

Project Title: Tools for CLIL Language Teachers

Project Number: 517543-LLP-2011-DK-KA2-KA2MP

Grant Agreement: 2011-4034 / 001 - 001

Sub-programme or KA: KA2

Progress Report

Confidential Part

Overview

This document comprises the following sections:

- Section 1** Declaration by the Beneficiary
- Section 2** Outcomes / Results / Products
- Section 3** Implementation of the workplan / tasks
- Section 4** Impacts
- Section 5** Involvement of Partners
- Section 6** Involvement of Staff
- Section 7** Management Aspects
- Section 8** Dissemination and Exploitation
- Annex 1** Financial Reporting table

It is mandatory to complete all sections in full.

Guidance notes on completion of the sections are found within the sections themselves. Instructions for completing the Financial Reporting table are found in section 3 of the Project Handbook as are general remarks and the instructions governing the report's submission.

1 Declaration by the Beneficiary

Grant Agreement number: 2011 - 4034 / 001 - 001

I, the undersigned, hereby declare that the information contained in this Report is accurate and in accordance with the facts. In particular I certify that the Financial Statement, provided as an excel spreadsheet on the CD attached to this report, properly reflects the transactions made for the project in accordance with the provisions of the Agreement and its Annexes signed with the Education, Audiovisual and Culture Executive Agency and that full supporting documentation to justify the costs and revenues is available for checks and audit.

This information has been checked and approved by the partners involved in the activities set out in this report.

I herewith request payment of further pre-financing payment in accordance with article 1.4.1/1.5.1 of the Agreement.

Signed in: _____ on / /

Signature of the beneficiary's legal representative (in blue ink)

Seal/stamp of the organisation

Name and function in capital letters

2 Outcomes / Results / Products

Provide a list of all deliverables included in your project using the table below.

Workpackage Type and reference (1)	Deliverable title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Impact (6)
Management: WP1 Project coordination Deliverable #1	Biannual partnership reports (five)	40	15/7-2012 and 15/1-2013	R	PU	EN	Website (120,000 visitors in 2012)
Management: WP1 Project coordination Deliverable #2	Meeting minutes and agendas	40	1/2 and 1/9 2012	R	PU	EN	Website (120,000 visitors in 2012)
Management: WP1 Project coordination Deliverable #3	Progress Report (covering the first 14 project months).	100	1/4-2013	R	PU	EN	Website public area
Management: WP1 Project coordination Deliverable #4	Final Report	0	1/8-2014	R	PU	EN	Website public area
Quality Assurance : WP2 Quality Assurance Deliverable #5	Initial quality report	100	15/5-2012	R	PU	EN	Website (120,000 visitors in 2012)
Quality Assurance : WP2 Quality Assurance Deliverable #6	Interim quality report	100	15/3-2013	R	PU	EN	Website public area

Grant Agreement number: 2011-4034 / 001 - 001

Workpackage Type and reference (1)	Deliverable title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Impact (6)
Quality Assurance : WP2 Quality Assurance Deliverable #7	Final quality report	0	1/4-2014	R	PU	EN	Website public area
Website : WP3 Website and communication platforms Deliverable #8	Project website	100	15/1-2012	O	PU	EN	120,000 unique visitors in 2012
Dissemination: WP4 Social networks / media Deliverable #9	Project Facebook group, twitter, blogs, Linkedin and more	100	1/3-2012	O	PU	EN	90 Tweets resulted in 103 followers in Twitter, 195 likes in Facebook and 308 « weekly total reach » Tools4cili blog: More than 100 articles, comments, blog inscriptions in the project blog
Implementation : WP5 Alpha cycle development Deliverable #10	Twitter-log	80	1/7-2012	R	PU	EN	120,000 unique visitors in 2012

Grant Agreement number: 2011-4034 / 001 - 001

Workpackage Type and reference (1)	Deliverable title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Impact (6)
Implementation : WP5 Alpha cycle development Deliverable #11	Beta version of the online service	80	1/7-2012	D	PU	EN	96 registered users have used the service to create units
Implementation: WP 6 Beta cycle development Deliverable #12	Online Language Learning units	100	1/3-2013	S	PU	Arabic, Danish, English, Scottish Gaelic, Irish Gaelic, Lithuanian, Portuguese and Spanish +many more from end users (a total of 21 languages,	662 online units (including 62 test units) developed by 240 registered users.
Implementation: WP 6 Beta cycle development Deliverable #13	"Final" version of the online service	80	1/7-2013	S	PU	Arabic, Danish, English, Scottish Gaelic, Irish Gaelic, Lithuanian, Portuguese and Spanish	240 registered users have used the service to create units
Implementation: WP7 DIY videos Deliverable #14	Do It Yourself Videos	0	1/6-2013	S	PU	DA, EN, ES, LT, and PT	

Grant Agreement number: 2011-4034 / 001 - 001

Workpackage Type and reference (1)	Deliverable title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Impact (6)
Implementati on: WP8 Guide for pedagogical application of the service and outputs Deliverable #15	Course book	25	1/7-2013	S	PU	Danish, English, Lithuanian, Portuguese, and Spanish	
Implementati on: WP9 Development of course module Deliverable #16	Course module	25	1/7-2013	S	PU	EN	
Implementati on: WP9 Development of course module Deliverable #17	Pilot courses	10	1/4-2014	S	PU	Danish, English, Lithuanian, Portuguese, and Spanish	In the PR period courses have been attended by 70 teachers resulting in a large number of online units (662)

Grant Agreement number: 2011-4034 / 001 - 001

Workpackage Type and reference (1)	Deliverable title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Impact (6)
Dissemination: WP 10 Transnational dissemination Deliverable #18	Project Newsletters	40	Every three months 1/1-12, 1/4/12, 1/7/12, 1/10/12, 1/1/13	S	PU	EN	Mailed to 830 registered users, and downloaded from the website. Also forwarded through the Spanish CECE to 2,200 recipients in Spain and through the EfVET network. (1,500 language teachers)
Dissemination: WP 10 Transnational dissemination Deliverable #19	Project brochures	100	15/1/2012	S	PU	Arabic, Danish, English, Scottish Gaelic, Irish Gaelic, Lithuanian, Portuguese and Spanish	Handed out at conferences (650 copies in 2012) and downloaded from the website. The handouts have resulted in new project users
Exploitation: WP 12 Transnational exploitation of results Deliverable #20	Exploitation report: Transnational exploitation	25	1/7-2014	R	PU	EN	

Grant Agreement number: 2011-4034 / 001 - 001

Workpackage Type and reference (1)	Deliverable title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Impact (6)
Exploitation: WP 13 Exploitation of results nationally Deliverable #21	Exploitation report: National exploitation	25	1/7-2014	R	PU	EN	
Implementation: WP14 Final cycle of online service and finalized outcomes Deliverable #22	Online Language Learning units	40	1/7-2014	S	PU	Arabic, Danish, English, Scottish Gaelic, Irish Gaelic, Lithuanian, Portuguese and Spanish +many more from end users (a total of 26 languages, some are still labelled as « Test units »)	At the time of the PR we have 662 online units (64 are test units) made by language teachers from all over Europe
Implementation: WP14 Final cycle of online service and finalized outcomes Deliverable #23	Final version of the online service	0	1/7-2014	S	PU	Arabic, Danish, English, Scottish Gaelic, Irish Gaelic, Lithuanian, Portuguese and Spanish	

Grant Agreement number: 2011-4034 / 001 - 001

Workpackage Type and reference (1)	Deliverable title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Impact (6)
Implementati on: WP14 Final cycle of online service and finalized outcomes Deliverable #24	Final Course book	0	1/7-2014	P	PU	Danish, English, Lithuanian, Portuguese, and Spanish	

- (1) Please provide the Workpackage Type and Reference used in annex I of your grant agreement.
- (2) Please use the title of the deliverable provided in annex I of your grant agreement.
- (3) Please indicate the **nature** of the deliverable using one of the following codes:
R - Report
S - Service/Product
D - Demonstrator/Prototype
E - Event
O – Other (e.g. methods, experiences, policy lessons, European cooperation, etc)
- (4) Please indicate the **dissemination level** using one of the following codes:
PU = Public
PP = Restricted to other programme participants (including Commission services and project reviewers).
CO = Confidential, only for members of the consortium (including Agency and Commission services and project reviewers).
- (5) Please identify, for each deliverable, the "source language(s)" – that is the language(s) in which the deliverable may be accessed. If an electronic or paper-based publication, then clearly this will be the range of languages in which the publication may be read. If an even, then the language(s) of communication available to participants. If the materials relate to language learning materials as such, the (target) language being learned / taught should appear in the title and this column should be used summarise the range of languages through which the materials can be accessed by users.
- (6) Please quantify the impact of each deliverable in terms of end users. (Website – overview of visitors; publications / leaflets etc – number of items; events – number of participants etc). Where it is not possible to quantify the impact, you may instead provide a qualitative appreciation.

Please use the space below to identify any **deviations in outcomes** from the initial plans (the application form or subsequent amendment approved by the Agency) as well as the reasons for the change

At mid-term there is a higher than expected impact and exploitation of a core output of the project: The Clilstore service for which we have already 240 registered users / teachers who have created units. Available at <http://multidict.net/clilstore>, Clilstore contains 662 online CLIL units from which 64 are test units and 598 are ready to use This reach is beyond our expectations, and proves once again we have identified a real need, with more registered users who have created hundreds of units in 21 languages: DA, DE, EN, ES, EU, FR, GA, GD, IT, LT, NL, PT, RO, SL, SO, SV, TR, EL, RU, AR, and HI.

Grant Agreement number: 2011-4034 / 001 - 001

Please use the space below to list all products and supporting documents attached and submitted with the Confidential Part of your report. Please divide **the electronic version of your products / outcomes and the supporting documents** into two different electronic folders and make sure the numbers attributed to your products/outputs and supporting documents match with the numbers of the items listed below.

Grant Agreement number: 2011-4034 / 001 - 001

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PRODUCTS AND OUTCOMES (DELIVERABLES INCLUDED IN THE PROJECT)

Biannual partnership reports:

1. 1st Biannual report from Ulster
2. 1st Biannual report from SDE
3. 1st Biannual report from Eurocall
4. 1st Biannual report from MPRC
5. 1st Biannual report from SDU
6. 1st Biannual report from Evora
7. 1st Biannual report from SMO
8. 1st Biannual report from UPV
9. 2nd biannual report from SDE
10. 2nd biannual report from MPRC
11. 2nd biannual report from Evora
12. 2nd biannual report from Ulster
13. 2nd biannual report from Eurocall
14. 2nd biannual report from SDU
15. 2nd biannual report from UPV
16. 2nd biannual report from SMO

Meeting minutes and agendas:

17. Agenda for kick-off meeting in Brussels
18. Minutes from kick-off workshop
19. Agenda for the second project workshop
20. Minutes from 2nd workshop

Progress Report (covering the first 14 project months).

