POOLS 3 Dissemination & Exploitation Report

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# Report Content

The exploitation and dissemination report is based on information gathered from each of the POOLS-3 teams. The teams have answered the following questions:

* Describe the impact on the target sectors
* Describe the geographical impact of the project results
* Describe the impact that the project has had on VET in your country
* Name the institutions and organisations that have expressed interest in making use of the project results
* Explain how you will continue with the project activities and results after the end of the project funded period
* Which resources do you intend to put in place in order to assure sustainability of the project after the funded period?

The report also comprises the Lists of Exploitation and Dissemination activities done by each team

# Sabhal Mòr Ostaig

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| Describe the impact on the target sectors | The “Island Voices/Guthan nan Eilean” project, a direct outcome of the original POOLS project has continued to function as an online multimedia resource for VET teachers and learners of both English and Gaelic, and adopt new tools emerging from POOLS-linked innovations. In the period October 2013 to September 2015 approximately 100 posts were published on the site which has an international followership of over 2100 subscribers. The project’s Facebook page has over 1,700 followers.Also in this period four new collections of thematically related materials were compiled, additionally including Irish and French examples, and many enhanced with Clilstore support. Local and national organisations taking advantage of these materials include the Visit the Outer Hebrides tourism-support organisation and Scottish Traditional Arts and Culture group (TRACS). |
| Describe the geographical impact of the project results | The geographical reach of Island Voices spreads internationally. (In 2014 alone the Wordpress site was accessed in 99 different countries and the YouTube channel in 154.)<https://guthan.wordpress.com/2015/01/02/worldwide-spread/> Clilstore is used by SMO distance-learning students in Germany, the Netherlands, the US, Canada and many other countries.In August 2014 a paper “[Tools facilitating better use of online dictionaries: Technical aspects of Multidict, Wordlink and Clilstore](http://www.aclweb.org/anthology/W/W14/W14-4603.pdf)” was delivered to an international audience, including many teachers, at the Celtic Languages Technology Workshop in Dublin. |
| Describe the impact that the project has had on VET in your country | The Scottish Gaelic units in Clilstore have had a total of over 11,000 clicks by users to look up words in online dictionaries. This shows that the units are being used in a very big way by Gaelic learners in the manner which we envisaged.Training of Gaelic-medium teachers continues. In March 2015, two workshops on Clilstore were delivered to a total of 13 trainee teachers from Strathclyde University as part of a training course at SMO. In August 2015 a Clilstore workshop was delivered to 12 teachers as part of a training course at SMO.Introductions to Clilstore were delivered to class groups of students on the SMO summer short-course programme, both by project staff and by short-course teachers whom we had trained. The new intake of 20 full-time Gaelic learner Cùrsa Comais students have been introduced to Wordlink and Clilstore, and both students and teaching staff have been very impressed by how much these facilities speed up dictionary lookup and understanding. Caoimhín Ó Donnaíle from the project staff has been requested and committed to giving a seminar in November on Clilstore to SMO teaching staff as part of the SMO seminar programme. |
| Name the institutions and organisations that have expressed interest in making use of the project results | Sgoil Ghàidhlig GhlaschuLeeds University Languages DepartmentNational Association for the Teaching of English and Other Community Languages to Adults.TRACS (Traditional Arts Scotland)Visit the Outer Hebrides |
| Explain how you will continue with the project activities and results after the end of the project funded period | Island Voices continues as a self-sustaining community project.SMO will continue to maintain the Clilstore platform for worldwide usage in over 100 different languages and to produce Gaelic materials for use with its own students. The Multidict database of links to online dictionaries will continue to be maintained and expanded. |
| Which resources do you intend to put in place in order to assure sustainability of the project after the funded period? | The college has dedicated project, technical, and teaching staff to ensure all online facilities are secured and continue to be developed. |

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# Syddansk Erhvervsskole Odense-Vejle

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| Describe the impact on the target sectors | After courses In Aalborg and Fredericia where SDE presented pools-3 and made use of existing pools and new pools-3 outcomes there has been an increase in new multimedia units made by Danish VET teachers. The units made in Clilstore <http://multidict.net/clilstore/> by Danish teachers are mainly for teaching German and English |
| Describe the geographical impact of the project results | When SDE as part of a CLIL project offered a course, which included a unit on multimodality and creation of CALL resources, we registered participants from Bolivia, Cuba, Denmark, France, Italy, Netherlands, Portugal, Slovenia, and SpainIn Denmark Pools-3 outcomes have mainly been presented in Jylland (Jutland) and on Fyn (Funen), but teachers from Sjælland (Zealand) are also producing CALL units based on pools-3 instructions After presentations during Eurocall conferences the University of Groningen has exploited pools-3 materials during summer courses on CALL for language teachersThe ETI-Malta teacher training institution makes use of the pools and pools-3 materials during one-week courses on computer assisted language learning. |
| Describe the impact that the project has had on VET in your country | Teachers from two types of VET colleges are exploiting pools-3 materials (Technical colleges and commercial colleges/business schools).After we informed the language teaching consultant, Jens Norlyk at the Danish ministry of Education about the project aims and objectives he took part in a demonstration of Clilstore and the pools-3 website. This could be one of the reasons for the new regulation for the subject “VET English”, where CALL (computer assisted language learning) and information technology is now compulsory. |
| Name the institutions and organisations that have expressed interest in making use of the project results | SOSU-C a social and healthcare college near CopenhagenTeachers from Aalborg Handelsskole after the course in Aalborg.Participating teachers in the course in Fredericia came from Hansenberg, Herningsholm, Rybners, Uddannelsescenter Ringkøbing-Skjern,UC Holstebro, EUC Lillebælt, SDE Odense-Vejle, Kold College, Svendborg ErhvervsskoleUCL (University College Lillebaelt) |
| Explain how you will continue with the project activities and results after the end of the project funded period | We’ll continue updating the website and produce newsletters announcing CALL activities. The SDE teachers will also continue preparing units in Clilstore <http://multidict.net/clilstore/> SDE is involved in other EC Co-funded projects where we’ll exploit pools-3 products, e.g. EMEU will produce a virtual mobility platform and CALL units made by students.SDE has contacted one of the managers from UCL (University College Lillebaelt) and are preparing CALL and CLIL courses for teacher training students |
| Which resources do you intend to put in place in order to assure sustainability of the project after the funded period? | The project website will be further developed (hosting is prepaid for several years ahead) and SDE has plans for teachers courses on production of multimodality resources including CALL. |

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# Jazyková škola s právem státní jazykové zkoušky PELIKÁN

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| Describe the impact on the target sectors | The use of CALL tools and techniques for language teaching and learning in the Czech Republic is underdeveloped. The majority of teachers who use computers in class have not been able to change their attitudes to teaching and use computer as an effective educational tool. After three teacher training courses 21 new units produced by Czech teachers appeared in Clilstore. http://multidict.net/clilstore/The project has significantly increased the teachers’ capacity to develop and use CALL materials in their classes. Teachers of other languages were also interested in using the resources and Clilstore units in different languages for foreign language teaching. |
| Describe the geographical impact of the project results | The participants of teacher training sessions came from Brno and South Moravian region. The project was presented and disseminated at a national level through the wide network of contacts (e-mail, newsletter, social media) and regular publishing on the largest on-line community of teachers in the Czech Republic – RVP.http://pelican.blogy.rvp.cz/2014/08/01/uceni-se-jazyku-s-podporou-pocitace-computer-assisted-language-learning/Furthermore, the POOLS-3 teacher training course was given accreditation by the Ministry of Education, Youth and Sports in the Czech Republic which will facilitate the recruitment of trainees from all parts of the country.The project was also presented during Multilingual Families, VIDEOforALL and Stronger Children 2 meetings in Spain, Germany, Denmark and Bulgaria to representatives of educational institutions from many European countries who expressed their interest in using Pools-3 resources. |
| Describe the impact that the project has had on VET in your country | The accreditation of the teacher training course by Ministry of Education, Youth and Sports in the Czech Republic means that it is included in the further professional development programme.This can be used by VET teachers in order to acquire and develop professional qualifications required to teach particular subjects. |
| Name the institutions and organisations that have expressed interest in making use of the project results | The teacher training courses in the Czech Republic included a session organized at Vocational School in Vyškov with 12 participants. The participants of two other training sessions came from no less than 10 school in Brno and South Moravian region most of which are VET schools.The consortium of VIDEOforALL project have expressed interest in using the POOLS-3 resources and audiovisual materials in the collection of best practices. These bring together current digital video ideas and innovative practices for teaching and learning languages.http://videoforall.eu/ |
| Explain how you will continue with the project activities and results after the end of the project funded period | The Pools-3 training courses have been accredited by the Ministry of Education, Youth and Sports in the Czech Republic. This will contribute to professional development of teachers in the Czech Republic. The accreditation will facilitate the recruitment of trainees for the sessions which will be included in the range of educational opportunities for further education and offered to schools in the Czech Republic.PELICAN aims to develop VIDEOforALL teacher training course which would enable us to provide tailor made courses catering to the varied learning style of professional client groups. This would also include the module on using Clilstore, Multidict and other Pools-3 project developments. The VIDEOforALL teacher training course is expected to receive accreditation of the Ministry of Education, Youth and Sports in the Czech Republic too.The Czech units in Clilstore will be used in Czech courses for foreigners at PELICAN. The audiovisual material facilitates the process of learning the Czech language. It also enables the learners to adapt the learning process to their own needs. |
| Which resources do you intend to put in place in order to assure sustainability of the project after the funded period? | The teacher training courses will be organized for PELICAN teachers as well as for teachers from other educational institutions in the Czech Republic. |

