



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

Antes de rellenar este formulario, por favor lea las secciones correspondientes en la Convocatoria 2009 publicada por la Comisión Europea y por su Agencia Nacional así como la guía 2009 del Programa de Aprendizaje Permanente, que contiene información adicional sobre la fecha de cierre de la convocatoria, las direcciones de las Agencias Nacionales a las que debe de ser enviada a la solicitud, y las prioridades específicas del año 2009. Enlaces a estos documentos e información adicional se puede encontrar en la página web de Programa de Aprendizaje Permanente.

http://ec.europa.eu/education/programmes/llp/index_en.html

y la página web de la Agencia Nacional, cuya dirección esta disponible seleccionándola en el campo de abajo

De acuerdo con los procedimientos de la Comisión Europea, la información contenida en su formulario de candidatura puede ser utilizada por la Comisión para evaluar el Programa de Aprendizaje Permanente, respetando la normativa referente a la protección de datos.

DATOS DE ENVÍO

Programa	PROGRAMA DE APRENDIZAJE PERMANENTE		
Sub-Programa	LEONARDO DA VINCI		
Acción	LEONARDO DA VINCI Transferencia de innovación		
Fecha límite	27/02/2009	Idioma de trabajo	Inglés (GB)
Duración del proyecto	24		

AGENCIA NACIONAL

Nombre	OAPEE
Dirección	Calle General Oráa 55, 28006 Madrid
Dirección de correo electrónico	Ldv@oapee.es
Sitio web	www.oapee.es

ORGANIZACIÓN SOLICITANTE

Nombre de la organización	Confederación Española de Centros de Enseñanza (CECE)
Departamento	European Department



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

INFORMACIÓN DEL PROYECTO

Título del proyecto	Producing Open Online Learning Systems 2
Acrónimo del proyecto	POOLS 2

Resumen (Máximo 30 líneas. Deberá redactarse en inglés, francés o alemán).

El resumen se utilizará como descripción general del proyecto durante el proceso de evaluación, y como resumen de cara a su publicación en caso de resultar aceptada la propuesta. Debe detallar los aspectos clave de su propuesta incluyendo:

- Razón de ser del proyecto (principal reto que se plantea)
- Principales metas y objetivos del proyecto
- Características del consorcio que desarrollará la propuesta
- Descripción general de los resultados tangibles e intangibles
- Impacto previsto

The project wants to promote and exploit CALL (Computer Assisted Language Learning) in Cyprus, Malta, and Portugal.

The lack of exploitation of CALL in CY, MT, and PT is well documented in several reports, e.g. The EU commissioned report “The Impact of Information and Communications Technologies on the Teaching of Foreign Languages and on the Role of Teachers of Foreign Languages” (2002) p5: “the use and deployment of ICT in FLT and FLL is far from satisfactory, as ICT resources are traditionally reserved for ‘(computer) science’ subjects, and rarely assigned to arts subjects. A general lack of appropriate training of language teachers in meaningful uses of ICT tends to strengthen this trend”.

The project will address these needs by transferring the results from POOLS to CY, MT, and PT which will result in pools of online materials that can be used for developing language lesson contents utilizing the advantages of eLearning and enable teachers of the less taught languages to use ICT in their lessons.

POOLS focused on CALL and produced a course book, teacher courses, and DIY (Do It Yourself) videos on CALL materials development. To support CALL development POOLS produced sample CALL materials (for language students) and 180 videos with transcriptions in nine languages. The videos are used during teacher training courses as basis for developing exercises. POOLS continued as a grass root network and the number of videos has since the funded period been doubled:-)

The TOI will transfer the POOLS results by adapting and translating the core materials (course book, course manuals, and the DIY video subtitles), produce digital videos for use in CALL materials development in the three new languages, and run a sequence of teacher training courses on CALL.



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

The project consortium comprises VET colleges, universities, and organizations from BE, CY, DK, ES, MT, PT and UK all involved in language teaching. The UK partner was the coordinator of the POOLS project. Dissemination is planned with EFVET as dissemination partner (reaching VET teachers and policy makers), participation in VET and language teacher conferences, through quarterly newsletters, and the project website www.languages.dk (which can document 20.000+ unique visitors).

Quality control will be supported by external quality assessment and based on milestones and deliveries reported four times per year by all partners.

Socios

Número de socios:

7



A. INSTITUCIÓN / ORGANIZACIÓN

A.1 ORGANIZACIÓN

Papel del socio	CO-APP			P₀
Nombre legal completo	Confederación Española de Centros de Enseñanza (CECE)			
Nombre legal completo en caracteres latinos	Spanish Confederation of Education and Training Centers			
Acrónimo	ITE-CECE			
Razón social	C/ Marqués de Mondéjar 29-31.			
Código Postal	28028	Municipio	Madrid	
País	España	Región	Comunidad de Madrid	
Sitio Web	www.cece.es			
Teléfono 1	+34 91 725 79 09	Teléfono 2		
Fax				

A.2 REPRESENTANTE LEGAL

Tratamiento	Presidente	Cargo	Presidente	
Apellidos	Bazo Sánchez	Nombre	Isabel	
Dirección de trabajo	C/ Marqués de Mondéjar 29-31.			
Email	isabel.bazo@cece.es			
Código Postal	28028	Ciudad	Madrid	
País	España	Región	Comunidad de Madrid	

A.3 PERSONA DE CONTACTO

Tratamiento		Cargo	Coordinadora	
Apellidos	Villanueva	Nombre	Marian	
Email	marian@cece.es	Teléfono	0034 91 725 79 09	
Dirección de trabajo	C/ Marqués de Mondéjar 29-31.			
Código Postal	28028	Ciudad	Madrid	



País	España	Región	Comunidad de Madrid
------	--------	--------	---------------------

B. ORGANIZACIÓN Y ACTIVIDADES

B.1 CLASIFICACIÓN

Tipo de entidad	<input checked="" type="checkbox"/> Privada	<input type="checkbox"/> Pública
Orientación Comercial	<input type="checkbox"/> Con ánimo de lucro	<input checked="" type="checkbox"/> Sin ánimo de lucro
Tamaño de la Organización	21 - 50 personas	
Tipo de Organización	Asociación de organizaciones, escuelas u organismos que impartan enseñanza y FP	
Sector económico	Educación	

B.2 OBJETIVOS Y ACTIVIDADES DE LA ORGANIZACIÓN

B.2.A ASPECTOS EUROPEOS

Descripción general de la organización: tamaño, ámbito de trabajo, áreas específicas de experiencia y competencia en relación con el proyecto que se propone.

The Spanish Confederation of Education and Training Centres (CECE) is a non-profit employers' and professional organization founded in 1977. It represents a wide educational sector in Spain from nursery school to university level. It has more than 5.000 Education and training centres among its members.

CECE realizes its activities in four areas: (1) assistance in the implementation of the EFQM Excellence Model in its member institutions; (2) organization of continuing training courses for teachers; (3) implementation of technological innovation in its members; (4) internationalization of the members.

Papel de la organización participante en el proyecto que se propone

CECE will coordinate the project and ensure a quality transfer of the POOLS project results to three new countries. CECE main responsibilities are management, quality control and monitoring, exploitation of results, and peer-reviewing the other project teams in the adaptation and implementation phases of the POOLS project results.

We will provide experienced teacher trainers, who have been running the pools courses, for the coaching workshop followed by the peer-reviewed period, which is part of the action learning approach.

CECE will through our extensive national network ensure further dissemination of the project results across Spain and through our position in EfVET (EfVET secretary and member of the EfVET executive team).



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

Capacidad y experiencia de las personas clave involucradas en el proyecto

Mr Mariano del Castillo

Master Degree in Physics Science and Pedagogy Head of the Institute of Educational Technology (ITE) of CECE, former teacher and school headmaster. Vice-president of the General Council of Vocational Education and Training in Spain, Member of the European Forum for Qualifications, vice-president of the Executive Board of the Quality Club in Spain, General Secretary for Spain of EFVET, Spanish National representative of ESHA. Adviser for the creation of a Professional Observatory in Madrid, and for the development of the Regional Lifelong Learning Plan and collaborator of INECSE (Spanish Institute for the Evaluation and Quality of the Educational System). Collaborator in different educational magazines in Spain and Europe.

Ms Marian de Villanueva

Master Degree in Philosophy and Pedagogy. Member of the European Department of ITE, former teacher and HR manager with experience in the mapping of competences, currently project coordinator. Work in team, Coordination and administration of people, excellent organizational and time management skills, quick in understanding situations and analyzing challenges

Ms Selina Martin Cano

Degree in Law (1998/2002) for University of Madrid San Pablo CEU with Specialization in European Community Law. He studied in the European School of Brussels – Baccalaureat and has a master in Promotion and management of nonprofit organization, ONG for the University Complutense de Madrid. She is currently Project Manager in the Europe Department of CECE and she previously worked in the Council of the European Union, General Secretariat - Press Service and in The United Nations High Commissioner for Refugees, UNHCR Americas Bureau. He is involved in European framework programs, cooperation of institutions and organizations and individuals both in the private and corporate sector.

Ms Valle Torregrosa

Master Degree in Pedagogy. Head of the Teacher/trainer Training Department of ITE, manages and takes active part in curricula development and detection of teachers'/trainers' continuous training needs.

Mr Luis Lizama

Psychologist, PhD in Education and Psychology at Complutense University Madrid, and university expert in migration at Comillas University Madrid. He is an expert in educational uses of ICT and eLearning and works at the moment as ICT advisor for the Spanish Confederation of Education and Training Centres (CECE). He is at the same time a university teacher in the master course New IC

B.3 OTRAS SUBVENCIONES EUROPEAS

Describe la financiación europea obtenida por la organización solicitante en los últimos tres años.

Año de comienzo de la actividad	Programa o Iniciativa	Número de contrato	Título del Proyecto
---------------------------------	-----------------------	--------------------	---------------------



Programa de Aprendizaje Permanente

2008	Grundtvig Partnership	2008-1-DE2-GRU06-00028	COM IN EUROPE - Minorias
2008	GRUNDTVIG MULTILATERAL	142100-LLP-2008SK-GRUNDTVIG-GMP	E-DUCATED E-LEARNING
2008	LEO PARTNERSHIP	2008-1-ES1-LEO04-00122	NETVET
2008	LEO PARTNERSHIP	2008-1-IS1-LEO04-00006	QUAVET
2008	Leonardo TOI	LLP-LDV/TOI/08/IT/518	EXPERO2



Programa de Aprendizaje Permanente

2008	Leonardo TOI	ES-08-LLP-LDV/TOI/149029	CISESK
2008	Leonardo TOI	LLP-LdV-TOI-08-CY-167803	ECVC
2008	Leonardo TOI		BEST Language Support to Vocational Education and Training in Bulgarian, English, Spanish, Turkish a
2008	Comenius	142471-LLP-1-2008-1-No-Comenius-CMP	Kick Racism Out of Soccer, School and Society
2008	Comenius Multilateral	141838-LLP-1-2008-1-CZ	School management for primary education in Europe



Programa de Aprendizaje Permanente

2007	Leonardo TOI	NL06/F/P/PP/157633	MINT Adapting, Improving and Disseminating an INnovation Management Training Package through Blended
2007	Comenius	134246-LLP-1-2007-1-IT-COMENIUS-CMP	Euclides
2007	Leonardo	LLP-LDV-Toi/2007/703	Good School
2007	Comenius	134214-LLP-1-2007-1-IT-COMENIUS-CMP	Insula Europae II
2007	Leonardo	DE/07/LLP-LDV/TOI/147016	It's time



Programa de Aprendizaje Permanente

2007	Comenius	134027-LLP-1-2007-1-UK-COMENIUS-CMP	No child left behind
2007	Leonardo	LLP-LdV-ToI/2007/714	Competence Assessment Across Borders
2007	Leonardo	I/ 06/B/F/PP-154186	Innovative System Improving teachers inter-cultural Skills (ISIS)
2006	Socrates	06-ESP 01-S2G01-00257-1	European Network for Sign Language Education (SIGN)
2006	Leonardo	SK 06/ B/ F /PP/ 177443	Improhealth_ Collaborative



Programa de Aprendizaje Permanente

2006	Comenius	Comenius 2.1 Nr. 2006 – 2888/001- 001	LETHE
2006	Comenius	119117-CP-1-2004-1-IT-COMENIUS-C21	INSULA europea
2006	Lingua	113684-CP-1-2004-1-NL-LINGUA-L2	Picture
2005	Leonardo	SK/05/B/F/PP – 177433	(EPMT) EUROPEAN PROJECT MANAGEMENT TEAM
2005	Leonardo	UK/05/B/F/LA-162-355	POOLS (Producing Online Open Learning Systems)

B.3. SEGUIMIENTO



¿Es la propuesta actual el resultado de Seminarios de Contacto / Visitas Preparatorias?

Tipo de visita	<input type="checkbox"/> Visita Preparatoria <input type="checkbox"/> Seminario de contacto
Número(s) de convenio(s) de subvención	

B.4 PARTICIPACIÓN EN OTRAS ACCIONES DEL PAP

Detalle el resto de acciones del PAP de la convocatoria actual en las que la organización solicitante está involucrada:

Proyecto tipo	Acrónimo	Título de proyecto	Organización Solicitante

C. DESCRIPCIÓN DE LA PROPUESTA



A. INSTITUCIÓN / ORGANIZACIÓN

A. 1 ORGANIZACIÓN

Papel del socio	PA-CORE			P₁
Nombre legal completo	European forum of Technical and Vocational Education and Training (EFVET)			
Nombre legal completo en caracteres latinos				
Acrónimo				
Razón social	Rue de la Concorde 60			
Código Postal	1050	Municipio	Brussels	
País	Bélgica	Región	Région de Bruxelles Capitale	
Sitio Web	www.efvet.org			
Teléfono 1	0032 2511 0740	Teléfono 2		
Fax	0044 1761 435 698			

A. 2 REPRESENTANTE LEGAL

Tratamiento	Peter Hodgson	Cargo	President	
Apellidos	Hodgson	Nombre	Peter	
Dirección de trabajo	Rue de la Concorde 60			
Email	Peter.hodgson@nortcoll.ac.uk			
Código Postal	1050	Ciudad	Brussels	
País	Bélgica	Región	Région de Bruxelles Capitale	

A. 3 PERSONA DE CONTACTO

Tratamiento	Peter Hodgson	Cargo	President	
Apellidos	Hodgson	Nombre	Peter	
Email	Peter.hodgson@nortcoll.ac.uk	Teléfono	0044 1761 433 161	
Dirección de trabajo	Rue de la Concorde 60			
Código Postal	1050	Ciudad	Brussels	



País	Bélgica	Región	Région de Bruxelles Capitale
-------------	---------	---------------	------------------------------

B. ORGANIZACIÓN Y ACTIVIDADES

B.1 CLASIFICACIÓN

Tipo de entidad	<input checked="" type="checkbox"/> Privada	<input type="checkbox"/> Pública
Orientación Comercial	<input type="checkbox"/> Con ánimo de lucro	<input checked="" type="checkbox"/> Sin ánimo de lucro
Tamaño de la Organización	1 - 20 personas	
Tipo de Organización	Asociación de organizaciones, escuelas u organismos que impartan enseñanza y FP	
Sector económico	Educación	

B.2 OBJETIVOS Y ACTIVIDADES DE LA ORGANIZACIÓN

B.2.A ASPECTOS EUROPEOS

Descripción general de la organización: tamaño, ámbito de trabajo, áreas específicas de experiencia y competencia en relación con el proyecto que se propone.

The European Forum for Technical and Vocational Education and Training (EFVET)(constituted under Dutch and Belgian law) is a network of practitioner VET institutions throughout the European Member States, Candidate and Pre-Accession countries. Its primary purpose is twofold: a) To promote European wide co-operation and a sharing of good examples of practice amongst Vocational Education and Training institutions. b) Works closely with the European Commission at a strategic policy level as part of the Single Transparency Framework currently being developed. EfVET is represented on the EC Objectives working groups as part of the EUCIS Platform for Lifelong Learning in association with EVTA and other European Organisations. In addition it provides a service to individual institutions across Europe such as newsletters web site links, information services and project dissemination opportunities through its annual conference.

Papel de la organización participante en el proyecto que se propone

EfVET's role in this project will be as a dissemination partner in order to raise awareness of the project and its final products and results. EfVET will co-lead on this work package and use its communication channels. Website – www.efvet.org, newsletters and annual conferences to be held in October each year. Progress reports and development activity including the promotional material will be distributed across the EfVET network of 1500 VET institutions throughout Europe. The website receives some 60,000 hits per year from members and stakeholders.



Capacidad y experiencia de las personas clave involucradas en el proyecto

Leif Haar, Denmark is responsible for the preparation and content of the bi-monthly newsletters to members and stakeholders throughout Europe.

Aletia Trakakis – Cyprus is responsible for maintaining the www.efvet.org website

Peter Hodgson - UK is responsible for addressing policy makers and inform these about the project outcomes

B.3 OTRAS SUBVENCIONES EUROPEAS

Describe la financiación europea obtenida por la organización solicitante en los últimos tres años.

Año de comienzo de la actividad	Programa o Iniciativa	Número de contrato	Título del Proyecto
2008	Leonardo	141783-LLP-1-2008-1-DK-LEONARDO-LMP	Producing Open Online Learning System Tools
2006	Leonardo	NL06/F/P/PP/157633	STUDENTSTARTER
2006	Leonardo	FI-06-B-F-PP-160734	International Operation Agent in VET IOA

B.3. SEGUIMIENTO



¿Es la propuesta actual el resultado de Seminarios de Contacto / Visitas Preparatorias?

Tipo de visita	<input type="checkbox"/> Visita Preparatoria <input type="checkbox"/> Seminario de contacto
Número(s) de convenio(s) de subvención	

B.4 PARTICIPACIÓN EN OTRAS ACCIONES DEL PAP

Detalle el resto de acciones del PAP de la convocatoria actual en las que la organización solicitante está involucrada:

Proyecto tipo	Acrónimo	Título de proyecto	Organización Solicitante
Leonardo TOI	POOLS-M	POOLS of communicative language teaching methods	European forum of Technical and Vocational Education and Training (EFVET)

C. DESCRIPCIÓN DE LA PROPUESTA



A. INSTITUCIÓN / ORGANIZACIÓN

A. 1 ORGANIZACIÓN

Papel del socio	PA-CORE	P2	
Nombre legal completo	EDEX - Educational Excellence Corporation Ltd		
Nombre legal completo en caracteres latinos	EDEX - Educational Excellence Corporation Ltd - Intercollege		
Acrónimo			
Razón social	46 Makedonitissas Ave		
Código Postal	1700	Municipio	Nicosia
País	Chipre	Región	Kypros
Sitio Web	www.intercollege.ac.cy and http://www.unic.ac.cy		
Teléfono 1	357 22 841 719	Teléfono 2	
Fax	357 22 352 057		

A. 2 REPRESENTANTE LEGAL

Tratamiento	Mr	Cargo	President
Apellidos	Peristianis	Nombre	Nicos
Dirección de trabajo	46 Makedonitissas Ave		
Email	constanti.c@intercollege.ac.cy		
Código Postal	1700	Ciudad	Nicosia
País	Chipre	Región	Kypros

A. 3 PERSONA DE CONTACTO

Tratamiento	Mr	Cargo	Head European Project Office
Apellidos	Constanti	Nombre	Costa
Email	constanti.c@intercollege.ac.cy	Teléfono	357 22 841 719
Dirección de trabajo	46 Makedonitissas Ave		
Código Postal	1700	Ciudad	Nicosia



País	Chipre	Región	Kypros
------	--------	--------	--------

B. ORGANIZACIÓN Y ACTIVIDADES

B.1 CLASIFICACIÓN

Tipo de entidad	<input type="checkbox"/> Privada	<input checked="" type="checkbox"/> Pública
Orientación Comercial	<input checked="" type="checkbox"/> Con ánimo de lucro	<input type="checkbox"/> Sin ánimo de lucro
Tamaño de la Organización	251-500	
Tipo de Organización	Universidades e instituciones de educación superior universitaria	
Sector económico	Higher education	

B.2 OBJETIVOS Y ACTIVIDADES DE LA ORGANIZACIÓN

B.2.A ASPECTOS EUROPEOS

Descripción general de la organización: tamaño, ámbito de trabajo, áreas específicas de experiencia y competencia en relación con el proyecto que se propone.

