



Education and Culture DG

Lifelong Learning Programme



Education, Audiovisual & Culture
Executive Agency

Project Title: Producing Open Online Learning System Tools

Project Number: 141783-LLP-1-2008-1-DK-Leonardo-LMP
(2008-1937)

Grant Agreement: 2008-1937 / 001-001

Sub-programme or KA: Leonardo da Vinci Multilateral
project

Progress Report

Confidential Part

Overview

This document comprises the following sections:

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

It is mandatory to complete all sections in full.

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

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1 Declaration by the Beneficiary

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

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

[For Progress Report - if applicable] I herewith request payment of the second pre-financing payment in accordance with article I.4.2 of the Agreement.

[For Final Report] I herewith request payment of the outstanding balance for the project, in accordance with the terms of the Grant Agreement, which is EUR XXX.XXX

Signed in: _____ on / /

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

Seal/stamp of the organisation

Name and function in capital letters

2 Outcomes / Results / Products

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

Workpackage Type and reference (1)	Deliverable title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Impact (6)
MAN WP1 1	1 st Quarterly Partnership Report	100	December 2008	R	PU	EN	50
MAN WP1 2	2 nd Quarterly Partnership Report	100	March 2009	R	PU	EN	50
MAN WP1 3	3 rd Quarterly Partnership Report	100	June 2009	R	PU	EN	50
MAN WP1 4	4 th Quarterly Partnership Report	100	September 2009	R	PU	EN	50
MAN WP1 5	5 th Quarterly Partnership Report	0	December 2009	R	PU	EN	
MAN WP1 6	6 th Quarterly Partnership Report	0	March 2010	R	PU	EN	
MAN WP1 7	7 th Quarterly Partnership Report	0	June 2010	R	PU	EN	
MAN WP1 8	8 th Quarterly Partnership Report	0	September 2010	R	PU	EN	
MAN WP1 9	Interim Report	100	October 2009	R	PU	EN	10
MAN WP1 10	Final Report		October 2010	R	PU	EN	
QA WP2 11	First year quality report	100	October 2009	R	PU	EN	10
QA WP2 12	Second year quality report		June 2010	R	PU	EN	
DIS-DEV-EXP WP3 13	Project website and blog	100	October 2008	O	PU	EN	40000
EXP WP4 14	Exploitation report	50	October 2010	R	PU	EN	10
DIS WP4 15	Brochures	100	October 2008	O	PU	EN, DA, NL, GD, DE, GR,IT	2500
DIS WP4 16	Project Newsletter	100	October 2008	O	PU	EN	5000
DIS WP4 17	Project Newsletter	100	January 2009	O	PU	EN	5000

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Workpackage Type and reference (1)	Deliverable title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Impact (6)
DIS WP4 18	Project Newsletter	100	May 2009	O	PU	EN	5000
DIS WP4 19	Project Newsletter	100	August 2009	O	PU	EN	5000
DIS WP4 20	Project Newsletter	50	October 2009	O	PU	EN	1
DIS WP4 21	Project Newsletter	0	January 2010	O	PU	EN	
DIS WP4 22	Project Newsletter	0	August 2010	O	PU	EN	
DIS WP4 23	Project Newsletter	0	September 2010	O	PU	EN	
DIS WP4 24	Conference materials T-Shirts etc	100	August 2009	O	PU	EN	50
DIS WP4 25	DVD discs with desktop version of tool	100	October 2009	D	PU	EN, DA, NL, DE, GR, IT	1000
DIS WP4 26	DVD DIY video discs	100	October 2009	D	PU	EN	1000
DEV WP6 27	Desktop version of software	75	July 2010	P	PU	EN, DA, NL, DE, GR, IT	1000
DEV WP7 28	Web based tool	75	August 2010	P	PU	EN, DA, NL, DE, GR, IT	1000
DEV WP8 29	CLIL methodology guide	20	September 2010	P	PU	EN, DA, NL, DE, GR, IT	10
DEV WP9 30	DIY video	20	July 2010	P	PU	EN, DA, NL, DE, GR, IT	1000
MAN WP1 31	Meeting agenda 1	100	December 2009	R	PU	EN	50
MAN WP1 32	Meeting agenda 2	100	March 2009	R	PU	EN	50
MAN WP1 33	Meeting agenda 3	100	October 2009	R	PU	EN	50
MAN WP1 34	Meeting minutes 1	100	December 2009	R	PU	EN	50
MAN WP1 35	Meeting minutes 2	100	March 2009	R	PU	EN	50
MAN WP1 36	Meeting minutes 3	100	October 2009	R	PU	EN	50
DEV WP6 37	Guide / manual for Desktop tool	80	September 2009	P	PU	EN	500

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- (1) Please provide the Workpackage Type and Reference used in section E1 of your application form
- (2) Please use the title of the deliverable provided in section 5 of your application form
- (3) Please indicate the **nature** of the deliverable using one of the following codes:
 - R** - Report
 - S** - Service/Product
 - D** - Demonstrator/Prototype
 - E** - Event
 - O** – Other (e.g. methods, experiences, policy lessons, European cooperation, etc)
- (4) Please indicate the **dissemination level** using one of the following codes:
 - PU** = Public
 - PP** = Restricted to other programme participants (including Commission services and project reviewers).
 - CO** = Confidential, only for members of the consortium (including Agency and Commission services and project reviewers).
- (5) Please identify, for each deliverable, the "source language(s)" – that is the language(s) in which the deliverable may be accessed. If an electronic or paper-based publication, then clearly this will be the range of languages in which the publication may be read. If an event, then the language(s) of communication available to participants. If the materials relate to language learning materials as such, the (target) language being learned / taught should appear in the title and this column should be used summarise the range of languages through which the materials can be accessed by users.
- (6) Please quantify the impact of each deliverable in terms of end users. (Website – overview of visitors; publications / leaflets etc – number of items; events – number of participants etc). Where it is not possible to quantify the impact, you may instead provide a qualitative appreciation.

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

The partnership has been joined by a Swiss (funded from Switzerland) partner, this means that several outputs will also be in German and Italian, e.g. CLIL guide, Brochures, and Interfaces of the two tools.

Testing of the webbased tool "Wordlink" proved that there is a need for an "intelligent" dictionary function, this function (called Multidict) is being developed by the UK team as an integrated part of the Wordlink: <http://www.smo.uhi.ac.uk/wordlink/>
The Wordlink and Multidict program source online is available at: <http://www.smo.uhi.ac.uk/~caoimhin/obair/pools-t/wl/> It includes dictpage.php, the program which allows lookup of words in page-image dictionaries, such as those available on the Web Archive, and also a complete sql dump of the database, including the parameters needed to for about 100 different online dictionaries, and the indexes to several page-image dictionaries. It isn't recommended reading! It is simply to ensure that the project is "open source" as promised in the POOLS-T application.

List of products attached to your report. Please use the space below to list all the products that have been attached and submitted with the Confidential Part of your report. Please number the products themselves and use the **same** numbering in the list that you provide here. The numbers on your products and in this list must match.

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List of products attached to your report. Please use the space below to list all the products that have been attached and submitted with the Confidential Part of your report. Please number the products themselves and use the **same** numbering in the list that you provide here. The numbers on your products and in this list must match.

All project products are electronic and can be downloaded from the project website www.languages.dk.