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# Stucom

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| Describe the impact on the target sectors | The strongest impact has been in students and teachers. Students after attending the training and those who were told about the project <https://www.facebook.com/charo.cuart/posts/10203737140406813> felt more motivated to learn not only Catalan but were curious about other languages in Pools-3 and also about all the units in English that are in Clistore .Teachers have felt the student’s motivation in the growing interest they felt after the training. Moreover, other teachers from different subjects who attended the training want to apply the POOLS- 3 methodology to other subjects as they feel that by doing so academic results can be improved. |
| Describe the geographical impact of the project results | The impact has been in Barcelona and in Cataluña as teachers who attended the training sessions work in schools of our city and region All of them are planning to exploit POOLS-3 units. The project was presented Nationally in Madrid at CECE (Confederación Española de Centros de Enseñanza ) headquarters which plans to disseminate it among the members of the association . It was also presented during the first meeting of the project Euapps4us to representatives of Education from Lithuania, Norway and Turkey who will use the materials of Pools-3 and Pools with their students during this acacemic year <https://www.facebook.com/projectpools3/posts/840867099304454> |
| Describe the impact that the project has had on VET in your country | Vet students and teachers in Catalonia need to speak Catalan to be able to understand classes and to teach if that is the case. Many of them come from other parts of Spain or from other countries. Pools- outputs is going to be one of the tools used in all schools who have showed interest at a regional and national level to help VET- students and teachers to understand Catalan  |
| Name the institutions and organisations that have expressed interest in making use of the project results | 1. CENTRE D’ESTUDIS MONLAU
2. COL.LEGI MIRASAN
3. COL.LEGI CAMI
4. CENTRE D’ESTUDIS IBERNE
5. COLEGIO EL CASAL
6. COL.LEGI MONTCAU- LA MOLA
7. CENTRO DE ESTUDIOS EUROAULA
8. CENTRO DE ESTUDIOS SAN FRANCESC
9. ESCOLA FRETA
10. EDENIC GAMES
11. CENTRE D’ESTUDIS ROCA
12. ESCOLA RAMON LLUL
13. CENTRE D’ESTUDIS PRAT
14. CENTRE D’ESTUDIS ETG
15. CECE
 |
| Explain how you will continue with the project activities and results after the end of the project funded period | All foreign Vocational Students who are coming to Stucom and to most of the schools interested in the project , to do their Erasmus +internships will receive their first language training using Pools-3 outputs .We will link POOLS-3 to our Eramus project Gain time , [https://www.facebook.com/pages/Master-model-to-gain-time-in-your-classroom/735603236507805](https://www.facebook.com/pages/Master-model-to-gain-time-in-your-classroom/735603236507805%20) which works on flipped methodology and POOLS-3 is a good example of it , We aim to implement the project linking it to our Erasmus + project Euapps4us [https://www.facebook.com/pages/Euapps4us/1563805580524619](https://www.facebook.com/pages/Euapps4us/1563805580524619and) creating a new one who will turn some POOLS-3 units into linguistic apps  |
| Which resources do you intend to put in place in order to assure sustainability of the project after the funded period? | We will go on disseminating the project website in all our dissemination channels for more than 6 years and organising training courses in Catalan using Pools-3 materials and adding new units . |

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# University of Ulster

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| Describe the impact on the target sectors | By utilising its close links with a variety of educational sectors in Northern Ireland and the Republic of Ireland, the Ulster Pools-3 team has been able to directly influence the way CALL is viewed within a broad cross section of society within the region. When offering Pools-3 training/presentations on Pools-3 to our target beneficiaries our approach has been to initially describe the benefits that CALL has delivered to our own students before outlining how the gradual adoption of CALL methods could be achieved practically by means of the Pools-3 project outputs. In addition to the above we have also raised the profile of CALL with CEA the Council for the Curriculum, Examinations and Assessment with a view to promoting future embedding of CALL within the GCSE and A Level curricula. We have also sought to address the issue of sourcing authentic raw materials for CALL courseware and have developed a working relationship with Raidió Teilifís Éireann (RTÉ), Ireland’s national broadcaster and Foras na Gaeilge, the All-Ireland Irish Language promotion body, whereby audio and audiovisual recordings from RTÉ and transcriptions from Foras na Gaeilge will be developed into CALL learning units for multisectoral language learning. |
| Describe the geographical impact of the project results | Awareness of the project results has been fostered throughout the Island of Ireland, and by using established professional networks dedicated to secondary/tertiary and community education such as An Mheitheal um Theagasc na Gaeilge ar an Tríú Leibhéal (Working group on the teaching of Irish at Third Level) and Conradh na Gaeilge (The Gaelic League) the capacity to build upon the existing impact has been increased. The project outputs have been disseminated through social media channels populated by an international audience of Irish diaspora and aficionados with an on-going interest in the teaching and learning of Irish, and in any engaging new materials or teaching methods. Aspects of the Ulster Pools-3 products were also disseminated at the 2015 conference of Eurocall (the European Association for Computer Assisted Language Learning) in Venice, Italy in August 2015. The abstract was distributed to the 300 participants who were drawn from 4 continents and the talk itself was attended by cross section of language teachers, language centre managers and CALL theorists. Cross fertilisation of the project aims between Ulster and SMO was also facilitated by means of a Pools-3 related workshop hosted by SMO in Benbecula Scotland and attended by a team from Ulster consisting of staff and community representatives. This workshop was the outworking of a clustering of project initiatives involving both institutions and was funded separately by Colmcille/Foras na Gaeilge. The products of this workshop were widely disseminated on social media, radio and print media in Scotland and throughout the Island of Ireland and exploited as teaching materials on Ulster’s diploma and undergraduate programmes, as evidenced by the high hit rates that they have achieved. During specific Pools-3 workshops this cooperation was held up as an example of the role of authentic user generated content in CALL materials development, thereby placing the conceptual scope and attraction of CALL adoption on a higher plane.  |
| Describe the impact that the project has had on VET in your country | In relation to the Irish language, the VET focus of Pools-3 in Northern Ireland has been cultivated principally through the educational programmes delivered by Ulster University itself in its centres across the region, and through its extensive community outreach and widening access initiatives. This reflects the central and leading role that the School of Irish Language and Literature holds in this area of activity and the standing that qualifications from the institution have amongst employers locally and internationally. Ulster offers a 2-year undergraduate Diploma in Irish language at its Derry and Belfast campuses and at 2 outcentres, Southern Regional College in Newry and the Burnavon Arts Centre in Cookstown, Co. Tyrone. The diploma attracts candidates from a broad spectrum of age, prior experience and vocational focus. Amongst our student body at the various centres is a sizeable percentage who work in the Irish language sector, e.g. classroom assistants, administrators, community officers etc. The diploma offers them a means of improving their language skills and gaining certified qualifications to enable progression in their employment. Though the Pools-3 project we incubated and tested the project’s products and promoted the use of CALL to language students who had not previously benefitted from or experienced such methods. On graduation we expect that these students will help to propagate the CALL methods they experienced at Ulster. A clear example of how one of the beneficiaries of our dissemination have adopted the CALL training and Pools-3 ethos is St Patrick’s College, Drumcondra, Dublin who following our CALL training built a series of Clilstore units featuring living poets and authors reading their work. In sharing these units, St Patrick’s have exploited a gap in provision and innovation in relation to the teaching of literature and have addressed that shortfall through the agency of CALL and Clilstore. |
| Name the institutions and organisations that have expressed interest in making use of the project results | (Primary Sector)Bunscoil Phobal Feirste, BelfastGaelscoil Eoghain, CookstownGaelscoil Aodha Rua, DungannonGaelscoil Uí Néill, CoalislandIrish Medium Post-Primary Foundation Group (Northwest regional umbrella group). (Post Primary Sector)Coláiste Feirste, BelfastColáiste Dhoire, DungivenSt Patrick’s Academy, DungannonSt Mary’s Grammar School, MagherafeltRathmore Grammar School, Belfast(Third Level)An Mheitheal um Theagasc na Gaeilge ar an Tríú Leibhéal (Collective of 17 3rd Level institutions throughout Republic of Ireland and Northern Ireland)   (Community Sector)Cultúrlann Uí Chanáin, DerryCultúrlann Mac Adam Ó Fiaich, BelfastAn Turas – East Belfast MissionAn Carn, MagheraAn Droichead, BelfastConradh na Gaeilge (All-Ireland) (Vocational Sector)Southern Regional CollegeNorthwest Regional College (Public Sector)Derry City CouncilDungannon and South Tyrone Borough CouncilCookstown District Council |
| Explain how you will continue with the project activities and results after the end of the project funded period | The Irish and Celtic Studies Research Institute and the School of Irish Language and Literature at Ulster are committed to outreach, widening access and the development and sharing of best practice in CALL, and more specifically in its potential to support the teaching and learning of Irish as a minority/lesser used language. The Pools-3 project has allowed us to develop our expertise in this area and the project outcomes have been designed to be robust and enduring and capable of future adaptation, updating and refinement in response to developments in CALL. Through our involvement in Eurocall and national practitioner networks we are plugged into a community of practice that views teacher training and the sharing of resources and good practice as an integral part of our collective continuing professional development (CPD). The Pools-3 project would not have achieved the traction that it has in this region were it not for the fact that we were able to cluster the project with existing initiatives, and were it not in tune with our core business. The fact that we use the methods that were the subject of the Pools-3 dissemination ourselves means that we will continue to model the benefits of CALL and will respond generously to future requests for training and advice because we have a clear view of the remaining capacity and scope for the adoption of CALL locally, nationally and internationally.  |
| Which resources do you intend to put in place in order to assure sustainability of the project after the funded period? | The School of Irish Language and Literature has recently successfully bid for capital funding to procure and install 2 digital language labs at our Belfast and Magee campuses. Our involvement in innovative projects such as Pools-3 was instrumental in evidencing our rationale and need for the lab installations. These labs will allow us to expand our use of the Pools-3 products and also to provide in-service training to teachers in the region. The Pools-3 team at Ulster have a professional interest in CALL and in the related projects of the wider Pools consortium ([www.languages.dk](http://www.languages.dk)) and will therefore continue to champion CALL, and use the training workshop resource pack to provide training to our local and national partners and members of our extensive community of practice e.g. Conradh na Gaeilge and An Mheitheal um Theagasc na Gaeilge ar an Tríú leibhéal.  |