21. Progress Report

Initial quality report

22. Initial quality report

Grant Agreement number: 2011-4034 / 001 - 001

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Interim quality report

23. Interim quality report

Project Newsletters

24. Newsletter Issue 31 Oct-Dec 2011 (before funded period, but announcing the project)

25. Newsletter issue 32 Jan-Mar 2012

26. Newsletter issue 33 Apr-Jun 2012

27. Newsletter issue 34 Jul-Sep 2012

28. Newsletter issue 35 Oct-Dec 2012

29. Newsletter issue 36 Jan-Mar 2013

Project brochures

30. Brochure in Danish

31. Brochure in English

32. Brochure in Irish

33. Brochure in Lithuanian

34. Brochure in Portuguese

35. Brochure in Scottish Gaelic

36. Brochure in Arabic

37. Brochure in Spanish

Project website

38. <http://www.languages.dk/>

39. <http://www.languages.dk/tools/index.htm>

Project Facebook group, twitter, blogs, LinkedIn and more

40. Facebook group <http://www.facebook.com/tools4clil>

41. Twitter <https://twitter.com/tools4clil>

42. Blogs <http://tools4clil.wordpress.com/>

43. LinkedIn <http://www.linkedin.com/groups/Tools4Clil-4269787>

Twitter-log

44. TOOLS Project Things to Do <http://www.smo.uhi.ac.uk/~caoimhin/obair/tools/to-do.html>

Grant Agreement number: 2011-4034 / 001 - 001

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45. Work-log of software changes <http://www.smo.uhi.ac.uk/~caoimhin/obair/tools/log.html#bonn>

Beta version of the online service: <http://multidict.net/cs/790>

Grant Agreement number:

2011-4034 / 001 - 001

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SUPPORTING DOCUMENTS

1. Evaluation of kick-off meeting
2. Evaluation of 2nd meeting
3. Student Evaluation of Software Output
4. February 2012 electricians apprentices tested outputs form the developed tools
5. June 2012 a class of mechanics (CEFR A1 level or below)
6. June 2012 a class of lorry mechanics (CEFR A1 level or below)
7. November 2012 Danish Electricians' apprentices tested Clilstore outputs
8. Summary: November 2012 Danish Electricians' apprentices tested Clilstore outputs
9. November 2012 Portuguese nursing students tested Clilstore outputs
10. Summary: November 2012 Portuguese nursing students tested Clilstore outputs
11. January 2013 ten electricians evaluate Clilstore units
12. Summary January 2013 ten electricians evaluate Clilstore units
13. May 2012 a teacher pilot course at Marmara Private Anatolian Vocational HighSchool
14. June 2012 SDE teachers evaluation of outputs
15. December 2012 Teachers of Portuguese as a foreign language tested Clilstore
16. Summary of December 2012 Teachers of Portuguese as a foreign language tested Clilstore
17. Clilstore questionnaire for end users during Eurocall conferences
18. Clilstore questionnaire for end users during Eurocall conferences resulting data
19. Clilstore questionnaire for end users during Eurocall conferences batch 1
20. Clilstore questionnaire for end users during Eurocall conferences batch 2
21. Clilstore questionnaire for end users during Eurocall conferences batch 3
22. Clilstore questionnaire for end users during Eurocall conferences batch 4
23. Clilstore questionnaire for end users during Eurocall conferences batch 5
24. Clilstore questionnaire for end users during Eurocall conferences batch 6
25. Feedback from teacher workshop in Gothenburg
26. Clilstore - Guided Tour. How to create a unit in Clilstore, the English version
27. Clilstore - Guided Tour. How to create a unit in Clilstore, the Irish version
28. Clilstore - Guided Tour. How to create a unit in Clilstore, the Danish version
29. Clilstore - Guided Tour. How to create a unit in Clilstore, the Spanish version
30. Clilstore - Guided Tour. How to create a unit in Clilstore, the Lithuanian version
31. Clilstore - Guided Tour. How to create a unit in Clilstore, the Portuguese version
32. Clilstore - Guided Tour. How to create a unit in Clilstore, the Greek version

Grant Agreement number: 2011-4034 / 001 - 001

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33. Clilstore - Guided Tour. How to create a unit in Clilstore, the Italian version
34. Clilstore - Guided Tour. How to create a unit in Clilstore, Turkish version
35. Sample Plan / Agenda (used for the first three hours workshop in Gothenburg)
36. Powerpoint presentation used during the TOOLS workshop in Gotheburg, the presentation has a list of useful links
37. A framework for future courses following the Gothenburg workshop
38. Feedback form for the upcoming teacher pilot courses
39. Student Evaluation of Software form
40. Website statistics: <http://www.languages.dk/webalizer/index.html>
41. Eurocall 2012 Workshop 1 - Tools for CLIL Teachers (Half day, 10:00-13:00)
42. Exploitation document. Pools-cx courses in Greece using Clilstore
43. Signed Copyleft agreement
44. The winning QA tender
45. The QA plan from ALB CONSEIL - Management and Evaluation for EU projects
46. Sproglæreren som curator (article for Sprogforum)
47. CLIL og egnede værktøjer (article for Sprogforum)
48. Liste des participants à la réunion d'ouverture de la session de travail au parlement européen du 27 septembre 2012 (La stratégie d'innovation des villes dans le domaine de la formation professionnelle)
49. ETI Teacher Training Dates and Prices 2013 (NB ETI has no financial connection to any of the TOOLS partners)
50. Eurocall 2013 conference workshop proposal
51. LT Tools-project-description
52. LT article Tools-1-meeting
53. LT Newspaper -Tools-ML-2012-02-28
54. Tools EfVET Newsletter June 2012
55. LT article about Tools-meeting-Gothenburg
56. Tools round table Efvvet
57. LT Tools article about the Efvvet conference
58. LT Tools conference for VET teachers and managers
59. EfVET workshop recommendations p27
60. Good Practice TOOLS in EfVET p28
61. MPRC Powerpoint presentation 2012-02-21
62. Video with students from MPRC trying Clilstore.
63. A sequence of CLIL based lesson for electricians' apprentices
64. Eurocall 2013 TOOLS workshop submitted
65. Agenda teacher course Vejle juni 2012
66. Agenda teacher course Odense 26 juni 2012

Grant Agreement number: 2011-4034 / 001 - 001

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67. Agenda Teacher course and workshop Gothenburg 2012
68. Agenda Teacher course and workshop Malta 2012
69. Clilstore Authors (some only with a user name – which was the case in the alpha period, i.e. early 2012)
70. Newsletter registrations
71. Agenda for the Valencia workshop/project meeting
72. Portugal: INTERNATIONAL MEETING ON LANGUAGES, APPLIED LINGUISTICS AND TRANSLATION
73. CLIL Articles (Collection of articles used in the research phase)
74. Feedback from a course run by a school in Italy for Spanish students
75. Feedback from a school in Italy
76. E-mail list of international contacts who during Eurocall volunteered to assist us with testing Clilstore
77. Feedback from teacher workshop in St Patrick's Drumcondra Sept 2012 (via blog article)
78. Feedback from teacher workshop at LLAS eLearning Symposium, University of Southampton, Jan. 2013
79. Erasmus Intensive Language Course at University of Évora meet CLILSTORE
80. January 2013 Summary Portuguese as a Foreign Language
- 81 Originals January 2013 Portuguese as a Foreign Language

3 Implementation of the workplan / tasks

3.1 Deviation from the work plan

Please provide here details of problems encountered and the solutions that have either been implemented (Progress/Final Report) or are proposed (Progress Report). Please use the workpackage titles, types and references that you used in annex I of your grant agreement.

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Deviation and the reason for it N.a.					
Proposed or Implemented Solution N.a.					

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration

Copy table as required

Grant Agreement number:	2011-4034 / 001 - 001
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3.2 Update of the workplan.

Please describe the planned activities until the end of the project (in case of progress report).

Workpackage Title	Project coordination	Workpackage Type and Reference	Management #1
<p>External quality control is 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.</p> <p>At the start of the 2nd project period or as soon as the partnership receives the second part of the grant each project partner will receive that partner's part of the grant.</p> <p>Partnership meetings (third meeting is in Valencia April 9th to 12th) will check on status of decisions made at previous meetings and have a walkthrough by each partner of activities in the past period. Each partner prepares an "activity list" with tasks, schedule, and milestones for the next six month periods. This will be used for monitoring progress and to ensure that all partners know their responsibilities according to the project Work Plan. The workshops will summarize and minute the results of the ongoing management.</p> <p>Biannually (next time July 2013) each partner will submit a report to SDE with an activity part and a financial part. The activity part will have a description of communication with the other partners, innovative aspects of activities, comments on management issues (internally and with SDE), dissemination activities, multiplier effect/impact, summary of local activities, and milestones met. In case of delays explanations and plans for catching up. The financial part document and summarize resources used in the period, e.g. signed staff sheets, travel documents, invoices, etc.</p> <p>The partnership reports will be checked to verify that each partner is on track towards meeting the milestones and outcomes described in the project plan and "activity lists". It will be the responsibility of the subcontracted Quality Management to finally approve the reports or suggest actions to be taken to achieve a satisfactory quality level. Upon approval the partner will receive their grant for the following six months.</p> <p>Continuous monitoring, biannual reports from partners, quality report from subcontracted quality evaluator, and the workshops will form the basis for the Final Report to be submitted.</p> <p>The resulting recommendations and feedback from the agency following the PR will be taken into account and possible corrective actions taken to ensure the project outcomes are achieved.</p> <p>The Final report will be compiled following the same basic rules as above.</p> <p>Success criteria: All above reports submitted on time and approved at meetings as well as by external quality control.</p>			

Grant Agreement number:	2011-4034 / 001 - 001
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Workpackage Title	Quality Assurance	Workpackage Type and Reference	Quality Assurance #2
<p>The quality assurance and management is done with both internal QM and External quality assessment.</p> <p>The quality control group is responsible for monitoring quality throughout the project and at all meetings summarize the results and suggest possible improvements / amendments whenever needed.</p> <p>The internal quality management is based on monitoring activities and milestones. Two times per year each partner will submit a report reflecting activities, milestones, achievement, and resources used. Delivery and achievement will be checked against the work plan milestones as part of all project meetings / 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 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 was procured at project start up. See files 44 and 45 in the "Supporting Documents" folder in the annexes</p> <p>The external evaluator uses the biannual partnership reports and will receive the project outputs as these become available. She will take part in the Valencia project workshop and will also be included in e-mail correspondences for monitoring of partnership activity.</p> <p>The external evaluator is responsible for giving feedback to the partnership after each biannual report has been received, for approving of each of the partner's reports (thus releasing that next part of the grant), and for making recommendations that can be used for corrective actions to ensure best possible results.</p> <p>A summary quality report with indicators of project achievements, objectives, partnership, transnational cooperation, impact on target group, and the targeted LLL-priorities, will be made three months before end of the project funded period (for the FR + this is the last chance for making corrections and improvements pointed to by the report)</p> <p>Success criteria: Detailed quality plan approved at first meeting, indicators and milestones met throughout the project lifetime, reports approved and corrective actions taken</p>			

