FINAL EXTERNAL EVALUATION REPORT

CLIL Implementation with Pools of Resources for Teachers, Students, and Pupils (CLIL4U)

Project Number: 537672-LLP-1-2013-1-DK-KA2-KA2MP

Lifelong Learning programme – Transversal – KA2 – Languages Multilateral Projects

April 2016

María Jesús Frigols Martín DEA, ES
David Marsh PhD, FI

1. INTRODUCTION

1.1 Report Objectives

This report is the final part of the evaluation and monitoring process of the European Commissions' Lifelong Learning Programme project CLIL Implementation with Pools of Resources for Teachers, Students, and Pupils (CLIL4U).

The process has involved both formative and summative external quality control. Formative feedback in the form of advice and recommendations has been given throughout the process, and specifically according to requests from members of the partnership. This report is the final summative statement.

1.2 Main Areas for Evaluation and Advisory Support

The main areas for evaluation and advisory support have remained the same throughout the 30-month project time-frame. Recommendations to the partnership have been an ongoing feature in the evaluation processes. These have been provided at project meetings and in interim communications.

Recommendations have mainly been in relation to:

- Articulating a shared understanding of CLIL methodologies, and defining key concepts

- Processes by which to enhance partner collaboration and valorization

- Structuring of deliverables and resources

- Providing information on external resources and networks

- Facilitating dissemination through CLIL networks

- Feedback on multiple development steps throughout the process

The main areas for evaluation have been as follows:

- Progress made towards the contractual outcomes in respect to the contractual work plan.
- Team effectiveness, timeliness of outcomes and solution-building when facing challenges of the partnership as an example of transnational collaboration.
- Quality of the outcomes and deliverables in relation to both contractual requirements and educational innovative practices.
- Piloting processes, outcomes and possible re-calibration.
- Benchmarking of deliverables, degree of inclusion and multilingualism, and strategies and impact of dissemination.
- Relevance, access, and usability of deliverables in diverse European educational environments.
- Sustainability of project outcomes with respect to post-project funding time-frame.
- Potential for CLIL4U to act as a catalyst for further initiating and supporting innovative practices in European education within the context of the objectives of the Lifelong Learning Programme.

Throughout the period risks have been identified according to the following:

Critical Risk   Corrective actions are required immediately
Significant Risk   Corrective actions are required as soon as possible
Moderate Risk   Correcting measures are to be carried out within a reasonable time
Minor Risk   Corrective actions are to be taken simultaneously with other relevant measures
Indicator Risk   Work action activities to be checked against work plan

2. PROJECT OVERVIEW

2.1 How CLIL4U fits into the Objectives of the Lifelong Learning Programme according to Initial Application

The overview is as follows according to standard EACEA application format:

- To promote language learning and linguistic diversity.

- To encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.

2.2 Specific Objectives of the Action

- To promote European co-operation in fields covering two or more sub-programmes.

2.3 Operational Objectives of the Action

- To promote language learning and support linguistic diversity in Member States.

2.4 Priority this application addresses

- Support for partially or fully bilingual education.

2.5 LLP Horizontal policies

- Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia.

2.6 Complementarity with other policies

- Recognition of qualifications.

2.7 The External Evaluation Process

- The full external strategy has been realized through

    1. Initial evaluation report
    2. Interim evaluation report
    3. Final evaluation report
    4. Feedback on periodic monitoring reports in accordance with the contractual work plan

5. Continuous substance-based expert recommendations according to process issues

2.8 Information sources and tools used for the evaluation

- In order to assess from an objective point of view the achievements and the correlation between the original objectives and outcomes the external qualitative evaluation takes into account:
  1. All available sources of information about the project
  2. The internal evaluation and quality management tools such as biannual reports and meeting evaluations
  3. How the partnership handles possible obstacles and delays during this period of time, and solutions implemented
  4. Impact assessment tools
  5. Reporting and advisory input into Work Package 1 on project coordination
  6. Close periodic engagement with experts managing Work Package 2 on Quality Management, alongside formative reporting input
  7. Impact and usability appraisal for experts managing Work Package 3 on website and communication platforms
  8. Review and advisory input for experts managing Work Package 4 on CLIL scenarios for primary schools
  9. Review and advisory input for experts managing Work Package 5 on CLIL scenarios for vocational colleges
  10. Analysis and advisory support for experts managing Work Package 6 on demonstration and promotion/awareness-raising videos
  11. Analysis and advisory support for experts managing Work Package 7 on the creation of a CLIL book/guide/manual
  12. Analysis and advisory support for experts managing Work Package 8 on the creation of an online materials bank
  13. Analysis and advisory support for experts managing Work Package 9 on the development of CLIL courses for subject and language teachers
  14. Impact appraisal for experts managing Work Packages 10-11 on dissemination and exploitation of results
  15. Final attitudinal questionnaire sent to all partner experts actively engaged in the project.

- Tools to successfully carry out these activities include a range of analytic project management tools including document review throughout the process particularly through Work Packages 1 and 2; testing of prototypes

produced particularly in Work Packages 4,5,6,7 and 8; benchmarking analysis of the output from Work Package 9, interviews, questionnaires and similar data collection tools.

3. REVIEW OF PROCESSES AND PRODUCTS AS PER ORIGINAL APPLICATION OBJECTIVES

This has been an ambitious project from the outset where the application was successful during a highly competitive year for KA2 Multilateral Project funding (success rate 18%). In addition, the project team was to complete the processes over a 30-month timeframe. During the period 2014-2016 the project has been overwhelmingly successful in reaching and, in some cases surpassing original objectives through production of results and products. These include biannual reports from partners (five); meeting minutes and agendas; progress reporting; website and social media; 24 CLIL scenarios for primary schools; 24 CLIL scenarios for vocational colleges; Six CLIL videos; CLIL Book; material bank; CLIL courses; project newsletters; project brochures and an exploitation report.'

The project has drawn on, linked to and utilized knowledge, achievements and outcomes of previous CLIL projects, and other major initiatives such as the CEFR, whilst retaining its own innovative and unique process development. The results and products have complemented existing resources by providing resources not available earlier. These results are of a high quality in terms of accessibility, function and impact potential in fulfilling specific objectives of the LLP Action and horizontal policies.

