



**GLPM**

*Evaluation, support and guidance  
for projects in education*

**Final External Evaluation:  
Interim Report**

**of**

**POOLS-M**

**“POOLS OF COMMUNICATIVE LANGUAGE TEACHING  
METHODS”**

A Transfer of Innovation Leonardo da Vinci Project

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

**By**

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## **INTRODUCTION**

### **Purpose of the report:**

This is the final report of the external evaluation process of the European Commission's Lifelong Learning Programme's Pools-Methods Project (Pools-M) which began 01.12.2009 and finishes 30.11.2011. It follows from an initial tender for the evaluation contract, an initial strategy and evaluative comments and a detailed interim evaluation report which was submitted in December 2010. The documents should be considered together to get a full overview of the external evaluation process and effective working relationship with the project. In addition to these outcomes, the evaluators supplied several presentations for key project meetings and all evaluation outcomes including these are available on the project's web-site at: <http://www.languages.dk/archive/pools-m/evaluation/>

## **PART ONE – TERMS OF REFERENCE**

### **1. Project Background, Aims & Specific Objectives**

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

POOLS-M aimed to the transfer innovation from BP-BLTM to three new countries: Lithuania, Italy and Turkey. The specific ToI objectives were to translate and adapt the BP-BLTM project core results in Lithuanian, Italian and Turkish.

The main outputs translated, adapted and transferred during the two-year Pools-Methods project period were:

- Updates of the manuals presenting five teaching methods, detailed instructions and ready-to-use examples and teaching materials. Translation of the five manuals in Lithuanian, Italian and Turkish.
- Updates of the video library with recordings and videos subtitled in the three target languages presenting the use of the five methods used in real classes.
- Updates and translations in Lithuanian, Italian and Turkish of the International Work Placement Guide for preparing students for work placement in other countries.
- The Pools-Methods website offered free access to the materials, manuals, work-placement guide and teaching resources videos in streaming format.

## 2. The main areas evaluated:

- The **progress** made towards the contractual outcomes and respect of the contractual work-plan
- The manner in which the **partnership** performs as a transnational collaboration (cross-cultural understanding, sharing of activities, effectiveness of communication, meeting deadlines, etc.,)
- The **quality** of the outcomes and products
- The extent of the inclusion of the **target groups** in project's activities

- The effectiveness and impact of **dissemination** activities and the extent to which the project has employed models of best practice from related projects
- The quality of the **ODL, ICT** and other pedagogical elements of the project activities
- The operation and performance as a **Transfer of Innovation** project specifically and a Lifelong Learning Programme project generally.

•Additional Information:

As was indicated in the original tender process and initial reports, the evaluators considered additional areas for consideration based on their experiences in monitoring the project. Given the strengths of the project as a whole, and the quality of the management and additional transferability of the outcomes especially, the evaluators wanted to identify and celebrate three specific additional aspects for comment:

- i)The POOLS-M web presence and synergy with other projects
- ii)The way in which POOLS-M has avoided many of the challenges TOI projects often face
- iii)The high quality planning, inclusivity in transnational terms, and delivery of project meetings

These three specific aspects will be described in part 10 of Section 2. of this report

### **Evaluation outcomes:**

- i) Participation at first meeting (BE) and the May 2011 meeting (TK).
- ii) First initial evaluation report based on the finalised evaluation strategy - April 2010.
- iii) Interim evaluation report – December 2010
- iv) Final evaluation report (produced approximately one month before the project's own Final Report – this report) – November 2011*
- v) Presentations provided for three project meetings (BE, TK and LT).

### **3. Sources of Information, Methods and Processes**

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

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

Angelica Bucur-Marinescu participated on 9 and 10 December 2009 at the Kick-off meeting of POOLS-M and the diverse workshop activities organised in Brussels and Gareth Long participated in the 2011 meeting in Istanbul (3-4 May).

Presentations were provided for these meetings and for the final meeting in Vilnius, LT.

Additional participation by the external evaluators to part of the second meeting in Istanbul (May 2010) was planned through a Skype conference but due to technical problems concerning the Internet connection, this conference could not take place. However, in the afternoon when the Internet connection was available, it was replaced with a series of interactive comments and feedback between the participants to the meeting and external evaluators about the relevance and success of the example used for Task-Based exercise earlier.

Throughout the project, the evaluators monitored closely the work-progress, the collaboration and contribution of the partners to the development activities, the internal evaluation and the dissemination activities. Questions and clarifications were asked and feedback offered when needed – and it should be noted that the responses to such queries provided by Lone Olsen and Kent Andersen were rapid, detailed, informative and always made in the context of a thorough understanding of the potential for a dynamic and effective relationship between the external evaluation process and the ongoing activities of the project. This approach made the experience of the evaluators in working with the project an enjoyable, as well as successful, one.

The external evaluators assessed the final results in the following areas:

- Availability of the contractual results developed throughout the eligibility period, the quality of main outcomes and the languages in which these are available internally and on the website.
- Project Management and the implementation of activities and the relationship with any updated schedules and / or new milestones

- Quality Plan and the internal evaluation QA procedures and results
- Partnership collaboration, the exchanges between the project's members and the exchanges with other collaborative projects
- Communication relating to dissemination and exploitation, the Newsletters and brochure, the conferences.
- The Pools-M website and social spaces created – FaceBook and blog;
- The Minutes and the outcomes of partners' face-to-face meetings and the evaluation forms filled in by each participating partner. These sources were completed by the direct observation of activities by participation in two meetings by the evaluation team.

### **Tools/instruments used for external qualitative and quantitative evaluation**

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

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

- ✓Original application and contractual objectives, activities, results
- ✓PM plan, QA procedures, internal evaluation of the project's meetings, activities and outcomes by project partners, the partners' and project's quarterly reports
- ✓Work-plan, reasons for changes, proposed and implemented solutions.
- ✓Additional results or impact
- ✓Dissemination, exploitation, sustainability
- ✓The quality and relevance of the results and of the Transfer of Innovation



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

## ✓PART TWO - EVALUATION FINDINGS

### 4. Contribution to LLL and LEONARDO Priorities and Objectives

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

The Pools-M project supported the increased use of ICT in languages teaching methods and did so with dynamism and with a consistent emphasis on effective and enjoyable engagement with end-users and all relevant actors. To achieve such high levels of quality whilst facilitating individualised and collective input from all partners and to do so consistently within the context and requirements of a Leonardo initiative (and especially within the specific requirements of a TOI project) is extremely impressive. All those involved deserve special credit for this and further consideration of this appears in point 11, Pt 2 of this report.

Well before the time of this final report, the outcomes were complete and presented on the web-site in an organised and very invitational way. This “invitational” element is one of the very great strengths of the project. Whilst it may appear common sense to adopt such an approach in a site intended for public use, projects often unintentionally fall into the trap of working too internally and in isolation throughout their activities and then are perplexed as to why wider interest in their final outcomes is not as great as they hoped. Of course, it is essential for the final outcomes to have high quality to be of interest, but also important is the way in which they are presented - including the processes that led to their creation, the initial rationale, the way in which the complementary competences of the

partners have been utilised, the input from target group and end-users and the support mechanisms that can be used. All of these aspects have been successfully employed by POOLS-M and the last in particular – that of the support mechanisms – has been outstanding in general project terms but especially in the context of a TOI initiative where often an outcome or process transferred exists in isolation with little though provided on how to adapt, enhance and amend them in order to ensure they fit into a different national, cultural, social or sector environment.