Workpackage Title	Website and communication platforms	Workpackage Type and Reference	Dissemination #3
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Grant Agreement number:	2011-4034 / 001 - 001
<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 ensure 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 the period February 2012 to March 2013 the number of unique visitors – not just hits - exceeded 120,000).</p> <p>All project outcomes, newsletters, reports etc. are placed in the website to ensure project transparency, there is and will be no password protected areas.</p>	

Workpackage Title	Social networks / media	Workpackage Type and Reference	Dissemination #4
<p>The WP-lead partner MPRC animates and monitors the Facebook group, a Twitter account, a LinkedIn group, and the blog dedicated to the “tools” project.</p> <p>The purpose of using social media in the project is to enable direct involvement of the target group which can ensure valued feedback and advice during the project lifetime, as well as becoming a vehicle for valorization/validation of the results.</p> <p>The Facebook group invites language teachers from other Facebook groups / communities as members of the group. There is no restriction (apart from moderation to prevent advertisement of unsuitable content etc.) for group members to participate in the debates. The existing email list of language teachers (+800) is used to attract new members. The input from these external members (the project target group) will be fed back to project coordination and the teams to improve the project outcomes.</p> <p>MPRC and SDE will in the final part of the project period make use of the Webheads LinkedIn group and setup a dedicated sub-group for the tools project in order to disseminate the project and to recruit language teachers for the online pilot courses. The Webhead courses will be continued after the project period.</p> <p>MPRC use the Wordpress blog with the main purpose to advertise dissemination and exploitation events (the pilot courses and workshops). MPRC will search in other blogs for similar language teacher communities in order to invite these to visit the project blog.</p> <p>MPRC will continue to use Twitter in the project with frequent tweets to our end users mirrored in the project blog and website</p> <p>The social media selected will demand an active online presence with daily replies / answers to questions.</p> <p>The active participation of online communities (representing the target group of teachers) will work towards improving outcomes to match the target group and the secondary target group (language learners), dissemination of results and exploitation / valorisation after the funded period.</p>			

Grant Agreement number:	2011-4034 / 001 - 001
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Workpackage Title	Beta cycle development	Workpackage Type and Reference	Implementation #6
<p>The output (language learning webpages) will be tested by learners, and based on feedback from them, recommendations for improvements or new functions will be compiled.</p> <p>The beta development is planned for 12 months (finishes on July 1st 2013) in cycles of compiling suggestions for improvement (based on feedback from the target group and learners from the three sectors) and software programming to implement suggested / needed changes. During this period each team (except Eurocall) is responsible for producing a minimum of 20 online learning units that will be tested by learners (SMO and Ulster will together also produce 20 units in English).</p> <p>Final part of the Beta Cycle Development is to finalize the design of the interface(s)</p> <p>Quality indicators: -After 18 months of the project period) The system has reached the near final version and can convert texts into webpages with support for content rich media where all words are linked to online dictionaries. The resulting webpages make use of Unicode characters (UTF-8) and supports “right to left” texts (E.g. Arabic).</p>			

Workpackage Title	DIY videos	Workpackage Type and Reference	Implementation #7
<p>Planning video with instructions on using of the online authoring system, Script for recordings with outline of shooting lists, The script file containing layout and shooting list is shared online through huddle.net for editing and commenting.</p> <p>Onsite recording in Odense followed by streaming video to be the base for online editing. DK transcribes the recording clips and makes initial preparation for subtitles in English as an online shared document for editing and proofreading (making use of Dropbox.com0).</p> <p>Creation of English subtitle script and time coding the script in TitleFactory The time coded English script is shared online and translated into Danish, Lithuanian, Portuguese, and Spanish. The partnership is investigation an option of making the soundtracks of the videos in English, Danish, Lithuanian, Portuguese, and Spanish as a possible improvement and thus replacing the subtitles. The rationale is due to our intention to seek incorporation of the videos into the eBook so each illustration becomes animated with a video.</p> <p>The final video is mastered using Encore and Title Factory, the results are streamed from the project website / Youtube for peer reviews and also acts as promotional material that can attract more users from the target group.</p>			

Grant Agreement number:	2011-4034 / 001 - 001
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Workpackage Title	Guide for pedagogical application of the service and outputs	Workpackage Type and Reference	Implementation #8
<p>The partnership will prepare a brief course book describing how to use the authoring system and its output in a pedagogical context (CLIL, VOLL, and TBL). The course book will be based on examples and case studies and will cover application of the outcomes in the three target sectors (Erasmus, Grundtvig, and Leonardo). The book will be based on scenarios (eg. appendix 63 in supporting documents “A sequence of CLIL based lesson for electricians’ apprentices.doc”) and the Clilstore guided tours (eg appendix 26 in supporting documents “ClilstoreGuidedTour.pdf”). In the research phase we collected a number of CLIL articles (See Supporting documents #73)</p> <p>The book (in .pdf and as eBook) will be disseminated to the +830 registered end users and through the website, social media (Facebook et al) for comments and feedback.</p> <p>SDE is investigating if it will be possible to have the eBook integrate the DIY videos in the different language versions.</p> <p>The book will be produced in English and finally translated / adapted into Danish, Lithuanian, Portuguese, and Spanish.</p> <p>Quality indicator (after 18 months): The course book is available in Danish, English, Lithuanian, Portuguese, and Spanish</p>			

Workpackage Title	Development of course module	Workpackage Type and Reference	Implementation #9
<p>The teams from MPRC, UPV and Ulster will prepare the pedagogical design of exploitation courses, they will be peer reviewed by CLIL and VOLL experts from Evora and SDE to ensure that the outcome matches all three target sectors.</p> <p>When the partnership has approved the courses they will be piloted by all the partners (except Eurocall) as in-service courses mainly serving the teachers within the partner organisations and their associated partners.</p> <p>A pilot course will also be offered by SDE as an online only course through “Webheads” (webheadsinaction.org) to start testing and receiving feedback from outside the partnership during the pilot stage.</p> <p>Based on feedback from course participants the courses will be edited / improved ready for the exploitation phase starting 18 months into the project.</p>			

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage Title	Transnational dissemination
Workpackage Type and Reference	Dissemination #10
<p>The WP leader MPRC will, through EfVET (European Forum of Vocational Education and Training), ensure dissemination to the LdV sector across Europe (Rasa Zygmantaitė is a member of the EfVET Steering Committee) and present the project at the EfVET 2013 conference with workshops / round table presentations, through articles in the EfVET newsletter, the EfVET website, and at SC meetings. As a member of the SC she also takes part in fora with policy makers where EfVET is being consulted on VET issues.</p> <p>All the project partner institutions are involved in international projects where the tools project will be disseminated as happened through pools-cx (coordinated in Romania)</p> <p>The partnership will make use of associated partners outside our own countries, e.g. In the Republic of Ireland St. Patrick's College Drumcondra (Dublin), Mary Immaculate College, Limerick, National University of Ireland Maynooth and Department of Oriental Studies, University of Latvia, Center of Oriental Studies, Vilnius University, and Faculty of Oriental Studies, University of Warsaw.</p> <p>The Worldcall conference in 2013 will be used to present the project to teachers internationally (involved in CALL) through a workshop, a paper presentation, and exhibition of outcomes.</p> <p>The project will be presented at Eurocall 2013 with a "Show and Tell" workshop, showcasing the outcomes from an exhibition stand, consultations.</p> <p>Dissemination will make use of the project website languages.dk (+100,000 unique visitors per year), social networks (separate WP), and entries in discussion fora.</p> <p>We will continue the search for possible clustering projects where together we can enhance dissemination impact as well as contacts to networks.</p> <p>Project Newsletter will be compiled four times per year summarizing events, achievements, and user feedback, it will be mailed to +800 registered language teachers, the EfVET network (1500 VET colleges), The CECE network in Spain (2200 schools presenting all four LLL sectors), and Eurocall members.</p> <p>The project brochures and newsletters will be handed out at conferences across Europe.</p> <p>Success criteria: A position on page one in search engines e.g. when searching for language teaching tools, VOLL, TBL, and CLIL 1000 Brochures handed out in the final year 1000 registered end users</p>	

Workpackage Title	National dissemination	Workpackage Type and Reference	Dissemination #11
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Grant Agreement number: 2011-4034 / 001 - 001

Each partner is responsible for dissemination nationally. Dissemination is registered in the biannual partnership reports.

Dissemination makes use of several vehicles ranging from submitting articles for professional magazines, organizing local events for language teachers, visiting language teaching institutions, contact through the associated partners, participation in national conferences, use of national social networks, and local discussion fora.

The project newsletter summarizing events, achievements and user feedback will be mailed to the target group and associated partners in each of the partner countries.

Brochures, DVDs and the current newsletters will be handed out at local workshops and conferences, e.g. EfVET Denmark, , eLearning Conference Southampton, EfVET Lithuania, Scottish Association for Language Teachers and Scottish CILT, National Association for the Teaching of English and Other Community Languages to Adults, a workshop at the University of Évora fifth annual Conference on Languages and Translation which is attended by a broad range of language teachers from Portugal.

In each country the partnership will be in regular contact with and make use of associated partners who will in the last year be used for exploiting the results through cross country courses, these are in

Denmark: NCE (the National Centre for Vocational Teacher Education), ErhvervsuddannelsesCenter Lillebaelt, University College Lillebaelt, University of Copenhagen, University of Aarhus, VUC Odense, and VUC Vest

Lithuania: Marijampole English Teachers' Methodology Council, Marijampole College, Marijampole Administration Department of Education, and Lithuanian Association of Innovative Schools (LIPRIA)

Scotland: Cothrom Ltd, Am Pàipear, UHI Millennium Institute

Portugal: Associação Jovens Professores do Alentejo, APPI (Associação Portuguesa dos Professores de Inglês), EPRAL (Escola Profissional da Região Alentejo), Rádio Despertar Voz de Estremoz, Fundação Luís de Molina, and EU-line

UK: Comhairle na Gaelscolaíochta and Subject Centre for Languages, Literature and Area Studies/Higher Education Academy

Quality target:

Each partner has had a minimum of two articles published in relevant professional magazines

Each partner has organised or taken part in a minimum of two national dissemination workshops with presentation of the tools project

Each partner has visited / consulted relevant teacher training or teaching institutions

All three target sectors have been covered by dissemination in each country

Workpackage Title	Transnational exploitation of results	Workpackage Type and Reference	Exploitation #12
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Grant Agreement number: 2011-4034 / 001 - 001

Exploitation of the project outcomes will commence with the first pilot sequence of the courses.

We shall call on the voluntary members of POOLS (teachers who have registered at the website) to have a larger number of testers and also to observe the suitability of the product for users without introduction courses.

The project partnership will search for other VOLL, CLIL, and TBL projects and networks that may cluster with our efforts and benefit from the outcomes.