'Intercollege' is the largest private VET institution in Cyprus, with over 1700 students, offering a wide range of VET programs. It provides coaching and training in leadership, change management, communication skills, service excellence, corporate responsibility, personal development and information technology to businesses, non profit organizations and individuals. VET subjects have been offered since 1980. Annually, more than 500 people take part in the seminars, courses and workshops that are offered on all aspects of the Cyprus VET industry. The mission of the institution is to assist local and international organizations to achieve improved effectiveness and productivity in an increasingly competitive environment by focusing on current/future business issues and training needs; by designing and providing high quality training programs based on these needs, and by offering available practical tools for implementation. Its aims are to develop the VET system in Cyprus and Europe

Papel de la organización participante en el proyecto que se propone

Intercollege will adapt and translate the project materials into Greek, recruit participants and run the pilot courses in Cyprus for VET language teachers.

We will actively peer review the other partners, our main focus is to review and give feed-back to the MT partner. We will through our networks in Cyprus ensure national dissemination and exploitation of the project results and findings.

We will have an active role in the adaptation process of the course book and the course content manual and we are responsible for the final edits and compilation of these.



Capacidad y experiencia de las personas clave involucradas en el proyecto

Mr Costa Constanti has 14 years of experience working in multicultural environments in Europe and Australia. His experiences ranges from being a teacher, parliamentary attaché, public speaker, trainer, consultant, translator and senior state government aide. He is also multilingual (English, Greek, Turkish, Sign Language). Costa has studied European Studies and Psychology in Melbourne, and a Masters in International Relations in Nicosia. Currently he is European Project manager and coordinator of the European Project Office.

Mrs Georgia Charalambidou has 10 years of experience working in various labour sectors as well as in multicultural labour environments. Her experience ranges from working in legal services, financial and accounting services, IT coordination, and project coordination. She is fluent in English and Greek. Her academic qualifications include a BSc in Business Administration with concentrations in Economics and Finance and she is currently completing her LLB (Laws). Georgia efficiently conducts research and currently works as a European Project Research Officer.

Ms Elli Nicolaou is a qualified translator, interpreter and foreign languages and literature teacher. She has worked for language services and translation companies in Prague, Athens and Nicosia as a translator and teacher of Greek, Czech and English. She is fluent in Greek, English, French and Czech. Elli has completed a Bachelors in Greek Literature and a Masters of Arts in Interpreting and Translation Studies. She now works as a research officer in the European Project Office.

Ms Aletia Trakakis hails from South Africa and has been teaching and working for most of her adult life. She has numerous degrees, diplomas and certificates in the field of IT, and is probably the most experienced and competent ICT specialist in Cyprus. She has worked with the young and the old, and has coordinated many projects funded by the State and the EU. She is a sought after asset for many company seminars and training sessions.

Dr Stylianos Mavromoustakos is Director of the Training and Development Unit. With a PhD in Chemistry, he began his career teaching, also becoming principal of a leading private school. As Director of Intercollege and the Training and Development Unit, he is responsible for the running of the department, public presentations and relations, course development, vocational training and much more. He is Vice President of EfVET- European Forum for Vocational Educati

B.3 OTRAS SUBVENCIONES EUROPEAS

Describe la financiación europea obtenida por la organización solicitante en los últimos tres años.

Año de comienzo de la actividad	Programa o Iniciativa	Número de contrato	Título del Proyecto
2008	Leonardo TOI	UK/08-LLP-LdV/TOI/163_115	LIFE - Key Competencies in Life Skills



Programa de Aprendizaje Permanente

2007	Comenius Multilateral	134383-LLP-1-2007-1-SE-Comenius-CMP // 2007/343	ALCUIN - Active Literacy; Competence and Understanding, Internally Naturalized – from Decoding to Un
2007	Leonardo TOI	LLP-Ldv-ToI-2007-CY-167715	MINT - Adapting, Improving and Disseminating an INnovation Management Training Package through Blend
2007	Leonardo TOI	CY/06/B/P/PP-167612	COMMUNICATE-COOPERATE
2005	Leonardo TOI	NL05/B/F/PP/157526	City Guides

B.3. SEGUIMIENTO

¿Es la propuesta actual el resultado de Seminarios de Contacto / Visitas Preparatorias?

Tipo de visita	<input type="checkbox"/> Visita Preparatoria <input type="checkbox"/> Seminario de contacto
Número(s) de convenio(s) de subvención	



B.4 PARTICIPACIÓN EN OTRAS ACCIONES DEL PAP

Detalle el resto de acciones del PAP de la convocatoria actual en las que la organización solicitante está involucrada:

Proyecto tipo	Acrónimo	Título de proyecto	Organización Solicitante
Leonardo TOI	WERT	Women in Rural Tourism	EDEX - Educational Excellence Corporation Ltd
Leonardo TOI	PEMCI	Pan-European Medical Coding Instrument for the Medical Coder	EDEX - Educational Excellence Corporation Ltd
Leonardo TOI	HEAL	Health Tourism	EDEX - Educational Excellence Corporation Ltd
Leonardo TOI	MINTABLE	Adapting, Improving and Disseminating an INnovation Management Training Package through Blended Lear	EDEX - Educational Excellence Corporation Ltd
Leonardo TOI	VITA SME	Innovative Training Approaches for the SME	EDEX - Educational Excellence Corporation Ltd



DG Educación y Cultura

Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

C. DESCRIPCIÓN DE LA PROPUESTA



A. INSTITUCIÓN / ORGANIZACIÓN

A.1 ORGANIZACIÓN

Papel del socio	PA-CORE	P₃	
Nombre legal completo	Syddansk Erhvervsskole		
Nombre legal completo en caracteres latinos	South Danish Vocational College		
Acrónimo			
Razón social	Munke Mose Alle 9		
Código Postal	DK5000	Municipio	Odense C
País	Dinamarca	Región	Syddanmark
Sitio Web	www.sde.dk		
Teléfono 1	004570109900	Teléfono 2	
Fax	004563126629		

A.2 REPRESENTANTE LEGAL

Tratamiento	Mr	Cargo	Managing Director
Apellidos	Olsen	Nombre	Niels Henning
Dirección de trabajo	Munke Mose Alle 9		
Email	nho@sde.dk		
Código Postal	DK5000	Ciudad	Odense C
País	Dinamarca	Región	Syddanmark

A.3 PERSONA DE CONTACTO

Tratamiento	Mr	Cargo	Head of department
Apellidos	Kristensen	Nombre	Ole Bech
Email	obk@sde.dk	Teléfono	004563126510
Dirección de trabajo	Munke Mose Alle 9		
Código Postal	DK5000	Ciudad	Odense C



País	Dinamarca	Región	Syddanmark
------	-----------	--------	------------

B. ORGANIZACIÓN Y ACTIVIDADES

B.1 CLASIFICACIÓN

Tipo de entidad	<input type="checkbox"/> Privada	<input checked="" type="checkbox"/> Pública
Orientación Comercial	<input type="checkbox"/> Con ánimo de lucro	<input checked="" type="checkbox"/> Sin ánimo de lucro
Tamaño de la Organización	501 - 2000 personas	
Tipo de Organización	Escuela, organización o centro de formación profesional	
Sector económico	Educación secundaria técnica y profesional	

B.2 OBJETIVOS Y ACTIVIDADES DE LA ORGANIZACIÓN

B.2.A ASPECTOS EUROPEOS

Descripción general de la organización: tamaño, ámbito de trabajo, áreas específicas de experiencia y competencia en relación con el proyecto que se propone.

SDE is one of the largest technical colleges in Denmark. The college has 5,000 FTE students and the number of staff is about 830. The college consists of a vocational school, a senior high school and an academy of higher education. The vocational school covers nine branches (production, IT, transport, logistics, construction, media, health, service and service industry). The students of the VET-school have a diverse cultural and educational background due to an allocation of different nationalities, ethnic minorities, different cultures, in the area.

SDE has already done a lot in order to integrate students with different backgrounds into vocational education e.g. mentor arrangements, flexible training models, cooperation with other schools, parents, enterprises and social partners. Further, the college has carried out comprehensive competence development of teachers and managers.

Since 1992, the college has participated in a large number of national and international projects.

Papel de la organización participante en el proyecto que se propone

SDE will exploit key technical development competencies of computing and teaching staff in the college for assisting with the technical transfer and edit of manuals and video subtitles. SDE teacher trainers experienced in action learning principles and computer assisted language learning will together with ITE-CECE coach and peer review the teachers in CY, MT, and PT.

SDE will through our network ensure national dissemination of the project results and findings and will make use of our international dissemination networks, e.g. EuroCall.

SDE is responsible for the Do It Yourself videos with subtitles in the project languages, dissemination of results outside the partnership,



overall dissemination, website, promotion material, compiling and editing newsletters, brochures, graphical layout, and print of DVDs.

Capacidad y experiencia de las personas clave involucradas en el proyecto

Kent Andersen: Computer Assisted Language Learning Pioneer since 1982. Published several software applications in the 80ies and 90ies through main stream publishers (Gyldendal and EFS), since 2000 all his applications have been “open source” and CopyLeft. He won the “European Label” 1999 for a CLIL project named the “Web Page Task”.

KA is Eurocall national rep in Denmark. His SDE functions are: Teacher coach, language teacher, software programmer, webmaster, exam coordinator, project coordinator. He was the coordinator of BP-BLTM project and co-writer of the pools application.

Ulf Richardt Günthersen: Language teacher of English in the plumbing department. Several years of experience with CLIL, also extensive experience with teaching deaf students English as a third language. Was behind a project that published a series of 10 CD-ROMs for teaching deaf students.

Søren Jørgensen: Teacher of English in the ICT and multimedia department, works with language teaching using CLIL methodology in the ICT department.

Stefan Lægteskov: Teacher of English in the carpenters department, work with language teaching coaching. Stefan was a partner in the POOLS project.

Ole Bech Kristensen: Ole Bech Kristensen, Head of Department. Mr Kristensen has 33 years experience as teacher and manager from the Danish VET-system. Further, Mr Kristensen has a comprehensive experience from a large number of international projects and working with different cultures and educational systems. Mr. Kristensen has a diploma in educational studies, a diploma in social studies, a bachelor degree in economics and a master degree in educational management.

B.3 OTRAS SUBVENCIONES EUROPEAS

Describe la financiación europea obtenida por la organización solicitante en los últimos tres años.

Año de comienzo de la actividad	Programa o Iniciativa	Número de contrato	Título del Proyecto
2008	Leonardo	141783-LLP-1-2008-1-DK-LEONARDO-LMP	Producing Open Online Learning System Tools



Programa de Aprendizaje Permanente

2008	Leonardo	2008-1-TR1-LE005-03145	ITEducation AJOY
2008	Comenius	K0-8-1-026	Automobility
2008	Leonardo	2008-111	Apple
2007	Leonardo	2007-119	Move
2008	Leonardo	DE/08/LLP/LdV/TOI/147 066	Kompass



Programa de Aprendizaje Permanente

2008	Leonardo	LLP-LdV-PS-2008-13	EU CIN MOVE
2008	Erasmus	2102308 08/09	Mobilitet
2007	Leonardo	UK/07/LLP-KdV/TOI-027	ImpleMentor
2007	Leonardo	LLP-LdV-TOI-2007-AT-0011	Peer Review Extended II
2007	Grundtvig Partnership	Pa6-g1-028-1	Pulse



Programa de Aprendizaje Permanente

2007	Comenius	Pa7-1-098-2	Bauen in Europa II
2007	Leonardo TOI	LLP/Leonardo DE/07/LLP-LdV/TOI 178 110	Transfer of Innovation
2006	Leonardo	TR/06/B/F/PP/178 123	CemtiNet – Cementing Training Institutions – A New Approach to Mobility
2006	Leonardo	TR/06/B/F/PP/178 110	E-Portfolio Process in Vocational Education – EPVET

B.3. SEGUIMIENTO

¿Es la propuesta actual el resultado de Seminarios de Contacto / Visitas Preparatorias?

Tipo de visita	<input type="checkbox"/> Visita Preparatoria <input type="checkbox"/> Seminario de contacto
Número(s) de convenio(s) de subvención	



B.4 PARTICIPACIÓN EN OTRAS ACCIONES DEL PAP

Detalle el resto de acciones del PAP de la convocatoria actual en las que la organización solicitante está involucrada:

Proyecto tipo	Acrónimo	Título de proyecto	Organización Solicitante
Leonardo TOI	POOLS-M	POOLS of communicative language teaching Methods	Syddansk Erhvervsskole

C. DESCRIPCIÓN DE LA PROPUESTA



A. INSTITUCIÓN / ORGANIZACIÓN

A. 1 ORGANIZACIÓN

Papel del socio	PA-CORE	P4	
Nombre legal completo	Fondazzjoni Temi Zammit		
Nombre legal completo en caracteres latinos	Fondazzjoni Temi Zammit		
Acrónimo			
Razón social	Ir-Razzett tal-Hursun		
Código Postal	Msida MSD 2080	Municipio	Msida
País	Malta	Región	Malta
Sitio Web	http://www.ftz.org.mt		
Teléfono 1	356 79221186	Teléfono 2	
Fax	356 331 505		

A. 2 REPRESENTANTE LEGAL

Tratamiento	Mr	Cargo	EU Project Manager
Apellidos	Malia	Nombre	Christian
Dirección de trabajo	Ir-Razzett tal-Hursun		
Email	christian.mallia@ftz.org.mt		
Código Postal	Msida MSD 2080	Ciudad	Msida
País	Malta	Región	Malta

A. 3 PERSONA DE CONTACTO

Tratamiento	Mr	Cargo	EU Project Manager
Apellidos	Malia	Nombre	Christian
Email	christian.mallia@ftz.org.mt	Teléfono	00356 79221186
Dirección de trabajo	Ir-Razzett tal-Hursun		
Código Postal	Msida MSD 2080	Ciudad	Msida



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

País	Malta	Región	Malta
-------------	-------	---------------	-------

B. ORGANIZACIÓN Y ACTIVIDADES

B.1 CLASIFICACIÓN

Tipo de entidad	<input type="checkbox"/> Privada	<input checked="" type="checkbox"/> Pública
Orientación Comercial	<input type="checkbox"/> Con ánimo de lucro	<input checked="" type="checkbox"/> Sin ánimo de lucro
Tamaño de la Organización	1 - 20 personas	
Tipo de Organización	Universidades e instituciones de educación superior universitaria	
Sector económico	Investigación y desarrollo científicos	

B.2 OBJETIVOS Y ACTIVIDADES DE LA ORGANIZACIÓN

B.2.A ASPECTOS EUROPEOS

Descripción general de la organización: tamaño, ámbito de trabajo, áreas específicas de experiencia y competencia en relación con el proyecto que se propone.

FTZ currently enrolls a staff of eight full-time workers.

Based at the University of Malta, the Fondazzjoni Temi Zammit (FTZ) is Malta's leading local development agency. Established in 2004, it teams up several municipalities and key stakeholders together with the University itself to act as a collaborative network for the implementation of local and international projects of benefit to the Maltese community.

Areas of Specific Expertise:

1. ICT-Assisted Education
2. Research and Innovation
3. Culture and the Arts
4. Environment
5. Social and European Issues

Competence in proposed project:

FTZ operates national centre/agencies for e-learning and research mobility. Through Avicenna Knowledge Centre, FTZ produces and shares e-Learning modules with partners from more than forty countries. FTZ has also established (in conjunction with Senglea Local Council) and operates a Community Technological Learning Centre.



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

Papel de la organización participante en el proyecto que se propone

FTZ will strive to gear up the application of ICT tools in the didactics of Foreign Languages. Malta is undergoing an Educational reform from its roots, and this project will serve as a boost for Maltese educators to commit themselves in the promotion of ICT tools when addressing the pedagogy of Art subjects.

FTZ will adapt and translate the project materials into Maltese, recruit participants and run the pilot courses in Malta for VET language teachers. We will based on our experience with teacher courses and ICT expertise head the process of adaptation of the course book and ensure the content is updated with units on social spaces. Teacher training is one of our main tasks so we will also the lead the work of applying and testing the in-service pilot courses.

We will actively peer review the other partners, our main focus is to review and give feed-back to the Portuguese partner.

We will through our networks across Malta ensure dissemination and exploitation of pools 2 outcomes.

Capacidad y experiencia de las personas clave involucradas en el proyecto

Jesmond Xuereb (jesmond.xuereb@ftz.org.mt)

Jesmond Xuereb is the Secretary General of Fondazzjoni Temi Zammit (FTZ) which was set up in 2004. He is a visiting lecturer in Political Science at the University of Malta and currently coordinates a European project to set up a national centre for the mobility of researchers (ERA-MORE network). Previously, he held the posts of Deputy CEO of the Malta Council for Science and Technology (MCST), where he served as Director of International Relations and Director of the Avicenna Knowledge Centre; Council Secretary, Valletta municipality; and Principal, Ministry of Foreign Affairs.

Christian Mallia (christian.mallia@ftz.org.mt)

Christian Mallia is project manager at FTZ. He is a Bachelor In European Studies (Honours) with Communication Studies graduate of the University of Malta, with a dissertation on a multidisciplinary approach to the study of European integration from the standpoint of law, economics, politics and history. Subsidiary area: Media and Film Theory, Public Speaking, Journalism, Research Methods and Intercultural Communication.

B.3 OTRAS SUBVENCIONES EUROPEAS

Describe la financiación europea obtenida por la organización solicitante en los últimos tres años.

Año de comienzo de la actividad	Programa o Iniciativa	Número de contrato	Título del Proyecto
--	------------------------------	---------------------------	----------------------------



Programa de Aprendizaje Permanente

2008	INTERREG IVC		EVITA - Exchange, Valorization and Transfer of regional best policy measures for SME support on IT a
2008	INTERREG III B Archimed		ARCHI-NET - A virtual network of Science and Technology Parks to strengthen the growth of existent P
2008	INTERREG III B Archimed		EUREKA - Mediterranean Harmonised Information System
2008	INTERREG III B Archimed		edecCa - Expertise Development Centers for Cultural Actors
2007	Youth in Action		The World is only one Creature



Programa de Aprendizaje Permanente

2007	Progress		Network to Know
2007	Progress		Celebrating our differences through European Kinship
2007	Active European Citizenship		PEP-Promoting Participation in European Projects

B.3. SEGUIMIENTO

¿Es la propuesta actual el resultado de Seminarios de Contacto / Visitas Preparatorias?

