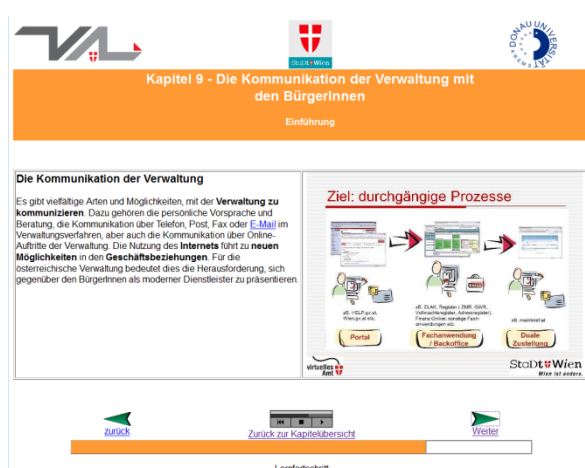


Figure 5: Screenshot of eLearning for eGovernment in Vienna


The centre for eGovernment of the Donau-University Krems created the eLearning and eGovernment project in collaboration with the city of Vienna. The project has the goal to support the Austrian eGovernment strategy with e-learning content (Donau-Universität Krems 2014).

The EU funded project BEAM 21 developed e-learning courses for 9 different countries. They used

Moodle to offer training for local municipal staff and decision makers in Europe on municipal climate protection and intelligent energy measures (BEAM 21: 2012).

In the **United States** many of the most popular **e-learning companies** already **collaborated** with **US government bodies**. In Asia, government-funded projects related to literacy development in rural areas are a major driver to the introduction of e-learning. In the **Middle East**, Governments use e-learning as an educational method **for employees** in the public sector (docebo 2014: 11). The Kenya school of Government provides self-paced e-learning courses employees for the Government of Kenya (KSG 2014). In **Australia** the Australian Centre of Excellence for Local Government provides an e-learning platform for local government employees (ACELG 2014). Some **trans-national government bodies** are also offering e-learning portals. The **NATO** offers over 100 online courses on their portal. The **UNESCO** provides a collection of e-learning tools aimed at high school students, university students, educators, and teacher trainers as part of UNESCO's ICT in Education Teacher Training Series (Ambient Insight 2013: 29). The Online Training Centre of the United Nations Public Administration Network (**UNPAN**) provides e-learning courses with content relevant for government employees in 8 languages (UNPAN 2014) and CSIR South Africa supported the launch and successful implementation of OERs for teacher training all over Africa (OER Africa).

There are **many examples** of local and federal **governments**, of public administrations and of other government **bodies using self-paced e-learning platform for employee training outside Europe**. This illustrates how **beneficial** such e-learning platforms can be for government bodies. However, most of the European local governments still use face-to-face education for training their employees.

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Relevance for EAGLE: e-learning seems to be useful to governments outside of Europe. Because there is no apparent reason why it should not be useful for local governments in Europe and because it is yet rarely use by European local governments, there is a **high potential market demand for the EAGLE Open Learning Solution.**

Validating countries

In autumn 2012 and 2013, the EAGLE consortium members conducted a non-representative empirical study within more than 20 selected local governments in Germany, Ireland, Luxembourg and Montenegro with the aim of reaffirming the above trends and identifying learning needs and facilities (Deliverable 2.1). **None** of the investigated communities uses an **e-learning platform today** and there are no statistics available on e-learning platforms in public administration. Telephone interviews and internet research found the Moodle and Ilias platform in use in regional training centres for public administration and to a lesser extent in some of the universities with a public administration focus. Most of the **training** in the **public sector** is still offered **face-to-face (F2F)** in a classroom setting. Many of the local government employees feel they are taking away time from their clients when learning during work time. Some senior staff in local government do not encourage spending work time on learning. Others cannot attend learning, because they or their management do not know how to bridge the time of absence.

Relevance for EAGLE: These findings confirm the potential high demand in the many European local rural governments.

1.2 Potential cooperation partners and customers

1.2.1 Open source software market: IT companies to maintain the EAGLE Open Learning Platform

Open source software (OSS) in general offers business opportunities to IT companies with the necessary knowledge and skills. With open source products, **revenues** usually do not come from the product itself but **from provided custom services, training, hosting, and technical support** (Ambient Insight 2013: 21).

The EAGLE platform will be completely open source. It thereby **supports typical business models including integration support and services, subscriptions for updates and support, hosting services and proprietary components** for segments of the user base. In this specific context, regional IT providers are expected to show great interest in the environment consisting not only of the platform, but also change management, OER and instructional design. Successful examples of open source companies are [Acquia](#) or [Talend](#). The technology providers listed below (Table 5) have expressed their interest in EAGLE's open source code and its future use for public administration and beyond:


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Table 5. Interested IT/e-learning companies

Company	Country
CITO	NL
Breakthrough	USA
ILIAS open source e-learning e.V.	DE
Belingoo S.A.	LUX
ETS	USA
Open Assessment Technologies S.A.	LUX
TBA21 G.m.b.H.	DE

The total value of OS products generated in 2006 amounted to €12 billion and has continuously increased by >20% annually (Study of the European Commission on the “Economic impact of open source software on innovation and the competitiveness of the Information and Communication Technologies (ICT) sector in the EU”). The growing importance of OSS has also been reflected by the ICT sector with IT development companies and technology providers accounting for about 565.000 jobs and revenues of €263 billion in 2008 (Diedrich 2009). A direct impact of OS solutions on Europe’s economy is obvious and EAGLE will benefit from this trend.


Additionally, open source developer communities around Apache Stanbol (c.f. <http://stanbol.apache.org/>) and Apache Marmotta (in incubation at: <http://incubator.apache.org/projects/marmotta.html>) are likely to also have an interest in our technology and OER contents.

Today, Open Source Software is well-established in server operational systems, web and mail servers, data bases and middleware and thus represents a critical component in many organisations. OSS is already a part of the software strategy in many companies and stands a high chance of being adopted by the public sector (Gartner Report, 2011).

(www.opensourcepublicsector.de)

Rural local governments, which are the focus of this project, typically use **services of IT providers** organized as associations of local governments or in very similar forms of organisations. The associated partners and validation partners include those associations and networks on regional, national and European levels, who intend to use the results of the project in the future.

Furthermore economic exploitation of the results through open source businesses will be encouraged by publishing the resulting software solution at **dedicated websites** such as **Sourceforge** or **Github**.

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Relevance for EAGLE: While OSS has concurrently been used and adopted in various instances by the public sector, it seems to be less common and/or less widely spread for learning applications. On the other hand, the OSS and OER concept offers an opportunity for smaller organisations, such as the target group, benefit from online knowledge exchange and learning. **EAGLE therefore fills a gap in the current OSS and OER “portfolio”, notably for public administrations.**

1.2.2 E-learning market: Potential providers of EAGLE digital learning solution

The worldwide **e-learning market** is expected to show a **fast and significant growth** over the next three years. In 2011 the worldwide market for self paced e-learning reached \$35.6 billion. A five-year compound annual growth rate of around 7.6% is estimated. So the market is expected to reach \$51.5 billion by 2016 (docebo 2014: 4). Figure 6 illustrates the five-year compound annual growth rate of different e-learning products. For **hosted tools and platforms** the **fastest growth** is estimated, followed by packaged contents. Packaged content is expected to generate the highest revenues of all self-paced e-learning product types until 2016 (Ambient Insight 2013: 29).

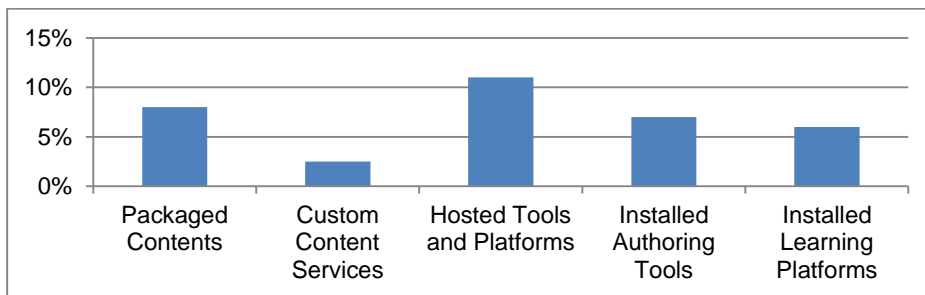


Figure 6. 2011-2016 Growth rates by product (Ambient Insight 2013)

After a boom of self-paced e-learning companies in 1999 and 2000, investments bottomed out in 2004. In **2012 investments were the highest since the boom years of 1999 and 2000** (Figure 7).

