

External Evaluation
First Report
of
"METHODS" Project
Methods for teaching foreign languages

LLP / LDV/ Transfer of Innovation Project
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INTRODUCTION TO FINALIZED EXTERNAL EVALUATION STRATEGY

The external evaluation framework, methodology and activities proposed by ALB Conseil is thought as a project improvement tool and aim to complement the project's internal Quality Assurance Plan and activities.

AIMS: The external evaluation and monitoring of EC Lifelong Learning, Leonardo Da Vinci Project ToI 'METHODS', during its EU-funded lifetime.

The external evaluation strategy will address the needs of all key actors involved in project activity, including the partnership's representatives and staff, participants to the projects that represent the project stakeholders and target end-users.

DURATION: 2 years. (Project duration 1/ OCT/2013 – 30/09/2015)

The external evaluation appraises the following key aspects:

- progress of the initiative as a contracted project and
- actual outcomes as they are likely to benefit the VET end-users and wider lifelong education and training sector.

Related to these areas, our evaluation will mainly adopt two approaches – the first, detailed in Part 1 of this framework, will be a constructive evaluation and monitoring of the overall progress of the project. The second, detailed in Part 2, will take in account the EC / NA contractual requirements and will be assessing progress against main stated objectives, foreseen results and key indicators. Both of these approaches are augmented and finalised by information from the Kick-off meeting in Brussels. The activities will adapted during the lifetime of the project to ensure that they remain responsive and flexible as the project evolves.

PART I. Evaluation and monitoring of work-progress and outcomes

This is being done taking in account three main areas and will evolve in close relationship with the real developments and changes as the project develops.

I) Progress as a contracted project will be examined at three levels:

1) **influenced by the actual criteria used in the contractual assessment** performed by the funding National Agency and European Commission (including coherence between the plans and results and innovative character, project management & QA, the way the partnership performs, impact, dissemination and sustainability, etc.)

2) **in terms of the general, specific and horizontal themes of the original Call for Proposals addressed by the project 'METHODS'**, and including respecting the specific aims of the Transfer of Innovation Programme:

- Support to initial and continuous training of VET teachers, trainers, tutors and VET institution managers (LEO-TraInno-8)
- support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market (LEO-SpObj-a)
- improvements in quality and innovation in vocational education and training systems, institutions and practices (LEO-SpObj-b)
- to enhance the attractiveness of vocational education and training and mobility for employers and individuals and to facilitate mobility of working trainees (LEO-SpObj-c)
- to improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises (LEO-OpObj-1)
- to facilitate the development of innovative practices in the field of vocational education and training and their transfer between the countries (LEO-OpObj-3)
- To encourage the learning of modern foreign languages (LEO-OpObj-5)

- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning (LEOOpObj- 6)
- 3) **influenced by general rules connected to European cooperation projects and education, including elements such as:**
- the importance of **addressing the objectives of the contractual application first** and foremost and not to be sidetracked into other areas.
 - **documenting the work-processes** of the project is important, including the solutions found to address efficiently challenges and/or changes in work-plan; the **activities of the project can be as interesting and important** as the outcomes and outputs.
 - the importance of **a truly collaborative partnership** of the project, ensuring that the activity of each partner is properly presented and that reports are not dominated by the partner in charge with overall project management / coordination.

PART II. Evaluation of the actual outcomes as they are likely to benefit the end-users and wider education and training sector

This will be evaluated in terms of the success in meeting the specific objectives of the project. The **'METHODS' project main aims are to fill the gap and to enhance attractiveness and raise the quality of language teaching and learning in VET** by:

- increasing the motivation for language learning with user-friendly methods of communicative teaching supported by ICT and blended courses;
- providing language teachers with new teaching skills through clearly structured training courses and ready-to-use materials with manuals and
- consequently, by improving communication skills in foreign languages of the students in VET to better respond to the needs of the labour market and to support the linguistic preparation for mobility.

The **external evaluation framework takes into account the internal evaluation strategy procedures and Quality Assurance activities**. We will assess the results and pertinence of the criteria and indicators for testing that will be used by the project in year 1 and year 2.