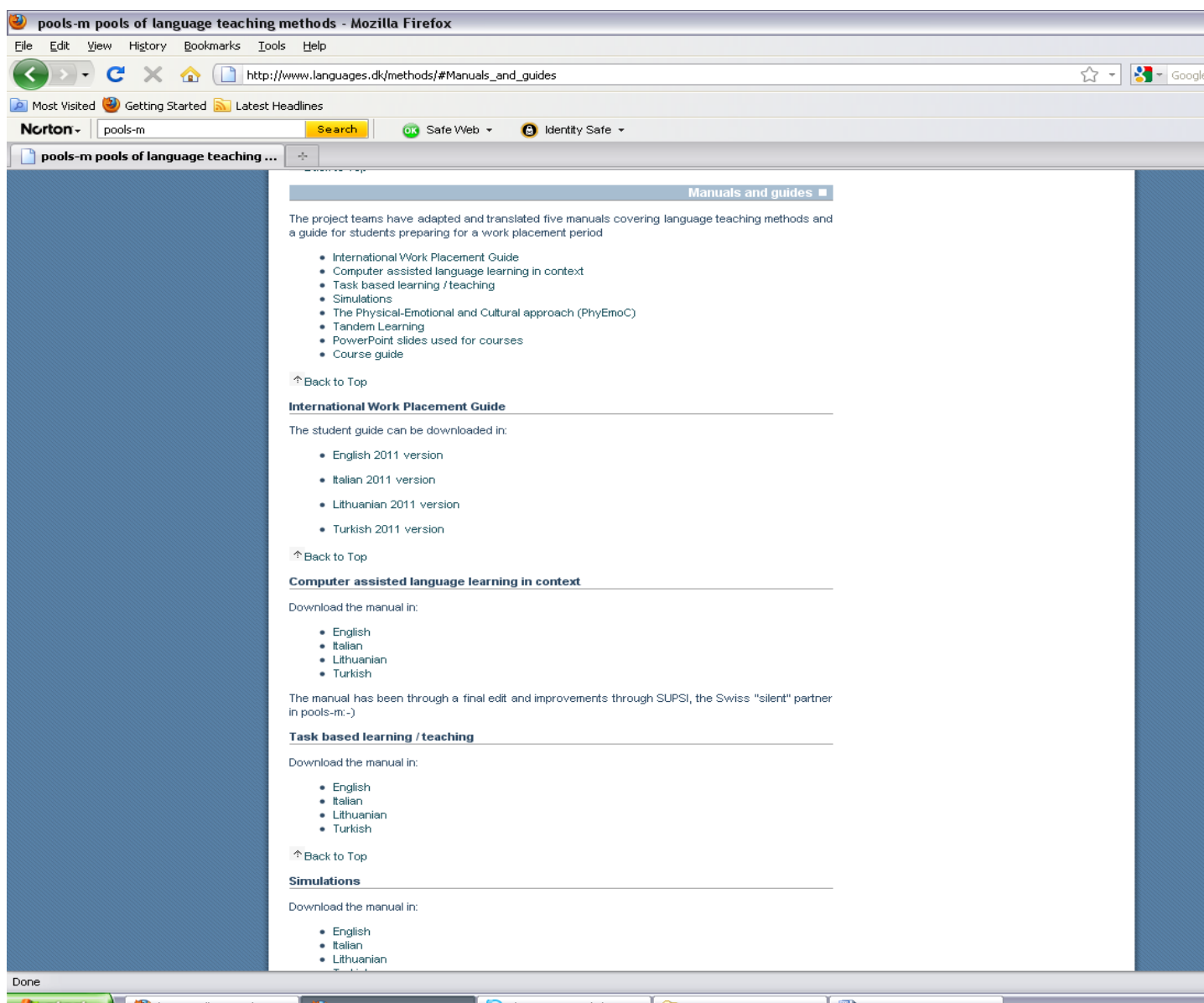
The presentation of the outcomes on the web-site is a model of invitational clarity. Whilst correctly respecting the EACEA and National Agency requirements for use of logo, disclaimer and reference to funding source and links to partner sites, the web presence in terms of the content is clear, immediately accessible and presented in a way that provides all necessary information without having to find a way through numerous distracting links. It also avoids “project speak” and jargon, instead using the language and style that is familiar to the targets and which indicates immediately what is present, why it is useful, how it has been created and what you may need in addition to help you initiate something similar. Again, this sounds simple and based on common sense, but it is surprisingly rare to find such clarity and simplicity in terms of the presentational nature of final outcomes.

The evidence supplied elsewhere on the site and in internal project communication indicates the extreme hard work and dedication of the whole project team, but they have avoided the temptation to seek public praise for this and instead have presented the results only with the intention of doing this in the way most suited to

the target groups and of course, this also has very positive implications for the continued sustainability of the project.

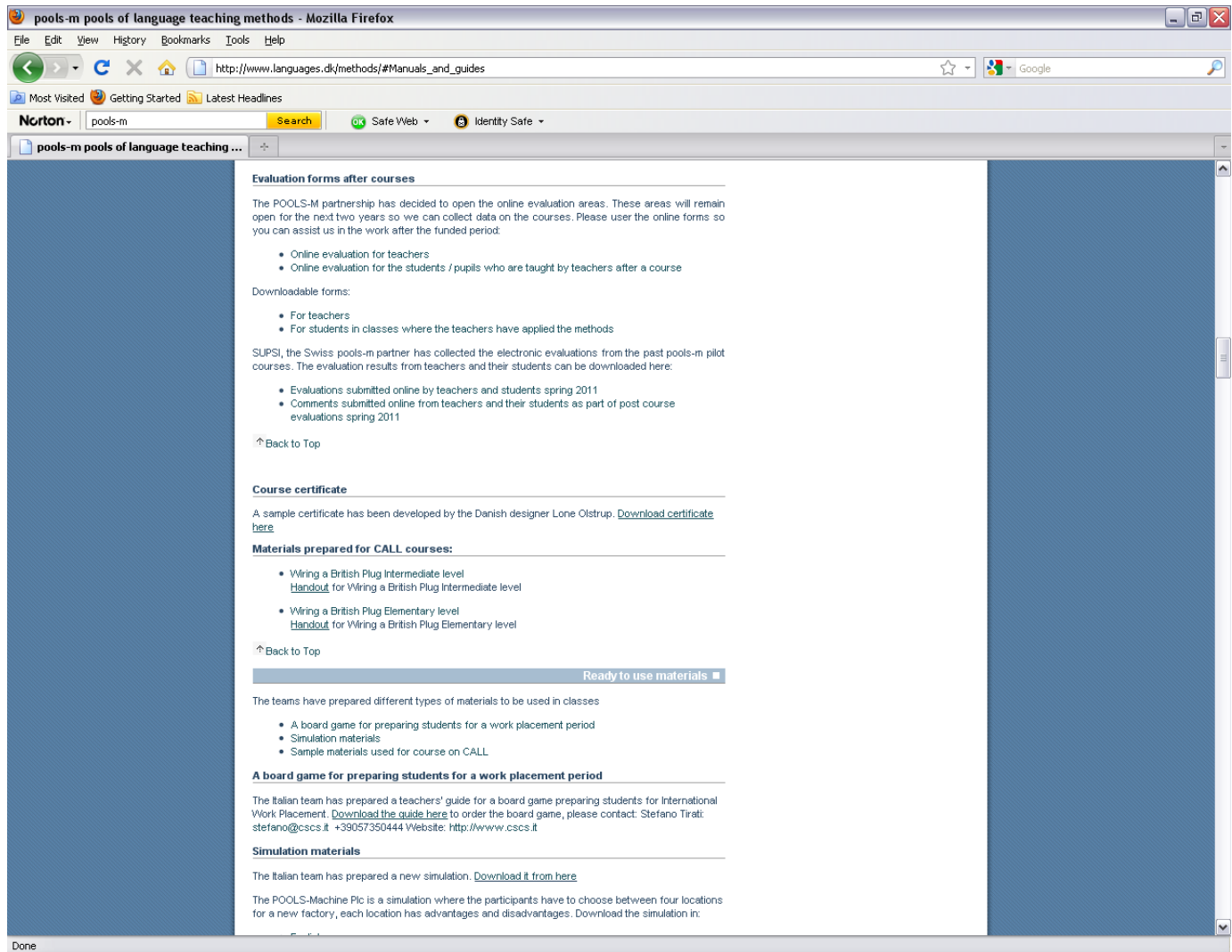
To reinforce this point it is worth re-presenting (slightly edited) the POOLS-M aspect of the web-site on the following pages:

The list of what is available is brief and clear and immediately followed by access to each item, reinforced by their availability in the partner languages



This in itself is a quality approach, but what makes POOLS-M outstanding is the innovative commitment to the support guides and tools – and especially admirable is the inclusion of not only the evaluation tools used within the project for future

use by others, but access to actual project evaluation documents (see below) so that “new users” do not have to start at square one but can begin with increased confidence and an awareness of what is most effective. In terms of impact, further transferability and sustainability, this is outstanding practice.



These are also supported by PowerPoint presentations and exemplary lessons and materials ready to be tested in different countries and different sectors and it is also important to note the extreme value of the extra languages used in addition to those of the partnership.

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

By the transfer of BP-BLTM project's innovative outcomes to three new countries and languages, Pools-M aimed to support **LEO-OpObj-3** and it has achieved this to an outstanding degree, not least due to the aforementioned high

**quality support tools and mechanisms designed to complement the actual transfer itself.**

POOLS-M has clearly **contributed to LEO-OpObj-5** by increasing with the planned **three languages (TR, IT, LT) and the additional German**, the number of modern European languages covered that focus on language teaching and learning in vocational contexts. This is not only the case in POOLS-M, but also in terms of the synergies established with the other POOLS initiatives. The collective POOLS web presence when visited by learner, teacher, manager, policy-maker and any stakeholder provides a wealth of information and access to further information through simple and clear links reinforcing why the site has so many repeat visitors. The evaluators themselves have sent the web links to the schools of their children to provide additional information and support tools for new methods of language learning, aspects of CLIL, etc and can therefore testify from a personal view as parents and teachers themselves how apposite, topical and directly usable the site and its contents are.

POOLS-M addressed **Priority 3 of the Call** through the exploitation of communicative language methods via teacher courses and **LEO-TraInno-3** by testing and peer-review in the teachers' own classes. The testing by the teachers started in November 2010 in Pistoia and continued throughout the project - the evaluation of the initial and subsequent workshops was very good, but still the partnership sought always to improve, enhance and add to their already outstanding products. What makes this even more effective is the fact that the web-site is always maintained and is a model of how to keep such a presence up-to-date. This means that additional improvements are always transparently obvious and the repeat visitor can see immediately what has been added. In fact, so meticulous are the project leaders Lone Olsen and Kent Andersen in this respect, that the external evaluators have to confess that when they are seeking to find a

past evaluation presentation or evaluation report, they find it quicker to visit the POOLS-M site than to search through their own files!

## **5. Contractual Development Outcomes & Results**

**The POOLS-M development outcomes are completed and available to end-users, as originally planned, offering quality resources** with added-value features, as indicated in the users' evaluations.

The results of final activities in WP6-WP12 of adaptation, translation of the BP-BLTM project outputs, and preparation are therefore a wide range of hands-on ready-to-use materials and support for application in languages learning and teaching of five methods: Task Based Learning, Computer Assisted Language Learning, PhyEmo, Simulation and E-tandem. The final outcomes offer teachers a variety of interlinked useful support for developing customised lessons on several educational levels, not only VET. The access to resources is free on pools-m website: from lessons plans, guides on how to use the methods, videos with subtitles in the contractual languages which present and demonstrate VET language teaching methods in real classes lessons, etc.

These **contractual outputs, developed successfully during the Year 1**, were **used in Year 2** by the teachers, students from Lithuania, Italy and Turkey as original ToI beneficiaries and from Switzerland:

- International Work Placement Guide for students
- Manuals for the teaching methods TBL, CALL, PhyEmo, Simulation and E-tandem
- Materials and evaluations for teachers courses, available online materials
- Video library for teachers demonstrating language teaching methods in real classes, with videos adapted and subtitled in the 3 target languages.



In Year 2 , the five methods, manuals and the other resources were tested and used with success by the the POOLS-M partners. These evaluations activities were implemented both for the internal POOLS-M tests-piloting with language teachers and for partners own training activities, with very good results.

## **The Quality of the Outcomes**

At the end of the EC-funded project's lifetime time, there is evidence of additional results developed and this in several areas: additional language, additional domains of activities, additional products. Already at Interim time we recorded these achievements and therefore they are not repeated here.

We made some recommendations for improvement of the presentations, unify the layout of the manuals and guide, availability of last versions on-line. These suggestions were well integrated in the final deliverables.

We opted in this report for a synthetic assessment of the availability and quality of final development WPs 6 -WP 12 outcomes under this chapter, while additional concrete evidence of the products' relevance, added-value and/or effective contribution to the original aims is presented in the other sections of the external report.

In WP6-WP12, our assessment and conclusion of the very good quality of main products developed is based on the analysis of their relevance in terms of impact, added-value, usability, within the partnership and outside it. This was as demonstrated an supported by evidence such as the the real lessons and activities for languages learning (IT, LT, TK, EN and additional DE) during the project, the end-users' evaluations, dissemination activities, recording of efficiency of ToI

when using the POOLS-M products.