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# European Forum of Vocational Education and Training

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| Describe the impact on the target sectors | Over the past 2 years of the Pools 3 project EfVET has disseminated the project on the European level- through EfVET members and events. The all materials and videos has been uploaded on EfVET website. Some members were interested in the Course Units Catalogue. |
| Describe the geographical impact of the project results | N/A |
| Describe the impact that the project has had on VET in your country | N/A |
| Name the institutions and organisations that have expressed interest in making use of the project results | A few VET collegesDa Vinci College, NLMCAST college, Malta |
| Explain how you will continue with the project activities and results after the end of the project funded period | EfVET will continue updating the website. |
| Which resources do you intend to put in place in order to assure sustainability of the project after the funded period? | N/A |

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# List of Exploitation and Dissemination activities done by Sabhal Mòr Ostaig

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| The progress of the activities for the dissemination and exploitation of results |
| No | 19/05/2014 |
| Activity description | CALL demonstration at Glasgow Gaelic School – recorded online at http://guthan.wordpress.com/2014/06/13/taisbeanadh-aig-sgoil-ghaidhlig-ghlaschu/  |
| Country | UK - UNITED KINGDOM |
| Region | UKM3 - South Western Scotland |
| City | Glasgow |
| Targeted sectors | P85 - Education |
| Targeted groups | Language teachers (TCH-LANG)Primary school (EDU-SCHPrm)General secondary school (EDU-SCHSec) |
| Activity number of participants | 12 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | General secondary school (EDU-SCHSec) |
| Organisation size |  |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Glasgow has the largest Gaelic-medium school in Scotland, and the only secondary one. Teachers are constantly looking for new materials and techniques. The SMO team disseminated information about POOLS-3 as part of a wider presentation on CALL. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 28/06/2014 |
| Activity description | CALL demonstration and exhibition at the annual conference of the National Association for the Teaching of English and Other Community Languages to Adults at Sheffield University – recorded online at http://guthan.wordpress.com/2014/06/28/natecla-2014-wordshop/  |
| Country | UK |
| Region | UKE3 - South Yorkshire |
| City | Sheffield |
| Targeted sectors | P85.5 - Other education |
| Targeted groups | Adult education providers associations (ASC-ADEdu)Language teachers (TCH-LANG) |
| Activity number of participants | 150 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education providers associations (ASC-ADEdu) |
| Organisation size |  |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The NATECLA conference is the primary annual meeting for teachers of ESOL and Community languages in the UK, with a strong series of workshops and exhibitions from practitioners and major materials publishers. The SMO team delivered a CALL-related workshop including information on POOLS-3 and handed out project information throughout the weekend from a dedicated stand. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 25-04-2014 |
| Activity description | Blog post on video production, with powerpoint and accompanying video presentation, online at http://guthan.wordpress.com/2014/04/25/media-tips/ |
| Country | UK |
| Region | UKM6 - Highlands and Islands |
| City | Isle of Benbecula |
| Targeted sectors | P85 - Education |
| Targeted groups | General Public (GPU) |
| Activity number of participants | 1900 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Other (OTH) |
| Organisation size |  |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The continuing Island Voices community project is a direct result of the original POOLS project, and the website has attracted a large subscription base of interested followers. This intimation, as well as being educative in relation to core CALL skills, helps to keep them informed of new POOLS-related developments and follow them online through the linked project website. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 23/08/2014 |
| Activity description | Presentation of a 10-page paper “*Tools facilitating better use of online dictionaries: Technical aspects of Multidict, Wordlink and Clilstore*”, at the Celtic Languages Technology Workshop in Dublin, many of who were involved in Celtic language teaching. |
| Country | EI |
| Region | East |
| City | Dublin |
| Targeted sectors | P 85.4 Higher education  |
| Targeted groups | University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | c. 20 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type |  |
| Organisation size |  |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The Celtic Language Technology Workshop (CLTW) series of workshops provides a forum for researchers interested in developing NLP (Natural Language Processing) resources and technologies for Celtic languages. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 11/03/2015 |
| Activity description | 2 x Workshops – Clilstore/Wordlink/Multidict |
| Country | UK |
| Region | Highlands & Islands |
| City | Isle of Skye |
| Targeted sectors | P 85.4 Higher education  |
| Targeted groups | University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 13 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | University or higher education institution (tertiary level) (EDU-UNIV) |
| Organisation size |  |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Trainee Gaelic-medium schoolteachers who were attending Sabhal Mòr Ostaig for a week’s training course |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 20/08/2015 |
| Activity description | Workshop – Clilstore/Wordlink/Multidict |
| Country | UK |
| Region | Highlands & Islands |
| City | Isle of Skye |
| Targeted sectors |  |
| Targeted groups |  |
| Activity number of participants | 12 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | University or higher education institution (tertiary level) (EDU-UNIV) |
| Organisation size |  |

|  |  |
| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Trainee Gaelic-medium schoolteachers who were attending Sabhal Mòr Ostaig for a week’s training course |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 06/09/2015 |
| Activity description | Creation of a Wordlinked version of a short story for 1st Year students at Sabhal Mòr Ostaig. It subsequently became a full Clilstore unit, 3165, complete with soundfile. |
| Country | UK |
| Region | Highlands & Islands |
| City | Isle of Skye |
| Targeted sectors |  |
| Targeted groups | Language teachers (TCH-LANG)Undergraduate Students |
| Activity number of participants | 18 |

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| --- |
| Which institutions/organisations were targeted? |
| No | Sabhal Mòr Ostaig |
| Organisation type | University or higher education institution (tertiary level) (EDU-UNIV) |
| Organisation size |  |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Students in their first year at Sabhal Mòr Ostaig and their teacher were shown how to create a wordlinked document and then a unit in Clilstore which will help both teacher and students to use new CALL methods in their studies/teaching during the coming of year |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 11/09/2015 |
| Activity description | A 75 minute workshop Gaelic-speaking teachers who were at SMO on a course to make them better able to teach through Gaelic    |
| Country | UK |
| Region | Highlands & ISlands |
| City | Isle of Skye |
| Targeted sectors |  |
| Targeted groups | Language teachers (TCH-LANG) |
| Activity number of participants | 4 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Primary school (EDU-SCHPrm)General secondary school (EDU-SCHSec) |
| Organisation size |  |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Many teachers who can speak Gaelic but have not been trained to deliver in Gaelic lack the confidence and skills to do so. In attending training courses at SMO they can gain these skills and grow their confidence. Disseminating the POOLS-3 project outcomes can encourage them to try new methods |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 12/09/15 |
| Activity description | A 40 minute session this morning with Alasdair MacCaluim (“Alasdair Falt Fada”), who has been the Gaelic officer in the Scottish Parliament for the last 10 years.  He has a new boss who is keen to make use of Internet Technology to promote information about the parliament through the medium of Gaelic, and in particular to do more for Gaelic learners.  They have already put some short information soundfiles online, for example.  Alasdair didnʼt know about Clilstore, etc, at all before and was very impressed by it and seems very keen to use it.   |
| Country | UK |
| Region | Highlands & Islands |
| City | Isle of Skye |
| Targeted sectors |  |
| Targeted groups |  |
| Activity number of participants | 1 |

|  |
| --- |
| Which institutions/organisations were targeted? |
| No | The Scottish Parliament |
| Organisation type |  |
| Organisation size |  |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? |  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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# List of Exploitation and Dissemination activities done by Syddansk Erhvervsskole Odense-Vejle