FRAMEWORK OF THE EXTERNAL EVALUATION

The framework defined for the external evaluation is in line with the European Commission requirements for Quality Assessment and take in account the assessment of processes by the French National Agency – AGENCE Europe-Education-Formation France. They include the monitoring and evaluation, recommendations on key issues that demonstrate:

- the coherence between the achievements of 'METHODS' and its original objectives, the partnership's effective contribution, changes to tackle variations from plan.
- process and experiences in partner co-operation such as completion of tasks on schedule, communication, managing financial aspects, etc.
- products of co-operation such as objectives reached, outcomes as useful as expected, unforeseen results obtained, etc.
- outcomes' added-value and relevance to target-users and sustainability of results
- possibilities and perspectives of further common project work after completion
- added value of the partnership for development at local, national and EU level.

The external evaluation aims therefore **to accurately monitor, analyse, give feedback and make recommendations for improvement at project work-process and learning content levels** about the following:

- The work-progress and correlation with original aims and contractual obligations, management of changes and variations from plan
- Strengths and weaknesses of the project's implementation during its entire EC-funded duration, effectiveness of solutions to address variations if these arrive
- The degree to which the priorities of LLP and LEONARDO, the Transfer of Innovation operational and specific objectives of the project have been fulfilled with quality
- Quality of results and relevance for vocational training provisions, VET institutions, trainers and other and stakeholders
- Impact of the dissemination and exploitation results
- Sustainability and EU-added value, further VET and LLP transfer opportunities.

METHODOLOGY OF THE EXTERNAL EVALUATION

We aim to provide a **comprehensive model and external evaluation program** of the project achievements through a range of activities, and summative and formative assessments that will be an integral part of the following model of evaluation for 'METHODS' project.

The external evaluation and reports will highlight **three areas: operational, summative, learning.**

1. **Operational formative evaluations aim to provide information and recommendations /eventual corrective measures on how the project is being developed and cover:**
 - a. the efficiency of project management
 - b. the quality and effectiveness of partners' participation
 - c. the work-progress and respect of deadlines
 - d. the modalities according to which work is being carried out and additional solutions/products to tackle changes and challenges during the lifetime duration
 - e. the respect of all quality indicators, with special attention to website / e-learning platform and on-line learning resources
 - f. the effectiveness and impact of activities involving end-users groups in testing and using the products
 - g. the quality and reach of dissemination and exploitation activities.

2. **Summative evaluations for Progress Report and Final Report time are based on formative evaluations, and address the correlation between expected results and achieved results highlighting:**
 - a. the process and resources used and their efficiency to reach application objectives
 - b. the critical factors at the origin of the success and/or delays of the project activities, added-value of results and their sustainability.
 - c. the LLP impact and contribution of 'METHODS' with regard to transfer of innovation

- d. the relevance of the results foreseen for the participating countries where the innovation is transferred.

3. Evaluation for learning purposes at end of project:

- a. The quality of training and pedagogical resources to improve the skills and knowledge of target-users in participating countries.
- b. the updated assessment of all the project's specific achievements for LLP and LEONARDO and how they match the specific and operational objectives, horizontal priorities, etc. foreseen initially;
- c. the added-value and EU-level contributions for end-users that can be drawn from the project at the end of its EU-funded lifetime.

EXTERNAL EVALUATION QA AND SOURCES OF INFORMATION

1. **ON-GOING MONITORING AND EVALUATIONS:** Continuous observation of project's work and feedback when necessary to highlight value or weaknesses

The external evaluator has participated to most of of the project communication, analysed frequently the developments of the project's website, 'METHODS' updates on Facebook. We were included in the e-mail list and invited to take part to the e-meetings. The external evaluator participated to the Kick-off meeting that took place in November 2013 in Brussels.

In the second year, quantitative and qualitative questionnaires and surveys will be used in order to analyse and record progress against key indicators. These methods and tools will complement and bring additional evidence to the project's own internal evaluation and quality assurance strategy.

2. **REFLECTIVE REPORTS:** **Summative and/or formative evaluations** of the overall progress of the project, partners' contributions in relation to end project achievements, innovative aspects, range/means of communication and dissemination activities, external impact, exploitation and sustainability.

ACTIVITIES AND DELIVERABLES OF EXTERNAL EVALUATION

1. Participation to project meetings

The project external evaluator participates to two face-to-face project meetings.

-The external evaluator participated to the Kick-off meeting in November 2013 in Brussels.

We had a fruitful and pleasant participation to the first activities of the project, testing during the activities two of the five methods to be transferred. We made a presentation on the strategy and scope of the external evaluation and on the feedback from the National Agency.

- We foresee to attend the project's meeting taking place in Malta, in May 2015 .