Tipo de visita	<input type="checkbox"/> Visita Preparatoria <input type="checkbox"/> Seminario de contacto
Número(s) de convenio(s) de subvención	

B.4 PARTICIPACIÓN EN OTRAS ACCIONES DEL PAP

Detalle el resto de acciones del PAP de la convocatoria actual en las que la organización solicitante está involucrada:

Proyecto tipo	Acrónimo	Título de proyecto	Organización Solicitante
---------------	----------	--------------------	--------------------------



Programa de Aprendizaje Permanente

--	--	--	--

C. DESCRIPCIÓN DE LA PROPUESTA



A. INSTITUCIÓN / ORGANIZACIÓN

A. 1 ORGANIZACIÓN

Papel del socio	PA-CORE	P5	
Nombre legal completo	UNIVERSIDADE DE EVORA		
Nombre legal completo en caracteres latinos	University of Evora		
Acrónimo			
Razón social	Largo dos Colegiais 2		
Código Postal	7004-516	Municipio	Évora
País	Portugal	Región	Alentejo
Sitio Web	http://www.uevora.pt/		
Teléfono 1	351 266 740 861	Teléfono 2	
Fax	351 266 740 846		

A. 2 REPRESENTANTE LEGAL

Tratamiento	Mr	Cargo	Rector
Apellidos	ARAÚJO	Nombre	JORGE
Dirección de trabajo	Largo dos Colegiais 2		
Email	mjm@uevora.pt		
Código Postal	7004-516	Ciudad	Évora
País	Portugal	Región	Alentejo

A. 3 PERSONA DE CONTACTO

Tratamiento	Ms	Cargo	Director Master in Applied Languages and Translation Studies
Apellidos	Marçalo	Nombre	Maria João
Email	mjm@uevora.pt	Teléfono	351266740800
Dirección de trabajo	Largo dos Colegiais 2		



Programa de Aprendizaje Permanente

Código Postal	7004-516	Ciudad	Évora
País	Portugal	Región	Alentejo

B. ORGANIZACIÓN Y ACTIVIDADES

B.1 CLASIFICACIÓN

Tipo de entidad	<input type="checkbox"/> Privada	<input checked="" type="checkbox"/> Pública
Orientación Comercial	<input type="checkbox"/> Con ánimo de lucro	<input checked="" type="checkbox"/> Sin ánimo de lucro
Tamaño de la Organización	501 - 2000 personas	
Tipo de Organización	Universidades e instituciones de educación superior universitaria	
Sector económico	Higher education	

B.2 OBJETIVOS Y ACTIVIDADES DE LA ORGANIZACIÓN

B.2.A ASPECTOS EUROPEOS

Descripción general de la organización: tamaño, ámbito de trabajo, áreas específicas de experiencia y competencia en relación con el proyecto que se propone.

The University of Évora is committed with the development of Alentejo, one of the poorest regions in Europe. The University offers degrees in a great domain of subjects from Arts to Science and Technology. It is also offering VET training at Level IV from the European Union. It offers Masters in Science and PHD. It is national and international partner for many scientific and region development projects. Works together with VET Schools and other regional partners like Instituto de Emprego e Formação Profissional (IEFP). It's Languages Department is responsible for Languages teaching to all students of the University and offers many courses open to the community.

Papel de la organización participante en el proyecto que se propone

UE will adapt and translate the project materials into Portuguese, recruit participants and run the pilot courses in Portugal for VET and other language teachers. We will based on our experience with in-service teacher courses head the work with updating and adapting the course content manual and in this process cooperate with the other partners to ensure that the manual is valid for all three countries. We will actively peer review the other partners, our main focus is to review and give feed-back to the Cyprus partner.

We will through our networks of VET institutions and universities across Portugal ensure national dissemination of the project results and findings.



Capacidad y experiencia de las personas clave involucradas en el proyecto

Mrs Maria João Marçalo -She teaches at Évora University since 1987. She holds a PhD in Linguistics. Experience in working in multicultural environments in Europe, East-Timor, Brazil and USA. Teacher coach, language teacher, exam coordinator, project coordinator. She has participated in Leonardo and Erasmus programmes. Very much interested in CALL, she is working in a Portuguese Language Course on-line.

Ms Carla Miguens Manager of Investments Projects Cabinet - Financial Responsible of the Project. Director of NUFOR (Training Center of the University). Responsible for VET training at Évora University. She holds a degree in Economy and a Master in European Relations. She worked in Regions Committee in Brussels.

Rui Pingo - Administrator of the University of Évora. He holds a degree in law.

Mr Luis Guerra - PhD in Linguistics- English Language, Director of the Language Department, teacher coach, language teacher, exams coordinator. Foreign Languages Scientific Coordinator.

Ms Maria do Céu Fonseca - PhD in Linguistics, Director of the Master in Lusophone Studies. Teacher coach, language teacher, exams coordinator. 18 years of experience working in Education.

Mrs Ana Alexandra Silva_ PhD in Linguistics. Teacher coach, language teacher, exams coordinator. 12 years of experience working in Education. Director of Portuguese for Foreigners Courses

Mr Mário Filipe, Computer Engineer. Responsible for Computer matters related to teachers and students at the University and for video-conferences Lab.

B.3 OTRAS SUBVENCIONES EUROPEAS

Describe la financiación europea obtenida por la organización solicitante en los últimos tres años.

Año de comienzo de la actividad	Programa o Iniciativa	Número de contrato	Título del Proyecto
2008	Leonardo	141838-LLP-1-2008-1-CZ	QUAVETS

B.3. SEGUIMIENTO

¿Es la propuesta actual el resultado de Seminarios de Contacto / Visitas Preparatorias?



Tipo de visita	<input type="checkbox"/> Visita Preparatoria <input type="checkbox"/> Seminario de contacto
Número(s) de convenio(s) de subvención	

B.4 PARTICIPACIÓN EN OTRAS ACCIONES DEL PAP

Detalle el resto de acciones del PAP de la convocatoria actual en las que la organización solicitante está involucrada:

Proyecto tipo	Acrónimo	Título de proyecto	Organización Solicitante

C. DESCRIPCIÓN DE LA PROPUESTA



A. INSTITUCIÓN / ORGANIZACIÓN

A. 1 ORGANIZACIÓN

Papel del socio	PA-CORE	P₆	
Nombre legal completo	Sabhal Mòr Ostaig		
Nombre legal completo en caracteres latinos	Scotland's Gaelic College		
Acrónimo			
Razón social	An Teanga, Slèite		
Código Postal	HS7 5LT	Municipio	An t-Eilean Sgitheanach
País	Reino Unido	Región	Highlands and Islands
Sitio Web	www.smo.uhi.ac.uk		
Teléfono 1	44 1870 603214	Teléfono 2	
Fax			

A. 2 REPRESENTANTE LEGAL

Tratamiento	Mr	Cargo	Director
Apellidos	Robertson	Nombre	A.G. Boyd
Dirección de trabajo	An Teanga, Slèite		
Email	sm00cr@groupwise.uhi.ac.uk		
Código Postal	HS7 5LT	Ciudad	An t-Eilean Sgitheanach
País	Reino Unido	Región	Highlands and Islands

A. 3 PERSONA DE CONTACTO

Tratamiento	Mr	Cargo	Lecturer/Project Officer
Apellidos	Wells	Nombre	Gordon
Email	sm00gw@groupwise.uhi.ac.uk	Teléfono	44 1870 603214
Dirección de trabajo	An Teanga, Slèite		
Código Postal	HS7 5LT	Ciudad	An t-Eilean Sgitheanach



País	Reino Unido	Región	Highlands and Islands
-------------	-------------	---------------	-----------------------

B. ORGANIZACIÓN Y ACTIVIDADES

B.1 CLASIFICACIÓN

Tipo de entidad	<input type="checkbox"/> Privada	<input checked="" type="checkbox"/> Pública
Orientación Comercial	<input type="checkbox"/> Con ánimo de lucro	<input checked="" type="checkbox"/> Sin ánimo de lucro
Tamaño de la Organización	51-250	
Tipo de Organización	Universidades e instituciones de educación superior universitaria	
Sector económico	Educación cultural	

B.2 OBJETIVOS Y ACTIVIDADES DE LA ORGANIZACIÓN

B.2.A ASPECTOS EUROPEOS

Descripción general de la organización: tamaño, ámbito de trabajo, áreas específicas de experiencia y competencia en relación con el proyecto que se propone.

SMO, as Scotland's Gaelic college, has a specific and unique role in relation to that language. This includes teaching of and through Gaelic at both FE and HE levels, but encompasses a wide range of additional development and cultural roles and responsibilities. The college is a member of the UHI Millennium Institute, which is heading for full university status and includes a federal network of other FE and HE bodies spread around the Highlands and Islands region of Scotland. Partnership working is therefore key to the college's existing modus operandi and aspirations for future growth.

SMO was the promoter of the preceding POOLS project, and worked closely both with transnational and local community partners to successfully overtake all the project outcomes. At local level this entailed collaboration with training providers involved in both Gaelic and ESOL provision. One result was the 2007 European Award for Languages for the bilingual "Scottish Island Voices" online video package, produced as part of POOLS. The college has specific competence in online materials development and computer-assisted language learning in a collaborative setting.

Papel de la organización participante en el proyecto que se propone



SMO will provide expertise in video recording and editing and will lead work package eight, i.e. coach the teams from CY, MT, and PT in video techniques during the video workshop in March 2010. Following the workshop SMO will peer-review the teams while they produce the planned content videos. SMO will act as quality controller on content to ensure the outputs match the quality of the original pools project.

Capacidad y experiencia de las personas clave involucradas en el proyecto

Gordon Wells was the local (Scottish) co-ordinator for the POOLS project throughout its duration, and assumed overall management of the full transnational project for its final five months to see it through to successful conclusion. He is a trained ESOL teacher, with an MSc in Applied Linguistics from Edinburgh University. For the past 4 years he has been teaching Gaelic to students all over the world on SMO's award-winning online courses for Gaelic learners. During the POOLS project he filmed, edited, scripted, and produced 40 language learning videos with transcripts in Gaelic and English. This work won a 2007 European Award for Languages (European Label). He is currently developing online interactive self-teach/self-test materials based on these videos.

Dr. Caoimhín Ó Donnáil. Computing specialist and software engineer. Specialising in WWW authoring; projects related to natural language and language learning; linking databases, dictionaries and termbanks to WWW; dictionary networking. In depth knowledge of HTML, CSS, MySQL, PHP. Produced web interface to Scottish Gaelic and Old Irish online dictionaries/termbanks together averaging over 5 million requests/year. Responsible for much of the SMO website (www.smo.uhi.ac.uk), which has about 5000 html pages, gets 18 million hits/year, is the main website for Scottish Gaelic language information and important for Irish Gaelic. Produced dictionary-based online learners' tools and games; Celtic Cognates online database; popular European Minority Languages webpage.

B.3 OTRAS SUBVENCIONES EUROPEAS

Describe la financiación europea obtenida por la organización solicitante en los últimos tres años.

Año de comienzo de la actividad	Programa o Iniciativa	Número de contrato	Título del Proyecto
2008	Leonardo	41783-LLP-1-2008-1-DK-LEONARDO-LMP 2008-1973	Producing Open Online Learning System Tools

B.3. SEGUIMIENTO

¿Es la propuesta actual el resultado de Seminarios de Contacto / Visitas Preparatorias?



Programa de Aprendizaje Permanente

Tipo de visita	<input type="checkbox"/> Visita Preparatoria <input type="checkbox"/> Seminario de contacto
Número(s) de convenio(s) de subvención	

B.4 PARTICIPACIÓN EN OTRAS ACCIONES DEL PAP

Detalle el resto de acciones del PAP de la convocatoria actual en las que la organización solicitante está involucrada:

Proyecto tipo	Acrónimo	Título de proyecto	Organización Solicitante

C. DESCRIPCIÓN DE LA PROPUESTA

C.1 INFORMACIÓN GENERAL

Antes de completar esta sección, por favor lea la información específica sobre los Proyectos Multilaterales de Transferencia de Innovación contenida en la Guía del Candidato del Programa de Aprendizaje Permanente así como en la Convocatoria General 2009 y la Convocatoria Nacional 2009 de la Agencia Nacional. Allí encontrará información relevante sobre las fechas límite de presentación de solicitudes, la dirección postal a la que deberá enviar su solicitud y las prioridades específicas para el año de convocatoria. Encontrará los vínculos a dichos documentos en:

http://ec.europa.eu/education/llp/doc848_en.htm

<http://www.oapee.es>

El presente formulario de solicitud debe ser cumplimentado por el solicitante de Proyectos Multilaterales de Transferencia de Innovación en cooperación con los socios de la propuesta. La solicitud debe ser enviada a la Agencia Nacional del país del solicitante antes del 27 de febrero de 2009. Compruebe en la página Web de la Agencia Nacional las condiciones de participación (formato y dirección postal de envío de las solicitudes). Haga uso del listado de requisitos de elegibilidad de la sección C.6 antes de enviar su solicitud.



C.2 RELEVANCIA CON RESPECTO A LOS OBJETIVOS DEL PROGRAMA LDV Y A LAS PRIORIDADES DE LA CONVOCATORIA

Por favor, señale los Objetivos Específicos del Programa Leonardo da Vinci a los que contribuye su propuesta. Marque únicamente aquellos que sean relevantes para las actividades programadas y, para cada uno de los objetivos seleccionados, explique brevemente de qué forma se trabaja dicho objetivo en su programa de trabajo. Tenga en cuenta que sólo figuran en la lista las prioridades específicas relativas al programa Leonardo da Vinci

¿A qué objetivo(s) del Programa contribuye su propuesta? (Por favor haga referencia a la Convocatoria 2009 y a la Guía del Candidato del PAP 2009)

<input type="checkbox"/>	Apoyar a los participantes en actividades de formación y de formación continua en la adquisición y uso de conocimientos, competencias, y cualificaciones con miras al desarrollo personal y profesional (LEO-SpObj-a)
<input checked="" type="checkbox"/>	Contribuir a la mejora de la calidad y la innovación de los sistemas e instituciones de formación profesional y de las prácticas educativas (LEO-SpObj-b)
<input type="checkbox"/>	Fomentar el atractivo de la Formación Profesional y de la movilidad para las empresas y particulares y facilitar la movilidad de trabajadores en formación (LEO-SpObj-c)



C.2.2 OBJETIVOS OPERATIVOS DEL PROGRAMA

¿A cuáles de los siguientes Objetivos Operativos contribuye su propuesta? Por favor marque al menos uno.
(Para más información consulte la Convocatoria 2009 y la Guía del Candidato del PAP 2009)

<input type="checkbox"/>	Mejorar cualitativa y cuantitativamente la movilidad de las personas en formación profesional inicial y continua en Europa, para lograr que las estancias en empresas lleguen, al menos, a 80.000 cada año al finalizar el Programa de Aprendizaje Permanente (LEO-OpObj-1)
<input type="checkbox"/>	Mejorar cualitativa y cuantitativamente la cooperación entre centros u organizaciones que brinden oportunidades de aprendizaje, empresas, interlocutores sociales y otros organismos pertinentes de toda Europa (LEO-OpObj-2)
<input checked="" type="checkbox"/>	Facilitar el desarrollo de prácticas innovadoras en los ámbitos de la educación y formación profesional en niveles inferiores al terciario y su transferencia entre los distintos países participantes (LEO-OpObj-3)
<input type="checkbox"/>	Mejorar la transparencia y el reconocimiento de cualificaciones y competencias, incluidas las adquiridas mediante la enseñanza no formal o informal. (LEO-OpObj-4)
<input checked="" type="checkbox"/>	Fomentar el aprendizaje de lenguas extranjeras modernas (LEO-OpObj-5)
<input checked="" type="checkbox"/>	Fomentar el desarrollo de contenidos, servicios, pedagogías y prácticas de aprendizaje permanente innovadores y basados en las Tecnologías de la Información y la Comunicación (LEO-OpObj-6)

C.2.3 PRIORIDADES EUROPEAS LEONARDO DA VINCI

¿A cuáles de los siguientes prioridades de la convocatoria general 2009 contribuye su propuesta? Por favor marque únicamente una.

<input type="checkbox"/>	Prioridad 1: Transparencia y reconocimiento de competencias y cualificaciones (LEO-TraInno-1)
<input type="checkbox"/>	Prioridad 2: Aumentar la calidad y el atractivo de los sistemas y las prácticas de FP (LEO-TraInno-2)
<input checked="" type="checkbox"/>	Prioridad 3: Desarrollar las capacidades y competencias de los profesores, formadores y orientadores de EFP (LEO-TraInno-3)
<input type="checkbox"/>	Prioridad 4: Desarrollar competencias profesionales para las necesidades del mercado de trabajo (LEO-TraInno-4)
<input type="checkbox"/>	Prioridad 5: Aumentar los niveles de competencia de los grupos de riesgo (LEO-TraInno-5)



Por favor especifique de qué manera aborda su propuesta los objetivos general(es) (C.2) y operativo(s) (C.2.2) anteriormente seleccionados y las prioridades europeas (C.2.3)

The proposal supports the general objective "To support improvements in quality and innovation in vocational education and training systems, institutions and practices" through the application of CALL (computer assisted language learning) to vocational teaching. CALL in this proposal employs computer mediated teaching (blended learning) based on a pedagogic design, not just "drill and kill".

The project is in line with the Programmes operational objectives:

- The POOLS project outcomes have been labelled innovative, awarded the European Label, and chosen as an example of best practice. The transfer of the outcomes to three new countries and languages support Operational Objectives.
- The project is a language teaching project covering modern European languages including LWUTL, the emphasis on communicative language teaching encourages language learning in vocational contexts.

The project is directly addressing priority three of the call as we work towards exploitation of communicative language learning through eLearning which will be applied and peer reviewed in the participants' own classes.

C.2.4 CONTRIBUTION TO NATIONAL PRIORITIES

No aplicable. Las prioridades nacionales para 2009 coinciden íntegramente con las europeas.

C.2.5 ASPECTOS TRANSVERSALES

¿A cuáles de los siguientes aspectos sea dirige su propuesta de forma directa? Por favor señale al menos una casilla:

<input type="checkbox"/>	Concienciar sobre la importancia de la diversidad cultural y lingüística en Europa, así como la necesidad de combatir el racismo, los prejuicios y la xenofobia (Div)
<input checked="" type="checkbox"/>	Diversidad cultural y lingüística (CulDiv)
<input type="checkbox"/>	Lucha contra el racismo y la xenofobia (RacXen)
<input type="checkbox"/>	Educación de personas con necesidades especiales: favorecer su integración en los circuitos educativos convencionales (SpecNeed)
<input type="checkbox"/>	Fomento de la igualdad de oportunidades y lucha contra cualquier forma de discriminación (Discr)
<input type="checkbox"/>	Igualdad de oportunidades entre hombres y mujeres (Equal)
<input type="checkbox"/>	Discriminación por la orientación sexual (SexDis)
<input type="checkbox"/>	Raza o étnia (RacEth)
<input type="checkbox"/>	Edad (Age)



DG Educación y Cultura

Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

C.3 DESCRIPCIÓN DEL PROYECTO

Número total de socios incluyendo el solicitante	Número total de países implicados:	Coste total del proyecto, Euros	Subvención total solicitada, Euros
7	7	398 083,00	298 560,00

C.3.1 ¿POR QUÉ ES NECESARIO ESTE PROYECTO?

Describa la razón de ser y el contexto del proyecto concretando los problemas o las necesidades que trata de resolver (situación actual en los países implicados, trabajos previos o preparatorios en el mismo ámbito, resultados de análisis de necesidades realizados). Incluya de forma específica los principales indicadores que ilustran dichas necesidades y referencias a cualquier prioridad política pública nacional o internacional de relevancia.

The needs analyses are based on several report findings as well as on our own observations and experience in Cyprus, Malta and Portugal:

Our primary target group is VET teachers teaching the LWUTL (Less widely used and taught languages) including those applying CLIL (Content and Language Integrated Learning). CLIL and LWUTL teachers depend on developing own resources (EURYDICE 2005 report "Key Data on Teaching Languages at School in Europe") and EURYDICE 2006 "Content and Language Integrated Learning (CLIL) at School in Europe".