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date |  24/10/2013 |
| Activity description | The EfVET 2014 conference was used for handing out Pools-3 materials (newsletters and brochure) |
| Country | EL – GREECE |
| Region | GR25 – Peloponnisos |
| City | Athens |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | European network (NFP-NET) |
| Activity number of participants | 250 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | European network (NFP-NET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | EfVET is the leading Europena organisation for sharing project results and has direct access to policy makers and decisison takers |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| After the conference we have been contacted by some of the Danish participants e.g. Annette Kay from SOSU Sjælland |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 26/11/2013 |
| Activity description | Dissemination at the Methods project workshop |
| Country | BE – BELGIUM |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Bruxelles |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | Active adult education teacher (TCH-ADULT-ACTIVE) |
| Activity number of participants | 12 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | staff 251 to 500 |

|  |  |
| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The Methods project deals with five communicative teaching methods, some of these also involve use of ICT. We wanted to cluster our results if/where possible |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| We have exchanged information on the CAAL Guide book, METHODS also work on CALL as one of five methods |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 20/01/2014 |
| Activity description | Dissemination of pools-3 aims and objectives to a CLIL project (Clil4U a KA2 project) |
| Country | ES – SPAIN |
| Region | ES30 – Comunidad de Madrid |
| City | Madrid |
| Targeted sectors | P85.2 – Primary educationP85.32 – Technical and vocational secondary educationP85.4 – Higher education |
| Targeted groups | Institution for in-service teacher training (EDU-InISrvTr)Primary school (EDU-SCHPrm)University or higher education institution (tertiary level) (EDU-UNIV)Vocational or technical secondary school (EDU-SCHVoc)Vocational training institute tertiary level (EDU-HEIVoc) |
| Activity number of participants | 22 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Institution for in-service teacher training (EDU-InISrvTr) |
| Organisation size | staff 501 to 2.000 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The Clil4U project will among other outputs create online teaching materials for content /subject teachers to ensure that these have the needed language level for deploying CLIL, it is therefore likely that the project can benefit from the pools-3 outcomes |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| We have mainly been in contact with ETI-Malta about future courses targeting both CLIL and CALL |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 7/03/2014 |
| Activity description | Dissemination during Eurocall executive team meeting |
| Country | NL – NETHERLANDS |
| Region | NL11 – Groningen |
| City | Groningen |
| Targeted sectors | P85.5 – Other education |
| Targeted groups | European network (NFP-NET) |
| Activity number of participants | 10 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | European network (NFP-NET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Kent Andersen is a co-opted member of the Eurocall executive team. The planning meeting for the Eurocall 2014 conference was used for handing out Pools-3 materials (newsletters and brochure) |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| Sake Jager from University of Groningen has been running summer courses that included parts of the pools-3 materials |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 2/04/2014 |
| Activity description | Dissemination at an ICT course in for VET language teachers |
| Country | DK – DENMARK |
| Region | DK05 – Nordjylland |
| City | Aaborg |
| Targeted sectors | P85.32 – Technical and vocational secondary education |
| Targeted groups | Vocational training centre or organisation (EDU-VET) |
| Activity number of participants | 18 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 251 to 500 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | SDE college was running a course on Computer Assisted Language Learning and disseminated the pools-3 objectives so the teachers from the commercial college in Aalborg will know of and follow the development through the project website |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| After the course we have been able to follow the new CALL units developed in Clilstore, some of these also include exercises prepared in Hot Potatoes |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 21/05/2014 |
| Activity description | Workshop for language teachers in Fredericia |
| Country | DK – DENMARK |
| Region | DK03 – Syddanmark |
| City | Fredericia |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 38 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | staff 501 to 2.000 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | SDE college was running a course on Computer Assisted Language Learning and disseminated the pools-3 objectives so the VET teachers from the South Region of Denmark will know of and follow the development through the project website |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| Despite some problems during the course due to severe weather in Scoyland that caused the Clilstore serve to be off-line for a period we have been able to follow new CALL units developed in Clilstore by participants |
|  |
| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 2/06/2014 |
| Activity description | Course on Computer Assisted Language Learning and CLIL |
| Country | DK – DENMARK |
| Region | DK05 – Nordjylland |
| City | Nørre Sundby |
| Targeted sectors | P85.2 – Primary educationP85.31 – General secondary education |
| Targeted groups | teachers, trainers and other staff involved in any aspect of lifelong learning (TCH) |
| Activity number of participants | 18 |
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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | General secondary school (EDU-SCHSec) |
| Organisation size | staff 251 to 500 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | SDE college was running a course on Computer Assisted Language Learning and disseminated the pools-3 objectives so the teachers from primary and secondary schools in Northern Jutland will know of and follow the development through the project website |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| We were contacted by one of the participants after the course and managed to get her in contact with David Marsh |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 20/08/2014 |
| Activity description | Dissemination during Eurocall 2014 conference |
| Country | NL – NETHERLANDS |
| Region | NL11 – Groningen |
| City | Groningen |
| Targeted sectors | P85.5 - Other education |
| Targeted groups | Adult education teacher (TCH-ADULT) |
| Activity number of participants | 270 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | European network (NFP-NET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Kent Andersen is a co-opted member of the Eurocall executive team. Eurocall is the largest European organization representing computer assisted language learning and research on CALL. Kent Andersen handed out Pools-3 materials newsletters and brochure and had an exhibition table with materials. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| We have after the conference been in contact with several Eurocall members about pools-3 results and possibility of exploiting the outcomes, e.g. Ana Gimeno Sanz (from UPV) and Sake Jager (from University of Groningen) |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 23/10/14 |
| Activity description | EfVET conference with a roundtable presentation |
| Country | Portugal |
| Region | Porto |
| City | Porto |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 250 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | VET providers associations (ASC-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Meeting the core target groups of teachers, managers, and policy makers and presentation of the project objectives to key stake holders |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| We have after the conference been in contact with several EfVET members, e.g. Jesuïtes el Clot / Beatriz Feijoó Novoa |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 26/11/2014 |
| Activity description | Dissemination of Pools-3 during a project meeting in the EUMOB project |
| Country | Spain |
| Region | The Basque part of Spain |
| City | Bilbao |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 10 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | staff 501 to 2.000 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | SDE college is a partner in the EUMOB project as during the project kick-off meeting Kent Andersen disseminated the pools-3 objectives |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| After the meeting two teachers from Bilbao wanted to visit the SDE electrician’s department to get more information about CALL |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 2/12/2014 |
| Activity description | Dissemination of Pools-3 during a project meeting in the EMEU project (Erasmus+ KA2) |
| Country | Netherlands |
| Region | Hoorn |
| City | Hoorn |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 68 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | staff 501 to 2.000 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | SDE college is a partner in the EMEU project, during the project kick-off meeting Kent Andersen ran a workshop for the participants on CALL and disseminated the pools-3 objectives and website |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| We continue cooperating with the Dutch promoter about virtual mobility and 2nd Life |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 19/05/2015 |
| Activity description | Workshop on Computer Assisted Language Learning (mainly based on Clilstore) as part of an Erasmus KA2 project meeting (EUMOB) |
| Country | Denmark |
| Region | Syddanmark |
| City |  |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 13 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | staff 501 to 2.000 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? |  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| We mainly assist with information about setting up the online platform for the project and how to assist students language preparations through CALL before and during a mobility period |

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| The progress of the activities for the dissemination and exploitation of results |
| Activity Start Date | 25/08/2015 |
| Activity description | Dissemination during Eurocall 2015 conference |
| Country | IT-Italy |
| Region | Veneto |
| City | Padova |
| Targeted sectors | P85.5 - Other education |
| Targeted groups | Adult education teacher (TCH-ADULT) |
| Activity number of participants | 315 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | European network (NFP-NET) |
| Organisation size | staff 1 to 20 |

|  |  |
| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Kent Andersen is a co-opted member of the Eurocall executive team. Eurocall is the largest European organization representing computer assisted language learning and research on CALL. Kent Andersen handed out Pools-3 materials 250 newsletter Issue 46 (had not expected so many participants) and 50 brochures |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| --- |
| We have a raise in the number of likes following the presentations from Ulster and SDE |

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# List of Exploitation and Dissemination activities done by Jazyková škola s právem státní jazykové zkoušky PELIKÁN

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| The progress of the activities for the dissemination and exploitation of results |
| No | 24 February 2014 |
| Activity description | Dissemination of the project at Multilingual Families EU project meeting |
| Country | Spain |
| Region |  |
| City | Bilbao |
| Targeted sectors | P85.4, P85.42 |
| Targeted groups | Adult education provider (EDU-ADLT), University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 9 participants |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), University or higher education institution (tertiary level) (EDU-UNIV) |
| Organisation size | S1 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The project wants to motivate children to learn foreign languages. Clilstore was presented as a service that enables creating language immersion and learn languages. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 7 March 2014 |
| Activity description | Presentation of the project during Open Day at Pelican |
| Country | Czech Republic |
| Region |  |
| City | Brno |
| Targeted sectors | P85.2, P85.3, P85.32 |
| Targeted groups | Adult education provider (EDU-ADLT), Primary school (EDU-SCHPrm), Vocational or technical secondary school (EDU-SCHVoc), Language teachers (TCH-LANG) |
| Activity number of participants | 11 participants |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), Primary school (EDU-SCHPrm), Vocational or technical secondary school (EDU-SCHVoc), Language teachers (TCH-LANG) |
| Organisation size | S4 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Teachers interested in using ICT are regularly invited to seminars at PELICAN where projects and methodologies are presented.  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 31 March 2014 |
| Activity description | Direct e-mail with information about the project |
| Country | Czech Republic |
| Region | South Moravia |
| City | Brno |
| Targeted sectors | P85.2, P85.3, P85.32 |
| Targeted groups | Primary school (EDU-SCHPrm), Vocational or technical secondary school (EDU-SCHVoc), General secondary school (EDU-SCHSec) |
| Activity number of participants | 100 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Primary school (EDU-SCHPrm), Vocational or technical secondary school (EDU-SCHVoc), General secondary school (EDU-SCHSec) |
| Organisation size | S4 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | We used our database of primary, secondary and vocational schools in Brno and South Moravian Region to inform the management of school about the project. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 11 April 2014 |
| Activity description | Presentation of the project during VIDEOforALL EU project meeting |
| Country | Czech Republic |
| Region |  |
| City | Brno |
| Targeted sectors | P85.4, P85.42, P85.52 |
| Targeted groups | Adult education provider (EDU-ADLT), University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 11 participants |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), University or higher education institution (tertiary level) (EDU-UNIV) |
| Organisation size | S5 |