3.1 Quick Glance Fact-Finding Brief

- Databank: 1 333 Materials/Resources
  http://languages.dk/databank/materialslist.php
  To January 2015 48,334 look-ups recorded in the database

- The CLIL scenarios: 109 scenarios

- The website: 225,942 unique visitors during March 2015 – March 2016

- The CLIL book/guide: 193,475 downloads (EN, ES, DK, GR, MT). The books also available through external suppliers http://www.pearltrees.com/ and http://ebooks-gratuits.me/

- CLIL courses:

Intercollege:
45 face to face participants
Large-scale, courses ongoing
SDE:
123 participants at a face to face course, 26 participants in a long distance courses, 174 participants in a webinar. Courses ongoing
KGS:
2 face to face courses involving c. 77 participants; 1 course of c. 15 participants ongoing. Courses ongoing
CECE:
38 participants in a MOOC based course; 9 participants at a face to face course. Courses ongoing
ICMG:
121 face to face participants
Large-scale, courses ongoing
ETI:
25 participants at a face to face course
Large-scale, courses ongoing
MCAST:
Large-scale, courses ongoing
SUPSI:
110 face to face participants
Large-scale, courses ongoing

3.2 The CLIL Guidebook

The CLIL Guidebook (51 pages) is an easy-access introductory reader on CLIL for teachers of different disciplines. It successfully approaches the issue of how terms are understood in different languages, and by people with different backgrounds. Through 7 chapters it provides quality text and exemplification which introduces CLIL; explains the relevance of CLIL in education; shows how to develop a CLIL lesson using a format structure; and then through exemplars and other means engages with teachers on commonly asked questions, suggestions for good practice, and the provision of examples of tools which can be used to develop CLIL lessons. Translated into all 6 partner country languages (Danish, English, Greek, Italian, Maltese and Spanish) the CLIL Guidebook successfully reaches the original project objective.

The interest and readiness of people outside the project to view and download the CLIL Guidebook has been strong.

The download rate of 159, 853 at the time of writing is extremely high. This is testament to successful implementation of the dissemination strategy during the project time-frame. Downloading of the language variants is significant as

recorded. Figures are available on the database for January 2015 to February 2016 showing English (54,214); Italian (79,493); Spanish (26,146). Downloading of other language versions is reported, but the statistics only record separately for downloads of 2,000 plus.

One major added value in how this publication has been produced is technical. It is available as a pdf version, but also in e-book format for use on tablets and other mobile devices.

http://languages.dk/clil4u/

3.3 The CLIL Resources Databank

The Databank consists of 1, 333 separate resources at the time of writing. These are in different languages as per the project's multilingual strategy and cover a wide range of topics in the different sectors represented in the project. The databank is based on a coherent and easy-access format summarizing the title, subject, description, author, URL, type, educational level and language. Access is efficient and extra facilities such as the Multidict dictionary are particularly useful.

The resource units differ with respect to quality, scale and size. However, they fulfil the intended need which is to provide ready access to base materials which can then be either used as-is, or otherwise adapted for localized use.

The look-up rate to January 2016 is considerable (48, 334) for a project of this type, at this time in the project cycle.

http://languages.dk/databank/materialslist.php

3.4 The CLIL Scenarios

A CLIL Scenario is an example of how to construct a CLIL lesson. In this project these have been created for both primary, secondary and vocational schools. As of March 2016 there were 109 scenarios uploaded. This vastly exceeds the original target of 48 ready-to-use scenarios. The template is highly accessible, well-structured and easy to use. Each scenario describes how to plan and teach a lesson.

The structure is based on the 5c's concept of showing that there needs to be integrated objectives with respect to communication, content, culture, cognition and competence.

The breath of topics is wide, and many of the topics are particularly suitable for students studying though an additional language in the primary and secondary sectors. Scenarios are available in languages other than English (Danish, English, Greek, Italian, Maltese and Spanish). The breadth of topics for the vocational sector is equally excellent.

The partnership has excelled in building these scenarios. Throughout the project it has been necessary to share different perspectives on how to construct quality teaching and learning practices, build consensus on how this can be achieved, and then build examples which will now be of value to teachers across Europe.

Scenarios for primary schools:
http://languages.dk/clil4u/index.html#Scenarios4Primary
Scenarios for the VET sector:
http://languages.dk/clil4u/index.html#Scenarios4VET

3.5 The CLIL Courses

The partnership has been fully engaged with implementing the project deliverables in the form of training courses. These have been for the wide range of grade-level teachers (primary through to vocational), and subject specialists (language and non-language). Provision of teaching has included face-to-face seminars and the use of open online platform. At the time of reporting these courses are ongoing and a set of activities have been planned for April 2016 onwards. Specific details of provider and extend are found in the project reporting. The evaluators have had access to feedback reporting and additional comments from course participants. These have been highly positive.

Examples of comments received on organization and participation are as follows:

3.5.1 Scale of Interest

"… the hosting school booked the city auditorium… because a common classroom was too small… we had 59 participants from primary and secondary/1st grade schools!"

3.5.2 Local Organization

https://sites.google.com/site/clil4umaincourse/

https://sites.google.com/site/clil4uprecourse/

http://www.cece.es/cursos/clil4u-implementar-clil-en-el-aula.html

http://gozocollege.skola.edu.mt/?p=4107
https://sites.google.com/site/clil4ublendedlearningplatform/

http://evosessions.pbworks.com/w/page/103563959/2016_Techno-CLIL_for_EVO2016

3.5.3 Localized Validation of Course Certification

Official approval in Malta of the course as an official continuing professional development programme by the ELT Council.

Spanish MOOC version adapted to technical requirements for approval by the Spanish Ministry of Education

3.5.4 Participant Comments

"I really want to thank you for the course, it has been really helpful and complete. If in the future, you are going to organize other teaching courses I would really like to participate to them".

"Just a few lines to thank you and the whole team for supporting me during the summer and autumn season. This was my very first online course on Clil and I must admit that it was great and very professional, too".

"I really appreciate working with you and, as I have told you before, this course gave a boost to my teaching".

"This is my complete work. I enjoyed a lot in this course because I understood many things that I didn't know. Thank you for this opportunity".

"It was a very interesting experience and I hope I was able to deliver a lesson plan according to the CLIL standard. Considering it was my first time applying this method I hope I did ok".

"I feel obliged to warmly thank you again for the chance of professional development that your course guarantees".

"I found the course very helpful and well organized, I can now better prepare my lesson".

"While working on this module what strikes me is the way information is scaffolded in the exercises about the video. Attention is focused on the most important aspects of CLIL approach and the required use of bullet points helps think about them. Time is also well organized. I feel my knowledge about CLIL is improving without spending much time doing difficult tasks. In class students' learning can be

effectively activated by asking them to work individually or in groups in frequent, meaningful activities".

"I am honoured to be in the group and have been learning so much on CLIL methodology... I am also applying some of the skills in my daily lessons so that I will soon become more confident with the tasks and Materials".

3.6 The CLIL Videos

Six 'inspiration' videos have been produced in six languages (Danish, English, Greek, Maltese, Spanish, and Italian). Additional video material on interviews and classroom practice has also been produced. These videos have been professionally produced combining practice with some use of graphics. Totaling some 14 mins in length, these videos are highly effective introductory entry-level descriptors of how CLIL can be implemented, and would be suitable for dissemination to those new to the area, or otherwise wanting to know more about how CLIL may be realized in practice. The topics are electricity and energy-saving (primary); techniques for art classes (primary); trial and error (primary); electronic circuits (vocational); demotics (vocational); and office administration (vocational). The videos are highly accessible for teachers and others who wish to see, in practice, different classroom approaches to the various topics. The content goes beyond each specific topic by showing techniques that could be applied to the content and language integration of other subject areas, and with differing grades.

