GLPM

Evaluation, support and guidance for projects in education

**Second External Evaluation:
Interim Report**

of

POOLS-M

"POOLS OF COMMUNICATIVE LANGUAGE TEACHING METHODS"

A Transfer of Innovation Leonardo da Vinci Project

(LLP-LdV-ToI-2009/DK-902)

By

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INTRODUCTION

Purpose of the report:

This is the report for the Interim Evaluation of the European Commission's Lifelong Learning Programme's Pools-Methods Project (Pools-M) in its first year of activity, i.e. from December 1st 2009 to December 30th 2010.

PART ONE – TERMS OF REFERENCE

1. Project Background, Aims & Specific Objectives

The project builds on the Leonardo II Project 'Best Practice - Best Language Teaching Methods' (BP-BLTM) that developed materials and videos for VET teachers and their students, with focus on five selected teaching methods, for teaching Less-widely-used languages. A value-added of the project was the video-based training offered to teachers. The use of the selected methods and of the materials is demonstrated through instructional video recordings of exemplary lessons with subtitles in each of partners' languages.

POOLS-M aims to the transfer of innovation from BP-BLTM to three new countries: Lithuania, Italy and Turkey. The specific ToI objectives are translating and adapting the BP-BLTM project core results in Lithuanian, Italian and Turkish. The main outputs translated, adapted and currently starting to be transferred during the two-year Pools-Methods project period are:

- Updating the manuals presenting five teaching methods, detailed instructions and read-to-use examples and teaching materials. Translating the five manuals in Lithuanian, Italian and Turkish.

- Updating the videos library with recordings and videos subtitled in the three target languages presenting the use of the five methods used in real classes

- The updating and translation in the Lithuanian, Italian and Turkish of the International Work Placement Guide for preparing students for work placement in other countries.

- The Pools-Methods website offering free access to the materials, manuals, work-placement guide and teaching resources videos in streaming format.

2. The main areas evaluated:

- The **progress** made towards the contractual outcomes and respect of the contractual work-plan

- The manner in which the **partnership** performs as a transnational collaboration (cross-cultural understanding, sharing of activities, effectiveness of communication, meeting deadlines, etc.,)

- The **quality** of the outcomes and products

- The extent of the inclusion of the **target groups** in project's activities

- The effectiveness and impact of **dissemination** activities and the extent to which the project has employed models of best practice from related projects

- The quality of the **ODL and ICT** elements of the project activities

- The operation and performance as a **Transfer of Innovation** project specifically and a Lifelong Learning Programme project generally.

Evaluation outcomes:

i)   Participation at first meeting and one other meeting in agreement with project promoter

ii)   First initial evaluation report based on the finalised evaluation strategy: May 2010.

iii) *Interim evaluation report: this report*

iv) Final evaluation report (produced one month before the project's own Final Report).

v)   The external evaluators participate in a minimum of two project meetings scheduled in the project.

3. Sources of Information, Methods and Processes in year 1

The evaluation of the coherence between the project's activities and its achievements and outcomes, the analyses of the variations and eventual changes in the project's life-time, the observations and feedback, all these aspects are correlated with the information available in the approved contractual.

Various sources of information were provided by the Project Management team during the implementation, by the partners, in the results of internal evaluation and monitoring and the observation of the degree of success criteria developed.

The project external evaluators foresaw to participate in a minimum of two project meetings scheduled in the project. Angelica Bucur-Marinescu participated on 9 and 10 December 2009 at the Kick-off meeting of POOLS-M and the diverse workshop activities organised in Brussels.

The participation of the external evaluators to a part of the second meeting in Istanbul – in May 2010, was planned through a Skype conference. Due to technical problems concerning the Internet connection during the workshop demonstration of the Task-Based teaching method and activities, this conference could not take place. However, in the afternoon when the Internet connection was available, it was replaced with a series of interactive comments and feedback between the participants to the meeting and external evaluators about the relevance and success of the example used for Task-Based exercise earlier.

During the whole first year of activity, the evaluators monitored closely the work-progress, the collaboration and contribution of the partners to the development activities, the internal evaluation or the dissemination activities. Questions and clarifications were asked and feedback offered when needed.

The external evaluators assessed the results at Interim time in the following areas:

• Availability of the contractual results developed during the Year 1, the quality of main outcomes and the languages in which these are available internally and on the website.