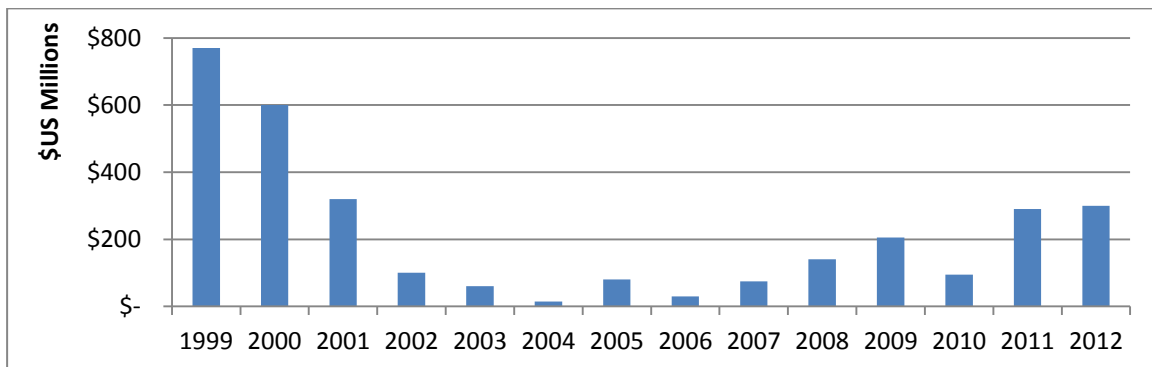


Figure 7. Private Investments in self-paced e-learning



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In 1999, most of the deals were made with corporate-facing suppliers. In 2012 on the other hand, only 5 of 58 investments to e-learning suppliers were made to corporate-facing suppliers. The vast majority of investments went to primary and secondary education (PreK-12) and higher education suppliers. Most of the e-learning suppliers serving the PreK-12 e-learning market were start-ups and almost all of the higher education suppliers were established businesses with visible revenue streams. Clearly, investors are willing to take risks with start-up PreK-12 suppliers, but not necessarily with start-up higher education companies (Ambient Insight 2013: 26).


Western Europe is the world's second largest buying region for e-learning products and services after North America (docebo 2014: 4).

Table 6. Total e-learning market (docebo 2013)

	2013	2016
Total	40,605	51,172
North America	23,800	27,100
Western Europe	6,800	8,100
Eastern Europe	729	1,200
Asia	7,100	11,500
Middle East	443	560
Africa	333	512
Latin America	1,400	2,200

A new trend is the entrance of telecommunication providers into the global e-learning market. In several countries and sometimes across regions they are offering self-paced e-learning products targeted to consumers, corporations, **government agencies**, and academic buyers. However, in Europe only in **Spain** a **telecommunication operator** is present in the e-learning market. Outside of Europe it is common for telecoms to compete in the learning technology markets in South Korea, Spain, Brazil, India, Japan, and most of the countries in Africa (Ambient Insight 2013: 26f).

Relevance for EAGLE: Overall the e-learning market in Europe is growing fast. This will be beneficial for EAGLE since there are many e-learning providers with a potential to collaborate with the consortium to exploit the EAGLE results.

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1.3 Competition

1.3.1 Competing providers of e-learning solutions


There are more than 500 providers in the market of Learning Management Systems (LMS) and only five of them have a market share over 4% (docebo 2014: 9). In specific market sub-sectors there are solutions on the market with a much higher share. In the Education and Government sub-sectors of the e-learning market Moodle has a more than 30% share (docebo 2014: 11).

There are a few samples of e-learning providers which have European government entities as customers. A smaller UK-based provider for e-learning and blended learning called “blend by learning resources international” (URL) has launched a Learning Gateway including around 400 e-learning courses in 2009 for the Cheltenham Borough Council, a medium sized local authority with around 90,000 constituents and around 1,000 employees (Iri, 2009). EXact learning solutions, a leading provider of learning content management, and e-learning for Healthcare (e-LfH), a commercial content developer in the UK are two major suppliers to the National Health Service (NHS) in the UK (Ambient Insight 2013: 28f). Brightwave Ltd, a provider of e-learning solutions for workplaces based in the UK has several UK government bodies such as the City of Edinburgh Council, Glasgow City Council, National Trust, NSPCC, Renfrewshire Council, South Lanarkshire Council and The Home Office as customers (Brightwave 2014).

Figure 8 (see below) shows the twenty most popular e-learning providers available on the market. Twelve of **the most popular e-learning providers** are providing an e-learning solution for some kind of government entity. Only three of the most popular solutions are open source.

However, most of the providers can be seen as a competition for EAGLE since they **offer** the possibility to train employees of local governments. Especially providers with government entities as **customers** should be considered when entering the market and targeting local governments. Most identified government bodies who are using one of these popular options are federal governments of the United States. The most popular e-learning providers seem not to have targeted local governments in Europe.

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(Brightwave 2014). Although these examples show government use, they are far from the target group of this project, characterized by a multitude of small organisations with similarly small budgets. This makes them less of an attractive market for e-learning providers, similar to the situation of small companies, while they at the same time could benefit most from having access to exchange and knowledge resources suitable to their specific needs, which vary greatly from those of larger organisations.

Relevance for EAGLE: Because only three of the most popular e-learning solutions are Open Source and only a few of the biggest e-learning providers have targeted local governments in Europe, EAGLE's learning solution does not face much competition.



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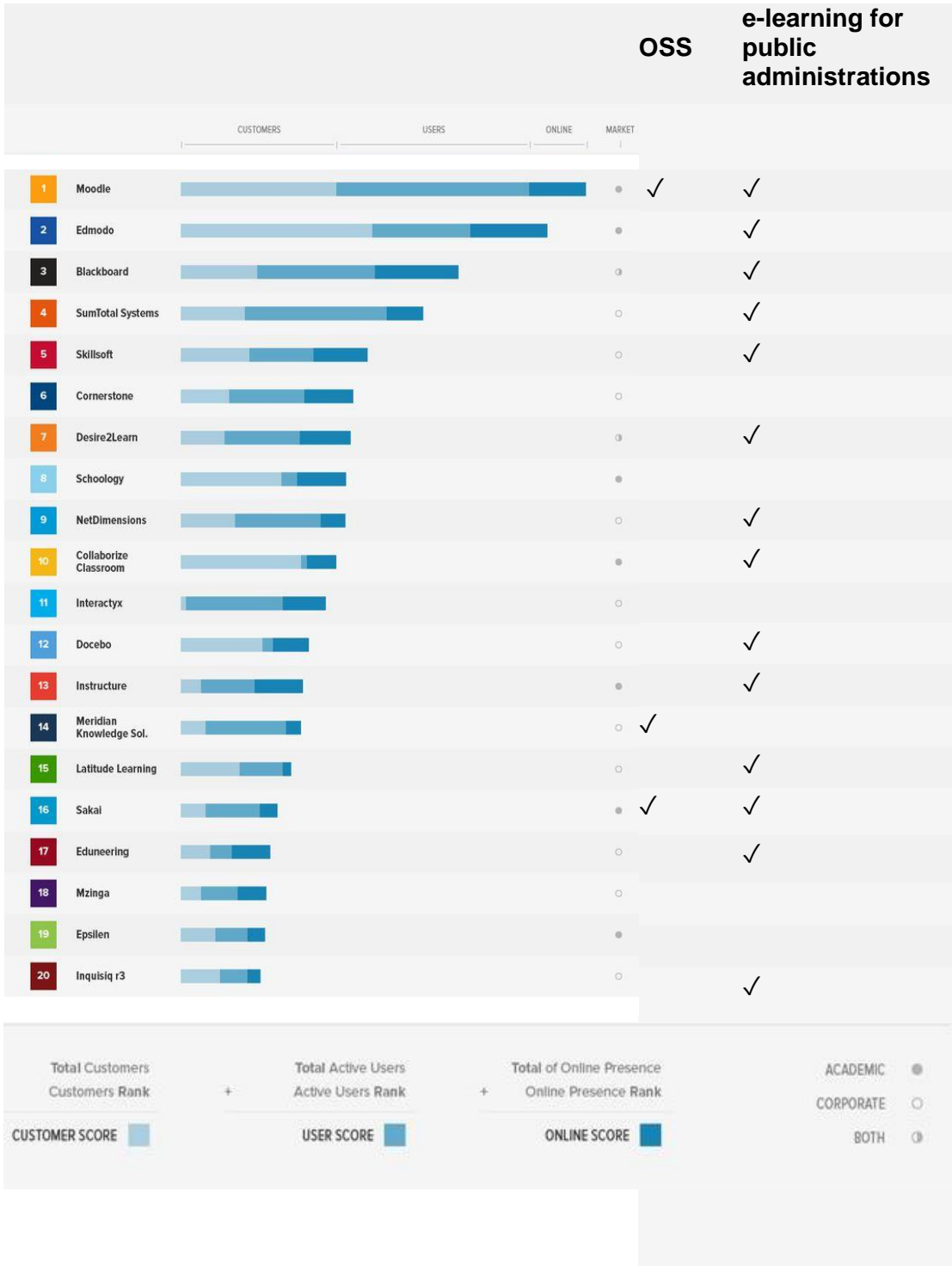


Figure 8. Most popular LMS (Capterra 2014)



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1.3.2 Competing products

There are a number of **Open Source learning solutions** available on the market, with various functionalities. **Fehler! Verweisquelle konnte nicht gefunden werden.** below shows the extent to which our EAGLE OER/OS Learning Platform goes beyond existing solutions and its wide range of functionalities.