3.7 The CLIL4U Newsletters

The newsletters have served an important purpose in generating a sense of community within the CLIL4U project community, and in linking this community to others. Attractively produced as a ´quick-read´ the newsletters also exemplify actions undertaken by project partners such as events, training sessions and other dissemination activities.

## 4. PROJECT PARTICIPANTS ATTITUDES TOWARDS PROGRESS & OUTCOMES

4.1 Individual expert satisfaction with outcomes

How satisfied are you with the overall outcomes of this project?	
15	Completely satisfied
3	Somewhat satisfied
	A little satisfied
	Not at all satisfied

somewhat satisfied 17%

completely satisfied 83%
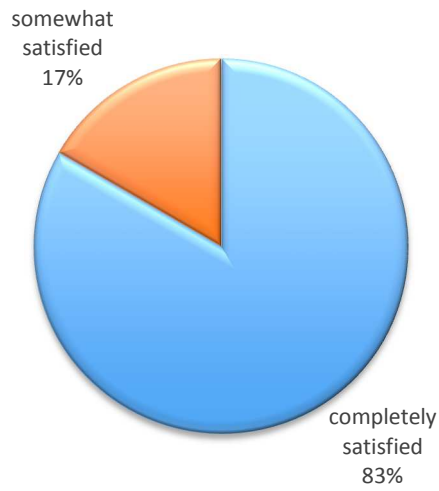
## 4.2 Individual attitudes towards progress towards achieving objectives

The rate of progress the project has made in achieving its objectives	
16	Completely satisfied
2	Mostly satisfied
	Somewhat satisfied
	A little satisfied
	Not at all satisfied

mostly satisfied 11%

completely satisfied 89%
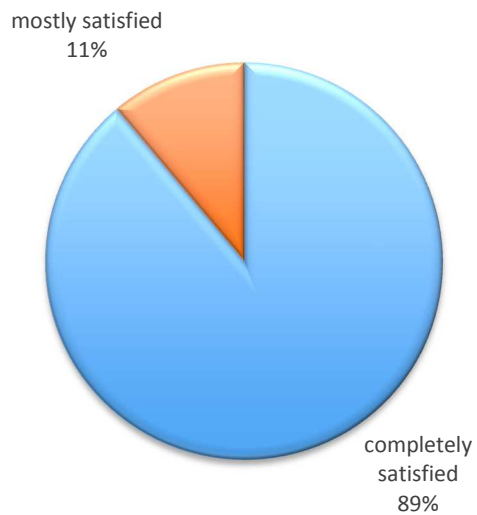
4.3 Individual attitudes towards overall project progress

The progress of the group since the beginning of the project	
14	Completely satisfied
4	Mostly satisfied
	Somewhat satisfied
	A little satisfied
	Not at all satisfied
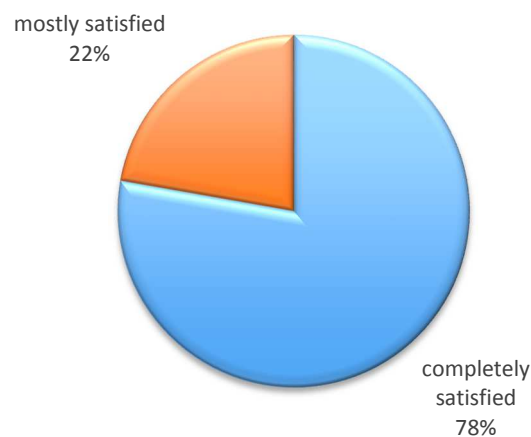
5. COHERENCE BETWEEN WORK PLAN & ACTIVITIES

The management and coordination (both centrally and amongst partner organizations has successfully maintained excellent coherence between the work plan and activities, and the activities and timeframe. As with all project of this complexity with respect to the breadth of the partnership there has been some minor time lag on certain developmental aspects but these have been overcome, and do not impede the design, creation and testing of the deliverables as of towards the end of 2016. The outcomes of the project have been very tightly monitored with corrective measures adopted when necessary by the central coordinator. In most respects the project has been paced ahead of sub-schedules which has been advantageous in providing additional time for team review and further consolidation of deliverables.

6. PARTNERSHIP

It was wise on the part of all partners involved to focus on the development of the scenarios and let the development of other key deliverables such as the

book/guide, materials bank and web site become even more focused on by the partnership as a whole once these basic scenario materials are firmly structured. This is because it was necessary to have each project member work together towards conceptualizing CLIL by building tools that could then be used within and across their respective countries with teachers from the diverse range of educational levels and sectors represented in the project. The integrity of the partnership was particularly well-judged as is evident by the progress made throughout the project time-frame.

Attitudes by individual project members (as also above) have been not only highly positive towards many aspects of the project management, coordination and processes, but also towards how the original objectives were reached, and how activities were implemented. One key success factor here has been peer review which has helped to not only develop even higher quality outcomes, but also synergize the partnership as a whole.

6.1 Project Partner Attitudes towards Partnership Processes and Participation

6.1.1 Individual attitudes towards own participation in the project

How satisfied are you with your own participation in this project?	
15	Completely satisfied
3	Somewhat satisfied
	A little satisfied
	Not at all satisfied
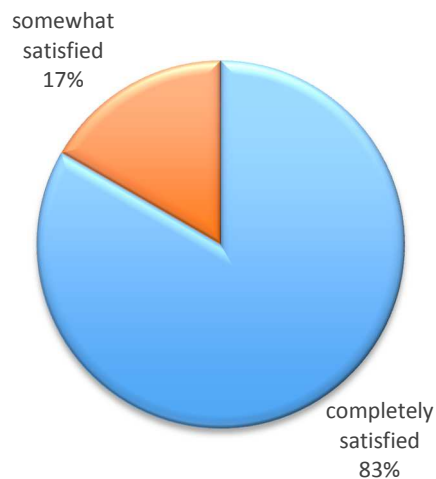
6.1.2 Individual description of specific challenges over full project time-frame

Were there challenges you confronted when fulfilling your role in the project? If so, please describe briefly.

Response to feedback:

- At one stage of the project some points of our feedback on the CLIL course were accepted but no further action was taken.

Languages & translation

- Compiling the book was quite demanding since there was a lot of reading included. (Literature review) and of course then looking for the equivalent terminology in our own language, in order to be used in the translated version of the book.
- At the beginning the challenge was to speak a common work-related language and to adapt to different teaching approaches and systems.
- Translation of technical material was very challenging due to the lack of readily available terms and expressions in the target language.
- It took some time to get an overview and get our heads around the CLIL-method. But we had great help from the other partners at the kick-off meeting

Experience of new professional roles & workload

- For me as a teacher it has been challenging working as instructor to other teachers during the dissemination phase, but now I can say without doubt that sharing the CLIL4U courses and materials to different groups of colleagues from different schools it was a great experience for me.
- At the first step of the project it was also hard to combine the project tasks with the daily work at school
- Creating the scenarios required a great deal of time and energy.
- Then the work created a lot of stress due to clashing with my principal job as a lecturer.
- The main challenge I faced was the creation of the CLIL4U Blended Learning Platform. We knew what we wanted to do: uploading profiles (trainer + trainee); discussion areas; submission of assignments; peer to peer assessment; recording self- evaluation; lesson/Content sharing among participants; running multiple classes side by side, but protecting privacy/data; But the crux was to create something that we wouldn't need to maintain constantly throughout the course – a self-running platform per

se. It took a long time, and a lot of testing of different platforms/tools/plugins before we settled on the current platform.
- This project has involved a lot of work. More than I was expecting at the beginning of the project.