• Project Management and the implementation of activities and the relationship with updated schedule and new milestones

• Quality Plan and the internal evaluation QA procedures and results

• Partnership collaboration, the exchanges between the project's members and the exchanges with other collaborative projects

• Communication relating to dissemination and exploitation, the Newsletters and brochure, the conferences.

• The use of the Pools-M website and of the social spaces created FaceBook, the dedicated blog;

- The Minutes and the outcomes of partners' face-to-face meetings 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 one of the evaluators (Angelica Bucur-Marinescu) and partners' direct feedback during the second meeting.

Tools/instruments used for external qualitative and quantitative evaluation

The original external evaluation strategy of Pools-M was submitted by GLPM for the tender organized by the Danish Coordinating institution and it was accepted without changes. It includes four evaluation tables that enable a synthetic view of the main work phases, activities and results. It presents also the tools and indicators used to evaluate the Project Management and QM, Development, Dissemination and Exploitation activities and results.

The tools and instruments that are used by the external evaluators were presented in the First Evaluation Report and cover:

✓ Original application and contractual objectives, activities, results

✓ PM plan, 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.

✓ Additional results or impact

✓ Dissemination, exploitation, sustainability

✓ The quality and relevance of the results and of the Transfer of Innovation

✓ The impact on target-users in the 3 countries for the transfer of innovation.

PART TWO - EVALUATION FINDINGS

4. Contribution to LLL and LEONARDO Priorities and Objectives

The project Pools-M contributes to the improvement in quality and innovation and specifically addresses **LEO-SpObj-b and LEO-OpObj-6** by working towards a transfer and wider use of the five methods selected by the project, in Italy, Lithuania and Turkey supports.

The Pools-M project supports the increased use of ICT in languages teaching methods. Three methods from the five selected methods are employing teaching/learning based on a pedagogic design and pedagogical materials and use of ICT for instructional purposes: CALL, eTandem learning and Simulations.

At the time of this Interim Report, the methods are complete with the Manuals translated in Italian, Lithuanian, and Turkish, as planned. They are supported PowerPoint presentations and exemplary lessons and materials ready to be tested in the series of training workshops for the teachers, organized in each of the ToI countries: Lithuania, Italy and Turkey.

Pools-M contributes to **LEO-OpObj-1** by improving the quality of student mobility and the increasing the number of students prepared better for work-placement in other countries. The BP-BLTM project compiled and made available on its website an unique collection of communicative language teaching methods suitable for vocational students preparing for work placement in other countries. The Pools-M members verified the information and adapted and translated the "Work Placement Preparation Guide" for the students. The Final version of the guide available in English, Turkish, Lithuanian and Italian offers a valuable collection of questions, tasks and practical suggestions to help young people to prepare and succeed their international work placement experience.

By the transfer of BP-BLTM project's innovative outcomes to three new countries and languages, Pools-M aimed to support **LEO-OpObj-3 and it is progressing well towards the achievement of this aim**.

POOLS-M clearly **contributes to LEO-OpObj-5** by increasing with the planned **three languages (TR, IT, LT) and the additional German**, the number of modern European languages covered that focus on language teaching and learning in vocational contexts.

POOLS-M addresses **Priority 3 of the Call** by the exploitation of communicative language methods through teacher courses and **LEO-TraInno-3** by testing and peer-review in the teachers' own classes. The testing by the teachers started in November 2010, in Pistoia, and the evaluation of this workshop was very good.

5. Contractual Development Outcomes & Results

The POOLS-M development activities are planned under the WP6 to WP12. These activities in Year 1 focused on the adaptation, translation, and preparation of the BP-BLTM main outputs for the use by the teachers, students and other interested users in Lithuania, Italy and Turkey.

The main **contractual outputs were developed successfully during the Year 1**, updated and translated in Lithuanian, Italian and Turkish:

- the five manuals presenting the five selected teaching methods
- materials for teachers courses, such as PowerPoint presentations for each method, online materials and evaluations forms
- video library for teachers demonstrating language teaching methods in real classes: five videos adapted and subtitled in the 3 target languages

- the International Work Placement Guide for students.

Additional outcomes were developed during this first year of activity:

- The participation of the Swiss 'silent' partner contributed among others to the development of **several outcomes in German** language, such as the videos demonstrating language teaching methods with subtitles in German or the simulation materials.

- The Italian partner developed **additional simulation materials**, the POOLS-Machine Plc.