Table 7. Comparison of functionalities between current learning solutions and EAGLE


Current solutions	Functionalities	WCAG 2.0 A	WCAG 2.0 AA	ATAG	SCORM learning content	LMS QTI Test items	Semantic-based Content	Use of Linked Data	Content Authoring	Self-assessment Item Management	Process/Workflow support	Argumentation tools	Cross device support	Communication support	Support for contextualisation change mgt	Integration of other information platforms	File sharing	Metagabata support	Harvesting
1. Open Source Learning Platforms	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
-- 1.1 Moodle				✓	✓			(✓)					✓						(✓)
-- 1.2 Olat				✓	✓								✓						(✓)
-- 1.3 Atutor	✓	✓	✓	✓	✓				✓			(✓)	✓				✓	✓	✓
-- 1.4 Chamilo				✓	✓							(✓)	✓		(✓)	✓	✓	✓	✓
-- 1.5 Claroline				✓	✓				✓				✓						✓
-- 1.6 DOKEOS Free			✓	(✓)	✓				✓				(✓)	✓		(✓)	✓	✓	✓
-- 1.7 Ilias				✓	✓				✓				✓	✓					✓
2. Open Educational Resources (OER)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
-- 2.1 eXe Authoring tool				✓					✓										
-- 2.2 Learning Activity Management System					(✓)								✓						✓
-- 2.3 Google Course Builder									✓										
-- 2.4 OER commons Platform									✓										(✓)
-- 2.5 Openscout Platform				(✓)		(✓)	(✓)	✓				✓	✓	✓	✓	✓	✓	✓	✓
-- 2.6 Merlot Platform				✓	(✓)														(✓)
3. Open data platforms	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
-- 3.1 CKAN						(✓)	(✓)					(✓)			✓	(✓)	✓	✓	✓
-- 3.2 LOD2						✓	✓					(✓)		✓	✓	✓	✓	✓	✓
-- 3.3 Open Cities						✓	✓					(✓)	✓	✓	✓	✓	✓	✓	✓
-- 3.4 GovData						(✓)	(✓)					(✓)	(✓)	✓	✓	(✓)	✓	✓	✓
-- 3.5 Dspace						(✓)	(✓)					(✓)	(✓)	✓	✓	✓	✓	✓	✓
EAGLE OER/OS Learning Solution	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Relevance for EAGLE: While there are other Open Source learning solutions available, EAGLE's learning solution will be by far more powerful in terms of functionalities.

1.4 EAGLE partners

Having analysed the environment of EAGLE, this section now takes a look at the resources that the EAGLE consortium has to cope with this environment.

EAGLE partners traditionally have strong ties with local, regional and national authorities responsible for vocational training and qualifications in public administrations. Some of them actually play an active role in associations promoting eEnabling for communities and regions (e.g. Fraunhofer as founding member of "Kommune 2.0", <http://www.kommune2-0.de>).

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The EAGLE consortium also has a dense network to e-learning organisations and research projects that can be used for exploitation purposes. This network includes:

- LGMA, Ireland; KIRU and KGSt, Bundesarbeitsgemeinschaft eLearning Fachhochschulen für den öffentlichen Dienst, Deutscher Landkreistag, Germany and others.
- PEP-Net, Pan-European Network of E-Participation.
- Memberships in highly relevant associations such as the Technology Enhanced Assessment and Feedback of the European Association of Technology Enhanced Learning (LIST as Chair of SIG TEA); German Society for Informatics and German Society for Technical Communication (Fraunhofer); Association for Computing Machinery ACM, Institute of Electrical and Electronics Engineers (IEEE), European Distance and E-Learning Network (EDEN) and Association for Learning Technology (ALT) (DCU and DHBW); EARTO – European Association of leading Research and Technology Organizations (SRFG); International Association of Mobile Learning and Association for Learning Technology (Vice President and Founding Director/Research Board Member, WLV).
- EAGLE partners are engaged in EU funded projects in the research areas addressed under this call:
 - FP7 projects IMPACT Integrated Method for Policy Making Using Argument Modelling and Computer Assisted Text Analysis (Fraunhofer); PALETTE: Pedagogically sustained Adaptive Learning through the Exploitation of Tacit and Explicit Knowledge TUDOR); IP IKS: Interactive Knowledge Stack, Ki-Wi: Knowledge in a Wiki, eLearning OLCOS and agINFRA: A data infrastructure for agriculture (SRFG); DERREG Developing Europe's Rural Regions in the Era of Globalization: An Interpretative Model for Better Anticipating and Responding to Challenges for Regional Development in an Evolving Internationalisation (ACCEL) and SOMECHAT Social media supporting diaspora (ZHAW); OP4L (Online Presence for Learning) (SRFG); OpenScout, OpenDiscoverySpace (HRW); Up2UML – Upskilling to Object-oriented Software with UML (DHBW).
 - EU CIP project SPOCS: Simple Procedures Online for Cross- Border Services. Large-scale pilot project launched in May 2009. Aims to build the next generation of online portals. (TUDOR, now LIST).
 - Other EU funded projects including TEMPUS Enhancing the quality of distance learning at Western Balkan higher education institutions and HOMER Harmonising Open Data in the Mediterranean through better Access and Reuse of Public Sector Information (UNIM).

Relevance for EAGLE: The consortium is in a good position to promote the learning solution to target groups.




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2 Goals

EAGLE aims to

- use existing channels of its partners to promote the learning solution

and to create a learning solution that

- is can be used by e-learning providers and IT providers alike
- satisfies the learning needs of local rural governments
- can integrate existing Open Educational Resources
- goes beyond existing e-learning solutions

3 Target Groups

The primary target groups of exploitation are those already outlined in Section I:

- Local government bodies/local authorities
- Regional technology providers for public administration
- Regional training providers for public administration


4 Differentiation strategy and value proposition

As shown in section 1.3, many e-learning providers already offer their services, a lot of Open Educational Resources do exist and there is certainly not a lack of electronic platforms for knowledge sharing, content creation, collaborative work and so on. In order to stand out in this market and in order to convince the stakeholders that the EAGLE learning solution is not yet another electronic platform, it has to differentiate itself through a number of features and services around the electronic platform. The most important features are described in this section.

4.1 Easy to implement

Many factors of rural governments such as demographics, law & regulations, IT infrastructure, budget etc. are changing. The EAGLE project will develop **a basic change management strategy. The entire local government** organisation will be **involved** in the change management process accompanied by EAGLE. The two main questions driving research investigation on change management will be pursued. a) “What are the antecedents or consequences of changes in organisational forms or administrative practices?” and b) “How does an organisational change emerge, develop, grow or terminate over time?”

E-enabling is a central skill set for most other critical 21st century skills. For this reason, **e-skills** are at the heart of the instructional design work and the **automatic question item generation** will focus on ICT and information literacy skills. The OER documentation will

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include e-enabling activities of the project. These **skills** are **needed for new forms of learning** like cross-device learning and OER learning.

More recently the concept of time-based blended learning has been introduced. The focus is on a mix of synchronous and asynchronous activities; the EAGLE project aims to combine existing **synchronous training** opportunities of some of the associated partners from the regional training centres with **online self-managed and often asynchronous learning**. EAGLE will improve the benefit for the user of the search and navigation function of the platform by **including offers from traditional training providers, besides open learning resources identified by the system**.

4.2 Easy to use

EAGLE's open learning platform is not only a piece of software, it is accompanied with tools that facilitate the use of the platform: solutions for cross-devices learning, for OER content creation and sharing for stakeholders who have no background in pedagogy.

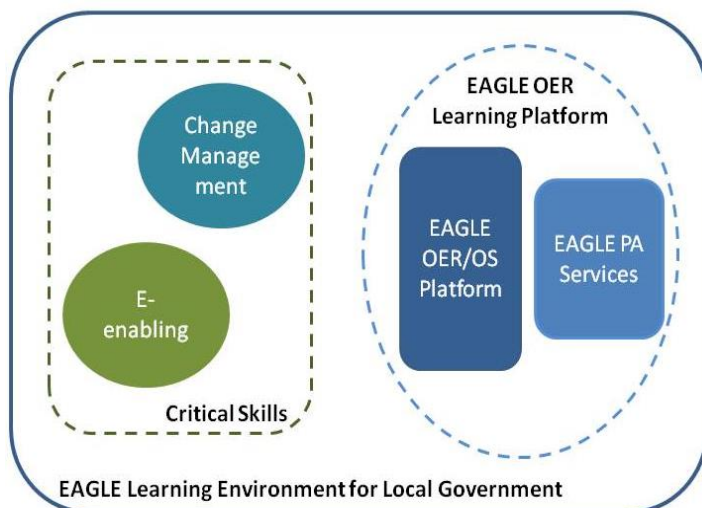



Figure 9. EAGLE holistic concept of e-learning

On the one hand, EAGLE will address the development of critical skills, namely **change management** (Critical Skill 1) and **e-enabling** (Critical Skill 2), which will facilitate the take-up of innovative learning methods and systems. On the other hand, EAGLE will deliver an OER Open Source e-learning Platform with specific OER services for public administrations that can be fully exploited with these critical skills.

The EAGLE OLP will enhance existing Open Learning Platforms with **public administration specific user services** like **argumentation technology** and general learner support through **automatic question item generation from OER** and easy access to OER tools. EAGLE will benefit from **previous related work of our partners** such as Ariadne (<http://www.ariadne-cms.org>) and OpenScout (<http://learn.openscout.net>) developed by Fraunhofer, which provide access to a variety of (open educational) resources. EAGLE will be built based on existing methods and tools such as the concept of process maps and the argumentation technology tool Carneades (<http://carneades.github.io>), also developed as open source by Fraunhofer.

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4.3 High-quality and low-cost content

With the help of OER and tools to localize existing OER to different contexts, EAGLE makes sure that the learning platform can be filled with high-quality, low-cost content.

OER can be defined as **any digital object** which can be **freely accessed, available in an open format that allows adaptation** and used for **educational purposes**. This broad definition includes a lot of different objects, such as digital learning objects, software tools like wikis or authoring systems, simulations or animations, electronic textbooks, but also lesson plans or experiences shared. The main aspect is that the object can be used to improve education.