When the online authoring service has reached its final stage after 18 project months and the two course developers have finished preparing the course description accompanied with the course book 12 months before the project deadline, three partners (SDE, SDU, and Ulster) start offering/running the courses outside the partnership countries. SDE has made arrangements for running courses in Malta in 2013 funded through Grundtvig and Comenius

SDE will offer/run a series of online courses hosted / advertised through “Webheads”, making use of the Webheads services / social media.

Ulster will offer/run the course with a combination of online and onsite courses in the Republic of Ireland making use of the associated partners in the Republic: St. Patrick’s College Drumcondra (Dublin), Mary Immaculate College, Limerick, and National University of Ireland (Maynooth).

SDU will offer/run the course for teachers of Arabic in combinations of online and onsite courses in Latvia, Lithuania, and Poland at the Department of Oriental Studies, University of Latvia, Center of Oriental Studies, Vilnius University, and Faculty of Oriental Studies, University of Warsaw.

The full partnership will as part of the 2013 Eurocall conference offer/run the course as a conference workshop.

The transnational courses will primarily target teachers from the three selected LLL sectors. The outcomes / results from the courses will ensure that a number of online language learning materials will be produced ready to use by learners from outside the partnership.

Further exploitation will also be possible as the aforementioned software algorithm and source file will be CopyLeft and “open source”, available from the project website and uploaded to relevant software communities for future continued development.

Success criteria:

List of registered end users and cooperating clusters available at the end of the project period.

Language Learners from outside the partnership who access the free language learning resources has reached a minimum of 5000.

Access to the learning units from the project website has resulted in a minimum of 50,000 “hits/downloads” of the produced units. In the proposal we estimated this to 7,500, but the popularity of Clilstore already now indicates a much larger number:-)

Workpackage Title	Exploitation of results nationally	Workpackage Type and Reference	Exploitation #13
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Grant Agreement number: 2011-4034 / 001 - 001

The exploitation targets two groups of users (teachers & their students) mainly through in-service teacher courses resulting in online language learning units using the produced online authoring system. The units will be piloted with 340 students, i.e. 140 VET students (Evora, MPRC and SDE), 40 adult learners (summer course and distance learning students at SMO), 160 University students (Evora, SDU, Ulster, and UPV).

In all the partnership countries the courses will be offered to teachers covering the selected LLL sectors (Erasmus, Leonardo, and Grundtvig).

In the main exploitation phase (the last 12 months) the project targets to reach a minimum of 560 language teachers who will participate in the developed courses. Recruitment of the participants will make use of the associated partners and networks in:

-Scotland: Cothrom (a community training group)

-Lithuania: LIPRIA (Lithuanian Association of Innovative Schools), Marijampole College Pedagogical Department, the Language Teachers' section of Department of Education of Marijampole

-Denmark: NCE (the National Centre for Vocational Teacher Education), CVU-Lillebaelt (Comenius and Grundtvig areas), and EUC-Lillebaelt (Leonardo sector), the University of Aarhus, the University of Copenhagen

-Portugal APPI (Associação Portuguesa de Professores de Inglês), Associação dos Jovens Professores do Alentejo, Associação Portuguesa de Professores de Espanhol, Centro de Estudos em Letras.

-Northern Ireland (and the Republic): An Mheitheal Um Theagasc na Gaeilge./Comhairle na Gaelscolaíochta.

-Spain: AELFE (Asociación Europea de Lenguas para Fines Específicos), AESLA (Asociación Española de Lingüística Aplicada), ASELE (Asociación para la enseñanza del español como lengua extranjera).

After the funded period:

The online service will continue to be offered free of charge. The website hosting and domain registration will continually be renewed (by languages.dk) so the next 48 months are pre-paid.

The five university partners in the project will continue to offer In-service courses based on the online service and the developed CALL course after the funded period.

The courses will continue to be offered through networks and associated partners and users will continue to be supported via free online courses which will be offered on an ongoing basis through “Webheads” <http://webheadsinaction.org/>

The estimated minimum target impact in the first year following the project period is +2.000 language teachers who on a regular basis make use of the system.

Success criteria:

Last 18 months:

-Minimum number of learners who have accessed the language learning resources are targeted as 5000.

Grant Agreement number:	2011-4034 / 001 - 001
-Access to the learning units from the project website is estimated to result at 7500 “downloads” of the produced units	

Workpackage Title	Final cycle of online service and finalized outcomes	Workpackage Type and Reference	Implementation #14
<p>The online system will be “final” and “state of the art” after 18 projects months. During the remaining 12 project months, however, the substantial exploitation of the authoring service and the outputs may reveal possible bugs that have to be dealt with. Feedback from the primary target group during the courses may also indicate areas where the software can be improved. Specific weaknesses are not anticipated, this is simply an essential step in software programming.</p> <p>SMO, the software development lead partner, will in the last project year monitor all course reports and evaluation forms to find areas of the online service that can be improved and correct any system errors found as well as, where possible, implementing the suggested new features.</p> <p>Based on feedback from the courses there may be a need for a final update and editing of the course book. This will be coordinated by the authoring teams MPRC, UPV and Ulster and result in a final edition of the book, which is translated into Danish, Lithuanian, Portuguese, and Spanish followed by graphics layout work (SDE) to result in professionally looking books (.pdf) and eBook</p> <p>Quality indicators:</p> <ul style="list-style-type: none"> -All system bugs immediately dealt with (within one staff day) -Suggested new features implemented -The system works with all written languages supported by UTF-8 and enables creation of webpages with right-left as well as left right direction. -The course books in Danish, English, Lithuanian, Portuguese, and Spanish have achieved an appealing look in both .pdf version and eBook format 			

4 Impact

4.1 Short-term impact targets (dissemination)

Please use this space to review the information on short-term targets (number of people reached and strategies for reaching them during the life of the project) that you provided in annex I of your grant agreement..

The primary target group for the proposed online service and CALL courses is as originally planned language teachers and student teachers from three different sectors (Erasmus, Leonardo, and Grundtvig).

In the first project year the target group was mainly reached within the participating partner institutions during the main development phase. The planned number of teachers testing and giving feedback to the software engineering team in this period exceeded the original targets of 73 (Evora 15, MPRC 10, SDE 10, SDU 10, SMO 8, Ulster 10, and UPV 10).

The online system and its outputs (the language learning units) will continue to be tailored to include the proposals and feedback from the primary target group.

In the final project year (after 18 months) 560 language teachers will be targeted through the CALL courses in the six countries, recruitment of participants will make use of the associated partners.

The secondary target group (but definitely not less important) is language learners of Arabic, Danish, English, Irish Gaelic, Scottish Gaelic, Lithuanian, Portuguese, and Spanish. After the first 14 months 598 online learning are ready covering many languages languages. These units will be piloted with 340 students, i.e. 140 VET students (Evora, MPRC and SDE), 40 adult learners (summer course and distance learning students at SMO), 160 University students (Evora, SDU, Ulster, and UPV). The access to the learning units from the project website is estimated to result in 50,000 “downloads” of the produced units.

The layout, functions and operation of the learning units will on an ongoing basis be adapted to include the proposals and feedback from the language learner target group.

Consultations with language teachers during two Eurocall conferences will be used to recruit these to start using the project outcomes (reaching more European countries) and feedback from interviews with these (target number 100 interviews) will be used to adapt and improve the system.

The project results are already being used outside the partnership, e.g. in teacher training courses offered by ETI.Malta (see appendix 49 in supporting documents), and partners from the POOLS-CX project (a Romanian ToI project) see <http://www.poolscx.eu/index.php?page=partners>

The Clilstore Guided Tour has been translated into Greek, Italian, and Turkish by teachers outside the TOOLS partnership (see appendixes 32, 33, and 34 in supporting documents), this demonstrates an impact on the target groups. The Greek translator is a VET teacher, The Italian translator comes from a Grundtvig oriented institution, and the Turkish translator represents a private institutions which incorporates primary and secondary school, VET, and a university.

4.2 Long term targets (dissemination and sustainability)

Please use this space to review the information on long-term targets (people to be reached and strategies for reaching after the end of the project) that you provided in annex I of your grant agreement.

The advantage of being able to prepare content-rich online learning units that through the proposed system are made immediately available for the language students, is already after 14 months generating a high number of users – both teachers and their students.

The online service will be continued (and free) after the funded period. Teachers who are new to the system will benefit from online instructional videos demonstrating how to use the service (DIY videos) as well as the developed support materials.

In-service courses will be offered by the five project university partners as well as associated project partners and networks in:

-Scotland: Cothrom (a community training group),

-Lithuania: LIPRIA (Lithuanian Association of Innovative Schools, 75 schools), Marijampole College Pedagogical Department, which educates English language teachers for secondary schools.

The Language Teachers' section of Department of Education of Marijampole, the LT partner is a member. Monthly meetings and participation in various seminars etc.

-Denmark: NCE (the National Centre for Vocational Teacher Education), CVU-Lillebaelt (teacher training for the Comenius and Grundtvig areas), and EUC-Lillebaelt (teachers from the Leonardo sector)

-Portugal APPI (Associação Portuguesa de Professores de Inglês - Portuguese teachers of English Association), Associação dos Jovens Professores do Alentejo (Young teachers from Alentejo region Association), Associação Portuguesa de Professores de Espanhol (Portuguese Association of teacher of Spanish), Centro de Estudos em Letras (a reseach center that joins three universities).

-Northern Ireland (and the Republic): An Meitheal um Theagasc na Gaeilge (Representing Universities and Teacher Training Colleges throughout Ireland). The new service will also be publicised in print to practitioner networks including INTO (The Irish National Teachers' Organisation), which represents primary teachers in the Republic of Ireland and both primary and post-primary teachers in Northern Ireland, it has 39,320 members.

-Spain: AELFE (Asociación Europea de Lenguas para Fines Específicos): European association for languages for specific purposes

Grant Agreement number:	2011-4034 / 001 - 001
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AESLA (Asociación Española de Lingüística Aplicada): Spanish association for applied linguistics

ASELE (Asociación para la enseñanza del español como lengua extranjera): Association for Spanish as a foreign Language

After the funded period free online courses will continue to take place through “Webheads” <http://webheadsinaction.org/>

The estimated minimum target impact in the first year following the project period is 2.000+ language teachers who on a regular basis make use of the system. After the first 14 months 240 users have created 662 units (64 of these are still labelled as test units) at the time of the PR the registered users have created units in 21 languages: DA, DE, EN, ES, EU, FR, GA, GD, IT, LT, NL, PT, RO, SL, SO, SV, TR, EL, RU, AR, and HI

Grant Agreement number: 2011-4034 / 001 - 001

5 Involvement of Partners

Please indicate the actual involvement of each partner in each of your workpackages. Copy the table as required.