The main areas for project products are:

Documents, reports, evaluation, newsletters, dissemination materials, etc.: <http://www.languages.dk/archive.html>

The two main tools, manual / guide, and examples of CLIL outputs produced with the tools: <http://www.languages.dk/tools/index.htm>

List of project products followed by a direct link to each product:

1. Project website: <http://www.languages.dk>
2. Website statistics (N.B. some browsers do not make a "footprint" e.g. Internet Explorer 8 so the real traffic is larger and can only be seen in the server logfiles): http://cqcounter.com/?_id=pools-id&_lo=dk2
3. Project blog with updates on suggested improvements and dissemination: <http://www.weblogs.uhi.ac.uk/pools/>
4. Project Blog statistics (N.B. many of the "visits" are from web crawler / spider engines, but we love the numbers:-) <http://www.weblogs.uhi.ac.uk/pools/stats/>
5. Guide / manual for the TextBlender: http://www.languages.dk/archive/online_blender/Ny_Manual.pdf
6. A walkthrough of the TextBlender screens used at the EDT in Flanders .pdf format: http://www.languages.dk/archive/online_blender/tb.pdf
7. The TextBlender in a zipped format: http://www.languages.dk/archive/online_blender/tb.zip
8. The TextBlender algorithm with description of functions etc. (only suitable for programmers:-) http://www.languages.dk/archive/wptb/Rationale_Text_Blender.pdf
9. Development report for TextBlender, N.B. has now been replaced by entries in the blog under TODO and DONE: http://www.languages.dk/tools/Desk_top_tool_development.doc
10. A youtube.com video with evaluation of the TextBlender tools. Video produced by the SUPSI team: <http://www.youtube.com/watch?v=39WUaFVu9y8>
11. Feedback form used to assist us improving the tools: http://www.languages.dk/archive/evaluation/Feedback_Form.doc
12. Example units developed with the TextBlender: http://www.languages.dk/tools/index.htm#Example_units_developed_with_the_TextBlender
13. A student tool based on the TextBlender engine (development of this tool, it was not in the project application, has been discontinued as Wordlink works better for the purpose): http://www.languages.dk/tools/index.htm#Student_tool_for_converting_a_text
14. Wordlink, the tools which can link web pages to online dictionaries, and which can also accept a student text and link that text to dictionaries: <http://www.smo.uhi.ac.uk/wordlink/>
15. Experience the pools-t "tools page" processed through the Wordlink so all words become linked to a French dictionary: <http://www.smo.uhi.ac.uk/wordlink/?rmLi=on&url=www.languages.dk/tools&sl=en&t=fr>
16. Multidict, a tool which improved the dictionary functions of Wordlink: <http://www.smo.uhi.ac.uk/multidict/>
17. Wordlink and Multidict program algorithms and source codes: <http://www.smo.uhi.ac.uk/~caoimhin/obair/pools-t/wl/>
18. Collected sample feedback results of evaluation of TextBlender and Wordlink (some feedbacks from students are on paper and have not been scanned): http://www.languages.dk/archive/wptb/Feedback_results.zip
19. DIY videos, the work is based on the videos made in pools, but most of these will be recorded in new versions during 2010 so the final results can cover the two new tools: http://www.languages.dk/tools/index.htm#Do_It_Yourself_videos_
20. 1st Quarterly Partnership Report: <http://www.languages.dk/archive/evaluation/Q1/Compilation%20first%20quarterly%20reports.pdf>
21. 2nd Quarterly Partnership Report: http://www.languages.dk/archive/evaluation/Q2/Compilation_2nd_Quarterly_report.pdf
22. 3rd Quarterly Partnership Report: http://www.languages.dk/archive/evaluation/Q3/Quarterly_report_3_compilation.pdf
23. 4th Quarterly Partnership Report: http://www.languages.dk/archive/evaluation/Q4/Quarterly_report_4_compilation.pdf
24. External quality evaluation report one: http://www.languages.dk/archive/evaluation/1st_Report_POOLS-T_A&G_final.pdf
25. External quality evaluation report covering the interim period: http://www.languages.dk/archive/evaluation/Interim_Evaluation_Report_POOLS-T_-_GL_and_AB_II%5B1%5D.pdf
26. Project newsletters:

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List of products attached to your report. Please use the space below to list all the products that have been attached and submitted with the Confidential Part of your report. Please number the products themselves and use the **same** numbering in the list that you provide here. The numbers on your products and in this list must match.

- http://www.languages.dk/archive/dissemination/Newsletter_19.pdf
http://www.languages.dk/archive/dissemination/Newsletter_20.pdf
http://www.languages.dk/archive/dissemination/Newsletter_21.pdf
http://www.languages.dk/archive/dissemination/Newsletter_22.pdf
27. POOLS-T Brochures, flyers, and posters: http://www.languages.dk/archive.html#Flyers_and_brochures
 28. Pools-t calendar with meetings and milestones: <http://www.languages.dk/archive/meetings/Schedule.pdf>
 29. Kick-off workshop agenda December 2008: <http://www.languages.dk/archive/meetings/poolsT/2008December/Agenda4HoornWorkshop.pdf>
 30. Partner tasks for preparing the kick-off workshop in Hoorn December 2008: <http://www.languages.dk/archive/meetings/poolsT/2008December/Tasks4workshop.pdf>
 31. Minutes from Hoorn kickoff workshop: <http://www.languages.dk/archive/meetings/poolsT/2008December/MinutesHoorn.pdf>
 32. Partner evaluation forms from first meeting: <http://www.languages.dk/archive/meetings/poolsT/2008December/1stMeetingEval.PDF>
 33. March 2009 workshop agenda: http://www.languages.dk/archive/meetings/poolsT/2009March/March_2009_agenda_for_Brussels_workshop.pdf
 34. March 2009 workshop minutes: http://www.languages.dk/archive/meetings/poolsT/2009March/minutes_march_09.pdf
 35. Partner evaluation from second meeting: <http://www.languages.dk/archive/meetings/poolsT/2009March/Workshop2.pdf>
 36. September 2009 workshop agenda: http://www.languages.dk/archive/meetings/poolsT/2009september/Agenda_September_09.pdf
 37. September 2009 workshop minutes: http://www.languages.dk/archive/meetings/poolsT/2009september/minutes_sept_2009.pdf
 38. Partner evaluation of third workshop: <http://www.languages.dk/archive/evaluation/Workshop3.pdf>

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3 Implementation of the workplan / tasks

3.1 Deviation from the work plan

Please provide here details of problems encountered and the solutions that have either been implemented (Progress/Final Report) or are proposed (Progress Report). Please use the workpackage titles, types and references that you used in section 5 of your application form.

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Project management	MAN WP1	1 OCT 2008	OCT 2008	24	24
Deviation and the reason for it None					
Proposed or Implemented Solution N.a					

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Quality management	QA WP2	October 2008	October 2008	24	24
Deviation and the reason for it None					
Proposed or Implemented Solution N.a.					

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Project website and blog	DIS / O WP3	October 2008	October 2008	24	24
Deviation and the reason for it None					
The project blog had some problems in September 2009 after Internet Explorer was released in version 8					

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Proposed or Implemented Solution
 N.a.
 The blog was patched / updated and after October 1st it seems to work perfectly.

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Exploitation and impact of results	EXP WP4	November 2008	November 2008	23	23

Deviation and the reason for it
 None

Proposed or Implemented Solution
 N.a.

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Dissemination	DIS WP5	November 2008	November 2008	23	23

Deviation and the reason for it
 None

Proposed or Implemented Solution
 N.a.