VET teachers teaching the LWUTL are often not educated as language teachers. Research and improvements in language teaching methods have not been applied to the less taught languages, based on Eurydice Studies "Foreign Language Teaching in Schools in Europe" 2001) and in "The European Language Learning Materials Survey" (December 2000): "lower level course materials for less widely used and taught languages (LWUTL) were rarely communicative in nature (which they attributed to the fact that teachers of LWUTL have little pedagogical and methodological training).

The pools of video materials to be produced in CY, MT, and PT will target VET students, who will be the ultimate beneficiaries of the project as indicated in "European Report On Quality Of School Education, May 2000: "Language proficiency is a key instrument for a common understanding between citizens of Europe and for exploiting the rich cultural heritage of Europe".

In 2002 a report to the EU Commission "The Training of Teachers of a Foreign Language: Developments in Europe" (Revised Report, August 2002) concluded the following recommendations: P. 75 "All teachers should be trained in the use of ICT approaches for interactive use with pupils in the classroom" and p. 79 "More efforts needs to be made to make initial teacher training modules and in-service course content available online and in other distance learning forms.

The EU commissioned report "The Impact of Information and Communications Technologies on the Teaching of Foreign Languages and on the Role of Teachers of Foreign Languages" 2002 states on page 5: "the use and deployment of ICT in FLT and FLL is far from satisfactory, as ICT resources are traditionally reserved for '(computer) science' subjects, and rarely assigned to arts subjects. A general lack of appropriate training of language teachers in meaningful uses of ICT tends to strengthen this trend".

C.3.2 METAS Y OBJETIVOS

Defina las metas y objetivos concretos del proyecto y describa de qué manera la situación planteada tras el análisis de necesidades modificará y será tratada a través del proyecto. Especifique la relación entre dichas metas y objetivos y las



prioridades europeas de la sección C.2.3. de la convocatoria.

The project will translate and adapt the POOLS project core results: A course book on CALL (computer assisted language learning), course manual, ready to use exemplary CALL units in the three new languages, and do it yourself videos, with subtitles, that demonstrate how to produce CALL materials.

After adaptation of materials the project consortium will produce digital videos (20 for each of the new partner languages) these videos will together with the adapted materials be used for piloting a teacher course on producing CALL materials followed by how to apply such CALL materials in their classes.

Following the pilot course and editing the materials (as indicated by the course evaluation) the courses will be run in CY, MT, and PT as in-service teacher courses in order to evaluate and produce the final output as wells as starting exploitation of the project outcomes with the objectives to advocate and enable the use of CALL and through that to improve students' outcomes:CALL applied in a task based context or as part of CLIL (Content and Language Integrated Learning) has proven suitability for teaching apprentices communication skills, need for such is documented in "The European Language Learning Materials Survey" (December 2000).

The need for courses on CALL production is documented in the ICC report (2003) "The Impact of New Information Technologies and Internet on the Teaching of Foreign Languages.." concludes: "There will be a shift from passive consumption of ready-made programmes to independent building of content, tailor made for specifics groups or individuals".

POOLS targets computer mediated teaching based on a pedagogic design, not just "drill and kill". This supports improvement in quality and innovation (LEO-SpObj-b) and (LEO-OpObj-6)

The POOLS outcomes have been labelled innovative and best practice (results showcased at several national agency events and at the Thematic Group 3 workshop in Istanbul. The project outcomes were in UK awarded the European Label). The transfer of the outcomes to three new countries and languages support Operational Objectives. (LEO-OpObj-3)

POOLS-2 covers modern European languages including LWUTL, the emphasis on communicative language teaching encourages language learning in vocational contexts. (LEO-OpObj-5)

POOLS-2 addresses priority three of the call as we work towards exploitation of CALL methods and production of materials through teacher courses. (LEO-TraInno-3).

C.3.3 TIPO DE TRANSFERENCIA

Importación de innovación: la organización solicitante importa innovación de organización (es) socia(s)

Exportación de Innovación: la organización solicitante exporta innovación a organización (es) socia(s)

Importar / Exportar	<input type="checkbox"/> Importar <input checked="" type="checkbox"/> Exportar		
Desde el País	Reino Unido	Al País	Portugal
La transferencia de innovación es:	<input type="checkbox"/> Intersectorial <input checked="" type="checkbox"/> Dentro del mismo sector <input type="checkbox"/> De un sector a otro		
Dentro del sector	Educación secundaria técnica y profesional		
Desde el sector			
Hacia el sector			



Por favor explique de qué forma se implementa la Transferencia de Innovación desde una perspectiva (1) sectorial, (2) geográfica y (3) cualquier otra.

The TOI is an export of innovation from UK (AND DK, DE, ES, LT, NL, and RO) to three new countries: Cyprus, Malta, and Portugal.

The main transfer of innovation is a geographic and language move towards three new countries and three more languages which mean that the project target group from the project website can download materials in their own national languages resulting in a new total of materials in twelve European languages in the website (present status is nine languages).

The transfer of innovation is not just a translation and adaptation exercise; after adapting the POOLS core outcomes (course book, course manual, do it yourself videos, and call units) course participants from the CY, MT, and PT teams will be coached in video recording and editing techniques, in software production, and in CALL methodologies suitable for CLIL and Task based learning. The course participants will then produce videos that can be used in multimedia applications for teaching GR, MT, and PT.

When the videos are ready the CY, MT, and PT teams run similar courses in their countries. The first course in each country is peer reviewed by teams from the original POOLS partnership (ES and DK). The courses will then be adapted following the recommendations from the peer review and further piloted in the second project year in different regions of the three countries to ensure exploitation of the results and value for money. Each course will be evaluated and the compiled recommendations and feed-back will result in the final project course book and materials at the end of the project funded period.

C.3.4 RESULTADOS INNOVADORES EN LOS QUE SE BASA EL PROYECTO

	SI	NO
¿Está el proyecto basado en proyectos similares o relacionados financiados por el PAP y/o sus antecesores y/o otros programas o iniciativas similares en los últimos cinco años?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Si es así, por favor aporte información adicional en la tabla siguiente:

Año de Inicio	Programa o iniciativa	Tipo de acción	Número de identificación	Organización contratante	Título	Sitio web	Contraseña / login
2005	LdV	LA	2005-UK/05/B/F/LA - 62_355	Sabhal Mòr Ostaig, UHI	POOLS Producing Open Online Learning Systems	www.languages.dk	

	SI	NO
¿Su propuesta pretende explotar materiales ya existentes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Si es así, por favor rellene la tabla siguiente:

Título de los materiales	Editor / titular del copyright o de los derechos de propiedad	Existe acuerdo explícito de utilización de los materiales



Describe los contenidos o resultados innovadores en los que se fundamenta su propuesta:

- Concrete **cuáles son** los resultados que sirven de base para su propuesta (haga referencia a C.3.3 si procede).
- Describa los **motivos** que fundamentan su decisión de partir de dichos resultados.
- Especifique **en qué modo se van a utilizar** dichos resultados.
- Detalle la aportación o **valor añadido** que supone su propuesta **respecto a los proyectos anteriores** que utiliza como base.

Si el autor o propietario de los resultados de partida no forma parte del consorcio actual, por favor explique claramente la relación que se va a establecer entre los socios actuales y el titular de los productos de partida.

POOLS produced a course book on computer assisted language learning, manuals with content and guidelines for courses on production of CALL materials and how to apply CALL in a pedagogical sound context, do it yourself videos on software production, 180+ videos (nine languages) to be used during software courses and applied in software for VET students. In UK the videos resulted in a "European Language Label".

POOLS was graded a 9 by the external expert who emphasized the innovative features of the project which is enhanced by the fact that all project outputs are CopyLeft (allows reproduction, redistribution and repurposing providing that all new results are also copyleft). The project has been showcased by the UK national agency, ECOTEC (2007) and in a TG3 (EU Thematic Group) workshop (2008). ECOTEC also makes use of POOLS in guides and recommendations for new projects.

POOLS is a well known platform with many grass root members (membership is open see: www.languages.dk/membership/) who continue submitting materials (e.g. the number of videos and audio recordings is 600+) The large number of CopyLeft materials has resulted in approximately 40.000 visitors per year (min. 20.000+ unique visitors), a Google search for combinations of language teaching materials, methods, call, and different languages results in several top entries for the website www.languages.dk and its sub directories

POOLS 2 will adapt the POOLS core content to suit teaching in CY, MT, and PT. At a pilot workshop the CY, MT, and PT teams will be coached in video recording and editing techniques, in software production, and in CALL methodologies suitable for CLIL and Task based learning. The course participants will then produce videos that can be used in software for teaching GR, MT, and PT.

The course is peer reviewed by teams from the original POOLS partnership; ES, DK, and UK. After this the materials and course structure will be improved and further piloted in the second project year in the three countries to ensure exploitation of the results and value for money. Each course will be evaluated and the compiled recommendations and feed-back will result in the final project course book and materials at the end of the project funded period.

POOLS-2 adds value by adding three more languages. The target group include LWUTL teachers it is therefore important to have materials in their languages in order to promote the use of eLearning in language teaching in CY, MT, and PT

Por favor, incluya dos copias de todos los productos (terminados o en proceso de producción en el marco de proyectos anteriores) que sirven de base a la propuesta. Siempre que sea posible facilite copias electrónicas (CDROM, enlaces a Websites) en vez de productos físicos.



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

C.3.5 MATERIALES PEDAGÓGICOS

En el caso de que la propuesta trate de adaptar y transferir materiales pedagógicos para estudiantes o profesionales de la educación, por favor:

a) describa los avances internacionales y las limitaciones actuales de los materiales pedagógicos existentes en este ámbito del conocimiento.

POOLS is one of the few sources (the only one?-) of free (CopyLeft) pedagogical materials for teaching LWUTL teachers how to produce and use computer assisted language learning in VET classes. Pools also compiled one of the only collections of language teaching software and videos suitable for vocational students. These videos and sound recordings represent 10 languages (LU was added recently by a grass root member:-)

Several of the POOLS outcomes e.g. the CALL course book and the Do It Yourself videos are widely used by teachers all over the world, but there is little help available anywhere for the LWUTL teachers from CY, MT, and PT unless they master one or more of the original pools languages.

b) describa los enfoques metodológicos / didácticos de los productos de partida especificando los indicadores que se van a utilizar para probar los resultados en los usuarios finales.

The products (manuals describing communicative language teaching methods and pedagogical materials) will be transferred to the three countries in an approach, which will ensure action learning through peer reviews.

The project teachers from CY, MT, and PT will participate in a pilot workshop where they learn about and experience how to produce multimedia content and software for language learning, and how to apply that in classes. During the workshop they prepare action strategies for implementing CALL based methods in their own classes, e.g. through Content and Language Integrated Learning. An online peer review period will follow, while the teachers apply the acquired competences in their own classes, with coaching and feedback to ensure best possible application of CALL. After the first workshop and peer reviews the materials will be edited where needed and considered 90% finalized.

The pilot course participants will then run similar courses / workshops in CY, MT, and PT. During the implementation of the courses the final edits and adaptation of the materials will take place based on feedbacks and peer reviews between the teams in CY, MT, and PT as well as feedbacks from participants and their classes. This process should ensure the best possible adaptation based on the final end users; teachers and their students.

c) indique cómo contribuirá el proyecto específicamente a fomentar la diversidad lingüística a través de sus diferentes actividades, si procede

The POOLS-2 project is based on a project where the core languages were less widely used and taught languages, this resulted in materials in BA, DK, DE, EN, ES, GD (Scottish Gaelic), LT, NL, and RO. POOLS-2 will likewise have linguistic diversity as its main core by adding three more LWUTL languages and prepare manuals, software, and materials in GR, MT, and PT suitable for VET students.

The improved teaching of languages due to the application of CALL in a communicative context (e.g. CLIL or Task based learning) will also have an impact on mainstream languages (EN, DE, and ES) thus adding to the language diversity.

C. 3.6 CALIDAD DEL CONSORCIO

Por favor describa el consorcio en general: su estructura, funcionamiento y experiencia en cooperación transnacional y la lógica de la distribución de actividades dentro del consorcio:



Programa de Aprendizaje Permanente

The online application form did not accept more than 50 entries in “Other European Union grants received by the applicant organisations in the past 3 years.” This means that we for the MT, PT, and UK partners could not enter information on their participation in EU funded projects.

Three partners (CY, MT, and PT) will adapt and pilot the transferred results from the POOLS project. All of these are experienced in transnational projects and work, e.g. one partner (CY) is vice president of EfVET (European Forum of Vocational Education and Training). The CY, MT, and PT partners all have experience in language teaching and international projects. The CY, MT, and PT partners are also universities and will add their teacher training expertise to the project.

EfVET will as a partner assist with dissemination through its networks, which includes contacts at policy makers level across Europe.

The ES partner (who had a main role in the original POOLS project) will be responsible for project coordination, for coaching the teams from CY, MT, and PT in web based software development, and assist with experience, peer reviews, and coaching of the teams during implementation of the workshop courses.

The DK partner (who was “the project whip” in POOLS) will be responsible for the communication and dissemination platform (e-mail list, blog, and project website) and support / coach the teams in CY, MT, and PT with knowledge of software development and call methods.

The UK partner (the POOLS coordinator) will coach the teams from CY, MT, and PT in video production and will be responsible for quality monitoring of the project.

Especifique cómo se garantizará la cooperación y comunicación efectiva entre las instituciones asociadas, y los acuerdos específicos previstos por la resolución de conflictos que puedan surgir entre los socios. Identifique, en caso de que sea relevante, la asignación de tareas a entidades ajenas al consorcio explicando las razones por las que dichas actividades no pueden ser asumidas por el consorcio.

The main day to day communication between partners will be through e-mail lists, monitored to ensure that all partners are active and respond to questions and proposed ideas. Obviously also the partnership workshops will be vital for ensuring interpersonal relations and communication. The project blog will be used for logging main findings, dissemination events, and exchange of ideas.

In case of conflicts the UK partner will be “referee” regarding content issues, the procured external quality expert will also act as “peace maker”. The sub contract between promoter and partners will deal with the unlikely case of inactivity or “being behind schedule” and make it possible to move a partner’s tasks to other partners and ultimately terminate the contract with the inactive partner (including how to handle movement of funds due to transfer of tasks to another partner or claiming back funds).

The partnership has several partners with experience in quality monitoring and management, but we still find it valuable through a tender procedure to subcontract external quality expertise to monitor the project and give feed-back and advice in time for corrective actions.

C. 3.7 VALOR AÑADIDO EUROPEO

Describa los efectos positivos derivados del desarrollo de la propuesta en el ámbito Europeo en contraposición a su desarrollo a nivel nacional o regional.

The transnational cooperation and peer review are important elements for the POOLS-2 project. The POOLS results will be transferred to three new countries through cooperation between these. Each of the partners is responsible for peer reviewing the work and achievements of another partner; this should ensure that the ideas after adaptation become valid for the needs in the three countries and not just translated. The sequence of workshops followed by peer reviews gets more value when it is monitored by partners outside the country.

The European value of the results becomes transparent by the use of a well advertised and popular vehicle for dissemination, i.e. the project website www.languages.dk and through the substantial EfVET network. Also the original POOLS outputs gain more publicity and added focus through the continued work and addition of three new languages.

C.4 METODOLOGÍA Y PLAN DE TRABAJO

Por favor describa de forma genérica la metodología y plan de trabajo del proyecto.



Programa de Aprendizaje Permanente

The work plan has been divided into 11 work packages:

WP1 deals with “Project management” and runs throughout the project to monitor / ensure that the project is on track, achieves the aims and objectives and, delivers the planned outputs.

WP2 Quality management is based on both internal and external assessment. The external assessment delivers the QM report prior to the project conclusion to enable final adjustments in order to deliver best possible content quality.

WP3 and WP5 Deals with dissemination

WP4 is an exploitation / impact package to ensure real use of outcomes not just information about these.

WP6 - WP8 and WP10 Deals with the adaptation, translation, and preparation of the pools project outputs to ensure these can be used in CY, MT, and PT

WP9 Is used for piloting, evaluation and adjusting the outputs

WP9 tests the adapted materials through in-service courses (workshops followed by peer reviews). The package has two purposes; evaluation of the materials with ongoing adjustments resulting in final adaptation of these to match the target groups in CY, MT, and PT, thereby starting exploitation of the results.

WP11 Deals with the final editing, adaptation and compilation of the project outputs based on the pilot testing and the external quality expert’s recommendations.

C.4.1 PAQUETES DE TRABAJO

Rellene una tabla como la que figura a continuación por cada paquete de trabajo. Si lo necesita, añada subtareas dentro de cada paquete de trabajo. Por favor rellene tantos paquetes de trabajo como sea necesario, incluyendo uno para coordinar el consorcio.

Nota: los paquetes de trabajo relativos a difusión y explotación de resultados también deben figurar aquí. Deben corresponderse con los resultados clave de la sección C.4.3.



Número del paquete de trabajo:	1		
Título del paquete de trabajo:	Project management		
Mes de comienzo:	01/10/2009	Mes de finalización:	30/09/2011
Costes:	31964		
Responsable del paquete:	CECE		
Objetivos del paquete de trabajo:			
To ensure project management, monitoring and final outcomes			
Descripción de actividades:			



The initial part of the management will prepare tasks, documents, and presentations for the first project workshop (part of this WP) with standard contracts to be signed by all partners, partner responsibilities, quality and activity clauses, payment schedules, and a clause with common rules for termination of contract in case of poor quality or passivity. The documents also have to include description of administrative tasks that apply to all partners; travel reports, eligibility criteria for costs, documentation rules etc.

After following the procurement rules set up in the “Guide for applicants” external quality control will be subcontracted with agreement on monitoring, feedback, and reporting schedules. Feedback and recommendations from the quality control will immediately be communicated to all project members and possible corrective actions implemented

The ongoing project management will monitor project activities through e-mails and inputs to the project website. Each partner will be required to submit quarterly reports with summaries of activities, milestones met, workdays used, and financial expenses. The quarterly reports will be freely available from the project website to cater for project transparency as well as external quality control.

Each of the project workshops will summarize and minute the results of the ongoing management including the workshops themselves.

Based on the ongoing monitoring, quarterly reports from partners, quality report from subcontracted quality evaluator, and the first three workshops the Interim Report can be compiled and submitted in October 2010

The resulting recommendations and feedback from the agency following the IR will be taken into account and possible corrective actions taken to ensure the project outcomes.

The Final report will be compiled following the same basic rules as above

Success criteria: All above reports submitted on time and approved at meetings as well as by external quality control

Descripción del marco metodológico / pedagógico (si procede)

PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)

The external quality evaluation will be used for corrective actions during the project and for compilation the interim and final reports.

Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)



No.	1	Descripción del resultado	1ST QUARTERLY PARTNERSHIP REPORT
No.	2	Descripción del resultado	2ND QUARTERLY PARTNERSHIP REPORT
No.	3	Descripción del resultado	3RD QUARTERLY PARTNERSHIP REPORT
No.	4	Descripción del resultado	4TH QUARTERLY PARTNERSHIP REPORT
No.	5	Descripción del resultado	5TH QUARTERLY PARTNERSHIP REPORT
No.	6	Descripción del resultado	6TH QUARTERLY PARTNERSHIP REPORT
No.	7	Descripción del resultado	7TH QUARTERLY PARTNERSHIP REPORT
No.	8	Descripción del resultado	8TH QUARTERLY PARTNERSHIP REPORT
No.	9	Descripción del resultado	INTERIM / PROGRESS REPORT
No.	10	Descripción del resultado	FINAL REPORT



Número del paquete de trabajo:	2		
Título del paquete de trabajo:	Quality management + monitoring of activities to ensure the project is in line with planned out		
Mes de comienzo:	01/10/2009	Mes de finalización:	30/09/2011
Costes:	48225		
Responsable del paquete:	ITE - CECE		
Objetivos del paquete de trabajo:			
Ongoing monitoring of activities to ensure the project is in line with planned outputs, aims, and objectives, acceptable quality of outputs, suitability of results for target group, and that dissemination / exploitation works towards the planned impact.			
Descripción de actividades:			
<p>The quality assurance and management will be done with both internal QM and External quality assessment. The 2nd workshop/meeting is dedicated QM</p> <p>The internal quality management will be based on monitoring activities and milestones. Four times per year each partner will submit a report reflecting activities, milestones, and achievement. Based on the peer reviews the deliveries and achievements will be checked against the work plan milestones as part of all project workshops.</p> <p>The content quality will be assessed by the pilot and test teams as well as registered end users in a sequence of peer review assessment – improvement – peer review assessment resulting in the final products at the end of the project funded period. The different stages of the development will be assessed during the project workshops.</p> <p>External quality evaluation will be procured at project start up and based on a tender document requesting the bidders to propose a quality monitoring framework and describe past experiences. The procurement will be based on this more than on price.</p> <p>The external evaluator will have access to the quarterly reports from the partnership and will receive the project outputs in a sequence from alpha versions through beta versions to final products. He or she will take part in the 2 project workshops and will also be included in e-mail correspondences for monitoring of partnership activity.</p> <p>The external evaluator will be responsible for giving feedback to the partnership after each quarterly report has been received and also for making recommendations that can be used for corrective actions to ensure best possible results.</p> <p>A summary quality report will be made by the external quality evaluator at the end of the first project year (to be used for the IR and for making improvements) and three months before end of the project funded period (to be used for the FR, but more important for the partnership this is the last chance for making corrections and improvements point</p>			
Descripción del marco metodológico / pedagógico (si procede)			



PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)

The external evaluator will have access to the quarterly reports from the partnership and will receive the project outputs in a sequence from alpha versions through beta versions to final products. He or she will take part in the 2 project workshops and will also be included in e-mail correspondences for monitoring of partnership activity.

The external evaluator will be responsible for giving feedback to the partnership after each quarterly report has been received and also for making recommendations that can be used for corrective actions to ensure best possible results.

A summary quality report will be made by the external quality evaluator at the end of the first project year (to be used for the IR and for making improvements) and three months before end of the project funded period (to be used for the FR, but more important for the partnership this is the last chance for making corrections and improvements pointed to by the report)

The external quality control is needed to ensure an objective insight into the progress of the project towards achieving goals and objectives. Procurement of the evaluator will follow the “guidelines for applicants”. The cost is estimated to 14.000 EUR as it also includes travelling to the two project workshops.

Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)

No.	1	Descripción del resultado	FIRST YEAR QUALITY REPORT
No.	2	Descripción del resultado	SECOND YEAR QUALITY REPORT
No.	3	Descripción del resultado	MEETING MINUTES



Número del paquete de trabajo:	3		
Título del paquete de trabajo:	Communication platform		
Mes de comienzo:	01/10/2009	Mes de finalización:	30/09/2011
Costes:	5500		
Responsable del paquete:	Syddansk Erhvervsskole		
Objetivos del paquete de trabajo:			
Setting up communication and dissemination platform, website, and blog and keep these updated throughout the project.			
Descripción de actividades:			
<p>Setting up the project website and blog with main structure, sample content, texts and video, registration pages for e-mail lists, and links to possible clustering projects.</p> <p>Launching the project web portal will be based on merging with the existing website www.languages.dk</p> <p>The website will need near daily editing and updates due to the nature of the site with registered users who submit materials etc. Regular updating and extensions also ensures a high score in search engines.</p> <p>The site is constantly monitored and log files checked for possible clues to improvements that may result in more visitors (in 2008 the number of unique visitors based on I.P. numbers to the front end of the site – not just hits - exceeded 20.000).</p> <p>All project outcomes, newsletters, reports etc. are placed in the website to ensure project transparency, there will be no password protected areas.</p> <p>Success criteria:</p> <p>Number of documented unique visitors over the two years period exceeds 40.000.</p> <p>Search engines have the site on first result page when searching for relevant combinations of call, materials, and languages</p> <p>All project outcomes available for free from the site</p> <p>Total transparency of project by having all documents e.g. this application openly accessible from the site</p>			
Descripción del marco metodológico / pedagógico (si procede)			



PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)

Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)

No.		Descripción del resultado	
	1		PROJECT WEBSITE AND BLOG



Número del paquete de trabajo:	4		
Título del paquete de trabajo:	Exploitation and impact of results		
Mes de comienzo:	01/12/2009	Mes de finalización:	30/09/2011
Costes:	17642		
Responsable del paquete:	CECE		
Objetivos del paquete de trabajo:			
To ensure an impact of the project activities and outcomes.			
Descripción de actividades:			
<p>Exploitation of the project outcomes starts with the first pilot course workshop and peer review, i.e. after the materials have been through the first adaptation and translation.</p> <p>In the first part of the project period most exploitation takes place in the partner institutions where teachers implement the adapted materials and test the acquired competencies from the pilot course workshop.</p> <p>After the first workshop sequence and peer reviews the exploitation takes the next steps and in-service courses following the same pattern are offered to teachers across Cyprus, Malta, and Portugal</p> <p>The project partnership will also search for other language projects and networks that may cluster with our efforts and benefit from the POOLS-2 outcomes.</p> <p>EfVET will through the national representatives assist with information on the results to the project target groups to attract these to the course, but also more important to offer similar courses based on our results.</p> <p>Further exploitation will also be possible as the outputs will be CopyLeft and “open source” available from the project website also for future continued development.</p> <p>The exploitation results will be the focus of the fourth project meeting in March 2011, where achieved results will be summarized and the strategy for the remaining six project months and for the post project period will be refined, e.g. through the achieved clustering networks.</p> <p>Success criteria: List of registered end users and cooperating clusters available at the end of the project period and concrete examples of exploitation planned for the post funded period.</p>			



Descripción del marco metodológico / pedagógico (si procede)

PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)

Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)

No.	Descripción del resultado
1	EXPLOITATION REPORT



Número del paquete de trabajo:	5		
Título del paquete de trabajo:	Dissemination		
Mes de comienzo:	01/10/2009	Mes de finalización:	30/09/2011
Costes:	22500		
Responsable del paquete:	Syddansk Erhvervsskole		
Objetivos del paquete de trabajo:			
To ensure substantial dissemination of the project ideas and outcomes			
Descripción de actividades:			



Dissemination will make use of several vehicles implemented during the POOLS project:

The project will from day one have the project website ready for online dissemination (Website work package). The EfVET website will also present the project and its objectives.

During the first workshop in October the partners prepare text and graphics for a brochure to be used at the EfVET 2009 conference.

Four times per year a newsletter will be compiled summarizing events, achievements and user feedback. The newsletter will be mailed to registered users (who receive the newsletters by e-mail), to all EfVET members, and available for download from the website.

Brochures, and the current newsletters will be handed out at conferences (e.g. Eurocall in September). Kent Andersen is the Eurocall nat. rep. in Denmark and will submit proposals for conference workshops to present the ongoing work and results, and submit articles for the Eurocall newsletter

EfVET will arrange round table presentations of the project outcomes each year during the EfVET annual conferences. EfVET will also ensure presentations in the EfVET quarterly newsletter.

Each partner is responsible for dissemination nationally, through conferences, presentations, brochures, and entries in newsletters. Dissemination will be registered in the quarterly partnership report.

The partnership will also make use of any opportunity to present at other international conferences etc.

The partnership will through existing networks (POOLS, EfVET, and Eurocall) and websites seek to cluster with other language project to strengthen common dissemination and to offer exchange of results.

Success criteria:

40.000+ unique website visitors during the two years,

A position on the first page in major search engines when searching for computer assisted language teaching

2000 Brochures handed out

Eight newsletters sent to 500+ registered users

Presentations delivered at EuroCall and EfVET conferences



Descripción del marco metodológico / pedagógico (si procede)

PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)

Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)

No.	1	Descripción del resultado	BROCHURES / FLYERS
No.	2	Descripción del resultado	FIRST PROJECT NEWSLETTER
No.	3	Descripción del resultado	NEWSLETTER 2-8 QUARTERLY NEWSLETTERS
No.	4	Descripción del resultado	CONFERENCE MATERIALS



Número del paquete de trabajo:	6		
Título del paquete de trabajo:	Adaptation and translation of the POOLS course book		
Mes de comienzo:	01/11/2009	Mes de finalización:	15/08/2011
Costes:	54000		
Responsable del paquete:	Fondazzjoni Temi Zammit		
Objetivos del paquete de trabajo:			
To adapt and translate the contents of the POOLS guide book for use in Cyprus, Malta, and Portugal			
Descripción de actividades:			
<p>The work requires a thorough walk through of the "POOLS Course Book" produced by the POOLS project to verify that all references and links are still valid. Based on the ICT expertise in Fondazzjoni Temi Zammit the book will also be updated with a unit on social spaces (like LinkedIn and Facebook). FTZ will present their findings and suggested edits by e-mails to the partnership before the second project meeting in March 2010. The other partners function as peer review groups in this period.</p> <p>At the second meeting the partnership decides on the "final" content for the course book and the adaptation (due to possible national differences and needs) followed by translations can start.</p> <p>The course book will be tested during the in-service teacher courses in the last project year. Findings and feedbacks from the participants will be considered to see where new edits are needed. Where such finding have value in the other countries these will likewise insert the changes in their versions and pilot the new version again to evaluate the guide. This means that the real final version may not be ready until August 2011 just before the end of the funded period.</p>			
Descripción del marco metodológico / pedagógico (si procede)			
The course book will be tested as part of the teacher courses during the last project year. Findings and feed-back from the participants will be considered to see where new edits are needed. Where such finding have value in the other countries these will likewise insert the changes in their versions and pilot the new version again to evaluate the course book.			
PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)			
Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)			
No.	1	Descripción del resultado	UPDATED COURSE BOOK



DG Educación y Cultura

Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación



Número del paquete de trabajo:	7		
Título del paquete de trabajo:	Course content manual		
Mes de comienzo:	01/10/2009	Mes de finalización:	15/06/2010
Costes:	62802		
Responsable del paquete:	Universidade De Evora		
Objetivos del paquete de trabajo:			
To compile a guide with structure and content for language teacher workshops based on adapted and translated core units from the POOLS manuals describing the courses on courseware development and call methodology.			
Descripción de actividades:			
<p>The work starts with a presentation of the units in the manuals during the first workshop. The presentation will be done by the work package leader Universidade De Evora, who will propose which units that may fit in CY, MT, and PT. SDE will provide the teams with the experience collected during courses following the POOLS project funded period.</p> <p>The teams will then decide on the core units to apply in the project. Each country may decide on adding extra units depending on national needs and strategies, but the core units will contain general methodology for applying computer assisted language learning in a pedagogical context and how to produce different types of web based call content.</p> <p>Between the first meeting (workshop) and the March meeting 2010 Universidade De Evora will be in charge of adaptation and compilation of the manuals into a one volume "Course Content Manual". Universidade De Evora will peer review the other partners in their own adaptation process followed by translation.</p> <p>At the second meeting the partnership decides on the outline of the in-service teacher courses and the "final" content for the manual. Translations starts after the workshop so the manual can be placed online by the end of June 2010.</p> <p>The manual will be tested through in-service teacher courses during the last project year. Findings and feed-back from language teachers will show where new edits are needed.</p> <p>The manual in the three new languages based on the documents from CY, MT, and PT will be completed by Syddansk Erhvervsskole to ensure that all graphics (not to forget the logo and disclaimer) are in place before compiling to .pdf documents. The final version will be presented at the 5th project meeting for approval.</p>			
Descripción del marco metodológico / pedagógico (si procede)			



PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)

Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)

No.		Descripción del resultado	
	1		COURSE CONTENT MANUAL WITH GUIDELINES AND SAMPLE OUTLINES FOR THE IN-SERVICE COURSES



Número del paquete de trabajo:	8		
Título del paquete de trabajo:	Producing videos suitable for language teaching.		
Mes de comienzo:	15/03/2010	Mes de finalización:	01/10/2010
Costes:	52700		
Responsable del paquete:	Sabhal Mòr Ostaig		
Objetivos del paquete de trabajo:			
Development of source pools containing digital videos in Greek, Maltese, and Portuguese to be used for eLearning content			
Descripción de actividades:			
<p>The 2nd meeting will be continued with a workshop on video production with work package leader Sabhal Mòr Ostaig. The teams will be coached to ensure they have needed competencies on preparation of video and sound recording, storyboards, shooting lists, and basic editing skills</p> <p>Following the workshop the CY, MT, and PT teams will produce videos based on onsite local recordings, e.g. using students as “actors” and interviewees.</p> <p>After recordings these are raw edited and electronically shared for evaluation and feedback on quality. During this process the teams are peer reviewed by partners from Sabhal Mòr Ostaig</p> <p>After the final editing the DK team places the clips as streaming media on the Pools website and produces DVD with versions suitable for Ipod (podcast/Vodcast) i.e. in MP4 format. The teams also have an option of obtaining videos from other sources provided these may be used for free by third parts in eLearning software and have quality and relevance for VET students.</p> <p>Each team transcribes the recording clips and makes translation into English as an online shared document for editing and proofreading. After this each video is graded according to the “Common European Framework of Reference”.</p> <p>The videos will be evaluated during the 3rd workshop meeting to ensure their suitability and quality. Some videos may be rejected and will have to be reproduced or replaced by better videos within one month from the 3rd workshop (and approved online through peer review by Sabhal Mòr Ostaig).</p>			
Descripción del marco metodológico / pedagógico (si procede)			
The videos and transcriptions will be graded according to the “Common European Framework of Reference”. Video content is to represent culture and everyday life of young people (especially students from VET) in the target countries.			



PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)

Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)

No.		Descripción del resultado	
	1		VIDEOS SUITABLE FOR ELEARNING CONTENT



Número del paquete de trabajo:	9		
Título del paquete de trabajo:	In-service pilot courses / workshops		
Mes de comienzo:	15/10/2010	Mes de finalización:	01/08/2011
Costes:	83050		
Responsable del paquete:	Fondazzjoni Temi Zammit		
Objetivos del paquete de trabajo:			
To test and evaluate in-service courses based on the "course content manual" and "course book", produce call unit examples, and run 2nd year pilot courses.			
Descripción de actividades:			
<p>Based on the structure for the language teacher workshops that was agreed on during the 2nd meeting and workshop, the teams pilot the course following the third meeting in October 2010. The results will be evaluated and result in immediate changes in the course content manual, and after the workshop the participants from CY, MT, and PT test the methods and materials in classes in their own countries. This process is peer reviewed by ITE – CECE and Syddansk Erhvervsskole.</p> <p>The resulting finding and recommendations will be incorporated in the Course Book and in the Course Content Manual to be tested in the second project year through sequences of similar pilot courses run by those CY, MT, and PT team members who took part in the first pilot course, these courses will target teachers from different regions of CY, MT, and PT</p> <p>Interim results (evaluations and recommendations) from the courses and peer review periods will be evaluated during the fourth workshop (March 2011) in order to improve the manual and course book midway through the testing period.</p> <p>The general structure of the final courses / workshops is expected to be five days teacher in-service courses where the participants work through and experience different call methods (WebQuests, eTandem, web based exercises etc.) and work through different types of exercises from course book. Each participant then develops his/her own online web based exercises and a lesson plan to test in own classes following the workshop. After this they return to their classes and are peer reviewed in while applying the achieved competencies to ensure best possible results.</p> <p>The web based eLearning units, that are produced during the pilot course following the third project meeting and from the sequence of pilot courses in the final project year, will be made available online from the project website.</p>			
Descripción del marco metodológico / pedagógico (si procede)			
Based on action learning and peer-review			
PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)			



Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)

No.	1	Descripción del resultado	CALL UNIT EXAMPLES FOR THE COURSES
------------	---	----------------------------------	------------------------------------



Número del paquete de trabajo:	10		
Título del paquete de trabajo:	Do It Yourself DVDs and Online videos with subtitles in GR, MT, and PT		
Mes de comienzo:	15/10/2009	Mes de finalización:	15/08/2010
Costes:	14200		
Responsable del paquete:	Syddansk Erhvervsskole		
Objetivos del paquete de trabajo:			
To produce DIY (Do It Yourself) DVDs and Online videos demonstrating software development step by step with subtitles in GR, MT, and PT			
Descripción de actividades:			
<p>The work starts with a presentation of the POOLS DIY DVD during the first workshop. The presentation will be done by the work package leader "Syddansk Erhvervsskole" followed by demonstrating how the subtitle scripts are structured with time codes, and the technical file demands (UTF8). Each language team will receive the DVD for playing and time coded subtitle files in English. The files will then be translated online (peer reviewed and supported by the DK team).</p> <p>After translation the Danish team will compile the DVD videos and make online versions of the videos available with subtitles in the three languages. The work has to be completed by June 2010 so the DVDs can be produced and handed out at the EuroCall conference in September 2010 and through EfVET at the annual conference in October 2010</p>			
Descripción del marco metodológico / pedagógico (si procede)			
PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)			
Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)			
No.	1	Descripción del resultado	DO IT YOURSELF VIDEOS WITH SUBTITLES



Número del paquete de trabajo:	11		
Título del paquete de trabajo:	Final edits of outcomes		
Mes de comienzo:	10/07/2011	Mes de finalización:	30/09/2011
Costes:	5500		
Responsable del paquete:	Intercollege		
Objetivos del paquete de trabajo:			
To finalize the outputs ensuring that the results and evaluations from the pilot courses and target groups are taken into account and thus resulting in tested and ready to use materials.			
Descripción de actividades:			
<p>The project outputs have been updated and modified in an ongoing process during the pilot course period based on the feedback from pilot workshops and peer reviews. To ensure that the four language versions (the adapted EN version, and GR, MT, and PT) are similar in content (national target groups and needs may result in some differences) the final versions of the materials will be compiled (and changes translated) to replace the previous online versions.</p> <p>The compilation will be based on online debate between the ES (assisted by DK and UK teams) and each of the partners in CY, MT, and PT. The DK partner will produce the final pdf version with graphics etc. and put these online from the website. The final results will be presented at the last project meeting to be formally approved and quality assessed for the final report.</p>			
Descripción del marco metodológico / pedagógico (si procede)			
PAPEL Y TAREAS DE LAS ENTIDADES SUBCONTRATADAS (SI PROCEDE)			
Resultados esperados a los que contribuye este paquete de trabajo (haga referencia a la enumeración y a los resultados esperados de la sección C.4.2, y a los resultados clave de la sección C.4.3)			
No.	1	Descripción del resultado	FINAL AND PUBLISHED VERSIONS OF THE COURSE BOOK, COURSE CONTENT MANUAL, AND ELEARNING MATERIALS



C.4.2 RESULTADOS PREVISTOS

¿Qué resultados específicos se esperan durante el desarrollo del proyecto y una vez finalizado? Por favor describa de forma detallada los resultados esperados especificando:

- el tipo de resultado (por ejemplo, manual, currículo, procedimiento de certificación, nuevos métodos de enseñanza /formación, etc.);
- los grupos destinatarios contemplados (usuarios finales de los resultados);
- las lenguas en las que estarán disponibles;
- los soportes y medios que se utilizarán (por ejemplo, CD-Rom, Internet, etc.);
- cuándo estarán disponibles estos medios,
- la metodología didáctica (si procede);
- el número de ejemplares previsto (si procede)
- Otros