|  |  |
| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The project promotes using video as a basic tool of language learning. We wanted to cluster our results if/where possible. Clilstore and POOLS-3 videos have been included in VIDEOforALL Best Practices. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| --- |
| Clilstore and POOLS-3 videos have been included in VIDEOforALL Best Practices. |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 15 April 2014 |
| Activity description | Article about the project in PELICAN multilingual magazine |
| Country | Czech Republic |
| Region | South Moravia |
| City | Brno |
| Targeted sectors | P85.2, P85.3, P85.31, P85.32, P85.4 |
| Targeted groups | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 2,500 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | S5 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Educational institutions in Brno are sent a printed copy of PELICANMAG which informs them about our activities including project work. An article about POOLS-3 project was included.http://issuu.com/pelicanmag/docs/2014\_04\_16\_pelican\_final\_press\_web1/1 |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 1 August 2014 |
| Activity description | Article about the project published on RVP – on-line community of teachers in the Czech Republic |
| Country | Czech Republic |
| Region |  |
| City | Prague |
| Targeted sectors | P85.2, P85.3, P85.31, P85.32, P85.4 |
| Targeted groups | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 457 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | S5 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | We wrote and published an article about CALL and POOLS-3 tools and services in an online portal which serves as a community of teachers in the Czech Republic where they get useful information about new methods.http://pelican.blogy.rvp.cz/2014/08/01/uceni-se-jazyku-s-podporou-pocitace-computer-assisted-language-learning/ |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The article has 457 views and there are some contributions from readers in the discussion. |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 15 September 2014 |
| Activity description | Information about the project in the corporate newsletter. |
| Country | Czech Republic |
| Region | South Moravia |
| City | Brno |
| Targeted sectors | P85.2, P85.3, P85.31, P85.32, P85.4 |
| Targeted groups | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 541  |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | S5 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The recipients of PELICAN newsletter might be interested in employing the methods and tools developed by the POOLS-3 project. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 25 September 2014 |
| Activity description | Direct e-mail with information about the project and invitation to workshop |
| Country | Czech Republic |
| Region | South Moravia |
| City | Brno |
| Targeted sectors | P85.2, P85.3, P85.31, P85.32, P85.4 |
| Targeted groups | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 190 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | S5 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Management and staff of schools in Brno and South Moravian region were informed about the first project workshop. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| There were 10 participants in the first project workshop. They were very interested in using the project outcomes.  |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 19 November 2014 |
| Activity description | Dissemination of the project at Stronger Children – Less Violence 2 EU project meeting  |
| Country | Germany |
| Region | Thuringia |
| City | Jena |
| Targeted sectors | P85.4, P85.42 |
| Targeted groups | Adult education provider (EDU-ADLT), University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 7 participants |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), University or higher education institution (tertiary level) (EDU-UNIV) |
| Organisation size | S4 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The participating organisations provide educational services including language courses. They are interested in using ICT in language courses. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 10 December 2014 |
| Activity description | POOLS-3 project workshop  |
| Country | Czech Republic |
| Region |  |
| City | Brno |
| Targeted sectors | P85.2, P85.3, P85.31, P85.32, P85.4 |
| Targeted groups | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 10 participants |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | S4 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Foreign language teachers came to the workshop from different schools. They want to use ICT in their classes. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| --- |
| We received positive feedback from the participants. New units in Clilstore were produced at the workshop. |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 17 February 2015 |
| Activity description | Presentation of the project to management of LOOSERS Creative Agency  |
| Country | Czech Republic |
| Region |  |
| City | Brno |
| Targeted sectors | M73 |
| Targeted groups | Consultancy (CONS-CNST) |
| Activity number of participants | 6 participants |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Consultancy (CONS-CNST) |
| Organisation size | S2 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The creative agency cooperates with PELCIAN in marketing of the products including project outputs. Projects were presented to the company representatives. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 25 February 2015 |
| Activity description | POOLS-3 project workshop  |
| Country | Czech Republic |
| Region | South Moravia |
| City | Brno |
| Targeted sectors | P85.2, P85.3, P85.31, P85.32, P85.4 |
| Targeted groups | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 10 participants |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | S4 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Foreign language teachers came to the workshop from different schools. They want to use ICT in their classes. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| --- |
| We received positive feedback from the participants. New units in Clilstore were produced at the workshop. |

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| The progress of the activities for the dissemination and exploitation of results |
| No |  9 March 2015 |
| Activity description | POOLS-3 project workshop  |
| Country | Czech Republic |
| Region | South Moravia |
| City | Vyškov |
| Targeted sectors | P85.32 |
| Targeted groups | Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 13 participants |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | S4 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | The workshop was organized at a vocational school in Vyškov, South Moravian Region, with 13 participating teachers. They were given the information about the project. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

|  |
| --- |
| We received positive feedback from the participants. New units in Clilstore were produced at the workshop. |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 28 May 2015 |
| Activity description | Presentation of the project at a VIDEOforALL project workshop  |
| Country | Czech Republic |
| Region | South Moravia |
| City | Brno |
| Targeted sectors | P85.2, P85.3, P85.31, P85.32, P85.4 |
| Targeted groups | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Activity number of participants | 14 participants |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), Language teachers (TCH-LANG), Primary school (EDU-SCHPrm), General secondary school (EDU-SCHSec), Vocational or technical secondary school (EDU-SCHVoc) |
| Organisation size | S4 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Language teachers from Brno were invited to VIDEOforALL project workshop. CLilstore was presented as a way of creating multimedia resources. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 8 June 2015 |
| Activity description | Presentation of the project during Open Day at Pelican |
| Country | Czech Republic |
| Region | South Moravia |
| City | Brno |
| Targeted sectors | P85.2, P85.3, P85.32 |
| Targeted groups | Adult education provider (EDU-ADLT), Primary school (EDU-SCHPrm), Vocational or technical secondary school (EDU-SCHVoc), Language teachers (TCH-LANG) |
| Activity number of participants | 6 participants |

|  |
| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), Primary school (EDU-SCHPrm), Vocational or technical secondary school (EDU-SCHVoc), Language teachers (TCH-LANG) |
| Organisation size | S4 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Teachers interested in using ICT are regularly invited to seminars at PELICAN where projects and methodologies are presented. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 9 June 2015 |
| Activity description | The DZS (Czech National Agency) “Erasmus pro život” conference was use for handing out Pools-3 materials (leaflet) |
| Country | Czech Republic |
| Region |  |
| City | Prague |
| Targeted sectors | P85 |
| Targeted groups | European network (NFP-NET) |
| Activity number of participants | 200 participants |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | European network (NFP-NET) |
| Organisation size | S3 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | DZS is the national agency in the Czech Republic and has direct access to policy makers and decision takers |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 15 June 2015 |
| Activity description | Presentation of the project during Open Day at Pelican |
| Country | Czech Republic |
| Region |  |
| City | Brno |
| Targeted sectors | P85.2, P85.3, P85.32 |
| Targeted groups | Adult education provider (EDU-ADLT), Primary school (EDU-SCHPrm), Vocational or technical secondary school (EDU-SCHVoc), Language teachers (TCH-LANG) |
| Activity number of participants | 7 participants |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | Adult education provider (EDU-ADLT), Primary school (EDU-SCHPrm), Vocational or technical secondary school (EDU-SCHVoc), Language teachers (TCH-LANG) |
| Organisation size | S4 |

|  |  |
| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | Teachers interested in using ICT are regularly invited to seminars at PELICAN where projects and methodologies are presented. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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# List of Exploitation and Dissemination activities done by Stucom

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| **The progress of the activities for the dissemination and exploitation of results** |
| **No** | 14.11.13 |
| **Activity description** | Pools -3 presented to Employability Program partners  |
| **Country** | Germany  |
| **Region** | **Brandenburg** |
| **City** | Berlin  |
| **Targeted sectors** | J62, P 85.32 |
| **Targeted groups** | CONS-GUID, EDU-SCHSec, ENT-SME |
| **Activity number of participants** | S2 |

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| **Which institutions/organisations were targeted?** |
| **No** | 5 |
| **Organisation type** | CONS-GUID, EDU-SCHSec, ENT-SME |
| **Organisation size** | S5 |

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| --- | --- |
| **Why have these institutions been chosen, and what is their relevance towards the project objectives?** | **These organisations work together in an IT project which wants to develop multimedia material for companies , the content of POOLS 3 and the methodology used can be very useful for them and stakeholders working with them**  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| **Participants were very interested due to the technology used in Pools 3 and the importance given to languages** |

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| **The progress of the activities for the dissemination and exploitation of results** |
| **No** | 19.12.2013 |
| **Activity description** | Pools -3 presented to |
| **Country** | Spain  |
| **Region** | Cataluña  |
| **City** | Barcelona  |
| **Targeted sectors** | J62, P 85.32, P 85.4 |
| **Targeted groups** | CONS-GUID, EDU-SCHSec, ENT-SME, ENT-COMPSer, EDU-COMP, NFP-NET, ASC-SCH |
| **Activity number of participants** | 18 |

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| **Which institutions/organisations were targeted?** |
| **No** | 20 |
| **Organisation type** | CONS-GUID, EDU-SCHSec, ENT-SME |
| **Organisation size** | S5 |