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Development of desktop version of the software tool for text conversion to CLIL material	DEV WP6	November 2008	October 2008	23	24

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Deviation and the reason for it	Could not wait to start
Proposed or Implemented Solution	N.a.

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Development of online web tool for web page conversion to CLIL material	DEV WP7	December 2008	October 2008	22	24
Deviation and the reason for it					
It became needed to prepare / develop an “intelligent” dictionary tool “Multidict” to assist the end user choose between the 100s of available online dictionaries.					
Proposed or Implemented Solution					
An up-to-date copy of the Wordlink and Multidict program source online is available at: http://www.smo.uhi.ac.uk/~caoimhin/obair/pools-t/wl/ It includes dictpage.php, the program which allows lookup of words in page-image dictionaries, such as those available on the Web Archive, and also a complete sql dump of the database, including the parameters needed to for about 100 different online dictionaries, and the indexes to several page-image dictionaries					

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Compilation of CLIL methodology user guide for application of project outcomes	DEV WP8	January 2010	April 2009	9	17

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Deviation and the reason for it	The NL and EL teams wanted to research state of the art of CLIL, CLIL related projects, and organizations involved in CLIL to have this basic material ready before the tools and their results emerge.
Proposed or Implemented Solution	N.a.

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Production of DVD DIY video	DEV WP9	April 2009	April 2009	18	18
Deviation and the reason for it					
None					
Proposed or Implemented Solution					
N.a.					

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3.2 Update of the workplan.

Please describe the planned activities until the end of the project.

Workpackage Title	Project management	Workpackage Type and Reference	MAN WP1
<p>The ongoing project management will monitor project activities through e-mails and inputs to the project website. Each partner is required to submit quarterly reports with summaries of activities, milestones met, workdays used, and financial expenses. The quarterly reports will be freely available from the project website to cater for project transparency as well as external quality control.</p> <p>Each of the workshops will summarize and minute the results of the ongoing management including the workshops themselves.</p> <p>The resulting recommendations and feedback from the EACEA following the IR will be taken into account and possible corrective actions taken to ensure the project outcomes.</p> <p>Based on the ongoing monitoring, quarterly reports from partners, quality reports from subcontracted quality evaluator, and the workshops the Final Report can be compiled and submitted to EACEA in October 2010</p> <p>Success criteria: All above reports submitted on time and approved at meetings as well as by external quality control</p>			

Workpackage Title	Quality management	Workpackage Type and Reference	QA WP2
<p>The quality assurance and management will be done with both internal QM and External quality assessment (Gareth Long and Angelica Bucur).</p> <p>The internal quality management will be based on monitoring activities and milestones. Four times per year each partner will submit a report reflecting activities, milestones, and achievement. Based on the EFQM method the deliveries and achievements will be checked against the work plan milestones as part of all project workshops.</p> <p>The content quality will be assessed by the pilot and test teams as well as registered end users in a sequence of peer review assessment – improvement – peer review assessment resulting in the final products at the end of the project funded period. The different stages of the development will be assessed during the project workshops.</p> <p>The external evaluator will have access to the quarterly reports from the partnership and will receive the project outputs in a sequence from alpha beta versions to final products. Gareth Long and Angelica Bucur will take part in project workshops and will also be included in e-mail correspondences for monitoring of partnership activity.</p> <p>Gareth Long and Angelica Bucur will be responsible for giving feedback to the partnership after each quarterly report has been received and also for making recommendations that can be used for corrective actions to ensure best possible results.</p> <p>A summary quality report will be made by Gareth Long and Angelica Bucur three months before end of the project funded period (to be used for the FR, but more important for the partnership this is the last chance for making corrections and improvements pointed to by the report)</p> <p>Success criteria: Reports approved and corrective actions taken. Quantitative milestones were decided on during the second project meeting in March, these milestones are checked during each meeting:</p>			

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http://www.languages.dk/archive/meetings/poolsT/2009March/minutes_march_09.pdf	

Workpackage Title	Website and blog	Workpackage Type and Reference	DIS-DEV-EXP WP3
<p>The website will need near daily editing and updates due to the nature of the site with registered users who submit materials etc. Regular updating and extensions also ensures a high score in search engines.</p> <p>The site is constantly monitored and log files checked for possible clues to improvements that may result in more visitors.</p> <p>Succes criteria: Number of website and blog visitors exceeds 40.000. Search engines have the site on first result page when searching for relevant combinations of CLIL tools, methods, and languages All project outcomes available for free from the site Total transparency of project by having all documents e.g. this IR openly accessible from the site</p>			

Workpackage Title	Exploitation and impact of results	Workpackage Type and Reference	EXP WP4
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Exploitation of the project outcomes will be continued through the teachers and students who have already started experimenting with the two project tools.

The voluntary members of POOLS (teachers who have registered at the website after the POOLS project finished the funded period) will be contacted again to have a larger number of testers and also to observe the suitability of the product when no in-house support is available. See list of members: http://www.languages.dk/membership/index.html#POOLS_members_after_the_funded_period

The project partnership will continue the search for and strengthen the bonds with other CLIL resource projects and networks (e.g. the European Platform in NL) that may cluster with our efforts and benefit from the POOLS-T outcomes.

EfVET will through the national representatives assist with distribution of the desktop version of the produced tool to the project target groups, beside that the tool will also be distributed to vocational colleges in Denmark, Greece and the Netherlands as well as through the Gaelic networks across Scotland (e.g. CILT).

The web based versions of the tool will be accessible from the website to anyone interested in using it, the desk-top version will be downloadable for free from the website.

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

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

Workpackage Title	Dissemination	Workpackage Type and Reference	DIS WP5
<p>Dissemination will as is already the case make use of several vehicles:</p> <p>The project will be updated and monitored on a daily basis, the website is based on a previous project website, but all pools-t results are clearly marked as POOLS-T, the value of not just starting a new site can be seen from the number of visitors, several of these have registered to learn more about our progresses. The EfVET website will also present the project and its objectives.</p> <p>The project results will be presented during EfVET 2009 with round table presentations, posters, brochures, and handing out of the present versions of the software tools on CD-ROM with DVD DIY videos.</p> <p>Four times per year a newsletter will be compiled summarizing events, achievements and user feedback. The newsletter will be mailed to registered users, to all EfVET members, and available for download from the website.</p> <p>Brochures, DVDs and the current newsletters will be handed out at conferences (e.g. Eurocall 2010 in September). Kent Andersen is the Eurocall nat. rep. in Denmark and will submit proposals for 2010 conference workshops to present the ongoing work and results.</p> <p>EfVET will arrange round table presentations of the project outcomes. EfVET will also ensure presentations in the EfVET quarterly newsletter.</p> <p>Each partner is responsible for dissemination nationally, through conferences, presentations, brochures, and entries in newsletters. Dissemination will be registered in the quarterly partnership report.</p> <p>The partnership will also make use of any opportunity to present at other international conferences etc. and make use of other project partnerships to disseminate the project outputs.</p>			

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<p>Success criteria:</p> <p>40.000+ unique website visitors</p> <p>A position on the first page in major search engines when searching for language teaching tools and CLIL</p> <p>1000 Brochures handed out</p> <p>1000 DVDs handed out</p> <p>500 registered users</p>	