Número de Resultado 1	
<i>Breve descripción del resultado</i>	1ST QUARTERLY PARTNERSHIP REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	PARTNERSHIP, EXTERNAL QUALITY ASSESSOR, NATIONAL AGENCY, WEBSITE VISITORS INTERESTED IN OUT PROGRESS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	ARCHIVO DE TEXTO, WEBSITE,
<i>Disponibilidad (¿cuándo?)</i>	31/12/2009
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE REPORT WILL BE USED FOR QUALITY CONTROL AND MONITORING. IT IS A COMPILATION OF PARTNER REPORTS COVERING A THREE MONTHS PERIOD WITH LIST OF ACTIVITIES, ACHIEVEMENTS, MILESTONES MET, STAFF AND FINANCIAL RESOURCES USED.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

Número de Resultado 2	
<i>Breve descripción del resultado</i>	2ND QUARTERLY PARTNERSHIP REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	PARTNERSHIP, EXTERNAL QUALITY ASSESSOR, NATIONAL AGENCY, WEBSITE VISITORS INTERESTED IN OUR PROGRESS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	WEBSITE, ARCHIVO DE TEXTO,



<i>Disponibilidad (¿cuándo?)</i>	31/03/2010
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE REPORT WILL BE USED FOR QUALITY CONTROL AND MONITORING. IT IS A COMPILATION OF PARTNER REPORTS COVERING A THREE MONTHS PERIOD WITH LIST OF ACTIVITIES, ACHIEVEMENTS, MILESTONES MET, STAFF AND FINANCIAL RESOURCES USED.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

Número de Resultado 3	
<i>Breve descripción del resultado</i>	3RD QUARTERLY PARTNERSHIP REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	PARTNERSHIP, EXTERNAL QUALITY ASSESSOR, NATIONAL AGENCY, WEBSITE VISITORS INTERESTED IN OUR PROGRESS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	ARCHIVO DE TEXTO, WEBSITE,
<i>Disponibilidad (¿cuándo?)</i>	30/06/2010
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE REPORT WILL BE USED FOR QUALITY CONTROL AND MONITORING. IT IS A COMPILATION OF PARTNER REPORTS COVERING A THREE MONTHS PERIOD WITH LIST OF ACTIVITIES, ACHIEVEMENTS, MILESTONES MET, STAFF AND FINANCIAL RESOURCES USED.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

Número de Resultado 4	
<i>Breve descripción del resultado</i>	4TH QUARTERLY PARTNERSHIP REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	PARTNERSHIP, EXTERNAL QUALITY ASSESSOR, NATIONAL AGENCY, WEBSITE VISITORS INTERESTED IN OUR PROGRESS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	WEBSITE, ARCHIVO DE TEXTO,
<i>Disponibilidad (¿cuándo?)</i>	30/09/2010
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE REPORT WILL BE USED FOR QUALITY CONTROL AND MONITORING. IT IS A



	COMPILATION OF PARTNER REPORTS COVERING A THREE MONTHS PERIOD WITH LIST OF ACTIVITIES, ACHIEVEMENTS, MILESTONES MET, STAFF AND FINANCIAL RESOURCES USED.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

<i>Número de Resultado 5</i>	
<i>Breve descripción del resultado</i>	5TH QUARTERLY PARTNERSHIP REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	PARTNERSHIP, EXTERNAL QUALITY ASSESSOR, NATIONAL AGENCY, WEBSITE VISITORS INTERESTED IN OUR PROGRESS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	ARCHIVO DE TEXTO, WEBSITE,
<i>Disponibilidad (¿cuándo?)</i>	31/12/2010
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE REPORT WILL BE USED FOR QUALITY CONTROL AND MONITORING. IT IS A COMPILATION OF PARTNER REPORTS COVERING A THREE MONTHS PERIOD WITH LIST OF ACTIVITIES, ACHIEVEMENTS, MILESTONES MET, STAFF AND FINANCIAL RESOURCES USED.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

<i>Número de Resultado 6</i>	
<i>Breve descripción del resultado</i>	6TH QUARTERLY PARTNERSHIP REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	PARTNERSHIP, EXTERNAL QUALITY ASSESSOR, NATIONAL AGENCY, WEBSITE VISITORS INTERESTED IN OUR PROGRESS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	WEBSITE, ARCHIVO DE TEXTO,
<i>Disponibilidad (¿cuándo?)</i>	31/03/2011
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE REPORT WILL BE USED FOR QUALITY CONTROL AND MONITORING. IT IS A COMPILATION OF PARTNER REPORTS COVERING A THREE MONTHS PERIOD WITH LIST OF ACTIVITIES, ACHIEVEMENTS, MILESTONES MET, STAFF AND FINANCIAL RESOURCES USED.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY



Número de Resultado 7	
<i>Breve descripción del resultado</i>	7TH QUARTERLY PARTNERSHIP REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	PARTNERSHIP, EXTERNAL QUALITY ASSESSOR, NATIONAL AGENCY, WEBSITE VISITORS INTERESTED IN OUR PROGRESS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	ARCHIVO DE TEXTO, WEBSITE,
<i>Disponibilidad (¿cuándo?)</i>	30/06/2011
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE REPORT WILL BE USED FOR QUALITY CONTROL AND MONITORING. IT IS A COMPILATION OF PARTNER REPORTS COVERING A THREE MONTHS PERIOD WITH LIST OF ACTIVITIES, ACHIEVEMENTS, MILESTONES MET, STAFF AND FINANCIAL RESOURCES USED.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

Número de Resultado 8	
<i>Breve descripción del resultado</i>	8TH QUARTERLY PARTNERSHIP REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	PARTNERSHIP, EXTERNAL QUALITY ASSESSOR, NATIONAL AGENCY, WEBSITE VISITORS INTERESTED IN OUR PROGRESS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	WEBSITE, ARCHIVO DE TEXTO,
<i>Disponibilidad (¿cuándo?)</i>	30/09/2011
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE REPORT WILL BE USED FOR QUALITY CONTROL AND FOR COMPILATION THE FINAL REPORT. IT IS A COMPILATION OF PARTNER REPORTS COVERING A THREE MONTHS PERIOD WITH LIST OF ACTIVITIES, ACHIEVEMENTS, MILESTONES MET, STAFF AND FINANCIAL RESOURCES USED.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

Número de Resultado 9	
<i>Breve descripción del resultado</i>	INTERIM / PROGRESS REPORT



<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	THE NATIONAL AGENCY, EXTERNAL QUALITY ASSESSOR, AND WEBSITE VISITORS INTERESTED IN OUR PROGRESS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	ARCHIVO DE TEXTO, WEBSITE,
<i>Disponibilidad (¿cuándo?)</i>	30/10/2010
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE REPORT WILL BE BASED ON THE REPORT FROM OUR EXTERNAL QUALITY ASSESSOR, OUR OWN QUALITY CONTROL. IT IS ALSO A COMPILATION OF MEETING, WORKSHOPS, AND PARTNER REPORTS COVERING THE FIRST 12 MONTHS PERIOD WITH LIST OF ACTIVITIES, ACHIEVEMENTS, MILESTONES MET, STAFF AND FINANCIAL RESOURCES USED, AND OUTCOMES.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

Número de Resultado 10	
<i>Breve descripción del resultado</i>	FINAL REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	THE NATIONAL AGENCY, EXTERNAL QUALITY ASSESSOR, AND WEBSITE VISITORS INTERESTED IN OUR PROGRESS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	WEBSITE, ARCHIVO DE TEXTO,
<i>Disponibilidad (¿cuándo?)</i>	31/10/2011
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE REPORT WILL BE BASED ON OUR FINAL QUALITY CONTROL AND ASSESSMENT. IT IS A COMPILATION OF THE REPORTS FROM THE EXTERNAL QUALITY ASSESSOR, MEETING, WORKSHOPS, AND PARTNER REPORTS COVERING THE FIRST 12 MONTHS PERIOD WITH LIST OF ACTIVITIES, ACHIEVEMENTS, MILESTONES MET, STAFF AND FINANCIAL RESOURCES USED, AND OUTCOMES.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

Número de Resultado 11	
<i>Breve descripción del resultado</i>	FIRST YEAR QUALITY REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	THE PARTNERSHIP AND THE NATIONAL AGENCY DURING EVALUATION OF THE INTERIM REPORT



<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	ARCHIVO DE TEXTO, WEBSITE,
<i>Disponibilidad (¿cuándo?)</i>	05/10/2010
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	REPORT FROM THE EXTERNAL QUALITY ASSESSOR REFLECTING THE PROJECT ACTIVITIES, MATCHING MILESTONES AND DELIVERIES WITH ACTUAL OUTPUTS, AND PARTNERSHIP. THE REPORT IS TO SERVE AS A TOOL FOR CORRECTIVE ACTIONS, IMPROVEMENTS AND TO BE USED FOR THE IR
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

Número de Resultado 12	
<i>Breve descripción del resultado</i>	SECOND YEAR QUALITY REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	THE PARTNERSHIP AND THE NATIONAL AGENCY DURING EVALUATION OF THE FINAL REPORT
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	WEBSITE, ARCHIVO DE TEXTO,
<i>Disponibilidad (¿cuándo?)</i>	29/07/2011
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	REPORT FROM THE EXTERNAL QUALITY ASSESSOR REFLECTING THE PROJECT ACTIVITIES, MATCHING MILESTONES AND DELIVERIES WITH ACTUAL OUTPUTS, AND PARTNERSHIP. THE REPORT IS TO SERVE AS A TOOL FOR THE FINAL CORRECTIVE ACTIONS, AND IMPROVEMENTS BEFORE THE FINAL REPORT AND CLOSURE OF THE FUNDED PERIOD.
<i>Otros</i>	FREELY AVAILABLE FROM PROJECT WEBSITE TO ENSURE PROJECT TRANSPARENCY

Número de Resultado 13	
<i>Breve descripción del resultado</i>	PROJECT WEBSITE AND BLOG
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	LANGUAGE TEACHERS, TEACHER TRAINEES, LANGUAGE STUDENTS, THE PARTNERSHIP
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	WEBSITE,



<i>Disponibilidad (¿cuándo?)</i>	01/10/2009
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	
<i>Otros</i>	THE SITE ITSELF WILL BE PROMOTED THROUGH ALL MAJOR SEARCH ENGINES, BUT ALSO BY BROCHURES, HANDOUTS, NEWSLETTERS ETC.

Número de Resultado 14	
<i>Breve descripción del resultado</i>	EXPLOITATION REPORT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	NATIONAL AGENCY AS WELL AS THE PARTNERSHIP.
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	WEBSITE, ARCHIVO DE TEXTO,
<i>Disponibilidad (¿cuándo?)</i>	30/09/2011
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	
<i>Otros</i>	REPORT CONTAINING THE PROFILES OF USERS DURING THE PROJECT PERIOD WITH INDICATORS OF FUTURE USE AND EXPLOITATION

Número de Resultado 15	
<i>Breve descripción del resultado</i>	BROCHURES / FLYERS
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	POLICY MAKERS (AT EfVET CONFERENCES), LANGUAGE TEACHERS, TEACHER TRAINEES, AND LANGUAGE STUDENTS
<i>Lengua</i>	INGLÉS (GB), ESPAÑOL, DANÉS, PORTUGUÉS, GRIEGO,
<i>Soporte</i>	WEBSITE, PAPEL - FOLLETOS,
<i>Disponibilidad (¿cuándo?)</i>	19/10/2010
<i>Número de copias previstas (si procede)</i>	2000
<i>Metodología didáctica (si procede)</i>	WE PLACE BROCHURES ON ALL CHAIRS PRIOR TO THE WELCOME CEREMONY AT CONFERENCES..
<i>Otros</i>	



Número de Resultado 16	
<i>Breve descripción del resultado</i>	FIRST PROJECT NEWSLETTER
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	LANGUAGE TEACHERS, TEACHER TRAINEES, AND LANGUAGE STUDENTS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	PAPEL - FOLLETOS, WEBSITE,
<i>Disponibilidad (¿cuándo?)</i>	05/10/2009
<i>Número de copias previstas (si procede)</i>	1000
<i>Metodología didáctica (si procede)</i>	E-MAILED TO REGISTERED USERS, HANDED OUT IN PRINT AT THE EFVET CONFERENCE, AND WHERE THE PROJECT TEAMS MEET OTHER PROJECTS.
<i>Otros</i>	THE PROJECT NEWSLETTERS WILL PRESENT WORK IN PROGRESS, EVENTS, AND EXAMPLES OF EVERYDAY PROJECT LIFE FROM THE PARTNERSHIP, E.G. STUDENTS WORKING WITH MATERIALS DEVELOPED DURING THE PROJECT. NEWS OF CLUSTERING PROJECTS ETC.

Número de Resultado 17	
<i>Breve descripción del resultado</i>	NEWSLETTER 2-8 QUARTERLY NEWSLETTERS
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	LANGUAGE TEACHERS, TEACHER TRAINEES, AND LANGUAGE STUDENTS
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	WEBSITE, PAPEL - FOLLETOS,
<i>Disponibilidad (¿cuándo?)</i>	01/02/2010
<i>Número de copias previstas (si procede)</i>	5000
<i>Metodología didáctica (si procede)</i>	E-MAILED TO REGISTERED USERS, HANDED OUT IN PRINT AT THE EFVET CONFERENCE, AND WHERE THE PROJECT TEAMS MEET OTHER PROJECTS.
<i>Otros</i>	NEWSLETTER 2 TO BE SENT IN EARLY 2010 FOLLOWED BY THE OTHERS IN THREE MONTHS INTERVALS.

Número de Resultado 18	
<i>Breve descripción del resultado</i>	CONFERENCE MATERIALS



<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	LANGUAGE TEACHERS AND INTERNATIONAL COORDINATORS AT CONFERENCES
<i>Lengua</i>	INGLÉS (GB),
<i>Sopte</i>	RED,
<i>Disponibilidad (¿cuándo?)</i>	01/09/2010
<i>Número de copias previstas (si procede)</i>	200
<i>Metodología didáctica (si procede)</i>	
<i>Otros</i>	IN PREVIOUS PROJECTS WE HAD SUCCESS WITH HANDING OUT MEMORABILIA AT CONFERENCES AND MAILING T-SHIRTS TO TEACHERS WHO E.G. ASSISTED WITH EVALUATING PRODUCTS. T-SHIRTS WILL ALSO BE USED AS COMPETITION PRIZES AT LANGUAGE TEACHER EVENTS ETC.

Número de Resultado 19	
<i>Breve descripción del resultado</i>	UPDATED COURSE BOOK
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	LANGUAGE TEACHERS
<i>Lengua</i>	INGLÉS (GB), GRIEGO, PORTUGUÉS,
<i>Sopte</i>	WEBSITE, ARCHIVO DE TEXTO,
<i>Disponibilidad (¿cuándo?)</i>	30/10/2010
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE BOOK (NOT IN PRINT BUT AS .PDF FILE) WILL BE UPDATED, ADAPTED AND TRANSLATED AFTER DEBATE IN THE THREE NEW PARTNERSHIP COUNTRIES TO MATCH THE NEEDS OF THE TARGET GROUPS THERE.
<i>Otros</i>	THE BOOK WILL BE FURTHER IMPROVED AFTER TESTING DURING THE WORKSHOPS AND PEER REVIEWS IN CLASSES FROM 30-10-2010 UNTIL PROJECT DEADLINE

Número de Resultado 20	
<i>Breve descripción del resultado</i>	COURSE CONTENT MANUAL WITH GUIDELINES AND SAMPLE OUTLINES FOR THE IN-SERVICE COURSES
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	LANGUAGE TEACHERS
<i>Lengua</i>	PORTUGUÉS, GRIEGO, INGLÉS (GB),



<i>Soporte</i>	ARCHIVO DE TEXTO, WEBSITE,
<i>Disponibilidad (¿cuándo?)</i>	30/09/2010
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE MANUAL (NOT IN PRINT BUT AS .PDF FILE) WILL BE ADAPTED AND TRANSLATED AFTER DEBATE IN THE THREE NEW PARTNERSHIP COUNTRIES TO MATCH THE NEEDS OF THE TARGET GROUPS THERE.
<i>Otros</i>	THE MANUAL WILL BE FURTHER IMPROVED AFTER TESTING DURING THE WORKSHOPS AND PEER REVIEWS IN CLASSES FROM 1-10-2010 UNTIL PROJECT DEADLINE

<i>Número de Resultado 21</i>	
<i>Breve descripción del resultado</i>	CALL UNIT EXAMPLES FOR THE COURSES
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	LANGUAGE TEACHERS AND ALSO STUDENTS
<i>Lengua</i>	INGLÉS (GB), GRIEGO, PORTUGUÉS,
<i>Soporte</i>	WEBSITE, ARCHIVO DE TEXTO,
<i>Disponibilidad (¿cuándo?)</i>	30/06/2010
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	THE WEBQUESTS AND OTHER COMPUTER ASSISTED UNITS WILL BE UPDATED, ADAPTED AND TRANSLATED AFTER DEBATE IN THE THREE NEW PARTNERSHIP COUNTRIES TO MATCH THE NEEDS OF THE TARGET GROUPS THERE.
<i>Otros</i>	THE MATERIALS WILL BE FURTHER IMPROVED AFTER TESTING DURING THE WORKSHOPS AND TESTED IN CLASSES FROM 30-6-2010 UNTIL PROJECT DEADLINE

<i>Número de Resultado 22</i>	
<i>Breve descripción del resultado</i>	DO IT YOURSELF VIDEOS WITH SUBTITLES
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	LANGUAGE TEACHERS
<i>Lengua</i>	PORTUGUÉS, GRIEGO,
<i>Soporte</i>	WEBSITE, VIDEO,
<i>Disponibilidad (¿cuándo?)</i>	30/09/2010



<i>Número de copias previstas (si procede)</i>	2000
<i>Metodología didáctica (si procede)</i>	
<i>Otros</i>	

<i>Número de Resultado 23</i>	
<i>Breve descripción del resultado</i>	FINAL AND PUBLISHED VERSIONS OF THE COURSE BOOK, COURSE CONTENT MANUAL, AND ELEARNING MATERIALS
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	STUDENTS AND LANGUAGE TEACHERS
<i>Lengua</i>	GRIEGO, PORTUGUÉS, INGLÉS (GB),
<i>Soporte</i>	WEBSITE, ARCHIVO DE TEXTO,
<i>Disponibilidad (¿cuándo?)</i>	30/09/2011
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	
<i>Otros</i>	

<i>Número de Resultado 24</i>	
<i>Breve descripción del resultado</i>	MEETING MINUTES
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	PARTNERSHIP, NATIONAL AGENCY, EXTERNAL QUALITY EVALUATOR, AND OTHERS INTERESTED IN MONITORING THE PROJECT PARTNERSHIP.
<i>Lengua</i>	INGLÉS (GB),
<i>Soporte</i>	ARCHIVO DE TEXTO, WEBSITE,
<i>Disponibilidad (¿cuándo?)</i>	
<i>Número de copias previstas (si procede)</i>	
<i>Metodología didáctica (si procede)</i>	
<i>Otros</i>	THE MINUTES WILL SUMMARIZE THE RESULTS OF EACH OF THE FIVE PROJECT MEETINGS. THESE WILL BE ONLINE RIGHT AFTER THE MEETING SO THE PARTNERSHIP CAN REFER TO DECISIONS MADE.



Número de Resultado 25	
<i>Breve descripción del resultado</i>	VIDEOS SUITABLE FOR ELEARNING CONTENT
<i>Grupo(s) destinatarios/ potenciales usuarios finales</i>	LANGUAGE STUDENTS
<i>Lengua</i>	PORTUGUÉS, GRIEGO,
<i>Soporte</i>	WEBSITE, VIDEO,
<i>Disponibilidad (¿cuándo?)</i>	01/10/2010
<i>Número de copias previstas (si procede)</i>	500
<i>Metodología didáctica (si procede)</i>	
<i>Otros</i>	

C.4.3 DIFUSIÓN Y EXPLOTACIÓN DE RESULTADOS

Por favor describa el plan de difusión y explotación y el calendario inicialmente previsto donde figuren claramente las actividades principales (debe ser acorde con los paquetes de trabajo referentes a difusión y explotación de resultados de la sección C.4.1).

