First External Evaluation 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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Contents

Introduction

A. Purpose of the report:

Evaluation and monitoring of the European Commission's Lifelong Learning Programme's "POOLS-M" (Pools-Methods) Project from December 2009 –to November 2011.

B. The main areas to be evaluated are:

- 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

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.

C. 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: this document*

iii) **Interim evaluation report** (produced one month in advance of the project's own Progress Report)

iv) **Final evaluation report** (produced one month in advance of the project's own Final Report)

Project Overview

Aim, Objectives and Outcomes of POOLS-M

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

POOLS-M arises from the identification of **needs in Italy, Lithuania and Turkey**, such as the needs to improve and promote other approaches and methods among language teachers in vocational / technical colleges teaching the less taught languages, which are often not educated as language teachers, to facilitate the use modern ICT-based tools, to access pools of resources and ready-to-use materials for languages teachers and learners.

Therefore the project **aims** to answer these needs through a transfer of innovation focusing on communicative language teaching methods and materials with an emphasis on cultural diversities and promoting learning LWUTL. The use of ICT and Internet for instructional purposes in several methods contributes to facilitating and promoting ICT among language teachers and learners. To facilitate the training of teachers and the impact of the project on long-term, the methods and materials will be demonstrated using instructional video recordings of lessons with subtitles in the project partnership languages.

The **transfer of innovation process** from BP-BLTM project includes the translation, adaption and development of sets of ready-to-use materials and instructions for lessons in Italian, Lithuanian, and Turkish. The project will transfer the BP-BLTM results to Italy, Lithuania, and Turkey by adapting and translating the guide, the methods manuals, the materials ready to use in classroom, and the subtitles for the project videos.

The POOLS-M materials will enrich the materials previously developed in several les-widely-used languages (Basque, Danish, Dutch, Gaelic, and Romanian) and subsequently translated into English, German and Spanish to facilitate later use in other languages.

- The **main contractual outputs** to be translated, adapted and transferred during the project's period:
  The 5 manuals with five teaching methods, the instructions and ready-to-use materials;
- **A video library with DYV recordings of the five methods used in real classrooms, subtitled and commented;**
- **An International Work Placement Guide;**
- **Website http://www.languages.dk/methods/ and the blog.**

Sources of Information and Tools used for Evaluation

The external qualitative assessment of the achievement of objectives and outcomes takes in account the approved application and the various sources of information provided by the project during the implementation, with special focus on the results of internal QM and evaluation and the achievement of the success criteria developed by the partnership. The external evaluators continuously stay informed and analyse the following areas:

- POOLS-M contractual Project Management & Quality plans, the monitoring activities and results, other procedures, the implementation of activities and the relationship with agreed schedule and milestones, the internal evaluation procedures and results;
- Communication: the exchanges between the project's members and the exchanges with other projects, the communication relating to dissemination and exploitation, the

communication with the external evaluators, the use of the social spaces such as the FaceBook of POOLS-M, the dedicated blog, the Internet use;

- The outcomes of partners' face-to-face meetings. For POOLS-M Kick-off meeting in Bruxelles, in December 2009, the Kick-off Meeting Minutes 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).

- Products developed during the period of the first 5 months, with focus on the International Guide and the Manuals presenting relevant methods for teaching and learning languages, enhanced by concrete lessons plans, best practices, bibliography; the manuals are evaluated as in their first version in English.

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 in the autumn of 2009, before the official start of the project. The GLPM evaluation strategy won the tender and it was accepted without changes, including four evaluation tables that enable a synthetic view of the main work phases and tools and indicators proposed to evaluate the Project Management and QM, Development, Dissemination and Exploitation activities and results.

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

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

POOLS-M Evaluation of the first months' results

The Partnership and the collaboration

The POOLS-M partnership is composed from 5 experienced partners from Denmark, Italy, Lithuania, Turkey and Belgium. The partnership's representativeness and range of competences were enhanced by the arrival of the Swiss partner which joined in 2010.