Workpackage Title	Development of desktop version of the software tool for text conversion to CLIL material	Workpackage Type and Reference	DEV WP6
<p>The three test teams (Horizon, Athena, and SUPSI) will pilot and evaluate the tool with teachers and students and compile a summary of needed improvements and recommendations.</p> <p>Based on the test summary and recommendations for added features the DK team compile sequences of new version of the desktop tool, which is then again tested by the pilot teams as well as registered end users. The development will also be assessed during the project workshops.</p> <p>The sequence of peer review assessment – improvement – peer review assessment will after three beta tested versions result in the final product.</p> <p>The final development step is the translation and adaptation of interfaces in Danish, Dutch, English, German, Greek, and Italian. The versions in German and Italian have been made possible by the SUPSI team joining the project</p> <p>Success criteria: An easy to use state of the art reliable software approved by the pilot teams and the external evaluator</p>			

Workpackage Title	Development of online web tool for web page conversion to CLIL material	Workpackage Type and Reference	DEV WP7
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<p>SMO continues the software development of the Wordlink tool (the web page conversion tool), after each improvement it is tested by the three pilot teams as well as registered end users. The development will also be assessed during the project workshops.</p> <p>The sequence of peer review assessment – improvement – peer review assessment will continue during the project and result in the final prototype, which will be documented with open source code thus made available to the open source programming community for further improvement.</p> <p>The final development step is the translation and adaptation of interfaces in Danish, Dutch, English, German, Greek, and Italian. The versions in German and Italian has been made possible by the SUPSI team joining the project</p> <p>Success criteria: An easy to use webpage that can convert standard web pages into web pages where all words (text not graphics or links) are linked to online dictionaries.</p>	

Workpackage Title	Compilation of CLIL methodology user guide for application of project outcomes	Workpackage Type and Reference	DEV WP8
<p>The EL and NL team will describe the results of testing the project tools in classes and individual student use of the tool or tool converted texts / web pages. The partners will also in cooperation with CLIL networks that have been contacted in the first project year (European Platform NL) locate and make use of existing texts on CLIL if permissions to do so can be obtained.</p> <p>Each of the project teams will make an exemplary CLIL lesson based on materials developed with the two tools or students using the tools to develop new outputs. This was decided on at the project workshop in September 2009.</p>			

Workpackage Title	Production of DVD DIY video	Workpackage Type and Reference	DEV WP9

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The previous project POOLS developed a do it yourself video on how to produce online language learning materials, this video will be extended with new chapters demonstrating the use of the new tools.

Copy table as required

4 Impact

4.1 Short-term impact targets (dissemination)

Please use this space to review the information on short-term targets (number of people reached and strategies for reaching them during the life of the project) that you provided in section 4 of your application.

The target groups revisited:

During the project period the direct target groups are still students from iron and metal crafts, carpenters, business, and electro engineering, their language teachers, and other teachers working with CLIL (content and language integrated learning).

The teachers testing and defining the functions of the application work with Danish, Dutch, English, Gaelic, and Greek, this group has now been extended with teachers and students working with German and Italian. The focus is still on teachers working with CLIL. The proposed tools and outputs will have value for teaching in the LWUTL (less widely used and taught languages) as well as mainstream languages.

We are in contact with registered users from the POOLS project to test and evaluate the applications; this will also ensure an impact outside the partnership countries. POOLS (a previous project) is continued on a grass root basis and has members and registered users from the whole of Europe and beyond: www.languages.dk/methods/BPBLTM_registrations.htm

The resulting html documents from the tool will be used for CLIL in classes thus targeting vocational students. The proposed tool will also be suitable for students who want to work with individual texts and need quick language support for such tasks as part of CLIL

We have based our dissemination to reach the target groups above on several medias:

-Project website: www.languages.dk the site has had more than 40.000 hits in the first pools-t project year

-RSS feeds from the project website: <http://www.languages.dk/rss.xml>

-Project blog: A large number of hits: <http://www.weblogs.uhi.ac.uk/pools/stats/>

-Youtube: <http://www.youtube.com/watch?v=39WUaFVu9y8> and <http://www.youtube.com/watch?v=K861r7qRcDA>

-Conferences: Presentations and workshops at EfVET 2008, Creativity in the Life Long Learning programme conference in Prague 2009, EuroCall 2009, EDT 2009 in Flanders

-Newsletters: Four pools-t newsletters in the first year preceded by two newsletters that announced the project and entries in the EfVET newsletters.

Approximate number of recipients of each newsletter is 4.500 (EfVET 2000, CECE 2000 and registered pools-t users 500)

-Linkedin, Twitter, and Facebook have also been used for dissemination to partnership networks

-Partnership projects: Most of the pools-t partners are involved in other projects where they disseminate the pools-t outcomes at meetings and workshops,

-Networks in each of the countries (documented in the quarterly reports from each partner:

http://www.languages.dk/archive.html#Ongoing_project_evaluation)

4.2 Long term targets (dissemination and sustainability)

Please use this space to review the information on long-term targets (people to be reached and strategies for reaching after the end of the project) that you provided in section 4 of your application.

Target groups revisited:

- teachers working with the CLIL methodology (content and language integrated learning) and also with focus on LWUTL (less widely used and taught languages)
- students from iron and metal crafts, business, carpentry, electrical engineering who use the output of the proposed tool.
- Students working individually with technical texts, who will be able to exploit the tools, which enables them on the fly to link all words in texts to online dictionaries
- mainstream language teachers
- software developers. The open source and copyleft agreement for the project outcomes will enable programmers to engineer new and improved versions of the tool.

During the project development period the emphasis is on Danish, Dutch, English, Gaelic, and Greek but the tools will be capable of working with most languages (probably excluding “right to left” texts) so the language target groups will be extended e.g. through the pools grass root network. The languages have now been extended with Italian and German. Two of our end users come from universities and use the Wordlink tool for teaching Arabic.

Exploitation has started through:

- Partnership teachers and students testing and using the tools: Approximately 300 students and teachers from the partnership institutions have tested and worked with the tools E.g. <http://www.youtube.com/watch?v=WKMvPAYhvLI> and http://www.languages.dk/archive/wptb/Feedback_results.zip
- Students from outside the partnership: E.g. Electronic engineer students from CVU Lillebaelt
- Teacher and participants from the Comenius School Partnership project “Automobility” coming from NL FI, UK, and DK are using the TextBlender tool to prepare learning materials for their students
- Training events for teachers: There have been several training events arranged by partners, e.g. in Vejle (DK), Bristol (UK), Hoorn (NL), Alexandroupoulos (EL)

Examples of known end users, testers, and researchers from outside the original target groups:

- Helle Lykke Nielsen: SDU South Danish University Language Department
- Miriam Attila: PhD student from Manchester University
- Time Hulkko: University of Turku
- Fred Riley: EuroCall and School of Nursing, Midwifery and Physiotherapy, Nottingham

In the first project year pools-t was joined by 22 “grass root members” (users who have registered themselves at the pools-t website with a wish to become active parts of the project community), most of these are teachers from across the world, they will all be approached to further exploitation outside the partnership:

- Dossou-Yovo Omer, a teacher student, FR
- Samantha Vanderford, academic teacher educator, Australia
- Yahia Sabah, English teacher from South Africa
- Jurian Bruin, English teacher in VET, NL
- Neriman Serdaroglu, English teacher
- Maria Marcalo, teacher of Portuguese, PT
- Séamis Ó Néill, Irish teacher (Gaelic), IE
- Frank van 't Hoog, teacher of French and German, Singapore
- Asu Şahin , Teacher of English, TR
- Maite Garicano, teacher of English, ES
- Rariq Zubair, teacher trainer, UK
- Arturo Salinas Pasillas, teacher of Portuguese, PT
- Mehmet Eryilmaz : Teacher of Arabic
- Tijen Akada, teacher of computer assisted English, TR
- Frida Wahbeh-Jamjourn, teacher student, Canada
- S. Gandhimathi, teacher researcher, India
- Veronica Gilhooly, Teacher of Swedish and English, owner of a language school and translation office, FI
- Cetin Ilin, Teacher of English, TR
- Ramon Morante, English teacher, ES
- Leandro Marques, English teacher, Brazil
- Jackie Ross, English teacher, UK
- Yo van den Branden, French teacher, BE

In the last project year we'll make further use of the pools network members:

http://www.languages.dk/membership/index.html#POOLS_members_after_the_funded_period and ask these to give examples of their use of the tools.