2. On-going evaluation of work-progress and feedback:

-Quality assessment of the management of work process is done through collaboration with Promoter P1 and P2 DK, with the leaders of work-packages and and partners in involved in testing and reviews of the results. The external evaluator has been included from the beginning in most of the project's Internet communication. We have had access to all results that are transparently published on the website at <http://www.languages.dk/methods/> and to the work-in-progress and draft deliverables through the project's Dropbox .

-Quality assurance feedback and recommendations on ensuring the work-progress.

The role of external evaluator as a critical friend of the project includes advise and guidance on how to solve constructively administrative challenges and delays, to control/manage changes.

3. The External Evaluation Deliverables are:

i) Participation at the first face-to-face Kick-off Meeting in Brussels (November 25-27, 2013) and one other meeting in agreement with the project promoter during 2015. **DONE**

ii) External evaluation strategy and activities - Presentation at the project's Kick-off meeting, in Brussels, on November 27th 2013. Attached to this report. **DONE**

iv) Initial first assessment report (*this report*) including the finalised evaluation strategy and assessment of the first results during October 1st to December 31 , 2013. **DONE**

- v) **Interim evaluation report** due on October 1st 2014, one month before the project's Progress Report, covering as much as possible from the project's achievements.
- vi) Second year evaluation report due 3 months before the finalisation of the project (June 30th 2015). The feedback and recommendations contribute to reaching project's aims and objectives with quality, ensure the impact on target-users groups, could contribute to better exploitation and valorisation of results.
- vii) Additional Final evaluation report, updated with final results, due before September 30th, 2015 before the finalisation of the project (September 30th 2015).

ASSESSMENT OF THE FIRST RESULTS

The Quality assessment of the management of work process is done through collaboration with Promoter P1 and P2 DK, with the leaders of work-packages and partners involved in testing and reviews of the results. The external evaluator has been included from the beginning in most of the project's Internet communication. We have had access to all results that are transparently published on the website at <http://www.languages.dk/methods/> and to the work-in-progress and draft deliverables through the project's Dropbox .

Project Overview

The project METHODS is a transfer of innovation project based on the original BP-BLTM project, which selected five communicative language teaching methods suitable for VET teachers and their students, with a special focus on methods preparing for work placement in other countries.

METHODS arises from the identification of **needs in France and additional concrete needs in Guadeloupe, in Malta and Slovenia**, such as the needs to improve and promote other approaches and methods among language teachers in vocational / technical colleges teaching the less taught languages, which are often not educated as language teachers, to facilitate the

use modern ICT-based tools, to access pools of resources and ready-to-use materials for languages teachers and learners.

Aims, Objectives and Outcomes of 'METHODS'

The the project **aims** to answer these needs through a transfer of innovation focusing on communicative language teaching methods and materials with an emphasis on cultural diversities and promoting learning LWUTL.

The project's scope is to translate, adapt, and implement the original project BP-BLTM core results in three Transfer of Innovation (ToI) countries: France (Guadeloupe) , Malta, Slovenia. The use of ICT and Internet for instructional purposes in several methods contributes to facilitating and promoting ICT among language teachers and learners. To facilitate the training of teachers and the impact of the project on long-term, the methods and materials will be demonstrated using instructional video recordings of lessons with subtitles in the project partnership languages.

The **transfer of innovation process** from BP-BLTM project includes the translation, adaptation and development of sets of ready-to-use materials and instructions for lessons in French, Maltese and Slovenian. The project will transfer the BP-BLTM results by adapting and translating the guide, the methods manuals, the materials ready to use in classroom, and the subtitles for the project videos. The 'METHODS' materials will further enrich the materials previously developed in several less-widely-used languages (Basque, Danish, Dutch, Gaelic, Romanian, Italian, Lithuanian, Turkish, etc.).

The **main contractual outputs** to be adapted,translated in French, Slovenian and Maltese and transferred during the project's period in the participant countries are :

- An International Work Placement Guide;
- The manuals / guides with the instructions and ready-to-use materials used in the five teaching methods, the instructions and ready-to-use materials Computer assisted language

learning in context, Task based learning / teaching, Simulations, The Physical-Emotional and Cultural approach (PhyEmoC), Tandem Learning.

- A video library with DYV recordings of the five methods used in real classrooms, subtitled and commented;

Website <http://www.languages.dk/methods>

Sources of Information and Tools used for Evaluation

The external qualitative assessment of the achievement of objectives and outcomes takes in account the approved application and the various sources of information provided by the project during the implementation, with special focus on the results of internal Quality Assessment and evaluation and the achievement of the results with proved quality.