1. Coordinator : **Denmark** SDE College (Syddansk Erhvervsskole Odense-Vejle)
2. **Belgium** EFVET - the European Forum for Technical and Vocational Education and Training
3. **Italy** CSCS Centro Servizi Cultura Sviluppo Srl Research Centre for Cultural Development - Vocational training provider
4. **Lithuania** – Marijampoles profesinio rengimo centras – the Vocational Institution Centre of the South of Lithuania
5. **Turkey** -OZEL MARMARA ANADOLU MESLEK LISESI - Marmara Private Anatolian Vocational High School
6. **Switzerland** - SUPSI The University of Applied Sciences of Southern Switzerland - Silent partner

The project benefited from a very good start of the activities with an excellent Kick-off meeting that contributed to put the basis of collaborative work and friendly atmosphere among the representatives of the five partner institutions.

The experimented coordinating partner SDE demonstrated a careful planning, organisation of the first activities and ensured communication with the other partners and agreement about their responsibilities and concrete tasks for the first months.

The 5 days Kick-off meeting, comprising a practical workshop to demonstrate the five teaching methods was extremely successful. It was very well organised, with clear agenda, good time allocation, good sequencing of activities and concrete outcomes, excellent team building and socialisation. The partners from Italy, Lithuania and Turkey, present at this meeting, all had an important contribution in the first activities such as agreements on work-plan, evaluation,

planning of the next work-stages. They prepared well for the workshop and we observed a creative participation to the workshop activities with several good applications possible for each of the methods to be transferred. Last but, not the least, the team-building and intercultural exchanges were strengthened by an outstanding event, prepared and organised by the coordinator of the Italian team. He prepared wonderful Italian lunch during 3 days for all 11 participants, who were delighted by the initiative and, this goes without saying, the taste of the different preparation. It was one of the most efficient ice-breakers a project can have and it has had a lasting impact on partners' collaboration, enthusiasm and commitment to the project' activities.

The collaboration of the partners to the development of first outcomes was continuous and enhanced by the process of peer-reviewing of the manuals. We received in copy many of the e-mail messages concerning the comments and feedback on the educational materials in development.

Clear evidence about the good collaboration of partners was also found in the Quarterly Reports. Some excerpts:

Italian team: We have been in contact with partners every week.

Communication has been mainly by e-mail but we have used also phone.

Turkish team : "We have been in contact with all partners through e-mails. We have informed project partners about every implementation we've had so far in our school".

Lithuanian team : "Communication is frequent- depending on the needs, sometimes several times a week."

Danish team: "We have been in contact with all partners on an almost weekly basis."

Analyse of the activities and results : December 1st, 2009 to April 15, 2010

Phase A - Project Management and Quality Management: (WP 1 & WP 2)

The evaluation of PM and QM work-phases is based on the table presented bellow. The activities and results are analyzed from the point of view of ensuring the achievements, the good collaboration among the partners, the on-going evaluation and reporting.

A. External Evaluation of *Phase A (MNG)* Concern WP 1 and WP 2 : Project Management (PM) Quality Management (QM)	Indicators or Success criteria planned or to be defined to evaluate the work progress in the specific WPs, the achievement of objectives and of outcomes	External Quality Evaluation Strategy		
		Sources of information	Tools and Techniques used	Frequency of data collection and external evaluator team feedback or reporting
PM: Evaluation of coherence between Project management plan and its implementation Analyze of efficiency of internal project monitoring Quarterly analyze and feedback on work-progress, deviations or changes Interim and final external evaluation and recommendations regarding work-progress, achievements, results QM: Analyze of internal Quality assurance procedures and recommendations Assessment of the WPs results and qualitative and quantitative success criteria Internal Evaluation Reports at PR and FR time	Success criteria planned for WP1 and WP2 Other internal indicators that will be agreed by project members at the first QM workshop	Project's QM strategy and model PM original plan – Results – Process WP 1 and WP2 Success Criteria	Project's monitoring procedures Quarterly performance assessment Project's procedures for implementation of changes	POOLS-M Application approved; Beginning of the project (Dec. 2009) Quarterly; Interim Report
	Other process and relevant indicators to measure results proposed by the external evaluators during the project's lifetime	On-going evaluation of results, internal and external, eventual additional results produced	Questionnaires defined by the external evaluators Analyse of quarterly assessments by project partners Analyse of the innovative	Quarterly, On-going frequency to be determined with the participants
	Evidence of partnership's concrete contribution to the WPs	Internal procedures, e-mails, POOLS-M evaluation forms and work-progress reports	PM plan and monitoring procedures, QA and quarterly progress reports, self-evaluation of the partners	Quarterly, On-going frequency to be determined with the partnership during QM workshop 2010 End Sept.2011
	Other PM processes and QM indicators to be defined together with the project partners during the Workshop on QM	Internal procedures, e-mails, POOLS-M evaluation forms of meetings	Participation the POOLS-M meeting and Workshop on QA /QM Quarterly progress reports, Self-assessment by project partners; Other evaluations	Beginning 2010, Meeting / QM workshop in Turkey May 2010 Quarterly, On-going frequency to be determined together with the partners
	Percentage of accomplished tasks at Progress Report time	Work-plan, changes or variations from plan, quarterly reports	PM plan, QA procedures and progress reports evaluations	Quarterly, September 2010
	Percentage of accomplished tasks at Final Report time	Work-plan; implementation of corrective actions following the EACEA feedback after PR evaluation; Results testing, piloting, Peer-reviews	Original application plan; Monitoring procedure Feedback implementation for improving project performance	September-October 2010 September 2011

