

LEONARDO DA VINCI NATIONAL AGENCY /  
Education, Audiovisual and Culture Executive Agency



LEONARDO DA VINCI PROGRAMME

Second phase: 2000-2006

**Pilot projects (including Thematic actions), Language  
competencies, Transnational networks, Reference material  
FINAL REPORT**

**NB: Please fill in the electronic (Web) version of the form at  
[http://ec.europa.eu/education/programmes/llp/leonardo/final\\_en.html](http://ec.europa.eu/education/programmes/llp/leonardo/final_en.html)**

Agreement number: 2002-UK/05/B/F/LA-62_355		Contracting period: 01/10/2005 – 30/09/2007	
Year:	Country:	Project duration: 24 (months)	
Title:		Producing Online Open Learning Systems	
Contractor:		Sabhal Mòr Ostaig	
Contractor's legal representative:		Malcolm Robertson	
Period covered by the report	From: 01/10/2005 To: 30/09/2007		
Contract amendments	Yes <input type="checkbox"/> No <input type="checkbox"/>		

**DECLARATION OF CONFORMITY**

I, the undersigned, hereby declare that the attached information is accurate and in accordance with the facts. In particular the financial data provided in this report corresponds to the expenditure actually incurred by the project partners for carrying out project activities. This information has been approved by the authorities representing the partners involved in the activities set out in this Report.

I hereby request a payment of EUR 121,899

.....  
(Original signature of the person legally authorised to act on  
behalf of the contracting organisation and who signed the agreement)

.....  
(Original signature of the Scientific co-ordinator,  
for RF projects only)  
Name of Scientific Co-ordinator .....

Name of contractor's legal representative: Malcolm Robertson

Position within the contracting organisation: Head of Corporate Services

Place & Date: Ostaig, Skye 30 November 2007

Report to be returned to the following address:

Procedure B - *(Name and address of the National Agency)*

Ecotec Research and Consulting Ltd.  
12-26 Albert Street  
Birmingham  
B4 7UD

Procedure C – Education, Audiovisual & Culture Executive Agency  
Leonardo da Vinci Programme  
Office BOUR

B-1049 Brussels, Belgium



<b>A. CONTRACTING ORGANISATION</b>
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Information to be checked and updated, if necessary.

Name of the organisation in national language <i>(full and abbreviated if applicable)</i>	Sabhal Mòr Ostaig
Name of the organisation in EN, FR or DE	

**Head Office**

Street	An Teanga
Number	
Post code	IV44 8RQ
Town/city	Slèite, An t-Eilean Sgitheanach
Country	UK

**Contact Person**

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Town/city		
Country		
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**Authorised signatory**

Name	Mr	Malcolm Robertson
Position	Head of Corporate Services	

<i>Organisation type code</i> <sup>1</sup>	<i>Region code</i>	<i>Sector code (max 3)</i>	<i>Size code</i>
08U	UKM4	M80	S4

<b>Project descriptors</b> <sup>2</sup> (max 3 keywords in English, French or German)		
Training of Trainers	Language Training	ODL

<sup>1</sup> Please use codes supplied in the application form

<sup>2</sup> Please refer to the **key words** provided in the Glossary (available at: [http://ec.europa.eu/education/programmes/llp/leonardo/useful\\_en.html](http://ec.europa.eu/education/programmes/llp/leonardo/useful_en.html) )



## B. OVERVIEW OF THE ACTIVITIES AND ACHIEVEMENTS

### Reminder

The Final Report shall cover all the activities and results for the whole project duration. An original and one copy of all results and/or products must be sent to the National Agency or the Commission (Procedure C), together with this report.

### B.1 - Outcomes and results

Please describe the concrete outcomes and results, including products, surveys, analysis, etc. of the project, the dissemination activities undertaken and the impact in the specific target group(s). (max 1 page, no more than 2000 characters).

A significant number of sample digital video clips were produced in the nine project languages. POOLS participants received training in video production before themselves planning and creating the materials. These covered a range of vocational areas and reflected key cultural themes. The contents were designed to meet specific language learning needs.

Sample extension exercises mediated by ICT were produced. POOLS participants received training in Hot Potatoes interactive software and in linking texts to online dictionaries. They then designed and created online development exercises based on the source digital video materials.

Major ICT gaps analyses were conducted in selected partner countries. Romanian and Lithuanian partners undertook national surveys to ascertain current levels of ICT provision and use in educational sectors.

A Materials Development course descriptor for teacher training purposes was developed. Informed by research findings POOLS participants shared knowledge and experience to produce a suite of competency-based unit descriptors covering the range of ways ICT can be used to assist in the production of learning/teaching materials.

A Teaching Methodology course descriptor for teacher training purposes was developed. Informed by research findings POOLS participants shared knowledge and experience to produce a suite of competency-based unit descriptors covering the range of ways ICT can be used to assist in the delivery of learning/teaching.

Pilot teacher training courses were run. POOLS participants piloted units from the Materials Development and Teaching Methodology courses in their own countries. Feedback and evaluations from these sessions informed the final collation of units and publishing online.

The online best practice handbook, first introduced in the BP-BLTM project, was upgraded and updated in the light of experience. POOLS participants contributed new or updated units. An instructional DVD, produced by the Danish partner, on multimedia online materials production complemented the handbook.

All progress was reported and discussed via the project website and blog at [www.languages.dk](http://www.languages.dk). POOLS participants contributed to the regular online newsletter, reporting dissemination and training events, and progress and reflections on materials design and production.

A final international clustering conference (additional to the planned project outcomes) was held at which VET practitioners from around Europe were present, and able to view and assess the whole range of POOLS activities over the project period. All partners also disseminated vigorously in their own countries through a wide range of mechanisms including events and conferences, local and national media, educational networks, and web promotions.



## B.2 - Project achievements

**B.2.1 - Did the project meet its targets in terms of outcomes (as given in the application form, particularly in the work programme). Please comment on any under or over achievements of targets? (max 1 page, no more than 2000 characters).**

The project met all its targets.

It overachieved its anticipated quota of video learning objects per partner language by a considerable distance. The pools of copyleft digital materials will continue to grow as ex-partners and other interested parties continue to use the legacy website of the project. The project kept abreast of technology evolution during the project. For example, it installed a blog and made all video and audio materials available also as podcasts (mp3)/ vodcasts (mp4)

Dissemination activities also well exceeded the minimum requirements, largely because of the popularity of the website, which achieved over 100,000 individual hits during the 2-year life of the project. Individual partners also pursued separate targeted dissemination strategies within their own countries. In Spain a national educational video creation competition was launched. In the UK the POOLS products were entered in an open competition against 130 competitors for a 2007 European Award for Languages. Success in the competition resulted in nationwide exposure of the project.

Another example of overachievement is that the Romanian partner has started the process of national accreditation for the teacher training modules developed during the project.

**B.2.2 - What was the value added by the innovative aspects of the project? (max 1 page, no more than 2000 characters).**

A substantial body of original digital video materials has been created, graded and benchmarked against the Common European Framework and encompassing a range of vocational and cultural themes. This is a rare resource, particularly in the context of less widely used and taught languages, which can be used directly in language teaching (for example, for listening comprehension purposes) and as a source for development and extension exercises using interactive software such as Hot Potatoes. It also serves as exemplar material for other teachers to demonstrate the potential of ICT in tailoring materials development and use to locally or individually determined needs.

In addition, the sharing of experience between practising teachers contributed to the development of training course descriptors which were learner-centred, focussing on initial competencies and realistic learning outcomes. This process was also responsive to the introduction of new ideas on the development of student autonomy through the inclusion of learners themselves in the use of ICT for language learning purposes.

The project website comprises a comprehensive archive of project documentation, DIY instructional material, as well as the newly developed language learning materials. The open access policy and copyleft principle ensure maximum accessibility and use by all visitors, both internal to the project and external.

**B.2.3 - What was the overall contribution of the transnational work? Please comment on the value of transnational activities to the achievements of your project objectives at national and transnational level. Include any unanticipated benefits. (max 1 page, no more than 2000 characters).**

The project was characterised by the free flow of ideas, comments, and suggestions between partners, particularly during the regular project workshops, but also via e-mail and the project blog. Video training was



delivered from partner to partner, and new ideas on both content development (eg the use of Hot Potatoes) and classroom practice (eg learner involvement in content production) were conveyed transnationally at project workshops and through e-mail lists.

The opportunity to view and evaluate other partners' work on video production as they developed their own digital language pools resulted in successful new ideas being incorporated. For example, the Danish video on Christmas customs stimulated other partners to add a documentary genre to the range of video programmes they made, in addition to interviews and scripted scenarios or sketches.

Transnational work also enabled the production of key core elements of the project in nine different languages – for example, the Materials Development Course Manual and the Teaching Methodology Course Manual.