Processes:

- At the beginning there were a number of teething problems which however, were successfully overcome.
- To prepare the CLIL training program
- To create scenarios.
- The challenge was in deciding on the content for the Guidebook, while specifically writing excerpts with a grammar area in mind. Keeping the integrity of the coherence and cohesion of the overall text, and combining both 'content' and 'language' aims in mind was a challenge
- The design of the CLIL4U main course as a Blended Learning course was a challenge.
- The decision to do so came about when at one meeting, all teams mentioned how difficult it was going to be to recruit teachers to attend a 5 day course as schools would be reluctant to allow teachers to miss school for a whole week. Writing the CLIL course and linking it to the Guidebook was already a challenge. Designing it for online access, and then putting it online was another challenge. We spent quite some time on this, and it required a certain amount of ICT expertise.
- Compilation of scenarios with aims of addressing the language content within lessons covering practical hands-on and vocational subjects.
- Working with partners coming from completely different areas and levels, such as Primary, up to University levels.
- Working with colleagues in education, who come from different countries, where subject delivery is done in the mother language.

6.1.3 Individual attitudes to self-participation

How would you describe your participation in the project over the whole period up until now?	
6	Extremely high participation
11	High participation
1	Some participation
	Low participation
	Very low participation

some
participation
5%

extremely high
participation
34%

high participation
61%
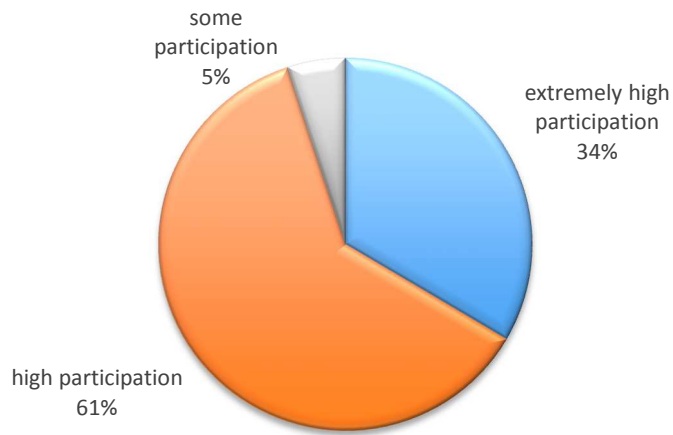
6.1.4 Individual attitudes towards participation of other partner organizations

How satisfied are you with the participation of the other partner organisations in this project?	
16	Completely satisfied
2	Somewhat satisfied
	A little satisfied
	Not at all satisfied

somewhat satisfied
11%

completely
satisfied
89%
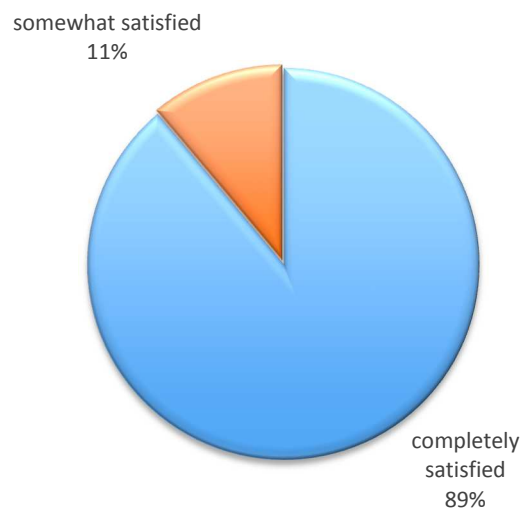
6.1.5 Individual description of specific challenges for the whole partnership over full project time-frame

Were there challenges all participants as a whole confronted when fulfilling their roles in the project? If so, please describe briefly.

Processes & innovative practices:

- At the beginning we had to decide on the form of the 5C's PPT and the structure of the book. We also had to decide on the structure of the scenarios and the Lesson plans in order to have a common framework. A great challenge was checking and testing peer scenarios within deadlines.
- We had to find a common method of work and it seemed not so easy to do it due to the fact that we had different cultural backgrounds and different approaches to teaching, but eventually it was not so difficult to find a common path and learn one from the others. The results in my opinion are completely satisfactory.
- There were some challenges related to the uniformity of the scenarios, to technical aspects and decisions about the management of their respective roles
- I believe the challenges that we all faced were having enough time for the project on top of work duties.
- We had to learn to understand each other teaching-traditions to make lesson plans which could work in all countries.
- Time needed to adopt for the variety of tools available within the project. The development of scenarios with the continuous support of the team and the project leader were finally completed.
- The challenge of agreeing on the "format" of the output and intercultural challenges in the views on what good teaching is and where to put focus. It makes a big difference whether a scenario is planed with language or subject aims when starting out.
- I think the main challenge was (at inception) bringing together our own ideas on what CLIL actually is. Each country seemed to have a slightly different twist on how to define CLIL. From the word go we were faced with conflict, but we rallied through it very quickly.
- To align views on CLIL, or the way Lesson Plans are structured, and even views on what subjects are related to curricula or learning. This was mainly due to intercultural differences in approaches to learning or curriculum content, and seemed very important to the Primary schools.
- Getting on same lines, considering different systems of delivery.
- Dissemination is a challenge.

6.1.6 Individual attitudes on decision-making processes

How comfortable are you with the way decisions are made?	
10	Extremely comfortable
5	Very comfortable
3	Somewhat comfortable
	A little comfortable
	Not at all comfortable

somewhat
comfortable
17%

very comfortable
28%

extremely
comfortable
55%
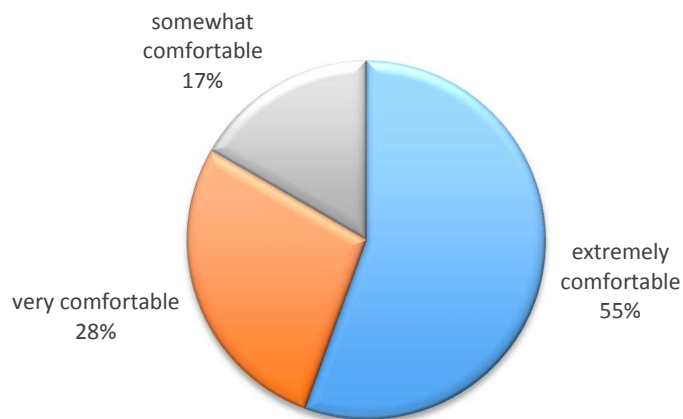
6.1.7 Individual attitudes on participation in decision-making processes