Post project exploitation:

The project website www.languages.dk will be continued as has been the case for more than a decade. It will hold all project outcomes. The website root and subdirectories are among the very first results in all major search engines when searching for language teaching methodologies, materials, and LWUTL

It is also expected that the community of pools users and members (<http://www.languages.dk/membership/index.html>) will continue growing as a grass root network building on the results from this and the two previous projects (BP-BLTM and POOLS). The community newsletter will be continued without external funding basing its articles on input from the community, this was also the case for two years without project funding before pools-t ☺

The tool source code and documentation of the algorithm etc. are available to the ICT communities as open source and all outputs are CopyLeft (CopyLeft is a way to license a work so that unrestricted redistribution, copying and modification is permitted, provided that all copies and derivatives retain the exact same licensing), this enables future development and improvements and portability to other operating systems than Windows. The tool source code and documentation of the algorithm etc. are now available from :

-Multidict information and source : <http://www.smo.uhi.ac.uk/~caoimhin/obair/pools-t/wl/multidict/>

-Wordlink information and source: <http://www.smo.uhi.ac.uk/~caoimhin/obair/pools-t/wl/wordlink/>

-TextBlender algorithm and source: http://www.languages.dk/archive/wptb/Rationale_Text_Blender.pdf

5 Involvement of Partners

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

Workpackage title	Project management
Partner	Activities
SDE Colledge	<p>Prepared documents and reports and monitoring project expenses and activities. Wrote four DK quarterly reports, compiled the joint partnership quarterly reports, Interim Report. Ongoing contact with and feedback to project partners. Contacts to external quality evaluator, and EACEA.</p> <p>In the first project year the coordinator has received 1617 project related e-mails</p> <p>Assisted SUPSI (the University of Applied Sciences of Southern Switzerland, one of the 8 Universities of Applied Sciences in Switzerland), with letter of invitation and project description etc. for their application in Switzerland. The application has been successful and SUPSI has now joined the partnership (fully funded from Bern)</p>
EfVET	Compiled four quarterly reports with focus on dissemination activities, milestones, and resources spent. Submitted materials and documentation for IR
Horizon	Compiled four quarterly reports with focus on dissemination activities, milestones, and resources spent. Submitted materials and documentation for IR
Athena	Compiled four quarterly reports with focus on dissemination activities, milestones, and resources spent. Submitted materials and documentation for IR
SMO	Workshop attendance, piloting and testing tasks, quarterly reports with focus on dissemination activities, milestones, and resources spent. Submitted materials and documentation for IR
SUPSI	SUPSI (the University of Applied Sciences of Southern Switzerland, one of the 8 Universities of Applied Sciences in Switzerland) is a « non-contractual » Partner in the project funded by the government in Bern. Since it joined the project SUPSI has taken an active role in the project including reporting on activities. SUPSI does not report on Financial expenditure, as the project participation is not funded by EU.

Workpackage title	Quality management
Partner	Activities
SDE College	SDE procured the external quality evaluator(s) Angelica Bucue and Gareth Long. SDE has been the hub for ongoing quality control; collection and compilation of quarterly reports from partners, EFQM check at workshops, and contact to external evaluator. SDE also has taken part in the peer review assessment needed for development of the two software tools
Horizon	Horizon is responsible for the Dutch pilot testing teams who are the base for the peer review assessment needed by the two

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Workpackage title	Quality management
Partner	Activities
	development teams.
Athena	Athena is responsible for the Greek pilot testing teams who are the base for the peer review assessment needed by the two development teams.
SMO	Participation in peer review assessment needed for the software development sequence
SUPSI	SUPSI has taken a major part in testing of the software tools and in the peer review assessment needed for development of the two software tools

Workpackage title	Project website and blog
Partner	Activities
SDE College	SDE hosts and manages the website. SDE is also responsible for ensuring new materials and content, including contacts to likely clustering projects, in the project period this has meant contacts to the CCN-network. The project website is managed on a daily basis with up to date events and achievements.
EfVET	Supplies information on activities relevant to the project that can be added to the website and display project information and outputs in the efvet website www.efvet.org
Horizon	Assists with information and materials to be included in website and makes blog entries and comments
Athena	Assists with information and materials to be included in website and makes blog entries and comments
SMO	Runs and hosts the project blog and makes blog entries and comments. Has updated the blog software after a new version of Internet Explorer changed the blog behaviour and layout
SUPSI	Assists with information and materials to be included in website and will start making blog entries and comments in the near future

Workpackage title	Exploitation and impact of results
Partner	Activities
SDE College	Has contacted possible end users and testers (known from the previous projects). Has compiled project newsletters requesting end

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Workpackage title	Exploitation and impact of results
Partner	Activities
	<p>users to be in contact and has also used the website for the purpose.</p> <p>Contacted / recruited a test class with electronic students from University College Lillebaelt, the class tested and experimented with the TextBlender tool in two versions (a limited student version and a teacher version, i.e. full version).</p> <p>Has handed out the TextBlender in different versions to departments across the college. One result is the automobile department, which is involved in a Comenius project where the other partners have started using the TextBlender to compile materials for their students☺</p> <p>Had a show and tell presentation accepted by EuroCall where the two tools were presented (22 workshop participants). Handed out Newsletters, brochures and 150 CD-ROMs + 150 DVDs to EuroCall 2009 participants. Has had several positive feed-backs since the event, e.g. from Dr Caoimhín Ó Dónaill (University of Ulster) and Fred Riley (EuroCall webmaster).</p> <p>After workshops with teachers from Southern Denmark in July 09 gave these the TextBlender tool and a guide on using the tool.</p> <p>At a meeting with the Danish ministry of education handed out the TextBlender guide and software on CD-ROM (25) and DIY videos (25) on DVD to 16 external exam auditors who visit different colleges across Denmark.</p> <p>The consultant responsible for giving advice to language teachers from VET colleges in Denmark has received a presentation and the TextBlender software on CD as well as guide and DIY video.</p> <p>Arranged a meeting for 25 language teachers from Funen and South + Middle Jutland and presented the TextBlender with a demonstration after which the tool and guide was handed out on CD-ROM with a DIY video attached.</p> <p>Recruited a Phd student, Miriam Attila (University of Manchester) to test the software tools, she has reported on the progress since March 09.</p> <p>Was invited give the opening speech and to present the project outcomes in Brussels at the European Day of Languages (EDT in Flanders), the 250 participants all received the TextBlender and DIY video as well as brochures and newsletters. Has been in contact with several participants by e-mail after the event. More information and a video of the speech here: http://www.edt-vl.be/</p> <p>Has made the software algorithm available from the project website for future programmers who may be interested in improving / expanding the tool possibilities.</p>
EfVET	Distributed Pools T promotional material / CDs and News articles throughout its membership – reaching some 1500 VET institutions across European member states. Also linked project and website to European Civil Society LLL Platform – a discussion platform bringing together 23 member European Education and Training Networks to work with the Ec and represent