Various **communities** provide an **enormous amount of OER** for different purposes. Several US universities and a community formed by European universities share and distribute content. Typically OER created within these organisations, are created by education experts. Unlike those organisations, EAGLE aims to strengthen the capabilities of lay-creators of OER and strongly supports exchange of knowledge and experience as a key feature, combining OER with Wenger's concept of communities of practice. EAGLE engages and enables to contextualize **OER** across geographic and organisational borders. It is one of the key issues to bring together **public administration bodies** to **collaboratively utilize OER**. As an example, new project management and leadership techniques are necessary in all countries and organisations. The basic OER for those topics are **widely available in high quality levels**. Thus, EAGLE is working on an answer to the key question: **How can these resources be adapted to a certain context and into local languages?**


4.4 Systematic and rational

The Carneades argument system provides a number of tools, all based on a common formal and computational model of argument graphs, for argument construction, diagramming, evaluation and opinion polling.

It is perhaps the most advanced argumentation system integrating sense-making and computational models of argument and was developed in a number of European projects, including ESTRELLA and IMPACT. No other system yet exists with this combination of features or level of integration.

The Carneades system is particularly suitable for government applications. It includes a rule language designed specifically for modelling legal norms and argumentation schemes, and building collaborative decision-support systems for public administration, for example for processing claims for social benefits.

In EAGLE **Carneades** will be **extended** with better **support for collaborative learning** and argumentation schemes for case-based reasoning, and the **integration of Online Educational Resources (OER)**. This will also be achieved by validating our research results through a demonstrator or pilot application for supporting collaborative learning by employees in local government responsible for example for processing claims for social benefits in some government agency.

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A novel automatic test item generator uses the construct maps and item templates of the framework to generate test items using multimedia OER elements for assessing information literacy (assessment). Existing authoring tools are compared and integrated into the platform. **Best practices for authoring, adapting, and sharing OER are developed for non-OER experts.**

4.5 Meeting open standards

The use of open standards by EAGLE is in accordance with the Malmö Declaration. The use of OER under Creative Commons licence specifically allows for reuse. The combination of the open data platform with the learning environment enables open data to be directly fed into various user services of the EAGLE Open Learning platform. Both aspects are supporting the ideas behind the Granada Declaration.

The EAGLE consortium follows an **Open Innovation** approach with regard to sharing and exploiting both Knowledge and “Intellection Property” based on five pillars:

1. Open Source (directories <http://sourceforge.net/> (DAS directory) and <https://github.com/about>)
2. Open Content Licences [Creative Commons](#)
3. Open Source Licences [BSD und GNU General Public Licence](#)
4. Open Educational Resource Repositories ([OER info](#), [OER search](#) and [OER repositories](#))
5. Open Data/Open Government(Data), <https://www.govdata.de>
6. Open Access (Publications)


For these reasons, the deliverables of all RTD and Dissemination work packages will be of a public nature and newly generated knowledge will continuously be a) evaluated for dissemination and exploitation by each partner and b) proposed to the Steering Committee for open / public use.

4.6 Meeting interoperable standards

The input for e-learning policies might be of interest to regional and national public administration striving towards Action 68 of the Digital Agenda for Europe (DAE). The stimulation of take-up of learning technologies in local government as one of the main expected impacts outlined in the work program corresponds to many of the goals of Digital Agenda for Europe, a flagship initiative of the European Union.

Contribution to standards (long-term):

The OER data registry developed in EAGLE will be based on the IEEE OER standards and the de-facto open data standards by [CKAN](#) so that also online education resources for public administration follow both the OER standards and also the [European Public Sector Information Directives](#) (PSI). This will enhance European interoperability. The open

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standards developed by EAGLE are not only in accordance with the [Malmö Declaration](#) but have a clear potential to set a new benchmarking and standard.

All standards that are covered by EAGLE and the reasons why other relevant standards are not covered are collected in a standards requirements document (see Annex 6)

5 Plans for Exploitation


5.1 Management of Foreground Knowledge

This section outlines the basic plans for the management of intellectual property rights. Part of these plans are already set (like the decision to publish newly developed software as open source) others are yet to be elaborated and evaluated as the project progresses (like the question what licences will be used for parts of the EAGLE learning solution as well as for the platform as a whole).

5.1.1 Ownership and Intellectual Property (IP)

The main instrument for the regulation of the Intellectual Property Rights is the Consortium Agreement. It defines precisely the role and duties of the partners and of the project coordinator, as well as the terms of reference for the exploitation of the foreground knowledge and access to the relevant background knowledge. In the Consortium Agreement, each project partner indicates its policies with regard to existing knowledge and knowledge jointly developed in the project. The following paragraphs outline the most important elements of this agreement.

- **Background knowledge (pre-existing knowledge):** At the beginning of the project, a list of background (pre-existing) knowledge was available to project partners in which project partners have declared background knowledge they consider relevant for the EAGLE project.
- **Foreground knowledge and jointly developed knowledge:** Before the project started, project partners signed the Consortium Agreements for the management of the foreground knowledge generated in the project. Where several parties have jointly carried out work generating Foreground and where their respective share of the work cannot be ascertained, they have joint ownership of such Foreground.
- **Access rights:** Access rights to Foreground other than software are granted on fair and reasonable conditions and upon written agreement between the parties concerned.
- **Open source policy:** The EAGLE consortium partners have agreed that all tools, components, services and documentation (e.g., handbooks) in EAGLE will be developed as open source. This will allow for an early adoption of the developed technologies by a broad community of users, developers and researchers. This will also allow for external developers to participate in the development of the project.
- **Open access policy:** To foster the dissemination and exchange of knowledge in science, EAGLE commits to the “Berlin Declaration on Open Access to Knowledge in

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the Sciences and Humanities”. We will also strive to publish all scientific publications online and with open access. Note that supporting the development of Open Source Software is considered as immensely important for the EU economy (c.f. a position paper prepared for IPTS/JRC, delivered January 2004, “Open Source Software: Importance for Europe” [FORG04]).

The ownership and use of rights beyond the end of the project need to be further discussed by the key exploitation partners, according to and in line with the rules of the Consortium Agreement, and a proposed solution to be decided by the Project Steering Committee in the M24 meeting. The outcome will then be included in the Exploitation Roadmap (Deliverable D9.7).


5.1.2 Licencing

Within EAGLE, new software is developed and published as open source; however, not everything is (and needs to be) newly developed: Many parts of the software depend on the work of others who have published their work under various licences. Not all of these licences are compatible with each other. For example, some licences require derivative works to be published under the exact same licence, some do not; some licences allow proprietary code for derivative works, others do not. As EAGLE progresses, the software parts and the licences used by them are to be monitored and potential conflicts to be identified. This is done by a licence matrix (see Annex 7) to which all partners contribute. During development, the goal is to keep as many options for future licencing of the EAGLE learning platform open. Depending on the business model (see next section) and depending on the needs of stakeholders, EAGLE decides what licences will be finally used for what parts of the EAGLE learning platform. The ultimate goal of the licencing decision is to maximize the impact of EAGLE.

5.2 Business models

By business model, EAGLE understands the structure within which EAGLE’s results will be exploited after the project’s end. Such possible models include:

- Software as a Service: The EAGLE learning platform is hosted by an organisation on a subscription basis.
- Consultancy: Advice on how to introduce and use the EAGLE learning solution in local governments is offered to customers.
- Commercial adoption: The EAGLE learning platform is adopted by a company. Possible companies include:
 - IT service providers: Companies that currently offer technical infrastructure, software and services directly to local governments.
 - IT integrators: Companies that offer technical infrastructure, software and services to IT service providers.
 - Companies with close ties to government (like some telecommunication companies)

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- Existing commercial companies who offer consultancy, hosting, localization of the software, creation of OER or other services.
- Spin-off company: Based on EAGLE's results, a spin-off company takes the results a step further and offers consultancy, hosting, localization of the software, creation of OER or other services.
- Non-commercial adoption: Governments, EU-wide associations or other non-profit organisations adopt, develop and maintain EAGLE's learning solution.
- Crowdfunding: Financed by crowdfunding, an organisation further develops and distributes the EAGLE learning solution to local governments until it reaches the critical mass of users and advocates to make it viable in the long run.

Which of these models is the most viable one has to be evaluated during the project by asking the relevant stakeholders. For the **Roadmap for Exploitation (D9.7)**, this decision will be taken and further elaborated.

5.3 Community building


EAGLE builds a community of users and interested stakeholders by constantly involving them into its work (with interviews, questionnaires, face-to-face meetings, etc.), keeping them informed about the development of the learning platform and by validating its findings and work done so far.

Interviews with stakeholders

In order to make sure that EAGLE's results satisfy the users' requirements and sustainably provide benefits to users, EAGLE has conducted interviews in four countries regarding barriers and factors for success for IT-supported learning in local governments. The results for the German communities have been summarized in a 4-page brochure (see Annex 4)

Life validation of the learning solution

The EAGLE project applies a **user-experience based validation**, because ultimately technology and cross-device curricula do not help, if the user experience (UX) is not satisfactory.