The external evaluator continuously stays informed and analyses the following areas:

- Project Management & Quality plans, the monitoring activities and results, other procedures, the implementation of activities and the relationship with agreed schedule and milestones, the internal evaluation procedures and results;
- Communication: the exchanges between the project's members and the exchanges with other projects, including those forming the POOLS of projects, the communication relating to dissemination and exploitation, the communication with the external evaluators, the information stored in Dropbox, the use of the social spaces, Facebook, the website use;
- The outcomes of partners' face-to-face meetings. For Kick-off meeting in Brussels, in November 2013, the Kick-off Meeting Minutes (edited version) and the evaluation forms filled in by each participating partner. These sources were completed by the direct observation of activities by participation to the meeting of the external evaluator Angelica Bucur.
- Start of activities and first deliverables during the period of the first 3 months, with focus on the five methods experimented during the workshop part of the Kick-off meeting, the

discussions about their strengths and limitations, the first dissemination activities, , newsletters, brochure, website, Facebook.

In the external evaluation reports, the tools and instruments that are /were used by the external evaluators are presented for each of the work-phases and make the link between the following main aspects:

- ◆ Original application and contractual objectives, activities, outputs
- ◆ PM plan, Gantt chart, QA procedures, internal evaluation of the project's meetings, activities and outcomes by project partners, the partners' and project's quarterly reports
- ◆ Work-plan, reasons for changes, proposed and implemented solutions to cover the deviations from original work-plan
- ◆ Dissemination, exploitation, sustainability
- ◆ The quality and relevance of the outcomes, taking in account the ToI aspects
- ◆ The impact on target-users and countries of the transfer of innovation.

PARTNERSHIP AND COLLABORATION

The METHODS partnership includes seven experienced national and European organizations from five countries, France - Guadeloupe, Denmark, Belgium, Malta and Slovenia:

1. Mairie de Morne-à-l'Eau, Guadeloupe, France ([MME P1](#))
2. SDE College (Syddansk Erhvervsskole Odense-Vejle), Denmark ([SDE P2](#))
3. Lycée Régional Gerty ARCHIMEDE, Guadeloupe France ([LRGA P3](#))
4. Executive Training Institute , Malta ([ETI P4](#))
5. Malta College of Arts Science and Technology, Malta ([CAST P5](#))
6. Srednja šola za gostinstvo in turizem Celje, Slovenia, ([CELJE P6](#))
7. European Forum of Vocational Education and Training, Belgium ([efVET P7](#))

The **Promoter of the project METHODS is the Mairie de Morne à l'Eau, Guadeloupe, P1.**

The **Coordinator is the SDE College from Denmark.** The Partner 2 is the largest VET college in Denmark (5,000 students and 830 staff) and has an extensive experience in leading and participating to European education projects.

The project **benefited from a very good start of the activities with the Kick-off meeting** organized in a representative office setting of the partner European Forum for Technical and Vocational Education and Training (efVET), **in Brussels , just across the European Parliament.**

The **first meeting of the METHODS project and the workshop activities contributed to put the basis of collaborative work and good atmosphere among the representatives** of the six from the seven partners institutions that were present in Brussels.

The representatives of the P3, Lycée Régional Gerty ARCHIMEDE from Guadeloupe, were not able to participate to the meeting due to a late approval from the Steering council.

Because the importance of the workshop activities included in Kick-off meeting to get the partners familiarized with the five methods to be transferred, it was discussed and agreed to run a separate kick-off meeting in Guadeloupe for the Lycée LGA team. This was a very good and **pro-active solution to manage change.** It will enable the teachers of P3 to obtain all the needed information and especially to experience the methods, 'so they can participate fully in the transnational work ahead' as it is presented in the decisions and Minutes of the Kick-off meeting. The SDE Coordinator of the project METHODS , Mrs. Cecilia Leboef-Hansen, together with another SDE colleague, will travel in January 2014 to run together in Guadeloupe the workshop for P3 LGA. This additional activity is covered appropriately with the budget that was not spent for the travel to Brussels of the P3 LGA team.

FIRST OUTCOMES AND DELIVERABLES

The assessment of the first three months results covered in the First Report of External evaluation takes in account the evidence of the work-progress of 'METHODS' activities deployed from October 1st to December 31st 2013.