Workpackage title	Project coordination
Partner	Activities
SDE	Prepared documents and reports and ongoing monitoring of project expenses and activities. Prepared two project meetings and workshops (agendas and minutes) Wrote two DK biannual reports, compiled Progress Report. Had ongoing contact with and feedback to project partners. Contacts to external quality evaluator, and EACEA. Participate in the kick-off EACEA meeting
SDU	Prepared biannual reports with focus on Arabic use, dissemination and exploitation activities, milestones, and resources spent. Submitted materials and documentation for PR
UPV	Prepared two biannual reports with focus on dissemination and exploitation activities, milestones, and resources spent. Main coordination with Eurocall. Submitted materials and documentation for PR
MPRC	Prepared biannual reports with focus on dissemination and exploitation activities covering national and transnational activities, milestones, and resources spent. Submitted materials and documentation for PR
Eurocall	Prepared biannual reports with focus on dissemination and exploitation activities, milestones, and resources spent. Prepared partnership participation in the 2012 conference with project exhibition stand, pre-conference workshop, and ensured possibility of interviewing conference participants. Submitted materials and documentation for PR
SMO	Prepared biannual reports with focus on dissemination and exploitation activities (distance teaching and onsite), milestones, and resources spent. Submitted materials and documentation for PR
Ulster	Prepared biannual reports with focus on dissemination and exploitation activities, milestones, and resources spent. Submitted materials and documentation for PR
Evora	Prepared biannual reports with focus on dissemination and exploitation activities, milestones, and resources spent. Submitted materials and documentation for PR

Workpackage title	Quality Assurance
Partner	Activities
SDE	SDE procured the external quality evaluator and in cooperation with the internal "quality control group" has been the hub for ongoing quality control; collection and compilation of biannual reports from partners, check of milestones at workshops, and contact to external evaluator. SDE is responsible for the ongoing reporting of the quality control, makes the QM results online every half year for project transparency, and

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	Quality Assurance
Partner	Activities
	compiles the data needed for the PR and FR. SDE takes part in the peer review assessment needed for software development.
SDU	Has one member of the quality control group, peer reviews the two teams responsible for development of the course book and the pilot courses
UPV	Has one member of the quality control group, peer reviews the SMO team, which is responsible for the online system development
MPRC	Has one member of the quality control group, peer reviews the two teams responsible for development of the course book and the pilot courses
Eurocall	Reports the progress of preparation for the conference stand and pre-conference workshop to SDE and the quality control group.
SMO	Has one member of the quality control group, peer reviews the two teams responsible for development of the course book and the pilot courses
Ulster	Has one member of the quality control group, peer reviews the SMO team, which is responsible for the online system development
Evora	Has one member of the quality control group, peer reviews the two teams responsible for development of the course book and the pilot courses

Workpackage title	Website and communication platforms
Partner	Activities
SDE	SDE hosts and manages the website. SDE is responsible for ensuring new materials and content, including contacts to likely clustering projects. SDE has provided materials and exercises suitable for learning Danish to attract teachers and learners of Danish to the site.
SDU	Has been responsible for checking that materials have been added and / or updated, and provided sample materials to attract teachers and learners of Arabic to the site.
UPV	Has been responsible for checking that materials have been added and / or updated, and provide sample materials to attract teachers and learners of Spanish to the site.
MPRC	Has been responsible for checking that materials have been added and / or updated, and provided sample materials to attract teachers and learners of Lithuanian to the site.
Eurocall	Eurocall executive team (non-paid members, therefore no staff days) has provided the site with information on the upcoming conferences
SMO	Has been responsible for checking that materials have been added and / or updated, and provided sample materials to attract teachers and learners of Scottish Gaelic and English to the site.
Ulster	Has been responsible for checking that materials have been added and / or updated, and provided sample materials to attract teachers and learners of Irish Gaelic to the site.
Evora	Has been responsible for checking that materials have been added and / or updated, and provided sample materials to attract teachers and learners of Portuguese to the site.

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	Social networks / media
Partner	Activities
MPRC	Had the main role in setting up the social groups and blog, and more importantly, kept the communities active on a daily basis through input and immediate feedback to the end users.
SDE	Monitored the Facebook pages, Linkedin, Twitter and provided input for the groups. Participated in the blogging and followed the tweets
SDU	Monitored the Facebook pages, Twitter, Linkedin, and provided input for the groups. Participated in the blogging and followed the tweets
UPV	Peer reviewed the partners in their blogging and followed the tweets
SMO	Monitored the Facebook pages, Linkedin, Twitter and provided input for the groups. Participated in the blogging and followed the tweets
Ulster	Participated in the blogging, peer reviewed the partners in their blogging and followed the tweets
Evora	Monitored the Facebook, Linkedin groups and provided input for the groups. Participated in the blogging and followed the tweets on a daily basis to keep the communities active through input and immediate feedback to the end users.

Workpackage title	Alpha cycle development
Partner	Activities
SMO	Software and system authoring Coordination of task updating twitter log Testing system Created learning units Software development. See http://www.smo.uhi.ac.uk/~caoimhin/obair/tools/log.html and http://www.smo.uhi.ac.uk/~caoimhin/obair/tools/to-do.html
SDE	Assisted with original algorithm from the desktop version design and programming advice Peer reviewed software development Pilot tested the system
SDU	Test of system and feedback to programmers. Contact to a Swedish university which now uses and produces CLILstore units in Russian and Slovenian
UPV	Peer reviewed software development Pilot testing the system

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	Alpha cycle development
Partner	Activities
MPRC	Assisted with compilation of requirements Test of system and feedback to programmers. Pilot testing first outputs in classes.
Ulster	Added significantly to the target number of units for Irish, tested the functionality of Clilstore, especially in terms of creating stable units which are well presented and which correctly utilise the affordances of key secondary technologies, namely, YouTube, Dropbox (Public Folder), iPadio, Free Online Surveys, Hot Potatoes and Windows Movie Maker. Tested units with own undergraduate students and reported on the feedback received. Suggestions/criticism on the user interface were immediately communicated to the partners via email and were subsequently resolved by SMO during the Alpha Cycle.. Through demonstrating the service, learned that for those who are not accustomed to authoring or using multimedia materials or electronic dictionaries, an initial taster session is helpful before offering to facilitate a full workshop in order to allow potential authors time to consider how Tools might best help them and their students/pupils. Evaluated the Irish-English/ English Irish dictionaries on Multidict. Experimented with producing a Clilstore M-Site optimised for Smartphones. Tested system on a regular basis and reported on bugs and evaluated positive improvements.
Evora	Assisted with compilation of feature requirements Test of system and feedback to programmers regarding accented fonts

Workpackage title	Beta cycle development
Partner	Activities
SMO	Many features were added to Clilstore and to the filter in its user interface, including: summary text and language notes for units; test units; optional columns; 'Report abuse' button; 'Help' page with links to the Guided Tour in 9 languages; 'About' page; Language name selection rather than codes. Lots of ironing out of bugs, thanks to testing by the other project partners. Lots of new dictionaries were added to Multidict, including in particular the new Glosbe dictionary facility which covers a huge number of pairs of languages. See the programming log: http://www.smo.uhi.ac.uk/~caoimhin/obair/tools/log.html for more details of all the above. The new server purchased from the project budget was set up and all programs and databases moved over to it, giving a major improvement in speed, programming environment, and security and stability.

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	Beta cycle development
Partner	Activities
	<p>The domain multidict.net was moved from JustHost to SMO, and all programs were moved from the www2.smo.uhi.ac.uk virtual host to the multidict.net virtual host, resulting in shorter, more usable, more stable urls.</p> <p>150 Clilstore units were created based on Guthan nan Eilean videos, 75 in Gaelic and 75 in English. All of them include full transcripts, summaries and language notes.</p>
SDE	<p>Peer reviewed software development Programming assistance Match algorithm and output Pilot testing the system Created learning units Authored the first version of the "Guided Tour of Clilstore and translated it into Danish (See supporting documents #28). Created online versions of the Guided Tour in English, Danish, Greek, Italian, Irish, Lithuanian, Portuguese, Spanish, Turkish (See supporting documents 26-34)</p>
SDU	<p>Test of system and feedback to programmers Developed Arabic texts, videos and exercises for CLILstore and tested them among teachers Produced 15 units of Arabic placed in CLILstore Tested a few Arabic units with Arabic students at the SDU Workshop for Arabic teachers Workshop for SDU teachers (all languages) Piloted some exercises with Arabic students Suggested improvements for CLILstore</p>
UPV	<p>Peer reviewed software development Pilot testing the system Created learning units Continued looking into Spanish monolingual and multilingual online dictionaries to link to Clilstore Translated the Guided Tour into Spanish</p>
MPRC	<p>Ongoing tests in classes of outputs Reporting bugs Feedback from pilot testing the authoring system Test of system and feedback to programmers Created learning units Translated the Guided Tour into Lithuanian</p>
Ulster	<p>As part of the Daily team meetings during Eurocall 2012 participated in discussions leading to significant progress in many areas relating to the future appearance of the user and author interfaces, specific functionality of the software, and the composition of the Clilstore guide. Translated the Guided Tour into Irish.</p>

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	Beta cycle development
Partner	Activities
	Tested system on a regular basis and reported on bugs and evaluated positive improvements.
Evora	<p>Ongoing tests in classes of outputs</p> <p>Reporting bugs</p> <p>Feedback from pilot testing the authoring system</p> <p>Test of system and feedback to programmers</p> <p>Created learning units</p> <p>Translated the Guided Tour into Portuguese</p> <p>We have run a workshop on “Languages and CALL” at University of Évora, which about 10 university teachers of English, Spanish, French and Portuguese as Foreign Languages attended.</p> <p>We have run a workshop on “An Introduction to CLIL” at University of Évora. The target group was university teachers of English, Spanish, French and Portuguese as Foreign Languages – we had 20 teachers in the workshop</p>

Workpackage title	Guide for pedagogical application of the service and outputs
Partner	Activities
UPV	<p>UPV has together with MPRC and Ulster started preparing the outline for the course book. Translating and providing a Spanish version of the Clilstore “Guided Tour”, which has been made available online.</p> <p>We have been gathering relevant information to include in the Clilstore Coursebook. The feedback forms collected after the Gothenburg workshop proved very useful for this in order to gain insight into the end user’s (language teacher) perception and opinion regarding the authoring tool. We are also conducting research on CLIL.</p>
SDE	Peer-reviewed MPRC, UPV and Ulster during preparation of the course book outline. Tested Clilstore in language learning classes, monitored the Clilstore development and suggested improvements, entered several units in Clilstore in languages such as Basque, Greek, Dutch, Danish, and Swedish
SDU	Peer-reviewed MPRC, UPV and Ulster during preparation of the course book outline. Started discussions among Arabic teachers on how to integrate the use of CLILstore in learning activities outside the classroom
MPRC	Peer-reviewed UPV and Ulster during preparation of the course book outline and has started looking for case studies covering the three sectors
SMO	Peer-reviewed MPRC, UPV and Ulster during preparation of the course book outline.
Ulster	Ulster has together with UPV prepared the outline for the course book, with input from MPRC and SDE during the second project meeting.