How often do you feel that you have been left out of the decision making process?	
	Always
	Most of the time
	Sometimes
5	Almost never
13	Never

almost never
28%

never
72%
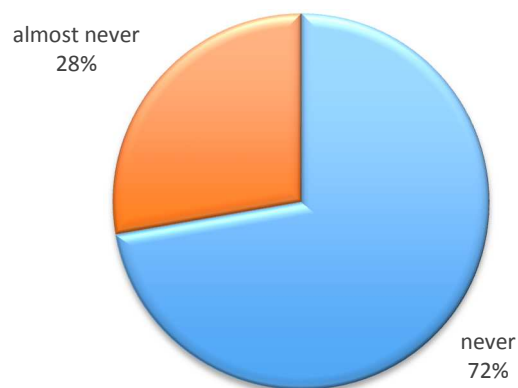
6.1.8 Individual attitudes towards own participation in this project
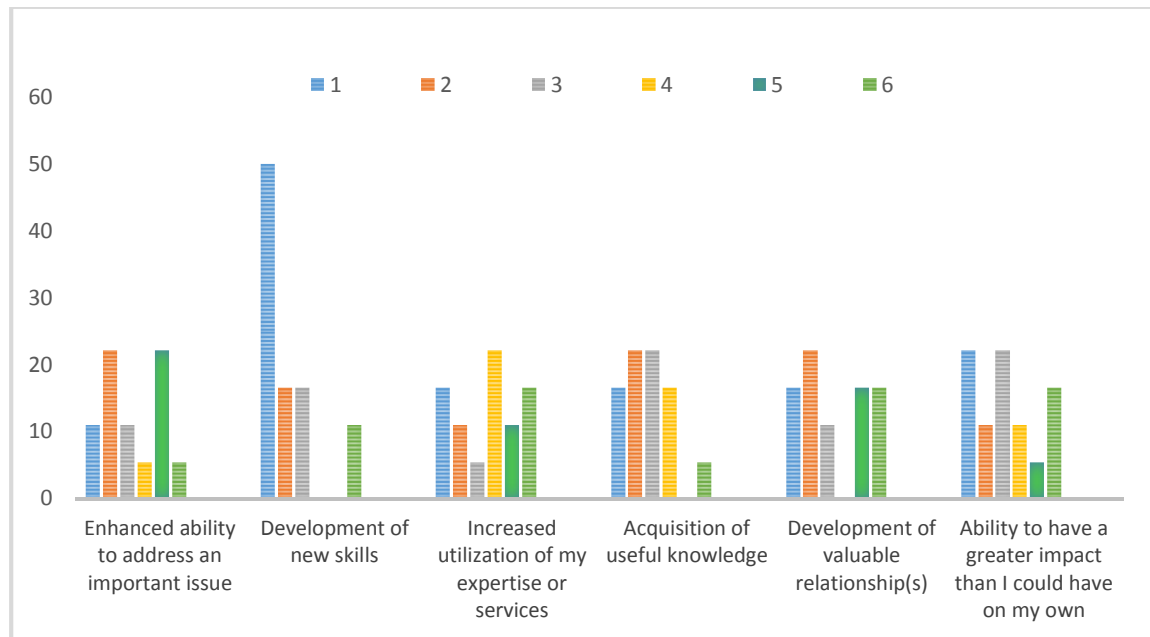
1 = Most Important
6 = Least Important

6.1.9 Individual attitudes on communication frequency through the whole project time-frame

Please rate your frequency of communication (by telephone, e-mail, etc.) with the rest of the participants in the project?	
6	Very high frequency
8	Very frequently
3	Somewhat frequently
1	Low frequency
	Not at all frequent
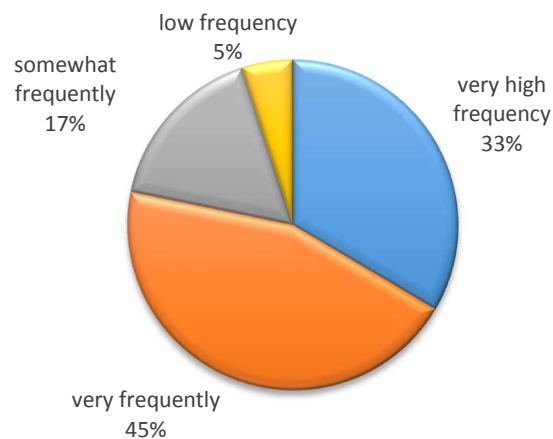
6.1.10 Individual attitudes on quality of communication between partners

Please rate the quality of your communication with other members of the project.	
15	Excellent
3	Good
	Fair
	Poor
	Very poor

good
17%
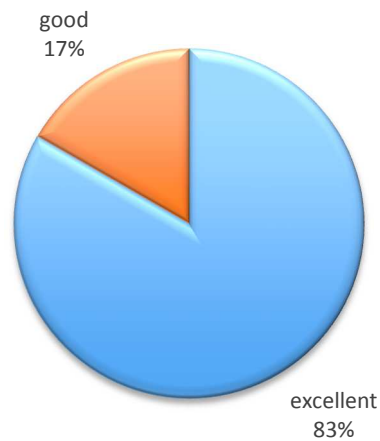
excellent
83%

6.1.11 Individual attitudes on quality of communication with the coordinators

16	Excellent
1	Good
	Fair
	Poor
	Very poor

good
5%

N.A.
5%

excellent
90%
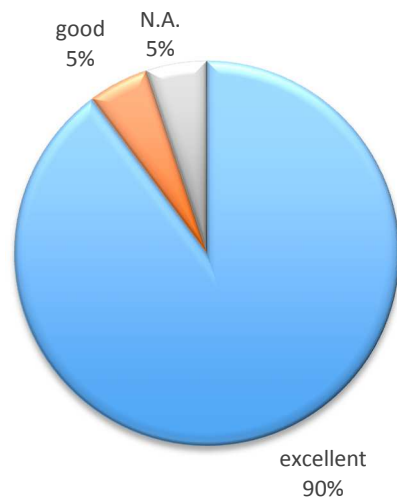
6.1.12 Individual attitudes on any points of conflict/differences of interest

In your opinion, what (if any) have been the major points of conflict/ differences of interest between the participants of the group?	
12	No points of major conflict or major differences of interest
5	Some points of conflict have been (please describe below):

Cultural differences:

- "Mostly due to cultural differences and understanding of how to teach and how to plan a lesson – what it should contain and what learners are actually able to do."

CLIL course design and usability:

- "The designer wanted to maintain a rigid format, to be implemented by everyone. Some teams wanted to adapt the materials to their requirements. Also, many suggestions aimed at improving the usability of the course were ignored."
- "Usability aspects and a rather rigid design, which may not be appropriate to every individual circumstances."