- The **Italian team developed also new resources** for International Work Placement: the IWP board game that helps to better prepare the students for work placement.

The Quality of the Outcomes

The evaluators observed the work-progress on a continuous basis and analysed the successive versions of the guide, manuals and the other materials developed. They made some suggestions for improvement of the manuals – the English version, in the first External Evaluation report and observed how these were integrated in the final versions. The availability on the website of the outcomes developed and the possibility to download them in the contractual languages Lithuanian, Italian and Turkish was tested also.

Other sources of information for the external evaluation were the peer-review of the outcomes by the project's partners, the evaluation by the teachers participating in Italy in November 2010 to the 2-days course, the foreign students' positive feedback in Italy where the Italian partner started to use Pools-M methods TBL and PhyEmoc in Italian languages lessons.

The International Work Placement Guide

This is a guide for students preparing for a work placement period and for their colleges and was developed under the responsibility of the Italian partner CSCS Research Centre for Cultural Development.

The guide **is finalized as foreseen** and downloadable in the target-languages on the website at:

http://www.languages.dk/methods/index.html#International_Work_Placement_Guide .

We checked the English and Italian versions and the **additional results** mentioned above. The 81 pages guide presents a useful, well-structured content and practical advice and resources for vocational colleges and students. The detailed planning proposed, the topics, questions and tasks to be filled in by the students are clearly offering good practices and support for the preparation of work- placement and can contribute to increase the mobility. The topics presented cover essential issues such as planning estimated and real costs, how to find financing, suggestions of different links for grants or entrepreneurship exchanges, etc**. Please note: The EC logo, disclaimer and mention of the POOLS-M project should be added to each language version.**

The CALL Manual

The Computer Assisted Language Learning (CALL) manual is available at http://www.languages.dk/methods/index.html#Computer_assisted_language_learning_in_context .

The **CALL manual** is one of the outcomes that already demonstrates **valuable results** at the Interim time. It offers in 61 pages a wealth of resources, knowledge and technologies that cover the different needs of language teachers, with focus on Less Widely Used Languages and methods or exercises that can be used in vocational training. It offers also information and support on how to digitalise analogue materials or how to make your own CALL-based exercises.

SDE College, the Pools-M partner responsible for this output, updated it in the Year 1 to include the latest developments of the CALL-based materials and activities, or the concrete use of CALL in the framework of one of the learning methods selected, with exercises for Task-Based learning.

The manual includes links to several websites that provide additional information and support about CALL methodology, Internet / multimedia resources and development of core ICT skills and how to apply these skills in different software environments.

The English version was edited and improved with the participation of the Swiss 'silent' partner, the University SUPSI. The Italian and Lithuanian versions are finalized in editing format, as planned for the first year.

At the end of December 2010, the Turkish version was in text version, i.e. only the updated text was translated and not yet integrated with the various images and other resources. The TK version need to be finalized and made available on line as soon as possible.

Note: Already on January 4th 2011 the external evaluators received feedback concerning the availability of this outcome in final version. It was developed as planned initially, only the link needed to be updated with this version

at http://www.languages.dk/methods/index.html#Manuals_and_guides .
The link was updated as recommended.

The Task-Based Learning Manual (TBL)

Updated under the responsibility of the Turkish partner, Marmara Private Anatolian Vocational High School, the **TBL manual** presents the framework and the advantages of this teaching / learning method, with **clear added-value for vocational teaching and languages learning**.

The task-based learning (TBL) can help students to learn languages by 'placing them in real-life situations, where oral communication is essential for doing a specific task. Task based learning has the advantage of getting students to use their skills at their current level, developing language through its use... achieving a goal where language becomes a tool, making the use of language a necessity' (page 3).

Practical exercises were used by the Turkish and Italian partners during the second project meeting in May 2010, in Istanbul, to demonstrate the advantages of this method. In Italy too, in September 2010 the Italian partner used TBL manual with Spanish students for preparing a apple pie recipe. The students' feedback from the Newsletter 27 Sept-Dec 2010 shows that the results 'were very much appreciated' and probably also very testy.

The 16 pages Task-Based Learning Manual is available in the three contractual languages on the website at: http://www.languages.dk/archive/pools-m/manuals/TBL.pdf

Please note: the LT, TR and IT versions need a final editing process to match the linguistic quality of the EN version.