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	Guide for pedagogical application of the service and outputs
Partner	Activities
Evora	Peer-reviewed MPRC, UPV and Ulster during preparation of the course book outline.

Workpackage title	Development of course module
Partner	Activities
MPRC	MPRC has assisted by UPV started preparing the outline for the courses. Testing cllstore and informing teacher's community of the region about the tool and inviting the community to the courses (February/March 2013)
SDE	Peer-reviewed MPRC during compilation of course. Piloted two local mini teacher courses (Vejle 7 participants and Odense 2). Piloted a teacher trainer course in Malta to prepare ETI-Malta for delivering teacher training courses in the summer of 2013.
SDU	Peer-reviewed MPRC during compilation of course.
UPV	UPV has assisted MPRC preparing the outline for the courses.
SMO	Peer-reviewed MPRC during compilation of course.
Ulster	Peer-reviewed MPRC during compilation of course.
Evora	Peer-reviewed MPRC during compilation of course. First pilot course – Spring 2012 Target group: secondary teachers of Portuguese as a second language/ as a foreign language

Workpackage title	Transnational dissemination
Partner	Activities
MPRC	Has coordinated overall transnational dissemination, prepared and translated the brochures into LT, disseminated at the EfVET 2012 conference with workshop and in SC meetings, compile article for the EfVET newsletter (September issue), wrote articles for the project newsletter, presented the project at the Eurocall 2012 conference at the TOOLS workshop Overview: 1. Creation and editing project blog. 2. Writing articles for the blog

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	Transnational dissemination
Partner	Activities
	<p>3. Active participation in tools4clil twitter, facebook, and linkedin</p> <p>4. Article for Tools newsletter</p> <p>5. Article for EfVET newsletter (www.efvet.org)</p> <p>6. Presentation of project to INtheMC- Tol project, which creates tools for international students' placements (partners from PL, DE, NL, UK, FR, ES).</p> <p>7 Article about the Eurocall conference and Tools in it.</p> <p>8. Presentation of the project and collecting questionnaires in Eurocall conference</p> <p>9. Editing project blog.</p> <p>10. Writing articles for the blog</p> <p>11. Active participation in tools4clil twitter, facebook, and linkedin</p> <p>12. Article for 2 Tools newsletters</p> <p>13. Article for EfVET newsletter September edition (www.efvet.org)</p> <p>14 Presentation Tools as an example of good practice in EfVET 2012 conference material for workshops and all delegates</p> <p>15. Presentation Tools in EfVET conference in Palma de Mallorca- in roundtables and workshops about innovative educational materials with Kent.</p>
SDE	<p>Edited and compiled two project newsletters, translated and compiled the project brochures, updated the website with news on a daily basis, presented the project at Eurocall 2012 conference, contacts to networks and teachers outside the partnership. Visited two institutions in Malta to run courses on Clilstore and upcoming TOOLS related outcomes</p> <p>Together with SMO we prepared the proposal for a Eurocall conference workshop.</p> <p>Produced project brochures in the project languages.</p> <p>Presented the project aims and objectives during the LLL coordinators meeting at EACEA in Brussels with posters, brochures and newsletter.</p> <p>Disseminated the project at a Tol project meeting (POOLS-CX) in Istanbul with demonstration of Clilstore; several units have since then been produced by the participants.</p> <p>We have made use of a commercial service to send seasonal greetings to +300 language teachers with information on the project websites</p> <p>Made contact to two teaching institutions in Malta (MCAST and ETI-Malta) who now make use of the TOOLS outcomes and give us feedback from the use of Clilstore in their courses.</p> <p>Made several tweets and entries in Facebook pages (both the projects own and in other relevant pages)</p> <p>Visited two institutions in Malta to run courses on Clilstore and upcoming TOOLS related outcomes</p> <p>Together with MPRC we prepared the proposal for an EfVET conference presentation and presented the project at EfVET as part of workshops and round tables. (TOOLS was selected as a best practice example and we were invited to present the outcomes)</p>

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	Transnational dissemination
Partner	Activities
SDU	Dissemination through associated partners involved in teaching Arabic in Sweden, wrote entries for the project newsletter. Presented CLILstore at Gothenburg University's department for Middle Eastern Languages and demonstrated how to create exercises in CLILstore. Contributed to newsletter
UPV	Translated the brochure into Spanish, wrote entries for the project newsletter. Uploading project info onto EURODIS dissemination database http://camillegroup.upv.es/eurodis/ Project info disseminated through EUROCAll account in LinkedIn Project info disseminated through EUROCAll account on Facebook Participated in the Eurocall 2012 Conference in Gothenburg (22-25 Aug. 2012), where we ran a half-day workshop on how to use Clilstore. We also set up a project exhibition stand which was open to visitors throughout the entire conference. Information leaflets in several of the project languages were distributed, as well as the last issue of the project Newsletter.
Eurocall	Assisted in preparation of TOOLS presentation and selection of Eurocall conference workshop. and is organizing the presentation for the 2013 conference. Assisted in dissemination of newsletters and project brochures. Assisted with TOOLS exhibition stand. Liaising with Eurocall 2013 Conference organising team for Evora Conference.
SMO	Contribution of articles to project newsletters. Initiation of and regular contributions to the project blog. Assisting SDE prepare Eurocall workshop. Reblogs and other references to Clilstore on Island Voices website. Translated the brochures into Scottish Gaelic, wrote articles for the project newsletter. Caoimhín Ó Donnaille attended the workshop of the related POOLS-CX project in Pitesti and gave a talk on Clilstore and got useful feedback. The SMO team has also made frequent contributions to the project blog, Facebook page, and Twitter stream, linking the TOOLS technical innovations with learning providers and community interests such as Island Voices.
Ulster	Dissemination through associated partners involved in teaching Irish in the Republic, translated the brochure into Irish Gaelic, wrote articles for the project newsletter, has submitted two proposals for Worldcall 2013 (both have been accepted) Presented Clilstore to 71 A-Level Irish pupils and their teachers at the Languages Roadshow in Newry, Co. Down in February. Presented Clilstore to teaching staff at Gaelscoil Éanna, Glengormley, Co. Antrim in May. This was a precursor to a full training workshop scheduled for August 2012. Presented Clilstore to academic staff at St Patrick's College, Drumcondra, Dublin, in May. This was a precursor to a full area training workshop which took place in September 2012. Demonstrated Clilstore at Glenullen Primary School, Co. Derry.

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	Transnational dissemination
Partner	Activities
	<p>We have contributed to Newsletter 34 and also posted 2 articles on the project blog.</p> <p>We have also reviewed and provided feedback on the newsletters, the revised project website and the 1st External Evaluator's report.</p> <p>Presented Clilstore to colleagues within the School of Languages and Cultures at Ulster.</p> <p>Participated in Eurocall 2012 in Gothenburg where we assisted with the Clilstore Workshop, conducted user interviews, manned the project stand and promoted the project through informal networking.</p> <p>In September a workshop was delivered to staff at St. Patrick's College Drumcondra. Clilstore was well received and useful feedback was gathered.</p> <p>In October Clilstore was demonstrated to the Principal and ICT Coordinator at Bunscoil Phobal Feirste, an Irish Medium Primary School in Belfast. It is intended to follow up this taster session with a full workshop in the next period.</p> <p>Submitted workshop/presentation proposals on Clilstore/Tools for the 2013 eLearning Conference at the University of Southampton (January) and the 2013 Worldcall conference (July).</p> <p>Contributed articles to Newsletter 35 and Newsletter 36.</p> <p>Contributed to the project blog.</p> <p>Developed the Irish version of the Clilstore guide which is now available via the project website and has also been developed as a Clilstore unit.</p> <p>Wrote an article on the Tools Project for a University of Ulster annual report on ongoing research projects.</p> <p>Ran a Teacher Training Workshop at LLAS's annual eLearning Symposium at the University of Southampton in January 2013.</p>
Evora	<p>Translated the brochure into Portuguese, assisted with editing and wrote articles for the project newsletters, presented the project with workshop at the Eurocall 2012 conference. Is assisting Eurocall with preparation of the 2013 conference.</p> <p>At the International Meeting on Languages, Applied Linguistics and Translation we contacted several teachers who showed interest on creating units on CLILSTORE. We can find ten new units on Turkish, now, as a result of this dissemination.</p> <p>Participated in International Meeting on Languages, Applied Linguistics and Translation at University of Évora, where we gave a presentation on the TOOLS project and on its star tools - CLILSTORE</p>

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	Transnational dissemination
Partner	Activities

Workpackage title	National dissemination
Partner	Activities
MPRC	<p>Coordinated overall partnership national dissemination.</p> <ol style="list-style-type: none"> Promotional articles on the website of MPRC www.mprc.lt Article about the Eurocall conference and Tools in it. Two articles in regional newspaper Marijampoles laikraštis- about presentation the project to international teachers' community in Sweden and Spain. Testing clilstore and informing teacher's community of the region about the tool and inviting the community to the courses <p><u>Overview:</u></p> <ol style="list-style-type: none"> Promotional article on the website of MPRC Article about kick off meeting Presentation of the project to School community Testing clilstore with teachers of MPRC Article in regional newspaper Marijampoles laikraštis Presentation of the project in the English club at MPRC E-mails with information about Tools project to VET teachers' network in Lithuania Presenting project in Round table discussions "EU INTEREG IVC programme project BRAIN FLOW subproject BordInfo BF-3-1-3 " in Chambers Presenting Tools project in live TV show on Marijampole regional TV 2 articles in regional newspaper Marijampoles laikraštis- about presentation the project to international teachers' community in Sweden and Spain.
SDE	Wrote newsletters and submitted article for the Danish language teacher magazine "Sprogforum" (approved by the editors), presented the project at Region Syddanmark meeting of regional language teachers, contacts to EUC-Lillebaelt.
SDU	Organized a workshop for using CLILstore at the Danish Ministry of Education as a part of the yearly meeting for teachers of Arabic in Secondary schools and demonstrated how to create excercises in CLILstore