Before reviewing the final versions, we would like to present here only one example from the many that are available, about the quality of the Transfer of Innovation in POOLS-M and the potential impact in Turkey, as presented in the Newsletter 31:

' Pools-m in an article in the PLUS EDUCATION magazine, which is popular among educational institutions across Turkey. A summary of the article: Marmara Private Anatolian High School is leading an innovative project which acts as a revolutionary approach in terms of Language Teaching across Turkey. The project has enabled Marmara Private Anatolian High School to gain a distinctive feature among the most distinguished educational institutions as far as Language Teaching is concerned. As it is known, there is a big gap in terms of providing a stable Language Teaching Policy in the Ministry of Education. Every year we can see many decisions taken in order to elevate the standards of Language Teaching. But unfortunately nothing is set in concrete so as to shape and raise the standards of language teaching policy in Turkey. But now, thanks to the POOLS-M project the questions "Why can't we teach English to our students?" and "Why can't our students speak English?" will be removed considerably and they will remain as a thing of the past. In the POOLS-M project four pilot courses were organised in Marmara Private Anatolian High School between March and June and the 5th pilot course was organised in Bodrum Marmara Schools between 12 July and 14 July. After the completion of the piloting courses, the participant language teachers will be actively involved in cooperating with Marmara Private Anatolian High School in terms of using the methods which they have learnt in the piloting courses in their classrooms.'

## **The International Work Placement Guide**

The final version of the guide for students preparing for a work placement period and for the colleges participating to mobility activities is freely downloadable in the target-languages:

International Work Placement Guide

The student guide can be downloaded in:

- [English 2011 version](#)
- [Italian 2011 version](#)

- [Lithuanian 2011 version](#)
- [Turkish 2011 version](#)

The national versions of the guide are updated with the EC logo, disclaimer and mention of the POOLS-M project, as recommended. It presents in its + 80 pages useful, well-structured content and practical advice and resources for vocational colleges and students. It includes good practices and support for the preparation of work- placement and can contribute to increase the mobility. The topics presented cover important issues that contribute to the success of mobility experiences, from planning real costs and stay to financing these exchanges abroad.

## The CALL Manual

The Computer Assisted Language Learning (CALL) manual of + 60 pages offers resources, knowledge and technologies that cover the identified needs of language teachers. The aspects with added-value, as assessed by users are the latest information on CALL and support on how to digitalise analogue materials or how to make own CALL-based exercises, the available resources for Less Widely Used Languages, exemplary methods / hands-on exercises to be used in vocational training.

All the contractual languages versions are available for free download:

### •Computer assisted language learning in context

Download the manual in:

- [English](#)
- [Italian](#)
- [Lithuanian](#)
- [Turkish](#)

The manual has been through a final edit and improvements through SUPSI, the Swiss "silent" partner in pools-m.

## The Task-Based Learning Manual (TBL)

This **TBL manual** is available in the final languages versions that were modified in

Year 2 to match the layout quality of the English version, as it was recommended. presents the framework and the advantages of this teaching / learning method. The **added-value of TBL manual and activities for vocational teaching and languages learning** were assessed as **high** by the teachers and students participating to the pilot courses.

## **The Simulation Manual**

The availability of all final versions of the Simulation Method Manual and their quality were checked to observe how our feedback at PR time was integrated.

The Simulation manual is now available in the 4 languages and in a unified version on the website:

### **Simulations**

Download the manual in:

- [English](#)
- [Italian](#)
- [Lithuanian](#)
- [Turkish](#)

## **e-Tandem Manual**

The e- Tandem method manual was already ready at the end of first year, with a very good quality of information and resources for language teachers, integration in the classroom, or examples of tandem tasks for f2f or distance learning and portfolios of eTandem from European Language Portfolio for Vocational Education.

## **The Physical-Emotional-Cultural Method Manual**

The PhyEmoc method manual was also available in the three contractual languages LT, IT, TK and EN and offered good information and examples of situations for learning purposes.

For a creative use of this method, manual and activities, an example from the Italian partner, which used the PhyEmoc method with Dutch students, as is explained in Newsletter 30:

'In September new foreign students arrived at CSCS. They came to spend some months in Italy thanks to the Italy mobility project. So all the activities related to this project started, including the Italian language course. We could once again **experience the effectiveness of the Pools-M methods for learning a foreign language.**' The videos and exercises from Marialuce Giusti can be accessed here:

<http://alturl.com/f822a>

<http://alturl.com/3bpqs>

<http://alturl.com/3ufj9>

<http://alturl.com/rr3n7>

## Materials for teachers' courses

The partners finalised the other materials and resources for teachers: PowerPoint presentations of each of the five teaching method are available online.

The final Ready-to-use materials are simulation material in EN, DE, LT and IT and CALL examples for teaching EN levels 1 and 2.

The additional board game from Year 1 for preparing students for the work placement period was tested during Year 2.

## The Video Library

The existing Video library was enriched with new videos or updated videos of the five language learning methods, with subtitles in the contractual languages Turkish, Lithuanian and in Italian and in German.

### Videos demonstrating language teaching methods

The project teams have adapted five videos demonstrating language teaching methods in real classes. The videos have subtitles in

- [English](#)
- [German](#)
- [Italian](#)
- [Lithuanian](#)
- [Romanian](#)
- [Turkish](#)
- [Spanish](#)

The final video produced by SUPSI demonstrates the five communicative language teaching methods (PhyEmoC, Task Based Learning, eTandem learning, Simulations, and Computer Assisted Language Learning):

**Very valuable resources are the additional videos** recorded by POOLS-M partners that made lessons using some of the methods and used and them in the real classroom. For instance the wonderful videos from Lithuania, recorded in classroom by the teacher Jolita Lepsiene and published on POOLS-M facebook. In Newsletter 30, all the teachers are encouraged to send these type of supporting materials: 'the videos show how language teachers prepare creative, interesting lessons, which motivate students, give the learning environment richness and attraction. [www.facebook.com//video/vide.php?v=1777114948389&](http://www.facebook.com//video/vide.php?v=1777114948389&) '.

The outcomes presented show that during the two years the project POOLS-M achieved valuable results in the Development Work-Packages WP6-WP12.

The feedback from the pilot workshops for teachers and modifications or design harmonisation were implemented in the second year and ensure further the quality of the manuals in their final versions available on POOLS-M website.

**There are also additional results and a additional language for the ToI transfer and also higher impact as estimated by the evaluations by end-users in the online survey completed by 96 teachers 84 students.**

We would like to highlight in the end of the comments about development a last **additional added-value outcome**: the 15 minutes attractive and 'dynamic' film, produced by the SUPSI team to present the five teaching methods used here for teaching/ learning of English and German in different contexts and VET domains.

It is meant for dissemination but through its 5 case-studies and suggestions offers support to languages teachers in planning and creating the lessons, show the attractiveness and effectiveness of these methods for students and teachers.

It is available on POOLS-M facebook at:

<http://www.facebook.com/groups/220788363613/>

The film is emblematic of the quality of POOLS projects such as the POOLS-Methods and of the creativity of participants, unleashed by the participation to EU projects.