Late incorporation of partner:

- "MCAST late start."
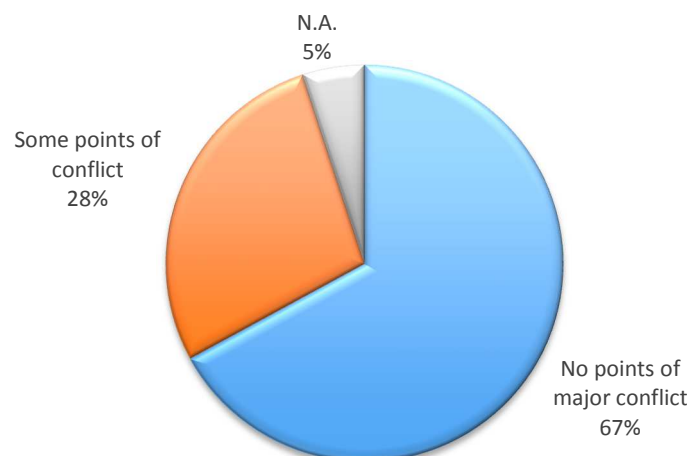
6.1.13 Individual attitudes towards conflict resolution processes

|	
How satisfied are you with the way the whole project group deals with problems?	
9	Strongly satisfied
9	Very satisfied
	Somewhat satisfied
	A little satisfied
	Not at all satisfied
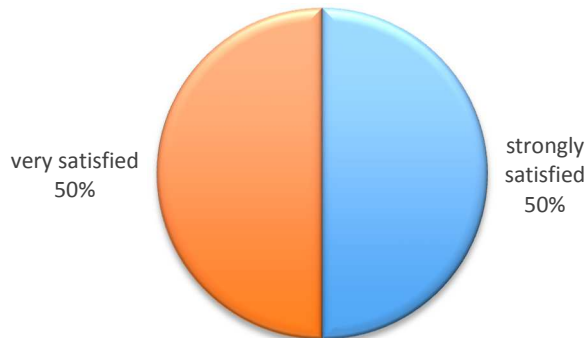
6.1.14 Individual attitudes on satisfaction with how individuals have worked together

Please, indicate your level of satisfaction in the following areas:	
16	Completely satisfied
2	Mostly satisfied
	Somewhat satisfied
	A little satisfied
	Not at all satisfied
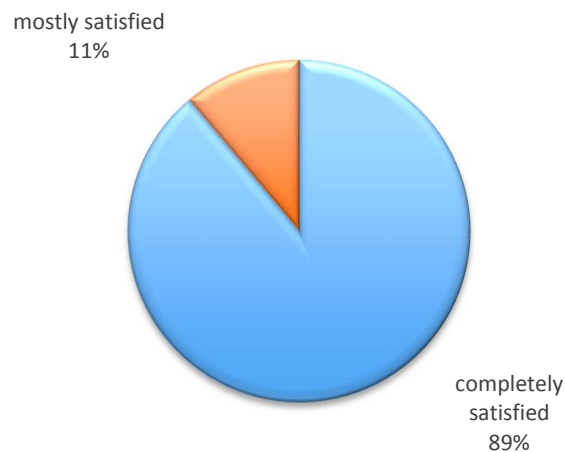
7. MANAGEMENT

Successfully managing a European project of this type requires a special skills-set. In this project the central coordination and leadership has been complemented by distributive management and leadership across the project organization community to a greater or lesser extent.

It is reasonable to assert that managing projects like these are particularly demanding because success depends so heavily on motivation and effective group dynamics within the organizations themselves, and across the project team.

In this project the project management processes are considered as having been excellent. Reporting has been timely, comprehensive and highly articulate. Responses to problems have been immediately considered in a consensus-driven way, with support given and actions taken.

Financial management has been based on sound systems. It is not within our remit to analyse financial reporting other than to note that it has been facilitated by a high level of coordination expertise, supported through the use of accessible documentation templates, and timely. The budget and expenditure is within overall budget headings.

7.1 Project Partner Attitudes towards Partnership Management & Coordination
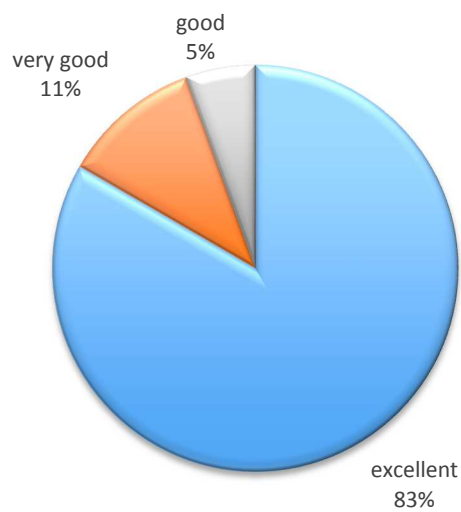
7.1.1 Individual attitudes towards project coordination: Taking responsibility for administering the project

Please rate the effectiveness of project coordination in the following areas:	
14	Excellent
2	Very Good
	Good
	Fair
	Poor