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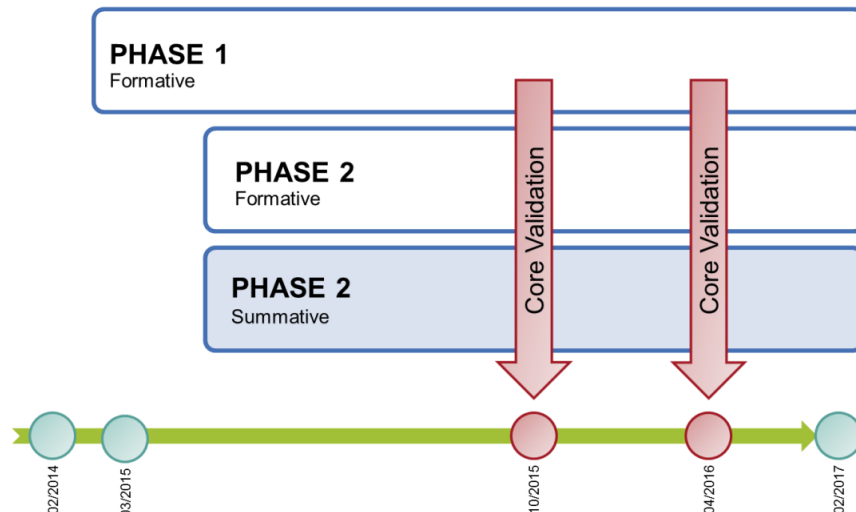



Figure 10. UX-based validation process in EAGLE

In EAGLE, we will use UX methods that allow extracting user input while using the EAGLE solution, **involving the user** and other stakeholders **throughout the project** from the design phase through development, implementation and continued use.

To test and validate the EAGLE open learning platform we have specifically chosen rural local government validation partners from Germany, Ireland, Luxembourg and Montenegro as they represent regions with a different economic situations and a variety of different cultural backgrounds and languages that are **representative for many European countries and regions**:

- **Germany's** local governments were selected from different parts of the country, bringing different regional legislation and common national legislation into the project. Rural local governments are very much affected by demographics and a strong reliance on external partners for training.
- **Luxembourg's** local governments are very settled in general in comparison to many other European regions and affected mainly by general changes of society and changes in law and regulations.
- **Ireland** with its current economic challenges adds more constraints on its local governments. The Irish partner region Donegal County represents remote rural regions, which can be found across Europe. It is not only a border region to the UK (Northern Ireland); it is also situated at the outermost Western edge of the European continent. Donegal County Council provides an extensive range of services ranging from Planning Control, to Social Housing, to Fire Services, etc. Over the last number of years the Council has opened offices in Public Service Centres throughout the county and an extensive range of services are available from each of the Public Service Centres. This has increased the need for easily accessible and decentralised learning.

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- Montenegro** is characterized by changes at all levels, national and regional but also at an organisational level: Montenegro has continued to work on modernising its public administration. Comprehensive reform of the public sector was launched, led by the Ministry of the Interior and the Ministry of Finance, aimed at rationalisation and modernisation. In April 2012, the government endorsed a 2012-2016 plan for reorganising the public sector, with a view to increasing its efficiency in public administration.

German-speaking and English-speaking validation partners allow us to get the project anchored in these two important European languages. The **Montenegrin validation partner is well embedded in the region** and familiar with the role of distributor of new initiatives. Many other countries can benefit from and contribute to in either one of the three hubs of the network. The different languages and cultural backgrounds will also provide the opportunity for finding solutions to challenges arising from this variety and thus making the **EAGLE project results more relevant and easily transferable across Europe.**

Master class to test and create OER

For the first quarter of 2016 a “Master Class” is planned, where employees of local governments will learn how to create OERs from documents already available in their offices. This will help to ensure to lower public officials’ scepticism and reluctance in actively using the EAGLE learning solution. Furthermore, the employees involved in the master class can act as both advocates of the solution and as multipliers by convincing others to use the EAGLE learning solution.

Online conference


For the last quarter of 2016, an online conference is planned. During this conference, employees of local governments can share their experiences with EAGLE and point out strengths and weaknesses.

Questionnaire

In the last quarter of 2015 / first quarter of 2016, an online version of the EAGLE learning platform will be available for testing, initially for selected employees of local governments, then for a wider audience. They can then fill out a questionnaire to indicate their evaluation of the platform, their needs and their interest for future validation or implementation of the learning solution.

Advisory Board

The 10 EAGLE partners will be supported and augmented by an **Advisory Board** with expert leaders in their field of research, and advised by different **Stakeholder Groups**, notably the **Validation Partners** and the **Associated Partners**. These external specialists will play an important role in ensuring that the EAGLE consortium fully addresses the needs of the local governments and interacts optimally with the wider community. They will also help enhance the EAGLE project’s impact, leverage its outreach and facilitate its sustainability beyond the project duration.

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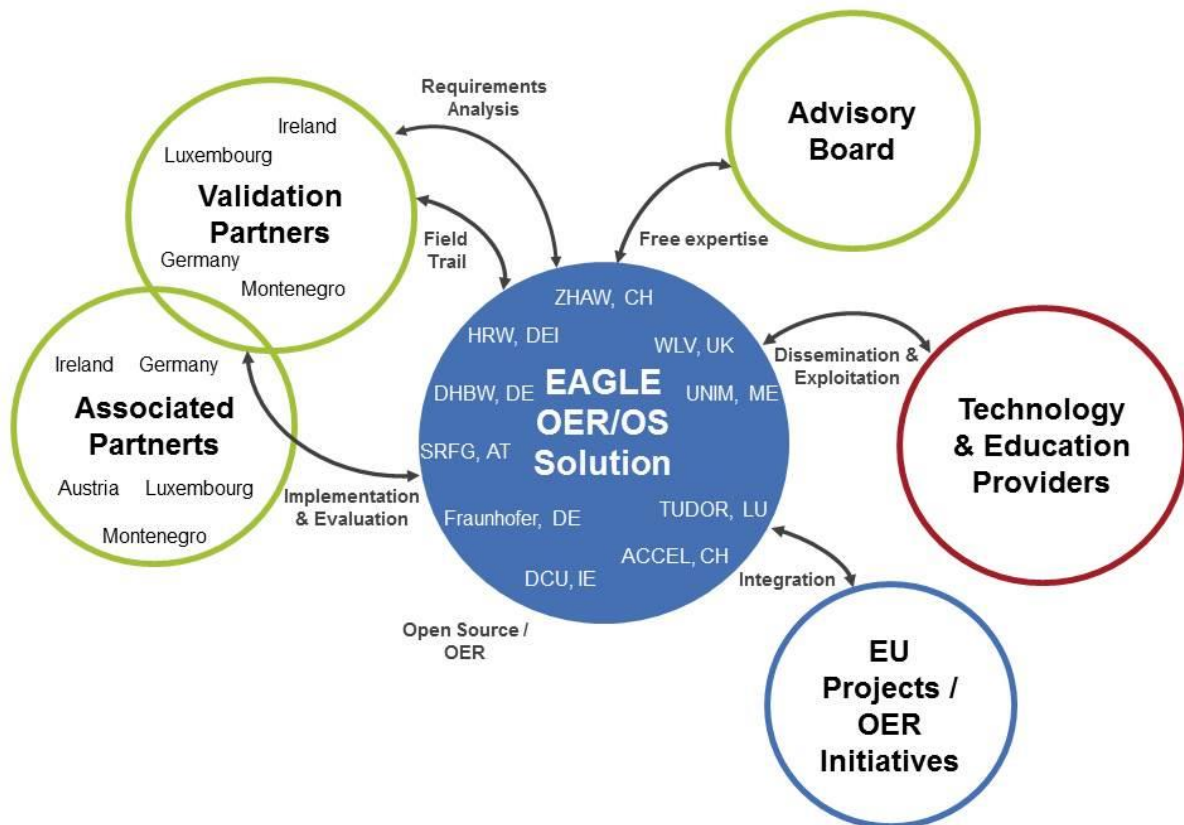



Figure 11. The EAGLE consortium and its network.

The selection of **technology providers** (section 1.2.1) shows that the consortium has the necessary business links to facilitate the commercial exploitation of the EAGLE open source code. The Validation and Associated Partners fully support the EAGLE project and have expressed their commitment to participate in the validation of and/or the dissemination activities of EAGLE.

European and International Links: Additionally, the EAGLE partners are active in highly relevant **international associations**, participate in a number of complementary national and EU funded projects and/or are **involved in OER communities**. All these links and collaborations will be of mutual interest: On the one hand, we expect significant input from our collaborators on all aspects of the projects and, on the other hand, we will use these networks to enhance the outreach of the project and make this a standard OER/OS solution in rural communities, local governments and generally in public administration.

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Newsletter

Once the validation phase of the learning solution has started in late 2015, a newsletter will inform involved and interested local authorities about the results of the validation, invite them to continue or start to be involved and sketch the further development of the project.

Customer Relations Management

When potential users express their interest at events or pro-actively contact EAGLE, their names and other relevant information are stored in a spreadsheet that is available mainly to the members of Work Package 8 (validation) and 9 (dissemination). At events, a template is used to record this information (see Annex 8).


5.4 Promotion of the EAGLE digital learning solution

5.4.1 Events for public administration and training providers

Regional technology providers for public administration need to be convinced of the new open learning solution to use this method for public administration learning. During large public administration events, such as the German congress “neueVerwaltung” in Leipzig, regional IT service providers demonstrated their interest in participating in EAGLE (e.g. Kommunale IT-Beratung Stuttgart, Rhein-Neckar-Metropolregion). With the help of such local and regional IT Service providers, fast and easy roll-out of the EAGLE learning solution can be granted. The open source software will offer business opportunities to IT companies with the necessary knowledge and skills. Development results obtained from EAGLE will be presented at workshops and conferences.