## **6. Project Management**

There is little to add at the final evaluation report stage to what was written for the interim report in terms of project management, except to say that the high levels of quality, organisation and commitment continued to the end of the project. The project has been managed effectively and professionally from the outset, the fact that this demonstrated a range of skills and experiences of the leading personnel in the contextual field as well as in projects generally has already been identified. Even more so at this stage however, the final outcomes and especially their chances of widespread use in addition to and beyond what was contractually required are testimony to very high quality management.

The fluency of the overall project progress and the management style are also at least partly a result of a very well-prepared and presented initial application. No significant delays or problems occurred in the project and this reflects positively on both the leadership and commitment of partners, but also in the strength of the original work programme and how the project aims themselves were perfectly situated within the Transfer of Innovation programme of Leonardo. As has been identified in several parts of this report, the evaluators have shared the good

fortune of having worked with the DK team on other (related) initiatives. The partnerships have varied in terms of country, sector and institutional type but in all cases have functioned very well. When issues have occasionally arisen, an immediate “taskforce” from the DK promoter has assisted and supported a partner experiencing problems. This support has been in the form of specific impromptu bilateral meetings being organised, or committed and patient support through ICT. The common factor throughout all of this of course is the DK team and the perfect combination of expertise in the field and the right cooperative cross-cultural approach.

What is also impressive is the clear high quality of the management at micro level as well as overall. This is evidenced by the contextual factors - such as the management input into processes and outcomes, the leadership of simple aspects including the newsletters (simple in terms of concept, but complex in terms of ensuring there is the correct frequency, content, tone and most important, invitational and informative nature) and strategic management of risk whilst also having skills and expertise in very effective valorisation activities. This last point is another aspect that should be identified as model practice. Internal communication is excellent and when descriptions are read in LLP guidelines of examples of effective dissemination and exploitation activities, the leaders of POOLS-M provide exemplary evidence of responding to this and in fact, establishing new highs of targets that other projects should try to follow. This approach features ensuring that POOLS-M is entered in appropriate competitions for quality projects, is presented at numerous international conferences, establishes reciprocal communications networks with the leading players in the field, has a clear and immediately identifiable “value” in its web presence and also involves all the partners and associated organisations co-operated with, to give clear value to their input and maintain committed dedication. The POOLS-M site has a link specifically to dissemination activities, but in fact all of the project activities, in



terms of the way they are planned, developed, implemented and presented are dissemination activities. POOLS-M manages to achieve all of its contractual responsibilities in a holistic way whilst also doing justice to the minutiae. Put another way, it does not follow the path that some other projects do, that of implementing its work and then “advertising” it in the context of dissemination. POOLS-M does not need to adopt such an approach as its work overall is so genuinely inclusive and high profile in the field. This may appear to be a simple management achievement, but it is only possible when there is real dedicated and professional expertise and an actual genuine understanding of the motivation, requirements and practical real working situation of the project targets.

As already identified in this report (and as was presented in detail in the interim evaluation report) the presentation of the documentation for POOLS-M on the project web-site is very detailed, thorough, transparent and informative. As a result of this clarity, the interested visitor is able to identify quickly and easily the aspects of main and immediate interest, be they working in the language field, interested in similar projects or actual project partners (or their associates) wanting to locate key documentation. So impressed have the evaluators been with the organisation, presentation and up-to-date nature of the site, that they have used it as a model of reference for other projects in which they work. The POOLS web presence was also proposed as an example of good practice by Gareth Long when he was asked to present at the 2010 Erasmus project co-ordinators’ and his proposal was accepted by the EACEA personnel involved: [http://eacea.ec.europa.eu/llp/events/2010/documents/erasmus\\_ccord\\_meet\\_02\\_10/evaluation\\_of\\_erasmus\\_project\\_reports\\_gareth\\_long.pdf](http://eacea.ec.europa.eu/llp/events/2010/documents/erasmus_ccord_meet_02_10/evaluation_of_erasmus_project_reports_gareth_long.pdf) (slide 8).

Again as has already been highlighted, particularly positive is the very open and transparent presentation of the internal and external monitoring aspects. Not only does this show the rigour with which the project management approach embraced quality issues, it indicates the collective willingness to listen, understand, empathise

and engage with the targets throughout the project lifetime. It also provides immediately accessible evidence of the quality of the outcomes, direct evidence of the piloting and subsequent amendment / improvement procedures and of particular benefit in the context of sustainability, the key role played by the support processes and tools created.

## 7. Quality Assurance

The application addressed the quality issues in work packages 1 (Project Management) and 2 (Quality Management). The progress throughout has been very well executed and as with many areas of POOLS-M, can be considered as a model of best practice. What is particularly impressive to the evaluators is the way in which the project managers and team collectively have implemented formal quality procedures using a variety of forms and approaches whilst maintaining the open, supportive and invitational atmosphere of the project. Often it is the case that respondents can be wary of interviews, completing questionnaires and so on – or it is the case that the tools for survey themselves are guilty of featuring desirability bias or questions so dilute as to carry no meaning. It is not only the content of the quality monitoring tools which is impressive, but the approach to its use. On the web-site, for the teachers, online survey tool, the first page begins with the reassuring text:

### ***“A note on privacy***

This survey is anonymous.

The record kept of your survey responses does not contain any identifying information about you unless a specific question in the survey has asked for this. If you have responded to a survey that used an identifying token to allow you to access the survey, you can rest assured that the identifying token is not kept with your responses. It is managed in a separate database, and will only be updated to

indicate that you have (or haven't) completed this survey.  
There is no way of matching identification tokens with survey responses in this survey.”

Such meticulous concern shown for the targets has increased the volume and quality of the feedback. As for the feedback itself (the teacher and student satisfaction surveys from Spring 2011) it is very positive, with indications of “good” or “excellent” for the five learning methods, quality of the materials and equipment and supporting presentations exceeding 80% in all cases. One comment that could be made is that whilst a very informative specific summary form of feedback in this instance, some additional text drawing out some more personalised comments would have been interesting (in the context of national comparison) and also more immediate explanations of why responses from Lithuania outweighed those from Turkey in such a marked way. To be fair, personal comment is available in the next link down (“Comments submitted online from teachers and their students as part of post course evaluations spring 2011”). There is some fascinating comment in these forms – both from the students (especially in the context of how things could be improved – where comments are made but in a very positive overall context) and from the teachers, whose comments in particular carry significant meaning with a view to effecting real change in the philosophical approach to pedagogy. In the interim external evaluation report, some comments from students and teachers in the first year were features and so it seems appropriate to include comments from year two here:

STUDENTS’ RESPONSES TO:  
“WHAT DID YOU LIKE BEST ABOUT THE LESSON?”

I like too this kind of lesson, because BBC documentary are very amazing. I like too animals and knowing the others cultures. Our planet is a fantastic place for living and we must respect it. Bye bye

We can finelly use computer!!!!

simulation is so funny. it permit us to learn without thinking of grammer

simulation is the best way for learning a foreign language

STUDENTS' RESPONSES TO:

"WHAT DO YOU THINK COULD HAVE BEEN BETTER?"

do more speaking to practise for the exam

the third exercice was a bit hard

Internet connection could be better.

I would like that some students behaved more friendly.

TEACHERS RESPONSES TO:

"WHAT DID YOU LIKE BEST ABOUT THE COURSE?"