The Project Management, as observed by the external evaluators and evaluated in Quarterly Reports by the participants to the project, is clearly strength of the project of POOLS-M.

The Pools-M project's partners benefit from the experience of the leading DK organisation SDE in project management and also from managing or participating to the previous and currently running POOLS-related projects (BP-BLTM project POOLS, POOLS-Tools, POOLS-2).

There is a very good relationship between the original planning and the activities and outcomes of the project for the first five months, from December 1st 2009 to April 15 2010.

The development activities started with the first versions of the updated manuals and of the international student's guide ready as planned at the beginning of April 2010, as drafts in English.

The activities of dissemination were intense in each country: Denmark, Turkey, Lithuania and Italy. The project website http://www.languages.dk/methods and the blog http://poolsm.wordpress.com/, essential tools for communication and awareness-raising activities, were active already in the beginning of first month December 2009.

The Quality plan was implemented through clear internal evaluation and monitoring procedures. Again, a clear and effective start has taken place with key documents distributed and available on-line, such as the confirmation of the first year meetings and schedule, Quarterly report forms, Time sheets, Kick-off workshop agenda, Tasks and responsibilities, Meeting evaluation form, Evaluation form for the kick-off meeting, etc.

The partners' first quarterly reports and evaluations Kick-off meeting were performed.
Based on the information provided in these reports, we see that the project management and QA were evaluated as highly effective by the partners too. It obtained the highest score 5/5 and very positive feedback.

Some comments from the Quarterly Reports:

Lithuanian team: *"It has been best management of a Leonardo project that our Centre has been involved in. Every detail- from contract, logistics for kick off meeting, minutes, communication with external evaluator has been on time, and more effective than one could expect. The kick off meeting was prepared in such a detailed way and so beforehand, that it was easy to prepare for it, to know what to expect. At the same time the coordinators make you feel at home with the team, giving you the feeling you have know each other for long time."*

Turkish team: *" thanks to the conduct of the workshops led by Danish Team, everything was set in concrete in our mind. We clearly got a better understanding of what was expected of each partner and what sort of tasks they had to carry out by themselves. With the clear instructions given by Danish Team, the objectives of the workshop were reached at a satisfactory level which deserves much appreciation. Taking all the points mentioned above, the management of the project deserves to be graded as 5".*

Italian team: *"we believe that the information offered and the management based on the SDE international department is both sufficient and relevant. Everything is clear and transparent."*

Phase B. Quality Evaluation of Development activities and first outcomes

The POOLS-M development activities are planned under the WP6 to WP12 which deal with the adaptation, translation, and preparation of the BP-BLTM project' outputs to ensure these can be used in IT, LT, and TR.

The external evaluation of the outcomes developed is based on the table presented bellow.