Describa cómo su estrategia de difusión y explotación garantiza que los resultados del proyecto serán utilizados por los grupos destinatarios, los sectores destinatarios y los usuarios potenciales como agentes sociales, representantes políticos encargados de la FP, etc.



Por favor demuestre que las actividades de Difusión y Explotación generan el impacto descrito en la Sección C.4.5.

THE PROJECT OUTCOMES WILL BE DISSEMINATED THROUGH EFVET ANNUAL CONFERENCES OCTOBER 2009 AND 2010 (ALSO IN 2011, BUT NOT SUPPORTED BY THE GRANT), WHERE EFVET WILL ARRANGE ROUND TABLE PRESENTATIONS OF THE PROJECT, AND AT EUROCALL CONFERENCES (SEPTEMBER 2010 AND 2011) AS WELL AS AT NATIONAL CONFERENCES WHERE THE PRODUCTS WILL BE PRESENTED AND DISTRIBUTED.

EFVET IS THE DISSEMINATION HUB FOR DIRECT ACCESS TO VOCATIONAL COLLEGES ACROSS EUROPE. THROUGH THE BIENNIAL MEETINGS OF THE NATIONAL REPS EFVET IS RESPONSIBLE FOR DISSEMINATION OF THE RESULTS TO 2000+ VOCATIONAL LANGUAGE TEACHERS. EFVET ALSO ENSURES PROJECT PRESENTATIONS AT ANNUAL EFVET CONFERENCES AND THROUGH THE EFVET WEBSITE AND QUARTERLY NEWSPAPERS.

TO SUPPORT DISSEMINATION THE PROJECT TEAMS WILL PREPARE A SUITE OF DISSEMINATION MATERIALS; BROCHURES, QUARTERLY NEWSLETTERS, HANDOUTS FOR CONFERENCES, ETC.

THE PROJECT WEBSITE WILL BE ONLINE FROM DAY ONE AS IT BUILDS ON AN EXISTING WEBSITE WITH 20.000+ DOCUMENTED INDIVIDUAL VISITORS PER YEAR: WWW.LANGUAGES.DK. THE WEBSITE WILL HOLD ALL PROJECT DOCUMENTS AND OUTCOMES THUS ENSURING NEEDED TRANSPARENCY TO END USERS. END USERS CAN REGISTER TO RECEIVE PROJECT NEWSLETTERS AND CAN ALSO BECOME GRASS ROOT MEMBERS OF THE PROJECT.

THE SEQUENCE OF WORKSHOPS AND PEER REVIEWS IS ALSO KEY TO MEETING THE TARGET GROUPS IN THE THREE COUNTRIES.

DISSEMINATION WILL START FROM THE FIRST PROJECT MONTH WITH PREPARATION AND PUBLICATION OF PROJECT BROCHURES IN DK, EN, ES, GR, MT, AND PT. ALSO THE FIRST MONTH IS THE START OF QUARTERLY PROJECT NEWSLETTERS IN EN. TWICE A YEAR THE EFVET NEWSLETTER WILL HAVE ARTICLES ON PROJECT PROGRESS.

Demuestre que el consorcio dispone de la capacidad y la experiencia necesarias para llevar a cabo las actividades de Difusión y Explotación. Indique los recursos humanos y financieros asignados a esas tareas.

THE PARTNERSHIP HAS EXTENSIVE EXPERIENCE WITH DISSEMINATION AND EXPLOITATION OF PROJECT RESULTS.

THE DK COORDINATOR IS THE NATIONAL REP. IN EUROCALL, HE GAVE PRESENTATIONS ON DISSEMINATION AND EXPLOITATION STRATEGIES IN 2007 IN BIRMINGHAM (INVITED BY THE UK NATIONAL AGENCY) AND IN 2008 IN ISTANBUL INVITED BY THE THEMATIC GROUP 3 (NATIONAL AGENCIES).

TWO PARTNERS ARE MEMBERS OF THE EFVET STEERING COMMITTEE. EFVET ITSELF IS A NETWORK OF PRACTITIONER VET INSTITUTIONS THROUGHOUT THE EUROPEAN MEMBER STATES, CANDIDATE AND PRE-ACCESSION COUNTRIES. EFVET WORKS CLOSELY WITH THE EUROPEAN AND IS REPRESENTED ON THE EC OBJECTIVES WORKING GROUPS AS PART OF THE EUCIS PLATFORM FOR LIFELONG LEARNING IN ASSOCIATION WITH EVTA AND OTHER EUROPEAN ORGANISATIONS.

THE RESOURCES ALLOCATED DISSEMINATION INCLUDE DAILY MANAGEMENT AND EDIT OF WEBSITE AND BLOG, AUTHORIZING AND COMPILATION OF NEWSLETTERS AND ARTICLES FOR TEACHERS' MAGAZINES AND NEWSLETTERS. PRODUCTION OF PROMOTION ARTICLES LIKE POSTERS FOR CONFERENCES, BROCHURES, T-SHIRTS ETC. THE FULL COST OF DISSEMINATION AND EXPLOITATION IS ESTIMATED TO 26.000EUR (PROMOTION ARTICLES, PRINTING DVDs AND NEWSLETTERS 3.500EUR, CONFERENCES, WORKSHOPS, AND STAFF COSTS 22500 EUR (E.G. EFVET 8.000EUR).

C.4.4 PLAN DE GESTIÓN DE LA CALIDAD

Por favor describa el plan de gestión de la calidad: procedimientos, criterios y recursos para el seguimiento y evaluación del proyecto; procedimientos, criterios y recursos para la evaluación interna y/o externa-incluyendo control y evaluación de la calidad, si procede – de los resultados intermedios y finales en función de las necesidades de los grupos y sectores destinatarios y los potenciales usuarios finales.

Por favor explique particularmente cómo los grupos y sectores destinatarios y los potenciales usuarios finales van a ser involucrados en dichas actividades.



THE QUALITY ASSURANCE AND MANAGEMENT WILL BE DONE WITH BOTH INTERNAL QM AND EXTERNAL QUALITY ASSESSMENT.

THE INTERNAL QUALITY MANAGEMENT WILL BE BASED ON MONITORING ACTIVITIES AND MILESTONES. FOUR TIMES PER YEAR EACH PARTNER WILL SUBMIT A REPORT REFLECTING ACTIVITIES, MILESTONES, AND ACHIEVEMENT. BASED ON PEER REVIEWS, THE DELIVERIES AND ACHIEVEMENTS WILL BE CHECKED AGAINST THE WORK PLAN MILESTONES AS PART OF ALL PROJECT WORKSHOPS WHERE ALSO THE FEEDBACKS GIVEN BY THE TARGET GROUPS (EXEMPLIFIED BY TEACHERS AND THEIR STUDENTS IN CLASSES AFTER THE COURSE WORKSHOPS) WILL BE SUMMARIZED. SUCCESS CRITERIA: APPROVED QM REPORTS AND SUMMARIES AT THE END OF MEETINGS.

THE CONTENT QUALITY WILL BE ASSESSED BY THE PILOT AND TEST TEAMS AS WELL AS REGISTERED END USERS IN A SEQUENCE OF PEER REVIEW – IMPROVEMENT – PEER REVIEW THUS RESULTING IN THE FINAL PRODUCTS AT THE END OF THE FUNDED PERIOD. THE DIFFERENT STAGES WILL BE ASSESSED DURING THE PROJECT WORKSHOPS.

EXTERNAL QUALITY EVALUATION WILL BE PROCURED AT PROJECT START UP AFTER A TENDER PROCEDURE ENSURING THAT PREFERENCE IS GIVEN TO EXPERTISE AND SUGGESTED QUALITY PLAN MORE THAN JUST THE BID IN EUR.

THE EXTERNAL EVALUATOR WILL HAVE ACCESS TO THE QUARTERLY REPORTS FROM THE PARTNERSHIP AND WILL RECEIVE THE PROJECT OUTPUTS FROM THE FIRST ADAPTED / TRANSLATED VERSIONS TO FINAL PRODUCTS. HE OR SHE WILL ALSO RECEIVE THE FEEDBACK FROM TEACHERS AND THEIR STUDENTS AS PART OF THE PEER REVIEWED TEACHING IN CLASSES AFTER THE COURSE WORKSHOPS. HE / SHE WILL TAKE PART IN THE TWO OF THE PROJECT WORKSHOPS AND WILL ALSO BE INCLUDED IN E-MAIL CORRESPONDENCES FOR MONITORING OF PARTNERSHIP ACTIVITY.

THE EXTERNAL EVALUATOR WILL BE RESPONSIBLE FOR GIVING FEEDBACK TO THE PARTNERSHIP AFTER EACH QUARTERLY REPORT HAS BEEN RECEIVED AND ALSO FOR MAKING RECOMMENDATIONS THAT CAN BE USED FOR CORRECTIVE ACTIONS TO ENSURE BEST POSSIBLE RESULTS. SUCCESS CRITERIA: CORRECTIVE ACTIONS TAKEN AND APPROVED BY EXTERNAL EVALUATOR.

A SUMMARY QUALITY REPORT WILL BE MADE BY THE EXTERNAL QUALITY EVALUATOR AT THE END OF THE FIRST PROJECT YEAR (TO BE USED FOR THE IR AND FOR MAKING IMPROVEMENTS) AND THREE MONTHS BEFORE END OF THE PROJECT FUNDED PERIOD (FOR THE PARTNERSHIP THIS IS THE LAST CHANCE FOR MAKING CORRECTIONS AND IMPROVEMENTS POINTED TO BY THE REPORT). SUCCESS CRITERIA: CORRECTIVE ACTIONS TAKEN AND INTERIM + FINAL REPORT APPROVED.

C.4.5 IMPACTO PREVISTO

Por favor identifique los códigos de ámbitos y niveles educativos relevantes para los grupos y sectores destinatarios en los que es probable que su propuesta tenga impacto

Ámbito Educativo	MOTHER TONGUE FOREIGN LANGUAGE TEACHER TRAINING: FOREIGN LANGUAGE TEACHING
Nivel Educativo	ISCED 3VOC - VOCATIONAL OR TECHNICAL PROGRAMMES



Sector Económico	EDUCACIÓN SECUNDARIA TÉCNICA Y PROFESIONAL
------------------	--

Por favor describa el impacto previsto a corto y largo plazo de su propuesta en (1) los grupos y sectores destinatarios y (2) el ámbito geográfico afectado (local, regional, nacional, y/o europeo)

	Grupos y sectores destinatarios	Ámbito geográfico (local, regional, nacional y/o europeo)
Impacto a corto plazo	VOCATIONAL LANGUAGE TEACHERS AND TEACHER TRAINERS	NATIONAL AND EUROPEAN
Impacto a largo plazo	VOCATIONAL LANGUAGE TEACHERS AND THEIR STUDENTS	NATIONAL AND EUROPEAN

¿Cómo tiene previsto medir durante el desarrollo del proyecto los niveles de impacto anteriormente descritos? (p.e. impacto a corto plazo)? Por favor describa indicadores cualitativos y cuantitativos para (1) impacto en grupos y sectores destinatarios y (2) Impacto en áreas geográficas.

1) Indicadores de impacto en grupos y sectores destinatarios

THE MAIN INDICATOR FOR A SUCCESSFUL IMPACT ON THE SHORT TERM TARGET GROUP (I.E. THE TEACHERS WHO PARTICIPATE IN THE WORKSHOPS) IS A CHANGE OF BEHAVIOR IN CLASSES, I.E. MORE COMMUNICATIVE CALL BASED TEACHING WHERE IT IS THE STUDENTS WHO ARE ACTIVE. THIS WILL BE MONITORED THROUGH EVALUATIONS FILLED IN BY THE PARTICIPANTS AND THEIR STUDENTS BEFORE AND AFTER THE COURSES.

2) Indicadores de Impacto en áreas geográficas

ONE INDICATOR FOR IMPACT COVERING SEVERAL GEOGRAPHICAL AREAS / REGIONS IS THE NUMBER OF PARTICIPANTS FROM OTHER REGIONS AND NUMBER OF COURSES IN OTHER GEOGRAPHICAL REGIONS. ANOTHER INDICATOR IS THE REGISTRATION OF I.P. NUMBERS VISITING THE WEBSITE. EACH I.P. NUMBER REVEALS THE GEOGRAPHICAL POSITION OF THE VISITOR. ALSO THE REGISTERED USERS WILL BE USED FOR DOCUMENTING THEIR USE OF THE RESULTS IN DIFFERENT AREAS.

Por favor describe (1) qué aspectos de su propuesta (p.e. consorcio, productos y resultados, redes, etc) tendrán sostenibilidad cuando finalice la subvención Leonardo y (2) cómo tienen previsto gestionarlos (p.e. recursos financieros y humanos, etc). En el caso de productos, por favor o especifique también cómo tienen previsto mantenerlos (p.e. certificación de materiales, comercialización, disponibilidad gratuita etc.).

1) Aspectos de su propuesta que continuarán tras la financiación Leonardo da Vinci



THE PROJECT WEBSITE WWW.LANGUAGES.DK WILL BE CONTINUED AS HAS BEEN THE CASE FOR MORE THAN A DECADE. IT WILL HOLD ALL PROJECT OUTCOMES. THE WEBSITE IS ALREADY NOW AMONG THE VERY FIRST RESULTS IN ALL MAJOR SEARCH ENGINES WHEN SEARCHING FOR LANGUAGE TEACHING MATERIALS, METHODS, COMPUTER ASSISTED LANGUAGE LEARNING, AND LWUTL

IT IS ALSO EXPECTED THAT THE COMMUNITY OF POOLS USERS AND MEMBERS ([HTTP://WWW.LANGUAGES.DK/MEMBERSHIP/INDEX.HTML](http://www.languages.dk/membership/index.html)) WILL CONTINUE GROWING AS A GRASS ROOT NETWORK BUILDING ON THE RESULTS FROM THIS AND THE TWO PREVIOUS PROJECTS (BP-BLTM AND POOLS). THE COMMUNITY HAS FOR SEVERAL YEARS DEMONSTRATED WILLINGNESS TO SHARE MATERIALS AND IDEAS. THE COMMUNITY NEWSLETTER WILL BE CONTINUED WITHOUT EXTERNAL FUNDING BASING ITS ARTICLES ON INPUT FROM THE COMMUNITY, THIS HAS BEEN THE CASE FOR TWO YEARS WITHOUT EU FUNDING ☺

ALL PROJECT OUTPUTS ARE COPYLEFT (COPYLEFT IS A WAY TO LICENSE A WORK SO THAT UNRESTRICTED REDISTRIBUTION, COPYING AND MODIFICATION IS PERMITTED, PROVIDED THAT ALL COPIES AND DERIVATES RETAIN THE EXACT SAME LICENSING), THIS ENABLES FUTURE DEVELOPMENT, IMPROVEMENTS, AND PORTABILITY TO OTHER LANGUAGES AND COURSES.

2) Mecanismos y recursos para mantenerlos

MAIN MECHANISM IS THE GRASS ROOT NETWORK OF LANGUAGE TEACHERS (MORE THAN 75 ACTIVE MEMBERS) BEHIND THE WEBSITE WWW.LANGUAGES.DK, THE SITE HAS WITHOUT EXTERNAL FUNDS SERVED LANGUAGE LEARNING AND TEACHING SINCE THE MID 80'IES; FIRST AS PART OF THE FIDO NET AND SINCE THE DAWN OF THE WWW AS AN INTERNET SITE. IT WAS AMONG THE VERY FIRST WEBSITES INTERNATIONALLY SERVING LANGUAGE TEACHING AND LEARNING. IN THE LAST YEAR VISITORS HAVE COME FROM 147 DIFFERENT NATIONS!

Por favor explique el impacto directo de su proyecto en (1) los sistemas nacionales de Formación Profesional de su país y (2) los sistemas nacionales de FP de los países de sus socios.

1) Impacto previsto en los sistemas nacionales de FP en España

THE CONTINUED FOCUS ON THE POOLS PROJECT RESULTS (ACHIEVED THROUGH THIS PROJECTS DISSEMINATION AND EXPLOITATION STRATEGY IN SPAIN) WILL FURTHER THE PROCESS WHICH HAS ALREADY STARTED WITH IMPLEMENTATION OF IN-SERVICE COURSES FOR LANGUAGE TEACHERS WHO WANT TO LEARN HOW TO IMPLEMENT COMPUTER ASSISTED LANGUAGE LEARNING IN THEIR CLASSES. MAIN IMPACT WILL OF COURSE BE IN THE RECEIVING COUNTRIES (CY, MT, AND PT) AS SPAIN IS THE (OR ONE OF THE) EXPORTING COUNTRIES OF INNOVATION BASED ON THE PREVIOUS PROJECT WHERE WE WERE A MAIN PARTNER.

2) Impacto previsto en los sistemas nacionales de FP de los países de los socios

THE TRANSFER OF INNOVATION PROJECT WHERE THE POOLS OUTPUTS ARE ADAPTED TO SUIT THE NEEDS IN CY, MT, AND PT WILL THROUGH THE EXPLOITATION OF THE OUTCOMES IN THESE COUNTRIES RESULT IN A MORE COMMUNICATIVE USE OF COMPUTER ASSISTED LANGUAGE LEARNING IN VET SCHOOLS. THIS IS BASED ON THE RESULTS FROM THOSE COUNTRIES THAT PARTICIPATED IN THE ORIGINAL PROJECT. E.G. IN ROMANIA THE COURSE MODULES HAVE BECOME PART OF THE NATIONAL CURRICULUM FOR TEACHER TRAINING IN UNIVERSITIES.



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

C.5 PRESUPUESTO

C.5.1 DETALLES DEL CÁLCULO DEL PRESUPUESTO

Por favor justifique la relación coste-beneficio en el presupuesto planteado.

WE HAVE BASED OUR EXPENSES ON REAL COSTS OVER A TWO YEARS PERIOD, E.G. TRAVEL COST CALCULATIONS ARE BASED ON ONLINE SEARCHES FOR THE PERIODS WHERE THE MEETINGS AND WORKSHOPS ARE PLANNED. THE DURATION OF MEETINGS AND WORKSHOPS FOLLOW THE WORK PLAN. THE FIRST MEETING HAS SIX WORK DAYS (FOUR OF THEM FULL DAYS) THAT IS NEEDED FOR THE WORK THROUGH OF ALL THE POOLS MATERIALS AND INITIAL DECISIONS ON ADAPTATION. THE SECOND MEETING IS FOUR DAYS PROJECT MEETING WITH FOCUS ON QUALITY THIS MEETING IS CONTINUED WITH A FOUR DAYS WORKSHOP ON VIDEO RECORDING AND EDITING, BY JOINING THESE EVENT WE SAVE A RETURN TRIP. A SIMILAR COMBINATION IS PLANNED FOR THE THIRD MEETING, WHICH IS FOLLOWED BY A FIVE DAYS PILOT COURSE AND FINISHED WITH A DAY FOR EVALUATION AND ADAPTATION OF THE FOLLOWING COURSES IN THE THREE COUNTRIES.

LOCATIONS FOR THE FIVE MEETINGS AND WORKSHOPS HAVE BEEN CHOSEN WHERE THE TOTAL TRAVEL COSTS AND HOTELS ARE LESS EXPENSIVE.

