[to be completed only where 'content' 'products/results' and 'financial' analyses have been fully completed and there are no outstanding demands to the promoter relating to additional information/documentation/clarification on the final report i.e. ratings are agreed and final relating to all parts of the final assessment]

Agreement number: UK/05/B/F/LA-162_355	Contracting period: 01/10/2005 to 30/09/2007

Year: 2005	Country: UK	Project duration (months): 24	

Title: Producing Online Open Learning Systems POOLS

Contractor: Sabhal Mor Ostaig

Contractor legal representative: Malcolm Robertson

Period covered by the report	From: 01/10/2005	To:	30/09/2007

Cluster/Thematic group	

Contract amendments *(as accepted by NA/COM)*	Yes ☒ No ☐

Assessment Results:

ACTIVITIES EVALUATION		COMMENTS
Rating (0 to 10)	8	All activities have been delivered to a high standard with the exception of the online evaluation tool which was unfortunately subject to spammers. An excellent, strong partnership committed to the principle of transparency which has aided effective communication and collaboration. Wide-ranging dissemination activities reaching the correct target audiences.
PRODUCTS/RESULTS EVALUATION		COMMENTS
Rating (0 to 10)	9	Products developed to a high standard and represent a valuable resource. Products are user friendly and appropriate to the target audience – use of visual aids is particularly good.
CONSOLIDATED ASSESSMENT		COMMENTS
Final Rating (0 to 10)	9	Activities successfully delivered for the most part resulting in the creation of high-quality, innovative products with the potential to affect real change in the delivery of lesser taught language teaching at national and community level.

Eligible Costs:

AMOUNT DECLARED IN FINAL REPORT	
Operating & Subcontracting Costs (excluding Overheads Costs)	**EUR 141,061.91**
INELIGIBLE COSTS DECLARED IN FINAL REPORT	
Ineligible Operating & Subcontracting Costs	**EUR 120.69**

Final Amount to Pay/Reclaim:

[A] RATINGS OF 0-2: 100% RE-IMBURSEMENT	
RECOVER total amount(s) already paid	
[B] RATINGS OF 3-4: FINAL PAYMENT / RE-IMBURSEMENT	
Final Payment (amount proposed to PAY / RECOVER*) *declared direct costs less any ineligible costs less 50% of the lump sum for staff Costs*	**EUR**
[C] RATINGS OF 5-10: FINAL PAYMENT / RE-IMBURSEMENT	
Final Payment (amount proposed to PAY / RECOVER*) *declared direct costs less any ineligible costs identified*	**EUR 117,517.82**

- delete as appropriate

SUMMARY: Global Comment
Activities and Project management The project has been able to demonstrate its achievement of the individual work packages and delivered all the products and outcomes as foreseen and contractually agreed. The project appears to be well-managed and the progress of the project is very well documented and evidenced via the website in line with the project's 'transparency' principle which could be held as an example of good practice. Despite some difficulties regarding the original project coordinator leaving the project (leading to some confusion, poor communications and missed deadlines in terms of submitting reports to the NA) the achievement of the project activities appears not have been impacted on. Perhaps this can be attributed to the revised approach to project coordination detailed in the Interim report whereby coordination moved from a centralised system towards distributed coordination where partners take on the responsibility for their allocated tasks. Also the use of the website, emails and blog-based communications have ensured rapid communication of any concerns with the project **Partnership and transnationality** All partner countries have been fully engaged and involved in each of the work packages (including dissemination) and have been able to contribute their own practices into the work of the project. For example, in preparing the source videos, each partner chose cultural themes to include which reflected the particular context of their country. The partnership's organisational structure is clear in terms of detail on accountability, quality assurance, and dissemination processes. Minutes of partnership meetings clearly demonstrate the relevant nature of issues being discussed with actions to ensure effective project implementation. The partnership has demonstrated the benefits accruing from transnational collaboration, and the integration of the different partner countries experiences and practices are evident. **Valorisation and sustainability** A wide range of dissemination activities have taken place in all partner countries and appear to be reaching

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relevant audiences (including, for example, teacher trainers, language teachers, vocational teachers, and government departments) via a wide variety of tools. It is positive that dissemination activities have also been recorded on the project blog.

There are strategies in place to ensure sustainability of the partnership and project results and activities. For example, evidence is provided of how the project website will be maintained by the Danish partner. As a result of the success of the project and its copyleft approach, the products and results of the project have been able to demonstrate a wider international dimension to the sustainability and development of the project's products and results. Partners additionally demonstrate strategies for mainstreaming the products and results within target vocational areas of electronics, care, travel and tourism, catering and hospitality, business and media studies, and other additional sectors.