These cover:

- the first project's meeting and workshop in Brussels, the meeting's minutes
- first outcomes supported by evidence and availability of results in English and the Tol languages of the partnership (French, Maltese, Slovenian).
- first dissemination activities
- a dedicated website <http://www.languages.dk/methods/> updated with news
- 'METHODS' Facebook and others social media planned in the application <https://www.facebook.com/Poolmethods>

First Project meeting and workshop in Brussels

The experimented coordinating partner SDE demonstrated a careful planning and a comprehensive agenda of the first meeting. Together with P7 efVET, ensured an excellent organisation and work conditions. The 5 days Kick-off meeting proved necessary to include a practical workshop to demonstrate the five teaching methods. This 2 days workshop was extremely successful and enabled the team building and socialisation. It was very well organised, with clear agenda, good time allocation, good sequencing of activities and concrete outcomes. The partners present at this meeting, all had important contributions in the first activities such as agreements on work-plan, presentation of one method, the evaluation of the strengths and weaknesses of these methods, the planning of the next work-stages. They prepared well for the workshop and we observed a creative participation to the workshop activities. Last but, not the least, the team-building and intercultural exchanges were strengthened by the activities to visit the surroundings of the European Parliament where the meeting took place, and to have lunch and dinner together. These outside activities favourably impact on partners' collaboration, enthusiasm and commitment to the project.

After the Kick-off meeting, the Coordinator demonstrated a good follow-up and organisation of the first activities. SDE ensured the communication with the other partners, based on the agreement about their responsibilities and concrete tasks for the first months.

First outcomes delivered with quality

The first results are already available and are in line with the planned delivery milestones and partners' agreed tasks and responsibilities. It can be observed the good practice of a shared development and activities of the partnership:

Task	Deadline	Responsible Partner
Subtitles DVD Maltese	7/12/13	P4 MCAST
Subtitles E-tandem DVD French	7/12/13	P3 LGA
DVD final creation	20/12/13	P2 SDE (Kent Anderson)
Social Media Twitter, Blog	20/12/13	P6 SSGT

The availability of outcomes was verified on the METHODS project's website <http://www.languages.dk/methods/>. We checked the availability of the videos demonstrating the use of the five methods in class. Overall, these videos have a good quality and are easy to follow on line. The videos' subtitles were finalized at the date of this assessment in French,



Maltese and Slovenian.



There is a good quality of the French subtitles translation of the videos shown at [http://www.languages.dk/methods/video/DIY%20French.htm# Computer_assisted _language_ learning in a context.](http://www.languages.dk/methods/video/DIY%20French.htm#Computer_assisted_language_learning_in_a_context)

COMMUNICATION AND DISSEMINATION

The project is based on a clear strategy and concrete plans to ensure the sustainability and actual use of project outcomes through successful communication and dissemination activities. It includes a key partner in these areas P7, EFVET - the European Forum for Technical and Vocational Education and Training .

All the partners are committed to present the activities and outcomes of the project on local, regional and national levels and that were planned and to prepare the ground for the best possible conditions of the use of METHODS results. This evidence is presented clearly in the Minutes of Kick-off meeting:

'P1 MdML: Municipality Facebook page, articles in newspaper, newsletter from the Mayor, Morne a l'Eau city website, interviews with media, social media, EDU-World, PIXEL network.

P4 ETI teacher training courses with handouts and exploitation of the materials in Malta, website links, dissemination to other EU projects.

P5 MCAST presentations to EXPO, Introduction week at university (Freshmen course), foundation day, website links, language courses (private and government), students and interns, courses for teachers of Maltese, MCAST Link magazine, posters

P2 SDE: contact Eurocall , EfVET, other ongoing projects, regional courses, social media

P6 SSGT: Slovenian national education institute, national competition in foreign languages for catering and tourism schools, national agency meetings and seminars, networks of past and present project partnership consortia, LinkedIn.


The activities were enabled by the availability of the METHODS website from the beginning of the project.