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	National dissemination
Partner	Activities
	<p>Helle Lykke Nielsen has written an article on curation and how it will be implemented in CLILstore for the Danish language teacher magazine "Sprogforum". The article has been approved and will be printed in May 2013.</p> <p>Workshop for language faculty members at the faculty of humanities at SDU</p> <p>Presentation of TOOLS and clilstore to staff at Middle East Studies, SDU</p> <p>Dissemination of TOOLS material at Abildgårdsskolen, Odense, for teachers of Danish as a second language</p> <p>Organized a workshop for using CLILstore at the Danish Ministry of Education as a part of the yearly meeting for teachers of Arabic in Secondary schools and demonstrated how to create exercises in CLILstore</p>
UPV	<p>Contact to AELFE (Asociación Europea de Lenguas para Fines Especificos): European association for languages for specific purposes</p> <p>AESLA (Asociación Española de Lingüística Aplicada): Spanish association for applied linguistics</p> <p>ASELE (Asociación para la enseñanza del español como lengua extranjera): Association for Spanish as a foreign Language</p> <p>Link of TOOLS project website to personal UPV website http://agimeno.webs.upv.es/projects.htm</p> <p>Ran a 2-hour session with language teachers at UPV to illustrate Clilstore and the authoring tool.</p> <p>Presentation of project to colleagues from the Applied Linguistics Department, UPV</p>
SMO	<p>Submitted newsletter articles to Am Paiper (Scottish community paper). Post to ESOL Research JISC list.</p> <p>Posts to Facebook Gaelic pages. Posts and RTs on Twitter</p> <p>SMO staff and students (including distance learning) were all kept informed by e-mail and via the college newsletter and are making increasing use of the facilities.</p> <p>The SMO team has also made frequent contributions to the project blog, Facebook page, and Twitter stream, linking the TOOLS technical innovations with learning providers and community interests such as Island Voices.</p>
Ulster	<p>In September a workshop was delivered to staff at St. Patrick's College Drumcondra. In October Clilstore was demonstrated to the Principal and ICT Coordinator at Bunscoil Phobal Feirste, an Irish Medium Primary School in Belfast.</p> <p>Presented Clilstore to 71 A-Level Irish pupils and their teachers at the Languages Roadshow in Newry, Co. Down in February.</p> <p>Presented Clilstore to teaching staff at Gaelscoil Éanna, Glengormley, Co. Antrim in May. This was a precursor to a full training workshop scheduled for August 2012.</p>

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	National dissemination
Partner	Activities
	<p>Presented Clilstore to academic staff at St Patrick's College, Drumcondra, Dublin, in May. This was a precursor to a full area training workshop scheduled for September 2012.</p> <p>Demonstrated Clilstore at Glenullen Primary School.</p> <p>We have contributed to Newsletter 34 and also posted 2 articles on the project blog.</p> <p>We have also reviewed and provided feedback on the newsletters, the revised project website and the 1st External Evaluator's report.</p> <p>Presented Clilstore to colleagues within the School of Languages and Cultures at Ulster.</p> <p>Submitted workshop/presentation proposals on Clilstore/Tools for the 2013 eLearning Conference at the University of Southampton (January) and the 2013 Worldcall conference (July).</p> <p>Developed the Irish version of the Clilstore guide which is now available via the project website and has also been developed as a Clilstore unit.</p> <p>Wrote an article on the Tools Project for a University of Ulster annual report on ongoing research projects.</p>
Evora	<p>Participated in International Meeting on Languages, Applied Linguistics and Translation at University of Évora, where we gave a presentation on the TOOLS project and on its star tools - CLILSTORE</p> <p>We have run a workshop on "Languages and CALL" at University of Évora, which about 10 university teachers of English, Spanish, French and Portuguese as Foreign Languages attended.</p> <p>We have run a workshop on "An Introduction to CLIL" at University of Évora. The target group was university teachers of English, Spanish, French and Portuguese as Foreign Languages – we had 20 teachers in the workshop</p> <p>Official Day of School of Social Sciences - Dia da Escola das Ciências Sociais – 12th March 2012</p> <p>Distribution of brochures and newsletter to teachers and students of social sciences; demonstration on how the Clilstore is a valuable tool for the teacher and for the student</p> <p>Prepared brief description of the TOOLS project to be published on the online paper of the university: <i>ueline</i>.</p> <p>Provided information to the CEL members (Research Centre) about TOOLS project, inviting them to join in.</p> <p>Invited friends to join our social network on facebook, linkedin and twitter.</p> <p>Provided information to the Young Teacher Associations (Associação de Jovens Professores do Alentejo) – flyers and newsletter.</p> <p>Participation on an online course on new technologies which aids the language teacher to be up to the Web 2.0</p> <p>Creation of a blog on CLIL: http://intheworldofclil.blogspot.pt/</p> <p>Participation in forums and discussions, dissemination the TOOLS project and the Clilstore tool</p>

Grant Agreement number: 2011-4034 / 001 - 001	
Workpackage title	National dissemination
Partner	Activities
	<p>4th + 5th May 2012 Cllstore was presented to 250 teachers of Portuguese as a foreign language</p> <p>At Encontro 2012: Português Língua Não Materna, partilha de práticas de ensino e de experiências de aprendizagem – 2012</p> <p>Meeting:Portuguese as a Foreign Language, sharing experiences and practices</p> <p>31th May Presenting Cllstore to teachers of Portuguese/English/French and Spanish – University of Évora</p> <p>Publication of a small article on TOOLS project on the online newspaper of University of Évora</p>

Please provide details of the project meetings (partnership meetings, workshops, seminars, training events, etc) organised and the partners that attended.

Meeting Location	Date	Partners that participated	Purpose of the meeting
Online via Skype	15/01/12	Eurocall, 2012 Conference Local Organising Team (also TOOLS partners)	Eurocall 2012 Conference preparation- organisation of TOOLS exhibition stand and tables for conference
Brussels, BE	23/01/2012	Evora, MPRC, SDE, SDU, SMO, Ulster, UPV,	Kickoff workshop and meeting
Brussels, BE	24/01/2012	Evora, MPRC, SDE, SDU, SMO, Ulster, UPV,	Kickoff workshop and meeting
Brussels, BE	25/01/2012	Evora, MPRC, SDE, SDU, SMO, Ulster, UPV,	Kickoff workshop and meeting
Brussels, BE	26/01/2012	Evora, MPRC, SDE, SDU, SMO, Ulster, UPV,	Kickoff workshop and meeting
Brussels, BE	27/01/2012	Evora, MPRC, SDE, SDU, SMO, Ulster, UPV,	Kickoff workshop and meeting

Grant Agreement number:		2011-4034 / 001 - 001	
Brussels, BE	16/02/2012	SDE	EACEA meeting with coordinators, dissemination with posters
Newry, N. Ireland	27/02/2012	Ulster	Demonstration of Clilstore to A-level Irish students at Ulster Languages Roadshow
Valencia	10/04/2012	UPV	Dissemination of project among UPV colleagues
St Julian, Malta	01/05/2012	SDE	Teacher pilot course in Malta
St Julian, Malta	02/05/2012	SDE	Teacher pilot course in Malta
St Julian, Malta	03/05/2012	SDE	Teacher pilot course in Malta
Valencia	04/05/2012	UPV	Dissemination of Clilstore among local language teachers
Istanbul, Turkey	08/05/2012	SDE and SMO	Teacher course and dissemination to pools-cx project teams
Istanbul, Turkey	09/05/2012	SDE and SMO	Teacher course and dissemination to pools-cx project teams
Dublin, Ireland	17/05/2012	Ulster	Demonstration of Clilstore at St Patrick's College
Marijampole College, Lithuania	22/05/2012	MPRC	Round table discussions about European Projects
Glengormley, N. Ireland	24/05/2012	Ulster	Demonstration of Clilstore at Gaelscoil Éanna
Online via Skype	28/05/12	Eurocall, 2012 Conference Local Organising Team	Eurocall 2012 Conference preparation – TOOLS participation and workshop schedule
Glenullen, N. Ireland	01/06/2012	Ulster	Demonstration of Clilstore at Glenullen Primary School

Grant Agreement number:		2011-4034 / 001 - 001	
Vejle, Denmark	25/06/2012	SDE	Teacher pilot course
Odense, Denmark	26/06/2012	SDE, SDU	Teacher pilot course
Gothenburg Sweden	20/08/12	Eurocall Executive Committee, TOOLS Project Leader	Eurocall Executive Meeting- update on progress of TOOLS project (Kent Anderson)
Gothenburg, Sweden	21/08/2012	Evora, Eurocall, MPRC, SDE, SDU, SMO, Ulster, UPV,	Project workshop and meeting
Gothenburg, Sweden	22/08/2012	Evora, Eurocall, MPRC, SDE, SDU, SMO, Ulster, UPV,	Teacher training course and workshop
Gothenburg, Sweden	23/08/2012	Evora, Eurocall, MPRC, SDE, SDU, SMO, Ulster, UPV,	Project workshop and meeting
Gothenburg, Sweden	24/08/2012	Evora, Eurocall, MPRC, SDE, SDU, SMO, Ulster, UPV,	Project workshop and meeting
Gothenburg Sweden	24/08/12	Eurocall Executive, Eurocall Members, TOOLS Team	Eurocall AGM – Eurocall President introduced the TOOLS Team to Members and outlined the aims of the project.
Gothenburg, Sweden	25/08/2012	Evora, Eurocall, MPRC, SDE, SDU, SMO, Ulster, UPV,	Project workshop and meeting
Online via Skype	25/08/12	Eurocall Conference Organising Sub Committee	Discussed provision for TOOLS project at Eurocall 2013
Dublin, Ireland	20/09/2012	Ulster	Clilstore workshop at St Patrick's College
Brussels, EU parliament	26/09/2012	SDE	Dissemination event and preparation of project in Guadeloupe
Danish Ministry of Education	26/sep	SDU	Introduction to CLILstore

Grant Agreement number:		2011-4034 / 001 - 001	
Belfast, N. Ireland	27/09/2012	Ulster	Demonstration of Cliilstore at Bunscoil Phobal Feirste
St Julian, Malta	02/10/2012	SDE	Teacher pilot course in Malta
St Julian, Malta	03/10/2012	SDE	Teacher pilot course in Malta
Piteste, Romania	14/10/2012	SDE and SMO	Teacher course update, and dissemination to pools-cx project teams
Palma de Mallorca, Spain	24/10/2012	MPRC and SDE	Dissemination of Tools project in Efvat conference
Palma de Mallorca, Spain	25/10/2012	MPRC and SDE	Dissemination of Tools project in Efvat conference
Online via Skype	25/10/12	Eurocall Conference Organising Sub Committee, 2013 Conference Local Organising Team (also TOOLS partners)	Preparation for 2013 Conference- organising exhibition stand, tables and distribution of marketing for TOOLS at 2013 Conference
Palma de Mallorca, Spain	26/10/2012	MPRC and SDE	Dissemination of Tools project in Efvat conference
Vilnius Builders training centre, Lithuania	22/11/2012	MPRC	Republican conference of VET teachers and managers
Belfast, N. Ireland	19/12/2012	Ulster	Demonstration of Cliilstore at HQ of the Council for the Curriculum, Examinations and Assessment (CEA).
Online via Skype	11/01/13	Eurocall Conference Organising Sub Committee, 2013 Conference Local Organising Team (also TOOLS partners)	Preparation for 2013 Conference- discussion on provision for TOOLS workshop for 2013

Grant Agreement number:		2011-4034 / 001 - 001	
Southampton, England	24/01/2013	Ulster	Clilstore Workshop at LLAS eLearning Symposium
Southampton, England	25/01/2013	Ulster	Clilstore Workshop at LLAS eLearning Symposium
MPRC, Lithuania	01/02/2013	MPRC	VET providers, stakeholders meeting
Valencia	14/02/2013	UPV	Clilstore workshop for UPV and local secondary school language teachers
Online via Skype	14/02/13	Eurocall Conference Organising Sub Committee	Preparation for 2013 Conference –integration of TOOLS workshops in conference programme
St Julian, Malta	19/02/2013	SDE	Preparation for teacher pilot course for teacher trainers in Malta
St Julian, Malta	20/02/2013	SDE	Preparation for teacher pilot course for teacher trainers in Malta

6 Involvement of Staff

Please indicate the involvement of each member of staff on the project per category, per partner. Copy the table for each partner in the consortium.