OER provide business opportunities for e-learning providers and trainers. They can reuse existing resources for customer projects or else they develop sets of specific OER to enhance their already available resources. The introduction of the EAGLE platform and OER creation, adaptation or reuse can be accelerated by consulting services of an experienced trainer, familiar with the technology, the learning strategy and change management introduction. The attendance at international fairs and participation at BarCamps, e.g. Offene Kommunen NRW (<http://oknrw.de>) or Hessenmetall (Frankfurt University of Applied Sciences) with their Corporate Learning Camp (<http://colearnrcamp.hessenmetall.de>), will be a key action to inform trainer providers about the EAGLE learning solution. EAGLE subscribes to the ideas of OER. Commercial information and education providers will also be addressed in the communication activities, as they have a long-standing experience with training in the public sector and on the level of local governments. Adapting the idea of “hybrid open source business model” to OER, they could help pave the way to technology-enhanced autonomous learning.

EAGLE will be demonstrated at national and international fairs to end-users and multipliers. Although only planned for the third year into the project, EAGLE was already participated in the large public administration congress “neueVerwaltung” in Leipzig in June 2015 with a large booth as well with a public presentation from the Scientific Coordinator from DHBW.

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Additionally, participation at the 8th European Quality Conference “Strengthening the capacity of public administration in tackling current and future challenges – Public Administrations as part of the solution” in Esch-Belval in Luxembourg is planned. Furthermore, EAGLE has been invited for presentation at LEARNTEC (www.learntec.de) in Karlsruhe in January 2016.

In the final year, the consortium aims at presenting the EAGLE Learning solution at Europe’s leading education and learning fairs. Additionally, it will continue to attend events targeting innovation enablers in the public sector, e.g., “neueVerwaltung” in Leipzig and “Effizienter Staat” in Berlin or suitable BarCamps such as BarCamp “Mobiles Lernen”, BarCamp “OER Köln” (<http://educologne.mixxt.de>). Ideally, EAGLE will be able to join a booth of one of the Associated Partners or a member of EAGLE’s wide European network.

Partners inform ACCEL on upcoming conferences and events potentially of interest to them and other project partners. The distribution of said information is discussed at the WP leader telephone conferences deliberating the dissemination process and further possibilities for all EAGLE partners. Obviously, partners will not necessarily present only EAGLE results but other research activities and will be strongly encouraged to promote EAGLE at the same time. Table 8 below lists past and upcoming events relevant to EAGLE partners.

Table 8: Relevant international fairs and conferences

Title	Location	Date
IADIS Mobile Learning 2015	Madeira, Portugal	14–16 March 2015
CeBIT Global Conferences 2015	Hannover, Germany	16–20 March 2015
Effizienter Staat 2015	Berlin, Germany	5–6 May 2015
neueVerwaltung 2015	Leipzig, Germany	2–3 June 2015
ICALT	Hualien, Taiwan	6–9 July 2015
ALT Annual Conference 2015	Manchester, UK	8–10 September 2015
EC-TEL	Toledo, Spain	15–18 September 2015
8th European Quality Conference	Esch-Belval, Luxembourg	1–2 October 2015
mLearn 2015	Mediterranean Sea	17–24 October 2015
Messe Moderner Staat	Berlin, Germany	3–4 November 2015
9. Infotag eGovernment	Hannover, Germany	5 November 2015
ONLINE EDUCA	Berlin, Germany	2–4 December 2015
LERNTEC 2016	Karlsruhe, Germany	26–28 January 2016

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5.4.2 BarCamps organised by the EAGLE project

BarCamps are open, participatory conferences. The content is provided by participants. Two to four BarCamps will be organised by the EAGLE consortium including a demo of the EAGLE platform.

BarCamps will help to present the EAGLE project to a larger community and to get valuable feedback on the use of the platform. ACCEL will support the organisation of BarCamps. This might include the creation of special online dissemination material such as e-banners or e-buttons to be included in the email signature of the EAGLE partners.

5.4.3 Networking with policy-makers

The EAGLE project will author a blueprint of processes on how to embed OER within institutions, a good practice guide and recommendations for policy makers and institutional leaders. The use of these tools would enable continued impact on all the target groups mentioned above. This will be ensured through:


- Continued availability of the material – the EAGLE project website will be listed and linked on **European Network for Innovation and Quality in Education** ([EFQUEL](#)) as well as **European Association of Technology Enhanced Learning** (EATEL) websites towards the end of the project to ensure the continued updating and availability of all products. In addition, all products will be released under perpetual open access licences, to allow any organisation or body, to reproduce, reuse or remix the materials as they see fit. In addition, copies of these deliverables will be deposited in at least one library in each EU member state, as well as a number of specialist educational repositories (such as ERIC, EVE etc).
- Continuous support and promotion from the project partners – all project partners, particularly the network partners, for example Open Knowledge Foundation, Deutscher Städte- und Gemeindebund, Deutscher Landkreistag, are committed to continue to promote the deliverables in their training, policy and promotion activities. Thus, they will continue to spread the materials developed by the project, long after its closes.

5.4.4 Policy recommendations

Fraunhofer will define policy recommendations and guidelines for e-learning in public administrations jointly with the validation partners and implementers. The guidelines will address questions on three levels:

- On the political level. Which changes have to be implemented?
 - on federal level
 - on state or regional level
 - on community level

to counteract the barriers identified in Task 2.2 as belonging to the political level:
 What are the relevant actors and stakeholders who need to be addressed to prepare

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and promote political change? What are the relevant political programmes and initiatives suitable for promoting the necessary change?

- On the level of organisations representing the interests of local governments. How can actions on the political level be leveraged by supporting measures at the level of multipliers, opinion formers, and bodies closer to our target group of communal and regional administrations, such as
 - associations representing communal interests
 - professional associations
 - foundations, associations, and organizations (e.g., communal academies), offering information and fostering exchange among communal politicians
 - communal academies and education institutions
- On the operative level. What national events and media targeting communal and regional administrations (not members of the pedagogical and scientific community) are suitable for communicating the benefits of continuing, autonomous technology-enhances learning?


ACCEL will compile and illustrate these recommendations in a user-friendly HTML-based newsletter or as separate online factsheets that might then be translated by the EAGLE partners into their national languages and distributed within their local, regional and national networks. These recommendations and guidelines will support the implementation and use of EAGLE in public administrations.

6 Outlook and future plans

The exact timing, responsibilities and detailed concepts for the above exploitation measures are to be described in Deliverable 9.7 (Roadmap for Exploitation). This roadmap will also have to investigate the possibilities for:

- Joint EU-funded research and innovation projects for the further development and demonstration of EAGLE technologies
- Pilot projects with interested local governments in EAGLE partner countries or beyond
- Other non-commercial and commercial use of EAGLE project results

Based on the feedback obtained by potential end-users, communities, IT providers and other stakeholders as well as the attention sparked at conferences and exhibitions to date suggest that there is a need and interest in the EAGLE digital learning solution.

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V Annexes: Achievements and Documentation

1 EAGLE Corporate Design

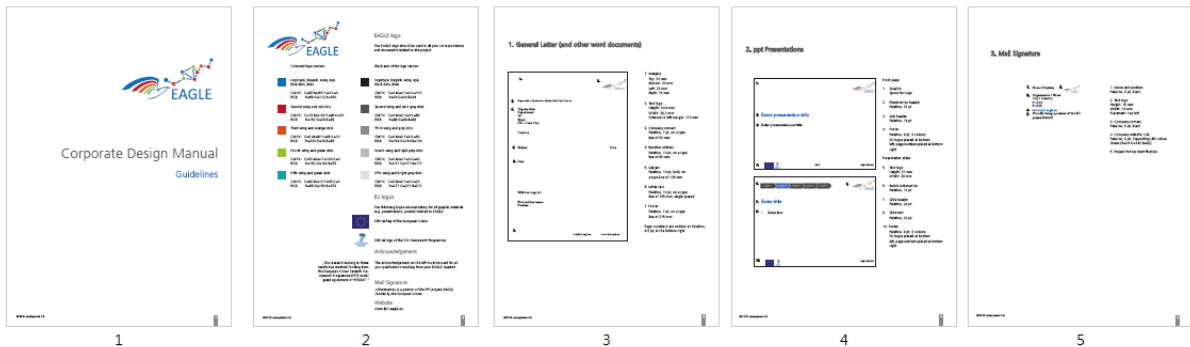



Figure 12. The EAGLE Corporate Design Manual defines colors, the use of the EAGLE logo and other logos and fonts to be used in presentations, letters and electronic communication material.

2 Website

<http://www.eagle-learning.eu>



Figure 13. The EAGLE website with its dedicated sections for target groups, multiple languages and Social Media feature.