The approach taken by this project could be used as a model to transfer to other lesser-taught languages across the community – this is something partners are already exploring. Indeed, plans are already underway to transform the POOLS partnership into an international network of practitioners.

Evaluation
In terms of evaluation, the main plan for external evaluation, in addition to piloting of modules, was via registered users submissions to the online evaluation forms. This system was inundated with spam responses and was undermined. Perhaps the project might have thought about supplementing this approach by employing an independent external evaluator to assess the project. Methods for internal evaluation by partners have, however, been sound – the use of peer review partners is particularly interesting.

Language project specific comments
The project has produced materials in all agreed target languages and at the level originally agreed. The project provides a good account of the method and diadactical approach used, describing the content and use of source videos and accompanying materials as well as the pedagogic use of ICT in language learning. It would have been interesting to hear the project's thoughts on why and how the use of ICT in language learning became increasingly prominent as the project developed.

Products and outcomes
All of the products have been developed to a very high standard and represent a valuable suite of resources for teachers of the 6 lesser taught languages with which this project is concerned. Each will assist teachers to make the most of available ELearning technologies for the benefit of their students, thus enabling them to keep pace with developments in vocational training methods and materials. Each product is very user-friendly and suited to the target audience with good use made of graphics, video, screen shots and step-by-step instructions. Use of the website to aid the project's commitment to transparency is to be particularly commended.

The main weakness in what is otherwise a strong set of products regards availability of results of evaluation and testing. Although, for the most part, evaluation and testing activities took place for each of the products, the results are either not available or not available in an easily digestible form. Some overall summaries of the results of product evaluation and testing would be very useful in verifying the extent to which these products do indeed effectively meet user requirements.

Innovation and Impact
This project has helped to ensure that new ICT and video technologies can be accessed, developed and applied to teaching in this area and that teachers themselves can develop their own content. The products developed help teachers make good use of the latest technological advancements for the benefit of their students such as Hot Potatoes, Web Page Text Blender (an innovative product not funded through POOLS but offered as a useful complement to it), vodcasting and blogs. Such techniques were previously very under-utilised in the teaching of lesser taught languages.

The project has created a number of new products which effectively respond to the existing problem of under-utilisation of ELearning technologies within the lesser-taught languages. For example, it has built a valuable library of new digital teaching materials for teachers to use and be inspired by. It has also developed user-friendly tools to assist teachers in making best use of technology in their language teaching methods as well as instructions on how to develop materials from scratch. The project is thereby building the capacity of teachers

of lesser taught languages to use innovative approaches.

The project makes excellent use of the website in putting their 'transparency principle' into practice. It acted as a useful conduit to report and discuss progress both between partners and between participants. The project blog was of particular use here. Furthermore, peer review of other partner's work helped keep the project fresh and the ideas flowing.

The products developed have the potential to transfer technological innovations in the teaching of languages to the teaching of lesser taught languages which has previously made little use of ELearning methods or materials in its delivery. It is particularly promising, for example, that the Romanian partner has begun the process of national accreditation for the teacher training modules developed during the project.

Overall comments: strengths and weaknesses
Overall, this has been a very successful project displaying considerable innovation. The partnership has been strong, with each partner having the opportunity to make worthwhile contributions throughout. This has been aided by the 'transparency principle' adopted by the project whereby all products, updates and materials are published on the website for all interested parties to view and discuss. Tools online such as the blog have been an effective means of speeding up communication between partners. The project is very much transnational with extra efforts being made to ensure outputs are of relevance to the particular context of partner countries. The products themselves have been developed to a very high standard and represent a valuable resource for teachers of lesser taught languages. Each is very user-friendly and entirely suited to the target audience. In particular, good use is made of visual techniques such as videos and screenshots.

Weaknesses:
- Evaluation - a key method for external evaluation (the online evaluation tool) was subject to spammers. The project could have employed some more forms of external evaluation to ensure all products were sufficiently evaluated.
- Confusion surrounding the project coordinator leaving – the project could have communicated this better. It is a strength, however, that the new, distributed, system of coordination was employed which enabled the project to continue running without over-reliance on one person.

Recommendations:
- Continue to explore the potential for transferring the model for use with other lesser-taught languages.
- Capitalise on the dissemination opportunities offered by the designation of 2008 by the UN as the International Year of Languages

Financial Assessment - Comments
Comment where there is a reduced payment based upon ineligible costs or where there is a reduction to the Maximum Community Contribution towards Staff Costs due to the application of a low rating; also add comments where it is felt that the financial management of the project was particularly good or particularly bad: A small amount of expenditure was ineligible because subsistence costs exceeded daily allowances: €0.58 for P6 and €120.11 for P7.