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Workpackage title	Exploitation and impact of results
Partner	Activities
	Civil society perspective in European Policy debate.
Horizon	<p>Presented the TextBlender and Wordlink tools in 2 multi-partner partnership projects, Comenius “Automobility” project and LLP EUCINMOVE obstacles in mobility project. Involved partners have asked for training on use of the tools to use within own organizations in Finland, UK, Denmark and Spain.</p> <p>Introduced and presented both tools to European Platform organization for secondary and higher education in Haarlem, HL. The EP represents about 100 secondary schools involved in CLIL teaching and 1 secondary vocational college. In Spring 2010 we are invited to present the tools to representatives from these 100+ schools.</p> <p>Internally we have demonstrated the tools to teams from all vocational sectors. We have been asked to provide training sessions which we’ll start in January 2010. A pilot session with language teachers has only just finished. We are about to evaluate the results.</p> <p>Within our Dutch LeonardodaVinci consortium we have demonstrated the tools to our partners, i.e. IDCollege Zoetermeer and Clusius College, Alkmaar.</p>
Athena	<p>Has made a presentation of both the wordlink and the Textblender to 12 certified trainers used by our organization asking them to get familiar with CLIL and the tools and to adapt them in their teaching in our classes and compile material for their students. All these trainers teach also in several vocational training centres in the area as well as secondary education and technical schools.</p> <p>By testing the wordlink tool to a class on health and safety in industry of 25 trainees, all employees from the industrial sector. They have now the knowhow to use the tool to search information any time and from sites of their interest about their job continuing to improve their language skills (use of tool in industry).</p> <p>Mail brochures and newsletter to 4 organisations we found that are familiar with CLIL in Greece. Contact by phone and email with one of them asking to test the tools and share with us their experience with CLIL method.</p> <p>Presentation of the project and the tools in 3 organisations (Second chance school in Alexandroupolis, The British School – Center of foreign languages, D.Dimoutsi – M.E. Johnson Karagianopoulou and Vocational training center “Mentor” in Komotini) in the area for future testing of the tools.</p> <p>Brochures and newsletter were mailed to 30 organisations that teach English in Greece asking to test the tools and share with us their experience.</p> <p>Brochures and newsletter were mailed to 60 vocational training centres all over Greece.</p> <p>The project has been presented through email to 30 certified language trainers in vocational training from all over Greece.</p>

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Workpackage title	Exploitation and impact of results
Partner	Activities
SMO	Testing tool with learners
SUPSI	<p>Prepared a presentation of SUPSI for the April Newsletter.</p> <p>Translated the brochure into Italian and German.</p> <p>Introduced SUPSI teachers to the use of the tools, thinking that in the future they could be multipliers.</p> <p>Used textblender to prepare a webpage which was used during the test. SUPSI teachers suggested that new online dictionaries for German and Italian should be added to the tools.</p> <p>Tested both tools, textblender and wordlink, with 59 users from 4 departments (Health Professions, Economics, Architecture and Design, Innovation Technology) in May 2009.</p> <p>Prepared a new feedback form for May 09 testing, together with a summarizing grid, and provided an interpretation of the test results.</p> <p>Used the new version of Textblender to prepare several webpages which were used during the September 09 test.</p> <p>Tested new version of textblender, with 38 users from the Architecture and Design department in September 2009.</p> <p>Made a video of the September 09 testing session, which has been uploaded onto the pools website (www.languages.dk)</p> <p>Prepared an online feedback form for the September 09 testing, thus making the collection of results faster</p>

Workpackage title	Dissemination
Partner	Activities
SDE College	<p>Edited and published four newsletters, these have been sent to registered users (approx 500), to the EfVET network (including the CECE network in Spain) 4000 recipients.</p> <p>Sent season greeting with information on the project and our progress to +250 recipients from personal networks.</p> <p>Compiled brochures with input and translations from partners into Danish, Dutch, English, Gaelic, German, Greek, and Italian.</p> <p>Proposed and gave a Show & Tell presentation at Eurocall 2009.</p> <p>Arranged regional language teacher workshops (on Funen and in Jutland).</p> <p>Produced and printed CD-ROM and DVD materials.</p> <p>Supplied EfVET with information for two efvet newsletters and general project information for the efvet website www.efvet.org</p> <p>Presented the project with two round table presentations, posters, newsletters and brochures at the EfVET 2008 conference.</p>

Grant Agreement number: 2008 – 1937 / 001 – 001	
Workpackage title	Dissemination
Partner	Activities
	<p>Procured dissemination T-shirts.</p> <p>Has been in regular contact with other language related projects, e.g. CCN-network and Webheads</p> <p>Updated and monitored the project website for possible improvement in search engine listings (the site is on the first page in most search engines when one searches with combinations of words like CLIL, language teaching, materials, tools, and methods).</p> <p>Presented the project outcomes in Brussels (25/09/09) at the European Day of Languages (EDT in Flanders), the 250 participants all received the TextBlender and DIY video as well as brochures and newsletters.</p> <p>Handed out Newsletters, brochures and 150 CD-ROMs + 150 DVDs to EuroCall 2009 participants.</p> <p>Handed out 250 Newsletters, 250 brochures and 200 CD-ROMs + 200 DVDs at the LLP Conference in Prague : http://www.llp-conference.eu</p>
EfVET	<p>Arranged round table presentations for the Pools T project at the 2008 conference.</p> <p>EfVET has forwarded the Pools T project newsletters to members. Disseminated materials during the 2008 conference (DVDs etc). Updated EfVET website with information on project</p> <p>Pools T Article in the December 2008, EfVET newsletters which were distributed to over 1500 VET institutions across Europe. The EfVET website www.efvet.org enables us to reach members and external stakeholders, including Ministries in all member states. The EfVET website receives over 80,000 visits per year. It is accessible and linked to the 23 Education and Training networks in Europe through EfVET's role in the European Civil Society Platform for Lifelong Learning (EUCIS-LLL). In addition through EfVETs collaborative agreement with the European Vocational Training Association (EVTA) EfVET shares its good practice examples and developments across the European VET sector</p> <p>Project description and link added to EfVET website www.efvet.org in November 2008</p> <p>Dissemination through the EfVET Annual International Conferences – EfVET organises on behalf of project co-ordinators the opportunity to disseminate their projects through a round table session where the 150 or so delegates from across 22 Member States can share their project aims , products, outcomes and results. Pools T was presented at the Oct 2008 Conference held in Vilnius, Lithuania and EfVET has organised a further Pools T event to take place in Oct 2009 Conference late October in Bilbao, Pais Vasco, Spain. The organisation and co-ordination of this event including the roundtable promotional process has been actioned between May and September 2009. In addition to delegates – all members and stakeholder across Europe can access and follow the Conference event on the website.</p>
Horizon	Presented the TextBlender and Wordlink tools in 2 multi-partner partnership projects, Comenius “Automobility” project and LLP