A **positive aspect** related to this issue that the project leader decided to involve a **professional designer** to enhance the visual quality of the final manuals. This **harmonisation of content and design** is currently in progress.

The Simulation Manual

The updating of the Simulation Method Manual was the responsibility of the Lithuanian partner the Vocational Institution Centre of the Southern Lithuania.

The update of the manual in English was realized earlier than planned in May 2010 and overall proposed a good structure, clear information and interesting case-studies and lessons, easy to follow and to apply by the teachers.

This manual is available at:

http://www.languages.dk/archive/pools-m/manuals/Simulation_Manual.pdf, but only the English and in Italian versions could be checked at the end of December 2010. The LT and TK translated versions could not be checked: the LT link was not active and the TR link was to an English version.
The Pools-M website was moved and updated during this period of time, the project leader in charge with the website needs to check these two links.

It is recommended that the EN, LT, TR and IT versions go through another edit check to match the layout of the CALL manual which has undoubtedly the most attractive presentation.

e-Tandem Manual

The Lithuanian team was also in charge with the updating the Tandem learning manual. The outcomes are available as planned in the 3 new languages at:
http://www.languages.dk/archive/pools-m/manuals/Tandem/eTandem%20Learning%2012-05-10.doc.pdf

The manual proposes in the updated version of 30 pages, information, the advantages, requirements and areas of application of this method. It includes links and resources concerning e-Tandem for language teachers, integration in the classroom, or examples of tandem tasks for f2f or distance learning and portfolios of eTandem from European Language Portfolio for Vocational Education. The examples of tasks for tandem learning at a distance are very well supported by visual presentations of actual PC screen chat for a tandem. The examples for reading competences levels make a good use of situations taken from an International Work Placement context.

The Physical-Emotional-Cultural Manual

Updated under the responsibility of the Turkish team, the PhyEmoc manual, presenting this interesting language learning method, is available on the Pools-M website at:
http://www.languages.dk/archive/pools-m/manuals/PhyEmoc_English.pdf

As observed in the first report, the up-dated manual proposes a good content and structure of interesting information, good balance of use of different type of situations for learning purposes.

However, there are different lengths of the translated manual, in terms of presentation, not of content and this needs to be checked. The Italian final version of 40 pages seems the best updated and with the better presentation. The English presentation has 32 pages while the Turkish presentation has 29 pages due to smaller (crunched) photos. This lack of concordance between the national versions needs to be resolved quite quickly as the manuals will be used in the beginning of 2011 for teachers training courses.

Materials for teachers' courses

As planned in the original application, the project partners developed other materials and resources for teachers. The **PowerPoint presentations** of each of the five teaching method are available online in English version at http://www.languages.dk/methods/index.html#PowerPoint_slides_used_for_cou rses

These slides can be adapted based on teacher's own needs and translated.
Questionnaires and surveys for evaluating the workshops or the courses using these methods are also developed and presented at the same address. These surveys were already used at the Pilot course in Pistoia, in November 2010.

Ready-to-use materials were developed for two methods, **CALL and Simulation**.

One of the materials for Simulation method, the 'Return to St. Kilda' is available in 8 languages. The 'Airport' simulation is available in 4 languages (IT, LT, TR and EN) and can be used for students with B1 language competences. **Additionally, the Italian team developed** POOLS-Machine Plc as **a simulation** where the participants have to choose between four locations for a new factory, each location

has advantages and disadvantages. **This is available in 4 languages IT, LT, TR and EN.**

Additional teachers' guide and students board game was developed for the **International Placement Work**.

The Video Library

The methods and support materials developed in the first year of activity of Pools-M were completed by the Video library presenting the five language learning methods.

 These videos are updated and have now subtitles in the contractual languages
Turkish http://www.languages.dk/methods/video/DIY%20Turkish.htm ,
Lithuanian http://www.languages.dk/methods/video/DIY%20Lithuanian.htm
and
Italian http://www.languages.dk/methods/video/DIY%20Italian.htm .
In addition, the Swiss partner had the responsibility of the subtitles in German
http://www.languages.dk/methods/video/DIY%20German.htm .

In conclusion, during the first year of activity, Pools-M achieved valuable results in the Development Work-Packages WP6-WP12. There are two final translations of one of the five manuals that could not be checked in the final version end of December 2010. There are also several additional results and a new language added to the three that are contractual.

Several modifications and design harmonisation need to be implemented in 2011, to ensure the quality of the manuals in their final versions that will include the feedback from the workshops for teachers organised in 2011.