4. The project website

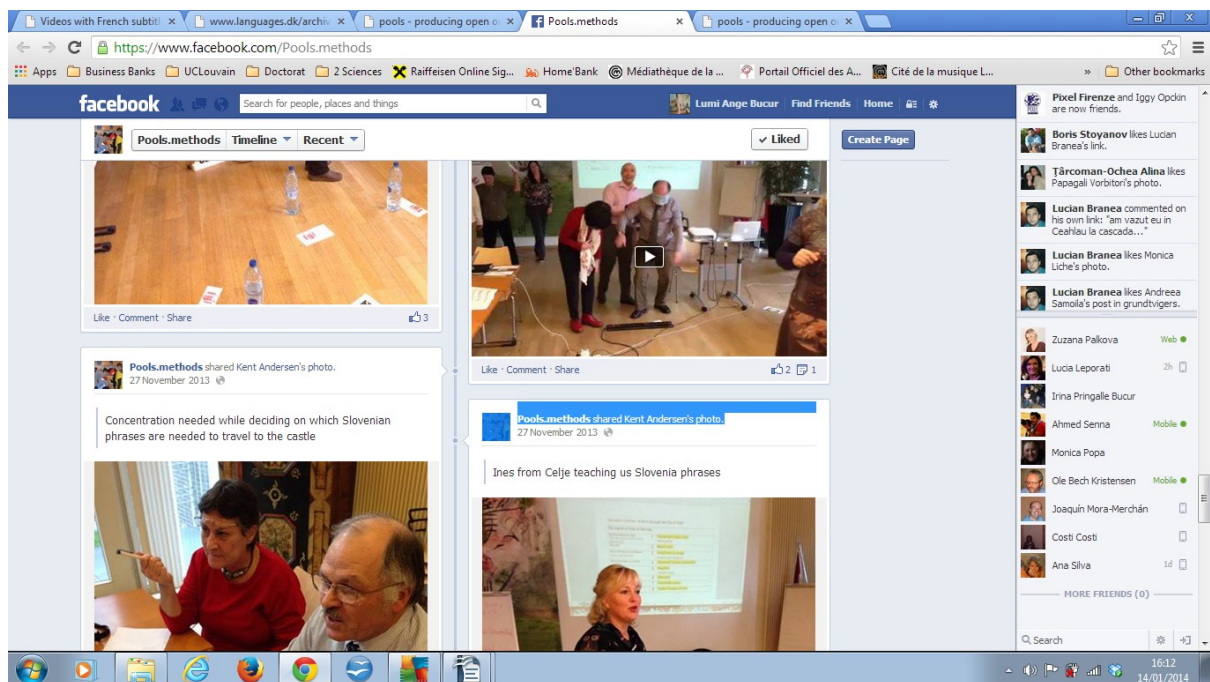
The project website <http://www.languages.dk/methods> is an essential tools for communication and awareness-raising activities, were active already in the beginning of the project, from October 2013.

The METHODS website is engaging and frequently adapted with news and quarterly Newsletters. These are currently available for download , together with the project's brochures. The communication strategies are clearly declared and implemented: 'Methods is



a social media friendly project, you are warmly invited to make suggestions and give feedback: Facebook 

The project's <https://www.facebook.com/Poolsmethods> Facebook is also well used to highlight key moments and events of project partnership, such as the Kick-off meeting activities and hands-on learning of the methods:



The Newsletters

Two Newsletters , number 39 and 40 were already produced and sent to hundred of target-beneficiaries. The first covers the period October-December 2013 of the Pools of projects which are further developed or transferred through 'METHODS' and other newly funded projects. METHODS benefited from the beginning of its funded lifetime from a large publicity of its start and aims, see bellow a part of the Newsletter 39. The second Newsletter 40 published end December 2013 covers January-March 2014 planned results and activities.

www.languages.dk/archive/dissemination/Newsletter39.pdf


2 TOOLS for CLIL language teachers Issue 39

Two new projects Pools-3 and Methods have just been launched

Catalan teachers in Vocational Education and Training with new skills and practices in Computer Assisted Language Learning. Participants will be helped to produce pools of online audio or video materials, which will provide a foundation for the development of computer-assisted extension and development exercises. In-service training courses for teachers will be developed in each of the three new languages,

During August 2013 members of the Tools team from SDE College, the University of Ulster and Universitat Politècnica de València delivered a two week teacher training course in Malta entitled *CLIL -Tools and applications for teachers working with CLIL*. The course was designed by SDE College and hosted by Executive Training Malta and was eligible for both Comenius and Grundtvig funding as part of the EU Lifelong Learning Programme. Participants in the training course were drawn from the primary, secondary and vocational

knowledge of CLIL theory and methodology, and their experience of using ICT to support the delivery of a CLIL curriculum. Classroom observations conducted by the Tools team during the course and the qualitative and quantitative data obtained from the survey responses have highlighted a number of interesting issues which warrant further analysis and discussion.