Wordlink is a fantastic tool for making the reading easir not only for students but for the teachers as well.

the course was useful because I found out about E-tamdem method, which I really try in the future.

I liked the presentation of new methods and that we have tried many methods in a real situation.Also I found out about new teaching methods such as E-tamdem method.

Excelent lectors, very good and useful materials, nice atmosphere during the cuorses, very good dissemination about the "Pools".

I liked the new teaching methods. it will help diversify foreign language learning. the sight of me work more efficiently. I liked the presentation of information, honest communication with teachers

I would like to use PhyEmoC for students with special needs. I will try to use the methods 6-7 times during the academic year. The presentations: the fact that the trainers helped us to download materials /programmes (Textblender, Dropbox, Hot POfatoes) and worked with us until we created the exercises online. CALL is great! We also liked the methods.

#### TEACHERS' RESPONSES TO:

"WHAT DO YOU THINK COULD HAVE BEEN BETTER?"

Internet connection could have been better.

I wish that in the future will be given more time to this presentation and with short breaks, because at the same time I received a lot of information that was difficult to maintain.

I think that the activities and the subjects approached have been well distributed duing the two days. The follow-ups will allow us to have more information regarding the methods we're more interested in. Thank you for being so nice, and for your hospitality and.. see you soon!

Staying here in Pistoia for another 2-3 days/weeks.

The comments range in detail and depth, but it is clear that respondents fell at ease to comment and so the overall very positive feedback carries increased weight. Special acknowledgement again should be made to the trainers and the quality of the support materials and presentations, which were clearly vital to complete the effective impact of the different learning methodologies, and which were specifically identified as positives by numerous respondents.

An additional aspect is the clear added value resulting from the fact that whilst primary and secondary education was the main area for piloting, there was significant representation from VET, University, Adult and "Other" educational

sectors also – enough for some informative comparison of results and potential for further transfer. There is enough there to suggest a possible additional subsequent LLP initiative, perhaps specifically addressing the sectors outside of primary and secondary and including two or more new countries.

The internal and external quality measures have worked together very well and once more, it is both the depth and content PLUS the way in which they are presented to the wider field which enhances their quality (see following page).

### •Ongoing pools-m project evaluation

- [The evaluation report covering the first 12 months from the external evaluators](#)
- [The first report from the external evaluators](#)
- [Evaluations submitted online by teachers and students spring 2011](#)
- [Comments submitted online from teachers and their students as part of post course evaluations spring 2011](#)
- [Evaluation from kick-off workshop](#)
  
- [Evaluation from first pilot course](#)
  
- [7th quarterly report compilation](#)
- [7th quarterly report from SDE](#)
- [7th project evaluation from CSCS](#)
- [7th project evaluation from MPRC](#)
- [7th project evaluation from Mamara](#)
  
- [6th quarterly report compilation](#)
- [6th quarterly report from CSCS](#)
- [6th quarterly report SDE](#)
- [6th quarterly report from MPRC](#)
- [6th quarterly report from Mamara](#)
  
- [5th quarterly report compilation](#)
- [5th quarterly report SDE](#)
- [5th quarterly report CSCS:](#)
- [5th quarterly report from MPRC](#)
- [5th quarterly report from Mamara](#)
  
- [Compilation of fourth quarterly reports](#)
- [4th quarterly report from SUPSI](#)
- [4th quarterly report from CSCS](#)
- [4th quarterly report from Mamara](#)
- [4th Quarterly report from MPRC](#)

- [4th quarterly report from SDE](#)
- [Compilation of third quarterly report](#)
- [Third quarterly reports from CSCS](#)
- [Third quarterly report from Marmara](#)
- [Third quarterly report from MPRC](#)
- [Third quarterly report from SDE](#)
- [Compilation of second quarterly report](#)
- [Second quarterly report from SDE](#)
- [Second quarterly report from EfVET](#)
- [Second quarterly report from MPRC](#)
- [Second quarterly report from CSCS](#)
- [Second quarterly report from MARMARA](#)
- [First quarterly report compilation of feedback from all partners](#)
- [First quarterly report from MPRC](#)
- [First quarterly report from SDE](#)
- [First quarterly report from MARMARA](#)
- [First quarterly report from EfVET](#)
- [First quarterly report from CSCS](#)

It is very positive to have such clear and transparent reporting of quality processes, both in terms of satisfying the contractual requirements of such an LLP initiative but also to make obvious the “bona fides” of the project processes and results to the outside world. In addition to the quality, the obvious enjoyment the partners have felt in participating in POOLS-M comes through in the outcomes and feedback forms and this can only help in adding to the appeal of the initiative as a whole to the interested visitor.

## **8. Partnership and Collaboration**

The partnership has collaborated effectively throughout the project and the comments made on overall project management are largely also applicable in considering how the partners have performed as a collective. There has been institutional commitment (evidenced by the fact that no partner has caused significant delays during a period of economic uncertainty throughout Europe which has led in many cases to educational institutions having to re-prioritise their



activities – often to the detriment of such transnational work). There has also been personal commitment from all partners and the project leaders – this is evidenced not only in the quality of the processes and outcomes, but also in more informal ways such as the contributions to the outstanding newsletters of the project. The point was made in the interim report that on occasion in a ToI project, the partnership can really be two “mini-partnerships” with the recipients of the transfer being relatively passive and the “hosts” of the products and processes being more dominant. There is no evidence in POOLS-M of this being the case in this project and in fact, the consortium working dynamic is again, another model for other projects to follow.

The quarterly internal evaluation documents presented as they appear on the website (above) show a motivated and enthusiastic partnership, clear on their roles and implementing the individual project milestones effectively. The fact that the consortium is experienced in EU project work did not result in a standard or generalised approach, instead there has been from the outset freshness and originality to the work that is clearly visible. Once more, in addition to the commitment of all those involved, this also owes much to the quality of the original application.

The potential added value in relation to number of languages involved in the transfer process identified at the interim stage has been fully realised, with 5 languages instead of 4 being included. The updated [sets of materials and instructions for exemplary lessons in Italian, Lithuanian, and Turkish](#) are now available also in Danish, German and English, some resources are available in 8 languages. Given the overall quality to each aspect of the project, to achieve the results with such added value in number of languages (and with regard to the aforementioned piloting in 5 educational sectors) is outstanding.



## 9. Dissemination

The approach in POOLS-M to dissemination has been effective and exceeded what was planned in the application. The existing POOLS web-site presence has been enhanced from the start of the project with a specific presence for POOLS-M. The application foresaw key dissemination events being organised by EfVET at their conferences and for round-table events and these have taken place, for example at: [http://www.efvet.org/index.php?option=com\\_content&task=view&id=250](http://www.efvet.org/index.php?option=com_content&task=view&id=250) and the high profile promotion of the project continued into the second year (and is most likely to continue beyond the eligibility period).