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| **Why have these institutions been chosen, and what is their relevance towards the project objectives?** | **These institutions are schools , universities, companies and organisation that work with youth and students . All of them are interested in any sort of innovative training to disseminate and to work with it , in their companies and with their students** |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| **Participants were very interested in the project, they received the brochure translated in Catalan and will be receiving the latest news through our communication channels, some of them will share all the information with their main stakeholders** |

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| **The progress of the activities for the dissemination and exploitation of results** |
| **No** | 22 -05-2014 |
| **Activity description** | Update of Pools 3 activities to Vocational Students and Teachers of Poland , Germany and UK |
| **Country** | Poland |
| **Region** | Szydlowiec |
| **City** | Szydlowie |
| **Targeted sectors** | P85.32 |
| **Targeted groups** | Vocational training Centre (EDU-Vet  |
| **Activity number of participants** | 30 |

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| **Which institutions/organisations were targeted?** |
| **No** |  |
| **Organisation type** | Vocational training Centre (EDU-Vet |
| **Organisation size** | S5 |

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| --- | --- |
| **Why have these institutions been chosen, and what is their relevance towards the project objectives?** | **The organization taking part in the meeting are interested in new methodologies , they all have immigrants with show lack of interest and motivation , the new tools used in Pools 3 can be of great help for them to increase motivation**  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| --- |
| **Stucom shared the present results of Pools 3 to the members of SEP Leonardo Project in Poland who already knew about or project because some of them attended to another meeting where Pools 3 was presented in Berling in November 2013. Participants showed great interest and were looking forward to watching the videos created to learn from them**  |

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| **The progress of the activities for the dissemination and exploitation of results** |
| **No** | 28th-11-2014 |
| **Activity description** | Dissemination during Eramus+ project meeting “Gain Time”. 14 teachers and managers from Portugal, Italy, Norway, Bulgaria and the UK attended |
| **Country** | Spain  |
| **Region** | Castilla-Leon  |
| **City** | Madrid  |
| **Targeted sectors** | J62, P 85.32, P 85.4 |
| **Targeted groups** | J62, P 85.32, P 85.4 |
| **Activity number of participants** | 14 |

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| **Which institutions/organisations were targeted?** |
| **No** |  |
| **Organisation type** | CONS-GUID, EDU-SCHSec, ENT-SME |
| **Organisation size** | S5 |

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| **Why have these institutions been chosen, and what is their relevance towards the project objectives?** | **These institutions are going to develop the project “Gain Time “ this project is about Flipped classrooms and the use of games in teaching , with Poos 3 they could see a new type of Flipped Classrom and also how working with videos and texts we can create games for students that increase their motivation**  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| **The feedback was very positive as Pools- 3 methods was very linked to the project and some of the participants had no idea about the learning tools used in Pools 3**  |

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| **The progress of the activities for the dissemination and exploitation of results** |
| **No** | 12th-01-2015 |
| **Activity description** | Dissemination during Eramus+ project meeting Euapps4us , the project was disseminated to the partners of the project ( Turkey, Lithuania, Norway )and to the Ministry of Education of Elazig which organized a meeting with 30 school managers from Elazig to learn about the project  |
| **Country** | Turkey  |
| **Region** | Elazig |
| **City** | Elazig |
| **Targeted sectors** | J62, P 85.32, P 85.4 |
| **Targeted groups** | J62, P 85.32, P 85.4 |
| **Activity number of participants** | 38 |

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| **Which institutions/organisations were targeted?** |
| **No** |  |
| **Organisation type** | J62, P 85.32, P 85.4 |
| **Organisation size** | More than 1000 |

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| **Why have these institutions been chosen, and what is their relevance towards the project objectives?** | **The Ministry of Education of Elazig is looking for new methods to teach students in the region languages as Elazig is a country were students speak very few languages and the level of them is very low. Presenting this method was an example to follow for them**  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| **The feedback was very positive and managers who attended the meeting felt motivated to use this new method**  |

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| **The progress of the activities for the dissemination and exploitation of results** |
| **No** | 22-09-2014 |
| **Activity description** | Stucom presented Pools-3 project to more than 100 students at the University of Barcelona where some of the videos for the Catalan course were shot |
| **Country** | Spain  |
| **Region** | Cataluña  |
| **City** | Barcelona  |
| **Targeted sectors** | University students |
| **Targeted groups** | University students  |
| **Activity number of participants** | 150 |

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| **Which institutions/organisations were targeted?** |
| **No** |  |
| **Organisation type** | University  |
| **Organisation size** | 1000 |

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| **Why have these institutions been chosen, and what is their relevance towards the project objectives?** | **Many of the students who attend university in Barcelona come from other countries and need to learn catalan to understand the lessons. With Pools – 3 they have the tool to make this task easier**  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| **Not only students who needed to learn Catalan were satisfied but also native speakers as they saw they could learn other languages using Pools-3 methods**  |
| **The progress of the activities for the dissemination and exploitation of results** |
| **No** | 12-06-2015 |
| **Activity description** | Pools 3- dissemination and training event at Stucom to 16 teachers from different schools in Europe |
| **Country** | Spain  |
| **Region** | Cataluña |
| **City** | Barcelona  |
| **Targeted sectors** | J62, P 85.32, P 85.4 |
| **Targeted groups** | J62, P 85.32, P 85.4 |
| **Activity number of participants** | 16 |

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| --- |
| **Which institutions/organisations were targeted?** |
| **No** |  |
| **Organisation type** | J62, P 85.32, P 85.4 |
| **Organisation size** | 1000 |

|  |  |
| --- | --- |
| **Why have these institutions been chosen, and what is their relevance towards the project objectives?** | **These teachers came from different countries to attend a course in Barcelona about video production, The videos produced by Pools -3 were a model to follow not only as video production models but also to show teacher what can be done with a video**  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| **After watching some of Pools -3 videos , listening how we overcome the problems we had while shooting Pools 3 and all the things you can do with video materials they felt more motivated to use this methodology as a learning tool**  |
| **The progress of the activities for the dissemination and exploitation of results** |
| **No** | 03-07-2015 |
| **Activity description** | Pools -3 presented to 60 trainers at Stucom  |
| **Country** | Spain  |
| **Region** | **Cataluña**  |
| **City** | Barcelona  |
| **Targeted sectors** | J62, P 85.32 |
| **Targeted groups** | CONS-GUID, EDU-SCHSec, ENT-SME |
| **Activity number of participants** | S2 |
| **Which institutions/organisations were targeted?** |
| **No** |  |
| **Organisation type** | CONS-GUID, EDU-SCHSec, ENT-SME |
| **Organisation size** | 60 |
| **Why have these institutions been chosen, and what is their relevance towards the project objectives?** | **Participants were looking for new methodologies to increase motivation in their students , Pools 3 was presented as a way of doing it**  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| --- |
| **After watching some of Pools -3 videos , and the learning activities done they showed a positive feed back**  |
| **The progress of the activities for the dissemination and exploitation of results** |
| **No** | 27-08-2015 |
| **Activity description** | Pools -3 presented to 20 teachers in Norway  |
| **Country** | Norway  |
| **Region** | **Oppland**  |
| **City** | Lillehamer  |
| **Targeted sectors** | J62, P 85.32 |
| **Targeted groups** | EDU-SCHSec, ENT-SME |
| **Activity number of participants** | 20 |
| **Which institutions/organisations were targeted?** |
| **No** |  |
| **Organisation type** | EDU-SCHSec, ENT-SME |
| **Organisation size** | 400 |
| **Why have these institutions been chosen, and what is their relevance towards the project objectives?** | **Stucom went to Norway to present a new methodology about the use of apps in learning . The idea of implementing Pools-3 and using some of this tools to create apps was discussed**  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| --- |
| **The feedback was so positive that they want to apply for a new project were both methods are used**  |

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# List of Exploitation and Dissemination activities done by University of Ulster

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| The progress of the activities for the dissemination and exploitation of results |
| No | 06/12/13 |
| Activity description | Presentation on POOLS3 project and planning for future collaboration |
| Country | Northern Ireland |
| Region |  |
| City | Belfast |
| Targeted sectors | P 85.52 Cultural education |
| Targeted groups | Adult education provider (EDU-ADLT) Language teachers (TCH-LANG)Non profit organisations, voluntary bodies, non-governmental organisations ("NGOs") (NFP) |
| Activity number of participants | 4 |

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| --- |
| Which institutions/organisations were targeted? |
| No | An Turas, East Belfast Mission. |
| Organisation type | Adult education provider (EDU-ADLT)Other (OTH) |
| Organisation size | S1 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | This organisation provides Irish language education to members of the Protestant community, a community who don’t normally have the option of learning Irish within the state education system. The participants in these classes respond much better when the teachers prepare materials that focus on the specific cultural and political context of this community – in this regard the group welcomes greatly the opportunity of receiving CALL training so that they can eventually create their own CALL materials independently. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| “this is great, I had no idea all of this existed, I can’t wait to get started on the training, I have so many ideas that I’d like to try out but I never knew how to go about it” Mrs Linda Ervine |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 23/01/14 |
| Activity description | Conference presentation at Centre for Higher Education Research and Practice’s Annual Conference: Conference Theme: *Sharing and shaping learning and teaching at Ulster: Building Communities of Practice* |
| Country | Northern Ireland |
| Region |  |
| City | Belfast |
| Targeted sectors | P 85.4 Higher education  |
| Targeted groups | HE research centres (RES-HE) University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 120 |