N.A.
11%

very good
11%
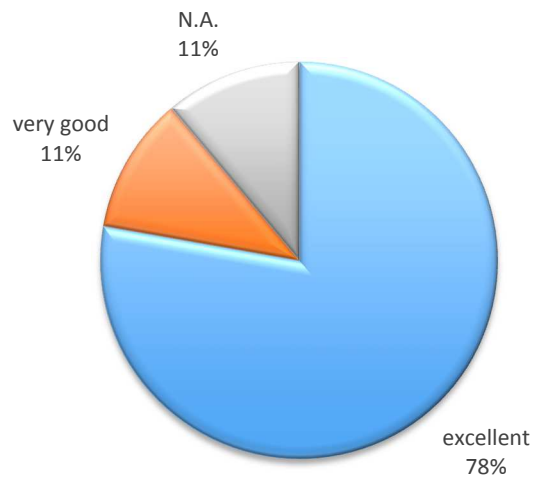
excellent
78%

7.1.2 Individual attitudes towards project coordination: Motivating people involved

15	Excellent
2	Very Good
1	Good
	Fair
	Poor

good
5%

very good
11%

excellent
83%

7.1.3 Individual attitudes towards project coordination: developing common understanding

12	Excellent
5	Very Good
1	Good
	Fair
	Poor

good
5%

very good
28%
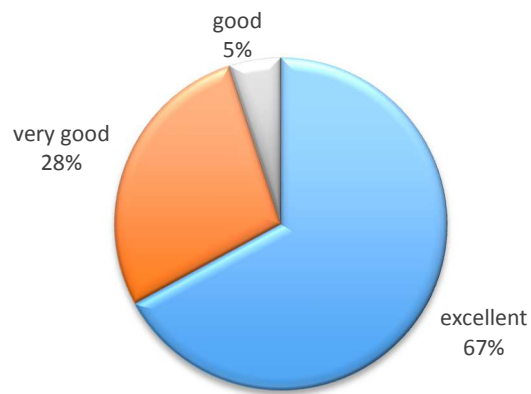
excellent
67%

7.1.4 Individual attitudes towards project coordination: fostering respect, trust, and openness

14	Excellent
3	Very Good
	Good
	Fair
	Poor

N.A.
5%

very good
17%
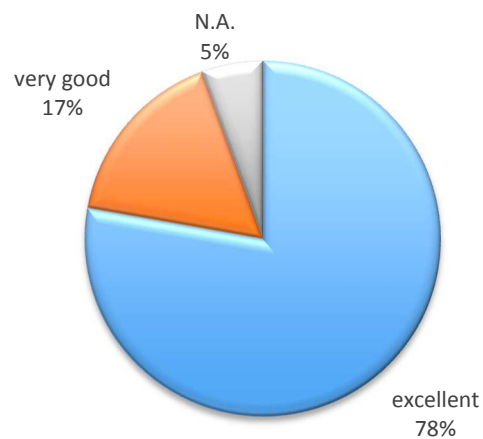
excellent
78%

7.1.5 Individual attitudes towards project coordination: creating a positive environment

16	Excellent
2	Very Good
	Good
	Fair
	Poor

very good
11%
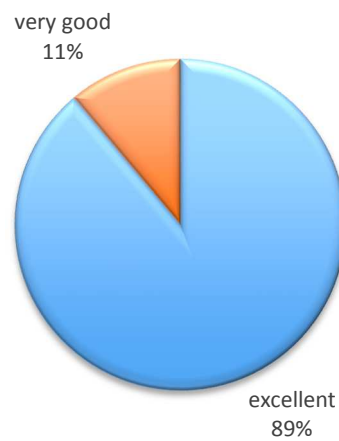
excellent
89%

7.1.6 Individual attitudes towards project coordination: resolving conflicts (if any) between partners

13	Excellent
5	Very Good
	Good
	Fair
	Poor

very good
28%
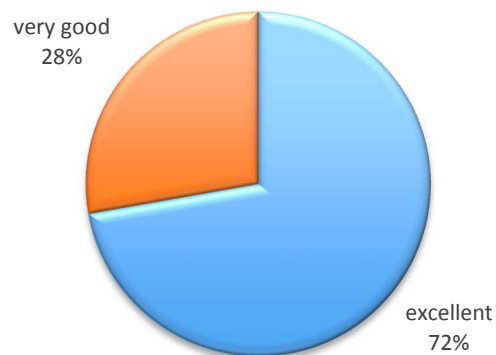
excellent
72%

7.1.7 Individual attitudes towards project coordination: combining perspectives and skills of participants

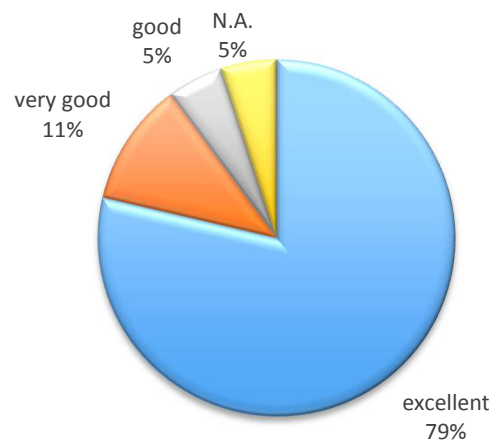|	
15	Excellent
3	Very Good
	Good
	Fair
	Poor

very good
28%
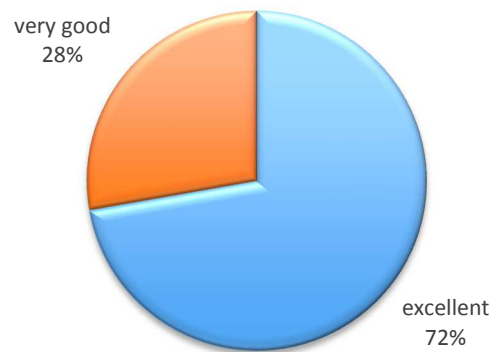
excellent
72%

7.1.8 Individual attitudes towards project coordination: explaining project objectives
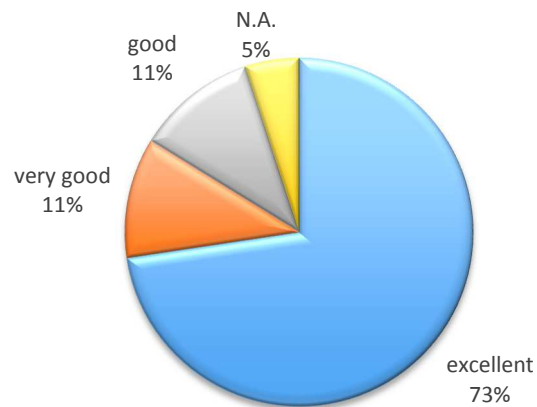
|	
Please rate the effectiveness of the coordinating partner in carrying out the following activities:	
14	Excellent
2	Very Good
1	Good
	Fair
	Poor

good
5%

N.A.
5%

very good
11%

excellent
79%

7.1.9 Individual attitudes towards project coordination: coordinating communication between partners

13	Excellent
2	Very Good
2	Good
	Fair
	Poor

7.1. 10 Individual attitudes towards project coordination: clarifying roles to participants

12	Excellent
4	Very Good
1	Good
	Fair
	Poor
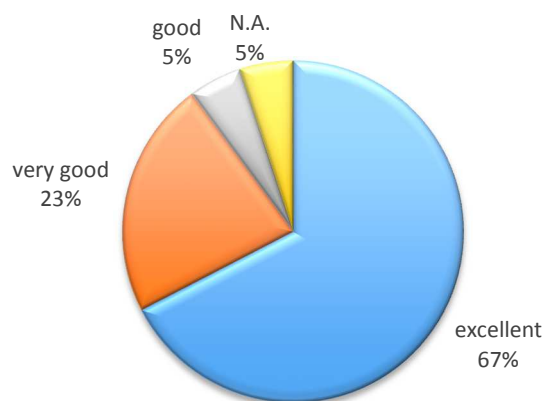
7.1.11 Individual attitudes towards project coordination: coordinating partnership activities and meetings

15	Excellent
2	Very Good
	Good
	Fair
	Poor

7.1.12 Individual attitudes towards project coordination: minimizing barriers for participants to engage in meetings

12	Excellent
4	Very Good
1	Good
	Fair
	Poor
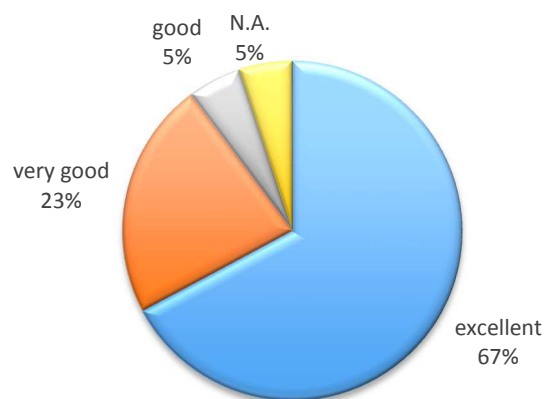
7.1.13 Individual attitudes towards project coordination: managing financial affairs

|	
14	Excellent
1	Very Good
1	Good
	Fair
	Poor

8. EVALUATION / QUALITY ASSURANCE

The evaluation processes have supporting he project team from the outset, managing time-bound reporting as in the original application, responding to calls for assistance or forms of feedback and advice, and monitoring the coherence of the work plan and activities throughout the 30-month project time-frame. The two main evaluation experts have also coordinated and been involved with the development of European projects, including those on the development of CLIL. This has enabled substance-based advice and recommendations to be provided in meetings and through other communication channels as requested or otherwise needed. The peer review processes have been highly effective, as has the piloting and reporting.