6. Project Management

The project has been managed effectively and professionally from the outset, demonstrating a range of skills and experiences of the leading personnel in the contextual field as well as in projects generally and EU projects specifically. No significant delays or problems have been indicated at this stage and the approach presented in the application to involve experienced players both in the field of European project work and in terms of quality and monitoring has encouraged collective and shared ownership of the project whilst maintaining clear and decisive central leadership by the DK partner.

An additional strength to the management of the POOLS-M project has been the apparent institutional ownership of the initiative by all partners and especially by the promoter. This has been witnessed by the external evaluators both in terms of the range of skills and experience brought to the subject and in terms of the evaluators' own sub-contractual relationship with the promoter. With regard to the former, such institutional ownership is important in any transnational co-operation project, as it is sometimes the case that one or two key individuals "drive" a project from the viewpoint of their own field or specialisation whilst also attempting to do justice to all the contractual, financial and administrative aspects. This can result in effective and innovative activities being not presented or reported as successfully as they could be through lack of time, experience, etc. This is clearly not the case in POOLS-M, where the team presented in the application has been both specialised and diverse enough to realise the project effectively at the interim stage. For this project, this strength has particular importance when it comes to the Transfer of Innovation aspect itself. This was clearly and precisely planned and presented in the application (mainly a process to new countries but also including additional languages and plans for "multiplicators" to feature significantly in the second year

workshops) and it is a perfect example of how a genuine institutional ownership of an initiative such as this is required as the transfer process alone involves different skills, approaches and areas of focus. As a result of the management structure and style, POOLS-M is well-positioned to present an excellent model of how to transfer products and processes which are realistic, likely to be embedded in mainstream provision and of immediate practical benefit. Key to this aspect of management is the careful and precise planning that led to the application – effective management has clearly been present before the contractual start date of the project.

With regard to the latter aspect, it is worth noting from the external evaluator's point of view (and based on significant experience of working on Lifelong Learning programme projects) that the sub-contractual organisation of the external evaluation is precise, thorough and reliable. This may appear a less-important aspect of overall project management, but the external evaluators' own experience of having their work valued is more than likely the same experience felt by the partnership as a whole. The outputs of the external evaluation are clearly presented by the project on its web-site and in the newsletters and it is felt by the evaluators that this is very good practice – showing publicly the objectivity, rigour and willingness to respond actively to all feedback received behind both internal and external evaluation and monitoring processes, provides greater "gravitas" to the main project outcomes.

On a practical level, the presentation of the documentation for POOLS-M on the project web-site is very detailed, thorough, transparent and informative. Again, because of the clarity, the interested visitor is able to identify quickly and easily the aspects of main and immediate interest, be they working in the language field, interested in similar projects or actual project partners (or their associates) wanting to locate key documentation It is worth highlighting here the organisation and presentation of the material at this stage of the project:

- Official documents (application, reports etc.)
- Ongoing project evaluation
- Newsletters related to pools-m
- Flyers, brochures, and other dissemination materials
- Workshops, meetings and schedules (including milestones)
- Framework for reporting documents

Official pools- m documents

- The original application
- Signed contract / grant agreement
- CopyLeft agreement signed by all partners

Ongoing pools-m project evaluation

- The first report from the external evaluators
- Evaluation from kick-off workshop

- Evaluation from first pilot course

- Compilation of fourth quarterly reports
- 4th quarterly report from CSCS
- 4th quarterly report from Mamara
- 4th Quarterly report from MPRC
- 4th quarterly report from SDE

- Compilation of third quarterly report
- Third quarterly reports from CSCS
- Third quarterly report from Marmara
- Third quarterly report from MPRC
- Third quarterly report from SDE

- Compilation of second quarterly report
- Second quarterly report from SDE
- Second quarterly report from EfVET
- Second quarterly report from MPRC
- Second quarterly report from CSCS
- Second quarterly report from MARMARA

- First quarterly report compilation of feedback from all partners
- First quarterly report from MPRC
- First quarterly report from SDE
- First quarterly report from MARMARA

- First quarterly report from EfVET
- First quarterly report from CSCS

Newsletters related to pools-m

- Issue 28
- Issue 27
- Issue 26
- Issue 25
- Issue 24

Flyers, brochures, and other pools-m dissemination materials

- Brochure in English
- Brochure in Lithuanian
- Brochure in Turkish
- Brochure in Danish
- Brochure in Italian