**B.2.4 - How do you consider the project partnership and project activities/results to be sustainable beyond the Leonardo project? (max 1 page, no more than 2000 characters).**

The project leaves a legacy website which will continue to remain active and responsive. In this way project results are being exploited on a world wide basis through the registered end users. The further development of the materials is continued by some of the POOLS partnership teams on a "grassroots" basis without further external funding. This continuation on a grassroots basis means that teachers across the world are able to enlist as members and contribute materials and ideas. Enquiries and enrolments have been received from within former partner countries, such as the Netherlands and Spain, from other European countries, such as Finland, and from outside Europe (eg Turkey, Iran, North and South American countries etc).

Individual partners are also taking forward selected results and outputs from the project on a country by country basis. For example, in Spain the partner has launched a nationwide video production competition. In the Netherlands the partner elected to host an international conference with the theme of "Best Practice in Foreign Language Teaching: By Teachers For Teachers" and an emphasis on new media and competency-based approaches, as a springboard for further dissemination and networking of project ideas. The UK partner has accessed significant external funding to enable its video output to be produced on DVD as an "Island Voices" bilingual (Gaelic/ESOL) teaching package for distribution to Scottish schools, Universities, and other education providers. On the back of the success of its materials production through the POOLS project it is now pursuing funding to significantly expand this resource base and offer an enhanced training programme for local and regional language teachers and learners. The Danish partner has initiated online training courses for an international clientele, with interest and subscribers from Turkey, Iran and other non-EU countries as well as member states. In Romania agreement has been reached to accommodate the training courses within the national accreditation schemes, and a similar strategy is being pursued in Spain.



**C. PARTNERSHIP**

C – Please mention if there are any modifications<sup>3</sup> to the initial partnership or in the distribution of tasks and budget amongst partners. Yes [ ] No [ ]  
 If you have answered « Yes », please fill in the following tables with the final composition of the partnership.

Table C.1 – Partnership Changes

N°	Partner organisations, including co-ordinator or scientific co-ordinator which have withdrawn	Replacement partners*	Amendment request approved by NA or the Commission? (Yes/No)
1	Sabhal Mòr Ostaig, co-ordinator Sean O Miadhachain replaced	Sabhal Mòr Ostaig, new co-ordinator Gordon Wells instated	Yes
2			
3			
...			

N°	Reasons for withdrawal (½ page maximum, per case)
1	Personnel replacement
2	
3	
...	

Please add extra sheets if necessary.

<sup>3</sup> Please note that changes to the partnership or substantial changes in the allocation of tasks would normally require an amendment to the initial contract.

\* Please complete table C.2 below with additional information



Table C.2 – Changes to tasks and budget

N°	Partners (initial and replacement partners if appropriate)	Amount of budget per partner and LdV grant (initial amounts or new amounts if appropriate), after redistribution	
		Total budget (Euro)	LdV grant (Euro)
1			
2			
3			
...			

N°	Tasks taken over by the new partners and/or (re)distribution of the tasks between the initial partners (confirm initial tasks or redistribution compared to initial proposal) (½ page maximum, per case)
1	No change in distribution of tasks between partners
2	
3	
...	

Please add extra sheets if necessary.





**D. WORK PROGRAMME**

D.1 – Please describe clearly and briefly the activities undertaken from the work programme

Table D.1

Work packages <sup>4</sup>				Organisations involved in the activities undertaken
N°	Title of Work package	Start date (dd/mm/yyyy)	End date (dd/mm/yyyy)	
WP 1	Project setup and kick-off	01/10/2005	12/10/ 2005	UK, DK
WP 2	Project workshops and meetings	10/10 2005	30/09/2007	All partners
WP 3	Project clustering and cooperation with other projects	01/10 2005	30/09/2007	All partners
WP 4	Development of Source pools containing digital recordings to be used for eLearning content	01/102005	15/09/2007	All partners
WP 5	Course Book revision and authoring	12/10/2005	30/06/2007	DK with input and revisions from all partners
WP 6	Production of DVD video on eLearning content development	12/10/2005	30/06/2007	DK with input from all partners
WP 7	Development of Methodology Course module	01/10/2005	15/09/2007	All partners
WP 8	Development of eLearning materials development course modules	01/10/2005	15/09/2007	All partners
WP 9	Valorisation and dissemination plan	01/10/2005	30/09/2007	All partners
WP 10	Evaluation and quality control	01/10/2005	30/09/2007	All partners

Work packages	Aims and objectives of activities undertaken (½ page maximum, per package)
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<sup>4</sup> Please indicate the effective dates of the activity undertaken in each work package.



<b>WP 1</b>	To initiate the project; describe and set up administrative procedures, and set up the project infrastructure, i.e. project website, communication platform (Blog), and e-mail list server.  Also contained work tasks for participants to complete before the first workshop; questionnaires to use for content development (e.g. "rules" for dating, typical night in town, how career was chosen etc.) and ideas for possible scenarios to be recorded (e.g. apprentice jokes, job interviews etc.)
<b>WP 2</b>	To cater for project coordination and planning, administration, production outputs, partnership cooperation, quality control, and ongoing evaluation
<b>WP 3</b>	To locate and contact similar projects to offer cooperation on dissemination, and sharing results.
<b>WP 4</b>	To develop pools of categorized language material sources to be used for eLearning authoring. The materials have been delivered in all the project languages
<b>WP 5</b>	Based on results from the BP-BLTM project to update and compile a course book on computer assisted language learning. The course book has been produced in English, German, Lithuanian, Romanian, and Spanish.
<b>WP 6</b>	To produce a DVD video with subtitles in all project languages that step by step shows how to develop eLearning content. The video is suitable for online courses and DIY tuition.
<b>WP 7</b>	To develop and test a competence based flexible teacher course on eLearning methodology with an emphasis on vocational language use of lesser taught and minority languages.
<b>WP 8</b>	To develop and test modules for the eLearning materials development course
<b>WP 9</b>	To ensure maximum impact of the project with an emphasis on sustainability of results
<b>WP 10</b>	To ensure project coherence with original objectives, aims and work plan. Quality control of outputs to ensure impact and sustainability

<b>Work packages</b>	<b>Activities undertaken (½ page maximum, per package)</b>
<b>WP 1</b>	Project website <a href="http://www.languages.dk">www.languages.dk</a> and communication structure was set up before the first project workshop. Each participant was asked to prepare scenarios and prepare to demonstrate these during the workshop according to instructions: <a href="http://www.languages.dk/archive/ws1_materials/pre_meeting_tasks_workshop_Brussels.pdf">http://www.languages.dk/archive/ws1_materials/pre_meeting_tasks_workshop_Brussels.pdf</a>



<p><b>WP 2</b></p>	<p>Workshop one (in Brussels) initiated the partnership work and confirmed the financial instructions and that all teams understood their tasks. Each project team demonstrated the prepared scenarios during the workshop. The results can be seen at: <a href="http://www.languages.dk/archive/meetings/Meeting_Minutes_Brussels.pdf">http://www.languages.dk/archive/meetings/Meeting_Minutes_Brussels.pdf</a></p> <p>The second project workshop (In Pitesti, Romania) worked on evaluation forms to be used for external evaluation. The teams commented on developed materials since project start as part of the EFQM quality assessment. The teams updated materials for the course curricula and courses' content. The minutes from the second meeting with quality checklist can be seen at: <a href="http://www.languages.dk/archive/meetings/Meeting_minutes_Pitesti.pdf">http://www.languages.dk/archive/meetings/Meeting_minutes_Pitesti.pdf</a> .</p> <p>In the third project workshop (In Madrid, Spain) a lot of time was spent on discussing and agreeing the format for the teaching methodology and content development course manuals. Sample frameworks were tested in groupwork sessions. Partners selected different topics to flesh out into module descriptors for either course manual. The minutes with quality checklist can be seen at <a href="http://www.languages.dk/archive/meetings/Meeting_minutes_Madrid.pdf">http://www.languages.dk/archive/meetings/Meeting_minutes_Madrid.pdf</a> .</p> <p>At the fourth project workshop (in Kaunas, Lithuania) time was divided between refinement and development of course modules, (including introductory guidelines), agreement on a common evaluation form (translated into project languages), and preparation for the final conference. The minutes can be seen at <a href="http://www.languages.dk/archive/meetings/Meeting_Minutes_Workshop4.pdf">http://www.languages.dk/archive/meetings/Meeting_Minutes_Workshop4.pdf</a> .</p> <p>In the fifth and final workshop (in Alkmaar, the Netherlands) the focus, alongside the periodic reports back from partners, was on ensuring that all goals had been successfully completed and that all relevant information from partners for the Final Report would be ready in good time and submitted in the appropriate format. The minutes can be see at <a href="http://www.languages.dk/archive/meetings/Meeting_minutes_Alkmaar.pdf">http://www.languages.dk/archive/meetings/Meeting_minutes_Alkmaar.pdf</a> .</p>
<p><b>WP 3</b></p>	<p>A wide search was inaugurated from the first day of the project to locate language projects nationally as well as internationally. We phoned or e-mailed many projects, a process which continued through to the end of the project, and is ongoing via <a href="http://www.languages.dk">www.languages.dk</a> even after the completion of the funded period. Several projects decided to join our clustering efforts: <a href="http://www.languages.dk/cooperations.html">http://www.languages.dk/cooperations.html</a> The search made use of the national agencies across EU, EfVET members, as well as the EC websites, and internet searches through Google</p>
<p><b>WP 4</b></p>	<p>After onsite courses / introduction to video production in partner countries the teams started producing scenarios, videos, transcriptions, and translations. The resulting videos can be seen at: <a href="http://www.languages.dk/digital/">http://www.languages.dk/digital/</a> . A target quota of items was set per project language. By the project end date the overall target number had been well exceeded.</p>
<p><b>WP 5</b></p>	<p>The course book content was discussed during the workshops and debate continued by e-mail lists after the workshops. Also external users were asked to give input for updating the content. The Course Book can be downloaded at: <a href="http://www.languages.dk/materials.html#Course_Book">http://www.languages.dk/materials.html#Course_Book</a></p>
<p><b>WP 6</b></p>	<p>First versions of the DVD were produced by the Danish partner and presented at the project workshops, also making use of streaming videos in between meetings. Following feedback the final version was produced and placed on the website. The Streaming videos from the DVD can be downloaded from: <a href="http://www.languages.dk/materials.html#Do_It_Yourself_videos">http://www.languages.dk/materials.html#Do_It_Yourself_videos</a></p>