8.1 Project Partner Attitudes towards Partnership towards Quality Processes & Outcomes
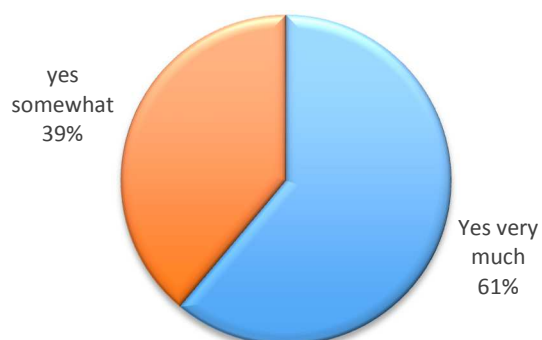
8.1.1 Individual attitudes towards understanding if the project has given a better understanding of the core innovative practice within the project (CLIL)

	Not at all
	Somewhat
18	Yes

yes
100%
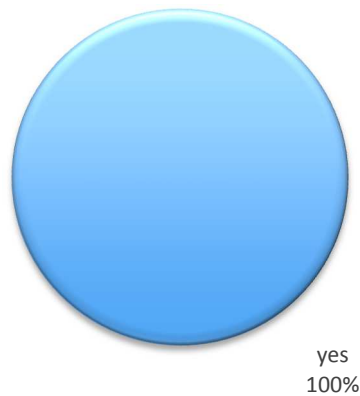
8.1.2 Individual attitudes towards using strategies and techniques developed in this project in own work

11	Yes very much
7	Yes somewhat
	Not very much
	Not at all

yes
somewhat
39%

Yes very
much
61%

8.1.3 Individual attitudes towards how the project developed from outset

15	Completely satisfied
3	Mostly satisfied
	Somewhat satisfied
	A little satisfied
	Not at all satisfied

mostly satisfied
17%

completely
satisfied
83%
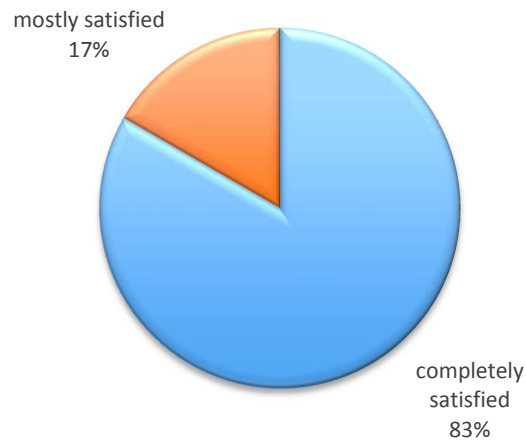
8.1.4 Individual attitudes towards if the project was worth undertaking

16	Absolutely agree
2	Somewhat agree
	Uncertain
	Somewhat disagree
	Absolutely disagree

somewhat agree
11%

absolutely agree
89%
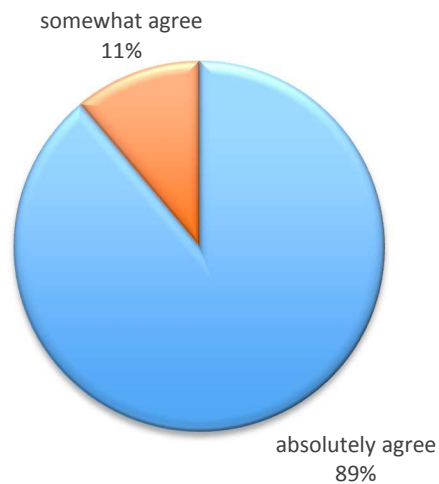
8.1.5 Individual attitudes towards if the person would join such a project in the future

14	Absolutely agree
3	Somewhat agree
1	Uncertain
	Somewhat disagree
	Absolutely disagree
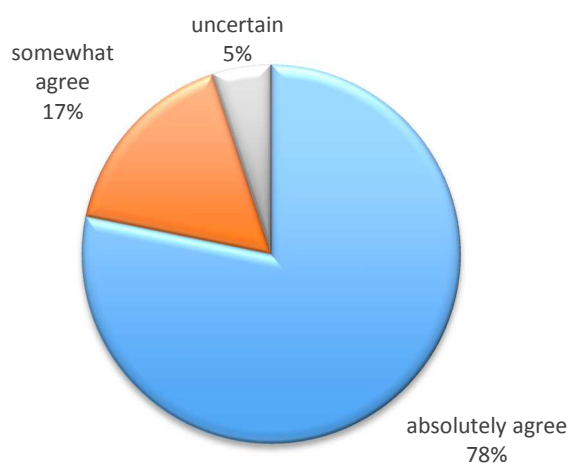
9. DISSEMINATION

Dissemination has been a strong from the outset of the project. Some of the project organizations had prior experience of dissemination and this has been advantageous, particularly in how this prior skills-set was used to support other less familiar partners. Individual partner reporting has been consistently of a high standard. Dissemination has also been significantly strengthened through use of digital media and platforms. A high level of multilingualism has also been achieved in dissemination output.

10. OVERALL EVALUATION

CLIL4U can be regarded as a model LLP project. The original project plan aimed to develop a relatively complex phenomena, Content and Language Integrated

Learning (CLIL), and develop practical resources for a broad range of educational sectors. The partnership was highly diverse, and the planned outcomes, results and products demanding and ambitious.

The management of the project has been excellent both within the central coordination, and within the project organizations themselves. At no time were risk categories activated apart from at the level of Indicator Risk. This was at the start of the project where the partnership needed to achieve consensus on understanding of CLIL and on how to build solutions as outcomes, and products. This risk soon diminished as the partnership became engaged and dedicated to task.

The drive and motivation within the partnership has been substantial and sustained over the 30-month project period. Successfully fulfilling the personal aspirations of the project partner experts has been very strong as evident throughout the final questionnaire results.

CLIL4U has produced outcomes that support the major LLP objectives and priorities. Specifically to promote language learning and linguistic diversity through creation and dissemination of quality results, innovative products and processes; to promote European co-operation; to provide support for partially or fully bilingual education; to promote awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia, and to move towards recognition of qualifications.