THE DIFFERENT LEVELS OFF STAFF COSTS ACROSS THE PARTNERSHIP HAVE BEEN USED FOR ALLOCATING MORE WORK TO PARTNERS WHERE VALUE FOR MONEY IS INCREASED. E.G. THE PT AND MT PARTNERS ARE LEAD PARTNERS IN THE STAFF EXTENSIVE WORK PACKAGES, I.E. ADAPTATION / UPDATING OF THE COURSE BOOK AND COURSE CONTENT MANUAL WITH READY TO USE ONLINE CALL MATERIALS / EXERCISES FOR STUDENTS.

THE COSTS FOR THE COORDINATOR INCLUDE PROCUREMENT OF EXTERNAL QUALITY EVALUATOR (14000€), PRODUCTION COSTS FOR PROMOTIONAL MATERIALS ETC. (2500€)

C.5.2 PERSONAL

				Tipo de Personal											
				1. Gerente			2. Investigador, profesor y / o formador			3. Técnico			4. Administrativo		
	Pais	Total general de días de trabajo	Total general de costes de persona	Número de días de trabajo	Coste diario	Total costes de personal	Número de días de trabajo	Coste diario	Total costes de personal	Número de días de trabajo	Coste diario	Total personal costes	Número de días de trabajo	Coste diario	Total costes de personal



Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

Programa de Aprendizaje Permanente

	Total	1563	286211,00	63		16139,00	1345		248725,00	98		14397,00	57		6950,00
	Confederación Española de Centros de Enseñanza (CECE)	290	59330,00	20	292,00	5840,00	240	203,00	48720,00	15	175,00	2625,00	15	143,00	2145,00
	European forum of Technical and Vocational Education and Training (EFVET)	31	7610,00	4	350,00	1400,00	15	260,00	3900,00	9	200,00	1800,00	3	170,00	510,00
	EDEX - Educational Excellence Corporation Ltd	214	48188,00	4	247,00	988,00	180	240,00	43200,00	20	149,00	2980,00	10	102,00	1020,00
	Syddansk Erhvervs skole	198	57745,00	8	450,00	3600,00	175	290,00	50750,00	10	230,00	2300,00	5	219,00	1095,00
	Fondazzjoni Temi Zammit	420	48280,00	15	129,00	1935,00	375	117,00	43875,00	20	91,00	1820,00	10	65,00	650,00



	UNIVERSIDADE DE EVORA	318	49714,00	8	183,00	1464,00	280	161,00	45080,00	20	119,00	2380,00	10	79,00	790,00
	Sabhal Mòr Ostaig	92	15344,00	4	228,00	912,00	80	165,00	13200,00	4	123,00	492,00	4	185,00	740,00

C.5.3 VIAJE Y MANUTENCIÓN

Costes ESTIMADOS de viaje y manutención (valorados en euros).

Motivo del viaje	País de destino	Socio(s)	Paquete de trabajo	Número de personas a	Número de días b	Coste diario de manutención por persona c	Precio medio del viaje de ida y vuelta d	Costes totales aX [(bXc)+d]
Total				41	136			68331,00
Kick-off workshop / meeting	Chipre	EDEX - Educational Excellence Corporation Ltd	Project management	2	6	210,00	475,00	3470,00
Kick-off workshop / meeting	Malta	Fondazzjoni Temi Zammit	Project management	2	6	210,00	342,00	3204,00
Kick-off workshop / meeting	Dinamarca	Syddansk Erhvervsskole	Project management	2	6	210,00	385,00	3290,00
Kick-off workshop / meeting	Portugal	UNIVERSIDADE DE EVORA	Project management	2	6	210,00	216,00	2952,00
QM meeting and video workshop	España	Confederación Española de Centros de Enseñanza (CECE)	Quality management + monitoring of activities to ensure the project is in	2	8	190,00	475,00	3990,00



			line with planned out					
QM meeting and video workshop	Dinamarca	Syddansk Erhvervsskole	Quality management + monitoring of activities to ensure the project is in line with planned out	2	8	190,00	495,00	4030,00
QM meeting and video workshop	Malta	Fondazzjoni Temi Zammit	Quality management + monitoring of activities to ensure the project is in line with planned out	2	8	190,00	380,00	3800,00
QM meeting and video workshop	Portugal	UNIVERSIDADE DE EVORA	Quality management + monitoring of activities to ensure the project is in line with planned out	2	8	190,00	480,00	4000,00
QM meeting and video workshop	Reino Unido	Sabhal Mòr Ostaig	Quality management + monitoring of activities to ensure the project is in line with planned out	1	8	190,00	705,00	2225,00
Meeting and pilot teacher workshop	España	Confederación Española de Centros de Enseñanza (CECE)	In-service pilot courses / workshops	2	9	190,00	445,00	4310,00



Programa de Aprendizaje Permanente

Meeting and pilot teacher workshop	Chipre	EDEX - Educational Excellence Corporation Ltd	In-service pilot courses / workshops	2	9	190,00	405,00	4230,00
Meeting and pilot teacher workshop	Dinamarca	Syddansk Erhvervsskole	In-service pilot courses / workshops	2	9	190,00	396,00	4212,00
Meeting and pilot teacher workshop	Portugal	UNIVERSIDADE DE EVORA	In-service pilot courses / workshops	2	9	190,00	486,00	4392,00
Meeting, exploitation plans, and output evaluation / adaptation workshop	España	Confederación Española de Centros de Enseñanza (CECE)	Exploitation and impact of results	2	4	190,00	216,00	1952,00
Meeting, exploitation plans, and output evaluation / adaptation workshop	Chipre	EDEX - Educational Excellence Corporation Ltd	Exploitation and impact of results	2	4	190,00	540,00	2600,00
Meeting, exploitation plans, and output evaluation / adaptation workshop	Dinamarca	Syddansk Erhvervsskole	Exploitation and impact of results	2	4	190,00	325,00	2170,00
Meeting, exploitation plans, and output evaluation / adaptation workshop	Malta	Fondazzjoni Temi Zammit	Exploitation and impact of results	2	4	190,00	435,00	2390,00
Final project meeting and evaluation	España	Confederación Española de Centros de Enseñanza (CECE)	Course content manual	2	5	190,00	445,00	2790,00
Final project meeting and evaluation	Chipre	EDEX - Educational Excellence Corporation Ltd	Course content manual	2	5	190,00	430,00	2760,00
Final project meeting and evaluation	Dinamarca	Syddansk Erhvervsskole	Course content	2	5	190,00	396,00	2692,00



			manual					
Final project meeting and evaluation	Portugal	UNIVERSIDADE DE EVORA	Course content manual	2	5	190,00	486,00	2872,00
Subtotal		Confederación Española de Centros de Enseñanza (CECE)		8	26			13042,00
Subtotal		EDEX - Educational Excellence Corporation Ltd		8	24			13060,00
Subtotal		Fondazzjoni Temi Zammit		6	18			9394,00
Subtotal		Sabhal Mòr Ostaig		1	8			2225,00
Subtotal		Syddansk Erhvervsskole		10	32			16394,00
Subtotal		UNIVERSIDADE DE EVORA		8	28			14216,00

C.5.4 SUBCONTRATACIÓN

Costes ESTIMADOS de subcontratación (valorados en euros).

Subcontratación	Descripción de tareas	Socio (s)	Paquete de Trabajo	Costes totales
	Total			14000,00
Subcontract 1	External quality assessor including travel to two meetings	Confederación Española de Centros de Enseñanza (CECE)	Quality management + monitoring of activities to ensure	14000,00



Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

Programa de Aprendizaje Permanente

			the project is in line with planned out	
	Subtotal	Confederación Española de Centros de Enseñanza (CECE)		14000,00



C.5.5 EQUIPAMIENTO

Costes ESTIMADOS de equipamiento (valorados en euros).

Descripción	Justificación	Socio(s)	Paquete de trabajo	Número de objetos a	Coste por objeto b	Tasa de depreciación % c	Tasa de utilización % d	Total costs aXbXcXd
Total costes de equipamiento				1				0
We have all needed equipment	From previous projects	Confederación Española de Centros de Enseñanza (CECE)	Final edits of outcomes	1	0	100,00	66,00	0
Subtotal		Confederación Española de Centros de Enseñanza (CECE)		1				0

C.5.6 OTROS

Otros costes ESTIMADOS (valorados en euros).

	Descripción	Socio(s)	Paquete de trabajo	Total costes
	Total			3500,00
1	Brochures and newsletters printed for conferences	Confederación Española de Centros	Dissemination	500,00



Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

Programa de Aprendizaje Permanente

		de Enseñanza (CECE)		
2	PR materials (pens, T-shirts etc.) for conferences	Confederación Española de Centros de Enseñanza (CECE)	Dissemination	2000,00
3	2000 DVDs printed	Syddansk Erhvervsskole	Dissemination	1000,00
	Subtotal	Confederación Española de Centros de Enseñanza (CECE)		2500,00
	Subtotal	Syddansk Erhvervsskole		1000,00



C.5.7 GASTOS E INGRESOS

GASTOS e INGRESOS ESTIMADOS por TIPO DE COSTE y por SOCIO. Costes valorados en euros.

	Costes								Financiación							
	Costes indirectos							Costes indirectos	Total gastos del proyecto		Subvención comunitaria solicitada al PAP		Otras fuentes		Total ingresos del proyecto	
	Operations															
	A. Costes de Personal	1. Viaje y manutención	2. Sub-contratación (hasta el 30%)	3. Equipamiento (hasta el 10%)	4. Otros	B. Total costes operativos	Total costes directos (A + B)	Total costes indirectos (hasta el 7%)	Total	%	Total subvención (máximo 75%)	%	Financiación propia de los Socios	Cantidad	Detalle	
%	71,90	17,17	3,52	0,00	0,88	21,56	93,46	6,54	-		75,00		25,00	0,00		100,00
Total	286 211,00	68 331,00	14 000,00	0,00	3 500,00	85 831,00	372 042,00	26 041,00	398 083,00	10,00	298 560,00	10,00	99 523,00	0,00		398 083,00
Confederación Española de Centros de Enseñanza (CECE)	59330,00	13042,00	14000,00	0	2500,00	29542,00	88872,00	6221,00	95093,00	23,89	71319,00	23,89	23774,00	0		23,89
European forum of Techni	7610,00	0	0	0	0	0	7610,00	532,00	8142,00	2,05	6106,00	2,05	2036,00	0		2,05



Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

Programa de Aprendizaje Permanente

cal and Vocational Education and Training (EFVE T)																
EDEX - Educational Excellence Corporation Ltd	48188,00	13060,00	0	0	0	13060,00	61248,00	4287,00	65535,00	16,46	49151,00	16,46	16384,00	0		16,46
Syddnask Erhvervsskole	57745,00	16394,00	0	0	1000,00	17394,00	75139,00	5259,00	80398,00	20,20	60298,00	20,20	20100,00	0		20,20
Fondazzjoni Temi Zamm it	48280,00	9394,00	0	0	0	9394,00	57674,00	4037,00	61711,00	15,50	46283,00	15,50	15428,00	0		15,50
UNIVERSIDA DE DE EVORA	49714,00	14216,00	0	0	0	14216,00	63930,00	4475,00	68405,00	17,18	51303,00	17,18	17102,00	0		17,18
Sabhal Mòr Ostaig	15344,00	2225,00	0	0	0	2225,00	17569,00	1230,00	18799,00	4,72	14100,00	4,72	4699,00	0		4,72



DG Educación y Cultura

Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

C.6 LISTADO DE CRITERIOS DE ELIGIBILIDAD

Antes de enviar la solicitud asegúrese de cumplir las condiciones formales de elegibilidad que se exponen a continuación:

- Compruebe que, además de la propuesta en formato electrónico, ha enviado el formulario de solicitud impreso y debidamente firmado: en la sección D del formulario de solicitud debe constar la firma original de la persona autorizada por la organización solicitante. La firma también garantiza que su organización no se encuentra en ninguna situación específica de exclusión y que la persona firmante cuenta con la capacidad necesaria para desarrollar satisfactoriamente el proyecto.
- Asegúrese de que ha utilizado el Formulario de Solicitud oficial correspondiente a la actividad prevista en el proyecto.
- Asegúrese de que ha rellenado todos los campos pertinentes del formulario, especialmente los de la sección financiera.
- Asegúrese de que el formulario no esté cumplimentado a mano (excepto la firma de la "Declaración")
- Asegúrese de que está enviado dentro del plazo indicado en la convocatoria (se comprobará el matasellos de correos). Debido al riesgo de deterioro del sobre en el transporte, se recomienda sellar con la fecha en la oficina de correos la primera hoja de la solicitud antes de introducirla en el sobre.
- Asegúrese de que la duración del proyecto cumple el mínimo de 12 meses y no supera el valor máximo de 24 meses.
- Asegúrese de que su organización, como solicitante, tiene personalidad jurídica.
- Asegúrese de que cumple el tamaño mínimo del consorcio, es decir, socios de al menos 3 países (incluido el país del solicitante), incluyendo al menos uno de la Unión Europea.
- La propuesta debe estar redactada en una de las lenguas oficiales de la UE. También puede redactarse en una de las lenguas de la AELC, del EEE y de los países candidatos a la adhesión, en cuyo caso deberá incluirse un resumen en inglés, francés o alemán.
- Asegúrese de que el presupuesto está suficientemente detallado
- La solicitud debe incluir cartas de compromiso de al menos 3 socios.(*)
- Si usted no es un organismo público (**) y la ayuda solicitada supera los 25.000 EUR, deberá adjuntar una copia de las cuentas anuales oficiales (*) completas del último ejercicio cerrado.

*) Se aceptan versiones Fax o escaneadas de las cartas de compromiso para los pasos previos a la firma del contrato de subvención, pero en el momento de la firma los originales deben estar disponibles.

**) Organismo o entidad pública: en esta convocatoria se entiende que lo son todos los centros escolares e instituciones de educación superior especificadas por los países participantes y todas las organizaciones e instituciones que ofrezcan formación que hayan recibido al menos el 50% de sus ingresos anuales de fuentes públicas durante los dos últimos años y que estén controlados por organismos públicos o sus representantes, son considerados organismos e instituciones públicas (punto 3.B.c "Criterios de Selección" de la Guía del PAP 2009, Parte I, Disposiciones Generales).



Programa de Aprendizaje Permanente

Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

D. DECLARACIÓN DE HONOR

Deberá ser firmada por la persona legalmente autorizada para firmar compromisos contractuales en nombre de la organización solicitante.

Yo, el abajo firmante,

Solicito a la Agencia Nacional (OAPEE) una subvención para mi organización según se indica en el formulario de solicitud adjunto.

Declaro que:

- Toda la información que contiene esta solicitud es correcta, a mi leal saber y entender.
- La organización a la que represento tiene completa capacidad legal para participar en la convocatoria.

Y

La organización a la que represento tiene la capacidad financiera y operativa para llevar a cabo las actividades o el programa de trabajo tal y como se presenta en la propuesta.

O BIEN

La organización a la que represento está considerada organismo público en los términos que define la Convocatoria y, si así se requiriese puede aportar pruebas sobre este estatus; es decir, demostrar que imparte acciones formativas y

- O bien, (a) ha recibido de fondos públicos al menos el 50% de sus ingresos anuales durante los dos últimos años;
 - O bien, (b) es una entidad controlada por organismos públicos o sus representantes
- Estoy autorizado por mi organización a firmar contratos comunitarios de subvención en su nombre

Certifico que:

La Organización que represento:

- no se encuentra en estado de quiebra o de liquidación, sus negocios no se encuentran bajo administración judicial, no se encuentra en situación de concurso de acreedores, no ha suspendido sus actividades empresariales, no está siendo objeto de procedimientos similares y no se encuentra en cualquier situación análoga como resultado de procedimientos de esta misma naturaleza previstos en las legislaciones y normativas nacionales;
- no ha sido condenada en sentencia firme con fuerza de cosa juzgada por cualquier delito que afecte a su conducta profesional;
- no ha sido declarada culpable de falta grave de ejecución por incumplimiento de sus obligaciones contractuales bajo ningún concepto, lo cual puede ser justificado por la autoridad nacional;
- ha cumplido con las obligaciones relativas al pago de las contribuciones a la seguridad social o al pago de impuestos de acuerdo con las disposiciones legales del país en el que está establecida, con las de Bélgica o con las del país donde se va a ejecutar el contrato;



Formulario de solicitud

Convocatoria: 2009

Leonardo da Vinci – Transferencia de Innovación

Programa de Aprendizaje Permanente

- no ha sido objeto de una sentencia firme con efecto de res judicata por fraude, corrupción, participación en organización criminal o cualquier otra actividad ilícita que sea perjudicial para los intereses financieros de la Comunidad;
- ha cumplido sus obligaciones contractuales en procesos anteriores de adjudicación de contratos o subvenciones financiadas con presupuesto comunitario,
- No es actualmente sujeto de las penalizaciones administrativas referidas en el Artículo 96(1) de las normas financieras (Council Regulation 1605/2002 del 25/06/02, y enmiendas).

Admito que:

La organización que represento no será financiada si durante el proceso de selección o formalización del contrato incurre en contradicción con las afirmaciones anteriores o se encontrase en alguna de las siguientes situaciones:

- Existencia de conflicto de intereses (por motivos familiares, personales o políticos o por intereses nacionales, económicos o de cualquier otra índole compartidos con una organización o un individuo directa o indirectamente implicado en el procedimiento de concesión de la subvención)
- Culpable de distorsión, ocultación o falsedad en la información aportada a la Agencia Nacional Española como parte de los requisitos de participación en el proceso de selección o formalización del contrato de subvención

En caso de que esta solicitud sea aprobada, la Agencia tiene el derecho de publicar el nombre y dirección de esta organización, el motivo de la subvención y la cantidad concedida, y el porcentaje de financiación.

Reconozco que se pueden imponer sanciones administrativas y financieras a la organización que yo represento si se demuestra que es responsable de falsedad o incumplimiento de obligaciones contraídas previamente en contratos o procedimientos de concesión de subvenciones.

PROTECCIÓN DE DATOS PERSONALES

La solicitud de subvención será procesada electrónicamente. Todos los datos personales (como los nombres, direcciones, CV, etc.) serán procesados de acuerdo con la Ley (EC) No 45/2001 del Parlamento Europeo y del Consejo de 18 de diciembre de 2000 sobre la protección de los individuos respecto a los datos personales procesado por parte de las instituciones y organismos de la Comunidad europea y sobre la rectificación de dichos datos.

La información aportada por los solicitantes que sea necesaria para poder evaluar su solicitud será procesada por el departamento responsable del programa en cuestión únicamente para dicho propósito. A petición del solicitante, los datos personales podrán enviarse al solicitante para que sean corregidos o completados. Cualquier pregunta relacionada con esta cuestión deberá dirigirse a la Agencia Nacional a la que se presenta la solicitud. Los beneficiarios podrán dirigir sus quejas relativas al procesamiento de sus datos personales al Supervisor de Protección de Datos Europeos en cualquier momento. (http://www.edps.europa.eu/00_home.htm).

Está usted siendo informado de que sus datos personales pueden ser transferidos a los servicios de auditoría interna del "European Court of Auditors", del "Financial Irregularities Panel2 y/o a la European Anti-Fraud Office (OLAF).

Los datos de solicitantes que incurran en los supuestos regulados por los artículos 93 (1), 94 y 96(2)(a) de las regulaciones financieras serán incluidos en una base de datos central y comunicados a las personas designadas de la Comisión, otras instituciones, agencias, autoridades y cuerpos mencionados en el artículo 95(1) y (2) de las Disposiciones financieras.

Esto incluye también a las personas con capacidad de representación, toma de decisiones o control sobre dichos solicitantes. Cualquier entidad que figure en la base de datos tiene el derecho de ser informado de los datos referentes a él, bajo petición a la Comisión.

Firma:

Fecha / / (día/mes/año)

Nombre de la persona firmante:

Cargo en la Organización:

Nombre de la organización solicitante:

Sello de la organización solicitante