<p><b>WP 7</b></p>	<p>The content for the Methodology Course modules was discussed during the workshops and debate continued by e-mail lists after the workshops. Also external users were asked to give input for updating the content.</p> <p>The LT and RO teams had the first gap analyses ready for the second project meeting. The final full analyses can be downloaded from: <a href="http://www.languages.dk/archive.html#Gaps_Analyses">http://www.languages.dk/archive.html#Gaps_Analyses</a> . The teams also examined web resources for locating other indicators and made use of several of these e.g. uTeacher (a European project on teachers' professional profile in ICT for education).</p> <p>The Madrid and Kaunas workshops devoted considerable time to, firstly, developing a common framework for the course, and subsequently to refinement of module descriptors. The finalised course manual (with translations into all project languages) can be downloaded at: <a href="http://www.languages.dk/materials.html#Materials_for_Methodology_Course">http://www.languages.dk/materials.html#Materials_for_Methodology_Course</a></p>
<p><b>WP 8</b></p>	<p>The content for the Content Development Course modules was discussed during the workshops and debate continued by e-mail lists after the workshops. Also external users were asked to give input for updating the content.</p> <p>The LT and RO teams had the first gap analyses ready for the second project meeting. The final full analyses can be downloaded from: <a href="http://www.languages.dk/archive.html#Gaps_Analyses">http://www.languages.dk/archive.html#Gaps_Analyses</a> . The teams also examined web resources for locating other indicators and made use of several of these e.g. uTeacher (a European project on teachers' professional profile in ICT for education).</p> <p>The Madrid and Kaunas workshops devoted considerable time to, firstly, developing a common framework for the course, and subsequently to refinement of module descriptors. The finalised course manual (with translations into all project languages) can be downloaded at: <a href="http://www.languages.dk/materials.html#Materials_for_Development_Course">http://www.languages.dk/materials.html#Materials_for_Development_Course</a></p>
<p><b>WP 9</b></p>	<p>Dissemination and exploitation of results have been the heart of the project. The project website has resulted in over 100,000 unique visitors over the length of the project. We have exploited any chance of disseminating the results, as can be seen in the project blog at: <a href="http://www.weblogs.uhi.ac.uk/pools/">http://www.weblogs.uhi.ac.uk/pools/</a> Dissemination has made use of the website, blogs, newsletters, brochures, f2f meetings, conferences, and the EfVET network</p> <p>The project teams have developed newsletters and brochures in the project languages as can be seen at: <a href="http://www.languages.dk/archive.html#Dissemination_documents">http://www.languages.dk/archive.html#Dissemination_documents</a></p>
<p><b>WP 10</b></p>	<p>The project ongoing monitoring and quality control system has been based on checking milestones and achievements during the project workshops as is documented at: <a href="http://www.languages.dk/archive.html#Workshop_Documents">http://www.languages.dk/archive.html#Workshop_Documents</a> All partners have had a peer review partner to ensure, comment on, and make suggestions for output content and quality .</p> <p>Finally we have advertised for external evaluators among our registered users who were offered a project POOLS shirt and asked to answer: <a href="http://www.languages.dk/evaluations.html">http://www.languages.dk/evaluations.html</a> This resulted in some useful feed-back that was debated and resulted in corrective actions (video scenarios). Unfortunately search engine spammers soon found and filled the result page <a href="http://www.languages.dk/evaluation_results.htm">http://www.languages.dk/evaluation_results.htm</a></p>



Work packages	Divergences from the initial activities and reasons why (½ page maximum, per package)
WP 1	It was decided to implement a project blog and make use of e-mail lists instead of the originally planned webboard. The participants expressed a need for this as the blog is easier to use. Also the e-mail lists ensure that everyone has their "finger on the pulse". Over the course of the project the webmaster received over 2000 e-mails from participants, as documented in the CD listing e-mail communications annexed to this report (F.2). After advice from one of the registered web users (Fred Riley) we implemented an RSS system to keep interested parties updated on our progress
WP 2	<p>The second workshop was extended with an extra day which was used for a pilot course on courseware development. This ensured a hands on experience of the work ahead.</p> <p>The venue for the final workshop was changed from Scotland to the Netherlands in order to dovetail with a major international clustering conference hosted by the Dutch partner, which would focus on the POOLS themes of teacher development and ICT and feature workshop presentations by all POOLS partners.</p>
WP 4	<p>It was decided during the first workshop to aim at producing twenty videos per language. Originally there was no proposed range as the objective of the videos is to ensure that there are suitable materials for the teacher courseware development courses.</p> <p>After feedback from web visitors a DVD containing iPod versions of the videos was compiled for handing out at conferences. iPod versions of all video materials in all project languages are now available. The videos can be downloaded as zipped collections or ordered on DVD.</p>
WP 6	It was decided to make the web version of the DIY video available also as iPod videos and a downloadable ISO image file for reproduction as well as online versions with subtitles.

Work packages	Impact in the project's operational objectives (½ page maximum, per package)
WP 1	Communication between the project partners was efficiently maintained, with important messages on project deadlines, quality assurance and evaluation etc being rapidly transmitted and acknowledged. The blog was also a very effective instrument for ensuring news of progress and events was disseminated widely to external interest groups, particularly after the introduction of the RSS system.
WP 2	<p>The extra training day was valuable in enabling project partners to develop skills and prepare for future development exercises.</p> <p>Aligning the final workshop with the clustering conference ensured maximum exposure of project results, products and findings to an international audience of VET practitioners.</p>
WP 4	The target quota of 20 videos per language ensured a wide and impressive range of source materials was produced during the project. The Scottish package (English and Gaelic) has won a 2007 European Award for Languages. With separate funding this will now be made available on DVD to schools, FE and HE institutions throughout Scotland. The availability of all project video material in iPod format ensures ready accessibility on a much wider scale.



WP 6	The availability of the DIY video in iPod format ensures ready accessibility on a much wider scale.
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Please add extra sheets if necessary.

## D.2 – Partnership meetings

Table D.2

N°	Place		Date (dd/mm/yyyy)	Purpose of the meeting
	Country code <sup>5</sup>	Town		
1	BE	Brussels	26/09/2005	Kick off workshop and coordination meeting
2	RO	Pitesti	17/05/2006	Coordination meeting and workshop
3	HU	Budapest	26/10/2005	Project dissemination during the EfVET conference
4	NL	Hoorn	12/01/2006	Video workshop and editing course
5	RO	Pitesti	28/02/2006	Video workshop and editing course
6	IT	Pistoia	21/03/2006	EfVET regional conference
7	LT	Kaunas	27/06/2006	Video workshop and editing course
8	ES	Granada	7/09/2006	Workshop at EuroCall annual conference
9	ES	Madrid	04/10/2006	Coordination meeting and workshop
10	ES	Santander	16/01/2007	Video workshop and editing course
11	Lt	Kaunas	09/05/2007	Coordination meeting and workshop
12	UK	Birmingham	24/09/2007	Project dissemination at NA Quality in Training conference
13	NL	Alkmaar	26/09/2007	Coordination meeting and workshop

N°	Partners attending
1	All partners
2	All partners except EfVET
3	BA (Basque), BE (EfVET), DE, DK, ES, NL, and UK
4	DK, NL, and UK
5	DK and RO

<sup>5</sup> Please use the codes which are in the application form



6	BE (EFVET italian representative) and DK
7	LT and DK
8	BA, DE, DK, ES, and NL
9	All partners except EFVET
10	BA, NL
11	All partners except EFVET
12	DK, UK
13	All partners. It should be noted that all partners (with the planned exception of EFVET) were represented at all co-ordination meetings and workshops, as per original workplan.