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| --- |
| Which institutions/organisations were targeted? |
| No | University of Ulster & Invited Speakers |
| Organisation type | University or higher education institution (tertiary level) (EDU-UNIV) |
| Organisation size | S6 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | This principally internal dissemination exercise aimed to establish the project within the wider academic community at Ulster University and get feedback on an interdisciplinary basis |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| “I didn’t know what to expect, but this project really does meet the definition of a Community of Practice” |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 28/02/14 |
| Activity description | A Level Study Day for Secondary Level Students on Ulster University’s Belfast Campus |
| Country | Northern Ireland |
| Region |  |
| City | Belfast |
| Targeted sectors | P85.3 Secondary education |
| Targeted groups | Language teachers (TCH-LANG)Pupils (STD-PUP) |
| Activity number of participants | 160 |

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| --- |
| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | General secondary school (EDU-SCHSec) |
| Organisation size | S6 |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | This event presented the project to secondary school puplis and their teachers – the pupils got to hear about different language learning techniques and their teachers , representing over 15 different schools, were primed for future attendance at one of the POOLS3 pilot course workshops. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| “This has great potential for us, the training is badly needed and we will certainly be signing up for the workshop” Cillian Walsh, A-Level Irish Teacher, Downpatrick. |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 08/07/14 |
| Activity description | Presentation of GLIC Awards, attended by representatives of Department of Culture, Arts and Leisure. |
| Country | Northern Ireland |
| Region |  |
| City | Derry |
| Targeted sectors | P 85.4 Higher education  |
| Targeted groups | University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants |  |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | University or higher education institution (tertiary level) (EDU-UNIV) |
| Organisation size | S6 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | This scheme was developed in the University to diversify the impact of the POOLS3 project, participating students who used CALL techniques to assist community based Irish language education received certificates in front of the University community and their families. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | 01/08/14 |
| Activity description | Publication: Full page spread on project featured in 2013-14 Irish and Celtic Studies Reseach Review |
| Country | Northern Ireland |
| Region |  |
| City | Belfast |
| Targeted sectors | P 85.4 Higher education P 85.5 Other education P 85.52 Cultural education |
| Targeted groups | University or higher education institution (tertiary level) (EDU-UNIV)HE research centres (RES-HE) Language teachers (TCH-LANG) |
| Activity number of participants | 200 |

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| Which institutions/organisations were targeted? |
| No |  |
| Organisation type | University or higher education institution (tertiary level) (EDU-UNIV) |
| Organisation size | S6 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | This report framed the POOLS3 project in the context of the sector leading and world class research being conducted at the Irish and Celtic Studies Research Institute at Ulster University. Copies of the report are distributed widely among HE language and literature departments with an interest in Irish and Celtic studies throughout Ireland, Britain, Europe and beyond. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| “Through its research, the Irish and Celtic Studies Research Institute is committed to excellence and institute members welcome the opportunity to generate and disseminate new knowledge. However, we are also aware that members must take their place among the national and international community of scholars. This is being achieved and is bringing back reflected glory to the university and to the discipline.” Report Forword by Professor Hugh McKenna, Pro-Vice-Chancellor (Research and Innovation) |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 28/08/14 |
| Activity description | Filming of sample POOLS3 videos |
| Country | Northern Ireland |
| Region |  |
| City | Carntogher, Co. Derry |
| Targeted sectors | P 85.52 Cultural education |
| Targeted groups | Adult education provider (EDU-ADLT) Language teachers (TCH-LANG)Non profit organisations, voluntary bodies, non-governmental organisations ("NGOs") (NFP) |
| Activity number of participants | 5 |

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| Which institutions/organisations were targeted? |
| No | An Carn/Carntogher Community Association |
| Organisation type | Adult education provider (EDU-ADLT)Other (OTH) |
| Organisation size | S1 |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | This organisation provides Irish language education to members of the local community,many of whom have never had the option of learning Irish within the state education system. The participants in these classes respond much better when the teachers prepare materials that focus on the specific cultural and context of their community – in this regard the group welcomes greatly the opportunity of receiving CALL training so that they can eventually create their own CALL materials independently. The involvement of centre staff in filming the sample videos was designed to establish a strong foothold within this enterprising and procative commmunity with a view to future collaboration through the pilot courses and subsequent testing. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| “We never thought of using video in this way before, it’s hard to believe how easy Caoimhín and Niall made the process of getting footage look, we’re surrounded here by things we can talk about and use for classes but it had never occured to us to use them – until now!” Gráinne Ní Chathain, Youth Officer, An Carn, Co. Derry. |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 07 / 08 / 2015 |
| Activity description | Presentation on POOLS3 project and planning for future collaboration in Irish Summer Colleges |
| Country | Republic of Ireland |
| Region | North-West |
| City | Donegal |
| Targeted sectors | Education |
| Targeted groups | Secondary level teachers (Irish language) |
| Activity number of participants | 18 |

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| --- |
| Which institutions/organisations were targeted? |
| No | Coláiste Aoidh Mhic Bhricne, Teileann |
| Organisation type | Irish Language Summer College |
| Organisation size | 50 + |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | This was an external dissemination exercise aimed to establish the project within the Irish language summer schools’ sector and to get feedback on the project. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| “I found this an extremely useful exercise and am certain that this project would contribute considerably to my teaching in the future.”* Pádraig Ó Tiarnaigh, Teacher, Secondary level – Coláiste Aoidh Mhic Bhricne
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| The progress of the activities for the dissemination and exploitation of results |
| No | 23 / 08/ 2015 |
| Activity description | Presentation on POOLS3 project and planning for future collaboration with Conradh na Gaeilge |
| Country | Republic of Ireland |
| Region | East |
| City | Dublin |
| Targeted sectors | Adult Learning / Third Level |
| Targeted groups | Teachers of adult learners |
| Activity number of participants | 12 |

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| Which institutions/organisations were targeted? |
| No | Conradh na Gaeilge – Government funded body responsible for Irish language advocacy in Ireland and Europe |
| Organisation type | Government funded body |
| Organisation size | 10,000 +  |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | This was an external dissemination exercise aimed to establish the project within the adult language learning sector (Irish) and to get feedback on the project. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| Here is some sample text. For example, As part of the evaluation the following comments were made by participants:“Shíl mé gur ócáid iontach a bhí ann agus gur chuir sé go mór leis an tuiscint atá agam ar na féidearthachtaí a mhaireann leis an teagasc a dhéanamh níos spéisiúla agus níos tarraingtí” (*( found this a very useful exercise, which enables me to create material that is both interesting and flexible) –* Mairéad Uí Chiaráin, Adult Learning Tutor, Conradh na Gaeilge |

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| The progress of the activities for the dissemination and exploitation of results |
| No | 07 / 08 / 2015 |
| Activity description | Presentation on POOLS3 project and planning for future collaboration in Irish Summer Colleges |
| Country | Republic of Ireland |
| Region | North-West |
| City | Donegal |
| Targeted sectors | Education |
| Targeted groups | Secondary level teachers (Irish language) |
| Activity number of participants | 18 |

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| --- |
| Which institutions/organisations were targeted? |
| No | Coláiste Aoidh Mhic Bhricne, Teileann |
| Organisation type | Irish Language Summer College |
| Organisation size | 50 + |

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| --- | --- |
| Why have these institutions been chosen, and what is their relevance towards the project objectives? | This was an external dissemination exercise aimed to establish the project within the Irish language summer schools’ sector and to get feedback on the project. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| “I found this an extremely useful exercise and am certain that this project would contribute considerably to my teaching in the future.”* Pádraig Ó Tiarnaigh, Teacher, Secondary level – Coláiste Aoidh Mhic Bhricne
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| The progress of the activities for the dissemination and exploitation of results |
| No | 10 /04/ 2015 |
| Activity description | Presentation on POOLS3 at International Pan-Celtic Festival in Cultúrlann Uí Chianáin  |
| Country | Northern Ireland |
| Region | Northeast |
| City | Derry |
| Targeted sectors | Community  |
| Targeted groups | Afficionados of Irish and Celtic languages |
| Activity number of participants | 12 |

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| Which institutions/organisations were targeted? |
| No | Pan-Celtic Organisation, Derry City Council |
| Organisation type | Community Sector/Local Government |
| Organisation size | 500 +  |

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| Why have these institutions been chosen, and what is their relevance towards the project objectives? | This was an external dissemination exercise aimed to establish the project within the adult language learning sector (Irish and Celtic languages) and to get feedback on the project. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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# List of Exploitation and Dissemination activities done by European Forum of Vocational Education and Training

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Activity Start date (dd/mm/yy) | 9-10 October 2014 |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | European Education, Training and Youth Forum |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 –EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO; VET providers associations (ASC-VET);Vocational training centre or organisation (EDU-VET); Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level)(EDU-UNIV)Other (OTH) |
| Activity number of participants | More 100 |

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| Which institutions/organisations were targeted? |
| No | 1 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | Staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Distribution of Pools Newsletter and leaflet |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| Updating information about project on FB page |

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Confidustria Conference  |
| Activity Start date (dd/mm/yy) | 17-18/10/2014 |
| Country | Italy |
| Region | ITE2-Umbria |
| City | Perugia/Assisi |
| Targeted sectors | P85 –EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO; VET providers associations (ASC-VET);Vocational training centre or organisation (EDU-VET); Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | More 50 |

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| Which institutions/organisations were targeted? |
| No | 2 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | Staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handed out project brochures and Newsletter during the event, this was judged to be a great place to disseminate the project. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| Updating information about project on Pools 3 website |