A. External Evaluation Objectives of Phase B (DEV) Concern WP6 to WP12 Adapt, translate, develop of BP-BLTM project outputs to IT, LT, TR	Indicators planned or success criteria to evaluate the work progress in the specific WPs, the achievement of objectives and of outcomes	External Quality Evaluation Strategy		
		Sources of information	Tools and Techniques used	Frequency of data collection, external feedback and/or and reporting
International Placement Preparation Guide (IPPG) Evaluation of the successful adaptation to the needs of new countries IT, LT , TR	POOLS-M qualitative indicators planned & agreed by project members for evaluation of the Guide, Manual 1 and 2;	Project QM The results of the specific WP6, WP7 Results	Evaluation of coherence between the countries' needs and the updates guides Observation and/or evaluation of the Pilot	Beginning of the project – Dec 2009; After participation to one Pilot test or workshop Quarterly; End of the project

	Other process and indicators of results: testing through in-service teacher courses; the materials tested in classes during the last project year	Internal work-progress & PM communications, POOLS-M evaluation forms and partners' work-progress reports	PM plan and QM agreed Feedback and evaluation of the Manual1 key measures for QA of specific outputs Observation and/or	Starts in Dec.2009, End Aug. 2011 On-going frequency to be determined in close relationship with the work-plan
	Analyse of the final Manual 1 & materials for the "simulation" method : evaluation or feedback of teachers' testing or test in classes	Analyze findings and feedback from language teachers and their students Communication between project's partners Other sources: on-line versions of materials	Analyse of the final Manual 1 & materials for the "simulation" method : external evaluators' test of Italian version Observation and/or evaluation of the feedback of teachers' testing	Quarterly, On-going frequency to be determined with the participants
	Observation and/or evaluation of the feedback of teachers' testing or test in classes regarding Manual 2 TBL	The different versions developed of the Manuals Decisions taken in the specific meetings and workshops	Analyse of the final Manual 2 & materials for the TBL method : external evaluators' test of Italian version	Starts in Juin 2010; Ends in August 2011 depending on the availability of the final products
	Observation and/or evaluation of the feedback of teachers' testing or test in classes regarding Manual 3CALLC	The final on-line versions and the translation in the three new languages: IT, TR and LT	Analyze and test in Italian version of Manual 3 and materials for the "Computer Assisted Language Learning in a Context" method	Starts in January 2010 Ends in August 2011 with feedback on final versions of the manuals and ready-to-use materials
Manual 4 for the "Tandem Learning" (TL) method and materials	Observation and/or evaluation of the feedback of users' testing materials Success criteria to be defined with the partners	Analyze of the eTandem and the Tandem Learning platforms Analyze findings and feedback from language teachers and their students Other sources: on-line	Analyze and test in Italian version of Manual 4 and materials	Starts in February 2010 Ends in Sept. 2011 with feedback on on-line versions of the manuals and ready-to-use materials
Manual 5 describing the "PhyEmoC" method (Physical Emotional and Cultural approach) and activities for beginners using this method	Observation and/or evaluation of the feedback of users' testing materials (language teachers and users') Success criteria to be	Trail of the original method from BP-BLTM project that is transferred Analyze findings and feedback from language teachers and their students Other sources: on-line	Analyze and test in Italian version of Manual 5 and materials	Starts in March 2010 Ends in Sept. 2011 with feedback on on-line versions of the manuals and ready-to-use materials

In the first months of activity the project's partners succeeded to adapt and propose for peer-review the first version in English of four manuals and of the international guide for placement. These first outcomes are downloadable from the project's website in April 2010.

The products were developed as foreseen, by the end of March 2010, thus in good relationship with the original work-plan. One manual (SIMULATION Method) was developed by the Lithuanian team in advance with the planning and the first version was available in January 2010.

We would like to present the partners with comments on their quality and suggestions for improvement where needed.

General feedback for Manuals and Guide

- Use the same type of fonts (currently are used Times, Verdana)
- Check the font size also and unify in each manual text the size.
- Add bibliography for the two Manuals that do not include this source of information.

A. Italian team is responsible for preparing an updated Student International Work Placement Guide.

- Download available http://www.languages.dk/archive/pools-m/manuals/GUIDE_EN_Final%20version.doc (April 2010 version)

Feedback: Very good content, useful for target beneficiaries, clear, good English, good graphical presentation.

The project intends to deliver the final version of this product end of May 2010, earlier than foreseen in the contractual work-plan. While the product has already a very good quality, there is a need to verify whether the partners will have enough time for a good quality of translation in Italian, Lithuanian and Turkish.

A good opportunity to reach agreement on this issue is during the second project meeting and workshop in May 4-7 in Istanbul.