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3 Twitter Account

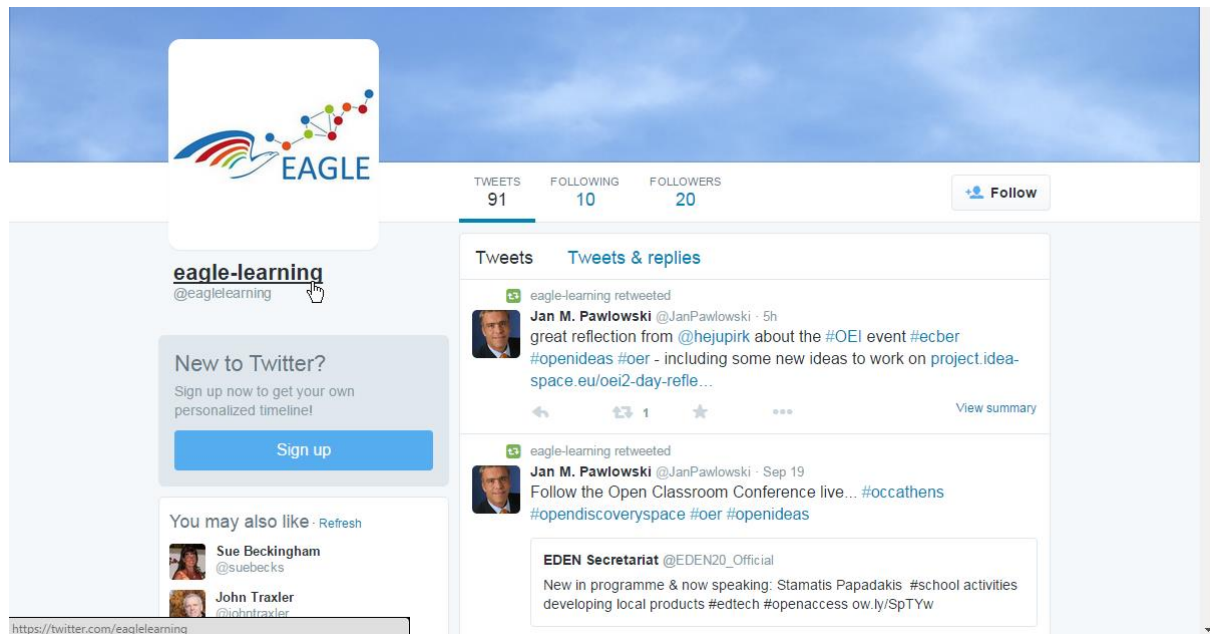


Figure 14. The EAGLE Twitter account with the possibility for all to contribute using the hashtag #eagle_open.

4 Print material

4.1 Roll-up


2 meter high, retractable roll up banner.

This portable display is used at exhibitions, conferences, project meetings and other promotional events where EAGLE is present.

Available in English, German and Serbian. Issued in March, May and July 2015, respectively.



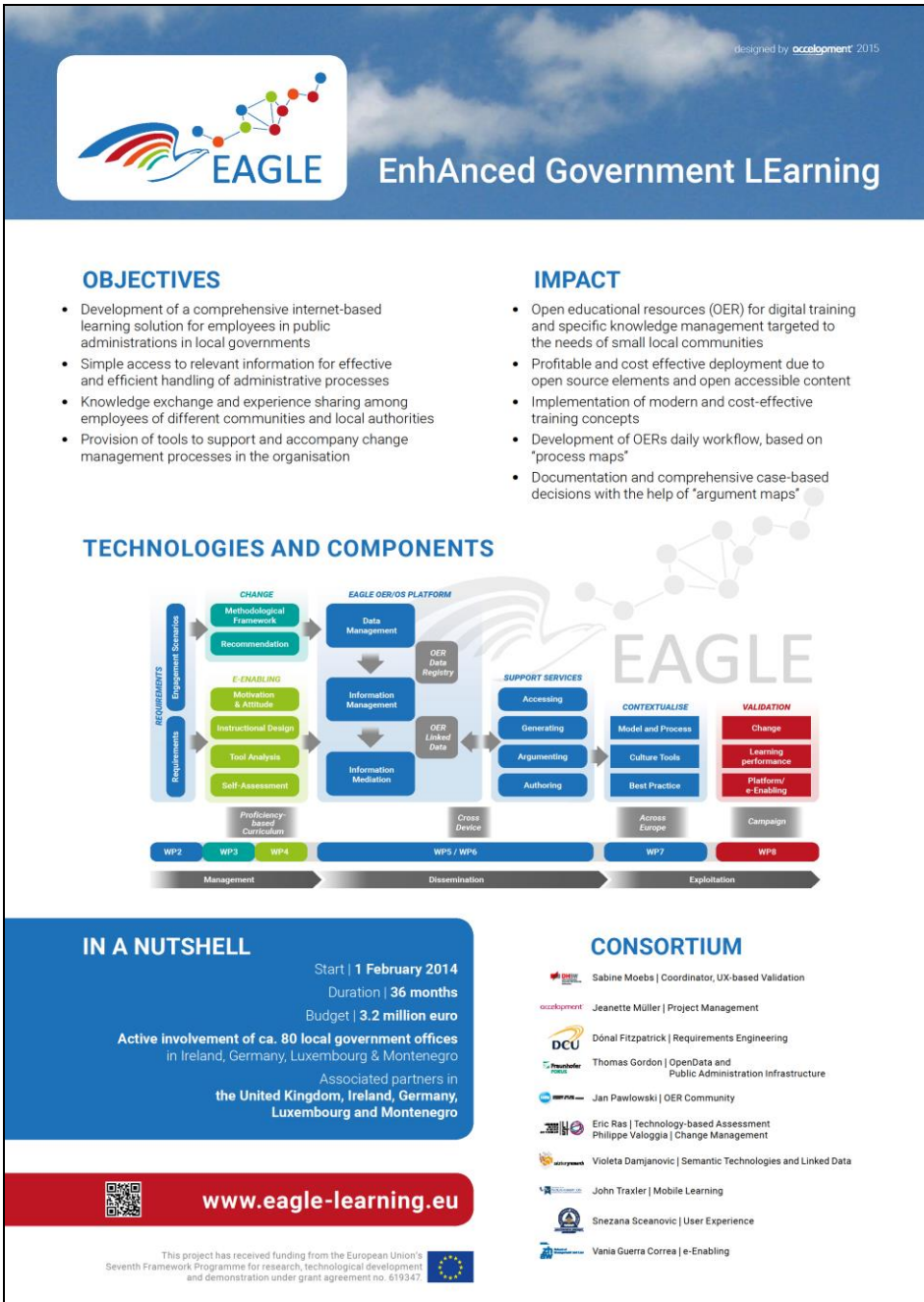
Figure 15. EAGLE roll-up banner in three languages.

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4.2 Posters

All posters as well as the roll up are available for download on the project's website,
 English: <http://www.eagle-learning.eu/en/media/posters>
 German: <http://www.eagle-learning.eu/de/medien/poster>

4.2.1 Project overview



OBJECTIVES

- Development of a comprehensive internet-based learning solution for employees in public administrations in local governments
- Simple access to relevant information for effective and efficient handling of administrative processes
- Knowledge exchange and experience sharing among employees of different communities and local authorities
- Provision of tools to support and accompany change management processes in the organisation

IMPACT

- Open educational resources (OER) for digital training and specific knowledge management targeted to the needs of small local communities
- Profitable and cost effective deployment due to open source elements and open accessible content
- Implementation of modern and cost-effective training concepts
- Development of OERs daily workflow, based on "process maps"
- Documentation and comprehensive case-based decisions with the help of "argument maps"











TECHNOLOGIES AND COMPONENTS

The diagram illustrates the EAGLE OER/OS Platform architecture. It is divided into three main phases: Management (WP2, WP3, WP4), Dissemination (WPS / WP6), and Exploitation (WP7, WP8).
 - **Management:** Includes 'REQUIREMENTS' (Engagement Scenarios, Requirements) leading to 'CHANGE' (Methodological Framework, Recommendation) and 'E-ENABLING' (Motivation & Attitude, Instructional Design, Tool Analysis, Self-Assessment).
 - **Dissemination:** Features the 'EAGLE OER/OS PLATFORM' with 'Data Management', 'Information Management', and 'Information Mediation'. It also includes 'OER Data Registry' and 'OER Linked Data'.
 - **Exploitation:** Involves 'SUPPORT SERVICES' (Accessing, Generating, Arguing, Authoring), 'CONTEXTUALISE' (Model and Process, Culture Tools, Best Practice), and 'VALIDATION' (Change, Learning performance, Platform/e-Enabling).
 - **Other components:** 'Proficiency Based Curriculum', 'Cross Device', 'Across Europe', and 'Campaign'.

IN A NUTSHELL

Start | 1 February 2014
 Duration | 36 months
 Budget | 3.2 million euro
 Active involvement of ca. 80 local government offices in Ireland, Germany, Luxembourg & Montenegro
 Associated partners in the United Kingdom, Ireland, Germany, Luxembourg and Montenegro


CONSORTIUM

-  Sabine Moebs | Coordinator, UX-based Validation
-  Jeanette Müller | Project Management
-  Dónal Fitzpatrick | Requirements Engineering
-  Thomas Gordon | OpenData and Public Administration Infrastructure
-  Jan Pawlowski | OER Community
-  Eric Ras | Technology-based Assessment
Philippe Valoggia | Change Management
-  Violeta Damjanovic | Semantic Technologies and Linked Data
-  John Traxler | Mobile Learning
-  Snezana Sceanovic | User Experience
-  Vania Guerra Correa | e-Enabling

www.eagle-learning.eu

This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no. 619347.

Figure 16. EAGLE poster, available in English and German. First issued July 2014, updated version July 2015.