N°	Key results (summary of the minutes) (½ page maximum, per case)
1	<p>Kent Andersen went through the ideas in the project, tasks, schedules, responsibilities for content, quality control and dissemination.</p> <p>Every person in the project partnership signed a Copyleft contract.</p> <p>Ole Beck Kristensen from Odense Technical College went through the administrative procedures for this project, including all the details of the financial handbook concerning this project.</p> <p>All partners acted out their scenarios prepared for the kick off meeting.</p> <p>A brainstorm on the themes of the scenarios, which must be composed and video recorded.</p> <p>The focus must be on the fact that this is material for a teacher training course. A programme to teach teachers how to create materials themselves (ICT). The project will deliver the videos and the course content.</p> <p>Presentation of the Web Log and the website.</p> <p>Discussion of the course content and form: A gaps analysis must be carried out previous to the work with the course itself. This analysis is carried out in Romania and Lithuania. We need to ask about:</p> <p>Knowledge of Computer assisted Language learning methods                      Knowledge of methodology                      Use of and access to ICT                      Know-how and law</p>



	Full document available from: <a href="http://www.languages.dk/archive/meetings/Meeting_Minutes_Brussels.pdf">http://www.languages.dk/archive/meetings/Meeting_Minutes_Brussels.pdf</a>
2	<p>The workshop dealt with Status of the project work so far, Schedules, Quality control, and Dissemination</p> <p>Important topics for the meeting were discussion on how to include a focus on learners with disabilities and an analysis/conclusion of the gaps analysis.</p> <p>Time schedule of video recordings is fine. The main bulk of video recordings should be finished before the interim report in October 2006.</p> <p>Each team presented the dissemination plans.</p> <p>Presentation of the video recordings from project members.</p> <p>EFQM control showed that Products produced as planned: The website works successfully with app. 91,000 unique visitors so far. Videos have been recorded. The work with course content begun</p> <p>The project group was split into two groups. One group must work with ideas for the methodology course and the other group must work with the course ware course.</p> <p>Final quality control of workshop achievements</p> <p>Full document available from: <a href="http://www.languages.dk/archive/meetings/Meeting_minutes_Pitesti.pdf">http://www.languages.dk/archive/meetings/Meeting_minutes_Pitesti.pdf</a></p>
3	<p>Pools was presented at the EfVET conference 2005 in Budapest with brochures, handouts and a Roundtable Presentation.</p> <p>Title: Pools - Producing Open Online Learning Systems</p> <p>Topic: Sharing language teaching resources</p> <p>Description: Pools is a Leonardo 2 funded project with 9 partners, including EFVET, which will develop online pools of learning materials and teacher training courses targeting production of elearning courses and materials for language learning. The materials being produced in Pools are available in at least Basque, Danish, Dutch, English, German, Gaelic, Lithuanian, Romanian, Spanish. Pools is interested in clustering and collaborating with similar types of projects.</p> <p>Name of the workshop leader(s): Mr Kent Andersen, Mr Klaus Leonhardt, Mr Frans Van Schaik, Mr Sean Mehan</p>
4	The team members were tutored on the art of recording and editing videos to be used for online delivery
5	The team members were tutored on the art of recording and editing videos to be used for online delivery
6	N.B. This meeting was not financed through POOLS. Kent Andersen from the Danish pools team was invited to present the Danish VET (vocational educational and training) system at a conference in Pistoia, Italy. The conference dealing with the new Italian VET system was arranged by Stefano Tirato, the EfVET steering committee representing Italy.





	The conference had 60 participants. Among these were teachers, managers, decision makers and local authority representatives. As usual during presentations Kent Andersen took the opportunity to present pools to the audience and hand out pools newsletters and brochures. This resulted in much positive feedback as well as new contacts.
7	The team members were tutored on the art of recording and editing videos to be used for online delivery
8	N.B. This meeting was not financed through POOLS. The POOLS project was presented during EuroCall as a show & Tell presentations by six pools team members (Frans, Kent, Klaus, Lone, Marijo, and Ursula). The presentation was well attended and ten of the participants were awarded a POOLS T-shirt through a lottery (the pools brochures:-) Besides T-shirts also 30 DVDs with the POOLS videos in iPod versions, and 30 CD-ROMS with the Web Page Text Blender as well as 30 DVD DIY videos on how to use it were handed out. The POOLS team members did not lose any possibility of telling fellow language teachers about the project ideas and outcomes. Almost all the 200 Newsletters and Brochures that were brought to the conference were handed out.
9	In the third project workshop (In Madrid, Spain) a lot of time was spent on discussing and agreeing the format for the teaching methodology and content development course manuals. Sample frameworks were tested in groupwork sessions. Partners selected different topics to flesh out into module descriptors for either course manual. The minutes with quality checklist can be seen at <a href="http://www.languages.dk/archive/meetings/Meeting_minutes_Madrid.pdf">http://www.languages.dk/archive/meetings/Meeting_minutes_Madrid.pdf</a> .
10	The team members were tutored on the art of recording and editing videos to be used for online delivery
11	At the fourth project workshop (in Kaunas, Lithuania) time was divided between refinement and development of course modules, (including introductory guidelines), agreement on a common evaluation form (translated into project languages), and preparation for the final conference. The minutes can be seen at <a href="http://www.languages.dk/archive/meetings/Meeting_Minutes_Workshop4.pdf">http://www.languages.dk/archive/meetings/Meeting_Minutes_Workshop4.pdf</a> .
12	The team members provided a joint presentation at the National Agencies' flagship conference on Quality in Training on project dissemination and sustainability
13	In the fifth and final workshop (in Alkmaar, the Netherlands) the focus, alongside the periodic reports back from partners, was on ensuring that all goals had been successfully completed and that all relevant information from partners for the Final Report would be ready in good time and submitted in the appropriate format. The minutes can be see at <a href="http://www.languages.dk/archive/meetings/Meeting_minutes_Alkmaar.pdf">http://www.languages.dk/archive/meetings/Meeting_minutes_Alkmaar.pdf</a> .

Please add extra sheets if necessary.

### Table D.3

**D.3.1 – For «NETWORKS »- Please describe the transnational partnership structure illustrating, in particular, those activities relating to 'taking stock and analysis of existing knowledge', 'identification of needs and trends' and the 'dissemination of results'. (1 page maximum)**

**Describe both method and approach and note any changes from the original work programme.**



D.3.2 – For « LANGUAGE COMPETENCES »- Please indicate the learners’ languages, levels and target languages of the project, method and didactic approach (e.g. task based learning, CLIL<sup>6</sup>, exchanges, tandem learning, tutoring, TELL, CALL, ODL<sup>7</sup> etc.)

N°	Learners’ languages codes <sup>8</sup>	Target languages codes	Levels of proficiency <sup>9</sup>
1	DA, DE, EN, ES, LT, NL, OT, OT, RO	DA, DE, EN, ES, LT, NL, OT, OT, RO	Beginner & Intermediate

N°	Describe method and didactic approach - please refer to the initial work programme and further note any changes. (½ page maximum, per case)
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<sup>6</sup> CLIL-Content and Language Integrated Learning

<sup>7</sup> TELL-Technology Enhanced Language Learning, CALL-Computer Aided Language Learning, ODL-Open and Distance Learning

<sup>8</sup> Please use the codes which are in the application form

<sup>9</sup> Beginner, Intermediate, Advanced



1	<p>The main aims of the project were to prepare courses that enable teachers of DA, DE, EN, ES, LT, NL, OT (Gaelic), OT (Basque), and RO to make use of CALL in the classroom and to prepare online materials for students of these languages.</p> <p>The materials preparation consisted primarily of the production of source videos capturing key language points pertaining to a particular item, situation or topic of vocational or cultural relevance. (Vocational areas covered included electronics, care, travel and tourism, catering and hospitality, business studies and media studies. Cultural themes were also chosen by individual partners to reflect salient aspects pertaining to their own language(s) and situation.) Films were made in a range of genres, including scripted scenarios or sketches, authentic speech interviews, and documentaries with a plain language voiceover commentary. Participants in the videos consisted of teachers/lecturers, students/learners, and other community members. Transcripts and translations into English (where appropriate) were supplied with each film together with language and cultural notes, and the language level of each item was benchmarked against the Common European Framework A1-B2.</p> <p>Using this substantial corpus of source materials sample development exercises using interactive computer software (Hot Potatoes) were also developed for each language, and placed on the website. These included simple vocabulary exercises as well as items focusing on grammar and discourse features.</p> <p>In parallel with the materials creation, training courses in Teaching Methodology and Content Development were also developed and piloted in each project language. A wide range of module descriptors specifying pre-entry requirements and learning outcomes were written, and pilot courses delivered in each country. The focus was on answering trainees' needs in as flexible and responsive a manner as possible, with a subsidiary aim of encouraging teachers to also engage their own learners in the use of ICT for language learning purposes. This aspect of the pedagogic use of ICT in language learning was a theme that became increasingly prominent as the project developed.</p>

Please add extra sheets if necessary.