Please indicate the involvement of each member of staff on the project per category, per partner. Copy the table for each partner in the consortium.

Partner name:	Syddansk Erhvervsskole Odense Vejle		
Category	Staff name	Period of assignment	
		From	To
1	Ole Bech Kristensen	1/1-2012	1/3-13
2	Kent Andersen	1/1-2012	1/3-13
2	Susanne Winter-Jørgensen	1/8-12	1/9-12
2	Cecilia Lebouf Hansen	1/1-2012	1/3-13
4	Lajla Pedersen	1/1-2012	1/3-13
3	Lone Olstrup	1/1-13	1/3-13

Partner name:	Syddansk Universitet		
Category	Staff name	Period of assignment	
		From	To
1	Helle Lykke Nielsen	1/1-2012	1/3-13
2	Omar Dhahir	1/1-2012	1/3-13

Partner name:	Marijampolės profesinio rengimo centras		
Category	Staff name	Period of assignment	
		From	To
1	Rasa Zygmantaitė	1/1-2012	1/3-13
2	Rasa Zygmantaitė	1/1-2012	1/3-13
2	Asta Šeštokienė	1/1-2012	1/7-12
2	Simona Dapkūnaitė	1/1-2012	1/3-13
2	Rita Žindžiūtė	1/1-2012	1/3-13
3	Lilija Zableckienė	1/1-2012	1/3-13
4	Edita Valinčė	1/1-2012	1/3-13

Partner name:	Sabhal Mòr Ostaig		
Category	Staff name	Period of assignment	
		From	To
1	Iain Gordon	Jan 2012	Jan 2012

Grant Agreement number:		2011-4034 / 001 - 001	
Partner name:	Sabhal Mòr Ostaig		
Category	Staff name	Period of assignment	
		From	To
2	Gordon Wells	Jan 2012	Mar 2013
2	Caoimhin O Donnaile	Jan 2012	Mar 2013
4	Margaret Fowler	July 2012	Mar 2013

Partner name:	University Valencia		
Category	Staff name	Period of assignment	
		From	To
2	Ana Maria Gimeno Sanz	1/1-2012	1/3-13

Partner name:	Universidade de Évora		
Category	Staff name	Period of assignment	
		From	To
1	Rui Pingo	1/1-2012	1/3-13
2	Maria João Marçalo	1/1-2012	1/3-13
2	Ana Alexandra Silva	1/1-2012	1/3-13
4	Liliana Rosmaninho	1/1-2012	1/3-13
1	Rui Pingo	1/1-2012	1/3-13
2	Maria João Marçalo	1/1-2012	1/3-13

Partner name:	University Ulster		
Category	Staff name	Period of assignment	
		From	To
2	Neil Comer	1/1-2012	1/3-13
2	Caoimhin O Donail	1/1-2012	1/3-13
3	Keith Beckett	1/1-2012	1/3-13
4	Caroline Elvin	1/1-2012	1/3-13
1	Malachy Ó Néill	1/8-2012	31/12-13

Partner name:	EUROCALL		
Category	Staff name	Period of assignment	
		From	To
4	Toni Patton	1/1-2012	1/3-13

7 Management Aspects

Describe the tools and methods put in place to manage the consortium, to ensure cooperation among partners and to implement quality assurance. This includes the internal monitoring system and tools used to assess the project's progress. Provide details of any changes to the partnership that have taken place (withdrawals/replacements) and the impact on the work plan if any. (Remember that any change to the partnership is subject to a formal amendment and has to be approved by the Agency.) Report on any particular difficulty the project encountered related to the management of the partnership.

Project management has used different tools to monitor the project progress, partner activities, use of resources, and the transnational element of the project. The tools were presented and agreed on at the kick-off meeting / workshop. Part of the meeting was dedicated to the administrators (while the teams continued the workshop) to ensure everyone knows the financial rules, documentation requirements (rules for per diems and documentation of staff costs), and the reporting formats to be used during the project period.

The management tools used are:

- Biannual reports (See products 1-16) where each partner reports which other partners they have communicated with and forms of communication, management issues, dissemination activities, external impact, summary of Local Activities in the period, and milestones met. The financial part documents and summarizes resources used in the period, e.g. signed staff sheets, travel documents, invoices, etc.
- Meeting agendas and minutes (See products 17-20). Each meeting includes walkthrough of scheduled milestones matching outputs and activities and is finished with a written list of activities and milestones from each partner in the period until next meeting/workshop
- Meeting evaluations (See supporting documents 1 and 2)
- Peer-reviewing: All teams have a peer-review partners in each task to ensure feedback and add to the transnational dimension of the project

Quality control and monitoring is based on the internal Quality Assurance Board (with one representative from each team) and sub-contracted external quality control procured at project start up based on three bids (See files 44 and 45 in the "Supporting Documents" folder in the annexes).

Both the internal and external quality assurance are based on checking the biannual partner reports and content wise for checking the user evaluations and feedback (See documents 3-16 in supporting documents).

The Initial quality report from ALB Conseil was used during the 2nd workshop and is available online to ensure project transparency (See Products #22) The second quality report (see Products #23) will be used during the upcoming meeting in Valencia April 9th to 12th 2013.

There has been no change to the partnership and we have not experienced any particular difficulty to the management of the partnership. On a scale from 1 to 5, where 5 is the best the partners have graded management an average of 4.5 in the biannual reports. An exemplary quote from the 2nd report (Jul-Dec 2012): "The project is being managed very effectively. Partners are kept well informed of their obligations and the open and collaborative nature of the regular email discussions means that all partners are given ample opportunity to contribute and have their views heard. All project members are also free to initiate discussions/threads whenever they need to" (See Products #1 through 16).

8 Dissemination & Exploitation

Provide details of confidential results, intellectual property rights' issues, copyrights, potential commercialisation (where applicable), benefits to the user group. Include login and password details for any confidential areas of the project website/s.

All project outputs and results are Copyleft, which means they may be reproduced, copied, repurposed, etc. as long as all new outputs remain Copyleft. All the TOOLS members have signed a Copyleft agreement (see Supporting documents #43). We have placed all outputs, including the original application and this confidential report, openly available in the website to ensure maximum transparency of the project.

There are only two types of confidential information that will not be shared online from the project website; user information such as e-mail addresses and the financial reporting part.

Dissemination figures:

The quarterly newsletters are mailed to registered users from the project website (See Supporting documents #70), the number of users range from 800 to 900 depending on time of year (new registrations add to the number, but inactive email accounts are removed after each Newsletter mailing), the six newsletters in the PR period have also been handed out at conferences, meetings, and mailed to 2,200 CECE members (<http://www.red2001.com/>) as well as 1,500 EfVET recipients (www.efvet.org).

The website statistics surprised us after moving the website from a US- based service (justhost.com) to Denmark (surftown.dk) where we got a better response time and more reliable statistics; the number of individual users visiting the website exceeded 120,000 in the first project year (See Supporting documents #40).

We have reached the target groups (mainly language teachers) through social medias (Facebook, LinkedIn, blog, and Twitter) and receive much feedback and advice from our users.

The partners have taken all opportunities to disseminate the project during meetings, conferences, and projects where they are partners. This means that the project has been disseminated on a large scope in countries outside the partnership and paid outside the project budget. We have also made use of services like <http://www.jacquielawson.com/> to send seasonal greeting to registered users and project friends.

Exploitation figures:

In the period covered by this PR there has been a higher impact and exploitation of the project than anticipated in the application: The Cliilstore service already has 240 registered users / teachers (See Supporting documents #69) who have created units (<http://multidict.net/cliilstore>). Cliilstore now contains 662 online CLIL units (64 are still labelled as test units). The available units cover 21 languages: DA, DE, EN, ES, EU, FR, GA, GD, IT, LT, NL, PT, RO, SL, SO, SV, TR, EL, RU, AR, and HI

We have been able to carry out more pilot courses in the first 14 months than originally planned thus reaching 70 language teachers. This has been possible by contacts to other kindred projects like POOLS-CX, and using our international networks like EfVET and Eurocall (See samples in Supporting documents 48-68 and 74-75). We have assisted friends across Europe with advice and online support when they ran courses in e.g. Italy, Greece, and Turkey (See supporting documents #13 and #42). A Contact from a teacher training institute in Malta (ETI-Malta.com) resulted in invitations to run courses for their own teachers in Malta, this means that ETI-Malta will include the results from TOOLS as part of their courses in 2013 (See supporting documents #49), which is possible as our results are Copyleft so ETI-Malta can use them without paying a fee thus generating more potential end users.

A number of teachers who are members of Eurocall assist us with testing Cliilstore and give valuable feedback to the ongoing development. The teachers were recruited during Eurocall 2012 (See Supporting documents #76)

Annex 1 Financial Reporting table

The financial reporting for your project must be carried out using the excel workbook that is provided by the Agency for that purpose. The template can be found on the LLP webpage for the [Guidelines for Administrative and Financial Management and Reporting](#). (The table has been designed so that it also operates as an in-life project management tool.)

Instructions for completing and submitting the table are found in section 3.3 of the Project Handbook.

Please note: the image below is a merely a pictorial representation of the opening sheet of the table. It does not incorporate a link to the table itself.

Grant Agreement number:	2011-4034 / 001 - 001
Lifelong Learning Programme Self-control check-list "BENEFICIARY" for completeness of reports	

To be enclosed in the Progress / Final Report

N° project: 2011-4034 / 001 - 001			
	Yes	No	N/A
1. The Agency's template for the report is respected	x		
2. The report is written in English, French or German	x		
3. All parts of the report are enclosed in two electronic copies, including the confidential part, the public part and the financial reporting table. A signed paper copy of the confidential part of the report is enclosed	X		
4. The Declaration by the Beneficiary of the confidential part of the report (page 3) is signed by the legal representative or by the authorised person indicated in the original application or indicated in an amendment to the grant agreement. The amount requested should correspond to the amount in the financial reporting table.	X		
5. The Financial reporting table in excel format is enclosed, including all worksheets.	X		
6. The final costs are presented against the unmodified contractual budget breakdown as required in the reporting instructions. The agreed budget has been presented correctly. The requested amount has been indicated on page 3 of the reporting form and corresponds to the amount in the Excel table.	X		
7. All products and supporting documents are submitted in two copies, as well as a . numbered list of all the documents attached to the report	X		
8. For eTwinning projects: An audit certificate on the financial statements is enclosed (if requested) and the correct format is used.	X		