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | We did dissemination through the EfVET website [www.efvet.org](http://www.efvet.org) |
| Activity Start date (dd/mm/yy) | 01/10/2014 – 30/09/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Other (OTH) |
| Activity number of participants | 1272 |

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| Which institutions/organisations were targeted? |
| No | 4 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | The team of EfVET informed about project and invited to visit the website of POOLS 3 |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | We did dissemination through the EfVET Facebook pages <https://www.facebook.com/efvet.org> |
| Activity Start date (dd/mm/yy) | 30/09/2013 **-**30/09/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | More than 400 |

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| Which institutions/organisations were targeted? |
| No | 5 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | The description of the project was shared on the Facebook page and a reach of 400 followers read a post. The general public can access this information although most followers are from the education sector. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Business world mentoring in education- An asset to society conference |
| Activity Start date (dd/mm/yy) | 27/10/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 50 |

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| Which institutions/organisations were targeted? |
| No | 6 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | The Leaflet and Newsletter has been distributed to delegates. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | EfVET conference ‘VET – SAFE PORT FOR YOUTH AND BUSINESS!” |
| Activity Start date (dd/mm/yy) | 22-24/10/2014 |
| Country | Portugal |
| Region | PT15 - Algarve |
| City | Porto |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET) |
| Activity number of participants | 210 |

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| Which institutions/organisations were targeted? |
| No | 7 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Distribution of flyers and presentation of the first result at the roundtable |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| Very positive feedback from participants- everybody was interested |

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | ERASMUS+: Knowledge Alliances and Sector Skills Alliances Infoday |
| Activity Start date (dd/mm/yy) | 12/11/2014 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET) |
| Activity number of participants | More than 200 |

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| Which institutions/organisations were targeted? |
| No | 8 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | The activity has the intention of informing stakeholders about the new Erasmus + programme. The project was presented here with leaflets and information. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Expert Roundtable “jobs, Growth & Investment: new opportunities for NEETs through VET’ |
| Activity Start date (dd/mm/yy) | 19/11/2014 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET) |
| Activity number of participants | 30 |

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| Which institutions/organisations were targeted? |
| No | 9 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Project was presented here with leaflets and information |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Forecasting and delivering skills at regional level |
| Activity Start date (dd/mm/yy) | 20/11/2014 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET) |
| Activity number of participants | 70 |

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| Which institutions/organisations were targeted? |
| No | 10 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handed out project brochures and newsletters during event |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Phorma Mentis meeting at Finnovaregio Foundation |
| Activity Start date (dd/mm/yy) | 27/11/2014 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 3 |

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| Which institutions/organisations were targeted? |
| No | 11 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Distribution of flyer and describing the ideas behind the Pools 3 project and presenting the possibilities  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | 4th Lifelong Learning Week at the European Parliament |
| Activity Start date (dd/mm/yy) | 8-12/12/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | More than 500 |

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| Which institutions/organisations were targeted? |
| No | 12 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | EfVET team, presented the project at the EfVET on one the exhibition stands taking and presenting with MEP’s and other invited representatives. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | ERASMUS+ Programme KA3 – Support for Policy Reform – Prospective Initiatives Infoday |
| Activity Start date (dd/mm/yy) | 20/01/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | More than 200 |

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| --- |
| Which institutions/organisations were targeted? |
| No | 13 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | The activity has the intention of informing stakeholders about the new Erasmus + programme. The project was presented here with leaflets and information. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | International Neth-ER conference “European Challenges, Dutch Contributions” |
| Activity Start date (dd/mm/yy) | 20/01/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 200 |

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| --- |
| Which institutions/organisations were targeted? |
| No | 14 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Distribution of Pools leaflet |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Development and Education in the post 2015 Agenda |
| Activity Start date (dd/mm/yy) | 30/01/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | More 70 |

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| Which institutions/organisations were targeted? |
| No | 15 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | The Pools 3 leaflet has been distributed to all delegates |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | EfVET Steering Committee team |
| Activity Start date (dd/mm/yy) | 31/01/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 12 |

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| Which institutions/organisations were targeted? |
| No | 16 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | A short describing the Pools 3 project and brochures were distributed to the participants  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Know your Lifestyle – Introducing Sustainable Consumption in Second Change Education |
| Activity Start date (dd/mm/yy) | 5-6 /02/ 2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 70 |

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| Which institutions/organisations were targeted? |
| No | 17 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Distribution of Pools leaflet, Newsletter and introduction project at some workshops |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | The cost effectiveness of apprenticeships |
| Activity Start date (dd/mm/yy) | 26-27/02/2015 |
| Country | Slovakia |
| Region | SK01- Bratislavsky kraj |
| City | Bratislava |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 75 |

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| Which institutions/organisations were targeted? |
| No | 18 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handing out Pools materials (newsletter and brochures) |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Empowering women and girls through education |
| Activity Start date (dd/mm/yy) | 5/03/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 25 |

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| Which institutions/organisations were targeted? |
| No | 19 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Distribution of Pools leaflet |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Upload the Pools 3 on EUCIS-LLL activity report <http://www.eucis-lll.eu/news/eucis-lll-news/eucis-lll-activity-report-2014-available-now/> |
| Activity Start date (dd/mm/yy) | 2014 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | More 400 |

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| Which institutions/organisations were targeted? |
| No | 20 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | article |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Teaching Entrepreneurship? How education can make entrepreneurship more attractive |
| Activity Start date (dd/mm/yy) | 14/04/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 55 |

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| Which institutions/organisations were targeted? |
| No | 21 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Distribution of Pools leaflet, Pools shirts and Newsletter |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Progressive solutions to counter violent extremism |
| Activity Start date (dd/mm/yy) | 21/04/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 50 |

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| Which institutions/organisations were targeted? |
| No | 22 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Distribution of Pools leaflet ,Newsletter, shirts |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Product safety and Innovation in a Competitive single market |
| Activity Start date (dd/mm/yy) | 14/04/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85 – EducationP85.32 - Technical and vocational secondary education |
| Targeted groups | Non-profit non-governmental organisation (NFP-NGO)VET providers associations (ASC-VET)Vocational training centre or organisation (EDU-VET)Informal European network (NFP-NETINF);Institution for in-service teacher training (EDU-InISrvTr); University or higher education institution (tertiary level) (EDU-UNIV) |
| Activity number of participants | 50 |

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| Which institutions/organisations were targeted? |
| No | 23 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Distribution of Pools leaflet ,Newsletter |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Youth debate at the European Parliament |
| Activity Start date (dd/mm/yy) | 2/06/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 50 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Presentation and Distribution of Pools leaflet |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Youth debate at the European Parliament |
| Activity Start date (dd/mm/yy) | 2/06/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 150 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handing out Pools 3 materials |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | European Workshop related to the Development of Professional Qualifications for VET |
| Activity Start date (dd/mm/yy) | 11/05/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 50 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handing out Pools 3 materials |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Cloud, Big Data, Internet of Things: How they transform eHealth, Brussels |
| Activity Start date (dd/mm/yy) | 27/05/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 50 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handing out the Pools 3 materials  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | “Intergenerational learning for inclusive societies” |
| Activity Start date (dd/mm/yy) | 31/04/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 30 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handing out the Pools 3 materials  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Validation of learning outcomes: opportunities and threats for non-formal education |
| Activity Start date (dd/mm/yy) | 9/07/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 70 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handing out the Pools 3 materials  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | Methods final conference |
| Activity Start date (dd/mm/yy) | 2/07/2015 |
| Country | FR- France |
| Region | FR91-Guadeloupe |
| City | Morne a l’Eau |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 90 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handing out the Pools 3 materials, shirts and it has informed about the Pools 3 project and given the general public insight in the projects existence. |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | IATH, International Academy of Tourism and Hospitality |
| Activity Start date (dd/mm/yy) | 20/07/2015 |
| Country | Italy |
| Region | ITC4- Lombardia |
| City | Milan |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 50 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handing out the Pools 3 materials  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | EfVET Steering meeting team |
| Activity Start date (dd/mm/yy) | 10/07/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 7 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Presenting the Pools3 and possibilities  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | EfVET currently project brochures |
| Activity Start date (dd/mm/yy) | 01/01/2015-30/09/2015 |
| Country | Belgium |
| Region | BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest |
| City | Brussels |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | More than 300 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | Handing out the EfVET currently project brochures at all events, circulated via email to EfVET stakeholders and uploaded on EfVET website <http://www.efvet.org/images/stories/projects/2015/efvet-project-active2015.pdf>  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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| The progress of the activities for the dissemination and exploitation of results |
| No | P5 |
| Legal name | EfVET |
| Type of organisation | Vocational training centre or organisation (EDU-VET) |
| Activity description | EfVET Annual Conference “Excellent in VET” |
| Activity Start date (dd/mm/yy) | 22-24/10/2015 |
| Country | Cyprus |
| Region | CY00-Kypros/Kibris |
| City | Paphos |
| Targeted sectors | P85.32 - Technical and vocational secondary education |
| Targeted groups | VET providers associations (ASC-VET) |
| Activity number of participants | 200 |

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| Which institutions/organisations were targeted? |
| No | 24 |
| Organisation type | Vocational training centre or organisation (EDU-VET) |
| Organisation size | staff 1 to 20 |

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| Why have these institutions been chose, and what is their relevance towards the project objectives? | We will handing out the all results in the EfVET conference  |

**Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.**

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