**D.3.3 – For « REFERENCE MATERIAL» - Please describe the main results achieved.**

N°	Description of Methodology
1	
2	
...	



N°	Results
1	
2	
...	

D.4- Please provide information on the partners that participated in dissemination activities in the whole project duration, in alphabetical order of country code using the table below.

Table D.4

N°	Country code <sup>10</sup>	Name of organisation/institution in national language <sup>11</sup>	Name of organisation/institution in EN, FR or DE	Place Where it took place? Region code <sup>5</sup>	What sectors were targeted by these dissemination activities? Sector code <sup>5</sup>
1	HU	EFVET		Budapest, HU01	M80
2	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Staff Meeting, BBS T 1, Ludwigshafen, DEB3	VET teachers, M80
3	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Kiezküchen, Cooperation offer, Berlin, DE3	Vocational Trainers, teachers, M80
4	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Universität Tübingen, Cooperation offer, dissemination material, DE14	University lecturers, M80
5	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Teacher Training Seminar, Mainz, DEB3	Teacher Trainers, M80
6	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Teacher Training Seminar, Neuwied, DEB1	Teacher Trainers, M80
7	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Teacher Training Seminar, Speyer, DEB3	Teacher Trainers, M80
8	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Teacher Training Seminar, Kaiserslautern, DEB3	Teacher Trainers, M80

<sup>10</sup> Please use the codes which are in the application form

<sup>11</sup> Please provide this information also in EN, FR or DE, if available



9	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Teacher Training Seminar, Trier, DEB2	Teacher Trainers, M80
10	DE	Berufsbildende Schule Technik 1, Ludwigshafen		EuroCall Conference, Granada, ES61	Teachers, M80
11	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Linguistics Conference, University Mannheim, DE12	University lecturers, M80
12	DE	Berufsbildende Schule Technik 1, Ludwigshafen		EFVET Conference, Agya Napa, CY	VET Decision makers, teachers, M80
13	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Lernzirkel e.V. Ludwigshafen, DEB3	Secondary school teachers, M80
14	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Coskun College, Istanbul, TR	Primary school teaching staff, M80
15	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Gymnasium Amorbach, DE26	Secondary school teachers, M80
16	DE	Berufsbildende Schule Technik 1, Ludwigshafen		Horizon College Linguistics Conference, NL32	Teachers, M80
17	ES 21	CEBANC	CEBANC	HABE ((Helduen Alfabetatze eta Berreuskalduntzeko Erakundea ES 21 -October and December 2005	Basque Government organization responsible for adult literacy and retraining
18	ES 21	CEBANC	CEBANC	Round table dissemination at 14th International Conference of Efvet held in Budapest, Hungary October 2005	In association with Sabhal Oòr Ostaig, UHI and Odense Tekniske Skole (DK)
19	ES 21	CEBANC	CEBANC	DONOSTIAKO BERRITZEGUNEA ES 21 -October 05: introduction to the project -April 06: BP-BLTM Project presentation	Support Centre for Vocational Training and Educational Innovation reporting to the Basque Government Department of Education. San SebastiánM80



20	ES 21	CEBANC	CEBANC	Contacts with Permanent Learning Management ES November 05	Reports to the Basque Government Department of Education (Vitoria) M80
21	ES 21	CEBANC	CEBANC	Contacts with Permanent Learning Management ES November 05	Reports to the Basque Government Department of Education (San Sebastián) M80
22	ES 21	CEBANC	CEBANC	Dissemination of the project with the students for the creation of the videos October 2005	Cebanc-Cdea college students.
23	ES 21	CEBANC	CEBANC	Dissemination of the project with the teachers for the creation of the videos October 2005	Cebanc-Cdea college teachers.
24	ES 21	CEBANC	CEBANC	IVAC project presentation ES 21 -December 05 -September 06 presentation of the project and the DVD of Use of Hot Potatoes and videos.	Basque Institute for Professional Qualifications M80 (Bilbao)
25	ES 21	CEBANC	CEBANC	URRATS euskaltegia ES21 -November 05: presentation of the project -May 06: presentation of e-materials created -June 06: Recording videos with them -September 06: delivery of DVD and CD of videos recorded	Basque Language School for Adults M80 San Sebastián



26	ES 21	CEBANC	CEBANC	DONOSTIAKO EUSKARAREN UDAL PATRONATUA -September 06: presentation of the project and the DVD and CD materials.	San Sebastián Municipal Council for the Dissemination of Basque Language
27	ES 21	CEBANC	CEBANC	Presentation of the project and the DVD and CD materials to the editors of <b>Auzoka</b> and <b>Hiru Txulo</b> magazines	<b>Magazines distributed throughout the municipality. -Auzoka is distributed to the schools that take part in its production.</b>  - Hiru Txulo is distributed by subscription.
28	ES 21	CEBANC	CEBANC	Presentation of the project and the DVD and CD materials in The EUSKAL ETXEA-Laurak <b>Bat-</b> in Buenos Aires, Argentina, July 2006	<b>Cultural Organisation for Basque People in foreign countries to develop and disseminate the Basque Culture (language, music, traditions...)</b>
29	ES 21	CEBANC	CEBANC	Presentation of the project and the DVD and CD materials in <b>Fundación Juan de Garay</b> , Buenos Aires, Argentina, July 2006	<b>Foundation for Basque People in foreign countries to develop and disseminate the Basque Culture (Basque language and Culture research in foreign countries)</b>
30	ES 21	CEBANC	CEBANC	Making contact with Charter Schools Teachers from the USA and presentation of the project and the DVD and CD materials, July 2006	<b>Charter Schools from the USA</b>  <b>(Miami, Fort Lauderdale...)</b>

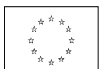


31	ES 21	CEBANC	CEBANC	Round table dissemination at Eurocall Conference 2006 Integrating Call into Study Programmes Conference held in Granada, Spain September 2006	In association with Sabhal Oor Ostaig, UHI Odense Tekniske Skole (DK)
32	ES 21	CEBANC	CEBANC	Dissemination of the project with the students for the creation of the videos September 2006	Cebanc-Cdea college students. (M80)
33	ES 21	CEBANC	CEBANC	Dissemination of the project with the teachers for the creation of the videos September 2006	Cebanc-Cdea college teachers. (M80)
34	ES 21	CEBANC	CEBANC	Round table dissemination at 15th International Conference of Efvet held in Cyprus, October 2006	In association with Odense Tekniske Skole (DK)
35	ES 21	CEBANC	CEBANC	DONOSTIAKO BERRITZEGUNEA ES 21 -January 07: presentation of the web and Basque videos	Support Centre for Vocational Training and Educational Innovation reporting to the Basque Government Department of Education. San SebastiánM80
36	ES 21	CEBANC	CEBANC	Article on the project in the <b>Auzoka</b> magazine in the section on new technology websites -June 07 <a href="http://www.euskaraz.net/Hezkuntza/Auzoka/Auzoka87/23">http://www.euskaraz.net/Hezkuntza/Auzoka/Auzoka87/23</a> <a href="http://www.languages.dk/digital/index.html#Basque">http://www.languages.dk/digital/index.html#Basque</a>	<b>Magazine distributed throughout the municipality. -Auzoka is distributed to the schools that take part in its production (2,000 copies distributed )</b>





37	ES 21	CEBANC	CEBANC	DONOSTIAKO BERRITZEGUNEA ES 21 -June 07: Pilot Project with teachers and computer specialist	Support Centre for Vocational Training and Educational Innovation reporting to the Basque Government Department of Education. San Sebastián M80
38	ES 21	CEBANC	CEBANC	Making contact with Charter Schools Teachers from the USA, June 2007	<b>Charter Schools from the USA</b>  <b>(Miami, Fort Lauderdale...)</b>
39	ES 21	CEBANC	CEBANC	IVAC project presentation ES 21 -July 07 presentation of the videos and the use of Hot Potatoes.	Basque Institute for Professional Qualifications M80 (Bilbao)
40	ES 21	CEBANC	CEBANC	Cebanc-Cdea -July 07: Pilot Project teachers and computer specialist	Cebanc-Cdea college teachers and specialist. San SebastiánM80
41	ES 21	CEBANC	CEBANC	Presentation of the project and the DVD "Goxo Hitzak ikasten" and Hot Potatoes in The EUSKAL ETXEA- <b>Laurak Bat-</b> in Buenos Aires, Argentina, August 2007	<b>Cultural Organisation for Basque People in foreign countries to develop and disseminate the Basque Culture (language, music, traditions...)</b>
42	ES 21	CEBANC	CEBANC	Presentation of the workshop "How to express emotions in Basque using Hot Potatoes" September 07 Alkmaar (The Netherlands)	European Language Conference  <b>Organized by Horizon College M80</b>