The project has successfully used a combination of means to achieve real impact, from initial awareness-raising (the first three months saw a very impressive start to dissemination from all partners – this is actually quite rare in many projects, who often mistakenly prefer to wait until they can “advertise” completed outcomes, rather than actively engaging with the field to promote their work from the start. On the web-site, dissemination aspects are presented in this way:

The project brochure is available in [English](#), [German](#), [Italian](#), [Lithuanian](#), [Turkish](#), and [Danish](#)

There is also more information available in the [pools-m blog](#) and [in the pools-m facebook group](#)

[Brochure in Italian advertising courses in Italy](#)

Brochure for a two days teacher course on language teaching methods. [Download brochure here](#)

[Fact sheet about the project can be downloaded here](#)

Added to these should be the 31 Newsletters which have continued to promote the work of the original activities from which the POOLS initiatives have drawn (establishing a real presence in the field and showing excellently developments over time). There is also a “news” section and of course, numerous instructional videos. All of these aspects reinforce the comment made previously, that the project has not pursued its activities and considered dissemination of them as a separate activity, the overall valorisation activities have permeated the work throughout and have done so effectively and in a responsive nature to the targets – there are a variety of media (videos, presentation, newsletters, tv interviews, presentations at conferences, brochures, etc) employed with different approaches to content (multimedia instruction, powerpoint presentation, informal newsletter text, formal training manuals (still very invitational and excellently engaging in terms of high quality open and distance learning-style pedagogical approaches.

Another positive aspect is a refreshingly practical approach to dissemination in terms of what works and what does not. For example, some concerns about the under-use of the project blog were expressed in the first year, but if one looks at the extensive, consistent and continuous use of the facebook page, then it is clear that all targets through such a medium were being reached and rather than trying to “force” artificial use of what could be regarded as an obsolete medium in this context, the project instead embraced very dynamical the facebook presence. More and more projects have a facebook presence, but in the opinion of the evaluators, the POOLS-M presence has been the most effectively utilised that they have witnessed.

One comment on the possible enhancement of dissemination is related to the presentation of its impact. Whilst it is acknowledged that this will certainly be done, and done well, in the project’s final report, it is also in the project’s interest to “celebrate” the impact of the work more on the web-site. Again, it is

acknowledged that the quarterly internal review compilation reports include details on the partner-by-partner accounts of dissemination work in each country \*these were re-produced in sample form in the interim external evaluation report so will not be repeated here), and the facebook presence features links to much of the dissemination work; but a simple addition along the lines of “impact of dissemination” on the site would make clearer to all visitors just how successful the project has been in this area and how positive the results of the very “invitational” approach identified so often in the external evaluation process as a real project strength has been.

## **10.Consideration of three key points: POOLS-M best practices**

As was indicated in the original tender process and initial reports, the evaluators considered additional areas for consideration based on their experiences in monitoring the project. Given the strengths of the project as a whole, and the quality of the management and additional transferability of the outcomes especially, the evaluators wanted to identify and celebrate three specific additional aspects for comment:

- i)The POOLS-M web presence and synergy with other projects
- ii)The way in which POOLS-M has avoided many of the challenges TOI projects often face.
- iii)The high quality planning, inclusivity in transnational terms, and delivery of project meetings

### **i)The POOLS-M web presence and synergy with other projects.**

In addition to the high quality of the web-site in terms of clarity, ease of use, invitational nature, target group focus and regular updating, the evaluators wanted to highlight its success in terms of establishing synergy with related initiatives and

positioning the “whole” in a very effective context which is guaranteed to ensure longevity and sustainability and particularly likely to lead to the facilitation of course designers and curriculum managers in embedding the processes and outcomes into their mainstream provision. This is an aim for all transnational initiatives, but in the view of the evaluation team, the POOLS presence is more likely to achieve this than most. Of course this is at least partly due to the hard work of the participants in the project themselves – but if the processes and results had been presented in a less effective environment, then there is a good chance that access to such quality would have been limited. This is the third “POOLS” initiative with which Gareth Long and Angelica Bucur-Marinescu have been involved as evaluators, and in the first (POOLS-2) they actually highlighted as a concern the fact that the POOLS-2 web presence was not separated from that of the original POOLS project. The argument was that every project should have a discrete web presence; not only in contractual terms but to justify the independent need for and existence of each initiative. The evaluators have to acknowledge at this stage that they were incorrect, as the combination of the POOLS-initiatives into a single web presence (and it should be acknowledged that they are separated within this site) has created an invaluable space for the interested visitor to access. The areas of focus of each project (**Pools-t:** Tools for creating online materials, **Pools-2:** Language teaching materials & teacher courses and **Pools-m:** Language teaching methods) have links but can also be clearly viewed as separate valuable initiatives in their own right (also reinforced by the fact that they fall under different actions of the LLP). A promotional material could gain the interest of a target and they could access easily the project of interest to them. More likely however, is that the promotional material would attract interest but the visitor would want to learn more about all of the projects individually and collectively in terms of how they fit together to really promote more innovative and effective teaching methods especially in the languages field. It is a generalisation to summarise the projects this way, but it is feasible and realistic to imagine the

interested visitor to the original POOLS site following a kind of chronological professional development through the subsequent initiatives – learning how to create online learning tools, developing these more specifically in the languages context and accessing information about CLIL and its methodologies, before then being competent enough to compare and contrast different learning methodologies involving ICT in language learning in a way to suit their professional and personal preferences and those of the learners. Furthermore, given the previous frequent references throughout this report to the numerous and high quality support tools, instructional videos and monitoring processes that address practical, learning, infrastructure, implementation, and other, issues, then the POOLS “experience” for the visitor is all inclusive and a perfect model for what can be achieved in LLP projects over a period of only a few years.

**ii) The way in which POOLS-M has avoided many of the challenges TOI projects often face.**

The external evaluation team include experience of assessing TOI applications, Progress and Final Report over the previous 5 years and during that time, it has been possible to identify what have become “standard” issues or weaknesses often specifically related to the unique aspects of the TOI programme and so it is worth noting briefly not only what POOLS-M has achieved, but also what it has avoided. In some TOI projects, it is difficult to maintain a consistent transnational dynamic, as the transfer or export process runs essentially from one or more countries to one or more other countries – the temptation is for processes and products to be transferred wholesale for convenience without due attention to national, cultural or linguistic adaptation which further minimises the input of the receiving countries. In other words, the recipient countries are the passive receivers of outcomes that ultimately they find hard to embed as they have been created by others, often several years previously, and in often quite different contexts. In POOLS-M, this

risk has been avoided completely. The partnership has collaborated effectively and consistently with the exporting countries and importing countries working together on improvements, adaptations and particularly enhancements, based on user feedback. Another risk is that the transfer remains a largely limited process of movement from one or more countries to others. Even if this is acceptable in terms of the minimum requirements of a TOI project, it indicates that the full potential is not being realised. POOLS-M achieves the geographical transfer planned in the application, but expands this with the inclusion of additional languages and additional educational sectors. What is more, the direct feedback itself from end teachers involved in the pilot included reference to the potential for the use of the learning methodologies in additional curriculum areas and to specific target groups such as learners with special needs.