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4.2.2 Technical poster

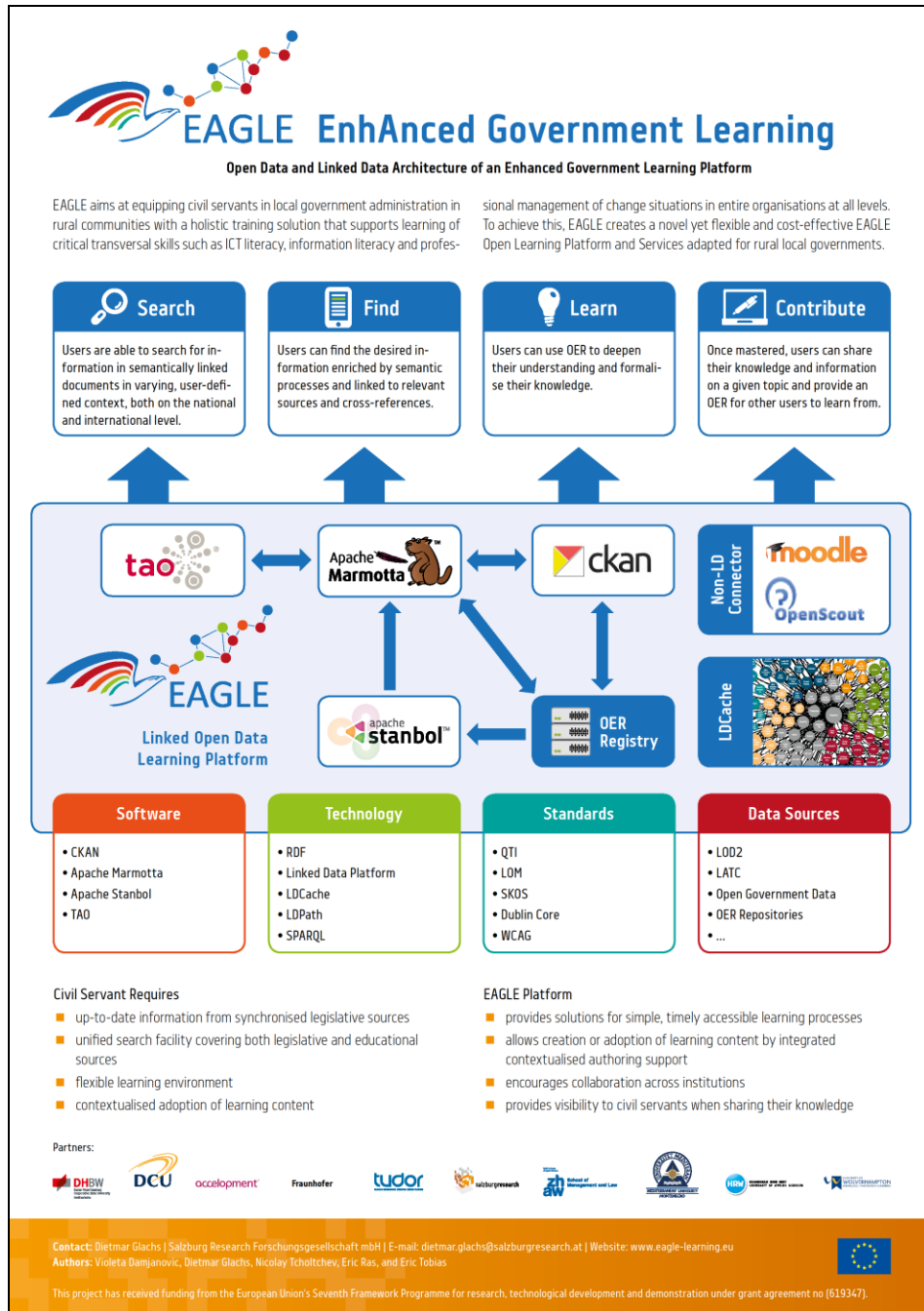



Figure 17. Technical poster made for and presented at the [EC-TEL 2014](#), The European Conference on Technology Enhanced Learning in Graz (Austria), 16–19 September 2014.

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4.3 Factsheet EAGLE

Double-sided, A4 factsheet outlining the project's rationale, objective and impact as well as key facts and figures.

Issued at the project's start, February 2014.

Available for download on [the EAGLE website](http://www.eagle-learning.eu)



Figure 18. The EAGLE factsheet presents the project in a nutshell.


4.4 Brochures and flyers

The following items are accessible for download from the project's website, English: <http://www.eagle-learning.eu/en/media/brochures>
German: <http://www.eagle-learning.eu/de/medien/broschüren>

1. „Lernen und Wissen teilen – Neue Wege für Kommunalverwaltungen im ländlichen Raum“. 4-page brochure, German only. Issued: June 2015.



Figure 19. 4-page brochure presenting key results from interviews with stakeholders on what their learning-related problems are and what they expect from the learning solution.

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- Persona flyer: Explaining how EAGLE makes use of a set of user personas (= typical users) as part of a user-centered design process of its learning platform. Available in English, German and Serbian. Issued: March 2015.

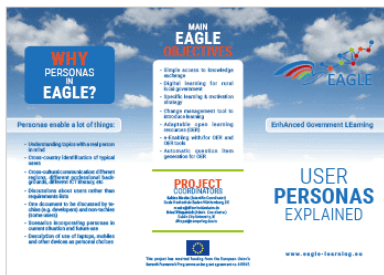
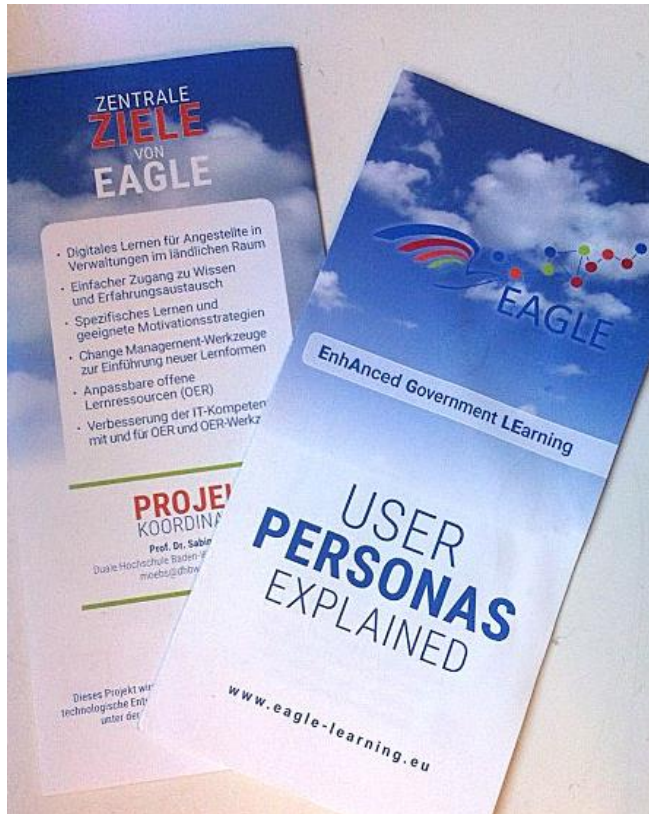




Figure 20. Flyer explaining how personas help to design solutions that serve different users.

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3. Information leaflet for local governments. Used in the validation process and at various exhibitions/fairs. Available in English and German. Issued May 2015.



Figure 21. Information leaflet for local governments informing them about the benefits of participating in the validation process.

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5 Past scientific conferences

Table 9. Past conferences with EAGLE participation.

Title	Location	Date
EC-TEL 2014	Graz, Austria	16–19 September 2014
ONLINE EDUCA BERLIN	Berlin, Germany	3–5 December 2014
neueVerwaltung	Leipzig, Germany	2–3 June 2015
ALT Annual Conference 2015	Manchester, UK	8–10 September 2015

6 Standards requirements

Use of standards

The following paragraph shows the use of standards within EAGLE. It shows possible candidates and documents the decision process.


Standard	Organization	EAGLE Usage	Remarks (e.g. link to deliverable, explanation for the decision)
Learning Object Metadata (LOM)	IEEE	Application profile EAGLE	D

Figure 22: Screenshot of standards requirements grid.

7 Licencing matrix


	A	B	C	
1	ma	Software Used	License	p
2				
3	EAGLE LP design			
4				
5				
6	1. Process Map Tool			
7		Go Programming Language	BSD 3-Clause	Implementation
8		jQuery	MIT	Web user interfa
9		CouchDB	Apache 2	Database of proc
10		CouchDB Go Library	Apache, MIT, or BSD	Use CouchDB fr
11				
12	2. Argumentation Tool			
13		Carneades 4	MPL-2.0	The underlying a
14		Go Programming Language	BSD 3-Clause	Implementation
15		jQuery	MIT	Web user interfa
16		CouchDB	Apache 2	Database of argu
17		CouchDB Go Library	Apache, MIT, or BSD	Use CouchDB fr
18				
19	3. SIREN (AIG) - frontend	3.1 Automatic Item Generator	/	
20		Gson	Apache 2	

Figure 23: Screenshot of the EAGLE licencing matrix.

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VI Contact sheet for events

Messekontakt

Veranstaltung:	Quality Conference_LUX_2015		
Datum:	1. Oktober 2015	2. Oktober 2015	
EAGLE Kontakt:		

Name:	<i>Visitenkarte</i>
Position:	
Organisation:	

Informationen:	
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EAGLE relevante Interessen:	eLearning im Einsatz
	Medien zur Infobeschaffung (print / online)
	Teilnahme an Validierung
	Sonstiges





Nächste Schritte:	
	
	
	

Figure 24: Sheet to record names and other details of interested stakeholders at events.