- Teacher course brochure

pools-m workshops, meetings and schedules (including milestones)

- Calendar, schedule and milestones for pools-m

- Agenda for November 2010 workshop
- Minutes from the November 2010 workshop
- Evaluation of the November 2010 workshop

- Minutes from May 2010 workshop in Istanbul
- Evaluation from May 2010 meeting
- Agenda for May 2010 workshop in Istanbul

- Minutes from December 2009 workshop
- Kick-off meeting agenda Brussels 7-11th December 2009
Evaluation from kick-off meeting

- SDE tasks between first and second workshop

Framework for reporting documents

- Form to be used every three months
- Time sheets
- Form to be used after meetings

It is **very positive to have such detailed and informative presentation of materials at this stage**, and as already highlighted, the promotion of the internal and external monitoring aspects in particular, provide a clear insight into the

thorough processes behind the work, the responsiveness of the ongoing work to feedback and the overall "invitational" feel of the site and its materials – it is very refreshing to see a web presence that does justice to all contractual matters whilst also encouraging those outside of the partnership to "join in". This is a feature of project management that has been identified in the "sister" POOLS projects and is strongly reflected in the dissemination material also.

7. Quality Assurance

The application addressed the quality issues in work packages 1 (Project Management) and 2 (Quality Management). The progress in the project's first year has maintained coherence with what was planned. In particular, the roles of the internal and external processes have complemented each other effectively. The consistent and frequent internal checks ensure that all partners are active and clear in their tasks; and the external process provide an "outside" view. The only point of concern being that with regard to the internal quarterly reports, whilst 4 collated reports are presented, only for the first 2 are individual reports from EfVET present. It is not clear whether this was part of the design or whether these are still to be uploaded to the site.

3 project meetings have taken place at this stage and the agenda, minutes and evaluation form for each are present on the site. One query for clarification is the titling / period covered presented in the quarterly reports. The third is titled:
"Period Covered by this Review: to 15th December 2010" whilst the fourth is:
"Period Covered by this Review: 1 October 2010 to 31.December 2010" and this apparent duplication / overlap should be addressed.

However, the forms themselves have been effectively employed and address numerous issues including management and updates on local and national

dissemination activities. The overall management is clearly very popular across the partnership and it is positive to see both formal and informal aspects of working together ion a project being highlighted – it is clear that the partners enjoy working on this initiative and this positivity reveals itself in the public outcomes too.

The questionnaires completed by the teachers after the first workshop are very informative and useful. Again, the project management and approach to quality issues has achieved an effective balance. The external evaluators have not seen many questionnaires which appear to be quite brief and yet which result in such useful information to take ideas forward. Once more, this is an indication of the planning process and the environment in which the project work is taking place. It is clear that the questionnaire was part of a whole piloting and survey process - not merely a final document circulated for quick completion as participants reached for their coats! The comments are nearly all very positive, ranging from 3 to 5 (on an ascending scale from 1 to 5) but perhaps more than the scores, the comments made are extremely valuable – not only in the context of this project specifically but also in the context of what the Lifelong Learning Programme is trying to achieve. There are real indications of the benefits of international and multi-national working, the pedagogical values of joint creation, sharing and re-use of learning artefacts and the (still existing) challenges sometimes presented by technology. There are numerous informative comments, so for practical reasons only a selection (but a fairly broadly indicative one) are presented here:

What I liked best about the lesson:

"I really liked the possibility to learn something of concrete to use during the lessons. It was not only theory but a lot of practical aspects, that are the most important in my opinion".

"I mostly liked the exercises based on Mutlidict and Wordlink. To my mind I will use them while preparing the exercises for students."

"Difficult to say, there were so many new ideas to improve my teaching methods… maybe the task-based learning approach because it is easily applicable. But also the CALL was really opening a new world to me."

"Certainly the mixed nationalities. This enriches any course in my opinion."

"The presentations were very good and the choice of material was original and interesting."

"More views about teachers' and students' personal qualities, needed to learn a foreign language."

"People – open-minded collaborative and nice. Methods – really useful, nice. I'm happier and more energetic than 2 days ago – wow!"

What I think could have been different to improve the lesson

"Internet connection".

"Its hard to say if I could use simulation method with less motivated and lower level students."

"Some more time reserved for explaining (or maybe showing) how the simulations should be done."