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14/01/2014

www.languages.dk/archive/dissemination/Newsletter39.pdf

development."

Methods

www.languages.dk

The great work done by the pools-m teams will from October 1st be followed by a new project titled Methods adding materials and manuals in new languages to the pools; French, Maltese, and Slovenian. The project will promote five communicative language-teaching methods and prepare videos with subtitles demonstrating how to use the methods in real classes, complete with ready to use lesson materials. The project will adapt and exploit the materials in France (Guadeloupe), Slovenia, and Malta.



A group of teachers preparing a CLIL based lesson at the ETI course centre in Malta

The course delivery team, Cecilia Le Boeuf, Caoimhín Ó Dónaill and Ana Gimeno Sanz conducted a number of surveys amongst the group to gauge their prior and emerging

working in the field are complex, and while the course participants were all able to clearly articulate their personal requirements and attitudes in relation to CLIL, we were able to identify general themes and trends among the data which have implications for the growth and quality control of CLIL programmes at a national/European policy level.

Training in the integration of Clilstore, Multidict & Wordlink into CLIL lessons was a central part of the course, however, this was underpinned by a comprehensive introduction to CLIL theory practical sessions on the use of the CLIL lesson planning template which forms part of the Clilstore Guide-

13:10
14/01/2014

The Newsletters are available also on-line on the project's website at <http://www.languages.dk/archive/dissemination/Newsletter39.pdf>

CONCLUSIONS AND RECOMMENDATIONS

The project's start and the activities **during the first three months show that project was effective in implementing the work-plan and in ensuring the team building** and a collaborative work-environment.

The absence of the participants from P3 Lycée Gerty Archimede at the Kick-off meeting was due to administrative delay, which was regrettable because the importance of the face-to-face meetings. These are key moments for building the communication, commitment and understanding of the tasks and responsibilities within a partnership. However, it was efficiently palliated by the organization of a Kick-off meeting and workshop bis, in Guadeloupe in January 20-27, 2014, to be delivered by the P2 SDE team, the experienced languages teacher and Project Coordinator Cecilia Leboeuf-Hansen, seconded by another colleague.

The **Kick-off meeting was excellent from a point of view of organisation**, ensured by Valentina Chiana (P7 efVET) and Kent Andersen (P2 SDE) It was also a lively event, with discussions and agreements on work and tasks, and also presenting and experimenting the methods to be transferred, to which actively participated all the members present. The 10 participants presented their experience in EU projects, education, transnational work. The professional teams from the VET sector, SDE, SSGT, MCAST, and ETI presented their experiences with different language teaching methods. Interesting examples of the value of each of methods to learn Maltese, Danish and Slovenian were presented and experimented. We participated with enthusiasm to learn Danish with a method Physical-Emotional-communication that we never used and could not imagine that it might be so engaging. **All the participants were happy to share and experience new teaching / learning methods.** This was probably the most important collaborative outcome of the first meeting.

An important aspect was the clarification and agreement of the **project management and of the administrative and financial procedures**. The representative of the Coordinator P2, Mr. Kent Andersen, a leader of previous EC award-winning education projects, supported by the Financial Director of the Promoter P1 Mairie de Morne a l'Eau Guadeloupe, Mr. Hugues

Pradel, presented in detail the rules and procedures, explained the scope of the biannual content reports, biannual financial reports and the EC financial rules/regulations.

The following weeks of the collaboration of partners were based on communication and shared responsibilities of all seven partners.

Recommendations

- The partners from Morne a l'Eau have the opportunity to propose authentic materials to be used with the new methods which are attractive for both teachers and pupils / students. The participants / teachers to the workshop to be delivered end of January 2014 in Guadeloupe should take this opportunity to ask their colleagues from Denmark all the questions and clarification necessary to build interesting lessons. From the interview we made with Mr. Pradel, who represented P1 Mairie de Morne a l'Eau at the meeting in Brussels, we have high expectations for the French lessons to be developed, especially using Task-Based-Learning.
- We would like to recommend to the Danish, Maltese and Slovenian partners for their future work to continue to develop interesting examples such as those presented in Brussels, for example those for Computer Assisted Language Learning in a Context (CALL).
- The dissemination started very well and the partners need to start to fill in the dissemination activities and impact.
- We suggest that a list of acronyms and abbreviations used by the project should be available.

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