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Workpackage title	Dissemination
Partner	Activities
	<p>EUCINMOVE obstacles in mobility project. Involved partners have asked for training on use of the tools to use within own organizations in Finland, UK, Denmark and Spain.</p> <p>Introduced and presented both tools to European Platform organization for secondary and higher education in Haarlem, HL. The EP represents about 100 secondary schools involved in CLIL teaching and 1 secondary vocational college. In Spring 2010 we are invited to present the tools to representatives from these 100+ schools.</p> <p>Internally we have demonstrated the tools to teams from all vocational sectors. We have been asked to provide training sessions which we'll start in January 2010. A pilot session with language teachers has only just finished. We are about to evaluate the results.</p> <p>Within our Dutch LeonardodaVinci consortium we have demonstrated the tools to our partners, i.e. IDCollege Zoetermeer and Clusius College, Alkmaar.</p>
Athena	<p>Translation of brochure in Greek.</p> <p>Update of Athena's website with information and the brochure of the project.</p> <p>Search through internet for possible clustering projects in Greece.</p> <p>Contacted national agent (IKY) for more information about clustering projects and events.</p> <p>Mail brochures and newsletter to 4 organisations found that are familiar with CLIL in Greece. Contact by phone and email with one of them asking to test the tools and share with us their experience with CLIL method.</p> <p>Presentation of the project in 3 organisations (Second chance school in Alexandroupolis, The British School – Center of foreign languages, D.Dimoutsi – M.E. Johnson Karagianopoulou and Vocational training center "Mentor" in Komotini) in the area for future testing of the tools.</p> <p>Mailed Brochures and newsletter to 30 organisations that teach English in Greece asking to test the tools and share with us their experience.</p> <p>Brochures and newsletter were mailed to 60 vocational training centres all over Greece.</p> <p>The project has been presented through email to 30 certified language trainers in vocational training from all over Greece.</p>
SMO	<p>Contribution to project brochure plus national dissemination strategy, including</p> <ul style="list-style-type: none"> • Internally to all college staff • Regionally through UHI network newsletter

Grant Agreement number: 2008 – 1937 / 001 – 001	
Workpackage title	Dissemination
Partner	Activities
	<ul style="list-style-type: none"> To onsite and remote students on online courses To other regional partners involved in both Gaelic and ESOL Article to Scottish Centre for Information on Language Teaching - http://www.strath.ac.uk/media/departments/curricularstudies/scilt/newsletter/2009/Oct09newsletter.pdf Local press releases <p>Homepage link to project Inspectorate link to Best Practice European Award for Innovation and Creativity in Lifelong Learning Ceremony, Prague Island Voices blog: http://guthan.wordpress.com</p>
SUPSI	Has not yet been engaged in a dissemination phase, as the newer version of the tools was only ready at the end of September. After the testing phase, the products will be disseminated, chiefly through SUPSI's vocational universities network, and in the professional schools in Switzerland. All these partners have additional partners in their territory and abroad, and it is hoped that in this way a multiplier effect will be achieved.

Workpackage title	Development of desktop version of the software tool for text conversion to CLIL material
Partner	Activities
SDE College	<p>Extracted and documented the source code and algorithm from the alpha version of the “Web Page Text Blender” tool. Based on feedback from test teams improved the software. There has been more than 20 versions available from the website, after the software reached the “beta” stage it has been labelled TB1.0 this has now reached version TB1.3 (TextBlender version 1.3). On an ongoing basis updated the different versions of the software following recommendations (or error reporting) from all the teams and our end users (approximately 300 have tested the software). The current TextBlender now supports video (can automatically import local video sources and Youtube videos), audio, and graphics. The installed dictionaries now represent a many of combinations of European languages – also outside the project partnership. In cooperation with the Dutch team prepared a TextBlender user guide</p>
Horizon	Tested the tool in classes, interviewed students and compiled recommendations and prepared a TextBlender user guide
Athena	Tested the tool in classes, interviewed students and compiled recommendations
SMO	Co-operation with DK development team, proofreading user guide
SUPSI	Has peer review the development done by the Danish team, tested the tool in classes, interviewed students and compiled recommendations and suggestions for the further development of the tool.

Grant Agreement number: 2008 – 1937 / 001 – 001	
Workpackage title	Development of online web tool for web page conversion to CLIL material
Partner	Activities
SDE College	Has peer reviewed the development done by the UK team and made suggestions for further development. Has tested the tool in classes as part of CLIL based modules, e.g. in connection with the climate summit in Copenhagen.
Athena	Tested the tool in classes, interviewed students and compiled recommendations
SMO	Engineering the underlying php based software scripts for Wordlink and Multidict programs, linking over 50 languages, including links to « as image » dictionaries as means of circumventing lemmatization issues in some languages.
SUPSI	Has peer review the development done by the Scottish team and tested the site in several classes
Horizon	Tested the tool in classes, interviewed students and compiled recommendations

Workpackage title	Compilation of CLIL methodology user guide for application of project outcomes
Partner	Activities
SDE College	Has been in contact with the two partners responsible for this WP and has made suggestions as part of the peer review of these.
Athena	Been in contact with the Dutch partner and had a workshop in Alexandropoulos with two Dutch team members. Been in contact with schools involved in clil in Greece
Horizon	See our contacts with European Platform. We are working on first draft version of the CLIL manual for teachers. At workshop meeting 3 (Brussels, Sep/Oct) we showed a large number of student / teacher applications of the TextBlender

Workpackage title	Production of DVD DIY video
Partner	Activities
SDE College	A prototype has been compiled based on previous project results and copied on DVDs for distribution at conferences. The next version is waiting for a further improvement of the TextBlender interface before “final” recording / production

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

Meeting Location	Date	Partners that participated	Purpose of the meeting
Hoorn, NL	December 2008	SDE College: Kent Andersen Horizon: Frans van Schaik , Ellen Ejerskov, Hans Bruin, and Riccardo Dragotta	Kick-off workshop with walkthrough of responsibilities and tasks,

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Meeting Location	Date	Partners that participated	Purpose of the meeting
		Athena: Elissavet Antoniadou and Evangelos Lyropoulos SMO: Gordon Wells	development of dissemination materials, and presentation of ideas for the tools to be developed.
Brussels, BE	March 2009	SDE College: Stefan Lægteskov and Kent Andersen Horizon: Frans van Schaik , Ellen Ejerskov, Hans Bruin, and Riccardo Dragotta Athena: Elissavet Antoniadou and Evangelos Lyropoulos SMO: Caoimhín Ó Donnaile and Gordon Wells SUPSI: Germana D'allessio and Valentina Lella	Quality control of achievements. Walkthrough of achievements and suggestions for improvements regarding the tools. Programming workshop
Alexandropoulos, EL	April 2009	Horizon: Frans van Schaik and Ellen Ejerskov Athena: Elissavet Antoniadou and Evangelos Lyropoulos	Work on CLIL guide
Brussels, BE	September 2009	SDE College: Torben Kjær, Søren Jørgensen, and Kent Andersen Horizon: Ellen Ejerskov Athena: Germana D'allessio, Jan Hardie, and Valentina Lella SMO: Caoimhín Ó Donnaile and Gordon Wells	Quality control of achievements. Walkthrough of achievements and suggestions for improvements regarding the tools. Programming workshop
Vejle, DK	July 2009	SDE College: Lone Olsen and Kent Andersen	Training event for 9 teachers from Vejle Technical College (Now part of SDE College)
Odense, DK	November 2008	SDE College: Ulla Olstrup and Kent Andersen	Development session and graphical layout of the desktop tool