"Simulations – too complicated."

"It would be useful to have more time dedicated to practice what has been taught."

"the technological aspects….maybe more time to dedicate to each of the methods."

"more time for the explanatory sessions."

What was new for me

"Showing videos and texts together with a dictionary that is online (and trying to provide this sort of thing by my own!)."

"I had some ideas of everything. But the possibility to create and share teaching material is new to me."

The partnership has gained some valuable feedback here. It is clear that there is enthusiasm for the tools and processes but some concerns about the time available and confidence / competence to be able to re-create the lessons learnt on an

individual basis. It will be interesting to note how further workshops are adjusted and refined to reflect this feedback from the target groups.

8. Partnership and Collaboration

The partnership has collaborated effectively in the first year. This reflects positively on both the individual and collective performance of the partners but also on the original selection of the consortium. This is the third acknowledgement in this report on the benefits the project has enjoyed because of the sound and methodical project planning process.

It can sometimes be a danger that in a ToI project, the partnership can really be two "mini-partnerships" with the recipients of the transfer being relatively passive and the "hosts" of the products and processes being more dominant. There is no evidence in POOLS-M to-date of this being the case in this project.

The aforementioned quarterly internal evaluation documents present a motivated an enthusiastic partnership, clear on their roles and implementing the individual project milestones effectively. The fact that the consortium is experience in EU project work has not resulted in a "mechanistic" approach, instead **there is a freshness and originality to their work that is clearly visible when visiting the project site** and, again as mentioned before, **very inviting for the interested visitor from outside** of the partnership.

All **partners** except EfVET have been **scheduled to lead a work package and the distribution of leadership reflects well the areas of expertise**. Whilst the DK promoter leads the majority of work packages (including the first five), these include project Management and Quality Management (and with the addition of external evaluation, there are no problems in the two key management tasks being

led by one partner) and responsibility for the web-site, which given the long-established "POOLS" presence naturally should be led by DK.

With the exception of some aforementioned translated items and quarterly reports, all outputs foreseen for the partners at this stage have been achieved.

Given the increase of languages involved in the transfer process (from 5 to 8) it will be interesting to see how the partnership continues to plan (individually and collectively) for further sustainability and valorisation in the project's second year.

9. Dissemination

The approach in POOLS-M to dissemination has been effective and in accordance with what was planned in the application. The existing POOLS web-site presence has been enhanced from the start of the project with a specific presence for POOLS-M. Again, as foreseen in the application, this has been supported by a presence on the EfVET site also (http://www.efvet.org/index.php?option=com_content&task=view&id=93&Itemid=221) although this presents rather generic information about POOLS. Whilst EfVET has been involved in POOLS-M, POOLS-2 and POOLS-T, the presentation on their site could perhaps be more specific for each initiative – the collective presentation does not appear as effective as on the POOLS' main site. Connected to this, some of the information needs to be updated and clarified (there are references to a conference in September 2007 which of course pre-dates POOLS-M). The application foresaw key dissemination events being organised by EfVET at their conferences and for round-table events and indeed these have taken place, for example at: http://www.efvet.org/index.php?option=com_content&task=view&id=250 and it is hoped that such high profile promotion of the project wiol continue into the second year and beyond.

The processes and products described earlier in the section on project outcomes have been presented well on the project web-site, and it is in-keeping with the content of the project that the on-line resource is the main tool for dissemination - having said that, it is well-supported by other elements. These are largely standard in terms of dissemination tools, but they are used very effectively. The attractiveness of the web-site has already been mentioned, but the brochures (in all partner languages) and newsletters (in EN) are perfectly designed for their purpose and again, have a very effective "invitational" character to them.

Dissemination activities on a country by country basis are addressed in the quarterly monitoring reports, the blow being an example taken from the most recent (4th) report:

DK: Producing the newsletter and refreshing the website constantly.
   Three round table sessions at the EFVET conference in Lisbon 13. To
   16. October 2010.

LT: Dissemination activities during this period include:
   1. An article about pools-m meeting in Pistoia (www.mprc.lt)
   2. An article about project activities in Marijampole Newspaper
   (November 12,2010 edition)
   3. A news item on Marijampole TV news November 17, 2010

IT: We have disseminated the project through several channels:
1.   We used the addresses gathered in order to advertise the meeting in November: we sent the invitation, the brochure of the project and a letter describing it in all its phases.
2.   We also stayed in contact with the participants of the training and we hope to establish co-operation on a regular basis for feed-back, and exchange of experiences, of ideas, etc.