43	ES 21	CEBANC	CEBANC	URRATS Euskaltegia ES21 -September 07: delivery of DIY Video and The web page Text Builder Installation- produced by Kent Andersen.	Basque Language School for Adults M80 San Sebastián
44	ES	CECE		Actualidad Docente magazine spread to CECE network	Spanish educational sector.
45	ES	CECE		Web Promotion: <ul style="list-style-type: none"> <li>• CECE web site</li> <li>• European partners</li> <li>• Decroly school web page</li> <li>• Red Educativa Europea network</li> </ul>	Teachers, Education Managers, Language Professionals, Training centres
46	ES	CECE		Cece Annual Conference, Barcelona	Principals of schools and community representatives
47	ES	CECE		Cece Annual Conference, Granada	Principals of schools and community representatives
48	ES	CECE		Brussels, life long learning info day	Project managers and stakeholders in the sector
49	ES	CECE		On line educa Madrid	Different profiles, alls related to the education
50	ES	CECE		Yourvid project Radioweb project	Project partnership Synergies between other European projects
51	ES	CECE		European associations (EFVET, ESHA, ECNAIS)	European Associations connected to educational and language sector
52	ES	CECE		Latin America	Educational sector in Chile
53	ES	CECE		Spain: resent the pools newsletter and leaflet to CECE database	Spanish educational sector (8000 e-mails)



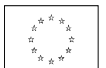
54	DK	Odense Tekniske Skole		Regional language teacher meeting + ministry of Education. Odense, DK 008	M80
55	DK	Odense Tekniske Skole		EFVET 2005 conference in Budapest. Round table presentation, HU 001	M80
56	DK	Odense Tekniske Skole		TESOL 2006. Tampa, Florida, USA	M80
57	DK	Odense Tekniske Skole		Regional EfVET Conference, Pistoia, Toscana, IT 51	M80
58	DK	Odense Tekniske Skole		Eurocall 2006 conference, Granada, ES 61	M80
59	DK	Odense Tekniske Skole		EFVET 2006 conference, Agia Napia, CY	M80
60	DK	Odense Tekniske Skole		Language conference, Istanbul, TR	M80
61	DK	Odense Tekniske Skole		Eurocall 2007 conference, Coleraine, Northern Ireland, UKN	M80
62	LT	Kauno Kolegija		Round table dissemination at Kaunas College, Kedainiai (Power Point presentation), Lithuania, LT, February 2006	Project was presented to teachers and students-future language teachers, M80 EDU-UNIV 22
63	LT	Kauno Kolegija		Presentation of the project at the annual conference <i>Teaching and Learning Foreign languages at a College</i> , Kaunas College, Lithuania, LT, November 2005	Project was presented to teachers from different Lithuanian colleges and universities, M80 EDU-UNIV, EDU-VET; 016 EUR
64	LT	Kauno Kolegija		Dissemination of the project through the gap analyses questionnaire, Lithuania, LT, March 2006	Gap analyses questionnaire was delivered to 50 vocational schools and 25 colleges, M80 EDU-UNIV, EDU-VET



65	LT	Kauno kolegija		Presentation of the project at the international exhibition Studies 2006, Vilnius, Lithuania, LT, February 2006	Project brochures disseminated to students, teachers, politicians, employers, M80 EDU-UNIV, EDU-VET; 04 OE; 015 PP
66	LT	Kauno kolegija		Project materials (videos in different languages) were demonstrated for students and teachers during the European Day of Languages, Kaunas, Lithuania, LT, 26 September 2006	College students and teachers, M80 EDU-UNIV
67	LT	Kauno kolegija		Presentation of the project (presentation and article) at the international conference <i>Competencies of a Today's Specialist: Balance between Theory and Practice</i> , Kaunas, Lithuania, LT, March 2007	Teachers, students and employers, M80 EDU-UNIV, EDU-VET; 04 OE; 015 PP
68	LT	Kauno kolegija		Power Point presentation of the project at the seminar <i>Language projects and their role in promoting linguistic diversity and language studies in European countries</i> , Vilnius, Lithuania, LT, March 2007	Organised by the Association of Language Teachers, M80 ASC-TCH; 015 PP
69	LT	Kauno kolegija		Presentation of the project (presentation and article) at the annual conference <i>Application of ICT in Education: Problems and Future of E-studies</i> , Kaunas, Lithuania, LT, April 2007	College and university teachers, M80 EDU-UNIV 22, 48, 52



70	LT	Kauno kolegija		Presentation of the project in the newspaper <i>Svietimo Naujienos</i> , Lithuania, LT, April 2007	<a href="http://www.takas.lt/svietimas/il/il.php?st=3&amp;msgid=716">http://www.takas.lt/svietimas/il/il.php?st=3&amp;msgid=716</a> , M80 EDU-UNIV, EDU-VET, CONS-GUID, ENT-UNION, 015 PP
71	LT	Kauno kolegija		Presentation of the project at the international conference in Pskov, Russia, RU, June 2007	College and university teachers, M80 EDU-UNIV, EDU-VET 22, 48, 52
72	LT	Kauno kolegija		Presentation of the project (presentation and article) at the international conference <i>Languages in Lithuania: aspirations and achievements</i> , Vilnius, Lithuania, LT, June 2007	Organised by the Association of Language Teachers, M80 ASC-TCH, EDU-UNIV, EDU-VET PUB-NAT, PUB-REG, 015 PP
73	LT	Kauno kolegija		Presentation of the project during the workshop <i>Task based learning with CALL: Hot Potatoes primer</i> , Vilnius, LT, June 2007	Vocational school teachers, M80 EDU-VET
74	LT	Kauno kolegija		Presentation of the project during the workshop <i>Using video with language learners and How to set up and use (Web)Blogs</i> , Vilnius, LT, June 2007	Vocational school teachers, M80 EDU-VET
75	LT	Kauno kolegija		An interview about the project activities and results for the college magazine <i>Siena</i> , Kaunas, Lithuania, LT, September 2007	Students, teachers, guests of the college, M80 EDU-UNIV



76	LT	Kauno kolegija		Contacts with Lithuanians in the USA (Suggested to use Digital pools of Lithuanian videos for teaching and learning Lithuanian at Lithuanian Saturday schools), US, 2006-2007	Any person attending Lithuanian Saturday school in the USA
77	NL	Horizon College		Hoorn, January 2006 NL 32 Activity: Briefing of Horizon College sectors of aims and expected results POOLS project	M80
78	NL	Horizon College		Hoorn, February 2006, NL 32 Activity: Briefing of Dutch partner consortium (ID College, Zoetermeer) and Clusius College, Hoorn).	M80
79	NL	Horizon College		Granada, Spain, September 2007, ES62 Activity: Presentation of POOLS project at EUROCALL conference 2006	M80
80	NL	Horizon College		Amsterdam, October 2006 NL32 Activity: Contact with University of Amsterdam in preparation of presentation to UVA students re POOLS project	M80



81	NL	Horizon College		Amsterdam, January 2007 NL 32 Activity: presentation of POOLS project to UVA students in Amsterdam	M80
82	NL	Horizon College		Istanbul, February 2007 TR1 Activity: Presentation of POOLS to Istanbul teachers Training Institute	M80
83	NL	Horizon College		Jyvaskyla, May 2007 UKG2 Activity: Presentation of POOLS project to our Finnish International partner, JAO College in Jyvaskyla	M80
84	NL	Horizon College		Italy, June 2007, ITE1 Activity: Presentation of POOLS project to our Italian International partner in Florence	M80
85	NL	Horizon College		Alkmaar, 27 – 28 th September 2007 NL32 Activity: Hosting 150 (inter-)national guests from most EU countries, Dutch ROCs and AOCs and other participants during the 2 days'conference	M80



86	RO	Universitatea din Pitesti Facultatea de Stiinte ale Educatiei		<b>Bucharest 18-19.05.2007 RO02</b> The Academy of Economical Sciences – <i>The Teacher Training Department</i> - <i>The Quality Management Department</i> Strategies for ensuring and evaluating the quality in the educational processes	M80
87	RO	Universitatea din Pitesti Facultatea de Stiinte ale Educatiei		<b>Galați 15-16.06.2007 RO02</b> <b>Dunărea de Jos</b> University <i>The Teacher Training Department</i> Educational issues for the 3rd millenium	M80
88	RO	Universitatea din Pitesti Facultatea de Stiinte ale Educatiei		<b>Târgu-Jiu 02-03.06.2007 RO04</b> - <b>Constantin Brâncuși</b> University - Ministry of Education and Research University – as part of the post adhering policies of Romania to the EU	M80