B. The Lithuanian team is the main responsible team for adaptation/updating the Manual 1 Simulation Manual

Simulation method manual Version1 evaluated from http://www.languages.dk/methods/simulations.html   (version March 2010)

Feedback: Very good structure, clear information, very good plans, very good use of diagrams to facilitate teacher's choices, attractive case-studies /lessons, easy to follow and to apply , helpful bibliography.

Questions and/ or Suggestions for improvements:

Q: what means 'banded' in context of p. 8 – Should the groups be banded? Differentiated on language level? GROUPED might be better word as is frequently used.
Same suggestion for p.18 2 and text "band X over band Y".

C. Manual 2 The Turkish team is in charge with the adapting/updating of Task Based Learning Manual (TBL). The version April 6th of Task based Learning manual can be downloaded.

Feedback: Good overall structure and information, very good use of several diagrams to facilitate comprehension, concrete daily life situations lessons, easy to follow and to apply.

Suggestions for improvement:

The Manual's updates in pages 9 to 16 should be eventually inserted in another place or introduced in relationship with the text in previous and following pages. Explanation should be presented more clearly about how the proposed content is relevant to TBL.

Content page: number of titles should be reduced; links to the pages do not work. Maybe it is better to use simple titles and page numbers, without links.

Changes and updates to the current partnership's languages (Page 9): 'Students should be able to understand and reproduce texts and basic messages in German, Danish, Spanish, Basque, Gaelic, Dutch and Rumanian related to the daily and cultural and professional life.'

D. **Manual 4** : The Lithanian team is in charge with Tandem Learning manual (now called eTandem)
It can be downloaded at http://www.languages.dk/methods/tandem.html

Feedback : it seems a very relevant method for languages learning and for encouraging LWULs learning/exchanges; includes portfolios in eTandem and Internet links resources and website; good examples and ODL exercises

In addition, it has good and attractive use of ICT and Internet communication, appealing for young learners; very good examples for the different levels (beginners, etc) and different users (engineers, etc) , enhanced with the Internet links provided.

E.   Manual 5 The Turkish team is in charge with the updating of the PhyEmoC manual.

Available version on http://www.languages.dk/methods/phyemoc.html   April 6th, 2010:

Feedback:
Very good structure, interesting information, good use of visual information, easy to follow and to apply , helpful for different type of situations.

 Suggestions and recommendations

 p. 4 and subsequent pages : Suggestion use 'control or controlling' instead of word manipulative 'There are four major phases in the language learning process: the completely manipulative phase'
p.15, 16, other pages: Romania / Romanian should be replaced by Turkey/ Turkish
Obs: photos. To reflect adaptation, maybe some photos should be changed? The photo p.21 , for Poetry, should be changed , the viewer is not sure what exactly the man in the photo is really doing near the tree... ?
Q: Bibliography should be useful to be added, at least the main publications of the creator of this method, John Rassias.

Phase D - Project Dissemination and Exploitation:

The evaluation of these work-packages is based on the table presented bellow. The activities and results are analyzed from the point of view of the quality of the activities, impact on target

users, range of relevant channels for dissemination, regular updating of website and usage of project's blog, contribution of all partners to these activities.