3.   We asked the participants to disseminate the project with colleagues at work and with the associations of teachers they are part of. We had several other calls and registrations since then.

4.   We continued therefore the meetings with language teachers from different vocational schools introducing the POOLS project and its methods and tools

5.   We continued using the Pools M methods, and we presented the project to the students involved.

> TR: After the workshops in Pistoia , we produced an article which was to be published in our school magazine called "AVAZ" .In addition, in order to familiarize and give information about the utility of the methods in a classroom environment, teachers of English in our school were divided into two groups and each group was supervised separately by Serhat Tuna and Burak Demirkazık. Serhat Tuna and Burak Demirkazık went to have private meetings with high executives in the board of education in Maltepe district (This is the district which our organisation is located in) so as to plan the pilot courses in our school. Moreover, English Language Teaching Department in Maltepe University, which is our sister organisation, has already given their approval for sending their 4th grade students to our pilot courses who are to become teachers of English in 4 months to take part in our pilot courses. Lastly Burak Demirkazık took part in a seminar which focussed on European Union Funded Projects organised by Kabataş Erkek Lisesi. In this meeting Abdul Qadir, **a European Funding advisor representing West Midlands European Service located in Birmingham**, gave a presentation about all kinds of European funded projects. The participants were kindly asked to give information about their ongoing projects. Thanks to this opportunity; I gave comprehensive information about our project and showed the contents of our project website.

In the 3rd and 4th quarterly reports, no specific mention is made of EfVET-led activities under that partner – instead they are referred to under the "DK" heading. Whilst this is not a problem - the important thing is that the activities are taking place in accordance (and sometimes exceeding) what was in the application – but ion the 2nd quarterly report for example, there is a specific section for EfVET on dissemination activities:

EFVET:

1.   Disseminated project description and outline of aims and objectives at this stage. Via EfVET website to members.

2.   Direct e-mailing of same to members

3.   Promoted project through wider stakeholder database including

 EUCIS lll – a platform of some 19 European networks involved in Education and Training and working directly with the Commission to stimulate creative and innovative developments such as evident in the Pools family of initiatives.

4.   EfVET National representatives have also been engaged to ensure dissemination to national stakeholders in their own countries.

5.   Latest Newsletters have been sent directly to members as well as placed on website under Pool M entry.

It is perhaps more effective if the activity of each partner is specifically and discretely presented in this respect so that all activities, and who has undertaken what, is clear.

10. Conclusions and Recommendations

i)   The project has performed very well in its first year, with numerous strengths evident and only very minor and relative weaknesses. It is clear that the partnership deserves credit for the performance so far and also for the hard work that went into devising a clear, realistic and effectively planned application.

ii)   No significant delays have been evident and with only some minor exceptions, the outcomes and processes have been achieved well and on-time.

iii)   Project management has been very effective and suggests a successful final year for the project - where refined and improved workshops, adjusted after very clear and enthusiastic feedback from the first participants, will take place.

iv)   The project web-presence is very good, and as with the other POOLS initiatives, presents the synergies and connections between the various funded initiatives whilst also doing justice to each project in its own right. It is particularly positive that everything is so clearly presented and readily accessible. The POOLS-M site is a good example of a site that is attractive to the interested visitor and provides immediate value on entering it.

v)   The partnership has addressed well its responsibilities as an LLP project generally (especially with a sound dissemination and sustainability strategy) with the more specific responsibilities of being a Leonardo ToI project. Its relevance was clear at the application stage but it has gone on to reinforce this relevance transnationally and on a country by country basis.

vi)   Actions to be taken:

- The EC logo, disclaimer and mention of the POOLS-M project should be added to each language version of the International Work Placement Guide for students.

- The LT, TR and IT versions of the Task-Based Learning Manual (TBM) need a final editing process to match the linguistic quality of

the EN version.

- The LT, TK versions of the CALL manual could not be checked at the time of this report (the LT link was not active and the TK one led to an EN version). These need to be addressed.

- Linked to this, it is suggested that as with the TBM above, that the EN, LT, TR and IT versions receive some final editing to match the quality of the CALL manual.

- The Physical-Emotional-Cultural Manual translated versions need to be checked as there are different lengths to the different language versions that appear to be based on presentation rather than content.