89	RO	Universitatea din Pitesti Facultatea de Stiinte ale Educatiei		<b>Ramnicu Valcea</b> <b>04.09.2007 RO07</b> <b>Matei Basarab</b> Highschool - Ministry of Education and Research – The School Inspectorate – Valcea District Pedagogical Conference of The Foreign Language Teachers and Romanian Language Teachers	M80
90	RO	Universitatea din Pitesti Facultatea de Stiinte ale Educatiei		<b>Slatina 07.09.2007</b> <b>RO02</b> <b>Ion Minulescu</b> Highschool - Ministry of Education and Research – The School Inspectorate – Olt District Pedagogical Conference of The Foreign Language Teachers	M80
91	RO	Universitatea din Pitesti Facultatea de Stiinte ale Educatiei		<b>Alexandria 07.09.2007</b> <b>RO03</b> <b>Dimitrie Ghica</b> Highschool - Ministry of Education and Research – The School Inspectorate – Teleorman District Pedagogical Conference of The Technical Subjects Teachers	M80



92	RO	Universitatea din Pitesti Facultatea de Stiinte ale Educatiei		<b>Suceava 21-23.09.2007 RO01</b> <b>Ştefan cel Mare</b> University The Research Group INTER LITTERS (ILET) The International Conference of Compared Literature, Intercultural Studies, Contrastive Linguistics and Traductology	M80
93	UK	Sabhal Mòr Ostaig		Gaelic Research Conference, Skye, UKM4	Higher Education Sector, Research M80
94	UK	Sabhal Mòr Ostaig		Web Promotion: <ul style="list-style-type: none"> <li>• "Scottish Island Voices" Package</li> <li>• European partners</li> <li>• Schools, universities in Scotland (Gaelic)</li> <li>• ESOL networks in Scotland (SATEFL, <a href="http://www.aloscotland.com">www.aloscotland.com</a>)</li> <li>• Scottish CILT (+ English, Welsh and Northern Irish CILTs) - <a href="http://www.cilt.org.uk">www.cilt.org.uk</a></li> </ul> UK and transnational	Teachers, Education Managers, Language Professionals M80
95	UK	Sabhal Mòr Ostaig		JORUM - <a href="http://www.jorum.ac.uk">www.jorum.ac.uk</a> , UK	Higher Education Sector M80
96	UK	Sabhal Mòr Ostaig		<a href="http://www.hebrides.tv">www.hebrides.tv</a> , UKM4	Community promotion M80 K72



97	UK	Sabhal Mòr Ostaig		Stirling University Conference on Adult Literacies and ICT, UKM2	Adult Literacies practitioners and managers M80 K72
98	UK	Sabhal Mòr Ostaig		Kildonan Conference on Island Cultural Archives, UKM4	Higher Education Sector and community representatives M80 O92
99	UK	Sabhal Mòr Ostaig (with Odense Tekniske Skole)		Birmingham Leonardo Conference on Quality in Training, UKG3	Transnational representation in Lifelong Learning sector M80
10 0	UK	Sabhal Mòr Ostaig		Highland Region In-service Training, UKM4	High school teachers and managers M80
10 1	UK	Sabhal Mòr Ostaig		Western Isles Region In- service Training, UKM4	High school teachers and managers M80



<b>E. RESULTS / PRODUCTS</b>
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E.1 – Please describe the project final results (e.g. products, materials, surveys, analysis, etc.) and indicate the languages in which they are available.

NB: An original and one copy of all results and/or products must be sent to the National Agency or the Commission (Procedure C), together with this report.

Products/Outputs/Results <sup>12</sup>						
N°	Full title	Languages <sup>13</sup>	Types of support			
			Web site <sup>14</sup>	CD ROM	Printed	Other (specify)
1	Digital Materials Pools	English, German, Spanish, Danish, Dutch, Lithuanian, Romanian, Basque, Gaelic	X			DVD
2	Online Course Book	English, German, Spanish, Lithuanian, Romanian	X			
3	Online DIY Video	English with subtitles in project languages	X			DVD
4	Online Materials Development Course Manual	All project languages	X			
5	Online Methodology Course Manual	All project languages	X			
6	ICT resources gaps surveys and reports in Romania and Lithuania	English, Romanian, Lithuanian	X			
7	Web Page Text Blender Tool	English	X			CD-ROM
8	Scottish Island Voices Resource Pack	English, Gaelic	X			DVD

N°	Dissemination of these results / products - by whom and where <sup>15</sup> (½ page maximum, per case)
1	These materials were disseminated by all partners via the project website, in project dissemination activities detailed in Table D.4, and in pilot training sessions held in all partner countries.

<sup>12</sup> Results as contractually agreed (taking into account all agreed contractual amendments).

<sup>13</sup> Please indicate for each type of support the code of languages available.

<sup>14</sup> Please provide the address (URL) of the Internet site

<sup>15</sup> Enterprise, training organisation, university, etc.



2	The online course book was disseminated by all partners via the project website, in project dissemination activities detailed in Table D.4, and in pilot training sessions held in all partner countries.
3	The online DIY video was disseminated by all partners via the project website, in project dissemination activities detailed in Table D.4, and in pilot training sessions held in all partner countries.
4	The Online Materials Development Course Manual video was disseminated by all partners via the project website, in project dissemination activities detailed in Table D.4, and in pilot training sessions held in all partner countries.
5	The Online Methodology Course Manual video was disseminated by all partners via the project website, in project dissemination activities detailed in Table D.4, and in pilot training sessions held in all partner countries.
6	The Romanian and Lithuanian gaps analyses were disseminated via the project website, and within their respective countries by the partner institutions.
7	The Web Page Text Blender Tool was disseminated by all partners via the project website, in project dissemination activities detailed in Table D.4, and in pilot training sessions held in all partner countries.
8	“Scottish Island Voices” was developed as a bilingual resource pack by the Scottish partner for national and international promotion and dissemination. The pdf was placed on the project website and promoted through the project newsletter. Gaelic and English teaching networks in the UK and abroad were reached through e-mail and web promotions, and conference presentations in Skye, Stirling, Birmingham (UK), and Alkmaar (NL). This included secondary and tertiary Gaelic education sectors, as well as ESOL and Adult Literacies interest groups. The high profile 2007 European Award for Languages for this package ensured widespread dissemination and publicity through the UK National Centre for Languages <a href="http://www.cilt.org.uk">www.cilt.org.uk</a> . Additional funding from Bòrd na Gàidhlig (the Gaelic language development authority) has been secured to produce a DVD version of the package for widespread distribution to schools, universities, and other interest groups.

Please add extra sheets if necessary.

E.2 – Please indicate the type, when, where and how « evaluation and testing » of results have been carried out.

N°	Title of result / product	Type of evaluation and testing	Results
1	Digital Materials Pools	EFQM milestone check	Pass
2	Online Course Book	EFQM milestone check	Pass
3	Online DIY Video	EFQM milestone check	Pass
4	Online Materials Development Course Manual	EFQM milestone check	Pass
5	Online Methodology Course Manual	EFQM milestone check	Pass



6	ICT resources gaps surveys and reports in Romania and Lithuania	EFQM milestone check	Pass
7	Web Page Text Blender Tool	End-user feedback	Positive
8	Scottish Island Voices Resource Pack	Scrutiny by National Centre for Languages panel ( <a href="http://www.cilt.org.uk">www.cilt.org.uk</a> )	European Award for Languages 2007

N°	Partners involved	When	
		Start date (dd/mm/yyyy)	End (dd/mm/yyyy)
1	All partners	01/10/05	25/09/07
2	All partners	02/10/06	25/09/07
3	All partners	02/01/06	25/09/07
4	All partners	12/10/05	25/09/07
5	All partners	12/10/05	25/09/07
6	LT, RO	12/10/05	11/05/07
7	DK	01/10/05	25/09/07
8	UK	01/03/06	25/09/07

N°	How was the evaluation and testing carried out
1	Evaluation by registered users. Peer reviewed by the partners
2	Evaluation by registered users. Peer reviewed by the partners
3	Evaluation by registered users. Peer reviewed by the partners
4	Evaluation by registered users. Peer reviewed by the partners. Piloted and evaluated with teachers.
5	Evaluation by registered users. Peer reviewed by the partners. Piloted and evaluated with teachers.
6	Evaluation by registered users. Peer reviewed by the partners
7	Evaluation by registered users. Peer reviewed by the partners
8	Scrutinised by panel of expert judges

Please add extra sheets if necessary.

E.2.1 - Has the project led to exploitable results / products? Yes [X ] / No [ ]

E.2.2 - If Yes, does the partnership intend to commercialise these results / products? Yes [ ] / No [X ]

E.3 – Please describe the impact of the project (maximum 2 pages):

- What is the project impact on existing employment & vocational education & training (VET) systems/strategies?
- Which activities were carried out in order to transfer the project results/products in terms of partner countries and target groups/target sectors? Please also specify the results of this activity.
- What activities are planned by the partnership to further develop the project results?

As a result of POOLS a significant stock of online, freely replicable, learning materials has been produced and collated in less widely used and taught languages. These materials serve both as learning materials themselves and as exemplar material for teachers of these languages to show what can be done with new ICT and video technology. This approach can be transferred across to languages other than those involved in the project, and examples have also been created in English, German, and Spanish for the purposes of wider dissemination. So, POOLS has contributed to vocational educational training systems and strategies in particular relationship to less widely used



and taught languages both directly, by creating and supplying new language learning materials, and indirectly, by modelling new methods and techniques for emulation by other teaching practitioners.