A. External Evaluation Objectives of *Phase D* (*DISS/ EXP*) **Concern WP 3, WP 4 :** Dissemination, clustering Exploitation and use of results **And WP12: Production & Dissemination** of DVDs and online videos	**Indicators planned or success criteria** to evaluate the work progress in the specific WPs, the achievement of objectives and of outcomes	**External Quality Evaluation Strategy**		
		Sources of information	Tools and Techniques used	Frequency of data collection and reporting
W3 & W4 **Evaluating the quality of POOLS-M's platform and website on** www.languages.dk/methods Evaluate the quality and transparency of the regular updating of website and usage of project's blog	Project's website indicators planned success criteria: Success criteria: Number of unique visitors over the two years period exceeds 40.000.	Project QM strategy Website The number of documented unique visitors Blog	Observations Testing by the external evaluators Analyze of feedback of users, participants on the blog	Beginning of the project – Dec 2009; Quarterly; On-going
	Evidence of partnership concrete contribution to work Evidence of transnational added value	Internal procedures to ensure the updated information in the national languages	Observations Testing by the external evaluators: the availability of the on-line tools/materials Analyze of user-friendliness	Quarterly, On-going frequency to be determined
Evaluate the Exploitation's Outcomes Exploitation of project's outcomes through pilot courses -workshops and peer review in classes Exploitation through in-service courses	Results of the national workshops and evaluations in Lithuania, Italy, and Turkey	POOLS-M evaluation forms for workshops	Analyze the results and the relevance of workshops for language teachers	When relevant in Year 1 and 2
	Teachers' evaluations Internal evaluations	Organization of in-service courses Questionnaires of evaluation	Observation and or participation to one in-service course in Italy	Year 2 Participation to in-service course to be determined
Clusters	Success criteria: List of registered users Cooperating clusters available at the end of the project period.	Activities to reach other language projects /networks to cluster and benefit from the POOLS-M outcomes	Observation; Analyze of activities and results	Continuous
WP12 **Dissemination** of DVDs and online videos	To define the indicators of quality for the on-line videos	The five DVDs and online videos with subtitles in IT, LT, and TR. The videos demonstrate language teaching in real classes using the five methods.	Observations Testing by the external evaluators: Analyze of user-friendliness Feedback of users after dissemination at	By May 2010, if products are available Feedback after June 2010, when users' comments are available

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

and outcomes of the project on local, regional and national levels and that were planned and to prepare the ground for the best possible conditions of the use of POOLS-M results.

These activities were excellent for the beginning of the project.

There is plenty of evidence about the many activities of dissemination in each country: Denmark, Turkey, Lithuania and Italy and at international level through the ICT means and virtual products. In the QR there is a good overview of these activities deployed by the partners.

The project website http://www.languages.dk/methods and the blog http://poolsm.wordpress.com/, essential tools for communication and awareness-raising activities, were active already in the beginning of the project, from December 1st, 2009. Two Newsletters, available also on the website, were already ready in December 2009 and 2010 and sent to hundred of target-beneficiaries.

The leader of the Turkish team, Mr. Serhat Tuna, presented the aims and objectives of

the project. on the Turkish National television station NTV. The institution's newsletter

includes news about POOLS-M; other networking activities with EU partnership took place.

The Italian team started to organize meetings with language teachers from different vocational

schools in order to present them the project and invite them to start using pools resources.

The Lithuanian team members were very active and creative: they established an English club

for teachers where they implement innovative methods, described and prepared by the project.

They wrote articles on the website of their institutions Marijampole Vet Centre www.mprc.lt.

They created a POOLS-M friends groups and have presented the project on Facebook. The

researcher in LT team, member of the Methodological group of language teachers of

Marijampole region, will present the manual to language teachers of the region.

Among the good practices related to these activities, we noted the very good twinned use of the other two POOLS-T and POOLS-2 sister-projects to enlarged the dissemination impact.

Conclusions

The project achieved during the period December 2009 – April 2010 the first **results in very good relationship with the original planning, based on very good project management and quality assurance procedures, methods and tools.**

The project was effective in implementing the activities of the first five months and in ensuring an excellent team building and a collaborative work-environment. The collaboration of partners to the development of outcomes was clear and enhanced by the peer-review of the first versions of the manuals and guide by the other partners.

The project's partnership was joined by an experimented and professional partner from Switzerland.

Products, Performance and Impact of the project

The POOLS-M **products** have been **delivered professionally**, in a timely manner and have been developed **jointly by all partners**. The products are now **available in English and with a few corrections, ready for translation in Italian, Turkish and Lithuanian.** The content of the guide is very useful and the four manuals reflect some of the best practice identified in languages learning methods and practices for teachers and their students.

The dissemination activities were very good and relevant for the starting months of the project.

Recommendations

Improved the English version of the Manuals

- Use the same type of fonts (currently are used Times, Verdana)
- Check the font size also and unify in each manual text the size.
- Add bibliography for the two Manuals that do not include this source of information.
- Make the small needed corrections to the Manuals
- Improve the TBL Manual and reflect on the insertion place of updates.

Project work-plan update

- During the second meeting in Istanbul, agreement should be reached among the partners about the updated milestones of the project.
- The project manager should update the document with schedule and milestones so that it reflects the original work plan with the changed start date which was December 2009 and not October 2009, as initially foreseen. A colour-based excel overview document could be created, linking the main outcomes, milestones and lead partners.