Linked to these strengths but worthy of specific mention also, is the impact on national VET policies and strategies in each participating country – presentation of evidence of this is required at the final report stage, and given the added value achieved by the POOLS-M project outlined above, it has clearly achieved such impact – additionally, the peer learning and supportive environment identified as a positive by the teachers in their feedback, is likely to be an approach that is promoted by word of mouth in all of the partner countries and therefore likely to feature in future trainer training programmes.

**Again, it should be reinforced that the quality of the POOLS-M initiative as a TOI project did not appear and mature as it progressed – it had its roots in the high quality application,** which was clearly and precisely planned and presented. The transfer process there was mainly a process to new countries but also including additional languages and plans for “multiplicators” to feature significantly in the second year workshops. The realisation of these aims and more is an indication of excellent – ambitious but realistic - planning and project

delivery. The success of the project also reinforces the need for such transnational collaboration. There really does appear to be no way in which such dynamic, cosmopolitan and transferable results could have been achieved in a single country initiative, or even in activities performed singularly in several countries. It is true that the European language learning aspect of the aims helped in this respect, but the real test of success is whether or not there is a real likelihood of continued growth and life of the project after funding - growth in new countries, with new languages, in new sectors, with new and/or enhanced methodologies, and this seems as close to a guarantee as possible with the excellent conclusion of POOLS-M.

### **iThe high quality planning, inclusivity in transnational terms, and delivery of project meetings**

All the details with regard to meetings, agendas, minutes, evaluation forms, are clearly presented on the web-site, but the evaluation team wanted to present a more personal reflection on one meeting as an example of how effectively the occasions were planned, organised, delivered and followed-up. The meeting in Istanbul was not “better or worse” than the others, it is highlighted because it was one of the two meetings attended by a representative of the evaluation team. The meeting took place 3-4 May and the agenda was circulated some two weeks prior to this. The (high quality) minutes were posted within two weeks of the meeting having taken place. The agenda includes a simple but effective idea to summarise the main target points to be addressed before presenting the full agenda, in this instance, they were:

Main issues for the meeting:

- **Quality control**
- **Evaluation of the first teacher training courses**
- **Evaluation for the edited manuals**

- Dissemination**

- Status of the surveys**

The meeting venue, preliminary organisation, social aspects and atmosphere of “joie de vivre” were all very positive.

Once the meeting began, it was positive too that all partners were actively involved to the extent that by the end of the first morning session, all had provided an update of their progress and contributed to discussions generally. This is preferable to an approach where the promoter dominates procedures.

Many interesting and positive aspects on project progress were presented especially by the LT, IT and TK partners. These included monthly dissemination updates in LT (including two local tv broadcasts) and expanding some of the POOLS-M methodologies into a completely different curriculum area – that of floristry. The IT and TK partners provided information on very positive local and regional new collaborations (involving numerous schools) arising from the work done in the project, which would support their ideas to deliver one-day workshops in each of the 5 methodologies in response to feedback received in the pilots. In terms of organisational impact, the TK partner outlines how plans were already in place for the teachers who participated in the POOLS-M pilots to act as trainers themselves to other teachers in the organisation. The CH partner presented impressive information on data collection and analysis and indicated their intention to develop new forms, possibly more informal, to evaluation to encourage group-based (and possibly methodology-specific) follow-up discussion. There was also an excellent video presented of detailed, informed and frank student opinion of the methodologies and new processes, which were so clear that they would have been invaluable to forthcoming developments. The pilot session teacher feedback from IT was already available on the web-site as was a related youtube clip (see previous comments on dissemination activities being inter-twined with ongoing project activities. The IT partner also indicated that at that stage, there were some



concerns about how such training and innovation could take place after the project funding, so impressed were those participants so far that they were willing to undertake the travel and other costs associated with attending follow-up courses and instruction on the new methods.

There was first hand anecdotal evidence presented by the TK consultant who delivered training as to how personally and professionally the training was for all parties – and this “human” aspect was very much underlined by the impressive practical approaches undertaken in TK, where the partner organisation had provided the relevant papers to the TK Ministry some 6 months previously to ensure problem-free access to the schools targeted. This kind of “official” dissemination involving policy-makers was a great boost to the project, clearly supported by the links from schools to the POOLS-M site created in all partner countries and the activities such as the association of VET Schools and Teachers in CH to organise workshops together with POOLS-M.

The feeling at the end of the meeting was so positive – both in terms of what had been achieved, presented and shared so far, as well as what there was to look forward to in the “next step” that it was clear that this was a partnership that functioned very well together under friendly but extremely well-organised and supportive management from DK.

## 11. Conclusions and Recommendations

i)The project has performed excellently overall, with numerous aspects of high quality. Any issues of concern or relative weakness at the interim stage (and there very few) have been overcome. All concerned deserve significant credit for their work individually and collectively.

ii)The original application was very strong, realistic but ambitious and perfectly conceived as a model transfer of innovation initiative. The fact that the contractual transfer elements (to three new countries) were exceeded / enhanced with the addition of extra languages for main outcomes and some resources, the piloting in 5 different educational sectors, the overlap into additional curriculum areas (e.g. floristry, health care ), the additional relevance to specific target groups (e.g. learners with special needs) and the fact that this last element was identified through the rigour and transparency of the project's own internal evaluation mechanisms, are all outstanding aspects.

iii)It is often the case that evaluators and representatives of the funding agency involved have to remind a project to ensure that it meets its contractual obligations first, before attempting to achieve additional results. It is also often the case that a project enjoys a successful (largely preparatory) initial first year and once in receipt of a positive assessment of their progress report, gives in to the temptation to “drift” and find a focus in new initiatives. POOLS-M went a long way to achieving its objectives in the first year, but has used the remaining period to improve, enhance and “multiply” its results to a very successful extent.

iv)The strength of project management has been identified on several occasions but need reinforcing in a conclusions section. It is often not best to cite specific individuals for fear of omitting or neglecting the input of others, but the leadership and support of Lone Olsen and Kent Andersen to the partners was impressive at the academic, organisational, motivational and just simply, friendly, levels.

- v)The project web-presence is excellent and has achieved a perfect balance between content, invitational nature, quality and availability of results and their associated supporting materials (these are really of excellent quality), with simple accessibility and (sometimes almost impossibly!) updated and topical information. The evaluation team have not witnessed another site so meticulously maintained.
- vi)The POOLS-M site in conjunction with the other POOLS initiatives present there, provide one of the most effective, informative and supportive learning environments for teachers wishing to improve their use of ICT in course creation and those wishing to improve their language teaching skills and enhancing the learning environment for students following languages in the (post) Web 2.0 environment. The project partners would shy away from claiming this site is a state of the art example of how best results and supporting tools can be presented to the wider field, but the evaluators remain to be convinced of a better presentation of (several) LLP project outcomes in such an environment.
- vii)As identified at the interim stage, the partnership has addressed well its responsibilities as an LLP project generally (especially with the sound dissemination and sustainability strategies – and added to this at the end of the project should be in the internal evaluation mechanisms and use of target user feedback) with the more specific responsibilities of being a Leonardo ToI project. This relevance was clear at the application stage but, unlike in some projects, has grown in clarity and scope in the final realisation of an excellent project sure to have even more impact in the future than it has already achieved.