Furthermore, in developing a flexible suite of inservice training modules for teachers POOLS has laid out a common framework which can be adapted to suit different national or local needs. This is also supported by online training/learning materials which can be used in both self-teach and group-based learning exercises. In two partner countries where ICT use is still at a developmental stage, this approach has been underlaid by comprehensive nationwide survey work which identifies particular gaps in both ICT infrastructure and teachers' confidence and skill levels.

Although the working language of the project has been English, the focus has been explicitly multilingual and transnational. Teaching/learning materials have been produced in, and for, nine languages. The content development and teaching methodology course manuals were also produced in all project languages to ensure equal accessibility across partner countries. Online DIY training materials were also made available in the appropriate range of project languages.

Vigorous dissemination, both internationally (eg by the very successful website) and within partner countries, ensured a high profile for the POOLS project and was crucial to the successful transfer of project outcomes into national/regional systems and targets. This was enhanced by the programme of pilot inservice training sessions delivered by each partner in their own regions, which were evaluated using a common form developed specifically for this purpose.

There is no plan to maintain POOLS as a monolithic nine-member partnership. On the contrary the partnership is now evolving into an international network of practitioners (see <http://www.languages.dk/members.html>). The project has been wide-ranging, and it is natural that different aspects of it will develop differently in the various partners and countries that have taken part. In Romania and in Spain measures are in place to accommodate the training modules into respective accreditation systems. In the Netherlands the project has served as a springboard to wider networking of Dutch VET practitioners as well as forging stronger international links. The Danish partner is developing online training systems for international delivery. In the UK, the success of the project in winning the 2007 European Award for Languages has stimulated materials reproduction plans for nationwide dispersal in schools and other educational institutions, as well as advanced proposals for developing a bilingual resource bank/community archive on a much wider scale. Given the focus on less widely used and taught languages, all partners have also begun to explore or further develop the heritage language interests of diaspora communities that may be spread all over the world, and for whom online and distance learning developments may be particularly appropriate.

The POOLS website will continue to be maintained and developed by the Danish partner, and encourage language teachers to exchange ideas and materials on an international basis. Newsletters will continue to be produced regularly, so that the forum for transnational professional exchange between practitioners that POOLS has established will continue to function on a "grassroots" basis.

If you have answered "Yes" to the question E.2.2, please fill in E.4 and E.5

E.4 – Please describe the marketing strategy

N°	Title of result and / or product	Languages in which they are available	Target group
1			
2			
...			



N°	Distribution channels
1	
2	
...	

Please add extra sheets if necessary.





**E.5 – Please indicate the type of existing agreements between partners regarding results/products**

N°	Results and / or products	Agreements <sup>16</sup>	Partners involved
1			
2			
...			

Please add extra sheets if necessary.

**E.6 - Please provide a clear description of the products developed by the project (max. 2 pages)**

1. Digital Materials Pools. Over 300 sample digital video clips were produced and/or collected and collated in the nine project languages. These covered a range of vocational areas and reflected key cultural themes. The contents were designed to meet specific language learning needs and ranged in level between A1 and B2 in the Common European Framework of language competences.
2. Online Course Book. This is a compendium of best practice in language teaching, first developed as a part of the BP-BLTM project, but updated and upgraded by POOLS partners in the light of experience.
3. Online DIY Video. This complemented the handbook, with a focus on multimedia online materials production.
4. Online Materials Development Course Manual. Informed by research findings and professional experience POOLS participants shared knowledge and ideas to produce a suite of competency-based unit descriptors covering the range of ways ICT can be used to assist in the production of learning/teaching materials.
5. Online Methodology Course Manual. Informed by research findings and professional experience POOLS participants shared knowledge and ideas to produce a suite of competency-based unit descriptors covering the range of ways ICT can be used to assist in the delivery of learning/teaching.
6. ICT resources gaps surveys and reports. Romanian and Lithuanian partners undertook national surveys to ascertain current levels of ICT provision and use in educational sectors, providing baseline information from which to help project training needs.
7. Web Page Text Blender Tool. The Danish partner developed online dictionary access software to enable immediate translation of new vocabulary between project (and other) languages.
8. Scottish Island Voices Resource Pack. The Scottish partner developed an online bilingual listening resource pack out of its digital pool material for use with Gaelic and ESOL learners in schools, learning centres, at work or at home.

**F. GENERAL COMMENTS and ANNEXES**

**F.1 – Please describe briefly the difficulties encountered in undertaking the project and which solutions were found to overcome the difficulties (maximum 1 page).**

The project was ambitious and wide-ranging in its scope, and in the composition of the partnership. While this made for a very interesting range of tasks and relationships it also posed challenges in terms of ensuring proper coverage of all aspects of the work.

<sup>16</sup> intellectual property rights, right to reproduce parts, licences, royalties, patents, etc.



In relation to the partnership, it was not always easy to make sure that all partners progressed with their tasks and responsibilities at the same level or pace, and made a proportionate contribution to the overall project. This challenge was faced in a number of ways. E-mail and blog communication enabled speedy communication of any concerns, either bilaterally between any two partners or multilaterally between all partners if the issue was one of general importance or relevance. The “transparency” principle, by which all project documentation was placed on the website for open access, also served to ensure that, should any one partner be failing to deliver on its commitments, this failure would be clearly apparent to all. Similarly, any examples of good practice also received good exposure and served to encourage emulation by other partners.

In terms of the specific tasks faced by partners it would have to be acknowledged that not all participants felt equally able or knowledgeable enough to undertake them to the same level of competence. Some were underconfident on the materials development side, while others were unsure of how they might contribute to teacher training. The content creation and ICT skills development challenge was met by bi- or tri-lateral training sessions which were delivered by partner to partner according to need and interest. In relation to the development of teacher training ideas the project workshops proved crucial in providing a forum for initial brainstorming of ideas and suggestions, through which participants came to realise that their own experiences as teachers were the best source from which to develop appropriate guidelines for others. It was out of these debates that the topic of student involvement in content development and exploitation first emerged, then growing to become an underlying theme in much of the subsequent course development process.

F.2 – List of annexes to the original of the report (mail delivery):

1. DIY DVD – Use of Hot Potatoes and Web Page Text Blender
2. DVD with website statistics
3. CD with external e-mail inputs, and list of communications to webmaster
4. POOLS brochures in 9 languages
5. POOLS newsletter issues, from pre-project to post-project completion

Partner dissemination samples:

6. Actualidad Docente, Sept 2006
7. Actualidad Docente, May-Jun 2007
8. Innovations in ICT and Literacies, project report, Jun 2007
9. Scottish CILT News, Jun 2007
10. SATEFL Newsletter, Summer 2007
11. Island Voices/Guthan nan Eilean English/Gaelic resource bank catalogue
12. Memoria de Actividades 2006
13. Cece Europa November 2006
14. Siena 2007 No. 3

**NB: The following documents MUST be submitted with the Final Report:**

- evidence of bank transfers between the contractor and ALL project partners (where not previously submitted)
- copies of contracts between the Contractor and ALL project partners (where not previously submitted)
- copies of Subcontracting agreements and invoices - including all Call for Tender documentation (where not previously submitted)



## G. FINANCIAL REPORT

Self-calculating (Excel) financial tables must be completed for all projects at the Interim Report and Final Report stages. The financial tables are available for download at:  
[http://ec.europa.eu/education/programmes/llp/leonardo/final\\_fr.html](http://ec.europa.eu/education/programmes/llp/leonardo/final_fr.html) along with supporting Guidelines.

All pre-financing payments are regarded as advances pending explicit approval of the Final Report for the project, the corresponding financial report and the quality of the project results.



## Receipt Acknowledgement

### Final Report

This page will be returned to you when your Final Report has been received. Therefore, please complete the information below clearly.

**Title of project:**

Name of contracting organisation	Sabhal Mòr Ostaig
Name of legal representative	Malcolm Robertson
Street Number	
Country code - Post code - Town/City	UK – IV44 8RQ – Slèite, An t-Eilean Sgitheanach
Fax number	01471 888 001

Date you sent in your report	/ 11 / 2007
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#### Reserved for National Agencies / Executive Agency:

Documents received:

Final Report	Original + copy + electronic copy
Annexes	

Products received:

CD-ROM	
http://	

Missing data, to be submitted ASAP (not later than two weeks):

*Where information/documentation is requested within this Receipt Acknowledgement, please note that all proceedings relating to the payment of the final instalment are suspended until the related information/documentation is received.*

We acknowledge receipt of your Final Report:

<i>Country</i>	<i>Year</i>	<i>Project type</i>	<i>Project number</i>
		PP / TH / LA / NT / RF	

Please use this number in all communication with your National Agency / Executive Agency.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