6 Involvement of Staff

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

Partner name:		SDE College	
Category	Staff name	Period of assignment	
		From	To
1	Niels Henning Olsen	1/10/08	30/9/09
1	Ole Bech Kristensen	1/10/08	30/9/09
2	Lone Olstrup	1/10/08	31/12/09
2	Kent Andersen	1/10/08	30/9/09
2	Stefan Lægteskov	1/10/08	30/9/09
2	Søren Jørgensen	1/10/08	30/9/09
2	Kirsten Nøhr	1/10/08	30/9/09
3	Jan Dichmann	1/10/08	31/12/08
2	Torben Kjær	1/8/09	30/9/09

Partner name:		EfVET	
Category	Staff name	Period of assignment	
		From	To
1	Frans Schneider	01/10/1008	10/01/2009
1	Peter Hodgson	11/01/2009	30/09/2009

Partner name:		Horizon	
Category	Staff name	Period of assignment	
		From	To
1	Wim Nijenhuis	01/10/1008	10/01/2009
2	Frans van Schaik	01/10/1008	10/01/2009
2	Ellen Ejerskov	01/10/1008	10/01/2009
2	Hans Bruin	01/10/1008	10/01/2009
2	Riccardo Dragotta	01/10/1008	10/01/2009

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Partner name:	Athena		
Category	Staff name	Period of assignment	
		From	To
1	Elissavet Antoniadou	1/10/08	30/9/09
2	Evangelos Lyropoulos	20/11/08	30/9/09
2	Sofia Valavani	1/1/09	30/9/09
2	Maria Kirou	1/1/09	30/9/09
2	Alexandra Papanastasiou	1/1/09	30/9/09
2	Theodoros Athanassiadis	30/11/08	30/9/09
3	Maria Efraimidou	1/1/09	30/9/09
4	Filio Morfi	1/1/09	30/9/09

Partner name:	SMO		
Category	Staff name	Period of assignment	
		From	To
2	Gordon Wells	October 08	September 09
2	Caoimhín Ó Donnaíle	October 08	September 09
2	Alison Dix	October 08	July 09

Partner name:	SUPSI		
Category	Staff name	Period of assignment	
		From	To
2	Germana D'Alessio	15.03.09	30.09.09
2	Valentina Lella	15.03.09	30.09.09
2	Jan Hardie	01.09.09	30.09.09
2	Lorena Frapolli	15.09.09	30.09.09

7 Management Aspects

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

The project management is based on several vehicles:

Partnership activity is monitored through e-mails; most of the transnational cooperation mails are cc'ed to the coordinator, Kent Andersen. In the project interim period he has received 1617 project related e-mail.

Partnership meeting and workshops are monitored through evaluation forms that the participants fill out at the end of a meeting:

-First meeting evaluation:

<http://www.languages.dk/archive/meetings/poolsT/2008December/1stMeetingEval.PDF>

-Second meeting evaluation:

<http://www.languages.dk/archive/meetings/poolsT/2009March/Workshop2.pdf>

-Third meeting evaluation: <http://www.languages.dk/archive/evaluation/Workshop3.pdf>

Partnership activities and achievements are monitored through quarterly reports, these are summarized in a compiled report every three months for the partnership evaluations go to:

http://www.languages.dk/archive.html#Ongoing_project_evaluation

The summaries can be found here:

-Summary of first quarter period:

<http://www.languages.dk/archive/evaluation/Q1/Compilation%20first%20quarterly%20reports.pdf>

-Summary of second quarter period:

http://www.languages.dk/archive/evaluation/Q2/Compilation_2nd_Quarterly_report.pdf

-Summary of third quarter period:

http://www.languages.dk/archive/evaluation/Q3/Quarterly_report_3_compilation.pdf

-Summary of fourth quarter period:

http://www.languages.dk/archive/evaluation/Q4/Quarterly_report_4_compilation.pdf

Internal quality control is based on the above reports, but also takes place during each meeting and is itemized in the meeting minutes:

-Meeting one minutes:

<http://www.languages.dk/archive/meetings/poolsT/2008December/MinutesHoorn.pdf>

-Meeting two minutes:

http://www.languages.dk/archive/meetings/poolsT/2009March/minutes_march_09.pdf

-Meeting three minutes:

http://www.languages.dk/archive/meetings/poolsT/2009september/minutes_sept_2009.pdf

External quality monitoring has been subcontracted after a bidding procedure where three consultants submitted their bids (Mara Garofalo, Ana Gimeno-Sanz, and Gareth Long), the bid from Gareth Long became the winner based on described QM method and price. Gareth Long works together with Angelica Bucur, they monitor the partnership activity and progress, and have participated in one of the project workshops and submitted two reports:

-Report one: http://www.languages.dk/archive/evaluation/1st_Report_POOLS-T_A&G_final.pdf

-Report two (To be used with the Interim report)

http://www.languages.dk/archive/evaluation/Interim_Evaluation_Report_POOLS-T_-_GL_and_AB_II%5B1%5D.pdf

Each partner has signed a contract with SDE which has itemized the tasks, deliveries, and responsibilities in the project per partner.

The partnership has been joined by a new “silent” partner from Switzerland; SUPSI (the University of Applied Sciences of Southern Switzerland, one of the 8 Universities of Applied Sciences in Switzerland). This has neither meant any change in budget nor in work plan, but it has resulted in further extensive testing, input, and exploitation, it also means that the core products from the project will be available in two more languages; German and Italian.

Only difficulty registered in the project period is to understand why the EACEA external experts were allowed to move 30% of staff days from category 2 to category 3; the described personnel in the application demonstrates category two personnel to be employed for the software development. This has in reality meant that the partnership has had to increase the amount of self-financing to an unfair level as both the two software developers Caoimhín o Donnaile, PhD and Kent Andersen, senior lecturer belong to category two. The proposal was based on real wages and not ceiling, but this was apparently not taken into account during the evaluation.

8 Dissemination & Exploitation

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

Nothing in the pools-t project is confidential; all information about the project from application to final report is / will be available from the project website (including this IR). All project products are open source and labelled as copyleft, which means that anyone can copy and repurpose our results as long as new derivatives remain copyleft.


We have tried not to reinvent the wheel, e.g. instead of a new domain name we use an existing website www.languages.dk with a number of regular visitors (20.000 to 40.000 per year), we have made use of the POOLS “umbrella” for the project because pools is a brand “known to almost anyone working with computer assisted language learning” (a quote from EuroCall 2008). At the same time we have done our best to profile all our outputs as pools-t products. A good example of making use of the pools network / community is the invitation from Prof. Dr Lut Batens to give the opening speech at the EDT (European Day of Languages) in Flanders (Bruxelles).

Annex 1 Financial Reporting table

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

Instructions for completing and submitting the table are found in section 3 of the Project Handbook.

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

		AGREED BUDGET		REALISED		LLP limits applied to calculate the grant	
1		Lifelong Learning Programme					
2		Multilateral projects, networks, accompanying measures, and studies					
3							
4							
5							
6	Before completing this table please read carefully the instructions available on						
7	http://eacea.ec.europa.eu/static/en/llp/reporting/						
8	and in particular section 3.2 of the project handbook						
9							
10	STATEMENT OF ACCOUNTS - COST CLAIM (FINAL REPORT)						
11							
12	Agreement number		Eligibility period from		to		
13	Project number						
14	Project Title						
15	Action						
16	Beneficiary name						
17	and Legal address						
18							
19	(all figures in EURO)						
20							
21	EXPENDITURES						
22	STAFF COSTS		0.00		0.00		0.00
23	TRAVEL AND SUBSISTENCE		0.00		0.00		0.00

Summary / Progress / Partners / Staff / Travel and subsistence / Equipment / Subcontracting / Other / Revenues / Ceilings / Actions